



The Societas Trust

Great Learning Opportunities for ALL!

Strategic Development Plan 2019 – 22

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 internal and external monitoring and key data
- 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 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 CEO, working alongside the **Executive Board**, will monitor and evaluate impact both through self-evaluation and the Academy Performance Review (APR) process, reporting periodically to the Trust Board and Local Boards.

To achieve continuous school improvement, the Trust has a commitment to training and professional development which supports 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.

Trust Positioning Statement 1 September 2019

- The settings within the Trust have not yet had their first inspections as academies (all converted between October 2016 and December 2017).
 - 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 2018/19 academic year, supports the view that provision across the Trust is effective overall.
 - The main focus of development over the next three academic years is to raise standards for all pupils across the Trust so that by 2022 provision is assessed as highly effective overall by the APR process. This is to be achieved by:
 - Ensure 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 and connections, critical thinking (so that they are open to changing viewpoints) and outcomes in reading, maths and writing. By summer 2020 all settings will meet the SAPERE Bronze criteria (some may choose to submit for the award), by summer 2021 most settings will meet Silver criteria (some choosing to submit for the award); by 2022 some settings meet Gold criteria (with some choosing to submit for the award);
 - All settings to participate fully in the Sandwell Well-being project that aims to support and improve the mental health and emotional well-being of all stakeholders by developing teaching and learning practices that promote resilience, support social and emotional learning, and cultivate a love of learning among the whole school community; all settings to achieve the charter mark by summer 2022;
 - Extend the Capacity (skills and ability) of all staff so that by summer 2022: all staff have the expertise and the ambition necessary to fulfil their role; leaders can monitor, evaluate, diagnose and improve the areas for which they are responsible; can lead by example; and can manage and deploy resources effectively. This is to be achieved, among several other initiatives, through participating in peer-to-peer, coaching and mentoring, and collaborative governance training.
 - Ensure that each setting has a rich, inspiring and highly stimulating curriculum, including extracurricular provision that fully meets the needs of all pupils and leaves them with highly memorable and influential experiences, and overcomes some of the barriers to cementing a broader community and a corporate understanding of great learning. This is to be achieved, in part, through the Shakespeare, Music, Sports and Ceramics Projects and the work of the Really Useful Generation Students' Group (RUGS).
- Also:
- To grow the Trust through a process of "growth through collaboration" with other 'like-minded' leaders and organisations, to serve a pupil population (excluding nursery children) of no less than 3,000 pupils by the summer of 2022.

KEY STRATEGIC INTENTION	SUCCESS CRITERIA		
	BY END OF JULY 2020	BY END OF JULY 2021	SO THAT BY JULY 2022
<p>1. Ensure 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 and connections, critical thinking (so that they are open to changing viewpoints) and outcomes in reading, maths and writing. By summer 2020 all settings will meet the SAPERE Bronze criteria (some may choose to submit for the award), by summer 2021 most settings will meet Silver criteria (some choosing to submit for the award); by 2022 some settings meet Gold criteria (with some choosing to submit for the award);</p> <p>Nichola Gibson, alongside the P4C Steering Group, to have oversight of this Strategy.</p>	<p>Bronze Standard achieved by all academies. Indicators include:</p> <ul style="list-style-type: none"> ▪ P4C leader is in place and holds regular sessions in his/her own classroom to use as a model of good practice to others; ▪ Children are familiar with the 10 step philosophical enquiry model; ▪ Children can ask open questions, moving towards philosophical questions; ▪ Children are beginning to collaborate to help make sense of ideas from other people; ▪ Children review the class enquiry and their own participation against simple educational and behavioural criteria; ▪ All class teachers have facilitated a minimum of 6 enquiries over the term; ▪ Teachers ask open procedural (Socratic) questions; ▪ P4C practitioners identify connections and distinctions, reasons and examples, for children in P4C sessions, and support children to recognise them; ▪ Teachers record evidence of using a range of starting points for enquiry; ▪ Teachers review and reflect upon their P4C sessions in order to inform planning of future sessions. 	<p>Silver Standard achieved by most academies. Indicators include:</p> <ul style="list-style-type: none"> ▪ P4C leader monitors and reviews P4C across the school; ▪ P4C leader leads twilight sessions to maintain the profile of P4C and shares good practice; ▪ Children understand the philosophical enquiry process and take part in activities to develop P4C; ▪ Children are increasingly confident and asking open philosophical questions; ▪ Children are able to use an example or evidence to support or challenge a view; ▪ Children are able to identify big ideas/concepts in their questions; ▪ Children can evaluate progress of the community and themselves as individuals against the 4Cs; ▪ The P4C approach is evident in teaching and learning across other areas of the curriculum; ▪ Most teachers are facilitating their own enquiries and can vary the standard model of enquiry; ▪ Teachers plan and review a series of cycle of P4C enquiry and exercise sessions which includes an evaluation; ▪ Teachers review, analyse and reflect on their own practice and plan the focus for subsequent sessions; ▪ Teachers share good practice through peer observation and feedback. 	<p>Gold Standard achieved by some academies. Indicators include:</p> <ul style="list-style-type: none"> ▪ Children can identify behaviour, skills and attitudes related to the 4Cs; ▪ Most children ask their own conceptually rich philosophical questions (contestable, central, common and connecting); ▪ Children are able to bring together reasons and evidence to form a new understanding or make a judgment; ▪ Children's reasoning and meaning-making are visible in curriculum learning; ▪ Children evaluate individual and whole group progress in terms of their philosophical thinking and construction of meaning-making; ▪ The P4C approach is explicitly used in teaching and learning in other areas of the curriculum; ▪ Most teachers use questioning and other strategies to challenge children's thinking, explore philosophical concepts and deepen thinking skills; ▪ Teachers plan P4C cycles regularly either within curriculum subjects or as part of P4C lessons; ▪ The P4C leader has completed the Level 2A and 2B course and support colleagues in developing their philosophical facilitation skills; ▪ Teachers and children review P4C together.

