



Providing excellent education rooted in our Christian values

# Vine Schools Trust Strategic Plan 2022-2025





## Foreword from Emma Wigmore

We are the Diocese of Chelmsford Vine Schools Trust. A Multi Academy Trust created by the Diocese of Chelmsford. We are a supportive family of primary and junior schools located throughout Essex and Thurrock.

As a Trust, we strive to celebrate the uniqueness of each and every school serving and playing their part in each community. We provide our schools with the support needed to empower each child and adult to flourish.

Since becoming CEO, we have been on a journey of growth and improvement. Our work is underpinned by our strong Christian values which remain at the heart of every decision we have taken, rooted in God's love.

Our vision is that we are like branches on a vine, we all grow in different directions, yet our roots remain as one. Our strategic plan clearly outlines our ambitions for our Vine family, responding to the needs of each unique school community. This plan sets out the route for the development of the Trust to ensure that all of our schools are able to flourish.

The priorities in our strategic plan have been identified by the Vine directors/trustees who, through the Board, have set policies and agreed priorities. The strategic objectives in our plan reflects what the Board feels are the most pressing challenges and opportunities facing the Trust. The priorities provide important focus in a sometimes turbulent and complex educational landscape. This plan may adapt over time to reflect the needs of our schools and communities as well as any emerging new challenges or updated legislation.

Below our high level strategic objectives sits a three year milestone plan clearly outlining the KPIs in each of our strategic areas. We have identified where our strategic objectives meet various areas of the DfE MAT assurance framework. Alongside this work, each team creates an annual operational plan, led by the strategic lead for that area. This plan describes the focus for improvement, actions to support improvement, resources and monitoring of the support and impact.

To ensure that our Trust remains current in an ever changing environment, our strategic plan is reviewed each year. Our strategic objectives were most recently reviewed at a Board strategy day in September 2023 and an updated plan was produced.

“ I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit

JOHN 15:5

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## Who we are

Created by the Chelmsford Diocesan Board of Education in October 2013, the Vine Schools Trust is an independent not-for-profit company which supports a family of primary and junior schools throughout Essex.

Based in Chelmsford, the Vine Schools Trust believes in delivering exemplary primary education to children aged between 5 and 11, fostering strong links with local communities, and strengthening Christian character.

The key purpose of our Trust has been to create a mutually supportive family of academies who are dedicated to driving positive change. We work in partnership with our schools to ensure we are delivering support and solutions that will help them flourish in their local communities.

# 23

academies within our Trust

# 4500 +

children currently being taught

# 612

staff employed across our family

## Our schools

Belchamp St. Paul Church of England Primary School  
Bulphan Church of England Academy  
Colne Engaine Church of England Primary School  
Great Clacton Church of England Junior School  
Howbridge Church of England Junior School  
Latchingdon Church of England Primary School  
Mistley Norman Church of England Primary School and Nursery  
Orsett Church of England Primary School  
Ridgewell Church of England Primary School  
Rivenhall Church of England Primary School  
Rolph Church of England Primary School and Nursery

Southminster Church of England Primary School  
St Andrew's Church of England Primary School Weeley  
St Andrew's Church of England Primary School Great Yeldham  
St Cedd's Church of England Primary School  
St James Church of England Primary School Colchester  
St James Church of England Primary School Harlow  
St Margaret's Church of England Academy  
St Nicholas' Church of England Primary School  
St Osyth Church of England Primary School  
Two Village Church of England Primary School  
William Martin Church of England Junior School  
William Martin Church of England Infant School



## Our journey so far...

# 2013

The Diocese of Chelmsford merged two smaller Trusts to create Vine Schools Trust. At this stage, the Trust had a total of five primary schools.

# 2019

At this time, 70% of our schools were considered 'supported' or 'secure'. The other 30% were marked as 'at risk' or 'developing'.

# 2021

The Trust grew further, bringing us to a total of 23 Church of England schools.

# 2023

With a dedicated School Improvement Team and a centralised staffing model within the Trust, our progress continues to accelerate. Since 2019, out of the 21 Ofsted inspections, 17 of these have received a 'Good' judgement from inspectors.

# 2018

By this point, our Trust had grown to 16 Church of England schools across Essex.

# 2020

Emma Wigmore becomes CEO of Vine Schools Trust. An educator with over 20 years' experience, Emma was previously a Headteacher and Executive Headteacher within the Vine Schools Trust.

