



Life in its fullness for all, Success for all, Positive well-being for all

## **Strategic Plan**

**2019 – 2024: Version 4 – October 2021**



## Plan review history

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This plan was reviewed by directors as follows:

October 2020

October 2021

## BDMAT Strategic Plan 2019 – 2024

### Section 1 - Executive Summary

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BDMAT issued its first strategic plan, covering the period 2018-2019 in the autumn term 2018. Since then, there have been a number of significant staffing changes and developments, including the expansion of the Trust which led to the development of a revised strategy document in September 2020 to cover the period 2019-2024 – this 3<sup>rd</sup> version (September 2021) updates the plan further.

This Strategic Plan sets out the route for the development of the Trust to ensure that all our schools are effectively supported to develop into or sustain 'good' or better judgements in their Ofsted and SIAMS inspections whilst delivering our Trust's mission and values. The MAT Board and its Executive acknowledge the need to show flexibility and resourcefulness in changing times, and the willingness to deviate from this document and its contents should it be in the interests of the Trust, and the children and families we serve, to do so.

The key changes since the September 2020 strategic plan include:

#### Central Team

The appointment to additional staff into the BDMAT Central Team with key responsibilities; in particular:

BDMAT Head of ICT – Austen Puleston

BDMAT Head of Operations – Mark Roberts

BDMAT Head of School Support – Michele Fullwood

BDMAT Lead School Improvement Partner – Lisa McIntosh

In addition, we now employ our own HR Officer and Payroll officer.

#### School growth

Since 2017 BDMAT has grown from the original 6 schools to 19 schools, in line with our original strategic plan, having admitted the following schools since September 2020:

- Lady Katherine Leveson CofE Primary - a Solihull Borough Council school that joined BDMAT on 1<sup>st</sup> September 2020
- Bentley Heath CofE Primary school – a Solihull Borough Council school that joined BDMAT on 1<sup>st</sup> July 2021
- Christ Church Secondary CofE Academy – a Free School in Yardley Wood, Birmingham

### **Current schools within BDMAT**

Austrey CofE Primary School (Austrey, Warwickshire)  
Coleshill CofE Primary School, Coleshill (Warwickshire)  
Hawkesley Church Academy, (Kings Norton, Birmingham)  
Holy Trinity CofE Primary Academy, (Handsworth, Birmingham)  
Nethersole CofE Academy, (Polesworth, Warwickshire)  
Newton Regis CofE Primary (Newton Regis, Warwickshire)  
Nonsuch Academy, (Woodgate Valley, Birmingham)  
Quinton CofE Academy, (Quinton, Birmingham)  
St Clement's CofE Academy, (Nechells, Birmingham)  
St George's CofE Academy, (Edgbaston, Birmingham)  
St George's CofE Academy, (Newtown, Birmingham)  
St Margaret's CofE Primary School (Olton, Solihull)  
St Michael's CofE Primary School (Bartley Green, Birmingham)  
St Michael's CofE Academy, (Handsworth, Birmingham)  
Warton Nethersole CofE Primary School (Warton, Warwickshire)  
Woodside CofE Primary School (Atherstone, Warwickshire)  
Lady Katherine CofE Primary (Solihull)  
Bentley Heath CofE Primary (Solihull)  
Christ Church Secondary CofE Academy (Yardley Wood, Birmingham)

Since this plan was originally developed in 2019, we have experienced unexpected distress and disruption in our schools as result of the COVID-19 pandemic. This has led to lockdowns and remote learning, none of which could have been predicted back in 2019. The government has acknowledged the huge impact this has had on pupils' learning and has therefore committed additional funding through the COVID-Catch up funding to support this. In 2020 we joined with three other West Midlands multi-academy trusts to host an online conference for our school leaders led by national speakers. We have encouraged our schools to utilise the additional funding for coaching pupils to narrow gaps and we are also piloting a highly ambitious curriculum in a number of our schools through a collaboration with Ark. The BDMAT Central Team and school leaders will continue to target resources to enable pupils to catch-up on their lost learning and to deal with any emotional issues that were triggered by the pandemic.

## Section 2 – BDMAT's mission, vision, values and priorities

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### Our mission is:

To provide high quality education within a Christian framework that allows all pupils to reach their full potential through experiencing a broad and balanced curriculum whilst ensuring staff have a good life / work balance and are fulfilled in their roles.

### Our values

Our BDMAT values were revised in consultation with stakeholders in the autumn term 2020. As a result, our revised values are:

- **Hope** – we have hope that there can always be a positive outcome
- **Honesty** – we are honest with all inside and outside our organisation, whilst being sensitive to how we deliver these messages
- **Integrity** – we have strong principles rooted in our Christian mission that lead our actions and decisions
- **Helpfulness** – we work in co-operation and partnership with all staff and stakeholders
- **Respect** – we respect all those that we come across
- **Dignity and compassion** – we treat all those within and outside our organisation with dignity, irrespective of the circumstances, and we show everyone compassion for the difficulties that they are experiencing
- **Wisdom** – The decisions we take are wise; they are based on informed discussions and evidence and we aim to ensure we achieve the best outcomes for all without compromising our values

### Our vision

The Church of England document, 'Deeply Christian, Serving the Common Good' is inspired, as we are within BDMAT by scripture, in particular John 10:10 where Jesus declares "***I have come that they may have life, and have it to the full***". The words of Jesus act as a guide for our vision, which is encompassed in our three guiding principles – life in its fullness for all; success for all; and positive well-being for all:

#### Life in its fullness for all

As stated, BDMAT is committed to the declaration of Jesus, "***I have come that they may have life, and have it to the full***". It is our mission to ensure that we act as God's servants in ensuring that this vision of Jesus can be delivered. We think we can best achieve this through creating inspiring curricula which is specific to each school – our schools cover a large geographical area and serve such contrasting communities that it would be inappropriate to have a 'one-size-fits-all' curriculum across our settings. What we have established though, are curriculum networks for school leaders and leads to attend in order that they can share best practice and help support one another.

We accept the importance of literacy and numeracy as these subjects can unlock all aspects of education and open-up opportunities for all; one of the greatest Christian duties on us is to make sure

that each child has the opportunity to achieve in these subject areas. Poor literacy and numeracy skills are the greatest barrier to social justice, especially for the most vulnerable pupils.

Whilst a key focus of the trust will always be on the promotion and improvement of literacy and numeracy it will not be at the expense of the child experiencing a wide range of subjects and activities in our schools, both in the primary and secondary sectors. Pupils therefore should have plenty of opportunities to learn about the world through the humanity subjects; they should experience the arts as both artists and as audiences; and be introduced to a wide range of sports. These opportunities in the primary and secondary stages are of particular importance as they encourage children to become 'rounded - individuals' and give them experiences that they might wish to develop in the future for either employment or social reasons.

As an organisation with Christian values at its core, we wish all to know who Jesus is and the key aspects of Christian teaching. Many of our staff and pupils have a faith other than the Christian faith, some may have no faith. Our schools serve all and all are welcome. We therefore provide an education within a Christian framework that we feel will be appropriate to those with faith or none equally. A key aspect of our work is to develop pupils' spirituality, be this linked to Christianity or otherwise.

Our commitment to ensuring 'life in its fullness' extends beyond our pupils and is integral to ensuring a life/work balance for our staff. We will examine ways to reduce workload through collaboration and support. and have put in place a 'life / work 'balance charter to ensure all leaders are committed to this agenda.

### **Success for all**

In the current world of education, 'success' is often measured by literacy and maths attainment alone at the end of key stages. At BDMAT we are committed to the holistic development of each child and we therefore see *success* in a much broader context. We want our pupils to experience a range of subjects and experiences in order that they have the opportunity to achieve within these. As previously stated, this approach should not be at the expense of aiming high academically for all pupils – especially those who are vulnerable. Therefore, we expect all of our schools to aim for FFT (Fischer Family Trust) 50 targets, this is in line with national attainment) as a minimum but also to set aspirational targets of FFT 20 (aiming for performance in the top 20% of all pupils nationally).

Success for pupils is likely to be secured if staff are also 'succeeding' in their roles. Performance management and development reviews will be undertaken with all staff on an annual basis with at least one mid-point review. Leaders across the MAT, both at a central and school level should be demonstrable in their praise for staff. Staff should also be encouraged and supported to improve their skills and knowledge etc through appropriate CPD – each member of staff should have an opportunity for an individual CPD plan for the year that clearly helps them to succeed and improve.

