STRATEGIC
PRIORITIES

CONTENTS

WICKERSLEY
PARTNERSHIP
TRUST

STRATEGIC PRIORITIES	ACTIONS	COMPLETED BY	WHO	OUTCOMES
	LEADERSHIP DEVELOPMENT			

Stakeholders are ambassadors and understand what it means to be part of the Trust
 	
How do you bring to life what it means for people? (What is in it for me?)
 	
How does the trust reflect what is happening in schools – website?
 	
How do we promote values and vision?
	RECOGNITION AND CELEBRATION
	• Devise a Trust wide benefits package to reward and award staff contribution
	  • Conduct a survey to ascertain what incentives staff would value i.e. guaranteed PPA, work/life balance, flexible timetable,
	  • Launch an annual central event to celebrate the achievements and successes of all tiers of stakeholders including staff awards and student awards
	• Recognise actions above and beyond by all stakeholders through the distribution of letters of appreciation and thanks from directors and CEO
	• Develop a google document for logging recognition throughout the year
	• Take every opportunity to recognise and value colleagues by sending personal messages i.e. Christmas cards, Birthday cards and birth of child (Genuine recognition, personalised thanks) – at both a school and Trust level
	• Implement Westfield Rewards as a mechanism for rewarding and awarding staff –
	  • Access to an exclusive rewards website
	  • Enjoy special offers at over 1000 leading high street and online retailers
	  • Receive Cashback from participating retailers by shopping online
		April 2021
		
		December 2021
		
		Annually November 2021
		
		April 2021 on-going
		
		April 2021 on-going
		
		December 2019 on-going
		
		December 2019 on-going
			Matt Sutton (Operations Manager)/**Rosie Cooper** marketing and Publicity/**Lucy Keane**	• Increased individual productivity
				• Greater employee satisfaction and enjoyment of work
				• A work focus culture is embedded.
				• Direct performance feedback for all individuals and teams provided through Trust mechanisms
				• Scores from colleagues demonstrate higher loyalty and satisfaction
				• Teamwork between employees is enhanced.
				• Increased retention of quality employees and lower employee turnover.
				• Reduced absenteeism due to negative effects such as stress .

Local governing bodies support schools and hold them to account	**GOVERNOR DEVELOPMENT**
	• Devise a Trust approach to governor communication and agreed working guidelines to support schools and hold leaders to account consistently.
	• Further develop centralised documentation and consistent clerking across all Trust schools. (to include Finance reporting)
	  • Identify and train clerks to ensure that we have a succession plan in place to cover in the event of clerk absence
	• Governor Forums developed to meet each other and establish sharing good practise opportunities.
	  • Publish calendar of all training opportunities for Governors with shared tracking of training across each establishment
	  • Governor webinars and remote conferencing sessions developed to enable regular communication to actively reduce geographic and other barriers.
		Ongoing April 2021
		
		December 2020 on-going
		
		Aug 2021
		
		August 2022
		
		March 2020
			Matt Sutton Operations Manager/ **Lucy Keane**/Chairs of LGB	• Skills audits and CPD logs show that governing bodies constantly reflect on their own effectiveness and readily make changes to improve. They consider their own training needs, as well as how they organise their work.
				• Clear induction procedures are in place for all new governors which help them to understand their roles and responsibilities and ensure that best use is made of their varied skills and expertise.
				• All schools within WPT complete a detailed timeline of activities (LGB Action Plan) linked to the school development plan, that provides a clear structure for the work of governors and ensures that their time is used appropriately.
				• All governing bodies identify a core of key governors who contribute to Trust governance.
				• All governing bodies practice effective teamwork and build strong relationships with the headteacher, senior leaders and other governors.

