



Strategic Plan

Mission: *The Roseland Multi Academy Trust provides outstanding education for our communities Where Everyone Succeeds.*

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.*

Values: *Kindness - Responsibility - Ambition*

We believe that outstanding schools never stand still. As a Trust we encourage and support all our schools to carry out robust and honest self-evaluation, to develop their practice and ensure our students have the best possible learning environments.

This strategic plan sets out the Trust’s key priorities for the next three years which will drive us in achieving our mission and vision. From the MIP, all school settings will create their own School Improvement Plan (SIP) in line with these priorities. All schools will set their ‘ambition’ for their students which will be aspirational, ambitious and achievable with the right school culture set from the outset.

Strategic Priority		Objectives 2021 - 2024		
		Year 1 objective	Year 2 objective	Year 3 objectives
1.	Trust Mission, Vision and Values	Trustees and Trust leaders know and use the Trust’s Mission, Vision and Values in all aspects of Trust and school work. Staff and students are aware of them and staff can describe how they shape their work.	<i>The Trust’s Mission, Vision and Values are highly visible to our communities through our communications and publications, including websites. The Trust’s values are embedded and owned by our staff and students and each school’s cultures are clearly aligned to them.</i>	<i>The Trust’s Mission positively impacts on our students and communities and is easily identified within our schools. The Trust’s work is known and valued beyond our schools through its school improvement work and Teaching School Hub and this leads to potential and sustainable growth.</i>

2.	Safeguarding	<p>Focused staff training is carried out to help and support staff to recognise and action cases of sexual harassment. All staff are fully aware of the processes to support and challenge students involved in sexual harassment. Students are aware of and using reporting channels and feel confident in reporting incidents and concerns. Actions against reported incidents are fully recorded and processes reviewed against feedback. Students feedback that they feel safe in school and know who they can get support or help from. All schools are developing their PSHE and RSE curriculums and delivery to students. All new staff to the Trust are inducted effectively in safeguarding.</p>	<p><i>All staff implementing PSHE and RSE curriculums are fully supported by curriculum experts across the Trust. All schools have identified leads who work collaboratively across the Trust to continuously develop their curriculums.</i></p> <p><i>Students continue to feel safe in their schools and speak highly of both PSHE and RSE lessons. Their subject knowledge is excellent and they can give feedback on what they are learning.</i></p>	<p><i>All aspects of Trust schools' safeguarding are excellent. Processes and procedures are standardised and supported at Trust level. They are updated regularly and promptly in line with national expectations. Regular DSL meetings ensure robust policies and quality training and updates are in place and for all staff.</i></p>
3.	Outcomes	<p>All outcomes at all key stages are above the national average. Regular monitoring ensures any gaps are identified and actions are put in place to close these gaps.</p>	<p><i>All students are making excellent progress towards their targets as teaching is high quality and students are thriving. Gaps such as PP and SEND have closed and are close/in line with others.</i></p>	<p><i>All outcomes are well above national average and most are in the upper quartile nationally. All students benefit from interventions which are embedded in teaching routines. Students flourish in all schools in the Trust.</i></p>
4.	Professional Development	<p>Lead The Roseland Way is developed further in response to specific Trust needs.</p>	<p><i>All schools have planned in advance their CPD expenditure that links to both the MIP and their SIP. Staff that have completed middle and senior leadership courses are now embarking on NPQ qualifications.</i></p>	<p><i>Investment in CPD is impactful across the Trust. A Trust wide spreadsheet identifies staffing CPD and leaders use experts to train and lead on Trust and school-based initiatives.</i></p>

