



ATT Strategic Plan

2015 - 2018

Improving Education **Together**

TRIANGLE ABC

$$\frac{A}{\sin A} = \frac{B}{\sin B} = \frac{C}{\sin C}$$

$$A^2 = B^2 + C^2 - 2BC \cos A$$

$$\text{TRIANGLE} = \frac{1}{2} AB \sin C$$



Introduction

This Strategic Plan sets out ATT's priorities from 2015 to 2018. As you will see, our intention is to build on the secure improvements to date and keep a clear focus on the best possible outcomes for pupils and learners by continuing to improve the quality of education while ensuring resources are used to best effect. Above all, ATT will continue to focus on improving the lives of pupils and learners, and in particular the disadvantaged and vulnerable.

Our performance information shows that the gap with national averages is closing within The Trust but more needs to be done to tackle underperformance particularly in some academies in the eastern region. We have equally high ambitions for pupils and learners across all areas of The Trust, stressing our commitment to a first-class education for all.

We believe all academies can be transformed to become Outstanding regardless of their circumstances, given time and support.

ATT is also committed to support our 'Good' academies to become 'Outstanding'. Our annual reviews will be more bespoke, to enable a deeper analysis of successes and weaknesses in order to establish exactly what needs to be improved, how and by when.

Academy improvement is one part of our role. The deployment of resources, to provide better value for money at a time when resources are becoming scarcer is a priority. The management of our buildings, our staff and the resources needed for effective delivery in the classroom are all part of the challenge. Better financial management in all academies is essential. Better procurement systems will provide more for the same money whilst more effective recruitment and retention will enable us to build our capacity across all aspects of our work. Our academies were ICT poor at the outset; we continue to address this in a managed and measured way.

Academies will be given more opportunities to work and learn from each other in their geographical clusters in order to develop system wide leadership. We will be more outward looking in terms of academy improvement and encourage academies to benefit from external providers like Pixl, SSAT, Improve Education and local teaching school alliances. This will allow academies, with support and guidance of their link Improvement Directors, increased flexibility to resource their improvement needs in a more bespoke and efficient way to help raise achievement. We will also be investing in our middle leaders helping to build capacity and giving them the confidence and know-how to be the drivers of academy improvement. Through our Further Education division, we will endeavor to bring wider opportunities for learning to our pupils as well as to the communities in which we are based.

We are committed to ensuring all pupils in our care make progress, in particular the most vulnerable so that they are all supported to be the best they can be. Our plans ensure safeguarding is always a part of all we do. We are committed to all staff understanding and addressing the challenges of life in modern Britain and will give priority this year to ensuring all pastoral and support systems address these issues.

Growth within The Trust will be measured and strategic. We will grow where and when it is judicious to do so. We will take advantage of the Free School Strategy, but work with Local Authorities to ensure we operate where our new schools are of most use to the local community. We see that we have a role to bring the good practice within The Trust to others.

This Strategic Plan, is ambitious, we strive to be a very successful multi-academy trust. ATT is here to ensure that pupils, young people and older learners receive the excellent care that education stakeholders have every right to expect. We will hold our academies to account but equally will expect them to hold us to account for the quality of our services. The developing awards strategy within The Trust will serve to recognise the talent and achievement of those within The Trust, both staff and pupils who have striven and become the best that they can be.



For more information about us:
academytransformationtrust.co.uk



Academy Transformation Trust

Academy Transformation Trust is a not for profit organisation comprising of primary and secondary academies and further education provision. We believe the future success of education relies on schools collaborating, innovating and improving together, always seeking better ways of offering those in our care opportunities to achieve. Our academies and our people support each other to deliver the very best education for our pupils.

Our team knows first-hand how to make education better for schools, pupils and their teachers. For us, the future of UK education relies upon schools working closely together to share best practices, giving every child the best chance in life. We set up ATT to make this vision a reality. As a not for profit trust, we work with our growing family of 19 (as of October 2015) primary and secondary academies in the Midlands, East of England and South East.

We're on a mission

Our mission is to provide the very best education for all pupils and the highest level of support for our staff to ensure every child leaves our academies with everything they need to reach their full potential.

These are the things we shout about

The transformation process

Our priority is to make your transition to becoming an academy as smooth and effective as possible. We take a flexible approach to transforming schools and prefer to involve everyone in the process to ensure everyone is happy.

Making academies sustainable

Becoming an Academy Transformation Trust academy gives schools the support, structure and management they need to become innovative, creative and sustainable.

