



Warrington Primary Academy Trust

Business Plan 2023 - 2026

Trust Board Meeting 18 July 2023

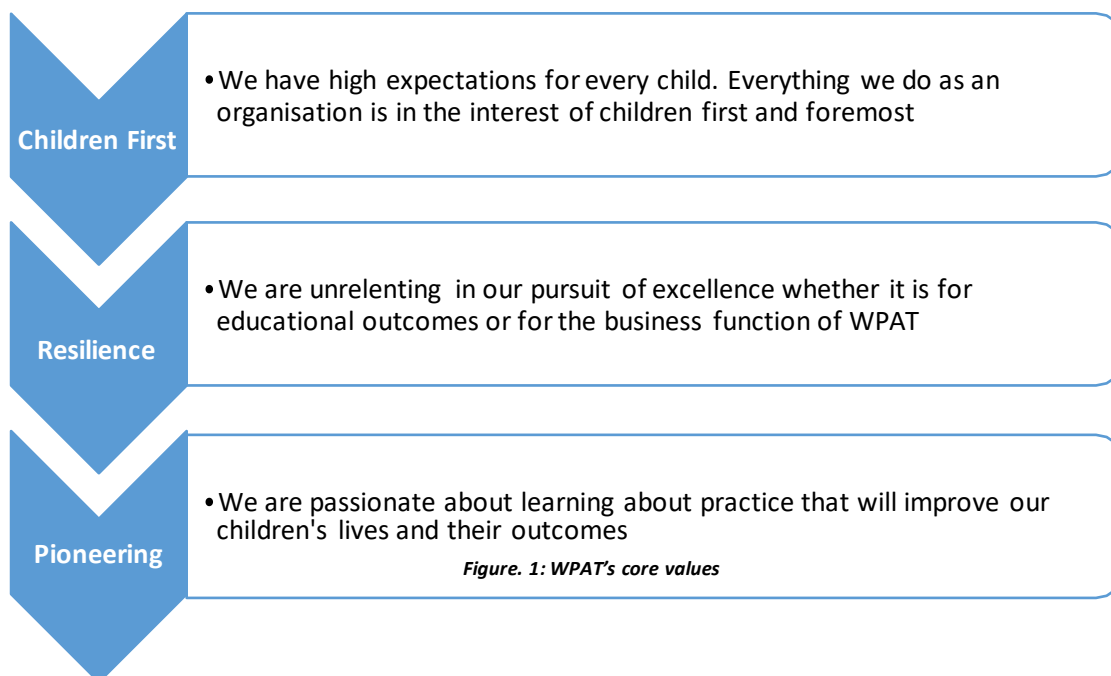
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1. Warrington Primary Academy Trust

Warrington Primary Academy Trust was established in 2016 when three Warrington primary schools, Evelyn Street, Bruche and Penketh converted to a Multi- Academy Trust. The trust has a clear strategy for growth, ensuring that we remain focused on sustainable school improvement articulated in the Trusts guiding principle **“To deliver a first class education through partnership, innovation, school improvement and accountability”**. Schools joining the Trust do so with the prime aim of improving themselves and each other through the development of career path ways supported by targeted bespoke continuous professional development for all staff. This will be achieved through our core values.

1.1 Core Values



The values are fundamental to everything the Trust represents and they run through all elements of school improvement and understood and owned by all members of the school community. To support all schools to strive for continual improvement, to mitigate risk and to determine the services we provide for our schools, we profile each school using a four-phase improvement model.

These four phases include:

- Phase 4 - Stabilise
- Phase 3 - Repair
- Phase 2 - Improve
- Phase 1 - Sustain

All service areas have identified key characteristic that will determine the phase profile of each school. This profile will determine the amount of support provided and the nature of this support. All schools will be matched against this four-phase model as part of the due diligence process when joining the trust, and through systematic quality assurance.

1.2 Strategic Direction

Our strategic direction is set within the 3 pillars of, partnership, school improvement and accountability, beneath which sit the trusts key work streams shown in figure 2. These work streams develop into Trusts projects which form the Trusts Improvement Plan (TIP appendix 1). The academies then use this as the basis to form individual School Development Plans (SDP) linked to their academy specific priorities.

1.3 Priority Work Streams

To deliver a first class education through partnership, innovation, school improvement and accountability

Key RSC Questions

Does the MAT have the capacity to give Schools what they need and is it getting the best value possible?

Does the Trust understand the needs of each school & what is being done to address these needs?

What is the competency of the Strategic capacity of the Trust to hold the CEO to account?

Strategic Approaches	Partnership We work together to take the very best practice from all and to extend our reach to positively influence the outcome for more children	School Improvement We develop intelligent leaders to lead beyond their schools to influence positively on the outcomes of more children	Accountability We value quality assurance & see that individuals have a responsibility for doing the best that they can do. We welcome challenge & scrutiny
Priority Work-streams	<p>Our Identity We embed with our teams & partners our core values; by doing so we empower & motivate our people through a shared goal to deliver a quality education.</p>	<p>Skilled Workforce We ensure we have the right people in the right roles. Through distributed leadership we raise the expertise of our people across the MAT. All Trustees, LGCs & staff access high quality training grounded in the latest research.</p>	<p>Risk Management We have risk management protocols with a central & school risk registers, set within a strategic school improvement strategy that will prioritise schools that are at risk of becoming less than good in the quality of provision they offer children.</p>
	<p>Clear Communication We have a communications strategy that is effective & meaningful to ensure that information is accessible, & we can engage with our different audiences. Our internal reporting synergy ensures clarity on what are the important messages we need to note.</p>	<p>Succession Planning We have career pathway programmes that invest in our staff to identify & foster skills that WPAT will need to grow while sustaining its current, & securing its future, successes</p>	<p>Quality Assurance As a reflective organisation which seeks to improve we have internal quality assurance models to test the robustness of our provision. We challenge our judgements with timely external reviews.</p>
	<p>Vision + Growth Strategy Our marketing strategy seeks schools that demonstrate the drive to embrace mutual partnership. We have robust due diligence procedures that clarify our capacity to support schools seeking entry with an onboarding process that plans for the school needs to assist transition into WPAT.</p>	<p>School Performance We highlight underperformance & work to tackle it ensuring that whole school approaches are considered alongside interventions. We seek out & embrace resources to drive improvement including latest research & evidence based practice.</p>	<p>Staff Performance Management Clear job descriptions, induction & staff performance management processes ensure staff understand their & colleagues' roles, the part that they play within their teams & the organisation as a whole to improve children's outcomes. We have a strong leadership structure, understood by all with clear lines of accountability</p>
	<p>Governance We ensure the Trust's operational & governance structures are relevant & reflect not just the MAT we are now but also the MAT we will become in the future.</p>	<p>Understanding Data We provide WPAT management information in a standardised & easily accessible format so that the Trust, LGC & school leaders understand what has gone well & what they still need to improve.</p>	<p>Finance We ensure financial probity across all aspects of WPAT through transparent financial management processes, in order to generate financial efficiencies & provide a quality service to maximise provision.</p>
	<p>Integration We respect the unique quality of individual schools while integrating them into business systems & educational strategies within WPAT.</p>	<p>Quality of Education Leadership and quality of curriculum, and pedagogy.</p>	<p>Ethical Leadership We apply the principles of Ethical Leadership in all aspects of Trust activity.</p>

1.4 The Trust Improvement Plan

The Trust Improvement Plan is drawn from our strategic work streams which in turn are developed into key projects. Projects mature over a period of 12 to 24 months and are then formally adopted into normal core business practice. The following shows the 6 current project work streams.

