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Executive Summary

This is the second iteration of John Taylor Multi-Academy Trust's Strategic Plan. It builds upon, and supersedes its predecessor, drafted for our growth and development from shortly after our inception and designed to chart our course, for three years, until 2019.

In that plan, in the Executive Summary in fact, we were mindful of the need to retain flexibility and move away from intended strategies as the external environment dictates and our own internal capacity necessitates. That remains true of this plan also. In terms of the external environment, the predecessor Strategic Plan was time-framed to see the Trust's direction through to a General Election scheduled at the point of its authorship for 2020. The 2016 election, and the referendum decision to leave the European Union that preceded it, were unanticipated (although referred to in our original strategic analysis – Strategic Plan 2016-19 page 7).

Similarly, the impetus on successful Multi-Academy Trusts to accelerate their growth trajectories, and the change in the collective perception of what constitutes viability for MATs in terms of their size and scope, has also led John Taylor Multi-Academy Trust to reappraise its strategy. Perhaps most strikingly, this is demonstrated in the fact that the Trust's "Target Position 2019/20" as articulated in our original Strategic Plan (page 20) of eight schools will, by September 2018, have been exceeded – a year ahead of the three-year aspiration. This rapidity of growth compels us to revisit and review our strategy. This document is framed in this context.

Highlights

Since the construction of the previous plan in summer 2016, the following highlights are worthy of noting here:

- April 2017: the awarding of the new 8 form entry 11-18 secondary Free School at Tatenhill to the Trust.
- May 2017: The appointment of the CEO to the Secretary of State's Secondary Headteacher Reference Group and the re-election of the CEO to the Regional Schools Commissioner's Headteacher's Board for a further three-year tenure, maintaining and growing the Trust's sphere of influence at system level.
- September 2017: The de-coupling of the roles of Principal at John Taylor High School and the Chief Executive Officer (CEO) of the Trust, and subsequent de-coupling of the Business Director at John Taylor High to fulfil a Trust-wide role as Chief Operating Officer (COO).
- Further primary growth, with the joining of local primaries – including a first 'sponsored' primary – into the Trust.
- The growth of the National Forest Teaching School within the Trust, to include School Centred Initial Teacher Training (SCITT) for both primary and secondary trainees.
- Creating collaborative networks within the Trust – the Executive Group, Designated Safeguarding Leads Group, School Business Managers Group, SENDCos Group.
- The development of Trust infrastructure and systems – including an annual governance conference, governor training and networking and a governance portal, IT efficiencies and innovation.
- The creation of a Trust-wide School Improvement Strategy (see Appendix ?)
- The completion of a Trust Self-Evaluation Form (see Appendix ?), positive feedback from a Trust Review undertaken by colleagues from the Academy Regional Development (ARD) Team.
- A number of successful grant applications at school and Trust level, including Condition Improvement Fund (CIF), MAT Development and Improvement Fund (MDIF), Regional Academy Growth Fund (RAGF) and leadership of a 30-school Strategic School Improvement Fund (SSIF) project in primary and secondary schools across Staffordshire and Stoke.
- Most importantly, the rise in achievement and progress outcomes for children across all our schools – together with the enhancement of the quality of provision they receive.

Mission Statement

'We believe in the power of education to improve lives – and the world'

This statement is at the heart of the John Taylor story. We are driven to ensure that our community can realise its true potential through learning. This is our mission. To that end, we provide the experiences, resources, structures and systems to enable all to engage, all to progress, all to achieve.

Through the opportunities that our Multi-Academy Trust offers, we extend our mission beyond the school in which it originated.

Objectives

Below are listed the core objectives for the Trust. It is the responsibility of all employed and associated with the organization to work towards the furtherance of these objectives.

- Children are well-prepared for the next stage in their lives through experiencing the best learning opportunities through exceptional teaching and support, and access to high quality resources and provision in and beyond the classroom.
- Children achieve more, and make better progress, by attending a JTMAT academy than would otherwise be expected. We add value.
- Our academies are full, and always oversubscribed as a result of their popularity, reputation and success.
- Our academies are staffed with high-performing professionals, exhibiting passion and taking pride in their work, in a context of effective support and challenge.
- Accommodation and premises are safe, well-maintained, and with facilities that are constantly improving.
- Infrastructure is both effective and efficient, underpinned by sound financial management practices whereby value for money is always given due regard.
- Management systems are coherent and cohesive, and staffed by colleagues who are innovative, adaptable, and capable of absorbing new initiatives.
- Our academies, and the Multi-Academy Trust, are held in the highest regard by others within and beyond the education sector, and our work and its impact is validated by external accreditation and inspection.

