

A young girl with dark hair in two braids, wearing a red polo shirt, is smiling and has her hands clasped over her chest. The background is a blurred outdoor setting with a yellow wall and a grassy area.

ROBIN HOOD
MULTI ACADEMY TRUST
www.robinhoodmat.co.uk



Strategic Growth Plan

2023 - 2025

Section 01

Trust Governance

Board of Members



Board of Trustees





Board of Members

Overview and backgrounds

The Board of Members of Robin Hood Multi Academy Trust have a vast array of experience across a range of sectors

Member	Bio
Martin Collard	Martin holds a senior role in the NHS which involves implementation of devolved budgets, development of expenditure, reviewing workload and performance to improve management and financial decision making, improvements to workflow systems, development of skills and knowledge for all staff and the advancement of digital pathology. He supports 13 consultant pathologists and junior medical staff and balances a budget of £3.5million. He also has a master's degree in Business Administration and is involved in HR development and support programmes throughout the NHS.
Richard Hunter	Richard is a strategic leadership consultant within education and previously held the position of Executive Head within Kings Group. Prior to that Richard held the national position of Head of Primary for the Specialist Schools and Academies Trust and was the Education Executive for HSBC's Education Trust.
Julie Greenwood	Julie has worked in Birmingham for over 20 years as a Deputy Head Teacher, Head Teacher, Executive Head Teacher, and CEO and has worked in education for over 28 years. She has been a National Leader of Education since 2011 and through this work has carried out a number of Interim Headships for schools either in Special Measures or Requires Improvement. Jointly, with the Deputy CEO, she led one of these schools from Special Measures to Good within 12 months. Julie has supported numerous schools in difficulty with school-to-school support, which have been commissioned by the local authority and is also a Pupil Premium Reviewer. Julie is on the Board for Greet Teaching School Alliance and has supported them with carrying out Teaching and Learning reviews at a number of schools. She was previously on Birmingham's Primary School Improvement Group and since its formation in 2013, has been a proactive member of the Birmingham Education Partnership (BEP). She is currently the CEO at Leigh Trust.
Mandy Harrison	Mandy is a retired senior corporate IT leader for Eaton Solutions. She has experience of strategic HR issues at a corporate level and has a vast experience of IT related issues at the highest level.
Siobhan Mulrey	Siobhan is a solicitor working for Flint Bishop LLP in Birmingham. She has vast experience of working on school conversions and academy issues across the Midlands.



Overview and backgrounds

The Board of Trustees of Robin Hood Multi Academy Trust have been strategically selected to ensure that a wide array of skill sets are present to enable effective strategic governance, rigour and challenge at all levels.

Trustee	Bio
Martin Collard	See above in Members
Sue Berti	Sue is an educational consultant and former headteacher with over 20 years of leadership experience. She is currently a Strategic School Improvement Partner for Coventry LA and holds the responsibility for overseeing in excess of 30 schools across the city.
Sidd Sampla	Sidd is a performance psychologist working in high performance sports, with coaches and athletes supporting their mental side of performance and wellbeing. Additionally, Sidd is regional lead for a children's autism charity.
Vacancy	The Trust are currently in the process of recruiting a new Trustee.
Leah Ireland	Leah is an ESFA caseworker in the South Central and East division with responsibility for academies and free schools in the Northwest London and South-Central area. She is the lead contact for Northamptonshire. Prior to joining the ESFA Leah worked in the Regional Schools Commissioner's Office for the West Midlands, where she worked closely with MATs in Birmingham to increase capacity across the LA.
Tyrone Fowles	Tyrone is a Senior Regional Lead for the GMB Union and has worked at a strategic level in this arena for a number of years.
Steve Taylor	Steve is an experienced CEO and has been in post for seven years. Steve speaks at a national level for Optimus Education and has led nationwide educational initiatives such as Podcast CPD, The Learning Projects and Pair and Share - a concept which networked 80 schools nationally to drive school improvement.
Jane Jones	Jane is a former teacher and has significant experience in secondary education. She has a wide understanding of SEND and a passion for making a difference in this area. Jane is the lead safeguarding Trustee.
Simon Bentley	<p>Simon is the Deputy CEO at BDMAT and has been in post at the Trust since September 2022. Simon has vast experience within the academy sector and has worked at a senior level in a range of effective organisations.</p> <p>Previously Simon was the Regional Operations Director for E-Act's South region covering 5 Secondary and 9 Primary Academies across Bristol, London and the East Midlands. His role incorporated strategic leadership as a member of the Trust's Executive Leadership Team and operational management of a range of functions including finance, human resources, ICT, premises, health and safety, legal, data and GDPR and marketing.</p>

Section 02

Trust Leadership





Trust Leadership

Robin Hood MAT Central Team

The Central Team at Robin Hood MAT has been strategically developed and enhanced over time to ensure that the quality of service on offer within the Trust is of the highest standard possible. Below is the leadership structure in place.



