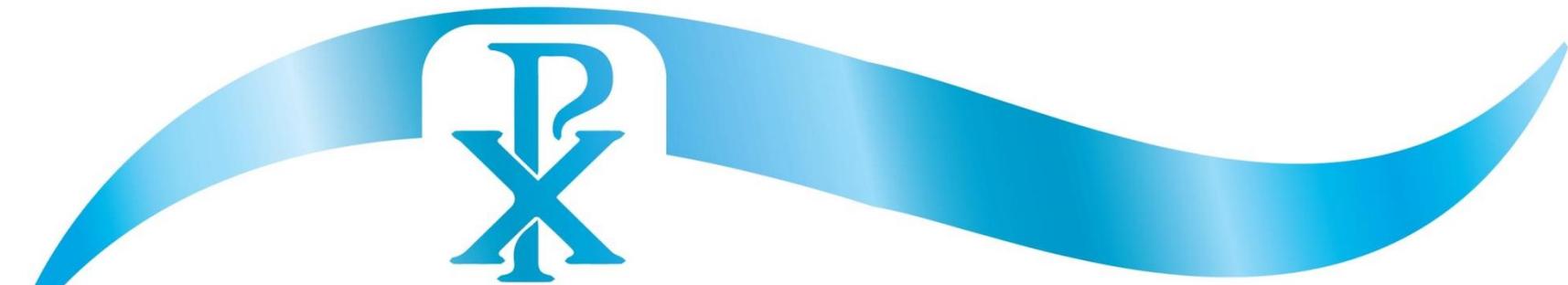




Strategic Business Plan 2015-2020 (Updated October 2016)



Blessed Edward Bamber

Catholic Multi Academy Trust

Contents

	Page
1. Introduction	3
2. Object & Vision	4
3. Catholic Ethos	5
4. Teaching, Learning & Assessment Strategy	6
5. Objectives 2015-2020	7
6. Actions 2016/17	8
7. Key Performance Indicators	9
8. Quality Assurance (Education)	10
9. Quality Assurance (Business Functions)	12
10. Quality Assurance Framework (Policies)	13
11. Identified Risks	15
12. Financial Strategy 2016-19	16
13. Capital Strategy 2016-19	17

Introduction

The Blessed Edward Bamber Catholic Multi Academy Trust was formed on the 1st September 2014 from Christ the King Catholic Primary School, St. Cuthbert's Catholic Primary School, both one form entry schools, and St. Mary's Catholic College, an 11-18 school. As part of a coherent vision to act together in a deep partnership, the trust was formed with a single Board, an Executive Director and no local governing bodies. Each academy has its own head teacher. Two of the academies were convertors and the other a sponsored academy. The Trust is open to other Catholic schools joining as determined and agreed by the Lancaster RC Diocese Trustees.

In developing this strategic business plan the directors and senior leaders, of the Trust's academies, were aware of the potential reduction in teacher supply over the next five years. Its determination to improve the educational outcomes of all the children and young people, it is directly responsible for, will only be achieved through the recruitment and retention of a high quality and committed workforce. To this end the Trust is aspiring to become the *employer of first choice* within the area. We intend to develop, implement and embed a recruitment and retention strategy based on a positive ethos within all our academies, delivering workload reform, outstanding professional development and enhanced career opportunities for staff.

This plan is deliberately focussed on a few objectives that we believe will have a significant impact on the quality of teaching and learning, removing barriers to achievement and enhancing educational outcomes. As Ofsted implements its short inspection programme and external accountability is replaced by greater internal responsibility, the Trust will develop, implement and embed a Quality Assurance Programme with external validation/peer review to ensure its processes and outcomes are of a consistently high quality.

The Trust is a strategic partner in the Catholic Teaching Alliance (North) and the Fylde Coast Teaching School Alliance. It is active in supporting the delivery of leadership programmes and providing places for initial teacher education trainees. The Blackpool Challenge initiative offers opportunities to further the Trust's work in meeting its stated vision. The academies' head teachers and staff are members of a series of local and regional networks and the Executive Director is charged with developing alliances, at a national level, which will add value to the Trust's work.

Object

The Company's object is specifically restricted to the following:

to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing Catholic schools designated as such which shall offer a broad and balanced curriculum and shall be conducted in accordance with the principles, practices and tenets of the Catholic Church and all Catholic canon law applying thereto including any trust deed governing the use of land used by an Academy both generally and in particular in relation to arranging for religious education and daily acts of worship and having regard to any advice and following directives issued by the Diocesan Bishop.

Vision

The Blessed Edward Bamber Catholic Multi Academy Trust seeks to be the place of first choice for children to learn and staff to work. Through an extensive challenging curriculum and best practice in teaching and learning, informed by research and the experiences of our staff, we will enhance children's life chances by maximising their educational outcomes. A rich Catholic ethos in which all grow in wisdom, responsibility, respect of others and love of God will be our hallmark.

The Trust will be a powerful developer of people delivering coherent and stage appropriate teaching & learning, leadership and technical knowledge and skills enhancement programmes alongside focussed and impact orientated staff development projects, opportunities and experiences. Robust and rigorous quality assurance processes will help leaders across the Trust further develop and enhance their leadership skills and increase their influence and impact.

The Trust's ability to look and work cross phase will enable us to become a centre of excellence in transition. Moving beyond social and management issues, we will develop strong curriculum, pedagogy and learning transition processes, in core subjects, to ensure enhanced progression in children's learning from the primary to the secondary phase.

