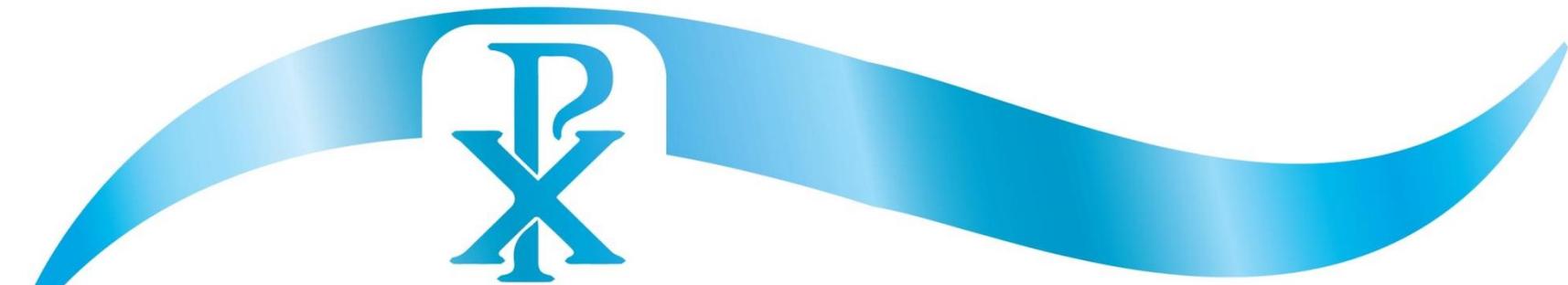




Strategic Business Plan 2015-2020 (Updated September 2017)



Blessed Edward Bamber

Catholic Multi Academy Trust

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Introduction

The Blessed Edward Bamber Catholic Multi Academy Trust was formed on the 1st September 2014 from Christ the King Catholic Primary School, St. Cuthbert's Catholic Primary School, both one form entry schools, and St. Mary's Catholic College, an 11-18 school. As part of a coherent vision to act together in a deep partnership, the trust was formed with a single Board, an Executive Director and no local governing bodies. Two of the academies were convertors and the other a sponsored academy. The Trust is open to other Catholic schools joining as determined and agreed by the Lancaster RC Diocese Trustees.

In developing this strategic business plan the directors and senior leaders, of the Trust's academies, were aware of the potential reduction in teacher supply over the next five years. Its determination to improve the educational outcomes of all the children and young people, it is directly responsible for, will only be achieved through the recruitment and retention of a high quality and committed workforce. To this end the Trust is aspiring to become the *employer of first choice* within the area. We intend to develop, implement and embed a recruitment and retention strategy based on a positive ethos within all our academies, delivering workload reform, outstanding professional development and enhanced career opportunities for staff.

This plan is deliberately focussed on a few objectives that we believe will have a significant impact on the quality of teaching and learning, removing barriers to achievement and enhancing educational outcomes. As Ofsted implements its short inspection programme and external accountability is replaced by greater internal responsibility, the Trust will develop, implement and embed a Quality Assurance Programme with external validation/peer review to ensure its processes and outcomes are of a consistently high quality.

The Trust is a strategic partner in the Catholic Teaching Alliance (North) and the Fylde Coast Teaching School Alliance. It is active in supporting the delivery of leadership programmes and providing places for initial teacher education trainees. The Blackpool Challenge initiative offers opportunities to further the Trust's work in meeting its stated vision. The academies' head teachers and staff are members of a series of local and regional networks and the Executive Director is charged with developing alliances, at a national level, which will add value to the Trust's work.

Object

The Company's object is specifically restricted to the following:

to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing Catholic schools designated as such which shall offer a broad and balanced curriculum and shall be conducted in accordance with the principles, practices and tenets of the Catholic Church and all Catholic canon law applying thereto including any trust deed governing the use of land used by an Academy both generally and in particular in relation to arranging for religious education and daily acts of worship and having regard to any advice and following directives issued by the Diocesan Bishop.

Vision

The Blessed Edward Bamber Catholic Multi Academy Trust seeks to be the place of first choice for children to learn and staff to work. Through an extensive challenging curriculum and best practice in teaching and learning, informed by research and the experiences of our staff, we will enhance children's life chances by maximising their educational outcomes. A rich Catholic ethos in which all grow in wisdom, responsibility, respect of others and love of God will be our hallmark.

The Trust will be a powerful developer of people delivering coherent and stage appropriate teaching & learning, leadership and technical knowledge and skills enhancement programmes alongside focussed and impact orientated staff development projects, opportunities and experiences. Robust and rigorous quality assurance processes will help leaders across the Trust further develop and enhance their leadership skills and increase their influence and impact.

The Trust's ability to look and work cross phase will enable us to become a centre of excellence in transition. Moving beyond social and management issues, we will develop strong curriculum, pedagogy and learning transition processes, in core subjects, to ensure enhanced progression in children's learning from the primary to the secondary phase.

Alongside local parishes, with who we share deep historic links, we seek to be a powerful advocate for Catholic Education within the locality and region, serving the needs of vulnerable children and their families and the wider community, as part of the educational mission of the Church. Prioritising our local family of Catholic schools, we are committed to supporting the evolution of a school-led system through connecting, working with and supporting schools and educational organisations, locally, regionally and nationally.

