



**MOSAIC**  
SCHOOLS LEARNING TRUST

Business Plan 2023 - 2025



We believe in true collaboration, working in partnership, investing in people and building capacity for long term, sustainable success.



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# Forward

The MOSAIC Schools Learning Trust is a Multi-Academy Trust (MAT) due to be established in September 2024 combining Connect Schools Academy Trust & Compass Academy Trust to form a new dynamic Trust of ten strongly performing schools across Bromley and Kent.

The new Trust is to be established following a strong collaborative partnership between the two Trusts over the last three years that has grown into a strong desire to combine our collective resources to being stronger together, continue to grow and to advance education for the public benefit.

The Trust will develop a strong MAT vision and a shared culture through Core Values and Key Principles, whilst retaining the identity and uniqueness of each of the Academies within their respective communities. However, we know that strong collaboration and sharing of expertise and resources across the Trust will be key to ongoing success and, where alignment is beneficial, we will adopt that.



At the heart of the Trust is the focus on school improvement, staff development and ensuring that our pupils receive the absolute best educational experience. We will not allow ourselves to become complacent but adhere to a philosophy of continual improvement.

We are a family of schools with a plan for further growth and aim to welcome more primary Academies and more primary children into our MAT over the next few years. As schools join our MAT, they will be expected to share our vision and values and their skills and expertise with other Academies within the Trust.

At the heart of the Trust is the focus on school improvement, staff development and ensuring that our pupils receive the absolute best educational experience.

'A self-sustaining culture of aspiration for educational excellence.'

## Intentional Collaboration and moving forwards together:

- Networks of Academy leaders across the Trust working together on curriculum development.
- Head Teacher Strategic Group work together to ensure a coherent strategic direction.
- Quality joint INSET and Continuing Professional Development opportunities are run by leaders within the Trust.
- Termly peer reviews in each Academy to establish areas of best practice to share and areas of development to support.
- Centralised Business Services to enable school leaders to concentrate on developing and delivering the highest quality educational standards for all children.

# Mission and Values

As a Trust, we have a clear mission and values that will support us in achieving excellence for every child, every day.

Our core purpose is to support our Academies by building upon their strengths and sharing expertise so that they can work collaboratively to achieve the highest educational outcomes for their pupils and nurture the highest aspirations for their futures.

The vision of MOSAIC is to power inspirational learning that feeds the mind, develops curiosity and fosters a determination to succeed.

Our mission is to provide to everyone in our community a learning experience which:

- is rooted in a culture of excellence.
- is relevant to a complex and ever-changing world.
- engages with and celebrates the diversity of our communities.
- empowers everyone to contribute positively to society.

The Core Values that underpin our work are:

## EXCELLENCE

- The Trust is one of **lifelong learning**; all are committed to continual development.
- Learning should be **inspirational and encouraging**.
- We test for the **impact** of our interventions; never afraid to suggest a better way of proceeding.
- We are always looking for **opportunities** to leave things better than we found them.
- **Sustainability** forms an important part of our assessments.

The Core Values that drive our attitudes, behaviours and organisational health:

## RESPECTFUL

- Treat others as we would like to be treated.
- Understand and celebrate difference and diversity.
- Be kind, helpful and empathetic.

## RESILIENT

- Develop the confidence to keep going in the face of challenge.
- Learn from our mistakes and find ways to bounce back from set-backs.
- Know that we can respond to a challenge positively.

## RESOURCEFUL

- Have a positive mindset and work well together to solve problems.
- Be open-minded, think creatively and ask questions.
- Use our knowledge and skills to make a positive difference.

## ASSERTIVE COLLABORATION

- All members of our Trust should seek the opportunities for **working closely together** and the increased impact we can have when we pool our talents.
- We are **outward looking** and like to work with other Trusts and organisations; we are accountable for making sure our learning of good practice is spread throughout the Trust.

## WHOLE CHILD

- We believe children should **enjoy** their educational experience as well as achieve academically.
- Whilst **educational targets** must be met, a broad and rich curriculum should encourage all interests of our children.
- We will empower children to learn a variety of **skills for life** in a changing world.

## MOMENTUM

- We do things with a sense of **timeliness** recognising more impact can be achieved if we move quicker.
- We are **scanning the horizon** and anticipating the opportunities as well as the risks of change.



- We guard against herd mentality and base our decisions in **evidence**.
- Research will ensure our learning is always **ahead of the curve**.

## COMMUNITY CENTRED

- We believe engaging with and involving parents in the learning of the children can have profound benefits.
- Our Academies and pre-schools are at the heart of our communities so should be an **inclusive** place for everyone.
- We have an obligation to all of our **wellbeing**.



The success of our Trust is built on:

- Strong and capable leadership.
- Passionate staff striving to provide outstanding education.
- Honest commitment to CPD to empower and improve staff at all levels.
- Our ability to create a group of Academies that are forward thinking and develop, share and innovate together.
- Our success in recruiting staff who want to join our team, and retaining staff who see their future continuing in our Academies.
- An openness, energy and commitment to build trust, be transparent, sharpen accountability and drive improvement.
- Financial efficiencies through economies of scale that support value for money principles.
- Clear strategic vision as a result of outstanding Trustee and Governance involvement.



