

An Daras Multi Academy Trust

Raising Standards through Improvement

An Daras
Multi Academy Trust



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MAT Improvement Plan 2017/18 (Parts 1 and 2)

“Key Priorities in a Nutshell”

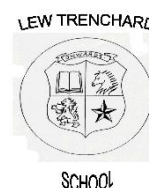
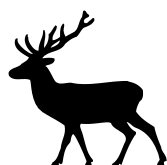


Plan Start Date: May 2017

Plan Finish Date: July 2018

MAT Board Approved: May 2017

*See the **Equality Action Plan 2016-19** on the website to learn out about our Equality Improvement Objectives for each school.





MAT Improvement Plan 2017/18 – Overview (Part 1)

MAT self-evaluation of effectiveness against the “9 Characteristics of a Successful MAT”:

Characteristics of a Successful MAT	Developing (where we are now)	Embedding (where we need to be)	MAT Priority Link
Overall – There is clear evidence that the outcomes for young people who are educated in the MAT are exceeding previous performance and national expectations	The Trust outcomes for young people in terms of the progress they are making from KS1 to KS2 are in line with national averages in more than half of the academies in the Trust	The Trust outcomes for young people in terms of the progress they are making from KS1 to KS2 are above national averages in more than half of the academies in the Trust	Priority A
Step 1 – There is a well communicated strategic vision and plan that moves seamlessly from implementation into impact. The school improvement plan can only be delivered through support from the Trust and the Trust priorities can only be delivered through the academies	Each individual academy has links in their improvement plan to the Trust Strategic Plan showing the contribution they make to the Trust and the academy priorities	The academy can provide some evidence that through their delivery of their academy based plan at least 2-3 of the Trust priorities are being delivered	Priority B
Step 5 – There is a Trust wide school improvement strategy that recognises the different interventions needed at different stages of the improvement journey that a school undertakes	The Trust has a school improvement strategy that is becoming embedded and has progressed beyond the day to day core improvement needs. Systems to track data, the collection of regular KPI and a stronger performance management system are sustaining improvement in the schools	The school improvement strategy is sustaining improved performance, standards are rising and improvement is rapid. The self-evaluation of the academies is maturing so that they have greater ownership of their own requirements and make more bespoke support demands of the Trust	Priority C
Step 7 – There is evidence of skilled management of Trust Risk Indicators	The Trust has a risk register in place and it is used to monitor risks that the Trust has identified as possible threats to the organisation. There is some yet unstructured relationship between the Trusts risk plan and those in the academies	The Board risk register is used to drive all improvement priorities and is the framework for agenda setting across the Trust. Each academy has its own register which indicates the risks that are linked to their academy as well as the ways in which board risks are mitigated	Priority D
Step 9 – There is a Trust wide commitment to contributing to local, regional and national educational networks beyond the MAT	The Trust has developed partnerships with external groups beyond those that the academies have sustained. These partnerships enable the Trust to be better connected to regional and national	The Trust and the academies play a key role in wider system leadership through membership of Teaching School Alliances, supporting other schools, leading and participating in	Priority E

	networks that benefit children and staff	local partnerships and sharing expertise widely. The Trust learns from and contributes to the practice of other MATs in their region	
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To achieve our academy vision and aims for children's learning and development the Board of Directors have agreed MAT improvement work will focus on the following key priorities, key outcomes, Key Performance Indicators (KPIs) and key milestones:

Priority A: Continue to improve attainment and progress outcomes for pupils at all Key Stages through effective MAT systems

Priority B: MAT improvement planning supports effective school improvement planning

Priority C: Revise and strengthen MAT school improvement strategy strands

Priority D: Trust risk awareness fully informing MAT strategic development

Priority E: Strengthen and extend successful collaboration and network partnerships

*See the **Equality Action Plan 2016-19** on the school websites to learn out about our Equality Improvement Objectives for the year.

