

LIGHTHOUSE SCHOOLS PARTNERSHIP

VISION, VALUES AND PRIORITIES



OUR
VISION

FLOURISHING IN PARTNERSHIP

A mature partnership dedicated to the flourishing of our pupils,
our colleagues and our whole communities.

WE BELIEVE THAT





OUR VALUES

Achievement

We are highly ambitious for our pupils and our colleagues. This is why we focus on delivering a rich and exciting curriculum that supports our pupils to thrive and develop character. We aim for strong and improving outcomes for all pupils and an excellent education that prepares them for a healthy and happy life where they can make positive contributions.

We know that great teaching leads to great learning. We ensure that through Trust networks and CPD our teachers, leaders and support colleagues are evidence and research informed when making choices about teaching and learning for all pupils.

Equity

We believe that education can transform lives for the better and we want all our pupils to achieve their full potential. This is why we prioritise the experiences and progress of our disadvantaged and vulnerable learners in all of our work. Our Education Offer supports our children to thrive, develop character and secure values so they can flourish and contribute to shaping the future.

We know that the most effective leaders can break down barriers to have the biggest impact on young people and their families. Consequently we work to create and develop strong leadership and governance at all levels of our organisation.

We are working towards a point when the impact of disadvantage is erased by the quality of our provision.

Collaboration

We believe that our schools and our people flourish in their collaborations within and beyond the Trust. This means that we are professionally generous to create and extend opportunities for professionals to work together for the benefit of young people.

We view school improvement as a collaborative and strategic enterprise where the Headteacher is at the centre of self-evaluation and we share learning between our schools. For this to happen effectively we create strong structures to enable best practice to exist in all of our schools.

Community

We aim to be a key partner in the flourishing of our communities. We work closely with our families, other community groups and leaders for the benefit of all.

We want our schools and our colleagues to feel the benefit of our Trust partnership so we purposefully align where it has greater impact. This enables us to share our best: curriculum, pedagogy, inclusion, operations and leadership at scale whilst reducing workload.

We want to lead by example and set ambitious targets for our organisation which will help our pupils, colleagues and communities flourish.

OUR STRATEGIC PRIORITIES



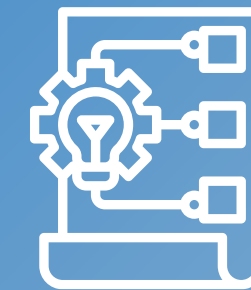
Pupils

Our pupils benefit from excellent, inclusive and responsive teaching and a curriculum that challenges and inspires



People

We recruit, grow, develop and retain the best people to make a positive difference in education



Profile and Processes

To ensure that the classroom always comes first we deliver cost-effective and high-quality services



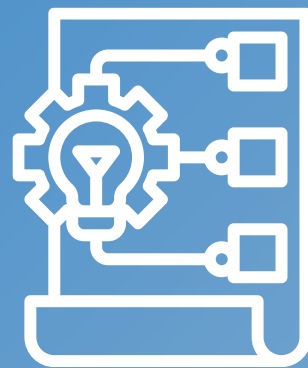
**For our pupils by
2027**

- Leadership of teaching is delivering consistently strong provision for all pupils and, in a context of high overall performance, gaps between disadvantaged and non-disadvantaged pupils have narrowed.
- Leadership of curriculum is aligning teachers' long and medium-term planning and providing high quality resources across our Trust. We deliver a knowledge rich and thoughtfully sequenced curriculum that supports pupils in developing a deep understanding of subjects.
- We have a rich offer of extra-curricular opportunities that enables pupils to progress and widen their own interests and develop character and resilience. Opportunities available in the Trust go beyond what could be offered in a single school.
- Pupil needs are effectively addressed through a well - designed graduated response for Special Educational Needs, partnering with local authorities where further resource is required.
- We have an evidence-informed Mental Health Strategy that supports schools and pupils to successfully respond to challenges.
- There is an unwavering commitment to ensure that LSP schools are places where all feel safe, belong and flourish.



**For our people
by 2027**

- Our colleagues benefit from working within a large trust and experience the advantages and opportunities this gives them for career progression and excellent professional development.
- Staffing across our Trust allows us to strategically support schools who need it most. Colleagues are offered opportunities for secondment and redeployment to support schools in challenging circumstances receiving additional CPD, leadership development and/or remuneration.
- Our culture of employment ensures that colleagues feel valued and supported. We are retaining great people through a comprehensive employee offer that provides flexibility where possible, manages workload and prioritises wellbeing.
- High quality CPD and leadership training underpins excellent performance and succession to key roles for all colleagues.
- We have a reputation for expert Teacher Training that is supporting the recruitment of high calibre Early Career Teachers who receive strong support at the beginning of their career and then flourish in the teaching profession.



