



Growth Strategy 2023 - 2026



Contents:

Growth Strategy Overview

Future Trust Structure

Growth Strategy: 3-Year Growth Plan

Trust School Improvement Model



Growth Strategy – 2023 -2026 (Overview)

Introduction

Thrive CE Academy Trust is currently a Trust of four primary schools located in Manchester and Stockport, with a total pupil population of 1200 pupils and a combined income of £6.9m.

In September 2022, the Trust restructured its central team and its operating model. We have reviewed and strengthened our vision, adopted a clear strategy to help achieve this vision and are working to ensure core services and functions are in place to deliver our strategy. In September 2024, the Trust will move into a new base in Stockport and a central finance and admin team will be in place to support our growth strategy. Our new home will also provide training and meeting space and will be the hub for our CPD programme.

Our core purpose is to secure strong outcomes and provide the very best learning experience for our pupils. Our [‘Trust School Improvement Model’](#) outlines our ambitions and the actions taken by the Trust to achieve our goals. Our SIP model has proven to be successful and is being used to support schools outside of the Trust.

The PESTLE tool has been used to analyse external factors for our growth strategy, particularly national and local policies relating to academisation, to ensure it can effectively respond to change.

The ambition of Thrive CE Academy Trust is to grow sustainably. We provide high quality central services which provide good value for money for our schools, as well as a highly responsive school improvement model which impacts positively on the outcomes for all pupils in the Trust.

We feel strongly that Thrive is an asset to the Diocese of Manchester, DfE Regions Group, neighbouring Trusts and Local Authorities. Thrive will continue to extend its reach and impact in the local communities it serves (Manchester and Stockport) and the wider footprint of the Diocese of Manchester. We also feel that our core values would contribute positively to any school, including those without a Christian heritage. We therefore welcome conversations and are eager to engage community schools who share our core values for education.

Key objectives for growth

- To ensure our values remain central to all aspects of our Trust and to ensure a culture of high standards and expectations.
- To create and sustain capacity at all levels to support new schools joining the trust alongside current schools.
- To embed a trust wide school improvement offer with a focus on improving the quality of education for all pupils
- To continue to develop strong leadership and governance at all levels across the Trust

Growth Criteria

One of the aims of bringing schools together in Trusts is to provide them with levels of support and collective learning that would not be achievable for a school working on its own. We expect all our schools to contribute to our core offer and ensure the aims of our Trust are met. Schools who may wish to join our Trust will recognise the privileged calling and the responsibility which has been entrusted to them. Schools who join the Trust will:

Belonging

- Be rooted within the communities which they serve.
- Aspire to be part of a larger ‘family’ or schools where they can thrive, develop and continue to grow.
- Look to develop deep social responsibilities within their school community.

Believing

- Aspire to achieve the very best outcomes for their pupils and aim to create an environment where people can fully utilise their gifts and talents.
- Show a commitment to a culture of school improvement, innovation and collaboration.
- Invest time to strengthen the Trust; engaging and contributing to meetings, projects and activities.

Becoming

- Be outward facing, finding ways to improve, develop and enhance the experiences of pupils and develop the knowledge and expertise of staff.
- Look to play a key role in the success of other schools in the Trust, sharing knowledge and good practice and providing support.
- Use the autonomy available to them to further develop and enhance the educational experience for their children and encourage innovation.

All joining schools will be located so that they can fully engage and contribute to Trust activities. As the Trust grows, hubs will be established to reduce distances between our academies.

Through robust due diligence, the Trust team, working closely with our DfE relationships manager and the RSC, will assess the suitability of the schools joining the Trust and present levels of risk to the Board of Trustees.

Sustainable Growth

We recognise that different schools will be at different stages of their improvement journey. The Trust is committed to growing in a sustainable and responsible way. The needs of individual schools and the wider needs of the Trust will determine the number of schools joining at any given point in time.

Reinforcing Our Core Values and Vision

Our Trust identity is rooted in gospel values and the example Jesus gave to us. Our Trust name and logo changed in August 2023, so that our values and vision for education are clearly visible to schools.

THE MEANING BEHIND THE IMAGERY

Thrive

The starting point for our new name was the Parable of the Mustard Seed. Several names were suggested, but 'Thrive' was the name that clearly encapsulated the mission and aims of our Trust moving forward.



Our journey begins with the tiny mustard seed, which takes root in fertile soil rich in Christian values and the Good News of Jesus.



From these small beginnings starts the journey of growth. The image represents the continued growth of our Trust, our schools, our staff and our pupils. It is strongly associated with the 'journey' taken by pupils when acquiring the skills and knowledge they need to thrive and flourish.



