
**CENTRAL RSA
ACADEMIES TRUST**

**STRATEGIC PLAN
2018 - 2021**

**SOCIAL
JUSTICE
THROUGH
EXCEPTIONAL
SCHOOLS**

RSA

Central RSA
Academies Trust





TABLE OF CONTENTS

SECTION 1 INTRODUCTION

Welcome from the Chair of the Trust Board	4
Welcome from the Executive Principal (CEO)	5

SECTION 2 VISION & CONTEXT

Values & Vision	7
Our Mission	9
Strategic Objectives	10
Background: The First Six Years	12
Context	18

SECTION 3

Key Strategic Objectives 2018 - 2021	27
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SECTION 4

Successful delivery of our Strategic Plan	55
Powerful Leadership with Vision	58
The Trust School Improvement Model	60
Strategic Growth Planning	62

APPENDICES

A - Performance and priority indicators	66
B - Year 1 Support Staff	70
C - Year 1 Educational Staff	72
D - Year 5 All Staff	74
E - Finance & Resources Strategy	76
F - People Strategy	80
G - Estates Management Strategy	84
H - ICT Strategy	88
I - Data Management System Strategy	92

WELCOME FROM THE CHAIR OF THE TRUST BOARD

Eric Griffiths



I am delighted to welcome you to the Central RSA Academies 2018 / 2021 Strategic Plan. Staff, Governors and Trustees have all contributed to our development thinking and the final production of the Plan.

Our planning reflects the recent expansion of our Trust and our strategy for future growth. It confirms our central commitment to helping children and young people achieve the best possible outcomes from the learning opportunities we seek to provide.

This document sets the strategic direction for the Central RSA Academies Trust (CRSAAT) over the next three years. Separate School Improvement Plans and budgets are prepared for each of the academies, under an umbrella Trust Investment and Development Plan, which is constructed under the strategic objectives outlined in this plan.

Our Scheme of Delegation outlines our approach to the approval of these plans by our individual Local Academy Governing Boards and, as appropriate, by our Trust Board, and its Finance and Resources Committee.

In looking forward, we wish to continue to reflect the values of the RSA in the core of our curriculum and expect our schools to be beacons for educational practice, offering a rich environment in which creativity and personal development thrive.

WELCOME FROM THE EXECUTIVE PRINCIPAL (CEO)

Guy Shears



It is my privilege and pleasure to be Executive Principal and CEO of Central RSA Academies Trust, working with exceptional Trustees, Governors and School Leaders.

We are a growing Multi-Academy Trust with a passion for ensuring social justice for all the young people in all of our schools. Our Trust is six years old in August 2018 and I have been Accounting Officer for the Trust since its inception.

The next phase of our development, over the next 3 years, will prove to be very exciting and, as ever, challenging.

This strategic plan lays out the vision and route-map for ensuring our vision is fulfilled as we continue to pursue social justice through excellence for all the young people in our schools.

To support our Trust in pursuing our vision, we have a strong and powerful relationship with The Royal Society for the Encouragement of Arts, Manufactures and Commerce (often shortened to Royal Society of Arts, The RSA). The RSA is a world-renowned social justice organisation with a strong history of supporting educational innovation, thinking and approaches, going back as far as the Nineteenth Century. Today, we work together as a group of schools, working closely with the RSA Academies, our umbrella organisation and sponsor, to ensure the best possible educational outcomes for the young people in our schools.

We aim to ensure excellent test and examination results for our students and ensure they are fully prepared for a happy and fulfilling life.

We currently have five schools within our Trust, with children from the age of three up to sixth form-aged young adults. The schools and their staff work together to ensure the best possible learning for our young people, by supporting each other through expertise and sharing, so that our staff can be the best they can be.

“

IT MATTERS NOT
WHAT SOMEONE IS
BORN, BUT WHAT
THEY GROW TO BE

- JK ROWLING

VALUES, VISION & MISSION



OUR VALUES & VISION

Social justice through exceptional schools.
Creating and sustaining the best schools in which
to learn and work by pursuing social justice for all.

In detail:

Working together as part of the RSA Family of Academies, our exceptional schools create learning that is inspirational for all: igniting imagination and enabling creativity and curiosity which result in the highest achievement. People are valued and happy, developing the skills and networks for success and fulfillment.

In our powerful communities, everything is possible and aspirations are high.

Outcomes are highly impressive.

WE BELIEVE
IN **BEST**

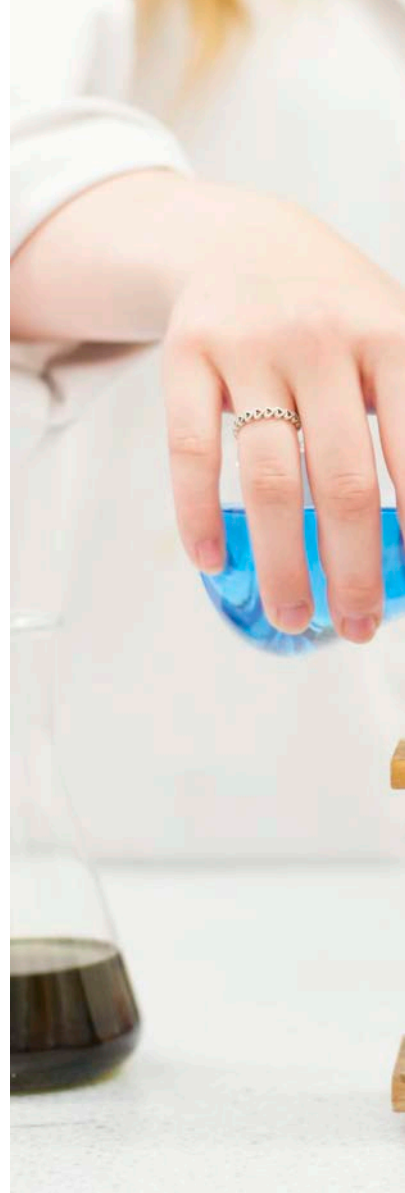


OUR MISSION

WE WILL ACHIEVE OUR AMBITIONS BY ENSURING:

- Excellence in learning, where young people are enabled to be creative thinkers and turn their ideas into action;
- A diverse, inspirational curriculum, with exciting enrichment and leadership opportunities;
- The development of skills and networks for the future, including for the world of work;
- Bespoke and financially affordable curriculums, including the Arts, that meet the needs of all our young people;
- Values are fostered in a safe and positive environment so that our young people develop into responsible, confident and successful members of our communities and wider society;
- Creative, resourceful staff facilitating challenging and stimulating learning, where career progression is mapped and supported;
- High standards of governance, with financial security and effective leadership and management with strong support services to enable our schools to focus on achieving excellent outcomes.

POWER TO CREATE ...



OUTSTANDING PROFESSIONALS:

Winning teams of Governors, leaders, staff and other stakeholders who are forward thinking, highly skilled, open, hard-working and determined to enable the success of others;

INNOVATIVE SYSTEMS ENABLING CREATIVE SCHOOLS:

Innovative and sustainable schools that are creative, vibrant, safe, compliant, financially healthy, well resourced and exceptionally well governed and led.

STRONG PARTNERSHIPS & COMMUNITIES:

Working closely with our local communities and parents to secure the best outcomes and opportunities. The RSA, and a wide network of links across all phases and across local authority boundaries, are powerful in supporting the development of all.



STRATEGIC OBJECTIVES

WHICH ENABLES ...

EXCEPTIONAL LEARNERS:

Learners who are highly successful with the attributes, skills and qualifications for a fulfilling life. They have a high-quality school experience and enjoy an abundance of opportunities.



THE FIRST SIX YEARS

PHASE ONE: FORMING

SEPTEMBER 2012 - AUGUST 2015

Our Trust was founded in September 2012, when Arrow Vale Community High School became a Sponsored Academy. The Trust was named Redditch RSA Academies Trust. The Governors at Arrow Vale made the decision to become an RSA Academy, recognising the huge benefits the school would gain by being so closely affiliated to the Royal Society for the Encouragement of Arts, Manufactures and Commerce (more widely known as the Royal Society of Arts).

The school, in doing so, joined a small family of Academies, the RSA Family of Academies in an umbrella Trust, with The RSA Academy, Tipton and Whitley Academy-an RSA Academy being the other members. Our Trust was, however, set up as a Multi-Academy Trust (MAT) in its own right, so that Ipsley CE Middle School could join with Arrow Vale in a formal legal arrangement. Ipsley joined our MAT as Ipsley CE RSA Academy in January 2013 and, of course, also joined the RSA Family of Academies.

PHASE TWO: NORMING

SEPTEMBER 2015 - AUGUST 2018

Arrow Vale became a National Support School and Guy Shears the first National Leader of Education in our Trust, in 2015. The school also became a National Teaching School in September 2015, as part of the RSA Academies Teaching School Alliance, thereby being able to train teachers and use staff expertise to support other schools.

The MAT expanded to four schools in March 2016, with approximately 1600 pupils, when the other middle school in the Arrow Vale pyramid, in Redditch, Church Hill Middle School, along with one of its two First schools, sharing the same site, Abbeywood First School, chose to join the Trust, via the SAT to MAT process.

The Trust now had seamless curriculum delivery in the Redditch Pyramid from Early Years all through to age 19. The two schools on the Church Hill site are led by one Executive Headteacher, Di Smith, with one Local Academy Governing Board holding to account the leadership across the two schools.

SECTION 2 VISION AND CONTEXT

The Trust was the first to have primary provision within the wider RSA Family of Academies. The Trust Board, recognising the many benefits that would be derived through expansion of the Trust, both for current pupils and staff, but also for pupils and staff of those schools joining, set as part of the strategic plan to carefully expand the MAT, seeking schools that subscribe strongly to the vision of the MAT and to the values of the RSA. To this end, Members took the decision to rename the MAT in 2017 to Central RSA Academies Trust (CRSAAT).

In September 2016, Ipsley CE RSA Academy achieved an 'outstanding' grading, for the first time ever, in its SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection. This demonstrates the rapid improvements made in the school since joining the Trust.

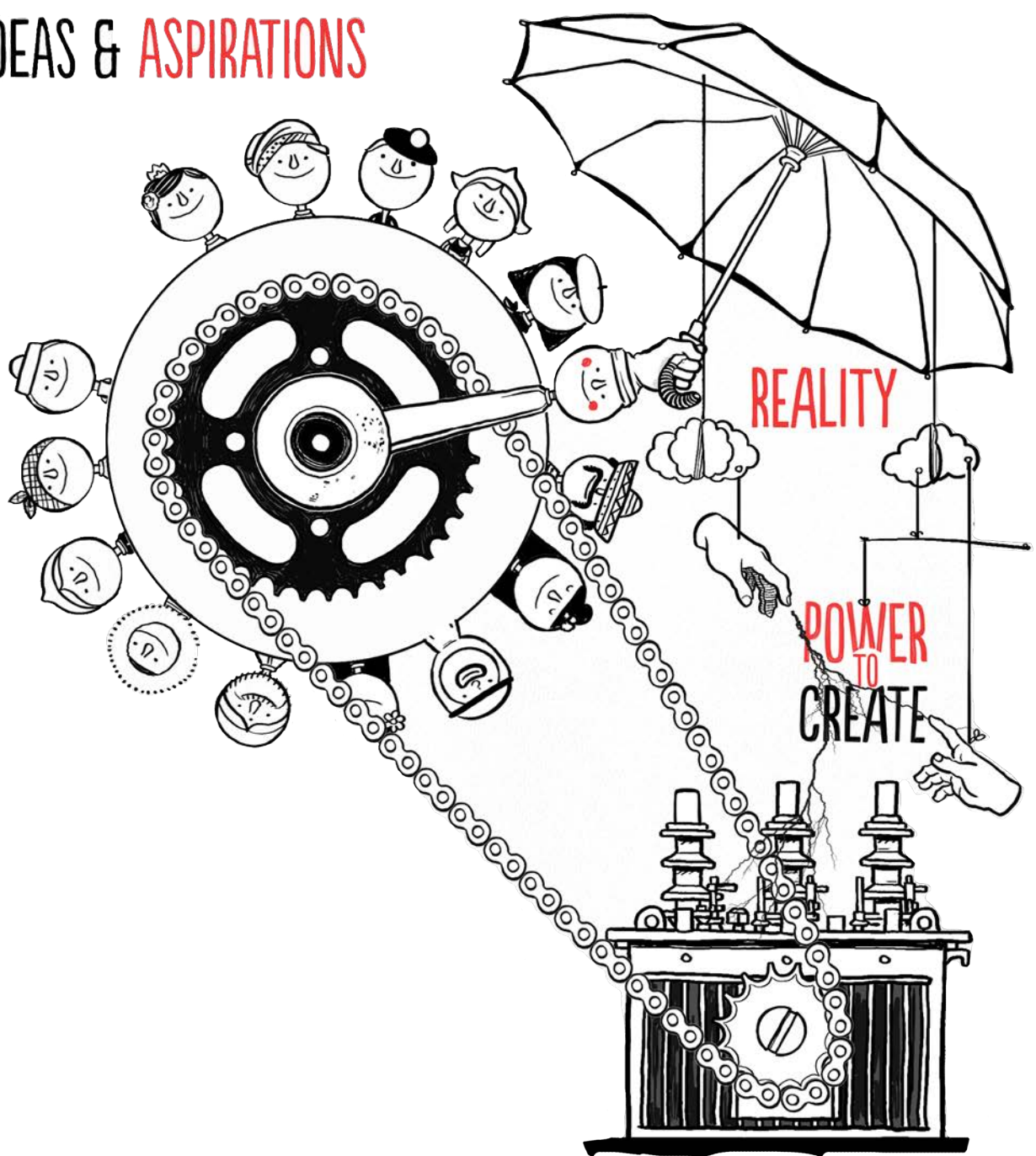
The DfE, in recognising Abbeywood's success, made the school a National Support School in July 2017, and Di Smith became the second National Leader of Education in the Trust. The Trust therefore benefits from expertise with National Leaders of Education in both Primary and Secondary sectors.

Also in September 2017, the CRSAAT became the lead organisation, as the Accounting Trust, for the RSA Academies Teaching School Alliance (TSA). The three-way partnership with Whitley in Coventry, and Holyhead (also an RSA Academy) in Birmingham, both 'outstanding' (Ofsted) schools, and also RSA Academies goes from strength to strength. We trained a large number of secondary teachers in 2016-17, and the Trust took its first cohort of Primary trainees in September 2017.

The Governors at The RSA Academy, Tipton, decided to join the Central RSA Academies Trust in October 2017, again through the SAT to MAT process, approved by the Regional Schools' Commissioner, recognising the many benefits that would be derived through being in a formal relationship with four other RSA Academies. Already a member of the RSA Family of Academies, the fit with the vision of the MAT was a very strong one, and the establishment of a Northern and Southern hub for the Trust was made.

At this point, Trustees took the decision to open a central office in Birmingham, to house the central services of the Central RSA Academies Trust, but more so to enable central meetings, training and events for all the schools in our Trust, the wider family of academies, the RSA TSA and, indeed, for RSA Fellows to make use of. It is suitably sited in a creative industries venue, the Assay Studios, in Birmingham's Jewellery Quarter, in Newhall Street, Birmingham.

IDEAS & ASPIRATIONS



2012

2013

2015

SEPTEMBER

Redditch RSA Academies Trust founded.

RSA Academy Arrow Vale (Ofsted 'satisfactory') founding school of the Trust - sponsored by RSA Academies (Ofsted 'Outstanding' May 2014)

JANUARY

Ipsley CE RSA Academy joined (Ofsted 'Requires Improvement') (Ofsted 'Good' October 2015)

SEPTEMBER

National Teaching School/National Support School designation (RSA Academy Arrow Vale)

**THIS STRATEGIC
PLAN OUTLINES THE
ROUTE MAP FOR
OUR NEXT PHASE OF
DEVELOPMENT**

PHASE THREE: PERFORMING SEPTEMBER 2018 - AUGUST 2021

2016

MARCH

Abbeywood First School,
an RSA Academy joined
(Ofsted 'Good')

Church Hill Middle
School, an RSA Academy
joined (Ofsted 'good')

SEPTEMBER

Ipsley SIAMS inspection
(Outstanding)

2017

JULY

National Support
School designation
(Abbeywood First School
an RSA Academy)

AUGUST

Trust renamed Central
RSA Academies Trust

SEPTEMBER

Central office opened in
Assay Studios, Newhall
Street, Birmingham

CRSAAT became
Accounting School for
the RSA Academies
Teaching School Alliance (in
partnership with Whitley
Academy an RSA Academy,
Coventry, and Holyhead
School, Birmingham)

OCTOBER

The RSA Academy
at Tipton joined

2018

MAY

National Teaching
School Designation
(Abbeywood First School,
an RSA Academy)



CONTEXT

THE EDUCATIONAL AND POLITICAL CONTEXT THAT OUR TRUST OPERATES WITHIN

We seek to work closely with the respective Local Authorities our schools are in and with the local politicians including the Members of Parliament for the schools' constituencies. We expect our school communities to inform and support the specific local agenda to their communities, working closely with relevant public and private stakeholders to this end.