Alongside local parishes, with who we share deep historic links, we seek to be a powerful advocate for Catholic Education within the locality and region, serving the needs of vulnerable children and their families and the wider community, as part of the educational mission of the Church. Prioritising our local family of Catholic schools, we are committed to supporting the evolution of a school-led system through connecting, working with and supporting schools and educational organisations, locally, regionally and nationally.

Distinctive Catholic Ethos

Further strengthening the distinctive Catholic ethos of the academies within the Blessed Edward Bamber Catholic Multi Academy Trust is a priority for the Board and will be achieved through focussing on the four dimensions of the pastoral mission of the church:

- a. Kerygma (Announcing – distinctiveness of witness, religious contribution to every aspect of our education. The Proclaiming School).
- b. Leitourgia (Liturgy – Grace builds on nature but must acknowledge the sphere beyond the natural world. The work of the Christian assembly to adore God in prayer, thanksgiving and penitence. The Worshipping School).
- c. Diakonia (Ministry - Culture has to be changed and transformed by the Christian Gospel. This emphasises social activism and the service of the poor. The Serving School).
- d. Koinonia (Community – Christian community existing in reasonable harmony with the surrounding society. Christian school plays a part in the country’s general education provision. One mission of all Christians is the creation of community which inevitably involves at times compromise and creating common ground with the surrounding culture. The Civic School).

All of these elements are part of the Mission of the Church and all these elements will be found in an authentically Catholic school. Kerygma and Leitourgia give the essential “roots” to the community and help define our distinctiveness. They provide the opportunities to gather and centre ourselves around a core of beliefs. The Trust will be respectful of parents as the first and foremost educators of their children and seek to engage them in their child’s education.

Both Diakonia and Koinonia give the opportunity for our faith to take “wings” and reach out beyond our own community in order to have a positive impact on other communities, particularly those suffering from poverty, and society in general. The service and civic nature of our schools helps give witness and richness to our distinctive way of living. This will include an education rich in the spiritual, moral, social and cultural and supportive of British Values.

Proclaiming, worshipping, service and civic duty are essential elements of the Catholic school. We need both roots and wings to ensure we deliver an education in faith and wisdom which is the hallmark of a Catholic school.

Teaching, Assessment & Learning Strategy

The Blessed Edward Bamber Catholic Multi Academy Trust is seeking to further improve the quality of teaching' assessment and learning through developing a data and feedback informed approach to teaching and learning across its academies. This will build on aspects of current good practice and a further convergence of curriculum through collaborative planning and shared schemes of learning, teaching approaches and programmes across its primary academies. There will be a specific focus on transition arrangements, initially from Key Stage 2 to 3, in Mathematics & Numeracy and English & Literacy followed by Religious Education and Science.

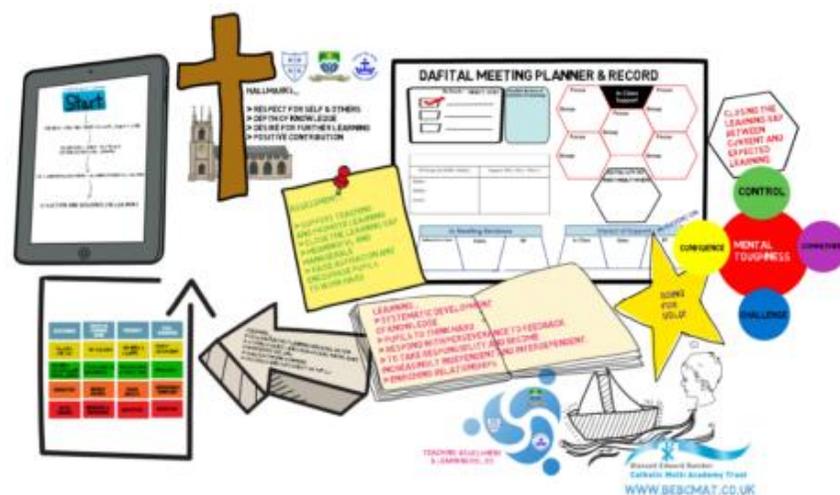
A short video explaining the key elements of our approach to teaching, assessment and learning can be found [here](#).

Time will be built into “directed hours” for collaborative planning of a challenging curriculum and forensic analysis of the pre-planned assessments.

Planning schemes of learning is a complex tasks which benefits from the additionality and diversity that a team brings. Our collaborative planning will be informed by experience, research and in time data, from the outcomes of pupil assessment and lesson study projects, so that we redefine and capture curriculum excellence and share it as widely as possible. Getting this right will mean that best practice becomes available to all staff so all children may benefit from it. We will plan learning not lessons, starting with the key concept or main idea to be taught, determining challenging milestone and end point success criteria and pre-planned common, cumulative assessments which exemplify the expected level of challenge will be brought by everyone to the planning process. After this the learning intentions and flow can be determined though in reality the whole process tends to be more iterative in nature. Identification of common pupil misconceptions will be part of the planning process as will how to address them, non-negotiable activities and assessment and strategies which may have been more successful previously or with certain groups of pupils can be discussed and explored.

Teachers will receive feedback on the quality of teaching and learning in their classes through formative and summative lesson observations, the outcome of pre-planned assessments and the use of lesson study. A range of professional development will be provided to assist teachers in their desire and efforts to improve.

