

**Four Cs**

**Multi-Academy Trust**

# FOUR Cs MAT DEVELOPMENT PLAN 2021 - 2024



*“Working Towards and Maintaining Outstanding Outcomes for all Four Cs Schools.  
Exploring and Exploiting the Advantages and Opportunities Membership the Four Cs Trust  
brings for Pupils, Students and Staff”*

## THEMES

1.	Leadership and Management (MSA)
2.	MAT Finance (JOA)
3.	MAT Support and Services (MSA – Secondary) (BE – Primary)
4.	MAT Development (MSA)
5.	Governance (DGM)

### Key to Lead Personnel Abbreviations:

AHT	Assistant Headteacher	EP(P)	Executive Principal (Primary Phase)
CEO	Chief Executive Officer	HR	Human Resources
CofG	Chair of Governors	PA	Personal Assistant
CofT	Chair of Trustees	TFM	Trust Finance Manager
DPO	Data Protection Officer	TRC	Trust Resource Committee
DSL	Designated Safeguarding Lead	VCofT	Vice Chair of Trustees

# 1. THEME: Leadership and Management (MSA)

Focus	Intent	Implementation / Monitoring	Impact	Lead	Budget/ Resources needed
a. Schools Performance Data and Target Setting	<ul style="list-style-type: none"> <li>Focus on the target setting and monitoring process in MAT schools to ensure outcomes are maximised, recognising the effects that the pandemic has had in benchmarking the target setting process using baseline data</li> </ul>	Regular visits, focusing on target setting and accuracy of predictions. Challenge provided where appropriate	Improved outcomes for all schools, monitoring process gives clearer picture, earlier in the year, in terms of attainment and progress	AHT CEO EP(P)	Admin time
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>As the education system returns towards a more normal approach to examination and student performance, resources have been used to support students in their preparations for end of KS2/4/5 in all schools. There has been a consideration of the target setting process but this has been more challenging with a lack of clarity with regard to factoring in the effects of the last 2 years and students being out school for large portions. Tutoring money has been used at school level to support small groups and there has been much discussion with regard to target setting across the year. At this stage we await the outcomes in all phases and will review practice in light of performance this year.</li> </ul>					
b. Performance Management (PM)	<ul style="list-style-type: none"> <li>Consistent approach across the MAT for Headteachers and Senior Teams</li> <li>Clarity on performance management for colleagues that have MAT responsibilities</li> <li>The effects of the pandemic in terms of outcomes for long-term strategy are recognised within the PM process</li> </ul>	Paperwork to support the process to be standardised. Trustees to identify how targets are split between school responsibilities and overall MAT elements	A fair PM process for all concerned that helps raise standards across the MAT. The PM process recognises the efforts of Senior Teams in ensuring schools have been, and continue to be, an important community hub in these challenging times	CEO PA	Admin time
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Standardisation of paperwork, process and timeline to be a focus in the Summer term ready for roll out in the Autumn. CEO target setting process to be formalised into the MAT Appraisal Policy and discussion and target setting recorded.</li> </ul>					

Focus	Intent	Implementation / Monitoring	Impact	Lead	Budget/ Resources needed
c. Succession Planning	<ul style="list-style-type: none"> <li>Oversee the agreed 3-4 year plan for succession within the MAT that allows for smooth transition whilst reacting to any change in circumstances</li> </ul>	Trustees to oversee plan with key milestones in place	The growth of the MAT is unaffected by changing individuals / roles	CofT CEO	Time
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Succession planning documents for SMT in all Trust schools have been received and are being considered at CEO level. Outcome to be reported to Trustees in Autumn 2023. As the MAT grows, there will need to be a further consideration of central service personnel to enable to MAT to meet its improvement aspirations.</li> </ul>					
d. Bespoke Support for new Headteachers	<ul style="list-style-type: none"> <li>To ensure a new Headteacher has the necessary levels of support, guidance and mentoring in order that they understand the ethos that they are working with</li> </ul>	Regular visits with agreed packages of support over the first two years	New headteachers are able to function effectively and develop their school within the MAT framework	CEO EP(P)	Nature of support will decide resources required
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Manor Drive Principal Designates receiving bespoke mentoring and coaching for their new roles from CEO and EP(P).</li> </ul>					
e. Development of the role of the CEO/COO	<ul style="list-style-type: none"> <li>To ensure the CEO/COO role is recognised by Trustees and is an identified part of the leadership structure in terms of challenge and support</li> </ul>	Agreed role with Trustees, recognised in appropriate documentation as a staging point for HR and other leadership elements	CEO/COO role is used in a support / appeals format over a greater range of issues	CEO CofT	
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>CEO role now completely autonomous from Headteacher responsibilities and focuses on the needs of the MAT, supporting in all areas where appropriate.</li> </ul>					
f. MAT Headteachers Group	<ul style="list-style-type: none"> <li>To have a shared understanding of MAT development and prioritise accordingly, providing support and resources where needed, playing a part in the monitoring and review of the MAT Development Plan</li> </ul>	Half termly meetings held by MAT Headteachers Group to review the performance of the MAT and oversee the growth of the MAT to ensure key post holders have the expertise and skill required and are supported accordingly	MAT is meeting its strategic aims with the support of the MAT Headteachers	CEO EP(P) CofT	Top slice used to support SMT input
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Have returned to face to face, regular, meetings to encompass key strategic elements designed to inform decision making at MAT level.</li> </ul>					