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	• Develop a buddy mentor scheme for all governors (from educational and industry sectors) as appropriate to support in knowledge, expectation and core skill development. • Develop a succession plan to identify future National Leaders of Governance through strategic planning of governor strengths. • Support the development of Leaders becoming governors across Trust schools to gain better insight into accountability models and sharing good practise. • Develop an in house curriculum training programme for governors – to secure their knowledge and understanding of core functions. • Governor train the trainer events – have governors leading training sessions for governors.	August 2022 Easter 2022 on-going Ongoing Easter 2022	Learner First (**Sarah Page**) NGA/The Key/CST	• All governing bodies have a skills portfolio to enable the Trust to identify a bank of experts. • All governing bodies have clarity about the different roles and responsibilities of the headteacher. • All schools within WPT have clearly defined protocols, specific duties and terms of reference that are explicit in written documents • Governors are well informed and knowledgeable because they are given high- quality, accurate information that is concise and focused on pupil achievement. This information is made accessible by being presented in a wide variety of formats, including charts and graphs. • Avenues are available across schools and at Trust level for governors to seek out information, explanation or clarification. This makes a strong contribution to robust planning for improvement. • All governing bodies systematically monitor their school's progress towards meeting agreed development targets. Information about what is going well and why, and what is not going well and why, is shared. Chair of governors and other key governors are capable of articulating this at Trust level.
Directors set the vision, ethos and strategic direction and support to deliver it	**COMMUNICATION** • Directors visit the schools – getting to know the school and staff, and vice-versa. • Sharing of Trust priorities, action and outcomes through regular briefings and memos in head teacher meetings and LGB agendas. • CEO, Chair of directors to speak to all staff in each school – what does it mean to be part of WPT. • Develop, Implement and share non-negotiable policies and procedures to ensure consistency and uniformity across all schools i.e. Data, Attendance, Behaviour, HR Staffing Structure of the trust aligned to ensure key policies are developed and rolled out into all schools. • Showcasing and celebrating the Trust work through regular newsletters, social media post and podcast etc. to all stakeholders - open evenings. • Establish internal mechanisms for dissemination of key priorities within school from link governor meetings and head teacher meetings to all stakeholders including support staff.	August 2022 April 2021 December 2021 April 2021 – on going Christmas 2021 April 2021	CEO/EIP/HT **Scott Gunn** & Media Team	• All school improvement plans communicate strategic vision of WPT that moves seamlessly from implementation into impact. • All WPT strategic priorities sit within the individual school plans. There is clear evidence that all the Trust priorities are being delivered by the schools. • All schools are held to account at Roundtable summary meetings termly. • All schools receive regular and meaningful Trust support to deliver their action plans through: • Regular Primary/secondary Headteacher meetings • Regular strategic planning meetings • Open door communication • School to school support • Leadership network groups • The overall operations of the Trust are shaped and improved by all Trust and School leaders responding to the views and feedback from stakeholders.

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STRATEGIC PRIORITIES	ACTIONS	COMPLETED BY	WHO	OUTCOMES
	• Establish and develop annual Leadership and Governance conferences. - wider stakeholder involvement, in conjunction with Learners First **TRUST BRANDING, PUBLICITY AND MARKETING** • Develop a vibrant up to date website that reflects the vision, values and ethos of the Trust • Establish links between websites such as Trust logo and branding and centralisation of shared Trust developments on trust websites eg WPT panel on all Trust schools website • Promote the Trust's work within Rotherham, Lincolnshire, Yorkshire and Humber, Nationally through developing links with external stakeholder - CEO networking events and conferences • Letter heads and school publications and signage to include Trust logo and details • Corporate branding of policies and proforma's • Developing a strong sense of trust for pupils through logoed school uniform, sports kit and branded awards and rewards (review after new Government Bill Autumn 2021 **STAKEHOLDER VIEWS AND OPINION** • Design and implement mechanism for capturing stakeholder voice i.e. questionnaires to staff on being part of the trust including suggestion boxes for staff to put ideas into • Develop a forum for Student Leadership Team to meet with Directors as a Joint Trust Student Council to share viewpoints and support direction.	Annually Autumn term 2019 August 2021 December 2021 on going August 2021 September 2022 ongoing Autumn Term 2021 annually August 2022	**Scott Gunn** (Media and marketing Manager)	• All school websites reflect the vision and values of the Trust through: • About WPT panel • Name and information about all Trust members, directors and central leadership team • Headteacher statements • Curriculum planning • Policies and strategic plans • Regular stakeholder voice is embedded and acted upon by all schools • Central system for recording staff voice and actions taken are in place in all schools • All schools have Student Leadership Team with designated roles and responsibilities • Improvements in staff retention can be identified
Leaders support and hold their teams to account for performance	**APPRAISAL AND PERFORMANCE MANAGEMENT** • Development of a consistent Trust approach to Appraisal and Performance management across the full workforce. • Standardisation Performance Management (Appraisal) opportunities developed across Trust establishments to ensure consistency of key messages and performance expectations. • Further development of centralised documentation at middle leadership level to support departmental quality assurance and consistency of expectations • Ensure that school level policies are in line with and incorporate the vision and values of WPT	August 2021 August 2021 April 2022 ongoing August 2022	**Helen Francis** (HR) **Katie Bullock** (AST)/ **Jo Mather**(AST)	• Performance management is consistent and quality assured • Accountability frameworks for Trust performance are clear and all staff demonstrate understanding • All staff are aware of the process and procedures regarding staff underperformance • All Chair of Boards and the CEO hold the Headteacher and the Chair of schools to account. There is a collective responsibility for the standards across the Trust. • All schools follow a clear and unambiguous path of accountability that enables discussions to take place at different levels of stakeholders: • Board Chair to the CEO

