



# **Business Strategy 2019- 2022 and Business Implementation Plan 2019 – 2020**

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## Our Guiding Principles....

### Vision

**A passion for ALL of our pupils to be confident, happy learners that go onto live successful, healthy lives in their community.**

**We will have a commitment to:**

- Adhere to the Trust policy of: “All pupils/students and adults are expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect at all times.”
- Deliver an evidenced based bespoke local curriculum which meets the needs of all learners.
- Listen to pupil voice, empowering and involving young people in the development and delivery of their own education in order to be the best, not just nationally but internationally.
- Secure the achievement, personal development and well-being of children, young people and adults.
- Promote and support parents’ and carers’ engagement in the children’s learning.
- Understand and work with our local community.
- Build professional networks, within our group and beyond, providing school to school support, opportunities for pupils, and sharing professional development.

### Values

#### Key Performance Indicators

In line with the high aspirations of the Trust, a range of Key Performance Indicators are used to regularly monitor the progress and success of each Academy.

#### All Academies good or better in Ofsted inspections

- (96% plus) good or better teaching (within 2 years of joining the Trust).
- Working towards no student exclusions using the skills across the Trust.
- Student attendance at least 96% plus.
- **Pre 11 targets**
- 85% of children achieve Age Related Expectations and expected progress measure.
- Pupil Premium children making as good or better progress than non-pupil premium children in order to close the gap rapidly.

### Leadership

Whole Trust and each academy to have a talent management plan in place to develop, recognise and celebrate the skills and talents of all staff



### The Aspire Educational Trust: Three Year Business Development Strategy

<b>Standards</b>	
<b>Target Position:</b>	<p>Proportion of pupils achieving ARE and Greater Depth in the core subjects compares favourably to national.</p> <p>Improved Standards and progress in each year group in each academy to ensure ALL academies achieve 85% combined at ARE, 100% making expected progress and at least 20% working at Greater Depth.</p> <p>The wider curriculum delivered at all academy schools results in outstanding outcomes for pupils, in all subjects. Improved teaching of Expected Standard and Greater Depth in the Foundation Subjects</p>
<b>Strategies to achieve Target:</b>	
Annual SWOT/PESTLE analysis.	<b>Cost Implications:</b> 2 days of time (£700)
Use of the EEF Guide to Effective Implementation to ensure effective implementation with maximum outcome and sustainability.	£0 (links with RSN)
Core Offer of support in place with bespoke support needs driven.	Central staff team cost (funded by Top Slice)
Up front training and follow on coaching, peer support and challenge in English and Maths.	Continue with the Bob Cox training; IPEEL training and SRSD; RfP work across the Trust; Year group meeting NCETM; Work with the maths and English leads.
Harmonise assessment policies and protocols for consistency across the MAT (including effective assessment methods for foundation subjects). Streamlined Standards Board processes, which are externally validated.	
Processes to monitor effectiveness of provision across the curriculum.	£0

<b>Leadership and Management</b>	
<b>Target Position:</b>	<p>Leaders at all levels having maximum impact upon outcomes for pupils, with succession planning in place for all key positions to mitigate risk. Increased capacity within the core MAT support team.</p> <p>Interchangeable leadership across the MAT for succession planning (adhering to HR policies).</p> <p>An employer of choice – high rates of retention and high staff attendance.</p> <p>Improved coaching and peer review systems in place across the Trust.</p>
<b>Strategies to achieve Target:</b>	
Annual SWOT/PESTLE analysis.	<b>Cost Implications:</b> 2 days of time (£700)
Talent Mapping alongside high quality performance appraisal. CPDL matched to MAT and individual needs.	2 days per school – 22 days in total (£7020)
HR Support at MAT level – support for each school.	£42000 in total for the year.

On-going team values and trust building work within the growing core team.	Part of the HR salary
Annual review of staffing structure (including job descriptions) within the Core MAT team to ensure that they are fit for purpose and build sustainable capacity.	1 day per school – 11 days in total (£3520)
Improved coaching and peer review system for leader at all levels.	No external costs.

