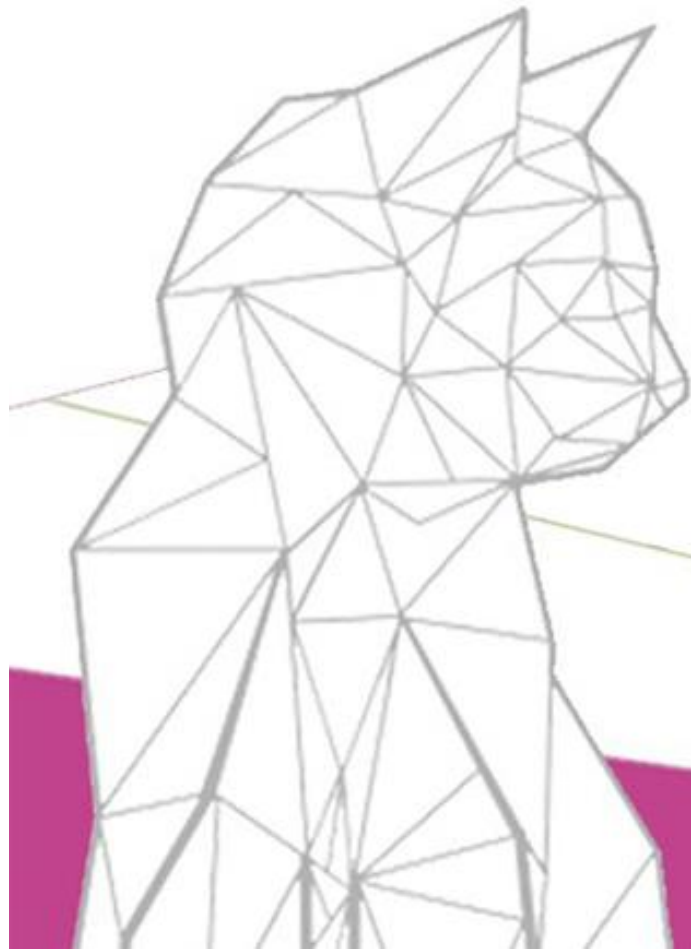




THE CHALLENGE ACADEMY TRUST  
[www.tcat.uk.com](http://www.tcat.uk.com)



# **TCAT STRATEGIC ACTION PLAN 2020-21**

**Date updated: 22.10.20**

**Our Mission:**

*To serve, challenge and empower the educational community*

**TCAT Values**

**Collaboration** & interdependence

**Challenge & service**

**Sustainability** & well-being

**Celebrating difference**

Educational **Excellence**

**Inclusivity** & social justice

## TCAT Key Performance Indicators & success criteria

### Pupils

- 100% pupils have access to a broad curriculum offer
- Academies achieve in line with FFT/ALIS targets
- >Nat ave % attendance across all academies
- >Nat ave % attendance for vulnerable groups across all academies
- >Nat ave progress scores for phonics, Y2, Y6, & Y11
- ALIS 3 at PC
- <Nat ave NEET figures at post 16 & post 18
- 100% completion of SEND reviews
- Student satisfaction survey results

### People

- >97% staff attendance across all academies
- 100% of TCAT staff have access to TCAT CPD
- 100% of TCAT staff have access to TCAT well-being offer
- Completion of review around staff pay & conditions
- All policies reviewed to ensure positive promotion of equality & diversity statement
- 100% of staff, governors and trustees complete Hays training
- HR system embedded and used across all academies
- Full compliance in relation to DSL training & SCR
- Staff satisfaction survey results driven by *Better Place to Work* strategy

### Performance

- Ofsted/SEF grades in line with targets
- Academies achieve in line with FFT/ALIS targets
- TCAT achieves financial revenue surplus > £400,000
- All TCAT academies achieve balanced budget positions at year-end
- Education Connect achieves breakeven financial position
- Clean audit
- Sustainability plan in place
- Cap Ex spend delivered within ESFA timelines
- HR system embedded and used across all academies
- Positive TCAT safeguarding audit
- VFM statement

