

Amethyst Academies Trust Strategic Plan 2020-2023



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Introduction

I am delighted to introduce the Amethyst Academies Trust Strategic Plan covering the period 2020- 2023. This plan sets out our 3 year strategic objectives, including our priorities for the coming year.

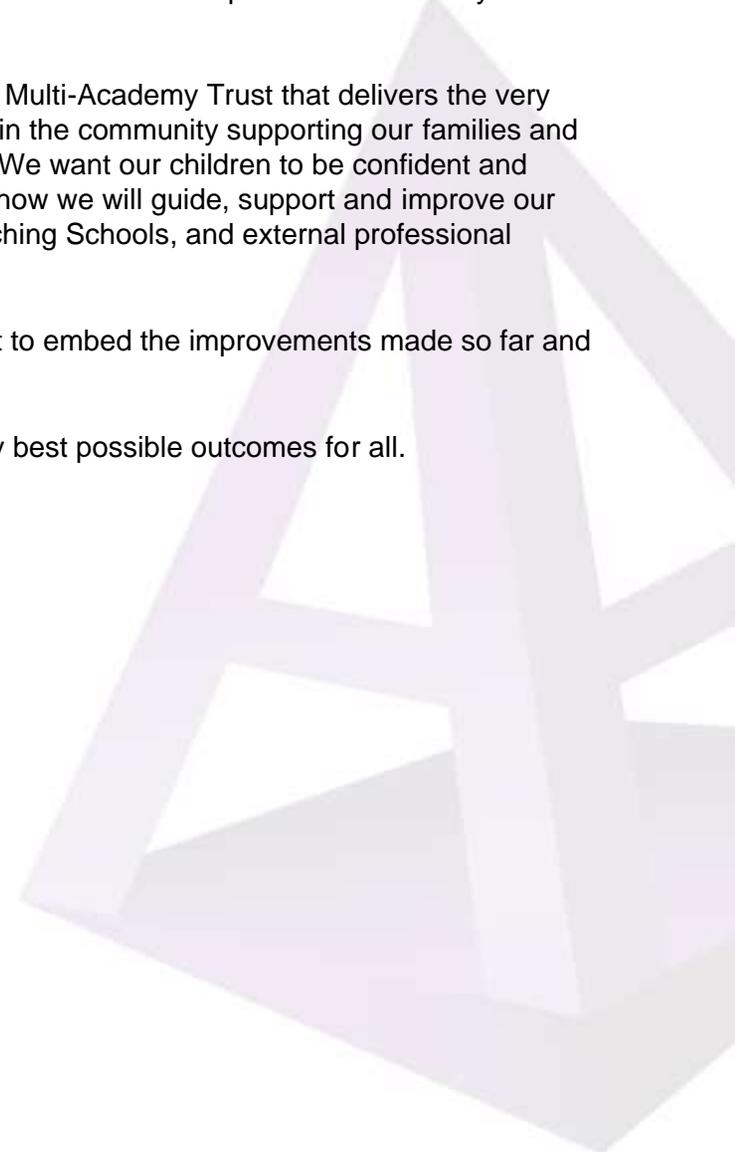
The Amethyst Academies Trust Board is determined to see a high performing and successful Multi-Academy Trust that delivers the very best educational experience for the pupils attending our schools. Our schools play a key role in the community supporting our families and offering our children opportunities to grow and thrive, academically, socially and emotionally. We want our children to be confident and resilient. We want to develop expert teaching and high quality leadership. This plan sets out how we will guide, support and improve our academies. Our schools work closely with each other but also with other schools/MATs, Teaching Schools, and external professional agencies.

We have built a strong, collaborative and effective team over the last five years and now want to embed the improvements made so far and further develop our schools and MAT.

I look forward to working with all of our staff and schools to deliver this plan to ensure the very best possible outcomes for all.



Nicola Davis
Chief Executive Officer



Vision and Values

VISION

The Trust is committed to providing high standards of education for all our students, from the most vulnerable to the gifted and talented. We seek to develop well rounded, employable, caring students who have been inspired to have high expectations of themselves so that they are ready to lead change in the wider world and serve their communities.

Within our schools, students are guided by our 3 principles which underpin the ethos and values of the Trust and are modelled by our staff teams. These *principles* are:

- ***Be Prepared***
- ***Be Respectful***
- ***Be Challenged***

How we will achieve our vision:

The Trust will:

Leadership

- Ensure that governors have the skills, determination and resilience to challenge and support the senior leadership team to drive continuous improvements in the school.
- Ensure that teaching and support staff, at every level of the organisation, have the appropriate skill set to be effective leaders of education or provide high quality services, to drive up standards and improve learning outcomes for every student whilst ensuring that they have the correct work/life balance.

Partnership

- Build effective two-way communications between school and home, to help families support their child's learning at home and encourage parents/carers to volunteer their skills and talents to support the school and its students.
- Work with neighbouring schools and other educational providers, to establish a local support network to provide an outstanding level of education that meets the needs of every student.
- Work with local businesses to ensure that employability and enterprise skills underpin the curriculum for every student to prepare them for the world of work.

Supporting the disadvantaged and most vulnerable students

- Ensure that provision is fully inclusive for every student regardless of background, disability or special educational need.

- Support the emotional wellbeing and resilience of every student so that they can enjoy adult lives free from lifelong mental health problems.
- Ensure that Looked after Children are prioritised and supported to access the best possible educational experience and achieve their future potential.

Curriculum

- Ensure that every student follows an all-through knowledge-rich curriculum, supported by an enrichment programme to give students the opportunity to find out more about their interests and passions and to develop the 'soft skills' for employability.
- Ensure that every student has hands-on learning experiences in Forest School and Duke of Edinburgh programmes to develop confidence, resilience and independence, and make a positive contribution to the community.
- Create and maintain inspiring, state-of-the art learning environments that support the curriculum and develop technologically capable students.

Managing and developing the staff team

- Provide a thorough and comprehensive induction programme for every new staff member, so that they understand the importance of their role in the vision of the Trust and how they can contribute to shaping its future.
- Provide high quality continuous professional development and training for every staff member, to deliver excellent student outcomes and support opportunities for personal growth and rapid career progression.
- Ensure that systems are in place to reduce unnecessary work load so that every staff member can enjoy and benefit from a healthy work-life balance.

This vision will be achieved through the Trusts commitment, to the following Values:

VALUES

Distinctiveness:

- ✓ We value and celebrate each school's individuality and diversity whilst growing and learning together.

Trust:

- ✓ We value the opportunity to work openly together in achieving our individual and common goals and aspirations.

Integrity:

- ✓ We value honesty and professionalism when facing and overcoming challenges.

Fairness:

- ✓ We value a community that has equality at its core; both in contributions and outcomes for all.

Friendship:

- ✓ We value the mutual support and challenges of colleagues within a close community of schools.

Commitment:

- ✓ We value the close collaborative relationship within our community for the benefit of all in support of group and individual needs.

Strategic Aims

To achieve our vision and meet our values we aim to:

- Maintain knowledge of each other's schools and learn from the distinctive characteristics and individuality of each school.
- Provide a collaborative responsibility for ensuring:
 - All schools are enabled to deliver the best possible outcomes for learners
 - Sharing of best practice, assets and resources
 - Continuous improvement for all schools
 - Widening of curriculum and enrichment opportunities for all pupils
- To value each other's contributions, make improvements which are broadly aligned with each school's SDP and current governmental guidance and be accountable to each other and the communities we serve.
- Share, monitor and measure our educational and wellbeing goals for all children in schools within Amethyst.
- Create structures which achieve better use of resources through efficiencies in the provision and procurement of goods and service.
- Explore and access additional sources of funding to support our aims.
- Embed high aspirations and tackle low achievement and performance.
- Develop our staff and provide additional career opportunities.
- Ensure that Amethyst is outward looking and continues to work with all partners e.g. RSC, LA, other Trusts.
- Become a leading light in the collaborative development of educational delivery and share our successes with others
- Our strategy is for growth with care ensuring the Trust has the capacity to meet the needs of each joiner academy in terms of support, challenge and leadership, without compromising the core purpose of any academy within the Trust.

