

**Coppice Primary
Partnership**

An Ethic of Excellence



Strategic Document

2023 – 2027



Our Mission

At The Coppice Primary Partnership, we are driven by our purpose – our ‘why’. We surround ourselves with people and organisations who share our beliefs, and it is through these beliefs that we strive for excellence.

Our core beliefs and purpose are defined as:



Our Values

The values we hold within the Coppice Primary Partnership are key to securing success as they help us to breathe life into our purpose. Our values are what drive our actions and through having a shared set of values, we have confidence in the decisions being made at all levels and places across the trust. That way, our values and our culture become inseparable.

Excellence as Standard

Why Excellence?

Excellence is transformational. As Ron Berger says: “Once a student (or adult) sees that he or she is capable of excellence, that student (or adult) is never quite the same. There is a new self-image, a new notion of possibility. There is an appetite for excellence.”

By surrounding ourselves with excellence, we can raise our expectations of our children, ourselves and each other.



Our Principles

To ensure that we embody our core purpose and live up to our values, we remain guided by the following principles:

- We are a local, primary led trust – it is important to us that all stakeholders fully understand the uniqueness of Primary Education.
- Togetherness and retaining a distinctive primary school ethos is fundamental.
- We are passionate about our trust being led by primary specialists with vast experience of leading successfully within the primary sector.
- There is a relentless focus on securing excellent academic outcomes and a real passion for building on the strong values and ethos in which children are educated within each school.
- The trust seeks to minimise costs and secure efficiencies so that all schools have the resources necessary to secure excellent provision.
- We are keen to work with schools to help establish a deep and meaningful curriculum that is rich with the knowledge and skills that children will need. We also want our curriculum to celebrate sport, the arts and the wider curriculum. For us, every child's time at school should be a positive experience and something they will remember fondly for the rest of their lives.
- Our school improvement model has been designed to retain expertise within the trust, providing bespoke and timely support as required.
- Investment in high quality professional development helps us to continue to develop our staff to support them in securing the very best provision for our children. Exciting opportunities for all staff are provided and leadership capacity is built through an ongoing programme of professional development.

The Coppice Primary Partnership was born out of a genuine desire to secure outstanding provision for all children locally. The word 'partnership' was chosen deliberately as our vision is for schools to work together, building on their own strengths and uniqueness to secure the very best for every child.

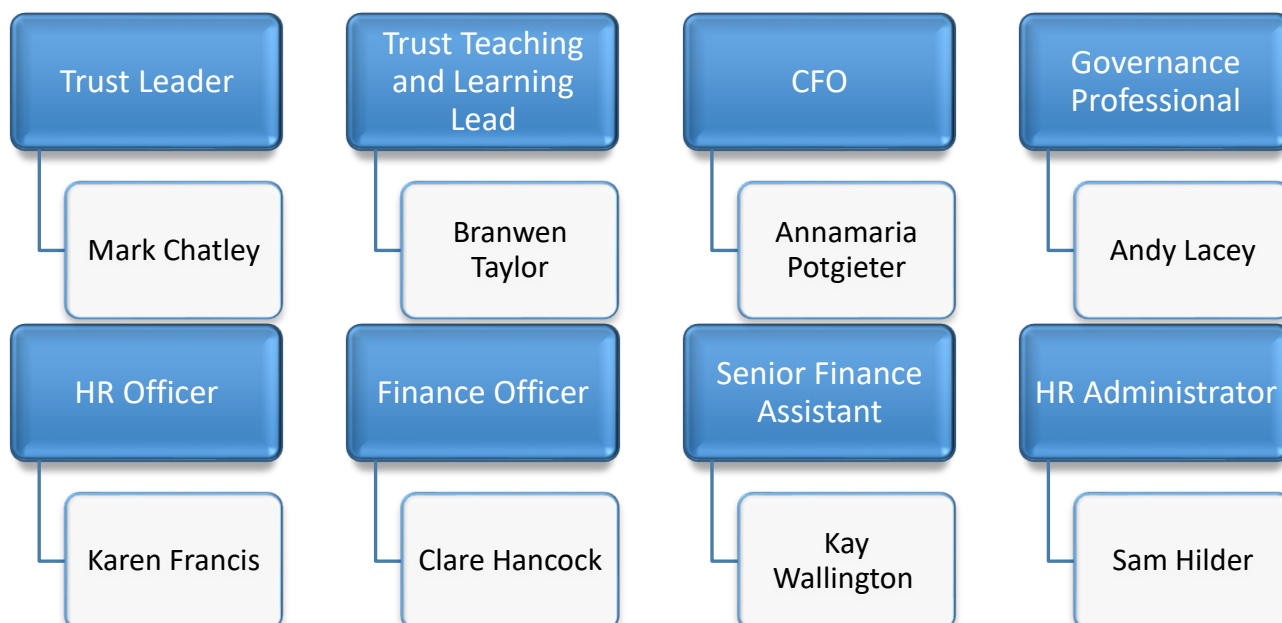
Current Context

There are currently three schools in the Coppice Primary Partnership:

School name	Location	Forms of entry	No. on roll	Ofsted grading
Coxheath Primary School	Maidstone	2	436	Good 2023
Loose Primary School	Maidstone	3	660	Good 2023
St Katherine's Primary School and Nursery	Snodland	3	448(+29)	Requires Improvement (2017)

The focus on the Quality of Education has resulted in two of the trust schools receiving positive Ofsted outcomes in 2023 which highlighted the strengths of the curriculum work that has been undertaken. Work continues to ensure that all areas of curriculum are as strong as the ones that have been fully implemented. As areas of the curriculum have become more embedded, schools are now more able to adapt the content of the curriculum to ensure it is fully appropriate for the individual setting.