'Commitment and passion for providing high achieving schools.'

## Purpose of the Trust

Compass and CSAT have worked collaboratively for a number of years and, as a newly formed organisation, our core purpose is to maintain and grow good and outstanding Academies so that all pupils in the Trust receive a high-quality education, and to ensure the rapid improvement of those Academies that need support.

Our new Trust is built on a commitment and passion for providing high quality education for the communities we serve. We believe that a locally led and accountable Trust provides the best support for Academies in challenging circumstances and ensures that the best Academies become even better.

An outstanding Trust needs an outstanding workforce, and this is central to our success. We invest in our staff, identify and promote talent and use the skills of individuals to make us stronger. Our high standards are sustainable as a result of retention and stability in staffing.

The Trust will act as the lead sponsor for a school that is being directed to become a sponsored Academy by the Department for Education if it complements our growth plans.

We aim to support schools that are high performing as well as those requiring an upward trajectory. Schools facing challenges, and those looking for new arrangements to improve, are welcome to see what we offer and if we can help.



**MOSAIC**  
SCHOOLS LEARNING TRUST

**Strategic Aims**

Our aims are considered and directly linked to the DfE five pillars of a strong Trust.

**1. Effective curriculum supporting outstanding Academy outcomes**

We aim to enable all children to achieve their very best, year on year.

**2. Outstanding teaching learning and assessment**

We aim to provide the highest quality teaching and learning experiences that inspire children and enable them to flourish.

**3. Outstanding leadership at all levels**

Our aim is to ensure there is high quality leadership in all areas that drive the success of the Academies.

**4. Effective systems and processes**

Our aim is to create systems that ensure there is robust accountability.

**5. Investment in People**

Our aim is to develop an innovative and highly knowledgeable Trust team that has significant opportunities to grow and develop within the Trust.

**6. Sustaining a focus on culture, safeguarding and safety**

Our aim is to keep children safe and to ensure they are effectively educated in keeping themselves safe in today's society.

**7. Planning for Sustainability**

Our aim is that we grow an organisation that proactively plans for the future.



## 1. Strategic Aims to Ensure Outstanding Academy Outcomes

Objectives	Monitoring	KPI Year 1	KPI Year 2	KPI Year 3
The Trust will ensure that children in our Academies make good or better progress.	In-school termly analysis. Termly review of data by Educational Standards.	90%+ of children in our schools make good or better progress.	90%+ of children in our schools make good or better progress.	90%+ of children in our schools make good or better progress.
All Academies will achieve end of key stage results above national levels.	In-school termly analysis. Regular school improvement discussions with Trust staff.	All Academies will have end of key stage results above national levels.	All Academies will have end of key stage results above national levels.	All Academies will have end of key stage results above national levels.
All Academies will have a robust curriculum (both core and foundation) that is driven by each school's individual curriculum drivers and supports excellence across all subjects.	Regular school improvement discussions with key staff. Regular school improvement monitoring activities.	Each Academy will have an overview of how their curriculum will be underpinned by their individual curriculum drivers. Each subject area will have a clear progressive curriculum that supports excellence and meets clearly set end points.	Each Academy will have a curriculum that is driven by their individual curriculum drivers. Subject curriculums will have been reviewed and refined in light of current research/ thinking.	Curriculum drivers will underpin the wider curriculum. Subject curriculums will have been reviewed and refined in light of current research/ thinking.
The majority (80%+) of children will achieve the expected standard in Foundation subjects that is based on achievement within a robust school's curriculum.	In-school termly analysis. Termly review of data on a rotational subject basis by Achievement and Standards.	80% of children will be reaching the expected standard in at least four foundation subjects.	80% of children will be reaching the expected standard in at least seven foundation subjects.	80% of children will be reaching the expected standard in all foundation subjects.
The personal development curriculum is taught effectively and embedded throughout the culture and ethos of the school, preparing children to be responsible citizens of the future.	Regular school improvement discussions with key staff. Regular school improvement monitoring activities.	Each Academy will have developed a strategy to interleave key aspects of personal development.	All stakeholders appropriately trained and committed to the strategy.	Personal Development embedded within the culture and ethos of each Academy.
To ensure there is an equitable offer across Academies that supports high outcomes for all children within the Trust.	Reviewed at the Achievement and Standards meetings termly and then key findings fed back to the Board. Executive Leaders will continually monitor similarities and differences across Academies and the impact they have on outcomes.	Create a clear core offer for all Trust children. Complete a cross Academy audit in identified areas of the core offer, to ascertain where actions are needed to support all schools having access to the same level of support and resources.	Continue to audit Academies in identified areas of the core offer to ascertain where actions are needed to support all schools having access to the same level of support and resources.	Continue to audit Academies in identified areas of the core offer to ascertain where actions are needed to support all schools having access to the same level of support and resources.

