

RMET STRATEGIC DEVELOPMENT PLAN

2018-2021

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Foreword

Welcome and thank you for your interest in the development of RMET Multi Academy Trust. We are a local MAT now comprising 3 schools with plans to grow to 7 schools over the next 2-3 years. I am delighted to present our Strategic Development Plan for the Trust which has been developed from our existing Business Plan and sets out priorities and key performance indicators as we grow and develop further.

The key philosophy binding our local family of schools is a desire to nurture our students and pupils, maximising their academic capacity but at the same time ensuring that they are happy, with their pastoral care being a key priority for us. Our logic in creating a local trust is founded upon a belief that we are most effective by having a real understanding of the demographics of our area with an additional benefit of this approach facilitating the development of staff by creating cross-Trust opportunities in a relatively small geographic area.

The MAT Trustees are responsible for the strategic development of the Trust but hold to the model of encouraging and supporting the Trust member schools to maintain their distinctive characteristics. We will look for and share best practice across the trust, expect and support excellence and use a light touch in imposing models of behaviour, unless intervention is required.

We are wholly committed to our schools and most of all proud of our pupils and students, they are our best ambassadors and we feel that our Trust offers excellent opportunities for like-minded schools and academies.

Terry Whittaker, RMET Chair of Trustees

Introduction

I am delighted to introduce our strategic objectives for development of the Trust from 2018-2021. This document sets out to provide a clear framework for improvement including specific performance indicators to demonstrate how we will support and improve all our Academies. We aim to deliver the very best educational experience for pupils from 3-19 in our local area by ensuring we work in partnership with parents and the local community to foster ambition and raise achievement.

Our clear vision is a family of local schools working together to provide outstanding pastoral care and inspirational teaching, motivating all students to enjoy learning and achieve their potential within a community founded on mutual respect.

Our core values for inclusive education value pastoral care at least as highly as academic achievement, and protect the individual identity of each of the member schools.

Our Trust exists to facilitate and deliver excellence in all aspects of education by providing a framework in which local, like-minded schools can be highly effective in delivering teaching which allows children and young people to excel in their learning within safe and stimulating learning environments.

We have a business model that delivers efficiency so that all pupils benefit from the best possible resources for learning and we are challenged and supported by a strong Trust Board to ensure continuous and sustained improvement.

Teachers and support staff from across our schools benefit hugely from sharing education training, research and improvement strategies and the enthusiasm for growing staff expertise for the benefit of all pupils in the Trust is both inspiring and exciting. We encourage all our staff teams to focus on learning to sustain improved performance, trusting teachers to innovate within a clear pedagogical framework based on best practice and encouraging them to become involved in the Chartered College of Teaching and the Princes Teaching Institute. We avoid a narrow short-term focus on performance which stifles teachers' natural enthusiasm and creativity.

Simon Decker

CEO RMET

Vision, Mission, Values and Core Purpose

Vision Statement

“A family of local schools working together to provide outstanding pastoral care and inspirational teaching, motivating all students to enjoy learning and achieve their potential within a community founded on mutual respect”

Our Mission

To develop a group of local schools who will work together in partnership with parents and local community to foster ambition and raise achievement for all young people in their care.

Our Values

Our core values for inclusive education value pastoral care at least as highly as academic achievement, and protect the individual identity of each of the member schools.

Our Core Purpose

Rainham Mark Education Trust (RMET) exists to facilitate and deliver excellence in all aspects of education by providing a framework in which local, like-minded schools can;-

- Maximise their effectiveness in delivering teaching which allows children and young people to excel in their learning.
- Maximise the effectiveness of staff development and training.
- Maximise efficiency to enable the highest possible budget share to be used for teaching and learning provision.
- Provide stimulating and safe learning environments where development as a person is as important as academic achievement.

Strategic Development Plan: Overall Objectives

We have developed a new framework for our strategic plan to give parents and our local community clarity on what we want to achieve over the next 3 years. The Trust has grouped our main objectives into 4 key areas;

Leadership and Governance

- Ensuring RMET trustees and senior staff act in the best interests of the Trust in accordance with all aspects of our Articles of Association, exhibiting all the required skills and abilities for outstanding leadership.
- Maintain clear governance and managerial relationships, effective oversight and support structures for the greatest possible economies and sustainability.

Academy Effectiveness

- Ensure Academies provide outstanding teaching and learning, actively sharing best practice.
- Ensure support and training allows teachers to secure the best possible learning outcomes.

