



**SECAT**

*“Strong Partnerships, Strong Community, Strong Schools”*

# MULTI ACADEMY TRUST STRATEGIC 3 YEAR PLAN 2018 - 2022

Author: Ruth Brock  
Chief Executive Officer



***“Strong Partnerships, Strong Community, Strong Schools”***

### **Our Mission**

- to achieve outstanding outcomes for the young people in our community by providing an engaging, challenging and linear learning experience from 3 to 18 that equips them to live happy and successful lives

### **Our Vision**

- to become the most outstanding educational partnership nationally



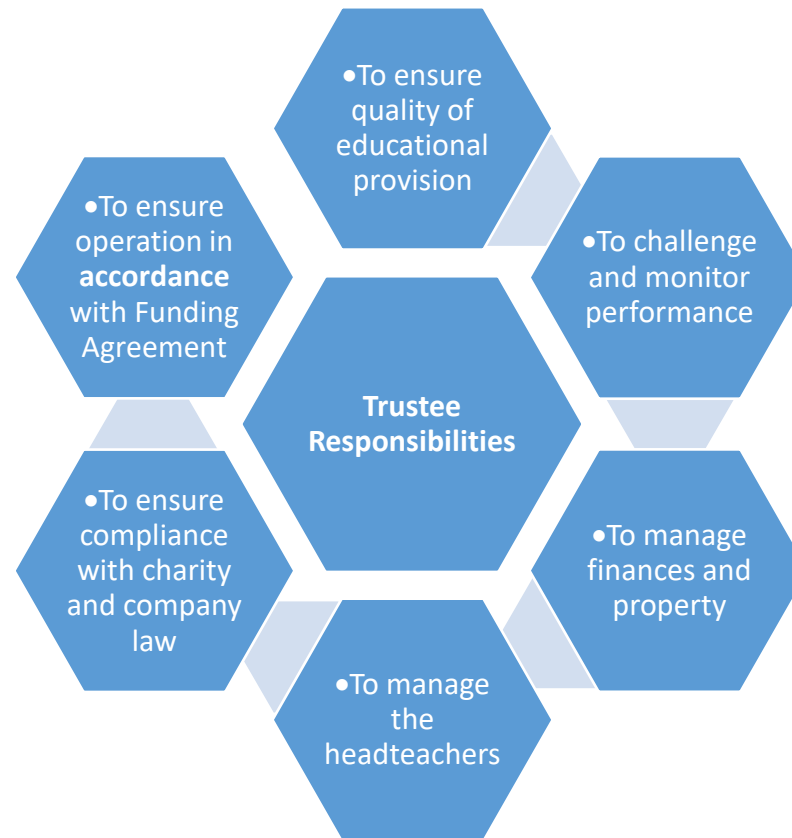
## We will achieve these by:

- Putting student outcomes at the heart of everything we do
- Supporting and challenging the schools in the Trust
- Challenging inequality and closing any identified gaps
- Continually looking to improve standards of leadership and governance
- Expecting the highest standards of teaching across our partnership
- Seeking to engage parents and the wider community with the Trust
- Identifying and being honest about our areas of strength and weakness
- Identifying support requirements
- Supporting the improvement of schools in the Trust and the delivery of interventions
- Distributing leadership across the Trust
- Taking shared accountability for the performance of Academies in the Trust
- Sharing data across the Partnership
- Disseminating success



The Board of Trustees for the Multi Academy Trust (MAT) currently consists of 12 members.

These include the Chair, Maurice Sweeting and the CEO, Mrs Ruth Brock.



