



IPAT STRATEGIC DEVELOPMENT PLAN 2020 - 2025

VISION

Enabling all to flourish and succeed.

STRATEGIC AMBITIONS

By 2025, all of our current academies will:

- Offer a dynamic, rigorous, ambitious, broad and coherent curriculum that emphasises social justice, emotional wellbeing, oracy, attendance, academic progress and the development of independence and preparation for the next stage of education;
- Work in collaboration with one another to offer shared curriculum, staffing, facilities and resources;
- Actively seek out research and opportunities to support the development and well-being of staff across the Trust;
- Continue to have effective financial management underpinned by integrated curriculum financial planning;
- Be judged to be good or outstanding by Ofsted;
- If a CE school, be judged to be good or excellent by SIAMS.

Our Trust vision, values and ambitions underpin every aspect of our operations and decision making.

STRATEGIC OBJECTIVES

1. Sustainability: Secure foundations enable sustainable growth

- a. The Trust schools are seen as schools of choice in the communities they serve.
- b. The Trust is seen as an employer of choice.
- c. The Trust delivers high quality, cost effective services to all of its schools.
- d. Excellent financial and business planning, systems of audit and evaluation, robust risk management, strategic planning and wide stakeholder consultation underpin a strong Trust infrastructure and sustainable, measured and systematic growth.

2. Leadership: Skilled leadership at all levels enables all to flourish

- a. Trustees are highly skilled in the field of strategic school leadership, finance and business and work effectively on behalf of the Trust and all the academies within it.
- b. High quality, strong, ethical governance, focussed clearly on excellence and breadth in learning outcomes, is embedded in all academies' local governing bodies.
- c. School leaders at all levels across the Trust are supported to achieve skilled and effective leadership which focuses on excellence and breadth in pupil outcomes.

3. Quality of education: Effective, continuous improvement in the quality of education enables all to flourish

- a. Cultural capital and oracy are at the heart of each school's curriculum.
- b. Effective school to school support secures accurate and robust self-evaluation processes to inform the breadth of school improvement priorities.
- c. Evidence informed pedagogies impact positively on the quality of education in all schools.
- d. Evidence informed assessment practices enable accurate data collection and analysis to inform effective self-evaluation and strategy.

4. Pupil outcomes: all pupils flourish and achieve excellent learning outcomes

- a. Emotional wellbeing is a universal foundation for all pupils.
- b. All pupils enjoy and are engaged in their learning and are well prepared for their next stage in their education.
- c. The quality of education in all the academies is good if not better.
- d. The proportions of pupils making good progress and mastering age-related expectations in core subjects, regardless of their starting points or circumstances, exceed national averages.

KEY PERFORMANCE INDICATORS

Strategic Objective	Key Performance Indicator	Evidence Base	Who reports to Trust	When reported to Trust
1. Sustainability a. The Trust schools are seen as schools of choice in the communities they serve.	<ul style="list-style-type: none"> ● Stakeholder mapping completed and clear communication strategy developed. ● Stakeholders actively engage with the Trust. ● Pupil numbers at each school demonstrate numbers on roll are in line with capacity. 	Stakeholder surveys Catchment gains/losses documents	Trust Leader	Trust Leader reports each term
1. Sustainability b. The Trust is seen as an employer of choice.	<ul style="list-style-type: none"> ● Early career teachers remain within the Trust for at least 3 years. ● Talent spotting leads to involvement in NPQ programmes. 	Staff records CPDL records	Trust Leader	Annually
1. Sustainability c. The Trust delivers high quality, cost effective services to all of its schools.	<ul style="list-style-type: none"> ● Internal and external benchmarking shows the trust and each school within it provides value for money. 	Trust and school SRM document	CFO	Annually
1. Sustainability d. Excellent financial and business planning, systems of audit and evaluation, robust risk management, strategic planning and wide stakeholder consultation underpin a strong Trust infrastructure and sustainable, measured and systematic growth.	<ul style="list-style-type: none"> ● Reconciliation and forecast show the Trust to be financially sustainable. ● Internal benchmarking shows all schools working within variances set by the Finance and Audit Committee. ● Effective due diligence leads to measured and systematic growth beyond 2000 pupils. ● Sponsorship application is successful. 	External and internal audit reports Risk and compliance registers F&A Committee minutes TB minutes Due diligence documents	CFO and Trust Leader	Reports when published

