

Foreword

Amethyst Academies Trust was founded in 2014 and we are proud that we have the highest of ambitions for everyone that we work with that include our children and young people, families, our workforce and external partners.

Since creating our MAT, our growth and developments have been underpinned by the resonance of our core values of:

Safety belonging inclusivity valued respected dignity kindness celebration diversity
ambition reflective honesty

It is these values that are demonstrated through our journey to date and underpin the unequivocal motivation of the schools who have chosen to join our family. Our values have remained at the heart of all we do.

We have a clear and steadfast belief in lifelong learning and improving outcomes for all. To actualise this, we know our staff and partners are the best resource that we have and it is our privilege to be involved with such courageous, committed and child centred individuals. It is with and through them that we will make our vision a reality and enable everyone to thrive and be the best they can be.

At the Amethyst Academies Trust, we cherish the differences between each of our schools and partners. We are in no doubt that School improvement is the core business of our Trust as it is with all outstanding Trusts. As the responsible maintaining authority for our academies, Amethyst Academies Trust has a duty to ensure that all of our schools are in a state of continual improvement. We deliver this through our belief that local leadership and governance can best determine a school's improvement priorities, within a wider accountability framework that ensures this is being executed successfully and at the required pace.


To achieve the Trust's improvement and growth strategy, capacity is developed ahead of schools joining our family so that the Trust is able to provide support at the earliest opportunity and is able to provide the right support to ensure rapid and sustained improvement.

The vision for Amethyst is that we are constantly "Investing in all of our children and young people" in order for them to be the best that they can be. This vision is what we aspire to and is as relatable to every employee and partner of our Trust as it is to our children, young adults and their families. In order to achieve our vision, we have the following **mission statement**:

- The very best outcomes for learners and their families are at the heart of our core purpose
- Our staff team and partners share a collective passion and motivation to be the best they can for our learners and their families.
- Our Trust is ambitious and relentless in ensuring the highest expectations and best outcomes for all.

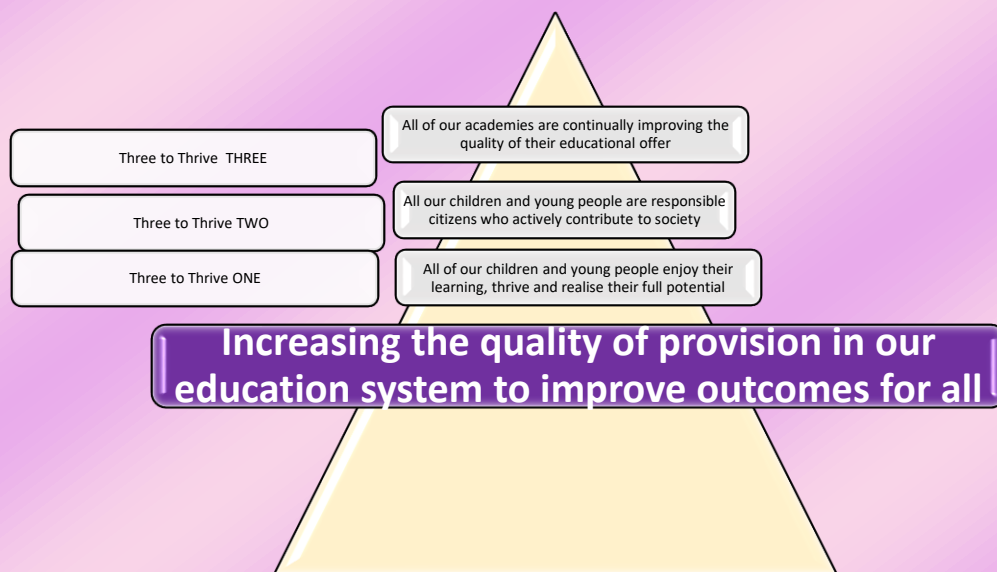
Vision

Amethyst Academies Trust
enabling everyone to thrive and be the best they can be



Belong and Contribute	Kindness and Dignity	Learn and Reflect
Ensuring that we all: <ul style="list-style-type: none">• Are safe and confident• Follow clear progression pathways• Are active and valued members of our communities	Ensuring that we all: <ul style="list-style-type: none">• Take pride in ourselves and what we achieve• Act with respect and consideration for others• Embrace and are enriched by the diversity of others	Ensuring that we all: <ul style="list-style-type: none">• Have high aspirations for ourselves and others• Work independently and cooperatively with others• Have access to a broad, ambitious and stimulating curriculum