Our profile and processes by 2027

- Clear governance structures enable decision-making at whole-Trust and individual school levels to improve pupil outcomes.
- Future growth supports us in meeting our civic aims and improves our financial sustainability.
- Our professional and experienced Central Team is offering an enhanced range of high-quality service across our Trust.
- We are delivering the best possible physical learning environments in our schools through strong strategic planning, environmental considerations and efficient use of available funds.
- Our systems and processes maximise the resources available for pupils and are utilising technology to reduce cost and increase efficiency.
- We have a rising and positive public profile and are recognised as a key component part of community life in our region.
- We are responding to declining demographics by restructuring capacity and school intake (Planned Admission Numbers) in partnership with our Local Authorities.



LIGHTHOUSE
SCHOOLS PARTNERSHIP

LSP Strategic Action Plan 2024-2027



Pupils 2024-2027

Our pupils benefit from excellent, inclusive and responsive teaching and a curriculum that challenges and inspires

Year 1	Year 2	By Year 3
<p>SEND</p> <p>Learning Partners: Within cohort 1 primary schools: All pupils receive appropriate scaffolding at the appropriate time leading to pupils developing independent learning skills.</p> <p>SEMH graduated response toolkit is implemented across all LSP schools meaning that fewer pupils escalate</p> <p>Cognition and learning graduated response tool in place- Recommended wave 2 interventions and assessments updates in place.</p>	<p>SEND</p> <p>Learning Partners: Within cohort 2 primary schools: All pupils receive appropriate scaffolding at the appropriate time leading to pupils developing independent learning skills.</p> <p>Speech, language and communication and graduated response toolkits are implemented across all LSP schools</p>	<p>SEND</p> <p>Learning Partner model implemented in all primary schools leading to more children’s needs being met effectively leading to better pupil outcomes for SEND and disadvantaged pupils</p> <p>Sensory/physical graduated response toolkit is implemented across all LSP schools.</p>

Year 1	Year 2	By Year 3
<p>Inclusion</p> <p>Reduction in Persistent Absence and suspensions of disadvantaged pupils across LSP through the development of a whole school culture of belonging aligned to the 6 principles of nurture.</p> <p>Y6 - 7 transition includes information about SEMH needs of pupils via Boxall Profile Assessment. Receiving secondary school plan targeted intervention for those that need it.</p> <p>LSP model behaviour policy developed for schools to adapt and modify. Example of behaviour handbook outlining behaviour curriculum available to adopt/ modify for schools.</p> <p>All schools review mental health strategies to ensure that they are coherent with the Trust-wide Nurture strategy.</p>	<p>Inclusion</p> <p>Increased pupil engagement with school life observed for identified groups of pupils across LSP schools where LSP early intervention (wave 2) Nurture Hubs are implemented.</p> <p>Graduated response toolkit for pupils with EAL (English as Additional Language) developed.</p> <p>Equalities update training delivered to all staff</p> <p>There is a Trust-wide Mental Health Strategy derived from the best practice of Nurture UK and the Anna Freud toolkit so that interventions are based on evidence led practice and seek to maintain continuity of education in every possible situation.</p>	<p>Inclusion</p> <p>Continued embedding of the Nurture Strategy across LSP leading to a further reduction of persistent absence for all pupils.</p> <p>The Trust has established a strong partnership with LAs and the health sector to ensure that our support for pupils and families is coherent and effective.</p>
<p>Primary Curriculum</p> <p>The revised LSP Primary Curriculum Policy is published and understood by all senior leaders.</p> <p>Subject leader networks content is shaped by the agreed curriculum and pedagogy choices at LSP.</p>	<p>Primary Curriculum</p> <p>The revised LSP Primary Curriculum Policy is used to underpin curriculum and pedagogy decisions in schools and shapes content of subject leader networks.</p> <p>The LSP Education in the Primary Phase Handbook is understood and enacted by all LSP senior leaders leading to increased</p>	<p>Primary Curriculum</p> <p>The curriculum strategy for English, Maths and Humanities is embedded across our schools this leads to increased participation, engagement and higher quality outcomes due to better quality teaching and learning.</p>

