



FULSTON MANOR ACADEMIES TRUST

STRATEGIC PLAN 2022 – 2025

Contents

1. Mission Statement
2. Vision
3. Values
4. Ethos
5. Objectives
 - Strategic Ambitions
 - Strategic Aims
 - Academy Improvement
 - People
 - Leadership
 - Business
 - Resources
6. Monitoring and Accountability
 - Outcomes
 - Academy Improvement
 - Leadership
 - People
 - Business
 - Resources

1) MISSION STATEMENT

Fulston Manor Academies Trust's mission is to change for the better the lives and life chances of all members of our community. In order to achieve this, we are committed to the achievement of rapid educational transformation across all our schools through the development of outstanding practice based upon sustainable collaboration.

2) VISION

Fulston Manor Academies Trust's vision is of a community of outstanding schools in which all children are enabled to reach their potential through the provision of high-quality education within a caring and supportive environment. The Trust will be a family of schools that are the first choice for young people in Swale and adjoining areas in Kent and Medway offering an education that enables students to meet the highest possible aspirations. The Trust will carefully consider expansion in a moderated way to meet the needs of the community and strengthen provision in the area for the students we serve, this will include collaborating with other successful schools in the area and building on success in supporting those with SEND to be inclusive for all.

The on-going professional development of all staff will ensure sustainability and assist in the creation of a culture of continued improvement within every Trust school.

3) VALUES

Fulston Manor Academies Trust's values are:

- Self-help
- Self-responsibility
- Democracy
- Equality
- Equity
- Solidarity

and are underpinned by a commitment to provide an education for all our young people that is founded on honesty, openness, optimism, aspiration and an unshakeable belief in the intrinsic worth of every individual within our community.

Self Help

The Trust is committed to the development of all our members in order to enable them to play their part in the continuous improvement of education for all. We believe this to be the most effective model of school improvement, enabling individual and institutional creativity to drive the whole community forward.

Self-responsibility

Within the parameters of the legal framework, we are committed to the principle of subsidiarity, expecting that all members will take responsibility and be answerable for their own actions. Rigorous accountability systems will be in place but we take the view that self-regulation is almost always the best way to ensure progress.

Democracy

The Trust will establish and operate comprehensive consultation and feedback systems to ensure that every member's voice is heard. These systems will encompass all stakeholders, including parents, governors, school staff, students and members of the local community.

Equality

The views and suggestions of all members are respected, regardless of age, type of connection with the Trust or the nature of the opinions expressed. It is through diversity and discussion that improvement comes, debate and constructive disagreement seen by the Trust as causes for celebration not suppression.

Equity

The Trust carries out all its activities and functions in a way that is demonstrably fair and unbiased. No individual or institution is favoured over another and all decisions taken are taken in the best interests of all members.

Solidarity

All members of the Trust share interests and common objectives. The prime purpose of the Trust is to provide support for everyone in order that these objectives may be attained so that all young people may benefit from the best possible educational experience.

4) ETHOS

Fulston Manor Academies Trust's ethos is encapsulated in the phrase, "Everybody matters, Everybody succeeds, Everybody helps". By involving everyone in ensuring that all are enabled to achieve, the Trust creates communities which share in the success of all when the highest of aspirational targets are set and met.

Everybody Matters

- Every member of our community is equally valued, regardless of their race, gender, ethnic origin, marital status, sexual orientation, religion or belief, age or physical or mental capability
- We focus upon the more vulnerable members of our community in order to ensure that they are enabled to realize their potential
- We recognise and value the uniqueness of every individual within the Trust, and of every institution, believing that strength does come through diversity
- Whilst acknowledging the central role played by the classroom teacher within any education system, we recognise the part played by all other members of our community and value teamwork as an essential part of our success
- Professional development opportunities and individual career plans are in place for all members of staff and encouragement given to seek advancement within the Trust
- Student councils, parental consultations, staff surveys and an all pervasive open door policy ensure that everybody believes that their opinions matter and that they are fully involved in the development of the Trust

