



***This Policy applies to all schools with Arden Multi Academy Trust:
Arden Academy, Park Hall Academy, Lode Heath School***

Name of Policy	Strategy Plan Policy
Lead	Martin Murphy, CEO
Governor Level/ Committee	AMAT
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Our mission is to create an atmosphere conducive to generating self-belief, self-worth, self-esteem and self-confidence in young people who can then display ambition and aspiration in achieving high educational outcomes.

Vision:

To be the most respected and successful Multi-Academy Trust in the Country

Introduction

This strategy document provides an overview of the Arden Multi Academy Trust and its vision, aims and operation. It sets out the rationale for the Trust and the key drivers for school improvement across our schools, as well as setting out the future direction for the Trust.

In addition to this document, there is an annual Trust Operational Plan which defines the tasks, targets and milestones for the seven key areas of focus for the Trust, monitors the progress of the Trust at an operational level and the key areas for school improvement.

Linking to the Trust Operational Plan, each Trust academy also has its own School Improvement Plan and Self-Evaluation Document that reflects the priorities for the academy agreed with the Local Governing Body and the CEO/Executive Headteacher. This document is reviewed termly and updated.

Our seven key areas of focus are:

- Leadership and Management
- Outcomes for pupils - Standards of Achievement and Progress
- Teaching, Learning and Assessment
- Personal Development, Pastoral care, Behaviour and Safeguarding
- Community and parental engagement
- Effective management and trust services
- Governance and quality assurance

What is the Arden Multi Academy Trust?

Our Trust brings schools together into one organisation so that school leaders; teachers, learners and our community can work and thrive together, gaining from and supporting each other.

As a local Multi Academy Trust operating from our base at Arden Academy in Knowle, Solihull, the Arden Multi Academy Trust (AMAT) was incorporated in April 2015 following approvals by the DfE; we are delighted to be an academy sponsor.

Our approach is built around a clear vision of inclusive education and a relentless drive to raise standards - we keep our focus on our learners, ensuring they are supported by great teachers, outstanding leaders and excellent facilities.

We believe in strong local management and governance. Our Trust is led by our Members and our outstanding Board of Trustees; each academy has a Local Governing Body to oversee progress in that school. The Trust Executive function is designed to be lean and focused, providing unwavering attention on getting the best outcomes for our learners, staff and the wider community.

We focus on research and evidence-led school improvement strategies; we develop our leaders and staff and ensure we have excellent and leading practice in our teaching, support and management practices.

Our support and management functions are wholly focused on supporting our schools, with exemplary financial management, excellent human resource support and a continuous drive for value for money, efficiency and effectiveness.

Our vision is to be the most respected and successful Multi-Academy Trust in the Country

Our mission:

We have a single clear mission:

“to create an atmosphere conducive to generating self-belief, self-worth, self-esteem and self-confidence in young people who can then display ambition and aspiration in achieving high educational outcomes”.

To achieve this mission, we are building our Trust with an outstanding local, regional and national reputation.

Why our Trust exists

Our Trust exists because we have a commitment and passion for providing great schools for our communities. We consider that a locally-led and accountable Trust provides the best outcomes for learners and our communities, supporting schools with challenges and ensuring the best schools become even better.

Our aspirations are solely to support and improve our schools. We will consider associate arrangements for schools that meet our aims and would benefit from such an arrangement and support for other forms of provision where there are clear benefits for all parties.

Across all our schools and community, we provide strategic direction; support; specialist expertise; shared development and services focused on local needs. This is increasingly important at a time when the traditional Local Authority role is diminishing, resources and funding are severely constrained and support services are hard to access.

We are convinced of the importance of and value of local schools working closely together and have designed our Trust to do just that.

We have a sound model in place and our schools are already benefiting from opportunities to work and learn together with the expertise that brings into the Trust.

Our Trust also sponsors schools and has already demonstrated how effective leadership from the Trust has helped improve schools through direct challenge and support and by working closely with fellow schools.

We are proud of our early successes and the high level of interest from schools wishing to join us. As well as our support and services, we also look to bring in new developments and opportunities to advance our school improvement plans.

The scope of our Trust

Our involvement currently extends across the secondary age range where we deliver, influence and support provision at all stages.

We currently directly lead and support three secondary schools and work closely with the new Solihull Academy APU, which adds a further dimension to our provision. We intend to see some Primary Schools joining the Trust soon.

We aim to support schools that are high performing as well as those moving from (Ofsted) categories. Schools facing challenges and those looking for new arrangements to improve are welcome to see what we offer and if we can help.

We work closely with a wide range of stakeholders at strategic and operational levels; this includes collaborative and formal partnership arrangements with key partners (e.g. the Local Authority and other local post 16 provision).