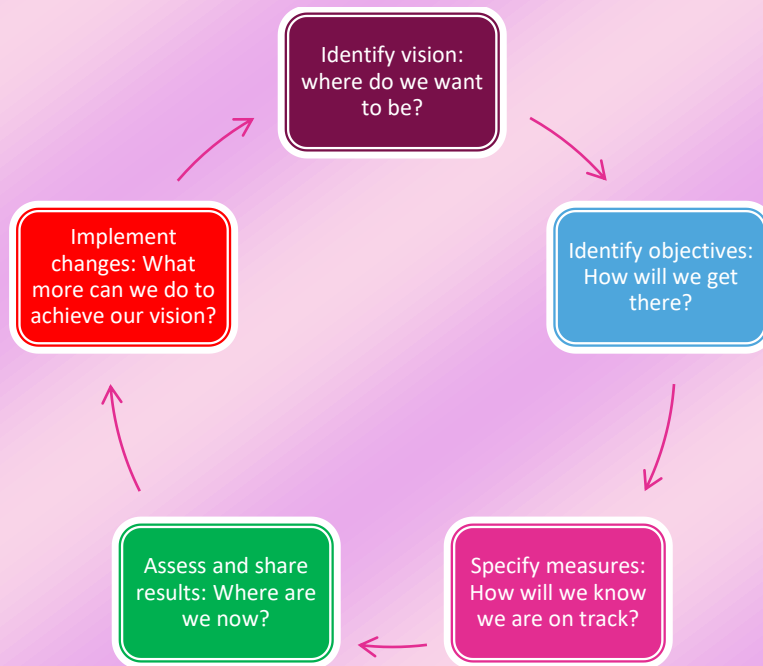
- To actualise our vision “enabling everyone to thrive and be the best they can be”, we have carefully agreed our three headline strategic priorities for school improvement that we expect to see constantly tested and challenged in all our academies. These **“three to thrive”** fall under the one of the Trust’s overarching strategic business objective of “Increasing the quality of provision in our education system to improve outcomes for all ”, and are as follows:



These have been determined because we believe they are the three bold headlines that give us the clearest benchmarks to make judgements and inform ongoing school improvement for the quality of teaching and learning in our academies. We have developed Performance Indicator Toolkit, which helps the Trust Board to manage standards through reviewing a range of Key Performance Indicators (KPIs), which are driven by the **”Three To Thrive”**. Many of the KPIs in the Performance Indicator Toolkit mirror the Indicators of Success as outlined in our strategic objectives.

Amethyst Academies Improvements Framework

The vision for Amethyst Academies Trust is to be constantly improving as an organisation; celebrating success and investing in all of our young people so that they are the best that they can be. To bring cogency and coherence to our pursuit of ever improving provision, we have published our Amethyst Academies Improvements Framework which details how we will be “relentless in our pursuit of ever improving outcomes for all children”. Every academy in has its own self-evaluation and school improvement plan, which provides detailed information on the profile of the school and the improvement priorities which are moving the school forward. A level above this, we have our MAT Dashboard which drives Trust decision making and establishes lines of enquiry for further research, development and improvement. The accepted norm for all schools in Amethyst is that provision is at least good, and is constantly moving forward to be better.



Strategic objectives

The Amethyst Trustees have agreed three key strategic business objectives which will steer our growth and development over the next 5 years. These are:

- Increasing quality of provision in our education system
- Developing partnerships to better meet need
- Maintaining a financially viable, sustainable and ethically driven Multi Academy Trust.

Strategic Objective 1: Increasing quality of provision in our education system

Why is it important?

The purpose of all MATs is to improve the quality of young people’s education. We see MATs and our MAT in particular as new Civic structures and so we relish the opportunity to take on the moral imperative of contributing to the education system as a whole – locally, regionally, nationally and internationally.

How will we meet this objective?

We will facilitate real school improvement through the Trust Collaborative School Improvement framework. We will work in transparent partnership with our academies to ensure that we support and challenge individual school development plans to achieve this objective.

Success Criteria Years 1-2	Success Criteria Years 3-5	Actions: 22/23
-------------------------------	-------------------------------	----------------

