



Strategic Plan 2021 – 2024

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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.



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 within each school
- The success of the Exceptional Education Trust 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.

- Trust and 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 Exceptional Education Trust Approach

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. An environment where a culture of achievement, authentic collaboration and the pursuit of excellence thrive.

Further The Exceptional Education Trust believes;

- **Effective Leadership is at the core of change and suitable success:**
Schools are autonomous institutions responsible for their own improvement. 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. Individual School academic success is not 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, whether a governor, school leader, teacher or teaching assistant. Every child must have the best possible chance to succeed.
- **Our key resource are our staff, look after them:**
The day to day experience of our students is significantly defined by the staff they interact with. We must attract, retain and develop our staff. Creating an environment where staff are proud of their students and their school is crucial. Leaders must ensure all challenge is matched with appropriate support, the taking of personal responsibility precedes being held accountable and where good faith & trust underscores all decisions and activities.

The Exceptional Education Trust Approach

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.

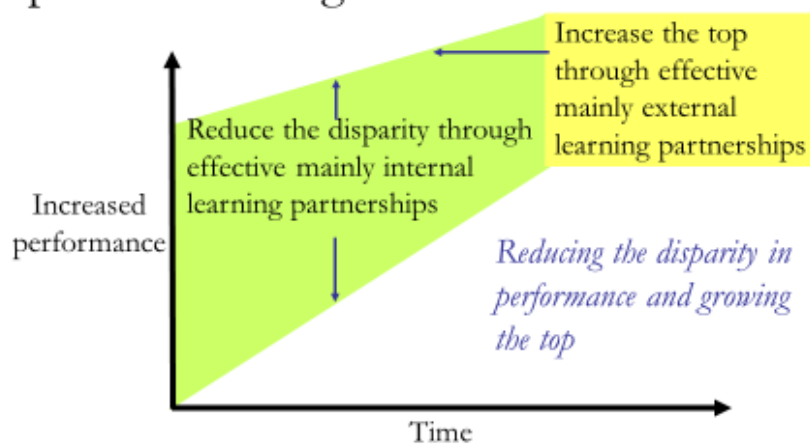
Social Capital

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

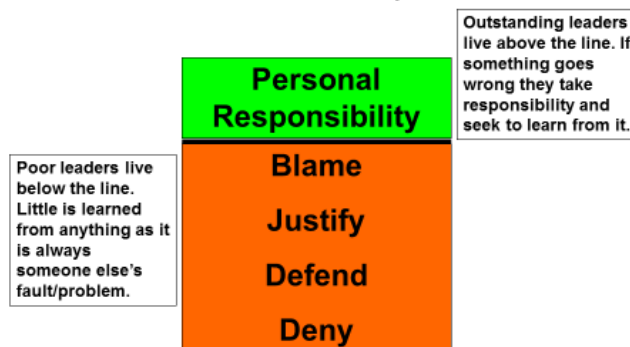
A key role of the Trust is to develop the Moral, Social, Knowledge and Organisational capital to allow schools to access the knowledge, expertise and skills in order for them to be able to realise their improvement ambitions.

The Exceptional Education Trust Approach

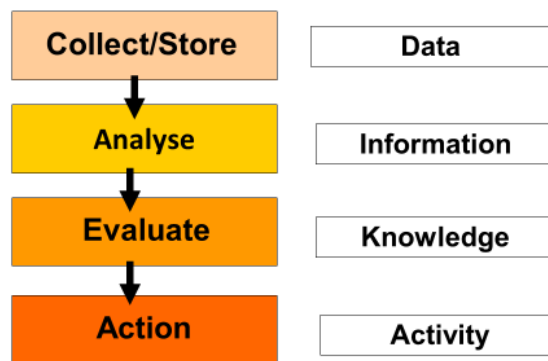
Defining success, Challenging under performance and the creating of networks of support

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.



A key 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

2021 to 2023 Strategic Aims: Overview

1. To ensure 'Every Child, all the time' achieves exceptional academic performance across every school that forms part of the Exceptional Education Trust group.
2. To develop the trust within the education community through;
 - 2.1. Trust expansion to include academy conversion, mergers and Hard Federations
 - 2.2. the further development of EEA as a school improvement and training vehicle
 - 2.3. the development of the Boys' Achievement Network
3. To ensure high quality governance across all levels of the trust alongside exceptional leadership within each school.
4. To further develop the systems to allow high quality and value for money Trust Services that support all schools within the trust in their pursuit of excellence.

2021 to 2023 Strategic Aims (Detail)

1. To ensure 'Every Child, 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. The develop the trust within the education community.