The birds represent our schools; at home within the branches of the tree, sheltering from the sun. This helps to reinforce the feeling of **belonging** and **believing** whilst the colours remind us that each school is unique.



Whilst the Trust continues to provide the shelter and home for schools, the bird in flight represents **becoming**. With schools encouraged to innovate, grow and explore wider opportunities and bring these back to share with others in the Trust.

Belonging. Believing. Becoming.

Our core values become part of the new logo, reinforcing the key messages from the parable to our family of schools.

High Quality Services

Schools are facing growing challenges and school leaders are under increasing pressure. Managing the continual changes to the legal and regulatory compliance framework for schools has increasingly become a full-time job. As our Trust grows, core services will also grow to reflect the changing needs of our schools. The Trust will ensure value for money and efficiencies of scale, to ensure that school leaders can prioritise their time on delivering a high-quality educational experience for children.

Accountability and Challenge

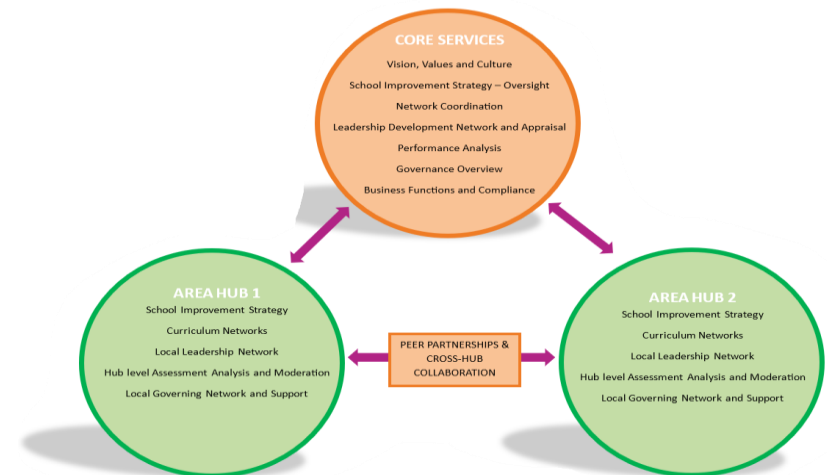
The core function of any Trust is to secure the best outcomes for our pupils so that they can thrive in their education and make a positive contribution to society. We expect all our schools to engage in a culture of continual school improvement; contributing to and accessing support and ideas from across the Trust and elsewhere.

The Trust team will gain an intimate knowledge of a school's strengths and priority areas for development through a series of reviews and audits. They will then support the school at all levels and ensure high quality resources are made available to them.

