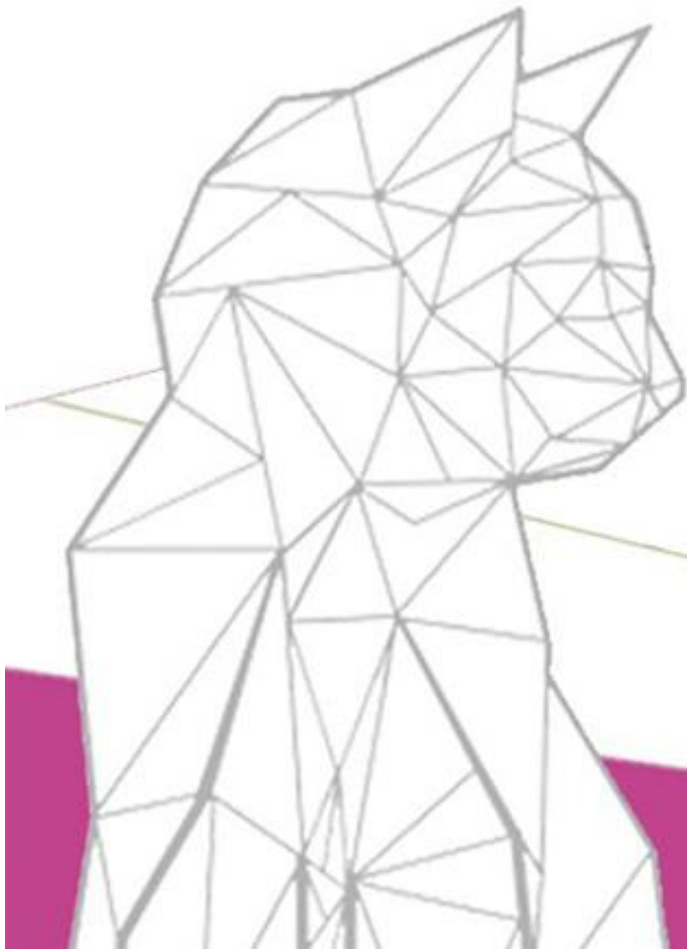




THE CHALLENGE ACADEMY TRUST
www.tcat.uk.com

TCAT Strategic Action Plan

Updated: March 2021



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 drive *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.	Curriculum implementation (VB/TL) 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	Reviews completed at PAD, STB, BJS, PS COVID UPDATE / REPSONSE: -Adapted leadership reviews to reflect COVID context -OECD principles through the lens of lockdown and Best Practice (report compiled by 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	Hubs meeting & regular agenda item. Integrated into hub PAPs. QA process online currently being completed COVID UPDATE / REPSONSE: -Reviews informed practice, especially work sampling. -Superceded online QA process, best practice report completed
		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	Attendance & Safeguarding hub developed protocols for use of x code Tracking of X code and SLA established Aut term. COVID UPDATE / REPSONSE: -No strategic action plan -Termly report -Hybrid teaching, best practice shared (CDET, SET, PET, Heads Up) Return to school and procedures in place to support with gaps in learning across academies.
		1.4	Best practice in terms of correcting misconceptions and checking student understanding is shared	Termly	Hubs	Focused on during school reviews – fed back

			across the academy through Case Studies that reference evidence-based research			through half termly reviews in which key areas identified (feedback, marking, internal school QA) -Shared only with schools that have undertaken reviews COVID update: Online survey and Best Practice report
		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	In process through current survey and school QA Completed
		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	Identified in specific hub action plan COVID UPDATE / RESPONSE: -Main objective suspended -Action Literacy hub to share EEF COVID best practice guidance, online libraries, reading tips etc. NEW: Reading Strategy being designed across the Trust.
2.	Curriculum impact (VB/TL) 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"> the evidence base to support a potential return to CAGs Trust wide approaches to gathering and acting upon base line data (e.g. CATs) 	3 weekly (assessment calendar by Nov)	Secondary Curriculum Gp TML	Mock programme shared and CATS completed Completed QFQUAL consultation following DfE announcement changes to examinations Update: CAGs policy completed and shared with all HT
		2.2	Through the Primary CAO produce an agreed assessment calendar that supports: <ul style="list-style-type: none"> the EYFS pilot for early adopter schools Trust wide approaches to gathering and acting upon baseline data Trust wide approaches to supporting in moderation, with an immediate focus on UKS2 	Half termly (assessment calendar by Nov)	Primary CAO VB	All primaries completed baseline assessments for <ul style="list-style-type: none"> EYFS Phonics KS1 (Y2) KS2 (Y6) DfE cancelled statutory assessments Update: Assessment programme planned to include baseline and to complete past papers on