The best team and the best support

Our teams are all experts in their fields and our experience and size makes us one of the most supportive academy trusts in the country. Due to our effective back office and amazing support networks our team improves academies through robust academic, employee, finance and governance support.

Successful pupils, successful staff

We started Academy Transformation Trust because we really do believe every child deserves the best chance in life. By striving to make all of our academies outstanding, we ensure our pupils and staff have everything they need to reach their full potential.

Making academies outstanding, together

We believe the future of UK education relies on academies working effectively together to help everyone become outstanding. We do this through building communities of academies in key geographic areas and helping them to develop and share exciting new practices and innovate together.

The Trust Board

ATT is managed at a corporate level by a Chief Executive Officer (CEO) and Managing Director (MD), who are supported and held accountable by the Board of Trustees, of which they are a part. The Board appoints an Audit Committee to oversee finance and due diligence on their behalf

Members of The Trust Board are statutorily responsible for ATT's academies and its regulatory work. They meet four times each year, receiving reports across the whole spectrum of work undertaken in the academies and by the central team. They challenge and hold to account managers and Principals to ensure they provide the very best they can for pupils.

Governance in academies is undertaken by Local Governing Bodies who operate as representatives of the Board of Trustees and to whom specific duties are delegated as appropriate.

ATT currently consists of four regions across England, each linked to an Improvement Director who is responsible for supporting the academies to secure improvement both rapidly and sustainably. Each academy Improvement Director reports directly to ATT's Principal Improvement Director, who is a member of the Executive Team.

People

Day-to-day strategic management is undertaken by the Executive Team who work alongside the CEO and MD. They have oversight of individual divisions, six in total: Academy Improvement, Finance, Resources, (Human and Physical Resources), Communications & Operations and Further Education.

ATT's approach to its people is based on developing skilled and motivated employees who take pride in their work, find new ways of working and take responsibility for their actions. We recruit, train and promote individuals according to their ability to fulfil the requirements of their post. We are committed to the professional and personal development of all our staff in order to improve our performance and to make more of a difference for pupils and learners.



Our values

Our values guide everything we do. They apply to everyone in ATT and all those who work on our behalf.

We believe in the pupils, in developing our organisation to be able to support pupils to grow as rounded individuals with all the skills they need to be successful. We see our responsibility as not only enabling them to be successful in examination, but also to be individuals who have the character, the resilience and the life skills which enable them to be happy, successful people.

These are the things we hold dear

Transparency

As a charity founded on strong ethical practices, Academy Transformation Trust takes pride in being open, honest and crystal clear in everything we do.

Innovation

We are and we want our staff to be brave, to be creative and to take chances which continually challenge the effectiveness of the teaching and learning opportunities in our academies.

Collaboration

We believe the future of education relies upon effective collaboration between academies, and better collaboration between academies and their local communities.

Ambition

We are determined to improve education nationwide by encouraging engagement and collaboration and giving academies everything they need to realise their full potential.

Our plans for 2015 2018

Over the next three years, we will support the growth of an innovative, ambitious and successful organisation by focusing on the achievement of the following priorities:

- Outstanding ethos, including shared corporate identity and commitment to being the best we can be.
- Growth strategy linked to Outstanding system wide improvement.
- Outstanding intervention strategies to tackle underperformance, including for those who are vulnerable and have specific needs.
- Outstanding teaching delivered through an innovative world class curriculum offer and through system wide leadership and other partnerships.
- Outstanding governance which recognises responsibility and accountability at all levels.
- Outstanding safeguarding practices, including provision for those who are looked after.
- Outstanding workforce, including recruitment, retention and all aspects of HR.
- Outstanding learning environments, making the very best use of buildings and the financial opportunities which exist to improve them.
- Outstanding Post 16 provision and links with the community.





Our planned strategy to achieve the above in three years

Outstanding Ethos

To have a shared ethos which will be recognised individually and collectively, locally and nationally for the innovative and effective strategies which lead to pupils and the academy workforces being the best they can be.

Growth Strategy linked to outstanding system wide improvement

To have grown the organisation to 40 academies, existing within the geographical areas in which we currently operate. To have explored and identified one new region in which to operate. To have diversified into Free Schools, teacher training, leisure and other related areas of work, dependent on individual local context.

Outstanding Outcomes

To have successful academies which are either Ofsted Good or Outstanding and in which pupils achieve their potential or exceed it.

