



Tollbar MAT
Family of Academies

Strategic Plan 2020-2025

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Chief Executive: Martin Brown

Strategic Plans 2012-2025

Year	Phase	Chronology
2012	Establishment	TMAT created in 2012 and by 2016/17 included 3 secondaries and 2 Primaries. Structures, policies and procedures established for the Trust in this period.
2013		
2014		
2015		
2016		
2017	Sustainability	TMAT incorporated two more schools to comprise 4 secondaries and 3 primaries. By 2019/20 the Trust is secure and successful.
2018		
2019		
2020	Development	A change in leadership in 2020 gives an opportunity to refresh our vision and focus on developing the trust further.
2021		
2022		
2023		
2024		
2025		



Introduction by the Chair of the Board

I am proud to be overseeing the succession of a new chief executive officer into Tollbar MAT. Our retired CEO successfully steered the MAT through its establishment and sustainability phases. His legacy is visible in the improved outcomes of the academies which joined the MAT during his tenure of office. Pupils, their families, and the wider academy communities all benefitted from his relentless drive to improve educational provision across this area of north eastern Lincolnshire.

Members and directors wish to see our new CEO build on this platform of success. To this end, we intend to define the third phase of our strategic plan as one of development. Without losing sight of those ingredients of our success to date, we intend to enable our new CEO to develop the MAT further. To start this process, we revisited some of the fundamental questions that all responsible boards of directors should ask themselves and those whom they serve, namely:

- **What is our core purpose?**
- **What is our commitment to our stakeholders?**
- **What are our values?**
- **What are our longer run intentions?**

This strategic plan, co-authored by the board, sets out our responses to these questions. Thus, it is designed to give a clear steer and confidence to the CEO so that he can determine each year his annual operational plan for the MAT, to be known as the MAT Development Plan.

Mr P. Bond
Chair of Directors



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Context

The Trust was formed in 2012 based around Tollbar Academy, a high performing large secondary school that had already sponsored a failing school, Cleethorpes Academy, in 2010. The Trust has grown slowly since 2012 adding Reynolds Academy in 2013, Somercotes Academy in 2015, Theddlethorpe Academy in 2016, Pilgrim Academy in April 2017 and Louth Academy in September 2017. The Trust therefore has 4 secondaries, one with a sixth form and 3 primaries with approximately 5,000 students in total.

Predecessor schools joining the Trust have largely been schools in difficulty with Cleethorpes Academy, Somercotes Academy, Theddlethorpe Academy and Louth Academy all previously being Ofsted category 4 schools and under threat of closure. The remaining 3 schools were Ofsted category 3 (Requires Improvement) and had little capacity to improve. Therefore, the trust has a large experience with re-start Academies and has seen great success in turning around these establishments. Cleethorpes, Reynolds, Somercotes and Pilgrim are all now Ofsted "good" schools with Louth yet to be inspected. The roll at all our Academies has increased markedly illustrating the support from local parents.

The model of school improvement has been to import the successful model from Tollbar Academy in terms of effective teaching strategies, management and administrative practices and critically, the addition of expertise in the form of staff joining a new academy from an established Tollbar MAT Academy. This model requires academies to be geographically close enough to each

other in order to deploy staff easily and to allow for the direct intervention that failing schools require in their early years. This benefits the professional development of staff who may broaden and deepen their experience whilst remaining part of the Tollbar family.

A key ingredient of our success has been the high expectations we have for our learners and staff both in terms of behaviour, for students, professionalism for staff and their outcomes. Students have upper quartile targets and we strive to reach these rather than accepting national median rates, especially for those groups of students who nationally make less progress, for example, those who are disadvantaged.

The trust operates a very centralised model with all academy-level financial management (including purchasing), staff recruitment and deployment, timetabling, IT support, HR management, administrative support and site and building management being undertaken by the central MAT team. This has allowed academy principals to focus on school improvement.

Governance at the trust has developed with the creation of local governing bodies to hold Principals to account for outcomes and the quality of their provision. The board holds the CEO/MAT management team to account for their performance.

Following the retirement of the CEO in October 2020, the Trust has resolved to refresh and recast this long-run strategic plan.

Core Purpose, Commitment and Values

Our Purpose



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Believing we can achieve our best through hard work, innovation and collaboration.



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Believing in our energy, ability and imagination to shape the future.



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Believing it is our duty to act with empathy, responsibility and thoughtfulness.

