

The Family of Learning Trust

Strategic Plan 2022-2025



“Learning Without Limits”

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1. Introduction

The Family of Learning Trust was established in 2016, serving Halifax and the adjoining areas.

The Trust is committed to a local approach and believes in “local solutions for local people”, with school improvement work being focused on a true understanding of the local communities the schools’ serve. To enable this close working practice, all of the schools in the MAT are within a reasonable driving distance ensuring that there can be close contact and a personalised approach to leadership and school development.

At the Family of learning Trust, we firmly believe in school maintaining their own identity but benefiting from access to best practice across the trust. This strategic plan outlines our aims and objectives and clarifies the services we offer. Our local governing bodies retain autonomy within the parameter of the scheme of delegation. Through collaboration and working together, we can ensure schools within our Trust continue to thrive, leading to improved educational outcomes for all pupils.

The Family of Learning Trust has developed strong networks and partnerships with many other organisations; we have a large and experienced senior team with many areas of expertise including SEND, Teaching and Learning, Curriculum, HR, Inclusion and Finance. We have the capacity and expertise to make a significant impact on improving opportunities for pupils through raising attainment and improving the teaching and learning experiences in other schools.

School improvement through collaboration is a key driver for the Trust and we are committed to working with schools to bring about positive change.



2. Welcome from the CEO

At the Family of Learning Trust, we believe that every child matters. There is a driving determination to ensure that pupils and adults in our schools to reach their full potential. Our ethos is a simple one 'Learning without Limits'.

We are passionate about making a difference to lives of all our children. We want each of our schools to be the best that they can be and for each child to discover the skills, abilities, talents and interests that lie within them.

Parental Engagement is essential as we work in collaboration with parents. As a Trust we place a high value on clear and supportive communication between home and the school. All our parents and carers are very much partners, fully embracing our commitment to offer a highly challenging and stimulating curriculum in our schools, delivered within positive and supportive school environments.

Our teachers pride themselves on providing opportunities for every pupil to make sustained progress through well planned highly challenging and motivating lessons. We do not believe that one size (or approach) fits all. We will not ask a school to adopt a single pedagogy, change into a homogeneous corporate 'brand' or indeed insist on a 'central-office' dictated method of working. We will ask schools to work with each other openly and transparently to share best practice within the Trust's family of schools.

We believe passionately that it is our responsibility to ensure that children feel safe and secure and that it is our role to instil values within children in order that they go on to be successful learners, confident individuals and responsible citizens.

Head teachers will be recognised for their expertise and desire to be leaders within their schools and will be encouraged to contribute to the growth of the Trust. For Good or Outstanding schools, joining the Family of Learning trust will not mean that the Head teacher or Governing Body loses control or influence over the school but they will play a key role in moving the Trust forward. The Trust will work with the Senior Leadership Team to take the back office workload away from their role and enable them to focus on school improvement and teaching and learning.

We are looking for further partners to join us and work with us to provide the very best education for all our school communities. If you are interested in joining our Trust, please contact us, we would be delighted to hear from you.

Mrs Shameem Hussain
CEO The Family of Learning Trust



3. Our Family of Academies



Beech Hill School

The school is a large multicultural school with 580 pupils on roll. It is situated in central Halifax in an area of high social deprivation. 33% of the school population are eligible for free school meals. The majority of pupils have English as an additional language and mobility for the school is much higher than the national average.

The school was inspected in June 2019 and was judged by Ofsted as 'good' with 'outstanding' for EYFS and Personal development, Welfare and Behaviour.

Leaders are passionately committed to providing an inclusive and nurturing education which raises pupils' aspirations and prepares them for the challenges of life ahead. The school has excellent grounds and facilities with 4G sports pitch funded by the FA, forest school and over the last few years has invested heavily in the school buildings to update and develop areas so they are fit for purpose for the pupils. The school has achieved many awards including the 'Rights Respecting Award and the Investors in People Gold.



Dean Field Community Primary School

Dean Field is situated in North Halifax; at the heart of the Ovenden community. Around 53% of pupils are eligible for free school meals and the vast majority are white British. After several years of poor leadership, the school was judged 'inadequate' in 2017 and was sponsored by the trust in January 2018.

A new Headteacher from within the trust was appointed in April 2018. In line with the Family of Learning Trust's ethos, the expectations at Dean Field are high and there is a relentless focus on improving the quality of education to ensure each and every child is able to maximise their potential and have their life chances significantly enhanced. The school's motto is: Learning Without Limits.

School improvement at all levels was rapid and sustained, and despite the global Covid 19 pandemic, Dean Field was graded good in all areas in their Ofsted inspection in February 2022. Inspectors commented that *'the school had been transformed.'* The report said that *'Dean Field Community Primary School is a school where pupils are at the heart of everything that leaders and staff do.'*

Ofsted commented that *'Staff are proud to work at this school. Staff value opportunities to work with other colleagues from a partner school in the trust. This helps staff develop their skills and reduces their workload.'* Ofsted also recognised that *'Governors and trustees know the school well. They make appropriate checks on the quality of education and safeguarding.'*

The development of staff through partnerships within the trust, sourcing quality external training and the emphasis on the use of academic research has improved the quality of education provided at Dean Field since 2018.

The school now has an ambitious, strong and distributed leadership team who are driving standards forwards in both the core and foundation subjects; as well as other aspects of the curriculum. Pastoral provision is a key focus for the school; given the high deprivation of many pupils. The school benefits from a Pastoral Manager who leads on attendance, child protection and safeguarding and a learning mentor who works closely with the most vulnerable pupils.

Dean Field has a strong sense of community and prides itself on partnerships within the local area. Parental engagement is high and this has contributed heavily to all aspects of school improvement.

