

The MAT assurance framework:

1. Vision, culture and ethos A. Clarity of purpose B. Understanding of needs C. Leading a culture of improvement	2. People and partners A. Building capacity for improvement B. Recruiting, developing and retaining talent	3. Teaching and learning A. Approach to pedagogy B. Leadership of teaching C. Evidence based professional learning models	4. Curriculum and assessment A. Curriculum principles, intent and alignment B. Intentional use of assessment	5. Quality Assurance and Accountability A. Knowing schools quantitatively B. Knowing schools qualitatively	6. Governance capability A. Governance structures and skills B. Capability to refresh and renew
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How to use this framework

For each of the 14 elements, the framework identifies questions to start with as well as additional questions to consider. It describes what strong and weak improvement capacity would look like in a MAT.

23-24



Schools for Every Child

INTRODUCTION

It is my belief, along with most leadership and organisational authors, that vision and having shared values are vital to the success of any organisation and the people within it., vision flows like a golden thread through a Trust. It has been proven repeatedly that having a clear and personalised vision that all can understand helps organisations have a collective sense of identity and mean separate unique parts can still move forward as a whole.

Schools in the organisation continuing to have such disparate visions will only lead to isolationism, fear of the other and a shutting of the drawbridges. My goal for The Trust is the opposite. I want to see a Trust where we are all working from the same moral foundation (**UN rights of the child**), making decisions based on the same core **vision framework** (learner first) and encouraging the same values in our pupils. When this happens, schools will feel liberated to express these underpinning tenets uniquely, creating shareable practice (because it comes from a common core). Shared Foundation, Vision and Values allow pupils at our schools to flourish in different and unique ways. Alignment of vision is freeing; it provides for school leaders to focus on the delivery day-to-day and develop new and exciting ways to move learning forward.

When staff all feel they are working towards the same aim, they become even more motivated, giving their work an even deeper element of moral purpose. Shared vision creates bonds and commonality between different communities (schools), which means when help is needed, it is easier to access. The importance of shared experiences should be considered when thinking about human relationships and the impact these relationships have on learning.

“CEOs must therefore think hard about how they communicate and describe the mission, values and goals of their trust to their communities. After all, if staff, parents and carers, and the wider community tell us that they don’t understand our values, then they cannot feel part of our trust. If they don’t feel part of our trust, they are unlikely to engage. And if they don’t engage, then they won’t understand, and the circle of opaque thinking carries on.”

Leading Academy Trusts, Sir David Carter p.64-65

“More successful schools have an ethos of high attainment for all pupils.

They view each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – they never assume that all disadvantaged pupils face similar barriers or have less potential to succeed.” NFER 2015

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Watch your thoughts,
They become words,
Watch your words,
They become actions,
Watch your actions,
They become habits,
Watch your habits,
They become character,
Watch your character,
It becomes your destiny

FUNDING OF TRUST TEAM

To best support schools' flourishing, MATs need a strong central team that actively supports schools to pupils to thrive in learning. This includes compliance with statutory functions of the board, such as HR, finance, site support and financial streamlining. However, the best Trusts offer support that enriches education, allows for sharing of best practices, and provides services that enrich schools (through economies of scale). Ofsted is beginning to criticise Trusts that are not doing enough to support their pupils due to a lack of central capacity.

The sooner schools are aligned (where appropriate), standards are driven up, and there is a clear reason to Join The Trust, the Trust can grow, reducing the percentages needed from each school to fund the central team.

- 8.33 % of EYFS income from sept
- Apply ASAP for a [DFE capacity grant](#)
- Actively seek out corporate/individual Sponsors for the Trust, emphasising the CSR this will bring, as well as positive press for the donor
- Utilise regular donations.
- increase pupil numbers cross trust through marketing
- increase EYFS provision
- Explore SEND AP
- The Trust run traded services to generate income, such as nurse running first aid courses and a package of support (undercutting local providers due to lower overheads); school-to-school support; lettings; income drives (book sales, Trust PTA).
- GAG contribution increase to 10% from Sept 2024

Academy trusts may find additional funds from a variety of sources, including:

Undertaking trading, for example:

- Selling school items, such as branded merchandise, photographs and uniform. This includes receiving commission from a preferred supplier who you introduce to parents;
- Letting out facilities, for example to community groups, nurseries, breakfast clubs, afterschool clubs and sports clubs. Some schools may have conferencing facilities, fitness suites or leisure centres; or
- Trading with the general public, such as catering alongside facilities which are hired out the general public