		<ul style="list-style-type: none"> Phonic approaches, including those to support with Y2 gaps Evidence based research to support with any return to TA for KS2 Potential wider use of FFT aspire and tracker system 			<p>return. Summer programme planned.</p> <p>All primaries inputted FFT data to utilise tracker system</p>
	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	<p>-Clarification of x codes confirmed through B&W hub.</p> <p>-Protocols sent to all academies</p> <p>-Templates created Vision X tool</p> <p>-Termly meeting with DP, TH, MR, VB, AL</p> <p><i>Exploring use of FFT reporting to utilise wider comparisons and benchmarking</i></p> <p>COVID UPDATE / REPSONSE:</p> <p>-Engagement monitored through QA process on engagement. Completed through online diagnostics.</p>
	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	X2 pastoral hub meetings, standing agenda item. Procedures established and shared.
	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	<p>All academies have created catch-up premium action plan. To be displayed on website and evaluated for impact termly.</p> <p>COVID UPDATE / REPSONSE:</p> <p>-Reviews info</p> <p>-Deferred due to lockdown - surveys show academies actioning in part.</p> <p>Catch-up spending plan extended</p> <p>Update: Reviews in place following March return, including</p>

						spending updates and further review of national tutoring programme
3.	Inclusivity (VB) 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	Part of school review process and QA SEND hub New lockdown QA process supports this action. Completed
		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	Pastoral group established and agenda item As above Completed: Individual schools completed case studies.
		3.3	Promote early involvement and learning for students with SEND, including continuity of schooling and further development and practice of individual transition across education through <ul style="list-style-type: none"> - SEND hub - Education Connect PD - Warrington LA partnership 	Half termly Dec 2020	SEND hub KM VB, TML	SEND hub pap action X2 meetings, new SEND lead in place Update: Warrington partnership – SEND delivery through Education Connect begun –Ambition for All.
		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	Trust strategy Quality and diversity statement Planning in place for Celebrating Diversity event
		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	HT wellbeing delivery (AM) PD hub – personal challenge Safeguarding hub – mental health agenda item
		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	TH developing protocol. Safeguarding meeting 27.01.2021 Update: Protocol completed and shared with all HT

		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	Planned on calendar-suspended termly activities due to COVID virus increase. Trust wide challenges introduced during lockdown and summer event being planned on celebrating Cultural Differences. TCAT parliament meeting virtually to plan wider activities together now returned. Jersulama dance led by PD group planned as march return and to support Comic Relief
		3.8	Through the Pastoral group establish robust procedures around monitoring attendance (including for the most vulnerable)	By Dec 2020	Pastoral gp	B&W hub developed procedures. Further development needed around wider Trust reporting. Exploring the use of FFT module – trial for secondary has started
4.	Disadvantaged & vulnerables (TL) Mitigate the impact of Covid-19 measures upon progress of vulnerable & disadvantaged groups	4.1	To write a detailed PAP that supports with <ul style="list-style-type: none"> - Bridging the digital divide - Ensuring there is a broad curriculum in the event of national or local lockdown - Catch-up funding is used effectively to support disadvantaged - Develop an effective literacy strategy - Develop systems to safeguard attendance, welfare and emotional well-being - Develop a structured programme of enrichment - Target CEIAG programme across the trust 		DMC TML RR AM VB BSH	PAP written addressing key actions Autumn school reviews focused on aspect of disadvantaged and vulnerable pupils Safeguarding & attendance on hub agendas remaining high profile Schols delivering synchronised teaching to support key groups Update: Part of the focus during the current lockdown QA process Launch of TCAT Reads
5.	Transition (VB) Ensure smooth and effective transition at each key stage	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	EYFS hub focus on transition of new reception starters, including shared baseline Secondary protocols agreed summer 2020