The trust central team continues to develop, with more clearly defined sub-teams in finance and HR. Their role is to provide support and guidance for schools to minimise costs, secure efficiencies and focus on school improvement. The trust team is:



Strategic Aims

The strategic aims of The Coppice Primary Partnership align with our core purpose. It is important that these strategic aims are aspirational and achievable, but also that they lay down the foundations for the trust to consolidate and grow.

The actions in our strategic aims allow us to build capacity appropriately, ensuring that improvements are sustainable. As the trust gains more capacity, it will be in a better place to share that capacity more widely.

Continuous Improvement

- To provide excellent professional development for all staff at all levels within the trust
- To support schools to plan and implement professional development programmes
- To expand the impact that the trust has for securing excellent provision for local children

People First

- To keep children at the heart of all decisions made at all levels
- To implement a professional improvement model that encourages personal direction setting
- To develop progression pathways which support professional development
- To offer a 'Coppice Promise' to staff which provides care and support for their workload and wellbeing

Quality Education

- To create a knowledge rich and engaging curriculum in all subjects that builds sequentially and coherently
- To develop pedagogy to ensure the transfer of learning happens for long term success
- To enable children to understand how the the curriculum supports them in the wider world

Collaboration and Growth

- To develop collaboration between all schools in the trust to maximise capacity and celebrate best practice
- To create trust wide roles which develop capacity within and across the trust
- To promote the offer of the trust to encourage like-minded schools to join us on our journey

Strategic Aim 1: Continuous Improvement

- To provide excellent professional development to all staff at all levels within the trust
- To support schools to plan and implement professional development programmes
- To expand the impact that the trust has for securing excellent provision for local children.

Why is it important?

The only way for a system to improve is to create a culture of continuous improvement. Everyone needs to improve, not because they are not good, but because they can be even better. Through this focus on continuous improvement, The Coppice Primary Partnership can ensure that its staff develop their practice throughout their careers and are provided with relevant opportunities to take on new challenges. It is important that this begins at the start of careers where the nurturing and training of Early Career Teachers (ECTs) supports them to develop knowledge and skills quickly and effectively.

Schools know and understand their own contexts and are able to identify areas which need further improvement. There is also a wealth of talent within schools which allows staff the opportunity to plan, lead and deliver professional development in and across the schools. Support is available to map professional development and improvement as well as working with leaders and staff in specific areas.

As the trust improves, so it will gain the capacity to grow and offer the same models of improvement both to colleagues in other schools and also for schools who may wish to join the trust.

Success Criteria Years 1-2

Success Criteria Years 3-5

All teaching staff attend three bespoke trust wide training sessions focused on trust and school improvement

All teaching staff attend three bespoke trust wide training sessions, selected from a 'menu' of workshops linked to personal and school specific needs.

ECTs and ITTs successfully complete their programmes

Early Careers networks are in place to provide space for sharing practice

School based CPD is mapped and planned in line with School Development Plans and led by school and/or trust leaders

School based CPD is mapped and shared across all schools in the trust to promote collaboration, provide further opportunities to develop staff and widen the school improvement offer

Develop the trust wide school improvement offer, identifying existing strengths within the trust and publish.

Promote the trust wide training offer beyond the school to give opportunities for staff to lead training for staff in and out of the trust.

Strategic Aim 2: People first

- To keep children at the heart of all decisions made at all levels
- To implement a professional improvement model that encourages personal direction setting
- To offer a 'Coppice Promise' to staff which provides care and support for their workload and wellbeing
- To develop collaboration between all schools in the trust to maximise capacity and celebrate best practice

Why is it important?

Our schools exist to serve the children that attend them. It is our duty to provide them with everything they need in order to be as successful as possible. The decisions we make in the trust and across the schools are always made with the children at the centre – how we can benefit them, how we can improve their experiences and how we can prepare them more.

With this being said, we know that the quality of a school cannot exceed the quality of its staff. It is our firm belief that by looking after our staff, both personally and professionally, they will be in the best possible place to undertake high quality work which, in turn, will have a positive impact on the children in the trust and beyond. We also need to recognise the benefits that working in a trust brings, especially through collaboration and centralised services.

Staff retention rates in education have been and continue to be low. The reasons for this are wide ranging, including the workload that they have to undertake and the negative impact that this has on their wellbeing. It is important to strike the right balance where staff are valued professionally and can see the benefits of working within the trust for their careers whilst we also recognise that they are people first.