Distinctive Catholic Ethos

Further strengthening the distinctive Catholic ethos of the academies within the Blessed Edward Bamber Catholic Multi Academy Trust is a priority for the Board and will be achieved through focussing on the four dimensions of the pastoral mission of the church:

- a. Kerygma (Announcing – distinctiveness of witness, religious contribution to every aspect of our education. The Proclaiming School).
- b. Leitourgia (Liturgy – Grace builds on nature but must acknowledge the sphere beyond the natural world. The work of the Christian assembly to adore God in prayer, thanksgiving and penitence. The Worshipping School).
- c. Diakonia (Ministry - Culture has to be changed and transformed by the Christian Gospel. This emphasises social activism and the service of the poor. The Serving School).
- d. Koinonia (Community – Christian community existing in reasonable harmony with the surrounding society. Christian school plays a part in the country’s general education provision. One mission of all Christians is the creation of community which inevitably involves at times compromise and creating common ground with the surrounding culture. The Civic School).

All of these elements are part of the Mission of the Church and all these elements will be found in an authentically Catholic school. Kerygma and Leitourgia give the essential “roots” to the community and help define our distinctiveness. They provide the opportunities to gather and centre ourselves around a core of beliefs. The Trust will be respectful of parents as the first and foremost educators of their children and seek to engage them in their child’s education.

Both Diakonia and Koinonia give the opportunity for our faith to take “wings” and reach out beyond our own community in order to have a positive impact on other communities, particularly those suffering from poverty, and society in general. The service and civic nature of our schools helps give witness and richness to our distinctive way of living. This will include an education rich in the spiritual, moral, social and cultural and supportive of British Values.

Proclaiming, worshipping, service and civic duty are essential elements of the Catholic school. We need both roots and wings to ensure we deliver an education in faith and wisdom which is the hallmark of a Catholic school.

Teaching, Assessment & Learning Strategy

The Blessed Edward Bamber Catholic Multi Academy Trust is seeking to further improve the quality of teaching' assessment and learning through developing a data and feedback informed approach to teaching and learning across its academies. This will build on aspects of current good practice and a further convergence of curriculum through collaborative planning and shared schemes of learning, teaching approaches and programmes across its primary academies. There will be a specific focus on transition arrangements, initially from Key Stage 2 to 3, in Mathematics & Numeracy and English & Literacy followed by Religious Education and Science.

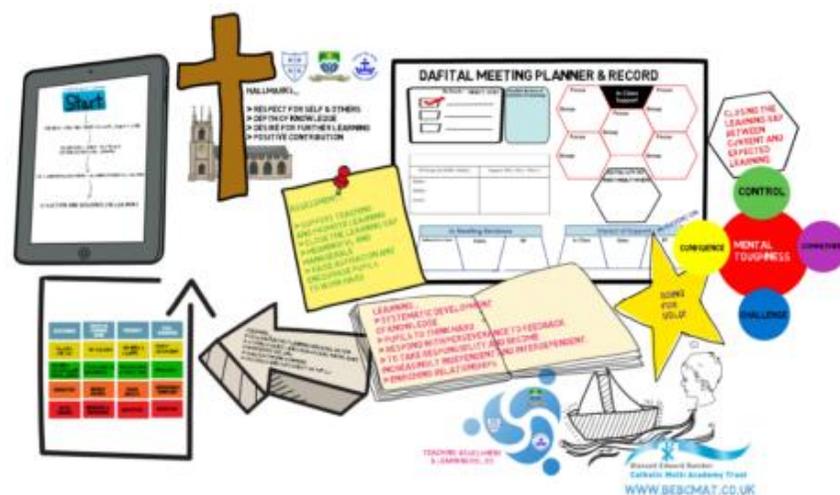
A short video explaining the key elements of our approach to teaching, assessment and learning can be found [here](#).

Time will be built into “directed hours” for collaborative planning of a challenging curriculum and forensic analysis of the pre-planned assessments.

Planning schemes of learning is a complex tasks which benefits from the additionality and diversity that a team brings. Our collaborative planning will be informed by experience, research and in time data, from the outcomes of pupil assessment and lesson study projects, so that we redefine and capture curriculum excellence and share it as widely as possible. Getting this right will mean that best practice becomes available to all staff so all children may benefit from it. We will plan learning not lessons, starting with the key concept or main idea to be taught, determining challenging milestone and end point success criteria and pre-planned common, cumulative assessments which exemplify the expected level of challenge will be brought by everyone to the planning process. After this the learning intentions and flow can be determined though in reality the whole process tends to be more iterative in nature. Identification of common pupil misconceptions will be part of the planning process as will how to address them, non-negotiable activities and assessment and strategies which may have been more successful previously or with certain groups of pupils can be discussed and explored.

Teachers will receive feedback on the quality of teaching and learning in their classes through formative and summative lesson observations, the outcome of pre-planned assessments and the use of lesson study. A range of professional development will be provided to assist teachers in their desire and efforts to improve.

