

# Hasmonean Multi-Academy Trust



## Operational Objectives Sept 2020-Sept 2023

(\*Denotes to be achieved in 2020-2021)

Objectives	Outcome: Achieved/ Not Achieved/ Partially Achieved
<p><b>1. To ensure that the two schools perform well in the face of any arising or unforeseen challenges</b></p> <ul style="list-style-type: none"><li>• Ensure that appropriate time and energy is dedicated to such challenges e.g. external reviews/ Coronavirus planning/ recruiting for key positions/ responding to financial challenges*</li></ul> <p><b>Measure:</b> The MAT Board to monitor how all arising/ unforeseen challenges are being handled at board meetings.</p>	<p>Achieved</p> <p>The review of Finance and Governance conducted by the Education Skills and Funding Agency (ESFA) in January 2020 had a positive outcome with only minor recommendations (which have now been made and communicated to the Audit and Risk Committee, the Trust Board and the ESFA).</p> <p>Our remote learning and hybrid learning was very successful. When schools abruptly closed the day after we returned from the winter break, we flipped to remote learning on the same day, offering full</p>

	<p>timetables to all students. The impact of this can be seen in the excellent examination results of Y10, Y11 and Y13.</p> <p>We appointed a new Head of Midrasha to strengthen this area and promoted a member of existing staff to head up the new Beis Chadash stream, both of which appointments have helped to secure record number of students in the sixth form.</p> <p>After a comprehensive recruitment process, we appointed a very well qualified and experienced Head of Finance and Premises to replace the outgoing Head of this area.</p>
<p><b>2. To strengthen staff engagement and improve recruitment and retention</b></p> <p><b>Create a new appraisal matrix that enables staff to be fairly evaluated in terms of their effectiveness</b></p> <ul style="list-style-type: none"> <li>• Devise a new appraisal scheme which better evaluates the impact a staff member has on the school *</li> <li>• New appraisal scheme to be agreed with Trust Board, staff governors on LGBs and union representatives *</li> </ul> <p><b>Ensure that staff voice is heard and influences developments within the MAT</b></p> <ul style="list-style-type: none"> <li>• Establish a staff forum *</li> <li>• Appoint a Chair from the staff body to lead this *</li> </ul>	<p><b>Partially achieved</b></p> <p>A new appraisal scheme was devised with all stakeholders - local governors and trustees, ELT, staff (via the Staff Forum) and unions - consulted as part of the process. It has now been launched and is being used for this year's Performance Management cycle.</p> <p>The Staff Forum has been launched and is chaired by staff governors. The CEO meets termly with the Chair of the Staff Forum to discuss the staff's priorities. The outcomes of these meetings are added to each HR Committee agenda to enable full transparency. Zero tolerance to homophobia/ sexism/ racism have been raised in whole staff INSETS. All incidents and actions to tackle them are now systematically recorded on CPOMs (the safeguarding software used by the school) and reports sent to staff.</p>

<ul style="list-style-type: none"> <li>• Prioritise initiatives e.g. communication with parents, zero tolerance to homophobia/ sexism/ racism, staff wellbeing*</li> <li>• Introduce initiatives and evaluate their impact*</li> <li>• Ensure that staff engage in Blue Sky thinking about how the school can improve*</li> </ul> <p><b>Ensure that excellent candidates/high performing staff are motivated to apply to/ remain working at the MAT</b></p> <ul style="list-style-type: none"> <li>• Ensure that a Continuing Professional Development (CPD) pathway is in place for every member of staff at Hasmorean and that all current staff and candidates applying to the school are aware of the pathways that are open to them.*</li> <li>• Ensure that excellent candidates/high performing staff and are motivated to apply to/ remain working at the MAT by investing the budget set aside for this by the MAT Board in incentives chosen by the Staff Forum</li> </ul> <p><b>Measure:</b> Evidence that all staff rated on average 2 or below have a plan in place to improve their practice and for the impact of these plans to be monitored by SLT and by local governors.</p> <p><b>Measure:</b> The staff attrition rate falls in line with the investment in the staff body e.g. if the investment in staff rises by 5%, the attrition rate falls by this percentage</p>	<p>Staff have been asked to engage in blue sky thinking about how the school can improve and their ideas have been discussed at HR Committee meetings.</p> <p>A new CPD pathway is being devised to improve teacher excellence and the impact of subject leaders involving a new school-based/ Prince’s Teaching Institute certificate and title of ‘Maven’.</p> <p>At the first INSET of this year it was announced that all CPD pathways would be mapped for teachers and that CPD would be a major focus for all staff this year, including (Covid permitting) all staff connecting with other schools to share best practice. Ideally this would have been launched in the summer term of last year but we had instead to focus on devising/ leading on school assessments after the government withdrew the GCSE and A Level examinations – the guidance for this came through very late and required the full focus of the SLT throughout the summer term.</p> <p>A budget has been set aside for a staff wellbeing fund from the staff CPD budget. The impact of this on staff morale will be measured over the coming year.</p>
<p><b>3. To strengthen Kodesh and Chol To enable students to catch up after the Covid lockdown</b></p>	<p><b>Achieved</b></p>

