



Strategic Plan 2023-2028

A Flourishing Trust



Together, pursuing life in all its fullness

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Opening reflection:

We think of flourishing pupils: eager to come to school, enjoying games which suit them, full of hope, relaxed that an adult will listen if something nasty has happened at home or on the way to school, learning new facts and skills at their level, joining in with others in projects - perhaps campaigns to make the world a better place, who understand and are inspired by the messages in assemblies, and sometimes advance in wisdom because of them, who have been taught to be resilient when life gets tough.

This needs flourishing staff, from office administrators, lunch-time supervisors and cleaners along to the senior leaders and those in the central team: people who feel their work is worthwhile and is valued within the whole multi academy trust enterprise - and their wellbeing is honoured too, who are not overwhelmed with administration, marking, extra duties; who are trained sufficiently to do a good job, are treated with dignity, who can share their problems with a sympathetic friend - or a senior leader who has enough time to listen, who are unselfish and hold the school and trust vision and values in their hearts even on bad days.

This needs governance to flourish at all levels. Volunteers who are supremely wise, passionate about their communities, who encourage, suggest, sometimes challenge, but don't try to micro-manage what leaders are paid to do, who try to find the time to study reports and agendas and minutes; who visit school for an agreed purpose when appropriate, who hold the school and trust vision and values - and the needs of staff, pupils and their families - in their hearts, even in the middle of disagreements over policies and priorities.

We ask God that we co-operate with Him in developing and keeping the Diocese of Coventry Multi Academy Trust as a flourishing educational charity.

In Jesus' name. AMEN.

Based on a reflection from Roderick Clark, Chair of the Academy Governance Committee of Southam St James Church of England Primary School.

Executive summary:

This plan focuses on five key stakeholder groups and recognises that these groups will flourish together, far better than they will flourish alone. The objectives of this plan are to:

- Support colleagues to flourish
- Support children to flourish
- Support those involved with governance to flourish
- Support families to flourish
- Support the wider church school family to flourish

This plan identifies our commitments, and turns these commitments into actions and habits the trust will take to support each stakeholder to flourish. It details the relationship this plan has with other key external and internal documents and it then sets out how success will be measured.