5.	Quality of Education	All specialist staff can talk fluently about curriculum design and the research/ rationale/ concepts which underpin their curriculums. They have carried out their own research that substantiates their Learning Journeys.	<i>Students can talk about their learning, why it is important to know what they are learning and how it fits into the journey. Students are able to recall the key building blocks in the subjects they are learning as teachers have used the best techniques to ensure that their students retain this knowledge.</i>	<i>The implementation of the curriculum is having visible positive impacts on students' learning. Outcomes are in the top quartile nationally. Gaps have closed and SEND and disadvantaged students are in line with their peers. The curriculum is constantly under review and evaluations are being used to strengthen it further.</i>
6.	Governance	Trustees are fully aware of Trust priorities and success criteria. Local monitoring committees are recruited and trained in their role by Trustees and executive leaders. Trustees are experts on each school setting and can fully support the inspection process.	<i>Local Monitoring Governors are secure in their roles, and the work of these Committees is providing positive challenge to their school leaders. Communication between Local Monitoring Committees and the Trust Board is clear and effective.</i>	<i>Monitoring and self-evaluation is enabling continuing school improvement. Trustees' reports contain significant challenge and impact on in-school action planning. Succession planning and rotation of roles exists at both local and Board level.</i>

Multi Academy Trust Improvement Plan (MIP) 2023 - 2024



Link to Strategic Priority	Objectives 2023/2024	Actions to Monitor & Evaluate	Resources	Success Criteria (RAG)
<p>1 5</p>	<p>Headteachers, with guidance from the TRIP team and CEO, establish cross-school partnerships in order to support the Trust Mission of providing outstanding education where everyone succeeds.</p>	<ul style="list-style-type: none"> ● ELT agenda to include Trust Collaboration, purpose and outcome. ● Collaborative group work evidence sent to LMCs, School Improvement Leads and CEO. ● TRIP team feedback. ● Possible OFSTED monitoring visits. ● OFSTED reports. ● TTLs and LLs collaborate effectively and support each other with evaluation. ● Facilitate practical opportunities for staff at all levels to work together across the Trust. ● Visible presence of work across the Trust via newsletter updates and targeted social media such as Twitter. 	<ul style="list-style-type: none"> ● CPD/cover for work. ● Potential resources cost - eg work books, text books purchases due to collaborative work. ● Expenses. ● Central marketing. ● 1265 hours. ● Professional modelling. ● Resource sharing across the Trust. ● Professional conversations to challenge thinking across the Trust. 	<ul style="list-style-type: none"> ● Visible rapid school improvement in the identified areas such as Attendance, Behaviour Systems, Safeguarding Practice, Teacher Practice to meet the needs of SEND. ● Monitoring leads to improved teacher practice through coaching and CPD. ● Data improves in identified areas. ● Social media feeds are used to establish Trust work amongst educational professionals to support recruitment and interest in Trust work. ● External interest and the development of external partnership working. ● Trust newsletters are read and used within school CPD and staff meetings. ● Successful introduction of Trust wide coordinated collaborative working via CPD Trust Thursdays. ● Curriculum opportunities for students to work cross Trust.

				Student Councils work across schools. PSHE learning happens across schools.
1 4 5	<p>Staff wellbeing is prioritised through each school's cultures and individual school Wellbeing Strategy.</p> <p>Robust recruitment and selection ensures a skilled workforce who are inducted thoroughly and supported through probation and performance management.</p>	<ul style="list-style-type: none"> ● TES Pulse Surveys (increase completion rate, currently 10%, and explain rationale and anonymity). ● Raise the profile of the EAP Employee Assistance Programme. ● Internal staff surveys. ● TRIP/MIP reports. ● Staff absence data. ● EAP Data Dashboard. ● Wellbeing strategy is practised and embedded. ● School cultures. ● Published directed time to manage workload. ● Exit interviews. 	<ul style="list-style-type: none"> ● TES subscription. ● EAP. ● Internal budget costs for wellbeing activities. ● School Cultures. ● School Wellbeing Strategy. ● Directed time. ● Induction, Probation, Performance Management and professional development. ● Recruitment & Selection policy. ● KCSIE, Part 3. 	<ul style="list-style-type: none"> ● Staff retention is high. ● Recruitment is strong. ● Staff induction is well-planned to allow overlap for successful start – teaching and support staff. ● Teaching practice is strong as staff are supported to be the best they can be. ● Headteachers use TES Pulse Surveys and other surveys and provide feedback in staff meetings about the messages and his/her response to these. ● Positive staff attendance data. ● Staff are proud to work in their school and the Trust. ● Overall effectiveness of the school is improving. ● You can feel the positive atmosphere when you walk into the school. ● Headteachers benchmark themselves and their schools positively against the Trust HR Standards.
1 2 5 6	<p>Safeguarding systems are robust and keep children safe and secure.</p>	<ul style="list-style-type: none"> ● Use of My Concern to review and support identified children. Cases are regularly reviewed and impact assessed. ● Attendance data shows that patterns are actioned and 	<ul style="list-style-type: none"> ● New software and communication packages such as Provision Mapping/My Concern. ● Pastoral Support Managers. 	<ul style="list-style-type: none"> ● Records for students are robust in the actions taken, support given and impact achieved. ● Pupils and parents are positive about the support they are provided.

