



Be happy
Be successful
Be proud
Be Bankfields



STEEL RIVER

A C A D E M Y T R U S T

Steel River Multi-Academy Trust Strategic Plan 2023-2026



Strategic Plan 2023-2026

Steel River Multi Academy Trust

Introduction

The overarching aim of Steel River Academy Trust is to create schools that inspire, are aspirational, motivate and equip children with the necessary skills to succeed. We pride ourselves on the holistic approach to developing children personally, academically, creatively, physically and socially as well as promoting positive mental health. We aim to empower our children to become responsible adults of the future and make positive contributions as local, national and global citizens.

The strategic plan for 2023-2026, is intended to outline the strategic objectives of the trust over the next three years, sharing and defining our vision and ethos, and setting out the key goals and performance measures that will determine the success of our Trust as a whole along with our individual schools in delivering high quality and inspirational education for all our pupils.

The overarching strategic plan will inform and be informed primarily by the individual school self-evaluations, pupil outcomes and resulting school improvement plans. In addition, the strategic plan will focus on securing improvements in centralised functions such as finance, Governance and leadership as well as external support systems through robust control measures and systems of accountability to continually develop a solid base for future growth.

Our Schools

Bankfields Primary School



Be happy
Be successful
Be proud
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Whale Hill Primary School



United through our shared vision

Our Motto *'It's not where you start that matters- it's where you finish!'*

Our Vision

- Create a safe, happy, nurturing and inclusive environment that allows all our children to flourish
- Challenge everyone's mind-set to foster a love of learning, curiosity and belief in possibilities
- Overcome any barriers that may stand in our way
- Develop independent, resilient and self-motivated learners who are aspirational
- Ensure children are exposed to a wide range of experiences to explore their interests, talents and passions, and to become well informed young people who are able to form their own opinions and make effective choices

Overall, we will ensure that the Academy Trust proactively adds value to each academy school, ensuring the whole is always greater than the sum of its parts. Our aims will be set out through our key areas which are the foundations of our Trust.

Investment in leadership and staff development – Our staff are our greatest resource and as such we invest in them through high quality CPD, ensuring they have access to the latest educational research and technology, empowering them to deliver high quality educational experiences to all our children. Staff are well led and managed and work in an environment that is conducive to positive mental health and wellbeing. We support our staff to become strong practitioners and leaders through collaboration, external support, tailored CPD and leadership programmes, thus developing effective progression and succession planning. The Trust's ambition is to develop a highly motivated and skilled workforce who feel valued and empowered, making Steel River Academy an employer of choice.

We aim to establish effective Trust leadership with the right people, with the relevant experience and skill set, to deliver our vision and priorities. Trust leaders will ensure robust systems and procedures are in place for finance and school improvement whilst implementing clear systems of accountability that deliver strong practice and ensure compliance in all aspects of Trust business.

We have established an effective Executive team made up of the CEOs & Head teacher group who work collaboratively to set and deliver school priorities, drawing on the wealth of skills and experiences available to continually improve educational experiences and outcomes for children.

Governance

We continue to develop Governance at all levels to be robust, based on best practice and striving for excellence. Trustees and LGB members will have the right level of knowledge, skills and attributes to set the strategic direction of the Trust and monitor and evaluate effectiveness of systems, policies and procedures. Trustees and LGB members will be effective in their statutory duties as roles and responsibilities of members are clearly defined and understood. Board members will feel empowered to ask the right questions about school/trust performance and hold school/Trust leaders to account whilst cultivating a culture in which Executive Leaders are able to thrive.

Finance & Premises

A robust and sustainable approach to finance that maximises value for money, minimises the risk of fraud or misappropriation of funds and keeps central costs as low as possible. This will ensure that funds are utilised to enhance the educational experiences and provision of all children and supports our schools in achieving their objectives.

We aim to ensure our buildings, facilities and resources are fit for purpose, support exceptional educational provision, meet our stringent Health and Safety and Safeguarding requirements and have robust maintenance and repair cycles planned. We will continue to develop a positive and stimulating environment for our children and staff to thrive and where our families and visitors feel welcome.