## 2. Strategic Aims to Ensure Outstanding Teaching, Learning and Assessment

Objectives	Monitoring	KPI Year 1	KPI Year 2	KPI Year 3
<p>All Academies will have 100% good or better teaching within the classroom by the end of the Autumn term each year, (excluding ECTs).</p> <p>All new Academies joining the Trust to have 100% good or better teaching by the end of the first year of being in the Trust.</p>	<p>Leadership weekly monitoring timetable to enable triangulation of information to identify actions for improvement when needed.</p> <p>Support programmes and capability procedures used where needed.</p>	<p>100% good or better teaching by the end of the Autumn term.</p> <p>All new Academies joining the Trust to have 100% good or better teaching by the end of the first year.</p>	<p>100% good or better teaching by the end of the Autumn term.</p> <p>All new Academies joining the Trust to have 100% good or better teaching by the end of the first year.</p>	<p>100% good or better teaching by the end of the Autumn term.</p> <p>All new Academies joining the Trust to have 100% good or better teaching by the end of the first year.</p>
<p>Early Careers Teachers (ECTs) will be good or better by the end of their first year in every Academy.</p>	<p>EHT and mentors monitoring progress and training programme providing bespoke support to enable appropriate standard to be met by each ECT.</p>	<p>100% of ECTs will be good or better by the end of the year.</p>	<p>100% of ECTs will be good or better by the end of the year.</p>	<p>100% of ECTs will be good or better by the end of the year.</p>
<p>Assessment will be in place for every subject in each Academy and clear cross Trust systems and processes will ensure outcomes are consistently high.</p>	<p>Regular school improvement monitoring activities by EHT.</p> <p>Termly Reviews quality assured by CEO. Termly moderation.</p> <p>Annual Trust level assessment.</p>	<p>Each Academy will have a robust curriculum with purposeful and effective assessment.</p> <p>Trust level assessment in place to ensure consistency of standards for five foundation subjects.</p>	<p>Each Academy will have reflected on their effectiveness of their assessment and refined accordingly.</p> <p>Trust level assessment in place to ensure consistency of standards for all foundation subjects.</p>	<p>Effective assessment in place at all levels.</p>
<p>Develop a key teaching and learning document that sets out clear principles for all Academies across the Trust.</p>	<p>The development of the teaching and learning document to be monitored at Achievement and Standards meetings.</p>	<p>Trust wide evidence informs teaching and learning principles devised.</p>	<p>All school communities to understand the purpose of the principles devised.</p>	<p>Teaching and learning principles embedded across all Trust Academies.</p>

## 3. Strategic Aims to Ensure Outstanding Leadership at all Levels

Objectives	Monitoring	KPI Year 1	KPI Year 2	KPI Year 3
<p>To effectively manage the change process as two organisations merge into one.</p>	<p>The new Board to have termly oversight of pre and post merger plans to ensure all deadlines are met.</p>	<p>With support from project manager a detailed project plan to point of merger will be devised so that all actions and deadlines are met.</p>	<p>Next stage plan devised to further develop the effectiveness of the merged entity.</p>	<p>Systems and processes will be kept under review to adapt to the changing educational landscape.</p>
<p>Cross Trust working supports all middle leaders to become experts in their field.</p>	<p>Monitored termly by EHTs through school improvement activities.</p>	<p>Trust expectations created to outline expected joint working between subject specific leaders across the Trust.</p>	<p>The plan will be implemented and agreed impact evidenced.</p>	<p>Subject leaders will undertake regular research based training to ensure innovative practice is shared Trust wide.</p>
<p>Development of the characteristics of systems and instructional leadership to support Trust effectiveness.</p>	<p>Cross Trust Working of Head Teachers to be reviewed six monthly at PM reviews.</p> <p>Trust Board to approve Business plan and MAT Annual plan annually.</p>	<p>To consider a model for cross Trust leadership that brings together both organisations.</p> <p>To ensure that Head Teachers understand what instructional leadership is and what it means for them in their schools.</p>	<p>Each Head Teacher will take on a cross Trust activity.</p> <p>All Head Teachers will meet regularly in pairs to share key information to support the wider strategic development.</p> <p>All Head Teachers will have clear oversight of their curriculums.</p>	<p>A review of systems leadership supported by the most relevant research will take place and support decision making for the next steps.</p>
<p>At least 25% of the senior leaders will take on a recognised external role to support others in the wider community and add credibility to the Trust (Ofsted Inspector, Trainer for NPQs etc).</p>	<p>Trustees to monitor at termly meetings and through appraisal.</p>	<p>Two leaders secure external role to support others in the wider community and add credibility to the Trust.</p>	<p>Three leaders secure external role to support others in the wider community and add credibility to the Trust.</p>	<p>Five leaders secure external role to support others in the wider community and add credibility to the Trust.</p>
<p>There is strong leadership in governance, and this is demonstrated through external quality assurance.</p>	<p>Monitored through external reviews annually.</p>	<p>To develop a clear strategy for quality assuring Governance at all levels.</p> <p>Internal/external quality assurance as detailed in the strategy.</p>	<p>Internal/external quality assurance as detailed in the strategy.</p>	<p>On-going reviews as detailed in the strategy indicate sustained strength in leadership.</p>
<p>To develop one clearly defined Equality/Diversity/Inclusion strategy and vision that ensures the Trust has clear systems and processes for tackling all forms of inequality and a commitment to improvement for all.</p>	<p>Termly meeting of the EDI committee.</p> <p>Monitor the work at Academy level termly to ensure strategy criteria are being met.</p> <p>Academy 1:1s periodically.</p>	<p>Both Trusts share their best practices and come to combined thinking in terms of EDI and one clear anti-discrimination framework.</p> <p>All Academies to have assessed any material needs in terms of policy or training and use of recognised EDI programmes considered.</p>	<p>The EDI anti-discrimination framework will be embedded in all Academies including SLT and LGB liaison to triangulate.</p>	<p>Post implementation review of the anti-discrimination framework will have been completed.</p> <p>The full EDI strategy will have been implemented, reviewed and edited for the next Business Plan cycle.</p>