Pupils will receive feedback through the formative use of summative assessments and via written and oral comments on their work, against shared and challenging success criteria. Time will be given, as appropriate, to reteach elements of the scheme of learning or for pupils to improve their work to a higher standard



Objectives 2015-2020

New Objectives		Academic Year			
		2016/17	2017/18	2018/19	2019/20
1	Implement a challenging spiral Mathematics & Numeracy Curriculum from Key Stage 1 to 5	Implement	Embed		
2	Develop & Implement a challenging spiral English & Literacy Curriculum from Key Stage 1 to 5	Develop	Implement	Implement	Embed
3	Develop & Implement a challenging spiral Religious Education Curriculum from Key Stage 1 to 5	Develop	Implement	Implement	Embed
4	Develop & Implement a challenging spiral Science Curriculum from Key Stage 1 to 5		Develop	Implement	Implement
5	Implement a Data & Feedback Informed Teaching Approach directed towards challenging next stage ready assessments and associated closing the gap processes	Implement	Embed		
6	Implement a stage appropriate professional development curriculum for teachers	Implement	Implement	Embed	
7	Develop and share an expertise in primary/secondary transition in core subjects as part of an external CPD offer		Develop	Implement	Implement
8	Implement a Quality Assurance Programme across the Trust with external validation/peer review	Embed			
9	Implement a Healthy Minds, Healthy Mindset Strategy to address mental health and resilience barriers to achievement	Implement	Implement	Implement	Embed
10	Implement a recruitment & retention strategy based on a positive ethos, workload reform, professional development and enhanced opportunities for staff	Implement	Embed		

Actions 2016/17

New Objectives		Actions 2015/16				
		1	2	3	4	5
1	Implement a challenging spiral Mathematics & Numeracy Curriculum from Key Stage 1 to 5	Collaboratively revise common schemes of learning for Key Stages 1-3	Provide coached co-planning opportunities for teachers implementing schemes of learning in EYFS, Key Stages 1 & 2	Implement a Primary PD programme to enhance Maths Subject & Pedagogical Knowledge	Devise a Key Stage 3 numeracy programme and pilot in form time and one learning house in addition to MIT LH	Implement an intensive intervention programme for Years 3, 5, 7 & 10 identified as not yet ready
2	Develop a challenging spiral English & Literacy Curriculum from Key Stage 1 to 5	Determine an agreed curriculum philosophy for the teaching of English	Collaboratively plan common writing schemes of learning for EYFS and Key Stages 1 & 2	Collaboratively plan common SPaG within English schemes of learning for Key Stages 1 & 2	Implement an intensive intervention programme for Years 3, 5, 7 & 10 identified as not yet ready	Devise challenging next stage ready assessments for Upper KS2 Ready and GCSE Ready
3	Develop a challenging spiral Religious Education Curriculum from Key Stage 1 to 5	Create a knowledge framework with integral learning flows for EYFS and Key Stages 1 & 2	Provide INSET for EYFS and Key Stages 1 & 2 teachers on developing an integrated curriculum including RE	Identify opportunities for the integration of writing into the RE curriculum	Devise a set of common cumulative assessments for RE from EYFS to Key Stage 2	
4	Develop a challenging spiral Science Curriculum from Key Stage 1 to 5	Objective starts in 2017/18				
5	Implement a Data & Feedback Informed Teaching Approach directed towards challenging next stage ready assessments and associated closing the gap processes	Provide whole staff training on collaborative planning and data informed teaching	Produce academic year calendar with interim assessments and data analysis meetings	Increase amount of time available to teachers for DAFITAL process	Review and address workload issues associated with DAFITAL particularly time for planning, data entry and analysis of data	Monitor analysis of assessments and closing the gap teaching response and development of new schemes of learning
6	Develop a stage appropriate professional development curriculum for teachers	Develop a leadership CPD ladder for staff using in-house and external leadership programmes	Develop & implement action plan following latest NTEN CPD Audit (St. Mary's)	Review content of CPD & Meeting time to ensure it is focussed on Teaching, Assessment & Learning	Implement a series of lesson study projects across the Trust	
7	Develop and share an expertise in primary/secondary transition in core subjects as part of an external CPD offer	Objective Starts in 2017/18				
8	Implement a Quality Assurance Programme across the Trust with external validation/peer review	Embed Phase: Quality Assurance arrangements are now established at the level Trust covering Academic Standards, Behaviour & Attendance, Professional Development, Safeguarding & Ethos as well as Business Functions. The Executive Director will be required to ensure these processes are fully implemented and with the support of the Board identify any further areas that should be included and areas which require strengthening.				
9	Develop a Healthy Minds, Healthy Mindset Strategy to address mental health and resilience barriers to achievement	HeadStart & Mental Toughness (MT) INSET provided for staff across the Trust including option to complete MTQ 48	Mental Toughness Questionnaire (MTQ48) taken by all students at St. Mary's during Autumn Term	Form Staff Team (Resilience Conversations & MT Champions) from across the Trust to guide implementation of strategies	Plan implementation Phase 3 of HeadStart Programme across the Trust (Blackpool's bid to Big Lottery)	Action plan and implement outcomes of HeadStart's Resilience Conversation for pupils & staff
10	Develop a recruitment & retention strategy based on a positive ethos, workload reform, professional development and enhanced opportunities for staff	Engage with Schools Direct, SCITTS and PGCE placements to enhance recruitment	Termly review of workload issues with representative staff group from across the Trust	Review content of CPD & Meeting time to ensure it is focussed on Teaching, Assessment & Learning	Continue to develop a "brand identity" using online and more traditional means of publicity	

