

# Learning Accord Multi Academy Trust Business Plan 2020-2023



Associate Member School-  
Kayes First and Nursery



# Learning Accord Multi Academy Trust



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# Learning Accord Multi Academy Trust

## Business Plan 2020-2023



### Foreword

I am delighted to introduce the business plan for the Learning Accord Multi Academy Trust. This Multi Academy Trust was established in March 2017. The Trust aims to enable Church of England schools in the Anglican Diocese of Leeds along with local community schools to secure their future as academies. As the educational landscape is changing, with the reduction and capacity of local authorities and the development of MATs, the Trust aims to provide an opportunity for schools to collaborate in a supportive context in which they can thrive.

Within the Trust, school improvement is at the centre of our work and focus. The Trust is focused on driving forwards attainment and progress for all of our pupils, regardless of ability, gender, race, disability or circumstances. The Trust places high emphasis on staff development at all levels so that all employed within the trust can build on their skills and achieve excellence.

Our academies are supported to meet the challenges linked to educational change through mutually supportive intervention and training. The Trust takes overall responsibility for the management of finances and resources, enabling schools to focus on the education of pupils.

The ethos of the Trust is rooted in partnership and collaboration. Therefore, the Trust celebrates each academy's unique character and encourages joining schools to maintain and further develop it's own distinctive culture and identity. Each academy's strengths are recognised and valued and expertise is shared. Each academy has a voice, though the Trust's open and transparent governance structures.

I hope that the pages which follow give you a clearer idea of the way in which the Trust puts these objectives into practice.

Gillian Hamer  
Chair of Trustees



# Learning Accord Multi Academy Trust



## Introduction

I am pleased to introduce the Learning Accord Multi Academy Trust Business Plan covering the period 2020 – 2023. This plan sets out our strategic objectives including our priorities for 2020-2021.

The Board of Trustees of the Learning Accord MAT is committed to ensuring a high performing multi academy trust that delivers the very best educational experience for pupils at all of our academies. The Trust aims to respond to the changing educational landscape as more and more schools convert to academy status. This document sets out how we will plan, guide, support and improve our academies including schools that will join the Trust. We will ensure that the Trust has a clear focus on improving leadership and governance, and teaching and learning, and on raising standards.

Our business model is built upon the premise that we deliver efficiency, effectiveness, increasing economies of scale whilst sustaining high standards and a culture of positivity. Our intention is to grow our central team to respond to our growth strategy in order to maximise our resources and achieve greater capacity.

I am delighted to have a talented and skilled Board of Trustees which provides both effective support and direct challenge. This ensures that the Trust is committed to developing all of its employees, both teaching and non-teaching. As a multi academy trust, we provide a supportive climate for all of our academies in which to develop, with the leadership and track record to succeed.

The Learning Accord Multi Academy Trust is an inclusive trust which welcomes church and community schools and celebrates diversity and distinctive context. We recognise that for our learners, life chances are formed throughout their primary education. Our responsibility is to celebrate each child's talents and build upon each child's experiences to ensure that they make the progress that they deserve. Our aim is that all will flourish and achieve the highest standards.

I look forward to working with all of our academies to deliver this plan.

**Elaine Watson**  
Executive Headteacher & CEO



# Learning Accord Multi Academy Trust

## Partnership Promoting Excellence



### Our Vision:

- ✦ Church of England schools working in partnership with community schools
- ✦ Preserving Distinctive Context for church and community schools
- ✦ Commitment to achieving excellence for all pupils so that they can meet their full potential

### Our Mission:

- ✦ To support and encourage the work of academies in Learning Accord Multi Academy Trust; promoting school improvement to ensure high standards for our pupils.

### Our Values:

- ✦ To ensure all Learning Accord academies are centres of excellence with a focus on nurture and achievement for all
- ✦ To develop a strong culture of professional development amongst our teaching and support staff, building on personal strengths and providing effective support for career development
- ✦ To promote high quality teaching and learning and effective support for pupils of all abilities in the pursuit of outstanding progress and attainment
- ✦ To ensure Learning Accord academies welcome and celebrate diversity and provide a particular vocation to the least advantaged to enable all pupils to maximise their life chances
- ✦ To have high aspirations for all pupils and staff, based on our educational heritage and culture making best use of research, pedagogy and child development





# Learning Accord Multi Academy Trust



## Purpose of the Trust

The core purpose of the Trust is to maintain good and outstanding schools and ensure the rapid improvement of schools which need support to become good or outstanding. The Trust will act as the sponsor for any Church school within the Anglican Diocese of Leeds, or local community school who wishes to become an academy. Similarly, the Trust will welcome Church or community schools which are being directed to become sponsored academies by the Department of Education.

## Autonomy

The Board of Trustees believes each school's Local Governing Body will achieve the best outcomes when receiving a level of responsibility and autonomy appropriate to its specific circumstances. A scheme of delegation is in place to set out the responsibilities of each layer of governance. For good and outstanding academies, this means that local governing bodies will continue to focus upon the core business of governance, with very minimal input from the trustees and will continue to function with maximum autonomy. Schools or academies with an RI judgement will be supported as appropriate based on their unique circumstances and leadership capacity. Where a school is in an Ofsted category, the Board of Trustees will closely monitor effectiveness to ensure that the local governing body has the capacity to ensure rapid progress. This may include an external review of governance, in addition to support of the CEO or one or more trustees.

The Board of Trustees expects governors to:

- ✚ Be accountable to the Board of Trustees
- ✚ Hold Headteachers and senior leaders to account
- ✚ Fulfil statutory responsibilities effectively
- ✚ Monitor and review their own and the school's effectiveness
- ✚ Review and monitor the Academy Improvement Plan
- ✚ Monitor pupil progress and attainment against national benchmarks
- ✚ Ensure financial accountability- keep the budget on track and ensure value for money
- ✚ Review and monitor curriculum delivery



