THINKING SCHOOLS ACADEMY TRUST

DEVELOPMENT
PLAN 2023-24

THINKING SCHOOLS
ACADEMY TRUST

www.tsatrust.org.uk

Our vision at Thinking Schools Academy Trust

TRANSFORMING LIFE CHANCES

Every young person in our community deserves to have the **best opportunities at life** regardless of their individual circumstances.

Education is the key to accessing these opportunities and **we support and develop every member of our community** to:

- **Think about their Thinking**
- **Be their Best self**
- **Shape their Success**

In this way Thinking Schools Academy Trust transforms life chances.

Our values

Child First
To provide a stimulating learning environment for all where learners feel safe to explore knowledge and understanding.

Aspire
To be the best they can be. We believe that all staff and pupils can aspire for personal and professional prowess and become empowered through the 'Thinking' philosophy.

Challenge
To actively shape the minds, attitudes and habits of young people through a framework of cognitive education that enables them to become the master of their own destiny.

Achieve
For all stakeholders to demonstrate the highest levels of thinking and habits. We want our pupils to be questioning in nature, achieving the highest levels of independent and interdependent prowess.

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ACADEMY TRUST

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Stuart Gardner
Reflections
Academic Year 2022-23

Reflecting back over the course of the academic year 2022 - 2023 always reminds me of the positive impact of Our Trust on our whole community. This year will be looked back on as a key year in the journey and development of Our Trust. During this year we have become fully cognisant of the change in our organisation created by our growth into the South West and the need to adjust how we work and operate in order to be successful going forward. The Executive Team and the Board have reflected on the challenges we have faced and made significant adjustments to the composition and future ways of working for the Executive Team, to best serve the needs of the whole organisation going forward. Whilst this was not in the original development plan for 2022 - 2023, it reflects our ability to recognise and adapt to circumstances as they become clear and make timely and appropriate adjustments to priorities to ensure we continue to thrive as a Trust over time.

As ever, our plans for development in 2022 - 2023 were ambitious and wide reaching and as a result we have made significant strides forward in a number of areas. However, we have also faced challenges that have meant that some projects have been delayed. Our reflection, is that 'stickier' projects that are harder to deliver are often the ones put aside when capacity is limited – this has often been in the Success Through Learning Pillar. Therefore, next year we are going to focus on a smaller number of projects and prioritise these, to ensure that important harder projects are not set aside when challenges arise.

The Success Through Learning Pillar of Our Trust plan has seen significant developments over the course of this year. The embedding of the new Primary Maths curriculum has been a major project for our Primary schools and, over time, we fully expect to see the impact on student outcomes at KS2. In our Secondary schools, the work led by Nicki Gravell and the Heads of Science to pilot the concept of a subject 'Safety Net' has been very important and will be the blue print for the development of future subject 'Safety Nets' across the Secondary curriculum going forward.

We have seen a lot of developments in the Building with Confidence Pillar this year, the most significant of which has been the success we have had in developing systems to allow for the central collection and collating of key data for reporting. We now have momentum to this take forward in ensuring we know our schools and that those responsible for the strategic oversight of our schools, have the information they need to fulfil their roles.

As a Trust we have always focused on Growing Great Leaders and continued to embed our CPD offer across all our staff. One of the most significant developments has been the discussion and focus on the ways of working between our Headteachers and our Executive Team, to ensure that our Headteachers are empowered to make the right decisions for their schools, whilst also being appropriately challenged and supported by their Director of Education. The use of language has been important here with the explicit reference to coaching, mentoring or intervention, to clearly identify the space colleagues are working in is an important development that we hope will filter down to other parts of the organisation.

We have continued to embed our cognitive approach to our organisation. The roll out of our coaching model, to support our staff on their professional development journey, and the launch of Total Education, reflects our continued commitment to metacognition and the positive impact it can have on every member of our community.

