



**Southwark Diocesan
Board of Education
Multi-Academy Trust**
Developing Church of England Education

LOOKING FORWARD TO THE FUTURE

**2021–2025
TRUST STRATEGIC PLAN**

SUMMARY VERSION

WELCOME

Our vision is to establish a culture and context in which schools can grow and flourish and provide an excellent education with Christian values at its heart.

We will seek to enable all children and young people in our schools to realise their God-given potential, aspire to exceed their expectations and to build a Christ-centred community.

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“

We recognise that each school is unique and celebrate their distinctiveness by protecting their autonomy and identity. It really is what makes our Trust so special.”



FROM STRENGTH TO STRENGTH

AN INTRODUCTION TO OUR STRATEGIC PLAN FROM TWO OF THE TRUST'S LEADERS



**DR CATHARINA
STIBE-HICKSON**
Chair of the Trust Board

I have had the privilege of being one of the founding Trustees of the Southwark Diocesan Board of Education Multi-Academy Trust since 2016, and being Chair of the Trust Board since 2019. I am proud to have witnessed its growth and development over the years, and the positive impact it has had on thousands of young lives.

We have worked hard to develop a sustainable Trust that has a team of dedicated and talented staff at its core who live and breathe the values of our organisation in all that they do to ensure our pupils receive the very best education rooted in our Christian values.

As a Trust, we exist for the benefit of all our young people, no matter their background or context. Being inclusive is extremely important to us and we work hard to ensure high quality systems of support and care are in place in all of our schools.

We continue to work hard to ensure that we have stable finances and a sustainable future in a time where public finances and social factors are incredibly fluid. We try to shield individual schools from as many of the challenges as possible, instead opting to take a collaborative and collegiate approach to problem solving as a group.

Lastly, I am proud of the culture we have managed to create where our common purpose is made clear but the individual character and personality of our schools is maintained. We are committed to improving further and we are aware that we still have a journey to make. This five-year strategy reflects where we are heading and I am delighted to share our exciting future plans with you.





MARK BURNETT

Chief Executive (Interim)

I am proud to share our strategic plan which sets out our current and future thinking about how we grow and develop as a Trust. We want our strategic plan to be both purposeful and useful, so that it can be used regularly to guide our growth and development over the next five years and beyond.

This strategy sets out our vision for 2025, one which aims to go beyond the norms of school improvement. This is a journey that focuses on our social and civic responsibilities, restlessly looking to become more sustainable and efficient. It challenges the status quo to find a balance between a high-quality Christian-rooted education, student outcomes and a truly rounded and inclusive educational experience for everyone.

It seeks to share a path that our staff, governors, parents, and communities recognise, and which enables them to walk alongside us, contributing and challenging as we journey together to advance education for the benefit of all our pupils.

It also demonstrates our intention to use the boundless stocks of experience, knowledge and wisdom that exists within our Trust and our member schools. Ensuring the best quality teaching and learning, aspirational and inclusive curricula, caring and supportive learning environments and a wide range of opportunities for our pupils to develop their own values, character and cultural capital.

At the time of writing this strategy, we are in the middle of one of the greatest challenges our sector, workforce, students and families have ever faced – a global pandemic. Coronavirus has been a challenge for every person and organisation, forcing us to quickly change and rethink everything we do. The crisis has forced many changes in how we work and how we can better understand and support our children and colleagues. Changes which in many ways needed to happen and should endure. It has also reminded us how much we all rely on others around us.

As we start to think about life post-Covid, we should consider with fresh perspective what we have learnt and how the future of education, its content and delivery, could, and maybe should, be different. We need to revisit key visionary publications that have guided our journey and thinking to date, including the Church of England publication “Called, Connected, Committed” and “Vision for Education”, and consider what it means now.

Has our understanding of what a Church School should be, mindful of all we have learnt through this challenging period, changed? Can we be better ‘connected’ to our schools, our pupils, our communities and wider-Diocese for the benefit of all society?

As a Trust, we need to remain agile, measured and collegiate, continually recognising that we are more than just the sum of our parts. Our strength is not through independence, but through interdependence. As Paul taught us in 1 Corinthians 12: “Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ.”

We need to be able to respond to changing landscapes and circumstances, whether this be educational, financial, political or other, and we need to respond as a group, as a family of schools. Collectively, we need to remove barriers to learning through wise pedagogy, transformative pastoral care and the acknowledgment of new and emerging challenges facing society such as digital poverty.

Whilst all of our schools are unapologetically unique, we all share a sense of collective purpose by being in our Multi-Academy Trust. There will always be a school that is vulnerable. And there will always be a school that is at its best. Our job as we move forward is to ensure we keep that balance and share the best practice within our schools, so that the weak may challenge the strong, and the strong may support the weak, regardless of what is going on around us. Our Trust should be characterised not only by what happens inside our schools, but also by the quality of their relationships more widely and deeply.

As a Trust, we collectively believe we are stronger together and we look forward to delivering our ambitious 2025 vision together.



WHO WE ARE

WE ARE A MULTI-ACADEMY TRUST SPONSORED BY THE SOUTHWARK DIOCESE

WHAT IS THE SOUTHWARK DIOCESE?

It's one of the largest Dioceses in the Church of England, serving the people of South London and East Surrey. From its inner-city energy to the beauty of the Surrey Hills, the Southwark Diocese is a diverse and vibrant landscape in so many wonderful ways. Across the Diocese there are 105 schools spread across 12 Local Authorities. Each of them is supported by the Southwark Diocesan Board of Education (SDBE), as well as their own local authority.

OUR BEGINNING

Most of the schools within the Southwark Diocese were in a strong position, but back in 2016 the Diocese realised that the educational landscape was changing quickly and became concerned that some of their schools might become isolated. Mindful of the government's push towards academies and how local authority support was diminishing, the Southwark Diocese created the Southwark Diocesan Board of Education Multi-Academy Trust (SDBE MAT).

By forming a Trust and offering the opportunity for our schools to join, we were creating more security for these church schools by providing stability and giving the chance for greater relations and knowledge-sharing, not just within regions, but across the Diocese, ultimately improving the educational experience for our children.