Senior Leaders

CEO

Director of
Finance and
Operations

Director of
School
Improvement



School
Improvement

School
Improvement
Lead

English Lead

Data Lead

EYFS Lead



Finance

Trust
Accountant

Central
Business
Manager

Central
Business
Manager

Central
Business
Manager



Operations

Estates/H&S
Lead

Senior ICT
Technician

MAT
Safeguarding
Lead



Senior Leaders Roles and Responsibilities

CEO

Steve Taylor

Steve is the CEO at Robin Hood Multi Academy Trust and has been in post for in excess of 7 years. Under Steve's leadership the Trust has grown from 2 schools in 2016 to a total of 6 schools currently. During this time the Trust has worked with and driven improvement in schools in special measures, requires improvement and good. In 2023 the Trust began to support an outstanding school interested in joining Robin Hood MAT in order to make a bigger difference to education. Steve has an expertise and passion for innovation and has guided the Trust in developing national approaches such as: The Learning Projects (during Covid), Podcast CPD and is currently in the process of launching a new national concept in the form of #C2I Generative AI.

In addition to being the Accounting Officer, Steve has overall responsibility in the Trust for: leadership, safeguarding and governance.

Director of Finance and Operations

John McDermott

John is the Director of Finance and Operations at Robin Hood Multi Academy Trust and has been in post for in excess of 6 years and worked with the Trust in a wider capacity for over a decade. John plays a central leadership role in strategically guiding and developing the Trust in all aspects of finance and operations. John has an in-depth and vast understanding and experience of the academy sector and is extremely well connected through a range of high profile roles that saw him deployed across a large number of academies across the West Midlands in various financial roles.

John leads on finance, operations, strategic ICT infrastructure and oversees the work of the Estates Lead.

Director of School Improvement

Joe Purnell

Joe is the Director of School Improvement at Robin Hood Multi Academy Trust and has been in post for 4 years within the Central Team. Previously as a Headteacher within the Trust, Joe worked in a variety of schools that required targeted leadership to help them improve. In his last post, Joe guided Cedars Academy to an OFSTED judgement of Good with Outstanding features which was an excellent achievement given that the school had never been classed as Good in its history. Joe has a passion and drive for pedagogy and leads on the development of school improvement systems and processes across the Trust. Joe's career with Robin Hood Academy spans in excess of 25 years.

Joe is responsible and accountable for the School Improvement Team, school performance and MAT networks.



School Improvement Roles and Responsibilities

School Improvement Lead

Faye Cooper

Faye is the School Improvement Lead at Robin Hood Multi Academy Trust and works in collaboration with Joe Purnell to drive school improvement priorities across the MAT and ensure that schools receive the targeted support they need. Additionally, Faye is the strategic Maths Lead for the Trust and works closely with all of our schools to ensure that Maths Mastery is delivered as a consistent and effective approach. In addition to the role of Maths Lead, Faye has the lead role within the Trust for CPD with an emphasis on career progression for staff. Faye has worked within the Central Team for in excess of 4 years.

English Lead

Charlene Farrell

Charlene is the strategic English Lead for the Trust and works closely with all of our schools to ensure that all aspects of the English curriculum are delivered consistently, effectively and to the highest standard. Charlene is currently working with all Trust schools to refine approaches and pedagogy to writing across the curriculum. In addition to the English Lead role, Charlene plays a central role in supporting Faye Glendinning in the development of Trust CPD. Charlene has worked for Robin Hood MAT for in excess of 7 years and has been part of the Central Team for a year.

Data Lead

Paul Smith

Paul Smith is the MAT Data Lead for the Trust and also holds the position of Headteacher at Yenton Primary School. In terms of his data role, Paul plays a key role in leading all Data Lead Network meetings and for holding each MAT school accountable for data outcomes. Paul works for the Central Team for 3 days per half term and has been with the Trust since its inception and associated with Robin Hood for in excess of 25 years.

EYFS Lead

Manisha Vadgama

Manisha is the strategic EYFS Lead for the Trust and works closely with all EYFS Leads in the MAT in order to ensure consistent Early Years provision in all of our schools - this includes the sharing of best practice, looking outside of the Trust for innovation and most importantly holding school leaders to account for their provision. In conjunction with this role, Manisha is an Assistant Headteacher at Yenton Primary. Manisha has worked with Robin Hood MAT for in excess of 6 years and been with the Central Team for a year.

