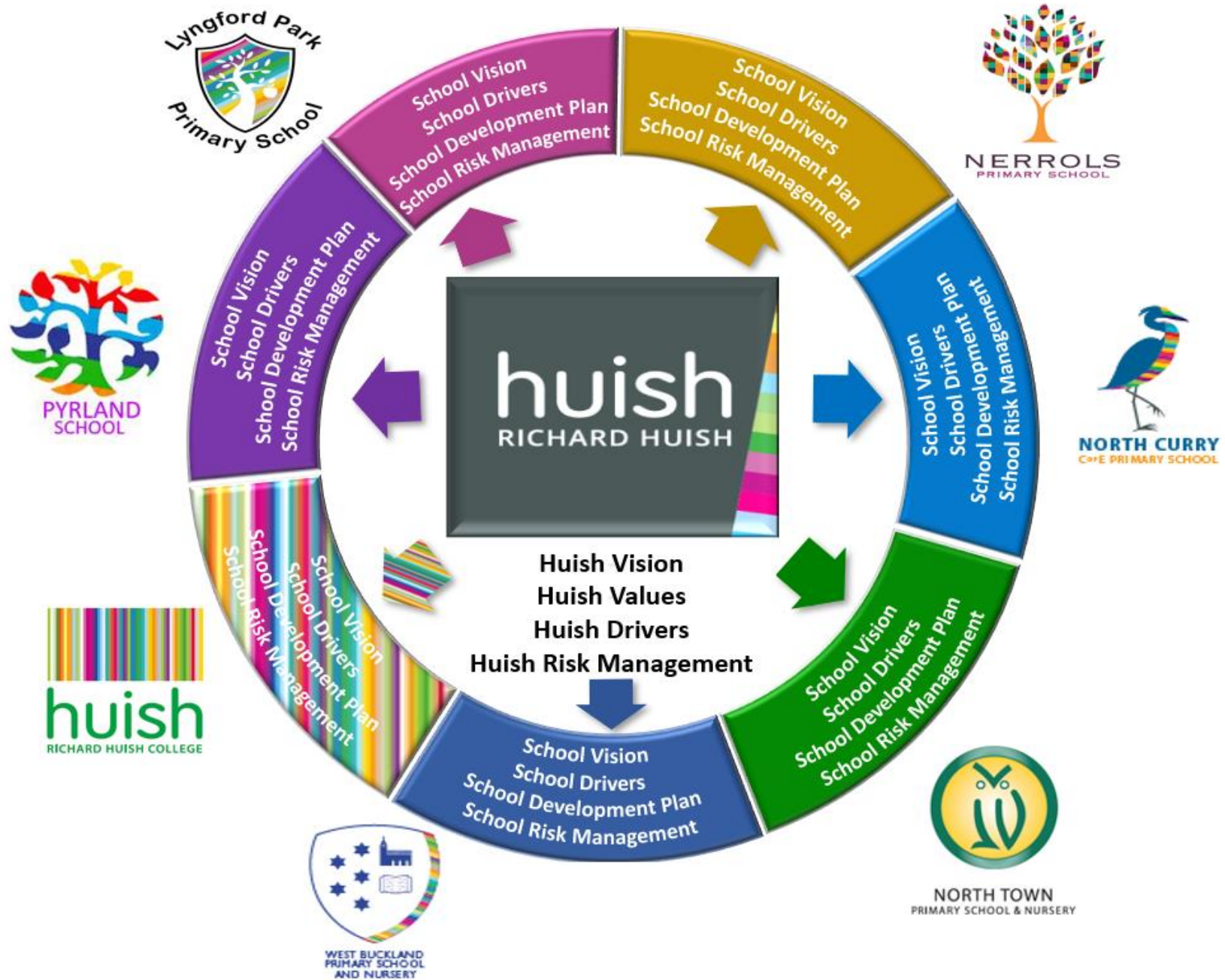


Huish Strategic Planning Overview and Documentation



Huish Strategic Planning 2023-2027

Huish Vision: Delivering Exceptional Education

Huish Values:

- **Pupils and Students are at the centre of everything we do** – all decisions are considered in relation to the impact on pupils and students.
- **We consider the environmental impact of our activities and actively seek more sustainable solutions** – through our behaviour and decisions we are committed to reducing our environmental impact.
- **We are determined and rigorous in our pursuit of educational excellence** – we are individually and collectively committed to making improvements for the benefit of pupils and students.
- **We strive to add value** and are committed to supporting all members of the School and College community to achieve beyond what might be expected.
- **We have a culture that cares for the individual and promotes inclusivity, equality and mutual respect** – specialist support is available for all and diversity is embraced.
- **Honesty and integrity are central to our work** – we are committed to being transparent, open and trusting.
- **We work collaboratively and constructively as a team in order to best serve the local and wider community** – all stakeholders work together positively and professionally.

