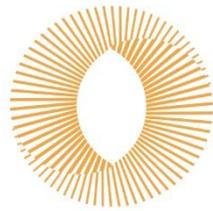


Community Schools Alliance Trust

CSAT Strategic Plan



Community Schools
Alliance Trust

Community Schools Academy Trust (The MAT)

Strategic Plan 2016-2020

Introduction

The Strategic Plan 2016-2020 outlines the goals and targets of the MAT over the next five years.

The Strategic Plan:

- Shares and defines the vision for the next five years
- Expands on the MAT's strategic objectives
- Defines the key goals and performance measures that will demonstrate successes of our academies
- Explains how the MAT will embrace opportunities and track risks in a continually changing environment
- Builds upon the MAT academy successes already achieved

Underpinning the MAT Strategic Plan will be the Improvement Plans of schools.

The first four years as CSAT

CSAT had grown from a stand-alone converter Academy in January 2013 to a MAT which comprises Cheney School (11-19) and Bayards Hill Primary School. Cheney School is a sponsor school to Bayards Hill and through careful work on embedding systems and effective and accountable support and challenge, has grown a model where it is in a strong position to further expand. Trustees have also demonstrated a strong moral purpose to the development as a MAT and engagement with our local communities. The MAT has secured the next stage of expansion with the inclusion of the new Barton Park primary school (due to open September 2020) as one of its academies. It has been our vision and our practice to have a local MAT which provides an excellent education for local families.

We are committed to the principles of providing exceptional outcomes for our students.

Our MAT Key Performance Indicators clearly identify the expectation that every student will have great opportunities to thrive and learn in our inclusive and ambitious schools.

The Vision: Schools in the heart of the community working in partnership together

Key elements of our vision:

We will:

- be driven by a moral purpose to transform the opportunities and life chances of children and young people.
- work in partnership with learners, their families, communities, and FE/HE and businesses to raise further aspirations, foster great expectations and achieve ambitious goals.
- further develop and sustain a robust model of school improvement to deliver world class education across all our schools.
- ensure our academies are inclusive and aspirational

Strategic Objectives

CSAT will achieve its vision through focusing on five strategic objectives that will be reviewed and measured annually:

- Objective One: Raise attainment and improve progression
- Objective Two: Supporting excellent standards of teaching and learning
- Objective Three: Build on excellent practice in regard to safeguarding, health and well-being of pupils and staff
- Objective Four: Ensure strong leadership and governance
- Objective Five: Build a strong infrastructure in the MAT to support the drive for every CSAT academy to be exceptional

How will we achieve our aims and objectives?

CSAT already has well established partnerships with local, regional and national organizations, which we use extensively to drive forward school improvements and outcomes for students. Using the partnerships we can and do bring about lasting and sustainable transformations to practice (examples of this can be viewed on our website).

Schools that join the MAT are able to, through partnership, contribute to our vision. As a MAT, schools will benefit from the support they receive and the opportunities for school improvement they are able to offer.

The clustering of our schools together in geographical proximity is strategic, so that we can ensure key elements of sharing best practice, and school-to-school support and challenge is more easily embedded.

Key elements of our approach

- Strong and resilient leadership transforms culture.
- Our pursuit of excellence is demonstrated through outstanding teaching, and the high expectations and aspirations of all who work in our schools to ensure that every

student is able to succeed.

- Confident, resilient and independent learners.
- Secure and mutually beneficial partnerships with parents/carers, schools and FE/HE institutions, local businesses and the local and wider community.
- A broad and balanced curriculum that has expert knowledge, life skills and our values at its core.

What will it look like?

At the heart of the success of CSAT is the full commitment of every member of staff to ensure every student can be the very best they can be. This is centred on the use of growth mind-sets as an approach to learning and life. The importance of developing resilience is a key part of students' personal and social development. The development of resilience in every student will enable them to tackle challenges with confidence, to learn from mistakes and to be the very best they can be.

Our core mission is to have highest expectations of our leaders and staff to support and stretch every child to ensure they make excellent progress and build the skills, knowledge and attributes that prepare them for life.

So our pupils can expect:

- learning that inspires and fosters curiosity
- A range of experiences that challenge and enhance skills, talents and aptitudes
- High expectations leading to high achievement
- An aspiration for each of them that fosters the transformation of their ambitions into realities
- An education which develops a sense of moral values based on our school values
- High quality teaching which leads to excellent progress
- To be safe in our academies

Staff can expect:

- An opportunity to work and develop in a local academy with a strong sense of moral and educational purpose, and a belief in professional integrity and professional partnerships driving our progress.
- An opportunity to grow and develop as outstanding leaders and teachers and support staff that have the best opportunities available to develop through high quality bespoke professional development. This in turn will result in our ability to attract and retain the very best teachers and support staff.
- A school improvement model based on effective brokerage arrangements, which support and challenge all schools to be capable of being world class.