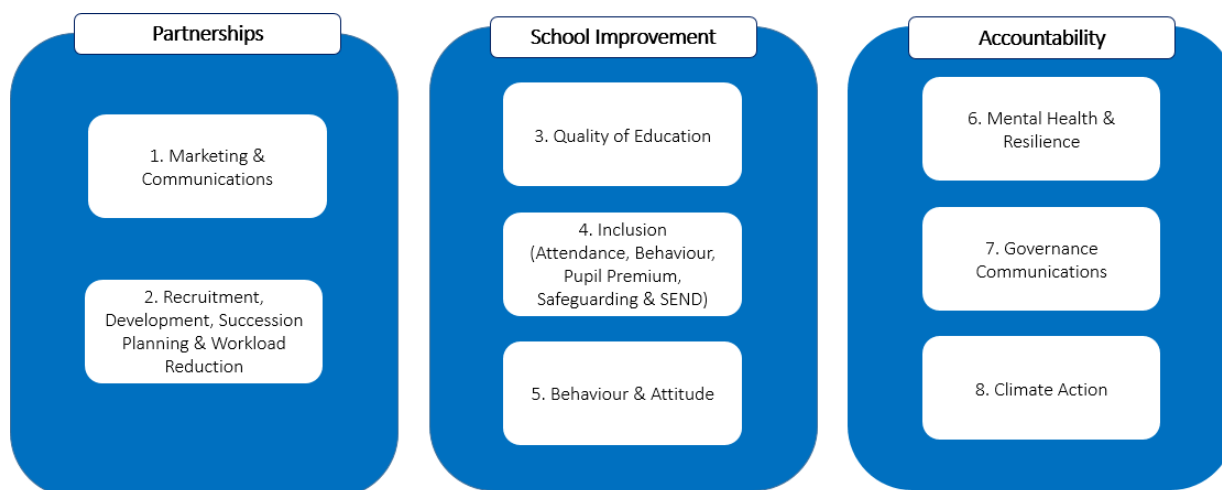


Figure 2: 2022/24 WPAT projects

2. School Context 2023

School	Date of Conversion	Last Ofsted Inspection	School Improvement Phase
Evelyn Street	August 2016	Outstanding Oct 2011	1
Penketh	August 2016	Good April 2023	1
Bruche	September 2016	Good Nov 2022	1
Beamont	May 2018	Good Oct 2022	1
Alderman Bolton	May 2018	Good Oct 2022	1
Ditton	July 2019	Inadequate 2018	2
Kingsway	December 2020	Inadequate 2018	3
Frodsham	May 2022	Inadequate 2021	3

Figure 3: Current WPAT School Context

3. Wider Partnerships

3.1 WPAT Trust Work Force Reform Hub

Evelyn Street Primary Academy was awarded Workload Reduction Toolkit review status in May 2021 for the Lancashire and West Yorkshire Teaching School Council region; this continues on from being appointed to coordinate teacher-led research projects in 2019-20. During the second half of 2021 a review of local workload reduction best practice was undertaken and evidence gathered from local leaders to inform a national update of the Workload Reduction Toolkit by the Department for Education. The review was led by Generate Teaching Hub.

3.2 WPAT Behaviour Hub

Behaviour Hubs are primary schools that excel in behaviour strategies that lead to high performance outcomes for all children Behaviour Hub. The hub has been established with Evelyn Street Primary Academy, based on a track record of high performance in for all pupils' outcomes. The focus of the hub is in achieving excellence in developing learning behaviours.

3.3 Trust Teaching School Hub Generate

Due to the high performance of Evelyn Street Primary Academy, WPAT was awarded designation as the Teaching School Hub for all 292 schools and 6,000 teachers in Halton, Warrington and Wigan and in September 2021 Generate Teaching Hub was launched in September 2021. It is a key deliverer of the Department for Education's golden thread plan to ensure high quality teacher training for all teachers in England, at all stages of their career. As one of just 87 Teaching School Hubs in England, Generate Teaching Hub has been leading the implementation of the new 2-year Early Career Framework for new teachers and the expanded National Professional Qualifications. In September 2023, Teaching School Hubs designation is being broadened to include becoming the sole, local provider of the Appropriate Body service assessing and confirming new teacher induction plus offering a strategic leadership role to Initial Teacher Training. Additional services on offer include high quality CPD to Early Years providers and a pilot of an innovative post-induction peer network for teachers, and provision of school based Initial Teacher Training for both PGCE and Apprenticeship routes.

A core team coordinates activities with a delivery partner chain of 100 local teaching leaders providing training and assessments services to 1,200 teachers in our region. A bespoke database is used to monitor activities and engagement with schools and trusts; and we have delivered on our contracted targets. A strong stakeholder network has been established with partners supporting a robust governance structure that reports to the WPAT Trust Board with regional and national networking in place to engage partners in the planning and coordinated delivery. Our theme for our service through the academic year 2023/24 is Leading Professional Development.

To support the evidence base for our activities, Generate Teaching Hub has mapped a Theory of Change and was the first Teaching School Hub to deploy an Independent Assessor to review activities and inform planning. We receive high, positive satisfaction response rates from teachers on all our core programmes. Annual surveys and a clear communication strategy ensures ongoing engagement with our key audience groups and the widening of knowledge about ongoing teacher development reforms.

4. Trust School Services

4.1 The Trust School Services

The trust school services costs were 5% 2016 - 23 of the total General Annual Grant (GAG) allocation for each school. Schools subject to Ofsted category 4/3 will have up to 10% cost due to increased pressure on Trust resources.

Costs could rise in future years up to 6% as agreed with schools in 2020/21 but so far have been maintained at 5%. The cost pressures are due to a variety of reasons; natural inflationary cost and staffing, Trust staffing has increased; employment of an Estates Manager, Data Manager, Governance and Policy Co-ordinator, public relations office to address increasing complaints trend and media interest, and additional admin hours to support the central function. The Trust from its inception has also negotiated competitive rates for school services not met by the Trust.

Due to disparities per pupil in the funding formula, Trustees are currently considering a top slice of 0.5% to all budgets to hold as contingency for schools experiencing challenges that need targeted financial support.