# 2022

After implementing an ambitious school improvement strategy across the Trust, we saw our 'supported' and 'secure' schools move up to 83%. The remaining 17% were considered 'at risk' or 'developing'.

## Vision & Values

Like branches on the vine and members of one family, we all grow in different directions, yet our roots remain as one.

**Empowering all to flourish**

**Developing faith, rooted in God's love**

**Playing our part in the community**

**Delivering an ambitious curriculum**

**Celebrating uniqueness**



01

## Quality of Education

FLOURISHING CHILDREN

Ensuring all schools provide high quality learning and achieve strong outcomes through a deeply Christian vision where all children flourish.



## 02 Strength of Leadership

FLOURISHING ADULTS

Enabling leaders and staff to thrive at every level, attracting, developing and retaining high quality people in our schools.



## 05 Efficient Operations, Finance and Procurement

FLOURISHING OPERATIONS

Ensuring a financially viable and sustainable Trust delivering high quality and value for money services enabling each school to flourish.



## 03 Ambitious Governance

FLOURISHING COMMUNITIES

Providing robust governance arrangements that demonstrate vision and oversight enabling school-church-community relationships to develop for the benefit of the children and staff in every school.



04

## Strategic Growth

FLOURISHING TRUST

Growing the Trust in a measured way so that we can deliver the benefits of working within our local regions to meet the needs of our communities.



Over the years the Vine Schools Trust has evolved in response to the changing needs of our schools, many of whom were previously considered vulnerable. I have been part of that journey and now as Chair of the Board I see us emerging into a Trust with strength and ambition.

For more than 40 years my focus as an educator has been to play my part in providing children with the best possible experience in schools, where they are inspired, nurtured and cared for. I now do that as Chair of the Vine Schools Trust.

Our central team, the leadership in our schools and the governance that wraps round us all are pivotal to the success of every child.

Whatever the challenges that are presented to us, it is our duty to deliver an ambitious and engaging curriculum that will inspire every child to learn and flourish. We believe in celebrating the uniqueness of every member of our Trust family, so every one of us can contribute, feel valued and flourish. We strive to be an integral part of our communities, where members feel supported and want to support us and our children.

Our strategic objectives exist to bring these beliefs to fruition and are rooted in God's love to empower all to flourish.

# Caroline Haynes

TRUSTEE AND CHAIR

† Ensuring all schools provide high quality learning and achieve strong outcomes through a deeply Christian vision where all children flourish.

# 01

STRATEGIC OBJECTIVE

## Quality of Education Flourishing Children

**Karen Jones**

ASSISTANT CEO AND  
EXECUTIVE HEADTEACHER



At the Vine Schools Trust, providing high quality education is our key priority. Our aim is to give all our learners an ambitious curriculum that equips them with the skills and knowledge they need to succeed in life.

We believe that education should not only be about academics, but also about developing the whole child. This is why our Christian values are at the core of all that we do. Our team of highly skilled and dedicated educators work tirelessly to instil a love of learning in our pupils and to help them reach their full potential.

Inclusion is at the heart of our practice, and we are committed to celebrating the unique qualities of every child. At the Vine Schools Trust, we set high expectations for our pupils, while also providing a supportive and collaborative environment that encourages success. Our curriculum is designed to be dynamic and rich, offering a variety of experiences that cater to the diverse needs of our pupils.

Our practitioners are experts in pedagogy and cognition, and their passion for effective learning shines through in their teaching. We encourage our pupils to be curious and to develop a strong moral compass that is rooted in God's love and our collective Christian character. By working together as a family of schools, we can create new opportunities for our pupils, staff and communities, and continue to enrich lives through education.





# Quality of Education

## Flourishing Children

Links to MAT  
Assurance  
Framework

### KEY PERFORMANCE INDICATOR

#### 1.1 Raising Standards

To provide high quality learning in all Trust schools and promote strong outcomes for all children.

**KPI** The trust outcomes for children increase so that they are in line with national expectations across all our schools. In five years, outcomes exceed national expectations and the gap between our most vulnerable children is closing.

1c

#### 1.2 Vine Trust Curriculum

To ensure leaders at all levels have a clear, shared understanding of effective curriculum design which supports pupils in accessing an ambitious curriculum in all subjects.

**KPI** A clear set of curriculum principals underpins all local curriculums in our schools. This is the pillar of the work that we do and has its foundations in our Trust vision and values. Schools share curriculum schemes of work and resources where appropriate.

