

SCHOOLS IMPROVING SCHOOLS

STRATEGIC PLAN

2024 - 2029



CENTRAL LEARNING
PARTNERSHIP TRUST

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Message from the Chair of the Trust

I am proud of the role I have played as Chair of Central Learning Partnership, since its inception, thirteen years ago, in 2011. Over that period, we have grown to be a 16 school Multi Academy Trust with Primary, Secondary and Special schools located in three geographical hubs: Wolverhampton, Rotherham and Worcestershire.

Trustees, over that period, prioritised a controlled approach to growth, evaluating both our capacity to support any new additions and also the added value they would bring to the Trust. Throughout, we have worked in partnership with the DfE and the Local Authorities involved.

Our growth has always been aligned to our strategic plan and any future growth will be underpinned by the principle of “not growing simply for the sake of growth”.

We are proud of our record of continuous school improvement with all our schools inspected as part of CLPT have overall Ofsted grades of ‘Good’ or better.

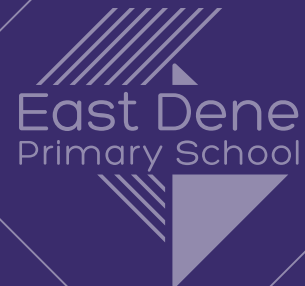
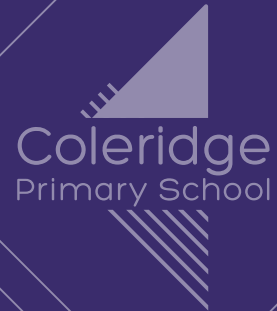
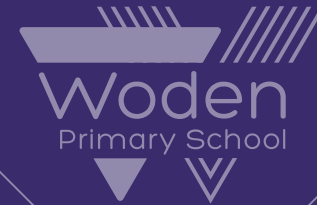
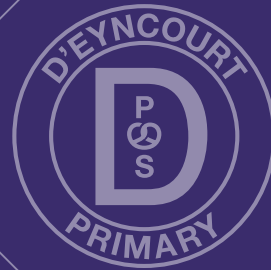
The success of the Trust is built upon strong leadership from our Chief Executive down through our school leaders and teachers. Most importantly, it is built upon our ethos of giving every young person that comes within our orbit the best possible foundation for the life journey that is ahead of them.

The many challenges faced by our communities 5 years ago still remain, however many have been exacerbated by a new unsettling, national, post-covid, social and political climate. This more than ever, places an enhanced emphasis on our work with our young people and our responsibility to double down on our commitment to each and everyone one of them and their families. This commitment, I believe, runs as a golden thread, throughout this strategic plan.

I am very proud of the role myself and fellow board members have played in supporting our leaders, educators and our young people in becoming the outstanding beacon that the Trust now is for our communities. The difference our schools make to the lives of the young people, who have benefitted from their support, remains significant.

To have played a part in this, within an increasingly challenging climate for all involved, gives me great personal satisfaction and I am confident that we have created an infra-structure, that will secure continuous improvement and success in the future.

Rob Turton
Chair of the Trust



CENTRAL LEARNING
PARTNERSHIP TRUST

Secondary Hub

Wolverhampton



Heath Park
'Every Pupil Always in Focus'



Moseley Park
'Building Success Together'



Coppice
'Foundations for Excellence'

Primary Hub

Wolverhampton &
Rotherham

Coleridge
'Aspire, Desire, Believe, Achieve'

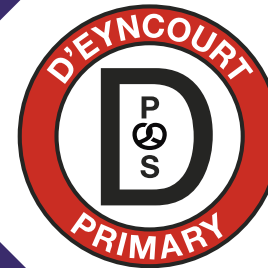
Coleridge
Primary School

Eastwood Village
Primary School

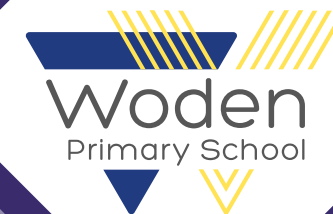
East Dene
Primary School

Eastwood Village
'Learning Together at the Heart
of our Community'

East Dene
'We Can & We Will'



D'Eyncourt
'Aiming to Be our Best'



Woden
'Learning to Make a Difference'

Special Hub

Wolverhampton & Worcestershire

WVTC
'Achieving Together'



