The Heath Family **Strategic**Overview **2024-27**

















Foreword

Our mission is to improve the life chances of every child in our community by empowering our children to overcome barriers, be able to compete with the best, and shape the future.

Education is a powerful tool for breaking barriers and addressing disadvantage. Many of our children face significant challenges, and many of our schools serve communities with high levels of deprivation and families with historically low educational attainment. We are deeply committed to using education to unlock social enabling all mobility, our children to reach their potential and compete with peers from any background.

As a Trust, we have faced considerable challenges, including financial pressures and the enduring impact of the COVID-19 pandemic. Despite these difficulties, we have demonstrated resilience and have achieved growing success. Academic outcomes, particularly at the primary level,

are improving, and Ofsted inspections reflect a positive and strengthening picture across our schools.

Our schools offer an excellent curriculum, underpinned by a robust, evidence-based approach to teaching. We know that good attendance is vital for all our pupils and despite a difficult national and local picture we are steadily improving attendance for all



Foreword

Behaviour is improving and we have excellent pastoral support and safeguarding in all of our school. Importantly, we have a strong, determined and capable leadership team that works collaboratively to enhance provision for all pupils.

While we recognise there is still much work to do to achieve our ambitious goals, we are guided by a clear mission, embedded values, and effective practices across the Trust. This document outlines the strategy that will ensure a focused and relentless pursuit of our aspirations, building on the progress we have already made.

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Helen Stevenson Chair of the Trust Board Marifa -

David Donnelly Chief Executive Officer



About Our Trust



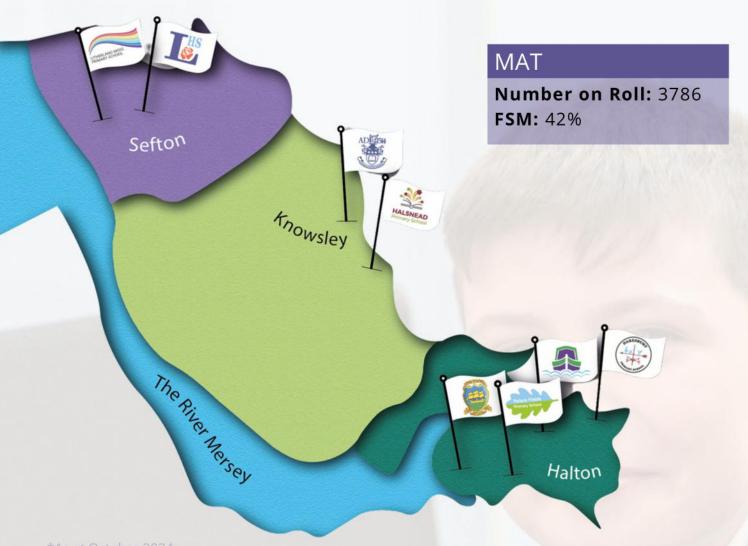
Our organisation is made up of eight schools, over eighty Trustees and Local Governors, over 450 staff and over 3700 children. Together, we are the Trust; working together to maximise attainment and nurture confident, resilient and compassionate individuals.

The Heath School converted to academy status in 2011 and became a Multi Academy Trust in 2013. Since then a further seven schools joined the Trust. This now means that the Trust consists of eight schools spread across Halton, Sefton and Knowsley local authority areas.

We have a range of schools, both in location and phase.

Many of our schools have rates of deprivation significantly above the national levels, whilst one is substantially below.

The Trust is a not for profit charity that maintains its schools and is in receipt of public finance to do so. Our work is overseen by a Board of Directors who act on voluntary basis to shape the strategic direction of the Trust and to call the executive team to account. Schools in the Trust subject are to accountability systems through Ofsted and nationally published performance measures. We are accountable to the Secretary of State for Education through the Regional Director's Office, who work closely with us to review Each performance. of schools also has a Local Governing Body who call the school leadership to account and ensure the needs of our children are met.