## 4. Strategic Aims to Achieve Exceptional Systems and Processes

Objectives	Monitoring	KPI Year 1	KPI Year 2	KPI Year 3
To develop clear time scales for the merging of centralised services over the next three years.	CEO/Trustees to monitor implementation at appropriate Board committees.	Finance systems, payroll, HR, audit and cleaning will all be centrally procured. HR policies will be harmonised.	Extension/renewal of MIS system, OH, Catering, licenses and subscriptions. Consider centralised reserves for growth. Investigate GAG pooling.	Best Value supplier list in place. All contracts will be aligned ensuring economies of scale are maximised.
Process for all major contracts to be jointly procured by the end of three years.	CEO/DFO to review processes that have been set up termly. CEO/Trustees to monitor impact of centralised procurement at Finance and Resources committee.	Centralised record of all contracts in place, to include notice periods and procurement deadlines. Approaches to procurement are aligned across both Trusts.	One process for procurement and renewal is embedded across the new organisation for both small and large contracts.	Clear system to alert Trustees and other key personnel to renewals well in advance of procurement deadlines.
Ensure systems for tight budgetary controls and monitoring are embedded across the Trust.	Discussed at termly Finance and Resources meetings with main findings going to the Trust Board.	Academies will produce an in year balanced budget for the year based on the same assumptions across both Trusts. There will be a consistent approach across both Trusts when engaging with Head Teachers re budgets. Management accounts will be produced in the same format and presented to the respective Trust Boards.	Academies will produce an in year balanced budget for the year. There will be consistent use of budget software across the new organisation. Management accounts will be produced monthly and presented to the Trust Board half termly. Some efficiencies as a result of centralised procurement will be visible in budgets.	Academies will produce an in year balanced budget for the next three years. Management accounts and budget predictions will indicate that the Trust is in good health financially. Greater efficiencies will be seen in budgets as a result of the centralisation of all contracts.
Ensure compliance systems and processes are consistent across all schools in the Trust and legally compliant.	Compliance Officer to report compliance findings to the Audit and Risk Committee three times a year.	Merge compliance expectations of both Trusts into one effective system.	Review compliance system of the new organisation against DfE and legal guidelines.	Ensure Trust has strong links with external providers to ensure it is proactive in actioning new guidelines and legalities in a timely manner.
To develop an IT strategy for the new organisation.	Discussed at termly Finance and Resources meetings with main findings going to the Trust Board.	To collate the current position of IT across both Trusts in terms of infrastructure and strategic vision.	Create an IT strategy that will ensure the new organisation is innovative and forward thinking in their approach to the use of technology. Work with schools to identify their starting points in terms of IT and support them to create an action plan that will support development in this area.	All schools involved in regular reviews of strategic IT plans and equality of offer is apparent across all Trust schools.

Objectives	Monitoring	KPI Year 1	KPI Year 2	KPI Year 3
To ensure there is a clear and effective marketing and communication approach for the new organisation.	Yearly analysis through stakeholder questionnaires to be shared with Trustees.	A pre merger communication strategy created to ensure active engagement of stakeholders throughout the process. Branding to be approved and in place. Trust level communication within both Trusts to be considered and a new strategy created.	New communication strategy to be shared with all stakeholders. Effectiveness of communication to be included in stakeholder questionnaires.	Strategy reviewed in light of stakeholder responses and shared with Trust schools.
To create a fair and transparent process for the allocation of capital funding.	Allocations monitored by the Finance and Resources committee yearly. Progress of works to be monitored by the Finance and Resources committee termly.	Create a Trust criteria against which to consider capital allocations.	Create a fair and transparent process for funding allocation.	Review and refine process for allocation. Update the Asset Management Plan in line with current position and works completed.

