

Ivy Education Trust



Strategic Plan
2022-2025

Our mission

To improve life chances for every child and young person we serve, through broadening their opportunities and enabling them to reach their full potential.



Our aims are to provide:

- a positive collaborative environment for all schools in the Trust, learning with and from each other.
- a high quality, whole education with wider opportunities, unique experience and excellent outcomes.
- every child and young person with the best possible learning experience to prepare them for future life.
- strong and effective governance, at all levels, which supports leaders to focus on school improvement.

The Ivy Education Trust is committed to providing a broad, balanced and ambitious curriculum in all its schools, so that all children and young people develop the character and qualifications needed to open doors to their future success. A strong focus on developing and providing inspirational teaching and leadership in all schools, through school-to-school improvement, ensures outstanding progress and educational enjoyment for all members of the partnership's community.

The Trust provides support and challenge to all its schools so that its entire community of children and young people can achieve their best. The unique character of each school is celebrated and nurtured to ensure choice and variety in educational provision. The Trust is determined that all children should be able to attend a good or better school regardless of where they live.

The Trust was formed in June 2022 as a merger between the Estuaries Multi Academy Trust formed in December 2019 and the Osprey Learning Trust formed in June 2019.

Our story



The name of our Trust is inspired by the story of Dr Ivy Williams. Born in Teignbridge (Newton Abbot), in 1877, she managed what we would wish for all the children and young people of Teignbridge and surrounding area that we serve in our schools...she fulfilled her childhood dreams and ambitions. Despite those ambitions at the time seeming highly unlikely – she dared to dream, she set her sights high, she proved her doubters wrong...

On 10 May 1922 Dr Ivy Williams became the first woman to be called to the Bar (formally recognised as a qualified Barrister of Law) of England and Wales. This was despite having passed many of her qualifications in Law as early as 1903. The law and regulations at the time prevented females from formally qualifying and practising law. Changes to these laws and regulations in 1919 and 1920 saw her make her breakthrough a few years later.

Ivy Williams' Call to the Bar had been the fulfilment of a childhood dream: both her father and her brother were lawyers; her father a solicitor and her brother a barrister. She gained qualifications from both Oxford University and the University of London. Despite her momentous and history-making call to the Bar, she decided not to practice as a Barrister. Instead, returning to Oxford University as the first ever woman in the UK to be appointed to teach law to others.

The story of Dr Ivy Williams reminds us of the famous quote from Michaelangelo:

“ The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low and achieving our mark. ”

The Ivy Education Trust supports and challenges all members of our learning community to dream big, aim high, and achieve more than they ever thought was possible.

Our structure



The Trust's has three core layers of governance: Members, Trustees and Local Governing Bodies (LGBs):

Members are akin to the shareholders of a company and are often referred to as the 'gatekeepers'. However, unlike shareholders of a company, Members cannot take money or assets from the company. Members are guardians of the governance of our Trust.

Trustees are responsible for the Trust and is the accountable body for the performance of all schools within the Trust. They must; ensure clarity of vision, ethos and strategic direction; hold the CEO to account for the educational performance of the schools and their pupils, and the performance management of staff; and oversee the financial performance of the Trust, ensuring financial probity and value for money.

The Trust's Committees

Finance, Audit and Risk Management Committee: The Finance, Audit and Risk Management Committee (FAR) Committee oversees internal financial scrutiny and direct internal audit.

Quality of Education Committee: The Quality of Education Committee will monitor the performance of all schools within the Trust.

People and Values Committee: The People and Values Committee monitors and responds to attendance, behaviour, SEND, and safeguarding data provided by the school headteachers and the CEO. This committee will also hold the function of People.



