



South East Cornwall Multi Academy
Regional Trust



MSP - MAT Strategic Plan 2017-2022 Year 3 (2019-20)

**SMART LEARNERS
SMART LEADERS
SMART COMMUNITIES**

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SMART 5 Year MSP: MAT Strategic Plan (2017-22)

Introduction

This document sets the strategic direction for the Trust for the next five years. It is the document which explains how the Trust intends to translate its vision into actions. It places these actions within the context of the shared values that underpin how we work together. It recognises that it is not only the strategies themselves that will be effective but also, the order in which they are utilised, the political backdrop against which they are applied and the consistency of approach. Hence, the MSP aims to predict and pre-empt risks that may impact the Trust and suggests ways in which these can be utilised to best effect.

This document forms the basis of each annual School Development Plan and seeks to clarify how staff across the MAT will be funded to work together on projects that both benefit each Academy but also further the strategic aims of SMART as a whole.

Shared Values

Our shared values brought us together as a MAT and will form the bedrock of all the work we do together. It must be clear to all students, staff, parents and outside agencies, what being in SMART really means and what we stand for.

Collaboration – We believe that we can achieve more together than alone. We believe in the necessity for all services in South East Cornwall to come together around the needs of the child. For this to occur we must be committed to removing barriers and committed to working collectively both within our own MAT and with all other schools and MATs. We are committed to sharing expertise and working school to school at all levels.

Equity – We believe that some children are disadvantaged by social, economic, medical or emotional factors and we are committed to removing the impact of these disadvantages on their life chances. This is what we mean by being 'inclusive' schools and this is why we are committed to measuring the impact of our actions to ensure that resources are focussed to greatest effect to narrow and remove the achievement and aspiration gap.

Integrity – We value trust enormously and in order to achieve this we expect transparency, honesty, respect and integrity both professionally and personally. Whilst expecting these high standards we invite feedback and scrutiny in good faith from all sources and insist on challenging checks and balances to be in place at all levels. We are courageous in upholding these high standards in all aspects of our work together.

Compassion – We take seriously our duty of care in terms of staff and students. We mentor, take under our wing and seek to understand with empathy. We are committed to the principles of 'tough love' knowing that compassion involves both support and challenge. It is every member of our community knowing we have their best interests at heart.

Our Principles

All of the Headteachers, Trustees and Chairs of Governors of SMART have committed to work to a set of fundamental principles. These principles will be applied to all of our work, from classroom practice to Trust Board meetings.



We call these the EQUIP principles and they are set out in detail on our website as well as summarised in narrative form below.

E - We will always have the highest **E**xpectations of all our staff and students. This means in reality that we will give opportunities without prejudice and we will teach children and staff to develop aspiration. We will challenge low aspiration and provide opportunities for development wherever possible.

Q - We will always seek to **Q**uestion deeply so that learning challenges understanding and develops the higher order thinking that is so critical to success and avoidance of manipulation or exploitation. This questioning follows through into our internal evaluation and governance so that we can be assured of the quality of our work beyond a surface level.

U - We know that to achieve progress we must first **U**nderstand our goals. We understand that some of the most valuable qualities in life are hardest to measure but we are committed to finding often innovative ways of being clear and precise about what we are aiming to achieve so that we can measure our progress to enable informed decisions. This is as true for the objectives of each lesson as it is for the KPIs for governance.

I - We recognise our role in terms of **I**nspiring lifelong learning and making education broad, balanced, open and about much more than examination success. We are committed to expanding the horizons of students, staff and parents through being role models for the value of education and the excitement of learning.



P - We are committed to the importance of **P**raising the positive achievements of staff and students and ensuring that children develop a strong sense of self-worth to support their healthy mental and emotional development. We are aware that often people will test and challenge to perpetuate poor self-image and we are committed to developing the emotional intelligence across SMART to recognise and challenge these tendencies. We are committed to respecting the concerns of young people and eradicating bullying. Use of the 'Cabinet Principle' means we debate hard and share the negative collectively but then are positive and united in our collective decisions even if we opposed their agreement.

