



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

This is the second strategic planning cycle for Lighthouse Schools Partnership and although our values and many of our strategic aims have remained consistent, we are a very different Trust. To point out the obvious, we are significantly larger: at time of writing in June 2021, we have just under 10,000 pupils and are one of the largest Trusts in the southwest region. We have also put in place many of the structures that our first plan envisaged: finance systems, an HR team, new training capacity. We present this plan in the context of the COVID-19 pandemic: a time that has stretched our resources but also elicited the most remarkable response from our schools. The Trust (and by that we mean our staff) has adapted and learned, showing amazing flexibility. We enter this next phase with a renewed sense of purpose to maximise the outcomes for the affected generation of pupils.

In this plan, our Trustees have charged us with collaborating more deeply to improve outcomes and experience for disadvantaged pupils and for those with special educational needs. We have also identified ways that we can revisit the operation of our Trust to ensure that membership always increases the capacity and effectiveness of schools but avoids constraining them. We will look again at how the scheme of delegation works, especially for small schools. Indeed, revisiting our

concept of delegation has been a very valuable outcome of developing this plan and our Board continue to take delegation very seriously. When we formed, we talked about autonomy but, with hindsight, that underplays the power and versatility of working as a partnership. We aim to get the balance right between effective collaboration and meaningful delegation so that schools continue to benefit from the agility and ownership that local decision making brings as well as enjoying access to excellent services and educational best practice.

When we started in 2016, we said that providing the very best training to our staff would be at the heart of all that we do. That remains the case and it is a great pleasure to us that the launch of this plan coincides with the inception of our new Centre for Professional Development. Excellent staff make an excellent Trust, and we look forward to seeing the continuing impact of the best professional training on our talented staff and on the learning in our schools.



Adele Haysom MBE
Chair of the Board
of Trustees
June 2021



Gary Lewis
Chief Executive
June 2021

Excellence from Early Years to Sixth Form

Our Vision:

- A deep partnership between our schools in which our children and young people flourish

Our Values :

- Belief in the transformational and life-enhancing power of education
- Service to our community
- Partnership and professional generosity
- Honesty and openness

Our Aims:

- A rich and exciting curriculum where our pupils thrive and develop character
- Strong and improving outcomes, especially for disadvantaged children and young people
- Delivering more and better through collaboration
- Our church and community schools develop and celebrate their own distinctiveness
- Excellence in professional learning and development
- Extraordinary opportunities for both pupils and professionals
- Strong and strategic leadership and governance at all levels
- Adopt ambitious and effective measures for carbon reduction so that we achieve net zero emissions by 2035
- High quality and cost-effective central services

“

Belief in the transformational and life-enhancing power of education.”

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 our new Professional Development Centre to deliver excellent teaching and learning, disseminate best practice and to grow current and future leaders.
4. To support schools in developing and enhancing a rich and exciting curriculum by enabling opportunities to share high quality resources and expertise to ensure clear progress 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, and raise standards to deliver positive outcomes for pupils.

“
To support schools in
developing and enhancing a
rich and exciting curriculum...”

Trust strategic objectives 2021 – 2024

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 so that schools have both the capacity and resources to fulfil the Trust's educational and organisational objectives.

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.

“To ensure that the Board of Trustees acts in the best interests of the Trust..”

Trust strategic objectives 2021 – 2024

Partnerships (SO4): 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).

“To grow the Trust in a measured way to ensure that standards are maintained...”



Trust strategic objectives 2021 – 2024

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 and 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



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 support schools in developing and enhancing a rich and exciting curriculum by enabling opportunities to share high quality resources and expertise to ensure clear progress 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, and raise standards to deliver positive outcomes for pupils.



