



Strategic Plan 2021/24

Eastern Multi Academy Trust

Trust Overview

Vision, Mission & Purpose

Ensure all our children and young people are prepared to learn for life by equipping them with the skills, experiences, and a high-quality education, empowering and motivating them to achieve their full potential now and in the future.

Strategic Outcome

We will provide *outstanding all-round education and care for the children in our communities from nursery through to sixth form*. Our relentless focus on raising educational standards, community engagement, people development and wellbeing, formed on strong foundations of operational and governance excellence are the keys to EMAT success now and in the future.

Strategic Ambition

1. **Educational Standards** - All academies provide a high-quality education for all children, skills, knowledge, and experiences will enable them to thrive in the future work of work.
2. **Community Engagement** - The Trust and its academies are recognised for their contribution to community development and regional educational improvements.
3. **People Development & Wellbeing** - All staff are committed to ensuring the wellbeing and educational development of each of its students and colleagues. Engagement is high and every member of staff understands how their role contributes to success.
4. **Operational Excellence** – Our academies success is underpinned by an efficient and effective operational structure; processes build resilience and central service provision forms the bedrock that allows our academies to relentlessly focus on raising educational standards.
5. **Governance & Compliance**– We play by the rules and influence positive change in the education sector for the benefit of all.

Critical Success Factors

1. All academies are rated as good within the next two Ofsted inspections, attainment and progress of our children are beyond average national performance.
2. All academies recognised as providing a broad and balanced curriculum and experiences that extend beyond academic achievement and raises aspirations of our children, be recognised and act as a system leader.
3. Trust has a reputation locally and regionally for representing and making a positive impact in the communities in which we operate.
4. EMAT becomes an employer of choice, known for its care and development of our people.
5. EMAT is rated in top performing of Trusts across the UK; our capacity and reputation are recognised as we expand pupil numbers; achieved via existing academy expansion and relationships with academies that are new to the Trust.

Design Principles

- Abide by the rules and constructively challenge them to influence policy change.
- Safeguarding principles will be embedded in every activity and process.
- We celebrate success as much as focusing on challenges.
- We are open to challenge and a culture exists that drives continuous improvement.
- High level progress and oversight of the strategy implementation is done at the Trust Board.
- Trust Board strategy sessions are designed to deep dive into each area of the strategy to set direction and priorities for the Trust Executive.

Educational Standards

Strategic Outcome

All academies provide a high-quality education for all children, skills, knowledge, and experiences will enable them to thrive in the future work of work.

Strategic Ambition

1. **Educational results** - Increase, or if already successful sustain, attainment and progress of all students.
2. **Cycles of continuous improvement** - Academies have developed a supportive culture of school development, reflection, and action drive incremental and widescale improvements.
3. **Diversity & Inclusion** - A clear culture that each pupil is recognised for what he or she can do, every child matters.
4. **Quality of teaching & learning** - The quality of teaching and learning is immediately visible in each academy. Quality first teaching prevails.
5. **Best practice** - Ensuring that teachers are kept up to date with new and innovative ways of working including the use of information technology.

Critical Success Factors

1. All academies judged to be at least 'good' within 3 years (externally independently validated) of joining and sustain at least this measure of performance thereafter.
2. Ensure quality first teaching supports learning and development of children and staff with 90% of teaching and learning exceeding the National Standards.
3. Clear expectations of behaviour and attendance, our children thrive in the next step on their journey, be it within the Trust, further education, or the world of work.
4. Accelerate the progress of disadvantaged children and young people.
5. All children achieve, the Trust is are above average on progress and attainment measures. All children are inherently safe.

Design Principles

- Seek external assessments to provide validation of Trust and Academy self-evaluation.
- Constantly reflect on practise and systems to improve, learn develop and implement best practice.
- Utilise a blended model of expertise using internal and expert resources available to us to drive school improvement, partner where necessary.
- We will do our best for all our children regardless of need and we become a champion for primary to secondary transition..
- Vulnerable children will have the same opportunities to thrive and develop.
- Curriculum design and implementation is broad and balanced and aligns with the evolving nature of the world of work.
- Progress is tracked and detailed oversight is provided by the Board educational sub-committees.

1. Strategic pillar – Educational Standards

All academies provide a high-quality education for all children, skills, knowledge, and experiences will enable them to thrive in the future work of work.