4. Our Vision Statement

At the Family of Learning Trust, we believe that every child matters. Our ethos is a simple one 'Learning without Limits'

Children are given the opportunities to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding. To ensure effective learning throughout the school, we incorporate core British values into our curriculum. Through the combined use of the 'values approach', our Rights Respecting School status and our creative curriculum, we are able to create children who are effective learners.

This curriculum design ensures that the needs of individuals and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a positive way on pupil outcomes. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors in school enhance the curriculum and provide opportunities for writing for a purpose. The Arts play a key role in giving every child a vital channel for self-expression, and we provide a wealth of opportunities for children to discover, explore and extend their natural talents.

Our forest school provision offers a magical world of discovery. Children learn first-hand about the riches of the natural environment whilst developing important life skills such as team work, problem solving and resilience. To promote physical health and wellbeing, a range of clubs gives learners an opportunity to access a wide variety of sports clubs after school hours and during lunch times.

We believe passionately that education, at every stage of the student journey, is about the development and nurture of the whole person. Our Trust is committed to encouraging creativity, confidence and academic achievement so that our students are ready to for the next stage of their education and able to contribute to wider society.

We are a research engaged organisation driving forward the development of innovative education trying to exceed all expectations. When our children leave school, we strive for them to be well rounded individuals who have the necessary literacy and numeracy skills to succeed in life whilst having experienced an inspiring curriculum which gives them every chance to succeed. Children have just one childhood; our intention is to provide them with inspirational chances to thrive. We place a high value on establishing close links between home and school so that we can work effectively together enabling each child to achieve their full potential.

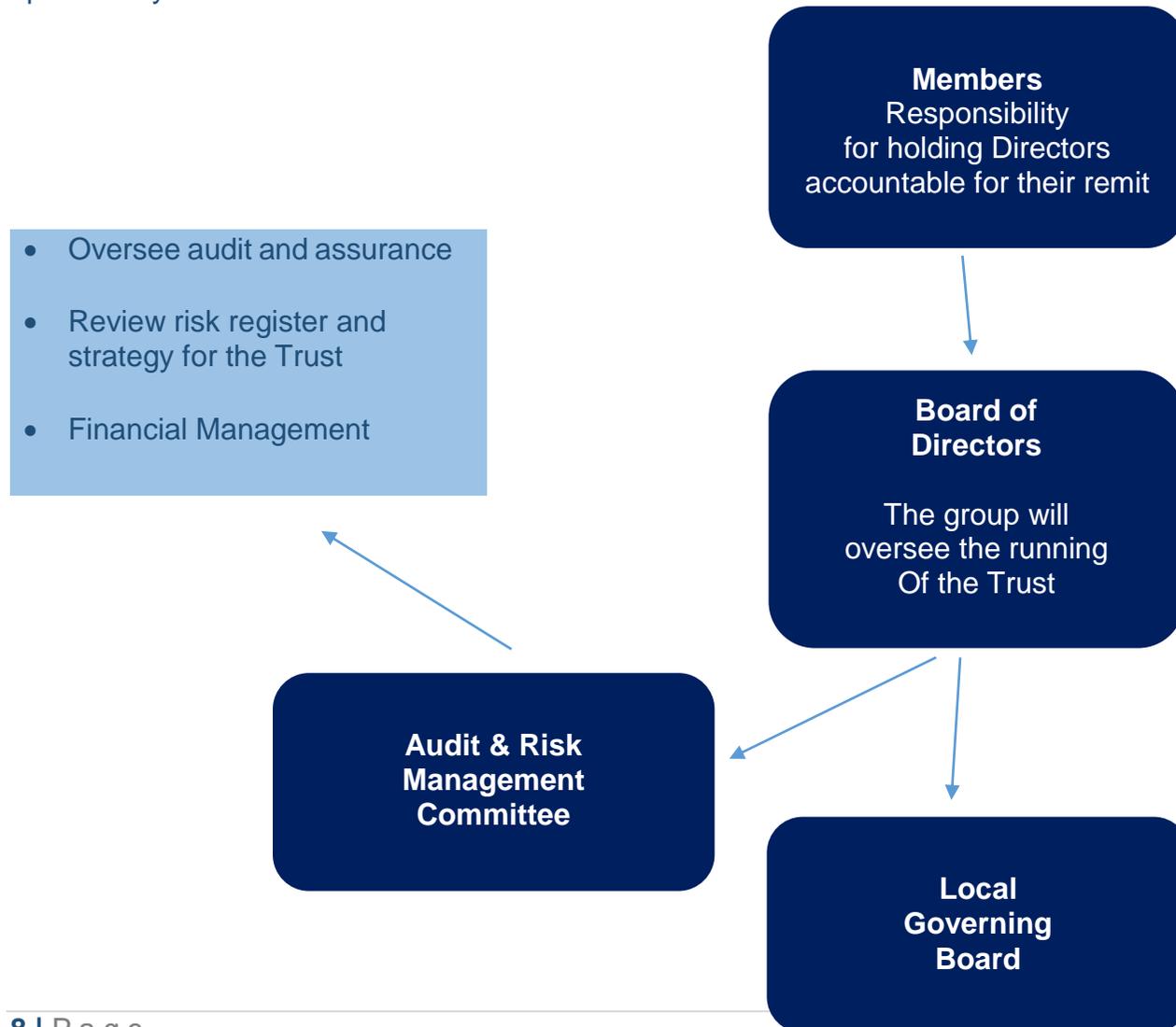
Our core purposes are to:

- enable academy leaders and staff to raise standards of achievement and attainment;
- ensure our learners receive a broad, balanced engaging curriculum
- ensure all academies are achieving value for money;
- build capacity across all aspects of education, business and operational activity;
- minimise bureaucracy for leaders so they are able to focus on achieving the best outcomes for learners;
- recruit and retaining excellent staff within the Trust
- provide excellent CPD opportunities
- drive school improvement through specialist staff and lead practitioners in the trust
- ensure staff wellbeing and good work life balance
- provide HR/Finance/ICT and payroll support



5. Governance

The Family of Learning Trust is governed by a Board of Directors who are accountable to the Department for Education and have overall responsibility and ultimate decision-making authority for all the work of the Trust, including the establishing and running of the academies operated by the Trust.