Curriculum Lead

Kerrie Bailey

Kerrie is the MAT Curriculum Lead and has extensive experience in devising, building and refining curricula to ensure that they meet the needs of the children and the communities the schools serve. Kerrie has worked relentlessly to develop and build a framework for onboarding and evaluating new schools and their curriculum - as part of this framework is the ability to compare and contrast curriculum approaches in order to work towards alignment. Aside from being the MAT Curriculum Lead, Kerrie is also the DHT for Yorkswood Primary School.



Finance Roles and Responsibilities

Trust Accountant

Amie Ram

The MAT has recruited a Trust Accountant to increase capacity and strengthen the centralised finance function. Amie brings expertise from both the private and public sector and is an exciting addition to the team.

Central Business Manager

Sarah Price

Sarah has significant expertise and experience in school finance having previously worked with DRB to provide financial support to schools. Within her role at the Trust, Sarah supports and oversees the budgets of Robin Hood Academy and Birches Green whilst also providing strategic leadership support for John McDermott in terms of supporting the Central Team budget function. Sarah has been with the Trust for 4 years.

Central Business Manager

Amy Bristol

Amy has significant experience in school finances. Within her role at the Trust, Amy supports and oversees the budgets of Cedars Academy and Ulverley School. Amy has been with the Trust for 3 years.

Central Business Manager

Nargus Rafique

Nargus has significant experience in school finances and HR processes. Within her role at the Trust, Nargus oversees the budget of Yenton and will be supporting new schools joining the Trust. Nargus has been with the Trust for 4 years.

Central Business Manager

Helen McEvoy

Helen has worked within Robin Hood MAT since May 2024 and brings a wide range of financial skillsets and knowledge to the role. Currently Helen works with Yorkswood and also offers wider strategic support across the Trust.



Operations Roles and Responsibilities

Estates/H&S Lead

Greg Ward

Greg has been the Trust Estates Lead since September 2020 and has the responsibility for ensuring that Health and Safety along with the smooth running and maintenance of the school premises takes place across the Trust.

Previously Greg has worked as the Principal Safety Manager for Birmingham City Council and is a member of both IOSH and CIEH. Greg is line managed by John McDermott

Senior ICT Technician

Pav Kolisek

Pav is the Senior ICT Technician at Robin Hood Multi Academy Trust and takes the strategic lead for significant infrastructure projects such as the implementation of systems such as Smoothwall, Inentry and the centralised co-ordination of the MAT Google Drive and linked systems. Pav has worked within the Trust for in excess of 7 years.

MAT Safeguarding Lead

Chris Heath

Chris is the MAT Safeguarding Lead and takes the lead for all strategic safeguarding across the Trust to ensure that all schools and the Central Team are working to the highest standards to protect the children within our care.

Prior to working for Robin Hood MAT, Chris was national Safeguarding Lead for Star Academies and has a vast level of experience in safeguarding.

Section 03

Track Record 



Track Record - Schools Within the Trust

School Improvement Journey 2016 - Present Day

Robin Hood Multi Academy Trust has a strong track record of school improvement since its formation in 2016 - this is a result of choosing the right schools at the right time and ensuring absolute transparency was provided to the DFE regional team at all times.

School	Date Joined the Trust	OFSTED outcome	Additional Narrative
Birches Green Primary	Birches Green Infants 1st September 2022 Birches Green Juniors 1st March 2022	Yet to be inspected under the MAT and on a journey towards Good.	Birches Green Infants and Birches Green Juniors were amalgamated to form one new primary school in September 2023 with a new URN. This will mean the school will not be inspected for 3 years. Andrew Warren, Dawn Dandy and Daljit Gill visited in April 2023 - effective progress is being made and the new school will achieve Good within the next inspection.
Cedars Academy	1st September 2016	Inspected October 2024 Leadership - Outstanding Personal Development - Outstanding Quality of Education - Good Behaviour - Good	Prior to joining Robin Hood MAT, Cedars Academy had never been rated as a Good school by OFSTED in its history. The school has achieved a second Good under the MAT with an increasingly strong report each time.
Robin Hood Academy	1st September 2016	Good. (November 2016) Good (September 2022)	Robin Hood Academy has been inspected twice since Robin Hood MAT was formed and on both occasions achieved a Good grade. The Trust are targeting Outstanding by 2026.
Story Wood School	1st October 2024	Yet to be inspected under the MAT Previous inspection was Outstanding (2013)	Story Wood brings an excellence in pedagogical approaches into the Trust. Robin Hood MAT partnered with Story Wood for a year prior to academisation taking place and supported primarily with leadership.
Ulverley School	1st February 2020	Good (March 2024)	Prior to Ulverley joining the Trust, an SLA was in place and intensive support provided. The school last had an OFSTED inspection in March 2024 and SEND was highly commended within the section 8 report.
Yenton Primary	1st September 2019	Good with Outstanding for EYFS (January 2024)	Robin Hood MAT have supported Yenton since September 2017 when we provided full MAT support and a HT which led to Governors voting to join the school in September 2019.
Yorkswood Primary	1st May 2024	Yet to be inspected under the MAT Yorkswood is a double RI school	The Trust are working closely with leaders to take the school on a journey to becoming a good school.



