



The Societas Trust

Great Learning Opportunities for ALL!

Strategic Development Plan 2023 – 2026

The Societas Trust Strategic Development Plan (SDP) identifies the strategic developments that The Societas Trust (The Trust) will make during the next three academic years. It is a strategic statement of intent that guides our work and allows stakeholders to monitor progress towards reaching our objectives.

The plan has been written following consideration of:

- Current OFSTED framework for inspections for Schools and outcomes from the Academy Performance Review Process including self-evaluation and external quality assurance;
- Local and national developments that we know will have an impact over the coming years.

The plan reflects the Trust's vision, ethos and values and has been created by the Executive Board and approved by the Trust Board. It represents the core of our drive to ensure high standards and should be viewed in the context of the overall strategy for development.

The SDP informs individual academy/school plans and each setting will also have an operational plan that demonstrates how it will implement the strategic statement and also additional elements and actions to address local need. The Steering Groups and Executive Board, will monitor and evaluate impact both through self-evaluation and the Academy Performance Review (APR) process, reporting to the Trust Board and Local Boards.

To achieve continuous school improvement, the Trust has a commitment to training and professional development which also supports the mental health and wellbeing of staff at all levels. All Trust settings have a commitment to participate in a school led improvement model and work collaboratively with other settings both within and beyond the Trust, to share best practice and accomplish improvements through partnership working. The SDP will operate within the boundaries of sound financial management.

Most settings within the Trust have been Ofsted inspected since becoming Academies. The outcomes are as follows:

Gladstone Primary Academy (Section 8 Inspection in May 2022). Outcome: The Academy continues to be a good school.

Ash Green Primary Academy (Section 8 Inspection in May 2022). Outcome: The Academy continues to be a good school.

Ball Green Primary Academy (associate) (Section 5 Inspection in Sept 2022). Outcome: The Academy is a good school (was RI).

Burnwood Primary Academy (Section 8 Inspection in Nov 2019). Outcome: The School continues to be a good school.

Carmountside Primary Academy (Section 5 Inspection in July 2022). Outcome: The Academy is a good school (was RI).

Oaklands Nursery (associate) (Section 8 Inspection in June 2023). Outcome: The Nursery continues to be an outstanding school.

Ellison Primary Academy (Section 5 Inspection in July 2023). Outcome: The Academy is a good school with outstanding Personal Development.

Goldenhill Primary Academy (Section 5 Inspection in October 2023). Outcome: The Academy is a good school with outstanding Personal Development and Early Years provision.

Summerbank Primary Academy (Section 5 Inspection in November 2023). Outcome: The Academy is a good school.

Alsagers Bank Primary Academy (Section 8 Inspection in November 2024). Outcome: The Academy continues to be a good school.

The settings have continued to improve since converting, particularly in academic outcomes and the overall effectiveness of teaching. The Trust's Academy Performance Review (APR) process, at the end of the 2024/2025 academic year, supports the view that provision across the Trust is effective overall. Most settings have also achieved SAPERE's Bronze award for P4C, and some have achieved the Silver and Gold awards.

The ambition for development over the next three academic years is to sustain and further develop 'Great Learning Opportunities for All' across the Trust, so that by 2026 outcomes are assessed as 'Secure' for all settings as defined by the 'Academy Performance Review' framework.

To secure these ambitions we will draw on the talent, expertise, and professionalism of the Trust family, while being mindful of the wellbeing and mental health of all members of our family, to ensure that:

- The Trust's understanding of great teaching and learning (Pedagogy) underpins and supports the curriculum; and, each setting provides a rich, inspiring, and highly stimulating curriculum that fully meets the needs of all pupils and leaves them with highly memorable and influential experiences. This is to be achieved, in part through:
 - Ensuring that teaching pedagogy and curriculum developments are rooted in evidence and highly effective;
 - The Shakespeare, Music, Sports and other projects, and the work of the Really Useful Generation Students' Groups (RUGS);
 - Ensuring that each setting uses Philosophy for Children to create a community of enquiry that improves pupils' questioning and reasoning skills, their search for alternative perspectives, connections, and critical thinking.

- Teaching and learning practices promote resilience, support social and emotional learning, cultivate a love of learning among the whole school community, and contribute to overcoming some of the barriers cemented into the broader community, through:
 - Plans and strategies in place across the Trust that support all pupils, including SEND and disadvantaged (the focus being on high quality teaching and targeted academic support);
 - Supporting mental health and emotional well-being of all pupils across the Trust through strategies that support wellbeing and inclusion;
 - Relentlessly addressing barriers to learning.
- The business continues to mature to support and sustain the ambition and drive of the Trust to secure its wider aims, including:
 - Identification and management of the risks facing the organisation over the short, medium and longer term, with effective plans for mitigation and monitoring in place, including but not limited to Pathways, Marketing and Estates;
 - Effective strategic financial management with robust financial governance, in order to build resilience and money to reinvest into education and CPD;
 - Securing ongoing compliance across a range of business-related systems;
 - Enhanced training procurement and provision through the Trust's training arm - Southstar;
 - Continued growth of the Trust through a process of collaboration with other 'like-minded' leaders and organisations.