		<p>attendance is at least in line with national benchmarks.</p> <ul style="list-style-type: none">● Safeguarding Trust team meetings and minutes show that we are developing and challenging our practice.● Triage notes show the impact of the work done to support a student.● Student records include all key actions taken to support them to be successful. They are up to date with all actions.● Student surveys are used effectively to support the cultural environment in the school.● Staff quizzing responses from staff on safeguarding shows knowledge and understanding of process, responsibilities and updates.● Student Voice is used effectively. They feel valued and can see the impact of their work.		<ul style="list-style-type: none">● Staff are knowledgeable on all safeguarding aspects, they are updated and can respond well to questions, they are informed about their students and those in the school.● Staff deal confidently with safeguarding.● Staff understand low level concerns and are confident in how to report and record them.● Multi Agency working is strong and agencies report positively on the work of the Trust schools.● Students overall attendance is above the national average.● Identified students' attendance is monitored, actioned and impactful.● All schools have strong student reporting systems that students have confidence in.● Positive confident student voice.● Reintegration meetings are minuted/recorded and all parties agree on content.● The Triage systems provide a proactive and positive impact for the students.
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<p>3 5</p>	<p>All schools have clear strategies in place to identify pupils/students that need reading support. The support strategy is overseen by a named person in the leadership team and monitored for impact. All students needing support are known and their families are supported through positive communications including regular progress updates.</p> <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, English, Library lessons, and in all of their curriculum subjects. The reading culture is very visible through the school. Schools identify ambitious text and these are seen in classrooms and reading spaces.</p>	<ul style="list-style-type: none"> ● Tutor reading record log for tutees shows that students are reading regularly. ● TRIP reports. ● Accelerated Reading /Read Write Inc data is known and used for planning and interventions. ● Reading support plans are shared with parents. ● Data for students shows positive trends. ● Reading culture is visible throughout the school. ● SEND students' reading progress is evident. ● EA Feedback. 	<ul style="list-style-type: none"> ● Pupil Premium spend on buying students' books they are interested in. ● Quality texts. ● Renaissance licence ● Intervention reading packages. ● UPR targets for staff to plan for the reading/literacy scheme in school. ● Use of booklets in departments as exemplified at TTL conference. 	<ul style="list-style-type: none"> ● Strong evidence of all students progressing in their reading ages. ● Increased uptake in reading for pleasure on tutor reading logs. ● Reading culture evident across the school and school social media. ● Impact of interventions for reading are positive. ● Teaching staff use reading ages data appropriately. ● Use of booklets in departments to include relevant texts, specialist vocabulary, scaffolding to support all readers. ● Pupils can talk about reading, the books they are reading and favourite type of books.
<p>1 2 3 4 5</p>	<p>To embed the school learning routines to ensure all pupils, especially those with SEND and disadvantaged can and do engage successfully in their learning.</p>	<ul style="list-style-type: none"> ● Teaching and Learning policies are explicit. ● Clear regular communication and modelling of lesson routines to staff. ● Lesson monitoring is informing school improvement. ● Learning walks are informing school improvement ● TRIP reports are used to focus school improvement. ● EA feedback helps support schools in their improvement journey. ● Proactively check that disadvantaged pupils have 	<ul style="list-style-type: none"> ● Clearly communicated lesson routines. ● Whiteboards and resources. ● Visualisers. ● Booklets with clear knowledge checklists. 	<ul style="list-style-type: none"> ● Learning routines are clearly seen in every lesson - includes: welcome routine, do now retrieval task, checking for understanding, silent attention end of lesson routine. ● Student progress and attainment data shows clear improvements. ● SEND students make good progress and teachers adapt for their needs. ● Students respond well in class to the silent attention and

