



# STRATEGY PLAN 2024 -2027

Kindness Responsibility Ambition

[www.theroselandmat.co.uk](http://www.theroselandmat.co.uk)







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## The Roseland Trust - Strategic Plan 2024 - 2027

### Our Mission Vision & Values

#### Our Mission



To provide an  
outstanding education  
for our communities  
Where Everyone Succeeds.

#### Our Vision



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

#### Our Values



Kindness  
Responsibility  
Ambition

# OUR TRUST



## NURSERIES

3 - 5 Age  
Key Stage 1  
Education



## PRIMARY SCHOOLS

6 - 11 Age  
Key Stage 2 & 3  
Education



## SECONDARY SCHOOLS

11-16 Age  
Key Stage 3 & 4  
Education



## SIXTH FORMS

Post-16  
Key Stage 5  
Education



## TEACHING SCHOOL HUB

Post-Graduate  
Education



**Tregony C.P. School**

185 + Nursery



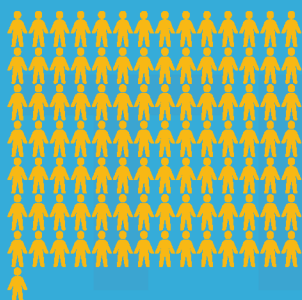
**Gerrans School**

73 + Nursery



**Falmouth School**

985



**The Roseland Academy**

658



**Treviglas Academy**

877



**Little Carne  
Nursery**



**Tatum's  
Nursery**



**Falmouth  
Sixth Form**



**The Roseland  
Teaching School**



**Treviglas  
Sixth Form**

# HIGH-QUALITY AND INCLUSIVE EDUCATION



Our journey to high-quality and inclusive education involves establishing a motivating and ambitious culture for all students. Over the next three years, we will implement the highest quality collaborative Trust curriculum design across all settings and establish robust support mechanisms. Examples of this are high quality booklets, resources and the development of curriculum experts across all settings to assist teachers in the implementation to ensure students learn more and remember more.

We will further develop routines to foster a positive culture in each school setting that promotes excellent attendance and enhances student and staff wellbeing. Trust-wide specialist coaching models will be further developed to elevate teacher practices, focusing on methods for checking understanding and adaptive teaching to ensure all children make good progress and attain well in all areas of the curriculum.

The success of this priority will be measured by achieving high outcomes for all students, ensuring the education provided is both high-quality and inclusive. This will be reflected in positive feedback from student and staff surveys on school culture, improved curriculum implementation metrics, and student outcomes exceeding national averages.







We will deliver high-quality, inclusive education by implementing a collaborative Trust-wide curriculum. Positive routines, wellbeing, and specialist coaching will ensure progress and excellence across all settings.



## SCHOOL IMPROVEMENT



To ensure continuous improvement, we will foster a culture that values self-evaluation and strategic action planning. Our improvement strategy will be meticulously implemented within each school setting, using measurable criteria reported to our Local Monitoring Committees (LMCs) and the Trust Board. The Trust Improvement Team (TRIP) will concentrate monitoring efforts on these areas, facilitating governance and external evaluations to ensure progress toward meeting the key Trust objectives.

Our clear and focused Trust improvement strategy will support all leaders in their relentless pursuit of the Trust's mission and vision. By the end of our strategic period, we aim for all school settings to be benchmarked successfully against the OFSTED inspection framework and outcomes both regionally and nationally.

We will focus on transforming schools through robust coaching systems, comprehensive CPD engagement, and impactful monitoring. We will adopt an outward-facing approach, planning visits to exceptional settings and collaborating within the sector to develop best practices. Additionally, we will share best practices across the wider education system by further developing our Trust-to-Trust working partnerships.

Success will be evidenced by continuous improvement in school benchmark data, the successful implementation of school improvement strategies, and the positive transformation of previously under performing schools. This will be reflected in sustained and improved OFSTED reports, strong support from all stakeholders, and positive outcomes for all groups of children.





