



Strategic Plan 2016 – 2019

Contents

1. Introduction	3
2. Vision and Aims	4
3. The Exceptional Education Trust Approach	6
4. 2016 – 2020 Strategic Aims Objectives Overview	9
5. 2016/17 Strategic Aims: Action Plan	12
Appendix	
1. Organisational Structure	20
2. Members/Director	21

1. Introduction

The Exceptional Education Trust believes long term sustainable success happens when there is;

- Clear **purpose** to action built around the pursuit of excellence
- Appropriate **autonomy**, is delegated to school leaders in a framework of accountability and challenge
- A focus on developing, capturing and **mastering** skills and expertise is a core activity

Central to the ethos within the Trust is that ownership and accountability for success must rest at point of action. In every Academy within the Trust you will see Principals as Educational Entrepreneurs – developing, modelling and delivering practice in their schools that can change the educational experience at a local, national and internally level as part of their continuing pursuit of excellence

The Exceptional Education Trust remains committed to ensuring each partner school within the Trust is;

- a local school with their own identity
- work with other schools within the trust to share best practice
- able to create economies of scale as part of the trust to ensure sustainable outstanding performance

Each School to operate within a framework that promotes individual ownership, entrepreneurship and autonomy; with its own local Governing Body who have been delegated appropriate powers and responsibilities based upon experience and success.

The Exceptional Education Trust aims to grow to at least 5 schools by 2019 made up of both convertor academies and Sponsored academies.



2. The Exceptional Education Trust Vision and Aims

Our Vision

To be recognised as a world class leader in education, ensuring every child is ready to take up the challenges and realise the opportunities of the 21st century.

Our Aims

Our vision will be realised through the delivery of five key aims articulated as commitments to the local community:

1. To develop outstanding leaders across the school

We are committed to developing outstanding leaders through the establishment of a centre of excellence, ensuring all students have the skills required to develop into young men and women who are ready to take up the challenges and realise the opportunities of the 21st century and impact positively on every aspect of society, whether locally, nationally or internationally.

2. To guide our students to achieve exceptional academic performance across all subjects

We are committed to developing every student's skills and knowledge, ensuring exceptional academic performance for all and enabling students to access the most ambitious career paths and gain access to the best universities nationally and internationally

3. To provide an Outstanding Learning Experience for every student.

We are committed to providing each student with a high quality personalised learning experience through exceptional teaching and an outstanding curriculum. 'Every Child, All the Time' drives our belief that every child is able to achieve the extraordinary relative to their own personal abilities.

'Every Child, All the Time' is an approach to student progress where every day, in every lesson, every student will be receiving the best possible learning experiences. It recognises the need to respond to students' emotional needs as well as learning needs throughout their educational journey, appreciating that these needs are different for every child and can change at different stages of this journey.

4. To ensure every student has access to high quality Enrichment activities.

We are committed to ensuring every student has access to exceptional enrichment experiences and activities including high quality coaching so they aspire to participate, compete and succeed at a local, national and international level.

5. To be the School of Choice for the local community.

We are committed to providing a school that:

- meets the needs of every child.
- develops citizens committed to British Values of democracy, tolerance, respect and the rule of law.
- is a safe, happy and caring learning environment where students want to be.



The Exceptional Education Trust Approach

Central to realising The Exceptional Education Trust aims is the need for active engagement of all members with a Culture of Achievement built upon authentic and effective collaboration and continuous pursuit of excellence.

Beliefs that are championed.

- Responsibility for performance sits in the Academy.
- The success of the WF Challenge is its impact on students – both their day to day experiences and outcomes.
- There is a clear expectation that 'excellence' will be achieved in every school.

Values that are supported.

- Moral commitment to the development of other staff and other schools.
- Meritocracy based upon credible and transparent information.
- Integrity and Truthfulness.
- Trust and Openness.

Deal Breakers and blockers that are challenged.