Huish Drivers:

1. To deliver continuous improvement in the quality of education so all students progress and flourish, improving all student well-being and life opportunities.
2. Further develop partnership and collaboration within, across and beyond Huish.
3. Optimise our use of resources and facilities whilst ensuring financial stability and resilience.
4. Work with all stakeholders in order to reduce our impact on the climate and to secure a sustainable future.
5. Attract, recruit, retain, develop and provide exceptional well-being support to inspirational and highly effective staff at all levels.
6. Provide highly effective governance and strategic leadership through clear lines of accountability and responsibility.

Huish Development Plan:

1. To deliver continuous improvement in the quality of education so all students progress and flourish, improving all student well-being and life opportunities.

Developmental Focus	Evidence of Success	Examples of what we will do	Outcomes for students
To continue to improve the Value Added and outcomes for all students within Huish and particularly at Pyrland School.	Improved performance data. External validation of success	<ul style="list-style-type: none"> • Clear Quality Improvement Plans (QIPs) that are well resourced and closely monitored. • Ensure all QIPs have a strong focus on improving the outcomes of students who are from a disadvantaged background. • Place great emphasis on the use of student data including tracking and monitoring systems in order to inform practice, drive improvements and externally benchmark. • Utilise the expertise contained within Huish to develop phase-specific improvement policies and plans 	
To ensure all curriculum delivery is supported by highly effective Quality Management processes.	<ul style="list-style-type: none"> • Successful student outcomes across all groups. • Receive external recognition of quality through inspection and awards. 	<ul style="list-style-type: none"> • Use Richard Huish College (RHC) expertise around Quality Management to develop highly effective Quality Management processes. • Recruit a strong network of peers in order to benchmark and validate quality judgements. • Modify Quality Management processes in order to deliver improvement at each phase. 	<ul style="list-style-type: none"> • Improved achievement across all ability bands • Improved achievement for disadvantaged or vulnerable students • Improved student experience
To build and utilise existing relationships with external organisations that might provide phase and education expertise.	<ul style="list-style-type: none"> • Further formalised links. schools. • Representation at board/ committee level in external organisations. 	<ul style="list-style-type: none"> • Access external resources and support. • Provide a range of routes into qualified teaching. • Further develop educational leadership and management training. • Attendance at subject leader network meetings. 	<ul style="list-style-type: none"> • Improved Value Added outcomes • Improved student ownership of learning • Improved employability skills
Fully develop a Performance Management Process that is applicable across Huish, to provide support for under-performing curriculum areas and staff.	<ul style="list-style-type: none"> • Staff feel supported. • More confident and effective staff. • More consistent results across all curriculum areas. 	<ul style="list-style-type: none"> • Design a flexible, cross phase, and highly effective Performance Management Policy(ies) that deliver tangible improvements in the quality of teaching and learning when deployed. • Develop a highly effective Human Resource management function across Huish that supports and develops high quality staff. 	<ul style="list-style-type: none"> • Improved retention • Improved progression opportunities • Improved range of educational experiences
To further develop transitional arrangements to ensure all students are effectively supported as they move between phases.	<ul style="list-style-type: none"> • High student retention. • High student and parent/ guardian satisfaction with transition arrangements. • All students receiving high quality IAG. 	<ul style="list-style-type: none"> • Build close links between the institutions in the different phases. • Showcase the opportunity of post 16 education in order to raise aspirations of student groups who might not normally consider FE or HE. • Use the 'Huish' quality brand to drive aspirations and encourage teaching and learning excellence across RHT. 	

