

The Good Shepherd Trust Strategic Development Plan 2018-21



1. Christian Distinctiveness		
<p>Strategic Priority:</p> <p>To enable all our Church schools to be confident in developing their distinctive <u>Christian character</u></p> <p>and</p> <p>To enable our community schools to develop their ethos in a way, which is consistent with the <u>values of the Trust</u>.</p>	<p>Rationale (from Self Evaluation):</p> <p>There is need to provide our Church schools with the tools and resources to enable them to</p> <ul style="list-style-type: none"> - express the Church of England vision¹ and for Education as an agent for individual and social transformation and the realisation of human potential. - support the Diocesan vision² for the role of distinctively Christian Education in the mission of the Church in transforming lives. <p>And articulate a clear set of Christian values which promote a holistic education enabling human flourishing for the Common Good.³</p> <p><small>¹ Church of England Vision for Education: Deeply Christian, Serving the Common Good. ² Transforming Church, Transforming Lives. Diocese of Guildford. (Goal 8) ³ Important for all our schools, and it is this aspect in which community schools share in common. Shaping Our Future. DBE November. November 2017 Embracing Change: Rural and small schools. March 2018</small></p> <p>Members Evaluation: Purpose / Capacity / Capability / Performance</p>	
<p>Success Criteria:</p> <p>A new Mission and Values Statement will inform and guide all policies, relationships, partnerships and practices of the Trust. This will set out</p> <ul style="list-style-type: none"> - A clear understanding of how Good Shepherd values and principles link to practice in policies: Teaching and Learning, Curriculum (RE and across the curriculum) and Staffing. - A clear articulation of the features of a distinctively Christian ethos, in the Way of The Good Shepherd, as expressed in: Welcome, Inclusion, Collective Worship, mission and relationships with the local Anglican parish(es). - A clear understanding of how Good Shepherd Church schools meet the expectations of the SIAMS framework. - A clear framework of understanding appropriate for Community schools. 	<p>Monitoring Milestones:</p> <p>Three year cyclical monitoring:</p> <p>Summer: Intent</p> <p>Autumn: Implementation</p> <p>Spring: Impact</p>	<p>Monitoring & Evaluation Evidence:</p> <p>SIAMS</p> <p>GST commissioned Christian Distinctiveness Reviews / CEO RoVs.</p> <p>Inclusion in MER meetings (Key Questions)</p>

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Objective:	Actions:	Expected Impact:	Lead	By when	Costs
1. Revise the GST Mission Statement, and Values and Principles Framework to reflect contemporary understandings of the role of the Church of England in Education.	(a) Agree a new Mission Statement	GST Identity refreshed.	CEO -ASB	Dec 18	CEO Time
	(b) Agree Common Values and Principles	GST Identity refreshed.			
	(c) Review all school mission statements	Greater connection between GST, diocese and Local Church Mission.		Dec 19	LGC/Sch Ldr Time
2. Review all GST policies and practices to ensure support for and linkage to Christian the role and purpose of the Church of England in Education.	(a) Identify and promote an approach to pedagogy, which promotes a Christian understanding of relationships.	Common language for teaching and learning enabling better critique and development. Teaching judged to be at least good in all academies.	CEO-ASB	July 19	£16K
	(b) Identify and promote school curriculum models which develops the whole child, developing, knowledge, understanding, skills, moral values and character.	Personal development, behaviour and welfare is consistent and judged to be at least good in each academy. All academies aiming to develop outstanding practice which is measurable in terms of impact	Director of Education AJ	July 20	Inset time HSG time
	(c) Model Curriculum Statement developed for local adaptation leading to academy curriculum statements of entitlement underpinned by the rationale of both the GST and local mission and values statements	Curriculum is judged to be at least good in every school according to both OfSTED and SIAMs.	Director of Education AJ	July 22	Inset time HSG time
	(d) Provide GST training for new staff to understand how they can contribute to Christian character of their school.	New Staff judge experience of induction to be judged in evaluations as good and feel confident in making their contribution.	CEO - ASB	Nov 18 and repeating.	CEO time to develop and deliver

