



Trust Improvement Plan

2021 - 2024

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Planning and reporting

COMMITTEE	FULL BOARD	FINANCE, AUDIT AND RESOURCE	STANDARDS AND ACHIEVEMENT
Purpose	Ensuring clarity of vision, ethos, and strategic direction	Overseeing the financial performance of the organisation and making sure its money is well spent	Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff
Chairperson	Eileen Hartley	Gloria Spencer	Tom Shaw
Executive Lead	Sean Kelly	Sally Boaden	Phil Willott
KPIs <i>detailed KPI guidance is available at the end of this document, including RAG rating rationale</i>	<ul style="list-style-type: none"> ➤ School and academy trust improvement activities ➤ Long and short-term financial/budget planning ➤ Public sector equality duty ➤ Stakeholder views <ul style="list-style-type: none"> ○ Staff views ○ Pupil views ○ Parent views ○ Governors ➤ Governing body compositions ➤ Growth 	<ul style="list-style-type: none"> ➤ Curriculum planning – staff and class sizes ➤ Financial management and governance ➤ Financial management ➤ Schedule of contracts ➤ Estate management ➤ Financial governance ➤ Remuneration ➤ Gender pay gap ➤ Audit ratings ➤ Risk register ➤ Health and safety ➤ Human resource 	<ul style="list-style-type: none"> ➤ Pupil numbers <ul style="list-style-type: none"> ○ Pupil absence levels ○ Pupil moves (including exclusion levels) ➤ Attainment and progress <ul style="list-style-type: none"> ○ Pupil education outcomes ○ Additional support for pupils with special educational needs or disabilities ➤ Quality assurance <ul style="list-style-type: none"> ○ Internal activities ○ External validation (Ofsted judgments) ➤ Pupil premium funding ➤ Safeguarding and well-being



Strategic direction 3
Equality, diversity and inclusion
 Sponsor growth and identity



Strategic direction 2
Employer of choice



Strategic direction 1
Quality of education

Strategic direction 1: Quality of education

QUALITY OF EDUCATION	WHERE WE ARE NOW	2021-22 NEXT STEPS	2022-23 FUTURE STEPS	2023-24 WHERE WE WILL BE IN THREE YEARS
School improvement	<ul style="list-style-type: none"> ➤ SEF: individual planning frameworks ➤ SIP: All academies have adopted EEF 3-tiered planning framework ➤ AMB, WES and WOO use June 21 DfE PP reporting pro forma. D&U in transition ➤ All special & AP academies report end of year attainment through the Trust standardised dashboard metrics 	<ul style="list-style-type: none"> ➤ WES, WOO to develop a standardised SEF pro forma to support LGB Cluster model (Oct) ➤ All academies to develop 3-year PP strategy using the latest DfE template (Dec), including COVID and Recovery funding ➤ Develop a Pupil Performance dashboard for all academies with the Standards and Achievement Committee (Nov) ➤ Establish working parties to develop a standardised trust-wide SIP model (Dec) ➤ Launch Trust Values Reward Strategy (Feb) 	<ul style="list-style-type: none"> ➤ Trust-wide SIP Model implemented ➤ SEF planning standardised in line with LGB Hubs ➤ Arbor fully implemented to offer a real-time view of pupil performance. ➤ Further enhance performance dashboard that adopts FFT Aspire evaluation metrics 	All Trust schools align to a shared vision for school improvement, connecting the strategy for school improvement to a set of widely understood objectives, standardised action plans and KPIs.
	<ul style="list-style-type: none"> ➤ AMB EYFS phase 1 curriculum development: site development towards a continuous learning model ➤ ABM brand new SEND centre developed 	<ul style="list-style-type: none"> ➤ Community grow project activated in AMB and WES to accelerate the trust value driven curriculum experience (Sept) ➤ AMB EYFS phase 2 curriculum development: external areas (Jan), new assessment system (Sept) ➤ AMB SEND centre: new SENCO appointment support and training (Sept), sensory room visioning (Apr) ➤ AMB SENCO working alongside WOO SLT to support Centre curriculum developments (Jan). ➤ WES Well Being Centre investment programme developed (Apr). ➤ DEN PE curriculum enhanced by refurbishing the sports field (May). ➤ WOO operational apartment vision and costings – explore donations (Jul – costed plan with schedule of works). 	<ul style="list-style-type: none"> ➤ Community grow project activated in Woodlands and Denewood to accelerate the trust value driven curriculum experience ➤ Launch WOO Life Skills programme through the fully functioning apartment – booking system online for all Trust academies. ➤ Review central Attendance and Welfare team to determine impact and value for money. 	The Trust improvement framework is assisting school improvement in challenging schools. It enhances ongoing school improvement in our stronger schools, using school to school support and school clusters to help broker support and drive a continuous culture of school improvement and curriculum development.

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School improvement	<ul style="list-style-type: none"> ➤ Networks allow leaders at all levels to share best practice and offer support to peers ➤ AI specialist setting completed L&M reviews leading to new structure. ➤ The Big Conversation – Trust wide inset launched ➤ Trust Safeguarding Lead providing day to day safeguarding support to academy DSLs ➤ Annual safeguarding audit (self-assessment) ➤ Termly SCR audit ➤ Trust Safeguarding Lead providing operational support in WES ➤ Trust Attendance & Welfare Team data analysis in place and shared with principals ➤ Trust Attendance & Welfare Lead meets regularly with academy leadership to discuss PA pupils and agree actions 	<ul style="list-style-type: none"> ➤ Network compositions reviewed and opening more widely (Feb) ➤ Networks establish a clear focus for the academic year (Feb) ➤ Review the impact of the Networks against the chosen foci (Feb) ➤ ‘Small Talk’ launched (Oct) ➤ The Big Conversation 22 – supporting academy improvements for 21-22 (Jul) ➤ Trust Safeguarding Lead to support the development of the Trust AP QA process (Jan) ➤ Trust Safeguarding Lead (supported by DoE initially) to review safeguarding audit with each academy DSL (Nov-Dec) ➤ Trust Safeguarding Lead to review all completed audits with Safeguarding Trustee (Jan) ➤ Trust Safeguarding Lead to support new DSLs in WES and develop a 12month action plan that supports the continuous development of a safeguarding culture (Jan) ➤ Trust Attendance & Welfare Lead to develop Attendance Dashboard within Arbor (Feb) 	<ul style="list-style-type: none"> ➤ Networks extended to include subject specific groups ➤ The Big Conversation annual event, providing opportunities for leaders/staff to support the wider system ➤ Sponsors for the annual The Big Conversation secured to improve external facilitators ➤ Small Talk and ‘At the School Gates’ provide ongoing trust wide CPD ➤ Trust AP QA embedded and linked to MAT assurance ➤ Safeguarding audits, data and changes in policy feed into a safeguarding ‘continuous’ improvement plan – annual action plans published ➤ Recruit a central Wellbeing & Mental Health Lead 	<p>Leadership is distributed at all levels across the organisation. This culture sustains the capacity for peer-to-peer support programmes and in-house experts to promote and deliver a culture of continuous improvement.</p>