	<ul style="list-style-type: none"> An increased number of students progressing to FE and HE. 		
Continually review curriculum and enrichment provision to ensure students are best prepared for future academic success.	<ul style="list-style-type: none"> Increased student outcomes. High proportion of students engaging in Enrichment/Extra Curricula activities. 	<ul style="list-style-type: none"> Rigorously scrutinise and critically evaluate current curriculum provision in order to ensure it provides the best possible educational framework for students within RHT and prepares them for life in modern Britain. Develop a cross phase Enrichment/Extra Curricula programme showcasing facilities and activities. 	
Develop cross phase working in order that all opportunities, for all students, to extend learning are utilised.	<ul style="list-style-type: none"> A close cross phase relationship between institutions. Increased and improved learning opportunities for students as evidenced in reports and newsletters. 	<p>Provide support for Year 6 and 7 teachers in order that:</p> <ul style="list-style-type: none"> they stretch the ablest students support students struggling in the areas of numeracy and literacy they share resources and facilities e.g. PE and Science there is cultural transference they receive joint CPD around common themes maximise the opportunities of joint and reciprocal working in both directions wherever possible and particularly in transition. 	
Improved transitional support around disadvantaged or vulnerable families and students	Disadvantaged or vulnerable families and students receive better support through the transitional processes. Evaluated through parent voice.	<ul style="list-style-type: none"> Within all of the activity above ensure a prominent focus is placed on ensuring disadvantaged or vulnerable are accessing all opportunities. Allocate specific trust resources in order to support disadvantaged and vulnerable children and families through transition. As part of the transition process, begin to deliver year 7 curriculum in the final period of the primary phase, particularly focused on engaging vulnerable children in the transition process. 	

2. Further develop partnership and collaboration within, across and beyond Huish.

Developmental Focus	Evidence of Success	Examples of what we will do	Outcomes for students
To continue to communicate effectively with potential partner institutions about the benefits of Huish membership.	<ul style="list-style-type: none"> • A growing number of enquiries about joining RHT. • Increasing number of institutions joining RHT. 	<ul style="list-style-type: none"> • Continue to present, when requested, to schools considering academisation. • Develop a profile as a strong high quality multi academy trust/education group for Taunton and the local community. 	<ul style="list-style-type: none"> • Improved student experience • Improved Value Added outcomes • Improved links with other organisations and partners • Improved employability skills • Improved progression opportunities
To build on existing relationships with key partners including the Regional Schools Commissioner, Diocese of Bath and Wells, Ofsted, Somerset County Council and the Education Funding Agency.	<ul style="list-style-type: none"> • Invitations to join or represent RHT on the various boards. • Maintain an ongoing dialogue with the various organisations about the broader educational landscape both regionally and nationally. 	<ul style="list-style-type: none"> • Develop a strong presence at the various key events organised by the key partners. • Maintain regular informal contact through the various roles of the Senior Management Team. • Promote Huish as a model of good practice when and wherever possible. 	
Develop a communication strategy with the broader Huish stakeholders including, students, parents, employers and other community organisations.	A strong understanding across all stakeholders of Huish's educational Vision and Values.	<ul style="list-style-type: none"> • Further develop the various Huish websites and other communication material. • Continue to engage PR/media support for communication with wider audiences. • Continue to develop relationships with key individuals within the local and wider community in order to promote the work of Huish. 	
Ensure detailed due diligence identifies strengths and areas for development for any school intending on joining Huish.	Adequate resources are sourced and allocated for all schools within Huish. Any new school joining Huish has a well-considered and accurate improvement plan that generates change momentum across the institution.	Consider carefully the following key themes in any due diligence processes: <ul style="list-style-type: none"> • Finance • Outcomes • Safeguarding • Premises • Leadership and management. 	
Forge closer link with local businesses.	A significant number of relationships established with local employers involved in a range of industries.	<ul style="list-style-type: none"> • Develop work shadowing/experience programme and opportunities for students in Huish. • Develop specific relationships with Young Enterprise and the Chamber of Commerce and use their network and expertise to connect with employers. 	

		<ul style="list-style-type: none">• Create a local and regional business speaker programme for students. Designed to raise aspiration and equip students with a greater knowledge of the world of business.• Further develop enterprise activities in institution in partnership with local businesses.	
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3. Optimise our use of resources and facilities whilst ensuring financial stability and resilience.