Keys to Success

Our commitment to ensure learning is at the heart of all we do: Keeping “the main thing, the main thing” – prioritising our people, time, energy and funding to the improvement of the educational experience – both formal and informal – we provide.

A passion for excellence: Only comparing ourselves with the best. When finding it, seeking to match and then surpass it.

Restlessness and curiosity: Looking for opportunity to be involved and to learn from new experiences.

Courage to innovate: Leading change – in teaching and learning, curriculum development, organisational structures.

Tenacity and resilience: Holding to our mission in times of turbulence, and remaining resolute until we achieve what we set out to do.

Collegiality: Listening to others, sharing with others, learning from others.

School Improvement

Opportunities for Strategic Development 1: Teaching, Learning and Curriculum

- a. Shared training plans to derive and exploit opportunities for collaboration and cross-fertilisation of expertise
- b. Shared training day(s) calendared across MAT schools to facilitate the above.
- c. An annual teaching and learning event to showcase innovation and celebrate excellent practice
- d. Close alignment of key performance indicators for teachers across the MAT regarding appraisal to promote consistency of challenge.
- e. Formal teacher secondments are regular development opportunities for teachers – across schools, across phases.
- f. An on-line repository of learning resources and lesson video footage is shared across all schools within the MAT
- g. School improvement reviews are commissioned on a regular cycle for all schools within the MAT

A greater number of Specialist Leaders of Education are recruited from the MAT's schools to work out of the National Forest Teaching School

Opportunities for Strategic Development 2: Leadership

- a. Key performance indicators across the MAT's schools (e.g. financial position, pupil progress, school improvement activities, appraisal) can be monitored centrally via a single 'dashboard'
- b. An asset register of all MAT assets is clearly formatted and accurate.
- c. All teaching and learning responsibility (TLR) holders have undertaken recognized middle leader training within two years of taking up their position within the MAT
- d. All leadership group (LG) post holders have undertaken recognized senior leader training within two years of taking up their position within the MAT
- e. An annual governance event takes place to enable networking and skills development for all Local Governing Bodies
- f. Policy (and contracts where applicable) alignment across all MAT schools exists, with local contexts taken into account regarding procedures and protocols.
- g. Formal leadership secondments are regular development opportunities across the MAT
- h. The Executive Group and School Representation Group are high functioning, effective structures to support communication and decision-making.

Opportunities for Strategic Development 3: Infrastructure

- a. Key organizational architecture – calendars, agendas and minutes, policies – are shared with all staff across the MAT to improve efficiency and coherence.
- b. A MAT-wide IT hardware and software inventory is maintained.
- c. Common IT procedures are implemented across MAT schools to improve efficiency
- d. Cross-site opportunities for data storage and back-up are fully utilized.
- e. Relevant spare stock is stored by the MAT for emergency replacement to its schools, minimizing disruption to teaching and management through 'down time'.
- f. JTMAT web presence, and via social media, is effective in communicating to existing stakeholders and the wider community.
- g. Harnessing technology is a regular feature of both the MAT's teaching and governance annual events.

- h. IT-related training is delivered to MAT staff on a needs-driven, as opposed to school-driven, basis.
- i. Existing inter-site connectivity is exploited to enable cross site working

Opportunities for Strategic Development 4: Support services

- a. Key support staff – IT technicians, cover supervisors, teaching assistants - work effectively across the MAT's schools, demonstrating an increased responsiveness to need, supported by high quality training, and opportunities to appoint staff into student support roles across schools are taken where appropriate.
- b. The MAT develops an impressive package of traded services, in conjunction with the National Forest Teaching School, and delivers high quality school improvement, financial support and other packages to other schools and MATs.
- c. Commercial income is maximized through a centralization of lettings provision across the MAT's schools.

Key Performance Indicators

Members and trustees must have the skills, knowledge and experience to run the Multi Academy Trust. Their duties include ensuring that the trust's funds are used only in accordance with the law, its articles of association, its funding agreement and the Academies Financial handbook.

