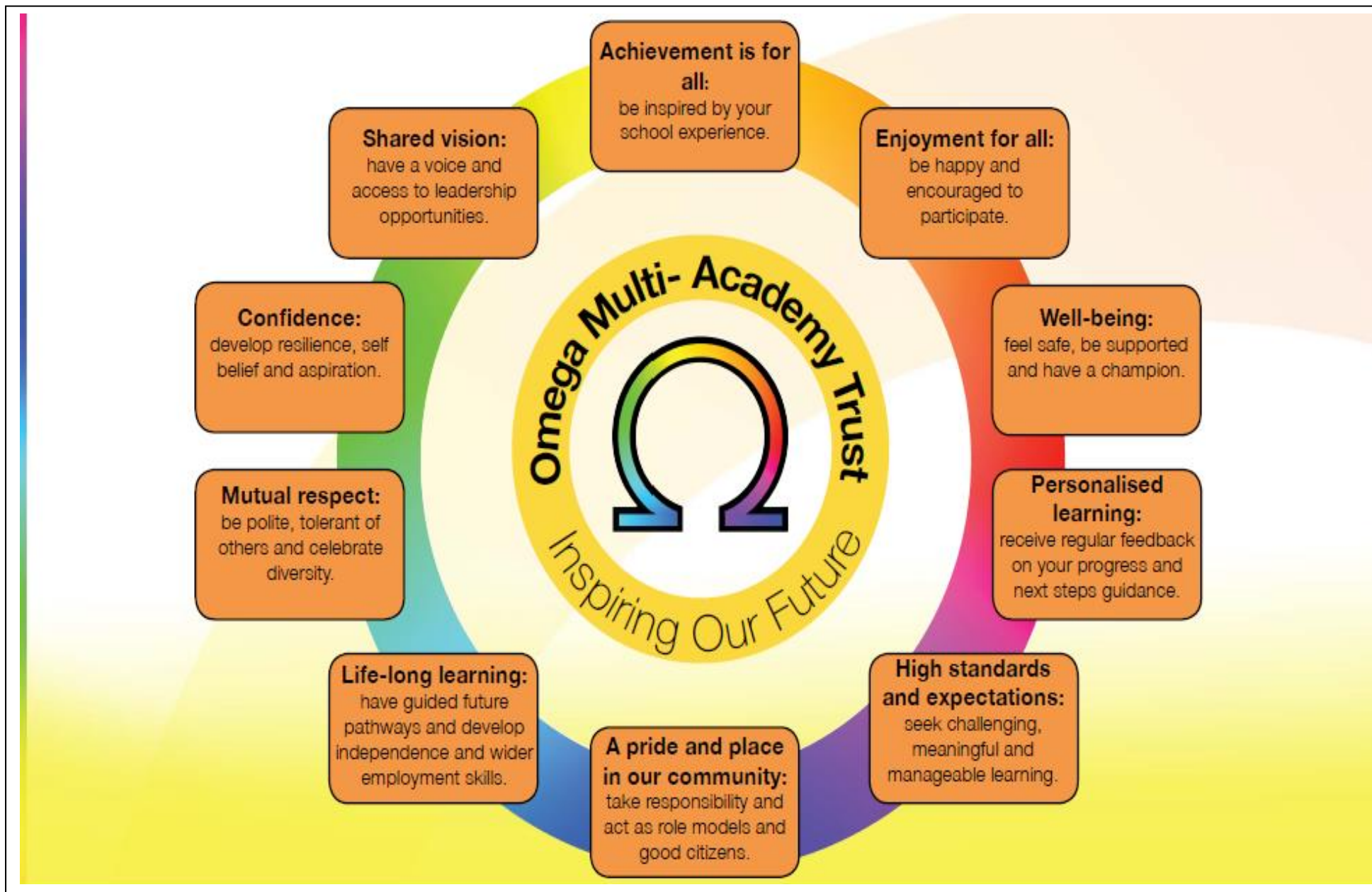




*'inspiring our future'*

# **Strategic Plan**

**2018-2023**



## **The Omega Multi-Academy Trust**

### **Strategic Plan 2018-23**

#### **Omega Trust Mission Statement**

The Omega learning community provides excellent teaching and learning with passion and purpose, based on core values, understood by all. Working in a warm and welcoming, yet purposeful environment, our mission is for everyone to be happy and inspired by their school experience. We empower students to harness their own creativity, to raise their aspirations and to achieve their potential. Working together, they gain confidence and pride to take their place in our community.