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g. Publicising opportunities / benefits that membership of the Trust might bring	<ul style="list-style-type: none"> <li>• Create an understanding in the wider educational community of the profile of the Four Cs Trust and the benefits it might bring to institutions joining</li> </ul>	Develop opportunities to showcase the best practices amongst the institutions and ensure appropriate media coverage, alongside word of mouth, to inform interested parties	To encourage other institutions to consider their position and the opportunities that joining the MAT will bring	CEO	
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>• All opportunities are taken to promote the benefits of the Four Cs brand. These will become greater as the educational world returns to face to face delivery as the default model.</li> </ul>					
h. Creation of a pyramid of MAT-wide improvement documents that cascade from the overall MAT Development Plan	<ul style="list-style-type: none"> <li>• All institutions that are part of the Four Cs MAT will have an improvement document that is driven by the overall themes contained in the MAT Development Plan</li> </ul>	Following the publishing of the MAT Development Plan, all entities to consider their existing plans against the foci and create / alter accordingly to bring into line with the stated aims of the MAT	All improvement documents contained within the MAT are driven by the overarching principles and foci laid out in the MAT Development Plan leading to consistency and a common set of priorities	CEO	
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>• Introduction of common templates, eg improvement plans / SEFs / Complaint Logs that will enable school level improvement plans to be written in light of the overall Four Cs MAT improvement documentation</li> </ul>					

## 2. THEME: Finance (JOA)

Focus	Intent	Implementation / Monitoring	Impact	Lead	Budget/ Resources needed
a. Financial Sustainability	<ul style="list-style-type: none"> <li>Robust financial procedures to ensure consistent high standard of budgeting and reporting across each entity</li> </ul>	Training for SLT/ Finance Staff so that there is consistent and accurate financial reporting across MAT institutions. This can be exemplified by the introduction and use across the MAT of the common 1000 general ledger codes	Improved financial control and more accurate/timely information provided to Trustees. TRC to be a key part of the monitoring and approving of medium-term budgets	CFO/ TFM TRC	Allocate time
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>General ledger codes transition work completed.</li> <li>Review of Finance team ongoing to meet the demands of an expanding MAT.</li> </ul>					
	<ul style="list-style-type: none"> <li>Fully functioning finance software for Accounting and Budgeting – accessed via the Cloud</li> </ul>	Check systems fully utilised and review costs of moving from AMVC server to the Cloud	Improved access to all financial information for key staff at any location	CFO/ TFM	Transfer £3,000 Annual fee £9,800 pa (4 schools)
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Work ongoing to consider use of cloud facility when/where appropriate.</li> </ul>					
	<ul style="list-style-type: none"> <li>Sound understanding of budget and finance implications to promote better and more informed decision making. Reinforced need for in-year balances in Trust schools to be required over a sustained period</li> </ul>	3 year budgets produced and a strategic plan developed to account for financial surplus or address financial deficit	Each institution is confident of its financial position, or is taking early action to address financial concerns	CEO/ CFO	Allocate time
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Training ongoing for new MAT Headteachers so that key budget indicators are understood and acted upon at an early stage.</li> </ul>					
	<ul style="list-style-type: none"> <li>MAT financial central services is able to support and monitor financial activities of each institution</li> </ul>	Review structure of MAT finance team to ensure it has capacity to monitor and support the MAT as it grows to incorporate MDPA/SA	All institutions are supported and monitored effectively	CEO/ CFO	Potential extra capacity for central services
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Finance staff moved to enhanced accommodation.</li> </ul>					

Focus	Intent	Implementation / Monitoring	Impact	Lead	Budget/ Resources needed
<ul style="list-style-type: none"> <li>Expanded Finance team and premises provided to improve efficiency and effectiveness of financial support.</li> <li>Capacity increased to facilitate a centralised approach to Finance as MAT grows</li> </ul>					
	<ul style="list-style-type: none"> <li>Ensure transparency of central services budget and expenditure across the Trust schools</li> <li>Devolve central services expenditure, as much as is possible, to individual institutions</li> </ul>	Central services expenditure and charge is reviewed annually	Central services charge is used effectively to support all institutions. Institutions see good value for money from the central services charge	CEO/ CFO	
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Top slice charge and central services under review so that the varying needs of all schools are considered.</li> </ul>					
	<ul style="list-style-type: none"> <li>Build up a resource, over time, to support additional expenditure in schools where/when appropriate (or allocate CIF grant as appropriate)</li> </ul>	Trustees to monitor this reservoir resource and endorse allocation where appropriate	Schools have opportunity for injection of capital to meet high priority capital projects	TRC/ CEO/ CFO	Trustees to agree size of reserve to set aside, and agree a policy for the distribution or targeted spend of CIF when the MAT exceeds 4 schools in size and more than 3000 pupils
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Schools Condition Allocation to be used to support schools' capital projects and IT renewal strategy from April 2023.</li> </ul>					

