



KALEIDOSCOPE
Multi Academy Trust

**Kaleidoscope Multi-Academy Trust
Strategic Plan 2019-2022**



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INTRODUCTION

I am delighted to introduce the second Kaleidoscope Multi-Academy Trust Strategic Plan covering the period 2019-2022. This plan sets out our 3 year strategic objectives, including our priorities for the coming year.

The Kaleidoscope Trust Board is determined to see a high performing and successful Multi-Academy Trust that delivers the very best educational experience for the pupils attending our schools. Our schools play a key role in the community supporting our families and offering our children opportunities to grow and thrive, academically, socially and emotionally. We want our children to be confident and resilient. An additional aim is to develop expertise across all aspects of primary education. We want to develop expert teaching and high quality leadership. This plan sets out how we will guide, support and improve our academies. Our schools work closely with each other but also with other schools/MATs, Teaching School, The Diocese of Bath and Wells and external professional agencies.

We have built a strong, collaborative and effective team over the last two years and now want to embed the improvements made so far and further develop our schools and MAT.

I look forward to working with all of our staff and schools to deliver this plan to ensure the very best possible outcomes for all.

Simon Marriott

Chief Executive Officer

VISION AND VALUES

VISION

Kaleidoscope's Vision is to create a Multi Academy Trust of exceptional and distinctive schools which deliver outstanding education and learning, who share best practice to raise standards and build aspiration for the children and members of its community, maintaining the positive diversity and choice for parents.

This vision will be achieved through the Trusts commitment, to the following Values:

VALUES

Distinctiveness:

We value and celebrate each school's individuality and diversity whilst growing and learning together.

Trust:

We value the opportunity to work openly together in achieving our individual and common goals and aspirations.

Integrity:

We value honesty and professionalism when facing and overcoming challenges.

Fairness:

We value a community that has equality at its core; both in contributions and outcomes for all.

Friendship:

We value the mutual support and challenges of colleagues within a close community of schools.

Commitment:

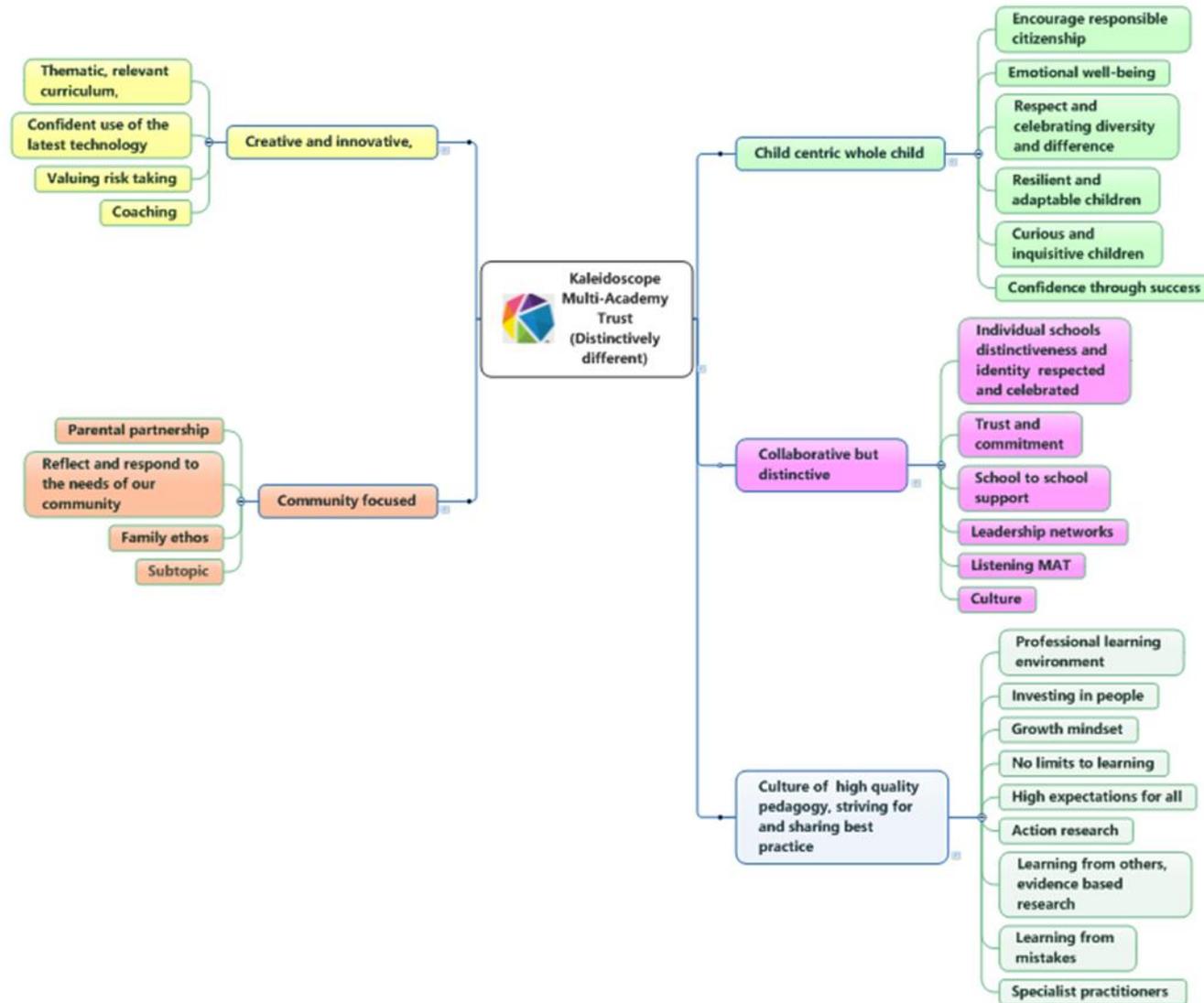
We value the close collaborative relationship within our community for the benefit of all in support of group and individual needs.

