



2030 Strategy



The Inspiration for our 2030 Strategy

Over the last few decades, we've drifted apart. We used to do more things together. We attended church and other places of worship. We met up with friends and neighbours and met new people through sports clubs, hobbies and community events. But these days, church attendance is down dramatically and the increase in screen time, the rise of digital communication and higher demand for remote work is leaving people lonelier and more apart than at any other time in recent history. Yet our intrinsic desire to feel a sense of belonging remains - it's an innate human need. That's where *Unreasonable Hospitality* comes in.

If you walk up to someone and say "you're being unreasonable!", most people would be offended. Will Guidara, however, would take it as a compliment. A renowned New York restaurateur, Will transformed Eleven Madison Park into a world class restaurant by reinventing how they offered hospitality....they made it unreasonable.

On its surface, *Unreasonable Hospitality* is a book about a talented entrepreneur who helped transform a middling brasserie in New York City into the world's best restaurant. However, this book is much bigger and more important than that. It is a book about how to treat people. How to listen. How to be curious. And how to learn to love the feeling of making others feel welcome. It is a book about how to make people feel like they belong.

The greatest restaurants in the world became great by challenging the way we think about food: sourcing, preparation, presentation and, of course, taste. But when Will Guidara set out to make Eleven Madison Park the best restaurant in the world, he had a crazy idea about how to do it: "What would happen if we approached hospitality with the same passion, attention to detail, and rigour that we bring to our food?"

Most people think of hospitality as something they do. Will thinks about service as an act of service - about how his actions make people feel. And he recognized that if he wanted his frontline teams to obsess about how they made their customers feel, he had to obsess about how he made his employees feel. The two cannot be separated: great service cannot exist without great leadership.

Will not only transformed a restaurant, but challenged our entire idea of service. The lessons in *Unreasonable Hospitality* have as much relevance to real estate agents, insurance brokers, government agencies - even schools - as they do for people who work in restaurants and hotels. His thoughts on leadership are as applicable to business-to-consumer companies as they are to business-to-business companies. Indeed, any organisation would benefit from his thinking.

In the book *Unreasonable Hospitality*, Will shows the amazing impact we can have on someone's life when we give them a sense of belonging ... and, as important, how inspiring it is to work together to give people that feeling. And that's an idea worth sharing.

Be unreasonable and inspire on!

Inspired by *A Letter By Simon Sinek, from Guidara, Will (2024). Unreasonable Hospitality: The Remarkable Power of Giving People More Than They Expect*

Our 2030 Blueprint

Vision



Working together we are stronger. Through collaborative leadership, steadfast commitment and future thinking, the vision of The Stour Federation is to develop and grow our group of inspirational schools which instil ambition and desire in learners, open their minds, widen their horizons and equip them to flourish in a diverse, challenging world.

North Star

Flourishing Staff	Flourishing Children	Flourishing Families	Flourishing Communities

RESPECT Values

	Relationships	Excellence	Service
Passion	Ethics	Collaboration	Trust

Drivers

Wellbeing and Learning	Social Intelligence and Artificial Intelligence	Equity-Equality Investments	Systemness

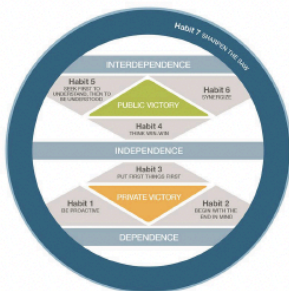
Leadership and Belonging Strategies

People Strategy	Inclusion Strategy	Teaching, Learning and Curriculum	Thrive

Enablers

Communities of Practice	Digital Champions	Culture Champions	Coaching

Operating System



Leader in Me®

FranklinCovey Education

Our 2030 Vision



Imagine your child retiring in the 22nd century! The world they will navigate is one we can only dream of. That's why in The Stour Federation's ecosystem, we're not just building a future-focused education, we are intentionally crafting experiences designed to make our children feel safe, valued, and inspired, ensuring everything we do enhances the life it touches.

We know that the world of work is rapidly changing, driven by technology and innovation. We're committed to ensuring our children are ready to embrace this new era, where digital connection opens doors to exciting new ways of learning, creating, and working together. We're not just teaching them what to learn, but fostering proactive learners, so they can adapt to whatever the future holds. We believe in the power of technology, but we also believe in the power of decent human beings. We want our children to be ethical and responsible citizens, using their skills to make a positive impact on the world. We're teaching them how to be creative problem-solvers, critical thinkers, effective collaborators and cultivate resilience, so they can tackle challenges like climate change and poverty with confidence.

In The Stour Federation, we're dedicated to providing a well-rounded education that goes unreasonably beyond academic outcomes. We offer rich opportunities in play, sports, arts, science, and technology, helping our children discover their unique talents and passions. We're making sure they understand how their learning connects to the real world, preparing them for fulfilling lives.

Above all, we believe in creating a happy and nurturing environment where our children feel safe, valued, and inspired. We know that laughter and play are essential for well-being and learning. We're teaching them to think critically, be curious, and harness the potential of new technologies like AI, while also developing the essential human skills needed to care for our planet.

