



# Strategic Business Plan 2018-2023

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Blessed Edward Bamber

**Catholic Multi Academy Trust**

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# Introduction

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The Blessed Edward Bamber Catholic Multi Academy Trust was formed on the 1<sup>st</sup> 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

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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

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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

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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.

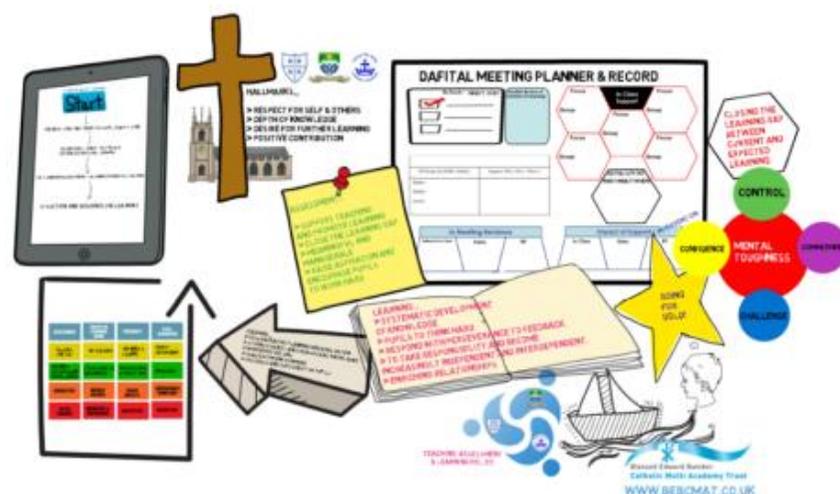
A short video explaining the key elements of our approach to teaching, assessment and learning can be found [here](#).

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 2018-2023

New Objectives		Academic Year				
		2018/19	2019/20	2020/21	2021/22	2022/23
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	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	Develop	Implement	Embed		
7	To develop St. Mary's Catholic Academy as a Research School for the Blackpool Opportunity Area	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	Embed			
10	Implement a recruitment & retention strategy based on a positive ethos, workload reform, professional development and enhanced opportunities for staff	Embed				
11	Implement an Effective Strategy to Increase the Number of Post-16 Students in St. Mary's Sixth Form	Implement	Implement	Embed		