Governance KPIs

- 1. Ensure that distinction is achieved between Member and Trustee roles within the MAT as enshrined in documentation.
- 2. All Members and Trustees fully understand their duties as company directors and charity trustees as laid out in the Companies Act 2006 and Charity Commission guidance as exemplified in a skills audit.
- 3. All schools have a full complement for their Local Governing Bodies, with an appropriate set of skills and experiences to undertake their defined responsibilities

Financial KPIs

- 1. Ensure economy, efficiency and effectiveness over the use of Trust funds (value for money).
- 2. Assurance received that annual financial accounts have been properly prepared and are free of material misstatements.
- 3. Accounts filed with Companies house for public access by 31 December each year and on the Trust website by 31 January of the following year
- 4. All statutory returns submitted on time
- 5. Staffing costs capped at 80% of total Trust income.
- 6. Alternative sources of funding are pursued, consistent with the Trust's core competencies
- 7. Sufficient levels of income are generated to support the asset base of the Trust
- 8. Sources of funding pursued for capital development projects

Human Resource KPIs

- 1. All MAT academies fully staffed with high calibre staff
- 2. Pupil to teacher ratios are favourable compared to national levels
- 3. Development opportunities made available to staff to work across schools in the MAT
- 4. 100% training penetration rate achieved (calculated as % of employees completing a course of training compared to total number of employees employed).
- 5. 100% performance management penetration for all eligible staff across all MAT schools.

School Standards KPIs

- 1 All MAT schools retain or improve their Ofsted inspection rating
- 2 Parent, staff and student survey data illustrates satisfaction.
- 3 Schools can demonstrate the adding of value to children of all ages, abilities, and backgrounds
- 4 All schools are fully compliant with health and safety, safeguarding and other statutory requirements
- 5 All schools are improving their MAT categorisation towards 'Leading'

Milestones

	2017/18 (3)	2018/19 (1)	2018/19 (2)	2018/19 (3)	2019/20 (1)	2019/20 (2)	2019/20 (3)	2020/21 (1)	2020/21 (2)	2020/21 (3)	2021/22 (1)	2021/22 (2)
1a Shared training plan	Review NFTS/MAT training plan and implement revised offer	Incorporate Career Development Pathways into PM process for all teachers	Interim PM review feedback informs 2019/20 training plan	Review NFTS/MAT training plan and implement revised offer. Develop Career Development Pathway for support staff	Share NFTS/MAT training plan across all schools - and promote career development pathways	Incorporate career development pathway for support staff into PM process for all support staff	Continue to review and amend training plan, career development pathways (teaching and support staff). Develop monitoring mechanisms for QA of training (e.g. staff evaluations and questionnaires) and take-up rates. Seek MAT-to-MAT opportunities and links with Teaching Schools across sub-region.					
1b Shared training days	Shared training day agreed and content discussed. Incorporate themes into School Improvement Plans	Training day content confirmed. Incorporate themes into PM process.	1 st MAT-wide training day. Develop working parties and collaborative networks following the day.	Calendared for 2019/20 – consider additional shared day(s) Primary phase/secondary phase further alignment.	Evaluate impact of shared training days. Seek further innovation of content. Strengthen incorporation of days into PM processes and school improvement planning.							
1c Teaching and learning event	Teaching and Learning Events calendared to encourage widest participation across schools e.g. Teachmeets	Encourage specific collaborative sessions to be held (content) – e.g. e-safety, British Values, CIAG provision, health and relationships and to enhance achievement and progress of specified learner groups (e.g. most able, SEN, disadvantaged).		Teaching and Learning Event planned for 2019/20			Teaching and Learning Event planned for 2020/21	Continue to develop teaching and learning events – including collaborative subject/phase networks, moderation meetings, etc.				
1d Appraisal target-setting alignment	Ensure SchoolIP is functional in	Standardised HTPM target-setting.	Use 'MAT view' to ensure interim	Continue to refine processes, and strengthen alignment between PM and CPD via shared training plan (1a), shared training days (1b), and collaborative teaching and learning events (1c)								