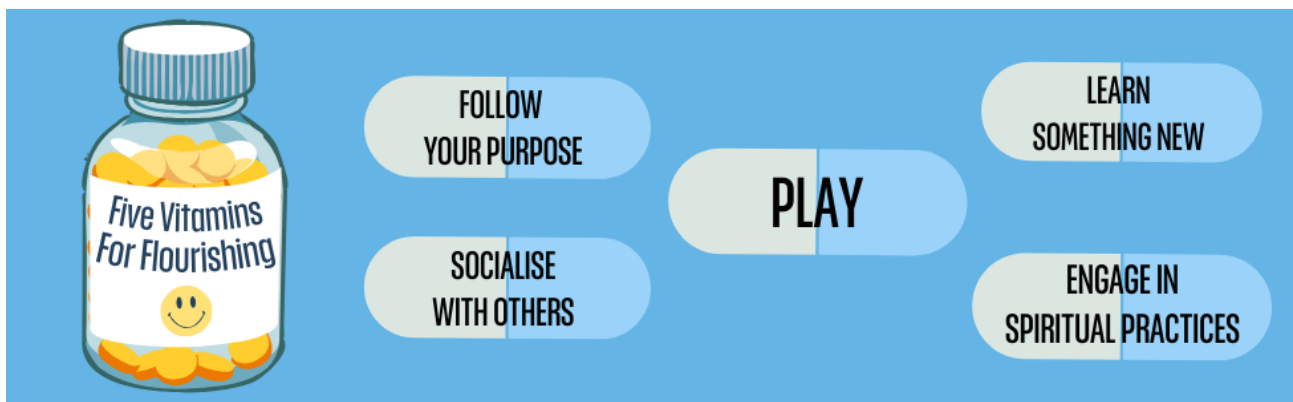
Every child has something amazing to offer the world. We're here to help them build strong academic foundations, unleash their gifts, nurture their spirit, and empower them to grow into decent people who make a positive difference. We're excited to flourish together in shaping a bright future for our children, filled with hope, wonder, and the joy of learning.

Our 2030 North Star



Our unwavering North Star is **flourishing**, asking first: “What do we want every member of our school community to feel? - a sense of belonging, safety, value and inspiration - and building everything around that intention. We aspire to create a constellation of schools where staff, children, families, and the wider community experiences genuine growth and wellbeing. This is not merely an aspiration; it is our fundamental commitment, our "unreasonable hospitality" extended to all.

Drawing inspiration from the profound insights of [Flourishing Together](#), we understand that true flourishing encompasses more than academic achievement; it is a holistic journey of personal and collective growth. Sociologist Corey Keyes defines flourishing as feeling good and functioning well and prescribes five vitamins for flourishing.



Think of flourishing as helping everyone in our school community to grow like a healthy plant, needing the right conditions to thrive.

- **Feeling Good and Functioning Well:** This includes feeling happy and interested in things. It also means developing skills for learning and for life, making friends, being creative, solving problems, helping others, and being able to keep going when things are tricky.
- **Together in Community:** Just like plants in a garden support each other, people flourish best when they feel safe, cared for, respected, and that they belong in their school and local community. There is a Zulu word called *ubuntu*. It means ‘I am, because you are.’ In other words, we are a people together. We do not exist by ourselves. No one really flourishes unless we flourish together.

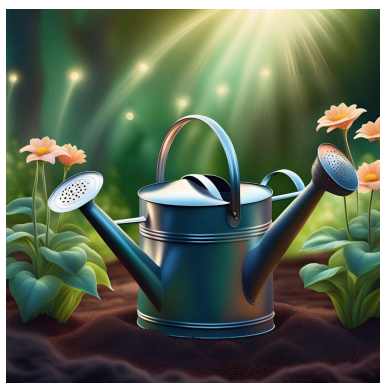
- **Learning and Growing:** This isn't just about curriculum subjects. It's also about learning how to be a kind person, how to make good choices, understanding yourself, and exploring the world. Playing is a very important way that children learn and grow!
- **For Everyone:** This vision is for every single child and every single adult working in or connected with our schools. We pay special attention to building relationships so we can give extra support to those who need it.
- **Having a Shared Purpose:** Knowing why we are all here together at school – our core purpose to advance education for public benefit – helps us work together towards making our school and community a wonderful place for everyone.

For our staff, this means cultivating a supportive and empowering environment where professional development is prioritised, and wellbeing is paramount, allowing them to bring their whole selves to do the best work of their lives.

For our children, it means fostering a love of learning, nurturing their unique talents, and equipping them with the six global competencies – character, citizenship, collaboration, communication, creativity, and critical thinking – that will enable them to thrive in an ever-changing world. This means developing skills for learning and for life, making friends, being creative, solving problems, helping others, and being able to keep going when things are tricky.



For our families, it means building strong, collaborative partnerships that support their children's development, learning and wellbeing, creating a true sense of belonging. And for our communities, it means being a beacon of hope and opportunity, actively contributing to their social and economic vitality. By weaving these threads together, we aim to create a tapestry of interconnected flourishing, where everyone feels valued, empowered, and inspired to reach their full potential.



Our RESPECT Values

The vision of the Diocese of Coventry is, 'Together, pursuing life in all its fullness' based on John 10:10 and reflects the Church of England's vision for education: human flourishing for all, one that embraces **excellence** and academic rigour, but sets them in a wider framework.

As an Academy Trust, embracing both community and Church of England schools, our RESPECT values are grounded in the belief that every individual deserves the opportunity to live life in all its fullness (John 10:10).



