

Wade Deacon Trust

Chief Executive Officer:
Mrs Pamela Wright OBE

Wade Deacon Multi-Academy Trust Corporate Business Plan: 2016 – 2019

For further details please see - www.wadedeacontrust.co.uk or contact admin@ieatrust.co.uk

'A Commitment to Excellence'



Wade Deacon Trust

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Abbreviations:

ASIG	– Academy Strategic Improvement Group
AIP	– Academy Improvement Partners
CEO	– Chief Executive Officer
CPD	– Continuous Professional Development
CS	– Company Secretary
DfE	– Department for Education
EFA	– Education Funding Agency
LP	– Lead Principal
PAc	– Principal Accountant
TSA	– Teaching School Alliance
WAT	– Wade Deacon Trust

Foreword

It is my privilege to introduce the Corporate Business Plan for the Wade Deacon Multi Academy Trust. The Trust was established in 2012 in order to support schools who wish to maintain a degree of autonomy but to become academies in the context of joining and working with a cohesive group of like-minded schools.

The Trust aims to provide a supportive and collaborative context in which our schools can grow and develop. That support takes many forms but has a clear focus on high expectations, school improvement and continuous professional development in order to ensure all pupils can fulfil their potential.

The ethos of the Trust is total commitment to excellence with exceptional teaching and learning at the heart of everything we do. Every individual school has a voice, through the Trust's open and transparent governance, in the key decisions which affect each school. I fully acknowledge that each school joining the Trust will be at a different stage on its journey and would like to encourage applications from all phases.

The Trust's Board of Directors are from a diverse range of backgrounds; each one has a different type of expertise to offer. They all have one thing in common; a commitment to an exceptional education where tradition is respected and innovation is encouraged.

The following plan is intended to provide you with a greater understanding of the Wade Deacon Trust and the way in which the Trust puts its objectives into practice.

Ian Hann

Chairman of Board of Directors

Introduction

The Wade Deacon Trust Corporate Business Plan sets out our three year (2016-2019) strategic objectives, including our priorities for 2016-17.

As Chief Executive Officer of the Wade Deacon Trust, I am proud to provide strategic leadership in line with the culture and values of the Trust and its member schools. The Trust Board has high expectations to deliver the best quality education experiences and outcomes for pupils at both primary and secondary level.

The educational landscape continues to move quickly bringing both opportunities and challenges. Membership of our Trust will ensure that our schools are well placed to take full advantage of this.

The following document sets out how we will plan, support and improve our academies ensuring there is a clear focus on improving leadership and governance along with teaching and learning thus raising standards.

The Trust has taken time to ensure that we operate a cost-effective central support structure and a business model that delivers efficiency, effectiveness and economies of scale in order to be able to provide appropriate levels of curriculum leadership support.

The Trust has a proven track record of challenging underperformance and transforming schools. This success is a direct consequence of the work that is undertaken by the talented and dedicated teachers, support staff and leadership teams we have in our Academies

I want all pupils within our Trust to achieve more than they ever dreamt possible; I firmly maintain that it is the Trust's role to ensure that our academies provide the highest standards to deliver this aim.

Pamela Wright OBE
Chief Executive Officer

Vision & Ethos

The vision is for every school in the Trust to be an outstanding school where every child receives an exceptional education.

Mission Statement

We believe:

All children are entitled to an educational environment in which their individual abilities and talents are fully developed through providing:

- Highly motivated teachers and support staff to deliver quality teaching to the highest standards that ensures excellent learning and achievement.
- Exceptional facilities providing a focused learning atmosphere where all children are encouraged and supported.
- An environment in which respect, courtesy and integrity towards other people abound.

Values

We will develop personalised learning programmes that engage every child and enable them:

- To achieve their full potential, attaining the highest possible standards.
- To have high aspirations and expectations for their future.
- To develop an attitude of care and responsibility towards others and their surroundings and to have a positive impact on their community.
- To become independent, confident learners acquiring a love of learning to continue throughout life.
- To be creative and innovative through the promotion of a 'can do' and 'no excuses' culture.