Evidence base for the setting of Key Priorities:

- RAISE 2016/OFSTED Data Dashboard 16 data outcomes – Nov 2016
- Internal MAT QA Monitoring – Jan 17
- School AIP's – Jan 17
- OFSTED Report – WHA – Nov 16
- Internal analysis of Cornwall FSP data outcomes/Desktop Monitoring Reports – Autumn Term 2016
- SEF analysis – Autumn Term 2016
- External monitoring SEC Reports – November 16
- Internal analysis of assessment data (I-Track, Pupil Progress analysis, CSIT/SEC Reports) – Ongoing
- MAT Risk Register – Feb 17

In the MAT Improvement Plan (AIP17) "**pupil achievement**" is defined as containing both attainment (measurable quality of learning against national age related benchmarks) and progress (measurable rate of learning from a secure baseline).

Key Performance Indicators (KPIs)

KPI 1 to 12 within this plan were agreed by MAT Director focus group – 20/03/17. If met they will allow the MAT to demonstrate secure "embedded" practice against the Characteristics of a Successful MAT criteria.

MAT Improvement Plan 2017/18 - “Key Priorities in a Nutshell”



Key Priority	Key Objectives	Key Pupil Outcomes KPIs
Priority A: Continue to improve attainment and progress outcomes for pupils at all Key Stages through effective MAT systems	<p>A.1. Develop visible learning approaches into all MAT planning and learning opportunities</p> <p>A.2. Continue to improve MAT tracking and assessment systems to ensure all groups of pupils are appropriately challenged and therefore attaining well - GDS</p> <p>A.3 Use MAT school improvement strategy effectively to raise standards i.e. moderation, PM, CPD and QA monitoring</p> <p>A.4. Deploy MAT resources effectively to tackle underperformance within individual schools particularly to diminish differences for disadvantaged pupils</p>	<p><i>1. KS1 to KS2 progress above average in half/+ MAT schools</i></p> <p><i>2. KS1 and KS2 attainment in line with or above national average in half/+ MAT schools</i></p> <p><i>By July 2018</i></p>
Priority B: MAT improvement planning supports effective school improvement planning	<p>B.1. Ensure MAT and School Improvement Plans have recognisable “golden threads” with clear emphasis on raising pupil achievement</p> <p>B.2. Use MAT system tools consistently and effectively to support improvement planning at each individual school and to contribute positively to pupil achievement</p> <p>B.3. Improve use of MAT financial resources to address school improvement priorities so that all schools continue to be good or better – with staffing costs not exceeding 80% annual cost against income</p> <p>B.4. Develop children’s ownership of learning improvement in the local school environment</p>	<p><i>3. Improvement planning consistency in format and quality across MAT schools</i></p> <p><i>4. Improvement planning and financial planning effectively contributing to improved outcomes for pupils</i></p> <p><i>5. Staffing to annual income costs not to exceed 80% for any school</i></p> <p><i>6. All priorities with in MAT plan successfully met</i></p>
Priority C: Revise and strengthen MAT school improvement strategy strands	<p>C.1. Review and revise overall school improvement tools – including personnel – to ensure strategy is flexible, cost effective and meeting individual schools needs</p> <p>C.2. Continue to improve the usefulness and accuracy of MAT wide data to target school improvement effectively – significantly contributing to the raising of pupil achievement</p> <p>C.3. Develop wider school improvement partnerships drawing in expertise from other organisations e.g. teaching schools, universities and other MATs</p> <p>C.4. Ensure individual schools on going self-evaluation is accurate and their school improvement requirements are fully supported by Trust resources and expertise</p>	<p><i>7. School SEF/data used effectively to identify and intervene on priorities leading to improving standards and consistent progress</i></p> <p><i>8. Schools can evidence effective support of MAT resources and expertise to impact on improved outcomes</i></p> <p><i>By July 2018</i></p>
Priority D: Trust risk awareness fully informing MAT strategic development	<p>D.1. Improve MAT Risk Register - use to effectively drive all improvement priorities, including strategic growth</p> <p>D.2. Ensure individual School Risk Registers are in place and being used effectively to drive all internal improvement priorities</p> <p>D.3. Improve threat management systems – both short term and over the next 3-5 years. Threats are identified, analysed and effective remedial action applied</p>	<p><i>9. Risk registers fully embedded within each school setting ensuring risks are mitigated across the MAT - delivering long term MAT reputational security</i></p> <p><i>10. MAT 3 to 5 Year Growth Plan completed, regularly reviewed and actioned as appropriate</i></p>