# PRIORITY ACTION PLAN

## Objective 1: Pupils

	Target		Action	Date	Who	Review
1.	<b>Curriculum implementation (VB/TL)</b>  Implement effective curriculum delivery & continuity in context of Covid-19 measures	1.1	Ensure, through leadership support reviews, peer reviews, QA and monitoring, academies are establishing effective curriculum implementation that includes planning for potential lockdown and mitigating against any potential gaps in learning as well as using the agreed trust OECD principles and approach	Aut 2 reviews & health checks  Half termly leadership meetings	VB, TML	
1.2		Ensure strategies for building on and sequencing knowledge across our academies are collated and shared in the light of Covid-19 through the relevant working parties and / or hubs	Half termly review from Nov 2020	VB TML Identified working parties & hubs		
1.3		Produce a strategic action plan that focuses upon how to identify gaps in learning (a) routinely (b) as a result of X code /lockdown that then includes fully costed interventions indexed to KPIs	Dec 2020	Academy		
1.4		Best practice in terms of correcting misconceptions and checking student understanding is shared across the academy through Case Studies that reference evidence-based research	Termly	Hubs		
1.5		On-line learning approaches are collated and audited at academy level and then systematically shared alongside CPD support packages.	Termly	Hubs Academy level		
1.6		Ensure literacy remains a focused priority across the trust through the delivery of projects and hub PAP objectives	3 weekly  Literacy project delivery	Literacy hub PET, SET VB, TML		
2.	<b>Curriculum impact (VB/TL)</b>  Ensure assessment of curriculum impact is meaningful & fit for purpose in light of Covid-19 measures	2.1	Through the Secondary Heads (Curriculum) produce an assessment calendar that also outlines: <ul style="list-style-type: none"> <li>the evidence base to support a potential return to CAGs</li> <li>Trust wide approaches to gathering and acting upon base line data (e.g. CATs)</li> </ul>	3 weekly (assessment calendar by Nov)	Secondary Curriculum Gp TML	

		2.2	Through the Primary CAO produce an agreed assessment calendar that supports: <ul style="list-style-type: none"> <li>the EYFS pilot for early adopter schools</li> <li>Trust wide approaches to gathering and acting upon baseline data</li> <li>Trust wide approaches to supporting in moderation, with an immediate focus on UKS2</li> <li>Phonic approaches, including those to support with Y2 gaps</li> <li>Evidence based research to support with any return to TA for KS2</li> <li>Potential wider use of FFT aspire and tracker system</li> </ul>	Half termly (assessment calendar by Nov)	Primary CAO VB	
		2.3	Through the Primary Heads and Secondary Heads (Curriculum) for X code students, establish robust procedures to monitor their engagement and progress, including the effective use of the Trust Attendance SLA and Vision X tool	By Dec 2020	PET SET VB, TML	
		2.4	Through the Pastoral group a focus for vulnerable X code students, establishing robust procedures around safeguarding to monitor their attendance, and wellbeing	By Dec 2020	Pastoral gp	
		2.5	Publish a Trust wide overview of how Catch Up monies are spent alongside a rationale, KPIs and impact reports	Jan 2021 Impact-Summer 2021	PET SET VB, TML	
3.	<b>Inclusivity (VB)</b>  Ensure full access to the wider curriculum & develop capacity and expertise in relation to inclusive practice	3.1	Through PET and SET, alongside school reviews, focus and review access for all to the curriculum, including continuity planning to include key groups and remote access	Health Check reviews to commence Aut 2	PET SET VB, TML	
		3.2	Through the Pastoral group, review how groups (disadvantaged, EAL, SEND) are being supported to ensure they have full access to the curriculum and wider enrichment opportunities. Through this share best practice, impact of any evidence of narrowing the gap, including case studies	Half termly	Pastoral Gp & identified hubs	
		3.3	Promote early involvement and learning for students with SEND, including continuity of	Half termly Dec 2020	SEND hub KM VB, TML	