Focus	Intent	Implementation / Monitoring	Impact	Lead	Budget/ Resources needed
	<ul style="list-style-type: none"> <li>Asset and contract register software to assist Finance/IT/Site Management across the MAT</li> </ul>	Weekly meetings between TFM/CFO. School based Finance staff to report to TFM at least monthly	Ongoing	TFM/CFO	Self-funding £20,000
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Work ongoing.</li> </ul>					
	<ul style="list-style-type: none"> <li>Upgrade PSF software to include the new ESFA charts of accounts</li> </ul>	Continue training of Trust Finance staff on new structure	Enable the Trust to comply with regulatory and reporting requirements	TFM/CFO	£6,000
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Completed.</li> </ul>					

### 3. THEME: MAT Support and Services (MSA and BE) (AGR and LA)

Focus	Intent	Implementation / Monitoring	Impact	Lead	Budget/ Resources needed
a. MAT Central Services	<ul style="list-style-type: none"> <li>To recognise and respond appropriately and in a timely fashion to continued growth of the Four Cs MAT. This should recognise the balance between maximising finance at school level with the need for centralised services that provide support, capacity and monitoring in all aspects of MAT work</li> </ul>	Identify when there is a need to provide central resources for key aspects of MAT work, recognising the need for value for money in all aspects where resources are spent centrally	Senior Leaders, Trustees and staff have access to an appropriate level of support to carry out their duties both in terms of delivery but also the monitoring of performance across the MAT	CEO	Ability to use top-slice to fund key changes where appropriate
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Creation of a SEN and EY central service teams to meet regularly and provide support and consistency at school level</li> <li>Evaluation taking place, with Headteachers, as to what other services are required</li> <li>HR and Finance continue to be expanded to meet the needs of schools to provide expert support in these areas</li> </ul>					
b. Teaching and Learning OFSTED Preparation	<ul style="list-style-type: none"> <li>Create a folder/document that has Ofsted information in and links to key documents</li> <li>Ensure LGCS and Trustees are fully briefed via information sheets and access to key documentation to inform any Ofsted interviews</li> </ul>	CEO and EP(P) meets with the primary head teachers on a regular basis to discuss Ofsted readiness	SLT/LGCS/Trustees are confident in their knowledge of the Ofsted framework and feel prepared for a visit	CEO/ EP(P)	Meeting time
	<ul style="list-style-type: none"> <li>Continued support to share good practice amongst Primary Schools. Develop an improved understanding of KS2 to KS3 transition in light of the new OFSTED inspection framework</li> </ul>	All primary schools are creating a 'manifesto' which will show the schools intent. Following this the SEF and SIP will align	Year 6 staff and SLT feel prepared for transition	EP(P)	EP(P) meeting time
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Work has taken place to ensure schools are prepared for Ofsted. This includes all primary schools receiving an 'Ofsted-style Preparation Day' which has provided opportunity for senior colleagues to articulate their vision for their school within the context of the MAT.</li> </ul>					

Focus	Intent	Implementation / Monitoring	Impact	Lead	Budget/ Resources needed
c. Curriculum Development	<ul style="list-style-type: none"> <li>Continued support with curriculum developments in primary schools</li> <li>Work with Headteachers on curriculum coverage through the school work or schemes</li> <li>Work with Headteachers on ensuring curriculum progression is clear and challenging</li> </ul>	<p>EP(P) meets with Headteachers to discuss these areas</p> <p>CEO and EP(P) will be doing an Ofsted readiness visit this academic year where we will meet with the key staff in the schools</p>	Curriculum has clear coverage and progression throughout all subjects	EP(P)	Meeting time
<u>Review Summer 2022</u>					
<ul style="list-style-type: none"> <li>Conversations with Headteachers around curriculum and curriculum leaders</li> <li>Supporting with these conversations in the Ofsted preparation days</li> </ul>					
d. Curriculum Leaders	<ul style="list-style-type: none"> <li>Support the Headteachers and leaders to ensure they are challenging the subject leaders around their knowledge of their curriculum responsibility</li> <li>Ensure that the right questions are being asked of the subject leaders               <ol style="list-style-type: none"> <li>How does your curriculum progress in terms of knowledge skills?</li> <li>Why was it designed this way?</li> <li>How do you ensure that you are providing something with at least comparable depth and breadth to the specifications of the national curriculum?</li> <li>What does this look like in classrooms?</li> <li>How is this assessed?</li> <li>How do you know that the</li> </ol> </li> </ul>	<p>EP(P) meet with Headteachers to discuss leadership of these staff</p> <p>CEO and EP(P) will be doing an Ofsted readiness visit this academic year where we will meet with the key staff in the schools</p>	<p>Curriculum leads are confident in their knowledge of their subjects</p> <p>They are confident in answering key questions about their subject</p> <p>Experience during any Ofsted is more controlled and achieves a positive outcome</p>	EP(P)	Meeting time