Our Shared Vision

Our long term goal is for one MAT serving all children in South East Cornwall. SMART will enhance the life chances of all children and become an excellence model for the region and nationally. This vision is set out in broad terms via an agreed statement which appears on our website from which the following copy has been taken.

SMART LEARNERS

- Every child and adult constantly striving for excellence in all areas of learning.
- Positive recognition of achievement in all its forms and at all levels ensuring every learner feels both supported and challenged.
- Creating strong partnerships with peers and parents to maximise the progress of all learners.
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SMART LEADERS

- Every child and adult having opportunities to demonstrate and develop their leadership.
- Schools, governors, staff and children being empowered to be active in developing their own character and owning their own futures.
- Headteachers and Governors earning autonomy for their school and actively engaging in system leadership regionally, nationally and internationally.

SMART COMMUNITIES

- One Trust, working together to focus on the needs of all learners at all phases across South East Cornwall.
- Inclusive local schools with all children and adults making positive contributions as good citizens to strengthen local communities
- All children and adults feeling safe within a caring and nurturing community in which mutual respect and kindness are non-negotiable.



The main function of this strategic plan is to set out the steps required to realise this vision across all of the academies in the MAT and to support the construction of a framework that will enable all stakeholders to work together to achieve this.

The first step is to translate this vision into measurable and achievable commitments to which the MAT can be held accountable. These are defined below, first in brief in the 'Pocket Guide' for the coming year and then in more detail as 'one page per project' summaries for the attention of senior teams, TB and LGCs. More detailed plans are drawn up locally.

MAT Pocket guide 2019/20 integrated in all school SDPs

Core priorities agreed by all SLTs working together in the annual SLTF held this year in Saltash. All priorities written into all SDPs alongside their own school priorities.

School Improvement 2019/20	Learning	Leadership	Parental
SMART Learners			
1. Remove disadvantage <i>Good progress in learning for ALL</i>	✓		✓
2. Challenge our most able <i>Question deeply for understanding.</i>	✓	✓	✓
3. Personalise learning for all <i>Broad balance inc. Skills & Knowledge</i>	✓		✓
SMART Leaders			
4. Develop leaders at all levels <i>Active coaching by all middle leaders</i>	✓	✓	
5. Excellent governance <i>Training, expectations and challenge</i>		✓	
6. Inspire excellence <i>Critical friends, sharing & peer review.</i>		✓	
SMART Communities			
7. Grow sustainably <i>Building capacity ahead of growth.</i>		✓	
8. Schools as 'Community Hubs' <i>Active child citizens, parents engaged</i>			✓
9. Grow partner networks <i>Outward facing alliances, local & global</i>		✓	
Business improvement			
10. Policy framework <i>All are legal, agreed & reflect practice.</i>			
11. Estates rolling programme <i>5yr capital process, buildings and ICT.</i>			
12. Business management services <i>Progress in all areas of the BMSC</i>			

Learning: Teachers and TAs become Pedagogy Specialists

- Shared expectation of intent: Teachers and TAs can explain WHY they chose any approach and HOW it leads to actual learning;
- Shared language inc. Learning as permanent change to Schemas, fluency, Spiral Curriculum around concepts;
- STAR projects require clear INTENT, clear plans for IMPLEMENTATION and end in evaluated IMPACT;
- All lessons build underpinning SECRET skills;
- Peer reviews focus on 'deep dives' to assess intent.

Leadership: Middle leaders form the 'engine room'

- A further 5 staff progress through NPQ qualifications;
- All middle leaders able to cite examples of building leadership and pedagogy skill in their teams;
- Maths leadership driven as one cross-MAT dept.;
- L4 and above share practice at SMART day;
- All appraisers actively develop appraises;
- Leadership ladder adopted across all LGCs so challenge questions and audit visits increase;
- Training, materials and opportunities established for all leadership ladder levels. In all schools;
- Cross MAT opportunities for training leadership L4, L5 and L6 resulting in impact in most cases;
- By the end of the year, middle leaders have a curriculum in place based on actual learning;
- Peer reviews show positive impact of 'intent'.