4a i, iv, vi

#### 1.3 Supporting our children

To continue to develop our expertise and the monitoring and intervention of all groups of children in our schools, especially for our most disadvantaged and vulnerable.

**KPI** Attendance figures are higher than national across our Trust. Children with SEND make good progress from their starting points and this is well tracked and monitored. Our schools are inclusive, with strong SEND networks in place.

1b i

#### 1.4 High Quality Teaching and Learning

To promote and share excellence through evidence of effective pedagogy and high quality professional development across the trust for all teaching and support staff.

**KPI** Well planned and purposeful CPD enables class teachers to be excellent practitioners and as a result, children achieve expected outcomes and are ready for the next stage of their learning. All schools in the Trust rated as 'Good' or better by Ofsted.

2a iv

#### 1.5 Christian Vision

To continue to support all schools to develop their Christian vision so that all children flourish.

**KPI** All schools have a clear Christian vision that underpins the work that they do. All Schools in the Trust are judged to be 'effective' Church Schools which enable all to flourish

1a

Milestone:  
YEARS 1-3

Year 1

2022-2023

School improvement strategy implemented. School improvement team meet regularly and communicate a shared understanding of expectations to all schools through SIL visit calendar.

Draw up Trust dashboard (rating) to track progress towards targets (leadership, quality of provision, pupil outcomes, personal development, behaviour and welfare).

Review of MIS and Assessment practices across all schools takes place and tender process undertaken to identify new supplier.

Each Trust school will have a designated named lead and an operational lead for MHFA.

Year 2

2023-2024

School improvement team is refined and reviewed so that it scalable. Development of regional hubs where sharing of CPD and best practice is established.

All schools using Vine school improvement documentation for consistency.

Central platform established for sharing of school improvement work.

Accurate and timely support offered to schools through effective identification of need. Support moves from reactive to strategically planned.

Review Data Dashboard so that Quality of Education judgement has KPIs within it so that there are clear expectations and measures in place.

Training completed for Arbor roll out. Phased roll out across all schools. Assessment policy developed.

Effective support leads to the removal of barriers to learning through the training offer for Mental Health First Aid (MHFA).

By year 3

2024-2025

School improvement is collaborative, consistent and strategic across the Trust. It is informed by high quality CPD opportunities and high quality teaching.

Schools work collaboratively through clearly defined regional hubs overseen by executive leaders.

Systems used to support improvement in quality of education are explicit providing trustees with high level assurance of all aspects that contribute to the quality of education.

Leaders at all levels are able to analyse data to support school improvement. Trust committees and the board are presented with clear and consistent data which is accurate and supports the school improvement cycle.

Trust wide data is used to support ongoing school improvement work. Clear and consistent.

Teachers meet pupils' social and emotional needs in lessons. Reasonable and inclusive adjustments enable pupils to learn successfully including those who are vulnerable.





Milestone:  
YEARS 1-3

01  
Year 1  
2022-2023

Vine core curriculum in place and is used to support the most vulnerable schools.

Review of school improvement priorities and how this is communicated through all levels of governance across the Trust.

An SEN strategy is drawn up to provide challenge and support as well as guidance for SEND across all Trust school.

SEND networks established.

Review CPD opportunities across all schools in line with the dashboard and in conjunction with HR so that it supports school improvement.

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.

02  
Year 2  
2023-2024

Establish a framework for 'Vine Curriculum Principals' and share this across all schools for all subjects.

Subject Ambassadors identified.

Align governance calendar with school improvement. Clear expectations shared with all school leaders and governors through ongoing training.

There is a greater alignment of identification of SEND pupils, provision and practice for SEND pupils.

Annual CPD offer in place for SEND.

Leaders who are SEND trained to undertake SEND reviews in schools.

Identification of schools which could support TPP ready to regulate and/or access section 106 funding.

A clear programme of CPD is in place with expectations of attendance.

CPD has a clear measurable impact.

CPD audit completed and contracts/training reviewed in line with this.

Schools, through working with their Diocesan advisor, will develop all policies and plans through this vision.

03  
By year 3  
2024-2025

Review of curriculums across all schools to ensure consistency in line with Vine Core Principals.

Subject ambassadors embedded and supporting through collaboration the development of a 'core' Vine offer in each subject.

Leaders have clear, shared understanding of effective curriculum design.

All schools have a curriculum that is ambitious and enables all pupils to flourish.

