



Strategic Plan Actions





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As part of our Trust Review we have identified that our *mission* is:

to ensure that across our family of schools we create a **culture** and **opportunities** for our children and young people and our employees to be:

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Active learners

- ▶ Active learners are **pro-active** and **work hard**.
- ▶ Active learners **ask questions** and **find links between different themes, concepts** and **ideas**.
- ▶ Active learners **set high standards** and **challenge themselves** often.
- ▶ Active learners are **self-aware** and **understand how** they will **improve**.
- ▶ Active learners **try new things** and **embrace constructive criticism**.

STRATEGIC AREAS AND LINKS TO MAT EXCELLENCE FRAMEWORK

1.1	Raising Standards	1
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- ▶ 1 Pupil Progress
- ▶ 2 Vision and Values
- ▶ 3 Governance
- ▶ 4 Accountability
- ▶ 5 Managing Risk
- ▶ 6 School Improvement
- ▶ 7 Quality Assurance
- ▶ 8 School to School Support
- ▶ 9 Making a Wider Commitment
- ▶ 10 Workforce Supply & Development
- ▶ 11 The Role of the Centre
- ▶ 12 Growth Strategy
- ▶ 13 Financial Strategy & Control
- ▶ 14 Communications

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Active leaders

- ▶ Active leaders **guide their peers** and **recognise** when someone needs **support**.
- ▶ Active leaders **challenge conventional thinking** and are always **looking for improvement**.
- ▶ Active leaders **take difficult decisions**, informed by a **strong moral compass**.
- ▶ Active leaders are **forward-thinking** and **influential drivers** of **positive change**.
- ▶ Active leaders are **honest**, **hard-working** and **resilient**.

STRATEGIC AREAS AND LINKS TO MAT EXCELLENCE FRAMEWORK

2.1	Subject Expertise	6 / 8
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- 1 Pupil Progress
- 2 Vision and Values
- ▶ 3 Governance
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Active Citizens

- ▶ Active citizens **take** and **create opportunities** to **improve** their **community** and **environment**.
- ▶ Active citizens **care** for their **community** and go the **extra mile**.
- ▶ Active citizens have a **strong sense** of **belonging** and **believe in** an **inclusive** and **equitable community**.
- ▶ Active citizens are **empathetic, sociable** and **build relationships** with people from **all backgrounds**.
- ▶ Active citizens **understand** that the **whole is greater than the sum** of its parts.

STRATEGIC AREAS AND LINKS TO MAT EXCELLENCE FRAMEWORK

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- 1 Pupil Progress
- ▶ 2 Vision and Values
- 3 Governance
- 4 Accountability
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Leading Active Lives

- As a Trust it is our mission to ensure that we provide the highest quality support, extensive opportunities and high aspirations to ensure that all in our communities can lead active and **fulfilling lives**, have **strong mental health, well-being** and **resilience**, be **lifelong learners, leaders** in their areas of **expertise** and be **engaged** and **responsive citizens locally, nationally** and **globally**.

STRATEGIC AREAS AND LINKS TO MAT EXCELLENCE FRAMEWORK

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- 1 Pupil Progress
- 2 Vision and Values
- 3 Governance
- 4 Accountability
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We will achieve
this *mission*
across the Trust
by ensuring that
we have:

Pupils who...

...are active learners who **seek out knowledge** and **skills** through their **experiences** in the **classroom** and **beyond**, are **polite** and **motivated** and who understand **where they are** in their **learning** and how to **improve** it and understand that the **core business** of schooling is **learning** and who have **high expectations** of **themselves** and their **teachers**.



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We will achieve
this *mission*
across the Trust
by ensuring that
we have:

Teachers and Support Staff who...

...are **experts** in their **subject** or **area of expertise** and **active learners themselves**, demonstrate **enthusiasm** for their subject and the **business of learning**, **positively relate** their teaching and skills to the **world beyond schooling** and have the **highest expectations of themselves** and **their pupils** regardless of **background**.



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We will achieve
this *mission*
across the Trust
by ensuring that
we have:

Leaders who...

...understand that their **core business** is **teaching and learning**, are **relentless** in their **pursuit of excellence**, actively seek **creativity** and **innovation**, **drive standards** through **high expectations**, **accurate performance data** and **clear actions** for **improvement** and **inspire** teachers and pupils alike.