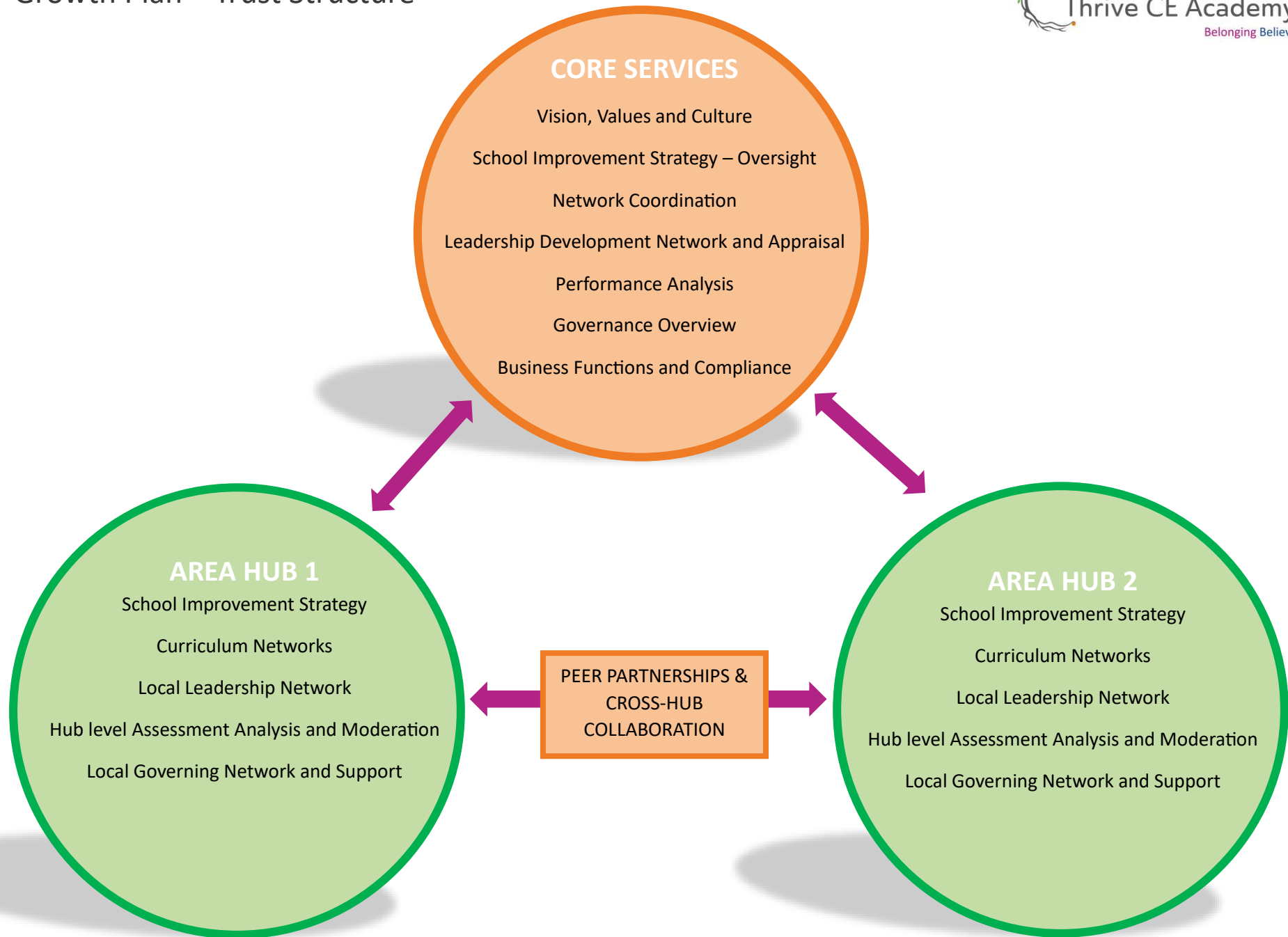
No matter how rigorous internal controls are, external verification plays a significant role in our school improvement model. Thrive uses highly experienced and respected external providers, consultants and specialists to work closely with schools and independently audit provision. Ofsted and other regulatory bodies will conduct their own inspections of schools. The outcomes from such inspections should always endorse the views of the school and the Trust.

Local Identity – A Hub Model for Growth

Our Trust recognises the importance of local identity and the challenges specific to each school community. Our aim is to build on strong existing local partnerships, whilst maintaining a strategic overview of school improvement with central accountability. Moving forward, we invite schools from a wider geographical area to help shape the core services available to schools. The model demonstrates how the Trust will structure support as it grows in new LA/geographical areas.



Growth Plan – Trust Structure



Growth Strategy – 2023 - 2026 (updated Mar 2024)

As our Academy Trust grows, further investment in central services will be possible. The table below outlines where our priorities for investment might be. The educational landscape is continually changing, so it is likely that these proposals will have to adapt to meet the needs of schools moving forward.

August 2024 (DfE Agreement for 5 th School)	August 2025 (6-7 Schools)	August 2026 (8 -10 Schools)
<p>Central Team: CEO CFO – P/T Trust Business Manager Trust Finance Assistant</p> <p>Trust Exec Leader (NLE) 2 x Trust Curriculum Development Specialists IT Development Lead External Consultants (est. 18 days)</p>	<p>Central Team: CEO CFO – P/T Trust Business Manager Trust Finance Assistants x 2</p> <p>Director of School Improvement (0.5) Trust Exec Leader (NLE) Curriculum Development Team IT Development Lead External Consultants (est. 18 days)</p> <p>Trust Chaplaincy Support</p>	<p>Central Team: CEO CFO Trust HR and Governance Manager Trust Business Manager Trust Finance Assistants x 2 Estates Manager</p> <p>Director of School Improvement Trust Exec Leaders x 2 (NLE) Curriculum Development Team IT Development Team Trust SENCO External Consultants</p> <p>Trust Chaplaincy Support</p>
<p>Vision Values and Culture</p> <ul style="list-style-type: none"> - The new Trust name and imagery is used by schools a metaphor for growth and school improvement. A strong Trust Identity will be evident during visits, including Ofsted and SIAMS. - Prospective schools gain a clear understanding of the values of the Trust and our ‘offer’. Thrive increasingly becomes the ‘choice’ of schools when governing boards are ready to start the process of conversion. - Culture of high expectations, support and guidance clear to all prospective schools. - Joint annual CPD for all schools (Nov.) 	<p>Vision Values and Culture (as 2024 plus...)</p> <ul style="list-style-type: none"> - Develop a model of Chaplaincy support which serves a wide geographical area. - Continually review and refine the Trust School Improvement Model to reflect the changing needs of Trust schools. - Ensure clear lines of communication across a growing Trust operating over a wider geographical area. 	<p>Vision Values and Culture (as 2025 plus...)</p> <ul style="list-style-type: none"> - Following the Trust expansion, conduct a full review our aims and strategy moving forward. - Review all operational functions to ensure Trust priorities are being met. - Increase capacity within the chaplaincy team. - Creating the role of Trust SENCO and look at ways of sustaining a central team to support children with SEND (i.e. Ed. Psych, S&L).
<p>School Improvement</p>	<p>School Improvement</p>	<p>School Improvement</p>