# Actions 2018/19

New Objectives		Actions 2017/18				
		1	2	3	4	5
1	Implement a challenging spiral Mathematics & Numeracy Curriculum from EYFS to post-16	<b>Embed Phase:</b> 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 effectively implement the "Literary Canon" across both primary academies, in KS2, as the reading scheme of learning	To explore the design of a scheme of learning for reading in Year 2 for those children that leave the phonics scheme early	To further develop the writing scheme of learning across both primary and develop an outline scheme of learning for speaking & listening	Develop and implement a KS3-5 approach to reading a literary canon, supported by comprehensive training for staff.	Develop and embed a KS3-5 approach to the reading of texts and the teaching of tier 2 and 3 vocabulary through the work of Lexonic and Bedrock Learning.
3	Develop & Implement a challenging spiral Religious Education & HRSE Curriculum from EYFS to post-16	Develop supplementary resources to support each year group, in their delivery of the new RE scheme of learning.	Provide INSET and other training opportunities for EYFS and KS 1 & 2 teachers on planning from the scheme of learning and developing core curriculum knowledge	Evaluate the effectiveness of the scheme of learning each half term, recording evaluations in preparation for the following year's delivery	Design a set of common, cumulative assessments for RE in Year 6, to support the planning/delivery of the scheme of learning	Review KS3 provision in light of GCSE results from Summer 2018
4	Develop & Implement a challenging spiral Science Curriculum from EYFS to post-16	Cross phase staff to plan and develop a spiral curriculum from EYFS to Y6 which flows into Y7 for materials science to trial from January 2019	Cross phase staff to plan and develop a spiral curriculum from EYFS to Y6 which flows into Y7 for "Biology" strand to trial from September 2019	Cross phase staff to plan and develop a spiral curriculum from EYFS to Y6 which flows into Y7 for "Physics" strand to trial from January 2019	Staff involved to plan joint CPD for primary and secondary staff to help staff develop a better understanding of how to deliver Science content in primary.	
5	Implement a Data & Feedback Informed Teaching Approach directed towards challenging next stage ready assessments and associated closing the gap processes	<b>Embed Phase:</b> 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	To agree a process for reviewing current professional development across the Trust and evaluate its impact	To consult with staff on current and future professional development needs, for different stages in their careers, and seek to devise a model to meet these needs.	Develop and implement a logic model at a Trust and individual academy level for a stage appropriate professional development curriculum	Depending on outcomes of the review process develop a strategy to inform staff of the opportunities available	
7	To develop St. Mary's Catholic Academy as a Research School for the Blackpool Opportunity Area	Deliver a programme of in-house professional development for staff at St. Mary's, Christ the King and St. Cuthbert's and co-ordinate the work of the research leads at St. Mary's	To provide coaching support for in scope Blackpool schools as part of the Teacher Development Trust project funded through the Teaching & Leadership Innovation Fund	Support the Blackpool Opportunity Area Key Stage 3 Literacy (Reading) Programme by delivering research lead, literacy and leading learning training and evaluate the programme's impact	To provide launch events for Education Endowment Foundation Guidance papers published this year and training programmes for Blackpool schools and those in the wider area	To provide commissioned training programmes to Cumbrian schools
8	Implement a Quality Assurance Programme across the Trust with external validation/peer review	<b>Embed Phase:</b> The quality assurance programme has been refined over three annual cycles of implementation. It is now consistently implemented, understood by leaders and directors and rigorously monitored by the CEO.				
9	Develop a Healthy Minds, Healthy Mindset Strategy to address mental health and resilience barriers to achievement	Deliver Essential Life Skills projects following successful funding from Headstart (CTK Resilience/SCCA Outdoor Learning)	Integrate the HRSE programme into the RE scheme of learning, across both primary academies.	Use Pupil Attitude to Self and School survey to establish baseline data. Use data to plan interventions for a cohort of the most at need pupils.	Introduce a system for collating adverse childhood experiences in Y7 cohort and triangulate with PASS data to assess risk for students.	Embed the resilience curriculum within St Marys through HumanUtopia, Duke of Edinburgh and A level mindset work.
10	Develop a recruitment & retention strategy based on a positive ethos, workload reform, professional development and enhanced opportunities for staff	<b>Embed Phase:</b> 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.				
11	Implement an Effective Strategy to Increase the Number of Post-16 Students in St. Mary's Sixth Form	Review recruitment and retention strategy for the sixth form in order to increase numbers.	Review marketing plan to improve internal and external marketing strategies for the sixth form.	Explore increasing cap on numbers from the health authority relating to Health Academy	Explore potential for additional academy routes - e.g. Digital & Legal/Law - at St Mary's.	