5-YEAR GOALS

	Teaching	Leadership & Governance	Financial viability
Year1 -2	<ul style="list-style-type: none"> The self-evaluations of each Academy within the Trust are correct. Boost the Trust's adoption of CPD. To raise the levels of students' performance at each of the Trust's schools by improving the progress made by all students. Provide standardised target-setting procedures and support triaging across the MAT. Use the web platform to share and exhibit best practise. 	<ul style="list-style-type: none"> To incorporate school policies into Trust policies as needed. Create websites for the schools and the Trust that include statutory policies/policies under the MPAT/School heading as appropriate. In September, all existing employees attended Level 1 Safeguarding The Trust Safeguarding meetings in place. Strengthening processes that will allow leaders, Trustees and LSBs (at the school level) to have clear supervision over important areas like safeguarding, health and safety, site and buildings, training, school improvement, and staff and student wellbeing. 	<ul style="list-style-type: none"> The Trust has a reserves policy in which there are sufficient reserves to mitigate high risk areas across the Trust. After reviewing systems and processes, improve efficiency through better ways of working eg B. Review high cost areas to reduce and/or rationalize expenses. Increase/maintain student numbers to maximize funding. Check purchased services (HR, Payroll, Accounting, FMS, etc.) and restart. Increase top slice until growth allows for reduction. EYFS/BASC extensions
Years 3-4	<ul style="list-style-type: none"> SEND and PPG pupils progress far above national for their groups. Data set with three years of improvement for all schools. To enable peer review and challenge of self-evaluation and improvement goals, we will utilise leaders across our Trust. In areas of expertise across the Trust develop peer reviews support systems Create a succession and talent management model for the MAT Central Team and senior and middle leaders within Academies. 	<ul style="list-style-type: none"> increase opportunity to examine the knowledge and experience of the board on a regular basis. increase Trust by at least 3 schools. Including the training course for trustees and members. Develop leadership and governance systems that enable SEAMT to support 10 schools 	<ul style="list-style-type: none"> 5% reserve is guaranteed. Embed the 3 new schools Develop and implement a Trust-wide ICT strategy and renewal plan to bring ICT hardware and software up to the latest norms and standards. With an IT lead Provide transactional services to other schools and MAT. <ul style="list-style-type: none"> Tender extensions through the CIF program. >5% of reserves secured through prioritization and investment strategies. Reduce GAG contribution post 8 schools
Year 5 <	<ul style="list-style-type: none"> SEANAT is known as a provider of learning first-hubs and publications used to promote The Trust with regular CPD offered by our schools to support the global child 	<ul style="list-style-type: none"> MAT board to offer support to new MATs. Expansion of the MAT leading to revaluation of how the local boards operate to ensure local voices can continued to be heard. Chairperson succession planning Grow by 4 more schools 	<ul style="list-style-type: none"> An ongoing continuous improvement program uses benchmarking and self-assessment to further improve efficiency. <ul style="list-style-type: none"> Reduce top slice due to growth Multiple revenue streams exist that generate at least 30% income more than GAG

PRIORITY ONE: TO HAVE A VERY ACCURATE VIEW OF EACH SCHOOL AND TO DRIVE UP STANDARDS WHERE THEY ARE SHOWN TO BE LESS THAN EXCELLENT.

The AIM: Every child in the Trust deserves an excellent education. To provide this with a learner-first approach, we need to be clear about each school's strengths and areas of development, based on the facts we see on the ground and by immersive understanding of the education each pupil is being provided.

What needs to happen 23/24:

- CEO to spend time pre-September in each school getting to know staff and pupils.
- Perspective reporting signed up to from the LA to ensure schools have robust outcome data for the pupils and can see areas of concerns identified by agencies. Training needed.
- Regular pre-sept meetings and conversations with Trust Chair and interim Exec team.
- Regular CEO and Chair of Board meetings
- CEO to meet regularly with Headteachers and SLT from Sept
- CEO to have a clear SDP plan for each school, identifying their strengths, weaknesses, and plans to move forward. For North Crescent to be securely good and for Rayleigh and Wyburns to have a plan for how they are moving towards outstanding.
- CEO to sample lesson quality across the trust and to sample comparable year groups in reading age and Vocabulary assessments at key points in the year- for comparison.
- Trustee lesson observation to increase.
- Appoint a Trust TLR3 to facilitate maths and English leaders sharing best practice.
- CEO to run mock deep dives across the trust on a regular basis.
- To work with CEO PA to schedule regular parent and pupil voice sessions.
- Ensuring that schools are always within the “magic grid” template (below)
- To roll out a CPD plan “from cleaner to CEO” so that talent can be spotted and deployed to best support other schools (a unique advantage of MATS) – led by a TLR3 post.
- Regular Peer reviews used to support judgments.
- Executive head model used to support new to post headteachers.
- Develop a robust The Trust CPD and Support portal which will allow staff to find specific The Trust answers to their pedagogical or professional hurdles.

What success will look like:

- Successes against the magic grid
- Each school securely good (externally validated)
- Schools working closely with each other and the central team to drive their own improvement.



PRIORITY TWO: ENSURE THE TRUST AND CENTRAL TEAM IS ECONOMICALLY VIABLE.

The AIM: Schools and Trusts need to find a way to boost their income to provide better services to pupils to support their learning outcomes. We must also ensure that our resources are put to best use for the taxpayer and pupils.

