



Business Plan 2018 – 2023
Revision Jun 2020

ABINGDON LEARNING TRUST BUSINESS PLAN: 2018-23

Introduction

The vision is to establish and sustain a Learning Trust, grown initially from within the Abingdon Partnership of schools and supporting the wider community, including beyond the Abingdon area. It is a 'three-step' approach to: consolidate and support the current schools as a multi-academy trust; increase the reach, and impact with additional schools to join the Trust; extend the provision for wider community benefit as a Learning Trust for the areas in which it supports schools. The business plan establishes the basis for this approach over a 3-5 year period and will be kept under review.

Our aims

- a) We will nurture curiosity, character and independence, fuelling a passion for learning in all children and staff to shape confident, creative, resourceful and resilient individuals.
- b) We will support and deploy resources effectively and efficiently to make a valued contribution for the good of all our young people, our economy and our community.
- c) To achieve this we will secure:
 - A broad, deep and balanced curriculum enabling choice and inclusive learning opportunities, promoting aspiration
 - Financial sustainability and commercial resilience, with operational efficiency and effectiveness
 - Expansion of the Trust to support the majority of school age children in the Abingdon area; and to support investment in community provision, shared use of facilities, learning opportunities and networks

Our values

- **QUALITY:** to create an outstanding learning community, including strong leadership and governance
- **OPPORTUNITY:** to provide the best opportunities for all children to reach their full potential
- **COLLABORATION:** to support a shared commitment and dedication to learning
- **AMBITION:** for continual improvement and to strive for excellence in all we do
- **COMMUNITY:** to be a local employer of choice and for area based services that address disadvantage and promote social mobility

Trust-wide improvement

Priorities have been developed from the Trust-wide schools' improvement plans and supported by a strong relationship with Abingdon and Witney College, integral to the vision and development plans for the Trust, and in collaboration with primaries in the Abingdon Partnership; as well as the county council, universities and independent sector.

- Continued focus on a rich and deep curriculum at all stages from Early Years to the Sixth Form
- Enhanced Schools' leadership and governance: succession planning, recruitment, retention and development
- Addressing the differences in attainment and progress for vulnerable pupils (Special Educational Needs/ Disabilities (SEND); those in receipt of Pupil Premium grant) so that they meet at national levels of attainment and progress; and reducing differences between boys/girls
- Staff development: professional pathways, training and 'Knowledge Hub'
- Early Years, family and community: including pre-school provision and youth work

Delivery milestones

The milestones set the direction of travel for the Trust as markers for business development and Trust-wide improvement, rather than as fixed targets; each will be supported by educational drivers and a growth plan.

- 2018/19: Single Sixth Form and CEIAG; governance training network; set up central services team (Tier 1)
Identify opportunities to support SEND, Early Years, Youth Work and collaboration with AW College. **Complete**
- 2019/20: Strategic ICT and knowledge hub for pedagogy, research, training; set up Tier 2 services
Identify primary school(s) to join the Trust and support from county council initiatives/ services in particular for vulnerable children and disadvantaged families. **Executive Director roles appointed for Primary and Secondary for strategic development and support of schools.**
Responding to a dramatic change as an education provider and employer through the COVID-19 pandemic and emergency measures; and a range of challenges under national advice and guidance for operational issues, safeguarding and safety for pupils and employees, and the partial closure and re-opening of schools with social distancing in place.
- 2020/21: A strategic review in response to COVID-19 pandemic and education provision. Secondary alignment including an Executive Head and secondary governance board; secure sponsor academy status and ; additional primaries to join the trust
- 2021- 22: Further develop an offer of support for schools in the localities and neighbouring areas
- 23: Land use and site investment plans; from school facilities to external funding streams which support growth plans, e.g. property development and training centre/hub and community resources
- 2023-28: Look to teaching school status; additional secondary school (Oxfordshire County Council (OCC) plans)

Governance

There are clear lines for governance to run each school, for Trust-wide education standards, central services and financial sustainability, and the strategic direction for future growth and business development.