The table below outlines school services that all schools adhere to. All services are reviewed annually.

Activity	Central Team Leads
<p>4.2 <u>Financial Management</u></p> <p><u>Finance and Business management support</u></p> <ul style="list-style-type: none"> • Annual and multi-year budget planning. • Budget monitoring and reporting. • Curriculum led financial planning. • School resource management and curriculum led financial planning • Month end financial procedures. • Financial Procedures. • Cash flow management. • Preparation for year-end accounts and financial closedown • Support and advice on use of PS Financials accounting software • Support and advice on use of Budget Planning software • Trust-wide procurement strategy and bespoke advice • Termly School Business network /development group • Monthly School Business on-line briefing • Focused CPD sessions • In addition to the above on-going advice and support, all schools also receive individual on-site visits. <p><u>Accountancy and Audit</u></p> <ul style="list-style-type: none"> • Focused internal audit visit based on risk • External audit of the financial statements (interim and final) • Assurance on regularity • Completion and audit of Teachers Scheme EOYC return • Completion of annual LGPS returns • ESFA Budget Forecast Return Outturn (BFRO) • ESFA Budget Forecast (BFR) • Annual accounts return • Compilation of statutory financial Statements & other accounting advice <p><u>Financial Software</u></p> <ul style="list-style-type: none"> • Accounting software, PSF • Budget software, Excel • Cash flow management reporting • Licencing costs for financial accounting and budget software • Remote server access and cloud based systems 	<p>NE, PM and HD</p>

<p>4.3 <u>Estate Management</u> <u>Estates Management / Health and Safety</u></p> <ul style="list-style-type: none"> • Estate management strategy • Project management support – estates capital works • Termly Health & Safety compliance review • Pargo system - school compliance tracker • Site inspection documentation • H&S policy (school and Trust), Emergency Plan and Business Continuity Plan support • Recruitment of site staff support • Induction for new Maintenance Officers and availability of Lead Professionals for induction and wider support • Termly Maintenance Officer network / development group • 3 yearly condition survey • Suppliers and contractors list – approved / not approved <p>4.3.1 <u>Risk Management</u></p> <ul style="list-style-type: none"> • Risk management including the risk register • Infection control support as necessary eg covid • Business Continuity plan • Emergency procedures / incident support 	<p>PF, NE and HD</p>
<p>4.4 <u>Communication / Website and IT Team</u> <u>IT</u></p> <ul style="list-style-type: none"> • Manage SLA EDAC IT infra structure support for Trust schools • Asset management system - Parago • Links with technical support provider to ensure the school meets its identified ICT priorities and legislative requirements • Maintenance and development of Trust-wide systems for all schools (e.g. finance, data collection, communication portal) • Remote back up • ICT procurement support • ICT technician support • Risk management <p><u>PR Marketing</u></p> <ul style="list-style-type: none"> • Publicist to manage media and social interest • Marketing of school and Trust vacancies through Trust channels – website and social media • Termly community Voice survey; Pupil/ Parent and Staff and analysis • Managing public communication of the Trust – Key messages • Development of marketing and branding for the Trust <p>4.4.1 <u>Data and Information Management</u></p> <ul style="list-style-type: none"> • Implementation and operational management of GDPR including staff training, subject access requests, breach investigations etc. • Data Protection Officer for the Trust • Termly analysis and reporting of data for school and Trust • Annual analysis and reporting of statutory assessments at school and Trust level 	<p>VH/IB, HD, EM LW and NE</p>

<ul style="list-style-type: none"> • Support to schools on and development of reports for Trust and school level information 	
<p>4.5 <u>Policy and Compliance</u></p> <p><u>Policy and Compliance</u></p> <ul style="list-style-type: none"> • Development of Trust policy and procedures • Up to date framework of all policies • Compliance tracker • Website compliance audit <p><u>Human Resources advice and Telephone Support</u></p> <ul style="list-style-type: none"> • Procurement of SLA HR for Trust schools • Providing investigating officer <p><u>SLA Warrington HR Advice, support and guidance on:</u></p> <ul style="list-style-type: none"> • Payroll • Restructures • Redundancies • Absence Management • Performance Management • TUPE • Varying terms and conditions of employment • Investigations and disciplinary • HR related letters • Contracts • Working with unions • Job descriptions • Support managing complaints • Providing Trust complaints policy /procedures • Pay and negotiations with unions • Terms and conditions <p><u>Staff Wellbeing</u></p> <ul style="list-style-type: none"> • Trust wellbeing strategy • Exit Questionnaire • Wellbeing surveys • Appointment of and support for Mental Health First Aiders • Trust staff induction (termly) • Insurance Wellbeing support package <p><u>Central Administrative Support</u></p> <ul style="list-style-type: none"> • Scheduling of Academy and Multi - Academy central calendars • Administrative support for key central team functions • Providing Admin back up support when necessary to schools • Managing Termly Meeting with Union representatives 	<p>NE, EM, LW and AB</p>
<p>4.6 <u>Governor Training & Development</u></p> <ul style="list-style-type: none"> • Maintenance of the SharePoint site for governance documentation and training • Purchase of online training packages – NGA and National College platforms • Recruitment and induction for governors • WPAT governor training sessions 	<p>AB and NE</p>

<ul style="list-style-type: none"> • Termly governor chairs meetings, attended by a nominated chair or vice chair, CEO and CFO • Trust governance visioning events • Ofsted preparation for governing committees • NLG support deployed based on risk level • External Review of Governance • Skills audit for LGCs • LGC self-evaluation framework • Code of conduct for governors • Standard governor committee agendas and meeting notes • Committee terms of reference • WPAT governor on committees 	
<p>4.7 <u>Strategic Leadership groups</u></p> <p><u>HEAT Headteacher</u></p> <ul style="list-style-type: none"> • Trust central team monthly briefing • Information sharing • Trust development of services • Headteacher collaboration learning communities • Headteacher lead in our Network leadership focus groups; Send, Safeguarding, Pupil Premium, Curriculum, Contingency planning. <p><u>Education Hubs; Lead practitioners</u></p> <ul style="list-style-type: none"> • Headteacher / Central team lead in our Network leadership focus groups; SEND, Safeguarding, Pupil Premium, Curriculum, Business managers, Critical incident, behaviour and ethics • Groups set the strategic direction of the focus, establish network meetings with representatives from all schools to enact the identified priority streams within the Trust Improvement plan. <p><u>Executive Leadership Team</u></p> <ul style="list-style-type: none"> • Monthly central team meeting • Exec Headteacher Monthly Meetings CEO 	LS
<p>4.8 <u>School Improvement</u></p> <p><u>Trust Continuous Professional Development</u></p> <ul style="list-style-type: none"> • Coaching • Professional qualifications • Centrally agreed training packages • Bespoke training packages; Inclusive joint CPD inset • Subject networks • Specialist support/ lead practitioners • Curriculum and teaching and learning • Mental Health and Wellbeing Network • Professional consultant accredited list <p><u>Educational Hubs</u></p>	LS, MY and BC

- SEND/Pupil Premium/Attendance
- Safeguarding and behaviour
- Curriculum
- Mental Health/Wellbeing
- Business Managers
- Subject networks

Governance Hubs

- Send/ Pupil Premium/ attendance
- Safeguarding and behaviour

Trust Quality Assurance

- Trust School Improvement Strategy, aligns with school Improvement plans delivery is supported by a team; Consultant specialist, lead practitioners System Leaders and Exec Headteachers
- Robust due diligence cycle for on boarding new schools, supporting transition into Trust and identification of school Improvement support resources
- Strategy of robust audit function to support identification of need and targeting of resources.