*As at October 2024

The Heath School, Halton

Date Joined: 2011 Age Range: 11 - 16 Number on Roll: 1198

FSM: 34%



Bridgewater Park, Halton

Date Joined: 2014 Age Range: 3 - 11 Number on Roll: 99

FSM: 54%



Litherland High School, Sefton

Date Joined: 2015 Age Range: 11 - 16 Number on Roll: 739

FSM: 48%



The Prescot School, Knowsley

Date Joined: 2016 Age Range: 11 - 16 Number on Roll: 939

FSM: 51%



Palace Fields, Halton

Date Joined: 2016 Age Range: 3 - 11 Number on Roll: 130

FSM: 45%



Daresbury, Halton

Date Joined: 2016 Age Range: 4-11 Number on Roll: 203

FSM: 9%



Halsnead, Knowsley

Date Joined: 2017 Age Range: 3 - 11 Number on Roll: 275

FSM: 40%



Litherland Moss, Sefton

Date Joined: 2018 Age Range: 3 - 11 Number on Roll: 203

FSM: 50%



Our Mission and Values

Our mission is to improve the life chances of every child in our community by empowering our children to overcome barriers, be able to compete with the best, and shape the future.

We know that many of our children face significant barriers of disadvantage or of special educational needs. Others may be young carers, have medical needs, and face bereavement or other domestic upheaval. Our aim is to know each child well, understand their barriers and help them overcome them.

We are guided by three key values that shape how we behave and everything we do:

• With kindness: we look out for each other





Clarity

To be successful, any endeavour or organisation needs to have clarity – clarity of purpose and clarity of process. Therefore, for clarity, our immediate **purpose** is set out in our **strategic goals**:

- For all schools to be at least good in all aspects
- For all pupils to be making good progress and for all groups to be attaining at least in line with national standards
- For more pupils, parents and staff to agree that we are becoming increasingly successful in empowering our children to overcome barriers, be able to compete with the best, and shape the future



Clarity

The second aspect of clarity is **clarity of process** – being absolutely clear on how we do things and defining what good looks like in our schools.

As a Trust we have significantly developed our thinking and practice in many areas through the process of collaborative described alignment below. Where we have agreed that we have common process across our schools, for example approach to our curriculum, we will set the processes out in our Trust Handbook. Those processes that we have decided will not be common across the Trust will be set out in individual School Handbooks. Together, these handbooks will set out how we do things in our Trust. This approach is not intended to stifle creativity but to ensure that we have consistent. evidence based approaches that are based on the best there is to offer. They give guidance and, where necessary, direction to ensure all staff help us fulfil our

mission and to reach our strategic goals.



Collaboration

Ryunosuke Satoro "Individually, we are one drop.
Together, we are an ocean."

Creating great schools is not easy, but we are passionate in our belief that the challenges we face are better faced together. Collaboration is not just a methodology - we believe it is the fundamental reason why the Trust exists. By working together, we are better able to address our challenges through shared thought, leadership, resource and support for each other.



We have therefore invested considerable time and energy in developing our collaborative practitioner and leadership networks to:

- Research and share best practice
- · Agree future direction for the area
- Coordinate professional development and support
- · Shape our common approaches

Networks are led by nominated Trust leaders and have agreed foci and work plans. Schools commit to releasing colleagues to attend them, recognising the value they bring.

Collaboration

We seek to impose methodologies very sparingly but rather develop shared approaches through consensus. We recognise that central direction can often bring about faster immediate change but we fundamentally believe that it is through debate, research and dialogue that practitioners are fully engaged in developments and committed to the approaches we develop – this is the basis of long term, sustained improvement. We call this process collaborative alignment:

- First we start with the why why do we need to change our current approaches?
- Then we approach the how what evidence do we have that certain practices work better than others?
- Finally we do the doing consistently implementing the selected practices to ensure excellent provision across all our schools and then evaluating their impact

As we progressively develop our approaches we commit, as a group, to following them. They become part of our 'backbone' and are set out in our handbooks described above.



Accountability

The work we do is important. In taking on the responsibility for this vital work we therefore accept that we are accountable to our children, our families and communities, and to the government that funds our work. The work of the whole Trust is bound by the Nolan Principles for Public Life. Each of us commits to work within these principles; the values of the Trust; and to carry out the agreed processes and systems of the Trust. We also commit to do our best for our children: empowering our children to overcome barriers, be able to compete with the best, and shape the future.