- a) Where schools otherwise have 'earned autonomy' the Trust Board will consider risks and when support is needed; and provide central services for the efficient running of the schools
- b) Also to oversee investment in schools' improvement, in services and processes to support educational standards and for financial sustainability
- c) This will be supported by a strengthened relationship with Abingdon and Witney (AW) College and oversight of wider partnerships as a learning trust for the community
- d) A national advisory group will be established for advice and networks and reputations (national and international) to support the development as an area-based Trust, outward-facing and not parochial
- e) All activities will be carried out to support and promote an ethos that develops positive behaviour, mutual respect and care, and as an employer of choice

Growth Plan

More detailed consideration will be given to a growth plan for the Trust, matched to the delivery milestones and kept under review with a clear business case made for each decision to be taken along the way.

- a) It is not growth for growth's sake. Growth is important for the Trust to support improvements in education and increased learning opportunities. Schools will join the Learning Trust as a partnership and for their wider community, as well as leveraging the practical benefits of a multi academy trust.
- b) To ensure efficiencies and opportunities of scale for effective partnerships, resources and investment, particularly in the primary phase - to ensure that there is an equal 'voice' at both primary and secondary phases within the Trust
- c) We are also keen to include Special Schools (SEND), greater Early Years numbers, increased numbers in the joint Sixth Form and application for new Free School(s) as a result of planned housing development.

Future growth will develop services and support as a Learning Trust, working closely with others to achieve our vision for all children in the areas in which we have schools. This would, for example, include Early Years, youth work, community-based facilities and area-wide initiatives (county/district; universities; independent sector; employers).

Central services

The tables below illustrate the scale of activity and nature of services which will be deployed by the Trust to support schools for greater efficiency in services and procurement, to raise education standards Trust-wide and greater financial stability sustained over time.

- **Tier 1 services** are included within a 6% levy:
 - Chief Executive, Chief Finance Officer, Finance, Payroll and Human Resource functions will be run from a central office across all schools
 - Audit, premises and other insurances, health and safety, compliance, trust governance support, school improvement support, safeguarding support, premises bids, annual staff survey, appraisal support for Heads. Central procurement to take advantage of economies of scale providing savings for schools (£120 000 in the first year of working together)
 - School improvement is tailored to individual schools, as well as providing cross-Trust quality assurance activity, continuing professional development and training, and funding for training with accreditation eg NPQH
- **Tier 2 services** provide further efficiencies and economies of scale to be identified with schools, to include:
 - Premises, ICT and catering: 'bought in' from schools' budget savings separate to the levy through service level agreements.
- **Income generated by growth** will be invested in schools improvement and ensuring financial sustainability of the schools and Trust
For illustration: estimates of projected student numbers for income from ESFA and other sources over this period is shown below:

Funding (£K)	19/20	20/21	21/22	22/23	23/24	24/25
Primary; minimum National Funding Formula (NFF)	1320	1320	2640	3960	5610	6930
Secondary: minimum NFF	7590	7590	7820	8280	8740	9660
Other factors (disadvantage etc)	887	887	1082	1298	1557	1817
Total Education Skills Funding Agency (ESFA) income	9797	9797	11542	13538	15907	18407
Other income (lettings, catering etc)	859	859	1030	1201	1373	1373
Total income (indicative)	10656	10656	12572	14739	17280	19780

NB There will be a lag on total income as schools may join during the course of an academic year, not Sept.

COVID-19 impact

No change to pupil numbers for 20/21 – assumed identical funding to 19/20

Projected costs and target budgets for schools' improvement and sustainability

Central costs (£k)	19/20	20/21	21/22	22/23	23/24
Central team costs	376	376	400	440	480
Tier 1 services including school improvement	201	201	204	221	250
Total central & Level 1 cost	577	513	604	661	730
Value of 6% of ESFA	590	590	734	861	995
Surplus for additional school improvement	13	13	130*	200*	265*

*Increased central team staff for school improvement eg Primary Director, School Improvement Partner, Director of Research and Innovation paid from within this.

ANNEX

Implementation

To help secure the strategic aims for Abingdon Learning Trust there are clear deliverables and targets identified for a 3-5 year period, to be kept under review.