- School Leadership that does not challenge/hold to account poor performance.
- Lack of transparency.
- Non-involvement, you can only get out what you put in.
- Do as I say, not as I do.

The key educational Improvement role of The Exceptional Education Trust is to provide;

1. Quality, robust and trusted challenge to schools.
2. Access to outstanding knowledge, expertise and skills able to support each Academy to realise their school improvement aims.
3. Build a Culture of Achievement, Authentic Collaboration and Pursuit of Excellence throughout every member of our Trust.

Further The Exceptional Education Trust believes;

- ***Effective Leadership is at the core of change and Success.*** Schools are autonomous institutions responsible for their own improvement and sustainable school improvement will only occur through effective leadership built around personal responsibility for outcomes at every level.
- ***Excellence in the classroom is vital for sustainable success.*** The development of outstanding Teachers through outstanding training programmes is key to improving school outcomes.
- ***Success must be clearly defined, tracked and shared.*** Information systems that define success and allow underperformance to be challenged are central to realising outstanding outcomes. Academy academic success is no longer only based upon the performance of the school community as a whole, but on the performance of every group, no matter how small, that make up that community. The elimination of disparity in performance between student groups based upon gender, individual disadvantage, ethnicity or SEN need is now a political as well as moral imperative for each school. Every child must have the best possible chance to succeed.

Developing Outstanding Practice

The knowledge, expertise and skills required by Academies within the Trust to be successful will probably already exist with the Trust. Through the creation of vehicles that allow this knowledge to be transferred skills and expertise can be shared across all Academies

Knowledge Management Framework

Moral Capital

The commitment by all members of the Trust to share knowledge, expertise and skills for the benefit of all schools

Knowledge Capital

The ability of the Trust (and individual academies) to successfully capture knowledge, expertise and skills – seeking external expertise when it does not exist within the Trust.

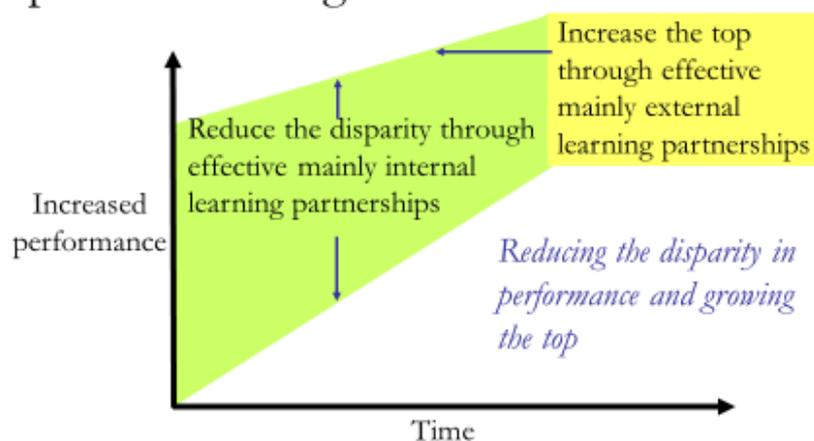
Social Capital

The ability of members Trust to effectively share knowledge, expertise and skills.

Organisational Capital

The structures required for the knowledge, expertise and skills to be efficiently and effectively shared between Academies, leaders and teachers.

School improvement – upwards convergence



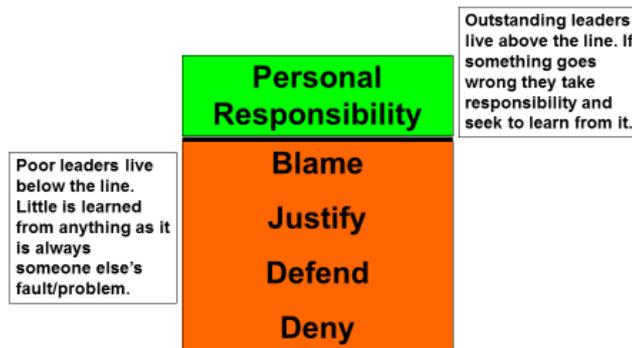
Care of Challenge Partners

The role of the Trust is to develop the Moral, Social, Knowledge and Organisational capital to allow schools to access the knowledge, expertise and skills in order for them to be able to realise their improvement ambitions.

