



# Symphony Learning TRUST

**'Aspiration, Innovation, Excellence'**

## **Strategic Business Plan 2016-2021**

**Newcroft**



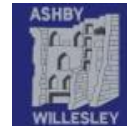
**Thornton**



**The Meadow**



**Ashby Willesley**



**Glen Hills**



**Fairfield**



# Contents

	<b>Page</b>
Introduction	2
Object (of the Trust)	3
Structure	3
Vision	5
Teaching, Learning and Assessment Strategy	7
Objectives 2016-2021	8
Actions 2016-2017	9
Key Performance Indicators	10
Quality Assurance Framework – Scheme of Delegation	11
Quality Assurance Framework – Functions of Trustees	21
Quality Assurance Framework – Policies	24
Identified Risks	28
Capital Strategy	29
Financial Strategy	35

## Introduction

The **Symphony Learning Trust** was formed on the 1<sup>st</sup> September 2016 from Glen Hills Primary School, The Meadow Community Primary School, Ashby Willesley Primary School, Newcroft Primary Academy, Fairfield Primary School, Thornton Primary School. As part of a coherent vision to act together in a deep partnership, the trust was formed with a Board of Members, Trustees (including the CEO) and Local Governing Bodies. All of the schools are convertor academies and none are sponsored but **we have approval to become a sponsor**. The Trust is open to other schools joining as determined and agreed by the Trustees.

The Academies are led by Head teachers, Executive Head teachers and Heads of School thus:

- **Glen Hills**<sup>1</sup> – Head of School\*
- **Fairfield** – Head of School\*

\* These schools share an **Executive Head teacher**

- **Newcroft**<sup>1</sup> – Head of School<sup>+</sup>
- **Thornton** – Head of School<sup>+</sup>

+ These schools share an **Executive Head teacher**

- **The Meadow**<sup>1</sup> – Head teacher
- **Ashby Willesley**<sup>1</sup> – Head teacher

<sup>1</sup> A 'Lead School' in the Multi-Academy Trust

In developing this strategic business plan the Executive Heads and Head teachers were aware of the potential reduction in teacher supply over the next five years. Its determination to improve the educational outcomes of all the children and young people, it is directly responsible for, will only be achieved through the recruitment and retention of a high quality and committed workforce. To this end the Trust is aspiring to become the *employer of first choice* within the area. We intend to develop, implement and embed a recruitment and retention strategy based on a positive ethos within all our academies, delivering workload reform, outstanding professional development and enhanced career opportunities for staff. This plan is deliberately focussed on a few objectives that we believe will have a significant impact on the quality of teaching and learning, removing barriers to achievement and enhancing educational outcomes. As Ofsted implements its updated inspection programme and external accountability is replaced by greater internal responsibility, the Trust will develop, implement and embed a Quality Assurance Programme with external validation/peer review to ensure its processes and outcomes are of a consistently high quality. The Trust fulfills most aspects of a Teaching Schools Alliance, without the official recognition and it is active in supporting the delivery of leadership programmes and providing places for initial teacher education trainees.

## Object

The Company's 'object' is specifically restricted to the following:

- a) *To advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing a school offering a broad and balanced curriculum (“the Academy”).*
- b) *To promote for the benefit of the inhabitants of Glen Parva and the surrounding area (which we take to be wider than solely Glen Parva) the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, affinity or disablement, financial hardship or social and economic circumstances or for the public at large in the interests of social welfare and the object of improving the condition of life of the said inhabitants.*

## Structure

### Members

- Meet once per year (or as required), late November:
- Presentation of accounts
- Report presented by the Trustees (overview of performance)

### Trustees

- Meet termly
- Presentation of an overview of performance of each individual school
- Strategic approach to agree priorities for the MAT
- Utilise skills-based expertise to delegate resources

### MAT Committees

- Business Management Committee (e.g. all finance, HR, H&S, property) – Business Managers (Lead Schools), Accounting Officer, up to two Trustees (skill based)
- Standards, Learning and Teaching Committee (e.g. monitoring of standards in all schools, data analysis, scrutiny and moderation of learning and teaching) – Executive Heads, Heads of School, Head teachers,



# Symphony Learning Trust



## Accounting Officer

**Tim Sutcliffe** - This is a vital role, as the Accounting Officer is personally responsible to the Trustees for:

- ensuring regularity and propriety;
- prudent and economical administration;
- avoidance of waste and extravagance;
- efficient and effective use of available resources; and
- the day to day organisation, staffing and management of the academies

## MEMBERS

Bill Gilmour (Chair of Trustees)  
 University of Leicester - Sue Davis  
 Sally Cox - ex Secondary Head  
 Nigel Harrison - IT Project Manager  
 Jon Sutcliffe - Ex Ofsted Inspector  
 Accountable for the Trust

## 5 MEMBERS

- Found the company
- Are accountable for the company/ charity
- DfE preference for 5 members
- The headteacher must not be a member (DfE policy, good governance, but not the law)
- No more than 19.9% 'local authority influenced
- Limited liability - £10.

## CEO

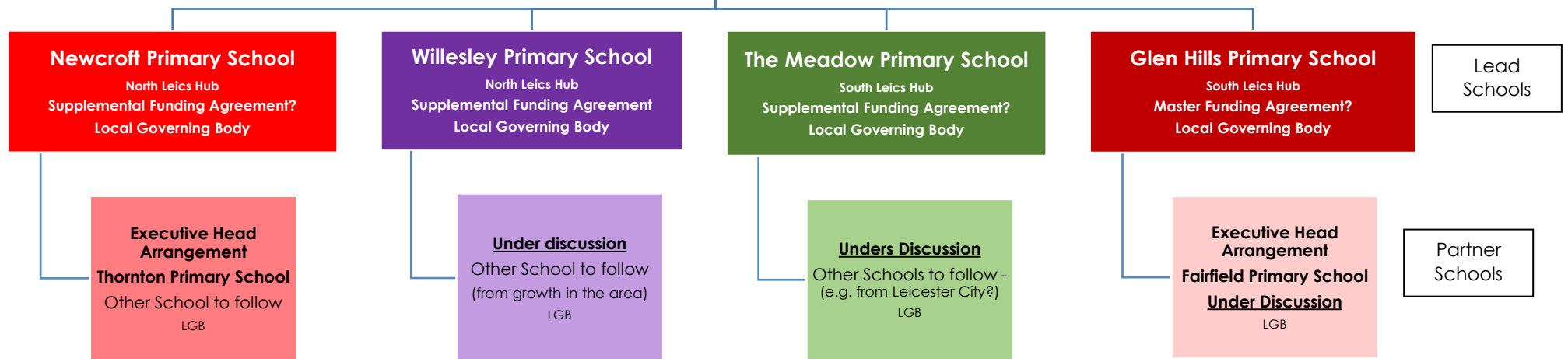
**Kathryn McGovern** - A CEO is accountable for the outcomes of the MAT as a whole. All of these CEOs are 'system leaders' who are accountable for the outcomes of a group of schools whilst having an overview of the national system of education.

## TRUSTEES

**(11) CEO + Governors from schools**

## 11 TRUSTEES

- Those appointed by the Members;
- Head Teacher/ Principal;
- At least two parent governors;
- No more than one third employees;
- No more than 19.9% local authority; influenced persons who are trustees/ members;
- Co-opted (limit on employees still applies)



Heads of School, or Head teacher, in each Partner School, accountable to Executive Heads. As far as practical, Lead Schools Partner Schools to be linked by geography. Funding is comes directly to each Academy from the EFA. New 'Lead Schools' are an option

## Vision

The Symphony Learning Trust is a Multi-Academy Trust that places outstanding learning and teaching at the heart of all its activities. All Lead Schools and Partner Schools are committed to continuing to raise standards and to inspire young minds. In an ever-changing world, SLT are committed to provide balanced, inspirational and exciting learning experiences for our pupils, with our values of aspiration, effort, tolerance and integrity underpinning this drive. The Symphony Learning Trust Lead Schools have a proven track record of devising and leading national initiatives and highly effective School to School support. We are proud of the impact we have upon outcomes for children across schools.