Community: Increased parental involvement

- One engagement with parents per term which supports them in helping their child learn. outcomes are shared across the MAT but each school chooses own approach.

Business Development Plan: Each school is to have a separate section for business development which is managed by school business managers and this year includes the following whole MAT priorities:

- All support staff to be fully engaged in appraisal. Appraiser training to ensure all report the process to be a positive experience which building confidence, voice and working conditions;
- All support staff to be enabled to share best practice within their teams through SMART day;
- All policies agreed by those responsible for using them and available on websites;
- All planned capital expenditure built into a 5 year plan with provision for agreed contingency;
- Central rolling programme of all ICT services to SLAs agreed annually with Heads;
- Progress achieved in all areas of the Business Management Services Contract.

Narrative: It is fundamental to our moral purpose and vision that disadvantaged children should achieve at least as much as their peers in all our schools. "The Children Left Behind. A league table of inequality in child well-being in the world's rich countries" *UNICEF Innocenti Report Card 9*, confirms the GB lags behind. RSC has made this their first priority. The impact of such inequity is devastating not only in terms of the life chances of the individuals but also on the economic prosperity and well-being of the region. SMART will contribute to system leadership by focussing on innovations that work.

Long term goal: That all children make excellent progress in all SMART schools each year regardless of their starting point in life or their particular circumstances.

Current considered strategies

- Restructure PP budgets to invest more at earlier stages and to engage families;
- EWO services brought in-house with a more assertive approach to follow up actions;
- Personalisation of lessons using EEF, research and [proposals](#);
- More common assessment across the MAT to allow more specific significant 'GAP' analysis;
- Strict action research approach to any funding directed at closing a gap to evaluate long term impact on actual learning and the avoidance of gaps in understanding opening up;
- Staff training in high expectations and focus on conceptual development and challenge;
- Pro-active pre-teaching and pre-preparation for pupils who fall behind at any stage.

MSP2: Challenging all, so the most able excel SMART learners

Narrative: The region requires great future leaders, divergent thinkers, industrialists, entrepreneurs and creative problem solvers. It is essential we play our part in developing higher level critical thinking throughout the curriculum and the numbers of pupils achieving these more complex goals are the best indicator we currently have to enable us to gauge our success in this area.

Long term goal: All children will be appropriately challenged to think more deeply, see both sides and apply knowledge and consider complexity. We will recognise their potential early and in partnership with their families, maintain the balance of challenge and support to make every second count. We will connect specialists across schools, use EQUIP in outstanding lessons, innovate in the opportunities we provide and build underpinning skills to ensure the pupils continue to exceed expectations each year and hence enable our most able pupils to excel as role models both in school and as alumni in their future careers.

Key strategies

- Children are engaged at each stage in the monitoring and design of the solution for Mable;
- Longer term compilation of opportunities for development of Higher Order Thinking (HOT);
- Build student expert teams to deliver advanced training to their peers including 'App' coding;
- Tap into international profile of the SECRET skills framework for most able e.g. High Tech High;
- Set proactive ambition through student leadership and lead learner initiatives;
- Develop an approach to mastery that doesn't set exam syllabi as a glass ceiling but rather, encourages reading around the subject, conceptual links and research reading for pleasure;
- Celebrate teacher's and other adult's passion for lifelong learning and in-depth study.

Narrative: Learning is most effective when we habitually integrate the development of skills with the introduction of content and systematically get the balance of challenge right for both. Increasing performance in standardised testing is essential for the enhancing the life chances of all pupils but if this learning is not conducted alongside skills development the learner hits a glass ceiling. High quality lessons always integrate skills rather than 'grafting them on' "Grafting wings onto a caterpillar does not make a butterfly, just a highly dysfunctional insect" [John West Burnham](#)

Long term goal: All children will achieve outstanding examination outcomes in parallel to the development of wider skills that support their wellbeing, resilience, personal learning, thinking skills, independence and attitude to learning. Schools will work together collaboratively to provide all children in SMART with a carefully crafted broad and balanced curriculum that engages and inspires learners whilst supporting the wellbeing and work/life balance of staff. Tracking of such skills allows for personalised intervention which can be monitored for impact such that funding and further intervention are accurately focussed.