A. A broad, deep and balanced curriculum enabling choice and inclusive learning opportunities, promoting aspiration

KPIs

- Quality of education is at least good, with significant areas of outstanding practice
- Leadership and management at all levels are at least good and, in more than 50% of schools, are outstanding
- No significant differences between groups including boy/girl, SEND, Pupil Premium and vulnerable young people
- All students well-prepared for their next steps, whether readiness for school, primary/secondary transitions, sixth form, college or university and employment

19/20	20/21	21/22	22/23	23/24
COVID -19 Revised measures and assessments will be put in place under national advice and guidance.	EYFS: GLD at 85% KS1: combined RWM 70% KS2: combined WRM at 70% and 20% above ARE KS4: P8 at +0.15 or higher 6th Form: VA in top 25% nationally	EYFS: GLD at 88% KS1: combined RWM 76% KS2: combined WRM at 76% and 25% above ARE KS4: P8 at +0.25 or higher 6th Form: VA in top 20% nationally	EYFSL GLD at 90% KS1: combined RWM 84% KS2: combined WRM at 80% and 28% above ARE KS4: P8 at +0.35 or higher 6th Form: VA in top 20% nationally	EYFS: GLD at 92% KS1: combined RWM 86% KS2: combined WRM at 86% and 30% above ARE KS4: P8 at +0.4 or higher 6th Form: VA in top 20% nationally

The targets are to drive Trust-wide improvement rooted in provision by the current schools within the Trust and matched to our projected growth and development. They are set to meet the ambition of the Trust and against national benchmarks for staged strategic progression. These will be kept under review by the Trust and how they translate to individual school improvement plans.

B. Financial sustainability and commercial resilience, with operational efficiency and effectiveness

KPIs

- Pupils on roll within 2% of capacity across Trust (at 75% in 18/19)
- Balanced budgets with reserves growing as per policy
- Staff costs at 75% of overall income (average of 80% in 18/19)
- High level of satisfaction with Tier 1 services; Tier 2 services
- Trust assets well-managed and ICT infrastructure effective
- HR and well-being Board KPI graded as 'blue'
(attendance is more than 98%; staff survey data show overall 95%+ satisfaction)
- Governance is evaluated as excellent (inspections; annual skills and impact surveys; external feedback)

19/20	20/21	21/22	22/23	23/24
<ul style="list-style-type: none"> • COVID-19 • Tier 2 catering in place • Stable budgets across all schools 	<ul style="list-style-type: none"> • ICT system common across all Trust schools • Tier 2: catering services across the Trust • Review staffing arrangements; joint appointments 	<ul style="list-style-type: none"> • One strategic SLT across both secondary schools • New/revised admissions arrangements/ appeals 		

The targets support efficient and effective use of resources Trust-wide, for central services to support schools directly and to ensure opportunities of scale for effective partnerships, resources and investment. This includes compliance, accountability and strong governance; and to be a local employer of choice.

C. Expansion of the Trust

KPIs

- The Trust to influence and directly support school-aged children in communities within 45 minutes of travel from Abingdon
- Secure investment for community provision, shared use of facilities, learning opportunities and networks; including statutory services (county/district councils), community assets/ buildings, independent schools, universities and employers

19/20	20/21	21/22	22/23	23/24
Total pupil number = 2050 Sixth Form number = 180	Total pupil number = 2500 Sixth Form number = 220	Total pupil number = 3000 Sixth Form number = 250	Total pupil number = 3600 Sixth Form number = 280	Total pupil number = 3820 Sixth Form number = 290
Increased numbers Y7 (FZ) Collaboration OCC	Secure sponsor status Additional primary school/s	Primary free school (tbc) EY incl. RC change to 3-11 Review land-use and seek options for investment	Additional primary(s) Review land-use and seek options for investment	Additional primary(s) Review land-use and seek options for investment

A Growth Plan will identify specific activities with a clear business case for each decision made. The increase in student numbers is based on that which is practical in terms of academy conversions to join the Trust year by year. There may be variations as opportunities arise over that period.

There are three stages of development: consolidation of arrangements for the current three schools; additional schools to join the Trust; and increased earning opportunities and wider community provision. Initial growth is likely to be through additional primary schools joining, increase in secondary school students and an expansion in Early Years and Sixth Form provision.

Further development will be based on collaboration, partnerships and investment opportunities, including statutory services (Oxfordshire and wider) in particular for vulnerable children and disadvantaged families, for example literacy across all ages and indicators for social mobility and employment.

Acronyms

KPI	Key performance indicator	VA	Value-added
EYFS/EY	Early Years foundation Stage/Early Years	P8	Progress 8
GLD	Good level of development	HR	Human resources
RWM	Reading, writing and maths	SLT	Senior leadership team
ARE	Age-related expectations		