	2017/18 (3)	2018/19 (1)	2018/19 (2)	2018/19 (3)	2019/20 (1)	2019/20 (2)	2019/20 (3)	2020/21 (1)	2020/21 (2)	2020/21 (3)	2021/22 (1)	2021/22 (2)
	all schools for PM (including HTPM)	Use 'MAT view' of SchoolIP to ensure clear reporting to MAT Board on PM completion	reviews are conducted (teaching staff) and target-setting process commenced (support staff).									
1e Teacher secondments	Discuss secondment opportunities with Executive Group	Secondments and shadowing opportunities commence. Impact trails, feedback routes and evaluation mechanisms developed.	Secondment effectiveness reviewed, protocols modified, further opportunities occur.		Additional secondments, including longer-term, and cross-phase occur within the MAT			MAT-to-MAT and HEI secondments are explored as further opportunities.				
1f On-line teaching and learning repository		Develop provision via MS systems or similar.	Promote uploading and sharing of resources.	Review of use and content	Continue to develop range and depth of resources. Consider access to individuals and organisations beyond JTMAT via reciprocal arrangements or subscription.							
1g School improvement reviews	MAT school receives a Pupil Premium Review	All MAT schools are categorized using school improvement strategy template – self-evaluation in the first instance (pilot)	School categorisations via self-evaluation are moderated and validated through evidence and MAT team input.	School improvement strategy is reviewed by Executive Group and MAT team. External feedback sought (e.g. RSC team) Refinements made, and	Formal categorisation cycle of all MAT schools commences. Pupil Premium reviews, External Reviews of Governance, SEN audits etc. become regular features of all MAT schools.							

	2017/18 (3)	2018/19 (1)	2018/19 (2)	2018/19 (3)	2019/20 (1)	2019/20 (2)	2019/20 (3)	2020/21 (1)	2020/21 (2)	2020/21 (3)	2021/22 (1)	2021/22 (2)
				agreed by MAT Board.								
1h SLEs from MAT schools	4 additional SLEs appointed from MAT schools			4 additional SLEs appointed from MAT schools			4 additional SLEs appointed from MAT schools			4 additional SLEs appointed from MAT schools		
2a MAT KPI 'dashboard'	Audit Committee 'scorecard' developed online	Trust updates automated with Head of School reports feeding in KPIs. SchoolIP and Go4Schools' 'MAT view' developed.	School categorisations (1g) are collated centrally automatically.	Continue to refine dashboard for alignment, clarity of reporting and sophistication of data analysis across the Trust. Purchase package if MAT growth requires a level of automation of data that is beyond its capacity to develop in-house. Consider sharing any in-house developed packages with other organisations.								
2b MAT asset register		Asset Management solution sourced or developed.	Training delivered to identified individuals (Site, IT, Office, Finance Staff)	Asset register completed and maintained by individual schools			Review asset register & audit accuracy.			Review asset register & audit accuracy.		
2c Middle leader training	All identified individuals from 2016/17 are on or have completed programmes. Outcomes are showcased at teaching and learning event (see 1c)	Audit of TLR holders without formal leadership programme training. Further develop existing specific middle leader groups (DSLs safeguarding group, SENCO	Priorities established	Identified priority needs built into training programme (see 1a) All identified individuals from 2017/18 are on or have completed programmes. Outcomes are showcased at	Audit of TLR holders without formal leadership programme training. Continue to embed and develop additional middle leader groups.	Priorities established	Identified priority needs built into training programme (see 1a) All identified individuals from 2018/19 are on or have completed programmes. Outcomes are showcased at	Audit of TLR holders without formal leadership programme training. Continue to embed and develop additional middle	Priorities established	Identified priority needs built into training programme (see 1a) All identified individuals from 2019/20 are on or have completed programmes	Audit of TLR holders without formal leadership programme training. Continue to embed and develop	Priorities established

	2017/18 (3)	2018/19 (1)	2018/19 (2)	2018/19 (3)	2019/20 (1)	2019/20 (2)	2019/20 (3)	2020/21 (1)	2020/21 (2)	2020/21 (3)	2021/22 (1)	2021/22 (2)
	or celebration.	forum) and introduce new groups as identified by postholders.		teaching and learning event (see 1c)			teaching and learning event (see 1c)	leader groups.		Outcomes are showcased at teaching and learning event (see 1c)	additional middle leader groups.	
2d Senior leader training	As 2c above, but for LG postholders. Encourage LLE and NLE accreditations through NFTS, and opportunities for wider development (e.g. Ofsted Inspector, Pupil Premium Reviewer).											
2e Governance event	3rd annual conference	Governor networking opportunity		4th annual conference	Governor networking opportunity		5th annual conference	Governor networking opportunity		6th annual conference	Governor networking opportunity	
2f Policy alignment	Confirm policy compliance and allocate review to MAT Board and Cttees	Begin MAT policy review cycle. Upload policies to portal for LGB access. LGBs begin review cycle of procedures.	Monitor policy portfolio for compliance, and continue to review policies (MAT) and procedures (LGBs) as per agreed cycle.									
2g Leadership secondments	As 1e, but align secondments with school reviews and categorisation in order that examples of effective practice within MAT schools can be experienced by school leaders from other MAT schools, and expertise can be injected into schools requiring support (within available capacity).											
2h Executive and Representation Groups	Executive Group Terms of Reference confirmed, new meeting dates for 2018/19 confirmed. School	School Representation Group commences as per Terms of Reference	Continue to develop scale and scope of EG and SRG.									

