



Development Plan 2017 – 2020

Trust Summary

Balmoral Learning Trust is a company limited by guarantee and an exempt charity. As a Multi Academy Trust, the Board of BLT has two core functions: to set the strategic direction of the organisation and to ensure financial probity of the Trust. The Board is responsible for all of the academies/schools in the Trust. Balmoral Learning Trust delegates functions to the Local Governing Body of each school/academy through a Scheme of Delegation.

At present Balmoral Trust comprises of two good schools: East Herrington Primary Academy and Hetton Lyons Primary Schools. Both are high performing primary schools that serve their community well. Staff from the schools work well together to share best practice. A Head Teacher Board is part of the Trust management structure and ensures the involvement of both schools in the planning decision making process. We share a philosophy that the children are at the heart of everything that we do. We strive for both schools to be graded as outstanding at their next inspection.

Purpose

The Board of Directors is the key strategic decision making body for the Trust, it is their role to set the overall strategic framework for the MAT and to ensure all statutory duties are met. The Board is responsible for ensuring there is a medium and long term vision for its future and that there is a robust process in place for achieving its key identified objectives. The Development Plan sets out the Trust's overall vision, values, our 3 year strategic objectives and priorities for the year ahead. The Development Plan should be read in conjunction with the Business Plan.

Business Plan

We are presently developing a Business Plan, an overarching strategic document for the Trust. The Business Plan will include Trust growth, ensuring financial stability, development of the central team and succession planning. The Business Plan should be read in conjunction with this Development Plan, a document concentrating on the development of education and learning within the Trust.

Objectives 2017 – 2020

To support our development over the next 3 years we will focus on the following strategic objectives:

- School improvement and effectiveness
- Enhancing governance
- Financial management, business efficiencies and effectiveness

Action Plans at the end of this document provides more information on delivery against one year objectives.

Developing Central Operations

A key strategy is to promote and develop the Trust and the services we offer. This means that our schools can focus on improving Teaching and Learning and delivering educational excellence. We will work across a range of partnerships to share good practice and jointly procure services to bring about better value for money and economies of scale.

Our approach will be to:

- To work in partnership and to share best practice;

- Identify key services required by schools joining Balmoral Learning Trust and develop clear specifications for commissioning such services;
- Develop a resource detailing a range of approved and trusted providers and services to support our schools;
- To develop and document our offer to each type of school likely to consider joining Balmoral Learning Trust.

Balmoral Learning Trust School Improvement Model

The Trust will support schools to improve outcomes for children and to build capacity for sustained development in the following way:

- Maximising the use of school to school support
- Articulating high expectations of teachers and learners
- Providing professionals who respect others, build capacity and confidence
- Sharing best practice
- Working with a School Improvement Partner who has an excellent track record in supporting schools
- Working with Trust Local Leaders of Education
- Support from outstanding practitioners who work in Balmoral Learning Trust schools/academies and direct school to school support if appropriate
- Working alongside consultants who bring specific areas of expertise

The Trust also provides:

- Head Teacher performance management with advice from an external School Improvement Partner;
- Joint school reviews with Senior Leadership – whole school or phase specific if appropriate
- Identifying a mentor for Head Teacher or head of School new to post
- Links with other Trust primary schools to support moderation and the sharing of good practice
- Support for self-evaluation from the Head Teacher Board and the external education consultant
- Themed CPD for staff e.g. developing pupil resilience

Our services

Managing academies brings financial challenges and responsibilities. We provide the following services:

- Preparing financial statements in line with DFE and EFA requirements;
- VAT returns
- Accounting Officer and Responsible Officer reporting;
- Monthly / quarterly management accounts;
- Software and processes training for school finance staff;
- HR support and consultancy through our commissioned service;
- Payroll and contract advice;
- Legal support and advice through our commissioned service
- Insurance
- Brokerage of other core services on request



Vision and Values of Balmoral Learning Trust

Vision:

“A diverse partnership of schools achieving learning and excellence for all”

Roots:

Collaboration not competition

Individuality not conformity

Simplicity not complexity

Challenge not confrontation

Branches:

Quality – because everyone in the Trust deserves the best

Excellence – because we have high expectations for everyone

Delivery – because actions make aspirations reality

Standards – because they represent achievement for all

Safeguarding – safe people, safe places, safe buildings, safe children

Leaves:

Learning – first class learning opportunities for all

Leadership – exceptional leaders in exceptional schools where leadership is not a position or a title but an action and an example.