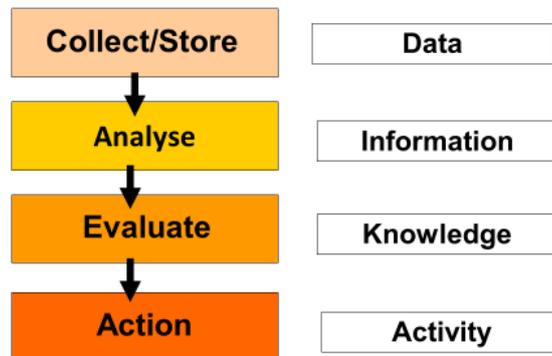
1. Defining success, Challenging under performance and the creating of networks of support

Outstanding institutions (and systems) know their successes, understand their challenges and manage their risks - responding through changes in overall strategy, redefining of expectations and operational management. There is no abdication of responsibility. Systems and leaders learn.

What We Do....Outstanding Leadership.



The quality of any information system can only be assessed against desired change and outcomes. Data must be turned into activity that leads to change.



The role of the trust is to provide;

- definitions of success in a rapidly changing context
- robust (and timely) challenge through accurate information systems focused on academic outcomes
- trusted and usable analysis able to identify our outstanding performers across the all EET Academies, allowing credible networks of support to form and grow.
- access to exceptional training structures

2016 to 2020 Strategic Aims

- 1. To ensure 'Every student, all the time' achieves exceptional academic performance across every Academy.**
- 2. To ensure high quality Leadership and Governance at Trust board, LGB and Academy level.**
- 3. To provide high quality and value for money Trust Services that support all Academies in their pursuit of excellence.**
- 4. To establish school Improvement systems and build the structures that lead to sustainable and successful schools.**
- 5. The Trust to expand to at least five Academies within 3 years.**

2016 to 2020 Strategic Aims (Detail)

1. To ensure 'Every student, all the time' achieves exceptional academic performance across every Academy.

- 1.1. KS4 Academy Performance to be recognised as Outstanding with;
 - 1.1.1. All School Performance to be in the top 10% of schools nationally for progress.
 - 1.1.2. The elimination of any disparity of performance between student groups based upon;
 - Gender
 - Disadvantage
 - Ethnicity
 - SEN
 - 1.1.3. our Most Able students achieve outstanding outcomes
- 1.2. Sixth forms Academic Performance to be recognised as Outstanding with;
 - 1.2.1. post-16 outcomes at least in the top 25% of sixth forms nationally, with most in the top 10%
 - 1.2.2. disparities in performance eliminated
 - 1.2.3. the most able achieve outstanding outcomes
 - 1.2.4. there is excellent progression to both university (including those in the Russell Group) and high quality careers options.
- 1.3. All Academies to be judged at least 'Good' by Ofsted, with most recognised as Outstanding.

2. To ensure high quality Leadership and Governance at Trust board, LGB and Academy level.

- Ensuring Outstanding Governance at every level through;
- 2.1. effective recruitment of exceptional Directors and local Governors able to progress the Trusts ambitions
 - 2.2. clearly defined Roles and Responsibilities at LGB level
 - 2.3. high quality governance training programmes
 - 2.4. an accurate and robust self-evaluation process across all aspects of the Trust
 - 2.5. effective Risk Management
 - 2.6. regular and robust Policy and procedure review and management
 - 2.7. successful Finance management and accurate audit control systems

3. To provide high quality and value for money Trust Services that support all Academies in their pursuit of excellence.

Building The Exceptional Education Trust Academy Services Division (ASD) that provides value for money services to all Trust Academies. To the preparation of key areas including;

