



Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Strategic Plan 2023 - 2026



Hall Cross Academy



Willow Primary School



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Every Child | Every Chance | Every Day



Foreword from the Chair of Directors

Exceed Learning Partnership was formed out of Hill Top Academy in 2017 with a key remit to make a difference to the lives of young people. We are proud to have grown to eight primary academies, and one secondary academy.

In readiness for further growth as Chair of the Board of Directors, I am pleased to introduce you to our Strategic Plan for 2023-2026.

This Plan sets out very clearly our determination to support and challenge our academies to provide the best possible educational experience for all our pupils.

We will do this by having a creative and aspirational curriculum with a clear focus on delivering the highest quality teaching and learning. There will be a very clear focus on academic excellence and high-quality pastoral care to ensure that our pupils are capable, confident and compassionate learners.

The wealth of expertise within our academies, along with high quality governance, will also foster a strong sense of belonging and community across the Trust whilst remaining focused on each child achieving their full potential. We will foster a one-organisation culture, where we develop outstanding professionals, who are forward thinking, highly skilled, open, hardworking and determined to enable success for our people and pupils.

We will create innovative and sustainable environments that are creative, vibrant, safe and compliant as well as well-resourced as we strive to ensure all pupils reach their full potential.

Our strong Board of Directors is committed to the vision and values of the Trust and have high aspirations for all our pupils.

This plan is continuation of our journey in ensuring our vision is recognised and we equip all our young people with the knowledge, skills and mind-set to thrive and then take on the world!

John Blount
Chair of Directors



A message from the CEO

I am proud to lead Exceed Learning Partnership in the role of Chief Executive and Accounting Officer.

Since forming the trust five years ago, we have positively supported and made a difference to thousands of pupils and many communities.

As we move into the next stage in our trust journey, we are proud to do so with eight primary academies and one secondary academy.

Pupils within our Trust will continue to be our main priority, with personalised learning as our starting point, making the challenges of 'Helping Children Achieve More' a reality.

Every pupil will have the opportunities to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.

The amount of time children spend in education is finite. We have a responsibility to ensure every moment a child is in an Exceed Learning Partnership school must be spent productively. Once wasted, it is gone forever and cannot be given back.

I am very pleased to introduce the Trust Strategic Plan covering the period 2023-2026 which sets out our three-year strategic objectives.

Throughout this plan, you will see information about whom we are, what we do and where we wish to go in the future. The plan is a vision for what the future holds for Exceed and I am certain that the next few years will be an exciting time for the children, families, communities and colleagues at all Academies.

This plan also evidences the culture we wish to maintain as a Trust and as we embark on growth, how we will maintain our strong values as one organisation without academies losing levels of their autonomy to achieve our Trust vision.

This document sets out how we will plan, guide, support and improve our academies, ensuring a clear focus on improving leadership, governance, teaching and learning and raising standards for all.

Our key aim for the next 3 years is to become the best Trust in the country that is renowned for excellence and a model of best practice, with high performing academies performing well in all areas of the Trust.

I look forward to working with all the academies and all stakeholders to ensure that this plan has a positive impact on everyone within the Exceed Learning Partnership and ensuring we achieve our motto of Every Child, Every Chance, Every Day.



Beryce Nixon

Chief Executive Officer
and National Leader
of Education



Our Ethos



Children within our Trust will always be our main priority, with personalised learning as our starting point, making the challenges of 'Helping Children Achieve More' a reality.



Every child will have the opportunities to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.



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Every Child | **Every Chance** | **Every Day**



Our Vision

To equip young people with the knowledge, skills and mind-set to thrive and then take on the world!

We will achieve our vision by:

Every child developing:

- a greater understanding of themselves as a learner
- recognise what their strengths are
- how they can share their strengths with others
- understand what steps they need to undertake for their continual learning journey

Pupils will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these.

At Exceed Learning Partnership we believe in social justice through exceptional schools, creating and sustaining the best schools in which to learn and work by pursuing social justice for all.

Every child will be given the same opportunity to succeed, whatever his or her prior attainment. A key feature of the Exceed Learning Partnership will be a learning curriculum which builds the characteristics of Learning across all schools within the trust. This will focus on our learning philosophy skills:

Resilience, Motivation, Collaboration, Creativity, Investigation, Teamwork and Evaluation.



Our Values

Inspire

Embodied in the Trust motto, "Every Child, Every Chance, Every Day", all members of our organisation aim for excellence in their individual professional roles, in our innovative, evidenced-based practice and in our pupils so that we can all fulfil our potential in whatever we aspire to do or be!

Include

At Exceed Learning partnership we are concerned with achieving equitable, diverse and quality education for all pupils. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.

Integrity

We respect the individuality of our academies and their communities and always act with integrity. By allowing high levels of autonomy wherever possible, we are able to nurture personalised learning approaches and focus on developing holistic people.

Exceed

Excellence and enjoyment should be an entitlement for all children and adults working in our Trust. We are developing cutting-edge, research-informed and highly engaging pedagogies that ensure high levels of progress and rapid development of staff; leading to the highest levels of achievement for all!



Our Aims and Strategic Objectives



SO1. Outstanding Professionals

- To develop winning teams of Governors, leaders, staff and other stakeholders who are forward thinking, highly skilled, open, hardworking and determined to enable success for others



SO2. Innovative Systems Enabling Creative Schools

- To create innovative and sustainable schools that are creative, vibrant, safe, compliant, financially healthy, well resourced and exceptionally well governed and led



SO3. Strong Partnerships and Communities

- To work closely with our local communities and parents to secure the best outcomes and opportunities for our learners.
- To develop a network of partnerships across all our academies, our local area and across the country which are powerful in supporting the development of all.

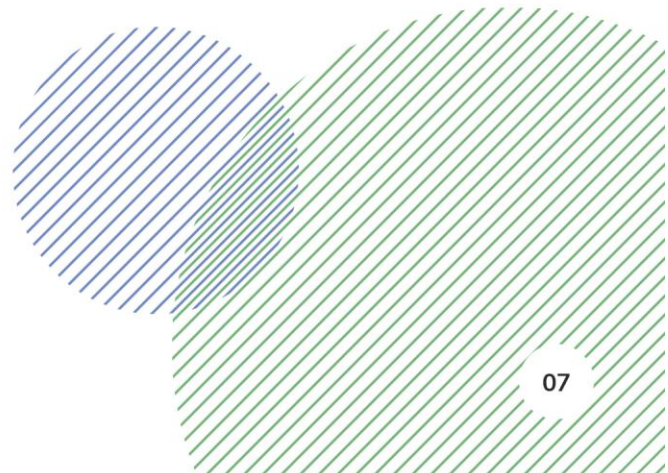


SO4. Exceptional Learners

- To develop learners who are highly successful with attributes, skills and qualifications for a fulfilling life.
- To ensure all our learners have a high quality school experience and enjoy an abundance of opportunities.



Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •



People Vision



We create exceptional, inclusive and enjoyable places to work

We are passionate about our purpose and inspire each other to deliver high performance

We act with integrity and our Values drive our behaviours and decision-making

We strive to exceed in all we do and learn from every opportunity

...to deliver on our motto



Every Child.
Every Chance.
Every Day.





What makes Exceed Learning Partnership distinctive?

Exceed Learning Partnership has a clear set of principles that all levels of leadership adhere to. These principles outline what we believe in as a Trust, what makes us distinctive and what our families and visitors see when they enter an Exceed Academy:

These distinctive principles are:

- A locality-based approach.
- Focusing on the whole child as well as academic outcomes.
- A bespoke curriculum that delivers on academy and pupil priorities.
- The positive culture of our academies.
- Prioritising health and well-being for our People and Pupils.
- Valuing the contribution of everyone across the Trust.
- Respect for all.
- One strong set of Trust Values shared by all academies – Inspire, Include, Integrity, Exceed.
- Enrichment opportunities for pupils to bring the curriculum to life.
- A vision for excellence in our curriculum. To develop and deliver a curriculum that is full, rich, broad and balanced, and through it, all children develop a love of learning.
- Inclusion and equality of opportunity for all and celebrating diversity.
- Innovative Systems Enabling Creative Schools.
- Continuing Professional Development and dialogue as a key driver for academy improvement.
- Best practice in financial and business matters.
- Safe, secure and outstanding learning environments for all our colleagues and pupils.
- Belief that everyone can achieve and be given the opportunity to succeed no matter what their circumstances or starting points and
- An approach of working together and supporting each other.



Why and how was the Trust created? What were the initial drivers?

Why? The founding members of the Trust shared a belief that the quality of education and opportunity for young people should not be different based on locality and as civic leaders, we have a duty to create one organisation that can empower and make a difference to more.

How? Hill Top Academy, which is an outstanding school and Edlington Victoria Academy, at the time rated special measures (and based only one mile away), agreed to form a partnership and create the Trust with an agreed set of standards that would create better outcomes for children, their families and their communities, no matter what their context or need.

What? They came together to form an organisation that their communities could Trust: one which focused on developing individual excellence in every way possible, with a clear motto of Every Child, Every Chance, Every Day.

Who? The Heads, teachers, support staff and Governors had a single united focus – the children. The governance and leadership team at Hill Top Academy were determined to support a school that served the same community and ensure that children did not receive a different level of education based on locality.

When? Hill Top acted to futureproof their academy, and their ability to provide outstanding education and school improvement support, both now and in the future.

Where? Edlington, in Doncaster, both academies are important community assets for the town.

What have we achieved so far?

- The Trust has improved all academy performance.
- All academies are now financially stable and in a far better position than before they joined the Trust.
- Exceed gives the highest priority to school improvement and has created a well-respected central Trust team to support all academies in key areas such as HR, finance, governance, general administration as well as specialist experts in improving teaching and learning and leadership and management.
- The Trust has created meaningful partnerships locally, regionally and nationally that drive school improvement and performance outcomes.
- The Trust has created a strong for improving academies and being a leader in the system for school improvement and outstanding teaching and learning.
- The Trust has grown to a size that is sustainable and can make a greater impact on the pupils and communities of Doncaster.

The Trust has worked with academies to support and recruit outstanding governors who make such a positive impact on our pupils and academies.

What makes our Trust culture different from other Trusts?

- Each academy has the autonomy to deliver the curriculum as it wishes and as it fits their profile of pupil as long as it performs to a high standard.
- The Trust is based a partnership and collaboration, working together for the good of all the children in the Trust, not just for the benefit of the individual academies.
- One vision and set of values that enable all academies to work together for the good of every pupil within the Trust.
- The individual nature of each academy, from uniform to local flavour is protected.
- All Trust staff have the opportunity to work with other academies across the Trust through strong networks.
- Trust brand guidelines that incorporate all academies.
- Career progression opportunities for all colleagues within the Trust.
- Culture of caring, sharing, supporting and solving.
- A high-quality Governance and Executive Leadership structure provides support and challenge for all academies to perform at a high level and ensure clear accountability at all levels.

How do we collaborate and move forward together?

- Networks of academy leaders working together on curriculum and enrichment opportunities.
- Principals/Headteacher Committee work together to ensure a coherent strategic direction and drive is in place.
- Leaders are committed to working across the Trust and having an impact beyond their own academy.
- Quality joint INSET and Continuing Professional Development, including training for new colleagues, is in place and run by leaders within the Trust.
- Clear and consistent financial procedures and reporting systems in place across the Trust.
- A shared focus on developing teaching and learning brought together through the Trust Business Plan and Academy Improvement Strategy.
- Regular Trust wide events to develop a unified approach, such as cross-Trust Games, awards, enterprise competitions and celebrations.



What do we expect from our Academies?

- Buy-in to the Culture, Vision and Values of the Trust.
- Commitment to collaborate fully as a member of the Trust, whatever the circumstances of the academy.
- Commitment from Senior Leaders to spend time supporting and helping other academies across the Trust.
- Agreement to follow all business and financial policies and procedures of the Trust.
- A positive attitude to change.
- Report Academy performance, business and financial information to Executive Leaders, Governors and Directors.

What will the Academies gain from being part of the Trust?

- A high-quality Executive Leadership, Central Team and Directors Board to support and challenge the Academy.
- Clear and sound business and financial procedures, which comply fully with the Academies Trust Handbook.
- Support in implementing the vision and values of the Trust.
- A range of professional learning networks, which collaborate to improve outcomes across the Trust.
- A shared commitment from all Academies that the Trust must be greater than the sum of its parts.
- Membership of an Executive Team charged with ensuring compliance and improvement across the Trust.
- Collective strength – the opportunity for joint training, planning, leaderships support and efficiencies.
- Access to joint CPD.
- Access to a central team that comprises of business, finance and school improvement professionals.
- Quality financial systems to ensure that academy budgets effectively deliver the vision of the Trust and academies.



Exceed Governance Structure

Members

The members board are guardians of the governance of the Trust. They hold the trust board to account for the effective governance of the trust but have a minimal role in the actual running of the Trust. It is the Trustee board, not the members, who are the organisation's key decision makers. While members have no day-to-day or week-to-week role in running the company, a key responsibility is the appointment/ removal of Trustees/Directors.

Trustee/Directors Board

Trustees are both company directors and charity trustees as the Trust has the legal status of both company and charitable trust. The Trustees/Directors set the strategic direction of the Trust, hold senior school leadership to account and oversee the Trust's financial performance. The Trustees undertake a minimum of 4 board meetings per year and are responsible for overall strategy, cross Trust scrutiny, overall accountability, determining the schemes of delegation, pay and remuneration structure and Governance Appointments. Directors also have the following committees:

Audit and Risk Committee (meets termly)

Report to the board on the adequacy of the Trust's internal control framework (non-financial controls and management of risks)

Oversee and approve the Trust's programme of internal scrutiny and audit.