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<p>3. Develop a deeper and more shared and collective understanding of the Christian aims, values and purposes of the Good Shepherd Trust in sustaining our Church Schools for their communities</p>	<p>(a) Develop shared and collegial arrangements for leadership to enable every school to be sustainable and share best practice in developing ethos.</p>	<p>Leadership structures lead to better outcomes and develop the staff resource. Models of good practice are routinely identified and shared.</p>	<p>CEO – ASB With all officers.</p>	<p>July 19</p>	<p>CEO and Officer time</p>
	<p>(b) Develop an understanding of Christian distinctiveness in leadership unpacking what we mean by ‘By schools, for schools, practitioner led, in the Way of the Good Shepherd, for the Common Good.’</p>	<p>A review of communications methods leads to greater ownership of GST identity and a willingness to share between schools, enhancing the ethos and performance outcomes of every school. External reviews of the trust identify clear sense of belonging and ownership.</p>	<p>CEO – ASB With all officers.</p>	<p>July 19 July 20 July 21</p>	<p>Officer time HSG time</p>
	<p>(c) Provide training and a checklist for Governors in how to support and promote the distinctively character of our Church schools ensuring that it is integrated into all aspects of school life.</p>	<p>Refreshed Scheme of Delegation coupled with new Handbook for LGCs and local members use leads to greater ownership and empowerment of Christian distinctiveness.</p>	<p>ASB / CH</p>	<p>July 19</p>	<p>Officer time</p>
<p>4. Use the SIAMS evaluation framework to enable all Church Schools to articulate their purpose, shape their vision, and develop outstanding practice in their Anglican Christian character.</p> <p>[1.Vision and Leadership 2.Wisdom, Knowledge and Skills 3.Character Development: Hope, Aspiration, Courageous Advocacy 4. Community and Living Well Together. 5.Dignity and Respect 6.Impact of Collective Worship. 7. Effectiveness of Religious Education.]</p>	<p>(d) Develop a detailed action orientated evaluation schedule using each of the seven strands of the framework as measurable success criteria.</p>	<p>Effective evaluation enables improvement objectives to be developed and good practice shared between GST schools (Evaluation developed from SIAMS questions for each strand)</p>	<p>ASB/AJ</p>	<p>September 19</p>	<p>Officer time</p>
	<p>(e) Provide a programme of professional development and support programme for school leaders and staff enabling the development of each strand.</p>	<p>All schools engaged in a systematic programme of training and development leading to exemplary practice in Church schools.</p>	<p>ASB/AJ</p>	<p>Jan 19 Pilot Twilight Sept 19 full programme</p>	<p>Officer time Speakers</p>

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2. School Improvement					
Strategic Priority: To establish a self-sustaining <u>self-improving education</u> across all our schools		Rationale (from Self Evaluation):			
		<ul style="list-style-type: none"> • Effective school improvement in most cost effective model, rooted in current best practice – by schools for schools and practitioner-led • Retention and progression of excellent practitioners in times of recruitment challenge • Income generation across and beyond the Trust • Accreditation as Teaching School, as a route for DfE school improvement funding streams 			
		Members Evaluation: Purpose / Capacity / Capability / Performance			
Success Criteria:		Monitoring Milestones:		Monitoring & Evaluation Evidence:	
<ul style="list-style-type: none"> • Pupil outcomes continue to rise, with progress rates above national averages across all schools • Outcomes for vulnerable groups show accelerated progress from individual starting points, to narrow / close achievement gaps • Inspection outcomes for schools are Good to Outstanding across the board • GST practice and provision gains reputation locally and regionally and provides valued income stream to boost CPD and classroom resources 		Autumn: S2S requested and deployed Spring: first evaluations show positive impact Summer: improved pupil outcomes in focus schools		<ul style="list-style-type: none"> • S2S request forms, running records and evaluations • Mid and end of year pupil outcomes • Termly GST visits and other commissioned reports • Ofsted reports 	
Objective:	Actions:	Expected Impact:	Lead	By when	Costs
1. To launch centrally brokered school to school menu of support	(a) Circulate menu, request form, partnership form and charges to Heads and SBMs	<ul style="list-style-type: none"> • Vulnerable schools learn from stronger practice and pupil outcomes improve 	Ed Director	By Oct '18 then ongoing	
	(b) Direct high support schools towards necessary sources of support				

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		<ul style="list-style-type: none"> High quality support at cost effective rate that contributes to central CPD fund Supporting schools develop career pathways for talented staff 			
2. To recruit, accredit and deploy Lead Practitioners for subject / aspect specialisms including: <ul style="list-style-type: none"> Maths English (writing, phonics) SEND EYFS 	(a) Establish SSAT accreditation for Lead Practitioners	<ul style="list-style-type: none"> Career pathways and progression for talented practitioners results in improved retention, and meeting recruitment challenges/ deployment across trust where appropriate Valued evidence for application for Teaching School In-house subject specialism best practice guidance and resources, and leadership development 	Ed Director	July 19	£3k
	(b) Introduce request and partnership form and charges				
	(c) Establish LP network				
	(d) Establish subject specialism networks				
Objective:	Actions:	Expected Impact:	Lead	By when	Costs
1. To establish a common vocabulary for excellent teaching and learning across all schools	(a) Establish link with SSAT TEEP	<ul style="list-style-type: none"> Consistently high quality teaching across all schools, resulting in improved pupil progress and outcomes Ease of school to school sharing of practice due to common expectations Future cost savings through delivering our own training across GST pipeline schools and beyond the trust. 	CEO Ed Director	July 19	£60k
	(b) Prioritise vulnerable schools alongside support schools				
	(c) Align school INSET days and determine additional day as necessary				
	(d) Identify staff as 'pathfinder' train the trainer candidates for induction of new staff and schools, and promotion beyond GST				