Leaders and governors are strategic and drive school improvement through a clear structure of governance across the trust.

The Trust has explored expanding provision for SEND pupils and is implementing options around resources bases.

SEND leadership networks embedded and valued.

Strategically planned SEND reviews take place to support ongoing school improvement.

Leaders have a shared understanding of high quality teaching and how this drives improvement in their schools.

CPD across the trust is strategically planned and delivered through regional hubs and/or shared school priorities.

All leaders, staff, governors and families can explain how biblical teaching roots the schools' vision'. Heads use the vision to shape all plans and policies.



+ Enabling leaders and staff to thrive at every level, attracting, developing and retaining high quality people in our schools

STRATEGIC OBJECTIVE

02

## Strength of Leadership Flourishing Adults

**Colin Hooker**

DIRECTOR OF HR



The 'Flourishing Adults' section of our strategic plan is dedicated to cultivating a workforce of subject experts, nurturing talent, expanding capacity, and fostering growth within our educational Trust.

Our commitment lies in investing in the expertise of our staff by providing continuous professional development opportunities. Our aim is to support career progression, ensuring that our educators are equipped with the knowledge and skills necessary for delivering high quality education.

We aspire to become the employer of choice, dedicated to recruiting, developing, rewarding, and retaining the best staff across the Trust. This involves a holistic approach to talent management, focusing on every aspect of our work to create an environment where excellence is not only recognised but also cultivated.

We want to focus on developing the leaders of tomorrow by providing outstanding career development and leadership opportunities within schools and across the Trust. This strategic initiative aims to ensure succession planning, staff retention, and the continual recognition and nurturing of talent.

Our Key Performance Indicators (KPIs) in this area outline measurable objectives, including staff well-being surveys, retention rates, and the establishment of a comprehensive talent management strategy. These KPIs serve as benchmarks for our progress, guiding us toward the realisation of our vision for a thriving and dynamic educational community.

# Strength of Leadership

## Flourishing Adults

### KEY PERFORMANCE INDICATOR

#### 2.1 Subject Expertise

To invest in staff with the delivery of high quality continuous professional development opportunities to support all career progression.

**KPI** By Autumn 2024 a clear CPD programme will be in place for all teachers and by Autumn 2025 a training plan for all our staff, mapped against their career pathway will be in place and used to support high quality appraisal.

2a

#### 2.2 Talent, Capacity and Growth

To aspire in all aspects of our work to be the employer of choice focused on the recruiting, developing, rewarding and retaining the best possible staff across the Trust.

**KPI** Annual staff well-being surveys will demonstrate that staff are proud and flourish within the Trust. A reward scheme with recognised partners will be secured and the positive reputation of the Trust as an employer will be supported by high retention rates as well as number of applications for posts.

2d i

#### 2.3 Leaders of Tomorrow

To have outstanding opportunities for career development and leadership opportunities both within schools and across the Trust to ensure succession planning, retention and the recognition of talent.

**KPI** By 2025 a talent management strategy will be in place across our organisation ensuring that recruitment and retention are aligned across our schools. Success will be measured by recruitment and retention statistics as well as rates of progression and staff promotion within the Trust.

2b ii

Links to MAT Assurance Framework  
↓

Milestone:  
YEARS 1-3

Year 1

2022-2023

A full CPD offer is in place to ensure teaching, learning and assessment is focused on improving outcomes for all pupils, SEND and disadvantaged pupils.

Survey responses show that staff across all schools are being listened to and feedback is gathered around appraising key roles and this is acted upon.

PMR processes show that all schools have capable leaders (support is appropriate and effective; early intervention undertaken where necessary). Strengths and weaknesses in leadership is identified.

Year 2

2023-2024

A full and clear CPD programme will be in place for all teachers and staff across the Trust. This is focused on improving outcomes for all pupils.

Staff well-being surveys carried out annually demonstrate that staff are proud to work within our Trust.  
  
A reward scheme with recognised partners is secured adding to the positive reputation of the Trust.  
  
Retention rates are rising and the Trust are encouraging applications.

The Trust PMR strategy has been reviewed and training is delivered to ensure equally strong and consistent practice across all schools.

Strengths are identified across the Trust resulting in higher retention and internal promotion.

By year 3

2024-2025

By Autumn 2025 a training plan for all our staff, mapped against their career pathway will be in place and used to support high quality appraisal

Annual staff well-being surveys will demonstrate that staff are proud and flourish within the Trust. A reward scheme with recognised partners is well established and the positive reputation of the Trust as an employer will be supported by high retention rates as well as number of applications for posts.