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	• Roundtable QA further developed across all establishments including opportunities for leaders at all levels to 'sit in' as development opportunities. • Ensure that Headteachers and Senior Leaders have common frameworks that they are appraised against.	August 2021		• Trust Board Chair to Chair(s) of any local governing body • CEO to the Headteachers and the SLT

Our headteachers inspire confidence and have a strong and embedded ethos of collaboration between schools	**WIDER TRUST PARTICIPATION**
	• Engender a spirit of commitment and contribution to Trust Activities - Christmas concert, Sports Day, Inter-Trust competitions, Trust Bands/choir – establish a calendar at the beginning of the year shared to all.
	• Generate further opportunities School Leaders and staff to contribute to wider i.e. Joint/linked research projects undertaken by pupils, Shared school trips and residential i.e. Camps International, Duke of Edinburgh, Kingswood and Crowden
	• Ethos of collaboration results in active partnership between pupils and staff from different sites such as multiclass science and STEM projects, shared exhibitions and shared pupil feedback.
	  • Exhibitions open to each other secondary and primary colleagues work together
	  • Joint training/planning sessions Increased opportunities for CPD in Support staff teams
		August 2019 ongoing
		
		August 2022 on going
		
		August 2021 ongoing
		
		September 2021
			Matt Sutton Operations Manager
			
			David Walker/Pe Team
			
			Sarah Bingham/ Music Team
				• All schools participate in wider Trust events. Ambition for student uptake across all school is:
				  • 25% in Year 1
				  • 50% in year 2
				  • 75% in year 3
				• All staff have exposure to wider trust events, CPD and enrichment.
				• All staff appraisals reflect WPT and how they can improve their own professional development through, and aid the development of, WPT.
				
				• Faculty and key stage networking groups are developed to improve pedagogy and practice.
				• All network groups itemise opportunities for student exposure to Trust wide initiatives
				• All Senior Leadership Teams to visit all trust schools once per academic year

PEOPLE DEVELOPMENT				

We have an inclusive and diverse approach to recruitment, retention and development	**JOINING THE TRUST**
	• Implementation of effective Trust recruitment packs.
	• Collaborative Trust approach to recruitment at all levels, in particular Middle and Senior Leadership
	• Increase representation of Trust diversity in publications and social media to reflect the diverse community the Trust serves and to encourage the recruitment of a more diverse workforce
	  • Actively offer flexible working to all applicants for as many roles as possible
	  • Advertise roles to a large and diverse talent pool using a wide range of platforms
	  • Train hiring staff to deal with unconscious bias
	• Ensure induction packs represent the vision and values of WPT through:
	  • Welcome letter,
	  • Trust prospectus information
	  • Trust policies, procedures and key personnel
	  • Welcome events held each term to introduce key personnel and trust structure including governance
		August 2021
		