In an era where there is no question that the funding of the public sector is challenging, the imperative to achieve our

vision is ever more important, and the road to achieving it ever more challenging for our schools. Our Trust aims to support our schools so that they are best placed to overcome the challenges and continue to flourish.

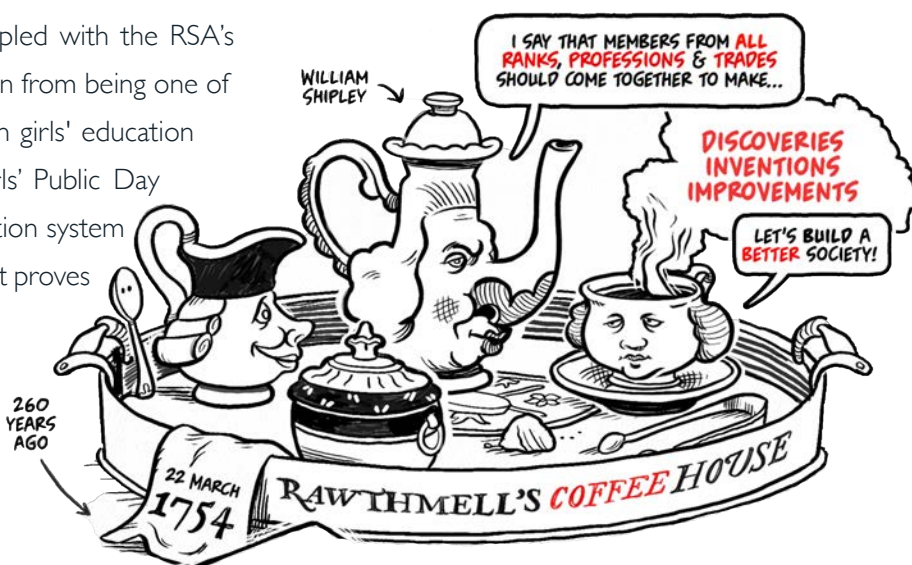
The Local Academy Governing Boards of our schools are charged with ensuring that the school is placed at the heart of the community, and that planning reflects this.

THE RSA AND SOCIAL PROGRESS/ JUSTICE

The RSA was founded during the Enlightenment, by William Shipley, in 1754 with the first meeting being held at Rawthmell's Coffee House, Covent Garden, London.

This long history and tradition is the background to our vision to ensure social justice through excellence in education.

Shipley's belief was that the creativity of ideas could enrich social progress. It is this belief, coupled with the RSA's long-lasting commitment to education from being one of the first to promote improvement in girls' education leading to the establishment of Girls' Public Day Schools and the first public examination system through to RSA Academies today, that proves our raison d'être as a Trust.



SECTION 2 VISION AND CONTEXT

For those schools in our Trust that are also Church of England schools, the history is similarly deep, and closely aligned, with a strong emphasis on social justice through education for all. The Church began establishing schools when the National Society for the Promotion of Education was founded in 1811.

Our Church of England Academies operate very comfortably guided by this dual mission. Social justice is, by definition, justice in the distribution of wealth, opportunities and privileges within society. Whilst, as schools, we can do very little in terms of changing the immediate wealth

of the individuals within our communities, it is our stated aim to overcome the barriers to access to opportunities and privileges by providing excellence in education for our young people. We aim for the current generation of pupils in our schools to progress to higher education, high quality apprenticeships and, ultimately, on to high quality employment. For some, this will be following in their parents footsteps; for others, this may be the first time in their recent family history that this has been achieved. Success, of course, in turn, will provide greater opportunity to access wealth once of they have left our schools.

FUNDING

With levels of funding remaining challenging for schools, the Trust seeks to achieve best-value for money in a range of services, and through joint procurement, in order that we can ensure staffing levels and resourcing that give our schools the best chance to deliver excellence. Our strategic intent in this area is outlined in Strategic Objective 2 in this document (Page 35).

It is not just school funding that challenges our schools, the reduction in funding for local services has the potential to destabilise the communities that we aim for our schools to lie at the heart of. Through innovation and optimistic perseverance, we aim for our schools to be able to overcome these potential barriers through partnership-working and co-design of best practice development in school. We have had considerable success as a group of schools, and through the work of the RSA Family of Academies, in generating funding to support youth provision, developing mental health best practice and arts projects.

STAFFING RECRUITMENT

With staff recruitment issues well-publicised nationally, through the work of the RSA Academies Teaching School Alliance, for which our Trust is the Accountable Body, and through the development of effective and efficient HR procedures, we seek to recruit, develop and retain

the very best workforce. This strategic objective for the Trust lies at the core of our future success as a group of exceptional schools and is developed in Strategic Objective 1 (page 30).

RECRUIT, DEVELOP & RETAIN THE BEST WORKFORCE



ACCOUNTABILITY

The ever-changing accountability framework our schools operate in is challenging. Our leaders across the Trust embrace the framework, and whilst we seek as part of our partnership with the RSA to influence the framework, we strive to ensure that we deliver a great curriculum for our students that firstly meets the needs of each and every child, and subsequently, enables success within the accountability framework for each of our schools. We believe, for instance, that the EBacc is appropriate for a significant proportion of our secondary aged students,

but that it is certainly not appropriate for some others. We believe that schools that develop tolerant, respectful, thoughtful, creative, kind and happy young people, who have developed for life and work, is an equal measure of a school's success. In fact, achieving both, as mutually inclusive approaches to education, is how we believe our schools need to develop so that they can be truly exceptional. Our strategic intent is detailed in Strategic Objective 4 (page 44).

SYSTEM LEADERSHIP SUPPORT FOR OTHER SCHOOLS

We are committed to supporting the National policy agenda of system leadership and School to School Support.

Our schools are all members of the RSA Academies Teaching School Alliance, and we are committed to supporting our local Strategic School Improvement Fund initiatives in the areas our schools serve, in the West Midlands, delivering School to School Support. We have, and seek to develop further, our capacity of National Leaders in Education and Specialist Leaders in Education.

We will respond to requests to sponsor schools into our Trust, from the Regional Schools Commissioner, Local Authorities and the Diocese, in line with our Growth Plan (page 62). We are also open to single academy Trust (SAT) boards and "empty-MATs" joining our Trust, again supporting regional and national policy.

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YOU CANNOT
PREDICT THE
OUTCOME
OF HUMAN
DEVELOPMENT. ALL
YOU CAN DO IS LIKE
A FARMER CREATE
THE CONDITIONS
UNDER WHICH IT
WILL BEGIN TO
FLOURISH.

- KEN ROBINSON



THE RSA AND RSA ACADEMIES

Central RSA Academies Trust is part of the wider RSA Family of Academies. Our strategic objectives are aligned to the broader aims of the RSA and the areas of focus of schools within the RSA Family of Academies, which are:

1. CHILDREN LOVE TO LEARN AND ACHIEVE:

All children at schools in the RSA Family of Academies will make excellent progress in their learning throughout their school career and develop a love of learning and confidence in their ability to do new things that will remain with them into adult life.

2. CHILDREN ARE CREATIVE AND TURN THEIR IDEAS INTO ACTION:

Our schools provide access to high quality arts, cultural and design projects. Children have opportunities to work within the creative arts and on projects that are relevant to the real world at all stages of a pupil's school career, from early years to post-16, and across all subject areas. Learning in this way helps young people to develop the skills, competences and knowledge they need to complement and enhance basic skills.

3. CONNECTIONS WITH THE WORLD BEYOND THE SCHOOL GATE:

Children will develop a wide range of skills and knowledge of the world beyond the school gate to enable them to thrive in their continuing education, the world of work and society. There is a growing network of RSA Academies' Alumni that support one another by providing role models for current pupils and link to the RSA Fellowship.

4. INCLUSIVE SCHOOLS THAT MEET THE NEEDS OF THE WHOLE CHILD:

RSA academies are inclusive schools. They seek out and respond to the views of pupils and the wider school community. Some pupils will, at certain times, have difficulties in their lives out of school that may cause a barrier to learning, including challenges to their health and well-being. Our schools strive to work with the child, their family, and other agencies as needed to ensure that every child has the support they need to achieve their full potential.

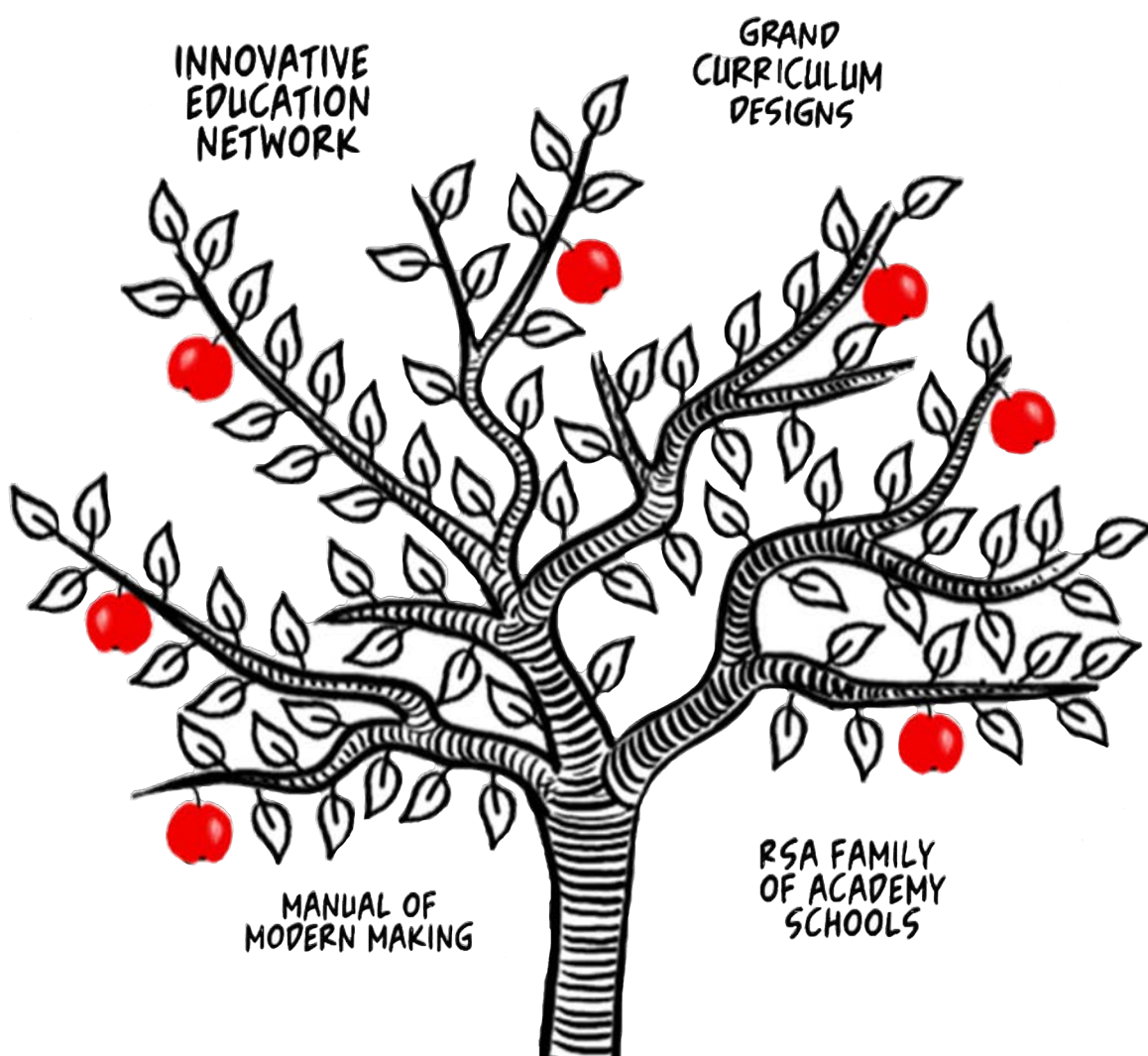
5. STAFF ARE INSPIRED TO BE CONFIDENT AND CREATIVE:

Teachers are encouraged and challenged to be creative, engage with relevant research and be confident in testing out new approaches to enrich pupils' learning. They will have opportunities to engage with and contribute to the wider work of the RSA.

Through the RSA Academies Teaching School Alliance, staff at all levels of their careers, including trainee teachers, will have access to an exceptional programme of continuous professional development and learning opportunities within a supportive environment in which to develop.

6. IN LINE WITH OUR MISSION:

Our sixth priority is to increase our impact locally and nationally by encouraging other schools and policy makers to adopt our successful approaches and by growing the RSA Family of Academies.



KEY STRATEGIC OBJECTIVES 2018 TO 2021





SO 3.1
RSA & RSAA Family
of Academies

SO 3.2
Teaching School
S2S Support & ITT

SO 3.3
Partnerships with
HE & Employees

**SO3
STRONG
COMMUNITIES &
PARTNERSHIPS**

SO 3.4
Local National &
International Links

SO 3.5
Local
Community & Parents

**SO4
EXCEPTIONAL
LEARNERS**

SO 4.1
Excellence in Curriculum
& Enrichment

SO 4.2
Developing
Pupils Knowledge
Attributes & Skills

SO 4.3
Ensuring well-being
and excellent support
for all students

SO 4.4
RSA Commitments the
World Beyond Schools

SO 4.5
Student
Leadership

SO 4.6
Exceptional Outcomes

Great schools are created through having great teachers and support staff. We aim to recruit and develop a great workforce, highly skilled and passionate about getting the very best for all of our pupils.

We are creative and flexible in our approaches to recruitment, ensuring we are resourceful in getting the very best talent and, indeed, people with the potential to be the very best.

Our induction procedures are carefully constructed and detailed to ensure that new staff, whatever their position and experience, get the best possible opportunity to excel very quickly within their role. From career entry through to executive headship, we seek to develop staff, through in-school CPD, cross-Trust CPD, through the

RSA Academies Teaching School Alliance and by any other partnership required to support staff in being the best they can be.

Leadership posts are mentored as part of induction, with external mentoring, if required, invested in for senior posts. Use of short and long-term secondments within the Trust are routine to develop staff in preparation for readiness for the next step,

Our HR professionals seek to operate 'on the front foot', developing staffing models as needed to get the very best from individuals and teams, utilising information gathering from new starters, established employees and those leaving the Trust's employment, so that we can get better and better in terms of developing and deploying colleagues in all of our schools and in all of the myriad of roles in our Trust.

We are supported by a procured, independent, Trust School Improvement Partner, other improvement consultants and by our growing central school improvement team.

**OUTSTANDING
PROFESSIONALS**

SO 1.1 RECRUITING, DEVELOPING, RETAINING AND DEPLOYING THE BEST STAFF AND GOVERNORS (TALENT MANAGEMENT AND SUCCESSION PLANNING)



Developing the best teachers and pupil-facing staff in other roles so that each colleague can be the best they can be is paramount.

We believe that clarity of policy and practice, keeping the basic requirements simple, enables colleagues to then innovate and succeed. We encourage colleagues to be creative and adventurous in designing learning within our agreed creative learning framework (for example: TEEP in our secondary settings). Leaders and staff are persistent and diligent in evaluating the impact of innovation to ensure learning is enhanced and progress accelerated. Intervention is swift where required or where progress has been hampered for individual or groups of pupils.

Quality assurance systems are detailed in and across our schools, to identify areas of strength and areas where development and support may be required. We value and seek to maximise the power of celebration and success. We value honesty and integrity, believing that teachers thrive best when they evaluate their own and others' work with a constructive critical eye.

Our co-design teams are formed of leaders from across the Trust; ensuring that our curriculum leads to the best possible learning and outcomes at each stage of a pupil's journey. Subject Co-design teams are charged with ensuring our curriculum delivery is superb within each subject area: geography, languages, maths and so on.

Leaders Co-design teams for specific attributes, such as oracy, and specific areas of expert delivery for groups, such as for disadvantaged students or for high ability learners.

Co-design supports all of our schools by learning from our teams' experiences and successes, but also from research and from local and international best practice. Our aim is to be recognised as world class in developing high quality creative learning experiences that generate the highest outcomes for pupils.

OUTSTANDING
PROFESSIONALS

SO 1.2 QUALITY LEARNING IN AND BEYOND OUR CLASSROOMS; DEVELOPING SUBJECT AND PEDAGOGICAL EXPERTISE FOR TEACHERS

Most of our staff are not teachers and we seek to be the employer of choice for staff who seek to work in schools, utilising their myriad of skills to improve the life chances and experiences of our pupils whilst at school.

The Trust seeks to ensure progression based on talent and performance within each area of expertise, in each school and across the Trust, with staffing structures that enable this.