and on to careers, training and further education	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	Summer 2020 protocols followed to support with transition during Aut1. Liaising with Warrington LA to support with wider transition and agreed protocols for Summer 2021 planning.
	5.3	Use the Transition hub to support with the early identification of disadvantaged and vulnerable pupils and plan relevant support	Summer 2021	Transition hub Careers & Asp hub SET	Summer term
	5.4	Gather destination information NEET – collate and share across trust	DfE Census	Transition hub SET	Transition hub to action and share data
	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	Summer 2021	Transition hub CET VB, TML	Summer term. Protocols in place from Summer 2020. To be reviewed further Summer 2021.
	5.6	Establish agreed procedures for the accurate information transfer of pupils with a particular focus on SEND and vulnerable pupils	Summer 2021	SEND hub Transition hub	Included in SEND PAP and agenda item Summer 2021 planning and will be linked with the 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	EYFS hub completed welcome packs and induction planning to support with admission choices summer 2020 and Autumn 2021. Primary admissions completed. Work will continue over the coming term to support with wider transition. Current focus is on the transition of return to school.
	5.8	Ensure relationships with schools, including wider enrichment opportunities continue, despite COVID challenges	Termly	Transition Student experience	Enrichment activities just started post COVID and March openings
	5.9	Through the Careers and Aspirations hub ensure planning and guidance is in place at all academies	Half termly	Careers & Asp hub	Hubs have continued to meet. Remote career days took place across all secondaries and preparatory transition work with PC has begun.

PRIORITY ACTION PLAN

Objective 2: People

	Target		Action	Date	Who	Review
1.	Networks & Communication (AM) 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	Trustee seminar 23.9 Comms plan published Website updated
		1.2	To design and deliver a strategic planning process which ensures that networks, academies and staffing across the organisation are working together to achieve common goals	Oct half term	AM	SAP complete & published Comms session with CET Academy action plans aligned
		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	Central team fully operational and functioning well
		1.4	To design, implement and review an effective Communication Strategy across TCAT	Christmas	AM/VB	Published & reviewed
		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	System in place and being reviewed intermittently
2.	Professional Development (KM) 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	Commissioned Glove consulting Brand fully created & rolled out
		1.2	Establish an Education Connect team for the marketing, promoting and administrative systems (including booking systems, policies and finance)	Christmas	KMA	Team established led by KMA & including admin, marketing etc
		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	Some networking has begun with LA & local heads but hindered due to C-19
		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	Internal CPD offer in place but other plans suspended due to C-19

		1.5	Develop a wellbeing and enrichment programme for TCAT staff, including social events.	November 2020	KMA	Strategy launched but offer is limited, as is take up
		1.6	To create and develop SLA's for the commission of CPD with external stakeholders	As required	KMA	SLA created & deployed
3.	Diversity & faith (BL) 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	On target to have agreed and implemented identified Trust wide policies by August 2021
		1.2	Publication of Trust wide Public Sector Equality Duty (PSED) Report.	April 21	BL	On target
		1.3	Publication of Trust Gender Pay Gap Report.	March 21	BL	Completed and submitted to GPG Reporting Service
		1.4	Develop and implement an 'equalities in recruitment' programme (using data and PSED outcomes to inform policy decisions and training).	May 21	BL	In development
4.	HR support & well-being (BL) 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.	March 21	BL	System is now installed, consultation on build continuing. Full implementation anticipated in March
		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).	Summer 21	BL	Capture of information delayed until wider roll out of system to workforce
		1.3	Review and relaunch of TCAT Wellbeing & Workload Strategy.	Dec 20	BL	Strategy reviewed and development plan identified. Constantly evolving strategy that will be regularly updated.
		1.4	Review staff pay and conditions, including relaunch and development of employee benefits package.	Feb 21	BL	Review completed. Further work to be