TOGETHER WE ARE STRONGER

We recognise that each school is unique and celebrate their distinctiveness by protecting their autonomy and identity. It really is what makes our Trust so special. This way we ensure our schools continue to serve their communities and our children in a way that's right for them.

Since day one we have seen success. Our educational and financial performance is strong, and we are growing at a steady and measured pace. We are proud to have incredible schools with incredible leaders, and we all walk together in the pursuit of excellence.

TODAY

We currently educate over 2700 children and employ over 400 staff. The Trust currently spans six Local Authorities but serves the whole Diocese, which spans 12 Local Authorities across the South East.

THE FUTURE

We are a Trust that wants to be there for all church schools within our Diocese wanting to join.

There are a number of schools currently exploring joining our Trust. Mainly because they have heard great things from our current schools, but also because the support they receive from their Local Authority is diminishing.

As we look to the future, it is essential that we strike a balance between growth and maintaining our standards and stability. Before welcoming a school, we must always consider our capacity at that given time to give them the full support they deserve.

Our strategic plan for the next five years is vital in achieving successful and sustainable growth.



“

We ensure our schools continue to serve their communities and our children in a way that's right for them.”

OUR RESPONSIBILITIES

The Church of England's publication *Called, Connected, Committed*, as well as the Church of England's *Vision for Education* are underpinned by the four elements: wisdom, hope, community and dignity.

This sees the mission of church schools, and indeed Church-based educational structures, existing for the benefit of the whole society, serving the common good. These publications quote:

“The church school invites collaboration, alliances, the negotiation of differences and the forming of new settlements in order to serve the flourishing of a healthily plural society and democracy together with a healthily plural education system”

It is our responsibility to contribute to this collective mission and play our part in creating the structural conditions for educational improvement, rooted in Christian values.

OUR SCHOOLS

MORE THAN JUST THE SUM OF OUR PARTS

10

academies within
our Trust

2700

children currently
being taught

400+

staff employed
across our family



LAMBETH

ST LEONARD'S CHURCH OF ENGLAND PRIMARY

STREATHAM

Founded in 1813, St Leonard's is one of the oldest Church of England schools in the country. Offering a broad and varied curriculum with expressive arts at its core, this learning environment is a haven within a very busy urban setting.

ST LUKE'S CHURCH OF ENGLAND PRIMARY

WEST NORWOOD

A fantastic one-form entry primary school serving a diverse community. Situated in inner London, St Luke's is blessed with extensive grounds for outdoor learning and recreation.

CHRIST CHURCH STREATHAM

STREATHAM

A unique school with a church on site, this one-form entry primary school serves a diverse urban community. Christ Church boasts a strong staffing team and a great outdoor space.

ARCHBISHOP TENISON'S SECONDARY SCHOOL

OVAL

A small and welcoming secondary school with a friendly environment, Archbishop Tenison's has a long proud history of developing its pupils towards future success.

SURREY

ST MATTHEW'S CHURCH OF ENGLAND PRIMARY

REDHILL

A wonderful school with a diverse community feel, founded by its Christian ethos. Every child is celebrated for their unique abilities and staff always go the extra mile to help all pupils flourish.

ST STEPHEN'S CHURCH OF ENGLAND PRIMARY

SOUTH GODSTONE

An inclusive space with a positive and calm atmosphere. This lovely school has excellent facilities including a resource base for children with vision impairment, plus: an enclosed swimming pool, a sensory room, and a forest school.

SOUTHWARK

ST PAUL'S CHURCH OF ENGLAND PRIMARY

WALWORTH

St Paul's offers a rich and vibrant environment for pupils to live and learn. A welcoming school with religious diversity and a multi-cultural community that it embraces and celebrates.

BEXLEY

ST MICHAEL'S CHURCH OF ENGLAND PRIMARY

EAST WICKHAM

A friendly, happy school where everyone is valued and part of a safe, nurturing Christian family. St Michael's inspires a love of learning and encourage every child to use their God given talents.

LEWISHAM

ST GEORGE'S CHURCH OF ENGLAND PRIMARY

FOREST HILL

St George's has a wonderful, newly built learning environment, which is spacious and inviting. A safe and happy school which offers a stimulating education and a strong Christian ethos.

SUTTON

ALL SAINTS CHURCH OF ENGLAND PRIMARY CARSHALTON

All Saints provides a high standard of education within a Christian community where every person is valued as an individual. The school's vision encourages its pupils to flourish: *For each one of us to shine as a light believing we can make a difference in the world* Matthew 5:16

OUR STRUCTURE

WE ARE ALWAYS GROWING, CHANGING AND STRENGTHENING OVER TIME

THE MEMBERS

These are our guardians. The Members protect the charitable objectives and ethos of the Trust. They take part in annual and, when needed, general meetings too. They appoint Directors to the Trust Board.

LOCAL GOVERNING BODIES

The Local Governing Bodies (LGB) are the key strategic decision makers and vision setters in each of our academies. They are part of the overall system for school accountability. The LGB play a vital role in driving performance, understanding their communities and their needs, holding leaders to account and ensuring all resources are being used wisely to give every child the best possible education.

THE TRUST BOARD

The legal powers and responsibilities of the Trust are held with the Board, who are accountable to the Department for Education. As a group, the Board set the overall strategic direction of the Trust. They scrutinise, challenge, and support our educational and operational performance. The Board delegate certain powers and duties to our Local Governing Bodies.

TRUST EXECUTIVE TEAM

This is our Chief Executive Officer (CEO) and Chief Operating Officer (COO). The Chief Executive Officer delegates the day-to-day running of the Trust to the Chief Operating Officer.