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Strategic Oversight	Performance Indicators	Strategic Activity & Intervention	Performance Measures																
Full Board	<ol style="list-style-type: none"> 1. Pupil academic progress improves at the rate of national or better 2. Pupils motivated to engage in learning and show good levels of attendance and exclusion 3. Pupils acquire the skills, characteristics and have experiences considered most important to enable them to succeed 4. Young people leaving the Trust at 16 go on to further education or good quality and sustainable employment 	<ul style="list-style-type: none"> ➤ All academies receive a core offer of support linked to their development and development areas ➤ Reading strategy embedded across all academies led by the Early Years/Phonics Associate ➤ Validation of improvement work annually through Academy and Peer reviews ➤ Tutor programme access and evidenced based strategies implemented across the Trust at all stages ➤ Associate Programme established to provide support capacity across the Trust in key improvement priority areas. ➤ External validation of effectiveness 	<ol style="list-style-type: none"> 1. Ofsted: Proportion of good or outstanding academies to increase. <table border="1"> <thead> <tr> <th>20/21 Outturn</th><th>21/22</th><th>22/23</th><th>23/24</th></tr> </thead> <tbody> <tr> <td>43%¹ (6/14)</td><td>71% (10/14)</td><td>93% (13/14)</td><td>100% (14/14)</td></tr> </tbody> </table> <p>¹ Based on those academies inspected and the predecessor outcome for those not yet inspected.</p> 2. Outcomes: KLA KS4 5+ E/M to improve to at least national. Progress to be at least zero <table border="1"> <thead> <tr> <th>20/21 Outturn</th><th>21/22</th><th>22/23</th><th>23/24</th></tr> </thead> <tbody> <tr> <td>28%*</td><td>40%</td><td>43%</td><td>47%</td></tr> </tbody> </table> <p>*Based on 2019 validated data. Care will need to be taken with the validity of 2022 outcomes.</p> 	20/21 Outturn	21/22	22/23	23/24	43% ¹ (6/14)	71% (10/14)	93% (13/14)	100% (14/14)	20/21 Outturn	21/22	22/23	23/24	28%*	40%	43%	47%
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- Evaluation support through the RD programme and Leadership Triad work
- Curriculum reviews to ensure that Diversity and Inclusion is a golden thread
- Behaviour Associate support for those academies that are most in need
- Establishment of a behaviour hub (similar to Forward Step)
- Academy and Peer review process
- Diversity and Inclusion improvement work as part of C&S focus area
- Subject networks established more widely than core and led by academy experts with a focus on the development of knowledge and pedagogy
- Triad groups providing peer-to-peer support
- Core offer support and Academy reviews
- CPD development programme established in priority areas through links with Julian, Inspiration and Unity Teaching Academy Hubs
- IT Trust Associate appointed to develop IT pedagogy network and develop best practice

Outcomes: KS2 attainment (R/W/M) to improve across Hubs and Trust and progress at least zero

	20/21 Outturn	21/22	22/23	23/24
West	65%*	67%	69%	71%
Breckland	47%*	55%	60%	65%
Trust	55%*	60%	64%	68%

Care will need to be taken with the validity of 2022 outcomes.

Outcomes: KS1 Phonics (R/W/M) to improve across Hubs and Trust to 90%.

	20/21 Outturn	21/22	22/23	23/24
West	75%	85%	90%	90%
Breckland	70%	78%	85%	90%
Trust	73%	82%	87%	90%

3. Attendance & Exclusions: Attendance is at least national for all academies and FEX & PEX below national

Attendance

	20/21 Outturn	21/22	22/23	23/24
Secondary	%	94.5%	95%	95.5%
Primary	%	95.5%	96%	96.5%
Trust	%	95%	95.5%	96%

- ▶ Career pathways developed for all staff and all career stages
- ▶ Research academy led CPD and TSH support to develop strong pedagogy across all academies
- ▶ Partnerships with other Trusts and providers established to provide Trust-to-Trust support
- ▶ NLE support for priority academies through RSC brokerage (KLA, Queensway, Norwich Road and Diamond)

Permanent Exclusions

	20/21 Outturn	21/22	22/23	23/24
Secondary	0%	0.0%	0.0%	0.0%
Primary	1%	0.0%	0.0%	0.0%
Trust	0.5%	0%	0%	0%

Fixed Term Exclusions

	20/21 Outturn	21/22	22/23	23/24
Secondary	%	5%	3%	1%
Primary	%	1%	0.8%	0.5%
Trust	%	2.8%	1.75%	0.75%

2020/21 Outturn data is impacted by Covid and lockdown.