Enjoyment – valuing our people and having fun. Others enjoy working with you.

Inspiration – seeing the possible not the actual

Equality – all valued and respected

Responsibility – relentless willingness to see things through, ‘see it and sort it’

Integrity – no fear, no blame, no excuses

Environment – nurturing, enriching, inspiring and safe

Accountability – being open and transparent

Joining a forward looking Multi Academy Trust

Attracting Schools

A key aim of Balmoral Learning Trust is to engage high performing schools in partnership working. We accept that each school will be at a different starting point in their journey of improvement and we will work collaboratively with them to achieve the best possible outcomes for children.

Our improvement and development approach is for schools to support schools and to achieve this we strive to attract Good or Outstanding schools into our Trust. Our engagement with the schools will focus on the following approach:

- Communicating the benefits of being part of Balmoral Learning Trust;
- Proactive engagement with the Head Teacher Board
- A Scheme of Delegation enabling Local Governing Bodies of Good or Outstanding Schools to continue to lead and manage the school with a focus on pupils and the quality of the pupils' education and the community that they serve;
- Opportunities for staff, from different schools, to work together to share best practice, develop the curriculum, moderate work etc;
- CPD for all staff including shared CPD opportunities
- Stability in a fast changing educational environment
- Access to shared services and economies of scale.

Earned Autonomy

The Directors of Balmoral learning Trust believe that the best results will be achieved when each individual academy / school Local Governing Body receives that level of responsibility and autonomy that is appropriate to their specific circumstances.

Where a school is not yet good or outstanding there will be close supervision of the academy / school by the Trust through the CEO, Leadership Team and consultants. Those that are good or outstanding will receive light touch supervision and support so that the LGB will operate with maximum autonomy.

For the Local Governing Bodies to carry out their role effectively governors must be:

- Prepared and equipped to take their responsibilities seriously;
- Prepared to become involved in the school;
- Willing and able to monitor and review their own performance;

The core business of the Local Governing Body is to:

- Review and monitor the Academy / School Improvement Plan and curriculum;
- Monitor and review progress and attainment;
- Make sure the budget is on track and money is well spent
- Ensure that all statutory duties are fulfilled

School Improvement Strategy

Our aim is to maximise pupils' potential, enhance their self-esteem and ensure that they move forward to the next phase of their education well prepared, confident and resilient.

Schools within Balmoral Learning Trust have identified 5 key objectives for development and these will underpin the improvement work that is undertaken. The 5 key objectives for development are:

- Outstanding outcomes for all pupils
- Confident pupils
- Outstanding academic provision
- Teaching excellence
- Ensuring provision for different learners

The 5 key objectives above will be reflected in each school's individual Improvement Plan.

Each school in the Trust will include in their Improvement Plan:

- Truly exceptional performance – what will this look like in each school?
- Distinctive contribution – what will schools contribute to children that is special, what do all children have a right to experience before they leave a Balmoral Learning Trust school?
- Enduring impact – how do we know that we are making a difference?

When schools plan for the above they should consider Balmoral Learning Trust values that are identified in 'Roots, Branches and Leaves'

Roots

- Collaboration not competition
- Individuality not conformity
- Simplicity not complexity
- Challenge not confrontation

Branches

- Quality – because everyone in the Trust deserves the best
- Excellence – because we have high expectations for everyone
- Delivery – because actions make aspirations reality
- Standards – because they represent achievement for all
- Safeguarding – safe people, safe places, safe buildings, safe children