### **Positive well-being for all**

Two-year old children who started in our school nurseries in September 2019 will leave compulsory education in 2035 and therefore we have a responsibility to educate them in preparation for what society is likely to be in the future. As a result, pupils will need to be supported to be resilient and be capable of being able to transfer skills. They will also need strategies to ensure that they look after their health – both physical and mental. Therefore, each school should have a comprehensive personal, social and health education programme, incorporating a Relationships and Sex programme that meets current recommendations from the Department for Education and the guidance issued by

the Church of England through 'Valuing All God's Children' and subsequent advice. The majority of staff who have direct contact with pupils should have mental health training and be aware of the symptoms of mental health; pupils and their families can then be supported or signposted to the relevant professional support.

The well-being of staff is also important to the Trust and we will therefore ensure that we have appropriate occupational health services to support any staff who require this. We will also establish access to a counselling service for any staff who require this, either for professional or personal issues. The executive and headteachers will all receive training on identifying stress in themselves and their staff and provide guidance on how best to support staff.

### **Our priorities 2019 – 2024**

With the above mission, vision and values in mind and reflecting on the current position of our schools, directors have set the following priorities, which will be measured through our strategic aims and KPIs:

Our pupils:

- get a full and exciting curriculum
- achieve better than average attainment
- achieve better than average progress
- have attendance above that seen nationally
- who are disadvantaged, have an excellent start to their education

Our schools:

- embody the Christian vision and values of BDMAT
- are judged as good or better by Ofsted and SIAMS
- are exemplary at safeguarding our pupils
- have high parental satisfaction

Our staff:

- love working for us
- have higher than sector attendance
- are lifelong learners

Our directors and governors:

- feel supported in their roles
- have a demonstrable impact on improving the outcomes and opportunities for pupils
- love volunteering for us



## Section 3 – Strategic aims

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Our strategic aims were reviewed by Directors in May 2021 and the following agreed:

The progress that the organisation is making towards meeting these strategic aims will be measured on a termly basis at full board and committee level through a comprehensive set of key performance indicators (KPIs) (see section 10).

**Strategic aim 1:** Ensure that education is led by BDMAT's vision and values and promotes pupils' social, moral and spiritual development, and for our Church of England schools these are embedded within a Christian ethos: **Owners: Chief Executive Officer and Director of School Improvement**

**Strategic aim 2:** Work in partnership with parents **Owner: Chief Executive Officer**

**Strategic aim 3:** Develop pupils' holistic growth, in particular their cultural and physical development  
**Owner: Director of School Improvement**

**Strategic aim 4:** Provide pupils with broad and balanced curricula that equip them to thrive, achieve their goals, succeed in later life and contribute to a diverse society and respect the environment  
**Owner: Director of School Improvement**

**Strategic aim 5:** Provide pupils with effective pastoral support and safeguarding arrangements that meet all national and local requirements **Owners: Chief Executive Officer and Director of School Improvement**

**Strategic aim 6:** Be at the heart of the communities that we serve, collaborating with the church, other schools, stakeholders and organisations in the area to best support our communities **Owner: Chief Executive Officer**

**Strategic aim 7:** Ensure that the vast majority of pupils make good or better progress and as a result attainment is high or improving rapidly **Owner: Director of School Improvement**

**Strategic aim 8:** Ensure that all of our schools are graded 'good' or better by Ofsted or are improving quickly towards achieving 'good' at the next inspection **Owner: Director of School Improvement**

**Strategic aim 9:** Provide good provision for SEND and disadvantaged pupils in order that their needs are met and that they make good progress **Owners: Chief Executive Officer and Director of School Improvement**

**Strategic aim 10:** Ensure that the practice of staff is enhanced by high quality professional development and performance management systems: **Owners: Director of School Improvement & Director of Finance and Operations**

**Strategic aim 11:** Ensure the Trust has highly effective pastoral arrangements in place for staff who, as a result, feel supported and have good life / work balance and the Trust is recognised as a good employer for staff: **Owners: Chief Executive Officer & Director of Finance and Operations**

**Strategic aim 12:** Ensure the Trust is sustainable, with secure finances allowing high quality services to underpin our work, ensuring staff in schools are able to concentrate on providing effective provision for their pupils: **Owner: Director of Finance and Operations**



## Section 4 – Growth strategy

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Evidence suggests that for a MAT to be financially sustainable it needs to have the income associated with at least 3,000 pupils; in January 2019 we reached this number on roll. It is also recommended that to be able to provide an extensive range of services that successfully impact upon pupil achievement the number on roll needs to be closer to 5,000. Christ Church Secondary School will have 180 pupils per year group, when it is at full capacity in 2025 there will therefore be a planned 900 pupils on roll, 1150 when the sixth form is open. As a result, our growth strategy suggests that by 2025 we should be educating around 5,000 pupils across the Trust with the existing schools we have in the Trust.

As BDMAT was established as a 'mixed-MAT', our articles allow us to admit both church and non-church schools. We are therefore happy to consider the application of any school into our MAT as long as they are willing to follow our values and expectations. Currently, we have one non church school within BDMAT, Nonsuch Primary in Birmingham.

It should be noted that as a diocesan MAT we have a moral duty to support those schools within the diocese that are experiencing difficulties; as a result, if a diocesan school who is not part of BDMAT is placed into Special Measures by Ofsted the trust will re-visit its strategy and examine if it has the capacity to either admit the school or support them through a Service Level Agreement.

Directors set the initial growth period to see the formation of around 20 schools in the Trust. Given that we are now close to that figure, directors have decided to freeze further growth until at least the academic year 2022 / 2023. In the future we will examine the possibility of expanding our secondary school provision within each of our hubs. In 2021 we were awarded additional funding through the Department for Education via a Trust Capacity Grant – we will be utilising some of these funds to offer support to three diocesan schools as a 'Try Before You Buy' scheme; this support will focus mainly on school improvement and utilise external consultants to avoid reducing capacity for our existing schools.

## Section 5 – Developing and embedding our Christian vision

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### Embedding our Christian values

As stated in section 2, the work of all within BDMAT is underpinned by our Christian ethos. We believe that those of a different faith or belief can subscribe to our ethos as a set of guiding moral and ethical principles.

In order to ensure that our mission, vision and values are being embedded in all our schools we will ensure:

- a. Each of our Church of England schools receives an annual Christian Distinctiveness visit to focus on how effective the school is as a church school and how prepared they are for their next SIAMS (church) inspection
- b. Our non-church schools will all receive an annual visit focussing on how effective the school is in embedding BDMAT's vision and values
- c. We hold an annual residential conference which will be heavily focussed on BDMAT's values and Christian foundation
- d. Executive members are active members of the Church of England Central Education Office's networks
- e. Directors will set KPIs around our Christian distinctiveness and monitor progress to these KPIs
- f. Offer additional support to our Church of England schools from a BDMAT Christian Distinctiveness Advisor as required
- g. The BDMAT Executive Team will work together with the Church of England clergy that our schools serve
- h. We work in conjunction with the Church of England, Birmingham Education Team to ensure all our school staff are supported effectively to embed our Christian distinctiveness
- i. That in our church schools the percentage of governors representing the Church of England is at least comparable to the previous designation as either voluntary aided or voluntary controlled

## Section 6 – Safeguarding

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### Ensuring all God's children are safeguarded

As a Christian organisation, we believe passionately in the rights of all. We aim to support the development of a just society where all are treated with respect and dignity. A key role within this is the commitment we show to safeguarding our pupils. We will ensure that safeguarding is always given a high priority within our trust and at each school. To this end:

- a. Safeguarding will be overseen across the Trust by the BDMAT Head of School Support (a full-time position within the BDMAT Central Team)
- b. Rather than delegating safeguarding to a committee, the full board will oversee this aspect of our work and we have a designated trustee with oversight for safeguarding
- c. Ensure that all school safeguarding policies meet the requirements of their area local Safeguarding Board
- d. The trust will have in place a safeguarding policy that covers centrally employed staff
- e. Centrally employed staff will have annual Safeguarding training as well as our staff in schools
- f. Audit schools' recruitment processes on an annual basis
- g. Ensure that each school has an annual safeguarding audit undertaken – this report will be issued to headteachers, the executive and the designated member of the trust board
- h. Ensure that following safeguarding audits, the headteacher submits an action plan identifying the actions that will be taken and the timescales for completion
- i. Each school will have a complement of designated safeguarding leads appropriate to the level of need within their school community
- j. There will be a named governor on each Local Academy Board with oversight into safeguarding in the school

## Section 7 - School Improvement

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School improvement will always be at the heart of what we deliver, and the trust will ensure that sufficient resources are put in place to effectively support each of our schools, no matter what their current situation. BDMAT's school improvement work is led by a member of the executive, Samantha Cosgrove, Director of School Improvement. Within Sam's team there are also the following centrally employed BDMAT staff:

Lisa McIntosh – BDMAT Lead School Improvement Partner (with responsibility for writing and curriculum development)

Tammy Smith – BDMAT School Improvement Partner for Early Years

Lou Darby – BDMAT School Improvement Partner for Maths and Teaching across KS2

Kayleigh Powers – BDMAT School Improvement Partner for English and Teaching across KS1

In addition, we use a number of external consultants to act as school improvement advisors.

