

RET Strategic Plan 2021-2023

Priority	What does this look like in 2023?	Key markers along the way...	What do we need to have done by July 2021?
<p><i>RET Associate Director of Education (.2)</i></p> <p style="text-align: center;">We aspire to be the employer of choice</p> <p>KPIs:</p> <p>Staff surveys report high levels (>90%) of satisfaction with wellbeing, ECR & EDI</p> <p>Turnover of staff is low (<10%) each year and staff leave for positive reasons</p>	<p>Excellent induction/CPD offer for teachers from entry to exit from RET which acts as powerful R&R tool</p> <p>Website hosts CPD content which supports live delivery, recorded content and archives CPD programmes for ongoing access and use</p> <p>RET is networked into CPD networks creating outward-facing opportunities and national reputation for RET & our staff</p> <p>Professional development for support staff is top quality supporting ongoing career development & excellent R&R</p> <p>Staff wellbeing strategy includes consideration of flexible working, job shares, sabbaticals and ensures sustainable workload and working practices</p> <p>Staff volunteer that commitment to EDI is a strength of the Trust and can give examples of this</p>	<p>Induction made explicit and becomes a strength for teaching and support staff</p> <p>ECF dovetails with RET CPD & QA framework as sustainable model for ongoing improvement</p> <p>Developed offer of cross-site roles to enable career progression for most talented leaders</p> <p>Annual CPD Conference for RET staff</p> <p>Deepen relationships with national providers eg ASCL, We are in Beta, OTSA, Cherwell Teaching School Hub</p> <p>Framework in place to describe internal and external training available for all support staff teams</p> <p>Specific CPD offer for different support staff teams linked to professional framework utilising apprenticeship levy</p> <p>RET Staff Charter describes our commitment to staff</p> <p>Explore setting up nursery for RET staff</p> <p>Cf EDI Plan 2021-2022</p>	<p>Appoint 1 day per week RET Associate Director of Education to Implement ECF</p> <p>Plan ECF delivery for Early Career Teachers in 21-22</p> <p>Agree high quality strategic plans with leaders with Trust-wide responsibility for 21-22 to ensure maximum impact of their work</p> <p>Join 'We are in Beta' national network</p> <p>Establish relationship with newly accredited Cherwell Teaching School Hub</p> <p>Inaugural Leadership Development Programme for RET senior support staff</p> <p>Plan programme for support staff team training and development for 21-22</p> <p>Conduct staff surveys and focus groups to understand perception of Trust and priorities for improvement</p> <p>Trust ED&I Strategy published and schools include EDI in SDPs</p>

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<p><i>RET Director of Finance & Services</i></p> <p><i>RET Operational Services Lead</i></p> <p><i>RET Facilities Manager</i></p> <p><i>RET IT Services Lead</i></p> <p><i>RET Digital Skills Leader</i></p> <p><i>RET Data Lead</i></p> <p>The business arm of the Trust is highly effective</p> <p>KPIs:</p> <p>Trust maintains overall level of reserves of at least 4.5% of GAG and forecasts balanced/surplus budgets for each school in 2024/25</p> <p>Staff surveys report high levels (>90%) of satisfaction with IT network, infrastructure and support</p> <p>Catering returns profit (circa £40k pa) to re-invest in Trust catering provision</p>	<p>IT: Investment in IT infrastructure, software and devices enables successful implementation of future iterations of Digital Strategy</p> <p>Premises: short, medium and long term plans in place for site improvements & new facilities with clear investment strands</p> <p>Strategic plan in place to manage growth of sixth form with expanded/new accommodation</p> <p>Catering: RET-wide provision returning profit with reputation for excellence and operating as business within the community</p> <p>Income generation well established and adding value to RET</p> <p>New MIS cloud-based provider & RET Data Dashboard established allowing easy access to key data</p> <p>Sustainability: Service delivery is environmentally sustainable</p>	<p>Rolling investment plans for IT; wifi upgrade completed across DGS and SBS</p> <p>RET team provides IT support for SCCEPS</p> <p>Management & finance plans in place to manage boilers, minibuses and other recurring high cost items</p> <p>Explore RET taking over lease of Leisure Centre at SBS; establishing RET Nursery, astro turf for use by RET schools?</p> <p>Bid for new school in NE Didcot a priority if Trustees decide to move forwards here</p> <p>Quality of food for children and staff and hospitality service across RET is exceptional and effective business model in place</p> <p>Consultant employed to earn back their own salary + each year in successful bids and donations and optimum leasing of school facilities</p> <p>Consult with key stakeholders on priority for new MIS and run tendering process with circa 18 months lead in to new provider</p> <p>Explore quick wins as well as longer term plans for energy reduction, waste management</p>	<p>Next iteration of Digital Strategy written for 21-23 and approved by Trust Board alongside rolling investment plan</p> <p>RET IT Services Lead appointed to start in June 2021</p> <p>Prioritised, costed and timed premises rolling plan approved by F&GP</p> <p>Purchase RET minibus for September from parental donations Preliminary talks with Leisure Centre/OCC</p> <p>Explore at Trustees' working group in July re RET growth strategy</p> <p>Catering outsourced or Executive Chef appointment for September and strategic plan agreed with agreed KPIs for performance and financial viability</p> <p>Establish total income from one-off and standing order parental donations and consider re-launch</p> <p>Contact RLT to learn for their experience from tendering for MIS</p> <p>Draft RET Climate & Sustainability Plan with coalition group chaired by Dr Heather Comina</p>