Ensure that risks are being addressed appropriately through internal scrutiny and risk management.

Finance and Operations Committee (meets termly)

Report to the board on the adequacy of the Trust's financial controls and management

Oversees Trust funding, budgeting and spending,

Asset Management, Premises Development and Management,

Personnel

External Audits

Education and Standards Committee (meets termly)

Responsible for overseeing the quality of education standards in all our academies

Monitor the work of the academies within the Trust and supports the work of the LGB in holding their academies to account to deliver school improvement.

Pay and Performance Committee (meets twice a year)

- Setting pay policy for CEO/senior executives.
- CEO annual performance appraisal
- Approving the design of and determining performance targets for any performance related element of executive pay.
- Recommending and monitoring executive pay, the entire remuneration package.
- Determining and recommending the wider pay policy to the Board of Directors

Local Governing Boards

The role of the Local Governing Board is to provide focused governance for each academy, at a local level. In line with the scheme of delegation, the Local Governing Board have oversight of academy finance, personnel, pupil achievement, academy standard, application of Trust policies, approval of academy policies, academy community, academy performance. Academies also have committees to support their governance role, including Risk/ Pay and Performance/wellbeing.



Safeguarding across the Trust

What is Safeguarding?

Safeguarding is the term used to describe the activities that help make our pupils and colleagues safe and free from harm across the Trust and in their lives outside of it. This includes the following:

- Protecting young people from abuse whether physical, sexual, emotional, or neglectful.
- Making sure that the Trust's academies are free from bullying and harassment whether in person or by electronic communication.
- Making sure that our pupils and students are aware of their own safety when using the internet, particularly when using social media sites and email.
- Making sure we provide an environment that is safe and protects pupils and students from unnecessary accidents.
- Providing pupils and students with information, advice and guidance about their own personal health and safety.

Exceed Learning Partnership Safeguarding Practices

At Exceed we place safeguarding as a key priority in everything we do. All staff in each of our Academies have a responsibility for safeguarding; this means that they all need to have an awareness of health and safety, and the ability to identify and report concerns about students if they feel they are subject to abuse. All our staff do the following:

- Attend mandatory safeguarding training every 2 years and annual refresher training.
- Work with pupils to explore some of the subjects that are covered by safeguarding. E.g., Internet safety.
- Undertake a DBS and other appointment checks before being allowed to be part of the Academy team as part of safer recruitment practices.
- Become familiar with the Trusts'/Academies' policies and procedures linked to safeguarding; including the Safeguarding and Child Protection policy, E-safety policy, social media guidelines, data protection policy and procedures, safer recruitment procedures, incident reporting procedures, staff behaviour policy, low level concern policy, code of conduct and health and safety policy and procedures.
- Report any concerns about protection issues to their own Academy's Designated Safeguarding Lead (DSL).
- Adhere to their own academy and trust policies and principles of Exceed Learning Partnership in terms of all safeguarding policies and requirements.



Safeguarding across the Trust

We can also guarantee across the Trust:

- Each of our academies has a number of key staff trained as Designated Safeguarding Lead and Safer Recruitment trained.
- Rigorous and comprehensive safeguarding policies developed by the Trust and delivered by our academies.
- Regular Trust reviews of safeguarding, with an external review every 3 years, to ensure that academies are compliant, and that policies and procedures are embedded across the academies and the Trust.

The Trust has a number of key policies in place to guarantee the safety and welfare of the pupils across the Academies. These include:

- Safeguarding and Child Protection Policy
- Safer Recruitment Policy
- Low Level Concerns Policy
- Complaints Policy and Procedure
- Online Safety Policy
- Social Media Policy
- Whistleblowing Policy
- Managing Medicines Policy
- Intimate Care Policy

Academy Improvement Strategy

ELP Aspirations

- All founder academies will be judged as GOOD or better by OFSTED.
- Academies joining the Trust will be in the position to be judged as “Good” or “Outstanding” by OFSTED within 3 years of joining.
- High quality CPD will mean our academies will attract and retain the very best staff.
- All academies will achieve well, with attainment and progress in all being above average in all subjects.
- A vision for excellence in our curriculum. To develop and deliver a curriculum that is full, rich, broad and balanced, and through it, all children develop a love of learning.
- To develop academy leaders to be able to drive improvement across the Trust.

At the heart of our school improvement strategy is a commitment to working in partnership with all our academies, in order to ensure:

- At least good levels of achievement for all children with many children achieving outstanding outcomes.
- High quality teaching & learning.
- Effective leadership and Local Governing Boards.
- Access to high quality professional development for staff enabling sustained and continual improvement and developing a workforce in line with future succession planning needs and talent management policies.
- Opportunities for the identification and dissemination of effective practice and engagement in research and development opportunities including teacher inquiry and peer-review models.
- High quality Initial Teacher Training and Early Career Framework Mentoring to enable a highly skilled supply of future teachers and leaders.
- Safe schools with fair access.
- Affordability and value for money.

When conducting its Academy improvement model ELP will:

- Hold in regard individual autonomy though valuing academy self-evaluation and the evaluation of external partnerships such as Challenge Partners.
- Create, maintain and foster strong relationships between member academies and the Trust.
- Promote a school led system by identifying future talent and leadership opportunities via the Exceed Network of Excellence.
- Intervene at the earliest opportunity and commission bespoke support to prevent academies from becoming a cause for concern.
- Encourage a genuine sense of shared responsibility with children, parents and other stakeholder in relation to behaviour for learning and attendance.
- Promote effective partnership and collaboration, to identify, share and develop effective and outstanding practice.
- Support academies in their provision for vulnerable learners within the academy setting and beyond.



Key Trust Vision of Academy Improvement

- All our academies should continue to drive improvement, no matter what the context of the academy.
- All our academies work together to support others in the Trust and not in an isolated fashion.
- All our academies will work consistently to Trust policies, protocols and procedures whilst maintaining their own identity through bespoke and personalised curriculum delivery which is relevant to the personal needs of their own community.

