

LIGHTHOUSE SCHOOLS PARTNERSHIP

VISION, VALUES AND PRIORITIES





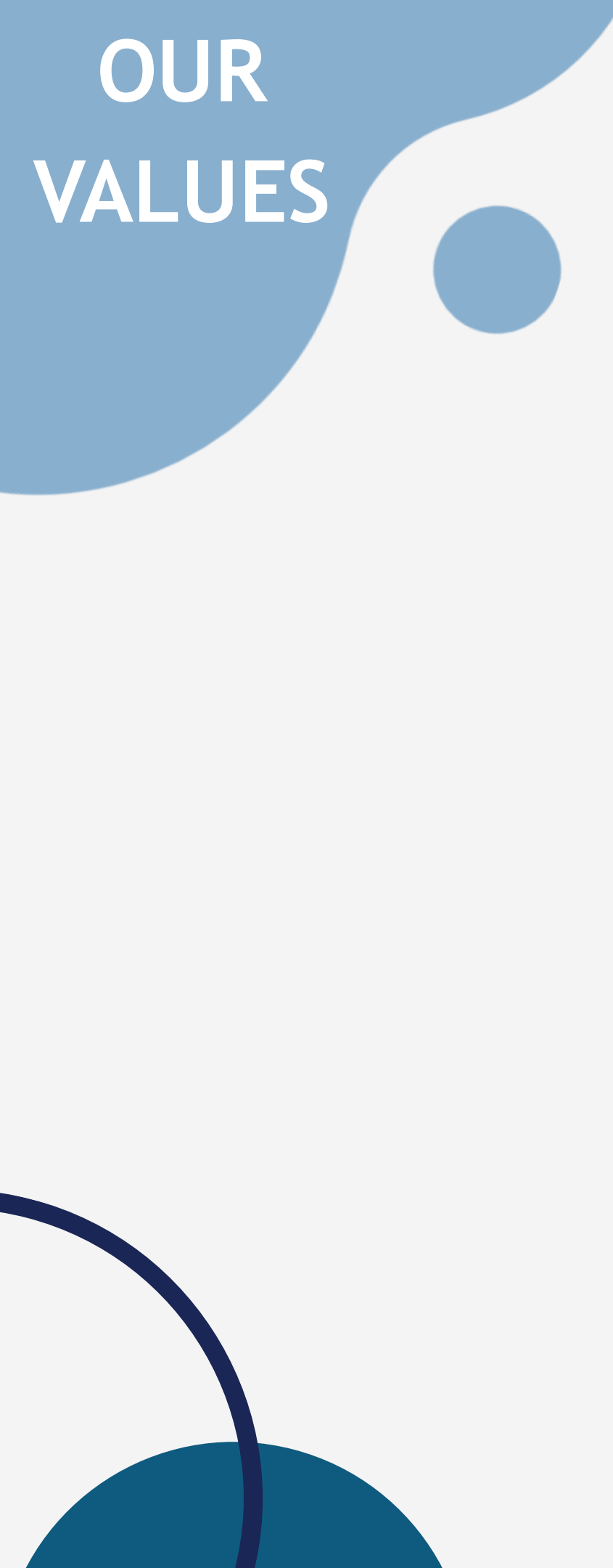
OUR
VISION

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	Equity	Collaboration	Community
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.	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.	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.	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



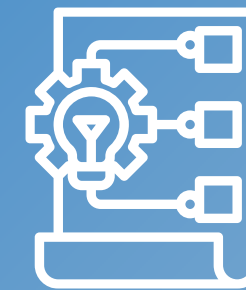
Pupils

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



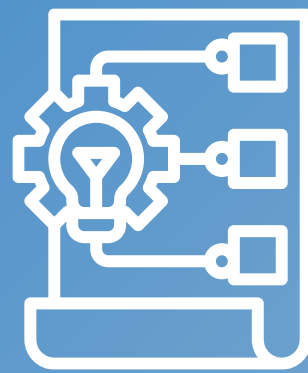
**For our pupils by
2027**

- 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.



