The Societas Trust
Great Learning Opportunities for ALL!

Strategic Development Plan 2020 – 23 (updated 01/02/22)

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 2021

- Most settings within the Trust have not yet had their first inspections as academies. Ellison Primary Academy had a section 8 inspection in September 2019. The outcome was that the academy continues to be a good school and there was enough evidence of improved performance to suggest that the school could be judged outstanding if Ofsted were to carry out a section 5 inspection at that time.

- 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 2020/2021 academic year, supports the view that provision across the Trust is effective overall. All settings have also achieved SAPERE's Bronze award for P4C.

- The main focus of development over the next three academic years is to raise standards for all pupils across the Trust so that by 2023 provision is assessed as stable overall by the APR process. This is to be achieved by:

    o Ensuring recovery plans and strategies are in pace, across the Trust, that support all pupils, including SEND and disadvantaged, to catch up for lost teaching during the coronavirus pandemic; the focus being on high quality teaching, targeted academic support and wider strategies;

    o 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 and connections, critical thinking (so that they are open to changing viewpoints) and outcomes in reading, maths and writing. By summer 2022 some settings will meet SAPERE's Silver criteria (with some choosing to submit for the award); by 2023 most settings meet Silver criteria with some meeting SAPERE's Gold criteria (with some choosing to submit for the award);

    o Supporting and improving the inclusive education, mental health and emotional well-being of all stakeholders by developing whole Trust strategies that support wellbeing and inclusion; teaching and learning practices that promote resilience, support social and emotional learning, and cultivate a love of learning among the whole school community;

    o Extending the Capacity (skills and ability) of the workforce and governance so that by summer 2023: all staff and governors 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.

    o 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).

- 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 2023.

Key strategic intention	Success criteria		
	BY END OF JULY 2021	BY END OF JULY 2022	SO THAT BY JULY 2023
1. Ensuring recovery plans and strategies are in pace, across the Trust, that support all pupils, including SEND and disadvantaged, to catch up for lost teaching during the coronavirus pandemic; the focus being on high quality teaching, targeted academic support and wider strategies. Nichola Gibson, alongside the PP/ Recovery Steering Group, to have oversight of this Strategy.	• A set of Societas Trust key principles with regard to Catch Up (focusing on high quality teaching, targeted academic support and wider strategies) and PP are in place; • All settings are able to identify and overcome the barriers that impact on pupils using effective evidence based strategies (use of EEF etc); • All settings have a three year action plan/budget modeller for Catch Up and PP in place; • Best practice with regard to the use of the Catch Up and Pupil Premium budgets is shared; • Quality assurance practices, as outlined in the APR process are in place; • Governors are able to appropriately challenge and support leaders.	▪ Pupil Premium Strategies are evaluated and updated in line with latest DfE guidance; ▪ Aspirational, work/community links are built into the curriculum for each setting; ▪ Action plans are implemented effectively to overcome the barriers that impact on pupils using effective evidence based strategies (use of EEF etc); ▪ Best practice with regard to the use of the Catch Up and Pupil Premium budgets continues to be shared; ▪ Quality assurance practices, as outlined in the APR process are in place; ▪ Governors are able to appropriately challenge and support leaders.	▪ Pupil Premium Strategies are evaluated and updated in line with latest DfE guidance; ▪ Aspirational, work/community links embedded within the curriculum for each setting; ▪ Action plans are implemented effectively to overcome the barriers that impact on pupils using effective evidence based strategies (use of EEF etc); ▪ Best practice with regard to the use of the Catch Up and Pupil Premium budgets continues to be shared; ▪ Quality assurance practices, as outlined in the APR process are in place; ▪ Governors are able to appropriately challenge and support leaders.

