

# COLLABORATIVE LEARNING TRUST

Working Together to Secure Success



## STRATEGIC PLAN 2025 – 2028



## OUR VISION

The Collaborative Learning Trust will be recognised as a highly successful learning community that provides outstanding, sustainable, and inclusive ‘nursery to 19’ education for young people of all abilities in both Church and non-Church schools. Students will leave Collaborative Learning Trust schools having enjoyed their education and developed into lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to, and succeed in, our 21st century society.

## OUR VALUES

*Our vision is underpinned by our Collaborative Learning Trust values (the things that are important to us):*

- **The development of wisdom, knowledge and skills** – high quality teaching and learning designed to secure the ‘all round’ education of young people so they achieve well, acquire a secure moral compass, and develop a passion and enthusiasm for learning
- **The promotion of dignity and respect** – a focus on equality for all, trust, integrity, respect and an appreciation of diversity
- **The desire to work for the common good of the whole community** – supporting the development of lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to society
- **The creation of hope and aspiration** – a culture on and success (in students, staff and governance)

## OUR WAYS OF WORKING

*Our vision will be achieved through:*

- A commitment to a genuinely collaborative approach to ensure sustained school improvement towards the vision
- Strong ethical leadership and behaviour at all levels
- Autonomous ethos and identity for each school, whilst sharing core values and vision across both church and non-church schools
- Effective staff professional development and opportunities for excellent practitioners to develop their career

## STRATEGIC PRIORITIES 2025 - 2028



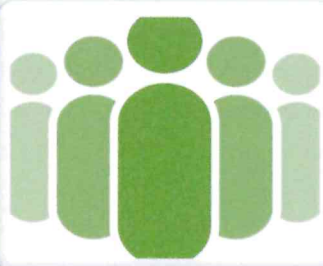
### SCHOOL IMPROVEMENT

Excel at school improvement so that our schools provide high quality inclusive education.



### LEADERSHIP & GOVERNANCE

Strengthen leadership pathways and continue to develop effective ethical leadership and governance at all levels in our Trust



### PEOPLE AND CULTURE

Create a high performing, positively engaged and diverse workforce to support a successful, collaborative learning community.



### SUSTAINABILITY

Create a sustainable future for our Trust and wider society, whilst strengthening civic purpose and social value.



## **SCHOOL IMPROVEMENT**

**Excel at school improvement so that all our schools provide high quality inclusive education.**

### **What exactly do we want to achieve?**

*(i.e. what will it look like by 2028?)*

Collaborative Learning Trust schools will provide exceptional quality education and contribute to school improvement across the region. Education provision will be shaped by and bring benefits to the communities that they serve – celebrating the autonomy and individuality of each school. All our children and young people will make good progress, achieve academically and flourish. This means that by 2028:

- Staff and leaders will collaborate with each other and with schools inside and outside of the Trust, sharing and learning good practice which aids the delivery of exceptional education.
- Children and young people have access to high quality resources, including digital and environmental, and as a result they achieve their very best
- Success is inclusive. There is equity between the success and achievement of different cohorts, including SEND, disadvantaged and those without these barriers.
- All children and young people enjoy their learning, and this is demonstrated in high levels of attendance and low levels of suspensions for all cohorts, including SEND and disadvantaged
- Our Church of England Foundation schools are flourishing – with ongoing improvement driven by their Christian vision
- Children and young people benefit from high quality personal development, alongside academic progress, so they are able to successfully progress to (and in) their next stage of learning or employment, are equipped to keep themselves and others safe, and are able to make a positive contribution to their society.