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Strategic Priority: To utilise school intelligence to <u>shape support and intervention</u> for school improvement		Rationale (from Self Evaluation): <ul style="list-style-type: none"> A need to use 'live' data to identify vulnerable schools in order to intervene, support and bring about improvement sooner (<i>evidence</i>: vulnerable school targets and tracking not accurately predicting outcomes, so not informing support or intervention) A need to ensure assessment judgements are accurate and consistent, and informing curriculum and intervention delivery effectively across all schools (<i>evidence</i>: some school assessment predictions too far from test outcomes) 				
Success Criteria: <ul style="list-style-type: none"> Quality of provision and pupil outcomes rapidly improve in-year Pupils' experience of provision that is less than good is minimised and mitigated Pupil outcomes stable over time and consistently good, including for vulnerable groups Attendance rates are consistently within the national average range across all schools 		Monitoring Milestones: Autumn: <ul style="list-style-type: none"> Pupil Asset training complete Info sharing & expectations for visiting consultants in place School targets rooted in cohort context, and demonstrate high expectations Spring: mid term progress closely match predictions and demonstrate high expectations Summer: school predictions accurate and pupil outcomes improving and stable		Monitoring & Evaluation Evidence: <ul style="list-style-type: none"> Consultant reports Live data and predictions End of year outcomes 		
Objective:	Actions:	Expected Impact:	Lead	By when	Costs	
1. Appoint Additional Director for Schools to increase capacity to 1.6 per week.	(a) Define JD and person Spec	<ul style="list-style-type: none"> Increased capacity and skill set in central team to oversee key elements of routine school improve activity Central team more strategic and responsive in approach 	CEO	Jan 19	£70-80K	
	(b) With Director HR launch recruitment activity					
	(c) With Head Teachers and other key stakeholders, design and implement induction programme					
2. To scrutinise live data and other intelligence to identify triggers for robust, timely support (S2S and LP)	(a) Central and supporting personnel train in MAT view Pupil Asset diagnostics	<ul style="list-style-type: none"> GST oversight of pupil outcomes and progress across the year, including 	Ed Director(s) (KE/AJ)	Dec 18		

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input, commissioned review and / or training, Notice to Improve and School Improvement Intervention Boards)	(b) Ensure visiting consultants (GST and externally commissioned) have robust evaluation and reporting objectives to effectively inform school improvement, and central decisions – half termly 1:1s	for vulnerable groups, enabling intervention as needed <ul style="list-style-type: none"> • GST validation of school judgements for QofT and overall effectiveness • Timely intervention prevents dip in outcomes and ensures pupils make good progress 		Sept 18 ongoing	
	(c) Assessment working party and GST moderation events established to inform Trust wide best practice			Dec 18	Time
Objective:	Actions:	Expected Impact:	Lead	By when	Costs
1. To evaluate the impact of Notice to Improve measures in vulnerable schools to ensure provision and outcomes are improving, embedded and sustainable.	(a) Establish oversight of SIIB meetings and minutes	<ul style="list-style-type: none"> • Sustain accelerated improvement in vulnerable schools, and changes embedded and effective • Any modification or revision to programme is swift to best address school needs 	Ed Director	Dec 18 ongoing	Time
	(b) Establish MRE meetings in Ntl school(s)				
	(c) To intervene and shape support and challenge as necessary				
2. To establish a GST wide methodology and routines for assessment tracking and reporting to facilitate central monitoring of live pupil outcomes and progress.	(a) To establish an assessment working party	<ul style="list-style-type: none"> • Ease of central analysis and comparison across schools to enable timely support and challenge where necessary • Ease of shared working and S2S support across schools, utilizing same practices 	Ed Director		£3k (LP time)
	(b) To research and collate current tracking and reporting practice (LP time)				
	(c) For working party to propose GST best practice model, including purchase of Trust wide interim assessments where appropriate				
3. To ensure the best pupil outcomes for vulnerable pupils, utilizing live data for attendance and outcomes	(d) Establish oversight of attendance and outcomes for Vulnerable groups (disadvantaged and SEND)	<ul style="list-style-type: none"> • Attendance of vulnerable groups improves to be at least in line with peers 	Ed Director (KE)		

