

Fierte Academy Trust



At the heart of our Trust are both the UNICEF Rights Respecting values and articles and Building Learning Power. Through these, we aim to put children's rights at the heart of our schools. We work together to embed children's rights in our ethos and culture; to improve well-being and develop every child's talents and abilities to their full potential. We aspire to give children a sense of pride and achievement in all that they undertake

Strategic Plan

2016-2019

Fierte Academy Trust

Strategic Plan 2016 – 2019

'Achieving an outstanding Trust with Pride'

Introduction

This Strategic Plan 2016 - 2019 **'Achieving an Outstanding Trust with Pride'** outlines the goals and targets of the Trust over the next three years.

Strategic Plan

- Shares, clarifies and defines the vision of the Strategic Board of the Fierte Trust for the next three years
- Expands on the Trust's strategic objectives
- Gives definition to the key goals as well as performance measures that will evidence our successes and the success of the academies within the Trust.
- Explains how we will track opportunities and risks in an environment that is constantly evolving.
- Celebrates and builds upon the individual academy successes already achieved.

Underpinning the Strategic Plan will be a focused Business Plan alongside financial, back office and school improvement plans. These plans will be tracked through the year by the regulated forums of the Trust (Finance, Leadership and Management, Governance) which will, in turn, report to the Strategic Board. A Trust Self-Evaluation Document (SED) will evaluate Trust strengths and developmental steps on an annual basis. It will take into account achievement across the Trust, characteristics of successful Trusts as performance indicators and stakeholders in the Trusts views and this will be evidenced through a MAT Data Dashboard.(These will be live documents)

The first three years and growth

The Fierte Trust has grown to include 3 Primary academies in Staffordshire. It aims to expand within the two key locations between the current academies within the Trust i.e. Burton upon Trent and Tamworth in Staffordshire.

The Trust has chosen to focus on two important principles, all academies working at maintaining or towards 'outstanding' and this being accomplished at pace. It has strategically worked on embedding systems and processes in order to have the solid foundations upon which it can take the next step in its growth.

Opportunities for expansion of the Trust into new areas are being pursued with careful consideration that additional academies joining the Trust will increase the level of challenge considerably. The Trust will make sure that its drive for improvement to outstanding is also applied to these institutions. It is mindful of the responsibility to the pupils/students

and communities it serves and is also thoughtful of the uniqueness of each academies community and context within the Trust.

Vision: A vision and ethos deeply rooted at the heart of the Trust fosters in all pupils both a culture and mindset of belonging, self-worth, higher aspirations and an intellect of independence; this alongside the self-belief that there are no limits to what each child can accomplish.

The Fierte Multi- Academy Trust has a proven track record for supporting underperforming schools to improve pupil outcomes and raise standards. A clear vision, ethos and shared expectations of excellence support this small, dynamic Trust which is capable of building on its success, extending its influence and making a regional contribution within Staffordshire.

Fierte Academy Trust's vision is to work as a community of primary academies that are hubs of excellence, offering a broad and balanced education, fit for purpose and where pupils are safe and engaged in their learning. The Trust is driven by a moral purpose of making a significant difference in areas where failure has been ingrained and ambitions stunted. Aspiration and high expectations are paramount to the growth and success of the academies within the Trust.

At the heart of the Trust is a culture of collaboration where schools across the Trust can access the support that they need to set themselves up for successes within an established system which in turn is responsive to the needs and performance of each academy.

Key elements of our vision

We will:

- Rapidly become established as a small, dynamic Trust which is capable of building on its success, extending its influence and making a regional contribution within Staffordshire.
- Establish within the Trust, academies that are centres of excellence for leadership, teaching and learning, collaboration and giving all pupils a curriculum that is balanced, broadly based and prepares pupils in all schools for the opportunities, responsibilities and experiences of later life. The Trust will become a flagship and centre of learning for other academies and schools in the region.
- Be driven by a moral purpose to transform opportunities and change life chances of children and young people who live in challenging times as well as challenging areas.
- Work in partnership and collaboration with schools across the Trust accessing the support that they need to set themselves up for successes within an established system which in turn is responsive to the needs and performance of each academy.

Strategic Objectives

The Fierte Trust will achieve its vision through focusing on **four strategic objectives** that will be reviewed and measured each academic year.