Leadership

As a Charitable Trust our Board ensures that the MAT complies with charity and company law requirements. The Board of Amethyst has two core functions and that is to set the strategic direction of the organisation and ensure the financial probity of the Trust.

As a Multi Academy Trust, the Board of Amethyst is responsible for all of the academies in the Trust. We do this by delegating functions to the Local Governing Body of each academy through a Scheme of Delegation.

Governance

Amethyst Academies Trust fully supports the independence and distinguishing characteristics of each of our Academy Schools. We are committed to supporting the Academy Schools within the MAT for benefit of the communities served by the Academies Schools.

We believe successful Academy Schools are best supported by strong local governance, with Governors who know their Academy Schools well and who provide support and challenge to the Head Teacher.

We will devolve Governance so that decisions are made closest to the point at which they will have impact, at a level of autonomy proportionate to the success of the Academy School.

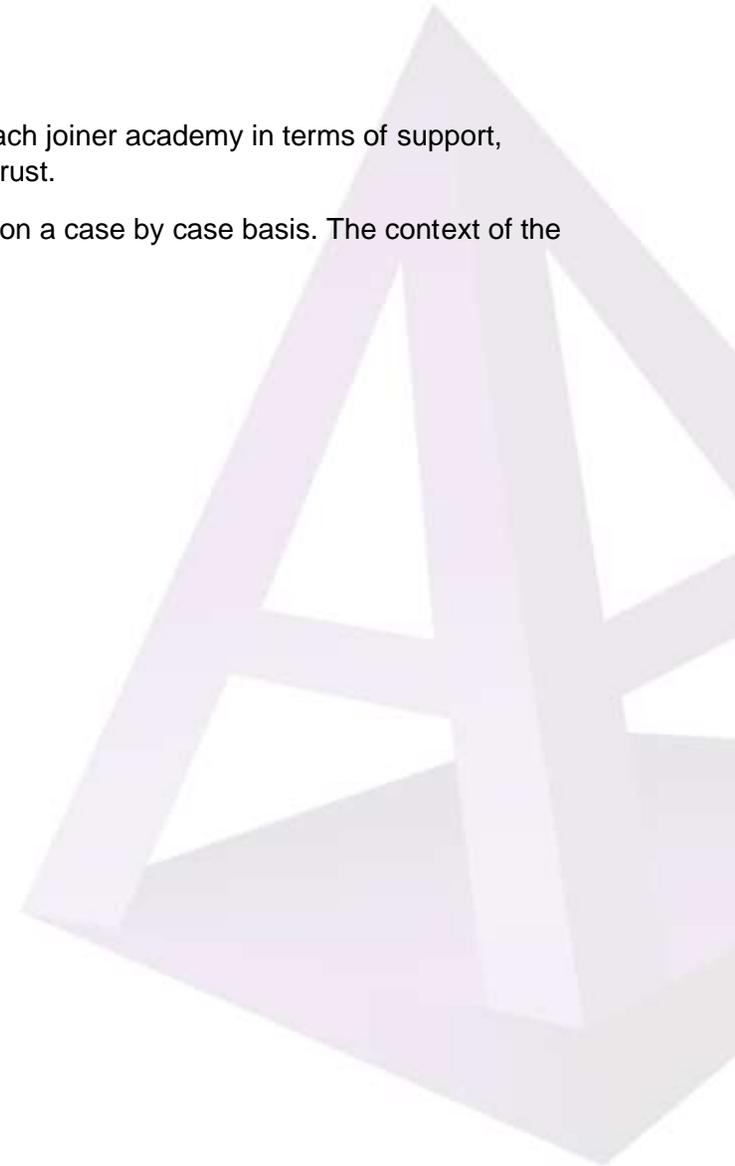
Our Local Governing Bodies are the champions of our values in our Academy Schools. We will achieve this objective by:

- Having a clear Scheme of Delegation which is subject to regular consultation and review to ensure it is fit for purpose.
- Having a robust framework for evaluating the effectiveness of our Governance arrangements at all levels.
- Having clear expectations about the commitment, skills, competencies and conduct we expect from our Members, Trustees and Governors supported by robust recruitment, a 12 month 'mentor led' induction programme and continuing governance development programme.
- Effective succession planning
- Ensuring that our Governance processes are transparent and open to challenge.

Growth

Our strategy is for growth with care ensuring the Trust has the capacity to meet the needs of each joiner academy in terms of support, challenge and leadership, without compromising the core purpose of any academy within the Trust.

We recognise each academy will have its own unique context and will therefore consider each on a case by case basis. The context of the academy, including its location, effectiveness and size will shape future growth.



Amethyst Academies Trust: Governance Structure

Trust Members					
AGM - 25th November 2021					
Mr J Inglis (Chair) Mrs S Moran, Mr M Morris, Mrs C Creamer, Mrs K Austin					
Trust Board					
Meeting on: 14th October 2021, 17th February 2022, 30th June 2022					
Mr J Inglis (Chair) Mr B Stephenson (Vice Chair) Mrs S Reid, Mr M Marks, Mrs H Bourton, Mr R Grant, Mr D Williams, Mrs N Davis (Ex-officio) Vacancy*					
Trust Board Committees					
Finance & General Purposes	Audit & Risk Assurance	Attendance, Exclusions and Safeguarding	Attainment and Curriculum	Pay & HR	Trust Growth - Working Group
Meeting on: 30th Sept 2021, 21st October 2021, 25th November 2021, 16th December 2021, 27th January 2022, 17th February 2022, 31st March 2022, 28th April 2022, 26th May 2022, 30th June 2022, 21st July 2022	Meeting on: 21st October 2021, 16th December 2021, 28th April 2022, 26th May 2022, 7th July 2022.	Meeting on: 7th December 2021, 29th March 2022, 12th July 2022.	Meeting on: 9th December 2021, 31st March 2022, 12th July 2022	Meeting as required.	Meeting as required.
Mr J Inglis (Chair) Mrs S Reid Mrs N Davis Vacancy	Mrs S Reid (Chair) Mr J Inglis Mrs S Baker	Mr B Stephenson (Chair) Mr R Grant Mrs N Davis	Mr M Marks (Chair) Mrs H Bourton Mr J Inglis	Mrs S Reid (Chair) Mr D Williams Mr J Inglis	Mrs H Bourton (Chair) Mrs S Reid Mr D Williams
MAT Trust Centralised Services					

Academies	
Aldersley High School	Moreton School
Converter School - February 2011 Phase - Secondary Ofsted - Good (March 2018) Head of School - Ms A Huntington	Sponsored Academy - November 2016 Phase - Secondary Ofsted - Good (February 2020) Headteacher-Mrs N Bayliss
Amethyst Ambassadorial Commitee	
Meeting on: 9th November 2021, 15th March 2022 and 5th July 2022	
Helen Bourton (Chair) Carol Winterbottom (Vice Chair) Sarah Baker Sarah Maiden David Lea Elaine Green Carol Bailey Samantha Perks	

Accountability

The Board of Trustees delegates responsibility for delivery of the vision and strategy to the CEO. The MAT Trustees Board holds the CEO to account for the performance of the Trust, including the performance of the academies within the Trust. The CEO in turn holds other MAT Centralised staff and Headteachers to account by line managing them.

The Scheme of Delegation also includes delegation to the CEO and Academy Headteachers as well as to the committees of the Board of Trustees. The Board cannot delegate its responsibility or accountability, but delegates some of the detailed scrutiny, oversight and decision-making.

As the CEO is accountable to the Board for the performance of the Trust as a whole, the CEO will report to the Board on the performance of the Trust including on the performance of the Trust's schools, although this may be supplemented by monitoring reports from the LGBs.

The Trust Board determines on a case by case basis whether to delegate some day to day decision making, actions and monitoring concerning the performance of each academy to the Local Governing Body (LGB).