- 3.1. Human Resources
- 3.2. Health and Safety Oversight
- 3.3. ICT
- 3.4. Pension/Payroll
- 3.5. Premises and resources
- 3.6. Student Services (EWO, Counselling etc)

4. To establish school Improvement systems and build the structures that lead to sustainable and successful schools.

Ensuring outstanding performance across every Academy within the Trust through the;

- 4.1. development of EEA as School Improvement organisation
- 4.2. capture and articulation of a robust and effective school improvement approach and intervention mechanisms
- 4.3. creation of sustainable schools (school enlargement)
- 4.4. identification and development of leaders

5. The Trust to expand to at least five Academies within 5 years.

5.1. Delivery of The Waltham Forest Free School (to open in September 2018)

5.2. Securing and development of Primary School improvement expertise.

5.3. The development of effective Due Diligence processes to ensure smooth incorporation of new Schools within the Trust. There to include;

- Governance
- Financial
- HR & Personnel
- Leadership and Management
- Educational
- Building / resources
- Liabilities

Year 1 Action Plan

1. To ensure 'Every student, all the time' achieves exceptional academic performance across every Academy.

Objective	Action	KPI	Committee / Lead Director
<p>1.1. KS4 Academy Performance to be recognised as Outstanding with;</p> <p>1.1.1. All School Performance to be in the top 10% of schools nationally for progress.</p> <p>1.1.2. The elimination of any disparity of performance between student groups based upon;</p> <ul style="list-style-type: none"> ▪ Gender ▪ Disadvantage ▪ Ethnicity ▪ SEN <p>1.1.3. our Most Able students achieve outstanding outcomes</p>	<ul style="list-style-type: none"> ▪ Robust 6 week monitoring process in place based upon SoD ▪ All staff to be trained in Every Child, All the Time learning concepts ▪ All students to be trained in Learning Hierarchy technique ▪ Project Management structures, Learning Journey and Revision structures in place across all Academies ▪ Apply Levels of Delegation mechanism to all Academies 	<ul style="list-style-type: none"> ▪ All Schools in Top 10% for Progress 8 measure* ▪ No Disparity of Performance between any student groups with all groups sig+ (Progress 8) ▪ Progress Eng & Maths Sig + ▪ Most able performance Sig + compared to national performance 	<p>CEO/ LGB / Directors</p>
<p>1.1. Sixth forms Academic Performance to be recognised as Outstanding with;</p> <p>1.1.1. post-16 outcomes at least in the top 25% of sixth forms nationally, with most in the top 10%</p> <p>1.1.2. disparities in performance eliminated</p> <p>1.1.3. the most able achieve outstanding outcomes</p> <p>1.1.4. there is excellent progression to both university (including those in the Russell Group) and high quality careers options.</p>	<ul style="list-style-type: none"> ▪ Robust 6 week monitoring process in place built around ▪ All staff to be trained in Every Child, All the Time learning concepts and how to apply to post 16 education ▪ All students to be trained in Learning Hierarchy technique ▪ Project Management structures, Learning Journey and Revision structures in place across all Academies 	<ul style="list-style-type: none"> ▪ All Schools in Top 25% ▪ No Disparity of Performance between any student groups 	<p>CEO / LGB / Directors</p>

1.3. All Academies to be judged at least 'Good' by Ofsted, with most recognised as Outstanding.	<ul style="list-style-type: none"> ▪ Programme of targeted support for schools based upon Ofsted Cycle ▪ External Ofsted Inspectors used to assess school position monitoring processes 	All Schools Judged Good / Outstanding*	CEO / LGB / Directors
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* There is an expectation that this will apply to all Schools who have been members of the Trust for at least 2 years.