Curriculum/Outcomes for children

A rich, inspiring and engaging curriculum that is aspirational for all our pupils and enables them to be the best they can be. The curriculum will provide opportunities to succeed in all aspects of their educational and personal development and will provide memorable experiences that ignites a lifelong love of learning and continuously prepares them for the next stage of their educational journey.

Each of our Academy Schools will contribute to achieving our aims, supporting each other through collaboration and partnerships to ensure we are the best we can be.

Key Elements to our success

- Strong leadership at academy and school level that transforms the culture
- The pursuit of excellence is demonstrated in a relentless drive for improvement in teaching, learning and progression
- Collaboration and strong networks across the Trust to share best practice and develop staff expertise
- Excellent governance that challenges, supports and holds leaders to account
- Recognising the strengths of teachers and continually developing and empowering them
- Outstanding teaching and pedagogical knowledge
- A broad and balanced curriculum that has expert knowledge, skills and progression as well as individual needs at its core
- Confident, resilient and independent learners
- High aspirations and expectation of all who work in our academies and a shared belief that all our pupils can succeed
- Secure and effective partnerships with parents/carers, the local community, Local Authority and other local schools, businesses and professional organisations

Key Area	Strategic Objectives	Actions	Monitoring	Success Criteria
<p>1. Finance & Premises</p>	<p>1. To Develop a robust and detailed estates management plan across all schools to ensure all children, staff and communities have access to high quality teaching and learning environments</p>	<ul style="list-style-type: none"> Using the condition survey reports to produce a long-term plan for school maintenance, repairs and future developments To introduce a centralised IT system to allow the Trust and schools to identify and prioritise work whilst ensuring information is accessible to school and trust leaders To work with AMR consultancy to submit CIF bids based upon conditions survey reports carried out in summer 23 To Review the Trust estates strategy and action plan to maintain high quality, innovative and sustainable learning environments across the trust 	<p>ET Meetings FAR Meetings ET Meetings Trustboard meetings CEO/Chair updates SBM Meetings Reports to Trustees</p>	<p>Long term costed plan is in place which prioritises work across the trust and reduces the amount of responsive works</p> <p>IT infrastructure supports with implementing a robust estates management plan which is easily monitored by school/trust leaders and Trustees.</p> <p>All appropriate personnel are fully informed of the planned maintenance programme and progress made.</p> <p>Close monitoring allows adjustments to made in a timely manner to support changing priorities of the Trust</p>

	<p>2. To continue to develop robust trust wide financial policies, procedures and procurement services to ensure financial efficiency, value for money and compliance</p>	<ul style="list-style-type: none"> • To ensure that the move to a centralised banking system makes efficiency savings in terms of financial, personnel and procedural. • Review of central services across the trust and individual schools to ensure value for money across all services. • To ensure policies and procedures are being consistently applied across all schools. • To ensure all financial management reports are produced in a timely manner in accordance with the trust's financial schedule to ensure that trustees are well informed • Continue to source further financial streams and grants to improve the educational provision and estates across the trust 	<p>Internal Audits</p> <p>External Audits</p> <p>External and Internal reports to Trustees</p> <p>FAR Meetings</p> <p>TB Meetings</p> <p>Monitoring of number and successful bids by Trust leader and Trustees</p> <p>Meeting Minutes</p>	<p>Smooth transition to a centralised banking system.</p> <p>SBMs are confident using the systems and a consistent approach is established across the trust.</p> <p>Positive audit reports.</p> <p>A consistent approach is applied across all schools and is recognised in audit reports and Trustee monitoring</p> <p>Management reports are consistently disseminated to Trustees at an agreed time to allow opportunity to process the information, ensure clarification and offer appropriate challenge</p>
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Key Area	Strategic Objectives	Actions	Monitoring	Success Criteria
2. Leadership and staff development	1. Develop trust and school leaders to ensure staff have developed the necessary skills and knowledge to continue to move the schools/trust forward	<ul style="list-style-type: none"> • Mentor and coaching support for new Headteacher • Co-CEOs to complete DfE induction course • Tailored CPD support for school leaders • The use of NPQ courses to further develop leaders • CEOs to attend regional and national Trust conferences to make links and keep up to date with policy and best practice 	CPD Logs HT / CEO Reports Course completion certificates	<ul style="list-style-type: none"> • New Headteacher have the appropriate support to develop the skills and confidence to lead the schools effectively • CPD is bespoke to the needs of the individual schools and staff to ensure strong practice across all schools • School/Trust leaders are supported to complete NPQ qualifications and are beginning to implement their learning in every day practice • CEOs are kept up to date with new initiatives and best practice, enabling them to implement strong policies and procedures to ensure the trust remains fully compliant.
	2. Develop staff to meet the increasing demands and complex needs of children across the trust	<ul style="list-style-type: none"> • Tailored CPD to meet the needs of individual staff • School Inset programme to meet the needs of individual schools • Trust has signed up to the NHS (blue mental Health Solution) cognitive behavioural therapy 	School's Inset programmes Trust Training Programme Personalised CPD log	<ul style="list-style-type: none"> • Professional development is carefully planned to meet the needs of individual staff and the current climate within the Trust schools • Staff further develop the knowledge and skills to support our most vulnerable children