Academy Performance and Progress

- Ensure that rigorous and robust Quality Assurance and self-evaluation is maintained that supports teachers and support staff to build expertise and capacity, so delivering the best possible outcomes for all our pupils.

Central Services

- Provide robust, efficient and effective business services to ensure the Trust delivers on commitments to grow and prosper whilst delivering value for money across all of our operations.
- Ensure prudent management of all education resources, managing risk effectively to maintain the maximum possible benefit to pupils.

Leadership and Governance

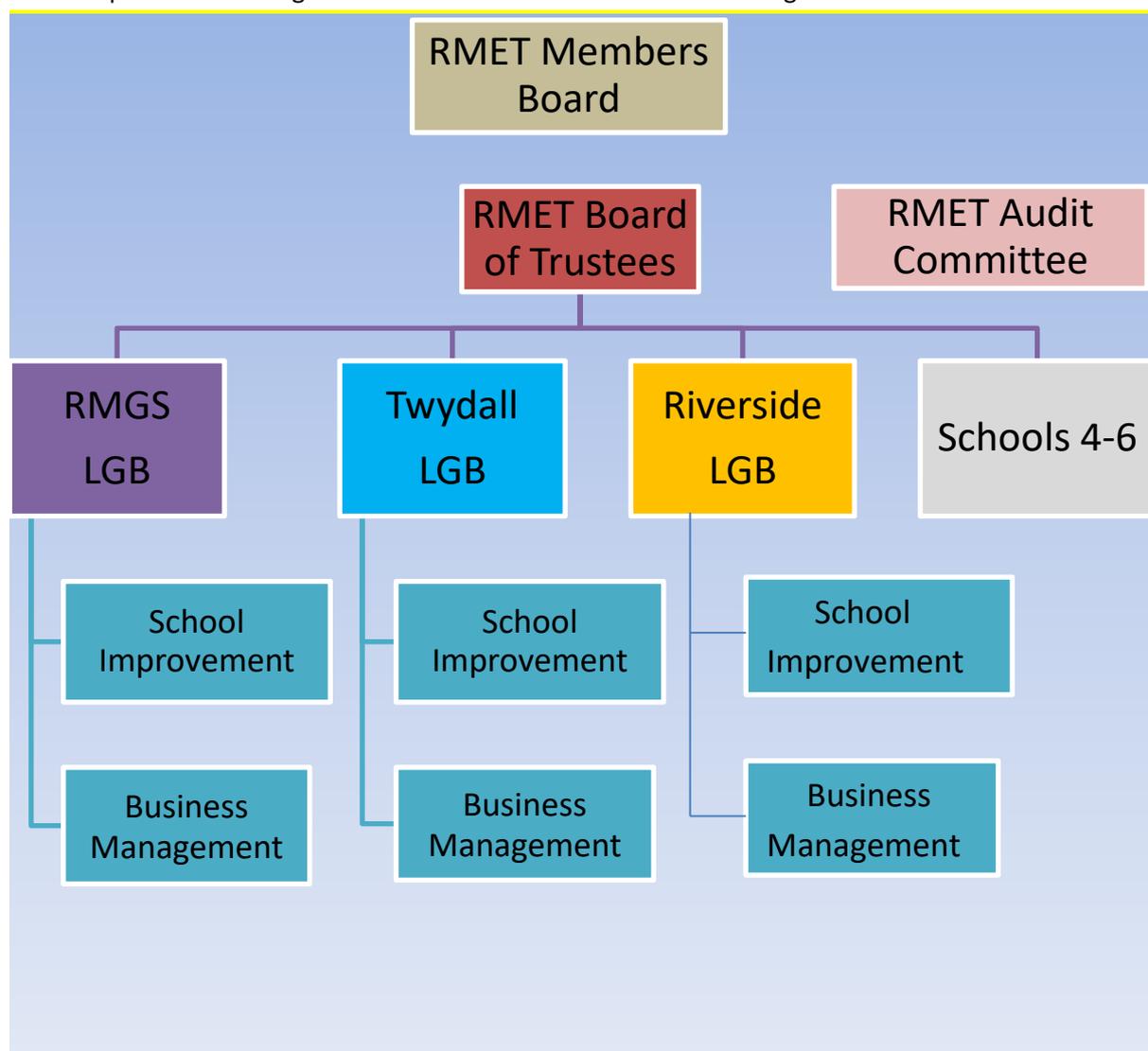
RMET is a charitable Trust so our Board ensures that RMET complies with all relevant company and charity law requirements.

