

PRIORITIES FOR THE OWLS MULTI ACADEMY TRUST



Strategic Action Plan 2018-2020 & looking forward to 2022

The OWLS MAT is standards driven; it aims to provide world-class education and care that allows every young person to reach their potential; it recognises the importance of teaching and learning. It operates a robust school improvement system, with the ultimate aim of doing something exceptional for young people in our area. All young people will be safe and all will be supported, whatever their needs.

Our Vision: is committed to the core values of excellence, equity and effectiveness...

Promoting high levels of engagement, aspiration, achievement and enterprise across all of our schools.

The OWLS MAT aims for all academies to be outstanding. This means outstanding outcomes for all young people; innovative, enthusiastic, well-trained staff that provide high-quality teaching, learning and assessment experiences every day, and pupils/students that leave education well-prepared for the next step of their lives.

The OWLS MAT aims to contribute positively to the self-improving school-led system in education across this locality. We are committed to adding real value to the community, helping it become even more effective in order to achieve the very best for all young people. We believe in true collaboration; working in partnership, investing in people and building capacity for long term, sustainable success.

Our academies/schools will need to respond to the challenge of creating this landscape.

‘Articulating and making our vision real’

Our strategic action plan is ambitious and exciting; it reflects our locality and the needs of our young people. The country’s education system is in a state of fundamental change as we move to a self-improving system that reduces central government control in favour of a school-led system. This provides a great opportunity for all of our academies/schools to take the lead and create a system that our young people deserve.

Bold and dynamic leadership, at all levels, is fundamental to help transform our local education system. We need to develop and own this new system together and take risks to ensure all our learners, regardless of their starting point or background, have their needs met and thrive in the communities that we create. As a high performing and ambitious MAT, we need to take the lead and create an even higher performing group of academies/schools.

Our challenge is to continue our journey in improving systems so that all the academies within the OWLS MAT are ‘outstanding’, not only in terms of their Ofsted judgement, but also in the eyes of our learners, staff, and local and wider community.

Peter Merry NLE

Jonathan Tedds - Chair of Trust

CEO



Jonathan Tedds



PRIORITIES FOR THE OWLS MULTI ACADEMY TRUST Strategic Action Plan

For the next four years, the OWLS MAT will focus on a range of priorities; centrally, there will be 3 main areas of focus:

1 THE CENTRAL TEAM - The role of the 'Central Team' is to be clearly defined; this includes back office functions, as well as delivery support (curriculum, teaching & learning, CPD), and capacity for intervention and/or growth. The team at the centre may also use the existing expertise in individual academies in the OWLS MAT to develop optimum school to school support. The OWLS MAT to have a clear funding strategy, and to identify demand and develop the Central Team accordingly.

The OWLS MAT will:

- Develop the key functions that will be provided centrally, including business, finance, and school improvement – ensuring they link with the OWLS MAT Action Plan;
- Plan and budget for services/functions that will be bought in from external sources;
- Develop capacity to deliver business and operational support;
- Develop and implement clear schemes of accountability;
- Audit, evaluate and develop a shared data management system to ensure data from each academy are collected in a consistent format;
- Monitor and review the 'membership fee' (and top slice), ensuring it is fit for purpose for each academy.

2 STRATEGY FOR GROWTH - The OWLS MAT to have a defined strategy for growth, understanding the need to build capacity in advance of new academies joining, and preparing for the challenges of different types of academies joining the MAT. The OWLS MAT to have a clear understanding of the impact that different types of academy joining will have on its overall leadership and governance. The OWLS MAT to have a plan for optimum geographical coverage and to be prepared to say "no" where relevant.

The OWLS MAT will:

- Develop a strategy for growth: rate of growth, optimum number of academies at each stage, and the balance of primary/secondary and sponsored/converter/start-up academies;
- Review governance, leadership and business structure of the OWLS MAT when appropriate (eg: as the MAT grows to 5+ academies, and again at 12+), adding capacity where required.

3 COMMUNICATIONS - The OWLS MAT to be fully cognisant of the importance of communicating its core vision, using all forms of media, and to develop a strong brand which is used consistently.

