



Trust Strategic Plan 2021 to 2024



LIGHTHOUSE
SCHOOLS PARTNERSHIP

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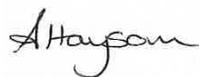
Introduction from Adele Haysom, Chair of the Board of Trustees, and Gary Lewis, Chief Executive

When we launched this plan in June 2021 we noted how much our Trust had changed and how this document aimed to adapt our mission and services to a new context with just under 10,000 pupils and the need to deliver education brilliantly and at scale. That need has only intensified as time has passed. We are now at 12,500 pupils and operating across four local hubs. We have a larger and better structured central team and a greater appetite for partnership solutions. One sign of that is a tweak that we have made to our vision statement. Previously the text finished with a statement about delegation to schools being our distinctive characteristic. We now feel that this is time-spent. Partnership must be our defining quality. That does not mean that we do not delegate, as we do in virtually every aspect of our activity, but it is the partnership which brings the added value to schools. We have seen that abundantly in business services, primary curriculum and school improvement and this plan advances it further across secondary education, SEND and professional development.

You will see that our SEND strategy and annual plan focus on universal provision of first teaching in the classroom being as inclusive as possible. Simply put, we believe that the great majority of pupils with SEND will benefit most from education in the very centre of their classrooms rather than through intervention at the margin or outside mainstream provision. Where interventions do occur, we believe that they should ideally be early and time limited.

We are also applying the same logic to the inclusion of children and young people facing dysregulation and mental health challenges. A relational approach matched with clear and effectively communicated expectations and boundaries will help us ensure that we minimise the time spent outside classroom learning.

When we started this Trust in 2016 we talked about Continuous Professional Development being at the heart of all that we do. This continues to be the case. All our endeavours depend on the skills, talent and motivation of our professionals, so this plan aspires to deliver an excellent and nourishing training offer for them.



Adele Haysom MBE
Chair of Trustees
May 2023



Gary Lewis
Chief Executive
May 2023

Vision Statement

‘Flourishing in Partnership’

Our Vision

- A deep partnership where our schools flourish
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Our Beliefs

- Education transforms our lives for the better and forever
 - Disadvantaged and vulnerable pupils deserve priority
 - Great teaching leads to great learning
 - Partnership and professional generosity extend opportunity for pupils and colleagues
 - Coherence requires some alignment but also enables local decision making
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Our Aims

- Strong and improving outcomes, especially for disadvantaged children and young people
 - A rich and exciting curriculum where our pupils thrive and develop character
 - Excellence in teaching, professional learning and staff development
 - Extraordinary opportunities for both pupils and professionals
 - Delivering more and improving quality through collaboration
 - A humane, ethical, ecological and generous culture in all our activities
 - Strong and strategic leadership and governance at all levels
 - High quality and cost-effective central services
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Trust Strategic Objectives 2021-2024

The Board of Trustees have agreed five key strategic objectives to steer the Trust's growth and development over the next 3 years. They are:

Educational standards and experience (SO1): maximising the quality of provision in all Trust schools.

1. To ensure our schools provide the very best teaching to promote high-quality learning and strong outcomes for our children and young people, enabling staff to make a real difference to pupils in every school.
2. To ensure that targeted and appropriate provision promotes social mobility and is delivering ambitious outcomes for SEND and disadvantaged pupils.
3. To bring together the Trust School Improvement work and Professional Development to deliver excellent teaching and learning, disseminate best practice and to grow current and future leaders.
4. To develop and maintain a rich and exciting curriculum by sharing high quality planning, resources and expertise to ensure clear progression in knowledge and skills towards agreed end points.
5. To ensure that all schools improve their Ofsted grading if they were requiring improvement or are in a category of concern on joining the Trust; or maintain their grading if good or outstanding; or improve their grading from good to outstanding.
6. To ensure that there is a rigorous and robust programme of quality assurance that helps to support staff, build expertise and capacity, inform governance and raise standards to deliver positive outcomes for pupils.

Leadership and governance (SO2): building ambitious leadership and governance for our schools.

1. To ensure that the Board of Trustees acts in the best interests of the Trust, governing in accordance with its articles of association and having governance arrangements that demonstrate vision, clarity of relationships, effective oversight and sustainability whilst achieving the greatest possible economies and value to schools in line with the Trust's aims, values, mission and style.
2. To ensure that LGBs, executive leaders and Trust headteachers provide effective leadership (both rigorous and supportive) and deliver an excellent school experience that is sustainable over time by embedding systems leadership and securing effective governance.

3. To delegate decision-making appropriately so that schools have both the capacity and resources to fulfil the Trust's educational and organisational objectives.