Everybody Succeeds

- Challenging individual performance targets are set for all students and staff, enabling success to be celebrated and underperformance to be addressed
- Progress is viewed as the key success indicator, ensuring that students of all abilities can achieve successful outcomes and that appropriate support can be allocated appropriately
- The Trust recognizes that “success breeds success” and provides a wide range of extended curricular opportunities to enable students to achieve outside as well as inside the classroom
- The development of high level interpersonal skills, self-confidence, self-reliance, resilience and a sense of personal responsibility is viewed as a key measure of success
- The inculcation of values such as honesty, a sense of justice, compassion, consideration for others, friendship and service is viewed as a key measure of success
- Every opportunity is taken to celebrate success, with praise and reward considered infinitely more powerful motivators than criticism and sanction

Everybody Helps

- We recognise the truth behind the African perception that “it takes a whole village to raise a child” and value the contributions of everybody in achieving our goals
- Systems are in place to ensure that students are encouraged and enabled to help others as well as themselves, both academically and through the assumption of roles such as peer mentors, prefects, school council representatives, reading partners, etc.
- The development of good citizens is central to our mission and we achieve this both through formal education and the provision of practical opportunities such as charity fund raising and work in the community
- Suggestions and improvement strategies are valued from all staff, with systems in place to receive and respond to all such contributions
- We believe that collaborative working with other schools enhances the educational provision for all, with every institution having examples of innovation and best practice which, when shared, ensures that the whole becomes more than the sum of its parts
- The provision of clean and safe learning environments, of healthy and nutritious food, of efficient and high quality administrative and financial services, of effective pastoral and student support systems, of consistent and empathetic leadership and governance, of positive and productive community relationships combines with high quality teaching and learning to provide an outstanding education for all our young people

5) OBJECTIVES - To grow and strengthen the Trust

Strategic Ambitions - Outcomes

By 2025 all of our current academies will:

- Be judged to be good or outstanding by Ofsted
- Offer a dynamic curriculum that supports academic progress, emotional well-being and the development of independence and prepares students to contribute as successful citizens
- Be high performing and improving academies that continuously respond to the changing needs of their populations
- Work in partnership with one another to offer shared curriculum, staffing, facilities and resources
- Actively seek out opportunities to support the development of staff across the Trust
- Improve the well-being and attendance of our staff and students
- Be supported with high quality specialist resources
- Continue to have effective financial management
- Respond to local need, growing the Trust in a considered and measured way

Strategic Aims - Outcomes

All academies enabled to reach good or better outcomes for students.

- A. To improve academic standards so that all pupils achieve well in line with the academies' expectations and teaching, learning and assessment are good or better.
- B. To secure high quality teaching and learning across all subjects and all key stages and to deliver a rich, age appropriate and broad curriculum in each academy.
- C. To ensure that vulnerable groups and those at risk of underachieving make good or better progress as appropriate.
- D. Students will be supported with excellent pastoral care and wellbeing will be central to this, we will build on the awards we have had from Headstart and develop wellbeing and Mental Health support across both schools in the Trust and beyond.
- E. Assessment needs to meet the needs of learners to allow them to understand and identify gaps in collaboration with teachers to enable them to close those gaps, using targeted and evidence informed interventions.
- F. Onward destinations to reflect a culture of aspiration especially when considering the deprivation and socio-economic pressures in Swale. The curriculum needs to support all learners to meet the highest expectations. At all stages it should allow learners to flourish and to be creative.
- G. Careers advice needs to be central to this development and students need to feel informed and excited about their progression routes. The Trust will create a greater presence in the local community, aiming to work with local business networks and working with Alumni to inspire our young people.
- H. Learners will show resilience and will flourish, there will be a focus on developing young people's character as well as academic knowledge.

Academy Improvement

To establish a self-sustaining, system-led, collaborative approach to improvement that enables rapid improvement where required.