<ul style="list-style-type: none"> - A responsive Trust School Improvement Model which secures rapid and sustainable school improvement outcomes. - Termly Trust School reviews led by CEO - Trust Exec (NLE) available to support and guide schools/leaders. - 2 x Trust curriculum development specialists, commissioned in and outside of the Trust, delivering clear curriculum ‘intent’ and greater consistency in ‘implementation’. - External consultants providing a minimum of 1 x QA visit for all schools and termly visits for vulnerable schools. - Bespoke Trust ECT training programme. - Coordinated approach to CPD. 	<p>(as 2024 plus...)</p> <ul style="list-style-type: none"> - Create the role of Director of School Improvement to work closely with CEO to deliver the Trusts SIP strategy. The successful candidate will be an experienced serving/recently serving Headteacher or school advisor who will command the respect of HT colleagues. - Build further ‘in-school’ capacity in the form of a Head of School to enable to full allocation of the Trust Exec Leader (NLE) to support schools working at ‘tier 4’. - Increase the number of curriculum development specialists and establish a team/team leader. These will be staff working in schools who will have capacity built into their weekly timetables to enable them to be commissioned across the Trust and to prospective schools who may wish to join the Trust or access the Trust’s SIP strategy. - Further increase external consultancy to ensure necessary accountability and rigour. 	<p>(as 2025 plus...)</p> <ul style="list-style-type: none"> - Further expand and develop Trust school improvement Team by making the Director of School Improvement a full-time post and expanding the number of Exec leaders (NLEs) with the capacity to provide intensive support to schools. - Continually review and refine the Trust School Improvement Model to reflect the changing needs of Trust schools. - Ensure Trust strategy meets the needs of a larger MAT and is responsive to the changing needs of schools. - Ensure increased capacity at a local level, so that senior leaders can be allocated at short notice to vulnerable schools. - Maintain external consultant levels for accountability and rigour but make greater use of internal expertise.
<p>Networks</p> <ul style="list-style-type: none"> - Expand and enhance current Trust networks. - Continue to build connections with neighbouring schools, Trusts and LA’s. - Curriculum Specialists to ensure that a ‘best practice’ curriculum is available for all schools as well as coordinated subject lead meetings and networking opportunities. - IT Dev. Leader to develop 3-year strategic plan and support schools in the delivery of the computing curriculum. 	<p>Networks (as 2024 plus...)</p> <ul style="list-style-type: none"> - Greater capacity built into Curriculum Development Team. - Develop cross-Trust/LA opportunities within ‘footprint’ areas. - Develop working partnerships with local High schools and specialist providers. - ECT provision, training and recruitment strategy. 	<p>Networks (as 2025 plus...)</p> <ul style="list-style-type: none"> - Increase number of hours for Curriculum and IT leads and consider a hub approach to their deployment. - CFO to conduct feasibility study into the possibility of centrally employed SEND professionals (Ed. Psych / Speech and Language). - Consider employing central staff to work across two MATs.
<p>Leadership Development/Appraisal</p> <ul style="list-style-type: none"> - ‘Succession Group’ for AH and DH, supported by coaching and mentoring opportunities. - NPQ Opportunities 	<p>Leadership Development/Appraisal (as 2024 plus...)</p> <ul style="list-style-type: none"> - Peer mentoring programme - External coaching and mentoring opportunities for all school leaders. 	<p>Leadership Development/Appraisal (as 2025 plus...)</p> <ul style="list-style-type: none"> - Continued CPD and career development opportunities for leaders working at all levels within the Trust.
<p>Performance Analysis</p>	<p>Performance Analysis (as 2024 plus...)</p>	<p>Performance Analysis (as 2025 plus...)</p>

