Strategic Priorities & Plan 2023-5

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SUSSEX LEARNING TRUST

Our Mission	Core Purpose Strategic Objectives and Organisation Goals	Key Performance Indicators
- To promote and support the best interests of children in the communities we serve - To advance education for the public benefit - To exercise civic duties and responsibilities for the wider good of the local community	**1. Outcomes and collaboration (PH, SR, SV, RS)** a) Meet (or show trends towards) top 5% performance indicators across all (most) academies, especially for disadvantaged learners. b) Further embed our culture of quality control & best practice & collaboration across all academies. c) Advance language knowledge & skills for all learners d) To be a beacon of excellence for digital learning e) To be a centre of excellence for Character Education. f) Cross-phase CPD and/or projects happening monthly	**April 24** - BPS joins (2a) **May '24** - cross phase projects embedded into the MAT diary (1f) **July 24** - Improved percentages to this Survey, especially Q18 - to what extent we embody our EDI intentions (Nov '21 88% positive, July '22 88%, **July '23 90%**)) (3d)
Our Vision		**July 2024** - NWPA, WPPA self-evaluating at 'outstanding'; WGPA as 'good' (1)
Irrespective of background, all children and young people deserve the very best educational provision and should therefore attend ambitious and dynamic establishments. *Sussex Learning Trust academies work collaboratively to provide 'world class' formational and transformational opportunities helping our young people realise their potential and equipping them in Their journey towards personal fulfilment and responsible citizenship.*	**2. Sustainable and strategic growth (JAE, JG, JT, PP)** a) Enact our 'Growth Strategy b) Enhance financial, operational & technical infrastructure to complement sustainable growth c) Plan for leadership succession. d) Review the SLT 'way' – a template for cross-phase schooling e) Actively seek opportunities to bid for new free-schools that can enhance our vision of collaborative best practices. f) High quality digital platforms and video materials that demonstrate the strengths and benefits of joining SLT	**July 2024** - we are on the way to 8 constituent academies (2a) **Sept '24** - CFS securely 'good' (1) **Nov 2024** - CFS and Woodgate thoroughly embedded in SLT (staff survey) (2a)
Our Values (related Nolan Principles)		
Respect (objectivity, selflessness) **Integrity** (objectivity, accountability, honesty) **Resilience & Perseverance** (leadership) **Kindness** (selflessness, openness) **Confidence** (Leadership) **Optimism** (leadership)	**3. SLT people & community (JA, EG, HH, JP)** a) Maintain & develop our individual academy reputations so that we remain oversubscribed with 'first-choice' learners. b) Ensure we are fully-staffed with outstanding candidates. c) Recognised as a responsible and important stakeholder in the success of the locality economy and well-being. d) A beacon employer for EDI and likewise for pupils & students and our curriculum across phases e) Distribute leadership	
Global Strategic Priority		
Each academy will be carbon neutral by 2030. Strategy considered, consulted on and adopted by Easter '24.		

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1 Outcomes and collaboration	
	How?
a) Meet performance indicators across all academies towards FFT5, especially for disadvantaged learners. (JM) In-school gaps between DLs (inc. SEND) and non-Disadvantaged (with a focus on DDLs)	1. Exec. Team target setting strategies across the Trust ensuring we are being as aspirational as we can be, without being unreasonable! Our academies should have outcomes in top 5% for contextual cohorts (especially for progress) 2. Culture of 'no excuses. JM working with Heads on thresholds of what constitutes 'going the extra-mile'. 3. Each academy will have its own PP strategy, building on catch-up funding, complementing established strategies. 4. Attendance strategies demonstrating clear impact 5. Curriculum reviews (including peer reviews) to assure that there is ambition for all
b) Further embed our culture of quality control, best practice & collaboration across all academies. (SD) Embed the shared language of learning & teaching (MAT self-assessment)	1. Pro-actively seek shared projects through Executive Team with the hope that we can encourage increasing communication across our staff. 2. Return to post-covid levels of collaboration 3. 2024 Conference to be the second with a focus on SLT Language Framework 4. JM to lead continual QA processes and policy fidelity reviews
c) Advance language knowledge & skills for all learners	1. Embed the Language Framework across all academies and each year group (framework)
d) To continue to grow our excellence in digital learning and services	1. IT Strategy group well-embedded in terms of sharing best practice and co-trialling e-learning tools. 2. More network and structural IT efficiencies and opportunities to be explored. 3. Review capacity in Digital Services (particularly Primary element)
e) To be a recognised MAT of excellence for Character Education. (SD	1. One page for each academy on how we deliver Character Education. 2. Use Character Education Kitemark resources to self-evaluate our provision. 3. Apply for Kitemark or Kitemark +
f) Cross-phase CPD and/or projects happening monthly	1. Using Curriculum Areas as a catalyst 2. Develop cross-phase subject leader/curriculum teach meets. 3. SLT diary of collaborative projects initiated and kept to