The new recognition programme has seen us putting even greater emphasis on appreciating the contribution of our colleagues. The use of Think Ahead to recognise colleagues during the fortnightly check-ins has really embedded this year with literally thousands of comments of appreciation being shared through the system.
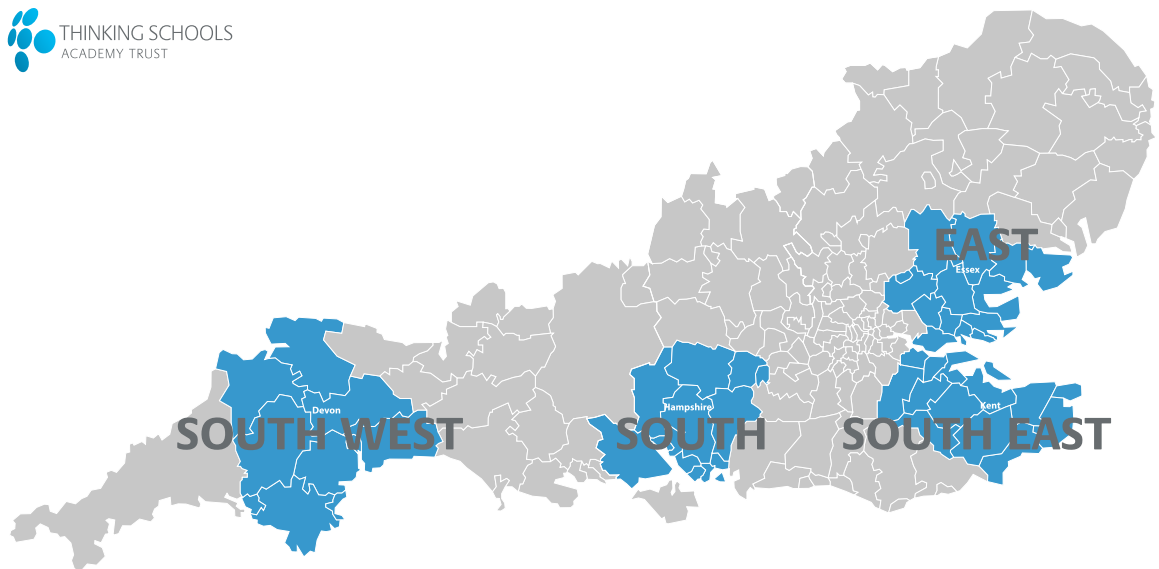
Finally, Thinking Solutions for Education has moved ahead at significant pace. The launch of Thinking Food has been very successful and gives us flexibility when considering catering options in our schools. Thinking Technology should be recognised for their continued dedication and expertise in managing a very large and complex ICT system that people only really think about when there are problems. All the successes of Thinking Solutions have been achieved at the same time as reducing the cost per pupil of the services.

As we move into the next phase of the development of our organisation, I am excited to see how we embed and develop aspects of our Pillars to support schools to continue to Transform the Life Chances of our communities.

Our Focus
Academic Year 2022-23

Our Trust now has 26 schools, supporting over 16,000 pupils across three regions. We are fortunate to have a wide range of schools in Our Trust, including all phases of education from Nursery to our 6th Form provision, this is a huge asset to our organisation as we grow our networks across all regions. We will employ over 2,000 staff in various roles.

THINKING SCHOOLS
ACADEMY TRUST

EAST
Essex

SOUTH WEST
Devon

SOUTH
Hampshire

SOUTH EAST
Kent

SOUTH WEST

Brixham College	Curledge Street Academy	Furzeham Primary School	Kings Ash Academy
Lodestar Academy	Paignton Academy	Plymouth High School for Girls	Plympton Academy

SOUTH

Meon Way Federation	New Horizons Primary School
Penbridge School	The Portsmouth Academy

SOUTH EAST

All Faiths Children's Academy	Cedar Children's Academy	Goodwin Academy	Holcombe Grammar School
Maritime Academy	New Horizons Children's Academy	The Gordon Children's Academy	The Rochester Grammar School	The Victory Academy

EAST

| |
|---|
| Colchester Royal Grammar School |

As we move forward the Board have agreed to focus on the following four priorities:

- To focus on a period of consolidation.
- To ensure that a culture of staff wellbeing is at the heart of our people strategy.
- To develop our use of data to inform decision making and intervention.
- To look at a more systematic way of working across all layers of the Trust.

This plan shares with you some of the activities that will be led across Our Trust to promote these priorities.