- Ensure that the best content and questioning in each subject is recorded and is accessible to all members of the department/ all students
- Ensure that there are action plans kept by DoLs and monitored by SLT which outline support for every subject/ teacher with a negative value added results at either GCSE or A level\*
- Review the entrance criteria to courses in the sixth form on an annual basis in the light of student performance to ensure the bar is set at the most effective level\*
- Ensure that there are action plans which outline how students will be supported to catch up on their studies following the Covid Lockdown\*

**To ensure the Kodesh curriculum supports different groups of students to reach their potential**

- Create 4 to 5 Kodesh student profiles for both boys' and girls' schools\*
- Agree outcomes for each Kodesh student profile by year and create attractive and effective pathways for students' journeys through Hasmonian\*
- Consult with parents on a review of the Kodesh curriculum\*

Digital leads have been appointed for each subject, as well as two digital co-ordinators and an overall digital SLT lead to ensure that digital resources are recorded and shared within departments. Staff are also being strongly encouraged to upload digital lessons at A Level for up to one lesson per week for 2021-2022. Training to support staff has been taking place to support staff to digitally innovate since the first lockdown.

DoLs write Self Evaluation and Department Development Plans each year to tackle areas on weakness and build on strengths.

The entrance criteria for sixth form courses was reviewed at the end of last year and again this year to give more flexibility to compensate for Covid disruption. The high numbers entering the sixth forms suggests that this has helped to improve retention.

Covid catch-up plans are integrated into the schools' Self Evaluation and Development Plans. The GCSE, A Level and BTEC results all suggest our remote provision was of very high quality throughout the pandemic (which is also evidenced by parent/ student surveys).

A more clearly defined middle pathway has been created in the Beis which we have called Beis Chadash. This has so far resulted in many students staying in the sixth form who were looking elsewhere (see data below for evidence to support this).

The new Head of the Midrasha will be reviewing how the key stages align with the new Head of Girls' JS. The number of girls in the girls' sixth form has also reached record levels this year (see data below). The outcomes for each JS year group/ pathway have been presented at the JS Local Governing Bodies and to the Chair of the MAT by the Menahel.

**To reinvigorate learning and teaching**

- Ensure that every member of staff visits a different school to bring back and share examples of innovative practice
- Invite in DoLs from high performing subjects in other schools to review under-performing subjects (when Covid permits)

**To ensure the Chol curriculum supports different groups of students to reach their potential**

- Consult with parents on a review of the Chol curriculum \*
- Review the entrance criteria to courses in the sixth form\*
- Review the vocational pathways at Key Stages 4 and 5\*
- Ensure that the provision for students' wellbeing, mental health, cultural and religious awareness, spiritual wellbeing, career development and physical fitness is mapped in the curriculum\*
- Review 3-subject rule in 6<sup>th</sup> form\*

**Measure:** Data shows that Year 11 and Year 13 students are back on track in terms of their expected progress by July 2021

**Measure:** Differentiated Kodesh curriculum matched to student profiles agreed by end of the academic year 2020-2021 introduction from Sept 2021

**Measure:** The best new ideas from other schools are shared with all staff by end July 2021

**Measure:** The Chol curriculum is reviewed and a new curriculum launched for September 2021

Parents have been consulted on the curriculum (and the results shared with the Chair of the Local Governing Bodies/ Local Governing Bodies). One major outcome from this was that the desire for increased informal education has been met by the creation of HIPE, an addition to our provision which has been a great success - as evidenced by parental feedback to staff, governors and trustees.

Staff were unable to visit other schools due to the Covid pandemic and associated safety measures making this impossible this year. However, it we will be using part of our INSET time to enable this to happen this year.