Key Strategies

- Analysis of observation data against EQUIP and each subject information to see patterns;
- Personalised model for learning is established as part of the SMART brand;
- Development of essential skills focussed KPIs and tracking for governors of these;
- 6 week interventions focussed on essential skills for those children with limited skills;
- SECRET skills framework, resilience and wellbeing expert group to investigate ways of quality assuring measures being put in place currently to improve these habits of learning;
- Achievement of progression in skills.
- Every teacher engaged in professional pedagogy and able to understand the core intent of a rich and diverse curriculum based on applied knowledge, understanding, skills and attitudes;
- Greater peer involvement in learning and habit forming.

Narrative: Strong leadership and succession planning are key to the ongoing success of SMART and more widely, the economic, social and political success of the region. This is what Sir David Carter describes as the 'brain' of the organisation. Leadership is developed mainly through opportunity and responsibility and all members of our community should aim to systematically develop and coach these skills in ALL staff and students.

Long term goal: SMART will have outstanding capacity for leadership such that any position or opportunity which becomes available will have multiple internal potential candidates. Key positions will have ongoing succession plans in place allowing SMART to be an agile, confident and responsive organisation. Leadership will be integrated into the structure of SMART such that responsibility is effectively distributed widely and all children and all adults have annual leadership opportunities with genuine responsibility.

Key strategies

- All staff have leadership assessed through their appraisal and objectives agreed annually;
- Staff below agreed thresholds in leadership will benefit from intervention and support;
- Common expectation that the level of leadership or scope is extended annually for all;
- The progression plan for those wanting to extend their leadership skills or CV will include:
 - o Successful expert teams are mentored or extend their action research in another school;
 - o Opportunities to present ideas or impact at TB, LGC and external meetings
 - o Shadowing and step-ups to ensure succession plans are in place for most key positions;
 - o External funded qualification e.g. middle leader training followed by follow up project;
- Targets set for student leadership badge scheme following assurances that it is quality controlled;
- Leadership mentor schemes for students and staff including case studies of how leadership has been successfully developed;
- Feedback surveys considering staff and student views of leadership opportunity;
- Development of collaborative practice engaging unions, distributed leadership roles and pupils.

Narrative: The role of Governors has changed rapidly over the past few years, particularly the roles associated with Trustees in Trust Boards. Despite there being excellent materials available from organisations such as NGA, the availability of training and support has been highlighted as a national issue. SMART has a responsibility to all schools to ensure that its governors are outstanding and that there is continuous improvement which is highly supportive rather than a further demand on the role.

Long term goal: SMART will have a well-earned reputation in the region for providing excellent support for governors, enabling them to be very well informed and effective in holding schools and the MAT to account. All governor places will be filled, meetings will be well attended and each appointment of new Directors will be able to draw from a strong external and internal field of candidates. There will be a published training route map for governors to work through if they wish to further their qualification.

Key Strategies

- Establish an annual 360 review process for all governing boards in line with the TB model;
- Recognition system for enabling excellence in governance in all local schools;
- KPIs for governor participation and attendance are monitored and score highly;
- Events are systematically evaluated and are consistently well attended;
- Governor Training is opened out to all schools and the proportion of schools in South East Cornwall represented at each event is high (10% attendance would be just SMART schools so 30% would be an ambitious target);
- A comprehensive set of 'Link' governor training sessions link together governors specialising in the same areas of expertise and provide training and support;
- All policies, audits and reports are focussed on roles so that governors are able to specialise in their area of interest whilst maintaining their overview.

