



Communicating Love; Inspiring
Communities to Flourish

2023-2030

Education Brief

Key Information and indicative plans for 2023-2030

Contents

<i>Context, Vision, Ethos and Values</i> _____	3
Context _____	3
Vision _____	5
Ethos _____	7
Values _____	8
<i>Why Messenger Education Trust?</i> _____	9
<i>Trust Objectives</i> _____	11
<i>Leadership and Governance Structure</i> _____	12
<i>Governance aims and roles</i> _____	13
<i>Local Governance</i> _____	17
<i>Measuring Performance</i> _____	18
<i>Quality assurance and accountability</i> _____	20
<i>Trust future</i> _____	21

Context, Vision, Ethos and Values

Context

Messenger Education Trust is a school Trust established to serve the eastern area of the Coventry diocese, including Rugby and the surrounding area, from the eastern border of Warwickshire, to Coventry, boundaried by Nuneaton to the north and Southam to the south. It aims to be a geographically coherent, strong family of church and non-church schools, flourishing together in their shared purposes.

Key stakeholder organisations for the Trust:

Department for Education

In their objective to improve outcomes for all children and deliver the aims of the government white paper ([Opportunity for all, 2022](#)) the DfE are seeking to further build a strong and resilient school system in which [all schools are part of high-quality multi-academy Trusts](#) by 2030. Strong trusts ensure a high-quality, inclusive education for their pupils; have capacity to improve others and provide stability and resilience in their workforce; resourcing and governance. The DfE is seeking to develop capacity in the system by [growing and creating strong trusts](#) which meet the strategic needs of each local context and the wider communities, acknowledging the benefit of geographically coherent clusters of schools. Messenger Education Trust seeks to serve in this context as a strong family of schools within our local area. The Trust operates within the West Midlands regional group.

The Church of England Education Office

Building on their [Vision for Education \(2016\)](#) the Church of England Education Office have outlined their [Hope for a Flourishing School system](#) which positions strong families of schools as key to bringing about 'life in all its fullness' for its communities. As one of the country's biggest providers of schools, the Church of England have a key responsibility and opportunity to build and develop flourishing school trusts that support each other for the benefit of all. Messenger Education Trust seeks to join in

this goal to bring about flourishing for our children, adults, schools and the wider system.

Coventry Diocesan Board of Education

Across the Diocese, including the City of Coventry, the County of Warwickshire, and two parishes in Solihull Metropolitan Borough, there are 76 Church of England Schools making up the Diocesan Board of Education (DBE), with approximately 18,600 children in attendance daily. Within the Coventry DBE there are 6 CofE Majority Multi Academy Trusts (majority Members in the Articles of Association) containing a mix of CofE and community schools [ensuring all CofE schools are able to be part of a CofE majority MAT within a geographically coherent area.](#)

The DBE vision is, *'Inspiring schools to demonstrate the love of Christ as they educate for life in all its fullness'* and see strong CofE MATs as central to achieving this, as a group working together across the whole diocese to bring about flourishing.

Messenger Education Trust is positioned as one of the 6 CofE Majority MATs serving the eastern area of the diocese.

Local Authorities

Messenger Education Trust wishes to play an active role in working alongside Local Authorities (geographically, Coventry and Warwickshire) as they deliver on key responsibilities around safeguarding; SEND; admissions; attendance; assessment; sufficiency and school effectiveness/support.

Schools

A strong Multi Academy Trust is able to be more than the sum of its parts by harnessing shared expertise in educational leadership, curriculum design, professional development, frontline and back office support services and governance, which no school alone can offer. It increases resilience and generates opportunity now and for the future allowing schools to focus on their work in their unique context.

Vision

In the Messenger Education Trust, our vision is that we are always:

Communicating Love; Inspiring Communities to Flourish

This vision is inspired by two of Jesus' messages from the book of John.

Love one another as I have loved you – John 13:34

I have come that you may have life, and have it to the full – John 10:10

The first is a command to Love, for all humanity to experience a deep, committed, sacrificial love which is perhaps the most powerful force for good in this world and used to drive the mission of the Trust. The second is a desire to see the outworking of human flourishing, of living life in all its fullness through an abundant, broad, deep, rich experience. Through love, and all of its work, the Trust aims to inspire flourishing in the communities it serves.