A talent management strategy will be in place across our organisation ensuring that recruitment and retention are aligned across our schools.

Success will be measured by recruitment and retention statistics as well as rates of progression and staff promotion within the Trust.



† Providing robust governance arrangements that demonstrate vision and oversight, enabling school-church-community relationships to develop for the benefit of the children and staff in every school.

STRATEGIC OBJECTIVE

03

## Ambitious Governance Flourishing Communities

**Julie Taylor**

GOVERNANCE LEAD



At the Vine Schools Trust we recognise that the Trust's success and effectiveness is grounded in having effective leaders in place at all levels. This includes Governors at both board and local level.

Our Governors are chosen for their skills and representation. As a result, our boards will consist of highly skilled individuals from a range of professional backgrounds, including education and business. We seek to appoint Governors from the Christian faith, other faiths and with no faith. We will ensure our boards are representative in terms of ethnicity and gender representation.

As a Trust, we understand the huge contribution our local boards make in developing our schools. The role of a Governor is clearly set out and a programme of CPD will be grown to support the development needs of Governors on all levels.

# Ambitious Governance Flourishing Communities

## KEY PERFORMANCE INDICATOR

### 3.1 Expert Governance

To ensure that governance at board and local level is highly effective and at all aspects promotes, protects and embraces the vision, values and aspirations of the trust.

**KPI** Governance at Trust Board and SGB level is highly effective. As a result, there is a 'golden thread' of governance that runs through the Trust and communication at all levels is effective and accountability is clear. This is recognised through Ofsted reports, DfE reviews of the Trust and regular external evaluations of governance.

6a i

### 3.2 Strategic Governance

To ensure that there are clear lines of delegation and that all local governors are knowledgeable and know how to best connect with the trust board and provide highly effective oversight.

**KPI** The scheme of delegation is clear and understood by all. There is a communication policy in place that links strategic governance at all levels across the Trust. The Trust Board and committees receive accurate and purposeful information which promotes a top down, bottom up system of accountability.

6a i, v

### 3.3 Governance in the community

To provide training and support to enable trustees and governors to be active members of our schools and communities and engage with them in order to monitor and further support improvement in our schools.

**KPI** By Autumn 2024 there is a clear recruitment strategy in place for Governance at all levels and induction policy that ensures that all governors know and understand their role. A clear governance calendar and HT report provides systems through which monitoring and support for schools can be actioned. Governors engage with all stakeholders effectively and know their schools well.

6b iii

Links to MAT  
Assurance  
Framework  
↓

Milestone:  
YEARS 1-3

01  
Year 1  
2022-2023

Engage with Juniper so that Induction takes place for new Members and Trustees; the number of Members and Trustees comply with statutory guidance and our Articles.

Develop clear SoD and ToR for Local School Boards and Community Boards.

Plan and carry out consultation and restructure to create 8 LSB and a CB for each Trust school.

An annual programme of Governor and Trustee training established.

Community boards reviewed in line with restructure of school governance boards.

Chairs Networking Groups established and to provide strong support to and liaison with LSBs.

02  
Year 2  
2023-2024

Induction is in place for new Members and Trustees; the number of Members and Trustees comply with statutory guidance and our Articles.

Address all areas from NLG external board review. Action plan is drawn up by chair and CEO to address all recommendations.

Consultation and restructure completed and reflects the needs of the local schools and their communities.  
  
Recruitment strategy for governance in place to ensure no vacancies on any boards.

Annual programme of Governor and Trustee training reviewed and refined.  
  
Annual Governance calendar which links with school improvement shared with HTs/Governors.  
  
Review of HT report and new format adopted.

All Governors have clear roles as defined by the scheme of delegation.  
  
Governors have a clear role in how they engage with all stakeholders.

Chairs networking group continues.  
  
Communication policy consulted on and approved

03  
By year 3  
2024-2025

Annual calendar embedded and is used across all schools and governing boards.  
  
HT report embedded. Trust Board have good oversight of all schools through governance monitoring and feedback.  
  
Review shows that governors are monitoring in line with annual calendar and are engaging with all stakeholders.  
  
Parents and Carers know and understand the function of the School Governing Board and its Governors.



† Growing the Trust in a measured way so that we can deliver the benefits of working within our local regions to meet the needs of our communities.

