



Strategic Plan

2022 - 2025

Strength in Partnership • Investment in Character • Excellence in Learning

Background and context

LDBS Frays Academy Trust was opened in December 2012 with St Matthew's CE and Cowley St Laurence CE Primary Schools joining as the two academy converter schools in February 2013. The Trust was appointed as a recognised DfE Sponsor around the same time and initially focused its energy, support and vision in South Hillington.

Since that time the Trust has been through a period of steady growth, opening a 2nd hub in Wokingham in September 2019 in parallel with a review of the Articles of Association and Schemes of Delegation. The context of the Trust has changed since opening. There has been almost a complete change of Headteachers running our schools over the last 4 years and the central team has grown and developed. Last year, two of our schools were judged 'Good' by Ofsted and we have seen the improvement in our schools as a turning point for the Trust. However, outcomes are still low following the Covid-19 pandemic and other pressures have materialised for our schools including the pressure on school budgets and significant increase in SEND.

As Church Multi Academy Trust, we are responsible for four Church Schools and three community schools with a mix of sponsored and converter academies. Each school serves a very different community and there is a mix of different contexts.

The change in context in our schools has varied across the Trust. In Wokingham we have seen a significant increase in pupils from ethnic minority backgrounds. Coupled with the overall increase in pupils across the Trust with Special Educational Needs and Disabilities, our focus remains a priority for these groups of pupils. The Strategic Plan sets out specifically how we are developing our provision for SEND pupils.

Table below sets the current context in which the Trust operates:

| Pupil Group | % of pupils in the schools in the Trust | % of pupils nationally |
|--|---|------------------------|
| Pupils entitled to the Pupil Premium Grant | 25.5% | 25% |
| Pupils entitled to Free School Meals | 24.4% | 22.1% |
| Pupils from ethnic minority groups | 40% | 34.5% |
| Pupils whose 1 st language is not English | 37.4% | 20% |
| Pupils with Special Educational Needs | 18.6% | 15% |
| Pupils requiring SEN Support | 15.6% | 12.6% |
| Pupils who have an Education Healthcare Plan | 3% | 4% |

There is a greater % of pupils with Special Educational Needs in the Hillingdon Schools and this is increasing in the Wokingham schools. Figures are high in the schools in West Drayton in comparison with the national picture.

| Name of School | % of Pupils on SEND Support | % of pupils with EHC | % of all pupils with SEND |
|----------------------------|-----------------------------|----------------------|---------------------------|
| Beechwood Primary | 11.5 | 1.6 | 13.1 |
| Cowley St. Laurence | 13.8 | 3.6 | 16.4 |
| Keep Hatch | 10.7 | 3.2 | 13.8 |
| Laurel Lane | 25.8 | 4.0 | 29.9 |
| St. Martin's | 33.1 | 8.2 | 41.3 |
| St. Matthew's | 13.7 | 2.4 | 16.1 |
| NATIONAL COMPARISON | 13% | 2.3% | 15.3% |

How this plan was put together

In developing this plan, we used the following sources of monitoring evidence and tools available:

- Outcomes for last year (July 2022)
- Summary of the teaching and learning reviews from the previous academic year
- Key areas for development from recent curriculum reviews and external reports
- Outcomes from SEND reviews
- Outcomes from Safeguarding reviews and further evaluations undertaken
- MAT Assurance Framework – developed by the DfE as a tool to help MAT leaders define the next steps in the development of the Trust
- Outcomes from the external Governance review
- Management accounts and year end data
- Performance of schools against KPIs

Our vision and values

In 2021/22, the Trust reviewed its vision to bring it more into context with a growing Trust and the developmental needs of the schools. As an organisation, we have high expectations that all our schools will go from strength to strength and will be ambitious for all pupils. The Strategic Plan is the vehicle by which we support all schools in achieving the Trust's visions. Individual school improvement plans are expertly linked into the Trust's Strategic Plan to ensure that we remain highly focused in achieving the best outcomes for our pupils.

Our vision

Strength in Partnership

We believe in and will create partnerships, making use of these to collaborate and share innovation to get the best outcomes for our children.