KEY STRATEGIC INTENTION	SUCCESS CRITERIA		
	BY END OF JULY 2021	BY END OF JULY 2022	SO THAT BY JULY 2023
2. 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 and connections, critical thinking (so that they are open to changing viewpoints) and outcomes in reading, maths and writing. By summer 2022 some settings will meet SAPERE's Silver criteria (with some choosing to submit for the award); by 2023 most settings meet Silver criteria; with some settings meeting SAPERE's Gold criteria (with some choosing to submit for the award); Nichola Gibson, alongside the P4C Leaders' Group, to achieve this Strategy. This Group will report to the PP/ Recovery Steering Group who have oversight of this Strategy.	Bronze Standard indicators embedded. Indicators include: ▪ Children engage in P4C during remote learning sessions; ▪ P4C lessons are reinstated upon children's return to the settings; ▪ Children understand the philosophical enquiry process and take part in activities to develop P4C; ▪ Children are able to use an example or evidence to support or challenge a view; ▪ Children are increasingly confident and asking open philosophical questions; ▪ Teachers begin to plan for skills progression; ▪ Teachers ensure transition of skills from one year to the next; ▪ Children can evaluate progress of the community and themselves as individuals against the 4Cs; ▪ Teachers review, analyse and reflect on their own practice and plan the focus for subsequent sessions,	Bronze Standard achieved by academies new to the P4C project; Silver Standard achieved by some academies. Indicators include: ▪ 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.	Bronze Standard achieved by academies new to the P4C project; Silver Standard achieved by most academies: *see 2022 Indicators.* By July 2023 Gold Standard achieved by some academies. Indicators include: ▪ 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 2021	BY END OF JULY 2022	SO THAT BY JULY 2023
3. Supporting and improving the inclusive education, mental health and emotional well-being of all stakeholders by developing whole Trust strategies that support wellbeing and inclusion; teaching and learning practices that promote resilience, support social and emotional learning, and cultivate a love of learning among the whole school community. Elaine Preston, alongside the Inclusion/ Wellbeing Steering Group, to have oversight of this Strategy.	• The Sandwell Curriculum: Healthy Mind, Happy Me curriculum is being delivered across all settings, supporting the education, emotional health and wellbeing of children; • The PSHE leader and / or Mental Health Lead leads the implementation of an action plan and monitors and reviews PSHE across the school; • Evidence collected demonstrates an improving picture of children's emotional health and wellbeing; • Teachers review, analyse and reflect on their own practice and plan the focus for subsequent sessions; • The needs of pupils with Social, Emotional and Mental Health needs are recognised and supported in partnership with parents and the relevant agencies to enable pupils to better access a broad and balanced curriculum and achieve their potential; • Interventions are in place to meet and support the individual needs of pupils with S.E.M.H. difficulties; • Teachers and Support Staff have access to high quality C.P.D. in terms of S.E.M.H.; • Good practice is shared across the Trust; • A Staff Wellbeing Leaders' Group is established; • Regular audits of staff wellbeing are completed; • All settings have an action plan in place to support staff wellbeing; • Best practice is shared; • Evidence collected demonstrates an improving picture of staff emotional health and wellbeing; • Governance is able to appropriately challenge and support leaders;	• Action plans are implemented effectively to overcome the barriers that impact on the emotional health and wellbeing of all stakeholders; • Evidence collected demonstrates an improving picture of children's emotional health and wellbeing; • The needs of pupils with Social, Emotional and Mental Health needs are recognised and supported in partnership with parents and the relevant agencies to enable pupils to better access a broad and balanced curriculum and achieve their potential; • Teachers and Support Staff have access to high quality C.P.D. in terms of S.E.M.H.; • Good practice is shared across the Trust; • Senior Leaders continue to have a more specific picture of mental health needs of a range of staff across their academy and can better support their well-being; • All settings / The Trust raise the awareness of good mental health and it is promoted in the Trust and across all settings; • The need to maintain good mental health and Well-Being is recognised as being an integral part of the Societas Trust ethos; • Academies are able to evaluate the needs of their settings / groups of staff and target support, actions and bespoke training more effectively; • Academies are able to evaluate the effectiveness of training and measures put in place to promote good mental health and well-being; • Supervision is in place to enable Well-Being Leads to 'off loads' and share any concerns and worries with trained professionals if appropriate;	• The Health Mind, Happy Me curriculum is embedded across all settings; • Best practice continues to be shared; • Quality assurance practices, as outlined in the APR process are in place; • Evidence demonstrates a positive picture of the mental health and wellbeing of all stakeholders; • Governance is able to appropriately challenge and support leaders. • The Early Help Directory is updated to ensure local services are easily accessed.

	- A clear 'pathway' is created for parents to enable them to access the support available from the setting and other agencies; - A directory of Early Help agencies is available to support swift and easy referrals to outside agencies; - Early Help procedures are in place and good practice is shared; - A Family Learning programme is developed alongside partner agencies to support the mental health needs of vulnerable families; - Strategies and resources are in place across all settings to support the social, emotional and mental health needs of the most vulnerable families.	- Well-being Leads / Mental Health Champions in each academy receive appropriate and timely support to address their own mental health and well-being needs as appropriate; - Well-being and Mental Health Champions have access to professional support and feel that their needs are being met by the academy / Trust; - Well-being Leads feel well supported and their own well-being is not impacted negatively by the role; - Well-being Policy in place to highlight processes in place to support the well-being of staff across the Trust; - There is a consistent approach to well-being across the Trust and staff are aware of their entitlements; - Well-being is a priority and all settings raise the profile of mental health and well-being; - A clear 'pathway' is created for parents to enable them to access the support available from the academy and other agencies; - A directory of Early Help agencies is available to support swift and easy referrals to outside agencies; - Early Help procedures are in place and good practice is shared; - A family learning programme developed alongside partner agencies to support the children's learning and mental health needs of vulnerable families; - Strategies and resources are in place across all settings to support the social, emotional and mental health needs of the most vulnerable families.