The plan is separated into Our Six Pillars as illustrated below:
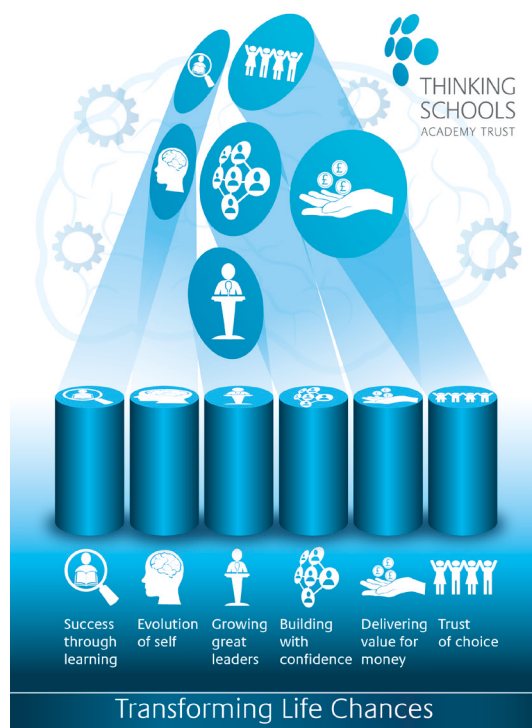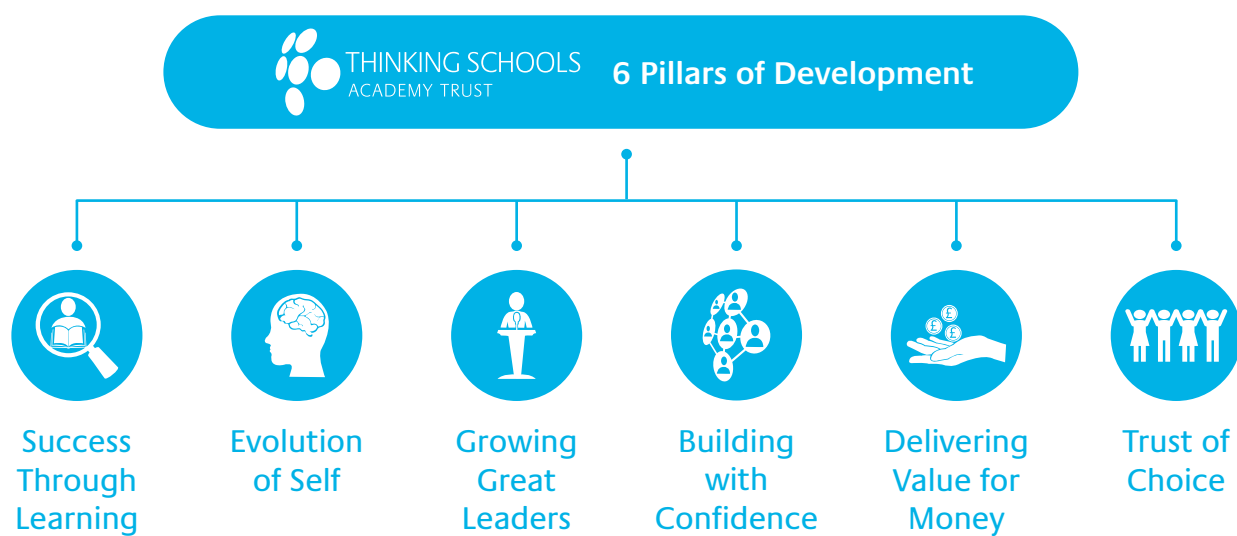
Pillar 1 - Success Through Learning

Delivering success through learning by providing a great curriculum and teaching to remember.

2022-2023 Achievements

- Piloted use of the Single Central Network to create and store a subject 'Safety Net' for secondary Science.
- Launched our Primary Maths curriculum.
- Ensured each school has its own Digital Development Roadmap.

2023-2024 Priorities

Consolidation	a. Ensure all our schools are on their Thinking Journey to develop the common language between our schools. b. Roll out of further common resource areas across core subjects.
Culture	c. Re-establish our curriculum leaders to work closely together to share best practice and expertise.
Data	d. Improve KS2 and KS4 outcomes by developing effective intervention strategy to support the strategic use of the Education Drive Team (EDT).
Systems	e. Review and update the Trust Digital Learning strategy to support effective deployment of resources to maximise impact on teaching and learning. f. Ensure we have a systematic way to develop the memory agenda across all our schools, with effective use of knowledge banks and other systems to support this.

Our Future Ambitions

- Have embedded meeting and peer support networks across all levels of our organisation, including school leaders, senior leaders, middle leaders, subject leaders and support staff leaders. In this way all our staff have access to best practice and support to ensure the best possible provision in all our schools.
- To have a safety net for all aspects of school life and educational delivery that schools can access when they need it.
- For our teachers to be experts in the pedagogy of knowledge acquisition so that our students have the knowledge they need to be successful in their public examinations/assessments.
- For all of our schools to use technology as effectively as possible to support student progress and development.

Pillar 2 - Evolution of Self

We promote a culture of self-improvement and provide Thinking Tools to support our students and staff to become their best selves.

2022-2023 Achievements

- Continued to embed our Be Your Best Self (BYBS) journals to support our young people to be reflective and consciously competent cognitions.
- Piloted the Andy Buck coaching model in our organisation.
- Launched the concept and reporting of Total Education in our schools.
- Launched our Cultural Passport.
- Supported all our schools to apply for Artsmark.