The Trust seeks to create a family of unique, loving schools who are stronger together and by working in partnership, sharing strength and expertise, are able to deliver excellent education, supporting and inspiring children and the wider community to flourish, fulfil their potential and enjoy the richness of life.

Communicating – The Trust seeks to communicate effectively with its message, reaching out to schools, communities and the world, being open, honest, welcoming and outward looking.

Love – representing the core value around which all the Trusts relationships and working is based. Woven into the fabric of the Trust, explicitly shown, sought and encouraged as the primary motivation for all actions. It represents the Christian teaching of God's great love for all his children and is inclusive of those from all faiths and no faith.

Inspiring – encompassing all aspects of operation, from curriculum to collective worship, behaviours, and wider provision. It is the passion for seeing pupils fulfil their potential and instilling in them a curiosity, love of learning and aspiration for their future which liberates others to do the same.

Community – as a family, deeply committed and connected to each other, sharing in each other's joys, triumphs and failures. Working together, taking great care of each other and wider families, achieving more collectively than apart. Looking outwards, desiring to be a force for good in the communities we serve and are at the centre of.

Flourish – representing the deep desire to see pupils, adults, schools and the wider community thrive in every way; to develop academically, physically, spiritually, morally, socially and culturally to be citizens in a future they are well equipped for. Being a pillar of our wider communities empowering them to flourish as they in turn support each school.

Ethos

In the Messenger Education Trust everything we do is underpinned by our loving, distinctive and inclusive Christian ethos. We want our communities of children and adults to flourish; with love as our core value and primary motivation we ensure it is at the heart of every decision and every action we take. We communicate God's love and hope for the future to the children in our care and the communities we serve by providing the best possible educational experiences and support for children and families. Experiences which are deeply affecting, inspiring confidence and fully equipping our children for their future, enabling them to flourish and fulfil their potential. We recognise each child is gifted with unique skills, talents and interests and place an equal emphasis on developing the whole child in every way:

Academically – encourage excellence, striving to make great progress

Physically – grow healthily with increasing skill and respect for our bodies

Mentally – secure a healthy, joyful, mature outlook, building resilience

Spiritually – develop appreciation of beliefs, their impact and influence on our lives

Morally – mature in an understanding of behaviour, law and ethics

Socially – build and maintain healthy relationships as a collaborative community

Culturally – identify the responsibilities and opportunities presented in our society

Alongside this, we see every adult in our Trust as a unique and precious person, a child of God worthy of all love and infinitely more than a part in a system to achieve an outcome. We desire our adults to feel loved and able to flourish through our shared purpose; relationships; learning, collaboration and development; and through carefully considering well-being and the deployment of resources which align with our vision, values and ethos.

Our Ethos is supported by our Christian Values:

Values

Core Values				
Love	Community	Respect	Growth	Integrity
Forgiveness	Family	Humility	Hope	Honesty
Compassion	Friendship	Dignity	Support/Challenge	Wisdom
Kindness	Service	Equality	Courage/Responsibility	Trust
Peace	Generosity	Thankfulness	Resilience	Justice

In the Messenger Education Trust we live our values:

Our relationships are built on love and forgiveness; we learn and live in community with each other, serving one another generously; we humbly treat everyone with equal respect; we courageously strive to grow in every way with a hope for our future; we maintain our integrity, building trust through wisdom and honesty.

Why Messenger Education Trust?

Geographically coherent church MAT

The education landscape of England is moving towards a fully Trust-run system over the next seven years. Over half of the country's schools are already academies and a fragmented system is undesirable for the sector. For the Coventry diocese each of its 76 schools must find a home within one of its CofE majority MATs. This places Messenger as a key strategic partner for the eastern area of the diocese. A church MAT serving the town of Rugby and the surrounding area.

