

The logo for SECAT, featuring the word "SECAT" in white, bold, sans-serif capital letters. The text is positioned to the left of a single, light blue puzzle piece that is slightly offset from the rest of the puzzle pattern in the top-left corner of the header.

# **MAT STRATEGIC PLAN**

## **2020-25**



## The SECAT mission

Building strong schools, building strong partnerships, building strong communities

## The SECAT vision

We are a community of schools working in partnership, sharing resources and ideas to provide a rounded and inclusive education to our students who range from the age of 2 through to 18.

We work towards enhancing the life chances and prosperity of our students and to equip them for adult life. Whilst keeping each school's individual character, we encourage our staff to share best practice and knowledge to further benefit our students.

We are passionate about educating and encouraging our students to become active, successful citizens and to have the confidence to meet any challenge they face.

## The SECAT ethos and values

What we think is important to achieve our vision is:

- To encourage kindness, integrity, and a positive mindset
- To do our best every day
- Valuing the diversity and qualities of our students and staff
- Ensuring everyone feels appreciated and supported
- Recognising and celebrating behaviours that lead to progress

<b>Strategic aims</b>			
<b>Curriculum</b>	<b>Health &amp; Wellbeing</b>	<b>Growth</b>	<b>Community</b>
<b>We will develop a creative, inclusive, broad and balanced curriculum</b>	<b>We will create a wellbeing charter, to be created by both staff and pupils.</b>	<b>We commit to Quality First Teaching</b>	<b>We want to be at the Heart of our Communities</b>
<b>We will raise outcomes for pupils</b>	<b>We will focus on being Safe and Secure – Wellbeing and Safeguarding</b>	<b>We commit to Equality and Inclusion in all we do</b>	<b>We aim for Excellent Governance at all levels</b>
<b>Our curriculum will be produced to reflect the whole experience of a pupil joining in Nursery or Reception and remaining with us until Year 13</b>	<b>We will establish Trust wide awards to recognise and promote success.</b>	<b>We support Development of Leaders at all levels</b>	<b>We will engage with our community and past pupils to foster positive community relations and draw on the success of our alumni</b>

<p><b>We will create and implement a Digital Strategy to improve and drive learning</b></p>	<p><b>Encourage all our pupils to adopt a healthy lifestyle.</b></p>	<p><b>We commit to Identifying Talent, Capacity &amp; Growth</b></p>	<p><b>We will have a full, effective, communication strategy policy in place to get our messages out to stakeholders</b></p>
	<p><b>Staff and pupil advocates will have a voice, and represent SECAT and their own schools</b></p>	<p><b>We expect Financial Health and Sustainability for all of our individual schools and collectively.</b></p>	<p><b>We will ensure our pupils explore and support their local community</b></p>
		<p><b>We will aim to grow our MAT by at least one additional school for years 7 to 13</b></p>	<p><b>We will actively seek our community's views and needs</b></p>

Curriculum		
	Our aim	What will success look like Key Performance Indicators (KPI)
1.1	<p><b>We will develop a broad and balanced curriculum</b></p> <p>The Entitlement Curriculum sets out clearly the aspects that we, in SECAT value most and that we feel is important to ensure all pupils no matter in which school, experience.</p> <p>The curriculum in each of our schools is developed specifically for that school built on the pillars of Entitlement.</p> <p>Each school's curriculum continues to be inspiring in both its breadth and depth, igniting a love of learning in all our children and young people. It is always relevant, built around the learner and develops thinking skills alongside high quality and challenging learning.</p> <p>It is carefully designed for all learners to access, to make progress, acquire a solid foundation in knowledge, skills, behaviours and understanding of the world around them.</p> <p>We ensure, through expert teaching and support, that they get the very best out of every experience across the curriculum and become active and curious learners for life.</p>	<p><b>KPI 1.1:</b></p> <p>All schools within the Trust for three or more years are rated 'Good' at the next inspection for all indicators. Reports highlight the excellence of the curriculum, leadership and management and the behaviour, wellbeing and personal development of the children and young people. Our schools evidence a very inclusive curriculum that caters for a wide range of needs</p>
1.2	<p><b>We will raise outcomes for pupils</b></p> <p>We will ensure that the Trust outcomes for children and young people in Trust schools move to above average over the next two years, significantly above average within the next five years and that outcomes for disadvantaged children are equal to or exceed those of all other children in the Trust and nationally.</p>	<p><b>KPI 1.2:</b></p> <p>The Trust outcomes for children and young people in Trust schools move to above average over the next two years and significantly above average within the next five years and that outcomes for disadvantaged children are equal to or exceed those of all other children in the Trust and nationally.</p>