Developing our Trust as an engine to support even greater improvement

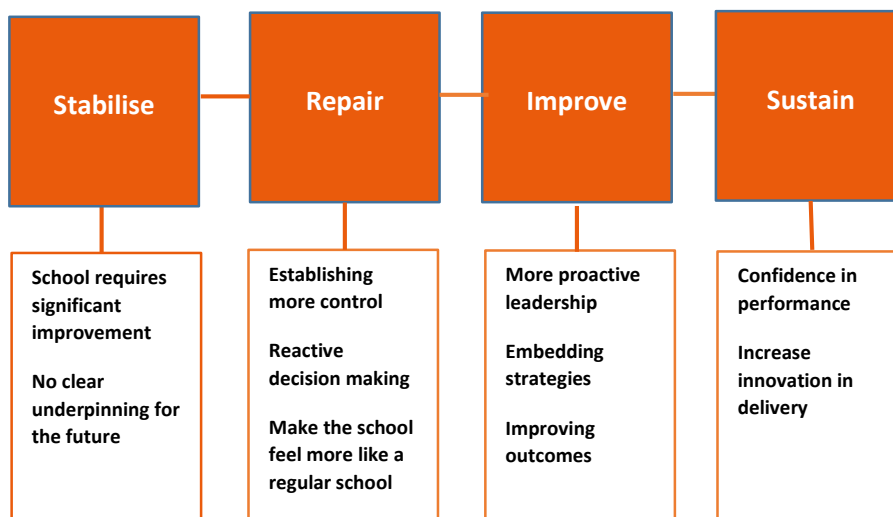
- Rooting vision, values and behaviour in collective moral accountability to pupils and professional accountability to colleagues.
- Building a strong learning community where peer learning is key.
- An emphasis on Teaching & Learning and related development.
- Customising and embedding improvement interventions.
- Focusing forensically on practice + performance.

Key Purpose of Academy our Improvement Strategy

The key purpose to our School Improvement Strategy is to build a sustainable culture of improvement which responds to the individual needs of all our academies.

(Research from the DfE Guidance Multi-academy trusts: 'Good Practice Guidance Document')

Four Stage School Improvement Model



Exceed Learning Partnership uses a range of tools and evidence to benchmark standards and quality across our Trust. Accurate self-evaluation is an important step in ensuring that each academy gets the responsive support needed from top level leaders.



Key Purpose of School Improvement Strategy

Exceed Learning Partnership has built the model of school improvement around a National Support School Model to secure greater accountability, collaboration, and high-quality learning across all the academies. Within the National Support School model, the leaders and their expertise are retained within the individual academies whilst also providing opportunities to impact beyond one single academy.

Developing our Trust as an engine to support even greater improvement.

- **Rooting vision, values, and behaviour in collective moral accountability to pupils and rooting professional accountability to colleagues.**
- **Building a strong learning community where peer learning is key.**
- **An emphasis on Teaching & Learning and related development.**
- **Customising and embedding improvement interventions.**
- **Focusing forensically on practice + performance.**

The National Support School model is used within Exceed to drive continual improvement. School improvement is the collective responsibility of leaders. Each academy will have their identity but will work for the 'greater good' of all the pupils/students we serve. This means resources are flexible within our academies and deployed across all academies where necessary.

The Guiding Principles:

- **Strong leadership modelled by Leaders, especially of teaching and learning.**
- **Unremitting development of leadership at all levels**
- **Time and resources invested in staff.**
- **Strong professional networks established within and across the academies.**
- **Staff clear about what was expected of them.**
- **Systems for monitoring and evaluating staff are linked to academy improvement.**
- **Partnership work provides mutual benefits.**



Academy Improvement through Internal Support

A National Support School model is Exceed's model of school improvement. All Leaders within the Trust contribute to leading Strategic Development Trust-wide. This is to ensure that the Trust has the capacity to support all areas of identified improvement.

The CEO (Chief Executive Officer) is a National Leader of Education and is deployed by the Department for Education to support schools in challenging circumstances beyond the Trust. The Trust has two lead Ofsted Inspectors and an additional accredited National Leader of Education. These roles support accountability and quality assurance against national and Ofsted frameworks.

The Trust has identified specialist leaders who contribute to the capacity of leadership. These are practitioners with exceptional practice with a specific area. This capacity remains in the individual academies but is deployed across the Trust to support all academies.

The CEO, alongside the School Improvement team, evaluate progress and performance in challenge and support visits. As a result of this evaluation, and in conjunction with Leaders, collaborative priorities are identified as the Trust Improvement Priorities. The professional learning strategy is implemented to target these Improvement priorities alongside other key areas of on-going development work.

Principals/Head Teachers and Local Governing Boards

- Principals / Head teachers are responsible for providing high quality leadership for the academy and for working in line with the National Standards for Head Teachers.
- Each academy has a Local Governing Board (LGB) who have delegated responsibilities in relation monitoring, holding the school to account regarding the standards and ongoing academy improvement (delegated responsibilities are identified in the Trust's Scheme of Delegation).

The Trust and Directors have overall responsibility for:

- Overseeing and ensuring all academies in the Trust are providing the best possible education for pupils / students within their schools.
- Supporting and challenging Principals / Head Teachers and Local Governing Boards in relation to their delegated roles and responsibilities.
- holding the Trust to account in relation to its wider responsibilities, and in particular in relation to Academy and Trust compliance in relation to statutory and legislative requirements.
- ensuring pupil / student outcomes in Trust schools are raised and on an improving trajectory.
- overall decision making in relation to Exceed, in the context that specific responsibilities being delegated to Local Governing Bodies (LGB) in line with the Scheme of Delegation.
- holding the various Trust Executive Leaders to account for ensuring all Trust academies improve to become good or better, with some achieving outstanding, to ensure that the very best is achieved for all children and young people.

The Chief Executive Officer (CEO)

The CEO has overall responsibility:

- for ensuring all academies in the Trust improve year-on-year and that the overall targets for the Trust and individual Trust academies are achieved.
- for the Performance Appraisal of Principals / Head teachers and Senior Executive Leaders, and in response to this has a key responsibility to ensure that the Trust has high quality leaders who are responsible for driving academy improvement and for the Trust as a whole.

Academy Improvement through Internal Support.... Continued

- **Networks/working groups** – Annually a number of professional learning networking groups will be set up to facilitate good practice and help our academies continue to improve. These will be designated according to the Trust’s needs for that particular year. These will be in areas such as SEN, Maths, English and Assessment. These groups will be led by the leaders across the trust to sharpen policy and practice and ensure that the academies, no matter what their OSFTED grading, continue to move forwards and strive to raise standards and outcomes for all their pupil no matter what their context or needs.
- **Lead professionals** – We will look to appoint a number of Lead Professionals to provide Trust wide capacity from existing Academy staff. Their key role will be to provide high quality support in a number of key areas, such as specific subject areas. They will have access to external specialist training and training from the Director of Primary and CEO and will work cross-Trust to enhance consistency and the quality of teaching and learning.
- **Leadership Development** – We value our all our leaders and our aspirational leaders, and we provide support and opportunities for them to develop and grow. This includes regular CPD opportunities, including an opportunity to network internally and externally, work collaboratively with each other across the Trust, working with each other at network meetings, cross-academy opportunities and also enabling them to complete external qualifications.
- **CPD** – Within the academies there is a lot of expertise in many areas. From time to time, both strategically and ad hoc, academy staff will carry out CPD exercises in a range of areas to develop teacher knowledge and skills and to share good practice. CPD is a cost-effective way of using our own resources to improve Trust practice and develop consistency across the Trust, whilst developing future leaders as per the “Grow our own” model.
- **Sharing staff** – From time to time, staff within our academies may need support to improve on a specific aspect of their practice, or a member of staff may be underperforming. If this is the case, the academy and CEO may broker for some support from a strong practitioner from another academy to provide some coaching and support. This could be on a one-off session or over a period of weeks. We feel that this is an excellent opportunity for teachers to learn from one another and for leadership development.