Success Criteria Years 1-2	Success Criteria Years 3-5
Appraisal and performance management adheres to our five principles, providing opportunities for an enquiry-based approach.	Appraisal and performance management based around enquiry are shared within and beyond the trust.
Progression pathways for staff are written and published for all trust staff, highlighting routes that staff can take and the support available to be successful.	Progression pathways have been used to promote collaborative working and support recruitment and retention, including succession planning.
Staff feedback shows that 90% feel they make a positive contribution towards pupils and 80% feel that their views are taken into consideration when decisions are made	Staff feedback shows that 95% feel they make a positive contribution towards pupils and 90% feel that their views are taken into consideration when decisions are made
Trust teaching and learning resources, including those focused on curriculum are shared and accessible to all schools to reduce workload	Trust teaching and learning resources have contributed to an aligned curriculum which has been contributed to by all schools to reduce workload

Strategic Aim 3: Quality Education

- To create a knowledge rich and engaging curriculum in all subjects that builds sequentially and coherently
- To develop pedagogy to ensure the transfer of learning happens for long term success
- To give children an understanding of how their understanding of the curriculum supports them in the wider world

Why is it important?

The quality of education that a child receives is vital for their future progress. Schools are in the privileged position to be able to directly impact on what a child learns and can help to prepare them for the next stage of their education and lives.

For children, the curriculum is their invitation to the conversations of the world. Schools need to give children the knowledge, skills and understanding to join these conversations.

It is important to find the right balance between a high quality curriculum which builds knowledge and skill over time with the pedagogical understanding that enables that curriculum to be delivered in such a way that ensures the children learn the content well.

The final piece of the puzzle is ensuring that children feel part of the curriculum. They need to experience it in such a way that promotes an enjoyment in their learning, providing them with purpose so that they have the opportunity to apply the things that they have learned.

Success Criteria Years 1-2	Success Criteria Years 3-5
Evaluation of implemented, aligned curriculums show that children’s learning is strong and that they are making good progress.	Evaluation of implemented, aligned curriculums show that learning exceeds the expectations of the national curriculum and children are learning the content extremely well.
Implementation of further aligned curriculums encompasses all core subjects and 2/3 of the foundation curriculum subjects.	Implementation of further aligned curriculums encompasses all core subjects and all foundation curriculum subjects.
Implemented curriculums are developed and enhanced with the addition of contextual activities to improve the delivery.	Implemented curriculums retain ‘golden threads’ but have been broadened through the addition of units, activities or opportunities.
All pupils experience at least one curriculum enrichment activity and have access to at least one extra curricular club provided by the school.	All pupils experience at least a range of curriculum enrichment activities and have access to a range of extra curricular clubs provided by the school.
The trust offer one Trust wide extra/wider curriculum opportunity which the majority of pupils are able to participate in.	The trust offer one large and a variety of smaller Trust wide extra/wider curriculum opportunity which all of pupils are able to participate in
Pupil attainment and progress outcomes are in line or above National Average, including for vulnerable groups (when compared with national averages for these groups)	Pupil attainment and progress outcomes are consistently above National Average, including for vulnerable groups (when compared with national averages for these groups)

Strategic Aim 4: Collaboration and Growth

- To develop collaboration between all schools in the trust to maximise capacity and celebrate best practice
- To create trust wide roles which develop capacity within and across the trust
- To promote the offer of the trust to encourage like-minded schools to join us on our journey

Why is it important?

Collaboration is key to a successful organisation. We know that we can achieve more together than we ever could on our own and as a result, we look at ourselves as one staff over our all of our sites. By approaching our work in this way, we are able to work together to improve efficiencies, support each other and share practice to ensure the very best for our children, staff and communities.

We also know that there is a huge range of skill within our trust and we want to make sure that all staff and children benefit from these skills. By looking at sharing these skills we are able to also create opportunities for staff to experience and support other schools, staff and children. This contributes to better outcomes for staff, children, families and the trust overall

We firmly believe that our offer can benefit staff, families, communities and, most importantly, pupils in other schools too. Whilst we continue to work with schools and trusts through a variety of networks, we are ready to welcome more schools into our trust. It is important that we share our offer and encourage schools to see how being part of Coppice Primary Partnership will help to support both them and the wider trust to improve even further.

Success Criteria Years 1-2

Success Criteria Years 3-5

Headteachers take on a system leadership responsibility to support an area across the trust

Headteachers and Deputy Heads take on a system leadership responsibility to support an area across the trust

Shared networks for all subjects, year groups and governance are established and contribute to reduced workload

Shared networks for all subjects, year groups and governance pro-actively collaborate and share ideas with trust leaders to drive the improvement strategy

Schools and trust extend network beyond the trust to develop improvements and provide opportunities

Schools and trust lead in establishing a wider network of collaboration with a specific focus on improvement.

Trust expands to 4/5 schools as a result of the collaboration opportunities and wider offer.

Trust expands to 6-8 schools as a result of the collaboration opportunities and wider offer.