Culture

Whilst not unique in its aims, the Messenger Education Trust places a strong emphasis on ensuring the culture within its schools matches its vision. It seeks that love is in evidence in its practices and this is a key characteristic recognised by all staff. Although small, the Messenger Education Trust does exceptionally well against the measures of strength for workforce and enjoys excellent recruitment and retention. The Trust wishes to expand its work on culture across all the schools it works with to counter some of the most prevalent challenges seen in the sector to recruit, train and retain excellent staff, to keep them in the profession and to ensure they feel job satisfaction, fulfilment and belonging.

Formation

As a small MAT seeking to grow, the Messenger Education Trust will be shaped and formed by its founding schools. The ethos, characteristics and strengths of its schools will help to define the Trust, its structure and ways of collaboration. This presents a particular opportunity to schools wishing to join.

Flourishing together

The Messenger Education Trust has experience of developing flourishing schools and is committed to removing barriers in collaboration to ensure together, schools can move further towards flourishing from wherever they are. There is skill, capacity, dedication and heart within the Trust which will be increased as schools join. As a

larger, stronger entity, the hope is that all schools will benefit from shared development opportunities; optimised use of resources; strong governance; workforce resilience and aligned business and operation functions which will all contribute towards excellent education outcomes and flourishing school communities.

Hope for a Flourishing School System

<https://www.churchofengland.org/sites/default/files/2023-06/our-hope-for-a-flourishing-schools-system-report.pdf>

Starting with why – CST

<https://cstuk.org.uk/knowledge/discussion-and-policy-papers/starting-with-why-why-join-a-trust-and-why-a-trust-based-system/#:~:text=It%20is%20for%20us%20as,schools%20to%20join%20a%20trust.>

Trust Objectives

The Messenger Education Trust object is defined as:

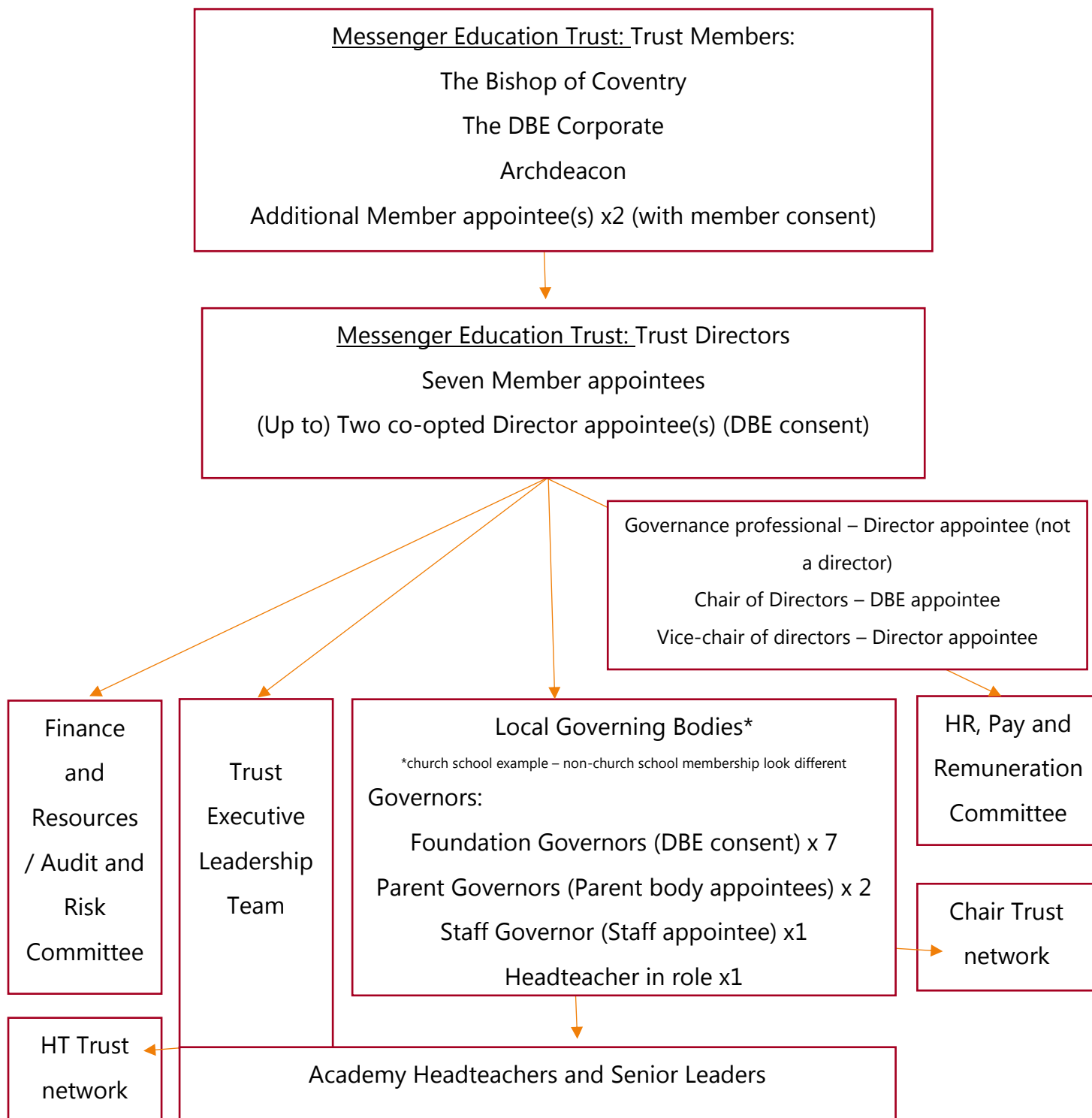
To advance for the public benefit, education in the UK, establishing, maintaining, carrying on, managing and developing schools providing high-quality education to pupils from all backgrounds by offering a broad and balanced curriculum and fostering collaboration across the Trust family of schools, other schools, educational establishments, the wider community for the benefit of the community and in line with schools' vision and values.