Local Governing Bodies (LGBs) are committees of the Board and have delegated decision-making powers. Their focus is on:

- The experience of children who attend the school, their safety, happiness and quality of education and outcomes.
- The experience of adults who work in the school, their wellbeing, CPD and career development opportunities.
- The experience that parents and carers have because of choosing the school for their child.
- The role that the school, the leadership team and the LGB play in being an ambassador for the trust and representing the benefits that their child gets because of being educated in an Ivy Learning Trust school

Key Performance Indicators

- All schools to be judged by Ofsted as good or better
- A continuous closing of the gap in outcomes between the advantaged and disadvantaged students
- Reducing suspensions and permanent exclusions by high quality alternative provision
- Pupil attendance at school to be in line with national attendance or better
- The trust to grow thoughtfully to either 7,500 children or 10 locations by 2030
- Our budget to focus relentlessly on school improvement

Our core pillars



Ivy Education Trust has four core pillars which are used to deliver our trust strategic plan:

Quality of education: focused on educational standards for all children irrespective of their starting point includes the performance of children in national tests and exams, the performance of dis-advantaged children, the quality of the curriculum being delivered, the quality of teaching and assessment and the range of enrichment provision and the take up of it.

Financial sustainability of the trust: ensuring schools can deliver the best outcomes for children by securing value for money and provide better quality input for the schools. Benchmarking expenditure across the schools in the key areas of expenditure, ensuring that schools achieve their financial projections to ensure that the trust builds a reserve for future investment.

Development of the workforce: the trust being the employer of choice and to accelerate school improvement. This includes development of a talent management strategy that focuses on all tiers of the organisation, ensuring collaboration between schools deliver better outcomes so that effort placed yields benefit children and increases the number of talented staff who could if needed contribute beyond their own school.

Culture of the trust: building a cohesive single organisation determined by the behaviours, values and ethos of the people who work in the Trust. This includes: the contribution of headteachers to the trust, the values and beliefs of the trust and how these relate to the trust mission.

Quality of Education

To improve life chances for every child and young person that we serve, through broadening their opportunities and enabling them to reach their full potential

What are we going to do?	Who is going to do it?	Timescales	What will success look like?	Barriers	Resources
Develop a school improvement framework and QA calendar	EDoE and HTs	First draft to QoEC Jan 2023	The quality assurance tool is being used effectively to highlight schools' strengths and areas of development such that improvement interventions being targeted	Capacity of school staff and Trust exec Ownership by school leaders	Trust to trust support EDoE Capacity
Improve attendance and reduce PA figures in line with pre Covid-19 National figures	EDoE, HTs and Attendance Leads	Clear and improving trend by end of academic year 22/23	Significantly reduce the number of pupils missing 38 sessions of school	Parental engagement/ambition/relationships with school staff Mental health and well-being	National Attendance Network Support from EWO
Develop an alternative provision offer for the Trust such that exclusion rates reduce	EDoE, HTs and SEND/Inclusion Leads		Significantly reduce the number of suspensions and PEX	Parental engagement Pupil relationships with school staff Expertise and experience of staff (finance) Mental health and well-being	Staff Physical resources such as a central base for the provision and staffing

Quality of Education

What are we going to do?	Who is going to do it?	Timescales	What will success look like?	Barriers	Resources
Develop Early Reading strategies across KS2 for the bottom 20% readers	EDoE, HTs and Literacy/English Leads			Expertise of staff	Curriculum Best practice
Develop an Early Reading strategy for secondary pupils	EDoE, HTs and Attendance Leads			Expertise of staff	Curriculum Best practice
Improve the teaching of mathematics to ensure maths outcomes for children compare favourably against National	EDoE, HTs and Maths Leads			Expertise of staff	Curriculum Best practice Resource (IT provision)
Improve the holistic education for SEND learners to ensure the curriculum and pedagogy meets their needs	EDoE, HTs and SENDCo			Expertise and experience of staff Capacity/Scale Leadership of SEND	Best practice Resource (IT provision) Training External support/QA

Financial sustainability of the Trust

To ensure that its finances and premises are in the best possible condition to deliver its Quality of Education aims.