Strategic Aims

To achieve our vision and meet our values we aim to:

- Maintain knowledge of each other's schools and learn from the distinctive characteristics and individuality of each school.
- Maintain and promote the Christian distinctiveness of the Church schools within Kaleidoscope.
- Provide a collaborative responsibility for ensuring:
 - All schools are enabled to deliver the best possible outcomes for learners
 - Sharing of best practice, assets and resources
 - Continuous improvement for all schools
 - Widening of curriculum and enrichment opportunities for all pupils
- To value each other's contributions, make improvements which are broadly aligned with each school's SDP and current governmental guidance and be accountable to each other and the communities we serve.
- Share, monitor and measure our educational and wellbeing goals for all children in schools within Kaleidoscope
- Create structures which achieve better use of resources through efficiencies in the provision and procurement of goods and service
- Explore and access additional sources of funding to support our aims
- Embed high aspirations and tackle low achievement and performance
- Develop our staff and provide additional career opportunities through Kaleidoscope
- Ensure that Kaleidoscope is outward looking and continues to work with all partners e.g. RSC, LA, other Trusts, the Diocese of Bath and Wells
- Become a leading light in the collaborative development of educational delivery and share our successes with others

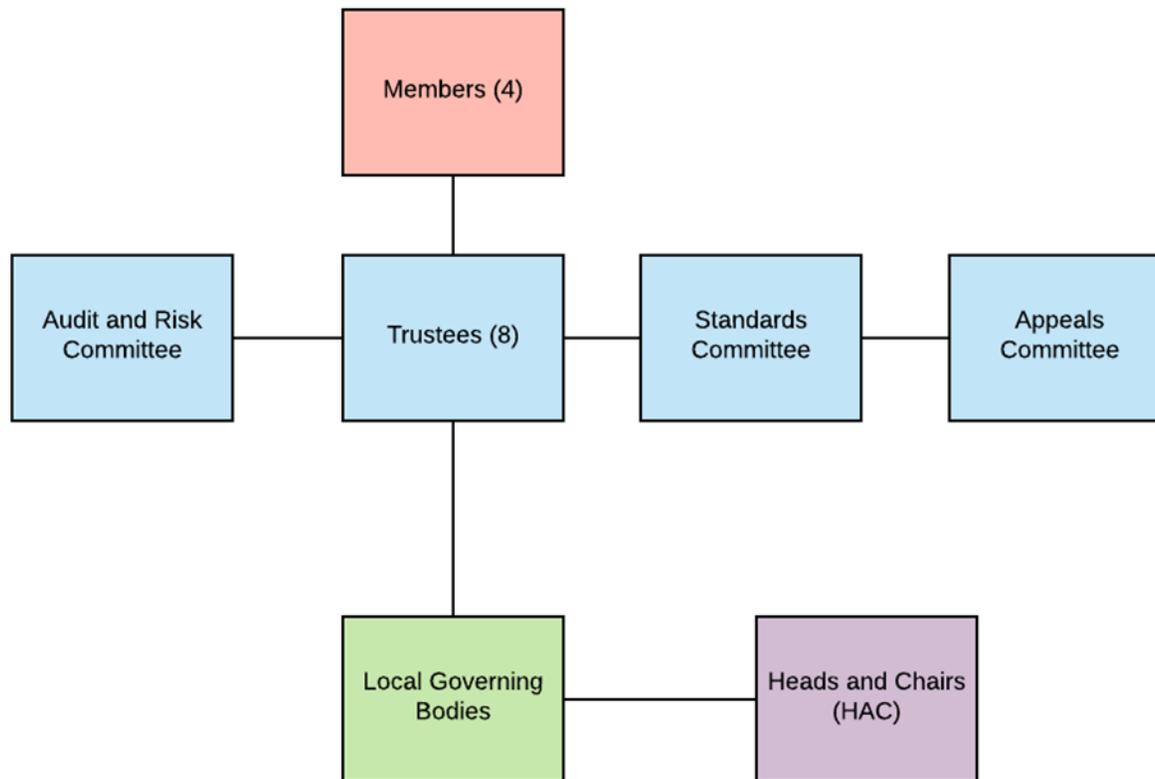
KALEIDOSCOPE MULTI-ACADEMY TRUST 5 C's



LEADERSHIP AND GOVERNANCE

As a Charitable Trust our Board ensures that the MAT complies with charity and company law requirements. The Board of Kaleidoscope has two core functions and that is to set the strategic direction of the organisation and ensure the financial probity of the Trust.

As a Multi Academy Trust, the Board of Kaleidoscope is responsible for all of the academies in the Trust. We do this by delegating functions to the Local Governing Body of each academy through a Scheme of Delegation.



EARNED AUTONOMY

Kaleidoscope believes that the best results will be achieved when each individual academy's LGB receives the level of responsibility and autonomy that is appropriate to their specific circumstances.

