

The Bishop Anthony Educational Trust
Strategic Plan
2016 - 2019

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Foreword

Believing – Aspiring – Excelling – Together – The four words that feature in the Bishop Anthony Educational Trust (BAET) logo neatly encapsulate the ethos of this Multi Academy Trust (MAT).

Believing - The BAET is a faith based organisation firmly within the traditions of the Church of England and guided by Christian principles. The pupils, staff and Local Governing Bodies of our academies are not required to share our faith belief but are expected to support Christian values that, over the centuries, have been instrumental in forming much of our secular law and creating a fair and tolerant society.

Aspiring – We believe every child should be able to reach their full potential. To achieve this, we will work to develop, in every pupil, confidence, self-awareness and a desire to learn. We will be tireless in helping each pupil identify their personal goals and ambitions and in equipping them to achieve.

Excelling – Does not necessarily mean being the best in everything but it does mean achieving the best possible outcome with available resources. The BAET will work closely with individual Academies and LGBs to build on what is successful, strengthen and improve on what is less so and share good practice across the family of Academies to the benefit of all.

Together – No one element of the BAET can, in isolation, deliver a first class education to our pupils. Academy teaching, support staff, LGBs and the central BAET team with the Board will work in partnership to make the most of limited resources, share experience/good practice and provide mutual support.

This Strategic Plans sets out how the BAET intends to deliver these four elements and its statutory responsibilities and I commend it to all staff and LGBs.

John Clark

Chair of the Board



Introduction

I am delighted to introduce the first Bishop Anthony Educational Trust corporate strategic plan covering the period 2016-2019. This plan sets out our 3 year strategic objectives, including our priorities for the coming year.

The Board of BAET is determined to see a high performing and successful Multi-Academy Trust that delivers the very best educational experience for pupils at nursery, primary and secondary stages. The rapidly changing educational landscape continues to challenge everyone's perceptions and pace for planning change, with greater numbers of schools converting to academies. This plan sets out how we will guide, support and improve our academies, including those schools who are interested in joining us, across the wide geographical area of the Hereford Diocese. Our focus will remain on improving leadership and governance, teaching and learning and raising standards for both Church and Community Schools.

We have built a strong and effective team over the last twelve months who are now poised to move the trust forward into a period of significant growth. We have a cost effective organisation which has a clear business model that delivers the efficiency, effectiveness and challenge required to ensure that BAET are considered a good employer, and as an effective home and family base for our academies, with the leadership and track record to succeed.

However, we must not take our eyes off the most important objective of The Bishop Anthony Educational Trust which is to ensure all of the children and young people in our Academies get the very best education we can possibly provide, within an organisation that cares about the whole child and their growth and development preparing them for their next stage of education.

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

Judith Tinsley
Chief Executive Officer

Our Vision, Mission and Values

The Bishop Anthony Educational Trust was set up in Autumn 2013 and is a Charitable Trust and Company Limited by Guarantee.

Our Vision

Delivering outstanding education within an inclusive Christian context

Our Mission:

To establish and manage a family of Academies where inclusive values and academic excellence enables students to learn within an environment of respect for themselves and others

Our Values:

Educating for Wisdom, Knowledge and Skills

Good schools foster confidence, delight and offer structure in seeking wisdom, knowledge, truth, understanding, know-how, and the skills needed to shape life well. They nurture academic habits and skills, emotional intelligence and creativity across the whole range of school subjects and what one needs to understand and practise in order to be a good person, citizen, parent, employee, team or group member, or leader.

Educating for Hope and Aspiration

Good schools open up horizons of hope and aspiration, and guide pupils into ways of fulfilling them. They also cope wisely when challenges are presented.

Educating for Community and Living Well Together

Whatever our circumstances we are each called to responsibility towards others and to contribute responsibly to our communities and so education needs to have a core focus on relationships and commitments, participation in communities and institutions, and the qualities of character that enable people to flourish together.

Educating for Dignity and Respect

Human dignity, the ultimate worth of each person, is central to good education. The basic principle of respect for the value of each person involves continual discernment, deliberation and action, and schools are one of the main places where this happens, and where the understanding and practices it requires are learned.