The Local Governing Body (LGB) for each school joining the trust will have a maximum of 12 governors each, including staff and parent representatives. The LGB will meet at least 3 times per year, most likely each term. The LGB may choose how to manage its business, and may have sub-committees or linked advisory bodies. LGBs may also have co-opted members to act in support of the school on specific matters.

The Trust's Scheme of delegation will operate between the Trust and the individual school joining the MAT. The scheme may be amended to take into consideration:

1. nature of the school (UTC, studio school or secondary school);
2. relative performance of the school. For example, a scheme of delegation will take the performance of the school into account. A good or outstanding school will have delegated authority to operate a LGB with a fuller scheme of delegation, whereas a school with academic or financial performance issues may operate with only a local advisory council, rather than an LGB, with delegated powers limited to being the 'eyes and ears' of the school and its community.

Typically, LGB responsibilities will include:

- Building an understanding of how the school is led and managed
- Monitoring whether the school is:
 - working within agreed policies and the principles set out in the governance plan
 - is meeting the agreed targets for progress and attainment of pupils
 - managing its annual budget effectively
- Engaging with stakeholders
- Reporting to the board, within defined templates

The LGB, through the Chair of the LGB, will fulfil these responsibilities by:

1. Managing its agendas and cycle of business, with the support of the Clerk, to ensure that the Trust's cycle of business and appropriate reporting to Trustees can take place using defined reporting templates and frameworks
2. Ensure compliance and statutory responsibilities delegated to the LGB are met.
3. Providing local support and challenge to the Principal/ head teacher and senior team
4. The creation of the School's strategic goals for a 3 year period consistent with the Trust vision, values and strategic ambitions, with targets that capture outputs from the strategic goals. These are developed with the Trust CEO function and ratified by the Trust board.
5. Supporting the Principal/head teacher and their senior leadership team, in the development of a three-year high level School Development Plan (SDP) and an annual detailed SDP action plan - taking into account the school's strategic goals, and the context of the Trust vision, values and strategic ambitions.
6. Maximises the benefits of working alongside other chairs/schools in the Trust and in the value extracted through group core service functions and school to school improvement through both 'giving' and 'taking'.
8. Ensuring that the LGB operates within the policies of the Trust, for example to operate local disciplinary and exclusion panels, as required.

Model for School Improvement

As set out in our vision statement, the core purpose of Amethyst Academies Trust is to deliver an exceptional education for all learners in our Trust community. We will use this principle in developing an effective model for school improvement, which will ensure impact on the achievement and life chances of every child in the Trust. In order to achieve this, we have established the following Quality Assurance Procedures.

As a Trust, we support our academies throughout their journey of continual improvement, ensuring that together we make a difference in our diverse communities, and in the lives of those who learn with us and work with us.

Our model of school improvement

Identify:

Working with the Headteacher and Senior leadership team to identify strengths alongside areas of development.

Determine:

Determine priorities for short, medium and long term development. We effectively deploy targeted interventions and direct expertise and resources to provide support where needed.

Develop:

We focus in on the challenges and collaborate to put in place the most appropriate solutions, delivered through high quality educational and business professionals. Evidence-based research to seek out and implement best practice is key to developing excellence. A wealth of training and development opportunities for colleagues are put in place to ensure that our workforce are highly skilled and agile enough to respond where the need is.

Evaluate:

The quality of support that we put in place is then held to account at Trust Level.



Shared Data Systems

Currently, the Trust has common systems for recording/presenting historic data i.e. SISRA, Data Dashboard and FFT Aspire. The trust has common formats to record data – attainment/progress and outcomes. This is done three times per year and judgements are aligned to the RAG rating. The Standards and Attainment Committee meets three times per year to monitor/analyse data and the CEO reports findings, strengths, areas to develop and actions to the Trust Board. The School Improvement Visits analyse these areas in detail.

Growth and the Communities we serve

The Trust currently serves a diverse range of communities, principally from the Bushbury and Oxley wards of Wolverhampton. *The Trust is committed to providing high standards of education for all our students, from the most vulnerable to the gifted and talented. We seek to develop well rounded, employable, caring students who have been inspired to have high expectations of themselves so that they are ready to lead change in the wider world and serve their communities.* We are proud of the rapid progress made by Moreton school in the short time that it has been with the Trust. It's overall Progress 8 figure in 2020 increased by 0.6 points on the previous year and we are predicting that the 2021 figure will be above floor target.

Our growth plan is to create a central hub of 3 Secondary Schools within Wolverhampton by 2022. This central hub will further strengthen each school by the sharing of expertise, staffing and resources ensuring the very best outcomes for the children in each of the communities. Building on the expertise within our central hub we seek to add a Specialist provision for children with additional needs in the City of Wolverhampton. Beyond 2022 we would like the addition of an outstanding Wolverhampton primary school to the Trust that can attract and support 2 further Primary Schools by 2023. Once the Wolverhampton hub is established we aim to open further secondary hubs in areas of need within the West Midlands.

The Trust's growth strategy is based on the following principles:

- Sustainable Geography
- Deliver organisational sustainability and compliance
- Fostering social and professional capital: building key relationships

Strategic Planning 2020 - 2023

Strategic Objectives

As a Multi Academy Trust we have clear strategic aims which are founded on our mission and values. This plan sets out objectives to ensure that as a Trust, the public, parents/carers and all stakeholders have confidence in our approach. We aim to deliver in:

Strategic Governance:

- To ensure that the Amethyst Academies Board of Trustees acts on behalf of its moral and legal owners in the best interests of the Trust, governing lawfully in accordance with its Articles of Association and having governance arrangements that demonstrate legitimate and visionary leadership, clarity of governing and managerial relationships, effective oversight, adequate support structures for sustainability and to achieve the greatest possible economies.

School Improvement - Teaching and Learning:

- To ensure that our academies provide the very best teaching in order to promote and provide high quality learning for our children and young people and that there is support in place for teachers to achieve this and make a difference for our pupils.

Pupil and Staff Wellbeing:

- To ensure our curriculum, wider curricular support, and specific support including safeguarding, social, emotional and SEND enable our children to be confident and resilient in their learning, social interactions and be ready for the next stage of education.
- To ensure that our staff are well supported and developed professionally. We monitor workload and review systems and practice to remove unnecessary workload burdens.

Continued Professional Development:

- To implement a CPD programme for our academies to ensure that our staff have the right skills to further raise standards deliver good teaching and learning and disseminate good practice to ensure the rapid improvement.

Quality Assurance:

- To ensure that there is a rigorous and robust programme of Quality Assurance that helps to support teachers, build expertise and capacity and raise standards in our academies to deliver positive outcomes for pupils.

Integrated Support & Shared Services:

- To ensure that the Trust has business arrangements that are efficient and effective and enables it to deliver on its commitments to grow and prosper and deliver value for money across all of the Trust. Delivering best practice, minimisation of risk and for management of resources to be concentrated to the front line of our academies.

Growth

- To grow the number of pupils/schools in our Trust. Growth will be carefully considered, balancing the proportion of schools in our Trust able to provide support, bringing in like-minded schools that can add to this capacity, and with the belief that we can make a significant difference to in terms of success and outcomes.

Objectives 2020 - 2023

On our journey to deliver against the 3 year strategic objectives in 2020 -2023 we will focus on the following:

1. Enhancing the governance of the Trust Board, Local Governing body and Amethyst Ambassadorial Committee
2. School improvement, standards and effectiveness
3. Enhance pupil and staff wellbeing
4. Develop the curriculum so that it supports the attainment and progress of all pupils
5. Plan staff development to improve practice and opportunities across the MAT
6. Embed finance systems and practice, seek best value.
7. Grow a sustainable and high performing Trust

A detailed set of activity tables below provides further information on the key stages of delivery against our objectives.

A key focus for Amethyst is that there is a drive for raising standards across the curriculum to enable our pupils to achieve well.

