



Rosendale and Elmgreen Multi Academy Trust Draft Business Plan



Rosendale Primary School and the Elmgreen School are currently consulting about the formation of a Multi Academy Trust. The contents of this draft business plan are subject to the outcomes of this consultation.

August 2016

An Introduction

Rosendale Primary School and The Elmgreen School are currently consulting about the formation of a Multi Academy Trust, the core purpose of which is to provide outstanding educational outcomes for *all* children in the local community from 6 months to 19 years. The founding schools have an opportunity to build a permanent partnership that allows them to work together for better outcomes whilst also maintaining their individual identities.

B Rationale

By working together in a MAT the schools will be able to ensure that the values of the schools are protected from future changes. The schools will also have greater curriculum autonomy to ensure that the curriculum is locally relevant to the needs of the children as well as direct access to capital funding and pupil place setting. This will enable them to:

- Create a **collective, shared vision** and **agreed entitlement** for all children.
- Develop and implement an innovative, high quality **curriculum** that will enable all young people to thrive in the modern world.
- Provides a curriculum that offers seamless **transition** from 6 months to 19 years. This will include an outstanding enrichment programme for children.
- Provide opportunities through **student mentorship** and the development of a purposeful and beneficial **apprenticeship** scheme.
- Develop outstanding practice in **primary-secondary transfer** to ensure that children are appropriately supported and challenged in each key stage.

We recognise the importance of staff **recruitment and retention** to provide outstanding educational outcomes for children. One of the most effective ways to promote this is to provide **high quality training and development** for staff which retains a focus on the needs of learners. We will do this through:

- Shared training opportunities for staff who will benefit from the knowledge and understanding that teaching staff have of **how children learn**.

- The knowledge and understanding that teaching staff have in their particular **subject specialism**.
- Improved **monitoring and support programmes** by sharing outstanding practice through cross phase peer reviews and cross phase subject reviews
- **Leadership development** opportunities at all levels.

It is vital to ensure **accountability as well as high quality educational challenge and inspiration** in order to provide outstanding educational outcomes. The structure of the trust will include:

- Trustees who are local representatives.
- Trustees who are experts in a particular educational aspect would provide the support and challenge required by headteachers. ● High quality local governing bodies.

Reporting arrangements would ensure that trustees, governors and staff at all levels are held to account for effective running of the schools.

The MAT will ensure sound financial management so they can continue to provide an outstanding education in a suitable environment for as many local children as possible.

C Aims

The founding schools and Trustees are committed to developing a MAT that:

- Protects and develops each school's unique character and ethos.
- Provides outstanding educational outcomes for all children.
- Adopts evidence based practice.
- Promotes school collaboration for the good of all children in our local community.
- Ensures accountability and high quality support and challenge.
- Promotes the role of the local community, including and especially parents, in the structure of the school. ● Provides outstanding training and staff development to promote recruitment and retention.
- Is financial sound.
- Supports the school(s) of choice for local families, teachers and other staff.

D Ethos

In order to maintain the ethos that founding schools embody, the MAT will ensure the following:

- A high quality, inclusive and non-selective education.
- Engage the parents and the wider community in the education of the child.
- Engage in evidence-based practice accessing best practice locally, nationally and internationally.
- All children are active participants in their own learning.
- Provide a governance structure that ensures accountability and shared responsibility.
- Support our most vulnerable students and share expertise in SEND.

E Priorities

| Priority | Action | Lead | Timescale | Outcomes |
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| Standards & School Improvement | | | | |
| | Curriculum design | Headteacher (HT) Deputy Headteacher (DH) Local Governing Body (LGB) | ongoing | Development of an outstanding curriculum for young people of 6 months to 19 years. A curriculum takes account of child development and current research on how children learn. The curriculum is appropriate, relevant and challenging. The curriculum is responsive to changes in local need and global and national development |
| | Professional development opportunities | Headteacher (HT) Board of the Multi Academy Trust (MAT) | ongoing | All staff in the MAT have access to high quality CPD. Sharing of good practice becomes standard across the MAT. Opportunities for the MAT staff to work and learn together are regularly planned for CPD is planned for in the Trust's 3 Year Development Plan. |