Our Aims:

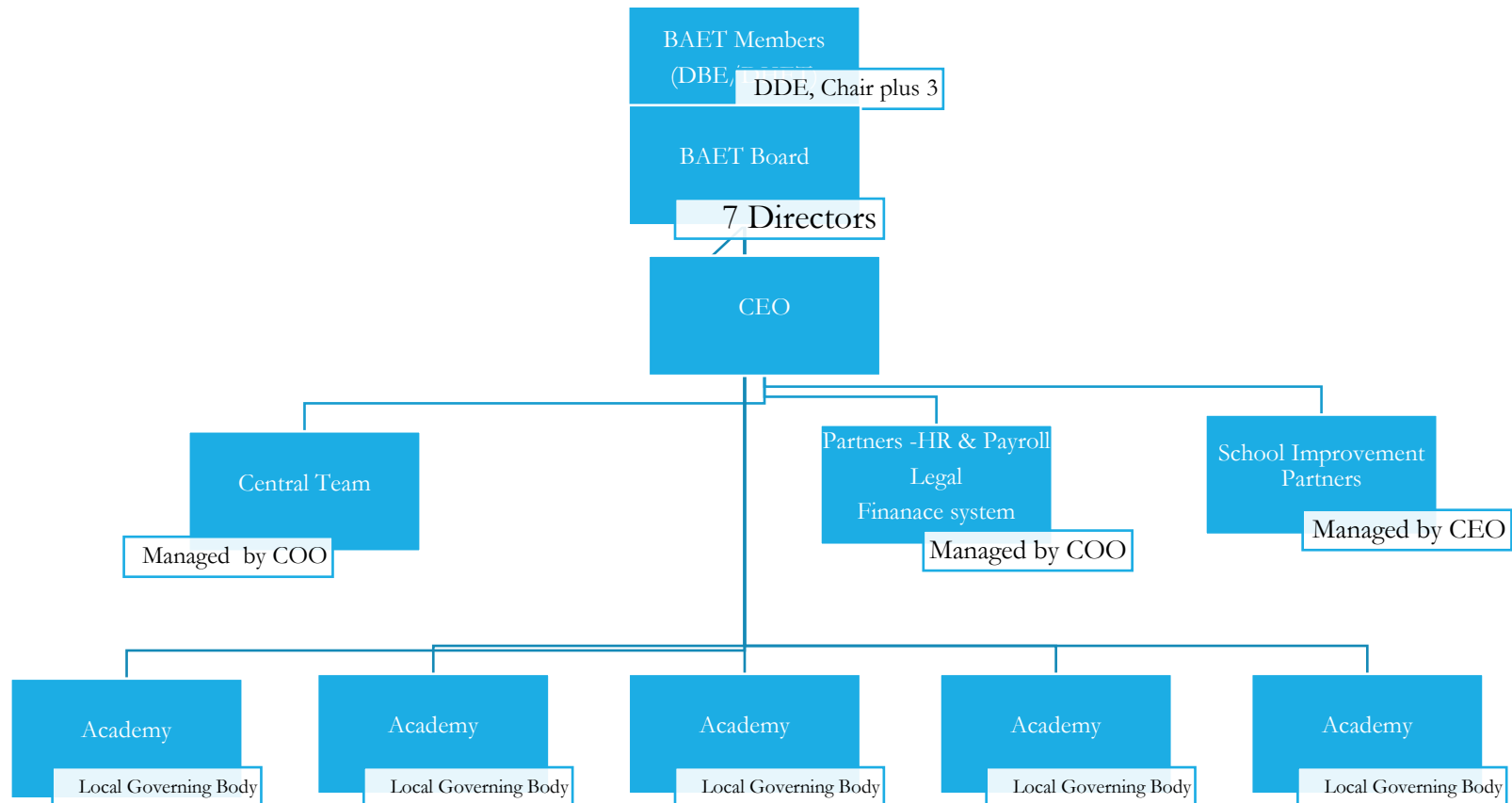
- To ensure that our academies are centres of excellence with a focus on the nurture and achievement of all their members
- To foster, maintain and celebrate the Christian distinctiveness of our Church Schools as places for those of faith or no faith
- To promote mutual support, encouragement and benefit between all our academies
- To develop, as the foundation stone of academic achievement, a strong culture of professional development amongst our staff.
- To recognise and address the challenges of small rural communities
- To celebrate and maintain the unique identity of each school within its community and within the family of academies
- To recognise and enable those who often remain invisible, through ethnic or cultural disadvantage, or through disability or poverty

