



Peterborough Diocese Education Trust

Strategic Plan 2015 - 2018

**FINAL Version Agreed by
Board of Directors 15 July 2015**

1. Introduction

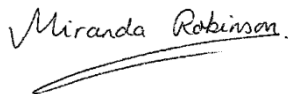
'A cord of three strands is not easily broken.' Ecclesiastes 4

I am delighted to present the first three year strategic plan for Peterborough Diocese Education Trust (PDET). The plan sets out our priorities for 2015 -2018 including our objectives for 2015-2016. I am grateful to those who serve on the Board of Directors for the support and wisdom they generously offer.

PDET's Board of Directors is committed to the flourishing of every individual child by offering a rich, inspiring and varied curriculum and supporting staff as they seek to deliver this. We aim for all our schools to be beacons of excellence: looking inwards - rigorous in their self-evaluation; looking outwards -learning from best practice elsewhere, and looking forwards - exploring new possibilities. Our schools offer education within a distinctively Christian ethos.

This strategic plan sets out how we will improve leadership at all levels of our organisation, improve learning and teaching and improve our organisational efficiency. In the face of the many challenges that confront schools in the changing educational landscape, we truly believe that we can offer a better quality of education for children and better support for staff by working together.

ACHIEVING MORE TOGETHER



Miranda Robinson
Chief Executive



John Herrick
Chair of the Board of Directors

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2. Who we are:

The Peterborough Diocese Education Trust was established in April 2013 and is a Charitable Trust and a Company limited by Guarantee. Between May 2014 and June 2015 we have grown to become the home of eleven academies across Peterborough Diocese.

Our Vision:

Working together for each child to realise their God-given potential to flourish.

Our Mission:

Our schools seek to serve their local communities: they are inclusive welcoming children of the Christian Faith, of other faiths or of no faith, children from all backgrounds and of all abilities. We believe in the infinite worth of each person: children deserve the very best education and staff deserve support to deliver this.

Our Ambitions:

- To deliver education, within a distinctively Christian ethos, leading to high achievement for all pupils with no significant gaps in achievement between different groups;
- To organise inspirational enrichment events which demonstrably lead to increased engagement of the most hard to reach pupils and families;
- To enable our schools to work together, supporting each other in both spontaneous and structured ways as complimentary parts of the one body to improve school effectiveness;
- To deliver governance which is effective at all levels and has a demonstrably positive impact on outcomes;
- To be self-sustaining by developing our own support staff, teachers and leaders;
- To enthuse teachers by providing 'world class' professional development opportunities;
- To gain a national reputation for the quality and cost-effectiveness of the support we offer our schools.

3. Governance Model

As a charitable company, PDET's Board of Directors ensures PDET complies with charity law and company law requirements.

The Board of Directors has 3 main responsibilities:

1. To set the strategic vision;

2. To hold headteachers to account for standards;
3. To ensure financial probity.

The Board of Directors has chosen to delegate certain governance functions to local governing bodies (LGBs) through a Scheme of Delegation.

4. Strategic and Political Context

The Academies Act 2010 enabled all schools to convert to academy status and allowed new academies to be created via the Free School Programme. Thirty six schools in Peterborough Diocese have converted to academy status as standalone or as part of multi-academy trusts. Of the 102 church schools in the Diocese, only 3 are secondary schools. With the growth of the academy programme, Northamptonshire and Rutland local authorities cut their school support teams. Peterborough Council is the only authority within the Diocese that has sought to maintain a traditional school improvement team. In response to the changing educational landscape and to the recommendations of 'The Church School of the Future' review in 2012, Peterborough Diocese Board of Education voted to set up its own multi-academy trust (PDET).

5. Geographical and Economic Context

PDET operates within the geographical boundaries of Peterborough Diocese covering about 1200 square miles including the whole of Northamptonshire, the northern part of Peterborough and Rutland.

Northamptonshire County Council was first formed in 1889. Northamptonshire covers an area of 913 sq. miles and at the time of 2011 census had a population of 691,952. It has a mixture of urban and rural areas. Most of the population is concentrated in a central north to south area which includes some of the largest towns, such as Northampton, Kettering and Corby. Northamptonshire is an area that has been identified by Central Government for future growth which will increase demand for school places. The economy is based around the service sector, distribution and finance. Northamptonshire is a relatively wealthy area with low deprivation, there are small pockets of serious economic disadvantage, particularly within the towns of Northampton and Corby.

Rutland covers an area of 147.3 sq. miles. The unitary authority was created in 1997 and is a recreation of the Rutland County Council that ended in 1974 when Rutland was reconstituted as a district of Leicestershire. With a population of 37,600, it is one of the smallest populace of any unitary authority. Rutland is a predominantly rural area with two main towns: Oakham, the county town, and Uppingham. The highest proportion of the working population are involved in public services, closely followed by distribution and hospitality. Rutland is also home to a large number of serving armed forces personnel. It is 348th out of 354 on the Indices of Deprivation for England showing it to be one of the least economically deprived areas in the country.

Peterborough City Council is a unitary authority created in 1998 when Peterborough separated from Cambridgeshire County Council. Covering 132.58 sq. miles, the parts of Peterborough City that lie south of the river fall within the Diocese of Ely. The population of 184,500 is growing much faster than the national average mainly due to immigration from eastern European countries. In terms of deprivation, Peterborough is ranked 80 out of 354 local authority areas but is a city of extremes: Dogsthorpe is among the most deprived areas of in England whilst 6 areas of Peterborough are within the 10% least deprived wards in the country. By far the largest employment sector in Peterborough is the service industry which makes up 84.8% of the workforce.

