

An Daras Multi Academy Trust

Raising Standards through Improvement

An Daras
Multi Academy Trust



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MAT Improvement Plan 2017/18

“Key Priorities in a Nutshell”

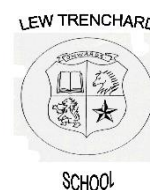
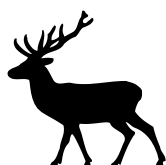


Plan Start Date: May 2017

Plan Finish Date: July 2018

MAT Board Agreed: May 2017

*See the **Equality Action Plan 2016-19** on the website to learn out about our Equality Improvement Objectives for each school.



MAT Improvement Plan 2017/18

MAT self-evaluation of effectiveness against the 9 Characteristics of a Successful MAT:



Characteristics of a Successful MAT	Developing (where we are now)	Embedding (where we need to be)	MAT Priority Link
Overall – There is clear evidence that the outcomes for young people who are educated in the MAT are exceeding previous performance and national expectations	The Trust outcomes for young people in terms of the progress they are making from KS1 to KS2 are in line with national averages in more than half of the academies in the Trust	The Trust outcomes for young people in terms of the progress they are making from KS1 to KS2 are above national averages in more than half of the academies in the Trust	Priority A
Step 1 – There is a well communicated strategic vision and plan that moves seamlessly from implementation into impact. The school improvement plan can only be delivered through support from the Trust and the Trust priorities can only be delivered through the academies	Each academy has links in their improvement plan to the Trust Strategic Plan showing the contribution they make to the Trust and the academy priorities	The academy can provide some evidence that through their delivery of their academy based plan at least 2-3 of the Trust priorities are being delivered	Priority B
Step 5 – There is a Trust wide school improvement strategy that recognises the different interventions needed at different stages of the improvement journey that a school undertakes	The Trust has a school improvement strategy that is becoming embedded and has progressed beyond the day to day core improvement needs. Systems to track data, the collection of regular KPI and a stronger performance management system are sustaining improvement in the schools	The school improvement strategy is sustaining improved performance, standards are rising and improvement is rapid. The self-evaluation of the academies is maturing so that they have greater ownership of their own requirements and make more bespoke support demands of the Trust	Priority C
Step 7 – There is evidence of skilled management of Trust Risk Indicators	The Trust has a risk register in place and it is used to monitor risks that the Trust has identified as possible threats to the organisation. There is some yet unstructured relationship between the Trusts risk plan and those in the academies	The Board risk register is used to drive all improvement priorities and is the framework for agenda setting across the Trust. Each academy has its own register which indicates the risks that are linked to their academy as well as the ways in which board risks are mitigated	Priority D
Step 9 – There is a Trust wide commitment to contributing to local, regional and national educational networks beyond the MAT	The Trust has developed partnerships with external groups beyond those that the academies have sustained. These partnerships enable the Trust to be better connected to regional and national	The Trust and the academies play a key role in wider system leadership through membership of Teaching School Alliances, supporting other schools, leading and participating in	Priority E

	networks that benefit children and staff	local partnerships and sharing expertise widely. The Trust learns from and contributes to the practice of other MATs in their region	
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To achieve our academy vision and aims for children’s learning and development the Board of Directors have agreed MAT improvement work will focus on the following key priorities, key outcomes and key milestones:

Priority A: Continue to improve attainment and progress outcomes for pupils at all Key Stages through effective MAT systems

Priority B: MAT improvement planning supports effective school improvement planning

Priority C: Revise and strengthen MAT school improvement strategy strands

Priority D: Trust risk awareness fully informing MAT strategic development

Priority E: Strengthen and extend successful collaboration and network partnerships

*See the **Equality Action Plan 2016-19** on the school websites to learn out about our Equality Improvement Objectives for the year.

Evidence base for the setting of Key Priorities:

- RAISE 2016/OFSTED Data Dashboard 16 data outcomes – Nov 2016
- Internal MAT QA Monitoring – Jan 17
- School AIP’s – Jan 17
- OFSTED Report – WHA – Nov 16
- Internal analysis of Cornwall FSP data outcomes/Desktop Monitoring Reports – Autumn Term 2016
- SEF analysis – Autumn Term 2016
- External monitoring SEC Reports – November 16
- Internal analysis of assessment data (I-Track, Pupil Progress analysis, CSIT/SEC Reports) – Ongoing
- MAT Risk Register – Feb 17

In the MAT Improvement Plan (AIP17) “**pupil achievement**” is defined as containing both attainment (measurable quality of learning against national age related benchmarks) and progress (measurable rate of learning from a secure baseline).

Key Performance Indicators

KPI 1 to 11 within this plan were agreed by MAT Director focus group – 20/03/17. If met they will allow the MAT to demonstrate secure “embedded” practice against the Characteristics of a Successful MAT criteria.

