

ENHANCE ACADEMY TRUST

Key Strategic Priorities

September 2023 - August 2027

INTRODUCTION

Enhance Academy Trust is a Church of England Multi-Academy Trust comprising of 13 primary schools located across Wakefield and Kirklees and a post 16 performing arts free school. The Trust was established in 2012 as a sponsor of Church of England and Community Schools; six of the Trust's 13 primary academies are sponsored.

Our vision is to establish a culture and context in which our schools can grow and flourish and provide an excellent education with Christian values at its heart. We aim to **deliver outstanding educational outcomes and skills to enable young people to live well in the world around them. We also aim to develop the individual character of our academies so they can best serve their local communities.** We will seek to enable all children and young people in our schools to realise their God-given potential, aspire to exceed their expectations and to build a Christ-centred community.

OUR RESPONSIBILITIES

The Church of England's publication 'Called, Connected, Committed', as well as the Church of England's Vision for Education are underpinned by the four elements: wisdom, hope, community and dignity. This sees the mission of Church schools, and indeed Church-based educational structures, existing for the benefit of the whole society, serving the common good. These publications quote: "The Church school invites collaboration, alliances, the negotiation of differences and the forming of new settlements in order to serve the flourishing of a healthily plural society and democracy together with a healthily plural education system.". It is our responsibility to contribute to this collective mission and play our part in creating the structural conditions for educational improvement, rooted in Christian values.

GROWTH

The Trust's ambition is to expand our family of primary schools who currently work together in a coherent manner to meet the needs of learners in the area and beyond. We have an ambition to increase the number of schools in the Trust, but in growing we will act in a timely and considered manner. We feel a sense of responsibility and obligation to expand, however we will only grow when we feel we have strong capacity to do so. It is the responsibility of the Trust to build capacity as we continue to develop.

We are committed to growth in the Wakefield, Kirklees and surrounding areas as we feel we are in a strong position to be able to support schools in these localities due to both proximity of central team support as well as harnessing school to school support. We also want to focus on these geographical areas to enable collaborative working, partnership and support for all our schools.

IDENTIFYING PRIORITIES

The Board of Trustees set policy and agree strategic priorities. The key priorities in this plan reflect what Trustees feel are the opportunities which the Trust has the capacity, ability, and responsibility to harness. This plan will change over time and will be adaptable to reflect circumstances on the ground, emerging new challenges and the impact of any new legislation or growth.

The Schools White Paper 2022 sets out the pillars of a strong Trust:

- High Quality and Inclusive Education
- School Improvement
- Finance & Operations
- Workforce
- Governance and Leadership

Pillar one (High-Quality and Inclusive Education) is the core of what the Department for Education expects schools and trusts to provide for children and young people in their communities and the starting point for considering a trust's effectiveness. Pillar two (School Improvement) captures the capacity the trust has to offer. The third, fourth and fifth pillars (Workforce, Finance & Operations, and Governance & Leadership) consider the resilience and sustainability of the trust's operating model. These pillars will form the basis of our strategic plan; the key themes and success criteria within each part of the plan are taken directly from the Department for Education's guidance on 'Commissioning High-Quality Trusts'.

OUR STRATEGIC GOALS

To achieve our vision, we will focus on four of these five pillars. The fifth pillar, 'Governance and Leadership' underpins all of our work. We will ensure each Enhance school delivers a high quality of education which is led by the Trust's vision and values, but also reflects the distinctiveness of each school through its vision and leadership by **creating a deeply Christian, inclusive, nurturing and aspirational culture.**

PILLAR 1:
High-Quality
and Inclusive
Education

PILLAR 2:
School
Improvement

PILLAR 3:
Finance and
Operations

PILLAR 4:
Workforce

HIGH-QUALITY AND INCLUSIVE EDUCATION

All of our pupils and families deserve access to the best possible education at the heart of their community. We know that with high-quality teaching, the right curriculum and the right support that all children and young people can thrive, no matter what their background or circumstance. By ensuring quality and consistency in all schools, by building upon the things we already do well and by ensuring the very best practice is shared, we can ensure that our children and young people receive the quality of provision that they are entitled to.