The Board of Trustees has two core functions; to set and monitor the strategic direction of the Trust and ensure financial probity.

Functions are delegated to the Local Governing Bodies (LGBs) of our Academies according to our “Scheme of Delegation”. All key policies relating to the multi-academy trust are listed on the RMET website. <http://www.rmet.org>

In January 2018 RMET comprises 3 local schools (Rainham Mark Grammar School , Twydall Primary School and Riverside Primary School) with an approved growth plan towards 6/7 schools.

The schools share staff and work together on all aspects of teaching and learning. Schools retain their individual character but share an overall vision for strongly inclusive education, supported by the best possible teaching and resources so that all in their care can grow and thrive.



We have developed a set of **Key Performance Indicators for Governance** in key areas which are collected and reviewed annually by RMET trustees. These are used to assess the success of trustees, local governing bodies and academy leaders in delivering outstanding leadership across the Trust.

Trustees apply the principle of “**earned autonomy**” when operating the scheme of delegation for Local Governing Bodies. This ensures that academies within a category receive greater challenge and support through the Central Team and Trust Officers than academies assessed by Ofsted as “good” or “outstanding”.

Local Governing Bodies are expected to regularly challenge leadership teams on academy progress and attainment together with assessing progress on academy improvement plans. They are also required to ensure that finances are prudently managed, in line with budgets, and make sure that the curriculum is regularly reviewed and monitored.

Local Governors will require the necessary skills and training to conduct their core business and will seek support from lead professionals and appropriate authorities when required. They will regularly review their own performance and act on any recommendations following skills audits.

Key performance areas for Governance

Ofsted grading

Skills audit completion and action

Succession plan

Visit records

Data knowledge and understanding

Monitoring of improvement plans

Capacity to challenge

Support for school events

Involvement in risk management

Policy maintenance and revision

Knowledge and application of legal and regulatory frameworks

Meetings frequency and effectiveness

Operation of scheme of delegation

Use and impact of “governor hub”

Quality of HT performance management process

Academy Progress and Standards

The leadership of each academy within RMET produce termly progress reports for trustees following consultation with local governing bodies. The Trust also conducts cross-academy review and moderation conducted by the RMET Head teacher Group and external advisors. These are used, together with Ofsted reports and school data from "Analyse School Performance" packs to assess the quality of academy provision and share good practice.

The Trust conducts an annual assessment of academy effectiveness, taking full account of an academy's own assessment of progress against key performance indicators and other specific targets identified in academy improvement plans.

The annual assessment and feedback from the RMET Heads group are used to adjust the programme of the Trust's support package for each academy. As the Trust grows further opportunities for shared support and training between academies will be identified.

Success will be measured during Term 2 against key performance indicators to provide a clear, unambiguous picture of academy progress during the previous academic year. This 3-year plan has identified the following measures of success for all academies by 2021;

- **All academies judged good or outstanding by Ofsted**
- **All academies accurately self-evaluate with culture of high challenge and expectation**
- **All academies demonstrate improved 3-year attainment/progress trends**

Key performance areas for Progress and Standards

Key stage progress scores

Key stage attainment scores

Progress and attainment of specific groups

Pupil premium progress and attainment

Measured Impact of planned interventions

Academy Effectiveness

The CEO, as director of academy effectiveness will monitor performance management for Headteachers across all school within the Trust using the “Blue Sky” online appraisal tool. The CEO acts as an advisor for the local governing body on Headteacher pay and performance and reports annually to the trustees.

Partnership work is fundamental to our Trust ethos and the CEO will lead the RMET Heads group to ensure that best practice is regularly considered and shared. The CEO will prepare reports for trustees and members of the Trust to ensure that all essential information on academy performance is shared as widely as possible.

The “Blue Sky” tool will also be used to collect information on lesson quality and teacher training so that this can be shared both within and across academies.

A wide range of information will be considered to assess academy effectiveness so that the Trust improvement strategy is well-informed and accurate.