- A. To continue to secure an accurate and robust self-evaluation process and a programme of external quality assurance review across all academies
- B. To develop school-to-school support
- C. To build links with KAH, Teaching Schools, TEP, Kent LA, LLSE, EKLA, HE, FE and other training providers
- D. To be outward looking, developing networks with a wider range of schools
- E. To develop further our alternative provisions with a wider ranging and more responsive curriculum to meet the needs of those students
- F. To continue to promote excellent safeguarding and will build on our links with other agencies

People

To improve staff and student well-being, improving staff recruitment, retention and attendance along with student attendance and engagement.

- A. To improve student attendance levels and reduce number of persistent absentees
- B. To secure retention of good staff and recruitment of high quality staff
- C. To improve staff and student well-being
- D. To develop strong, regular communication with all stakeholders about the Trust's progress towards its vision.
- E. To ensure staff will have access to an extensive CPD programme, which can operate across the Trust to allow staff to collaborate more frequently. Outstanding practitioners will be identified and will work across the Trust to share and discuss excellent practice, a T&L working committee can support staff in these discussions through coaching and mentoring and develop further local links in this regard.

Leadership

To ensure high quality leadership and governance at Strategic Board, Finance Committee and Local Governing Bodies

- A. To develop a fully-functioning, high-level Strategic Board that represents the full range of skills required;
- B. To embed high quality governance at Local Governing Body level, focused clearly on raising standards;
- C. To empower Heads of Academies and their teams to lead the improvement journey within and beyond their academies, holding academies to account for outcomes;
- D. To deliver high quality SMSC and PDC that enables our students to know themselves, relate to others from a range of backgrounds and cultures, to keep themselves healthy and safe and contribute as fully as they can to wider society.
- E. Academies to create their development plans in consultation with each other to ensure shared goals can be met.
- F. Equality and diversity of the curriculum will be ensured, building on the work that has started at secondary around consultation with stakeholders about the representativeness of our curriculum.

Business

To strengthen the Trust and ensure future sustainability, efficiency and growth (including incorporating new academies).

- A. To develop the structure of the organisation;
- B. To deliver high quality services and support to academies;
- C. To deliver a strong financial plan;
- D. To maintain measured and systematic growth;
- E. To be aware of any local opportunities to grow the MAT;

Resources

To ensure that all Trust resources are well-used, maintained and managed to ensure improvement, capacity and growth for the future

- A. To ensure all buildings are fit for purpose, safe and well-maintained;
- B. To ensure that IT infrastructures are fit for purpose, secure and accessible;
- C. Finance management systems and controls are strong and robust;
- D. HR systems and processes are safe, transparent, supportive and efficient.
- E. To develop our central services to ensure they are efficient and effective and to allow development of offering services to others so that there is potential for growth of the Trust.
- F. To ensure a review of estates and bid for condition improvement funds to continue to develop the facilities we have to ensure our children and staff have access to the most state-of-the-art facilities.

6) MONITORING AND ACCOUNTABILITY –ACHIEVING OUR AIMS

The strategic plan will be monitored at all levels of governance and leadership. The following sections below demonstrate how our strategic aims are translated in to success criteria, the evidence that Trustees and leaders will request in order to judge and rate our KPIs and the risk associated with not achieving a specific aim.

SUCCESS CRITERIA	
SC 1	Outcomes and progress levels in each key stage are strong, given the students’ starting points (LGB)
SC 2	Outcomes in Y6, Y11, EYFS & 16-19 are on or above expected levels given the student’s individual starting points (LGB)
SC 3	All teaching is good or better in each academy across all key stages and subjects (LGB)
SC 4	Groups at risk of under-achieving, are progressing at least in line with other children in the academy and achievement gaps are narrowing. (LGB) The academy uses grants impactfully (LGB)
SC 5	All academies are judged to be good or outstanding in OFSTED and other external inspections (SB)
SC 6	Wider outcomes are shared with Trustees through clear systems through the LGB e.g. student well-being, leaver destinations, reductions in negative behaviour (LGB)
SC 7	Pupils are well-prepared for their next steps and transition is well-planned (LGB)
EVIDENCE	
SC 1	E1 Outcomes from LG reviews on T&L
	E2 Outcomes from LG reviews on progress and attainment
	E3 Evidence from internal /external reviews and Ofsted reports
SC 2	E1 Examination outcomes based on progress from starting points and for different groups and attainment against targets.
	E2 Attainment at Year 6 based on progress from starting points and for different groups.
	E3 EYFS and 16-19 academy-based data.