Westcroft
'Realise Your Potential'



Broadmeadow
'Teaching, Learning & Caring'

Kingfisher
'Learning for Life'



Newbridge
'Inspiring Change'



Vale of Evesham
'Learning for Life'



Riversides
'Every Student Matters'



Pitcheroak
'Learning & Growing Together'





NEWBRIDGE

WVTC

WODEN

EASTWOOD VILLAGE

HEATH PARK

Our Journey

The growth of Central Learning Partnership Trust has been more reactive than planned. We are presently comprised of 16 schools over 3 geographical regions: Wolverhampton, Rotherham and Worcestershire. The number of schools in the Trust has grown in response to the needs of others and given the relative uniqueness of that development, there was no one blueprint to follow. Our policies and our practices have therefore developed in response to need at a particular time.

We have now completed a full review of policies, working collaboratively with professional associations and trade unions through JCNC.

2011-2013

From our inception in 2011, Heath Park became an academy and the sponsor for many of our partner schools. Moseley Park was quick to join the Trust in June 2012 as a sponsor led academy. In April 2013 our secondary settings, based in Wolverhampton, were joined by a primary in the city, Woden and two in Rotherham, Coleridge and East Dene. All within the first eighteen months and all at the request of the respective Local Authorities. Given that all, with the exception of Heath Park, were sponsor-led conversions, led us to focus our efforts on collaborative school improvement. The success of this work was significant and very quickly became the hallmark of our Trust, gaining recognition not only locally, but regionally and nationally.

2015-2016

In September 2015 we opened the doors to a new build for Heath Park. Keeping the construction industry busy we also designed and built a free school, Wolverhampton Vocational Training Centre, a 16-18 special provision. Our third building project was Eastwood Village, a basic needs funded, new build primary school in Rotherham.

Over the following 18 months our first two converter academies joined the Trust, both based in Wolverhampton: Westcroft, a 5-19 special school, in December 2015 and in December 2016 Broadmeadow, a 3-11 special school.

2018

Our presence in Wolverhampton grew with D'Eyncourt Primary converting in April 2018 and Coppice Performing Arts school becoming our third secondary setting when it joined CLPT as a sponsor-led academy June 2018.

2020-2022

CLPT was now 11 schools: special and mainstream, encompassing all age phases and across two geographical areas - Wolverhampton and Rotherham. Trustees, at this stage, made the decision to consolidate what had been achieved and turned down a number of requests from the DfE to expand further.

However, in January 2020 we were approached by the DfE with a request to re-broker 4 high needs settings in Worcestershire. Following prolonged discussions with Advanced Trust and the West Midlands Regional Schools Commissioner, the 4 schools transferred to CLPT in November 2020. Newbridge, a secondary pupil referral unit and Riversides, a SEMH special school are both located in Worcester. Kingfisher, an additional SEMH special school is in Redditch. Vale of Evesham is 2-19 special school with a residential provision and is located in Evesham.

Our presence in Worcestershire became 5 schools in November 2022, when Pitcheroak, a 3-19 special school, converted and became part of the Trust.

Statement on Growth

CLPT is currently 16 schools, serving communities across 3 geographical areas: Wolverhampton, Rotherham and Worcestershire. We are incredibly proud of our achievements to date and we are committed to protecting the significant gains we have made in some very challenging settings. Our schools, with the exception of Pitcheroak, have been inspected by Ofsted whilst being part of the Trust. All have overall effectiveness judgements of 'Good' or better.

As an organisation that is highly effective, valued and vibrant, growth is not a specific target in itself, nor a necessary contingent for our future. As a Trust, we have made a commitment that we will only grow to a point at which we can still 'know' our schools, and they know us. This relates to the quality of relationships fostered - a depth of understanding that we would argue sets us apart from many.

A key element of this strategic plan will prioritise our lateral growth - a focus on pupil numbers and learning environments. Working with the relevant Local Authorities to address demographic changes: increasing pupil numbers where necessary and viable. We are committed to a new build programme to ensure our school buildings and learning environments reflect CLPT values - further enhancing experiences for our pupils and staff.

All planning in the educational sector is set within the current political context: change, be it at ministerial level or government level, as recently experienced, creates turbulence and uncertainty. Policy shifts, or the lack of, leaves schools and multi-academy trusts in a state of limbo, which is not where anyone working on behalf of young people, want to be. However, given the strong ethos and principles, which underpin everything we believe and do, stands CLPT in firm foundations in these uncertain times.

