

We aspire for every pupil and adult to 'experience life in all its fullness'

**Oxford Diocesan Bucks Schools Trust (ODBST)**  
*"Empowering our unique schools to excel"*



**Executive Summary of the ODBST 3 Year Strategic Plan 2023 – 2026**

**Contents**

A. Developing our ODBST Culture so that we flourish.....	<a href="#">2</a>
B. Keeping our ODBST children and families safe.....	<a href="#">13</a>
C. Assessing ourselves and each other so that we are continuously improving .....	<a href="#">25</a>
D. Developing talent management and actively promoting workforce resilience and well-being.....	<a href="#">35</a>
E. Growing our Trust at scale to benefit all stakeholders.....	<a href="#">48</a>
F. Fulfilling our quest for future sustainability across the ODBST .....	<a href="#">61</a>

**Priority A** Developing the ODBST Culture so that we flourish: Our ethos and Christian distinctiveness guides us to be an inclusive, welcoming organisation which develops pastoral support through spiritual, mental, and physical well-being for everyone it serves. Our work spreads beyond our own organization with other trust leaders and civic actors for the wider common good.

**This links with the DfE trust quality descriptor: Governance and Leadership**

**Priority overseen by:** Sulina Piesse

**Team comprised of:** Lorraine Quirk, Deborah Stainer

**Link Trustees:** Michael Mill

Ensure that at the heart of each of our schools, each school has a strong ethos based on excellent Christian character in accordance with the Church of England vision for education.

1. Supporting our schools in setting the standard for a strong ethos based on empowering our schools to excel through our Christian values.
2. Continuously review and improve pupils' wisdom, knowledge, and skills so that they can make a difference to the people around them and the wider world.
3. Leaders fulfil their role as civic leaders who work with others in their localities for the wider common good.

#### 'Empowering our unique schools to excel'

- **Our inclusivity value** will be seen in action when our differences become our strength and achievement.
- **Our community value** will be seen in action when pupils and adults are learning, loving, achieving and flourishing together.
- **Our service value** will be seen in action when pupils are seeking the common good in all that they do.
- **Our empowerment value** will be seen in action when our pupils are able to say, 'I am special because..... and I am learning to excel at.....'

#### **KPIs by the end of year 3:**

1. Distinctively Christian values are made explicit and are deeply embedded in the daily life of our schools, including through clearly planned curriculum links. All members of the school community articulate the distinctively Christian characteristics of the school's values and significantly impact on the daily lives and achievements of learners in this way.
2. Pupils will talk about their increased involvement in all aspects of Collective Worship, their opportunities to reflect and how they can be part of the wider community.
3. Pupils will gain knowledge and skills through character development and altruistic actions and will feel empowered to make a difference.
4. As a civic trust we aim to act as an anchor in our communities to create the opportunities and conditions for purposeful collaboration. We recognise our strengths within the arena of environmental sustainability. To this end, we will design our community programmes around what our local communities want - with a particular focus on supporting disadvantaged and marginalised groups and giving everyone a voice to communicate their priorities and needs.

**Priority B** Keeping our ODBST children and families safe: Prioritising the safety and well-being of all our children and working effectively and in partnership with schools and external agencies to safeguard them.

This links with the DfE trust quality descriptor: Governance and Lead

Priority overseen by: Jan Martin

Team comprised of: Sulina Piesse, Sarah Rowe, Lorraine Quirk

Link Trustees: Michael Mill

## Objectives

- To ensure that a strong safeguarding culture exists across every aspect of ODBST.
- To ensure that our children and adults are safe in our schools and in our communities.
- To ensure that we are all working together with actions underpinned by one clear strategy.
- To ensure our schools are always compliant with KCSiE and other recent legislation.
- To ensure that we have a clear model that identifies policy, procedures and case management practice and that this model is adopted consistently across the Trust.
- To assure our work: that accountability for safeguarding practice is in place for all members of the ODBST, and that there are high expectations for working practice, relationships and for the impact of self actions on everyone.