- Develop a clear PR strategy that encompasses national, regional and local media – influencing key stakeholders where appropriate;
- Develop a media crisis strategy and ensure all key staff are aware of protocols in the event of press enquiries;
- Identify and then develop a range of marketing platforms to be used;
- Develop consistent procedures for gathering feedback, both internally and externally;
- Ensure all internal communications are fit for purpose and that key messages are shared.

For the next four years, we will concentrate, as a group of academies/schools, on 6 key areas. Each of these priority areas sets out what OWLS MAT will do to achieve these priorities and the reciprocal contribution from each academy, each of whom play an important role.

1 VISION AND VALUES (the non-negotiables): The OWLS MAT to have a clear and compelling vision for the future. All stakeholders to be clear about, and be able to articulate, the moral purpose of the OWLS MAT, its mission and its values. All stakeholders to share an understanding of what it means to be part of the OWLS MAT, including those elements that are non-negotiable.

The OWLS MAT will:

- Ensure the core set of values is understood and upheld across the Trust;
- Develop the non-negotiables and ensure these are explicit across the Trust (ie: all academies are expected to follow) and that they have a direct impact on pupil/student outcomes, including curriculum planning, pedagogical and assessment practice;
- Ensure no academy becomes an outlier to the overall vision;
- Identify what success will look like for the Trust in one, three and five years' time.
- **The contribution of each academy/school to the delivery of this priority will be:**
- To demonstrate 'Question; Explore; Give; Succeed' and uphold the Trust's core set of values;
- To implement, monitor and embed the shared non-negotiables and be able to articulate the impact on pupil/student outcomes;
- To identify what success will look like for the academy/school in one, three and five years' time – on their academy/school improvement plan.

2 ACHIEVEMENT in the OWLS MAT schools/academies will build on the previous personal best, with year on year improved progress and outcomes for pupils/students of all abilities.

The OWLS MAT will:

- Monitor and evaluate the quality of delivery and outcomes for pupils/students in all our academies/schools to ensure all our pupils/students attend good and outstanding academies/schools and, where there is a decline, that intervention happens immediately;
- Engage additional external scrutiny in order to provide the MAT board, the executive team, the LGB and the Heads with a reliable 'second opinion' on the performance of the academies/schools;
- Ensure any newly-established academy has the appropriate support to deliver a secure sustained high performance, whilst building on the successes of all current academies/schools (with an acknowledgement of travelling distance between all academies/schools);
- Create an educational improvement team that provides the necessary support for our academies/schools to deliver targeted intervention/challenge and become the vehicle for sharing strategies and best practice;
- Continue to identify and share the practice that has led to improved outcomes in one academy with the leadership teams in other OWLS MAT academies/schools, so that more pupils/students can benefit from this practice;
- Identify, through action research, strategies that academies/schools within the MAT (as well as those internationally and nationally) are implementing, that enable any pupil/student who is at risk of underachieving, be it due to attendance or lack of progress;
- Continue to design a curriculum that ensures all pupils/students, especially the most able, have opportunities to develop their thinking skills by being able to apply their prior learning to ensure greater depth of knowledge.



The contribution of each academy/school to the delivery of this priority will be:

- To improve or maintain consistency in standards that result in being judged to be 'good 'or 'Outstanding';
- To ensure all teaching is consistently good or better in all lessons and intervene where necessary;
- To continue to exceed the national floor targets each year in the key indicators by the Department for Education (DFE);
- To ensure that we continue to narrow the gap between the vulnerable and other pupils/ students;
- To make sure that attendance continues to rise, for all groups of learners and staff;
- To engage with the OWLS MAT improvement team to identify areas for support for all staff;
- To identify staff with the potential to become SLEs (Specialist Leaders in Education), LLEs (Local Leaders), NLEs (National Leaders) and Lead Practitioners and to identify those able to make a wider contribution beyond that of their own academy/school, in order that performance increases every year in each academy/school.



3

QUALITY ASSURANCE AND DATA:

The OWLS MAT to have available a wide range of both qualitative and quantitative data to develop clear methods of assessment, both of individual academies and of the OWLS MAT as a whole. The OWLS MAT to have robust peer review systems, ensuring that risks are effectively and swiftly managed, and intervening where performance levels drop below expected standards. the OWLS MAT schools/academies will build on the previous personal best, with year on year improved progress and outcomes for pupils/students of all abilities.