		<p>access to the resources that they need.</p> <ul style="list-style-type: none"> ● Teacher feedback positively supports the routines. ● Students' voice and feedback positively describes the learning routines and how this supports them in developing the knowledge and understanding. 		<p>checking for understanding routine.</p> <ul style="list-style-type: none"> ● Staff are confident in the routines and are consistent in their application across the school. ● Students enjoy their learning as the routines support positive behaviour.
<p>1 3 4 5</p>	<p>To ensure ready to learn systems are in place to enable all lesson time to focus on learning.</p>	<ul style="list-style-type: none"> ● Learning walk evidence shows that all students are in their lessons on time. ● School data systems are used effectively to prioritise areas for improvement. ● TRIP reports are enacted quickly and effectively. ● EA reports. ● Pupil feedback that welcome, line up, equipment checks are supportive of their own learning. ● Staff feedback via Pulse surveys/other surveys shows that the routines support them in their work. 	<ul style="list-style-type: none"> ● Class Charts/Satchel in use and training provided. ● Spare uniform provided. ● Spare equipment provided. 	<ul style="list-style-type: none"> ● Pupils are ready to learn at the start of the day and each lesson. ● Rewards systems are impactful and students are proud and rewards are visible. ● Schools have systems in place to monitor uniform at the start of the school day and record any uniform issues, therefore all students on timetable are in correct uniform. ● Schools have systems in place to ensure that all students have appropriate equipment at the start of the day. ● Tutors are actively involved in monitoring and recording. ● Use of Satchel/Class Charts to inform staff, students and parents of rewards and sanctions applied.

<p>1 3 4 5</p>	<p>All schools implement positive effective systems to increase student wellbeing and attendance to above the national average.</p>	<ul style="list-style-type: none"> ● Daily live communication of absence data to facilitate the making and tracking of first day absence phone calls by tutors. ● Regular tracking and reporting of key attendance measures. ● Targeted additional support to prevent PA. ● Identification of fortnightly attendance patterns linked to timetable. ● Clear early stage communication with the pastoral team and parents. ● Effective use and deployment of EWO. ● Cross reference attendance and wellbeing information. ● Standard at risk' warning letters. ● Students out of class (eg toilet visits) tracked and monitored. 	<ul style="list-style-type: none"> ● EWO SLA. ● Tutor time. ● Support staff to record lates. ● Alternative education costs. ● Outreach work. ● Minibus visits. ● Satchel/Class Charts. ● Use of online systems to keep cumulative records and automate sanctions. ● Inset on SIMs/Satchel/Class Charts. 	<ul style="list-style-type: none"> ● Attendance in all settings is above the national average. ● Pupil Premium attendance is in line with all. ● SEND attendance is in line with all students. ● Punctuality records show that all lateness is monitored, addressed and resolved. ● Lateness to school and lessons is rare. ● Lesson truancy is rare and significantly sanctioned. ● Students out of lessons 'corridor walking' is rare and routinely challenged. ● Clear support strategies are in place for Persistent Absentees.
<p>1 5 6</p>	<p>It is our ambition that our schools become anchored within their community. The community are proud of their school and both champion and challenge the school. Parents' views are regularly sought and published on our websites.</p>	<ul style="list-style-type: none"> ● Schools communicate regularly, positively and using the appropriate channels such as Bulletin, newsletters, social media. ● Schools develop their networks and bring parents in regularly via parents' evenings, celebration events, performances, parental forums. ● Provide regular and meaningful parental forums 	<ul style="list-style-type: none"> ● Scheduled and allocated time on the timetable and calendar of a designated Leadership Team member. ● Newsletter. ● Marketing. ● Uplift of school environments. ● Positive reward systems. ● Trips and visits. 	<ul style="list-style-type: none"> ● Students are involved in community engagement projects. ● Parental feedback highlights that they would recommend the school. ● High attendance at events such as family learning, parents' evenings. ● Communication with the business community of our catchment areas to engage with staff and students to