## 5. Strategic Aims to Achieve Investment in People

Objectives	Monitoring	KPI Year 1	KPI Year 2	KPI Year 3
All staff career opportunities need to be mapped providing appropriate training packages to prepare staff for the next opportunities.	Staff questionnaire will provide yearly feedback on opportunities offered to staff. Trustees to consider and monitor sustainability at Finance and Resources meetings to ensure the Trust's proactivity in terms of succession planning.	Teachers and TAs to have 1:1 meetings with a senior leader to support the creation of a plan that maps career aspirations. A training road show for TAs will have been devised as appropriate to needs. Teachers directed to opportunities, training and secondment possibilities. Supervision for all key leaders in place.	Review and amend Staff Development Plan. Offer Admin staff 1:1 meeting with senior member of staff and add them to staff development plan. Teachers and admin staff directed to training and other opportunities.	Review and amend Staff Development Plan. Offer all staff 1:1 meeting with senior member of staff and add them to staff development plan. All staff directed to training and other opportunities.
Regular HR communication ensures that all staff are aware of opportunities across the Trust and know there is a commitment to equality of opportunity.	Trustees Termly monitoring of EDI impact at EDI committee.	Communication re harmonisation of policies and commitment to equality. System to ensure all adverts are accessible to all. Termly HR newsletter. HR reporting to Trustees re EDI Trust staffing profile.	Regular HR slots in schools across the Trust. New paperwork for recruitment supporting equality. Clear plan of Trust characteristics in terms of EDI.	Trust staff survey demonstrates impact of commitment to EDI. Regular HR update at EDI committee.
The Trust to work towards an Investors in People quality mark (IIP).	Termly review and decisions made by Finance and Resources committee.	Investigate IIP mark and present findings to Trustees. Decision made as to whether to pursue the IIP mark.	Year 1 IIP mark.	Year 2 IIP mark.

## 6. Strategic Aims to Ensure Focus on Safeguarding and Safety

Objectives	Monitoring	KPI Year 1	KPI Year 2	KPI Year 3
All Academies across the Trust to have created a culture and ethos that promotes excellence across the PD and Behaviour curriculums.	Termly safeguarding audits by the EHTs. Yearly questionnaires to monitor the impact of the school's work. Trustee termly monitoring of safeguarding through the Trust Board and the EDI committee.	The operation of the schools' behaviour and PD curriculum ensures that all stakeholders are committed to an environment that promotes the highest levels of personal and physical well being.	The operation of the schools' behaviour and PD curriculum is maintained, to ensure that all stakeholders are committed to an environment that promotes the highest levels of personal and physical well being.	The operation of the schools' behaviour and PD curriculum is maintained, to ensure that all stakeholders are committed to an environment that promotes the highest levels of personal and physical well being.
To audit systems and processes for safeguarding that ensure all are regularly reviewed and legally compliant.	Trustee termly monitoring of safeguarding through the Trust Board and the EDI committee. External quality assurance reports.	To secure robust systems and processes for safeguarding as two organisations join together in terms of policies, training, practice and review within schools and complaints.	External safeguarding audits to quality assure processes and systems at an Academy level.	External safeguarding audit to quality assure systems and processes at a Trust level.
To develop systems and processes for identifying new and changing behaviours to enable the Trust to be proactive in terms of safeguarding and safety.	Trustees to monitor at termly audit and risk meetings.	The Trust has an up to date overview of the developing behaviours within its communities and ensures that Academies have the right information to educate pupils and staff appropriately.	The Trust has an up to date overview of the developing behaviours within its communities and ensures that Academies have the right information to educate pupils and staff appropriately.	The Trust has an up to date overview of the developing behaviours within its communities and ensures that Academies have the right information to educate pupils and staff appropriately.

## 7. Strategic Aims to Ensure Planning for Sustainability

Objectives	Monitoring	KPI Year 1	KPI Year 2	KPI Year 3
To have developed a clear Trust growth plan to support financial sustainability.	Trustees to monitor termly through the presentation of the MAT annual plan at Board meetings.	To have approached and developed collaborative relationships with two schools in the Tonbridge area and two schools in the Dartford area.	To have created a hub in one of these areas.	To have created a hub in the remaining area.
To create a succession plan for key personnel to ensure the Trust is forward thinking in terms of planning for changes in key leadership positions.	Trustees to monitor annually at Board meetings.	Identify key personnel within the Trust and produce a plan that outlines risk in terms of potential leavers and retirees.	Review and update plan that outlines risk in terms of potential leavers and retirees.	Review and update plan that outlines risk in terms of potential leavers and retirees.
The Trust will have grown its School Direct programme to include apprenticeship routes, as well as developing relationships with other providers to ensure there is a clear plan for sustainability in the future.	Termly updates with executive leads to ensure the success of the programme.	We will have recruited at least five students to the programmes combined, and these will have supported filling the gaps of additional teachers needed for September.	We will have recruited at least 10 students to the programmes, and these will have supported filling the gaps of additional teachers needed for September.	We will have maintained the recruitment of at least 10 students to the programmes, and these will have supported filling the gaps of additional teachers needed for each new academic year.