We therefore have systems of accountability to check, not only that we are all fulfilling our duty, but also, and equally importantly, to help each of us to identify where and how we can improve.



Our approach also serves as an evaluative tool for our systems, processes and identifying where might we need to change and helping us refine and fine tune our existing methods. Crucially, they enable us to identify great practice that can be shared with others.

At the heart of our approach to accountability is the work of the Trust Board and our Local Governing Bodies. We have a rigorous and focussed process that systematically reviews our provision and calls school leadership to account. Effective governance is the guardian of our vision, ensuring our schools deliver on our aspirations for every child.

Accountability

We want our accountability systems to be both efficient and effective, minimising the burden on everyone whilst maximising the impact. Through the process of **collaborative alignment** described above we are developing a **Leadership Handbook** that sets out, amongst other things, how leaders of all levels in the Trust undertake processes to ensure accountability. We will also work with leaders to ensure they have. the necessary understanding and skills to carry them out in the agreed manner.



We are strengthening our process for line management and ensuring greater consistency. We will ensure that every member of our staff will have regular one to one meetings focussing on welfare and we will also support all staff to further improve their performance using coaching methodologies to agree short term, achievable targets and that staff receive appropriate support to accomplish them. This means we are moving away from the rigid annual performance management process to a more flexible and dynamic process designed to support continuous and sustainable improvement.

Academic Rigour

Over the past few years, we undertaken significant have improving work on our curriculum. We now have a well-established approach to curriculum thinking and design across our schools and this has been increasingly recognised in Ofsted visits. Our work now is to ensure this is consistent across all subjects and phases. We do not impose a common curriculum but in many areas schools have chosen to work together to develop an agreed curriculum, particularly in the primary phase. This obviously shared ensures expertise. efficient use of resource and the ability to share materials and planning.

We have used our principle of collaborative alignment to work with groups to develop and refine our approach to teaching across the Trust. This is not intended to be prescriptive, because we know that no single approach works

across all subjects and ages. We are, however, committed to certain principles of evidence based practice such as metacognition.

Attendance remains an issue in many of our schools. Societal attitudes have changed since Covid and nationally attendance levels have been adverselv Delivering impacted. ambition requires all pupils to be attending well. We will continue to develop and refine our approaches to attendance will relentless and be ensuring high levels of attendance for all.



Academic Rigour

Whilst this document sets out how we will increasingly standardise and codify our approaches we remain very mindful that our role is to make our schools fit our children rather than making the children our children is an individual, many of them with complex needs and environments. Our job is therefore to ensure that we know every child well and find the right way to help them - empowering our children to **overcome barriers**, be able to compete with the best, and shape the future. We have strong pastoral and supportive systems in all our schools and work well with external agencies. We will further develop the use of our systems such as the Matrix of Vulnerability and review the impact and range of therapeutic responses we offer.



Our Priority – Improve Outcomes

We have a single priority as a Trust – to improve outcomes.

As stated above our mission is to improve the life chances of every child in our community by empowering our children overcome barriers, be able to compete with the best, and shape the future. To achieve this we need to ensure that our children have the skills and qualifications to achieve their aspirations, but we are also mindful that we are helping to shape our pupils to become confident, well rounded young people with positive attitudes to themselves, others and their learning. We do not see these aspects as being mutually exclusive, rather that each aspect supports and enhances others, creating young the people we are all proud of.



Our Priority - Improve Outcomes

We are anxious to improve every single aspect of our operation, yet we know that it is important that we are fully focussed on the key areas that will make most difference. We have therefore identified six **Strategic Aims** that will be the centre of everything we do over the next period of our development to deliver our mission:



Creating Transformational Leadership:

Ensuring leadership and governance at all levels is values-driven and effective in achieving our priority.

Overcoming Barriers to Success:

Strengthening our ability to identify and address the challenges that hinder our children's success.

Shaping Success through Purposeful Strategy:

Enhancing the precision of our strategic planning to focus effort and maximise impact.