KEY THEMES WITHIN THIS PILLAR:

- **Curriculum:** Oversee the design and implementation of an ambitious, broad, well-sequenced and knowledge-rich curriculum rooted in Christian values.
- **Student Outcomes:** Achieve good outcomes for all pupils, including disadvantaged and SEND, by delivering education that is both high-quality and inclusive.
- **Behaviour, Safeguarding & Attendance:** Ensure that our schools are places where all pupils attend regularly, are kept safe, feel calm and supported, and are able to actively participate and progress.

WHAT WOULD SUCCESS LOOK LIKE IN THREE YEARS' TIME?

- **Phonics pass rate (%):** the percentage of pupils meeting the expected standard in phonics (KS1) across the Trust will be at least in line with national averages with many schools exceeding the national average (*we will recognise that some schools have a high % of pupils with FSM and SEND.*)
- **RWM (%):** the percentage of pupils meeting the expected standard in Reading, Writing and Maths (KS2) across the Trust will be at least in line with national averages, with many schools exceeding the national average (*we will recognise that some schools have a high % of pupils with FSM and SEND.*)
- **Disadvantaged, EAL and SEND pupils (%):** the percentage of disadvantaged, EAL and SEND pupils across the Trust meeting the expected standard in Reading, Writing and Maths (KS2) will be at least in line when compared to their similar group nationally.
- **Progress 8:** progress across 8 qualifications (KS4) at CAPA College will remain in the top 5% of schools nationally.
- **Reading, Writing and Maths progress:** pupils' average progress in Reading and Writing and Maths (KS2) will be at least in line with the national average overall with at least half of our schools achieving above/well above average progress for pupils.
- **Attendance:** trends in persistent absence in Trust schools decline and are below the national averages. Overall attendance for the majority of schools is at least in line with the national average (*we will recognise that some schools have a high % EAL pupils and extended leave challenges*)

	YEAR 1	YEAR 2	YEAR 3
Curriculum: Oversee the design and implementation of ambitious, broad, well-sequenced and knowledge-rich curriculum that is rooted in Christian values	<ul style="list-style-type: none"> • Embed Trust wide principles for the wider curriculum including the use of formative and summative assessment • Continue to evaluate the effective implementation of the curriculum across all schools, including in RE, PSHEE and RSE 	<ul style="list-style-type: none"> • Develop Trust wide enrichment, competition and collaborative opportunities for all pupils (for example, Art Exhibition, Music Festival and/or sports fixtures) 	<ul style="list-style-type: none"> • Develop specialist curriculum areas in each school so that exceptional practice can be disseminated across the Trust

<p>Student Outcomes: Achieve good outcomes for all pupils, including disadvantaged, EAL and SEND, by delivering education that is both high-quality and inclusive</p>	<ul style="list-style-type: none"> • Introduce ILOP (inclusive Learning Online Portal) in all schools to support quality first teaching for pupils with SEND • Review the overall disadvantaged strategy to ensure that all disadvantaged pupils, and especially those who are non-SEN, make exceptional progress from their individual starting points 	<ul style="list-style-type: none"> • Embed ILOP (inclusive Learning Online Portal) in all schools to support quality first teaching for pupils with SEND • Monitor and review the impact of the disadvantaged strategy updating actions accordingly 	
<p>Behaviour, Safeguarding & Attendance: Ensure that our schools are places where all pupils attend regularly, are kept safe, feel calm and supported, and are able to actively participate and progress</p>	<ul style="list-style-type: none"> • Embed the role of the Trust Education Welfare Officer • Develop a DSL and Designated Teacher for LAC Network • Introduce peer led (DSL) Safeguarding Audits 	<ul style="list-style-type: none"> • Embed Safeguarding Audits across the Trust • Appoint a Trust Lead for Safeguarding and SEND • Develop a Trust wide Safeguarding Self- Assessment toolkit 	<ul style="list-style-type: none"> • Ensure that all schools have several members of staff who hold the Senior Mental Health Lead Accreditation

SCHOOL IMPROVEMENT

To continue to be a successful Trust where our schools, staff and pupils can flourish, we need strong school improvement systems, structures and processes. This is particularly true as more schools look to join us. Clarity over how we work, the role we each play and how we can be sure we are where we think we are, is key to our continued success. We each play a part in the flourishing of children across the whole Trust, no matter what our role is or where we are based.