MAT Improvement Plan 2017/18 - “Key Priorities in a Nutshell”



Key Priority	Key Objectives	Key Pupil Outcomes KPIs
Priority A: Continue to improve attainment and progress outcomes for pupils at all Key Stages through effective MAT systems	<p>A.1. Develop visible learning approaches into all MAT planning and learning opportunities</p> <p>A.2. Continue to improve MAT tracking and assessment systems to ensure all groups of pupils are appropriately challenged and therefore attaining well - GDS</p> <p>A.3 Use MAT school improvement strategy effectively to raise standards e.g. moderation, PM, CPD and QA monitoring</p> <p>A.4. Deploy MAT resources effectively to tackle underperformance within individual schools particularly to diminish differences for disadvantaged pupils</p>	<p><i>1. KS1 to KS2 progress above average in half/+ MAT schools</i></p> <p><i>2. KS1 and KS2 attainment in line with or above national average in half/+ MAT schools</i></p> <p><i>By July 2018</i></p>
Priority B: MAT improvement planning supports effective school improvement planning	<p>B.1. Ensure MAT and School Improvement Plans have recognisable “golden threads” with clear emphasis on raising pupil achievement</p> <p>B.2. Use MAT system tools consistently and effectively to support improvement planning at each individual school and to contribute positively to pupil achievement</p> <p>B.3. Improve use of MAT financial resources to address school improvement priorities so that all schools continue to be good or better – with staffing costs not to exceed 80% annual cost against income</p> <p>B.4. Develop children’s ownership of their learning in the local school environment</p>	<p><i>3. Improvement planning consistency in format and quality across MAT schools</i></p> <p><i>4. Improvement planning and financial planning effectively contributing to improved outcomes for pupils</i></p> <p><i>5. Staffing to annual income costs not to exceed 80% for any school</i></p> <p><i>6. All priorities with in MAT plan successfully met</i></p>
Priority C: Revise and strengthen MAT school improvement strategy strands	<p>C.1. Review and revise overall school improvement tools – including personnel – to ensure strategy is flexible, cost effective and meeting individual schools needs</p> <p>C.2. Continue to improve the usefulness and accuracy of MAT wide data to target school improvement effectively – significantly contributing to the raising of pupil achievement</p> <p>C.3. Develop wider school improvement partnerships drawing in expertise from other organisations e.g. teaching schools, universities and other MATs</p> <p>C.4. Ensure individual schools on going self-evaluation is accurate and their school improvement requirements are fully supported by Trust resources and expertise</p>	<p><i>7. School SEF/data used effectively to identify and intervene on priorities leading to improving standards and consistent progress</i></p> <p><i>8. Schools can evidence effective support of MAT resources and expertise to impact on improved outcomes</i></p> <p><i>By July 2018</i></p>
Priority D: Trust risk awareness fully informing MAT strategic development	<p>D.1. Improve MAT Risk Register - use to effectively drive all improvement priorities, including strategic growth</p> <p>D.2. Ensure individual School Risk Registers are in place and being used effectively to drive all internal improvement priorities</p> <p>D.3. Improve threat management systems – both short term and over the next 3-5 years. Threats are identified,</p>	<p><i>9. Risk registers fully embedded within each school setting ensuring risks are mitigated across the MA thereby delivering long term MAT reputational security</i></p> <p><i>10. MAT 3 to 5 Year Growth Plan completed, regularly reviewed and actioned as appropriate</i></p>

	analysed and effective remedial action applied D.4. Ensure MAT and individual school Risk Registers are in line and updated regularly	<i>By July 2018</i>
Priority E: Strengthen and extend successful collaboration and network partnerships	E.1. Provide school improvement and quality assurance systems beyond MAT schools E.2. Continue joint project working with other local and regional MATS on key aspects of learning provision to raise pupil achievement across MAT schools	<i>11. Impact of school improvement services provided by the MAT to external settings fully evidenced</i> <i>12. Impact of local network partnership working fully evidenced</i> <i>By July 2018</i>

23 Elements of Outstanding MAT Leadership

	Element	Example
1.	Clear strategic vision, communicated effectively	
2.	Passion for providing world class education	
3.	Inspirational leaders who leads by example	
4.	Vision based on shared values	
5.	Trust between leaders and stakeholders	
6.	Ability to bring out the best in people	
7.	Power and accountability shared amongst members of the MAT leadership team	
8.	Ability to foster discussion and debate	
9.	High expectation of all MAT staff and pupils	
10.	An open culture of learning, where excellence in all aspects of achievement is celebrated	
11.	Fosters collaboration, partnerships and shared decision making	
12.	Values and vision developed and owned by all staff and governors/directors/members	
13.	Empowers others to achieve ambitious targets	
14.	Sets ambitious targets and focuses on financial as well as educational goals	
15.	Meticulous monitoring of pupil outcomes across the MAT	
16.	Reconciles opposing views and summarises agreed points to leadership teams	
17.	Takes difficult decisions and communicates them honestly to those affected	
18.	Takes decisive action to address poor performance of individual schools and staff teams	
19.	Maximises talent in the MAT team and deploys talent effectively in the organisation	
20.	Balances financial constraints with aspirational educational ambitions	
21.	Engages local community in developing a shared vision for education in the area	
22.	Develops entrepreneurial and innovative approaches to improve education	
23.	Develops an aspirational culture in the school and the local community	