<ul style="list-style-type: none"> - Trust-wide diagnostic assessments used to bring greater consistency and track progress of learners. - Development of a 'Trust School Dashboard' which is used by the central team, trustees and governors to closely track KPI's. 	<ul style="list-style-type: none"> - Continue to respond to national priorities and latest Ofsted framework. - Continue to risk assess schools against inspection framework and SIAMS - Utilise the latest technology to ensure 'live' information is available to allow rapid intervention to take place where needed. 	<ul style="list-style-type: none"> - Ensure that all assessment systems are universal across the Trust and continue to be fit for purpose.
<p>Governance</p> <ul style="list-style-type: none"> - Ensure that the Trust board is reflective of the communities the Trust now serves. - Local governors' network and development of specialist governors available to support vulnerable schools. 	<p>Governance (as 2024 plus...)</p> <ul style="list-style-type: none"> - Review scheme of delegation and governance structures - Utilise local area capacity within governors services – leading to the employment of a Trust Governance lead moving forward. 	<p>Governance (as 2025 plus...)</p> <ul style="list-style-type: none"> - Governance support will be provided by a Trust HR and Governance Manager -Continue to review governance structures at all levels.
<p>Business Functions and Compliance</p> <p>Opening of a new Trust 'base' in Stockport, bring the Trust team centrally and providing a 'hub' for meetings and Trust CPD.</p> <p>1. Finance</p> <ul style="list-style-type: none"> - Use of new software to improve financial efficiencies. - Trust Business Manager appointed to oversee processes at a local level. - Trust Finance Assistant employed to support he CFO and BM and manage ledger payments. <p>2. HR and Legal</p> <ul style="list-style-type: none"> - All schools will be supported by Browne Jacobson - J and G Marshall Ltd to support conversion strategy. <p>4. Buildings</p> <ul style="list-style-type: none"> - Building compliance and CIF bids provided by Lancaster, Maloney and Martin (LLM) <p>5. IT</p> <ul style="list-style-type: none"> - Access IT infrastructure funding linked to high priority areas (Salford) - Continued investment in IT infrastructure and a move towards a cloud-based hybrid solution (Microsoft for admin and Google for curriculum) - Partnership with Computeam and One Ed as our preferred provider. 	<p>Business Functions and Compliance (as 2024 plus...)</p> <p>1. Finance</p> <ul style="list-style-type: none"> - Expansion of Trust finance team - Consider the move towards GAG pooling. <p>2. HR and Legal</p> <ul style="list-style-type: none"> - Continue to review service provided <p>4. Buildings</p> <ul style="list-style-type: none"> - Continue to review service provided - Pool capital investment/make use of direct government funding. - Review building strategy <p>5. IT</p> <ul style="list-style-type: none"> - Review IT strategy <p>6. Administrative Functions</p> <ul style="list-style-type: none"> - Implementation of a new Trust-wide Management Information System (MIS) 	<p>Business Functions and Compliance (as 2025 plus...)</p> <p>All roles and responsibilities to be reviewed alongside the Trust's aims and strategic vision and changes to local and national policies.</p> <p>1. Finance</p> <ul style="list-style-type: none"> - GAG pooling is used efficiently and effectively and has the maximum impact on educational standards and outcomes across the Trust. <p>2. HR and Legal</p> <p>Develop the role of the Trust HR and Governance manager.</p> <p>Review service and consider whether it would be cost effective to move to an 'in-house' HR service provider.</p> <p>4. Buildings</p> <ul style="list-style-type: none"> - The Trust Estate Manager will oversee all building compliance across the Trust and ensure a long-term estates development plan is established. - The Trust will have reached the 3000-pupil threshold and will receive direct funding to support the estates development strategy. <p>5. IT</p> <ul style="list-style-type: none"> - CFO will work closely with the IT Development Team to ensure investment into IT infrastructure and

<p>6. Administrative Functions</p> <ul style="list-style-type: none">- Administrative restructure with a number of tasks moved 'centrally'. <p>Clear roles and responsibilities for all school-based admin teams.</p> <ul style="list-style-type: none">- Investment into a central Trust team to ensure efficient and effective operations.		<p>technology within schools. Bulk purchasing will achieve greater value for money and ensure greater consistency. The Trust will move towards a 1 x device per pupil model for KS2 onwards.</p> <p>6. Administrative Functions</p> <ul style="list-style-type: none">- The roles and responsibilities of all those employed centrally to be reviewed so that all officers are clear of their roles within the new Trust structure.
---	--	--