People (S03): Being an excellent employer.

1. To provide staff with excellent professional learning opportunities to support their career progression.
2. To develop future leaders, headteachers and chairs of local governing bodies to ensure an effective succession planning for Trust schools.
3. To attract, develop and retain talented and capable staff to posts in our schools and central team.

Partnerships (S04): Building external partnerships and alliances to extend the reach and depth of our offer to pupils, communities and staff.

1. To grow the Trust in a measured way to ensure that standards are maintained and improved and that there is sufficient capacity to bring about rapid progress as required.
2. To work collaboratively with strategic partners (our Local Authorities, the Diocese of Bath and Wells and other Multi-Academy Trusts) to build capacity for the whole school system.
3. To engage with opportunities to sponsor existing schools or deliver new schools/provision to meet the needs of our pupils, geographical area and communities (this may include special or alternative provision).

Operational effectiveness (S05): ensuring a financially viable and sustainable multi-academy trust delivering high quality and cost effective services to schools; enabling schools to maximise their resources to increase the quality of provision.

1. To ensure that the Trust has business arrangements that are efficient, effective, and enables it to deliver on its commitments to grow and prosper and to deliver value for money across all our operations.
2. To optimise the budget, we will aim to deliver best practice, but at the same time minimise risk and provide value for money.

3. To support schools to maximise the resources to improve outcomes for children and young people through activity such as the joint procurement of services to bring about better value for money and economies of scale.
4. To develop an efficient and effective school estate which supports and responds to enable the delivery of education services across the Trust.
5. To reach net zero carbon emissions by 2035



Three Year Outcomes and Action Plans

Educational standards and experience (SO1): maximising the quality of provision in all Trust schools.

1. To ensure our schools provide the very best teaching to promote high-quality learning and strong outcomes for our children and young people, enabling staff to make a real difference to pupils in every school.
2. To ensure that targeted and appropriate provision promotes social mobility and is delivering ambitious outcomes for SEND and disadvantaged pupils.
3. To bring together the Trust School Improvement work and our new Professional Development Centre to deliver excellent teaching and learning, disseminate best practice and to grow current and future leaders.
4. To develop and maintain a rich and exciting curriculum by sharing high quality planning, resources and expertise to ensure clear progression in knowledge and skills towards agreed end points.
5. To ensure that all schools improve their Ofsted grading if they were requiring improvement or are in a category of concern on joining the Trust; or maintain their grading if good or outstanding or improve their grading from good to outstanding.
6. To ensure that there is a rigorous and robust programme of quality assurance that helps to support staff, build expertise and capacity, inform governance and raise standards to deliver positive outcomes for pupils.

Outcomes: Years 1-3

Year 1	Year 2	By Year 3
A revised Trust-wide school improvement strategy is in place and new forms of working are trialled.	School improvement is a collaborative strategic enterprise across the Trust informed by excellent CPD opportunities to ensure the very best teaching and pupil outcomes.	Trust School Improvement Strategy is reviewed and revised by new Directors of School Improvement and Secondary Education.
The LSP Centre for Professional Development is established from our work with our former Teaching Schools. It provides high quality, research informed CPD for both our Primary and Secondary leaders,	The Trust supports career development from initial teacher training (focussed on shortage skills) through to Senior Leadership.	Instructional coaching is developed as a lever of school improvement in supporting leaders and teachers to deliver strong outcomes for pupils and staff

teachers and support staff on Curriculum and Pedagogy.	The Early Career Framework is embedded and supporting the development of excellent teachers.	
Trust schools have full COVID Recovery plans based on Education Endowment Fund advice. This work has a particular focus on excellent provision for disadvantaged students with additional support from the Centre for Professional Development	Schools have an enhanced programme for disadvantaged pupils and the disadvantaged gap improves or closes for most disadvantaged students.	COVID recovery is completed with learning from this experience embedded in practice.
		Evidence based practice on relational classroom and behaviour management is disseminated to deepen inclusion of pupils with Adverse Childhood Experience (ACE) or mental health challenges
Develop Trust Standards for Curriculum and Pedagogy which support teachers to be as good as they can in what they teach and how they teach. These standards can be applied into each school's context and also support each school's preparation for inspection.	Work across and between Trust schools is enhanced because there is a common understanding of key elements of curriculum and pedagogy.	Coaching for continuous improvement for all teachers is supported by a common understanding of pedagogy.
	There is coordinated transition and development of strong connections between primary and secondary schools and key stages.	
	Trust schools embed developments in curriculum to address key areas of concern e.g., sexual harassment, black history, mental health and environmental/carbon strategy.	
Secondary schools have developed a clear framework for Learning and Teaching and are sharing training opportunities through Centre for Professional Development	Secondary Schools have identified common assessment opportunities across a range of subjects and are able to compare progress and mobilise School Improvement support between schools.	Secondary schools deliver on their road map for a pathway to greater collaboration on curriculum, assessment, pedagogy etc.
A new LSP Director of Inclusion is seconded/employed to provide specialist challenge and guidance for SEND across Trust schools.	There is greater alignment of identification of SEND pupils, provision and practice for SEND pupils across the Trust.	All schools are working to common principles of Universal Provision (UP) and management of the SEND register (on Provision Map) to identify the provision for pupils whose SEND needs are not met by UP.