Milestones: 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. | |
| 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, teachers and support staff on Curriculum and Pedagogy. | The Trust supports career development from initial teacher training (focussed on shortage skills) through to Senior Leadership. | Instructional coaching is embedded in schools and supports leaders and teachers to coach for continuous improvement in teaching and learning. |
| | 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. |
| 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. | |

Milestones: Years 1-3

| Year 1 | Year 2 | Year 3 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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. | |
| A new LSP Director for Inclusion is seconded/ employed to provide specialist challenge and guidance for SEND across Trust schools. | <p>There is greater alignment of identification of SEND pupils, provision and practice for SEND pupils across the Trust.</p> <p>Early intervention nurture provision has been trialled and evaluated as potential model for reducing SEMH needs.</p> <p>Develop evaluative tools focussed on gathering pupil data on the Equalities agenda to support formation of strategic plan.</p> | <p>The Trust has explored expanding provision for SEND pupils and is implementing options regarding Resource Bases.</p> <p>Wider roll out of nurture provision model as appropriate.</p> <p>Multi-disciplinary team in place to provide support and advice for all Trust schools.</p> |
| Trust schools have an annual RAPP based on the LSP model RAPP 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. |

Annual plan: SO1 Educational standards and experience

| What will we do? | Lead | Timescale | Outcome |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Establish regular meetings of the new School Improvement team to ensure collaborative working across the SI and CPD team so that the CPD offer supports the work that the team are doing in schools.</p> <p>Lead teachers and Consultant leaders are commissioned to work in schools where this is required.</p> | DoE ADPD | By Autumn 2022 | <ul style="list-style-type: none"> • School improvement is a collaborative strategic enterprise across the Trust. A group of schools may work together on a particular issue or theme. • Trust School improvement and Trust CPD are fully aligned. • Schools are supported to move forward together on Trust priorities e.g., Targeted and appropriate provision for SEND and disadvantaged pupils and students. |
| <p>The LSP Centre for Professional Development will provide training for support staff through to Leadership.</p> <p>The LSP Centre for Professional Development continue to work the ITT, ECT and NPQ providers to ensure recruitment.</p> <p>The LSP Centre for Professional Development continue to work with the English Hub and Boolean Maths Hub and other providers for training.</p> | DoE ADPD | By Autumn 2022 | <ul style="list-style-type: none"> • All Staff report that there are opportunities for CPD. • There is full alignment between the Trust and Teaching Hubs so that CPD opportunities are not duplicated, and resources wasted. • Schools have complete clarity on the appropriate actions to take in order to improve the teaching of core subjects. • Schools have up to date advice and are in line with DFE initiatives. |
| <p>Support schools to use data drop in Summer Term 22 to target appropriate provision where there are still learning and attainment gaps and/or attendance gaps due to COVID.</p> <p>Ensure provision to support schools managing attendance is fit for purpose.</p> | DoE | By Autumn 2022 | <ul style="list-style-type: none"> • Every Trust school is working to recover learning gaps in particular cohorts and subjects identified by the first statutory data drop/Trust moderation. • Every Trust school has outstanding provision for disadvantaged students and contributes positively to Trust outcomes. • Pupil attendance is strong and schools meet at least national expectations. Patterns of persistent absence are broken and good attendance re-established. |

Annual plan: SO1 Educational standards and experience

| What will we do? | Lead | Timescale | Outcome |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Review the Trust Primary Curriculum to ensure individual subject disciplinary concepts are clear and provide a framework for teaching and that these are embedded in the pedagogy of schools following the curriculum.</p> <p>Continue to use the LSP Curriculum Standards to work with schools who are making the curriculum bespoke to their own school and children.</p> | DoE | By Summer 2023 | <ul style="list-style-type: none"> The LSP curriculum and Curriculum Standards supports schools to deliver a curriculum underpinned by same philosophy and understanding of learning as is seen in the current inspection framework. Schools retain autonomy over their curriculum where they wish to and also can make the LSP model curriculum their own. There is alignment on the quality of the curriculum offer that schools provide. |
| Secondary school develop revised curriculum collaboration focussed on an expanded co-curricular offer. | CEO | By Summer 2023 | <ul style="list-style-type: none"> Principle of the Lighthouse Wider Curriculum developed. Provision audited and opportunities for sharing and co-ordination realised. All four sec schools show improved co-curricular offer, especially at Post-16. |
| New approach to Secondary School Improvement visits implemented. | CEO | By Autumn 2023 | <ul style="list-style-type: none"> Single School Improvement Partner works with all sec schools. Each SIP visit is supported by external SLT member and CEO to create a three person team (led by SIP) to improve capacity. |
| Embed a Trust wide identification and mapping system to record SEND interventions and progress to ensure that these are seamlessly transitioned from year to year. | ADI | By Spring 2023 | <ul style="list-style-type: none"> Process of identification of SEND pupils is aligned across the Trust. Provision Map software enables effective evaluation of provision/ interventions leading to better quality usage of interventions. Alignment of record keeping supports transition. |

