



# **Peterborough Diocese Education Trust**

## **Strategic Plan 2018 - 2021**

## 1. Introduction

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

We are delighted to present the second three-year strategic plan for Peterborough Diocese Education Trust (PDET). The plan sets out to share our vision and priorities for the next three years, 2018 -2021. It includes our goals and performance measures, alongside our objectives for 2018-2019. It builds upon the successes already achieved by the Trust and its individual academies. We are grateful to all who have contributed to the successes and will contribute further as we move forward with this plan. In particular, we thank those who serve in a voluntary capacity on the Board of Directors and as governors in the academies for the support and wisdom they generously offer.

PDET 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 academies 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. The Trust and academies are working together in challenging times to become self-sustaining. Our academies 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. The detail of how we will translate our vision into purpose and action that impacts on the lives of children will be included in the action plans that emanate from this plan. These cover the three main aspects of our Trust:

- Academy improvement and effectiveness
- Good governance and
- Sound financial management.

In the face of the many challenges that confront academies 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



Duncan Mills  
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 April 2018 we have grown to become the home of twenty-six academies across Peterborough Diocese.

### Our Vision:

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

### Our Mission:

Our academies 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 Purpose:

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

### **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. Fifty schools in Peterborough Diocese have converted to academy status as standalone or as part of multi-academy trusts. Of the 103 church schools in the Diocese, only 3 are secondary schools. 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 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 covers an area of 913 sq. miles and is a mixture of urban and rural areas. It is administered by a County council and seven District and Borough councils. Northamptonshire is in the North-West London and South-Central England RSC's area.

Rutland covers an area of 147.3 sq. miles. The unitary authority was created in 1997 and is a re-creation of the Rutland County Council that was dissolved in 1974. With a population of 37,600, it has the smallest population of any unitary authority. Rutland is a predominantly rural area with two main towns: Oakham, the county town, and Uppingham. It is in the East Midlands and the Humber RSC's area.

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. Peterborough is in the East of England and North-East London RSC's area.

### **6. PDET Central Support Services**

The Trust prides itself on the value for money and the quality of provision that is obtained from the central charge made to academies. Our centrally provided services currently include:

- Regular visits from an Academy Improvement Officer and / or our Director of Learning and Achievement to provide professional challenge and support
- Payroll provision
- Human Resources Service
- Finance Service
- Audit and Accountancy
- Opening of a new academy bank account
- Legal Support
- Health and Safety Advice
- Educational Visits Service
- Group Procurement
- Business Critical Service
- Governor Document Service
- Advice from a PDET National Leader of Governance (NLG)
- Payment of Union Facilities Time
- Safeguarding Support
- The Peterborough Diocese Gold Service Level Agreement
- A range of enrichment activities
- Admissions and appeals advice

The Central Support Charge is currently set at 5%. It will be necessary to review this annually. This review will include ensuring that the services provided to academies represent value for money and are in line with our strategic objectives.

#### 7. Ofsted gradings of our academies since joining the Trust (to date: May 2018)

	Inadequate	Requires Improvement	Good	Outstanding
Ofsted judgement on conversion	1	3	8	0
PDET judgement on conversion	1	7	4	0
Ofsted judgements at April 2018	0	1	11	0

#### Current Ofsted gradings (including predecessor schools prior to joining the Trust) to date: May 2018

Inadequate	Requires Improvement	Good	Outstanding
<b>2</b> (both prior to conversion)	<b>2</b> (1 prior to conversion)	<b>17</b> (6 prior to conversion)	<b>2</b> (both prior to conversion)

## 8. Developing and Growing

PDET has grown considerably in recent years. This strategic plan sets out the priorities of the Board of Directors for the next three years including how growth will be managed. The government continues to be committed to schools converting to academies and our experience is that Church of England schools in the Peterborough Diocese are continuing to look to join MAT's that can provide the support they require. The Diocese Board of Education's (DBE) policy is to allow church schools to convert to academy status 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':

- a. for any church school that wished to strengthen its links with the DBE by joining the Diocese's multi-academy trust or
- b. for any church school that required a sponsored solution. PDET also welcomes community schools that are happy to share our Christian values.