Partnership Review

School Improvement Partner

Procurement of SLA School improvement partner 1-day visit per term for Trust schools

- Review of HT SEF and accuracy of judgement
- Ofsted readiness
- Deep dives, subjects' dependent on school context
- School culture and partnerships

Subject leader Peer to Peer reviews on Teaching and Learning

- 1 day per term review
- Consist of the following; Subject Themed focus subject deep dive in specific year groups or whole school.

Headteacher Peer to Peer reviews

- ½ day each month each school hosts a review
- Informal learning walks/ work scrutiny on chosen themes
- Host school records and review uses as next starting point of review

SEND Reviews

- Procurement of SLA Bi- annual review for Trust schools
- Procurement of SLA 3 yearly Safeguarding Manager software
- Procurement of SLA yearly Safeguarding consultant support
- Peer to peer evaluation of Send strategies.
- Send Network.

SEND reviews completed in response to needs identified.

- Support for Ofsted preparation.
- Termly data analysis attendance reports

Pupil Premium Reviews

- Procurement of SLA 3 yearly review for Trust schools
- Peer to peer evaluation of PP strategies.
- Pupil Premium Network.
- PP reviews completed in response to needs identified.

<ul style="list-style-type: none"> • Support for Ofsted preparation. • Termly data analysis attendance reports <p><u>Behaviour Toolkit reviews</u></p> <ul style="list-style-type: none"> • Annual self- evaluation • Bi annual External evaluation <p><u>Governance Reviews</u></p> <ul style="list-style-type: none"> • Procurement of 3 yearly for Trust schools <p><u>CEO Challenge Meeting; Data and performance reviews</u></p> <ul style="list-style-type: none"> • Termly meeting CEO whole school performance • Consisting of review performance areas; Estates, finance, attendance, Standards, Siplans, SEF and annual schools self-evaluation risk review, SIP reports, other audit reports, safeguarding, internal audit etc. <p><u>Headteacher Performance Management</u></p> <ul style="list-style-type: none"> • Procurement of SLA for Performance Manager Advisor • Review old and setting of new targets and personal development June/July • Review targets and personal development February • Review old and setting of new targets and personal development <p><u>Teaching school Hub</u></p> <ul style="list-style-type: none"> • National Professional Qualifications for School Leaders • Early Career Framework • Appropriate Body • Initial Teacher Training • Wider Professional Learning offer, to include conferences, Teach meets, targeted CPL, Headteacher professional learning community and curriculum professional learning community <p><u>Behaviour Hub</u></p> <p>A wider range of professional learning opportunities available through the behaviour Hub</p>	
<p><u>Safeguarding</u></p> <ul style="list-style-type: none"> • Procurement of Safeguarding Manager software • Procurement of Safeguarding consultant support • Safeguarding annual audit of school provision • Safeguarding network meetings twice per term • Termly Data analysis for safeguarding • Safeguarding policy updates reflecting KCSIE • Support and advice in relation to Attendance • Termly Attendance data analysis reports 	<p>MY and VH/IB</p>

5. Finance Management

WPAT has invested in an experienced finance team to run and manage the Trusts financial systems. This comprises of a financial accountant, finance manager and a team of business managers that operate across the Trust.

To maintain effective financial control, we have developed a comprehensive Financial Regulations document. This document implementation is supported through our comprehensive e-learning training package. Our core team work closely with our schools to set clear budgets, manage payments and expenditure, forecast resource allocation and comply with regulations.

An internal cycle of reporting and monitoring is in place to ensure good practice and transparency of expenditure. Robust policies and procedures around financial authority, procurement processes and measuring value for money ensure careful use of public funds.

WPAT are successful at securing additional funding. For example, the following capital funding has been secured by WPAT above allocations of Developed Formula Capital since conversion to academy and invested in the WPAT buildings for the benefit of our communities.

Financial year bid	School	Works undertaken	Allocation of Grant £
2017/18	Evelyn Street	Emergency Heating	81,825
	Bruche Primary	Boiler replacement	202,006
		Roof	576,368
	Penketh Primary	Boiler replacement	227,457
Roof		524,360	
2018/19	Bruche Primary	Heating infrastructure	224,407
2019/20	Alderman Bolton	Roof	664,599
	Beamont Primary	Roof (part)	526,543
	Penketh Primary	Heating infrastructure	189,645
2020/21	Beamont Primary	Fire Safety	401,688
	Alderman Bolton	Windows	116,609
	Evelyn Street	Heating Infrastructure	240,774
	Kingsway (formerly Simms Cross)	Windows	247,078
2021/22	Kingsway	Roof	658,180
2022/23	Frodsham	Building Improvements	40,000
2023/24	Beamont	Heating infrastructure	647,680
Total Capital Grants Secured			5,569,219

Figure 4: Successful Capital bids

5.1 Estates Vision

WPAT strive to create safe, exciting and inspiring learning spaces for our pupils, both indoors and outdoors, further enhancing their educational experience. We continuously improve the resilience of our school estates both land and buildings, leading improvement projects and the day to day running of the estate to enable school leaders to focus on creating academic excellence in their settings. We consistently promote innovation in energy efficiency, links to the curriculum to aid learning and are committed to seek new ways in which to build sustainability, thereby reducing our carbon footprint and ultimately creating a better future for our children.

The Trust has a comprehensive team who manages the school estate and provide an audit function. This team is led by the Estates Manager, Business Officer and supported by a roving Caretaker and Maintenance Officers. The team ensures that there is full compliance with all health and safety regulations and to this end regular unannounced visits to check site compliance takes place. This team coordinates all capital project improvements and the day to day management of the schools in order to free up Headteachers to focus on creating academic excellence in their settings.

5.2 Risk Management

We have extensive procedures for ensuring the safety and well-being of our children, visitors and staff. A risk register is maintained in each school and reported to LGCs and to the Audit and Risk Committee. In addition to this the Trust has a strategic risk register that is overseen by the Audit and Risk Committee and Trust each

term. The awareness of risk management has been brought into more formal mechanisms and is being promoted as an everyday task by all in the business functions of the Trust.