We will continue to work in partnership with the DfE and Local Authorities to best serve the pupils in our current schools. Expansion proposals from whatever source and whatever their nature, will be carefully considered, with the final decision being underpinned by the principle of "what is in the best interest of our present schools and their communities".



Our Vision: Changing Lives for the Better

Central Learning Partnership is underpinned by a moral purpose: to change lives for the better. We are committed to improving the life chances of our young people, to optimise their feeling of self-worth, to develop their resilience and in turn their capacity to embrace the challenges that lie ahead.

Above all else, we encourage pupils to be ambitious for themselves, their families and their communities. Success is the birth right of every individual and schools must be relentless in the drive to ensure that this is delivered.

We are determined to challenge the premise that education alone cannot break the cycle of deprivation - of low aspirations and resultant low outcomes. We want to eradicate the poverty of expectation and instil in every member of our school communities a personal resolve and drive to succeed - a 'Yes We Can' mentality.

Our Mission

As a Trust our main priority is to raise the attainment of young people. We want all of our pupils, of both primary and secondary age, to attend schools judged 'Good' or better. We want to equalise opportunity, create challenge and enhance the life chances of our young people, well beyond their school years. We are committed to addressing inequality; believing that all schools and in turn their outcomes can improve incrementally, continually building on the improvements of the previous year.

We are committed to making a real difference to the lives of everyone within the CLPT "family", pupils and our workforce alike. We aim to significantly enhance their life chances and to imbue them with the characteristics that will enable them to contribute positively to society, not only through their chosen careers but more importantly by becoming active advocates for the social cohesion that is pivotal to all CLPT settings.

We will:

- add value to the outcomes of all pupils
- maintain 'Good' or better judgements from Ofsted
- ensure all settings are oversubscribed or on a significant upward trend
- through a sustainable model of education for all pupils, maintain an inclusive culture where permanent exclusions are rare and every pupil leaving the school has a plan for the next stage of their learning/ career
- continue to be recognised nationally as an organisation of high quality, producing outstanding results within a culture of innovation

- celebrate the unique characteristics and ethos of all schools within the Trust and support their growth whilst protecting their individual identities within their respective communities
- facilitate the sharing of good practice across Trust schools and beyond
- develop high quality, committed professionals and future leaders for CLPT academies, through national and CLPT Professional Development Programmes.

Our Values

Trustees of the Trust, governors, school leaders, staff, pupils and parents are all expected to give due regard to sustaining and promoting the following:

- CLPT is self-sustaining and outward looking, using its capacity to support those who are underprivileged, in difficulty or in any other way in need
- CLPT values and builds upon the diversity within our schools in order to broaden the experience of our pupils and communities and challenge discrimination and prejudice in all its forms
- an inclusive culture will be the norm in all our settings, with permanent exclusions the option of last resort
- decision-making at individual school and Trust level will always be predicated on what is in the best interest of the pupils
- CLPT will set all our pupils on a path towards young adulthood with high self-esteem, high aspirations and equipped to make a positive and worthwhile contribution to society
- CLPT pupils will have a clear sense of moral purpose, be empathetic to the needs of others and open to change and new ideas.

All our schools, through their assembly programme, PSHE provision, teaching of RE and Citizenship, behaviour policy and approach to pupil participation and leadership, will promote:

- ‘democratic values’ and the relative merits of different forms of social and civic structure
- an understanding of the ‘rule of law’ including the uses and abuses of judicial, corporate or collective power
- the concept and primacy of ‘liberty’ and ‘freedom of expression’
- a deep recognition of the vitality, benefits and challenges of a multi-faith, multi-ethnic, multi-cultural society.

The Trust recognises that these values are fundamental: that they underpin and over-ride all other considerations, although we acknowledge that they have developed and will mature further, over time. Our approach acknowledges that these values - whilst often advocated within British public life and evident in many aspects of British political and social history - are not uniquely British.

