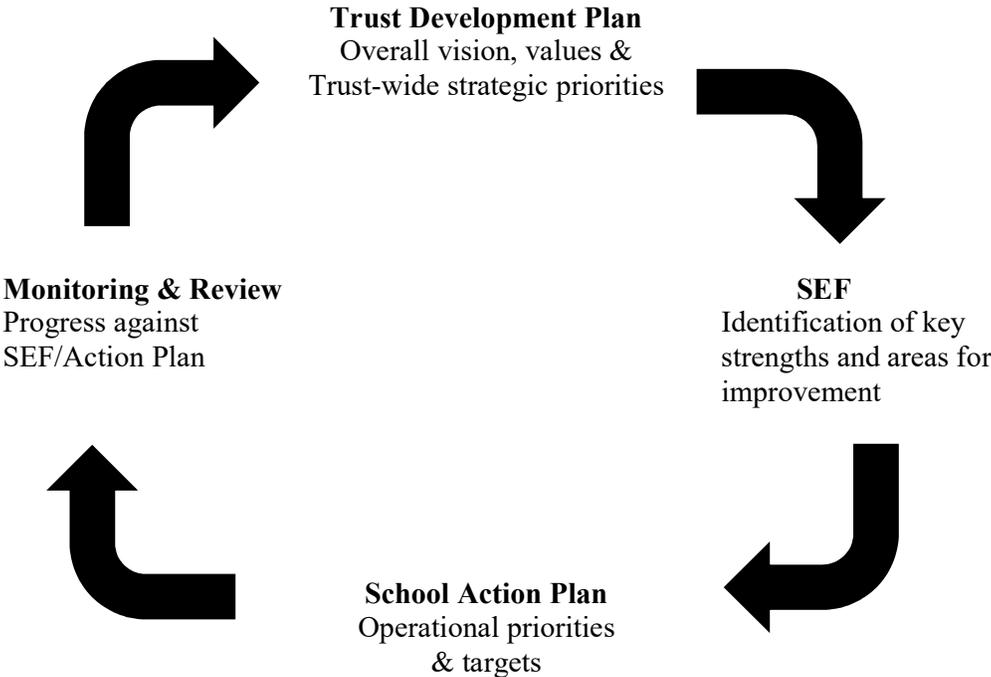


SWIFT ACADEMIES TRUST DEVELOPMENT PLAN 2018-2021

Accepted by:	Board of Trustees October 2018
Approving Body:	Board of Trustees
Review Cycle:	Termly
Last reviewed:	Summer Term 2020
Date for next review:	Autumn Term 2020

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.



THE INTENT OF THE CURRICULUM

We believe in the widest possible horizons for learning and aim to achieve the finest 3-16 education for all of our students.

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: **Swift Academies provide a broad, balanced and challenging curriculum that ignites pupils' love of learning and successfully unlocks the true potential of each individual.**

We **ACHIEVE** this by providing a curriculum which:

- Interests and motivates, both through its content and its range of teaching and learning styles
- Enables students to develop substantive and disciplinary knowledge 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
- 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
- The development of a concept of learning as a desirable, life-long and enjoyable process

OUTCOMES

Outcome 1 – Our schools as centres of excellence

Our schools aim to be centres of excellence 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:

- ✓ To improve the progress made by all pupils so that standards of pupils' performance at each of the schools within the Trust demonstrate improvement over time.
- ✓ 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
To improve the progress made by all pupils so that standards of pupils' performance at each of the schools within the Trust demonstrate improvement over time.	To ensure that the curriculum model is supported by Quality First Teaching in order to ensure that all pupil groups optimise their potential. Framework for SEF/Action Plan, Trust Review and External Review in place.	Executive Leadership Team (ELT)	Summer 2018 to Summer 2021	External data shows that pupil outcomes are improving over time.	<ul style="list-style-type: none"> • The Trust Curriculum Development Group (CDG), in response to the “new” OFSTED framework have devised an integrated SEF/Action Plan template for use across Trust. The CDG have now developed a departmental/subject area version of this which will be rolled out in Trust schools from 1st June • Progress towards Action Plans are reviewed termly by EDP, Chief Executive, LGBs & Directors.