EDUCATION SUPPORT

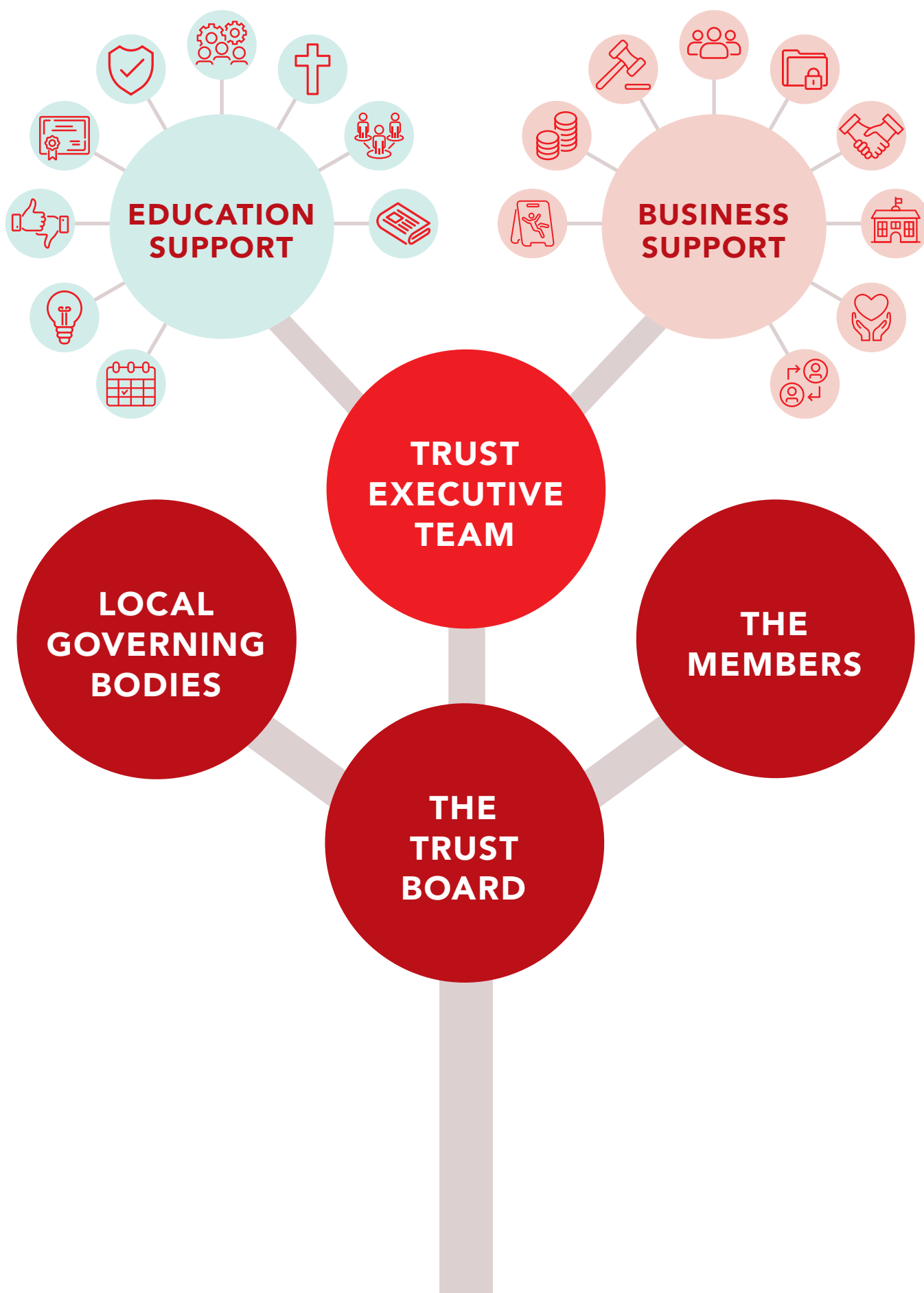


This side is led by our Education Partner. An in-depth role that needs to understand each individual school and what is needed to drive them to academic excellence. We use school improvement experts and subject consultants to help with this.

BUSINESS SUPPORT



Headed up by our HR Business Partner, Finance and Operations Business Partner and Head of Finance, this team supports our schools with all their business functions, including: Finance, Human Resources, Health and Safety, Estates, Legal, Strategic Partnerships and General Data Protection Regulation (GDPR).



ONE TRUST, MANY ROLES

From Ofsted improvement programmes to CPD training and budget reviews, we support our schools in every way possible so they can put their full focus into doing what they do best – providing our children with the strongest education possible.

EDUCATIONAL SUPPORT

Diocesan School Improvement Partner (DSIP)



Each academy is assigned a school improvement expert with road-mapped visits over the year. It pushes, praises, evaluates and educates on a journey to excellence.

Trust Education Partner



Our Education Partner's role is to drive improvement by identifying a continuous programme of support and challenge, unique to each school.

Moderation



We ensure there are three teachers trained as 'end of key stage moderators' in each school. These practitioners attend moderation sessions, along with moderators, to benchmark standards.

Training and development



We offer all our staff a huge range of qualifications, training courses and opportunities to work in other schools. This is centrally funded by us and comes at no extra cost to the individual academy.

Safeguarding



From an annual audit to regular, bespoke training, our dedicated safeguarding partner works alongside each of our schools to ensure all safeguarding practices are as strong as possible.

Action groups



When needed, we set up action groups for our schools. These regular meetings help to make sure necessary improvements are happening at the right pace and measure the impact of any changes.

Christian distinctiveness and RE



The Southwark Diocesan Board of Education and the Trust travel together to deliver the Christian ethos that underpins both organisations. We give RE adviser support, guidance, training and briefing to ensure we reflect our values.

Briefings and networking



We have nine Subject Leader Networks that encourage schools to develop and share ideas with each other. We also have regular senior leadership meetings and governor briefings.

Subscriptions and resources



We have formed partnerships with others to offer our staff extra high-quality free subscriptions and resources, including NGA, Grants4Schools and Employee Wellbeing newsletters.



BUSINESS SUPPORT

Health and safety



All our schools' health and safety needs are taken care of. We conduct annual audits, high-risk school trip reviews and assist with accident/incident investigations if needed.

Finance



Our finance team give guidance and training to schools on the suitability of budgets and offer support on becoming more financially efficient. We complete all statutory returns.

