

## BDAT Priorities and Plan 2018-19



**This document provides a high-level summary of BDAT’s priorities and action plan for the 2018-19 academic year as approved by the Trust Board.**

The image provided features pupils from three of our secondary academies – Immanuel College, Belle Vue Girls Academy and Buttershaw Business and Enterprise College.

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## A. Summary

This document is a one-year action plan confirming the BDAT priorities for the academic year 2018-19. It is designed to provide the Trust Board with a simple and high-level overview of what they can expect to be delivered across the MAT team over the course of the year. It is not intended to cover all areas of operational activity or routine delivery.

The proposal is that the plan will be regularly reviewed at all Board meetings so that the Board have an overview of work being undertaken and any areas of slippage/risk.

The plan has been developed collaboratively by the BDAT Executive team with different personnel taking responsibility for different parts of the core business. The aim of the plan is that it will coherently provide an overview of activity in one easy accessible document.

## B. Reflections 2017-18

### Priorities 2017-18

1. **Growth** – up to ten further conversions by December 2018 bringing the MAT to 20 schools by 2020.
2. **School Improvement** – continue to raise attainment and progress standards
3. **Becoming a MAT of choice** – for employees and students
4. **New projects** including New College Bradford, Alternative Provision

2017-18 has been a successful year for BDAT. There is a real sense that across the business the MAT has matured, growing from a small and rapidly growing Trust to a large MAT with a robust infrastructure, steady operating model and defined vision and identity. Our school leader and central MAT staffing is stable and our education profile is improving.

The reputational profile of the MAT has increased both locally and nationally with the Trust working with a number of wider projects such as Bradford For Teaching, Birth to 19, Eden Teaching School, the National Society for the Church of England Education Office, West Yorkshire Strategic Partnerships and others, to help drive forward education initiatives.

Within the MAT significant growth has been achieved in line with last year's targets. Four schools joined the Trust as planned during the academic year and four more have academy orders and are on target to convert by the end of 2018. This does leave the Trust open to some further expansion should the Trust still aim to be at 20 schools by 2020. Fundamentally, though the MAT business and support model behind the schools, provided through the core offer and retained funding, is now balanced which means further growth is not essential for the MAT to remain viable.

Checks and balances such as an independent audit committee, are also firmly in place to ensure the Trust operation model is effective, value for money and adds additionally to the schools.

**As of September 2018 the MAT sponsors 15 academies comprising 7,929 students, employing 1,191 staff with an annual budget of £47m.**

**By January 2019, the Trust growth profiled means we will support 8,852 children, employ 1361 staff and have a budget of over £54m.**

Our education profile is also improving.

In the primary phase, the trust reached its targets in the vast majority of cases. Age related expectations have increased across the MAT. Reading, Writing and Maths attainment has increased by 10% at key stage 1 and 8% at key stage 2 with six out of nine schools improving at a greater rate than national. Phonics has improved by 10% in 2018.

KS4 attainment is rising across the Trust with two of the schools achieving broadly in line with FFT 50<sup>th</sup> percentile for Combined English and maths measures at both %5 and 4+. The other being at or close to the FFT 20<sup>th</sup> percentile. The greatest gains were with ‘disadvantaged’ students who achieved an 11% rise on both of these measures. Unvalidated Progress 8 measures place should place one school in the top 12% of the country, one in the top 30% and one in the bottom 30%. As a Trust the outcomes place us at the 50<sup>th</sup> percentile in n terms of FFT estimates and P8 at close to 0, i.e. broadly in line.

KS5 performance at Post 16 remained broadly as last year. One school gained an average grade of C+. one C- and one D+. At the point of writing there are no progress figures available. The school with the lowest average grade has recruited its final intake.

The Trust has also had significant success when participating in external expectations. All school OFSTEDs this year resulted in good judgements and in our latest SIAMS inspection, Bradford Forster Academy was recognised as outstanding.