The OWLS MAT will:

- Develop and implement a comprehensive data dashboard, progress tracking and target setting processes;

- Ensure all middle and senior leaders are trained in current Quality Assurance processes and Ofsted requirements;
- Regularly review risk registers at both academy and MAT level, ensuring actionable contingency/ countermeasure plans are drawn up, where needed;
- Review performance and identify areas of intervention at fortnightly Executive meetings with all HTs;
- Develop peer reviews across the Trust;
- Develop and communicate a clear accountability framework – including what happens when an academy/member of staff under-performs;
- Ensure all academy improvement plans feed into the OWLS MAT action plan;
- Create opportunities for pupils/students from different academies/schools to learn together to reinforce cross-trust peer learning;
- Celebrate the success of young people from all

academies/schools, in all phases, so that more staff, pupils/students and parents witness more pupil/student achievement;

- Create a space where parents and families can access advice, guidance and training relating to the education of pupils/students in our schools/ academies;
- Continue to develop a creative and dynamic curriculum that inspires our pupils/students to have a love for learning and make accelerated progress as a result.

The contribution of each academy/school to the delivery of this priority will be:

- To identify pupils/students who have made outstanding progress, made an outstanding contribution to their academy/school, and overcome significant obstacles to academic and personal success, in order that their achievement can be shared across the OWLS MAT;
- To support the implementation of a broad, balanced and creative curriculum;
- To publicise and support cross-trust pupil/student learning opportunities;
- To identify and apply all children with the skills and expertise needed for all to prepare themselves well for the next stage of their educational journey;



4

FINANCIAL-STRATEGY-AND CONTROL:

The OWLS MAT to have transparent and clear systems for ensuring financial probity, having access to accurate and timely management information to ensure effective budgeting. The OWLS MAT to make efficient use of economies of scale, achieving best value for top-sliced funds, and to pursue alternative revenue streams to benefit the OWLS MAT as a whole (eg: providing services beyond the OWLS MAT itself). A sustainable educational and business plan will be in place that supports the academies/schools to meet their core objective of delivering outstanding education for every child

The OWLS MAT will:

- Continue to benchmark current financial performance;
- Present a balanced budget for approval;
- Identify, assess and report against the risks from the MAT operations;
- Ensure the Board are clear about, and aligned to, the guidelines set out in the academies financial handbook and that all parties have signed the register of business interests (including measures in place to manage conflicts, eg: related party transactions);
- Develop, implement, then review a set of financial policies, including clear schemes of delegation;
- Develop a strategy for creating savings and generating income for one, three and five years;
- Plan, with each academy, for curriculum changes, staffing, buildings and student numbers;
- Maintain and update the OWLS MAT risk assessment, so that potential risks to the successful delivery of this strategic plan that might have implications for our academies/schools are mitigated;
- Ensure that the OWLS MAT is compliant with the financial rules and regulations of the Charities Commission and Education Funding Agency (EFA);
- Deliver financial advice and guidance to each academy/school that is accurate and relevant;
- Support the organisations to maximise pupil/student recruitment to each academy/school;

- Support the academies/schools to appoint the right staff of the right quality to deliver outstanding education;
- Ensure that the academy based finance and HR processes are compliant with the OWLS MAT policies and procedures, so that organisations manage their budgets successfully, ensuring key improvement priorities are delivered;
- Continually review the OWLS MAT structure to ensure it has the correct expertise and adequate skill set to support the OWLS MAT to deliver its priorities;
- Support and develop skills and knowledge of the Central Team, so that they can contribute to the sustainability of the OWLS MAT and its future;
- Monitor OWLS MAT protocol for expansion annually, to ensure that the criteria for the admission (due diligence) of new academies/schools are fit for purpose and that expansion does not limit the capacity of the trust to deliver its charitable objectives of improving education for our current pupils/students;
 - Ensure it starts to develop a team that will look at the estates and that will provide expert advice for the OWLS MAT Board, Executive Team and LGBs on the state and condition of its buildings, leading to a clear maintenance plan for 2016-2020;
- Take advantage of any opportunities that exist to bid for additional grants to support the achievement and success of its pupils/students, or the development of our capital stock and buildings;
- Continue to develop the commercial arm of its National Support School, in order to generate additional income to support pupil/student learning and achievement;
- Maintain a strong local and national media presence, to ensure the OWLS MAT's successes are shared as widely as possible.