Legal



From contract reviews to tribunals our legal partner provides complete legal support to our schools as required.

Human Resources



From formal hearings and union meetings to statutory guidance updates, legally compliant contracts and interpreting occupational health advice, we support our schools on all matters of HR.

Data protection



Schools process a lot of personal data. We provide all policies and processes to support our school to be GDPR compliant, from contract reviews through to tribunals

Procurement and partnerships



We help schools secure financial efficiencies through collective bargaining, negotiation and procurement. We partner with specially chosen suppliers and providers to offer services at lower prices to our schools.

Capital and estates



We commission an excellent firm of building surveyors. They produce condition surveys of all our schools and then draft bids to the DfE to claim Capital Works funding for school improvements.

Wellbeing



Annual flu vaccination, gym discounts and access to confidential counselling are just a handful of wellbeing benefits we provide. We're also proud to have a partnership with Mental Health England, we have at least two trained Youth Mental Health First Aiders in every school.

Governor support



Our governance partner supports all our governors. We offer 1:1 coaching/training and help keep our governors up to date with the latest guidance and legislation.

OUR JOURNEY SO FAR

FLOURISHING. TOGETHER

Here are some key highlights behind our development.



2016–2017

Welcomed two schools:

St Michael's CofE Primary
All Saints CofE Primary



Appointments:

Chief Executive
Chief Operating Officer



Services & Initiatives:

- Health and Safety
- Legal
- Diocesan School Improvement Partner
- Learning & Development Training Offer
- Policy suite developed
- Online finance and budgeting software
- Insurance contract



2017–2018

Welcomed six schools:

St Stephen's CofE Primary
St Matthew's CofE Primary
St George's CofE Primary
St Leonard's CofE Primary
Chirst Church CofE Primary
St Luke's CofE Primary



Appointments:

Education Partner,
Head of Finance,
Finance & Operations Business
Partner, HR Business Partner



Services & Initiatives:

- Safeguarding service
- Moderation groups
- Strategic partnerships and procurement
- Introduced Distributed Leadership
- Employee Wellbeing strategy (included: employee assistance, face-to-face counselling service, flu vaccinations, staff rewards scheme)



2018–2019

Welcomed two schools:

St Pauls CofE Primary
Archbishop Tenison's School



Appointments:

Governance Partner

Services & Initiatives:

- Governance service (included: Governance Partner and GovernorHub)
- Common payroll provider
- Partnered with Mental Health England, then ensured we had two trained mental health first aiders in every school.
- CPOMS Online Safeguarding Platform Offered
- Teaching & Learning Reviews Offered
- Group Moderation Service





2019–2020

Appointments:

Group Business Manager roles
Trust Development Partners – SEND,
EYFS, Coaching, National Qualifications



Services & Initiatives:

- Enhanced CPD offer including subscription to National College for all schools
- Curriculum Leader Development Programme
- Subject Leader Networks established
- Pandemic Response Strategy



2020–2021

Appointments:

Finance Officer
Marketing Apprentice



Services & Initiatives:

- Marketing service launched
- Remote learning strategy launched
- Partnered with two lead 'digital schools' for Google and Microsoft
- Secured 800+ digital devices for pupils







IMPACT SUMMARY

- A clear vision for our Trust and schools, who in turn have a vision for their pupils and communities.
- A strong governance structure that has effectively adapted to the challenges of bringing in new schools
- An improving record of pupil attainment and progress
- A well-proven school improvement model including principles of teaching and learning, curriculum and assessment
- A sustainable financial structure
- A clear vision for the workforce, including professional development and managing workload and wellbeing
- The effective use of centralised processes and back-office functions to empower schools to focus on teaching, knowledge-building and prioritising education
- We know our schools and their leaders well and how they work best
- Strong compliance across the Trust evidenced by "Substantial Assurance" in all areas tested by Internal Audit.

OUR IMPACT ASSESSMENT

HOW WE MEASURE IMPACT

We use the following assessment criteria to evaluate our performance

Developing (Score: 1-3)	Defined (Score: 4-6)	Advanced (Score: 7-8)	Leading (Score: 9-10)
 <ul style="list-style-type: none"> Unclear as to direction of travel Reactive to requests Lack of support available Should data be recorded, it provides limited insight Limited compatibility between systems, making them inefficient Incomplete guidelines, or overly complex structures, limiting time spent on more valuable tasks Advice that contradicts itself depending on who is supporting 	 <ul style="list-style-type: none"> Clear as to direction of travel but limited clarity as to destination Face-to-face support varies among schools and location Technology visible but not well advertised/ utilised among staff Support is available but limited in either capacity and/or quality There is evidence of a more proactive approach to support Average understanding of policy implementation 	 <ul style="list-style-type: none"> Clear as to direction of travel and impact is evident as a result Clear awareness of areas to develop further and realistic plans for their implementation and intended impact Majority of processes are documented Good understanding of school needs and pressures Support is well organised Consistency of approach is evident with guidance and reliable advice often provided Reporting information is generally good, but not always consistent 	 <ul style="list-style-type: none"> Proactive in addressing, and fully understanding, school's needs Accurate, timely and insightful information available to the right people at the right time Clear guidelines that enable local empowerment and ease of implementation Concise, efficient and quality advice available which is required less often due to the training, support and resources that have been/are made available.

Here's a summary of the impact our work has had, split by area

ACADEMIC STANDARDS

OUR CURRENT ASSESSMENT: 7



- Schools receiving high quality educational support that is meaningful to each individual need
- The development of relationships between subject leaders/phase leaders across the MAT will lead to the sharing of practice through a structured programme of CPD and meetings
- Schools supported in developing their self-evaluation
- The development of new teachers and leaders across the MAT will impact on the future capacity of MAT schools and the Trust
- Collective CPD and Service Level Agreements reduce the cost to MAT schools procuring support externally

GOVERNANCE AND COMPLIANCE

OUR CURRENT ASSESSMENT: 7



- Our Trust Board can make informed decisions about direction and development because of the quality and accuracy of reports presented.
- The Trust has grown sustainably since inception, improving standards both educationally and operationally across its member schools.
- The Trust Board and members of our LGBs know each school well and can challenge the various strategies in place to drive improvements in each.
- Member schools and their leaders are proud to be part of the Trust and contribute to its success.
- The Trust Board and LGBs can triangulate presented information with opinions from external, trusted sources commissioned by the Trust.
- The Trust receives regular reports confirming compliance in all areas and commending the systems, structures and processes we have in place.
- Our schools have felt 'well supported and strategically lead' throughout the pandemic enabling them to ensure each pupil continues to receive a good and rich education, albeit remotely.