Key Performance Indicators

Performance Area	Performance Measure
Academic Standards	<ul style="list-style-type: none"> ➤ Christ the King and St. Cuthbert's Catholic Academies to be at or above the national average for expected progress in Reading, Writing & Mathematics and a KS2 value added score in the top 25% of primary schools nationally. ➤ St. Mary's Catholic Academy to attain at or above national average for students attaining A*-CEM and a Progress 8 score in the top 25% of secondary schools nationally. ➤ The gap between pupil premium and non-pupil premium children (on the above two measures) to be below the national average. ➤ St. Mary's Catholic Academy to have a post-16 value added outcomes to be at or above national average ➤ All A-level subjects, at St. Mary's Catholic Academy, to have a value added ALPS residual of grade 5 or better. ➤ All academies to be graded as good or better in Ofsted & Section 48 inspections
Attendance & Behaviour	<ul style="list-style-type: none"> ➤ Overall attendance in all academies to be above national average and in the top 40% of schools nationally. ➤ Persistent absence to be below national average in all academies. ➤ The level of permanent and fixed term exclusions (as a percentage of the pupil group and enrolment) to be below national averages. ➤ The gap between pupil premium and non-pupil premium children, on attendance & behaviour measures, to be below the national average.
Recruitment & Retention	<ul style="list-style-type: none"> ➤ All academies to be over subscribed for entry into reception and Year 7 as appropriate. ➤ All academies to be full in all year groups. ➤ All academies to have a full staffing establishment in September of each academic year. ➤ The number of staff leaving due to retirement & promotion is greater than all other reasons for leaving the Trust's employment ➤ Positive data in pupil, parent and staff voice surveys.
Finance	<ul style="list-style-type: none"> ➤ The Trust to maintain an annual outturn of between 3-5% of its annual income. ➤ Audit reports identify no high risk aspects to the functioning of the Trust or its academies. ➤ Rolling three year finance & capital strategies are used to make key spending decisions and identify efficiencies.
Governance	<ul style="list-style-type: none"> ➤ Full and timely submission of Annual Report to Companies House. ➤ Attendance at Full Board and Committee Meetings to average 90% or higher over the academic year. ➤ Formal schemes of delegation are produced and reviewed annually.
Vision & Ethos	<ul style="list-style-type: none"> ➤ The Trust has a clear three to five year vision which has been used to identify strategic priorities. ➤ All academies to be graded as good or better in Section 48 inspections.

Key Performance Indicators Report (2015/16)

Performance Area	Performance Measure
Academic Standards	<ul style="list-style-type: none"> ➤ Christ the King pupils' attainment at Key Stage 2 was in line with national average for writing and above for both reading and mathematics. The value added progress score for reading and mathematics, for all and disadvantaged pupils, are positive and significantly so. Mathematics is in the top 10% nationally. ➤ St. Cuthbert's pupils' attainment at Key Stage 2 was below national average in reading, writing and mathematics. The value added progress for mathematics was in line with expectation, below in writing and significantly below in reading. There was a similar pattern for all and disadvantaged pupils. ➤ St. Mary's Catholic Academy attained in line with national average for the percentage of students attaining A*-CEM. Progress 8 score was above average, for all and disadvantaged students, though not statistically significant, but was outside of the top 25% of secondary schools nationally. ➤ Overall value added ALPS residual of grade 5 (satisfactory to good) at A-level and grade 3 (excellent) at AS-level. Eight subjects still have an ALPs subject residual of below 5 at AS and A-level, half of these are at a grade 6. ➤ All academies should be inspected by Ofsted during the 2016/17 academic year. St. Mary's Catholic Academy to undergo a denominational Inspection in Lent Term 2017.
Attendance & Behaviour	<ul style="list-style-type: none"> ➤ Overall attendance and levels of persistent absence were in line with national averages at Christ the King and St. Mary's but slightly below at St. Cuthbert's. Data about top 40% of schools is not yet available. ➤ The level of permanent and fixed term exclusions are low and below national averages in all three academies.
Recruitment & Retention	<ul style="list-style-type: none"> ➤ St. Mary's and Christ the King Catholic Academies were both oversubscribed. ➤ Christ the King is full in five out of seven year groups (under number by 13 pupils), St. Cuthbert's is full in three out of seven year groups (under number by 9 pupils) and St. Mary's is full in four out of five year groups (over number by 19 pupils due to successful appeals in three year groups). ➤ Full staffing establishments in all three academies except for the headship at St. Cuthbert's. ➤ Excluding fixed term contracts, only five teachers and six support staff left the permanent employment of the Trust in 2015/16. ➤ Standardised Voice Surveys to be completed 2016/17 academic year.
Finance	<ul style="list-style-type: none"> ➤ The outturn of between for 2015/16 is -13% including pension liabilities to the Local Government Pension Scheme and +15% without the pension liabilities. ➤ There were no high risk aspects identified with audit reports during 2015/16. ➤ Three year finance and capital strategies are produced each year and included within the Trust's Business Plan. They are used to guide key spending decisions and identify areas where efficiencies may be made.