We believe that strong collaboration with shared accountability can lead to better progress and attainment for pupils, and help all of the MAT schools meet rising expectations and to improve:

- Outcomes for children
- Opportunities for economies of scale
- The robust nature of our accountability towards and for one another
- All partner schools' capacity to dictate their own direction

This helps us to continue to build upon the work of symphony in which;

- Our school leaders and teachers share thinking and planning to spread expertise and tackle challenges together
- Our Governors come together to share strategic thinking, to combine skills and to support each other during challenging times
- shared professional development can more easily be arranged, whether led by staff from one of the partner schools or an outside body

A Multi-Academy Trust in which four lead schools share the accountability for outcomes benefits from the fact that:

- Our school leaders, teachers and other staff could be shared across more than one school, enabling us to find different solutions to recruitment challenges, to retain staff by providing new opportunities within the group and to plan succession more effectively;
- Our groups of schools would find it easier to find and fund specialist expertise (specialist teachers and specialists in areas such as data analysis, finance, health and safety, HR) and provide richer curricular and extra-curricular activities;
- No one Lead School would be left vulnerable in a crisis but the significant expertise of each can be utilised on an equal footing;

The Symphony Learning Trust seeks to be the place of first choice for children to learn and staff to work. In each Academy, there is an extensive challenging curriculum and through best practice in teaching and learning, informed by research and the experiences of our staff, we will enhance children's life chances by maximising their educational outcomes.

The Trust will be a powerful developer of people delivering coherent teaching & learning, leadership and technical knowledge and skills enhancement programmes alongside focused and impact orientated staff development projects, opportunities and experiences. Robust and rigorous quality assurance processes will help leaders across the Trust further develop and enhance their leadership skills and increase their influence and impact.

We are committed to supporting the evolution of a school-led system through connecting, working with and supporting schools and educational organisations, locally, regionally and nationally. This is underpinned by our work with the Symphony Primary Schools Partnership on the Symphony Assessment System.

## Teaching, Learning and Assessment Strategy

The Symphony Learning Trust is seeking to further improve the quality of teaching and learning through developing a data and feedback informed approach to teaching and learning across its academies. All schools in the Multi-Academy Trust will use the **Symphony Assessment System** to ensure consistency for analysis of pupils' performance. In order to continuously improve outcomes and opportunities for pupils in the MAT, all schools agree to:

- Share expertise to facilitate joint working
- Raise attainment and progress
- Improve teaching and learning
- Develop and Improve Leadership, Management and Governance at all levels
- Share expertise and knowledge
- Deliver a wide range collaborative events to inspire pupils' learning
- Moderate shared data

Schools in the Symphony Learning Trust each have a distinctive ethos according to the communities they serve. Planning schemes of learning is a complex task which benefits from the additionality and diversity that each Academy team brings. Each Academy's collaborative planning will be informed by experience, research and data, from the outcomes of pupil assessment and lesson study projects. We use subject leader network groups to help redefine and capture curriculum excellence and share it as widely as possible. Getting this right will mean that best practice becomes available to all staff in all Academies in the Trust so that all children may benefit from it. We plan learning not lessons, starting with the key concept or main idea to be taught, determining challenging milestones and end point success criteria against the steps of learning in the Symphony Assessment System and 'Development Matters' in the Early Years (which exemplify the expected levels of development in the learning sequence from Pre-Year 1 to beyond Year 6). After this, the learning intentions and flow can be determined; although, in reality, the whole process tends to be more iterative in nature.

Teachers will receive feedback on the quality of teaching and learning in their classes through formative and summative lesson observations, the outcome of pre-planned assessments and the use of lesson study, learning walks and book scrutiny. A range of professional development will be provided to assist teachers in their desire and efforts to improve. Teachers and Pupils will understand the next steps in their learning through high quality marking and feedback (both written and oral), formative, summative and diagnostic assessments. Time will be given, as appropriate, to reteach elements of the scheme of learning or for pupils to improve their work to a higher standard. Support for vulnerable groups, disadvantaged groups and for pupils with Special Educational needs will be planned and supported through the additional funding received for such purposes.



## Objectives 2016-2021

Object Focus	Ref:	Outcomes	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
1. Leadership and Management	1a	Develop and Implement systems of due diligence as a framework for all schools in the MAT and a set of standards for schools to provide consistency in environment, communication, parental engagement, enrichment	Implement	Implement	Embed	Embed	Embed
	1b	Implement a recruitment & retention strategy based on a positive ethos, professional development and enhanced opportunities for all staff in order that SLT can become an 'employer of choice'	Develop	Implement	Implement	Embed	Embed
	1c	Implement a Quality Assurance Programme across the Trust with validation/peer review to continually challenge expectations in all schools	Develop	Implement	Embed	Embed	Embed
2. Teaching, Learning and Assessment	2a	Implement a consistent and secure system of Assessment across the Trust to maximise pupil progress to drive standards forward	Implement	Implement	Embed	Embed	Embed
	2b	Develop projects to improve pedagogy across the MAT		Develop	Implement	Implement	Embed
	2c	Develop and implement systems of cross-MAT moderation and quality assurance	Develop	Implement	Embed	Embed	
3. Behaviour, Safety and Welfare of Pupils (including mental health)	3a	Implement rigorous safeguarding processes in all schools to ensure the highest standards of safety in all schools	Develop	Implement	Implement	Implement	Implement
	3b	Implement the highest expectations of Behaviour for Learning in all classes	Implement	Embed	Embed	Embed	Embed
	3c	Embed a strong ethos in each school by promoting British Values and global citizenship	Develop	Implement	Implement	Embed	Embed
	3d	Develop systems for schools in supporting children's mental health and well-being	Develop	Develop	Implement	Implement	Embed
4. Outcomes for Pupils and groups	4a	Year 6 – above national average for progress and for standards in all schools	Implement	Implement	Embed	Embed	Embed
	4b	Develop systems to ensure that all stakeholders uphold the values of Aspiration, Innovation and Excellence	Develop	Develop	Implement	Embed	Embed
	4c	Outcomes for disadvantaged groups above national to help close the gap	Develop	Implement	Implement	Embed	Embed
5. Outward Looking (Teaching Schools)	5a	Embed Initial Teacher Training in order to develop the next phase of outstanding teachers for the Trust	Implement	Implement	Implement	Embed	Embed
	5b	Develop and Implement an appropriate professional development curriculum for staff	Develop	Implement	Embed	Embed	Embed
	5c	Implement Leadership Development programmes to enable staff to progress and to encourage retention within the profession (career pathways)	Develop	Implement	Embed	Embed	Embed
	5d	Implement School to School Support where needed	Develop	Implement	Embed	Embed	Embed