We will adopt a collegiate approach to developing communities of excellence, working in partnership with our academies and other educational partners to design flexible models of working which are tailored to match the needs of each academy

Leadership and Governance

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

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



Earned Autonomy

The BAET believe that the best results will be achieved when each individual academy's LGB receives the level of responsibility and autonomy that is appropriate to their specific circumstances.

Where a school is not yet Good or Outstanding, there will be closer supervision of the Academy by BAET through its officers and consultants. Those that are Good or Outstanding will receive light touch supervision and support so that the LGB will operate with maximum autonomy.

For governing bodies to carry out their role effectively, governors must be:

- Prepared and equipped to take their responsibilities seriously
- Acknowledged by the lead professional in the schools and accountable to the Trust Board.
- Supported by the appropriate authorities in that task
- Willing and able to monitor and review their own performance

We would expect the core business of each LGB to be:

- Reviewing and monitoring the academy improvement plan and curriculum
- Monitoring and reviewing progress and attainment
- Financial accountability; making sure that the budget is on track and money is well spent
- Ensuring all statutory duties are fulfilled



School Improvement Strategy

OUR APPROACH TO SCHOOL IMPROVEMENT

The BAET's pastoral engagement will maximise pupils' potential, enhance their self-esteem and ensure that they move forward to the next phase of their life with the confidence they need to become successful members of society.

The Trust will work within a clear values framework with all their Academies to:

- Foster in pupils an enthusiasm for learning and discovery;
- Develop lively and enquiring minds, that learn how to think logically and to discuss and argue rationally;
- Encourage in all pupils the acquisition of good study skills and habits;
- Create a learning environment that encourages all pupils to reach their full potential and to obtain qualifications worthy of their abilities.

The Trust will set high standards for all, confident that all can experience success by:

- Providing for all pupils an appropriate grounding in literacy and numeracy;
- Developing in all pupils' respect for, and experience in, the applied knowledge and practical skills required to cope with the demands of a changing world;
- Encouraging the development of pupils' physical and sporting skills.

The Academy will deliver high standards and high levels of achievement with a clear focus on a set of core principles that will ensure:

- Excellence;
- Inclusion;
- Equality of opportunity;

Successful leadership at all levels and from all parts of the Academy community.

THE SCHOOL IMPROVEMENT MODEL

The Trust will commission a coherent package for school improvement which:

- Is tailored to each individual school and is in response to 'rich' contextual understanding of the challenges faced
- Brings about rapid improvement and builds capacity
- Is recognised as good practice
- Draws upon research and is supported by an evidence base
- Takes account of effective adult learning and motivational theories
- Is provided by quality assured professionals who respect and build capacity and confidence
- Maximises the use of school to school support
- Articulates high expectations of teachers and learners

The Quality Assured Team of Education Professionals, brokered by the Trust currently comprises:

- School Improvement Partners with excellent track records in supporting schools to attain highest standards of achievement
- Diocesan NLE's and LLE's and SLE's – including Diocesan Teaching School
- Outstanding School Based Practitioners and Direct School to School Support
- Consultants bringing specific areas of expertise – including preparation for SIAMS

Specific activities offered:

- Headteacher Performance management
- Joint School Reviews with Senior Leadership - whole school or phase specific – both for OFSTED and SIAMS
- Identifying mentor Headteachers for new Headteachers in post
- Departmental links for Secondary Schools (within and outside of the Trust) to support standardisation and moderation
- Links with other Trust Primary schools to support moderation and sharing good practice
- Support for self-evaluation (OFSTED and SIAMS), data analyses and for school improvement planning
- Theme specific CPD – e.g. learning behaviours, curriculum review, assessment guidance, developing spirituality and prayer

Strategic and Political Context:

The Academies Act 2010 started the political journey that allowed more schools to become academies. The Education Act of 2011 then increased the powers of the Secretary of State for Education to intervene in poorly performing schools and require these to become Academies. It also created the presumption that all new schools will be academies or free schools.