Annual plan: SO1 Educational standards and experience

| What will we do? | Lead | Timescale | Outcome |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop alignment of Ordinarily Available Provision across the Trust starting with Dyslexic Friendly practices. | ADI | By Summer 2023 | <ul style="list-style-type: none"> • SENDCO network revision session on Dyslexic friendly practices. Term 1 • All SENDCOs take part in monitoring and developing QFT in their schools. (alongside SLT) • All schools within Trust consistently demonstrate 'Dyslexia Friendly Practices' therefore meeting the needs of more pupils / students with this need without the need for more bespoke provision. |
| Early intervention nurture provision and whole school approach has been trialled and evaluated as model for effectively supporting pupils / students with SEMH needs to engage positively with school life. | ADI | Summer 2023 | <ul style="list-style-type: none"> • Impact on whole school SEMH needs evaluated by End of Summer 23 leading to decision re wider roll out of model or adaptation of model. |
| Develop evaluative tools to gather information regarding the experience of students/ pupils/ staff re Equalities agenda within a small number of schools. | ADI | Summer 2023 | <ul style="list-style-type: none"> • Data gathered on the experience of students/staff from protected groups leading to the drafting of a strategic plan to create fully inclusive schools within LSP. |
| Secondary Schools explore how Alternative Provision might be directly provided or commissioned to improve both quality and access. | CEO | Spring 2023 | <ul style="list-style-type: none"> • Concept of direct provision explored, costed and assessed. • HTs decide if model is deliverable at current scale. • Provision audit undertaken to ensure high quality options for AP are available to schools. |
| All Trust schools are supported to review their vision and draw up three-year strategic plans where these are not already in place or need to be reviewed. | DoE | By Autumn 2022 | <ul style="list-style-type: none"> • Leaders work at a Strategic level as well as at an operational level. • Schools are aligned where there are common Trust priorities e.g., support for disadvantaged students. |

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.
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“
To ensure that the Board of
Trustees acts in the best interests of
the Trust...”



Milestones: Years 1-3

| Year 1 | Year 2 | By Year 3 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Trustees and Governors self-assessments identify that any capacity lost in pandemic has been recovered. | | |
| 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. | Trust engages with external review of governance. | |
| 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. | Senior and middle leaders' career paths are supported by NPQs and other high quality CPD opportunities. |
| New Challenge Partners Quality Assurance Review for Middle Leaders is developed in partnership with LSP schools. | | |
| 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. | |
| Small schools' strategy and changes to Trust central team delivery reduce local compliance demands on small schools. Impact evaluated to determine future provision and, if appropriate, identify lessons for overall services in the Trust. | 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. |
| | Revised Scheme of Delegation allocates differing levels of decision-making to schools based on size and capacity. | |

Annual plan: SO2 Leadership and governance

| What will we do? | Lead | Timescale | Outcome |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Model agendas and governance documents developed and shared with chairs and clerks across the Trust. | Governance and Compliance Officer | Spring 2023 | <ul style="list-style-type: none"> • Greater co-ordination of governance activity across the Trust. • Closer support to clerks and chairs to reduce workload. |
| Single governance document library and advice centre set up on SharePoint. | Governance and Compliance Officer | Autumn 2023 | <ul style="list-style-type: none"> • All documents, training calendar, booking system and other information available to clerks, chairs and governors on the LSP Learning Domain. |
| Continue to develop clerking arrangements and any consequential changes to Governance arrangements. | CFOO | Summer 2023 | <ul style="list-style-type: none"> • A database of Governors available at school and Trust level to support the maintenance and development of governance. • Performance management introduced for all Clerks to Governors • Continued improvement in the support to the Board of Trustees and LGBs. • Consistent and effective clerking arrangements in place across the Trust. |
| Governance and Compliance Officer works with Centre for Professional Development to coordinate, review and revise the training offer for Governors. | Governance and Compliance Officer and Deputy Director of Education (CPD and Safeguarding) | Autumn 2022 | <ul style="list-style-type: none"> • Published training offer that meets needs of leaders at all levels, integrated with the wider offer from the Centre for Professional Development. • New KCSIE expectations of safeguarding training for Governors and Trustees are delivered. |
| New Quality Assurance Review for Middle Leaders made available across all four secondary schools. | Sec Heads and CEO | Autumn 2022 | <ul style="list-style-type: none"> • Opportunities for secondary middle leaders to experience practice in other schools and develop school improvement skills. • Views of Middle Leaders sought to ensure that CPD offer is tailored to their development needs. |