KEY STRATEGIC INTENTION	SUCCESS CRITERIA		
	BY END OF JULY 2024	BY END OF JULY 2025	SO THAT BY JULY 2026
<p>1. The Trust's understanding of great teaching and learning (Pedagogy) underpins and supports the curriculum; and, each setting provides a rich, inspiring, and highly stimulating curriculum that fully meets the needs of all pupils and leaves them with highly memorable and influential experiences. This is to be achieved, in part through:</p> <ul style="list-style-type: none"> ○ Ensuring that teaching pedagogy and curriculum developments are routed in evidence and highly effective; ○ The Shakespeare, Music, Sports and other projects, and the work of the Really Useful Generation Students' Groups (RUGS); ○ Ensuring that each setting uses Philosophy for Children to create a community of enquiry that improves pupils' questioning and reasoning skills, their search for alternative perspectives, connections, and critical thinking. 	<ul style="list-style-type: none"> a) Curriculum developments begin to ensure that each academy's curriculum is rich, inspiring and highly stimulating, and meets the precise needs of the communities they serve. b) Strategic professional development of teachers and leaders ensures that a deeper understanding of pedagogical knowledge underpins the curriculum. c) Subject and pedagogical knowledge ensures that curriculum expertise is at least secure in all academies. d) Trust collaborative projects continue to enrich and build on individual academies' curriculums; they focus on developing aspirational, work/community links, building cultural capital and character and embedding collaborative opportunities regionally, nationally, globally. e) Effective moderation is in place between Trust settings and assessment judgements are accurate. f) Pupil leadership within and across academies is impacting on curriculum development across the Trust. g) Bronze Standard achieved by academies new to the P4C project, Silver Standard achieved by most academies with some achieving Gold Standard by July 2024. h) Academy Performance Reviews show that all academies are deemed at least secure in relation to Quality of Education. 	<ul style="list-style-type: none"> a) Curriculum developments continue to ensure that each academy's curriculum is rich, inspiring and highly stimulating, and meets the precise needs of the communities they serve; b) Strategic professional development of teachers and leaders continues to ensure that a deeper understanding of pedagogical knowledge underpins the curriculum. c) Further embedded subject and pedagogical knowledge ensures that curriculum expertise is at least secure in all academies. d) Trust collaborative projects continue to enrich and build on individual academies' curriculums; they focus on further embedding aspirational, work/community links, building cultural capital and character and embedding collaborative opportunities regionally, nationally, globally. e) Effective moderation is in place between Trust settings and assessment judgements are accurate. f) Pupil leadership within and across academies continues to impact upon curriculum development across the Trust. g) Silver Standard achieved by academies newer to the P4C project, Gold Standard achieved by some academies by July 2025. h) Academy Performance Reviews show that all academies are deemed at least secure in relation to Quality of Education; 	<ul style="list-style-type: none"> a) Each academy's curriculum is rich, inspiring and highly stimulating, and meets the precise needs of the communities they serve; b) Quality of Education outcomes demonstrate that a deep understanding of pedagogical knowledge underpins the curriculum at each setting. c) Deeply embedded subject and pedagogical knowledge ensures that curriculum expertise is at least secure in all academies. d) Trust collaborative projects continue to enrich and build on individual academies' curriculums; they focus on embedded aspirational, work/community links, building cultural capital and character and embedding collaborative opportunities regionally, nationally, globally. e) Effective moderation is in place between Trust settings and assessment judgements are accurate. f) Pupil leadership within and across academies strongly impacts upon curriculum development across the Trust. g) Silver Standard achieved by academies newer to the P4C project, Gold Standard achieved by a growing number of academies by July 2026. h) Academy Performance Reviews show that all academies are deemed at least secure in relation to Quality of Education;