Pupils will receive feedback through the formative use of summative assessments and via written and oral comments on their work, against shared and challenging success criteria. Time will be given, as appropriate, to reteach elements of the scheme of learning or for pupils to improve their work to a higher standard



Objectives 2017-2022

New Objectives		Academic Year				
		2017/18	2018/19	2019/20	2020/21	2021/22
1	Implement a challenging spiral Mathematics & Numeracy Curriculum from EYFS to post-16	Embed				
2	Develop & Implement a challenging spiral English & Literacy Curriculum from EYFS to post-16	Implement	Implement	Embed		
3	Develop & Implement a challenging spiral Religious Education & HRSE Curriculum from EYFS to post-16	Develop	Implement	Implement	Embed	
4	Develop & Implement a challenging spiral Science Curriculum from EYFS to post-16		Develop	Implement	Implement	Embed
5	Implement a Data & Feedback Informed Teaching Approach directed towards challenging next stage ready assessments and associated closing the gap processes	Embed				
6	Implement a stage appropriate professional development curriculum for teachers	Implement	Embed			
7	To develop St. Mary's Catholic Academy as a Research School for the Blackpool Opportunity Area	Develop	Implement	Implement	Embed	
8	Implement a Quality Assurance Programme across the Trust with external validation/peer review	Embed				
9	Implement a Healthy Minds, Healthy Mindset Strategy to address mental health and resilience barriers to achievement	Implement	Implement	Embed		
10	Implement a recruitment & retention strategy based on a positive ethos, workload reform, professional development and enhanced opportunities for staff	Embed				

Actions 2017/18

New Objectives		Actions 2017/18				
		1	2	3	4	5
1	Implement a challenging spiral Mathematics & Numeracy Curriculum from EYFS to post-16	Embed Phase: Significant work has now been completed on developing a Mathematics Curriculum from EYFS to post-16. Further refinement is required to further slim down the curriculum to give even greater focus on developing pupils as mathematical thinkers and problem solvers around core subject concepts.				
2	Develop & Implement a challenging spiral English & Literacy Curriculum from EYFS to post-16	To develop and implement a new scheme of learning for reading across both primary academies	To complete a project with the family of Catholic schools to review writing across Y6 to Y7 transition	Develop and implement a whole school reading programme to enhance the decoding, comprehension and literacy levels of pupils	To evaluate and further develop the newly implemented writing scheme of learning across both primary schools	To develop schemes of learning for speaking & listening across both primary academies for implementation in 2018/19 academic year
3	Develop & Implement a challenging spiral Religious Education & HRSE Curriculum from EYFS to post-16	Create a knowledge framework with integral learning flows for Key Stages 1 & 2	Provide INSET for EYFS and Key Stages 1 & 2 teachers on developing an integrated curriculum including RE	Determine with Directors the possibility of appointing a RE & HRSE Trust Lead, at Assistant HT level.	Identify opportunities for the integration of writing into the RE curriculum	Devise a set of common cumulative assessments for RE from EYFS to Key Stage 2
4	Develop & Implement a challenging spiral Science Curriculum from EYFS to post-16	Objective to start in 2018/19 academic year				
5	Implement a Data & Feedback Informed Teaching Approach directed towards challenging next stage ready assessments and associated closing the gap processes	Embed Phase: DAFITAL is now an established process across the three academies within the Trust. It is central to curriculum development, assessment and increasingly the professional development of teachers. The Headteachers' will be required to ensure that DAFITAL practices are maintained and lead to further improvements in progress and standards over the years ahead.				
6	Implement a stage appropriate professional development curriculum for teachers	Develop a leadership CPD ladder for staff using in-house and external leadership programmes	Continue to implement action plan following latest NTEN CPD Audit (St. Mary's)	Implement a programme of enhanced professional development across the Trust alongside reduced contact time	Develop St. Mary's as a CPD Excellence Hub; appoint CPD Expert Lead to support in-house and cross school work	St. Mary's to engage in TDT Associate Programme leading to the writing of a CPD Action Plan for 2018/19
7	To develop St. Mary's Catholic Academy as a Research School for the Blackpool Opportunity Area	Develop a new Research School website including monthly communication of key educational research findings	Submit bids to the Strategic School Improvement Fund to build a network of Research Champions across Blackpool	Host a Festival of Research for staff working in Blackpool schools, the north west region and nationally.	Develop or deliver at least one training & modelling module based on an Education Endowment Foundation (EEF)/Institute of Effective Education (IEE) priority area	Signposts schools towards "promising projects" from EEF & IEE that address a school improvement priority
8	Implement a Quality Assurance Programme across the Trust with external validation/peer review	Embed Phase: Quality Assurance arrangements are now established at the level Trust covering Academic Standards, Behaviour & Attendance, Professional Development, Safeguarding & Ethos as well as Business Functions. The CEO will be required to ensure these processes are fully implemented and with the support of the Board identify any further areas that should be included and areas which require strengthening.				
9	Develop a Healthy Minds, Healthy Mindset Strategy to address mental health and resilience barriers to achievement	Mental Toughness Questionnaire (MTQ48) taken by all students at St. Mary's during Autumn Term	Implement a programme of pupil leadership, delivered by HumanUtopia, in Year 5, 8 & 10	Develop an implementation plan for large scale delivery of the Duke of Edinburgh to a whole year group at Bronze level	Develop and implement a strategy for increasing engagement with parents at St. Mary's Catholic Academies	Develop and implement a revised HRSE programme across both primary academies
10	Develop a recruitment & retention strategy based on a positive ethos, workload reform, professional development and enhanced opportunities for staff	Embed Phase: This work remains on-going but significant work has been done on workload reform, particularly with respect to: marking, increasing the collaborative planning time available to staff and reducing the number of initiatives being introduced by the Trust. In 2017/18 academic year approximately 35-38 hours of directed time was introduced for personal professional development for teachers (pro-rata for part-time teachers); this was allowed by an equivalent reduction in contact time.				