The contribution of each academy/school to the delivery of this priority will be:

- To update and review their own risks, addressing key points from the school/academy register that are likely to impact on the OWLS MAT register;
- To develop a close working relationship with the evolving OWLS MAT operations team, through informed and frequent communication, that enables both the OWLS MAT team and the

academy/school-based team to carry out their responsibilities;

- To do everything possible to ensure each academy/school is oversubscribed in September 2017.



5

GOVERNANCE: The OWLS MAT to have a scheme of delegation which clearly defines responsibilities of the various levels of governance (Members, Trustees, Local Governing Body). All members of governances at all levels to be clear about their responsibilities, and to have access to relevant training and information to support their defined roles. Leadership and governance across the Trust will be outstanding and succession planning effective in securing leaders of a high calibre across OWLS MAT.

The OWLS MAT will:

- Ensure the Board of Trustees agrees a strategy for both itself and the LGBs, with priorities for achieving the vision with key performance indicators and timeframes for review;
- Ensure there is a clear system for communicating MAT priorities from Trustees to the LGB;
- Develop a strategy for reporting the work of the OWLS MAT and individual academies/schools to parents, local communities and the wider influencers;
- Build capacity across the MAT to accelerate and sustain school improvement, through the creation of an executive leadership team who will support and challenge our academies/schools to deliver improvement;
- Prioritise with senior leaders the annual focus for leadership development across the trust that meets the needs of each academy/school;
- Deliver future leaders for our academies/schools at every level across the OWLS MAT through high quality professional development opportunities;
- Identify, train and support a cohort of leaders who can lead across sixth form, secondary, high, primary, middle and first academies/schools, in order to add more capacity to leadership and transition;
- Work with the Executive Headteacher/CEO, Director of Finance & Operations (DFO), and

Leadership teams to ensure that the OWLS MAT Improvement Team responds to the needs of the academies/schools, to support the delivery of their professional development and school improvement priorities;

- Facilitate secondments and exchanges that share skills, fill vacancies, or develop capabilities that add value to the learning of the pupils/students in another academy/school within the OWLS MAT;
- Review, revise and update the model of governance across the OWLS MAT, to ensure that the structure is fit for purpose and capable of meeting the priorities, is consistently compliant, and capable of holding the Executive Team and Heads to account;
- To support the Board of Directors and LGBs to have full and appropriate membership and fulfil their role successfully.

The contribution of each academy/school to the delivery of this priority will be:

- To be clear and strategic with the Executive leadership team, in order to identify priorities for school improvement;
- To identify staff in the academy/school who are ready for further leadership development and to support their engagement in leadership training;
- To run in-house leadership development programmes that support succession planning in the academy/school and open up increased training opportunities for staff in other OWLS MAT academies/schools;
- To contribute to the delivery of the OWLS MAT Leadership and CPD programmes;
- To host and take advantage of the secondments and exchanges to other academies/schools and to host similar visits;
- To work with the LGB to deepen their understanding and awareness of the improvements required in the academy/school;
- To ensure that members of the LGB access training to increase their capacity to hold the academy/school to account;
- To attend board meetings and deliver feedback on the academy's/school's progress to the highest possible standard.



WORKFORCE SUPPLY AND

DEVELOPMENT: Recruitment, training and

development of the workforce of leaders, support staff and administrators will result of an outstanding provision to all of our pupils/students. The OWLS MAT to have in place a workforce strategy that seeks to recruit, retain and develop all staff at all levels, seeking to promote from within wherever possible and being able to deploy staff to where they are most needed. The OWLS MAT to provide high-quality, appropriately accredited training and development opportunities, and career support. Key roles throughout the OWLS MAT to have succession plans in place..