Focus	Intent	Implementation / Monitoring	Impact	Lead	Budget/ Resources needed
	<p>curriculum is working?</p> <p>g. What do you do when parts of it are not working?</p> <ul style="list-style-type: none"> <li>Develop leaders across the MAT that are capable of being responsible for a whole MAT approach to key areas of the curriculum</li> </ul>	<p>Look for opportunities to immerse identified leaders in whole MAT process to allow them to experience and involve themselves in Trust-wide initiatives</p>	<p>Greater understanding of other institutions amongst other middle / senior leaders that allows a greater level of coherent support to be provided</p>		
<p><u>Review Summer 2022</u></p> <ul style="list-style-type: none"> <li>EYFS curriculum group started and has become a centralised MAT group</li> <li>Reading, maths and assessment groups have been set up and completed the first 3 rounds of meetings</li> </ul>					
e. Monitoring the curriculum	<ul style="list-style-type: none"> <li>Support Headteachers and leaders to ensure effective monitoring of the curriculum through their Senior Leadership Team</li> <li>Look at how the monitoring of the curriculum is identifying the adaptations required to improve it</li> </ul>	<p>EP(P) meet with Headteachers to discuss their monitoring and how it takes place</p>	<p>Monitoring in the school is strong and has a positive impact on the quality of the curriculum</p>	EP(P)	Meeting time
<p><u>Review Summer 2022</u></p> <ul style="list-style-type: none"> <li>Starting the monitoring of the curriculum through the curriculum groups</li> <li>Maths and reading groups have been set up and have observed lessons within another MAT school</li> </ul>					
f. Monitoring Teaching and Learning	<ul style="list-style-type: none"> <li>Support Headteachers and leaders with the monitoring of pedagogy across the school</li> <li>Look at how the support for teachers through CPD is supporting the outcome of the monitoring</li> </ul>	<p>EP(P) meet with Headteachers to discuss their monitoring and how it takes place</p>	<p>The number of teachers performing at a good or better standard increases</p>	EP(P)	Meeting time
<p><u>Review Summer 2022</u></p> <ul style="list-style-type: none"> <li>As part of the curriculum groups, EP(P) will be looking at common threads that could become CPD for the primary schools</li> </ul>					

Focus	Intent	Implementation / Monitoring	Impact	Lead	Budget/ Resources needed
g. Ensuring assessments are made and are being used to adapt the learning	<ul style="list-style-type: none"> <li>Support Headteachers and leaders to ensure that quality feedback and assessments are having an impact on the teaching and learning</li> </ul>	EP(P) meet with Headteachers to discuss how formative and summative assessment is used across schools	Teachers are confident in using their formative and summative assessments moving the learning forwards for individuals	EP(P)	Meeting time
<u>Review Summer 2022</u>					
<ul style="list-style-type: none"> <li>Assessment group have looked at the assessment processes across the schools</li> <li>Held MAT moderation across schools for moderated Year Groups</li> </ul>					
h. Teaching and Learning – Secondary Phase (MSA)	<ul style="list-style-type: none"> <li>Create a folder/document that has Ofsted information in and links to key documents</li> <li>Ensure LGCS and Trustees are fully briefed via information sheets and access to key documentation to inform any Ofsted interviews</li> </ul>	CEO and EP(P) meets with the headteachers on a regular basis to discuss Ofsted readiness	SLT/LGCS/Trustees are confident in their knowledge of the Ofsted framework and feel prepared for a visit	CEO	Meeting time
	<ul style="list-style-type: none"> <li>Ensure all areas in all MAT schools are providing a high quality curriculum</li> </ul>	Joint planning sessions between secondary schools and the sharing of knowledge across the Trust	Greater coherency for all students across the Trust in terms of their teaching and learning experience in all subjects	Identified Middle Leaders	Time
	<ul style="list-style-type: none"> <li>Consider the rationalisation of schemes of work and examination boards to allow a reservoir of knowledge across the Trust in particular subject areas</li> </ul>				Allocations to allow schemes and text books to be purchased where appropriate for departments making a change
	<ul style="list-style-type: none"> <li>Focus on Middle Leadership support</li> </ul>	Identified experienced Middle Leaders in all curriculum areas that can provide 1:1 support for new HODs or faculties that are struggling to promote best practice and improvement where appropriate	All departments achieve the minimum standard of performance in terms of quality of teaching and learning and student outcomes	CEO	Time for key staff to work across the MAT

Focus	Intent	Implementation / Monitoring	Impact	Lead	Budget/ Resources needed
	<ul style="list-style-type: none"> <li>Develop leaders across the MAT that are capable of being responsible for a whole MAT approach to key areas of the curriculum</li> </ul>	Look for opportunities to immerse identified leaders in whole MAT process to allow them to experience and involve themselves in Trust-wide initiatives	Greater understanding of other institutions / phases amongst middle / senior leaders, that allows a greater level of coherent support to be provided	CEO	Time
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>The Peterborough Teaching School Hub will provide support for Middle Leadership going forwards as part of their CPD provision.</li> <li>Ofsted Briefing Sheets in place. Plans for an 'Ofsted Preparation Day' to take place in Autumn 2022 at AMVC.</li> </ul>					
i. IT	<ul style="list-style-type: none"> <li>Create a coherent policy and overall strategy in terms of IT across the Trust that reflects the differing need of various institutions but also the need for the efficient use of resources</li> </ul>	IT Leads come together, liaise with key stakeholders, including Headteachers, to agree the key outcomes required for the IT policy across the Trust	<p>Plan in place by September 2022</p> <p>Identifying a clear strategy that is agreed by all schools will enable the schools to plan future works to the Trust's IT systems and to work proactively and less reactively. The setting of minimum standards will ensure all schools are equipped with an appropriate level of specification allowing for a quality teaching and learning approach</p>	IT Leads	Time for staff involved
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>This process is in progress. Minimum IT standards have been agreed within the Trust and issues identified for each school. Meetings with headteachers are arranged for late May, which will begin the process of agreeing key outcomes for each school.</li> </ul>					
	<ul style="list-style-type: none"> <li>Identify and maintain a Trust-wide IT equipment refresh plan, emphasising the equal importance of all institutions</li> </ul>	<ul style="list-style-type: none"> <li>Audit each school site for equipment and systems that will fall under a refresh plan (equipment with an operating lifespan)</li> <li>Work out timescales and costings for each aspect</li> </ul>	<p>Plan in place by September 2022</p> <p>Feeding into the overall strategy, having refresh plans in place for each school will mean schools</p>	IT Leads	Time for staff involved