Year 1	Year 2	By Year 3
<p>The LSP Education in the Primary Phase Handbook is agreed and published in-line with the curriculum policy.</p> <p>The Curriculum group is used effectively as a steering group for curriculum decisions.</p>	<p>cohesion in the content and delivery of English, maths and the humanities.</p> <p>The LSP Education in the Primary Phase Handbook is used to support strategic planning for schools (3 Yr and annual planning) as well as school improvement support.</p>	
<p>Primary phonics and maths transition Tranche 1 LSP schools have adopted Unlocking Letters and Sounds and White Rose Maths to deliver Phonics and Maths</p>	<p>Primary phonics and maths transition Tranche 2 LSP schools have adopted Unlocking Letters and Sounds and White Rose Maths to deliver Phonics and Maths</p>	<p>Primary phonics and maths transition All LSP schools use Unlocking Letters and Sounds and White Rose Maths to deliver phonics and maths (where schools have not moved over there is a clear rationale which is agreed with the DoSI)</p>
<p>Primary Curriculum (English) The LSP writing curriculum progression document will be in place and will be in the first stage of adoption by all schools, this leads to planning, delivery and assessment of writing being more precise across our schools.</p> <p>The LSP principles and toolkit for teaching and learning in writing document will have been agreed and published. Schools will be in the early stages of delivering this to support effective teaching of writing.</p> <p>LSP mid-year and end of year writing moderation materials are agreed and published - these support accurate point in time assessment of writing.</p>	<p>Primary Curriculum (English) The LSP writing curriculum progression document is embedded in all schools. This supports effective planning, delivery and assessment of writing and leads to better outcomes for pupils (quality and progress over time)</p> <p>Extension of LSP writing units from EYFS - Y6</p> <p>There is a developing video library of writing lessons to support effective CPD these are used to support school improvement.</p> <p>The LSP reading curriculum progression document will be in place and will be in the first stage of adoption by all schools, this leads to planning, delivery and assessment of</p>	<p>Primary Curriculum (English) Widening of video library of writing/ reading lessons to support effective CPD.</p> <p>The approach to teaching and learning in reading and writing is embedded across our schools leading to higher quality planning, delivery and assessment and cohesion across our schools.</p>

Year 1	Year 2	By Year 3
<p>Primary Curriculum (English) continued....</p> <p>LSP example writing units begin to be produced to exemplify planning for effective writing.</p>	<p>reading being more precise across our schools.</p> <p>The LSP principles and toolkit for teaching and learning in reading document will have been agreed and published. Schools will be in the early stages of delivering this to support effective teaching of reading.</p>	
<p>Primary Curriculum (History and Science)</p> <p>The LSP curriculum for History is agreed, published, is understood by school leaders and is in the first stage of implementation - this supports pupils to learn less content in more depth.</p> <p>New LSP resources are produced in line with the updated long term and medium term planning.</p> <p>Outcomes demonstrate that pupils are using and applying higher order thinking skills more regularly during units of work.</p> <p>Optional long term and medium-term plan for Science are completed and communicated to schools</p>	<p>Primary Curriculum (Geography)</p> <p>The LSP curriculum for History is agreed, published, is understood by school leaders and is in the first stage of implementation - this supports pupils to learn less content in more depth.</p> <p>New LSP resources are produced in line with the updated long term and medium term planning.</p> <p>Outcomes demonstrate that pupils are using and applying higher order thinking skills more regularly during units of work.</p> <p>Exemplification materials are collated to support teacher understanding of effective outcomes in history and geography. These support accurate assessment.</p>	<p>Primary Curriculum (Art and Design)</p> <p>Review and refinement of LSP curriculum materials for history and geography based on feedback and findings from review.</p> <p>Explore and prepare rewrite of LSP aligned Art and Design curriculum</p>

Year 1	Year 2	By Year 3
<p>Primary Curriculum (RE) Options for RE curriculum for church schools are explored and prepared ready to be shared across the Trust.</p>	<p>Primary Curriculum (RE) The shared LSP RE curriculum for church schools RE is agreed, published, is understood by school leaders and is in the first stage of implementation.</p> <p>RE Curriculum network established. This supports effective CPD and subject knowledge for leaders.</p>	<p>Primary Curriculum (RE) There is cohesion in curriculum content and delivery of RE across our church schools.</p>
<p>Pedagogy Framework</p> <p>Publish LSP Pedagogy Framework (LSP PF) and use as lever for school improvement / pupil outcomes (eg. through SI visits, LSP networks, staff coaching)</p> <p>Provide high quality CPD for the different strands of the LSP PF through Trust wide CPD</p> <p>Create films of best practice from across Trust</p> <p>Consider how to implement LSP PF at secondary schools who already have teaching toolkits</p> <p>Start to consider how curriculum implementation reflects the PF</p>	<p>Pedagogy Framework</p> <p>Create additional resources to support LSP PF as identified</p>	<p>Pedagogy Framework</p>
<p>Secondary Curriculum</p> <p>Curriculum principles agreed ahead of the alignment process.</p> <p>Maths and MFL to act as pilots for curriculum alignment</p> <p>Appointment of Curriculum Developers for Maths and MFL</p>	<p>Secondary Curriculum</p> <p>Implementation of the new Maths and MFL curricula for Year 7 across all four schools.</p> <p>Phase two of curriculum developers appointed, including renewal of the Maths and MFL leads</p>	<p>Secondary Curriculum</p> <p>Phase three of ‘curriculum developers’ appointed.</p> <p>Implementation of the new curriculum for phase two subjects.</p> <p>Review of the process</p>