### 'Empowering our unique schools to excel'

- **Our inclusivity value** will be seen in action when our differences become our strength and achievement.
- **Our community value** will be seen in action when pupils and adults are learning, loving, achieving and flourishing together.
- **Our service value** will be seen in action when pupils are seeking the common good in all that they do.
- **Our empowerment value** will be seen in action when our pupils are able to say, 'I am special because..... and I am learning to excel at.....'

## KPIs:

1. Children tell us that they feel safe at school, that they know school will help them when they are not safe and that they know this because they are safe.
2. Children leave ODBST schools with the right skills, knowledge and understanding to keep themselves safe in the wider world. They know and understand what being safe means and they know how to protect themselves from the potential challenges of becoming independent young adults.
3. Adults feel well supported in the management of safeguarding and every adult feels able to say when something does not seem right.
4. Safeguarding incidences are low in our schools and, where there are incidences, they are dealt with swiftly and proportionately, supporting all of those involved.
5. Children who experience abuse, including neglect, in their own homes and community are prioritised in our schools and the necessary help and support is sought for them quickly and relentlessly until we are sure that their risks have been reduced.

**Priority C** Assessing ourselves and each other: Knowing where our schools, staff and pupils are and what we need to do to improve and by when.

This links with the DfE trust quality descriptor: High quality and inclusive education and school improvement at scale

Priority overseen by: Jan Martin

Team comprised of: Sulina Piesse, Lorraine Quirk, Emily Gatis

Link Trustees: Denise Shepherd

- Delivering high quality and inclusive education for all pupils
- The Trust responds knowledgeably, quickly and proportionally to improve, maintain and sustain robust school performance
- All members of the ODBST are supported to continually develop so that they are effectively equipped to perform their roles.

#### 'Empowering our unique schools to excel'

- **Our inclusivity value** will be seen in action when our differences become our strength and achievement.
- **Our community value** will be seen in action when pupils and adults are learning, loving, achieving and flourishing together.
- **Our service value** will be seen in action when pupils are seeking the common good in all that they do.
- **Our empowerment value** will be seen in action when our pupils are able to say, 'I am special because..... and I am learning to excel at.....'

#### KPIs by the end of year 3:

All schools are at least consistently good with some outstanding features and sponsored schools are rapidly improving.

1. School improvement support drives positive, measurable outcomes and children are empowered to continue their learning journey.
2. Assessment is highly effective and contributes to improving pupil outcomes.
3. At all levels we retain quality staff and drive self-improvement through training, managing wellbeing and a comprehensive PM process.
4. All stakeholders have accurate and timely information about our schools and the priorities for improvement.
5. Resources are strategically and effectively managed and are deployed to realise optimum outcomes across our Trust.

**Priority D** Developing talent management and actively promoting workforce resilience and well-being: The ODBST is the employer of choice, investing in our people and their futures.

**This links with the DfE trust quality descriptor: Workforce**

**Priority overseen by:** Gillian Nickles

**Team comprised of:** Sulina Piesse, Rebecca Hussein-Allin, Natalie Mitchell

**Link Trustees:** Kieron Soughton

To ensure that ODBST becomes an employer of choice and there is a culture of talent growth and opportunity to build a career throughout the Trust at every level.

- Create a ODBST recruitment and attraction strategy building us an employer of choice.
- Review and design our Training, development and induction offering.
- Continue to build on our ODBST wellbeing policies and support network.
- Strengthen our talent and reward package across the ODBST.
- Improve Trust Communication to help strengthen schools outcomes.

#### **‘Empowering our unique schools to excel’**

- **Our inclusivity value** will be seen in action when our differences become our strength and achievement.
- **Our community value** will be seen in action when pupils and adults are learning, loving, achieving and flourishing together.
- **Our service value** will be seen in action when pupils are seeking the common good in all that they do.
- **Our empowerment value** will be seen in action when our pupils are able to say, ‘I am special because..... and I am learning to excel at.....’

