

# Hasmonean Multi-Academy Trust



## Review of Operational Objectives Sept 2021-Sept 2024

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><b>Outcome: Achieved</b></p> <p>Third party reviews</p> <ul style="list-style-type: none"> <li>• Two external reviews of safeguarding by Barnet</li> <li>• Two Deep Dive visits by SSAT’s lead Ofsted Inspector Colin Logan</li> <li>• Visits to English and Sixth Form by Barnet Improvement Partner and Ofsted Inspector Charles Rice</li> <li>• A third party behaviour review arranged for 2022/23</li> </ul> <p>Unforeseen challenges</p> <ul style="list-style-type: none"> <li>• An independent review was undertaken by Educational Psychologist Hannah Lethbridge. This resulted in action plan which is in the process of being implemented</li> </ul>

- Diversity training was arranged for staff to create a more inclusive environment

**Key Positions**

- New SENDCos were recruited
- A succession planning strategy was presented to the MAT Board in November 2022

**Financial Challenges**

- The MAT met its fundraising target for 2021-2022
- The MAT Board was presented with a series of options and recommendations in regard to how to address the school's increased costs as a result of salary increases being only partially covered (as the government income is linked to the number of students we have and not the number of staff) and energy price rises due to the issues in global markets

## 2. To strengthen staff engagement and improve recruitment and retention

### Ensure that staff voice is heard and influences developments within the MAT

- Ensure that staff engage in Blue Sky thinking about how the school can improve via the Staff Forum \*

### Invest in high quality CPD for all staff

- Ensure that a 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.
- Investigate the concept and funding of 'Subject Mavens' - Creation of an in-house/ Princes Teaching Institute route to become a 'Maths/ English/ Geography Maven' via PTI course and residential + student feedback + value added and 3 lessons obs + expert video lesson reviewed by third party
- Investigate employing university lecturers to attend department meetings to refresh their subject knowledge
- Create opportunities for staff to bring back and share best practice from other schools

## Outcome: Achieved

### Ensure that staff voice is heard and influences developments within the MAT

- The Staff Forum meets termly and the action points from those meetings are shared with the CEO and HR Committee
- In addition, Hasmorean has signed up to the DfE's new Education Staff Wellbeing Charter, with the Staff Forum being engaged to add extra actions for the MAT to consider as part of this charter
- The MAT vision, aims and objectives as well as the financial picture/ investment decisions have been shared at whole staff meetings
- A series of termly town hall meetings have been planned for 2022-2023 based on feedback from staff (the first taking place after the interim Boys' Headteacher has been appointed)
- A new Director of Marketing and Development has the remit to devise a strategy with the Staff Forum to improve staff wellbeing (a team building workshop for all staff took place in October 2022 and a Staff Appreciation Week took place in December 2022)

### A new CPD route for all staff was launched in the summer of 2022

- It outlines new and existing routes for all staff including a route to become a subject maven (subject to sponsorship from a third party): <https://hasmoreanmat.org.uk/cpd/>
- Staff have been asked to contact other schools to investigate and share best practice as part of their gained time. This will

**Measure:** Staff surveys demonstrate that CPD has improved  
**Measure:** An action plan of the best practice from staff's own ideas and from other schools is created by the end of 2021/2022 and implemented from 2022-2024

be captured on a spreadsheet, shared with the Staff Forum and then prioritised at SLT with a view to implementing the best ideas

### 3. To strengthen Kodesh and Chol

**To provide the very best teaching and curriculum for all students**

- Invite in third parties to review the quality of education (e.g. SSAT's Education Lead/ Barnet Network Inspector/ Pikuach consultants/ SEND reviewers/ DoLs from high performing subjects in other schools) to review Kodesh, Chol and provision for different groups and to help each area develop action plans that will create continuous improvements\*
- Ensure that there are action plans kept by DoLs and monitored by SLT which outlines how the department is improving teaching and curriculum delivery & learning (as measured by learning walks, third party reviews and student surveys) and that these plans are shared with SLT and at LGB meetings \*