	Early intervention nurture provision has been trialled and evaluated as potential model for reducing SEMH needs	Our schools will be working in partnership with Nurture UK to align whole school practices and develop agreed consistencies to support effective management of increasing SEMH needs.
	Develop evaluative tools focussed on gathering pupil data on the Equalities agenda to support formation of strategic plan.	A small number of our primary schools will trial a new model of deploying teaching assistants 'learning Partners' to ensure effective support for SEND and other pupils.
Trust schools have an annual SDP based on the LSP model and work together on some common priorities whilst also being supported to maintain and enhance their own ethos.	Leaders are supported to think carefully about strategic long-term planning for Teaching and Learning in each school.	Strategic leadership is strong in all our schools. All leaders have clarity of vision and know how to create alignment around teaching and learning as a result of effective CPD and QA processes

Annual plan: SO1 *Educational standards and experience*

What will we do?	Lead	Timescale	Outcome
Deliver on the detailed plans for greater alignment and partnership between secondary schools in the Trust (see appendix)	DSE	July 2024	Core curriculum principles implemented, curriculum networks established in Eng, Ma and Science, overall assessment principles agreed and first steps in place toward common assessment and reporting structure at KS3.
All schools are working to common principles of Universal Provision (UP) and management of the SEND register (on Provision Map) to identify the provision for pupils whose SEND needs are not met by UP	Dol	July 2024	More pupils have their needs met within a well-developed Universal provision. Schools and their SENDCOs have a robust system of monitoring to enable the accurate use of the SEND register provision where needed. Confident communication of the above leads to increased parent confidence.

<p>Our schools will be working in partnership with Nurture UK to align whole school practices and develop agreed consistencies to support effective management of increasing SEMH needs.</p>	<p>DoI</p>	<p>2 year project starting October 2023.</p>	<p>Accreditation of schools meeting the necessary standards will take within place 1 - 2 years .</p> <p>Schools will reduce numbers of suspensions / PEXs where they have them.</p> <p>Increase in attendance (particularly for the disadvantaged group).</p>
<p>A small number of our primary schools will trial a new model of deploying teaching assistants 'learning Partners' to ensure effective support for SEND and other pupils.</p>	<p>DoI</p>	<p>July 24</p>	<p>Well trained and deployed learning partners leads to increased outcomes for SEND pupils. (Yr1expectation - increased independence and self-efficacy)</p>
<p>Create a trust wide pedagogical framework based on Rosenshine's principles.</p>	<p>DoL</p>	<p>April 24</p>	<p>All teaching staff have a common understanding of evidence based pedagogy and what this looks like in their classrooms.</p> <p>Framework provides an effective tool for school improvement for school leaders, including being used to support instructional coaching.</p> <p>School leaders are able to develop and improve teaching through improved pedagogy in their classrooms.</p> <p>Framework improves quality of teaching and pupil outcome sin our schools, particularly for disadvantaged pupils, so that all LSP schools achieve above national results in primary statutory assessments.</p>
<p>Continue to develop the LSP primary curriculum to ensure that concepts are strengthened to enhance pupil learning and outcomes</p>	<p>DoL</p>	<p>July 24</p>	<p>Creation of Curriculum Leaders for key primary curriculum areas.</p> <p>LSP curriculum continues to be reviewed and developed in order to improve pupil outcomes.</p> <p>School leaders are able to support the development and adaptation of curriculum in their schools.</p> <p>Teachers are able to adapt delivery of LSP curriculum to meet the needs of their classes.</p>