What needs to happen 23/24:

- Explore what BASC and EYFS provision is currently in place and ensure the current provision is compliant.
- Explore the need/desires of the community for school-led Preschool provision.
- Identify possible locations for 2-year-old provision at Rayleigh Primary
- Explore 3-year-old provision at Wyburns and North Crescent.
- Explore current wrap-around care offered at each school and the desires of parents. Holidays? Times? Age range? Etc
- Explore AP provision at Wyburns for SEND pupils across Essex.
- Increase intake numbers by increasing targeted marketing and use of social media.
- CEO to explore local chambers of commerce and business groups to ensure The Trust always looks at how it fits into the local business landscape.
- Work with TBFM, heads, and local Boards to ensure finance skills are developed.
- Appoint a consultant accountant to support the Trust on a regular basis.
- Develop the management account process to ensure it is simplified and accompanied with a clear set of narratives and comments each month.
- To ensure that catering staff work within the industry stand meals per man hour (mpmh) ratios of 1hr=12-14 meals.
- Ensure support staff are being used to support learning following a consistent model across the trust.
- Begin exploring expansion of 2 schools by 2025

What success will look like:

- Staff deployed in a way that means all pupils make great progress.
- In year deficits eradicated
- 3-year plans for each school show innovative ways to generate income increasing
- Numbers on role in each school increasing.

Extending school time

Moderate impact for moderate cost based on limited evidence.



+3

Early years interventions

Moderate impact for very high cost, based on extensive evidence.



+5

PRIORITY THREE: EMBED A SHARED SIMPLIFIED VISION & VALUES

Our School Aims

We aim to navigate our pupils on their life-long journey of learning through experiential opportunities within the school, it's enchanting woodlands, and extensive grounds. We aim for our pupils to develop a strong moral compass alongside dreaming big and aspiring to achieve their dreams in an ever changing world. The holistic nature of our learning aims to provide a wide range of experiences and opportunities to promote positive mental health and well-being along with enhancing pupil's life skills, social skills and cultural awareness.

We aim to cultivate a sense of care and belonging so that our pupils leave as **positive contributors** and have a **level of control** over the path they are going to take. They will have the confidence, personal skills, self-knowledge, and the academic accomplishment, to **succeed and contribute** to our planet beyond our school.

Our School Vision

We want our pupils to have the knowledge, skills and confidence to navigate their future worlds, to be happy with who they are, recognise their uniqueness, and have control over who they want to become.

Our School Motto is: 'Guiding Explorers of the Future'

We use the following **keys** to help open the doors of opportunity:

Our Key to Unlocking Character

'We form positive relationships and grow ourselves.'

Our Key to Unlocking our Personal Best

'We will challenge, support and inspire each other.'

Our Key to Unlocking Learning

'We develop independence and resilience, and celebrate curiosity.'

Our Key to Unlocking Global Ambassadors

'We celebrate our universe and all of its inhabitants.'

We value being:

- **Receptive**
Open minds, open hearts
- **Respectful**
Value people, value our world
- **Positive**
Believe in ourselves, believe in others
- **Brave**
Challenge ourselves, challenge our world

do will not happen by accident; vision and the decision-making framework across the trust. Elements, foundations, holistic principles, etc., around a common goal, all within must be clear of intent, it isn't very clear, as each school is doing very

'Every child has brilliance inside them. Our job is to dig it out and give it to the world!'

At Wyburns we work in partnership with our families and community to nurture, support and develop each individual; educationally, socially and emotionally. We strive to match individual needs, creating a safe, positive climate for learning; to engage and inspire. We strive hard academically but take equal care to develop children as well rounded individuals - supporting their abilities and building confidence through their learning. We recognise the needs and aspirations of all individuals and create opportunities for all pupils to make the best possible progress and attain the highest personal achievements. We all work very hard to provide a creative and innovative learning environment.

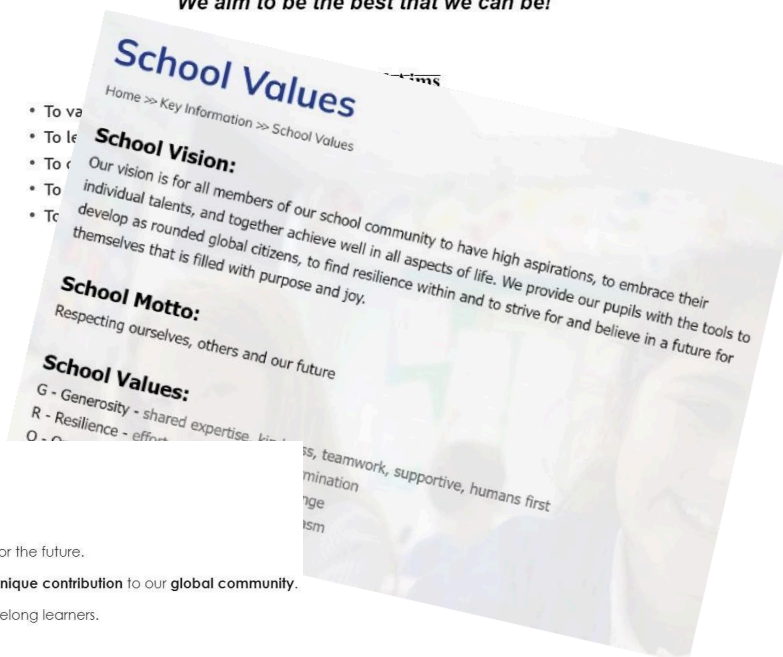
Values

We respect ourselves.

We respect others.

We respect our school.

We aim to be the best that we can be!



OUR CHARTER

To read our full charter, click the links below.

PURPOSE: Our partnership fosters stronger schools that can achieve more for all its people, now and for the future.