#### **Omega Values**

Omega recognises the power and importance of education and the responsibility it undertakes as a leader of schools. For the Trust, education incorporates the personal development of every young person at every level. We understand that we are helping to grow the next generation of society's leaders and citizens. It is essential that we instil in our young people the right values for a successful and happy life, as individuals and as a community. Our students will take a pride and a place in our community. We have an obligation to provide the best school experience possible for every child from the age of 4 to 19. We have an obligation to prepare them for their future, building self-belief and resilience, to achieve their goals and fulfil their talents and aspirations.

#### **Vision, Values and Ethos of the Trust**

The Omega MAT is a cross-phase group of schools in the RSC NW region of Lancashire and West Yorkshire, based in Warrington. This group is composed of four primary schools which feed a large secondary school. All have a reputation for high-quality performance and School-to-school support. All are Good or better as founder schools of the Trust. The secondary is also a National Teaching School. It has taken the opportunity to engage actively in system leadership led by schools and is now developing more formalised partnerships through the MAT. The schools are well-led and the Trust includes one National Leaders of Governance and two National Leaders of Education.

The Omega Trust is convinced that the formation of a MAT will bring improved education and opportunities for all the students in its partner schools. Its people-centred ethos is at the heart of its organisation. This is an ethos based on getting the best school experience and outcomes for the individual child. It is inclusive and brings together a group of schools, who despite their differences in size, phase and character, are passionate about continual improvement in the search for the best education possible regardless of circumstance.

The Omega Trust aims:

- to provide access to high quality education for its most local community;
- to provide a continuity of education from age 4 to 19 for its pupils;
- to provide school improvement opportunities for MAT partners and others;
- to provide school leaders the time and facilities to prioritise children and their learning.

Whilst schools in the Trust will retain much of their unique nature, the ten central values, placing the students at the heart of education, ensure a common direction and purpose.

The academies forming the Trust have a record of previous successful collaboration and have accepted a collective responsibility for their work in all partner schools. They undertake a shared accountability to achieve the best for all students, striving to achieve an equality of access and achievement for Disadvantaged students and those with SEND.

All academies joining the Trust make a commitment to wider school values, which enhance the development of the whole-child and the all-round school experience. School initiatives will promote: student personal and social development; SMSC/BV and Diversity; welfare, health and mental health; character, confidence and resilience-building; preparation for later life and the concept of life-long learning; global citizenship and student leadership. All pupils will benefit from these collaborative cross-school commitments. These provide a holistic 'common ground' for partnership working and a driver for innovative practice and continual school improvement. The Trust will promote equally subject accreditation and professional development for staff to support the practical delivery of these aims.

- **Aims and Priorities**

The Omega learning community provides excellent teaching and learning with passion and purpose, based on core values, devised with our students. Working in a warm and welcoming, yet purposeful environment, our mission is for everyone to be happy and inspired by their school experience. We empower students to harness their own creativity, to raise their aspirations and to achieve their potential. Working together, they gain confidence and pride to take their place in our community.

The Trust has a number of key priorities:

Raising attainment and promoting achievement: the MAT aims to improve further student outcomes through agreed targets within an approach to assessment across 14 years, eradicating the KS3 dip, closing the Disadvantaged gap and enhancing student achievement and pathways to future learning.

Improving the range and quality of provision and opportunity: the MAT aims to bring together the primary and secondary sectors in a holistic model of 14 years of education; to safeguard parental choice locally of school size, offering support as required to sustain high-quality delivery; and a commitment to admissions to facilitate pupils' progression within friendship groups where possible.