Outstanding Intervention Strategies

To effectively assess and track all pupils so that we are sure they make Good and Outstanding progress using new and innovative strategies.

Outstanding Teaching

Teaching in all academies to be consistently Good or better. ATT to have a world class curriculum offer which is inspiring, fit for purpose and enables pupils to achieve their full potential.

Outstanding Safeguarding practices

To have systems in place to ensure that our pupils are safe, happy and aware of the risks they may encounter in everyday life today and in the future.

Outstanding Value for Money

To be financially viable and to enable academies to be able to access the resources they need to deliver improvement and successful outcomes.

Outstanding Workforce

To have created a talented and effective workforce who is supported and valued. To have long term strategies in place which address the challenges of staff shortages short, medium and long term.

Outstanding Learning Environments

To provide safe, functional, stimulating and sustainable environments for pupils, staff and the wider community to learn and develop within. To maximise our assets and provide appropriate, desirable resources to enable pupils to achieve.

Outstanding Governance

To have in place robust Governance at all levels which ensure challenge and support are appropriate to improvement. Accountability is upheld across the organisation.

Outstanding Post 16 Provision

To have a ground-breaking strategy in our secondary academies, which lead on the national Apprenticeship Strategy and provide new and innovative solutions, enabling all pupils to achieve. To have acquired a contract to deliver adult education provision for at least one other Local Authority.

Our strategy for achieving **our** priorities

Outstanding Ethos

Academy Transformation Trust is a not for profit organisation comprising of primary and secondary academies and further education provision. We believe the future success of education relies on schools collaborating, innovating and improving together, always seeking better ways of offering those in our care opportunities to achieve.

Our academies and our people support each other to deliver the very best education for our pupils.

What we know



- Our pupils are at the heart of everything we do.
- We believe all academies can be transformed to become Outstanding regardless of their background and levels of deprivation.
- All pupils deserve a first class education.
- We have leaders who understand the culture and ethos we want to foster in each of our academies.
- We have a determination to develop the whole-child in order to prepare them well for their futures ahead of them.
- We want to recognise all the skills and talents of pupils and staff in our academies.
- We have good practice in PSHE, extended curriculum and other areas of work which support the ethos of ATT.

What we do



We will:

- set up mechanisms to further develop our unique selling point and key messages so that we can be sure what we say in our written materials is accurate and what we all believe.
- set up an on-going clear communication channel for us to talk to all stakeholders, internal and external, to find out their thoughts, link it to an on-going review of our unique selling point/ethos and vision to ensure they continue to be recent and relevant fine tune our beliefs.
- give everyone a voice: pupil, parent and teacher voice/all stakeholders.
- improve pupils' personal and academic outcomes and reduce the number of behaviour related issues in academies.
- provide more opportunities to develop commonality of messages across the organisation.
- develop and market a sense of pride for all stakeholders.
- recognise and celebrate success at all levels which demonstrate what we believe and are trying to achieve as well as enable pupils and staff feel pride and well being.
- develop meaningful networks to share good practice.
- develop key entitlements which emerge from the sharing of good practice for all pupils and staff, including a Student Entitlement and Staff Career Plan.
- put in place an on-going high level strategic plan to gain recognition for the whole organisation locally, regionally and nationally.

During 2015–18, we will track and report on:



- the quality of press coverage of ATT and its academies.
- staff wellbeing, valuing the ethos and wanting to be a part of it over the long term.
- recruitment and retention of staff who value the ethos and are attracted to it.
- student numbers in academies, where parents are attracted to the ethos of the academy and the wider organisation.

Growth strategy linked to outstanding system wide improvement

We will grow the organisation at a rate which will enable improvements that are needed to be delivered. We will use innovative strategies to link academies into clusters able to support each other and benefit from economies of scale and maximising the skills of all.

We will seek new and innovative ways to manage academies and education opportunities.

What we know



- ATT growth needs to be within the geographical areas where we currently have academies in order to develop system wide improvement.
- 4 geographical areas are partly developed and each has significant scope for further expansion into other local schools.
- Those local authority areas in which we currently work value our input and see us as a part of their solution for school improvement.
- Many singleton academies may find it necessary to seek a home within a larger organisation in order to maximise budgets and resources within the current climate.
- The current government strategy for Free Schools will support ATT to develop a balanced portfolio, working where possible in partnership with Local Authorities.
- ATT has no Outstanding academies needed in order to develop Teaching Schools and SCITT strategies.
- Inability to demonstrate improvement in our Thetford academies means that growth in that area will not take place until at least the end of 2016.
- The access to and use of new technologies in ATT academies is very varied.