Amethyst Academies Improvements Framework is developed and agreed by all stakeholders	Amethyst Academies Improvements Framework connects and adds value to all Academies School improvement plans	Framework is rewritten and revised by Dec 22
The Trust has an accurate means of self-assessing its overall effectiveness and the effectiveness of its academies through clearly defined key performance indicators	Key performance Indicators evolve over time to reflect the changing nature of the external regulatory environment and the evolving priorities of the Trust.	All sub-committees responsible for writing of KPIs by Nov 22. Agreed at Trust Board Nov 22. SEND KPIs written by Executive Headteacher and CEO by end of autumn term 2022 and sent to Trustees.
The Trust has sponsored at least one Inadequate or Requires Improvement school within an 18-month period where the opportunity arises	The Trust continues to sponsor at least one Inadequate or RI school and self-assessment is demonstrating upward trajectory against Ofsted framework guidelines.	
The Trust has a strategic asset plan (SAP) in place which details how the estate will be developed and improved.	The SAP is delivered successfully.	The SAP will be written by LAR and ICU January 2023 and presented to sub-committee.
The Trust works in partnership with other schools, Trusts and local authorities to establish new models of supporting learners to be the best that they can be.	Demand is increased for sponsorship and hubs are developed across LAs.	
There is a reduction from internal and external audit on compliance issues	There is consistency of practice across all academies in the MAT with audit improvements fully embedded and systematically adopted where new areas for improvement emergent.	Training continues with existing and new finance staff. HR training to take place with new Pas. HCR/JJA to put together HR process framework to ensure compliance.

Strategic Objective 2: Developing partnerships to better meet need

Why is it important?

As an inclusive and ethics driven MAT, the growth of the Trust can only be affected by aligning with schools that have the same ethos and values that we have. We believe in working in open, collaborative partnerships with others first, with conversion coming as a natural progression of this way of working. Equally, our capacity to better meet need cannot and should not be defined solely by the growth of our Trust, as we believe it is essential to work with others- regardless of whether they choose or not to academise. Our focus is therefore on a broader horizon than merely developing partnerships to increase the number of academies in our MAT. We firmly believe that we are actively seeking to fulfil the moral and legal obligations on us as per the Objects in our Articles of Association.

How will we meet this objective?

We will build on existing partnerships already established to widen our participation in sector improvement activity. Our existing academies will continue to place a high value in developing their own partnerships which further develop their local improvement priorities connecting into the work of the wider MAT wherever a mutually beneficial outcome can be secured.

Success Criteria Years 1-2	Success Criteria Years 3-5
The Trust builds a range of partnerships that include new partnerships outside of Wolverhampton LA	Clear terms of engagement with other MATS and maintained schools are in place and, where possible, partnerships have extended beyond their initial configuration
The Trust is an established strategic partner within the West Midlands and is actively involved in strategic developments that affect the wider education landscape.	The Trust is actively contributing to region wide school improvement initiatives.
The Trust has continued growth of the post 16 differentiated hub offer in Wolverhampton	The Amethyst Hub offer has evolved to meet the need for EHCP students across Wolverhampton

Strategic Objective 3: Maintaining a financially viable, sustainable and ethically driven Multi Academy Trust

Why is it important?

It is essential that a MAT can demonstrate good value for money: regularity and propriety. However, it is equally important that every decision we take is ethical, so that we never deviate from our values.

How will we meet this objective?

The Trust's Medium-Term Financial strategy will ensure compliance with ESFA requirements and driving the scrutiny, challenge and support that will deliver value for money across the MAT. The strategic asset plan will ensure we optimise opportunities to improve the value of our estate.

Success Criteria Years 1-2	Success Criteria Years 3-5
The Trust forecasts financial health in the Medium term with cash reserves levels within percentages set	The Trust is utilising retained revenue on invest-to-grow projects with our academies, enriching the educational offer in a financially sustainable way.
High cost service areas have been subject to a trust wide procurement review to test value for money	All areas of procurement have been reviewed with clear Trust-led value for money assessments in place
ESFA toolkits such as ICFP are systematically utilised to inform academy budget planning and profiling	ESFA toolkits lead to cross- trust workforce to secure greater economies of scale, in line with Trust growth
The ethical leadership model is formalised and rolled out to leaders and governors across the Trust	Ethical leadership principles are intrinsically linked to how we do business and drive our future developments and partnerships

The Trust secures Condition Improvement funding and other grant funds to improve the estate	The growth of the Trust secures an annual CIF award to improve the estate
---------------------------------------------------------------------------------------------	---------------------------------------------------------------------------

Audit, Plan, Do, Review

Our 5-year strategic plan will be translated on an annual basis into our strategic business plan, which will be approved by the Trustees. We will outline our aspirations for each academic year, reviewing our business plan at our termly Trust Board meetings.

The Central Team- Capacity for Improvement

We will always seek collaboration with external partners and agencies in our pursuit of excellence for all our children and young people: however, we also believe that our children and families are best served by having school staff being the best they can be, something which comes as a direct result of the value and investment we put into workforce development, enabled by a learning culture which recognises the fundamental importance of research-led interventions to deliver continual improvement.

