



VISION 2020 – 2025

AND

STRATEGIC AIMS

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Trust Vision

The vision for Faringdon Learning Trust is that we will **create a seamless educational experience in which every learner thrives.**

Our vision is to embed a seamless Trust education for our children where each school and their team decide what is right for their children and is reflective of the communities they serve. Where Trust and Academy Leaders along with Trustees and Governors enable seamless education excellence under the umbrella of principles, we are all committed to.

Vision 3-18

Our seamless Trust education will flow from the following key features:

Curriculum	An engaging, demanding and progressive sequenced curriculum which builds each year on what came before, preparing for what comes next
Teaching and learning	All staff use common principles which are embedded throughout, to ensure effective and sustained learning
Leadership	Staff are developed, supported and empowered to be the best they can be, with a strong sense of shared identity and belonging
Learning behaviours	Learners develop common behaviours, which enable them to make greater progress
Character Development	Time to develop the whole child, through broad ranging experiences, empowering them to become happy and successful in life
Personal Development	Time to develop learners so that they can manage the challenges and opportunities inside and outside school
Key groups	Develop short and long-term strategies to support learners who are at risk of not thriving
Transition ready	Develop strategies so that each transition enables learners to continue to thrive
Safeguarding	Extend a culture where health, well-being and human rights are protected, enabling people to live free from harm, abuse, and neglect
Targets, tracking and assessment	Develop a consistent approach to setting and tracking learner targets and their progress towards them

Sustaining the unique character of each trust school remains a key tenet of the trust. We also want our children to experience innovative and dynamic lessons therefore our vision is not based on all of our children having the same experience and being taught the same thing at the same time.

From our formation right up until today this Trust has always been about school leaders working closely together to provide the best education for local children, putting learners first.

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Implementation of our vision will create opportunities to embrace an exciting journey of improvement whilst empowering schools to provide every child with the skills, attributes and an education which allows them to truly thrive and develop as successful, confident, responsible and effective individuals.

We believe when learners **thrive**, they develop the following attributes and skills.

Successful learners who are	Confident individuals who have	Responsible citizens who show	Effective contributors who are
enthusiastic and motivated to learn	self-respect and self confidence	support and respect for others	enterprising
determined to reach high standards of achievement	a sense of physical, mental and emotional wellbeing	commitment to participate in society	resilient, take risks and learn from mistakes
open to new thinking and ideas	secure values and beliefs	care for the world around them	self-reliant
leaders in their own learning	an ability to reflect and evaluate	a contribution to their communities	able to effectively interact
They develop skills for life and can:			
<ul style="list-style-type: none"> • use literacy and numeracy skills • use technology for learning • think creatively • learn independently and as part of a group • link and apply different kinds of learning in new situations 	<ul style="list-style-type: none"> • relate to others and manage themselves • pursue a healthy and active lifestyle • develop and communicate their own beliefs and view of the world • make reasoned evaluations • achieve success in different areas of activity 	<ul style="list-style-type: none"> • develop knowledge and understanding of the world • understand different beliefs and cultures • make informed choices and decisions • evaluate environmental, scientific and technological issues • develop informed, ethical views of complex issues 	<ul style="list-style-type: none"> • communicate in different ways and different settings • work in teams • use initiative • apply critical thinking in new concepts • create and develop ideas and solve problems

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To deliver our vision

Our **values** that we work under are;

- **Support** – pupils and staff to achieve ambitious goals
- **Challenge** – perceived or actual barriers to learning and personal development and
- **Collaborate** – to deliver an inspiring educational experience.

Our **principles** are:

- **Leaners first** – Keeping learners at the centre of all our work is our key priority. We ensure that our core purpose is not distracted by operational issues or politics. Our work together is approached without fear or favour, and always focussed on the best outcomes for pupils. High aspirations and challenging targets are a key part of this.
- **Nurture and develop our people** – The Trust’s most important resource is its staff. They are the people who make a difference to children’s and young people’s lives. We aim to ensure that schools can recruit, develop, retain, deploy and motivate the best staff so that student outcomes can be of the very highest standard.
- **Strengthen and grow** – As a Trust we are driven by the desire to constantly improve what we do, by accurate self-evaluation, horizon scanning and learning from others. The Trust would like to expand to work with partners who have the same vision and embrace the culture that exists in our schools.