Parents can expect:

- An excellent education that stretches and challenges their child, values them and has great ambitions for them.
- A culture and practice of parents as partners in their child's education, and this commitment realised through information being shared in a timely manner

about their child's attainment, progress, attendance and wellbeing.

Communities can expect:

- An academy of which they can be proud of which is at the heart of the community.
- An academy that is a learning resource and a community hub that meets and extends the aspirations of the community we serve.
- For schools in areas of significant social and economic deprivation we would be an integral part of regeneration.

Details on how we will achieve our Strategic Objectives

Objective One: Raise attainment and improve progression

Primary academies

- From 2016, all CSAT schools will exceed or at least meet national averages of the expected standards in national tests at the end of Key Stage 2.

Secondary academies

- From 2016, all CSAT schools will exceed national standards for Progress 8 and Attainment 8.
- All CSAT academies will be judged good or better by the sixth term of opening, or by the first Ofsted inspection after that period.
- It would be expected that second inspections after this point would secure outstanding progress.

Central to this objective is the use of the Pupil Premium funding to rapidly close the gap in attainment between Pupil Premium students and other students.

Objective Two: Supporting excellent standards of teaching and learning

- The Academy programme of continuous professional development ensures that all teachers have the skills to consistently deliver engaging and effective lessons
- Leaders ensure that teachers have an excellent understanding of the use of student progress data and are effective in the use of this to inform their teaching practice
- Leaders create the conditions so that teachers and learning support staff are able to concentrate on the core business of teaching and learning
- The school leaders make sure that the implementation of policies and practices creates a culture of successful learning in all areas of the school

Objective Three: Build on excellent practice in regard to safeguarding, health and well-being of pupils and staff

- Leaders at all levels make sure the implementation of policy and practice is consistent and leads to all pupils being safe in school.

- Leaders at all levels promote exemplary practice which supports the culture of pupil and staff well-being and health being central to our ways of work.

Objective Four: Ensure strong leadership and governance

The Trustees, working in partnership with the CEO, will:

- Have a clear vision and ethos.
- Provide strong strategic direction.
- Hold academy leaders and governors accountable for high standards of education and safeguarding against benchmarks and performance measures.
- Ensure that resources are used in the most effective and impactful way.

The Trustees will hold the CEO accountable for high standards against clear benchmarks and performance measures to:

- Ensure all children and young people are educated in an environment that is safe and one where their wellbeing and personal development are of the highest priority.
- Secure progress and attainment at pace in all key benchmarks.
- Ensure solvency and probity.
- Ensure compliance with statutory regulations.

This will mean the local governing bodies of our academies can remain focused on the core business: The Trust's scheme of delegation is based upon a model of earned autonomy is central to our ways of working.

Objective Five: Build a strong infrastructure in the MAT to support the drive for every CSAT academy being an exceptional school

Growth

- Cheney School and Bayards Hill, as part of CSAT, provide local academies to Oxford city families.
- New Barton primary to be open 2020 by CSAT
- To further progress the growth of academies within geographical clusters the Trust will develop further the infrastructure that provides both support and challenge.
- 2016-2020 Opening of new build school within the MAT and growth of local schools joining CSAT as partners who share the same visions and ambitions.