Developmental Focus	Evidence of Success	Examples of what we will do	Outcomes for students
Constantly examine all income and costs to ensure we achieve best value for money.	<ul style="list-style-type: none"> Academies benchmark well against national. Academies benefit from Trust wide discounts, helping them to reduce costs. 	<ul style="list-style-type: none"> Regularly review and scrutinise all income and costs as part of the financial forecasting and management processes. Work with our academies to optimise funding receivable for support learning, Make best use of the new Trust financial management platform, FinancialsLive, through the roll-out of its 'punch-out' functionality, Extend centralised procurement to include areas like paper, cleaning consumables and washroom supplies. 	<ul style="list-style-type: none"> Academies optimise their deployment of resources ensuring that pupils and students benefit fully from their time at Huish, The pupil/student experience benefits from our Academies being able to plan confidently, knowing that they are financially independent and resilient, Pupils and students experience high quality resources, of all types, effectively deployed and utilised in the delivery of a high quality educational experience. All our academies' estate is safe, fit for purpose and are fabulous places to learn and work. All our academies' estate is safe, fit for purpose and are fabulous places to learn and work
Further development of our centralised shared service offer.	<ul style="list-style-type: none"> A highly effective and efficient suite of backroom services deployed across Huish. Huish academies benefit financially through the optimised delivery of common services' allowing them to invest more in improvement and learner experiences. 	<ul style="list-style-type: none"> Complete implementation of Bromcom functionality, Complete implementation of Family Pre=School/Nursery management software, Develop protocols for ensuring that all Trust academies optimise funding arising from their pupil/student cohorts, Centralisation of academy estate maintenance planning, Centralisation of Grounds Maintenance service and contracting, Centralisation of Cleaning Services, Centralisation of catering services, As Huish grows, consider the appointment of further strategic leaders who would be tasked to further improve the provision of these functions. 	
Work with external partners to source new grants and investment.	<ul style="list-style-type: none"> Further grant income secured that accelerates improvement in our resources 	<ul style="list-style-type: none"> Allocate resources to support the sourcing of new partners to help secure grants that support facility improvement and our carbon reduction ambitions, 	
Grow the number of Academies and students to achieve further economies of scale and generate funds for supporting academy improvement.	<ul style="list-style-type: none"> An increase in the number of institutions that are part of Huish, Our central service charge 	<ul style="list-style-type: none"> Where sensible and appropriate promote and publicise Huish to potential partners. Continue to maintain a dialogue with SCC regarding the development of free school applications as part of the significant building plans around Taunton. Develop and maintain a dialogue with other MATs to explore future partnership working, particularly around improvement. 	
Delivery of our estates strategy with a focus on eradicating all category D and C condition issues.	<ul style="list-style-type: none"> ESFA SCA prioritised on addressing Category C and D issues. 	<ul style="list-style-type: none"> Maintain our central condition register such that we fully understand the challenges facing each Academy with their estate. 	

	<ul style="list-style-type: none"> • Each Academy has a funded planned and preventative maintenance programme 	<ul style="list-style-type: none"> • Work with Academy site Teams to compile and deliver Planned and Preventative Maintenance schedules that are funded through Academy budgets. • Work with external partners to ensure that we maximise the value from the ESFA SCA grant. 	
Our Academies' estate can accommodate expansion in pupil/student numbers in line with demographic changes	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	
Maximise the potential of Technology in the delivery of learning and services	<ul style="list-style-type: none"> • An institutional and group focus on the development and use of digital technology. 	<ul style="list-style-type: none"> • Create a platform for staff to engage and develop the use of new technology. • Link digital technology with the key institutional priorities. • Promote and showcase best practice in this area. 	