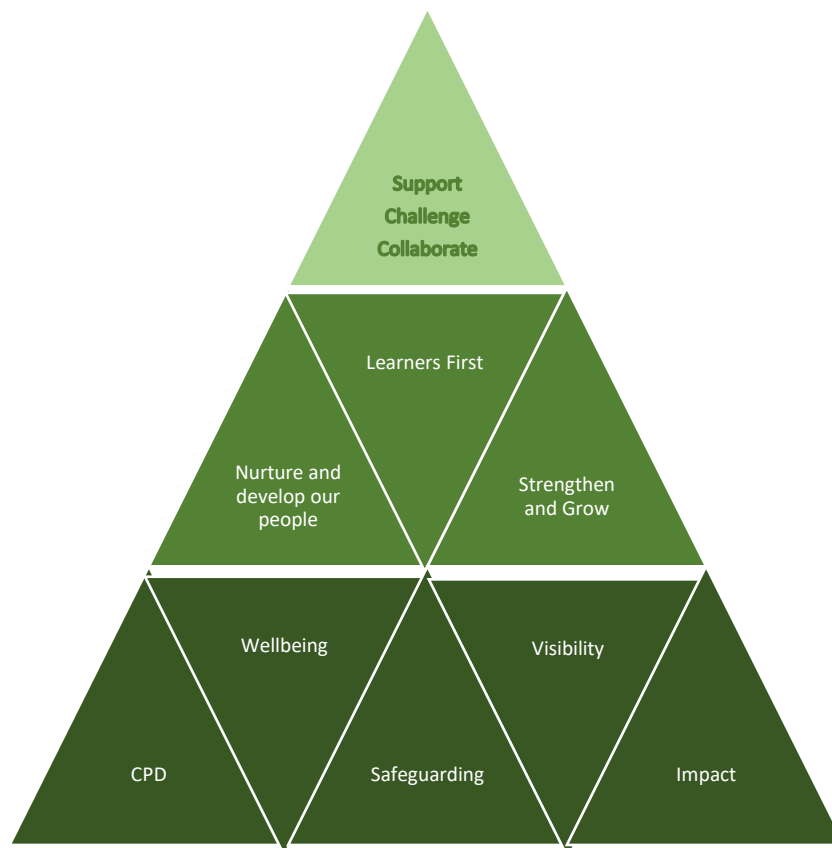
FLT’s ‘5 to drive for 2025’

Trustees have identified the following five key areas as the main drivers which if embraced and developed will have a significant impact on the successful delivery of the boards strategic vision by 2025.

- **Impact** – To positively scale the impact of senior leaders and central team to fuel teaching and learning opportunities, in order to improve the educational experiences and outcomes for our pupils.
- **CPD** – Targeted acceleration of personal and professional development to secure high quality educational provision and governance across the trust and secure future teaching and operational leadership talent pipeline and succession planning within governing bodies.

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- **Wellbeing** – Invest in pupil and staff emotional wellbeing, resilience and perspective when balancing rates of progress results, performance and day to day work demands to minimize absence and ensure a positive engaged pupils and workforce.
- **Safeguarding** – Consistent promotion of a strong safeguarding culture, where it is everybody’s business and pupil wellbeing and self-worth sits at the heart of their educational journey.
- **Visibility** - Broadening our visibility and impact inside and outside our MAT and wider community to attract partners and opportunities to learn and benchmark our progress and achievements.