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| | Recruitment and retention | Board of the Multi Academy Trust (MAT) HT | ongoing | Career development opportunities are identified for all staff, including the Headteachers so that they are provided with exciting opportunities which encourages them to remain in the Trust. |
| | | LGB | | All staff in the MAT have access to high quality CPD which encourages team working and sharing of good practice. The reputation of the MAT is such that staff want to work within it. Attention is taken to protect staff wellbeing through training, support and cooperative working |
| | External review | MAT Senior Leadership Team (SLT) | TBC | Expert, external views are sought about key school priorities (e.g. co-operative learning, subject areas, metacognition, Pupil Premium). Outcomes feed into school development priorities. |
| | Transparency of data | MAT SLT LGB | Termly | There are agreed systems about presentation of attainment data. There is a culture of shared, open data which is benchmarked against highest national and international standards |
| | Rigorous, honest and open selfevaluation | MAT SLT LGB | Ongoing | Schools responding promptly to: <ul style="list-style-type: none"> - Outcomes data. - Teacher voice. - Pupil voice. - Parent voice. - Intelligence from external review. Schools respond to national |

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| | | | | initiatives where they fit with the priorities of the MAT. |
| | Behaviour and safety | LGB SLT | Ongoing | <p>Effective behaviour management policies established in schools.</p> <p>Pupil voice about behaviour and safety is listened to in schools and across the MAT.</p> <p>Local Governing Body (LGB) regularly reviews effectiveness of behaviour policy. Schools take into account best practice initiatives in supporting young people with challenging behaviour.</p> |
| | Safeguarding | MAT HT LGB | Ongoing | <p>Schools are fully compliant with safeguarding requirements.</p> <p>Regular training is provided for all staff, including those with Designated Senior Person status.</p> <p>Board of Trustees regularly monitors safeguarding incidents across the MAT.</p> |

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| | Disadvantaged and vulnerable learners | HT LGB SLT | Ongoing | <p>Vulnerable learners are prominent in all aspects of school life.</p> <p>Educational standards very high for disadvantaged pupils.</p> <p>All staff have the highest of expectations of all pupils.</p> <p>Schools have a clear understanding of barriers to learning their disadvantaged pupils face.</p> <p>Schools adopt evidence based practice. SLT undertake rigorous monitoring and evaluation of activities.</p> <p>Schools adopt best practice in supporting children with SEND.</p> <p>All teachers are teachers of pupils with SEND.</p> |
| | Transition | SLT PLs (Phase Leaders) LGB | Within first 2 years of MAT | <p>Review of KS2 and KS3 curriculum to ensure progression and enjoyment.</p> <p>Review of the possibility of introducing cooperative learning in KS3.</p> <p>Agreed milestones for children moving from KS2.</p> <p>Improved outcomes for vulnerable learners moving to KS3.</p> |

| Priority | Action | Lead | Timescale | Outcomes |
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| Outward Facing & Evidence Based | | | | |
| | Membership of expert groups and local forums | MAT | Ongoing | Staff from both schools sit on a range of advisory boards and bodies. |
| | | | | Trustees of the MAT represent a range of expert groups. |

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| | Participation in research trials | MAT HT | Ongoing | The schools participate in research projects that meet the needs of the MAT as identified in the 3 year MAT plan. Schools continue to devise internal research trials to analyse best practice in teaching and learning. |
| | Visiting groups to school | SLT | | Staff undertake frequent visits to learn from good practice in key areas for school development. |
| | Participation in externally commissioned activities | SLT | | The MAT benefits from staff participating in externally commissioned income earning activities. Building collaboration with / learning from external partners. |
| | Strategic partnerships | SLT | | Strong, embedded links with other schools, MATs, LA, HEIs, research organisations and education partners established. |
| | Teaching School | MAT LGB | | There is an annual review of whether school(s) should apply for Teaching School status. |

| Priority | Action | Lead | Timescale | Outcomes |
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| Financial Viability & Growth | | | | |
| | Increasing pupil numbers within the MAT | SLT LGB | Within first year and at regular intervals thereafter | Rosendale School will take on a bulge class in September 2017 to respond to local parent need. The MAT Board of Trustees and the Local Governing Body will regularly assess whether Rosendale School should expand further. Elmgreen 6th Form will continue to expand |