View from the Chief Executive

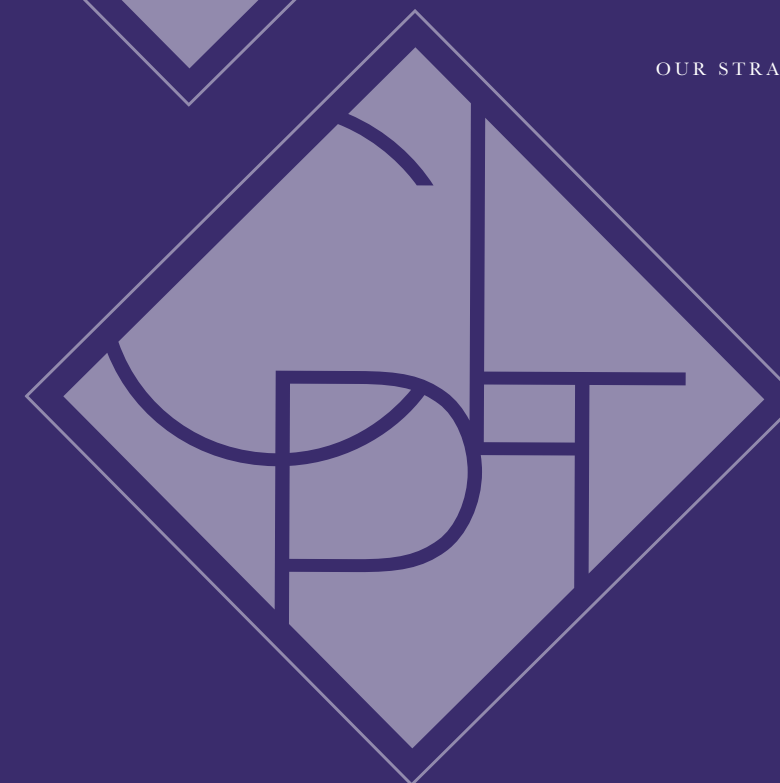
I am thrilled and proud to step into the role of Chief Executive. Whilst I have been a part of the Trust since its inception in 2011, my journey with CLPT was previously as Deputy CEO and Executive Headteacher, where I had the privilege of overseeing our three secondary schools in Wolverhampton and three primary schools in Rotherham. Now, as I embrace this new chapter, I am filled with excitement and gratitude for the opportunity to lead CLPT into its next era of growth and innovation, as outlined in this strategic plan.

Our model of school improvement continues to be at the heart of our success - bringing individual schools together to form learning and improvement hubs. We are committed to the professional development opportunities for our people, both within individual schools and across hubs. This includes our school leaders, at all levels, thereby optimising the impact of our very best leaders on the maximum number of pupils. Schools are only ever as good as their school leaders and so succession planning and our on-going focus on developing our own leaders of the future continues to be key.

Our schools are always pupil-centric, ensuring pupils are never knowingly underchallenged or underestimated. Our pupils take responsibility for their own behaviours and their own learning, and our leaders are unapologetic about having high expectations. A key feature of every leadership decision in our schools is predicated by the question, “Is it in the best interest of the pupils?”. Today, we proudly educate over 5,725 pupils, with all our schools receiving Ofsted ratings of ‘Good’ or better. This is a testament to our unwavering commitment to providing high-quality education. What sets us apart is our innovative and holistic approach to education. We believe in nurturing the whole child, fostering not only academic excellence but also personal growth, creativity, and resilience. Our dedicated staff work tirelessly to create inclusive and supportive environments where every pupil can thrive.

Georgetta Holloway OBE
Chief Executive

Our Strategic Priorities



1

CLPT is relentlessly focused on improving the life chances for our young people

2

CLPT is an employer of choice

3

CLPT is a financially viable, highly effective and ethically driven Multi Academy Trust