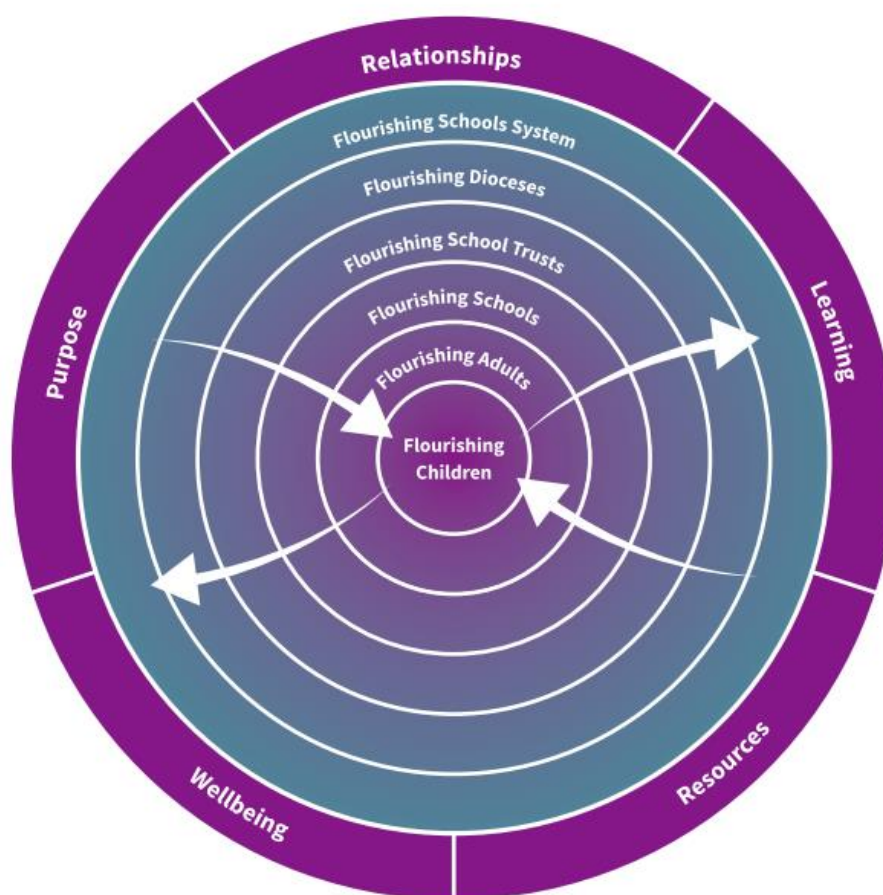


Figure 2: The Flourishing Schools System Model (CofE, 2023)

Introduction:

This Strategic Plan builds on the successes of the trust's Strategic Plan 2020-2023. The previous plan looked at the key areas of development in 2020 and strengthened the organisational foundations for the trust to flourish.



Figure 1: Goals in the 2020-23 Strategic Plan

The trust is now in a stronger position, and although leaders must continue to develop the areas identified in figure 1, this must be through the lens of the trust's vision of pursuing life in all its fullness. As articulated in the opening reflection, our academies must be full of hope. We must be recognised for how our people treat one another with dignity, are full of wisdom, and bring a true sense of what we can all do for our wider community. The areas above have therefore been incorporated into this plan.

In this plan, the opportunities a strong academy trust can bring to those pursuing life in all its fullness have been more explicitly identified. This vision of life in all its fullness, alongside the desire for everyone involved in the trust to flourish and to take hold of the life that is truly life, is the golden thread that runs through this plan.

This Strategic Plan sets the overall long term direction for the trust. It is underpinned by operational delivery plans, and individual Academy Improvement Plans, which detail the contribution each part of the trust will play towards its delivery. These operational plans will be subject to an ongoing review throughout each year.

There remains a crucial role for the evolving Academy Improvement Review meetings. These are held twice a year with every academy in the trust and facilitate dedicated time to focus on academy priorities and how they align with this trustwide plan.

This plan is informed by research and publications specifically related to church schools, such as the Church of England's Hope for a Flourishing Schools System. It also has been influenced by Government documents such as the Academy Trust Quality Descriptors, the Academies Regulatory and Commissioning Review, and the Academy Trust Handbook. Finally, it incorporates findings and publications produced by organisations such as the Confederation of School Trusts.

The Diocese of Coventry Multi Academy Trust's vision

Church schools continue to stand at the centre of the Church's mission to the nation and the distinctively Christian ethos of a church school underpins everything we do.

Whenever you walk into an academy run by The Diocese of Coventry Multi Academy Trust it will be immediately clear that you are walking into a church school. We don't change the distinctiveness of a school when it joins us. Instead, we add genuine value, we ensure the Christian identity that should run through all Church schools shines brightly and we ensure that the Church of England's Vision for Education is being lived everyday.

The trust has a vision of building a better future for all within our academies, who in turn will positively impact their communities. Specifically, our vision, based on John 10:10, is for:

“every adult, every child and every academy in our trust to come together in order that we may pursue life in all its fullness.”

This shared purpose helps us to be unified around clear goals, which are set out in this document and which set everyone in our trust on the path to flourishing.

Identifying priorities

Directors, through the Board, set policy, service standards and agree priorities. The objectives and priorities in this plan reflect what the Board feels are the most pressing challenges and opportunities facing the area which the Trust has the capacity, ability and responsibility to deal with.

The priorities provide important focus in an uncertain and complex educational landscape. This plan will change over time. It will be adaptable to reflect circumstances on the ground, emerging new challenges and the impact of any new legislation.

Below the high-level strategic plan sits an Operational Delivery Plan, a range of detailed action plans and individual academy improvement plans. These describe the focus for improvement, actions to support improvement, resources and monitoring of the service units and academies working within the Trust. Alongside each plan sits the Trust budget, policies and service standards. Much of the detail about how we secure our outcomes will be found in these other documents.