2. To ensure high quality Leadership and Governance at Trust board, LGB and Academy level.

Objective	Action	KPI	Committee / Lead Director
2.1 effective recruitment of exceptional Directors and local Governors able to progress the Trusts ambitions	<ul style="list-style-type: none"> • Governance Audit processes in place • Recruitment links established and pursued where appropriate (Academy Ambassadors, NGA, ELBA, Local Business leaders) • Director/LGB training and induction programmes 	<ul style="list-style-type: none"> • Appropriately qualified Directors and governors across the all areas of the Trust. • EET meeting DFE/Charity guidelines in regards multiple roles • Attendance levels at all Directors and LGB meetings 	Chair and Vice Directors
2.2. clearly defined Roles and Responsibilities at LGB level	<ul style="list-style-type: none"> • Annual review of SoD and accompanying documents related to Roles and responsibilities. • Programme of development for LGB Roles 	<ul style="list-style-type: none"> • LGB Roles and Responsibilities agreed 	CEO, Chair
2.3. high quality governance training programmes	<ul style="list-style-type: none"> • Externally sourced training programmes for 	<ul style="list-style-type: none"> • Audit indicates Directors and LGB are appropriately trained 	CEO, Chair
2.4. an accurate and robust monitoring and self-evaluation process across all aspects of the Trust	<ul style="list-style-type: none"> • SoD based monitoring programme captured a 	<ul style="list-style-type: none"> • SoD monitoring process in place • Robust Self-evaluation procedures in place 	CEO
2.5.effective Risk Management	<ul style="list-style-type: none"> • Effective application of SoD • Development robust Financial Risk Register • Authority of control for bank accounts 	<ul style="list-style-type: none"> • Effective SoD, controls to devolve funding to Trust Schools through bank accounts • Stringent and workable financial controls, central finance team. 	CFO, Finance and Resource Committee

	<ul style="list-style-type: none"> • RPA Insurance for adequate cover • Development of robust Financial Regulations 		
2.6.regular and robust Policy and procedure review and management	<ul style="list-style-type: none"> • All EET policies to be agreed by Directors 	<ul style="list-style-type: none"> • All EET policies in place with programme of review 	CEO, Directors
2.7.successful Finance management and accurate audit control systems	<ul style="list-style-type: none"> • Appointment of auditors to work with Trust • Audit committee to review findings and make recommendations • Development of financial procedures and support structures • Ongoing monitoring of internal controls through external audit and collaborative working • Appointment Finance Assistant and associated formal qualifications development • Budget Monitoring reports to identify variances • SoD to identify areas for concern and support • Installation intuitive, flexible and integrated Accountancy software. • Fixed asset monitoring and development of policy 	<ul style="list-style-type: none"> • Structures to identify weakness before issues arises in Compliance with Company Act and SORP in place • Appropriate Audit committee at LGB and Director level • Sound and robust financial systems that provide assurance • Finance Assistant in post and ACCA/CIPFA course being undertaken • Consolidated financial reports to EFA, economies scale procurement • Financial team to provide support identified in SoD • PS Financials procured • Further software procured to link in with PS Financials 	CFO, Finance and Resource Committee

3. To provide high quality and value for money Trust Services that supports all Academies in their pursuit of excellence.

Objective	Detail	KPI	Committee / Lead Director
3.1 Human Resources	<ul style="list-style-type: none"> • Formalise safeguarding systems and procedures • Formalise all statutory policies and procedures • Develop contracts of employment • Staff welcome pack to include all hard and soft benefits of Trust • HR advisor appointed 	<ul style="list-style-type: none"> • Staff trained on new policies and procedures • New contracts allow rust flexibility and safeguard benefits 	COO, Finance and Resource Committee
3.2 Health and Safety	<ul style="list-style-type: none"> • Develop training program middle managers to increase awareness of statutory compliance • System developed to monitor all statutory compliance issues and provide assurance to trust • H&S advisor sourced to provide advice and guidance • Induction and information programme developed for all staff 	<ul style="list-style-type: none"> • Training programme developed and implemented • Statutory compliance system implemented and working effectively at all levels • Health and Safety advisor support purchased 	COO, Finance and Resource Committee
3.3 ICT	<ul style="list-style-type: none"> • Streamline group polices, monitoring for safeguarding and adequate filtering • Career path mapped for ICT technicians • Unification of web sites and cross reference for DfE compliance 	<ul style="list-style-type: none"> • Key activities identified and cross referenced • Training programmes identified for staff development • Equipment audit and fixed asset monitoring 	COO, Finance and Resource Committee