Governance	Standards	Wellbeing	Staff development	Curriculum	Finance	Growth
Enhance governance at all levels	To raise attainment across all schools	Pupil and staff Mental health and wellbeing are a key priority in our curriculum, pastoral care, policies, procedures, training and support	Develop a comprehensive programme for staff development and create more opportunities for staff career progression	All MAT schools have a broad, progressive curriculum which has a clear focus on knowledge and skills. Curriculums have clear intent, implementation and impact	Further develop and embed finance systems and processes	Ensure that our strategy is for growth with care thus ensuring the Trust has the capacity to meet the needs of each joiner academy in terms of support, challenge and leadership, without compromising the core purpose of any academy within the Trust
Focus Areas	Focus Area	Focus Area	Focus Area	Focus Area	Focus Area	Focus Area
School improvement is a core part of the cycle of business of the Amethyst Trust Board and local boards and there is a strong culture of scrutiny and challenge at all levels	Aspirations and expectations for all pupils are universally ambitious and this is systematically reinforced by all Senior Leaders	The MAT has a clear approach to staff wellbeing and workload that identifies actions that the MAT and schools can take to support staff at all stages of their career	The MAT has developed the infrastructure and networks to support shared professional learning and development – e.g. through subject networks, peer -to-peer coaching and observations and reflections on classroom practice linked to the MAT's priorities	The MAT has a clearly defined curriculum intent and principles that inform the work of leaders and staff in academies in the MAT Staff across the MAT have shared expectations of pupil progress; these are regularly benchmarked within the MAT and externally	The MAT has a comprehensive training package for all admin staff so all are highly effective in their role	Executive leaders utilise the MAT's best leaders and teachers to ensure there is capacity for growth and continuous improvement of each school
There are regular opportunities to review the skills and expertise at board level to	Assessment cycles are common across all schools in the MAT, allowing a	MAT leaders set clear expectations for the learning environment.	Staff gain confidence through purposeful models of observation,	Staff understand which elements of the curriculum are common, where they have discretion to	Ensure all HR and payroll systems are fully embedded	The MAT adopts a clear approach to recruiting and developing the best staff in line with our vision; staff are

reflect a balance of educational understanding to focus on school improvement	common picture of progress and comparisons between schools Shared moderation of assessments is routine and underpins the MATs expectations of what constitutes strong progress	Schools are able to access strong systems for behavioural support when needed leading to high standards across the MAT	development of practice and exposure to outstanding practice, and can say how this has helped them improve v. Practice-based learning and research are focused on areas likely to make the biggest impact on the MAT's priorities	innovate, and why. They can clearly articulate how their curriculum fits with the wider MAT curriculum intent		attracted to our schools because of our vision
The scheme of delegation identifies clearly the responsibilities to develop the overall school improvement strategy, implement it and evaluate the impact of school improvement activities on pupils	MAT leaders have a strong understanding of where specific expertise exists across the MAT and how it can be used to support other schools, and develop system leaders alongside key partners MAT leaders have a clear understanding of their weaknesses and a plan for addressing them; they are open to learning from and with others	New approaches are introduced in a carefully managed way and are forensically evaluated before being rolled out across the MAT	MAT leaders set clear expectations for the learning environment. Schools are able to access strong systems for behavioural support when needed leading to high standards across the MAT	Staff are expected and supported by the MAT to develop and access shared resources and evaluate their effectiveness	All contracts and services are regularly reviewed to seek best value	The Trust Board have clear and well-articulated aspirations for growth that is underpinned by governance, leadership and school improvement capacity
Recruitment is based on skills audit gaps identified.	The purpose of both formative and summative assessment is understood across the MAT, and aligned to the	PHSE curriculum is prioritised and resourced appropriately.	Progression and promotion is clear and transparent and give staff who demonstrate their effectiveness opportunities to	MAT leaders regularly review the curriculum from the perspective of pupils to ensure it provides continuity for pupils' learning and	Regular internal audits are shared with the Trust Board and Senior Leaders to inform action plans.	Executive leaders regularly network and share best practice with colleagues thus developing a shared understanding of the opportunities and

	<p>vision, curriculum and age-related expectations.</p>		<p>progress. The MAT is implementing a talent management strategy to place staff where they are most needed; middle/senior leaders are deployed strategically and supported by formal development</p>	<p>promotes effective transitions</p>		<p>challenges across a sub region</p>
	<p>Data is shared widely and informs regular, honest, action focused conversations with schools. At all levels (classroom, subject, phase and school) there is effective use of the full range of available data to identify issues regarding progress and to target interventions effectively. Performance and progress for each school and the MAT as a whole is specifically benchmarked against schools/ MATs regionally and nationally</p>	<p>Staff and pupil mental health and well-being audits are regularly carried out and follow up actions reported to Trust board</p>	<p>The MAT has a clearly articulated approach to best practice. Evidence-based innovation thrives. There are clear processes for realising the benefits of successful innovation across the MAT</p>			

	with similar characteristics					
	The MAT has a well thought out data strategy that gives MAT and school leaders and staff access to data when they need it during the year v. A single MIS system is used effectively across the MAT to allow easy analysis of data by school or student group which helps reduce staff workload vi. Performance conversations focus on improvement and development and are informed by evidence	Opportunities to develop pupil leadership are evident in all MAT schools				

Detailed Plan 2020 - 2023

Objective 1: Enhance Governance at all levels.		Success Criteria <ul style="list-style-type: none"> Full complement of Members, Trustees and Local Governors Governors are well trained and fully knowledgeable of MAT issues (appropriate to each level). Governance at all levels has the wide range of skills and knowledge needed for the roles. Clear systems (electronic) and processes are in place to enable Trustees (at MAT level) and Governors (at school level) to monitor key areas and hold leaders to account. 				
Actions	Person Responsible	Resources	Budget	Timescale	CPD	Monitoring
Embed the training programme for Members and Trustees.	LJO	NGA Tools ESGOS. Internal training - data, safeguarding, finance. Accountants.	n/a	ongoing	Programme of CPD	Standing item on each meeting.
Develop systems to enable clear oversight by Trustees and LGB (at school level) of key areas including safeguarding, health and safety, site and premises, training, school improvement, well-being - staff and pupils.	LJO	The Key online systems e.g. SCR Online, FFT, shared documents/ proforma Google Drive	n/a	July 2020	Training to use systems.	Reported at each Trust Board Meeting.
Embed a training programme for	LJO	Governor	n/a	Ongoing	Programme of CPD.	Standing item on each