			Schools who are newer to the Trust share in the curriculum journey taken by the Trust
Transition between KS2 and 3 ensure children's attainment is maintained. Existing provision is reviewed and new provision is planned.	DoL & DSE	July 24	Curriculum progression between KS2 and 3 is secure. Pedagogy supports children to ensure learning between KS2 and 3 is not lost Effective assessment ensures that no learning is lost in the transition to KS3
Attendance rates are improved and persistent absenteeism is reduced, particularly for disadvantaged pupils, to ensure that attainment is improved by regular school attendance.	DoL & DSE	July 24	Continued review of LSP attendance policy to ensure it is effective and supports best practice and DfE guidance. Data is used effectively and in a timely way to improve school attendance All school staff understand their role in developing strong relationships with pupils and families to improve attendance Systems, processes and CPD allow schools to develop highly effective attendance procedures Attendance for all pupils but particularly key groups is improved.
Revise the Trust Disadvantaged offer	DSI	April 24	Disadvantaged group performance is prioritised in all School Improvement meetings Schools identify clear and achievable targets for disadvantaged pupils School leaders can demonstrate the positive impact of funding on disadvantaged learners Outcomes in reading, writing and maths of disadvantaged learners is at least in line with national average Attendance for disadvantaged learners is at least in line with national average
Revise the school Improvement offer for primary schools to ensure that it flexibly	DSI	July 24	The revised school improvement offer is clearly articulated in writing

<p>meets the needs of schools as well as building capacity within schools and across the Trust</p>			<p>School leaders fully understand and actively engage in the school improvement offer at school and Trust level</p> <p>School leaders enact effective Quality Assurance (QA) processes in their schools</p> <p>School categorisation includes refined criteria that link to school's Self Evaluation framework (SEF) and subsequent School Development Plan (SDP)</p> <p>Schools in the OFSTED window who are at risk of becoming Requires Improvement (RI) receive a good grading</p> <p>Schools graded as RI/ Inadequate receive a good grading</p> <p>Schools not in excellent or refinement move at least 1 categorisation banding</p>
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Leadership and Governance (SO2): building ambitious leadership and governance for our schools.

1. To ensure that the Board of Trustees acts in the best interests of the Trust, governing in accordance with its articles of association and having governance arrangements that demonstrate vision, clarity of relationships, effective oversight and sustainability whilst achieving the greatest possible economies and value to schools in line with the Trust aim, values, mission and style.
2. To ensure that LGBs, executive leaders and Trust headteachers provide effective leadership (both rigorous and supportive) and deliver an excellent school experience that is sustainable over time by embedding systems leadership and securing effective governance.
3. To delegate decision-making so that schools have both the capacity and resources to fulfil the Trust's educational and organisational objectives.

Outcomes: Years 1-3

Year 1	Year 2	By Year 3
<p>Trustees and Governors self-assessments identify that any capacity lost in pandemic has been recovered.</p>		

New aligned job descriptions and contracts are in place for LGB clerks.	Governance Professional Network is co-ordinating and levelling up standards of governance across the Trust.	
Appoint Lead Governance Professional to support Board level governance and co-ordinate the work of clerks and LGBs.		New Head of Administration has put in place clear reporting structure to ensure that complaints are progressed and Trustees and Governors have visibility of concerns raised and outcomes.
Lead Governance Professional works with Centre for Professional Development to review and revise the training offer for Governors.	Training programme for governors has been refreshed and is supporting skilled and effective governance at all levels.	
New Centre for Professional Development reviews and refreshes Leadership CPD options, including pathways for both middle and senior leaders.	Challenge Partners approach to QAR (or similar) made available to Primary Senior Leaders.	New CPD opportunities have been identified to address shortage priorities - Primary DH and HTs, SENCOs, Church School leaders
		Centre for Professional Development is renamed Lighthouse Learning and offers a traded service to disseminate good practice more widely and generate income.
New Challenge Partners Quality Assurance Review for Middle Leaders is developed in partnership with LSP schools.	Challenge Partners approach to QAR (or similar) made available to Primary Senior Leaders.	
Review of line management practices to ensure that all Headteachers have regular contact with Chief Executive and that support is prioritised to new Heads and leaders facing greater challenges.	Trust line management practices (exploiting digital platforms) support effective and collaborative leadership. Line management includes review and challenge on financial effectiveness.	
Small schools' strategy and changes to Trust central team delivery reduce local compliance demands on small schools. Impact evaluated to determine	Centralisation of finance, admin, HR and estates work in a small schools team, as determined by exploratory activity in Year 1.	Small schools working in more efficient and sustainable model allowing Heads and Governors to prioritise quality of education.

future provision and, if appropriate, identify lessons for overall services in the Trust.	Revised Scheme of Delegation allocates differing levels of decision-making to schools based on size and capacity.	
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Annual plan: SO2 - Leadership and governance

