



INSPIRING EXCELLENCE TOGETHER



Strategic Plan

January 2022-2025 V5



Foreword

We are pleased to present the revised three-year Strategic Plan for the Children First Learning Partnership. The purpose of this document is to set out and communicate our vision, values and ethos alongside the medium-term direction of our current schools, which will support the transition and selection of future schools.

We feel strongly that our name captures what is at the very heart of all that we believe in and will drive our future development and growth. We pride ourselves on the support, challenge and encouragement that we provide for each other and believe every school in the Children First Learning Partnership is unique, diverse and bursting with talent that will always be actively encouraged.

This three-year plan, 2022-25 will drive our work towards our organisational vision and is complemented by each school's individual school development plan, all of which capture key areas of capacity development alongside work to ensure we INSPIRE EXCELLENCE TOGETHER.

We work tirelessly to ensure our pupils love to come to school, know how to keep themselves safe and make friendships based on respect, honesty and trust. The difference we can make to our local community is also very important to our schools, our Multi Academy Trust promotes this cohesion to develop a sense of pride and responsibility in our pupils.

We are proud of all of our school's achievements, and we aim to keep providing better opportunities for our children to be successful and happy. We will continue to provide a first-class education to prepare all our pupils for the next stage in their educational journey.

Abigail Rourke CEO of Children First Learning Partnership

Nicky Chell Chair of Children First Learning Partnership.

Introduction

This document was initially prepared at the end of the first year of operation for the Children First Learning Partnership (CFLP). It acknowledged the progress to date and set out aspirational ambitions for the next three years. Despite extensive planning, the Trust could not have foreseen the global pandemic that would impact so significantly on the strategic direction of the CFLP. The document has been reviewed annually, to re-set the aims, in light of the new circumstances that schools within the Trust find themselves operating in. Expert leadership within the first 2 years of the CFLP has meant that growth has been possible at the same time as establishing effective operational procedures. It is acknowledged that further growth, whilst desirable, may currently be more challenging.

Directors agreed a series of aims as part of the first Trustee Report, which clarified the direction of travel; this document builds on those aims. The views of stakeholders, all levels of governance and staff have formed part of the development and review of this Plan.

The Trust anticipates further change over the next three years and there is a short statement at the end of this document that considers how this might look beyond the next three years. Directors also recognise that it is essential that our strategic planning is realised through effective operational delivery, ensuring that projects are delivered on time, on budget and to a high quality. Good communication will be essential to ensure that the ambitions plans within this document are successful.



Who are we?

Castlechurch Primary School

Age range of pupils 3 to 11

Number of pupils on the school roll 278

Castlechurch is a one and a half form primary school built in 1964 on the site of an old oak tree, which you will no doubt hear mentioned in our wonderful school song, our classes are all named after trees, reflecting our belief that with nurture, learning never stops growing. Our school is central to our local community and we see ourselves as a family. At Castlechurch our mission statement is 'Working together to achieve our best', and we are very proud of the strong, positive links we have with our wider community, as well as the children and families who make our school the fabulous, welcoming hub that it is.

Our school is currently graded as requires improvement by Ofsted, which we have been working tirelessly to improve. Following our most recent Ofsted monitoring visit, the school was praised for the progress it is making, with clear leadership and progress on our journey of improvement being credited. We are proud of the fantastic and rapid progress we have made since we joined the Children First Learning Partnership.

Knypersley First School

Age range of pupils 3 to 9

Number of pupils on the school roll 330

Knypersley First School is a double-form entry school located in a small town in Staffordshire Moorlands. Our school motto is *Learning together, Learning for Life*, this is reflected in all areas of our school life.

The school boasts amazing facilities such as a swimming pool, cookery room, ICT suite, Forest school and an outdoor classroom. These facilities alongside a dedicated, enthusiastic and ever developing team of staff allows us to plan and deliver a progressive, personalised and ambitious curriculum, ensuring all pupils and staff, reach their full potential.