6. PDET Central Support Services

Our 5% charge to academies for services provided centrally currently includes:

- I.** Regular visits from an Academy Improvement Officer to provide professional challenge and support
- II.** Payroll provision
- III.** Human Resources Service
- IV.** Audit and Accountancy
- V.** Opening of a new academy bank account
- VI.** Legal Support
- VII.** Health and Safety Advice
- VIII.** Educational Visits Service
- IX.** Group Procurement
- X.** Business Critical Service
- XI.** Governor Document Service
- XII.** Membership of the Fairfield Teaching School Alliance
- XIII.** Payment of Union Facilities Time
- XIV.** A range of staff training opportunities for teaching and support staff

The Board of Directors is committed to maintaining the Central Support Charge at 5%; as more schools join PDET, the 5% will be able to cover additional services. These additional services will be in line with our strategic objectives and decided in consultation with our headteachers.

7. Developing and Growing

The strategic plan sets out the priorities of the Board of Directors for the next three years. The government is committed to an expansion of the academy conversion programme. The DBE's policy is to allow church schools to convert to academy status as standalone academies or in multi-academy trusts with local schools, providing the DBE is satisfied that the Church school status is safeguarded. PDET was set up specifically to provide 'a home' for any church school that wishes to strengthen its links with the DBE by joining the Diocese's multi-academy trust or for any church school that requires a sponsored solution. PDET also welcomes community schools that are happy to share our Christian values.

The Board of Directors will 'stagger' academy conversions to ensure that it has the capacity to support schools joining PDET and also to maintain a balance of sponsored and convertor academies. To ensure financial viability, attention will also be paid to the numbers of pupils on roll. Our aim is to achieve more than 3,000 pupils across the Trust in the next academic year. This number of pupils means that PDET will receive a capital funding allocation directly from the Education Funding Agency to deploy strategically across our schools to address our priority maintenance and expansion needs.

As PDET grows, schools will be organised into two and possibly three, geographical clusters for school improvement and business services.

Academic year 2015/16 growth plan:

	Target	Number of academies	Ofsted rating				Pupil numbers
			1	2	3	4	
Sep 2015	Academy order issued	13	0	8	4	1	2000
Dec 2015	Convert an additional: up to 3 schools totalling 400-500 pupils	16	1	9	5	1	2500
Apr 2016	Up to 4 schools totalling 500-600 pupils	20	1	12	5	2	3100
Aug 2016	Up to 4 schools totalling 500-600 pupils	24	1	14	7	2	3600

8. Strategic Objectives - What do we need to do over the next three years?

Strategic objective	2015-16	2016-17	2017-18
(1) Enhance leadership at all levels	<ul style="list-style-type: none"> I. Improve support and challenge to schools by appointing a Director of Academies; II. Ensure directors understand their role and duties through training; III. Improve the impact of the Board of Directors through recruiting additional directors to ensure a broad mix of appropriate skills and talents; IV. Develop confidence and rigour of LGBs through training and support; V. Ensure PDET is well-prepared for change and encourage staff development through Middle Leader Training and effective integration of new headteachers VI. Improve system led leadership by developing school to school support. 	<ul style="list-style-type: none"> I. Improve quality of support to LGBs by quality assuring appointments of clerks; II. Appoint leading headteachers to offer peer support and challenge to colleagues. 	<ul style="list-style-type: none"> I. Develop the PDET Teaching School Alliance as a professional development centre facilitated by experienced school leaders; II. Provide a bursary for research into best practice to provide a stimulus for change.

Strategic objective	2015-16	2016-17	2017-18
(2) Increase support for schools	<ul style="list-style-type: none"> I. Standardise judgements about learning and teaching by headteachers agreeing a common approach for lesson observations; II. Improve standards in literacy and numeracy by appointing and deploying leading teachers; III. Encourage the flourishing of each child's aptitude, abilities and talents by agreeing a PDET Passport of Entitlement and introducing enrichment experiences; IV. Close the gap with a focus on disadvantaged groups. 	<ul style="list-style-type: none"> I. Improve recruitment, retention and training through a successful PDET teaching school application II. Improve standards in RE and IT by appointing and deploying leading teachers III. Encourage staff support and sharing through a PDET wide staff training day; IV. Enrich the learning environment, learning experience and teaching approaches by introducing an annual sports and creative arts enrichment experience; V. Instigate an annual PDET celebration event to applaud success; VI. Provide resources to support schools to achieve an RE Quality Mark; VII. Organise opportunities to support the PDET Passport; VIII. Deploy TEEP Champions; IX. Encourage the flourishing of staff by agreeing a PDET Passport of Entitlement. 	<ul style="list-style-type: none"> I. Improve standards in science and early years by appointing and deploying leading teachers; II. Review impact of PDET Passport of Entitlement.

Strategic objective	2015-16	2016-17	2017-18
(3) Improve the operational efficiency of our organisation	I. Make clear the framework within which PDET academies operate by writing and publishing on website all policies; II. Improve efficiency of support to schools by procuring a safe and efficient system for managing and holding data about schools and organising schools into broad regional clusters.	I. Review accommodation and head office staffing levels to ensure optimal support for schools; II. Review opportunities to employ specialist staff e.g. educational psychologist across PDET.	I. External review of support services.