### Resources

<b>Target Position:</b>	<p>Financial security for the MAT.</p> <p>Stream lined system to ensure effective running of the business.</p> <p>Source best value from all contracts.</p> <p>Creative and strategic approach to generate unrestricted funds income for the benefit of the pupils across the trust.</p> <p>Clear procedures in place for internal and external health and safety and safeguarding support and auditing.</p> <p>Clear Health and Safety policies and practices in place</p> <p>3 year facilities plan in place for each of the schools across the Trust.</p>	
<b>Strategies to achieve Target:</b>		<b>Cost Implications:</b>
Annual SWOT/PESTLE analysis.		2 days of time (£700)
Procedures in place to analyse VFM, BV and cost saving measures as the MAT grows.		Cost of time (approx. 2 days) to explore and produce reports (£700)
Implementation and embedding of cloud based financial accounting systems		£18000 cost of the accounting package for the trust.
Implementation of in-house Payroll.		Quotes to be obtained from at least 3 providers
CEO role to explore all grant funding and income streams. Amount to be monitored annually to measure growth.		Cost of time – approx. 2 days (£700)
Core offer and bespoke support for all schools from the Facilities Manager which will include the development of 3 year premises plans.		33 days of the facilities manager (£5049)

### Expansion

<b>Target Position:</b>	<p>To maintain and enhance the core offer to Aspire academies, which is sustainable and responsive to individual needs and impacts upon improving outcomes for children and all stakeholders.</p> <p>To enhance the 'business arm' of the Trust through further external work streams.</p>	
<b>Strategies to achieve Target:</b>		<b>Cost Implications:</b>
Annual SWOT/PESTLE analysis.		2 days of time (£700)

Annual review of staffing structure (including job descriptions) within the Core MAT team to ensure that they are fit for purpose and build sustainable capacity.	Cost of time (6approx.. 5 days - £1750)
Embedding the hub model (including associated management, governance, processes).	5 days of time to evaluate the effectiveness of the hub model.
Review growth position in line with changing landscapes once hub capacity of 20 is approaching (15+ schools).	NA
Process mapping – clear accountability, communication and work streams.	2days of time (£700)
Induction of the 2 Associate Research schools	10 days per term of Director of Research School - (£20,000)

### Governance

<b>Target Position:</b>	Highly effective governance with proven impact on pupils. Embed the new structure to continue to support the hub model, ensuring effective governance at all levels of a growing MAT.
<b>Strategies to achieve Target:</b>	<b>Cost Implications:</b>
Annual SWOT/PESTLE analysis.	2 days of time (£700)
Governance structures and membership reviewed to embed expansion/the hub model (including ToR, SoD, streamlined financial reporting systems).	5 days of time in total for the governance.
Self-evaluation at all levels of governance	At least 1 day of the Chairs time in each of the schools.

### Safeguarding

<b>Target Position:</b>	Clear three year strategic plan in place for Safeguarding and Data Protection in each academy and across the Trust. including Trust support and lead for GDPR.
<b>Strategies to achieve Target:</b>	<b>Cost Implications:</b>
Annual SWOT/PESTLE analysis.	2 days of time (£700)
Process mapping – clear communication and agreeing of actions.	1 day of time.
Core offer and bespoke support for all schools from Safeguarding Lead.	33 days for the Safeguarding lead over the year (£14850)