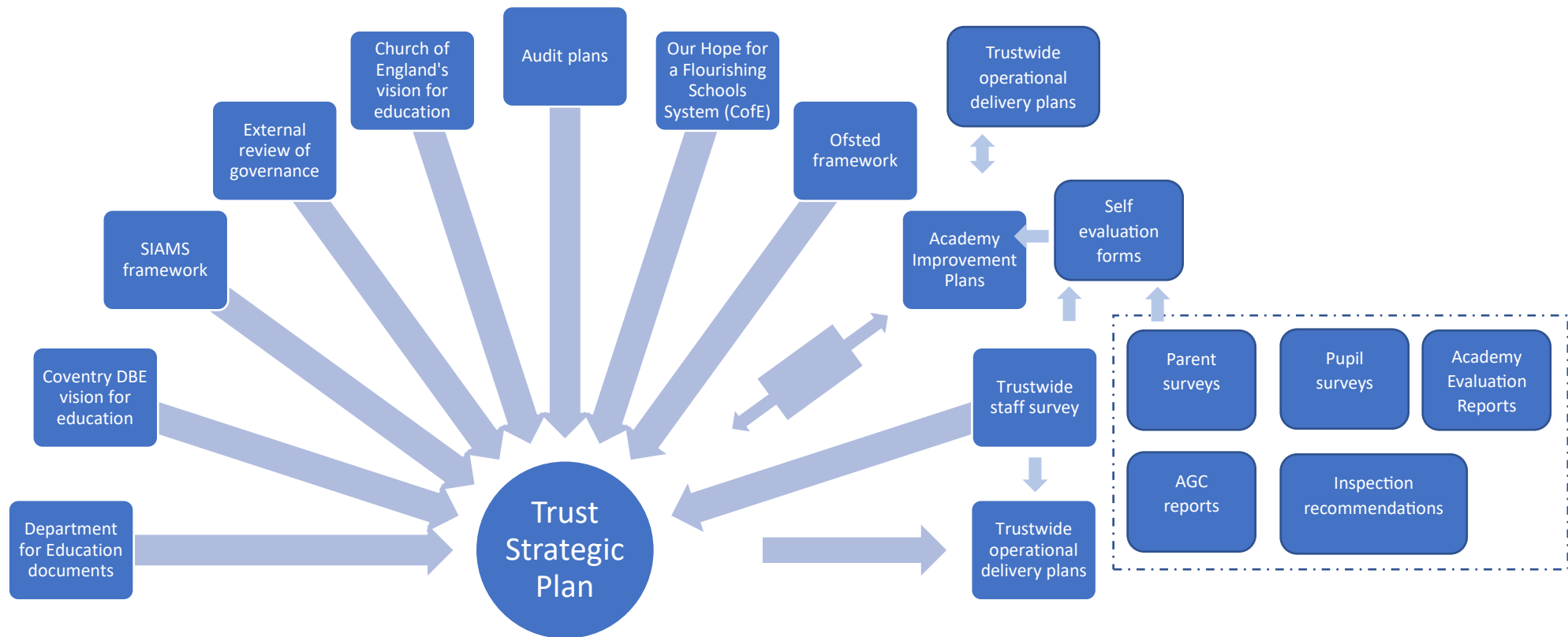
Our commitments to a flourishing trust

“A Christian vision for flourishing together calls for schools to be characterised by mutual care for and service to one another, among educators and students alike. In the process, our schools can become communities for healing that contribute to our collective flourishing”. (*Swaner & Wolfe, p220*).