4. **Pupil Premium:** Outcomes for disadvantaged pupils exceed national at all phases

Primary (R/W/M Exp+)

	20/21 Outturn	21/22	22/23	23/24
West	58%*	60%	62%	65%
Breckland	46%*	50%	55%	60%
Trust	52%*	55%	58%	63%

			Secondary (E/M 5+)				
				20/21 Outturn	21/22	22/23	23/24
			KLA	15%*	20%	25%	30%
			5. NEET (Former pupils Not in Education, Employment or Training)				
			20/21 Outturn	21/22	22/23	23/24	
				0%	0%	0%	

Operational plans and programmes to deliver the intended outcomes

1. Core Offer plans for individual academies
2. IT Strategy
3. Associate Programme
4. People Strategy
5. Hub development plans & Risk Registers

Community Engagement Strategy

Strategic Outcome

The Trust and its academies are recognised for their contribution to community development and regional educational improvements.

Strategic Ambition

1. **Educational Improvement** - To play a prominent part in improving education in the communities in which EMAT operates by ensuring that academies constantly improve and work effectively.
2. **Social Mobility** – Our activity contributes to the nationwide effort to improve social mobility.
3. **Celebrate Success** – We recognise and publicise our positive impact.
4. **Left behind champion** - Continue to demonstrate the Trust skills in developing rural schools and their community links.
5. **Expand** - Grow where we can have the greatest impact and there is alignment in values and ambition.

Critical Success Factors

1. Participation and invitations to future employers, businesses, and statutory agencies to support projects, career development and learning opportunities.
2. EMAT academies are viewed as the hub of their community with high level of community use of Trust facilities.
3. Development of Academy Councils are diverse and inclusive reflective the local communities.
4. Our academies become the first choice for parents – positive and constructive parental engagement and media interest becomes the norm.
5. Raise aspiration and increase access for young people to a wide range of career choices within their local communities and beyond.

Design Principles

- We will step up to influence and create a cohesive approach to education and community development in Kings Lynn specifically, e.g. opportunity area.
- Build links across all key community stakeholders, with an initial focus on business to understand future of work changes and build career links.
- Multiple communities exist – our hub model mirrors this currently.
- Tracking and oversight is done via CEO reporting to Trust Board.

2. Strategic pillar – Community Engagement

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Strategic Oversight	Performance Indicators	Strategic Activity & Intervention	Performance Measures																
Full Board	<ul style="list-style-type: none"> Link to oversubscription KPI and low mobility Parental engagement is high Parental feedback is positive about all academies with 95% recommending EMAT academies 	<ul style="list-style-type: none"> All websites revamped and live and promote the work of the academy though at least weekly news updates Trust termly newsletter for parents and stakeholders All academies have at least 2 people social media trained (NEU) All academies makes use of social media to promote their work and good news (Twitter, Facebook etc) All academies share positive news stories in the local newspaper on a regular basis 1.1 Growth strategy produced and approved by the Board by Dec 2020 ELT to develop stakeholder plan to Improve public relations with wider communities, Leaders and partners (Religious Leaders, LA, DoF, RSC, NHS, Police, local businesses) 	<p>1. Intake as a percentage of Published Admission Number</p> <table> <tr> <th>20/21 Outturn</th><th>21/22</th><th>22/23</th><th>23/24</th></tr> <tr> <td>92%</td><td>94%</td><td>96%</td><td>99%</td></tr> </table> <p>2. Parent feedback results – Proportion of parents who would recommend their academy</p> <table> <tr> <th>20/21 Outturn</th><th>21/22</th><th>22/23</th><th>23/24</th></tr> <tr> <td>Baseline autumn 2021</td><td>90%</td><td>94%</td><td>95%</td></tr> </table>	20/21 Outturn	21/22	22/23	23/24	92%	94%	96%	99%	20/21 Outturn	21/22	22/23	23/24	Baseline autumn 2021	90%	94%	95%
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		<ul style="list-style-type: none"> Business community forum developed to have clear understanding of what work looks like for tomorrow and inform our approach to build skills for the future. All academies to develop individual community engagement plans and share learning across academies on success to develop further levels of community engagement 	<p>3. Pupil Mobility – proportion of pupils leaving an EMAT academy mid-year*</p> <table> <tr> <th>20/21 Outturn</th><th>21/22</th><th>22/23</th><th>23/24</th></tr> <tr> <td>Est 3% (123 Pupils)</td><td>2% (82 pupils)</td><td>1.75% (72 pupils)</td><td>1.5% (62 pupils)</td></tr> </table> <p>*Due to dissatisfaction. Excludes moves for home/work etc</p>	20/21 Outturn	21/22	22/23	23/24	Est 3% (123 Pupils)	2% (82 pupils)	1.75% (72 pupils)	1.5% (62 pupils)
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Operational plans and programmes to deliver the intended outcomes

1. Core Offer
2. Academy Development Plan
3. Associate Programme
4. Hub Strategy & Risk Registers
5. Budget plans and Pupil Forecasting
6. Communication and Engagement Strategy

People Development & Wellbeing

Strategic Outcome

All staff are committed to ensuring the wellbeing and educational development of each of its students and colleagues. Engagement is high and every member of staff understands how their role contributes to success.