Annual plan: SO2 Leadership and governance

| What will we do? | Lead | Timescale | Outcome |
|---------------------------------------------------------------------------------------------|-----------------------------------|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| New routine line management meetings with all Headteachers and key service providers. | Governance and Compliance Officer | Spring 2023 | <ul style="list-style-type: none"> Line management and linking responsibilities shared across CEO, DoE and DDoEs. Short (often on screen) meetings allow close support and dialogue to take place between every HT and central team. CEO able to allocate additional support where necessary to augment routine contacts. Relationships and responsiveness remain strong in a growing Trust. SCOMIS dashboards are used to prioritise support. DDoE oversees Attendance support provided by EWO service and uses SCOMIS dashboard to direct interventions. |
| Small schools' project continues to develop support for schools with fewer than 150 pupils. | Governance and Compliance Officer | Autumn 2023 | <ul style="list-style-type: none"> HR Service for small schools operational by 1st January 2023. Increased shared working and leadership to enhance educational provision in individual schools. Central capacity enhanced further to reduce organisational and educational pressures on small schools . |

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.

“To develop future leaders, headteachers and chairs of local governing bodies to ensure an effective succession planning for Trust schools.”



Milestones: 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. | Develop and improve existing career development opportunities. |
| | 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. | |
| 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 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. |
| Engage with stakeholders to assess and promote the Trust as an employer e.g. staff wellbeing, rewards, development etc. | Develop dialogue with staff across the Trust on professionalism, terms and benefits of employment and wellbeing. | |

Annual plan: SO3 - People

| What will we do? | Lead | Timescale | Outcome |
|---------------------------------------------------------------------------------------------------------------------------|-----------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop the process for career development across all schools within the Trust to encourage secondments across the Trust. | Head of HR | Ongoing | <ul style="list-style-type: none"> • Create a culture for cross Trust working and engaged staff members who are being developed. |
| Review appraisal system to ensure that it is meaningful and can be effectively delivered. | CEO | Spring 2023 | <ul style="list-style-type: none"> • New processes and formats developed and HTs and staff representatives consulted. • Process and documentation improved to reduce workload. |
| Utilise the HR system to report and respond to performance management data e.g. Turnover, sickness. | Head of HR | Spring 2023 | <ul style="list-style-type: none"> • Executive Team, Board of Trustees, HTs and LGBS receive regular and meaningful HR information. • Actions taken to address any issues disclosed by data. • Effective workflows to improve processes and reduce workload. • Develop and implement the web recruitment platform across the Trust. |
| Provide leadership teams with training on investigations and identify other key requirements. | Head of HR | Autumn 2023 | <ul style="list-style-type: none"> • Confidence in carrying out investigations and consistency across the Trust. • Exploring and development of case management recording and monitoring processes. • Guidance issued on Digital Screening of Social Media in recruitment to support school in safer recruitment. |
| Engage with schools to understand succession planning and change management needs. | Head of HR | Summer 2023 | <ul style="list-style-type: none"> • Increased support for Headteachers in preparing for future needs in support of staff attrition or financial needs. |
| Identify training needs for LGB's to meet standards and develop individuals. | Director of CPD | Spring 2023 | <ul style="list-style-type: none"> • Increased skills and knowledge across the LGB in line with regulations. |