Governance	<ul style="list-style-type: none"> ➤ The 2014/15 Annual Report was submitted in time to Companies House. Arrangements for the submission of the 2015/16 Annual Report are well advanced. ➤ Attendance at Full Board and Committee Meetings averaged 76% for 2015/16. ➤ Formal schemes of delegation are reviewed annually at the October full Board Meeting.
Vision & Ethos	<ul style="list-style-type: none"> ➤ The Trust has a clear three to five year vision stated within its Business Plan that guides strategic decision making and identification of priorities. ➤ St. Mary's Catholic Academy was graded outstanding in its latest Section 48 Inspection in January 2012. Both Christ the King Catholic Academy (July 2014) and St. Cuthbert's Catholic Academy (November 2013) were graded good in their latest Section 48 Inspections.

Quality Assurance Framework (Education)

	Responsible Person/Body	Reported to	September	October	November	December	January	February	March	April	May	June	July
Academic Standards													
Quality assurance meetings for SATs results & core subjects	Headteacher	Standards Board Sub-Group & Standards Board											
Quality assurance meetings for A-Level & GCSE Exam results & all subjects	Headteacher	Standards Board Sub-Group & Standards Board											
Completion of Annual Raising Achievement Plan	Headteacher	Executive Director											
Monitoring of implementation of Annual Raising Achievement Plan	Headteacher	Standards Board Sub-Group & Standards Board											
Raising Achievement Meetings - Current Grade Analysis Year 1 & 5	Headteacher	Executive Director											
Raising Achievement Meetings - Current Grade Analysis Year 10 & 12	Headteacher	Executive Director											
Current Grade Analysis Year 1, 5, 10 & 12	Headteacher	Standards Board											
Raising Achievement Meetings - Current Grade Analysis Year 2, 6, 11, & 12	Headteacher	Executive Director											
Current Grade Analysis Year 2, 6, 11, & 13	Headteacher	Standards Board											
Primary quality assurance monitoring visits - reading, writing, maths, SPAG & RE	Headteacher	Standards Board Sub-Group											
Secondary Quality Assurance monitoring visits - GCSE & A-level	Headteacher	Standards Board Sub-Group											
Attendance & Behaviour													
Half termly reporting of Attendance, PA & Exclusions	Headteacher	Executive Director											
Termly reporting of Attendance, PA & Exclusions	Headteacher	Standards Board Sub-Group & Standards Board											

Quality Assurance Framework (Education)

	Responsible Person/Body	Reported to	September	October	November	December	January	February	March	April	May	June	July
Professional Development													
NTEN CPD Audit (every other Year)	Headteacher	Ethos, Curriculum & Community											
Investors in People (Every Three Years)	Headteacher	Ethos, Curriculum & Community											
Safeguarding													
Check Policy Compliance	BEBCMAT Board	BEBCMAT Board											
Safeguarding Audit	Executive Director	Ethos, Curriculum & Community											
Implementing Audit Recommendation	Headteacher	Executive Director											
Monitoring Implementation	Executive Director	Ethos, Curriculum & Community											
Complete & correct SCR check	Headteacher	Executive Director											
DSL Lead & Deputy have upto date training	Headteacher	Executive Director											
DSL has secure, upto date central CP records	Headteacher	Executive Director											
Ethos													
Report on Ethos & Community activities in each academy	Headteacher	Board											
Pupil/Student Voice	Headteacher	Standards Board Sub-Group & Standards Board											
Parent Voice	Headteacher	Standards Board Sub-Group & Standards Board											
Staff Voice	Headteacher	Standards Board Sub-Group & Standards Board											

Quality Assurance Framework (Business Functions)

	Responsible Person/Body	Reported to	September	October	November	December	January	February	March	April	May	June	July
Governance													
Appointment of Chairs & Vice Chairs of Committees	Chair of Board	Board of Directors											
Scheduling & review of policy production	Executive Director	Board of Directors											
Directors' Skill Audit & training needs	Chair of Board	Board of Directors											
Production of Annual Business Plan	Executive Director	Board of Directors											
Annual Review with SJBCAST	Chair of Board	Board of Directors											
Finance													
Production of Financial Regulations	Business Manager	Board of Directors											
Independent check of systems & controls	Moore & Smalley	Audit Committee											
Implementation of action plans to address audit issues	Business Manager	Audit Committee											
Audit Planning Meeting	Moore & Smalley	Audit Committee											
Submission of Annual Report to Companies House	Executive Director	Board of Directors											
Health & Safety													
Termly accident reports, analysis & actions	Headteacher	Finance, Staffing & Premises Committee											
Health & Safety Audit/Seeking Assurance	Business Manager	Finance, Staffing & Premises Committee											
Planned preventative maintenance programme	Eric Wright Facilities	Business Manager											
Professional Development													
Appraisal & training for support staff	Headteacher	Business Manager											
Safeguarding													
Annual Support staff Safer Working Practice training	Trust Business Manager	Executive Director											

Quality Assurance Framework (Policies)