Overview

At Thrive, we aspire for all our pupils to achieve the very best outcomes, to utilise and showcase their gifts and talents and develop a deep sense of social responsibility within their school communities. The Trust's agenda is driven by our values and ethos and our success is regularly evaluated against the five pillars of high-quality trusts. Thrive aspires to:

1. Provide a **HIGH QUALITY AND INCLUSIVE EDUCATION** for all our pupils.
2. Have a culture of continual **SCHOOL IMPROVEMENT** and innovation at the heart of all that we do.
3. Invest in our **WORKFORCE**, providing high quality support and professional development, and a focus on developing our future leaders.
4. Maximise funding streams to achieve our goals through a strong and efficient **FINANCE AND OPERATIONS** model.
5. Ensure strong **GOVERNANCE AND LEADERSHIP** at a local level within our schools, supported by an experienced and skilled central Trust team and Board.

Central to our **Trust School Improvement Model**, is that all schools, regardless of where they are in their school improvement journey, should feel the tangible benefits of working as part of Thrive. Trust leaders also recognise that schools performing strongly must have the freedom to innovate. This way, excellence can be achieved and will spread across all schools within the Trust.

The Trust recognises that many different factors will combine to determine where a school is at in its growth journey. In order to direct resources effectively and ensure progress is rapid and sustained, we carefully audit and analyse current and prospective schools, to determine which level (4 in total) they are currently working at.

Our Trust logo provides a visual representation of this journey of growth. Schools are represented by the birds, some which can be seen 'sheltering' under the protection of the tree (Trust) whilst others begin to flourish and enjoy the freedom to innovate and explore.



Innovate: Educational development is always advancing. To build great schools, the culture of innovation and ongoing development needs to be fostered. The Trust school improvement strategy aims to support schools working together on common priority areas using research and development and sharing of good practice.



Flourish: The Trust school improvement strategy has helped develop a consistent approach to the curriculum which is delivered to a consistently high standard throughout the school. A culture has been established which brings consistency to all aspects of school life and a commitment to continual improvement.



Renew: A clear curriculum intent continues to be built and implementation is becoming more consistent across the school. The quality of teaching is improving, and ineffective practice is being challenged.

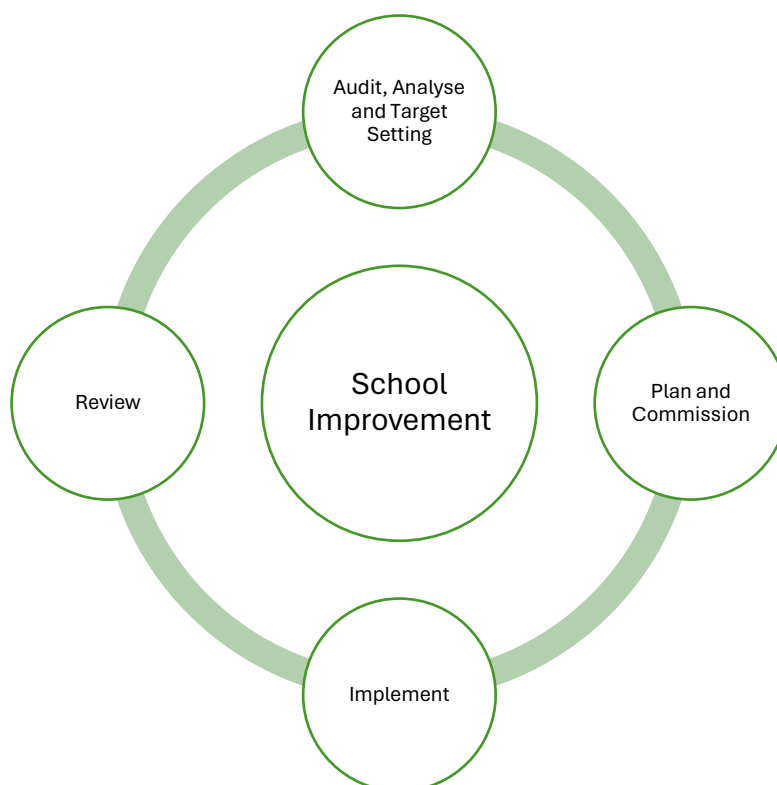
Stabilise: The school has experienced a period of challenge and requires intensive support from all aspects of the Trust. Renewal will come from building strong partnerships built around mutual respect and a feeling of 'belonging' to the Trust.

The Review Process

Trust Performance Standards

A single set of **Trust Performance Standards** drives the review of our Trust schools and determines where they are in their journey of growth.

