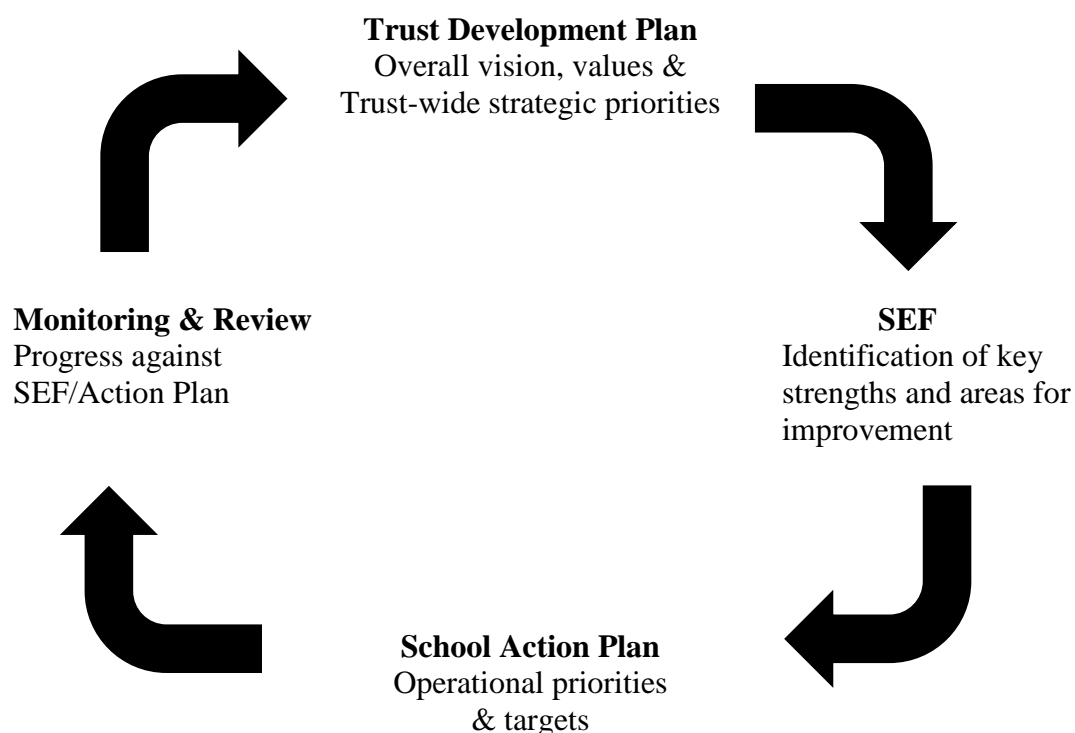


SWIFT ACADEMIES TRUST DEVELOPMENT PLAN 2018-2021

Accepted by:	Board of Trustees October 2018
Approving Body:	Board of Trustees
Review Cycle:	3 years
Last reviewed:	Autumn Term 2018
Date for next review:	Summer Term 2019

PURPOSE

The Board of Directors is the key strategic decision-making body for the Trust and it is their role to set the overall strategic framework for the Multi-Academy Trust and to ensure all statutory duties are met. The Board is responsible for ensuring that there is a medium to long-term vision for its future and that there is a robust process in place for achieving its aims. This process must address the fundamental questions of where the organisation is now, where does it want to be in the future, and identify how it is going to get there. This Development Plan sets out the Trust's overall vision, our values and priorities for the year ahead. The diagram below describes how the Plan is aligned to and drives the School Improvement Planning process for the Trust. The priorities contained within this Plan will be reviewed annually.



VISION

The vision of SWIFT (Success, Will, Inspire, Future, Triumphs) Academies is that each child experiences excellence with care every day. The Trust is founded on deeply held principles that every child has the right to a first class education and in order to achieve this we are committed to

1. Provide a curriculum which:
 - ✓ Interests and motivates, both through its content and its range of Teaching & Learning styles;
 - ✓ Enables students to develop the knowledge, understanding and skills upon which they can build according to their interests and abilities;
 - ✓ Allows students to make progress at a challenging pace and which also provides for the development of special aptitudes;
 - ✓ In addition to fulfilling national requirements, will also meet the broader needs of our children in an ever changing world.
2. The provision and maintenance of an environment in which ALL students can achieve success, and where all students are valued and respected and extend the same value to others.
3. The development of a concept of learning as a desirable, life-long and enjoyable process.