		August 2021 on going
		
		August 2021 ongoing
		
		April 2021
			Jen Jarvis (HR)	• All adverts clearly state employment is to WPT
				• An introductory pack to WPT including the Trust benefits such as professional development and leadership development (Learners First) health benefits (Westfield Health) is included in all recruitment packs
				• The Trust has a diverse and inclusive workforce that attracts and retains the best talent
				• Clear induction procedures for new governors help them to understand their roles and responsibilities and ensure that best use is made of their varied skills and expertise.
				• All staff pay scales are consistent across the Trust and where they are not plans are in place to review
				• Finance, data and IT teams have a central team

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STRATEGIC PRIORITIES	ACTIONS	COMPLETED BY	WHO	OUTCOMES
	• Develop a strong sense of Trust through having centralised contracts & working flexibly across all school sites understanding the Trust ethos of 1 school across several sites. • Review of all roles / expectations/ pay scales across the Trust to ensure consistency and inclusive approach. • Opportunity for internship shared with all 'leavers' to develop 'grow our own' strategy. –encourage schools leavers on Trust apprenticeship schemes	September 2021 April 2021 (support staff) April 2022 (Teaching staff) January 2021 ongoing		

We provide high quality professional development opportunities to all employees	**PROFESSIONAL SUPERVISION AND SUPPORT NETWORKS**
	• Establish and develop shared mentorship working across the Trust, identify a core group of mentors that can support early career teachers. – primary completed, secondary focus
	• Further develop opportunities for Early Career Teachers (ECT) to work across Trust school to develop their teaching pedagogy and practice, observe good practice within the Trust and Beyond.
	• Create professional networks for Early Career Teacher (ECT) to work collaboratively to share resources, joint plan and engage with new educational research to improve the life changes of students
	• Establish and develop coaching models for all tiers of stakeholders across the Trust
	• Develop supervision and buddy systems for leadership roles to provide support and mentoring and early identification of talent.
	• Secondment opportunities are developed across all establishments including cross phase opportunities
	  • Central budget for joint establishment working parties developed including release time for research projects
	• Central budget for engaging outside speakers/trainers in common areas for development
	• Improve leadership and management including governance and accountability and ensure it is consistent across all levels of leadership through access to national professional qualifications, nationally recognised leaders (National Leaders of Education/National Leaders of Governance) and working beyond the schools/trust
		December 2021
		
		August 2022
		
		August 2021
		
		August 2022
		
		August 2022
		
		Easter 2022
		August 2020
		
		August 2020
		
		August 2021
			Primary **Kay Sherburn**/**Mark Roddison**
			
			Katie Bullock/ Directors of Education (English/ Maths/ Science/ Humanities/MFL
			
			Matt Sutton
				• Core group of mentors identified in subject specialisms
				• All teachers have the opportunity to work in at least two school within the first 5 years of their career
				• Early Career Teacher networks take place half termly through:
				• Subject specific networks
				• WPT conference
				
				• All ECT practitioners judged as 'good' by end of academic year
				• All ECT participate and contribute to Trust Action-research CPD model
				• All Senior Leadership Teams have an outward facing CPD model for their own professional development that feeds into school action planning
				• Increase the number of NLE, BLG and Leadership qualifications in the trust:
				  • Year 1...
				  • Year 2...
				  • Year 3...

STRATEGIC PRIORITIES	ACTIONS	COMPLETED BY	WHO	OUTCOMES
	• Employ/deploy more teaching and learning consultants to create more capacity that will allow outstanding classroom practitioners that have relevant experience and up to date knowledge of the curriculum and pedagogy in order to support colleagues with planning, preparation and delivery, particularly within the Primary - foundation subjects, Secondary	September 2020 on going		
We identify talent and have succession plans in place	**TALENT NURTURING** • Develop a Talent identification scheme for all workers (teaching and non-teaching) and publish a Directory of Roles and Talents that all schools can access to provide support and training for in house teams. • Develop a Trust level alumni to maintain and develop links to high quality graduates • Champion the promotion, progression and secondment successes of staff members across the Trust through newsletters • Trust Lead Senior Mentor Role – ownership over programme and QA delivery to develop talent recognition	April 2022 Ongoing April 2022	**Helen Francis**/HOB/ **ALE**	• The Trust's schools improvement strategy is built around an emerging pool of talented teachers who know the impact of their work and can name it and describe it. • All schools feed into and take advantage of the directory of roles and talents • All schools document participation and impact and feedback to directors