What we do



We will:

- improve further the ATT image so that schools can see the benefits of joining ATT would bring to their school.
- continue to develop the 3 year ATT Free School Strategy, culminating in circa 6 Free Schools.
- continue to develop relationships with the Local Authorities within which our academies are found.
- keep up to date with the demographic shifts which continue to take place across the country in order to identify new opportunities.
- develop strategic approaches within each geographical area in which we work to identify those schools which would be a good fit within ATT.
- develop further the materials and strategies used to enable schools to appreciate the ATT offer and ethos.



During 2015-18, we will track and report on:



- progress of our Free School strategy.
- termly data on schools likely to be seeking academy status as well as changing demographic trends.
- due diligence on schools and submit recommendations for conversion to ATT.

Outstanding outcomes for pupils

We will uphold the highest expectations so that we have a focus on all pupils and learners achieving the highest possible outcomes academically and personally.

We will work diligently to ensure all pupils who are looked after and who are at risk in any way have the best possible opportunities to enable them to achieve as well as their peers.

What we know



- Overall, standards are rising across The Trust, demonstrating a secure and sustainable trajectory of improvement from academies.
- Outcomes for some learners in the primary phase are not as good as we want in the Eastern region north and as result, they are lagging behind their ATT and national peers particularly in mathematics. Standards in our secondary academies are all now above the floor standard.
- In science, mathematics and MFL, staffing issues have impacted on outcomes particularly the 5 A*-C EM and the E-Bacc and more needs to be done to recruit high quality teachers to vacant positions.
- The gap between the disadvantaged and their peers is closing across all key measures but not as quickly as we would like in all areas and academies. There is also still too big a difference between the achievement of boys and girls.
- Strong leadership is crucial in driving improvement in education. We have recruited first-class leaders to Principal posts with secure track records of the 'Outstanding' journey. Middle leadership needs further development in some areas.
- Our academies new to The Trust appear to be moving in the right direction and seem to have the skills and capacity needed for further improvement within the current staffing.
- Ofsted inspection reports comment favorably about the improvements from academy opening and the good support received from The Trust. Currently no ATT academies are in an Ofsted category. All academies are securely moving towards good or better.

What we do



We will:

- continue to support academies to improve outcomes for all learners to ensure they are on at least an equal footing with their peers nationally.
- place more emphasis on a strategy for mathematics in the primary phase in the Eastern region north in order to quicken the pace of improvement.
- ensure there are robust strategies in place to ensure all academies are above the primary and secondary national floor standards and moving closer to be **at** and **above** national averages.
- provide additional consultant support for primary and secondary science and focus our recruitment strategy on securing high calibre biologists, physicists and chemists.
- support academies to raise and close the attainment and progress gap between disadvantaged pupils and their peers, in particular white British boys and pupils with special educational needs.
- develop leadership at all levels with an emphasis on middle leadership in order to strengthen capacity within and across our family of academies.
- be brave and have the confidence to call Ofsted back in if we feel academies are securely meeting the criteria of Good or Outstanding.
- support and promote best practice in keeping learners safe at all times. We will ensure our academies comply with all statutory safeguarding matters.
- continue to monitor, challenge and support academies that are not yet good to ensure that they are improving and progress is acknowledged.
- respond swiftly if outcomes are not improving and are below the national floor standards.
- support our 'Good' academies to become 'Outstanding' through the introduction of our Good to Outstanding boards from September 2015.
- support our academies with financial matters to ensure they are able to improve the quality of teaching and provision overall.
- support our aspiring middle and senior leaders in order to retain high quality leaders of the future.

During 2015–18, we will track and report on:



- the categorisation of each academy taking into account a range of evidence.
- the outcomes for different groups of pupils and learners, including the disadvantaged, the most able and those who need to catch up after each data drop.
- the progress of improvement for all our academies through a more bespoke internal annual review programme.
- key lines of enquiry through termly Improvement Boards for all academies.
- annual academy improvement report evaluating successes and next steps.

Outstanding intervention strategies to tackle underperformance

We will keep a clear focus on underperformance through bespoke support and challenge by identifying what needs to be improved and by helping to determine the appropriate action.

We will track pupil performance in order to see how well our pupils are progressing against their ambitious targets paying particular attention to key groups and subjects.