# Key Performance Indicators

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

# Key Performance Indicators Report (2017/18)

Performance Area	Performance Measure
<b>Academic Standards</b>	<ul style="list-style-type: none"> <li>➤ Christ the King results were all above/well above the national average for expected progress in Reading, Writing &amp; Mathematics. Results at St. Cuthbert's were in line with the national average for expected progress in Reading, Writing &amp; Mathematics.</li> <li>➤ St. Mary's Catholic Academy attain an A*-CEM (grades 9-4) and the Progress 8 score were both broadly in line with national averages.</li> <li>➤ In both primary academies, attainment in Maths for disadvantaged pupils was above the attainment for all children nationally and broadly in line for Writing. In reading it was in line with all pupils nationally at Christ the King but below at St. Cuthbert's. Progress of disadvantaged pupils was below that of their more advantaged peers at St. Mary's. National data sets are not yet available for more detailed analysis.</li> <li>➤ St. Mary's Catholic Academy achieved an ALPS grade 5 in 2018.</li> <li>➤ All A-level thirteen out of twenty one subjects had a value added ALPS residual of grade 5 or better.</li> <li>➤ All academies were inspected by Ofsted in Summer Term 2017 and were graded good.</li> </ul>
<b>Attendance &amp; Behaviour</b>	<ul style="list-style-type: none"> <li>➤ Overall attendance at all academies was above national average.</li> <li>➤ Persistent absence was below national average in all academies.</li> <li>➤ There were no permanent or fixed term exclusions at either primary academy in the 2017/18 academic year. There was a fall in fixed term exclusions at St. Mary's in 2017/18 with figures being broadly in line with national averages.</li> <li>➤ 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.</li> </ul>
<b>Recruitment &amp; Retention</b>	<ul style="list-style-type: none"> <li>➤ St. Cuthbert's and St. Mary's were over subscribed for entry into reception and Year 7 respectively. Christ the King was undersubscribed by one place based on first choices.</li> <li>➤ Christ the King is full in six out of seven year groups and St. Mary's is full in two out of five (8 places available across the three undersubscribed year groups). St. Cuthbert's has places in all year groups (12 places available across the academy).</li> <li>➤ All academies had a full staffing establishment in September 2018.</li> <li>➤ The retention of staff continues to be very high with the majority of teaching staff leaving due to retirement or left for promotion to senior posts. There is a slightly higher turbulence with respect to support staff.</li> <li>➤ A new survey was used this year to gather pupil, parent and staff views. These very detailed reports will be analysed over time to identify common themes within and across the academies.</li> </ul>

Performance Area	Performance Measure
<b>Finance</b>	<ul style="list-style-type: none"> <li>➤ The Trust had an annual outturn of 12% (down from 17% the previous year) which is still well above the target of between 3-5% of its annual income.</li> <li>➤ No high risks were identified in audit reports identify.</li> <li>➤ Rolling three year finance &amp; capital strategies continue to be used to make key spending decisions and identify efficiencies.</li> </ul>
<b>Governance</b>	<ul style="list-style-type: none"> <li>➤ The Annual Report to Companies House was filed in good time for the 2016/17 academic year and the current submission is on course to be submitted on time this year.</li> <li>➤ Attendance at Full Board and Committee Meetings averaged 86%.</li> <li>➤ Formal schemes of delegation continue to be produced and reviewed annually.</li> </ul>
<b>Vision &amp; Ethos</b>	<ul style="list-style-type: none"> <li>➤ The Trust has a clear three to five year vision which has been used to identify strategic priorities.</li> <li>➤ 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.</li> </ul>

# Quality Assurance Framework (Education)

	Responsible Person/Body	Reported to	September	October	November	December	January	February	March	April	May	June	July
<b>Academic Standards</b>													
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											
<b>Attendance &amp; Behaviour</b>													
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
<b>Professional Development</b>													
NTEN CPD Audit (every other Year)	Headteacher	Ethos, Curriculum & Community											
Investors in People (Every Three Years)	Headteacher	Ethos, Curriculum & Community											
<b>Safeguarding</b>													
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											
<b>Ethos</b>													
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
<b>Governance</b>													
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											
<b>Finance</b>													
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											
<b>Health &amp; Safety</b>													
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											
<b>Professional Development</b>													
Appraisal & training for support staff	Headteacher	Business Manager											
<b>Safeguarding</b>													
Annual Support staff Safer Working Practice training	Trust Business Manager	Executive Director											