Object Focus	Ref:	Outcomes	Aim	Actions for the Year - Steps			
				1	2	3	4
1. Leadership and Management	1a	Develop and Implement systems of due diligence as a framework for all schools in the MAT and a set of standards for schools to provide consistency in environment, communication, parental engagement, enrichment	Implement	Create a robust due diligence procedure	Seek approval of trust for the procedure	Implement due diligence on an interested school	To review findings of the procedure
	1b	Implement a recruitment & retention strategy based on a positive ethos, professional development and enhanced opportunities for all staff in order that SLT can become an 'employer of choice'	Develop	Review staffing structures in SLT schools	Create CPD opportunities to provide staff progression across SLT		Recruit from running successful schools direct programme
	1c	Implement a Quality Assurance Programme across the Trust with validation/peer review to continually challenge expectations in SLT	Develop	Create new dates for HT triads	Create links for senior staff across the trust	Create groups for moderation across SLT	Share best practice from national test
2. Teaching, Learning and Assessment	2a	Implement a consistent and secure system of Assessment across the Trust to maximise pupil progress to drive standards forward	Implement	Further embed the SAS	Continue to work and evolve SAS	Compare trust schools data with other SAS schools	Use moderation groups as in 1c
	2b	Develop projects to improve pedagogy across the MAT	Develop	Use autumn teacher days to share good practice and inspire pedagogy across the trust schools			
	2c	Develop and implement systems of cross-MAT moderation and quality assurance	Develop	Key groups to be created	Groups to be allocated meetings	Meetings to feedback to trust on progress via headteachers	
3. Behaviour, Safety and Welfare of Pupils (including mental health)	3a	Implement rigorous safeguarding processes in all schools to ensure the highest standards of safety in all schools	Develop	Review current school procedures	Look for best practice	Implement best practice across all schools, sharing outcomes at trust level	
	3b	Implement the highest expectations of Behaviour for Learning in all classes in all schools in the world	Implement	Review BfL through triad visits	Discuss and review behaviour policies across the trust	Review BfL through further visits	
	3c	Embed a strong ethos in each school by promoting British values and global citizenship	Develop	Review of how British values are celebrated in SLT and look for best practice		Share best practice across the trust and link to SLT website	
	3d	Develop systems for schools in supporting children's mental health and well-being	Develop	Employ a trust Ed Psychologist	Investigate counselling for pupils	Ensure SEND coordinators make relevant contacts with other healthcare professionals	
4. Outcomes for Pupils and groups	4a	Year 6 – above national average for progress and for standards in all schools	Implement	(1c) Y6 teachers meet termly	Moderation of writing takes place across the trust to ensure parity		SAS used effectively to target children
	4b	Develop systems to ensure that all stakeholders uphold the values of Aspiration, Innovation and Excellence	Develop	Regular headteachers reports produced to inform trust of school standards		Ofsted reports of individual schools to be scrutinised by trust	
	4c	Outcomes for disadvantaged groups above national to help close the gap	Develop	SAS used to target vulnerable groups	Checks on PP expenditure across the trust schools including website overviews		PP data analysed through Raise/ Liaise
5.Outward Looking (Teaching Schools)	5a	Embed Initial Teacher Training in order to develop the next phase of outstanding teachers for the Trust	Implement	To work with local Universities	Continue with Schools' Direct	Quality assure pre NQT staff	Employ the very best NQTs
	5b	Develop and Implement an appropriate professional development curriculum for staff	Develop	Use trust development opportunities to provide staff development		To skills audit trust staff	Whole SLT CPD through teacher days
	5c	Implement Leadership Development programmes to enable staff to progress and to encourage retention within the profession (career pathways)	Develop	Continue to work closely with the National College to provide training		Create promotion opportunities and grow leaders within the SLT	
	5d	Implement School to School Support where needed	Develop	Use triads to identify needs	Create and run development programmes by using our own SLEs		Use SLEs to provide S2S support

## Actions 2016-2017

## Key Performance Indicators

<b>Performance Area</b>	<b>Performance Measure</b>
<b>Academic Standards</b>	<p>All academies to be at or above the national average for expected progress in Reading, Writing &amp; Mathematics and a KS2 value added score in the top 25% of primary schools nationally.</p> <p>The gap between pupil premium and non-pupil premium children (on the above two measures) to be below the national average.</p> <p>All academies to be graded as good or better in Ofsted &amp; Section 48 inspections</p>
<b>Attendance &amp; Behaviour</b>	<p>Overall attendance in all academies to be above national average and in the top 40% of schools nationally.</p> <p>Persistent absence to be below national average in all academies.</p> <p>The level of permanent and fixed term exclusions (as a percentage of the pupil group and enrolment) to be below national averages.</p> <p>The gap between pupil premium and non-pupil premium children, on attendance &amp; behaviour measures, to be below the national average.</p>
<b>Recruitment &amp; Retention</b>	<p>All academies to be over subscribed for entry into reception</p> <p>All academies to be full in all year groups.</p> <p>All academies to have a full staffing establishment in September of each academic year.</p> <p>The number of staff leaving due to retirement &amp; promotion is greater than all other reasons for leaving the Trust's employment</p> <p>Positive data in pupil, parent and staff voice surveys</p>
<b>Finance</b>	<p>Audit reports identify no high risk aspects to the functioning of the Trust or its academies.</p> <p>Rolling five year finance &amp; capital strategies are used to make key spending decisions and identify efficiencies.</p>
<b>Governance</b>	<p>Full and timely submission of Annual Report to Companies House.</p> <p>Attendance at Full Board (Trustees) and Committee Meetings to average 90% or higher over the academic year.</p> <p>Formal schemes of delegation are produced and reviewed annually.</p>
<b>Vision &amp; Ethos</b>	<p>The Trust has a clear three to five year vision which has been used to identify strategic priorities.</p> <p>All academies to be graded as good or better in inspections</p>

## Quality Assurance Framework - Scheme of Delegation

In this Scheme of Delegation, the phrases used have the following meanings:

**Consult:** the individual/group that should be consulted as part of the process of completing a particular task.

**Deliver:** the individual/group that has responsibility for undertaking the particular task delegated to them and reporting on its delivery at suitable intervals. In the case of the CEO/Exec Heads this will be at Trust level. In the case of the Head teacher / Head of School this will be at Academy level.

**Determine:** the individual/group that has primary responsibility for ensuring the particular task is completed and determining how the Trust and/or Academies (as appropriate) should undertake the task including determining appropriate milestones and targets to be reported against.

**Develop:** the individual/group that has responsibility for developing proposals relating to a task for discussion and approval by the appropriate decision-making individual/group.

**Recommend:** the individual/group that should make recommendations as to how a particular task should be completed. In the case of (i) the CEO/Exec Heads they will be making recommendations to the Board and/or LGB (as appropriate), (ii) the LGB they will be making recommendations in relation to their Academy to the Board, CEO/Exec Heads and/or Head teacher / Head of School (as appropriate) and (iii) the Head teacher / Head of School they will be making recommendations in relation to their Academy to the CEO/Exec Heads and/or LGB (as appropriate).

**Report:** the individual/group that has responsibility for reporting on the delivery of tasks. In the case of (i) the CEO/Exec Heads they will be making reports to the Board and/or LGB (as appropriate), (ii) the LGB they will be making reports in relation to their Academy to the Board and/or CEO/Exec Heads (as appropriate) and (iii) the Head teacher / Head of School they will be making reports in relation to their Academy to the CEO/Exec Heads and/or LGB (as appropriate).

**Review:** the individual/group that has responsibility for reviewing whether a particular task is being carried out satisfactorily and where appropriate requiring action to be taken to ensure task is delivered appropriately. In the case of (i) the Board they will be reviewing the CEO/Exec Heads and/or LGB (as appropriate), (ii) the CEO/Exec Heads they will be reviewing the Head teacher / Head of School and (iii) the LGB they will be reviewing the Head teacher / Head of School and his leadership team.

**Comply:** the individual/group will follow agreed policies and procedures.

*To assist interpretation of the matters delegated the table below provides additional comment as appropriate.*

		Trustees	CEO/Exec Heads	LGB	Head teacher / Head of School
<b>STRATEGY AND LEADERSHIP</b>	<b>Set strategic objectives of the Trust &amp; Academies</b>	Determine – for the Trust & Academies	Develop – in the case of the Academies in consultation with LGB & Head teacher / Head of School	Recommend	Consult – in the case of their Academy
	<b>Deliver strategic objectives of the Trust &amp; Academies</b>	Review	Deliver	Review	Deliver
	<b>Scrutiny</b> – review & challenge progress of the Trust against its strategic objectives and KPIs	Review – progress of the Trust & Academies	Report Review - reports from the LGBs/Head teacher / Head of Schools	Review – progress of the Academy Report – progress to the CEO/Exec Heads & Board	Report – progress of the Academy to the LGB
	<b>Compliance: Funding Agreement</b> – comply with all obligations including the Academies Financial Handbook	Review	Deliver	Comply	Comply
	<b>Compliance: Regulatory</b> – with all regulations affecting the Trust (including all charity law, company law, employment law and health and safety)	Review	Deliver Report – to Board	Review	Deliver Report – to LGB & CEO/Exec Heads
	<b>Compliance: Financial Oversight</b> - ensuring that there are appropriate financial controls so that there is regularity, probity and value for money in relation to the management of public funds	Determine – policies to ensure compliance Review	Deliver Report – to Board	Review	Deliver Report – to LGB & CEO/Exec Heads
	<b>Compliance</b> – completing the register of business interests and put in place a procedure to deal with any conflicts of interest and connected party transactions	Determine – policies to ensure compliance Deliver		Deliver	