OUR SCHOOLS AS CENTRES OF EXCELLENCE

Priority	Tasks/Actions	Staff Responsible	Timescale	Success Criteria	Progress to Date
To improve the progress made by all pupils so that standards of pupils' performance at each of the schools within the Trust demonstrate improvement over time.	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	<ul style="list-style-type: none"> • A common target setting policy tracking and intervention system has been implemented at Longfield and Hurworth. • A common pupil reporting system has been implemented at Hurworth and Longfield. • Collaborative work has taken place across the Trust on Academic and Pastoral RGs. • Holistic RAG developed at The Rydal and implemented from June 2019 was developed from Academic and Pastoral RGs at Longfield and Hurworth • Hurworth and Longfield are working collaboratively on mentoring/intervention systems. • Global intervention model adopted at Rydal from Hurworth model in September 2018. • Transition network set up across the Trust to share practice across phases, aspects of which have been adopted town-wide.

OUR SCHOOLS AS CENTRES OF EXCELLENCE

Priority	Tasks/Actions	Staff Responsible	Timescale	Success Criteria	Progress to Date
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 2020	<ul style="list-style-type: none"> • 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 and employees & volunteers. 	<ul style="list-style-type: none"> • All existing employees attended Level 1 Safeguarding in September 2019. • All LGB, & Directors have accessed Level 1 Safeguarding Training throughout 2019/2020. • A program of Online Safety Certification has been implemented across the Trust • Independent Safeguarding Audits and Action Plans completed for Longfield and Rydal in Spring Term 2019. Hurworth in Summer Term 2019. • Darlington Safeguarding Partnership Biennial Audit completed by all Trust schools - Autumn 2019 • A Trust DSL has undertaken a nationally recognised Advanced Safeguarding qualification allowing for in house Level 3 training to be provided. • A member of the Trust Central Team is the Safeguarding Lead for the Trust. • Trust Safeguarding Group in place.

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	<ul style="list-style-type: none"> • To implement a common format for a Trust wide EDP Team to scrutinise progress across all schools • EDP team sourced and in place for a series of scheduled meetings during the course of 2019/20 • To align the LGB, Standards and Directors meetings to ensure that they receive Termly reports • EDP Team will termly assess the school's progress against Action Plan, SEF, School Targets etc. 	Chief Executive Officer (CEO)	1 st March 2018 to July 2020	Termly reports produced for LGB and Directors meetings for each school within the Trust.	<ul style="list-style-type: none"> • EDP Team in place. • LGB/Standards and Boards of Directors receive Termly reports. • EDP Team assessing & reporting termly each school's progress against Action Plan, SEF, School Targets via standardised Head of School/Head Teacher Reports and associated documentation. • Trust Curriculum Development Group have refined SEF/Action Plans, curriculum statement of intent etc. in light of the new OFSTED framework. • Trust Curriculum Development Group established to ensure an appropriate curriculum is in place across the Trust. • Hurworth Summer 2019, Rydal Autumn 2019 and Longfield Summer 2019 completed external attendance reviews.

OUR SCHOOLS AS CENTRES OF EXCELLENCE

Priority	Tasks/Actions	Staff Responsible	Timescale	Success Criteria	Progress to Date
Develop and deliver a Trust model that meets the professional development needs of all staff within the Trust	Trust Appraisal & Coaching Policy developed and implemented across the Trust	ELT	July 2018 to July 2020	All employees have Appraisal Targets and appropriate CPD to allow them to develop and enhance the performance of the schools within the Trust.	<ul style="list-style-type: none"> • Trust Appraisal Policy in place. • Appraisal Targets set in Autumn Term 2019, reviewed Spring Term 2020 and cycle completed September 2020 • Appraisal targets have been reduced to two; due to Covid-19 and the removal of the pupil progress element of the process.

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 2020	Quality of teaching and learning improves and as a result outcomes for pupils increase.	<ul style="list-style-type: none"> • Commonality of KS4 exam boards (with the exception of Science, History & English) are in place for examination cohort 2020. • Regular meetings take place with staff across the Trust e.g. curriculum planning, attendance, timetable, exams, target setting, tracking, safeguarding, SEN, site staff etc. • TeachMeet meetings have been scheduled into 2019/20 school calendar to allow Trust staff to meet. The Spring Term 2020 meeting focussed on Curriculum Development. • SEN, Safeguarding, Curriculum Development, Attendance, Transition & SRE, PSHE & PD representatives from each school in the Trust meet on at least a termly basis to share good practice and work on trust wide projects and initiatives. Feedback by the Lead Member of each respective group is provided to the ELT.