Our most recent Ofsted judgement judged us to be Outstanding in all areas and stated that: *The values, care and behaviours promoted in school, coupled with the breadth of learning experience, enable all pupils to develop the qualities and skills they need for later life.*



Kingsfield First School

Age range of pupils 3 to 9

Number of pupils on the school roll 268

Originally built for the Biddulph community, it is this spirit that makes Kingsfield special. Our motto of “Learn Together...Play Together....Succeed Together”, stems from the committed families and staff who are determined to improve children’s future prospects.

Following our most recent 2016 Ofsted inspection, Kingsfield was recognised as a Good school, and described as a school where *leaders have created a positive and welcoming atmosphere for parents and pupils, in which pupils can learn and thrive*. This is key to our success.

Kingsfield has a range of excellent facilities, dedicated and highly trained staff, specialised teachers and external professionals who support individual needs. Our bespoke curriculum allows all children to flourish by achieving their best outcomes, growing new interests, promoting talents and nurturing resilient, confident and self-motivated pupils.

The Reginald Mitchell Primary School

Age range of pupils 3 to 11

Number of pupils on the school roll 223

The Reginald Mitchell Primary School holds the school community at the heart of all that it does. Relationships between staff and children are warm and supportive. The pupils within our single form primary are polite, happy children who have a diverse range of needs.

With 28% of our pupils being deemed disadvantaged, home school relationships are vital to ensure our pupils attend well and thrive both socially and emotionally and academically. We work hard to break down barriers for all of our pupils and their families in order to ensure both ambition and aspiration become the norm. Our mission statement being, ‘Work together, Learn together, Reach for the sky.’

Our broad curriculum provides knowledge, skills and first hand experiences to enrich the lives, language and a love children in our school have for learning. Staff and leaders at all levels are constantly reflecting on how to improve and deepen this.



Oxhey First School



Age range of pupils 3 to 9

Number of pupils on the school roll 261

There is something very special about Oxhey First. The rainbow badge symbolises that our school is “a happy place to learn and grow”.

The physical setting has to be seen to be believed with huge, grassed areas, a small forest and play trails where children enjoy learning in a different context.

We are very proud of the relationships we have with families and within the local community. We work together to create a safe, fun and vibrant place to thrive. Pupils gain the knowledge, skills and attitudes to help them become life-long learners and responsible citizens of the future. Visitors comment on pupils’ excellent behaviour and calm learning environment, this is due to strong pupil-staff relationships and the high expectations we all have of each other.



Vision & Values

Guiding Principles

Vision - Our vision is to be one of the highest performing and constantly improving Trusts in the country with capacity and capability to support others for the benefit of all children.

Values – collaboration, honesty, inspiration, leadership, democracy, respect, equality and nurture.

Ethos - The Children First Learning Partnership is a community of schools in which our children come first; we are proud of each and every one of them and want them to thrive, flourish and achieve their full potential within a supportive and caring environment.

Risk Management

All public sector organisations should have systems for identifying and managing risk. Every organisation faces a variety of uncertainties, both positive and negative, which can affect its success in delivering its strategic objectives, budget and value for money.

Risk management is a key governance task for the Directors Board who review and scrutinise the Risk Register termly and annually. The Trust actively seeks to recognise both threats and opportunities, and decides how to respond to them at a strategic level, including the setting of internal controls.

Our People

Our people remain our most valuable and important asset. We want the Children First Learning Partnership (CFLP) to support the development of our staff and to offer career-enhancing opportunities. We are focused on creating the right working environment to ensure that people can give their best, in line with the Trust's values and ethos.

High quality teaching and leadership is key to closing achievement gaps and ensuring all children fulfil their potential. The CFLP aspires to create a highly skilled and motivated workforce, empowered to deliver our vision and mission. Directors recognise that the delivery of the aims within this document are dependent on the workforce and we are committed to ensuring that opportunities for career growth are available. In addition, analysis and ownership of data is essential to the delivery of outstanding outcomes for the children within our academies.

Our Resources

Children First Learning Partnership (CFLP) is a relatively small organisation with a net resource requirement of £6,616,771 in 2022-2023. Leaders are clear about the need to seek efficiencies whilst ensuring we are still able to discharge our statutory functions. The CFLP must be a resilient and flexible organisation, whilst focussing on the provision of excellent quality education.