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| | | | | The MAT will apply for capital funding to increase places for local children 0 - 5. |
| | Engagement in externally commissioned activities | MAT | Ongoing | The MAT will generate additional income through the external paid for work of staff, which also has benefits for the MAT as staff learn from other schools and the excellent reputation of the MAT is established. Rosendale has already shown that there is capacity within the school for this with no adverse effects on teaching and learning |
| | Economies of scale and shared services | MAT | Ongoing | Any Service Level Agreements up for renewal in the near future or those which are not working optimally are identified and best value sought. The MAT regularly reviews its staffing structure. |
| | Risk management | MAT LGB | Ongoing | The risk register is regularly updated and reviewed. |
| | Additional Schools | MAT | Ongoing | In the Scheme of Delegation for the MAT, there are clear, agreed criteria for any school wanting to join the MAT. The MAT is responsible for the decision as to whether or not to take on any additional schools. |

| Priority | Action | Lead | Timescale | Outcomes |
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| School to School support | | | | |

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| | Supporting schools within the MAT | MAT SLT | | <p>The MAT will have a rigorous evaluation process so that areas of outstanding practice across the MAT are identified and shared</p> <p>The MAT will monitor and tackle in-school variation.</p> <p>The MAT will have a rigorous evaluation process to identify areas of weakness.</p> |
| | | | | Intervention will be agreed at MAT level and implemented in a timely fashion. |
| | Supporting schools outside of the MAT | SLT | | <p>The schools will continue to provide the support for the local authority.</p> <p>The schools will continue to work with other local national and international schools on research projects and events which promote the sharing of excellent practice.</p> |

| Priority | Action | Lead | Timescale | Outcomes |
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| Central Services | | | | |
| | Purchasing of paid for services | MAT SLT | Ongoing | <p>The MAT will regularly review which services are to be purchased centrally and which are to be purchased at school level.</p> <p>The purchasing of services will be agreed by LGB / Trustees as appropriate.</p> |
| | Economies of scale | MAT SLT | Ongoing | <p>The MAT will regularly review its staffing structure.</p> <p>Proper financial planning will be undertaken to ensure that any school providing support within the MAT does not suffer financially and is properly reimbursed for work undertaken.</p> |

| Priority | Action | Lead | Timescale | Outcomes |
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| Leadership | | | | |
| | Career development opportunities | MAT | Ongoing | The MAT will offer leadership development opportunities at all levels. There will be frequent evaluation of the uptake and impact of these opportunities. Regular gap / needs analysis will be undertaken. |
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| | Succession planning | MAT LGB | | The MAT board will agree succession planning strategy for key leadership positions. At school level, LGB and HTs will ensure that: <ul style="list-style-type: none"> - there is a clear identification of future needs. - key positions and competencies are known. - potential leaders are identified - CPD needs are met. The MAT will also build on qualitative information such as appraisals, questionnaires, exit interviews and destinations of staff. |

| Priority | Action | Lead | Timescale | Outcomes |
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| Governance | | | | |

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| | Creation of Members | LGB | Sept 2016 | The governing bodies agree the membership of a 'Steering Board' to oversee the conversion to a MAT. The SB will include representatives from both governing bodies, including parents and staff. The Steering Board will appoint the 5 Members of the MAT. |
| | Creation of Board of Trustees | Steering Board (SB) | Jan 2017 | The SB and the Members will have agreed and appointed the Board of Trustees. |
| | Creation of Local Governing Body | Members | Jan 2017 | The Members will agree the transition of the current governing bodies into the new Local Governing Body. |
| | Agreement of scheme of delegation | SB Members MAT LGB | Jan 2017 | The MAT will write a Scheme of Delegation that promotes the values and ethos of the MAT and secures in writing how the MAT will function. |
| | Review of governance structures | MAT LGB | Ongoing | The MAT and the LGB will regularly review their terms of reference. |

| Priority | Action | Lead | Timescale | Outcomes |
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| Geographical, Political and Strategic Contextual Issues | | | | |
| | Protecting outstanding outcomes for children living in a capital city | HT MAT | Ongoing | The MAT will regularly review its terms and conditions for staff to ensure that the cost of living in London is taken into account. The MAT will ensure that its curriculum is culturally representative. The MAT will ensure that all schools take full advantage of all that London has to offer The MAT will ensure that its curriculum prepares |