Narrative: Quality of teaching has been found by McKinsey and later confirmed by Hattie as the most significant determinant of success in terms of progress in learning. For this reason, the main focus of our school to school peer support work should be a relentless focus on improving the quality of teaching across the MAT. This work should focus our efforts in those areas/subjects where least progress is being made and systematically grow capacity.

Long term goal: Common standards for teaching quality across the MAT allow for accurate evaluation of which teaching ideas have greatest impact. Such action research will involve all staff in relentless pursuit of improved learning and the eradication of areas of poor performance in the MAT. Systems and curricular approaches in all schools will work in unison supported for example, by shared folders in 'the cloud' for resources, so collaboration happens seamlessly and frequently.

Key Strategies

- Outstanding STAR projects will be published professionally with the SMART branding;
- Analysis of observation data against EQUIP and each subject information to see patterns;
- From the annual STAR cycle and SMART day, best practice exemplars are published each year;
- Extension of the STAR projects model to neighbouring schools within South East Cornwall;
- Focussed work of STAR projects and expert teams mean that raise online equivalent measures shows no departments, subjects or themes which are operating below national average;
- Common standards of excellence for both TAs and Teachers in terms of practice;
- All work below the minimum standard is subject to supportive and developmental intervention;
- Continue to redefine what we mean by effective learning and the strategies that deliver it.

Narrative: In terms of greatest impact on student outcomes, SMART is most effective when the distance between its schools is minimised. This is achieved by us remaining strictly regional but expanding to work with more schools so that economies of scale are greater and our ability to improve transition between primary and secondary is enhanced. For SMART to become the MAT of choice for the RSC and DfE we need to demonstrate school improvement and raise our profile regarding system leadership in all areas of MAT organisation. We also need to ensure that we only expand when we have the capacity to do so and the match is right in terms of vision and values.

Long term goal: SMART will be the MAT of choice for South East Cornwall as a result of its outstanding reputation, regional and national system leadership. It will have developed the financial stability and leadership capacity required to successfully support others.

Key strategies

- Regular risk/benefit analysis of new proposals for Trust Board consideration;
- Sufficient track record in standards to demonstrate robust school improvement;
- Outstanding new buildings and remodelled site for Saltash Community School;
- Improved working relationships with governors from most South East Cornwall schools;
- Combination of all strategies for building profile e.g. web, media, events etc.;
- Strong partnership between MATs and Schools in the area to ensure more benefits for children.

Narrative: Outstanding schools provide a point of focus for their community and for the range of services and partnerships required to meet the needs of all children. The recent Education Select Committee reiterated that each school must retain its own strong community identity when joining a MAT. This confirms our own strongly held belief that local earned autonomy within a supportive MAT framework is the key.

Long term goal: SMART will make it as easy as possible for all schools to maintain and grow frequent and effective links with parents and community groups, never allowing SMART branding to overshadow that of each school. All available virtual services, web and media will be used to promote the values and achievements of all schools, as well as more practically allow for access to resources, courses, information and the booking of facilities, payment and awareness of upcoming events. Physical events that place the schools at the hub of their multi-generational communities will be supported. SMART branding will signify quality.

Key Strategies

- Development of shared web services including text alerts, common online payment and methods for informing parents directly of the success of their child in the classroom Monitoring of use and quality of web services and facilities for continuous improvement;
- Central web development team produces 'Apps' for internal use, built on the needs of the MAT schools and make them commercially available to others;
- List of common online services is increased and they are used more effectively;
- Increased number of networking events initiated, hosted or participated in, by each school.

Narrative: Our overriding core purpose is to meet the needs of all children in South East Cornwall. This necessitates effective partnerships not only by the schools as local hubs but also more widely between neighbouring MATs, Training School Alliances (TSA), potential sponsors and commercial companies.

Long term goal: SMART will have multiple partners integrated into our training plans. We will have MoUs with neighbouring MATs underpinning collaboration of mutual benefit and of benefit to the outcomes of children in South East Cornwall. Through profile at events we will have developed valuable partnership arrangements with commercial companies and charities that see value in aligning their services to the SMART brand. Ideas published under the SMART brand will be known and trusted given the rigour with which they were tested and evaluated.