We will drive continuous improvement through a culture of self-evaluation, with progress monitored by local governance, the Trust Board, and external evaluations. All schools to be anchored positively within their communities by achieving our mission by the end of the strategic period.





Our strategy for fostering a high-performing working culture involves promoting collaboration, aspiration, and support amongst staff. We will utilise Wellbee survey outcomes, gather staff feedback on wellbeing through our wellbeing champions, and employ staff communication strategies to create a culture of continuous improvement, mutual respect, and holistic wellbeing. Each school setting will pay close attention to staff wellbeing through promoting their school-based cultures and considering workload through staff conferencing and through their wellbeing champions.

Line management systems will be designed to positively support staff in their work and champion CPD opportunities bespoke to chosen career progression. This can be through a variety of streams including The Roseland Teaching School Hub and will promote career progression and opportunities across the Trust. We will encourage career progression and professional development across our Trust by promoting opportunities to work in other settings in our Trust, strengthening collaborations.

Throughout the next three years, we will manage workload, prioritise staff wellbeing, and ensure that each school's wellbeing strategy is integrated into everyday working practice. Workload will be monitored and managed successfully by leaders at all levels with staff feeding back positively about their working environment and culture.

Leaders will focus on their recruitment processes to ensure the highest quality applicants are successful in the selection process. This will start with the reviewing of job specifications and advertisement, right through the full recruitment process, pre-appointment checks, followed by a thoroughly planned induction process and onboarding.

Indicators of success will be through high staff retention rates, positive feedback, surveys, on workload management and wellbeing initiatives, and increased participation in professional development programmes.



We aim to foster a high-performing culture through collaboration, aspiration, and support. We will promote continuous improvement, respect, and holistic wellbeing. Each school will prioritise wellbeing through tailored cultures, workload management, and wellbeing champions.



## FINANCE AND OPERATIONS



Our commitment to excellence includes making the most of our resources. We foster a supportive environment where careful budget planning and robust control systems ensure financial health. Through thorough induction onboarding procedures, we will enhance staff awareness and understanding of all our policies.

We are also excited to develop and implement a stable, sustainable financial strategy tailored to each school. By leveraging financial data and insights, our leaders will engage in proactive planning using monthly management accounts and regular meetings with Management Accountants. Contextualised risk registers will play a crucial role in supporting school planning and mitigating potential risks.

A key priority for us is the ongoing maintenance and sustainable investment in our Trust's capital infrastructure, including technology and buildings. We will measure success through efficient resource use, positive financial audits, and the continued improvement of our facilities.

Together, we are building a future that ensures our schools thrive financially and infrastructurally, benefiting our students and community.

By demonstrating efficient and effective resource allocation through benchmarking tools and Integrated Curriculum and Financial Planning, we will ensure value for money. Our well-planned reserves policy will provide contingency for cash flow and urgent expenditures, aligning resources with expenditure priorities across all schools.

Strong financial and information management systems will be in place to ensure data compliance and minimise risks of fraud, data breaches, and financial mismanagement. This holistic approach will foster a culture of financial prudence and operational excellence throughout our Trust.





Supportive and robust systems will ensure data compliance, mitigate risks, and promote financial prudence and operational excellence across the Trust.



## GOVERNANCE AND LEADERSHIP



Our governance and leadership strategy will ensure the strategic effectiveness of the Trust Board and executive leadership to align with the needs of our schools and communities. We will support effective executive leadership and manage CEO performance while holding leadership accountable for the effective implementation of the strategic plan through our ethos of courageous questions and conversations.

The Trust Board and executive leadership team will anchor our Trust's strategy in the needs of its schools, the communities they serve, and the wider educational system. We will continue to promote a culture of ethical leadership, adhering to the Seven Principles of Public Life, ensuring that all actions and decisions are made with integrity and accountability through our values of Kindness, Responsibility and Ambition.