# Governance

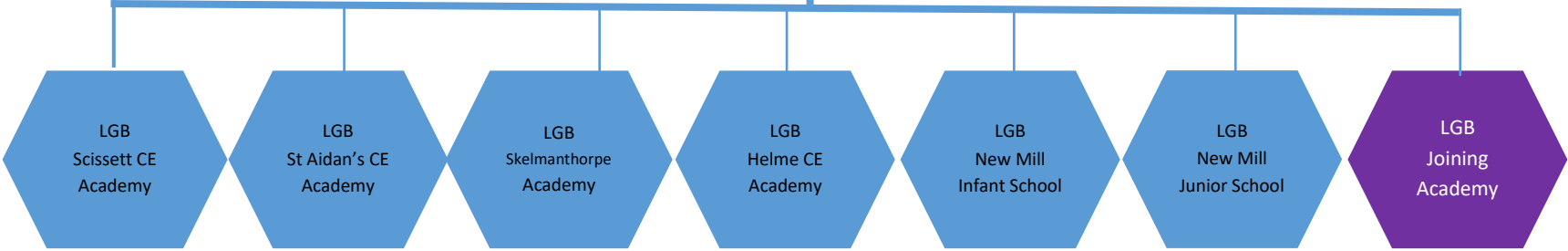
## Learning Accord Multi-Academy Trust

Members

Trustees Board

Trust Level

Executive Head/CEO



Kayes First and Nursery Associate Member

**Members:**

- ❖ Custodians of the Trust
- ❖ Critical Friends
- ❖ 'Check and balance' on performance of the MAT

**Trustees Board:**

- ❖ Strategic oversight
- ❖ Standards and effectiveness
- ❖ Ultimate responsibility for management decisions
- ❖ Strategic Direction
- ❖ Robust accountability

Local Governing Bodies retained within each academy

**Local Governing Bodies:**

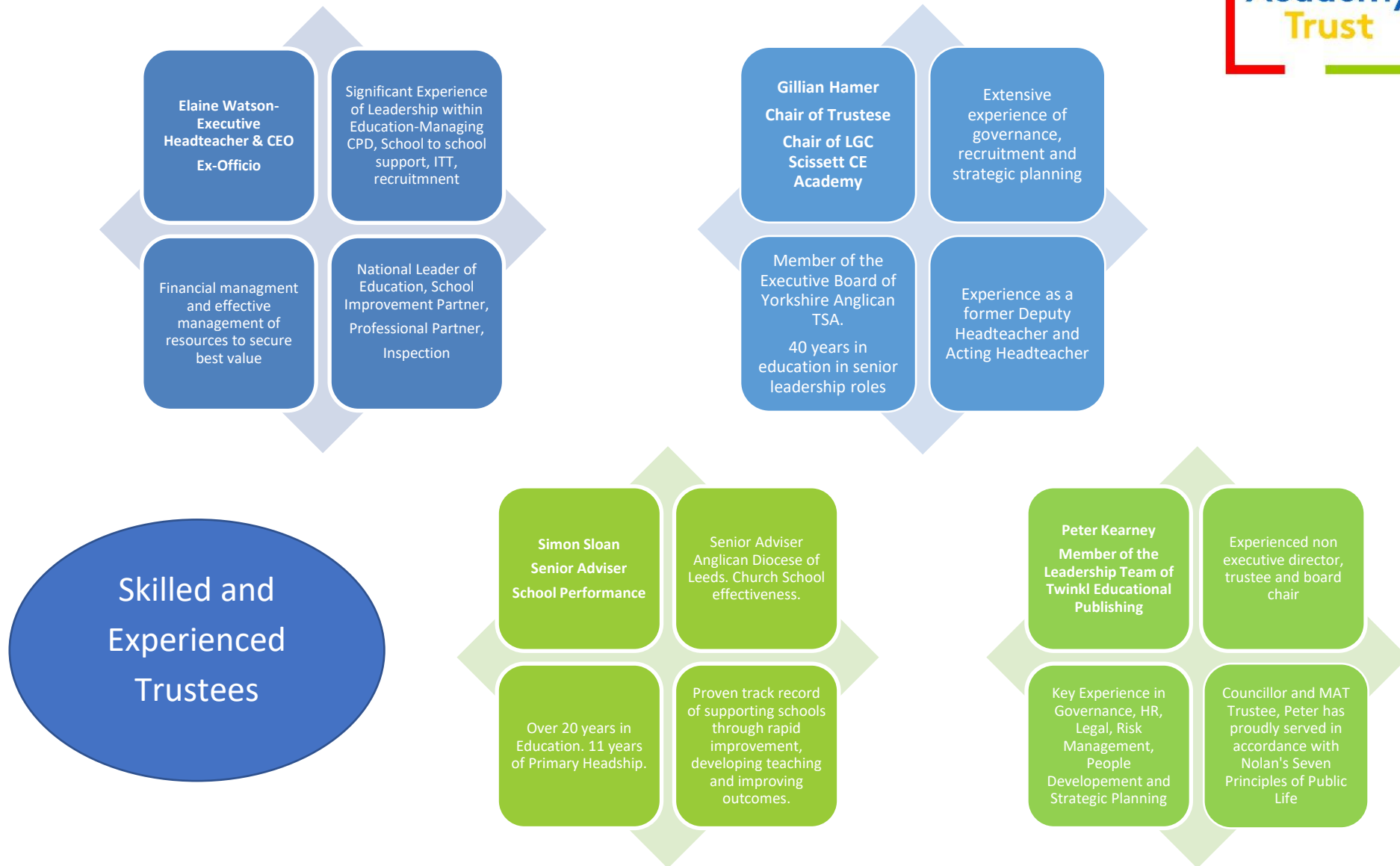
- ❖ Support & challenge role
- ❖ Day to day governance of each Academy.
- ❖ Local decisions
- ❖ Academic Performance
- ❖ Local Community & Stakeholders

Future partner academies/ sponsored academies may join.  
Review of Trustee Membership