What we have achieved so far?

Directors, Local Advisory Board (LAB) Members and staff are clear that there have been a number of successes in the first 3 years of the Children First Learning Partnership (CFLP). Significant achievements are:

- Our values are embedded across all of our schools including our mission statement to:

INSPIRE EXCELLENCE TOGETHER

- Driven by our own Financial Management Handbook we have established and thoroughly embedded a clear financial strategy across the MAT.
- Strong leadership capacity from local advisory board level right through to our members. Roles and responsibilities are clear and valued. This is based on honesty, transparency and very strong and purposeful communication.
- Provided a wide range of high-quality training packages to develop knowledge, skills and capacity at all levels across our staffing teams.
- Secured a significant amount of external funding to invest in both our growth and our land and asset development.
- Grown the MAT by supporting a school requiring improvement to progress academically and financially with the collaborative practices used resulting in the school joining the CFLP.
- Established a central finance and administrative team to support the board of trustees and MAT schools, especially in the gaining of greater value for money in the purchase of contracts and goods.
- Established financial stability and strategic financial planning across the MAT which has grown MAT reserves to a level that now enables the MAT to fund substantial projects in our schools.
- Developed a self evaluation process from school to MAT level which is linked directly to growth and development.
- Established CFLP KPI's are part of a clearly defined self-evaluation process.
- Increased capacity for school improvement by the development of a range of SLE's, LLE, NLE and subject lead specialists.
- Placed staff and pupil voice along with their well-being at the heart of all that we strive to develop and achieve.

- Developed a centralised SEND Hub and funding stream to broaden expertise, capacity and support for the well being of our pupils and staff.
- Implemented a shared management information system to enable greater benchmarking, analysis and evaluation of performance at a strategic MAT level

Review of Our Governance Arrangements

When the Strategic Plan was developed, the Director's Board completed a review of Governance Arrangements. At this time, consideration was given to:

- Clarity around roles and interaction between layers of governance
- Induction and training opportunities
- The role of Committees and Link Governor arrangements
- Information provided in advance of meetings and time to prepare in order to ensure effective decision-making
- The role of the Chair (Local Advisory Board and Directors Board)
- The role of Heads and the CEO.

The Strategic Plan gave a commitment to the development of a formalised approach to communication to support the priorities identified.

In 2023, those involved in governance were asked again for their views on areas for improvement. The feedback from Local Advisory Board members and Directors was overwhelmingly positive. All respondents were clear about their roles. There was a consistent message about the benefits of the Trust being collaboration, quality assurance, shared training and the positive impact on recruitment. This demonstrates positive progress, with 100% of respondents feeling that the Trust is well-managed.

School Development Plans

The Strategic Plan consistently highlights the importance of effective operational management. It is a well-established practise for Local Advisory Boards to develop, and keep under review, School Development Plans (SDPs). These are largely operational documents that consider the day-to-day management of each school. The SDPs are reviewed annually and are driven by this Strategic Plan, referencing aspirations included within this document. At the time of reviewing this Strategic Plan, there were a number of issues that affect all schools, and so require a strategic input. In 2022-23 these were:

- Develop the use of the CFLP Triple A Strategy to enhance DA provision
- Developing the capacity of leadership at all levels
- Implementing a highly effective non-core curriculum
- Mastery curriculum implementation
- Further development of SEN systems, leadership capacity and access to bespoke specialist support.
- Increased capacity to deliver high quality SEMH provision matched to need.

Schools within the CFLP also identified the following priorities: high levels of deprivation; lack of diversity; lack of parental engagement/ support; complex family issues impact on behaviour, attendance and achievement; lack of facilities in the community for younger children. These issues are also addressed within the Strategic Plan.

What do our key stakeholders and parents think?