	Trustees	CEO/Exec Heads	LGB	Head teacher / Head of School	
<b>STRATEGY AND LEADERSHIP</b>	<b>Appointments of Trustees and Governors</b> – ensuring processes in place for appointment of trustees (including ensuring that the Trustees and Governors have the skills to run the Trust and the Academies)	Determine – policies and criteria for the selection of Trustees and Governors  Review – the Board's own performance  Review – performance of the LGBs	Report - to the Board on the performance of the LGBs  Review - annually the size, structure and composition and skill Determines of LGBs  Recommend – if appropriate changes to the size and composition of the LGBs	Review - procedures for the election of staff and parent governors of the LGB  Review – own performance	
	<b>Appointment of the Responsible Officer and Audit Committee</b>	Deliver - appoint Responsible Officer and (if necessary) the Audit Committee	Deliver – the Responsible Officer role		
	<b>Appointment of Clerk – Board and LGBs</b>	Deliver - appoint the clerk to the Board & LGBs		Consult – in connection with the appointment of the LGB clerk	
	<b>Policies – review and approval of Trust Wide Policies</b> (including admissions, DBS, charging and remissions policies, health & safety and safeguarding)	Determine	Deliver – presenting policies to the Board for approval  Report – material non-compliance to the Board	Review – all policies approved by the Board and Academy specific policies	Deliver – presenting Academy specific policies for approval by the LGB  Report – non-compliance to the LGB and the CEO/Exec Heads
	<b>Prepare terms of reference for LGBs and Committees</b>	Deliver  Review - annually	Develop		
	<b>Training programme for trustees and governors</b>	Deliver	Develop	Deliver	

		Trustees	CEO/Exec Heads	LGB	Head teacher / Head of School
<b>EDUCATION AND CURRICULUM</b>	<b>Academy Development Plan</b> - for each Academy in line with strategic aims (and improvement plan of the Trust)	Determine - the Trust Development Plan in consultation with the Exec Heads	Deliver – drafting and agreeing each Academy Improvement Plan	Determine – Academy Improvement Plan and share overall academy aims with the Trustees	Work with the CEO/Exec Heads in producing each Academy Development Plan  Deliver – Develop – Recommend to Exec Head
	<b>Key Performance Indicators – setting and reviewing performance of the Trust &amp; the Academies</b>	Determine – Trust wide and Academy KPIs  Review – performance against KPIs	Consult – with the LGBs and propose KPIs to the Board  Receive reports - from the LGBs and report performance of the LGBs against KPIs	Recommend – targets for performance of the Academy to the CEO/Exec Heads  Review – performance of the Academy and report to the CEO/Exec Heads  Deliver - holding leadership to account for delivery against KPIs	Deliver – performance of the Academy against KPIs  Report – performance of the Academy to LGB
	<b>Quality of Teaching</b> - ensuring appropriate levels of support, challenge and intervention to support delivery of education outcomes	Review - the work of the CEO/Exec Heads	Deliver - supporting the Academies and intervening where appropriate  Report to Trustees	Review - at the Academy	Review – management of staff to ensure teaching and learning objectives are met  Report- strengths and concerns in the quality of teaching to LGB
	<b>Curriculum</b> – setting the curriculum for the Academies and reviewing its effectiveness	Review – effectiveness of the curriculum across Trust	Deliver	Consult  Review	Recommend  Deliver
	<b>Pupil Premium</b> – reviewing and challenging the value for money/ ROI of the Pupil Premium in terms of educational outcomes and narrowing the achievement gap	Review	Report – to Board effectiveness of use of the Pupil Premium across Trust (if required (i.e. Gaps are not closing)	Determine & Review – how Pupil Premium is spent at the Academy	Deliver  Report – on effectiveness of use of the Pupil Premium to Exec Head and LGB



	Trustees	CEO/Exec Heads	LGB	Head teacher / Head of School	
<b>EDUCATION AND CURRICULUM</b>	Set admissions policy	Deliver	Develop		
	Admission decisions			Deliver Consult	
	Collective worship arrangements for school without religious character			Review Deliver	
	Student issues (including attendance, exclusions, punctuality and disciplinary matters for each Academy)	Review	Review delivery	Receiving reports from the Head teacher / Head of School Report any material issues to the Board and the CEO/Exec Heads	Deliver – ensuring student issues are dealt with in accordance with Trust and Academy Policies Report – to the LGB on any material issues
	Academy Hours – setting the opening and closing times for the Academies	Determine – in consultation with LGBs		Consult – with the Board	Comply
	Term Dates and length of school day	Determine – in consultation with LGBs		Consult – with the Board	Comply
	School lunch – ensure provided to appropriate nutritional standards			Review	Deliver
	Provision of free school meals to those meeting criteria			Review	Deliver

		Trustees	CEO/Exec Heads	LGB	Head teacher / Head of School
FINANCIAL	<b>Funding Model</b> - agreeing a funding model across the Trust and develop an individual funding model for the Academies) so as to the secure the Trust's financial health in the short term and the long term	Determine – in consultation with the LGBs	Recommend a funding model to the Board for approval Review	Consult – with the Board Review - compliance with the overall financial plan for the Academy	Comply
	<b>Trust Annual Budget</b> – formulating and setting the Trust wide budget	Determine	Deliver - on preparation of Trust budget and present to the Board for approval Review – submission of Trust budget to the EFA		
	<b>Academy Annual Budgets</b> – formulating and determining the proportion of the overall budget to be delegated to each Academy (including uses of contingency funds/ balances)	Determine	Deliver - on preparation of Academy budgets in consultation with the LGBs and present to the Board for approval Review – submission of Academy budgets to the EFA	Consult - with CEO/Exec Heads in respect of the Academy's requirements Comply	Deliver Comply
	<b>Expenditure and ensuring delivery of Annual Budgets</b>	Review	Report – to the board any material issues with delivery against the Annual Budget by the Academies Receive reports – on matters of concern in connection with compliance with the Annual Budgets	Review Report - to the CEO/Exec Heads any issues with expenditure or compliance with the Annual Budgets by the Academy	Report – to the LGB any need for any matters of concern in respect of the Academy's annual budget
	<b>Reporting:</b> financial reporting and KPIs	Determine	Deliver	Review	Deliver
	<b>Delegated Budgets and Finances</b> - in the form of a scheme of delegation of financial authority to the Academies	Determine	Deliver – on recommending financial limits to the Board Review – effectiveness of limits	Review Delivery– Academy Comply - adherence to limits	Comply - adherence to limits

		Trustees	CEO/Exec Heads	LGB	Head teacher / Head of School
<b>FINANCIAL</b>	<b>Financial Policies</b> –establishing of policies and procedures to ensure compliance with the Trust's financial and reporting requirements	Determine	Review – compliance with policies  Report – any issues or non-compliance to the Board	Review delivery - compliance with policies  Report – any issues or non-compliance to the CEO/Exec Heads	Deliver – compliance with finance policies
	<b>Approving annual accounts</b>	Approve	Deliver – arrange for auditing and filing of annual report and accounts	Comply – by keeping proper records in respect of the Academy and providing such information to assist the Trust in preparation of the Annual Accounts	
	<b>Corporate Risk Register</b>	Review delivery	Deliver – management of corporate risk register	Review - Academy risk register	Deliver – management of Academy risk register
	<b>Investments</b> – agreeing the investment policy in line with the Academies Financial Handbook and any internal polices and controls	Determine and review delivery	Deliver		