Promoting innovation and providing models of excellence: the MAT aims to establish models for school improvement based on research projects; provide a full programme of professional development to raise the quality of teaching and leadership; to promote innovative ideas and best practice to the benefit of all; to prepare to become a sponsor for schools in need of improvement; to build capability and capacity through the Teaching School Alliance.

Providing an effective and efficient service: the MAT aims to ensure financial security and stability across the Trust; to address challenges facing all schools in a collaborative way; to employ effective programmes aimed at securing high-quality teachers and leaders, addressing shortages, especially in the core subjects of English, mathematics and science.

The Trust is outward-facing and is keen to work with wider groups, both locally, regionally and nationally. The schools will continue to work with and support school improvement initiatives through: the School Improvement Alliance; the Learn and Lead; the Warrington Locality Group; school and subject networks; the Teaching School Council and other Teaching Schools; other MATs; the National College; and the DfE and RSC. The Trust will support joint bids to support school improvement and work with others openly through peer reviews to enhance best practice.

- **Founder Trust Partner Schools**

There are five founder members of the Omega Multi-Academy Trust:

- **Burtonwood Community Primary school**
- **Chapelford Village Primary School**
- **Park Road Community Primary School**
- **Westbrook Old Hall Primary School**
- **Great Sankey High School**

All founder schools are equal partners and have worked together strategically to ensure robust planning, holistic thinking based on values and a collaborative approach both within the Trust and externally to assist school improvement on the wider scale.

- **Growth of the Trust 2018-23**

The MAT plans to expand the number of academies in the Trust through collaboration and cooperation, and by building a reputation for delivering high-quality education.

The Trust is planning the pace of growth in order to balance the expansion of the Trust in size needed for the scale of economies to run effective services with the ability to maintain and improve standards across a wider group.

We understand that MATs begin to maximise centralised systems and functions once they are a certain size, however, we aim to expand only if we feel that growth will be mutually beneficial to any proposed partner and the Trust. The key will be in expanding capacity, whilst ensuring sustainability. It is intended, therefore, that growth is limited in this first three years of the strategic period of 5 years. This will allow established systems and practice time to embed. Further growth will depend on the speed of willingness and readiness of wider partners and the planned capacity in expertise and leadership keeping pace. There is no intention at this stage to grow beyond this point, but this will depend on further need within the region.



There is a clear commitment to systems leadership, to promote effective models of delivery in one school or aspect of education for schools in more challenging situations. This does not mean that schools cannot be supported unless part of the Trust. The Teaching School has a successful track record across the region and it is our intention to grow capacity, matching Specialist Leaders to need. The wide range of training programmes for teaching and leadership will be a crucial support to school improvement and future growth. We intend to develop a primary and a secondary School Improvement Strategy supported by the Teaching School, led by the NLEs with centrally funded planning time. This will benefit partner schools initially and then on a wider scale.

We face also the opportunity for internal growth. The West Warrington area is experiencing rapid growth both in business and housing. The Local Authority's strategy to manage the expansion of basic need in primary school places is nearing completion, but there is a need for more secondary school places. The High School partner plans to expand from 315 to 375 per year group from September 2018, supported by the Local Authority. This will need to be managed carefully as part of a wider solution for the locality, which should cater for all local need, without having any detrimental effect on other high school providers on this side of Warrington. This development managed well with all parties would bring greater stability and the opportunity for the desired continuity of education, 4-19, within the MAT with the majority of pupils having the opportunity to transfer to their local partner high school.

MAT growth is, therefore, planned in student numbers, as well as school numbers. In Y1 it is envisaged that Omega educates approx. 3,200 students across the 5 founder schools, growing to approx. 3,700 within the same schools by Y5. With the potential of further growth through additional academies joining the MAT, this may mean over 4,000 by the end of Y5 in total.

- **Model of Governance**

The Omega Trust believes that the MAT structure is the most effective way of bringing together leadership, autonomy, funding and accountability across a group of academies.