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Strategic Priorities 2020-2025

Learners First	Nurture and develop our people	Strengthen and grow
Educational Outcomes - Schools are at national average or above in terms of their outcomes for all pupil groups and are closing the attainment gap for its SEND and/or disadvantaged pupils. LF1	School Leadership - Leaders and governors provide effective leadership which delivers a quality school experience, that is sustainable, has embedded systems leadership and effective governance at the heart of it. NDP1	Expansion – Grow the Trust in a measured way so that standards are maintained and improved in every school. SG1
Teaching and Learning - Enable staff to provide the very best teaching and promote high-quality learning for 3- 18s especially for SEND and disadvantaged pupils. LF2	Our people - To attract, develop and retain talented and capable staff to posts in our schools and central team. NDP2	Financial strategy - Optimise financial resources so that we deliver best practice, minimise risk and bring about better value for money and greater economies of scale. SG2
Curriculum - Support schools in embedding and providing a knowledge rich, varied and broad curriculum that enables students to learn and know more, providing a sequenced and cohesive educational journey from early years to post 16 which is specific to each school’s context. LF3	Professional Development - Provide opportunities so that all of our staff have the skills to produce stronger outcomes, develop leadership, learn from each other and provide the best experience for our learners. NDP3	ICT – to implement the “Core Infrastructure” providing the Trust with a more effective, secure and robust network. SG3
QA - Provide a rigorous and robust programme of quality assurance that helps to support staff, build expertise and capacity, and raise standards to deliver positive outcomes for pupils, including supporting schools in maintaining or improving on their Ofsted current grading. LF4	Future Leaders - To develop future leaders, headteachers and chairs of local governing bodies to ensure and effective succession planning for Trust schools. NDP4	Premises – To develop an efficient and effective estate which supports and enables the effective delivery of education services across the Trust. SG4
Mental Health, wellbeing and safeguarding - ensure the wellbeing of all pupils is a key priority in all our schools. LF5	Trust Leadership - Board of Trustees govern in accordance with its articles of association and practice that enables the greatest possible outcomes from the most effective use of its resources, in line with its vision and values. NDP5	PR and Marketing – develop and maintain a strong brand and communication strategy. SG5
Sixth Form – establish and effect a clear vision for KS5 as an outstanding provider. LF6	Governance – Extend the range of training and development opportunities to support governor development and the impact their role can have. NDP6	Governance – Work with other trusts to support sharing of best practice and develop opportunities to the range of training and development SG6

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Success Criteria

- The culture within each of our schools is highly positive and both pupils and staff are able to form and maintain effective and rewarding relationships with each other.
- All staff have access to effective CPD as an inherent part of schools' appraisal processes and a leadership development strategy is firmly embedded across the Trust.
- The curriculum intent in each of our schools is clear and seen in its implementation by pupils who gain knowledge progressively over time. Impact is demonstrated through pupils being able to apply their knowledge in a range of situations.
- All teaching across the Trust is at least good and every school has elements which demonstrate outstanding practice.
- Every child has access to and takes advantage of a wide range of enrichment activities.
- There is an upward trend in attendance rates for SEND and pupil premium pupils and attendance for all pupils exceeds national levels.
- Fixed term exclusions are kept below national levels and there is a downward trend in the number of exclusions for SEND and pupil premium pupils.
- Progress and attainment measures for all groups of pupils are at least in line with national expectations.
- All pupils have a viable post 16 pathway and a greater percentage of pupils remain in our sixth form to complete their 16-18 journey.
- Pupils leave each of their key phases having enjoyed their learning, feeling successful and confident about the next stage of their learning journey.
- Ofsted judgements in all areas are consistently graded as good or better in all of our schools.
- The Trust has expanded to include more primary and at least one secondary school.

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Accountability

The Academy Trust Handbook is published by the Education and Skills Funding Agency (ESFA) to outline the legal duties on all Multi Academy Trusts. The Handbook also details the legal duties on the statutory roles required in every MAT: The Chief Executive Officer (CEO) (“accounting officer”) and the Chief Operations Officer.

The accounting officer **must** be able to assure Parliament and ESFA and the public, of high standards of probity in the management of public funds, particularly:

- Regularity
- Propriety
- Value for money

The accounting officer **must** adhere to the 7 principles of public life:

1. Selflessness
2. Integrity
3. Objectivity
4. Accountability
5. Openness
6. Honesty
7. Leadership

The accounting officer **must** complete and sign a statement of regularity, propriety and compliance each year and submit this to ESFA with the audited accounts. The accounting officer must also demonstrate how the trust has secured value for money via the governance statement in the audited accounts.

Risk Management

Risk is an everyday part of life: it cannot be avoided entirely, only mitigated. Having effective governance and leadership in place at all levels in the Trust will ensure that we have a clear insight of the risks we face and what mitigation steps can then be taken.