PEOPLE OUR CURRENT ASSESSMENT: 7



- Schools are better supported to manage employee relation matters and becoming more competent and confident in doing so reducing risk of tribunal claims, reputational damage and loss of talent.
- Schools are securing further efficiencies through the sharing of staff across the group and enabling staff to develop their career paths whilst retaining their expertise within the trust.
- Staff are better supported because of the Trust's Wellbeing Strategy, resulting in healthier staff (mind and body), fewer absences, low staff turnover and increasing reputation as an employer of choice.
- Collective consultation with Unions reduces school workload and enables early identification of any school-based issues.
- Prescribed policies drafted and negotiated by the Trust are compliant with relevant legislation and incorporate best practice whilst staying family friendly.
- Developing 'central services' reduce local budget pressures and enable processes to be streamlined and automated where possible.
- Strong, group financial health, ensures we can better absorb financial shocks, including the impact of falling pupil numbers within schools.
- Recruitment and retention of diverse and talented workforce reflects our wider communities and inspires pupils.

FINANCE OUR CURRENT ASSESSMENT: 7



- Compliance with Academies Financial Handbook, Funding Agreement and Charities Commission requirements.
- Robust, reliable, and efficient processes to ensure group compliance and are observed by each member academy.
- Regular, on-site school support from the Trust's Finance team ensures a 'live' knowledge of each school's current challenges and opportunities.
- Member schools can build and maintain a sufficient level of funds to create stability and sustainability.
- Developing 'central services' reduce local budget pressures.
- Strong, group financial health, makes it easier to absorb financial shocks.
- Long-term financial sustainability that supports the group's vision and ensures that funds are allocated where they should be, in the classroom.

LEARNING AND DEVELOPMENT OUR CURRENT ASSESSMENT: 8



- School leaders equipped and empowered to drive standards within their school and has a positive impact on their teaching and pupil outcomes.
- Schools networking and collaborating to share best practice.
- Economies of scale as more programmes are funded centrally and not by schools' individual budgets.
- Staff development is leading to growing numbers of internal leadership appointments.
- Schools across the Trust are benefitting from funded training and development opportunities that have been quality assured.
- The Trust is able to use increasing numbers of its own staff to facilitate training/development.
- Enhanced opportunities for school staff to develop an understanding of evidence-based research and use this to impact on school improvement.
- A developed offer that provides high quality education, finance, HR and operational learning and development opportunities for all members of the workforce.
- Increased capacity for the Trust to welcome new schools due to further capacity at MAT central provided by Trust Development Partners.

HEALTH, SAFETY & ESTATES OUR CURRENT ASSESSMENT: 7



- Schools are compliant with relevant health and safety legislations.
- Schools able to access a wealth of information and template documents which ensures compliance and reduces school workload.
- Schools know the areas where further developments can be made to improve safety across their school.
- All staff have access to health and safety throughout the year.
- Schools are ensuring that children are safe.
- Schools are carrying appropriate level of insurance.
- Continued re-evaluation on-line training provision.
- Continued reviews and updates of health and safety documentation

THINKING ABOUT THE FUTURE

When we were designing the consultation process for our new strategic plan, we were incredibly mindful that in order for it to add value, it needed to be a strategy which our schools could relate and contribute to and which could supplement their own local thinking for an excellent education system. We believe we are now in a place where this vision will start to thread through those of our individual schools, demonstrating how our wider goals as an organisation are delivered sympathetically and collegiately by each of our member schools within their respective communities.

Our last strategic plan was drafted shortly after inception and served as a roadmap for building the Trust to an infancy stage that, as a minimum, would take care of the core needs of each school.

Taking full advantage of our learning during the pandemic and its ability to connect and facilitate collaboration on a greater scale, we started a process that took four months to complete.

We started with our Organisational Goals. The Trust Board considered our present position and its growth, stability and offer to schools. They reflected on the current and future needs of our schools as well as our wider calling to support those outside of our Trust, but within our incredibly diverse Diocese.

These goals gave us the foundations to consider what our priorities should be to be able to deliver. To canvass opinion and find commonality in the

thoughts and needs of our schools, we used an online collaboration tool. We asked headteachers, trustees, deputy/assistant headteachers and chairs of governors what they thought of our goals and what they thought our priorities should be. The engagement was incredible. We received countless ideas for how we could continue to develop as a Trust and advance education for our pupils. Reassuringly, their thinking about our future priorities were in-line with ours too. The feedback and suggestions were shared with the Trust Board and approved as initial priorities.

The Trust Central Team, external partners, and a selection of other individuals, were then brought together for an away day to unpack the priorities and translate them into actions. Essentially, we were putting the 'meat on the bones' and saying what actions we planned to be able to deliver our priorities. This stage really was the practical part of the plan's development, taking all of the ideas from our schools and turning them into measurable actions. The plan was then shared with our stakeholders again and was unanimously supported by all.

At its simplest, this plan seeks to chart our direction of travel and the actions we will take to get there. It asks the question, 'so what will this mean for our schools, their communities our staff and most importantly, our pupils?' It responds to those questions and helps ensure that everything we plan to do over the years ahead, actually adds value to the pupils in our care.



OUR GOALS



1

To ensure each pupil receives an excellent education, rooted in Christian values, that is broad, balanced, rich, and exciting.

2

To be financially sustainable, maximising our resources for the benefit of our pupils.