		Sponsorship documents		
2. Leadership a. Trustees are highly skilled in the field of strategic school leadership, finance and business and work effectively on behalf of the Trust and all the academies within it.	<ul style="list-style-type: none"> Trustees can demonstrate they hold the TL, DFO and LGBs to account. 	TL reports Trustee visits LGB minutes TB minutes PM of TL/DFO	Trust Leader Chair of Trustees	As and when published
2. Leadership b. High quality, strong, ethical governance, focussed clearly on excellence, equity and breadth in learning outcomes, is embedded in all academies' local governing bodies.	<ul style="list-style-type: none"> Governors can demonstrate they fulfil their statutory duties, especially with regard to safeguarding. Peer review evaluations of governance are at least good. Training records of governing bodies demonstrate a willingness to engage in professional learning. 	LGB minutes Peer reviews Ofsted reports SIAMS reports Annual LGB report to TB	Trust Leader Clerks to LGBs	As and when published
2. Leadership c. School leaders at all levels across the Trust are supported to achieve skilled and effective leadership which focuses on equity, excellence and breadth in pupil outcomes.	<ul style="list-style-type: none"> Pupil outcomes remain at least good in all schools for all pupil groups. 	ASP Peer reviews Ofsted reports SIAMS reports	Trust Leader	As and when published
3. Quality of education a. Cultural capital and oracy are at the heart of each school's curriculum.	<ul style="list-style-type: none"> Validation of school's self-assessment by external and internal evaluation. 	TL notes of visits Curriculum maps Peer reviews Ofsted reports SIAMS reports	Trust Leader	As and when reports and notes of visits published.
3. Quality of education b. Effective school to school support secures accurate and robust self-evaluation processes to inform the breadth of school improvement priorities.	<ul style="list-style-type: none"> Validation of school's self-assessment by external and internal evaluation. 	TL notes of visits Peer reviews Ofsted reports	Trust Leader	As and when reports and notes of visits published.

		SIAMS reports		
3. Quality of education c. Evidence informed pedagogies impact positively on the quality of education in all schools.	<ul style="list-style-type: none"> Each school has a record of all staff professional learning and evidence of impact on pupil outcomes. 	School staff's training record Performance management records	Trust Leader	In reports to LGBs each term.
3. Quality of education d. Evidence informed assessment practices enable accurate data collection and analysis to inform effective self-evaluation and strategy.	<ul style="list-style-type: none"> All schools' average assessment data in core subjects at the end of each Key Stage measures is at least in line with national. 	ASP Internal school assessment data	Trust Leader	ASP/ISDR when published. Internal data termly.
4. Pupil outcomes a. Emotional wellbeing is a universal foundation for all pupils.	<ul style="list-style-type: none"> Validation of school's self-assessment by external and internal evaluation. 	Peer reviews SIAMS reports Pupil wellbeing surveys	Trust Leader	As and when reports / surveys published
4. Pupil outcomes b. All pupils enjoy and are engaged in their learning and are well prepared for their next stage in their education.	<ul style="list-style-type: none"> Validation of school's self-assessment by external and internal evaluation. 	Peer reviews Ofsted reports SIAMS reports Pupil attitude surveys	Trust Leader	As and when reports / surveys published
4. Pupil outcomes c. The quality of education in all the academies is good if not better.	<ul style="list-style-type: none"> Validation of school's self-assessment by external and internal evaluation. 	Peer reviews Ofsted reports SIAMS reports	Trust Leader	As and when reports published
4. Pupil outcomes d. The proportions of pupils making good progress and mastering age-related expectations in core subjects, regardless of their starting points or circumstances, exceed national averages.	<ul style="list-style-type: none"> Good Level of Development at the end of Early Years' Foundation Stage is at least in line with national. Attainment in Year 1 Phonics is at least in line with national. 	Internal assessment data - school and trust ASP	Trust Leader	Internal data reported each term. End of year data

	<ul style="list-style-type: none"> ● Attainment in reading, writing and maths combined at the end of Key Stage 1 is at least in line with national. ● Attainment in reading, writing and maths combined at the end of Key Stage 2 is at least in line with national. ● Progress scores in all core areas at the end of Key Stage 2 are at least in line with national. ● Overall the gap in attainment of vulnerable pupils and the attainment of 'other pupils', nationally by the end of KS2 is decreasing. ● The progress of disadvantaged pupils by the end of KS2 is at least in line with national progress scores of non-disadvantaged pupils. ● The progress of pupils with SEN will be in line with or better than pupils with SEN nationally. ● The progress of GRT pupils will be in line with or better than GRT nationally. 	ISDR		<p>reported as soon as available.</p> <p>ASP/ISDR when published.</p>
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