Our leaders and staff will work together across schools to learn from evidence-based research.

Our strong Christian ethos means that we place the worth of every individual at the centre of all that we do and will create partnerships with faith and non-faith based groups which help our children and staff to

Investment in Character

We prepare our children for their future building courage, resilience and raising aspirations through a well-planned curriculum.

We support our staff to develop courage and resilience through a learning and growth culture.

Our schools support our parent communities to develop resilience and their learning to enable children to flourish and reach their potential.

Excellence in Learning

All of our schools have an inspiring and innovative curriculum which enables each child to flourish and reach their potential.

Our schools make the best use of digital technology to support learning.

Our children develop strong cultural capital and are secondary-ready.

Our Values

Our values define what we believe, the culture of Trust and our approach at implementing that Strategic Plan

Our values: we believe in H. O. P. E.

Honesty We evaluate leadership and teaching critically to enable schools to inspire our children. We have a feedback culture where feedback is given with integrity, thoughtfulness and honesty.

Opportunity We welcome, research and seek innovation. Each of our schools brings a wealth of experience, difference and insight to shape the future of Frays

Positivity We collaborate with each other to innovate. Our children and staff have a growth mindset and a “can do” approach.

Equality We are building an inclusive culture that encourages, supports and celebrates the diversity within our schools and teams. We build aspiration for all our children to achieve.

Strategic Objectives

To develop our vision over the next three years, we have set the following strategic objectives:

| Strategic Objective | Strategic objective 1: To raise attainment and improve outcomes for all pupils. | Strategic objective 2: To enhance Governance | Strategic objective 3: To ensure that staff engage in professional development that help them to flourish | Strategic objective 4: Develop a new Growth Strategy | Strategic objective 5: To continue to build a strong infrastructure which is financially sustainable |
|--|--|--|--|---|--|
| How does this link to the Trust's vision? | 'Excellence in Learning' | 'Excellence in Learning' | 'Investment in Character' | 'Strength in partnership' | |
| Reasons for prioritisation of this objective | <ul style="list-style-type: none"> Outcomes in July 2022 were lower than the national average with 51% of pupils achieving expected standard in Y6 in Reading, Writing and Maths; this was lower in Y2 at 47% Quality of teaching and learning improved last year. However, the development of outstanding teaching was slow. Although average rates of progress were broadly at expected, 27% of pupils did not make expected progress. | <ul style="list-style-type: none"> Governance review undertaken in Summer Term 2022 set out key aspects of Governance to improve. | <ul style="list-style-type: none"> New middle leaders in place across the organisation Importance in developing leaders at all levels to continue to improve the curriculum and develop outstanding teaching Development of capacity to improve across the Trust Stronger development of succession planning and talent management | <ul style="list-style-type: none"> Current Schools Bill Increase the quality of provision in our MAT educated system Develop partnerships to better meet need and grow our capacity Increase capacity within the MAT to better support schools Maintain a financially viable and sustainable MAT | <ul style="list-style-type: none"> Ensure that systems and processes are fit for purpose in a larger Trust Prepare for Growth and sustainability The need to develop a digital strategy |

| Strategic Objective | Strategic objective 1: To raise attainment and improve outcomes for all pupils. | Strategic objective 2: To enhance Governance | Strategic objective 3: To ensure that staff engage in professional development that help them to flourish | Strategic objective 4: Develop a new Growth Strategy | Strategic objective 5: To continue to build a strong infrastructure which is financially sustainable |
|--|---|---|--|---|---|
| Broad actions to take to help us achieve this objective | <ul style="list-style-type: none"> • Improve teaching and learning, particularly developing outstanding teaching • Improve curriculum particularly in Music, Ancient and Modern Foreign Languages (MFL) and Computing • Improving Writing across the Trust • Improve outcomes across all schools and key stages | <ul style="list-style-type: none"> • Ensure separation of duties at all levels • Develop a stronger approach to annual review of Governance • Develop a training programme for all governors and trustees • Formalise succession planning • Establish regular 'Chairs' meetings • Develop link director roles | <ul style="list-style-type: none"> • Ensure that leaders at all levels access high quality professional development thus creating expert subject leaders across the Trust • Develop curriculum leaders, particularly in Music, MfL and Computing | <ul style="list-style-type: none"> • Partner with LDBS and ODBE to develop a strategy for Growth • Set up a facilitated Growth workshop for the Board • Establish parameters for Growth • Continue to develop partnerships with LBH and WBC • Establish a plan to increase capacity in the central teams in preparation for Growth • Apply for a Trust Capacity Fund (TCaF) | <p>Safeguarding</p> <ul style="list-style-type: none"> • Ensure that systems and training are in place to monitor and review Safeguarding across the Trust <p>IT</p> <ul style="list-style-type: none"> • Develop a Trust-wider IT strategy <p>Finance</p> <ul style="list-style-type: none"> • Develop plans in each school to reduce in-year deficits |