Where a school is not yet Good or Outstanding, there will be closer supervision of the school by Kaleidoscope through its officers and consultants. Those that are Good or Outstanding will receive light touch supervision and support so that the LGB will operate with maximum autonomy as detailed within the Scheme of Delegation. The Trust Board must have clear oversight and are accountable for the schools within the MAT.

For governing bodies to carry out their role effectively, governors must be:

- Prepared and equipped to take their responsibilities seriously
- Acknowledged by the lead professional in the schools and accountable to the Trust Board.
- Supported by the appropriate authorities in that task
- Willing and able to monitor and review their own performance

We would expect the core business of each LGB to be:

- Reviewing and monitoring the School Development/Improvement Plan and curriculum
- Monitoring and reviewing progress and attainment
- Ensuring health and safety and safeguarding requirements are fully met
- Financial accountability; making sure that the budget is on track and money is well spent
- Ensuring that the school is sufficiently staffed and resourced
- Ensuring all statutory duties are fulfilled
- the Christian distinctiveness of schools is promoted and maintained (in the case of Church Schools)

ACCOUNTABILITY

The Board of Trustees delegates responsibility for delivery of the vision and strategy to the CEO. The MAT Trustees Board holds the CEO to account for the performance of the Trust, including the performance of the academies within the Trust. The CEO in turn holds other MAT Centralised staff and Headteachers to account by line managing them.

The Scheme of Delegation also includes delegation to the CEO and Academy Headteachers as well as to the committees of the Board of Trustees. The Board cannot delegate its responsibility or accountability, but delegates some of the detailed scrutiny, oversight and decision-making.

As the CEO is accountable to the Board for the performance of the Trust as a whole, the CEO will report to the Board on the performance of the Trust including on the performance of the Trust's schools, although this may be supplemented by monitoring reports from the LGBs.

The Trust Board determines on a case by case basis whether to delegate some day to day decision making, actions and monitoring concerning the performance of each academy to the Local Governing Body (LGB).

Factors which may influence the decision to delegate include:

- School performance
- A recent Ofsted report
- Financial and administrative performance
- Leadership and governance capacity and capability
- Due diligence
- RAG Rating

Regardless of the schools' performance, the Board of Trustees retains overall control, not the individual school; for this reason this model is referred to here as 'Earned Autonomy'.

This model of earned autonomy requires more than one scheme of delegation. It should also be noted that the phrase 'earned autonomy' is used to show that some Local Governing Bodies have decision making powers and some may be advisory (known as Local Academy Councils).

A Local Governing Body with decision making powers still reports to the Trust Board and its powers and decision making functions can be amended or revoked.

The Trust Board will review the performance of the CEO. The CEO is responsible for overseeing the Performance Management of the Headteacher (with is led by an external advisor) and works with the Headteachers Performance Management Committee.

For those academies with local level delegation:

The Local Governing Body (LGB) is tasked with monitoring whether the school is working within the agreed policies, whether standards are being met, and if the money is being well spent. The LGB will use its detailed knowledge and engagement with stakeholders to ensure that their school is being well run and will report to the Trust Board.

For those academies with restricted delegation:

The Local Academy Council's role is to understand how the school is led and managed, acting as the eyes and ears of the school and its community and have a role in influencing decision-making. They will report to the Trust Board.

MODEL FOR SCHOOL IMPROVEMENT

As set out in our vision statement, the core purpose of the Kaleidoscope Multi Academy Trust is to deliver an exceptional education for all learners in our Trust community. We will use this principle in developing an effective model for school improvement, which will ensure impact on the achievement and life chances of every child in the Trust. In order to achieve this we have established the following Quality Assurance Procedures.

RAG Rating System

Each school will have its RAG rating updated terms 1, 3 and 5 under the following headings:

- Ofsted grade
- SIAMS grade (if appropriate)
- Pupil attainment
- Pupil Progress
- Leadership and Management (Strategic)
- Teaching and Learning
- Finance
- Behaviour
- Governance
- Safeguarding
- Exclusions
- Attendance
- HR
- Staffing
- School's Overall Impact