Outcomes – Current Position

The provision of the highest quality teaching is of paramount importance. Students need to experience a wide range of motivating and challenging, well-pitched learning opportunities. Teacher expertise will identify barriers to learning and plan ways to overcome these. There is a belief that all students can succeed whatever their individual circumstances.

Review and Reflection from the past 3 years

<p>OUTCOMES</p> <p>All academies enabled to reach good or better outcomes for students</p>	<p>A. To improve academic standards so that all pupils achieve well in line with the academies' expectations and teaching, learning and assessment are good or better</p> <p>B. To secure high quality teaching and learning across all subjects and all key stages and to deliver a rich, age appropriate and broad curriculum in each academy</p> <p>C. To ensure that groups at risk of underachieving make good or better progress as required</p> <p>D. To ensure that wider outcomes are clearly measured and communicated to a wide audience</p> <p>E. To ensure that COVID related impacts are assessed and closed as quickly as possible</p>
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SC 3	E1 Outcomes from LG reviews on T&L
	E2 Any individual academy evidence of improving teaching
SC 4	E1 Progress data for disadvantaged students against academy population
	E2 Data for all groups does not show significant gaps
SC 5	E1 Ofsted Reports
SC 6	E1 Student, staff and parent surveys; behaviour data
SC 7	E1 Destinations data

KEY PERFORMANCE INDICATORS		RESPONSIBLE FOR MONITORING
KPI 1	Results are at least in line with and often above academy agreed targets and expected attainment and progress given starting points.	LGB
KPI 2	Attainment and progress of disadvantaged children is in line with their peers.	LGB
KPI 3	100% of teachers meet career-based expectations.	LGB
KPI 4	Ofsted reports grade each academy good or better.	SB/LGB
KPI 5	100% of 16-19 leavers are in education, employment or training.	LGB

IDENTIFIED RISK	STRATEGIES TO MITIGATE
R1 Improvements in T&L are not secured for all staff resulting in a reputational damage to the Trust.	M1 Deployment of Trust resources to secure rapid improvement M2 CPD for teachers who need to improve M3 Trustees to monitor Anonymised PM targets of teachers who are experiencing difficulty
R2 A specific area does not improve rapidly enough and affects the whole academy Ofsted judgement e.g. EYFS/ Post-16.	M1 Deployment of Trust or external resources M2 Short term action plan monitored by EHT M3 External support
R3 Significant groups of students make insufficient progress or there remains significant gaps between groups and the rest of the pupils.	M1 Close monitoring of closing gaps using targeted intervention including tutoring to address

	M2	Monitoring of significant groups regularly to identify under-performance Parent pledge External reviews.
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Academy Improvement – Current Position

SUCCESS CRITERIA	
SC 1	All academies benefit from scheduled internal reviews, link governor visits and rigorous data analysis.
SC 2	Academy Improvement Plans align closely with the Trust Strategic Plan and academy priorities are appropriate to the specific needs of each academy. The academy demonstrates rapid progress against short- term targets where performance is less than Good in OFSTED terms.
SC 3	On-going support and development work is increasingly directed to meet Trust priorities. Engagement with KAH, TEP, LLSE, EKLA and teaching schools provides access to high quality training and support.
SC 4	Executive Head Teacher supports and challenges leadership teams in order to secure improvement in identified areas.
SC 5	There is a range of opportunity for joint practice development across the Trust in curriculum and T&L that leads to improvement in teaching and learning.
EVIDENCE	
SC 1	E1 Academy SEF judgments for each review judgment matches external review judgements and independent data.
	E2 Areas for development from review data are completed in a short timescale.
SC 2	E1 Progress against key priorities is made.
	E2 School Improvement Plans align to the Trust vision.
SC 3	E1 Training evaluations of all external CPD
	E2 Monitoring reports to SB of external providers and impact