School	Type	Previous OFSTED	Latest OFSTED in Trust
St Oswalds	Sponsor	Inadequate	Good
Christ Church	Sponsor	Inadequate	Good
St Philips	Sponsor	Inadequate	Good
Westminster	Sponsor	Good but validated at best RI on conversion	Awaiting inspection
Oxenhope	Convertor	Good but validated at best RI on conversion	Awaiting inspection
Bradford Forster Academy	Sponsor	No designation	Good
Immanuel College	Convertor	Good	Awaiting inspection

Belle Vue Girls	Convertor	Good	Good
BBEC	Sponsor	Inadequate	Awaiting inspection
Academy at St James	Sponsor	Inadequate	Awaiting inspection
Woodlands	Convertor	Good	
Clayton St John	Sponsor	Inadequate	
East Morton	Convertor	Good	
St Johns	Convertor	Outstanding	
Cullingworth	Convertor	Good	

One of the big frustrations for 2017-18 was the lack of opportunity to move forward with plans to open an alternative provision Academy. Despite considerable groundwork and exploration, the DFE has not to date opened up a free school route which Academies can apply to. There is a LA competition scheduled for 2018-19 and depending on the LA success in securing a bid then BDAT still continues to aim to open our own AP school.

## **C. Headline Objectives**

### **1. Achievement and standards**

As a Trust we want to be a provider of good, or preferably outstanding education across all our academies. Education achievement (attainment and progress) remains a priority and will be monitored and challenged through a series of robust and challenging Trust and school targets. Attendance will also be a priority across phases as we need to get all of our children in to school more often so we maximise our opportunities for teaching and learning time.

### **2. Financial security**

Budgets are very tight. Although the MAT and our academies do have three year balanced budgets this has been predicated on significant cut-backs and contractual savings. During 2018-19 we will consult on whether to roll out new employment contracts to staff which will help save money and provide us the freedom to set future terms and conditions including pay, which are affordable and within the controls of the MAT. The aim of this work is to meet the Board ambition to minimise the requirement for further restructure or redundancy. Integrated Financial Curriculum planning will also be implemented during 2018-19 in the areas where it can have most impact and in line with ESFA requirements.

An ongoing priority for 2018-19 will also be to continue to identify areas where the MAT can make further financial efficiency savings. Further procurement in areas including HR support, staff absence management software, ICT, Management information systems and estates management are all identified as areas of further savings.

### 3. Growth

While we do not envisage much further mainstream growth, BDAT does still have a limited number of places open for schools wishing to convert in to the MAT or requiring sponsorship. Whilst we are not actively marketing these places should a school be the right partner for the MAT some small growth may be considered. It is more likely that growth will be of a different kind in 2018-19 either through opening up an alternative provision or engaging with an Initial Teacher Training Provision (ITT). We would do this working with key partners with identified expertise in these areas.

### 4. MAT of choice

Further to the work we began last year we will also continue to look at ways to be a MAT of choice for employees and students. This will include further work to raise the brand and profile of the Trust and schools, maximising the leverage of the “member of the BDAT family”.



For the first time the MAT will look to develop a coherent and Trust wide talent development strategy, including a ITT strategy, CPD programme and training for key groups including aspiring Heads and Governors. Piloted initiatives such as our annual career discussions and BDAT Leader of Education will be rolled out more widely across the MAT.

Further work is also required to attract pupils to our schools. A Trust wide consultation is already planned around strengthening our cross school admissions and primary/secondary links but more work is needed to help our schools increase their reputation and brand.

On the back of this work and the contract consultation which has presented a challenging time for staff, BDAT will also be looking to improve our staff communications through the establishment of a staff voice group from early 2019 designed to ensure better feedback from staff to the Trust central team and to the Board.

### Summary

Finally, in conclusion, while a lot of activity this year will be seeking to embed and strengthen the MAT structures which have been developed over the last six years, a key activity for 2018-19 will also be developing our three to five-year strategy for where next for BDAT as a mature organisation. As a MAT we will need to decide whether to pause growth and remain at 20ish schools for the foreseeable future and what this means for the rest of the non-academy schools in Bradford. If we are to pause then the MAT needs to consider our next steps in terms of wider system leadership, teaching schools and teacher training - after all this will be what helps us grow our future generations of teachers and leaders.