<p>1.3</p>	<p><b>We will ensure that each pupil has at least one cultural experience outside their own school during Years Reception to Year 6 and from Year 7 to Year 11</b>          We will use the close proximity of our schools to maximise the experiences that can be arranged for our pupils. Experiences can then stretch from local to global to prepare children for life in the future. We will encourage and support our schools to come together to engage in extra curricular experiences for the pupils linked to the curriculum and across age groups</p> <p>The SECAT promise will be that by time the children have finished school, they would have had a whole list of different experiences.</p>	<p><b>KPI 1.3:</b>          Each pupil will have experienced at least one cultural experience outside of the school setting by Year 6 and another by Year 11.</p>
<p>1.4</p>	<p><b>Our curriculum will be produced to reflect the whole experience of a pupil joining in Nursery or Reception and remaining with us until Year 13.</b> We will manage a better transition from primary to secondary, by making it more seamless and offer a real opportunity for us to share learning and accelerate those children's learning, sharing experience through teaching and learning across the MAT. We are committed to each school having their unique identity but to give consistency when pupils come together in Year 7</p>	<p><b>KPI 1.4:</b>          By August 2021, the Entitlement Curriculum will be defined and disseminated at all levels across the Trust. Our newly appointed Director of Education will work to embed this across the MAT</p>

<p>1.5</p>	<p><b>We will create and implement a Digital Strategy</b></p> <p>It is the right of every child within our Trust to learn in an environment that is inspiring, well-resourced, fit for purpose and where they feel safe and secure. They are places that have clear systems in place to monitor healthy and safety and are fully compliant with all statutory legislation and guidance.</p> <p>We shall work with our schools to promote an awareness of our impact on the environment and support ideas to minimise this.</p> <p>We shall support the use of sustainable resources from our suppliers and seek to include environmental impact considerations on our capital projects and tenders.</p> <p>Our children and young people are digital natives. They have grown up with technology and it is intrinsically woven into all aspects of their lives. Mastering technology for learning is one of the basic 21st century skills that they will need to be successful in both school and the workplace. Our technology can be used in a huge variety of ways to stimulate and engage children and young people in learning in order to facilitate an interaction between teacher and learner. Our schools need to reflect this by having a coherent digital strategy that is consistent across the Trust and allows our teachers to engage in their own professional development and communication via a range of digital platforms and our young</p>	<p><b>KPI 1.5:</b></p> <p>By August 2022 the Trust will have in place a Digital Strategy across all schools and Central Office as part of a fully costed and detailed 5-year plan.</p>
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	<p>people to engage in learning appropriate for the 21st century. Our Trust ICT team are able to devise effective strategies to deliver a digital strategy that enables high-quality learning and achieves value for money, flexibility across multiple platforms, sustainability and coherence. Over the next 3-5 years, we will continue to invest in our IT infrastructure and systems to minimise the administrative burdens on our staff and maximise the learning potential for our children and young people.</p>	
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<h2>Health &amp; Wellbeing</h2>	
<p><b>Our aim</b></p>	<p><b>What will success look like</b></p>

<p>2.1</p>	<p><b>A wellbeing charter is to be created by both staff and pupils.</b>          We are committed to prioritising the health and wellbeing of our pupils and our staff. We will engage our pupils and staff to create a wellbeing charter, asking them to identify the issues that are important to them. This will allow for the MAT to identify the areas of support that our pupils and staff need from us</p>	<p><b>KPI 2.1:</b>          By August 2021, the Wellbeing Charter will be complete and will be disseminated throughout the MAT. The Director of Education will work to embed the charter into practice for pupils. The Academy Committees will ensure that this is embedded. Our HR team will work to embed the Charter for staff.</p>
<p>2.2</p>	<p><b>We will focus on being Safe and Secure – Wellbeing and Safeguarding</b>          We continue to build upon the Trust's focus and strategy for the mental health and wellbeing of our staff, children and young people. Our staff speak highly of the consideration school leaders give to their workload, stress, well-being, issues of equality and opportunity, and access to support when needed. A repeat of the Trust Survey of January 2019 demonstrates improvements across all key indicators.</p> <p>The emotional wellbeing of children is just as important as their physical health. Good mental health allows children and young people to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults.</p> <p>According to the NHS's 2017 publication of Official Statistics, 1 in 8 young people (5-19-year olds) in the UK have a mental disorder. This could include depression, anxiety, eating disorders, conduct disorders or self-harm. It is often a direct response to what is happening in their lives. There is a significant focus on strategies to support the physical and the mental health and wellbeing of the</p>	<p><b>KPI 2.2:</b>          There are extensive plans and programmes in place to support staff, children and young people, and our communities in maintaining good mental health and wellbeing.</p> <p>There is a coherent programme working with other agencies to resource sustainable programmes to support our most vulnerable children and young people, as well as providing enhanced training and support for our staff to ensure this is sustainable.</p> <p>The Trust will work towards employing its own Nurse, Social Worker and Team of Counsellors by the end of August 2022.</p> <p>Plans and assessment information evidence that gaps in pupils' learning are being addressed and they are catching up with their peers, significantly improving progress and outcomes from their COVID baselines.</p> <p>By Autumn 2021, each school will have in place a Mental Health strategy led by Mental Health and Wellbeing colleagues</p>