Purpose of the Trust:

The purpose of the Trust is to support good schools to move to “Outstanding”; to maintain outstanding school status and ensure the rapid improvement of those schools that need support. This will be achieved through the Trust as a vehicle for enabling the sharing of best practice and economies of scale achieved across the group of academies.

The Trust will act as the lead sponsor for any school which elects to become an academy or is directed to become a sponsored academy by the Department for Education.

The Trust is committed to ensuring that all children in our schools, particularly the least advantaged, receive excellent teaching and make progress. High quality professional development for teachers and school leaders is a key characteristic of our approach.

Leadership and Governance

Strategic Leadership:

- The Trust advocates and delivers system leadership through providing and developing strong and capable leaders who will work beyond their own school to support other schools.
- All our staff are provided with the opportunity to develop their roles within the organisation to enable them to excel, provide outstanding education and deliver high outcomes for our pupils.
- The Trusts seeks to build trust and respect across all stakeholders involved in our academies

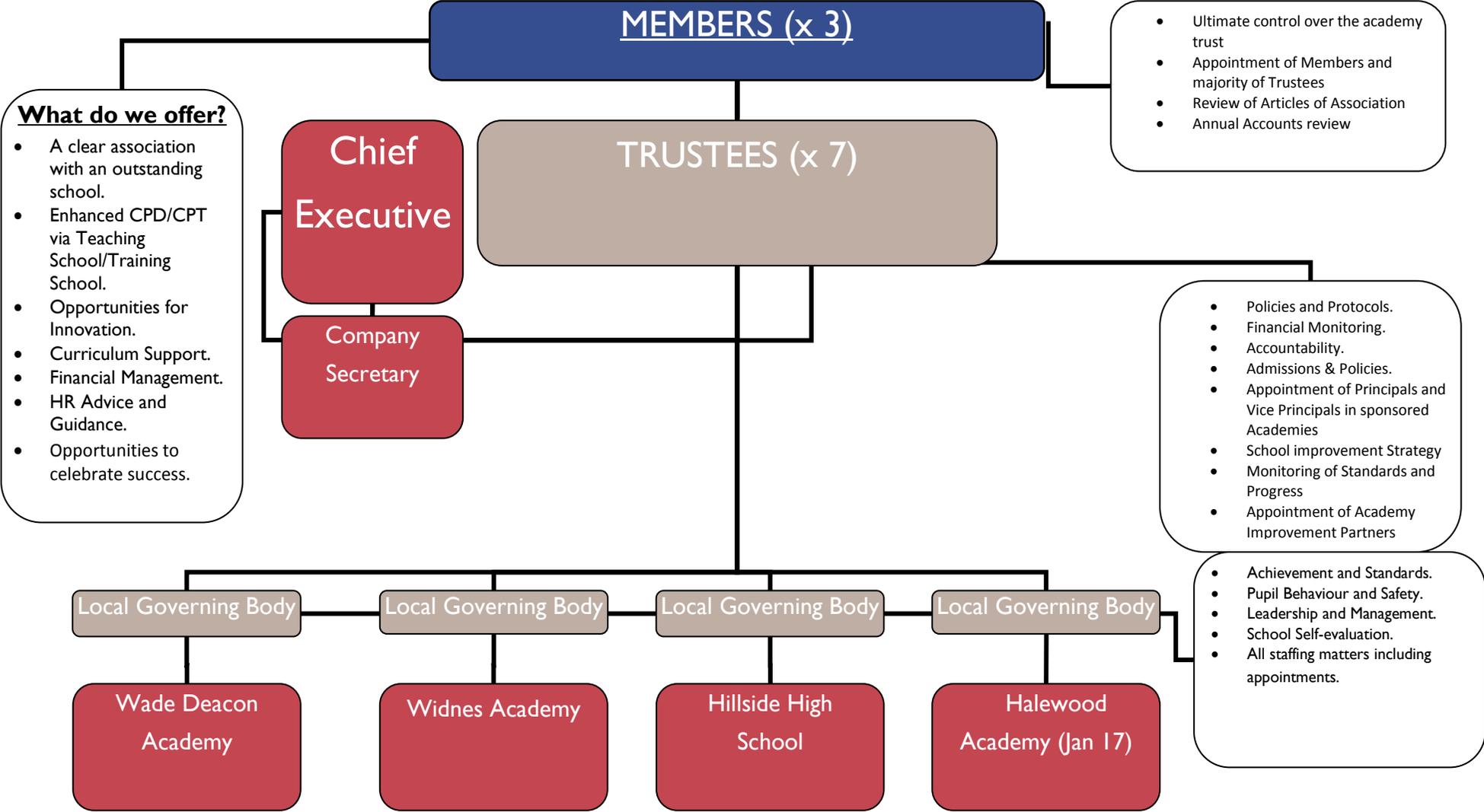
Development:

- As a Trust we are committed to building long term relationships in which there is an opportunity for continuous improvement

The principles by which we will manage the organisation:

- Embed an effective, clear and supportive governance framework
- Provide a simple and efficient central organisation to provide maximum leadership support directly to schools
- Deliver transparent systems to build trust, accountability and drive improvement
- Ensure efficient, low cost control of our resources to achieve economies, efficiencies and effectiveness across our operations

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Earned Autonomy

The Trust Board ethos is that best results will be achieved when each school's Local Governing Body receives a level of responsibility and autonomy appropriate to its specific circumstances.

Schools in an OfSTED category

It will be a requirement that schools graded in a category will be subject to close supervision of all aspects of governance, leadership and curriculum delivery through the Trust's Central Support Team. The LGB will have restricted delegated powers. It would be normal practice for members to be appointed by the Trust Board.

When a school is graded as "Good" or "Outstanding", the level of support through day-to-day supervision by the Trust will be limited to those areas of agreed need and improvement. It would be expected that the LGB will operate with maximum autonomy applied through the Trust's scheme of Local Governing Body delegation. It is expected that effective Governing Bodies will be:

- Prepared and equipped to take their responsibilities seriously.
- Acknowledged by the lead professionals in the schools and accountable to the Trust Board for their actions.
- Willing and able to monitor and review their own performance.
- We would expect the core business of each Local Governing Body to be:
 - Reviewing and monitoring the Academy Improvement Plan
 - Monitoring and reviewing Progress and Attainment
 - Financial Accountability. Making sure that the budget is on track and money is spent well
 - Reviewing and monitoring the Curriculum

School-Led System Improvement

A school-led system will ensure solid networks and provide schools with a strong voice for planning their own future. Our school improvement approach will help build capacity to improve from within and also develop a culture that faces outwards and is continually seeking to improve. We value the perspective and contribution from every school that joins our Trust, regardless of starting point. We appreciate what each school can offer to help shape our future. We acknowledge that each school will benefit both from the support they receive and the opportunities for school improvement the school is able to offer.

A Culture of Collaboration

We firmly believe that our independent Board of Trustees provides creative and effective engagement between our member schools, ensuring skills and resources are effectively targeted towards the full range of stakeholders. Autonomy should not mean schools working in isolation from each other, our academies will have a strong commitment to each other so that all schools grow and improve through working together.

School Improvement Strategy:

Our focus is to remain a reasonably sized local Trust which will ensure that we know our academies and the communities they serve. A clear understanding of a school's current position is required. This will include a review of data, relevant documentation (i.e. RAISE online and OfSTED reports) along with undertaking a due diligence process of the current school position. This audit of provision will be a collaborative approach that will be carried out alongside the Academy, taking full account of the school's own self-evaluation and identified priorities. We will also establish the Academy's own areas of strength and expertise that can be shared across the Trust and, in particular, the skills of staff within the Academy. Our academies will have access to shared services provided by the Trust. Where academies are not already graded as "Good" or "Outstanding" the Trust will facilitate a high quality, bespoke package of support.