The OWLS MAT will:

- Develop a common talent management framework that provides clear career pathways, from teachers/staff trainees through to executive leaders;
- Develop effective systems to support and attract new staff, so that there is quality and consistency across the OWLS MAT and will conduct exit interviews for those who choose to leave;
- Consider a mobility clause to staff contracts (are academies/schools able to access the support they need to improve through secondments and StSS?);
- Ensure systems are in place across the OWLS MAT for the best practitioners to coach & lead others;

- Train, support and empower all middle leaders to monitor performance of classroom practice;
- Monitor and support the quality of teaching across the academies/schools to provide lessons for pupils/students that are consistently good or outstanding;
- Build capacity to accelerate and sustain the quality of teaching across the trust; identify staff with the potential to become SLEs (Specialist Leaders in Education), LLEs (Local Leaders), NLEs (National Leaders) and Lead Practitioners and to identify those able to make a wider contribution beyond that of their own academy/school, in order that performance increases every year in each academy/school;
- Ensure outstanding teachers are trained to coach and support others to become consistently good;

- Support the academies/schools to implement the Rivers performance management policy across the trust, so that all staff are treated equally and have access to clear and well-defined career pathways, with appropriate rewards for sustained and significant performance;
- Work with the Executive Principal/CEO and DFO to ensure the education improvement team responds to the needs of the academies/ schools within the Trust to support the delivery of their professional development and school improvement priorities;
- Recruit, train, and deploy School Direct trainees to ensure that a pool of good and outstanding teachers is available for the OWLS MAT to employ each year;
- Create and deliver high-quality professional development for staff across the MAT to access together, so that it builds on, and complements, the training in-house;
- Deliver OWLS MAT conferences throughout the year, as well as network meetings each term, so that staff recognise them as high-quality sessions that promote 'true collaboration for outstanding achievement'.



The contribution of each academy/school to the delivery of this priority will be:

- To embed the MAT appraisal policy into each academy/school, so that it is understood by all staff and becomes an integral component in the improvement of the academy/school and the wider OWLS MAT;
- To recruit and retain high quality staff to work in each academy/school;
- To train and develop a high quality workforce through a range of learning opportunities;
- To support and challenge teachers, so that they consistently deliver lessons that are good and outstanding;
- To contribute to, and receive, support from the OWLS MAT School Improvement Team;

- To share with other academies/schools the professional development programme being delivered, in order to impact positively on standards in the wider community;
- To contribute to the design and delivery of OWLS MAT conferences and network meetings;
- To increase participation rates of school staff on CPD programmes.

The OWLS MAT Vision & Values: The non- Negotiables

- Pupils & students arrive on time to school and to all lessons; they are equipped and are ready to learn;
- Expectations in all schools and lessons are clear; rewards and sanctions are consistently applied;
- Pupils & students learn in a safe and stimulating learning environment;
- Pupils & students experience a relevant, broad and balanced curriculum. The curriculum reflects the locality and is designed to meet the needs of all learners, preparing them for their lives in a modern British society;
- Pupils & students take pride in their work;
- Learning objectives are clear, with differentiated success criteria/outcomes and are shared with students; they stretch and challenge pupils & students and ensure they all progress in their learning;
- Pupils & students work reflects regular marking and feedback; all next steps are visible; pupils & students act on next steps showing progress with their learning;
- Staff evidence planning; this planning builds on the students' ability and their prior learning;
- Staff, pupils & students have a smart appearance, are always polite and courteous;
- All members of the school community demonstrate positive attitudes, values and behaviours at all times.
- All members of the school community treat each other with fairness, dignity and respect;
- The workforce is deployed effectively, with a focus on developing high quality staff that impact positively on pupil & student progress and achievement;
- Three year budget forecasts are prepared to ascertain the sustainability of current levels of expenditure and to allow sufficient time for remedial action if necessary;
- Governing Bodies approve a financially sound budget plan annually, which underpins the strategy of the school and improves educational standards for the benefit of all pupils & students;
- Reserve levels are carefully monitored and plans are in place to utilise large reserves;
- Governor approved budget plans are monitored each month and appropriate remedial action is taken, where necessary, to avoid overspending;
- Robust systems of internal financial control are maintained, in accordance with the Trust's financial regulations and procedures, for the safety and security of the Trust's assets;
- Accurate accounting records are maintained;
- High value for money will be delivered in the use of financial resources;
- Governing Bodies reflect the local and wider community and ideally include parents and staff (teaching & non-teaching) representatives;
- Pupil & student performance (progress and attainment) is tracked and monitored half termly; parents, their child and staff know what the child needs to do to progress;
- All interventions have a sense of urgency; they are regularly monitored and reviewed (this includes all elements of school improvement);
- Members of the OWLS MAT community receive regular communications about the successes, developments and progress of their school/academy and of the Trust itself;
- Staff receive high quality training and have opportunities both within and across the Trust to develop their skills, knowledge and expertise.