The Board of Trustees have defined risk as:

The probability and implications of an activity or event of potentially positive or negative consequences taking place.

Faringdon Learning Trust’s Risk Management strategy comprises 4 steps:

- Step 1 – **Risk Identification**

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- Step 2 – Risk Analysis
- Step 3 – Risk Management
- Step 4 – Review

All risks are summarised in the risk register.

Equality & Diversity

The Public Sector Equality Duty requires our Trust to publish information about Equalities, specifically taking the following groups into account.

1. Age
2. Disability
3. Sex (gender)
4. Race (ethnicity)
5. Pregnancy and Maternity
6. Religion and Belief
7. Sexual Orientation
8. Transgender
9. Marriage and Civil Partnership

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty, these aims are:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

The two specific duties of the Public Sector Equality Duty are intended to help schools meet the general duty. They are to:

1. Set Equality Objectives
2. Publish information

Much of the information and analysis will relate to the school improvement plan, evaluations and student data – we intend to use the information to improve education for all groups in each of our academies. We want to make sure we know which pupils are doing well and less well so we can plan and improve. The same applies to our employees.

We work hard to gather this information and it is already being used by our academies to develop their practice and improve outcomes for our pupils. We will use information which tells

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us we could be doing better to plan for the future and include these actions in our Equalities Objectives.

Each academy within our Trust has their own equality objectives, dependent on their current demographic and annual review. As a whole Trust we aim to:

- Provide a secure environment in which all our children can flourish and achieve under the five outcomes of: be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being.
- Include and value the contribution of all families to demonstrate our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the setting.
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community.
- Plan systematically to improve our understanding and promotion of diversity.
- Actively challenge discrimination and disadvantage.

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Strategy Delivery Plans

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Learners first	Nurture and develop our people	Strengthen and grow
Pupil progress – Ensure every child has been able to continue on track for target in reading, writing and maths following periods of lockdown in the previous 2 academic years.	CPD – Embed the concept of the Centre for Professional Excellence, offering a range of opportunities for CPD through remote and live / external and internal input.	MAT to MAT collaboration – Develop further joint working projects established with VAT
Pupil Premium – Improve attendance and outcomes for disadvantaged pupils.	Leadership - Establish a leadership group for professional development of new leaders to the Trust	Expansion - Target and work with non-Trust school leaders (including Governors) to secure mutually beneficial goals.
SEND – Improve attendance and outcomes for SEND pupils.	Governance – Ensure all LGBs are operating effectively using the annual activity planner, and an action tracker and minutes reflect impactful strategical support and challenge.	Marketing & Communications – Develop and embed a new communication strategy across the Trust, including highlighting the work of the Central Trust Team.
Faringdon Primary Education Prepare for the opening of two primary schools with shared vision and ethos.	Relationships – Create an overarching Trust culture within which all pupils and staff are respected and which supports each school	Faringdon Primary Education - Ensure the building and infrastructure of the new schools is ready for opening Sept 2022
Curriculum sequencing - Develop a programme of subject deep dives with a focus on science, art and history, ensuring clear sequencing and progression in each school.	Staff Survey – Follow up on the staff survey from June 2021 addressing areas highlighted in the survey results to include the development of a staff charter and greater visibility of Trust team including CEO school visits.	Governance - Extend governance review programme to include peer reviews.
Ofsted - Support schools expecting Ofsted inspection during the academic year.	Ofsted - Support governors expecting Ofsted inspections during the academic year	Equality and Diversity - Review and reflect on the Trusts approach to equality and diversity.

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Mental Health Well Being – Ensure all pupils are well supported and early identification and intervention is in place where needed	Mental Health Well Being – Ensure all staff are well supported with a life work balance.	ICT – Continue to develop the Trusts overall ICT strategy moving to a robust Microsoft platform, including development of the strategy group.
Teaching and Learning - Develop excellence in teaching and learning guidance to support the quality of education in each school.		
Early Years – Ensure all our settings are fully able to deliver the new curriculum and baseline assessments and that provision for our youngest children is a high standard across the Trust with early support provided for those who need it.		

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