KEY STRATEGIC INTENTION	SUCCESS CRITERIA		
	BY END OF JULY 2020	BY END OF JULY 2021	SO THAT BY JULY 2022
<p>2. All settings to participate fully in the Sandwell Well-being project that aims to support and improve the mental health and emotional well-being of all stakeholders by developing teaching and learning practices that promote resilience, support social and emotional learning, and cultivate a love of learning among the whole school community; all settings to achieve the charter mark by summer 2022.</p> <p>Elaine Preston and Rob Shenton, alongside the Inclusion and Wellbeing Steering Group, to have oversight of this Strategy.</p>	<ul style="list-style-type: none"> • An action research model adopted that begins with an audit of existing Emotional Health and Wellbeing provision (using the wellbeing screening tool that looks at four areas of wellbeing: social, emotional, pro-social behaviours and feelings toward school, as defined by Public Health England), supported by Educational Psychologists. • A whole school well-being curriculum "Healthy Mind, Happy Me" is taught (3 modules per class per year) using developmentally appropriate lesson plans and starter assemblies. 	<ul style="list-style-type: none"> • An action research model continues to be used to monitor, evaluate and improve the impact of the well-being curriculum. 	<ul style="list-style-type: none"> • Charter Mark achieved by all academies.

KEY STRATEGIC INTENTION	SUCCESS CRITERIA		
	BY END OF JULY 2020	BY END OF JULY 2021	SO THAT BY JULY 2022
<p>3. Extend the Capacity (skills and ability) of all staff so that by summer 2022: all staff have the expertise and the ambition necessary to fulfil their role; leaders can monitor, evaluate, diagnose and improve the areas for which they are responsible; can lead by example; and can manage and deploy resources effectively. This is to be achieved, among several other initiatives, through participating in peer-to-peer, coaching and mentoring, and collaborative governance training.</p> <p>Steve Martin, alongside the DPC Steering Group, to have oversight of this Strategy.</p>	<ul style="list-style-type: none"> • The Trust has a clear picture of the qualifications, expertise and aspirations of all staff. These inform CPD provision and opportunities across the Trust. • The Trust has a range of career pathways to guide and support the aspiration of all staff. This may include experiences in other settings. • The minutes of meetings demonstrate that the Trust Board and LGB effectively challenges and holds leadership to account for the performance of each academy. • Academy Performance Reviews show that all academies are deemed at least good in relation to Leadership & Management. • Coaching and mentoring are effectively used, by senior leaders across settings, to challenge peers to help raise the overall quality of provision. 	<ul style="list-style-type: none"> • The Trust has a clear picture of the qualifications, expertise and aspirations of all staff. These inform CPD provision and opportunities across the Trust. • All staff are signposted to a range of career pathways to guide and support their aspirations; linked to Individual Academy Priorities. This may include experiences in other settings. • The minutes of meetings show that the Trust Board and LGB effectively challenges and holds leadership to account for the performance of each academy. • Academy Performance Reviews show that all academies are judged at least 'good' with some academies deemed outstanding in relation to Leadership & Management. • Coaching and mentoring are effectively used, by identified leaders/experts across settings, to challenge peers to help raise the overall quality of provision. 	<ul style="list-style-type: none"> • The MAT has a clear picture of the qualifications, expertise and aspirations of all staff. These inform CPD provision and opportunities across the Trust. • Development opportunities for all staff are embedded across the Trust, maximising skills and abilities enabling all staff to fulfil their role. • The minutes of meetings show that the Trust Board and LGB effectively challenges and holds leadership to account for the performance of each academy. • Academy Performance Reviews show that all academies are judged at least 'good' with most academies deemed outstanding in relation to Leadership & Management. • Coaching and mentoring are well embedded in all settings raising the overall quality of provision across the Trust.