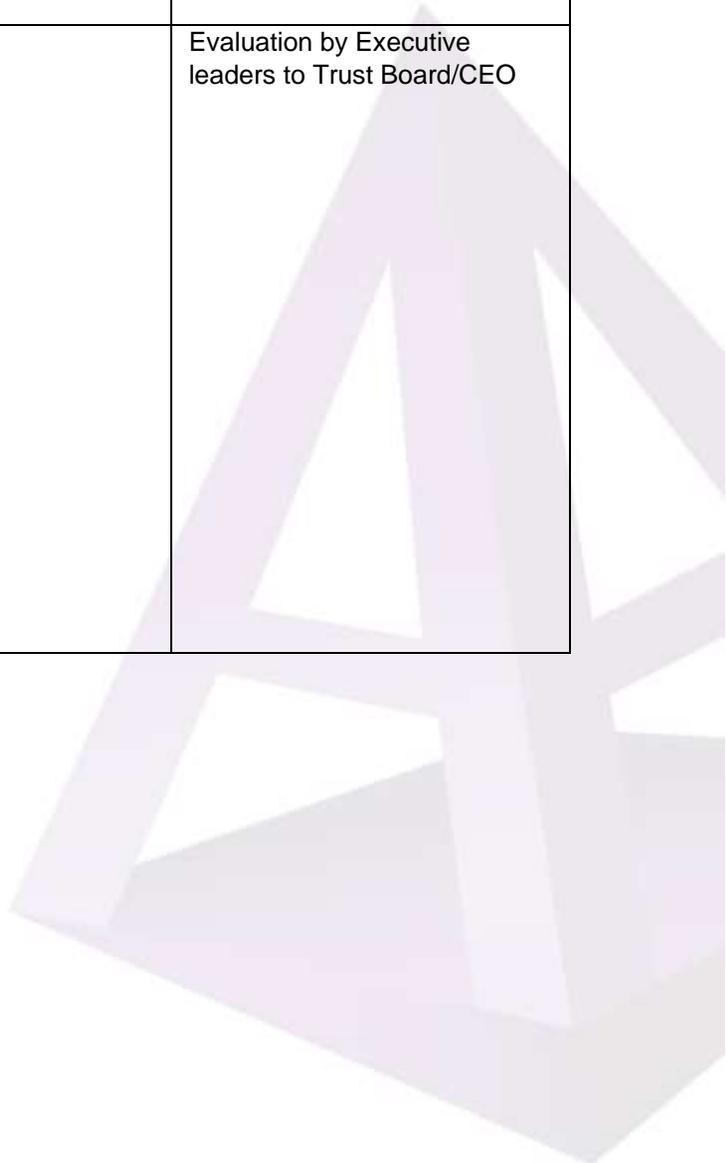
Local Governing Boards inclusive of the Amethyst Ambassadorial Committee		Handbook. Governor training programme. NGA Tools ESGOS. Internal training - data, safeguarding, finance. Accountants.				meeting. Chairs feedback at Heads and Chairs Meetings.
Recruit suitable Governors.	Members	Follow best practice. Skills audit. Succession Planning.	n/a	July 2021	n/a	Annual review of Member and Trustee effectiveness.



Objective 2: To raise attainment across all Amethyst schools. To develop high quality pedagogy, systems and practice.			Success Criteria <ul style="list-style-type: none"> Attainment at least in line with National Average Progress scores at/ exceeding National Average. (as per individual KPI) All schools' attainment and progress graded as green within RAG rating. All schools teaching and learning graded as green within RAG rating. Focused CPD offer in place - impact measured. Evidence demonstrates curriculum networks drive change. All schools using the in house tracking system 			
Actions	Person Responsible	Resources	Budget	Timescale	CPD	Monitoring
Aspirations and expectations for all pupils are universally ambitious and this is systematically reinforced by all Senior Leaders.	NDA		nil	ongoing		Trust Board through pupil voice, staff voice. Bench marking of external data. Destinations data.
MAT leaders have a strong understanding of where specific expertise exists across the MAT and how it can be used to support other schools, and develop system leaders alongside key partners. MAT leaders have a clear understanding of their weaknesses and a plan for addressing them; they are open to learning from and with others.	NDA	Executive leadership weekly meetings	nil	ongoing	Structured learning walks. Collaborative data analysis against benchmarking	Evaluation of support from Executive leaders to Trust Board

<p>Assessment cycles are common across all schools in the MAT, allowing a common picture of progress and comparisons between schools. Shared moderation of assessments is routine and underpins the MATs expectations of what constitutes strong progress.</p>	FHE	Assessment Manager app	nil	ongoing	Throughout year between Heads of Department	Progress and attainment data shared at Attainment and Standards Committee.
<p>The purpose of both formative and summative assessment is understood across the MAT, and aligned to the vision, curriculum and age-related expectations.</p>	SLT	Subject development plans and curriculum maps align to assessment plans	nil	ongoing	Throughout year between Heads of Department	Executive Leaders scrutinise assessment plans
<p>Data is shared widely and informs regular, honest, action focused conversations with schools. At all levels (classroom, subject, phase and school) there is effective use of the full range of available data to identify issues regarding progress and to target interventions effectively. Performance and progress for each</p>	CEO	Focused meetings after data drops	nil	Half termly		Attainment and Standards Committee

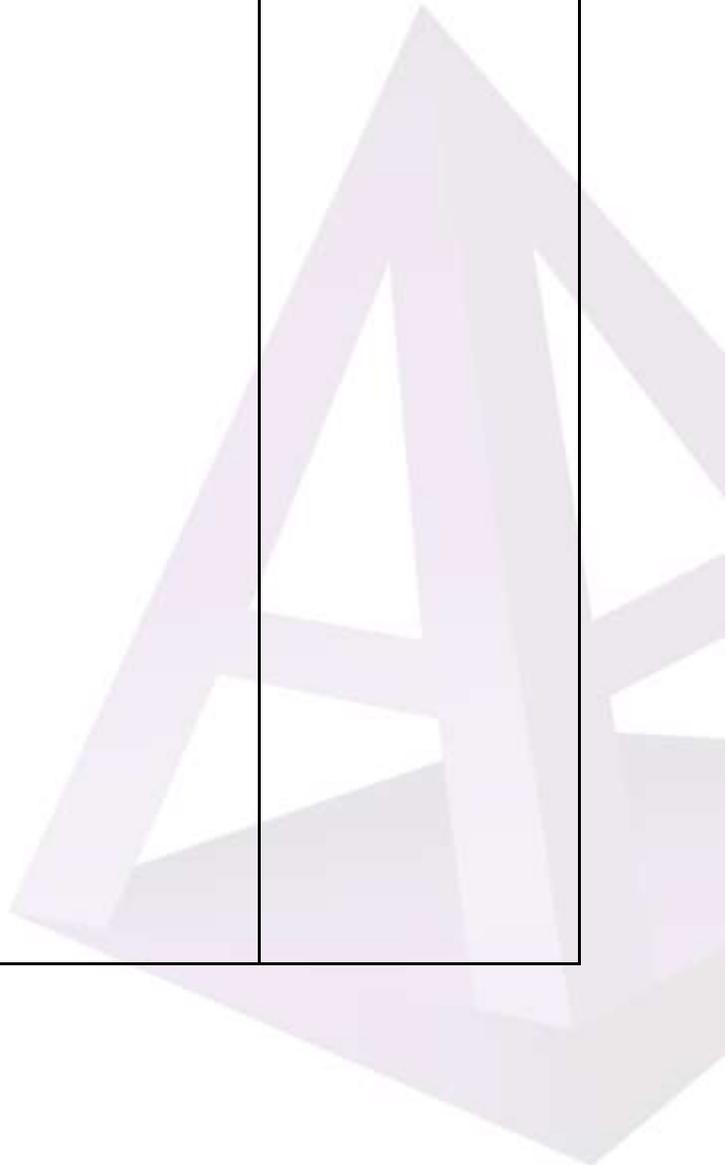
<p>school and the MAT as a whole is specifically benchmarked against schools/ MATs regionally and nationally with similar characteristics.</p>						
<p>The MAT has a well thought-out data strategy that gives the MAT, school leaders and staff access to data when they need it during the year. A single MIS system is used effectively across the MAT to allow easy analysis of data by school or student group which helps reduce staff workload. Performance conversations focus on improvement and development and are informed by evidence.</p>	<p>CEO</p>	<p>Time of Ben Blewitt (Trust data manager)</p>	<p>nil</p>	<p>ongoing</p>		<p>Evaluation by Executive leaders to Trust Board/CEO</p>