2023-2024 Priorities

Consolidation	a. To develop the skills and knowledge of the team to ensure we can effectively support Special Resource Provision (SRP) and Alternative Provision (AP) settings through the use of external Service Level Agreements (SLAs). b. Further develop the BYBS journal to enable greater differentiation and a journey towards a mastery model.
Culture	c. To build on the coaching model and roll out wider to support the Trust's ambition to secure 'Coach Mark' status.
Data	d. Work to develop the impact of Professional Growth objectives to ensure that the practice fulfils the expectations outlined in the Policy. e. To track effectively the Total Education offer we have in place across our schools.
Systems	f. To enrol some of our schools, if identified as appropriate, on to the Behaviour Hub programme and share best practice across Our Trust.

Our Future Ambitions

- To become experts in supporting young people to reflect on themselves including having the ability to recognise how they want to develop, and the knowledge to successfully make these changes to and for themselves.
- To fully embed our Professional Growth strategy to ensure that it positively impacts all of our staff to become their best personal and professional selves.
- To have an embedded culture of continuous improvement through a culture of reflection and coaching.
- To embed the philosophy of Total Education in our schools so that all schools are reflecting on how they deliver all aspects of this vision for our young people, and how they can improve and develop this provision over time.

Pillar 3 - Growing Great Leaders

Enabling staff to access high-quality, personalised CDP opportunities that ensure they are supported in achieving their career aspirations.

2022-2023 Achievements

- Developed the explicit use of language to identify the space in which Headteachers and Executive Leaders are working – coaching / mentoring / intervention.
- Developed the role of Sophie Venables in her leadership of Thinking Horizons.
- Embedded the use of Professional Growth to support the development of all our staff.
- Continued to develop the use of IHasco to provide 24/7 development opportunities.

2023-2024 Priorities

Consolidation	a. To relaunch Thinking Horizons and the CPD offer we have for all staff across the Trust, including the various in-house options for Continuous Professional Development for our staff.
Culture	b. Lead on the Year 1 drive for 'Investors in People' ensuring that our leaders are equipped to support the delivery of the new People Strategy with a focus on Inclusive Leadership.
Data	c. Use the data from the 'Welbee' system to support leaders to create schools and departments that promote the Values of Our Trust.
Systems	d. To embed the new HR recruitment system to ensure school leaders have access to real time information and talent pools. e. To develop CPD tracking and evidence system to support links to Think Ahead.

Our Future Ambitions

- For Thinking Horizons to be a highly effective 'One-stop-shop' for the CPD needs of our staff.
- For all our staff to be empowered to control their own professional development journey supported through Thinking Horizons.
- For all our staff to use the Professional Growth framework to be on a conscious journey of improvement to be their best selves.
- To have our work recognised through the Investor in People programme.

Pillar 4 - Building with Confidence

Through the effective use of professional development, quality assurance, and data analysis, we work to ensure we know our schools and provide the support they need to be their best.

2022-2023 Achievements

- We worked with the Department for Education to successfully open Maritime Academy.
- We have welcomed Brixham College, Furzeham Primary School and Colchester Royal Grammar School into Our Trust.
- We have reviewed our Quality Assurance (QA) processes and made adjustments to this process for 2023 - 2024.
- Our Trust Data Manager is now able to collate aspects of school-based information to report to Headteachers, Governors and Executive Leaders.
- We have launched Our Trust Student Council to capture and respond to student voice.
- We have appointed Our Trust Education Drive Team (EDT) and our Regional Education Drive Teams (REDT).

2023-2024 Priorities

Consolidation	a. To launch the EDT and their regional representatives, to support our schools with an aim to have a solid foundation for school support. b. To hold an external Governance review and implement recommendations to ensure we have effective structures in place across the Trust.
Culture	c. To establish a culture of Academy Review (AR) meetings to create a more structured process to review school performance including staffing measures. d. To support a number of schools in their first year as TSAT schools to on-board effectively.
Data	e. To ensure that we have an effective data reporting strategy, including the use of heat maps, for leaders and governors. f. To embed a new QA framework and ensure data from this process is used effectively.
Systems	g. To consider how the Single Central Network is working and consider the potential for future development. h. To launch a new HR & Payroll system to reflect the size of Trust we are.

