



Woodard Academies Trust

Strategy 2020-23

A separate Implementation Plan accompanies this strategy

Vision

Opening minds, raising expectations, transforming lives

Opening minds: igniting a curiosity about the world, nurturing spiritual and cultural growth and developing a love of learning that should stay with young people for life.

Raising expectations for everyone in the Trust – staff, pupils and governors - about the standards we can reach and the outcomes we can achieve, irrespective of background.

Transforming lives: a successful education will transform the lives of young people into adulthood with rewarding careers, strong relationships and making a positive contribution to their community and society.

Values



Opening minds, raising expectations, transforming lives



Wisdom: We open our minds and take personal responsibility for making a difference in the world.

Ambition: We set high expectations and ambitions for ourselves and each other, and we are relentless about meeting them. We will always challenge under-performance.

Trust: We place trust at the heart of all we do: to facilitate open and honest debate, to support hope and mutual respect, and to enable us to respond to all challenges.

Unity: We value collaboration, promote well-being and invest in relationships: celebrating our individual and collective strengths and expertise, inspiring one another and learning from the best practice externally.

Faith: We welcome and embrace people of all faiths and none to our schools, which reflect the Christian beliefs and values of the Trust and the wider group of Woodard schools.

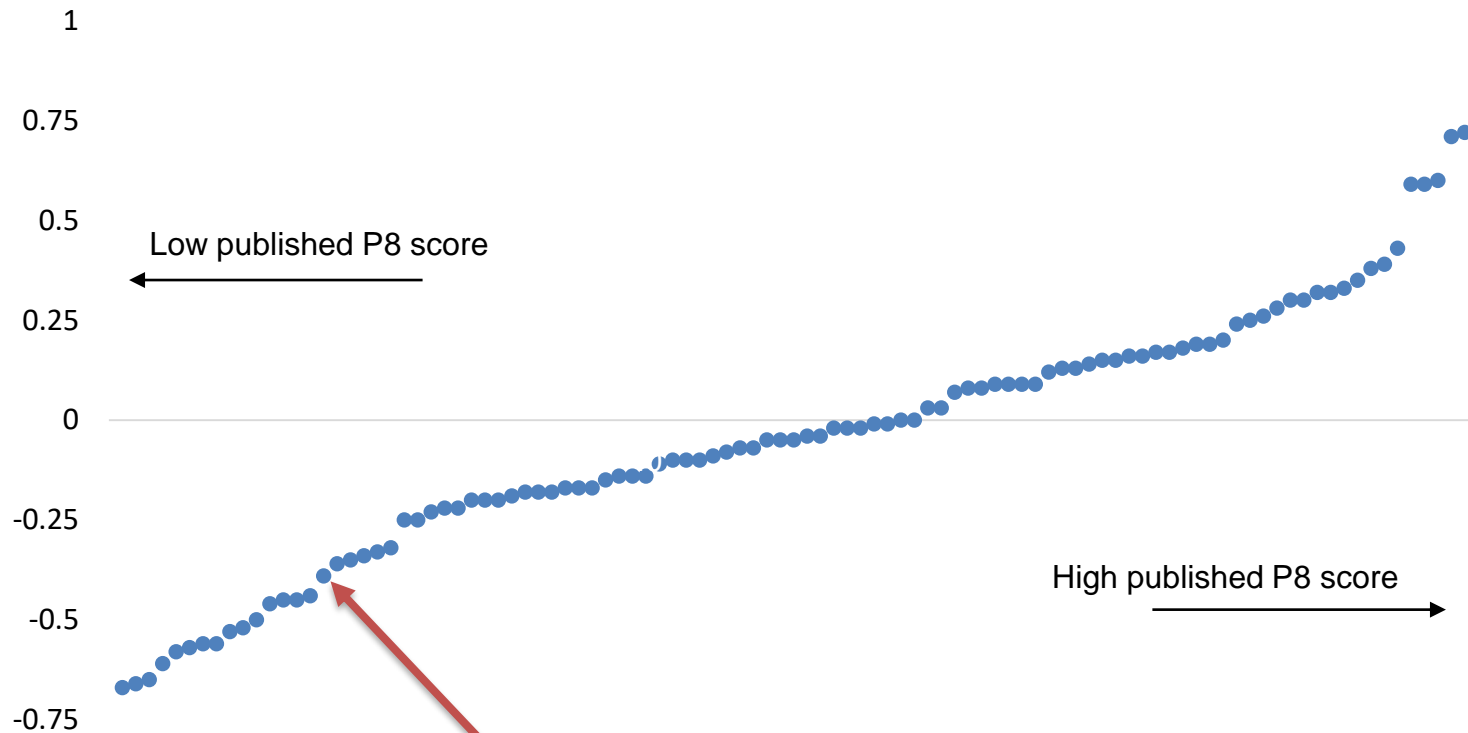


Goals and success measures

- **Pupil Outcomes:** All pupils, regardless of background, are successful learners who are equipped to lead fulfilling lives.
 - Measure 1: The Trust's Progress 8 measure reaches and stays in the top-half in the country (2021 = -0.2; 2022 > 0; 2023 >0).
 - Measure 2: The Trust's Progress 8 measure for those eligible for pupil premium reaches FFT*50 by 2023.
 - Measure 3: In adulthood, those who attended Trust schools believe that we met our vision (opened their minds; raised expectations; and transformed their lives)**.
 - *Fischer Family Trust Average taking account of pupil characteristics.
 - **A survey of former pupils is being established.
 - Measure 4: Ofsted rating for all schools is at least good at next full inspection.
- **School Improvement:** All our schools will be improving, well-led and safe, with high-quality teaching that develops pupils' knowledge, attitudes and character that enable them to succeed in later life.
- **Staff Engagement:** We attract, recruit, retain and develop the best people who meet the highest professional standards and have uplifting, purposeful careers.
 - Measure 5: Staff Engagement measure*
 - *Set baseline in 2020-21 and targets for improvement
- **Growth:** The Trust increases the number of pupils, staff and schools who benefit from being part of our effective multi-academy trust.
 - Measure 6: We increase the number of schools in the Trust by two by 2023.

The challenge on pupil outcomes

Multi-academy trust KS4 performance, Progress 8, 2019



Woodard Academies Trust is ranked 86th out of 102 multi-academy trusts

Strategic priorities for achieving our goals

1. To achieve the highest standards of collective **leadership and governance** to deliver sustainable school improvement and safeguarding;
2. To develop a rigorous focus on shared standards and practices for **curriculum and assessment** to improve pupil outcomes;
3. To develop deep **collaboration in subject areas** to drive continuous improvement in the quality of teaching and learning;