Pupils 2024-2027

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

Year 1 2024-25	Year 2 2025-26	By Year 3 2026-27
SEND Learning Partners: Within cohort 1 primary schools: All pupils receive appropriate scaffolding at the appropriate time leading to pupils developing independent learning skills. SEMH graduated response toolkit is implemented across all LSP schools meaning that fewer pupils escalate	SEND Learning Partners: Within cohort 2 primary schools: All pupils receive appropriate scaffolding at the appropriate time leading to pupils developing independent learning skills. Cognition and learning graduated response tool in place- Recommended wave 2 interventions and assessments updates in place. Schools to embed the use of the SEMH graduated response toolkit ensuring that fewer pupils escalate Gordano Resource Base build completes and resource base fully opens September 2026 Primary Resource Bases deliver consistently high- quality provision for pupils in attendance.	SEND Learning Partner model implemented in majority of primary schools leading to more children's needs being met effectively leading to better pupil outcomes for SEND and disadvantaged pupils Planning and change management in remaining schools needing to transition across will take place by Feb 27 so that the model is consistently in place across LSP Primary schools. Pupils working below the national curriculum will make good progress as a result of the implementation of the Briarwood curriculum and effective staff and leadership development within our Resource Bases. All schools will develop their own Inclusion Strategy by Dec 31st 2026, which in Y1 will evidence how they are using the Mainstream Inclusion Fund to further improve their universal provision. This will replace the SEND Report. Work with LAs to explore opportunities to develop additional Resource Bases or Alternative Provisions as space becomes available in schools through demographic shrinkage.
Inclusion 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. 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.	Inclusion 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. Year 6-7 transition includes information about SEMH needs of pupils via the Boxall Profile assessment. Receiving secondary schools plan targeted intervention for those that need it. Trial model in one LSP secondary school. LSP model behaviour policy available for primary schools to use as a basis to build a Relational Behaviour Policy. LSP Pastoral Support Plan is being used effectively across all LSP schools.	Inclusion Continued embedding of the Nurture Strategy across LSP leading to a further reduction of persistent absence for all pupils through: Development of training package for Primary Headteachers to enable auditing the impact of their SEMH graduated response and the development of effective relational behaviour policies and practice. By Sept 27 all LSP primary schools will have a Relational Behaviour Policy in place The existing enhanced primary-secondary transition for pupils with SEND or vulnerabilities will be reviewed across our secondary schools and best practice shared.

Year 1 2024-25	Year 2 2025-26	By Year 3 2026-27
All schools review mental health strategies to ensure that they are coherent with the Trust-wide Nurture strategy.	LSP mental Health Policy is fully implemented in LSP schools outlining the graduated response to SEMH needs within LSP schools. Equalities update training delivered to all staff through trust webinar	Horfield and (if successful transition into trust) SMRT will complete Nurture UK training and be using the Boxall Profile to assess SEMH needs leading to effective provision being implemented. Two Secondary Provisions using the PIES approach (Psychologically inclusive in environments in schools) are set up in partnership with Enable Trust. One at Chew meeting EBSNA need and one at Churchill for supporting pupils who are at risk of permanent exclusion.
Primary Curriculum The revised LSP Primary Curriculum Policy is published and understood by all senior leaders. Subject leader networks content is shaped by the agreed curriculum and pedagogy choices at LSP. The LSP Education in the Primary Phase Handbook is agreed and published in-line with the curriculum policy. The Curriculum group is used effectively as a steering group for curriculum decisions.	Primary Curriculum (Development) The LSP Education in the Primary Phase Handbook is understood by stakeholders and is used as a point of reference Subject leader network content supports subject leaders with the knowledge and skills to support teachers with effective adaptations to the LSP curriculum and with strategies to support teachers to deliver adaptive teaching (lowest 20% and higher achievers) in their schools. Triangulated evidence from SIP visits indicates that teachers are effectively adapting <i>at least</i> the LSP curriculum in history, geography, KUW and writing to meet the needs of pupils in their classes Exploration of the maths curriculum in EYFS leads to a clear implementation plan for the next 2 years. Triangulated evidence from SIP visits indicates that the EYFS curriculum for KUW is implemented effectively by most LSP schools and is leading to an increased number of schools in refinement or above for EYFS against the ‘LSP Standards’.	Primary Curriculum Triangulated evidence from SIP visits demonstrates that the LSP curriculum for writing and humanities/ KUW (Knowledge and Understanding of the World) is embedded across our schools, is effectively adapted to meet the needs of pupils and leads to increased participation, engagement and higher quality outcomes. Maths curriculum in EYFS will be explored and prepared including trialing in some schools is complete ready for full launch in 2027-2028 Explore/prepare best practice in maths arithmetic practice in primary Triangulated evidence from SIP visits indicates that the curriculum is being effectively implemented and adapted by teachers. This supports pupils to learn less content in more depth.
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. 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. LSP mid-year and end of year writing moderation materials are agreed and published - these support accurate point in time assessment of writing. Primary Curriculum (English) continued.... LSP example writing units begin to be produced to exemplify planning for effective writing.	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) Extension of LSP writing units from EYFS - Y6 There is a developing video library of writing lessons to support effective CPD these are used to support school improvement. 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 reading being more precise across our schools. 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.	Primary Curriculum (English) Widening of video library of writing/ reading lessons to support effective CPD. The approach to curriculum, teaching and learning in writing is embedded across our schools leading to higher quality planning, delivery and assessment and cohesion across our schools. 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. Explore and prepare new models of writing moderation to ensure better accuracy.