Academy Effectiveness Key Performance Areas

Level of demand for academy places

Impact of academy improvement plan targets

Quality and range of teaching and leadership development activities

Views of parents, pupils and staff – questionnaire results

Accuracy of school self-evaluation and target setting

Quality of teaching and learning

Quality of pastoral support

Quality of HN support

Awards and recognition

Recruitment and Retention – impact of policies

Academy financial “efficiency” – including use of PP/PE funding

Quality of leadership

Quality of performance management

Central Services

Our focus is to work as a team of academies in order to support one another during difficult financial times to maximise resources to provide the best for all our students. We use “Civica” financial software that allows the Trust to view all individual academy accounts and support with any processing or amendment queries.

The ‘pooled resources’ contribution is set at 5% for all schools however we exclude any specific high needs funding. These contributions pay for the staffing associated with the Trust, software licencing for the finance software and HCSS budgeting software and all auditing costs to meet the requirements of an academy and trust. We will also meet the cost of Care First employee welfare support, a property management tool and asset management tool and shared CPD costs. We aim to be completely transparent as to how the pooled resources are used and have a provision in our policy to return unspent resources in excess of 5% back to schools.

We have been successful in achieving external funding for major capital bids and will help all academies with the bidding process. Essential help is also provided from the central team to assist academy business managers manage their increased responsibilities for financial reporting, including pension and payroll.

Our highly experienced network manager and team help maintain and support academy IT services, including essential upgrades and installation of new servers and software. The team is able to advise and support our academies on all hardware and software requirements and have installed a link using Virgin Media between schools to allow migration from Medway Grid for Learning.

Our CEO is an experienced school leader, able to support on a wide range of leadership challenges and is committed to collaborative learning and inclusion.

The central data team and premises manager are also able to offer excellent advice and support and academies within the Trust are also very well advised and supported by KAPE HR Services.

Central Services Key Performances Areas

Production of balanced budgets

Efficient and effective management of academy resources

Quality of financial monitoring – audit reports

Quality of risk management

Quality of IT support

Quality of business manager communication

Impact of medium/long term financial strategy

Quality of HR support

Quality of legal support

Quality of support and challenge for academy leaders

RMET 3-YEAR STRATEGIC PLAN: KEY PRIORITIES 2018-2021

(bold italics denote Year 1 focus)

1. Vision and Ethos

- ***The Trust has a clear 3 to 5 year vision used to shape strategy***
- All academies graded as “Good” or better by Ofsted
- Strong collaboration partnerships benefit pupils, staff and communities

2. Academic Attainment and Progress

- All academies have upward 3-year attainment and progress trends
- The progress gap between pupil premium and non-pupil premium pupils is below the national average
- ***Primary middle/high ability pupil groups show upward 3-year progress trends in both English and Mathematics***

3. Teaching and Learning

- More than 80% of lessons assessed “good or better” across Trust.
- Outstanding practice routinely shared across Trust.
- ***“Blue Sky” online system used routinely by Trust leaders to assess impact of teaching and learning strategies.***

4. Personal development, Behaviour and Welfare

- Questionnaire feedback shows strong pastoral care in all academies.
- Overall attendance in top 20% of schools nationally.
- ***Permanent and fixed term exclusions to be well below national average.***

5. Recruitment and Retention

- All academies to be over subscribed for Year 7/reception entry.
- ***All academies to have full staffing establishment each September.***
- Teaching staff lost to retirement/promotion greater than loss of teachers for alternative reasons.

6. Staff Development

- ***All new academy leaders successfully complete induction training.***
- Emerging/Middle/Senior leadership training operates in all academies.
- All academies use “BluSky” to assess impact of extensive programme of staff training and development.

7. Governance

- ***Governors understand and challenge progress data.***
- Formal scheme of delegation is reviewed annually.
- Academy LGBs complete at least one full cycle of risk assessment, checked by audit committee

8. Finance and Central Services

- Audit reports identify no medium/high risk aspects regarding functioning of the Trust or its Academies.
- Rolling 3 year finance and capital strategies used for all key spending decisions and to identify efficiencies.
- ***Academy expansion managed efficiently and effectively.***

2018 RMET Development Plan Priorities

- *The Trust has a clear 3 to 5 year vision used to shape strategy.*
- *Primary middle/high ability pupil groups show upward 3-year progress trends in both English and Mathematics.*
- *“Blue Sky” online system used routinely by Trust leaders to assess impact. of teaching and learning strategies.*
- *Permanent and fixed term exclusions to be well below national average.*
- *Recruitment and retention of teaching staff.*
- *All new academy leaders successfully complete induction training.*
- *Governors understand and challenge progress data.*
- *Academy expansion managed efficiently and effectively.*