Key strategic intention	SUCCESS CRITERIA		
	BY END OF JULY 2021	BY END OF JULY 2022	SO THAT BY JULY 2023
4. Extending the Capacity (skills and ability) of the workforce and governance so that by summer 2023: all staff and governors 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. Steve Martin, alongside the DPC Steering Group, to have oversight of this Strategy.	• Academy Performance Reviews show that all academies are deemed at least effective in relation to Quality of Education and Leadership & Management; • Each setting has a clear picture of the qualifications, expertise and aspirations of all staff and governors. These inform CPD provision and opportunities across the setting; • CPD Working Party identifies commonalities within the Trust and organises and facilitates appropriate training; • DPC Steering Group identifies CPD to support the overarching Trust priorities identified in the SDP and next steps in school development in response to emerging need (as identified in the APR process); • DPC Steering evaluates improvements in priority areas for APR outcomes and setting feedback; • Governors' skills audits and APR outcomes indicate strong leadership capacity; • The Trust establishes a Professional Development Framework with clear career pathways for staff; • The Trust has a clear career pathway for NQTs and RQTs to support the professional development of teaching staff.	• Academy Performance Reviews show that most academies are deemed highly effective in relation to Quality of Education and Leadership & Management; • Each setting has a clear picture of the qualifications, expertise and aspirations of all staff and governors. These inform CPD provision and opportunities across the setting; • CPD Working Party identifies commonalities within the Trust and organises and facilitates appropriate training; • DPC Steering Group identifies CPD to support the overarching Trust priorities identified in the SDP and next steps in school development in response to emerging need (as identified in the APR process); • DPC Steering evaluates improvements in priority areas for APR outcomes and setting feedback; • Governance skills audits and APR outcomes indicate strong leadership capacity; • The Trust implements a Professional Development Framework with clear career pathways for staff; • The Trust has career pathway development plan to guide and support the aspirations of staff; • The Trust has a clear career pathway for ECTs to support the professional development of teaching staff; • The Trust has a clear career pathway for priority groups; • A Trust wide CPD evaluation form is in place to ensure training is effective and effectively implemented; • A trust wide training agreement is in place to support, agreed, centrally funded CPD opportunities;	• Academy Performance Reviews show that all academies are deemed highly in relation to Quality of Education and Leadership & Management; • Each setting has a clear picture of the qualifications, expertise and aspirations of all staff and governors. These inform CPD provision and opportunities across the setting; • CPD Working Party identifies commonalities within the Trust and organises and facilitates appropriate training; • DPC Steering Group identifies CPD to support the overarching Trust priorities identified in the SDP and next steps in school development in response to emerging need (as identified in the APR process); • DPC Steering evaluates improvements in priority areas for APR outcomes and setting feedback; • Governors' skills audits and APR outcomes indicate strong leadership capacity; • The Trust implements a Professional Development Framework with clear career pathways for staff; • The Trust has career pathway development plan to guide and support the aspirations of staff; • The Trust has a clear career pathway for priority groups.

		• A project leader role is introduced where appropriate to ensure sustainability of training.	

Key strategic intention	SUCCESS CRITERIA		
	BY END OF JULY 2021	BY END OF JULY 2022	SO THAT BY JULY 2023
5. Ensuring 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) Steve Martin, alongside the Curriculum Steering Group, to have oversight of this Strategy.	• 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. EYFS (By end of December 2021) • Each setting has planning in place to effectively deliver the revised EYFS • Each setting has assessment procedures in place in line with the requirements of the revised EYFS. • All staff understand the changes to EYFS and how these will be implemented in the practice in the setting. • Teaching staff understand the new documentation for the Revised EYFS. • Teaching staff are confident to deliver in line with the new guidelines.	• 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. EYFS • Each setting has planning in place to effectively deliver the revised EYFS and this under a cycle of review reflecting the needs of the cohort. • Each setting has assessment procedures in place in line with the requirements of the revised EYFS and all staff are confident to use this to identify gaps in learning in a timely manner. • All staff understand the changes to EYFS and how these will be implemented in practice in the setting.	• 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. EYFS • Each setting has planning in place to effectively deliver the revised EYFS that accurately reflects the needs of the cohort. • Each setting has assessment procedures in place in line with the requirements of the revised EYFS All staff are confident in using assessment procedures to identify gaps in learning are identified in a timely fashion. • All staff understand the changes to EYFS and how these will be implemented in practice in the setting. • All staff understand the new documentation for the Revised EYFS.

		- All staff understand the new documentation for the Revised EYFS - All staff are confident to deliver in line with the new guidelines. - Subject leaders understand the changes to the curriculum and its relevance to their subject. All staff are confident to deliver in line with the new guidelines.	- All staff are confident to deliver in line with the new guidelines. - Subject leaders understand the changes to the curriculum and its relevance to their subject.

Key strategic intention	Success Criteria		
	BY END OF JULY 2021	**BY END OF JULY 2022**	**SO THAT BY JULY 2023**
6. Growing the trust through a process of 'growth through collaboration' with other likeminded leaders and organisations, to serve a pupil population (excluding nursery children) of no less than 3,000 pupils by the summer of 2023. CEO, working alongside the Executive Board, to have oversight of this Strategy.	• 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 2021. • 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. • Improving Education Plan	• 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. • Improving Education Plan	• 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. • Improving Education Plan