An overview of the Trust organisation can be seen at the end of this document. In short, the MAT Board will have both expertise and experience covering finance, HR and education, including at least one NLE and NLG. The Trust is keen to keep parents included in governance, both within the academies' Local Governing Bodies and the MAT Board, however, this will be skills-dependent. The Board's responsibilities will include: MAT vision and the Strategic Plan's monitoring, evaluation of impact and review; MAT budget, financial delegation and value for money; holding the work of the CEO and the Committees to account; and audit of quality and assurance.

There will be initially only two working Committees: Standards, supported by the Teaching School; and Finance, Risk and Audit. There will be the ability for the Standards Committee to focus specifically on each phase of education, but these groups will benefit from working together to target key performance indicators, for the KS2 to 3 transition years (Year 5 to 8) and assessment initially. These committees will consist of individual academy Headteachers and Trustees. The chair of each committee will be a Trustee and have a seat on the MAT Board providing a direct link to ensure vision into practice. This will facilitate coherence and communication, whilst ensuring lines of accountability are clear and separate.

Central Services will be overseen by the Finance, Risk and Audit Committee. Services will provide for urgent need initially, but grow to incorporate any area of potential saving through procurement and economies of scale.

The Local Governing Bodies (LGBs) of each academy will have delegated functions depending on due diligence undertaken at the point of entry to the Trust, through the Scheme of Delegation. The Board will lead and guide development, but operate a 'hands-off, eyes on' approach.

MAT Board membership is provided on Page 13. An overview of Governance is provided on Page 15.

- **Scheme of Delegation**

The Trust wishes to protect and promote autonomy alongside robust and proportionate accountability. The intention is to safeguard schools' uniqueness and support parents and their reasons for choosing to send their children there, by rewarding successful schools with an appropriate level of autonomy. This 'earned autonomy' will be agreed on entry to the Trust, alongside an agreed action plan leading to 'outstanding' status under quality assurance internal audit, which would involve the CEO working closely with the Headteacher and LGB. This would be within the three year period of

the Strategic Plan. Where a school joins the group already in a category for improvement through Ofsted, after this period, then the action plan would be focused on achieving 'good' within the first two years of membership.

The clear delegated framework for governance at Trust Board and Local Governing Body level shows the detail of roles and delegated powers.

Where schools face difficulty, this will be raised through audit of risk and monitoring processes, which facilitate early intervention. The Trust will endeavour to access the specific support required and whilst retaining the power to intervene formally, will do so as a last resort. LGBs will be advised and supported through detailed recovery plans.

- **Budget and Central Support Services**

The Trust will adopt a 'no top slice' approach from the outset, due in part to the financial constraints schools currently face, but also to build from within the Trust. The leadership roles and central finance team will come from existing staff. We will build the schools' contribution to the centre over the five year lifespan of this Plan.

Following a cross-school staffing audit, opportunities will arise to support the efficient management of central services. There will be very few additional, external posts, until the Trust is assured of need and affordability. The Trust will endeavour to maximise efficiency across existing staffing structures, only appointing external posts as essential to progress, where existing expertise is lacking or a 'bought-in' service is deemed not cost-effective.

There will be a central finance function, which simplifies current systems and practices, freeing time for staff in the academies. In advance of conversion an audit of service level agreements and contracts will inform need and early provision. The Trust is keen to work with the Local Authority to mutual benefit and will avoid establishing new functions for the sake of it.

New central services will be focused on quality and not simply potential economies. Initially, academies may be afforded some freedom of choice with preferred existing providers to ensure decisions are made based on robust rationale.

Central services to be offered in the first instance are: school improvement; leadership training and teacher CPD; Legal support; Audit and accountancy; data management; Safeguarding (strategic); and group procurement.

Central services to be offered as the MAT develops: payroll; H+S; Site Management; ICT strategic and operational; staff sharing, targeting shortage subjects; and SEND support services.

Budgets will be the direct responsibility of LGBs, however, they will be kept under review, especially in the current financial climate, through the CEO/CFO and the Finance, Audit and Risk Committee. Strict financial controls and clarity of accountability will be directed by the Financial Scheme of Delegation and approval of budgets will be made by the MAT Board.