5.3 Communications, Website and IT Team

The MATs communications team consists of a Press Officer and Digital Media & Communications Coordinator. Both positively contribute the public face of the Trust. The MAT has produced a suite of internal communications documents, this is captured in the "Key Information and Reports Strategy". This collects all key documentation within WPAT and maps how the document is to be created and utilised. It identifies why the documents exist, who is responsible for the documentation at each stage of its development, when documents must be produced and where they are stored. The process prevents reliance upon individual knowledge and allows existing, and new, school leaders to ascertain their duties and the responsibilities of colleagues.

We also purchase MAT wide provision of core ICT services to support our schools in maintaining up to date, efficient and cost-effective infrastructure.

5.4 Data Management

WPAT has Trust wide standard performance data handling procedures for collecting, reporting analysis and auditing all its information. It's experienced Data Manager oversees internal processes, data storage, reporting and data analysis to ensure data compliance with General Data Protection Regulation and the Data Protection Act 2018. Robust reporting systems have been timetabled into Trust calendars to ensure accurate information on academy performance is circulated in a timely manner to the appropriate bodies to influence and target resources to support improved pupil outcomes.

5.5 Policy and Compliance

There is a team who provide a central service of policy audit, advice and management for our schools. The aim is to provide a degree of autonomy within the schools for specific policy aspects whilst at the same time providing a coordinating function to ensure compliance and alignment between schools. The Trust works with all Headteachers to select policy areas to release as Trust wide policy. Regular checks are then made centrally, through an audit of websites and a termly summary report is produced and shared to show policy status.

5.6 Governance Support

There is a team that provides a central service for Governor and Trustee development. They focus on alignment of statutory policies, recruitment, liaising with Governance clerks, audit analysis, minute's co-ordination and agenda setting, website and information updates, advice and training. The aim is support to develop and strengthen Governance in order to provide appropriate challenge, support and strategic oversight for schools. Which in turn informs Trustees and supports their strategic decisions and the Multi-Academy's direction of travel.

5.7 Strategic Headteacher Group (HEAT)

The Trust schools work collaboratively. This is demonstrated within the Leadership Network groups that meet regularly. All Headteachers are involved within the strategic decision process as strategy starts to evolve and is filtered through these groups. Headteachers, dependent on their career progression, are invited to lead on key initiatives to support their continuous development and the Trusts collective vision of sustainable leadership.

5.8 Network Leadership Model; Educational Hubs

A key element of distributed leadership is shown by the emerging and established cross organisational working groups shown in figure 5. Specialist leaders, lead practitioner staff within our Academies and MAT

central team have been identified to form network group that operate MAT wide. There are 2 distinct groups emerging, Staff working groups called Education Hubs and the Governance Hubs. Governance hubs send link governors from all Academy committees and Trust to network and meet with the lead from the Staff working group for feedback on current work streams. These groups with their terms of reference then act as the portfolio holder for that focus area. They form the strategic lead, setting the direction of travel, reviewing impact, directing resources, developing new working practices and holding individual Academies to account.

Networking Groups:



Governance groups:



Figure 5: WPAT Working Groups

5.9 Executive Headteacher Strategy

This is an emerging group of senior leaders who are demonstrating, high levels of resilience and capacity to support multiple schools who are on their school improvement journey whilst sustaining their own school’s continuous growth and excellence. This group has organically brought into existence a senior leadership group that has supported the CEO’s leadership strategy. The group is naturally placed to support the School Hub growth strategy becoming the potential educational leaders who could lead a school Hub or 3 or more Academies.

5.10 School Improvement Strategy

WPAT has set out a clear School Improvement Strategy framework which identifies how the Trust will work with all its schools this is articulated within the School Improvement Strategy document. The strategy recognizes that school improvement is not a static concept, it is ever evolving as the drive for higher standards demands creativity and innovation; it should be a constant state of productive restlessness and agitation. The strategy therefore covers a range of interventions and support that can be tailored to each school and adapted as the school’s needs develop. The Trust school improvement lead is the CEO. The school improvement strategy is grounded in improving school leadership to create sustainable improvements. To this end the principle lever for change is the appointment of Executive Leadership Support within a joining school who has, accountability for progress through our 4 stepped improvement model and securing

improving standards. There is the recognition that it is impossible within one role to facilitate and have capacity to meet anyone schools educational provision and academic needs. The recognition of this and the limitations of it being a cost effective model has led the Trust to make the decision not to maintain an educational team but to employ specialist consultants as and when necessary to be match to school's specific needs as they arise at the direction of the Exec H. To this end the Trust has invested in developing an educational team of consultant, lead practitioners within our schools and system leader support.

5.11 Safeguarding Strategy

Each school Trust school has a senior leader designated as the safeguarding officer. All schools have an SLA for an independent safeguarding audit annually. Each school operates a welfare team system which address; Safeguarding, attendance, Send and identified vulnerable families. Each school's internal systems are dependent upon a schools bespoke needs, their custom and practice models. All Trust schools however operate a common safe guarding policy that has specific amendments to each school's geographic location and site. This policy is updated annually and shared with all schools during their annual safeguarding training at the start of the year. The Trust has invested in a common electronic record keeping system that supports the school and Trust monitoring of safeguarding, termly and over time; it focus on; quality of record keeping, effective action, trends and emerging patterns at school and Trust level. It supports the Trust and school Governance oversight on the quality and effective practice to keep children safe and forms the basis for statistical termly analysis in HT and CEO reports for both groups to inform their strategic decisions.

6. Current Leadership and Central Team Structure (2023)

Members

Trust Members are 5 individuals whose key role is to appoint the Trustees and oversee the major decisions of WPAT. The Members are responsible for ensuring the Trust operates within its articles of association.

Trust Board

Consists of between 7 to 9 Trustees, also known as Directors, who form the Trust Board which is responsible for general oversight and scrutiny of the work of the Trust and for holding MAT staff accountable for their actions. The Board is *accountable* for all areas of operation and this cannot be delegated. The Board, however, choses to delegate some of their responsibilities to committees. The Trustees all meets on average 4 times per annum as the Trust Board plus separate committee meetings.

Trust Committees

Consists of four sub-committees of the Trust Board: Standards, Resources, Pay and Audit and Risk. Each one has terms of reference from the Trust Board outlining authority, responsibility and membership. All report to the Trust Board directly.

Local Governing Committees (LGCs)

These are committees of the Board with specifically delegated responsibilities for the oversight and scrutiny of the work of each Academy and providing the Trust with the view points of the school community in which the Trust must give due regard to. Roles and responsibilities are set out clearly in the WPAT Scheme of Delegation (SoD) which is published annually. LGCs terms of reference are formed from the SoD, they meet termly to provide oversight of each school and support the Headteacher and the staff to deliver a first class education for their community. To ensure strong communication, one MAT Staff member from the central team is on a LGC. All LGC chairs also meet regularly with the Trust Chair in the Chairs Group meeting each term (see figure 6 below).