We will continue to ensure the Trust Board is composed of trustees with the necessary expertise to fulfil its functions effectively through our continuing recruitment campaign, 'Hidden Heroes'.

The Trust Board will provide strategic oversight of our progress on achieving our strategic plan over the next three years.

The Trust Board will set and champion this three-year strategic plan for our Trust, including aspirations for growth. The CEO will lead the executive leadership team and continue to implement an effective operating model, ensuring clarity in the delivery of the Trust's strategic plan, mission and vision. Together we will rigorously review and monitor to ensure all settings within the Trust are making the necessary progress in achieving the Trust's mission and vision and the objectives set within the strategic plan. Together, we will develop further the impactful work of local governance within our Local Monitoring Committees. They will rigorously monitor and effectively report to the Board on progress of individual schools in the key areas of: Quality of Education, Behaviour and Attitudes and Personal Development.



We will uphold ethical leadership, guided by the Seven Principles of Public Life, ensuring integrity and accountability through our values: **Kindness, Responsibility, and Ambition.**



## GOVERNANCE AND LEADERSHIP



The Trust Board will hold the executive leadership team accountable for implementing the Trust strategic plan. They will ensure the integrity of financial information, robust risk controls, and compliance with regulatory requirements, including safeguarding.

The Trust Board will oversee strategic relationships with external stakeholders and communicate the Trust's strategy, plans, and achievements. They will involve all stakeholders to ensure decision-making is supported by meaningful engagement.

By the end of our strategic period, we aim to achieve high-performing schools, which successfully meet the needs of all of their young people and are truly anchored in the heart of the communities they serve. We will secure the future of The Roseland Trust through strong relationships with other Trusts, developing an outstanding reputation for the education it provides, a Trust that invests in its workforce, where staff are ambitious and thrive in their roles. Where growth is sustainable, rational and impactful.







We aim to achieve high performing schools, which successfully meet the needs of all of their young people and are truly anchored in the heart of the communities they serve.



# STRATEGIC PRIORITIES



## High-Quality and Inclusive Education



**Culture:** Develop and promote a culture of motivation and ambition for all students.

**Curriculum:**  
Design and implement a broad, knowledge-rich curriculum in all schools that enables our children to learn more and remember more.

**Student Outcomes:**  
Monitor and achieve high outcomes for all students, ensuring inclusivity.

## School Improvement



**Culture:** Promote continuous improvement through self-evaluation and action.

**Improvement Strategy:**  
Develop a clear strategy for school performance improvement through our strategic plan, yearly improvement plan for each school setting linked to the strategic plan. Effective internal monitoring by the school leaders, TRIP team and LMCs. To ensure rigorous external checks through high quality external advisors for each phase of education within the Trust.

**Transformation:** Improve underperforming schools rapidly to secure staff, students and their families.

## Workforce



**Working Culture:** Create a supportive, high-performing an ambitious culture for our workforce.

**Workload and Wellbeing:**  
Staff feedback highlights positively that workload and wellbeing is well-considered and that they are happy in their work and role.

Staff retention is high.

All schools present a welcoming and happy atmosphere.

School's develop their wellbeing strategy

**Career Development:**  
Support career progression and professional development.

## Finance and Operations



**Resource Use:** Promote efficient use of resources.

**Financial Strategy:**  
Develop and implement a sustainable financial strategy. Strong financial and information management systems will be in place to ensure data compliance and minimise risks of fraud, data breaches, and financial mismanagement. This holistic approach will foster a culture of financial prudence and operational excellence throughout the Trust.

**Capital Infrastructure:**  
Maintain and invest in buildings, technology, and other infrastructure to ensure sustainable buildings for the future.