	D.4. Ensure MAT and individual school Risk Registers are in line and updated regularly	<i>By July 2018</i>
Priority E: Strengthen and extend successful collaboration and network partnerships	E.1. Provide school improvement and quality assurance systems beyond MAT schools E.2. Continue joint project working with other local and regional MATS on key aspects of learning provision to raise pupil achievement across MAT schools	<i>11. Impact of school improvement services provided by the MAT to external settings fully evidenced</i> <i>12. Impact of local network partnership working fully evidenced</i> <i>By July 2018</i>

23 Elements of Outstanding MAT Leadership – Aspirational Goals

	Element	MAT Example
1.	Clear strategic vision, communicated effectively	
2.	Passion for providing world class education	
3.	Inspirational leaders who leads by example	
4.	Vision based on shared values	
5.	Trust between leaders and stakeholders	
6.	Ability to bring out the best in people	
7.	Power and accountability shared amongst members of the MAT leadership team	
8.	Ability to foster discussion and debate	
9.	High expectation of all MAT staff and pupils	
10.	An open culture of learning, where excellence in all aspects of achievement is celebrated	
11.	Fosters collaboration, partnerships and shared decision making	
12.	Values and vision developed and owned by all staff and governors/directors/members	
13.	Empowers others to achieve ambitious targets	
14.	Sets ambitious targets and focuses on financial as well as educational goals	
15.	Meticulous monitoring of pupil outcomes across the MAT	
16.	Reconciles opposing views and summarises agreed points to leadership teams	
17.	Takes difficult decisions and communicates them honestly to those affected	
18.	Takes decisive action to address poor performance of individual schools and staff teams	
19.	Maximises talent in the MAT team and deploys talent effectively in the organisation	
20.	Balances financial constraints with aspirational educational ambitions	
21.	Engages local community in developing a shared vision for education in the area	
22.	Develops entrepreneurial and innovative approaches to improve education	
23.	Develops an aspirational culture in the school and the local community	



MAT Improvement Plan 2017/18 – Priority Action Planning (Part 2)

Vision Statement

To be the primary gateway for life-long learning ensuring every child in the Trust is ready for present and future success.

Core Aim

We are committed to improving life chances by delivering high quality academic, spiritual, social, economic and experiential learning to raise aspirations and contribute effectively to positive personal development.

We will achieve this by;

- Accelerating and sustaining progress towards higher achievement
- Ensuring achievement gaps for disadvantaged are addressed
- Ensuring children are equipped for the next phase of learning
- Creating an enjoyable, creative curriculum that meets learning needs
- Providing a safe, stimulating but challenging learning environment
- Encouraging active participation in outdoor and sporting learning opportunities
- Working positively with stakeholders and partners to provide an integrated educational experience for children and families
- Deliver a Christian character, distinctiveness and ethos by celebrating life and spirituality in its fullness

Abbreviations used in Action Plans;

VL	Visible Learning programme	CPD	Continuing Professional Development
AIO	Academy Improvement Officer	PM	Performance Management
SALT	Senior Academy Leadership team	TLA	Teaching, Learning and Achievement Committee
LGAB	Local Governor Advisory Board	BoD	Board of Directors
GDS	Greater Depth Standard	RSS	Resources, Staffing and Safeguarding Committee
PPG	Pupil Premium Grant	FSD	Finance and Strategic Development Committee
HoS	Head of School	ABM	Academy Business Manager
SEF	Self-Evaluation Form	EYFS	Early Years Foundation Stage
KS1	Key Stage 1	KS2	Key Stage 2
NSC	National School Commissioner	AIP	Academy Improvement Plan (Individual schools)