In all our schools – Church of England and community – we seek to see each person as unique and precious, with diverse talents and gifts to celebrate. We value each individual, striving for the best for everyone and working collectively for the common good. We are committed to offering opportunities for each person to flourish, pursue their interests with passion, and find a strong sense of belonging within our school communities.

Followers of Christ are called to build the kingdom of God together, and we encourage a culture which cares for others, works for inclusion and values integrity in relationships and behaviour. Our common life together recognises our interdependence and the need to build a community based on **trust** and **ethics**. As Jesus modelled servanthood by washing his disciples' feet, so we too are called in **service** to one another (Philippians 2:3-4).

Our **relationships** are built on the understanding that we belong together as a unified family of schools, and that each of us has talents and gifts that are unique to us (1 Corinthians 12). This means that we **collaborate** together for the common good, recognising that we need one another.

Our 2030 Drivers

A **driver** is a force that attracts power and generates motion and energy on a continuous basis in a desirable direction...Our interrelated set of drivers are the means to fulfilling the goal of human flourishing for all...The four drivers working in concert is our future.

We are always seeking wildly important ways to enhance experiences for the benefit of our children and believe these drivers are the means to fulfilling the goal of flourishing together.



Our first driver is **Wellbeing and Learning**. **WHY?** We believe that happy, healthy children learn best, especially when staff are flourishing. We are intentional in our approach to wellbeing, fostering a supportive and nurturing environment where every child feels safe and valued. This is interwoven into our exciting curriculum, designed to spark curiosity, delight and surprise, igniting a passion for learning. We use evidence-based pedagogy and child development research, ensuring our teaching methods are effective and tailored to meet the individual needs of each child. Underpinning all of this is an ethic of excellence, where we encourage every child (and staff member) to achieve and strive for their personal best.



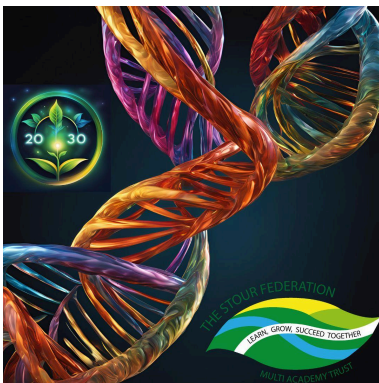
Our second driver focuses on **Human Intelligence and Artificial Intelligence**. **WHY?** We believe that technology has the potential to enhance learning in incredible ways. However, we also understand the crucial importance of developing uniquely human skills such as critical thinking, creativity, collaboration, and communication. We will foster these skills through rich and engaging learning experiences, infused with hospitality, love, and connection. We want our children to experience the joy of discovery, the thrill of problem-solving, and the power of human interaction. We will leverage technology thoughtfully, ensuring it complements and amplifies the power of human relationships, creating a truly enriching educational experience.



Our third driver is **Equity-Equality Investments**. **WHY?** We are committed to providing an equitable education for all our pupils, ensuring that every child, regardless of background or circumstance, has the opportunity to reach their full potential. This means making strategic investments in expertise and innovation to address individual needs and close any achievement gaps. We will champion dignity and respect for all, empowering every child to succeed. We believe that empowerment and success for all is not just a dream, but an achievable reality for every child in our care.



Our fourth driver is **Systemness**. **WHY?** We recognise that we are stronger together. By working together collaboratively in our schools, across our Trust and beyond, sharing best practices, and learning from one another, our connections, energy and expertise can create a powerful and effective system of education where staff come to do the best work of their lives. We will foster a culture of continuous improvement, involving all staff in the school improvement process, providing ongoing personal and professional development for staff and building strong relationships and communication with parents and the community.



We believe that by focusing on these four drivers, we can create a truly exceptional educational experience for children, one that prepares them for life. We want every child to experience a deep feeling of belonging, where they learn, grow, and succeed together.

Education is our gift. Flourishing children, flourishing staff, flourishing families, and flourishing communities through education and personal leadership is our North Star. We are excited about the journey ahead and look forward to working in partnership with you to create a brighter future for our children.

Our Leadership and Belonging Strategies



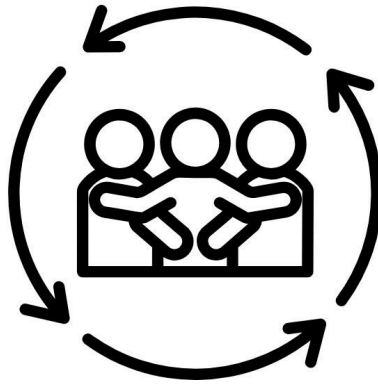
People Strategy

WHY? Creating the culture in order to best deliver our vision in practical ways is what Our People Strategy seeks to support. School culture can be defined as the guiding beliefs and values evident in the way a school operates. School culture can be used to encompass all the attitudes, expected behaviours and values that impact how the school operates.

At the heart of Our People Strategy is the intentional crafting of a strong, positive school culture for doing the best work of our lives. It's more than just following rules; it's about fostering an environment where everyone feels valued, supported, and empowered to flourish. A strong culture is intentional and not something that happens by accident. It is built through conscious effort and a shared commitment to our guiding principles, which are organised into three key areas: **people, place** and **processes**.

HOW?