The Board of Directors will phase growth and academy conversions to ensure that it has the capacity to support schools joining PDET. To this end it will, maintain a balance of sponsored and convertor academies and ensure there is the capacity for 'school to school' support across the Trust. To ensure financial viability, consideration will also be given to the number of pupils on roll. Our aim for the next phase of growth is to achieve more than 5,000 pupils in 30 academies by December 2018. By April 2019 this will grow to 5,800 in 33 academies. The ultimate aim for the lifetime of this plan is to grow the trust to 40 academies

The Trust is conscious of the need to ensure that its infrastructure and organisation can accommodate growth. As PDET grows, academies will be organised into geographical clusters for academy improvement and business services. Going forward the Trust believes that the clustering model will build capacity to strengthen the degree of challenge and support within and between academies. There will be a relentless focus on school improvement.

Ultimately, it is our intention that this will build a sustainable, self-improving, academy-led system.

### The growth plan:

	Target	Number of academies	Pupil numbers
Dec 2018	Convert an additional three schools totalling 800-900 pupils	28	5000
April 2019	Convert an additional three schools totalling 400-500 pupils	31	5500
April 2020	Convert an additional five schools totalling 800-900 pupils	36	6300
April 2021	Convert an additional four schools totalling 600-700 pupils	40	7000

Strategic Objective	How it will be achieved	Performance measure
<b>SO A: Strategic Plan and Vision: Implement new 3 year Strategic Plan 2018-21:</b>		
<ul style="list-style-type: none"> <li>Implement Strategic Plan priorities delivered through:               <ol style="list-style-type: none"> <li>Support from the Trust</li> <li>Individual academies.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>All leaders have input into vision and strategic plan.</li> <li>All HTs have a performance management target that contributes to trust development.</li> </ul>	<ul style="list-style-type: none"> <li>There is a well communicated strategic vision &amp; plan in place which has moved seamlessly from implementation into impact.</li> <li>All stakeholders share the vision and are committed to delivering priorities.</li> </ul>
<b>SO B: The Board and Governance: Ensure strong and effective governance at all levels:</b>		
<ul style="list-style-type: none"> <li>Implement strategies to ensure strong and effective governance at Board level.</li> </ul>	<ul style="list-style-type: none"> <li>Recruit more expertise at both Board and Committee level</li> <li>Induct all new Directors and Committee members effectively.</li> <li>Identify and implement appropriate training, especially in relation to challenge and support.</li> <li>Implement appropriate delegation from Board to Committees.</li> <li>Implement risk register with delegated responsibility for monitoring.</li> <li>Succession planning.</li> <li>Employ a highly trained professional clerk for the Board.</li> </ul>	<ul style="list-style-type: none"> <li>The Board focuses on the strategy for improving standards and has the capacity and capability to hold leaders to account to do it.</li> <li>Director's annual self-evaluation evidences the above.</li> <li>Director and Committee member appointments increase expertise.</li> <li>Audits show that Directors/Committee members are prepared and equipped to undertake their responsibilities.</li> <li>Minutes of meetings evidence an increased level of challenge and support.</li> <li>Schemes of Delegation are in place clearly identifying where accountability lies</li> <li>Effective Committee structures/operations in place.</li> <li>There is evidence of skilled management of Trust Risk indicators.</li> <li>Succession plans in place.</li> <li>Evidence of the clerk leading and advising the Board and implementation of an effective business management system to improve communication.</li> </ul>