## Governance and Leadership



**Strategy Alignment:** Align the Trust Board and executive strategy with school and community needs.

**Executive Leadership:**  
Support and manage executive leadership effectively.

**Accountability:** Hold leadership accountable for strategic implementation of the plan, school improvement and risk management through our robust strategy of monitoring via our LMCs, and strategic overview from Trustees. To ensure all levels of governance follow our strategy of courageous conversations for school improvement.

# THE SEVEN PRINCIPLES OF PUBLIC LIFE



## Selflessness

Holders of public office should act solely in terms of the public interest.

## Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

## Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

## Leadership

Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour wherever it occurs.

## Openness

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

## Honesty

Holders of public office should be truthful.

## Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

# Kindness Responsibility Ambition

# The Roseland trust

Kindness  
Responsibility  
Ambition

Where Everyone Succeeds



roselandtrust



roselandtrust



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## Trust Improvement Plan 2024-25 (MIP)



Link to Strategic Priority	Objectives 2024/2025	Actions to Monitor & Evaluate	Resources	Success Criteria (RAG)
<p>1,2,3,4,5</p> <p>Curriculum Design and Implementation</p> <p>A Culture of Ambition.</p>	<p>To ensure that the Trust curriculum design is implemented effectively by all schools and teachers.</p>	<p>Learning walks</p> <p>Learning monitoring</p> <p>Curriculum leads monitoring</p> <p>MIP days</p> <p>EA visits</p> <p>Student conferencing feedback</p> <p>Assessment moderation</p> <p>Trust wide data</p>	<p>Booklets printed</p> <p>Primary resources</p> <p>Moderation Time - professional Thursdays</p> <p>Curriculum leader time</p>	<p>Data highlights that all groups of students are making excellent progress.</p> <p>Student conferencing shows that students know more and remember more.</p> <p>Curriculum leads are experts and explain with fluency the sequencing and knowledge.</p> <p>Curriculum leads are highly skilled in their monitoring, evaluation and feedback.</p> <p>Trust wide moderation is effective.</p>

## Trust Improvement Plan 2024-25 (TRIP)



Link to Strategic Priority	Objectives 2024/2025	Actions to Monitor & Evaluate	Resources	Success Criteria (RAG)
<p>1,2,3</p> <p>Curriculum Design and Implementation</p>	<p>Pedagogy continues to develop within all settings and all classrooms to enable all students to learn more and remember more. SEND and Disadvantaged students flourish in their learning due to high quality curriculum planning and implementation.</p> <p>Teachers are highly effective and adapt their teaching to support students in their learning.</p>	<p>SLT Learning walks and monitoring,</p> <p>TRIP learning walks,</p> <p>TTL/Curriculum Leads monitoring and evaluation</p> <p>EA reports</p> <p>MIP reports</p>	<p>TRIP team</p> <p>External Advisors</p> <p>LT time</p> <p>Cross Trust Teaching Team Meetings</p>	<p>Data captures show all groups of students progress well.</p> <p>Student conferencing shows excellent knowledge.</p> <p>Monitoring shows teachers are adept at checking for understanding and adapting their teaching to support student learning.</p>

# Trust Improvement Plan 2024-25 (MIP)



Link to Strategic Priority	Objectives 2024/2025	Actions to Monitor & Evaluate	Resources	Success Criteria (RAG)
1,2	<p>All schools continue to develop a culture of reading. Students have the opportunity to read regularly in school, through their Tutor/Class teacher sessions. The reading culture is very visible through all curriculum areas. Schools identify ambitious and diverse texts and these are seen in classrooms and reading spaces.</p> <p>Those students who need reading support are identified early and provided with impactful interventions to support their reading and therefore their learning within all subject areas.</p>	<p>Student conferencing</p> <p>EA feedback reports</p> <p>MIP reports</p>	<p>Booklets</p> <p>High quality class texts</p> <p>Reading intervention packages</p> <p>Reading support staff</p>	<p>Strong evidence of all students progressing in their reading ages and attainment in their subjects.</p> <p>Increased uptake in reading for pleasure on tutor reading logs.</p> <p>Reading culture evident across the school.</p> <p>Impact of interventions for reading are positive.</p> <p>Use of booklets in departments to include relevant texts, specialist vocabulary, scaffolding to support all readers.</p> <p>Pupils can talk about reading, the books they are reading and their favourite type of books.</p>