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Teaching and learning	<ul style="list-style-type: none"> ➤ Five T&L principles established in WES ➤ D&U teacher reviews underpinned by Teacher Standards ➤ Specialist settings Teacher Observation Development Party established to explore a set of common T&L principles and review observations model to align to a single approach. ➤ AMB QA process is embedded and effective - consisting of formal observations and frequent learning walks 	<ul style="list-style-type: none"> ➤ D&U and WOO to adopt T&L principles that reflect Teacher Standards and vision and values (Jan) ➤ DoE to invite/share T&L principles with AMB (Mar) ➤ Implement new QA approach in D&U, WOO and WES (Mar), including T&L staff postcards ((Jun) ➤ Review AMB internal QA process (Feb) 	<ul style="list-style-type: none"> ➤ WES, WOO, and DEE to have embedded T&L principles, linked to QA (including postcards) and CPD (AMB) ➤ All academies to adopt a developmental QA process, with the Summer MAT Assurance review feeding into the formal observation process ➤ Review academy & MAT assurance frameworks 	Sustained improvements in teaching and learning are guided by research and benchmarked against the sector.
	<ul style="list-style-type: none"> ➤ Teaching of Phonics is inconsistent across the Trust ➤ Curriculum leads in place across the trust, with some cross academy moderation/share best practice taking place 	<ul style="list-style-type: none"> ➤ Rollout of the Trust Phonics Programme to commence Aut2, supported by the ESS EYFS/Literacy Lead (Nov-Feb) ➤ Training of KS3/4 staff (including AP) of the RET Phonics Programme by (Jul) ➤ Development of Curriculum Lead Network (Science) and moderation process (Apr) 	<ul style="list-style-type: none"> ➤ Network impact review (EYFS, English and math) ➤ Launch of PSHE/RSE Network ➤ External phonics programme review ➤ Identified KS3/4 pupils receiving phonics intervention to help build the foundations of reading 	Compelling networking opportunities foster a shared culture to deepen subject knowledge and pedagogy across all schools in the pursuit of excellence.
	<ul style="list-style-type: none"> ➤ Each academy responsible for their own approach to learning technologies ➤ All academies develop standalone teaching resources 	<ul style="list-style-type: none"> ➤ ICT review across the trust – including harnessing new technologies (Jul) ➤ Learning technologies strategy development (Jul) ➤ Networks formalize resource sharing, coupled with a clear training offer to advance individuals to Champion level (Jul) 	<ul style="list-style-type: none"> ➤ Learning technologies strategy implemented ➤ Online Trust Hubs utilised to share teaching resources 	Learning technologies are optimised and integrated into the whole educational experience across all of our schools.

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Quality assurance and compliance	<ul style="list-style-type: none"> Termly Headteacher Report shared with LGB and Trustees – support and challenge 	<ul style="list-style-type: none"> WES, WOO to adopt overall pupil progress metrics (attendance, academic and personal development) to be in place (Apr) Review D&U pupil progress metrics, bringing in line with special schools (Jun) Review pupil data in Arbor (Dec collection) and develop AMB and D&U dashboard for LGB, Trustees (Jan) 	<ul style="list-style-type: none"> School performance benchmarked against similar schools Headteacher Reports and Arbor provide LGB and Trustees with accurate data and quality supporting narrative to allow for appropriate support and challenge 	<p>An effective data analysis strategy informs a robust quality assurance and benchmarking framework relevant to the Trust. This information also provides evidence to determine the impact of interventions and strategies for Local Governors.</p>
	<ul style="list-style-type: none"> Denewood Academy – ‘Good’ (Feb 2020) Woodlands Academy – ‘Good but with declining’ (Feb 2020) Unity – ‘RI’ (Sept 2021) Westbury Academy – ‘Good but declining’ (Sept 2021) Ambleside Academy – inspection pending Development of MAT Assurance Framework – reviews to be launched Sept 2021 Reviews to be led by Executive Team (CEO, DoE), with academy SLT supporting 	<ul style="list-style-type: none"> Support Ambleside Academy for pending Ofsted inspection (Oct) Prepare Woodlands Academy – entered Ofsted window (Nov) Specific post inspection action plan aligned to Trust SIP Model (Feb) MAT Assurance Framework embedded (Jul) 	<ul style="list-style-type: none"> MAT Assurance Framework fully embedded. Reviews to be peer led, providing further opportunities for wider SLT teams to participate. Reports monitored by DoE and reviews dip tested. Reviews to be peer led by Principals and DoE QA moderation role 	<p>Ofsted judges all our academies at least 'good' with clear plans to secure outstanding judgements in the future.</p>
	<ul style="list-style-type: none"> Headteacher Report includes monitoring of all pupils and vulnerable groups 	<ul style="list-style-type: none"> Pupil progress dashboard enhanced to provide greater analysis for academy leaders, LGB and trustees. <ul style="list-style-type: none"> AMB - Dec WOO - Jan WES - Jan DEN - Feb Attainment reports to provide a detailed breakdown of all pupils and vulnerable groups – benchmarked against similar schools (Mar). 	<ul style="list-style-type: none"> Live dashboards provide academy leaders, Exec, and LGB/Trustees Gaps between groups are not evident or schools have clear plans to close these. 	<p>Through robust attainment monitoring of all pupils and vulnerable groups, pupils progress at least in line with other similar pupils nationally</p>

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Practitioner development	<ul style="list-style-type: none"> ➤ Launch of The Big Conversation 2021 ➤ Networks in place ➤ MAT Assurance Framework, with some peer review processes in place ➤ A number of colleagues completed the Youth Mental Health Award 	<ul style="list-style-type: none"> ➤ The Big Conversation 2022 (Jul) ➤ Launch of Small Talk (Oct) ➤ MAT Assurance Team to have a greater representation from trust-wide leaders (May) ➤ Review apprentice levy to create L7 Education offer (Masters in L&M) (Oct) 	<ul style="list-style-type: none"> ➤ The Big Conversation to provide ongoing opportunities for continuous development, sharing best practice ➤ Small Talk to work in collaboration with The Big Conversation ➤ New networks embedded ➤ MAT Assurance Teams to be led by academy leaders and to include future leaders 	<p>Opportunities for continuous development are open to all employees, underpinned by mechanisms for sharing innovative teaching practice and knowledge across the MAT.</p>
	<ul style="list-style-type: none"> ➤ Aspiration to develop the Trust Leadership Institute ➤ ECT tutors/mentors identified and registered with appropriate bodies 	<ul style="list-style-type: none"> ➤ DoE to complete coaching qualification with The Church of England Education Office (Feb) ➤ ECT tutors and Mentors to complete appropriate training (ongoing). ➤ Review current line management & supervision models at each academy – see leadership institute. ➤ SLT and middle leaders to develop coaching practice – see leadership institute. ➤ DoE to develop framework/programme for the Trust Leadership Institute (Apr) ➤ Soft launch of the Trust Leadership Institute (Jun) 	<ul style="list-style-type: none"> ➤ All staff to receive CPD on receiving feedback ➤ Coaching practice embedded across the trust ➤ Launch of the Trust Leadership Institute (Sept) 	<p>In-house mentors, coaches and facilitators build internal capacity to support the development of the Trust Leadership Institute.</p>
	<ul style="list-style-type: none"> ➤ New PM/appraisal policy in place for 2021/22 ➤ Induction process led by each academy, with little alignment 	<ul style="list-style-type: none"> ➤ Review current induction and probation arrangements (May) ➤ Activate ECT network (Dec) ➤ Activate of Aspirant Teacher programme – see IDI leadership institute. ➤ Enhance safeguarding arm of the induction process (May) 	<ul style="list-style-type: none"> ➤ ECT network extended to city schools ➤ Aspirant Teacher programme developed to support those interested in becoming a teacher but just want to know a little more ➤ New induction and probation arrangements in place across the trust 	<p>The Trust careers pathway framework meets the career aspirations of all staff in our schools. Effective induction, probation and performance management and appraisal arrangements are in place to support the career lifecycles of all staff. These opportunities are enhanced through a tailored programme of development to support existing and aspiring leaders, combining accredited programmes of study, such as NPQs, with more specific enriched development opportunities.</p>