Objective 3: Pupil and staff Mental health and wellbeing is a key priority in our; curriculum, pastoral care, policies, procedures, training and support.			Success Criteria <ul style="list-style-type: none"> • More effective behaviour management systems and structures reduce incidents of negative behaviour FT and permanent exclusions. • Surveys show staff more positive with improved mental health perception. • Surveys show that pupils are more positive about their wellbeing. • A comprehensive programme of training is in place for MAT staff. • Staff are aware of the support available to support their wellbeing and mental health. • PHSE is high profile and embedded across the curriculum. • Opportunities to develop pupil leadership are evident in all MAT schools. 			
Actions	Person Responsible	Resources	Budget	Timescale	CPD	Monitoring
The MAT has a clear approach to staff wellbeing and workload that identifies actions that the MAT and schools can take to support staff at all stages of their career.	CEO	DFE audit tool	Small budgets identified on SDP for rewards/certificates	ongoing	Resources from DFE audit tool	Amethyst Ambassadorial committee/ Local Governing Body through staff voice
MAT leaders set clear expectations for the learning environment. Schools are able to access strong systems for	Headteachers	MAT conduct system	Scanners per member of staff x £15	July 2020 Ongoing as Schools join	Annual to processes/policy	Trust Board Sub Committee scrutiny of conducts/ exclusion Staff surveys

behavioural support when needed leading to high standards across the MAT.						
New approaches are introduced in a carefully managed way and are forensically evaluated before being rolled out across the MAT.	Executive Leadership Team	Meeting time Staff well-being group	nil	ongoing	Training to evaluate impact on standards/progress	Headteachers reports to LGB/ Trust Board
PHSE curriculum is prioritised and resourced appropriately	Headteachers	PHSE leaders are given shared time across the MAT	Plans resourced on SDP	July 2021	PHSE subject networks National webinars	Headteachers reports to Trust Board/ ambassadorial committee and Curriculum and Standards subcommittee.
Staff and pupil mental health and well-being audits are regularly carried out and follow up actions reported to Trust board.	Headteachers	Audits via staff well-being groups Pupil voice	As individual SDP	ongoing		Headteacher report to Trust Board

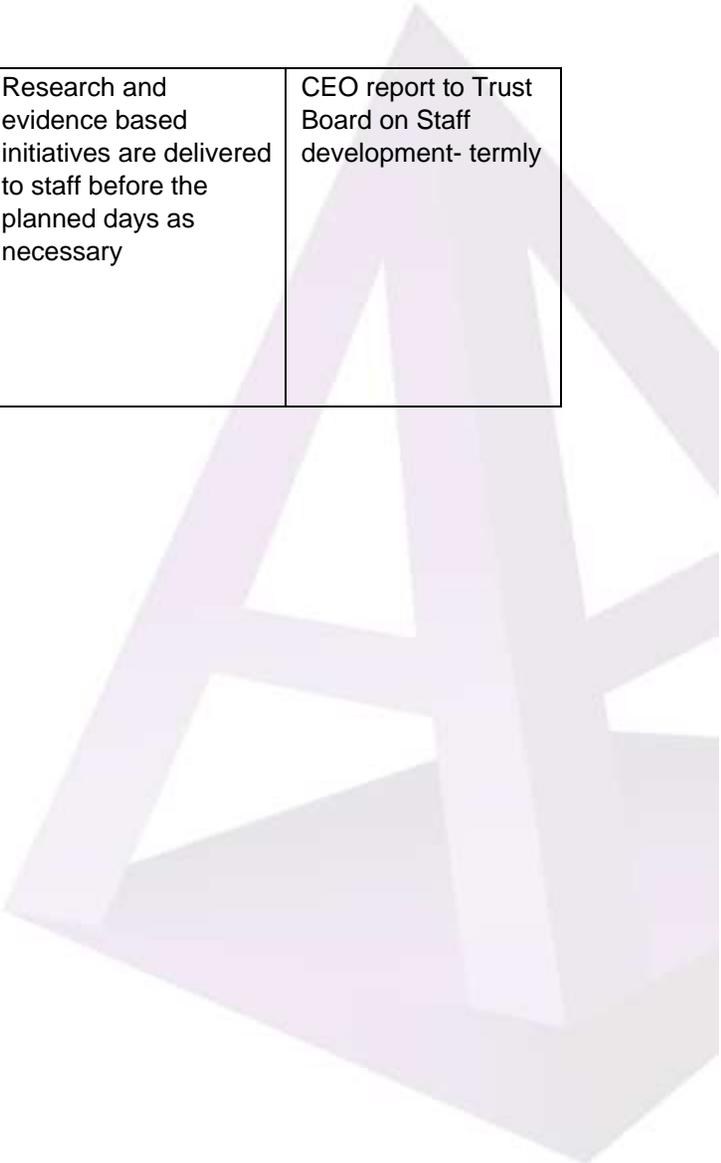
<p>Opportunities to develop pupil leadership are evident in all MAT schools</p>	<p>Headteachers</p>	<p>Leadership Pathways for Sports, Literacy, STEM ambassadors, student council, LGBT ambassadors, Equality and Diversity ambassadors.</p>	<p>As per subscriptions</p>	<p>ongoing</p>	<p>Training for staff and students as per award</p>	<p>Student surveys to LGB/ ambassadorial committee Headteacher report to Trust Board</p>
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Objective 4: Develop a comprehensive programme for staff development and create more opportunities for career progression within Amethyst Academies Trust.			Success Criteria <ul style="list-style-type: none"> There is a clear understanding of expectations at each pay grade. Opportunities reviewed for staff development – they are included in school improvement strategies. A comprehensive CPD offer is published Subject Networks are focused and develop best practice and shared direction for MAT schools Retention rates of staff (as per school KPI) 			
Actions	Person Responsible	Resources	Budget	Timescale	CPD	Monitoring
The MAT has developed the infrastructure and networks to support shared professional learning and development – e.g. through subject networks, peer -to-peer coaching and observations and reflections on classroom practice linked to the MAT’s priorities.	CEO	Time on timetable	nil	ongoing	As identified	CEO to Trust Board Headteacher evaluation to Trust Board

<p>Staff gain confidence through purposeful models of observation, development of practice and exposure to outstanding practice, and can articulate how this has helped them improve. Practice-based learning and research are focused on areas likely to make the biggest impact on the MAT's priorities</p>	<p>Headteachers</p>	<p>Time</p>	<p>nil</p>	<p>ongoing</p>	<p>As identified</p>	<p>Headteachers report to LGB/ Trust Board Appraisal data presented to Trust Board Staff voice</p>
<p>Progression and promotion is clear and transparent and give staff who demonstrate their effectiveness opportunities to progress. The MAT is implementing a talent management strategy to place staff where they are most needed; middle/senior leaders are deployed strategically and supported by formal development.</p>	<p>Executive Leadership Team</p>	<p>Skills audits CPD and appraisal records</p>	<p>nil</p>	<p>ongoing</p>	<p>Clear pathways as identified through CPD offer</p>	<p>Headteacher report to Trust Board on Staff development- termly</p>

<p>The MAT has a clearly articulated approach to best practice. Evidence-based innovation thrives. There are clear processes for realising the benefits of successful innovation across the MAT.</p>	<p>Executive Leadership Team</p>	<p>Get Ahead days planned for staff development throughout the year where Trust staff come together</p>	<p>nil</p>	<p>As per calendar</p>	<p>Research and evidence based initiatives are delivered to staff before the planned days as necessary</p>	<p>CEO report to Trust Board on Staff development- termly</p>
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Objective 5:

Further develop and embed finance systems and processes.

Success Criteria

- Successful Audit completion
- Management accounts delivered on time to Trust Board
- MAT office staffed and trained to provide effective support across MAT
- MAT meets all statutory requirements as detailed within the Academies Financial Handbook.