Schools within local neighbourhoods work closely together through a 'hub' model, this is to ensure that schools effectively support one another in a localised, practical manner whilst benefitting from the services that a larger MAT can provide. Within each hub, strong practice will be used to support teaching that requires improvement; resources will be shared and on occasions there may be joint local governance arrangements.

In addition, schools across the Trust may collaborate outside of their hubs if there is a common need identified. This could include offering training, providing support, cross phase working etc.

The trust operates the following 'hub' model to support our schools:

| Birmingham Central   | Birmingham South  | Warwickshire North   | Solihull and Warwickshire Central                                     |
|--|---|--|---|
| St Clement's<br>St. Michael's Handsworth<br>St George's Newtown<br>St George's Edgbaston<br>Holy Trinity | Hawkesley<br>St. Michael's Bartley Green<br>Quinton<br>Christ Church Secondary<br>Nonsuch | Nethersole<br>Austrey<br>Newton Regis<br>Woodside<br>Warton Nethersole | St Margaret's<br>Lady Katherine Leveson<br>Coleshill<br>Bentley Heath |

### [Ensuring that all our schools have the correct support to meet our vision](#)

It is imperative that BDMAT offers the correct support to each of our schools; the level of support will be linked to several factors. Our schools are designated as either self-sustaining, semi-supported or priority with the focus mainly around predicted Ofsted grades / SIAMS outcomes.

**Priority schools** – schools where currently there is a need for increased support from the BDMAT Central Team or the school is emerging from a difficult period / situation

**Semi-supported schools** – schools who are being supported in some aspects by the BDMAT Central Team but where capacity is not a significant issue

**Self-sustaining schools** – schools that require minimal intervention from the BDMAT Central Team

The BDMAT Executive Team will examine each school on a termly basis to decide on the level of support that the school requires. In order to ensure that each school is being supported appropriately and that it continues to maintain the correct focuses for school improvement, there will be a programme of Team Around the School Committee (TASC) meetings to assess these matters. The TASC will normally be chaired by the CEO and invites will be sent to the chair of the LAB, headteacher, deputy headteacher, Director of School Improvement and the school's finance partner. The frequency of meetings will be dependent upon category, as follows:

Priority schools – half-termly

Semi-supported schools – twice per year

Self-sustaining schools – once per year

Targets and action plans will be issued following each meeting and circulated to all in attendance and in addition the Chair of BDMAT and the school's link director.

#### 'Priority support' schools

At times some schools are likely to have significant issues that impact upon them. When this occurs, the executive will designate the school as requiring priority support. When schools are designated as requiring priority support by the executive the following are likely to be **considered**:

- Deployment of BDMAT School Improvement Partners or other quality assured staff from BDMAT schools to support extensively
- Use of half-termly or termly Team Around the School Committee meetings chaired by the CEO
- The temporary appointment of an executive leader (either an existing BDMAT headteacher or a quality assured leader sourced through the Birmingham Education Partnership, a teaching school or similar organisations)
- Suspension of the Local Academy Board and replaced with an Executive Governing Body, usually chaired by a member of the BDMAT Executive
- Restricted, personalised scheme of delegation
- Commission support from other organisations where BDMAT does not have the capacity to support internally

Funding for additional support for 'priority support' schools will usually be taken from the school's own resources but on occasions additional central funding may be allocated.

#### All schools

In order to support effective school improvement across BDMAT the following will be undertaken:

- An effective CPD programme will be delivered by the BDMAT Central Team including a programme of networks for school leaders
- A coaching modelling, using the principals of instructional coaching (as identified in Leverage Leadership) will be employed across all BDMAT schools

- Targeted support from the BDMAT School Improvement Team including the allocation of School Improvement Partners
- Regular quality assurance meetings facilitated by a member of the BDMAT School Improvement Team or an external consultant
- Regular Team around the School Committee (TASC) meetings used to ensure that the support and challenge being offered to all schools is fit for purpose and facilitating school improvement.

### CPD and networks

- School Improvement Steering group (one Headteacher from each hub)
- School Improvement Hub meeting (led by Headteacher from Steering group and where necessary, supported by DSI)
- Comprehensive Professional Development Pathways (including NPQs etc) as identified through use of Professional Development Audit Tool
- Comprehensive Induction Programme for ECTs (supported by Ambition Institute)
- Comprehensive Professional Development Programme for NQTs and NQTs +1 (supported by Ambition Institute)
- Networks for Deputy/Assistant Head Teachers new to role
- Networks and training for Deputy Heads/Assistant Head Teachers – ‘Moving from Management to Leadership’ – supported by BDMAT Leadership Toolkit
- Induction package for New to Headship supported by BDMAT Leadership Toolkit
- Networks for other leads including:
  - Curriculum
  - Maths
  - English
  - Phonics
  - SEND
  - Designated Leads for Safeguarding
  - Behaviour
  - Pastoral
- Training for new to Middle Leadership/Subject Champions
- Subject Specific as identified through SIA meetings

### Coaching model

In addition, schools across the Trust are encouraged to utilise an Instructional Coaching approach to improving teaching and learning for both whole school and for those teachers who may require additional support in order to meet the Teacher Standards.

The School Improvement Team has developed toolkits to support school leaders; the training on how to implement Instructional Coaching is being developed and will be available in the academic year 2021/2022. This training is for those teachers that leaders believe can be Teacher Educators across the Trust and within school who will then be able to deliver the following toolkits where necessary:

- The Teaching and Learning Toolkit
- The Leadership Toolkit

- The Assessment Toolkit

Teachers should be encouraged to self-audit their skill-set against the Professional Development Toolkit; this will support leaders to identify the strengths and areas for development in their school as well as help the School Improvement Team to identify commonalities of need across the Trust and support talent spotting.

### Targeted support

Instructional coaching is the preferred style for coaching and will be utilised by all members of the School Improvement Team where necessary. Where targeted support is needed then school leaders can request the support of Trust Teacher Educators

### **In order to improve teaching and learning in all our schools we will:**

- a. Allocate an experienced School Improvement Advisor (SIA) who has a proven track-record in school development through headship – the time allocation will be determined by the school's current needs. All external School Improvement Advisors will be quality assured on at least an annual basis. SIAs will issue records of visits for each of their visits to schools; these reports will be distributed to the Chair of BDMAT, CEO, Director for School Improvement, Headteacher, Chair of LAB and link directors.
- b. Deploy centrally employed staff to support the development of teaching and learning, especially in our 'priority support' schools.
- c. Offer an impressive CPD package to all our schools, focussed on improving teaching and learning and leadership, linked to our strategic aims and KPIs – impact of each CPD package will be determined by feedback and follow up sessions to ensure that any actions identified throughout the training have been implemented in school with metrics in place to determine the effectiveness of the training and/or implementation. This will also support quality assurance of any training offered in order that it can be amended for future training
- d. Facilitate shared training day(s) across BDMAT schools through the hub/commonality of need model, where appropriate.
- e. Undertake school effectiveness visits on a regular cycle for all schools within BDMAT with the focus to be determined on the needs of the school and to ensure that the Trust KPI's are being met. Where required, deploy Teacher Educators to work across the trust from Teaching Hubs
- f. Professionally develop staff within the trust so that there is capacity to support across schools where needed
- g. Commission support from other organisations, such as Teaching School Hubs and the Birmingham Education Partnership (BEP), where the trust does not have internal capacity / experience (which will be quality assured).
- h. Undertake regular school effectiveness reviews led by the Director for School Improvement with the school's improvement advisor, headteacher and chair of governors invited to attend. These meetings will be minuted and the minutes shared with the Local Academy Board by the chair.



- i. Moderation of EYFS, literacy and numeracy will take place in hubs – facilitated by one of the School Improvement Partners and experienced members of staff sourced from within the schools or an out-sourced professional.
- j. Utilise peer-to-peer reviews

**In order to improve attendance and persistent absence in all our schools we will:**

- Ensure attendance in our schools and persistent absence are reviewed termly by the executive and the School Effectiveness Committee of BDMAT.
- Request that headteachers include termly attendance and persistent absence data in their termly reports to LABs. These reports will include analysis by groups and be submitted to the executive as well as LABs.
- Use experienced, effective pastoral / attendance leads to support in schools where attendance is below national averages.
- Provide support from the Lead School Improvement Partner to those schools where attendance may be problematic.
- Work with local authorities to support in improving attendance where attendance is below national. Individual headteachers will have the delegated power to decide if the issuing of fixed-penalty notices for poor attendance is an appropriate next step (liaising with the local authority).
- KPIs will be established that measures progress to ensure that all our schools have attendance at least in line with that seen nationally and persistent absence is at or below the national figure.