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1.3 Quality in the Classroom

Excellent outcomes and high achievement rest on what happens in our classrooms on a daily basis. High quality and expert Teaching are key to delivering this strategy, support by a carefully crafted and dynamic curriculum. We will promote and share excellence through our **Active Learning Trust Institute of Teaching and Leadership** through the development of subject and research communities, through the sharing of evidence of effective pedagogy and innovation and high quality professional development across the Trust for all teaching and support staff through our hub, regional and national conferences and projects and our **Virtual Learning Zone**.

Our teachers and support staff will always strive for excellence, providing regular effective feedback that enables students to recognise what they can do, what they can't yet do and how they can improve.

KPI 1.3

By August 2025 we will be regarded as one of the top 25% performing MATs for both primary and secondary schools in the DfE and other reputable performance tables.

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1.4 Supporting Our Children & Young People

As a fully inclusive organisation with two special schools the Active Learning Trust welcomes all children. We constantly review our provision for all children and those with barriers to learning as part of our inclusion network across our schools to provide access wide range of additional support such as Family Support Workers, Educational Psychologists, Speech & Language Therapists, Mental Health Practitioners, and providers of high quality alternative provision. We shall continue to develop our expertise and the monitoring and intervention of all groups of children and young people in our schools and especially for our most disadvantaged and vulnerable.

We want our children and young people to go on to be successful and lead active lives so we provide quality information, advice and guidance to support them in their aspirations for career and pathways into further and higher education and apprenticeships, strategies how to stay safe and free from harm, support for mental health and well-being and a wide range of enrichment and extra-curricular activities for their personal development and to support them on their journey to success.

KPI 1.4

Attendance. Absence and persistence absence are significantly lower than national figures across all schools in the Trust.

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2.1 Subject Expertise

To deliver a world class curriculum it is vital that all our teachers are highly trained and have expert subject knowledge. That is why our School Improvement and Professional development team and strategic partners are bringing high quality professional learning opportunities to all our schools through the ALT Institute of Teaching and Leadership. The Institute brings together leading-edge training, current research and development in pedagogy and practice and curriculum and business school thinking into our schools to ensure we fulfil our commitment to give our children, young people and communities the high-quality education they deserve. Our work in developing our subject communities through research, training and sharing excellence will be the driving force to improve the quality of teaching and learning across the Trust and provide a source of expertise and best practice for all staff to access.

KPI 2.1

By August 2021, as part of our people Strategy we will have created and embedded a new ALT Institute for Teaching and Leadership that allows all staff to access high quality professional development and support. We will have in place a Talent Management Process across the organisation, ensuring a complete strategic understanding of acquisition and retention requirements. CPD will be aligned accordingly to strengthen leadership capacity at all levels. Success will be demonstrated in improved recruitment and retention statistics, effective succession planning as well as staff surveys and rates of progression and promotion of colleagues within the Trust.

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2.2 Leaders of Tomorrow

The Trust aspires, in aspects of its work, to be the 'Employer of Choice'. The four pillars of our People Strategy are focused on the recruiting, developing, rewarding and retaining the best possible staff for all teaching and support roles within the Trust. We 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 to ensure that our children and young people receive the best possible education and outcomes.

KPI 2.2

By August 2021 we will have fully embedded the 'Education CMSI' model in all our schools. This will clearly define the capacity and bespoke systems required for each individual school and Ofsted reports will comment favourably on the school, improvement work and support provided by the Trust.

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2.3 Talent, Capacity & Growth

At the Active Learning Trust, we know that the biggest asset we have in ensuring the chance for future success are our staff. We are fortunate to have a huge number of staff across the Trust in both teaching and support roles and we want to ensure that we create opportunities to grow and develop them from the moment they join us. To do this we have developed our own Talent Management programme.

The Trust's school improvement strategy and professional development is built around a pool of talented teachers, leaders and support staff who have a direct impact on raising standards across the trust and are able to take in leadership in the future as part of a coherent succession planning model within the Trust's People Strategy.

KPI 2.3

We will have in place a Talent Management Process across the organisation, ensuring a complete strategic understanding of acquisition and retention requirements. CPD will be aligned accordingly to strengthen leadership capacity at all levels. Associate Leaders will be deployed to support weaker schools with targeted intervention. This will allow us to retain and develop our best leaders as part of our Talent and Career Pathways.