**Aspire Educational Trust English**  
**METACOGNITION AND MEMORY IMPLEMENTATION PLAN 2019**

Problem	Intervention Description (Active Ingredients to be adopted in all schools)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Children's retention of their learning over time across the curriculum identified as weaker than optimum.</p> <p>Many children have weak independent learning skills (and motivation).</p> <p>Inconsistencies in staff knowledge and application of metacognition strategies and strategies to improve retention (both within schools and across the Trust).</p>	<p><u>Active Ingredient 1:</u> Activating Prior Knowledge – all staff to do this in every lesson, using common language across school.</p> <p><u>Active Ingredient 2:</u> Planning, monitoring and evaluating to be explicitly taught, modelled and scaffolded in every class, using common language across school.</p> <p><u>Active Ingredient 3:</u> Metacognitive talk to be embedded (in both staff and pupils).</p> <p><u>Active Ingredient 4:</u> Use of strategies to support memorisation and retention evidence across the curriculum, in all classrooms (with secure staff knowledge and understanding of these strategies).</p>	<p><u>Training:</u> Up-front training and on-going spaced sessions.</p> <p><u>Suggestions</u> MAT collaboration (senior leaders group) to support this.</p> <p><u>Remind Staff</u> Regular reminders to staff (emails, one minute guides, staff meeting check ins).</p> <p><u>Implementation Teams – Identify and prepare champions</u> Senior Leaders cluster together as a joint implementation team. A champion for each school identified to create energy, engagement and model practice/lead discussions and reflections.</p> <p><u>Follow on Coaching and Mentoring Support:</u> Champion co-ordinates follow on coaching and mentoring support.</p> <p><u>Create a learning collaborative:</u> On-line learning portal for communication and sharing of resources and good practice.</p> <p><u>Develop Educational Materials</u> Train the trainer events as a cluster so that collective materials can be delivered in each academy.</p> <p><u>Monitor Implementation:</u> Monitoring plan created for the project, which is regular, planned and shared as a cluster.</p>	<p>Fidelity – sound staff understanding metacognition, self-regulated learning and cognitive science of learning research. All staff consistent in delivery active ingredients.</p> <p>Reach – All pupils, Nursery to Year 6, in all 11 academies.</p> <p>Acceptability – practice embedded in all classrooms. All staff confident.</p>	<p>Pupils have clear awareness of their own strengths and areas for development, and are motivated to develop further.</p> <p>Metacognition and self-regulated learning skills are embedded.</p> <p>Greater retention and therefore progress and attainment across the curriculum (specific plan focus upon disadvantaged pupils and lower prior attainers).</p> <p>Pupil well-being improved.</p>



**Aspire Educational Trust English  
Writing at Greater Depth**

Problem	Implementation Description	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p><b>Identified school issues</b> Variation in teachers subject knowledge in Y1-Y6 for teaching writing at GDS</p> <p>Limited understanding of what GDS writing looks like in Y1,Y3,Y4 &amp; Y5</p> <p>Variety of different approaches to teaching writing e.g. IPEELL, Bob Cox</p> <p>Teachers are new to Y6 – limited subject knowledge</p> <p>Word Aware vocabulary development inconsistent and under-utilised</p> <p>Variation in the types of texts used across schools to support GDS writing</p>	<p><b>Active Ingredients</b> Schools commit to training and support package for teachers at Y2 and Y6 and other non-nationally assessed year groups</p> <p>Schools use Word Aware strategies to improve the teaching of vocabulary</p> <p>A wide range of high quality literature used consistently in all year groups</p>	<p><b>Training</b> High quality CPD developed for all teachers linked to IPEEL, SRSD, use of quality texts (Mat Tobin &amp; RfP Research) and IPEELL with a particular emphasis on Year 2 &amp; 6</p> <p>CPD offer developed by the DoE and Trust using SLE (school champions) support</p> <p>New to Year 6 support network established</p> <p>Ongoing bespoke support for schools dependent on need – follow on coaching support</p> <p>Regular communication updates via twitter, email, research school</p> <p><b>Monitoring Activities</b> Termly meetings with SLE's and DoE to establish progress towards greater % of pupil's at GDS</p> <p>Termly moderation of writing</p> <p>In school support during the year</p> <p>DCEO monitoring of termly data</p>	<p><b>Long Term</b> All teachers have a clear understanding of GDS writing – focus at year 2 and Y6</p> <p>Improved subject knowledge for all teachers but especially Upper KS2</p> <p>Exemplification is developed for GDS at all year groups</p> <p>Consistent and joined up approach to teaching writing across the trust e.g. Bob Cox, IPEELL Gradual release of responsibility model, use of quality texts</p> <p>Consistent use of word aware strategies for developing vocabulary used by teachers</p>	<p><b>Long Term</b> Improved outcomes for GDS at the end of KS1 and KS2 – above national</p> <p>Improved numbers of children on track to achieve GDS writing in Y1,3,4,&amp; 5 across the trust</p> <p>Pupils use a range SRSD tools to plan, monitor and improve their writing</p> <p>Improved use and understanding of vocabulary</p> <p>Pupils read a wider range of texts for pleasure and draw on them to support writing at GDS</p>