What we do

We will:

- ensure our academies that cause concern receive the support they need to make rapid progress.
- drive improvement of our 'Requires Improvement' academies with appropriate monitoring activity to ensure that academies are taking the necessary steps to become at least Good by the time of their next inspection.
- push our 'Good' academies to become Outstanding and ensure they do not 'coast'.
- move towards a more risk-based review model to ensure that our efforts are proportionate and that we can identify slippage quickly.
- evaluate our work to ensure that our standards are high and are consistently applied, and that robust and proportionate action is taken where these standards are not met.
- move towards geographical clustering to enable us to be closer to what is happening on the ground. Improvement Directors will be able to gather local intelligence as well as identify and tackle local issues as they arise.
- precisely identify gaps in learning for pupils, groups and subjects and follow this up in academies through specialist support, paying particular attention to boys, the disadvantaged, science and primary mathematics.
- support academies in their evaluation of the impact of actions/ interventions and hold academies to account if there is not a strong trajectory of improvement.
- ensure middle leaders are held accountable for improving teaching and outcomes within their areas of responsibility.



During 2015–18, we will track and report on:

- progress and attainment of all groups.
- how well our pupils perform against national performance indicators.
- the impact of pupil premium funding.
- the progress of key issues of each academy through our bespoke review programme.
- the progress of academies that cause concern through monthly Progress Boards.
- the progress of academies that Require Improvement and need to be Good by the time of their next inspection through a termly improvement board.
- the progress of our Good academies in becoming Outstanding through a termly improvement board.

What we know



- It is our ambition for all our academies to strive to become 'Outstanding' by their second inspection. ATT supports our academies to evaluate the overall effectiveness of the academy using the ATT OEE document. This highlights the gaps to Good and Outstanding. This is then translated into a transformational improvement plan that is evaluated termly.
- Principals' Performance Management sets out our ambitions for the academy and the annual milestones needed to be reached to support the outstanding journey.
- Our categorisation process enables us to judge how well an academy is performing against our ambition and identifies those that cause concern.
- Academies that cause concern receive support and intervention proportionate to need.
- Underperforming academies benefit from routine monitoring with clear focus on key actions to improve. The Academy Improvement team provides support and challenge using the systems and processes laid out in our ATT Academy Improvement Strategy and our Achievement Strategy.
- Our Good and Outstanding leaders value external challenge that helps to sustain and improve performance. They want to share what they are doing so others can learn from it. They value regular engagement from The Trust, external providers, Local Authorities and beyond.
- Academies value our review process in terms of the clarity about where improvement is necessary and what needs to be done to become Outstanding.
- The Trust captures performance information across year groups at the end of each half term to determine how well academies are performing against their targets. This highlights where the monitoring of key interventions need to take place to ensure underachievement is being tackled swiftly. Our priorities areas include: boys, the disadvantaged gap, catch-up, special educational needs, primary mathematics and science.

Outstanding teaching delivered through an outstanding world class curriculum

Teaching in all academies will be Good or Outstanding at all times. Strategic systems will exist across the organisation to ensure all staff are trained and developed to be the 'best they can be'.

ATT will have a world class curriculum offer which is inspiring, innovative, fit for purpose and enables learners to achieve their full potential.

What we know



- Teaching is improving across our academies and this is impacting on better outcomes for our pupils. We are developing a Teaching for Learning Strategy that ensures consistency in how we track, monitor and improve teaching across our academies.
- Our curriculum offer is improving in order to meet the needs of our pupils and their career aspirations including the new national performance measures.
- Academies know and understand the importance of PSHE, SMSC and British Values within the curriculum in terms of deepening pupils' appreciation of diversity and equality but more needs to be done to assess the impact of current practice.
- Our strategy for 'life after levels' supports an inspiring and innovative curriculum ensuring knowledge and skills are progressively developed over time. It focuses on assessment structures that develop mastery of higher order skills across subjects.
- Our primary, secondary and post-16 curriculum offer needs to be world class so that learners are globally aware, confident and prepared for life in an international environment

What we do



We will:

- track the profile of teaching across our academies to check if teaching is improving rapidly.
- foster a culture of reflective practice through coaching and mentoring.
- check that consistently inadequate or not yet good teaching is addressed rapidly.
- we will use our Outstanding teachers to work as Lead Practitioners or Champions within their local areas or across The Trust where there is sufficient capacity.
- share and celebrate good practice at local and Trust level.
- monitor and evaluate the attitudes of pupils towards their learning.
- develop guidance on an ATT World Class Curriculum Strategy that outlines our vision and core components to develop World Class learners.
- check the curriculum offer on academy websites, prior to uploading to ensure it meets the needs of pupils and prepares them well for their futures.
- work with individuals and groups to inspire confidence, exercise intellectual curiosity, be innovative and take risks.
- Develop the ATT Pledge including 'What an ATT child looks like' as well as 'what is the ATT entitlement for each child?'
- provide imaginative pathways that meet the career aspirations of our pupils.
- appoint Lead Practitioners in the core subjects to work in the eastern region and the midlands.

During 2015-18, we will track and report on:



- the typicality of teaching.
- destination data.
- progress and attainment all year groups.
- outcomes against national performance indicators.
- regular analysis of skills acquisition (DD).
- success rates for 16-19 study programmes.
- PHSE curriculum offer.
- PASS outcomes.



Outstanding safeguarding practices

We will create the safest environment with which pupils and young people will be prepared for life in modern Britain. They will have every opportunity to flourish and achieve their potential.

What we know



- Pupils tell us they feel safe, and know how to keep themselves safe. Ofsted has recognised in all of our academies that safeguarding is effective.
- We demonstrate and expect best practice. Our rigorous checking processes allow us to target support where appropriate. All our academies provide staff with up to date and relevant training.
- Our range of safeguarding policies are supporting academies in their drive to ensure best practice is demonstrated in all areas of safeguarding. In particular, e-safety and social media policies are detailed and give consistent messages to safeguard pupils.
- Trust staff all receive detailed training. The lead on safeguarding is very experienced and keeps a watchful eye on safeguarding across The Trust. The Trust Board challenges and supports Trust Staff in our drive for Outstanding safeguarding practices across all our academies.



What we do



We will:

- have Outstanding safeguarding practices in all our academies.
- establish effective working practices with all other relevant agencies in each geographical area. We will be working with each in partnership designed to keep pupils and young people safe.
- have robust policies and procedures for appointing staff and providing an induction programme that demonstrates The Trust's commitment to keeping pupils and its staff safe.
- create robust data tracking systems so that we can identify particular issues and/or trends and put in place actions to address them swiftly.
- continually challenge the curriculum, including the academy environment to make sure it promotes knowledge, skills and understanding and gives them the information they need to stay safe and become resilient learners.
- have robust policies and procedures in place that allow academies to act swiftly in relation to any safeguarding issue as they arise.
- give pupils a voice so that they can be confident that others will listen.
- challenge the training programme in academies for all staff and pupils and young people to ensure they have the skills to deal with potential safeguarding issues.



During 2015–18, we will track and report on:



- safeguarding compliance.
- track progress of risk registers in each academy to ensure progress is made on all risks identified.
- progress towards actions highlighted on the central risk register and operation plans
- all referrals to social care and referrals to the Designated Safeguarding Lead at the individual Local Authorities.
- Report termly to the Trust Board on:
 - safeguarding incidents and actions taken.
 - identification of any trends in specific issues.
 - progress on risk registers.
 - new legislation and training.
- The actions undertaken by the safeguarding group their expectations, policy and practice for central office and academies.

Outstanding value for money

As one organisation we will allocate funding based upon the outcomes we aspire to achieve in standards in an innovate learning environment.

What we know



- Current budgets are being spent on resourcing individual schools to all have the same resources, with little or no sharing between academies.
- Back office functions are generally controlled in each of the academies, rather than centrally. This leads to inconsistency in areas such as HR, Finance and Estates.
- HR issues are still seen as an individual academy problem rather than The Trusts, which can lead to redundancies in one academy at the same time as another recruiting.
- All of the academies have their own individual suppliers for resources, leading to us not benefitting by our size and bulk buying power. In some cases we are already breaking procurement rules where academies use the same suppliers.
- The lack of skilled staff in areas such as finance is leading to inefficiency and duplication, evident in the annual financial audit.
- We continue to fund academies the same amount even though we may recognize that they need more or less resource to achieve outcomes.
- Areas of our business such as Post 16 is in deficit.
- Lack of group procurement in most areas is costing us huge amounts of money. Evidence in areas where group procurement has been conducted have shown savings of between 20% and 50%.