| Three Year Strategy – measures of success | | | | | | | | |
|--|---|--|--|---|---|--|--|---|
| 2022 - 2023 | | 2023 - 2024 | | | 2024 - 2025 | | | |
| Key Performance Indicators | | | | | | | | |
| Governance | Performance and Accountability | Financial | Governance | Performance and Accountability | Financial | Governance | Performance and Accountability | Financial |
| <ul style="list-style-type: none"> All schools achieve KPIs OfSTED inspections grade schools at least good SIAMS inspections of Church schools graded at least good Growth plan in place | <ul style="list-style-type: none"> Outcomes improve in all schools with the large majority of schools achieving the national average At least 60% of pupils achieve a combined attainment in Reading, Writing and Maths by the end of Y6 Attainment of Writing improves across all schools by end of Y6 from 65% of pupils achieving age related expectations to 75% The attainment gap between SEND pupils and their peers narrows 90% of teaching is judged good or better 15% of teaching is judged as outstanding | <ul style="list-style-type: none"> Majority of schools by the end of the year have balanced budgets Audit reports are positive with no high risks identified | <ul style="list-style-type: none"> All schools achieve KPIs OfSTED and SIAMS inspections grade schools at least good Growth plan in place | <ul style="list-style-type: none"> Outcomes improve in all schools with schools achieving the national average and significant proportion achieving above At least 65% of pupils achieve a combined attainment in Reading, Writing and Maths by the end of Y6 | <ul style="list-style-type: none"> All schools have balanced budgets Staffing percentage of the total budget is no more than 80% across the Trust | <ul style="list-style-type: none"> External review of Governance demonstrates progress towards recommendations from 2022 review | <ul style="list-style-type: none"> Outcomes improve in all schools with the majority of schools performing above the national averages At least 70% of pupils achieve a combined attainment in Reading, Writing and Maths by the end of Y6 | <ul style="list-style-type: none"> All schools have a balanced budgets Staffing percentage of the total budget is no more than 80% across the Trust |
| Strategy for Measuring Success (monitoring) | | | | | | | | |
| <ul style="list-style-type: none"> School improvement meetings Reports to the Board OfSTED/SIAMS inspections | <ul style="list-style-type: none"> Reports to the Board Outcomes at the end of YR, Y2 and Y6 in July 2022 | <ul style="list-style-type: none"> Management accounts Auditors report Internal audit report | <ul style="list-style-type: none"> School improvement meetings Reports to the Board OfSTED/SIAMS inspections | <ul style="list-style-type: none"> Reports to the Board Outcomes at the end of YR, Y2 and Y6 in July 2022 | <ul style="list-style-type: none"> Management accounts Auditors report Internal audit report | <ul style="list-style-type: none"> School improvement meetings Reports to the Board OfSTED/SIAMS inspections | <ul style="list-style-type: none"> Reports to the Board Outcomes at the end of YR, Y2 and Y6 in July 2022 | <ul style="list-style-type: none"> Management accounts Auditors report Internal audit report |

Strategic Development Plan 2022 – 2023: Operational Plan

Strategic Objective 1: To raise attainment and improve outcomes for all pupils.