Leaves

- Learning – first class learning opportunities for all
- Leadership – exceptional leaders in exceptional schools where leadership is not a position or a title but an action and an example.
- Enjoyment – valuing our people and having fun. Others enjoy working with you.
- Inspiration – seeing the possible not the actual
- Equality – all valued and respected
- Responsibility – relentless willingness to see things through, 'see it and sort it'
- Integrity – no fear, no blame, no excuses
- Environment – nurturing, enriching, inspiring and safe
- Accountability – being open and transparent

Each school within the Trust will deliver outstanding outcomes for all pupils with a clear focus on: **Excellence; inclusion; equality of opportunity**

Strategic Objectives 2017 – 2020

As a Multi Academy Trust we have clear strategic aims based on our vision and values. This plan sets out the following objectives to ensure that as a Trust all stakeholders have confidence in our approach.

Objective 1: School Improvement and Effectiveness

1:1 School Improvement – Teaching and learning

To ensure that our academies/schools provide the best teaching and educational experience for our pupils providing high quality learning.

1:2 Continued professional Development

To implement a CPD programme for our academies/schools to ensure that staff have the right skills to further raise standards, deliver at least good teaching and learning and disseminate good practice in all schools in the Trust. To develop leaders at all levels who are passionate about achieving our vision and success.

1:3 Quality Assurance

To ensure that there is a rigorous and robust programme of Quality Assurance that helps to support teachers, builds expertise and raises standards in all our academies to deliver the best possible outcomes for pupils.

Objective 2: Enhancing Governance

2:1 Strategic Governance:

To ensure that the Board of Directors acts in the best interests of Balmoral learning Trust. To ensure that all governance structures are in place and effective.

Objective 3: Financial Management, Business Efficiencies and Effectiveness

3:1 Integrated Support and Shared Services:

To ensure that the Trust has business arrangements that are efficient and effective and enables it to deliver value for money across the Trust. Delivering best practice, minimisation of risk.

Key Outcomes

Objective 1:

Outcome 1:1: School Improvement – Teaching and learning

Our schools are centres of excellence in teaching and learning where every child and young person makes outstanding progress and is ready for the next stage in their education and lives.

Priorities for the year ahead:

- Improve / consolidate the progress made by all pupils so that the standards reached are outstanding across the Trust
- Establish common assessment systems and MAT wide moderation to verify standards
- Identify any shared CPD needs for schools to support the improvement of outcomes for pupils and best practice e.g. Reading, developing resilience
- Schools to identify individual aspects of school improvement and inform others of training opportunities to support individual needs
- Promote wider educational experiences for all pupils across the Trust. Establish experiences that all children should access within a Trust school. By the time a child reaches the end of Year 6 they will have e.g. Learnt to play a musical instrument, experienced a residential trip etc.

Outcome 1:2: Continued Professional Development

To implement a CPD programme for our academies/schools to ensure that staff have the right skills to further raise standards, deliver at least good teaching and learning and disseminate good practice in all schools in the Trust. To develop leaders at all levels who are passionate about achieving our vision and success.

Priorities for the year ahead:

- Ensure that individual school improvement plans are aligned with both individual needs and Trust priorities
- School Improvement Plan to be submitted to CEO for summary presentation to Trust Board November 2017
- From September 2018 schools to implement a common Improvement Plan format – work to be carried out by the head Teacher Board 2017/18
- Joint CPD day 6th October 2017 – developing pupil resilience; Trust vision and values; staff working together from Trust schools.
- Develop collaboration of Core Subject leaders and Senior Leadership Teams to support a shared understanding and best practice.
- Release key Subject leaders and Leadership Team to complete identified project work e.g. Non negotiables for English skills in all year groups.
- Sharing of best practice between schools including moderation of writing and maths. Meetings in different schools to share best practice.
- Develop subject leadership include a programme of release time for the completion of subject leader tasks; provide opportunities for: developing mentoring and evaluation activities with paired support, consider the format of subject leaders reporting to Local Governing Bodies.