SO 1.3

DEVELOPING WORKFORCE EXPERTISE FOR ALL

Our operational teams in Finance, ICT, HR and Estates are set up to generate quality impact in a cost-efficient manner. Training and succession are key to this.

Performance management and CPD are bespoke to individuals and teams, and induction procedures are designed to be strong.

The Trust is committed to system leadership, enabling teaching and support staff to have an impact beyond their own school and the Trust. Supporting colleagues in other schools within and beyond the school, through partnerships including the RSA Academies (RSAA) and our teaching school alliance, is mutually beneficial. We

seek to support local system leadership, where we have capacity and encourage our leaders to apply for system leader opportunities such as National Leaders of Governance, National Leaders of Education, and Specialists Leaders of Education. It is

encouraged as a means for developing expertise, which of course has impact back in school; It is also motivating for staff and supports retention.

We aim to build capacity as appropriate through the centralisation and development of teams to support existing academies more efficiently and enable the future growth strategy with minimal disruption to the 'business as usual' of the Trust. This is done in a timely manner, where the capacity is developed in advance of the next phase of growth, but not so far in advance as to absorb resource without the necessary positive impact these teams must provide for our schools.

The areas where we are developing some, or complete centralised teams are outlined in SO 2.4 and Appendices B to I.



OUTSTANDING
PROFESSIONALS

SO 1.4 REFLECTIVE EDUCATORS: RESEARCH AND INNOVATION BASED

The Royal Society of Arts has a long history educational innovation and research. As a Trust we enjoy the opportunity to work closely with the RSA, in particular with the 'Creative Learning and Development' Action and Research team. We aim to foster a teaching staff that are reflective art of teaching and determined to keep improving. We are certain that this will support the development of our pupils in becoming inquisitive life-long learners who cherish independent thought.

Our partnerships with the RSA, RSA Academies and TSA support us in the development of reflective educators, supporting design thinking, disciplined inquiry and innovation.

We encourage our staff to take risks, innovate and be creative, whilst ensuring that our research and innovation is disciplined, so as not to damage any child's life chances through misplaced innovation or implementation of bad ideas.

Staff have been involved in a range of research programmes, from spiritual, moral, social and cultural development, the impact of arts education, and mental health. We work, through the RSA, with the Pears Foundation developing CPD programmes for teachers to deal with pupil mental health issues more effectively.

We support colleagues throughout their career in engaging in action research. The RSAA TSA Recently Qualified Teacher programme follows a design thinking methodology to develop expertise.

We support the participation in and delivery of the NPQ programmes, for middle and senior leaders, as well as our own leadership development programmes, with action research placed at the heart of these.

OUTSTANDING
PROFESSIONALS

SO 1.5 EMPLOYEE ENGAGEMENT, EXPERIENCE AND WELL-BEING

OUTSTANDING
PROFESSIONALS

Working in schools is amazingly rewarding, but also without doubt, challenging at times. We believe that by listening to our staff, we can enhance the rewarding side of the job and seek to minimise the challenge.

Our HR staff ensure 'on-board' and 'exit' interviews for all colleagues and we annually survey our staff.

In terms of staff well-being, we believe in the power of celebrating achievement and engagement.

We recognise that teaching is a stressful job. We seek to minimise stress where we can, being mindful of individuals' work-life balance. We also recognise that career progression, professional growth and learning are integral to staff well-being.

By providing opportunities for staff to work with colleagues in other Trust schools, for example via subject Co-design groups, the Trust enables staff to be outward-facing whilst encouraging supportive professional relationships.

“

THERE IS NO END TO EDUCATION. IT IS NOT THAT YOU READ A BOOK, PASS AN EXAMINATION, AND FINISH WITH EDUCATION. THE WHOLE OF LIFE, FROM THE MOMENT YOU ARE BORN TO THE MOMENT YOU DIE, IS A PROCESS OF LEARNING.

JIDDU KRISHNAMURTI

SO 2.1

MAT GROWTH

We aim to approximately double the number of pupils in the schools in our Trust over the next five years. Our plans and rationale are outlined in Section 4 (Strategic Growth Planning) of this strategic improvement plan.

Successful growth will be supported by:

SO 2.2	World Class Governance
SO 2.3	Curriculum Driven Financial Health
SO 2.4	Excellence of central service provision
SO 2.5	School Improvement Capacity
SO 2.6	Environments conducive to learning

These are outlined below.

SO 2.2

WORLD CLASS GOVERNANCE

We aim to be a model of good governance across the Trust. We review our governance, utilising National Governors' Association external consultants regularly. The performance of each governor on each committee is reviewed annually, and the Chair of each Committee has an annual review of performance conducted by a member of that committee.

Our Trust Board is set-up with a high focus on the skills of each individual, and it is non-representative of the schools. Each committee is also set up based on a skills audit.

Governance is supported by a small central team of officers, led by the Trust's Head of Corporate Services.

Our recruitment to governance committees is hugely supported by the RSA, with over half of our excellent governance team being drawn from the pool of 28,000 Fellows of the RSA.

A comprehensive training schedule is set up to support governors and ensure appropriate skills and knowledge. This is a blend of face-to-face and online training. There are mandatory modules for all governors, with other mandatory requirements from within the body of a committee, as well as a range of optional training packages. Detail of our Governance Structures can be found in Section 4 of this plan.

INNOVATIVE
SYSTEMS
ENABLING
CREATIVE
SCHOOLS

INNOVATIVE
SYSTEMS
ENABLING
CREATIVE
SCHOOLS

We strive to achieve value for money across the Trust, in all areas of operation. Our aim is to achieve the broadest curriculum offer that is affordable, whilst providing the very best teaching, support and leadership. Achieving financial effectiveness is the best way that we can do this, in a period of ongoing austerity and funding uncertainty.

Our Trust Finance and Resources Committee monitors expenditure and investment carefully and ensures that any proposed changes or reductions have 'impact assessment' to ensure that we do not make reduction to areas of risk. Benchmarking is used routinely across the Trust. Financial forecasting is projected across 3 years in order to identify areas of risk and opportunity.

We recognise that an excellent curriculum, in the pursuit of social justice and social mobility, doesn't mean the cheapest one. We aim to invest in the right areas that

will enable us to achieve our vision. We seek to protect the arts within our curriculum offer, and we are prepared to invest where possible to retain curriculum breadth. Also, particularly in our Post-16 curriculum, there are important subjects to seek to retain that may

have low recruitment in order to ensure we do not close off avenues of progression. For instance, Further Mathematics A-Level, whilst in some years may not be superficially cost-effective in terms of the numbers of students taking it, we recognise the importance of this subject for students aiming to study maths related subjects at prestigious institutions, and therefore, it is vital to protect this subject where possible as part of pursuing our vision.

Our finance team works very closely with our Governors and Principals to ensure savings where they can be achieved, in order to maximise investment to ensure we achieve our vision for education. All are clear that the financial health of our Trust relies on astute financial management and investment in the right areas.

We are developing part or fully centralised teams to support our academies more efficiently where possible. The Trust Board seeks to invest where there is risk.

INNOVATIVE
SYSTEMS
ENABLING
CREATIVE
SCHOOLS

SO 2.3 CURRICULUM - DRIVEN FINANCIAL HEALTH

SO 2.4

EXCELLENCE OF CENTRAL SERVICE PROVISION

We aim to develop central service provision so that it is of sufficient capacity to deliver the next phase of growth. The projected staffing models (see Appendices B to I) have been developed so that, as growth occurs, a clear structure is being worked towards, this means that we do not put in place permanent structures that will not be fit for purpose as the Trust enlarges.

Our aim is to provide an excellent centralised business service as a Trust, enabling our Principals and staff to focus on educational provision, developing the best schools in which to learn and work.

SO 2.4.1 Finance

The Trust has developed a central finance team, which is led by our lead finance professional (a requirement of which is to be a qualified accountant). Procedures are centralised, and it is an expectation for schools joining the Trust that they will migrate to the centralised approach within a maximum of 18 months of joining the Trust.

The core functions of the finance team are:

- Financial management
- Revenue collection
- Cash, asset and liability
- Payment processing
- Accounting
- Reporting
- Procurement
- Collect, analyse and benchmark supplier and spend data
- Identify business requirements
- Source solutions
- Supplier management

The Finance and Resources Strategy for 2018-21 is laid out in Appendix E.

SO 2.4.2 People (HR)

The Trust is committed to delivering a high quality 'people strategy' to recruit, develop and retain the highest quality of professionals' in all of our teams across the Trust and in each school. Talent management is carried out routinely by senior teams and our Central Executive, with leadership potential assessed and succession planning formally mapped. Professional learning plans are detailed: we believe that 70% of our professionals' learning takes place through 'on-the-job' learning, while 20% can come from coaching and mentoring, with 10% through formal learning and training.

HR administration is centralised, with people management activities, systems and templates, reporting and recording standardised.

Delivery of service is hybrid, working with external expertise in HR/legal, with our Trust HR Team developing and delivering our People Strategy.

Our three-year strategy is outlined in Appendix F, with innovation in recruitment, staff learning, well-being, retention and succession planning as core elements.

SO 2.4.3 Estates Management and Safety

Our estates strategy combines the dual aim of ensuring the highest quality of learning environments and facilities for the pupils currently within our schools, with the critical aim of ensuring that the estates are well maintained and developed for our future generations.

The plan ensures that routine condition surveys identify areas of high need. Capital plans respond to school leadership proposals, with the Trust Finance and Resources Committee approving investment in the areas of greatest need across the Trust. Our Estates Strategy Plan is in Appendix G.

SO 2.4.4 ICT

The Trust has developed a team of ICT experts, led by our ICT Strategic Lead, who are charged with delivering high quality systems across the Trust, based on a hub delivery model.

The service is provided for all schools in the Trust, with an evaluation of the best delivery model for new schools being carried out within the first 18 months of joining the Trust. Outcomes of evaluation will result in either a maintained current service or phased integration into the Trust's service. Our ICT strategic plan document is found in Appendix H.

SO 2.4.5 Risk Management

Leaders and Governors are charged with developing a culture where risk management is an active and living process. Reputational risk is the responsibility of all employees. The strategy to monitor, reduce or tolerate specific risks is managed through our integrated risk management system. This isn't a static document, with leadership team and governance schedules systematically overseeing risks, the ownership of them, and the impact of actions to reduce identified risks.

SO 2.5 ENVIRONMENTS CONDUCTIVE TO LEARNING

School leaders, in partnership with our estates team, seek to ensure that our school environments are the very best places to work and learn. Our capital plans are based on regular conditions surveys, with strategic capital development being overseen by our Finance and Resources Committee.

Capital funds are built up through developing financial reserves. A centralised approach to grant submissions, procurement partners etc. is a key element of our Estates

Strategy, as outlined in Appendix G.

Our aim is to ensure fantastic environments conducive for learning in all of our schools. The Board oversee investment to this end. An annual Health and Safety audit is conducted for each school by the Trust to ensure best-practice compliance.

INNOVATIVE
SYSTEMS
ENABLING
CREATIVE
SCHOOLS

SO 2.6

SCHOOL IMPROVEMENT CAPACITY

Our aim is to have experts in all areas of school improvement, and to have plans for succession in place. Most school improvement capacity comes from our schools, with leaders supporting colleagues within and beyond their own school.

As a Trust, in partnership with RSA Academies Teaching School Alliance, we have built a team of NLEs and SLEs who are deployed by our Educational Improvement Team, which is made up of our Executive Principal (NLE), Primary Lead (NLE) and our Trust School Improvement Partner. We have a School Improvement Leader who oversees the quality and impact of the school improvement work.

Co-design teams:

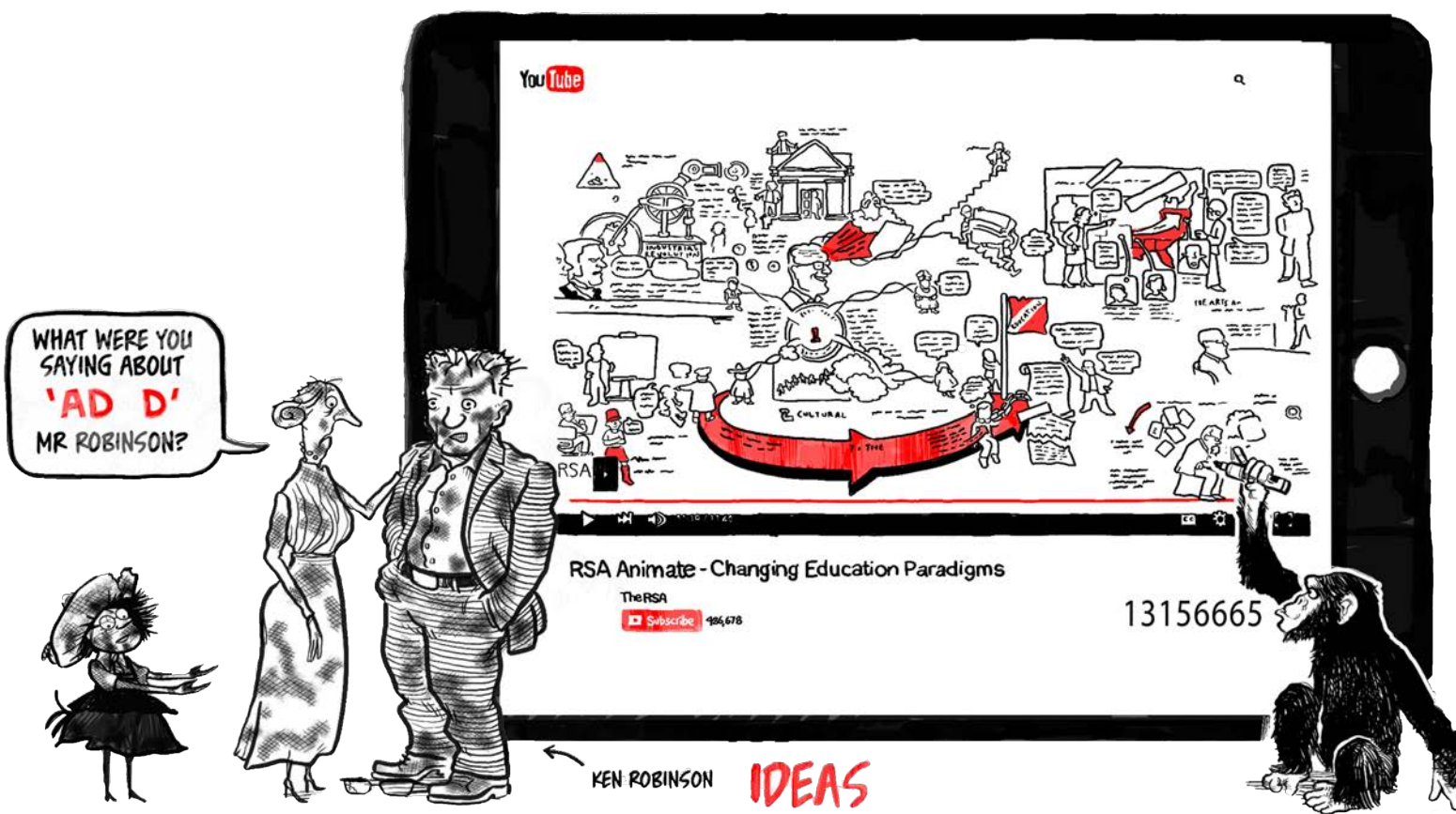
A key feature of the leadership of our school improvement are our Trust-wide Co-design Teams. These teams have leaders from each of our schools, from subject areas or phases, who are charged with developing the best learning experiences.

The blend of experienced leaders with new leaders enables professional learning and sharing that supports all of our schools.

Each team is led by an experienced leader. Where appropriate, the teams standardise approaches with subjects, so that leaders and teachers can seamlessly support within a different context within the Trust, be it through joint moderation, curriculum material development, or, indeed, supporting leadership where a gap has emerged, thereby mitigating standards risks across the Trust. The Co-design teams develop best practice and also share expertise across and beyond our schools.

We intend, as we grow, to develop, over the next three years, greater capacity in the Central School Improvement Team, whilst ensuring that this is predominantly school based. Key areas of risk, such as Safeguarding, are audited annually by the Trust to support school leaders in ensuring compliance.

INNOVATIVE
SYSTEMS
ENABLING
CREATIVE
SCHOOLS



SO 3.1 DEVELOPING OUR RELATIONSHIP WITH OUR SPONSOR, RSAA ACADEMIES, AND THE RSA

We aim to develop increasing impact from our relationship with the Royal Society of Arts and RSA Academies. Our partnership with the RSA Academies not within our MAT are highly valued, as is the mutual support this generates.

Our relationship with the RSA fellowship and, in particular, the Central RSA Fellowship region, is key to this. We aim to increase the hosting of RSA Fellowship events at our base in the Assay Studios; particularly those events related to education and research.