WPT has developed a strong culture of evidence-based enquiry and practice	**ASSESS TO UPDATE TO RESEARCH**
	• Continue to work closely with Learners First to enhance Leadership Development across the Trust, creating opportunities for colleagues to participate in and contribute to NPQs and Leadership conferences and seminars
	  • Build both an online and physical academic research library of update to date literature for staff to assess (See NPQEL reading list)
	  • Create a directory/library of training done and experts to be consulted from within the trust – avoid need to repeat work already done. – Rosenshine Principles, retrieval Practices
	• Work in partnership with Education endowment foundation (EEF), Universities and Research Companies to lead and develop national projects
	• Continue to develop working groups across and between all phases to enable quality networking and collaboration.
	• Provide opportunity for partnership work with other MATs to seek good practise and differing approaches.
	• University links – any opportunity to have work endorsed and backed through accreditation
		Ongoing
		
		August 2021
		
		August 2022
		
		August 2020 on going
		
		August 2022
		
		August 2021
				• Increased participation in NPQ qualification in all school settings
				• Online resource centre live and active by (DATE)
				• All schools have action-research built into whole school and departmental action plans that takes into account:
				  • EEF
				  • NPQs
				  • Partnership working
				  • Outward facing opportunities

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STRATEGIC PRIORITIES	ACTIONS	COMPLETED BY	WHO	OUTCOMES
CURRICULUM AND OUTCOMES				
We aspire to ensure all students leave able and qualified to play their full part in an ever-changing world	**STUDENTS NEXT STEPS DEVELOPMENT** • Curriculum linked to wider concepts – democracy, equality and fairness, impact of humans, significant person • All schools to embed a pledge system of student development that creates a collaborative commitment to developing personal attributes • Opportunities to support students gaining experience of recruitment processes identified in the secondary / post 16 curriculum • Establishments promote opportunities for students at their next steps through clear tracking of Gatsby Benchmarks. Sharing of good practise in tracking benchmarks and development of a collaborative working group to support next phase progression.	August 2021 ongoing August 2021 Ongoing Ongoing	**Annie Lee** PD Leaders in School	• All schools have student pledge introduced in September • All schools have Careers provision map built in to the academic and enrichment curriculum
We develop students by providing rich opportunities for learning both within and outside the classroom The trust has a strong infrastructure which underpins students' progress and attainment	**CULTURAL CAPITAL OPPORTUNITIES** • Trust 'Pledge' Strategy developed across schools and used as a vehicle to encourage, recognise and develop personal development, raise self-esteem and build confidence • Further embedding of 'School Way' programme to identify and drive ethos and vision to all stakeholders. Including marketing and message reinforcement opportunities (letters, social media including referencing to 'ways') • Develop a Trust 'Business Challenge', linking with local business leaders, directors and local stakeholders to publicise opportunities within the local and regional areas and development of core skills • Develop a Trust 'Work Experience' strategy to utilise links into the community • Develop a talent identification strategy to support use of Trust wide 'Master Classes' at all phases • Development of a progressive primary programme of youth achievement which helps pupils to build confidence and develop essential life skills, such as communication, commitment, leadership and teamwork - link to Pledges and DofE	Easter 2021 Ongoing August 2022 August 2022 August 2022 August 2022	**Matt Turton** (Lead) **Annie Lee** PD Leaders in School	• All schools have student pledge introduced in September • 'School Way' built into all action plans and curriculum maps to ensure it is consistent across the Trust • All students in WPT have exposure to business and enterprise that is progressive throughout their years of study • Work experience fully embedded in all secondary schools • Catalogue of business and enterprise contacts that is open for schools to access developed by the Trust

