

Vine Trust strategic objectives 2020 – 2023

Milestones: Years 1-3

1. Quality of Education: Ensuring that all schools in the Vine Trust are providing a good quality education with a strong Christian Ethos.		
Year 1	Year 2	By Year 3
A clear school improvement model is in place and understood by all Trust schools.	The Trust-wide school improvement strategy connects to all Trust schools' improvement plans is implemented by each school in its context to deliver Trust wide priorities.	
Each Trust school has an accurate self-evaluation with clear links to its School Improvement Plan quality assured by the Trust, wider school improvement targets met.	Leaders across the Trust to engage with peer review and what the school is doing to close the gap for disadvantaged pupils. Peer challenge of SEFs and the School Improvement Plans for each Trust school.	A network of external partners from good and/or outstanding schools beyond the Trust has been established to test capacity to self-assess and plan stretching improvement targets across the Trust.
School Improvement Team uses a data dashboard to rag rate each school and track progress towards targets (Quality of T&L, L&M, behaviour, EYFS, Personal Dev, SIAMs)	Culture of high expectations adopted using national benchmarking and challenging targets.	Shared information to measure the impact of quality teaching, interventions, approaches and plans based upon outcomes.
SLEs and Lead Head teacher to lead in particular areas. Define role, create clear responsibilities. Eg SEN, PPG, EYFS, Safeguarding	Deploy Lead Teachers, SLEs, NLEs and NLGs in areas of need across the Trust who are quality assured by the Trust.	Lead Teachers, SLEs and middle and senior leaders have access to National Professional Qualifications and become accredited as part of a clear succession plan in each school and across the Trust.
Ensure all schools in the Trust are successfully closing the attainment gap for its SEND or disadvantaged pupils.	Following reviews undertaken by the Trust lead head teacher and other partners, there is a clear understanding of SEND and disadvantaged need and	Pupils and schools are benefitting from a better range of options and expertise to meet the individual needs of each pupil as identified in the SEN Code of Practice.

<p>Launch the SENco Network which will meet termly and be led by the Lead Head teacher.</p>	<p>capacity within the Trust.</p> <p>Plans are in place to support the sharing of SEND resources between schools and the effective employment/commissioning of specialist SEND expertise to meet the needs of all pupils including the removal of barriers to learning through the training offer for Mental Health First Aid (MHFA).</p> <p>The SENCO Network attended by all schools has a clear understanding on the Trust offer for SEND.</p>	<p>Each Trust school will have a designated named lead and an operational lead for MHFA.</p> <p>Teachers meet pupils' social and emotional needs in lessons. Reasonable and inclusive adjustments enable pupils to learn successfully.</p> <p>The Trust Lead Teacher for SEND who provides both strategic and operational leadership in schools oversees the delivery of bespoke intervention.</p>
<p>Support schools in developing a rich and exciting curriculum by enabling opportunities to share high quality resources and expertise to ensure clear progression in knowledge and skills towards agreed end-points.</p>	<p>All Trust schools are able to share curriculum planning and resources and access support from SLEs.</p> <p>Through attendance at the Trust Curriculum Lead Head teachers Group, schools are able to share curriculum planning and resources across a number of Foundation subjects that contain clear progression in knowledge, skills towards end-points for each year group.</p> <p>Focus on Science, History,</p>	<p>All Trust schools will be able to share curriculum planning and resources by attending Networks across the Trust.</p> <p>Through attendance at the Trust Curriculum Group, schools are able to share curriculum planning and resources across a number of foundation subject areas that contain clear progression in knowledge, skills towards end-points for each year group. Focus on foundation subjects.</p>
<p>Support all schools in preparation for SIAMs through the joint writing of SEFs and Action plans.</p>	<p>Schools are achieving a Good SIAMs outcome at inspection.</p> <p>Head teacher network meeting support leaders in using their vision to develop their SEF and school improvement plans.</p>	
<p>Implement the new RE curriculum and assessment framework through the Lead Regional head teachers. Based on the Norfolk syllabus. Create high quality CPD to support RE leaders and teachers.</p>	<p>Develop the assessment of RE in line with the Norfolk agreed syllabus using Pupil Asset to track.</p> <p>Develop a Trust wide collection of exemplar RE work for each year group to aid and support moderation.</p>	<p>Use RE networks to share good practice across the trust and build future leaders.</p>
<p>Support schools in developing their strong Christian vision based on scripture which reflects their local context. Engage with Diocesan support to explore and draw vision out of scripture.</p>	<p>Schools, through working with their Diocesan advisor, will develop all policies and plans through this vision.</p>	<p>All leaders, staff, governors and families can explain who the biblical teaching roots the schools' vision'. Heads use the vision to shape all plans and policies.</p>
<p>2. Strength of Leadership: Providing school leadership at all levels; attracting, developing and retaining high quality people in our schools.</p>		

Year 1	Year 2	By Year 3
Survey responses show that members of the Central Team, including the CEO, COO & School Improvement team are delivering high quality support to schools.	Ofsted focused reviews are identifying strong accountability and effective support for schools from the Trust.	
Appraisal/PMR processes show that all schools have capable heads (support is appropriate and effective; early intervention undertaken where necessary).	Potential SLEs and NLEs identified/designated and offered support opportunities within and beyond the Trust.	The Trust has established and flexible leadership capacity with the experience and ability to support across more than one organisation.
	Ofsted reports identify strong leadership in schools (and support from the MAT). Graded 1 or 2.	
Appraisal/PMR system has been reviewed and training delivered to ensure equally strong practice across all schools.	Effectiveness of systems in supporting staff development is evident to Local Boards and Directors through their involvement in annual PMR and pay review.	
Anonymous annual staff survey has been designed and is carried out.	Action plan following staff survey is in place and reported on to staff. Changes (if required) have been actioned following the survey.	