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2.	Promotion of SLT vision – sustainable and strategic growth	
		How?
a)	Continue to enact our Growth Strategy	1. Instigate a Capital & Growth Working Party 2. Executive Team & Senior Executive Team to report to the Board. 3. Take feedback from RD and action
b)	Enhance financial sustainability achieved via shared services, collaborative learning opportunities and income. (JH)	1. Officers continually look for efficiencies in shared services including a review of the APC (Annual Partnership Contribution) 2. Each academy has a 'no automatic' replacement policy for support staff, i.e. careful consideration to be given for potential savings that don't impact on learning or that alternative ways of working couldn't bring efficiencies. 3. Assessment of shared procurement benefits. 'do we do enough of this?' 4. All vacancies are considered against a 'vision of the future' of SLT Central Office
c)	Increase career options, develop emerging talent and succession plan	1. Consult staff and plan a CPD curriculum that encourages career progression. 2. Look for 'new staff' for expansion initiatives from within, first. If not for direct appointment to ensure appropriate aspiration and CPD so that our colleagues are the best candidates. 3. Develop in-house training opportunities, including widening of culture of PLCs at WPSA.
d)	Review the SLT Way for primary, secondary and all-through education to ensure it remains contemporary and fit for purpose.	1. Executive Team (Heads) will interrogate our current blueprint (written for HFPA)

e)	Seek opportunities for new Free-schools to meet basic need.	1. Burgess Hill x 1 2. Hassocks 3. Haywards Heath – Hurst Farm 4. WS liaison - Ford Secondary?
f)	High quality digital platforms and video materials that demonstrate to others the strengths and benefits of joining SLT (link to web site)	1. Central Trust Executive Team with Exec Team. 2. Video resources 3. Joining SLT website

3.	SLT People & Community	
		How?
a)	Maintain and develop our individual academy's reputations so that we remain healthily oversubscribed with pupil/students for whom we were first choice	1. Academic outcomes will drive this (see above) plus proactive PR about the wider 'offer' of our schools. Parent voice critical to capture and respond to. 2. 2023 data continues to support (or, is close to) outstanding outcomes. 3. Marketing Plan rolled our Autumn '23. Social media will be consistently used to raise the Trust profile and that of individual academies.
b)	Ensure we are fully-staffed with our first-choice candidates. SLT recruitment strategy implemented	1. Promote effectively 'why SLT is a great employer' 2. Early recruitment policy taking 'informed risks' on anticipated vacancies, especially in the core subjects at the secondary. Recruitment even more challenging at WPSA 3. Active engagement in growing our own teachers through our involvement with ITT providers.
c)	Increasingly recognised as a responsible and important stakeholder in the success of the locality economy and well-being.	1. Engage with more local companies, invite as mentors, careers events etc. 2. Investigate sponsorship.
d)	Become a beacon employer for EDI	1. Consult widely and consistently with staff 2. Learn from industry and other institutions 3. Always being alive to the requirements for adaptations to the EDI Policy 4. Ensure all related policies are updated to reflect inclusive language

	5. Actively seek opportunities and training to promote equity
	6. Invite external scrutiny
e) Distribute leadership	1. Train our Line Managers
	2.