### Outcome: Partially Achieved

**Third party reviews**

- Two external reviews of safeguarding by Barnet
- Two Deep Dive visits by SSAT's lead Ofsted Inspector Colin Logan + training for our Directors of Learning by newly appointed Ofsted Inspector Debbie Lebrecht on the leadership of the subject-based curriculum
- Visits to English and Sixth Form by Barnet Improvement Partner and Ofsted Inspector Charles Rice
- A third party behaviour review has been arranged for 2022/23

**Action plans**

- Actions plans are kept by subject leaders and directors of Learning and reviewed by SLT line managers

- Use regular student surveys to help measure the quality of education in all subjects

**To create a culture of academic excellence and increase students' cultural capital**

- To ensure that each department creates a bank of resources (e.g. videos/ lesson/ online resources/ website material/ guest speakers) that demonstrates to students why their subject matters, how it inspired them as pupils and examples of how it will inspire them \*
- To ensure that every subject outlines ways they are increasing students' cultural capital e.g. by theatre trips, guest speakers, online resources, STEM activities \*

**To review and re-invigorate the Key Stage 3 curriculum**

To introduce a more sophisticated version of Project-Based Learning at Key Stage 3 which would include:

- Collaboration and competition between pupils to create artefacts (as a pre-cursor to the EPQ)
- The use of digital resources to facilitate synchronous and asynchronous learning
- Inviting guest speakers in from a range of third party organisations to enrich students' learning

- Student surveys have been launched and the outcomes shared with the Local Governing Bodies. A student survey working party has also been launched to further refine and review how we use these surveys
- Learning walks are undertaken by SLT/ Directors of Learning on alternately each half term and the feedback is shared with the departments/ at Local Governing Body meetings

**Cultural Capital**

- Over the summer term of 2022 all departments created banks of resources to explain to students why their subject matters, how it inspired them as pupils and examples of how it will inspire them. They are now being put into a consistent format and uploaded to the schools' websites.

**To review and re-invigorate the Key Stage 3 curriculum**

- This was considered by SLT but concerns were raised over the Ofsted view of subjects being given time at KS3 to cover the curriculum focus on subject mastery.
- A revised version of this idea is now under consideration but we need to find suitable staff with the bandwidth to undertake this work

<ul style="list-style-type: none"> <li>• Combining teacher-centred explicit instruction and constructivist student-centred approaches</li> <li>• Facilitating experiential learning by utilising the resources of families, the local community and wider society</li> <li>• Blending secular and religious learning e.g. comparing Jewish thought and secular thought in regard to some of the ideas under discussion to compare and contrast these perspectives</li> <li>• Creating ‘peak moments’ in a students’ early experiences at secondary school to foster a love of learning and discovery</li> <li>• A Jewish history curriculum</li> </ul> <p><b>Measure:</b> Ensure that the action plans from any external educational reviews are implemented by the recommended timeframes within them</p> <p><b>Measure:</b> All subjects create a bank of resources (e.g. videos/ lesson/ online resources/ website material/ guest speakers) that demonstrate to students why their subject matters, how it inspired them as pupils and examples of how it will inspire them</p> <p><b>Measure:</b> Ensure regular student surveys are used as a measure of the quality of education in each area of the school</p> <p><b>Measure:</b> Ensure that a plan is put in place to pilot a new Key Stage 3 curriculum from Sept 2022</p>	
<h3>4. Personal Development</h3> <ul style="list-style-type: none"> <li>• Appoint a Director of Personal Development (which includes students’ wellbeing, mental health, cultural and religious awareness, spiritual wellbeing, career development and physical fitness) to ensure that the provision for this area is</li> </ul>	<h3>Outcome: Achieved</h3> <ul style="list-style-type: none"> <li>• A Director of Personal Development post was advertised and the area has been fully audited with student surveys taken into account.</li> </ul>

audited and that a development plan is drawn together to address areas for development \*

- The impact of Personal Development to be measured by audit and via student surveys \*
- Appoint a full time, specialist careers/ UCAS/ future lives adviser across both schools and ensure that that areas for development for this area are actioned and that the impact on students is demonstrable e.g. via surveys/ student interviews. \*
- Ensure the impact of the spiritual mentors initiative is reported on at each Jewish Studies Local Governing Body Meeting \*

**Measure:** Personal Development to be measured by audit (in terms of provision) and student survey (impact)

**Measure:** Evaluate the effectiveness of Personal Development and create an action plan to ensure it is as effective as possible