- **Risk and SWOT Analysis**

The governance and leadership structures support proactive self-assessment. The Finance, Audit and Risk Committee will commission a number of targeted reports each year to ensure risks are foreseen, minimised and confronted. The Standards Committee will track progress against academic targets and national measures, reviewing self-evaluation and school improvement planning. It will facilitate peer to peer reviews across the schools, so that leaders build experience and share best practice in a supportive environment. In this way, the Trust will build capacity for its wider school improvement function.

Annual reviews of the School Self-Evaluation process will be undertaken and SEFs/SIPs will feed into the CEO's Report to the Board. In this way the 'temperature' within schools will be taken regularly and success and areas for improvement will be documented transparently. Strengths will be matched with areas for improvement across the group at both an individual and school level.

- **Quality Assurance and Monitoring the Strategic Plan**

The MAT has identified some early Key Performance Indicators, by which it will judge itself over this initial period. The Trust will ensure that all schools are financially secure and adopting approaches that are sustainable. Educational standards will be led by aspirational targets to raise attainment across the Trust academies. Academies will work with external advisers, as well as each other and benchmarking will be informed through school size, national and similar school comparisons and local networks. Any academy joining the Trust with an Ofsted judgement less than 'Good' will be targeted to achieve that status within two years.

The Teaching School will facilitate subject networks to improve the quality of teaching and subject leadership. Succession planning and talent spotting, supported by early leadership programmes will ensure the Trust retains its most talented and successful colleagues. The further expansion of the successful ITT School Direct scheme will support recruitment in areas of need.

Facilities and resourcing will undergo annual audit to ensure academies are fit for purpose and teachers have the tools of the trade to offer pupils the best opportunities. Building from due diligence, academies will be supported centrally with Condition Improvement Fund applications and/or capital formula allocation to maintain high standards of provision. Over the period of this Strategic Plan, the Trust will strive to: enhance leadership at all levels and develop a succession plan; increase the support for schools and the services offered centrally; improve the operational efficiency of the organisations; and improve Teaching and Learning through common CPD and targeted intervention strategies.

- **Strategic Objectives**

We have identified a number of strategic priorities by which the Trust will judge itself annually and at the end of this Strategic Plan's period:

- ✓ **To provide the best school experience possible:** increasing the range and quality of curriculum offer and extra-curricular activities and opportunities available to pupils to develop as individuals and achieve their potential academically.
- ✓ **To improve pupil-preparedness for the next phase of their development, education and training:** developing expectations and aspirations from an earlier start with regular skill-based development sessions and careers, information and guidance.
- ✓ **To review the traditional Key Stage approach to reduce transition issues and remove barriers to learning:** developing a cross-phase focus on Years 5 to 8 to enhance provision to counteract the KS3 dip in attainment and improve student outcomes both academically and socially; sharing best practice to reduce transition-related at each key stage.
- ✓ **To improve the quality of teaching:** increasing the range and quality of CPD for all staff to improve the Trust's 'professional capital', targeting leadership and talent development and succession planning, offering experiences across the schools.
- ✓ **To improve the quality of leadership:** talent-spotting for specific training programmes, which is matched to areas of need, as well as growing future leaders generically; providing opportunities for personal development across the phases and academies to retain quality individuals within the Trust.
- ✓ **To ensure financial security, stability and probity across the Trust:** developing meaningful and manageable targets for the range and quality of central services, ensuring value for money and supporting the basic principle of directing the majority of funding to the children, through improving school resources and experiences.

These objectives are explored in detail through the Trust's School Improvement strategy, which will inform and support the individual School Improvement Plans.

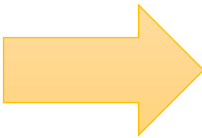
- **School Improvement Strategy**

The MAT has its own separate SI Strategy which details how it will work proactively with its academies to ensure standards are maintained and school improvement takes place at all levels.