Academy Improvement through External Support

As a Trust, we acknowledge that using external professionals and support is a key element of academy improvement. This not only provides us with an objective viewpoint on how we are doing as academies, but also ensures that we keep abreast of developments in education beyond our academies and the local area. External expertise will include:

- Academy Improvement Professionals.
- SEND, English and Maths Professionals.
- CPD.
- External academy reviews.

How Will Performance Be Measured

- Key Performance Indicators and Targets will be set and monitored on an annual basis by the CEO, Executive Team and Board of Directors.
- Termly data drops will be reported to the Directors via the Trust dashboard, and Academies with concerns over performance may be requested to provide data on a more regular basis.
- Annual teaching and learning reviews led by the Director of Primary, Secondary and where required the Trust CEO and reported to Directors which highlights academy performance in all areas.



Exceed Learning Partnership Academy Improvement Strategy

CPD	LEADERSHIP DEVELOPMENT
<ul style="list-style-type: none"> • INSET days with the focus on curriculum and an inspirational speaker. • Rigorous CPD plan in pace, covering Governors, Headteachers and teachers and TAs and a range of topics, such as safeguarding. • Access to local, national and international professionals to share best practice. • Professional learning networking groups, focusing on training, moderation and planning. Bespoke internal training from lead practitioners in our Academies. 	<ul style="list-style-type: none"> • Leadership development programme for senior leaders. • Regular CPD and network leadership opportunities across the Trust. • Regular leader’s meetings throughout the year. • Regular English and math’s subject leader meetings throughout the year. • Opportunities for strong leaders to support in other settings as required and agreed. • Leadership networks to share and develop good practice across the Trust.
EXTERNAL SUPPORT AND CHALLENGE	INTERNAL SUPPORT
<ul style="list-style-type: none"> • Academy Improvement Professionals. • SEND, English and Math’s Professionals. • CPD. • External academy review. • Access to external support from local, regional and national best professionals. • Opportunities to collaborate and challenge through Challenge Partners. • External NLE’s. • Exceed work in close partnership with other Multi Academy Trusts, Teaching School Alliances, Doncaster Research School, English and Maths Hubs to both provide and receive additional support capacity when required. 	<ul style="list-style-type: none"> • Outstanding teachers and leaders will, as required, conduct Academy to Academy support through coaching in other Academies and classrooms across the Trust. • Headteachers/Principals will take part in Academy-to- Academy peer reviews. • Senior leaders and curriculum leads will conduct training and offer in-academy support as required across the Trust. • Staff may, on agreement, be deployed in other academies for a specific purpose and in times of need. • NLE, SLE, Early Years leaders, trust moderators.
EXCEED SUPPORT AND CHALLENGE	PROFESSIONAL LEARNING NETWORK GROUPS
<ul style="list-style-type: none"> • CEO and Director of Primary Education conducts Principal/Heads Performance Management in all Academies. Includes Target Setting and setting of Performance Indicators. • CEO and DOP at least half-termly meetings in each Academy to work with Headteachers and hold them to account for standards. • CEO and DOP Action Plans agreed with Academies if outcomes are not at an agreed level. • CEO and DOP co-ordinates the Academy Improvement Strategy and all internal and external support. • CEO and DOP deploy Academy to Academy support and external consultants according to need. • CEO and DOP reports on outcomes and Academy effectiveness to Trust Board. 	<p>Professional learning networking groups set up across the trust covering key areas such as:</p> <ul style="list-style-type: none"> • SEN • EYFS • Year Group networks • Mental health and well-being • English • Math’s • Careers related learning • Moderation • Curriculum design

Trust Communications strategy

Communication between Academies and the Trust is key and forms an essential element of good working practice for any organisation. We believe that communication systems should be clear, effective and regular in order for Exceed to function well at all levels. The table below outlines how the Trust will maintain communication in 2023-2026 for each stakeholder group:

<p><u>Academy Staff</u></p> <ul style="list-style-type: none"> • CEO or Deputy CEO to attend termly staff meeting at Academies. • CEO and Deputy CEO to be a visible presence around Academies throughout the year. • Trust Media Lead to produce staff newsletter termly. • CEO and Deputy CEO to attend Trust events and training when possible. • Trust Team to conduct well-being and workload survey every Autumn Term. • Trust Intranet system – content managed and communicated by Trust media lead. 	<p><u>Parents</u></p> <ul style="list-style-type: none"> • Trust Media Lead to produce a Trust termly newsletter with a message from the CEO for parents. • Academies to produce their own termly newsletter and ensure they report on Trust events and progress. • Academies to produce a Trust display at each Academy. • Executive Team to attend parents evening where possible at each Academy during the year. • Trust to work with academies to conduct Parent Survey every Spring Term.
<p><u>Academy Leaders</u></p> <ul style="list-style-type: none"> • CEO to attend SLT meetings at each Academy during the year. • Executive Leadership team and Academy Heads/Principals to meet at least every half-term for leadership and management planning and evaluation. • CEO to attend leaders training events when possible. • CEO to consult with Academy leaders during workload and well-being focused meetings. • CFO to meet monthly with Heads/Principals re finance. 	<p><u>Local Governing Boards</u></p> <ul style="list-style-type: none"> • CEO or Deputy CEO to attend one LGB per term. • Trust Central Team to attend LGB meetings if requested by the Academies for a specific purpose. E.g., Finance. • CEO/Deputy CEO and Chair of Directors to meet termly with Chairs of Governors to discuss Trust issues. • Trust newsletters shared with all LGB Members. • Governance training programme offers LGB members time with key Trust staff. • Trust Intranet system – content managed and communicated by trust media lead.
<p><u>Communication to the Trust from Academies</u></p> <ul style="list-style-type: none"> • Termly Chair of Governors meeting with Chair of Directors for ongoing feedback. • Regular Heads/Principal meetings with Executive Team to share feedback and ideas. • Staff surveys annually for feedback on Academies and Trust initiatives. • Trust CPD events. 	<p><u>Communication Beyond Exceed</u></p> <ul style="list-style-type: none"> • Executive Team to consult with local and national leaders. • Executive Leadership Team attend regular local and national conferences. • CEO works with other Trust's/teaching Academies. • CEO/DCEO attends regular briefings with RSC. • Promote ELP outside of our local area. • The development of the ELP Website, social media, Marketing and Communications.



Exceed Growth Strategy

Trust Growth Aspirations

Exceed Learning Partnership Trust was established in 2017, with initially two schools and has grown to nine academies, eight are Primary Academies and one is a Secondary Academy. As a Trust, Exceed would be willing to consider other Academies join us, as long as the time was right and the Trust felt that it would be to the benefit of the Trust, the existing academies within the trust and the interested Academy. Extensive due diligence would be undertaken, considering a number of factors such as finance, academic performance, Governance and assets, including buildings, reputation and how the potential incoming academy aligns to the Trust's vision and values.