Year 1 2024-25	Year 2 2025-26	By Year 3 2026-27
Primary Curriculum (History and Science -delivery) 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. New LSP resources are produced in line with the updated long term and medium term planning. Outcomes demonstrate that pupils are using and applying higher order thinking skills more regularly during units of work. Optional long term and medium-term plan for Science are completed and communicated to schools	Primary Curriculum (Geography - delivery) The updated LSP curriculum for Geography is agreed, published, is understood by school leaders. Revisions to the history curriculum are published. Triangulated evidence from SIP visits indicates that the curriculum is being effectively implemented and adapted by teachers. This supports pupils to learn less content in more depth. Exemplification materials are beginning to be collated to support teacher understanding of effective outcomes in history and geography. These support accurate assessment.	
Primary Curriculum (RE) Options for RE curriculum for church schools are explored and prepared ready to be shared across the Trust.	Primary Curriculum (RE) Explore and prepare rewrite of LSP aligned RE curriculum and policy	Primary Curriculum (RE) The LSP curriculum and policy for RE is adopted by all LSP schools.
Pedagogy Framework Publish LSP Pedagogy Framework (LSP PF) and use as lever for school improvement / pupil outcomes (eg. through SI visits, LSP networks, staff coaching) Provide high quality CPD for the different strands of the LSP PF through Trust wide CPD Consider how to implement LSP PF at secondary schools who already have teaching toolkits Start to consider how curriculum implementation reflects the PF	Pedagogy Framework Create additional resources to support LSP PF as identified Embed the PF in CASF and monitor through SI visits. Link the secondary teaching and learning frameworks to the LSP Pedagogy Framework so that there is a shared language and all teachers see that it underpins what is implemented in schools. Create films of best practice from across Trust	Pedagogy Framework All secondary schools to be familiar with the LSP PF and the research that underpins it. Areas from the PF are frequently referenced through DDIs, are seen in lesson visits and are effective. Updated assessment calendar and practice is implemented in the primary phase as part of a data driven instruction strand.
Secondary Curriculum Curriculum principles agreed ahead of the alignment process. Maths and MFL to act as pilots for curriculum alignment Appointment of Curriculum Developers for Maths and MFL Regular review of the design process to ensure that all stakeholder views are considered. Shared language around curriculum components and terminology. Rationale for networks created and shared plan consistent across phases. Secondary INSETs linked to the curriculum plans.	Secondary Curriculum Implementation of the new Maths and MFL curricula for Year 7 across all four schools. Phase two of curriculum developers appointed, including renewal of the Maths and MFL leads. Development of Year 8 curriculum and planning of Year 9. SIP visits/ DoS visits used to look at the implementation of the Maths and MFL curricula along with the curriculum leads for Maths and MFL. Shared assessment data in place across Years 7-9 and shared assessments in place for Year 7 in Maths and MFL.	Secondary Curriculum Reading programmes are fully embedded and impact data is strong. Schools review the provision and adapt accordingly. Review use of all programmes with a view to aligning if appropriate. Planning for teaching of new GCSE specifications is underway with subject leaders working to align exam board choices at this point. KS3 Assessments will be fully aligned for Maths and MFL and the assessment model across all other subjects will be refined to ensure that progress can be tracked One secondary Hub will take on and run a community Breakfast as a step into a Cradle to Career model programme.