Key Performance Indicators

Performance Area	Performance Measure
Academic Standards	<ul style="list-style-type: none"> ➤ Christ the King and St. Cuthbert's Catholic Academies to be at or above the national average for expected progress in Reading, Writing & Mathematics and a KS2 value added score in the top 25% of primary schools nationally. ➤ St. Mary's Catholic Academy to attain at or above national average for students attaining EM at grades 9-4 and a Progress 8 score in the top 25% of secondary schools nationally. ➤ The gap between pupil premium and non-pupil premium children (on the above two measures) to be below the national average. ➤ St. Mary's Catholic Academy to have a post-16 value added outcomes to be at or above national average ➤ All A-level subjects, at St. Mary's Catholic Academy, to have a value added ALPS residual of grade 5 or better. ➤ All academies to be graded as good or better in Ofsted inspections
Attendance & Behaviour	<ul style="list-style-type: none"> ➤ Overall attendance in all academies to be above national average. ➤ Persistent absence to be below national average in all academies. ➤ The level of permanent and fixed term exclusions (as a percentage of the pupil group and enrolment) to be below national averages. ➤ The gap between pupil premium and non-pupil premium children, on attendance & behaviour measures, to be below the national average.
Recruitment & Retention	<ul style="list-style-type: none"> ➤ All academies to be over subscribed for entry into reception and Year 7 as appropriate. ➤ All academies to be full in all year groups. ➤ All academies to have a full staffing establishment in September of each academic year. ➤ The number of staff leaving due to retirement & promotion is greater than all other reasons for leaving the Trust's employment ➤ Positive data in pupil, parent and staff voice surveys.
Finance	<ul style="list-style-type: none"> ➤ The Trust to maintain an annual outturn of between 3-5% of its annual income. ➤ Audit reports identify no high risk aspects to the functioning of the Trust or its academies. ➤ Rolling three year finance & capital strategies are used to make key spending decisions and identify efficiencies.
Governance	<ul style="list-style-type: none"> ➤ Full and timely submission of Annual Report to Companies House. ➤ Attendance at Full Board and Committee Meetings to average 90% or higher over the academic year. ➤ Formal schemes of delegation are produced and reviewed annually.
Vision & Ethos	<ul style="list-style-type: none"> ➤ The Trust has a clear three to five year vision which has been used to identify strategic priorities. ➤ All academies to be graded as good or better in Section 48 inspections.

Key Performance Indicators Report (2016/17)

Performance Area	Performance Measure
Academic Standards	<ul style="list-style-type: none"> ➤ Christ the King and St. Cuthbert's Catholic Academies results were well above the national average for expected progress in Reading, Writing & Mathematics and achieved KS2 value added score in the top 20% of primary schools nationally in both Reading & Mathematics. ➤ St. Mary's Catholic Academy attain an A*-CEM (grades 9-4) and the Progress 8 score were both below average. ➤ Gap between pupil premium and non-pupil premium children was below the national average in both primary academies; attainment in RWM for disadvantaged pupils was above the attainment for all children nationally. GCSE comparative data is not yet available but the gap is unacceptably large. ➤ St. Mary's Catholic Academy achieved an ALPS grade 3 (top 25% of schools/colleges as measured by progress) in 2017. ➤ All A-level eighteen out of twenty five subjects had a value added ALPS residual of grade 5 or better. ➤ All academies were inspected by Ofsted in Summer Term 2017 and were graded good.
Attendance & Behaviour	<ul style="list-style-type: none"> ➤ Overall attendance at Christ the King was above national average with both St. Cuthbert's and St. Mary's being broadly in line. ➤ Persistent absence was below national average in all academies. ➤ There were no permanent or fixed term exclusions at either primary academy in the 2016/17 academic year. There was a rise in fixed term and permanent exclusions at St. Mary's in 2016/17 with figures being broadly in line with national averages but all being above. ➤ There was no gap between pupil premium and non-pupil premium children, on behaviour measures, in both primary academies, as there were no exclusions. The gap for attendance and exclusions at St. Mary's is broadly in line with national averages but this is too large a gap; the data for FSM students is of a particular concern.
Recruitment & Retention	<ul style="list-style-type: none"> ➤ All academies were over subscribed for entry into reception and Year 7 as appropriate. ➤ Both primary academies are full in four out of seven year groups and St. Mary's is full in three out of five. ➤ All academies had a full staffing establishment in September 2017. ➤ The number of staff leaving, when fixed term or temporary contracts are removed, continues to remain low. Whilst a number retired or left for promotion a slightly greater number left for other reasons for other reasons. ➤ Data in pupil, parent and staff voice surveys whilst largely positive highlighted a number of key areas the academies could act on relating to a voice in decision making, anxiety about trying new things (pupils and parents) and in-school communication.
Finance	<ul style="list-style-type: none"> ➤ The Trust had an annual outturn of 17% which is well above the target of between 3-5% of its annual income. ➤ No high risks were identified in audit reports identify.

	<ul style="list-style-type: none"> ➤ Rolling three year finance & capital strategies continue to be used to make key spending decisions and identify efficiencies.
Governance	<ul style="list-style-type: none"> ➤ The Annual Report to Companies House was filed in good time for the 2015/16 academic year and the current submission is on course to be submitted on time this year. ➤ Attendance at Full Board and Committee Meetings averaged 88%. ➤ Formal schemes of delegation continue to be produced and reviewed annually.
Vision & Ethos	<ul style="list-style-type: none"> ➤ The Trust has a clear three to five year vision which has been used to identify strategic priorities. ➤ St. Mary's was graded as outstanding in its Section 48 Denominational inspection in Lent Term 2017. Both primary academies were graded good in their previous Section 48 Denominational inspections. It is likely that St. Cuthbert's will be inspected by the Diocese this academic year and Christ the King next.