Academy Improvement Plan 2017/18 – Key Priority Action Plan					
PRIORITY A: Continue to improve attainment and progress outcomes for pupils at all Key Stages through effective MAT systems					
	Key Pupil Outcomes and Key Performance indicators: 1. KS1 to KS2 progress above average in half/+ MAT schools by July 2018 2. KS1 and KS2 attainment in line with or above national average in half/+ MAT schools by July 2018				MAT Lead: WH Director Link:
	NSC Characteristic (Overall) Now: Developing	The Trust outcomes for young people in terms of the progress they are making from KS1 to KS2 are in line with national averages in more than half of the academies in the Trust			
Ref	Task/Key Objective (Show me...)	Actions to Complete	Who and When	Monitoring (BoD Com)	KPIs – See above (So, what...)
A.1	Develop visible learning approaches into all MAT planning and learning opportunities	*VL CPD co-ordinated VL strategies in action	WH-May 17	TLA Com	1 + 2
		*VL monitoring via scheduled AIO visits	AIO-Sep 17	TLA Com	1 + 2
A.2	Continue to improve MAT tracking and assessment systems to ensure all groups of pupils are appropriately challenged and therefore attaining well – GDS a focus	*I-track used half termly by SALT and LGAB	WH/HoS-May 17	TLA Com	1 + 2
		* In year standards benchmarks used for attainment and progress by all schools	WH/AIO-Sep 17	TLA Com	1 + 2
		*AIO termly monitoring focus on GDS/PPG	AIO-Sep 17	TLA Com	1 + 2
A.3	Use MAT school improvement strategy effectively to raise standards i.e. moderation, PM, CPD and QA monitoring	*Centralised analysis system – Data Matrices	WH/AIO-Sep 17	TLA Com	1 + 2 + 3
		*Centralised assessment system	WH/AIO-Sep 17	TLA Com	1 + 2 + 3
		*Centralised CPD system	WH-Sep 17	RSS Com	3
		*MAT PM system used across all schools and MAT personnel	WH/HoS-Sep 17	RSS Com	3
		* Centralised moderation system	HoS-Sep 17	TLA Com	1 + 2 + 3
		*AIO termly monitoring focussed on weakest schools/groups within	AIO-Sep 17	TLA Com	1 + 2 + 3
A.4	Deploy MAT resources effectively to tackle underperformance at individual schools particularly to diminish differences for dis-advantaged pupils	*Termly educational risk identification system operating	WH/AIO-Dec 17	Audit Com	1 + 2
		*Flexible central improvement resource allocation	WH-Sep 17	RRS Com	1
		*Termly target group data analysis and analysis of in-school monitoring relating to groups	AIO-Oct 17	TLA Com	1 + 2
	NSC Characteristic (Overall) July 18: Embedding	The Trust outcomes for young people in terms of the progress they are making from KS1 to KS2 are above national averages in more than half of the academies in the Trust			
		Total Planned Central Cost:	£0. Resources already in place		