Our Aims

Our objective is for all young people to achieve the high aspirations that we have for them. Within the Trust we provide educational practice delivering distinct and unrivalled schooling to our communities which are benefiting from our unique and tailored approach. Education is at the heart of all we do - our aim is simple: "Excellence in Education". We aim to develop brave, independent, emotionally intelligent people who will embrace and enhance tomorrow's society.

The Trust will

- prepare each pupil to get the very best out of their lives
- provide a suitable environment and create an atmosphere for achievement
- enable pupils to find enjoyment in learning through doing
- engender community spirit and our place in the global world
- ensure each individual acts responsibly and is valued equally

The Trust believes

- all pupils have the right to learn and achieve uninterrupted by others
- all pupils have the right to be able to take risks with their learning in happy and secure academies
- all members of our community will co-operate with others and will be polite, considerate and honest
- all members of our community will accept that rights come with personal responsibilities
- all members of our community will expect high standards of behaviour and promote an understanding of the difference between right and wrong
- all pupils have the right to have their progress monitored and be provided with regular constructive feedback and the setting of challenging but realistic future targets

Our Structure

We have in place a clear and accountable model for governance at all levels that meet all legal and best practice expectations and demonstrates robust and transparent arrangements for leading our Trust and schools. Our model:

- Ensures we have **strong capability and capacity** within our Governance structures and staff appointed to the Trust
- Retains a clear model of **accountability and delegated governance**, holding the CEO, the Executive Headteacher and key operational officers to account so the Trust runs efficiently and effectively
- Maintains **knowledge and expertise** on system improvement and outcomes for learners of all ages and settings, applying sound Quality Assurance practices
- Demonstrates a clear understanding of Trust Budgets and meeting responsibilities for **budget controls and accounting** procedures across the Trust with sound risk assessment procedures in place
- Has a commitment to **continuous and appropriate self-review** and training of our Members and Trustees to ensure they fulfil their key functions
- Ensures LGBs and schools within the Trust are **fit for purpose with essential skill sets** of Governors, meet clear schemes of delegation and can focus on the core business of education
- Leads and **develops the Trust** so it grows and becomes sustainable, has due diligence processes that are effective and new schools joining the Trust are well supported and challenged
- **Protects the integrity and future** of the trust including regular self-review, succession and business planning

(i) Leadership of the Arden Multi Academy Trust and Trust Board

We believe in excellent leadership. Martin Murphy was appointed as CEO in September 2018 and was Executive Principal of the Trust from September 2013. Martin was previously the Principal of Arden Secondary School and was a key driver in establishing the local Multi-Academy Trust (MAT). Damian Burgess was appointed Executive Headteacher in September 2018 and was previously Headteacher at Park Hall Academy.

The Trust has 5 members and 11 Trustees with a wealth of experience in the school system and School Improvement, Legal, HR, Finance, Accounting and Governance as well as Trustees from the world of Business and Industry:

(i) **Leadership of the Arden Multi Academy Trust and Trust Board**

Members	Trustees	Trust Role
Dr Celia O'Donovan	Dr Celia O'Donovan	Chair of the Trust Board
Geoff Harley-Mason	Geoff Harley-Mason	
Tony Stonehewer	Wendy Jarema	Chair of Personnel Committee
Alan Volkaerts	Andrew Cole	Chair of Finance and Resources
Professor Andrew Devitt	Val Thomas	
	Graeme Chaplin	Vice Chair of the Trust Board
	Malcolm Allsopp	
	Martin Murphy	CEO
	Vacancies - three	
	Damian Burgess – Associate Trustee – (non-voting)	Executive Headteacher

(ii) Committee Structure

To manage the Trust effectively, the Board has two statutory committees; each has Terms of Reference and reports into the Trust Board.

<p>Finance and Resources Committee</p> <ul style="list-style-type: none">• This is the key operational group of the Trust• Terms of reference are in place• The Committee reports formally to the Trustees• This serves as a scrutiny Committee that ensures compliance with academy financial regulations• It maintains the Trust Risk register• Audit procedures and outcome are managed and reviewed	<p>This Committee meets termly</p>	<p>Membership:</p> <p>Bill Bohanna Celia O’Donovan (Trustee) Wendy Jarema (Trustee) Martin Murphy (CEO, Trustee) Andrew Cole (Chair, Trustee) Ian Mackay Vacancy</p>
<p>Personnel Committee</p> <ul style="list-style-type: none">• This committee reviews all HR policies, procedures and practices for academies within the Trust, including pay and performance management• The Committee reports formally to the Trustees	<p>This Committee meets termly</p>	<p>Membership:</p> <p>Bill Bohanna Geoff Harley-Mason (Trustee) Wendy Jarema (Chair. Trustee) Damian Burgess (Executive Headteacher) Celia O’Donovan (Trustee) Martin Murphy (CEO, Trustee) Malcolm Allsopp (Trustee)</p>

(iii) AMAT – Key operational staff

The Trust is committed to ensuring that there is only a small core team of staff responsible for the day to day operation of the Trust. The demands upon and capacity of this core team will be monitored as the Trust expands and we review Trust services.