Executive Summary

This document represents the Second Strategic Plan of OWLS Multi-Academy Trust. Its predecessor equivalent, a five year Strategic Plan for The Trust, outlined the direction of the ‘a federated school and single converter’ academies from shortly after its opening in September 2013 to the end of 2017/18. With the creation of a multi-academy trust, the incorporation of 5 local primary schools within it, and the evolving educational landscape within which our schools reside, it is timely to construct a new plan to reaffirm our vision and mission, outline our context, appraise our choices, and signal our direction of travel.

Sharing the sentiment of Gen. Eisenhower that “In preparing for battle, plans are useless but planning is indispensable”, the MAT Board and its senior leaders acknowledge the need to show flexibility and resourcefulness in changing times, and the willingness to deviate from this document and its contents should it be in the interests of the Trust, and the children and families we serve, to do so.

Highlights

1st September 2013 saw the first converter (Langmoor and Glenmere) into the OWLS MAT. The Trust has worked positively and purposefully to improve provision – everything from governance through the curriculum to teaching and intervention – and has been aided fully by the senior team and local governing body of the school, who are receptive to innovation and responsive to challenge. 1st September 2015 saw Little Hill Primary School become a member of the MAT’, with the incorporation of Shared governance and a restructuring of the trustees. Of equal significance is the joining of Fernvale Primary School, to join the MAT

in 2016 followed by Hinckley Parks School in 2017 September 1st.

Mission Statement

OWLS Academy Trust is committed to the core values of excellence, equity and effectiveness...

Promoting high levels of engagement, aspiration, achievement and enterprise across all of our schools. ‘We believe in the power of education to improve lives – and the world’

This statement is at the heart of the OWLS story. We are driven to ensure that our community can realise its true potential through learning. This is our mission. To that end, we provide the experiences, resources, structures and systems to enable all to engage, all to progress, all to achieve.

Through the opportunities that our Multi-Academy Trust offers, we extend our mission beyond the school in which it originated.

Keys to Success

Our commitment to ensure learning is at the heart of all we do: Keeping “the main thing, the main thing” – prioritising our people, time, energy and funding to the improvement of the educational experience – both formal and informal – we provide.

A passion for excellence: Only comparing ourselves with the best. When finding it, seeking to match and then surpass it.

Restlessness and curiosity: Looking for opportunity to be involved and to learn from new experiences.

Courage to innovate: Leading change – in teaching and learning, curriculum development, organisational structures.

Tenacity and resilience: Holding to our mission in times of turbulence, and

remaining resolute until we achieve what we set out to do.

Collegiality: Listening to others, sharing with others, learning from others

Objectives

Below are listed the core objectives for the Trust. It is the responsibility of all employed and associated with the organization to work towards the furtherance of these objectives.

- Children are well-prepared for the next stage in their lives through experiencing the best learning opportunities through exceptional teaching and support, and access to high quality resources and provision in and beyond the classroom.
- Children achieve more, and make better progress, by attending an OWLS academy than would otherwise be expected. We add value.
- Our academies are full, and always oversubscribed as a result of their popularity, reputation and success.
- Our academies are staffed with high-performing professionals, exhibiting passion and taking pride in their work, in a context of effective support and challenge.
- Accommodation and premises are safe, well-maintained, and with facilities that are constantly improving.
- Infrastructure is both effective and efficient, underpinned by sound financial management practices whereby value for money is always given due regard.
- Management systems are coherent and cohesive, and staffed by colleagues who are innovative, adaptable, and capable of absorbing new initiatives.
- Our academies, and the Multi-Academy Trust, are held in the highest regard by others within and beyond the education sector, and our work and its impact is validated by external accreditation and inspection.