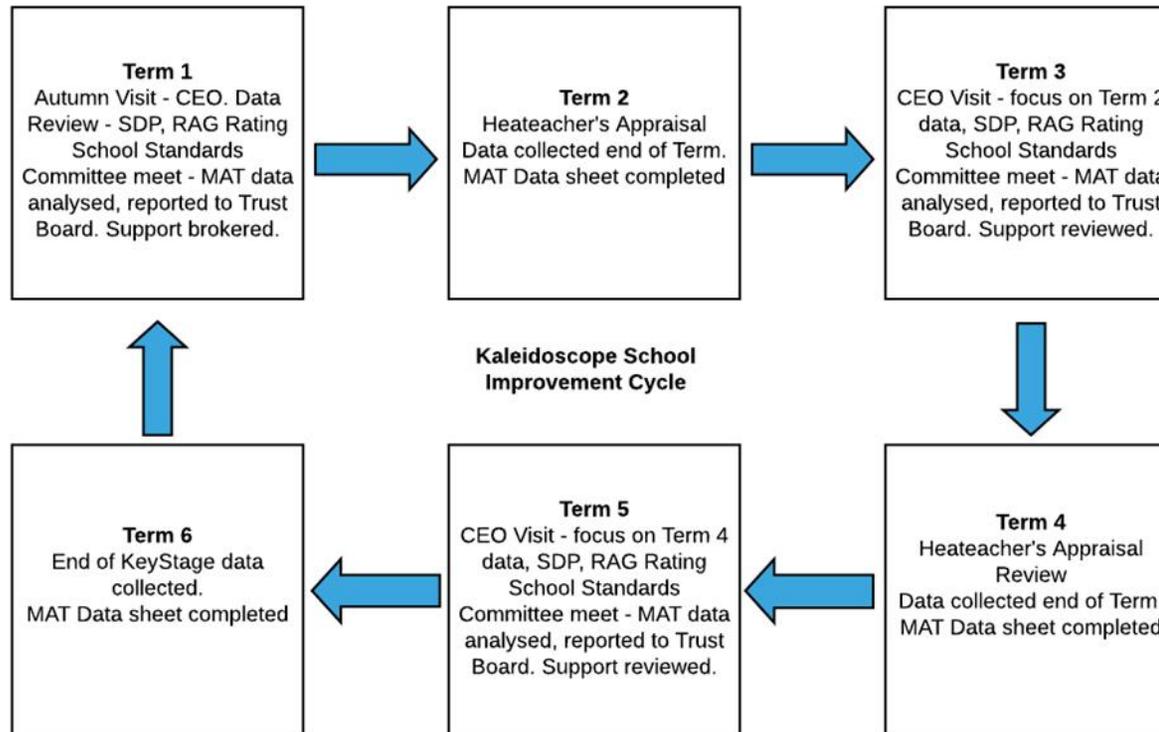
If the school is showing a range of red indicators across key areas then the following process is applied.

- 1) Meeting with CEO to discuss issues and review actions, and support – in line with the School Improvement Pathway.
- 2) If rapid improvement is not evidenced a full review is undertaken by the CEO and other professional/s.
- 3) If the outcome of the review causes concern (leadership capacity cannot enable rapid improvement) then the Trust Board meet to determine whether the school maintains Earned Autonomy.

Shared data systems

Currently, the Trust has common systems for recording/presenting historic data i.e. ASP summaries, Data Dashboard and FFT Aspire. The trust has common formats to record data – attainment/progress and outcomes. This is done three times per year and judgements are aligned to the RAG rating. The Trust Improvement Committee meets three times per year to monitor/analyse data and the CEO reports findings, strengths, areas to develop and actions to the Trust Board. The School Improvement Visits analyse these areas in detail.

KALEIDOSCOPE SCHOOL IMPROVEMENT MODEL



Each school will have a Review conducted by our external Advisor linked to an area of school improvement

Additional support will follow the School Improvement Pathway document

STRATEGIC AND POLITICAL CONTEXT

The Academies Act 2010 started the political journey that allowed more schools to become academies. The Education Act of 2011 then increased the powers of the Secretary of State for Education to intervene in poorly performing schools and require these to become Academies. It also created the presumption that all new schools will be academies or free schools.

The introduction of the role of Regional Schools Commissioner in September 2014 followed by the National Schools Commissioner in March 2016 has built an additional level of monitoring and scrutiny at a more local level for all academies and multi academy trusts.

GEOGRAPHY AND COMMUNITIES WE SERVE

Kaleidoscope MAT originally formed in Weston-super-Mare, when two smaller groups of schools that had been collaborating closely, joined together as Academies in September 2017. Initially Ashcombe, Becket, Christ Church C of E, Hutton C of E, St Martin's C of E and Worle Village Primary Schools formed Kaleidoscope in September 2017. In February 2019, Crockerne C of E Primary School joined us.

Our schools are proud of the communities they serve, wanting to maintain their local identity within those communities whilst also benefiting from even closer collaboration as part of Kaleidoscope MAT. Four of our schools are Church Schools. We have close links with the Diocese of Bath and Wells and celebrate/promote the Christian distinctiveness of these schools.

There are pockets of severe deprivation in parts of central Weston, and in parts of Worle. The communities in Weston are heavily reliant on tourism for employment, although there are significant numbers that commute into Bristol every day.

STRATEGIC PLANNING 2019-2022

Strategic Objectives

As a Multi Academy Trust we have clear strategic aims which are founded on our mission and values. This plan sets out objectives to ensure that as a Trust, the public, parents and all stakeholders have confidence in our approach. We aim to deliver in:

Strategic Governance:

To ensure that the Kaleidoscope Board of Trustees acts on behalf of its moral and legal owners in the best interests of the Trust, governing lawfully in accordance with its Articles of Association and having governance arrangements that demonstrate legitimate and visionary leadership, clarity of governing and managerial relationships, effective oversight, adequate support structures for sustainability and to achieve the greatest possible economies.

School Improvement - Teaching and Learning:

To ensure that our academies provide the very best teaching in order to promote and provide high quality learning for our children and young people and that there is support in place for teachers to achieve this and make a difference for our pupils.

Pupil and Staff Wellbeing:

To ensure our curriculum, wider curricular support, and specific support including safeguarding, social, emotional and SEND enable our children to be confident and resilient in their learning, social interactions and be ready for the next stage of education.

To ensure that our staff are well supported and developed professionally. We monitor workload and review systems and practice to remove unnecessary workload burdens.