The subject leader and lead on teaching and learning at South Hampstead School was invited in to evaluate History and Politics at Hasmonean before the lockdown and we will reviewing the performance of subjects following the 2021 results to ascertain whether there are areas that will benefit from this. In addition, in October 2021 we have invited the education lead from the SSAT to undertake Deep Dives into subjects (this had to be postponed due to the Covid pandemic).

The curriculum consultation was undertaken last year (with all stakeholders being consulted). The outcomes were ratified by the two local governing bodies and have been implemented this year, resulting in more curriculum time for Key Stage three to give students a broader basis from which to begin GCSE study; timetabled time for religious and sex education and PSHE. The latter changes will benefit students

	<p>in the sense that they will be better prepared to deal with the challenges of the modern world and better prepared for life after Hasmonean.</p> <p>A member of staff who has a wealth of experience in leading on personal development in a number of secondary schools has been appointed as Director of Personal Development. He will be auditing our provision in regard to students' wellbeing, mental health, cultural and religious awareness, spiritual wellbeing, career development and physical fitness and drawing up a development to enable us to fill any gaps. We have also invited Barnet Local Authority to undertake an external review of our safeguarding arrangements in the autumn term of 2021/22.</p>
<p><b>4. To use digital technology to transform pedagogy</b></p> <ul style="list-style-type: none"> <li>• Ensure that all students have access to digital device by January 2021 *</li> <li>• Appoint an SLT digital lead, digital co-ordinators and digital leads within every Learning Area to develop the use of Google classroom and learning devices within the school to transform pedagogy across the MAT *</li> <li>• Introduce digital technology to create efficiencies within the KS4 and KS5 to enable smaller class sizes at different schools to be taught simultaneously by one teacher *</li> </ul> <p><b>Measure:</b> An SLT digital lead, digital co-ordinators and digital leads within every Learning Area appointed by January 2021</p>	<p><b>Achieved</b></p> <p>All students have been provided with a digital device enabling them to move seamlessly to remote learning when a further lockdown was announced in January 2021.</p> <p>Digital leads have been appointed for each subject, as well as a two digital co-ordinators and an overall digital SLT lead to ensure that digital resources are recorded and shared amongst the departments. Staff are also being strongly encouraged to upload digital lessons at A Level for up to one lesson per week for 2021-2022.</p> <p>All staff have been expected to experiment with flipped learning and hybrid learning over the course of the year.</p> <p>A number of subjects are being offered at KS5 that otherwise would not have run - we are offering fewer timetabled lessons for these niche subjects with small uptakes and expecting staff to treat these as tutorials and to augment these sessions with digital resources.</p>

<p><b>Measure:</b> Demonstrate by July 2021 benefit of Chromebooks to each year group &amp; subject area</p> <p><b>Measure:</b> Opportunities created within each Learning Area for teachers to create or use content in an innovative way that would not previously have been possible without digital technology being introduced</p> <p><b>Measure:</b> Develop two-year strategy for new pedagogy by July 2021 – reimagined yrs. 7 – 9, flipped learning, external virtual tuition, extended curriculum - by July 2021</p> <p><b>Measure:</b> Digital technology to be piloted to create efficiencies within the KS4 and KS5 to enable smaller class sizes at different schools to be taught simultaneously by one teacher during 2020-2021</p>	<p>Training to support staff to digitally innovate has been taking place on regular basis since the first lockdown.</p> <p>A working group has been established in 2020-2021 to put together a reimagined curriculum for Years 7-9 over the course of 2021-2022.</p>
<p><b>5. To ensure that Sixth Form pupil progress and retention levels improve year on year</b></p> <ul style="list-style-type: none"> <li>• Appoint a Key Stage 5 Achievement Lead who will maximise student achievement at KS5 by e.g. recruiting tutors for a variety of A level subjects; researching and bringing on board digital learning platforms to offer students wrap-around academic provision; carefully monitoring the progress of all subjects within the sixth form to ensure all students make the maximum progress possible*</li> <li>• Headteachers to agree a strategic plan with the Local Governing Bodies about how to improve Year 11 into Year</li> </ul>	<p><b>Achieved</b></p> <p>A combination of factors which include better differentiated pathways at the boys’ school, a new Head of Midrasha at the girls’ school, a greater number of courses being offered in the sixth form, strong Year 11 and Year 13 results and more flexible sixth form entrance criteria for courses has resulted in the largest increase in student numbers at both schools as the data below demonstrates.</p> <p>Investment in tutoring for the sixth form was postponed due to the uncertainty for much of the year as to exactly what kind of examinations/ assessments they would need to be prepared for. However, the investment in KS5 digital resources and devices clearly paid off as can be seen by the excellent A Level and BTEC results.</p>