Academy Improvement Partner:

A funded Academy Improvement Partner will be allocated who will be responsible for quality assuring any support given to the academy. For "Good" and "Outstanding" academies, we will encourage and facilitate further development and also engage the academy in delivering school to school support within our other academies. This will provide excellent opportunities for leadership development for key personnel in those academies. Links will be developed and high quality CPD will be organised and delivered. This partnership work is fundamental to our Trust's ethos. The School Improvement Partner will be responsible for monitoring and evaluating the performance of support offered to academies as well as the performance of the academies themselves. This will be regularly reported to the Board.

Teaching School Alliance:

The Teaching School Alliance is the professional development centre for the Wade Deacon Trust. Through the Alliance we provide high-quality training that is facilitated by experienced school leaders who

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have exemplary records in leading successful school improvement and improving outcomes for their students. Our highly practical training and support programmes are available to all schools and academies, not just Trust members.

Trust School Aspirations:

- Academies will be in the position to be judged as “Good” or “Outstanding” by OfSTED within 2 years
- All teaching within our academies will be good or better
- Progress and attainment in our academies will ensure that all students should at least meet their minimum expected grades and also strive to exceed them
- Academies will demonstrate effective leadership and governance, sharing good practice across all schools
- Academies will be able to accurately self-evaluate and have an embedded culture of continued improvement and high aspiration
- High quality CPD of staff will mean our academies will attract and retain the very best leaders and teachers

Trust Objectives 2016 - 2019

The Multi Academy Trust has clear strategic aims built on our mission and values. Our three year corporate business plan sets out the following objectives to ensure that, as a Trust, all stakeholder groups understand and have belief in our approach. We will deliver:

Corporate Governance:

This will be done through the provision of a Board of Directors that acts in the best interests of the Trust and governs lawfully in accordance with its Articles of Association. The Directors will demonstrate clear governance arrangements and visionary leadership to enhance and embed effective working relationships. The Board will ensure there are effective support structures in place to deliver: a clear oversight of the academy operations, appropriate support structures for sustainability and achieve the best possible economies.

School Improvement - Teaching & Learning:

This will be delivered through ensuring that our academies provide the very best teaching in order to promote and provide high quality learning for our pupils. The Trust will put effective support in place for teachers to achieve this aim.

Continued Professional Development:

We will implement a CPD programme for our academies to ensure that our staff have the right skills to further raise standards, deliver consistently good teaching and learning and disseminate good practice to ensure the rapid improvement

Quality Assurance:

We will ensure that there is a rigorous and robust programme of Quality Assurance that helps to support teachers, build expertise and capacity and raise standards in our academies to deliver positive outcomes for pupils.

Integrated Support & Shared Services:

We will ensure that the Trust has business arrangements that are efficient, effective and enables it to deliver on its commitments. We will include strategies to grow, prosper and deliver value for money across all of our operations. We will strive to ensure the consistent delivery of best practice, minimisation of risk and also for management of resources to be concentrated to the front line of our academies.

Objectives 2016—2017:

As part of planning to deliver the 3 year corporate objectives in 2016 -17, we will focus on the following:

1. Enhancing the governance of the Trust Board
2. Establishing a Secondary and Primary Monitoring Board focused on school improvement
3. Engaging and supporting local governing bodies to ensure better performing academies
4. School improvement and effectiveness
5. Financial management, business efficiencies and effectiveness

A detailed set of action plans at the end of this document provides further information on the key stages of delivery against our one year objectives.

Developing Trust Central Operations:

A key strategy is to promote and develop the Trust and also the services we offer to a wider cohort of schools. This means that our academies can focus on improving teaching and learning along with delivering educational excellence. We will work across a range of partnerships, including a small core central team and include professional partners to share good practice and jointly procure services to bring about better value for money and economies of scale.

Our approach will be to:

- Identify the key services required by schools joining the Trust and develop clear specifications for commissioning such services.
- Develop a prospectus detailing a range of approved and trusted providers and services to support our academies
- Work closely with relevant partners, including Las, to understand the range of strategies which they can utilise to support their schools but continue to develop clear Trust services.
- Develop and document our offer and entry criteria to each type of school likely to consider joining the Trust

Joining a forward looking focused appropriately sized Multi Academy Trust - Attracting Schools

A key aim of the Trust is to have high performing schools as part of our group of academies. It is clearly acknowledged that each school will be at a different starting point in its journey of improvement and we will work collaboratively to achieve our objective.