As part of the review of this document, those within communities were asked for their views on the CFLP. There was a good cross-section of responses across all five schools. 97% of respondents felt schools had their own identities. 72% had noticed investment in schools, such as playgrounds, roofing, boilers, etc. There are some considerations for the Trust around communication. 95% of those who responded received regular communication from schools, but only 60% were aware of having communication from the Trust. A review of communication will take place during 2023-24. A number of additional priorities were identified, which will also feed into 2023-24 objectives:

- ✓ Greater community involvement to engage with deprived communities
- ✓ Investigate music and arts development opportunities
- ✓ Consider pathways for high achieving students
- ✓ Additional speech and language provision training for staff
- ✓ Continue to develop growth and succession planning
- ✓ Enhanced training opportunities for Teaching Assistants

Strategic Objectives

The Children First Learning Partnership (CFLP) has identified the following aims for the next three years, 2022-25.

Investment

Aspects of our work that require flexible and innovative MAT-wide approaches. These aims will increase our capacity and reduce risk:

- Support the procurement of best value centralised services
- Provide effective/ timely SEN provision available across all schools, reducing the time young people have to wait for appropriate interventions.
- Ensure consistency of assessment and data collection via appropriate systems.
- Deliver budgets where there is resilience and flexibility, to enable the CFLP to be responsive through the procurement of additional resources, as required.
- Ensure that buildings are well-managed and that there is a risk-based approach to establish short, medium and long-term priorities.

People

Aims that consider all those that we come into contact with, through their work, study or community involvement:

- Enhance capacity within the leadership team, providing a pathway for professional development
- Enhance staff and pupil wellbeing
- Provide effective succession planning/ resource management
- Ensure there is a quality of teaching/ quality of learning with a robust approach to non-core subjects
- Provide children with opportunities to mix across settings.

Communication and growth

Aspirations with regard to how we communicate with those that come into contact with the Multi Academy Trust and how we will grow over the coming years:

- Ensure there are effective Local Advisory Boards and communication between layers of governance
- Maintain individual schools' identities
- Share and identify best practice.
- Actively market the services available to other schools, in line with the agreed Growth Strategy.
- Develop collaborative approaches within communities to tackle levels of deprivation and engagement.

What sort of Trust do we want to be?

The Director's Board has approved a Growth Strategy, which details the selection criteria that will be considered prior to the introduction of new Academies. Consideration will be given to geography, phase of school, capacity and ethos/ values. Growth will be carefully considered, balancing the proportion of schools in our Trust able to provide support, bringing in like-minded schools that can add to this capacity, and bringing in schools that we believe we can make a significant difference to in terms of success and outcomes.

The Director's Board is positive about growth and recognises that the Children First Learning Partnership (CFLP) could have a very positive impact on Academies. It is envisaged that the following level of growth will be possible:

Year 1 April 21- April 2022

5 School MAT 1400 Pupils

Year 2-April 2023-2024

8 School MAT or 2000+ pupils, no more than 2 Ofsted 'Requires Improvement' schools

New HR/Personnel Officer and Finance officer(s) or COO

Academy Sponsorship Acquired

Year 3 2024-2025

12 School MAT or 3000+ pupils, no more than 3 Ofsted 'Requires Improvement' or 2 'Requires Improvement' and 1 Sponsored school

New Executive Head/ Director of Teaching and Learning/Leadership

New Estates /Facilities Manager

The Director's Board will keep under review its Growth Strategy, reviewing performance, capacity and context, on an annual basis. Progress will be shared with Members on an annual basis.

Annual 'targets' have not been provided below. As mentioned within the introduction to this document, this Multi Academy Trust has been established at a time when there is significant fluidity within our world. By the end of the three-year period, the objectives below will be complete. These may be complete within the first year, or towards the end of the Plan. The Indicators below assist Directors in monitoring the direction of travel, analysing strengths and learning across all schools.