We build on the previous personal best, with year on year improved progress and outcomes for students - All schools will be in the top 20% of similar schools in terms of performance	**STUDENT ACHIEVEMENT**
	• Development of Trust approach to data analysis to enable clear benchmarking across all establishments and standardisation of assessments.
	• Employment and deployment of Trust Directors of learning – Maths, English, Science and Humanities
		August 2020 ongoing
		
		March 2020
			Primary Phase – **Ann Marie Lee**/Specialist Leaders of Education (Phonics/Writing/Maths)	• All centralised data systems in place from (DATE) to triangulate Trust performance on:
				  • Outcomes
				  • Attendance
				  • Behaviour

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STRATEGIC PRIORITIES	ACTIONS	COMPLETED BY	WHO	OUTCOMES
	• Opportunities in Trust collaborative working parties to standardise/ moderate assessments and complete work scrutiny. • Further development of Standardised documentation used across all establishments for reporting and analysing progress at Trust, SLT and MLT level.	September 2020 ongoing August 2022	Secondary Phase – **Nicola Tipper** Directors of Education (English/ Maths/ Science/ Humanities/MFL	• The Trust outcomes for young people in terms of the progress they are making from Ks1 to 2 or Ks2 to Ks4 are above national average in more than half of the schools in the Trust • Outcomes in areas where Trust Directors have been appointed see sustainable improvements and in areas of concern significant improvements.
We use ICFP to plan and deliver an effective, broad and balanced curriculum within funding constraints	**CURRICULUM PLANNING** • Consistent approach to curriculum planning utilising Integrated Curriculum Financial Planning methodology across all establishments informed by regular Headteacher strategic planning meetings • Consistent vision for curriculum planning shared and adopted by all Headteachers to ensure curriculum plans based on the following principles: Sequential and progressive, Enquiry based questions, learn more - remember more. • Further development of working parties to support centralised planning opportunities enabling high quality collaboration. • Further development of centralised documentation to support cross establishment QA.	September 2021 on going September 2021 ongoing August 2022 August 2022	**Steve Clayton** (CFO)/CEO/HT HT/CEO/**Annie Lee**/ Directors/SLE	• All schools/Trust have achieved educational success and financial sustainability • All schools deliver the best curriculum school can afford that meets the needs of the pupils • All schools adopt a consistent curriculum framework in line with that of the Trust model.
		WELLNESS: STUDENTS AND STAFF		

We have a whole trust approach to mental health and wellbeing where pupils and teachers can thrive
 	
Leaders manage their teams, being mindful of individuals' work-life balance
 	
Staff feel that their contributions are recognised, valued and are listened to
	WELLBEING GUIDANCE – STAFF
	• Embed Mental Health First Aid training into your organisation or community encourages people to talk more freely about mental health, promoting early intervention which enables recovery, reducing stigma and creating a more positive culture. Implement and disseminate a package of support for all employees through Westfield Health:
	  • Mental Health Survey (30 day questionnaire)
	  • Doctor Line/Prescription service
	  • Big Whitewall – an online forum
	  • 24hr Advice & information line – Counsellors, lawyers, medical including medical, legal and domestic issues
	  • Face to Face Counselling
	  • Health & Wellbeing Tool kit
	  • Pre-recorded webinar
	    • 3 per year over three
	• In school Supervision for Mental Health Leads
	  • Catalogue of Mental Health First Aid Practitioners across all schools in the Trust
		April 2022 ongoing	Helen Francis	• All staff have a deeper understanding of the issues that impact on and relate to people's mental health
				• All Stakeholders have a raised awareness and mental health literacy
				• All staff feel there is a reduced stigma around mental health
				• Mental Health Leads have a boosted knowledge and confidence in dealing with mental health issues
				• All schools promote early intervention which enables recovery
				• All stakeholders create a more positive and supportive workplace culture