Focus	Intent	Implementation / Monitoring	Impact	Lead	Budget/ Resources needed
		<ul style="list-style-type: none"> <li>• Work with school leaders to implement/finance the refresh plans over affordable and agreed timescales</li> <li>• Identify shared areas of need to access bulk buying discounts eg laptop / interactive screen replacements</li> </ul>	<p>have up-to-date equipment. Future purchases will be planned for, allowing more accurate budget planning. Bulk purchase discounts can also be achieved when purchasing on behalf of multiple schools</p>		
<p><u>Review Summer 2022</u></p> <ul style="list-style-type: none"> <li>• It is expected that refresh plans for each school will follow the headteacher meetings arranged for late May as part of the IT strategy process, this will incorporate the already agreed Trust-wide minimum IT standards in producing these plans.</li> </ul>					
	<ul style="list-style-type: none"> <li>• Continue to consolidate and centralise IT services and infrastructure across the MAT</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with the IT Top slice license that is working well across the Trust</li> <li>• Identify potential services and systems that can be centralised</li> <li>• Work out potential savings and efficiencies in centralising identified systems</li> <li>• Work with Trust schools to implement the centralisations without impacting their operations</li> <li>• Identify opportunities to harmonise IT equipment / software where appropriate</li> </ul>	<p>Ongoing as each aspect identified</p> <p>Using success of the centralisation of IT licences across the Trust as a template, replicate other systems eg security access, to reduce costs and operate with greater efficiency</p>	IT Leads	Time for staff involved
<p><u>Review Summer 2022</u></p> <ul style="list-style-type: none"> <li>• This process continues. Both Manor Drive Primary and Secondary have been added to the IT top slice for September, with this centralisation of IT licences continuing to be very successful. It is expected that there will be a renewed scope for other (non-core IT) licences/systems to be incorporated into a centralised service once the Manor Drive schools fully open from September.</li> </ul>					

Focus	Intent	Implementation / Monitoring	Impact	Lead	Budget/ Resources needed
	<ul style="list-style-type: none"> <li>Work in partnership with the Trust's Data Protection Officer (DPO) to ensure the correct level of security and auditing for data produced within the Trust</li> </ul>	<ul style="list-style-type: none"> <li>Work with the DPO to understand what the needs are in terms of accessing data within Trust schools</li> <li>Work to modernise the way data is handled across the Trust</li> <li>Work with the DPO to implement changes in Trust schools in terms of data handling and storage</li> </ul>	<p>Ongoing plan in place</p> <p>A greater collaboration between IT and the DPO will mean that the way data is handled, managed and accessed in the Trust is more transparent and unified. This will lead to efficiencies and improved security of our data</p>	IT Leads/ DPO	Time required between DPO and IT
<p><u>Review Summer 2022</u></p> <ul style="list-style-type: none"> <li>Some work has been completed. The DPO now has full independent access to our Microsoft 365 tenancy for example, but further work to become more proactive with monitoring our data activities will be required, going forward.</li> </ul>					
	<ul style="list-style-type: none"> <li>Development of an IT Services help desk that is consistent for all users of IT within the Trust</li> </ul>	<ul style="list-style-type: none"> <li>Research similar sized organisations / MATs</li> <li>Agree a unified approach to requesting for help eg raise a ticket, phone call, in person request</li> <li>Decide on the best way to deal with IT emergencies that can arise</li> <li>Roll out the unified approach to Trust schools</li> </ul>	<p>Plan in place by September 2022</p> <p>Continue to develop a help desk system that operates across Trust schools. This should facilitate a further aligning of primary and secondary settings. Help requests will be resolved more quickly. The system introduced should be scalable to accommodate future additional schools</p>	IT Leads	<p>Time for staff involved</p> <p>Investment in help desk software</p>
<p><u>Review Summer 2022</u></p> <ul style="list-style-type: none"> <li>The Trust currently has a working help desk system, but this will need reviewing once KSCS and Manor Drive schools become part of the Trust after September. In addition, recruitment of IT support staff remains a difficulty when attempting to plan future IT Services capacity.</li> </ul>					