**BDMAT approach to the curriculum across our schools**

Directors and the BDMAT Executive Team acknowledge the importance of an effective curriculum in shaping the quality of education in each of our schools. As we have such diverse schools, we have not put in place a universal curriculum across our schools as this would not meet the requirement to tailor curricular to the needs and contexts of the pupils that we serve. Instead, we have put in some key expectations that all of our schools must follow in regard to the curriculum.

**School's curriculum design**

1. Shared and coherent rationale that is tailored to the community which the school serves
2. In line with the expectations and aims of the National Curriculum and balanced in coverage to allow all pupils to progress through the curriculum in its entirety
3. Knowledge rich, spiralling curriculum, building on previous learning in a systematic manner
4. Ambitious in its intent, with high expectations for all pupils no matter what their backgrounds
5. In line with the values and aims of the BDMAT and the school
6. Curriculum leadership ensures clarity of individual roles and responsibilities for curriculum design and delivery
7. Plans that are easily accessible to parents and external agencies to see the knowledge and skills taught
8. A model of review for ensuring purchased, or school designed, schemes of work meet the contextual needs of the school and the National Curriculum

### **Implementation of the school's curriculum**

1. Training for subject leaders to develop knowledge, expertise and practical skill in designing, implementing and reviewing the curriculum
2. Planning that identifies the knowledge and skills children must learn that is clear and extensive for staff to follow
3. Training for staff on how to teach each specific element of the curriculum
4. Effective assessment system which not only provides staff with summative data but more importantly effective formative data
5. Ensures that the key skills of the subject are embedded
6. Ensure that pupils can remember the knowledge that they have been taught
7. Ensure that diversity is promoted and celebrated

### **Retention and parity of the school's curriculum**

1. The curriculum provides parity for all groups of pupils
2. Ensure that pupils can remember the knowledge that they have been taught
3. Prepare pupils for the next stage of their education

### **Pupil attendance**

BDMAT acknowledges that for pupils to achieve to their fullest they need to have high levels of attendance and low levels of persistent absence. Each school has a designated member of staff who has oversight of attendance, and the Director of School Improvement brings attendance data to the BDMAT School Effectiveness Committee for them to examine. Within the BDMAT Central Team, Lisa McIntosh oversees attendance.

### **Further development of the school improvement service of BDMAT**

Over the course of the five years of this strategic plan it is proposed that the services we provide schools will expand. Some of this will be met through central management resource as a result of more schools joining BDMAT, whilst other services will be provided through the pooling of existing school finances in order to provide a more effective, bespoke service. The proposals are set out below:

A summary of the proposed development of the school improvement service is given below:

|                                  | 2021/22 (for each hub)  | 2022/23   | 2023/24  |
|----------------------------------|---|---|--|
| SEND                             | <p>Speech, Language and Communication lead in each hub</p> <p>Student Mental health worker in each hub</p> <p>Autism specialist in each hub</p> <p>SEND Consultant for each hub through pooling of existing school resources</p> <p>Trust wide SEND review - external</p> | <p>Teacher Educators for each hub to support the teaching of SEND pupils in each hub.</p> | <p>Embedding good practice across the hubs</p> |
| Pupil Premium and Sports premium | <p>MAT leagues organised</p> <p>MAT Olympics/Commonwealth</p> <p>MAT swimming galas</p>   | <p>Hub specialists for PE</p>   | <p>School specialists for PE</p>               |





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| Systems and processes | Arbor MIS system in place |  |  |
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## Section 8 – Leadership development

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BDMAT is acutely conscious that the MAT's success and effectiveness is predicated on there being effective leaders in place at all levels, including:

- BDMAT directors
- Local Academy Board governors
- The executive
- Headteachers
- Deputy and Assistant Headteachers
- Middle leaders
- Emerging middle leaders (subject champions)

Our strategy for ensuring these groups provide effective leadership is as follows:

### **BDMAT directors**

Directors will be chosen for their skills and representation. As a result, our board will consist of highly skilled individuals from a variety of professional backgrounds, including education and business. We seek to appoint directors from the Christian faith, other faiths and those with no faith. We ensure where possible our board is representative in terms of different ethnicities and gender representation. An annual audit of director skills and training needs will be undertaken by the chair of the board. Training will be incorporated into board meetings where required and there will be annual director / chair of LAB development time set aside.

The board is a member of the National Governors' Association and the Confederation of School Trusts to help strengthen its processes.

In addition, in order to keep directors abreast of school contexts, directors will be invited at least once per year to visit their 'link school' to see the school in the working day. Directors will produce reports of their visits to ensure that all directors are aware. Directors will be invited to be members of the recruitment panel for all headteacher appointments.

### **Local Academy Boards**

The executive and BDMAT board acknowledge the huge contribution Local Academy Boards make in developing our schools. The roles of LAB governors are clearly set out in the handbook for governors and the school's Instrument of Government, this includes termly roles to be undertaken by the LAB. In order to ensure board directors can play a full and effective role we hold the following:

- Termly chairs / vice chairs of LAB Network meetings attended by the executive
- Annual opportunities for governors to meet and work with directors
- Workshops at the Church of England, Birmingham annual governor conference

We have appointed a Head of School Support, whose role includes:

- Producing half-termly model agendas for LABs

- Producing termly headteacher report templates and quality assuring the reports produced by headteachers before they are submitted to LABs
- Liaising with clerks to governors and line managing them to ensure they are effective in their roles
- Checks through minutes of all LABs and reports on these to the executive – highlighting good practice and areas where further support may be needed
- Undertakes training for clerks and LABs

As stated earlier in this strategy, the executive has the power to suspend the Local Academy Board where it is felt they are ineffective at supporting and challenging school leaders; such a situation will always be rare, and the board of directors and executive would always prefer to have a representative local academy board in place.

### **The executive**

The CEO completed the national MAT Chief Executive training led jointly by the Church of England Central Officer, Deloitte and University College London in 2018. Subsequently, the Director for School Improvement (DSI) and CEO have become members of the Church of England MAT Network which holds termly meetings; in addition, there is a national conference that they attend. The CEO is a member of the Birmingham Education Partnership CEO network and the CEO consultative group for the National Association of Headteachers. The Director of Finance and Operations attends termly updates for finance directors from a national auditing firm and is a member of his professional accounting association.

These networks will be maintained going forward and others fostered in order to ensure that the executive are effective in their roles.

### **Headteachers**

We will continue to support our headteachers through half-termly network meetings and an annual residential conference. In addition, headteachers are also invited to the Church of England, Birmingham diocesan conference.

New heads are offered an induction programme. A mentor is provided from within the MAT and in addition from the Diocese if needed, as well as regular support from either the CEO or DSI. Where additional support is required then a comprehensive package will be provided based on the needs of the individual. Head's network meetings and hub meetings allow for collaborative working whilst ensuring that heads do not become isolated; this has been particularly welcomed by those new to role.

### **Deputy and Assistant Headteachers**

Half-termly meetings are in place for deputy and assistant headteachers facilitated jointly by the DSI and the Deputy Director of Education for the Church of England, Birmingham. As of September 2021, there are two groups; those new to role and those who are ready to move into headship. The first group focus on an introduction into the role with the agenda for subsequent meetings determined by the needs of the group. The focus for the second group is on strategic leadership and utilises the Leadership Toolkit that concentrates on all aspects of a first headship including how to lead in a Church School.



In addition, in 2019 / 20 a new residential conference was introduced for the deputies which reflects the training that the headteachers receive during their residential.

### **Middle leaders and subject champions**

As part of our succession and sustainability planning, we realise that the MAT needs to nurture the prospective leaders of the future. We therefore utilise Teaching and Learning (TLR) payments to reward staff with leadership roles in teaching that are above that expected of subject champions (see below). Therefore, in BDMAT, middle leaders are those awarded TLRs. To encourage teachers into leadership we will run several CPD sessions throughout the year for those wanting to move towards a more strategic role. With the Education Inspection Framework in mind, we will offer not only a refresher course to those middle leaders who have some experience of leading a subject area but also a course aimed at those who are new to subject leadership or who are 'subject champions'. Subject champions are teachers who are not in leadership responsibilities but who co-ordinate subject areas under the leadership and direction of another member of staff in the school. This combined with the offer of bespoke training for individual schools will ensure that all teachers are given opportunities to grow as leaders. In addition to signposting to NPQs, we shall also support teachers to become 'teacher educators'. These are teachers with a particular expertise who can coach and mentor their peers using instructional coaching techniques.

