

# Fierté Trust Strategic Plan 2022 – 2025

*“INSPIRING ALL TO  
EXCELLENCE”*



# 1. Foreword

## From the Chair of Trustees and Chief Executive

As a family of nine primary academies, our commitment to excellence connects and underpins all that we strive to achieve, making certain that every child within our organisation flourishes. Our shared values have enabled us to chart the key pillars of our strategic plan interwoven with Fierté's guiding principles.

The Fierté Strategic Plan interlinks the Trust's key strengths (as firm foundations for sustainability, future growth, and continuation as a strong trust), in addition to the crafting of a comprehensive framework encompassing the most pressing priorities for Trust improvement.

A key component is empowering, and accumulating individual contributions across all roles and responsibilities that positively impact on pupil outcomes. Structures and processes therefore exist to support pupil achievement.

Our Strategic Plans ensure our children are inspired and supported to achieve excellence now and in the future.



**Jo Smith**  
*Chair of Trustees*



**Maria Hamblin**  
*Chief Executive Officer*



## 2. Executive Summary

### Fierté Trust

As a group of schools, we believe passionately in the power of working as one entity; advancing education for the public benefit with a shared moral and legal purpose. We wholeheartedly commit to supporting our local communities to thrive by maximising every opportunity for learning and care and ultimately to achieve our vision:

### *Inspiring all to excellence*

To deliver our vision we essentially focus on four key areas:

- I. Our people** – investment in our people in all areas and across all stages creating strong Trust people proposition for our children, staff and stakeholders.
- II. Excellence** – we support excellence with a systematic focus on continuous school improvement.
- III. Growth and development** – sustainable growth of the Trust, ensuring strong governance, financial and operational infrastructure to support Trust growth with clear and effective communication and engagement across all schools.
- IV. Wellbeing** – we create develop self-belief, mental and physical wellbeing and aspiration of our children, staff and communities.

Our values are the thread that drive excellence and create the culture in which we can all excel. Our values are: We are brave; we care; we celebrate individuality, and we leave no one behind.



# 3. Introduction

## 3.1 Context

A willingness to work in alliance with other academies to deliver high quality and inclusive education was a fundamental principle supporting the growth of the Fierté Trust; from a single academy converter in 2014 to the current position of nine primary academies and a subsidiary company Our Pride, Our Joy.

Our organisation is located across Burton-on-Trent and Tamworth, both accessible in distance and within proximity for collaboration, support, and joint ventures.

Our academies range in size and context, yet place the quality of education at the core of their mission; founded on shared accountability and partnerships to position the expertise of our people to address pressing priorities and tackle educational disadvantage.

Our Central Support Team assists all people to remain focused on raising standards and impacting on outcomes for children. Furthermore, the organisation enables scale of improvement by knowledge building, evidence informed professional development and the creation of communities of improvement. Forums and network opportunities are a Trust strength where best practice, innovation and shared expertise is the alchemy of change and success.

Wellbeing and workforce resilience, combined with efficiency and effective financial management of funding, support our academies.

Our people strategy extends wider than Trust boundaries; opportunities are sought to work with other professionals including Teaching schools, other Trusts, and national bodies for professional development. We strive to embody a sense of civic duty contributing to the wider education system and other organisations dedicated to children and families.



## 3.2 Our Operating Environment

Funding available to schools has reduced significantly over the past few years and this trend is unlikely to change substantially within this strategic plan period. Ironically, whilst government funding has been steadily reducing, there has been a steady increase in our regulatory environment and the associated cost of ensuring we remain compliant with all of the guidance and expectations set. Our children's and stakeholder expectations have also changed over recent years. Many parents rightly want to be consulted about, and party to, the decisions made about the issues and choices facing their school. Our children are also more technologically confident than ever before and not only do we need to provide access to technology as standard in our schools and teaching, we also need to support and guide our children in the safe use of this at home. With mental health issues rising significantly among our children, we need to ensure we keep pace with this and provide the appropriate qualified support to help with the many complex mental health problems our children might face. In addition, nationally and locally, the teaching sector continues to experience a recruitment and retention crisis, so ensuring we have the highest quality staff to support our children becomes even more challenging.

## 3.3 Our Unique Model

Our model builds on our absolute belief in the power of working as one entity whilst celebrating the strengths and unique identity of each individual academy. The Fierté Trust offer is predicated on the principle that we invest in our people at all levels, supporting them to capitalise on the most important aspect of their role - the education of our children. The support we provide to academies - school improvement,



HR, finance, IT, marketing, catering, and wellbeing - makes this possible. We wholeheartedly believe that what we can achieve together is limitless.

We pledge our pupils will engage with learning that inspires their curiosity. We create an environment that develops well-rounded individuals who access a range of experiences designed to challenge, build knowledge, enhance skills, shape talents and cultivates aptitudes. A culture of high expectations will lead to high pupil achievement and personal success. Strong ambition will be fostered through the development of self-belief, nurturing mental well-being and harnessing aspiration.