| Objective | Date | Activity | Responsibility for implementation | Monitoring |
|--|--|--|---|--|
| 1. Improve teaching and learning, particularly developing outstanding teaching | T&L Reviews in Autumn Term Further Reviews in Spring Term School Improvement Meetings Termly | a. Focus on development of all teaching during Teaching and Learning Reviews, particularly weaker teaching to strengthen it, and also outstanding teaching. b. Identify potentially outstanding teaching at T&L Reviews and during other review activities. c. Agree a process for identification of outstanding teaching with HTs that includes monitoring d. Support HTs in acting swiftly to improve weaker T&L through relevant and appropriate courses of action (support plans and formal support if required). | Headteachers supported by Director of Teaching and Learning | This will take place through School Improvement Meetings every term. Additionally, <ul style="list-style-type: none"> • In Curriculum Reviews • During Book Looks • During follow-ups to T&L Reviews |

| Objective | Date | Activity | Responsibility for implementation | Monitoring |
|--|-------------------------------------|--|--|--|
| 2. Improve curriculum particularly by ensuring appropriate sequencing of learning and core curriculum outcomes | Ongoing monitoring during the year. | <ol style="list-style-type: none"> 1. Ensure T&L Reviews and Curriculum Reviews focus on the sequence of learning and embedding core knowledge 2. Ensure that books provide evidence that children are putting their knowledge to use in different contexts 3. Provide support to HTs so they can, in turn, support Subject Leaders in implementing the wider curriculum effectively | Subject leaders supported by Headteachers and Director of Teaching and Learning | <p>Monitoring will be through:</p> <ul style="list-style-type: none"> • Book Looks • Curriculum Reviews • School Improvement Meetings |
| 3. Improving Writing across the Trust | Begin in September | <ol style="list-style-type: none"> 1. Work with HTs at Development Day to identify strengths and areas for development in writing. 2. Ensure that development areas are clearly identified and a clearly understood and shared strategy exists in all schools to improve writing. 3. Support schools in developing a schedule for monitoring writing, key improvements and remaining development areas 4. Use School Improvement Meetings to support HTs in ongoing reflection and planning for improving writing. | Writing subject leaders, Headteachers supported by Director of Teaching and Learning | <p>Through:</p> <ul style="list-style-type: none"> • School Reviews • Discussions with HTs • School Improvement Meetings |
| 4. Improve Outcomes for SEND pupils | | <ol style="list-style-type: none"> 1. Increase attainment for SEND pupils in writing by ensuring a school wide needs analysis is completed and teaching styles are adapted accordingly. 2. Meet the changing profile of SEND by improving provision to support better outcomes for pupils with complex SEND needs, particularly in Early Years. 3. Embed a rigorous monitoring cycle that ensures both in-class support and additional provision is consistently evaluated for impact. | SENDCos supported by Inclusion Strategy Manager | <p>Monitoring will be through:</p> <ul style="list-style-type: none"> • SEND Reviews • Inclusion Partnership Board Meetings • T & L Reviews • Book Looks |

| Objective | Date | Activity | Responsibility for implementation | Monitoring |
|--|--------------|---|---|---|
| 5. Improve outcomes for Early Years pupils | | <ol style="list-style-type: none"> 1. Ensure that teaching in the early years is at least good in all schools. Individuals who are not yet good will be prioritised for direct teaching and learning support in order to improve rapidly. 2. Improve the quality of adult-child interactions within Early Years settings through training and monitoring visits. 3. Ensure all schools have in place a progressive curriculum that is inspiring, fit for purpose and prepares children for future success. 4. Improve attainment in writing by ensuring that all settings provide quality opportunities for children to develop the knowledge and skills necessary to be a successful writer. 5. Ensure staff are skilled at identifying children who require additional support and can provide strategically for their needs, monitoring regularly for impact and adapting where necessary. 6. Ensure staff are supporting children to manage themselves successfully using a restorative approach to behaviour management. | Early Years leaders supported by the Trust's Early Years Strategic Lead | <p>Monitoring will be through:</p> <ul style="list-style-type: none"> • Teaching and Learning Reviews • Monitoring visits • Leadership support visits including joint learning walks • Lesson observations and in class support • Cluster meetings |
| 6. Improve provision of RE in all schools | October 2022 | Ensure that all schools have action plans in place to develop RE within their schools | Headteachers | <ul style="list-style-type: none"> • Reports to the Board • Monitoring of provision in partnership with the Diocesan Advisor |