Key Strategies

- Effectiveness of the training routes available to apprentices, new teachers and to those considering teaching;
- Defining the commercial and opportunity benefit of collaborations with potential partners;
- Seek beneficial partnerships particularly with software companies, content providers, course providers and school service providers. TSAs, research organisations, neighbouring MATs, National and regional potential partners;
- Investment in bid teams such that successful bid rate and bid income compared to other local MATs is high and increasing;
- A catalogue of shared services developed with neighbouring MATs;
- Ease of filling vacancies including the internal supply of trainee teachers and NQTs.

MSP10: Robust Policy Framework

Narrative: Our policy framework although largely not legally binding, maintains and ensures the ethical and professional standards of the organisation. Policies are a statement of exactly how we have agreed to operate across all fields.

Long term goal: The SMART policy framework will accurately reflect the work of the Trust. Each policy will be widely consulted on by all stakeholders and regularly reviewed. Governors, staff and parents will correctly apply policies. SMART will be an exemplar for other MATs.

Key Strategies

- Formation and regular maintenance of an active JCNC which involves all unions;
- A clearly defined cycle of review and process of review for all policies;
- Attachment of all policies to specific roles so that they are regularly used and challenged;
- Closer alignment of policies across the MAT over time;
- Ability for locally defined elements to overarching policies.

MSP11: Estates Rolling Programme

Narrative: We have the responsibility to maintain the buildings and capital resources in a safe condition as well as ensuring that the community, through respect for the high quality of facilities, understands the value placed on education.

Long term goal: All capital resources will be systematically reviewed, surveyed and maintained through a detailed rolling programme of works and replacement. The quality of service will be such as to ensure year on year enhancement of learning facilities, increased confidence of partner schools to engage our services and maintenance of safe, high quality learning for children and out of hours, for the community as a whole.

Key Strategies

- Formalised regular rolling programme of repair and renewal backed by surveys;
- Increased lettings where these can be self-funded;
- A set of services for partner schools that enable SMART to develop greater value for money;
- Standardised auditing systems to ensure that key strategic decisions are well informed;
- A single ICT delivery team across the MAT and a single estates team allowing for specialisation.

MSP12: Business management services approach

Narrative: Within the complexity of the organisation, all staff and composite organisations should have clarity over their responsibilities and the roles they play within the larger MAT. SMART is one organisation over multiple sites and should use this structure to maximise the benefits in terms of economies of scale, staff training opportunities and flexible working patterns. The business management services contract is a vision document designed to achieve this.

Long term goal: SMART will have a fully defined business management services contract covering all services and all roles across the organisation. This will be flexible enough to accommodate a full range of associate services as well as to allow for expansion of the MAT at any time.

Key Strategies

- A focus on transparency of role and expectations defined within a services contract;
- A system of regular audits to proactively ensure compliance;
- A proactive role for all business managers and support staff across the MAT from the CBU;
- To focus on each area in turn and drive efficiencies within contracts and procedures by reviewing the balance of what is provided in house and by external suppliers as well as regularly reviewing business management within the MAT;
- To adopt any new school joining the MAT and ensure that their skills are utilised in developing a wider number of expert groups that can build capacity for the whole MAT;
- A catalogue of services which we can develop as a business in support of SMART;
- Benchmarking with other MATs to show our business management to be highly efficient and (through audit) to be highly reliable;
- Five year planning to ensure that capital resources are secure in the longer term;
- A comprehensive prioritised programme of capital projects and school condition based projects;
- All school budgets run at zero deficit and eventually achieve a 6% reserve;
- Co-ordinated bid writing that is income generating for the Trust;
- Ethical and affordable pay policies based on development of expertise in-house where possible;
- A holistic Head's Report that enables proactive monitoring by specialised governors;
- A business development plan written to the same timescale and system as the learning improvement plan;
- Corporate risk register.