VISION: Children who come to our schools will know that **we believe in them**, that they can make a **unique contribution** to our **global community**.

MISSION: It is our mission to ensure every child is **loves learning**; our approach is designed to nurture lifelong learners.

CORE PRINCIPLE: We are committed to **Learner First**. This is the principle at the heart of all that we do.

OUR VALUES: Care, Accomplishment, Sustainability, Creativity and Diversity.

FOUNDATION: The UNCRC **Rights of the Child** are a foundation stone for how our trust and schools operate.

What needs to happen 23/24:

Trust and Exec team need to be explicit that each school will use a shared foundation, vision, and values moving forward. Schools are to remove the confusion of different words and phrases. However, each school will be encouraged to develop a The Trust statement that puts into words how they live the foundation, vision, and values of the trust. Uniqueness and individuality are celebrated, but we must be clear that confusion and disparate wording causes a lack of feeling united.

See Appendix 7

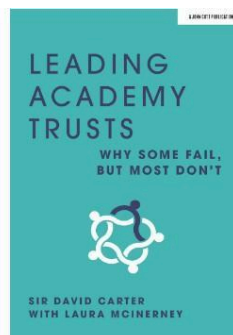
- Pre-sept CEO to work with trustees, LSBs and Heads to ensure all understand the need for more refinement in this area and to gather views. CEO is aware school heads may only accept this if the CEO puts the groundwork in place.
- Rebrand values so they are easier to remember. To follow The Trust. Trust wide comp. and grown FROM eachs school, not imposed upon them.
- September 2023 **whole trust inset** led by the CEO & Heads about our shared vision.
- **Time** in the Autumn & Spring term for schools to develop their refined mission statement as a whole school community. This is a chance for the school to reflect on how they fit into the The Trust family while retaining their individuality.
- Subject and key area specific "Purpose Statement" which will set out how at The Trust we expect things to be done in areas, then schools are free to implement and action however the needs of their school dictates- along as the outcome aligned with the trust wide purpose statement. We will initial develop purpose staments for: Collective Worship; Safeguarding; Behaviour ; Employability and careers (Baker Clause); SEND; G+T; Attendance ; SMSC & British Values; Uniform; Maths; English; A love of reading; Phonics; Science; DT; History; Geography; Computing; Art; PSHE; Music; RE; PE; Languages
- Weekly standard The Trust Values assemblies for pupils across the Trust The Trust STARS
- Trust-wide **The Trust 3** to embed shared working and values (see Appendix 1) (Approx **£5k**, for 1000 books) – **Jan 2024 roll out to further embed unity**
- The development of Trust wide pupil events and competitions to develop a collective identity.

What success will look like:

- A shared vision is understood by all.
- Schools actively promoting The Trust Vision and values.
- Eradication of "them" and "us" culture between schools and central team
- 3 book challenge embedded and used as a tool to promote reading and, shared values.

"What makes the role of the CEO different (*..from Headteacher*) is not just the scale of the remit and the wide geographical location of the schools, but also the way your communication with staff across the trust becomes more complicated.

A widely dispersed workforce needs to hear the core messages about the benefits of being part of the trust more frequently than those in a single school. It is also true that what works as a communication strategy for two or three schools, needs a major re-think once you are operating at ten or more."



PRIORITY FOUR: DEVELOPED A ROBUST, INDEPENDENT, CENTRAL TEAM THAT ACTIVELY SHARES BEST PRACTICES AND HOLDS LEADERS TO ACCOUNT.

The AIM: The best Trusts support schools to flourish while sticking to core values. In this individual flourishing, new ideas can form, and best practices can be shared (because it is free to grow).

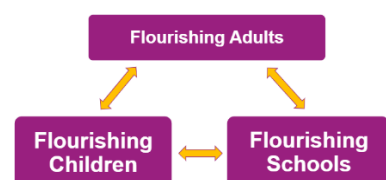
What needs to happen 23/24:

- Develop a rich online The Trust portal where staff can: access The Trust policies, training, advice, SEND OAP*, FAQs, Pro-forma, contact details and support.
- Rolling out an intuitive policy tracker to ensure policies are always up to date and compliant.
- CEO to be clear with HTs that his role is to safeguard and champion the core vision of the trust, not disempower HTs in their schools.
- Appoint a Trust nurse to allow pupils and staff to meet their hierarchy of needs, to focus entirely on learning and to ensure the Trust is medically and health compliant. (Appendix 2)
- Regular audits to be carried out by the central team and commissioned professionals to support driving up standards and compliance (HR files, CP files, GDPR, H+S, finance etc)
- Monthly Central team meeting with staff who have clear roles (E.g., payroll, attendance etc)
- An agreed ELT memorandum of understanding signed up to by all ELT- agreeing to move the trust forward together.
- Shared ELT safeguarding areas, to ensure staff have and know key contracts across the trust for key areas of safeguarding (DV, honour-based crime, Prevent etc).
- Trust Lawyers appointed to develop a trust legal wide approach.
- HR services brought into to support trust wide HR support.
- Chair of Board administrator appointed to support in strong governance
- The development of a functioning The Trust base with meeting spaces and facilities

What success will look like:

- The central team and individual schools working seamlessly together to support learning.
- Schools and central team making decision tighter, based on the needs of all pupils in the trust.
- A high-quality online resource for staff to improve and align practice.