Track Record - Supporting the Wider Education System

Robin Hood MAT Wider Support of the Education System

Robin Hood MAT has a strong history of supporting the wider education system - this has come in many formats including supporting other Trusts, supporting schools in need, mentoring leaders and system leadership support through NLE deployment. In all of the examples below, leaders at Robin Hood MAT have always prided themselves on acting with integrity, honesty and transparency - this is especially the case when interacting with the DFE. In numerous cases the Trust has chosen what it believed to be the moral path as opposed to a path of growth for Robin Hood MAT - quite simply this is because the greater good of education should come ahead of any Trust or establishment.



Supporting other Trusts: Robin Hood MAT has supported a number of small trusts across Birmingham as a result of designation through initially the NLE format and latterly the Trust and School Improvement Offer. Positive support and impact has been acknowledged through Birmingham Education Partnership and the DFE.



Birches Green Amalgamation: Prior to both Birches Green schools joining Robin Hood MAT, the two schools were attempting to amalgamate as local authority schools - this was complicated by Birches Green Juniors being in Special Measures at the time. It was felt by leaders at Robin Hood MAT that the best course of action for the schools was to amalgamate and so the Trust wrote to the DFE in support of the schools amalgamating under the LA - it was believed by the Trust that bringing the two schools together as one was the biggest single act that would improve the quality of education. When the Secretary of State rejected the schools request, Robin Hood MAT worked hard with the Infant school to ensure that if they joined the Trust, amalgamation would be secured through academisation - this was honoured by Robin Hood MAT.



Leadership Mentoring: Robin Hood MAT has provided free leadership mentoring for newly appointed Headteachers into the West Midlands as well as support and guidance for school leaders seeking to form their own Trust. In some cases the Trust have worked with a group of schools seeking to form a MAT near to the Robin Hood MAT locality - support has been offered here because it was deemed the right thing to do for the community.



Transparent School Support: In 2016 Robin Hood MAT was supporting Springfield Primary School (a four form entry Special Measures schools that was effected by the Trojan Horse issue). At the time the DFE were keen for Robin Hood MAT to take this school into the Trust however, leaders within the Trust felt that the issues within Springfield would potentially damage a newly formed small Trust and so the offer was declined even though it would have seen significant growth for the Trust.

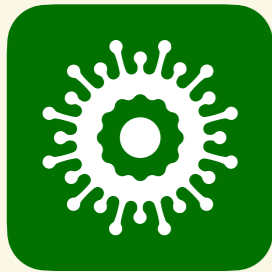


Collaboration: Robin Hood MAT works closely with Leigh Trust with Steve Taylor, CEO of Robin Hood MAT sitting on the Board of Members at Leigh and vice versa, Julie Greenwood, CEO of Leigh Trust sitting on the Board of Members at Robin Hood. Additionally staff at both Trusts sit on a variety of LGBs at their counterpart schools. This is done to build collaboration within the system.

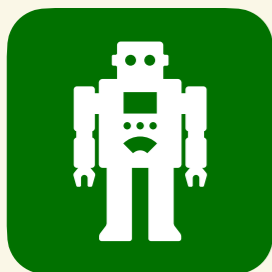


Supporting Educationalists in the UK and Further Afield

Robin Hood Multi Academy Trust has a strong history and track record of providing altruistic support across the sector because we believe it is the responsibility of all Trusts in the sector to contribute and affect change with regard to the broader educational picture. We believe that if education unites in innovative ways, all children benefit rather than simply those who belong to Trusts.



When China went into lockdown as a result of Covid-19, the Trust contacted our partner school in Beijing in February to find out about lockdown and home schooling. As a result we built The Learning Projects and launched them on the day Boris Johnson announced lockdown resulting in 400 schools across the country adopting our free resources. In the same manner, the Trust launched Podcast CPD in September 2020 to offer free professional development to educators across the country and internationally. To date, 1200 teachers and leaders have been through the programme.



The Trust is due to launch a national working party which focuses on how education will make use of implementing generative artificial intelligence. The working part will seek to address:

- Workload issues in education.
- Lesson planning.
- Ethical frameworks.
- Effective engagement with AI developers.
- AI curriculum frameworks.