						done on TLR award criteria/consistency. Additions to reward package to be considered on ongoing basis.
		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	Policy to be discussed at JCNC on 10 Feb – guidance and training to follow.
		1.6	Undertake staff satisfaction survey	May 21	BL	Postponed due to school closures and review of options undertaken. Staff Pulse to be trialled in April/May 21
		1.7	Review results and develop strategies on findings of staff survey.		CET?	Review of trail to be undertaken by CET with view to wider roll out in 2021/22 year.
5.	Safeguarding (AL/TH) 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	April 21	AL/ BL and HR leads	HR system on track to be implemented during the Spring term – training and consultancy in majority of modules carried out. Project plan in place to begin usage by April 2021.
		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	Assurance process in place and being carried out by HSINCARE. Trust reporting of statutory checks and accident reporting in place with monthly monitoring.
		1.3	Ensure all staff & governors have completed Hays safeguarding training & follow up briefings	Christmas	TH/FA/SG Hub	All academy staff, governors and trustees have been requested to complete training. Majority of staff, trustees and governors have

						completed training. Completion rates being obtained from academies.
		1.4	Audit all academies to ensure they have robust safer recruitment processes	Spring term	TH/AL/BL	Not started yet
		1.5	Provide high quality training for all DSLs and deputy DSLs	Jan 21	TH/FA/DSLs	All training completed
		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	Protocol now in place
		1.7	Ensure all academies have a Section 175 audit	Summer term	TH/FA/Sg hub	Most complete, small number outstanding but planned in

PRIORITY ACTION PLAN

Objective 3: Performance

	Target		Action	Date	Who	Review
1.	Academy Standards (TL/VB) 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	Regular meetings in place
		1.2	Meet and work with academy leaders to review scorecard and PAP	Termly	VB, TML	Half termly meetings. Leaders met with VB & TML to review and discuss scorecards and PAP
		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	Pad, STB, PS & BJS completed during the Autumn term Update: Best practice reviews completed, and report compiled.
		1.4	Provide leadership support review documents after any formal meeting	Half termly	VB, TML	Reports completed, including actions shared and follow up support continuing.
		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	Leadership support plans as part of follow up to reviews and reports
2.	VFM, Financial Stability & growth (DMC)	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 th of every month	Finance Cluster Managers, KT & DM	Happening every month

	Provide sufficient challenge & support to enable academies to achieve balanced budgets for 20-21	1.2	Review of monthly reports and report to OPCAT and Trustees identifying issues, any actions and follow up	From 23 rd of every month	DM	Happening every month
		1.3	Prepare a Value for Money policy for the Trust and implement it	Jan 2021	DM	Delayed due to Covid
		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	Academies have been challenged over purchasing by the cluster managers and orders reviewed. Advice has been given in advance of some purchases to ensure compliance and to suggest greater opportunities for savings.
		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	There have been exchanges of supplier information which has led to some supplier changes. Some Trust wide negotiation or tenders have taken place e.g. payroll which will commence in 1 st April 2021. This is a continuing process. All academies have now transferred utility suppliers apart from one Gas supply where an issue has arisen and is being worked through.
3.	Sustainability (AL)	1.1	Review areas to include in sustainability plan and bring together a working party	December	AL	Working party delayed by Covid

	Create a 5-10 year sustainability strategy to conserve/sweat assets, reduce waste and to utilise sustainable energy	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	Working party delayed by Covid
		1.3	Research possible areas of funding and develop strategic plan to cover short-, medium- and long-term goals	April 21	AL	Quick wins identified and SEEF/ Salix loans applied for or 7 academies in spite of postponement of project.
		1.4	Put in place an implementation plan with clear goals and milestones	May 21	AL	Working party delayed by Covid
4.	Buildings & resources (AL) 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	Plan in place for all projects
		1.2	Monitor the Trust project plan ensuring that all projects are delivered to time and to the approved budget	Half-termly	AL	Weekly monitoring of current projects and monthly monitoring of plan in place. Projects delivered to time and budget
		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	Due for completion by end of Spring term
		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	Estate management reviewed and new plan drafted being revised to include long-term strategy developing 3-5year plan
		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	Bidding process in place and being managed in an ongoing process and through regular business review meetings.
5.	Technology & Communications (AL) 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	Completed
		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	Partner selected end February 2021.

		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	ABtec have begun data gathering exercise – project plan being developed.
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