| | | |
|---|--|---|
| We will support colleagues to flourish by | <ul style="list-style-type: none"> • Becoming a great place to work • Establishing a strong and effective infrastructure • Providing the right training at the right time in the right place • Considering workload and wellbeing when making decisions • Providing an inclusive working environment that fosters a sense of belonging • Ensuring good working arrangements and career opportunities | <ul style="list-style-type: none"> • Seeking and acting on feedback • Communicating clearly • Providing support in times of need • Maximising and spending trust income on the areas of most significant need • Ensuring high quality and inclusive leadership |
| We will support children to flourish by | <ul style="list-style-type: none"> • Delivering an excellent education • Creating a culture of continuous improvement that contributes towards an excellent education for all • Sharing and providing excellent personal development opportunities • Ensuring our academies are living up to their foundation as church schools | |
| We will support everyone involved in governance to flourish by | <ul style="list-style-type: none"> • Ensuring strong and effective governance at all levels • Ensuring the role of everyone involved in governance across the trust is clearly identified and communicated • Ensuring everyone involved in governance has the knowledge and tools to deliver their role | |
| We will support families to flourish by | <ul style="list-style-type: none"> • Delivering whole child, community and family support • Working across agencies to deliver proactive community engagement | |
| We will support the wider church school family to flourish by | <ul style="list-style-type: none"> • Sharing best practice wherever we can • Facilitating and supporting strong parish and community links | |

Delivering the plan

This plan does not stand alone. It is informed by external reports, surveys, inspections and reviews, and it is designed to steer trustwide operational delivery plans and academy improvement plans. All of which enable its delivery. These must include, but are not limited to:



Measuring success

“Schools today exist in an era of heightened accountability for educational outcomes, measured predominantly via standardized testing. Because of their faith foundation, Christian schools count academic achievement as a paramount aim, but not an exclusive one. In such an era, and particularly for Christian schools, “flourishing” offers a more expansive view of the purposes and processes of education”. (Swaner, LE. Marshall, CA and Tesar, SA, p5).

The following Key Performance Indicators will be reported to the Board of Directors. In addition, the committees of the Board will determine which Performance Indicators best suit their needs.

We will know our children are flourishing because...

“Every flourishing child knows there is at least one adult who is 100% for them, championing their cause, accelerating their journey, and ensuring they have everything available to them to fulfil their God given potential.” (CofE 2023).

| Our ambition | Our Key Performance Indicator |
|--|--|
| Our academies consistently offer education which is at least good or better | Every academy to be judged at least good by Ofsted at every inspection taking place after September 2024 |
| | At least two academies move from Requires Improvement to at least Good during 2023/24 |
| | Trust self-evaluation judges every academy in the trust to be at least good by the end of 2024/25 |
| Our academies are living up to their foundation as church schools and are enabling pupils and adults to flourish | The majority of academies in the Trust receive judgement 1 in their SIAMS inspection under the new framework for each year of this plan |
| | Trust self-evaluation judges every academy in the trust will receive judgement 1 in their SIAMS inspection under the new framework by the end of 2024/25 and for every subsequent year of this plan |
| | Every academy offers children the opportunity to worship and can evidence strong links with their local church |
| Our academies are supporting pupils to develop in many diverse aspects of life | Personal development in every academy to be self assessed as at least good for the life of this plan |
| | An increasing number of academies apply for and subsequently achieve Quality Marks in identified priority areas in each year of this plan |
| | School Improvement visits evidence a wide and engaging enrichment offer in every academy by the end of 2023/24 and for every subsequent year of this plan |
| Learning experiences for all children relentlessly and intentionally celebrate equity, diversity, belonging, inclusion and justice | School Improvement visits evidence tangible examples of intentional celebration of equity, diversity, belonging, inclusion and justice in every academy by the end of 2023/24 and for every subsequent year of this plan |

| | |
|--|--|
| Our pupils are making good academic progress | Phonics and KS2 outcomes are at least in line with national averages across the trust for every year of this plan |
| | KS4 Progress 8 and Attainment 8 are at least in line with national averages for every year of this plan |
| | Number of children enrolled for EBACC increasing for every year of this plan up to 75% |
| Our pupils are happy at school | Consolidated information from academy surveys tells us that the majority of our pupils are happy at school for every year of this plan |
| | Attendance across the trust is at least in line with national averages for every year of this plan |
| | Persistent absence across the trust is at least in line with national average for every year of this plan |

We will know governance is flourishing because...