Strategic Ambition

1. **Employer of choice** – attract and retain the best people, recruitment, on boarding, induction, development practises are best in class.
2. **Personal Development** – development pathways for all linked to ambition, capability, and potential.
3. **Recognition & Reward** – Reward and recognise people achievements and pay people fairly within approved remuneration and performance management frameworks.
4. **Wellbeing** – provide and environment where health and wellbeing are actively promoted, where people feel engaged and valued.
5. **Diversity & Inclusion** – everyone matters, developing a caring and supportive culture, address conscious and unconscious biases around diversity, inclusion, and equalities.

Critical Success Factors

1. Every member of staff has a performance appraisal and personal development is a fundamental part within this.
2. Employee engagement is high, and the Trust is highly regarded as an employer and this is reflected in annual staff surveys and Union engagement.
3. A range of people related indicators which support / inform the perception of the Trust as an employer – staff turnover, absence, ill-health
4. Robustness of recruitment, succession, performance management, recognition, and remuneration processes.
5. Recognition of the development needs of Trustees, Academy Council members, Members by the identification of an appropriate training programme.

Design Principles

- Demonstration that all actions take equalities into account and inadvertent bias is removed
- Adherence to employment law
- Tracking and detailed oversight is provided by the Board HR committee.

3. Strategic pillar – People, Development and Wellbeing

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1. Employer of choice – attract and retain the best people, recruitment, on boarding, induction, development practises are best in class.
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Strategic Oversight	Performance Indicators	Strategic Activity & Intervention	Performance Measure Targets			
HR Committee	1. Employee Turnover Rate is lower than other similar organisations	▶ Culture Organisational Design and Development Programme	1. Voluntary Turnover Rate			
	2. Employee Sickness Absence Rate is lower than other similar Organisations	▶ Leadership Development Programme	20/21 Outturn	21/22	22/23	23/24
	3. The number of Employee Relation Cases are low, issues are nipped in the bud at the earliest opportunity	▶ Engaging Line Manager Development Programme	Baseline set	15%	12%	10%
	4. Engagement Index and Wellbeing Survey results show that employees are highly engaged and wellbeing is good.	▶ Future skills capability and career pathways programme	Rate is calculated as the percentage of staff voluntarily leaving the organisation in the past 12 months. Baseline to be calculated to include leavers August 2021 (current rate without full data for August is 17.94%) End target of 10% Voluntary Turnover rate, based on upper quartile public sector rates.			
	5. All Academies have Talent and Succession plans in place and performance reviews are completed regularly for all employees	▶ Recruitment and Retention Strategy (including employee value proposition)	2. Absence Rate			
	6. HR Customer feedback show the service is highly valued and effectively partners the Academies	▶ Onboarding and Induction Programme	20/21 Outturn	21/22	22/23	23/24
	7. School Performance is increased as employees are highly engaged and deliver		Baseline set	5 days	4.9 days	3.9 days
			Rate is calculated as average number or days lost to absence per employee in last 12 months			

		<ul style="list-style-type: none"> Employee experience and engagement programme including communication strategy Talent and Succession programme Performance, Reward and Recognition Programme HR development programme (to include HR systems development) Equality, Diversity and Inclusion Strategy 	<p>End target of 3.9 days, is based on best in class public sector rates. Baseline to be calculated to include leavers August 2021 (current complete data set for Spring term is 5.6 days)</p> <p>3. ER Cases</p> <table> <tr> <th>20/21 Outturn</th><th>21/22</th><th>22/23</th><th>23/24</th></tr> <tr> <td>Baseline set 7.17% employees with ER case</td><td>7%</td><td>6%</td><td>5%</td></tr> </table> <p>Rate calculated as current number of ER cases as percentage of employees. End target 5%.</p> <p>4. Engagement Index and Wellbeing Survey</p> <table> <tr> <th>20/21 Outturn</th><th>21/22</th><th>22/23</th><th>23/24</th></tr> <tr> <td>Baseline to be set autumn term 2021</td><td>60% EI</td><td>70% EI</td><td>80% EI</td></tr> </table> <p>Baseline survey to be designed and issued Autumn 2021. End Target 80% based on upper quartile Engagement index rates (targets will need to be adjusted according to baseline data).</p>	20/21 Outturn	21/22	22/23	23/24	Baseline set 7.17% employees with ER case	7%	6%	5%	20/21 Outturn	21/22	22/23	23/24	Baseline to be set autumn term 2021	60% EI	70% EI	80% EI
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5. Completion rate appraisals and talent and succession plans