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 2020	Quality of teaching and learning improves and as a result outcomes for pupils increase.	<ul style="list-style-type: none"> • A team of staff from all Trust schools have completed training in Magenta principles. • Schools within the Trust have agreed a Disadvantaged (Pupil Premium) Strategy. • De-escalation training has taken place in each of the Trust Schools and a number of local schools. • Lesson observation training has taken place in each of the Trust Schools in the Autumn Term 2018. • The Rydal & Hurworth Academy collaborative exchange – Spring Term 2019 • Rydal staff delivered staff meeting to Hurworth staff on Ofsted experiences. • Staff from across the Trust have developed and participated in Deep Dive's both within and between Trust schools.

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 2020	Quality of teaching and learning improves and as a result outcomes for pupils increase.	<ul style="list-style-type: none"> • Longfield have introduced a PIXL Edge Personal Development program which will attain internal and external accreditation. • The Rydal Academy has extended its extra-curricular offer to 50 clubs per week. • The Trust has an externally recognised system of holistic support and multi-agency working with is based upon the processes of inclusion and Early Help. • The Trust has Joint Commissioned services with the CCG to support their internal mental health and welfare ladder and to improve liaison with CAHMS. • Hurworth and Rydal are Early Adopters of SRE education and working extensively with LA on models for effective PHSE and SMSC.

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	<ul style="list-style-type: none"> • To complete and publish an audit of the current Trust ICT provision. • To publish an action plan outlining the Trust ICT Strategy in the short, medium and long term 	Trust ICT Manager	March 2018 to July 2021	Audit and Action Plan approved for implementation by Board of Directors	<ul style="list-style-type: none"> • ICT classroom audits produced. • Trust ICT Development Plan produced and submitted to Directors for initial approval in the Autumn Term 2018 & reviewed termly. • ICT Team incorporated into the Central Team structure – Summer 2019. • Roll out of Windows 10 across Trust. • Removal of RM at Longfield
Compliance with the Master Funding Agreement (MFA) and the Academies Financial Handbook	<ul style="list-style-type: none"> • 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 2020	Compliance with MFA and Financial handbook outlined to Finance Group.	<ul style="list-style-type: none"> • 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 2020	The production of a SLA/contracts register for each school and for the Trust	<ul style="list-style-type: none"> • A contract register for each Academy and the Trust has now been created and is managed by the TBM and CFO to ensure value for money and consistency/ alignment of contracts where possible. • Integrated Curriculum Led Planning completed Autumn/Spring Term 2018/19. • Engaged the services of a School Resource Management Advisor to review the financial efficiency of the Trust in Autumn Term 2019.
Investigate and take advantage of all funding opportunities where applicable	<ul style="list-style-type: none"> • 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 2020	Funding streams accessed	<ul style="list-style-type: none"> • Successful CIF bids for CIF & MDIF in 2017/18 • Risk Registers for each school and Trust approved initially in Autumn Term 2018 and standing items on LGB & Director termly meeting agendas • Change of Scope bid approved to utilise unused funds for Rydal; work completed October 2019.

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> <ul style="list-style-type: none"> Site Plans Facilities Management Files SLA/Contracts Condition Surveys Health & Safety Audits Health & Safety Committee termly meetings Premises staff monthly meetings 	TBM	Summer 2018 to Summer 2020	Production of an Estates Strategy that prioritises needs across Trust schools	<ul style="list-style-type: none"> • Facilities files for each site are now updated and compliant. • The Rydal and Hurworth Condition Surveys have been reviewed. • Longfield’s survey took place in February 2019 • The TBM has identified areas of development and has commenced an Estates Strategy which will be reviewed and updated with Head Teacher’s/Heads of School from Spring Term 2019 onwards. • An over-arching Business Continuity Strategy had also been developed for the Trust • A program of scheduled meetings has been devised and implemented for Health & Safety & Premises’ Teams • The TBM has agreed summer schedule of work in line with Head of School priorities. • Two CIF bids submitted for each Academy for 2020/2021 funding. • SEEF Applications submitted for Rydal & Longfield Academies. Successful bids should receive funding in February 2020