Our Commitment and Values

To our students, we commit to

- i. Putting your needs and aspirations at the heart of our decision making
- ii. Providing a safe, well-disciplined and stimulating environment for learning and personal development
- iii. Providing a curriculum that extends knowledge, develops skills and deepens understanding
- iv. Providing a curriculum that taps into the culture and resources of your local community
- v. Providing teaching that inspires, enables and prepares you to fulfil your ambitions
- vi. Providing opportunities to develop and explore your talents and interests
- vii. Listening and responding to your views and concerns

To families and local communities, we commit to

- i. Engaging with you to secure, support, enhance and enrich the learning of our children and young people
- ii. Listening to your views in order to improve and develop our provision
- iii. Working with you to ensure that our academies are at the heart of our communities

To our staff, we commit to

- i. Providing a safe, well-disciplined environment for you to demonstrate and extend your talents and expertise
- ii. Ensuring opportunities for your continued learning and career development
- iii. Listening to your views in order to improve and develop our provision

As a Trust, we commit to

- i. Developing relationships with other education providers to exchange knowledge and expertise

- ii. Continuing our own professional development as leaders
 - iii. Putting collaboration before competition in order to gain maximum benefit for all
 - iv. Treating all individuals with respect and fairness
 - v. An understanding that we are a public service and are bound by the seven Nolan principles: selflessness, integrity, objectivity, accountability, openness, honesty and leadership. (listed below)
- ✓ Selflessness: Holders of public office should act solely in terms of the public interest
 - ✓ Integrity: Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships
 - ✓ Objectivity: Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias
 - ✓ Accountability: Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this
 - ✓ Openness: Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing
 - ✓ Honesty: Holders of public office should be truthful.
 - ✓ Leadership: Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs



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Strategic Intentions

- 4.1 Developing our academies
- 4.2 Developing our learners
- 4.3 Developing our staff
- 4.4 Developing our governance and leadership
- 4.5 Developing our business
- 4.6 Developing our resources
- 4.7 Developing our relationships



4.1 Developing Our Academies

Now that our academies are established and secure in terms of their roll, results and Ofsted inspections, we intend to help them grow in confidence, to seek further improvement and be more self-sustaining, whilst supporting other Academies in the Trust and developing networks with a wider range of other schools.

We will enable the development of our Academies by:

- a) Using the best available self-evaluation, together with a programme of quality assurance, to ensure the continued high performance of our academies.
- b) Developing academy to academy support through the Academy Development Team (ADT)
- c) Carefully allowing successful academies greater autonomy whilst ensuring they retain the core purpose, commitments and values of the Trust and are always collaborative with their sister academies.



4.2 Developing Our Students

We have good structures in place to care for our students and manage our curriculum. We intend to develop the curriculum and teaching methods to take into account the unique characteristics of the different communities each academy serves.

We will enable the development of our learners by:

- a) Developing a curriculum more relevant to students' needs and aspirations
- b) Putting greater emphasis on welfare and wellbeing programmes
- c) Putting greater emphasis on understanding local and global affairs
- d) Developing student autonomy to become robust lifelong learners



4.3 Developing Our Staff

To date, many staff development programmes have been determined by national initiatives and the need to secure consistency across the MAT. New academies joining the MAT have afforded opportunities for staff to take on leadership roles in order to kickstart and maintain improvement. We now wish to embed staff development, in all its forms, into our culture and daily practice. We see this as an entitlement for staff, a key to quality improvement and a driver of staff retention.

We will enable our staff to develop by:

- a) Providing opportunities for them to develop their subject expertise and pedagogy
- b) Ensuring the management of their performance is linked to their professional development.
- c) Offering opportunities across the trust that broaden experience and enable career development
- d) Encouraging participation in and use of research.



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4.4 Developing Our Governance and Leadership

We see governorship as the knowledge, skills and leadership of governors, and governance as the system that controls and ensures the proper running of service used and funded by the public. The trust has committed and highly skilled members and directors who effectively hold the executive to account and we rate our governorship as very good. We now intend to develop our governance to be more visibly accountable and responsive to the local communities each academy serves. We intend that TMAT is noted for its educational leadership both within and beyond the trust.

We will enable our governors and leaders by:

- a) Providing them with timely, consistent and accurate benchmarked reports on MAT and academy provision and progress
- b) Equipping them with the knowledge, skills and experiences to be recognised education leaders
- c) Listening and responding to their leadership ambitions
- d) Learning from successful leadership beyond the MAT.



4.5 Developing Our Business

Multi Academy Trusts exist to “establish, maintain, carry on, manage and develop schools offering a broad and balanced curriculum”. (Extract from Articles of Association, DfE). Getting the right balance of service activity (and funding) between the Trust and each constituent academy is critical to achieving the three objectives of effectiveness, efficiency, and sustainability. We understand that the structure of our Trust should be fit for the purpose of achieving the key deliverables set out in our own and in the academies’ annual development plans.

We will enable our Trust’s development by:

- a) Ensuring high quality and cost-effective services and support to academies
- b) Keeping the service provision and organisational structure of the Trust under review
- c) Designing a strong financial plan that delivers on effectiveness, efficiency and sustainability.