Continued Professional Development:

To implement a CPD programme for our academies to ensure that our staff have the right skills to further raise standards deliver good teaching and learning and disseminate good practice to ensure the rapid improvement

Quality Assurance:

To ensure that there is a rigorous and robust programme of Quality Assurance that helps to support teachers, build expertise and capacity and raise standards in our academies to deliver positive outcomes for pupils.

Integrated Support & Shared Services:

To ensure that the Trust has business arrangements that are efficient and effective and enables it to deliver on its commitments to grow and prosper and deliver value for money across all of the Trust. Delivering best practice, minimisation of risk and for management of resources to be concentrated to the front line of our academies.

OBJECTIVES 2019-2022

On our journey to deliver against the 3 year strategic objectives in 2019 -2022 we will focus on the following:

1. Enhancing the governance of the Kaleidoscope Board, Members and Local Governing Bodies
2. School improvement, standards and effectiveness
3. Enhance pupil and staff wellbeing
4. Develop the curriculum so that it meets Ofsted expectations
5. Plan staff development to improve practice and opportunities across the MAT
6. Embed finance systems and practice, seek best value.

A detailed set of activity tables below provides further information on the key stages of delivery against our objectives.

A key focus for Kaleidoscope is there is a drive for raising standards across the curriculum to enable our pupils to achieve well. Additional support and procedures will be put in place to support a school which is at risk as detailed within the RAG Rating.

Summary of Kaleidoscope Startegic Plan Objectives 2019-2020

Governance	Standards	Wellbeing	Curriculum	Staff Development	Finance
<p>Enhance Governance at all levels.</p> <p>Focus Areas Training and induction. Develop systems to aid oversight and accountability. Recruitment</p>	<p>To raise achievement across all Kaleidoscope schools. To develop high quality pedagogy, systems and practice.</p> <p>Focus Areas MAT Review Visit programme School support cpd plan Develop Subject Networks - drive improvement Adopt FFT Tracking system Develop assessment and moderation Improve writing ARE and GD - Writing Revolution Further develop Maths fluency Improve outcomes for vulnerable pupils.</p>	<p>Pupil and staff Mental health and wellbeing is a key Kaleidoscope priority in our curriculum, pastoral care, policies, procedures, training and support.</p> <p>Focus Areas Review behaviour management models/systems. Staff and pupil mental health audits and follow up actions Staff workload Investigate MAT centralised behaviour team Develop programme for wellbeing training Raise profile of mental health - policies, documentation-signpost agencies and support Review PHSE - preventative behaviours Develop pupil leadership opportunities across MAT Take part in national Trusted Relationships Fund project</p>	<p>All MAT schools have a broad, progressive curriculum which has a clear focus on knowledge and skills. MAT schools curriculums have a clear intent, implementation and impact.</p> <p>Focus Areas Develop subject leader expertise Kaleidoscope curriculum principals underpin all schools curriculums MAT schools review curriculum and ensure they meet Ofsted expectations Schools develop a range of assessment tools to support learning and progression. Develop teacher subject expertise</p>	<p>Develop a comprehensive programme for staff development and create more opportunities for staff career progression within Kaleidoscope.</p> <p>Focus Areas Review appraisal practice. Develop MAT system with clear expectations for pay grades and UPS standards Monitor impact of cpd Create opportunities for development across the MAT - supporting other schools/staff, career opportunities, sharing of staff Develop comprehensive programme of cpd Further develop Subject Networks - empower them to drive subject improvement Further develop Pathfinder Group to lead direction of pedagogy</p>	<p>Further develop and embed finance systems and processes.</p> <p>Focus Areas Ensure payroll and HR systems embedded Training for MAT Office staff so all can support on different systems Complete external end of year and Action Plan Undertake internal audits and create Action Plans Ensure risks are fully evaluated and reported to Trust Board Develop systems for monthly accounts reporting Develop the MAT central team and school based finance staff Complete and resubmit CIF bids Review contracts and services - seek best value</p>

DETAILED SHORT TERM PLAN 2019-2022

Objective 1: Enhance Governance at all levels.			Success Criteria <ul style="list-style-type: none"> • Full complement of Members, Trustees and Local Governors • Governance is well trained and fully knowledgeable of MAT issues (appropriate to each level). • Governance at all levels has the wide range of skills and knowledge needed for the roles. • Clear systems (electronic) and processes are in place to enable Trustees (at MAT level) and Governors at school level to monitor key areas and hold leaders to account 			
Actions	Person Responsible	Resources	Budget	Timescale	CPD	Monitoring
Embed the training programme for Members and Trustees. (to include Diocese training for Foundation Members/Trustees)	SM - DD, TC	NGA Tools ESGOS. Diocesan programme. Internal training - data, safeguarding, finance. Accountants.	n/a	July 2020	Programme of CPD.	Standing item on each meeting.
Develop systems to enable clear oversight by Trustees and LGB (at school level) of key areas including safeguarding, health and safety, site and premises, training, school improvement, well being - staff and	SM, CW	The Key online systems e.g. SCR Online, FFT, shared documents/pr o-formas Google Drive	n/a	July 2020	Training to use systems.	Reported at each Trust Board Meeting

pupils.						
Embed a training programme for Local Governing Boards. (to include Diocese training for Foundation Governors	JB	Governor Handbook. Governor training programme. NGA Tools ESGOS. Diocesan programme. Internal training - data, safeguarding, finance. Accountants.	n/a	July 2020	Programme of CPD.	Standing item on each meeting. Chairs feed back at Heads and Chairs Meetings.
Recruit suitable Governors.	Members and TC	Follow best practice. Skills audit. Interviews.	n/a	July 2020	n/a	Annual review of Member and Trustee effectiveness.