Governance for joining schools

It is expected that Good or Outstanding schools joining the trust would retain their local governing boards and would operate with autonomy whilst schools in an Ofsted Improvement category would undergo a thorough due-diligence process with the Local Governing Board and any necessary support to improve the school would be agreed.

Governors would be representative of the schools within the trust and follow a structured programme of visits so they can effectively review and monitor the School Improvement Plan. There will be opportunities for governors from the different schools to work together to compare practice adding value to their findings and outcomes.

Members

The Members of the Trust are the guardians of the governance of the Trust. They are responsible for ensuring the Trust complies with all aspects of law and regulation to it, and operates within the requirements set out in the Trust's Articles of Association, the Academies Financial Handbook and current policy of the Department for Education and Charity Commission.

Functions

- Members will hold the Directors accountable for ensuring that the trust's charitable objects (as set out its Articles of Association) are met and that the income and property of the Trust shall be applied solely towards the promotion of the objects.
- Members will be responsible for appointing new Members and for appointing Directors as set out in the Trust's in the Articles of Association.
- Members are responsible for the appointment of the Trust's auditors.

Accountability

Accountable to the Secretary of State for Education.

Trustees

The Board of Trustees three core functions are as follows:

- Ensuring clarity of vision, ethos and strategic direction.
- Holding the Chief Executive and the Executive Team to account for the educational performance of academies and pupils, and the performance and management of staff.
- Overseeing the financial performance of each academy and making sure money is well spent

The Board of Trustees main responsibilities include:

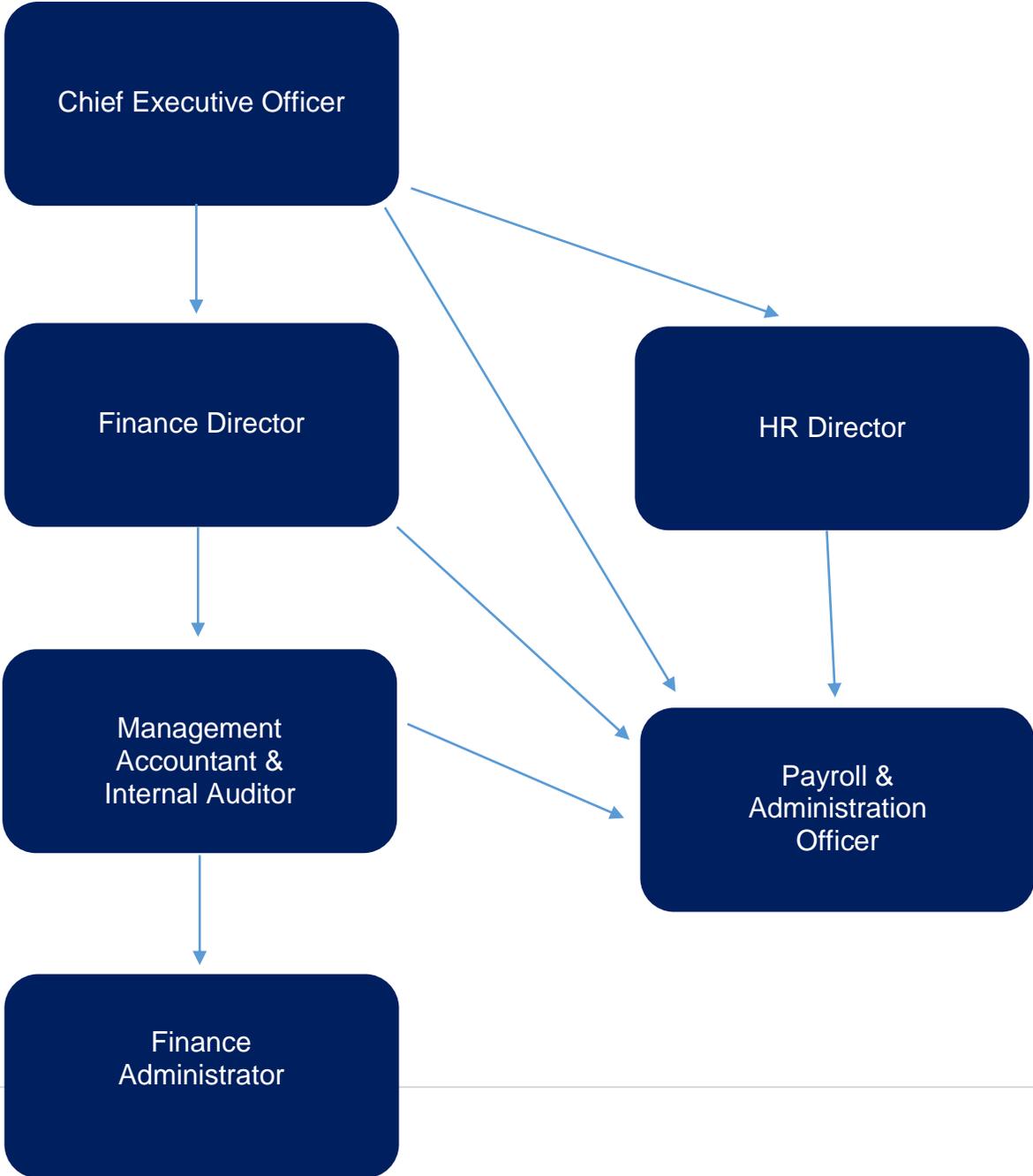
- Assessing and managing the principle risks to the Trust
- Appointing the CEO and holding them to account for the Trust's overall performance, and for discharging the role of the Accounting Officer
- Ensuring that the Trust operates with prudent financial planning and remains solvent
- Monitoring the work of the Local Governing Board

