



**Polaris Multi Academy  
Trust**

**Strategic Plans**  
**2021 - 2024**

## CONTENTS

	Page
1. Overview	1
2. Polaris Vision and Values	1
3. The Strategic Plan	2
4. Strategic Objectives	2-5
5. Our Schools and academies	5-7
6. Trust Growth Plan	8

## Overview

Polaris Multi Academy Trust was established in 2021 after the Rastrick High School Trust was formally notified by the Regional School Commissioner of the successful application for Polaris to sponsor schools / academies and of the transfer of the Brighter Futures Trust to the Polaris Multi Academy Trust. The Trust currently comprises of one secondary school, three primary schools and a private day care nursery.

## Academies

Rastrick High School	(pupils 11 – 16)
Luddendenfoot Academy	(pupils 4 – 11)
Field Lane Primary School	(pupils 3 – 11)
Siddal Primary School	(pupils 3 – 11)

## Nursery

Smarties Day Care Nursery

## Our Vision

- To provide every child and young person in the Multi-Academy Trust opportunities and experiences, which give all of them the confidence and aspiration to reach and go beyond their potential
- To support and nurture each school's individual identity, to ensure that their unique DNA is used as a platform to build on the enjoyment and academic success of the children in our care

## Our Values

- We instil the highest expectations of everyone in the Multi-Academy Trust
- We will ensure every school provides a safe, supportive and challenging environment for the children and young people in our care
- We will ensure that every school is supportive and challenges all staff to continually improve their craft, through high quality professional development and opportunities for progression

## Our Aims

- To remove the barriers faced by children and young peoples in achieving challenging and aspirational academic targets through delivering the highest quality teaching and pastoral support
- To collaborate and grow expertise of staff across the MAT, to embed a sustainable self-improving system, that is built on strong leadership and succession planning
- To provide a sustainable financial platform for schools in the trust through ethical financial controls which in turn, ensure high quality delivery of educational services

## **The Strategic Plan**

- Shares and defines the vision of the Board for the next three years
- Expands on the Trust's strategic objectives
- Defines the key goals and performance indicators that will demonstrate our successes and the success of the academies
- Outline financial management, growth strategy linked to business efficiency and effectiveness
- Builds upon the individual academy and nursery successes already achieved

Underpinning the Strategic Plan are our financial procedures and school improvement plans. These plans are tracked through the year by the Trust Executive which will, in turn, report and be held accountable to the Board.

## **Strategic Objectives**

### **SO1: Further improving outcomes for children and young people and the Ofsted grades of academies in the Trust**

- 1.1 Raise attainment and improve progress
- 1.2 Build systems that support leadership succession planning and talent management
- 1.3 Staff recruitment and retention
- 1.4 The delivery of highly effective and richly researched teaching and learning

### **SO2: Ensuring a financially viable and sustainable multi-academy trust (MAT)**

- 2.1 Continuously improve the quality of provision whilst balancing the budget
- 2.2 Financial management, business efficiencies and growth strategy
- 2.3 Central Services Efficiency and value for money (VfM)

### **SO3: Risk management – strategic monitoring against key performance indicators (KPIs)**

- 3.1 Strategic and education policy context
- 3.2 Build a strong, scalable MAT infrastructure
- 3.3 Key strategic risks and mitigating actions
- 3.4 Feedback from parents/carers, local community and regulators
- 3.5 Maintaining safe and secure environments for all students, staff and visitors

### **SO4: Ensure strong leadership and governance**

- 4.1 Accurate school improvement strategies are in place
- 4.2 Enhancing the governance at board and LGB level
- 4.3 Trust level KPIs to track Trust Executive impact and school targets