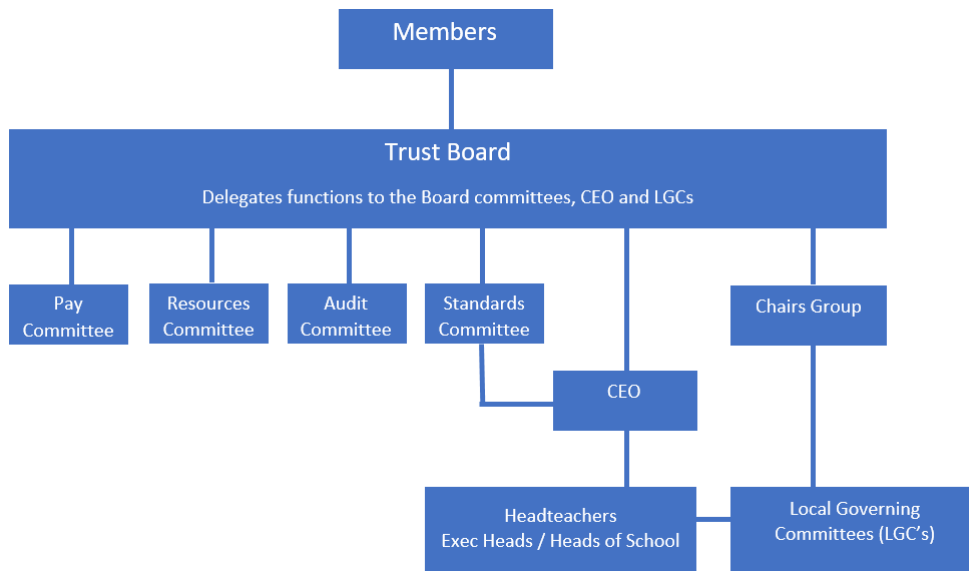


Figure 6: WPAT Governance Structure

Governance Clerk Specialist

Support is provided to governance through a clerk who is an NLG.

Trust Executive Team

Chief Executive Officer (CEO) line manages the Headteachers of each school and is charged to:

- Ensure that the resources of WPAT, both financial and intellectual, are maximized to support the continued improvement of all member schools and to ensure that the needs of all pupils are met
- Take overall responsibility for staff development within WPAT and for performance management of all staff, including that of Headteachers
- Have overall responsibility for pupil outcomes
- Promote the core principle and values of WPAT, overseeing external relationships with the Department for Education and wider community and to oversee the processes that may result in further schools joining WPAT
- Is the strategic lead for Teaching School Hub and Behaviour Hub

Executive Headteacher

Where schools within the Trust are deemed to require a high level of additional support, for example for a school joining the Trust or one facing internal challenges, the Trust can appoint additional support to oversee the school. This role combines these new responsibilities with their own substantive role, often as Headteacher of another WPAT school. This role may be temporary to resolve current issues or a more permanent solution to provide greater efficiencies. The Executive Head role will have strategic responsibility for their own substantive school and have additional capacity to support up to 5 additional schools.

Headteachers

Are responsible for working with WPAT's governance to lead each member school. They are responsible for the provision for all pupils within their school and the outcomes for those pupils. Operationally, they oversee the daily functions of their school managing the people and resources. They are the key point of contact for parents and local stakeholders. In addition to their school level duties they also lead a strategic area across the Trust. They are line managed by the CEO and performance managed not only by their contribution to the improvement of their school but also the contribution they make to the improvement of other schools within WPAT. Headteachers report on a minimum of a termly basis to their LGCs.

Head of School (HoS) have the day to day responsibility of leading and managing a school. They are line managed by an Executive Headteacher who has the overall accountability for the school. Delegated roles and

responsibilities of the headship are agreed and these are gradually increased over time with the HoS. HoS is seen as a transitional role to support aspiring Headteachers. Senior leaders are given the opportunity to learn how to be a Headteacher working alongside an experienced Headteacher. The Executive Headteacher is responsible for the provision for all pupils within their school and the outcomes for those pupils. HoS operationally, oversee the daily functions of their school managing the people and resources. They are the key point of contact for parents and local stakeholders. They are line managed by the Exec HT and performance managed for their contribution to the improvement of their school. HoS and Exec HT report on a minimum of a termly basis to the LGCs.

7. MAT Infrastructure

MAT infrastructure provides central team support to our schools performing background functions that release our education specialists to deliver teaching and learning. The team is lean operating efficiently to maximize front line resources in WPAT and grow as the Trust grows. The team is led by the Finance and Operations Director.

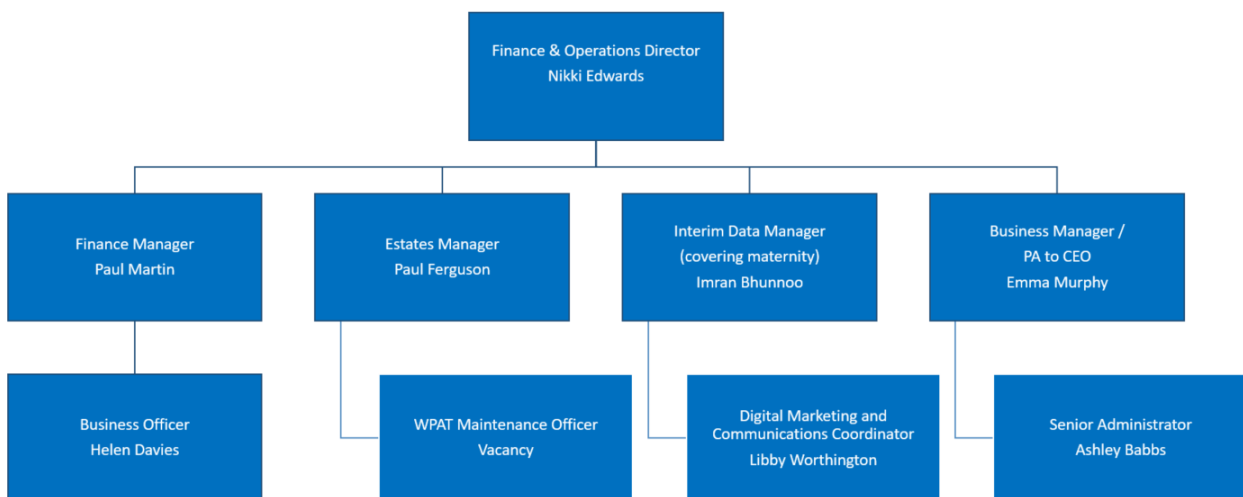


Figure 7: WPAT Central Office Structure

7.1 Audits Function; Accountability

The internal audit processes operate at three levels: (A) the granular level, there is influence on everyday good practice in the classroom; (B) at a decision-making level, audits influence how senior leaders set plans, allocate resources and support our staff; and, (C) at the structural level, we ensure a focus on continually advancing how information is gathered, analysed and used across all Trust functions to improve performance. Figure 8 below demonstrates the overview of the range of audit processes in place: These are captured in Audit review document.