	E3	Impact of other training/CPD.
SC 4	E1	Chair of Governor reports to SB
	E2	QA reviews demonstrate improvements.
SC 5	E1	Evidence from reviews on T&L in each academy and input levels from Trust team.
	E2	Progress against academy key priorities in reviews
KEY PERFORMANCE INDICATORS		RESPONSIBLE FOR MONITORING
KPI 6	Academies make progress in terms of OFSTED grade(s)	SB
KPI 7	Trust support in the academy impacts positively in terms of measurable progress	LGB & SB
KPI 8	Academies achieve key priorities	LGB & SB
IDENTIFIED RISK		STRATEGIES TO MITIGATE
R4	Performance of schools not improving sufficiently or quickly enough impacts on the reputation of the Trust.	<p>Prioritise resources to ensure rapid school improvement.</p> <p>Ensure that monitoring systems and accurate assessments are coming from the headteacher and LGB.</p> <p>Link Trustees to provide another layer of support and challenge.</p> <p>M4 Deploy leadership effectively. M5 External support.</p>

Leadership – Current Position

<p>LEADERSHIP</p> <p>To establish a self-sustaining, system led, collaborative approach to improvement</p>	<p>A. To develop a fully-functioning, high-level Strategic Board that represents the full range of skills required;</p> <p>B. To embed high quality governance at the Local Governing Body level, focused clearly on raising standards;</p> <p>C. To empower Heads of Academy and their teams to lead the improvement journey within and beyond their academies, holding to account for outcomes;</p> <p>D. To deliver high quality SMSC and RSHE that enables our students to know themselves, relate to others from a range of backgrounds and cultures, to keep themselves healthy and safe and contribute as fully as they can to wider society.</p>
<p>SUCCESS CRITERIA</p>	
<p>SC 1</p>	<p>There is a full complement of Trustees that meet all aspects of the skills audit. There are clear role descriptions for each Trustee linked to a key area of responsibility.</p>
<p>SC 2</p>	<p>The Scheme of Delegation and committee’s terms of reference provide clarity of responsibility and is well understood and implemented.</p>
<p>SC 3</p>	<p>Leadership, including governance, is judged through our own systems and by inspectors to be Good or better in each academy.</p>
<p>SC 4</p>	<p>LGBs demonstrate clearly through their minutes and monitoring role, that they provide appropriate challenge and are clearly focused on raising standards in teaching and learning.</p>
<p>SC 5</p>	<p>Substantive leadership at senior level and well-developed middle leaders, are demonstrating strong progress in each academy.</p>
<p>SC 6</p>	<p>The Strategic Board identifies possible risk and acts accordingly to avert risk. They identify variations in standards and challenge these enabling school to school support and directing resources accordingly.</p>
<p>SC 6</p>	<p>All safeguarding, health and safety and legal responsibilities continue to be met. There is a culture of safeguarding across the academies.</p>
<p>SC 8</p>	<p>There is secure moderation of appraisal targets across the Trust linked to career based expectations. CPD plays a clear role in developing people and growing future leaders. All staff have performance management targets annually.</p>

EVIDENCE		
SC1	E1	Recruitment of Trustees is complete and there are no vacant positions.
	E2	Trustees skills are well-matched to roles and responsibilities.
	E3	No identifiable gaps in the skills audit.
SC2	E1	The Scheme of Delegation is used well to enable the right people to make the right decisions.
	E2	The Terms of reference ensure that each Board, Committee or Body fulfil their responsibilities.
SC 3	E1	Ofsted reports –outcome for leadership and management.
SC 4 & 5	E1	Minutes from meetings
	E2	Governance review.
SC 6	E1	Information on each DAR from Standards Committee.
SC 7	E1	Headline Contextual data.
	E2	SB minutes

KEY PERFORMANCE INDICATORS		RESPONSIBLE FOR MONITORING
KPI 9	There is a full Executive Team and all Academies have a full Leadership Team.	Strategic Board
KPI 10	The Trust Board is running at full complement with attendance levels in excess of 85%.	Chair of Board
KPI 11	Leadership, including Governance is rated Good or Outstanding by Ofsted in all academies.	Board & Members