		<p>to support the school improvement journey.</p> <ul style="list-style-type: none"> ● Increase the involvement of parent governors and facilitate them to feedback to the community. ● Increase the opportunities for parents to support their school. ● Regular parental survey using the same questions as the Ofsted survey - to be published including actions taken to resolve concerns raised. 		<p>have a beneficial relationship and educational impact.</p> <ul style="list-style-type: none"> ● Admission numbers show that the school is the preference for the local community, numbers are stable and/or increasing. The community select the school as their first choice. ● Repeat of Ofsted Survey shows improvement in parent view. ● Parents are confident that they will receive a timely response to their communications.
6	<p>Headteachers form strong, knowledgeable and challenging partnerships with their Local Monitoring Committee. LMCs understand their schools' strengths and areas that require improvement. Headteachers invite LMC members to events in their schools, this is well-planned and timed. LMCs are always part of school improvement and plan their own monitoring of the schools.</p>	<ul style="list-style-type: none"> ● LMC meeting minutes provide clear challenge and understanding of the improvement journey. ● Governor Hub communications show proactive organisation to enable strong LMC and school partnerships. ● LMC visit reports reflect accurately the improvement journey. ● Headteacher data reports are timely and accurate so that LMCs can challenge and question. 	<ul style="list-style-type: none"> ● LMC time. ● Leadership time. 	<ul style="list-style-type: none"> ● Headteachers report accurately and meet reporting deadlines. ● LMCs are proactive in their monitoring and can identify areas that need attention. ● LMCs attend parental events and are able to report on community perspective. ● LMCs show challenge in their role. ● LMCs are confident in supporting schools during EA/OFSTED visits. ● TRIP team members will attend LMCs to support and coordinate future visits.

<p>1 2 3 4 5</p>	<p>The TRIP team identifies and plans school improvement activities that support Headteachers, Leadership Teams and all staff to enable rapid and sustained improvements. TRIP team members will work predominantly in one location for a time period that enables rapid improvement. This will include shadowing, coaching, creating capacity for monitoring, evaluation and feedback.</p>	<ul style="list-style-type: none"> ● Learning walk feedback for Leadership Team and LMCs. ● TRIP reports for Headteacher and LMCs based on school and Trust improvement priorities. ● Internal data captures and analysis of data to support systems and next steps. 	<ul style="list-style-type: none"> ● TRIP team staffing costs. ● Expenses. ● Cover for organising learning visits. ● Resources. 	<ul style="list-style-type: none"> ● Schools make considerable improvement in areas identified as needing work in line with Trust MIP and their school SIP. ● Headteachers, Leadership Team and staff respond well to the support and challenge. ● Capacity is created within Leadership Teams to enable impactful monitoring of all areas of school improvement. ● Areas identified in a school's OFSTED report are addressed as a priority.
<p>1 3 4 5</p>	<p>The Roseland Trust creates strong working partnerships with other Trusts and schools to support school improvement, CPD, establish critical friends and potential for MAT growth.</p>	<ul style="list-style-type: none"> ● ELT agenda to focus on working partnerships and learning from them. ● Collaborative work between Trust schools, other schools in different Trusts supports improvements in areas identified for improvement. ● Support networks are identified, planned and impact positively within our school settings. ● Relationships develop well across our Trust and beyond. 	<ul style="list-style-type: none"> ● School visits. ● Expenses. ● Cover. 	<ul style="list-style-type: none"> ● Strong partnerships are formed that further support school improvement. ● TRIP team work with schools in other Trusts supporting them and our own schools. ● Improvement leads in other Trusts support the TRIP team in their work providing further external scrutiny. ● Schools evidence rapid improvement in areas identified in their school SIPs. ● Schools support the Trust in achieving year 3 of the Strategic Plan.