## 1. Education

Key targets	Success Measures	Milestone
<p>1. Further improve the <b>progress and attainment</b> across the Trust schools, in particular that of disadvantaged students <i>and boys</i>, so that they are broadly in line with FFT estimates and closer to national benchmarks.</p>	<ul style="list-style-type: none"> <li>• By 2022 all schools to be validated good with outstanding leadership (self- evaluation and external judgements)</li> </ul> <p><b>Secondary Data</b></p> <ul style="list-style-type: none"> <li>• By 2020 all schools will have a positive progress score and at least 3 will be in the top 20/30%</li> <li>• At least 39% of students across the Trust will achieve %5+ Basics and 61% at %4+</li> <li>• Disadvantaged students, performance will have closed the gap on national other</li> <li>• Disadvantaged students will at least match the improvements of “other” across the Trust</li> </ul> <p><b>Primary Data</b></p> <ul style="list-style-type: none"> <li>• At least 58% of Trust pupils will reach RWM combined at KS 2 by 2019 (<b>50% 2018</b>), 64% by 2020 and 68% by 2021</li> <li>• At least 8% of Trust Pupils will reach RWM Greater Depth by 2019 (<b>6% 2018</b>), 10% in 2020 and 12% by 2021</li> <li>• PP children within the Trust reaching RWM will rise from 32% to 45% by 2019 and to 55% by 2020 and to 60% by 2021.</li> </ul>	<p>By <b>Oct 18</b> Trust targets (based on FFT estimates) will be agreed and set. Currently working at data will be collected 3 times during the year 11 and Year 6 and used to analyse strengths and areas for intervention (<b>Nov, March, April</b>) (<b>Sep, Nov, and March Primary</b>) and Primary Committee</p> <p><b>This information will be shared at Primary and Secondary committees.</b> Schools will share their analysis of 2018 exam results with Secondary Committee (<b>Sept 2018 (July and September 2018)</b>). Subject Networks share the successful exam strategies used. <b>1st meeting and in future meetings when looking at mock results.</b></p> <p><b>Secondary</b> A programme of review of schemes of learning is drawn up and shared with LGB</p> <p>T&amp;L Leads agree the areas of focus within their schools <b>Oct, and termly thereafter.</b></p>

	<ul style="list-style-type: none"> <li>• PP gap for children within the Trust will diminish for RWM from -32% 2018 to -20% in 2019 to -15% in 2020 to -12% in 2021</li> <li>• Trust PP for progress to be less than -1 for reading and maths and at 0 for writing in 2019.</li> </ul> <p><b>Whole Trust Success</b></p> <ul style="list-style-type: none"> <li>• Data tracking focusses on the pp achievement levels in the school.</li> <li>• PP plans have specific foci that aim to raise attainment and achievement and these are evaluated termly.</li> <li>• All schools will have reviewed their schemes of learning to ensure there is stretch and challenge and that the needs of their learners are being met resulting in students being exam ready</li> <li>• All teachers are meeting career stage expectations to be good or better</li> <li>• By July 2019 all leaders to be at least good and 60% of UPS will be good+</li> </ul>	<p>Termly teaching data collected, analysed and reported to relevant Trust Committees.</p> <p>School showing the quality of teaching is on track to be at least good across all 4 Trust secondary schools and on track to be good for all primary schools that have either converted as good schools or have been part of the Trust for more than 2 years. For Primary schools that were Sponsored and have been with us for less than 2 full academic years then the trajectory needs to be developing from an Inadequate starting point in the first 6 months to RI within the end of the first year and on the journey to Good by the end of Year 2.</p> <p><b>This will be analysed on a termly basis</b></p>
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<p>2. <b>Attendance</b> across the secondary and primary phase will show an improvement and will have closed the gap on national averages for overall and for similar students</p>	<p><b>Secondary</b> Trust Targets for each school show that the gap on national 2016/17 is closed by at least 0.5% overall. FSM attendance rates exceeds the national FSM 6 2016/17 figure of 92.2. All schools meet or exceeds the 'other' figure of 95.6 PA is reduced by at least 5% in 3 schools and by 2% in BVGA</p> <p><b>Primary</b> All schools will be better than 95% by the end 2018/2019 academic year. 10 out of 14 schools will be better than 95.5% by the end of the 2018/19 academic year. 7 out of 14 schools better than 96% by the end of the 2018/19 academic year. 3/7 schools better than 96.5% by the end of the academic year.</p> <p>All schools to be less than 14% PA for 2018/19 10/14 schools to be better than 11% PA. 7/14 schools to be better than 8% PA 3/14 schools to be better than 6% PA</p>	<p>Attendance work stream established and remit drawn up <b>by Sept 2018 (secondary) and continue in Primary.</b> Reports on the pilot projects <b>half termly</b> Analysis of 2018 results for key attendance benchmarks by all schools and used within schools and with parents by <b>Oct 2018.</b> Trust Committees receive an analysis of attendance <b>half termly</b> with progress towards targets outlined</p>
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## 2. Finance