#### **KPIs by the end of year 3:**

- 1.** Reduce time to hire
- 2.** Reduce staff attrition
- 3.** Partnerships in place with training providers
- 4.** Increased number of training programmes in place
- 5.** Improved well-being scores on staff survey

**Priority E Growing our Trust at scale to benefit all stakeholders: Continuing to secure improvement through robust systems of accountability and to develop a solid base for future growth.**

**This links with the DfE trust quality descriptor: Governance and leadership and Finance and Operations**

**Priority overseen by:** Sulina Piesse

**Team comprised of:** Ruth Falkus, Rachael Hollinshead, Deborah Stainer, Victoria Davies, Christine Smith

**Link Trustees:** Michael Mill

- Ensure robust leadership and governance at all levels
- Effective Management of finance and resources, including the estate
- Minimising financial risk through effective audit and review
- Promoting the ODBST in the local area and beyond and ensuring volume in growth
- Growing the SST 2023-2026 in accordance with ODBST need
- Rolling out our Trust wide co-operative and collaborative strategy 2023-2026

**'Empowering our unique schools to excel'**

- **Our inclusivity value** will be seen in action when our differences become our strength and achievement.
- **Our community value** will be seen in action when pupils and adults are learning, loving, achieving and flourishing together.
- **Our service value** will be seen in action when pupils are seeking the common good in all that they do.
- **Our empowerment value** will be seen in action when our pupils are able to say, 'I am special because..... and I am learning to excel at.....'

**KPIs:**

1. Trust Board and local leadership and governance is highly effective where people continue to develop and refine the necessary balance of skills and knowledge to carry out their duties effectively.
2. Reviewed Scheme of delegation is understood and used efficiently at all levels of the ODBST
3. MAT Shared Services Team to drive forward improvements across all areas of the ODBST
4. We have 10 schools join us by 2026 taking us to 20 schools and over 3,000 pupils
5. Our current schools are 90% plus full
6. We have embedded the cooperative and collaborative strategy across the ODBST

**Priority F Sustainability and Net zero: Awareness of the world around us, our actions and stewardship to bring about positive change.**

**This links with the DfE trust quality descriptor: Governance and Leadership**

**Priority overseen by:** Ella Swinhoe

**Team comprised of:** Sulina Piesse, Emily Gatis

**Link Trustees:** Michael Phipps

ODBST is fully committed to sustainable ways of working, green energy and reducing our emissions to reach net zero by 2035. We fully understand this will be challenging as we look for ways to find funding and resource to enable these goals to be achieved.

1. Education for Sustain-able Development
2. Energy use - to reach net zero by 2035
3. Sustainability
4. Reduce Waste

**'Empowering our unique schools to excel'**

- **Our inclusivity value** will be seen in action when our differences become our strength and achievement.
- **Our community value** will be seen in action when pupils and adults are learning, loving, achieving and flourishing together.
- **Our service value** will be seen in action when pupils are seeking the common good in all that they do.
- **Our empowerment value** will be seen in action when our pupils are able to say, 'I am special because..... and I am learning to excel at.....'

**KPIs by the end of year 3:**

- To develop our sustainability strategies at all our sites
- To work towards achieving net zero by 2035
- To continue to procure 100% of our bought-in electricity through a Renewable Energy Guarantees Origin (REGO) backed tariff
- To enable ODBST staff to reduce their carbon footprint
- To enable all ODBST's pupils to receive an education in Sustainable Education through our green curriculum promise

**What's the difference between carbon neutral and net zero?**

**Net zero** refers to the amount of greenhouse gases (GHGs) – such as carbon dioxide (CO<sub>2</sub>), methane or sulphur dioxide – that are removed from the atmosphere being equal to those emitted by human activity. Emissions reductions would generally follow a certain trajectory, e.g. 1.5°C (34.7°F). Any residual emissions would generally focus on GHG sequestration from the atmosphere.

Carbon neutrality is similar in that GHG emissions are offset, although it generally includes a wider definition of offsetting residual emissions, including emissions avoidance activities, and wouldn't prescribe a specific reduction trajectory. It's also less prescriptive regarding the reporting boundary, with the inclusion of wider value chain (Scope 3) emissions being encouraged but not mandatory.

[Sustainability and climate change: a strategy for the education and children's services systems - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems)

[UKSSN Operations Group](#)

