

# **THE LEEK EDUCATION PARTNERSHIP**

## **ONE YEAR STRATEGIC PLAN**

**2014 – 2015**

**We will have a strategic approach to school improvement and, therefore, we must be educationally effective in the short term, but have a clear framework and processes to translate core moral purpose and vision into excellent educational provision that is challenging and sustainable in the medium to long term.**

The Leek Education Partnership is committed to achieving a level of excellence, which ensures the success of every pupil. Ensuring the success of every pupil requires pupils who are responsive to learning, staff who are committed to the success of all pupils and all parents to be supportive of the educational process.

**It is our intention to enable pupils to achieve their full potential and become equipped to lead a successful adult life**

### **Our Vision**

Is to achieve better outcomes for all young people by:

- raising standards of achievement by focussing on the core business of learning and teaching
- delivering a skills based curriculum that is tailored to individual learning needs
- promoting the spiritual, moral, social, emotional and cultural development of every learner
- working together to maximise the power of mutual collaboration and support
- sharing resources, staff, areas of expertise and facilities to achieve economies of scale
- developing highly effective leadership at all levels and seeking to pool strategic capacity

### **Our Values**

We will:

- be non selective and operate a truly comprehensive admissions system
- build our partnership on mutual respect and trust
- encourage a climate of openness and honesty
- seek to engage effectively and inclusively with our local communities
- welcome and support innovation
- have high expectations of all young people and one another
- recognise that effective partnership working is the responsibility of all to sustain and nurture and is not reliant upon individuals
- seek to recognise the distinctive ethos and celebrate the traditions of all of the schools in the LEP

### **Key Questions**

How do we translate our core purpose and our vision into action by deploying a strategic approach that enables us to translate core values into tangible outcomes?

How do we build processes that enable staff to engage in strategic discussions to build capacity, to move ahead from a short-term target-setting culture to enable longer-term development to take place?

How do we go about planning for strategic development – what strategic approaches can be used to plan for the future?

What are the components of strategic leadership that can be developed within the schools and across the LEP?

What characteristics are we seeking to develop if we are to be successful, strategically-focused schools? Can these be identified and articulated?

## DEVELOPMENT PLANNING FOR SCHOOL IMPROVEMENT

Strategic planning is a traditional approach used by many organisations. In the LEP context we need to plan for where we want to go over the next three to five-year period (i.e. the medium-term). As part of the strategic planning process we need to define outcomes and be capable of measuring them. The individual schools' development plans will continue to be detailed plans, in a one- to three-year framework, in which attempts are made to be precise about what is to be done and the outcomes to be achieved

We can develop the LEP's strategic planning by separating it from the shorter-term planning in the form of traditional school development plans and have a separate strategic plan for the LEP. The LEP's strategic plan needs to be much more broadly based than the School Development Plans. It will only deal with a limited number of key developments that are critical for the success and development of the LEP. The partnership's strategic plan will be used to clarify strategic activities that related to the major themes of the LEP's development over a five year period.

By establishing the LEP's strategic plan as a framework for the future, and by focussing on a limited number of key issues, that affect the major thrusts of the individual school's development plans, our strategic planning is likely to be more useful than a continuation of the detailed school development plans.

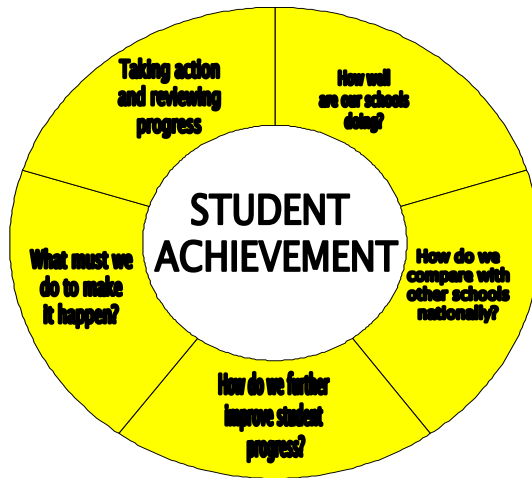
The aim of our strategic development planning for improvement is to take the LEP schools forward so that the vision and reality are aligned and the gap between them minimised. Therefore, the key features of LEP's strategic plan must be that it is proactive in that it sets out to shape the future and it is also aggregated plans in that it deals with core developments and not every development.

It is important for our schools to reach an agreed understanding of what is meant by strategy, in order to facilitate discussion and debate about the strategic direction and development of the LEP.

In order to do this we need to look remember that

- A. Strategy is about direction setting.
- B. Strategy is about the medium to longer term.
- C. Strategy is about whole partnership broader trends or actions.
- D. Strategy is about strategic thinking and taking a strategic perspective.
- E. Strategy acts as a template for current actions.
- F. Strategy is about providing for the long-term sustainability of the LEP.