KEY THEMES WITHIN THIS PILLAR:

- **Culture:** Create a culture of continuous improvement in our schools through accurate self-evaluation, challenge, support and appropriate action.
- **School improvement model:** Ensure a clearly defined and effective strategy continues to be in place to improve and maintain the performance of schools that are already part of the Trust, as well as those that join us.

WHAT WOULD SUCCESS LOOK LIKE IN THREE YEARS' TIME?

- **Attainment and progress trajectories:** positive changes in pupil attainment and progress over time is evident in sponsored academies following joining the Trust.
- **Improvement:** RI/2RI+/Inadequate schools improve to Good/Outstanding at their first Ofsted inspection.
- **Maintenance:** no Good/Outstanding schools decline to Requires Improvement/Inadequate at their subsequent Ofsted inspection.
- **SIAMS:** All schools are judged to 'live up to their foundation as a Church school and are enabling pupils and adults to flourish' as part of their SIAMS inspection.

	YEAR 1	YEAR 2	YEAR 3
Culture: Create a culture of continuous improvement in our schools through accurate self-evaluation, challenge, support and appropriate action	<ul style="list-style-type: none"> • Embed the new approach to peer learning conversations and external peer reviews • Further develop leaders' rigorous analysis of data to ensure accurate improvement priorities are identified in Academy Improvement Plans • Continue to work closely with the Diocese to support schools to prepare for the new SIAMS framework 	<ul style="list-style-type: none"> • Develop links and collaboration with other similar Trusts locally and regionally • Encourage and support Trust Headteachers to apply to become Ofsted/SIAMS inspectors to add capacity to the Trust's strategy and validate self-evaluation 	<ul style="list-style-type: none"> • Review the Trust's capacity to support school improvement internally and externally
School improvement model: Ensure a clearly defined and effective strategy continues to be in place to improve and maintain the performance of schools that are already part of the Trust, as well as those that join us	<ul style="list-style-type: none"> • Embed the role of the Director of Education, School Improvement Lead Headteachers and Lead Teachers to ensure strong challenge and support are provided to all schools as part of the established School Improvement Strategy 	<ul style="list-style-type: none"> • Develop the School Improvement Strategy across distinct geographical Hubs • Encourage and support Trust Headteachers to apply to become Ofsted/SIAMS inspectors to add capacity to the Trust's strategy 	<ul style="list-style-type: none"> • Embed the Hub model of school improvement • Identify key Headteacher leads and Lead Teachers for each Hub

FINANCE AND OPERATIONS

Finances and ongoing sustainability are currently some of the sector's greatest challenges. This part of the plan is about unlocking more capacity and better equipping our schools, making processes simpler and more efficient, and exploring ways of reducing costs, generating income, and promoting ourselves as schools of choice within our communities.

KEY THEMES WITHIN THIS PILLAR:

Resource allocation: Demonstrates efficient and effective use of resources, for example standardise and optimise (and centralise where appropriate) services, such as HR including payroll, finance, IT, marketing and communications, governance, and estates.

Capital strategy: Maintain and invest sustainably in the Trust's estate ensuring that our buildings are sustainable, well-maintained, safe and exciting environments conducive to learning for all.

WHAT WOULD SUCCESS LOOK LIKE IN THREE YEARS' TIME?

- Healthy levels of reserves (at least 8%) are evident after three years in all schools/the Trust to support growth.
- Management letter feedback indicates no issues.
- Each school site and facilities are safe and purposeful, and they support and inspire pupils to achieve in all areas of the curriculum, giving them access to experiences in order to realise their potential.

	YEAR 1	YEAR 2	YEAR 3
Resource allocation: Demonstrates efficient and effective use of resources, for example standardise and optimise (and centralise where appropriate) services, such as HR including payroll, finance, IT, marketing and communications, governance, and estates	<ul style="list-style-type: none"> • Introduce ICFP (Integrated Curriculum Financial Planning) in all schools • Arrange a second SMRA visit to review the Trust's current position taking any necessary actions to make any savings identified • Review the Central Team structure as a result of growth (or centralisation) 	<ul style="list-style-type: none"> • Embed ICFP (Integrated Curriculum Financial Planning) • Review admin staffing structures in all schools with the potential of moving to a different model to more effectively support business functions • Review the Central Team structure as a result of growth (or centralisation) 	<ul style="list-style-type: none"> • Embed the new admin model across the Trust
Capital strategy: Maintain and invest sustainably in the Trust's estate ensuring that our buildings are sustainable, well-maintained, safe and exciting environments conducive to learning for all	<ul style="list-style-type: none"> • Embed the role of the Health & Safety Officer • Commission Building Condition Surveys for all schools identifying what work is needed and prioritise any D grades (urgent works) using available SCA funds 	<ul style="list-style-type: none"> • Develop an Estates Strategy using findings from Building Condition Surveys • Develop an action plan to deliver a Net Zero ambition 	<ul style="list-style-type: none"> • Consider further approaches to sustainability and actions to reduce the Trust's Carbon Footprint • Review Estates Strategy and assess progress of works