Key performance indicators

INVESTMENT			
	Strategic Objective	How we will measure success	Link to CFLP KPI's
1	Support the procurement of best value centralised services	<ul style="list-style-type: none"> ▪ Scrutiny of procurement and identification of savings/ achievement of added value. ▪ IT infrastructure supports MAT improvements and delivery of the curriculum across all schools. ▪ As schools join the CFLP, centralised staffing will increase, enhancing capacity. 	<ul style="list-style-type: none"> • G3 • O1 • G3
2	Provide effective/ timely SEN provision available across all schools, reducing the time young people have to wait for appropriate interventions	<ul style="list-style-type: none"> ▪ Ongoing monitoring of waiting times, opportunities and funding available provides improved outcomes for SEN groups. 	<ul style="list-style-type: none"> • G3 O1
3	Ensure consistency of assessment and data collection via appropriate systems.	<ul style="list-style-type: none"> ▪ All schools are fully compliant with health and safety, safeguarding and other statutory requirements. ▪ Robust financial parameters maintained in all schools ensuring compliance with all ESFA expectations. ▪ Risk register ensures appropriate risk management ▪ Number of complaints is low ▪ Financial probity: no red flags raised in audit(s). 	<ul style="list-style-type: none"> • L4 • G3 • G4 • G5 • G2
4	Deliver budgets where there is resilience and flexibility, to enable the CFLP to be responsive through the procurement of additional resources, as required.	<ul style="list-style-type: none"> ▪ Effective benchmarking procedures and three-year modelling completed to inform annual budget scrutiny. ▪ Applications are made (and are successful) for external funding. 	<ul style="list-style-type: none"> • G2 • G3
5	Ensure that buildings are well-managed and that there is a risk-based approach to establish short, medium and long-term priorities.	<ul style="list-style-type: none"> ▪ Centralised conditions surveys provide a clear understanding of priorities across the MAT. ▪ 3 Year buildings and estates strategy established 	<ul style="list-style-type: none"> • L4 G4

PEOPLE			
	Strategic Objective	How we will measure success	Link to CFLP KPI's
6	Enhance capacity within the leadership team, providing a pathway for professional development	<ul style="list-style-type: none"> ▪ Recruitment and retention of the highest quality staff; to be the employer of choice. ▪ Clear leadership pathways are in place, including training and development, responsibility and accountability. 	<ul style="list-style-type: none"> • L1 • L7
7	Enhance staff and pupil wellbeing	<ul style="list-style-type: none"> ▪ Staff absence is in line or below national benchmarks ▪ Staff retention is in line or above national benchmarks ▪ Parent, staff and pupil survey data (inc. face-to-face feedback) illustrates satisfaction. ▪ Curriculum provision demonstrates support for pupil wellbeing. ▪ Number of exclusions to be below national averages ▪ School attendance to be at least in line with national average ▪ Staff well being strategy created ▪ All schools signed up to the Dfe Well being Charter 	<ul style="list-style-type: none"> • L1 • L7 • O1 • O1 • O4 • O7
8	Provide effective succession planning/ resource management	<ul style="list-style-type: none"> ▪ All vacancies to be filled with good quality staff. ▪ Leadership structure facilitates succession planning. 	<ul style="list-style-type: none"> • L1 L7
9	The quality of education demonstrates a broad ambitious curriculum for all	<ul style="list-style-type: none"> ▪ All schools to be good or better as categorised by Ofsted ▪ Pupils to achieve to their full potential, making positive progress from their starting point. ▪ School performance data demonstrates attainment in line or better than national outcomes including for our most disadvantaged pupils. ▪ 100% of teaching and learning to be good or better across the whole curriculum 	<ul style="list-style-type: none"> • L2 • O1 • O2 • O3
10	Provide children with opportunities to interact across settings.	<ul style="list-style-type: none"> ▪ Effective planning and interaction between schools. ▪ A range of opportunities and experiences are provided outside the school settings, providing the potential to enhance the understanding of the world around us. ▪ CFLP celebration events established 	<ul style="list-style-type: none"> • O1 O2 • O1 O3