**STRONG
COMMUNITIES &
PARTNERSHIPS**

There are many events that our staff and students benefit from and we seek to increase the positive impact of these for a wider number of pupils. These are generated from RSA Academies staff, our own staff, and through student-led initiatives. Schools choose which projects to be involved with and an Annual report is given in standardised format to the Local Academy Governing Board. This is collated into a Trust report and scrutinised carefully by the Board for volume of impact, linked to achieving our Vision.

SO 3.2 DEVELOPING THE RSA ACADEMIES TEACHING SCHOOL ALLIANCE

Our Trust is the accountable body for the RSA Academies Teaching School Alliance, of which Arrow Vale RSA Academy is the National Teaching School within our Trust. We work closely with Whitley Academy, Coventry, and Holyhead School, Birmingham, as the other two teaching schools in the RSA Academies Teaching School Alliance. The TSA underpins our work in developing reflective practitioners at all career stages through CPD and research programmes.

We seek to increase the number, capacity, deployment and impact of National Leaders of Education and Specialist Leaders of Education. The deployment of these internally and externally will demonstrate our commitment to system leadership and school to school support in both primary and secondary settings.

**STRONG
COMMUNITIES &
PARTNERSHIPS**

We also seek to grow the Initial Teacher Training Schools Direct Programme, developing the next generation of high quality teachers. This growth will be in areas of shortage where possible, providing routes into teaching posts within our Trust.

Our vision is underpinned by high aspiration and working with powerful communities in partnership. Strong and well-conceived links with employers and higher education, both for staff and pupils, will add the power we need to deliver much of Strategic Objective 4.

SO 3.3 PARTNERSHIPS WITH EMPLOYERS AND HIGHER EDUCATION

RSA Academies are an influential force in brokering links. The Opening Doors to Business Project has had significant impact, as an example of creating the contact between pupils and employers we know have such statistically high positive impact on pupils' life chances; in

particular, employability and earning potential.

The formal partnership between RSA Academies and Warwick University is another area of potential for us to strengthen over the next five years.

Each school also develops its own relationships with local employers and other stakeholders. We expect engagement for pupils from an early age, continuing right through their time in our schools. We expect all Key Stage 4 and Key Stage 5 students to have high quality work experience placements in all of our schools. Our schools are expected to engage with Alumni, as a resource to raise aspiration, and, of course, support the links where potential arises between employers and higher education.

The Trust Central Team and RSA Academies support the schools in developing relationships with major Midlands based employers at an executive level, enabling quality engagement with major players at school level for our staff teams and young people.

**STRONG
COMMUNITIES &
PARTNERSHIPS**

SO 3.4 LOCAL, NATIONAL AND INTERNATIONAL LINKS

Our schools are outward facing, serving and meeting the needs of each of their local communities. Our formal, strong, links from local to international partners such as: the RSA, Diocese, and other groups can all enhance our schools' communities, and we believe our communities can enhance the partners' organisations.

Our education partnerships are based on integrity and mutual support and benefit, and we seek to be regarded

as a great Trust and as great individual schools to be partnered with.

We expect our student leadership to initiate and develop many of our partnerships supported, as appropriate, by our staff.

**STRONG
COMMUNITIES &
PARTNERSHIPS**

SO 3.5 LOCAL COMMUNITY AND PARENTS

A key dimension of the RSA Educational Agenda is to ensure that schools are placed at the heart of their communities.

Our aim is to ensure exceptionally strong parental links, and to have partnerships with local organisations that can

add value to our schools, be it working with young people or supporting our staff and governor teams.

Each school has an active strategy of engagement that is carefully monitored by Local Academy Governing Boards.

**STRONG
COMMUNITIES &
PARTNERSHIPS**

To make a real difference to the communities we serve, our schools must be rooted firmly at the heart of the community each one serves.

SECTION 3

We seek to develop confident and creative learners who can thrive in a changing world. Our curriculum will be the realisation of our shared aspirations for our learners

In detail:

As RSA Academies, we aim to deliver a truly broad curriculum, that enables ALL pupils to flourish. We embrace the EBacc and ensure that all those who wish to study it can and, indeed, are encouraged as appropriate to do so. We also seek to deliver a wide range of subjects, including the delivery of excellent vocational and skills-based learning experiences that are age appropriate. Our sixth form offers mirror this aspiration, with a full range of academic subjects being offered in balance with a strong vocational offer for those students that will benefit most from this, as they pursue their chosen goals.

Our aim is to provide formal and informal learning experiences for pupils of all ages so that they can achieve in all areas, but also can find the things in life that make them passionate, be these in leisure activities or areas

SO 4.1 EXCELLENCE IN CURRICULUM AND ENRICHMENT

of future study or potential employment. We seek to ensure that each of them flourishes and becomes great citizens of this country and of the world. Our schools seek to foster the social, moral, cultural and spiritual development of our pupils in all aspects of school life, so that they are interesting, respectful, open, tolerant and kind young adults as they leave our schools and go off into the world.

The knowledge:

Attributes and skills which we recognise as vital and which support successful learning will be developed in, and alongside, the curriculum (through excellent experiences). (See Strategic Objective 4.2)

As part of our approach to achieving this, each of our schools commits, as an RSA Academy, to developing

and publishing an Arts, Creativity and Cultural Education Plan. These plans seek to ensure that our pupils benefit from interaction with experts, such as the RSA's Royal Designers for Industry. We seek to support our projects and courses with meaningful contact with employers and experts from design, manufacturing, business and other employer opportunities. The plans specifically outline, for each school, the provision for:

EXCEPTIONAL LEARNERS

- A wide range of arts and design teaching in the curriculum for all pupils
- Extra-curricular opportunities
- Visits to arts and cultural venues (including attending performances)
- Cross curricular opportunities for creative learning (beyond arts subjects)
- Developing partnerships and working with creative practitioners
- Opportunities for participation in awards, competitions and community projects
- Developing appreciation of the arts through theory as well as skills
- Teaching for creativity

This commitment supports strongly our delivery of our wider 'Enrichment Guarantee'

Enrichment Guarantee:

Our schools offer an extensive range of enrichment activities to enhance learning in each school, and across our schools. We aim for immersive external experiences and excellence in our enrichment programmes. This entitlement includes:

- Opportunities to access and participate in visits to theatres, galleries and cultural events;
- Work directly with arts practitioners and designers, sporting experts and the like;
- Aim to ensure entitlement of offer to experience a residential stay;
- Participate in projects for the local and wider community;
- Have access to a variety of careers talks, workplace and university visits, and work experience.

“

TELL ME AND I
FORGET. TEACH ME
AND I REMEMBER.
INVOLVE ME AND I
LEARN.

BENJAMIN FRANKLIN



The leadership across our Trust has identified pupil knowledge, skills and attributes that we believe are key to the current and future success of the young people in our schools. Each school develops their own approaches to developing the skills and attributes. The skills and attributes have an identified leader across the Trust to lead Co-design and, where most effective practice emerges from within the Trust and beyond, then standardisation of approach will be agreed as appropriate.

**EXCEPTIONAL
LEARNERS**

SO 4.2 DEVELOPING PUPILS' KNOWLEDGE ATTRIBUTES AND SKILLS THROUGH EXCELLENT EXPERIENCES (KASE)

Knowledge:

Our pupils are all entitled to:

- Know, understand and have mastered the key concepts and questions related to, and arising from, each subject discipline (Expert)
- Locate their experiences within a broader sense of society and understand the purpose and relevance of subject disciplines (Purposeful)
- Opportunities for dialogue within subjects to build and use subject specific vocabulary (Fluent)
- Know and understand their own learning journey with opportunities to explore progress and shape that journey (Self-Regulating)
- Know, understand and contribute to the assessment process (Self-Directing)

Skills

Our pupils are all entitled to:

- Generate solutions to authentic problems and challenges with originality as part of a creative process (Problem-Solving)
- Interact purposefully with others, including groups and teams, in a variety of different contexts (Collaborative)
- Communicate effectively, frequently and purposefully through different channels including discussion, debate and questioning developing Oracy skills (Communicative)
- Access texts in order to interpret/understand and write effectively for different purposes (Literate)
- Engage in, understand and take responsibility for, their part in the learning process and, in addition, contribute to the learning of others (Metacognitive)
- Learn how to study, retain key information and perform confidently in public examinations (Pragmatic)

Experiences

Our pupils are all entitled to:

- Enjoy, experience excitement and find significant value in, their school experience (Engaged & Enthused)
- Take an active part in visits and trips which are beyond their own life experience or those of their school (Cosmopolitan)
- Access meaningful and extended opportunities to appreciate what Higher Education and Employment can offer (Autonomous)
- Be fully involved in an ambitious project which impacts on a wider audience than their peers (Champion)
- Be stretched by a range of experiences which challenge their view of themselves and their future (Self-Aware)
- Experience authentic responsibility in and around school (Responsible)

Attributes of Character

All schools will create the conditions in which these can be nurtured.

Our pupils are all entitled to:

- Experience opportunities to take risks, doing so purposefully and with understanding (Risk-Tolerant)
- Demonstrate the willingness to persist and overcome difficulties in order to build resilience (Resilient)
- Reflect upon, and learn from, their own and others' behaviours (Reflective)
- Engage with, and develop appreciation of own communities (community spirited) and other communities including their lifestyles, cultures and values (Empathetic)

Our schools take great pride in supporting all students so that they can be the best they can be. We believe that academic excellence is much more likely achieved through excellent pupil support. We are proud of our pastoral systems. We are passionate about supporting the pastoral needs of ALL pupils as truly inclusive schools. We aim to do all we can for particular individuals or groups of pupils, with high ability, special educational needs, pupils with mental health issues, or whatever the need. We believe inclusion and effective pupil support are about 'deeds, not words' and we expect our staff to support each other in 'going the extra mile' to support our pupils. We are especially mindful of ensuring high quality transition arrangements at key points.

SO 4.3 ENSURING EXCELLENT WELL-BEING AND SUPPORT FOR ALL STUDENTS

Each school in our Trust has its own vision and values, in line with our Trust vision and values, but unique to the community that the school serves. Local Academy Governing Board members and the school leadership are expected to develop a strong ethos, underpinned by the values of the Trust and the school.

For our young people to be successful citizens of the West Midlands, Britain and, indeed, Global citizens, they need to have developed their own strong moral value-

set which must include respect, tolerance and openness to difference. Schools that have Church of England designation in our Trust, for instance, will align their values to those of the Church of England's Vision for Education: Wisdom; Hope; Community and Dignity.

**EXCEPTIONAL
LEARNERS**

4.2.3 Ensuring Pupil Well-being

Emotional well-being is a clear indicator of academic achievement, success and satisfaction in later life. Our schools recognise that excellence in pastoral care is a non-negotiable. We are focused on ensuring that our pupils are happy, developing a respectful, tolerant attitude to life, being able to develop strong relationships and friendships with others. Our schools develop provision, monitor and intervene systematically in order to do all that they can to ensure each young person's wellbeing.

Evidence shows that mental health and wellbeing programmes in school, can lead to significant improvements in children's mental health and social and emotional skills. Our staff teams are also at the forefront of developing effective mental health provision in school, in partnership with the RSA TSA, Pears Foundation, RSA Academies and other partners.

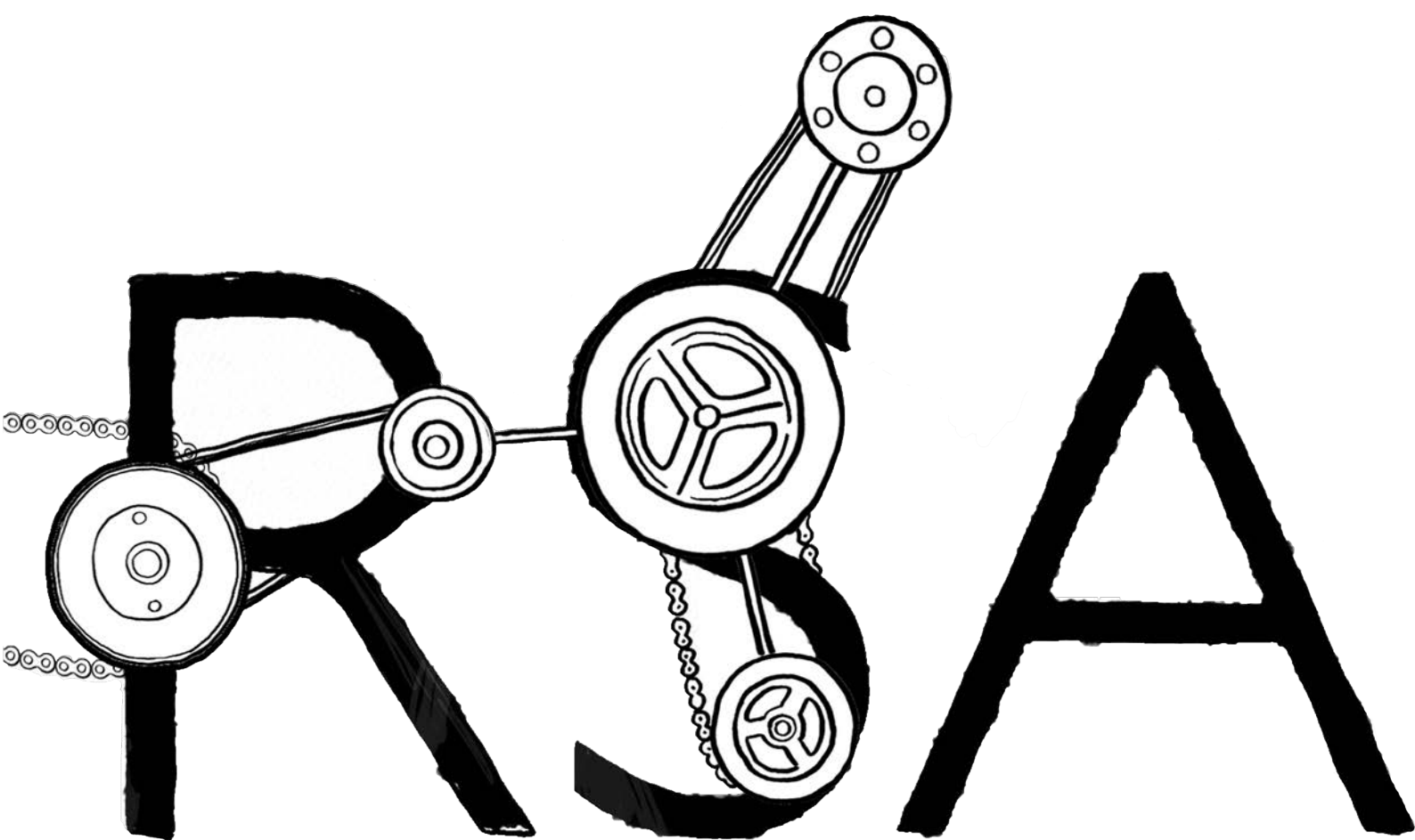
SO 4.4 RSA COMMITMENTS - THE WORLD BEYOND SCHOOL

EXCEPTIONAL
LEARNERS

As part of ensuring social justice for our communities, our schools commit to developing a gold standard Careers' Education, Advice and Guidance provision that is carefully planned and implemented. Our Trust and School plans outline the provision, based on the Gatsby Benchmarks, for raising aspirations and broadening horizons starting from Key Stage 1 through to Key Stage 5. We recognise, as a Trust, that a meaningful encounter with an employer per school year or more will mean that 86% of students are less likely to be not in education employment or training (NEET), and on average will earn 18% more in their careers. We aim to double this in their time from early years to sixth form. Our implementation includes as a minimum:

- A stable careers programme which raises aspirations and challenges stereotypical thinking (in career terms)
- We will learn from local labour market information and share with students and parents to support informed option and career and study choices
- Linking curriculum learning with careers, with all pupils in every year having the opportunity to learn how the different subjects across the curriculum are applicable to the world of work with a focus on English, Maths and Science.
- At least one meaningful encounter with an employer for every year at school with multiple employer encounters in sixth form.
- A meaningful work experience.
- Students receive information about the range of destination choices to include apprenticeships, higher level apprenticeships, colleges, training providers and outreach opportunities available through universities.
- An interview to gain impartial careers advice.
- Extra-curricular opportunities in both primary and secondary phases to enable the development of skills for the world after school, including student leadership, voluntary work and business/enterprise.
- Partnerships with educational and employment providers, enabling students to have multiple opportunities to learn what they will need to do to prepare for the world beyond school.
- Experiences in different contexts, such as work visits, work shadowing and/or work experience and experiences with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers.

THE WORLD BEYOND SCHOOL: COMMITMENT IN ACTION...



21st century enlightenment

The joint RSA Academies and North Worcestershire Economic Development and Regeneration (NWedR) Opening Doors to Business programme aims to support careers' education with a new, impact intensive way of ensuring that local school pupils have an increased awareness of local opportunities open to them by visiting local employers in their workplaces. This exciting and important project has been made possible by an innovative partnership between the Greater Birmingham and Solihull LEP, NWedR and RSA Academies.