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Collaboration and partnership working	<ul style="list-style-type: none"> ➤ Strategic partner with Autism Education Trust supporting the DfE funded pilot to develop T&L framework for SEND/AP settings ➤ Invited to join AP National Task Force to support two-year pilot designed to reduce early signs of criminality through effective multi-agency partnerships ➤ DoE registered to become an NPQ coach with Flying High Teaching School Hub 	<ul style="list-style-type: none"> ➤ AET resources to be piloted at academy level (Jan) ➤ AP Taskforce is launched (Nov) ➤ DoE to deliver coaching on NPQ cohort (Mar) 	<ul style="list-style-type: none"> ➤ AET resource review ➤ Establish partnership with The Flying High Teaching School Hub, supporting the delivery of the NPQs etc ➤ AP Taskforce requirements met 	The Trust profile is enhanced through contributions to local and national networks about the educational development of schools. These activities ensure the Trust is represented in diverse networks, alert to new trends, and familiar with current best practices in the education sector.
	<ul style="list-style-type: none"> ➤ Chief executive and director of education both members of the national AP/SEND national professional network ➤ Exploring MOJ education opportunities with GAT ➤ Established local CEO MAT partnership network in SEND/AP (x4 MATS) ➤ Chief operating officer established networks with ISBL and as an active SMRA (ESFA) ➤ DoE has supported behaviour reviews at a different MAT 	<ul style="list-style-type: none"> ➤ Chief executive to review application requirements for the newly appointed RSC Headteacher Board (Oct) ➤ DoE undertakes an external MAT Behaviour / Safeguarding review (Mar) ➤ Trust seeks wider opportunities to support local / national initiatives (ongoing) 	<ul style="list-style-type: none"> ➤ Behaviour/Safeguarding review framework to be launched for the wider-system ➤ MAT Assurance Framework offered as an outwardly facing school improvement service 	Strong links with other schools and MATs ensure we remain an outwardly facing organisation.
	<ul style="list-style-type: none"> ➤ Parent/carer voice is currently collected at each academy, with little alignment ➤ Each academy is responsible for ensuring parent/carers received at least an annual statutory report 	<ul style="list-style-type: none"> ➤ Review current survey arrangements at each academy (Feb) ➤ 'At the School Gates' to be launched (parent support) - (Dec) ➤ RSE consultation with parent/carers to take place (Feb) 	<ul style="list-style-type: none"> ➤ Trust-wide communication strategy developed ➤ 'At the School Gates' engagement and impact review ➤ Develop parent / carer voice framework that all academies must align with ➤ 	Families are strong advocates of our schools and influential members of our communities. In addition, they are an integral part of each pupil's achievement and safeguarding arrangements.

Strategic direction 2: Employer of choice

EMPLOYER OF CHOICE	WHERE WE ARE NOW	2021-22 NEXT STEPS	2022-23 FUTURE STEPS	2023-24 WHERE WE WILL BE IN THREE YEARS
Strategic service provision	<p>ESFA returns</p> <ul style="list-style-type: none"> ➤ Good compliance with ESFA return schedule. Model currently reacts to ESFA email alerts about future returns. <p>Efficiency drive</p> <ul style="list-style-type: none"> ➤ Trust operations network re-established. ➤ Strong engagement and appetite to support further improvements. <p>Growth foundation</p> <ul style="list-style-type: none"> ➤ Growth Plan, sponsor offer and SIP two-year drive established, see separate section below. 	<p>ESFA Returns</p> <ul style="list-style-type: none"> ➤ Trust wide calendar of events to capture the business management functions across the trust. Launched through the operations network and ELT (Nov) <p>Efficiency drive</p> <ul style="list-style-type: none"> ➤ Operational review of administrative practice w/c (Nov) ➤ Administrative structures and workflow recommendations established to support Finance and HR centralised models of operating and revised SoD. Business case sets rationale, R&R and budget savings by (Feb). Finance committee approval, (Apr) <p>Growth foundation</p> <ul style="list-style-type: none"> ➤ Develop a sponsorship due diligence framework. Board approval: date TBC CB 	<p>ESFA Returns</p> <ul style="list-style-type: none"> ➤ Annual analysis reported to finance committee established setting out compliance across the year. <p>Efficiency drive</p> <ul style="list-style-type: none"> ➤ Embed new practices across all academies ➤ Establish 'system champions' from school-based teams. ➤ Impact review following administrative reorganisation <p>Growth foundation</p> <ul style="list-style-type: none"> ➤ Traded Services Framework developed for adoption in 2024-25 	<p>Trust business management functions operate in accordance with and often exceed statutory regulations and ESFA returns. This strong foundation ensures services' effectiveness to maximise the positive impact on teaching and learning, safeguarding of children, and extended services provision.</p>
	<ul style="list-style-type: none"> ➤ System processes and procedures are variable across the schools. 	<ul style="list-style-type: none"> ➤ Work flows within each job description are identified and 'how to guides' are in place, set out in the revised OSF: Operational Support Framework (Feb) 	<ul style="list-style-type: none"> ➤ Annual OSF review cycle established. Review team methodology adopts School QA approach, i.e. utilising senior admin staff to support reviews. 	<p>Standard operating procedures and other processes maximise efficiency and provide service continuity in the event of staff absence.</p>