Our improvement approach is for schools to support schools. To achieve this, we aim to attract “Good” or “Outstanding” schools into our Trust. Our engagement of these schools will focus on a two core approach:

- 1. Communicating the benefits of being part of the Wade Deacon Trust**
- 2. Proactive engagement between the Trust Board and Local Governing Body**

We will work together to agree the benefits to schools from joining the Trust. These schools will typically be those that are performing well (i.e. “Good” or “Outstanding”) but may not have the capacity to achieve greater flexibility in driving forward improvements in non-teaching activities. The infrastructure of the Trust will take away the burden on schools to manage support services and allow them to focus on effective teaching and learning as well as having the opportunity to deliver school to school support across our group of academies. For these types of schools we will also offer the following core services as standard for Trust membership as part of their central MAT budget contribution.

- A flexible scheme of delegation for their LGB to continue to lead and manage the school
- A chance to generate income and lead our school improvement by offering school to school support
- CPD for all staff through our Teaching School
- An opportunity for membership of the sector monitoring board
- Stability in a fast changing educational landscape
- Access to shared services and economies of scale

Our Services:

Managing academies brings financial challenges and responsibilities that would not be considered within a local authority. Our cost effective infrastructure eases the burden on our academies. We provide the following services:

- Preparing financial statements in line with the Department for Education (DfE) and Education Funding Agency (EFA) requirements
- VAT returns
- Taxation advice
- Responsible Officer reporting
- Budget preparation and monitoring
- Monthly/Quarterly management accounts
- Software and processes training for school finance staff
- Academy Conversion from start to completion
- Property management and asset management
- HR support and consultancy
- Payroll Service

We also offer school improvement services and high quality professional mentoring for Principals.

Year 1 Action Plans

Priority 2016—17	What will we do	Lead	Timescale	What will success look like	Which 3 year objective will this meet
Enhancing the Senior Governance Structure to support the effectiveness of the Trust Board	Agree a 3 year corporate Business Plan for the period 2016 – 2019 to include one year progress measures.	CEO	September 20 16	The Board of directors are supported in ensuring that a framework is established and maintained for effective use of the resources available to the Trust to enable it to meet its business and financial objectives	Corporate Governance
	Board meetings a minimum of six times per year (i.e. half termly)	Chair	On going	The Board is aware of the management of risk to the Trust and has in place mitigating actions to control risks	
	The Board implements appropriate standards, monitoring sub- boards with delegated authority	CEO/Chair	September 2016	The Board is self- reviewing in order to ensure the right skill sets are in place to drive the organisation forward.	
	Central Support Team finalised	CEO/CS	September 2016		
	Common compulsory and cross trust policies and appraisal systems are implemented	CS/LP	November 2016		
	Skills assessment undertaken and recruitment/training process agreed	CEO/Chair	September 2016		

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Priority 2016—17	What will we do	Lead	Timescale	What will success look like	Which 3 year objective will this meet
<p>Improving our Local Governing Bodies to ensure better performing academies</p>	<p>Governors are recruited and developed.</p> <p>Schemes of delegation appropriate to the starting point of each organisation are agreed to ensure that the Local Governing bodies are able to function and also supports and challenges the Principal to deliver outstanding education</p> <p>Provide training and support programmes through the use of appropriate facilitators/organisations i.e. NLG, NCTL, NGA to provide on-going training and support, in particular to the Chair of the LGB</p> <p>Establish a common reporting format for Local Governing Bodies to provide regular reports to the Board on the performance of the academy</p> <p>Trust Board and School Improvement Group to provide support through attendance at LGB meetings as appropriate to need. The minutes of meetings are distributed to the Trust Board</p>	<p>Chair/CEO</p> <p>CEO</p> <p>CEO/CS</p> <p>Board</p>	<p>On going</p> <p>Prior to each conversion</p> <p>February 2017</p> <p>Termly</p> <p>Termly</p>	<p>Local Governing Bodies have the right balance of skills and experience along with clear plans & processes in place to effectively carry out their role</p> <p>LGBs take greater ownership of accountability and are open and transparent, acknowledging the collective accountability to the Trust Board. Pupils, parents and the local community play an active part in school.</p> <p>LGBs provide first level scrutiny and challenge on behalf of Trust Directors and School Improvement group</p>	<p>Corporate Governance</p> <p>School Improvement Teaching & Learning</p> <p>Continued Professional Development</p>

