



## Our Vision and Core Values

We believe that primary education underpins the success of a community and this has been a key driver in the development of Horizon since its establishment in May 2017. Horizon recognises that every school is unique and that it serves its own unique community. Each school within Horizon maintains its own sense of identity, as we believe that they understand how to best serve their community. We believe that in every academy within the trust, outstanding practice exists, which we utilise fully to underpin continued success and sustainability for all. We have one simple tagline to describe our Trust, which we believe encompasses what we try to instil in our children:

*‘Where Anything is Possible’*

The core values that underpin our vision have been drawn from across the breadth of the Trust. They are:

To ensure that every child is taught in a safe and secure environment where they can learn without worry or fear; where they can learn resilience and emotional intelligence; where they can learn to be aspirational and where they can develop to their full potential, being socially and emotionally prepared to be productive members of society.

To put children at the heart of a broad and rich curriculum that is engaging and challenging, ensuring it is fit for all learners, nurturing curiosity and a love of learning and preparing them for life in modern Britain.

To remove barriers to achievement, through a no-excuses culture, deploying resources effectively and using the latest research in all that we do, to ensure that all of our schools are good or better.

To work in partnership with parents and with carers and to be active in the local community in order to help and support all of our children to achieve.

To support and challenge each other to be the best that we can be; to value everyone and to work together with a collective commitment to create opportunities, sharing best practice for continuous improvement.

## Our Context

We are a primary-only trust that serves a coastal, rural and urban region in the Hull and East Riding area. All of our academies are currently within the city of Hull.

School	Head/Head of School	Number on Roll	Pupil Admission Number	SEND % of pupils	EAL % of pupils	Disadvantaged % of pupils	Age Range	Latest Ofsted Rating and Overall Judgement
Biggin Hill	Stuart Clark	679	90	12.5	6.3	42.9	3-11	Outstanding March 2015
Cavendish	Joanne Rozenbroek	397	60	13.6	1.8	12.8	3-11	Inadequate November 2018
Cleeve	Anna Bell	486	60	9.9	2.1	51.4	3-11	Good October 2016
Gillshill	Chris Dawson	505	60	9.5	2.0	6.5	3-11	Outstanding December 2007
Spring Cottage	Andy Rhodes	476	60	9.0	2.7	10.7	3-11	Outstanding May 2008
Thanet	Jo Machon	459	60	12.4	4.4	33.1	3-11	Requires Improvement January 2016

## Our Strategic Plan

Each year our success criteria are reviewed by the Trust Board and the effectiveness of our strategy assessed. Completed criteria are archived and criteria that are only partly achieved or which are still to undertake, remain on the current plan below. The 2018 - 2019 evaluated criteria are available upon request. Within the Trust, a series of actions and a timeline underpin all of the aims and success criteria that are listed below:

Strategic Area	Strategic Aim	Success Criteria 2019 - 2021
<b>1. Leadership and Governance</b>	<b>A. To facilitate the exercising of the Trust Board's statutory duties in respect of vision, finance, accountability and safeguarding</b>	<ul style="list-style-type: none"> <li>i. Statutory policies are all reviewed, updated and approved</li> <li>ii. Terms of reference and schemes of delegation are all reviewed, updated and approved</li> <li>iii. Head teacher appraisal successfully completed</li> <li>iv. New Trustees have been appointed with relevant skill sets</li> <li>v. Marketing development has continued</li> <li>vi. Wellbeing systems and a Trust Charter are in place across the Trust</li> </ul>
	<b>B. To facilitate the engagement of the leadership of each Trust school to make an active and sustained contribution to the Trust</b>	<ul style="list-style-type: none"> <li>i. Local Governing Body links to the Trust Board have been established</li> <li>ii. Trust internal communication has been further developed (e.g. Newsletter)</li> <li>iii. More existing leaders have undertaken national NPQ programmes</li> </ul>
	<b>C. To continue to develop sustainability and to build the capacity of the leadership of the Trust</b>	<ul style="list-style-type: none"> <li>i. The Trust has expanded and taken on further good or outstanding provision</li> <li>ii. Aspiring leaders have been given effective training and support and possible secondment</li> <li>iii. All academies have two teachers with SENDCO qualification</li> <li>iv. Newly appointed senior and middle leaders will have accessed appropriate national qualifications (e.g. NPQEL)</li> <li>v. Trust leadership model will have been developed further</li> </ul>