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<p>to share best practice and to initiate support / intervention as needed.</p>	<p>(e) Explore options for hosting GST own attendance support and sanction service</p> <p>(f) Through S2S support and external consultancy to support and challenge schools where concerns are identified</p>	<ul style="list-style-type: none"> • Vulnerable groups make good progress from individual starting points, and contribute positively to end of key stage average progress scores and P8 			
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Strategic Priority: To develop <u>executive school leadership</u> solutions and foster capacity of emerging leadership talent and capacity		Rationale (from Self Evaluation): <ul style="list-style-type: none"> National recruitment challenge for leadership positions The need to address leadership needs urgently in underperforming or vulnerable schools The necessity to secure best value leadership solutions in small schools The need for consistent best leadership and pedagogical practice across GST The need to nurture and develop aspiration and opportunity for emerging leadership talent, rather than lose them to promotions beyond GST 				
Success Criteria: <ul style="list-style-type: none"> All schools led by experienced and talented Head Teachers, with proven track record for improvement and high pupil progress and outcomes Vulnerable schools experience prompt and confident leadership intervention, and pupil outcomes show rapid improvement Leadership opportunities and aspirational career development pathways retain ambitious and talented staff within GST, thus minimising recruitment challenges 		Monitoring Milestones: Autumn: network and mentoring established Spring: 2 nd central GST EHT appointed Summer:		Monitoring & Evaluation Evidence: <ul style="list-style-type: none"> Consultant reports End of year outcomes Recruitment and retention data 		
Objective:	Actions:	Expected Impact:	Lead	By when	Costs	
1. To establish flexible yet sustainable models of Executive Leadership across schools according to context and need	(a) Appoint centrally employed Executive HT for swift deployment to vulnerable schools, and to support the network of EHTs	<ul style="list-style-type: none"> Prompt and effective leadership for vulnerable schools No loss of momentum of improvement for pupil outcomes Secure succession plan for future leadership across the Trust 	CEO	July 2010	£90k (part funded by receiving schools)	
	(b) Establish network and mentoring for EHTs across GST		CEO	Dec 2018	£3k (presenters)	
	(c) Establish Heads of Schools and DHT network		CEO	Dec 2018		
2. To develop a Leadership Development seminar programme	(a) Half termly seminars on leadership themes with visiting and GST presenters	<ul style="list-style-type: none"> Secure succession plan for future leadership across the Trust Potential income generation from beyond GST 	JC	Sept.2019	(self funding)	
	(b) Explore delivery of GST NPQ programme		AJ	Sept 2019	£15k	

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<p>3. Through QA oversight of teacher appraisal, and improved routines for Head Teacher Performance management, to ensure appraisal practices are robust and effectively support career progression towards leadership within and across schools</p>	<p>(a) Revise and improve HTPM routines, co-ordinated by CEO</p>	<ul style="list-style-type: none"> • Consistent and robust development and support for leadership, including Executive leadership results in effective leadership of all schools, good pupil outcomes and effective succession planning for new leadership opportunities 	CEO	Sept 2018	Self funding and travel
	<p>(b) Establish Governor and Leadership training on appraisal and support for aspiring leaders</p>	<ul style="list-style-type: none"> • Aspiring leaders identified, and supported to their next career move within GST 	AJ	Sept 2019	TBC
	<p>(c) Annual anonymised sampling of teacher appraisal targets from schools</p>	<ul style="list-style-type: none"> • Appraisal across all schools is consistently robust and effective in setting performance expectations, and raising pupil outcomes. 	CEO	Sept 2019	CEO time

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3. Governance					
Strategic Priority: Improvements to the support and operation of <u>Local Governing Committees and GST Board</u>		Rationale (from Self Evaluation): <ul style="list-style-type: none"> - Many LGC members are not clear about their role - No consistent documentation for LGC's - Support for LGC's is not clear - Flow of information between LGC's, Officers and Board to allow timely decision making needs to improve - HMI pilot Review outcomes Members Evaluation: Purpose / Capacity / Capability / Performance			
Success Criteria: <ul style="list-style-type: none"> • Improved knowledge of Local Governing Committee (LGC) members of the role they have and the standards that should be met • Clarity of delegated powers • Clear processes for the appointment of LGC members • Improved communication between LGC's and GST Officers and Directors • Core policies available • LGC's focused on school improvement and standards • Effectiveness and agility of LGC' and Board in responding to changing circumstances 		Monitoring Milestones: Autumn: Implementation Spring: Implementation & Review Summer: Meeting with Heads & Chairs to set key actions.		Monitoring & Evaluation Evidence: <ul style="list-style-type: none"> - LGC documents - Register of LGC members - GST GVO set up - Schemes of delegation - Training for LGC's and GST Board - Minutes of LGC's and Board meetings - Self-evaluation 	
Objective:	Actions:	Expected Impact:	Lead	By when	Costs
1. Standard documents for LGC's	(a) Documents relating to appointing LGC members and their role	Correct procedures are followed, LGC members understand their roles the right information is passed to GST	CH	End Sept 18	£1000
	(b) List of policies required by schools	Meet statutory requirements and staff / LGC's understand what is required	CH	Oct 18	£1000
	(c) Core policies, procedures and documents accessible (see GVO)	The right policy is used	JC	Autumn 18	Staff time
2. GST have central information on all LGC members. This will allow improved support in the	(a) Information to be gathered from schools and a central register set up	Improved communication and planning	SC	Autumn 18	Staff time