Trustees' duties, under the Companies Act 2006, include the following:

- Acting within their powers
- Promoting the success of the company
- Exercising independent judgement
- Exercising reasonable care, skill and diligence
- Avoiding conflicts of interest
- Declaring an interest in proposed transactions or arrangements



6. Finance & HR Departmental Structure



7. What do we mean by continuous improvement?

There is a recurring theme and mention of Continuous Improvement throughout this document. For The Family of Learning Trust, this is about striving to be the best in our field for the best interests of the children, young people and families we serve.

We clearly recognise that continuous improvement is fundamental to our success as a business and not separate from it. To continuously improve there has to be continuous change. However, we will only change when we can clearly articulate that it is necessary.

Our core business is teaching and learning. Effective corporate governance should enable the efficient operation of academies in the Trust. We should regularly remind ourselves that our core purpose is to deliver better outcomes for children and young people.

Our MAT School Improvement Strategy brings clarity and coherence to our pursuit of ever improving provision. We will be relentless in our pursuit of ever improving outcomes for all pupils. Every academy in the Trust has its own self-evaluation and school improvement plan which provides detailed information of the profile of the academy and the improvement priorities which will move the academy forward. The accepted norm for all academies in the Trust is that provision is at least Good and is constantly moving forward to be even better.

Central services

Over the last few years the Trust has focused on building capacity in its central services. As school improvement support from local authorities has decreased in recent years, it has become increasingly challenging for individual schools to provide the comprehensive range of services that children and staff require. Our Trust would provide an effective means to more efficiently source these services, tailoring them to the needs of our schools. Our central services will expand and evolve as our MAT grows and will be tailored to the needs of children and communities. Back-office services include finance including payroll, HR, strategic IT, income generation and procurement. The centralisation of these services releases the leadership teams to focus on school improvement and teaching and learning.

Finance

Our finance team has a wealth of knowledge and experience of managing school budgets and finances in a range of schools across Calderdale and Bradford. They will provide support and guidance to all schools within the MAT on how to manage budgets and make savings. In addition, they will oversee procurement for the trust to ensure the MAT is managing finances in the most efficient way.

School Improvement

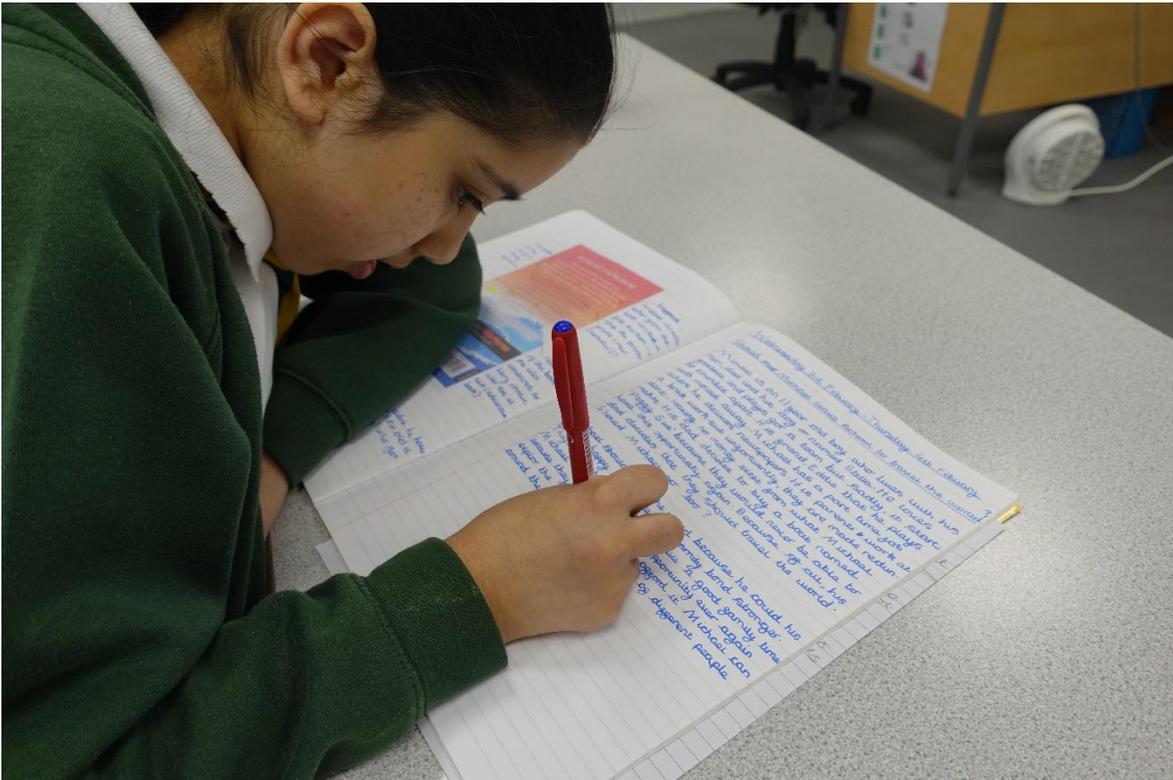
Our academies offer high quality support to each other, to other local schools and to the wider school community. The support for academies in the trust will be bespoke and personalised to the needs and the challenges a particular school faces; we do not believe a one size fits all model truly meets the needs of all schools. The trust aims to ensure strong and effective leadership and management through which we improve teaching and learning and raise attainment. In addition, school leaders will have access to highly experienced and qualified consultants to support academy leaders with planning, monitoring and evaluating impact. Staff at all levels will have access to high quality training to support their CPD and will be able to access network groups across the trust.