	i) Governors are able to appropriately challenge and support leaders.	i) Governors are able to effectively challenge and support leaders.	i) Governors are able to appropriately challenge and support leaders.
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KEY STRATEGIC INTENTION	SUCCESS CRITERIA		
	BY END OF JULY 2024	BY END OF JULY 2025	BY END OF JULY 2026
<p>2. Teaching and learning practices promote resilience, support social and emotional learning, cultivate a love of learning among the whole school community, and contribute to overcoming some of the barriers cemented into the broader community, through:</p> <ul style="list-style-type: none"> Plans and strategies in place across the Trust that support all pupils, including SEND and disadvantaged (the focus being on high quality teaching and targeted academic support); Supporting mental health and emotional well-being of all pupils across the Trust through strategies that support wellbeing and inclusion; Relentlessly addressing barriers to learning. 	<p>a) Academy Performance Reviews show that all academies are deemed at least secure in relation to outcomes for pupils: children's personal development and behaviour; teaching and learning, curriculum, assessment and achievement;</p> <p>b) Academies are able to evaluate the needs of their settings (staff/ children etc) and target support, actions and bespoke training more effectively with positive outcomes;</p> <p>c) SEND practice and support for SEND children is developed through audit, action planning and SENCO Peer to Peer CPD and support activities;</p> <p>d) Pupil Premium Strategies continue to be evaluated and updated in line with latest DfE guidance;</p> <p>e) Best practice with regard to the use of Pupil Premium budgets and deployment of support staff continues to be shared;</p> <p>f) Action plans are implemented effectively to overcome the barriers that impact on pupils (including SEND) using effective evidence based strategies (use of EEF etc);</p> <p>g) Quality CPD for Teaching Assistants, Auxiliary Staff and Teachers as appropriate;</p> <p>h) Leadership coaching is available to support the effectiveness and well-being of leaders;</p> <p>i) Senior Leaders continue to have a more specific picture of wellbeing and mental health needs of pupils across their academies and can better support their well-being;</p>	<p>a) Academy Performance Reviews show that all academies are deemed at least secure in relation to outcomes for pupils: children's personal development and behaviour; teaching and learning, curriculum, assessment and achievement;</p> <p>b) Support, actions and CPD continue to be targeted towards meeting the needs of SEND children across all academies with increasingly positive outcomes.</p> <p>c) SEND practice and support for SEND children continues to be evaluated and action plans, that include Peer to Peer support, are in place in each setting to further enhance performance.</p> <p>d) Pupil Premium Strategies continue to be evaluated and updated in line with latest DfE guidance;</p> <p>e) Action plans continue to be implemented effectively to overcome the barriers that impact on pupils (including SEND) using effective evidence based strategies (use of EEF etc);</p> <p>f) Quality CPD continues for Teaching Assistants and Teachers as appropriate;</p> <p>g) Leadership coaching continues to support the effectiveness and well-being of leaders;</p> <p>h) Senior Leaders continue to effectively support the mental health needs and wellbeing of pupils across their academies;</p> <p>i) Governance audit outcomes evidence that governors are able to</p>	<p>a) Academy Performance Reviews show that all academies are deemed at least secure in relation to outcomes for pupils: children's personal development and behaviour; teaching and learning, curriculum, assessment and achievement;</p> <p>b) Impact of support, actions and CPD demonstrate that the needs of SEND children across all academies are being fully met.</p> <p>c) SEND practice and support for SEND children continues to be evaluated and action plans, that include Peer to Peer support, are in place in each setting to further enhance and embed performance.</p> <p>d) Pupil Premium Strategies continue to be evaluated and updated in line with latest DfE guidance;</p> <p>e) Action plans continue to be implemented effectively to overcome the barriers that impact on pupils (including SEND) using effective evidence based strategies (use of EEF etc);</p> <p>f) Quality CPD continues for Teaching Assistants and Teachers as appropriate;</p> <p>g) Leadership coaching continues to support the effectiveness and well-being of leaders;</p> <p>h) Senior Leaders continue to effectively support the mental health needs and wellbeing of pupils across their academies;</p> <p>i) Governance audit outcomes evidence that governors are skilful in</p>