Year 1	Year 2	By Year 3
<p>Secondary Curriculum continued....</p> <p>Regular review of the design process to ensure that all stakeholder views are considered.</p> <p>Shared language around curriculum components and terminology.</p> <p>Rationale for networks created and shared plan consistent across phases.</p> <p>Secondary INSETs linked to the curriculum plans.</p> <p>There is a strong reading strategy in place across all four schools which draws on the Primary expertise</p> <p>There is a Trust strategy in place for engaging Business Partners in school activities</p> <p>Pupils benefit directly from the Business Partnership through their careers programme and wider opportunities</p>	<p>SIP visits used to look at the implementation of the Maths and MFL curricula.</p> <p>Shared assessment data in place across Years 7-9 and shared assessments in place for Year 7.</p> <p>Some strands of activity from the Business Partnership are beginning to be embedded in Primary Schools as well as across the secondary network.</p>	
<p>Disadvantage Strategy</p> <p>Trust-wide approach to prioritising pupils with significant barriers to learning shared with all school leaders. The threads of this strategy run through all aspects of the Education Team work. Common strategies are implemented across all schools</p> <p>Disadvantage Strategy (Priority Pupil Strategy) in place for all schools, informed by the LSP strategy.</p> <p>Outcomes for disadvantaged pupils improve so that they are better than disadvantaged pupils nationally.</p>	<p>Disadvantage Strategy</p> <p>In some schools, the outcomes improve so that they are better than all pupils nationally</p> <p>In all schools, the attainment gap is reduced, whilst also maintaining</p> <p>Pupils attend school regularly and all schools have attendance which is above the national average.</p> <p>Most pupils can articulate a sense of belonging and feeling welcome, promoted by whole school Nurture Principles.</p>	<p>Disadvantage Strategy</p>

Year 1	Year 2	By Year 3
<p>KS4 strategy</p> <p>All secondary schools have a designated Raising Standards Leader with a focus on improving outcomes.</p> <p>There is a Raising Standards calendar which details the approach to improving outcomes</p> <p>Outcomes at Key Stage 4 and 5 are continuing to improve, including for different groups of pupils</p> <p>Improved outcomes at Key Stage 4 leads to increased numbers at LSP Post 16 provision</p>	<p>KS4 strategy</p> <p>Outcomes at Key Stage 4 and 5 are continuing to improve, including for different groups of pupils</p> <p>Improved outcomes at Key Stage 4 leads to increased numbers at LSP Post 16 provision</p> <p>All Secondary schools have outcomes which are above 0 and disadvantaged outcomes are above national. Some schools have results which put them in the “Above Average” category.</p>	<p>KS4 strategy</p>
<p>Attendance</p> <p>The new Attendance policy, reflecting the changes to “Working Together to Improve School Attendance” is implemented</p> <p>The new policy leads to a stronger partnership between schools and families around improving attendance</p> <p>There is a graduated response to attendance which details the support for pupils and families at each stage</p> <p>Information around pupils with attendance challenges in Primary School is shared along with the strategies that have been tried.</p> <p>The implementation of the policy leads to improved attendance figures for all groups within schools</p>	<p>Attendance</p> <p>Attendance continues to improve for all groups</p>	<p>Attendance</p>

Year 1	Year 2	By Year 3
<p>School Improvement: Developing capacity through LSP leaders</p> <p>The primary Deputy Headteacher /Assistant Headteacher (DHT/AHT) network is effectively used to support the school improvement skills of school senior leaders.</p> <p>Headteachers' Meetings are used to develop knowledge, skills and understanding of Headteachers in leading school improvement</p> <p>The primary History network supports the effective delivery of the revised history curriculum.</p> <p>Re-launch of primary peer review for Headteachers</p>	<p>School Improvement: Developing capacity through LSP leaders</p> <p>The Primary Geography Network supports the effective delivery of the revised Geography curriculum</p> <p>The Primary RE network supports the effective delivery of the revised RE curriculum</p>	<p>School Improvement: Developing capacity through LSP leaders</p>



People 2024-2027

We recruit, grow, develop and retain the best people to make a positive difference in education

Year 1	Year 2	By Year 3
<p>Review our HR capacity</p> <p>Conduct a full review of our HR function with a view of transformation to a People function able to pro-actively promote careers within LSP, develop a more competitive Employee Value Proposition and become a truly competitive employer in the current market.</p>	<p>Reshape our HR function</p> <p>If resource permits, appoint required posts and invest in necessary training for HR team to ensure that schools access greater capacity to support the recruitment and retention of great staff.</p>	
<p>Recruit great people</p> <p>Teacher Recruitment: our schools are able to recruit the teachers they need when they need them, and our teacher gaps/vacancies are reduced.</p> <p>We understand the strengths and weaknesses of our current recruitment processes.</p>	<p>Recruit great people</p> <p>A comprehensive set of marketing materials is developed to support the recruitment of teachers at different stages of their career and to promote the Trust being an employer of choice.</p> <p>New staff receive strong induction and CPD (see below)</p> <p>Local HE providers work with us, so we recruit their students into LSP</p> <p>We have reviewed the advantages of some centralised recruitment e.g. for ECTs</p>	<p>Recruit great people</p> <p>Some cross-Trust recruitment for is in place e.g. ECTs for primary</p> <p>Further case studies and marketing materials are developed to illustrate the benefits of working within LSP</p> <p>The number of applicants for LSP vacancies has increased.</p>
<p>Initial Teacher Training (ITT)</p>	<p>Initial Teacher Training (ITT)</p>	<p>Initial Teacher Training (ITT)</p>