# Learning Accord Multi Academy Trust



## Board of Trustees Membership

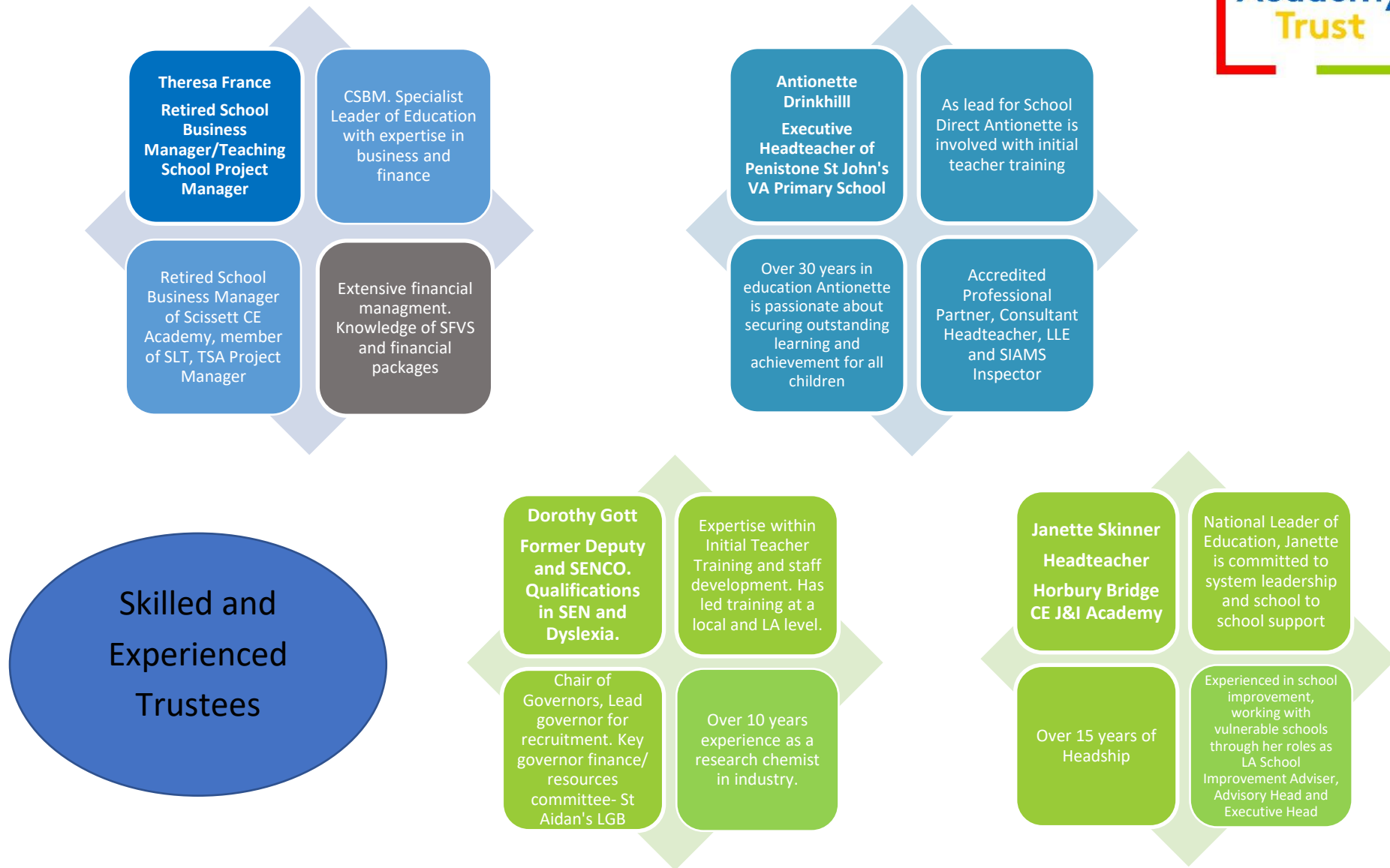




# Learning Accord Multi Academy Trust



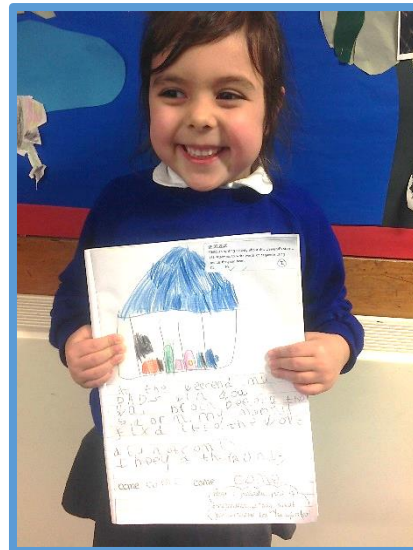
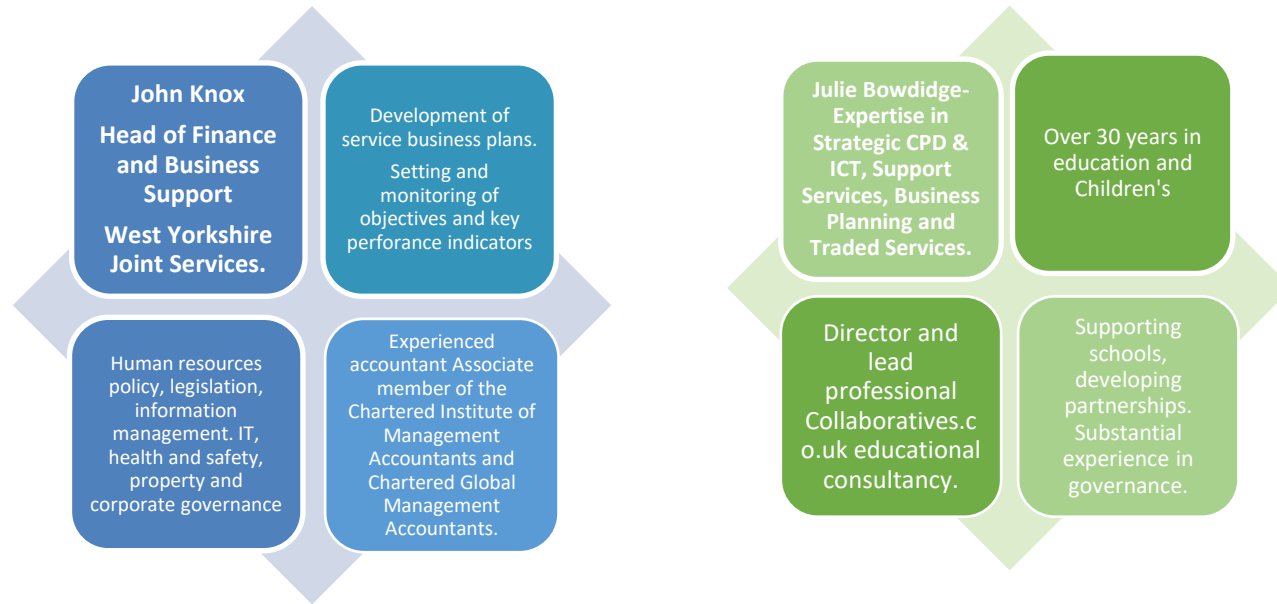
## Board of Trustees Membership



# Learning Accord Multi Academy Trust



## Board of Trustees Membership



# Learning Accord Multi Academy Trust



## Growth Strategy

Our growth strategy is balanced at growth to ensure sustainability and not growing too quickly in order to ensure stability. Learning Accord Multi Academy Trust liaises closely with the Anglican Diocese of Leeds and Kirklees LA. The trust is flexible and open to taking a mixture of converter and sponsored academies locally (within Kirklees and possibly Wakefield/Barnsley). Learning Accord Multi Academy Trust is an approved sponsor Trust and our capacity to improve schools has been recognised by the Department for Education.