Year 1 2024-25	Year 2 2025-26	By Year 3 2026-27
There is a strong reading strategy in place across all four schools which draws on the Primary expertise There is a Trust strategy in place for engaging Business Partners in school activities Pupils benefit directly from the Business Partnership through their careers programme and wider opportunities	Sustained focus on reading as part of school improvement visits. All schools successfully using ULS alongside other well-chosen programmes to provide targeted and appropriate intervention. Working with Careers' leads and Business Partners, there will be a Business Breakfast which leads to opportunities for students. A community network will happen in one school as a pilot.	
Disadvantage Strategy 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 Disadvantage Strategy (Priority Pupil Strategy) in place for all schools, informed by the LSP strategy. Outcomes for disadvantaged pupils improve so that they are better than disadvantaged pupils nationally.	Disadvantage Strategy Priority Pupils are referenced in every meeting and CPD in schools and are the lens through which we consider school improvement. Data is precise and is tracked carefully and monitored to evidence impact of interventions for our priority pupils. CPD and implementation of the LSP PF is strongly linked to the impact on the outcomes for priority pupils. Most pupils can articulate a sense of belonging and feeling welcome, promoted by whole school Nurture Principles. The language of the PP strategy is shared across all schools and is becoming common place. The areas of focus are understood by school leaders and are reflected in SDPs and in school PP strategies.	Disadvantage Strategy Clear and precise data collection (assessment, attendance, engagement) to demonstrate current status and impact of interventions. Wave 2 provision for PP students is in place across all schools with those who need the most support being prioritised. Use of Learning Partners, where present, is effective in supporting priority pupils. CPD and implementation of the LSP Pedagogy Framework are strongly linked to the impact on the outcomes for priority pupils. (See attendance section for actions related to school attendance for Priority Pupils.) In all schools, the attainment gap is reduced, whilst also maintaining improvements for all pupils.
KS4 strategy All secondary schools have a designated Raising Standards Leader with a focus on improving outcomes. There is a Raising Standards calendar which details the approach to improving outcomes Outcomes and Key Stage 4 and 5 are continuing to improve, including for different groups of pupils Improved outcomes at Key Stage 4 leads to increased numbers at LSP Post 16 provision	KS4 strategy Effective Raising Standards strategies and tactics are shared through the network and are adopted by schools where outcomes are less strong. Improved outcomes at Key Stage 4 leads to increased numbers at LSP Post 16 provision Year 11 Priority Pupils are given first offers for interventions and support and have a keyworker/ Key adult to support. Vocational Education will be a focus for a SIP visit in each school to put a lens on outcomes and aspirations	KS4 strategy All Secondary schools have P8 outcomes which are above 0 and disadvantaged outcomes are above national. Some schools have results which put them in the "Above Average" category. Attainment 8 outcomes are above 50 and are sustained at this level. This is supported by a strong raising standards programme which ensures that there is limited in-school subject variation. Improvement plans are used to intervene if subject performance dips. SIP visits will always have a lens on priority pupils to support improvements in this area

Year 1 2024-25	Year 2 2025-26	By Year 3 2026-27
Attendance The new Attendance policy, reflecting the changes to “Working Together to Improve School Attendance” is implemented The new policy leads to a stronger partnership between schools and families around improving attendance There is a graduated response to attendance which details the support for pupils and families at each stage Information around pupils with attendance challenges in Primary School is shared along with the strategies that have been tried. The implementation of the policy leads to improved attendance figures for all groups within schools	Attendance The implementation of the policy leads to improved attendance figures for all groups within schools Letters are reviewed and refined. Secondary schools make use of the strategies from the DfE attendance conference so that attendance is a key area of the SDP for all schools. All schools have an effective graduated response to attendance which leads to improved attendance for all groups. All schools adopt EBSA strategies to support pupils who are severely absent.	Attendance The sustained implementation of the policy leads to improved attendance figures for all groups DfE banding tools and other data tools are used effectively and regularly in all schools to support sustained improvement in attendance. The EWO service is effective in supporting schools with challenging cases and these numbers are reducing over time. Attendance expectations are high in all schools and there is strong clear messaging as well as a ‘curriculum’ based around attendance. There is a shared aim and a shared language which is understood by pupils, staff and parents. Schools with lower than national attendance have a RAP in place to directly address local obstacles to strong attendance. Schools with lower than national attendance have reviewed their staffing capacity to ensure that sufficient resource has been allocated to address the need. This includes having a named link governor for attendance.
		Church schools strategy Strengthen school improvement capacity via specialist Trust leadership in RE, collective worship, spirituality and governance. Secure strong SIAMS outcomes through: • annual audits in church schools (conducted by SIP) • targeted pre-inspection support and intervention for at-risk schools. Establish effective Ethos Committees in every school to ensure Christian distinctiveness and accountability. Develop staff expertise and shared practice through networks, professional development and diocesan partnerships. Build deeper community and church partnerships, including chaplaincy and initiatives to address disadvantage and “poverty-proof” provision.
School Improvement: Developing capacity through LSP leaders The primary Deputy Headteacher /Assistant Headteacher (DHT/AHT) network is effectively used to support the school improvement skills of school senior leaders. Headteachers’ Meetings are used to develop knowledge, skills and understanding of Headteachers in leading school improvement	School Improvement: Developing capacity through LSP leaders Subject leader network content supports subject leaders with the knowledge and skills to support teachers with effective adaptations to the LSP curriculum and with strategies to support teachers to deliver adaptive teaching (lowest 20% and higher achievers) in their schools. All schools have an enacted strategy to ensure distributed leadership from the Headteacher through to subject/ area leaders. There is clear evidence this is impacting positively on the achievement of school improvement priorities.	School Improvement: Developing capacity through LSP leaders The PDP policy is effectively enacted by Trust and school leaders to secure outcomes from SDPs. Clear distributed leadership leads to strengthening quality across our schools; closing of the disadvantaged gap and higher levels of achievement at Greater Depth in Reading, Writing, Maths.