### **ECTs (Early Career Teachers), NQTs and NQTs+1**

The Trust has decided to partner with Ambition Institute to deliver the new Early Career Framework that became statutory in September 2021. Early Career Teachers are entitled to and will receive, weekly instructional coaching from their school-based mentors; all of which will be overseen by the DSI. In addition, the Trust is committed to ensuring the NQTs and NQTs+1 will receive half termly training so that they are not disadvantaged by the restrictions placed on them during the Covid-19 pandemic.

We expect that those teachers joining the Trust feel valued and invested in, no matter what entry level they are at and therefore wish to continue their career in the Trust.

## Section 9 – BDMAT Support

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***Vision:***

To provide sector leading support that ensures the sustainability and long-term development of the trust and its schools so that current and future generations of children and staff have the best possible environment to work in and achieve their potential.

***Overall Strategy:***

Centrally manage and coordinate, with the help of external experts where appropriate, support for the Trust's schools so that headteachers and school leaders can focus on teaching, learning and implementing the Trust's vision and ethos.

This will provide consistency of experience, whilst ensuring that headteachers are able to maximise the time they spend on their area of expertise.

When complete, this will result in better value for money across the Trust and its schools and will provide a tangible incentive for future schools to join the Trust, should Directors decide that further expansion is desirable. The strategy will enable easy implementation for new schools joining the Trust and will be designed to scale with any future growth.

The opening of the Trust's first secondary school in September 2021 will provide a step change for the Trust and this is being considered for all areas of central services so that the Trust is able to transition seamlessly into operating a growing secondary school.

The Central Support Team will work with school leaders to ensure that the provision reflects the uniqueness of the school and its community as much as possible.

BDMAT support will ultimately cover the following 9 areas. These services will develop at different rates over the next 3-5 years reflecting capacity and the requirements of the Trust. Once the initial years of this plan are concluded the Trust will have an established a central support offer which will be embedded over the following two years through to 2024/25. During this period a full review will be carried out to assess whether the models and approaches taken are still delivering best value and remain fit for purpose in light of the evolution of the Trust and its future plans.

The central function for finance and support will be led by the Director of Finance and Operations (DFO).

A summary of the development of central support is given below:

|              | 2021/22<br>(19 schools – secondary Opens)  | 2022/23<br>(19 Schools)  |
|--------------|--|--|
| Finance      | CFOO<br>1 x Head of Finance<br>3 x School Business Partner<br>2 x Finance Assistant<br>1 x Head of Operations  | No changes   |
| HR & Payroll | Recruitment of Head of HR and Payroll<br>Trust becomes a Real Living Wage employer<br>Centralised recruitment process<br>Common Review and Development platform introduced   | Harmonisation is complete<br>Trust obtains external recognition as a good employer   |
| Income       | Central management of all out of hours activities and income generation  | Ongoing central management and monitoring of income generation performance   |
| Estates      | Central management of all estates and cleaning teams<br>Cleaning teams directly managed by the site manager/supervisor in each school<br>Central coordination of estates compliance activity complete<br>Publish Operations Strategy (including estates) for the Trust | Annual review of capital plan  |
| ICT          | Shared email addresses<br>One website provider with unified online identity for the Trust and its schools<br>Annual review of ICT capital plan<br>Centralised ICT purchasing<br>Ongoing standardisation of software and services usage                                 | No changes   |
| Catering     | Ongoing central management and monitoring of catering performance  | Full review of catering provision at the end of 2022/23<br>Contract review at the end of 2023/24 (3 <sup>rd</sup> year of 5 year contract) |

|           | 2021/22<br>(19 schools – secondary Opens)              | 2022/23<br>(19 Schools)                 |
|-----------|--|---|
| Purchasin | All contracts and service agreements centrally managed | Centralised ordering in place           |
| Risk      | No changes   | No changes                              |
| Governan  | No changes   | Centrally managed clerking for all LABs |

## 1. Finance:

### *Service:*

- Finance support will be provided to schools by a central team of School Business Partners, overseen by a Head of Finance and the CFOO.
- A standard management accounts template was introduced across the Trust and its schools from September 2019. This will ensure consistency and transparency at all levels of the organisation.
- The Trust operates a single balance sheet, with a central bank account.
- Payments are administered by the central team and from September 2020 all invoices are processed by the central team.
- The Trust operates a single finance system, ordering system and a single budgeting system.
- ParentPay or similar system will be introduced and standardised in 2021/22 to reduce and ultimately eliminate the need for cash to be handled within schools.
- From 2020/21 school administration teams will only be required to deal with pupil based financial transactions e.g., trip contributions, and processing orders through the finance system.
- School administration teams will be led by an Officer Manager and will be staffed on the basis of the administration needs of the school, with support provided by BDMAT excluded from the administration teams' responsibilities.

### *Reserves:*

- In 2019/20 the Trust revisited its published reserves policy, agreed by Directors, which is reviewed annually to ensure the ongoing sustainability of the Trust.
- The reserves policy includes an expectation for the Trust's reserves including a working capital reserve (based on a percentage of annual pay costs), an allowance for covering future restructuring costs, and a requirement for ongoing capital investment (relating to both estates and ICT).
- From 2020/21 schools were expected to budget, and achieve, a surplus (based on a percentage of central government funding set by Directors), to support the ongoing capital investment at the school and across the Trust.

- Where schools are unable to meet the requirements, a recovery plan will be put in place.
- During 2020/21 the Trust consulted on centralising all reserves. This was approved by Directors, taking effect from 1 June 2021.
- During 2020/21 and 2021/22 an investment plan will be put in place to invest some of the Trust's reserves.
- During 2021/22 proposals for funding of the central Trust Teams will be consulted on and agreed for 2022/23 onwards.

## 2. Payroll & HR:

### *Service:*

- Payroll and HR services are provided in house having taken over from EPM, an external company, in 2021. Ad hoc legal advice is provided by Anthony Collins Solicitors on agreed hourly rates and the in-house HR provision is supported by DefinitelyHR.
- During 2021/22 a Head of HR and Payroll will be appointed to lead this in-house team, reporting to the DFO.
- Over time the Trust's HR support will administer and coordinate all recruitment activities across the trust in order to control risk to the Trust and leverage the value of the trust in recruiting staff.
- Investment in a dedicated HR system took place in 2021 and was selected in consultation with the schools, this system will be fully live by the end of 2021. Electronic recruitment system will also be implemented in 2021.
- A self-service portal, with in-built approval mechanism, will be introduced to allow all staff to process over-time claims, expenses, and access payslips.
- A standardised set of job descriptions covering all roles within the Trust was introduced for all new staff from April 2020, this will be completed during 2021/22.

### *Harmonisation:*

- The harmonisation of all staff terms and conditions will continue during 2021/22.
- All new staff across the trust will join on the harmonised terms, conditions and contracts.
- Anthony Collins Solicitors will support the Trust in the harmonisation process.
- Harmonisation will include agreeing a Trust wide framework for the use of the national local government pay rates within schools in consultation with recognised professional associations and unions.

| 2019/20   | 2020/21  | 2021/22   |
|---|--|---|
| Consultation with stakeholders and agreement of harmonised terms, conditions and contract by Directors. | Use of agreed terms for all new starters within the trust and its schools. | Notification to all staff of changes to terms, conditions, and contracts.<br><br>All staff remaining on TUPE terms, conditions and contracts transfer to BDMAT terms, conditions and contracts. |

### *Real Living Wage:*

- The trust wishes to become a Real Living Wage employer. The current Real Living Wage has been calculated as £9.50/hr by the Living Wage Foundation compared to the National Living Wage of £8.91/hr for over 23s.
- All staff on local government pay rates earn a minimum of £9 (where their FTE hours are 37 or less). However, the Trust also has a number of staff under 25 or who transferred on different pay rates.
- All staff over 23 will be paid the Real Living Wage by 1 January 2022 (with the exception of apprentices)
- The Trust will pursue accreditation with the Living Wage Foundation for January 2022. This will require the Trust to have a mechanism for encouraging service providers to pay the Real Living Wage within 3 years, the Trust has already confirmed the Real Living Wage with its new catering supplier, Sodexo.
- The Trust will also review hours of its part time staff during 2021/22. The Living Wage Foundation recommends 16 hours a week as the Living Hours to go along with the Real Living Wage, unless an employee requests otherwise.
- The challenge of maintaining the differential between different staff levels will be addressed as part of the harmonisation process.