	Trustees	CEO/Exec Heads	LGB	Head teacher / Head of School	
<b>HR AND OPERATIONS</b>	Appointing CEOs/Exec Heads	Appoint	Involvement in Recruitment of Exec Heads of the other Lead Schools	Representation on selection panel	
	Appointing the Head teacher / Head of Schools at each Academy	Approve -in consultation with the CEO/Exec Heads/ LGBs	Recommend – sit on appointment panel along with [two] representatives of the relevant LGB	Recommend – [two representatives] to sit on the appointment panel with the CEO/Exec Heads	
	Appointing of cross-Trust Staff (in line with recruitment policy)	Review	Appoint and report to the Board		
	Appointing Academy Staff		Appoint staff within the Academy(s) and to delegate to Head of School / Head teacher as required	Recommend	
	Establishing Trust wide HR Policies (including recruitment , discipline, capability, grievance and absence policies) in accordance with all appropriate regulations	Determine Review	Comply	Review	Comply
	Setting Appraisal Performance Management Policy together with pay reviews (in line with the Trust's pay policy and all statutory regulations)	Review – in respect of CEO/Exec Heads  Receive reports – in respect of appraisal arrangements and outcomes  Review – any appeals in respect of the Head teacher / Head of Schools and cross academy staff	Review – in respect of Head teacher / Head of Schools and cross Trust staff (and any appeals from Academy staff)  Review - and Report – (annually) to the Board on appraisal arrangements and outcomes	Assure – in respect of performance management of Head teacher / Head of School  Review – any appeals respect of all other staff	Review – in respect of all other staff  Report – annually to the CEO/Exec Heads on appraisal arrangements and outcomes

HR AND OPERATIONS

	Trustees	CEO/Exec Heads	LGB	Head teacher / Head of School
Setting Terms and Conditions of Employment and Staff Code of Conduct	Determine – and consider any proposals by LGBs to make amendments	Recommend	Consult - report to Board on any suggested changes to the Academy's terms and conditions	Comply
Dismissing CEO/Exec Heads, Head teacher / Head of Schools, senior/ cross Trust staff (in accordance with the Trust disciplinary and capability policies)	Deliver – in respect of the CEO/Exec Heads	Review – in respect of Head teacher / Head of Schools, cross academy staff and senior leadership teams of the Academies Report – any dismissals to the Board	Action – in respect of the Head teacher / Head of School of the Academy	
Dismissing all other staff (in accordance with the Trust disciplinary and capability policies)		Review Report – to the Board	Review (in consultation with the CEO/Exec Heads) Report – to the CEO/Exec Heads	Comply
Reviewing discipline and grievance policy	Review delivery	Recommend	Review - in line with Trust policy	
Setting trust wide procurement policies (for suppliers including auditors, HR and payroll providers and solicitors) in accordance with the Funding Agreement, Academies Financial Handbook and the Trust's procurement policy	Determine	Deliver	Comply	Comply

	Trustees	CEO/Exec Heads	LGB	Head teacher / Head of School	
<b>HR AND OPERATIONS</b>	Setting academy specific procurement policies - in accordance with the Funding Agreement, Academies Financial Handbook and the Trust's procurement policy	Determine	Review	Deliver – in accordance with Trust policy	Recommend
	Determining and allocating central services provided to the Academies by the Trust	Determine (in consultation with the LGBs)	Deliver– on recommending the allocation of services to the Board	Consult	Consult
	Overseeing the effectiveness of services provided centrally by the Trust	Review	Deliver and report to Board	Report – to the Board	
	Asset and Premises Maintenance Strategy – determining use of Academies' premises and ensuring premises are adequately maintained	Determine – Trust wide policy	Recommend	Determine – academy plan in accordance with Trust policy Review delivery of academy plan	Deliver – in accordance with Academy policy
	Acquiring and disposing of Trust land	Deliver	Recommend		
	Changing use of Assets	Deliver		Recommend to the Board of any changes to fixed assets used by the Academy	
	Arranging insurance for the Trust	Review	Deliver		
	Media and PR - overseeing public relations activities to project the activities of the Trust and the Academies to the wider community	Review	Deliver – Trust wide activities	Comply	Comply
	Academy Prospectus		Review	Deliver	Recommend
	Trust Prospectus and website	Review	Deliver		

# Quality Assurance Framework – Functions of the Board of Trustees

## **Functions:**

The main functions of the Board of Trustees are to:

### **1. Strategy and Leadership** *(named SLT Trustee – Nigel Harrison)*

- Determine the strategic objectives of the Trust & Academies
- Review the delivery of the strategic objectives of the Trust & Academies
- Review and challenge the progress of the Trust against its strategic objectives and KPIs
- Ensure that the Academies comply with all obligations including the Academies Financial Handbook and the Master Funding Agreement
- Ensure that all academies comply with all regulations affecting the Trust (including all charity law, company law, employment law and health and safety)
- Ensure that there are appropriate financial controls so that there is regularity, probity and value for money in relation to the management of public funds
- Ensure the completion the register of business interests and put in place a procedure to deal with any conflicts of interest and connected party transactions
- Determine the policies and criteria for the selection of Trustees and Governors (helping to ensure that the Trustees and Governors have the skills to run the Trust and the Academies)
- Appoint the Responsible Officer and Audit Committee where necessary
- Appoint the Clerk to the Board
- Review and approve Trust Wide Policies (see the final page of these terms of reference)
- Organise the training programme for trustees

### **2. Education and Curriculum** *(named SLT Trustee – Kathryn McGovern)*

- Review the Academy Development/Improvement Plans for each Academy in line with strategic aims (and improvement plan of the Trust)
- Set Key Performance Indicators – setting and reviewing performance of the Trust & the Academies
- Ensuring the appropriate levels of support, challenge and intervention across the trust to support delivery of education outcomes
- Review and challenge the value for money of the Pupil Premium in terms of educational outcomes and narrowing the achievement gap across all schools in the Trust
- Set the Trust Admissions policy (with variations for adoption by individual Academies)
- In consultation with LGBs, agree Term Dates and length of school day

**3. Financial Accountability** *(named SLT Trustee – Ellena Walshe)*

- Agree a funding model across the Trust and develop an individual funding model for the Academies so as to secure the Trust's financial health in the short term and the long term
- Formulate and set the Trust wide budget
- Formulate and determine the proportion of Academy budgets to be 'top-sliced' for shared services
- Review financial reports and KPIs
- Follow the agreed scheme of delegation of financial authority given to the Academies
- Establish policies and procedures to ensure compliance with the Trust's financial and reporting requirements
- Approve the annual accounts
- Maintain the Corporate Risk Register
- Agree the investment policy in line with the Academies Financial Handbook and any internal policies and controls

**4. Human Resources and Operations** *(named SLT Trustee – Bill Gilmour)*

- Appoint CEOs and Exec Heads
- Approve, in consultation with the CEO/Exec Heads/LGBs, the appointment of the Head teacher / Head of Schools at each Academy
- Establish Trust wide HR Policies in accordance with all appropriate regulations (see final page of these Terms of Reference)
- Set the Performance Management Policy together with pay reviews (in line with the Trust's pay policy and all statutory regulations)
- Set the Terms and Conditions of Employment and Staff Code of Conduct
- Review Discipline and Grievance policies
- Set trust wide procurement policies (for suppliers including auditors, HR and payroll providers and solicitors) in accordance with the Funding Agreement, Academies Financial Handbook and the Trust's procurement policy
- Determine and allocate central services provided to the Academies by the Trust
- Oversee the effectiveness of services provided centrally by the Trust
- Acquire and dispose of Trust land
- Oversee any changed use of Assets
- Approve insurance arrangements for the Trust
- Oversee public relations activities to project the activities of the Trust and the Academies to the wider community
- Review the Trust Prospectus and website



## 5. Trustee Commitment

### ***For the board of Trustees to carry out their role effectively, Trustees must be:***

- a. Prepared and equipped to take their responsibilities seriously;
  - b. Acknowledged as the accountable body by the Academies;
  - c. Supported by the Academies in that task; and
  - d. Willing and able to monitor and review their own performance;
  - e. Willing and able to enter into appropriate training whether arranged individually or through the Board;
- No Trustee can act on her/his own without proper authority from the Board of Trustees;
  - All Trustees carry equal responsibility for decisions made, and
  - Although appointed through different routes (from a range of different Academies based upon skills), the overriding concern of all Trustees has to be the welfare of the Trust as a whole.