KEY PERFORMANCE INDICATORS FOR 2018 – 2020

Key Performance Indicator A	Outcomes Key Strategic Areas
<p>All schools in the Trust are enabled to reach good or better outcomes</p>	<ul style="list-style-type: none"> <li>• To secure high-quality teaching and learning of a rich and broad curriculum in each school, based on the needs of the community and its families – <i>outcomes evidence high quality of TLA</i></li> <li>• To improve standards in Reading, Writing and Mathematics so that year-on-year more pupils achieve and exceed age-related expectations and make good or better progress – <i>compared with Y2/6 in line with NA</i></li> <li>• To continue to improve standards across all KS4 and KS5 subjects so that P8 remains positive and the progress of both Academic and Applied subjects are at least zero</li> <li>• To ensure that all groups of pupils within the Trust make good or better progress from their starting points – <i>in line with NA at Y6 and translated across all year groups (as in HT PMGT)</i></li> <li>• To ensure that schools fully prepare all pupils for the next stage of their education – <i>in line with NA at the end of KS1/2/4/5</i></li> <li>• To ensure that all trust schools have safe, welcoming and inspiring learning environments – <i>as evidenced in Ofsted judgements and reviews</i></li> <li>• To ensure that all pupils are able to lead a full and happy life, playing their part in modern Britain – <i>as evidenced in Ofsted reports and reviews</i></li> </ul>
Key Performance Indicator B	School Improvement Key Strategic Areas
<p>To establish a self-sustaining, collaborative approach to improvement</p>	<ul style="list-style-type: none"> <li>• To secure an accurate and robust self-evaluation, and school improvement planning process that positively impacts on pupil outcomes – <i>pupils’ outcomes are at least in line with NA supported by school leaders and external consultants</i></li> <li>• To develop structures that ensure school improvement resource is targeted efficiently across the Trust - <i>review and improvement activity is embedded and targets key priorities</i></li> </ul>

- To maximise the opportunities for Trust staff to lead school improvement both inside and outside of the Trust – *By July 2019 portfolio of Trust's offer*

Key Performance Indicator C	Leadership Key Strategic Areas
<p>To ensure high-quality leadership and governance at Trust Board, Local Governing Body and academy level</p>	<ul style="list-style-type: none"> <li>• To develop a fully-functioning, high level Trust Board that represents the full range of skills required to address SECAT’s needs now and in the future – <i>Through skills’ audit and recruitment of identified areas for development</i></li> <li>• To embed high-quality governance across the Trust, focused clearly on equality of opportunity and raising achievement of all pupils – <i>evidenced in Ofsted judgements and Governance Reviews</i></li> <li>• To develop pathways for all staff in SECAT so that retention is more secure - <i>% of vacancies that need to be filled lessens</i></li> <li>• To empower all Trust leaders to lead the improvement journey within and beyond their school – <i>Trust leaders embark on SLE/LLE/Review work within the LA</i></li> </ul>

Key Performance Indicator D	Business and Infrastructure Key Strategic Areas
<p>To ensure that an effective and efficient business infrastructure operates throughout the Trust, supporting school leaders in achieving excellent outcomes for pupils</p>	<ul style="list-style-type: none"> <li>• To ensure that strong financial management and robust long-term budget planning exists across the Trust – <i>evidence in Finance Reviews, audits and ICE shows sustainability of Trust</i></li> <li>• To ensure the balance between centralised and school-based business functions enables efficiency and local autonomy – <i>Through audit, identified central services are in place demonstrating the savings to schools in money and time</i></li> <li>• To ensure that services procured and provided by the Trust are of high quality, efficiently supporting excellence across the MAT – <i>pupils’ outcomes improve in all schools to at least NA in all areas; service review demonstrates efficiency and high quality according to criteria set out in SLAs/contracts</i></li> <li>• To continue to grow the MAT to ensure that the needs of the local area in Shoeburyness and the wider area in Southend, are effectively met to impact on all pupils’ outcomes – <i>evidence of support SECAT has provided impacting on pupils’ outcomes; response to RSC and LA to support is documented</i></li> </ul>





## **DEFINITION OF ACRONYMS IN SECAT STRATEGIC 3 YEAR PLAN 2018-2022**

A – AC Audit Committee (Trust); AFI Area for Improvement; AFD Area for Development

**B – BGIInf Bournes Green Infant School; BGJun Bournes Green Junior School**

C – CEO Chief Executive Office; CFO Chief Financial Officer; CSGs Curriculum Strategy Groups; CME Children Missing from Education; CoGs Chairs of Governors (Local); COO Chief Operating Officer; CPD Continuing Professional Development; CLA Children Looked After

**D – DfE Department of Education**

E – EYFS Early Years Foundation Stage; ECC Essex County Council; EBI Even Better If

**F – FGB Full Governing Body (Local); FC Finance Committee (Trust); FA Finance Assistant (schools)**

H – HT Headteacher; HA Higher Attainers; HPS Hinguar Primary School; HR Human Resources

**I – Internal Controls Evaluation ?????; IT Information Technology; ITT Initial Teacher Training**

K – KS Key Stage

**L – LLE Local Leader of Education; LA Local Authority; LGB Local Governing Body; LAC Looked After Children; L&M Leadership and Management;**