## **A: SCHOOL IMPROVEMENT - KEY PERFORMANCE INDICATORS**

*(i.e. what can we measure to indicate that we have achieved the above?)*

1. Pupil progress in each school is in line with, or better, than national comparisons or shows demonstrable improvement as indicated by DfE published data or external school review
2. The attainment and progress gap between DS and other pupils narrows in each Trust school
3. Pupils with SEND thrive and achieve highly in line with needs and starting points
4. Internal and external evaluation indicate that the 'personal development curriculum' is strong in all CLT schools.
5. Inclusive education – pupil attendance improves, and persistent absence decreases across the Trust so that in each school it is at least in line with similar schools (or better) and the gap between DS/SEND pupils and other pupils narrows
6. Inclusive education – pupil suspensions and exclusions are below national comparisons – the gap between DS / SEND pupils and other pupils narrows in each Trust school
7. Pupil voice and participation data in each school indicates high levels of engagement in extra-curricular and enrichment activities and any gap between DS/SEND and other pupils narrows in each Trust school.
8. Programme of Trust-wide pupil leadership and enrichment events established with an increasing number of pupils involved
9. Internal and external evaluation indicate that the CE foundation of Church Schools continue to flourish - the school vision is positively impacting on all.
10. NEET figures (secondary), alongside pupil and parent feedback confirms that pupils are supported to successfully progress to their next stage
11. Internal review, alongside staff and student voice, indicates that at all Trust schools have safe, reliable access to effective technology to support teaching and learning – in line with each school's Digital Strategy.
12. Internal and external evaluation shows a positive impact of CLT support on the quality of educational provision with schools *beyond* the Trust.



## **LEADERSHIP AND GOVERNANCE**

**Strengthen leadership pathways and continue to develop effective ethical leadership and governance at all levels in our Trust.**

### **What exactly do we want to achieve?**

*(i.e. what will it look like by 2028?)*

Collaborative Learning Trust leaders will make ethical decisions that secure progress towards our vision for the Trust. This means that by 2028:

- Will have clear structures and processes for recruiting and developing excellent leaders, including governors and trustees,
- We will be seen as 'a great place to be a leader, governor or trustee' and as a result we recruit the best people to our leadership and governance vacancies
- Potential leaders within our Trust are identified early, nurtured, and engage in opportunities to step up to leadership roles
- There is an established 'leadership pathway' offer for staff, which is accessed by an increasing number of our employees
- The selection, induction and professional development of leaders is centred around our Trust's vision and values so that leaders at all levels make morally correct decisions with consideration for the dignity and rights of others (ethical leadership).
- All Trust leaders champion and exemplify a genuine collaborative approach to securing improvement, whilst maintaining the autonomy to develop and maintain the distinctive ethos and identity of each school in the Trust
- Governors and trustees positively engage with the wide range of training and development opportunities so that they carry out their roles effectively and proactively engage in the development of our Trust
- Leadership at all levels, including governance, is recognised as strong.

## **B: LEADERSHIP AND GOVERNANCE - KEY PERFORMANCE INDICATORS**

*(i.e. what can we measure to indicate that we have achieved the above?)*

1. There are no long-term vacancies (within a 6-month timeframe) at LGC or trustee level.
2. A minimum of 85% compliance in recommended governor training and development (currently 75%)
3. All Trustees and Church School Governors fully understand SIAMS and their role in effectively monitoring Church Schools.
4. Trust wide survey indicates that a minimum of 95% of governors feel the communication between the different levels of governance is effective (currently 90%)
5. External governance review indicates exemplary governance with few areas for further development
6. LGC minutes illustrate that governors are providing challenge and holding leaders to account in all trust schools.
7. CLT has a published leadership pathway offer with a range of possible routes
8. An increasing proportion of staff are confident that leadership actively work to address their professional needs. Currently 71% are moderately to completely confident (12% above the Edurio national benchmark)
9. CLT has a published 'Leadership Induction Programme' with 100% completion rates
10. Regular analysis of Trust wide parental views informs discussion and decisions at Trust Board level
11. External school reviews and benchmarking provide evidence that 'leadership and management' in each school is exemplary or shows demonstrable improvement
12. Governance effectiveness reviews (including feedback from headteachers and deputy headteachers), indicate a positive impact of governance on education provision across the Trust.





## PEOPLE AND CULTURE

**Create a high performing, positively engaged, ambitious and diverse workforce to support a highly successful, collaborative learning community.**

### **What exactly do we want to achieve?**

*(i.e. what will it look like by 2028?)*

Collaborative Learning Trust will recruit and retain high quality staff with the ambition and skills to develop, and engage with, our successful learning community. This means that by 2028:

- We will be seen as 'an employer of choice and a great place to work' and as a result our schools will recruit the best people to vacancies and secure healthy staff retention levels
- Our increasingly diverse workforce will have values that align with Trust values and all staff will share and support the ambition set out in our vision
- We will provide excellent staff professional development – with core guidance for all schools, and high levels of engagement from staff, so that there is tangible impact on educational provision.
- Collaboration within and between Trust schools will enhance all aspects of our work – via professional development opportunities, sharing of successful practice, and reducing workload.
- Staff will access and benefit from an increased number of internal promotion and development opportunities to support retention of the best staff
- Our staff will feel valued and supported (with the right resources and working environment to carry out their role) so that they are able to maintain a healthy work-life balance and positive well-being, as set out in our Trust Well-Being Charter.
- As a result of the above, there will be a positive culture across the Trust, with the key features of collaboration and mutual support. Our workforce will be motivated and equipped to help deliver exceptional learning experiences for our children and young people.