The aims are further divided into the following categories:

Intellectual

To teach students: develop lively and enquiring minds; learn in a range of contexts; be literate and numerate; think and reason clearly; develop independence of thought and action; observe carefully; discriminate intelligently; make rational judgements; stimulate and sustain curiosity.

Physical

To teach students to: develop a healthy body; grow in confidence; develop body control; develop skills and awareness of how to maintain and improve personal health.

Aesthetic

To encourage a response to beauty and form and develop a sense of awe and wonder.

Affective

To help students develop emotional stability and maturity through their experiences.

Moral

To enable students to establish a broad basis on which they can make judgements concerning their own conduct and relationships.

Spiritual

To develop spiritual awareness and understanding.

Personal

To promote: self-knowledge and the ability to respond to strengths and address weaknesses; the opportunity for students to recognize their own progress and set targets for further learning.

Social

To develop a sense of responsibility of self and the community; to encourage tolerance; sympathy and understanding of others; to produce members of society capable of performing useful adult life-roles, with the ability to change society for the better.

OUTCOMES

Outcome 1 – Our schools as centres of excellence

Our schools aim to be centres of excellence in teaching and learning where every child and young person makes outstanding progress and is ready for the next stage in their education and lives. Our staff feel valued and can access opportunities for professional and career development and to share their skills and expertise across the Trust and with other schools.

Priorities for The Year Ahead:

- ✓ Improve the progress made by all pupils so that the standards reached are outstanding across the trust.
- ✓ Ensure that safeguarding practices across the Trust are of an exemplary standard and are implemented accordingly.
- ✓ Embed a programme of external support and verification to ensure that all schools within the Trust have systems and practices in place to ensure that they become centres of excellence
- ✓ Develop and deliver a Trust model that meets the professional development needs of all staff within the Trust

Outcome 2 – Collaboration Within the Trust

Our students feel they belong to a wider community and are supported to optimise their potential through access to extra-curricular activities and opportunities that promote their resilience and builds character.

- ✓ Develop opportunities for school to school support allowing staff to share expertise and skills across the Trust
- ✓ Develop a student entitlement for extra-curricular activities and opportunities that promote resilience and build character.

Outcome 3 – Financial Stability, Quality of Learning Environment & Resources

Our schools provide safe, stimulating and aspirational environments where children and staff have access to the best resources.

Priorities for the Year Ahead:

- ✓ Develop and implement a Trust-wide ICT strategy and programme of renewal bringing ICT hardware and software up to latest specifications and standards
- ✓ Compliance with the Master Funding Agreement and Financial handbook
- ✓ Investigate processes and options to improve financial efficiency of the Trust

- ✓ Investigate and take advantage of all funding opportunities where applicable
- ✓ Produce and implement an Estates Strategy
- ✓ Develop and implement a Trust wide Lockdown Strategy

Outcome 4 – Leadership, Governance & Resources

Our accountability and decision-making frameworks maximise value for money for the benefit of children and their families.

Priorities for the Year Ahead:

- ✓ Develop and deliver a programme to meet the professional development needs of Governors and Directors.
- ✓ Ensure that Trust arrangements for appraisal and school development planning result in clear lines of accountability and facilitates the raising of standards.
- ✓ Develop the schools and Trust websites to incorporate statutory policies/policies under the Swift/School heading as appropriate

Outcome 5 – MAT Stability and Future Growth

Priorities for the Year Ahead:

- ✓ Ensure that the Trust has management capacity to deliver sustained improvement and potential growth.
- ✓ Further develop relationships with other schools/academies and MAT's

The three schools that are currently within the Trust build a strong platform to allow it to expand in the future

MONITORING & REVIEW

This plan will be reviewed on an annual basis with new priorities identified for implementation. Performance measures including those relating to student and parental satisfaction will be developed to monitor progress towards outcomes.

TRUST DEVELOPMENT PLAN: ACTION PLAN

Outcome 1 - Our schools are centres of excellence in teaching and learning where every child and young person makes outstanding progress and is ready for the next stage in their education and lives. Our staff feel valued and can access opportunities for professional and career development and to share their skills and expertise across the Trust and with other schools.