<ul style="list-style-type: none"> <li>Implement strategies to ensure strong and effective governance at LGB level.</li> </ul>	<ul style="list-style-type: none"> <li>Implement revised Schemes of Delegation.</li> <li>Comprehensive training.</li> <li>Effective induction for all new governors/LGBs.</li> <li>Review governor support tailored to those LGBs that need it most.</li> <li>Succession planning.</li> <li>Implement a cluster system based on a collaborative model of governance.</li> </ul>	<ul style="list-style-type: none"> <li>There is a clear delegated framework for governance at local governing board level that makes the responsibilities of both the Board and any LGBs explicit.</li> <li>Audits show that governors are prepared and equipped to undertake their responsibilities.</li> <li>Audits/minutes of meetings demonstrate that the LGBs know what they need to do to move forward and are progressing.</li> <li>Minutes of meetings and AIO findings demonstrate effective monitoring, support and challenge.</li> <li>Succession plans in place.</li> <li>Cluster system of governance increases expertise across groups of academies.</li> </ul>
<b>SO C: Infrastructure: Build a strong and sustainable infrastructure for the Trust:</b>		
<ul style="list-style-type: none"> <li>Increase financial sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Train academy bursars.</li> <li>Review finance functions that can be more efficiently and effectively completed by the central team.</li> <li>Review commissioned services across the Trust leading to more trust wide procurement where appropriate.</li> <li>Review current finance systems.</li> </ul>	<ul style="list-style-type: none"> <li>Clean audit report.</li> <li>Developed internal audit process.</li> <li>LGBs rate business support services as outstanding.</li> <li>Completed review of centralisation of finance function and recommendations implemented.</li> <li>Monthly process of management account reporting and variance analysis is consistently implemented by all academies.</li> <li>Evidence of trust wide procurement of services that reduce expenditure in academies.</li> <li>Outstanding business support is delivered which underpins and enables effective teaching and learning in academies.</li> </ul>
<ul style="list-style-type: none"> <li>Recruit, retain and develop leadership at all levels within the trust and academies.</li> </ul>	<ul style="list-style-type: none"> <li>Implement talent management plans to inform succession planning.</li> <li>Rigorous Performance Management of Headteachers continues to take place supported by Academy Improvement Officers in the role of External Advisers.</li> <li>Provide trust wide training opportunities aimed at improving leadership at all levels within academies.</li> </ul>	<ul style="list-style-type: none"> <li>There is a clear succession plan for key posts within PDET.</li> <li>Robust talent management plans secure strong succession, (accompanied by testing of quality of external applicants).</li> <li>There is a clear accountability framework for the performance of the Trust that all staff understand, including what happens when key staff under-perform.</li> </ul>



<ul style="list-style-type: none"> <li>Develop opportunities for teacher training across the Trust.</li> </ul>	<ul style="list-style-type: none"> <li>Implement a trust wide plan for maximising teacher training opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Within a landscape of national and local challenges in teacher recruitment and retention, there is an effective strategy for 'growing our own' teaching teams.</li> </ul>
<ul style="list-style-type: none"> <li>Continue to develop effective central services for: <ul style="list-style-type: none"> <li>(i) Human Resources</li> <li>(ii) Health and safety</li> <li>(iii) Estate and facilities</li> <li>(iv) Legal support</li> <li>(v) Safeguarding support</li> <li>(vi) Governance</li> <li>(vii) GDPR</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>(i) Review and adopt trust wide human resources policies to ensure support keeps pace with growth and development of clusters and hubs.</li> <li>(ii) Review and approve trust wide health and safety policy for academies to adopt. Continue to contract with respected providers for advice and support.</li> <li>(iii) Develop a trust wide asset management plan. Review and adopt academy critical incident policies.</li> <li>(iv) Legal services retainer with education specialists</li> <li>(v) Continue to provide regular safeguarding reviews and spot checks by a Northamptonshire Safeguarding Children's Board accredited trainer.</li> <li>(vi) Add further Governance and Admissions expertise to the central team.</li> <li>(vii) Implement statutory obligations pursuant to new GDPR legislation.</li> </ul>	<p>The Trust provides key policies for:</p> <ul style="list-style-type: none"> <li>(i) HR.</li> <li>(ii) Health and Safety.</li> <li>(iii) Trust wide asset management plan has proven associated investment of SCA funding.</li> <li>(iv) Evidence of academies making use of the legal services retainer.</li> <li>(v) All statutory safeguarding processes and procedures, in line with most current legislation, are in place in each academy. Each academy models at least good, and often best practices in line with NSCB accredited trainer advice.</li> <li>(vi) Positive Headteacher / LGB feedback.</li> <li>(vii) GDPR compliance processes and procedures in place.</li> </ul>
<ul style="list-style-type: none"> <li>Implement ICT infrastructure that supports a growing trust.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out due diligence of: <ul style="list-style-type: none"> <li>- Cloud based systems</li> <li>- Trust wide extranet</li> <li>- Most effective MIS</li> <li>- Trust wide analytics</li> </ul> </li> </ul>	<p>The trust has an ICT infrastructure that supports trust-wide collaboration and communication in the most cost effective way.</p>
<b>SO D: Academy Improvement and Effectiveness: Develop Academy Improvement and Effectiveness across the Trust:</b>		
<ul style="list-style-type: none"> <li>Continue to adapt the Trust-wide academy improvement strategy to reflect the needs of a growing trust.</li> </ul>	<ul style="list-style-type: none"> <li>Each individual academy continues to access a tailored improvement programme of high quality monitoring, support and challenge incorporating a range of scheduled activities provided by an Academy Improvement Officer.</li> <li>Academy Improvement Officer support and additional brokered support and intervention continues to be tailored to those academies that need it most.</li> <li>Flexible Improvement Programmes continue to respond to improvements / new challenges throughout an academic year.</li> </ul>	<ul style="list-style-type: none"> <li>Within a rapidly growing trust there is a Trust-wide academy improvement strategy that recognises the different interventions needed at different stages of the improvement journey that an academy undertakes.</li> </ul>