1. **People:** Cultivate a thriving workforce by attracting and retaining diverse and talented individuals who embody our RESPECT values, ensuring they feel valued, supported, and empowered to flourish through quality development opportunities and a focus on wellbeing.
2. **Place:** Ensure our school environments are safe and inspiring places that have strong curriculum integrity and are a beacon of pride for the community, providing access to the best possible resources to enable both staff and children to excel and flourish.
3. **Processes:** Consistently apply well-researched and transparent processes to make decisions, support best practice, balance workload and ensure quality.



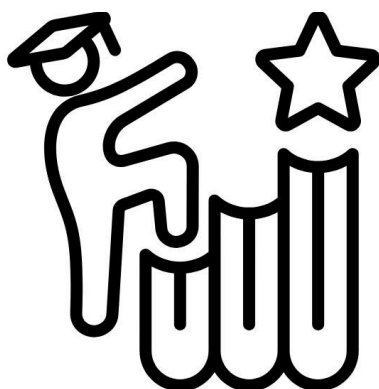
Inclusion Strategy

WHY? The Stour Federation is committed to transforming education by creating a culture of inclusion, where every child, regardless of their special educational needs or disabilities (SEND), is not just valued but celebrated as an integral part of our learning community. Our unwavering mission is to provide a flourishing educational experience that empowers every child to embrace life in all its fullness.

Achieving our inclusion vision is absolutely dependent on having the right ethos, values and culture running through the Trust and a buy-in and commitment from each school, leader and staff member to maintain this culture. This is the only way we are going to achieve the vision. The way to build this culture is for everyone to feel valued and that they belong.

HOW?

1. **Adaptable Teaching and Learning:** Ensure high-quality, engaging teaching for all by providing easily adaptable curriculum and planning, alongside support for individualised learning needs.
2. **A Collaborative and Supportive Environment:** Foster a culture of belonging and respect, proactively developing inclusive spaces and strengthening partnerships with families and external agencies.
3. **Continuous Development and Shared Expertise:** Invest in ongoing, needs-led training for all staff and build a trust-wide network to share best practices in inclusive education.



Teaching, Learning and Curriculum

WHY? We are committed to ensuring that every child in The Stour Federation achieves exceptional outcomes, surpassing national expectations. This will be accomplished through the delivery of a rigorous, broad, and knowledge-rich curriculum, underpinned by evidence-informed pedagogical practices. Strong foundational teaching and adaptive teaching are critical starting points for a sustained and transformative educational experience. We will provide our children with unparalleled learning opportunities, extending beyond the National Curriculum to cultivate cultural capital and broaden their horizons, ensuring they are equipped to thrive in a global society.

The cornerstone of great schools is great teachers and support staff. To achieve this, school leaders must be credible and expert in developing teaching, learning, and curriculum. We will empower our leaders to drive and maintain consistently high-quality teaching, establishing clear pathways for professional development that enable all new and existing staff to become highly effective educators.

HOW?

1. **Adaptive teaching:** Implement a consistent "5-a-day" adaptive teaching approach, focusing on prior knowledge activation, targeted questioning, responsive feedback, and differentiated instruction to ensure inclusive and excellent outcomes for all children.
2. **Strong Foundations:** Establish strong curriculum foundations by implementing well sequenced knowledge rich curriculum, with a focus on early years development, subject specific pedagogy, assessment for learning and enrichment opportunities.
3. **Developing Skills for Life:** Ensure our children acquire the essential knowledge and skills necessary for success in life, including critical thinking, problem-solving, and communication, enabling them to flourish alongside their peers from all backgrounds.



Thrive

WHY? The Thrive Approach reflects our unwavering commitment to the emotional wellbeing and development of every child in our care. It aligns directly with our commitment to fostering optimal social and emotional development, which we recognize as fundamental to academic success. Drawing upon the latest advancements in neuroscience and child development, this approach provides a structured framework for understanding and addressing the unique developmental needs of each child.

By embedding Thrive, we aim to create environments where children feel safe, secure, and ready to learn. This proactive strategy allows us to systematically build resilience, enhance emotional regulation, and cultivate positive relationships, directly impacting our long-term goals of improved academic outcomes and holistic wellbeing. By addressing the impact of early life experiences and missed developmental opportunities, we are investing in the foundational skills children need to thrive not just academically, but throughout their lives, securing a positive trajectory for their future. This strategy reflects our dedication to creating nurturing and supportive learning environments where every child has the opportunity to achieve their full potential, a key strategic aim for the next five years.

HOW?

1. **Establish nurturing and supportive environments:** Prioritise safe, inclusive spaces where children feel valued and build trusting relationships with adults.
2. **Provide targeted emotional and behavioral support:** Utilise Thrive assessments to identify developmental gaps and implement tailored strategies to address individual needs.
3. **Develop emotional regulation and resilience:** Equip children with the skills to manage emotions, cope with challenges, and foster positive social engagement, enabling them to thrive academically and socially.

Our Enablers



Communities of Practice

WHY? Communities of Practice (CoPs) are a cornerstone of our collaborative approach, fostering professional growth and driving school improvement across our Trust. This is because these focused networks are designed to move beyond simple networking and cultivate genuine, deep collaboration and the pooling of collective intelligence. By bringing together individuals passionate about a specific area, CoPs enable the sharing of ideas, the development of expertise, and the efficient solving of problems. This accelerates learning and the spread of effective practices across our schools, ultimately leading to enhanced teaching quality, improved student outcomes, and a stronger, more connected staff community – all crucial elements in achieving our strategic goals.