Leadership and Governance

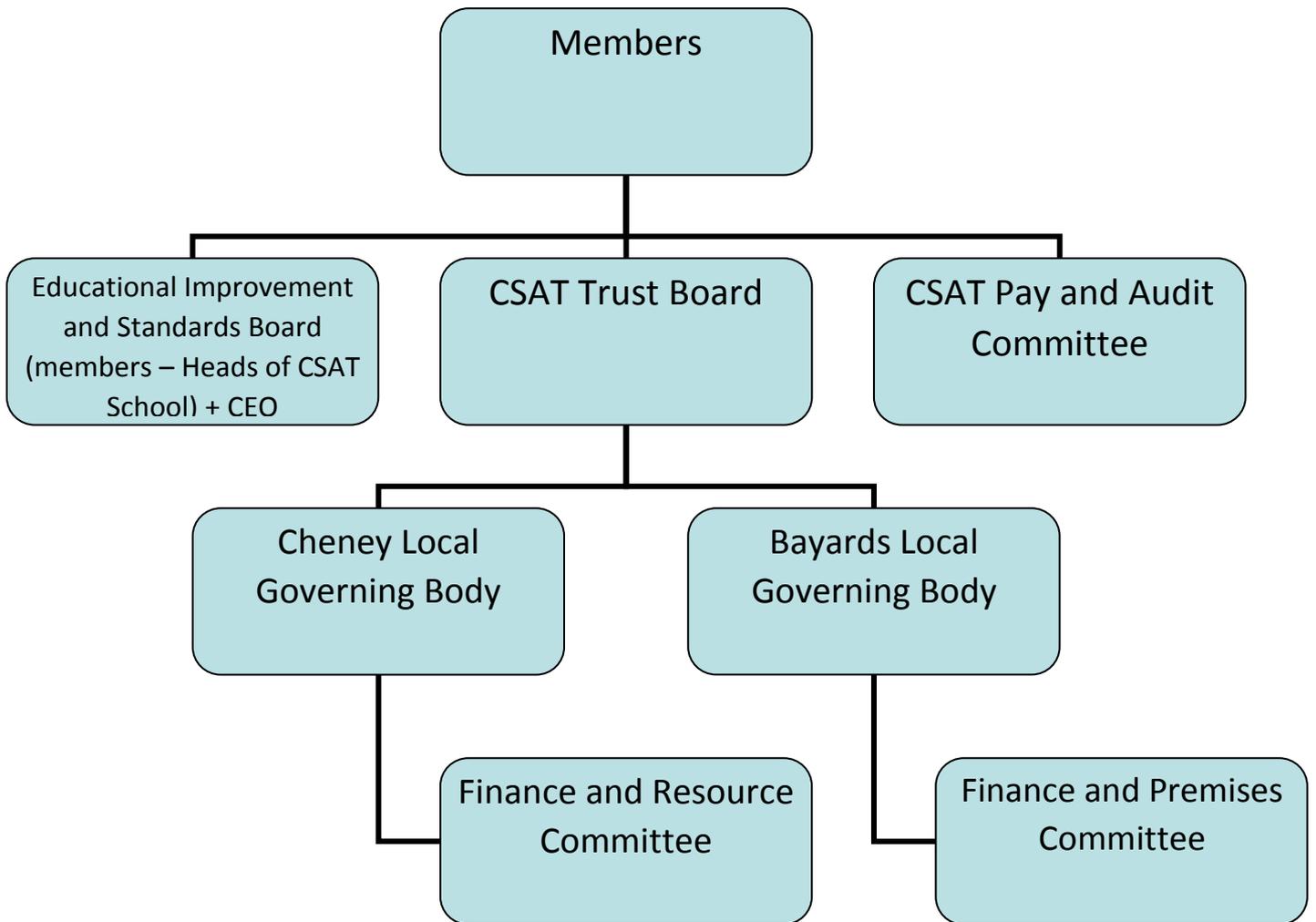
As a charitable Trust, our Board ensures that they comply with charity and company law requirements.

The Board has two main core functions: to set the strategic direction of the organisation and ensure financial probity.

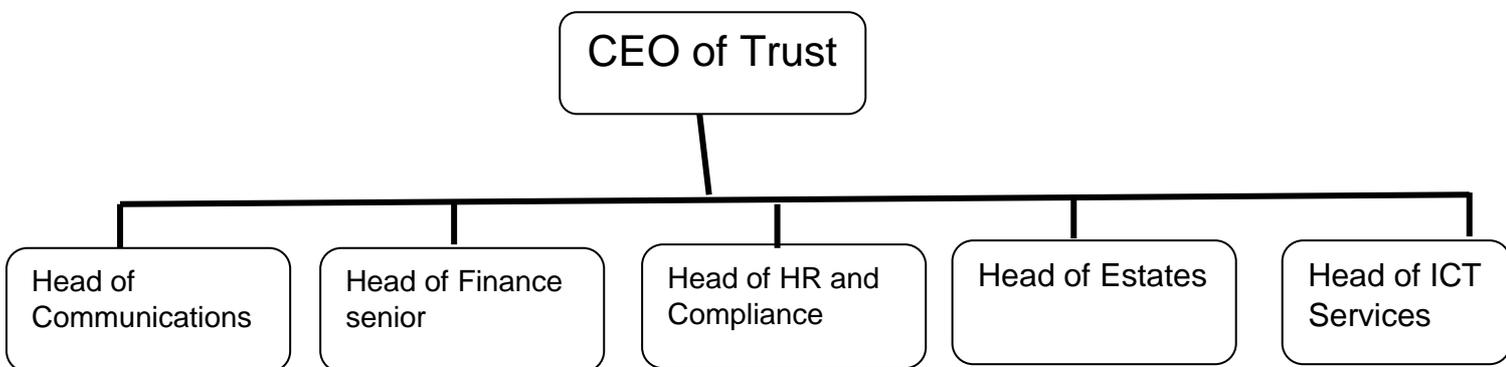
As a MAT the Board is responsible for all the academies in the Trust. This is achieved

through delegating functions to the Local Governing Body of each academy through a scheme of delegation.