Year 1 2024-25	Year 2 2025-26	By Year 3 2026-27
The primary History network supports the effective delivery of the revised history curriculum. Re-launch of primary peer review for Headteachers	School and Trust leaders use the QA mechanisms set out in the PDP policy to secure better quality teaching and higher levels of achievement for pupils Middle and senior leaders use coaching and mentoring strategies to drive high-quality teaching and learning Evidence from SIP visits demonstrates that staff can articulate what the school is working towards this year, why, what success will look like and how it will be achieved Peer reviews by Primary Heads/ DHT are supporting schools in their school improvement journey. Refined approach to SI visits is implemented consistently by all SIPs- these support schools to focus on the impact of SI activity on priority pupils (including disadvantaged, the lowest 20% and SEND pupils) Trials of Trust review days for schools in recovery/ repair alongside those who have a SIA lead to a clear model for these from 2026-2027 QA and training support for primary SIPs and SIAs leads to greater levels of consistency in SI support and an increase in the number of schools in refinement/ excellent in some areas of the 'LSP Standards' The quality of leadership, education and standards in the Bristol hub schools improves - all schools are at least in reinforcement in most areas.	The is clear evidence in all schools that the PDP policy is being enacted and is leading to schools moving upwards through the 'LSP Standards'. Trust review days are routinely used as part of the SI toolkit to support Trust and school leaders to identify strengths and areas for development which are actioned through the SDP. There is coherence and impact from the advice given by all members of the central education team and SIAs which leads to schools moving upwards through the 'LSP Standards' The quality of education in all schools within the Bristol hub is moving steadily towards expected. Some areas of the schools are considered as being in refinement against the 'LSP Standards.' This is also true for the categorisation of church schools. Line management for Bristol schools has been redistributed to allow a closer level of SI support. A new Senior Headteacher grade has been created and SHTs appointed to give greater Primary Education Team capacity.



People 2024-2027

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

Year 1 2024-25	Year 2 2025-26	By Year 3 2026-27
People and Professional Development Directorates Increase the capacity of the HR and CPD teams to match the ambition of the Trust's People Strategy		The HR team will be retitled the People Team and will include capacity for employee benefits and engagement in addition to existing operational HR functions. A new post reporting to the Director of People will deliver this work. The Director of Professional Learning will have withdrawn from School Improvement activity to focus on CPD strategy and delivery. An additional post of CPD Delivery Lead will have been filled to create additional capacity to expand the activity and scope of the Trust's PD offer.

Year 1 2024-25	Year 2 2025-26	By Year 3 2026-27
		Articulate and develop the People Strategy for the Trust. Re-establish short- and long-term development goals as a result of the articulation of the People Strategy
Recruit great people Teacher Recruitment: our schools are able to recruit the teachers they need when they need them, and our teacher gaps/vacancies are reduced. We understand the strengths and weaknesses of our current recruitment processes.	Recruit great people 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. New staff receive strong induction and CPD (see below) Local HE providers work with us, so we recruit their students into LSP We have reviewed the advantages of some centralised recruitment e.g. for ECTs Some cross-Trust recruitment for is in place e.g. ECTs for primary	The Employee Value Proposition has been fully reviewed with staff voice engagement. Incentives such as the SAS programme have been evaluated and ‘life friendly’ benefits identified within existing policies or proposals for changes have been considered and decided upon. Further case studies and marketing materials have been developed to illustrate the benefits of working within LSP. The strategy is memorably expressed and messages have been shared across many media. Analyse recruitment data to identify where improvements can be made to how we successfully recruit to our posts
Initial Teacher Training (ITT)	Initial Teacher Training (ITT) Our ITT programme offers trainees outstanding training and provides our schools with excellent early career teachers. Creative marketing and recruitment for ITT increases applicants to our programme. ITT Lead role has required time to recruit and support ITT students in secondary. Potential primary ITT partners have been identified Placement structures are reviewed to ensure our ITT students get the best support and training. ITT numbers in primary and secondary are increased.	Initial Teacher Training (ITT) ITT numbers have increased in both primary and secondary. TT Lead in in post to lead across all phases. Our ITT offer is extended to include an additional Trust level offer. Shortage areas are being prioritised. 75% of ITT students take up first teaching post in LSP schools
Apprenticeships	Apprenticeships We develop our own staff through the development of an apprenticeship academy programme offering L2 - 6 apprenticeships. Develop marketing material on trust apprenticeships for LSP school career fairs. Local partners to deliver cross trust partnerships in all areas are identified We have identified how to use the Apprentice Levy to financially support a larger scale apprenticeship programme. A model of apprenticeship groups in different areas of the Trust is created. Recruit first group of apprentices in one area of provision	Apprenticeships The apprenticeship model is led by the People Strategy and extends to areas of Trust provision, as appropriate. A central recruitment process is in place A central support, development and assessment offer is in place for apprentices