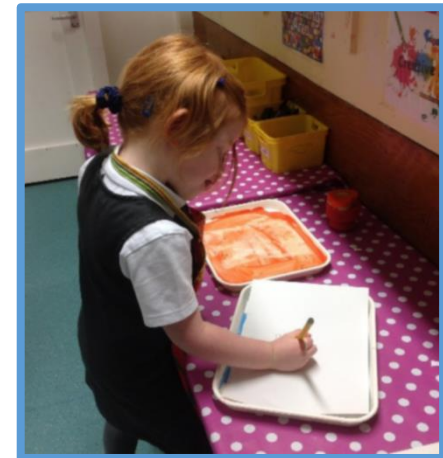
Our current growth strategy comprises: 2020-2023      3-6 Academies

By 2023, the Trust aims to grow so that pupil numbers reach 1400- 2000 pupils. Increased income from joining academies will be used to further develop the central team and services provided and will enable greater potential for economies of scale. As the trust grows, we will develop academy clusters in order to sustain the close partnership working that is a key feature of the trust.

## Financial Contribution

The current budget contribution from our academies is set at 5.5% of the GAG. This contribution has increased in line with our growth, after an initially deliberately low contribution which was set to enable the MAT to establish. Please note that this represents a 3.9% topslice of the total income budget. Central services have been supported through use of the Primary Academy Chain Development grant, the MDIF Grant, EY grant, Pupil Premium funding, DFC monies, sports grant, FSM Grant. Any contingencies are not subject to top-slice. The contribution is reviewed annually to ensure sustainability.

For converter academies, the relevant budget contribution will be taken from the individual academies joining the MAT in line with the agreed top-slice. Growth in line with our projections; will enable greater financial capacity and allow us to further develop our central team.