## Aspire Educational Trust Maths

Problem	Intervention description (Active ingredients)	Implementation activities	Implementation Outcomes	Pupil Outcomes
<p>Teachers and Leaders need greater understanding of depth and greater depth</p> <p>Schools are at different points on the journey to using a small steps to depth approach</p> <p>Most schools do not use an evidence informed approach to teaching maths in the Early years</p>	<p><b><u>Active ingredient 1</u></b> Teachers work on ensuring that the vast majority of pupils can show appropriate depth of understanding of each concept</p> <p><b><u>Active ingredient 2</u></b> Schools commit to MSL , Year Group and individual teacher CPD</p> <p><b><u>Active ingredient 3</u></b> MSLs coach staff in small steps to depth approach and how to challenge children to attain higher</p> <p><b><u>Active ingredient 4</u></b> Schools are using the recommendations of the EY / KS1 Maths Guidance report</p>	<p>Trust INSET – MSLs work on understanding depth and greater depth based on collected samples and on coaching</p> <p>Three MSL meetings in the year focus on small steps to depth and greater depth and the importance of the MSL role</p> <p>MSLs coach teachers on depth and greater depth</p> <p>Year group meetings (one per term) focus on use of NCETM materials, small steps to depth and greater depth</p> <p>Year 2 visits (At least one per term) focus on attainment and recording against the ARE and GD standards in the TAF</p> <p>Year 6 visits (at least 2 per term) focus on movement towards maximising meeting the expected standard and working at the higher standard.</p> <p>Year 5 and 6 teachers have a diagnostic test to determine where to start in the NCETM materials. Just before Autumn half term this is reviewed in each school and the 2019 arithmetic paper given as an assessment to inform a bespoke approach. Before the end of the autumn term, Y6 teachers will make a bespoke plan for after Christmas</p> <p>Twilight introducing the EEF Guidance Report for EY / KS1</p> <p>Schools make an implementation plan for the recommendations of the report (explore phase)</p>	<p><b><u>Implementation outcome 1</u></b> Teachers are not moving on from a small step / concept until the vast majority (around 80%) of the class can show understanding in a range of contexts (4/5)in book looks</p> <p><b><u>Implementation outcome 2</u></b> Book looks show that some children are challenged to show greater depth of understanding than their peers and that some are challenged at beyond the expectation for the year group.</p> <p><b><u>Implementation outcome 3</u></b> Between one and all of the teachers in each school use the NCETM materials to plan lessons</p> <p><b><u>Implementation outcome 4</u></b> Each MSL has coached at least one teacher</p> <p><b><u>Implementation outcome 5</u></b> Schools have an implementation plan for EY / KS1 maths teaching based on the EEF Guidance report</p>	<p><b><u>Target outcome 1</u></b> 85%+ of all pupils working at ARE in maths in each year group across the trust</p> <p><b><u>Target outcome 2</u></b> 20%+ of all pupils are working at greater depth in maths across the trust</p>