Objective 1: Build a strong infrastructure in the Multi Academy Trust

MAT Characteristic	Beginning	Developing	Embedding	Leading
Step 1 - there is a Trust wide commitment to making a contribution to local, regional and national educational networks beyond the MAT	<i>The academies in the Trust continue to participate in local and national networks but these are the continuation of previous practice and there is little evidence that these relationships contribute to Trust improvement or support for other academies</i>	<i>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 networks that benefit children and staff</i>	<i>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 local partnerships and sharing expertise widely. The Trust learns from and contributes to the practice of other MATs in their region</i>	<i>The Trust has a Teaching School Alliance, NLE, NLG and SLE who provide support across the Trust but also to schools beyond the Trust. The Trust is a key part of the regional system leadership capacity to improve standards for all and works to support and challenges new and experienced MATs region</i>

MAT Characteristic	Beginning	Developing	Embedding	Leading
Step 2 - 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.	<i>There is an embryonic Trust wide school improvement strategy that is focused on performance improvement in schools in significant difficulties. The Trust may have embedded effective attendance, behaviour and performance tracking systems, for example to rapidly improve the schools in the early years of membership</i>	<i>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</i>	<i>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</i>	<i>The Trust has improved the majority of its schools to the point at which those that were once weak now have capacity and strength to support new schools joining the MAT or schools beyond the Trust. They can also peer review with confidence other schools in the Trust. MAT leaders can articulate their school improvement repertoire</i>
Step 3 - there is a systematic programme of school to school support that is focused on the need of individual academies	<i>The Trust is starting to develop a school to school support strategy. Support is delivered by talented teachers and leaders in their own schools and is framed around core improvement themes and the skills of the staff</i>	<i>The Trust ensures that more teachers and leaders are making a contribution to school to school support beyond their own schools. The practice is good but there needs to be more impact driven classroom support</i>	<i>The Trust's school improvement strategy balances the generic needs of the schools with the facilitation of smaller learning communities of teaching leaders, who develop coaching groups with colleagues needing help</i>	<i>The Trust's school improvement strategy is built around an emerging pool of talented teachers and leaders who know the impact of their work and can name it and describe it</i>

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MAT Characteristic	Beginning	Developing	Embedding	Leading
Step 4 - there are clear quality assurance systems in place to improve consistency and performance	<i>The Trust has started to explore the elements of common practice that it believes will lead to greater consistency across the Trust. Examples include shared CPD and agreed data collection points and common educational policies across the Trust</i>	<i>The Trust has moved towards a stronger commitment to shared approaches that are improving practice. Shared CPD and data collection points are extended by peer reviews with frequent inclusion of external challenge</i>	<i>The Trust has ensured that there is a pattern of consistent practice that is now recognised as more efficient than each academy working independently. Academies are suggesting new areas of common working practice of their own for the Trust</i>	<i>The Trust has a common understanding of what outstanding performance is. All of the chief operating systems are consistently applied by the academies, who welcome this level of effective practice development</i>

Strong, resilient structures within the Trust are embedded and work effectively to drive up standards. This includes improved opportunities and support for teachers and leaders; better teaching and a curriculum that is balanced, broadly based and prepares pupils in all schools for the opportunities, responsibilities and experiences of later life; more robust governance; strong support infrastructures that free more funding for the classroom and ensure that schools joining the Trust can do so promptly and as seamlessly as possible. In turn this infrastructure supports all schools and their leaders to collaborate effectively, develop and enhance school to school networks and support local innovation

in order to raise the standards of educational attainment across the system and be recognised as a trust that provides robust leadership able to make improvements at a pace.

Fierte Growth trajectory 2016 - 2019

- 2016-2017: Three Academies opened in two geographical areas within Staffordshire. The Trust will remain open to approaches from schools in Staffordshire, Warwickshire borders to become a member of the Trust family.
- 2017-2018: a minimum of two more academies expected to join the Trust or one large academy within Tamworth.
- 2018-2019: a minimum of four/ five academies expected to join the Trust in the Burton locality.

At the end of the three year period of this Strategic Plan, the Fierte Academy Trust aims to be sponsoring between 8 to 10 open academies in 1/2 geographical regions with the possibility of two hubs.

Alongside the growth of the academies within geographical clusters the Trust will develop an infrastructure that is centralised and robust with the ability to provide both support and challenge.