<b>SO1: Further improving outcomes for children and young people and the Ofsted grades of academies in the Trust</b>			
KPIs	Year 1 2021 - 2022	Year 2 2022 - 2023	Year 3 2023 - 2024
1.1 Raise attainment and improve progress	All schools graded Good or Outstanding.	All schools graded Good or Outstanding.	All schools graded securely Good or Outstanding.
1.2 Build systems that support leadership succession planning and talent management	Leadership capacity supports schools in the Trust to at least Good at next inspection and to drive Good academies to Outstanding.	Leadership capacity supports schools in the Trust to at least Good at their next inspection and to drive Good schools to Outstanding.	Leadership capacity to support Good schools (who were previously RI) to securely Good and to drive securely Good schools to Outstanding.
1.3 Staff recruitment and retention	Data informs the Trust that it is at least in line with local and national averages.	Data informs the Trust that it is at least in line with local and national averages.	Data informs the Trust that it is at least in line with local and national averages.
1.4 The delivery of highly effective and richly researched teaching and learning	90%+ of teaching is judged as good when analysing pupil progress / attainment, pupils work and lesson delivery.	95%+ of teaching is judged as good when analysing pupil progress / attainment, pupils work and lesson delivery.	95%+ of teaching is judged as good when analysing pupil progress / attainment, pupils work and lesson delivery.
<b>SO2: Ensuring a financially viable and sustainable multi-academy trust (MAT)</b>			
2.1 Continuously improve the quality of education whilst balancing the budget	Measurable improvement of the quality of education within a viable and sustainable Trust and school level budget forecast.	Measurable improvement of the quality of education within a viable and sustainable Trust and school level budget forecast.	Measurable improvement of the quality of education within a viable and sustainable Trust and school level budget forecast.
2.2 Financial management, business efficiencies and growth strategy	Consolidation of business efficiency strategies including: curriculum, staffing, non-curriculum and capital expenditure.	Growth strategy implemented building upon consolidation of business efficiency and an improvement in schools Ofsted ratings.	Growth strategy implemented building upon consolidation of business efficiency and an improvement in schools Ofsted ratings.
2.3 Central Services efficiency and value for money (VfM)	Considered procurement and economies of scale support financial resilience of the Trust and individual academies.	Considered procurement and economies of scale support financial resilience of the Trust and individual academies Trust growth strategy is supported by the systemic processes above.	Considered procurement and economies of scale support financial resilience of the Trust and individual academies. Trust growth strategy is strengthened by the systemic processes above.
<b>SO3: Risk management and Compliance– strategic monitoring against key performance indicators (KPIs)</b>			

3.1 Strategic and education policy context	Trust and Academy policies meet statutory demand, academy context. They support school improvement activities and pupils and parents' engagement with the Trust and its academies.	Trust and Academy policies meet statutory demand, academy context. They support school improvement activities and pupils and parents' engagement with the Trust and its academies.	Trust and Academy policies meet statutory demand, academy context. They support school improvement activities and pupils and parents' engagement with the Trust and its academies.
3.2 Build a strong, scalable MAT infrastructure	MAT infrastructure is sustainable, provides VfM and capacity to continue improving the quality of education in the academies in the Trust	MAT infrastructure is sustainable, provides VfM, the Trust growth strategy and capacity to continue improving the quality of education in the academies in the Trust.	MAT infrastructure is sustainable, provides VfM, the Trust growth strategy and capacity to continue improving the quality of education in the academies in the Trust.
3.3 Key strategic risks and mitigating actions	Trust financial stability significantly reduces identified key strategic risks.	Trust financial stability significantly reduces identified key strategic risks.	Trust financial stability significantly reduces identified key strategic risks.
3.4 Feedback from parents/carers, local community and regulators	Local community perceptions need to be assessed to maintain schools and Polaris reputation through feedback.	Local community perceptions need to be assessed to improve schools and Polaris reputation through feedback.	Local community perceptions need to be assessed to improve schools and Polaris reputation through feedback.
3.5 Maintaining safe and secure environments for all pupils, staff and visitors	Trust wide compliance and training with Keeping Children Safe in Education and mandatory safeguarding, Prevent and Health and Safety policies are in place at the Trust and/ or in each academy	Trust wide compliance and training with Keeping Children Safe in Education and mandatory safeguarding, Prevent and Health and Safety policies are in place at the Trust and/ or in each academy.	Trust wide compliance and training with Keeping Children Safe in Education and mandatory safeguarding, Prevent and Health and Safety policies are in place at the Trust and/ or in each academy.
<b>SO4: Ensure strong leadership and governance</b>			
4.1 Accurate school improvement strategies are in place	Collaborative academy improvement strategies across the Trust support the quality of education, curriculum breadth and school effectiveness.	Collaborative academy improvement strategies across the Trust support the quality of education, curriculum breadth and school effectiveness.	Collaborative academy improvement strategies across the Trust support the quality of education, curriculum breadth and school effectiveness.