2.1. Trust expansion to include academy conversion, mergers and Hard Federations

- 2.1.1 Establish an academy mergers/conversion target group of schools, contacting them
- 2.1.2 Develop the Hard Federation option as a vehicle to expand the work of the Trust
- 2.1.3 Review of current 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

2.2 The further development of EEA as a school improvement and training vehicle

- 2.2.1 Adapt all EEA training programmes so they are deliverable online
- 2.2.2 Establish EEA as a training hub for nationally recognised training programmes.

2.2.3 Develop student focused training programmes using the ECATT package as a base

2.3 The development of the Boys' Achievement Network

2.3.1 Establish the Boys Achievement Network as a school to school knowledge management collaboration for all schools where boys are taught

2.3.2 Secure funding stream to seed the development of the 'Boys' Achievement Network', even if this is initially local

3. To ensure high quality governance across all levels of the trust alongside exceptional leadership within each school

3.1 Ensuring Outstanding Governance at every level through;

3.1.1. effective recruitment of exceptional Directors and local Governors able to progress the Trusts ambitions

3.1.2. clearly defined Roles and Responsibilities at LGB level

3.1.3. high quality governance training programmes

3.1.4. an accurate and robust self-evaluation process across all aspects of the Trust

3.1.5. effective Risk Management

3.1.6. regular and robust Policy and procedure review and management

3.1.7. successful Finance management and accurate audit control systems

3.2. The further development of a talent management programmes accessing key national training programmes and the further development of in house programmes

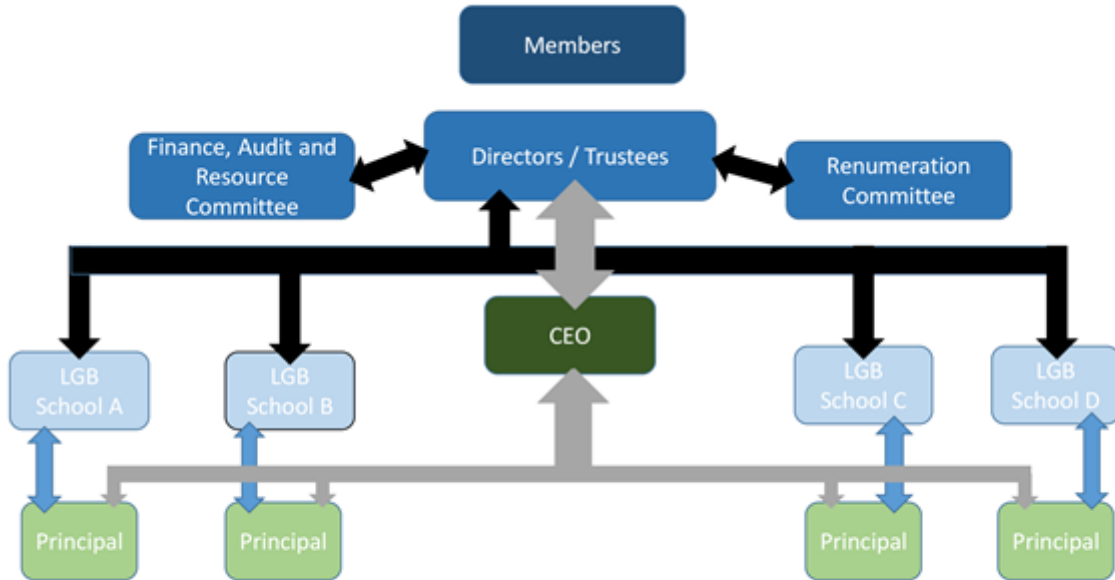
4. To further develop the systems to allow high quality and value for money Trust Services that support all schools within the trust in their pursuit of excellence.

Building The Exceptional Education Trust School Services Division (ASD) that provides value for money services to all Trust Academies and schools within a Hard Federation. To the preparation of key areas including;

- Human Resources
- Health and Safety Oversight
- ICT
- Pension/Payroll
- Premises and resources
- Student Services

Appendix 1

Organisational Structure: Our governance (4 School Model)



**Appendix 2
Leadership and Governance**

Members	Trustees
Stephen Pierpoint	Stephen Pierpoint (Chair)
Chris Sheen	Chris Sheen (Vice Chair)
Cheryl Williams	Gwyneth Hamand
Jo Tanner	Juan Hernandez (CEO)
Dr Andy Stone	Graham Smith
	Dr Andy Stone

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 LGB

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.

Dr Andy Stone – Member and Director

Current headteacher of Holy Family Catholic School

An experienced headteacher for almost ten years, Dr Stone has worked in both secondary schools and the sixth form college sector.

He is co-director of the Waltham Forest Secondary Challenge and Chair of the Aquinas Trust Federation of Catholic Schools in Waltham Forest. He is a strong advocate of partnership work in school improvement and is an effective networker across Waltham Forest and beyond.

Dr Stone's PhD, completed while he was working full time, was a study of the lack of parity of esteem between academic and vocational education in England. He is a passionate believer in lifelong learning and enhancing the life chances of disadvantaged communities.