Strategic Objective 2: To enhance Governance

| Objective | Date | Activity | Responsibility for implementation | Monitoring |
|---|----------------|---|---|------------------------|
| • Ensure separation of duties at all levels | By July 2023 | <ol style="list-style-type: none"> 1. Ensure number of Members on the Board of Directors is reduced to a minimum 2. Appoint an LGB Chair for Laurel Lane/St Martin's 3. Consider removing Headteachers as ex-officio Governors from local governing bodies | Director responsible for Governance and COO | Through Board meetings |
| • Develop a stronger approach to annual review of Governance | December 2022 | <ol style="list-style-type: none"> 1. Review the annual questionnaire to local governors and the Board on effectiveness 2. Review the concept and process of establishing targets for the Board and local governing bodies | Director responsible for Governance and COO | Through Board meetings |
| • Develop a training programme for all governors and trustees | September 2022 | <ol style="list-style-type: none"> 1. Establish training at different levels for Governors: <ol style="list-style-type: none"> a. Training on induction b. Training for more experienced Governors c. Training for Chairs of local governing bodies d. Training for SEND and Safeguarding designated Governors 2. Establish separate training programme for Directors, including training on Finance 3. Set up Trust training for all Governors across the year | Director responsible for Governance and COO | Through Board meetings |
| • Formalise succession planning | November 2022 | <ol style="list-style-type: none"> 1. Ensure that all local governing bodies and the Board have a succession plan in place for Chairs, Vice Chair, Safeguarding Governors | Director responsible for Governance and COO | Through Board meetings |
| • Establish regular 'Chairs' meetings | September 2022 | <ol style="list-style-type: none"> 1. Set up a Chair's forum, to operate on a termly basis 2. Review the 'Leadership Group' in the Schemes of Delegation | Chair | Through Board meetings |
| • Develop link director roles | October 2022 | <ol style="list-style-type: none"> 1. Establish purposes and principals and expectations behind this role 2. Allow for link Director visits to schools | Director responsible for Governance | Through Board meetings |

Strategic objective 3: To ensure that staff engage in professional development that help them to flourish

| Objective | Date | Activity | Responsibility for implementation | Monitoring |
|---|-----------------|---|---|--|
| Ensure that leaders at all levels access high quality professional development | Across the year | <ul style="list-style-type: none"> 1. Ensure that all leaders have CPD as part of their appraisal 2. Headteachers to use the Leadership Toolkit to assess in February and July how well leadership development is being delivered 3. Leadership Toolkit to reference development of Headteachers 4. Develop a programme of CPD for MAT leaders through appraisal | Headteachers supported by Director of Teaching and Learning | Termly performance reports Reports to the Board from Trust monitoring |
| Further develop curriculum leaders | Across the year | <ul style="list-style-type: none"> 1. Ensure that all new curriculum leaders have a programme of professional development in place 2. Develop specific support for curriculum leaders in Music, MfL and Computing | Headteachers supported by Director of Teaching and Learning | Termly performance reports Reports to the Board from Trust monitoring |
| Develop expert subject leaders/phase leaders across the Trust | Across the year | <ul style="list-style-type: none"> 1. Work with Headteachers to identify strong curriculum leaders 2. Provide opportunities for new curriculum leaders to 'partner-up' with stronger leaders | Headteachers supported by Director of Teaching and Learning | Reports to the Board |
| Establish a CPD strategy across the Trust | December 2022 | <ul style="list-style-type: none"> 1. Identify CPD strategies that work well across the Trust and share with all schools 2. Identify curriculum provision/schemes that make the most impact and are most effective in providing CPD | CEO and Director of Teaching and Learning | Reports to the Board |
| Ensure that all leaders in Church Schools are well-supported to ensure that there is a strong Christian vision in place | September 2022 | <ul style="list-style-type: none"> 1. All schools to have a clear plan in developing their vision and values 2. All schools to have a programme of CPD in developing areas of 'Excellence' (see SIAMS evaluation schedule) 3. All schools to have a monitoring and evaluation cycle in place to measure the impact of the Christian vision of the school 4. Church Schools to ensure agreed programme of support from either LDBS or ODBE in developing 5. All Church Schools to implement an annual Christian Distinctiveness evaluation and review the SIAMS SEF | Headteachers and local governing bodies | SIAMS inspections Review of Christian Distinctiveness by local governing bodies, supported by Diocesan Advisors |