Annual plan: SO3 - People

| What will we do? | Lead | Timescale | Outcome |
|-------------------------------------------------------------------------------------------------------|-----------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identify training needs for LGB's to meet standards and develop individuals. | Director of CPD | Summer 2023 | <ul style="list-style-type: none"> Increased skills and knowledge across the LGB in line with regulations. |
| Review current staff rewards and benchmark against local employers to identify future staff benefits. | Head of HR | Summer 2023 | <ul style="list-style-type: none"> To provide information on staff rewards to attract new entrants which benefit staff members. |
| Engage with stakeholders to gain feedback and promote the Trust as an employer of choice. | Head of HR | Summer 2023 | <ul style="list-style-type: none"> Gaining feedback on wellbeing, rewards and development in support of retaining and attracting staff. Actions detailed in the Lighthouse Schools Partnership - LSP Review of the DfE Education Wellbeing Charter implemented. Strong dialogue and communication between employees and leaders across the Trust. Receiving a strong field of applicants. |
| Engaging with schools to identify the variety of roles across the Trust. | Head of HR | Summer 2023 | <ul style="list-style-type: none"> Collate from schools job descriptions for each role within the school. Analyse the data and develop plans for next steps. |
| Develop contracts to support the mobility of staff across the Trust. | Head of HR | Spring 2023 | <ul style="list-style-type: none"> Produce template contracts. |

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).

“To grow the Trust in a measured way to ensure that standards are maintained and improved...”



Milestones: 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 three hubs. | |
| 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). | |
| 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 provision, either hosted by the Trust or, if with a partner, accessible to LSP schools. |

Annual plan: SO4 - Partnerships

| What will we do? | Lead | Timescale | Outcome |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Re-engage with existing Business Partners and recruit new ones to relaunch the Lighthouse Partners scheme. | Head of Trust Services | Autumn 2022 | <ul style="list-style-type: none"> • Similar programme of events to 2019/20 is published for 2022/23. • Relaunch event is held in Autumn 2022. • Businesses associated with any new schools are incorporated into LSP Business Partners scheme. • Partners support school's employer engagement activities. |
| Explore diocese's offer of Chaplaincy to secondary schools (Gordano School already has Chaplaincy) | CEO | Spring 2023 | <ul style="list-style-type: none"> • Explore concept with HTs and LGBs at secondary schools so that schools own the decision • Share the experience of Gordano who are in their third year of chaplaincy so that there is a clear understanding of the benefits and limitations of the proposition. • If appropriate, open dialogue with Diocese & Bath and Wells Chaplaincy Team so that an implementation plan can be established for 2023/24. |
| Liaise with both Local Authority commissioning teams to identify changing education's needs and demand envisaged in Local Plans (including specialist provision) | CEO | Autumn 2023 | <ul style="list-style-type: none"> • Information shared and to support decision-making on changes to secondary school catchments and PANs at all schools. • LSP able to consider whether the Trust will bid for future Free School Competitions. |
| Engage with expressions of interest from those interested in joining LSP, ensuring that the Board can make decisions based on the long-term interests of the Trust. | CEO | Ongoing | <ul style="list-style-type: none"> • Decisions about growth support overall provision in our region and do not detract from the quality of service offered to existing LSP members. • Consequent application to TCAF supports continuing improvements in the strength and capacity of Trust services. |

Annual plan: SO4 - Partnerships

| What will we do? | Lead | Timescale | Outcome |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Work with HTs and FGBs in schools and SATs who have elected to join LSP to ensure smooth transition and that scale of central team matches service needs of schools. | CEO | Ongoing | <ul style="list-style-type: none"> Lessons learned from previous transfers applied to ensure minimal disruption to joining schools and Trust. Capacity in central team is commissioned at early stage so that strains are avoided. |
| Review Hubs structure and operation. | CEO and CFOO | Autumn 2022 | <ul style="list-style-type: none"> New Churchill Hub planned and structured, ready for operation in Spring 2023 when schools join. Hubs deliver services and ensure positive relationships to maintain quality of service in a growing Trust. |
| Working in partnership with BANES to explore the possibility of developing specialist Resource Base provision for ASD pupils. | ADI and CFOO | Autumn 2022 | <ul style="list-style-type: none"> Clarity on viability of project will determine whether to move forwards with plan. If successful, reduction of PAN for 1 x LSP mainstream primary school which would be financially beneficial. Specialist provision allows pupils to remain in mainstream setting with positive educational and economic outcomes. |

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



Milestones: Years 1-3

| Year 1 | Year 2 | Year 3 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| | Development of a sustainable strategic reserve to support the delivery of priorities in the Strategic Plan. | |
| 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 enables the Trust to invest in developmental activities, as required, to deliver the Strategic plan. | |
| 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 'Net Zero' ambitions and to include carbon reduction goals at Trust and school levels. | Establish a costed action plan to deliver our 'Net Zero' ambition. Research and Identify funding streams. Implement carbon reduction initiatives. | |