*Recruitment & Retention Strategy:*

- As part of the harmonisation process the Trust will review its benefits package and make recommendations on the addition of any benefits to improve the recruitment and retention of staff within the Trust, this will include considering a medical cash plan, retail discount scheme, private medical insurance and cycle to work scheme. Once agreed, a standard information pack will be produced that can be issued to all new staff.
- Following the appointment of in-house HR provision, a full recruitment and retention strategy will be produced by the trust Executive, incorporating the leadership development strategy.
- The Board of Directors will be updated on succession planning on an annual basis.
- Recruitment will be co-ordinated by the HR team to ensure that the best talent can be recruited and retained within the Trust for as long as possible and to ensure the strategic deployment of our employees, whilst minimising recruitment costs.
- A central web portal for applicants to view all jobs across the trust will be established in 2021. This portal will allow direct applications to the Trust by the end of 2021.
- The Trust will pursue national accreditation as an employer in 2022 for example Investors in People, or The Times Best Companies to work for Award.
- As part of the strategy the Trust will increase its social media and internet presence as an employer for example through LinkedIn and Glassdoor.

*Pensions:*

- The Trust is required by its funding agreement to offer the TPS (Teacher Pension Scheme) to all teaching members of staff and the LGPS (Local Government Pension Scheme) to all non-teaching members of staff. Both schemes function as defined benefit CARE (Career Average Revalued Earnings) schemes.
- As of April 2019, the trust has a single TPS registration eliminating the need for the trust to complete (and have audited) individual school End of Year Certificate (EOYC) returns. The contribution rates for this scheme are all set nationally.

- The LGPS is a national scheme administered locally by a number of local authority pension funds. The Trust has schools within the West Midlands Pension Fund (WMPF) and the Warwickshire Pension Fund. Each school currently has their own fund and employer contribution rates.
- During 2020/21 the Trust began to explore the costs of combining the schools into one entity within the WMPF fund and the Warwickshire Pension Fund. This should reduce the overall employer payments required to the two schemes. This will continue in 2021/22.
- If successful in the above consolidation, the trust will then explore the possibility of transferring the Warwickshire Pension Fund schools into the WMPF so that the Trust is then able to operate a single LGPS fund.

### 3. Income Generation:

#### *Lettings:*

- During 2019/20 the Trust refurbished the vacant caretaker houses located at Trust schools that could be isolated from the school premises. The Trust appointed a residential letting agent to secure tenancies for the houses and these have generated income from 2020/21.
- As caretakers' houses become vacant, they will be refurbished where necessary and added to the letting agent portfolio.
- Hiring of Trust facilities will become the responsibility of the central team during 2020/21, this will include the use of excess capacity during the day for example where a 1 form entry school occupies 2 form entry buildings.
- Facilities would become the responsibility of the central services team 1 hour after the official end of the school day. Use of facilities after this time by the school will need to be agreed with the central team.
- It is estimated that the secondary school will be able to generate circa £120,000 gross income per year once established from lettings.
- Profits from the income generation activities would sit within the Trust reserves for allocation to capital projects.

#### *Grant Funding:*

- The central team will support school leaders in writing any grant funding applications as required.
- It is the desire of the Trust to ultimately have the capacity to regularly identify and bid for additional grant funding from outside of the DfE, however this is not expected to occur during the period covered by this strategy paper.

### 4. Estates:

#### *Service:*

- During 2019/20 the Trust began the transition to a centrally managed estates service with all schools moving to having a Site Manager on a full year contract. This will allow for in-house maintenance and works to complement external suppliers refurbishment works as part of a capital strategy.
- A training and development programme will be put in place for the estates' teams.
- The costs of the estates service will be outside of the current top slice but will transfer the existing costs within the schools to a central budget, along with the estates staff.



This will enable the enhancement of services and will lead to cost savings for the trust once fully implemented.

- Basic maintenance work will be completed on site by site managers and the team will work together within the local hubs to deliver on larger projects, particularly where these do not require specialist external support.
- The same principles have been introduced to the new Christ Church secondary school to ensure that it remains in the condition on opening day throughout its life.

*Health & Safety:*

- From 2019/20 an external provider will be appointed as the Responsible Person, this role is a requirement under HSE Regulations.
- Central compliance monitoring system will be put in place for 2021/22 which will oversee the completion of required periodic checking and maintenance of the school sites. This will be supported by the external provider of Responsible Person services.
- Trust wide agreements have been put in place during 2020/21 to ensure externally conducted compliance checks are carried out in a timely and appropriately skilled manner.
- A trust-wide system for risk assessments will be introduced by 2021/22.
- All Site Managers will undertake IOSH Managing Safely course.
- Fire alarm, intruder alarm, and CCTV systems will be surveyed during 2020/21, any gaps will be compiled with remedial action scheduled to ensure systems meet the current standards and coverage.
- Key holders and site access arrangements will be reviewed for all schools in 2021/22 to ensure that only current employees of the trust have access to the site.
- Where necessary schools will be fitted with new locks. The trust will have a centrally held set of keys for all schools.
- Health and Safety data will be presented to each Finance & Resources Committee and each LAB meeting.

*Estates maintenance and development including capital funding:*

- All capital funding will be held centrally from 2019/20.
- An ongoing capital plan will be finalised during 2021/22, with the help of external experts, covering all properties within the Trust, this will be reviewed and updated each year.
- Capital funding with a contingency will be agreed with Directors each year made up of central government funding (DFC, SCA etc), reserves, donations and specific grants.
- Capital programme has included input from school leaders and for specific bids for innovative projects that will enhance learning and educational development.
- All maintenance budgets will be managed centrally. Site Managers deployed at the schools will be the budget holders with work programmes agreed centrally.
- Site Managers will be trained to increase the amount of works that can be done in-house.
- The capital plan includes a commitment to the Church of England's target of all buildings being carbon neutral by 2030.
- As part of decarbonisation the Trust will look to exploit energy saving interest free loans and grant funding where possible to update facilities and reduce long term running costs of its estates.

- Utility usage will be monitored to identify opportunities for usage savings and to spot problems on sites.

*Cleaning:*

- Cleaning will be managed in-house by the Site Managers deployed at each site.
- Cleaning staff will be part of the estate teams.

**5. ICT:**

*Service:*

- ICT support will be provided by a central team. Recruitment for a Head of ICT took place during 2019/20 to replace the current support contracts that exist within the schools for 2020/21.
- As with the estates service the costs of the centralised ICT service will be additional to the current top slice for central services however the cost will replace the costs already being incurred by the schools. By centralising the service and the staffing, savings will be made which will enable the enhancement of services and ultimately cost savings for the schools.
- The Head of ICT role will be supported by ICT technicians.
- The Trust will designate a Trust wide lead for GDPR registered as the DPO (Data Protection Officer) and promote the safeguarding of data throughout the trust and support in ensuring that data protection is considered as the Trust develops its ICT offerings.

*Infrastructure:*

- BDMAT will establish a common operating platform across the Trust utilising cloud-based services where these provide the most sustainable and value for money solutions.
- Software and services in use by schools will be harmonised over the next 3 years starting with a common MIS system from 2021/22 at the same time a platform will be introduced to allow collaboration and sharing of resources across all of the schools within the Trust. This will draw on technology in use within the commercial sectors where collaboration between geographically separate locations is essential.
- Key systems will therefore be accessible by the central team to reduce request for information from school staff. An online School Development Plan / SES platform is being introduced in 2019/20 at the first part of this.
- By the end of 2021/22 all staff will use a common email address and the Trust will have appointed a common website provider to increase the Trust's web identity which will complement the Trust's pupil and staff recruitment plans.
- During 2020/21 work was undertaken to identify all ICT equipment, infrastructure, services and software in use across the trust. This fed into an ICT Strategy for the Trust, which was approved in May 2021.
- The ICT Strategy will then lead to the development of an ICT capital plan which will be delivered in conjunction with the Estates capital plan each year to ensure the sustainability of all services.
- From 2020/21 all ICT purchases are coordinated centrally and will need to be part of the ICT plans.
- The Trust will aim to balance early adoption of emergent educational technology that will enhance learning and attainment opportunities with the need for sustainability,

this will be explored further in the full ICT Strategy. It is likely that, where possible, the Trust will position itself to be a second wave adopter of new technology.