The introduction of the role of Regional Schools Commissioner in September 2014 followed by the National Schools Commissioner in March 2016 has built an additional level of monitoring and scrutiny at a more local level for all academies and multi academy trusts.

The Geography and Communities we serve:

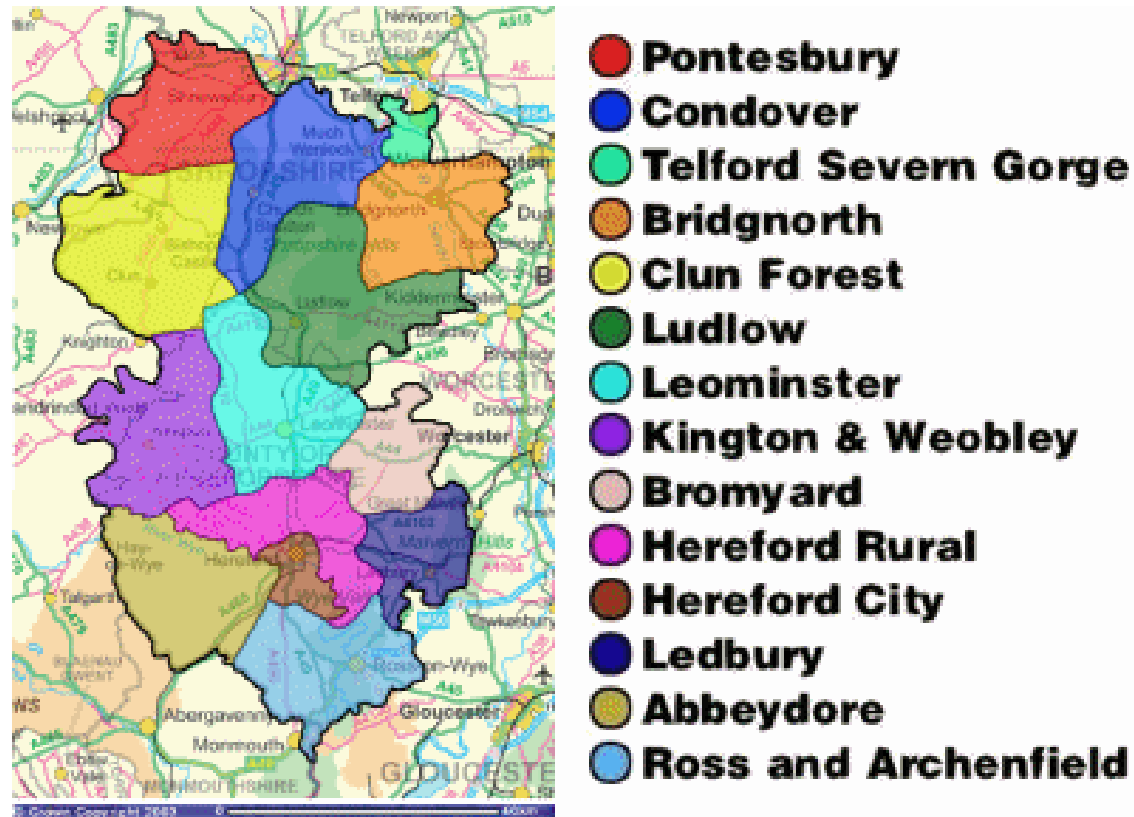
The Diocese of Hereford, founded in AD676 covers the whole of the county of Herefordshire, southern Shropshire and a few parishes in Worcestershire Powys and Monmouthshire. The Diocese is roughly 1660 square miles with a population of about 285,000.