Quality Assurance Framework (Education)

	Responsible Person/Body	Reported to	September	October	November	December	January	February	March	April	May	June	July
Academic Standards													
Quality assurance meetings for SATs results & core subjects	Headteacher	Standards Board Sub-Group & Standards Board											
Quality assurance meetings for A-Level & GCSE Exam results & all subjects	Headteacher	Standards Board Sub-Group & Standards Board											
Completion of Annual Raising Achievement Plan	Headteacher	Executive Director											
Monitoring of implementation of Annual Raising Achievement Plan	Headteacher	Standards Board Sub-Group & Standards Board											
Raising Achievement Meetings - Current Grade Analysis Year 1 & 5	Headteacher	Executive Director											
Raising Achievement Meetings - Current Grade Analysis Year 10 & 12	Headteacher	Executive Director											
Current Grade Analysis Year 1, 5, 10 & 12	Headteacher	Standards Board											
Raising Achievement Meetings - Current Grade Analysis Year 2, 6, 11 & 13	Headteacher	Executive Director											
Current Grade Analysis Year 2, 6, 11, & 13	Headteacher	Standards Board											
Primary quality assurance monitoring visits - reading, writing, maths, SPAG & RE	Headteacher	Standards Board Sub-Group											
Secondary Quality Assurance monitoring visits - GCSE & A-level	Headteacher	Standards Board Sub-Group											
Attendance & Behaviour													
Half termly reporting of Attendance, PA & Exclusions	Headteacher	Executive Director											
Half termly reporting of PP attendance at SMCA	Headteacher	Executive Director											
Termly reporting of Attendance, PA & Exclusions	Headteacher	Standards Board Sub-Group & Standards Board											

Quality Assurance Framework (Education)

	Responsible Person/Body	Reported to	September	October	November	December	January	February	March	April	May	June	July
Professional Development													
NTEN CPD Audit (every other Year)	Headteacher	Ethos, Curriculum & Community											
Investors in People (Every Three Years)	Headteacher	Ethos, Curriculum & Community											
Safeguarding													
Check Policy Compliance	BEBCMAT Board	BEBCMAT Board											
Safeguarding Audit	Executive Director	Ethos, Curriculum & Community											
Implementing Audit Recommendation	Headteacher	Executive Director											
Monitoring Implementation	Executive Director	Ethos, Curriculum & Community											
Complete & correct SCR check	Headteacher	Executive Director											
DSL Lead & Deputy have upto date training	Headteacher	Executive Director											
DSL has secure, upto date central CP records	Headteacher	Executive Director											
Ethos													
Report on Ethos & Community activities in each academy	Headteacher	Board											
Pupil/Student Voice	Headteacher	Standards Board Sub-Group & Standards Board											
Parent Voice	Headteacher	Standards Board Sub-Group & Standards Board											
Staff Voice	Headteacher	Standards Board Sub-Group & Standards Board											

Quality Assurance Framework (Business Functions)

	Responsible Person/Body	Reported to	September	October	November	December	January	February	March	April	May	June	July
Governance													
Appointment of Chairs & Vice Chairs of Committees	Chair of Board	Board of Directors											
Scheduling & review of policy production	Executive Director	Board of Directors											
Directors' Skill Audit & training needs	Chair of Board	Board of Directors											
Production of Annual Business Plan	Executive Director	Board of Directors											
Annual Review with SJBCAST	Chair of Board	Board of Directors											
Finance													
Production of Financial Regulations	Business Manager	Board of Directors											
Independent check of systems & controls	Moore & Smalley	Audit Committee											
Implementation of action plans to address audit issues	Business Manager	Audit Committee											
Audit Planning Meeting	Moore & Smalley	Audit Committee											
Submission of Annual Report to Companies House	Executive Director	Board of Directors											
Health & Safety													
Termly accident reports, analysis & actions	Headteacher	Finance, Staffing & Premises Committee											
Health & Safety Audit/Seeking Assurance	Business Manager	Finance, Staffing & Premises Committee											
Planned preventative maintenance programme	Eric Wright Facilities	Business Manager											
Professional Development													
Appraisal & training for support staff	Headteacher	Business Manager											
Safeguarding													
Annual Support staff Safer Working Practice training	Trust Business Manager	Executive Director											

Quality Assurance Framework (Policies)

Schedule of Review of BEBCMAT Policies and Procedures

			Autumn 2017	Spring 2018	Summer 2018	Autumn 2018	Spring 2019	Summer 2019	Autumn 2019	Spring 2020	Summer 2020	Autumn 2020	Spring 2021	Summer 2021	Autumn 2021	Spring 2022	Summer 2022
X = Yearly																	
X = 2 Yearly																	
X = 3+ Yearly																	
Academies Financial Regulations	Finance	Board	X			X			X			X			X		
Admission Policy	Pupil	Board	X			X			X			X			X		
Business Continuity Plan	Business	Board			X								X				
Prayer & Liturgy	Pupil	Board					X										
Committee Terms of Reference	Business	Board	X			X			X			X			X		
Complaints	Pupil & Staffing	Board		X									X				
Data Protection Policy & FoI	Business	Board	X					X						X			
Dealing with allegations of abuse against staff	Staffing	Board		X									X				
Directors' Allowances	Business	Board								X						X	
Equality Policy	Pupil & Staffing	Board			X									X			
Pay Policy - Teachers	Staffing	Board	X			X			X			X			X		
Register of Business Interests	Business	Board	X			X			X			X			X		
SEN Christ the King	Pupil	Board				X											
SEN St Cuthbert's	Pupil	Board				X											
SEN St Mary's	Pupil	Board				X											
Human Relationships & Sex Education Policy	Pupil	Board					X										
Supporting Pupils with Medical Conditions	Pupil	Board			X								X				
Appraisal Policy for Support Staff	Staffing	F, S & P								X						X	
Capability Procedures	Staffing	F, S & P									X						X
Charging & Remissions Policy	Finance	F, S & P		X									X				
Discipline Policy for Staff	Staffing	F, S & P									X						X
Flexible Working Policy	Staffing	F, S & P						X									
Managing Staff Sickness Absence Procedures	Staffing	F, S & P									X						X
Personal & Special Leave Guidance for Staff	Staffing	F, S & P								X						X	
Staffing Establishment (Redundancy Procedures)	Staffing	F, S & P									X						X
Whistleblowing Policy	Staffing	F, S & P		X									X				
Professional Development & Appraisal Policy for Teachers	Staffing	F, S & P					X										
Grievance	Staffing	F, S & P									X						X