## Quality Assurance Framework – Policies

The Board of Trustees has delegated responsibility to review and ratify many of the school policies (some of which are statutory) to the Local Governing Bodies (including, Accessibility, Behaviour, Curriculum, Equality Plan, Instrument of Government, Restraint, SEND, Sex and Relationships Education and Health & Safety).

The Board of Trustees will review and ratify the following policies:

### Policies to be reviewed by Trustees and ratified by each Local Governing Body

Statutory Policies in <b>bold</b>	Review Cycle (yrs)	Statutory Policies in <b>bold</b>	Review Cycle (yrs)
Accounting Policy	3	Flexible Working	3
Admissions Appeals	1	Fraud Policy	1
<b>Admissions*</b>	<b>1</b>		<b>3</b>
Allegations of Abuse (against Staff)	3		<b>3</b>
Amplification Policy #	3		<b>3</b>
Appeals (staff)	1	Leave of Absence #	3
Attendance Management (Staff) #	3	Organisational Change Policy +	3
British Values	3	<b>Pay Policy for Support Staff +</b>	<b>1</b>
<b>Capability Procedure #</b>	<b>3</b>	<b>Pay Policy for Teaching Staff +</b>	<b>1</b>
<b>Charging &amp; Remissions Policy</b>	<b>3</b>	<b>Performance Management - Teaching Staff #</b>	<b>2</b>
Close Personal Relationships	3	Probation Procedures for Support Staff #	3
<b>Complaints</b>	<b>3</b>	SAFEGUARDING	2
Confidentiality	3	Safer Recruitment	2
<b>Data Protection</b>	<b>3</b>	SLT Terms of Reference	1
Dignity at Work #	3	Social Media	3
Disciplinary Procedure #	3	<b>Staff Code of Conduct</b>	<b>1</b>
Educational Visits	3	Therapeutic Return to Work Policy	3
<b>Equal Opportunities (SLT)</b>	<b>3</b>	Whistleblowing Procedure	3
Exclusions	2	<b>Finance</b>	<b>1</b>
Family Leave and Pay +	3		

#### \*Admissions

- We must consult when we change our admission arrangements and the consultation period must be at least 6 weeks. This should take place between 1 October and 31 January (previously, it was 8 weeks between 1 November and 1 March)
  - We must determine our admission arrangements by 28 February (previously 15 April)
  - We must send a copy of our determined admission arrangements to our local authority by 15 March (previously 1 May)
  - The deadline for objections to the Schools Adjudicator is 15 May (previously 30 June)
- We must consult when we change our admission arrangements or if we have not consulted within the last 7 years.

+ Contractual Policy that must be consulted upon

# May be contractual so it's advisable to consult on changes

To review (and make recommendations to the Governing Body) on an agreed basis, the Academy's policies on:

Statutory Policies in **bold**

Policy to be reviewed by LGB Finance, Pay and Personnel  
Sub-Committee (or equivalent)

	Review period (yrs)	Written by and initially ratified at...	What does the committee do
Accounting Policy	3	Trustees	Review and agree SLT Policy
Allegations of Abuse (against Staff)	3	Trustees	Review and agree SLT Policy
Amplification Policy	3	Trustees	Review and agree SLT Policy
Attendance Management (Staff) #	3	Trustees	Review and agree SLT Policy
<b>Capability Procedure #</b>	3	Trustees	Review and agree SLT Policy
<b>Charging &amp; Remissions Policy</b>	3	Trustees	Review and agree SLT Policy
Close Personal Relationships	3	Trustees	Review and agree SLT Policy
Dignity at Work #	3	Trustees	Review and agree SLT Policy
Disciplinary Procedure #	3	Trustees	Review and agree SLT Policy
Family Leave and Pay +	3	Trustees	Review and agree SLT Policy
<b>Finance</b>	1	Trustees/FGBs	Review and agree SLT Policy
Flexible Working	3	Trustees	Review and agree SLT Policy
Fraud Policy	1	Trustees	Review and agree SLT Policy
<b>Grievance Procedure #</b>	3	Trustees	Review and agree SLT Policy
Leave of Absence #	3	Trustees	Review and agree SLT Policy
Organisational Change Policy +	3	Trustees	Review and agree SLT Policy
<b>Pay Policy for Support Staff +</b>	1	Trustees	Review and agree SLT Policy
<b>Pay Policy for Teaching Staff +</b>	1	Trustees	Review and agree SLT Policy
<b>Performance Management - Teaching Staff #</b>	2	Trustees	Review and agree SLT Policy
Probation Procedures for Support Staff #	3	Trustees	Review and agree SLT Policy
Risk Management Policy	2	Committee	Write and Ratify
Social Media	3	Trustees	Review and agree SLT Policy
Therapeutic Return to Work Policy	3	Trustees	Review and agree SLT Policy
Whistleblowing Procedure	3	Trustees	Review and agree SLT Policy
Work Experience & Volunteering	3	Committee	Write and Ratify

+ Contractual Policy that must be consulted upon

# May be contractual so it's advisable to consult on changes

To review (and make recommendations to the Governing Body) on an agreed basis, the Academy's policies on:

Statutory Policies in **bold**

Policy to be reviewed by LGB Premises, Health & Safety  
Sub-Committee (or equivalent)

	Review period (yrs)	Written by and initially ratified at...	What does the committee do
<b>Accessibility Plan</b>	<b>2</b>	Committee	Write and Recommend to FGB
<i>Accidents, Illness and First Aid</i>	<b>3</b>	Committee	Write and Ratify
<i>Administration of Medicines</i>	<b>3</b>	Committee	Write and Ratify
<i>Asbestos (LAMP)</i>	<b>3</b>	Committee	Write and Ratify
<i>Asthma</i>	<b>3</b>	Committee	Write and Ratify
<i>Continence &amp; Intimate Care</i>	<b>3</b>	Committee	Write and Ratify
<i>Fire Safety</i>	<b>3</b>	Committee	Write and Ratify
<i>Food Statement / Food Policy</i>	<b>3</b>	Committee	Write and Ratify
<b>Health &amp; Safety</b>	<b>1</b>	Committee	Write and Ratify
<i>Hiring Policy</i>	<b>3</b>	Committee	Write and Ratify
<i>Lone Working Procedure</i>	<b>3</b>	Committee	Write and Ratify
<i>Outside Visitors' Policy</i>	<b>3</b>	Committee	Write and Ratify
<i>Physical Examination of Children</i>	<b>3</b>	Committee	Write and Ratify
<i>Security and Critical Incidents</i>	<b>2</b>	Committee	Write and Ratify
<i>Smoking</i>	<b>3</b>	Committee	Write and Ratify

To review (and make recommendations to the Governing Body) on an agreed basis, the Academy's policies on:

Statutory Policies in **bold**

Policy to be reviewed by LGB Teaching & Learning Sub-Committee (or equivalent)