The Trust's work is to facilitate the flourishing of schools, realising its vision by:

- Ensuring the provision of a high-quality, inclusive education for all children.
- Developing collaboration and capacity for shared school improvement.
- Investing in the recruitment, retention, training and development of a skilled workforce underpinned by an outstanding culture.
- Providing a sound financial and operational platform to pursue the above.
- Building strong leadership and governance at all levels with clear development and succession plans.

Leadership and Governance Structure

The Messenger Education Trust Governance Plan:



Governance aims and roles

Trust Strategic Governance:

To ensure the Messenger Education Trust Board of Trustees acts on behalf of its moral and legal owners in the best interests of the Trust, governing lawfully in accordance with its Articles of Association and having governance arrangements that demonstrate sincere and visionary leadership, clarity of delegation, effective oversight and excellent support structures.

Trust-wide core governance aims:

- Ensuring clarity of vision, ethos and strategy
 - Holding leaders to account
 - Overseeing financial performance
-
- Trustees champion and challenge Trust leaders to deliver on Trust objectives and outwork the Trust vision.
-
- Local governors champion and challenge school leaders to deliver on objectives relevant to the unique context of each school community.

Trust Members x 5

- Company owners
- Agree Articles of the Company
- Receive Financial Reports and Accounts
- Appoint Auditors
- Appoint Directors
- Approve Academies joining Trust
- Influence overall Direction

Trust Directors (Trustees) x 9

Education; Safeguarding; Health and Safety; HR; Finance; Legal

To advance for the public benefit, education in the UK, establishing, maintaining, carrying on, managing and developing schools providing high-quality education to pupils from all backgrounds by offering a broad and balanced curriculum and fostering collaboration across the Trust family of schools, other schools, educational establishments, the wider community for the benefit of the community and in line with schools' vision and values.

- In relation to all church academies these are to be conducted in accordance with the principles, practices and tenets of the Church of England both generally and in particular in relation to arranging for religious education and daily acts of worship
- Ensure the trust's compliance with charity and company law, its Memorandum and Articles of Association, all other applicable legislation, and Department for Education (DfE) and Education and Skills Funding Agreement (ESFA) requirements relating to the trust and its Academies.
- Ensure proper and regular use of public funds and compliance with the Funding Agreement.
- Ensure the trust is solvent, well run, and meets the needs of pupils and staff in its Academies.
- Ensure the trust acts in accordance with its constitution and powers, promote the success of the trust, and exercise sound judgement and diligence in all its affairs.
- Ensure all trustees are skilled in understanding, interpreting, and comparing school/ Academy performance data and are kept fully apprised of the performance of each academy at all times.