KEY STRATEGIC INTENTION	SUCCESS CRITERIA		
	BY END OF JULY 2020	BY END OF JULY 2021	SO THAT BY JULY 2022
<p>4. Ensure that each setting has a rich, inspiring and highly stimulating curriculum, including extracurricular provision that fully meets the needs of all pupils and leaves them with highly memorable and influential experiences, and overcomes some of the barriers to cementing a broader community and a corporate understanding. This is to be achieved, in part, through the Shakespeare, Music, PE and Ceramics Projects and the work of the Really Useful Generation Students' Group (RUGS)</p> <p>Ruth Foster, alongside the Curriculum Entitlement Steering Group, to have oversight of this Strategy.</p>	<ul style="list-style-type: none"> • Academies have considered and if appropriate, used academy freedoms to adapt curriculums to meet the needs of the communities they serve. • Each academy is considering intent, implementation and impact within curriculum design. • Key leaders (defined by Executive) engage in joint cpd. • Pupil voice through RUGS has developed 'values for learning' for the Trust. • Peer review processes empower senior leaders to affirm good practice/ make considered change in individual academy curriculums. • Action research is impacting on identified areas for curriculum development in individual academies. • Trust Projects enable children from different academy communities to collaborate. 	<ul style="list-style-type: none"> • Broad and balanced curriculums are embedded in each academy, which meet the precise needs of the communities they serve, underpinned by each academy's values and the shared values of the Trust. • Key leaders (defined by Executive) are clear about curriculum intent, implementation, impact to meet individual academy needs. • Curriculum leaders (defined by Executive) engage in joint cpd, sharing best practice and enhancing curriculums in each academy. • Pupil leadership through RUGS and individual academy systems is impacting positively on curriculum development within individual academies and underpinning Trust shared values and vision. • Peer review processes are embedded and lead to highly effective action research for curriculum development across all academies • Trust collaborative projects are selected to enrich cultural capital and character and develop collaboration across wider communities 	<ul style="list-style-type: none"> • Each academy's curriculum is rich, broad and ambitious, meets the precise needs of the communities they serve, underpinned by each academy's values and the shared values of the Trust. • Intent, implementation and impact is consistently strong in each academy. • Curriculum leadership at all levels is highly effective in all academies. • Pupil leadership within and across academies is impacting on curriculum development across the Trust. • Strategic professional development of teachers and leaders' subject and pedagogical knowledge ensures curriculum expertise in all academies • Trust collaborative projects enrich and build on individual academies' curriculums, developing cultural capital and character and embedding collaboration opportunities regionally, nationally, globally.

KEY STRATEGIC INTENTION	SUCCESS CRITERIA		
	BY END OF JULY 2020	BY END OF JULY 2021	SO THAT BY JULY 2022
<p>5. To grow the trust through a process of 'growth through collaboration' with other 'like-minded' leaders and organisations, to serve a pupil population (excluding nursery children) of no less than 3,000 pupils by the summer of 2022.</p> <p>CEO, alongside the Executive Board, to have oversight of this Strategy.</p>	<ul style="list-style-type: none"> • The Trust will seek to enter into collaboration agreements with other likeminded leaders and organisations with a view to them eventually joining the Trust by July 2022. • This collaboration will initially focus on projects of mutual value to support each organisation's strategic vision and the needs of the communities they each serve. • A shared strategic vision is developed involving key stakeholders, based on mutual values and ethos, and the needs of the communities they each serve. • Key statutory policies and procedures (GDPR, HR, Finance etc.) begin to be harmonised. • Due diligence commenced. 	<ul style="list-style-type: none"> • The Trust will have entered into collaboration agreements with other likeminded leaders and organisations with a view to them eventually joining the Trust by July 2022. • Shadow overarching Trust governance arrangements are in place, including Executive and RUGS. • Development plans in place to deliver joint strategic vision involving all stakeholders, including pupils and parents, and wider communities. • All settings involved in APR and Peer to Peer Support arrangements. • All statutory policies and procedures are harmonised. • Due diligence completed. 	<ul style="list-style-type: none"> • Success of collaboration evaluated by all parties. • Consultation process with all stakeholders to join Trust. • Legal process for expansion entered in to. • TUPE arrangements made for staff. • Financial systems harmonised. • The Trust will have expanded to serve a population of no less than 3,000 pupils excluding nursery children.