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| | | | | all young people to be current and future citizens. |
| | Be fully prepared for possible outcomes of a change of administration | HT MAT | Ongoing | The Headteachers and the Trustees will source and provide information for the MAT on possible political changes. The MAT will develop and maintain relationships with policy makers to provide high quality information. |
| | Have a deep understanding of the local community | MAT LGB | | The MAT will have an excellent, evidence based understanding of the socio-economics of the community it serves. |

F - Structure

MEMBERS: The trust must have three to five members who, in compliance with company law, will own the MAT and are financially liable for it. In many MATs the liability is 1 peppercorn (In legal parlance, a **peppercorn** is a metaphor for a very small payment, a nominal consideration, used to satisfy the requirements for the creation of a legal contract). The members set the Articles of Association (The **Articles of Association** is a document that contains the purpose of the company as well as the duties and responsibilities of its members defined and recorded clearly) and in order for those to be changed there must be a unanimous vote of the members. The members cannot be employed by the MAT. This is a suggested structure of the Members.

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| Member 1 Chair of Governors at Rosendale | Member 2 Chair of Governors at Elmgreen | Member 3 Vice chair of Governors at Rosendale | Member 4 Representative of the Parent Promoter Foundation – founding body of Elmgreen | Member 5 To be decided |
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TRUSTEES: The Board of Trustees are responsible for the same three core governance functions performed by a governing body in a maintained school: setting the direction, holding the headteacher to account and ensuring financial probity. Academy trusts are charitable companies and the trustees are company directors and must comply with company law requirements. The duties are generally the same as those of a governor. It is recommended that the chair of the board of trustees will also be a member, thereby ensuring a link between the two layers. In our model, the Board of trustees would act like a local authority – holding the schools to account as well as offering advice and inspiration. This is a **suggested** structure for the Board of Trustees with some suggestions as to who those trustees might be.

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| Headteacher of Rosendale | Headteacher of Elmgreen | Chair of Governors of Rosendale | Chair of Governors Elmgreen |
| Headteacher of school joining the multi academy trust in the future | Headteacher of school joining the multi academy trust in the future | Headteacher of school joining the multi academy trust in the future | Director of School Improvement A trustee who brings expertise around school improvement |
| Strategic Partner – Research A representative from the Education Endowment Foundation. The Education Endowment Foundation (EEF) is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents. | Strategic Partner – Information Technology A representative from the London Connected Learning Centre, an awardwinning organisation that helps schools and other settings use digital technologies to improve learning. | Strategic Partner – Special Educational Needs and Disabilities A trustee who has significant experience in supporting children with Special Educational Needs | Strategic Partner - Initial Teacher Training and Staff Development A representative from a local teaching school alliance, for example the Wandle Teaching School Alliance |
| Strategic Partner – Local Authority A representative from Lambeth local authority | Parent Promoter Foundation (PPF) A representative from local parents who set up the Elmgreen School | Parent Representative Elected by all the parents in the multi academy trust. If the PPF parent representative is from Elmgreen, this representative will be from Rosendale | Strategic Partner – Finance A trustee with significant financial experience |

LOCAL GOVERNING BODY: Each school’s governing body is dissolved at the time of conversion and then each headteacher will be able to appoint local boards that best meet their needs. The local governing body would have delegated responsibility for the school budget and looking at achievement across the school. It is anticipated that the current governing body would transition into the local governing body.

Roles and Responsibilities

1. The MAT Board of Trustees will write a three year Development Plan based on analysis of data provided by the local governing bodies and a needs analysis provided by the Director of School Improvement.
2. The Headteacher of each school will continue to provide an annual School Development Plan based on needs analysis of academic data, pupil interviews, staff performance management and feedback and governor strategy discussions.
3. The Director of Finance will provide a three year finance plan for the Trust to be agreed by the Board of Trustees.
4. Each local governing body will continue to provide its own annual budget and regular budget monitoring.
5. The Board of Trustees will be responsible for deciding if other schools can join the MAT based upon agreed selection criteria and analysis of risks.
6. The Director of School Improvement will be responsible for the arrangement of Board meetings and School to School Improvement schedules
7. The Headteachers and the Director of School Improvement will be responsible for the creation and monitoring of key performance indicators for the MAT.