4. Work with all stakeholders to reduce our impact on the climate and to secure a sustainable future.

Developmental Focus	Evidence of Success	Examples of what we will do	Outcomes for students
Optimising the energy efficiency of all our estate	<ul style="list-style-type: none"> • Our carbon footprint reduces • We know the energy/utility efficiency of each of our academies' estate. • Each Academy has a prioritised works plan that contributes to our Trust carbon reduction targets. • All our buildings will be no worse than Energy Performance Operational Rating C. • ESFA SCA grant funded works include an assessment of impact on our carbon footprint. • We generate more of our electricity through PV 	<ul style="list-style-type: none"> • Working with external specialist partners to compile an energy efficiency audit of each of our buildings. • From the above, compile a works plan that delivers improved thermal efficiency across the Huish estate. • Where appropriate, bid for grant support to co-fund larger projects that have the most impact. • Invest in energy usage monitoring software that enables better understanding of how we consume energy and highlight to us where we could do things differently. • Ensure that our Building Management Systems (BMS) are fit for purpose, prioritise replacement where necessary. • Replace our fluorescent lighting, prioritising high-use areas in the first instance. • Review our existing Photo Voltaic installations to ensure that we are maximising their benefit, where appropriate invest further. • Install alternative heating solutions (air source, ground source) when looking to replace heating systems 	<ul style="list-style-type: none"> • Pupils and students learn in environments that have a minimal impact on our environment. • They can talk confidently about the environment and use their knowledge and experiences to help change behaviour. • Our internal and external environments contribute positively to mental health and wellbeing.
Reduction in carbon emissions arising from changes in student and staff travel choices	<ul style="list-style-type: none"> • Staff and students are better informed as to the transport options available to them. • Fewer car journeys made. • More journeys on public transport 	<ul style="list-style-type: none"> • Introduce incentives and solutions for students and staff to travel to and from their academy in a more environmentally friendly way, these incentives to include greater subsidies for the use of public transport, access to cheaper vehicle and e-bike charging, an e-bike loan scheme, and better facilities for those staff and students that cycle to school or college. • Install more electric vehicle charging points and e-bike charging stations 	
Our stakeholders are better informed on the impact we have on the environment and what they can do to help us reduce it	<ul style="list-style-type: none"> • Our pupils and students are better informed as to their impact on the environment and can 	<ul style="list-style-type: none"> • We will develop and implement a communications plan that helps our stakeholders engage with our carbon reduction ambitions. • We will encourage a 'switch off' culture across our students, pupils, staff and other facility users. 	

	<p>talk confidently on how they are contributing to change.</p> <ul style="list-style-type: none"> • Our data collection allows us to report on our successes and where we need to improve further. • Our pupils and students learning experience is enriched by their greater understanding of the environment. 	<ul style="list-style-type: none"> • Working with partners, we will devise and implement an education programme that will be embedded within the curriculum of all our academies. • We will reduce our use of paper by maximising the benefit of technology and online software platforms and portals. 	
Improvement of our external environments	<ul style="list-style-type: none"> • Pupil and student wellbeing improves. • Staff wellbeing improves. • The ecology across our estate supports a greater diversity in wildlife 	<ul style="list-style-type: none"> • Using specialists, we will complete an audit of our external spaces and compile a plan for each of our academies that they can use to work with stakeholders to implement. • We will secure funding wherever possible to support the implementation of the above. 	

5. Attract, recruit, retain, develop and provide exceptional well-being support to inspirational and highly effective staff at all levels.

Developmental Focus	Evidence of Success	Examples of what we will do	Outcomes for students
Actively recruit highly skilled and experienced individuals for Director, Governor, Member roles.	<ul style="list-style-type: none"> • Maintenance of a highly effective Board of Directors, Governors and Members. 	<ul style="list-style-type: none"> • Maintain a good understanding of the skills of the Board and any skills shortages. • Use the broad network of contacts and relationships from across the current highly skilled incumbents to identify potential candidates. • Consider on a regular basis succession planning for Directors, Governors and Members. 	
Attract exceptional, highly effective people through being explicit about the benefits of working at Huish, continuing to develop our reputation as a great place to work	<ul style="list-style-type: none"> • Vacancies filled first time with highly effective applicants • More than one appointable applicant for each vacancy • Very little (if any) need for external support to fill challenging vacancies. 	<ul style="list-style-type: none"> • sharing our Vision and Values, demonstrating they are lived and breathed across Huish • being explicit about our ambition for pupils and students at Huish, in that they will make better progress with us.... • Setting a 'high bar' throughout our recruitment activity, making it clear that not just anyone can work at Huish • Letting people know what our current staff think about working at Huish through testimonial and sharing of staff survey results • Sharing our focus on 'staff wellbeing' • Setting out the career development opportunities at Huish • Making it easy for people to find out about and apply for opportunities at Huish • Maintaining good relationships with talented people who may not yet work with us at Huish 	
Retain exceptional, highly effective people by recognising their contribution, treating them fairly and making sure they feel valued as a part of Huish	<ul style="list-style-type: none"> • Low staff Turnover • Low staff absence • High levels of 'staff satisfaction' evidence in Staff Surveys 	<ul style="list-style-type: none"> • Continually developing the 'people skills' of our leaders, managers and supervisors ensuring we are living and breathing the Huish Values • Having a set of People Policies and Procedures which differentiate for all levels of performance and contribution • Implementing a high quality performance review process which is impactful and includes everyone at Huish • Setting a 'high bar' and celebrating exceptional performance and contribution • Keep asking what our current staff think about working at Huish through staff surveys and Listening groups, then acting on their feedback • Using information and data about Huish to find areas where we can be better at supporting our people • Implement an impactful approach to 'staff wellbeing' 	<ul style="list-style-type: none"> • Students experience high quality teaching from well-qualified and motivated staff. • Greater range of teaching and learning activities experienced in the classroom.