Objective 2: Raise attainment and improve progression

MAT Characteristic	Beginning	Developing	Embedding	Leading
<p>OVERALL PERFORMANCE SELF ASSESSMENT</p> <p>There is clear evidence that the outcomes for young people who are educated within the MAT are exceeding previous performance and national expectations</p>	<p><i>The Trust outcomes for young people in terms of the progress they are making from KS1 to 2 or KS2 to 4 are not yet at national averages in more than half of the academies in the Trust</i></p>	<p><i>The Trust outcomes for young people in terms of the progress they are making from KS1 to 2 or KS2 to 4 are in line with national averages in more than half of the academies in the Trust</i></p>	<p><i>The Trust outcomes for young people in terms of the progress they are making from KS1 to 2 or KS2 to 4 are above national averages in more than half of the academies in the Trust</i></p>	<p><i>The Trust outcomes for young people in terms of the progress they are making from KS1 to 2 or KS2 to 4 are significantly above national averages in all of the academies in the Trust</i></p>
<p>Step 5 - there is a well communicated strategic vision and plan that moves seamlessly from implementation into impact. The school improvement plan can</p>	<p><i>The Trust has identified their key priorities & there is a strategic plan but it is too soon to see evidence of impact. The academies are not yet using the plan</i></p>	<p><i>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</i></p>	<p><i>The academy can provide some evidence that through their delivery of their academy-based plan at least 2-3 of the Trust priorities are also being delivered</i></p>	<p><i>The Trust has a strategic plan that seamlessly sits within the academy plans. There is clear evidence that all of the Trust priorities are being delivered by the academy.</i></p>

<p>only be delivered through support from the Trust and the Trust priorities can only be delivered through the academies</p>	<p><i>to inform their own improvement planning</i></p>			<p><i>It is impossible to tell who takes the credit as the delivery and quality assurance (QA) is united and done by both</i></p>
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Primary academies

From 2017, all Fierte Trust academies will exceed national averages of the expected standard in national tests at the end of Early Years, KS1 and KS2.

Narrowing the Gap

Pupil premium funding will be used to have the greatest impact through a series of intervention strategies in order to close the gap between disadvantaged children and young people and others in all Trust academies.

All Fierte academies will be judged good or better by the sixth term of opening, or from the first Ofsted inspection after that period of time. All academies will be judged outstanding following their second inspection.

Objective 3: Supporting excellent standard of teaching and learning

All teaching graded consistently 'good' with at least 40% outstanding teaching in all Fierte Trust academies within 3years of opening and across all key stages.

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Step 6 - there is a clear accountability framework for the performance of the Trust that all staff understand, including what happens when key staff under-perform	<i>Accountability is linked to line management at academy level and does not rise through the Trust effectively. Local governing bodies may hold the Principal(s) to account but the Chief Executive Officer2 (CEO) and Trust Board are not directly involved. The CEO is not fully held to account. Performance Management is embryonic at Trust level</i>	<i>The CEO holds the Principals to account and is held to account by the Board for the performance of the Trust. The CEO is accountable for standards in the academies. Performance Management of the CEO is emerging as a strength</i>	<i>The Chair of Board and the CEO hold the Principals and the chairs of academy boards to account. There is a collective responsibility for standards across the Trust. Performance across the academies is not as strong as it is at senior level where it is excellent</i>	<i>There is a clear path of accountability that enables discussions to take place from the Trust Board Chair to the CEO, the Trust Board Chair to Chair(s) of any local governing bodies, the CEO to Principals and Principals to their team members that improves standards. Performance Management is excellent Trust-wide</i>

Objective 4: Ensure strong leadership and governance across the Trust

MAT Characteristic	Beginning	Developing	Embedding	Leading
<p>Step 7 - there is a clear delegated framework for governance at Trust Board and local governing body level that makes the responsibilities of both the Board and any LGBs explicit</p>	<p><i>Members and Trustees fully understand their responsibilities and are clear about the legal framework in which the Trust operates but the overall governance structure lacks clarity, and information flow from academy level to Board may be restricted as a result. The Trust may be considering an LGB structure but this is not yet in place. All decisions for all schools are taken at Board level</i></p>	<p><i>There is a MAT board where the distinction between the role of members and directors is clear and understood by all staff. A skills audit enables the board to recruit skilled professionals capable of fulfilling their roles. There is clarity in terms of the roles of both boards but the structure is at an early stage of development. The values of the organisation are driven by the uniqueness of the schools, not the Trust</i></p>	<p><i>The MAT board is strength of the organisation and has been developed over time following review into a stronger unit that reflects the scale and development of the Trust. The delegated authority is clear and both boards understand their responsibilities. The MAT board protects and extends the values of the organisation</i></p>	<p><i>The board has a clear plan for delegated authority and regularly checks that it is fit for purpose. Local governing bodies are effective at quality assuring standards at their school and the CEO and central team are subject to the same scrutiny. The Trust is successful as a result of the school's performance and the schools are good because of the Trust. There is top-down and bottom-up accountability</i></p>