**Vision into Practice:**

**Diagnosis of Lines of Enquiry**

- Data management
- Risk Management
- Multi-level Audit
- Accountability and Appraisal
- Projections and Predictions
- Quality Assurance
- Self-Evaluation
- Peer Review
- New or changed national expectations



**School Improvement Strategies**

- CPD
- Coaching
- Leadership Development
- Talent Spotting and Succession Planning
- Subject Networks
- Transition Hubs (Y5-8 SoL)
- Assessment Group (cross-phase)
- Theme Working Groups (common strands)
- Shared Appointments
- Leader and staff deployment
- Target-Setting
- Research and Development
- Initial Teacher Training and School Direct
- School to School Support (direct specific support)
- NLE, LLE, SLE direct support
- External School Improvement Partner Reviews
- NQT/RQT Development Programmes

- **The Teaching School**

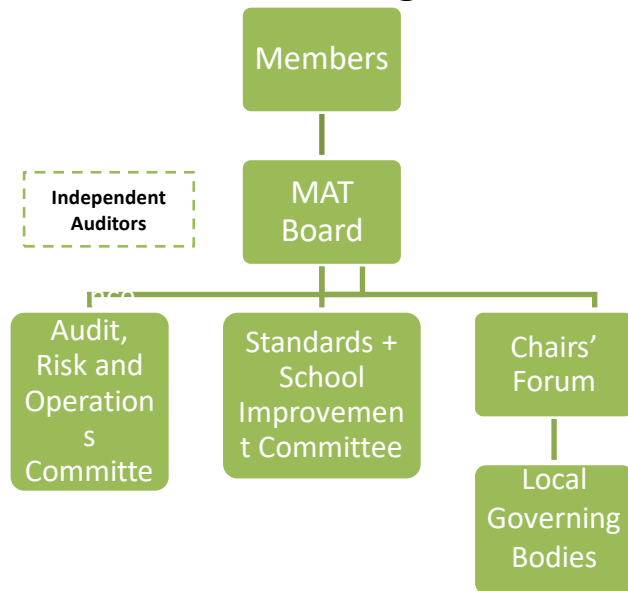
Over-arching aim: To supply high quality teachers and leaders through: ITT; T+L CPD; L/ship programmes; R+D; S2SS



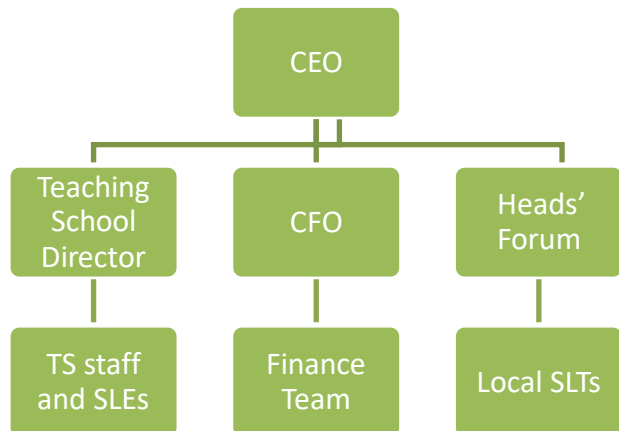
The Teaching School will develop alongside the Trust as a key delivery mechanism for its success. It will support the Trust’s strategic objectives through the development of primary and secondary strategies for school improvement and for CPD. These will support defined career plans for colleagues at every level and deliver training targeting need and projected capacity and succession planning. The TS will expand its established and effective Initial Teacher Training through School Direct and target areas of need across the Trust and also more widely to support the Locality. It will support the Peer to Peer Reviews across the schools, through training programmes to target the skills needed by leaders and to build capacity across the Trust, through expanding the range and deployment of NLEs and SLEs. It will support innovation and school improvement through research and development projects, sponsored by the Trust.

