Strategic Plan

Mission: The Roseland Multi Academy Trust provides outstanding education for our communities *Where Everyone Succeeds*.

Vision: To inspire a love of learning within environments that are happy, respectful and challenging were everyone feels valued and able to reach their full potential.

Values: Kindness - Responsibility - Ambition

We believe that outstanding schools never stand still. As a Trust we encourage and support all our schools to carry out robust and honest self-evaluation, to develop their practice and ensure our students have the best possible learning environments.

This strategic plan sets out the Trust's key priorities for the next three years which will drive us in achieving our mission and vision. Objectives for year 1 form the Multi Academy Trust Improvement Plan (MIP).

From the MIP, all school settings will create their own School Improvement Plan (SIP) in line with these priorities. All schools will set their 'ambition' for their students which will be aspirational, ambitious and achievable with the right school culture set from the outset.

	Strategic Priority	Objectives		
		Year 1	**Year 2**	**Year 3**
1.	**MAT Mission, Vision and Values**	Trustees and Trust leaders know and use the Trust's Mission, Vision and Values in all aspects of Trust and school work. Staff and students are aware of them and staff can describe how they shape their work.	The Trust's Mission, Vision and Values are highly visible to our communities through our communications and publications, including websites. The Trust's values are embedded and owned by our staff and students and each school's cultures are clearly aligned to them.	The Trust's Mission positively impacts on our students and communities and is easily identified within our schools. The Trust's work is known and valued beyond our schools through its school improvement work and Teaching School Hub and this leads to potential and sustainable growth.
2.	**Safeguarding**	Focused staff training is carried out to help and support staff to recognise and action cases of sexual harassment. All staff are fully aware of the processes to support and challenge students involved in sexual harassment. Students are aware of and	All staff implementing PSHE and RSE curriculums are fully supported by curriculum experts across the Trust. All schools have identified leads who work collaboratively across the Trust to continuously develop their curriculums.	All aspects of Trust schools' safeguarding are excellent. Processes and procedures are standardised and supported at Trust level. They are updated regularly and promptly in line with national expectations. Regular DSL meetings

		using reporting channels and feel confident in reporting incidents and concerns. Actions against reported incidents are fully recorded and processes reviewed against feedback. Students feed back that they feel safe in school and know who they can get support or help from. All schools are developing their PSHE and RSE curriculums and delivery to students. All new staff to the Trust are inducted effectively in safeguarding.	Students continue to feel safe in their schools and speak highly of both PSHE and RSE lessons. Their subject knowledge is excellent and they can feedback what they are learning.	ensure robust policies and quality training and updates are in place and for all staff.
3.	Outcomes	All outcomes at all key stages are above the national average. Regular monitoring ensures any gaps are identified and actions are put in place to close these gaps.	All students are making excellent progress towards their targets as teaching is high quality and students are thriving. Gaps such as PP and SEND have closed and are close/in line with others.	All outcomes are well above national average and most are in the upper quartile nationally. All students benefit from interventions which are embedded in teaching routines. Students flourish in all schools in the Trust.
4.	Professional Development	Lead The Roseland Way is developed further in response to specific Trust needs.	All schools have planned in advance their CPD expenditure that links to both the MIP and their SIP. Staff that have completed middle and senior leadership courses are now embarking on NPQ qualifications.	Investment in CPD is impactful across the Trust. A Trust wide spreadsheet identifies staffing CPD and leaders use experts to train and lead on Trust and school based initiatives.
5.	Quality of Education	All specialist staff can talk fluently about curriculum design and the research/ rationale/ concepts which underpin their curriculums. They have carried out their own research that substantiates their Learning Journeys.	Students can talk about their learning, why it is important to know what they are learning and how it fits into the journey. Students are able to recall the key building blocks in the subjects they are learning as teachers have used the best techniques to ensure that their students retain this knowledge.	The implementation of the curriculum is having visible positive impacts on students learning. Outcomes are in the top quartile nationally. Gaps have closed and SEND and disadvantaged students are in line with their peers. The curriculum is constantly under review and evaluations are being used to strengthen it further.
6.	Governance	Trustees are fully aware of Trust priorities and success criteria. Local monitoring committees are recruited and trained in their role by Trustees and executive leaders. Trustees are experts on each school setting and can support fully the inspection process.	Local Monitoring Governors are secure in their roles, and the work of these Committees is providing positive challenge to their school leaders. Communication between Local Monitoring Committees and the Trust Board is clear and effective.	Monitoring and self-evaluation is enabling continuing school improvement. Trustees' reports contain significant challenge and impact on in-school action planning. Succession planning and rotation of roles exists at both local and Board level.