Originating in the Wyre Forest district of north Worcestershire in 2016, this programme was piloted in Redditch during June 2017, when a number of local businesses 'opened their doors' to over 100 students from all local schools, including the RSA Family of Academies. For two weeks, students from Redditch schools had the opportunity to visit and gain experience and understanding, of a variety of businesses: from Mettis Aerospace to Micro Springs & Presswork, Palace Theatre and Rockline to local Police. Some of the visits have been captured on film, including interviews with pupils and business leaders.

Following this successful pilot, the programme had its official launch event in January 2018, with more than 40 employers, teachers, careers advisers and business leaders interested in helping young people find out about the world of work attending. We demonstrated how the Opening Doors Project is a scalable and sustainable model by using an online brochure, featuring each employer and what they were offering to local schools, with longer-term plans to expand throughout the County and into Coventry, Birmingham and the Black Country. As such, the next step is to involve and engage with partners across the Black Country, Birmingham and Coventry.

Through this innovative partnership, the launch of the Opening Doors Project has led to 20 local employers engaging in the programme: from manufacturing, the leisure industry, hospitality and local radio, with more joining on a weekly basis. The brochure is a directory for schools to access employers, with named contact details and a 'how to' guide for teachers and employers, along with a number of resources. Through the brochure model, the project has become sustainable, with employers and schools taking responsibility for organising visits as well as establishing links for wider career related work.

It has also been a very exciting opportunity to bring aspects of the RSA Academies 'Preparing for the World Beyond School' Commitment to life, with workplace visits a key step towards students developing a wide range of skills and knowledge so they can thrive in continuing education, the world of work and in society.

Our schools are all passionate about developing genuine pupil leadership, harnessing the energy of our amazing young people, and providing frameworks and development programmes for them to learn to lead and inspire others. From an early age, leadership is encouraged. We see this as central to developing our pupils' attributes and also for developing school culture of co-operation, respect and community.

Our secondary schools have adopted student leadership teams, with committees for specific development, such as community, media, eco, charity. These are structured so that younger year groups are part of them, ensuring that succession planning is in-built with these teams. Our Year 8 students undertake the RSA8 leadership development programme, with amazing impact.

A solid orange square graphic containing the text 'EXCEPTIONAL LEARNERS' in white, uppercase letters.

**EXCEPTIONAL
LEARNERS**

SO 4.5

STUDENT LEADERSHIP

We empower our student leaders to participate in Social Action in order to develop leadership skills such as leading campaigns, volunteering or charity work. Social Action supports students' well-being and confidence as well as raising awareness of issues affecting them and their local, national and global community, further embedding the RSA ethos. Clearly, it is key in developing the community spirited dimension of one of our key student attributes, 'Character'.

SO 4.6

EXCEPTIONAL OUTCOMES

EXCEPTIONAL LEARNERS

As a Trust we recognise that education without exceptional outcomes in terms of test and public examinations does not deliver social justice. We believe that truly exceptional outcomes, however, can only be truly delivered if we develop for our pupils the aspirations and attributes laid out in SO4.1 to 4.5. They are not mutually exclusive and, indeed, the standards are driven by achieving these aims. There are too many examples of schools delivering one without the other and, tragically, in a small number of cases, neither.

Our disciplined approach to innovation and developing a staff who are passionate about delivering our vision for social justice through exceptional schools will mean we do both. We are clear that, if we achieve all of the strategic aims from SO1 to SO4, then we are, as a Trust, supporting schools to deliver exceptional education, including exceptional outcomes:

SO 4.6.1 Excellence in Primary Outcomes

We embrace the accountability placed on our schools to ensure excellent outcomes and seek the most effective ways to ensure that our pupils get the highest possible results and progress, both at external accountability points, but equally importantly at each point in their

primary education. The KPIs for external assessment for reading, writing and maths, as well as other measures, are monitored closely by school leaders, governors and the Trust.

Where pupils are at risk of falling OFF track, resource is allocated to head of the risk. We celebrate with our families the achievements of all our pupils.

SO 4.6.2 Excellence in Secondary Outcomes

We embrace the accountability placed on our schools to ensure excellent outcomes. We aim for pupils to achieve highly in terms of progress from their starting points in all subjects though Key Stage 3 up to GCSE and Post-16. We believe the EBacc is appropriate for many, but not all pupils. Our curriculum is designed to deliver high quality outcomes for all, with a strong focus in ensuring that English and Mathematics are strong enough to enable high performance across all subjects. We celebrate with our families the achievement of all our pupils. Progression to high quality employment and success in further study are key indicators of our success.

SECTION 4

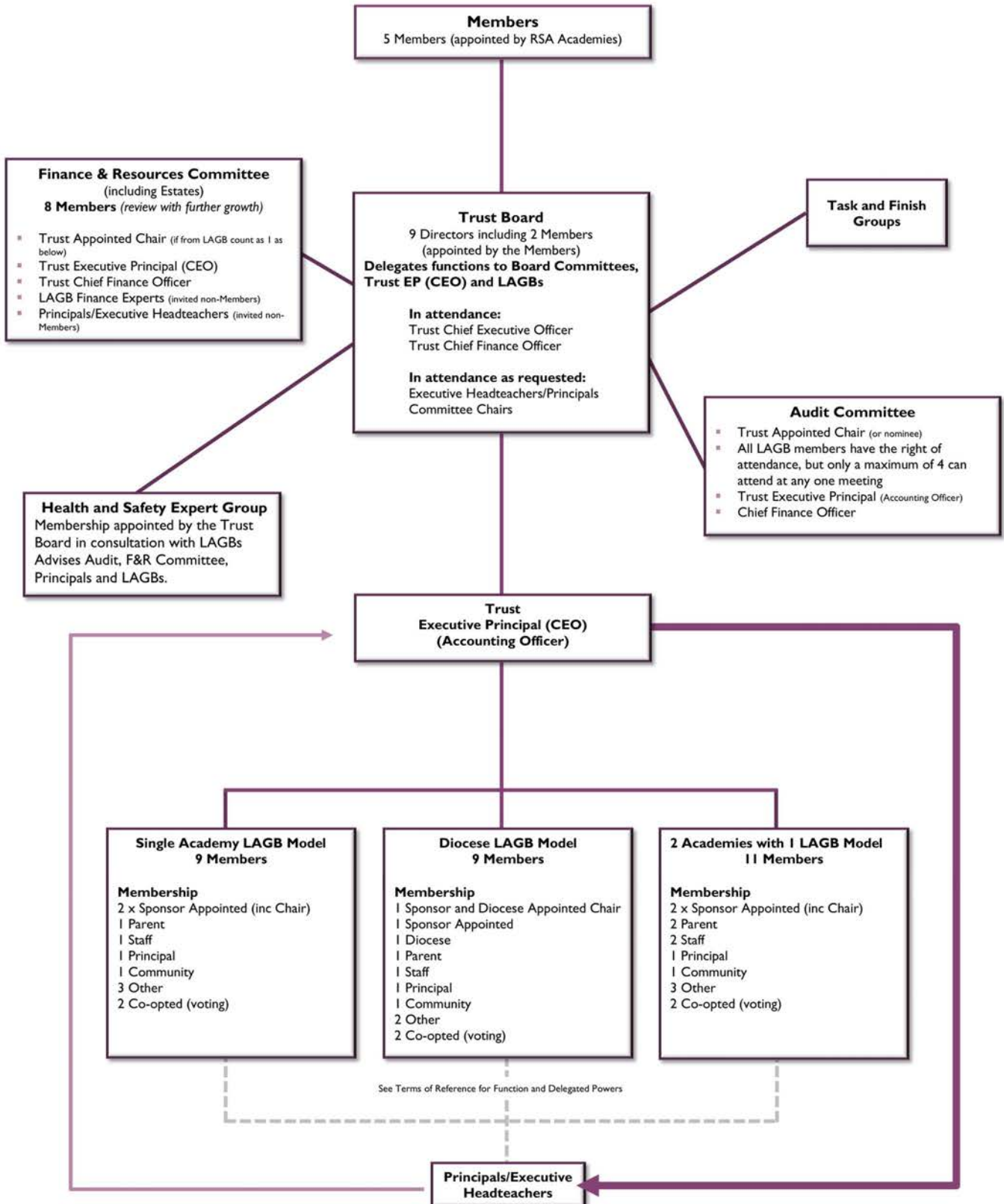


SUCCESSFUL DELIVERY OF OUR STRATEGIC PLAN

IN ORDER FOR US TO CONTINUE TO BE SUCCESSFUL AND ENSURE THE PROVISION IS IN PLACE TO ACHIEVE DELIVERY OF OUR STRATEGIC OBJECTIVES, OUR TRUST BOARD RECOGNISES THAT WE HAVE TO:

- Have powerful Leadership with Vision; a model of effective governance with appropriate levels of delegation
- Develop a high quality central service provision for the Trust
- Ensure a high-quality school improvement model
- Growth strategy

Central RSA Academies Trust Governance Structure



POWERFUL LEADERSHIP WITH VISION; A MODEL OF EFFECTIVE GOVERNANCE

The Trust undertook an extensive external NGA review of governance structures and arrangements to ensure they can enable growth in 2017-18. The review confirmed that our new structures enable us to operate to NGA standards, and are fit for purpose to enable growth.

Governance and leadership is distributed through the following bodies, in line with the scheme of delegation:

CRSAAT Trust Board: The Trustees are appointed by the five Members of the Trust. The Members are appointed by the RSA Academies, one of whom is appointed in collaboration with the Diocese of Worcester.

The Board is made up of individuals who are appointed because of the skills they bring to the governance of the Trust. Each Trustee has a particular area of focus to ensure excellence in governance. These areas or responsibility are published on the Trust's website.

The Board aims to manage by exception and invest in areas of risk. It oversees standards, compliance, financial probity and safeguarding. It is responsible for overseeing the work of the Central Executive and all staff in delivering our vision, in line with this strategic plan. The Board has a Finance and Resources Committee, a Health and Safety Expert Group, an Audit Committee and Local Academy Governing Boards as Sub-Committees. All governors are expected to uphold the Nolan Principles of Public Life:

The seven principles are outlined below:

- **Selflessness:** Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends.
- **Integrity:** Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.
- **Objectivity:** In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.
- **Accountability:** Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.
- **Openness:** Holders of public office should be as open as possible about all the decisions and actions they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

- **Honesty:** Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.
- **Leadership:** Holders of public office should promote and support these principles by leadership and example

A Governance Portal on the website enables communication and transparency between the Board and its Committees. Each school in the Trust has a Trustee Ambassador, who meets informally with the Chair of the Local Academy Board, to enable a strong working dialogue between the Trust Board and each school.

Local Academy Governing Boards (LAGBs):

Our Local Academy Governing Boards are charged with ensuring excellent governance of our schools, with delegated powers as outlined in the Trust's Scheme of Delegation. Governors work closely with staff in schools, especially the Principals and school leaders. They are most especially charged with providing appropriate support and challenge in relation to standards and compliance. They ensure effective engagement with parents, community and stakeholders through local knowledge. They oversee the implementation of and their school's School Improvement Plan, ensuring alignment with the Trust's vision and strategic plan.

Central Executive: The Trust is led by our Executive Principal (CEO), who leads the Central Executive Team. This team consists of our Primary Lead, and the Principals in the Trust. They work closely with the Trust Board and Local Academy Governing Boards to ensure that we are on track to achieve our vision.

'GOOD
OR
BETTER'

THE TRUST SCHOOL IMPROVEMENT MODEL: ENSURING SUSTAINABLE EXCELLENCE

A key strategic aim of the Trust is to ensure that all schools are delivering sustainably good education. The Trust deploys an Educational Improvement Team to assess risk that consists of the Executive Principal (CEO) (NLE), Trust Primary Lead (NLE) and the commissioned Trust School Improvement Partner service. The Executive Principal (CEO), through this team, identifies when additional capacity is required from external providers to support the evaluation of risk.

An ongoing assessment of schools in the Trust, and those potentially joining the Trust, is made against our 'seven pillars' of school improvement:

1. Outcomes and current cohort progress measures
2. Teaching, learning and assessment
3. Well-being, behaviour and attendance
4. Leadership and management, including: improvement planning, performance management, quality assurance, line management and financial efficiency
5. Curriculum and staffing
6. Governance
7. RSA Commitments, Attributes and Enrichment guarantee

Our pillars are underpinned by the vision and values of the Central RSA Academies Trust, which are closely aligned to the values of the RSA and the RSA Academies.

- Detailed due diligence is carried out for schools seeking to join the Trust. The pillars form the basis of assessing the school improvement risks, as part of this process.
- Appropriate challenge, support and intervention
- Trust Board Monitoring and the Role of the Trust School Improvement Partner
- The Trust Board takes a robust approach to monitoring standards, procuring an external School Improvement Partner consultant to provide external challenge, supporting the Educational Improvement Team in identify strengths and risk across the Trust.
- The Board provides strong support and challenge to the schools and to the central team.

The Board invests in areas of risk, ensuring that appropriate support is put in place in a differentiated approach dependent on need:

Where all seven pillars are securely and sustainably 'good', school improvement planning is fully delegated to the school and normal line management and monitoring support is applied by the Trust to the school. Our Co-design teams are set up to ensure that colleagues from schools across the Trust are able to develop and share best-practice. Where collaborative development leads to a clear 'best way' then our School Improvement Executive will, in dialogue with the Principals (Central Executive) standardise practice as appropriate. Where a pillar is deemed less than good, or vulnerable to dropping below good, then additional support is allocated by the Trust.

‘At risk’

Where a number of or all of the pillars, are not yet securely good, or if a school is at risk of losing ‘outstanding’ in terms of Ofsted overall effectiveness, the school is designated as ‘at risk’ by the Trust Board, who manage by exception.

School Improvement planning is not delegated, and the Educational Improvement Team: Executive Principal (CEO), Trust Primary Lead, Trust SIP and the School Improvement Leader support the Principal and take oversight of plans and progress against plans. As appropriate, they also take an active role with senior leaders at the school in the school improvement planning process, to ensure full support is given to rapid improvement, and coordinate SLE and other support.

The Educational Improvement Team will identify additional resource allocation from the Trust School Improvement Fund, as required, including the deployment of:

- NLE inc. Executive Principal (CEO) & Trust Primary Lead support
- Additional TSIP support
- School Improvement Leader support
- SLE support from within the Trust and through the RSA Teaching School Alliance
- Deployment of other Trust senior leader support (including secondment)
- Additional support and resource as required

The interventions are swift in order to generate rapid improvement that enables the school improvement planning process to be delegated at the earliest opportunity (once confidence can be assured that the school is securely and sustainably no longer at risk).

STRATEGIC GROWTH PLANNING

As part of our strategy for achieving social justice through excellence, we seek to grow the number of pupils/schools in our Trust. Growth will be carefully considered, balancing the proportion of schools in our Trust able to provide support, bringing in like-minded schools that can add to this capacity, and bringing in schools that we believe we can make a significant difference to in terms of success and outcomes.

The Trust Board have approved our criteria for Trust growth, as part of our growth strategy. They are:

1. What will the benefits be to the pupils already in our schools?
2. Can we improve outcomes for the pupils in a school seeking to join the Central RSA Academies Trust?
3. Do we have the capacity in the staff team to make this successful?
4. Does the school wishing to join us subscribe to the values of the Royal Society of Arts and the Central RSA Academies Trust and demonstrate commitments, or have the potential to do so?

Successful growth will be enabled by the successful delivery of our four Strategic Objectives. In particular, in order to enhance, and indeed not compromise, the pupils currently in the Trust, we recognise that at each point of considering a school joining the Trust, in order to be secure we can make the planned growth successful, we must have in particular:

- Robust governance
- School improvement capacity, including strong succession planning
- Strong central services in Finance, HR, and Operations (ICT, Data, Estates and Risk Management)

The Trust is committed to growth in order to strengthen the ability to deliver our vision, and to widen the impact of this vision delivery to increased benefit. The Trust is committed to supporting system leadership and respond to the DfE and other stakeholders' needs where capacity allows. The Trust will consider setting up a Free School where there is a clear need for an additional school.

Assuming schools meet the above criteria apply to join the Trust, and/or by responding to requests from the Regional Schools Commissioner, RSA Academies, the Diocese, or Local Authority to sponsor schools or absorb 'empty-MATs', indicative milestones are outlined for minimum growth:

- An additional secondary school every two years (with a review of school improvement capacity prior to any growth). At least one primary school a year.