# Omega MAT Trust Governance and Leadership Structure

GOVERNANCE



LEADERSHIP



<b>Members</b>	<ul style="list-style-type: none"> <li>• <b>Attendees:</b> 6 Members (Chair has the casting vote)</li> <li>• <b>Exec Team Attending:</b> CEO</li> <li>• <b>Meets:</b> Twice annually</li> <li>• <b>Focus:</b> Performance of MAT Governance, appoint the Trustees.</li> </ul>
<b>MAT Board</b>	<ul style="list-style-type: none"> <li>• <b>Chair:</b> NLG   <b>Attendees:</b> 9 Trustees</li> <li>• <b>Exec Team Attending:</b> CEO and CFO</li> <li>• <b>Meets:</b> Termly</li> <li>• <b>Focus:</b> Champions the MAT, holds its purpose, sets its strategy, and appoints and holds to account the CEO/CFO.</li> </ul>
<b>Finance, Audit, Risk and Operations Committee</b>	<ul style="list-style-type: none"> <li>• <b>Chair:</b> Trustee   <b>Attendees:</b> 2 additional trustees, not inc CEO</li> <li>• <b>Exec Team Attending:</b> CEO, CFO and HTs</li> <li>• <b>Meets:</b> Termly</li> <li>• <b>Focus:</b> Financial management, Audit and Risk, holds the CFO to account. MAT operations (HR, IT, Facilities etc.).</li> <li>• <b>Schools representation:</b> HTs attend to advise, without voting rights.</li> </ul>
<b>Standards and School Improvement Committee</b>	<ul style="list-style-type: none"> <li>• <b>Chair:</b> Trustee   <b>Attendees:</b> Chairs of local governing bodies</li> <li>• <b>Exec Team Attending:</b> CEO, TS Director</li> <li>• <b>Meets:</b> Termly</li> <li>• <b>Focus:</b> Supports the continuous improvement of standards within primary/secondary MAT schools. Champions the Teaching School, holds its purpose, sets its strategy, holds Teaching School Director to account.</li> <li>• <b>Schools representation:</b> HTs attend to advise, without voting rights.</li> </ul>
<b>Chairs' Forum</b>	<ul style="list-style-type: none"> <li>• <b>Chair:</b> MAT Chair/Trustee   <b>Attendees:</b> Chairs of local governing bodies</li> <li>• <b>Exec Team Attending:</b> CEO</li> <li>• <b>Meets:</b> Termly</li> <li>• <b>Focus:</b> all matters, feeding Committee agendas</li> </ul>
<b>Local Governing Body</b>	<ul style="list-style-type: none"> <li>• <b>Chair:</b> Local Chair   <b>Attendees:</b> Community leaders, staff, parents</li> <li>• <b>Exec Team Attending:</b> Headteacher &amp; Leadership Team</li> <li>• <b>Meets:</b> Termly</li> <li>• <b>Focus:</b> Supports the continuous improvement of standards within an individual school within the MAT+relationships with local community.</li> </ul>
<b>Headteachers' Forum</b>	<ul style="list-style-type: none"> <li>• <b>Chair:</b> CEO</li> <li>• <b>Meets:</b> fortnightly</li> <li>• <b>Focus:</b> School improvement, support, common issues+ events</li> </ul>

# Omega Multi-Academy Trust – governance structure

## Members

Responsible for:

- Appointing Trustees
- Holding Trustees to account

**Andrew Bent**  
(Former Chair GSHS)

**Gillian Harrison**  
(Vice-chair BPS)

**David Platt**  
(Chair PRPS)

**Gavin Brown**  
(Chair WOHPS)

**Steve Tottie**  
(Chair CVPS)

## Trustees

Responsible for:

- Vision, ethos and strategic direction
- Holding executive leaders to account
- Overseeing the financial performance

**Andrew Bent**  
(Chair of Trustees & NLG)

**Naheem Shafiq**  
(Vice-chair)

**Jon Wright**  
(CEO)

**Rich Hannibal**

**John Joyce**

**Brendan Conboy**

**Lisa Jordan**

**Ruth Young**

**VACANCY**

## Local Governing Boards (LGBs)

**Michael Platt**  
(Chair GSHS)

**Paul Carr**  
(Chair BPS)

**David Platt**  
(Chair PRPS)

**Gavin Brown**  
(Chair WOHPS)

**Steve Tottie**  
(Chair CVPS)

These are technically committees of the board, and any responsibilities have to be delegated to them from the board of Trustees, set out in the scheme of delegation.