MAT Characteristic	Beginning	Developing	Embedding	Leading
Step 8 - there is evidence of skilled management of Trust Risk indicators	<i>There is a contingency and business continuity plan in place but there is little evidence that risk management is structured in the Trust. Risks are managed on an individual basis and whilst successfully mitigated, do not enable the Board to prevent them re-occurring</i>	<i>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 as yet unstructured relationship between the Trust's risk plan and those in the academies</i>	<i>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</i>	<i>The Board risk is managed well and there is a clear relationship between risk and mitigation. The board has a structure in place that ensures that not only current risks are managed well but that there is a 3-5 year risk anticipation plan in place that is under regular review</i>
Step 9 - there is a clear succession plan for the key posts within the MAT (CEO, Director of Finance, HR, Chair of Board, members and directors, Principals and Vice Principals)	<i>The Trust knows there are posts in the organisation that require a succession plan. It has not yet grown enough capacity from within the organisation to address this. The Trust would rely on external recruitment or some internal secondments to resolve succession issues</i>	<i>The Trust has a talent management programme that supports and develops talented teachers and leaders and equips them to work effectively across the Trust in different academies and roles. These blend CPD opportunities with wider leadership experience</i>	<i>The Trust has a talent management plan for emerging and senior leaders in the organisation that means the Trust can deploy its most talented staff to work in more than one school on secondments or permanent transfers, creating career development and succession solutions</i>	<i>The Trust has a talent management plan that has matured and now includes staff at all levels across the Trust. Senior leaders have worked in more than one Trust academy and middle leaders and the best teachers are deployed across the Trust to sustain and deepen impact</i>

The Strategic Board and all Forums working in partnership with the executive Head will:

- have a clear vision and ethos that is shared and at the heart of each academy.
- provide strong strategic direction with key drivers to maintain 'outstanding' outcomes.
- be ambitious and achieve strong governance that will transform our academies and schools building effective partnerships with parents, communities, businesses and other stakeholders
- strengthen professional leadership through the appointment of outstanding leaders that are appropriate to the challenge. All senior and middle leadership in a Fierte academy should be judged outstanding against the Ofsted Framework within three years of opening
- hold academy leaders and governors accountable for high standards of education and safeguarding against clear benchmarks and performance measures
- ensure that resources, within a constrained financial environment, are used in the most effective way
- Ensure that across the Trust a shared philosophy of excellence and shared opportunities remains at the heart of leadership and management.

The Strategic Board will hold the Fierte Trust Executive accountable for high standards against clear benchmarks and performance measures to:

- ensure all children and young people are educated in a safe environment where their well being and personal development are of the highest regard and safeguarding is effective.
- secure progress and attainment at a pace in all key benchmarks
- ensure solvency and probity
- ensure compliance with statutory regulations;
- engage stakeholders through a range of strategies e.g. questionnaires, parent councils, pupil councils.
- support smaller, more focused governance backed by the right information, incentives, interventions and innovations, with the members working at a strategic level.

The Fierte Strategic Board will review progress against these four strategic objectives through its reporting structure.

There will also be an annual review and any changes emanating from that will be reflected in the business, financial and marketing plans. All stakeholders of the Trust will be consulted on a regular basis to ensure that the strategic direction and shared philosophy is shared by all.

How will we do it?

The Fierte Trust will use the skills resources and expertise of its key partners. It will work in partnership with outstanding schools and outstanding leaders in order to learn from their Outstanding practice. It will also work with relevant partnerships to bring about sustainable and lasting transformation in those academies and schools that are underperforming.

We intend to cluster our academies and schools together in geographical areas in order to ensure that the key elements are in place to share best practice and to improve progress and raise standards of attainment of our pupils and students. Through this approach we, and our partners, can offer specialist capacity, capability and support to drive improvements where necessary. Many of our partner schools are led by National Leaders of Education and Local Leaders of Education with track records in turning failing schools around.

What will this look like?

We set high expectations for our leaders and teachers to support and stretch every child to ensure they make excellent progress and build the skills, knowledge and attributes that will prepare them well for secondary school and beyond.