## 6. Procurement:

### *Services/Utilities:*

- Contract and service tendering will be led via the central services team.
- A list of all contract and services agreements in place across the Trust was compiled during 2019 / 2020. This listing provides the basis for prioritising tendering activity over the next 3 years.
- A schedule of tendering activity will be provided to schools each year. Schools will be responsible for managing their existing agreements until tendering takes place, any contract renewals during the transition period should be for a maximum of 12 months unless agreed with the Head of Finance.
- Once completed, contracts and service agreements will apply to all Trust schools from the earliest end date for existing services. These agreements will then apply to all new schools joining the trust and any new schools that the Trust opens.
- External advice will be sought where required at the discretion of the DFO.
- The trust will consider any Government schemes and arrangements that exist for services and contracts where these provide the best value solution for the Trust, however this will not be assumed.

### *Suppliers:*

- The Trust maintains an approved supplier list.
- New suppliers will only be added where a demonstrable case for providing a new service or improved value for money can be made.
- The approved suppliers list will be reviewed on a regular basis by the central team.
- Where possible preference will be given to suppliers able to demonstrate ethical operating practices e.g., payment of the Real Living Wage.
- In addition, we will aim to support suppliers local to our schools

## 7. Catering:

- A Trust wide catering tender took place during 2020/21. Sodexo were appointed as the sole provider for BDMAT for the next 5 years (3+2 contract)
- The Trust's solution will apply to all new schools joining the trust at the point of transfer or in the case of Christ Church Secondary school the point of opening. Any existing contracts would be honoured but not renewed.
- The Trust-wide catering solution is managed through the central team with schools inputting to the day to day provision e.g. menus and timings of service.
- The central team will monitor the performance of the catering provision throughout the length of the contract.

## 8. Risk Management:

- The Trust introduced a new risk register format for 2019/20.
- All headteachers will be required to maintain a risk register for their school and report on it to each LAB meeting.
- The DFO will review the school risk registers on a periodic basis, and these will be a source of information to feed into a Trust wide risk register.

- A strategic risk register will be maintained consisting of the highest risks within the trust risk register. These will be monitored by the Board of Directors at each directors' meeting.
- A Risk Management policy will be developed to provide clarity on responsibilities across the trust.
- Insurance will be provided to the trust via the Government's RPA (Risk Protection Arrangement) scheme, but we will continue to review to ensure it is the best option for the Trust.
- Additional cover required outside of the scope of this scheme e.g., minibus insurance will be arranged by the headteacher in liaison with the Head of Finance.
- During 2019/20 the Trust introduced the electronic Evolve system for school trips, this will ensure that all high risk and residential trips are reviewed by external advisor prior to the trip being approved.
- During 2019/20 the electronic Evolve Accident book system was introduced to record all health and safety incidents and accidents within schools. A standard Trust wide reporting template will report incident rates to all LAB and Finance and Resources meetings.
- A Critical Incident Management Plan will be developed during 2021/22, reflecting the lessons learned during the covid-19 pandemic.
- Risk management training will continue to be provided to school leaders.

#### 9. Governance:

- The Scheme of Delegation will undergo annual reviews to ensure clear separation of duties and responsibilities across the trust. This will include providing clear identity for Local Academy Boards (LABs).
- Following consultation with LAB chairs, clear Terms of Reference was issued to LABs from September 2019.
- The CEO will work with Directors to ensure all schools have strong LABs that provide support and challenge to school leaders
- The Trust operates a Finance & Resources Committee to oversee the non-educational aspects of the trust
- The Trust operates a School Effectiveness Committee to oversee the educational performance of all of the Trust's schools.
- Template headteacher reports and meeting agendas will be provided to all schools by the central team to support the work of LABs from 2019/20, the headteacher reports will include a section highlighting the key risks for the school and the measures in place to mitigate these risks.
- The Head of School Support will ensure that all governors have access to appropriate training to ensure they are able to discharge their responsibilities.
- A secure online portal exists for all governors to access meeting papers and other relevant information about their school.
- Over time the Trust will centralise the clerking service for LABs to ensure quality, consistency and value for money.

## Section 10 – People Strategy

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The directors and executive are aware that for our trust vision to be achieved we need highly effective staff at all levels in place within both the Central Team and each of our schools. This will therefore require an effective recruitment and training strategy to be established to ensure our vision and targets are achieved within the timescale of this plan. There are a number of aspects that have been covered in other sections of this plan that support this strategy.

This people strategy aims to summarise these aspects into a single plan.

### Recruitment

We accept that recruiting to teaching posts can be very difficult in the current climate and therefore we need to have in place a recruitment and retention approach. In 2020 and 2021 we operated a 'teacher pool' and we will continue to deploy this as a strategy where there is a need for our primary schools only. This pool allows candidates to indicate which of our four hubs they would prefer to work in if appointed. Headteachers are involved in the process and teachers are placed according to school needs; headteachers have the right to decline a member of staff if they felt they were not a suitable match for their needs.

We also link with local universities to place high quality students into our schools – this allows us to be involved in the training of staff and identify potential high calibre future staff. We also work with universities and attend job fairs to attract potential staff. We also explore the Teach First scheme to access staff on an annual basis.

If recruitment to posts other than teachers become a challenge, we will examine the possibility of centrally recruiting to these posts.

### Retention

Retention is an important aspect of the work of the Central Team, as if we are able to retain our staff we will not need to recruit. We will therefore look to 'talent-spot' in order to identify high performing individuals who can fill vacancies in the trust. This will be supported by a comprehensive Professional Development Programme that will support those who wish to progress in their career and who wish to continue their career within the Trust. We will work with our Staff Forum, which meets termly, to discuss initiatives that would help to retain staff within BDMAT.

The executive will form and be an active member of a Joint Consultative Committee with the main staff unions and professional associations, ensuring that we keep our staff interests at the heart of our decisions.

During the period of this plan the executive will also examine:

- a. Private health schemes
- b. Adopting a charity for all staff to support with team building activities based around supporting these charities
- c. All school leaders and teachers will be offered a career profile interview to identify how they can be supported to develop their career whilst supporting BDMAT

- d. Exit interviews will be introduced across the trust to ensure that leaders have a thorough knowledge of why staff leave the organisation
- e. Introduce a staff intranet to communicate to staff and highlight good practice
- f. Introduce long-service recognitions for staff who have served at either their school or across BDMAT for 10, 15, 20 and 25 years

### **Staff well-being**

One of BDMAT's vision statements is 'positive wellbeing for all', this includes our staff as well as pupils. We will therefore ensure each school has staff employed to act as both first aiders and mental health first aiders. We also have a health assistant programme in place (Health Assured) which includes counselling for staff who require this in order to minimise ill health for staff and ensure staff absence remains low.

At times staff will have to deal with the tragic news that they have been given a diagnosis of terminal illness. In these circumstances we want to support staff in dealing with this outcome and treat them with dignity and respect; for some they will have a desire to remain employed. We have therefore signed-up to the TUC 'Dying to Work' charter.

### **Continuous Professional Development**

Since the start of BDMAT the Central Team has built a strong CPD programme for our staff which has been highly regarded. Currently, this programme has centred predominately on teaching staff, admin leaders and teaching assistants, although CPD for other staff is undertaken in each of our schools. Going forward we want to ensure that staff at all levels have access to good CPD that helps them to be more effective in their roles.

We also want to explore establishing a rigorous, centrally delivered induction programme for new teaching and learning support staff which sets out our expectations for delivery of highly effective teaching. Similarly, a programme for wider support staff, particularly service leaders (Office Managers, Site Managers, Catering Managers) will also be explored.

### **Supporting and promoting diversity within BDMAT**

BDMAT is committed to being an equal employer. To aid this we have committed to the Disability Confident scheme and we are a Stonewall Diversity Champion. In addition, we have established the following forums to ensure that the needs of our diverse staff are met:

Staff Forum (2 staff per school)

UKME / GM Forum – staff from UK Minority Ethnic / Global Majority groups to attend

LGBTQ+ Forum – for staff who identify as LGBTQ+ or are 'allies'