## Trust Improvement Plan 2024-25 (MIP)



Link to Strategic Priority	Objectives 2024/2025	Actions to Monitor & Evaluate	Resources	Success Criteria (RAG)
<p>1,2,3</p> <p>Curriculum Design and Implementation</p> <p>A Culture of Ambition.</p> <p>Wellbeing.</p>	<p>To develop a strong and impactful development programme for staff and to design CPD opportunities to support all staff in their development through the use of Walkthrus and, 'Lead The Roseland Way', offer.</p>	<p>Staff wellbeing feedback</p> <p>Evaluation forms</p> <p>Learning monitoring</p> <p>TRIP visits</p> <p>EA feedback</p> <p>LT monitoring</p>	<p>Walkthrus</p> <p>TRIP team</p> <p>LT time</p> <p>CPD time</p>	<p>Staff develop well in areas identified from monitoring and line management.</p> <p>Staff feedback positively that the development process and CPD offer is highly effective .</p> <p>Monitoring feedback highlights excellent practice in all areas of school life.</p> <p>Classroom staff development leads to all groups of students attaining better.</p>

# Trust Improvement Plan 2024-25 (MIP)



Link to Strategic Priority	Objectives 2024/2025	Actions to Monitor & Evaluate	Resources	Success Criteria (RAG)
<p>1,2,3,4,5</p> <p>A Culture of Ambition.</p>	<p>To ensure each school creates an Ambitious culture for students to further improve Attainment across all subjects in all schools.</p>	<p>Stakeholder feedback</p> <p>TRIP team reports</p> <p>LMCs monitoring reports and feedback</p> <p>Lesson monitoring</p> <p>Parental engagement data</p> <p>Destinations data</p> <p>Work experience placements</p>	<p>TRIP Team</p> <p>Headteachers</p> <p>Leadership Teams</p> <p>Trustees</p> <p>LMCs</p> <p>Classroom resources</p>	<p>All groups of students perform well in their subjects.</p> <p>Subject leaders and teachers are committed to evaluating the Trust wide subject curriculums.</p> <p>Teachers are supported in their own continuous development through a supportive and robust monitoring and feedback system.</p> <p>A strong and impactful model is developed to ensure teachers strengthen their teaching practice in identified areas.</p> <p>Student conferencing evidences a real ambition within our students.</p> <p>Classrooms/learning environment reflects the ambitious curriculum.</p>

## Trust Improvement Plan 2024-25 (MIP)



Link to Strategic Priority	Objectives 2024/2025	Actions to Monitor & Evaluate	Resources	Success Criteria (RAG)
<p>1,2,3,4,5</p> <p>A Culture of Ambition.</p>	<p>To ensure each school creates an Ambitious culture for students to further improve Attainment across all subjects in all schools.</p>	<p>Stakeholder feedback</p> <p>TRIP team reports</p> <p>LMCs monitoring reports and feedback</p> <p>Lesson monitoring</p> <p>Parental engagement data</p> <p>Destinations data</p> <p>Work experience placements</p>	<p>TRIP Team</p> <p>Headteachers</p> <p>Leadership Teams</p> <p>Trustees</p> <p>LMCs</p> <p>Classroom resources</p>	<p>All groups of students perform well in their subjects.</p> <p>Subject leaders and teachers are committed to evaluating the Trust wide subject curriculums.</p> <p>Teachers are supported in their own continuous development through a supportive and robust monitoring and feedback system.</p> <p>A strong and impactful model is developed to ensure teachers strengthen their teaching practice in identified areas.</p> <p>Student conferencing evidences a real ambition within our students.</p> <p>Classrooms/learning environment reflects the ambitious curriculum.</p>