Milestones: Years 1-3

| Year 1 | Year 2 | Year 3 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 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. | |
| 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, consult and implement opportunities to enhance consistency and collaboration on IT and data sharing between secondary schools, primary schools and between primary and secondary schools, reducing points of failure and increasing efficiency. | |
| 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. |

Annual plan: SO5 - Operational effectiveness

| What will we do? | Lead | Timescale | Outcome |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Complete our review of how we resource our partnership and, following consultation, implement changes to our arrangements and policies. | CEO and CFOO | January 2023 | <ul style="list-style-type: none"> • A culture of the ownership of outcomes for all children and young people across the Trust • Arrangements which meet the needs of a mature Trust of circa 30 schools. • Enables funding for high quality provision regardless of a school's characteristics • Enables investment in key priorities – such as SEND • Provides financial security • Develop the services available to schools in line with outcome of the review • Enables the Trust to respond and, where necessary, provide financial support in difficult circumstances |
| Establish a number of minimum staffing structures for Primary Schools to support our resourcing decisions at school and Trust level | CFOO | January 2023 | <ul style="list-style-type: none"> • Enables funding for high quality provision regardless of a school's characteristics • Provides a model for schools to refer to when considering changes to the staffing structure |
| Develop and consult on the further elements of the small school strategy including any consequential changes to the Core Services Charge and Scheme of Delegation. | CFOO | Spring 2023 | <ul style="list-style-type: none"> • HR Service operational for small schools • Reduced operational workload for Headteachers in small schools. • Sustainable financial model for small schools |
| Implement the Integrated MAT Platform (IMP) to improve the accuracy and timeliness of financial management information. | CFOO | Spring 2023 | <ul style="list-style-type: none"> • Reduced amount of time required to produce year end projected outturns by school. • Medium term financial projections continually updated. • Increase availability and accuracy of financial management information. |
| Updated procurement plan agreed by the Trust, informed by, and shared with schools. | CFOO | Autumn 2022 | <ul style="list-style-type: none"> • The delivery of high-quality services. • Financial savings delivered. • Specialist advice available to schools to support their procurement and contract management. |

Annual plan: SO5 - Operational effectiveness

| What will we do? | Lead | Timescale | Outcome |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop an action plan to deliver our carbon reduction aims, incorporating the action plans of individual schools and informing the prioritisation of our SCA spend | CFOO | Spring 2023 | <ul style="list-style-type: none"> Improved focus, innovation and planning to deliver our carbon reduction ambitions. Introduction of tools and projects to increase energy efficiency for both environmental and financial benefit. |
| Train staff and support the implementation of the HR system. | Head of HR | Autumn 2022 | <ul style="list-style-type: none"> Reduced paperwork and increased efficiency. Access to payslips, P60, other HR data and to update details for employees via self-service portal. Electronic completion and authorisation of additional staff payments such as overtime. Improved data to support performance management. |
| Develop the shared IT infrastructure across the Trust, maximising the benefits across the Trust of the tools and systems available to us. | Head of Trust Services | Summer 2023 | <ul style="list-style-type: none"> LSPLearning available as a platform for educational delivery to all children and young people across the Trust. LSPLearning available as an educational, operational and governance collaboration tool. Increased resilience to cyber security threats. Increased agility in the use of IT including communications. |
| Continue to develop and support to schools with operational arrangements such as cyber security, risk management and business continuity arrangements. | CFOO | Summer 2023 | <ul style="list-style-type: none"> All schools have high quality risk registers that are regularly reviewed. All schools have established a business continuity and critical incident plan. The Trust's cyber security arrangements are in line with those recommended by the National Cyber Security Centre. |

Key Performance Indicators

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.

| | | 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). |

Key Performance Indicators

| | | KPIs |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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). |

Equality Objectives

- 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.

Supported by published equalities KPIs in Annual Report

- 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 students in our schools, publishing annual data at Trust level and an indication of trend.

“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.”



Trust Strategic Plan 2021 to 2024



LIGHTHOUSE
SCHOOLS PARTNERSHIP