WOODARD ACADEMIES TRUST IMPLEMENTATION PLAN 2020-23

ID	TASK	Autumn HT 1		Autumn HT 2		Spr HT 2		Spr HT 2	E	Sum HT 1		Sum HT 2		Sum Hols		2021-22			2022-23		
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May		June	July	Aug		Aut	Spr	Sum	Aut	Spr	Sum
1	**Leadership and Governance: To achieve the highest standards of collective leadership and governance to deliver sustainable school improvement and safeguarding**																				
1.1	Build the Trust's Leadership Team																				
1.2	Stengthen Trust's School Improvement Capacity																				
1.2.1	Recruit Director of School Improvement																				
1.3	Trust and Peer review of individual School Improvement Plans																				
1.4	Leadership Team model collaborative objectives																				
1.5	Opportunities for Vice-Principals of Trust-wide leadership identified																				
1.6	All NPQ participants choose projects that support other schools in the Trust																				
1.7	Determine changes to AC Terms of Reference and Role of Link Trustees																				
1.8	Standards on governor recruitment, training, effectiveness and reappointment set																				
1.9	Alumni Project																				
1.10	Assessment of Leadership and Governance Impact Project																				
1.11	All senior leadership team members have Trust-wide objectives																				
1.12	All leaders have Trust-wide objectives																				
2	**Assessment and Curriculum: To develop a rigorous focus on shared standards and practices for curriculum and assessment to improve pupil outcomes**																				
2.1	Process for shared curriculum and assessment principles determined																				
2.2	Agree with SLT data group which assessments should align																				
2.3	Review KS2 and KS3 assessment pathways; share with Leadership Group.																				
2.4	KS3 curriculum audit is undertaken																				
2.5	Effectiveness of KS3 assessment pathways established																				
2.6	Lead teachers/SLT T&L agree end-of-year expectations across KS3 core subjects																				
2.7	GL Progress Test taken and benchmarked																				
2.8	Subject networks in Humanities and MFL focus on assessment and curriculum																				
2.9	Assesment and curriculum core subject priority projects																				
3	**Subject Collaboration: To develop deep collaboration in subject areas to drive continuous improvement in the quality of teaching and learning**																				
3.1	Senior leaders for T&L group set up to oversee network participation																				
3.2	Core Subject networks run half-termly with focus of assessment & curriculum. Areas of need and wide inconsistency identified.																				
3.3	Identify all subject leaders across subjects and link together in a 'soft' model for informal networks and self-support.																				
3.4	Ensure that no teacher in a smaller subject is left without a support network.																				
3.5	Training in place for core subject teacher leaders to support in other schools in a focused and systematic way																				
3.6	Core subject teacher-leaders audit level of curriculum challenge in two other academies on a peer-peer appreciative inquiry model																				
3.7	Core subject networks self-sustaining, focused on aligning curriculum, assessment and pedagogy																				
3.8	Core subject Teacher Leaders have 1 day per week to support other schools in an SLE model																				
3.9	Formalise Humanities and MFL networks, run half-termly with focus of assessment & curriculum. Areas of need and wide inconsistency identified.																				
3.10	Teacher Leaders (Ebacc) audit level of curriculum challenge in two other academies on a peer-to-peer appreciative enquiry model																				
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**																				
4.1	Determine use of DfE Additional Catch-Up and Tutor Funding																				
4.2	Convene SLT group; audit current interventions and pathways in place																				
4.3	Audit proportion of Y7/Y8 pupils whose GL baseline indicates that they are performing significantly below chronological reading age																				
4.4	Determine scope of project on improving our technology-enabled education																				
4.5	Evaluate the effectiveness of the Literacy strategy in each school with Literacy Leads																				
4.6	Identity KS3 intervention and KS4 pathway changes for 2021-22																				
4.7	GL end of year progress tests and NGRT, NGST run Y7-9																				
4.8	Trust-wide literacy strategy is developed																				
4.9	Thinking Reading course evaluated by SRWA; if successful could roll-out in 3 other schools (timescale tbc)																				
4.10	Implement interventions and pathways identified in 2020-21																				
4.11	Literacy strategy in place																				
5	**People strategy: 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.**																				
5.1	Agree Terms of Reference for People Strategy. Collect data and baseline.																				
5.2	Establish Trust-wide Group tasked with developing People Strategy																				

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5.3	Develop draft people strategy including continuing professional development																						
5.4	Further consultation and engagement; trial; pilot; procure; manage change.																						
5.5	Manage change; prepare for implementation.																						
5.6	Implementation and review of strategy																						
5.7	Implementation and review of strategy																						
5.8	Aim to be a lead partner on initial teacher training to secure flow-through of new teachers.																						
5.9	Aim to be a research MAT.																						
6	**Growth: To grow the Trust with more pupils, and more schools in areas where we know we can be stronger together**																						
6.1	Agree growth strategy, including benefits of being in the Trust																						
6.2	Apply to the DfE Trust Capacity Fund with RSC support																						
6.3	Options for marketing/communications for TLA to grow pupil numbers																						
6.4	Two additional schools in Trust																						
7	**Shared Services: To establish efficient and effective shared services enabling teachers and school leaders to focus on school improvement**																						
7.1	Working group to develop options for restructuring corporate services																						
7.2	Implement decision																						
7.3	Improve management reporting																						
7.3.1	Develop HR data requirements																						
7.3.2	Collate and present HR data																						
7.3.3	H&S Reporting; Sensitivity Analysis																						
7.3.4	Develop options for improving reporting for 2021-22																						
7.4	Review systems (IT, Finance, HR, Educational)																						