Strategic Plan 2024 – 2029

Our Vision: Changing Lives for the Better

MISSION	CLPT is relentlessly focused on improving the life chances for our young people: encouraging them to be ambitious for themselves, their families and their communities	CLPT is an employer of choice: our employees and stakeholders have a personal resolve and drive to succeed	CLPT is a financially viable, highly effective and ethically driven Multi Academy Trust
OUR STRATEGIC PRIORITIES	<i>Education & Standards</i> • Ensure senior leaders are highly effective and secure in all schools • A focus on continuous school improvement within individual settings and across learning hubs • Deliver the highest standards of teaching and learning, curriculum and outcomes • Further develop pupil experiences through relevant and appropriate personal development curriculums • Devise and implement a CLPT School Improvement Framework - to identify key areas of strength and create support networks for areas of improvement • Inclusive Schools – strategies to maintain low suspension and exclusion rates • Maintain effective governance at all levels of the Trust through high quality training opportunities • Introduction of an Education and Standards Committee • Proactively engage with commissioning LAs to enhance the SEND and inclusion offer of our academies	<i>Connectivity: Our people</i> • Devise and implement a People Strategy which clearly defines how we intend to deliver CLPT as ‘an employer of choice’ for our current and future workforce • Further review of equality, diversity and inclusion strategies and training • Recruitment – high quality & role models for our children • Enhance a Trust strategy for onboarding and induction of new staff • Further review of pay and conditions, including incentives • Ensuring all staff feel consulted and listened to • Further identification and actively supporting collaborative opportunities, activities and events • Continue to engage with local, regional and national agencies as part of the Trust’s civic commitments • ‘One Trust’ – to drive a collaborative culture for the Trust which is manifested consistently and coherently throughout all tiers of operation – from ethos through policy and procedures to practice	<i>Capital & Investment</i> • Ensure all academy budgets fully incorporate the growing and changing needs of their communities and external factors • Implement a Capital Works Programme to ensure all schools meet the needs of learners and reflect CLPT values • A lateral growth focusing on the appropriateness of pupil numbers and learning environments • Central and Outsourced Services – clarity of roles across Chief Officers and extended services • Strengthening of our corporate identity and compliance – CLPT platforms, systems and processes • Further develop the scale, scope, efficiency and effectiveness of central support for our schools and their communities, providing assurance of statutory compliance whilst encouraging and enabling excellence • Work with partners to ensure all schools are fully supported and able to play a central role within the communities they serve
KEY PERFORMANCE INDICATORS	• Retention of effective key senior leaders within the Trust • All schools continue to achieve ‘Good’ or better judgements in all areas of Ofsted inspections • All progress scores in end of key stage assessments, for mainstream schools, to be in line or above national • Suspensions and permanent exclusions rates to be below national average for similar schools • All learning environments to be of the highest CLPT standard.	• Annual workforce report to be presented to Trust Board, detailing gender and ethnicity representation at all levels within the organisation • Key targets set in our People Strategy • Positive results from annual staffing questionnaire • All schools to achieve and maintain a nationally recognised well-being award • All settings to have a full complement of staff at the start of each school term • Reduce and eventually remove the use of supply staff in all our schools	• All schools to set in-year balanced budgets • All mainstream schools to achieve a positive outcome in an annual ‘external’ review of their SEND provision • All schools to be full or on a rising trajectory, reflecting a positive standing in their communities • Trust representation on local and regional forums • An annual face to face senior leadership event involving all our schools