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Strategic service provision	<ul style="list-style-type: none"> ➤ HR record keeping: paper based HR files with safer recruitment checks and evidence are in place ➤ KCSIE compliance: SCR is an excel version and kept in each school and in-accessible to appropriate central staff ➤ Reliance on outsourced HR professionals for ALL case work ➤ HR Officer role is not aligned with current responsibilities ➤ No formal guidance, written procedures or training in place for SAs in HR admin ➤ Induction processors and procedures are in place but not embedded across the trust ➤ PDRs not embedded consistently for support staff ➤ Apprenticeship levy not fully utilised across the trust. 	<ul style="list-style-type: none"> ➤ Cloud based HR Management System identified and in place by (Jan): <ul style="list-style-type: none"> ○ Implementation plan agreed by (Nov) ○ System migration w/b (Nov) ○ Key stakeholder (SLT/Admin) CPD w/c (Dec) ○ Guidance material published (Dec) ➤ Additional HR Support rationalised and in place by June 2022. ➤ Induction activity run through new system (May 2022) ➤ Reduction in outsourced HR provision identified for 2022-23 ➤ Consistent PDR undertaken with published cycle of activities across the year for accountability holders (March 2022). ➤ Review current apprenticeship levy commitments and how this funding can support the Leadership Institute. 	<ul style="list-style-type: none"> ➤ Paperless HR system in place and used across the trust ➤ Recruitment, retention & case work is a centralised function of the trust carried out by employed individuals ➤ All case work is conducted through the HR system ➤ HR Specialist support is utilised on a case by case basis to support complex cases ➤ PDRs for ALL staff trust wide are completed within HR system ➤ 100% of existing staff files (starting with least length of service) are within the HR system across the trust ➤ Support staff accredited qualification offer established based on an annual bursary related to number of years' service 	<p>Practical procedures for all employees' recruitment, appointment, induction, review, and development are in place.</p>

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Human resource service provision	<ul style="list-style-type: none"> ➤ Policy guidance in place ➤ SAM (Staff Absence Management) in place across all schools but not fully utilised 	<ul style="list-style-type: none"> ➤ Review with senior administrators and Academy Principals what internal systems and processes support the policy (w/c 13.12.21) ➤ Sample audit activity in each school to ensure schools are compliant with absence policy (w/c 06.06.22) ➤ Budding system in place for Site Managers across the trust in the event of staff absence/holidays 	<ul style="list-style-type: none"> ➤ Absence impact analysis and reporting to appropriate sub-committees. 	Effective cover arrangements for staff absence maintain a high level of service provision. Including, absence monitoring arrangements to ensure absent colleagues receive timely support and procedural guidance.
	<ul style="list-style-type: none"> ➤ HR policies are in place and have been reviewed in line with KCSIE 2021 ➤ Policies are consulted with trade unions prior to or on release across the trust ➤ Policies are shared across the trust via the trust website ➤ Policy review structure in place 	<ul style="list-style-type: none"> ➤ All HR policies are embedded in new cloud based system (31.12.22) ➤ New staff electronically agree to acceptance and adherence to employment policies and noted within their online personnel file. 	<ul style="list-style-type: none"> ➤ Sample audit activity in each school to ensure schools are compliant with HR policy framework and cloud-based system (w/c 06.06.22) 	Employment policies are adopted consistently, monitored, reviewed appropriately, and coordinated effectively through the Trust trade union Joint Negotiating Committee (JNC).
	<ul style="list-style-type: none"> ➤ Staff well-being identified as a key priority for trust improvement networks ➤ Health-assured (HA) offered to all employees as a key benefit ➤ Private healthcare (PH) provided to employees in one setting. 	<ul style="list-style-type: none"> ➤ Staff wellbeing network active by the end of autumn with a full date cycle published for the year (31.12.2022) ➤ Review HA offer, take-up, and other providers - VFM, w/c 18.04.2022. ➤ PH creates a T&C inequality across the trust. Review affordability for all and a mechanism to serve termination notice, w/c 17.01.2022 	<ul style="list-style-type: none"> ➤ Strengthen the overall employee benefit position and communicate to all employees, promote on the trust website and include within the HR system recruitment templates. ➤ Publish and disseminate the Staff Wellbeing policy (developed via the network) 	Staff wellbeing support is available to all staff and reviewed annually. These reviews are inclusive of workload factors.

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Estates and facilities management	<ul style="list-style-type: none"> ➤ Security systems and monitoring review in place ➤ Paper based system in each school covering maintenance, servicing and inspections – no whole trust access ➤ 	<ul style="list-style-type: none"> ➤ Decarbonisation scheme funding secured (31.12.2021) ➤ Tender single site security contract across the estate (01.04.2021) ➤ Implement a cloud-based compliance system in place by April 2022 <ul style="list-style-type: none"> ○ Implementation plan agreed by w/c 17.01.2022 ○ System migration w/c 31.01.2022 ○ Key stakeholder (SLT/Site/Admin) CPD w/c 21.02.2022 ○ Guidance material published 07.03.2022 ➤ Implement on-line ticketing system for premises day-to-day tasks <ul style="list-style-type: none"> ○ Key stakeholder (SLT/Site/Admin) CPD w/c 21.02.2022 ○ Guidance material published 07.03.2022 ➤ Online Asset Management System implemented <ul style="list-style-type: none"> ○ Key stakeholder (SLT/Site/Admin) CPD w/c 21.02.2022 ○ Guidance material published 07.03.2022 ➤ Security audit carried out (06.06.2022) 	<ul style="list-style-type: none"> ➤ Dashboard is shared with Finance, Risk & Audit committee ➤ Cloud based compliance system embedded in day to day practice ➤ Decarbonisation scheme successful and action plan in place for LED, carbon neutral heating, insulation and window replacement programme trust wide over a 10 year period 	<p>The Trust maintains high-security standards, maintenance, servicing, testing and inspection of site equipment for all school sites and their contents. We identify and adopt energy efficiency measures where possible.</p>

EMPLOYER OF CHOICE	WHERE WE ARE NOW	2021-22 NEXT STEPS	2022-23 FUTURE STEPS	2023-24 WHERE WE WILL BE IN THREE YEARS
Estates and facilities management	<ul style="list-style-type: none"> ➤ Individual schools are procuring and purchasing in isolation ➤ Some collaborative contracts are in place I.e. energy ➤ Catering costs are not achieving best value for money ➤ SLA values for support service, although reducing in some areas, are impacting on central budget 	<ul style="list-style-type: none"> ➤ Implement a standardised products and services preferred supply list (all schools required to use), (19.04.2022) ➤ Review of current SLA undertaken and new catering SLA in place for Sept 22 (31.12.2022) ➤ SLA for trust business management functions identified and reviewed (06.06.2022) 	<ul style="list-style-type: none"> ➤ Tendering Process undertaken and new catering SLA in place for Sept 23 ➤ Audit school compliance with purchasing requirements ➤ Supplier reduction programme to increase buying power and soft savings increased ➤ Robust secure and ethical supply chain in place to secure best value for money. 	Collaborative procurement and purchasing arrangements continue to represent the best value, and that contracts continue to be secured in accordance with financial guidelines and regulations.
	<ul style="list-style-type: none"> ➤ Paper based compliance system in each school ➤ Workflow and day-to-day tasks of Site Managers identified 	<ul style="list-style-type: none"> ➤ Implement a H&S compliance system for Sept 22, w/c 19.04.2022 ➤ H&S school audit schedule published, w/c 06.06.2022 ➤ New HT H&S training, w/c Spring ➤ Review H&S contract to ensure best advice and value for money w/c 02.05.2022 ➤ CIF rebids: WES Sports Hall, windows and doors 	<ul style="list-style-type: none"> ➤ Dashboard with audit actions in place for school and trust levels ➤ Analysis of H&S ticket system compliance and response times Compliance efficiently and effectively actioned and reported and through RAG rated dashboard 	Trust schools comply with the requirements of the Health & Safety at Work Regulations. To take reasonable care of the Health & Safety of all employees and to ensure that the Health & Safety responsibilities are carried out.