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j. Site	<ul style="list-style-type: none"> <li>Develop SLA to ensure that there is common understanding of site MAT support and Headteachers and LGC can demonstrate value for money</li> </ul>	Headteachers to agree an SLA to be paid for from the Top Slice	Site support is coordinated effectively to meet expectations of Headteachers and ensure statutory testing and maintenance is carried out	CFO/ Heads of MAT schools	Meeting time to agree and review SLA
	<ul style="list-style-type: none"> <li>To develop governance oversight of risk assessment at local level to ensure the general principles of the risk of the Trust risk register are reflected in a school level process</li> </ul>	Creation of a school level risk register that is monitored by LGC and clear indication is given how the identified risks have been mitigated	Risks at a local level have been identified and with the appropriate mitigation, reduce the dangers to students/pupils and staff working in Trust schools	Headteachers and CofG	Identified time for 'Compliance Now' to work with individual schools on the creation of a consistent risk register at local level
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Progress continues as we integrate two new sites into the MAT and ensure estate management occurs across the MAT and represents best value for money.</li> </ul>					
k. Central Services	<ul style="list-style-type: none"> <li>Consolidate Central Services for HR so there is a common approach across the MAT putting policy into practice based on standard EPM advice</li> </ul>	Best practice is shared in line with Four Cs policies and DfE and ESFA regulatory standards	Common approach to HR processes across MAT schools	CFO/ HR	Meeting time and time to support and train admin staff with new procedures
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>HR and Finance work continues to provide a service at varying levels for schools across the MAT depending on their own expertise and staffing levels. There continues to be a development of a costed SLA, designed to support all schools.</li> </ul>					

Focus	Intent	Implementation / Monitoring	Impact	Lead	Budget/ Resources needed
i. SEN provision	<ul style="list-style-type: none"> <li>Respond to the legal challenges that the MAT faces with regard to SEND and the lack of appropriately qualified SENCOs in schools across Peterborough</li> <li>Explore possibilities for centralising the higher level functions of SEND via a MAT based SENCO with lower level representation in Trust schools</li> </ul>	Appointment of a centrally based SENCO (hybrid initially) to support all schools in their work. Provide support in key meetings, guidance for work within individual institutions and training and development for lower level representatives in Trust schools	The MAT and individual institutions are able to meet their commitments and legal responsibilities for all young people with a designated SEND need	CEO	Trust central services
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>SEN Central Service team is in place and initial meetings, individually with schools, are scheduled to take place.</li> </ul>					
m. Contracts	<ul style="list-style-type: none"> <li>Further review MAT contracts to ensure VFM (eg Catering)</li> <li>Centralise purchasing where applicable and appropriate</li> </ul>	Contracts reviewed and re-tender process completed where necessary	Best VFM achieved having a beneficial effect on school budgets so an increased budget share is focused on T&L. Schools benefit from bulk buying rates	CEO/ /CFO/ TFM and MAT Heads	Time for key identified staff to be involved in process
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Catering tender work has taken place to secure providers for all schools from September 2022.</li> </ul>					
n. Safeguarding	<ul style="list-style-type: none"> <li>Sharing of effective safeguarding practice across the MAT</li> </ul>	Bringing together DSLs across the MAT to discuss policy and practice in terms of safeguarding	Consistent safeguarding approach used throughout the MAT	DSLs	Meeting time
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Safeguarding leads for primary and secondary are being identified for September 2022. These will provide a framework for all schools to work effectively to ensure safeguarding of all children in MAT schools.</li> </ul>					

Focus	Intent	Implementation / Monitoring	Impact	Lead	Budget/ Resources needed
o. Planned Trust Events	<ul style="list-style-type: none"> <li>Create a sense of identity amongst the schools in terms of the umbrella organisation of the Four Cs that we all belong</li> </ul>	Look to develop opportunities for cross-Trust school events eg PE / Music / Drama	Greater collaboration amongst staff and the creation of a feeling of belonging to the Four Cs Trust and the benefits it brings in terms of retention and recruitment. Students to have a sense of identity and are proud to represent the Trust	MAT Heads	Time
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Consideration of events is beginning, following Covid. Initial sports event planned to take place Summer 2022. Further events will be planned for 22/23.</li> </ul>					
p. Energy Management	<ul style="list-style-type: none"> <li>To ensure energy efficiency and carbon neutrality in all Trust entities is a major factor</li> </ul>	In all elements of Trust business, the effects on energy usage and the drive towards carbon neutrality are considered in line with value for money and DfE principles	All entities in the long-term are considered energy efficient and the MAT moves towards carbon neutrality in the required time period as laid down by Government	CEO MAT Heads Trustees LGCs	Time
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>As part of the work for IT expenditure for Manor Drive, the MAT has had briefings with regard to moving towards carbon neutrality. The Trust continues to examine all aspects of this topic, incorporate best practice and value for money ideas to reduce carbon footprint and overall energy use.</li> </ul>					