Securing strong leadership at all levels across the Trust is key to the success of our academies and, in turn, the outcomes for our children. We operate in an open and transparent manner; whilst leaders have an individual responsibility for the children in their settings, they also feel responsible for ensuring children across the Trust succeed.



*Outdoor learning*



*Reading for life*





## Key strengths of our model include:

1. Expert governance
2. Quality education
3. Workforce resilience and wellbeing
4. Efficiency and effectiveness  
including financial management
5. A commitment to civic duty

## 4. Our Vision and Values

### 4.1 Our Vision





Our vision is a clear declaration of what the Trust is and what we want to achieve for our children, our people, our stakeholders and our communities.

Our vision is: *"Inspiring all to excellence"*



## 4.2 Our Values and Culture

Our values reflect how we operate and behave and the culture we create with our children, our staff and our stakeholders, they are:

1	2	3	4
We care	We leave no one behind	We celebrate individuality	We are brave
			

## 4.3 Our Behaviours Linked to Our Values

 1. We Care		
Caring interactions and communication	Strong purpose, pride and highly engaged	Compassionate and empathetic
<i>We always</i> greet each other with a smile - an authentically warm interaction.	<i>We always</i> say sorry and are honest about mistakes.	<i>We always</i> find time to listen having an open door, allocating a time to meet and showing through body language that our attention is focused.
<i>We never</i> dismiss someone's feelings in a conversation or break confidences if we say we won't.	<i>We never</i> promise lightly.	<i>We are never</i> disrespectful, dismissive, ill-mannered or aggressive in tone.







## 2. We leave no one behind

Not giving up on individuals	Embracing accountability	Solutions orientated
<i>We always</i> speak in positive terms about others and other settings.	<i>We always</i> value feedback and take responsibility.	When a problem is raised, <i>we always</i> ask, "How can we solve it?" - we turn a problem into an opportunity.
<i>We never</i> cap a person's potential by assuming they cannot do something or by refusing support.	<i>We never</i> give negative feedback in a demeaning way.	<i>We never</i> say, "Well, what can I do about it?" Or, "What do you want me to do about it?"



## 3. We celebrate individuality

Everyone has their moment to shine	Excites and inspires	Inclusive for all
<i>We always</i> say, "Well done", when it is deserved either publicly or privately.	<i>We always</i> adopt a positive and enthusiastic approach demonstrated through language, tone and expression.	<i>We always</i> present ourselves as approachable and ready to listen with an open mind.
<i>We never</i> put people down.	<i>We never</i> ignore or belittle others.	<i>We never</i> make negative or disrespectful comments about another person.





## 4. We are brave

Resilient	Always aspire to achieve more	Believes in themselves; courageous
<i>We always</i> remember why we are here and who we are here for.	<i>We always</i> show that expectations matter, for example: cleaning the hall, picking up litter, opening a door, emptying the dishwasher and looking smart.	<i>We always</i> celebrate achievements and remind ourselves of our successes when things are challenging.
<i>We never</i> dwell on past mistakes, what went wrong and who's to blame.	<i>We never</i> accept anything other than an individual's best.	<i>We never</i> avoid difficult conversations.



*Learning together*



# Fierté Strategic Plan Overview

## Inspiring all to excellence

### EXPERT GOVERNANCE

- The most effective governance model for the Trust is determined.
- Cultures, values, and the behaviours of Trustees are consistent.
- Trustees and members of LGB's are non-operational.
- An effective communication strategy is formulated.
- A specific Scheme of Delegation for Our Pride Our Joy is developed.
- The commitment of Trustees and governors is increased.
- Chair positions, including the Trust Board Chair, are regularly rotated.

### QUALITY OF EDUCATION

- The Trust Board is supported to extend their knowledge and insight.
- More time is spent discussing the quality of education.
- All subjects are a focus across the academic year.
- Cross-Trust subject expert link Governors have been established.
- Additional scrutiny and support is in place at more vulnerable and new to Trust academies.
- The role and remit of the Curriculum Forum is revisited with a focus on Writing and subjects determined to be less developed.
- Cross Trust Curriculum leads established.
- All subjects included in collaborative monitoring/Strategic Peer Reviews.
- Assessment outcomes for all subjects created.

### WORKFORCE RESILIENCE AND WELLBEING

- All meetings are necessary, efficient and effective. Time for teachers to talk to TA's and Support Staff.
- Administration and marking are manageable.
- Handovers between part time staff and job shares take place.
- Personal planning and organisation skills are improved.
- All Job Descriptions are reviewed at each performance management meeting.
- Each member of staff has a contract that is up to date.
- Volunteers are recruited to undertake tasks such as reading and support roles.
- Resources reviewed to ensure they meet requirements and that they are of a suitable quality. Budget implications of the review of resources considered. Made clear to all staff that they should not be purchasing resources to meet requirements.
- A Trust wide Email policy is agreed.
- Messaging from the Trust Board regarding the behaviour and conduct of parents is clear. How to manage and deal with difficult conversations training in place for staff.
- Robust Induction process training for leaders executed. Identifying the training requirements of medical needs and providing this.
- All teachers are receiving the allocated PPA time. Marking policies across all Academies reviewed. Behaviour policies to ensure a consistent approach across the Trust reviewed.
- All staff consulted on the use of Teams ensuring that is not inappropriately used in place of face to face discussions. Training for leaders and staff on communication completed.
- Leaders are undertaking regular check ins with every member of staff, including openly recognising things done well. A supervision strategy for DSL's and DDSL's to include discussion about behaviour is implemented.