	<p>children and young people across the Trust through the development of consistent programmes of support and intervention linked to the curriculum.</p> <p>The COVID-19 pandemic and period of lockdown will have had significant impact on the mental and physical wellbeing of our staff, children and young people, and communities. We will establish robust plans to address gaps in learning and establish a 'Renewal Curriculum' to allow children and young people to renew their relationships with their school, the staff and each other and create opportunities to provide extensive support programmes to address key issues in relation to mental health and wellbeing across the Trust.</p>	
2.3	<p><b>We will encourage our pupils to be forward thinking and equip them with skills for life beyond schools</b></p> <p>Pupils are encouraged to think about life beyond school and the options they have at 16 years of age. They will be encouraged to have self-belief and selfconfidence. We will invest on character education for each pupil at each year of their journey with us. We will embed a growth mindset and a willingness to take risks.</p>	<p><b>KPI 2.3:</b></p> <p>By August 2021, the PHSE aspect of the curriculum will have been reviewed and refined to incorporate the strategic aim.</p>
2.4	<p><b>Encourage all our pupils to adopt a healthy lifestyle.</b></p> <p>Poor diet can leave some children under nourished while others may be obese with associated health issue. Lack of exercise also has a highly negative impact on health.</p> <p>We will promote a healthy diet and level of exercise that enables children to maintain a healthy body as a prerequisite to everything else they do in school.</p>	<p><b>KPI 2.4:</b></p> <p>By August 2022 All schools in the MAT we have a good rating in a nationally recognised scheme like the "Healthy Schools Rating Scheme"</p>
2.5	<p><b>We will establish Trust wide awards</b></p> <p>We will celebrate pupils who have achieved academically, and we will celebrate those that have shown resilience</p>	<p><b>KPI 2.5:</b></p> <p>By August 2021, we will establish Trust Awards to celebrate not only academic achievement but all achievement</p>
<b>Growth</b>		
<b>Our aim</b>		<b>What will success look like</b>

3.1	<b>We commit to Quality First Teaching</b> - Excellent outcomes and high achievement rests on what happens in our classrooms daily. High quality and expert teaching are key to delivering this strategy, supported by a carefully planned and dynamic	<b>KPI 3.1:</b>
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	<p>curriculum. We will promote and share excellence through our high quality Continue Professional Development Strategy, developing subject Curriculum Strategy Groups, sharing of evidence of effective pedagogy and creativity and dissemination of to all teaching and support staff in our Away Day conferences and planned non-pupil days.</p>	<p>By August 2025 we will be regarded as one of the top 25% performing MATs for both primary and secondary schools in the DfE and other reputable performance tables.</p>
3.2	<p><b>We commit to Equality and Inclusion</b> - As a fully inclusive organisation with an ever-growing proportion of children with complex special needs, SECAT welcomes all children and staff from all backgrounds and experiences. We constantly review our provision for all children and those with barriers to learning as part of our inclusion network across our schools and others in Southend, to provide access to a wide range of additional support such as Family Support Workers, Educational Psychologists, Speech &amp; Language Therapists, Mental Health Practitioners, and providers of high-quality alternative provision.</p> <p>We shall continue to develop our expertise and the monitoring and intervention of all groups of children and young people in our schools, especially for our most disadvantaged and vulnerable.</p> <p>We want our children and young people to go on to be successful and lead active lives, so we provide high-quality information, advice and guidance to support them in their aspirations for career and pathways into further and higher education and apprenticeships. We also provide strategies about how to stay safe and free from harm, support for mental health and well-being, and a wide range of enrichment and extra-curricular activities for their personal development, all supporting them on their journey to success.</p>	<p><b>KPI 3.2:</b> Attendance: absence, persistence absence, FTE and Permanent Exclusions are significantly lower than national figures across all schools in the Trust.</p> <p>Diversity in staffing increased to be in line with statistical proportional averages for the communities we are based in.</p> <p>Pupils who have SEND and those who are disadvantaged or LAC, make significant progress from their starting points and diminish the gap between themselves and their peers nationally</p>