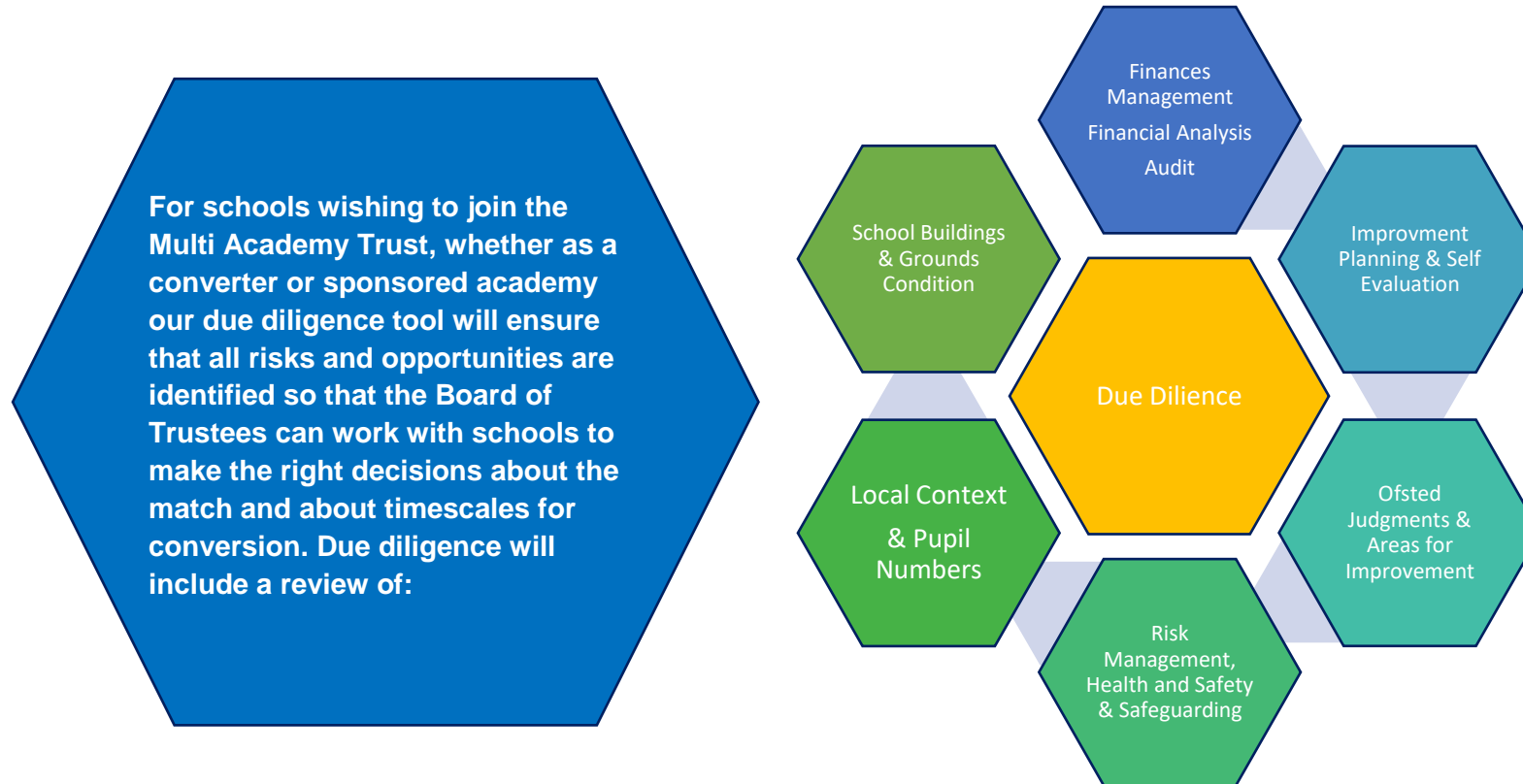


# Learning Accord Multi Academy Trust

## Joining Schools



### Due Diligence

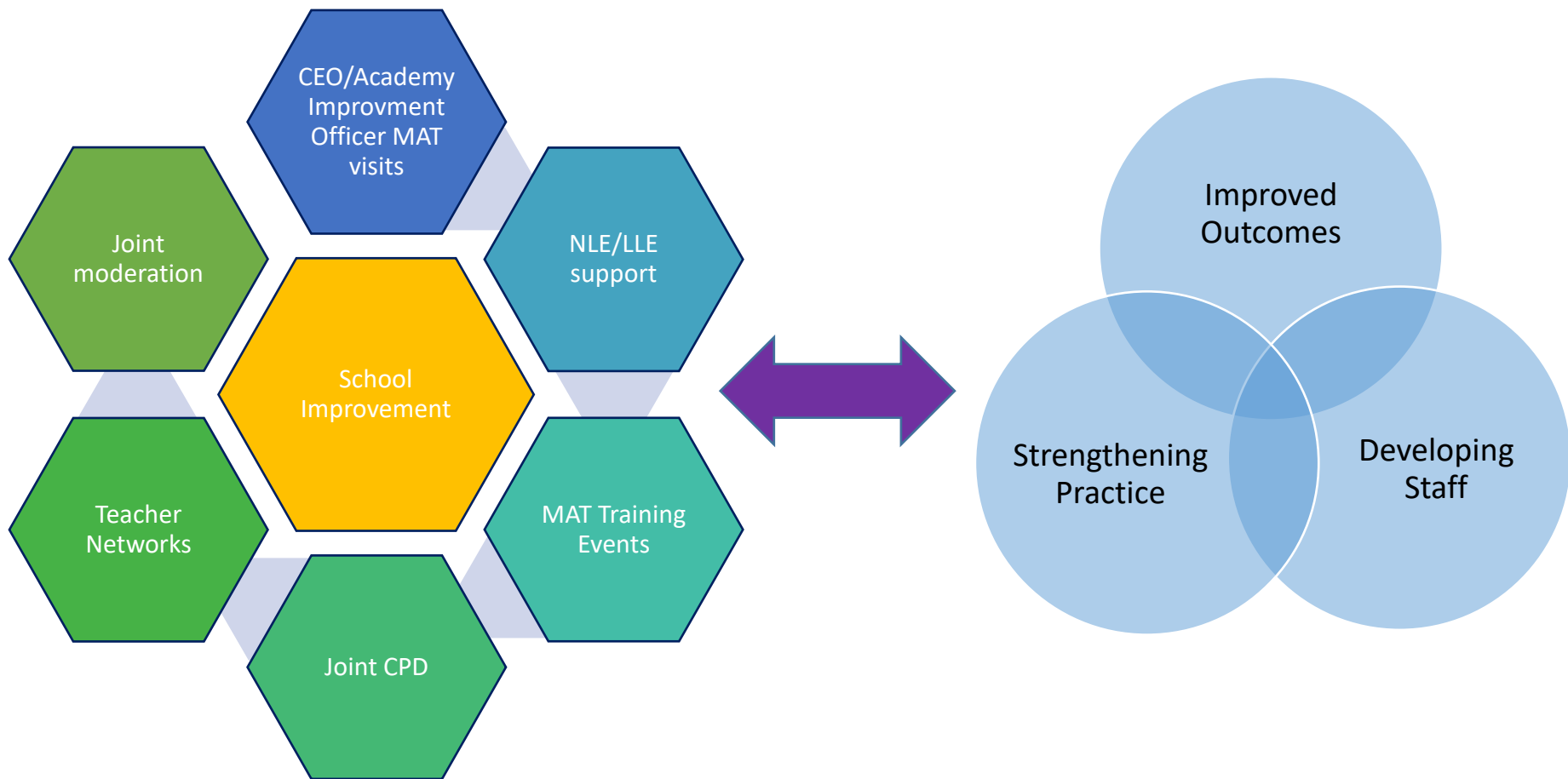


The Multi Academy Trust works with Browne Jacobson LLP for the legal aspects of conversion.

# Learning Accord Multi Academy Trust

## School Improvement Strategy

The Trust works with all of its Academies to provide school improvement support. A range of structures are in place to support improvement and sustain high standards:



# Learning Accord Multi Academy Trust

## Strategic Partnerships



### Yorkshire Anglican TSA

Yorkshire Anglican TSA is a cohort 4 teaching school alliance with the capacity to deliver school to school support and CPD. The TSA has a range of NLEs, LLE's, SLE's and consultants with the skills and expertise to provide a bespoke programme of support to secure school improvement. The TSA is based at Scissett CE Academy which was designated as a National Teaching School in 2014.

The TSA has a strong track record of CPD delivery including several school improvement projects including projects funded through the DFE, Education Endowment Foundation and the Church of England Foundation. The TSA works in liaison with Leeds Beckett University for the delivery of Initial Teacher Training through the School Direct Programme.

### Anglican Diocese of Leeds

The Anglican Diocese of Leeds is a strategic partner in Yorkshire Anglican TSA and brings a range of proven expertise and experience, including accredited National/Local/Specialist Leaders of Education. The Diocese of Leeds serves 5 episcopal areas, with 249 Church of England schools. The Diocese works with school leaders and governors to deliver a unique and evolving education system, working in partnership with its teaching school alliances and Multi Academy Trusts to strengthen practice & respond to the changing educational landscape.

### Kirklees Local Authority

Strong partnerships have been maintained with Kirklees Local Authority. The MAT continues to work with Kirklees traded services and buy backs, including HR and Payroll. The LA and Yorkshire Anglican TSA have a track history of working together to provide school to school support and have delivered collaborative projects to a wide range of schools.



# Learning Accord Multi Academy Trust

## Services to Members



### Core Functions

- ✚ Strategic Direction
- ✚ School Improvement
- ✚ Financial / Statistical Accounts
- ✚ Audit
- ✚ DFE/EFA Financial Returns
- ✚ Legal – Corporate
- ✚ Strategic Procurement
- ✚ Strategic financial planning (VAT, cash flow)
- ✚ Strategic HR including school casework
- ✚ Asset Management Planning
- ✚ Insurance & Risk Management co-ordination
- ✚ Exchequer services, eg. Banking arrangements, supplier arrangements, etc.
- ✚ Communications
- ✚ Systems training and advice
- ✚ Employee benefit administration
- ✚ MAT Governance administration

### Core Functions Chargeable

- ✚ Direct School Improvement
- ✚ Payroll
- ✚ Insurance
- ✚ Financial Services – Budget Monitoring
- ✚ Occupational Health
- ✚ Finance Systems
- ✚ User Licences
- ✚ Legal – Specific Cases
- ✚ Admission queries and appeals
- ✚ ICT Platform, email, etc
- ✚ ICT Support
- ✚ Health and Safety

# Learning Accord Multi Academy Trust

## CEO Support/Executive Head teacher



### The CEO/Executive Head teacher balances their time between:

- ✚ Central activity
- ✚ Strategic Support
- ✚ Close working with MAT academies
- ✚ Working with academy leaders
- ✚ School Improvement

### The CEO/Executive Head teacher works centrally to lead the MAT team to:

- ✚ Manage risk,
- ✚ Ensure health and safety systems and procedures
- ✚ Ensure all safeguarding duties are met
- ✚ Monitor performance across all Learning Accord academies
- ✚ Grow the MAT network.