EAST DENE

PITCHEROAK

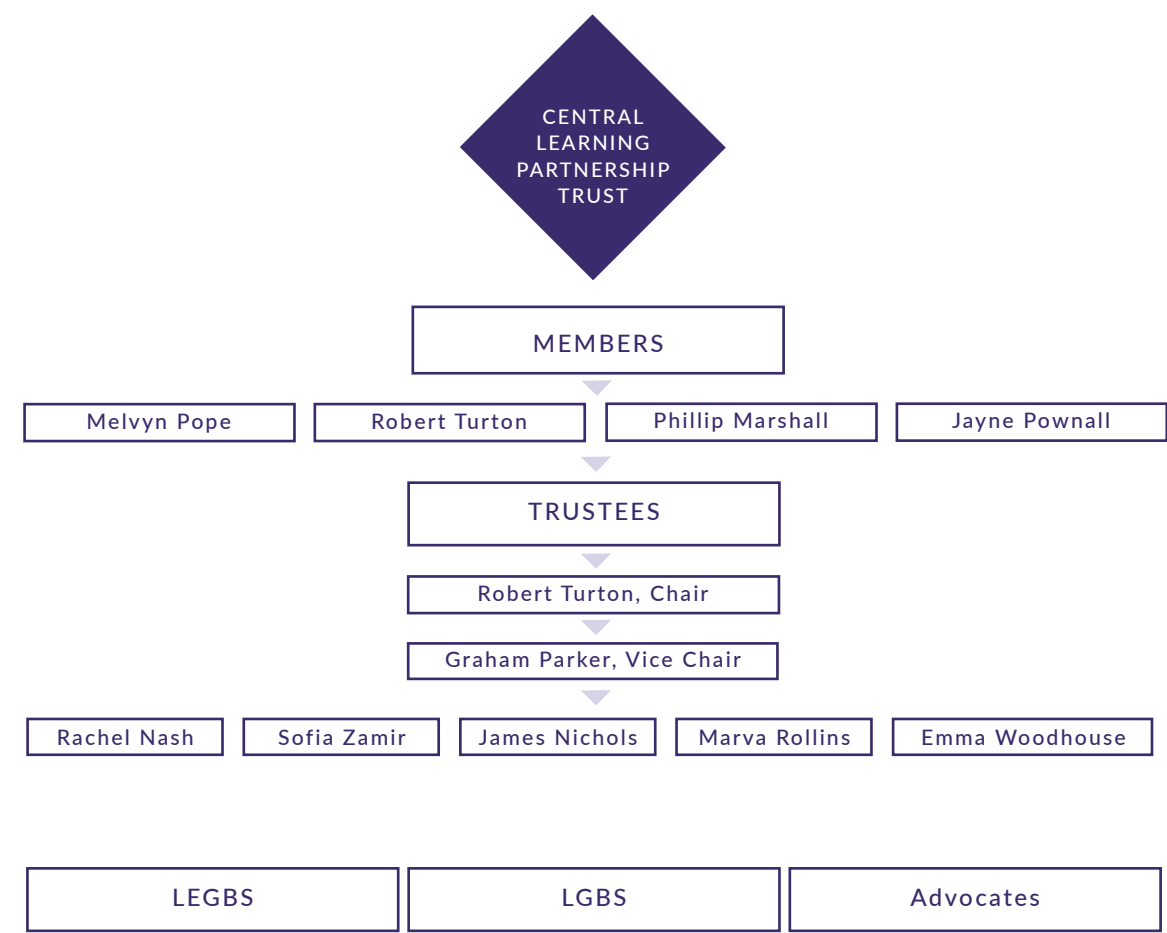
COPPICE

BROADMEADOW

MOSELEY PARK

Appendix 1

Governance



Role of Members

Members play a limited but crucial role in academy trust governance. Members are the guardians and custodians of governance in the Trust and its vision, values and ethos. The original members are also the first signatories to the articles of association, signalling the foundational nature of their role.

As guardians of the Trust, members must assure themselves that the governance of the trust is effective and that trustees are acting in accordance with the trust's charitable objects. While Trustees are responsible for setting the Trust's strategic direction, members have the ability to appoint and remove the board. Members are also responsible for other key activities such as amending the Trust's articles of association, changing the name of the Trust or winding it up.

There should be a clear separation of the activities of the board and those of members. Members are not involved in the day-to-day business of the Trust and are encouraged to be 'eyes on, hands off.' It is therefore important for Trustees to engage effectively with members and have due regard for their view. Beyond presenting the audited annual report and accounts, the board must also keep members sufficiently informed about the Trust's business, including any key developments and risks, that members can maintain oversight of the board's performance and step in if governance is failing.

Members ensure the Trust is exercising effective governance through a range of powers, including:

- Appointing and removing Trustees
- Appointing and removing members
- In extreme circumstances, directing trustees through special resolution to take a specific action when they are unable or unwilling to act in the best interests of the Trust
- Appointing and removing auditors.

Role of Trustees

Trustees provide strategic leadership to the Trust. They have legal and strategic responsibility for the Trust, setting the context for the Chief Executive and Senior Team who are responsible for day to day operations. They are both charity Trustees and company Directors.

Trustees are responsible, under the academy Trust's articles of association, for controlling its management and administration and ensuring compliance throughout. They have responsibility for directing its affairs, and for ensuring that it is solvent, well run, and delivering the Trust's charitable outcomes for the benefit of the public.