### EFFICIENCY AND EFFECTIVENESS (FINANCIAL MANAGEMENT)

- Timely information provided to Trustees and OPOJ Directors which they devote time to scrutinising.
- KPIs shared with leaders including the OPOJ Regional Director to inform budget setting.
- Vigilance maintained to anticipate the impact of external factors on budgets.
- Cost savings identified where appropriate including in staffing structures.
- Budget software replaced to one that is fit for purpose including for OPOJ.
- For each AIP, an associated costed plan is created.
- A nominated supplier list is distributed to all settings that they comply with.
- Independent condition surveys completed in each setting; priorities used to inform expenditure and bids.
- The government Sustainability Strategy is engaged with.



The Fierté Multi-Academy Trust

Inspiring All to Excellence

### Fierté Trust Improvement Implementation Plan 2022-2025

<b>Pillar: Expert Governance</b> <b>Problem (why?)</b> <i>What needs to change?</i>	<b>Intervention Description (what?)</b> <i>What are the essential ‘active ingredients’ of the intervention?</i> <i>What activities and behaviours will you see when it is working?</i>	<b>Implementation Activities (how?)</b> <i>How will it be done?</i> <i>What blend of activities are required?</i>	<b>Implementation Outcomes (how well?)</b> <i>How will you know that it is working?</i>	<b>Final Outcomes (and so?)</b> <i>How will all relevant parties’ benefit?</i>
<b>Trust Board</b> Due to a lack of strategic focus, Trustees are operational and there is a lack of focus on their accountabilities. Consequently, there is inefficiency in processes and outcomes.  Due to changes in membership, skills are imbalanced.  Commitment is variable.	<b>Active Ingredient 1</b> Working party to investigate and determine the most effective governance model for the Trust. The Trust Board will agree the recommendation made and academies will understand the rationale underpinning this.  <b>Active Ingredient 2</b> Cultures, values, and behaviours of Trustees will be revisited, clearly specified, and reflected on during meetings and in other interactions between Trustees and stakeholders.  <b>Active Ingredient 3</b> The ELT will highlight to Trustees where matters being raised are operational and not within their remit. Similarly, Headteachers will feel empowered to challenge where members of the LGB are being operational.  <b>Active Ingredient 4</b> Formulate an effective communication strategy that is adhered to.  <b>Active Ingredient 5</b> Draft, consult on and implement a specific Scheme of Delegation for Our Pride Our Joy.	<b>Professional development</b> Training on roles, responsibilities, conduct and behaviours to be sourced and provided for Trustees and LGB members. For example, training through visiting and observing another Trust Board/LGB. Identification, training and development of future chairs for the Trust Board/LGBs including chairs of committees, LGBs and the Trust Board.  Further training to be identified following adopting of a preferred governance model.  <b>Monitoring</b> Internal Audit. External review and evaluation of Minutes and attendance. Feedback through Performance Improvement meetings. Feedback following meetings via Forms survey.  <b>Resources</b> To be determined as actions undertaken.	<b>Short Term - Autumn Term 2022</b> <b>Fidelity</b> Working party established included members. Research undertaken by the Working Party.  <b>Reach</b> Working party.  <b>Acceptability</b> Chair of the Trust Board will have constituted the Working Party. All members of the Working Party will have fully contributed and committed. Meetings will have taken place (the number deemed required to achieve the outcomes). Research into a number of different approaches will have taken place (similar size, longer established, larger Trusts etc).	<b>Short Term- Summer 2023</b> Trustees are more strategic and have a heightened awareness of their accountabilities. This is evident through Trust Board Meetings, Committees, and interaction with the ELT. The Chair of the Trust Board models the expected behaviours and requirements of the role.  Commitment of all Trustees has increased and is consistent.  A Scheme of Delegation for Our Pride Our Joy formulated and understood by all parties.  A Trust wide Inset, attended by all people, revisits the values, ethos, and expectations of behaviours of the Trust. The application of Trust values is made explicit within the Inset including: communication and conduct.  A potential Trust Board chair identified and training underway to ensure smooth transition.
<b>Academies</b> Leaders and Local Governing Bodies lack clarity on their responsibilities and what the Trust Board are responsible for.  Due to a lack of reciprocal communication, there is a disparity in perspectives and inconsistency in decision-making.	<b>Active Ingredient 6</b> Determine the barriers to commitment and devise suitable strategies to ameliorate these.  <b>Active Ingredient 7</b>	<b>Added capacity (internal/external)</b> Appropriate provider to be sourced. Links with other Trusts.	<b>Medium Term – Spring Term 2023</b> <b>Fidelity</b> Working party report and recommendation prepared in readiness for the Spring Term Trust Board Meeting.  <b>Reach</b> Trust Board.	<b>Medium Term – Autumn 2023</b>  Trustees’ skills are balanced and meet the needs of the Trust. New Trustees, with the required skills, have been recruited to the Trust Board.  Local Governing Bodies have absolute clarity on their responsibilities and that of the Trust Board.