The Diocese of Hereford is predominantly rural in character. The main centre of population is the ancient and historic city of Hereford; the major market towns are Bridgnorth, Ledbury, Leominster, Ludlow and Ross-on-Wye; smaller market towns include Bromyard, Bishop's Castle and Kington.

- The Diocese has 81 church schools including 3 Secondary Schools and 6 Standalone Academies, 7 in the MAT and 2 Free Schools.
- Herefordshire became a Unitary Council in 1998, when the County of Hereford and Worcester was dissolved. It is a mainly rural county with many small village schools. The majority being Church Schools. An increasing number of Executive Head and Federation arrangements have already been set up due to efficiencies being required.
- Whilst Herefordshire is widely regarded as being an affluent county, this masks issues of deprivation, poverty and a continued widening of the gap between the most and least deprived. Close to two thirds of the county are amongst the 25% most deprived in England with respect to geographical barriers to services and the average income of residents is

significantly below both the regional and national averages. There are pockets of severe deprivation in parts of Hereford and Leominster, as well as potentially 'hidden' deprivation in rural areas

- Shropshire is a fairly affluent county. However, there are areas of deprivation and factors of rural sparsity which create difficulties of access to services for some residents. Although the county benefits from low unemployment, earnings are lower than average. Most jobs are in the public sector.



Strategic Planning 2016-2019

Strategic Objectives

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

Strategic Governance:

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

School Improvement - Teaching & Learning:

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

Continued Professional Development:

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

Quality Assurance:

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

Integrated Support & Shared Services:

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

Objectives 2016—2019:

On our journey to deliver against the 3 year strategic objectives in 2016 -17 we will focus on the following:

1. Enhancing the governance of the BAET Board
2. Improving the local governing body to ensure better performing academies
3. School improvement and effectiveness
4. Financial management, business efficiencies & effectiveness

A detailed set of activity tables at the end of this document provides further information on the key stages of delivery against our one year objectives.

Developing & Growing BAET Central Operations:

A key strategy is to promote and develop the Trust and the services we offer to a wider cohort of schools. This means that our Academies can focus on improving Teaching & Learning and delivering educational excellence. We will work across a range of partnerships including neighbouring Diocesan Multi Academy Trusts, and other partners to share good practice and jointly procure services to bring about better value for money and economies of scale.

Our approach will be to

- Identify the key services required by schools joining the BAET and develop clear specifications for commissioning such services.
- Develop a prospectus detailing a range of approved and trusted providers and services to support our academies
- Work closely with the Diocesan Board of Education and other partners to understand the range of solutions they can support their schools with, but continue to develop the clear distinction between the role of the BAET and the other work of the Diocese.
- Develop and document our offer and entry criteria to each type of school likely to consider joining the BAET

Joining a forward looking Multi Academy Trust

Attracting Schools

A key aim of BAET is to have high performing schools as part of our family of academies. We accept that each school will be at a different starting point in their journey of improvement and we will work collaboratively to achieve our objective.



Our improvement approach is for schools to support schools and to achieve this we aim to attract Good or Outstanding schools into our Trust. Our engagement of these schools will focus on a two core approach:

1. Communicating the benefits of being part of BAET
2. Proactive engagement with the Trust Board

In discussion with the Diocesan Board of Education, we will work together to agree which schools will benefit from joining the Trust. These schools will typically be those that are performing well (i.e. Good or Outstanding) but may not have the capacity to achieve greater flexibility in driving forward improvements in non-teaching activities. The infrastructure of the Trust will take away the burden on schools to manage support services and allow them to focus on effective teaching and learning as well as having the opportunity to deliver school to school support across our family of academies. For these types of schools, we will also offer the following as a way of attracting them into our Trust.

- A flexible Scheme of Delegation for their LGB to continue to lead and manage the school
- A chance to generate income & lead our school improvement by offering school to school support
- CPD for all staff
- Stability in a fast changing educational landscape
- Access to shared services & economies of scale

Our Services:

Managing academies brings financial challenges and responsibilities that would not be considered within a Local Authority, our cost effective infrastructure eases the burden on our academies.