			<p>schooling and further development and practice of individual transition across education through</p> <ul style="list-style-type: none"> <li>- SEND hub</li> <li>- Education Connect PD</li> <li>- Warrington LA partnership</li> </ul>			
		3.4	Through the CET and Trustees, further establish a Trust culture of inclusive accountability through publishing a trust statement alongside celebrating and sharing examples of inclusive practice across academies (inc. cultural capital), best practice through evidence research and working with wider partnerships, including improving accessibility and the level of equipment in schools	Oct 2020	CET, Trustees	
		3.5	Establish a Trust wellbeing strategy for all that incorporates PSHE, safeguarding, pastoral and mental health care.	Dec 2020	PD hub Safeguarding hub PET, SET VB	
		3.6	Develop an agreed protocol and procedures for all exclusions that support the trust principles of inclusivity	By end of Aut 2	Behaviour & Attendance MR, TH, VB	
		3.7	Through the Student challenge group, plan for Trust wide enrichment opportunities that support and are linked to the well-being strategy that further support and promote inclusive practice	Termly planning events	Student Challenge hub	
		3.8	Through the Pastoral group establish robust procedures around monitoring attendance (including for the most vulnerable)	By Dec 2020	Pastoral gp	
4.	<p><b>Disadvantaged &amp; vulnerables (TL)</b></p> <p>Mitigate the impact of Covid-19 measures upon progress of vulnerable &amp; disadvantaged groups</p>	4.1	<p>To write a detailed PAP that supports with</p> <ul style="list-style-type: none"> <li>- Bridging the digital divide</li> <li>- Ensuring there is a broad curriculum in the event of national or local lockdown</li> <li>- Catch-up funding is used effectively to support disadvantaged</li> <li>- Develop an effective literacy strategy</li> <li>- Develop systems to safeguard attendance, welfare and emotional well-being</li> <li>- Develop a structured programme of enrichment</li> <li>- Target CEIAG programme across the trust</li> </ul>		<p>DMC</p> <p>TML</p> <p>RR AM</p> <p>VB BSH</p>	

5.	<b>Transition (VB)</b>  Ensure smooth and effective transition at each key stage and on to careers, training and further education	5.1	Through the Transition hub, ensure academic continuity and support is in place as part of effective transition	Half termly Summer 2021	Transition hub VB	
		5.2	Through the Transition hub, ensure effective pastoral continuity and support is in place as part of effective transition	Half termly Summer 2021	Transition hub VB	
		5.3	Use the Transition hub to support with the early identification of disadvantaged and vulnerable pupils and plan relevant support	Half termly Summer 2021	Transition hub Careers & Asp hub SET	
		5.4	Gather destination information NEET – collate and share across trust	DfE Census	Transition hub SET	
		5.5	Establish robust planning, procedures and delivery are in place for preparing for the next stage of education through the transition hub, school PAP and leadership meetings	Half termly Summer 2021	Transition hub CET VB, TML	
		5.6	Establish agreed procedures for the accurate information transfer of pupils with a particular focus on SEND and vulnerable pupils	Spring 2	SEND hub Transition hub	
		5.7	Through hub workings, further develop relationships with stakeholders, particularly at key transition points, to support with transition and first choice numbers	Half termly	Transition hub Careers & Asp hub	
		5.8	Ensure relationships with schools, including wider enrichment opportunities continue, despite COVID challenges	Termly	Transition Student experience	
		5.9	Through the Careers and Aspirations hub ensure planning and guidance is in place at all academies	Half termly	Careers & Asp hub	