M – MSP MAT Strategic Plan; MBM MAT Business Manager; MLs Middle Leaders

**N – NA National Average; NEETS (pupils) Not in Education Employment Training; NQT Newly Qualified Teachers**

O – OM Office Manager (schools)

**P – P8 Progress 8; PMGT Performance Management; PP Pupil Premium; PPMs Pupil Progress Meetings; PMR Performance Management Review; PHSE Personnel Health Social Education; PDBW Personal Development Behaviour Welfare**

R – RSC Regional Schools' Commissioner; RPS Richmond Primary School;

**S – SLE Specialist Leader of Education; SETSA Southend East Teaching School Alliance; SLA Service Level Agreement; SHS Shoeburyness High School; SHMI Senior Her Majesty's Inspector; SLT Senior Leadership Team (schools); SEND Special Education Needs/Disabilities; SIP School Improvement Plan; SEF Self Evaluation Form; SMSC Social Moral Spiritual Cultural; SBMs School Business Managers (Schools); MIP MAT Improvement Partner**

T – TLA Teaching, Learning, Assessment; TPS Thorpedene Primary School; TB Trust Board

**V – VA Value Added**

W – WWW What Went Well

**Y – Y5 – for example, Year 5;**

### Personnel

CEO – Chief Executive Officer, Ruth Brock;

**KH – Kathy Hodges, CFO**

WW – Wendy Walden, MBM

**YH – Yasmin Hawkes, Administrative Assistant**

MS – Maurice Sweeting, Chair of Trust Board

**GO – Gabriella Ore**

PM – Peter Melville, Trustee

**SW – Shelley Walsh, HT of TPS**

CC – Clare Costello, HT of SHS

**DH – Debbie Hughes, HT of RPS**

VS – Vivien Stevens, HT of HPS

**LC - Lynn Cooney, HT of BGInf**

JL - James Lupton, HT of BGJun

**RG – Richard Green (MAT Improvement Partner LLE negotiated through the LA)**

## Strategy to put together the MAT Strategic Plan:

- This plan has been put together with initial input and direction from the CEO, presented in November 2018, following continual input in meetings at Trust, School and LGBs, detailing emerging key priorities.
- Following initial presentation, consultation was sought from Trustees, Chairs of Governors, Headteachers, parents (in LGBs).
- Comments were received via email, conversations and meetings. A paper was prepared to address all of the comments and suggestions, and was shared with the Trust Board and interested parties, at the end of November.
- The final *draft* MAT Strategic Plan (MSP) was presented at the Trust Board Meeting on 3 December 2018, and will be signed off following discussion.

# Risks and Priorities identified in autumn term 2018

Financial security and sustainability and enabling improvement and growth	TLA improvement particularly on progress based on needs and planned financial spend	Recruitment and retention – a strategy (working party group?); to ensure pathways e.g. CSG development and succession planning	Central MAT services – centralising – MBM and CFO – <b>for efficiency, economy of scale pathways</b> e.g. CSG development and succession planning	Development of 3-19 curriculum – <b>for transition and skills</b>	Development of governance within the MAT – <b>for growth and sustainability</b>
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## Schools rated according to risk as at October 2018\*

TPS – Ofsted due within the window of ‘within 3 years of becoming a MAT’; progress of PP/HA	1		
RPS - Ofsted due within the window of ‘within 3 years of becoming a MAT’; progress of PP/HA and from EYFS to KS1	1		
SHS – new HT and SLT; new Ho6th form (area for development on previous Ofsted)		2	
BGI – new HT and some progress concerns from EYFS to KS1		2	
BGJ - progress from KS1 to KS2 and budgetary monitoring			3
HPS – consistency of progress and attainment across year groups			3

\*RAG rating for Ofsted is based, in order on the likelihood of Ofsted’s visit, NOT according to any expected poor outcome; some schools are currently exempt from a visit due to being graded as ‘outstanding’; some schools are not expecting an Ofsted yet due to the length of time since they converted to an academy; other risks are either internally assessed e.g. new HT/SLT; or as identified during CEO/HT/LGB meetings/professional discussions.

## **External possible influential factors to be aware of**

- Curriculum is a drive from DfE and Ofsted - SHMI intent, implementation, impact
  - HA pupils particularly those who are disadvantaged
- Off rolling at secondary school level between Years 10-11 level between Years 10-11
  - CME and attendance
  - NEETS and destinations

**Ruth Brock**

**CEO SECAT**

**December 2018**