

Trust Growth Strategy on a Page - 2020-25

(please see full growth strategy document)

The Rose Learning Trust is now a well-established and well respected Multi Academy Trust in Doncaster and North Lincolnshire, currently consisting of seven primary academies (as of May 2022) with 2750 pupils and a combined annual income of £14 million.

The trust has reviewed how its context has changed, what new learning has occurred since it was founded in 2016, including new risks and opportunities. The PESTLE tool has been used to analyse the external environment from many different angles to provide a full evaluation and insight into how the growth plan can effectively respond to change.

The government's renewed vision is for every school to be part of a multi-academy trust (MAT) or will have plans to join or form one by 2030 (white Paper Apr 2022).

The ambition of The Rose Learning Trust is to grow sustainably. This will create both efficiencies and value for money central services, as well as a highly responsive school improvement model to impact positively on the outcomes for all pupils in the trust.

The trust will continue to extend its reach and impact in the local communities it serves by planned growth over the next 5 years. This will include a Doncaster Hub and a newly formed North Lincolnshire Hub. Each academy should stand at the heart of its community. This will be achieved through structured responses to membership requests and collaborative working with stakeholders.

A key aim of the trust is to have a balance of academies at different starting points in their journey of improvement with the aim of supporting each other in *transforming futures collaboratively*.

Key objectives for growth

- To further develop and embed our ethos, values and culture so we can continue to work both efficiently and effectively as the trust grows
- To create and sustain capacity at all levels in order to support new schools joining the trust alongside current schools
- To embed a trust wide school improvement offer with a focus on improving the quality of education for all pupils
- To continue to develop strong leadership and governance at all levels across the trust

Growth Criteria

One of the aims of bringing schools together in trusts is to provide them with levels of support and collective learning that would not be achievable for any school on its own. The prerequisite for schools joining The Rose Learning Trust is that they can, over time, add value to our educational offer for pupils in the trust.

The Rose Learning Trust is committed to a growth strategy that is driven by the following criteria:

01 MAKING A CONTRIBUTION
All joining schools must be outward facing and willing to contribute to all aspects of the trust. The trust recognises that schools will join with differing levels of effectiveness and some may require significant additional support at the point of joining.

05 UNDERSTANDING AND KNOWLEDGE
Through robust due diligence, the trust executive team will assess the suitability of schools joining the trust and recommendations on levels of risk will be made to the Board of trustees.

02 LOCATION
All joining schools must be located so that they can fully engage and contribute to trust improvement.

06 OPTIMAL SIZE
Controlled sustainable growth according to a coherent plan and pace as approved by the RSC. The trust considers growth in one academic year to be no more than two additional academies, assuming that the balance of new schools brings additional capacity.

03 FINANCIALLY VIABLE
All joining schools will need to prove that they are financially viable. If a recovery plan is in place, this must be robust and approved by both the DfE and the Board of trustees prior to the school joining the trust.

07 SUSTAINABLE GROWTH
Growth will be based on there being sufficient capacity within the trust central team and within the trust family of academies to adequately support and develop joining schools. Growth will be through schools who are already strong as well as schools that require support to be strong.

04 COMMITMENT
The trust will always need to be satisfied that schools joining the trust will fully engage and be committed to its vision, ethos and ways of working.

08 TRUST PARTNERSHIPS
Engagement with the DfE Trust Partnership model to allow maintained schools the opportunity to trial membership of the trust to assess whether they are a good fit through a longer due diligence process. Points 1-7 apply to applications.

Roadmap concept

	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
Growth	<ul style="list-style-type: none"> Conversion of Town Field Primary School Two applications for Headteacher Board Development of Hub Model (Doncaster Hub and North Lincs Hub) 	<ul style="list-style-type: none"> Two conversions (Autumn term) One application for Advisory Board (Autumn/Spring) One conversion (Summer term) One application for Headteacher Board (Summer term) Launch North Lincs Hub Model 	<ul style="list-style-type: none"> One conversion (Autumn term) Two applications for Advisory board Two conversions (Summer term) 	<ul style="list-style-type: none"> One application to Advisory Board One conversion Consolidation
	8 schools Pupil no: 3,150	11 schools Pupil no: 4,200	14 schools Pupil no: 5,250	15 schools Pupil no: 5,600
Capacity	<ul style="list-style-type: none"> Increase Director of School Improvement role to full time on conversion of Town Field Additional SLE roles to add capacity to school improvement and to SEN/Inclusion 	<ul style="list-style-type: none"> Appoint to Director of Curriculum Effectiveness role Additional administration/finance support centrally Estates Management role in readiness for SCA 	<ul style="list-style-type: none"> Additional capacity to school improvement team/formalisation of roles and responsibilities 	<ul style="list-style-type: none"> Review of capacity
Impact <small>(in the absence of validated data, currently using validated Ofsted judgements)</small>	2 validated Section 8 Ofsted: remain good schools 2 validated Section 5 Ofsted: HW judged as good school 1 RI school judged as good school No schools with transitional statements for curriculum or good declining judgements	2 RI schools judged as good schools Validated data to be confirmed	1 good school judged as remaining good Validated data to be confirmed	Ofsted judgements to be confirmed Validated data to be confirmed