- Staff may be identified and selected for development programmes including national leadership development (e.g. middle leadership, NPQML; senior leadership, NPQSL; headship NPQH)
- CEO to attend National Multi Academy Trust CEO training – completed by December 2017

Outcome 1:3 Quality Assurance

To ensure that there is a rigorous and robust programme of Quality Assurance that helps to support teachers, builds expertise and raises standards in all our academies to deliver the best possible outcomes for pupils.

Priorities for the year ahead:

- Performance Management will be completed with clear targets linked to pupil outcomes, School improvement Plan and Teacher Standards.
- Termly Pupil Progress Review meetings in each school to monitor individual, group and cohort pupil progress and outcomes.
- Uniform Trust tracking system implemented that will be completed termly. Data shared with individual school Local Governing Body, summary data shared with Performance and Standards Sub-Committee of the Trust Board.
- Local Governing Body Challenge Committee Meetings to receive termly reports including data analysis
- Accurate analysis shared at individual School Senior leadership Team level to identify the progress that individual pupils need to make between KS1 and KS2. This information is then shared at HT Board. Progress then accurately tracked and appropriate action taken.
- Directors will have the necessary skills to interpret cross school data. Appropriate training will be provided for Governors and Directors if necessary
- Safeguarding audit every 3 years for each individual school.
- Health and Safety audit every 3 years for individual schools

Outcome 2:1 Strategic Governance

To ensure that the Board of Directors acts in the best interests of Balmoral learning Trust. To ensure that all governance structures are in place and effective.

Priorities for the year ahead:

- Effective induction programme in place for all new governors, including access to mentoring from more experienced governors.
- Clear understanding of the levels of governance and the roles and responsibilities for: Local Governing Body; Trust Directors; Trust Members
- For academies /schools performing less well (not under earned autonomy) deployment of lead governor / director from other academies/school to serve on the LGB.
- Development and delivery of a joint training programme to meet professional development needs of Governors and Directors.
- Directors identified for sub committees
- Skills audit of all Governors and Directors, any gaps refer to Academy Ambassadors for vacancies

Outcome 3:1: Integrated Support and Shared Services:

To ensure that the Trust has business arrangements that are efficient and effective and enables it to deliver value for money across the Trust. Delivering best practice, minimisation of risk.

Priorities for the year ahead:

- Develop internal training programme to support individual staff needs eg. newly introduced finance system;
- Trust central staffing structure agreed and key appointments made;
- Develop Trust website;
- Begin to review commissioned services across the Trust to ensure they are effective, efficient, provide value for money and avoid duplication;
- Enhance the image of the Trust through communication, media and marketing;
- Provide opportunities for enhanced business qualifications and training for office personnel if appropriate.

Action Plans

Specific actions in support of the priorities in this Development Plan are detailed in individual action plans and added to this document.

Business Plan

We are presently developing a Business Plan that will link with this Development Plan. The Business Plan will include Trust growth, ensuring financial stability, development of the central team, succession planning.

Future plans

We wish to grow to a size that is financially and educationally viable and sustainable with sound structures that are robust and fit for purpose.

Action Plan 2017 - 2018

Objective 1: School Improvement and Effectiveness

Priority	Actions	Lead	Timescale	Success Criteria	Cost
Outcome 1:1 School Improvement Teaching and Learning	Appointment of School Improvement Partner (SIP) for Trust and Trust Schools	CEO	July '17	SIP in place to carry out the role of: Improvement Officer; review of individual school practice including data analysis, self evaluation, quality of teaching, self evaluation; Termly report of CEO to Trust Board re work of SIP, any subsequent actions and impact of SIP involvement Performance management of HT and CEO carried out with a clear focus and linked to KPI outcomes External review of key aspects of school improvement or the quality of teaching and learning. Information used to celebrate and share strengths and to support areas for improvement	£5,000 approximately
	Identify clear remit for role of SIP including: Written reports from SIP regarding all work carried out in Trust schools Termly feedback to CEO External advice for Performance Management of HTs to support / inform CEO and LGB HT Appraisal Committee; External advice for PM of CEO to inform Trust Directors Review of reading at HLPS; Review of T&L Y3,Y4 at EHPA(autumn '17) Review of T&L Y5,6 at EHPA (Spring '18) Review of T&L KS1 and EYFS at EHPA (Summer '18)	CEO / HT Board	Oct' 17		
	Analysis of the combined Trust data by The School Data Company Head Teacher Board to review data – combined and individual school to identify strengths and areas for development Data analysis termly Comparisons made between schools in the Trust to identify any areas of expertise or weakness where support can be given.	CEO HT Board	Sept '17		
	Single sheet to present to Trust Board regarding outcomes, individual school context, key actions and key strengths To be updated termly	CEO	Sept '17 Updated termly	Format in place to identify key strengths and areas for development of each school in the Trust One page summary to be available for Directors Data compared to national data; individual school data	£2,000 per school for termly data analysis, £1,000 Trust for termly data analysis