The Trust's Growth Plan

The Trust's ambition is, over time to create a family of local schools working together to meet the needs of the pupils in the area. We therefore have the ambition to increase the number of schools in the Trust, in a timely and considered manner.

Initially, we are keen to invite good or outstanding schools to join in order to strengthen our school improvement model and build additional capacity in school improvement.

In considering any application, the Trust will complete a careful due diligence process.



8. What are the benefits of joining our MAT?

In order to improve teaching and learning opportunities for all our MAT partners, we strongly believe these are the potential benefits for all those involved in our MAT:

- Sharing of best practice
- Pooling of resources
- Expertise in school improvement
- The pooling of central office and financial services including HR
- Fully facilitated budget planning in liaison with the Headteacher from each school within the MAT
- Asset Management support
- Strategic IT support including the school website
- Central payroll system
- Increased flexibility for staff and succession planning across the different schools for career progression
- High quality staff development led by specialist staff from within the MAT
- Enrichment opportunities for pupils across the MAT that will positively impact on their outcomes
- Minimising bureaucracy for leaders so they are able to focus on achieving the best outcomes for learners
- School Improvement support to raise standards in EYFS, KS1 and KS2 from SLEs, experienced practitioners and specialist staff.



Since joining the Family of Learning Trust in January 2018, Dean Field has benefited in many ways as outlined below.

At the point of joining the Trust, the school was in financial trouble and if left without intervention the school would have gone into a deficit budget. The Trust's Finance Director working closely with the School Business Manager has led to a much more streamlined approach to finance. In addition, Payroll, ICT and HR services were provided by the trust, resulting in us making some substantial savings as well as having a more effective and proportionate staffing team. Within just over two years we have added over £100,000. The support from the Trust has meant that as a headteacher taking on an inadequate school, I have been able to use my time wisely to focus on improving outcomes for pupils.

Through the supportive and now more collaborative working across the teaching teams within the Trust, we were very quickly able to implement an appropriate curriculum that met the needs of all pupils. Teachers share resources and planning across all year groups and phases and this positively effects teacher workload and wellbeing, whilst raising and maintaining high standards of teaching and learning.

The collaboration of staff across the two schools has evolved over time and is now much more equal, but certainly the rapid and sustained improvement seen at Dean Field was down to the high quality support teachers received from their counterparts at Beech Hill.

The development of leaders is a high priority within the Trust and in order raise standards at Dean Field it was necessary to provide additional leadership and management support in various areas to ensure a high quality of education was received by all pupils. This developed the leaders involved from the Trust's lead school whilst also having a positive impact on teaching and learning at Dean Field. This model has now developed so that leaders at all levels work collaboratively together to monitor standards across both schools.

Finally, as a new headteacher, in an inadequate one form entry school with a small senior leadership team there have been many challenging times in the last three years. Having supportive colleagues to call upon in difficult times has allowed me to lead the school confidently to the position it is in today.

Fiona Pether
Headteacher
Dean Field Community Primary School

9. Our Leadership Team

School Improvement Leadership

Shameem Hussain

Trust Chief Executive Officer and Headteacher at Beech Hill School

Shameem Hussain is currently Headteacher of Beech Hill School and Chief Executive Officer of 'The Family of Learning Trust'. In 2003 she gained her MSc in Education and in 2006 she became the Deputy Headteacher of Beech Hill School with responsibility for Achievement, Behaviour and Parental Engagement. Following this she was appointed the Vice Principal, responsible for the day to day management of the school and after gaining her NPQH, Shameem successfully became the Headteacher of Beech Hill School in 2014. She has also lectured at Leeds Beckett University and delivered IT training as an Intel Trainer.

In 2016 Beech Hill School achieved Ofsted 'Outstanding' and in 2017 Shameem led the Academy through to gaining Multi Academy Trust status as 'The Family of Learning Trust'. In addition, Shameem carried out School Improvement work as an NLE in Calderdale supporting other schools with improving achievement.

The Family of Learning trust sponsored Dean Field School in January 2018 and Shameem led the school through its conversion to joining the trust. This gave her, as CEO, the opportunity to strategically lead the development across the MAT and Dean Field's school improvement. As CEO, her role is to strategically develop the trust, ensuring systems are in place for the trust to expand and realise the trust's vision on ensuring that all children have the best possible start in their life.

Darren Senior

Trust Finance Director

Darren is a qualified accountant with a BA (Hons) in Business Studies and has 30 years of experience as an accountant of which nearly 20 years is with working in schools across Calderdale and Bradford. He trained as a Senior Auditor at a Chartered Accountants in Huddersfield, then moved to be an Office Manager for a firm of solicitors before moving to Headingley to be the Assistant Club Secretary for both Leeds Rhinos and Yorkshire County Cricket Club where he organised match days and the subsequent financial reporting for various bodies.

In 2003 he moved to Calderdale MBC to be a peri bursar for a number of schools in Calderdale but in 2008 moved to a school within Calderdale whilst continuing to support many of these schools. Since 2008 he has been connected with Beech Hill, then the Family of Learning Trust. Darren has performed all areas of finance during his time, his main roles being financial reporting, budgets, processing and training new school bursars. From 2011, Darren also performed most of the work for conversion to an academy and led on subsequent reporting and all strategic elements involved in running an Academy and, more recently, a MAT. From 2018, he has helped four schools convert and still does most of the financial work needed for the ESFA regarding all the various reports.