<p>3.3</p>	<p><b>We aim for Subject Expertise</b> - To deliver a curriculum that equips our children for the future, it is vital that all our teachers are highly trained and have expert subject knowledge. Our Director of Education and School Improvement consultants and CPD bring high quality professional learning opportunities to all our schools. The CPD and experts who deliver at Away Days and Conferences, bring leading-edge training, current research in pedagogy, practice and curriculum, as well as business-school thinking into our schools to ensure we fulfil our commitment to give our children, young people, and communities the highquality education they deserve.</p>	<p><b>KPI 3.3:</b> By August 2021, as part of our wellbeing and mental health and growth strategies, we will have created and embedded a new CPD offer that allows all staff to access high quality professional development and support. CPD will be aligned to our strategic plan and needs accordingly, to strengthen leadership capacity at all levels.</p> <p>Success will be demonstrated in improved recruitment and retention statistics and effective succession planning, as well as staff surveys and rates of progression and promotion of colleagues within the Trust.</p>
<p>3.4</p>	<p><b>We support Development of Leaders at all levels</b> – We will develop a People Strategy and the four pillars of this will be focused on the recruiting, developing, rewarding and retaining the best possible staff for all teaching and support roles within the Trust.</p> <p>We have excellent opportunities for career development and leadership opportunities both within schools and across the Trust to ensure succession planning, retention and the recognition of talent to ensure that our children and young people receive the best possible education and outcomes.</p>	<p><b>KPI 3.4:</b> By August 2021 we will have fully embedded the Staff Advocate and Curriculum Strategy Groups across the Trust. This will clearly define the capacity and bespoke systems required for each individual school and as a MAT. Ofsted reports will comment favourably on the school improvement work and support provided by the Trust.</p>
<p>3.5</p>	<p><b>We commit to Identifying Talent, Capacity &amp; Growth</b> – In SECAT, we know that the biggest asset we have in ensuring the chance for future success are our staff. We are fortunate to have a considerable number of staff across the Trust in both teaching and support roles and we want to ensure that we create opportunities to grow and develop them from induction onwards. To do this we must further develop our Identifying Talent, Capacity and Growth in schools and across the Trust. Management programme.</p> <p>Our aim is that our staff will be able to take leadership opportunities in the future as part of a coherent succession planning model within the Trust's people strategy.</p>	<p><b>KPI 3.5:</b> We will have an Identification, Capacity and Growth Process in place across the Trust, ensuring a complete strategic understanding of talent and requirements, both now and in the future. CPD will be aligned accordingly to strengthen leadership capacity at all levels. We will continue to use Executive Leaders who will be deployed to support weaker schools with targeted intervention. This will allow us to retain and develop our best leaders as part of our talent and career pathways.</p>

3.6	<p><b>We expect Financial Health and Sustainability</b> - Ensuring that our schools are able to deliver excellence in education even at times when funding has become increasingly challenging is central to our work. We continue to align and develop our model so that it remains fit for purpose and we ensure that the viability and sustainability will always be at the core of our planning. We will continue to be financially fit for purpose by developing forecasts and budgets where we are able to balance the needs of our schools at an individual level supported by the wider resources of the Trust.</p> <p>We shall ensure that education and operations remain aligned and engaged in the financial performance of the Trust through regular stakeholder reviews with clear and concise financial reports. We shall also review our performance frequently and seek to be as productive as possible, developing our procurement services and other services to make sure that we direct as much of our revenue as possible to delivering high-quality educational provision and services to our schools.</p>	<p><b>KPI 3.6:</b></p> <p>By August 2021, there will be an overarching operational model in place that sets out a comprehensive and agreed model for the delivery of all aspects of the Trust's divisional areas: HR, finance, operations, corporate affairs, estates and facilities and school improvement. It will ensure that these are closely aligned to key performance indicators that demonstrate measurable impact and value for money. There will be coherent and well understood quality assurance processes and performance dashboards, underpinned by quality marks and accreditation where appropriate to ensure excellence and consistency across the Trust and in its schools.</p> <p>All schools and the Trust will deliver sustainable budgets annually.</p>
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3.7	<p><b>We will aim to grow our MAT by at least one additional school for years 7 to 13</b> We are invested in equality of opportunity and would seek to enhance the offer to our local community in options for Alternative Provision. This is education outside school, arranged by local authorities or schools, for pupils who do not attend mainstream school for reasons such as school exclusion, behavior issues, school refusal, or short- or long-term illness. We will consider all options, including an application to the DfE to set up a new free school for Alternative Provision</p>	<p><b>KPI 3.7:</b></p> <p>By August 2023, we will have explored the option of setting up a free school with budgetary analysis. By August 2025, we will have added to the MAT provision for Years 7 to Years 13.</p>
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Community	
Our aim	What will success look like