EMPLOYER OF CHOICE	WHERE WE ARE NOW	2021-22 NEXT STEPS	2022-23 FUTURE STEPS	2023-24 WHERE WE WILL BE IN THREE YEARS
ICT Service Provision	<ul style="list-style-type: none"> ➤ Vision established 	<ul style="list-style-type: none"> ➤ Contract needs and vision reviewed, refined and procured for Sept 22 start ➤ Procurement specialist identified to undertake the tendering process, w/c 15/11/2022 ➤ Procurement process undertaken, ICT Provider identified and new SLA awarded June 2022 	<ul style="list-style-type: none"> ➤ Procured ICT Provider in place and migration to cloud based/hosted infrastructure underway ➤ Access anytime, anywhere with single point of entry implemented ➤ Confidence in IT system for all staff and students 	The Trust's ICT infrastructure & Strategic vision supports collaboration, sharing best practices and resources, and offering value for money.
	<ul style="list-style-type: none"> ➤ Cyber security understood 	<ul style="list-style-type: none"> ➤ Current protection arrangements compliant and reported to sub-committee (Feb 2022) 	<ul style="list-style-type: none"> ➤ Cyber security, annual activity report to sub-committee established. 	Practical cyber security arrangements are in place and monitored.
	<ul style="list-style-type: none"> ➤ Infrastructure server/locally based ➤ Software licenses identified ➤ Hardware replacement plan needs revisiting 	<ul style="list-style-type: none"> ➤ Whole trust audit of hardware and software w/c 29.11.21 ➤ Investigate leasing hardware as part of the procurement process to ensure staff have the latest technology (w/c 07.03.2022) 	<ul style="list-style-type: none"> ➤ Staff have access to latest technology to support teaching and learning ➤ Staff survey on improvements and the positive impact on work/life balance. 	Lifecycle management ensures new technology supports employee wellbeing and work-life balance.

Strategic direction 3: Equality, diversity and inclusion

How we work together on equality, diversity and inclusion

EDI Oversight Group

The group comprises senior representatives from across the Trust, and is responsible for setting the direction of travel for the organisation, in terms of what we would like to achieve in EDI in everything that we do as a regulator and employer, and for ensuring that it is effectively implemented within and across the organisation. The EDI Oversight Group meets at least termly and often more regularly, when required.

EDI Oversight Group Chairperson

Sean Kelly, Chief Executive

Executive EDI Lead

Sally Boaden, Chief Operating Officer

Extended Leadership EDI Lead

Andrew Morgan, Woodlands Academy Principal

Trust Board EDI Lead

Professor Bernadette Youens, trustee
Brendan Coulson, trustee

Reporting

The EDI Oversight Group will report back to the full board following each meeting. In addition, the group will produce an annual report to all Trust employees.

EQUALITY, DIVERSITY AND INCLUSION	WHERE WE ARE NOW	2021-22 NEXT STEPS	2022-23 FUTURE STEPS	2023-24 WHERE WE WILL BE IN THREE YEARS
Performance	<ul style="list-style-type: none"> ➤ Developed and implemented the Trust Equality and Diversity Policy following the Joint Negotiating Committee (JNC) consultation (March 2020). 	<ul style="list-style-type: none"> ➤ Global Equality Collective Mark (framework developed through an APP to support EDI planning and change management) <ul style="list-style-type: none"> ○ Carryout the survey work (Feb) ○ Establish a specific action plan – this will be knitted into the overall EDI Plan (Mar) ○ Workforce report by (Apr) ➤ Review Equality Policy (Apr) 	<ul style="list-style-type: none"> ➤ External trust-wide Equality Duty review 	<ul style="list-style-type: none"> ➤ The Trust adheres to EDI legislation. As the regulatory body our practice is fair, consistent and free from discrimination.
	<ul style="list-style-type: none"> ➤ Launched nine collaborative improvement networks across the Trust, inviting representation from each school (September 2020). ➤ All internal job opportunities are promoted in each individual school setting (Oct 2020). 	<ul style="list-style-type: none"> ➤ Explore options to create a Leadership Institute specifically designed to accelerate professional development opportunities for marginalised and 'hidden groups'. Key areas: <ul style="list-style-type: none"> ○ Apprentice levy funded L7 qualifications ○ Sponsored assessment only QTS status ○ NPQs ○ New Tech Champions (Microsoft, Apple, Arbor, Face-Ed) ○ Internal coaching – aspirant and middle leaders. ○ External CPD trust-wide 	<ul style="list-style-type: none"> ➤ EDI Network launched bringing a wide range of representation together from across the Trust to review the work of the EDI Oversight Group. 	<ul style="list-style-type: none"> ➤ As a single organisation, we are alert and responsive to EDI issues raised in the course of our work and manage them with integrity. We support fair access to and equality of opportunity across the Trust.
	<ul style="list-style-type: none"> ➤ Trust Board established an EDI Statement of Action (July 2021). ➤ Trustees determined this vital area of Trust improvement should be prioritised as one of the three objectives for the next three years. 	<ul style="list-style-type: none"> ➤ Recruitment and selection processes and practice will be revised. A comprehensive recruitment and retention handbook will be produced that details practice designed to attract a diverse pool of candidates from a range of backgrounds and with different perspectives and experiences. ➤ Recruit diverse representation from each school to the oversight group. 	<ul style="list-style-type: none"> ➤ Annual EDI Report published to all employees. 	<ul style="list-style-type: none"> ➤ We maintain a diverse workforce that is reflective of the public we support. By promoting robust professional values and by setting clear EDI expectations in our standards, guidance and communications.

EQUALITY, DIVERSITY AND INCLUSION	WHERE WE ARE NOW	2021-22 NEXT STEPS	2022-23 FUTURE STEPS	2023-24 WHERE WE WILL BE IN THREE YEARS
Equality, diversity and Inclusion	Where we are now	2021-22 Next steps	2022-23 Future steps	2023-24 Where we will be in three years
Communication and engagement	<ul style="list-style-type: none"> ➤ Staff EDI survey feedback session for individual schools (May 2021). 	<ul style="list-style-type: none"> ➤ Work with schools to capture and further develop pupils EDI knowledge and understanding through the curriculum. 	<ul style="list-style-type: none"> ➤ All policies are have modified versions that are accessible to a wide range of needs. ➤ Undertake second EDI staff survey to identify key areas for improvement. 	<ul style="list-style-type: none"> ➤ We deliver services, events, consultations, communications and publications that are relevant and accessible to all and that promote diverse engagement with the organisation.
	<ul style="list-style-type: none"> ➤ Joined LGBT+ as a member to explore support and access to the “Proud Leadership” programme (May 2021). ➤ Signed the BiTC Race at Work Charter as an organisational commitment to implement the five key actions in 2021-22 (June 2021). 	<ul style="list-style-type: none"> ➤ Develop a LGBT+ professional network across the Trust. ➤ Implement the BiTC Race at Work charter’s five key actions ➤ Join Nottingham Citizens city development programme through Nottingham Partnership ➤ Trust engagement in the Nottingham Citizen Race Development Groups: <ul style="list-style-type: none"> ○ Curriculum Development (WOO Principal) ○ Workforce (COO) 	<ul style="list-style-type: none"> ➤ Awarded Disability Friendly employer status ➤ Senior Executive Mentoring Programme launched 	<ul style="list-style-type: none"> ➤ The Trust works in partnership with other relevant organisations to explore EDI issues and to ensure that our approach to EDI is contemporary and evolving.
	<ul style="list-style-type: none"> ➤ EDI statement of action published to all employees (July 2021). ➤ CPD Conference designed with a number of EDI development opportunities. 	<ul style="list-style-type: none"> ➤ Establish a Diversity and Inclusion Oversight Group to provide leadership and guidance in relation to the progress of work across this agenda. ➤ Staff representation in this group. 	<ul style="list-style-type: none"> ➤ Milestone review of three-year EDI strategic ambition 	<ul style="list-style-type: none"> ➤ We are mindful of the unique perspectives throughout the Trust. Ensuring EDI policies and practice are well embedded, and training in EDI for all our staff is tailored where appropriate to their roles, and to promote a culture of understanding and inclusivity amongst colleagues.