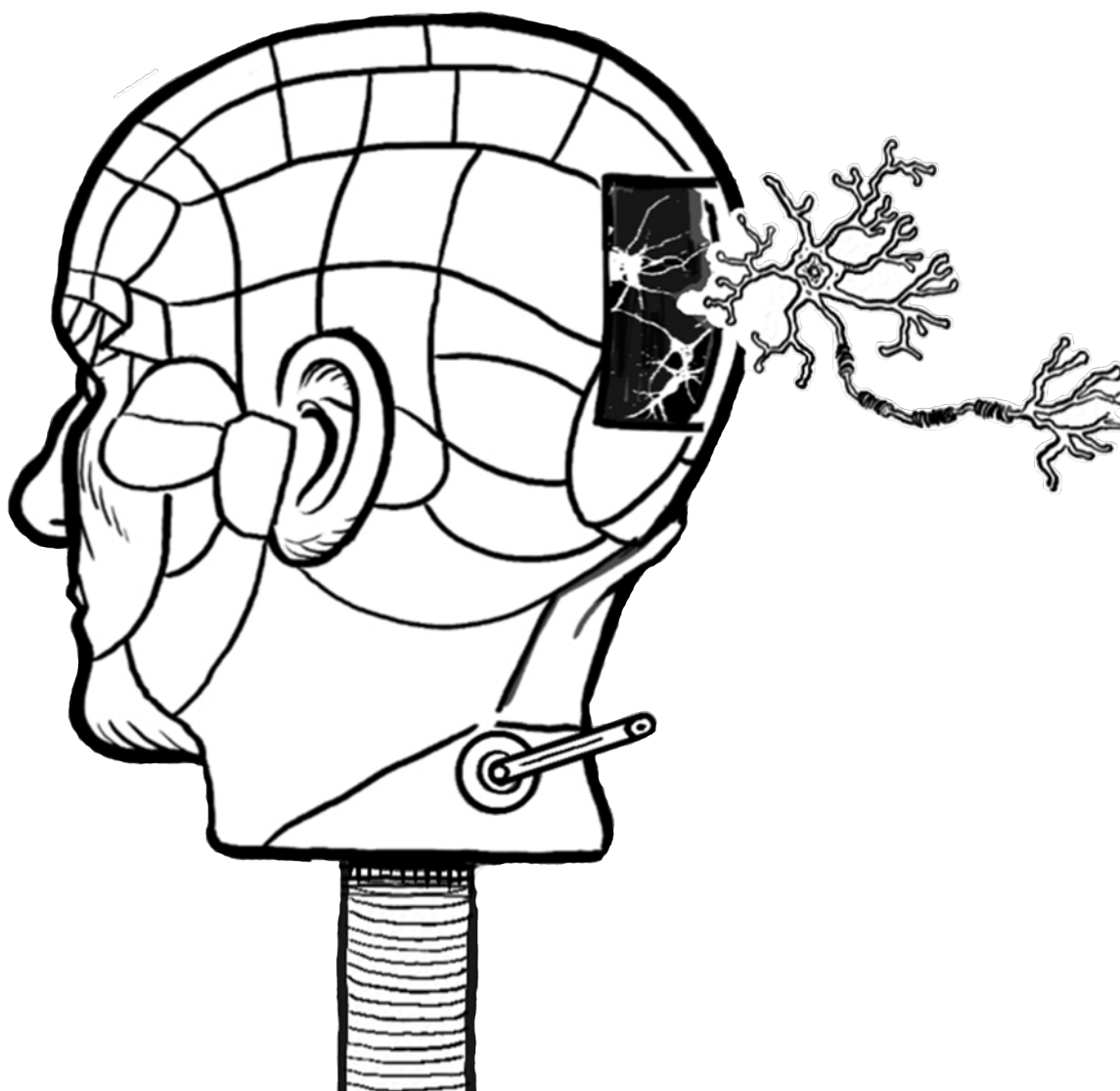
The Trust will keep under review its growth plans, reviewing each year performance, capacity and context, on a yearly basis but with the intent to have at least 10 schools within the Trust by 2021.

Geographically, we aim to work within the urban areas of the West Midlands Conurbation and its surrounding towns and will accept schools into our Trust within a 45-minute journey time from one of our two current hubs in Redditch/Worcestershire and Tipton/The Black Country. The Trust will consider a geographical third hub within the West Midlands.

Associated staffing structures are outlined, dependant on growth, on the following three pages.

Key elements of these staffing 'growth maps' include:

- The timely growth of the School Improvement Team, with some school based senior and middle leaders having Trust-wide leadership roles as part of their remit.
- The appointment a Chief Operating Officer to oversee a Financial Director, Risk and Compliance, as well as Estates, ICT and Data managers.



APPENDICES

A - I



APPENDIX

PERFORMANCE AND PRIORITY INDICATORS

Items in bold will be monitored partly through the use of metrics by the Trust Board and/or its committees

SO 1 OUTSTANDING PROFESSIONALS

Key Priority Indicators to include improving engagement through developing ...

- Professional behaviour and effectiveness at all levels
- **Quality in classrooms** - developing subject and pedagogical expertise of teachers
- Welfare, **well-being** and mental health provision
- **Customer voice through stakeholder engagement surveys**
- **High attendance of students and adults**
- A **diverse** and locally sourced **workforce**
- A 'Research School' approach to CPD
- Teaching School Alliance recruitment, **training completion and retention of NQTs**
- Appropriate career progression through the MAT [mapping]
- Unique and uniform MAT-specific PM/Appraisal processes
- **Recruiting, developing, retaining and deploying the best staff and governors** (talent management and succession planning)
- Developing workforce expertise for all
- Research based innovation based on success [linked to HEI partners]
- Employee engagement, experience and well-being

Key Priority Indicators to secure effective and efficient 'governance', including financial health, safety and compliance through....

SO2 INNOVATIVE SYSTEMS ENABLING CREATIVE SCHOOLS

- Review and evaluation of Trustee briefs to include formal links to LAGBs and Appraisal
- Review and development of Academies Ambassador Initiative
- Planning for and providing appropriate **Trustee/Governor Training** with particular reference to Safeguarding and Child Protection/Special Educational Needs and Disability/Prevent Duty
- Securing appropriate balance of skills and knowledge across all LAGBs
- Engaging an effective and efficient clerking service
- Full implementation of recommendations from NGA reports
- Securing 'Audit Readiness' in line with Audit/EFA/Ofsted/SIAMS/DfE/RSAA guidelines
- Planning for outreach and **recruitment of schools**
- Developing links with LAs and other MATs/Teaching School Alliances
- **Improving links with the RSA and RSA Academies**
- Promoting **cross-MAT collaboration** and collegiate activity

Key Priority Indicators to include enabling MAT Growth through....

SO3 STRONG COMMUNITIES AND PARTNERSHIPS

Key Priority Indicators to include the building of cohesive communities and sustainable partnerships through....

- Embedding the RSA ethos and developing the engagement of RSA Fellows
- **Increasing involvement in RSA RDI projects**
- Introducing an RSAA Alumni/Fellowship programme
- Developing University [HEI] Partners – e.g. Warwick, Birmingham University, Birmingham City University, Northampton, Worcester
- Improving **access of adults and students to HEI Partners**
- Accessing Diocesan links – Worcester/Lichfield/Birmingham [SIAMS etc.]
- Improving **community use of Trust/school facilities**
- Initiating purposeful **business links for students and adults**, including world of Work provision to include **placements/short secondments** for all
- Analysing school catchment areas and targeting for growth
- Securing quality **parental / family engagement events** to target developing effective dialogue re: expectations
- Planning for All Through Schooling where appropriate
- Securing meaningful and **productive international links**

SO4 EXCEPTIONAL LEARNERS

Exceptional Key Performance

Indicators to ensure that all schools are achieving well, building on knowledge and fostering excellent outcomes and developing our 6 attributes, through providing rich curriculum and wider experiences....

- **Pupil Engagement and well-being:** Provision for pupil support, attendance statistics, exclusion data, **PASS/THRIVE survey results** are all indicative of positive 'buy in' for young people at all Key Stages
- **Bespoke rich curriculum:** Provision is guaranteed and pupil uptake is monitored effectively ensuring breadth, balance and richness of curriculum offer, including **strong arts provision**,
- **Enrichment Curriculum:** Planned and delivered and **pupil uptake** monitored to ensure pupils, including the most disadvantaged, are helped in developing resilience, agility, cultural awareness, spirituality, knowledge and thinking skills in preparation for a life of further learning
- **Diminishing the Difference:** Strategies for ensuring the achievement of disadvantaged pupils [PP] implemented and monitored and evaluated effectively and funding used appropriately.

Indicators to establish, maintain and develop creative learning environments/ estates, conducive to learning through:

- Bespoke curriculum design to develop attributes and further improve outcomes for pupils
- Engaging in promoting learning beyond the classroom and developing inspiring learning spaces
- **Setting individual school targets** for promoting Visual and Performing Arts education
- Establishing sustainable and productive partnership links with Arts Institutions in West Midlands and beyond

OUTCOMES:

EYFS

- Attainment and progress through the Characteristics of Effective Learning (playing and exploring, active learning and creating and thinking critically)
- Progress in Prime Areas: Personal, Social and Emotional Development; Communication and Language; Physical Development
- Attainment in Specific areas which include essential skills and knowledge for children to participate successfully in society: Literacy; Mathematics; Understanding the World; Expressive Arts and Design
- Progress and attainment of Early Learning Goals

KEY STAGE 1

- Attainment in Phonics screening
- Attainment and progress in mathematics, English reading and English writing and Science [Teacher Assessments]

KEY STAGE 2

- Attainment and progress in English reading, English writing and Mathematics (and combined)

KEY STAGE 3

- Progress and attainment across KS3: Curriculum offer builds on the purpose / values of the RSA Academies Primary Curriculum by combining deep thinking, personal growth, character development, dialogue, problem solving, creativity and learning how to live in the world in programmes of study (Trivium etc.)

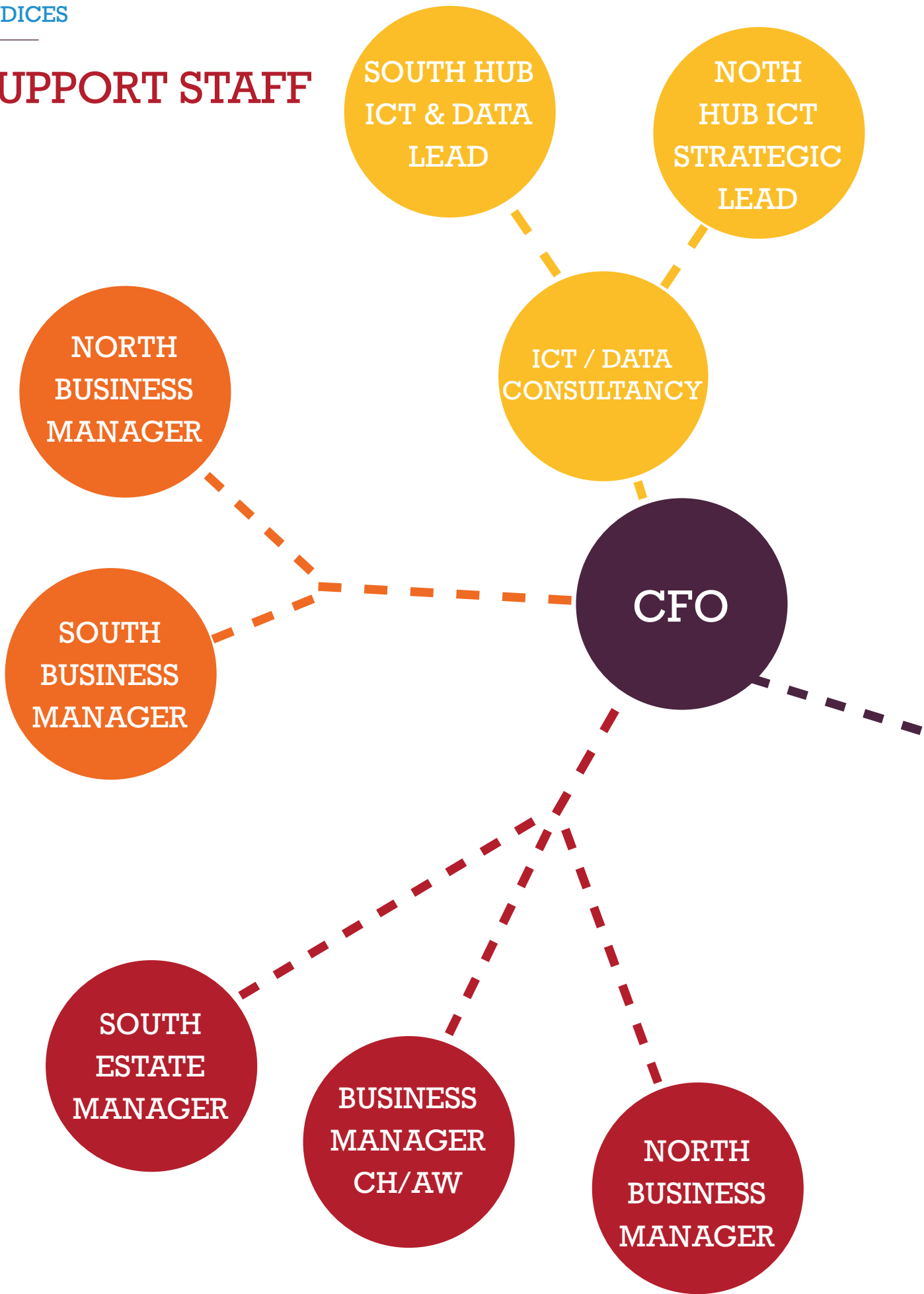
KEY STAGE 4

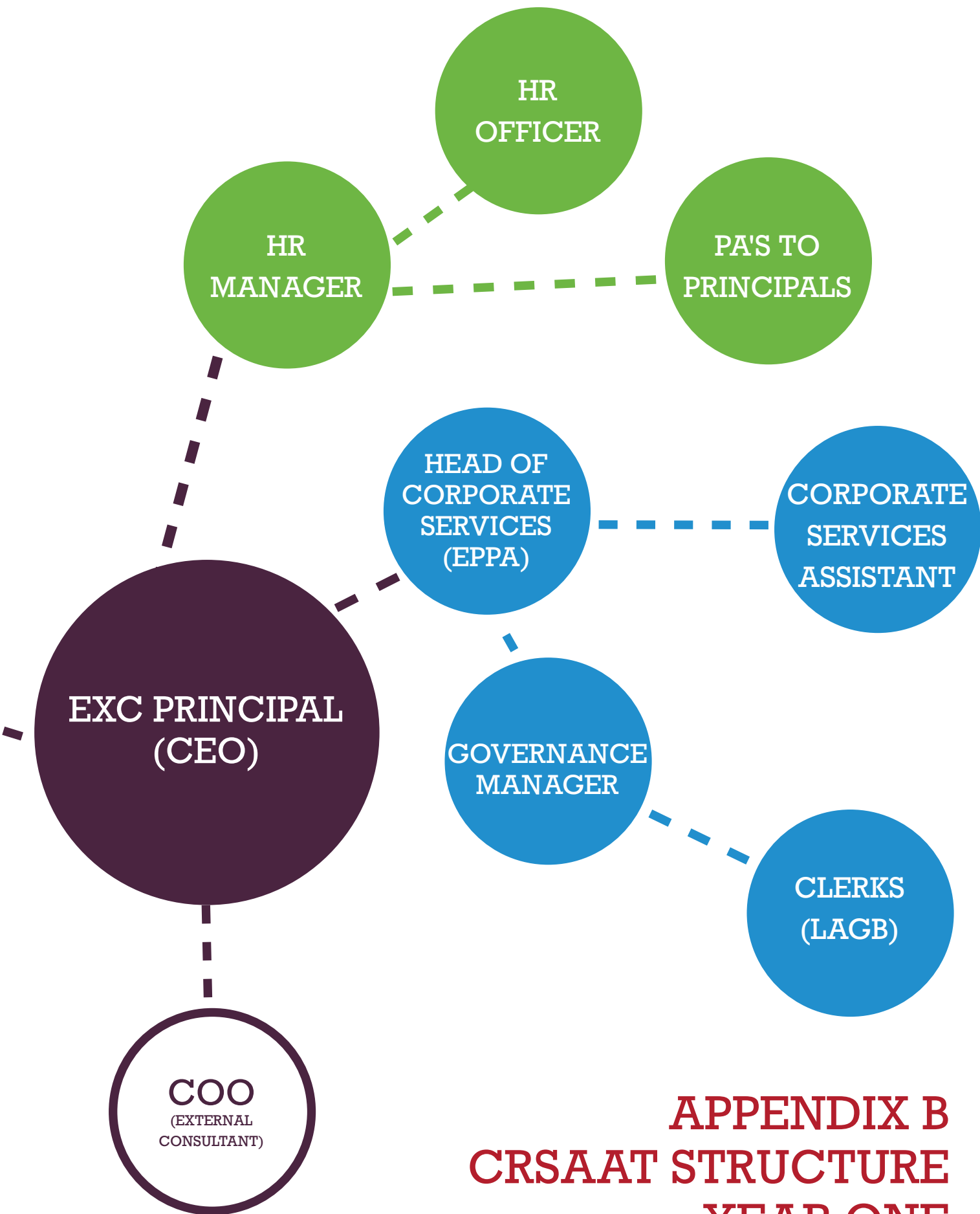
- Headline measures i.e. Progress 8, Attainment 8, English and Mathematics, Basics 5+, English Baccalaureate and pupil destinations. Curriculum offer builds on Key Stage 3 provision