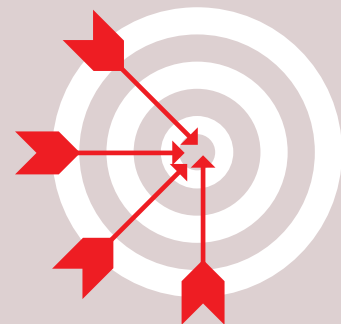
3

To have strong governance structures ensuring we are a safe and compliant organisation which knows and manages its risks.

4

To create and nurture a culture and environment that is diverse, inclusive, happy and healthy for the benefit of our staff and pupils.

TRANSLATING OUR GOALS INTO OUR STRATEGIC PRIORITIES



We have six key areas:

- Academic Standards
- Governance and Compliance
- People
- Finance
- Learning and Development
- Health, Safety and Estates



ACADEMIC STANDARDS

All of our schools are Ofsted and SIAMS Good or better, embracing an embedded culture self and external review/ validation as part of the MAT evaluation and improvement cycle.

GOVERNANCE & COMPLIANCE

Recruit to and diversify our governance structures so we have skilled individuals who are representative of their communities, able to support, challenge and monitor performance at all levels.

STRATEGIC PRIORITIES > 1

We have defined three top-level priorities for each key area. All of these are underpinned by our four goals.

2

To ensure that each of our schools is delivering a well-sequenced, balanced and broad curriculum with each school having a clear curriculum intent, underpinned by evidence-based practice.

Drive a culture of compliance and process improvement ensuring risks, strengths, threats and opportunities across the group are understood, monitored and acted upon.

3

Ensure our pupils have the knowledge and skills they need to succeed in life, specifically those with additional needs so that they are able to flourish equally with their peers, regardless of their background or context.

Discuss, review and design alternative governance structures to ensure, regardless of size and/or pace of growth, we remain a strong and successful Trust.

OUR GOALS

1

To ensure each pupil receives an excellent education, rooted in Christian values, that is broad, balanced, rich, and exciting.

2

To be financially sustainable, maximising our resources for the benefit of our pupils.

3

To have strong governance structures ensuring we are a safe and compliant organisation which knows and manages its risks.

4

To create and nurture a culture and environment that is diverse, inclusive, happy and healthy for the benefit of our staff and pupils.



PEOPLE

Recruit and retain a diverse, inclusive and well-equipped workforce.

Create opportunities for our people to develop, share and experience new things for the benefit of themselves and the group.

To ensure we treat our staff consistently across the group, where each feels valued, empowered and supported to be the best they can be.

FINANCE

Drive group efficiencies through procurement, rationalisation, and alternative organisational structures.

Improve current income streams through better marketing and identify and secure new/ alternative sources of income.

Maintain strong financial performance across the Trust, monitoring trends and deploying strategies to mitigate impact.

LEARNING & DEVELOPMENT

To be proactive in identifying new and emerging areas for staff development ensuring we have a workforce equipped to manage current and future challenges.

Develop and publish CPD pathways for all our staff roles so that each individual can follow a development path that's right for them and which benefits our organisation.

Develop and equip our workforce enabling them to drive up standards across the Trust.

HEALTH, SAFETY & ESTATES

Drive a culture that considers and promotes the health, safety and welfare of ourselves, each other and creation.

Invest in our estates ensuring they are sustainable, well-maintained, safe and exciting environments conducive to learning for all.

Raise and maintain awareness of the increasing risks and threats to our pupils and ensure all of our schools provide immediate help, support and interventions to keep them safe.

LOOKING FORWARD TO THE FUTURE

ACADEMIC STANDARDS



All of our students and our families deserve access to the best possible education at the heart of their community. We know that with the right teaching, the right curriculum and the right support that all children and young people can thrive, no matter what their background or circumstance. This part of our plan is about getting those things right. By ensuring quality and consistency in all we do, by building upon the things we already do well and by ensuring the very best practice is shared, we can ensure that our children and young people receive the quality of provision that they are entitled to.

We will walk alongside each of our schools to guide, coach, challenge and support them on their journey to excellence.

STRATEGIC PRIORITIES

The key aims of our five-year strategy plan for academic standards:

- 1 All our schools to be Ofsted and SIAMS 'Good' or 'Outstanding'.
- 2 To ensure each of our schools is delivering a well-sequenced, balanced and broad curriculum with clear intent, underpinned by evidence-based practice.
- 3 Ensure our pupils have the knowledge and skills they need to succeed in life, specifically those with additional needs so that they are able to flourish equally with their peers, regardless of their background or context.

DEVELOPMENTAL THEMES

Below is a summary of the themes we will explore over the next five years. These are unpacked and translated into individual actions in the full version of this plan.

- Early Years
- Ofsted & SIAMS
- Preparation
- Digital Learning
- Anti-Racism Charter
- Resource Banks
- Developing Pedagogy
- Accreditations
- Diocesan School Improvement Partner Role
- CAHMS
- Educational Psychology
- Wellbeing & Mental Health
- CofE Vision for Education
- Evaluation
- Lead Practitioners
- Group Roles
- Subject Leaders
- Research Projects
- Teaching & Learning Reviews
- Pupil Premium
- Moderation
- Specialist Leaders of Education

OUR GOALS

1

To ensure each pupil receives an excellent education, rooted in Christian values, that is broad, balanced, rich, and exciting.

2

To be financially sustainable, maximising our resources for the benefit of our pupils.

3

To have strong governance structures ensuring we are a safe and compliant organisation which knows and manages its risks.

4

To create and nurture a culture and environment that is diverse, inclusive, happy and healthy for the benefit of our staff and pupils.

WHAT DOES SUCCESS LOOK LIKE TO ME?

Pupil



“

We learn about a diverse range of subjects, like the Windrush Generation and Frida Kahlo. We read authors such as Dickens, Shakespeare and Armin Greder. Our teachers make learning fun so that we want to come to school every day and learn more.”