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appointment of members and composition of LGC's	(b) Maintain register	Improved communications & planning	SC	Ongoing	Staff time
	(c) Set up process and documents for appointment by GST of LGC members, including letter of appointment, induction pack, etc	LGC members know what is expected. Correct skills on LGC's	SC	Spring 19 and ongoing	Staff time
3. Provide a secure GST environment to distribute policies, procedures and forms, and to facilitate good governance of LGC's	(a) Separate Governor's Virtual Office (GVO) for GST from the Diocese	Information is held securely and is accessible to the right people	CH	Autumn 19	£3.5k
	(b) Establish GST wide policies , procedures and forms	The right policy is used	JC - HR/GDPR/H&S) DG- Finance AJ - Education & Safeguarding) CEO - Trust Complaints; CH - School Complaints.	Sept 18	Staff time
	(c) Provide consistent format for LGC's and ensure all schools are using GVO.	Improved operation of LGC's	CH	Autumn 18	Staff time
4. Training for LGC members and Board	(a) Identify key training topics for the next year	Improve knowledge of LGC members and their ability to deliver what is required ; Generate a training programme that looks ahead at least 1 year	CEO	Spring 19	Staff time
	(b) Set aside time at one Board meeting to review training needs and agree a programme of training	Improve effectiveness of GST Board	Clerk (PC)	Summer 19	Staff time

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	(c) Training session on roles and responsibilities of LGC's and Board	Improve decision making and knowledge	CEO	Summer 19	Staff time
	(d) Discuss the roles of Members and Directors in GST	Clarity of roles and responsibilities	Chair	Summer 19	Staff time
5. Update scheme of delegation to reflect current requirements	(a) Check with LBMW if there is any limitation to the changes that we can make to schemes of delegation	Simplification of current document	CH	Spring 19	Staff time
	(b) Identify all changes that need to be incorporated	Improved impact of LGC's	CH	Nov18	Staff time
	(c) Produce schemes for approval and sign off by GST Board	LGC's understand their role	CH	Spring 19	£2k
	(d) Review schemes of delegation	Ensuring they are still fit for purpose	CEO	Autumn 2019 and 2020	Staff time
	(e) Consider changes to delegation that may be required for the operation of "folds"	Improved local support and reduced cost	CEO	Spring 2020	Staff time
6. To assist in the provision of a consistent and high quality clerking service to LGC's	(a) Identify clerks currently working in GST and what capacity they have	Improvement in operation of LGC's	SC	Sept 18	Staff time
	(b) Rationalise & recruit additional clerks as required;	All schools covered; greater flexibility and consistency.	CH/CEO	Summer 19	Staff time
	(c) Train clerks in key aspects of role	Improved support to LGCs	SC	Summer 18	Staff time
7. Improve flow of communication between LGC's, Officers and Board so that timely and effective action is taken and there is	(a) Regular meetings between Chairs and Officers	Improved understanding Effective working together Timely action	CEO/CH	Autumn 18	Staff time

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opportunity to influence policy and strategic objectives					
	(b) Review of LGC minutes with identification of any key issues, and report to Officers/CEO / Board	Timely interventions; Better risk management.	CEO/Lead Clerk	Spring 19	Clerking time
8. Effectiveness of the LGC's	(a) SEF to be developed for LGC's	Improvement in effectiveness of LGCs such that school outcomes are improved.	CH	Summer 19	£500
	(b) Annual LGC review and completion of SEF	Improvement in effectiveness of LGCs such that school outcomes are improved.	SC	Summer 19	Staff time
	(c) Annual review of Chair of LGC's through a self evaluation document and meeting with CEO	Improved skills and effectiveness of Chairs	CEO/Board member	Summer 19	time
9. Improve operation and effectiveness of GST board	(a) Complete self-evaluation	Planning improvements in effectiveness.	Chair	Summer 19	time
	(b) Chair to attend meeting of another MAT	Improving effectiveness through benchmarking.	Chair	Spring 19	time
	(c) Joint strategic meeting with another MAT	Share ideas and good practice	Chair /CEO	Spring 2020	time
10. Timely response to performance at schools	(a) Policies and procedures relating to SIIB / IAB and NTI's to be understood	Ability to respond when issues arise	CEO	Spring 19	Staff time