## Aspire Educational Trust Curriculum Implementation Plan 2019-2020

### To improve quality of teaching and learning across the foundation subjects (with an initial focus on humanities)

Problem	Implementation Description	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p><b>Identified school issues</b> Variation in quality of teaching and learning across all curriculum subjects, within schools and across schools</p> <p>Change of OFSTED focus to intention, implementation and impact means curriculum review is necessary in schools</p> <p>Children need to 'know more and remember more' but schools are still developing their understanding of how children learn</p> <p>Our teachers have varied understanding of curriculum progression and key subject vocabulary</p> <p>Limited subject knowledge in some areas</p> <p>Inconsistent approach to assessment in foundation subjects</p>	<p><b>Active Ingredients</b> Schools commit to termly training from humanities specialist to support curriculum development and senior leaders to develop staff understanding of how children learn and remember</p> <p>Staff meeting time in schools to be given for leads to cascade senior leader and humanities training – and to monitor implementation to support development and implementation</p> <p>Schools use Word Aware strategies to improve the teaching of vocabulary</p> <p>Schools adapt/ review their curriculum as necessary with focus on the 3 I's and memory retention</p>	<p><b>Training</b> Training by humanities specialist termly for humanities leads to be cascaded back to staff in schools by leads</p> <p>INSET day sessions for subject leaders across curriculum – during which agreed actions plans for year ahead agreed and then implemented supported by DCEO</p> <p>High quality CPD for all teachers led by senior leaders cascading their training from Trust SLT/ Research School Materials</p> <p>Governor training – to support their understanding of curriculum and develop their skills to challenge and support their schools</p> <p>CPD offer developed by the DCEO, Teaching School and Research School</p> <p><b>Coaching</b> Curriculum champions for each subject identified and supported to take a lead in supporting AET schools directly and / or through collating talent directory for their subject</p> <p>Ongoing bespoke support for schools dependent on need – by Trust SLT and SLEs</p> <p><b>Communication</b> Regular communication updates via Trust half termly newsletter</p> <p><b>Monitoring Activities</b> Termly meetings (virtual or face to face) with SLEs / curriculum champions</p> <p>In school support during the year by AET SLT</p>	<p><b>Short Term</b> Humanities curriculum in each school that has clear progression in knowledge and understanding, and vocabulary</p> <p><b>Medium term</b> Teachers apply their understanding of how children learn and remember to ensure humanities curriculum is implemented in an effective way</p> <p>A consistent approach to assessment of foundation subjects across the school is being developed and beginning to inform planning</p> <p><b>Long Term</b> The whole curriculum is planned for clear progression in knowledge and understanding</p> <p>There is a consistent approach to assessment of foundation subjects across the school and it is being used to inform planning</p>	<p><b>Short Term</b> Pupils receive a humanities curriculum planned for clear progression in knowledge and understanding, and vocabulary</p> <p><b>Medium term</b> Children are 'knowing more and remembering more' in humanities</p> <p><b>Long Term</b> Children are 'knowing more and remembering more' across the curriculum – thus making strong progress</p>



## Aspire Educational Trust Leadership and Management Implementation Plan 2019-2020

### To further develop the effectiveness of leadership and management through maximising our capacity through:

Peer enquiry/ review – to share expertise and capacity between leaders and schools

Coaching – to develop capacity within our leaders themselves

Problem	Implementation Description	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p><b>Identified school issues</b> Trust schools already work together strategically and good impact can be evidenced. However, we recognise that to maximise the capacity of the leadership of our schools, there is more that can be done.</p> <p>A barrier to drive for further collaboration to develop / increase the capacity of leadership and management is making the time to make it happen effectively and for that reason sometimes well intentioned collaboration fails.</p> <p>Lack of clarity of focus for collaboration has meant that some well-intentioned collaboration has had little or no long term impact</p>	<p><b>Active Ingredients</b> Schools commit to agreed Trust INSET day and agreed programme of Trust subject and senior leader activities and development</p> <p>Each headteacher will commit to leading as well as to receiving a peer enquiry / review in an aspect of school development priorities</p> <p>Peer enquiries/ reviews follow an agreed structured format, ensuring the approach is focused and manageable so that it can be not only developmental for receiving school but also so that it can be replicated within own schools for impact on specific areas</p>	<p><b>Training</b> For all headteachers to look at / agree a focused approach to peer review</p> <p>GROW model training for heads to develop their coaching skills</p> <p><b>Coaching</b> Opportunity for Trust schools to engage with external coaching via Chancery MAT</p> <p>Support from JA and HS for headteachers leading peer reviews as required/ requested</p> <p>Curriculum champions for each subject identified and supported to take a lead in supporting AET schools directly and / or through collating talent directory for their subject – coordinated by the curriculum lead at AET</p> <p>Ongoing bespoke support for schools dependent on need – by Trust SLT and SLEs</p> <p><b>Communication</b> Updates via Trust half termly newsletter</p> <p><b>Monitoring Activities</b> Termly sharing at Principals days on progress of and impact of all aspects of peer collaboration</p> <p>Termly meetings (virtual or face to face) with SLEs / curriculum champions</p> <p>In school observation during the year by AET SLT.</p>	<p>The practice and skills of leaders are built up and improve over time</p> <p>Collaboration between school leaders is tightly focused on specific areas of development for a school, and supporting schools in achieving their intended outcomes.</p> <p>All senior leaders in Trust schools have had opportunity to develop their practice through giving or receiving coaching,</p> <p>Support for schools across curriculum is established and effective.</p>	<p><b>Short Term</b> Improved outcomes for children in focus areas of peer enquiry/ reviews</p> <p><b>Medium term</b> Further development of the skills and expertise of our leaders that can be applied to areas for development in own schools</p> <p><b>Long Term</b> Outstanding leadership and management at all levels in schools ensuring high outcomes pastorally and academically for all our children</p>