<p>4.1</p>	<p><b>We want to be at the Heart of our Communities</b> - As a Trust, we need to support our communities by helping them to develop a better understanding of education and its role in regeneration, as well as engaging in collaboration with partners to deliver change and transformation in a locality or region.</p> <p>To do this, each school and hub, supported by the Trust, will initiate a <b>Community Engagement Action Plan</b>. The plan objectives place each school at the heart of its community, enabling them to become not only a hub for learning, but a community resource for life-long learning.</p>	<p><b>KPI 4.1:</b> <b>At the Heart of our Communities</b> - As a Trust, we need to support our communities by helping them to develop a better understanding of education and its role in regeneration, as well as engaging in collaboration with partners to deliver change and transformation in a locality or region.</p> <p>To do this, each school and hub, supported by the Trust, will initiate a <b>Community Engagement Action Plan</b>. The plan objectives place each school at the heart of its community, enabling them to become not only a hub for learning, but a community resource for life-long learning.</p> <p>By August 2021, each school will have a Community Engagement Action plan with measurable aims and objectives that show how the school and the wider Trust engage in collaborative projects with our parents, local communities, businesses and civic partners to deliver change and improvements to education and the wider society.</p>
<p>4.2</p>	<p><b>We aim for Excellent Governance at all levels –</b> As a Trust, we recognise the important role of governance at all levels and ensure that the non-executive and executive governance of a modern and forward-looking multi-academy trust remains at the heart of the leadership and management of our Trust.</p>	<p><b>KPI 4.2:</b> Governance at Trust Board- and AC-level is highly effective and, in all aspects, promotes, protects, and embraces the values and aspirations of the Trust. This is measured by comments about governance in Ofsted reports, and regular external evaluations of governance at all levels.</p>
	<p>Governance at Trust Board and AC level is effective and, in all aspects, promotes, protects, and embraces the values and aspirations of the Trust. Our Trustees and Governors are active members of our schools and communities and actively engage with them through visits, sharing accountability with the Trust's leaders and the monitoring of key functions.</p>	

4.3	<p><b>We will be Celebrating Success</b> - We will continue to develop our online systems and presence and formalise the creation and distribution of regular newsletters, increase our presence on social media outputs and use our website more effectively to celebrate the work of the Trust and our family of schools.</p> <p>The work and development of the Trust in raising standards and transforming lives, often in challenging circumstances, deserves to be celebrated both internally and externally. Our children and young people also have a right to be part of that celebration and we shall continue to develop Trust-wide events in sports, the arts and other areas through our Trust Ambassadors, for our children and their families to enjoy together with our schools and communities.</p>	<p><b>KPI 4.3:</b> By 2022, children and young people in the Trust know what it means to be part of the SECAT family, and the benefits derived from being part of a large organisation, through participation in Trust-wide events, leadership programmes, conferences and by working as commissioners/ambassadors across the Trust.</p>
4.4	<p><b>We will engage with our community and past pupils</b> We will set up an Alumni organisation and community for past pupils of our schools to enrich our engagement with our community</p>	<p><b>KPI 4.4:</b> By August 2021, we will have set up an alumni organisation for SECAT schools</p>
4.5	<p><b>We will have a full communication strategy policy in place</b> to ensure effective and focussed communication and sharing of information between our schools and levels of governance</p>	<p><b>KPI 4.5:</b> By August 2021 we will have a full communication strategy in place and confidentially published internally, with training for all key members of staff</p> <p>By March 2021 we will have in place a Communications Lead.</p>