Year 1	Year 2	By Year 3
<p>Our ITT programme offers trainees outstanding training and provides our schools with excellent early career teachers.</p> <p>Creative marketing and recruitment for ITT increases applicants to our programme.</p> <p>ITT Lead role has required time to recruit and support ITT students in secondary.</p> <p>Potential primary ITT partners have been identified</p> <p>Placement structures are reviewed to ensure our ITT students get the best support and training.</p>	<p>ITT numbers in primary and secondary are increased.</p> <p>ITT Lead in in post to lead across all phases.</p> <p>Our ITT offer is extended to include an additional Trust level offer.</p>	<p>ITT numbers have increased in both primary and secondary.</p> <p>Shortage areas are being prioritised.</p> <p>75% of ITT students take up first teaching post in LSP schools</p>
<p>Supply Staff (Teachers and Support)</p> <p>Develop processes to recruit short term /supply staff to meet the needs of our schools by pooling contacts for supply teaching and support staff.</p>	<p>Supply Staff (Teachers and Support)</p> <p>A central list of staff available for supply</p> <p>A core offer for supply staff is available including Trust funded DBS, safeguarding training and attendance at Trust CPD</p> <p>Additional staff are recruited to LSP Supply list by supporting teachers/ Support staff to work with us (include school visits/ experience days)</p> <p>CPD offer has extended to include other areas of Trust CPD such as Unlocking Letters and Sounds (ULS), L1 Team Teach</p> <p>Increased amount of supply in our schools is from our in-house list and schools can find supply when needed</p>	<p>Supply Staff (Teachers and Support)</p> <p>LSP Supply is extended to other areas of school roles eg. Admin support</p>

Year 1	Year 2	By Year 3
<p>Apprenticeships we develop our own staff through the development of an apprenticeship academy programme offering L2 - 6 apprenticeships.</p> <p>Local partners to deliver cross trust partnerships in all areas are identified</p> <p>We have identified how to use the Apprentice Levy to financially support a larger scale apprenticeship programme.</p> <p>A model of apprenticeship groups in different areas of the Trust is created.</p> <p>Recruit first group of apprentices in one area of provision</p>	<p>Apprenticeships</p> <p>The apprenticeship model extends to other areas of Trust provision.</p> <p>A central recruitment process is in place</p> <p>A central support, development and assessment offer is in place for apprentices</p>	<p>Apprenticeships</p> <p>LSP Apprenticeship Academy supports significant recruitment to our schools and offers high quality training to our communities, including school leavers</p> <p>75% of our apprenticeships go on to employment within our Trust</p>
<p>Develop great people</p> <p>Early Career Framework (ECF): our Early Career teachers (ECTs) have a fantastic start to their teaching career through a carefully planned and implemented Trust offer that enhances the ECF and support schools to deliver great mentoring and induction.</p> <p>LSP are a key partner with the CoE Foundation for Educational Leadership (FEL) to develop their ECF.</p> <p>Establish network for ECF mentors and induction tutors</p> <p>LSP Early Career teachers (ECTs) have additional Trust level CPD and wellbeing opportunities.</p>	<p>Develop great people</p> <p>FEL ECF is adopted across the Trust</p> <p>All schools have highly trained mentors and induction tutors to deliver high quality ECF</p> <p>Trust level induction tutor posts to support smaller schools has been considered.</p> <p>Identify and promote professional learning for support staff.</p>	<p>Develop great people</p> <p>Trust level recruitment and placement of ECTs to ensure they get the best start possible to their career</p>