## Aspire Educational Trust – Resources (HR, Finance, Health and Safety and Business Management)

### HR plan

<b>Current Position: HR</b>	Piece of undertaken during around values across the Trust. All staff have been involved in the consultation process and the values are now ready to launch. Policy reviews have been undertaken – all up to date and on compliance manager. HR report to Trustees on case work, absence, etc. every half term.		
<b>Target Position:</b>	To embed the values across the Trust including recruitment and performance management for ALL staff. To have an HR system in place across the Trust to report on absence management, etc. To ensure there are uniformed templates across the Trust i.e. job descriptions, adverts, assessments, letters, etc. To enhance the CPD offer to schools across the Trust.		
<b>Short Term Outcome:</b>	All current staff managed against the people values of the Trust and all new staff to be recruited against the people values. Absence costs reduce		
<b>Long Term Outcome:</b>	People values embedded across the Trust. All systems and structures in place to support current schools in the Trust and future schools considering joining the Trust.		
<b>Actions:</b>	<b>Lead</b>	<b>Timescale</b>	<b>Impact Measures:</b>
Work with the staff across the Trust on developing positive and negative attributes related to the people values.	NZ	INSET	Reduction in poor performance. Happier work force – reduction of absence and
Embed the attendance procedure within the schools in particular reduce sporadic absences. Managing attendance training offered as part of CPD	NZ	Spring Term	Improved attendance statistics.
Develop job descriptions for all roles across the Trust A recruitment toolkit and procedure developed to be used for all recruitment at every level. Develop standard templates for management to access for employment matters	NZ	Ongoing	Effective recruitment processes and policies in place.
Deliver CPD on a variety of subjects including: Managing Mental Health in the workplace, Managing the unmanageable, delivering courageous conversations with staff, dealing with parents, managing attendance,	NZ	Autumn	Staff CPD up to date so that the organisation can run smoothly.
Review and embed polices and procures with Nina and Kath.	HM / NZ and KS	Autumn and Spring Term	Policies and procedures in place
Develop an HR manual for all staff to use in each school.	Working team lead by NZ.	Autumn term ready for October half term.	All HR policies and procedures in place and used effective.

Finance plan			
<b>Current Position:</b> <b>Finance</b>	Budget and finance system in place across the Trust – HCSS. Additional support in place for Bursars and CFO – Courtney and Sue.		
<b>Target Position:</b>	Embed the cloud based systems across the Trust through further training and support. Develop resource based policies and procedures for staff to follow.		
<b>Short Term Outcome:</b>	HCSS finance and budgeting embedded in each school. Manual in place to support the bursars in each school.		
<b>Long Term Outcome:</b>	All systems and structures in place to support current schools in the Trust and future schools considering joining the Trust.		
<b>Actions:</b>	<b>Lead</b>	<b>Timescale</b>	<b>Impact Measures:</b>
Continue with the Bursar meetings to ensure clear communication and up to date training. Heather to guide Sue and Courtney in developing the infrastructures going forward.	HM	On- going throughout the year	Bursars clear on policies and procedures
Review and embed polices and procures with Nina and Kath.	HM / NZ and KS	Autumn and Spring Term	Policies and procedures in place
Develop a finance manual to be used by all staff.	Working party led by Heather	Autumn Term to be completed by October half term.	All finance policies and procedures in place and used effective.
Health, Safety and Facilities			
<b>Current Position:</b> <b>Premises Management – Health and Safety</b>	Health and Safety audit in place for each school Clear reporting system is in place for each school for the building, health and safety. Regular checks are made to ensure that this remains one of our biggest priorities.		
<b>Target Position:</b>	3 year premises plan in place at each academy Well informed site managers in each academy through regular meetings		
<b>Short Term Outcome:</b>	All site managers have a clear understanding of current health and safety issues 3 year premises plan in place across at each academy.		
<b>Long Term Outcome:</b>	All systems and structures in place to support current schools in the Trust and future schools considering joining the Trust.		
<b>Actions:</b>	<b>Lead</b>	<b>Timescale</b>	<b>Impact Measures:</b>
Develop a 3 year premises plan for each school with the Principal and the site manager.	MB	Autumn Term	Clear plan in place so that actions are taken in a timely manner to ensure a negative impact on the