Schedule of Review of BEBCMAT Policies and Procedures																	
X = Yearly	Policy Area	Accepter	Autumn 2016	Spring 2017	Summer 2017	Autumn 2017	Spring 2018	Summer 2018	Autumn 2018	Spring 2019	Summer 2019	Autumn 2019	Spring 2020	Summer 2020	Autumn 2020	Spring 2021	Summer 2021
X = 2 Yearly																	
X = 3+ Yearly																	
Academies Financial Regulations	Finance	Board	X			X			X			X			X		
Admission Policy	Pupil	Board	X			X			X			X			X		
Business Continuity Plan	Business	Board						X									X
Prayer & Liturgy	Pupil	Board								X							
Committee Terms of Reference	Business	Board	X			X			X			X			X		
Complaints	Pupil & Staffing	Board					X									X	
Data Protection Policy & FoI	Business	Board			X						X						X
Dealing with allegations of abuse against staff	Staffing	Board					X									X	
Directors' Allowances	Business	Board		X									X				
Equality Policy	Pupil & Staffing	Board						X									X
Pay Policy - Teachers	Staffing	Board	X			X			X			X			X		
Register of Business Interests	Business	Board	X			X			X			X			X		
SEN Christ the King	Pupil	Board							X								
SEN St Cuthbert's	Pupil	Board							X								
SEN St Mary's	Pupil	Board							X								
Human Relationships & Sex Education Policy	Pupil	Board								X							
Supporting Pupils with Medical Conditions	Pupil	Board						X									X
Appraisal Policy for Support Staff	Staffing	F, S & P		X									X				
Capability Procedures	Staffing	F, S & P			X									X			
Charging & Remissions Policy	Finance	F, S & P					X									X	
Discipline Policy for Staff	Staffing	F, S & P			X									X			
Flexible Working Policy	Staffing	F, S & P									X						
Managing Staff Sickness Absence Procedures	Staffing	F, S & P			X									X			
Personal & Special Leave Guidance for Staff	Staffing	F, S & P		X									X				
Staffing Establishment (Redundancy Procedures)	Staffing	F, S & P			X									X			
Whistleblowing Policy	Staffing	F, S & P					X									X	
Professional Development & Appraisal Policy for Teachers	Staffing	F,S & P								X							
Grievance	Staffing	F,S & P			X									X			

Quality Assurance Framework (Policies)

Schedule of review of BEBCMAT Academies Policies and Procedures																		
X = Yearly	Policy Area	Acceptor	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	
X = 2 Yearly			2016	2017	2017	2017	2018	2018	2018	2019	2019	2019	2020	2020	2020	2020	2021	2021
X = 3 Yearly																		
Home School Agreement	Parents	Headteacher			X			X			X			X			X	
School Information Regulations	Parents	Headteacher			X			X			X			X			X	
Accessibility Plan	Premises	Headteacher						X									X	
Health and Safety Policy	Premises	Headteacher	X			X			X			X			X			
Premises Management Policy	Premises	Headteacher		X			X			X			X			X		
Early Years Foundation Stage	Pupils	Headteacher	Refer to statutory framework for the Early Years Foundation Stage															
Register of Pupils' Admission & Attendance	Pupils	Headteacher	Ongoing															
Behaviour Policy	Pupil & Staffing	Headteacher						X							X			
Critical Incident Policy	Pupil & Staffing	Exec. Dir					X						X					
Teaching, Learning & Assessment	Pupil & Staffing	Exec. Dir			X						X						X	
Directors' SEN Report	Pupil & Staffing	Board	X			X			X			X			X			
Educational Visits Policy	Pupil & Staffing	Headteacher								X								
Equality Objectives	Pupil & Staffing	Headteacher						X									X	
Safeguarding & Child Protection Policy	Pupil & Staffing	Headteacher		X			X			X			X			X		
Central Record of Recruitment & Vetting Checks	Staffing	Headteacher	Ongoing															

Identified Risks

IDENTIFIED RISK	RISK CONTROL
1. Reduced school budgets impact on the Trust's and its academies' capacity to offer a high quality education.	<ul style="list-style-type: none"> ✓ Develop three year rolling budgets to enable early identification of possible issues ✓ Share resources across the Trust and use the bulk buying power of the Trust to reduce costs
2. Failure to recruit or retain sufficient high quality school leaders, teachers or support staff impacts of the Trust's and its academies' ability to achieve high standards and levels of achievement.	<ul style="list-style-type: none"> ✓ Early recruitment to secure best available staff ✓ Work with Teach First to secure high quality graduates in difficult to recruit subject areas ✓ Annual workload survey and response to ensure the Trust and its academies are desirable places to work ✓ Build and promote a positive culture within the Trust and its academies to ensure high levels of retention of current staff
3. Impact of low standards or levels of achievement on parental confidence, reputation, pupil numbers or Ofsted grading.	<ul style="list-style-type: none"> ✓ Make the quality of teaching, assessment and learning the primary focus of the Trust, its leadership teams and staff ✓ Develop and implement a quality assurance programme across the Trust to identify and correct issues at an early stage ✓ Invest in the training of development of staff to ensure high quality teaching and learning
4. Lack of succession planning for positions of Chair or Vice Chair of the Board, Executive Director or Head teacher of the Academies.	<ul style="list-style-type: none"> ✓ Ensure different Directors are Chairs and Vice Chairs of the Trust's Committees ✓ Monitor and promote Directors' attendance at training events ✓ Create bespoke Leadership Development pathways for senior staff with a view to headship and Executive Headship
5. Impact of adverse publicity resulting from inappropriate pupil, staff or director activity on parental confidence, reputation, pupil numbers or Ofsted grading.	<ul style="list-style-type: none"> ✓ Ensure suitable policies relating to Pupil Behaviour, Safeguarding, E-Safety are up to date and known ✓ Make the quality of teaching and learning the primary focus of the Trust, its leadership teams and staff ✓ Develop and implement a quality assurance programme across the Trust to identify and correct issues at an early stage