KEY STAGE 5 [16–18]

- Progress and attainment High quality education and training provision ensuring that young people at RSA Academies schools make informed choices and are equipped to go on to higher education or sustainable employment. Progress, Attainment, English and mathematics progress, retention, and destinations headline measures indicate that schools are adding value in line with or exceeding national rates

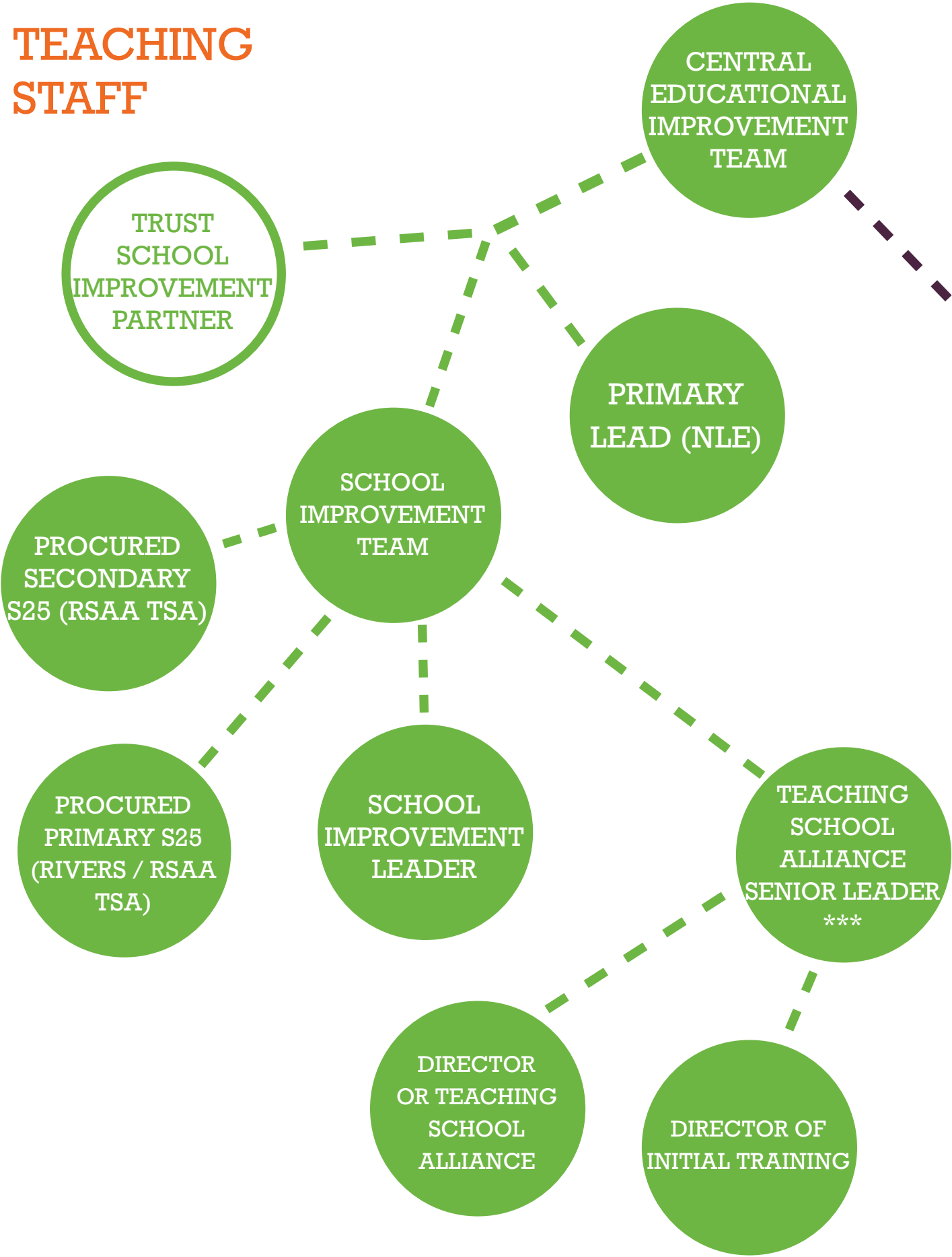
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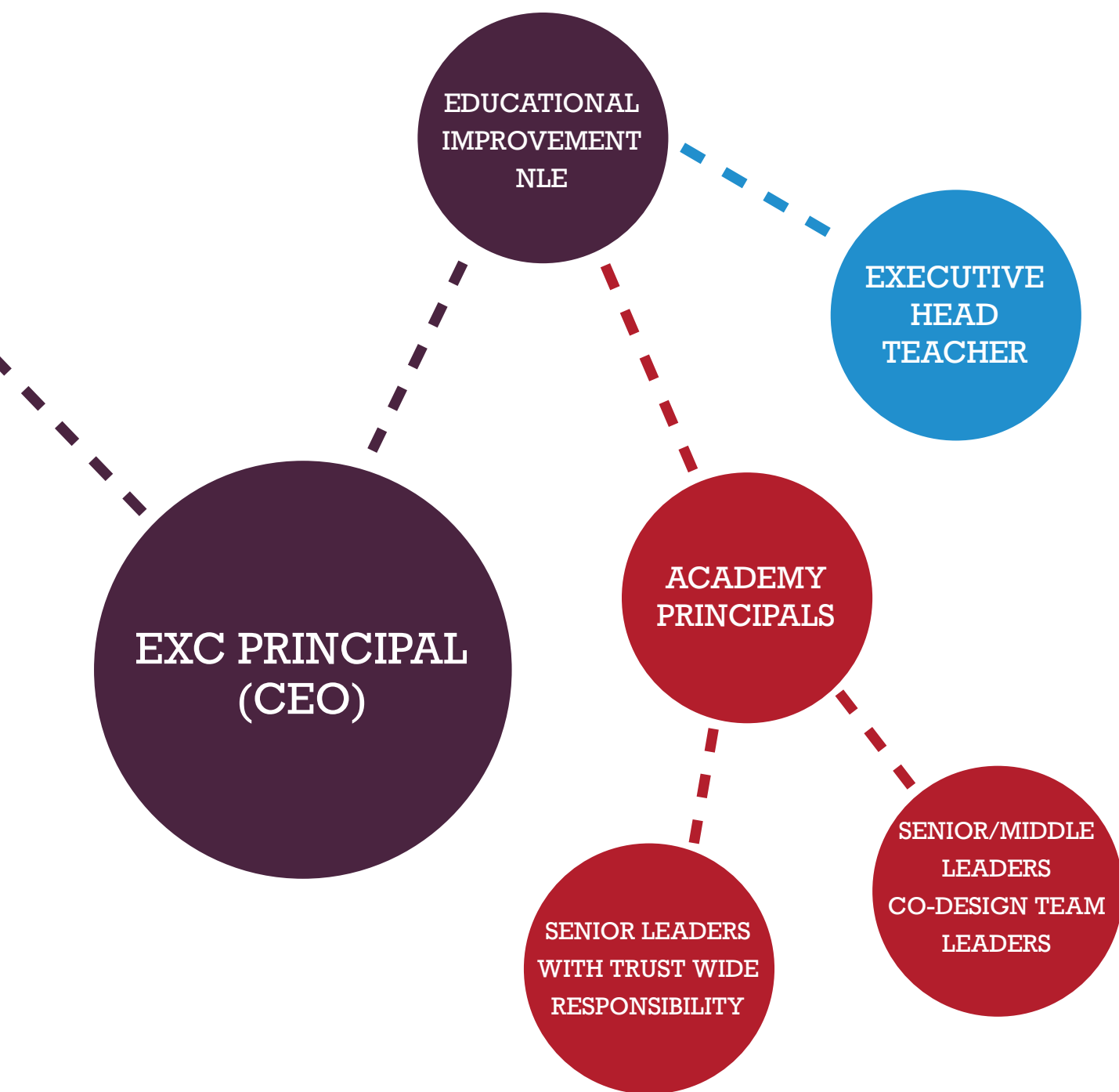




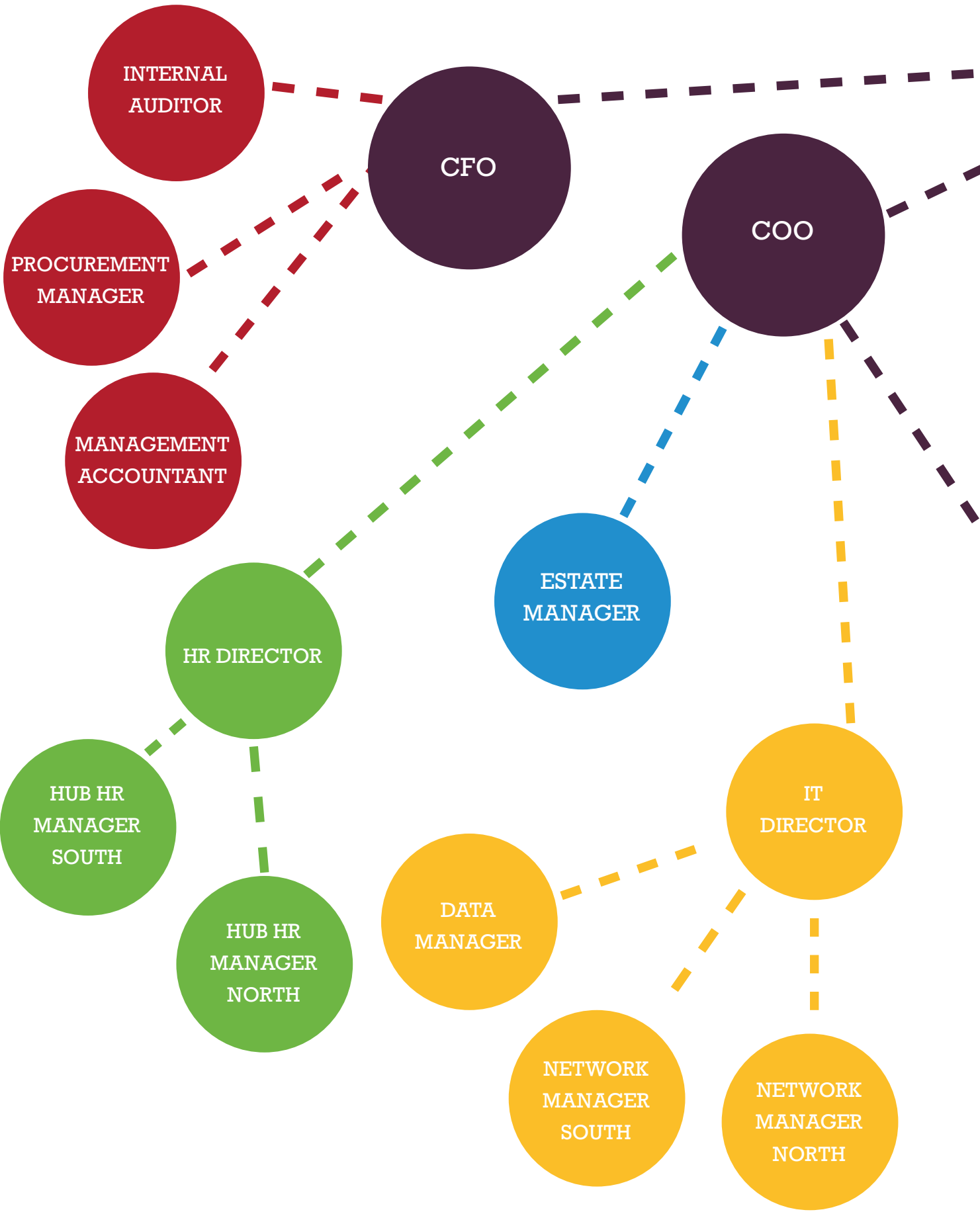
APPENDIX B CRSAAT STRUCTURE YEAR ONE

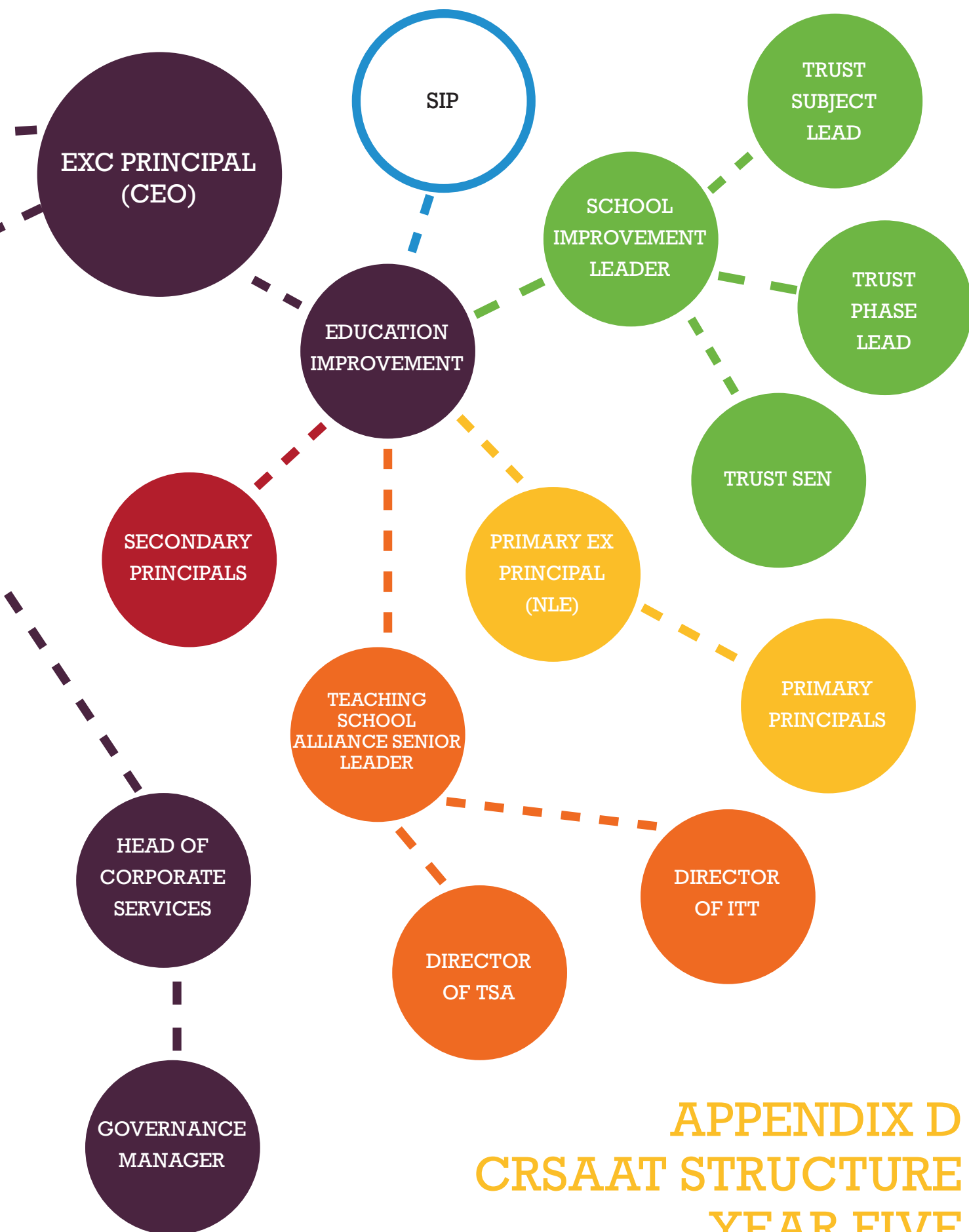
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APPENDIX C CRSAAT STRUCTURE YEAR ONE





APPENDIX

FINANCE & RESOURCES STRATEGY

KEY OBJECTIVES:

Strategic Aim:

Achieve financial strength through measured stewardship, enabling a Trust wide approach to ensuring that resources are available for contingencies and Teaching & Learning priorities, whilst maintaining strict compliance with statutory and best regulatory guidance. Provide expertise that enables and compliments Trust growth plans.