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Priority 2016—17	What will we do	Lead	Timescale	What will success look like	Which 3 year objective will this meet
<p>School improvement & Effectiveness</p>	<p>Implement the Trust Academy Improvement Strategy through the Academy Improvement Monitoring Group</p>	<p>CEO</p>	<p>September 2016</p>	<p>All academies will be in a suitable position to maintain or be judged as “Good” or “Outstanding” by both OfSTED and AIM within 2 years</p>	<p>School Improvement Teaching & Learning</p>
	<p>Assign the Academy Improvement Partner to work with each academy</p>	<p>AIM CEO</p>	<p>September 2016</p>	<p>All teaching within our academies will be good or better.</p>	<p>Continued Professional Development</p>
	<p>Each academy, both prior to joining and ongoing as a member of the Trust, will undergo a school self-evaluation review to assess the current position of Teaching and Learning and performance against pupil progress</p>	<p>LP/Prin</p>	<p>Prior to conversion</p>	<p>Progress and attainment in our academies will not only exceed meet minimum expected grades but will exceed to ensure the very best for pupil progress and outcomes</p>	<p>Corporate Governance</p>
	<p>Each academy will produce a robust self-evaluation procedure to ensure that judgements of school performance are accurate and highlight strengths and development needs</p>	<p>Board</p>	<p>Ongoing</p>	<p>Our academies will demonstrate good leadership, including governance and this inspirational leadership will be shared across academies</p>	
	<p>Undertake an audit of leadership skills and expertise within each academy and across the academy group to identify strengths and development areas</p> <p>Provide coaching and mentoring programmes</p>	<p>LP</p>	<p>December 2016</p> <p>Ongoing</p>	<p>Our academies will be able to accurately self-evaluate and will have a culture of continued improvement and high aspiration</p> <p>High quality professional development of staff will mean that our academies will attract and retain the very best teachers</p>	

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Priority 2016—17	What will we do	Lead	Timescale	What will success look like	Which 3 year objective will this meet
<p>Financial Management, Business Efficiencies and Effectiveness</p>	<p>The Trust's financial standards and framework will be implemented through planning systems to enable the proper management of the financial resources within the organisation</p> <p>Set a realistic MAT service support grant contribution for each academy</p> <p>Implement MAT financial software systems into each School</p> <p>Specify and procure School Improvement Services for schools in & outside of the MAT</p> <p>Consolidate each academy's accounts and support Academy Business Managers (or equivalent post holder) to ensure they comply with MAT and EFA finance regulations</p>	<p>Prin Acc</p> <p>Board</p> <p>Prin Acc CS/CEO</p> <p>HoF</p>	<p>October 2016</p> <p>Prior to each conversion</p> <p>Prior to each conversion</p> <p>On going</p> <p>As per DfE cycle</p>	<p>Business management structures, systems and ways of working to enable trust resources (finance, staff, buildings, systems or information) are primarily directed to supporting the learner and not merely back office or administrative activities.</p> <p>All commissioned services whether from third parties or the Trust staff have added value over time to the learner and to the business ensuring they are effective, efficient and avoid duplication and unnecessary bureaucracy.</p>	<p>Corporate Governance</p> <p>Integrated Support and Shared Services</p>

Our Academies:

Name	Stage	Conversion Status	OfSTED rating (If applicable)
Wade Deacon High School	Secondary: 11-16	Academy Converter 2013	Outstanding
Widnes Academy	Primary	Sponsored Academy 2015	Good
Hillside High School	Secondary: 11-16	Sponsored Academy 2015	
Halewood Academy	Secondary: 11-18	Sponsored Academy 2016 (January 17)	