We provide the following services

- Preparing financial statements in line with the Department for Education (DfE) and Education Funding Agency (EFA) requirements
- VAT returns
- Taxation advice
- Accounting Officer and Responsible officer reporting
- Budget preparation and monitoring
- Monthly/Quarterly management accounts
- Software and processes training for school finance staff
- Academy Conversion from start to completion
- HR support & consultancy
- Payroll and contract support
- Legal support and Advice
- Brokerage of Insurance
- Brokerage of other core services on request

We also offer school improvement services and high quality professional mentoring for Head Teachers

Activity Table 1.

Priority	Actions	Lead	Timescale	Success Criteria	3 year strategic objective	Cost
Enhance the governance of the Board of Directors	Recruitment of 2 new Directors with strong track record in Primary and Secondary leadership	CEO	December 2016	Board of Directors has full complement of directors	Strategic Governance	Basic travel expenses for new Directors
	Vision and Values Day with Andy Martin (Education Dept. National Society)	CEO	October 2016	Clarity of strategic vision for trust		£300
	Audit of skills for the Trust board	CEO /Chair of Board	December 2016	Health check of skills for board to identify development needs		None
	External Review of Governance	CEO/Chair of Board	Spring 2017	Clear strengths and areas for development identified		£3000
	CEO to attend National Society MAT CEO course	CEO	November 2016 onwards			£6500

Activity Table 2

Priority	Actions	Lead	Timescale	Success Criteria	3 year strategic objective	Cost
Improving our Local Governing Bodies to ensure better performing academies	All LGB to complete NGA self-review	CEO	December 2016	Shared self-review of each LGB to inform action plan	Strategic Governance	
	All Governors to complete new skills audit	CEO	November 2016	Ensure that the skill set required for the school is in place	School Improvement – Leadership and Management	
	Appointment of link Director to each school	Chair of Board	November 2016		Continuing Professional Development	
	Termly Heads and Chairs briefings to become embedded as essential attendance	CEO/COO	On going			£1500
	Termly meetings with CEO/COO Heads and Chair at schools	CEO/COO	On going			Travel expenses

Activity Table 3

Priority	Actions	Lead	Timescale	Success Criteria	3 year strategic objective	Cost
School Improvement and Effectiveness	Appointment of QA SIP for each Academy	CEO			Strategic Governance	Approx.£3500 per academy
	Briefing paper for SIPs as to what their brief is	CEO			School Improvement – Leadership and Management	
	Termly data returns requested	CEO				
	Termly meetings with CEO/COO Heads and Chair at schools	CEO/COO			Continuing Professional Development	Travel expenses
	SENCo network meetings running termly for MAT	CEO				Hospitality only
	KS1 and KS2 moderation meetings across the trust	CEO	Spring and summer term			Hospitality only

Activity Table 4

Priority	Actions	Lead	Timescale	Success Criteria	3 year strategic objective	Cost
Financial management, business efficiencies and effectiveness	Termly finance briefings with key finance staff	COO	Termly	All finance staff have clear understanding of Trusts expectations and deadlines are known and adhered to	Strategic Governance Integrated support and shared services	Hospitality and travel expenses
	Termly visits to schools form COO and/or finance officer	COO	Termly	Schools earn more autonomy over their budgets for best financial value		Travel
	ICT development Project	COO	2 Phases September 2016 (Infrastructure) June 2017 (Hardware)	Independence from Diocesan services to ensure higher reliability and flexibility		£6000
	PSF Financial training – develop in house training	COO	January 2017 onwards	Reduce costs of buying in external training		Saving of £1000 per day of training
	Ongoing review of current providers eg Legal support this year	CEO/COO	January 2017 onwards	Ensuring best value		
	Evaluation of Central team staffing requirements around Governance and Compliance	CEO/COO	April 2017 onwards for Sept start	Build capacity of team against risk of non-compliance		£15000 p/t