He is currently working with the Trustees to help expand the MAT, develop staff and current systems as the MAT hopes to grow to five schools within a couple of years. Darren is also a Governor at Dean Field school and is on the School Forum at Calderdale.

Joanne Lawless
Trust HR Director

Joanne joined Beech Hill School in September 2013 having previously been contracted to supply HR services to the school when she worked at Educate HR Ltd. Previous to that, Joanne spent ten years working for Calderdale Council and was responsible for all aspects of HR services for schools across the Calderdale region.

Joanne is an extremely respected member of the management team at the Family of Learning Trust and has been integral to its success, specifically delivering many key initiatives in her seven years. These include changing the payroll from an external provider to in-house management, resulting in a financial savings for the school, as well as streamlining HR processes through the use of technology. Joanne is passionate about mental health and employee wellbeing, is the key driver in implementing staff wellbeing initiatives and has introduced an employee assistance programme. Joanne also has responsibility for health and safety and facilities, improving record management and onsite processes.

Joanne is highly qualified with a Post Graduate Diploma in Human Resource Management and continually keeps updated on latest employment law, practice and policies through CPD and as a graduate member of the Chartered Institute of Personnel and Development. Joanne is also well versed on employment law, school teacher and local government pay and conditions, managing and conducting investigations and recruitment and selection.

Fiona Pether
Headteacher at Dean Field Community Primary School

Mrs Fiona Pether graduated from Huddersfield University with BA Hons in English Studies. Following a year out to gain experience in different primary schools working as a Teaching Assistant, she then went onto to complete the employment based Graduate Teacher Programme with QTS in 2005.

Fiona has worked in a number of schools in Calderdale and has a proven track record for school improvement. As English Coordinator and year 6 teacher she was part of the team who were judged Outstanding at Whitehill Community Primary School in 2007. She then went on to be seconded as an Assistant Headteacher to Mount Pellon Primary School in 2008 and during her time there the school came out of Special Measures. In 2010 Fiona was appointed Deputy Headteacher at Beech Hill Primary School. During her time as Deputy at Beech Hill the school was judged Good with many outstanding features in 2010 and Outstanding in all areas in 2016.

As a Deputy Head, Fiona led on many school improvement initiatives with a focus on attainment in Key Stage One, Phonics, Behaviour and Attendance, implementing the new National Curriculum and the development of middle leaders. Fiona has completed various National College leadership programmes and more recently gained the NPQH in 2014.

In 2018, Fiona took on the Headship at Dean Field Community Primary School, a 'failing' school judged by Ofsted to be Inadequate in 2017. Fiona reorganised the staffing structure, established new expectations for teaching and learning, revised the systems for behaviour and attendance, increased parental engagement, made improvements to the curriculum and developed a team of subject leaders who focus on relentlessly improving the quality of education. Although currently not yet externally verified, this rigorous approach has led to considerable improvements in standards at the end of each key stage, improvements in behaviour and attendance and the perception of the school within the community.

Fiona is responsible for the development of leaders within the MAT and is also a trained facilitator in mentoring and coaching in schools.

Mrs Samantha Bowling

Deputy Headteacher at Beech Hill School

Mrs Samantha Bowling graduated from Leeds University in 2010 with a BA Hons with QTS in Primary Education. She started her career as an NQT at Beech Hill and has progressed during her time at the school to the role of Deputy Head for Inclusion and Head of Lower School.

Two years after qualifying, Samantha became the Maths Lead before becoming the school's Special Educational Needs Coordinator in 2013. The following year, she completed her National Award in Special Educational Needs and her National Professional Qualification in Middle Leadership.

In 2015, she became the Team Leader for Year Two before being promoted in 2016 to Assistant Head for Lower School and then eventually the Deputy Head for Lower School and Inclusion.

Samantha is a Specialist Leader of Education for Special Educational Needs and over the past few years, her role has allowed her to work alongside other professionals in local schools and support them to develop Special Educational Needs within their settings.

Samantha is highly regarded within the local authority and her specialist role not only helps to support teachers but most importantly, improving the outcomes for children across Calderdale who have additional learning needs and/or a disability. In 2019, alongside her Deputy Headteacher role at Beech Hill School, she took over the role of Special Educational Needs Coordinator at Dean Field Community Primary.

Mrs Sara Cockroft

Deputy Headteacher at Beech Hill School

Mrs Sara Cockroft graduated with a PGCE in Primary Education from Bradford College in 2003, following completing an English BA degree at the University of Liverpool. She began her career at Field Lane Primary School in Rastrick where she worked for 11 years and became Assistant Head of School. During her time here, she was responsible for managing a range of subjects, including French, PE, English and Maths and also mentored student teachers and NQTs. The majority of her teaching experience was in Upper Key Stage 2.

Sara began working at Beech Hill in 2014, initially as Maths coordinator. She took on the additional role of associate lecturer at Leeds Beckett University for two years. In September 2015, she became the English coordinator. Sara's expertise in this area of the curriculum also led to her being a member of the Calderdale KS2 writing moderation team. Within the trust, Sara supports the reading and writing subject managers with their responsibilities, as well as mentoring/coaching individual teachers/year group teams in order to plan their English units of work and ensure all children are making good or accelerated progress.

Sara was selected to become a Senior Leader in Education in July 2016 and since then has worked with various schools in Calderdale in order to provide support for English teaching and learning, including organising the sequence of lessons, teacher/coordinator subject knowledge, assessment of writing and teaching reading comprehension.

The most successful SLE work has taken place in schools who fully committed to the collaborative sessions and a consistent individual class teacher or subject manager worked alongside Sara with the full support of their SLT. At one particular school (over two academic years), this led to a new whole-school approach to teaching reading skills and a significant increase in the number of children achieving age related expectations in writing at the end of key stage two.