Quality Assurance Framework (Policies)

Schedule of review of BEBCMAT Academies Policies and Procedures																	
X = Yearly	Policy Area	Accepter	Autumn 2017	Spring 2018	Summer 2018	Autumn 2018	Spring 2019	Summer 2019	Autumn 2019	Spring 2020	Summer 2020	Autumn 2020	Spring 2021	Summer 2021	Autumn 2021	Spring 2022	Summer 2022
	Home School Agreement	Parents			X			X			X			X			X
	School Information Regulations	Parents			X			X			X			X			X
	Accessibility Plan	Premises			X									X			
	Premises Management and Health & Safety Policy	Premises		X			X			X			X			X	
	Early Years Foundation Stage	Pupils	Refer to statutory framework for the Early Years Foundation Stage														
	Register of Pupils' Admission & Attendance	Pupils	Ongoing														
	Behaviour Policy	Pupil & Staffing			X						X						
	Critical Incident Policy	Pupil & Staffing		X						X							
	Teaching, Learning & Assessment	Pupil & Staffing						X						X			X
	Directors' SEN Report	Pupil & Staffing	X			X			X			X			X		
	Educational Visits Policy	Pupil & Staffing					X										
	Equality Objectives	Pupil & Staffing			X			X			X			X			X
	Safeguarding & Child Protection Policy	Pupil & Staffing		X			X			X			X			X	
	Central Record of Recruitment & Vetting Checks	Staffing	Ongoing														

Identified Risks

IDENTIFIED RISK	RISK CONTROL
1. Reduced school budgets impact on the Trust's and its academies' capacity to offer a high quality education.	<ul style="list-style-type: none"> ✓ Develop three year rolling budgets to enable early identification of possible issues ✓ Share resources across the Trust, use the bulk buying power of the Trust to reduce costs and bid for additional extra funding
2. Failure to recruit or retain sufficient high quality school leaders, teachers or support staff impacts of the Trust's and its academies' ability to achieve high standards and levels of achievement.	<ul style="list-style-type: none"> ✓ Early recruitment to secure best available staff ✓ Work with Teach First to secure high quality graduates in difficult to recruit subject areas ✓ Annual workload survey and response to ensure the Trust and its academies are desirable places to work ✓ Build and promote a positive culture within the Trust and its academies to ensure high levels of retention of current staff
3. Impact of low standards or levels of achievement on parental confidence, reputation, pupil numbers or Ofsted grading.	<ul style="list-style-type: none"> ✓ Make the quality of teaching, assessment and learning the primary focus of the Trust, its leadership teams and staff ✓ Develop and implement a quality assurance programme across the Trust to identify and correct issues at an early stage ✓ Invest in the training of development of staff to ensure high quality teaching and learning
4. Lack of succession planning for positions of Chair or Vice Chair of the Board, Executive Director or Head teacher of the Academies.	<ul style="list-style-type: none"> ✓ Ensure different Directors are Chairs and Vice Chairs of the Trust's Committees ✓ Monitor and promote Directors' attendance at training events ✓ Create bespoke Leadership Development pathways for senior staff with a view to headship and Executive Headship
5. Impact of adverse publicity resulting from inappropriate pupil, staff or director activity on parental confidence, reputation, pupil numbers or Ofsted grading.	<ul style="list-style-type: none"> ✓ Ensure suitable policies relating to Pupil Behaviour, Safeguarding, E-Safety are up to date and known ✓ Make the quality of teaching and learning the primary focus of the Trust, its leadership teams and staff ✓ Develop and implement a quality assurance programme across the Trust to identify and correct issues at an early stage