Multi Academy Trust Improvement Plan (MIP) 2021-22

Link to Strategic Priority	Objectives	Actions to Monitor & Evaluate	Resources	Success Criteria (RAG)	Evidence to Date
3.	Outcomes at all key stages will be well above the national average for all student groups. Focused attention on all groups of disadvantaged students, including SEND, ensuring that high quality, research-informed interventions are put in place to enable these students to progress positively and sustainably. Particular attention will also focus on attendance of groups to ensure they are in line with all students and any gaps are closing.	MIP day SIP visits Learning walks Data captures and actions CEO Report to Trustees	Pupil Premium Plan spend Pupil Premium school action plan SEND spend and plan Data Dashboards	All schools are well above/top quartile for each key stage. Disadvantage gaps have significantly closed and/or are in line with all others. Attendance is high in all school settings and persistent absence is low. Specific group attendance is either in line or actions are showing a decrease in gaps.	
4.	CPD across the Trust and schools is coherently planned to ensure that improvement targets are on track. This will include development of Lead The Roseland Way by the Executive Leadership Team, strategically planned investment in the new NPQs, and other high quality CPD opportunities region-wide and nationwide.	Staff attendance, feedback and completion. MIP/SIP feedback CEO Report to Trustees	Identified costs from each school's CPD budget. Planned in advance.	Positive engagement in Lead The Roseland Way CPD offer, across all schools. Staff to ensure that their professional development is considered in their PM documentation and clearly linked to their SIP. All schools invest in NPQ qualifications with staff feeding back and developing processes and improvement in schools. The impact in schools is tangible and impactful on their school's improvement journey.	
3. & 5.	Immersion into Literature and Literacy across the Trust is clearly visible with everyone engaged in reading for	MIP/SIP visits and reports	Reading books Curriculum spend Tutor time	Star Reader Tests show strong progress in reading and	

	pleasure and thus further enhancing Cultural Capital/Hinterland. Secondary schools continue developing their reading, driven through tutor time. Presence of fiction and non-fiction texts across the curriculum is specifically planned. Primary schools continue to develop their reading resources and engage their students in reading for pleasure. Phonics development in primary schools allows all students to successfully complete the check. A considerate curriculum planning enhancing students' verbal skills that increases their subject specific vocabulary, emotional literacy, assertiveness and self-esteem beyond their educational setting. Extended writing opportunities are planned and students' books have plenty of evidence that they can sustain high quality writing.	Learning walk feedback CEO Report to Trustees ELT agenda points and actions T&L Forum	Literacy Coordinator - UPR dedication	comprehension skills for all and highlighted groups. MIP/SIP reports high level literacy in books, students talk freely and fluently about the books they read. Through Learning Journey discussions with students they can elicit specific examples of texts/audio texts in lessons. Wider range of students participate in student leadership opportunities as their competence increases. Students are more competent in verbalising their views and able to adapt their approach to different contexts; they demonstrate an increased empathy; they show awareness of their audiences. Outcomes at all levels are strong and in the top quartile nationally. Students' production is increasing: the level of production is comparable across the subjects. Students are competent in applying technical and/or emotive vocabulary; they are able to verbalise how they approached and accomplished the particular task and why.	
5.	Quality of Education including the use of the Catch-Up funding. All classroom-based staff continue to evaluate the implementation of their curriculums. To further develop the quality of	MIP/SIP reports ELT meetings Learning walk feedback Data catch	Curriculum spends. Catch-Up spend.	Learning Journeys are very visible. Students are competent in explaining where they are on their journey, how they are doing	