Finance Strategy 2016-2019

Academic Year	2016-17	2017-18	2018-19
Total Roll	1,615	1,657	1,658
EFA Revenue	7,669,159	7,863,709	7,877,846
Pupil Premium	534,875	530,000	530,000
Other Income	922,894	818,662	823,662
Brought Forward	1,355,824	932,346	579,500
Total	10,482,751	10,144,717	9,811,008
Revenue per Pupil	6,491	6,122	5,917
Actual FTE Support Staff	85.35	85.14	85.14
Support Staff Expenditure	2,110,277	2,149,039	2,178,710
Non-Staff Expenditure	1,943,773	1,969,324	1,995,131
	4,054,050	4,118,363	4,173,841
% Change	-10%	2%	1%
% Revenue Remaining for Teaching	61%	59%	57%
Actual FTE Teaching Staff	113.12	106.12	101.12
Actual Average Teaching Cost	48,589	51,327	53,934
Actual Pupil Teacher Ratio	14.28	15.61	16.40
Total Teaching Staff Cost	5,496,355	5,446,854	5,453,849
Staff Costs as % of Revenue (exc b/fwd)	83.3%	82.5%	82.7%
Revenue	10,482,751	10,144,717	9,811,008
Expenditure	9,550,405	9,565,218	9,627,690
Cumulative	932,346	579,500	183,318
Reserves as % of Income	10%	6%	2%

At the outset of 2015/16 the Trust determined to use some of its reserves to maintain the staffing establishment within its academies. Due to significant in year savings and some additional income the Trust's overall reserves increased slightly.

The Trust has again determined to use reserves to maintain the staffing establishment across its academies. The impact of this can be seen in the reduction in reserves from the period 2016 to 2019. Built into these projections are stable pupil numbers with an increase in Sixth Form students of twenty in 2016 and a further twenty in 2017. There are also savings to find of £250k by the start of each of the financial years 2017/18 and 2018/19. No planned in year savings have been assumed. Given the high level of in year savings this year the three year budget position may change.

The reserves (outturn) for the 2018/19 financial year, at 2%, are below the key performance indicator standard of 3-5% set by the Trust. Directors and academy leaders will need to be vigilant about future spending, particularly with respect to staffing appointments, potential efficiencies and additional income to ensure the long term financial sustainability of the Trust. Prudent financial management and opportunities afforded by natural wastage - movement of staff to other organisations, out of employment and retirement – will need to be continued over the coming years.

Capital Strategy 2016-19

1.0 Introduction

The Blessed Edward Bamber Catholic Multi Academy Trust (BEBCMAT) currently incorporates three academies located on two sites. The aim of BEBCMAT is to provide a secure, caring faith community with a clear focus on learning in all of its academies:

“I have come that you may have life and have it to the full” John 10:10

St Mary’s Catholic Academy and Christ the King Catholic Academy are co-located on a site off St Walburga’s Road in central Blackpool in a building benefiting from a £23.5m upgrade completed in 2014 through the Building Schools for the Future (BSF) and Primary Capital Programme (PCP) schemes.

St Cuthbert’s Catholic Academy is located on Lightwood Avenue in the south of Blackpool in a building dating from 1977 with extensions added between 2007 and 2011.

The purpose of this Capital Strategy is to summarise the performance of the estate and the issues which are driving change, and lays out proposed development plans. A robust Capital Strategy is intended to be used as a practical tool for funding and guiding decisions on key estates issues. However, it is vital that it is continuously updated and validated with all parties sufficiently engaged with the strategic development proposals.

2.0 BEBCMAT Strategy

2.1 Mission Statement

To provide an outstanding whole-person education through which all are challenged to grow in wisdom, understanding, self-esteem and closeness to God.

In order to deliver this mission across three academies, the estate must be able to provide flexible teaching facilities in order to accommodate evolving needs and future academic plans.

2.2 Curriculum

St Cuthbert's Catholic Academy and Christ the King Catholic Academy offer primary provision for children aged 5-11. Both also offer Nursery provision from 2 – 5 years at St Cuthbert's and 3 – 5 years at Christ the King. In these settings, there is a strong focus on literacy and communication, mathematics and science as key life skills and an essential foundation for understanding the world. The Foundation subjects of History, Geography, Art, Design Technology and Music are taught through cross-curricular topics within the Creative Curriculum to make the subjects more relevant and understandable. Core skills are also developed in this way including the application of ICT, problem-solving, reasoning and enquiry and creative thinking. Additionally, other subjects of Religious Education, Modern Foreign Languages (French and Spanish at Key Stage 2), Personal, Social and Health Education (PSHE), Computing, Physical Education and Swimming are incorporated where appropriate or taught discretely.

St Mary's Catholic Academy offers secondary and sixth form provision for children aged 11-18 along flexible learning pathways to enable different aptitudes and aspirations to flourish. All pathways include a core curriculum of Religious Education, ICT, English, Mathematics and Science. Additionally, other subjects of Art, Business, Drama, Geography, History, Media, Modern Foreign Languages, Music, Physical Education, Politics, Psychology and Technology are offered. Outside of the classroom, a diverse range of extra-curricular opportunities are provided including sports, drama productions, musical experiences, art and crafts, political debates and trips to inspirational locations.

2.3 Student Population

All three academies benefit from relatively stable student numbers with little spare capacity. The exception is year groups 12 and 13 at St Mary's with current numbers at 128 (down from 147 in 2015-16) and capacity within the sixth form for 180. The number of academic and support staff should remain relatively static in line with student numbers.