Sara also delivers lectures for students on the Teamworks SCITT programme and has previously worked as a link tutor for students on placement in schools.

Katie Fudge

Deputy Headteacher at Dean Field Community Primary School

Miss Katie Fudge is an experienced EYFS teacher and leader. Since joining the Trust in 2019 she has accelerated through various leadership roles to becoming the Deputy Head at Dean Field. She has a great passion, knowledge, understanding and experience of the EYFS, which began when she first studied and worked in a variety of different nurseries. She has successfully improved results, enhanced the learning environment, raised the profile within the local community and ensured the parents and families were engaged in all that was done in each setting.

In March 2019, Katie's previous setting received RI for the majority of the school but the EYFS achieved 'Good' - this is the area Katie was solely responsible for. The reports states that *'the early years leader has a good understanding of the needs of the children. She ensures staff plan and deliver learning in consistent ways that help them to learn well. Parents [are kept] well informed of the progress their child is making.'*

Katie's skills mostly surround the EYFS. She has redesigned outdoor learning areas and sourced and provided training on how best to use the space to staff surrounding the local community. After completing her dissertation on 'the impacts mastery maths has on an EYFS setting' during her Masters Degree in Childhood Studies and Early Years, she embedded this style into multiple settings and became a host to other staff in the local community to observe and support their teaching.

Katie also has great strengths in Phonics. In multiple settings Katie has increased EOY Phonics and Reading data in Nursery, Reception and Years 1 and 2. She has followed Ofsted guidance and revamped schemes in multiple settings, ensuring staff, children and families are well supported in teaching and learning Phonics.

Katie is currently completing her NPQSL through the Ambition Leadership Programme.

Becky Jordan

Assistant Headteacher at Beech Hill School

Miss Becky Jordan completed a Bachelor of Science degree in Human Biology at Leeds Metropolitan University and followed this with gaining a PGCE with QTS from Bradford College, graduating in 2010. During her PGCE, she embarked on a teaching placement at Beech Hill School, which is where her teaching journey started 10 years ago.

She was appointed at Beech Hill in September 2010 and, in her early career, followed her passion for science and led the subject successfully as an RQT. This was soon coupled with leading Design Technology, in which she helped to develop a new way of teaching the subject across the school. She lectured in primary science at Leeds Metropolitan University as an associate lecturer, teaching undergraduate students. She has taught in all year groups in KS2 progressively from year 3 as an NQT and is currently teaching year 6 as well as being the year group Team Leader.

In 2018 she led an EEF funded research trial at Beech Hill around Metacognition and growth mindset. The data collected from this study fed into the results of the nationwide trial.

Her next role was leading maths and parental engagement as part of the role of Assistant Headteacher, which she embarked on in September 2018. She introduced and embedded the use of Seesaw throughout Beech Hill and more recently the newest school to the Trust, Dean Field, to improve the involvement of parents in their children's education and give them a window into the classroom. She has been a Seesaw ambassador for the last 3 years, which has enabled her to train colleagues in other schools and settings in how to use Seesaw effectively.

Becky's other role in school is leading computing and she has provided computing lectures for Teamworks Teaching School Alliance for the last 3 years as well as writing a bespoke computing curriculum for the Family of Learning Trust.

Laura Brambani

Assistant Headteacher at Beech Hill School

Miss Laura Brambani began her journey into education through a BA Honours degree in Education Studies and then went on to complete a Post Graduate Certificate in Education and gained QTS qualification in September 2011.

'Home grown' as a trainee teacher at Beech Hill, she has now taught at the school in both Key Stage One and Two for just over ten years. During her early career, Laura led various subject areas such as the arts. In this role, she facilitated the school in gaining Artsmark Gold status twice and used the work done in the arts to help initiate change and best practice across other subject areas.

In 2014, Laura gained the National Professional Qualification in Middle Leadership. Over the years, Laura has been heavily involved in Initial Teacher Training, being lead mentor for the school and working closely with teacher training providers. In 2014, she coordinated a partnership between Leeds Metropolitan University and Beech Hill. This involved facilitating the training and placements of ten trainee teachers, two of which were then recruited by Beech Hill upon qualifying. Coupled with this, Laura annually lectures for Teamworks TSA on providing education for children with English as an Additional Language, another area of her expertise.

Laura's skills in managing the various areas of school were recognised in September 2018 when she took up the post of Assistant Headteacher for the curriculum. Here, she has led change across both schools within the MAT. Laura has supported curriculum leaders to make sure their subjects are sequenced and built upon in terms of skills and knowledge and that each subject has a breadth of coverage whilst meeting the needs of the children.

10. Our Key Performance Indicators

Trustees will meet a minimum 6 times a year and receive 3 detailed written reports relating to the following Key Performance Indicators:

Standards and Results

- All academies on track to meet or exceed National Averages (NA) or Trust targets (whichever is the higher) at EYFS, Phonics, KS1, KS2 (Reading, Writing and Maths plus Combined at KS2).
- All MAT schools retain or improve their Ofsted rating.
- All schools are fully compliant with health and safety, safeguarding and other statutory requirements.
- Parents, staff and pupil survey data illustrates satisfaction

Performance Management

- All teaching and support staff should engage in performance management.
- 90% of all staff are evidenced to have met or exceeded targets.

Pupil Attendance and Punctuality

- All academies to be at or ahead of National Averages for attendance and Persistent Absence.

Exclusions

- Fixed term and permanent exclusions significantly below NA or reducing.