<p>Commitment is variable within Local Governing Bodies.</p> <p>No longer having a governance expert who can advise and direct LGBs.</p>	<p>All Chairs, including Trust Board chair to have a regular rotation (preferably tenure of no more than 4 years) to ensure accountability and impartiality is maintained.</p>		<p><b><i>Acceptability</i></b> A comprehensive report will have been prepared. The report will include a clear recommendation with justification. All Trustees will have read and reflected on the report prior to voting. A final decision is made that all feel is in the best interests of the Trust (i.e., the Objective).</p>	<p>Leaders (ELT and Headteachers) challenge (in the moment) when governors or Trustees are operational and perceived as unsupportive. All members of Local Governing Bodies and OPOJ Directors are committed to their roles and make an equal contribution.</p> <p>An open, regular, and clearly understood communication strategy is implemented. A Scheme of Delegation for Our Pride Our Joy is implemented.</p> <p>Trustees and governors have the confidence and knowledge required to respond to external scrutiny.</p>
<p><b>Our Pride Our Joy</b> There is a misunderstanding between the governance arrangements that pertain to the Directors and those of the Trust Board.</p> <p>Individual contributions to meetings are variable.</p>			<p><b>Long Term – Summer Term 2023, Autumn Term 2023, Spring 2023</b> <b><i>Fidelity</i></b> Working party recommendation preparations for implementation made. Implement and monitor recommendation from the working party.</p>	<p><b>Long Term-Spring 2023-Summer 2025</b> The Trust Board maintains the strategic focus. All meetings are well attended consistently, and actions are clear, owned by named Trustees.</p> <p>A Governance Expert is employed offering suitable professional expertise to the Trust Board acting as an intermediary between boards and leaders if necessary.</p> <p>Communication continues to be effective.</p> <p>A Scheme of Delegation for Our Pride Our Joy is monitored and evaluated. Suitable amendments made as required.</p>
<p><b>ELT and Central Support Team</b> Due to the variable commitment and involvement of Trustees, the ELT are either over-scrutinised or unsupported.</p> <p>Decision-making can appear from the ELT perspective to be erratic and not always aligned to statutory procedures/guidance.</p> <p>There is an over-reliance on the ELT as a conduit for communication with the CST resulting in a distanced relationship.</p>			<p><b><i>Reach</i></b> Trust Board and LGB’s.</p> <p><b><i>Acceptability</i></b> Decision shared with LGBs and other appropriate stakeholders. Trust Board will have determined the actions required, including a clear timeline, to implement the decision. Preparations will have been made in line with those determined by the Trust Board. Monitoring will have taken place to ensure the desired outcomes are being reached.</p>	
<p><b>External stakeholders</b> A lack of expertise and experience means that Trustees and LGB members are not always well positioned to engage with stakeholders such as Ofsted.</p>				