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4. Finance					
Strategic Priority:		Rationale (from Self Evaluation):			
<p>To support and improve the <u>capacity of the Finance</u> department within GST to</p> <ul style="list-style-type: none"> • Serve the educational and Christian mission of the Trust • Underpin the growth strategy • Demonstrate value for money. 		<p>Until 2016/17, our financial personnel, systems and procedures have served the Trust well in supporting growth to 10 schools. In 2017/18 two further schools joined the Trust, and the Trust has agreed a growth plan which envisages 30 schools within the Trust within four years. Our financial personnel, systems and procedures need to evolve, change and adapt to support this planned growth. In addition, they need to adapt to changing expectations from the DfE with regard to financial control in MATs, as codified in the Academies Financial Handbook and the Academies Accounts Direction.</p> <p>Members Evaluation: Purpose / Capacity / Capability / Performance</p>			
Success Criteria:		Monitoring Milestones:		Monitoring and Evaluation Evidence:	
<ul style="list-style-type: none"> ○ Financial sustainability of each school – with the GAG being the main income stream of each school, and therefore the main yardstick for judging financial viability ○ Appropriate subsidiarity in the delivery of education with a Christian ethos, and appropriate subsidiarity in financial administration. ○ The Trust centrally delivers appropriate Trust Share funded services to the schools ○ A robust control framework which achieves value for money. 		<p>Autumn: preparation of statutory accounts and reporting to DfE</p> <p>Spring: coordination the planning and budget process</p> <p>Summer: completion of internal audit programme for member schools</p>		<p>Accurate reporting, adhering to required deadlines</p> <p>Approval of balanced budget for each school in the Trust</p> <p>Assurance that financial risks are managed in each school</p>	
Objective:	Actions:	Expected Impact:	Lead	By when	Costs
1. Adequate finance staff resources in place at the centre and in schools, following retirement of the Director of Finance and a restructure incorporating operations into the finance department	a) Appoint and induct Head of Finance and Operations	Increased capacity in finance, operations and HR	CEO	31/10/18	Staff time
	b) Appoint and induct the first Trust Business Manager	Once induction complete, and school administrators appointed in St Paul's and Ashley, better cover of operations activity at school and trust level	CEO	31/10/18	Staff time
	c) Appoint School Administrators to schools which no longer	Should cover the non-financial management roles currently performed	JC/Schools	31/10/18	Staff time

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	have a school business manager	by SBMs: financial roles covered by TBM			
2. Adequate finance systems for the purposes of the Trust	a) Implement Sage for Education in all schools including joiners	Consistent reporting from all schools and timely production of year end accounts.	SPC	30/9/18	Staff time
	b) Training/update in Orovia budget planning software	Improved accurate and timely	DG	31/1/19	Staff time
3. Consistent finance policy across the Trust	a) Update Trust finance policy	Increased clarity of Trust expectations of all involved in the financial control environment	DG	31/3/19	Staff time
	b) Internal auditor to complete the first round of reports	Fewer Audit control points next year. Improved risk management in schools.	NSc	30/11/18	£3k
4. Implementation of phase two of the Trust Business Management structure	a) Trust SLT Approval of the structure and implementation plan	Develop capacity, capability and consistency of approach across schools	JC/TBM/DG	28/02/19	Staff time
	b) Implementation of the agreed structure for phase two.	Build knowledge and resilience across the Trust	JC/TBM/DG	31/07/19	Staff time
5. Update of rolling 3 year Trust financial plan	a) Approval of new Trust share formula	Increase the financial resources available at Trust level for delivery of essential school improvement and monitoring, and operational services	DG	20/12/18	Staff time
	b) Detailed expenditure projections	Current projections need to be updated as school conversions become more certain. This in turns gives more certainty on financial stability of the Trust.	DG	28/12/19	Staff time