HOW

1. **Develop Expertise:** Enhance teaching and learning by sharing best practices, solving pedagogical challenges, and building collective expertise to make decisions for better pupil outcomes.
2. **Connect:** Boost morale and wellbeing by fostering supportive networks and shared purpose, reducing isolation among staff.
3. **Empower Horizontal Improvement:** Accelerate innovation and sharing by encouraging new ideas and strategically spreading successful strategies Trust-wide.



Digital Champions

WHY? Empowering our staff to confidently and skilfully integrate digital technology into their teaching and leadership is essential. As the world of work and learning is rapidly evolving, driven by technological advancements such as Artificial Intelligence (AI), it is crucial that our educators are equipped to harness these innovations to enhance learning experiences. Digital Champions will act as trailblazers within our Trust, fostering professional growth and driving school improvement by supporting their colleagues in the effective use of technology.

By developing expertise in areas like adaptive teaching and innovative pedagogy, our Digital Champions will help to ensure that all children receive high-quality and inclusive education that meets their individual needs. Furthermore, by encouraging and supporting Digital Champions to gain relevant qualifications we will build internal capacity and a culture of continuous learning, ensuring our staff are at the forefront of digital best practice.

HOW?

1. **Empower colleagues:** Provide peer-to-peer support and guidance to staff on effectively integrating digital tools, including AI, to enhance pedagogy, support workload and enable adaptive teaching practices.
2. **Champion qualifications:** Actively pursue and utilise qualifications such as Seesaw Ambassador, Apple Teacher, Google Certified Educator and Canva Teacher Essentials to develop expertise and share best practices in the use of specific educational technologies.
3. **Foster innovation:** Encourage and support the exploration, decision-making and implementation of new digital tools and pedagogical approaches, contributing to a culture of innovation and continuous improvement across the Trust.



Culture Champions

WHY? Our Culture Champions enable our leadership team to consult more widely on strategy and changes, and offer main scale teachers and non-teaching staff a stronger voice and the opportunity to participate in our trust at leadership level. Our Culture Champions are made up of teachers, educational support and associate staff. Each member of staff can be a culture champion for two years before we re-recruit for these roles.

Our Leadership Team meets with the Culture Champions three times a year and consults with them on strategy and changes, incorporating their feedback before sharing more widely. Culture Champions utilise Our Culture Framework to ensure that our schools maintain a strong culture, where values are clearly articulated and leaders hold people's behaviour accountable to those values.

It really matters to us that we listen to everyone in The Stour Federation, and that everyone has a voice.

HOW?

1. **Provide diverse perspectives on school culture:** Culture Champions will offer leaders and governors alternative insights into each school's people (staff), place (environment), and processes (systems), informed by our Culture Framework.
2. **Champion staff wellbeing and workload:** Culture Champions will monitor the effectiveness of our Workload Charter and provide feedback on initiatives to innovate and better support staff in their roles.
3. **Model and Promote Organisational Health:** Culture Champions will embody the principles of excellent organisational health in fostering a positive and effective trust-wide culture, decision-making and support leaders with clarity and overcommunication.



Coaching

WHY? Underpinning The Stour Federation's strategic ambitions is the fundamental belief that coaching serves as a crucial enabler of continuous improvement, fostering a culture of empowerment and collective growth across all our schools. Through skillful dialogue and active listening, coaching will empower our staff to unlock their own solutions, take greater ownership of their professional journeys, and ultimately enhance the educational experiences and outcomes for our pupils.

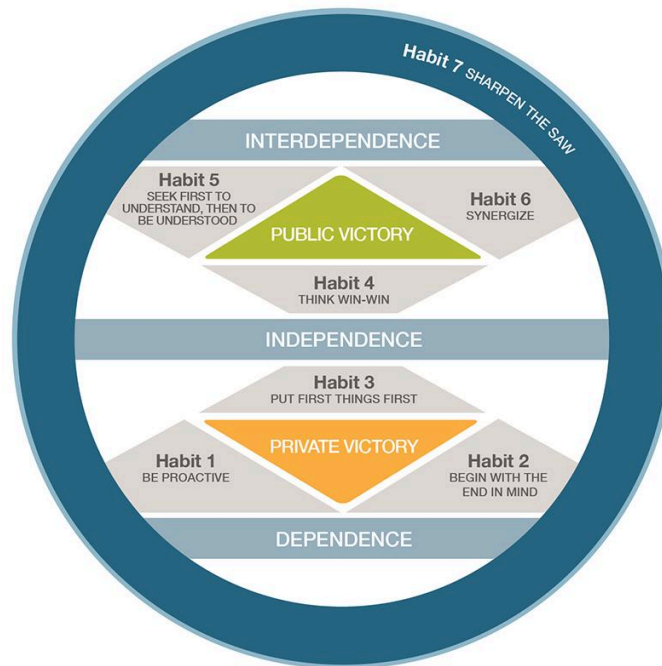
The strategic development of coaching is therefore vital to cultivate a thriving workforce capable of delivering exceptional educational experiences. By equipping staff with the nuanced skills of skillful dialogue and active listening, coaching transcends mere problem-solving, fostering profound self-reflection and empowering individuals to discover their own pathways for development. This approach is not only essential for retaining and nurturing our talented colleagues, supporting their growth into future leaders, but also for establishing a consistent coaching methodology. This shared framework will create a common language around professional development and feedback, leading to more effective communication, a positive and supportive school climate, and an enhanced capacity to navigate challenges and drive improvement at pace. By strategically investing in coaching, we are not only enhancing individual capabilities as coaches but also building a foundation of relational trust across our schools, fostering a strong, collaborative culture where every member of staff feels valued, supported, and empowered to contribute their best, ultimately achieving our collective goal of human flourishing for all.