		<ul style="list-style-type: none"> • Set out career development opportunities and succession planning across Huish • Promote Cross Huish working and CPD
<p>train, support and develop people at all stages in their careers, helping them to be highly skilled, motivated and excited about delivering exceptional education at Huish:</p>	<ul style="list-style-type: none"> • Participation in a high quality, impactful appraisal process • Talent management and succession plans for key leadership roles • Highly effective Staff Development Plans in all establishments 	<ul style="list-style-type: none"> • Implementing a high-quality programme of induction and refresher training for all staff • Ensuring our performance review process is impactful and well implemented • Reviewing and addressing the impact of our spend on CPD and Staff Development • Providing development plans and opportunities for people who are motivated to take their 'next steps' • Recognising talent and potential in our staff and using our 'succession planning information' when opportunities for personal or career development occur • Ensuring high quality INSET activity for all staff

6. Provide highly effective governance and strategic leadership through clear lines of accountability and responsibility.

Developmental Focus	Evidence of Success	Examples of what we will do	Outcomes for students
Provide highly effective governance and strategic leadership.	<ul style="list-style-type: none"> • Highly effective educational provision that has been externally validated. 	<ul style="list-style-type: none"> • Ensure Trustees, Directors and Governors are provided with timely and high quality information to inform the strategic decision-making process. • Make frequent opportunities for Trustees, Directors and Governors to gain a deeper understanding of Huish and the institutions within it. • Encourage a culture of transparency and trust between Trustees, Directors, Governors and Managers. Sustain a highly approachable and open management culture. • Regularly review clerking arrangements in order to ensure they are adequately resourced and skilled. • Develop a highly approachable and open management culture across Huish. • Retain a flexibility in order to be able to respond rapidly to changes in landscape or requests for new members of Huish. 	<ul style="list-style-type: none"> • Inspirational leadership and role models directly influencing the student experience positively • An opportunity for students to access an expanded set of opportunities created by highly effective leadership • Improved achievement for disadvantaged or vulnerable students • Improved Value Added outcomes
Maintain highly effective strategic leadership that has clearly identified lines of accountability and appropriate challenge.	<ul style="list-style-type: none"> • A deep and accurate understanding of our effectiveness. • Equality of opportunity and diversity is embedded across Huish. • Safeguarding is effective and embedded. • Local, regional and national reputation. • Student success. • High levels of staff motivation and discretionary effort. • Ongoing progress towards the Strategic Vision. 	<ul style="list-style-type: none"> • Ensure a culture across Huish that enables students and staff to excel. • A responsive, visionary and identifiable strategic vision and drivers. • Invest resources in recruiting and developing highly effective leaders. • Highly effective deployment of staff and resources. • Ensure leaders are actively involved in the shaping and influencing of the local, regional and national educational policy. • Ensure Senior Managers and Leaders across Huish remain up to date with sector changes and policy. • Regularly review the Scheme of Delegated Authority in order that the document remains coherent and appropriate, and that there is clear understanding of the various responsibilities. 	<ul style="list-style-type: none"> • Improved employability skills • Improved progression opportunities • Improved outcomes in retention, achievement and progression • Improved cost and time effective governance allowing improved governor understanding of the Learner need • Better informed strategic planning to meet the needs of current and future students.

<p>Maintain synergetic and dynamic communication between Senior Managers, Leaders, Governors, Directors and Members.</p>	<ul style="list-style-type: none"> • Governance challenge is uncompromising and demonstrates ambitious vision for the individual student, staff and the organisation. • Highly motivated and informed governance that has an understanding of the core business of teaching and learning. 	<ul style="list-style-type: none"> • Further develop a meeting and communication structure that maximises opportunities for information sharing. • Communicate regularly, clearly, openly and in different mediums in order that all continue to feel informed. • Consult and communicate regularly with all stakeholders. Creating opportunities for them to contribute to the strategic direction of Huish • Ensure highly effective relationships that are both supportive and create the correct level of professional challenge. 	
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