Key:

Board Sub-Committee

Advisers to Committee

Remit of Committee

# OMAT Trustee Committee Structure

## Trust Board

Finance, Audit Risk and Operations

Standards, School Improvement and Teaching School

Finance

Risk

Audit

HR

H+S

Premises

Admin

IT

Primary School Improvement Strategy

Secondary School Improvement Strategy

ITT SD

S2SS

Lship Dev

R+D

T+L CPD

Tal Dev

CFO

CEO

Chairs' Forum

Heads' Forum

TS Director

## Omega MAT Key Performance Indicators

### Achievement is for all:

*be inspired by your school experience*

**Primary:**    **KS1**    **>80% Expected RWMS + Phonics**  
                          **KS2**    **>85% Expected in RWM + EGPS**  
    **Sufficient Progress scores in RWM**

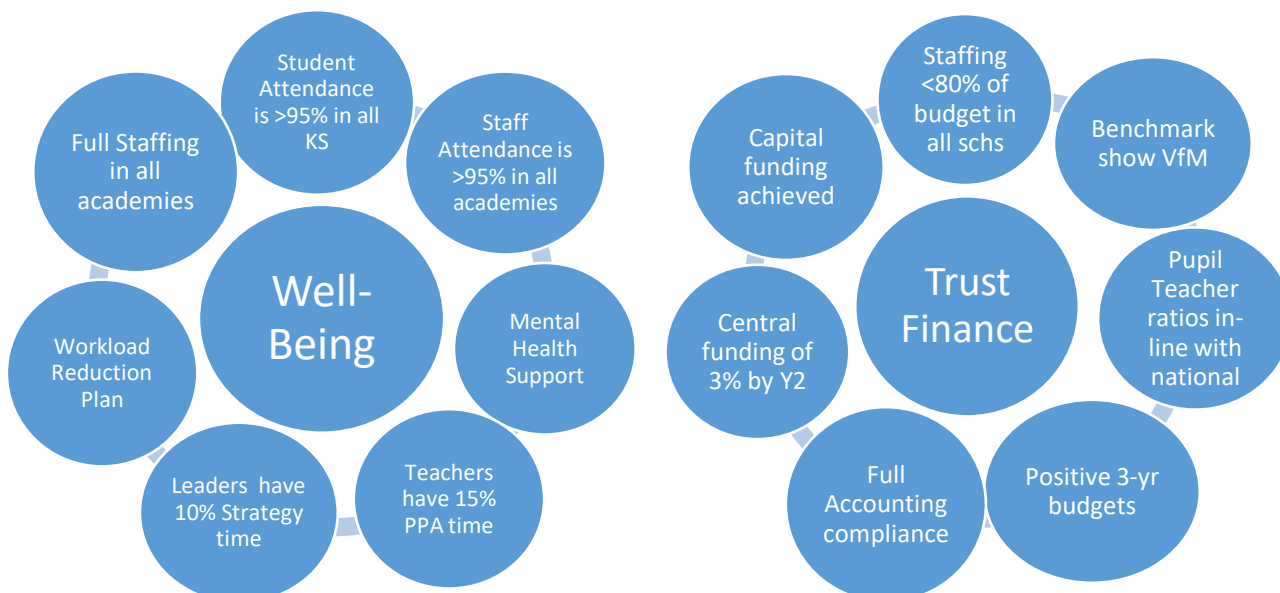
**Secondary:**    **KS4**    **P8 will be positive**  
                          **KS5**    **C+ average grade**

*Disadvantaged pupils' average score is above the national average.*

### High Standards:

#### **Ofsted-rating:**

*All schools retain or improve their grading;  
 T+L and Leadership judgements are at least good. No schools are below floor or coasting.*



### Teaching School:

*ITT: to train between 15-20 trainees per year, with 90% achieving employment.*

*CPD: to provide between 50-70 evidence-based CPLD days, with 90% of feedback reflecting positive outcomes and improved practice.*

*S2SS: to provide 30-40 days of NLE, LLE and SLE deployment, with 90% of feedback reflecting positive outcomes and improved practice.*