Finance Strategy 2017-2020

Academic Year	2015-16	2016-17 Outturn	2017-18	2018-19	2018-19
Total Roll	1,586	1,606	1,620	1,641	1,659
EFA Revenue	7,882,169	7,769,107	7,668,272	7,770,055	7,855,970
Pupil Premium	509,576	543,408	538,775	538,775	538,775
Other Income	1,439,860	1,366,349	1,143,165	1,139,983	1,139,983
Brought Forward	1,089,683	1,599,483	1,477,595	910,753	580,779
Total	10,921,288	11,278,347	10,827,807	10,359,565	10,115,507
Revenue per Pupil	6,886	7,023	6,684	6,313	6,097
Actual FTE Support Staff	85.99	85.35	93.28	93.28	93.28
Support Staff Expenditure	2,102,336	2,092,657	2,390,964	2,369,775	2,350,199
Non-Staff Expenditure	1,996,856	2,259,774	2,143,483	2,143,483	2,143,483
	4,099,192	4,352,431	4,534,447	4,513,258	4,493,682
% Change	0%	6%	4%	0%	0%
% Revenue Remaining for Teaching	62%	61%	58%	56%	56%
Actual FTE Teaching Staff	113.33	113.12	113.98	112.05	110.93
Actual Average Teaching Cost	46,083	48,164	47,224	46,993	47,079
Actual Pupil Teacher Ratio	13.99	14.20	14.21	14.65	14.96
Total Teaching Staff Cost	5,222,613	5,448,321	5,382,607	5,265,528	5,222,504
Staff Costs as % of Revenue (exc b/fwd)	74.5%	77.9%	83.1%	80.8%	79.4%
Revenue	10,921,288	11,278,347	10,827,807	10,359,565	10,115,507
Expenditure	9,321,805	9,800,752	9,917,054	9,778,786	9,716,186
Cumulative	1,599,483	1,477,595	910,753	580,779	399,321
Reserves as % of Income	16%	15%	10%	6%	4%
Affordable FTE Teaching Staff	148.04	143.80	133.27	124.41	119.41
Affordable Pupil Teacher Ratio	10.71	11.17	12.16	13.19	13.89

At the outset of 2016/17, the Trust determined to use some of its reserves to maintain the staffing establishment within its academies. Due to significant in year savings and some additional income, the level of reserves expected to be used by the end of 2016-17 is lower than budgeted. Therefore, the Trust's overall reserves have decreased slightly but less than expected.

The Trust has again determined to use reserves to maintain the staffing establishment across its academies. The impact of this can be seen in the expected reduction in reserves from the period 2017 to 2020. Built into these projections are stable pupil numbers with an increase in Sixth Form students of twelve in 2017. There are also savings in staff costs of 1% in each of 2018/19 and 2019/20. Other costs and income are assumed to remain stable.

The projected reserves across the three years are all above or within the key performance indicator standard of 3-5% of income set by the Trust. Directors and academy leaders will need to be vigilant about future spending, particularly with respect to staffing appointments, potential efficiencies and additional income to ensure the long term financial sustainability of the trust. Prudent financial management and opportunities afforded by natural wastage – movement of staff to other organisations, out of employment and retirement – will need to be continued over the coming years to realise the savings outlined above and to maintain a healthy financial position.

Capital Strategy 2017-20

Introduction

The Blessed Edward Bamber Catholic Multi Academy Trust (BEBCMAT) currently incorporates 3 academies located on two sites. The aim of BEBCMAT is to provide a secure, caring faith community with a clear focus on learning in all of its academies:

“I have come that you may have life and have it to the full” John 10:10

St Mary’s Catholic Academy and Christ the King Catholic Academy are co-located on St Walburga’s Road in central Blackpool in a building benefiting from a £22m upgrade completed in 2014 through the Building Schools for the Future (BSF) scheme.

St Cuthbert’s Catholic Academy is located on Lightwood Avenue in the south of Blackpool in a building dating from 1977 with extensions added between 2007 and 2011.

The purpose of this Capital Strategy is to summarise the performance of the estate and the issues which are driving change, and lays out proposed development plans. A robust Capital Strategy is intended to be used as a practical tool for funding and guiding decisions on key estates issues. However, it is vital that it is continuously updated and validated with all parties sufficiently engaged with the strategic development proposals.

BEBCMAT Strategy

Mission Statement

To provide an outstanding whole-person education through which all are challenged to grow in wisdom, understanding, self-esteem and closeness to God.

In order to deliver this mission across 3 academies, the estate must be able to provide flexible teaching facilities in order to accommodate evolving needs and future academic plans.

Curriculum

St Cuthbert’s Catholic Academy and Christ the King Catholic Academy offer primary provision for children aged 5-11. Both also offer Nursery provision from 2 – 5 years at St Cuthbert’s and 3 – 5 years at Christ the King. In these settings, there is a strong focus on literacy and communication, mathematics and science as key life skills and an essential foundation for understanding the world. The Foundation subjects of History, Geography, Art, Design Technology and Music are taught through cross-curricular topics within the Creative Curriculum to make the subjects more relevant and understandable. Core skills are also developed in this way including the application of ICT, problem-solving, reasoning and enquiry and creative thinking. Additionally, other subjects of Religious Education, Modern Foreign Languages (French and Spanish at Key Stage 2), Personal, Social and Health Education (PSHE), Computing, Physical Education and Swimming are incorporated where appropriate or taught discretely.

St Mary's Catholic Academy offers secondary and sixth form provision for children aged 11-18 along flexible learning pathways to enable different interests, learning styles and aspirations to flourish. All pathways include a core curriculum of Religious Education, ICT, English, Mathematics and Science. Additionally, other subjects of Art, Business, Drama, Geography, History, Media, Modern Foreign Languages, Music, Physical Education, Politics, Psychology and Technology are offered. Outside of the classroom, a diverse range of extra-curricular opportunities are provided including sports, drama productions, musical experiences, art and crafts, political debates and trips to inspirational locations.

Student Population

All 3 academies benefit from relatively stable student numbers with little spare capacity. The exception is year groups 12 and 13 at St Mary's with current numbers at 128 (down from 147 in 2015-16) and capacity within the sixth form for 180. The number of academic and support staff should remain relatively static in line with student numbers.

Key Objectives

- To meet current legislation, encompassing health and safety requirements, including the management and mitigation of risk and environmental issues;
- To optimise use of the teaching and learning facilities;
- To secure financial funding to support required refurbishments;
- To ensure equal access across the estate;
- To ensure adequate maintenance is undertaken through a planned maintenance programme;
- To consider financial and environmental sustainability, in particular to reduce carbon emissions.