Key Elements of our approach

- Strong leadership that transforms the culture within each academy with clear strategic direction and placing the pupils rights and needs at the heart of all they undertake.
- The pursuit of excellence is demonstrated through uncompromising and successful drive for improvement in the leadership and management of teaching, learning and progression
- Recognising the role of teachers and investing and developing them
- Excellent governance that challenges, supports and holds to account
- Outstanding teaching and pedagogical knowledge including research based practise
- Confident independent learners who use Rights and Responsibilities and BLP at the heart of their education
- A broad and balanced curriculum, relevant to its context, that has expert knowledge and individual needs at Its core
- High aspirations and expectations of all who work in our academies and schools that every pupil is able to succeed
- A 'no excuses' and ' Can do' behaviour policy
- Secure and effective partnerships with parents/carers, businesses and the local community each academy serves

Fierte will:

- ensure all pupils are educated in a safe environment and their personal well being is held in high regard
- drive up the educational outcomes of pupils in the academies
- raise the aspirations and expectations of all staff, pupils and parents in our academies
- recruit and develop high caliber leaders and managers of our academies who can instill a pride and confidence in the community served by the academy
- serve Pupils across all academies are educated within a dynamic, forward thinking Trust that can celebrate the uniqueness of each individual school but also utilise the wider school community to enrich learning experiences e.g. cross cultural, curricular or whole Trust initiatives e.g. Science Weeks/ National Book Weeks/ British Values weeks/ Whole Trust Big Writes/ Anti-Bullying weeks/ Black History Weeks/ E-Safety Weeks.
- ensure pupils participate and engage in whole school initiatives in individual academy as well as within the Trust e.g. shared School Council meetings, child led initiatives and forums e.g. Trust Sports Days, Enterprise events.
- Promote a culture where Pupils embody the conviction in respecting children's rights as a central component of the learning culture within each individual school community and through a collective Trust School Council

representation. Pupil led initiatives empower, fulfil and represent the wishes, needs and interests of the children e.g. Trust “Bake Off” or Talent Competitions.

Pupils can expect:

- Learning that inspires and fosters curiosity,
- An education that develops well-rounded individuals
- Access to a range of experiences that challenge and enhance skills, talents and aptitudes
- High expectations that lead to high pupil achievement
- An aspiration for each of them that fosters the development of strong ambitions

The Fierte Five

1. Every child will experience visiting a contrasting location during their school life, as well as a residential opportunity.
2. Every child will be involved in a wide scale, communal experience e.g. singing, performing or participating in a national arena e.g. Young Voices.
3. Every child will visit a cultural or religious place to deepen their appreciation of other cultures, religions and beliefs.
4. Every child will experience learning that is hands on, outdoors and fosters curiosity and a love of nature and the natural world.

5. Every child will experience a wide range of school trips including: museums, libraries, historic sites and local amenities.

Head teachers, teachers, support staff and governors can expect:

- An opportunity to work and develop in an academy and group of academies that will become world class
- An Academy that is both challenged and supported by the Fierte Trust to achieve consistently high standards for all the pupils.
- Opportunities to grow and develop as outstanding leaders and teachers and support staff that have the best opportunities available to develop a range of specialisms through high quality bespoke professional development
- Access to high quality School Improvement expertise

Parents can expect:

- A world-class education that meets the needs and extends the potential of all pupils in the academy, which values every child and aims to boost their self-confidence.
- A commitment that parents will be informed in a timely manner about their child's attendance, progress, attainment and well-being.

- A sponsor that will develop parents/carers as active partners in their child's progress, and will provide them with resources and a toolkit to perform this role successfully.

Communities can expect:

- An academy that is an engine for regeneration, a learning resource, and at the centre of the community of which they can be proud.
- A community hub that meets the needs and aspirations of the community.

Why are we doing this?

Fierte wants to make a difference to all groups of children, especially the disadvantaged children who are the most vulnerable in our society.

This will be achieved for all pupils by:

- Having a world class educational experience that will deliver better life chances

- Making rapid and sustained progress, gaining knowledge and understanding quickly and in depth
- Acquiring and applying skills and expertise that prepare them well for the next stage of their educational journey
- Learning exceptionally well in all areas of the national curriculum and having high levels of enthusiasm and a thirst for learning
- Being inspired by excellent role models who are leaders in their academies
- Being resilient and independent and able to tackle challenging tasks with confidence and determination
- Having excellent attitudes, understanding the importance of behaviour in a range of social situations
- Understanding how to keep themselves and others safe
- Having an opportunity to celebrate their achievements and successes through the use of appropriate awards

Considerations-

- Trust SEF (at least annually)
- Fierté Five experiences for all children
- Growth that will eventually lead to a Teaching Trust
- Annual testimonials from staff and pupils on the website
- Termly governance training bespoke
- Whole Trust collaboration – monitoring, moderation, Big Write- Science Weeks, Sharing of each academies uniqueness

- Community Hubs- medical/ financial/ ties abroad
- Business links
- Counsellor- shared to support Mental Health
- Before/ after school and nursery care as part of a subsidiary company