OUR SCHOOLS AS CENTRES OF EXCELLENCE

Priority	Tasks/Actions	Staff Responsible	Timescale	Success Criteria	Progress to Date
Improve the progress made by all pupils so that the standards reached are outstanding across the Trust.	To improve the progress made by all pupils so that standards of pupils' performance at each of the schools within the Trust are Good /Outstanding. Action plans created with specific targets for school improvement for all pupil groups in public examinations at both Key Stages.	Executive Leadership Team (ELT)	Summer 2018 to Summer 2021	<p>Hurworth School pupils achieve standards that would enable them to maintain its current Ofsted grading of Outstanding</p> <p>Longfield School pupils achieve standards that would enable them to achieve a minimum of Good at its next inspection.</p> <p>The Rydal School pupils achieve standards that would enable them to maintain (as a minimum) its Ofsted rating of Good.</p>	<p>Action Plans and SEFs were submitted to LGBs and Directors for approval in the Summer Term 2018 for implementation in 2018/19.</p> <p>Progress towards action plans will be reviewed termly by EDP & Chief Executive.</p> <p>Progress towards action plans will be reviewed termly by LGBs/Directors.</p>

OUR SCHOOLS AS CENTRES OF EXCELLENCE

Priority	Tasks/Actions	Staff Responsible	Timescale	Success Criteria	Progress to Date
Improve the progress made by all pupils so that the standards reached are good or outstanding across the trust.	Establish common assessments & pupil tracking systems (for all pupil groups) to verify standards. Within each educational phase (primary and secondary) schools will work collaboratively to ensure commonality with regards to their Target Setting, Tracking, Intervention and Monitoring systems	ELT	1 st March 2018 to Summer 2021	Target Setting, Tracking, Intervention and Monitoring systems are embedded	Longfield and Hurworth have moved to SISRA; a common target setting policy has been implemented; tracking and intervention systems need further refinement.
Ensure that safeguarding practices across the Trust are of an exemplary standard and are implemented accordingly.	To implement a common, robust safeguarding policy within schools across the Trust.	ELT	1 st March 2018 to July 2019	Safeguarding Policies are reviewed and updated in line with the recently updated Keeping Children Safe in Education Guidance All employees, Governors and Directors attend annual safeguarding training. A central register is held for Governors & Directors. Each school maintains an employee register.	All existing employees attended Level 1 Safeguarding in September. LGB, Directors and Members have had access to Level 1 Safeguarding Training in the Autumn Term.

OUR SCHOOLS AS CENTRES OF EXCELLENCE

Priority	Tasks/Actions	Staff Responsible	Timescale	Success Criteria	Progress to Date
To embed a programme of external support and verification to ensure that all schools within the Trust have systems and practices in place to ensure that they become centres of excellence	<p>To implement a common format for a Trust wide SIP Team to scrutinise progress across all schools</p> <p>SIP team sourced and in place for a series of scheduled meetings during the course of 2018/19</p> <p>To align the LGB, Standards and Directors meetings to ensure that they receive Termly reports</p> <p>SIP Team will termly assess the school's progress against Action Plan, SEF, School Targets etc.</p>	Chief Executive Officer (CEO)	1 st March 2018 to October 2019	Termly reports produced for Standards meeting for each school within the Trust.	<p>SIP Team sourced.</p> <p>LGB/Standards and Boards of Directors calendared to allow them to receive.</p> <p>Termly reports</p>
Develop and deliver a Trust model that meets the professional development needs of all staff within the Trust	To implement a Trust wide Appraisal & Coaching Policy	ELT	July 2018 to July 2019	All employees have Appraisal Targets and appropriate CPD to allow them to develop and enhance the performance of the schools within the Trust.	<p>Trust Appraisal Policy in place.</p> <p>Appraisal Targets set in Autumn Terms 2018</p>

Outcome 2 - Collaboration Within the Trust

Our students feel they belong to a wider community and are supported to optimise their personal potential through access to extra-curricular activities and opportunities that promote their resilience and builds character.

COLLABORATION WITHIN THE TRUST

Priority	Tasks/Actions	Staff Responsible	Timescale	Success Criteria	Progress to Date
Develop opportunities for school to school support allowing staff to share expertise and skills across the Trust	Identification of shared opportunities for CPD and curriculum & resource planning to strengthen further the quality of teaching and learning and its impact on pupils' progress	ELT	March 2018 to July 2019	Quality of teaching and learning improves and as a result outcomes for pupils increase.	Commonality of KS4 exam boards (with the exception of Science and History) are in place for examination cohort 2020. Regular meetings taking place with key staff e.g. curriculum planning, attendance, exams etc. A TeachMeet termly meeting has been scheduled into the school calendar to allow Longfield/Hurworth staff to meet – the first of these took place on the 12 th December 2018 A team of staff from all 3 schools are currently completing training in Magenta principles (a teaching and learning strategy which will be rolled out to all teaching staff in the Trust during 2019-20). The first of three planned days took place on the 8 th November 2018. Schools within the Trust have agreed a Pupil Premium Strategy.