Name	Position	Key Functions
Martin Murphy	CEO	<ul style="list-style-type: none"> • Leads the Trust • Leads on the strategic development of AMAT • Accountable for the Performance, Teaching and Learning and Standards across the Trust academies • Develop Trust Strategy & deliver the Operational development plan and management of the trust • Leads the financial development, compliance and health of the Trust – Accounting Officer • Leads on Risk Mitigation, Resources, Facilities, Asset and Estate Management across the Trust • Oversight of Trust buildings, facilities and physical infra structure • Research future developments in national context • Oversee and monitor governance across the Trust • Ensures the growth and development of the Trust and ensure national visibility and presence of the Trust • Liaise with the DfE/ESFA and represent the AMAT • Liaise with the RSC and represent the AMAT • Accountable to the Trust Board • Maintain an outward facing role with the local community in order to preserve and enhance the reputation of the MAT and its academies
Damian Burgess	Executive Headteacher	<ul style="list-style-type: none"> • Responsible for the educational outcomes and operational efficiency of Trust academies • Provides key strategic and educational support to new schools joining the MAT • Provides strategic and operational leadership to the schools in the trust • Ensures operational success of the schools • Responsibility for staffing/welfare/discipline in each school • Leads school improvement and Teaching and Learning across the Trust • Lead on safeguarding in schools • Co-ordination of collaboration task forces across the Trust • Succession planning within schools • Holding individual schools accountable • Quality assurance of schools

Christine Austin	Director of Finance	<ul style="list-style-type: none"> • Leads the finance team for the Trust and finance officers in the academies • Ensures compliance with financial regulations and Trust scheme of delegation • Works with CEO/ EH/Associate Headteachers on staffing, budget planning, forecasting for each academy • Works with the Trust accountants to prepare for audit and EFSA returns. • Involved in procurement of Trust services and contracts
Christine Robinson	Head of Teaching School	<ul style="list-style-type: none"> • Development of the Arden Teaching School and Arden School Alliance
Mark Wilson (Part time)	Director of Community Development	<ul style="list-style-type: none"> • Supporting CEO & Executive Headteacher • Supports MAT development • Raise Disadvantaged student performance • Gives leadership and management support to build capacity to individual schools • Research good SEND and Disadvantaged student practice • Primary liaison and Transition • Networking with other Senior leaders in schools re Trust Development
Michele Bull	HR Manager and PA to the CEO Clerk to the Board of Trustees	<ul style="list-style-type: none"> • PA to the CEO • Supports the Chair and Trustees • Provides secretariat and clerking support to the Board - distributes papers, attends and minutes Trust Board meetings and Trust committees • Lead HR and administrative functions for the Trust • Updates Trust Website and ensures compliance

AMAT - Academies and brief context (November 2018)

Academy	Type of Academy Conversion date – joining AMAT	NOR	Age range	Ofsted Category Date of last inspection	AMAT category
Arden	Convertor 1 st September 2010	1700	11 – 18	March 2008/Interim assessment April 2011 Outstanding	
Park Hall	Sponsored 5 th December 2013	1250	11-18	16 – 17 November 2017 Good	
Lode Heath	Convertor 1 st January 2018	1200	11-16	26 th June 2018 Good	
Henley in Arden	Convertor 1 st March 2019	600	11-16	November 2017 Good	
Solihull Academy APU (Associate member)	Free School Convertor TBC	110	13-16		
Coppice Junior School	Maintained 1 st September 2019? TBC		3-6		

Key Priorities and Principles of the Trust

The Trust has seven key areas of focus which drive the annual Trust Development Plan, inform individual School Development Plans (SDP's) in each academy and support external funding bids. This ensures consistent reporting and monitoring across the Trust.

