

Hasmonean MAT Operational Objectives

1st Sept 2024 to 31st Aug 2027

Objectives to be Reviewed and Updated Annually at End of Spring Term

Objectives	Spring Term 2025 review: Achieved/ Not Achieved/ Partly Achieved
<p>1. To ensure that the two schools perform well in the face of any arising or unforeseen challenges</p> <ul style="list-style-type: none">• Ensure that appropriate time and energy is dedicated to such challenges e.g. external reviews/recruiting for key positions/ responding to financial challenges. <p>Measures</p> <ul style="list-style-type: none">• The MAT Board to monitor how all arising/ unforeseen challenges are being handled at board meetings – to be monitored at termly MAT Board meetings.	<p>Outcome:</p>
<p>2. To ensure the Quality of Education is the best it can be</p> <p><i>See area for development from most recent Ofsted inspections*</i></p> <ul style="list-style-type: none">• Improve GCSE and A level progress scores by regular monitoring of teachers and subjects via lesson visits/ feedback and a well-targeted CPD programme from Autumn Term 2024	<p>Outcome:</p>

<ul style="list-style-type: none"> • Improve Quality of Education via coaching and mentoring of Directors of Learning and Subject Leaders from Autumn Term 2024 • Ensure that teachers and subjects that have, on average, negative value over three years have tracked intervention from Autumn Term 2024 • Ensure that a third party comes in to ‘check whether pupils have understood what they are learning with enough precision’ and that ‘staff [do not] move on to new learning too quickly when pupils’ knowledge and understanding is not secure’ in Summer Term 2025. <p>Measures</p> <ul style="list-style-type: none"> • Format of report on the above to be agreed with Chairs of LGBs and MAT in Autumn Term 2024. • Update on how all of the above are being implemented at each Local Governing Body meeting in Autumn Term 2024. 	
<p>3. To ensure Behaviour and Attitudes at the Boys’ School are the best they can be in the light of the most recent Ofsted Inspection*</p> <p><i>See areas for development from most recent Ofsted inspections*:</i></p> <p>To create a Behaviour and Attitudes Strategy for the Boys’ School by from start of Autumn Term which:</p> <ul style="list-style-type: none"> • Takes into account the views of different stakeholders/ third party reviews/ Ofsted • Includes a mission statement and expectations of different stakeholders • Has the centrality of Middos and Discipline with Dignity at its heart • Includes communication of the new strategy via different methods e.g. meetings, website, policies, desktops, induction packs, classroom and corridor display 	<p>Outcome:</p>

<ul style="list-style-type: none"> • Includes training for all staff in a common language to be used with students and with each other to ensure consistency of approach • Includes training and support for new staff and cover staff to enable them to be supported to use effective behaviour strategies • Includes accountability for all staff in terms of consistency of routines inside and outside classroom/ discipline with dignity/ quality of T&L <p>Measures</p> <ul style="list-style-type: none"> • New strategy agreed with LGB by start of Autumn Term 2024 • New strategy to be launched in Autumn Term 2024 • Stakeholder surveys from end of Spring Term 2025 to show behaviour strategy is being consistently applied • Third Party to review in Summer Term of 2025 whether ‘The school’s high expectations for pupils’ behaviour are... consistently applied [to minimise] disruption and [that] the school has refined its training for staff to ensure that staff have the skills they need to manage behaviour and develop pupils’ positive attitudes.’ 	
<p>4. To ensure that student numbers at both schools rise year on year</p> <ul style="list-style-type: none"> • Headteachers and Menahel to agree a strategic plan with the Local Governing Bodies about how to recruitment and retention of students which focuses on standards (including uniform), an attractive curriculum offer, appropriate course entry criteria, standards of learning and teaching, effective PR (including liaison with primary schools) and other factors affecting recruitment and retention by end of Autumn Term 2024 • Ensure that student satisfaction levels improve year on year via annual Summer Term student surveys (surveys to be agreed with Chair of local Governing Body) from Summer Term 2025 	<p>Outcome:</p>