20/21 Outturn	21/22	22/23	23/24
Baseline Set	60%	80%	100%

HR customer feedback

20/21 Outturn	21/22	22/23	23/24
Baseline to be set autumn term 2021	5% increase	10% Increase	15% Increase

Baseline survey to be designed and issued Autumn 2021. End Target 90% satisfaction upper quartile rate.

6. Ofsted: Proportion of good or outstanding academies to increase.

20/21 Outturn	21/22	22/23	23/24
43% ¹ (6/14)	71% (10/14)	93% (13/14)	100% (14/14)

¹ Based on those academies inspected and the **predecessor** outcome for those not yet inspected.

Operational plans and programmes to deliver the intended outcomes

1. People Strategy
2. Academy People Plans
3. Risk Register

Operational Excellence

Strategic Outcome

Our academies success is underpinned by an efficient and effective operational¹ structure; processes and controls build resilience and central service provision forms the bedrock that allows our academies to relentlessly focus on raising educational standards.

Strategic Ambition

1. **Effective and efficient** - services are provided that offer value for money. Bureaucracy does not exist. We abide by the rules but constructively challenge where they are impeding positive outcomes.
2. **Outcome focus** – service provision provides the environment and infrastructure for academy staff to focus on school management and improvement, it acts as an enabler.
3. **Roles & responsibilities** – Accountability, roles and responsibilities are clearly understood and are fit for purpose.
4. **Continual improvement** – a culture of improvement exists whereby problem-solving; teamwork and leaderships results in ongoing improvement.
5. **Agility** - Innovation is valued and it comes from constant experimentation and learning.

Critical Success Factors

1. Services provides in accordance with approved SLA's; Service Offer clearly documented and understood and reviewed annually.
2. Central services provide value for money to our academies, economies of scale are leveraged appropriately.
3. The central Trust services team is seen as a positive enabler to raising educational standards.
4. Trust services are resilient and responsive to changes in the internal and external environment.

Design Principles

- Overall governance takes full account of the requirements of the Department for Education and Funding Agency guidance.
- Tracking and detailed oversight is provided by the Finance & Resources committee.







¹ In this section operational includes the core functions of, estates, finance, IT & delivery of HR

4. Strategic pillar – Operational Excellence

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Strategic Oversight					Performance Indicators		Strategic Activity & Intervention		Performance Measure Targets				
F&O Committee HR Committee Audit Committee Full Board		<ul style="list-style-type: none">➤ Satisfaction surveys of stakeholders indicate high levels of satisfaction against the service offer document➤ Time from advert to recruitment is undertaken in a timely fashion➤ Academy estate is conducive to effective learning➤ IT Strategy leads to efficiencies in operation and higher quality teaching and learning➤ All academies are H&S compliant and Trust wide metrics are known and met.➤ Trust has a secure understanding of the condition needs of all academies and spending plans will be linked to this through the Every system – Dashboard		<ul style="list-style-type: none">➤ Principals have access to live budgets to support strategic planning➤ Authorisation of spend is less bureaucratic➤ Policies that impact academy improvement or operation are fully consulted on before ratification➤ Process of recruitment is streamlined so that authorisation to advert and advert to recruitment is		1. Satisfaction survey of academies indicate overwhelming positive response to all areas of academy support.							
						20/21 Outturn		21/22		22/23		23/24	
						Baseline Aut		86%		93%		100%	
						2. All academies will be fully compliant with Health & Safety regulations as evidenced through Every reporting.							
						3. All academy budgets balance and staffing reflects the needs of each academy. Staffing budgets will not exceed 75% of income across the Trust.							
						20/21 Outturn		21/22		22/23		23/24	
								75%		75%		75%	