“Flourishing trusts can only grow from governance that is full of wisdom sustained and nourished by the roots of a deeply Christian vision for education, implemented for the long-term by each individual Diocesan Board of Education” (*CofE 2023*).

| Our ambition | Key Performance indicator |
|--|---|
| People want to volunteer in our Academy Governance Committees (AGCs) | AGC vacancies do not increase above 25% for any year of this plan |
| | The majority of AGC members tell us they feel they are making a difference to their academy for every year of this plan |
| To provide clear guidance | All trustwide statutory and non statutory policies in place for every year of this plan |
| Trustwide governance is compliant and effective | All statutory DfE and ESFA returns are submitted in advance of the deadline in every year of this plan |
| | All musts in the Academy Trust Handbook are met in every year of this plan |
| Our governance is effective at all levels | A three year external review of governance concludes that governance is effective |
| For those involved in governance to access training appropriate to their role (internal and external) | At least 90% of Board and AGC members complete training directed by the trust in every year of this plan |
| To manage our finances well | Levels of trust reserves remain in line with reserves policy in every year of this plan |
| | Key integrated curriculum and financial planning metrics (ICFP) are green or amber in every year of this plan |
| For parents to choose us | Increasing trustwide pupil numbers in every year of this plan |
| We will embrace those schools in need of the greatest support and share best practice with love and care | Bespoke development plans are in place for those schools in need of the greatest support in every year of this plan |

We will know our colleagues are flourishing because...

“Where there are few flourishing adults, there will be few flourishing children” (Swaner, LE and Wolfe, A. p215)

| Our ambition | Key Performance indicator |
|--|---|
| To enable everyone to work | A downwards trajectory in absenteeism in every year of this plan |
| Our colleagues want to stay with us | A downwards trajectory in leavers in every year of this plan |
| | Upwards trajectory in colleagues reporting a feeling of belonging (Edurio survey) in every year of this plan |
| | Colleagues reporting positively regarding leadership dynamics is above National average (Edurio survey) in every year of this plan |
| Opportunities are found to simplify workflow, reduce bureaucracy and alleviate negative pressures on work-life balance, meaning our colleagues' workload is manageable | Colleagues reporting positively regarding their workload is above National average (Edurio survey) in every year of this plan |
| | Upwards trajectory in colleagues reporting positively regarding their workload (Edurio survey) in every year of this plan |
| Our colleagues report good general job satisfaction | Colleagues reporting positively regarding their general job satisfaction is above National average (Edurio survey) in every year of this plan |
| Our colleagues report good working arrangements and career opportunities | Colleagues reporting positively regarding their working arrangements and career opportunities above National average (Edurio survey) in every year of this plan |
| Our colleagues engage in high-quality professional development | 80% of colleagues rate training as good or very good in training evaluation forms in every year of this plan |

We will know our families are flourishing because...

“While only one person can sit on a stool, many people – students, educators, family, clergy and community members - can fit at a table. This new image encourages schools to become places where we can all meet and break bread” (Swaner, LE and Wolfe, A. p64)

| Our ambition | Key Performance indicator |
|-------------------------|--|
| To support our families | Each academy can produce at least one example and/or case study of effective support provided to our families in every year of this plan |

We will know the wider church school community is flourishing because...

“Flourishing trusts are organisations of interdependence, service, generosity and mutuality, and through the formation of ambitious partnerships, secure the flourishing of all, countering the pervasive meta-narratives of comparison and competition.” (CofE 2023).

| Key Performance indicator | How we will measure this |
|---|--|
| Contribute towards a vibrant ecology of school trusts | We can produce at least five examples and case studies of effective support provided to the wider Diocesan church school family in every year of this plan |
| | We can produce at least five examples and case studies of how our work has provided effective support to the sector as a whole in every year of this plan |