	j) Governance audit outcomes evidence that governors are able to appropriately challenge and support leaders.	effectively challenge and support leaders.	their ability to effectively challenge and support leaders.
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KEY STRATEGIC INTENTION	SUCCESS CRITERIA		
	BY END OF JULY 2024	BY END OF JULY 2025	SO THAT BY JULY 2026
<p>3. The business continues to mature support and sustain the ambition and drive of the Trust to secure its wider aims, including:</p> <ul style="list-style-type: none"> ▪ Identification and management of the risks facing the organisation over the short, medium and longer term, with effective plans for mitigation and monitoring in place, including but not limited to Pathways, Marketing and Estates; ▪ Effective strategic financial management with robust financial governance, in order to build resilience and money to reinvest into education and CPD; ▪ Securing ongoing compliance across a range of business-related systems; ▪ Enhanced training procurement and provision through the Trust's training arm - Southstar; ▪ Continued growth of the Trust through a process of collaboration with other 'like-minded' leaders and organisations. 	<p>a) The Trust develops a Professional Development Framework with clear career pathways and CPD opportunities for staff;</p> <p>b) There is an effective network to support the professional development of Early Career Teachers across the Trust;</p> <p>c) Detailed career pathways are available for a growing number of groups within the workforce across the Trust;</p> <p>d) Governors' skills audits and APR outcomes indicate at least secure governance capacity;</p> <p>e) Southstar training plan for 23/24 will deliver high quality CPD and will serve to cover the costs of specific training for Trust staff;</p> <p>f) The Trust will be able to promote itself and share information to a wider range of stakeholders and potential new staff, through an integrated, multi-media approach;</p> <p>g) Southstar brand will be established to serve as an additional income and promotion stream for the Trust;</p> <p>h) Staff will benefit from additional health and wellbeing strategies to support them;</p> <p>i) Staff recruitment and retention will be improved due to increased entitlements of wellbeing services;</p> <p>j) Staff absence will be reduced due to pro-active service available to support staff;</p> <p>k) ITT providers begin to signpost trainer teachers to the Trust;</p> <p>l) The Trust will enter collaboration agreements in order to further expand, serving a growing population of pupils.</p> <p>m) The Trust will ensure that effective estate management processes are in place.</p>	<p>a) The Trust implements a Professional Development Framework with clear career pathways and CPD opportunities for staff.</p> <p>b) There is an effective network to support the professional development of Early Career Teachers and other identified groups across the Trust;</p> <p>c) Detailed career pathways are available for a growing number of groups within the workforce across the Trust;</p> <p>d) Governors' skills audits and APR outcomes indicate at least secure governance capacity;</p> <p>e) Southstar will be an integrated part of the Trust, used to organised, book and promote high quality continuing professional development (CPD) both within and external to the Trust.</p> <p>f) Staff will benefit from a growing number of health and wellbeing strategies to support them;</p> <p>g) Staff recruitment and retention will be further enhanced due to increased entitlements of wellbeing services;</p> <p>h) Staff absence will continue to reduce due to pro-active service available to support staff;</p> <p>i) ITT providers signpost trainer teachers to the Trust;</p> <p>j) The Trust will continue to expand in order to serving a growing population of pupils.</p> <p>k) ITT providers begin to signpost trainer teachers to the Trust;</p> <p>l) The Trust will enter collaboration agreements in order to further expand, serving a growing population of pupils.</p> <p>m) The Trust will ensure that effective estate management processes are in place.</p>	<p>a) The Trust implements a Professional Development Framework with clear career pathways and CPD opportunities for staff.</p> <p>b) There is an effective network to support the professional development of Early Career Teachers and other identified groups across the Trust;</p> <p>c) Detailed career pathways are available for the majority of groups within the workforce across the Trust;</p> <p>d) Governors' skills audits and APR outcomes indicate at least secure governance capacity;</p> <p>e) Southstar will be an embedded part of the Trust, used to organised, book and promote high quality continuing professional development (CPD) both within and external to the Trust.</p> <p>f) Staff will benefit from a wealth of health and wellbeing strategies to support them;</p> <p>g) Staff recruitment and retention will be further enhanced due to increased entitlements of wellbeing services;</p> <p>h) Staff absence will be below national statistics across the trust due to pro-active service available to support staff;</p> <p>i) ITT providers recognise The Trust as an employee of choice;</p> <p>j) The Trust will have expanded to serve a population of no less than 3,000 pupils, including associate member settings.</p> <p>k) ITT providers signpost trainer teachers to the Trust;</p> <p>l) The Trust will enter collaboration agreements in order to further expand, serving a growing population of pupils.</p>

	<ul style="list-style-type: none"> n) The Trust will ensure asset management policies and procedures are in place. o) The Trust will ensure that a strategic procurement process is established that prioritises common need. p) The Trust will ensure contingency arrangements are in place to mitigate all risks. q) To explore models for provision for Estates management in preparation for the end of the PFI contract r) To explore models of support, through external SLA's, creation of Trust team or through a hybrid of both 	<ul style="list-style-type: none"> n) The Trust will ensure asset management policies and procedures are in place. o) The Trust will ensure contingency arrangements are in place to mitigate all risks. p) To implement models for provision for Estates management in preparation for the end of the PFI contract q) To implement a model of support, through external SLA's, creation of Trust team or through a hybrid of both 	<ul style="list-style-type: none"> m) The Trust will ensure that effective estate management processes are in place. n) To embed models for provision for Estates management in preparation for the end of the PFI contract o) To embed a model of support, through external SLA's, creation of Trust team or through a hybrid of both
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