Trustees should focus on the three core functions of governance:

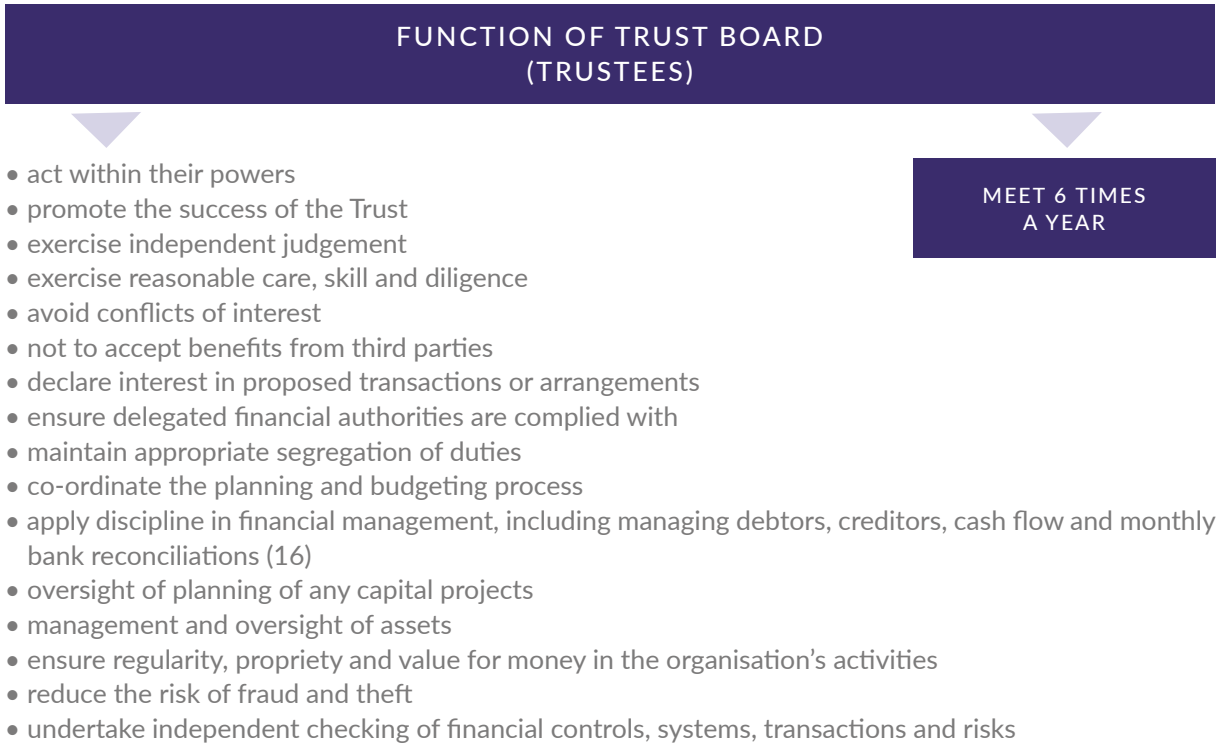
- ensuring clarity of vision, ethos and strategic direction
- holding executive leaders to account for the educational performance of the organisation
- overseeing and ensuring effective financial performance.

Trustees must apply the highest standards of governance and take full ownership of their duties. They must comply with the Trust's charitable objects, with company and charity law, and with their funding agreement. In summary, the duties of company Trustees are to:

- act within their powers
- promote the success of the company
- exercise independent judgement
- exercise reasonable care, skill and diligence
- avoid conflicts of interest
- not accept benefits from third parties
- declare interest in proposed transactions or arrangements.

To perform their role effectively, Trust Board must have a real understanding of the Trust's structure, its aims and how it means to meet those aims. The recruitment and development of Trustees is critical to good governance. The Trust aims to have an appropriately skilled and knowledgeable Board of Trustees that collectively are able to provide strategic leadership and challenge Trust performance in the following key areas as a minimum:

- Compliance
- Safeguarding
- Standards
- Financial Management
- Asset Management
- Human Resources.



CLPT Executive Board

The CLPT Executive Board was established by the Trust Board. The Executive Board shall comprise the Chief Executive, Chief Executive Advisor, Chief Finance Officer, Executive Headteachers, Headteachers of schools without an Executive Headteacher and Heads of School. The Executive Board meet as often as is necessary to fulfil its responsibilities. Their primary function is to provide assurances to Trustees that all Trust's Academies are legally, financially and operationally compliant. Through the Chief Executive and Chief Officers, they are responsible for the delivery of the strategic plan, formulated and agreed by Trustees, and the effective translation of Trust's policies into practice. Through the Chief Executive report, the Executive Board reports in at every Trust Board meeting.