## 4. THEME: MAT Development (MSA)

Focus	Intent	Implementation / Monitoring	Impact	Lead	Budget/ Resources needed
a. Manor Drive Pre-Opening	<ul style="list-style-type: none"> <li>Working with the Headteacher Designates, LA, DfE and contractors to manage the pre-phase element of the design and build, ensuring that both schools are ready to open for September 2022</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring the building is fit for purpose and managing any changes that are required or forced during the build phase</li> <li>Creating a reservoir of required policies, plans and other documentation to meet the DfE requirements</li> <li>Working with the identified DfE external expert to ensure all milestones are met</li> <li>Managing the funding implications and cash-flow issues to ensure both schools are appropriately resourced for September 2022</li> <li>Complete staffing appointments within the budget, looking for opportunities to share certain staff to improve efficiency during the early years of opening</li> <li>To budget for and purchase appropriate resources for the opening of each school</li> <li>Ensure appropriate marketing attracts the required PAN for each school</li> </ul>	Schools open on time and fully staffed and resourced with a full complement of students	CEO	Headteacher Designate time, CEO and admin time  Budget for marketing  Agreement across the Trust for cash-flow injection where appropriate
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Work is all in accordance with timeline. Pre-Ofsted inspections have taken place. Readiness for Opening meetings are scheduled for the Summer term. Extensive support is made available for Principal Designates. Staffing appointments are being made in accordance with need and the budget. Governors have been appointed for MDSA. Work is taking place on suitable appointments for MDPA's opening phase.</li> </ul>					
b. Manor Drive Post-Opening	<ul style="list-style-type: none"> <li>Working with the Headteachers and DfE to manage the opening years of the two schools</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring the curriculum is fit for purpose and implemented correctly</li> </ul>	Schools provide a rich learning experience for all cohorts. Children are safe	CEO	Headteacher Designate time, CEO and admin

Focus	Intent	Implementation / Monitoring	Impact	Lead	Budget/ Resources needed
		<ul style="list-style-type: none"> <li>• Reviewing policies</li> <li>• Working with DfE to ensure that the school meet national requirements and standards</li> <li>• Managing the funding implications and cash-flow issues to ensure as schools continue to grow, balances are maintained</li> <li>• Complete staffing appointments within the budget, looking for opportunities to share certain staff to improve efficiency during the early years of opening</li> <li>• To budget for and purchase appropriate resources for the opening of each school</li> <li>• Ensure appropriate marketing attracts the required PAN for each school</li> </ul>	<p>and making progress</p> <p>Readiness for post-opening inspection</p>		<p>time</p> <p>Budget for marketing</p> <p>Agreement across the Trust for cash-flow injection where appropriate</p>
<p><u>Review Summer 2022</u> N/A</p>					
c. KSCS	<ul style="list-style-type: none"> <li>• Work with KSCS joining the MAT by September 2022, commencing with Memorandum of Understanding from September 2020</li> <li>• Overcome issues highlighted by due diligence to do with student outcomes, recruitment and retention, funding, buildings, PFI, perimeter fencing</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher and CEO working closely with support at Trust level. Key meetings attended where appropriate and regular pre-arranged briefing sessions take place</li> <li>• Four Cs Trust liaising with DfE with particular elements of academisation</li> <li>• Headteacher of KSCS in discussions with LA for support through transition process</li> </ul>	KSCS becomes a full partner of the Four Cs MAT, complements the work of the secondary phase and increases student outcomes for Year 11 and Sixth Form across the MAT	CEO	Time Legal costs
<p><u>Review Summer 2022</u></p> <ul style="list-style-type: none"> <li>• Timeline was September 2022; this may be delayed due to PFI / dual use agreement / fencing issues. KSCS continues to play a full role in the life of the</li> </ul>					

Focus	Intent	Implementation / Monitoring	Impact	Lead	Budget/ Resources needed
MAT in its 'shadow format' and legal completion will take place when issues are resolved and don't represent an unacceptable risk to the MAT					
d. New school marketing	<ul style="list-style-type: none"> <li>Availability of resources that allow MAT employees to respond to new opportunities as they become available in terms of discussing new schools entering the MAT</li> <li>To create an ongoing market strategy that celebrates the benefits of being part of the Four Cs MAT</li> </ul>	<ul style="list-style-type: none"> <li>Various elements of pre-prepared package are available for use as required; 48 hours required to bespoke materials for a particular school</li> <li>Using existing material from the various institutions supplemented by extra resources to generate visibility of the Four Cs brand</li> </ul>	<p>Senior Leaders and Trustees of the MAT are able to dialogue with interested parties within a reasonable timeframe</p> <p>Potential interested parties are drawn to pursuing further</p>	CEO/CofT PA	Time
<p><u>Review Summer 2022</u></p> <ul style="list-style-type: none"> <li>In light of the new white paper, various discussions have taken place with regard to the possibility of MAT mergers within Peterborough. At this stage there is nothing to report further.</li> </ul>					

## 5. THEME: Governance (DGM)

Focus	Intent	Implementation / Monitoring	Impact	Lead	Budget/ Resources needed
a. External Review of the Trust Governance	<ul style="list-style-type: none"> <li>To review the working practices of the Trustees and Committee Structures to ensure effectiveness, appropriate challenge and meeting all legal requirements</li> </ul>	<ul style="list-style-type: none"> <li>Partnership working with another local Trust to scrutinise and support and report back to the Trust on overall effectiveness</li> </ul>	The Trust is fit for purpose and can carry out its statutory responsibilities, providing sufficient challenge to Trust leadership	CofT	Time
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>A review has been commissioned and has taken place in the Summer term. Evaluation indicates work required to align LGC/MAT scheme of delegation and summary reporting.</li> </ul>					
b. External Review of LGCs	<ul style="list-style-type: none"> <li>To review the working practices of LGCs within the Trust to ensure effectiveness and meet all legal requirements</li> <li>Review LGC reporting to Trustees</li> </ul>	<ul style="list-style-type: none"> <li>One Trustee allocated to a LGC to scrutinise and support and report back to the Trust on overall effectiveness</li> <li>Consider giving guidance on the agenda for and minuting of LGC meetings.</li> </ul>	LGCs are fit for purpose and can meet their statutory responsibilities Standardise agendas to cover safeguarding, curriculum and standards and risk. These are the core items for all agendas. Reduces the need for SLT time supporting meetings. Reduces cost of supporting LGCs Agendas may from time to time include issues for referral to Trustees	CofT  Trust Board	Time
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Incorporated in above.</li> <li>Work has commenced with LGC Clerks and the Trust</li> <li>Meeting to be scheduled between Trust and Chairs of Trustees to discuss updated Scheme of Delegation</li> </ul>					