- Shared Trust values underpinning all aspects of school life and an emphasis on the promotion of social responsibility.
- Outstanding levels of attainment for all children and groups of children.
- Impeccable behaviour and high attendance levels.
- An ambitious and skillfully designed curriculum.
- High quality teaching which is adapted to meet the needs of all learners.
- Strong community engagement.
- An inclusive environment for all stakeholders.
- Highly effective leadership and governance.



Audit and Analyse

Schools new to the Trust and existing Trust schools will benefit from a detailed audit of all aspects of school life. This audit has many elements to it and will be conducted by a combination of Trust leaders and external professionals commissioned by the Trust. All Trust schools will receive regular reviews and audits, the frequency of which will be determined by the needs of the school.

Target Setting

At the start of every academic year the Trust will set targets with each school to realise the 'Trust Performance Standards' shown above. The targets set will be challenging but achievable to ensure rapid progress or sustained high performance. The targets proposed for each school will be reviewed at the local governing

board before being formally agreed by the Trust Board. Once targets are agreed they will form the success criteria in development plans and the performance management for senior leaders across the Trust.


The Trust 'School Dashboard', will document each school's targets and provide data on how successfully these targets are being achieved over the year.

Planning, Commissioning Support and Implementation

The Trust will work closely with school leaders and governors to establish a school improvement plan which places greater emphasis on outcomes rather than processes. This plan is a working document and is central to the review process at local governing board and Trust level. Where there are common priorities, the Trust will help to coordinate work across schools and find opportunities for joint professional development.

The table on the next page provides an example of the observable features of schools working at the various levels of growth and the types of actions planned and implemented by the Trust:

		Observable Features	Planned Actions and Implementation
	Innovate	<ul style="list-style-type: none"> - A culture of high expectations is fully embedded. - Exceptional attitudes to learning. - Strong relationships in school and strong sense of belonging to Thrive. - Ambitious curriculum taught to a consistently high standard. - Highly skilled and trained staff successfully use a range of adaptive approaches to teaching to meet the needs of learners. - High morale - School leaders are embracing new initiatives supported by evidence-based research. - Strong local governance and challenge for school leaders. - Highly effective culture of safeguarding - Strong, efficient, and effective admin and operational systems in place. 	<ul style="list-style-type: none"> - Regular support/advice/guidance from CEO with a minimum of a 1:1 meeting every 4 weeks. - Regular help and support from central Trust team. - Full engagement with all Trust networks and contribution to the content of these meetings. - Annual Trust Inset - Connections with outstanding providers outside of the Trust. - Annual full Trust review - Annual external SIP health check - Maintain capacity to help contribute and strengthen the wider Trust. - Biannual safeguarding audit.
	Flourish	<ul style="list-style-type: none"> - Attendance and Attainment at least in line with national expectations. - Consistent routines ensure that low-level disruption is rare. - Ambitious curriculum in place and a consistent approach to implementation. Any underperformance of staff being addressed. - Adaptive approaches to teaching are being developed across the school. - School leaders are moving towards measuring impact rather than operational delivery. - Governance is strong and they know the school well. - Safeguarding is effective. 	<ul style="list-style-type: none"> - Regular support/advice/guidance from CEO with a minimum of a 1:1 meeting every 4 weeks. - Regular help and support from central Trust team. - Full engagement with all Trust networks and contribution to the content of these meetings. - Annual Trust Inset - Connections with outstanding providers outside of the Trust. - 2 x full Trust reviews per year. - Annual external SIP health check - Start to build internal capacity to help contribute and strengthen the wider Trust. - Biannual safeguarding audit.
	Renew	<ul style="list-style-type: none"> - Attendance and attainment below national expectations. - Teaching is improving with ineffective practice being challenged. - There is a much-improved curriculum 'intent' and work taking place to ensure the curriculum is 'implemented' consistently. - Leaders heavily focused on establishing routines and an improved culture within the school. - Inconsistencies still exist in some classes and can result in low-level poor behaviour. - Exclusion rates could be higher than national and local averages. - HR issues linked to a period of change/challenge. - Admin teams working closely with the Trust to establish effective systems. - Safeguarding is effective. 	<ul style="list-style-type: none"> - Regular support/advice/guidance from CEO with a minimum of a 1:1 meeting every 2 weeks. - 3 x full Trust reviews - 2 x external SIP reviews - Support from Trust Curriculum Lead every 2 weeks to support curriculum development work. - Half-termly visits from Trust or external advisors relating to specific subject areas, including progress reports for any significant projects (i.e. EYFS, Maths). - A program of Trust led support aimed at continuing to develop the knowledge and skills of teachers. Half-termly opportunities for subject leads to monitor good practice across the Trust. - Monthly visits from Trust admin, finance and compliance team to ensure effective and efficient systems continue to be developed. - Full access to all networks and Trust activities/events. - Annual safeguarding audit.