12 retention which focuses on a differentiated curriculum offer, extra-curricular provision, appropriate course entry criteria, standards of learning and teaching, PR and other factors affecting retention \*

- The Menahel(s) to agree a strategic plan with the Chairs of the Local Governing Bodies to ensure that the Beis and Midrasha act as magnets ensure Year 11 students enter the sixth forms and other students wish to join them \*

**Measure:** Reports to Local Governing Bodies and Trust Board regarding the strategies for student retention

**Measure:** Student progress improves year on year in the sixth form as a result of the measures above

**Measure:** Number of students entering the Sixth form from Year 11 in September 2020 measured in the following way:

- Boys school Y11 – 12 attrition rate is 20% lower than the 3 year rolling average. For example, if on average we lose 20% of our students, target is to reduce this to 16%
- Girls school Y11 – 12 attrition rate is 20% lower than the 3 year rolling average

The boys' sixth form has increased from 142 to 176 (+34)  
The girls' sixth form has increased from 129 to 165 (+36).  
The two schools' rolls from Y7-13 have increased by a total of 78, equivalent to a whole year group. This increase is unprecedented.

6 <sup>th</sup> September 2021			
Year Groups	F	M	Total
7	90	96	186
8	83	111	194
9	96	97	193
10	92	98	190
11	83	107	190
12	88	102	190
13	77	74	151
Total	609	685	1294
	+ 33	+ 45	+78

Census October 2020			
Year Groups	F	M	Total
7	84	106	190
8	96	92	188
9	94	94	188
10	82	111	193
11	91	95	186
12	79	74	153
13	50	68	118
Total	576	640	1216

While progress measures are not being centrally calculated by the government for schools again this year, the highest ever top grades for boys and girls and the fact that both cohorts were of slightly weaker ability suggests the progress this year is excellent at both schools. In addition all students who did not achieve Level 4 in English or Maths in Year 11 the previous year all achieved Level 4+ in their re-sits this year.

## 6. To ensure that the governance, leadership and management

**Achieved (to the extent that this objective could be due to the departure of the Head of Finance and Premises mid way through the year)**



<p><b>structure is reviewed to ensure it meets the needs of the MAT</b></p> <ul style="list-style-type: none"> <li>• Ensure that the operational leadership and management structure is cost effective and has the most effective structure by inviting in an objective third party to review it*</li> <li>• Ensure that the effectiveness of governance is reviewed on annual basis in accordance with the Academies Financial Handbook*</li> </ul> <p><b>Measure:</b> Reviews to be completed by end of July 2021</p>	<p>The review of Finance and Governance conducted by the ESFA in January 2020 had a positive outcome with only minor recommendations (which have now been made and communicated to the Audit and Risk Committee, the Trust Board and the ESFA).</p> <p>A procurement process was undertaken in 2020-2021 to appoint a consultant to undertake an operational review. However, the review itself was postponed until we have appointed a new Head of Finance and Premises. It has now been scheduled for October 2021.</p>
<p><b>7. To ensure that the school improves its communication strategy</b></p> <p><b>1 year plan</b></p> <ul style="list-style-type: none"> <li>• Ensure that the school rebrands and celebrates the impact of VCs on students in the most effective manner*</li> </ul> <p><b>3 year plan</b></p> <ul style="list-style-type: none"> <li>• Undertake a complete audit of communication and branding within the school via an external PR firm and create a strategy to improve it within 3 years when the budget is available for this</li> <li>• Pilot the appointment of spiritual mentors to oversee the spiritual development of students and act as a central point of contact in regard to a student's spiritual progress</li> </ul>	<p><b>Achieved</b></p> <p>The establishment of working party has led to a rebranding of voluntary contributions and a new brochure being sent to parents about the purpose of them. While voluntary contributions alone did not quite achieve the VC/ fundraising combined target of £4.1m, they were the highest on record.</p> <p>A series of videos and letters were released to parents to celebrate the successes of the school e.g. in regard to HIPE, digital learning and the appointment of key people e.g. the Head of Midrasha.</p> <p>A number of the boys' lower school rabbis have taken on spiritual mentoring duties, a programme which is being overseen by Rabbi</p>