How Does Exceed Wish to Grow in Future Years?

The leaders and Directors of Exceed all believe firmly that growth is an important goal in future years for the Trust and is based on the following premises:

- The Trust is stable financially and structurally in order to be able to assimilate new Academies.
- Growth is steady and right for the Academy and the Trust and not just for growths sake.
- New Academies must be able to fit with the vision, values and culture of the Trust.
- All Academies within the Trust are performing well academically and financially.
- Rigorous due diligence has taken place and been agreed by Trust Directors. This would be in the areas of finance, buildings, teaching and learning, outcomes and legal aspects.
- There is a clear plan in place to support the new Academy coming into the Trust.
- There is the ability to increase capacity within the Trust and expand our infrastructure to ensure growth does not leave any academies at deficit.
- Growth will benefit the Trust, as it will allow us to expand our Trust infrastructure through appointing additional posts that will support and benefit all academies.

Trust Red Lines

- New academies align to the Trusts Visions and Values, with everything pupil centered.
- New academies will be financially secure or have a strong deficit recovery plan in place upon joining the Trust.
- New academies will be capacity givers as well as receivers.

ELP aims and key priority indicators by September 2026

Our key aim for the next 3 years is to become the best Trust in the country that is renowned for excellence and a model of best practice. Our strategic objectives have been aligned to the five pillars under the DfE Trust Quality Descriptors

Strategic Objective		Key Priority Indicators	Linked Strategies	Owner
Outstanding Professionals Trust Quality Description – Workforce / Governance and Leadership	OUR PEOPLE	<ul style="list-style-type: none"> ➤ Professional behaviour and effectiveness at all levels. ➤ Quality in classrooms - developing subject and pedagogical expertise of teachers. ➤ Welfare, well-being and mental health provision ➤ Customer voice through stakeholder engagement surveys ➤ High attendance of pupils and colleagues ➤ A diverse and locally sourced workforce Ensure inclusive working environments, support flexible working and take action to promote equality and diversity. ➤ A Research School approach to CPD ➤ Successful recruitment, training completion and retention of NQT's ➤ Appropriate career progression through the Trust (Mapping) ➤ Unique and uniform Trust specific PM/Appraisal processes ➤ Recruiting, developing, retaining and deploying the best colleagues and governors ➤ Talent Management and succession planning ➤ Developing workforce expertise for all ➤ Research based innovation based on success (linked to Research Projects) ➤ Become an employer of Choice. ➤ Academy cultures reflect the vision of the Trust, and all stakeholders can provide feedback on this through survey evidence. ➤ Stakeholder feedback surveys reflect the collaboration and partnership of the Trust. ➤ Academies participate in a range of events across the Trust. ➤ Pupil voice strategy is implemented in all academies and collaboratively to impact on trust decision-making. ➤ Trust onboarding portal to enhance employee experience. ➤ CPD and compliance training plan for all colleagues ➤ An outstanding working environment that prioritises effective behaviour and attendance policies to create a safe environment in which to work and learn. 	PEOPLE STRATEGY	Personnel Manager HR Manager
	LEADERSHIP	<ul style="list-style-type: none"> ➤ Academy leaders are upskilled and receive the necessary training and development to be able to take more senior roles within the Trust. ➤ Clear succession planning is in place for Executive and Academy Leadership Teams with key potential leaders within the Trust identified in advance. 		
	GOVERNANCE	<ul style="list-style-type: none"> ➤ All levels of Governance performing at a high level ➤ Academy leaders are held to account via a fully functional and effective Governance system in place. ➤ No structural vacancies at all levels of Governance across th ➤ A strong annual Governance Training Programme is in place that is effective and impactful. 	GOVERNANCE STRATEGY	Head of Governance, Policy & Comms

ELP aims and key priority indicators by September 2026

Strategic Objective		Key Priority Indicators	Linked Strategies	Owner
Innovative Systems Enabling Creative Schools Trust Quality Description – Finance and Operations	FINANCE	<ul style="list-style-type: none"> ➤ All Academies have at worst balanced budgets, with strong budget projections going forward. ➤ All academies have action plans in place to address any future projected deficit budgets through deficit recovery plans. ➤ Clear economies of scale in place through procurement to enable reduced costs across the Trust. ➤ Trust Risk policies and procedures are embedded and there are clear systems in place to ensure that all risk is assessed, planned for and mitigated. ➤ All red flags from annual audits have been addressed and policies and procedures are embedded across the Trust and all existing and incoming academies. ➤ Strong Cash flow management plan and strategy in place ➤ Clear understanding at all levels of financial performance and accountability in line with Scheme of Delegation ➤ Operates a well-planned reserves policy that provides sufficient contingency for cash flow and any unplanned, urgent expenditure and aligns resources to expenditure priorities 	FINANCE STRATEGY	Chief Finance Officer
	ESTATES	<ul style="list-style-type: none"> ➤ A clear estates vision and strategy aligned to academic improvement, building compliance and site development. ➤ All Academy buildings are maintained in an appropriate state of repair in accordance with asset management and estates management plans. ➤ All academies have an estates strategy mapped to a strong capital strategy, demonstrating investments in the Trusts capital infrastructure. ➤ Each academy has a rolling maintenance programme that is mapped to budgets over the next 3 years. ➤ All academies are health and safety compliant and undertake regular audits. ➤ All academies undertake annual/bi annual compliance training 	ESTATES STRATEGY	Head of Estates
	ICT & MIS	<ul style="list-style-type: none"> ➤ A Trust Wide ICT Strategy that provides our colleagues and pupils with high quality technology for an outstanding curriculum ➤ Creating innovative systems and use of technology to enhance pupil and colleague experience, driving outstanding teaching and learning. ➤ Strong robust cyber security systems in place ➤ Strong GDPR and Data Protection processes and procedures (minimal issues) ➤ One domain, cloud-based approach, enabling all colleagues to work anywhere within the trust estate. ➤ 3-year plan to enhance connectivity, software and hardware in all academies through an equitable approach. ➤ An MIS system that is utilised across the Trust, displaying a Trust Dashboard with live data at any time. 	ICT & MIS STRATEGY	Director of ICT
	SAFEGUARDING	<ul style="list-style-type: none"> ➤ Protecting young people from abuse whether physical, sexual, emotional or neglectful. ➤ Making sure that the Trust’s academies are free from bullying and harassment whether in person or by electronic communication. ➤ Making sure that our pupils and students are aware of their own safety when using the internet, particularly when using social media sites and email. ➤ Making sure we provide an environment that is safe and protects pupils and students from unnecessary accidents. ➤ Providing pupils and students with information, advice and guidance about their own personal health and safety. ➤ Trust wide approach to SCR and reporting 	SAFEGUARDING STRATEGY	Director of Primary Education Safeguarding Lead