### The CEO/Executive Head teacher is active within the Learning Accord Academies:

- ✚ Providing direct challenge and support to Head teachers/Heads of School
- ✚ Developing capacity through training and facilitation,
- ✚ Leading School Improvement through observation and evaluation.

# Learning Accord Multi Academy Trust



## One Year Development Plan Focus 2020-2021

### Core Strategy

Our core strategy for MAT improvement to deliver against the Strategic Plan in 2020-21 will focus on:

- ✚ Priority 1 – Enhancing the Learning Accord MAT Governance
- ✚ Priority 2 – School Improvement, Standards and Effectiveness
- ✚ Priority 3 – Financial Management, Business Efficiencies and Effectiveness
- ✚ Priority 4 – Strengthening Information, Communication Technologies

Each Academy within the MAT is able to identify, in its own Improvement Planning, how it is supporting these overall objectives.

NB due to Covid-19, aspects within the specific action plans for Priorities 1, 2 and 3 are continued for 2020-2021.



## Learning Accord Multi Academy Trust Business Plan

Priority 1: 2020-2021- Learning Accord MAT Governance					
	Actions	Success Criteria	Lead	Timescales	3 Year Objective
Embedding Effective Leadership & Governance of the Learning Accord MAT Trustees Board	1. Separation of MAT central team roles: CEO out of HT seat at Scissett, MAT Central team briefings established. MAT HQ established.	1. MAT Central team further develop skills and expertise. CEO focused solely on strategic direction of the MAT supporting improved outcomes at all MAT Academies	CEO, AIO Trustees	Autumn 2020	Corporate Governance
	2. MAT vision and values shared annually with all trustees and stakeholders. Trustees understand vision and values of each academy within the trust.	2. Distinctive role of the MAT is disseminated and understood by all within the Trust. Trustees understand their responsibilities in line with the SIAMS framework.	CEO Trustees	Autumn 2020	Continued Professional Development
	3. Reviewed and updated Business plan in place. Trustees regularly monitor and review progress towards annual MAT priorities.	3. Board of trustees ensure resources are used effectively to maximise attainment within all MAT academies and ensure the MAT meets all business and financial objectives.	CEO	Autumn 2020	
	4. Termly meeting schedule in place. Audit, finance and standards and effectiveness committees focused on core MAT developments. Established membership and range of skills.	4. Committees regularly focused on MAT priorities to ensure MAT functions adhere to Master Funding Agreement terms and conditions.	Chair/ Trustees	Autumn 2020	
	5. Annual skills gap analysis completed for all trustees to ensure appropriate skills are represented.	5. Learning Accord MAT has appropriately skilled trustees who understand their statutory responsibilities.	CEO		
	6. Trustee liaison, strategic direction, policy updates, risk assessments and key health and safety decision making linked to Covid 19.	6. Trustees aware of their statutory responsibilities and understand the risks and actions undertaken at all academies.	Trustees, CEO, AIO	Autumn 2020, continued throughout duration of Covid-19 restrictions	Health, Safety and Wellbeing
	7. Training for members, trustees and school leaders takes place (ICFP training, Ofsted briefing, Roles and Responsibilities).	7. Members, trustees, school leaders understand roles and statutory responsibilities. Trustees develop an understanding of Integrated Curriculum Financial Planning.			

	<p>8. Recruitment to key trustee roles based on key skills and experiences where vacancies occur. Swift recruitment with the aim to replace trustees within 1-2 months of resignation.</p> <p>9. Engagement of trustees in recruitment for key MAT personnel (senior leaders, MAT central team). Trustee review and approve any significant staffing structure changes in line with the MAT Review and Restructure policy</p>	<p>8. Vacancies quickly filled through the recruitment process. Use of Academy Ambassadors where appropriate to secure trustees with the appropriate background and experience to offer challenge and support to the MAT.</p> <p>9. Retention of skilled and experienced staff and system leaders across the trust. Academies supported with key recruitment processes. Skilled and experienced MAT central team in place.</p>	<p>CEO &amp; Chair</p> <p>Trustee panel</p>	<p>Advert placed within 4 weeks of trustee resignation</p> <p>As required</p>	<p>Corporate Governance</p>
<b>Priority 1 2020-2021-Learning Accord MAT Governance</b>					
Strengthening local governing bodies	<p>10. Continued scheme of delegation in place, outlining responsibilities of trustees and LGB's.</p> <p>11. Ongoing training and support for governing bodies where appropriate (NGA, NLG's etc) to ensure each LGB functions effectively. Trustee support to strengthen sponsor academy governance.</p> <p>12. LGB's report termly to the Learning Accord MAT Board on the performance of individual academies. Minutes of meetings distributed to the Learning Accord MAT Board.</p> <p>13. CEO &amp; CFO support for LGB's in reviewing the staffing structure of each academy in line with available resources where necessary.</p>	<p>10. Relationships between trustees &amp; LGBs fostered and strengthened. Responsibilities in line with scheme of delegation are clear.</p> <p>11. LGB's understand their accountabilities. Governance is open and transparent to the trustees board. Communication with stakeholders is clear. Sponsor academy governance improves.</p> <p>12. LGB's actively engaged in scrutiny and challenge. Trustees aware of each Academy's governance matters and functions.</p> <p>13. Staffing structures affordable, sustainable and fit for purpose. LGB's engage with HR where appropriate. LGB's able to articulate the decision making process.</p>	<p>CEO/Chair Academy Leaders</p> <p>LGB Chairs Key LGB Governors</p> <p>CEO, CFO Key LGB Governors</p>	<p>Review Nov 2020</p> <p>As required</p> <p>Ongoing</p> <p>Termly as required</p>	<p>Corporate Governance</p> <p>School Improvement Teaching and Learning</p> <p>Continued Professional Development</p> <p>School Improvement Teaching and Learning</p>