Key work	Intended Outcome	Milestone
1. Consultation on staff contracts followed by implement of contractual changes to staff contracts to ensure value for money and cost efficiencies.	<ul style="list-style-type: none"> <li>All staff move to new BDAT contracts if agreed. NB. This will depend on the outcome of the consultation and decision of the BDAT Board</li> </ul>	April 2019
2. Review and make recommendations on staff salaries for 2018-19	<ul style="list-style-type: none"> <li>Pay decision agreed for school staff by Board</li> <li>Central staff merged to school scales.</li> <li>One BDAT pay scale in place</li> </ul>	Oct 2018 Dec 2018 April 2019
3. Integrated Curriculum Financial Planning implemented	<ul style="list-style-type: none"> <li>Independent Review of base data</li> <li>Introduction into budget mechanism</li> <li>Training SBM/HT</li> </ul>	Sep 2018 Apr 2019 Jan 2019
4. Full Monthly Management Accounts	<ul style="list-style-type: none"> <li>Training for SBM</li> <li>Management Accounts to Chair of Trustees &amp; Chair of Finance Trustee</li> <li>Financial Effectiveness for HT</li> </ul>	Oct 2018 Oct 2018 Mar 2019
5. MAT Peer Review Financial Internal Audit	<ul style="list-style-type: none"> <li>Introduce MAT audit Peer Review</li> <li>MAT Internal audit report</li> </ul>	Feb 2019 Apr 2019

### 3. Business and Operations

Key work	Intended Outcome	Milestone
<ul style="list-style-type: none"> <li>Estates</li> </ul>	Appoint Estates and Health and Safety Manager with specific remit to: <ul style="list-style-type: none"> <li>Coordinate SCA</li> <li>Strategic H+S</li> <li>Oversee Asset Management Plan</li> </ul>	End Sep 18
<ul style="list-style-type: none"> <li>Safeguarding</li> </ul>	Embed workstream: <ul style="list-style-type: none"> <li>Coordinated training</li> </ul> Tender for further audits for Sep 19	Sep 18 Spring 19
<ul style="list-style-type: none"> <li>Risk</li> </ul>	Streamline risk register Review workstream Improve reporting/consistency	Ongoing Jan 19 Jan 19
<ul style="list-style-type: none"> <li>Health and Safety</li> </ul>	Complete year 2 audits	Feb 19
<ul style="list-style-type: none"> <li>HR (including tender)</li> </ul>	Review workstream Tender for MAT HR Embed Staff Absence Management	Nov 18 Spring 19
<ul style="list-style-type: none"> <li>ICT</li> </ul>		Nov 18