IDENTIFIED RISK

R5	Key leaders leave, resign or move from the Trust.	M1	Focus on retention of quality leaders and Trustees.
		M2	Succession planning and talent management.
R6	National shortage of high quality school leaders impacts on the ability to recruit to academy teams.	M1	Succession planning within existing staff teams.
		M2	Programme of leadership training within the Trust.
R7	The quality of internal and external reviews insufficiently robust and does not identify significant areas of weakness or identify these early enough.	M1	Bespoke support in challenging academies.
		M2	Bespoke timescales on reviews and external inspection.

People – Current Position

<p>PEOPLE</p> <p>To improve staff and student well-being, improving staff recruitment, retention and attendance along with pupil attendance and engagement.</p>	<p>A. To improve pupil attendance levels and reduce number of persistent absentees;</p> <p>B. To secure retention of good staff and recruitment of high quality staff;</p> <p>C. To improve staff and student well-being and ensure equal opportunities and equity for all;</p> <p>D. Strong, regular communication to all stakeholders about the Trust’s progress towards its vision.</p>
SUCCESS CRITERIA	
SC 1	Pupil attendance in all academies improves year on year and numbers of persistent absentees decrease.
SC 2	There are no unfilled leadership vacancies in any academy due to non-recruitment rounds.
SC 3	The Trust attracts strong fields of applicants for most teaching posts.
SC 4	The Trust identifies and develops future leaders.
SC 5	Well-being survey data demonstrates a positive picture in each academy and workload is less identified as an issue. Increasing numbers of staff participate.
SC 6	Each academy has a strategy to address mental health and well-being of its staff and students
SC 7	Staff attendance rates improve year on year, or where already high maintain the level.
SC 8	Staff, parents and students are clear about the Trust vision and actions taken to achieve it.
SC 9	There are systems and procedures in place to test academies commitment to equality and diversity.

EVIDENCE		
SC 1	E1	Headline contextual data.
	E2	Case studies of Persistent Absence reduction.
SC 2	E1	Vacancies are recruited to in round 1.
	E2	Advertisements and information to candidates clearly reflects the vision and ambition of the Trust and the relevant academy.
	E3	High quality materials are sent to candidates that reflect an effective and efficient organisation.
SC 3	E1	There are at least 3 shortlisted candidates for teaching and leadership posts.
SC 4	E1	The EH/Headteachers are clear about the ambitions within their staff team.
	E2	There are a range of CPD activities to develop leaders and these are discussed through PM meetings.
	E3	Career based expectations are applied and expectations are high
	E4	All UQTs are fully trained or are on track to being fully qualified teachers.
SC 5	E1	Survey results.
	E2	Workload Charter applied in each academy.
	E3	Policies are checked against workload.
SC 6	E1	SIP targets and CPD records.
SC 7	E1	Headline contextual data.
SC 8	E1	Newsletters.
	E2	Minutes from forums.
	E3	Feedback from stakeholders.
SC 9	E1	Equality monitoring.
	E2	Website compliance.
	E3	Academy based polices being implemented, i.e. Accessibility Policy.

KEY PERFORMANCE INDICATORS			RESPONSIBLE FOR MONITORING
KPI	12	Pupil attendance in all academies is above 93%.	LGB & SB
KPI	13	Levels of PA is below 20% in secondary academies and 15% in primary academies.	LGB
KPI	14	All leadership vacancies are filled.	SB
KPI	15	Teacher absence rates are at or less than 4% in each academy.	LGB & SB
KPI	16	Support staff absence rates are at or less than 4%.	LGB & SB
KPI	17	Safeguarding is effective in each academy.	LGB & SB
IDENTIFIED RISK			STRATEGIES TO MITIGATE
R8	Staff absence rates continue to rise and supply costs place budgets at risk.		<p>M1 Close monitoring of the budget position by EHT.</p> <p>M2 Agreement with staff for additional cover periods.</p>
R9	Staff absence significantly affects the stability of the academy to deliver high quality TL&A, behaviour and safety and therefore outcomes.		<p>M1 Flexible deployment of resources across the Trust.</p>