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<p><i>RET Associate Director of Education (.2)</i></p> <p><i>Directors of Music, Computer Science, Mastery Maths & Careers</i></p> <p>The quality of the curriculum is at the heart of what we do and enables excellent outcomes for young people</p> <p>KPIs:</p> <p>Student outcomes at KS2, KS4 and KS5 are at least in top 20% of similar schools with DGS sustaining top 5% at KS4</p> <p>Spotlight Students' outcomes and are better than those for all students nationally</p> <p>All Trust schools Ofsted Good or Outstanding</p>	<p>RET Curriculum is model of excellence as it privileges extra/supra-curriculum alongside in-class curriculum</p> <p>Seamless curriculum transition KS2-3 enables quick progress</p> <p>Our curriculum intentionally teaches cultural capital and is inclusive for all students</p> <p>Personal Development curriculum reflects priorities for young people navigating life in 21st century</p> <p>Staff and students are confident in using technology judiciously & effectively in school and the workplace</p> <p>Student outcomes at KS2, KS4 and KS5 are at least in top 20% of similar schools with DGS sustaining top 5% at KS4</p> <p>Spotlight Students' outcomes and destinations are better than outcomes for all students nationally</p>	<p>Finalise RET Curriculum Model. Work with middle leaders across RET to ensure implementation and impact match intent: shine a light on curriculum excellence</p> <p>Specialists work together cross-phase to review KS2 and KS3 curriculum to ensure threshold concepts are deliberately chosen</p> <p>Monitor impact of Bedrock Vocabulary & prioritise reading & oracy across curriculum Review 2 year Key Stage 3 & review KS4 curriculum offer to ensure it is inclusive Curriculum reviewed through EDI lens</p> <p>Excellent SRE, Mental Health & Wellbeing, Online safety, climate action curriculum is co-constructed with systematic student voice</p> <p>Learning from lockdowns about potential of remote learning is reflected in ongoing and sustainable practice across schools</p> <p>Review RSL strategy and use Catch Up Premium to support students to be ready for summer exams. Deep Dives and DDIs provide high challenge low threat context to ongoing development and QA of T&L</p> <p>DHT Inclusion has responsibility for student outcomes & destinations via Spotlight Strategy. Sharpen strategic approach to IAG and review Adviza contract</p>	<p>Continue collaborating on the RET curriculum model at SLT level across RET in Term 6. Economies of scale used to share specialist teaching across RET to create best possible curriculum offer.</p> <p>SCCEPS curriculum clearly structured and described to facilitate cross-phase work</p> <p>DHT at each school with responsibility for inclusion – new DGS appointment for Sept RET subscription to Bedrock Vocabulary and structured reading in place Trust wide SDPs include EDI curriculum strand</p> <p>Explore buying into evidence-based Healthy Minds Curriculum (Bounce) and Treehouse online wellbeing resources for September</p> <p>RET Director of Computer Science seconded to lead strategic development of IT for learning across Trust for equivalent .5 day per week from September</p> <p>Plan for return to rigour of exam preparation in 21-22 and RSL approach to driving progress</p> <p>RET Exec meeting in May to undertake evidence-based review of RET Spotlight Strategy 21-22; review capacity required to support strategy</p>