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STRATEGIC PRIORITIES	ACTIONS	COMPLETED BY	WHO	OUTCOMES
	• Deliver basic mental health first aid training and Wellbeing workshops to all staff and advanced training to be provided for mental health leads in school • Promotion of Mental Health and wellbeing through a calendar of activities linked to national events and regular newsletters. • Develop a Trust led 'Wellbeing' guidance policy for Headteachers to set the tone and set out vision and leadership culture expectations for the protection of workforce mental health. To include: • Opportunities for training on positive working behaviours and routines • Develop a wellbeing forum with a nominated lead to enable active communication on the wellbeing balance of the workforce and clarify expectations from Leadership • Establish expectations of Planning Preparation and Assessment and other protected time • Clarity of use of leave of absence requests/ offsite working/ Flexible working requests • Working areas / break areas for staff identified • Increase the number of rest rooms • Promotion of corporate opportunities (free school meals/ access to mental health support / corporate discounted services) • All staff in welfare/pastoral roles have access to protected supervision time • Staff celebration and recognition (as outlined in section 1) • Develop a Trust communication strategy which recognises volume and use of 'always available' technologies and how to support wellbeing including: • All Leaders share email protocols and expectations with staff and model expectations where possible such delay and send, reducing non-essential traffic. • Any previously non-scheduled meeting is calendared so workload can be tracked and monitored especially for staff with multiple roles.			
We make sure all of our students and staff are kept safe and protected from harm	**WELLBEING GUIDANCE - STUDENTS** • Develop collaborative working parties of welfare staff across all establishments to share best practices, resources, and provide informal supervision. • Develop whole trust level approaches to mental health and wellbeing such as 'With Me In Mind' project, ELSA, ROAR, Mental Health Trailblazers.	December 2021 ongoing	Schools Mental Health Leads/	• All students in WPT have access to mental health first aid • All schools have a graduated response to Mental Health First Aid including: • With Me in Mind • Family Support Workers • School Counsellor

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	• Develop graduated response to need across all schools in WPT • Continue to embed and develop awareness of Early help strategies within the Trust by collective training and opportunities for key staff.	August 2020		• CAMHS • All schools to identify a common threshold descriptor for each wave of support

All students are respected as individuals and listened to and empowered to work in partnership	**STUDENT VOICE**
	• Provide opportunities at Trust level for individual student forums to come together to share good practise and jointly promote positive initiatives such as:
	  • Sports leaders
	  • School councils
	  • Eco warriors
	  • E-safety ambassadors
	  • GDS masterclass
	  • Anti bullying ambassadors
		August 2022		• All schools demonstrate a commitment to student voice as part of a school's strategic plans
				• All students within WPT say they are valued as empowered partners
				• Students have a catalogue of opportunities to organise and lead change through student unions
				• Students are engaged in the process when designing learning and teaching
				• Students are engaged in the process when designing college services
				• All schools have a student representative committees with links to the Trust.

	ACTIVE PART OF THE COMMUNITY			
Trust employees cultivate and foster strong relationships beyond the schools and MAT We use school facilities/ resources to support the wider community	**LOCAL BUSINESS NETWORKS** • Take every opportunity to develop a local network of business links to support with Careers Information Advice and Guidance including student business challenges, careers fairs and developing a Trust work experience strategy for KS4 and KS5 students. • Develop a clear strategy to use local providers to support wider communities such as uniform, food, site maintenance where appropriate. **OTHER EDUCATIONAL PROVIDERS/ KEY STAKEHOLDERS** • Actively support local initiatives where possible and join steering groups such as 'Made in Gainsborough', 'Local Educational Partnerships', and Parish Councils to support area networks and build relationships between non trust schools. • Actively support and collaborate with community safety campaigns such as SYFR, Road Safety and CEOPs • Establish stakeholder access for sporting facilities such as pool, climbing wall as part of benefits package • Support local charities • Out-reach to local groups (eg: mini-shows for care homes/community centres). • Develop a 'Working Collaboratively' policy that identifies opportunities to utilise Trust schools to:	Christmas 2021 Easter 2022 Easter 2022 Christmas 2021 Ongoing Easter 2021 Easter 2021 Christmas 2021	**Rachel Mullins**	• Catalogue of business and enterprise contacts developed by the Trust that is open for schools to access • All students and school sites represent the vision and values of WPT • All schools play an active role in the community with student ambassadors, parent ambassadors and staff ambassadors • All student councils lead on charity work and all schools to contribute to a charitable cause at least once per half term • All schools feed into and participate within the Working Collaboratively policy