What will we do?	Lead	Timescale	Outcome
Training plan for governors reviewed to meet need. Governor training plan incorporated into Lighthouse Learning.	Head of Admin	Spring 2024	Increased: coordination of training for different stakeholders, visibility and participation
Lighthouse Learning established incorporating leadership and governance development opportunities	DoL	Autumn 2023	Coordination of development activity for all types of staff and those in leadership and governance roles
Complaints register for whole Trust established.	Head of Admin	Spring 2024	Governors and Trustees have clear sight of complaints, can monitor trends and themes and have assurance that leaders are addressing and learning from concerns raised.
LSP works as a founding Trust in the West 100 (Reach Foundation initiative to identify and train 100 new Heads for the West of England Region).	DoL	Autumn 2023	5/6 potential future heads are prepared for school leadership over next three years. Trust sponsored delegates have secondment opportunities across the Trust
Trust sponsors places on Exemplary Leadership Programme .	DoL	Autumn 2023	Existing leaders improve their knowledge of behaviour, curriculum and pedagogy to improve pupil outcomes and are prepared for future demanding roles.

Leadership programmes are developed to meet the needs of schools and potential leaders within the Trust	DoL	Spring 2024	Future leaders have an opportunity to receive mentoring, see role models and test their skills in a shadow selection centre. Future DHs and HTs developed for the region's schools.
HT line management process is formalised with co-ordinated review schedule, monitoring of attendance and performance data and financial information.	CEO	Autumn 2024	Greater support and challenge for HTs and closer assurance for LGBs and Trust Board.
Undertake an external review of governance to consider how our model can be further developed to support accountability and challenge for schools.	CEO	Summer 2024	Improved clarity of key responsibilities and clarity of delegation between Board of Trustees and Local Governing Bodies.



People (SO3): Being an excellent employer

1. To provide staff with excellent professional learning opportunities to support their career progression.
2. To develop future leaders, headteachers and chairs of local governing bodies to ensure an effective succession planning for Trust schools.
3. To attract, develop and retain talented and capable staff to posts in our schools and central team.

Outcomes: Years 1-3

Year 1	Year 2	By Year 3
Establish career development structure to allow opportunities for the development of all staff across the Trust by engaging with leadership teams across the schools. Ensure that all staff receive a meaningful and timely annual appraisal.	Utilise and embed effective appraisal arrangements and systems to improve the accessibility of career opportunities.	Align LSP Appraisal approach with that of Churchill Academy and Sixth Form.
	Develop and begin to monitor performance management data from the HR system to identify emerging patterns. e.g. turnover, sickness	Embed the use of performance management data.
Work with the Centre for Professional Development to ensure that the programme of development is aligned to need, well utilised, targeted and impacts the way we deliver change.	Develop and embed the programme of leadership development. Further develop opportunities for young people to develop through apprenticeships within the Trust.	Continue to develop leadership development across the Trust. Raise the profile of development. Promote opportunities for young people through apprenticeships within the Trust.
Review career stage expectation document	Establish a suite of graded job descriptions and professional expectations.	

Engage with schools on how to enhance our succession planning.	Develop and embed succession planning across the Trust, enabling the mobility of staff.	
Explore staff attitudes to the current reward package.	Review current reward strategy and benchmark against other employers.	Develop the reward strategy across the Trust.
		Development of Learning Partners model to make recruitment of TAs more appealing.

Annual plan: SO3 - People

What will we do?	Lead	Timescale	Outcome
Revise and improve our staff Appraisal Policies so that they are efficient, developmental and directly related to the needs of schools.	DSI	Summer 2024	<p>LSP Policies are more streamlined and fully reflect our principles of putting staff development at the heart of our work.</p> <p>Staff appraisal objectives are linked to the SDP and Trust development priorities</p> <p>Staff receive high quality feedback on their performance against set criteria</p> <p>Schools graded as RI/ Inadequate receive a good grading</p> <p>Schools not in excellent or refinement move at least 1 categorisation banding</p>

Develop reporting from the HR system on turnover and sickness.	DHR	Autumn 2023	Improved information to identify trends and areas of support required for staff wellbeing across the Trust. To enhance workflow notifications for line managers within schools.
Identify development activities and enhance current procedures to further support development practices. Promote development across media platforms.	DHR	Spring 2024	Improved accessibility to development across the Trust.
Build upon the suite of job descriptions available for use across the Trust to include new schools to the Trust.	DHR	Summer 2024	A reliable graded job description identifying roles that are utilised across the Trust. Ensures consistency of gradings when using Trust wide job descriptions.
Engage with leaders across the Trust to develop the mobility of staff and support succession planning. Supporting leaders with the right skills in order to develop into future roles.	DHR	Spring 2024	Developing leaders across the Trust, available at the right time, and with the right skill set.
Engage with wellbeing and service providers to enhance current benefits offering to staff.	DHR	Summer 2024	Competitive wellbeing, development and benefits package, supporting wellbeing for current staff, and attractive for new recruits.
Development of Learning Partners model to make recruitment of TAs more appealing.	DoI	July 2024	Impact Ed research outlines benefits to learning partners in terms of job satisfaction and wellbeing. This will provide confidence in using this model in other trust schools.
Review areas that increase teacher workload to ensure practises across the Trust minimise and reduce workload to improve recruitment and retention.	DoL	July 2024	Support school leaders to review procedures in schools around assessment, marking and planning to reduce unnecessary workload for teaching staff. Recruitment and retention of teachers is improved