FINANCIAL STABILITY, QUALITY OF LEARNING ENVIRONMENT & RESOURCES

Priority	Tasks/Actions	Staff Responsible	Timescale	Success Criteria	Progress to Date
Develop and implement a Trust wide Lockdown Strategy	Investigate Lockdown procedures	ELT	Summer 2018 to Summer 2020	Lockdown procedures and protocols in place across the Trust	<ul style="list-style-type: none"> Lead members of staff have been identified in each school and a Trust wide solution has been implemented; systems have been implemented in 2019/20 in Longfield and Hurworth, drills will be actioned throughout February/ March 2020.

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.	<ul style="list-style-type: none"> • Allocation of lead specialisms to Governors/Directors in accordance with SOD. • DFE document “Understanding your Data” (June 2018) to be shared with Governors, Trustees & Members in Autumn Term 2018; reporting mechanisms to be standardised across the Trust. • Access to appropriate and relevant CPD with specific reference to challenge and support. • Termly LGB/Directors/Members Events. 	CEO	Summer 2018 to Summer 2020	<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 & 2019; a program of CPD implemented via termly MAT Development Group meetings. • Review of HT report mechanisms in line with recommendations from DFE document “Understanding your Data” (June 2018) completed in Autumn Term 2018; recommendations implemented in Spring Term & Summer Term 2019 reports. • LGB/Directors/Members & Chairs & Vice Chairs meetings taking place termly.

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.	<ul style="list-style-type: none"> • External Trust Review undertaken in Summer Term 2019; verbal and written report to Board of Directors July 2019 and to LGB's in the Autumn Term 2019. Implement the agreed actions. 	ELT	Summer 2019 to Summer 2020	<ul style="list-style-type: none"> • Trust Dividend to be included in staff induction pack. • Standardisation of Governor/Director monitoring forms and monitoring visits across the Trust • Senior & Middle Leaders attendance at LGB, Directors and Governances Events • Succession Planning for Governors and Directors to be further developed 	<ul style="list-style-type: none"> • Standardised Governor Reporting Form produced • Trust Dividend to be included in new starter induction packs • LGB's planned monitoring visits schedule for 2019/20 at Autumn Term 2019 meeting

LEADERSHIP, GOVERNANCE & RESOURCES

Priority	Tasks/Actions	Staff Responsible	Timescale	Success Criteria	Progress to Date
Develop the schools and Trust websites to incorporate statutory policies/policies under the Swift/School heading as appropriate	<ul style="list-style-type: none"> • ELT to incorporate school's policies as appropriate into Trust polices. • 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 2020	All schools and trust websites meet statutory requirements	<ul style="list-style-type: none"> • There are currently circa 40 Trust Policies. • All Trust websites have been externally reviewed & updated (Summer Term 2019) to ensure that they meet statutory requirements; this is an on-going termly process. • Trust and school websites all hosted and ran internally – Hurworth's has been redeveloped and Longfield's is in the process of being upgraded

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.	<ul style="list-style-type: none"> • Internal appointments made to a range of posts including Heads of School, Assistant Head Teacher’s, Executive Leadership Team from within Swift Academies existing staffing. • ELT accessed Insights training – Autumn Term 2018 • ICT Team and The Rydal staff accessed Insights Training Spring Term 2019 & Hurworth Leadership Team in Summer Term 2019. • Improvement cycle and pyramid models established to support development of Senior and Middle Leaders

MAT STABILITY AND FUTURE GROWTH

Priority	Tasks/Actions	Staff Responsible	Timescale	Success Criteria	Progress to Date
Further develop relationships with other schools / academies and MAT's	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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. • Trust Review – February & November 2019. • CEO member of RSC led peer mentoring program. • CEO member of Academies Regional Delivery Group North CEO Network Group. • ELT have worked collaboratively to produce a Trust Dividend, which was launched to all stakeholders in the Summer Term 2019.