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5. Human Resources					
Strategic Priority: To support and improve Human Resource management to enable the Trust to be an employer of Choice		Rationale (from Self Evaluation): In addition to a national shortage of teachers, Surrey & Hampshire cost of living makes it harder to attract both teaching staff and non-teaching staff.			
Success Criteria: ✓ Retention of good staff ✓ Attract a strong field of applicants ✓ High quality teaching and learning ✓ Have a happy and healthy workforce		Monitoring Milestones: Spring: Evaluation Summer : Implementation & Planning Autumn : Review.		Monitoring & Evaluation Evidence: ➤ Staff Turnover rates ➤ Number of applications ➤ Staff Satisfaction survey Members Evaluation: Purpose / Capacity / Capability / Performance	
Objective:	Actions:	Expected Impact:	Lead	By when	Costs
1. Strong employment offer – Intrinsic and extrinsic rewards 2. To have a competitive, equitable and flexible reward and recognition offer	a) Review and update Pay Policy	Staff have transparency of pay and reward system Staff identify the Trust as a competitive employer compared to other schools	JC	Jan 2019	Staff Time
	b) Analyse Gender Pay Gap data to inform reward strategy	Understanding why the gender pay gap exists and what factors may be contributing to the gap to inform actions to reduce the gap and show greater transparency	JC	Mar 19	Staff Time
	c) Identify what benefits packages are on offer in schools and the take up. Identify what value staff place on the benefits (from Staff satisfaction survey)	Align benefits package to staff expectation and perceived additional rewards	JC	Jun 19	TBC
	d) On-Boarding for new starters should include a welcome from the Trust	From the start of their job , staff understand and value being part of a wider organisation with opportunities and additional support	JC	May 19	Staff Time

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3. Career Related development and promotion	e) Develop a series of intrinsic rewards with the Executive Leadership team & staff within and across Trust schools	Build a Trust awareness and engagement and as individuals and as a school to gain a feeling of being recognised and valued	DoHR	Jul 19	Minor costs for symbolic awards
	f) Establish SSAT accreditation for lead practitioners	Career pathways and progression for talented staff results in improved retention, and meeting recruitment challenges/ deployment across trust where appropriate	D of E	Jul 19	£3k
	g) Review of non teaching school and trust roles and develop career progression through pay and development		JC	Dec 18	Staff time
Objective:	Actions:	Expected Impact:	Lead	By when	Costs
4. Understand current staff satisfaction and well being to inform strategic and operational plans	h) Analyse staff exit survey's for 2017/18	Understanding why staff have left to inform HR and leadership development	JC	Dec 19	Staff time
	i) Launch staff satisfaction survey	Gather views of staff and demonstrate commitment to listen and act	JC	Dec 18	Staff time
5. Valuing, promoting and supporting staff wellbeing	j) Develop the role of mental health first aiders at work	Staff have a Trust 'go to person' for support	JC	Sep 19	Staff Time + Trg costs
	k) Develop stress management pathway to support managers and staff	Provide managers with tools and resources for prevention and early intervention	JC	Mar 19	Staff Time
	l) Monitor the incidence and causes of sickness absence inc work related stress	Understand the absence trends and increase support and awareness + reduce short term sickness absence	JC	Mar 19	Staff Time

Strategic Priority:	Rationale (from Self Evaluation): The Trust has reached an employee base that now justifies central resource to provide more timely and robust specialist and consistent service across the Trust
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Introduce a central HR service to enable the Trust to maximise its Human Capital					
Success Criteria: The Board and Leaders of the Trust feel that there is detailed insight into current staffing and future opportunities and risks. With sufficient HR provision to ensure that the Trust is enabled to deliver its strategic objectives through its workforce		Monitoring Milestones: Spring: Evaluation Summer : Implementation & Planning Autumn : Review.	Monitoring & Evaluation Evidence: Greater capacity in non-teaching staff Greater consistency in approach across schools Earlier interventions when needed		
Objective:	Actions:	Expected Impact:	Lead	By when	Costs
6. Manage Recruitment, and on boarding processes	m) On line recruitment advertising campaigns	Release capacity within schools A more integrated approach across the Trust, greater capacity to share applications Trust wide	JC	Mar 19	Staff Time
	n) Increase the external branding of the Trust, the recruitment experience for candidates and communication with staff		JC	Mar 19	Staff Time
	o) Look at wider options to attract talent to the Trust, e.g. accommodation options, nursery provision, training programmes including non-teaching	ROI – attracting and retaining high calibre staff	JC	Dec 19	Staff Time
7. Develop own talent pool, for succession planning and for temporary staff replacements and cover across the Trust	p) Maximise use of Eteach as a Trust, and improve the Trust offer to attract more people to the talent pool.	Greater visibility of the Trust to speculative candidates, encouraging them to register an interest in future roles	JC	Mar 19	Staff Time
	q) Through the Staff survey identify staff with aspirations for professional career development & create development plans, and secondment or shadowing opportunities	Develop staff ready for promotions as the opportunities arise; Increase staff engagement & stability; Increase skills and capacity across schools and the Trust	JC	Jul 19	Staff Time