What we do



We will:

- address the financial challenges of 4/5 academies so that they operate within a balanced budget within 3 years.
- create an infrastructure to operate as one organisation with one budget.
- review key points in academies and the finance year to realise our processes as one.
- utilising our size, we will operate the economy of scale and have in place systems for purchasing which provide outstanding value for money.
- put in place a best value workforce, utilising the skills within each academy so that financial processes across the organisation are effective, efficient and which save money.
- operate proactive investment where possible providing excellence through both allocation and bidding.
- develop and deliver a business development division to provide additional resources for The Trust.
- operate annual targets of saving including continuous reduction to the supply budget through an effective Recruitment and Retention strategy.



During 2015-18, we will track and report on:



- surveys of buildings.
- monitoring and reporting on the progress of the capital maintenance programme.
- staffing structure/pay scales etc.
- termly reports to Audit Committee and Trust Board.
- Annual Accounts.
- Annual Auditors Report.



Outstanding workforce

We will be an employer of choice and employ the right people, in the right place, at the right time, with the right skills.

Staff will choose to develop their career with ATT.



What we know



- Teacher training in the UK is unlikely to meet demand.
- Our workforce is ageing, increasing the likelihood of voluntary leavers.
- Pupil numbers and school numbers are likely to increase.
- Significant recruitment is likely to be needed in the coming years.
- We need to scope the current structures in place at academies.
- Too much is spent on agency/temporary teachers.
- We don't know what we don't know.



What we do



We will:

- have an engaged workforce, which is retained within The Trust.
- have an embedded talent and succession programme.
- have an ethos whereby there is one ATT; where people choose to join and work for The Trust rather than individual schools.
- have a defined and fit for purpose structure across The Trust.
- have an innovative programme in which our pupils choose to become our teachers and ATT operate a structured programme to enable this.
- operate fit for purpose HR strategies that facilitate an agile workforce.
- streamline spending on recruitment via a value for money preferred supplier list.

During 2015-18, we will track and report on:



- how many of our pupils aspire to become teachers.
- our retention rates.
- our average time to hire.
- our cost per hire.
- the percentage of vacant roles.
- our level of employee engagement.



Outstanding learning environments

We will provide safe, functional, stimulating and sustainable environments for pupils, staff and the wider community to learn and develop within.

We will maximise our assets and provide appropriate, desirable resources to enable pupils to achieve.

What we know

- We have inherited a legacy of poorly maintained buildings which, in some cases are not fit for purpose.
- In order to address all building condition priorities between 2015 and 2018, the total budgeted cost is £30,000,000.
- Our condition funding allocation for 2015 – 2018 is £13,500,000.
- We have secured additional funding and potential new builds for four academies through the priority school building programme which reduces the cost of our condition priorities to a manageable level.
- We have LA-funded basic need expansion programmes in two primary schools, doubling their size.
- The liabilities need to be addressed within the next 5 years to ensure the estate functions correctly.
- The EFA endorse our funding model and strategic capital funding plan.
- Some teaching spaces are poorly designed and lack natural light.
- There are varying degrees of ICT provision within our academies.
- We do not have available capital funding to purchase resources or ICT equipment and can currently only meet the need of condition improvement.

What we do



We will:

- operate an annual capital maintenance plan which addresses the highest priority issues within our estate underpinned by condition data.
- continue to operate an Outstanding estates strategy which:
 - continues to successfully bid for funds to improve the environment of academies.
 - continues to work with local authorities to secure funds for extension to buildings linked to increases in PAN and address local need.
 - successfully continues the Free School Strategy over 3 to 4 years to secure 5 to 7 Free Schools as a part of ATT.
- work with our academies and strategic partners to make best use of the buildings and space we have, taking into account changes to government policy, such as progress 8, which have an effect on the use and needs of teaching spaces.
- develop CAD drawings and measured plans for our sites which will enhance ATT's strategic planning.
- continue to develop our property software in order to provide a room-by-room live condition overview for each academy site. This will incorporate separate reports such as condition survey, asbestos, electrical condition and accessibility into one online record.
- review the provision of resources (including ICT) within our academies to determine a benchmark for minimum requirements to successfully deliver each curriculum model operated within our academies.
- endeavour to identify Funding Opportunities for resources including ICT.
- maximize procurement efficiencies through group purchasing and leasing options for capital spend where appropriate.
- develop an asset management strategy which will allow ATT to successfully plan the replenishment of resources using a phased implementation plan based on need.
- develop a preferred suppliers list and implement through our property software to ensure academies access best value contractors and services.
- develop an ATT procurement framework in line with OJEU procurement law for our network of academies which can be sold to other Trusts and develop a new revenue stream for ATT.