Strategic Area	Strategic Aim	Success Criteria 2019 - 2021
2. School Improvement	A. To continue to develop the school to school peer support model of school improvement across the Trust	<ul style="list-style-type: none"> <li>i. Peer support and best practice shared through implemented peer to peer systems</li> <li>ii. Moderation processes between academies further developed to identify strengths and areas for improvement</li> <li>iii. Leading teachers and Trust subject leaders continue to be deployed to address underperformance and school priorities</li> </ul>
	B. To continue to develop the work of the teaching school (Tidal) in delivering quality school improvement, both within and beyond the Trust	<ul style="list-style-type: none"> <li>i. SLE capacity reviewed and appointed to as necessary where gaps are identified</li> <li>ii. School-level infrastructure has developed to enable the lead for school improvement to take on the role across all schools</li> <li>iii. In all schools the quality of teaching, learning and assessment are consistently good with much that is outstanding within 3 years of joining the Trust</li> </ul>
	C. To rigorously externally validate the systems and processes of school improvement within the Trust	<ul style="list-style-type: none"> <li>i. Trust assessment is fit for purpose - full implementation of systems is achieved</li> <li>ii. New external reviewer with relevant HMI and Ofsted experience has been appointed and is operational</li> <li>iii. All schools are at least good within 3 years of joining the Trust (triangulation evidence from external sources verifies)</li> </ul>

Strategic Area	Strategic Aim	Success Criteria 2019 - 2021
<b>3. Outcomes</b>	<b>A. To continue to develop a curriculum that is relevant and purposeful for all children</b>	i. Curriculum meetings and subject leader meetings and Trust CPD have allowed each school to share best practice to support curriculum development
	<b>B. To strive to achieve at least national outcomes across the Trust</b>	i. At Key Stage 2, aggregated progress and attainment are at least in line with national outcomes, including for disadvantaged children ii. At Key Stage 1, aggregated outcomes show a yearly improvement iii. EYFS aggregated outcomes are similar to national averages at least and progress from starting points is good in all subjects iv. All schools are at least good within 3 years of joining the Trust (triangulation evidence from external sources verifies)
	<b>C. To provide high quality teaching to all pupils, including those who are disadvantaged and with SEND</b>	i. Resource base is fully operational ii. SEND support best practice is established across the Trust, with SEND leads meeting regularly iii. Trust level SEND reviewer and SEND lead practitioner is in place iv. Assessment of SEND pupils is fit for purpose, with appropriate system in place

Strategic Area	Strategic Aim	Success Criteria 2019 - 2021
<b>4. Financial Probity and Central Services</b>	<b>A. To secure value for money</b>	<ul style="list-style-type: none"> <li>i. All schools have balanced budgets at least</li> <li>ii. Financial audits have been completed satisfactorily</li> <li>iii. Payroll provider has been audited and relevant appointment made</li> <li>iv. Administration within each school and across the Trust has been audited and best practice identified</li> </ul>
	<b>B. To centralise relevant services across the Trust</b>	<ul style="list-style-type: none"> <li>i. Further sustainability with IT and its infrastructure has been achieved</li> <li>ii. Efficient Trust Health and Safety monitoring is in place</li> <li>iii. Centralised clerking services are in place</li> <li>iv. A Trust-wide management information system (MIS) has been implemented</li> </ul>
	<b>C. To maximise efficiencies and to reduce workload across the Trust</b>	<ul style="list-style-type: none"> <li>i. Trust-wide wellbeing charter created and best practice disseminated between Trust schools</li> <li>ii. School marking policies reviewed and a Trust-wide marking policy created</li> </ul>