EQUALITY, DIVERSITY AND INCLUSION	WHERE WE ARE NOW	2021-22 NEXT STEPS	2022-23 FUTURE STEPS	2023-24 WHERE WE WILL BE IN THREE YEARS
Data, intelligence and research	<ul style="list-style-type: none"> ➤ Trust Board reviewed the whole staff response to EDI survey and analysed benchmarking results (April 2021). 	<ul style="list-style-type: none"> ➤ Ethnicity pay gap reporting: - BiTC workshop guidance on methodology and leading practice ➤ Establish a data collection and analysis framework. 	<ul style="list-style-type: none"> ➤ Clear plans to address identified equality gaps are in place ➤ Trust centralised HR system simplifies collection, analysis and reporting 	<ul style="list-style-type: none"> ➤ The Trust proactively collect, analyse and apply EDI workforce data in our corporate decision-making.
	<ul style="list-style-type: none"> ➤ Partnered with Edurio to undertake a (nationally) benchmarked trust-wide EDI staff survey (February 2021). ➤ Extended Leadership Team engaged in peer-reviewing individual school survey results and discussed the Public Sector Equality Duty (PSED) (May 2021). 	<ul style="list-style-type: none"> ➤ Complete second survey to explore common themes from the 2021 benchmarking activity. 	<ul style="list-style-type: none"> ➤ Widen survey work to include in-depth focus groups to strengthen findings and inform future planning. 	<ul style="list-style-type: none"> ➤ Annual EDI stakeholder surveys inform future planning, modelling a culture where decision-makers are open to feedback from employees and stakeholders.
	<ul style="list-style-type: none"> ➤ Attended Ambitious about Autism employer forum to explore organisational benefits of employing autistic adults (March 2021). 	<ul style="list-style-type: none"> ➤ Establish a wide-range of external bodies to align the Trust with in support of the EDI 3-year objectives. Linked to Global Equality Collective (GEC) 	<ul style="list-style-type: none"> ➤ Invest in technologies to support targeted employment with adults identified with special educational needs 	<ul style="list-style-type: none"> ➤ The Trust engages with a wide range of bodies to ensure EDI developments are grounded in new knowledge, and rooted in best practice.

Strategic direction 3: Sponsor growth and identity

SPONSOR GROWTH AND IDENTITY	WHERE WE ARE NOW	2021-22 NEXT STEPS	2022-23 FUTURE STEPS	2023-24 WHERE WE WILL BE IN THREE YEARS
Growth	<ul style="list-style-type: none"> restructured and recruited to the new central team (1x Lead, 3x Officers, 3x administrators) moved to cloud-based IMS system the team is located in Woodlands new web-based phone system procured to support call transfers from each school to the centre 	<ul style="list-style-type: none"> recruit one additional temporary attendance officer (one year contract) to support all trust schools achieving the national benchmark for their setting establish reporting model to school leaders, local governors, trust executives and trustees 	<ul style="list-style-type: none"> develop a traded service menu to promote school offers across the city offer underpinned by schools being at least in line with the national for their setting 	The central attendance and welfare team is self-sustaining. Income received through a traded service model supports the wider city school community.
	<ul style="list-style-type: none"> behaviour therapist consultant working four days per week – cost split across the centre and two school budgets trust DPO undertaken a free GDPR review of a city free school AP one special school progressing the trauma-informed competency framework and training accreditation for identified staff 	<ul style="list-style-type: none"> review of school counsellor spend to move away from school deployment/salaried to a central model (cost saving) school review of S&L needs across trust schools to establish a needs-based approach to S&L therapy at least one academy accredited as a trauma-informed specialist centre 	<ul style="list-style-type: none"> behaviour therapist moved to payroll – four days per week Central school counselling service adopted utilising a specialist agency central S&L therapeutic offer established all academies achieve accredited trauma-informed status 	Traded services in financial curriculum planning, GDPR, trauma-informed accredited professionals, and therapeutic services support the broader growth ambitions through additional income and the aspiration to continue increasing payroll employees to support holistic school improvement in each trust school.
	<ul style="list-style-type: none"> Application submitted to MOJ procurement process to sponsor one youth detention centre Procured support from specialist growth consultants (premier advisory service) Implemented local governance cluster (Hub) model across the estate 	<ul style="list-style-type: none"> Apply for the MOJ YOI tender Work with trustees and premier advisory service to establish a specific growth plan, including agreed 'red lines' Engage RSC and SDO in growth plans Secure good outcomes in AMB&WEST Develop due diligence framework Single SLA established with c16 independent school providers (NCC commissioning arrangements) 	<ul style="list-style-type: none"> Utilise the new website as a vehicle to attract future sponsorship arrangements Focused effort to attract schools into vacancies in the current governance hub model Open a separate Unity Academy site to reduce the number of children referred into the independent network NCC commissioning arrangements to enhance offer through DfE SEND Task Force engagement 	The trust sponsors nine local schools that reflect the city governance hub model. In addition, work to establish a new regional hub coincides with the MOJ application. In total, there are twelve academies across the whole MAT, and the work to act as commissioner for c26 independent and AP free schools continue to increase the proportion of pupils achieving level 2 qualifications. Across the city, NEET is below the national for permanently excluded pupils.