Year 1	Year 2	By Year 3
<p>CPD - Trust Wide Lighthouse Learning provides outstanding CPD for our staff in order for them to be the best teacher for our pupils.</p> <p>The creation of a Trust level platform that will become a one-stop place for CPD bookings, pedagogy, curriculum and CPD resources is explored</p> <p>New Performance Development Programme is introduced.</p> <p>Secondary CPD offer has started to be incorporated into the Lighthouse Learning (LL) CPD offer</p> <p>Use of Trust INSETS is reviewed</p> <p>Year 1 of Trust CPD strategic plan is delivered, and impact reviewed through School Improvement Partner (SIP) visits, pupil outcomes, staff and school leader voice.</p>	<p>CPD - Trust Wide</p> <p>Trust platform is in place and accessible by all staff to support their access to, and impact of, trust CPD</p> <p>Secondary CPD is fully incorporated into Lighthouse Learning offer</p> <p>Year 2 of Trust CPD Strategic plan is delivered</p> <p>Whole Trust conference</p>	<p>CPD - Trust Wide</p> <p>Year 3 of Trust CPD strategic plan is delivered.</p>
<p>Leadership Development NPQs become our key leadership development tool for class-based teachers and those looking to school leadership. Beyond LSP we become the regional delivery partner for the CoEEO</p> <p>Recruitment into next cohorts of NPQs match Trust need and succession planning.</p> <p>We have strong relationships with CoE Education Office and other regional partners to be the Delivery Partner for our region of the South West.</p> <p>NPQ SEND is delivered</p> <p>NPQs generate income for LSP</p>	<p>Leadership Development</p> <p>Work with CoE Education Office to be delivery partner for whole of South West</p> <p>Facilitators from prior cohorts are recruited.</p>	<p>Leadership Development</p>

Year 1	Year 2	By Year 3
<p>West100 as a founding member we work closely with the Reach Foundation to offer this unique programme for aspiring headteachers.</p> <p>Continue to contribute to development of programme and recruitment process across our region</p> <p>Increase bursaries to two secondary and three primary to support high take up of places on the programme from LSP aspiring leaders</p>	<p>West100</p> <p>LSP bursaries support high take up of places (cohort 3)</p> <p>Cohort 1 and 2 participants are recruited as Headteachers in our and other South West schools (including secondments)</p>	<p>West100</p> <p>LSP bursaries support high take up of places (cohort 4)</p> <p>Cohort 1,2,3 participants are recruited as Headteachers (including secondments)</p> <p>A plan is in place for end of 5-year W100 programme</p>
<p>Headteacher Induction</p> <p>New LSP headteachers access bespoke induction programmes to make their step into headship successful and increases recruitment and retention.</p> <p>Feedback from current new Headteachers is used to understand the challenges of their first two years in post and identify what support they need from Trust</p> <p>2-year induction programme for new Headteachers is created</p>	<p>Headteacher Induction</p> <p>Year One of Headteacher Induction Programme gives high quality, expert induction for our new Headteachers</p> <p>Programme is reviewed following feedback</p>	<p>Headteacher Induction</p> <p>Year Two of Headteacher Induction Programme gives high quality, expert induction for our new HTs</p> <p>Programme is reviewed following feedback</p>
<p>Staff Induction</p> <p>New LSP staff have a trust wide induction programme to support their role and help them see the benefits of working in LSP.</p> <p>Feedback from current new staff enables us to understand strengths and challenges they have faced since joining the Trust</p> <p>New teaching staff induction programme (1 year) is created.</p>	<p>Staff induction</p> <p>Year 1 teacher induction programme is developed and reviewed.</p> <p>Programme for teaching support staff is developed</p> <p>All new staff to be provided with a mentor/buddy to integrate new staff into the Trust and encourage collaboration.</p>	<p>Staff induction</p> <p>Year 1 support induction programme is developed and reviewed.</p> <p>Programme for other roles is considered.</p>

Year 1	Year 2	By Year 3
<p>Lighthouse Learning - beyond Trust.</p> <p>LL becomes a leading provider of high quality CPD for our region and beyond, generating income to fund CPD to LSP schools.</p> <p>Benefits of bringing Unlocking Letters and Sounds (ULS) into Lighthouse Learning (LL) are considered</p> <p>Create LL programme for non LSP schools</p>	<p>Lighthouse Learning - beyond Trust.</p>	<p>Lighthouse Learning - beyond Trust.</p>
<p>Recruit and retain great people</p> <p>This area of activity will require us to fully review our existing offer and explore where flexibilities and incentives might be practicable and affordable. Year 1 will deliver this review and present options to Heads, Trustees and other senior leaders.</p>	<p>Retain great people</p> <p>To follow after Year 1 review.</p>	<p>Retain great people</p>
<p>Workload Reduction</p> <p>We carefully review our systems and processes to reduce workload for our teachers.</p> <p>We understand the areas of excessive workload for our teachers and review research and evidence in best practice to reduce workload</p> <p>One key strategy to reduce teacher workload is implemented (eg. parental reports in primary) and review</p> <p>Area 2 is identified and planned</p>	<p>Workload Reduction</p> <p>Strategy 2 of workload reduction is implemented and reviewed</p> <p>Area 3 is identified and planned</p>	<p>Workload Reduction</p> <p>Strategy 3 of workload reduction is implemented and reviewed</p>
<p>Career Pathway</p> <p>Our staff have a clear career pathway that includes professional and leadership development of secondment and redeployment opportunities between our schools.</p>	<p>Career Pathway</p> <p>Career pathway for teaching support staff is in place</p>	<p>Career Pathway</p> <p>All staff regularly take on secondments across our schools</p>