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2.4 Active and Expert Governance

Our team of local Governors are essential components in the success of our schools and the wider trust. We ensure they are fully trained and supported in their roles with our schools. Governance at Board and LGB level is highly effective and, in all aspects, promotes, protects and embraces the values and aspirations of the Trust. Our Trustees and governors are active members of our schools and communities and actively engage with them through visits, sharing accountability with the Trust's leaders and the monitoring of key metrics. As a Trust we recognise the important role of governance at all levels and ensure that the non-executive and executive governance of a modern and forward looking multi-academy trust remains at the heart of the leadership and management of our Trust. There is a 'golden thread' of governance throughout that promotes top down and bottom up accountability.

KPI 2.4

Governance at Trust Board and LGB level is highly effective and, in all aspects, promotes, protects and embraces the values and aspirations of the Trust. There is a 'golden thread' of governance throughout that promotes top down and bottom up accountability. This measured by comments of governance in Ofsted reports, DfE reviews of the Trust Board and regular external evaluations of governance.

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3.1 The ALT Family – One Trust Strategy

The Trust has well recognised brand linked to well defined mission, vision and values which are shared and understood by all. There is a commitment to a 'One Trust' approach, shared endeavour and collective accountability from all school leaders set out in a comprehensive 3-5 year plan.

KPI 3.1

By August 2021 the Trust has a well-recognised brand linked to well defined mission, vision and values which are shared and understood by all. There is a commitment to a 'One Trust' approach, shared endeavour and collective accountability from all school leaders set out in a comprehensive 3-5 year plan.

3.2 Celebrating Success

We have been 'quietly brilliant' as a Trust for a number of years. We will 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. The work and development of the Trust in raising standards and transforming lives, often in challenging circumstances, deserves to be celebrated both internally and externally. Our children and young people also have a right to be part of that celebration and we shall continue to develop Trust wide events in sports, the arts and other areas through our Trust Ambassadors for our children and their families to enjoy together with our schools and communities.

KPI 3.2

By 2022 children and young people in the Trust know what it means to be part of the ALT family and the benefits derived from being part of a large organisation through participation in Trust wide events, leadership programmes, conferences and by working as commissioners/ambassadors across the Trust.



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3.3 Always Learning Together – Our Learning Commission

Our Learning Commission is part of a wider research and development project to bring together hundreds of students and teachers from across our primary, secondary and special schools to create a new design for learning and to give them a voice on the important issue of their own learning.

KPI 3.3

By August 2022 we will create a Student Learning Commission across the Trust. It will be established as a research and development project to bring together hundreds of students and teachers to create a new design for learning across the Active Learning Trust.

The Commission aims to bring about:

- ▶ Significant and lasting changes to teaching and learning
- ▶ A step-change in student engagement, motivation and learning
- ▶ To achieve these changes the Commission will establish an ambitious programme of enquiry into the most effective learning approaches in the UK and abroad. This enquiry will be co-led by students and staff who for the next two years will work and learn together in powerful partnerships and teams.

The Commission is designed to go beyond traditional 'student voice' work, helping students become leaders of their own and others' learning with a real stake in how education is organised and delivered across the Trust.

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3.4 At the Heart of our Communities

As a Trust we need to support our communities by helping them to develop a better understanding of education and its role in regeneration, and engage in a collaboration of partners to deliver change and transformation in a locality or region. To do this each school and hub, supported by the trust will initiate a Community Engagement Action Plan. The plan objectives place each school at the heart of its community, enabling them to become not only a hub for learning, but a community resource for life-long learning.

KPI 3.4

By August 2021 each school will have a Community Engagement Action plan with measurable aims and objectives that show how the school and the wider Trust engages in collaborative projects with our parents, local communities, businesses and civic partners to deliver change and improvements to education and the wider society.



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4.1 Financial Health and Sustainability

Ensuring that our schools are able to deliver excellence in education even at times when funding has become increasingly challenging is central to our work. We continue to align and develop our model so that it remains fit for purpose and we ensure that the viability and sustainability will always be at the core of our planning. We will continue to be financially fit for purpose by developing forecasts and budgets where we are able to balance the needs of our schools at an individual level supported by the wider resources of the Trust. We shall 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.

We shall also review our performance frequently and seek to be as productive as possible, developing our procurement services and other services to make sure that we direct as much of our revenue as possible to delivering high quality educational provision and services to our schools.