Business – Current Position

<p>BUSINESS</p> <p>To strengthen the Trust and ensure future sustainability, efficiency and growth (including incorporating new academies).</p>	<p>A. To develop the structure of the organisation.</p> <p>B. To deliver high quality services and support to academies.</p> <p>C. To deliver a strong and robust financial plan.</p> <p>D. To maintain measured and systematic growth.</p> <p>E. To be aware of any local opportunities to grow the MAT.</p>
SUCCESS CRITERIA	
SC 1	The central services functions and staffing structure are clearly developed to manage school improvement, finance and human resources efficiently and effectively.
SC 2	Academies express high levels of satisfaction with Central and Business Support Services.
SC 3	Financial forecasts demonstrate stability and sustainability for all academies and across the Trust as a whole. The Trust is self- sufficient and not dependent upon external funding. Financial planning facilitates effective decision making.
SC 4	The Trust is able to effectively manage growing pupil numbers in academies.
SC 5	To attract Good or Outstanding converter academies to strengthen the Trust’s profile and add capacity.
EVIDENCE	
SC 1	E1 Central Services brochure which defines services, people, roles and responsibilities.
	E2 Feedback from academies on service provision.
SC 2	E1 Feedback to service managers.
	E1 Service satisfaction surveys / questionnaires.
	E3 Benchmarking of service standards against other providers.
SC 3	E1 Clear financial plans in place.
	E2 Medium term financial plans identifying risks and opportunities.

SC 4	E1	Financial and resource plan.
	E2	Full due diligence for all proposed new ventures.
SC 5	E1	To have approached/been approached by new academies to join by 2025
	E2	Full due diligence for all proposed new ventures.
KEY PERFORMANCE INDICATORS		RESPONSIBLE FOR MONITORING
KPI 18	Academies operate at least a break- even budget position.	SB
KPI 19	Projected expenditure to be within the funding available in year per academy.	SB
IDENTIFIED RISK		STRATEGIES TO MITIGATE
R10	Insufficient capacity to support all academies.	M1 Effective planning and managing staffing resources M2 Healthy reserves to enable investment in capacity when required. M3 Recruitment and retention strategies in place, including succession planning.
R11	An academy becomes financially unviable.	M1 Effective financial planning and management systems in place. M2M3 Experience of managing similar situations and implementing recovery strategies over short, medium and long term. Effective use of resources across the Trust.
R12	Changes to high needs funding leaves academies unable to balance budget.	M1 Effective financial planning systems in place. Horizon scanning and scenario planning when funding changes are proposed. M2 Robust EHCPs to ensure appropriate resources are identified to meet pupil needs.

R13	Falling rolls / reduction in planned places.	M1 M2M3	Effective financial planning and management systems in place. Experience of managing similar situations and implementing recovery strategies over short, medium and long term. Effective use of resources across the Trust.
R14	The Trust grows too quickly.	M1	Redeploy staffing within the Trust.
R15	New ventures are high risk and/or unsuccessful.	M1	Full due diligence, including risk register and financial forecast.