COMMUNICATION AND GROWTH			
	Strategic Objective	How we will measure success	Link to CFLP KPI's
11	Ensure there are effective Local Advisory Boards and communication between layers of governance	<ul style="list-style-type: none"> ▪ 100% of skills coverage within Director and Local Advisory Boards ▪ Annual review of governance arrangements demonstrates satisfaction. 	<ul style="list-style-type: none"> • G1 • G1
12	Maintain individual schools' identities	<ul style="list-style-type: none"> ▪ All schools are either at full capacity or are increasing their capacity, viewed as attractive by the population. 	<ul style="list-style-type: none"> • L5
13	Share and identify best practice.	<ul style="list-style-type: none"> ▪ Work in partnership with other schools, MAT's and agencies to ensure that each school is at the heart of its community. 	<ul style="list-style-type: none"> • L8
14	Actively market the services available to other schools, in line with the agreed Growth Strategy.	<ul style="list-style-type: none"> ▪ Develop promotional material, advertising options available for schools that require specialist support that can be provided by CFLP. 	<ul style="list-style-type: none"> • G2 G4 • L5
15	Develop collaborative approaches within communities to tackle levels of deprivation and engagement.	<ul style="list-style-type: none"> ▪ Work with community groups to understand the needs within each area. Ensure that these feed into each annual review of this document so that discussion can take place about the role of the CFLP within each community. 	<ul style="list-style-type: none"> • L8

Short Term Plan (1 year) Based on self-evaluation findings

Strategic Objective 1 Investment-

	Priorities	Key actions	Success Criteria	Monitoring
Ensure that buildings are well-managed and that there is a risk-based approach to establish short, medium and long-term priorities.	<p>Develop a 3 year building and estates management plan which informs strategic planning and acquisition of external funding sources.</p> <p>Site staff understand building priorities, manage contractors consistently effectively and are trained well to fulfil their roles effectively.</p>	<p>Appoint COO</p> <p>Centralise condition surveys and prioritise needs-communicate with HT and site staff</p> <p>COO to formulate training plan for site and cleaning staff</p> <p>COO to ensure consistent management of contractors on all school sites</p> <p>Development of centralised office base at Knypersley First</p>	<p>Applications are made (and are successful) for external funding.</p> <p>3 year building and estates strategy established.</p> <p>Central office base plan is in place and progressing well.</p> <p>Site and cleaning staff are well informed about role and well trained.</p> <p>HT's are clear about their building priorities and work well with COO and site staff team to address needs.</p>	<p>Progress towards strategy outcomes</p> <p>CPD QA and attendee evaluation</p> <p>Contractor management documentation</p>
Ensure consistency of assessment and data collection via appropriate systems.	<p>Reduce risk to CFLP of new school joiners with the establishment of a of a rigorous induction and support planning package.</p>	<p>CFO to develop support plan and capacity to establish CFLP Financial Regs at Springhead and other joiner schools</p> <p>CEO to complete safeguarding and H and S audit and action planning process at joiner schools</p> <p>SDP reviews and CFLP self evaluation completed and actions agreed. Support</p>	<p>New joiner schools compliant with all CFLP financial regs</p> <p>All SLT engaged in Exec and Leader networking opportunities</p> <p>Safeguarding audit indicates compliance and progress towards action achievement</p> <p>H and S KPI's established at all joiner schools</p>	<p>CFO QA visit findings</p> <p>Audit findings</p> <p>RO audit reports</p> <p>Safeguarding and H and S Audits</p> <p>Self Evaluation QA</p>

		plan/package established as required from above self-evaluation activities.		
Provide effective/ timely SEN provision available across all schools, reducing the time young people have to wait for appropriate interventions	Develop school and staff capacity to address complex and challenging pupil behavioural needs	Exec board to understand exclusion process and SCC support access RPI training capacity to be increased across the Trust Links with outreach behavioural specialist providers to be established SEMH interventions to be sourced and SENCOs trained to administer Mental health leads to be established in all schools	Early identification Complex needs of pupils are identified early Access to behavioural specialists is swift and informative Staff feel supported to manage and tackle challenging pupil behaviours RPI trainer established across Trust Mental Health leads enrolled on specialist DfE accredited training	SEND Hub Exclusion rates Staff feedback Case study and QA findings Specialist support impact
Deliver budgets where there is resilience and flexibility, to enable the CFLP to be responsive through the procurement of additional resources, as required.	Address predicted fall in 2023/24 pupil numbers in relevant schools	Analyse financial impact of falling numbers Ensure clear plan created to set a balanced budget in each school Discuss and establish school plan to increase pupil numbers and reputational place in local community Analyse projected birth rates for localities to plan beyond 2023	Schools set a balanced budget Staffing meets statutory requirements and enables the provision of an effective curriculum	Budget planning review Strategic financial plan – progress and quality Numbers on roll
Strategic Objective 2 People				