## Joining a forward thinking Multi Academy Trust

**A key aim of the Trust is for our Academies to be high performing. We accept that each Academy will be at a different starting point in their journey of improvement, and we will work collaboratively to achieve our goal.**

Our approach to improvement is for 'schools to support schools'. To achieve this, we aim to be clear about the strengths and weaknesses within each Academy and use the strengths across the Trust to support the rapid improvement of any weakness.

The infrastructure of the Trust will take away the burden on our Academies of managing support services and allow them to focus on effective teaching and learning.

- Each Academy is expected to:
- Buy-in to the Mission and Values of the MAT.
  - Collaborate fully as a member of the MAT, whatever the circumstances of the Academy.
  - Commit staff expertise and time to supporting and helping other Academies across the MAT.
  - Operate within agreed budget parameters.
  - Demonstrate a positive attitude to change.
  - Report Academy performance and financial information to Executive Leaders and Trustees.
- We pride ourselves on being at the forefront of educational development and our Trust is competent at thinking 'outside the box', enabling us to achieve great things for children.

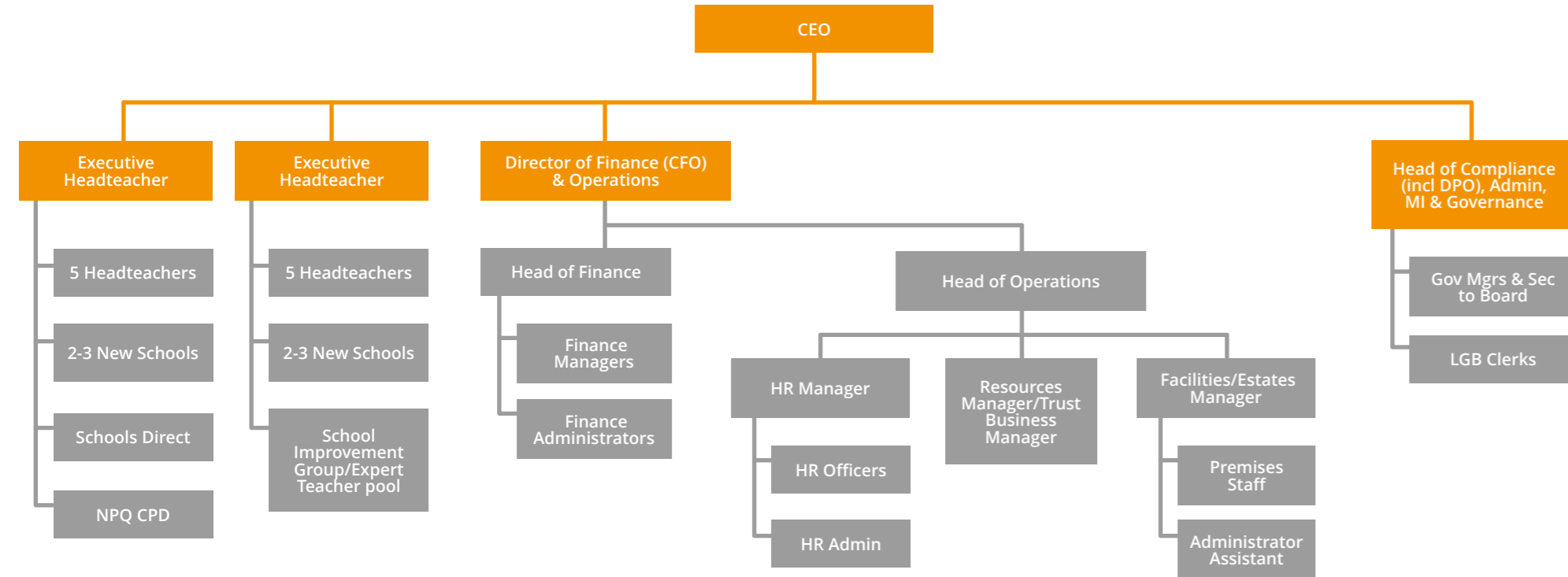


'Schools to support schools.'



**MOSAIC**  
SCHOOLS LEARNING TRUST

# Growth Strategy



'We're competent at thinking 'outside of the box.'

# Accountability and Decision Making

## Governance structure

Each school that is part of the MAT will have an LGB that replicates the structure below.