## 04 STRATEGIC OBJECTIVE 04

### Strategic Growth Flourishing Trust

**Emma Wigmore**

CEO



Our ambition is to become a large MAT that operates across the Diocese of Chelmsford making a difference to as many lives as possible.

Our aim is to be a large Trust, working in smaller regions or 'families' depending on location. We provide a range of high quality services Trust wide and share expertise both across the Trust and within our regional family groups. In the spirit of Valuing All God's Children, we welcome relationships Trust and non-Trust schools particularly within elements of our Continued Personal Development.

We are focusing on growth as part of our strategic work as we recognise the need for every school to be a part of a strong Multi Academy Trust. Our growth model is based on a strong value-led strategy where we celebrate the uniqueness of each school and encourage them to maintain their identity so that they can continue to serve their community. At the same time, our schools come together in one shared culture empowering all to flourish.



# Strategic Growth Flourishing Trust

04

Links to MAT  
Assurance  
Framework  
↓

KEY PERFORMANCE INDICATOR

## 4.1 Trust Vision and Values

To embed the Trust's clear and compelling vision so that it is widely communicated both within and outside the Trust.

**KPI** By Autumn 2025 the Trust has a well recognised brand which is linked to its already established vision and values which are shared and understood by all.

1a iii

## 4.2 Celebrating Success

To continue to develop our online systems and presence and formalise the creation and distribution of regular newsletters, increase our presence on social media outputs and use our website more effectively to celebrate the work of the Trust and our family of schools.

**KPI** There is a clear marketing strategy in place working in partnership with TWI to promote and share successes both within and outside of the Trust. Stakeholder feedback shows from our communities that they know what it means to be part of the Vine Schools Trust and the benefits of this on the children in our care and the communities that we serve.

1a iii

## 4.3 Trust Ambassadors

To develop Trust wide events in sports, the arts and other areas through our Trust ambassadors for our children, their families, schools and communities to enjoy together.

**KPI** By Autumn 2025, key leaders from across the Trust have been identified as Trust Ambassadors. A clear programme of events is scheduled over the next 2-5years which gives dates of Trust-wide events that children and the wider communities can enjoy as part of our collaborative project promise. Delivering change and improvements to education and the wider society.

2a ii

## 4.4 Strategic Growth

To articulate aspirations for growth and develop a detailed plan to deliver them including plans to build leadership and school improvement capacity.

**KPI** By Autumn 2024 a clear and measured plan for growth is shared with the DfE and DBE. This is supported by clear succession and progression planning with HR. As a result, plans for growth are supported through strong and sustainable systems of school improvement that can grow in line with the Trust.

6b v

## 4.5 Working in Partnership

To build partnerships and alliances which extend the reach and depth of our offer to pupils, communities and staff.

**KPI** By Autumn 2025 there will be a clear partnership map with measurable aims and objectives which show how the schools and wider Trust engage with a range of external partners and the impact that these have for children, staff, parents and the wider communities.

2a v

Milestone:  
YEARS 1-3

01  
Year 1  
2022-2023

Build PR and marketing team to promote Trust schools both within and outside of the Trust.

Develop and build are local regions with key leaders identified. These roles are defined and the key leaders are ambassadors for the Trust.

The Vine Central team is revised and formed to meet the needs of the schools currently in the Trust as well as being able to extend to include new partners.

Financial and strategic review has led to a clear concept for the full scale and scope of the Trust.

02  
Year 2  
2023-2024

There is a clear marketing strategy in place to promote and share successes both inside and outside the Trust.

Key leaders from across the Trust have been identified as Trust Ambassadors.  
  
A programme of events begins including Trust wide events that staff can enjoy as part of a collaborative promise.

A clear and measured plan for growth is shared with the DfE and DBE. This is supported by clear succession and progression planning with HR.

A clear partnership map is created showing the Trust schools and where there is opportunity for wider trust engagement with external partners.

03  
By year 3  
2024-2025

Stakeholder feedback shows from our communicates that they know what it means to be part of the Vine Schools Trust and the benefits of this on the children in our care and the communities we serve.

Key leaders from across the Trust have been identified as Trust Ambassadors. A clear programme of events is scheduled over the next 2-5years which gives dates of Trust-wide events that children and the wider communities can enjoy as part of our collaborative project promise. Delivering change and improvements to education and the wider society.

Plans for growth are supported through strong and sustainable systems of school improvement that can grow in line with the Trust.