Securing Great Teaching and Learning:

Consistently implementing the Trust's approach to curriculum, teaching, assessment and interventions.

Cultivating an Outstanding Staff Community:

Prioritising the development, wellbeing, and retention of our workforce.

Delivering Operational Excellence:

Driving efficiency and effectiveness to achieve our mission.

Creating Transformational Leadership

To deliver the improvement we need we require highly effective leadership throughout the Trust. Our leadership and governance will be rooted in our values and principles.

Leadership will systematically identify what we need to change, identify and plan our approaches, implement change effectively and review process evaluate impact. Most and importantly however we need leadership to create the culture of improvement that drives any successful institution - where every member of the team takes accountability for their own and performance constantly asks themselves, 'how can I do this better?'

Governance reviews the impact of the work of our schools, providing an objective view on the delivery of the strategy, calling leaders to account and helping them ensure work is focused and having the desired impact. Local governance also ensures that the work of the school meets the needs of the community in which it is rooted.



Creating Transformational Leadership

Therefore:

By the end of 24-25 we will have:

- Articulated our 'leadership way', agreeing with all leaders clear expectations in terms of both leadership behaviours and key competencies and accountabilities
- Clearly defined the roles of all levels of leadership
- Ensured all of our school leaders are knowledgeable, highly competent and feel well equipped to carry out their role effectively
- Reviewed the Trust model of governance to ensure it is fit for purpose
- Developed and initiated a Trust-wide approach to coaching for all staff

In the longer term we will:

- Develop highly skilled, competent leaders and governors who excel in their roles, impacting positively on the quality of provision so that all eight schools are good or better
- Train all middle, senior and school leaders, ensuring all of our staff are aligned in our values and leadership behaviours



Overcoming Barriers to Success

Our Trust mission is focused on overcoming barriers so that our pupils are empowered to compete with the best and shape their future. Our Trust's strategy is designed to ensure that our most vulnerable pupils, and pupils with SEND, access provision that enables them to thrive and achieve strong outcomes.

To achieve this, we will ensure that our schools are truly inclusive. This means that we will be aware of all of the barriers our children face whether that is in relation to learning, behaviour or their ability to attend school.



We will work with our leaders to ensure that our values are evident practice and that approaches are designed with pupil experience at the forefront. an inclusive We will take attendance, approach to recognising that low attendance is a symptom and work closely with children and their families. Our commitment early to of high identification need. quality, responsive teaching and the use of therapeutic approaches and targeted interventions will ensure that our vulnerable pupils tailored support overcome specific challenges and achieve success.

Overcoming Barriers to Success

Therefore:

By the end of 24-25 we will have:

- Established a set of behaviour principles in line with the Trust's mission and values that underpins and informs the development of behaviour policies and practice
- Developed a behaviour curriculum for pupils in primary and secondary schools designed to explicitly teach pupils the behaviours that are expected in our schools
- Trialled a range of therapeutic approaches and targeted interventions to support pupils with specific barriers to achieve well
- Reduced the level of exclusions in secondary schools through the use of targeted interventions referenced above
- Implemented a rigorous monitoring and evaluation process for the analysis of behaviour data, reviewing data from pupil to Trust level to identify where further support may be required
- Implemented the new attendance policy ensuring that the systematic use of a range of interventions is routine, and are offered through meaningful attendance support plans developed alongside parents/carers
- Improved the use of data so that schools are identifying children who require intervention in a timely manner
- Prioritised Emotionally Based School Avoidance (EBSA) strategies and reintegration opportunities for children who are anxious about returning to school, whilst maintaining high expectations and ensuring any reintegration timetables are clearly time-limited

Overcoming Barriers to Success

In the longer term we will:

- Review and enhance our behaviour curriculum so that it is a model of good practice that can be shared widely
- Establish excellent behaviour in all of our schools evidenced by the quality of relationships, interactions, pupil and staff voice and behaviour data
- Embed a therapeutic, supportive approach to meet the needs of our most vulnerable pupils including those with mental health needs
- Develop in-school pupil support units where appropriate for pupils most at risk of exclusion to equip them with the strategies they need to meet the behaviour standards set by the school
- Provide highly effective, targeted support for pupils leading to significant reductions in exclusions. Exclusions will be below national rates of exclusion for all pupil groups as a result of our highly inclusive approach
- Improve attendance so that it is at least in line with national average in all schools
- Ensure that consistent, high quality and responsive teaching enables pupils with barriers to learning to achieve their full potential