SPONSOR GROWTH AND IDENTITY	WHERE WE ARE NOW	2021-22 NEXT STEPS	2022-23 FUTURE STEPS	2023-24 WHERE WE WILL BE IN THREE YEARS
Identity	<ul style="list-style-type: none"> ➤ rebranding agreed with the full board name change agreed by both trustees and members 	<ul style="list-style-type: none"> ➤ new standardised signage for each school in the trust ➤ standardised stationery for letterheads, report templates and planning documentation ➤ purchased new uniforms for all pupils across the trust ➤ staff dress-code guidance agreed with the board ➤ Complete name change with key regulatory bodies and partners ➤ All sites are free from clutter and project safe, welcoming and professional environments. ➤ WOO refurbishment: entrance pathways, interior repaint, windows / doors spray, new Science lab and road/carpark fencing ➤ DEN refurbishment: windows / doors, interior repaint, reception redesign. ➤ Sensory rooms: WES, WOO, AMB, DEN 	<ul style="list-style-type: none"> ➤ trust values prominently promoted in each academy and linked to curriculum plans ➤ WOO outdoor play investment (mirror AMB EYSF) 	<p>The trust brand is known within the sector as an organisation that put children first and ensures high expectations and standards are maintained across the estate.</p>
	<ul style="list-style-type: none"> ➤ new trust website structure completed ➤ new aligned school branding agreed with academy principals 	<ul style="list-style-type: none"> ➤ purchase a new domain name for website, social media activities and modes of communication ➤ produce content for trust website (sept-oct) ➤ launch website half-term two ➤ Complete content rewrite for each school website (compliance) 	<ul style="list-style-type: none"> ➤ the trust and each school has an aligned online identity 	<p>The trust has a strong reputation for rapidly improving schools in challenging contexts. Strong schools view it as an organisation that can become both capacity givers and takers in partnership.</p>
	<ul style="list-style-type: none"> ➤ school success stories are shared effectively in each school community ➤ success is not shared or celebrated widely across the trust ➤ the L&D Lead has established a regular CPD supplement (relay) that is shared across the trust 	<ul style="list-style-type: none"> ➤ communication strategy implemented, including a revised staff relay supplement and trust half-termly newsletter highlighting the successful work produced by pupils and staff ➤ staff and pupil annual rewards and recognition framework developed 	<ul style="list-style-type: none"> ➤ social media campaign to highlight the growing strengths of each school and the trust ➤ reward and recognition framework embedded and celebrated at an annual trust-wide event 	<p>Staff and pupils who 'go the extra mile' are recognised annually by the trust. This activity ensures the trust retains the best team and motivates all stakeholders to continue making a difference.</p>

Trust board reporting framework

Standards and Achievement Committee

THEME 1	FOCUS	REPORTS
Pupil numbers/attendance and exclusions	Pupil numbers	<ul style="list-style-type: none"> ➤ Engagement activities with schools transitioning to a specialist setting ➤ Plans for transition from primary to secondary schools and specialist settings to mainstream ➤ pupil projections/ future financial planning including considering those with additional needs that will require additional funding ➤ differences between pupil projections and actual pupil numbers ➤ number of service pupils/ pupils from traveller families/ seasonal employment trends ➤ Collaboration with local authorities where required on pupil places
	Pupil absence levels (including persistent absence)	<ul style="list-style-type: none"> ➤ absence levels by pupil characteristics including: <ul style="list-style-type: none"> ○ gender, different ethnicities and first language ○ different year groups ○ free school meal (FSM) eligibility ○ those with special educational needs and disabilities, or long-term medical conditions ○ those who have needed a social worker (looked after children (LAC) and children in need (CIN))
	Pupil moves (including exclusion levels)	<ul style="list-style-type: none"> ➤ effectiveness and consistency in implementing the school's behaviour policy ➤ compliance with the school register and absence codes ➤ instances where pupils receive repeat suspensions ➤ interventions in place to support pupils at risk of suspension or permanent exclusion ➤ rolling average of permanent exclusions to ensure they are used very sparingly ➤ timing of moves and permanent exclusions, and whether there are any patterns including any indications which may highlight where policies or support are not working ➤ the characteristics of children who are suspended or permanently excluded, removed from roll, or educated off site, such as the proportion who have SEND, whether they are supported by social care and have needed social workers, and their ethnic background. This should include considering whether any groups are permanently excluded or moving out of school at a higher rate than others, discussing why this is and whether any changes to practice are required to address disparities ➤ whether the placements of pupils directed off site into AP are reviewed at sufficient intervals to provide assurance the education is achieving its objectives and that the pupils are benefiting from it

THEME 2	FOCUS	REPORTS
Attainment and progress	Pupil education outcomes	<ul style="list-style-type: none"> ➤ the progress of pupils attracting pupil premium and recovery premium to the school, monitored, and reported together ➤ the progress of disadvantaged pupils by key stage/ year group against that of their non-disadvantaged peers nationally ➤ the use of pupil premium plus and how it is being used to raise the educational attainment of previously looked after children ➤ the progress of pupils with an EHC plan or on SEN Support and an evaluation of the effectiveness of the provision made for them ➤ the progress of pupils who have benefitted from the catch up premium tracked against the use of that funding ➤ the most recently published DfE performance measures (at KS2 – progress and attainment measures; at KS4 – Progress 8/ Attainment 8 scores measures; – progress in English and maths and retention measures) until 2021/ 22 data is available (or, in the case of special schools, using individual pupil progress data measures and progress against outcomes in Education, Health and Care plans) ➤ the most recently published destination/ career data including for pupils with SEND
	Additional support for pupils with special educational needs or disabilities	<ul style="list-style-type: none"> ➤ data on the SEN population in the school and compare the numbers of pupils identified with neighbouring schools, the LA, and national positions ➤ what % of the school population has SEND ➤ what % is at SEN Support ➤ what % has an EHC plan ➤ what is the breakdown of SEND by category of need ➤ data relating to SEN funding information, for example, notional SEN funding and top up funding ➤ how is it spent and its impact ➤ if it is targeted strategically based on your knowledge of the school SEND profile ➤ if the SEN funding is leading to improved progress and if so, how?

THEME 3	FOCUS	REPORTS
Quality assurance	Ofsted	<ul style="list-style-type: none"> ➤ inspection outcomes ➤ progress towards inspection report recommendations
	Internal processes	<ul style="list-style-type: none"> ➤ school QA cycle outcomes ➤ local governor scrutiny

THEME 4	FOCUS	REPORTS
Pupil premium funding	Pupil premium grant	<ul style="list-style-type: none"> ➤ planning and evaluation compliance (including recovery premium for 2021/22) ➤ rationale for spending decisions and the impact on pupil progress

THEME 5	FOCUS	REPORTS
Safeguarding and well-being	Safeguarding	<ul style="list-style-type: none"> ➤ Effective safeguarding policies and procedures in place to safeguard and promote the welfare of pupils. These include an effective child protection policy, which: <ul style="list-style-type: none"> ○ describes procedures in accordance with government guidance ○ references any locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners ○ includes policies such as peer on peer abuse, online safety, serious violence, and is available publicly either via the organisation’s website or by other means ○ is both reviewed and updated annually (as a minimum) so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt ➤ Impact of the behaviour policy ➤ staff behaviour policy (code of conduct) ➤ policy update setting out arrangements for when a child goes missing from education ➤ the types of concern recorded including the subsequent action taken including referrals to children’s services or other LA support to identify emerging trends and mitigate the risk of re-occurrence ➤ the effect of the concern on pupil(s) and impact of intervention taken as a result of the concern ➤ complaints received from parents or others, including staff grievances ➤ relevant external sources such as local media, Ofsted review of sexual abuse in schools and colleges ➤ the behaviour sanctions record ➤ inviting regular pupil and parent feedback such as termly pupil/ parent views ➤ reviewing the staff safeguarding training plan, and arrangements for updating staff on changes to safeguarding and child protection matters ➤ ensuring regular audit checks are being carried out effectively on pre-employment checks <ul style="list-style-type: none"> ○ regularly challenging data around the percentage of staff who are DBS cleared; this should include if clearance is at the right level, prohibition checks; any outstanding vetting in new employees and the intervention put in place to mitigate risks to pupils until clearance is received; ensuring written confirmation is received from third parties (if used) that relevant checks have been carried out