Year 1 2024-25	Year 2 2025-26	By Year 3 2026-27
Develop great people 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. LSP are a key partner with the UCL/CoE Foundation for Educational Leadership (FEL) to develop their ECF.	Develop great people Establish network for ECF mentors and induction tutors LSP Early Career teachers (ECTs) have additional Trust level CPD and wellbeing opportunities. ECF facilitators are delivering LSP aspects of the programme. FEL ECF is adopted across the Trust All schools have highly trained mentors and induction tutors to deliver high quality ECF Trust level induction tutor posts to support smaller schools has been considered. Identify and promote professional learning for support staff.	Develop great people Trust level recruitment and placement of ECTs to ensure they get the best start possible to their career.
CPD - Trust Wide Lighthouse Learning provides outstanding CPD for our staff in order for them to be the best teacher for our pupils. New Performance Development Programme is introduced. Secondary CPD offer has started to be incorporated into the Lighthouse Learning (LL) CPD offer Use of Trust INSETS is reviewed 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.	CPD - Trust Wide The creation of a Trust level platform that will become a one-stop place for CPD bookings, pedagogy, curriculum and CPD resources is explored Trust platform is in place and accessible by all staff to support their access to, and impact of, trust CPD Secondary CPD is fully incorporated into Lighthouse Learning offer Year 2 of Trust CPD Strategic plan is delivered Whole Trust conference	CPD - Trust Wide Year 3 of Trust CPD strategic plan is delivered. The range of PD available to support and operational staff has increased and is pertinent to a number of generic job roles.
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 Recruitment into next cohorts of NPQs match Trust need and succession planning. We have strong relationships with CoE Education Office and other regional partners to be the Delivery Partner for our region of the South West. NPQ SEND is delivered NPQs generate income for LSP	Leadership Development Contribute to and implement the pilot year of Flourishing Leaders in partnership with the National Foundation. This will offer leadership development alongside our NPQ offer. Work with the National Society to be delivery partner for whole of South West for both NPQs and Flourishing Programmes. Offer the National Society's Leaders Like Us programme as an EDIJ opportunity to developing a more diverse leadership across the Trust Facilitators from prior cohorts are recruited.	Leadership Development Development of leadership and management essential programme for middle and senior leaders in leading people - effective appraisal, effective line management, giving DDI feedback with care and challenge to enact change, building professional working relationships
West100 as a founding member we work closely with the Reach Foundation to offer this unique programme for aspiring headteachers. Continue to contribute to development of programme and recruitment process across our region Increase bursaries to two secondary and three primary to support high take up of places on the programme from LSP aspiring leaders	West100 LSP bursaries support high take up of places (cohort 3) Cohort 1 and 2 participants are recruited as Headteachers in our and other South West schools (including secondments)	West100 LSP bursaries support high take up of places (cohort 4) Cohort 1,2,3 participants are recruited as Headteachers (including secondments) A plan is in place for end of 5-year W100 programme

Year 1 2024-25	Year 2 2025-26	By Year 3 2026-27
Staff induction Headteacher Induction New LSP headteachers access bespoke induction programmes to make their step into headship successful and increases recruitment and retention. 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 2-year induction programme for new Headteachers is created		Develop standard induction materials applicable to all staff joining the Trust during 2026-27 for full roll out from 2027-28 Headteacher Induction Revised Headteacher Induction Programme gives high quality, expert induction for our new HTs Programme is reviewed following feedback
	Headteacher Induction Year One of Headteacher Induction Programme gives high quality, expert induction for our new Headteachers Programme is reviewed following feedback	
Staff Induction New LSP staff have a trust wide induction programme to support their role and help them see the benefits of working in LSP. Feedback from current new staff enables us to understand strengths and challenges they have faced since joining the Trust New teaching staff induction programme (1 year) is created.	Staff Induction Year 1 teacher induction programme is developed and reviewed. Programme for teaching support staff is developed All new staff to be provided with a mentor/buddy to integrate new staff into the Trust and encourage collaboration.	Staff Induction Programme for other roles is considered.
Lighthouse Learning - beyond Trust. LL becomes a leading provider of high quality CPD for our region and beyond, generating income to fund CPD to LSP schools. Benefits of bringing Unlocking Letters and Sounds (ULS) into Lighthouse Learning (LL) are considered Create LL programme for non LSP schools	Lighthouse Learning - beyond Trust. ULS is moved within LL and income is used to support CPD across Trust	Lighthouse Learning - beyond Trust. Lighthouse Learning is operationally developed as a specific trading identity within the Trust for the development of all staff and governors, as well as wider sector support.
Career Pathway Our staff have a clear career pathway that includes professional and leadership development of secondment and redeployment opportunities between our schools. Career Pathway continued.... System to share secondment and redeployment opportunities within LSP is in place and supports our schools in greatest need	Career Pathway Pathway to leadership or experienced classroom teachers across Trust is used alongside new Professional Development Programme Opportunities Register is more dynamic and impactful Career pathway for teaching support staff is in place 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.	Career Pathway Staff with the skills, and wishing to progress, are identified and supported to regularly take on secondments across our schools
Governance Development - Governors within the Trust increase their expertise by engagement with CPD to develop their skills and knowledge. Higher attendance at Lighthouse Learning Governor CPD. Increased use of specific and specialised training (for example the NGA) to develop Governors and Clerks. Clerks undertake Clerk CPD	Governance Development Clear pathway for Governors who wish to lead boards in the future is in place Secondment opportunities to governors to move/support other boards in the Trust to fill skills gaps, or to support ongoing development and succession planning	Governance Development Clear pathway for Governors who wish to lead boards in the future is in place Secondment opportunities to governors to move/support other boards in the Trust to fill skills gaps, or to support ongoing development and succession planning.