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<p><i>RET Senior Counsellor</i></p> <p><i>RET Director of Ethos</i></p> <p>Students are safe and happy at school: levels of attendance are high and behaviour is impeccable</p> <p>KPIs:</p> <p>Student surveys report improved levels of wellbeing year on year from benchmarking data in 2021</p> <p>Attendance is >95% in secondary and >97% year in primary. Disadvantaged students attend as well as non-disadvantaged and PA is well below NA.</p> <p>The distinctive ethos of Modern Masculinity; Future Leaders; and Advocacy are palpable at SBS, DGS, SCCEPS respectively</p>	<p>Students report feeling agency in managing their wellbeing and surveys evidence improved levels of wellbeing</p> <p>Wellbeing Strategy and Framework are widely used to provide and signpost provision</p> <p>Leadership as service is key to ethos and key tenet of Wellbeing Strategy</p> <p>The distinctive ethos of Modern Masculinity; Future Leaders; and Advocacy are palpable at SBS, DGS, SCCEPS respectively</p> <p>The vast majority of students choose to engage with their learning and all aspects of school life.</p> <p>Attendance is >95% in secondary and >97% year in primary. Disadvantaged students attend as well as non-disadvantaged and PA is well below national average</p>	<p>Surveys and systematic use of student voice enables leaders at all levels to listen and respond to young people and co-create a Wellbeing Strategy and Framework.</p> <p>High quality and evidence-based wellbeing curriculum taught through Personal Development</p> <p>Existing student and leadership forums are channelled into Wellbeing Strategy</p> <p>Students talk easily about the school's ethos and how it is relevant and meaningful to their lives</p> <p>Move from compliance to engagement seen through 80:20 focus on rewards: sanction. Relentless focus on student-led celebration of achievement. Links between SEND and pastoral teams strengthened through DHT Inclusions and early intervention the norm.</p> <p>Develop RET Safeguarding/Attendance Hub to pro-actively support high levels of attendance from vulnerable students and families</p>	<p>Agree accredited wellbeing survey (Warwick Edinburgh or Good Childhood Index) as baseline survey for all students</p> <p>25 RET staff complete MHFA training Create RET Counselling Hub via appointment of Senior Counsellor.</p> <p>Explore Treehouse, online resources to support young people's mental and emotional health 4-19</p> <p>Review strategic leadership of student wellbeing across the Trust and ensure clear plan is in place 21-22 especially with regard to DSF peer mentoring roles</p> <p>Standards reviewed and bar raised for impeccable behaviour for 21-22 on basis of excellent behaviour 20-21. Online rewards platform incentivises engagement. Heads' agreement that external exclusion rarely used. 'Teach Like a Champion' CPD provided for staff each year.</p> <p>Plan for exceptional attendance next year revitalising the Attendance Diamond. Forensic focus on vulnerable groups; early intervention with families across Trust</p>

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<p><i>RET Director of Ethos</i></p> <p><i>RET Middle Leader Development Lead</i></p> <p>Our ethos of ‘everyone a leader’ is visible throughout the Trust</p> <p>KPIs:</p> <p>100% engagement with Leadership Ladder (or equivalent) in Years 3 -10 inclusive</p> <p>Staff report high levels (>90%) of satisfaction with RET leadership framework which supports strong levels of internal promotion</p>	<p>Our student and staff leadership ethos defines the culture of the Trust in the same way that our values drive our ethical behaviours</p> <p>The RET DNA model describes our leadership frameworks and how these knit together across the Trust</p> <p>Leadership pathways are clearly delineated enabling fast-track progression in and outside of RET and high quality training and induction for roles.</p> <p>Students develop the soft skills that will enable them to navigate a fast-changing, unpredictable and uncertain workplace</p> <p>A coaching culture is embedded across the Trust and empowers staff and students to be solution-focused and committed to their own ongoing development</p>	<p>Students: Leadership Ladder provides exceptional opportunities and intentionally develops cultural capital for disadvantaged students, recognising the work of student leaders</p> <p>Leadership programmes draw on the frameworks and provide structured ongoing development for students and early, middle and senior leaders in teaching and support staff. Programmes are supported through structured coaching.</p> <p>Aspirant and Senior Leadership Programmes are well evaluated and MLDP continues to develop its reach and impact</p> <p>Leadership as service – student peer mentor and coaching roles to support wellbeing strategy as well as school/Trust priorities and leadership development</p> <p>Time built in year on year for coaching training and practice: CPD/QA/line management delivered through coaching model</p>	<p>Leadership Ladder re-defined as entitlement for KS2 and KS3 ensuring full participation by Spotlight Students and shines a light on the schools’ wider curriculum offer. This ties into RET Curriculum and creates compelling offer for prospective parents</p> <p>Staff: agree aspirant, curriculum and high performance leadership frameworks</p> <p>Develop a RET Character Framework for students</p> <p>Run inaugural Leadership Development Programme for RET senior support staff</p> <p>Clarity about student leadership roles to support RET priorities eg Digital Champions, Climate Champions, Diversity Champions</p> <p>Andy Buck ‘Basic Coaching Programme’ explored for long term roll out across RET</p> <p>Consider changes to RET performance development 21-22 to reflect and support coaching culture</p>