Objective 2: To raise achievement across all Kaleidoscope schools. To develop high quality pedagogy, systems and practice.			Success Criteria <ul style="list-style-type: none"> ● Attainment at least in line with FFT 50 (school targets) ● Progress scores within progress bands. ● All schools attainment and progress graded as green within RAG rating. ● All schools teaching and learning graded as green within RAG rating. ● Focused cpd offer in place - impact measured. ● Evidence demonstrates curriculum networks drive change. ● All schools using the FFT tracking system 			
Actions	Person Responsible	Resources	Budget	Timescale	CPD	Monitoring
Each MAT School undertakes a focused review with an independent advisor - focus 2020 = curriculum	SM/SH	N/A	SH costs	April 2020	n/a	Each review produces a report. Schools create actions from areas identified within report. Reported back to Trust Board.
To develop a focused cpd plan.	JC (Pathfinder Network) and Headteachers Subject Leader Networks	N/A	N/A	July 2020	Staff meetings and INSET Days	Monitored at Headteacher Meetings. Reported to Trust Board.
To strengthen Subject and Curriculum Networks and empower them to drive improvement across Kaleidoscope schools	SM and Network Leaders (Headteachers)	N/A	Staffing release costs	July 2020	Programme of Subject Leader Network meetings detailed in MAT Termly Overview.	Monitored at Headteacher Meetings. Reported to Trust Board. Impact reviewed - how school improvement driven by networks.
All schools adopt the FFT online tracking system and integrate	Headteachers and Assessment	FFT training events cascaded to	Staffing release costs	April 2020 (start piloting)	Training on new system.	Monitored at Headteachers Meetings. Reported to Trust Board.

with target setting and benchmarking.	Leaders	school/MAT level	System £1 per pupil	Autumn 2019)		System used to effectively monitor school achievement across all year groups and inform CEO visits, RAG Ratings. Headline information and key issues reported to Trust Board.
Review standardised tests and continue consistent approach to delivery, monitoring and analysis as part of the annual assessment cycle.	Headteachers and Assessment Network	Standardised or published tests.	Test costs.	July 2020	Training on application and using data from new tests.	Monitored at Headteachers Meetings and Assessment Network. Reported to Trust Board.
Further develop assessment and moderation systems.	Subject Networks	N/A	Staffing release costs.	July 2020	Staff training on assessment and moderation.	Monitored at Headteachers Meetings and Assessment Network. Reported to Trust Board.
Further develop fluency in Mathematics. Improve outcomes at ARE and GD	Maths Subject Team (RC)	N/A	Staffing release costs.	July 2020	Staff training on Maths fluency.	School level observations and monitoring. Report to Trust Board and MAT Improvement Committee.
Improve outcomes for writing at all levels, introduce Writing Revolution across all MAT schools. Improve outcomes at ARE and GD.	English Subject Team (SE)	Writing Revolution	WR scheme costs.	July 2020	Staff meetings Writing Revolution Additional training for English Leaders.	Observation and monitoring at school level. Report impact to Trust Board.

Improve spellings and Grammar outcomes at ARE and GD.						
Improve the outcomes of vulnerable pupils including pupil Premium, SEND through sharing and implementing best practice and national guidelines. Ensure additional funding is well spent and has impact.	SEND, Pupil Premium Networks.	n/a	n/a	July 2020	cpd raising outcomes for vulnerable groups.	School level monitoring. Reviewed CEO visits. Reported to Trust Board and monitored at Standards Committee.

<p>Objective 3: Pupil and staff Mental health and wellbeing is a key Kaleidoscope priority in our curriculum, pastoral care, policies, procedures, training and support.</p>			<p>Success Criteria</p> <ul style="list-style-type: none"> • More effective behaviour management systems and structures reduce incidents of negative behaviour FT and permanent exclusions. • Surveys show staff more positive with improved mental health perception. • Surveys show that pupils are more positive about their wellbeing. • A comprehensive programme of training is in place for MAT staff. • Staff are aware of the support available to support their wellbeing and mental health. • PHSE is high profile and embedded across the curriculum. • Opportunities to develop pupil leadership are evident in all MAT schools. • MAT schools have taken part in the Home Office Trusted Relationships Fund programme 			
Actions	Person Responsible	Resources	Budget	Timescale	CPD	Monitoring
Review structures and capacity for behaviour management. Investigate successful models. Adapt school and MAT approach.	Headteachers	n/a	n/a	July 2020	Investigate successful schools/MATs in challenging circumstances. Investigate their structures and systems.	Monitor the number of behaviour incidents and exclusions - report to Trust Board.
Conduct an audit on staff mental health. Analyse and make changes to address concerns/issues.	Mental Health Champions	The Key and other good examples for audit.	Release	July 2020	Wellbeing staff meetings	Audit results and actions monitored at school and Trust Board level.
Investigate the creation of a central MAT Behaviour Team.	CEO, PFO and HT working party.	Review models from other MATs	tbc	July 2020	n/a	Report findings to Trust Board, including costs and financial viability.