Current Structure



Operational Structure



Earned Autonomy

The Board believes that our schools, leaders and Local Governing Bodies should have a level of responsibility and autonomy appropriate to its specific circumstances.

Therefore, if a school is a good or outstanding school and progress continues to be good there will be a scheme of full delegation. The role of the CEO is to work in partnership, to secure with the senior staff a continued and sustained path of improvement.

If a school is in a category or where progress/standards is of concern the model would be that there would close supervision of the school through the CSAT CEO.

Core business of Local Governing Bodies would be expected to encompass:

Setting, reviewing and monitoring the School Improvement Plan

Monitoring and reviewing progress and attainment.

Financial accountability- making sure that the budget is on track and money is spent well.

- Oversight of pupil and staff well-being.
- Strategic decisions with regard to curriculum.
- Support and challenge to the school leadership team.
- An understanding that school autonomy does not mean schools working in isolation from one another, meaning the Local Governing Body would be a partner and important in the work of improvement through support and challenge.

Appendix One: CSAT Improvement Plan 2016-2020

This plans sets out key actions to be taken to ensure that the five-year strategy has clear actions, which underpin the strategy. It is based on Sir David Carter's advice on successful leadership of Multi-Academy Trusts.

Priority 2016-2020	What will we do	Lead	Time scale	What will success look like	objective will this meet
Enhancing the governance of the CSAT Board	Agree a 5 year corporate Business Plan for the period 2016-2020 to include one year progress measures	CEO	June 2016	The Board of Directors are supported in ensuring that a framework is established and maintained for optimising the employment of all the resources available to the Trust to enable it to meet its business and financial objectives	Governance
	Implement annual Board appraisal	Chair	Annually, February	CSAT Board is continually refreshed with right skill set to drive forward the organisation	
	Review skill gaps and recruitment process	Chair/CEO	Annually		

	agreed				
Improving our Local Governing Bodies to ensure better performing academies	Governors are recruited and developed Review annually a scheme of delegation, to ensure that the Governing Body is able to function & supports and challenges the Head Teacher to deliver outstanding education Broker support from approved organisations such as the NCSL, NGA to provide ongoing training and support, in particular to The Chair of the LocGB	Chair/CEO CEO CEO	Ongoing Annually February 15	Local Governing Bodies have the right balance of skills and experience along with clear plans & processes in place to effectively carry out their role LocGB's take greater ownership of accountability, are more open and transparent acknowledging individual and collective Accountability to the CSAT Board. Pupils' parents and the local community play an active part in the school LocGB's provide first level scrutiny and challenge on behalf of Trust Directors	Governance School Improvement Teaching & Learning Continued Professional Development

Ensure the Local
Governing
Bodies provide regular
reports to the CSAT Board
on the performance of the
academy
Annual review of existing
protocols between Local
Governing Body and
Trustees

Clerk to
Governors
(COG)
CSAT
Board

Termly
Annually
July

13	School improvement & effectiveness	Implement the CSAT Academy Improvement Strategy	CEO	July 2016	All academies will be judged good or outstanding by Ofsted and external reviews within 2 years	School Improvement Teaching & Learning
		Each academy prior to joining the Trust will undergo a school performance review and due diligence to assess the current position of Teaching & Learning and performance against pupil progress	CEO	Prior to conversion	Progress and attainment in our academies will not only exceed floor targets be comparable with the very best for pupil progress and outcomes	Continued Professional Development Governance
		Each academy produces a robust self-evaluation procedure to ensure that judgements of school performance are accurate and highlight strengths and development needs	Chair of Governors	Annually September	Our academies will demonstrate good leadership, including governance and this inspirational leadership will be shared across academies	
		Undertake an audit of leadership skills and expertise with each academy and across the academy group to identify strengths and development areas	CSAT Board	Annually September	Our academies will be able to accurately self-evaluate and will have a culture of continued improvement and high aspiration	
		Provide coaching mentoring programmes for new leaders	CEO	When required	High quality professional development of staff will mean that our academies will attract and retain the very best teachers	
	Financial management	Evaluate the framework of financial planning, treasury	CEO	Annually	Business management structures, systems and ways of working	School Improvement

	the organisation			back offices or administrative activities
	Review the service support grant contribution for each academy	CSAT Board	Prior to each conversion	All commissioned services, whether from third parties or the Trust staff have added value over time to the learner and the business ensuring they are effective, efficient and avoid duplication and unnecessary bureaucracy
	Evaluate Financials for the MAT & Schools	Senior Finance Manager (SFM)	Annually October	
	Specify & procure School Improvement Services for schools in & outside of the MAT	SFM/CEO	Ongoing	
	Prior to conversion we will consolidate each academy's account and support academy Business Managers to ensure they comply with CSAT & DfE finance regulations the organisation	SFM	As per DfE cycle	back offices or administrative activities