	<p>14. Work with LGB Associate Member school-Kayes First and Nursery to strengthen leadership capacity.</p> <p>15. Trustee and central team work with LGB's to support meetings with Diocesan advisor's and LA personnel to secure improved academy performance.</p> <p>16. CFO engagement with LGB finance committees where appropriate.</p>	<p>14. Knowledge and understanding of school improvement strategies increases.</p> <p>15. LGB's able to articulate Academy improvements and initiatives. Academy leadership strengthened resulting in improved outcomes for pupils, staff and stakeholder.</p> <p>16. LGB finance committees develop knowledge and understanding of Academies Financial Handbook and MAT finance systems. LGB's understand financial benchmarking and performance.</p>		<p>Autumn 2020- Summer 2021</p> <p>Termly as required</p>	<p>School Improvement Teaching and Learning</p> <p>Corporate Governance</p>
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**Priority 2: 2020-2021-Learning Accord School Improvement Standards and Effectiveness**

	<b>Actions</b>	<b>Success Criteria</b>	<b>Lead</b>	<b>Timescales</b>	<b>3 Year Objective</b>
Embedding School Improvement and Effectiveness	<p>1. CEO, AIO and school leaders focused on Learning Accord Improvement strategies; embedding of Academy monitoring and self- evaluation systems and MAT monitoring and evaluation systems.</p> <p>2. Regular cycle of termly MAT visits. Supported SEF &amp; development planning review as appropriate. Supported work and planning scrutinies, performance management etc. Bespoke planning of visits depending on status.</p> <p>3. Intensive support for sponsored academies with deployment of the Academy Improvement Officer and support of the CEO for regular review of school improvement initiatives.</p>	<p>1. All academies good or outstanding (Ofsted/SIAMS) within 2 years as a result of joint practice development.</p> <p>2. School Improvement Strategy embedded, with regular notes of visit. Differentiated approach to school improvement. School improvement plans fit for purpose, drive school improvement and include costed affordable steps to success.</p> <p>3. Sponsored academy makes rapid improvement as a result of sustained support and strengthened leadership. Monitoring and evaluation systems impact on pupil outcomes leading to improved data and gaps narrowed for vulnerable groups.</p>	<p>CEO, AIO Academy Leaders</p> <p>CEO, AIO</p> <p>CEO, AIO Academy Leaders</p>	<p>Ongoing</p> <p>Autumn 20 Spring 21 Summer 21</p> <p>Ongoing</p>	<p>School Improvement Teaching and Learning</p> <p>Continued Professional Development</p>



	<p>4. Termly Academy Performance Review. Each academy collates and shares attainment and progress for all cohorts.</p> <p>5. Termly review of teaching, learning and assessment. CEO &amp; AIO continued work with school leaders to monitor and improve teaching and learning to ensure all teaching and learning is good or better.</p> <p>6. Support during Ofsted Inspections, interface with HMI, Ofsted Inspectors, LA &amp; Diocesan personnel as appropriate. Liaison with DFE, RSC where appropriate.</p> <p>7. Ongoing coaching and mentoring of school leaders and staff linked to self- evaluation and identification of training needs.</p> <p>8. Support for school improvement strategies where appropriate to raise attainment and accelerate progress (modelling of work &amp; planning scrutinies, pupil progress reviews, interface with SLTs etc). Ongoing support for good and outstanding academies.</p> <p>9. MAT Leaders half termly focus on Performance/outcomes. Schedule of MAT teacher meets, focused CPD and high quality INSET lined to Quality First Teaching and Interventions to Accelerate progress. Continued work of MAT Networks e.g. Assistant HT Network, MAT Heads Network etc.</p>	<p>4. Progress and attainment in Learning Accord Academies in line with or above national expectations. Pupils achieve the best possible outcomes.</p> <p>5. Teaching, learning and assessment consistently good or better in all Learning Accord Academies. Teachers and senior leaders focused on sharing of practice and expertise. System leaders and exemplar practitioners within and beyond the trust support practice development.</p> <p>6. Academy leaders supported and gain confidence to articulate positive outcomes.</p> <p>7. High quality CPD for all staff resulting in development of skills and sharpening of practice across all academies.</p> <p>8. School improvement strategies result in acceleration of progress; attainment of all cohorts maximised. Accurate self- evaluation across all academies.</p> <p>9. All timescales, milestones adhered to. Progress towards Key Performance Indicators regularly reviewed and any slippage addressed. Leadership skills enhanced through joint practice development.</p>	<p>Academy Leaders</p> <p>CEO, AIO Academy Leaders</p> <p>CEO, AIO</p> <p>CEO, AIO School Leaders</p> <p>CEO, AIO</p> <p>CEO, AIO Academy Leaders</p>	<p>Autumn 20 Spring 21 Summer 21</p> <p>Autumn 20 Spring 21 Summer 21</p> <p>As required</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>School Improvement Teaching and Learning</p> <p>Continued Professional Development</p> <p>School Improvement Teaching and Learning</p> <p>Continued Professional Development Health, Safety and Wellbeing</p>
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	<p>10. Continued focus on ensuring attainment and progress for all groups. Specific focus on provision for disadvantaged pupils. Continued peer review approach.</p> <p>11. CEO &amp; AIO Monitoring and support linked to Covid-19:</p> <ul style="list-style-type: none"> <li>○ Weekly/fortnightly MAT Heads meetings</li> <li>○ Shared focus on staff and pupil wellbeing</li> <li>○ Health and Safety aspects including HSE visits</li> <li>○ Risk Assessments and Action Plans</li> <li>○ Staff Briefings/Training</li> <li>○ Remote Learning Plans and monitoring of provision for pupils needing to self isolate</li> <li>○ Catch up plans/catch up funding and focus on narrowing the gap</li> </ul> <p>12. Programme of support in place for Associate Member Academy, including NLE support.</p>	<p>10. Disadvantaged pupils make the progress they are capable from their starting points. Gaps diminished. High quality provision in place in all MAT academies.</p> <p>11. Robust action plans in place. Health and safety aspects in line with DFE guidance. Risk assessments regularly updated in response to key changes. Pupils self- isolating have equity of approach/objectives compared to pupils in class. Shared understanding of leaders across the trust. Term on term data shows gaps reducing. Identified groups of pupils accelerate progress as a result of targeted support</p> <p>12. Regular liaison with Kirklees LA, Kirklees Learning Partner. NLE Action plan in place. School makes rapid progress as evidenced in pupil data, lesson observations and work scrutinies.</p>	<p>CEO, AIO, Academy Leaders</p> <p>CEO/AIO</p> <p>CEO</p>	<p>Autumn 2020, continued throughout duration of Covid-19 restrictions</p> <p>Termly</p>	<p>School Improvement Teaching and Learning</p> <p>School Improvement Teaching and Learning</p>
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<b>Priority 3: 2020-2021-Financial Management business efficiencies and effectiveness</b>					
	<b>Actions</b>	<b>Success Criteria</b>	<b>Lead</b>	<b>Timescales</b>	<b>3 Year Objective</b>
Financial management business efficiencies and effectiveness	1. Effective financial planning systems to enable judicious financial management of Learning Accord MAT. Efficient use of resources to maximise learning for all pupils. Academy contribution reviewed in line with need.	1. Financial systems in pace, financial systems enable efficient management of resources (staff, buildings, systems, information). MAT CFO overview of MAT & individual academy finances. Balance	CEO, CFO	Ongoing	Corporate Governance