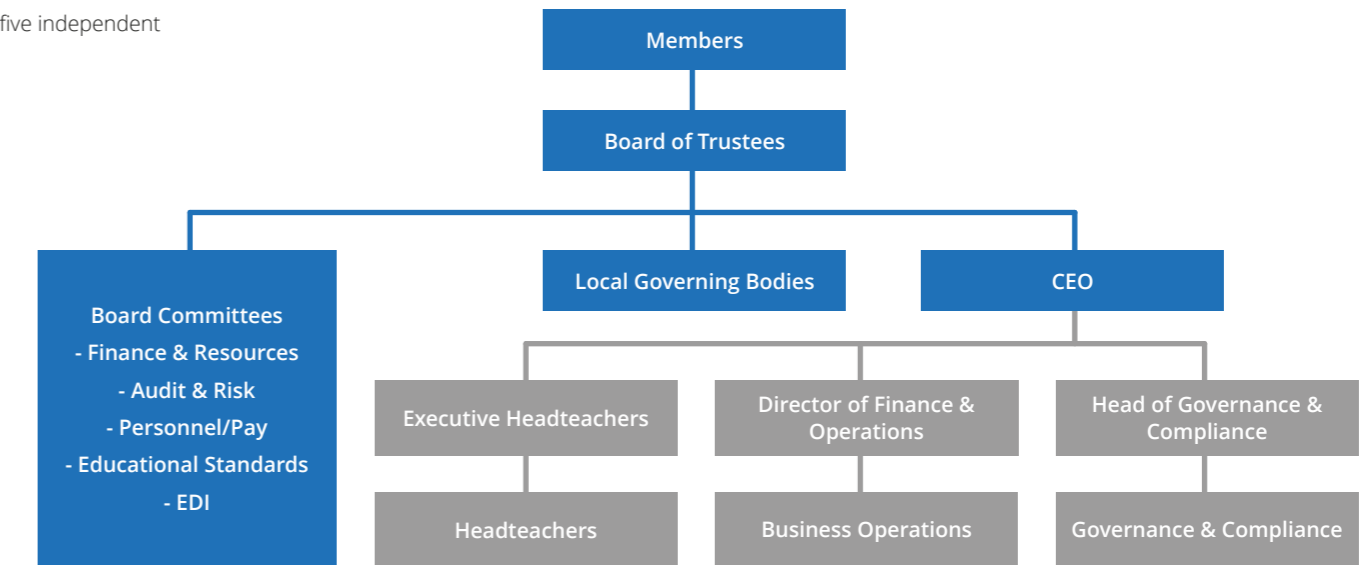
## Members

The members have an 'eyes on, hands off' significant role within the Trust. They monitor the performance of the MAT Board and hold the Trustees to account. They will receive high level financial and educational performance information on a termly basis and be appraised of the strategic direction and plans.

They have the authority to intervene if the Board is not performing well by making changes at Board level.

Members will meet at least annually to approve the accounts and appoint an auditor and, as necessary, to appoint (or remove) Trustees.

The group of members will comprise of five independent members.



# Accountability and Decision Making

## Board of Trustees

### The key responsibilities of the Board of Trustees are to:

- Provide clear ethos and vision across the Trust.
- Provide good communication to the Academies on the benefits of being partners within the Trust.
- Ensure all Academies within the Trust provide at least a good standard of education and maintain a strong drive towards school improvement.
- Ensure the Trust remains solvent, complies with the financial framework for Academy Trusts and spends money in accordance with its charitable objectives and school improvement priorities.
- Ensure rigorous procedures for recruiting, retaining and developing senior educational and business leaders across the Trust.
- Appoint and performance manage the CEO overseeing the performance management of Executive Headteachers, DFO, and Headteachers.

The Board of Trustees meets half termly to fulfil these strategic responsibilities.

The Articles of Association allow for a Board of Trustees comprising up to eleven Trustees to be appointed by Members under Article 50.

The Board can also appoint additional co-opted Trustees, based on their skills and experience.

The Board of Trustees facilitates a focus on the strategic role of the Trust, enabling more effective decision making and stronger accountability.

The Board has an Audit and Risk Committee which meets termly. This Committee is chaired by a Trustee with identified finance skills. As part of its remit, the Committee will ensure compliance with the Academies Handbook and examine external and internal audit reports to triangulate its assurance to the Board.

The Board also has a Trust committee which has been established to oversee Educational Standards. This committee meets termly and the work of LGBs also feeds into this.

The current Board is an amalgamation of Trustees from the two predecessor Boards bringing significant experience and expertise across a range of knowledge and skills. This enables the Board as a whole to take collective strategic leadership and accountability for the Trust as a civic organisation as it seeks to meet its core object as defined by its Articles of Association which is:

*“to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing, by establishing, maintaining, carrying on, managing and developing schools offering a broad and balanced curriculum.”*

## Local Governing Bodies (LGBs)

The Board of Trustees delegate some key responsibilities to the LGB of each Academy.

The key responsibilities of the Local Governing Bodies are to:

- Maintain the Trust's vision, values and key principles within the Academy.
- Ensure that the highest standards of safeguarding exist.
- Develop with school leaders strategic priorities for school improvement.
- Ensure that academic standards and wider outcomes are rigorously monitored and evaluated and used to determine improvement plans and actions.
- Engage with key stakeholders to ensure their views are known, represented and evaluated.
- Monitor how effectively the Academy's curriculum responds to the needs of the pupils as defined by their curriculum drivers.

The LGB meets half termly to fulfil these strategic and statutory responsibilities.

Each LGB will appoint a Lead Safeguarding Governor to oversee the statutory responsibilities of the LGB in this area.