Academy Improvement Plan 2017/18 – Key Priority Action Plan					
PRIORITY B: MAT improvement planning supports effective school improvement planning					
B	Key Pupil Outcomes and Key Performance indicators: 3. Improvement planning consistency in format and quality across MAT schools by July 2018 4. Improvement planning and financial planning effectively contributing to improved outcomes for pupils by July 2018 5. Staffing to annual income costs not exceeding 80% for any school 6. All priorities with in MAT plan successfully met by July 2018				MAT Lead: AIO Director Link:
	NSC Characteristic (Step 1) Now: Developing	Each individual academy has links in their improvement plan to the Trust Strategic Plan showing the contribution they make to the Trust and the academy priorities			
Ref	Task/Key Objective (Show me...)	Actions to Complete	Who and When	Monitoring	KPIs – See above (So, what...)
B.1	Ensure MAT and School Improvement Plans have recognisable “golden threads” with clear emphasis on raising pupil achievement	*Consistent MAT AIP format for all schools *Clear MAT annual pupil outcome priorities and targets *Clear link to MAT PM system *Individual school’s contribution to MAT wide pupil achievement improvement developed	WH/AIO-Sep 17 WH/AIO-Sep 17 WH/HoS-Sep 17 AIO-Dec 17	TLA Com TLA Com RSS Com TLA Com	3 + 4 + 6 1 + 2 + 3 3 + 6 3 + 4
B.2	Use MAT system tools consistently and effectively to support improvement planning at each individual school and to contribute positively to pupil achievement	*Consistent MAT assessment cycles *Consistent MAT Improvement toolkit *Consistent annual MAT improvement cycle in operation *MAT CPD schedule to support improvement	WH/AIO-Sep 17 WH/AIO-Sep 17 WH/AIO-Sep 17 WH-Sep 17	TLA com TLA Com TLA Com RSS Com LGAB	1 + 2 + 3 3 + 4 3 + 4 + 6 4
B.3	Improve use of MAT financial resources to address school improvement priorities so that all schools continue to be good or better- with staffing costs not exceeding 80% annual cost against income	*Ensure budgeting is accurate so extended resources can be deployed in areas of highest need *Finance and Strategic Development Committee CPD extended *Clear financial MAT KPIs established and monitored in-year	ABM/FSD- Jul 17 ABM-Oct 17 FSD-Jul 17	Audit Com Audit Com Audit Com	4 + 5 4 + 5 + 6 4 + 5
B.4	Develop children’s ownership learning improvement in the local school environment	*Pupil voice – effective pupil forums/parliament including MAT equivalent informing learning ethos	WH-Jan 18	TLA Com	3
	NSC Characteristic (Step 1) July 18: Embedding	The academy can provide some evidence that through their delivery of their academy based plan at least 2-3 of the Trust priorities are being delivered			
		Total Planned Central Cost:	£0. Resources already in place		

Academy Improvement Plan 2017/18 – Key Priority Action Plan					
PRIORITY C: Revise and strengthen MAT school improvement strategy strands					
C	Key Pupil Outcomes and Key Performance indicators: 7. School SEF/data used effectively to identify and intervene on priorities leading to improving standards and consistent progress by July 2018 8. Schools can evidence effective support of MAT resources and expertise to impact on improved outcomes by July 2018				MAT Lead: WH/AIO Director Link:
	NSC Characteristic (Step 5) Now: Developing	The Trust has a school improvement strategy that is becoming embedded and has progressed beyond the day to day core improvement needs. Systems to track data, the collection of regular KPI and a stronger performance management system are sustaining improvement in the schools			
Ref	Task/Key Objective (Show me...)	Actions to Complete	Who and When	Monitoring	KPIs – See above (So, what...)
C.1	Review and revise overall school improvement tools – including specific personnel – to ensure strategy is flexible, cost effective and meeting individual schools needs	<i>*Review MAT improvement services structure</i> <i>*Options for internal or external service delivery best value and flexibility in operation reviewed</i> <i>*AIOs skill sets to meet all identified needs - providing effective in-school and MAT evidence triangulation</i>	WH/TLA-Jul 17 WH-Jul 17 WH/TLA-Sep 17	TLA Com TLA Com TLA Com	4 + 8 4 + 8 1 + 2 + 8
C.2	Continue to improve the usefulness and accuracy of MAT wide data to target school improvement effectively – significantly contributing to the raising of pupil achievement	<i>*MAT assessment system applied in all schools</i> <i>*Centralised analysis system</i> <i>*Centralised assessment system</i> <i>*In year standards benchmarks used for attainment/progress by all schools</i> <i>*I-Track system reviewed</i>	WH/AIO-Sep 17 WH/AIO-Sep 17 WH/AIO-Sep 17 WH/AIO-Sep 17 WH-Dec 17	TLA Com TLA Com TLA Com TLA Com TLA Com	7 4 + 7 + 8 4 + 7 + 8 1 + 2 + 7 7
C.3	Develop wider school improvement partnerships drawing in expertise from other organisations e.g. teaching schools, universities and other MATs	<i>*Collaborative links with other local “good” schools established – see link to E1 below</i> <i>*Collaborative links with other organisations established – see link to E2 below</i>	WH-Jan 18 WH-Jan 18	TLA Com RSS Com	8 + 12 8 + 12
C.4	Ensure individual schools on going self-evaluation is accurate and school improvement requirements are fully supported by Trust resources	<i>*MAT SEF used for main school, EYFS, ARB and Pre-Schools – with set timescales and timeframes</i> <i>*AIO offer for year matched to identified school improvement needs</i>	WH/AIO-Sep 17 WH/TLA-Oct 17	TLA Com LGAB TLA Com LGAB	7 + 8 8
	NSC Characteristic (Step 5) July 18: Embedding	The school improvement strategy is sustaining improved performance, standards are rising and improvement is rapid. The self-evaluation of the academies is maturing so that they have greater ownership of their own requirements and make more bespoke support demands of the Trust			
		Total Planned Central Cost:	£0. Resources already in place		