Year 1 2024-25	Year 2 2025-26	By Year 3 2026-27
Early Career Teachers 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. We understand the strengths and weaknesses of our Early Career Framework (ECF) offer to identify why they may leave the profession	Early Career Teachers A bespoke, comprehensive and supportive 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. This is delivered as part of UCL/ Flourishing partnership Deliver Year 1 of UCL Flourishing Early Career Plus programme	Early Career Teachers Deliver Year 2 of LSP Early Career Plus programme Retention of ECTs improves
Flexible working	Flexible working Network with other Trusts to understand the flexible working offers they have in place and how they fund and implement these. Work with Headteachers to know what they feel is needed and what would work in schools.	Flexible working We are able to develop a wider range of flexible working options to support our staff. We understand the strengths and weaknesses of current flexible working options currently in place in LSP Flexible working offer of other Trusts informs our thinking Discussion with colleagues (focus groups) about the expectations and wishes within the Employee Value proposition.



Profile and Processes 2024-27

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

Year 1 2024-25	Year 2 2025-26	By Year 3 2026-27
Future Growth Strategic decision on growth in the city of Bristol is confirmed. Schools from the new Bristol Hub and onboarded and supported in their transition.	Future Growth If opportunities present to grow the Bristol hub to a scale of 6/7 schools these will be considered by the board weighing both the capacity of the Trust to support their needs and our civic responsibilities as a large Trust in this region.	Future Growth If opportunities present to grow the Bristol hub with a further 1 or 2 primary schools these will be considered but with joining dates beyond the life of this plan
High Quality Trusts Framework The Trust is performing strongly against the DfE's Commissioning High Quality Trusts framework and is able to contribute to regional capacity.		
Governance	Governance New Head of Governance role assumes responsibility for the strategic development and training of governors at all levels.	Governance Lead on Governance to continue to develop into role and be seen a key contact for Governance across the trust.

Year 1 2024-25	Year 2 2025-26	By Year 3 2026-27
Review governance at each tier in our structure to ensure that LSP operates effectively with clear decision making and accountability, aligned to improving outcomes.	Undertake full review of scheme of delegation re role and focus of LGBs. Publish new scheme and implement any training necessitated by the review. Include a governance element to stakeholder surveys. Develop Nominations Committee within the Board of Trustees to consider succession to the chair and trustee vacancies and to ensure that the training and development needs of the board are identified and met.	Roll out and embed re-focused roles for LGBs. Pilot and then implement new governance dashboard. Include Governance stakeholders in the surveys in Term 2. Succession Committee to continue and to support with the development on training pathways and secondments processes for governance across the Trust. Succession committee will also consider arrangements for succession in executive roles.
Estates Head of Estates role embedded to increase capacity and support delivery of the updated Estates Management Strategy.	Estates Introduce the requirements of Martyn's Law, risk assessing existing arrangements and introducing improvements where possible. Update the 5 year capital plan based on updated condition surveys.	Estates Continue to risk assess the requirements of Martyn's Law, introducing improvements where possible. Re-prioritise the 5 year capital plan in light of updated condition surveys.
	Sustainability Continue to implement sustainability improvements, reducing costs for schools and moving closer towards our carbon neutral goal.	
Operational Effectiveness Implement the operational review in relation to Business services - provided to up to 13 schools. Undertake operational review of site functions in primary schools 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. Improve the quality and consistency of risk management and business continuity arrangements across the Trust and in schools	Operational Effectiveness Roll out further as schools opportunities present. Implement operational review of site functions in primary schools Cover Staff (Teachers and Support) Updated contractual arrangements are introduced to ensure that cover costs do not exceed procurement limits. Rate cards introduced to ensure transparency of costs. Arrangements are introduced to reduce the workload associated with arranging cover. A core offer for cover staff is available including Trust funded DBS, safeguarding training and attendance at Trust CPD CPD offer has extended to regular cover staff to include other areas of Trust CPD such as Unlocking Letters and Sounds (ULS), L1 Team Teach Business Continuity and Risk Management	Operational Effectiveness Roll out further as schools opportunities present. Develop a schools dashboard to understand strengths and weaknesses of schools beyond educational effectiveness Take remaining primary caretakers into direct line management by the central estates team. Cover Staff (Teachers and Support) Support the implementation of the service (supplier- Affinity) from September 2026. Business Continuity and Risk Management