Policy to be reviewed by LGB Teaching & Learning Sub-Committee (or equivalent)	Review period (yrs)	Written by and initially ratified at...	What does the committee do
<i>Anti Bullying</i>	<b>2</b>	Committee	Write and Ratify
<i>Assessment</i>	<b>2</b>	Committee	Write and Ratify
<i>Breakfast &amp; After School</i>	<b>3</b>	Committee	Write and Ratify
<i>Children in Care (Formerly, Looked After Children)</i>	<b>3</b>	Committee	Write and Ratify
<i>Curriculum, Teaching &amp; Learning</i>	<b>3</b>	Committee	Write and Recommend to FGB
<i>Display and Classroom Organisation Policy</i>	<b>3</b>	Committee	Write and Ratify
<i>Drug Education</i>	<b>3</b>	Committee	Write and Ratify
<i>Early Years Foundation Stage</i>	<b>3</b>	Committee	Write and Ratify
<i>E-Safety (incl KS2 Acceptable Use)</i>	<b>3</b>	Committee	Write and Ratify
<i>Handwriting</i>	<b>3</b>	Committee	Write and Ratify
<i>Higher Attaining Pupils (variation of name may exist)</i>	<b>3</b>	Committee	Write and Ratify
<i>Homework</i>	<b>3</b>	Committee	Write and Ratify
<i>IT Acceptable Use - Staff</i>	<b>3</b>	Committee	Write and Ratify
<i>Literacy</i>	<b>3</b>	Committee	Write and Ratify
<i>Marking and Feedback</i>	<b>3</b>	Committee	Write and Ratify
<i>Maths</i>	<b>3</b>	Committee	Write and Ratify
<i>Physical Activity</i>	<b>3</b>	Committee	Write and Ratify
<i>PSHE</i>	<b>3</b>	Committee	Write and Ratify
<i>RE &amp; Collective Worship</i>	<b>3</b>	Committee	Write and Ratify
<i>Spiritual, Moral, Social and Cultural (SMSC)</i>	<b>3</b>	Committee	Write and Ratify

## Identified Risks

IDENTIFIED RISK	RISK CONTROL
1. Reduced school budgets' impact on the Trust's and its academies' capacity to offer a high quality education.	Develop three year rolling budgets to enable early identification of possible issues Share resources across the Trust and use the bulk buying power of the Trust to reduce costs
2. Failure to recruit or retain sufficient high quality school leaders, teachers or support staff impacts of the Trust's and its academies' ability to achieve high standards and levels of achievement.	Early recruitment to secure best available staff Work with Glen Hills School Direct and Newcroft School Direct to secure high quality graduates in difficult to recruit subject areas Annual workload survey and response to ensure the Trust and its academies are desirable places to work Build and promote a positive culture within the Trust and its academies to ensure high levels of retention of current staff
3. Impact of low standards or levels of achievement on parental confidence, reputation, pupil numbers or Ofsted grading.	Make the quality of teaching and learning the primary focus of the Trust, its leadership teams and staff Develop and implement a quality assurance programme across the Trust to identify and correct issues at an early stage Invest in the training and development of staff to ensure high quality teaching and learning
4. Lack of succession planning for positions of Chair or Vice Chair of the Trustees, CEO or Executive Heads or Heads teachers of the Academies.	Ensure different Trustees are Chairs and Vice Chairs of the Trust's Committees Monitor and promote Trustees' attendance at training events Create bespoke Leadership Development pathways for senior staff with a view to headship and Executive Headship
5. Impact of adverse publicity resulting from inappropriate pupil, staff or trustee activity on parental confidence, reputation, pupil numbers or Ofsted grading.	Ensure suitable policies relating to Pupil Behaviour, Safeguarding and E-Safety are up to date and known Make the quality of teaching and learning the primary focus of the Trust, its leadership teams and staff Develop and implement a quality assurance programme across the Trust to identify and correct issues at an early stage

# Capital Strategy 2016-2019

## 1.0 Introduction

The Symphony Learning Trust currently incorporates six academies located on six sites. The purpose of this Capital Strategy is to summarise the performance of the estate and the issues which are driving change, and lays out proposed development plans. A robust Capital Strategy (as an overall picture of the plans for each Academy)) is intended to be used as a practical tool for funding and guiding decisions on key estates issues and external bids. The strategy will be continuously updated and validated with all parties sufficiently engaged with the strategic development proposals. The strategy will be further developed to include a more operational plan (at individual Academy level) to support its effective implementation.

## 2.0 SLT Capital Strategy

### 2.1 Curriculum

*Newcroft Primary Academy and Thornton Primary School* (sharing an Executive Head and Business Director) offer primary provision for children aged 4-11 (Newcroft to include Year 6 from September 2017). Newcroft also offers Nursery provision, from 3 – 4 years. There is a strong focus on literacy and communication, mathematics, science, music and PE as key life skills and an essential foundation for understanding the world. The Foundation subjects of History, Geography, Art, Design Technology and Religious Education are taught through cross-curricular topics within the Thematic Curriculum to make the subjects more relevant and understandable. These are planned in 'phase' teams to utilise the range of skills in the teams. Core skills are also developed in this way including Personal, Social and Health Education (PSHE), Physical Education, the application of Computing, problem-solving, reasoning and enquiry and creative thinking. Additionally, Modern Foreign Languages (French at Key Stage 2) and Swimming are incorporated where appropriate or taught discretely.

*Glen Hills Primary School* offers primary provision for children aged 4 to 11. Mastery of the basic skills of literacy and maths, within an enriched and exciting curriculum, are at the forefront of the approach at Glen Hills. As the pupils move through Glen Hills, topic-based work gradually becomes discreet subject teaching with cross-curricular themes. The curriculum is designed to support pupils at every step, regardless of ability or specific needs, and offers an exciting approach to modern teaching and learning.

*Fairfield Primary School* offers primary provision for children aged 4 to 11. Fairfield have ensured their curriculum places literacy and numeracy at the forefront although as always, the school ensures that all subjects have their rightful place within the curriculum. Fairfield

ensures that the curriculum balanced, exciting and enriched and fully equips the pupils with knowledge, skills, tolerance and understanding of the 21st century world.

The Fairfield curriculum is based over a two-year topic approach with a two-year cycle for years 1 and 2, years 3 and 4 and years 5 and 6. Maths and Literacy follow the new National Curriculum.

In respect of particular literacy-based schemes, in the Foundation Stage and Key Stage One, 'Letters and Sounds' is used for the daily phonics sessions

*Ashby Willesley Primary School* offers primary provision for children aged 4 to 11. Although it strives and achieves for excellent attainment results in national tests, it also believes that primary education should be broad and balanced. With this in mind Ashby Willesley prides itself in successes across the curriculum and with particular regard to sport and music. Our curriculum is largely topic based and children leave the school with a great understanding of the world around them. Although Willesley doesn't currently have preschool provision, it works closely with settings in the locality to aid transition into its EYFS classes.

The Meadow Community Primary School and Pre- School offers primary provision for children aged 4 to 11 .We believe that every child should make the best possible progress they can, particularly in basic skills of writing, reading and mathematics. We offer an exciting themed approached curriculum for all children, which is enhanced with opportunities such as Forest School Provision, use of computing, music and the arts, as well as host of extra curricular activities.

## 2.2 Pupil Population

*Newcroft Primary Academy* is a rapidly growing academy with numbers increasing from 208 (2014) to 262 (2016) and projected to rise to 320 in September 2017. A leadership and staffing structure is underway to meet the additional need for 2017. The catchment area is 'mixed' with the school at the 40<sup>th</sup> percentile for deprivation. The school will be capping its admission number to 60 from September 2018.

*Thornton Primary School* has endured a turbulent two years with a complete change in the leadership team and substantial problems in teaching and learning and leadership and management being addressed to bring about rapid improvement. As a result, pupil numbers a have reduced from 240 to 226 but have remained stable from the beginning of 2016-17.

*Glen Hills Primary School* is a large, over-subscribed school of 515 pupils. Numbers have been consistent for the past four years.

*Fairfield Primary School* is a school with 212 pupils on role which is slightly over capacity. Numbers have risen over the past two years.



The Meadow Community Primary School is a very popular, oversubscribed school of 420 primary aged children and a 24 place pre-school, which has over 60 children on roll.

Ashby Willesley Primary School is an oversubscribed 2 form entry school. From September '18 it will be capping its numbers to 60 per year. The school has expanded quickly over the past two years, having extra building work to provide for nearly 100 extra pupils. It currently has 420 pupils on roll.