Develop career 'roadmaps' to support career development that are enabled through the LSP Learning offer.	DoL	Jan 2024	A variety of career paths are developed for staff, especially for teaching staff Leadership opportunities increase the number of school leaders
Introduce new Induction events to welcome new employees and introduce them to the Trust's vision, culture and staff rewards.	DHR	Sept 2023 (Jan and April 2024)	A warm welcome establishes relationships with new colleagues and ensures that they know how to seek support and utilise the employee offer.



Partnerships (SO4): building partnerships and alliances to extend the reach and depth of our offer to pupils, communities and staff.

1. To grow the Trust in a measured way to ensure that standards are maintained and improved and that there is sufficient capacity to bring about rapid progress as required.
2. To work collaboratively with strategic partners (our Local Authorities, The Diocese of Bath and Wells and other Multi-Academy Trusts) to build capacity for the whole school system.
3. To engage with opportunities to sponsor existing schools or deliver new schools/provision to meet the needs of our geographical area and communities (this may include special or alternative provision).

Outcomes: Years 1-3

Year 1	Year 2	By Year 3
	Review of operation of community sports facilities to identify efficiencies and synergies.	Where appropriate, implement changes to the operational arrangements of community sports facilities.
Relaunch of Lighthouse Business Partnership post-pandemic.	Lighthouse Partners have recovered numbers to 2020 strength and are delivering support with Work related Learning and Employer engagement across all schools.	
Clergy networks to meet on both Trust and Hub basis with opportunities to share practice.	Explore diocese’s offer of Chaplaincy to secondary schools (Gordano School already has Chaplaincy).	Promote and engage with the Diocese’s training and support offer for HTs and CEO to develop effective church school leadership under new SIAMs framework
Further integration of Diocesan training within LSP governors development programme and Lighthouse PD Centre offer		
Engage with Bath and NE Somerset Council and North Somerset Council to explore future need for school places based on their Commission Strategies and Local Plans.	Consider adjustments to PANs or catchment areas to ensure that places capacity fits to demographic needs.	

Liaise with RSC team to identify future opportunities for LSP to partner with other schools or Trusts to increase capacity in the school system.		
Considered growth (to c. 30 schools) through new academy conversions or merger with existing SATs.		
Any new schools quickly, smoothly and effectively included within LSP systems and securing immediate benefits from Trust membership.		Central Team Services are at scale to deliver strong service to all schools.
Central Team Services are immediately scaled to accommodate any increase in demand.		
Work with LA and MAT partners to identify ways to increase overall system capacity for SEND and Alternative Provision.	Explore opportunities for LSP to provide or host services or facilities that could be a resource to the local system.	If appropriate, open additional Alternative Provision, either hosted by the Trust or, if with a partner, accessible to LSP schools.
		Resource Base provision for Speech, language and communication need pupils @ KS1 to be planned and delivered ready for opening in Sept 2024
		Share capacity with Wessex Learning Trust where synergies are possible.

Annual plan: SO4 - Partnerships

What will we do?	Lead	Timescale	Outcome
Work with local partners to match provision to reducing demographics	CEO	Spring 2024	Managed transition to a reduced number of school places in the Primary sector
Resource Base provision for Speech, language and communication need pupils @ KS1 to be planned and delivered ready for opening in Sept 2024	Dol	Sept 24	10 place SNRB for speech, language and communication provided in partnership with NS to support NS in meeting the increase in SEND.

Promote and engage with the Diocese's training and support offer for HTs and CEO to develop effective church school leadership and provision under new SIAMS framework	Dol	Sept 24	Church school strategy developed
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Operational effectiveness (SO5): ensuring a financially viable and sustainable multi-academy trust delivering high quality and cost effective services to schools; enabling schools to maximise their resources to increase the quality of provision.