<p>3 4 5</p>	<p>Senior Leaders do their financial and curriculum planning in the Autumn term for both the current and following academic year, inclusive of draft timetables.</p> <p>Plans take into account curriculum change and areas for development. This will also include a clear plan for current academic year for enrichment activity, and to use all recovery and tuition funding to target students that are not making the progress required and are in need of additional support and interventions.</p>	<ul style="list-style-type: none"> ● Detailed and regularly updated plan for School-Led Tuition. ● 16 to 19 Tuition Fund plan. ● Recovery Premium, PP+ and SEN Top-Up Funding (together with any other additional, restricted grant) with all funds fully utilised within the year they are allocated. ● Published PP spend plan within required deadline. ● Planned staffing budgets with a draft structure for the following academic year being provided to Trust management before the end of the Autumn Term for review. ● Planned curriculum budgets, removing unused or under-utilized allocations, contracts or SLAs to reallocate funds with a focus on student achievement, support or intervention. ● Planned enrichment activities, including trips and visits, being arranged a minimum of one full term prior to commencement/travel. 	<ul style="list-style-type: none"> ● School-Led Tuition Grant. ● Recovery Premium. ● Pupil Premium+. ● 16 to 19 Tuition Fund. ● SEN Top-Up Funding. ● Sixth Form Bursary. ● Funding. ● General Curriculum Support budget. ● Staff Development, PiXL budgets. 	<ul style="list-style-type: none"> ● Headteachers plan forward for the monthly HR and Finance meetings with agendas pre-populated at least one week in advance and previous actions brought down. ● Headteachers benchmark themselves and their schools positively against the Trust Standards. ● Curriculum planning is financially benchmarked and displays forward planning in line with the most current research informed evidence. ● Schools plan exceptionally well for students that receive extra funding and the impact of this spend is evidenced. ● Enrichment activities are organised well in advance with all administrative and financial arrangements set early.
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<p>1 2 5 6</p>	<p>Headteachers will carry out their duties to ensure that operations are in line with the Trust health and safety standards.</p> <p>Risk Assessments, Asbestos and Legionella Management Plans are kept in date and regularly reviewed.</p> <p>A school's operational risk register is regularly reviewed and updated to take into account developments and guidance.</p> <p>Student/pupil information is accurate and all students with medical conditions have clear plans and are known to all staff.</p>	<ul style="list-style-type: none"> ● Health and safety reports. ● Site team feedback. ● Operations feedback and Reports. ● LMC reports. ● Fire drill feedback. ● Risk assessment checks. ● Risk register reviews. ● Trust Board minutes. ● Staff duty rotas. ● Every records. ● HR/Finance meeting minutes. 	<ul style="list-style-type: none"> ● Follow the agreed Trust guidance and operating procedures in line with https://www.gov.uk/government/publications/academy-trust-financial-management-good-practice-guides/academy-trust-risk-management ● Trust Site Supervisor support. ● Trust Operations Manager support. 	<ul style="list-style-type: none"> ● JNC health and safety reports highlight strong practice in all areas of health and safety. ● RIDDORS and all 'near misses' are reported using the agreed procedures. ● Fire drills and lock down procedures are known and PEEPS are in place. ● Whole school risk assessments are reviewed in an agreed timeframe Individual student / pupil risks assessments are reviewed in an agreed timeframe. ● Risk registers are updated regularly and demonstrate updated guidance and information. ● Student information is recorded securely and staff have secure access to inform their planning. ● Headteachers are fully aware of report outcomes and actions and plan forward from these ● Headteachers evidence the standards in staff meetings, training and CPD.
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