## Section 11 – Key Performance Indicators (KPIs) (revised May 2021)

| In BDMAT we aim to:   | KPIs   |
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| <b>Strategic aim 1:</b> Ensure that education is led by BDMAT's vision and values and promotes pupils' social, moral and spiritual development, and for our Church of England schools these are embedded within a Christian ethos: <b>Owner: Chief Executive Officer and Director of School Improvement</b> | 1.1: Number of schools whose values and aims support BDMAT's as assessed in their annual BDMAT Christian distinctiveness / ethos audit and the school's vision / values are integral to their curriculum                   |
|   | 1.2: Number of our church schools who have achieved good or better at their external assessment (SIAMS)  |
|   | 1.3: Number of our church schools who are assessed as on track to achieve good or better in their SIAMS inspection at their annual BDMAT Christian distinctiveness / ethos audit   |
|   | 1.4a: Number of schools with permanent exclusion rates that are less than the national average in the last academic year   |
|   | 1.4.b: Number of schools with suspension rates that are less than the national average in the last academic year   |
|   | 1.4c: Across BDMAT, exclusions and suspensions of UKME/GM groups is less than 'ALL' pupils nationally  |
|   | 1.5: Number of school where pupil conduct is consistently good, and instances of negative conduct are very rare and where they do occur behaviour is dealt with appropriately  |
| 1.6: Number of schools where behaviour for learning is consistently good across the school  |  |
| <b>Strategic aim 2:</b> Work in partnership with parents <b>Owner: Chief Executive Officer</b>  | 2.1: Annual BDMAT parent survey highlights that 95% or more parents are happy with the education their child receives from BDMAT and would recommend the school to other parents (based on a response rate of 25% or more) |
|   | 2.2: 95% or above parents are aware that BDMAT runs their child's school and of its vision and values (based on a response rate of 25% or more)  |
|   | 2.3: Number of schools where there are no formal parental complaints in the last 12 months   |
| <b>Strategic aim 3:</b> Develop pupils' holistic growth, in particular their cultural and physical development <b>Owner: Director of School Improvement</b>   | 3.1: Number of schools where the curriculum not only meets the requirements of the National Curriculum in the arts, but also extends the entitlement to allow pupils to develop cultural capital                           |
|   | 3.2: Number of schools who provide at least two hours of quality sports provision a week for their pupils  |
|   | 3.3: Number of schools who can evidence that 75% of pupils have participated in either inter and intra sport competitions or regularly attended an extra-curricular sports club in the last 12 months                      |
| <b>Strategic aim 4:</b> Provide pupils with broad and   | 4.1: Number of schools with effective broad and balanced curricular that is leading to good learning as evidenced by exit assessments  |

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| <p>balanced curricula that equip them to thrive, achieve their goals, succeed in later life and contribute to a diverse society and respect the environment<br/><b>Owner: Director of School Improvement</b></p>                                    | 4.2 Number of schools with curricular that has diversity embedded  |
|   | 4.3 Number of schools with an effective RE curriculum, where pupils have a good understanding of world religions and show respect to those with different beliefs to their own |
|   | 4.4 Number of schools where learning to respect the environment is explicitly built into the curriculum  |
| <p><b>Strategic aim 5:</b> Provide pupils with effective pastoral support and safeguarding arrangements that meet all national and local requirements<br/><b>Owners: Chief Executive Officer and Director of School Improvement</b></p>             | 5.1: Number of schools where pupil attendance is around national average or better   |
|   | 5.2: Number of schools where persistent absence rates are below the national average   |
|   | 5.3: Number of schools with no high (red) risk recommendations in their latest BDMAT safeguarding audit  |
|   | 5.4: Number of schools where BDMAT's annual pupil survey shows pupil happiness to be at 90% or above (based on a 90% response rate)  |
| <p><b>Strategic aim 6:</b> Be at the heart of the communities that we serve, collaborating with the church, other schools, stakeholders and organisations in the area to best support our communities<br/><b>Owner: Chief Executive Officer</b></p> | 6.1: Number of schools who are participating with their local community, including other places of worship and schools   |
|   | 6.2: Number of church schools who are participating with members of their local church   |
|   | 6.3: Number of schools where there are parents and local community representatives on the local academy board who support and challenge leaders                                |
| <p><b>Strategic aim 7:</b> Ensure that the vast majority of pupils make good or better progress and as a result attainment is high or improving rapidly<br/><b>Owner: Director of School Improvement</b></p>  | 7.1 Number of schools with Year 1 national phonics results consistently around the national average or better  |
|   | 7.2 Number of schools with KS1 combined data (reading, writing and maths) that is consistently around the national average or better   |
|   | 7.3 Number of schools with KS2 combined data (reading, writing and maths) that is consistently around the national average or better   |
|   | 7.4 Number of schools with KS1-KS2 progress measures consistently around national average or better  |
|   | 7.5 Number of schools with Year 4 multiplication screening at or above national average  |
| <p><b>Strategic aim 8:</b> Ensure that all of our schools are graded 'good' or better by Ofsted or are improving quickly</p>  | 8.1: Number of schools currently judged by Ofsted as being 'good' or better overall  |
|   | 8.2: Number of schools judged by BDMAT School Effectiveness Team as being 'good' or better   |



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| towards achieving 'good' at the next inspection<br><b>Owner: Director of School Improvement</b>  | 8.3: Number of schools where leadership is 'good' or better at <b>senior leadership level</b> as judged by the School Effectiveness Team  |
| <b>Strategic aim 9: Provide good provision for SEND and disadvantaged pupils in order that their needs are met and that they make good progress</b><br><b>Owners: Chief Executive Officer and Director of School Improvement</b>   | 9.1: SEND pupils are supported well so that data at national collection points shows that these pupils are making good progress from their starting points  |
|  | 9.2: Number of schools where Pupil Premium funding is being used effectively and consequently there is no gap between attainment of PP and non-PP children or is narrowing significantly                          |
|  | 9.3: Number of schools where the attainment and progress of minority ethnic groups at the end of KS2 is in line with national ALL   |
|  | 9.4: Across BDMAT, exclusions of UKME/GM groups is less than 'ALL' pupils nationally  |
| <b>Strategic aim 10: Ensure that the practice of staff is enhanced by high quality professional development and performance management systems</b><br><b>Owners: Director of School Improvement &amp; Director of Finance and Operations</b>   | 10.1: Number of schools where performance management is completed and reviewed on time for all staff, which has led to robust training programme being put in place which is leading to significant improvements. |
|  | 10.2: Number of schools where 85% of the teaching provided by non-ECT teachers is good or better and ECTs are at career expectations  |
|  | 10.3 Number of schools where the support staff (ICT, Site, Finance and School Admin Leads) employed for more than 12 months who have completed all items on their relevant training matrix                        |
| <b>Strategic aim 11: Ensure the Trust has highly effective pastoral arrangements in place for staff who, as a result, feel supported and have good life / work balance and the Trust is recognised as a good employer for staff</b><br><b>Owners: Chief Executive Officer &amp; Director of Finance and Operations</b> | 11.1: Number of schools where staff attendance is 96% or above or is being dealt with in line with BDMAT procedures   |
|  | 11.2: Number of schools where there are no permanent school leader or teacher vacancies for longer than 3 months  |
|  | 11.3: Number of schools where there are no permanent learning support vacancies for longer than 3 months  |
|  | 11.4: Number of schools where there are no permanent support staff vacancies for longer than 3 months   |
|  | 11.5: Number of schools where staff report high satisfaction levels of working in BDMAT   |
|  | 11.6: Applications from internal staff with UKME/GM heritages rise for senior roles across the Trust  |
|  | 11.7 UKME/GM and LGBTQ+ staff feel there is equality and justice for them individually and collectively as shown by 95% of staff from these groups expressing satisfaction with BDMAT in our annual staff survey  |
|  | 11.8: Number of schools where 90% of staff have been employed for five years or more  |

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|  | 11.9: BDMAT has secured external employer recognition  |
| <p><b>Strategic aim 12:</b> Ensure the Trust is sustainable, with secure finances allowing high quality services to underpin our work, ensuring staff in schools are able to concentrate on providing effective provision for their pupils:<br/><b>Owner: Director of Finance and Operations</b></p> | 12.1: The number of schools achieving 95% or more of their PAN therefore ensuring that the Trust is financially sustainable                        |
|  | 12.2: Number of schools with an in-year school surplus (2.5% or above)   |
|  | 12.3: Number of schools who achieved their budget in the previous financial year   |
|  | 12.4: Number of schools where the percentage of GAG spent on staffing is less than 75% to allow investment in other aspects of the school          |
|  | 12.5: Trust wide reserves equal at least 1.5 months of salaries  |
|  | 12.6: 85% of headteachers rate the BDMAT Operational Central Services as good or excellent (termly survey results)                                 |
|  | 12.7: 85% or more of headteachers would recommend BDMAT to a colleague   |
|  | 12.8a): Environmental impact measures – reduce tonnes of CO2 per pupil as reported in annual accounts each year. 0.23 in 2019/20 used as benchmark |
|  | 12.8b): Number of schools on-track to meet target of having carbon-neutral buildings by 2030   |
|  | 12.9: Number of schools with no priority 1 or category D capital maintenance issues outstanding  |
|  | 12.10: Number of schools with 100% completion of statutory H&S requirements)   |
| 12.11: ICT Helpdesk performance (resolve 95% of non-infrastructure tickets within the agreed timings based on severity)  |  |