Naomi

School



“

We have a curriculum that ensures our pupils are represented through a range of diverse topics, people and issues. This enables us to educate children that are proud to be themselves and are ready to flourish in the world beyond our school.”

Thomas Bayne, Teacher

Trust



“

We have outward facing schools who are rooted in their community, able to support one another, advance education for all, and give our pupils the very best opportunities in life.”

Luigi Leccacorvi,
Education Partner



LOOKING FORWARD TO THE FUTURE

GOVERNANCE & COMPLIANCE



To be a successful Trust where our schools, staff and pupils can flourish, we need strong systems, structures and processes. This is particularly true as more schools look to join us in the years to come. Clarity over how things work, the role we each play and how we can be sure we are where we think we are, is key to our continued success.

This part of the plan will help ensure we have structures that add value and are representative of our communities. So, we understand how to be sympathetic to the needs of each school and the Trust as a whole. We each play a part in the flourishing of children across the whole Trust, no matter what our role is or where we are based.

STRATEGIC PRIORITIES

The key aims of our five-year strategy plan for governance and compliance:

- 1** Recruit to and diversify our governance structures so we have skilled individuals who are representative of their communities, able to support, challenge and monitor performance at all levels.
- 2** Drive a culture of compliance and process improvement ensuring risks, strengths, threats and opportunities across the group are understood, monitored and acted upon.
- 3** Discuss, review and design alternative governance structures to ensure, regardless of size and/or pace of growth, we remain a strong and successful Trust.

DEVELOPMENTAL THEMES

Below is a summary of the themes we will explore over the next five years. These are unpacked and translated into individual actions in the full version of this plan.

- Recruitment
- Bespoke Training
- Diversity
- External Partnerships
- Multiple AGMs
- Clerking Service
- Webinars & Briefings
- Deep-Dives
- Governors' Handbook
- Succession Plans
- Alternative Structures
- Board Visibility
- External Reviews
- Sustainability Group
- Biennial Reviews
- Growth Strategy
- Software & Technological Tools
- Alumni Trustees

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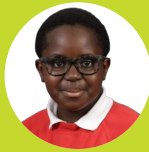
WHAT DOES SUCCESS LOOK LIKE TO ME?

Pupil

“

I like coming to school because I learn lots and always feel safe. Our school is looked after really well and it is a nice place to learn with my friends.”

Jeremiah



School

“

The health and safety, finance, safeguarding and HR experts at the MAT give me as Headteacher huge peace of mind, and allowing me and my Senior Leadership Team to focus on leading teaching and learning.”

Ali Silke, Headteacher



Trust

“

We have systems and structures that support excellent teaching and learning at all levels and ensures we can respond to the needs of our schools, our communities and our wider-Diocese.”

Catharina Stibe-Hickson,
Chair – Trust Board



LOOKING FORWARD TO THE FUTURE



PEOPLE

All our incredible leaders and staff deserve the very best place to work. If we truly want to be outstanding together, and change the life chances and choices of our children, then we need to create an environment in which everyone can effectively work and learn.

We know that organisations thrive and improve, when staff: feel valued, have an opportunity to contribute towards the development of the organisation, are professionally and personally developed and are cared for in terms of their wellbeing and workload.

This part of our plan is about getting those things right and creating an organisational culture where everyone knows the role they play, the journey they can make and be sure they have access to high-quality support and development along the way. A culture where we care for each other, share what we do and dare to be different.

STRATEGIC PRIORITIES

The key aims of our five-year strategy plan for people:

- 1 Recruit and retain a diverse, inclusive and well-equipped workforce.
- 2 Create opportunities for our people to develop, share and experience new things for the benefit of themselves and the group.
- 3 To ensure we treat our staff consistently across the group. Every person should feel valued, empowered and supported to be the best they can be.

DEVELOPMENTAL THEMES

Below is a summary of the themes we will explore over the next five years. These are unpacked and translated into individual actions in the full version of this plan.

- Recruitment Processes
- Retention
- People Management Training
- Equality, Diversity & Inclusivity
- Employee Rewards
- Mental Health
- Employee Friendly Policies
- Workload & Wellbeing
- Group Roles
- Employee Assistance Programme
- Remote Working
- University Relationships
- Employee Achievements
- Staff Survey
- Sector Collaboration
- Flexible Working
- Coaching & Counseling
- Secondments
- Harmonisation
- Distributed Leadership
- Anti-Racism Charter
- Union Recognition

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WHAT DOES SUCCESS LOOK LIKE TO ME?

Pupil



“

The teachers are always caring and are really good at their jobs. They get trained very well so they can teach us perfectly. Sometimes they expect really, really good work. But mostly, they just expect us to be trying our best.”

Mimi

School



“

I have many opportunities to progress professionally through well-thought out, well-organised CPD sessions, working collaboratively across the SDBE MAT, sharing best practice and supporting others.”

Sian Greenway, Teacher

Trust



“

We have a happy, healthy, diverse and inclusive workforce who enjoy working in our Trust and add value every day.”

Thomas Scrace,
HR Business Partner



LOOKING FORWARD TO THE FUTURE



FINANCE

Finances and ongoing sustainability are some of the sector's greatest challenges, especially schools in inner-London and the South East where pupil numbers are falling sharply. As schools try to balance their budgets, consider what they can afford each year and worry about what the year ahead looks like, time and attention is taken away from the one thing that matters most – improving the quality of education for all our children and young people.

There is no magic wand to take away all of these worries or concerns – the challenges exist across the sector. But, by organising ourselves differently and by working together, we can shoulder as much of the worry and solution-finding from our school leaders, so that they can focus on what they do best. This part of the plan is about unlocking more capacity and better equipping our schools, making processes simpler and more efficient, and exploring ways of reducing costs, generating income, and promoting ourselves as schools of choice within our communities.

STRATEGIC PRIORITIES

The key aims of our five-year strategy plan for finance:

- 1** Drive group efficiencies through procurement, rationalisation, and alternative organisational structures.
- 2** Improve current income streams through better marketing and identify and secure new/ alternative sources of income.
- 3** Maintain strong financial performance across the Trust, monitoring trends and deploying strategies to mitigate impact.