If any one idea about leadership has inspired organisations for thousands of years, it's the capacity to hold a shared picture of the future we seek to create..... to bind people together around a common identity and a sense of destiny"
Senge (1990 & 2006)



PRIORITY FIVE: DEVELOP THE The Trust GRADUATED “IN A BOX” PACKAGE AND IDENTIFY 2 SCHOOLS TO JOIN The Trust IN JAN 2025.

The AIM: Each school in our Trust guides pupils and staff through our shared foundation, vision, and values. This individuality is embraced and encouraged. Each school has developed a mission statement which sets out how the Trust rooting, vision (learner first) and values are achieved in that specific school. This mission statement is the outward display of many underlying common elements. **However**, how does this work when a school needs to serve the pupils better or when a school joins the Trust in trouble?

What needs to happen 23/24:

- Central team and school staff develop an "in a box" model to roll out to schools that need support ASAP for a range of areas: behaviour, SEND, child protection, Curriculum, HR/finance, and leadership.
- Exec team to be clear early on, what is shared and what is autonomous. “Earned Autonomy” is the desired DfE model and the most successful but hardest to roll out.
- Central team to identify leaders across the Trust who can be upskilled to support other schools as needed.
- Trust to generate a culture of trust where leaders can request support before it is imposed (following a “warning notice system” – after peer review (to be developed)).
- Due diligence to ensure Trustees are entirely aware of the needs of new schools.
- Trust capacity grant funding will be applied for (Jan 2024) to take on two new schools by Jan 25.
- HTs and Trust, to be clear, we are all one group for the benefit of each pupil in the Trust, not us v them. This can happen through the regular promotion of trust-wide successes.
- The appointment of a nurse to further add to the “why join The Trust” offer.

What success will look like:

- Clear growth strategy in place and in action
- Leadership cross the Trust clear on the “in a box” model.
- Trustees and leaders agree when schools, within the trust and new, trigger the need to “in a box” intervention.



Our Customers
For our Customers, it is about offering them the widest choice – **whatever, whenever and wherever they want to eat.**

Our Restaurant Partners
For our Restaurant Partners, we help them to reach more Customers, support their businesses and improve standards in the industry.
Total order value processed in 2017 £3.3bn
Average orders per restaurant in 2017 2,300



“We want to work with people who **live and breathe the McDonald's brand.** That goes far beyond paying for your share of our advertising and marketing campaigns. **As a brand ambassador, you'll take our global personality** and make it relevant to your community.”

PRIORITY SIX: SYSTEMS DEVELOPED TO ENSURE STAFF ARE FULLY SUPPORTED & CHALLENGED, IN ORDER TO BEST SUPPORT PUPILS

The AIM: For key leaders in the trust to have aligned working practices to best serve pupils and build on the culture of joint working and collaboration.

What needs to happen 23/24:

- Hold regular central supervision for DSLs (see Appendix 3); SENDCos, with other key staff having regular cross-trust support meetings. The most appropriate central / Exec team member oversees these meetings. (Link Trustees invited).
- CEO to meet with the central team at least once a week to agree on strategy and critical actions. Central staff to all work in the same space to increase communication.
- TLR3 to facilitate core subject meetings to ensure learning is central to all decisions.
- Ensure trustees and stakeholders are updated on Trust wide success with a more active social media presence
- CPD model to be more robust and “ASPIRING LEADERS” to be met with regularly to provide robust coaching and to ensure they understand the values of the Trust, feel able to share ideas and be moulded by learner-first decision making. Ensuring The Trust is an employer of choice.
- The CEO is to meet at least weekly (initially) with ELT- to agree on decisions and then at least weekly 1:1 with HTs to ensure decisions have been moved into action.
- July 2024 The Trust event (£4k) to be held “Any CEO who does not have a plan for a conference at the end of their first year is missing a great opportunity to build “buzz” of being something more than the sum of its parts” (Why some trust fail,2022)
- Work with Trustees and local boards to ensure an alignment of vision and to make sure each person works for the benefit of each learner. Ensuring these pivotal governance roles are included in decisions and act as critical friends to the exec team.
- Work towards providing staff and their children a [health cash plan](#) in order to ensure the workforce is healthy (physically and emotionally).
- Monthly therapeutic supervision provided to key posts- to support mental health, retention, and skills.

What success will look like:

- Strong social media presence of the trust
- External audits successful
- Staff survey results highlighting aligned working and staff feeling supported

“When your policy goes one way and the premise of your culture goes the other, you’ve got a formula for failure. Creating your culture requires about one percent vision and ninety-nine percent alignment.”

Michael Bunnell, HR Director

Appendix 1- Book Challenge

The Trust book challenge

This is a Book Challenge—a reading initiative to open the door to different worlds through reading and sharing books. Enjoying reading is an integral part of life, and we want our pupils to get lost in the words of a good story or non-fiction book and be empowered by the books they read.

Each year the pupils will be challenged to read and share exciting books – one each term. The year group's books are in each classroom, and the pupils borrow one at a time. Once a book has been completed, the pupil returns it to school with a written book review (on a given template). When the book and the review are returned to school, the pupil receives a sticker to put on a bookmark. They are given a badge to wear when they have read all of the books for their year group. Every class has a book discussion group at the end of each term when pupils who have read the books recommend them to those who have not yet read them.