Our strategic intents will set the direction for the LEP. They will provide a coherent way of translating the core moral purpose of the partnership and its values into action, influenced by a futures perspective and vision. It is vital that the LEP establishes the strategic context through a clear articulation of its core moral purposes and values as strategy is a delivery vehicle that can effectively translate those values; in itself strategy only takes on the values of the context within which it is operating. The core purpose and values are precursors to establishing the futures perspective and vision for the schools in the partnership. Poor strategies often emerge because of lack of clarification of core purpose, values and vision. Leaders, at all levels, should ensure that sufficient emphasis is placed on this critical first stage. Thus, our strategic planning provides the medium-term, broad directional view of the LEP, which leads to effective operational activities.



## ISSUES AND CHALLENGES

Our goal should be to ensure that every young person achieves his or her full potential upon leaving the schools in the LEP.

In order to achieve this goal our planning for improvement should address the challenges that face the schools as they seek to address those issues that we need to improve upon over the next few years; as a rough guide it is useful to think of short-term action planning as a one- to two-year process with strategy as a five-year view and futures thinking as moving beyond that.

In practice we need to move towards the personalisation of learning and teaching. A good school has effective learning at its core, tailored to the needs of individual pupils with progress being regularly assessed. We should seek also to reinforce the learning that we promote beyond the formal day or week by expanding our wide choice of options and experiences beyond the classroom.

The basis of our planning therefore, should seek to ensure that we offer:

- A SMOOTH TRANSITION FROM BETWEEN PHASES by ensuring effective data transfer and increasing collaboration between schools.
- EXCELLENT LEARNING BASED ON REAL KNOWLEDGE OF INDIVIDUAL PUPILS so that all of our pupils will achieve their potential. We need to give increased attention to individual pupils learning needs, set challenging targets for them linked to high-quality assessment of learning and offer assistance to teaching staff to enable lessons to be appropriately paced, challenging and enjoyable.

- HIGH QUALITY ICT FACILITIES SUPPORTING PERSONALISED LEARNING because we all recognise that ICT is a powerful tool for learning.
- EFFECTIVE TEACHING by supporting our teaching staff with high quality training, facilities and resources and seeking to develop the role of Leadership at all levels.
- CONSTANTLY IMPROVING BEHAVIOUR AND ATTENDANCE as good behaviour is obviously essential for good learning and citizenship. Central to this offer, will be the development of a more effective pupil voice within the schools and the LEP.
- STRENGTHENED COLLABORATION with our community. We will seek to engage parents more effectively, establish a VLE for the LEP, develop a LEP website linked to the school websites and develop genuine collaboration with other stakeholders.
- FURTHER IMPROVEMENTS IN TEACHING THROUGH INVESTING IN ALL THE WORKFORCE. Central to improvements in learning and teaching is excellent professional development for all of our staff. We must place increased emphasis on classroom observation, practice, training, coaching and mentoring. Our performance management systems should become learning and teaching reviews which enable the schools to plan for high quality training events, to promote staff own-learning. This will help staff to focus on effective classroom practice, use assessment and behaviour for learning effectively and further develop a range of teaching styles and strategies in order to promote personalised learning.

# Strategic Development Plan 2014 – 2015

## KEY ISSUES

Teams of staff, across the LEP develop the Strategic Development Plan annually. Its function is to enable us to improve the performance of the schools in the LEP by complementing our self-evaluation and performance management systems.

The plan will allow us to monitor our performance as a partnership. The plan will focus on four key areas

- Finance and Human Resources
- Learning and Achievement
- Pupil Welfare
- Strategy and Development

**Responsibility for monitoring the progress of the plan ultimately rests with the Operational Group of Headteachers.**

### Annual Planning and Review Cycle - LINKED TO GOVERNORS MEETINGS

May/June	Compilation of draft LEP Strategic Development Plan. Link to school development plans.
September	Review and confirmation of finalised plan

## STRATEGIC PLAN AREA: FINANCE AND HUMAN RESOURCES

### LEAD HEADTEACHER - RUTH CARTLIDGE

#### OBJECTIVES

- Improve the learning environment for staff and pupils and, where practicable, improve access to specialist facilities for all schools
- Develop a high quality training and development programme, to include Middle / Subject Leaders, as part of a LEP succession plan

Action	Start	Finish	Led By	Resources and costs	Success Criteria - Impact	Monitored By
Improve the learning environment for staff and pupils and, where practicable, improve access to specialist facilities for all schools	Autumn 2014	May 2015	R.Cartlidge	Time	Programme of improvements established by December 2014. Plan drawn up for implementation of improvements by May 2015.	K.Hollins LEP Heads
Develop high quality training and development programmes, to include Middle / Subject Leaders, as part of a LEP succession plan	Autumn 2014	On-going	T.Ward	Time. Cost of courses to be paid by LEP central funds.	Programme planned with timeline by December 2014. System established to monitor impact by December 2014.	K.Hollins LEP Heads