	<ul style="list-style-type: none"> • Health check of all ICT equipment to ensure • Software audit of use and purpose • Effective back-up and disaster recovery 	<ul style="list-style-type: none"> • Recognised system installed that has built in safeguards for data integrity 	
3.4 Pension/Payroll	<ul style="list-style-type: none"> • Audit of teacher and support staff pensions • Training and development of key responsibilities particularly Pensions • 	<ul style="list-style-type: none"> • Staff trained on requirements • Admitted Body Status for Trust 	COO, Finance and Resource Committee
3.5 Premises and Resources	<ul style="list-style-type: none"> • Identification negligent building defects • Building Condition Survey and Curriculum Delivery Survey • Helpdesk fault logging for minor issues and routine tasks • Asset management of fixed assets recorded 	<ul style="list-style-type: none"> • Surveyors undertake building review identify negligence, equality and maintenance issues. Register compiled for resolution • Building development plan to meet curriculum delivery • Helpdesk software working effectively at all levels • Asset Management software working effectively at all levels 	COO, Finance and Resource Committee
3.6 Student Services (EWO, Counselling etc)	<ul style="list-style-type: none"> • Audit of current bought services and Norlington School offer. 	<ul style="list-style-type: none"> • Completed Student services audit published with agreed medium and long term student service plans in place. 	CEO, COO, Finance and Resource Committee

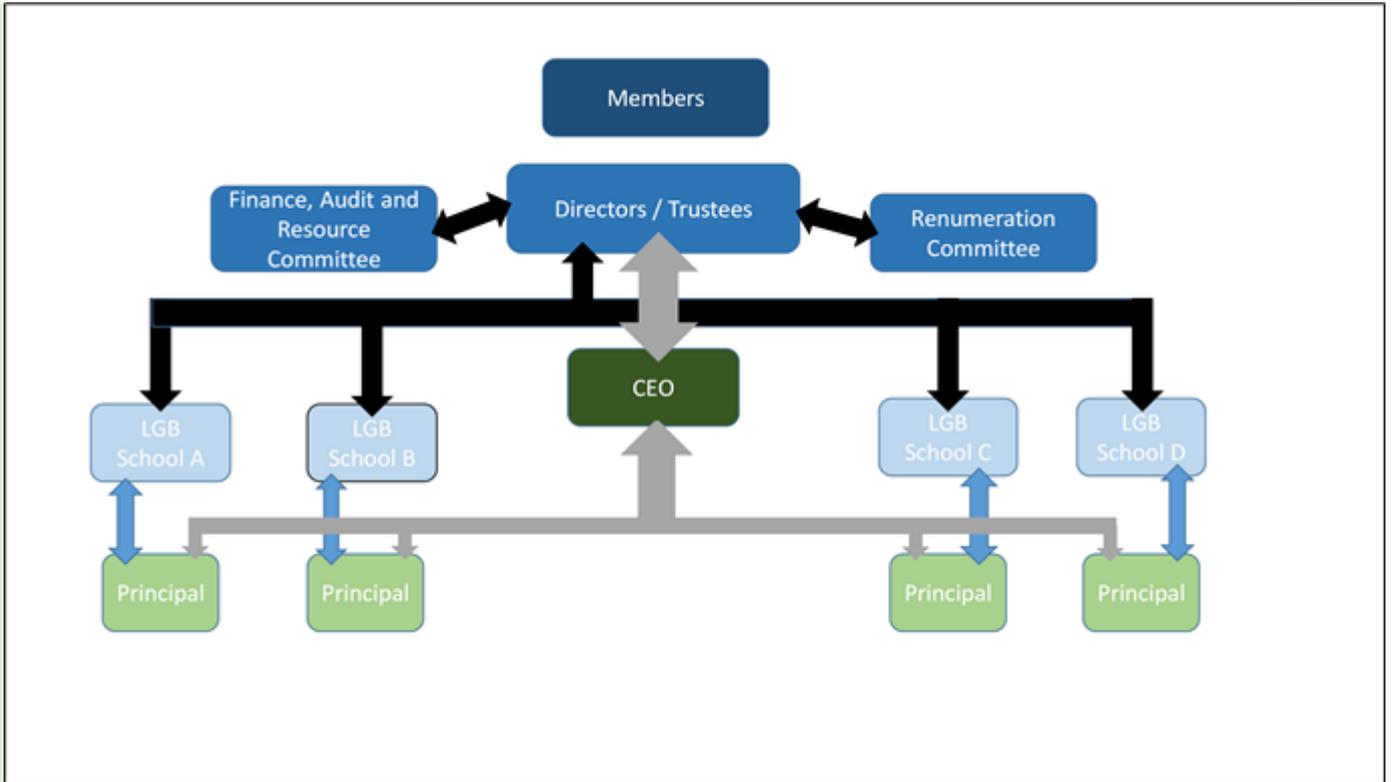
4. To establish school Improvement systems and build the structures that lead to sustainable.