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8. Develop a suite of HR analytics to monitor trends and warnings and instigate support and change at school and Trust level	r) Review the data systems available to enhance the HR reporting capability and reduce duplication of input in schools	Data analysis will enable specific targeting of actions against objective	JC	Jul 19	Staff Time
	s) Create a suite of 'push and pull PI's eg Staff turnover, sickness absence, equality, staff satisfaction, application to appointment rates	To enable HR to assist schools with targeted prevention and early intervention strategies, improve staff communication and sense of a caring and intuitive employer	JC	Mar 19	Staff Time

6. Buildings

Strategic Priority: To ensure our <u>school buildings and outdoor learning environments</u> support effective teaching and learning		Rationale (from Self Evaluation): <ul style="list-style-type: none"> - Insufficient information held by GST to ensure effective management of property issues - Not a consistent approach across all schools - Limited capital funding makes setting of the right priorities even more important Members Evaluation: Purpose / Capacity / Capability / Performance			
Success Criteria: <ul style="list-style-type: none"> • Reduction in unexpected property issues that affect teaching and learning • Information that allows for effective setting of priorities for work and medium term strategic planning • Information and support available to schools when they need it most and that supports requests for funding • Compliance with lease and Trustee requirements 		Monitoring Milestones: Autumn:: Implementation Spring: Implementation & Review Summer: set priority for following year.		Monitoring & Evaluation Evidence: <ul style="list-style-type: none"> - Services to schools document - SCA application document - Condition survey and asset management plan formats agreed with implementation plan - Updated condition surveys - Meetings with school 	
Objective:	Actions:	Expected Impact:	Lead	By when	Costs
1. Support through the Property Services Academies Agreement (PSAA) that meets the needs of the schools and GST	a) Agreement of the PSAA with the Diocese	GST know costs and services that will be provided	CH/TBM	End Sept 18	Staff time
	b) Provide details to the schools, through the services document,	Better use of services	CH/TBM	October 18	Staff time

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	of what the PSAA provides and what is expected of them	Schools provide information that allows for timely decision making my GST and Diocese			
	c) Regular meetings with Diocesan Buildings teams and the provisions by them of project reports	Improved planning and identification of key issues Timely financial management of projects and associated risks	CH/TBM	April 19	Staff time
2. Having in place a process that provides for the distribution of School Condition Allocation (SCA) funds and for monitoring the progress of the works and any problems arising	(a) Agree process with Heads and Directors for requesting funds	Early notification of process allows schools to plan		Nov 18	£2k
	(b) Meetings with Diocesan Buildings team to understand key issues in each school	Improved prioritisation of works		Dec 18	
	(c) Regular review of progress of projects	Good financial and risk management		Ongoing	

Objective:	Actions:	Expected Impact:	Lead	By when	Costs
3. Ensure all schools have in place processes that ensure statutory compliance requirements are met	(a) Remind schools of their responsibility	Schools have in place the correct support	JC/TBM	Sept 18	£5k
	(b) Investigate options for provision of support across GST schools	Consistency of approach, reduced costs	JC/TBM	Jan 19	
	(c) Provision of regular reports to GST Officers and Directors on compliance status (GRC 1 ?)	Meeting recommended good practice; Risk mitigation and management.	JC/TBM	April 19	
4. Ensure all condition surveys are no more than 3 years old and agree format of future surveys	(a) Work with Diocese Buildings team to establish age and type of all current surveys	Consistency of information on making decisions	Trusts Estates Manager (TEM)	Spring 19	To recruit a TEM(£20k)
	(b) Identify format and suppliers for future surveys and how it links to an asset management plan	A common approach	TEM	summer 19	

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	(c) Put in place a programme for the updating of condition surveys	Better setting of priorities for capital works	TEM	Autumn 19	
5. To put in place asset management information, linked to condition surveys and teaching & learning requirements, that allows GST to improve capital planning	(a) Work with Diocese Buildings team to establish options for an asset management tool	Cost effective capital planning		Summer 19	
	(b) Put in place a programme for the production of asset management plans (AMP)	Knowledge of potential capital costs in future years allows improved planning and allocation of resources		summer 19	
	(c) Meet with schools to review AMP and ensure teaching and learning requirements are understood and included where necessary	Agreed priorities		Autumn 19	
6. Consider alternatives to PSAA that may better meet needs of schools	a) Look at what other MATS are doing & Identify potential requirements	To establish best value in relation to estates support for schools.	DG	Spring 19	Staff time
7. Improve provision and effectiveness of caretaking services	a) Identify requirements		JC/TBM	Summer 19	Staff time

Draft previously shared with Trustees for comment.

CEO Check 18.1.19

Officer Sign Off 21.1.19

Board Approval 22.1.19