Opportunities for Strategic Development 1: Teaching and Curriculum

- a. Shared training plans to derive and exploit opportunities for collaboration and cross-fertilisation of expertise
- b. Shared training day(s) calendared across MAT schools to facilitate the above.
- c. An annual teaching and learning event to showcase innovation and celebrate excellent practice
- d. Close alignment of key performance indicators for teachers across the MAT regarding appraisal to promote consistency of challenge.
- e. Formal teacher secondments are regular development opportunities for teachers – across schools, across phases.
- f. School improvement reviews are conducted on a regular cycle for all schools within the MAT

A greater number of Specialist Leaders of Education are recruited from the MAT's schools to work out of the National Forest Teaching School

Opportunities for Strategic Development 2: Leadership

- a. Key performance indicators across the MAT's schools (e.g. financial position, pupil progress, school improvement activities and appraisal) can be monitored centrally via a single 'dashboard'
- b. An asset register of all MAT assets is clearly formatted and accurate.
- c. All teaching and learning responsibility (UPS/TLR) holders have undertaken recognized middle leader training within two years of taking up their position within the MAT
- d. All leadership group (LG) post holders have undertaken recognized senior leader training within two years of taking up their position within the MAT
- e. An annual governance event takes place to enable networking and skills development for all Local Governing Bodies
- f. Policy (and contracts where applicable) alignment across all MAT schools exists,

with local contexts taken into account regarding procedures and protocols.

Opportunities for Strategic Development 3: IT infrastructure

- a. Key organizational architecture – calendars, agendas and minutes, policies – are shared with all staff across the MAT to improve efficiency and coherence.
- b. Common IT procedures are implemented across MAT schools to improve efficiency
- d. Cross-site opportunities for data storage and back-up are fully utilized.
- e. Relevant spare stock is stored by the MAT for emergency replacement to its schools, minimizing disruption to teaching and management through 'down time'.
- f. OWLS web presence, and via social media, is effective in communicating to existing stakeholders and the wider community.
- g. Harnessing technology is a regular feature of both the MAT's teaching and governance annual events.
- h. IT-related training is delivered to MAT staff on a needs-driven, as opposed to school-driven, basis.
- i. Existing inter-site connectivity is exploited to enable cross site working

Opportunities for Strategic Development 4: Support services

- a. Key support staff – IT technicians, cover supervisors, teaching assistants - work effectively across the MAT's schools, demonstrating an increased responsiveness to need, supported by high quality training, and opportunities to appoint staff into student support roles across schools are taken where appropriate.
- b. The MAT develops an impressive package of traded services, in conjunction with Science and Teaching School, and delivers high quality school improvement, financial support and other packages to other schools and MATs.
- c. Commercial income is maximized through a centralization of lettings provision across the MAT's schools.

Key Performance Indicators

Members and trustees must have the skills, knowledge and experience to run the Multi Academy Trust. Their duties include ensuring that the trust's funds are used only in accordance with the law, its articles of association, its funding agreement and the Academies Financial handbook.

Governance KPIs

1. Ensure that distinction is achieved between Member and Trustee roles within the MAT as enshrined in documentation.
2. All Members and Trustees fully understand their duties as company directors and charity trustees as laid out in the Companies Act 2006 and Charity Commission guidance as exemplified in a skills audit.
3. All schools have a full complement for their Local Governing Bodies, with an appropriate set of skills and experiences to undertake their defined responsibilities

Financial KPIs

1. Ensure economy, efficiency and effectiveness over the use of Trust funds (value for money).
2. Assurance received that annual financial accounts have been properly prepared and are free of material misstatements.
3. Accounts filed with Companies house for public access by 31 December each year and on the Trust website by 31 January of the following year
4. All statutory returns submitted on time
5. Staffing costs capped at 80% of total Trust income.
6. Alternative sources of funding are pursued, consistent with the Trust's core competencies
7. Sufficient levels of income are generated to support the asset base of the Trust
8. Sources of funding pursued for capital development projects