What are we going to do?	Who is going to do it?	Timescales	What will success look like?	Barriers	Resources
Timely and accurate information is provided to the headteachers and trustees	CFO	July 2023	School improvement decisions are based on sound financial forecasting	Capacity to use the new systems	IMP system in place
All schools are regularly benchmarked across the Trust and against national data	CFO	September 2023	Key aspects of the school budgets will be RAG'ed against national and local benchmarks and key areas prioritised	Reliability of national data	IMP system Trust resource management review
Ensure effective procurement is securing best value for money	CFO and COO	September 2024	Effective procurement allows the trust to reinvest funds	External rising cost factors Aligning contracts over time	Procurement role in finance team
Identify and manage key risks areas for the Trust	CFO	July 2023	Risks are well managed and key areas prioritised	Linking school and trust risk registers	Building condition surveys Effective SEFs
Develop and manage a Trust asset management plan to ensure capital allocations are equitably distributed across Trust schools	COO/CFO	July 2023	The Trusts capital assets are well maintained and provide positive and safe learning environments for pupils	Ageing buildings Significant works may require several years funding to complete	Building condition surveys Capital allocation funding

Financial sustainability of the Trust

What are we going to do?	Who is going to do it?	Timescales	What will success look like?	Barriers	Resources
Develop and implement a sustainability plan for how the Trust and all sites can become more efficient	COO	July 2023	All sites are aware of their energy usage and have energy saving plans in place	Ageing buildings Buy in of pupils across each school	Buy in from School leaders to drive this from plan to action
Develop and implement an effective IT strategy for all users across the Trust	COO/Trust IT Lead	September 2024	All sites will be able to effectively access high quality IT	Cost Broadband speeds	Cloud based systems

Development of the workforce

To be the employer of choice and develop a highly effective workforce, to provide the highest quality of education and care to our children and young people.

What are we going to do?	Who is going to do it?	Timescales	What will success look like?	Barriers	Resources
Develop a talent management strategy that focuses on all tiers of the organisation	CPO and EDoE	July 2023 July 2024	A talent management plan launched Plan refined following staff feedback and review	Staff expertise Budgets	Release time for staff
Develop an outstanding staff development programme	CPO and EDoE	July 2023	Comprehensive staff development programme in place Staff feedback positively on the opportunities they have at IET	Staff development budgets	SWIFT membership Other links locally and nationally
Ensure the highest quality staff are recruited to the organisation and staff retention is high	Trustees, CEO, CPO and people team	July 2024	Staff retention is high Staff absence is low Instances of staff capability support are reduced	School and trust reputation Workload	Effective marketing

Development of the workforce

What are we going to do?	Who is going to do it?	Timescales	What will success look like?	Barriers	Resources
Holding staff to account using the staff appraisal process	CEO and Headteachers	September 2023	Staff positively engage in appraisal process which is both supportive and challenging against trust expectations	Implementation of the process	Training for line managers on implementation
Ensure process and systems are robust to support school leaders in challenging under performance	CPO and people team	September 2023	Instances of under performance are rare	Effective line management and monitoring of performance	Training for line managers Support from Trust People Team

Culture of the Trust

To build a cohesive single organisation which displays the Trust mission at every level

What are we going to do?	Who is going to do it?	Timescales	What will success look like?	Barriers	Resources
Creating opportunities for all leaders to be Trust leaders and contribute beyond their own school	CEO and EDoE	September 2023	School leaders are leading trust wide initiatives which impact across all schools becoming ambassadors for IET	School leaders being in a place to give capacity beyond their school	Staff release time
Develop a range of Trust wide projects which enrich the curriculum offer for all children in the Trust	CEO and EDoE	September 2024	The 'so what?' question can be answered by all in the Trust Projects in arts, music and youth parliament are annual events	Capacity Budgets	Staff time Budget
Provide opportunities for all staff to take part in purposeful collaboration	CEO, CPO and EDoE	September 2024	Collaborative activities are strategically focused on trust improvement areas so effort yields outcomes for pupils	Buy in from staff	Buy in from school leaders Strategic direction from EDoE
Develop the Ivy Education Trust brand locally and wider	CEO, Marketing Team	July 2023	Trust 'good news' shared internally and externally Every school reaches their PAN Regular Trust wide staff events -INSET	Capacity School reputation Parent perception	Website developments
Develop quality and effective of governance at board and school level which is focused on school improvement	Trust Board and CEO	July 2023	Governance is a key feature of the Trust, providing challenge and support to what we do	Recruitment and retention of governors and Trustees	Training and resources for Trust Board and LGBs