4.6 Developing Our Facilities

We are acutely aware that we are custodians of our assets, including our land and buildings, and that these are held in trust to benefit our students and our local communities. We have a duty to ensure that all trust resources are well used, maintained, and managed. We intend to keep our assets under review and develop them in response to changes in the shape of the curriculum, methods of teaching and patterns of the use of school buildings.

We will develop our Trust's assets and resources by:

- a) Ensuring all buildings are fit for purpose, safe and well maintained
- b) Ensuring that all of our IT infrastructures are fit for purpose, secure and accessible
- c) Researching how our publicly funded resources might benefit the wider community.



4.7 Developing Our Relationships

Academies are set up to benefit children and young adults, their families, the local community and the wider educational landscape. To realise these benefits MATs should be involved with local authorities and other providers, to lead on area-wide educational improvement. Academies also have much to gain from close links with the communities they serve and links with other providers. In this strategic phase of “development” we intend to foster closer relationships with neighbouring schools and academies, respecting their independence, whilst identifying collaborative activities and projects that may benefit both parties. We will position ourselves as a trust open to further membership and educational partnerships.

We will develop our relationships by:

- a) Involving the local community more in academy life
- b) Forming collaborative relationships with other local, regional and national educational providers
- c) Joining local and regional educational research projects
- d) Sharing some of our staff development programmes beyond our own MAT
- e) Exploring the co-option of governors and leaders from other trusts onto TMAT governing boards and committees.



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Monitoring and Evaluation – MAT and Academy Improvement planning

Our strategic aims in this plan are represented and operationalised each year in our MAT annual improvement plan which, in turn, informs each Academy's own improvement plan.

A) At the operational level

Each year, each of the key deliverables in the annual MAT improvement plan is assessed as:

Fully achieved; partially achieved; or not achieved.

The actions that drive the deliverables are assessed as:

Completed; underway; or not started.

These assessments are included in the MAT's annual report which is available for public scrutiny.

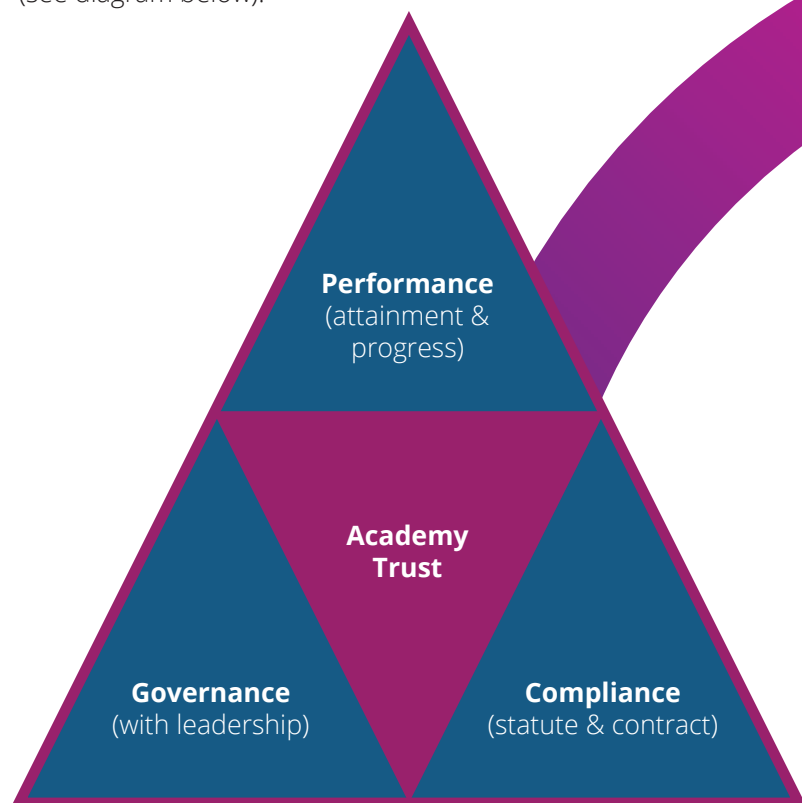
These assessments are undertaken by the Senior Executive Team and led by the Chief Executive, who may commission external consultants to support the process and bring in additional experience and objectivity.

B) At the strategic level

Every two years, the overall effectiveness of the MAT is assessed under the three headings:

Performance, Compliance and Governance with Leadership.

(see diagram below).



Each is graded 1 – 4 in line with Ofsted categories.

- Assessment of the performance strand is informed by the operational assessments above and the evaluations of outcomes from the constituent academies.
- Assessment of the compliance strand is enabled through use of the compliance audit tool to be found on "The Key" or through the use of other checklists.
- Assessment of the governance strand is facilitated through use of an experimental adaptation of the NHS Well-Led Review self-evaluation tool.

These assessments are undertaken by the Board and led by the Chair, who may commission external consultants to support the process and bring in additional experience and objectivity





Tollbar MAT
Family of Academies

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