Human Resource KPIs

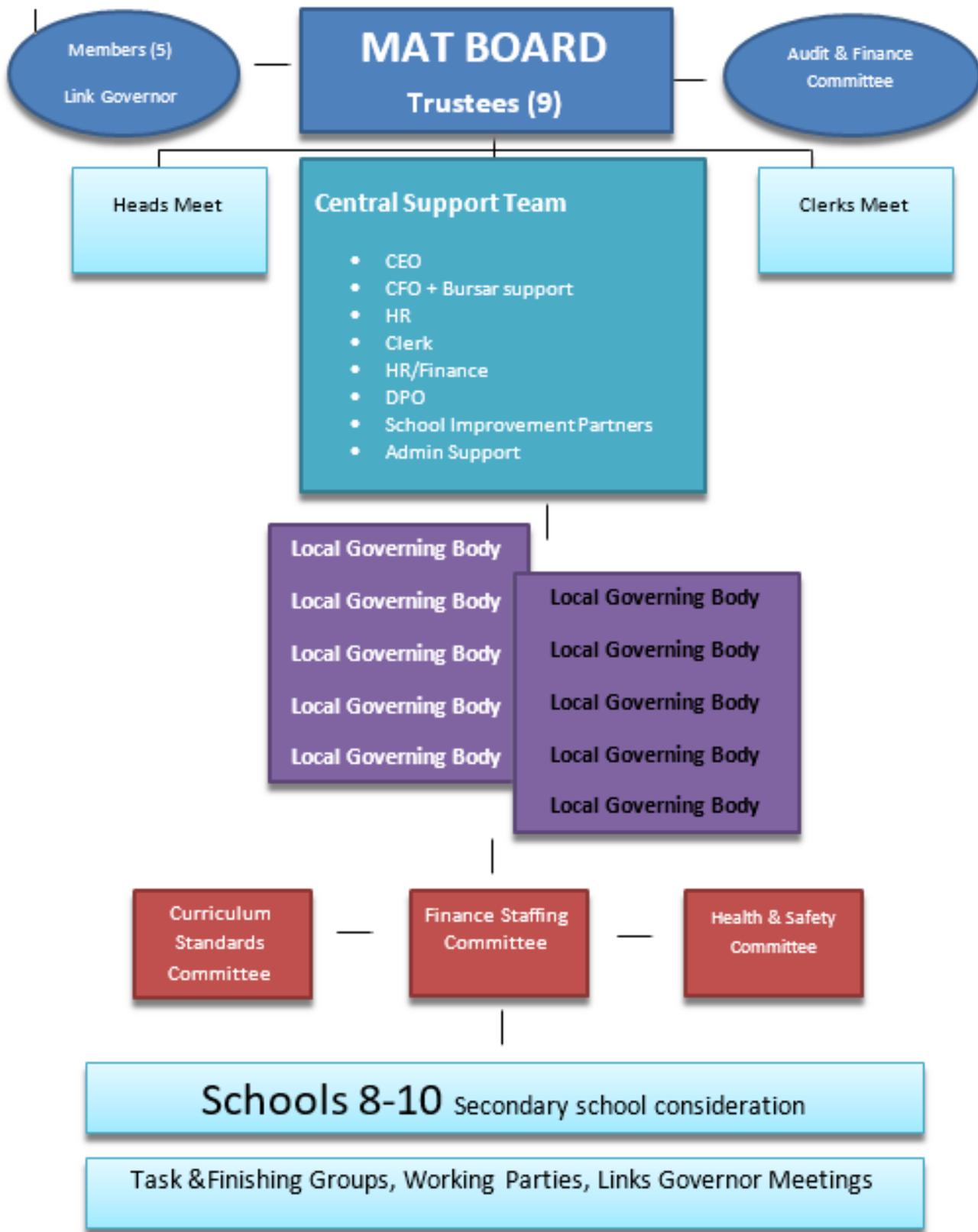
1. All MAT academies fully staffed with high calibre staff
2. Pupil to teacher ratios are favourable compared to national levels
3. Development opportunities made available to staff to work across schools in the MAT
4. 100% training penetration rate achieved (calculated as % of employees completing a course of training compared to total number of employees employed).
5. 100% performance management penetration for all eligible staff across all MAT schools.

School Standards KPIs

- 1 All MAT schools retain or improve their Ofsted inspection rating
- 2 Parent, staff and student survey data illustrates satisfaction.
- 3 Schools can demonstrate the adding of value to children of all ages, abilities, and backgrounds
- 4 All schools are fully compliant with health and safety, safeguarding and other statutory requirements



Organisation Structure – 2017-2018 Current Position



Organisation Structure – 2019-2020 Target Position