Resources – Current Position

<p>RESOURCES</p> <p>To ensure sufficient and appropriate resources are available to support academy improvement</p>	<p>A. To ensure all buildings remain fit for purpose, safe and well-maintained.</p> <p>B. To ensure that IT infrastructures are fit for purpose, secure and accessible.</p> <p>C. Financial management systems and controls are strong and robust.</p> <p>D. HR systems and processes are safe, transparent, supportive and efficient.</p>
<p>SUCCESS CRITERIA</p>	
<p>SC 1</p>	<p>All academies are regularly inspected to ensure they are safe and well maintained. Facilities and health and safety are assessed as Good and any recommendations quickly acted on.</p>
<p>SC 2</p>	<p>Each academy regularly reviewing health and safety, including accidents and incidents and injuries, and near misses.</p>
<p>SC 3</p>	<p>Regular analysis, investigation and benchmarking of academy issues and incidents relation to ICT. Half termly feedback from academy leaders. All academies to have addressed e-safety within SIPs.</p>
<p>SC 4</p>	<p>All Headteachers had H&S, safer recruitment and sickness management training.</p>
<p>SC 5</p>	<p>Academies address any weakness in resource provision identified in external reports.</p>
<p>SC 6</p>	<p>Effective recruitment systems, processes and procedures ensure safe recruitment of Trust staff.</p>
<p>SC 7</p>	<p>Full review undertaken of support staff responsibilities to ensure fairness and equity across the Trust.</p>
<p>SC 8</p>	<p>Implementation of all policies is monitored regularly in each academy to ensure compliance.</p>
<p>SC 9</p>	<p>Financial Management Framework of systems and controls is efficient, effective and compliant.</p>

EVIDENCE		
SC 1	E1	External health and safety inspection reports and audits.
	E2	Reports from internal reviews.
SC 2	E1	Academy and Trust monitoring of incidents, accidents and near misses.
	E2	Headline contextual data.
	E3	Minutes of team meetings.
SC 3	E1	Meet IT needs of academies, as assessed through feedback and surveys.
	E2	All SIPs to include and address e-safety.
	E3	All academies specific IT needs incorporated into IT strategic improvement plan (clear links).
	E4	GDPR compliant as assessed by auditors and through reviews by IT support providers.
	E5	IT security in line with latest standards and guidance, assurance provided by external IT provider/s.
	E6	Training records and CPD evidence.
SC 4	E1	Training records and CPD evidence.
SC 5	E1	SIPs.
SC 6	E1	Internal QA of processes and review from HR advisors.
SC 7	E1	Report to Trustees, including timeline, financial implications and analysis of impact on staff of Workforce Remodelling.
SC 8	E1	Report from external reviews and minutes from LGBs
SC 9	E1	Termly Internal Assurance Reports.
	E2	Annual External Audits.

KEY PERFORMANCE INDICATORS		RESPONSIBLE FOR MONITORING
KPI 20	Ofsted reports and external reviews (safety section) are Good or better.	SB
KPI 21	Reduction in Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) reportable accidents/incidents.	SB
KPI 22	Reduction in sickness absence as a result of work related accidents/ incidents and work related illness.	LGB / SB
KPI 23	Safeguarding is effectively maintained and compliant for all academies and Trust staff as measured by Ofsted.	SB

IDENTIFIED RISK	STRATEGIES TO MITIGATE
R17 HSE investigation/intervention following multiple reported accidents or significant harm to staff/pupil/visitor resulting in potential fines or prosecution.	M1 Robust procedures in place for investigating and reporting accidents/ incidents. M2 Risk assessments in place for pupils, activities etc. M3 Regular H&S inspections, audits and reviews from external H&S advisor. M4 Strong and evolving H&S culture.
R18 Staff member, family or visitor sues the Trust for an accident resulting in risk of financial and reputational loss.	M1 Risk Protection Arrangements in place to cover any liability costs. M2 Use of experienced media/PR support providers to mitigate any reputational damage.
R19 Significant damage to a Trust building or resource resulting in high cost repair.	M1 Insurance in place to cover any property damage costs.
R20 Sickness absence levels increase as a result of incidents/accidents at work.	M1 Accidents/incidents reviewed by LGs. M2 Raising awareness with staff from lessons learnt. M3 Evolving H&S culture. Mental Health training for senior

	M4	leaders.
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R22	Financial resources are insufficient to fund student SEN.	M1	Effective financial planning with academy leaders.
		M2	Robust ECHPs identifying needs and resources.

R23	Building maintenance costs are unaffordable and capital funding bids are unsuccessful.	M1	Building condition surveys completed for all building to identify priorities and investment required to inform financial planning.
		M2	Seek additional funding and/or alternative income sources.

R24	IT systems are hacked and data lost.	M1	Business continuity arrangements in place for backing up data, both on and off site.
		M2	Additional investment in new improved IT network and systems to improve security.