Focus	Intent	Implementation / Monitoring	Impact	Lead	Budget/ Resources needed
c. Governance support for MAT schools in terms of transition	<ul style="list-style-type: none"> <li>To have a range of Trustees / Governors who are willing to advise, support and model for LGCs that are struggling during a period of transition into the MAT</li> </ul>	<ul style="list-style-type: none"> <li>Feedback reports through minutes and CEO's termly leadership report will provide Trustees with oversight of the development of fledgling committees</li> </ul>	A more consistent professional approach to governance, providing challenge and guidance to institutions where governance has been identified as an issue	CEO CofT VCoFT	Time
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Trustees playing a major role in supporting LGCs and also taking on positions of responsibility within the new schools.</li> </ul>					
d. Trustee Ofsted readiness	<ul style="list-style-type: none"> <li>To provide oversight to Trustees with regard to their role in managing the Ofsted process for all schools in the MAT</li> </ul>	<ul style="list-style-type: none"> <li>Professional CPD to be identified and used in conjunction with Trustees / LGCs to ensure a minimum baseline of preparation is available in all schools</li> <li>Nominated Trustees are prepared for meetings with Ofsted inspectors on key areas of governance</li> </ul>	Trustees and governance able to support leadership before, during and after an inspection	CofT	Time Cost of CPD costs
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Nominated Trustees have received training and are familiar with their role during inspection. This will continue to be updated going forwards. A Trustee representative has taken part in all Primary School Ofsted Preparation Days.</li> </ul>					
e. Governance in place for MD	<ul style="list-style-type: none"> <li>The identified Chairs of Governors for the two Academies are part of the pre-opening planning phase, working alongside the Headteacher Designates</li> <li>Creation of an experienced interim LGCs to cover the pre-opening phase of MDPA/SA</li> <li>Operation of shadow governance for an initial period</li> </ul>	<ul style="list-style-type: none"> <li>Creating opportunities for joint planning between Chairs of Governors and Headteacher Designates</li> <li>Chairs of Governors present at all key milestones in the pre-planning phase</li> <li>Prospective parents and community stakeholders made aware of the role of governance and invited to participate</li> </ul>	Appropriate governance is available to the Headteacher Designate leading to the opening of both phases of MD project	CofT CofG CofG	Time
<u>Review Summer 2022</u> <ul style="list-style-type: none"> <li>Work in progress with a Chair of Governors in place for both schools.</li> </ul>					

Focus	Intent	Implementation / Monitoring	Impact	Lead	Budget/ Resources needed
f. Trustee Succession Planning	<ul style="list-style-type: none"> <li>Ensuring key Trustees and governors have experience of leadership of committees and are familiar with the workings of the Full Trustee and LGC structures</li> <li>Produce a succession plan to meets the needs of LGCs and the Trust Board over the medium to long term</li> </ul>	<ul style="list-style-type: none"> <li>Ability to shadow Chair of Trustees, Chairs of Committees etc, to provide insight into key roles</li> </ul>	To ensure smooth transition from existing key post-holders, recognising overall direction of travel is laid out over the next 2-3 years	CofT VCofT CofLGCs	Time
<u>Review Summer 2022</u>					
<ul style="list-style-type: none"> <li>Work in progress</li> </ul>					
g. Audit of skills-set	<ul style="list-style-type: none"> <li>To ensure the Trust Board has the required breadth of knowledge and skills to ensure effectiveness in all aspects</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring, and adding to where necessary, the skills set of Trustees to ensure broad coverage of all elements of leadership, management and governance</li> </ul>	As the MAT grows, the level of skills and understanding available to the Trust allows it to lead with changes as the MAT moves from a small to a medium-large entity	CofT	Time
<u>Review Summer 2022</u>					
<ul style="list-style-type: none"> <li>Work in progress Summer 2022.</li> </ul>					
h. Relationship between LGCs, Trust Board, Governors and Trustees	<ul style="list-style-type: none"> <li>To achieve the highest level of Trust oversight whilst maintaining the close relationship with LGCs and their schools</li> <li>Revisit and update the Scheme of Delegation and work with CofG to ensure they meet the Terms of Reference</li> </ul>	<ul style="list-style-type: none"> <li>To examine the process of LGC membership and the creation of the 'appropriately skilled' Trust board to ensure relevant oversight is achieved</li> <li>Examine in more detail the two-way practice of Governor/ Trustee and support Trustees for LGCs in terms of practicality and communication</li> </ul>	Appropriately skilled and supported LGCs that are fit for purpose and a Trust Board that contains the requisite level of skills in all key areas that enables it to carry out its monitoring and improvement role	CofT CEO	Time
<u>Review Summer 2022</u>					
<ul style="list-style-type: none"> <li>See 5a.</li> </ul>					