Action Plan 2017 - 2018

Priority	Actions	Lead	Timescale	Success Criteria	Cost
Outcome 1:1 School Improvement Teaching and Learning	Common assessment system in place Termly data used to identify progress, strengths and areas for improvement Individual schools to identify individuals, cohorts or classes where at least expected progress is not being made Pupil Progress review meetings in each school to identify pupils progress and attainment, any actions identified at individual pupil, group, class or cohort level	HT Board	Dec '17 Dec '17 March '18 July '18	Assessment timetable for each school shared and Trust timetable agreed and implemented. Termly data analysis to be reviewed by HT Board and CEO. Summary information reviewed by Performance and Standards Sub Committee of Trust Directors Accurate data analysis informs school improvement and has a positive impact on outcomes for children (individual, class, cohort or identified group). Appropriate intervention in place to support individuals, groups, cohorts etc. Improved outcomes monitored termly through data analysis	See above costs for assessment system Costs for purchased assessments in reading and maths £1,000 per school
	Moderation systems in place to ensure expectations across Trust schools and to verify standards. Local interested schools from outside of the Trust invited to join moderation sessions Termly moderation meetings organised	HT Board	Dec '17	Half termly moderation cycle in place: moderation in individual school; moderation across Trust schools. Time table produced and shared with all schools Standards across the Trust agreed with reference to year group expectations and non-negotiables.	
	Identify any shared CPD to support any identified areas of weakness across the Trust Schools Shared CPD organised for Oct 2017 – developing pupil resilience	HT Board	Sept '17 Oct '17	Through shared CPD strengthen quality of teaching and address any common issues eg pupil resilience Staff from Trust schools to develop professional trust to work together Developing pupil resilience training organised to support pupils in situations that they find challenging	Training Day for 2 schools £3,000
	Trust staff to share vision and values and identify how this is seen in their school/ classroom. Consider how this can be developed across the Trust		Autumn '17 Summer '18	Common understanding of vision and values of Balmoral Trust with all staff involved. Examples seen in schools that reflect the vision and values of the Trust	

Action Plan 2017 - 2018

Priority	Actions	Lead	Timescale	Success Criteria	Cost
Outcome 1:1 School Improvement Teaching and Learning	Identify shared CPD needs. To be reviewed annually CPD in relation to reading so that standards reached in all subjects across the Trust are outstanding. Training to be shared across Trust Schools. Leadership Group to share good practice in teaching of reading.	HT Board	Dec '17 Summer '17 Autumn '17	Improved pupils' outcomes in reading across the Trust. To support the teaching of reading so that outcomes in reading match that in writing, maths and EGPS	
	Schools to identify any individual CPD to address any areas of weakness Individual school areas for improvement discussed and opportunities for staff from different schools to access them shared	HT / SLT HT Board	Dec '17 reviewed annually	Schools aware of individual development needs. Any CPD available to staff across the Trust. Any individual staff training needs cross referenced to school training programme.	
	SENCo Meetings organised across the Trust to share good practice	SENCo Group	Half termly meetings starting Oct '17	Half termly meetings in place. SENCos to identify programme for shared working. SLTs to identify programme for shared working Non negotiables completed to identify key writing expectations for all year groups	
	Senior Leadership Teams monthly meeting organised to develop non negotiables in writing and maths to support Trust moderation	SLT School Group			
	Develop MAT teaching teams across the Trust to share expertise, skills and best practice. Subject Leaders – link with SLTs meetings Core subject leaders to meet half termly to share best practice, assessment, curriculum, concerns	HTBoard		Staff develop a working relationship that reflects the values of the Trust. By summer 2017 overview of best practice, assessments used, individual school curriculum overview reflecting the community of both schools but with standardised expectations	
	Promote wider educational experiences for all pupils across the Trust. Head Teachers to work with school Leadership Teams and school staff to identify and agree educational experiences offered to pupils HT Board to review and agree experiences that all pupils should experience before the end of Y6	HT Board Leadership Group	Summer 2018	Plan in place to ensure there is a minimum offer across the Trust that all pupils should experience and access before they leave at the end of Year 6. Experiences that are beyond the expected curriculum offer.	
Arrange Trust experiences for all children eg shared music concert, sporting activities etc.					