		<p>undertaken in a timely fashion</p> <p> Academy Condition Surveys completed and drive priorities for capital investment from SCA</p> <p> All academies have access to an Operations Manager</p> <p> Roles, responsibilities and lines of accountability are clearly defined and understood</p> <p> All staff have an up-to-date relevant Job Description</p> <p> Operations triads lead to improvement as evidenced through operational reviews</p> <p> Networks and working groups established at all levels, including operations</p>	<p>4. Condition surveys indicate that expenditure required on high risk items reduces significantly.</p> <table border="1"> <tr> <th>20/21 Outturn</th><th>21/22</th><th>22/23</th><th>23/24</th></tr> <tr> <td></td><td>-£50,000</td><td>-£100,000</td><td>-£150,000</td></tr> </table> <p>5. Central charge for support services remains at 8% with an aim to reduce this cost within 5 years.</p> <table border="1"> <tr> <th>20/21 Outturn</th><th>21/22</th><th>22/23</th><th>23/24</th></tr> <tr> <td>8%</td><td>8%</td><td>8%</td><td>8%</td></tr> </table>	20/21 Outturn	21/22	22/23	23/24		-£50,000	-£100,000	-£150,000	20/21 Outturn	21/22	22/23	23/24	8%	8%	8%	8%
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Operational plans and programmes to deliver the intended outcomes

- 1. People Plan**
 - 2. Finance Regulations**
 - 3. Academy Support Team Offer**
 - 4. Annual budgets**
 - 5. Monthly budget reporting**
 - 6. Condition Surveys**
-

Governance & Compliance

Strategic Outcome

An effective governance system is in place, it will foster an environment of trust, transparency, and accountability in defining and implementing EMATs strategy.

Strategic Ambition

1. **Decision Making** – decisions must be in the best interests of pupils and in line within statutory and contractual requirements and standards.
2. **Roles & Responsibilities** – Accountability, roles and responsibilities are clearly understood, documented, and are fit for purpose; they must drive educational standards, financial health, and resilience.
3. **Organisational Design** – structures that reinforce defined roles and responsibilities that reflect EMAT's scale.
4. **Risk Management** – proportionate systems of risk oversight and internal controls exist that
5. **Assurance** – frameworks for self-assessment, peer review, independent review and internal/external audit are effective and drive a continuous cycle of improvement.

Critical Success Factors

1. The Nolan principles of public service apply to all that we do.
2. No breaches of regulation, laws, and no highly rated audit actions.
3. Recruitment, selection, induction and development of Trustees and Academy Council members is robust and effective.
4. Financial stability and resilience are the norm across the whole plan period.
5. Risk management is embedded across the whole Trust.

Design Principles

- Overall governance takes full account of the requirements of the Department for Education and Funding Agency guidance.
- Tracking and detailed oversight is provided by the Board Audit Committee.

5. Strategic pillar – Governance & Compliance

All staff are committed to ensuring the wellbeing and educational development of each of its students and colleagues. Engagement is high and every member of staff understands how their role contributes to success.

1. Decision Making – **decisions must be in the best interests of pupils and in line within statutory and contractual requirements and standards.**
2. Roles & Responsibilities – **Accountability, roles and responsibilities are clearly understood, documented, and are fit for purpose; they must drive educational standards, financial health, and resilience.**
3. Organisational Design – **structures that reinforce defined roles and responsibilities that reflect EMAT's scale.**
4. Risk Management – **proportionate systems of risk oversight and internal controls exist that**
5. Assurance – **frameworks for self-assessment, peer review, independent review and internal/external audit are effective and drive a continuous cycle of improvement.**