The books chosen include well-known classic stories and some by more contemporary and global authors. The books have been selected by working with parents, pupils, staff and governors. To find out what books are considered seminal, culturally, and socially important to pupils. The books explore issues of the child's rights (our foundation). The books is an opportunity for all pupils in our Trust to connect through literature.

The pupils are not expected to read all the books alone – the idea is to spread the enjoyment of experiencing a great book with family and friends.

Year	Books	The Trust Value
Preschool	1	
	2	
year R	3	
year 1		
etc.....		

Appendix 2- Nurse Proposal

Trust Nurse – Proposal

Salary: NJC 18-22 (Regular travel between schools required)

Hours: 10:15am – 4:15 pm Mon-Fri

Contract: 38 weeks a year (term time only) – start date 01/11/23

Reports to: TBfM

Learner First –Allows pupils & staff to have their hierarchy of needs met, meaning they can focus entirely on learning.

Fixed term: 2 years; with the ambition to make permanent if the post is sufficiently developed.

- Review and ensure all policies across the Trust that relate to health & medication are accurate, up to date and followed. Align where it is advantageous.
 - Regularly monitor and report back the medication & first aid processes in each school, including stock checks
 - Provide face-to-face training for staff (Epi-pen, asthma etc.)
 - To regularly work in schools at break and lunch time- to work alongside first aiders and support in the delivery and improvement of first aid practices.
 - Produce support videos and resources for staff to be put on the The Trust website.
 - To be a point of contact for school first aiders and office staff for exclusion periods and medical questions
 - Run a weekly first aid club for pupils, at each school.
 - Complete first aid trainer training and then lead First Aid training for staff.
 - To run a monthly drop in morning in at each school for parents to book appointments for signposting & advice.
 - To provide oversight and support for schools to ensure that period poverty is tackled, and girls are supported.
 - To regularly meet with attendance leads and ensure plans are in place to reduce persistent absenteeism that is health related.
 - Attend attendance meeting with parents where the absence is health related.
 - To work with schools to ensure individual Care/health / intimate plans are in place, reviewed and standardised across the Trust.
 - Monitor first aid incidents across Trust, collating data and rolling out next steps to reduce incidents.
 - Oversee RIDDOR reporting across the Trust.
 - Keep a central log of all workplace accidents, analyse and report on trends, with solutions to reduce.
 - Provide “tips from the nurse” for social media and school newsletters.
 - To attend new intake and parent meetings at each school.
 - To promote the safeguarding and H+S of all
-
- To develop and provide a traded service to other local schools, offering: Care plan review – Intimate care review – face to face training (epi pen/ asthma) – monthly drop-in service- attendance meeting presence.
-
- A commitment to ongoing CPD is essential.
 - NMC registration and agreement to revalidate is essential.
 - Full professional indemnity insurance is a requirement.

Appendix 3 - DSL meeting record

Date		Attendees	
Welfare of DSLs			
Numbers and changes			
New cases this month			
Open cases			
Open tasks			
Closed cases / review selection as group-rationale sense check.			
Monitored or worrying pupils “check and chat”			
Staff (low level concerns /HR)			
Serious case reviews; share CPD; Andrew Hall			
Pupil / staff voice on topic xxxx & agreed for next meeting.			
Agreed Actions			
Reminders			
AOB			
Next meeting (when and where?)			
Impact of this meeting on our vision			

to be “Learner First”?	
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Appendix 4- draft revised vision

See separate paper

Appendix 5- Social media plan

The Trust - Social media action plan -

KPIs (Key Performance Indicators)

Audience Growth Rate

Engagement Rate

Click-Through Rate

Conversion Rate

• Phase 1: Planning & Setup

****Objectives:****

- Identify target audiences (parents, students, staff, community)
- Choose social media platforms (Facebook, Twitter, LinkedIn, Instagram)
- Set up social media accounts

****Actions:****

1. Conduct a SWOT analysis for social media marketing
2. Create social media profiles, ensuring branding consistency
3. Train staff on social media guidelines and best practices

• Phase 2: Content Strategy & Calendar

****Objectives:****

- Develop a comprehensive content strategy
- Establish a robust content calendar

****Actions:****

1. ****Content Inventory:**** Identify existing content that can be repurposed (newsletters, press releases, etc.)
2. ****Content Types:**** Decide on the categories of content to publish. This could include school news, student achievements, teaching tips for parents, staff spotlights, and event promotions.
3. ****Audience Segmentation:**** Allocate specific content types to different target audiences.
4. ****Content Creators & Reviewers:**** Assign roles. For example, teachers could provide updates on educational techniques, while students could share experiences for a 'Day in the Life' series.
5. ****Content Calendar:**** Develop a detailed monthly calendar, specifying what content will be posted when and by whom. Use scheduling tools to automate posts where possible.