Develop an annual programme for behaviour/social emotional and wellbeing training. e.g. THRIVE, Pivotal, De-escalation training, MAPA	Headteachers	Review models from other MATs	tbc	July 2020	Training in systems and strategies	Heads to report to LGBs. CEO to report to Trust Board
Conduct a pupil wellbeing survey. Analyse and plan changes to address concerns/issues.	Mental Health Champions	Review examples of best practice		March 2020	Presentation of survey results and actions to address issues.	Report outcomes and progress/impact of actions to Trust Board. Monitor at LGB level.
Raise the profile of mental health and wellbeing for staff. Review policies, cpd, signpost agencies and support. Review workload.	Mental Health Champions	Review exemplary models of policies and practice as		July 2020	Staff meetings – reducing stress, promoting wellbeing, fitness. Staff meetings explaining policies and practice.	Report school level outcomes to LGB and CEO. CEO report to Trust Board.
Raise the profile of PHSE. Review how often and the content of what is taught. Ensure it is regularly taught with comprehensive coverage (includes	PHSE Leaders.	Review best practice e.g. Jigsaw.	Resource costs	July 2020	School based staff meetings and cpd.	Schools review and monitor PHSE coverage at leadership and LGB level. Report to CEO - report to Trust Board.

preventative factors)and embedded throughout the curriculum						
Develop opportunities for pupil leadership e.g. Pupil voice, MAT Council, Sport leaders,	School SLTs CEO – MAT Council	n/a	n/a	July 2021		Monitoring by Leadership teams and LGBs. Headline report to Trust Board.
MAT Schools take part in the DFE Wellbeing Project - Trusted Relationships Fund	Headteachers - allocated networks e.g. SENDCo or Pupil Premium	Support from NH	Release time funded by project.	July 2020	CPD delivered at MAT and Network level.	Impact monitored at school level - leaders and LGB Updates to Trust Board.

Objective 4: Further develop and embed finance systems and processes.			Success Criteria <ul style="list-style-type: none"> • audits completed successfully • management accounts delivered on time to Trust Board • MAT office staffed and trained to provide effective support across MAT • MAT office costs held within 5% top-slice • MAT meets all statutory requirements as detailed within the Academies Financial Handbook. 			
Actions	Person Responsible	Resources	Budget	Timescale	CPD	Monitoring
Ensure Access payroll & HR systems and processes embedded Training for MAT office staff (e.g. AC) to support at high volume times	CW JW	JW / Finance Office / Access	Time / payroll cost	Mar 2020	Training for finance staff (e.g. AC) on systems	Trust Board - Finance report
Complete external End of Year Audit and Action Plan	CW	Finance Office / Auditors	Time / audit fees	Dec 2019		Trust Board - Finance report
Undertake Internal audits and create action plans to address issues.	Audit West / CW	Finance Office / Audit West	Time / audit fees	Jan - July 2020		Trust Board - Finance report
Ensure risks are fully managed and reported to Trustees.	CW	Risk Register	Costs linked to risk mitigation	July 2020		Audit and Risk Committee - Finance report

Develop systems for monthly Management Accounts reporting.	CW	Access	Time	Jan 2020	PFO network	Trust Board - Finance Report
Develop the MAT central office team, including school based finance staff.	CW	Staff	Staff budget	July 2020	Staff training as required CIPFA training for JW	Trust Board - Finance report
Complete / resubmit CIF bids for schools who meet the criteria.	Tom Bishop / CW	Hookways / CEO / HTs / Finance Office	Academy contribution to CIF bid	April 2020		Trust Board - Finance report
Review contracts and services - seek best value.	CW	Finance office / time / HCSS	Time	July 2020		Trust Board - Finance report

<p>Objective 5: All MAT schools have a broad, progressive curriculum which has a clear focus on knowledge and skills. MAT schools curriculums have a clear intent, implementation and impact.</p>			<p>Success Criteria</p> <ul style="list-style-type: none"> • All schools have a clearly defined, progressive curriculum, that is broad and all subjects high profile. • Curriculums have clear Intent, Implementation and Impact based upon agreed KMAT principals. • A planned range of assessments are used to inform planning, teaching and learning and assess against age related expectations. • Subject Leaders confidently lead and manage their subjects – leading cpd, monitoring standards, experiences, coverage and outcomes. 			
Actions	Person Responsible	Resources	Budget	Timescale	CPD	Monitoring
Develop the subject leadership expertise of Foundation Subject Leaders.	Headteachers	n/a	n/a	July 2020	Leading change - DA	Headteachers and LGBs monitor leadership training. MAT Review focus on curriculum and Leadership. CEO to report to Trust Board.
Develop a set of Kaleidoscope curriculum principals which all schools follow and embed in their curriculum Intent and implementation.	Headteachers	n/a	n/a	March 2020	Headteacher group review curriculums design across schools and ensure that MAT framework, philosophy incorporated, ensuring Christian distinctiveness.	CEO to report to Trust Board.
Schools review curriculums and redesign where necessary to ensure that there is a clear programme that is	Heateachers, curriculum leaders.	n/a	n/a	July 2020 review progress Dec 2020, March 2020		Schools monitor curriculum internally with LGB. CEO monitors curriculum overview and reports to Trust Board. MAT Review - focus on curriculum

progressive, is clear about what knowledge is taught and what skills pupils will develop.						
A range of assessment tools are created that support teacher assessment of all subjects. It shows what children have learnt and what skills they have developed.	Headteacher, curriculum leaders	View examples of best practice.	n/a	July 2020	Internal cpd led by Subject Teams and SLT.	Schools and Subject Leaders monitor that assessments completed consistently. Report to LGB. CEO to report to Trust Board.
Develop staff subject expertise from focused cpd and by joining linking to subject associations.	Subject Teams	Subject memberships and any training costs tbc	n/a		cpd undertaken by subject Leaders cascaded to school	Schools monitor and report to CEO.