		<p>programme tailored specifically to educational establishments</p> <ul style="list-style-type: none"> SENDco network groups to discuss complex children across the Trust Create a Trust SENDco lead to coordinate SENDco network Schools to take a planned and measured approach to meeting the needs of vulnerable children 	<p>Network Meeting log</p> <p>Minutes from Meetings</p> <p>SIT visit Reports</p>	<ul style="list-style-type: none"> Trust Training supports with school/Trust priorities SENDCo lead is in place and coordinates regular meetings Schools are able to effectively adapt their provision to meet the increasing complex needs of vulnerable pupils
Key Area	Strategic Objectives	Actions	Monitoring	Success Criteria
<h3>3. Curriculum/ Outcomes</h3>	<p>1. To ensure every child across the academy trust receives a high quality and inclusive education which is ambitious, meets their individual needs and supports them in meeting/exceeding their individual milestones</p>	<ul style="list-style-type: none"> Schools to implement an oracy rich curriculum to deepen children's knowledge acquisition and understanding Schools to include enquiry-based learning approaches to all curriculum subjects to develop skills such as effective questioning, analysis, synthesis and evaluation. Staff to plan and deliver highly engaging lessons which are effectively scaffolded to meet the needs of all pupils 	<p>SIT reviews</p> <p>Progress and attainment data</p> <p>Ofsted outcomes</p> <p>SLT monitoring</p> <p>CEO monitoring</p> <p>External consultant</p>	<ul style="list-style-type: none"> All school have embedded an oracy rich curriculum which develops children's speaking and listening skills, allowing them to share and discuss their learning to a range of audiences and for a range of purposes Schools embed enquiry-based learning approaches that deepen children's knowledge and understanding, helps them to make links with previous learning and develops higher order thinking skills Task design in all schools is carefully planned and monitored

		<ul style="list-style-type: none"> • Staff to apply adaptive teaching strategies to respond to the needs of pupils • School's to apply the defining features of Inclusion in their teaching and learning (access, participation, support and achieve) to ensure an ambitious curriculum for all 		<p>to ensure our schools have active learners who are engaged in lessons and able to access an age appropriate curriculum regardless of their ability.</p> <ul style="list-style-type: none"> • All academy staff have high expectations and aspirations for all children and support each child to meet/exceed their individual milestones
	<p>2. Create a highly effective Trust curriculum and assessment system to support schools in delivering high quality provision, whilst offering additional support in areas that require further development</p>	<ul style="list-style-type: none"> • PP to work with curriculum and subject leads across the schools to develop a Trust wide curriculum which encompasses the best practice across the four schools. • PP to complete subject research webinars to understand the research and findings of curriculum reviews • To work through a set of subjects each year to ensure a measured and detailed approach that takes account of up to date research, examples of best practice and available resources to ensure a high quality and well-designed Trust curriculum is in place 	<ul style="list-style-type: none"> • Completed subject curriculum plans and assessment criteria • Curriculum Training records • CEO/subject leader meetings • Subject moderation meetings 	<ul style="list-style-type: none"> • A highly effective Trust curriculum is in place that is based on up to date research, best practice and high aspirations. • Assessment criteria ensures key knowledge and skills are assessed appropriately and establishes a consistent approach across all schools • Staff clearly understand what and how to assess for each subject and how to use assessment for Learning to inform future planning and provision