W/C 22.06.2020: Learning Project - Transport

Age Range: KS1	
Weekly Reading Tasks	Weekly Phonics Tasks
Monday - Listen to Hey! Set off our Train . Ask your child to order the events from the story using simple sentences, illustrations or both.	Monday - Ask your child to make an A-Z list of transport vehicles they know. Think about transport from the past and the present.
Tuesday - Visit World Book Online . Login using Username: wbsupport and Password: distancelearn . Select eBooks and search for the title <i>Tough Trucks</i> to read with your child.	Tuesday - Play a game using split digraphs: a-e, e-e, i-e, o-e, u-e . On a post it, write the split digraphs and ask your child to think of things for each split digraph. For example: <i>plate, stone, flute</i> .
Wednesday - Ask your child to make a book marker based on a vehicle they like from the past and present. Can they use this in a book about transport?	Wednesday - Ask your child to spell the Common Exception words in a fun way using this online game, Spooky Spelling .
Thursday - Look through a newspaper or magazine and list the different types of transport found. Record these in a table.	Thursday - Can your child list adjectives to describe past and present vehicles? Encourage them to use alliteration e.g. <i>charging chariot, valuable van</i> .
Friday - Make some masks for the characters in the story, <i>Whatever Next?</i> . Share the story with a family member at home or on Facetime.	Friday - Use these KS1 words in sentences about transport: water, move, climb, push, pull, pass and because .
Weekly Writing Tasks	Weekly Maths Tasks - Weight, Capacity and Temperature
Monday - Ask your child to draw pictures of vehicles used in an emergency. What colours are they? Do they have any writing on the vehicles? What do they notice about the writing on the vehicle? Can they write facts about each vehicle?	Monday - Select containers, this could be different sized glasses, jugs, bowls etc. Ask your child to predict which will hold the most/least water. Pour cups of water to see which holds the most/least. For objects that are similar in size, predict how much water it will hold and then use a measuring jug to read the capacity.
Tuesday - Your child can draw pictures of a vehicle from the past and present. Label the parts of the vehicles and think about the different materials used.	Tuesday (theme) - Direct your child to create their own vehicle by drawing different 2D shapes to make it. They can be as creative as they want to be.