There will be a clear partnership map with measurable aims and objectives which show how the schools and wider Trust engage with a range of external partners and the impact that these have for children, staff, parents and the wider communities.



† Ensuring a financially viable and sustainable Trust delivering high quality and value for money services enabling each school to flourish.

STRATEGIC OBJECTIVE

05

## Efficient Operations, Finance and Procurement

### Flourishing Operations

**Suthan Santhaguru**

DIRECTOR OF FINANCE & OPERATIONS



With higher cost inflation and energy prices together with reduced funding levels it is imperative that our MAT demonstrates value for money in all operational areas, so that more resources can be allocated towards the provision of high quality education for pupils.

Our MAT has recently centralised all operational areas such that schools now have access to high quality services and highly experienced staff. Our key priorities are as follows:

- To provide effective procurement in all operational areas such that our MAT can take advantage of economies of scale and negotiate competitive terms
- To enhance financial control which provides high quality financial support for Headteachers to aid decision making
- To reduce our carbon footprint by creating an effective decarbonisation strategy in line with government guidelines
- To create an effective five-year asset management plan which focuses on high priority areas.



# Efficient Operations, Finance and Procurement

## Flourishing Operations

### 5.1 Financial Health and Sustainability

#### KEY PERFORMANCE INDICATOR

To ensure our schools are able to deliver excellence in education even at times when funding has become increasingly challenging.

**KPI** There are robust plans in place to ensure that the Trust is always able to fulfil its obligations to its schools, is robust in dealing with financial challenges and uncertainties and any threats to business viability.

### 5.2 Strategy and Procurement

To continue to review our performance frequently developing our procurement and other services to ensure we direct as much of our revenue as possible to delivering high quality educational provision and services to our schools.

**KPI** Contracts are regularly reviewed to ensure the best value for money whilst not compromising on the quality of education. Minutes from meetings show that the school improvement priorities are clearly driving all budget decisions. This is supported at Trust Board level where is a clear relationship between risk and mitigation strategies.

### 5.3 Compliance and Stakeholder Review

To ensure that education and operations remain aligned and engaged in the financial performance of the Trust through regular stakeholder reviews with clear and concise financial reports.

**KPI** All schools are compliant in all areas. Risk registers are maintained and reviewed. Financial reports are coherent and well understood, enabling clear strategic decisions to be made based on accurate information.

### 5.4 Decarbonisation

To continue our journey towards net zero carbon emissions by 2035.

**KPI** The Trust continues on its journey to reach net zero by 2050. All suitable schools have solar panels installed and LED lighting replaces current lighting in all buildings. Further funding is sought and secured to continue to drive forward decarbonisation plans. Schools teach children about their responsibility towards our planet and schools have local eco-projects well established.

Milestone:  
YEARS 1-3

01  
Year 1  
2022-2023

The Trust builds a centralised staffing model for all the core support functions (Finance, HR, Payroll, ICT, Facilities and Procurement) which will provide high quality support for the schools, whilst not compromising on the quality of education.

02  
Year 2  
2023-2024

Contracts are created to ensure best value for money whilst not compromising on the quality of education.  
  
Minutes from meetings show that the school improvement priorities are driving budget decisions.

03  
By year 3  
2024-2025

Contracts are regularly reviewed to ensure best value for money whilst not compromising on the quality of education.  
  
Minutes from meetings show that the school improvement priorities are driving all budget decisions. This is supported at board level where there is a clear relationship between risk and mitigation strategies.

Risk registers are maintained and reviewed. Financial reports are coherent and well understood, enabling clear strategic decisions to be made based on accurate information.

All schools are compliant in all areas.  
  
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The Trust develops a net zero carbon emissions plan in line with the Diocese of Chelmsford's commitment to achieve this target by 2050.

The Trust continues on it's journey to reach net zero by 2050.

All suitable schools have solar panels and LED lighting replaces current lighting in all buildings.

The Trust continues on it's journey to reach net zero by 2050.

Further funding is sought and secured to continue to drive forwards decarbonisation plans. Schools teach children about their responsibility towards our planet and schools have local eco projects well established.





As the Vine Schools Trust continues to grow, we very much look forward to welcoming more schools to join us in the future. Please contact our Directors to discuss potential options;

01245 208755 | [admin@dcvst.org](mailto:admin@dcvst.org) | [www.dcvst.org](http://www.dcvst.org)