Shaping Success Through Purposeful Strategy

Effective strategic planning is crucial for success, especially in schools where competing demands can complicate decision-making. It helps us focus on key priorities, ensuring that resources are allocated efficiently to maximise impact. By identifying pressing issues and setting clear goals, strategic planning allows us to improve pupil outcomes, teaching, and overall school performance.

A well-structured plan ensures that changes are implemented smoothly and systematically, minimising disruption. It also provides a framework for measuring progress and assessing impact, allowing us to make data-driven adjustments. Ultimately, strategic planning aligns our actions with our long-term vision, driving continuous improvement and maximising both short-term and long-term success.



Shaping Success Through Purposeful Strategy



Therefore:

By the end of 24-25 we will have:

- Ensured all of our school leaders can self-evaluate effectively, in order to develop sharply focused improvement plans that drive improvements
- Supported leaders to develop focussed and effective plans
- Ensured the implementation of plans is effective, supported by honest self-evaluation which leads to refinement and further improvement

In the longer term we will:

 Support all of our schools to improve to be at least good through effective implementation of ambitious, improvement plans

Securing Great Teaching and Learning

Consistency in curriculum, assessment, and teaching is fundamental to providing high-quality education. We use evidence based practice to inform our approaches, agreeing and establishing our Trust approach and embedding it in all our classrooms.



Therefore:

By the end of 24-25 we will have:

- Further embedded the Trust approach to teaching, leading to increased consistency within and across schools
- Extended our use of instructional coaching to support teachers to improve their classroom practice, including the effective use of assessment, through bespoke, personalised steps and targeted resources
- Devised, and begun to implement, a strategy to raise attainment in mathematics incorporating developments in curriculum and approaches to assessment, a focus on subject-specific pedagogy, subject knowledge enhancement for teachers and targeted numeracy interventions for pupils with gaps in the key knowledge that they need to fully access the mathematics curriculum

Securing Great Teaching and Learning



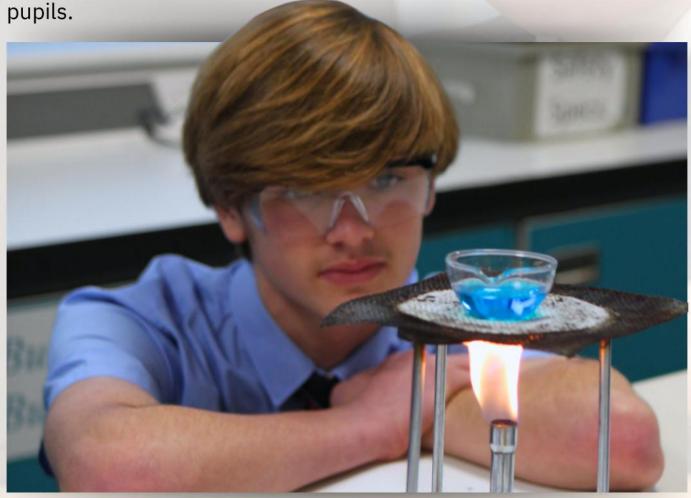
In the longer term we will:

- Fully implement the Trust approach to teaching and achieve consistent practice within and across schools. As a result, all teachers will know the approach and lessons will typically follow the trust framework
- Train a team of expert practitioners as coaches and embedded coaching practice within the infrastructure of each school and across the Trust
- Establish a Trust intranet of resources demonstrating effective subject specific approaches across all key stages
- Embed effective formative assessment in every classroom so that teaching is highly responsive to pupil need
- Fully implement the mathematics strategy so that pupils access consistently excellent provision which enables them to develop a deep understanding of mathematical concepts supporting transition from early years to key stage 4 and beyond

Cultivating an Outstanding Staff Community

Our People Strategy focuses on attracting, retaining, and supporting skilled and motivated staff, creating an environment where they can thrive and grow professionally. It emphasises recruitment, offering competitive benefits, career development, and leadership opportunities to ensure staff feel valued. Well-being is a priority, with attention to workload, mental health, and work-life balance.