## STRATEGIC PLAN AREA: LEARNING AND ACHIEVEMENT

### LEAD HEADTEACHER - LIZ CLARKE

#### Objectives

- Further develop a common system of tracking and target setting using pupil progress data
- Develop a LEP CPD programme for Line Managers and Middle / Subject Leaders in order to strengthen their role in the Quality Assurance process across all schools

Action	Start	Finish	Led By	Resources and costs	Success Criteria - Impact	Monitored By
Further develop a common system of tracking and target setting using pupil progress data	Autumn 2014	May 2015	L.Clarke	Time.  Supply and travel costs to view Best Practice.	System identified by February 2015.  Staff CPD programme identified with timeline by May 2015.	K.Hollins  LEP Heads
Develop a LEP CPD programme for Line Managers and Middle / Subject Leaders in order to strengthen their role in the Quality Assurance process across all schools	Autumn 2014	On-going	J.Turner	Time.	Programme planned with timeline by December 2014. System established to monitor impact by December 2014.	K.Hollins  LEP Heads

## STRATEGIC PLAN AREA: PUPIL WELFARE

<b>LEAD HEADTEACHER - CAROLINE QUINN OBJECTIVES</b>						
<ul style="list-style-type: none"> <li>• Monitor and extend the programme of support for pupils in receipt of Pupil Premium</li> <li>• Develop systems and structures, designed to raise attendance rates amongst vulnerable groups of pupils</li> <li>• Develop systems and structures, designed to raise progress made by vulnerable groups of pupils, by strengthening the role of leaders at all levels in the monitoring of teaching and learning</li> </ul>						
<b>Action</b>	<b>Start</b>	<b>Finish</b>	<b>Led By</b>	<b>Resources and costs</b>	<b>Success Criteria - Impact</b>	<b>Monitored By</b>
Monitor and extend the programme of support for pupils in receipt of Pupil Premium	Autumn 2014	On-going	C.Quinn	Time. Supply and travel costs to view Best Practice.	Programme identified by December 2014. Implementation plan completed by March 2015.	K.Hollins LEP Heads
Develop systems and structures, designed to raise attendance rates amongst vulnerable groups of pupils	Autumn 2014	On-going	R.Rushton	Time. Supply and travel costs to view Best Practice.	Programme identified by December 2014. Implementation plan completed by March 2015.	K.Hollins LEP Heads
Develop systems and structures, designed to raise progress made by vulnerable groups of pupils, by strengthening the role of leaders at all levels in the monitoring of teaching and learning	Autumn 2014		C.Quinn	Time. Cost of courses to be paid by LEP central funds.	System identified by February 2015. Staff CPD programme identified with timeline by May 2015.	K.Hollins LEP Heads

## STRATEGIC PLAN AREA: STRATEGY AND DEVELOPMENT

**LEAD HEADTEACHER – RICHARD HEY****Objectives**

- Develop a common set of policies and consequent procedures across the LEP
- Seek to improve further all aspects of transition to include the development of a whole year transition programme.

<b>Action</b>	<b>Start</b>	<b>Finish</b>	<b>Led By</b>	<b>Resources and Costs</b>	<b>Success Criteria - Impact</b>	<b>Monitored By</b>
Develop a common set of policies and consequent procedures across the LEP	Autumn 2014	May 2015	R.Hey	Time Cost of admin support	Policies required identified by February 2015.  System established for production of policies by May 2015.	K.Hollins  LEP Heads
Seek to improve further all aspects of transition to include the development of a whole year transition programme.	Autumn 2014	March 2015	One HT from each tier	Time. Supply and travel costs for attendance at meetings.	Programme established by March 2015.	K.Hollins  LEP Heads

## Composition of Teams

### Learning and Achievement Team

LEAD HEADTEACHER - LIZ CLARKE

### Pupil Welfare Team

LEAD HEADTEACHER - CAROLINE QUINN

### Finance and Human Resources Team

LEAD HEADTEACHER - RUTH CARTLIDGE

### Strategy and Development Team

LEAD HEADTEACHER - RICHARD HEY

- Teams to meet as often as they wish to meet but at least once per half term
- Location of meetings to be determined by the team
- Meeting to be Chaired by host school
- Meetings to have an agenda - notes from meeting to be fed back to K.Hollins by email.
- Papers for consideration by the Heads to be emailed in advance to K.Hollins

### **Dates and venues of LEP meetings for 2014 - 2015 - all meetings to start at 1.30pm**

Date	Venue	Attendees
Thursday September 18 <sup>th</sup> 2014	Westwood College	Headteachers
Thursday November 6 <sup>th</sup> 2014	Leek High School	Headteachers and 3pm Chairs of Governors
Thursday January 29 <sup>th</sup> 2015	Westwood College	Headteachers
Thursday March 19 <sup>th</sup> 2015	Leek High School	Headteachers
Thursday May 14 <sup>th</sup> 2015	Churnet View Middle School	Headteachers and 3pm Chairs of Governors
Thursday June 25 <sup>th</sup> 2015	St Edward's Academy	Headteachers