KPI 4.1

By August 2021 There is an overarching operational model in place that sets out a comprehensive and agreed model for the delivery of all aspects of the Trust's divisional areas: HR, finance, operations, corporate affairs, estates and facilities and school improvement and ensures these are closely aligned key performance indicators that demonstrates measurable impact and value for money. There are coherent and well understood quality assurance processes and performance dashboards underpinned by quality marks and accreditation where appropriate to ensure excellence and consistency across the Trust and in its schools.



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4.2 Our Learning Environments and Digital Strategy

It is the right of every child within our Trust to learn in an environment that is inspiring, well resourced, fit for purpose and where they feel safe and secure. They are places that have clear systems in place to monitor health and safety and are fully compliant with all statutory legislation and guidance.

We shall work with our schools to promote an awareness of our impact on the environment and support ideas to minimise this. We shall support the use of sustainable resources from our suppliers and seek to include environmental impact considerations on our capital projects and tenders.

Our children and young people are digital natives. They have grown up with technology and it is intrinsically woven into all aspects of their lives. Mastering technology for learning is one of the basic 21st century skills that they will need to be successful in both school and the workplace. Our technology can be used in a huge variety of ways to stimulate and engage children and young people in learning in order to facilitate an interaction between teacher and learner. Our schools need to reflect this by having a coherent digital strategy that is consistent across the trust and allows our teachers to engage in their own professional development and communication via a range of digital platforms and our young people to engage in learning appropriate for the 21st Century. Our Trust ICT team are able to devise effective strategies to deliver a digital strategy that enables high quality learning and achieves value for money, flexibility across multi platforms, sustainability and coherence. Over the next 3-5 years we will continue to invest in our IT infrastructure and systems to minimise the administrative burdens on our staff and maximise the learning potential for our children and young people.

KPI 4.2

By August 2021 the Trust has completed Phase I of the Digital Strategy across all school as part of a fully costed and detailed 5 year plan.

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4.3 Making Our Lives Easier – Our Support Team-Strategy, Procurement and Compliance.

The Central Team of the Trust provides high quality and professional support to all schools enabling them to achieve excellence through supporting the wider priorities for improvement at both school and Trust level. All officers and leaders of the Trust consistently model the behaviours, professional demeanour and values of the Trust and exemplify the principles of providing both leadership and service to others by being visible and engaged leaders across our family of schools.

We constantly evolve our operating models to ensure we are well placed to meet the needs of our Headteachers and their schools. We have a highly efficient model which provides high quality support to our schools in combination with clear, precise management information. By working closely with our school leaders, we are able to realise the synergies that can be achieved across our schools in all of our deliverable functions, including education, finance, HR, data systems, ICT and estates and facilities.

Being compliant with statutory guidance is obviously critical to our success as a Trust. We ensure that we obtain the best value for money in all of our projects and meet our commitment to give our children and young people the very best education. At all levels, both internally and externally we ensure compliance across a range of measures and policies and have developed comprehensive and accessible dashboards to measure the impact of our work linked to our risk register at board, executive and school levels linked to key performance measures which will be made available to our responsible committees.

KPI 4.3

By August 2020 it is evident from Board Meeting, LGB and other reports from the executive that risk registers are used effectively through the Trust to drive all improvement priorities and there is a clear relationship between risks and mitigation strategies. There are robust contingency and business continuity plans in place to ensure that the trust is always able to fulfil its obligations to its schools, be robust in dealing with challenges and threats to business and viability and sustainable over time.



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4.4 Being Safe and Secure – Well-Being and Safeguarding

We continue to build upon the Trust's focus and strategy for the mental health and well-being of our staff and our children and young people. Our staff speak highly of the consideration school leaders give to their workload, stress, well-being, issues of equality and opportunity and access to support when needed. A repeat of the Trust Survey of January 2019 demonstrates improvements across all key indicators.

The Covid-19 Pandemic and period of lockdown will have had significant impact on the mental and well-being of our staff, children and young people and communities. We will establish robust plans to address gaps in learning and establish a 'Renewal Curriculum' to allow children and young people to renew their relationships with their school, the staff and each other and create opportunities to provide extensive support programmes to address key issues in relation to mental health and well-being across the Trust.

KPI 4.4

There are extensive plans and programmes in place to support staff, children and young people and our communities in maintain good mental health and well-being. There is a coherent programme working with other agencies to resource sustainable programmes to support out most vulnerable children and young people and to provide enhanced training and support for our staff to ensure this is sustainable.



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Strategic Plan Actions