Roles and Responsibilities within this strategic plan process:

The CEO is responsible for:

- Ensuring that the strategic plan is regularly updated following the annual review cycle and that it accurately reflects the strategic direction of the Trust;
- Communicating the vision and strategic direction of the Trust to potential new partners in ways which are clear, memorable and well defined;
- Ensuring that the vision is exemplified by the news items chosen for publication, the design of our web presence and all aspects of the public face of the MAT;
- Acting rapidly with conviction and integrity to challenge any project, action or proposal which runs counter to the aims and vision of the Trust;
- Maintaining a working knowledge of national and global developments in education such that the MAT can minimise future risks and maximise resources for learning.

Headteachers are responsible for:

- Engaging fully to ensure they maximise the overlap between their vision and aspirations for their own academy and the strategic direction of the Trust;
- The operational delivery of agreed priorities and outcomes within their academy;
- Circulation of an agreed 'pocket guide' to all staff, governors and student bodies in their organisation in June each year which sets out clearly on one page, the planned priorities for action for the coming year in their academy;
- Circulation of an SDP each September, based on the 'pocket guide' and confirmed by results obtained from annual end of year assessments in the previous summer;
- Ensuring all staff in their academy have access to distributed leadership opportunities that will build the 'collective brain' of the MAT;
- Ensuring that all data and KPIs relating to their academy are accurate and based on information collected from 'front line' staff as well as evaluated through a second method such as sampling, observation, outcomes or other standardised process.

Local Governors are responsible for:

- Agreeing the annual SDP only if measurable outcomes and the KPIs that will be reported are SMART (Specific, Measurable, Achievable, Realistic and Timed);
- Holding the Headteacher to account termly for progress against their SDP and BDP;
- Providing timely reports to the Trust Board indicating the degree of completion or risk, associated with SDP projects, BDP projects and the strategic plan overall;
- Making the Trust Board aware if any priority of the Trust is having a detrimental effect on any priority of the Academy.

Trust Board Trustees are responsible for:

- Agreeing this MSP and the SDPs and BDPs that relate to it;
- Holding the CEO to account against the KPI performance of each school and how their strategies to improve have been implemented through their SDPs and BDPs.

Our Review Cycle

As with every agile and responsive organisation committed to continuous improvement, its strategic plan is a 'living' document that is reviewed and modified regularly in the light of educational, political, financial or social developments within the communities served by the Trust. The review cycle for the MSP will include the following key milestones:

April

- 1st Draft of MSP consulted on with TB, LGC and Headteachers.

May

- 2nd Draft MSP copied back to TB, LGC and Headteachers for final comment.
- MSP 'Pocket Guide' is published on the website and emailed to all staff.

June/July

- MST produce School Improvement priorities Pocket Guides for each school.
- BST produces Business Plan priorities Pocket guide for each school.
- 1st Draft SDP and BDP from each school.

September

- SDPs and BDPs finalised (minimal change is expected because the results should not be a surprise) – CEO then signs these off.
- Staff reminded of MAT priorities (pocket guide) and SDP priorities for the year.

October

- Performance management cycle links targets to SDP, BDP and MSP.
- Staff evaluate their STAR projects to include them in their PM.
- Exams analysis and final review of the SDP and MSP from last year are produced as reports to LGCs for scrutiny in a meeting and then on to Trust Board for the same.

November to March

- Each month, compliance checks are carried out in each area for each school.
- Termly the SDP, BDP and MSP are RAG rated to share with LGC and TB.

March

- Midterm reviews of SDPs as well as STAR impacts, inform the MSP next cycle.

Wider Consultation

At the SMART day each year in February, the CEO will reiterate the vision.

Throughout the year, consultation on the plan is sought through meetings in which projects are discussed such as the MAT student council.

SDP = School Development Plan → How each school aims to improve outcomes.

BDP = Business Development Plan → How each school aims to improve systems.

MST = MAT Strategic Plan (this document).