ELP aims and key priority indicators by September 2026

Strategic Objective		Key Priority Indicators	Linked Strategies	Owner
Strong Partnerships and Communities	MARTKETING AND COMMUNICATIONS	<ul style="list-style-type: none"> ➤ Communication at all levels of the Trust and across all Academies is regular, helpful and timely. ➤ Tone of Voice is appropriate to the culture in which we are creating. ➤ Brand identity in all internal and external communications. ➤ Professional comms strategy that highlights how exciting our academies are and provides the pull for pupil, staff, governor recruitment. ➤ Academy specific communications campaigns to target appropriate areas. ➤ Use of all Social media outlets to communicate and promote all aspects of the Trust. ➤ Drive our ambition to become an employer of choice. 	Marketing & Comms Strategy	Head of Governan ce, Policy and Comms
	COMMUNITY AND BEYOND	<ul style="list-style-type: none"> ➤ All stakeholders, including parents, pupils and staff, have a positive view of the Trust and its' impact, shown through questionnaires and verbal feedback. ➤ The Trust reputation has grown, and a number of Trust senior Leaders participate in working at a local, regional and national level. 	ESTATES STRATEGY	Head of Estates
Governance and Leadership	GROWTH	<ul style="list-style-type: none"> ➤ Four New Primary Academies in the Trust increasing our Primary Academy numbers to twelve. ➤ Of the four new Primary Academies at least one will be a good/outstanding academy. ➤ One New Secondary Academy in the Trust increasing our numbers to two Secondary Academies. 	GROWTH STRATEGY	DCEO & CEO
	CULTURE	<ul style="list-style-type: none"> ➤ The board and executive leadership team anchor the Trust's strategy in the needs of its schools, the communities they serve and the wider educational system in line with its charitable objects. The Accounting Officer, board and leadership team create a culture of ethical leadership, including the Seven Principles of Public Life. 	PEOPLE STRATEGY	BOARD OF DIRECTORS AND EXECUTIVE LEADERSHIP TEAM

ELP aims and key priority indicators by September 2026

Strategic Objective		Key Priority Indicators	Linked Strategies	Owner
Exceptional Learning Trust Quality Description – High Quality and Inclusive Education / School Improvement	ACADEMIC PERFORMANCE	<ul style="list-style-type: none"> ➤ All Academies are judged AT LEAST good in their next OFSTED judgement. ➤ All Academies are AT LEAST above national averages for progress data and/or attainment in core subjects and for all groups of learners. ➤ A Trust Academy Improvement Team and a strong talent pool of leaders, teachers and support staff is in place to move all Academies forward in teaching and learning, including new Academies to the Trust. ➤ Each academy will have a Trust Specialism which is offered to Academies within and beyond the Trust to offer expertise and guidance in a specific field. ➤ AT LEAST 90% good or better teaching across all academies. 	SCHOOL IMPROVEMENT STRATEGY	Director of Primary Education
	Pupil Engagement and Well-being	<ul style="list-style-type: none"> ➤ Provision for pupil subject, attendance statistics, exclusion data, THRIVE survey results are all indicative of positive buy in for young people at all Key Stages. ➤ Engaging in promising learning beyond the classroom and developing inspiring learning spaces. 		
	Bespoke Rich Curriculum	<ul style="list-style-type: none"> ➤ Provision is guaranteed and pupil uptake is monitored effectively ensuring breadth, balance and richness of curriculum offer, including strong arts provision, strong sporting provision, strong careers provision and strong cultural diversity and equity. ➤ Bespoke Curriculum design to develop attributes and further improve outcomes. 		
	Enrichment Curriculum	<ul style="list-style-type: none"> ➤ Planned and delivered, pupil uptake monitored to ensure pupils including the most disadvantaged are helped in developing resilience, agility, cultural awareness, spirituality, knowledge and thinking skills in preparation for a life of further learning. ➤ Setting individual academy targets for pupils to reach their full potential, both academically, socially, and emotionally, 		
	Diminishing the Difference	<ul style="list-style-type: none"> ➤ Strategies for ensuring the achievement of disadvantaged pupils implemented and monitored and evaluated effectively, with funding used appropriately. ➤ Establishing sustainable and productive partnership links with a range of providers to engage all our pupils in the maximum opportunities. 		



Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Central Team Structure and School Improvement Capacity

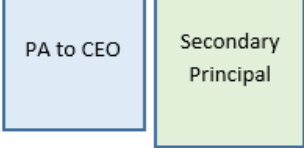
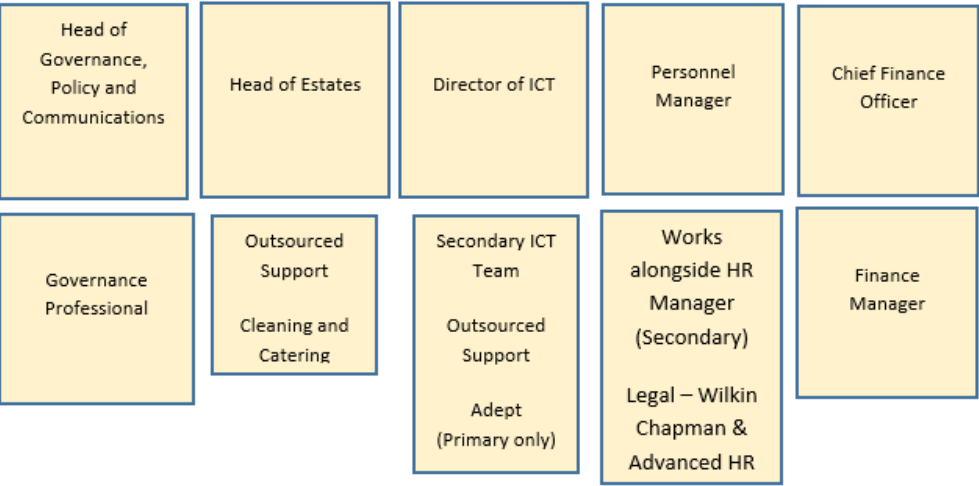
Members

Board of Directors/Trustees

Chief Executive Officer (Accounting Officer)

Deputy Chief Executive Officer (Deputy Accounting Officer)

**Refer to School Improvement Team Structure*
Director of Primary Education



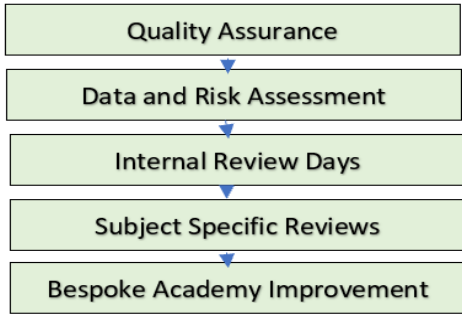
Estates Strategy	Audit	Financial Strategy
Compliance	Risk Management	ESFA Returns & Academies Trust Handbook
Governance	HR and Personnel	Pensions
Capital Projects	Recruitment	Procurement
ICT and Systems	People Development	Trust Accounts
MIS	Marketing and Communications	Cash Flow Management
Data Protection and GDPR	Policy Development	Budgeting
Policy Development	Contract Management	Funding Bids