## Trust Improvement Plan 2024-25 (MIP)



Link to Strategic Priority	Objectives 2024/2025	Actions to Monitor & Evaluate	Resources	Success Criteria (RAG)
<p>1,2,3,4</p> <p>Curriculum Design and Implementation</p> <p>Attendance.</p> <p>A Culture of Ambition.</p> <p>Wellbeing.</p> <p>Personal Development</p>	<p>Extracurricular opportunities enhance students' experiences, develop their hinterland knowledge as well as their personal, social, and emotional development.</p>	<p>Student conferencing feedback.</p> <p>Social Media Attendance data tracking for extracurricular.</p> <p>Overall attendance data.</p> <p>Parental feedback</p>	<p>Risk Assessments</p> <p>Transport</p> <p>Resources</p>	<p>Pupils enjoying their school experiences.</p> <p>Data captures show improved attainment.</p> <p>Parental feedback highlights the extra activities and experiences that their children engage in.</p> <p>The extra opportunities clearly benefit all groups of students.</p> <p>Students are confident in their conversations and student conferences highlight that confidence and their hinterland knowledge.</p>

## Trust Improvement Plan 2024-25 (MIP)



Link to Strategic Priority	Objectives 2024/2025	Actions to Monitor & Evaluate	Resources	Success Criteria (RAG)
<p>1,2</p> <p>Curriculum Design and Implementation</p> <p>Personal Development.</p> <p>A Culture of Ambition.</p>	<p>To develop Student Voice/ conferencing and Leadership opportunities in each school and across the Trust.</p>	<p>Student conferencing feedback.</p> <p>Student leadership opportunities.</p> <p>Data of students involved in all aspects of student voice.</p>	<p>Leadership time</p> <p>UPR staff time</p> <p>Curriculum time</p>	<p>Student conferencing for feedback is planned and regular.</p> <p>Students develop their oracy skills through student voice/conferencing.</p> <p>Feedback supports evaluation of all aspects of school life including curriculum, break times, extracurricular opportunities, Teaching and Learning, personal development, behaviour and attitudes.</p> <p>Feedback is communicated to stakeholders and leaders use feedback to improve the experiences for students.</p> <p>Stakeholders feedback that they are well informed.</p>

## Trust Improvement Plan 2024-25 (MIP)



Link to Strategic Priority	Objectives 2024/2025	Actions to Monitor & Evaluate	Resources	Success Criteria (RAG)
<p>1,2,3,5</p> <p>Attendance.</p> <p>A Culture of Ambition.</p>	<p>Safeguarding procedures within school settings are highly effective.</p>	<p>Briefing notes/quizzes</p> <p>Trustee strategic oversight</p> <p>External and Internal monitoring</p> <p>Attendance data</p> <p>Headteacher Reports</p> <p>Provision Map</p> <p>My Concern records</p>	<p>Trust DSL meetings</p> <p>Safeguarding Training</p> <p>Hays</p> <p>Pastoral Teams</p> <p>PD/PSHE curriculum and resources.</p>	<p>Safeguarding routines and processes such as Triage, support identified students and their families positively and effectively.</p> <p>There is a strong and robust multi agency approach that ensures the right support for our students.</p> <p>There is clear evidence of escalation to ensure vulnerable students remain safe.</p> <p>Student feedback is highly positive, they report that they have trusted adults in school, bullying is rare and when it occurs it is dealt with effectively.</p> <p>Students report that they feel safe in school.</p> <p>The use of our records and chronologies show clear strategies and evaluations of impact and outcomes.</p>