1. To ensure that the Trust has business arrangements that are efficient and effective and enable it to deliver on its commitments to grow and prosper and to deliver value for money across all our operations.
2. To optimise our budget, we will aim to deliver best practice, but at the same time minimise risk and provide value for money.
3. To support schools to maximise the resources to improve outcomes for children and young people through activity such as the joint procurement of services to bring about better value for money and economies of scale.
4. To develop an efficient and effective school estate which supports and responds to enable the delivery of education services across the Trust.
5. To reach net zero carbon emissions by 2035

Outcomes: Years 1-3

Year 1	Year 2	By Year 3
	Development of a sustainable strategic reserve to support the delivery of priorities in the Strategic Plan.	New reserves policy introduced to manage the financial sustainability of the Trust
Development and consultation on the implementation of the small school strategy. Consideration of any consequential changes to the arrangements for the Core Services Charge and Scheme of Delegation.	Implementation of the small school strategy and, if necessary, changes to the Core Services Charge and Scheme of Delegation.	
Establish a sustainable structure and funding model for the Centre for Professional Development	Establish sustainable arrangements to enable the Trust to invest in developmental activities, as required, to deliver the Strategic plan.	Review operational structures within the Trust in response to financial pressures
Continued improvement in financial management arrangements at Trust and school level in order to develop effective and time efficient processes and procedures.		

Update and deliver our 3-year procurement plan providing quality services, financial savings, robust contract management and expertise to the Trust overall and to individual schools.		
Update the Estates Management Strategy to reflect our carbon reduction ambitions and to include them at Trust and school levels.	Establish a costed action plan to deliver our carbon reduction ambition. Research and Identify funding streams. Implement carbon reduction initiatives.	
Review our estates services functions across the Trust to develop more agile, cost efficient and effective service.	Implement a new estates delivery model for small schools in line with the small school strategy and other schools in line with review outcomes.	
Implement the HR systems to reduce the workload on Heads and School Business Managers and to improve the availability of performance management data.	Utilise the HR system to embed effective performance management arrangements in schools.	Implement further modules within the HR system.
Establish a network of IT professionals across schools to develop our IT infrastructure and interconnectivity to support our educational and operational aims. To increase our resilience to cyber security threats	Develop an IT Strategy for the Trust and a road map to move towards a secure, reliable, future proofed and financially efficient IT infrastructure along with the associated policies and procedures	
Provide support to schools to develop their risk management and business continuity arrangements.	All schools and the Central Team are effectively managing risk and using risk to inform their strategic and emergency planning. Small schools are supported in this activity in line with the small school strategy.	Schools undertake testing of their business continuity and critical incidents plan.
		Undertake a full review of Management Information Systems (MIS) with a view to reducing complexity and increasing visibility of key metrics in academic performance, attendance, safeguarding etc.

Annual plan: SO5 - *Operational effectiveness*

What will we do?	Lead	Timescale	Outcome
Updated reserves policy devised, consulted, introduced and embedded	CFOO	Autumn 2023	Increased control on the level of reserves across the Trust
Develop, consult and agree new structures to deliver of both educational and operational activities	CFOO	Spring 2024	Mitigate the impact of rising costs on our financial sustainability
Improve financial and expenditure controls along with the necessary procedures	CFOO	Spring 2024	Improve budgetary compliance and maintain an appropriate level of reserves
Roll out the use of IMP for budget monitoring and provide training so that	CFOO	Autumn 2023	All stakeholders are able to make informed and strategic decisions
Review the scheme of delegation and core services charge policy in relation to purchasing and procurement	CFOO	Autumn 2023	Identify further procurement activity that would be more efficiently and effectively managed at trust rather than individual school level
Incorporate priorities from energy efficiency surveys into the 5 year plan for the use of school condition allocation and energy efficiency grants	CFOO	Autumn 2023	An agreed programme of activity to reduce carbon emissions and energy usage
Implement new arrangements to streamline data entry into multiple systems	CFOO	Autumn 2023	Reduced workload and increased efficiency
Develop an IT Strategy for the Trust and a road map for implementation	CFOO	Spring 2024	A secure, reliable, future proofed and financially efficient IT infrastructure along with the associated policies and procedures
Undertake a full review of MIS systems	DSE	Summer 2024	Reduced complexity and increased visibility of key metrics in academic performance, attendance, safeguarding etc. This may involve embarking on a full migration of MIS which will be a longer project.
Undertake a full review of branding opportunities across the Trust	Head of Admin	Summer 2024	Ensure a strong identify with coherent branding internally and externally.

Implement and develop modules within the HR system.

DHR

Summer 2024

Increased management information to support performance management. Increased efficiency through electronic workflows. Improved recruitment lifecycle for new recruits.