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	• Host and provide CPD opportunities for other local establishments / key stakeholders (police, Early Help consultants etc).
	• Provide joint training opportunities with neighbouring establishments or working as part of a local geographic cluster
	• Support active self-evaluation and opportunity for the Trust workforce to seek good practise from other areas.
	• Develop and sustain active relationships with Trust feeder schools through transition events and community projects
	
	TRUST EVENTS
	• Actively advertise opportunities to showcase Trust schools through concerts, sporting events etc where local stakeholders are invited to attend or where appropriate participate.
	
	LETTINGS AND SUPPORTING LOCAL GROUPS
	• Develop a central 'lettings' team to coordinate and market the availability of all resources to be made available to the local community during both term time and school holidays, including the development of a Trust wide lettings brochure.
	• Support use of facilities for local groups such as playschools, youth clubs, and scout groups as appropriate.
	• Develop the use of site facilities to provide child care options and extended care for community members
	   • Learning in the community – audit need for adult classes delivered through local hubs – Uni of Rotherham, Sheffield etc.
	   • Summer Schools and outreach hubs – improve access to provision for families in school holiday periods and Youth workers.
	   • Community cafes/Food banks
		Easter 2021
		
		Christmas 2021
		
		Easter 2022
			Letting and Community Use Manager	• Trust events are well attended by schools, communities and the wider boroughs
				• Implementation of central lettings team from (DATE)
				• Lettings plan to see increase in uptake and financial improvements of:
				   • Year 1...
				   • Year 2...
				   • Year 3...

We use all forms of media to communicate our core vision and celebrate successes	**ACTIVE COMMUNICATION**
	• Develop a clear Trust communication and Marketing strategy supported by a central team to:
	   • Create Trust calendar of events
	   • Produce regular newsletter to celebrate each other's success, promote consistent core messages, hot topic information, sharing of parent opinion polls etc
		Easter 2021	**Scott Gunn** / HTs	• Trust communication and marketing leads appointed (DATE)
				• All schools actively promote the Trust calendar of events and record uptake
				• Social Media Trust Policy implemented across all schools to include:
				   • Appropriate usage
				   • Uptake

WICKERSLEY PARTNERSHIP TRUST

STRATEGIC PRIORITIES	ACTIONS	COMPLETED BY	WHO	OUTCOMES
	• Publicise events, key messages, via social media platforms, support and coordinate press releases • All establishment letters to reflect The ****** Way ethos with direct links to values highlighted in each communication. • Each establishment to utilise social media platforms to celebrate student achievement, highlight pledge success reinforces corporate values. • Develop Trust social media platforms to link to individual schools as well as recognise and celebrate Trust wide achievements	Christmas 2021		• School expectations • Trust Social Media platform introduced

We understand and actively reduce our impact on the planet	**CARBON FOOTPRINT STRATEGY**
	• Develop a Trust action plan to clearly determine measurable targets for reducing carbon footprint in each establishment that holds Headteachers to account for performance against set targets
	• Develop clear recycling strategy that is consistent across all phases including commercial waste management (plastic reduction, LED lights, open hours' assessment)
	• Each establishment to develop student level action plan to support reduction in carbon footprint to include:
	  • Eco Warriors (including opportunity for partnership collaboration across Trust)
	  • Use of curriculum time to identify and support student awareness
	  • Promotion of school initiatives - e.g. walk to school, use of allotments, use less - waste less, forest school initiatives, POPs
		Easter 2022
		
		Christmas 2021
			Lee Rushforth/Tom Sellers/Caretakers	• All schools move away from single use plastic by September 2021
				• All schools have recycling initiatives in place by January 2022
				• All student councils have carbon footprint ambassadors who lead on action-research projects

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