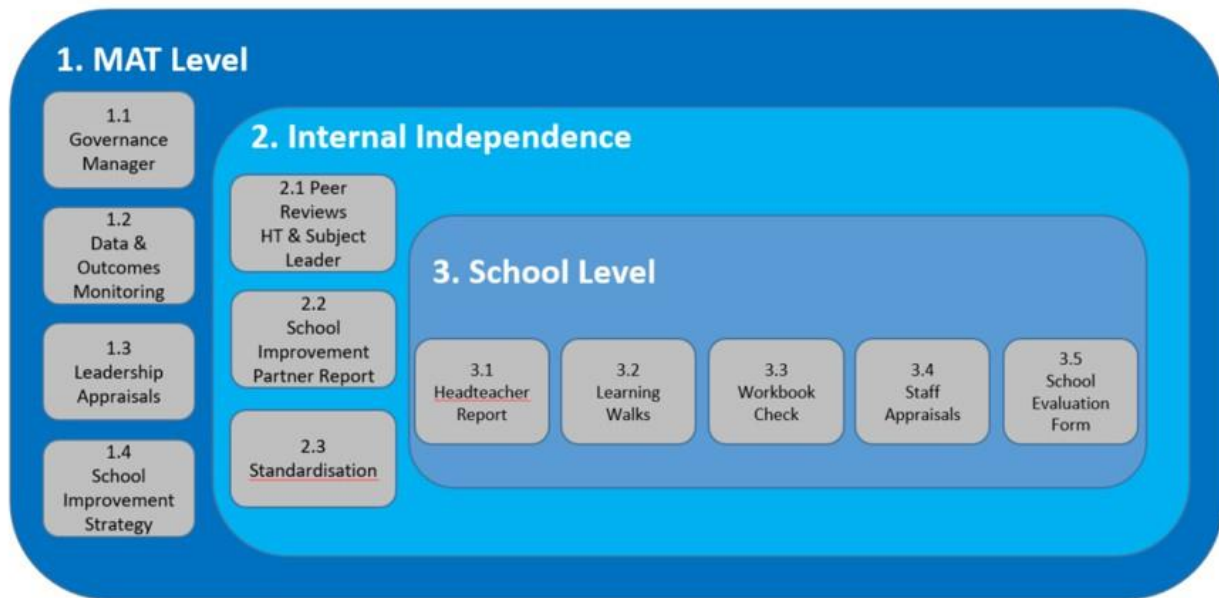


Figure 8: WPAT Internal Audit Process

8. Growth

8.1 Growth Strategy

Warrington Multi-Academy Trust has currently grown to 8 schools spread across Warrington, Halton and Cheshire East and West. The trust is expanding, scaling up structures to support more schools and is open to creating hubs with secondary schools and special schools. This growth and the nature of the geographical change within the partnership, the national drive to grow Multi Academy Trusts as outlined the White paper April 22, has led trustees and strategic leaders to consider the future structure and orientation of the partnership to best meet the needs of current schools and potential future growth. The Trust is focused on schools working in collaboration to ensure sustainable improvement. The growth model is centred on capacity, ensuring that the Trust has the internal capacity, both within the central team and across the partnership to ensure continuous improvement for all schools. Capacity is based on a 2:1 ratio, whereby there are a minimum of two phase 3 and 4 schools (those with the capacity to support) to one phase 1. The growth plan of the Trust is measured and deliberate to ensure that it is sustainable, and there is sufficient school improvement and business development capacity. Central to ensuring this sustainable growth is a robust process of due diligence and decision making through our trust's governance structure.

8.2 Due Diligence

A robust process of due diligence which provides a clear understanding, informed by evidence of school improvement, leadership, finance, estates, HR, resourcing, ICT, outcomes for pupils, governance, health, and safety and safeguarding. Crucially this process will identify key risks and any liabilities that the trust may inherit. Through this process of due diligence, the school will be identified within a phase of improvement. This phase of improvement will inform if the trust has the capacity to provide appropriate support.

8.3 On-boarding

Spread over six phases WPAT support an enquiring school to assess why they want to join a MAT and how best to approach the process. Guides and templates for each step of the way are produced by WPAT and an emphasis is placed on building trust between senior leaders to ensure the values and vision of each organisation is in alignment. Figure 9 below sets of the phases of on-boarding for a new school.

WPAT have expertise in conducting due diligence on a new school joining our Trust and also on the legal processing and Academy Order application that must be adhered to. A procedure to officers seeking authority from, and enabling the evaluation by, the Trust Board has been developed.

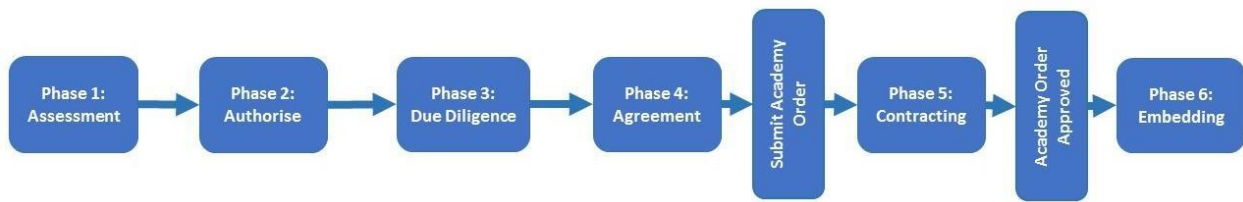


Figure 9: WPAT Onboarding process

8.4 Expectations of Growth

The anticipated growth of Warrington Multi-Academy Trust is estimated to grow each academic year. This will lead to anticipated growth up to 13 schools by September 2025. These schools will include both sponsored academies, converter academies and free schools, anticipating one additional sponsored school per year. It is anticipated that a significant proportion of this growth will be within the Mersey Region area. The following model has provided an estimation on current growth and the types of schools that will join the Trust to enable this growth. The model also provides an estimation on how our current schools will move through the improvement phases. This is essential to ensuring that growth is in line with capacity, maintaining our vision of 2 phase 3 and 4 schools, to every 1 school within phase 1.