Objective	Detail	KPI	Committee / Lead Director
4.1 Development of EEA as School Improvement structure	All Training Programmes in place <ul style="list-style-type: none"> • Every Child, All the Time • ITP/OTP • Classroom Assertiveness training programme • AYTP • 5 A's HOY training programme 	<ul style="list-style-type: none"> • EEA Charitable company in Place • Key Training programmes finalised and delivered at least twice. • Sustainable Income stream agreed 	CEO, EEA Directors
4.2 Articulate and capture school improvement approach and Intervention Mechanisms	<ul style="list-style-type: none"> • The Exceptional Education Trust School improvement approach captured for use with sponsored Academies 	<ul style="list-style-type: none"> • 3/4 staff trained to deliver improvement approach 	CEO
4.3 Creation of sustainably sized schools	<ul style="list-style-type: none"> • Plans agreed for expansion of Norlington to at least 150 students 	<ul style="list-style-type: none"> • Completion of school expansion Design process including 	CEO, Directors
4.4. Identification and development of leaders	<ul style="list-style-type: none"> • Talent identification activities in place to include; <ul style="list-style-type: none"> ○ Future Principals ○ Future Senior Staff ○ Teaching and Learning development staff • Internal Leadership development programme agreed • External Coaching support • Accelerated Young Teachers Programme developed 	At least 3 / 4 Young leaders identified and moved onto Leadership development programme	CEO

5. The Trust to expand of the Trust to at least five Academies within 5 years.

Objective	Detail	KPI	Committee / Lead Director
Securing and development of Primary School improvement expertise.	<ul style="list-style-type: none"> • Appoint P/T primary support team to lead capture of School improvement strategy 	Primary support team in place	CEO, Directors
The development of effective Due Diligence processes to ensure smooth incorporation of new Schools within the Trust.	<ul style="list-style-type: none"> • Appropriate training research and training undertaken by central team (including Directors) • Due Diligence framework agreed and to include; <ul style="list-style-type: none"> • Governance • Financial • HR & Personnel • Leadership and Management • Educational • Building / resources • Liabilities • Statutory Compliance 	Due Diligence programme in place and at least one successful completion of process with a school joining the Trust	CEO, Directors

Appendix 1
Organisational Structure: Our governance (4 School Model)



**Appendix 2
Leadership and Governance (1st July 2016)**

Members	Directors
Stephen Pierpoint	Stephen Pierpoint (Chair)
Chris Sheen	Chris Sheen (Vice Chair)
Cheryl Williams	Gwyneth Hamond
Jo Tanner	Juan Hernandez (Head Teacher Norlington School & CEO Trust)
	Caroline Hussey-Bain
	Farnaz Akhtar Nadeem
At least one appropriately qualified Member to be recruited shortly	At least three further Directors to be recruited shortly.