HOW?

1. **Fostering reflective practice and ownership:** Coaching will provide dedicated time for teachers to examine their practice, set goals, and independently develop solutions, building resourcefulness.
2. **Enhancing collaboration and sharing expertise:** Coaching will build teacher confidence to share effective strategies, fostering a strong collaborative culture across our schools.
3. **Driving improved outcomes and wellbeing:** Coaching will directly enhance teaching, improve student outcomes, and increase staff motivation, engagement, and overall wellbeing.

Our Operating System

7 Habits of Highly Effective People



WHY? Our North Star is the flourishing of every member of our school community. Achieving this vision requires not only strategic planning and rigorous execution but also the cultivation of personal effectiveness and leadership within every child and adult in our Trust. We believe that true, lasting success is built upon a foundation of intrinsic qualities and timeless principles, rather than merely outward behaviours or techniques. This is why we are drawing upon the transformative framework of Stephen Covey's 7 Habits of Highly Effective People.

HOW? The 7 Habits provide a principle-centered, "inside-out" approach, emphasising that genuine change begins with self-mastery before extending to effective collaboration with others.

For our staff, adopting the 7 Habits framework means focusing on our own growth and effectiveness. This includes taking responsibility for our professional journey, planning with clear purpose, prioritising tasks aligned with our Trust's goals and values, seeking mutually beneficial interactions, truly listening to understand colleagues and children, leveraging diverse talents for collective success, and prioritising our own wellbeing to avoid burnout. Empowering staff in this way is crucial, as great service and effectiveness cannot exist without great leadership, which begins within each individual. This approach aligns with our People Strategy's aim to foster an environment where everyone feels valued, supported, and empowered to flourish and do their best work. It also directly supports our Wellbeing and Learning driver, recognising that staff wellbeing is paramount for creating an environment where children learn best.

For our children, the 7 Habits (through the Leader in Me curriculum) provide a practical framework for developing essential life and leadership skills. It empowers them to take ownership of their learning, set meaningful goals, manage their time effectively, resolve conflicts fairly, listen with empathy, work collaboratively, and understand the importance of self-care and balance. This approach goes "unreasonably beyond academic outcomes", contributing to the development of the whole child's

intrinsic qualities, character, and confidence. It helps them build resilience, adaptability, critical thinking, communication, and collaboration skills needed for an ever-changing world. This directly contributes to our Wellbeing and Learning, Human Intelligence and Artificial Intelligence, and Equity-Equality Investments drivers. We believe that cultivating this personal leadership potential in every child helps unleash their gifts and empowers them to grow into decent people who make a positive difference.

Integrating the principles of the 7 Habits across our community fosters a shared language and a common understanding of effectiveness. It reinforces our belief in the potential within every child and adult and aligns with our core value that each person is unique and precious, with talents to celebrate, and deserves to find a place to belong. By focusing on these principles, we are building the character and competence necessary for everyone to flourish together and contribute to the common good. This framework acts as a critical enabler, ensuring that our strategic focus is grounded in the personal and collective effectiveness required to achieve our Wildly Important Goals.



WHY? Recognising that intentional design requires focus, we adopt the 4 Disciplines of Execution (4DX), a powerful framework for achieving significant school improvement by focusing energy and effort on what truly matters. Organisations, including schools, often struggle with the execution gap – the inability to translate well-developed strategies into concrete results. 4DX provides a methodology to close this gap by focusing on a few Wildly Important Goals (WIGs) and driving behaviour change. The power of 4DX lies in its discipline – the courage to simplify by focusing on the WIGs, the rigour of acting on Lead Measures, and the iterative cadence that allows us to perfect our execution over time.

HOW?

Discipline 1: Focus on the Wildly Important

We understand that while many aspects of our work are important, to achieve significant progress towards our North Star of flourishing for all, we must collectively focus our finest efforts on no more than one or two Wildly Important Goals (WIGs) at any given time. This discipline calls us to identify

those crucial areas where focused, collective action will have the greatest positive impact on the wellbeing, growth, and sense of belonging for our children, staff, families, and wider community. The key question to consider is: "If every other area remained at its current level of performance, what is the one area where change would have the greatest impact on accomplishing our mission as a Trust or school?" By uniting our energy and expertise on these shared priorities, we ensure that our dedication serves our deepest purpose – advancing education for the public benefit and enabling everyone to flourish. This laser-like focus empowers us to direct our collective resources effectively and ensures we are always striving together towards the most impactful outcomes for our community.

Discipline 2: Act on the Lead Measures

Once our collective Wildly Important Goals are established, this discipline focuses on identifying the high-impact behaviours and actions – our Lead Measures – that we, as a team, can directly influence to achieve that goal. These aren't just tasks; they are the empowered, collective efforts that predict our success on the WIG. By focusing our energy on executing these crucial actions together, we increase our collective agency and capacity to drive progress. This discipline encourages teams to take ownership of their contribution, making commitments for action that directly support our shared objective. It ensures that our daily efforts, despite the pressures of the 'whirlwind', are strategically directed and contribute meaningfully to our collective journey of improvement and flourishing.