2.4 Key Objectives

- 2.4.1 To meet current legislation, encompassing health and safety requirements, including the management and mitigation of risk and environmental issues;
- 2.4.2 To optimise use of the teaching and learning facilities;
- 2.4.3 To secure financial funding to support required refurbishments;
- 2.4.4 To ensure equal access across the estate;
- 2.4.5 To ensure adequate maintenance is undertaken through a planned maintenance programme;
- 2.4.6 To consider financial and environmental sustainability, in particular to reduce carbon emissions.

3.0 Estate Information

3.1 St Mary's Catholic Academy

The building has recently benefited from capital investment of £23.5 million pounds from the Building Schools for the Future and Primary Capital Programme (PCP) schemes with extensive new secondary and sixth form facilities and refurbishment of the remaining parts of the building, fully opening in September 2014 and incorporating a total area of 7,046m² across five floors.

The academy building comprises 53 classrooms plus specialist facilities for art, dance, drama, graphic design, textiles, food technology, sports, music and science together with a chapel, library, dining hall and a number of offices and meeting rooms. Of available work spaces, 73% are used for teaching equating to 2.4m² per student of teaching space.

The site is maintained by an on-site team of three full time Site Supervisors overseen by a full time Premises Manager with support from Eric Wright as part of a facilities management Service Level Agreement linked to the Building Schools for the Future scheme.

St Mary's has an annual maintenance budget of £122,000, of which £86,000 (70%) is directed to Eric Wright for the facilities management Service Level Agreement. In addition, around £25,000 is received from the EFA annually in the form of Devolved Formula Capital (DFC), specifically for capital expenditure. This will be used to refurbish areas across the site most in need each year including purchase of new furniture and ICT equipment where necessary. Current priorities are:

- Commissioning of the energy efficiency equipment (subject to Diocesan approval);
- Repairs to heating system (currently with Eric Wright Aftercare);
- Division of rooms to provide an additional science laboratory.

3.2 Christ the King Catholic Academy

The new building fully opened in September 2014 as part of the Building Schools for the Future and Primary Capital Programme (PCP) schemes and is co-located with St Mary's incorporating a total area of 1,226m² over one floor. The academy building includes 6 classrooms and a large room for early years, a large shared resource area, hall and chapel. Of available work spaces, 85% are used for teaching equating to 1.9m² per student of teaching space.

The site is maintained by the Estates Team from St Mary's with support from Eric Wright as part of a facilities management Service Level Agreement linked to the Building Schools for the Future scheme.

Christ the King has an annual maintenance budget of £21,000, of which £15,000 (71%) is directed to Eric Wright for the facilities management Service Level Agreement. In addition, around £6,000 is received from the EFA annually in the form of DFC, specifically for capital expenditure. This will be used to refurbish areas across the site most in need each year including purchase of new furniture and ICT equipment where necessary.

3.3 St Cuthbert's Catholic Academy

The original building was opened in 1977 and extensions were added to accommodate the nursery in 1995 and children's centre in 2007 incorporating a total area of 2,092m² over one floor. The academy building includes 8 classrooms plus an open plan library and learning resource area, a large hall with food service area, staff room with kitchen and various small offices. Of available work spaces, 78% are used for teaching equating to 1.7m² per student of teaching space.

The nursery and children's centre building includes 3 large rooms for children aged 2-4, a play area and community café with kitchen and several small offices. The outdoor spaces have a variety of play equipment and are separated by age group.

The site is maintained through Service Level Agreement with Blackpool Council Property Services and an on-site Site Supervisor employed by the academy.

St Cuthbert's has an annual maintenance budget of £30,000, of which £4,000 (13%) is directed to Blackpool Council for the facilities management Service Level Agreement. In addition, around £6,000 is received from the EFA annually in the form of DFC, specifically for capital expenditure. This will be used to refurbish areas across the site most in need each year including purchase of new furniture and ICT equipment where necessary.

In 2015-16, St Cuthbert's were awarded £247,949 of Condition Improvement Fund from the EFA to replace the failing felt roofing system and a number of roof lights in the affected area. This work will be completed by the end of the Autumn term in the 2016-17 academic year. The DFC for 2016-17 will be used as the academy contribution to the project.

4.0 Condition

To inform the planned maintenance program, the following Royal Institution of Chartered Surveyors (RICS) building maintenance definitions apply:

- A – as new
- B – sound, operationally safe, exhibiting only minor deterioration
- C – operational but major repair or replacement needed soon
- D – inoperable or serious risk of failure or breakdown

	% Condition			
	A	B	C	D
St Mary's	10%	90%		
Christ the King	10%	90%		
St Cuthbert's		60%	40%	

Through the planned maintenance programme, the intention is to prioritise improvements to areas categorised as C or D and ensure that areas categorised as A or B are maintained to minimise deterioration.

Once the planned roof improvements have taken place at St Cuthbert's, the majority of the areas categorised as C will move to category A.

5.0 Estate Strategy

As student numbers are predicted to be largely consistent over the next 5 years, the key strategic objective in relation to the estate is to improve and maintain a high quality environment for teaching and learning. This will be achieved by:

- Ensuring the facilities management service level agreements continue to offer a quality service and value for money through annual review and competitive quotation procedures where appropriate;
- Ensuring the on-site Estate teams are appropriately trained and managed through a robust appraisal system and succession planning;
- Ensuring opportunities for additional capital funding are accessed in a timely manner as they arise;
- Ensuring a programme of preventative maintenance is planned and implemented;
- Negotiating with the Diocese to allow the energy substations to be brought into use enabling the energy efficiency measures to be fully utilised.