Year 1	Year 2	By Year 3
<p>Career Pathway continued...</p> <p>Pathway to leadership or experienced classroom teachers across Trust is used alongside new Professional Development Programme</p> <p>Opportunities Register is more dynamic and impactful</p> <p>System to share secondment and redeployment opportunities within LSP is in place and supports our schools in greatest need</p>	<p>All staff have an opportunity to take on secondments/redeployment opportunities between schools and we see the impact in improved outcomes for pupils in our schools and development of our staff.</p>	
<p>Governance Development - Governors within the Trust increase their expertise by engagement with CPD to develop their skills and knowledge.</p> <p>Higher attendance at Lighthouse Learning Governor CPD.</p> <p>Increased use of specific and specialised training (for example the NGA) to develop Governors and Clerks.</p> <p>Clerks undertake Clerk CPD</p>	<p>Governance Development</p> <p>Clear pathway for Governors who wish to lead boards in the future is in place</p> <p>Secondment opportunities to governors to move/support other boards in the Trust to fill skills gaps, or to support ongoing development and succession planning.</p>	<p>Governance Development</p>
<p>Early Career Teachers</p> <p>A comprehensive and supportive LSP Early Careers Framework (ECF) to support those new to teaching with the aim of reducing the number of teachers leaving the profession in the first five years of their career.</p> <p>We understand the strengths and weaknesses of our Early Career Framework (ECF) offer to identify why they may leave the profession</p> <p>LSP Early Career plus programme (linked to career pathway) is developed</p>	<p>Early Career Teachers</p> <p>Deliver Year 1 of LSP Early Career Plus programme</p>	<p>Early Career Teachers</p> <p>Deliver Year 2 of LSP Early Career Plus programme</p> <p>Retention of ECTs improves</p>

Year 1	Year 2	By Year 3
<p>Flexible working</p> <p>We are able to develop a wider range of flexible working options to support our staff.</p> <p>We understand the strengths and weaknesses of current flexible working options currently in place in LSP</p> <p>Flexible working offer of other Trusts informs our thinking</p> <p>Discussion with colleagues (focus groups) about the expectations and wishes within the Employee Value proposition.</p>	<p>Flexible working</p> <p>Costing and operational impact of flexible working options are identified to inform flexible working offer.</p>	<p>Flexible working</p>



Profile and Processes 2024-27

To ensure that the classroom always comes first we deliver cost-effective and high-quality services

Year 1	Year 2	By Year 3
<p>Future Growth</p> <p>Trustees develop clear criteria against which to review opportunities for growth so that the coherent and sustainable nature of the Trust is sustained.</p> <p>Future growth opportunities are scrutinised by trustees against the criteria.</p>	<p>Future Growth</p> <p>Future growth opportunities are scrutinised by trustees against the criteria.</p>	<p>Future Growth</p> <p>Future growth opportunities are scrutinised by trustees against the criteria.</p>
<p>High Quality Trusts Framework</p> <p>The Trust is performing strongly against the DfE’s Commissioning High Quality Trusts framework and is able to contribute to regional capacity.</p>		
<p>Governance</p> <p>Review governance at each tier in our structure to ensure that LSP operates effectively with clear decision making and accountability, aligned to improving outcomes.</p>	<p>Governance</p> <p>Implement changes in the governance structure and scheme of delegation.</p>	<p>Governance</p>
<p>Estates</p> <p>Head of Estates role embedded to increase capacity and support delivery of the updated Estates Management Strategy.</p>	<p>Estates</p>	<p>Estates</p>

Year 1	Year 2	By Year 3
<p>Sustainability</p> <p>Continue to implement sustainability improvements, reducing costs for schools and moving closer towards our carbon neutral goal.</p>		
<p>Operational Effectiveness</p> <p>Implement the operational review in relation to Business services - provided to up to 13 schools.</p> <p>Undertake operational review of site functions in primary schools</p> <p>Investigate systems to make more effective deployment of existing employed supply teachers, other staff in schools wishing to work additional adhoc hours and a supplier panel for agency staff.</p> <p>Improve the quality and consistency of risk management and business continuity arrangements across the Trust and in schools</p>	<p>Operational Effectiveness</p> <p>Roll out further as schools opportunities present.</p> <p>Implement operational review of site functions in primary schools</p> <p>Introduce systems that improve the availability of cover staff.</p> <p>Schools undertake testing of their business continuity and critical incidents plan</p>	<p>Operational Effectiveness</p> <p>Roll out further as schools opportunities present.</p> <p>Implement operational review of site functions in primary schools</p>
<p>Financial sustainability</p> <p>Set sustainable budgets for 2025-26 for the Trust overall and individual schools, considering further options to develop both educational and operational efficiencies.</p>		
<p>IT</p> <p>Embed Centralised IT Team and begin to implement the strategic IT review. One secondary school moved to the LSP domain</p> <p>Tender on Management information System in preparation for end of SIMS contract in March 2026</p>	<p>IT</p> <p>Another two secondary schools to migrate to the LSP Domain.</p> <p>Tender on Management information System in preparation for end of SIMS contract in March 2026</p>	<p>IT</p> <p>Fourth secondary school migrated, and primary school migration commences. IT Service Delivery capacity and operating model reviewed.</p>