<ul style="list-style-type: none"> <li>Implement systematic programme of “school to school” support focused on the need of individual academies.</li> </ul>	<ul style="list-style-type: none"> <li>Provide “school to school” support based on a collaborative model of academy improvement and peer review via the School Partnership Programme incorporating: <ul style="list-style-type: none"> <li>(i) Lead Headteachers</li> <li>(ii) Improvement Champions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>There is a systematic programme of “school to school” support that is focused on the needs of individual academies ensuring: <ul style="list-style-type: none"> <li>- Impactful cluster working is taking place through a continuous cycle of academy self-review, peer review and “school to school” support and improvement.</li> <li>- A strengthened degree of challenge and support is evident within and between academies, with a relentless focus on change in practice and improvement.</li> <li>- Strengths and expertise are shared across clusters and trust-wide</li> <li>- Academies are able to accurately self-evaluate and have a culture of continuous improvement and high aspiration.</li> </ul> </li> <li>The Trust sees the whole workforce as one team deployed across academies so that the teachers and leaders are deployed for the biggest impact.</li> </ul>
<ul style="list-style-type: none"> <li>Implement a trust wide data system capturing: <ul style="list-style-type: none"> <li>- Pupil performance data</li> <li>- Attendance</li> <li>- Behaviour.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Implement trust wide data system following due diligence.</li> </ul>	<ul style="list-style-type: none"> <li>The Trust has aligned the key educational strategies of assessment models and data systems.</li> <li>A trust wide data system ensures individual academy data is captured enabling: <ul style="list-style-type: none"> <li>- Cost effective, systematic analysis of trust wide data.</li> <li>- Strengths and areas for development to be identified across the trust to inform support.</li> </ul> </li> <li>The Trust uses a strong evidence base to lead sustainable improvement with all children, including getting it right with disadvantaged and pupil premium pupils.</li> <li>There are clear quality assurance systems in place, in terms of academy data, to improve consistency and performance.</li> </ul>
<ul style="list-style-type: none"> <li>Further ensure that all children in PDET academies are receiving an</li> </ul>	<ul style="list-style-type: none"> <li>Ensure best value of Diocesan SLA.</li> <li>Assess / Develop enrichment opportunities to develop each child’s God given talents.</li> </ul>	<ul style="list-style-type: none"> <li>There is clear evidence that all children in PDET academies are receiving an education within a distinctively Christian ethos.</li> </ul>