Action Plan 2017 - 2018

Priority	Actions	Lead	Timescale	Success Criteria	Cost
Outcome 1:1 School Improvement Teaching and Learning	Trust schools to review the curriculum, relevant to individual settings, identify commonality, agree standards and skills. Develop all curriculum area – subject leaders from Trust Schools to develop subject knowledge and share expertise Head Teachers to attend Helen Youngman training: curriculum review.	HT Board Curriculum Lead	July '18 2018/19 Autumn '17	Engaging and relevant curriculum in place in each school that reflects the local community and Trust values. Subject Leaders produce clear curriculum guidelines for all Trust staff.	
	Summary of School Improvement Plans to be presented to Trust Board Dec 2017 by CEO. Common issues identified and used to inform shared CPD	HT CEO	Dec '17	Board receive individual school information in a single format for review and challenge	

Priority	Actions	Lead	Timescale	Success Criteria	Cost
Outcome 1:2 Continued Professional Development of staff	Develop and deliver a joint training / development plan to meet the needs of staff. Staff made aware of CPD offer Link with Prince Bishops Teaching Alliance CPD programme: middle leaders, senior leaders, subject leaders, NQT and teachers in 2 nd year of teaching	HT Board	Dec 2017	Staff access relevant training to the stage of their career progression and to enhance the quality of teaching ensuring the best possible outcomes for children. Middle and Senior Leadership Programmes support succession planning across Trust	
	Identify shared CPD needs for schools to further develop the quality of teaching and its impact on pupil progress, pupil resilience Shared CPD – developing pupils' resilience organised	HT Board	Oct '17	Staff have the opportunity to work together , to share expertise, plan future actions. Financial economies due to shared training opportunities	£2,000
	Head Teachers of Trust schools to attend 3 day Ofsted training	HT Board	Completed Spring '18	HTs have a shared understanding of expectations	£570 per school
	HT Board to develop a shared School Improvement Plan format to be used across the Trust identifying common areas for development, individual school priorities and Trust priorities	HT Board		Common format across all schools	

Action Plan 2017 - 2018

Priority	Actions	Lead	Timescale	Success Criteria	Cost
Outcome 1:2 Continued Professional Development of staff	Develop collaboration of Core Subject Leaders and the Senior Leadership Teams to support a shared understanding and best practice. To complete the work relating to year group expectations and non negotiables in core subjects – writing Continue with moderation group and use agreed standards as part of this process. Moderation of work to include all teaching staff from Trust schools – use all schools as venues, year groups changing venue each term to support sharing of practice Interested schools outside of the Trust invited to join the moderation group (now 6 school)	Senior Leadership Teams of Trust Schools	Autumn '17 Termly meetings	.Shared understanding of expectations and outcomes across all schools. Work moderated against agreed year group expectations. Work moderated against agreed year group expectations All teaching staff aware of expectations for each year group Staff have an opportunity to visit other schools and share best practice	All work during directed time: no cost