<ul style="list-style-type: none"> • Ensure all trustees have the skills, knowledge, and information to assess the trust's financial performance. • Ensure the Chief Executive Officer (CEO) and all senior staff have the skills, knowledge, and experience to run the trust and its individual Academies and to effectively manage its financial, human, and physical resources and assets. 	
<ul style="list-style-type: none"> • Agree Strategy, Vision, Direction, Growth of the Trust and long term business plan to achieve its object • Agree, Mission, Ethos and Values of the Trust • Agree Key Priorities and Key Performance Indicators • Agree Scheme of Delegated Authority • Appoint Committee Members • Appoint governance professional • Appoint CEO • Appoint CFO • Appoint Trust executive central team • Approve Budget • Authorise spend in line with Financial SODA • Appoint Responsible Officer • Authorise Bank Accounts • Approve Financial Reports and Accounts • Approve Key Trust-Wide Policies • Appoint Key Service providers for Trust • Liaise with the DBE, DfE, RD and local governing boards to determine strategic working partnerships • Review trust partnership agreements • Consult with stakeholders 	<ul style="list-style-type: none"> • Ensure Compliance with all Statutory Regulation • Ensure Compliance with Funding Agreements • Approve Admission Arrangements • Approve Health and Safety policies, arrangements and risk assessments across the Trust • Ensure Adequate Insurance is in place across the Trust • Conduct annual Self-Review of Trust Board and Committee Performance • Arrange Trustee Training and Development • Agree Annual Schedule of Business for Trust Board and Committees • Develop Succession Plans • Complete annual Register of Business and Pecuniary Interests • Submit Annual Report of Trust Performance to Members • Engage with Stakeholders • Maintain Policy Schedule • Act as admission authority on Academy Admissions and Appeals

Trust Committees

Finance and Resources/Audit and Risk Committee

- Review Financial Reports and Accounts
- Determine Accounting Policies and Financial Procedures
- Review Statements of Regularity, Propriety and Compliance
- Agree Governance Statement demonstrating Value for Money
- Scrutinise and Propose Budget
- Review Monthly Statements of Accounts
- Receive Responsible Officer Reports and Determine Actions to be Taken
- Authorise Spend in Line with Financial SODA
- Benchmark Financial Performance
- Authorise Procurement and Tender processes
- Approve Applications for Capital Grants
- Approve Effective Management, Maintenance and Development Plans for Academy site(s)
- Recommend health and safety policies, procedures and risk assessments to the Trust
- Review Risk Registers

HR Pay and Remuneration Committee

- Recommend Policies for the Management of People and Human Resources, including Pay, Appraisal, Capability, Disciplinary and Grievance in line with all Regulations
- Undertake Performance Management of CEO
- Review Staffing Complement
- Agree Pay Scales
- Approve Pay Progression
- Recommend Terms and Conditions for Employees
- Ensure Trust promotes Well-Being of Staff
- Ensure Trust promotes Professional Development and Training for all Staff

Local Governance

Local Governing Bodies

- Review and Approve Ethos and Mission Statement for the Academy
- Agree Annual Schedule of Business for LGB
- Review and Monitor Academy Performance
- Monitor and Report on Standards across the Academy
- Review and Monitor School Development Plans and Priorities
- Review and Monitor School Self-evaluations and Categorisations
- Review and Approve Local Academy Policies
- Ensure Statutory Information is Published on Academy website
- Ensure Safeguarding and Welfare Provision is Embedded
- Submit Annual Report of LGB Work to Trust
- Propose Balanced Budget for the Academy
- Engage with Local Stakeholders
- Receive Notice of Exclusions and Conduct Appeals
- Conduct Stage Two of Formal Complaint Procedures
- Review Staff Development and Deployment
- Celebrate and Promote School Achievements and PR
- Review Pupil Premium and Sport Premium Strategy
- Undertake Monitoring and Generate Link Governor Reports
- Review Local SEND Provision
- Conduct HT Performance Management with External Consultant
- Agree Term dates