Academy Improvement Plan 2017/18 – Key Priority Action Plan					
Priority D: Trust risk awareness fully informing MAT strategic development					
D	Key Pupil Outcomes and Key Performance indicators: 9. Risk registers fully embedded within each school setting ensuring risks are mitigated across the MAT - delivering long term MAT reputational security by July 2018 10. MAT 3 to 5 Year Growth Plan completed, regularly reviewed and actioned as appropriate by July 2018				MAT Lead: WH Director Link:
	NSC Characteristic (Step 7) Now: Developing	The Trust has a risk register in place and it is used to monitor risks that the Trust has identified as possible threats to the organisation. There is some yet unstructured relationship between the Trusts risk plan and those in the academies			
Ref	Task/Key Objective (Show Me...)	Actions to Complete	Who and When	Monitoring	KPIs – See above (So, what...)
D.1	Improve MAT Risk Register - use to effectively drive all improvement priorities, including strategic growth	<i>*Established in governance cyclical planning</i> <i>*Financial KPIs to reflect strategic financial risks</i> <i>*Educational KPIs to reflect strategic standards risk</i> <i>*HR, employment and governance KPIs to reflect human risk</i>	WH-Sep 17 FSD-Jul 17 TLA– Jul 17 RSS-Jul 17	Audit Com Audit Com Audit Com Audit Com	9 4 + 5 + 9 9 9
D.2	Ensure individual School Risk Registers are in place and being used effectively to drive all internal improvement priorities	<i>*Schools use MAT Risk Register template</i> <i>*Individual school Risk Registers inform MAT version</i> <i>*Established in local governance cyclical planning</i>	WH/LGAB-Sep 17 WH/Audit-Oct 17 LGAB- Sept 17	Audit Com BoD Audit Com	9 9 + 10 9
D.3	Improve threat management systems – both short term and over the next 3-5 years. Threats are identified, analysed and effective remedial action applied	<i>*Finance and Strategic Development Committee focus – incorporated into cyclical planning</i> <i>*Three and five- year MAT budgets and growth options created – informed by BoD Growth Plan focus group research</i>	FSD-Oct 17 FSD-Oct 17	Audit Com Audit Com	9 10
D.4	Ensure MAT and individual school Risk Registers are in line and updated regularly	<i>*See above D2</i>	See above D2	Audit Com	9 + 10
	NSC Characteristic (Step 7) July 18: Embedding	The Board risk register is used to drive all improvement priorities and is the framework for agenda setting across the Trust. Each academy has its own register which indicates the risks that are linked to their academy as well as the ways in which board risks are mitigated			
		Total Planned Central Cost:	£0. Resources already in place		