Our MAT Central Team (MCT) draws on the wide range of expertise we have across our Trust and reflects the extensive MAT capacity we have to drive system-wide improvement, in conjunction with the expertise we commission from external agencies and through strategic partnerships. Our MCT operate under the guiding principles of:

Inspire: Inspire our school workforce and external partners through professionalism, being research-led and always going the extra mile.

Enable: Facilitate the requirements of our headteachers and school workforce to enable real school improvement thus achieving their vision.

Achieve: Reflect and evaluate how we can further support headteachers and their staff to achieve their strategic vision.

Our improvement leads work within and outside of our MAT, supporting other schools and Trusts in areas of need. However, these are not the only means by which we drive continual improvement.

Within the parameters of our Collaborative School Improvement Framework, the following are areas of support we offer to all our academies:

A Pyramid of Continuing Professional Learning (CPL)

Asset and infrastructure

Behaviour management and SEMH support

Business, Finance and resource management

Curriculum and moderation
Educational Psychology Services
Human Resources & Legal Services
Information Governance & ICT
Safeguarding

Ethical Leadership

The ultimate aim is to ensure that ethical leadership remains at the heart of what we do. How we behave as leaders is as important as what we do, and so it is expected that our leaders should demonstrate the following characteristics or virtues:

Trust: leaders should be trustworthy and reliable. They hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.

Wisdom: leaders use experience, knowledge and insight. Leaders should use experience, knowledge, insight, understanding and good sense to make sound judgements. They should demonstrate restraint and self-awareness, act calmly and rationally, exercising moderation and propriety as they serve their schools and colleges wisely.

Kindness: leaders demonstrate respect, generosity of spirit, understanding and good temper. Where unavoidable conflict occurs, difficult messages should be given humanely.

Justice: leaders should be fair and work for the good of all children. Leaders should work fairly, for the good of children from all backgrounds. They should seek to enable all young people to lead useful, happy and fulfilling lives.

Service: leaders should be conscientious and dutiful. We should demonstrate humility and self-control, supporting the structures and rules which safeguard quality. Our actions should protect high-quality education.

Courage: leaders should work courageously in the best interests of children and young people. We protect their safety and their right to a broad, effective and creative education. We should hold one another to account courageously.

Optimism: leaders should be positive and encouraging. Despite difficulties and pressures, we are developing excellent education to change the world for the better.

Appendix 1

Amethyst Academies Trust Strategic Business Plan 2022-2023

Vision: we invest in all of our young people, whatever their starting points, so that we have the highest aspirations for all thus improving their life chances

Increasing quality of provision in our education system

Deliver against the refreshed expectations outlined in the MAT Collaborative School Improvement Framework;

- Extend the Continuous Learning and Development offer which is available to all employees;
- Ensure governance is highly effective at all levels of the Trust through systematic review and improvement activity;
- Review our ICT systems and processes to enable digital technology to better support our strategic objectives;
- Consolidate the incorporation of our 2 new academies into the MAT;
- Ensure those academies entering their inspection window are as prepared as they can be for a Good or better outcome;
- Ensure senior leadership is secure in all schools;
- Implement the Asset Plan with targeted use of capital funds
- Work with DfE and LA commissioners to bid for and deliver positive, necessary, high quality provision.

Developing partnerships to better meet need

If the opportunity arises, work with local authorities in the West Midlands region and the DfE Regional Directors Office to support schools requiring sponsorship or rebrokering

- Ensure that sponsorship of other schools and other growth/development does not undermine capacity to oversee ongoing improvement of existing academies;
- Further develop links with special and mainstream academies/MATs in other regions of the country to help facilitate learning and improvement;
- Start to work with commissioning LAs to enhance the offer of our existing academies to meet increased demand for placements and support;
- Continue to work with the Confederation of School Trusts to influence national policy development;
- Explore further growth of the Trust through individual school conversions and/or merger with another Trust.

Maintaining a financially viable, sustainable and ethically driven MAT

Review and revise academy budgets in the autumn, ensuring the revised outturn positions are accurate and met OR better financial health is secured by August 2023

- Deliver the 'ethical leadership' model across the MAT;
- Publish the Trust 3 Year Procurement plan and streamline collective bargaining and joint procurement processes;
- Explore new avenues of funding provision;
- Implement Year 1 of the carbon-zero plan.