COLLABORATION WITHIN THE TRUST

Priority	Tasks/Actions	Staff Responsible	Timescale	Success Criteria	Progress to Date
Develop a student entitlement for extra-curricular activities and opportunities that promote resilience and build character.	Identification of extra-curricular activities and opportunities that promote resilience and builds character to strengthen further the quality of teaching and learning and its impact on pupils' progress	ELT	September 2018 to July 2019	Quality of teaching and learning improves and as a result outcomes for pupils increase.	ELT to meet to review current provision in the Autumn Term 2018.

Outcome 3 - Financial Stability, Quality of Learning Environment & Resources

Our schools provide safe, stimulating and aspirational environments where children and staff have access to the best resources.

FINANCIAL STABILITY, QUALITY OF LEARNING ENVIRONMENT & RESOURCES					
Priority	Tasks/Actions	Staff Responsible	Timescale	Success Criteria	Progress to Date
Develop and implement a Trust wide ICT strategy and programme of renewal bringing ICT hardware and software up to latest specifications and standards	<p>To complete and publish an audit of the current Trust ICT provision.</p> <p>To publish an action plan outlining the Trust ICT Strategy in the short, medium and long term</p>	Trust ICT Manager	March 2018 to July 2019	Audit and Action Plan approved for implementation by Board of Directors	<p>Appointment of a Trust ICT Manager</p> <p>ICT classroom audits produced.</p> <p>ICT investment into Longfield of 38 Interactive Panels.</p> <p>Trust ICT Development Plan produced and submitted to Directors for approval in the Autumn Term 2018.</p>
Compliance with the Master Funding Agreement (MFA) and Financial Handbook	Accounting Officer to meet Financial Director fortnightly to ensure checks are in place Ensure financial software is fit for purpose and reporting	CEO/Chief Finance Officer (CFO)	March 2018 to July 2019	Compliance with MFA and Financial handbook outlined to Finance Group.	External financial support sourced.

FINANCIAL STABILITY, QUALITY OF LEARNING ENVIRONMENT & RESOURCES

Priority	Tasks/Actions	Staff Responsible	Timescale	Success Criteria	Progress to Date
Investigate processes and options to improve financial efficiency of the Trust.	The analysis of SLA's/contracts/agreements via a series of health checks/audits to ensure that where possible in order to deliver best value for money they become shared central SLA's/contracts/agreements	CEO/CFO/ Trust Business Manager (TBM)	March 2018 to July 2019	The production of a contracts register for each school and for the Trust	A contract register for each Academy and the Trust has now been created and will be managed by the TBM and CFO to ensure value for money and consistency/alignment of contracts where possible.
Investigate and take advantage of all funding opportunities where applicable	Investigate funding opportunities to determine i) growth, ii) liability iii) risks and iv) opportunities Meet with ESFA representatives to determine capital grant opportunities for individual schools / academies	CEO/CFO/ TBM	March 2018 to July 2019	Funding streams accessed	Successful CIF bids for CIF & MDIF The CIF window opens in October/November 2018 and subject to meeting criteria we will be submitting a bid on behalf of schools within the Trust. A Project Management company has been appointed and CIF bids are currently being finalised for both Hurworth & Longfield. These will be submitted in Dec 2018 and results will be published April 2019. SEEF applications for Longfield and Rydal were submitted in November 2018.

FINANCIAL STABILITY, QUALITY OF LEARNING ENVIRONMENT & RESOURCES

Priority	Tasks/Actions	Staff Responsible	Timescale	Success Criteria	Progress to Date
Produce and implement an Estates Strategy	<p>The production of an Estates Strategy by reviewing and incorporating the following for each school within the Trust: -</p> <p>Site Plans Facilities Management Files SLA/Contracts Condition Surveys</p>	TBM	Summer 2018 to Summer 2019	Production of an Estates Strategy that prioritises needs across Trust schools	Facilities files for each site are now updated and compliant. Rydal and Hurworth Condition Surveys have been located and reviewed. Longfield's survey is confirmed to take place in February 2019. The TBM has identified areas of development and has commenced an Estates Strategy which will be complete early in 2019.
Develop and implement a Trust wide Lockdown Strategy	Investigate Lockdown procedures	ELT	Summer 2018 to Summer 2019	Lockdown procedures and protocols in place across the Trust	Lead members of staff have been identified in each school and are working collaboratively to devise a Trust wise solution.