4.2 Enhancing the governance at board and LGB level	Succession planning and training mapped to skills audit undertaken in summer 2022. Exercise meets the demands of the Academies financial Handbook.	Succession planning and training mapped to skills audit undertaken in summer 2023. Exercise meets the demands of the Academies financial Handbook.	Succession planning and training mapped to skills audit undertaken in summer 2024. Exercise meets the demands of the Academies financial Handbook.
4.3 Trust level KPIs to track Trust Executive impact and school targets	KPIs tracked and monitored against agreed targets by the Board and its constituent committees. All Trust level KPIs met or exceeded.	KPIs tracked and monitored against agreed targets by the Board and its constituent committees. All Trust level KPIs met or exceeded.	KPIs tracked and monitored against agreed targets by the Board and its constituent committees. All Trust level KPIs met or exceeded.

## Our Academies

The narratives below will be update bi-annually. This narrative reflects the position of the schools in the Trust as of December 2021.

### Field Lane Primary School

Field Lane Primary School has previously received two Section 5 requires improvement judgements from Ofsted, the most recent in 2019. This makes it the most vulnerable school in the Trust. The most recent Section 8 monitoring inspection was positive and stated that the school is taking effective action to remove itself from the previous judgement.

The school is a one form entry primary school with early years children (nursery). It had until recently, had a children's centre on site, this was closed by the LA and ownership of the building is in the process of being handed to the Trust.

The school has for a significant period of time not been full. The Trust has begun the work of marketing the school to support more children joining the school, starting with the development of a video to promote the school during the Covid-19 lockdown and more recently, organising and promoting the open evening.



### **Siddal Primary School**

Siddal Primary School has received a requires improvement judgement from Ofsted in 2018. The school is yet to have a monitoring visit. The school is a one form entry primary school with early years children (nursery). The school also has an onsite children's centre that is run by the local authority. The school is due a monitoring visit imminently. The school is almost full. As with Field Lane the Trust has begun the work of marketing the school. The school serves an area of significant deprivation and as such the Trust is looking at how to better develop the school's support staff model to meet the needs of the community it serves.



### **Luddendenfoot Academy**

Luddendenfoot Academy is an Outstanding School. It received this judgement from Ofsted in 2015. In November 2021 the academy received a 2-day Section 8 Ofsted inspection. The inspection judgement was that the academy will remain outstanding, but as some practice seen during the inspection was not outstanding, the academy requires a follow up Section 5 inspection within the next two years. The academy is a one form entry primary academy. The academy is oversubscribed and as a result (and in agreement with the LA), it regularly operates over its pupil admission number (PAN).





## **Rastrick High School**

Rastrick High School is a good school. It received its judgement in 2015 and was party to an Ofsted Section 8 monitoring inspection in 2018, that reaffirmed this strong judgement. The school is on the journey to being outstanding. The school has consistently received strong reports from the SIP and in 2018, received a very strong report from a pilot inspection using the new Ofsted framework, led by 5 HMIs. The school is heavily oversubscribed and as a result (and in agreement with the LA), it regularly operates over its pupil admission number (PAN).



## **Our Nursery**

### **Smarties Day Care Nursery**

Smarties Day Care Nursery was created in 2015. It received an outstanding Ofsted judgement two years later in 2017. The nursery caters for children from the school community and the children of a large number of Rastrick High School staff. The nursery is heavily oversubscribed and is growing year on year in state-of-the-art premises located at Rastrick High School.



## Trust Growth Plan

Our plan for the growth is centred on growing with care; ensuring sustainability in our journey and protecting both financially and in regards to school improvement, the partners who come on the journey with us. The Trust believes in nurturing each school's individual identity, to ensure that their unique DNA is used as a platform to build on the enjoyment and academic success of the children in our care.

The Trust is committed to growth in both the secondary and primary education sector. As stated above the Trust plan is to grow in a sustainable and appropriately resourced way. To this end, the sub-regional plan focuses on initially growing the Trust in Calderdale and Kirklees. We will aim to build upon this successful local model to achieve a 5-year target of 10 academies, with a view that in the fifth year the MAT can look to grow beyond Calderdale and Kirklees and into the wider region.