Year 1 2024-25	Year 2 2025-26	By Year 3 2026-27
	Schools undertake testing of their business continuity and critical incidents plan	Schools continue to undertake testing of their business continuity and critical incidents plan
Financial sustainability Develop and implement a clear financial strategy and prepare communication with all stakeholders Develop updated model staffing levels to support schools to move toward financial sustainability	Financial sustainability Set sustainable budgets for 2026-27 for the Trust overall and individual schools, considering further options to develop both educational and operational efficiencies. Communicate with all stakeholders	Financial sustainability Implement new support fund so that harmful reductions to provision are avoided where budgets are temporarily unsustainable. The support Fund will also enable several innovative projects within the Trust.
IT Embed Centralised IT Team and begin to implement the strategic IT review. Tender on Management information System in preparation for end of SIMS contract in March 2026. Replace non W11 compliant devices in line with 3-year plan. Introduce standard IT set up in all secondary school classrooms	IT Implement Bromcom in all schools providing training to all staff. Establish a plan for the implementation of IT Vision. Pilot migrated primary school to new single tenant (cloud first). Establishing an Artificial Intelligence working party chaired by a school based senior leader to look at ways we can utilise AI to support high quality planning, assessment, adaptive teaching and workload reduction for teachers and teaching assistants.	IT Continue to implement LSP and Primary School tenancies linked via an MTO, supporting and training staff in its use. Investigate the use of wider Bromcom modules and AI tools for potential implementation If appropriate, implement recommendations from AI working party to ensure that AI is used well to support teaching and learning and to reduce workload. Create a separate AI working group to explore the exploitation of AI in the administrative and operational functions.
Financial strategy comms Develop template correspondence for schools to share with stakeholders about the financial position and action that will be required.	Financial strategy comms Support schools to communicate with all stakeholders about the financial position and action that may be required.	Financial strategy comms Support schools to communicate with all stakeholders about the financial position and action that may be required.



Key Performance Indicators 2024-27

Key Performance Indicators (KPIs)	KPIs are specific measurements used to gauge performance - indicating an improvement or a deterioration in performance against objectives. They measure progress toward the objective and gauge how close you are to achieving it. KPIs are monitoring and decision-making tools. The Trust/Schools will have significant influence over KPI outcomes. In addition to the KPIs listed below each December the Chief Executive will issue a report to Trustees on progress and performance against the matrix and verifiers identified by the Department for Education for commissioning high quality trusts.
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	Key Performance Indicators (KPIs)	How and when are they measured and reviewed
Pupils	- All LSP schools are graded as at least good/ Expected Standard 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%)	- Published reports - Directors of Education reports to board - DfE league tables - DfE league tables - IDSRs and Directors of Education Reports - Annual surveys
People People continued...	- Reduction in the number of teachers leaving the profession prior to retirement on previous year (year on year) - Reduction in the number of teachers leaving the profession in the first 5 years of their teaching career. 75% of ITT students and apprentices remain in LSP at the end of their training - 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.	- Annual Report. - Annual Report. - Annual surveys
Profile and Processes	- 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).	- Monthly report to Finance Committee - Published annual report.



Equality Objectives 2026-27

	How?	Measurable target
Equality Objective 1: To measurably improve attendance of SEND pupils. The metric for this will be a reduction of Persistent Absence (PA) for SEND K pupils which currently sits at 29% with a target to reduce this to below 20% over time	• School leaders and SENDCOs to receive training on how to communicate effectively with SEND families following the principles laid out in the DFE 'A guide for schools on Communication' • Directors of Inclusion and Secondary to identify if there are any trends/patterns as to PA linked to SEND group. • Redesign the pupil survey to enable the evaluation of school engagement and enjoyment / sense of belonging linked to support thinking in this area.	• KPI Reduction of 5% of PA (National PA for SEND K in 2024/ 2025 was 27.8% and in this academic year is 30.1%)
Equality Objective 2: To build the data process to allow for meaningful identification of the priorities for LSP in terms of Equalities work.	• Leaders of the People Strategy will use the staff survey and other data sources to evaluate the impact of our Trust strategic plan on protected groups (list relevant ones) in order to draft an effective plan for the future.	• KPI- Analysis of data will take place by Easter 2027 • New Equalities Objectives planned Summer 2027 • Action Plan within People Strategy agreed Summer 2027.

LIGHTHOUSE SCHOOLS PARTNERSHIP

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