Strategic Oversight	Performance Indicators	Strategic Activity & Intervention	Performance Measure Targets																
Full Board	<ul style="list-style-type: none"> ➤ Governance SEF indicates a highly effective Board and Academy Councils ➤ Breckland AC membership is secured ➤ All AC Members attend the NGA training sessions leading to more effective governance at local level ➤ All Chairs attend the termly briefing with the Chair of the Trust ➤ Termly newsletter is produced for all stakeholders and feedback indicates that communication is effective between layers of governance ➤ Risks are managed effectively at local and Trust level so that all academies provide a high quality of education in a safe environment ➤ All layers of governance are clear on their roles and responsibilities with a fully understood Scheme of Delegation. 	<ul style="list-style-type: none"> ➤ Governance review leads to Governance development plan led by Board ➤ Governance Professional appointed ➤ Regular training and development available to all AC Members through NGA offer ➤ Termly Chairs' Briefings with Chair of Trust on key areas of focus and Trust developments ➤ Chairs or Rep invited to attend last hour of each Principals' meeting to share consistent message ➤ Termly newsletter produced ➤ Clear roles and responsibilities 	<p>1. The number of AC vacancies reduces so that all academies have a full complement of Members and Trust staff become invitees.</p> <p>Total Parent Member vacancies</p> <table> <tr> <th>20/21 Outturn</th><th>21/22</th><th>22/23</th><th>23/24</th></tr> <tr> <td>10</td><td>0</td><td>0</td><td>0</td></tr> </table> <p>Total Trust Appointed vacancies</p> <table> <tr> <th>20/21 Outturn</th><th>21/22</th><th>22/23</th><th>23/24</th></tr> <tr> <td>15</td><td>5</td><td>0</td><td>0</td></tr> </table> <p>2. Attendance at Trust led training is high leading to effective governance at local levels.</p> <p>Attendance % of AC Members</p>	20/21 Outturn	21/22	22/23	23/24	10	0	0	0	20/21 Outturn	21/22	22/23	23/24	15	5	0	0
20/21 Outturn	21/22	22/23	23/24																
10	0	0	0																
20/21 Outturn	21/22	22/23	23/24																
15	5	0	0																

		document published, shared and understood by all	<div><div>▶</div><div>▶</div><div>▶</div><div>▶</div><div>▶</div><div>▶</div><div>▶</div></div>	<table><tr><th>20/21 Outturn</th><th>21/22</th><th>22/23</th><th>23/24</th></tr><tr><td>33%</td><td>75%</td><td>85%</td><td>95%</td></tr></table>	20/21 Outturn	21/22	22/23	23/24	33%	75%	85%	95%
		20/21 Outturn		21/22	22/23	23/24						
		33%		75%	85%	95%						
		Risk Register training updated for all Principals and AC Members		<p>3. Individual evaluations of effectiveness show that the proportion of Members evaluating themselves as effective is high.</p>								
		Completion of MAT Assurance Framework to define capacity for growth		<table><tr><th>20/21 Outturn</th><th>21/22</th><th>22/23</th><th>23/24</th></tr><tr><td>-</td><td>80%</td><td>90%</td><td>95%</td></tr></table>	20/21 Outturn	21/22	22/23	23/24	-	80%	90%	95%
		20/21 Outturn		21/22	22/23	23/24						
		-		80%	90%	95%						
		Identified our ‘Why’ and ‘What’ for growth as a Board		<p>4. Stakeholder feedback indicates high levels of satisfaction with the Trust.</p>								
		Governance Self-Review process is refined and embedded through training for Chairs and Clerks		<table><tr><th>20/21 Outturn</th><th>21/22</th><th>22/23</th><th>23/24</th></tr><tr><td>-</td><td>86%</td><td>93%</td><td>100%</td></tr></table>	20/21 Outturn	21/22	22/23	23/24	-	86%	93%	100%
		20/21 Outturn		21/22	22/23	23/24						
-	86%	93%	100%									
External and internal reviews of academies includes local governance	<p>5. MAT Assurance Framework indicates strong capacity for growth and the strategy is defined and approved by the Trust Board. Targets for growth will then be formed with milestones.</p>											
Recruitment of strong AC Members across Breckland												
Amalgamation of Southery/Emneth AC												

Operational plans and programmes to deliver the intended outcomes

1. Governance Handbook, including the Scheme of Delegation
2. Core Offer
3. NGA training package and Chairs' group
4. Governance review and development plan

Key indicators of success

As a Trust we will use a variety of indicators to help us judge if we are achieving our ambition to providing an outstanding all-round education and care for the children in our communities, from nursery through to sixth form. Our relentless focus on raising educational standards, community engagement, people development and wellbeing, formed on strong foundations of operational and governance excellence are the keys to EMAT success now and in the future.

These metrics include:

- Ofsted judgements covering quality of education, leadership and management, behaviour, personal development, Early Years and importantly the overall effectiveness.
- Attendance rates for all pupils and vulnerable groups.
- Rates of exclusion for all pupils and vulnerable groups.
- Attainment and progress measures for all children and vulnerable groups.
- Pupil, parental and community engagement and feedback.
- Adherence to financial regulations and the Academy Trust Handbook.
- Data for students progressing to further or higher education or gainful employment.
- Audit reports – both internal and external.
- Colleague recruitment, retention and promotion.
- Stakeholder satisfaction surveys.
- Proportion of children not in education, employment or training within the communities we serve.