Finance, audit and resource committee

THEME 6	FOCUS	REPORTS
Curriculum planning – staff and class size	Curriculum planning (integrated with financial planning)	<p>Factors</p> <ul style="list-style-type: none"> ➤ pupil to teacher ratio ➤ average class size ➤ teacher contact ratio (at secondary) ➤ average teacher cost ➤ % of total spend on teaching/ non-teaching staff ➤ % of total spend on senior leadership team ➤ spend per pupil for non-pay expenditure lines (for example, catering, ICT, estates management, business administration, energy, and curriculum supplies) ➤ data on the deployment of teaching assistants (TAs) and higher-level teaching assistants (HLTAs) ➤ the amount of non-teaching time the special educational needs co-ordinator (SENCo) has available in relation to the number of pupils with SEN <p>Considerations:</p> <ul style="list-style-type: none"> ➤ whether the current staff deployment strategy supports the school’s educational vision and pupil outcomes ➤ current and future pupil forecasts to identify any changes in staffing requirements, including consideration of any special educational needs and disabilities of current and future pupils ➤ progress over the school’s published accessibility plan, that must include plans to increase access for disabled pupils to the curriculum where actual pupil numbers diverge from forecasts ➤ succession planning/ staff turnover ➤ teaching and learning responsibility (TLR) and on costs (for example, National Insurance)
Financial management and governance	Health and safety	<ul style="list-style-type: none"> ➤ analyse health and safety/ accident reports and review areas of non-compliance and audit concerns ➤ review the school contingency plans, which cover a range of potential incidents that could occur ➤ number of notifiable accidents/ dangerous occurrences ➤ near misses and assess what can be learned/ what improvements can be made ➤ emergency planning and response, i.e. severe weather and foods ➤ health and safety compliance schedule ➤ support for pupils at school with medical conditions
	Human resource	<ul style="list-style-type: none"> ➤ reasons for high staff absence/ turn over ➤ staff performance/ objective setting and appraisals ➤ succession planning ➤ skills shortages for teaching/ non-teaching staff and at board level

THEME 7	FOCUS	REPORTS
Financial management and governance	Financial management	<ul style="list-style-type: none"> ➤ highlight any material divergence from initial budgets set and ongoing forecasts ➤ identify and challenge trends and inefficiencies to understand what is happening in each school or the trust ➤ track income versus planned and actual expenditure against budget forecasts, revenue expenditure and non-staff costs as a percentage of total expenditure (and of income) ➤ analyse cash flow ➤ ensure pupil number projections have been accurate and if not, immediately re-budget accordingly
	Schedule of contracts	<ul style="list-style-type: none"> ➤ contract log management and renewals ➤ best deals for goods and services, i.e. energy and water supplies and devises such as printers, scanners, and copiers
	Estate management	<ul style="list-style-type: none"> ➤ review of the estate vision, strategy, and asset management plan to support the overarching education vision, aligning this with the published accessibility plan (that under equality law we have to publish and keep updated) ➤ review data to support and enable short/ longer term planning and help strategic decision-making about the estate ➤ spend analysis to identify what each setting needs to spend to keep it safe, watertight and to provide for the future ➤ highlight how expenditure and investment is prioritised accordingly
	Financial governance	<ul style="list-style-type: none"> ➤ clear and concise monitoring reports of the school's budget position ➤ review of robust plans/ policies/ procedures in place to set, monitor and authorise spend and manage overspend risks ➤ adequate arrangements for audit of voluntary funds ➤ update on adequate arrangements in place to guard against fraud and theft by staff, contractors, and suppliers ➤ update on the maintained register of the business interests of boards and staff to avoid conflicts of interest
	Remuneration	<ul style="list-style-type: none"> ➤ document the contextual factors considered when setting or reviewing executive pay, adopting national guidance
	Gender pay gap	<ul style="list-style-type: none"> ➤ produce a draft report in February to adhere to the statutory deadline (30 March each year) <ul style="list-style-type: none"> ○ report the difference in the average hourly wage of all men and women across a workforce ○ schools and trusts with 250 or more employees (the trust will undertake this regardless of size)
	Audit ratings	<ul style="list-style-type: none"> ➤ review internal and external audit ratings and identify areas for improvement, ensuring there is clear ownership of actions and timescales for completion
	Risk register	<ul style="list-style-type: none"> ➤ regular review of the trust risk register that sets out the challenges and threats that the trust is facing, together with the action that the trust's management team should be taking to mitigate negative outcomes

Full Board

THEME 8	FOCUS	REPORTS
Strategy	School and trust improvement activities	<ul style="list-style-type: none"> ➤ review of school and trust improvement initiatives (costed, and linked to the budget) ➤ analysis of any additional workload burden to staff as a result of new initiatives ➤ consider whether outcomes for pupils with SEND suggest school improvement is reaching the most vulnerable ➤ Update on trust collaborative networks
	Long and short-term financial/budget planning	<ul style="list-style-type: none"> ➤ report 3-5 year financial/ budget plan risks ➤ consider school's formula funding for additional needs and the available data on the pupils it will support (for example, those with special educational needs or English as an additional language) and the funding provided through the pupil premium ➤ evaluate the school's published pupil premium (and recovery premium for 2021/22) strategy and check with the senior team the rationale for the spending decisions and the impact on pupil progress ➤ report planned estate expenditure, including in implementing your published accessibility plan (the content of which must include plans to increase access for disabled pupils to the physical environment)
	Public sector equality duty	<ul style="list-style-type: none"> ➤ Review data relevant to your published equality objectives and the material you have published to demonstrate how you are complying with the Equality Act 2010 ➤ Update on progress made by the EDI oversight group
	Stakeholder views	<ul style="list-style-type: none"> ➤ staff: review feedback to measure levels of satisfaction, staff surveys, and exit interview summary reports ➤ pupils: review surveys or focus groups collected to measure pupil satisfaction ➤ parents: <ul style="list-style-type: none"> ○ consider trend in numbers of first choice applicants for school places ○ review attendance rates at open days or parents' evenings ○ analyse number of complaints received to consider themes/actions/outcomes ○ review annual questionnaire results ➤ governors: annual feedback to measure levels of satisfaction
	Governing body compositions	<ul style="list-style-type: none"> ➤ gaps and recruitment activities ➤ skills audit and ongoing training ➤ diversity
	Growth	<ul style="list-style-type: none"> ➤ Sponsorship activities ➤ Branding and identity ➤ Risks / due diligence ➤ Opportunities ➤ Traded services