## PRIORITY ACTION PLAN

### Objective 2: People

	Target		Action	Date	Who	Review
1.	<b>Networks &amp; Communication (AM)</b>  Ensure effective professional networks are in place with a clear system of communication & reporting	1.1	To review and redesign the TCAT vision, values and strategic objectives and actively promote to all stakeholders via TCAT publications, documentation, website, social media and in general communication	Oct half term	AM	
		1.2	To design and deliver a strategic planning process which ensures that networks, academies and	Oct half term	AM	

			staffing across the organisation are working together to achieve common goals			
		1.3	To establish a well-functioning and effective central infra-structure of school support and business support staff within the TCAT PDC	Christmas	AM	
		1.4	To design, implement and review an effective Communication Strategy across TCAT	Christmas	AM/VB	
		1.5	To design, implement and review a reporting system across the trust which ensures timely and efficient access to all key information for all stakeholders	Christmas	AM	
2.	<b>Professional Development (KM)</b>  Design & implement a highly effective and economically sustainable CPD programme	1.1	To create branding and identity for 'Education Connect', inclusive of logos, collateral pack (PowerPoint, letterheads, booking forms, flyers etc), website and social media output.	Christmas	KMA	
		1.2	Establish an Education Connect team for the marketing, promoting and administrative systems (including booking systems, policies and finance)	Christmas	KMA	
		1.3	Actively network and build contacts, further develop relationships with stakeholders and work with TCAT colleagues to promote Education Connect internally and to a wider audience.	Ongoing until Summer 21	KMA	
		1.4	Develop a highly effective CPD offer reflective of the immediate and future needs of the trust, incorporating national organisations, external expert speakers and trainers, and in-house sharing of expertise.	Ongoing until Summer 21	KMA	
		1.5	Develop a wellbeing and enrichment programme for TCAT staff, including social events.	November 2020	KMA	
		1.6	To create and develop SLA's for the commission of CPD with external stakeholders	As required	KMA	
3.	<b>Diversity &amp; faith (BL)</b>  Ensure policies and practice actively promote diversity and social equality	1.1	Development of new Trust wide HR policies, and review of existing policies, to be reviewed in line with agreed JCNC policy schedule (with equality & diversity statement included).	Termly (as per JCNC/Trust Committee Schedule)	BL	



		1.2	Publication of Trust wide Public Sector Equality Duty (PSED) Report.	April 21	BL	
		1.3	Publication of Trust Gender Pay Gap Report.	March 21	BL	
		1.4	Develop and implement an 'equalities in recruitment' programme (using data and PSED outcomes to inform policy decisions and training).	May 21	BL	
4.	<b>HR support &amp; well-being (BL)</b>  Deliver an effective in-house HR system to support all academies with the management of the workforce & promote staff well-being in a meaningful way	1.1	Implementation of Trust wide HR System.	Jan 21	BL	
		1.2	Capture of employee equality and diversity monitoring information within HR system to be actively promoted, with a target of 100% declaration (including prefer not to say / not disclosed).	Feb 21	BL	
		1.3	Review and relaunch of TCAT Wellbeing & Workload Strategy.	Dec 20		
		1.4	Complete review of staff pay and conditions, including relaunch and development of employee benefits package.	Feb 21	BL	
		1.5	Support academy leaders in improving staff attendance with new Sickness Absence Management Policy, appropriate coaching on process and provision of monthly sickness absence data.	December 21 / ongoing	BL	
		1.6	Undertake staff satisfaction survey		KP/BL	
		1.7	Review results and develop strategies on findings of staff survey.		CET?	
5.	<b>Safeguarding (AL/TH)</b>  Ensure safe & compliant management of the workforce, trustees and governors	1.1	Review the SCR across the Trust and ensure that the SCR is managed through the new HR system	February 20	AL/ BL and HR leads	
		1.2	Working with the Trust H&S partner and academies, develop a quality assurance process for monitoring and supporting Health and Safety processes across the Trust and then carry out monthly monitoring of all statutory checks and accidents.	December 20 and then monthly	AL, HSINCARE and academy leads	
		1.3	Ensure all staff & governors have completed Hays safeguarding training & follow up briefings	Christmas	TH/FA/SG Hub	
		1.4	Audit all academies to ensure they have robust safer recruitment processes	Spring term	TH/AL/BL	

		1.5	Provide high quality training for all DSLs and deputy DSLs	Jan 21	TH/FA/DSLs	
		1.6	Introduce a system in which safeguarding data & critical referrals are shared with Safeguarding LP and Strategic lead and cascaded up where necessary	End of each month	FA/TH	
		1.7	Ensure all academies have a Section 175 audit	Summer term	TH/FA/Sg hub	