Discipline 3: Keep a Compelling Scoreboard

We believe that our collective strength comes from a shared understanding of our journey and the impact of our combined efforts. This principle focuses on creating a simple, visible scoreboard, designed and updated by the team, that transparently tracks our collective progress towards our Wildly Important Goals (WIGs) and the Lead Measures that drive them. The scoreboard is a tool for the team, fostering a sense of shared purpose and allowing everyone to see how their actions are contributing to the team's movement towards the goal. It makes the journey towards our collective aspirations visible and celebrates our progress together, reinforcing the idea that we flourish best when we feel safe, cared for, respected, and that we belong in our community. This transparency supports a culture of belonging and shared accountability, empowering teams to adjust their actions and celebrate milestones collaboratively. By making our collective progress visible, we not only clarify our contribution to the mission but also foster a sense of winning together, strengthening the bonds of our community and driving continuous improvement.

Discipline 4: Create a Cadence of Accountability

To ensure our focus remains unwavering and our collective efforts are sustained, this discipline establishes a regular rhythm of supportive connection and accountability within our teams. Through focused, brief weekly sessions, we come together to review our visible journey on the scoreboard, celebrate our collective progress on the Lead Measures, share insights and support, and collaboratively commit to the high-impact actions for the week ahead. This is not top-down reporting, but a powerful system of peer-to-peer and team-to-team accountability, built on mutual trust and respect. This consistent cadence ensures our WIGs and lead measures remain central, fostering a culture of continuous collective improvement and shared responsibility. It's a dedicated space for our teams to strategise, adapt, and flourish together, ensuring that even amidst the 'whirlwind', we are aligned, supported, and driving meaningful progress towards our shared goals.

By consistently applying these four disciplines, The Stour Federation can significantly enhance its ability to execute its strategic goals and achieve meaningful and lasting school improvement, fostering an environment of collective flourishing, empowerment, and wellbeing.

Leader In Me



WHY? "The Leader in Me" (LiM) is an evidence-based, whole-school transformation process specifically designed to integrate these 7 Habits into educational settings. Its primary purpose is to cultivate the inherent "genius" and leadership potential within every child. It seeks to foster a "whole-child" mindset and establish a high-trust school culture, functioning as a foundational system for redefining a high-performing school by integrating leadership development, cultural enhancement, and academic achievement across the entire educational environment.

HOW? The Leader in Me program integrates the 7 Habits strategically and applies them across all levels of the school community, fostering a shared language and a common understanding of effectiveness. This integration aims to embed the principles into the very fabric of the institution.

Children are introduced to the 7 Habits through dedicated in-class lessons and by integrating the principles throughout the schoolwide culture. For younger children, this often involves relatable characters and stories. The habits provide a practical framework for students to develop essential life skills, such as:

- Taking initiative and making responsible choices (Be Proactive).
- Planning ahead and setting academic goals (Begin With the End in Mind).
- Prioritising tasks and managing time effectively (Put First Things First).
- Seeking mutually beneficial outcomes and looking for "third alternatives" (Think Win-Win).
- Genuinely listening to understand others' ideas and feelings (Seek First to Understand, Then to Be Understood).
- Valuing diverse perspectives and working effectively in groups (Synergize).
- Maintaining balance through self-care (Sharpen the Saw). Children are also empowered to find their voice through leadership roles and participation in school action teams, supporting the development of pupil leadership.

Key Metrics

Staff

- **Vacancy Fulfilment:** 100% of permanent vacancies filled with quality applicants at the first stage of recruitment.
- **Staff Retention:** Achieve and maintain an annual staff retention rate above 80%.
- **Staff Attendance:** Increase overall staff attendance to above 95% by reducing the percentage of staff sickness absence.
- **Professional Development Support:** Increase the percentage of staff reporting they feel supported in their professional development and career progression to 90% or higher in regular surveys.
- **Belonging and Voice:** Increase the percentage of staff reporting a strong sense of belonging and feeling their voice is heard to 90% or higher in an annual survey.

Quality Assurance

- | | | |
|---------------------------------|---------------------------|------------------------|
| ★ Our People Strategy | ★ Wellbeing Strategy | ★ Apprenticeships |
| ★ Our Culture Framework | ★ Staff surveys | ★ Extra qualifications |
| ★ Employee assistance programme | ★ Workload Charter | ★ CPD engagement |
| | ★ Promotion to leadership | ★ Staff retention |
| | | ★ Absence data |
| | | ★ ECT success rate |

Leadership

- **Collaborative Practice:** Percentage of teachers actively participating in Trust-wide Communities of Practice or similar collaborative initiatives increases year on year.
- **Partnership of Choice:** Number of strategic partnerships secured with external organisations increases annually, demonstrating recognition of the Trust's school improvement expertise
Staff Growth & Standards: 100% of employed staff complete their annual "Growing Great People" growth project and demonstrate meeting or exceeding relevant professional standards.
- **Wildly Important Goals (WIGs):** Percentage of Trust-level and school-level WIGs achieving their defined milestones within agreed timelines.
- **Pupil Leadership Development:** 100% of schools implement and evidence the operation of a local or nationally recognised leadership programme for their pupils.
- **Staff Engagement:** Percentage of staff reporting positive perceptions of communication and feeling informed through annual staff surveys.
- **Parent Engagement:** Percentage of parents reporting positive perceptions of communication and feeling informed through annual parent surveys (target: to be defined based on baseline data).