Actions	Person Responsible	Resources	Budget	Timescale	CPD	Monitoring
The MAT has a comprehensive training package for all administrative staff so all are highly effective in their role	LAR	Finance Office / Access	Time / payroll cost	ongoing	Training for finance staff on systems	Trust Board - Finance report
Ensure all HR and payroll systems are fully embedded	LAR	Finance Office / Auditors	Time / audit fees	ongoing		Trust Board - Finance report
Undertake Internal audits and create action plans to address issues.	LAR	Finance Office / Audit West	Time / audit fees	Jan - July 2020		Trust Board - Finance report

Ensure risks are fully managed and reported to Trustees.	LJO	Risk Register	Costs linked to risk mitigation	July 2020		Audit and Risk Committee - Finance report
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Objective 6:

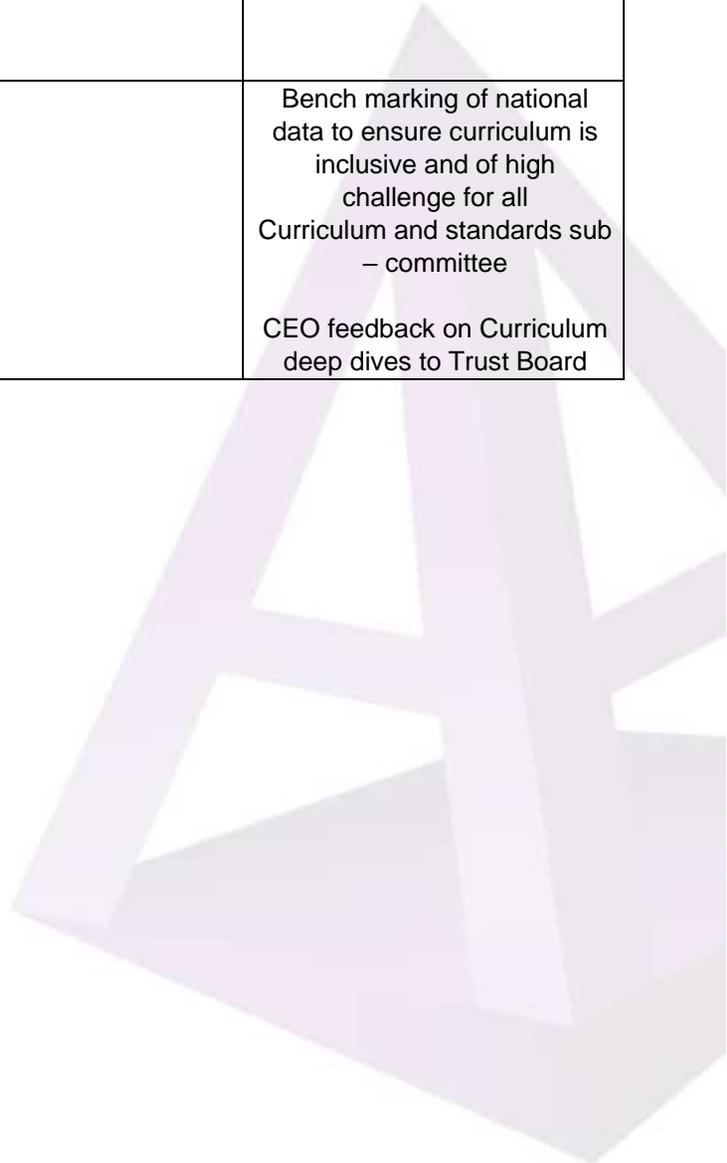
All MAT schools have a broad, progressive curriculum which has a clear focus on knowledge and skills. MAT schools curriculums have a clear intent, implementation and impact.

Success Criteria

- All schools have a clearly defined, progressive curriculum, that is broad and all subjects high profile.
- Curriculums have clear Intent, Implementation and Impact based upon agreed principles.
- A planned range of assessments are used to inform planning, teaching and learning and assess against age related expectations.
- Subject Leaders confidently lead and manage their subjects – leading CPD, monitoring standards, experiences, coverage and outcomes.

Actions	Person Responsible	Resources	Budget	Timescale	CPD	Monitoring
<p>The MAT has a clearly defined curriculum intent and principles that inform the work of leaders and staff in academies in the MAT Staff across the MAT have shared expectations of pupil progress; these are regularly benchmarked within the MAT and externally.</p>	Executive Leaders	Weekly meeting to develop	nil	ongoing	Get Ahead Curriculum days Curriculum Leadership NPQs	<p>Curriculum and standards sub – committee</p> <p>CEO feedback on Curriculum deep dives to Trust Board</p>
<p>Staff understand which elements of the curriculum are common, where they have discretion to innovate, and why. They can clearly articulate how their curriculum fits with the wider MAT curriculum intent.</p>	Executive Leaders	Shared CPD time for Heads of department	nil	As per twilight sessions on calendar	Subject curriculum CPD Network hubs both local and national	<p>Curriculum and standards sub – committee</p> <p>CEO feedback on Curriculum deep dives to Trust Board</p>

<p>Staff are expected and supported by the MAT to develop and access shared resources and evaluate their effectiveness.</p>	<p>Executive Leaders</p>	<p>Shared CPD time for Heads of department</p>	<p>nil</p>	<p>As per twilight sessions on calendar Year 11 and 13 gained time (June/July 2021)</p>	<p>Subject curriculum CPD Network hubs both local and national</p>	<p>Curriculum and standards sub – committee CEO feedback on Curriculum deep dives to Trust Board</p>
<p>MAT leaders regularly review the curriculum from the perspective of pupils to ensure it provides continuity for pupils’ learning and promotes effective transitions.</p>						<p>Bench marking of national data to ensure curriculum is inclusive and of high challenge for all Curriculum and standards sub – committee CEO feedback on Curriculum deep dives to Trust Board</p>



Objective 7:

Ensure that our strategy is for growth with care thus ensuring the Trust has the capacity to meet the needs of each joiner academy in terms of support, challenge and leadership, without compromising the core purpose of any academy within the Trust

Success Criteria

- An additional secondary school participates in the 12-18 month service level agreement by July 2022
- An Executive Primary Headteacher is appointed by the Trust Board to lead on primary education
- A specialist provision participates in the 12-18 month SLA by December 2022

Actions	Person Responsible	Resources	Budget	Timescale	CPD	Monitoring
Executive leaders utilise the MAT's best leaders and teachers to ensure there is capacity for growth and continuous improvement of each school.	CEO	Additional Deputy Headteacher recruited to Moreton School	Scale L22	April 2021		Trust Board
The MAT adopts a clear approach to recruiting and developing the best staff in line with its vision; <i>staff are attracted to our schools because of our vision</i>	Trust Board/CEO	Head of School appointed to AHS to develop capacity	Scale L28	September 2021		Trust Board
Executive leaders regularly network and share best practice with colleagues thus developing a shared understanding of the opportunities and challenges across a sub region.	CEO	Time to attend RSC/ network events	As per event cost	ongoing		Trust Board

Our Services

<p>CEO/Executive Principal support</p>	<ul style="list-style-type: none"> • Development of the leadership of the academies across the Trust. • Commissioning support from strategic partners or other improvement partners as required. • Liaise with regulatory authorities. • Lead on school improvement strategies including talent management. • Lead on succession across the Trust. • The CEO is appointed as Accounting Officer for the Trust.
<p>Executive Team</p>	<p>The Executive Management Team undertakes the following on behalf of all stakeholders within the Trust:</p> <ul style="list-style-type: none"> • Strategic oversight, development and management of the Trust. • Managing the strategic growth of the Trust. • Strategic risk management. • Meeting governance requirements and reporting to the Board of Trustees. • Financial management and oversight of all academies. • Regional liaison with the Education School Funding Agency (ESFA), Charities Commission, Department for Education (DfE), Regional Schools Commissioner (RSC) and Local Authorities. • Raising the profile of the Trust and its academies nationally. • Oversight of all operational and support services across the Trust. • Awareness of national and international development and opportunities for the Trust and its academies. • Management of and protecting the reputation of its academies. • Regional relationships development and liaison with unions. • Due diligence of prospective schools joining the Trust in the future. • Strategic succession planning strategies. • Development and implementation of the Strategic MAT Development Plan and School Improvement Plan. • Overall statutory and regulatory compliance.