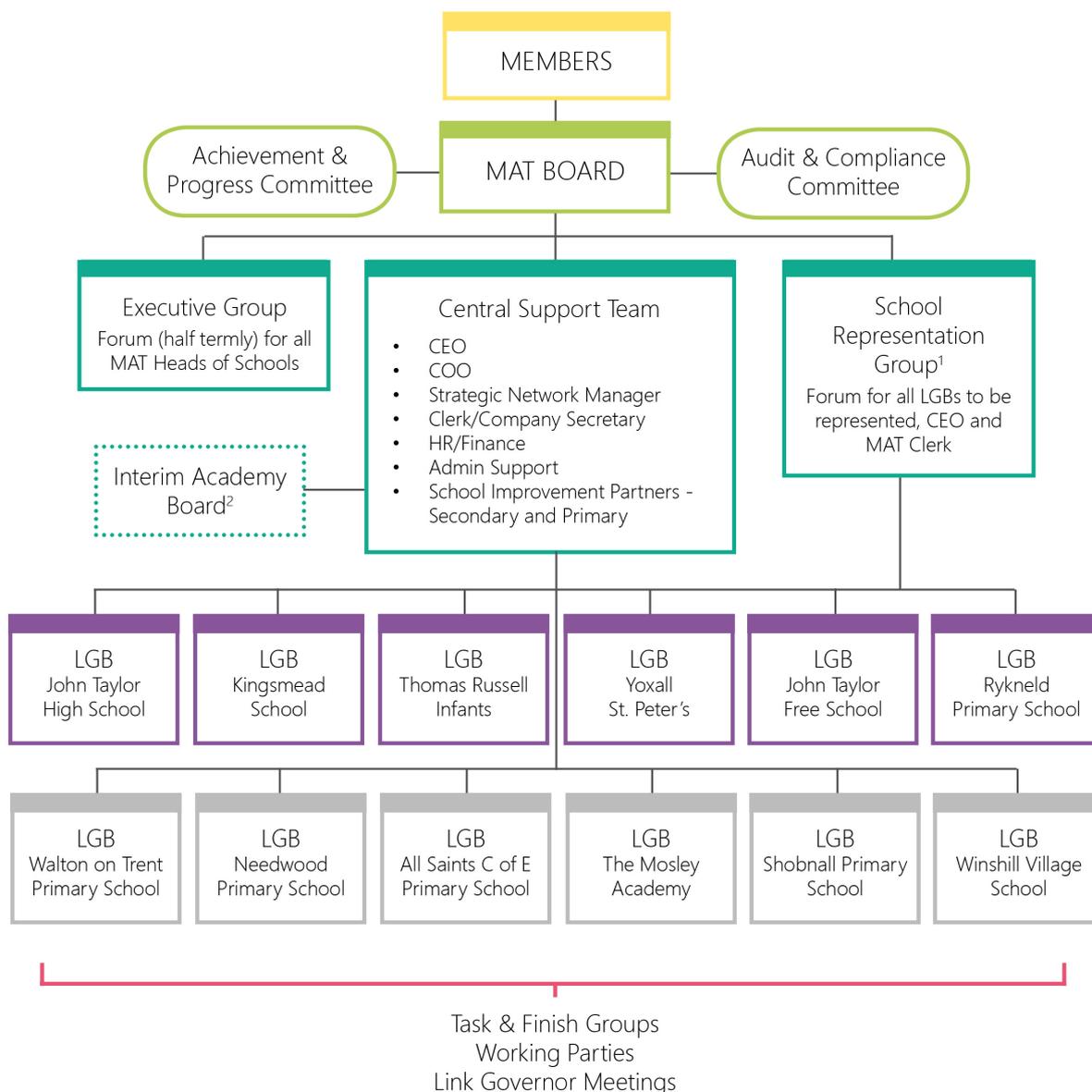
	2017/18 (3)	2018/19 (1)	2018/19 (2)	2018/19 (3)	2019/20 (1)	2019/20 (2)	2019/20 (3)	2020/21 (1)	2020/21 (2)	2020/21 (3)	2021/22 (1)	2021/22 (2)
	Improvement Partners invited to attend.											
3a Shared organizational architecture	MAT posts established to facilitate structure of shared architecture	IRIS/ G4S/PSF software and HR Advisory introduced at Free school and new joiners	Continue to exploit opportunities for efficiency and effectiveness in administrative and finance functions, communications and information technology and contract/procurement arrangements across the Trust.									
3b IT inventory		Review asset register & audit accuracy.	Combine with asset register (2b)	See target 2b for milestones								
3c Common IT/Data procedures	<p>Review of effectiveness, compliance and consistency (IT Policies)</p> <p>Review helpdesk usage and identify future opportunities</p> <p>Develop new policies and procedures including SLAs</p>	New policies and procedures introduced.		Review of effectiveness, compliance and consistency (IT Policies)	New policies and procedures introduced.		Review of effectiveness, compliance and consistency (IT Policies)	New policies and procedures introduced	Review JTHS copier contract, align with KS & JTFS	Review of effectiveness, compliance and consistency (IT Policies)		