			school.
Hold 1 meeting per term for the site managers to update them on current legislation and best practice.	MB	On-going throughout the year.	Site managers well informed and work efficiently.
Develop a site managers manual for those new to the Trust	NZ and MB	Spring Term	Enhance the performance of the site manager. A consistent approach across each of the schools.
<b>Business Management</b>			
<b>Current Position:</b>	Payroll journal and validation embedded across the Trust – quality assurance checks are taking place on all schools payroll and contractual changes.		
<b>Business Management</b>	Compliance Manager in place with some policies up loaded and accessible to schools. Clear understanding and pension processes in place Pension Administration – Estimates, ill Health , process request Clear communication of activities across the MAT are in place. Clear admission and appeals procedures are in place.		
<b>Target Position:</b>	Continue to investigate payroll and contractual services to bring in house to the central team. Continue to develop the HR matrix with Nina. Continue to develop compliance manager and it's use across the Trust.		
<b>Short Term Outcome:</b>	Decision made on internal payroll system. HR matrix reported to Trustees and Principals. Compliance Manager utilised to its full potential.		
<b>Long Term Outcome:</b>	All systems and structures in place to support current schools in the Trust and future schools considering joining the Trust.		
<b>Actions:</b>	<b>Lead</b>	<b>Timescale</b>	<b>Impact Measures:</b>
KST to instigate some further payroll discussions with companies – inviting them to meet with the team. Report to the board of Trustees in the spring term (costings, impact.)	KST / N and HM	On-going throughout the year.	A more efficient service offered to schools.
Review and embed polices and procures with Nina and Kath.	HM / NZ and KS	Autumn and Spring Term	Policies and procedures in place
Embed compliance management across the trust. Have the relevant training from School Bus and ensure that it is being used effectively in each school. Support the schools in embedding the use of compliance manager.	KST and NZ	Autumn and Spring Term – evaluate CM across the Trust.	Compliance Manager being effectively used in each of the school.



### Aspire Educational Trust – Expansion

<b>Current Position:</b>	Currently have 11 schools in the Trust, 1 Research School, 1 Teaching School and a business arm for school to school support. 2 new 'Associate Research Schools' - 1 in Stockport and 1 in Manchester. New work streams for next year include: Fallibroome Academy, Manchester and Gately research work, Lancashire school to school support and Warrington Pupil Premium work.		
<b>Target Position:</b>	To ensure that the talents across the Trust (in terms of people) are utilised to fulfil the work streams effectively. To promote the work of the Teaching and Research Schools to attract more schools to the Trust.		
<b>Short Term Outcome:</b>	Embed the new systems across the Trust at all levels. Induct and work with the 2 new 'Associate Research Schools' New work streams enhance the position of the Trust both locally and nationally.		
<b>Long Term Outcome:</b>	Develop the people within the Trust to support schools both within the Trust and external of the Trust.		
<b>Actions:</b>	<b>Lead</b>	<b>Timescale</b>	<b>Impact Measures:</b>
Review the staffing levels across the Trust (education staff) to identify key personnel to undertake external and internal work.	KS	Autumn Term.	No adverse impact on the Trust schools Enhanced CPD opportunities for staff across the Trust.
Review the staffing structure of the whole Trust (business and education) to develop a structure that is fit for purpose long term with clarity of roles and lines of reporting.	KS	Start review in the autumn term	All people undertaking effective roles within the organisation.
Work with the 2 new research schools to ensure consistency by quality assuring all of the work streams of the new RS's.	KS and JA	On-going throughout the year	Quality training and CPD offered by the new research schools.
Monitor the external work streams of the Trust and evaluate the impact these are having on the central team, schools within the Trust and the opportunities for other staff within the Trust.	KS and JA	On-going throughout the year.	Work streams closely monitored and actions taken if necessary.



