

# One Year Development Plan 2021/2022

Strategic Area	Areas of Focus	Objectives (what we are trying to achieve)	Evidence and outcome (what we expect to see)
<p><b>Outstanding Outcomes</b>  <i>“Delivering consistently good or better education to all our young people”</i></p>	<p><b>Outcomes for Pupils</b> All phases</p> <p><b>School Improvement</b></p> <p><b>Leadership &amp; Development</b></p>	<ul style="list-style-type: none"> <li>All headline measures above national and at least in line with LA and making at least good progress</li> <li>Pupils in school priority learning groups make at least good progress over time from their starting points</li> <li>All schools are OFSTED ready</li> </ul> <p><u>Primary</u></p> <ul style="list-style-type: none"> <li>Schools provide and deliver a recovery catch-up programme for <u>all</u> children</li> <li>Embed high quality writing opportunities across the whole curriculum throughout the school</li> <li>Develop and embed a mastery approach to maths across all our schools</li> <li>Schools develop a consistent approach to measuring progress</li> </ul> <p><u>Secondary</u></p> <ul style="list-style-type: none"> <li>Continue to develop a recovery catch-up programme for all students as we move out of the pandemic</li> <li>Teaching and learning:                             <ul style="list-style-type: none"> <li>Continue to develop the school specific pedagogical approach e.g. The Sandhurst Standard/Edgbarrow8 <b>(All)</b></li> <li>Curriculum plans ensure appropriate challenge at all levels to all students <b>(S)</b></li> <li>Ensure the literacy strategy is consistently embedded in all subject areas <b>(E)</b></li> <li>Ensure the consistent standards of presentation and feedback of student work is established <b>(All)</b></li> </ul> </li> </ul> <p><b>Complete all school key documents: (All)</b></p> <ul style="list-style-type: none"> <li>School Self Evaluation Form</li> <li>Three Year Strategic Plan and One Year Development Plan</li> <li>Department Development Plans including 3is statement</li> <li>Statutory requirements e.g. Disadvantaged, SEN etc</li> </ul> <ul style="list-style-type: none"> <li>Support newly appointed Maths and English Leads and continue to develop networking to share good practice and collaborative working <b>(P)</b></li> <li>Trust Primary Improvement Team to support the induction of Early Career Teachers (ECT)</li> <li>Develop subject network meetings across the Trust and including for KS1/KS2 &amp; KS2/KS3 transition <b>(All)</b></li> <li>To support the development and consistency of leaders at all levels (inc. Trustees and Governors) <b>(All)</b></li> <li>Establish a working party to enhance staff wellbeing at all levels across the Trust <b>(All)</b></li> <li>All schools are compliant, and have in place highly effective and consistent safeguarding practices <b>(All)</b></li> </ul>	<ul style="list-style-type: none"> <li>Data shows all schools at least in line with LA</li> <li>Data shows all pupils make at least good progress</li> <li>OFSTED grading of good or above</li> </ul> <ul style="list-style-type: none"> <li>Outcomes shows gaps minimised in all key learning groups</li> <li>Evidence of high quality writing at all levels and across all subjects</li> <li>Monitoring shows evidence of an embedded mastery approach</li> <li>Each school has a tracking process used across the school</li> </ul> <ul style="list-style-type: none"> <li>Outcomes shows gaps minimised in all key learning groups</li> <li>Evidenced through whole school monitoring and evaluation systems as reviewed by the Trust</li> </ul> <ul style="list-style-type: none"> <li>Each school has full complement of completed documents Curriculum document, School SEF, Three Year Strategic Plan and One Year Development Plan</li> </ul> <ul style="list-style-type: none"> <li>Headteachers and SILs report that English and Maths Leads working effectively and sharing good practice with staff and each other</li> <li>ECTs meeting their induction standards</li> <li>Agendas, minutes, attendance records and feedback on impact</li> <li>Feedback from colleagues with completion of evaluation form</li> <li>Staff survey</li> <li>SCR is compliant, training up-to-date, effective record keeping/actions</li> </ul>
<p><b>Sustainable Growth</b>  <i>“Achieve a thriving community of schools”</i></p>	<p><b>Growth</b></p> <p><b>Financial stability</b></p>	<ul style="list-style-type: none"> <li>Support two new secondary schools to join the Trust, increasing student numbers to a minimum of 4000 in order to qualify for automatic capital funding</li> <li>Submit application forms for TCAF Grant (Trust growth) in financial years 2021/22 and 2022/23</li> <li>Grow and develop Trust Central Team and services</li> </ul> <ul style="list-style-type: none"> <li>Corvus schools are the first choice for parents securing maximum pupil numbers and consistent year on year funding</li> </ul> <ul style="list-style-type: none"> <li>Continue to develop our financial due diligence process to identify and manage the financial risk of new schools</li> </ul> <ul style="list-style-type: none"> <li>Maximize revenue opportunities such as grants and consultation fees</li> <li>Continue to investigate cost reductions to benefit Trust and schools.</li> </ul> <ul style="list-style-type: none"> <li>Ensure all schools have risk register reflecting Trust register.</li> </ul>	<ul style="list-style-type: none"> <li>Two additional secondary schools join the Trust (Jan and Apr 2022)</li> </ul> <ul style="list-style-type: none"> <li>TCAF applications successful</li> <li>New appointments made and new services being delivered</li> </ul> <ul style="list-style-type: none"> <li>All schools full</li> </ul> <ul style="list-style-type: none"> <li>Due diligence process used effectively when deciding on financial risk of prospective schools</li> <li>Steady level of income from these sources</li> <li>Cost reductions achieved through whole Trust procurements, e.g. catering and IT support.</li> <li>Risk register in place in all schools</li> </ul>
<p><b>Excellent Trust Services</b>  <i>“Providing a high quality level of support valued by all our schools”</i></p>	<p><b>Central Team &amp; Services</b></p>	<ul style="list-style-type: none"> <li>Grow and develop the expertise and specialisms within the central team to enhance the central offer                             <ul style="list-style-type: none"> <li>Develop a Secondary School Improvement Team in line with our current primary offer</li> <li>Evaluate different models of SLAs offered by the Trust</li> <li>Where services cannot be provided internally, provide high quality external support</li> <li>Investigate the feasibility of a part-time role to support finance and admin</li> <li>Develop new staffing structure for Central Team</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>Continue to develop the skills, experience and knowledge within the Board of Trustees to support schools and LGBs</li> </ul>	<p>New appointments:</p> <ul style="list-style-type: none"> <li>Project Manager for the transition and induction of new schools</li> <li>Secondary School Improvement Team</li> <li>Increased hours for admin and finance support</li> <li>Specialists in facilities, behaviour, SEN, attendance, Ed Psych etc and any others identified through the course of the year</li> <li>Trustees agreed staff structure for Central Team growth</li> <li>Appointments of new Trustees with specific skills and experience and having an identified responsibility</li> </ul>

E = Edgbarrow School P = Primary S = Sandhurst