## 2.3 Key Objectives

- 2.3.1 To meet current legislation, encompassing health and safety requirements, including the management and mitigation of risk and environmental issues;
- 2.3.2 To optimise use of the teaching and learning facilities;
- 2.3.3 To secure financial funding to support required refurbishments;
- 2.3.4 To ensure equal access across the premises;
- 2.3.5 To ensure adequate maintenance is undertaken through a planned maintenance programme;
- 2.3.6 To consider financial and environmental sustainability, in particular to reduce carbon emissions.

## 3.0 Estate Information

### 3.1 Newcroft Primary Academy

Newcroft Primary Academy is located on Trueway Drive, in Shepshed in North Leicestershire, in a building which will not accommodate more than 300 children. As a result (bearing in mind the projected rise to well beyond 300) a CIF bid is being drawn up to help facilitate a new building (of up to 6 classrooms) with the aim of opening in September 2018.

The academy building comprises 10 classrooms (2 in a mobile and an additional space for Pre-School) plus specialist facilities for cookery together with a library, dining hall, a number of small withdrawal spaces 4 offices, a staffroom and a meeting room.

The site is maintained by a Premises Officer and is overseen by a full time Business Director (shared with Thornton Primary School).

Newcroft has an annual budget of around £892,000, of which roughly £20,000 is allocated to buildings and grounds development. In addition, around £5,000 is received from the EFA annually, specifically for capital expenditure. This will be used to update IT infrastructure across the site and it is not sufficient to put towards buildings and grounds improvements.

### *3.2 Thornton Primary School*

Thornton is located on Main Street, Thornton, North West Leicestershire in a building with 2 class spaces which are inadequate for more than 25 pupils. There are two classes in mobiles which are fit for purpose and one further classroom in the main building which can accommodate up to 30 children. The space and class numbers necessitate mixed aged classes in some cases. A recent successful CIF bid is ensuring that all windows and doors are being replaced during the academic year 2016-17.

The academy building comprises 5 classrooms (2 in mobiles) plus a library and a dining hall, 3 office spaces and a staffroom.

The site is maintained by a part time Premises Officer and is overseen by a full time Business Director (shared with Newcroft Primary Academy).

Thornton has an annual budget of around £561,000, of which roughly £20,000 is allocated to buildings and grounds development. In addition, around £4,000 is received from the EFA annually, specifically for capital expenditure. As with Newcroft, this will be used to update IT infrastructure across the site and it is not sufficient to put towards buildings and grounds improvements.

### *3.3 Glen Hills Primary School*

Glen Hills Primary School is located in Featherby Drive, Glen Parva, south of the City of Leicester boundary. It is housed in one large building with a small individual modular classroom block. The buildings comprise of 22 classroom and teaching areas, one IT teaching room, two food technology areas, one hall and a number of withdrawal areas and offices.

The Glen Hills annual budget is approximately £1,880,000 which is consistently and carefully matched for the learning needs of current and future cohorts.

The site is managed by a Business Manager (Shared with Fairfield Community Primary School) and a Site Manager.

### *3.4 Fairfield Primary School (Wigston)*

Fairfield Primary School is located in South Wigston, on the southern border with the City of Leicester. It is housed in one main building and two further blocks to provide an additional classroom as well as a Community wing. The buildings comprise of 7 classrooms, one hall, office space and a number of withdrawal teaching rooms.

The Fairfield annual budget is approximately £880,000 which is consistently and carefully matched for the learning needs of current and future cohorts.

The site is managed by a Business Manager (Shared with Glen Hills Primary School) and a Premises Officer.

### *3.5 The Meadow Community Primary School*

The Meadow Community Primary School is located on the Meadows estate in Wigston. Our building includes a community wing ( used by our pre-school during the school day) and has a large EYFS base as well as two classrooms in every year group in key stages 1 and 2. The extensive grounds include a nature area and a pond area.

The budget is approximately £1,500,000 and the site is managed by a School Business Manager and a Site Manager.

### *3.6 Ashby Willesley Primary School*

Ashby Willesley Primary School is located in the small NW Leicestershire town of Ashby de la Zouch. The town is a rapidly growing place which poses huge pressure on the local infrastructure and especially the schools. The school is in 3 main buildings, Acorn, Oak and Treetops. In these buildings we have 14 classes, a large hall and drama studio. The school has recently benefitted from nearly £1,000,000 of updating and building work. The operational budget is currently around £1,300,000. The site is managed by the school business manager and the head teacher.

## **4.0 Condition**

To inform the planned maintenance program, the following Royal Institution of Chartered Surveyors (RICS) building maintenance definitions apply:

A – as new

B – sound, operationally safe, exhibiting only minor deterioration

C – operational but major repair or replacement needed soon

D – inoperable or serious risk of failure or breakdown

Site	% Condition			
	A	B	C	D
Newcroft	80%	20%		
Thornton	20%	60%	20%	
Glen Hills	80%	20%		
Fairfield	50%	50%		
The Meadow	15%	80%	5%	
Willesley	40%	60%		

Through the planned maintenance programmes, the intention is to prioritise improvements to areas categorised as C or D and ensure that areas categorised as A or B are maintained to minimise deterioration.

## 5.0 Estate Strategy

As pupil numbers are predicted to be largely consistent over the next 5 years (other than at Newcroft), the key strategic objective in relation to the estate is to improve and maintain a high quality environment for teaching and learning. This will be achieved by:

Ensuring the facilities management service level agreements (and the work of Premises Officers and Site Managers) continue to offer a quality service and value for money through annual review and competitive quotation procedures where appropriate;

Ensuring the on-site Estate teams are appropriately trained and managed through a robust appraisal system and succession planning;

Ensuring opportunities for additional capital funding are accessed in a timely manner as they arise;

Ensuring a programme of preventative maintenance is planned and implemented

## Financial Strategy 2016-2019

For 2016-17, funding required to run the MAT will be taken from the £75,000 Academy Chain Grant.

After 2016-17, an equal percentage of funding (through consistent Funding Formula between all schools based upon pupil numbers) will be taken from each school budget to maintain the functions of the multi-academy trust.

A 'top-slice' will be retained by the MAT based upon each school's current spending on central services\* (see below).

The 'Top-Slice' will be calculated as follows:

- If the cost of the service is based upon pupil numbers, schools will be charged per pupil
- If the cost of the service is based upon staff numbers, schools will be charged per staff member
- If the cost of the service is per institution, the school will be charged for their institution
- In Year One, the surplus of the £75,000 will be used to provide a contingency to run the MAT. In subsequent years, schools' contributions will be based upon the previous years' operational costs and future priorities. This will be calculated transparently.
- If the £75,000 grant is not forthcoming, schools will be charged a per pupil fee to be confirmed to cover the shared services in Year 1.

The Business Managers will be responsible for clarifying costs associated with these services, to ensure that efficiencies are secured and provide the Trust with 'value for money'.

Each Academy's budget will be received from the EFA in the General Annual grant and they will use this to set a budget including:

- Any carry-forward at the point of joining
- Sport Premium
- Pupil Premium
- Devolved Capital (where delegated per school)
- Top-up funding for Special Needs (including Education, Health & Care Plans)
- Any balances
- School generated income (e.g. lettings, fundraising, grants)

**\*Shared Central Services** (agreed at a 'Trust' level)

An aspirational list – to build up over time.

This is not an exhaustive list

**Emboldened are non-negotiables**

- **Accountants**
- **Admissions / Appeals**
- **Heads' Performance Management**
- **HR**
- **Insurance**
- **Internal Audit**
- **LEAMIS / Capita**
- **Legal**
- **Payroll**
- Broadband
- Educational Psychology
- Governor Development Service
- Grounds Maintenance
- Health & Safety (Fire, Wiring, PAT Testing – statutory duties)
- Hygiene
- Licences
- Procurement
- Recruitment (advertisements)
- Reprographics
- School Direct (Initial Teacher Training)
- School Improvement
- Shared bid writing
- Sports' Coaches
- Staff CPD (Training)
- Utilities
- Waste