Collaboration among staff is encouraged to foster innovation and share best practice across the Trust. Continuous professional development is key to keeping staff engaged and motivated. Ultimately, the strategy aims to build a positive, supportive, and collaborative culture that ensures the success of both staff and



Cultivating an Outstanding Staff Community

Therefore:

By the end of 24-25 we will have:

- Developed and implemented proposals to improve the recruitment and retention of our workforce
- Demonstrated that the wellbeing of our workforce is a high priority
- Supported schools to reduce the use of Supply and put effective cover arrangements in place
- Harmonised terms and conditions to align with Trust single payroll structure
- Implemented an effective HR Management Information System to manage the employee life cycle
- Structured the induction of staff and effective management of probation periods
- Explored the potential for flexible working practices for all groups of staff
- Further developed HR services to deliver an effective and strong HR service to enable School Leaders to focus on their core purpose – the improvement of teaching and learning



Cultivating an Outstanding Staff Community



In the longer term we will:

- Ensure that staff feel well supported and valued
- Significantly reduced staff absence
- Minimise the use of supply staff and ensure that skilled teachers are providing high quality education for our pupils at all times
- Develop our approach to succession planning to ensure we identify and develop our next line of leaders at each level
- Continue to explore benefits and extend the existing package to staff to improve recruitment and retention of high quality staff
- Ensure the harmonisation of job roles and job evaluation ensuring consistency across schools for job roles/grades
- · Be an employer of choice

Delivering Operational Excellence

To achieve the highest educational outcomes, it is crucial that our operational functions—such as finance, HR, administration, IT, and facilities management—are optimised for efficiency and effectiveness. By streamlining these support services, we can ensure that they operate seamlessly, enabling school leaders and teaching staff to dedicate their time and energy to what matters most: improving the educational experience and outcomes for students.

Efficient support services ensure that the core educational work is not hindered by administrative burdens. This allows school leaders to focus their attention on curriculum delivery, teaching strategies, and student well-being, rather than getting bogged down with operational challenges. With the right resources, processes, and



Delivering Operational Excellence



In addition to maximizing resource allocation, delivering operational excellence also involves creating a culture of continuous improvement within support services. Regular assessment, feedback loops, and process evaluations will help identify areas for further enhancement. This ongoing commitment to operational excellence will ensure that all systems are running at peak performance, allowing our school leaders to make informed decisions, reduce inefficiencies, and deliver on our educational goals.

Ultimately, by ensuring our operational functions are running as efficiently as possible, we can support our schools to reach their full potential, improve outcomes for all students, and uphold the quality of education that our communities expect and deserve.

Delivering Operational Excellence

Therefore:

By the end of 24-25 we will have:

- Reviewed the staffing structures for all finance, estates, ICT, HR and administration staff across the Trust to ensure they have clarity on their roles, effective line management and professional development
- Implemented a comprehensive financial benchmarking framework to ensure our budgeting is a seffective as possible
- Reviewed our funding model to ensure a needs led and equitable approach to school finances
- Implemented a new Management Information System to provide more efficient and effective provision in all our schools
- Reviewed all our contracts and services provided by third parties
- Introduced new systems to ensure compliance with all health and safety requirements across all our schools
- Completed a full condition survey of our sites
- Commenced the development of a Trust-wide strategic approach to ICT that supports effective learning and management

In the longer term we will:

- Develop a comprehensive Estates Strategy
- Implement a strategic approach to ICT provision and usage
- Continue to ensure best value in all our service provision

Delivering Our Strategy

Detailed delivery plans will be developed for each of our six strategic aims setting out clear actions and timescales and identifying the member of the Executive Team with responsibility for enacting the plan.

Plans are reviewed on a monthly basis by the CEO and an overview of delivery progress and impact reported to each Board meeting.

This Strategy will be reviewed on an annual basis as part of the Trust's strategic planning cycle that also informs the development of each individual school's planning.