Pillar: Quality of Education Problem (why?) <i>What needs to change?</i>	Intervention Description (what?) <i>What are the essential ‘active ingredients’ of the intervention?</i> <i>What activities and behaviours will you see when it is working?</i>	Implementation Activities (how?) <i>How will it be done?</i> <i>What blend of activities are required?</i>	Implementation Outcomes (how well?) <i>How will you know that it is working?</i>	Final Outcomes (and so?) <i>How will all relevant parties’ benefit?</i>
<b>Trust Board</b>  Insufficient focus on the quality of education and knowledge of the constituent elements of this.  Variation in outcomes across the Trust (Ofsted designation, attainment and achievement).  Trust wide expectations have not been clarified as the Trust has grown.	<b>Active Ingredient 1</b> Support provided to the Trust Board to extend their knowledge and insight. During Trust Board meetings more time will be spent discussing the quality of education. The amendment of the Curriculum & Standards Committee agenda to ensure there is a focus on all subjects across the academic year. Establish cross Trust subject expert link Governors.  <b>Active Ingredient 2</b> Additional scrutiny and support in place at Ankermoor Primary Academy, Dosthill Primary Academy, Heathfields and Wilnecote Academies. Clear evaluation of where Manor Primary Academy are at and an action plan put in place to ensure they achieve a Judgement of “Good”.  <b>Active Ingredient 3</b> Role and remit of Curriculum Forum revisited including Trust wide Curriculum principles and expectations. A focus on Writing and subjects that have been determined to be less developed.  <b>Active Ingredient 4</b> Establish cross Trust Curriculum leads for all subjects. Ensure there is a clear subject specific pedagogical framework.  <b>Active Ingredient 5</b> All subjects included in collaborative monitoring/Strategic PR.  <b>Active Ingredient 6</b> Assessment outcomes for all subjects to be created.	<b>Professional development</b> Strategic partnership with Gateway Alliance to provide subject specific CPD. Additional follow up for Subject Leaders. Continued engagement with research evidence including that available through the EEF. Professional development for Trustees. Subscription to Kim Scott consultancy. Quality liaison visits for OPOJ from the LA.  <b>Monitoring</b> Amended approach to Collaborative Monitoring and SPR. Trust Board reports. Standards Committee and Curriculum and Standards Committee of LGB Ofsted, DfE, ESFA. Inviting quality assurance from another Trust. Pupil Voice and their lived experience.  <b>Resources</b> Reserves to be used to fund Gateway Alliance for three years. Ofsted subject reviews. Oak National Academy. Further to be identified as required. NPLQ. FFT.  <b>Added capacity (internal/external)</b> Trust Lead Practitioner. Behaviour Hub. Reading Hub. Maths Mastery. John Taylor Teaching School hub. EYFS Hubs. NLE/CEO and NLG for DHA.	<b>Short Term - Summer 2023</b>  <i>Fidelity</i> All Subject Leaders engage with Gateway Alliance and take appropriate actions in their academies. Absolute clarity in place from the Trust Board in terms of expectations around the quality of education for all academies. Academies readily accept support and act on next steps identified. Academies prioritise the quality of education across all subjects.  <i>Reach</i> All academies. OPOJ. Trustees.  <i>Acceptability</i> Substantiate evidence of improvement in key areas identified within each academy and nursery setting. Trustees have a clearer perspective on what constitutes the quality of education. Trust wide strategies have been identified to address attainment in Writing and gaps for disadvantaged and SEN learners. Pupils recognise the increased focus of all subjects across the National Curriculum.	<b>Short Term – Summer 2023</b>  The quality of all subject leadership is “Good” (externally validated where activity has taken place).  Trust Board have dedicated more time to discuss quality of education.  Support for specific academies has had demonstrable impact.  Academies identify strengths of subjects previously identified as weaker or underdeveloped, concurrently strengths in other subjects have been maintained.
<b>Academies</b>  Decline in Ofsted judgement or school self-evaluation in several academies across the Trust. Writing attainment is lowest across all year groups.  Attainment in KS2 is lowest in Y3.  Attainment across Y1 and Y2 is lowest at Heathfields Infant Academy.  Gaps exist in attainment between disadvantaged and non-disadvantaged learners.			<b>Medium Term – Summer 2024</b>  <i>Fidelity</i> Trust wide curriculum principles and expectations are evident across all academies and subjects. Trust curriculum leads are a champion for these and have ensured curriculum intent for each subject is clear and remains fit for purpose.  <i>Reach</i> All academies. OPOJ. Trustees.	<b>Medium Term – Summer 2024</b>  Trust Board focus on the quality of education has become embedded practice and trustees are assured when questioned.  Halved the attainment gap between Writing and Reading, also better than national outcomes (against the 2022 benchmark).  Narrowed the gaps for SEN and Disadvantaged children by half (against the 2022 benchmark).  Any inspections undertaken or external Trust quality assurance have identified the quality of education as good.

<p>Significant gaps in attainment in SEN and non-SEN learners.</p> <p>Attainment across subjects is variable and cohort specific within academies.</p> <p>Academies have identified that subjects requiring most development are Art and Design, Geography, French, Music and RE.</p> <p>Inspection at Ankermoor Primary Academy, Requires Improvement in Autumn 2019.</p> <p>Inspection at Dosthill Primary Academy (Sponsored Academy), Requires Improvement in Summer 2022.</p>			<p><b><i>Acceptability</i></b> Quality of education is “Good” for all subjects across all academies and nursery settings, self-evaluated and externally verified. Strategies implemented show an increase in Writing attainment and reduced gaps for disadvantaged and SEN learners. SEN &amp; Disadvantaged learners identify that they are achieving more across all curriculum subjects.</p>	<p>There is strong Trust wide consensus on Curriculum intent.</p>
<p><b>OPOJ</b></p> <p>Recent Requires Improvement judgement at APA.</p> <p>No nurseries currently judged Outstanding.</p>			<p><b>Long Term – Summer 2025</b></p> <p><b><i>Fidelity</i></b> Assessment outcomes specified for all subjects (manageable in terms of workload) and pupils being assessed against these. Subject specific pedagogy informed by research evidence being implemented across all domains. Curriculum specialism exists within Governance.</p> <p><b><i>Reach</i></b> All academies. OPOJ. Trustees.</p> <p><b><i>Acceptability</i></b> Quality of education is outstanding in several academies and an increasing number of subjects Trust wide. No nursery setting less than good and some outstanding. The child’s perspective is instrumental in informing further curriculum development.</p>	<p><b>Long Term – Summer 2025</b></p> <p>Subject Governors are proactive in supporting Governing Boards across the Trust by sharing expertise.</p> <p>The impact on the supported Governing Board is clear.</p> <p>There is strong Trust wide consensus on Curriculum implementation.</p> <p>All subjects have been moderated across the Trust.</p> <p>The Trust Board are clear on the relative strengths of all curriculum subjects.</p>