# Quality Assurance Framework (Policies)

Schedule of Review of BEBCMAT Policies and Procedures

	Policy Area	Acceptor	Autumn 2018	Spring 2019	Summer 2019	Autumn 2019	Spring 2020	Summer 2020	Autumn 2020	Spring 2021	Summer 2021	Autumn 2021	Spring 2022	Summer 2022	Autumn 2022	Spring 2023	Summer 2023
<b>X = Yearly</b>																	
<b>X = 2 Yearly</b>																	
<b>X = 3+ Yearly</b>																	
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						
Prayer & Liturgy	Pupil	Board		X									X				
Committee Terms of Reference	Business	Board	X			X			X			X			X		
Complaints	Pupil & Staffing	Board								X							
Data Protection Policy & Fol	Business	Board					X						X				
Dealing with allegations of abuse against staff	Staffing	Board								X							
Directors' Allowances	Business	Board					X									X	
Equality Policy	Pupil & Staffing	Board									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			X			X			X			X		
SEN St Cuthbert's	Pupil	Board	X			X			X			X			X		
SEN St Mary's	Pupil	Board	X			X			X			X			X		
Human Relationships & Sex Education Policy	Pupil	Board		X									X				
Supporting Pupils with Medical Conditions	Pupil	Board									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							
Discipline Policy for Staff	Staffing	F, S & P						X									X
Flexible Working Policy	Staffing	F, S & P			X									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							
Professional Development & Appraisal Policy for Teachers	Staffing	F,S & P		X									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	Acceptor	Autumn 2018	Spring 2019	Summer 2019	Autumn 2019	Spring 2020	Summer 2020	Autumn 2020	Spring 2021	Summer 2021	Autumn 2021	Spring 2022	Summer 2022	Autumn 2022	Spring 2023	Summer 2023
	Home School Agreement	Parents			X			X			X			X			X
	School Information Regulations	Parents			X			X			X			X			X
	Accessibility Plan	Premises									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"> <li>✓ Develop three year rolling budgets to enable early identification of possible issues</li> <li>✓ Share resources across the Trust, use the bulk buying power of the Trust to reduce costs and bid for additional extra funding</li> </ul>
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"> <li>✓ Build and promote a positive culture within the Trust and its academies to ensure high levels of retention of current staff</li> <li>✓ Early recruitment to secure best available staff</li> <li>✓ Annual workload survey and response to ensure the Trust and its academies are desirable places to work</li> </ul>
3. Impact of low standards or levels of achievement on parental confidence, reputation, pupil numbers or Ofsted grading.	<ul style="list-style-type: none"> <li>✓ Make the quality of teaching, assessment and learning the primary focus of the Trust, its leadership teams and staff</li> <li>✓ Develop and implement a quality assurance programme across the Trust to identify and correct issues at an early stage</li> <li>✓ Invest in the training of development of staff to ensure high quality teaching and learning</li> </ul>
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"> <li>✓ Ensure different Directors are Chairs and Vice Chairs of the Trust's Committees</li> <li>✓ Monitor and promote Directors' attendance at training events</li> <li>✓ Create bespoke Leadership Development pathways for senior staff with a view to headship and Executive Headship</li> </ul>
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"> <li>✓ Ensure suitable policies relating to Pupil Behaviour, Safeguarding, E-Safety are up to date and known</li> <li>✓ Make the quality of teaching and learning the primary focus of the Trust, its leadership teams and staff</li> <li>✓ Develop and implement a quality assurance programme across the Trust to identify and correct issues at an early stage</li> </ul>