During 2015–18, we will track and report on:



- the use of capital funding and carry out an impact assessment within our academies.
- savings made through central procurement of works.
- progress with Local Authority led expansion projects.
- the development of asset management plan.
- the benchmark for minimum resources and ICT requirements across group.
- property software development as detailed above.



Outstanding governance

We will ensure that all aspects of Governance at all levels hold our work to account to achieve Outstanding outcomes in line with our values and to achieve national recognition.



What we know



- The structure of our Governance including The Trust Board is well designed.
- Support functions for Governance are generally effective.
- Some Local Governing Bodies need to improve their skills' set.
- The skills on the Trust Board are generally appropriate with only a small number of omissions. Their engagement needs to be strengthened.
- We have a training programme for Governors based around data, GEL Assessment, Link Governor training and bespoke training where appropriate e.g. Ofsted ready.
- We have a successful annual Governors' Conference.
- We receive positive comments from Ofsted.
- We have an effective Audit Committee.
- The governance model for Further Education is being developed.

What we do



We will:

- develop an accredited Governance qualification for national roll-out.
- develop accountability measures for the ATT Trust Board and LGBs.
- establish an annual Governor Awards process.
- instigate an annual report to the ATT Board from the ATT Governance Team on the performance of LGBs/Governing bodies.
- introduce a Chair of Governors report to feed into Principals Performance Management.
- devise an ATT Governance SEF and introduce an LGB review process.
- develop the Chairs network, chaired by a member of the Trust Board.
- identify good practice by our MAT as a recognised national leader in good governance for dissemination at national forums like NGA Conference.
- explore national awards for our best Governors.
- develop further the FE Board.
- continue to explore new governance models which may be more effective.



During 2015-18, we will track and report on:



- the take up and effectiveness of the development of the governor qualification measured by governor recruitment and retention and strengthening the skill set.
- development of accountability measures to determine the strengths and weaknesses of LGBs and remedial action.
- case studies of good practice for positive feedback and PR.
- the development of the Lord Nash Award for governance according to set criteria.
- the RAG rating of governing bodies leading to a report to the Trust Board.

Outstanding Post 16 provision and links with the community

ATT will continue to regenerate communities by engaging with the national skills agenda and with parents and families in collaboration with external agencies and achieve value for money through the shared use of resources and outstanding learner outcomes.



What we know



- We have a robust Further Education provision that is extending beyond its Nottinghamshire base and which is outperforming national outcomes.
- We have a developing leisure provision that complements the work of our Further Education offer.
- Early success in the CCF has led the MOD to support the possibility of all ATT secondary academies to join the CCF network as part of the Government funded Cadet Expansion Initiative.
- Collaboration with football clubs and their associated agencies to provide a vocational offer in Post 16 provision in ATT academies has potential to be further explored.
- We are seeking to develop the exemplary work carried out in the management of the Nottinghamshire Adult Learning Service to other areas.
- Our academies with 16–19 pupils are vigorously seeking to expand their academies provision but changes in funding has created challenges which need to be addressed.
- We have collaborate provision with other local schools and agencies to make alternative provision for pupils who need alternative learning pathways.
- We have challenges to address in FE staffing.
- We have yet to take on the challenge of apprenticeships.

What we do



We will:

- review and revise the staffing structure to enable robust management and sufficient capacity to achieve key goals.
- ensure that each academy has a robust growth plan for Post 16 and Further Education on the promise that their provision can support the academy to secure Good at the next Ofsted (and not be a potential problem).
- ensure that all Post 16 provision is rooted in a network of named high quality partners for delivery of Outstanding study programmes including the provision of apprenticeships in all appropriate sixth forms.
- develop a growth strategy that incorporates all of ATT leisure facilities.
- develop an apprenticeship programme in line with national strategy.
- create a new national model for Further Education provision building upon The Trust experience in providing Further Education learning in schools/academies that can cost effectively meet the needs of learners in our academies and the wider communities.
- extend the community learning hubs model into the eastern region and the West Midlands through the development of partnerships.
- develop the governance structure to create a new FE Board of Trustees as well as Local Governing Bodies for each region.

During 2015–18, we will track and report on:



- Ofsted reports for individual academies.
- reporting through the FE Board and Local Bodies for each region.
- reporting data to SFA.

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