DEVELOPMENTAL THEMES

Below is a summary of the themes we will explore over the next five years. These are unpacked and translated into individual actions in the full version of this plan.

Business Process Simplification

Strategic Partnerships Group Roles

Financial Reporting Tools Risk Pooling

Procurement Specialists Trading Arm

Income Generation Central Procurement

Mixed-aged Range Classes

Dashboard Reports Capital Investment

Bid Writing Capabilities

Streamline Repeatable Processes

Nursery & Wrap-Around Strategy

School Sustainability Action Group

Pupil Population Monitoring

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WHAT DOES SUCCESS LOOK LIKE TO ME?

Pupil

“

I like it when money is spent on really good experiences like trips. Our furniture is really good quality and the screens in the classroom help us with our education because we can see all sorts of videos about our learning.”

Maya



School

“

Success would involve having access to high-quality resources and services so that we are best able to meet the needs of children, including those pupils with SEND, and to nurture their wider development.”

Joy Barker, SENDCo



Trust

“

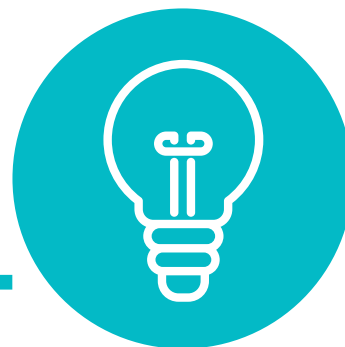
We have schools that are financially sustainable and able to make best use of the resources they have to improve outcomes and life chances for pupils.”

Felicia Fasokun,
Chief Financial Officer



LOOKING FORWARD TO THE FUTURE

LEARNING & DEVELOPMENT



Our staff deserve to be part of a Trust that is committed to their development and sees it as part of their core purpose to ensure they, like our pupils, can access rich and broad learning experiences and opportunities. We know that with a well-equipped workforce our pupils will get better learning experiences. And that by providing career pathways, coaching, and clear routes for our staff to progress and develop, we will attract and retain the best quality people.

This part of our plan is about identifying the incredible talent we have across our Trust, understanding their needs and aspirations, developing and retaining, and seeing the impact of this through improved outcomes.

STRATEGIC PRIORITIES

The key aims of our five-year strategy plan for learning and development:

- 1 To be proactive in identifying new and emerging areas for staff development ensuring we have a workforce equipped to manage current and future challenges.
- 2 Develop and publish CPD pathways for all our staff roles so each individual can follow a development path that's right for them and which benefits our organisation.
- 3 Develop and equip our workforce enabling them to drive up standards across the Trust.

DEVELOPMENTAL THEMES

Below is a summary of the themes we will explore over the next five years. These are unpacked and translated into individual actions in the full version of this plan.

- Digital Learning
- Research Projects
- SEND
- Wellbeing & Mental Health
- Pedagogical Models
- Pupil Premium
- Moderation
- Impact Assessment
- Trust Development Partners
- CPD Pathways
- Apprenticeships
- Accredited Body
- Secondments
- Digital Training Record/Accolades
- Coaching
- Subject Leadership
- Training Institute
- Specialist Leaders of Education

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WHAT DOES SUCCESS LOOK LIKE TO ME?

Pupil



“

The whole class benefits from fun, educational lessons that help us to write, learn new things, do well at times tables and science so we will be successful professionals in the future.”

Harry

School



“

I can implement strategies in teaching to improve learning for all. I share knowledge gained with colleagues so we can all benefit and work to develop the whole child and achieve whole school aims.”

Gilly Forbes, Teacher

Trust



“

Our staff have all the tools, experience and support they need to create thriving and exciting communities of endless learning.”

Mark Burnett, Chief Executive (Interim)



LOOKING FORWARD TO THE FUTURE

HEALTH, SAFETY & ESTATES



All our schools should feel like they are part of a Trust which sees the importance of sustainability, security and safety. They need to know their school is a safe and incubating place for their future successes.

We know that conducive learning environments play a huge part in the way in which children and young people learn. We also know that we have a collective responsibility to care for creation and ensure each of our pupils feels safe and secure when they are with us. This part of the plan is about bringing all those things together to consider our health, our safety and the sustainability of our estates and our actions.

STRATEGIC PRIORITIES

The key aims of our five-year strategy plan for health and safety, plus estates:

- 1** Drive a culture that considers and promotes the health, safety and welfare of ourselves, each other and creation.
- 2** Invest in our estates ensuring they are sustainable, well-maintained, safe and exciting environments conducive to learning for all.
- 3** Raise and maintain awareness of the increasing risks and threats to our pupils and ensure all our schools provide immediate help, support and interventions to keep them safe.

DEVELOPMENTAL THEMES

Below is a summary of the themes we will explore over the next five years. These are unpacked and translated into individual actions in the full version of this plan.

Employee Assistance Programme

Mental Health

Wellbeing Leaders

H&S Representatives

Estates Strategy

Solar Power

Sustainability

Forest Schools

Carbon Neutral

Eco-Diocese

Group Energy Contract

Smart Meters

School Estate Usage

Training & Briefings

Safeguarding

Multi-Site Capital Projects

H&S Management Software

Safeguarding Toolkit

Online SCR

Capital Funding

Group Premises Team

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WHAT DOES SUCCESS LOOK LIKE TO ME?

Pupil



“

Not all schools are fortunate to have the grounds, equipment and swimming pool that we do. Everyone can take part and learn new skills. The environment inside and outside the classroom helps us.”

Olivia

School



“

Our school site and facilities are safe and purposeful, and they support and inspire our pupils to achieve in all areas of the curriculum, giving them access to experiences in order to realise their potential.”

Amanda Blackburn,
Headteacher

Trust



“

We have safe and secure schools where children want to learn and where staff want to work. We care about creation and are committed to protecting our planet.”

Jo Chapman, Operations
Business Partner





www.sdbemat.org



Southwark Diocesan
Board of Education
Multi-Academy Trust
Developing Church of England Education