<p><b>Measure:</b> Voluntary contributions are rebranded by January 2021</p> <p><b>Measure:</b> Digital media is used to celebrate the impact of VCs on students</p> <p><b>Measure:</b> An audit and strategic plan is created to improve communication and branding</p> <p><b>Measure:</b> Spiritual Mentors to be appointed by October 2020 and their effectiveness evaluated by parent survey by August 2021</p>	<p>Hager. We hope to match this at the girls once the pilot has been reviewed and the 2021/22 fundraising campaign has taken place.</p>
<p><b>8. To ensure that the MAT continues to build on its inclusivity, diversity and outward-facing profile</b></p> <ul style="list-style-type: none"> <li>• Ensure that the school bolsters its British Values and RSE provision particularly in regard to the teaching of other religions and cultures and the respect for/ support for LGBTQ+ groups</li> <li>• Explore opportunities to collaborate with other organisations to support its objectives</li> </ul> <p><b>Measure:</b> Report to Local Governing Bodies on progress re. the above each term</p> <p><b>Measure:</b> External third party engaged to evaluate learning and teaching and the curriculum against the current Ofsted criteria by July 2021 (if Covid permits)</p>	<p><b>Achieved</b></p> <p>Timetabled time for religious and sex education and PSHE resulting from the changes we have made to the curriculum will enable students to be better prepared to meet the challenges of the modern world. A member of staff with a wealth of experience in leading on personal development in a number of secondary schools has been appointed as Director of Personal Development. He will auditing our provision in regard to students’ wellbeing, mental health, cultural and religious awareness, spiritual wellbeing, career development and physical fitness and drawing up a development to enable us to fill any gaps.</p>
	<p><b>Achieved</b></p> <p>Over a series of MAT Board meetings, the MAT Board was presented with three potential financial scenarios to inform their decision making</p>

## 9. To ensure the MAT remains in good financial health

- Ensure that the MAT Trust Board is presented with options for savings/ investments and financial projections to ensure that they can make informed decisions about fundraising and CC targets, reserves, cost savings and investments\*
- Ensure that any investments are only approved by The Trust Board if a funding stream is guaranteed at the time of approval e.g. via sponsorship or a pledge to raise funds by members of the Trust Board\*
- Ensure that the school identifies further savings by using financial management tools on the ESFA website e.g. when re-negotiating contracts\*
- Ensure that the alumni/ donor database is extended and that a strategy for improving relationships with alumni is created\*
- Ensure that the school is compliant with regard to all aspects of the Academies Financial Handbook in all of its financial procedures

**Measure:** Scenarios to be shared at Trust Board Meetings

**Measure:** All investments are aligned to funding streams

**Measure:** Trustees take full responsibility for financial decisions

**Measure:** Contracts are renegotiated using the ESFA website tools

in regard to the next three year's budget via voluntary contribution targets, reserves, cost savings and investments.

The three-year budget was signed off by the MAT Board and sent to the ESFA within the deadline. Further analysis is being undertaken to look at the structure of our income and expenditure to tackle the widening gap between government income and educational need.

The MAT undertook a full ESFA finance and governance review in January 2021 which included the results of ESFA financial management/ value for money toolkits. The MAT was deemed to be compliant in all but a handful of minor areas, all of which have now been made compliant (and the ESFA informed about the actions taken). There were also no significant issues arising from the audit and internal audits from the previous year (the audit for this year will take place before the winter 2021 break).

The ESFA's Crown suppliers are being used to get best value for money when renegotiating contracts e.g. the catering contract and the Head of Finance is keenly pursuing the best deals with larger contracts e.g. utilities.

The new Head of Finance's financial analysis and the operational review will give further food for thought in regard to how we best deploy resources/ structure our income and expenditure in the future.

A fundraising development plan was shared with and signed off by the Chair of Fundraising at the beginning of the year. The plan was then shared with the MAT Board in a subsequent meeting and an update given by the Fundraising Coordinator on progress against the plan. Alumni relationship officers have been appointed resulting in the

**Measure:** Develop plan to professionalise fundraising by January 2021  
**Measure:** Fully profile alumni database and other potential donors including for endowments  
**Measure:** Audit reports demonstrate the MAT's financial compliance

alumni database increasing and donor information/ VC information has now been transferred to the new CRM, Razor's Edge.

**November 2021**