| Objective | Date | Activity | Responsibility for implementation | Monitoring |
|--|-----------|--|---|------------------------|
| Ensure that all community schools have reviewed their school vision and values | June 2023 | <ul style="list-style-type: none"> 1. Schools to partner together to evaluate the impact of their vision on outcomes 2. Schools to undertake an annual evaluation of the impact of Spiritual, Moral, Social and Cultural | Headteachers and local governing bodies | Local governing bodies |

Strategic Objective 4: Develop a new 'Growth' Strategy

| Objective | Date | Activity | Responsibility for implementation | Monitoring |
|---------------------------------|--------------|--|-----------------------------------|--------------------------------------|
| Develop a new 'Growth' Strategy | January 2022 | <ul style="list-style-type: none"> 1. Establish a set of founding principles for Growth in the Trust 2. Partner with LDBS and ODBE to develop a strategy for Growth 3. Set up a facilitated Growth workshop for the Board 4. Establish parameters for Growth 5. Continue to develop partnerships with LBH and WBC 6. Consider other Local Authorities to provide partnerships with 7. Develop strong partnerships with other MATs 8. Ensure that there is sufficient capacity at school level and within the central team for growth at each stage | CEO with Chair of the Board | Progress discussed at Board meetings |

Strategic Objective 5: To continue to build a strong infrastructure which is financially sustainable

| Objective | Date | Lead Responsibility, cost and monitoring | | Monitoring |
|--|--------------|---|-----|---|
| Safeguarding <ul style="list-style-type: none">• Review systems for monitoring of Safeguarding and training | October 2022 | <ol style="list-style-type: none"> 1. Develop the role of the Senior Designated Safeguarding Lead in the central team 2. Review the process for the annual Safeguarding reviews 3. Ensure that policies and practice align with requirements 4. Develop relationships with statutory agencies across both Hillingdon and Wokingham 5. Develop a Safeguarding strategic plan focused on: <ol style="list-style-type: none"> a. development of governance, leadership, and management b. Planning for prevention and lessons learned c. Recording and case management d. Working with others e. Information management f. Developing people and teams | ISM | <ul style="list-style-type: none"> • Safeguarding Audit • Safeguarding Reviews • Compliance Checks • Safeguarding Team meetings |
| IT <ul style="list-style-type: none">• Develop a Trust-wider IT strategy | April 2023 | <ol style="list-style-type: none"> 1. Revise service level agreements to ensure that the Trust is working with one IT provider 2. Establish KPIs with IT provider 3. Establish a strong network with IT leaders 4. Review the IT audit focused on: <ol style="list-style-type: none"> a. Management and administration b. Technology infrastructure c. Cross-curricular integration of ICT d. Computing curriculum e. Safeguarding and preparing students for digital citizenship f. Data management and security 5. Develop a costed plan over 3 years | COO | Reports to the Board |

| Objective | Date | Lead Responsibility, cost and monitoring | Monitoring | |
|---|---------------|--|------------|---|
| Finance • Develop plans in each school to reduce in-year deficits | November 2022 | <ul style="list-style-type: none"> • Each school to develop an action plan • Review service level agreements and subscriptions • Review the use of energy will all schools • Develop a strategy with school leaders to manage behaviours in using energy and reduce energy bills | CFO | Reports to the Board Monitoring of evidence through budget setting and management accounts |