<p>Measures</p> <ul style="list-style-type: none"> • Number of students in girls Year 7 is 90+ and boys Y7 is 135+ each academic year • Year 12 cohort is 90%+ of cohort size when they were in Year 11 (this can be achieved either through retention or recruitment of students) 	
<p>5. To ensure that the Kodesh departments at both schools are prepared for the next three years</p> <ul style="list-style-type: none"> • Re-consider the mission and purpose of Kodesh at both schools to ensure it meets the needs of students in accordance with the school ethos – agree this with LGBs as a first step by start of Autumn Term 2024 • Create an organisational structure designed to meet the above at both schools by start in Autumn Term 2024 • Set 3 year objectives for each school and create a development plan to achieve them including the areas for development outlined by the most recent Section 48 Inspections^ by end of Autumn Term 2025 • Evaluate the the value and impact of informal education / spiritual mentoring/ Middos investment and ensure that the organisational structure and Kodesh development plans reflect this by end of Autumn Term 2025 <p>Measures</p> <ul style="list-style-type: none"> • Review mission and purpose of Kodesh at each school and have it approved by LGBs by start of Autumn Term 2024 • Create an organisational structure designed to meet the above at both schools and have it approved by HR Committee/ MAT Board by y end of Autumn Term 2025 	<p>Outcome:</p>

<ul style="list-style-type: none"> • Set 3 year objectives for each school and create a development plan to achieve them including the areas for development outlined by the most recent Section 48 Inspections^ by end of Autumn Term 2025 • Evaluate the the value and impact of informal education / spiritual mentoring/ Middos investment and ensure that the organisational structure and Kodesh development plans reflect this by end of Autumn Term 2025 	
<p>6. To ensure that the MAT remains in good financial health and financial reporting is accurate, clear and timely</p> <ul style="list-style-type: none"> • 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 at termly Finance And Premises Committee and MAT Board meetings <p>Measures</p> <ul style="list-style-type: none"> • Ensure that the MAT 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 termly 	<p>Outcome:</p>

Areas for Development from Most Recent Ofsted Inspections*

Boys' School

1. The school's high expectations for pupils' behaviour are not consistently applied. As a result, there is sometimes disruption that prevents pupils from learning as well as they should. The school should refine its training for staff to ensure that staff have the skills they need to manage behaviour and develop pupils' positive attitudes.
2. Occasionally, the school does not check whether pupils have understood what they are learning with enough precision. When this happens, staff move on to new learning too quickly when pupils' knowledge and understanding is not secure. The school should ensure that in all subjects, staff consistently check pupils' understanding and then adapt their teaching accordingly.

Girls' School

1. On occasion, teaching moves on too quickly before pupils are fully ready. This creates gaps in learning which lead to misconceptions in pupils' understanding. The school should ensure that checks on pupils' grasp of their learning are used routinely and purposefully so that they are fully prepared to learn new content.

Areas for Development from Most Recent Section 48 Inspections*

Girls' School

- Restructure the Halacha curriculum so that it is more cohesive and charts progress year on year. This would provide clarity to all stakeholders on expected prior knowledge and where revisiting of topics will occur.
- Review the over ambitious Sedra curriculum, so that the limited time allocated for this subject is optimally utilised.
- Continue to embed the outstanding education provision within the Midrasha programme.

Boys' School

- Revamp the Halacha (Jewish law) curriculum, so that it is broad and balanced, with a well-sequenced delivery strategy, which will ensure more curriculum coverage and more opportunities to revisit topics, so that students retain a range of Halachic knowledge.
- Construct a formal Middos programme bespoke to each year group which will support the high level of respect and Middos displayed by students. This will help for the low level disturbances within a very few lessons.
- Beis students should be given more opportunities to share with others their knowledge and skills. For example, they could contribute to Halacha learning in younger classes.