**Measure:** Ensure that a full time, specialist careers/ UCAS/ future lives adviser is appointed across both schools and ensure that it is measured by audit (in terms of provision), student survey (impact) and student destinations. \*

**Measure:** Ensure the impact of the spiritual mentors initiative is reported on at each Jewish Studies Local Governing Body Meeting

- More time is planned to be allocated to PSHE as a result in 2022/23 and there is a development plan to address areas for improvement in this area
- A full time, specialist careers/ UCAS/ future lives advisor has been appointed
- The impact of the spiritual mentor programme is reported on at Jewish Studies Local Governing Body Meetings

## 5. To improve the behaviour and attitudes of the most disengaged students

- Devise a programme that enables students to self-regulate their conduct by focusing on their key goals in life \*
- Ensure that there is a plan in place for all students deemed to be at high risk of exclusion that outlines how they will be supported to turn around their behaviour and allow other students to not be negatively impacted e.g. those with multiple needs or vulnerabilities (e.g. who have both SEND and in receipt of Pupil Premium) \*
- Ensure that all stakeholders understand how students who are disengaged students are being managed to improve their behaviour and engagement \*

### Measure

- Programme to enable students to focus on life goals is devised by end of 21/22
- Annual surveys for staff and students/ third party visits show behaviour is at least good and the behaviour of our most disengaged is being well-managed
- Plans in place for all students at risk of exclusion by end of spring term 2022

## Outcome: Achieved

- In the summer term of 21/22 the pastoral assistant heads devised a programme that involves, academic/ social/ spiritual mentoring/ careers advice/ personalised goals/ a new reward system and use of – where appropriate – external provision such as JW3 – for students who may either now or in the future be at risk of exclusion.
- The programme will be reviewed each half term for pupils to evaluate the impact and adjust the strategy for each student.
- This programme will be shared with the Local Governing Bodies in the autumn term of 2022
- A third party review of behaviour has been arranged for 2022



## 6. To use digital technology to transform pedagogy

- Ensure SLT digital lead, digital co-ordinators and digital leads within every Learning Area develop the use of Google classroom and learning devices within the school to transform pedagogy across the MAT\*
- Introduce digital technology to create efficiencies within the KS4 and KS5 to enable smaller class sizes at different schools to be taught by a mixture of real and virtual lessons\*

**Measure:** Demonstrate throughout the year the pedagogical benefit of digital technology within each subject area to all stakeholders e.g. via videos for parents and students/ presentations to governors and teachers

**Measure:** Review the impact of KS4 and KS5 smaller class sizes at different schools being taught by a mixture of real and virtual lessons

## Outcome: Partially Achieved

- The funding for digital co-ordinators and digital leads within every Learning Area developed in February 2022. However, the investment up until that point resulted in the widespread use of the Chromebooks throughout all departments as evidenced by learning walks and resources. This use of Chromebooks in lessons continues to be developed by individual teachers under the guidance of the SLT lead.
- The focus since then has been on managing the Chromebooks and improving filtering through a working party. This has considerably tightened up the security of the devices
- A Chromebook Manager is in the process of being appointed to further increase the capacity to manage the devices
- The attempt to replace some in-person lesson for pre-recorded lessons has not been as successful as the use of Chromebooks to teach students who were isolating at home

## 7. To ensure that Sixth Form pupil progress, satisfaction and retention levels improve year on year

## Outcome: Partially Achieved

- Plans were agreed with the Chairs to increase numbers into the sixth forms which had an overall increase from 329 students to 348 students across the two schools:

- Headteachers and Menahel to agree a strategic plan with the Local Governing Bodies about how to improve Year 11 into Year 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 \*
- Ensure that the sixth form satisfaction levels of students improve year on year via termly student surveys (surveys to be agreed with Chair of local Governing Bodies) \*

**Measure:** Strategies put in place to maximise student retention in year 12

**Measure:** Student surveys show satisfaction levels improve year on year

**Measure:** Number of students entering the Sixth form from Year 11 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

- At the the boys' school record numbers have entered the sixth form - up from 171 last year to 194 this year - partly due to the differentiated Beis provision that had a successful launch
  - At the girls' school there was a fall from 158 girls last year to 154 girls this year, a net loss but considerably lower than the net losses of previous years. The impact of new leadership of the Midrasha, a new sixth form common room, the establishment of a new room for the Midrasha and the strong investment in Kodesh at the girls' should mean there is a net gain next year.
  - Rolling average calculations can be found below – the targets have been narrowly missed.\*
- The student surveys have been drafted but the working party is yet to refine these surveys further to ensure they are as effective as possible in capturing views and improving provision.