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<p><i>RET Careers Lead</i></p> <p><i>RET Company Secretary & CEO/EHT PA</i></p> <p>We are outward facing and always learning</p> <p>KPIs:</p> <p>RET is featured in media, educational conferences and educational publications</p> <p>100% achievement of Gatsby benchmarks</p> <p>Fundraising role pays for itself and brings in additional funds each year</p>	<p>Systematic approach to stakeholder feedback and communication means we understand perceptions and respond to these pro-actively</p> <p>Fundraising role pays for itself and brings in additional funds to RET each year</p> <p>RET continues to achieve national recognition and is featured in media, educational conferences and literature *</p> <p>100% achievement of Gatsby benchmarks places RET as national leader in careers education</p> <p>Networks with higher education, science, industry and business create outstanding opportunities for our students</p> <p>DAP (or other local) Primaries have chosen to join RET to create Primary Hub</p>	<p>CEO writes annual Trust Board report which is engaging and accessible. This is excellent: https://riverlearningtrust.org/report-to-stakeholders-2020/</p> <p>RET accesses funds through fundraising and bid streams eg Wolfson Foundation for T11 Media Suite; Oxford Brookes funding for Confucius Classroom</p> <p>Clarity about what makes us distinctive so increasing areas of RET are great rather than good & networks used to create (inter) national platforms to showcase this work</p> <p>Systematic review of progress towards Gatsby Benchmarks and destinations data by SLT, RET Exec and governors/trustees</p> <p>Enrichment in DSF and extra-curricular offer built around accessing the culture and excellence found in Oxford city, its universities and the Harwell and Culham Science parks</p> <p>'What it means to be a primary school in RET' is clear to all, well communicated and marketed</p>	<p>Plan in annual surveys of parents, staff and students to benchmark perceptions and engage with focus groups for more granular feedback</p> <p>Explore whether Chris Powell would take on role to write bids for RET on consultancy basis</p> <p>Strategic Forum with RET leaders at subject/sector level to re-boot strategy for 21-22 and agree vision with objectives for three year plan</p> <p>Create RET link (WJM) for Careers Lead as well as clear line management at DGS (MH). Re-visit careers education in Personal Development curriculum and agree careers plan for SCCEPS 21-22</p> <p>Reinstate STEM Careers event for 21-22 and review Business Mentoring in DSF. Create strategic networking & engagement plan with RET Heads and governors</p> <p>Agree strategy with Heads to engage with DAP and other primary schools including outreach work, services hub and marketing</p>

**Previous examples include: ASCL Leader magazine; Presentation at GSA Conference for student leadership and Music and Dance in ASCL Conferene 2020; International Schools Award; STEM Award; Careers & Enterprise Company Award*

Glossary

ECF – Early Careers Framework MHFA – Mental Health First Aid DDI – Developmental Drop In QA – Quality Assurance
MIS – Management Information System EDI – Equality, Diversity & Inclusion SRE – Sex and Relationships Education
RSL – Raising Standards Leader R&R – Recruitment & Retention PA= Persistent Absence MLDP = Middle Leadership Development Programme

Vision Statement

We aspire to be the employer of choice. We appreciate that people are our most precious resource. We invest in the continual professional development of all our staff to enable everyone to be the best possible versions of themselves and because we know that high quality teaching and learning benefits all students and benefits disadvantaged students disproportionately. We prioritise staff wellbeing because we want morale to be high and for people to enjoy coming to work each day.

The business arm of the Trust is highly effective. We invest in great support staff teams across the Trust so that the schools' leaders and their teams are able to focus on the core business of school improvement and staff have swift access to the high quality support they need when they need it. Strategic financial planning enables us to exceed minimum levels of reserves, set balanced/surplus school budgets and continuous development of the learning environment and experience offered by the Trust.

The quality of the curriculum is at the heart of what we do and enables excellent outcomes for young people. Our curriculum from 4-19 is seamless, inclusive and research-based, using technology in enabling and innovative ways. We set ambitious targets for our students at all key stages and empower them to achieve these and reach their full potential as we know that high quality qualifications will open the doors to their best futures.

Students are safe and happy at school: levels of attendance are high and behaviour is impeccable. Children and young people choose to behave well and take responsibility for their learning. Our students respect each other and staff and they enjoy coming to school. We care about the wellbeing of our students and make their mental, physical and emotional health an everyday priority.

Our ethos of 'everyone a leader' is visible throughout the Trust. It develops young people and staff who are resilient, confident and articulate. For staff, this provides an ongoing professional development framework which supports high standards, innovation and a culture of continual improvement. This ethos allows us to define and celebrate the behaviours that we want to encourage in our children and young people and promotes their sense of agency and self-efficacy.

We are outward facing and always learning. We appreciate the potential synergies of networking with organisations and industry in our local community, nationally and internationally. We are enthusiastic to network with and learn from the best, to welcome others in to our schools and to share our good practice.