Priority 3: Workforce Resilience and Wellbeing Problem (why?) <i>What needs to change e.g., Trust wide behaviour, Central support staff, Admin staff or leaders' behaviour, attainment?</i> <i>Which strategic pillar does the priority align to?</i>	Intervention Description (what?) <i>What are the essential 'active ingredients' of the intervention?</i> <i>What activities and behaviours will you see when it is working?</i>	Implementation Activities (how?) <i>How will it be done?</i> <i>What blend of activities are required?</i>	Implementation Outcomes (how well?) <i>How will you know that it is working?</i> <i>Do leaders feel the approach is feasible and useful?</i>	Final Outcomes (and so?) <i>How will pupils, teachers, and the school benefit?</i>
<p>The staff Wellbeing survey identified;</p> <ul style="list-style-type: none"><li>• <b>Lack of time associated with general workload as an issue.</b><ul style="list-style-type: none"><li>• <b>Disparity across roles responsibilities and expectations.</b></li><li>• <b>Poor quality of resources.</b></li><li>• <b>Consistency and application of policies, procedures and processes.</b></li><li>• <b>Communication issues.</b></li><li>• <b>Opportunities to enhance support further.</b></li></ul></li></ul>	<p><b>Active Ingredient 1</b> Ensure all meetings are necessary, efficient and effective. (AT 2022)</p> <p>Time for teachers to talk to TA’s and Support Staff. (SuT 2023)</p> <p>Ensuring administration and marking are manageable. (SpT 2023 – AT 2023)</p> <p>Handovers between part time staff and job share. (SuT 2023).</p> <p>Improving personal planning and organisation skills. (SpT 2023).</p> <p><b>Active Ingredient 2</b> Ensuring that all Job Descriptions are reviewed at each performance management meeting. (AT 2022; 2023; 2024).</p> <p>Ensure that each member of staff has a contract that is up to date. (SuT 2023).</p> <p>Recruiting volunteers to undertake tasks such as reading and support roles. (SpT 2024).</p> <p><b>Active Ingredient 3</b> Undertake a review of resources to ensure they meet requirements and that they are of a suitable quality (this includes IT resources). (SuT 2023).</p> <p>Consider the budget implications of the review of resources. (SuT 2023).</p> <p>Make clear to all staff that they should not be purchasing resources to meet requirements. (AT 2022; 2023; 2024).</p> <p><b>Active Ingredient 4</b> Devise and agree a Trust wide Email policy. (AT 2022).</p>	<p><b>Professional development</b> Research approaches to effective marking through a working party. <b>Professional development</b> Develop a cross Trust effective marking policy through a working party. External provider to deliver training; In prioritisation and effective organisation (to include the use of Office 365). To staff to ensure they are effective in having challenging conversations. To staff on effective and efficient communication. <b>Monitoring</b> Working party to monitor implementation and impact of the pillar (representatives from across roles and settings). Include further surveys and face to face consultation meetings. ELT to quality assure the CST alongside the performance management process. The Trust Board to identify a lead trustee to liaise with the working party and monitor the impact of this pillar. <b>Resources</b> Release time for members of the working party. Trust Inset day to be used to provide training. Budget meetings to include discussion of resources. <b>Added capacity (internal/external)</b> Suitable external training partner. Insight HR and Stone King advice Time and energy devoted to the pillar. Personal responsibility.</p>	<p><b>Short Term - 2022</b> <b><i>Fidelity</i></b> Leaders in each school will have consulted their staff regarding meetings and made changes. Team leaders have discussed Job Descriptions at all performance management meetings. CFOO will have issued a statement to all staff (Annually) stipulating that there is no requirement for staff to purchase resources. ELT will have drafted and consulted on a Trust wide email policy. The Trust Board will have issued a statement to parents clarifying acceptable standards and conduct. Audit of PPA time completed. The ELT will set the expectation that there should be a daily check in with all staff by a Senior Leader. Supervision will have been discussed at the Safeguarding Forum.</p> <p><b><i>Reach</i></b> All academies. OPOJ. Trustees.</p> <p><b><i>Acceptability</i></b> Consultation with staff has taken place with implementation from Spring 2023. That ever member of staff has a Job Description. Consistency of Job Descriptions for similar roles across that Trust. Staff are not purchasing resources that they are required to use as part of their role. An email policy has been created which all staff and Trustees adhere to. The communication has been sent to all parents. Where PPA is not in line with statutory regulations adjustments have been made. Senior leaders are undertaking daily check ins. The agreed supervision strategy will have begun to be implemented.</p>	<p><b>Short Term – 2023</b> Surveys and staff confidently improvement in wellbeing (Including work life balance) specifically related to;</p> <ul style="list-style-type: none"><li>• Meeting.</li><li>• Job Descriptions</li><li>• Resources</li><li>• Emails</li><li>• Parents</li><li>• PPA time</li><li>• Check ins</li><li>• Supervision.</li></ul>