Financial management business efficiencies and effectiveness	2. Relevant training for business managers and MAT CFO linked to academy finance package.	between autonomy and support achieved.	CFO	As required	Integrated Support and Shared Services
	3. Review and consideration of MAT needs and staffing. Review of CFO hours to achieve MAT financial effectiveness as new academies join the trust.	2. Business managers and CFO understand and can use academy finance package.	CEO, CFO	Ongoing	
	4. Access Education Finance and Budget package used effectively for MAT financial reporting. Management of ESFA funding stream to ensure financial stability for each academy and overall MAT.	3. MAT needs clear and realistic (in line with growth) to ensure appropriate & affordable costs. Skilled and qualified CFO interface with academies.	CFO	Ongoing	
	5. Review and manage procurement including relevant buy backs for Academies within the MAT, including HR and Payroll services.	4. Consistent financial reporting used to inform LGBs, School Leaders and Board of Trustees. Financial stability for all academies within Learning Accord MAT.	CEO, CFO	Autumn 2020	Integrated Support and Shared Services
	6. Consultation with individual academies to rationalise spending and achieve efficiencies where appropriate e.g. contracts, grounds maintenance, psychological services etc.	5. Access to appropriate traded services (cost effective, value for money, high quality services).	CEO, Academy Leaders	Ongoing	Corporate Governance
	7. Monitoring of each academies accounts. Business Managers supported to ensure compliance with Learning Accord and DFE finance regulations.	6. Joint procurement efficiencies achieved where appropriate through consultation and negotiation.	CEO, CFO, Business Managers	External Audit– Autumn 2020. Internal audit– Spring & Summer 2021	Integrated Support and Shared Services
		7. Financial returns submitted to companies house on time. Financial audit systems in place to provide check and balance.			

	<p>8. MAT audit completed in line with requirements of the Academies Financial Handbook. Ensure compliance with recommendations and that member and trustees are fully informed.</p> <p>9. Further implement ICFP in line with DFE expectations and good practice.</p> <p>10. Applications to the condition improvement fund to secure capital grants for building developments (e.g. roof works - New Mill Infant, safeguarding - Helme, and boiler replacement - Scissett).</p> <p>11. Focus on income generation, application for relevant grants, review of academy lettings etc.</p> <p>12. Financial due diligence completed for Associate Member school.</p>	<p>8. Compliance with the Academies Financial Handbook. Open and transparent processes in place.</p> <p>9. ICFP informs staffing decisions in line with available resources.</p> <p>10. Essential building works carried out, resulting in improved outcomes. Regular liaison with Eddisons to ensure works are completed efficiently and all funds are utilised for purpose.</p> <p>11. Funding maximised for the trust and for individual academies. Lettings income continues to be reported within individual academy budget headings in line with recommendation from audit.</p> <p>12. Clear recommendations to support the school to make further savings.</p>	<p>CEO, CFO Business Managers</p> <p>CEO, CFO</p> <p>CEO, CFO</p> <p>CEO, CFO</p> <p>CEO, CFO</p>	<p>Reporting to members and Trustees December 2020</p> <p>Ongoing</p> <p>Autumn 2021 CIF applications commenced</p> <p>Ongoing</p> <p>Autumn 2021</p>	<p>Corporate Governance</p> <p>Corporate Governance</p> <p>Integrated Support and Shared Services</p>
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#### Priority 4: 2020-2021-Strengthening Information, Communication Technology

	Actions	Success Criteria	Lead	Timescales	3 Year Objective
ICT Provision	13. Move to Trust wide ICT Provision, through our ICT Manager as existing IT contracts with external providers at Helme, New Mill Infant and New Mill Junior schools end. ICT Manager works alongside external providers at the New Mill schools until contracts cease.	13. Greater consistency of approach across the MAT. ICT manager working to bring ICT systems across all academies in line so that they are fit for purpose.	ICT Manager CFE, CEO	March 2021	ICT Infrastructure

ICT Security, E safety, GDPR	14. Set up of all technologies at MAT HQ- files moved across from the Scissett server to the Skelmanthorpe server (CEO, CFO, Admin).	14. MAT central team able to work at HQ and remotely to maintain key functions.	ICT Manager	Autumn	ICT Infrastructure
	15. Remote Learning implemented in line with mandatory DFE requirement in response to Covid-19 across all academies.	15. Pupils needing to self-isolate are able to access learning at home. Academies access additional laptops for pupils through the DFE laptop scheme in the event of a bubble closure in line with the DFE allocation.	MAT Leaders Teachers	Autumn Spring	
	16. Potential move to G Suite across all MAT academies in order to increase security, with appropriate training and support for staff.	16. G Suite installed at MAT academies where necessary (use of DFE funding), leading to better security e.g. email of key documentation between academies.	MAT Leaders ICT Manager	Autumn- Summer	
	17. Tightening of security systems, with encryption of laptops across all MAT academies. Tightening security of data backups at schools across the trust, through the use of a Cloud provider. Consider purchase of an umbrella safeguarding tool e.g. NET DNA (or other) to enable monitoring across the trust.	17. Greater security established in line with GDPR regulations. Alerts received in a timely manner to notify ICT Manager of inappropriate activity, including internet usage and transfer of files.	ICT Manager	Autumn 2020- Spring 2021	
	18. Review of GDPR Provider and information, including refresher training for leaders and staff.	18. MAT staff understand GDPR regulations and security requirements.	ICT Man. CEO, staff leaders,	Spring	
19. Explore systems for MAT data and assessment- to streamline data analysis and enable efficient capture of data headlines for all academies.	19. MAT leaders informed and consulted and have an overview of different software/products available.	CEO, AIO, Leaders	Spring/Sum mer		