	<ul style="list-style-type: none"> • Governance development and monitoring. • Representing the Trust at national events. • Development of national partnerships. • Oversee staffing and HR review across the Trust • Monitor educational standards including target setting, develop consistency and share good practice across the Trust • Ensure the Trust adheres to the principle of added value on all dealings with suppliers and in negotiating contracts • Oversee intervention plans including Teaching and Learning reviews and • pre inspection reviews.
Financial Management	<ul style="list-style-type: none"> • Lead the Trust's team to ensure the needs of leadership, regulators and Trust users are being met • Develop people within the Trust's teams to ensure the expanding needs of the Trust are being met • Ensure the Multi Academy Trust and schools within it remain a going concern • Ensure operations are efficient and reported upon clearly to enable close monitoring by stakeholders <p>Specific services include:</p> <ul style="list-style-type: none"> • Co-ordination and management of the Trust's company accounts. • Liaison with the Local Authority ESFA and the DfE • Support with three year financial planning models and the submission by required statutory deadlines. • Financial modelling support for significant planned changes. • Statutory Accounts and Annual Accounts Return. • Monthly outturn financial monitoring health checks. • External/Internal audit service provision. • First point of contact for external auditors, audit preparation and training. • Reporting requirements for the Trust's Audit Committee. • VAT advice, consolidation, checking and submission supporting including liaison with HMRC and appropriate training for office/business managers. • Regular face-to-face collective briefing and training sessions.

	<ul style="list-style-type: none"> • Procurement processes through frameworks and specialist brokers. • Financial coding structure and compliance advice as well as dissemination of good practice. • Financial benchmarking reports. • GAG Funding statement checks, investigations and follow ups. • Collation and reporting of financial information for sub committees and Trustees. • Production of a Financial Procedure Manual reviewed annually. • Future funding changes briefing papers. • Budget planning software • Cash flow projections • Liaison with pension providers. • Pension-related financial policies and regulation and overseeing EOYC audits. • Central contracts management including Insurance • Asset management advice, support and guidance. • Year-end financial support covering closedown of the financial systems, year-end adjustments. • Centrally processed and capital monitoring and adjustments.
IT Management	<ul style="list-style-type: none"> • Support with telephone systems, websites and email. • Remote support – accessing the server or desktop to address IT issues remotely. • On-site support • Network connectivity issues and Internet services. • Hardware troubleshooting, maintenance and repairs. • Server installation and configuration. • Backups and data recovery. • Network management. • Financial Management Systems Support • Project management – support with installation of new software. • Quotation and ordering service. • Procurement management for equipment, software and licences. • Web-based helpdesk.

	<ul style="list-style-type: none"> • Demonstrations and support with software or hardware. • Projector and Smartboard installation. • Switch and Hub Cabinet upgrades. • E-Safety systems, policies and guidance. • Portal and Virtual Learning Environment support. • Print management solutions. • Professional development of IT Technicians employed directly by academies. • Strategic IT planning.
Catering Management	<ul style="list-style-type: none"> • To provide a complete solution for each Academies catering needs by providing a daily service to pupils, staff and visitors to include breakfast, morning break services, hospitality services for meetings and special functions as well as the lunch time provision. • To ensure the sustainability of a high quality school lunch service. • To allow individual Academies the scope to develop a personalised service relevant to their individual catering needs, and provide informed choices to support a healthy lifestyle for their students • To increase the uptake of paid and free school meals • To develop a robust process for monitoring and evaluating the school lunch provision in order to bring about continual improvement • Advertising for vacancies: recruitment and selection of catering staff • Supervision and training of all catering staff • Monitoring of on-site provision by regular site inspections • Assistance with the implementation of nutritional standards for school meals, nutrition in the curriculum, and school food practices. • Assistance with the purchase of light and heavy catering equipment • Provision of access to information and relevant legislative updates of food safety, nutrition, and all catering Health and Safety issues including C.O.S.H.H. and H.A.C.C.P. • Staff induction, absence monitoring and performance management. • Setting up and monitoring of food contracts, supplier audits, and the demonstration of positive due diligence. • Project management for all catering related developments
Data Services	<ul style="list-style-type: none"> • Technical support with student and academy data. • Ad hoc problem solving and planned training sessions.

	<ul style="list-style-type: none"> • Support and guidance on completion of statutory data returns such as school census and workforce census returns. • Provision of analysis tools for student data and other data. • Timetabling specialist support. • Data Steering Group sessions, allowing academy data leads a forum to share best practice and access information about changes by external agencies
Estates Management	<p>The Estates management service includes:</p> <ul style="list-style-type: none"> • Project management support for capital projects. • On-site support. • Web-based helpdesk • Emergency response advice. • Access to a database of approved engineers, surveyors, electricians and contractors. • Procurement support for routine building maintenance and repairs. • Co-ordination of engineering inspections, Legionnaires testing, Fire extinguisher servicing and maintenance, Portable appliances (PAT) testing, Alarms systems testing and maintenance. • Monitor and review of premises-related contracts and contractors. • Risk Assessments. • Fire Risk Assessments. • Programmes for improving efficiencies to lower the running costs of buildings. • Liaison support for site caretakers and managers. • Support with expansion plans on sites. • Training courses. • Workplace inspections. • Health & Safety Audit Service Provision
Governance and Compliance Support	<ul style="list-style-type: none"> • Ensure all policies are relevant, updated, and meet the current and growing needs of the schools and Trust. • Ensure LGBs have current knowledge of the regulatory requirements of relevant. • To facilitate training for LGBs and Clerks. • To ensure audit committee compliance on regulatory requirements • To ensure all websites are compliant with statutory requirements. • To drive procurement development and compliance across the Trust. • To ensure LGBs are informed on all regional and national funding developments.

	<p>The governance support package includes the following:</p> <ul style="list-style-type: none"> • To oversee clerking for LGBs and MATB. The agreed agenda to be sent to all Governors seven days before the meeting. Clerking support is charged to each academy. • To provide minutes of previous meetings on request to all members of the LGB. • To manage and maintain the record of LGB membership, attendance and terms of office, reporting to LGB as required. • Maintaining a LGB membership database. • Provision of template for statutory policies and other key policies (e.g. Complaints) for adoption by schools. • Confidential legal and procedural advice to individual governors by phone, online and in writing • Electronic storage of all minutes. • Legal and procedural advice to governors by phone, online or in writing. • New Governor Welcome and Information pack including minutes of the meetings from the most recent three terms, providing an insight to governors' responsibilities. • Induction process for new governors. • Annual agenda planners for each of the termly meetings. • Principal's Report template. • Staff training on the following topics: Educational Visits, GDPR/Data Protection, Management of complaints. • Self-review exercise and skills audits.
<p>Attendance Support Officer</p>	<ul style="list-style-type: none"> • Advise and support the academies within the trust with issues around attendance and welfare of a student. • Liaise with the local authorities that the trust fall within, to ensure our documentation is strong enough for statutory action to be taken by them. • Keep the trust up dated on changes that are made to the Education Act and Guidance that is made by the DFE. • Advise how the changes should be implemented and prepare / amend Policies documents if required. • Prepare letters and documents that can be used trust wide. • Review attendance data on a half termly basis and advise how to approach the concerns.

	<ul style="list-style-type: none"> • Monitor the persistent absence at each academy. • Work with and support staff at the academies who oversee attendance and welfare through half termly supervision and being available when support is required with supporting vulnerable/PP/LAC/PA students and families as a way of closing the gap. • Work closely with the safeguarding DSL's in each academy.
Legal / HR	<ul style="list-style-type: none"> • Under the terms of this partnership agreement, the school will have access to the Trust's Legal, governance and Compliance Officer. This includes email/telephone queries on any issues or areas of law required, including: <ul style="list-style-type: none"> • Employment issues. • Admissions. • Exclusions, SEN and equalities duties. • Safeguarding and managing allegations against staff. • Information sharing, data protection and Freedom of Information. • GDPR • Company Documents – Transfer to Academy • Trips and Educational Visits • Governance Documents – Terms of Reference
Marketing/Reprographics	<ul style="list-style-type: none"> • Production of bespoke educational design via publications, installations and digital media dedicated to captivating the imagination of students and teachers alike. • Creation of a Marketing and Publicity plan bespoke to the school requirements. • Liaison with adverting agencies in regard to school promotion, including events and recruitment. • Create and maintain a social media platform for the school. • Create and Manage school website, ensuring statutory compliance with published information. • Creation of a portfolio of school-based photographs for external use.