Aim	Action	Responsibility	Communication	Monitored by
Strategic objective 1: Increasing quality of provision in our education system				
Deliver against the refreshed expectations outlined in the Amethyst Academies Improvements Framework	1. Agree CSIF 2. Present and gain buy-in from headteachers 3. 2 term MAT SIP agreed and delivered for Jan 23 4. School improvement team capacity increased through recruitment of Director of Education	NLI and SWI	All stakeholders	Trust Board
Extend the Continuous Learning and Development offer which is available to all employees	1. Content for each pathway agreed by headteachers 2. Content translated onto website 3. Website launched Jan 23 to all schools	LVE	All staff	NLI
Ensure governance is highly effective at all levels of the Trust through systematic review and improvement activity	1. External review calendared for 2023 2. Action plan drawn up to secure improvements	LJO	Headteachers and all governors	NLI and JIN
Review our ICT systems and processes to enable digital technology to better support our strategic objectives	1. Internal review calendared for Jan 2023 2. Action plan drawn up to secure improvements	LAR	Headteachers	NLI

Consolidate the incorporation of our 2 new academies into the MAT	1.Continue to integrate all finance systems and ensure policies are adopted. 2. Work with LGB to ensure understanding of scheme of delegation	NLI, LAR, JJA,LJO,HCR	All stakeholders	Trust Board
Ensure those academies entering their inspection window are as prepared as they can be for a Good or better outcome	1.SIP and SEF to be resented to NLI and SWI 2.Additional support brokered as necessary under the CSIF	NLI, SWI	SLT in schools LGB Trustees	Trust Board and LGB
Ensure senior leadership is secure in all schools	1.Induction programme implemented for BDU and JHE and SRU 2.Impact of SLTs measured through progress towards individual school targets at sub committees and line management meetings	NLI, SWI	LGB Trustees	LGB Trust Board
Implement the Asset Plan with targeted use of capital funds	1.Asset Plan agreed for 3-year period by executive headteachers	LAR, ICU	Audit and F and GP sub committees Headteachers Site-managers	Trust Board
Work with DfE and LA commissioners to bid for and deliver positive, necessary, high quality provision.	1.NLI and SWI to meet with LA commissioners for Dudley, Walsall, Sandwell, Stoke-on Trent and Staffordshire 2.Develop a relationship with DFE/RSC through more regular meetings	NLI, SWI	Trust Board	Trust Board

Aim	Action	Responsibility	Communication	Monitored by
Strategic objective 2: Developing partnerships to better meet need				
If the opportunity arises, work with local authorities in the West Midlands region and the DfE Regional Directors Office to support schools requiring sponsorship or rebrokering Ensure that sponsorship of other schools and other growth/development does not	1.Promote our expertise to work with underperforming SEND schools with RSC and LAs 2.Actively seek out schools going into categories	NLI/SWI NLI/SWI	Trust Board RSC LA Commissioners LGB Headteachers	Trust Board LGB Trust sub-committees

undermine capacity to oversee ongoing improvement of existing academies	3.Introduce half termly school improvement meetings utilising data dashboard template		Trust sub-committees	
Further develop links with special and mainstream academies/MATs in other regions of the country to help facilitate learning and improvement	1.Arrange visits to LAs Autumn term 2022 2.Arrange visits to category West Midland special schools that are not in Trusts	NLI/SWI	Trust Board	Trust Board
Start to work with commissioning LAs to enhance the offer of our existing academies to meet increased demand for placements and support	Publicise our existing provision Explore City-wide hub provision to extend and further personalise post-16	SWI AGA	Trust Board	CEO
Continue to work with the Confederation of School Trusts to influence national policy development	All Central Team to put themselves forward for discussion group termly AGA to write discussion piece for CST	Central Team	CEO	CEO
Strategic Objective 3: Maintaining a financially viable, sustainable and ethically driven Multi Academy Trust				
Review and revise academy budgets in the autumn, ensuring the revised outturn positions are accurate and met OR better financial health is secured by August 2023	1.Scrutinise higher needs funding in secondary schools 2.Ensure secondaries complete Curriculum led financial planning	LAR	Headteachers NLI/SWI	F and GP
Deliver the 'ethical leadership' model across the MAT	1.Launch to Executive Headteacher group and map out existing and new exemplars 2.Cascade to schools	NLI	Headteachers Schools LGB Trust Board	Trust Board
Publish the Trust 3 Year Procurement plan and streamline collective bargaining and joint procurement processes	1.LAR and sub-committee develop 3-year plan that is cascaded to schools	LAR	All stakeholders	Trust Board
Explore new avenues of funding provision	1.Visit a variety of establishments outside of Wolverhampton to ascertain funding avenues	LAR/AGA/NLI/SWI	Headteachers Central Team	CEO
Implement Year 1 of the carbon-zero plan	Establish 3-year carbon-zero plan Visit more mature MATs to look at innovation	LJO/LAR	CEO	Trust Board