Section 04

Projected Growth



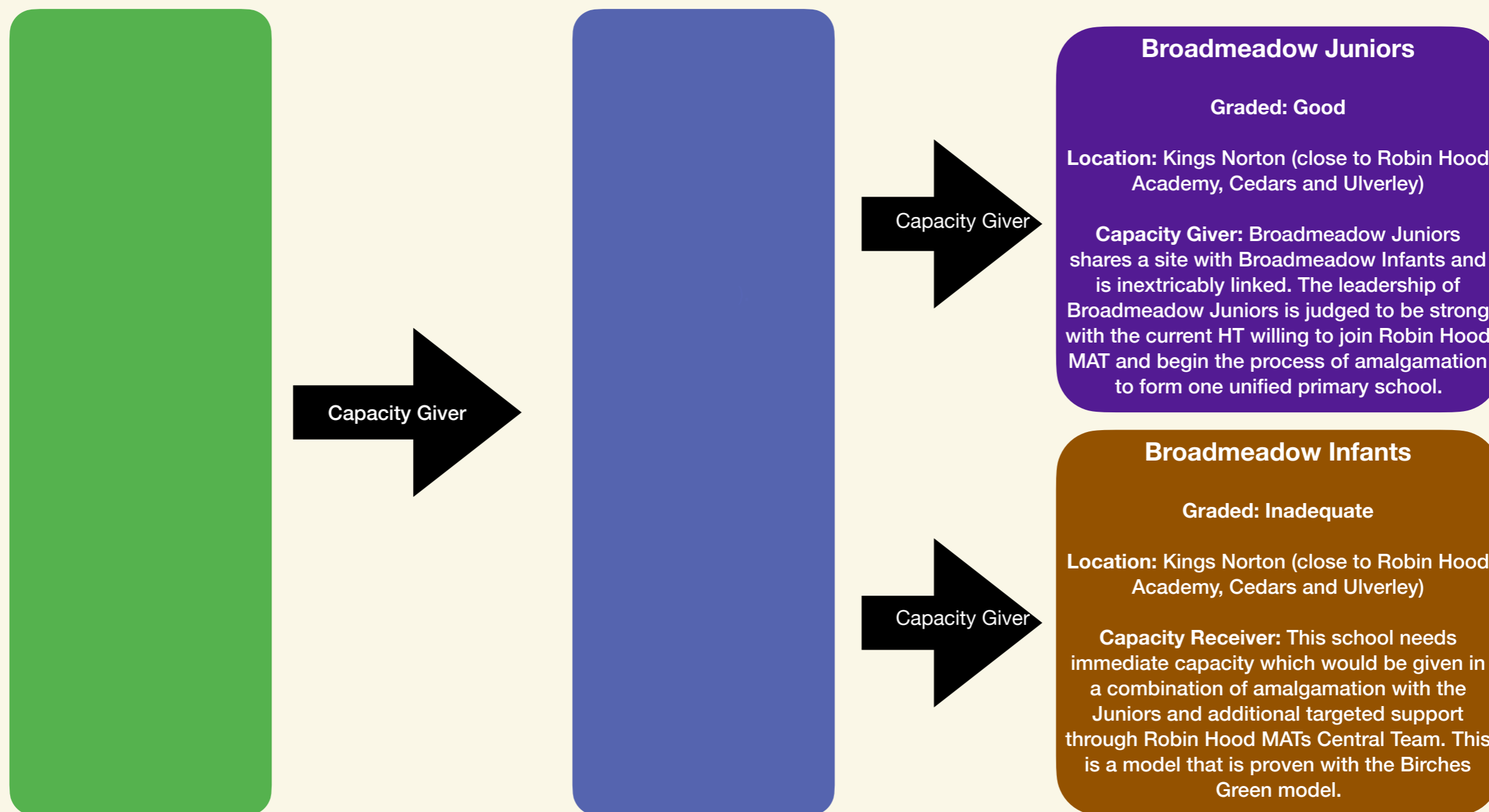
Plan



Projected Growth Plan

Strategic Growth

Robin Hood MAT has planned carefully to have the capacity to strategically grow the Trust to a 10 school MAT in the short to medium term. As a result of this strategic planning, the Trust is now in a position to move towards this target through a growth package that would see the Trust incorporate 4 schools that have been closely matched to not only support the education system by taking schools in need but also, simultaneously bring capacity into the Trust. The Trust would approach this in the following way:



Section 06

School Improvement



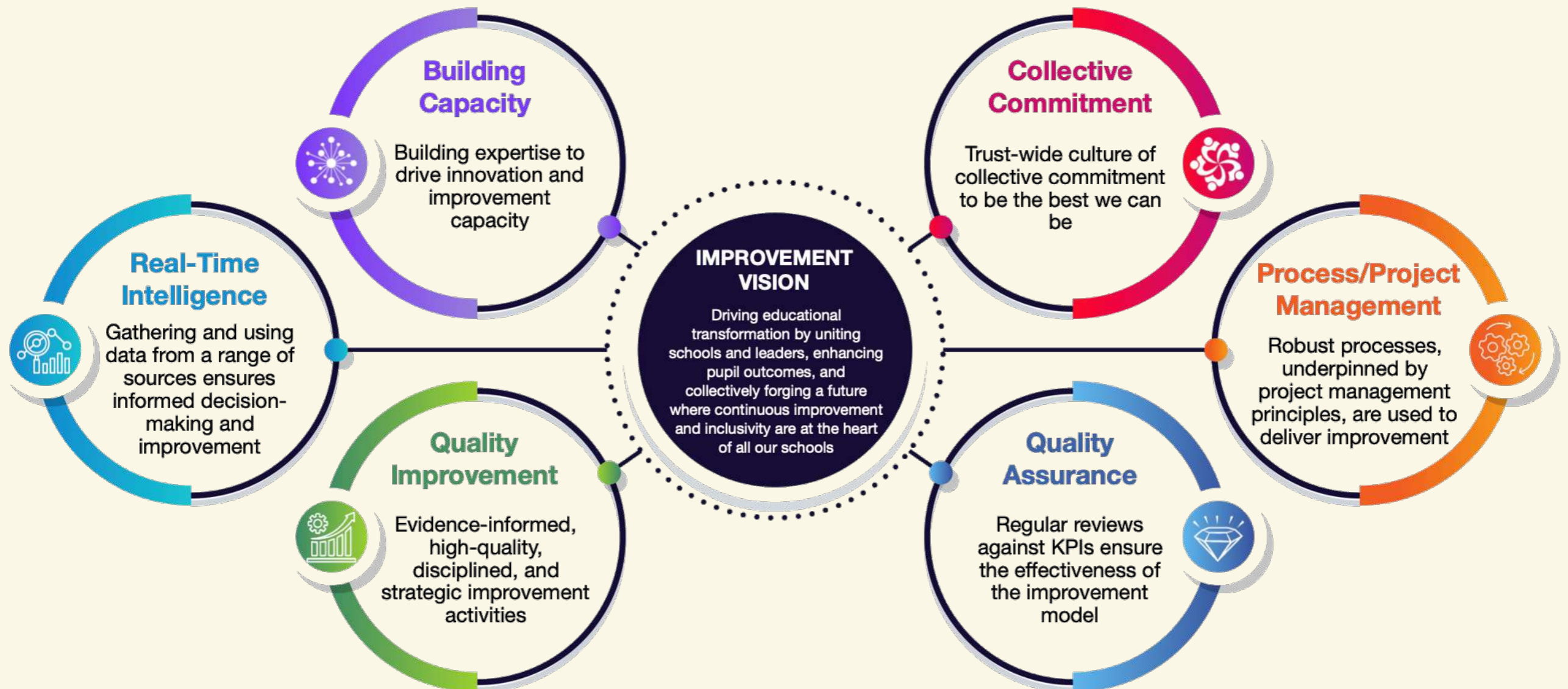


School Improvement Strategies

Our approach to School Improvement is rooted in a number of seminal pieces of research and thought leadership:

- [MAT Assurance Framework for School Improvement](#), South West RSC office, trust leaders, ISOS and Robert Hill Consulting
- [Multi-academy trusts - Good practice guidance and expectations for growth](#) - Four Stage School Improvement Model
- [Sustainable improvement in multi-school groups](#), DfE research report by Professor Toby Greany (2018)
- [Knowledge building - School improvement at scale](#), Confederation of School Trusts (2021)

Our approach ensures that there is an accurate diagnosis of where each school sits on its improvement trajectory and that there is a relentless focus on improving the quality of teaching through evidence-informed teacher development, supported by proper strategic oversight and accountability, to accelerate each school's improvement journey. Quality Assurance (QA) visits are primarily to observe, collect and discuss emerging data and holding academies to account for pupil outcomes. School Improvement (SI) visits are about working with academy staff and leaders to develop and improve practice.





School Improvement Systems

Teaching & Learning SYSTEMS

Developing as a Learning Organisation with the necessary organisational structures and capacities to create an environment that will stimulate knowledge and ultimately performance by empowering and inspiring teachers within a professional learning community.

System 01

T&L LEADS

High capacity practitioners who champion and support the day-to-day improvements in teaching and learning. They are the facilitators of the What?(Strategy), Why?(Cognitive Science) & How?(Pedagogy) of teaching and learning.



System 02

EVIDENCE-INFORMED PD

A curation of expert pedagogy developed through our Evidence-Informed Professional Development Portal and the use of WalkThru materials that can be used as a hub for professional growth conversations



System 03

PROFESSIONAL GROWTH

Developing Adaptive Expertise in teachers to challenge thinking, promote deep reflection, collaboration and change for the better



System 04

RESPONSIVE TEACHING

Responsive teaching blends planning and teaching, based on an understanding of how children learn from cognitive science with formative assessment to identify what pupils have learnt and adapting the curriculum accordingly to respond to their needs.



System 05

INSTRUCTIONAL COACHING

The vehicle by which our bespoke professional growth conversations occur. Individual school models allow for a Top Level View (QA) of the quality improvement systems described above.



Section 05

**Trust Areas of Strengths
and Development** 



Trust Areas of Strength

01

STRATEGIC LEADERSHIP

A strong, effective, and visionary leadership team that sets the direction for all academies within the trust. The team includes a mix of educational professionals and individuals with experience in business and other relevant areas, ensuring a wide range of skills and perspectives

02

HIGH QUALITY EDUCATION

Provision of high-quality education to our pupils. Strong curriculum design, effective teaching, rigorous assessment systems, and robust support for pupils' wellbeing, ensuring that pupils make good progress academically and personally

03

FINANCIAL MANAGEMENT

Effective financial management with strong systems for budgeting, financial reporting, procurement, and ensuring value for money. A clear strategy for investing in the improvement of facilities and resources across all our academies

04

COLLABORATION & SHARING BEST PRACTICE

A collaborative culture that encourages the sharing of best practices and resources across our academies. This drives improvement, fosters innovation, and ensures that all academies within the trust benefit from each other's successes

05

STAFF DEVELOPMENT

A comprehensive professional development programme for staff, including ongoing training, mentoring, and opportunities for career progression. This helps to attract and retain high-quality staff, and ensure that all academies have the skills and expertise they need to succeed

06

GOVERNANCE

Good governance is a key strength for the MAT. We have a clear and effective governance structure, with trustees who have the skills, knowledge, and commitment to hold the leadership team to account and make strategic decisions in the best interests of the academies and their pupils

07

STAKEHOLDER ENGAGEMENT

Effective engagement with a range of stakeholders, including parents, pupils, staff, local communities, and other education providers. This builds strong relationships, ensures accountability, and fosters a sense of community and belonging across the trust

08

INCLUSION AND EQUALITY

A strong commitment to inclusion and equality, ensuring that all pupils, regardless of their background or circumstances, have equal opportunities to succeed. This includes effective systems for supporting pupils with special educational needs, and promoting diversity and inclusion in all aspects of the trust's work



Trust Areas of Development

MAT Objectives and Key Results (OKRs) 2024/25

Robin Hood Multi Academy Trust makes use of the OKR strategy, developed by John Doer and implemented by Google and IBM, to ensure the effective targeting and communication of strategic development points. The identified OKRs for 2024/25 are:

Targeted OKR identified by strategic leads	Key sub-categories of targeted OKR	Timescale and lead staff identified
OKR 1: Further centralisation of the finance team within the Trust to ensure high level strategic decision making at all levels	<ul style="list-style-type: none"> All leaders across the Trust are fully informed that SBMs will be fully retracted from schools in Jan 2025. Business Hub identified and targeted for redevelopment. Working pattern and system defined for how the team will operate across the course of the week. Centralise the GAG pooling of reserves across the Trust. 	ST/JMcD - Oct 2024 ST/JMcD - Oct 2024 JMcD - Nov 2024 ST/JMcD - Jan 2025
OKR 2: Further refine and enhance leadership development approaches across the Trust to enable the next wave of leaders to be grown and current leaders to be invested in.	<ul style="list-style-type: none"> Evaluate current leadership opportunities offered by the Trust and the impact of these. Assess the need of current and up and coming leaders across the Trust identifying targeted gaps. Target leadership teams across the Trust that would benefit from input and implement bespoke plans based around some core principles. Refine the Peer Development Lead programme including deployments. Launch AHT and DHT conferences to align with the HT Away Days. 	ST/JP/FC - Oct 2024 ST/JP/FC - Nov 2024 ST/JP - Nov 2024 JP/FC - Jan 2025 ST - Jan 2025 onwards
OKR 3: To embed The Gateway systems and processes across all schools within the Trust.	<ul style="list-style-type: none"> Launch the principles of The Gateway Project through core entitlements for each year group. Schools to personalise and make entitlements their own through building of KPIs. Assess baseline data identifying strengths and gaps. Track progress of KPIs and performance of schools. 	JP - Sep 2024 JP - Oct 2024 JP - Jan 2025 JP - July 2025
OKR 4: To refine the Trust's approach to determining which strategies and processes are mandated versus optional.	<ul style="list-style-type: none"> Review the onboarding process for new schools and lessons learned in terms of those schools that took on too much too soon. Identify key core strategies, processes and systems across the Trust. Evaluate the impact of mandating selective strategies whilst allowing some to be optional. Take feedback and devise the new MAT wide approach ensuring clarity and consistency. 	ST/JMcD - Oct 2024 JP - Dec 2024 JP - Jan 2025 JP - Mar 2025

Section 06

Finance





Overview

Robin Hood Multi Academy Trust prides itself on effective financial management and transparency at all levels through the following approaches:



Governance - a significant number of Trustees lead on large budgets within their sector be that from a strategic NHS background to a strategic ICT role. In addition to this the Trust specifically appointed Leah Ireland (ESFA experience) and Simon Bentley (previously a CFO and now Deputy CEO/CFO at BDMAT).



Financial Planning - the Trust makes effective use of ICFP to inform financial planning and uses a number of KPIs which are benchmarked both internally and externally.

School staffing models are benchmarked with each other within the trust but we also use DfE benchmarking tools (VFMI, SRMSAT etc). The Finance Director regularly seeks external validation from publications such as CST, ASCL as well as networking with regional and national trusts to compare metrics and assumptions. The Trust's Chair of Finance is also CFO of a larger MAT and contributes a wide number of forums and networks.

Staffing is delegated down to individual schools as each school has its own context. However, staffing models are overseen centrally (monitored through Business Managers but also the FD and central leaders) which also ensures efficiencies as well as consistency across the trust e.g. SLT structures, TLRs etc. Business Managers lead the initial budget planning with the HT where all curriculum/school improvement planning is considered. Again, planned discussions will then take place with the FD/Trust leaders where necessary.

The trust had a SRMA review carried out in Autumn 2022 and this has previously been shared with the DfE team. The findings were: 'There are no other findings. In the SRMA's view, the Trust is running the MAT very efficiently, with the resources available. Growth of the MAT to 8 schools and beyond will allow for more significant centralisation and further value for money to deliver excellent outcomes.'



School Improvement - Where school improvement is provided centrally, this is funded through a top slice. If additional school improvement is required, the Trust may consider using external options.

School improvement is built into the central provision provided through the top slice. This supports both centrally employed staff and external support e.g. independent reviews. The Trust also use other school improvement tools throughout the trust from senior leader support to trust networks.

Due diligence is used to inform the platform to determine the school improvement approach required. Using this, the Trust can establish the areas of focus and whom is best placed to deliver this but ultimately we have a school improvement team and wider internal teams who will support. If there are additional costs to be incurred, these will be shared in advance.

The trust will enter into SLAs with schools outside of the trust either as a 'try before you buy' model or where short-term support is required by the school.



Trust reserves - Trust reserves currently sit at **£2,700,000**