## PRIORITY ACTION PLAN

### Objective 3: Performance

	Target		Action	Date	Who	Review
1.	<b>Academy Standards (TL/VB)</b>  Ensure sufficient support and challenge is in place to enable academies to achieve in line with targets	1.1	Meet and work with academy leaders half termly as part of leadership support offer	Half termly	VB, TML	
		1.2	Meet and work with academy leaders to review scorecard and PAP	Termly	VB, TML	
		1.3	Participate in academy reviews, including peer reviews, subject deep dives, leadership meetings, business meetings etc. to offer support and challenge	At least annual	VB, TML	
		1.4	Provide leadership support review documents after any formal meeting	Half termly	VB, TML	
		1.5	Where identified, work closely with the individual academy lead to provide a leadership support plan that offers guidance and challenge.	As necessary	VB, TML	
2.	<b>VFM, Financial Stability &amp; growth (DMC)</b>  Provide sufficient challenge & support to enable academies to achieve balanced budgets for 20-21	1.1	Monthly monitoring and reporting of actual to budget with Heads at each academy. Discuss any actions that may be required and ensure these are put in place	From 15 <sup>th</sup> of every month	Finance Cluster Managers, KT & DM	
		1.2	Review of monthly reports and report to OPCAT and Trustees identifying issues, any actions and follow up	From 23 <sup>rd</sup> of every month	DM	
		1.3	Prepare a Value for Money policy for the Trust and implement it	Jan 2021	DM	
		1.4	Ensure that the academies are following the Trust's financial regulations in terms of procurement	Throughout year	Cluster Finance Managers, Academy Business	

					Managers, KT, DM	
		1.5	Identify areas for cost savings across the Trust either through Trust wide purchasing or changing suppliers at certain academies for better prices.	Throughout year	Cluster Finance Managers, Academy Business Managers, KT, DM	
3.	<b>Sustainability (AL)</b>  Create a 5-10 year sustainability strategy to conserve/sweat assets, reduce waste and to utilise sustainable energy	1.1	Review areas to include in sustainability plan and bring together a working party	December	AL	
		1.2	Working party to identify and explore areas to be included in plan – identifying progress made, potential quick wins and long term aims	February half-term 2021	AL/ nominated business managers and facilities managers	
		1.3	Research possible areas of funding and develop strategic plan to cover short-, medium- and long-term goals	April 21	AL	
		1.4	Put in place an implementation plan with clear goals and milestones	May 21	AL	
4.	<b>Buildings &amp; resources (AL)</b>  Coordinate capital income to ensure best value for money and safe working environments	1.1	Develop a Trust-wide project plan for all approved and potential projects	November 20	AL	
		1.2	Monitor the Trust project plan ensuring that all projects are delivered to time and to the approved budget	Half-termly	AL	
		1.3	Review the Trust's 5 year condition survey ensuring that all urgent works are completed or scheduled for completion	Half-termly	AL with the academy premises leads	
		1.4	Review the Estate Management Plan to ensure that all urgent critical works are either completed, in-hand or scheduled for attention, planning work to ensure that the SCA is used as effectively as possible across the Estate.	March 2021	AL	
		1.5	Identify capacity for school-led improvements and manage the bidding and award process to enable all academies to access funds equitably	December 20 and thereafter half-termly	AL	

5.	<b>Technology &amp; Communications (AL)</b>  Design and implement a roadmap to achieve delivery of a central IT service	1.1	Develop the strategic requirements for the Trust to enable the IT systems of the academies across the Trust to be harmonised.	October 20	AL and IT hub	
		1.2	Set up and carry out the selection of a strategic partner to work with the Trust in delivering the strategic requirements	December 20	AL and IT hub	
		1.3	Working with the strategic partner, refine the requirements, develop the plan with milestones and targets, identifying quick wins and long-term plans.	February 2020	AL and IT hub	