	implementation via Rosenshine's Principles in Action. All schools make use of inset time and staff meetings to share feedback and best practice. Staff are actively engaged in the discussions and regularly attend T&L Forums. All catch-up spend is well-planned and evaluated for impact for all student groups. School leaders at all levels will identify early those students that require interventions to ensure they are progressing in line with their expectations.	Monitoring of the gaps and reduced gaps after Catch-up Family Learning - sharing the school approaches and school quality of education culture School-based / Trust-based T&L Forum Google Classrooms		and how it links with past and future learning. All stakeholders knowledgeable of the learning journeys irrespective of the year groups they teach. Learning walks and lesson monitoring shows a high level of teacher development through outstanding delivery in the classroom. Catch-Up evaluations clearly show impact on identified students - rate of progress, positive behaviours, attendance. Staff engagement in T&L Forums increasing and shared leadership evident; staff feedback and PM reviews reflect this; high job satisfaction. Accurate identification of individual students for intervention shows impact on progress and attainment for those students.	
3.	Continued collaborative development on positive behaviours for learning. Schools will work together to develop their positive behaviour policies and focus on engagement and encouragement. Schools will pay close attention to students that struggle with attendance and positive behaviour. Positive interventions will be in place early and parents/carers will receive regular communications on progress.	CEO Report to Trustees MIP/SIP visit reports Trustee monitoring visit reports School internal data	EWO SLA Tutor Time Outreach work Alternative education costs	Attendance in all settings is well above the national average. Persistent Absence is significantly low in all settings. Identified students have ongoing positive interventions and these are having an impact over time such as a reduction in sanctions including fixed term exclusions.	

1. & 4.	Trust Collaboration work is evident in our drive for continuous improvement. Staff know, understand and talk positively about the Trust Vision and Values. Many collaborative partnerships are ongoing and forming to allow professional discussions, challenge and improvement. These collaborations are formalised and the impact is reported to in-school Leadership Teams and the Executive Leadership Team.	Staff networks are formed and meet regularly. Outcomes/actions are shared across the Trust. LT meeting minutes ELT meeting minutes	Inset time Staff meeting time	Staff support networks in place including DSL, SENDCO, PSHE, T&L, PP and support staff partnerships. These collaborations are evidenced through improvement in school policies and systems and all staff and students benefit. Trust Mission, Vision and Values developed, published and known. Strong outcomes of students. Staff collaborations are evidenced in school improvement.	
4.	Teaching School Hub, OneCornwall, is impactful in all TRMAT schools. ITT- centralised approach promotes high staff retention and development of the highest calibre staff. ECTs are benefitting from high quality CPD from their mentors and rapidly developing their skills. Leaders at all levels are benefitting from attending NPQ CPD and delivering change in their own setting.	Feedback evaluations from ITT, ECT and NQT+1 teachers across the Trust. Progress reports and evaluations from ECTs and NQT+1 Advisory Board points and actions	DfE funding	High quality assured ITT provision Trust-wide and increasing capacity across the Trust to provide placements as lead and partner schools. KPIs identified in DfE return are met. ECT fully engaged in Teach First modules. Successful delivery of NPQs. Positive feedback from stakeholder/partners across Cornwall. TSH financially self-sustainable and not reliant on resources from the wider Trust.	
2.	Safeguarding developments with a particular focus on Peer-to-Peer, sexual abuse and/or harassment through ongoing high quality training and discussion with staff and students. Development of teaching through PSHE, RSHE (Relationships, Sex and Health	MIP/SIP reports CEO Report to Trustees Student leadership feedback School-based staff training records	Training time School spend on bespoke safeguarding training Trust-wide collaboration within the same phase	Positive staff and student feedback. Potential OFSTED reports. RSHE curriculum intent is well thought through and appropriate.	

	Education) and the wider curriculum to ensure our students are knowledgeable and understand the positive behaviours and language expectations. All schools have accurate records of incidents including communications, actions and outcomes.	School PSHE/RHSE curriculums Accurate reporting and records of sexual abuse/harassment	settings on the PSHE content and delivery; staff training and PSHE Clinic to support the content understanding and delivery	Implementation is seen positively by all students. Staff feedback on curriculum design and training is positive. Student feedback forms Reflection on the positive behaviours in and out of classroom - data/praise Higher 'random acts of kindness', visible empathy and care amongst students - visible in social time, tutor time, through student survey, attendance, student A-teams.	
6.	Strength of Governance is further developed via the new Governance Structure. Two local monitoring committees are recruited for the Primary and Secondary aspects of the Trust. High level training is provided to new governors that enables quality monitoring visits and reports to the Board or Trustees.	Induction feedback of new governors Quality monitoring reports to Trustees Feedback to Trustees following MIP days.	Governance recruitment brochure	Successful recruitment of governors for the monitoring committee. Quality reporting for Trustees that are informative on progress towards identified targets for each school setting.	