School Improvement Strategy	Continuous Professional Development.	Succession planning
Teaching, Learning & Assessment Systems.	Safeguarding & Child Protection.	Recruitment & Retention & CPD
Academy Improvement	Behaviour Provision across the Trust.	ITT / NQT / RQT
Planning & Performance.	Line Management of Principals.	Leadership development
Leading Teaching & Curriculum Development.	Leading the Principal / Head Teacher Network	Professional Learning Networks
Performance appraisal processes.	Academy Self-Evaluation	School Improvement
School Improvement Strategy	Ofsted inspection support	
Teaching, Learning & Assessment Systems.	Continuous Professional Development.	Recruitment & Retention & CPD

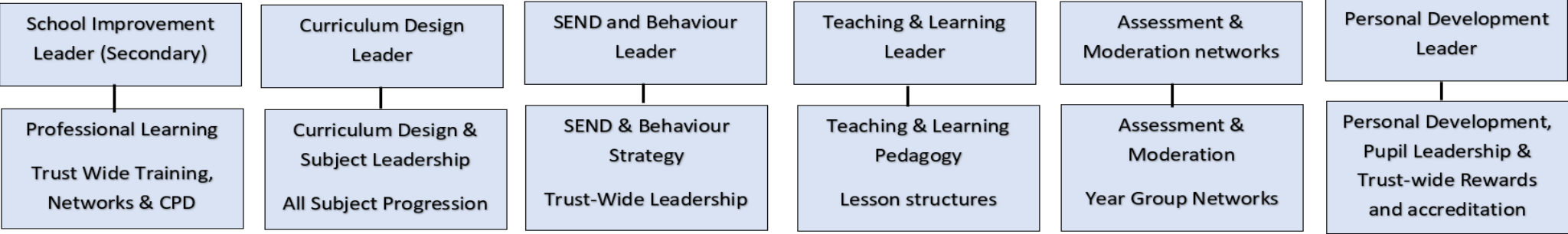
School Improvement Team - Structure

CEO

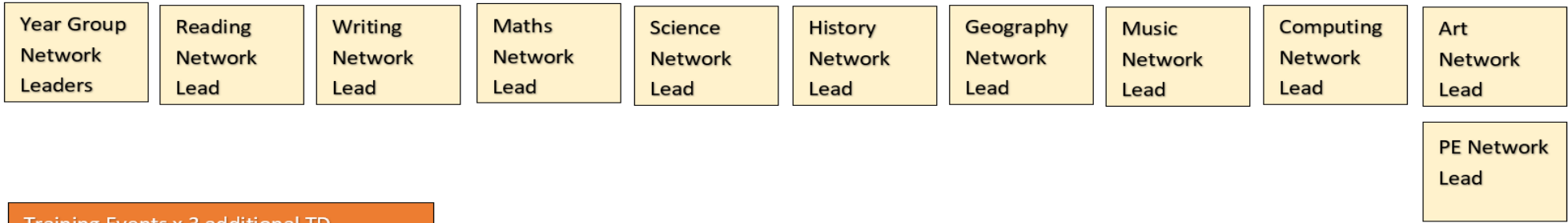
Director of Primary Education
Interim School Improvement Leaders



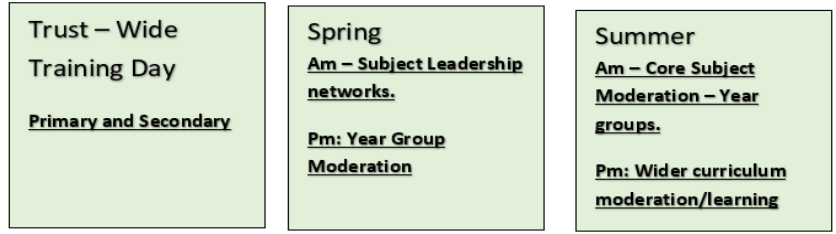
Strategic School Improvement



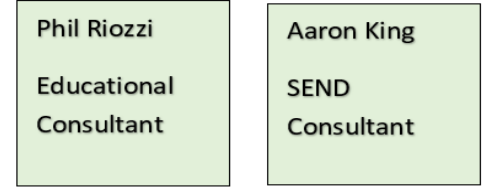
Subject and Year Group Networks

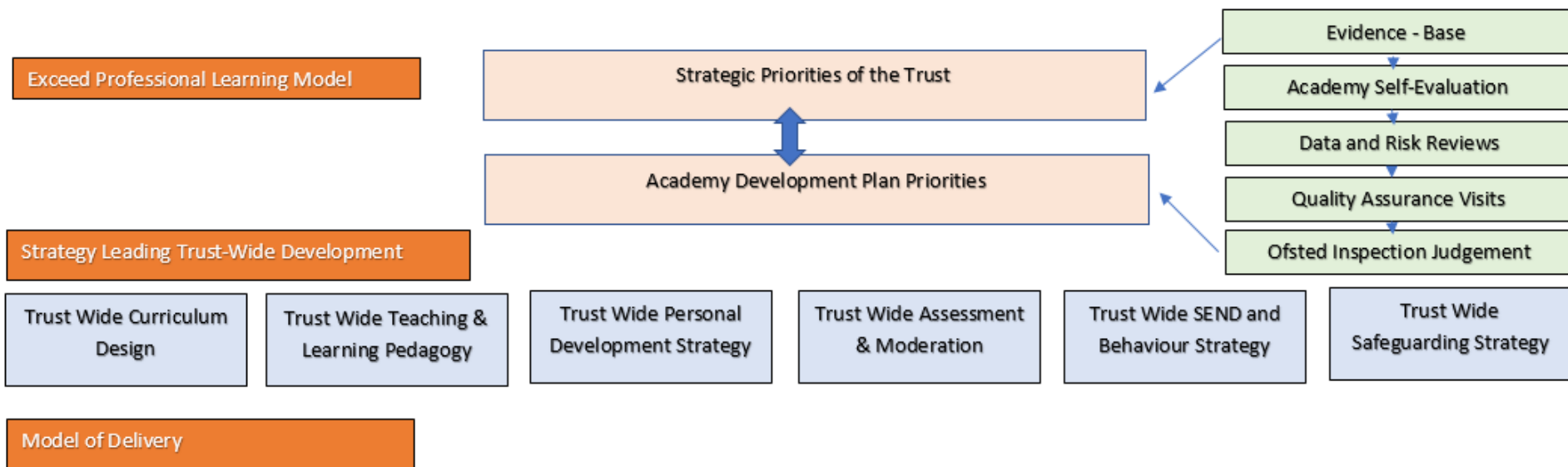


Training Events x 3 additional TD



External Consultants





Exceed Learning Partnership



Hall Cross Academy



Willow Primary School