Outcome 4 – Leadership, Governance & Resources

Our accountability and decision-making frameworks maximise value for money for the benefit of children and their families.

LEADERSHIP, GOVERNANCE & RESOURCES

Priority	Tasks/Actions	Staff Responsible	Timescale	Success Criteria	Progress to Date
Develop and deliver a programme to meet the professional development needs of Governors and Directors.	<p>Allocation of lead specialisms to Governors in accordance with Scheme of Delegation.</p> <p>Governor Briefing Document developed to aid Governors in asking challenging/supportive questions.</p> <p>DFE document “Understanding your Data” (June 2018) to be shared with Governors, Trustees & Members in Autumn Term 2018; reporting mechanisms to LGB’s/Directors/Members to be updated in accordance with recommendations of the guidance.</p> <p>Access to appropriate and relevant CPD for Governors, Trustees & Members</p> <p>Annual LGB/Directors/Members event to be scheduled for the Autumn Term.</p>	CEO	Summer 2018 to Summer 2019	<p>Feedback from LGB/Directors states that CPD needs are effectively met.</p> <p>Reporting recommendations standardised across the Trust in accordance with the guidance issued in “Understanding your Data” (June 2018)</p>	<ul style="list-style-type: none"> Professional Governance Training and Development offer sourced. Skills audit of LGB/Directors/ Members completed in Autumn Term 2018 & a program of CPD in implemented. Review of HT report mechanisms in line with recommendations from DFE document “Understanding your Data” (June 2018) completed in Autumn Term 2018; recommendations to be implemented in Spring 2019 reports. Inaugural LGB/Directors/ Members event took place on 8th November 2018; half termly events scheduled to take place in the remainder of the academic year 2018/19.

LEADERSHIP, GOVERNANCE & RESOURCES

Priority	Tasks/Actions	Staff Responsible	Timescale	Success Criteria	Progress to Date
Ensure that Trust arrangements for appraisal and school development planning result in clear lines of accountability and facilitates the raising of standards.	A Trust Appraisal Policy is developed and implemented across the Trust	ELT	September 2018 to July 2019	Appraisal Policy implemented consistently across the Trust, staff have access to high quality CPD to allow them to develop and raise standards.	Appraisal Policy has been produced and is out for consultation with staff and Trade Unions. Appraisal Policy is due to be submitted to Standards Committee for approval in the Autumn Term 2018. Appraisal Policy approved.
Develop the schools and Trust websites to incorporate statutory policies/policies under the Swift/School heading as appropriate	ELT to incorporate school's policies as appropriate into Trust policies. Trust ICT Manager to ensure that all websites within the Trust meet statutory requirements by conducting a termly audit and reporting to ELT.	ELT	September 2018 to July 2019	All schools and trust websites meet statutory requirements	There are currently 25 Trust Policies and a further 7 went out for consultation & were approved in the Autumn Term 2018 .All websites meet statutory requirements.

Outcome 5 – MAT Stability and Future Growth

MAT STABILITY AND FUTURE GROWTH

Priority	Tasks/Actions	Staff Responsible	Timescale	Success Criteria	Progress to Date
Ensure the Trust has management capacity to deliver sustained improvement and potential growth.	Develop a Succession and Talent Management Model for senior and middle leaders both within Academies and for the MAT Central Team and the Board of Directors.	ELT	September 2018 to July 2021	Plan produced and appropriate CPD in place to develop staff at all levels.	Appointments made to the posts of Head of School, Assistant Head Teacher's, Executive Leadership Team from within Swift Academies existing staffing.
Further develop relationships with other schools / academies and MAT's	Develop relationships through Sponsor application, Teaching Alliance and NLE network Develop relationships through Transforming Tees Discuss partnership arrangements with Regional School Commissioner.	CEO/CFO/ TBM	September 2018 to July 2021	The MAT expands at a sustainable rate.	Regular attendance at Tees Valley Trust Events; regular contact with representatives from the RSC's Team. Autumn Term 2018 Tees Valley Trust Event hosted at Longfield School. CEO invited to join RSC led peer mentoring program. CEO invited to join Academies Regional Delivery Group North CEO Network Group