	Stabilise	<ul style="list-style-type: none"> - Attendance and attainment significantly below national expectations. - High proportion of teaching which is unsatisfactory and a lack of CPD. - Unstable/inexperienced leadership. - Lack of consistency leading to poor behaviour and exclusions. - Ineffective governance - Significant staff absence and low morale. - Ineffective safeguarding. 	<ul style="list-style-type: none"> - Secondment of Trust Exec Leader/NLE to provide stable leadership for the school. - Regular support/advice/guidance from CEO with a minimum of a 1:1 meeting every 1/2 weeks. - Half-termly Trust reviews - Termly external SIP reviews - Support from Trust Curriculum Lead each week to support curriculum development work. - Half-termly visits from Trust or external advisors relating to specific subject areas, including progress reports for any significant projects (i.e. EYFS, Maths). - Increased HR support - Secondment of teaching staff where possible to help drive teaching standards. - Half-termly opportunities for staff to monitor good practice across the Trust. - Fortnightly visits from Trust admin, finance and compliance team to ensure effective and efficient systems continue to be developed. - Full access to all networks and Trust activities/events. - Biannual safeguarding audits (min). - Biannual compliance audits.
---	------------------	---	--

Review

The following mechanisms are in place to review the effectiveness of school improvement planning and how Trust support is allowing all schools to meet the strategic aims and performance standards set by the Trust.

Local Governing Boards

The Trust board has delegated the standards review for individual schools to each local governing board. The Trust board will ensure each local governing board has the appropriate skills and experience to conduct the support and challenge role effectively. Governors at each school will use the following tools to ensure improvement planning is leading towards set targets:

- Trust Review Reports
- External review/ School improvement partner reports
- Trust 'School Dashboard'
- Headteacher Report to governors (Trust model)
- School development plan review
- Link governor visits
- Challenge and Improvement committees

Trust Board

The CEO and other members of the Executive team will report to the Trust Board regularly on how well schools are performing and the effectiveness of Trust school improvement support. The evaluation provided will support the Board in setting the future strategy to meet the performance standards. Tools that the Trust board will use to review performance and effectiveness are:

- CEO and Executive reports at Trust Board and committees

- Trust Business plan review
- Trust School Dashboard/Position statement/Risk register review
- External review/School improvement partner reports
- LGB minutes and Chair of Local Governing Board meetings
- Headteacher and Executive team performance management reviews

External support

Each school will have an NLE or other suitably qualified educational expert to act as the School Improvement Partner. All School Improvement Partners will be approved by the Trust Board with the primary role to:

- Quality assure and ensure the correct school improvement actions have been identified with robust data underpinning evaluation.
- Support development where appropriate and connect leaders to good practice.

In addition, the Trust will commission external reviews to evaluate and support the development of the quality of education in each school.

New Schools Joining Thrive:

Schools new to the Trust will benefit from a detailed audit and review of all aspects of the school. This review will be driven by the five pillars of high-quality trusts:

High Quality and Inclusive Education / School Improvement

- Full 'Trust Review' led by the CEO and Trust NLE. This will focus on the quality of teaching and learning and outcomes for pupils.
- Analysis of attainment outcomes, attendance data, exclusion rates, any gaps between disadvantaged and non-disadvantaged pupils.
- 'Deep-dive' into Early Reading and Phonics, English, Mathematics and Science, as a 'window into the wider curriculum'. This work is supported by experienced HMI's or advisors.
- Analysis of latest School Improvement/Development Plans and evidence of the impact of any changes/initiatives.

Workforce

- Group and individual meetings with staff to share vision of the Trust and the priorities for the school moving forward.
- Staff 'voice and wellbeing survey' with outcomes shared with school leaders and governors.

Finance and Operations

- Due diligence process led by Trust CFO and Business Manager and supported by CEO and J and G Marshall Ltd.
- Detailed analysis of current budget to ensure value for money and sustainable use of funds moving forward.
- Review of administrative structures and how these can be integrated into Trust systems and structures.
- Independent Safeguarding Audit
- Independent H&S Audit

- Statutory Building Compliance Audit and Building Conditions Survey.

Governance and Leadership

- Meet with and review governing body structure and skills audit.
- Review current appraisal systems.
- Examine current approach to reporting and reviews.
- Gain a thorough understanding of the roles, responsibilities and impact of senior and middle leaders.