8.5 Progress Model

Current Schools Sept 22	22/23	23/24	24/25	25/26
Phase 4 Stabilise	0	0	0	0
Phase 3 Repair	2	1	0	0
Phase 2 Improve	1	1	1	0
Phase 1 Sustain	5	6	7	8

Figure 10: WPAT Growth model

The above projections of school's development through the phases of school improvement, are based on the assumption that phase 3, takes on average 1 year to move to phase 2, and phase 2 takes on average 2 years to move to phase 1. This would mean a school entering the trust will have reached phase 1 within 3 years, matching the Ofsted cycle. The assumption has also been made that free schools will be treated as phase 3 schools for their first year of opening. This model has worked on a worst-case assumption that phase 4 schools, will not progress to phase 3 for 2 years.

8.6 Growth Capacity

School improvement capacity has been modelled on this projected improvement, but with the flexibility for capacity to respond where a school's phase of improvement is reduced, or a school does not progress as expected. School improvement capacity will be modelled based on 100 days of spare school improvement capacity, allowing the flexibility to respond to a school that drops to phase 3 or phase 2, and where absolutely necessary form part of an interim leadership solution.

This anticipated growth may not be realised and may be accelerated and flexibility within the strategic development plan and financial model has been considered. Staffing development should be driven by growth, as opposed to timelines. We will therefore model staffing based on four phases of growth, with new staffing introduced at the start of each of these phases. As we accelerate with in our growth we envisage we will be able to increase our capacity to 2-4 schools entry a year.

- Phase 1 - 7-10 schools Increase 2/3 school with in a year
- Phase 2 - 10-13 schools increase to 2/4 schools

- Phase 3 - 13-16 schools increase to 4/6 schools
- Phase 4 - 16-20 + schools maintain Increase 4/6 schools

8.7 Sponsored Academies

Sponsored academies form an integral part of the trust's strategic growth. In line with the trusts guiding principle to make every day count for every child, it is essential that Warrington Multi-Academy Trust utilises our experience and expertise to meet the needs of the most vulnerable schools. Sponsored academies are supported via DfE funding. This funding has been included within financial projections and is essential to ensure that the capacity of the trust is developed to meet the needs of these new schools.

Where schools are identified as phase 1 or 2, but do not qualify for DfE sponsorship funding, the school will need to self-fund additional capacity at £39,000 per year at phase 1 and £7,500 per year at phase 2. This additional funding has been included within financial projections and is essential to ensure that growth does not compromise the needs of existing schools.

Phase 3 of growth will require the formation of academy hubs. In order to achieve this growth and the introduction of a hub model, further DfE funding would be required in the form of TCAF or equivalent, in order to front load this capacity, to enable the projected growth beyond 15 schools.

8.8 Hub Growth

Anticipating growth and the geographical changes to the orientation of our partnership there is a need to review the model that enables our trust to function effectively as a team. As part of phase 1 of our strategic development we will be moving to a grouping of schools, which over time we hope to inform our governance, meeting structure, CPD structure and the services we provide to schools. We will therefore evolve to a hub model, with schools initially operating 1-5 hubs towards 30 schools.

Based on 6 hubs that may evolve the trusts expected growth should be at 20--30 schools. This move to hubs will influence the following practices of the trust.

Governance

Governance will move to a partner school hub model meeting with a focus on business, education and Community voice. The central team will report into these meetings, providing a dashboard for each hub. We are currently exploring prospective structures in readiness to scaling up

Strategic Headteachers

As part of a move to hubs, Strategic Headteachers' groups meeting will be orientated in two different formats. HEAT will meet as full group, including all schools within the partnership a minimum of once per term and in addition group Hub monthly meeting will take place. Hub meetings will be led by the relevant Education Leader.

Staffing

Staffing will be modelled based on hubs, with teams providing services to schools clearly aligned to a hub when Trust has sufficient school numbers. This will ensure that schools have clarity and consistency on their point of contact and service provider. This will also ensure increased distributed accountability for a geographical area.

CPD

Over time our professional development will align more towards webinar/ team based with occasional need for physical meetings in a venue suitable for schools within the hub. This will include ITT delivered through trust networks.

9. Developing Central Staffing

As the trust grows and develops, a new structure for the central team is being developed. In order to map our future work force function and provide a staged road map for our scaling up, we are working with large

trusts to explore options for structural reform. As we grow further we will form a project team to finalise and deliver on this.

10. School Service Offer Development

In line with projected growth and to ensure that capacity meets the needs of schools, the core offer will need to evolve. The key developments in the core offer will include the following.

Phase 1: 7- 10 Schools September 2023/24

- Continue to sustain current core offer services. To increase the school Improvement function capacity by employing 0.8fte school improvement lead to share role with CEO
- Core offer to provide school improvement support to all phase 3 and 4 schools, with the flexibility to increase this support for schools that move into phase 1 or 2 post joining the trust
- For new schools to the trust, schools in phase 1 and 2, will require TCAF funding to support and enhanced core which will enable additional school improvement support. This is intended to ensure that new schools joining the trust, do not have a negative impact on existing schools within the trust

Phase 2: 10- 13 Schools September 2024/27

These new services will be developed in- year and integrated into the core offer charge.

- To increase capacity for a full time school improvement lead
- Begin to align the Estates capacity to Academy hubs. This will ensure that we can support the needs of schools and have the capacity to be react to changes in estates management and create efficiencies
- Begin to centralise financial funding increasing efficiencies for school administration

Phase 3: 13-16 Schools September 2027/30

- Embedding the above core offer services
- Increase HR and Finance capacity, aligned to Academy hubs.
- Develop Education team for Academy Hubs
- A significant increase in lead practitioner capacity identify across the Trust / specialist support consultants

Phase 4: 16-20+ schools September 2030+

- Embedding the above core offer services
- Review office management structure across the trust
- Increase the capacity to deliver enrichment opportunities for children across the trust, leading to the development of further activities for children across the trust.
- Increased capacity to support estates management, site managers and health and safety.

11. Key Performance Indicators (KPI)

KPI 1 – A Distinctive Trust

The MAT will have a distinct identity which will be recognized locally, regionally and nationally and which will promote community confidence. All MAT schools will be oversubscribed on first choices.

KPI 2 – A High Achieving Trust

The MAT will be highly effective in improving its schools. All groups will be making good progress with the result that all MAT schools will have outcomes in the top 20% of similar schools nationally.

KPI 3 – A People-Centred Trust

Employees will enjoy the challenge of working in our schools and speak highly of the MAT. We will be seen as the employer of choice by people who work within our organization.

KPI 4 – A Well-Led Trust

The MAT will have robust self-review procedures to secure highly effective accountability at all levels of management, leadership and governance. Leadership across the Trust will be outstanding.

KPI 5 – A Cost Effective Trust

The MAT will be a cost effective organization which provides high quality support to its schools. Productivity will be in the top 20% of schools nationally.

KPI 6 – A Growing Trust

The MAT will run more schools and educate more students. The MAT within the next 10 years will grow to 20+ schools.

12. Appendix (Not for public publication as business sensitive)

12.1 Trust Capacity Improvement Plan

12.2 Financial breakdown