• Phase 3: Soft Launch

****Objectives:****

- Test the effectiveness of different content types
- Initiate Community engagement

****Actions: ****

1. ****Content Execution:**** Begin by posting bi-weekly content according to the content calendar. This soft launch period allows you to test the waters without overwhelming your team or audience.
2. ****Engagement Strategies:**** Encourage likes, shares, and comments by ending posts with calls to action like "Share if you agree!" or "What are your thoughts? Comment below."
3. ****Analytics Tracking:**** Use built-in analytics tools on each social platform to track engagement metrics. Identify which types of posts receive the most interaction.
4. ****Pilot Paid Ads:**** Consider running a low-budget paid promotion to extend your reach.
5. ****Stakeholder Involvement:**** Feature guest posts from staff or board members to diversify content and perspectives.

• Phase 4: Full

****Objectives: ****

- Increase posting frequency
- Drive user engagement

****Actions: ****

1. Scale up to 3-4 posts per week based on analytics and audience feedback.
2. Run special campaigns, e.g., back-to-school, holidays, and graduation.
3. Implement a quarterly review process to reassess and refine strategies.

• Ongoing:

- Weekly: Monitor analytics, actively engage with the audience
- Monthly: Review performance metrics and adjust the calendar
- Quarterly: Conduct a ROI analysis and update the content calendar

Appendix 6- Why choose The Trust

The Trust is a Trust unlike many others- we are built on a principle of encouraging autonomy and individuality in each school we support, rather than reducing it. At The Trust, we are dedicated to providing an exceptional educational experience tailored to each school's unique identity while nurturing the academic growth and well-being of our pupils. We work to a learner first decision making model.

A few examples of how we prioritise collaboration, excellence, and shared growth are detailed below:

1. ****Tailored Vision:**** We believe in the strength of individuality. The Trust empowers each school to fulfil the trust's vision in its unique way, always prioritising what best serves your pupils.
2. ****Professional Development:**** We offer annual staff Continuous Professional Development (CPD) sessions in September, providing opportunities for growth and improvement. Our school year culminates with an awards and recognition evening in July to celebrate achievements.
3. ****Community Building:**** The Trust fosters a sense of community through regular trust-wide activities and events, creating opportunities for pupils and staff to connect and thrive together.
4. ****Emotional Support:**** Our trust values the emotional well-being of staff and offers counselling and emotional support for the Senior Leadership Team (SLT).
5. ****Safeguarding Excellence:**** Designated Safeguarding Leads (DSL) provide peer support and conduct monthly supervision sessions to ensure the highest standards of safeguarding.
6. ****Visibility and Outreach:**** A trust-wide marketing lead enhances your school's visibility and community outreach, supporting schools in marketing.
7. ****Resource Hub:**** Our comprehensive website serves as a resource hub, offering valuable support and facilitating easy access to essential information for staff, at all levels.
8. ****Mental Health First Aid:**** The Trust is committed to well-being. We have trust-wide welfare and mental health first aiders to support both students and staff.
9. ****Professional Development Pathway:**** The Trust offers a structured CPD ladder and has a CPD lead to empower professional growth for your employees.
10. ****Best Practice Sharing:**** facilitated meetings for Maths and English leaders ensure best practices are shared, reducing administrative repetition and ensuring robust moderations.
11. ****Health and Nursing Support:**** A dedicated trust nurse assists with care plans, medical attendance issues, staff first aid training, and more, ensuring the health and well-being of your school community.
12. ****Financial Benefits:**** The Trust offers headteachers health cash plans, to support their physical and mental health
13. We employ a shared attendance lead for absenteeism and admissions support, and a shared estate lead for estate and H&S compliance. Helping to reassure you on a day to day basis.
14. ****Legal and HR Expertise:**** We provide high-quality, jointly procured legal and HR retainers, making expertise accessible to headteachers.
15. ****Financial Efficiency:**** Through The Business and Finance Manager (TBFM), we focus on joint procurement to save schools' money, allowing resources to be dedicated to pupil development.
16. ****Administrative Support:**** Our centrally employed FO support officer provides training, audit follow-up support, and short-term cover for school-based FOs.
17. ****Efficient Payroll Management:**** The Trust manages payroll centrally, ensuring accuracy and efficiency under the guidance of a payroll expert.
18. ****Unique Facilities:**** Schools within The Trust benefit from access to large, unique shared grounds, including outdoor learning spaces and a swimming pool.
19. ****Streamlined Policies:**** We centrally track policies to reduce administrative burdens on schools.

20. **** Trustee Expertise:**** Our board is made up of excpetioanlly experienced individuals from a wide range of professional backgrounds