### **C: PEOPLE AND CULTURE - KEY PERFORMANCE INDICATORS**

*(i.e. what can we measure to indicate that we have achieved the above?)*

1. An increasing proportion of Trust staff feel moderately to very positive about their school's support for well-being. Currently 91%.
2. An increasing proportion of staff appreciate the benefits of being part of CLT. Currently 67% feel moderately to completely confident (6% below the national benchmark)
3. All Trust schools will be part of a single domain which creates more efficient information technology connectivity and sense of belonging.
4. Appropriate technology – including AI – is in place to reduce workload and support the efficient operation of each site (as demonstrated in staff survey responses)
5. All urgent health and safety and D1 issues are remediated or have an achievable plan within 1 month of identification
6. Comprehensive Internal Communications Strategy is in place, with co-ordination between Communications Lead and HR Director.
7. Publish guidance re a base line of professional development provision for all staff across the Trust
8. Trust Talent Management Process established, with Professional Learning Pathways (including short term development roles) available to staff
9. An increasing proportion of staff are satisfied or very satisfied that the Trust's performance appraisal process has had a positive impact. Currently 61% (10% above the national benchmark)
10. The Trust workforce becomes increasingly diverse. Currently some age ranges are underrepresented and some ethnicities not represented across our staffing population.
11. Robust induction process in place for all staff, which includes information about Trust vision and values and ways of working
12. Staff are consulted regularly on specific, focused issues as well as annual surveys, and their feedback informs decisions and actions across the Trust.



## **SUSTAINABILITY**

**Strengthen civic purpose and social value to support a sustainable future for our Trust and wider society.**

### **What exactly do we want to achieve?**

*(i.e. what will it look like by 2028?)*

The Collaborative Learning Trust will exemplify strong social, environmental and economic sustainability, and therefore make a positive contribution to a sustainable society – local, regional, national and global. This means that by 2028 we will have:

#### *Social*

- Ensured education provision in all our schools supports the development of 'Global Citizens' with the attributes and wisdom to flourish and make a positive contribution to their society
- Strengthened external partnerships and increased contribution to education improvement beyond CLT schools
- Increased the number of schools in the Trust so that there are further opportunities to share good practice, enhance Central Team support and secure positive impact on education provision
- Ensured that all Trust schools engage with, and contribute positively to, their local community

#### *Environmental*

- Significantly reduced the negative environmental impact of our work
- High level of pupil engagement in strategies to improve environmental sustainability

#### *Economic*

- Secured a strong and sustainable financial position for each school and the Trust overall to enable us to continue to deliver high quality education in a growing number of schools and therefore make an increasing positive difference to society
- Taken every opportunity to use existing funding (and access additional funding) to support projects that improve environmental and social sustainability.



## **D: SUSTAINABILITY - KEY PERFORMANCE INDICATORS**

*(i.e. what can we measure to indicate that we have achieved the above?)*

### *Social*

1. Monitoring data shows that in all schools an increased proportion of pupils access extra-curricular and enrichment activities, including volunteering and Trust wide activities
2. All school achieve the RED Award and give high priority to the implementation of the Trust Equality and Diversity Charter
3. External school reviews provide evidence that the 'personal development' curriculum in each school is strong or showing demonstrable improvement.
4. CLT Community Engagement model rolled out across all CLT schools
5. Trust membership includes at least 3 secondary schools and 12 primary schools

### *Environmental*

6. All CLT sites have sustainable waste management solutions
7. Carbon intensity ratio reduces (currently 0.24 tonnes CO<sub>2</sub>e per pupil)
8. Publish CLT Sustainability Requirements, and ensure all suppliers meet these
9. All CLT sites engage with Modeshift Stars Education Travel programme, promoting active/sustainable travel to school.
10. All schools have an Environmental Sustainability Plan – which includes environmental sustainability education as part of the curriculum

### *Economic*

11. All CLT schools operate within the Trust's reserves policy, or have a clearly defined action plan to return to this within 3 years
12. There are no unmitigated levels of risk on the Risk Register which jeopardise the Trust's overall sustainability and ability to make a positive difference
13. There is evidence that funds have supported sustainability-based improvement projects