	Priorities	Key actions	Success Criteria	Monitoring
Enhance capacity within the leadership team, providing a pathway for professional development	Establish secure and effective leadership at Kingsfield First	CEO to create a SLT development plan CEO to organise HT mentor AHT peer coaching to be established Offer additional CEO QA and support visits	SDP 23-24 is well match to school needs Monitoring and CDP schedules are cohesive and purposeful Self evaluation is accurate and evidence based SLT members are clear as to their role and are deployed effectively	QA visit findings SLT meeting obs SDP progress CFLP Triad findings
Provide children with opportunities to interact across settings.	Create a cross MAT pupil activity programme to enrich provision, celebrate success and offer competitive sporting opportunities	Investigate the procurement of CFLP mini bus Exec board to create a pupil activity programme Communicate with all stakeholders Create a CFLP school forum and establish feedback mechanisms to pupils and staff.	Pupil forum meets frequently and influences CFLP practice Competitive, celebration and enrichments events take place termly involving all CFLP schools	Pupil feedback School engagement Exec Board Feedback Parental feedback
Provide effective succession planning/ resource management	Ensure all non teaching staff are offered high quality CPD, feedback and development opportunities.	CFO to establish an office and clerical annual training ,QA and feedback plan Exec board review of office staff line management Appraisal process to be thorough, well supported and developmental for all staff. CEO – CFO/COO. CFO-	Communication with all non teaching staff is effective and supportive Range of CPD for all non teaching staff has improved and feedback from attendees is positive. Appraisal targets are developmental and	CFO/COO QA Report Findings Staff feedback/well being surveys Appraisal reviews Staff forum feedback

		OFSM. OFSM-Clerical. HT – LTS COO -Cleaning/Site management/responsibilities COO create cleaning and site staff training plan/monitoring and feedback HT's to increase communication and frequency of CPD for all lunchtime staff	CEO is well informed of non teaching staff development and impact.	
Enhance staff and pupil wellbeing	CFLP Staff well being strategy created and communicated Staff absence is below national indicators	Appoint a COO MAT Staff Forum created COO oversees formulation of a 3 year well being strategy Explore formulation of a CFLP staff well being package/benefits	All schools signed up to the DfE well being charter All staff group voice is captured 3 year well being strategy established and shared with all parties Staff Well being survey indicates overall satisfaction	Staff well being survey feedback Progress towards WB Strategy milestones Staff Forum Minutes/Feedback
The quality of education demonstrates a broad ambitious curriculum for all	Ensure all schools are at least in line with national outcomes in Phonics, R,W and M's including their most disadvantaged pupils at the end of EY, KS 1 and 2.	Embed the use of the triple A strategy across the CFLP Create a clear graduated response for those pupils working below ARE Ensure mastery teaching approaches offers opportunities for pupils to	Gaps in R W and M attainment for DA pupils reduce School outcome are at least inline with national outcomes including %'s working at GDS.	Analysis of school attainment data Progress of PP Strategies Review of SDP Action Plans

		work at greater depth where appropriate.	Triple A strategy indicates impact on key outcomes for DA pupils Mastery lessons offer challenge and opps to embed and deepen understanding at GDS.	
The quality of education demonstrates a broad ambitious curriculum for all	Ensure the Q of E at CC Primary and Kingsfield First is at least good	Create improvement plan for development including leadership Plan peer support provided from across the MAT CEO to coach HT's as required	School has a clear curriculum intent Non core provision is appropriate across all subject areas Leaders can talk about their curriculum plan and formulation	SDP review QA visits Self evaluation QA