<p>education within a distinctively Christian ethos.</p>		<ul style="list-style-type: none"> <li>All individual academies see themselves as belonging to a family of academies each united by shared Christian values yet each having its own unique identity.</li> </ul>
<p><b>SO E Partnerships and Collaborations: Establish and develop partnerships and collaborations with system leaders.</b></p>		
<ul style="list-style-type: none"> <li>Seek to establish strong partnerships beyond PDET.</li> </ul>	<ul style="list-style-type: none"> <li>Establish partnerships with system leaders e.g. Maths Hubs, NGA, TSAs, MATs, Diocesan MATs, LAs.</li> </ul>	<ul style="list-style-type: none"> <li>The Trust ensures there are strong partnerships beyond the Trust.</li> <li>There is a Trust wide commitment to making a contribution to local, regional and national educational networks and that system leaders collaborate to make their part of the region stronger.</li> </ul>
<p><b>SO F Growth and Development: Understand the trust's strategy for growth.</b></p>		
<ul style="list-style-type: none"> <li>Phase academy conversions to: <ul style="list-style-type: none"> <li>Maintain a balance of sponsored and convertor academies.</li> <li>Consider the number of pupils on roll.</li> <li>Consider geographical clustering.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Implement strategic system for assessing viability of conversion of individual schools.</li> </ul>	<ul style="list-style-type: none"> <li>The Trust understands its strategy for growth and how it is managed to ensure existing children do not lose out.</li> <li>Phased growth ensures the: <ul style="list-style-type: none"> <li>Capacity to support schools joining PDET</li> <li>Educational viability for all academies</li> <li>Financial viability for all academies.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Overall Performance Measure</b></p>		
<ul style="list-style-type: none"> <li>All academies judged at least Ofsted 'Good' within three years of joining the Trust.</li> <li>Progress and attainment data exceeds floor targets and is at least in line with national averages. Gaps are closing for disadvantaged pupils.</li> <li>All academies judged at least SIAMS 'Good' within 3 years of joining the Trust.</li> <li>Each and every child is able to realise their potential to flourish through the provision of high quality education in each highly successful academy.</li> </ul>		

**KEY**

- Black Text: Central Team identified priorities / actions / performance measures.
- Blue text: Additions following self-evaluation exercise.
- Brown text: Continuation of present priorities / actions.

### Mapped Actions

Strategic Objective	April 2018-19			April 2019-20	April 2020-21
	April 18	September 18	April 19		
<b>A: Strategic Plan and Vision</b> <ul style="list-style-type: none"> <li>Implement Strategic Plan priorities.</li> </ul>	All leaders have input into vision and strategic plan.		All HTs have a PM target that contributes to trust development.		
<b>B: The Board and Governance</b> <ul style="list-style-type: none"> <li>Implement strategies to ensure strong and effective governance at               <ul style="list-style-type: none"> <li>Board level.</li> <li>LGB level.</li> </ul> </li> </ul>	Implement risk register with delegated responsibility for monitoring.  Implement appropriate delegation from Board to Committees. Implement revised Schemes of Delegation.	Employ a highly trained professional clerk for the Board.	Recruit more expertise at both Board and Committee level. Induct all new Directors and Committee members effectively. Identify and implement training.	Implement a cluster system based on a collaborative model of governance.  Succession planning.  Review governor support tailored to those LGBs that need it most.	
<b>C: Infrastructure</b> <ul style="list-style-type: none"> <li>Increase financial sustainability.</li> <li>Recruit, retain and develop leadership at all levels.</li> <li>Develop opportunities for teacher training across the Trust</li> <li>Continue to develop effective central services.</li> <li>Implement ICT infrastructure.</li> </ul>	Review finance functions re central team Train academy bursars. Review current finance systems . Review commissioned services leading to more trust wide procurement.	Adopt trust wide human resources policies. Implement statutory obligations pursuant to new GDPR legislation.	Add further Governance and Admissions expertise to the central team.  Adopt trust wide health and safety policy. Develop a trust wide asset management plan. Review and adopt academy critical incident policies.	Carry out due diligence of ICT systems prior to implementation.  Provide trust wide training opportunities to improve leadership at all levels.  Implement talent management plans. Implement a trust wide plan for maximising teacher training	
<b>D: Academy Improvement and Effectiveness</b> <ul style="list-style-type: none"> <li>Implement systematic programme of “school to school” support.</li> <li>Implement a trust wide data system.</li> <li>Further ensure all children are receiving an education within a distinctively Christian ethos.</li> </ul>	Provide systematic “school to school” support via the School Partnership Programme.				
	Implement trust wide data system following due diligence.				
	Ensure best value of Diocesan SLA.	Assess / Develop enrichment opportunities to develop each child's God given talents.			
<b>E: Partnerships and Collaborations</b> <ul style="list-style-type: none"> <li>Seek to establish strong partnerships beyond the MAT.</li> </ul>	Establish partnerships with system leaders e.g. Maths Hubs, NGA, TSAs, MATs, Diocesan MATs, LAs.				
<b>F: Growth and Development</b> <ul style="list-style-type: none"> <li>Phase academy conversions.</li> </ul>	Implement strategic system for assessing viability of conversion of individual schools.				