## 8. To ensure that the operational structure is reviewed to ensure it meets the needs of the MAT

- To engage a qualified and experienced professional to carry out an Operational Review \*
- To implement the agreed priorities arising from the review by the agreed

**Measure:** Operational Review to be carried out by December 2021

**Measure:** Priorities from Operational Review to implemented from January 2022 to January 2023

## Outcome: Achieved

- The operational review has taken place (by SRMA Sheryl Cardwell) and the outcomes have been shared with ELT, the MAT Board and the local Governing Bodies
- This has resulted in a proposal to improve our HR and financial systems to ensure that further automation is introduced where possible – this in the process of being implemented
- It has also resulted in a proposal to change the structure of these two departments and to investigate collaboration with the primary schools within the JSSM to achieve efficiencies by the Commercial Manager (once they have been appointed).

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

### 1-year plan

- Ensure that the MAT celebrates the impact of VCs on students in the most effective manner \*
- 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 \*

## Outcome: Achieved

- The fundraising campaign of 2021/22 effectively celebrated the impact of VCs and fundraising as evidenced by its resounding success (£1.6m+ raised)
- The MAT Board has been 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 e.g. at the June 2022 MAT Board meeting
- According to the MAT's last audit report, the school is compliant with all aspects of the Academies Financial Handbook. The next audit report will be published in December 2022.

- 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:** Digital media is used to celebrate the impact of CCs on students by end of 2021/2022

**Measure:** 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 throughout 2021/2022 \*

- **Measure:** Ensure that the alumni/ donor database is extended and that a strategy for improving relationships with alumni is created by end of 2021/2022 \*

- A report on the alumni database and work to extend it can be found below:

#### **Database**

- Current database of registered alums stands at just over 1,000 individuals
- Multi-generational families have been mapped on the database (eg, families with several linked individuals who attended Hasmonian) and staff alum details added

#### **Improved communications**

- Monthly newsletters – sent by email to all registered alums on a regular basis
- Hebrew birthdays – personalised messages are sent to those registered with a birth date
- Festival greetings – sent by email to all registered alums for major religious holidays
- “Check in” messages and calls – made to those who have been in touch, reached a milestone and those reaching their first anniversary as an alum
- Ongoing use of LinkedIn to find and communicate with lost alums

#### **Ongoing work**

- Alum events – opportunities being explored include exclusive events hosted by well-known alums, grandparents/multi-generational events, annual awards for outstanding alum achievements

	<ul style="list-style-type: none"> <li>▪ Representation at school events – an “alumni” desk at school events, such as plays, concerts and graduations; alumni are invited to appropriate school events</li> <li>▪ Local reunions – contact established with local branches of alum friends and support offered</li> <li>▪ Speaking opportunities - alums are invited to speak at school events about careers and education options</li> <li>▪ Alumni survey – currently being written, to inform ongoing activities and to enlist alumni committee members, with follow-up calls to a sample of alums</li> <li>▪ Archiving project – historic school materials organised and being digitised</li> </ul>
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**\*Rolling Average figures for Year 11 into year 12 Boys**

Year 11			Year 12		
July 2020	July 2021	July 2022	Oct 2020	Oct 2021	Oct 2022
86	93	108	74	99	102
			-13.95%	+6.45%	-5.56%
			-4.35% (rolling average of three years)		
			The target for 2022 has been narrowly missed		

**\*Rolling Average figures for Year 11 into year 12 Girls**

Year 11			Year 12		
July 2020	July 2021	July 2022	Oct 2020	Oct 2021	Oct 2022
87	90	80	79	83	74
			-9.20%	-7.78%	-7.50%
			8.16% (rolling average of three years)		

While the Oct 2022 figure is better than the rolling average it does not quite meet the target of beating it by 20% as it would need to be 6.53%