### Aspire Educational Trust – Governance

<b>Current Position:</b>	The new governance structure have been in place 12 months including the SoD, ToR and role descriptors. Minutes f the meetings indicate that we still need time to embed the new systems and structures.		
<b>Target Position:</b>	Embedded practice at all levels of governance across the Trust.		
<b>Short Term Outcome:</b>	All levels of governance working effectively to challenge and support the organisation as a whole.		
<b>Long Term Outcome:</b>	All systems and structures in place to support current schools in the Trust and future schools considering joining the Trust.		
<b>Actions:</b>	<b>Lead</b>	<b>Timescale</b>	<b>Impact Measures:</b>
Each Chair to undertake a review with each of the governors. Explore what is going well and what they feel they need to change.	KS to lead	Autumn Term	Individual governors understand their roles and are working effectively.
Run induction sessions for governors at all levels.	HS to lead	Autumn, Spring and Summer Term.	Governors at all levels fully inducted.
Run training sessions for governors on the following: EEF guidance on effective governance; Curriculum development and monitoring; Understanding the data.	SLT to lead	Various points throughout the year	Governors fully trained and being effective in their role as challenge and support.
Review the ToR and the SoD in line with the most up to date governor’s handbook produced by the DFE. Ensure discussion around lengthening the terms of office for each governor (at all levels) to 4 years.	KS to lead	Autumn Term	Clear lines of delegation and accountability.
Make closer links with the Trustees and LAC members through joint meetings i.e. the safeguarding leads in each school to meet with the safeguarding Trustee.	Ks to lead	Spring Term	Consistency in approach across the Trust
Undertake a complete self-review of governance across the Trust.	KS to lead	Summer Term	Effective governance at all levels.
Ensure governance complies with the articles of association and the new governance handbook (2019).	KS to lead	Autumn Term	Compliance at all levels of governance across the Trust.



### Aspire Educational Trust – Safeguarding

<b>Current Position:</b>	Currently have a Trustee responsible for Health and Safety and one for Safeguarding and each school have a safeguarding governor. Safeguarding and prevent audits have taken place by Lynn in each of the schools – actions are currently being worked on.		
<b>Target Position:</b>	Embedded and consistent safeguarding practice across the Trust.		
<b>Short Term Outcome:</b>	All new legislation in place and working effectively across the Trust.		
<b>Long Term Outcome:</b>	All systems and structures in place to support current schools in the Trust and future schools considering joining the Trust.		
<b>Actions:</b>	<b>Lead</b>	<b>Timescale</b>	<b>Impact Measures:</b>
Continue to audit the safeguarding practices across the Trust	Lynn	Autumn Term	Embedded and consistent safeguarding practices.
Respond to the needs of the schools by providing training and support where it is required.	LT to lead	Autumn Term	
Liase closely with the LAC governor for safeguarding keeping them fully informed of the actions of the school. Lynn to begin to train the LAC governors on safeguarding.	LT	On-going throughout the year.	Governance have a secure and clear understanding of safeguarding at all levels.
Based upon the risk registers of each school - carry out a data protection audit in each of the schools and provide support to carry out required actions.	LT	Autumn term and follow up actions during the rest of year.	Reduced risk of data protection breaches across the Trust.
Ensure all staff are trained in data protection policies, procedures and practices. Use the CPD part of the School Bus to run the training.	KS and LT to organise	Spring Term	Reduced risk of data protection breaches across the Trust.
Consider supervision for staff in each of the schools – who has it currently? Who should have it? How can we facilitate this?	KS	Autumn Term	Staff feel supported. Their mental well-being is good.
Continue to develop the groups that have been set up this year – learning mentors, behaviour, well-being, etc.	LT / NZ/ KS	On-going throughout the year.	Staff voice used as a catalyst for change (where needed) and support (where needed).