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3d Data storage and recovery	Implement Trust-wide arrangements for GDPR	Identify areas of non-compliance with GDPR policies and recommendations via compliance audits			Identify areas of non-compliance with GDPR policies and recommendations via compliance audits			Identify areas of non-compliance with GDPR policies and recommendations via compliance audits			Identify areas of non-compliance with GDPR policies and recommendations via compliance audits	
		Review data storage needs (school & trust) including 1f	Identify opportunities for collaboration and data storage & recovery	Implement recommendations		Review implementation & identify other opportunities						
3e IT stockpile		Review current hardware requirements across the Trust. Identify potential issues impacting teaching and learning should devices fail.	Procure spare devices for use and ensure a mechanism for 'loaning' is known.		Review usage of tis hardware and address any issues.							
3f Website and social media presence	Review existing schools social media presence	Devise a social media publicity strategy for schools to adopt. Provide training as appropriate.		Review existing schools social media presence								

	2017/18 (3)	2018/19 (1)	2018/19 (2)	2018/19 (3)	2019/20 (1)	2019/20 (2)	2019/20 (3)	2020/21 (1)	2020/21 (2)	2020/21 (3)	2021/22 (1)	2021/22 (2)
3g Harnessing technology showcasing	Presence at teaching and learning event (see 1c)		Presence at MAT-wide training day (1b)	Presence at teaching and learning event (see 1c) Presence at the governance conference (see 2e)		Presence at the MAT Traded Service launch (see 4b)	Presence at teaching and learning event (see 1c) Presence at the governance conference (see 2e)			Presence at the governance conference (see 2e)		
3h IT training		Audit of need Develop online portal of useful documents and videos.		Audit fed into training programme (see 1a) Review delivery of training	Audit of need		Audit fed into training programme (see 1a) Review delivery of training	Audit of need		Audit fed into training programme (see 1a) Review delivery of training	Audit of need	
4a Support staff deployments	As Trust growth continues, consider further employment opportunities for Trust-wide or cluster-based support staff. These may include, for example, further attendance/education welfare support workers, a 'bank' of cover supervisors and/or teaching assistants, educational psychology support. Posts will be determined by MAT Board in conjunction with the Executive Group, and will be funded either centrally or via school budgets or a combination of both.											
4b MAT traded services				Review effectiveness of MAT internal services	Devise pricing and marketing strategy	Launch services offer	Begin traded services provision					
4c MAT lettings co-ordination			Audit of lettings and scoping exercise takes place	Devise coordinated approach	Deliver solution							

MAT Organisation Structure

Current Position 2018



¹ Two non-executive Directors approved from this group to serve fixed term tenure on MAT Board. Constituted upon addition of next School into Trust.

² Structures established for school requiring governance outside LGB structure (responsible directly to MAT Board).

N.B: We have not placed a growth projection within this plan. However, the ethos and context within which we operate leads us towards responding from enquiries from eligible schools (as opposed to 'cold calling'). As such, to propose specific rates of growth - and the size and type of schools to be incorporated - is problematic. The previous "Target Position" for 2019 was eight schools, including a Free School. This appears set to be exceeded by a third, and a year sooner than predicted. Further growth, dependent upon the size, location, and context of the schools, may require a revision to the Trust's structures and their replacement with local 'hubs' underneath a centralised core Trust team.