Appendix 7- CEO & ELT actions from –TRUST GOVERNANCE ACTION PLAN 2022-24

- Embed a routine for reviewing the operation and decision making of the 3 levels of governance to ensure that there is no duplication of roles
- Improve and strengthen the induction process for new Trustees and governors with involvement from CEO, and executive team.
- Trustees to receive monthly IMAs including explanatory comments along with quarterly finance reports to be received
- Centralisation of systems and information to be put in place as a matter of urgency to ensure compliance /secure sharing of info.
- Post implementation project review report to be completed with follow up action points where necessary.
- Relationship between CEO and LSBs to be strengthened with regular interactions.
- Review 21-24 Strategy, Trust Improvement plan and school improvement model to ensure they deliver the vision with supporting management and monitoring mechanisms along with a strategy for growing the Trust.
- Review 2023-26 draft growth strategy including the risk/control/CBA/comparator questions posed by DFE.
- Review the leadership strategy and succession planning for the Trust to ensure leadership structures are fit for purpose and enable consistency and resilience going forward.
- Review current culture across Trust & propose how to develop / strengthen with the concept of continuous improvement
- Ensure there is a clear understanding of the difference between policy and procedure.
- Review revised performance management reporting procedure aligned to the policy and the impact on recruitment and retention
- Trustees to attend training in carrying out the performance management of the executive.
- Understanding of the context of schools aligned to specific groups across the trust and impact on educational outcomes:
- Develop understanding of educational performance including data and associated risks including, effective monitoring and compliance.
- Develop knowledge and understanding of trust wide context to inform questions related to pupil outcomes.
- Source training for trustees on how to effectively evaluate and monitor educational performance.
- Review and strengthen the current quality system to ensure that it operates consistently and enables effective monitoring.
- Increase the rigour of monitoring the standards of teaching and learning across all three schools.
- Strengthen curriculum development and leadership
- Regular updates to be provided for Trustees and LSB's on Ofsted developments to ensure relevancy and currency of the school curriculum etc. Trustees to be given access to Ofsted reports.
- Source training on the role of trustees during the Ofsted inspection process
- Strengthen the rigour and challenge of the effectiveness of internal controls including the scrutiny programme. Support the creation of an open culture which supports staff flagging problems and then focusses on these being properly addressed.
- The financial role of LSBs needs to be clarified and the LSBs supported in delivering against this role.
- Review current reporting systems agree what is essential and what is desirable to ensure rigour and easily accessible data/information.
- Strengthen the framework for reporting to the LSBs/Trustees so they receive an appropriate mixture of quantitative and qualitative information to enable them to oversee the Trust's progress in delivering targeted outcomes and confirm that the systems of internal controls and governance are working effectively.
- **Centralisation of financial systems**
- Develop understanding and analysis of financial information to inform questioning and holding to account against financial performance indicators.
- Review appropriate targets contextualised within the financial aims of the Trust
- Review and strengthen financial controls
- Establish appeals process for GAG contribution to central services
- Develop a robust reserves policy for the Trust and the schools that supports resilience going forward
- Develop a system of integrating financial strategy with curriculum planning and raising standards and attainment. (SMRSA)
- Performance indicators for curriculum and finance to be identified
- Investigate ways of collaborating with other Trusts where that would improve value for money. (SMRSA)
- Ensure accurate and robust management information is available across the MAT in a standardized and easily accessible format which enables comparison of the performance of schools across the MAT and at key points during the year.
- Clarify and develop understanding of risk management at all levels. Evaluation of impact on revised systems and reporting.
- Ensure the delivery of the agreed risk process in the Autumn term. I.e., each school to use the new risk register and consult their LSB before sending the agreed risk register to Trust Committees ahead of their meetings.
- In consultation with internal stakeholders, develop the sophistication of the risk framework.
- Lead the development of a risk centric culture across the Trust. A culture where consideration of risk is core to decision making with a strong focus on prioritising risks and taking timely action to mitigate prioritised risks.
- Review and strengthen business contingency and disaster recovery planning,
- Introduce a programme of working across the Trust to develop and reinforce a culture of cooperation, shared good practice and a The Trust identity.
- Oversee the development of a professional leadership cadre which works together to facilitate the Trust being successful in delivering great educational outcomes.
- Ensure that the development programmes for new HTs are implemented.
- Establish clear lines of accountability and authority between the Trustees, LSB's and senior leadership identifying what should be discussed and decided at what level.
- Ensure there are effective and meaningful arrangements in place to engage with parents and the wider community to seek their views and feedback, which in turn informs the scrutiny provided by trustees and supports greater accountability
- CEO to review and strengthen the rigour of the current monitoring methods to enable the Trustees to test the level of compliance across all levels within the Trust.

- Ensure sharing of best practice opportunities

Appendix 7- ELT and TLR RAG RATED MAT Assurance Framework

	The MAT assurance framework:																						
	1. Vision, culture and ethos					2. People and partners				3. Teaching and learning				4. Curriculum and assessment				5. Quality Assurance and Accountability				6. Governance capability	
	A. Clarity of purpose					A. Building capacity for improvement				A. Approach to pedagogy				A. Curriculum principles, intent and alignment				A. Knowing schools quantitatively				A. Governance structures and skills	
	B. Understanding of needs					B. Recruiting, developing and retaining talent				B. Leadership of teaching				B. Intentional use of assessment				B. Knowing schools qualitatively				B. Capability to refresh and renew	
	C. Leading a culture of improvement									C. Evidence based professional learning models													
How to use this framework																							
For each of the 14 elements, the framework identifies questions to start with as well as additional questions to consider. It describes what strong and weak improvement capacity would look like in a MAT.																							
Last Month	NC	R	W		This Month	NC	R	W															
PLO					PLO																		
CP					CP																		
CIN					CIN																		
EH					EH																		
	NC	R	W																				
When was SCR last checked?																							
Are all																							

new staff CP trained?			
Is all DSL training up to date?			

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/987340/MAT_Assurance_Framework.pdf