4. To embed a Trust-wide focus on support and challenge so that **all pupils can make maximum progress**, starting with those eligible for pupil premium but including pupils with SEND and those with high prior attainment;
5. To provide a compelling offer to our workforce in order to **attract, recruit, develop and retain the best people** who meet high professional standards and have **uplifting, purposeful careers**;
6. To **grow the Trust** with more pupils, and more schools in areas where we know we can be stronger together; and
7. To establish **efficient and effective shared services** enabling teachers and school leaders to focus on school improvement.

The majority of our strategic priorities are about people – teaching and non-teaching staff, leaders and governors – as they are key to delivering our goals. Some important areas – parental and community engagement, extra-curricula activities – are best done locally so do not feature here.

Learning, developing and improving throughout the Trust

Leadership

- Leaders will lead across the schools in the Trust, not just in own school
- Welcome peer and expert review

New People Strategy

- Performance management focused on development and career planning for both teaching and non-teaching staff
- For teachers, professional development
 - Focus on improving and evaluating pupil outcomes
 - Based on robust evidence and expertise
 - Include collaboration and expert challenge
 - Sustained over time
 - Prioritised by school leadership

DfE Standards for Continuing Professional Development

Service Improvement

- Those in non-teaching roles will also look to develop and continuously improve services.

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

Prof Dylan William, UCL

“To be a professional is to continually appreciate the necessity of building and enhancing one’s own expertise”

Dame Alison Peacock, Chartered College of Teaching

Business-as-usual

To be effective, a multi-academy Trust must also ensure it:

- manages **public funds** well;
- **safeguards** pupils and staff;
- meets its **obligations as an employer** (e.g. Health and Safety; work environment; HR; staff well-being)
- **accounts for its services and performance** (e.g. tracking quality of education; pupil outcomes; absence; exclusions; duties towards pupils with special educational needs and disabilities; complaints; Ofsted inspections)
- **complies with education requirements**, including statutory policies and publication of information;
- **meets expectations** for how it conducts its business: e.g. Integrated Curriculum and Financial Planning; contributing to the wider education sector
- meets our duty to **promote equality**;
- has **good governance** and complies with relevant company and charity law; and
- develops and maintains strong **relationships and partnerships** (e.g. with the Woodard Corporation, Regional Schools Commissioner/DfE, local authorities in which our schools are located, other MATs)

The Trust is also developing our approach to continuous improvement, change management and effective programme and project management. We will review our systems, processes and policies, improving our effective use of resources and support staff through necessary changes. This will include where we are using different systems in different schools without a strong rationale and there are clear benefits from rationalisation.

We are committed to **learning, developing and improving** throughout the Trust, working together as a community of pupils, staff, schools, service providers and governors to meet our ambitious goals.



**Opening minds, raising expectations,
transforming lives**