<ul style="list-style-type: none"><li>Data Dashboard</li></ul>	<p>Implement new Groupcall software across Trust</p> <p>Migrate to SharePoint</p> <p>Trust level Data Dashboard:</p> <ul style="list-style-type: none"><li>Confirm provider</li><li>Agree plan</li><li>Complete Phase 1</li><li>Complete Phase 2</li><li>Complete Phase 3</li></ul>	<p>Oct 18</p> <p>Dec 19 TBC</p> <p>Oct 19</p> <p>Sep 19</p>
<ul style="list-style-type: none"><li>Apprentice/Training</li></ul>	<p>Appoint B+F L3 apprentice to follow on from BH</p> <p>BH to develop new role and achieve AAT qualification</p>	

#### 4. Governance

Key work	Intended Outcome	Milestone
<p>Create and embed standardised local governing board agenda planner taking into account BDAT, ESFA and DfE reporting expectations and share with the governance team of clerks.</p>	<p>Local governing boards are effectively quality assuring the schools performance. MAT educational and finance sub committees receive minutes which reflect these items and are able to hold each school to account – ensuring top –down –bottom up accountability</p>	<p>December 2018</p>
<p>Complete BDAT collective admissions policy consultation with 13 existing academies for 2020-2021 admissions, including prioritisation of inter BDAT transfers.</p>	<p>Ensure BDAT is compliant with the requirement in the School Admissions Code (December 2014) for all OAAs to consult on their admissions policy at least every seven years and establish BDAT as the MAT of choice.</p>	<p>January 2019</p>
<p>Complete NGA Trustee Skills audit and matrix.</p>	<p>Identify areas of strength, development and Trustee intentions to aide recruitment, retention, succession planning and development of the Trust Board.</p>	<p>January 2019</p>

## 5. Growth

Key work	Intended Outcome	Milestone
Outstanding primary growth completed	Four more primaries (Cullingworth, Heaton, Shipley, Wycliffe) join Trust	Feb 2018
Further growth identified and agreed as appropriate		Ongoing
Alternative Provision opportunities actively monitored working with LA, DFE and identified AP provider.	If an opportunity becomes available, an SLA agreed with preferred strategic partner and bid submitted for a 60 place AP provision.	Summer 2019
ITT opportunities actively monitored working with key partners and local teaching schools	If an opportunity becomes available an SLA agreed with preferred strategic partner(s) to deliver ITT for BDAT schools.	Summer 2019
Keep in touch with Diocese and offer costed support should a second Bradford MAT require support establishing	BDAT supports Diocese to set up sister MAT if required	Ongoing

## 6. Staff development

Key work	Intended Outcome	Milestone
<p><b>1. Trust Professional Development Continuum for teaching and support staff – “from ITT to Exec Head”</b></p> <ul style="list-style-type: none"> <li>• Map out what CPD is currently available (internal and external)</li> <li>• Identify or develop training and CPLD opportunities for all staff within the Trust – (career pathways)</li> <li>• Publish and promote opportunities available</li> <li>• Set up processes for monitoring take up and completion (possibly using dash board – ready for 2019-20)</li> <li>• Talent management workstreams actively contributing to Trust Strategy</li> </ul> <p><b>2. ITT (including NQT/RQT retention)</b></p> <ul style="list-style-type: none"> <li>• Map out current and planned ITT provision within Trust</li> <li>• Develop an ITT strategy for BDAT linked to core partners including Birth to 19, GORSE, Trinity and Eden and in sympathy with work already existing in schools.</li> <li>• Publish and promote strategy</li> <li>• Set up processes for monitoring ITT engagement at school level</li> <li>• Marketing Trust to network of regional and national ITT providers.</li> <li>• Teaching apprentice for BDAT launched</li> </ul>	<p>Framework in place and being rolled out to include:</p> <ul style="list-style-type: none"> <li>- Head induction</li> <li>- CPD plans</li> <li>- BDAT LE</li> <li>- NQT induction</li> <li>- Annual Career discussion</li> </ul> <p>Staff retention improves.</p> <ul style="list-style-type: none"> <li>- Trust has a coherent and understood Strategy for ITT</li> <li>- Schools engaged with ITT strategy</li> <li>- Schools have early access to a strong pool of NQTs</li> </ul>	<p>January 2019 (draft)</p> <p>July 2019 (final)</p> <p>January 2019</p>