MILESTONES		2021/22	2022/23	2023/24
Educational Standards	Outcomes	<ol style="list-style-type: none"> 71% (10) of academies at least good 40% 5+ in E/M at KLA (20% PP) 60% Exp+ in R/W/M at KS2 (55% PP) 82% Exp in Y1 Phonics (70% PP) 0% NEET for KLA Progress at least 0 for all and PP 	<ol style="list-style-type: none"> 93% (13) of academies at least good 43% 5+ in E/M at KLA (25% PP) 64% Exp+ in R/W/M at KS2 (58% PP) 87% Exp in Y1 Phonics (75% PP) 0% NEET for KLA Progress at least 0 for all and PP 	<ol style="list-style-type: none"> 100% (13) of academies at least good 47% 5+ in E/M at KLA (25% PP) 68% Exp+ in R/W/M at KS2 (58% PP) 90% Exp in Y1 Phonics (75% PP) 0% NEET for KLA Progress at least 0 for all and PP
	Attendance	<ol style="list-style-type: none"> 95% Attendance across the Trust Permanent Exclusions to be no higher than 0.5% across the Trust Fixed Term Exclusions to be no higher than 2.8% across the Trust 	<ol style="list-style-type: none"> 95.5% Attendance across the Trust Permanent Exclusions to be at 0% across the Trust Fixed Term Exclusions to be no higher than 1.75% across the Trust 	<ol style="list-style-type: none"> 95.6% Attendance across the Trust Permanent Exclusions to be at 0% across the Trust Fixed Term Exclusions to be no higher than 0.75% across the Trust
	Community Engagement	<ol style="list-style-type: none"> Intake to be at 94% of PAN across the Trust Proportion of parents who would recommend their academy to be at least 90% Proportion of pupils leaving an EMAT academy for non-valid reasons (re-location etc) to be no higher than 2% 	<ol style="list-style-type: none"> Intake to be at 96% of PAN across the Trust Proportion of parents who would recommend their academy to be at least 94% Proportion of pupils leaving an EMAT academy for non-valid reasons (re-location etc) to be no higher than 1.75% 	<ol style="list-style-type: none"> Intake to be at 99% of PAN across the Trust Proportion of parents who would recommend their academy to be at least 95% Proportion of pupils leaving an EMAT academy for non-valid reasons (re-location etc) to be no higher than 1.5%
People Development		<ol style="list-style-type: none"> Voluntary turnover rate of 15% or less Average absence rate of 5 days or less ER Case rate of 7% or less Engagement Index and Wellbeing Survey 60% or higher Appraisal completion rate and talent plans to be at 60% or higher 	<ol style="list-style-type: none"> Voluntary turnover rate of 12% or less Average absence rate of 4.9 days or less ER Case rate of 6% or less Engagement Index and Wellbeing Survey 70% or higher Appraisal completion rate and talent plans to be at 80% or higher 	<ol style="list-style-type: none"> Voluntary turnover rate of 10% or less Average absence rate of 3.9 days or less ER Case rate of 5% or less Engagement Index and Wellbeing Survey 80% or higher Appraisal completion rate and talent plans to be at 100% or higher

	6. HR positive customer feedback rate to be improve by 5% or more	6. HR positive customer feedback rate to be improve by 10% or more	6. HR positive customer feedback rate to be improve by 10% or more
Operational Excellence	1. 86% positive response to support 2. 100% of academies H&S compliant 3. Staffing costs at 75% or less of budget 4. Expenditure on high risk areas reduces by £50k 5. Central charge remains at 8% or less	1. 93% positive response to support 2. 100% of academies H&S compliant 3. Staffing costs at 75% or less of budget 4. Expenditure on high risk areas reduces by £100k 5. Central charge remains at 8% or less	1. 100% positive response to support 2. 100% of academies H&S compliant 3. Staffing costs at 75% or less of budget 4. Expenditure on high risk areas reduces by £150k 5. Central charge remains at 8% or less
Governance and Compliance	1. Total number of parent vacancies is 0 2. Total Trust appointed vacancies is 5 3. AC Member attendance rate is 75% or better 4. AC Self-evaluation indicates at least 80% effectiveness 5. 86% positive response to support	1. Total number of parent vacancies is 0 2. Total Trust appointed vacancies is 0 3. AC Member attendance rate is 85% or better 4. AC Self-evaluation indicates at least 90% effectiveness 5. 93% positive response to support	1. Total number of parent vacancies is 0 2. Total Trust appointed vacancies is 0 3. AC Member attendance rate is 95% or better 4. AC Self-evaluation indicates at least 95% effectiveness 5. 100% positive response to support