# Trust Intervention

The Trust's aim is that all its Academies are unique and retain their individuality so apart from Trust non-negotiables, the individual nature of each Academy is protected. However, there are occasions where Trust intervention would be triggered, and these include:

1. A significant leadership need.
2. Any rapid or unexpected decline in test progress and/or achievement data.
3. A significant safeguarding issue that cannot be dealt with locally.
4. Evidence of serious financial weaknesses or mismanagement.
5. A dramatic change (downward) in Ofsted category.
6. Serious and significant complaints from stakeholders or outside bodies that cannot be or have not been satisfactorily resolved locally.
7. A reputational risk to the local Academy and Trust.
8. A local operational decision of such risk or significance that would have a bearing on the Trust as a whole.

We pride ourselves on being a Trust that is child centred in everything that we do. We are committed to curriculum excellence and we champion the individuality of schools and their communities.



# School Improvement Model

## 1. Support for Good and Outstanding Academies

Good and Outstanding Academies will have access to a range of regular curriculum support including bespoke focused sessions and training which will support individual needs as well as whole Trust development.

## 2. Support for Requires Improvement and Category Schools

The Trust has an intense school improvement programme that will be used for Requires Improvement and Category Schools. This focuses on activities required to stabilise and repair, improve and support sustainability over time. There will also be a commitment to providing appropriate resources to these schools, including personnel.

## 3. Support for schools thinking of joining the Trust

We also offer a range of bespoke support to schools thinking of joining our Trust. Activities include bespoke support for teachers and leaders at all levels, Head Teacher support, bespoke training, curriculum development and deep dive reviews. This work is carried out in agreement with the Head Teacher and gives the school an opportunity to experience the work of the Trust first-hand.

<b>Innovation and improvement support</b>	Regular support for curriculum development Bespoke bi weekly sessions across all schools Subject specific deep dive reviews termly Cross Trust moderation Leadership support and coaching Collaborative work through Head Teacher strategic meetings
<b>Outstanding teaching and learning support</b>	Bespoke work with individual teachers which can include: Planning sessions, team teaching and shadowing opportunities, modelling of lessons, drop ins, setting targets, on-going monitoring and initial and final observations to assess impact
<b>Proactive leadership</b>	Mentoring for new Head Teachers Talent management programme for leaders at all levels Shadowing opportunities for leaders new to their post Peer support groups
<b>Financial stability</b>	Financial support and advice from our Director of Operations and team to include: Robust centralised financial services Support through audit process Support with any school based finance processes Support for capital building programmes and facilities management Procurement support Access to strategic HR and legal advice through a robust centralised service



The Trust is proactive in addressing the national issue of teacher recruitment and is successful in recruiting high calibre ECTs and retaining experienced staff.

## School Direct and ECT Programme

The Trust Academies are highly successful in recruiting and retaining ECTs. Experts from the Trust have designed an induction programme which provides ECTs with the essential training and skills that are required at this crucial time in their development, alongside opportunities to reinforce key subject knowledge areas and to reflect with peers across all our Academies.

This programme provides high quality professional development which enables Early Career Teachers to meet the Teacher Standards and become effective and successful teachers within the Trust.

The Trust is also an identified School Direct provider and, as such, can recruit candidates onto a fee-paying teacher training course within the Trust Academies.

The Trust is committed to on-going high quality CPD for all its staff to ensure that exceptional teaching and learning is the highest priority at all times.

Our programme provides high quality professional development which enables Early Careers Teachers to meet the Teacher Standards and become successful teachers.



# Risk Management

**Risk Management is a Trust Priority with risks at a Trust level and Academy level being regularly reviewed.**

The Trust has completed a comprehensive risk register and has a risk management plan for risk in the medium and high categories and uses a consistent online system to record and manage its risks.

Local Governing Bodies regularly review the risk register of each Academy and ensure that risks are accurate and have been appropriately considered.

The Trust is competent in developing robust risk assessments at speed when dealing with critical incidents and is aware of the need to constantly review and adapt risk assessments as a part of the process and to support future planning.

At a Trust level the Audit and Risk Committee meet three times yearly to review and discuss the key Trust risks and ensure these have been fully considered.

The Trust acknowledges that it needs to be proactive in assessing risk as this could impact significantly on the reputation and sustainability of the Trust in the future.

'Competent in developing robust risk assessments at speed.'



# Financial Stability

**The Trust ensures that finances are at the heart of all strategic planning and the Trust has robust financial procedures in place to ensure its sustainability.**

Centralised finance systems ensure that all Academies operate the same systems, processes and procedures, all under the same expectations that support high quality financial management.

The Trust is committed to equality ensuring all children have access to an equitable educational offer and will ensure finances support this.

The Finance and Resources Committee meet four times a year and scrutinise finances to ensure that Academies are financially viable both now and in the future.

The Trust is highly committed to working under best value principles.

**The Trust regularly reviews and procures Trust contracts to ensure there are economies of scale.**



'Scrutinise finances to ensure Academies are financially viable.'

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SCHOOLS LEARNING TRUST