# Finance Strategy 2018-2021

Consolidated BEBCMAT 3 Year Financial Forecast						
Academic Year	2015-16	2016-17	2017-18 Outturn	2018-19 Budget	2019-20	2020-21
Total Roll	1,586	1,667	1,606	1,598	1,615	1,619
EFA Revenue	7,882,169	7,669,159	7,668,000	7,653,517	7,736,834	8,004,364
Pupil Premium	509,576	543,408	533,612	528,165	528,165	528,165
Other Income	1,439,860	1,297,278	1,310,087	1,293,812	1,293,812	1,293,812
<b>Total</b>	<b>9,831,605</b>	<b>9,509,845</b>	<b>9,511,699</b>	<b>9,475,494</b>	<b>9,558,811</b>	<b>9,826,341</b>
Revenue per Pupil	6,199	5,705	5,923	5,930	5,919	6,069
Actual FTE Support Staff	76.00	82.34	93.27	87.73	87.73	87.73
Support Staff Expenditure	2,079,819	2,092,657	2,195,478	2,423,530	2,472,001	2,521,441
Non-Staff Expenditure	2,062,043	2,150,284	2,515,679	2,149,805	2,072,805	2,072,805
	4,141,862	4,242,941	4,711,157	4,573,335	4,544,806	4,594,246
% Revenue Remaining for Teaching	58%	55%	50%	52%	52%	53%
Actual FTE Teaching Staff	118.00	111.47	115.78	109.36	109.36	109.36
Actual Average Teaching Cost	43,876	48,877	46,267	50,182	51,205	52,248
Actual Pupil Teacher Ratio	13.44	15.09	13.87	14.61	14.77	14.80
Total Teaching Staff Cost	5,177,411	5,448,321	5,356,847	5,487,935	5,599,787	5,713,876
Staff Costs as % of Revenue	73.8%	79.3%	79.4%	83.5%	84.4%	83.8%
Revenue	9,831,605	9,509,845	9,511,699	9,475,494	9,558,811	9,826,341
Expenditure	9,319,273	9,691,262	10,068,004	10,061,270	10,144,593	10,308,122
Surplus/(Deficit)	<b>512,332</b>	<b>(181,417)</b>	<b>(556,305)</b>	<b>(585,776)</b>	<b>(585,781)</b>	<b>(481,781)</b>
Brought Forward	1,294,313	1,806,645	1,625,228	1,068,923	483,147	(102,634)
Cumulative	<b>1,806,645</b>	<b>1,625,228</b>	<b>1,068,923</b>	<b>483,147</b>	<b>(102,634)</b>	<b>(584,415)</b>
Reserves as % of Income	18%	17%	11%	5%	-1%	-6%
Affordable FTE Teaching Staff	129.68	107.76	103.76	97.69	97.92	100.14
Affordable Pupil Teacher Ratio	12.23	15.47	15.48	16.36	16.49	16.17

At the outset of 2017/18, the Trust determined to use some of its reserves to maintain the staffing establishment within its academies. Due to in year savings and additional income of approximately £29k, the Trust's overall reserves at the end of 2017-18 are expected to decrease to £1,069k from £1,625k at the end of 2016-17.

The Trust has again determined to use reserves to maintain its staffing establishment. The impact of this can be seen in the expected reduction in reserves from the period 2018 to 2021. Built into these projections are slight increases in pupil numbers from the academy forecasts and additional General Annual Grant of approximately £250k in St Mary's when the hard National Funding Formula is in place from 2020-21. There are also increases in staff costs of 2% in each of the three years although staff numbers remain the same as that budgeted in 2018-19. Other costs and income are assumed to remain stable.

At consolidated level, the Trust can maintain this spending in 2018-19 but a deficit position will be reached in 2019-20 and this will worsen in 2020-21. Christ the King is the most secure. Both St Mary's and St Cuthbert's are forecasting a deficit position a year earlier in 2019-20 by £181k and £62k respectively.

Measures will be put in place to increase income and reduce spending over the next 12 months to mitigate the risk of financial failure in the future. In particular, sixth numbers at St Mary's, a water rates refund at St Cuthbert's and staffing costs across the Trust will be the focus for the management board. Directors and academy leaders will be vigilant about future spending.

# Capital Strategy 2018-21

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## 1.0 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.

## 2.0 BEBCMAT Strategy

### 2.1 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.

## 2.2 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.

## 2.3 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 135 (up from 128 in 2016-17 but still 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.

## 2.4 Key Objectives

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

## 3.0 Estate Information

### 3.1 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 7,046m<sup>2</sup> 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 2.4m<sup>2</sup> 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:

- New carpeting and painting in two of the lower ground floor hubs;
- Drainage improvements for the football pitches.

### 3.2 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 1,226m<sup>2</sup> 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 1.9m<sup>2</sup> 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:

- Repairs to flooring where carpets meet the hard floor in the corridors;
- New carpeting in classroom areas.

### 3.3 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 2,092m<sup>2</sup> 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 1.7m<sup>2</sup> 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 work was completed in Spring 2018.

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. Due to financial constraints, the annual maintenance budget has been reduced to £23,000 (from £30,000 in 2017-18), of which £13,000k (57%) is transferred to St Mary's for supporting the facilities management. The remaining £10,000 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.

#### 4.0 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	40%	60%		

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.

#### 5.0 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.