Objective 6: Develop a comprehensive programme for staff development and create more opportunities for staff career progression within Kaleidoscope.			Success Criteria <ul style="list-style-type: none"> • There is a clear understanding of expectations at each pay grade. • Opportunities developed for staff development – they are included in school improvement • A comprehensive cpd offer is published • Subject Networks are focused and develop best practice and shared direction for MAT schools. • The Pathfinder Group leads and presents best practice in pedagogy (based upon research) 			
Actions	Person Responsible	Resources	Budget	Timescale	CPD	Monitoring
Current appraisal practice is reviewed. MAT wide system developed. Which includes clear expectations across pay grades including UPS. The impact of CPD monitored.	CEO - HT Working Party	Examples of best practice	n/a	July 2020	n/a	Headteacher updates to LGB and CEO to Trust Board
Review and create opportunities for staff development across the MAT. E.g. teachers supporting other schools/staff to raise standards, work in other schools in increase capacity, career development opportunities. Also the	CEO	n/a	Release covered by receiving school	July 2021	Depends on development need/focus.	Updates to Trust Board, also monitor impact on school lending support.

sharing of staff - mentoring, managing budgets, staff retention.						
Develop a comprehensive programme of cpd and support across schools, for individual schools, and individual staff.	CEO, HTs, Subject Networks	External cpd, Teaching Schools, Research Ed, LA, other training providers.	tbc	July 2021	Depends on need/focus.	Trust Board updated on cpd offer and provider links.
Review the focus of subject networks to enable a clear focus on development priorities across the MAT, finding best practice & develop across KMAT.	HTs		b/a	July 2020		CEO reports to Trust Board on networks, their focus and impact.
Develop the Pathfinder group so that it focuses on research developed pedagogy that evidences improved outcomes This will lead direction of MAT pedagogy.	JC – Pathfinder group.	Release time Cost of external presenters/ courses		July 2020	Internal and external cpd as needed	HTs report to LGB CEO to report to Trust Board

LONGER TERM PLAN 2019-2022

Focus Areas	Year 2 2020-2021	Year 3 2021-2022
Governance	Full complement of LGB All LGB have undertaken full training programme.	Full complement of LGB All LGB have undertaken full training programme.
Standards	Becket school is closing the gap with national outcomes. All schools are at least with National averages for attainment and progress. Standards are raised across all curriculum subjects.	MAT schools are exceeding national averages for attainment and progress. Internal data shows good attainment and progress across all year groups and schools are acting to address where it isn't. Standards for wider curriculum in line with Maths and English.
Wellbeing	Set up a Staff Wellbeing Committee at school level to feed ideas to SLT. Kaleidoscope publicising wellbeing support to wider community.	Kaleidoscope schools have a reputation for exemplary policy and practice relating to wellbeing.
Curriculum	All Kaleidoscope schools have high quality curriculum and assessment procedures in place.	Kaleidoscope schools curriculums are exemplary and used as a model of best practice.

<p>Staff Development</p>	<p>The CPD programme is comprehensive and meets schools and staff development needs. Good links are formed with the Teaching Schools and other providers so that there is a clear path for particular courses and training.</p> <p>There are clearer options for staff to work between or support schools across the MAT.</p>	<p>Kaleidoscope staff moving more fluidly between schools to share expertise and fill staffing needs.</p> <p>The MAT is retaining and developing highly skilled staff.</p> <p>The MAT is in a position to support use expertise to support non-Kaleidoscope schools to generate income.</p>
<p>Finance</p>	<p>All finance systems are embedded and integrated. The MAT has made financial savings and meets budget KPIs</p> <p>Where Bursars/Finance Managers leave/retire - central team take on key roles to enable cost savings at school level.</p>	<p>Finance system contracts are reviewed.</p> <p>More centralised approach to enable savings.</p> <p>All schools managing well within budgets.</p> <p>Aspiration to manage payroll and pension processing in-house.</p>

OUR SERVICES

Kaleidoscope MAT office provides a range of services, including outsourced services for academies within the MAT. These services are covered by a top-slice (currently 5% of the academy GAG).

The following services are provided (in conjunction with our external advisors):

Preparing financial statements in line with the Department for Education (DfE) and Education Funding Agency (EFA) requirements

Accounting Officer and Responsible officer reporting

CEO and PFO support

Core school improvement package

Budget preparation and monitoring

Professional audit fees - external and internal audit

Licences and costs for the Finance package (HCSS)

Licences and costs for the HR / Payroll package (HCSS)

Monthly/Quarterly management accounts

Finance support

VAT returns

Taxation advice (detailed advice would incur an additional charge)

Core package of HR support & consultancy (additional charges may be incurred for complex matters)

Core package of Legal support and Advice (additional charges may be incurred for complex matters)

Professional memberships - e.g. NGA, GDPR, FFT, The Key

Online safeguarding training package and online recording and reporting system

Brokerage of other core services on request