	<ul style="list-style-type: none">• Arrange for IT audits to be carried out across all school sites to support the further development of the IT Strategy• Ensure that all schools have a rolling program of works for estates to include buildings, internal and external décor, replace furniture and educational resources	<ul style="list-style-type: none">• Review IT support functions and procure to outsource support from a single provider	
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WORKFORCE

Our staff deserve to be part of a Trust that is committed to their development and sees it as part of their core purpose to ensure they, like our pupils, can access rich and broad learning experiences and opportunities. We know that with a well-equipped workforce our pupils will get better learning experiences. And that by providing career pathways, coaching, and clear routes for our staff to progress and develop, we will attract and retain the best quality people. This part of our plan is about identifying the incredible talent we have across our Trust, understanding their needs and aspirations, developing and retaining, and seeing the impact of this through improved outcomes.

KEY THEMES WITHIN THIS PILLAR:

- **Collaboration:** Build an innovative and vibrant community of professionals, collaborating across schools and other Trusts to develop and share expertise and evidence-based practice.
- **Continuing Professional Development:** Encourage and enable all staff to build their expertise through evidence-based professional development and mentoring.
- **Developing new and early career teachers:** Make a positive contribution to the wider system by delivering high-quality training and/or placements for trainee teachers and support early career teachers through the Early Career Framework.

WHAT WOULD SUCCESS LOOK LIKE IN THREE YEARS' TIME?

- **Teacher and leadership retention:** the percentage of leaders and teachers leaving the Trust is low as a result of effective succession planning and professional development.
- **Continuing Professional Development:** percentage take-up of National Professional Qualifications is strong in all schools across the Trust (at least one staff member engaging)
- **Staff engagement:** evaluation of the annual Staff Wellbeing Survey shows positive responses in all areas (score of at least 3.5)
- **Ofsted reports:** there are positive comments in each report about the work of each school to reduce teacher workload and the support of the Trust.
- **Developing new and early career teachers:** the Trust is a delivery partner with Teach First for ITT and providing support for ECTs (ECF)

	YEAR 1	YEAR 2	YEAR 3
Collaboration: Build an innovative and vibrant community of professionals, collaborating across schools and other Trusts to develop and share expertise and evidence-based practice	<ul style="list-style-type: none"> • Develop a shared platform for the sharing of curriculum and other resources • Further develop collaboration by ensuring that Partnership Meetings are increasingly led by Trust colleagues (building internal capacity) 	<ul style="list-style-type: none"> • Develop a Hub model for all Partnership Meetings and school improvement activity • Identify key Curriculum Subject Specialists 	
Continuing Professional Development: Encourage and enable all staff to build their expertise through evidence-based professional development and mentoring	<ul style="list-style-type: none"> • Develop Trust facilitation of NPQSL as a Delivery Partner with CEFEL (NPQ Flex) 	<ul style="list-style-type: none"> • Widen the Trust offer for NPQs, including NPQSEN for all SENCOs and NPQ Leading Maths for all Maths Leaders 	<ul style="list-style-type: none"> • Develop Trust facilitation of the full range of NPQs for Trust colleagues and local Church of England schools

<p>Developing new and early career teachers:</p> <p>Make a positive contribution to the wider system by delivering high-quality training and/or placements for trainee teachers and support early career teachers through the Early Career Framework</p>	<ul style="list-style-type: none"> • Engage with Teach First as a Delivery Partner for SCITT • Recruit to the 2024/2025 programme 	<ul style="list-style-type: none"> • Launch the SCITT programme for at least 10 trainees • Consider our approach for delivering the ECF 	<ul style="list-style-type: none"> • Expand the SCITT programme • Deliver the ECF programme using Teach First materials
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