Quality Assurance

- | | | |
|------------------|-----------------------------|---------------|
| ★ Complaints | ★ Pupil outcomes | ★ Appraisal |
| ★ Parent surveys | ★ Recruitment and retention | ★ Pupil voice |
| ★ Feedback | | |

Education

- **Teaching Quality:** 100% of quality assurance processes demonstrate high quality teaching across all schools.
- **Curriculum Implementation:** 100% of school curricula evidence alignment with Trust Curriculum Principles and the 6Cs.
- **Learning Environment:** 100% of schools maintain safe and stimulating learning environments (demonstrated through [specify evidence source, e.g., termly audits]).
- **Ofsted Performance:** 100% of schools achieve a grade of 'Secure', 'Strong', or 'Exemplary' in all areas during Ofsted inspections.
- **SIAMS Effectiveness:** 100% of denominational schools demonstrate they are living up to their foundation and enabling flourishing in all areas of SIAMS inspections.
- **Pupil Outcomes:** Average pupil outcomes across the Trust are above the national published outcomes in all Key Stages and all subjects.
- **SEND & Pupil Premium Outcomes:** Average outcomes for SEND and Pupil Premium pupils across the Trust are above national averages.
- **Attendance:** Average attendance across the Trust is above the national average, and persistent absence is below the national average.
- **Pupil Wellbeing:** A statistically significant majority (e.g., >90%) of pupils report thriving at school in annual pupil surveys.
- **Behaviour:** Suspension and exclusion rates across the Trust are below the national average.

Quality Assurance

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|----------------------------------|----------------------------|--------------------------|
| ★ Pupil attendance | ★ Pupil outcome | |
| ★ Persistent absence | ★ Ofsted inspections | ★ School Websites |
| ★ Punctuality | ★ SIAMS inspections | ★ Safeguarding reporting |
| ★ Quality teaching | ★ Pupil voice | ★ External peer review |
| ★ Headteacher reports | ★ Enrichment participation | ★ Kitemarks |
| ★ CEO reports | | |
| ★ School improvement plan Impact | ★ Newsletters | |

Governance

- **Governor Recruitment:** Percentage of Local Academy Council (LAC) and Trust Board vacancies filled with individuals possessing skills and experience aligned to identified needs within [Specify time frame, e.g., academic year].
- **Meeting 'Strong Trust' Definition:** Evidence submitted and validated demonstrating full compliance with all criteria outlined in the DfE's 'Strong Trust' definition by [Specify Target Date].
- **Accountability and Challenge:** Percentage of LAC and Trust Board meetings where documented evidence (e.g., minutes, reports) demonstrates robust questioning, challenge of leadership performance data, and clear follow-up actions. (Target: Evidence of challenge in 100% of relevant meetings).

Quality Assurance

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|------------------------|-----------------------|-----------------|
| ★ Scheme of Delegation | ★ Governor monitoring | ★ Vacancy rates |
| ★ Governor attendance | ★ Risk register | ★ Complaints |
| | ★ Training records | |

Finance

- **Balanced Budgets:** 100% of schools deliver a balanced 3-year revenue budget, demonstrating financial planning and control.
- **Clean Audits:** Achieve unqualified external audits across the Trust annually, confirming sound financial management and compliance.
- **Minimum Revenue Reserves:** 100% of schools maintain revenue reserves of at least 5% of their General Annual Grant (GAG) funding.
- **Reserve Recovery Plans:** For any school with reserves below 5% of GAG, a robust and approved three-year recovery plan is in place and demonstrably on track to rebuild reserves to the target level.

Quality Assurance

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|-------------------------------|----------------------------------|--------------------------------|
| ★ Budget timetable | ★ Investment and Reserves Policy | ★ Internal and external audits |
| ★ Budget meetings | ★ Budget Forecast | ★ Year end statutory account |
| ★ Monthly management accounts | ★ Return | |

Health and Safety

- **Health & Safety Compliance:** 100% of Trust schools achieve full compliance in all health and safety audits conducted annually.
- **Educational Visit Safety:** 100% of planned educational visits and off-site activities are conducted in full compliance with Trust health and safety policies and procedures.
- **Safeguarding Policy Compliance:** 100% of Trust schools demonstrate full adherence to all Trust safeguarding policies and procedures, evidenced through regular reviews and documentation.
- **Safeguarding Knowledge:** Achieve an average score of 90% or above across all staff in annual safeguarding knowledge quizzes.
- **Cyber Security:** 100% of Trust schools maintain and evidence current Cyber Essentials certification (or equivalent standard as defined by the Trust).
- **Sustainability:** Progress towards achieving carbon neutrality by 2040, including achieving a minimum 5% reduction in energy consumption across the estate annually.

Quality Assurance

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|------------------------------|------------------------------|
| ★ Estate Management Strategy | ★ Cyber Essentials dashboard |
| ★ Insurance claims | ★ Visit approvals |
| ★ Accident reporting | ★ Energy consumption |
| ★ Sustainability Strategy. | ★ CPOMS reports |
| | ★ CIF bid success |