3. Strength of Local Governance and Communities:

Providing robust governance and leadership through regional boards enabling school-church-community relationships to develop for the benefit for the children and staff in every school.

Year 1	Year 2	By Year 3
Induction takes place for new Members and Trustees; the number of Members and Trustees comply with statutory guidance and our Articles.	There are no vacancies on the board and effective succession planning is in place. The Trust's Board and committees works openly and transparently with LGBs.	
An annual programme of Governor and Trustee training has been established and is successful.	Training provision is closely matching the needs of LGBs and Board of trustees as expressed in their annual review/survey.	
All Trust schools have fully functioning Local Boards that provide effective challenge to school leaders evidenced by minutes and the annual governance self-review.	There are no vacancies on local Local Boards, minutes support effective challenge and accountability and succession planning is in place; each Local Board works openly and transparently with the Trust's board and committees.	

4. Strategic Growth:

To plan the strategic growth in terms of pupil numbers and new schools so that we can deliver the benefits by being part of a wider family of church schools.

Year 1	Year 2	By Year 3
Two Village primary school is successfully integrated into the Trust.	Outcomes are strong and RSC has confidence in the Trust's capacity to improve schools.	
Financial and strategic review has led to a clear concept for the full scale and scope of the Trust.	Steps have been taken towards an optimum scale for operation. Any expansion is agreed by the Board, potential future member schools have been approached and are working towards joining.	
Outcomes are strong and RSC has confidence in the trust's capacity to improve schools as evidenced by annual review meeting.		
Associate membership is explored and utilised. A potential list of new joiners is created and approved by the board. Chairs Networking Groups have been established and are providing strong support to and liaison with Local Boards.	Operational area networks are working effectively across the Trust, sharing good practice and resources.	

5. Operational Effectiveness:

Building a financially viable and sustainable Trust that is run efficiently and is able to share resources effectively across the Trust thereby; enabling each school to maximise the quality of provision.

Year 1	Year 2	By Year 3
Clarity about the services provided by the Trust to our schools, how they are funded and the value they provide	A sustainable budget that supports the delivery of the central service designed for and with schools in the Trust.	
A full Trust wide review of all operations and finance is undertaken.	All schools work within a framework that provides effective support and guidance particularly of strategic financial planning, estates management and HR which enables them to set sustainable budgets and continue to achieve positive outcomes for children and young people. Schools have effective advice, support and guidance to support strategic financial planning which enables them to set sustainable budgets and continue to achieve positive outcomes for children and young people	

Staffing capacity in the Central Team is sufficient to meet need, commitments and statutory requirements	<p>A central model is grown to fully support the operations and finance of all schools.</p> <p>A business structure is grown across the trust so that all schools are efficient with finance and operations.</p> <p>HR systems are introduced to support the efficient and effective employment of all staff.</p>	HR systems are embedded to support the efficient and effective employment of all staff.
	<p>Effective programmes for workforce development of all staff is introduced.</p> <p>A systemised/cloud based Single Central Record solution is launched across the Trust.</p>	
Business plans for core operational areas support the delivery of the Trust's Strategic Plan		
Procurement plan in place to review and develop the quality and value for money of the services that we buy across the Trust	Financial savings generated and demonstrated to schools which support on going financial sustainability and improving outcomes.	
There is a full understanding of how IT support is delivered in each of the schools. IT support across the primary-phase schools is delivered by companies monitored by the Trust Services Team and in a structure which ensures compatibility and consistency of service.		IT support across the whole Trust is delivered consistently to support financial efficiency, cyber-security, data protection and to support educational partnership across the organisation.
Introduce a unified communications platform across the schools to benefit from a high-quality digital education and communication platform that delivers financial savings over the medium to long term.	Undertake a review of communications platforms ensuring that the Trust continues to take advantage of current technology and any developments since Yr1	
Introduce a transparent systemised estates solution that improves visibility/prioritisation of conditions and capital project work for Senior Leaders, Managers and Directors across the Trust		
Set clearer benchmarking objectives for all schools to reach in order to improve sustainability and outcomes	School budgets align with key metrics set by the Vine.	
Improve the effectiveness of risk monitoring and reporting across the Trust for key stakeholders by introducing a web based platform for Risk Registers and Internal Audit (RO) findings/actions.	A systemised risk management model is embedded across the Trust and risks associated with compliance and audit are tracked, actioned and reported effectively to key stakeholders	
Introduce a clear management and strategic reporting framework for Senior Leaders, Governors and Managers to include, financial, benchmarking and risk information	A consistent management and strategic reporting framework is embedded across the Trust providing key stakeholders with strategic and statutory information to undertake their roles with increased assurance	
Environmental Strategy: To reduce carbon footprint, improve energy efficiency, remove single use plastics		

Introduce a central support service tool i.e. 'ticketing system' to manage incidents/issues raised across the Trust in a more organised, effective and efficient way	Introduce enhanced reporting capability that analyses data from the 'ticketing system' for improved training and solution development	
	Further develop the scope and functionality of the 'ticketing' solution	