Measuring Performance

The key goal of the Messenger Education Trust is to see the outworking of its vision '*Communicating Love; Inspiring our Communities to Flourish*' encompassing all of its work. However, bringing about *Flourishing* is not an 'end point' to be able to tick off, it is something the Trust will always be pursuing and working towards as the fullness of life in our human experience. Working to *Flourish* and bring about life in all its fullness embraces the ups and downs, the good and the not-so-good times, through it all seeking to do the very best with every circumstance. *Flourishing* is also not an outcome that can be achieved individually but rather a collective endeavour across the whole Trust and wider system. Therefore, it is not possible to wholly contain the concept of *Flourishing* to any point of data or metric to measure. It is however important that the Trust is always able to critically review the health, strength, capacity and produce of its work to see where it doing well and what it can do next to further reach towards the fulfilment of its mission. The DfE have helped to clarify their expectation of [strong trusts](#) and through this have helped define some [key measures](#) to consider when evaluating the output of the Messenger Trust. These can be grouped into 'pillars' of Trust strength; delivering a good education; having capacity to improve others and providing stability and resilience in workforce, finance, operations, leadership and governance.

Therefore the Messenger Education Trust will take account of key areas and indicators within the wider context of the vision to *communicate love and inspire communities to flourish*.

- Culture – healthy, collaborative, life-giving culture running as a *golden thread* through all of the Trust's operations and seen in; Purpose, Relationships, Learning, Resources and Wellbeing.

- Outcomes – key assessments, progress and inspections.
- Workforce – recruitment, retention, skills, experience, training and development.
- Finances – sustainable and sufficient resource to deliver on aims.
- Safeguarding – strong coherent culture and processes.
- Premises – condition and environment safe and conducive to school aims.
- Governance – commitment, support, challenge, accurate and hopeful.
- Leadership – vision and values, commitment, strength, capacity and experience.

The Messenger Education Trust will also take account of indicators in line with [DfE descriptors](#) so that it can fully work with the department on [commissioning decisions](#) and report on strength coherently. These indicators are also to be looked at 'in the round' and within the wider mission of bringing about *flourishing* in its communities.

Quality assurance and accountability

In quality assuring its work through self-evaluation, the Messenger Education Trust will consider evidence from the following sources:

- Trust Board annual report
- Members Annual General Meeting
- CEO Performance management review
- HT Performance management reviews
- Ofsted inspections
- SIAMS inspections (church schools only)
- Peer school to school reviews
- Schools' self-evaluation
- External education consultant reports
- External governance reviews
- Individual and combined performance outcomes in statutory assessments
- Financial performance
- Internal and external audits
- Risk reviews and risk registers
- CEO reports to Trust board
- Local Governing Board reports
- Governor and Trustee monitoring

Trust future

Over time, the Messenger Education Trust aims to be a significant provider for schools strategically positioned in the eastern area of the Coventry Diocese, contributing strongly to a flourishing school system. The proposed timeline is based on the premise that all schools will be on the path to a fully MAT-led system by 2030.

2023-2024

Trust seeks foundational partners to grow as one.

2024-2025

Foundation schools approved for Trust growth. Initial group between 4-6 schools. 1,000-1,500 pupils. Emerging Trust structure facilitates collaboration and strength in 5 key areas. Shared support and advancing expertise in: Teaching and learning; Curriculum; Disadvantaged Pupils; Special Educational Needs; Early Years. Building capacity for School improvement. Aligning business and operations including premises.

2025-2030

Additional groups or clusters approved to join Trust. Trust between 9-15 schools. 2,500-4,000 pupils. Evolving Trust structure adds additional capacity and strength, further aligning of business and operations. Trust bids to operate a newly commissioned school within its operating area. Trust reaches full maturity. Serving its communities from a position of strength and quality.