Finance

- All academies effectively operate Trust systems and deliver better value at lower cost with a target of ensuring a surplus budget and that target reserves are met.
- Audit reports identify no high-risk aspects.
- All statutory returns submitted on time
- Accounts filed with Companies House for public access on 31 Decembers each year and on the Trust website by 31 January of the following year.
- Sources of funding pursued for capital development projects.
- Staffing as a percentage of total income is at or around 75%

Staffing and Human Resources

- All MAT academies are fully staffed with high caliber of staff.
- Teacher turnover in individual academies is under 15%
- Pupil to teacher ratios are favourable compared to national levels.
- Development opportunities made available to staff to work across the MAT
- All staff across the Trust benefit from CPD programmes, positively impacting on outcomes and performance.
- Absence rates among staff fall year on year.
- Individual academies have due regard for staff wellbeing

Governance

- All Members and Trustees fully understand their duties as company directors and charity trustees as laid out in the Company Act 2006.
- All schools have a full complement for their Local Governing Bodies, with an appropriate set of skills and experiences to undertake their responsibilities.
- The Schemes of Delegation are reviewed annually.

School Improvement

- Actions identified by external consultants are completed.
- Trust SLEs, Lead practitioners and specialist staff are being effectively deployed across the trust to drive improvement in key areas.
- Follow up from the external quality assurance is evidenced in school improvement activities.

11. Our Strategic Objectives 2022-2025

As a Multi-Academy Trust, we have clear strategic aims built on our mission and values. Our three-year strategic plan aims to ensure that the public, parents and stakeholders have confidence in our approach.

Strategic Objective 1: Quality of Education

To provide all our pupils with the very best provision

1. To ensure that our academies provide the very best teaching to promote high-quality learning for our pupils regardless of their gender, nationality, SEND and ethnicity
2. To ensure all pupils access a broad and balanced curriculum which is enhanced with an enrichment offer that develops the whole person
3. Increasing the wide range of opportunities provided for our pupils through an enriched curriculum in each academy and across the trust
4. To ensure that all schools improve their Ofsted grading if they were requiring improvement or inadequate on joining the Trust, or maintain their grading if good or outstanding on joining
5. To ensure that all schools in the Trust have high expectations and aspiration for their pupils in relation to pupil outcomes and pupils achieve at least in line with national averages
6. All staff will be supported through high quality CPD, training and development to ensure that they have the right skills to improve classroom practice
7. To ensure that there is a rigorous and robust programme of quality assurance that helps to support staff, build expertise and capacity, and raise standards to deliver positive outcomes for pupils.

What will success look like:

All schools currently graded good or better at least remain good/outstanding after joining the Trust

Pupil Outcomes show progress and attainment of the majority of pupils is at least in line with national averages

Strategic Objective 2: Leadership and Governance

Ensure effective leadership and governance with clear succession planning

1. To ensure all FoLT Governors, Trustees and Members are confident and effective in their role and acts in the best interest of the Trust
2. To encourage leaders at all levels to contribute to the culture and collective endeavour of the Trust
3. To continue to invest and develop leaders at all levels within the MAT ensuring that they are well equipped to inspire, lead, manage and challenge others to make changes, leading to improved outcomes for pupils and manage succession challenges effectively
4. To maintain and develop Trust-wide partnerships to support school improvement
5. To support and promote a culture within the MAT which is supportive and ever mindful of staff workload and well-being.

What will success look like:

Trustees, Governors are highly knowledgeable and their schools and Trust are effective in meeting their statutory duties

School leaders make a positive contribution to Trust priorities as evidenced in performance management and school development plans

There are clear succession plans in place at both school and Trust level

All schools have engaged in collaborative working opportunities across the Trust

Staff surveys show the majority of staff feel well supported and would recommend the Trust.

Strategic Objective 3: Finances and Estates

To build a strong infrastructure which is financially viable and sustainable

1. Internal controls are robust in all areas ready for regular external scrutiny
2. The Trust will continue to have a rolling procurement exercise to ensure economies of scales, efficiency and best value is achieved in all areas of expenditure
3. The Trust will continue to develop other areas of income and continue its promotion of gaining grants for internal projects and capital projects
4. All schools within the trust will have separate management accounts each month and will have a sustainable budget set each year ensuring financial viability and stability within in each school
5. The Trust will continue to strengthen its central team and look at ways of being more efficient in all areas
6. Benchmarking data provided to all of our Trust schools supports effective forward planning
7. To promote and develop the Trust and the services that we offer to a wider cohort of schools. We will work through a range of partnerships to share good practice and jointly procure services to bring about better value for money and economies of scale
8. Develop an estates strategy and asset management plan and ensure it is fit for purpose
9. To ensure all schools are compliant with Health and Safety, Data Protection Act (GDPR) and the latest cyber security guidance
10. To carry out detailed surveys for all schools when they join the Trust.

What will success look like:

All schools and Trust comply with statutory guidelines, operate within budget and show annual surpluses

The Trust has business arrangements that are efficient and effective, and enables it to deliver on its commitments to grow and prosper and to deliver value for money across all our operations

All schools understand rationale for 'annual contribution' and any changes clearly communicated to school leaders and LGBs (evidence: consolidated accounts; annual audit, annual survey)

3 year strategic building and premises plan in place for all schools to ensure effective use of premises funds

All schools are compliant with Health and Safety, GDPR and cyber security requirements

Strategic Objective 4: Trust Growth

To grow the Trust in a measured way to ensure that standards are maintained and improved and that there is sufficient capacity to bring about rapid transformation as required.

1. To grow within a close enough proximity (within 30 minutes driving distance) to benefit from the Trust's established infrastructure
2. Conduct full due diligence on each school potentially joining the Trust.

What will success look like:

***Expansion of Trust does not result in a dip in the performance of any existing Trust schools
To grow to the point at which we can still 'know' our schools and they know us.***