Information Members and Directors

Stephen Pierpoint – Member & Director

School Governor for 30 years at 3 different establishments, Chair at Norlington for 22 years, Local councillor member of Education committee (1986-90). Current Governance responsibilities include the overview of Safeguarding, Child protection and Health and Safety lead.

Tax Manager at Shell International Petroleum and tax accountant 1989-2009, Qualified Tax inspector 1986-1989. Currently completing a PHD at Cambridge University.

Chris Sheen – Member and Director

Currently Vice Chair of Governing body with 4 years of governor experience.

Wide experience of business, general management and personnel in the construction and education sectors. Initially in the construction Industry which included 5 years as General Manager for a company with responsibility for overseeing over 100 staff including all aspects of human resources, personal development and training. Subsequently a Project Manager working on BSF projects in direct control of primary and secondary school construction and refurbishment projects from the post design to completion stages.

Currently the Owner and Director of a small chain of successful children's nurseries and oversees all aspects of operations, regulatory compliance and personnel.

Jo Tanner – Member

Jo has been Chair of governors at Meridian High School (formerly Addington High School) since 2012, having joined the governing body in 2010. Relevant educational experience of overseeing a school moving from special measures to an expected Good judgement at the next inspection and academy conversion process.

Jo is also a Director and vice chair of the governing multi-academy trust. This has included taking responsibility for the rebrand of the trust (from Ravens Wood Learning Trust to Apollo Learning Trust) and the oversight of both schools.

Jo has extensive experience in the Charitable sector as a trustee for two national charities with budgets exceeding £10 million each for over 12 years.

Jo has significant senior and board level experience in communications and advocacy, gained across a number of sectors including health, transport and politics including devising and leading national and regional campaigns, changing legislation, challenging public perceptions and successfully influencing government policy.

Cheryl Williams – Member

Experienced School Governor and active member of the local community working as a Church Elder in the local Seventh Day Adventist Church. Cheryl has relevant education experience through her role as a Teacher at Heron Hall Academy, Cuckoo Hall Academies Trust.

Gwyneth Hammond – Director

Current Chair of Norlington School Improvement Committee with 4 years of governor experience.

An educational professional with considerable experience as a Teacher, Manager and School Improvement Advisor with experience drawn from working in schools, colleges, universities and local authority. Strong partnerships and relationship management skills that have been developed through project and programme management in educational social justice, progression to higher education and skilled work. Excellent working knowledge of the UK education system.

Robert Pettigrew - Director

Social entrepreneur, former local councillor (Portsmouth) & Parliamentary researcher, speech writer and policy advisor currently involved in a variety of projects including developing opportunities for ex-offenders, independent consultant focused on public policy and political communications and policy monitoring for health professionals.

Caroline Hussey-Bain - Director

Caroline has been an Art Fundraiser and Project Manager with over 13 years' experience of working in the third sector. This has included using Art and Heritage as a vehicle to develop further understanding of others, especially around equality (Race, Gender and Disability).

Caroline's role as a Major Donor Fundraiser for a national children's charity has increased her body of knowledge and allowed her to develop significant insights into the rights of the child and current theory around child protection.

Farnaz Akhtar Nadeem – Director (Parent)

An experienced and qualified Teaching Assistant, Farnaz is currently work in a secondary MAT school in the heart of Stratford. Experience of working with vulnerable children in an education setting. Member of Waltham Forest Muslim Parent Association working closely with school and parents.