Strategic Objective 3: Communication and Growth

	Priorities	Key actions	Success Criteria	Monitoring
Maintain individual schools' identities	Ensure communication channels are effective and reaching target audiences effectively including for information regarding the CFLP. Ensure school websites are useful, informative, compliant and signposting by schools is frequent and effective.	Formalise and simplify communication method with parents. Websites are compliant Communicate Ensure all stakeholders understand channels of communication and role in their success Gain termly feedback from parents and office staff	Communication methods match needs of parents Schools respond effectively to parental communication Parents relay accessibility to school information, support and events is good Staff well being is well supported Websites are current, compliant and informative Signposting	Parental feedback Website usage Website audit findings

Develop collaborative approaches within communities to tackle levels of deprivation and engagement.	Re establish valuable local and MAT wide links to improve and inform provision	Identify opps to re engage face to face with parents Identify key community links in each school and re establish Source and direct families to local support provision where appropriate	Parents access a range of useful and informative activities within each school All schools know what provision is on offer and signpost parents as appropriate to support identified need	Range of parental engagement offers Stakeholder questionnaires and feedback at events Number of families accessing local community support /groups
Actively market the services available to other schools, in line with the agreed Growth Strategy.	Establish a marketing strategy to increase parental and community awareness of the CFLP- vision, capacity and success.	1 year marketing strategy established to include: Increased CFLP social media presence CFLP school entrance hall displays CFLP signage at all schools Branding development and leaflet distribution.	Parents are aware of and value their schools membership to the CFLP Social media presence of the CFLP has increased Improved Stakeholder awareness Communication to parents is established and frequent.	CFLP Stakeholder Questionnaire Feedback COO Reporting



Beyond the next three years

This Plan is a working document, reviewed annually to ensure it continues to work towards the long-term aspiration for growth of the Trust. It remains vital that we continue to scan the horizon for future change, risks and external demands whilst ensuring improved outcomes, financial stability, sustainability and growth across our Multi Academy Trust.

We aim to have the financial viability to take on more schools in need and to become a hub for schools in key locations, in which we can develop our collaborative and coaching model. All schools will have improved on their Ofsted pathway to achieve ‘Outstanding’ in the majority of them, and to nurture those who join us to reach their full potential. The growth and development of staff will be a key factor in building the capacity for future-proofing the Trust, with difficulties in recruitment a long-term problem across the educational sector.

Our growth beyond the next three years needs to reflect the ever changing world we live in, and the rapid change in developments in technology, to ensure that across the Trust we are providing those lifelong learning skills to both be inspirational and aspirational to equip the children for the challenges they may face in the future.

Version Control

V1	10 February 2020	SH prepared draft document for Directors Board
V2	13 May 2020	Completed consultation with community, staff and LAB member/ Directors. Feedback sought from Members. Document amended to reflect feedback.
V3	28 June 2020	Inclusion of Director and Staff feedback, to create final draft for ratification by Directors Board.
Final	October 2020	Inclusion of cross-referencing information regarding stakeholder feedback. Ratified at July 2020 Director Board, subject to this change.
V4	09.03.21	Additional column added pages 14- 16 listing direct link to the CFLP KPI's
V5	January 2022	AR/ SH amends; revised stakeholder/ governance feedback.
V6	Jan 2023	Developed a self evaluation process from school to MAT level which is linked directly to growth and development.
V6		Developed a centralised SEND Hub and funding stream to broaden expertise, capacity and support for the well being of our pupils and staff.
V6		Implemented a shared management information system to enable greater benchmarking, analysis and evaluation of performance at a strategic MAT level
V6	P10	Review of our governance arrangements updated
V6	P11	Updated SDP priorities for 22-23
V6	P11	What do our key stakeholders and parents think- Updated
V6	P14	Changed year 2 from 22-23 to 23-24
V6	P14	Year 2 added COO

V6	P15	5) 3 Year buildings and estates strategy established
V6	P16	6) CFLP celebration events established
V6	P16	7) Staff well being strategy created All schools signed up to the Dfe Well being Charter
V6	P18-	New 1 year action plan added