- Protect and grow the Trust financial reserves that underpin school improvement
- Maintain strict compliance with statutory and regulatory requirements
- Provide timely information to the decision makers in our schools and committees who are responsible for the ongoing management of staff and resources
- Maintain robust risk management that allows measured response to identified threats
- Seek value for money through centralised procurement of services and supplies
- Offer a centralised service to our schools in key support areas
- Conduct thorough due diligence on schools that join the Trust

ACHIEVED BY:

- Accurate and transparent processing of financial transactions by suitably qualified staff, encouraging accountability
- Protecting the security of financial assets and ensuring tight budgetary control through monitoring of expenditure
- Preparing, analysing and presenting monthly management accounts with relevant narrative
- Preparing forward forecasts, clearly presenting risks, opportunities and sensitivity analysis
- Benchmarking financial performance and staff data to provide key performance indicators
- Adopting a commercial approach to procurement to optimise economies of scale, working with suppliers to form
- Ensuring team skills are shared and key objectives are understood by our staff
- Scrutiny by internal and external independent auditors

METHODOLOGY:

- Ensure the Finance Team support the Trust strategic goals and visions and support teaching colleagues
- Employ finance staff with a keen attention to detail and who support colleagues, providing career advancement opportunities in the Trust wherever possible, providing relevant in work training
- Foster a commercial approach to reviewing procurement opportunities and decisions
- Invest in and utilise appropriate finance systems to ensure consistent and accurate reporting
- Ensure strong communication within the team and a culture of giving and receiving constructive feedback
- Respond to audit findings to ensure compliance

GOVERNANCE ARRANGEMENTS:

- We will have good governance arrangements in place to make sure that:
- Financial information is scrutinised, challenged and understood
- There is Board, executive and academy leadership responsibility for Finance
- All Finance related roles and responsibilities are defined and understood
- Governors and Trustees receive external, independent assurance on the accuracy of internal and published accounts

ASSIGNING RESPONSIBILITIES AND ACCOUNTABILITY:

We will be clear about who is involved in the strategic financial planning process in the Trust.

This will include:

- Board of Trustees
- School senior leaders
- Local governing boards
- Head Teacher/principal
- Chief Finance Officer and Accounting Officer

REVIEW AND TRACK KEY PERFORMANCE INDICATORS:

- Executive leaders understand the importance of, and engage with, good financial practice and use key performance indicators and assurance measures
- Management accounts performance year to date and full year forecasts
- Staffing levels and associated costs
- Capital spend against predetermined priorities
- Review of available internal and national data for benchmarking
- Monitoring and understanding movements from previous forecast positions

SYSTEMS AND PROCESSES REQUIRED:

We will have in place policies and processes that ensure compliance, best practice and that link with the Trust Strategic Vision. These should include:

- Finance & Resources Strategy; this should be a high-level statement aligned to the Trust Educational Vision
- Finance manuals and processing guides, written by and contributed to by those who use them
- Appropriate policies that inform and guide our finance team and users of financial information
- Processing systems that are consistent across the Trust schools and enable consolidated reporting and facilitate flexible working and information sharing across the schools
- Due diligence model: a rigorous and comprehensive plan for integrating new schools to the Trust in a timely fashion.



APPENDIX

PEOPLE STRATEGY (INCLUDING HR)

KEY OBJECTIVES:

- Recruit and retain the best workforce possible, highly skilled and passionate about delivering the very best for all of our pupils
- Be creative and flexible in our approach to recruitment, ensuring we are resourceful in getting the very best talent and, indeed, people with the potential to be the very best
- Offer the very best induction and support procedures to ensure all staff are given the opportunity to excel very quickly within their role
- Ensure CPD and Career Development is normal practice and encourages staff development at every level, utilising the RSA Academies Teaching School Alliance and other partnerships
- Conduct relevant due diligence and assessment of new schools joining the Trust to plan the integration and migration of services and people in the first 18 months

Strategic Aim:

Recruiting, developing, retaining and deploying the best staff and governors, through talent management and succession planning. Enable a Trust wide approach with the right resource, plans, policies and documents in place to make sure teams support and deliver the Trust's education needs and goals now and in the future.

ACHIEVED BY:

Action: Expertly manage and direct the employee efforts to fulfil the Trust education needs and goals

Behaviour: Proactively promote the Trust Vision Statement to the workforce to ensure employee engagement and retention rates are outstanding in the education sector

Approach: A cohesive and open HR Team which engages at all levels of the Trust and integrates with the business planning processes

Scope: The relationship owner for all employee relations, both internal and external

Accountability: Managing the investment in and development of all employees to effectively develop retention, diversity, CPD succession planning to support Trust education needs and goals

METHODOLOGY:

- Ensure the HR Team support the Trust educational goals and vision
- HR professionals seek to operate 'on the front foot', developing staffing models as needed to get the very best from individuals and teams
- Utilise information and feedback from new starters, established employees and those leaving the Trust's employment, so that we improve at developing and deploying colleagues in all of our schools
- Quality assurance systems are detailed in and across our schools, to identify areas of strength and areas where development and support may be required
- Conduct an annual staff survey and provide insight and analysis from the resulting data

GOVERNANCE ARRANGEMENTS:

We will have good governance arrangements in place to make sure that

- Our employees are managed as a strategic resource
- There is Board, executive and academy leadership responsibility for HR
- All HR related roles and responsibilities are defined and understood

Review and track key performance indicators:

Executive leaders understand the importance of, and engage with, good HR practice. The HR team measure and manage their performance against 4 key performance indicators:

1. Retention of talent: indicates the job stability of the Trust. Loss of talent will mean budget pressure due to time and money spent to recruit a new individual
2. Duration in the position: employee losses can be closely related to the time that they stay in the same position. Career progression and development lessen the need to look for new opportunities outside of the Trust
3. Absenteeism: measure the absences of employees due to delays, sick leave or excused or unexcused absences
4. Average time for recruitment: try to optimize the average time of each new hire to mitigate and lessen staff leaver educational impacts and cost



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THE ROLE OF A
CREATIVE LEADER
IS NOT TO HAVE ALL
THE IDEAS; IT'S TO
CREATE A CULTURE
WHERE EVERYONE
CAN HAVE IDEAS
AND FEEL THAT
THEY'RE VALUED.

KEN ROBINSON

SYSTEMS AND PROCESSES REQUIRED:

We need to develop the right plans to link with the Trust Educational Vision. These should include:

- HR Vision: this should be a high-level statement aligned to the Trust educational vision
- People Strategy: a 3 to 5-year medium to long-term strategy to help understand what the Trust needs from its employee-base, set out potential options to achieve those needs and identify issues that will need further consideration to provide a framework for people related decision-making
- People Management Plan: a short to medium-term plan that details and prioritizes what actions the Trust should take to fulfil the People strategy
- Development and Succession Plan: a plan to coordinate the works identified in the PMP into a single program with a structured plan of work to show how the PMP will be delivered
- Due diligence model: a rigorous and comprehensive plan for integrating new schools to the Trust in a timely fashion.
- Strategic Review Process



ESTATES MANAGEMENT STRATEGY

KEY OBJECTIVES:

- Make decisions supported by evidence
- Use resources efficiently
- Maximise the estate's value
- Competently manage the estate risk profile
- Conduct relevant due diligence and assessment of new schools joining the Trust to plan the integration and migration of services in the first 18 months

Strategic Aim:

A Trust wide approach with the right resource, plans, policies and documents in place to make sure the estate supports the Trust's education needs and goals now and in the future.

ACHIEVED BY:

- Adopting an approach to support the Trust's education needs and goals by involving the whole organisation and integrating with the business planning processes
- Taking a long-term view of investment, revenue and expenditure across the whole estate whilst allowing for local autonomy in the way the strategy is delivered
- Always understanding educational and organisational priorities and needs may change over time. Maintaining and developing the estate to meet those needs now and in the future
- Conducting a Trust wide strategic estates review every five years
- Developing a best in class due diligence model for schools joining the Trust

METHODOLOGY:

- Meeting educational goals
- Ensuring the estate can support the Trust educational goals and vision so, competently managing
 - Any shortfalls or surplus provision in our schools
 - Assessment of condition and what spend or resource is needed to make it safe
 - Assessment of any changes or works required and how these need to be prioritised

GOVERNANCE ARRANGEMENTS:

We will have good governance arrangements in place to make sure that:

- The estate is managed as a strategic resource
- There is Board and executive leader responsibility for the estate
- All estate related roles and responsibilities are defined and understood

ASSIGNING RESPONSIBILITIES:

We will be clear about who is involved in the strategic planning process in the Trust.

This will include:

- Board of Trustees
- School senior leaders
- Local Academy Governing Board
- Head Teacher/Principal
- Local authority & other 3rd party partners

WHO IS RESPONSIBLE:

- Responsible: those who are responsible for the task and ensuring that it's done
- Accountable: those who would be ultimately answerable if the task was not completed correctly or thoroughly. They delegate the work to those who would be responsible
- Support: provide the resource to those responsible to help complete the task
- Consulted: provide input and an opinion, and are engaged in the process
- Informed: kept up to date with the progress of the task

IMPLEMENTATION:

A clear and timely coordination of all estate related activities. Part of the asset management plan (AMP) based on an analysis of need and data to ensure:

- All works and projects are prioritised to meet safety and educational goals and minimise risk profile
- Funding sources, budget availability and constraints are recognised
- Opportunities for capital and revenue savings are maximised
- Minimise disruption to Academy operations

REVIEW AND TRACK PERFORMANCE:

A rigorous process whereby the estate is effectively managed to ensure that:

- Executive leaders understand the importance of measuring the performance of the estate; knowing what the estate costs to run, what condition it is in and how much needs to be spent to meet safety and educational goals
- Poor performance is identified; managing expenditure, effective and efficient use of space or that there is a safety risk to users
- Business cases for change or expenditure are considered by the right parties in the Trust
- Economy of scale and value for money are achieved; for example utilities provision or procuring capital works
- The estate risk profile is minimised by effective management of all H&S issues
- Benchmark performance: are running costs higher than others and, if so, understand the reasons and how to make improvements

SYSTEMS AND PROCESSES REQUIRED:

We need to develop the right plans to link the estate with Trust educational vision. These should include:

- Estate Vision: this should be a high-level statement aligned to the Trust Educational Vision. It will take account of our educational and safety needs and provide the direction for the estate
- Estate Strategy: a 3 to 5 year medium to long-term strategy to help understand what the Trust needs from the estate, set out potential options to achieve those needs and identify issues that will need further consideration to provide a framework for property-related decision-making
- Asset Management Plan: a short to medium-term plan that details and prioritizes what actions the Trust should take to fulfil the estate strategy
- Estate Development Plan: a plan to coordinate the works identified in the AMP into a single programme with a structured plan of work to show how the whole estate will be developed over a set period of time
- Risk Management Systems: a system whereby all risk is identified, scored and rectified in the timeliest fashion possible
- Due diligence model: a rigorous and comprehensive plan for integrating new schools to the Trust in a timely fashion
- Strategic Review Process: to understand the existing estate, identify options for its future, assess how well the estate is performing and if it meets the Trust's needs

ICT STRATEGY

APPENDIX

KEY OBJECTIVES:

Strategic Aim:

A Trust wide approach guaranteeing appropriate resources, technology, networks, policies and documents are in place to ensure the IT function supports the Trusts present and future educational needs and aims.

- Structure ICT function into hubs where appropriate
- Use resources efficiently and develop succession planning for all IT employees
- Maximise purchasing value for money and device re-use across the Trust
- Competently manage the ICT requirements of all academies
- Bring in-house all existing outsourced ICT support in an achievable time-frame to ensure continuity and enhancement of quality
- Conduct relevant due diligence and assessment of new schools joining the Trust to plan the integration and migration of services in the first 18 months

ACHIEVED BY:

- Collaboration with T&L Leaders to support the Trust's education needs and goals
- Integration with the Trust's business planning processes to develop the "classroom of the future" as an agreed plan for each Academy, standardised where appropriate (Primary / Secondary, etc)
- Taking a long-term view of investment, revenue and expenditure across the whole estate whilst allowing for local autonomy in the way the strategy is delivered
- Always understanding that educational and organisational priorities and needs may change over time
- Conducting regular reviews of technology and people to ensure the Trust is class leading in ICT support provision
- Developing a best in class due diligence model for schools joining the Trust

METHODOLOGY:

Ensuring ICT can support the Trust's educational goals and vision by competently managing:

- Any first and second line support requests with clear SLA's for resolution
- Assessment of condition and suitability for all technology / devices on a regular schedule
- A clear & agreed plan in place for a three-year schedule of investment which brings all Academies into line with agreed technology standards
- Alignment of all software licensing / purchase to ensure value for money and economy of scale within two years

GOVERNANCE ARRANGEMENTS:

We will have good governance arrangements in place to make sure that:

- ICT is managed as a strategic resource
- There is Board and executive leader responsibility for ICT as a resource
- All IT roles and responsibilities are defined and understood

ASSIGNING RESPONSIBILITIES:

We will be clear about who is involved in the strategic planning process in the Trust.

This will include:

- The Board of Trustees
- School senior leaders
- Local Governing Board
- Head Teacher/Principal



WHO IS RESPONSIBLE:

- Responsible: those who are responsible for the task and ensuring that it is completed
- Accountable: those who would be ultimately answerable if the task was not completed correctly or thoroughly. They delegate the work to those who would be responsible
- Support: provide the resource to those responsible to help complete the task
- Consulted: provide input and an opinion, and are engaged in the process
- Informed: kept up to date with the progress of the task

IMPLEMENTATION:

- A clear and timely coordination of all ICT related activities.
- All works and projects are prioritised to meet educational goals and minimise teaching time disruption
- Funding sources, budget availability and constraints are recognised
- Opportunities for capital savings are maximised

REVIEW AND TRACK PERFORMANCE:

A rigorous process to ensure that:

- Managing performance and investing in our people to effectively deliver against the Trust requirements
- Business cases for change or expenditure are considered by the right parties in the Trust
- Economy of scale and value for money are achieved for device purchase and re-use across the Trust
- Benchmarking performance and reviewing the plan to determine if the terms of the SLA's are being met and, if not, understanding the reasons and how to make improvements

APPENDIX

DATA MANAGEMENT & SYSTEMS STRATEGY

KEY OBJECTIVES:

- Standardisation and alignment of all data and analysis within the Trust
- Adoption of best practice across the Trust to ensure access to and reporting of data and analysis is best in class
- Procure and / or implement the best available systems across the Trust to enable the Strategic Aims
- Decision making is supported by evidence and is fact based to ensure the Trust is gaining best value from systems, resource and suppliers
- Compilation of academy calendars and provision of dashboards to ensure visibility of data is informing the Trust Strategic Plan
- Conduct relevant due diligence and assessment of new schools joining the Trust to plan the integration and migration of data and analysis in the first 18 months

*Strategic Aim:
A Trust-wide approach to the capture, analysis, reporting and effective management of Academic, Pastoral and other data sets to make sure the data supports the Trust's present and future educational needs and objectives.*

ACHIEVED BY:

- Adopting an approach to support Trust education needs and goals by involving the right stakeholders to produce the information and analysis that enhances our educational objectives
- Taking responsibility for data and analysis across the whole Trust whilst allowing for local needs
- Always understanding educational and organisational priorities and needs may change over time. Maintaining and developing the data functions of the Trust to meet those needs now and in the future
- Developing a best in class due diligence model for schools joining the Trust

METHODOLOGY:

Meeting educational goals

Ensure the data team can support the Trusts educational goals and Vision, so competently managing:

- Consolidate the processes of data capture, analysis and reporting across the Trust
- Provide an agreed and consistent format of data access and analysis for all
- Assess any changes or works required to systems and storage / access etc and prioritise delivery

GOVERNANCE ARRANGEMENTS:

- We will have good governance arrangements in place to make sure that:
- Data is provided as a strategic resource to enable decision making
- There is Board and executive leader responsibility for the Data function
- All Data related roles and responsibilities are defined and understood

ASSIGNING RESPONSIBILITIES:

We will be clear about who is involved and who is engaged in the development and delivery of our data team's outputs

This will include:

- Executive Principal (CEO)
- School Improvement Lead
- School senior leaders

WHO IS RESPONSIBLE:

- Responsible: those who are responsible for a task and ensuring that it's completed correctly
- Accountable: those who would be ultimately answerable if the task was not completed correctly or thoroughly. They delegate the work to those who would be responsible
- Support: provide the resource to those responsible to help complete the task
- Consulted: provide input and an opinion, and are engaged in the process
- Informed: kept up to date with the progress of the task

IMPLEMENTATION:

A clear and timely coordination of all key calendar dates for data access & analysis, and any resulting change, will be fully planned and communicated. This will ensure all works and projects are prioritised correctly and to minimise risk profile

- Systems are fully reviewed and assessed against best in class criteria
- Opportunities for resource alignment and potential savings are maximised
- Minimise disruption to Academy operations

REVIEW AND TRACK PERFORMANCE:

A rigorous process whereby all data is effectively managed to ensure that:

- Executive leaders understand the key indicators and have analysis provided to enable clear and informed decision making
- Poor processes are identified and changed or stopped to maximise effective and efficient use of resource
- Business cases for change are considered by the right parties in the trust
- Benchmark performance

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TECHNOLOGY IS JUST
A TOOL. IN TERMS OF
GETTING THE KIDS
WORKING TOGETHER
AND MOTIVATING
THEM, THE TEACHER
IS THE MOST
IMPORTANT.

- BILL GATES



SOCIAL JUSTICE THROUGH EXCEPTIONAL SCHOOLS

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