Link to Strategic Priority	Objectives 2024/2025	Actions to Monitor & Evaluate	Resources	Success Criteria (RAG)
<p>1,2</p> <p>Attendance.</p> <p>A Culture of Ambition.</p>	<p>All schools robustly implement our Trust Standard Operating procedures for Attendance to ensure that overall attendance improves rapidly and moves back to pre-pandemic levels.</p>	<p>Headteacher weekly meetings.</p> <p>Trustee/LMC reports</p> <p>TRIP monitoring</p> <p>DfE Data collection</p>	<p>Designated Senior leader.</p> <p>EWO SLA.</p> <p>Pastoral team time.</p>	<p>Attendance for all groups of students improves.</p> <p>Attendance actions are supportive and impactful for students and their families.</p> <p>All staff understand and are knowledgeable on attendance standard operating procedures and follow them.</p> <p>Clear action plans are in place for students in PA and with chronic attendance.</p> <p>EWO SLA is used effectively.</p>

## Trust Improvement Plan 2024-25 (MIP)



Link to Strategic Priority	Objectives 2024/2025	Actions to Monitor & Evaluate	Resources	Success Criteria (RAG)
<p>1,2,3,5</p> <p>A Culture of Ambition.</p> <p>Attendance.</p> <p>Wellbeing.</p>	<p>All schools continue to develop their positive behaviour curriculum in line with the DfE guidance Behaviour in Schools.</p> <p><a href="#">Behaviour in Schools - Advice for headteachers and school staff Feb 2024</a> (<a href="#">publishing.service.gov.uk</a>).</p>	<p>Praise and sanction data</p> <p>Lesson monitoring</p> <p>Student conferencing</p> <p>Routine observations</p> <p>LMC reports</p> <p>TRIP/MIP reports</p> <p>EA reports</p> <p>Stakeholder survey data</p>	<p>Inclusion rooms</p> <p>Pastoral support staff</p> <p>LT time</p> <p>Rewards/celebration events</p>	<p>The atmosphere throughout the school feels calm and safe.</p> <p>Standard operating procedures are implemented consistently and both students and staff benefit from these.</p> <p>Students' attendance and punctuality is excellent.</p> <p>Students look smart in the required uniform.</p> <p>Expectations are followed in line with school policy for example the mobile phone policy.</p> <p>Students are proud of their school.</p> <p>Sanctions are used effectively and monitored to ensure this is the case.</p>



## Trust Improvement Plan 2024-25 (MIP)



Link to Strategic Priority	Objectives 2024/2025	Actions to Monitor & Evaluate	Resources	Success Criteria (RAG)
1,3,5 Wellbeing.	Staff wellbeing and workload is prioritised in everything we do.	Wellbe surveys TES Pulse Staff feedback	Wellbe TES subscription Leadership Time CPD People Strategy Staff EAP	Staff feedback highlights positively that workload and wellbeing is well considered and that they are happy in their work and role.  Staff retention is high.  All schools present a welcoming and happy atmosphere.  School's wellbeing strategy

## Trust Improvement Plan 2024-25 (MIP)



Link to Strategic Priority	Objectives 2024/2025	Actions to Monitor & Evaluate	Resources	Success Criteria (RAG)
<p>1,2,3,5</p> <p>A Culture of Ambition.</p>	<p>All levels of Governance continue to hold leaders to account effectively through our strategy of having courageous conversations, through well planned questions that monitor progress in achieving the MIP objectives. By reporting effectively and agreeing highlights and next steps. Governors at all levels are knowledgeable about the schools and can talk effectively with external monitoring including OFSTED.</p>	<p>Headteacher reports</p> <p>LMCs Monitoring Visits</p> <p>Governance Minutes</p>	<p>Governance Training</p> <p>The Key</p> <p>CST</p> <p>Governor Hub</p>	<p>LMCs are strategic in their approach and reports are clearly focussed on the strategic plan and Trust Improvement Plan.</p> <p>Leaders facilitate and support the strategic monitoring of Trustees and LMCs.</p> <p>Leaders effectively use reports and draw up impactful action plans.</p>