	<p>Clear messaging from the Trust Board regarding the behaviour and conduct of parents. (AT 2022; 2023; 2024).</p> <p>Training of staff on how to manage and deal with difficult conversations. (SpT 2023).</p> <p>Training leaders to operate a robust Induction process. (SpT 2023; 2024; 2025).</p> <p>Identifying the training requirements of medical needs and providing this. (SpT 2024).</p> <p>Review and ensure that all teachers are receiving the allocated PPA time. (AT 2022).</p> <p>Review marking policies across all Academies. (Su 2023 – AT 2023).</p> <p>Review behaviour policies to ensure a consistent approach across the Trust. (SpT 2024 – SuT 2024).</p> <p><b>Active Ingredient 5</b> Consult all staff on the use of Teams ensuring that is not used in place of face to face discussions. (SpT 2023).</p> <p>Training for leaders and staff on communication. (SpT 2023).</p> <p><b>Active Ingredient 6</b> Ensure leaders are undertaking regular check ins with every member of staff, including openly recognising things done well. (AT 2022)</p> <p>Devise and implement a supervision strategy for DSL’s and DDSL’s to include discussion about behaviour. (AT 2022- SuT 2023).</p>		<p><b>Medium Term - 2023</b> <i>Fidelity</i> Academies will have identified workable times for TA’s, Support Staff and part time workers to meet with Teachers. The marking and feedback working party will have been established. Training on personal planning and organisational skills will be delivered. Consultation on the use of Teams undertaken. Training for leaders and staff on communication undertaken. (January Inset 2023). All staff will have a current and suitably comprehensive contract. Leaders will have undertaken an audit and identified resource requirements.</p> <p><i>Reach</i> All academies. OPOJ. Trustees.</p> <p><i>Acceptability</i> TA’s, Support Staff and Part Time workers will be meeting with Teachers. A Trust wide research informed marking and feedback policy formulated. Staff have knowledge of practical strategies to support their personal organisation. Use of Teams have been streamlined and where it has been identified as the most appropriate format. Staff and Team Leaders are aware of the employment terms and conditions. The CFOO and Trust Board have clarity on the resources required and the associated costings across the Trust. Staff and leaders have knowledge of what constitutes effective communication. Implementation of effective approaches commenced.</p>	<p><b>Medium Term - 2024</b> Surveys and staff conf identify improvement in wellbeing (Including work life balance) specifically related to;</p> <ul style="list-style-type: none"><li>• Time for staff to meet.</li><li>• Marking and feedback</li><li>• Organisation and personal planning</li><li>• Use of teams</li><li>• Communication</li><li>• Contracts</li><li>• Resources</li></ul>
		<p><b>Long Term - 2024</b> <i>Fidelity</i> Additional volunteers have been recruited. Training for medical needs is identified by the CST. A working party has been set up to develop a consistent behaviour policy.</p> <p><i>Reach</i> All academies. OPOJ. Trustees.</p> <p><i>Acceptability</i> Volunteers are undertaking roles which add capacity.</p>	<p><b>Long Term – 2025</b> Surveys and staff conf identify improvement in wellbeing (Including work life balance) specifically related to;</p> <ul style="list-style-type: none"><li>• Support from Volunteers</li><li>• Medical needs training</li><li>• Behaviour policy</li></ul> <p>Identification of further mechanisms for maintaining and improving wellbeing across the Trust.</p>	