Year 1	Year 2	By Year 3
<p>Procurement</p> <p>Update and deliver our 3-year procurement plan, in line with the outcomes of the operational review, providing quality services, financial savings, robust contract management and expertise to the Trust overall and to individual schools.</p>		
<p>Communications</p> <p>Identify where increased communication could have a positive impact on issues identified in the Trust's risk register e.g. recruitment and retention, financial sustainability and demographics. Establish communications strategy, resources required and implement actions</p>		



Key Performance Indicators 2024-27

Key Performance Indicators (KPIs)	<p>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.</p> <p>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.</p>
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	Key Performance Indicators (KPIs)	How and when are they measured and reviewed
Pupils	<ul style="list-style-type: none"> All LSP schools are graded as at least good in their OFSTED. 80% of LSP schools are categorised as being at least in ‘refinement’ or have moved up a category within 18 months within being placed in the category. LSP Trust mean outcomes exceed national in KS2, KS4 and 16-18 Published Headline Measures. Where progress data is available, we will also expect to be positive at whole-trust level. Disadvantaged outcomes for attainment and progress to be either be in line or above those of non-disadvantaged pupils nationally. Suspensions/ PEX across all vulnerable groups remains below national. Absence decreases and remains below national. Whole Trust Persistent Absence (PA) reduces to below 15%. Over 85% of secondary pupils say that they enjoy school at least some of the time (currently 74%) 100% of primary pupils say that they enjoy school at least some of the time (currently 93%) 	<ul style="list-style-type: none"> Published reports Directors of Education reports to board DfE league tables DfE league tables IDSRs and Directors of Education Reports Annual surveys
People	<ul style="list-style-type: none"> Reduction in the number of teachers leaving through resignation on previous year (year on year) Reduction in the number of teachers leaving in the first 5 years of their teaching career. 75% of ITT students and apprentices remain in LSP at the end of their training 	<ul style="list-style-type: none"> Annual Report. Annual Report. Annual surveys

	Key Performance Indicators (KPIs)	How and when are they measured and reviewed
People continued...	<ul style="list-style-type: none"> • By 2027 an increase of 25% ITT students in both primary and secondary • 90% of staff are proud to work at their school/base as expressed in the annual staff survey. 	
Profile and Processes	<ul style="list-style-type: none"> • Revenue reserves within target level of 3% to 5% (Finance Committee). • Reduction in kg of CO2e (gross based on SECR mandatory fields) per pupil (Audit and Risk Committee). 	<ul style="list-style-type: none"> • Monthly report to Finance Committee • Published annual report.



Equality Objectives 2024-27

1. Promote Cultural and Ethical Understanding Objective: Increase awareness and understanding of different cultures and ethnic backgrounds across all schools within the trust.	
Action Steps:	<ul style="list-style-type: none"> • Audit our curricula to ensure that they represent and celebrate a variety of cultures. • Ensure that every child/pupil has opportunities to participate in visits and events that celebrate diversity.
2. Enhance Accessibility and Inclusivity Objective: Improve the accessibility of school facilities and curricula for students with disabilities.	
Action Steps:	<ul style="list-style-type: none"> • Conduct an accessibility audit (these are required in our Accessibility Policies) for each school and make necessary adaptations. • Provide training for staff on inclusive teaching strategies and the use of assistive technology.
3. Close the Attainment Gap Objective: Narrow the attainment gap between disadvantaged students and their peers.	
Action Steps:	<ul style="list-style-type: none"> • Implementation of our approach of Universal Provision. • Implement targeted intervention programs for pupils eligible for the Pupil Premium. • Monitor the progress of disadvantaged students closely and adjust strategies as necessary.
4. Foster Equality in Leadership and Staff Recruitment Objective: Ensure equality and diversity in staff recruitment, retention, and professional development.	
Action Steps:	<ul style="list-style-type: none"> • Develop a recruitment strategy that actively seeks to diversify staff. • Provide leadership training programs that are accessible to all staff.
5. Prevent and Address Bullying and Harassment Objective: Create a safe environment for all students and staff, free from bullying and harassment.	
Action Steps:	<ul style="list-style-type: none"> • Establish/maintain clear anti-bullying and harassment policies in every school. • Provide training for students and staff on recognising and preventing bullying and harassment.
6. Review and Improve Equality Practices Objective: Regularly review and improve the trust's equality practices.	
Action Steps:	<ul style="list-style-type: none"> • Conduct annual reviews of equality objectives and the impact of actions taken. • Seek feedback from students, staff, and the community to inform future objectives.

LIGHTHOUSE SCHOOLS PARTNERSHIP

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