		<ul style="list-style-type: none"> • To develop an effective Trust assessment system to ensure consistency of approach and expectations across the Trust • To produce an assessment system that effectively measures progress towards key skills and knowledge taught throughout the child's curriculum journey • To ensure an assessment system is designed that is manageable and supports staff in their assessments for Learning and planning next steps 		
Key Area	Strategic Objectives	Actions	Monitoring	Success Criteria
4. Governance	To Develop a strong MAT infrastructure, Governance and Executive leadership which supports further development and growth.	<ul style="list-style-type: none"> • CEOs to review and strengthen lines or communication/reporting with all stakeholders across the Trust (website, Teams, Governor hub, annual schedule/plan, email • Create an action plan from LGB/Trustee self-evaluations to inform priorities 	<p>Documents in teams and Governor hub kept up-to-date</p> <p>Completed action plan</p>	<p>Effective and robust systems of communication are in place and used consistently by all parties to ensure relevant information is disseminated in a timely manner</p> <p>Action plan is in place and monitored regularly to continue to strengthen governance across the Trust</p>

		<ul style="list-style-type: none"> To organise an external review of trust governance to identify strengths and areas for improvement and to develop a clear action plan Trust conference to develop Trust identity and shared goals Deliver LGB training on fulfilling their responsibilities 	<p>Report from External Review</p> <p>Minutes from LGB Meetings</p>	<p>External review supports Trustees to identify strengths and areas for improvement, setting clear priorities to further strengthen governance</p> <p>Trust conference supports governors/Trustees in developing their understanding of roles and responsibilities within a MAT</p> <p>Trust training for LGBs helps LGB members to fulfil their roles and responsibilities effectively and confidently</p>
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Medium and long term plan (years 2&3)

Key Area	Year 2 – 2024-2025	Year 3 -2025-2026
Finance & Premises	<ul style="list-style-type: none"> Full review of external central services to see if they meet the requirements of the trust and growth. To support schools with development projects to enhance the education of pupils across the trust, utilising funding from external partners. 	<ul style="list-style-type: none"> Increasing energy efficiency and sustainability across the Trust. To ensure the right personnel for an efficient financial structure is in place to support schools and facilitate Trust growth.

Leadership and Staff Development	<ul style="list-style-type: none"> • The MAT makes use of partnerships and networks outside of the Trust to utilise the skills and expertise of outstanding practitioners within the Trust to offer support to other schools/MATS in areas of school improvement • Extend the role of the School Improvement team to enhance the provision across the trust. 	<ul style="list-style-type: none"> • Audit of leadership across the schools to identify skills and skills gap to ensure that future succession planning is in place.
Curriculum/ outcomes	<ul style="list-style-type: none"> • To continue to develop whole trust curriculum based on up to date research, best practice and prioritising subjects which meet the current needs of the trust school. • Begin to develop a moderation process for foundation subjects across the trust to ensure consistency of knowledge and skills development and assessment. • All schools within the Trust are judged to be at least good by Ofsted, ensuring equity across all schools so that all children within the MAT are receiving a high-quality curriculum with strong outcomes for all groups of children 	<ul style="list-style-type: none"> • Continue to implement subject specific CPD across the Trust to ensure all subject leaders have access to high quality training and are kept up to date with research and developments in their areas of leadership. Subject leaders to disseminate the training in their own schools to develop staff subject and pedagogical knowledge
Governance	<ul style="list-style-type: none"> • Use the actions from the external review to plan an appropriate CPD programme for trustees and LGBs. • To organise full data training for trustees to give an overall picture of trust outcomes as well as the performance of individual schools, so that trustees have a clear picture of strengths, areas for improvement as well as current trends. 	<ul style="list-style-type: none"> • To work with governor services to create a sustainable succession plan for governance across the trust.