Our key areas and expectations for success are detailed in the Operational Development Plan, but are summarised below:

- (i) Leadership and Management** – we drive continuous improvement of leadership, at all levels, within our academies, with the expectation of strongly “Good” with growing evidence of a high percentage of “Outstanding” leadership. CPD, retention, recruitment and succession planning programmes.
- (ii) Outcomes for pupils - Standards of Achievement and Progress** – we support and challenge our schools to focus on raising achievement for all our learners so that all key measures are rapidly improving to at least nationally expected standards with many schools achieving outstanding results, which are well above national standards. We also work to ensure the highest possible standards of education at Post-16 which is enhanced with enrichment activities and outstanding preparation for the next level of education or for the world of work.
- (iii) Teaching, Learning and Assessment** – we pay unrelenting attention to classroom practice and pedagogy to ensure teaching is strongly “Good” with many areas of “Outstanding practice” so that our learners can achieve and make excellent progress in our schools. The Quality of Teaching and Learning across the trust must ensure our children overcome any barriers and access a rich well- balanced curriculum – our aim is to raise a love of learning through excellent teaching
- (iv) Personal Development, Pastoral Care, Behaviour and Safeguarding** – we provide high standards of pastoral care and support of children and young people in all our schools so attendance and behaviour for learning is consistently “Good” or better with outstanding safeguarding practices. We must ensure our students will be safe, develop character and positive relationships enabling each individual to develop into strong independent adults. We demand the highest standards of behaviour across our trust.
- (v) Community and Parental Engagement** – we develop our schools so that they are very popular, often oversubscribed and the first choice for parents in our community. Parents and the community have a clear understanding of and high satisfaction levels of the Trust and the significant role it has in improving the quality of education across our area.
- (vi) Effective management and trust services** – we commit to ensuring the Trust is well led and managed, rigorously held to account by the Trust Board, with effective services for our schools which provide value for money. Budget targets are met each year and the Trust has the financial capacity to support school improvement using the Trust Development Fund.
- (vii) Governance and Quality Assurance** – we ensure high quality Governance across the Trust which require that leaders are accountable, challenged and supported. The Trust has effective quality assurance processes in place and an annual programme of external reviews that affirm its effectiveness.

These priorities are the core pillars of our development work, evaluation and accountability systems. Our development plans drive these priorities and each school is evaluated and scrutinised by the Trust wide systems of Governance.

Accountability and empowerment to drive teaching standards and the highest outcomes are the AMATs drivers. All quality assurance, self-evaluation through Associate Headteacher reports and scrutiny is focused on our central priorities. This relentless focus enables the trust executive; trust Governance and LGBs to evaluate systematically the work and outcomes of leaders, all staff and pupils. Our aim is to empower relentless improvement through careful planning, decisive action and an overall drive to provide the best education and opportunity for all pupils in our care across the trust.

Integrity

We demand the highest standards from our staff and students. Our ethos is based on relationships. We build relationships on each and every level based on integrity, honesty and these are the backbone of our trust. When any of these fall then we are quick to take action and rectify the situation.

AMAT Strategic Development – how we manage the next steps

Growth - Our vision is to grow the Trust, over the next two years, with a further secondary school and up to two local primary schools that already work in close partnership with us. We are very clear that any growth needs to be carefully planned to ensure our systems and processes are well embedded and there is sufficient capacity within the Trust to support all our schools. While we will consider schools from beyond our immediate locality, our priority is to build a strong, local Trust in the first instance. Any consideration of schools joining the Trust will be carefully managed with appropriate, manageable timescales and robust due diligence processes.

Partnerships – The Trust already has significant partnerships in place with local and regional MATS; Teaching Schools; RSC; DfE, and the LA. We will continue to develop these and new partnerships to ensure we are an outward facing organisation with an outstanding network locally, regionally and nationally.

Leadership development and succession – We are committed to growing the leaders of tomorrow in our schools and providing the mechanism for staff to work creatively and innovatively. Recruitment and retention of staff is critical and we will work hard to ensure our Trust is seen as a high-performing employer known also for identifying and developing potential leaders.

Alternative provision – There is a significant need across our trust to research and pilot a better provision for young people. In particular for those who struggle to engage in school because their behaviour means they are at risk of permanent exclusion or those who have significant mental health issues which makes it almost impossible for them to engage in the school system. Both these groups are at risk of leaving school with poor qualifications and as potential NEETS, the Trust will look at planning and securing high quality alternatives for these students.

Funding – We are determined to ensure our schools and the Executive apply best and robust financial processes to get the best from available funds. We will also seek to support schools with additional funding to support new and innovative projects which enhance learning and drive up standards. We will make every effort to successfully attract further investment in our schools.

Community and culture – We believe that our schools and the Trust have a critical role to play in our communities. We are exploring new and innovative opportunities for staff and learners to work together across the Trust. This work is in its early stages, however there are already plans to develop Trust student leaders, performances, sport, trips and curriculum enrichment across our schools over the next two years.

Contact details:

If you would like further information on the Arden Multi-Academy Trust please contact Martin Murphy, CEO by email or telephone:

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