

Ventrus Strategy 2017—19

Guiding principle	We are a values-led organisation focused on transforming lives through high quality collaboration and innovation across and beyond our family of schools		
Core vision	Employer of Choice	Educator of Choice	A Community Organisation
	<ul style="list-style-type: none"> The right work/life balance Strong leadership pathways Outstanding staff development Strong cultural integrity Enhanced terms and conditions 	<ul style="list-style-type: none"> Valued by stakeholders Recognised by external partners Parents' choice Children's choice Outstanding outcomes 	<ul style="list-style-type: none"> Supporting Schools regionally Intelligently contributing to national agendas Schools are central to the community Developing rounded citizens with a strong character compass Preparing children for a multi-cultural world
Strategic approach	Connected	Informed	Focused
	<ul style="list-style-type: none"> Our core values of trust and authenticity enable colleagues to achieve deeply collaborative partnerships 	<ul style="list-style-type: none"> Our core values of trust, responsibility and authenticity ensure that we all have the quality information we need to achieve our best 	<ul style="list-style-type: none"> Our core values of hope, energy and responsibility ensure that we keep the most important issues as priorities for us all
Priority workstreams	<ol style="list-style-type: none"> 1. Networking is embedded in the culture and is routinely evaluated for impact. 2. System leadership is realised locally and regionally with all leaders contributing to the Trust/sector development 	<ol style="list-style-type: none"> 1. Intelligent and accurate information is used to focus our work on the right priorities. 2. Quality conversations support our understanding of our organisation and the development of our people. 	<ol style="list-style-type: none"> 1. Rigorous self-evaluation which is externally moderated and grounded in evidence. 2. Precise and sharp school improvement planning that is dynamic in driving the school forward. 3. Trust wide support is proportionate to need as is general, targeted or critical dependent on circumstance.
KPIs	<p>KPI 1: Incremental improvement is evident in all schools across the trust as evidenced by external evidence and moderation of internal self- review</p> <p>KPI 2: To strengthen and embed leaders and teachers shared understanding of the purpose of formative and summative assessment supported by a trust-wide view of age related expectations for all pupils</p> <p>KPI 3: To rapidly improve the achievement of all pupils at the end of KS2 in mathematics, ensuring high prior attaining pupils make progress sufficient to attain greater depth</p> <p>KPI 4: To diminish the difference in achievement between disadvantaged and their non-disadvantaged peers, while ensuring the achievement of non-disadvantaged pupils is at least in line with similar pupils nationally</p> <p>KPI 5: To further develop financial performance and stability through ongoing strengthening of financial systems, process and controls</p>		