			Suitable training has been identified that meets requirements. A behaviour policy has been formulated that all commit to.	
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<b>Priority 4: Efficiency and Effectiveness (Financial Management)</b> <b>Problem (why?)</b> <i>What needs to change e.g., Trust wide behaviour, Central support staff, Admin staff or leaders’ behaviour, attainment?</i> <i>Which strategic pillar does the priority align to?</i>	<b>Intervention Description (what?)</b> <i>What are the essential ‘active ingredients’ of the intervention?</i> <i>What activities and behaviours will you see when it is working?</i>	<b>Implementation Activities (how?)</b> <i>How will it be done?</i> <i>What blend of activities are required?</i>	<b>Implementation Outcomes (how well?)</b> <i>How will you know that it is working?</i> <i>Do leaders feel the approach is feasible and useful?</i>	<b>Final Outcomes (and so?)</b> <i>How will pupils, teachers, and the school benefit?</i>
<b>Trust Board</b> <b>A lack of appropriate challenge and focus on important priorities in relation to finances and KPIs results in a limited insight into financial issues of priority.</b>  <b>It is a challenge to set balanced budgets due to the current cost of living crisis and other financial pressures.</b>  <b>Preparation of budgets is hindered using Access.</b>	<b>Active Ingredient 1</b> Provide timely information to Trustees and OPOJ Directors which they devote time to scrutinising. (Autumn 2022)  <b>Active Ingredient 2</b> KPIs will be shared with leaders including OPOJ Regional Director to inform budget setting. (Autumn 2022)  <b>Active Ingredient 3</b> Maintain vigilance to anticipate the impact of external factors on budgets. (Ongoing)  <b>Active Ingredient 4</b> Continue to identify cost savings where appropriate including staffing structures. (Ongoing)  <b>Active Ingredient 5</b> Replace budget software to one that is fit for purpose including OPOJ. (Spring 2023)	<b>Professional Development</b> Interpreting and formulating appropriate questions (Finance) New budget software Level 7 CIPFA Qualification (Diploma) <b>Monitoring</b> Monthly Budget Meetings (ELT and CoTB) will monitor KPIs Audit CFOO PM MLG will monitor the time reduction in the new software Trustees will monitor the AIPs (costings) CST monitor the usage of the approved supplier list <b>Resources</b> Financial Budget Software <b>Added Capacity</b> External provider for condition surveys MLG	<b>Short Term (2022)</b> <b><i>Fidelity</i></b> AI1: Training is undertaken with report provided in an agreed, Trustee friendly format. AI2: KPIs and their impact are understood by leaders e.g., pupil numbers, PAN. AI3: DFE workshops, CST, MLG, Gateway Alliance training undertaken. AI4: Monthly budget meetings with leaders AI9: Knowledge extended from engagement with DfE Workshops, Entrust, CST <b><i>Reach</i></b> All academies OPOJ Trustees <b><i>Acceptability</i></b> Trustees have a clearer perspective on the Trust financial management demonstrating a clear insight into financial priorities. KPIs are used to inform budget setting in every budget meeting. Action is taken to reduce deficit budgets aligned to the KPIs.	<b>Short Term</b> Trustees are more strategic in relation to finances and use their knowledge to inform decision making. This is evidenced through the Finance Committee and Trust Board meetings.  The use of KPIs is continually reviewed and information acted upon by leaders. This is quality assured through monthly budget meetings. Increasingly, all KPIs are met across all settings.  Ongoing reporting or reforecasting of budgets is carried out informed by external factors and reported to Trustees so there is a clear rationale for all decisions made.
<b>Academies</b> Financial expenditure does not align to AIPs sufficiently and needs to be both short and long term.  A lack of clarity with approved suppliers across the Trust compromises best value.  Five Year Asset Management Plans do not identify priorities and financial resources long term.	<b>Active Ingredient 6</b> For each AIP, an associated costed plan is created. (Spring 2023)  <b>Active Ingredient 7</b> Distribute a nominated supplier list following a procurement exercise to all settings that they comply with. (Summer 2023)  <b>Active Ingredient 8</b> Undertake independent condition surveys in each setting. Priorities to inform expenditure and bids. (Autumn 2023, 2024,2025)		<b>Medium Term (2023)</b> <b><i>Fidelity</i></b> AI9: A Sustainability Plan is crafted. AI5: Research and procurement of suitable budget software AI6: An AIP Associated Costed Plan is crafted and shared with leaders. AI7: A nominated supplier list is created following procurement protocols. Communicated to all settings. <b><i>Reach</i></b> All academies OPOJ Trustees	<b>Medium Term</b> Budgets identify and implement cost savings and are better informed as a result of the alignment between AIPs and the associated costs. All budgets balance in-year or, where this is not feasible, clear plans are in place to achieve this within three years.  New Budget Software is implemented that all stakeholders identify as more appropriate, efficient and effective.

	<b>Active Ingredient 9</b> Engage with the government Sustainability Strategy. (Ongoing)		<b><i>Acceptability</i></b> The Sustainability Plan is established, and a report shared with Trustees with recommendations. Newly procured budget software is ready for implementation. All settings comply with the nominated supplier list and this is monitored by the CFOO. An Associated Costed Plan will have been produced for each AIP.	
<b>OPOJ</b> Due to budget allocations being inconsistent across all settings Directors are unable to monitor the financial performance of each setting.			<b>Long Term (2024-2025)</b> <b><i>Fidelity</i></b> AI3: Review external sources of information for relevancy and implications acted on. AI4: A balanced budget will be achieved in all settings and, where they are not, a plan will be in place. AI8: Condition surveys are undertaken in each setting. AI9: The recommendations of the Sustainability plan are implemented.  <b><i>Reach</i></b> All academies OPOJ Trustees  <b><i>Acceptability</i></b> The CFOO will have presented financial risks to the Trust Board Trustees accept recommendations for budgets and the Three-Year Budget Forecast reflects the agreed position. The Trust Board will have determined the actions required to fulfil statutory compliance with condition surveys. The Sustainability plan is evaluated for impact and reported to the Trust Board.	<b>Long Term</b> Future risks are identified appropriately and informed by the most applicable evidence. Trustees identify what and where income will be used to mitigate the liabilities.  Trustees and leaders will be more aware of the financial position in their academies and across the Trust as a result of consistent budget allocations, reporting and monitoring.  A Five-Year Asset Management Plan is in place, monitored and reported against.  A Sustainability Plan is in place, monitored and reported against.  Quality and best value is achieved by all settings following Trust procurement processes.