Estate Information

St Mary's Catholic Academy

The building has recently benefited from capital investment of £22.5 million pounds from the Building Schools for the Future scheme with extensive new secondary and sixth form facilities and refurbishment of the remaining parts of the building, fully opening in September 2014 and incorporating a total area of 7,046m² across five floors.

The academy building comprises 53 classrooms plus specialist facilities for art, dance, drama, graphic design, textiles, food technology, sports, music and science together with a chapel, library, dining hall and a number of offices and meeting rooms. Of available work spaces, 73% are used for teaching equating to 2.4m² per student of teaching space.

The site is maintained by an on-site team of three full time Site Supervisors overseen by a full time Premises Manager with support from Eric Wright as part of a facilities management Service Level Agreement linked to the Building Schools for the Future scheme.

St Mary's receives around £25,000 from the EFA annually in the form of Devolved Formula Capital (DFC), specifically for capital expenditure and this is supplemented out of the normal budget. The annual maintenance budget is £132,000, of which £102,000 (77%) is directed to Eric Wright for the facilities management Service Level Agreement.

The remaining £30,000 will be used to refurbish areas across the site most in need each year including purchase of new furniture and ICT equipment where necessary. Current priorities are:

- Division of rooms to provide an additional science laboratory;
- Replacement screens in Chapel;
- Potential for a 3G pitch development.

Christ the King Catholic Academy

The new building fully opened in September 2014 as part of the Building Schools for the Future scheme and is co-located with St Mary's incorporating a total area of 1,226m² over one floor. The academy building includes 6 classrooms and a large room for early years, a large shared resource area, hall and chapel. Of available work spaces, 85% are used for teaching equating to 1.9m² per student of teaching space.

The site is maintained by the Estates Team from St Mary's with support from Eric Wright as part of a facilities management Service Level Agreement linked to the Building Schools for the Future scheme.

Christ the King receives around £6,000 from the EFA annually in the form of DFC, specifically for capital expenditure and this is supplemented out of the normal budget. The annual maintenance budget is £60,000, of which £48,000 (80%) is directed to Eric Wright for the facilities management Service Level Agreement. The remaining £12,000 will be used to refurbish areas across the site most in need each year including purchase of new furniture and ICT equipment where necessary. Current priorities are:

- Improvement of outdoor spaces including replacement of artificial grass;
- Improvement of outside covered areas to reduce impact of bad weather;
- Exploration of a staff wellbeing area.

St Cuthbert's Catholic Academy

The original building was opened in 1977 and extensions were added to accommodate the nursery in 1995 and children's centre in 2007 incorporating a total area of 2,092m² over one floor. The academy building includes 8 classrooms plus an open plan library and learning resource area, a large hall with food service area, staff room with kitchen and various small offices. Of available work spaces, 78% are used for teaching equating to 1.7m² per student of teaching space.

The nursery and children's centre building includes 3 large rooms for children aged 2-4, a play area and community café with kitchen and several small offices. The outdoor spaces have a variety of play equipment and are separated by age group.

In 2015-16, St Cuthbert's were awarded £247,949 of Condition Improvement Fund from the EFA to replace the failing felt roofing system and a number of roof lights in the affected area. This work was completed in Spring 2017.

In 2016-17, St Cuthbert's were awarded £184,859 of Condition Improvement Fund from the EFA to replace the electrical system and wiring. This is planned for completion in Summer 2017.

The site is maintained through an on-site Site Supervisor employed by the academy with support from the Estates Team at St Mary's.

St Cuthbert's receives around £6,000 from the EFA annually in the form of DFC, specifically for capital expenditure and this is supplemented out of the normal budget. The annual maintenance budget is £30,000. This will be used to undertake a schedule of planned, preventative maintenance and refurbish areas across the site most in need each year including purchase of new furniture and ICT equipment where necessary.

Current priorities are:

- Create a covered link between the academy and Children's Centre;
- Convert the store next to the SEN area into a work space for the Learning Mentor and improve that corridor;
- Improve the outdoor area opposite the Children's Centre including installation of artificial grass and play equipment.

Condition

To inform the planned maintenance program, the following Royal Institution of Chartered Surveyors (RICS) building maintenance definitions apply:

A – as new

B – sound, operationally safe, exhibiting only minor deterioration

C – operational but major repair or replacement needed soon

D – inoperable or serious risk of failure or breakdown

	% Condition			
	A	B	C	D
St Mary's	10%	90%		
Christ the King	10%	90%		
St Cuthbert's	15%	60%	25%	

Through the planned maintenance programme, the intention is to prioritise improvements to areas categorised as C or D and ensure that areas categorised as A or B are maintained to minimise deterioration.

Once the electrical improvements have taken place at St Cuthbert's, the majority of the areas categorised as C will move to category A.

Estate Strategy

As student numbers are predicted to be largely consistent over the next 5 years, the key strategic objective in relation to the estate is to improve and maintain a high quality environment for teaching and learning. This will be achieved by:

- Ensuring the facilities management service level agreements continue to offer a quality service and value for money through annual review and competitive quotation procedures where appropriate;
- Ensuring the on-site Estate teams are appropriately trained and managed through a robust appraisal system and succession planning;
- Ensuring opportunities for additional capital funding are accessed in a timely manner as they arise;
- Ensuring a programme of preventative maintenance is planned and implemented;