Local Governing Bodies / Local Executive Governing Bodies

The Trustees have appointed either single or joint Local Governing Bodies for each academy within the Trust, which function as committees and to which duties are delegated. Day to day operational matters are delegated to the Executive Headteacher or Headteacher and through these to the senior leadership team of each academy.

The Trustees consider schools to be an integral part of their local communities and for community links to be fully embedded into the life and work of the school. Local Governing Body's (LGB) or Local Executive Governing Body's (LEGB) are appointed for each Academy (LGB) or a partnership of Academies (LEGB) within the Trust and are accountable to the Trust's Board of Trustees. LEGBs are under the direction of the respective Executive Headteacher. The LGB's/LEGB's essentially fulfil the same role as the Governing Body of a maintained school. Their focus is the core business of their pupils' attainment and progress.

Advocates

Five schools in the Trust are currently trialling a new governance structure which was adopted in the 2023-24 academic year with the introduction of local School Advocates. These representatives provide specialist and targeted support in an advisory capacity to their school/group of schools and the Trust as a whole.

Advocates (formerly known as governors) collaborate with school leaders and Trustees to enhance the strategic priorities of individual schools and the Trust as a whole. Targeted areas are: Leadership, Community and Pupils.

Appendix 2

Central Team



Appendix 3

CLPT Executive Board and Schools

CHIEF OFFICERS			
Georgetta Holloway, CHIEF EXECUTIVE	Doug Selkirk, CHIEF EXECUTIVE ADVISOR	Phil Williams, CHIEF FINANCE OFFICER	
WOLVERHAMPTON HUB			WORCESTERSHIRE HUB
PRIMARY HUB	SECONDARY HUB	SPECIAL HUB	SPECIAL HUB
Woden Primary School (3-11) NOR: 459 Headteacher: Sara Walmsley D'Eyncourt Primary School and Nursery (3-11) School NOR: 313 Nursery NOR: 10 Headteacher: Danielle Darby Governance LEGB Chair: Carl Fox Vice Chair: David Hampton	Heath Park (11-18) NOR: 1210 Head of School: Adrian Rollins Moseley Park (11-18) NOR: 1027 Head of School: Wes Morgan Governance LEGB Chair: Afua Adu-Boateng	Executive Headteacher: Helen Andrioli Westcroft (5-19) NOR: 187 Head of School: Sally Harper Wolverhampton Vocational Training Centre (16-19) NOR: 46 Centre Manager: Chris Potter Governance LEGB Chair: Paul Bellamy	Executive Headteacher: Ian Enwright Newbridge (Short Stay Alternative Provision) (11-16) NOR: 129 Headteacher: Ian Enwright Riversides (7-16) NOR: 63 Head of School: Madeline Hill Governance LEGB Chair: Dee Milbery
ROTHERHAM HUB			
Eastwood Village Primary School NOR: 169 Headteacher: Kirsty Ridley Governance: LEGB Chair: Ray Griffiths	Coppice (11-18) NOR: 1035 Head of School: Claire Gilbert Governance LGB Chair: Mark Taylor	Broadmeadow School (3-11) NOR: 75 Headteacher: Lisa Walker Governance LEGB Chair: Deepak Kaira	Executive Headteacher: Jay Hart Kingfisher School (7-16) NOR: 94 Headteacher: Jay Hart Governance LEGB Chair: Sam Gould
Executive Headteacher: Ian Tankard Coleridge Primary School and Childrens Centre (3-11) NOR: 223 Headteacher: Ian Tankard East Dene School (3-11) NOR: 309 Headteacher: Ian Tankard Governance LEGB Chair: Ray Griffiths			Pitcheroak School (3-19) NOR: 155 Headteacher: Neil Clapham Governance: LEGB Chair: Doug Mills Vale of Evesham (2-19) NOR: 206 Headteacher: Brian Thomas Governance: LEGB Chair: Josh McNamee



VALE OF EVESHAM

KINGFISHER

RIVERSIDES
RIVERSIDES
EVERY STUDENT MATTERS

COLERIDGE

D'EYNCOURT
D
D'EYNCOURT
PRIMARY

WESTCROFT

WESTCROFT
SCHOOL
Realise Your Potential

Investi
GATORS
High-Rise Hijinks
BOOK DAY

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