Key Performance Indicators

(Those published below are examples. Each Committee of the Board measures performance against a fuller list of KPIs)

Key Performance Indicators (KPIs)

KPIs are specific measurements used to gauge performance - indicating an improvement or a deterioration in performance against objectives. They measure progress toward the objective and gauge how close you are to achieving it. KPIs are monitoring and decision-making tools. The Trust/Schools will have significant influence over KPI outcomes.

In addition to the KPIs listed below each December the Chief Executive will issue a report to Trustees on progress and performance against the matrix and verifiers identified by the Department for Education for [commissioning high quality trusts](#).

		KPIs
SO1	Educational standards and experience: maximising the quality of provision in all Trust schools.	<ul style="list-style-type: none"> • All schools receive Good or Outstanding Ofsted outcomes upon inspection. • Aggregate progress outcomes are positive in comparison to national at all key stages where data is published. LIGHTHOUSE SCHOOLS PARTNERSHIP - GOV.UK - Find and compare schools in England (compare-school-performance.service.gov.uk) • Aggregate disadvantaged gaps measure is closing over time in published data. • Data from surveys indicate that there is strong satisfaction with our CPD offer and that it is supporting the development of high-quality teaching in schools. • SIAMS inspections in Church Schools indicate that our church schools are distinctive and have embedded the Church of England Vision for Education. • Data for exclusions is below national and data for attendance is above national. • Reducing number of incidents of the use of homophobic, sexist and racist language by students in our schools.
SO2	Leadership and governance: building ambitious leadership and governance for our schools.	<ul style="list-style-type: none"> • Ofsted Reports offer praise for leadership and governance. • Staff survey outcomes - maintain 90% agreement with statement that school is well-led and managed in staff surveys. • Unmodified audit and regularity assurance report and management letter (Audit and Risk Committee).
SO3	People: Being an excellent employer.	<ul style="list-style-type: none"> • Ongoing reduction in the number of sick days per school and in total (Staffing and Pay Committee). • 100% of eligible staff receive an annual appraisal (Staffing and Pay Committee). • 1.5% of support staff workforce to be undertaking an apprenticeship (Staffing and Pay Committee). • 90% of staff responding to the staff survey indicate that they are proud to be working for the School/Trust (Staffing and Pay Committee).

SO4	Partnerships: building partnerships and alliances to extend the reach and depth of our offer to pupils, communities and staff.	<ul style="list-style-type: none"> • Growth in number of schools. • 100% success rate in bids for TCAF or equivalent capacity funds.
SO5	Operational effectiveness: ensuring a financially viable and sustainable multi-academy trust delivering high quality and cost effective services to schools; enabling schools to maximise their resources to increase the quality of provision.	<ul style="list-style-type: none"> • Surplus of income over expenditure for the Trust overall at the end of the financial year (Finance Committee). • A 3 year sustainable Central Services Budget (Finance Committee). • 3 year sustainable budgets for all schools in the Trust (Finance Committee). • No serious incidents reported to the Health and Safety Executive under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (Audit and Risk Committee). • No incidents of fraud (Audit and Risk Committee). • Reduction in kg of CO2e (gross based on SECR mandatory fields) per pupil (Audit and Risk Committee).

Equalities Objectives

Equality Objectives supported by published equalities KPIs in Annual Report

To ensure that staff and governors are aware of current legislation surrounding equality and diversity and understand the Trust's responsibility.

To promote cultural understanding and awareness and tolerance of different religious beliefs between different ethnic groups within our school communities.

To promote mental health awareness and develop appropriate interventions where necessary.

Continue to improve accessibility across the academy sites for students, staff and visitors with disabilities, including access to specialist teaching areas.

To continuously review and revise the Key Stage 1-5 curriculum so that it represents a diverse culture and society and encourages tolerance and respect.

Actively close gaps in attainment and achievement between students for all groups of students; especially students eligible for Pupil Premium, students with special educational needs and disabilities, looked after children and students from minority ethnic groups. Publish outcomes data for key groups at trust level and indicate trend.

Monitor the incidence of the use of homophobic, sexist and racist language by pupils in our schools, publishing annual data at Trust level and an indication of trend so that actions can be agreed to respond to such events and work towards eliminating their occurrence.

Appendix 1

Lighthouse Schools Partnership has also published a number of detailed plans and strategies to work towards our strategic objectives.

They are:

- The LSP Wellbeing Charter
- The LSP School Improvement Strategy
- The LSP Secondary Education Roadmap
- The LSP SEND Strategy
- The LSP Disadvantage Strategy
- The LSP Carbon Reduction Plan



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