Action Plan 2017 - 2018

Priority	Actions	Lead	Timescale	Success Criteria	Cost
Outcome 1:3 Quality Assurance	Standards Tracker Appraisal system used across the Trust giving standardised appraisal system against teacher standards Teacher targets set in line with school priorities and teacher standards	HT Board	31.10.17	Standardised system to be used across the Trust to support equality of expectations in all schools.	
	Termly Pupil Progress Review Meetings in each school to monitor pupil attainment and progress. HT/Leadership Team in each school to meet with individual staff to discuss pupil progress and attainment following termly assessments Data analysed with School Data Company Outcomes of the above used to inform intervention, clear target setting, curriculum amendments Local Governing Body informed of outcomes of data analysis and Pupil Progress Reviews Summary report for Directors	HT Board	Dec '17 April '18 July '18	Accurate tracking of all pupils. Issues identified and addressed Local Governing Bodies aware of school based issues and can challenge appropriately Directors informed of overall strengths, areas for improvement and actions to support pupils where necessary	See previous costing
	Training organised for Members, Directors, Governors to develop skills to understand assessment systems and analysis across schools in the Trust	HT Board	Nov 2017	Training organised Skill level of Directors and Governors increased so they understand the assessment system and how the data is analysed, supporting them to ask key questions around outcomes for groups, cohorts and schools.	
	Trust timetable produced for: Safeguarding audit Health and Safety Audit Financial and Governance Audits Summary individual school reviews presented to LGB Summary reviews presented to Trust Board identifying key actions	CEO HT Board	Timetable produced Jan '18	All necessary checks in place to ensure that all pupils in the Trust are educated in safe environment that meets all legal requirements Governor sand Directors aware that they are meeting their statutory responsibilities	
	Common standards agree for all of the Trust workforce	CEO HT Board	July '18	All staff aware of expectations. Uniformity across Trust schools.	

Action Plan 2017 - 2018

Priority	Actions	Lead	Timescale	Success Criteria	Cost
Outcome 2:1 Strategic Governance	Trust structure in place to support governance across Trust Directors organised in 2 sub committees: Audit and Finance; Performance and Standards Terms of Reference for each sub committee	CEO	July '17 Sept '17 Dec '17	Members Directors and LGB agree structure. Ratified by Directors	
	Two working parties set up of Members and Directors – Vision and Values, Finance and Structures. Working parties follow a brief to agree vision and values of the Trust, shared with staff and pupils. Working party agree Trust structure including central Trust staff; % finance retained, Scheme of Delegation; Governance Model; Trust Governor handbook to give an overview of responsibilities, roles. Based on DFE Governance handbook Jan 2017, Scheme of Delegation and Articles of Association BLT Financial Regulations Policy based on Finance Handbook Local Governing Body Governor audit in individual schools	CEO CEO DFO HT	Sept '17	Agreed, shared vision and valued in place. Agreed structure in place. All levels of governance understand their roles and legal responsibilities, levels of delegation. Clear financial limits and delegation understood by all levels of governance Directors aware of audit outcomes. Plan in place for training if appropriate.	
	The Competency Framework for Governance - A formal review including training regarding developing a clear understanding of the framework Appropriate training programme then applied	Wendy Alder	Nov '17	Clear understanding of strengths and areas for development.	
	Develop and deliver a joint training/ development programme to meet the professional development needs of Governors, Directors and LGB that will include the 7 principles of Public Life (Nolan Principles) Finance meeting for Members, Directors and LGB presented by Baldwins Accountants Assessment training session for Members, Directors and LGB presented by The School Data Company Annual review of training programme, linked to competency framework Two tier training programme in place: Generic; Member, Director, LGB	CEO Clerk to Board Chair of Board	Autumn '17 Sept' 17 Nov '17	Generic competencies programme and competencies appropriate to specific roles and responsibilities in place. All governors, Directors and members aware of Nolan Principles and apply these to their role. All governors can support and challenge appropriately	
	Clear induction programme for governors, members and directors to be reviewed Summer 2018. Further develop induction procedure from present system	Clerk Chair CEO	July '18	All new Governors, Members and Directors have a clear understanding of expectations and responsibilities	