Our Future Ambitions

- To have embedded Trust and Regional Educational Drive Teams that are able to support and accelerate our schools' improvement over time.
- To have effective data reporting, governance systems and Trust structures to allow for timely and effective strategic support, challenge and oversight.
- To have key data available in real time for school and Trust leaders.
- To have an embedded model of Academy Review that effectively supports, challenges and monitors schools to ensure rapid improvement over time.
- To have efficient systems and processes that support effective onboarding of new schools into Our Trust.
- To have clear Quality Assurance processes that recognises that because of our empowerment model, it is essential that the schools and governors have assurances that the approaches taken by individual schools, is having the intended impact on student educational experiences.
- To maximise the value of our Single Central Network so that our staff can work collaboratively to reduce workload and easily share best practice for the benefit of all our students.

Pillar 5 - Delivering Value for Money

Showing a commitment to delivering value for money, ensuring the right services are provided in the right way, at the right cost.

2022-2023 Achievements

- Developed the Hub model for delivery of Central Services.
- Launched Thinking Food.
- Further development of the Trust Central Network (TSN) and onboarding of new schools to TSN.
- Developed our internal communications strategy.
- Implemented a clear cost per pupil model to assess the cost of our services and ensure we are Delivering Value for Money.

2023-2024 Priorities

Consolidation	a. To ensure the roadmaps that have been used to support school improvement create an effective tool to manage the various workstreams involved. b. To embed the regional staffing models to ensure they are working effectively with their local schools.
Culture	c. To create the culture of demonstrating value for money explicitly through further work on the cost per pupil model for services. d. To develop a culture across the Trust to seek opportunities to secure additional income through either commercial activities or other opportunities to secure grants.
Data	e. To further develop the expectations around curriculum financial planning and create a 'Safety Net' school structure. f. To use the school condition data to inform sustainability strategies for the estates plan.
Systems	g. To review the MIS used across the Trust following the pilot last year and develop a plan to move Our Trust to a single system over time.

Our Future Ambitions

- To further develop the reputation of Thinking Solutions for Education (TSfE) to become a market leader in the provision of school services.
- For all leaders in our organisation to recognise that TSfE delivers outstanding services at outstanding value for money through the effective use of review processes and cost per pupil modelling.
- For Our Trust to continue to be financially robust and resilient.
- For our income generation activities to provide maximum value back to the organisation and our schools.

Pillar 6 - Trust of Choice

By supporting our schools, students, and staff to be their best selves and celebrating our collective achievements, we aspire to be the Trust of choice for parents choosing a school for their child and for staff considering the next step in their career.

2022-2023 Achievements

- Paignton Academy, Curledge Street Academy; Kings Ash Academy and Burton Academy have decided to join us on 1st September 2023.
- Launched our internal recognition programme.
- Embedding our long service awards.
- Launched our termly communication to Headteachers.
- Progress made towards becoming an Artsmark Trust.

2023-2024 Priorities

Consolidation	a. Enhance and improve the various staff networks across Our Trust such as MAT Meets, Senior Leaders, Curriculum Leaders, etc.
Culture	b. To ensure that schools create a culture of wellbeing using the principles established within the 'Wellbeing Charter'. c. Focus on the development of strategies and employee engagement to support recruitment and retention improvements that will enhance our employee value proposition.
Data	d. Develop and share case studies to show why TSAT and the impact we have.
Systems	e. To have a communication strategy that supports effective communication with internal and external stakeholders.

Our Future Ambitions

- To create and embed a culture of appreciation and recognition in our organisation that supports the wellbeing of all members of our community.
- To have a Trust in which colleagues can easily access timely support when required.
- To be a Trust that staff want to join and remain part of through their career.
- To be recognised by parents as a trusted organisation focused on delivering the best for their children.
- To be the Trust of Choice for schools committed to the use of metacognition.
- Continue to support all our schools to achieve Artsmark Accreditation – demonstrating Our Trust commitment to cultural and creative education and its positive impact on our young people.

All Faiths Children's
Academy

Brixham
College

Cedar Children's
Academy

Colchester Royal
Grammar School

Curledge Street
Academy

THINKING SCHOOLS
ACADEMY TRUST

The Victory
Academy

Furzeham Primary
School

The Rochester
Grammar School

26
Schools

Goodwin
Academy

The Portsmouth
Academy

Holcombe Grammar
School

The Gordon
Children's Academy

Over
14,000
Students

Kings Ash
Academy

Plympton
Academy

Over
2,000
Staff

Lodestar
Academy
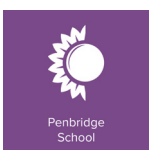
Plymouth High School
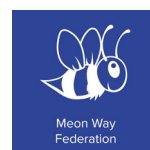for Girls

Maritime
Academy

Penbridge
School

Paignton
Academy

New Horizons
Primary School

New Horizons
Children's Academy

Meon Way
Federation

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