Action Plan 2017 - 2018

Priority	Actions	Lead	Timescale	Success Criteria	Cost
Outcome 2:1 Strategic Governance	CEO to attend MAT Leadership Course – Ambition Leadership Executive Educators 5 day training DFO to attend relevant days	CEO	Complete Sept '17	Raised awareness of the range of the role. Model documents shared Sharing of best practice nationally Links formed with other CEOs in MATs across the country	£9,000
	Recruitment of 1 new Director; 2 new Members. If not appointed from new schools that join the Trust, subject to competency and skills, contact Academy Ambassadors	CEO Chair of Board	Dec '17	Board of Directors has full complement and appropriate range of skill sets	
	Appoint link Director to each school	Chair of Board	Dec '17	Link Director increases awareness of one school	
	Head Teacher Board in place to ensure involvement of both schools Head Teacher Board meets monthly to support ongoing development of the Trust	HT Board			
	Set up termly Heads, LGB Chairs and Chair of Board Meeting to develop and enhance lines of communication between Trust and schools	CEO Chair of Trust	Spring '18	Clear lines of communication established. Shared understanding of key developments.	
	Annual schedule of meetings in place for Trust Board, sub committees of Board and LGB	Clerk to Board	Sept '17	Planned meetings with clear focus	
	Annual convention of all Governors, Members and Directors to celebrate achievements across Trust schools during an academic year.			Engagement of all levels of governance to share and celebrate best practice.	
	ICT networks developed across schools		Begin Sept '18	Clear and efficient lines of communication	
	Governance secure section to website to enable members and Directors to access information etc		Autumn Term '18	Confidential, efficient lines of communication in place. Trust Board can access information	

Action Plan 2017 - 2018

Priority	Actions	Lead	Timescale	Success Criteria	Cost
Outcome 3:1 Integrated Support and Shared Services	Organisation of initial financial briefing by Baldwins Accountants for Members, Directors, LGB, finance staff of individual schools	DFO	Sept '17	Raise awareness of governors at all levels of financial expectations and best practice	
	New finance system in place (Access Dimensions hosted by Hoge 100) across the Trust.	DFO	Sept '17	Efficient integrated system in place across the Trust to ensure that financial information is up to date and accurate to enable all returns to be completed efficiently.	£8,903 set up
	Annual review of providers eg. legal, HR, audit	DFO CEO	May '18	Providers meet the needs of the Trust and ensure best value.	
	Evaluation of central team staffing requirements. This will be increased depending on the number of schools in the Trust and staffing required: CEO; Director of Finance and Operations; Finance Officer; Admin support; Leader of Teaching and Learning	CEO	Oct '17 To be reviewed termly	Build capacity of team to ensure the efficient and effective running of the Trust, allowing schools to focus on providing the best possible education and outcomes for children. Central structure to be reviewed as needs change dependent on schools and the services to be provided.	
	Planned meetings of finance teams: Weekly to begin with and then monthly / half-termly as necessary.	DFO	Sept '17 start	All finance staff have a clear understanding of Trusts expectations and deadlines are known and adhered to. All staff aware of Trust policy and audit expectations. Lead finance staff in schools to cascade information and ensure policies are followed.	
	Investigate processes and options to improve financial efficiency of the Trust	DFO	April'18	Develop and implement a Trust wide efficiency programme comprised of: Financial benchmarking; collaborative procurement, shared best practice.	
	Develop Trust website Enhance the image of the Trust through communication, marketing and media	DFO CEO Directors	March 2018	Initial website live September 2017. Agreed 15.9.17 to further develop a brief to be sent out for tender during autumn term.	
	Develop ICT links across schools Carry out an infrastructure audit. Look into collaborative purchasing and potential for integrated systems.	DFO		Clear and efficient lines of communication for relevant staff, and Directors Further research cloud-based sharing and internal communication channels.	
	Provide opportunities for enhanced business qualifications and training for office personnel if appropriate.	DFO HT Board		CPD programme in place following skills audit and appraisal. Improved financial knowledge and understanding will encourage delegated responsibility.	