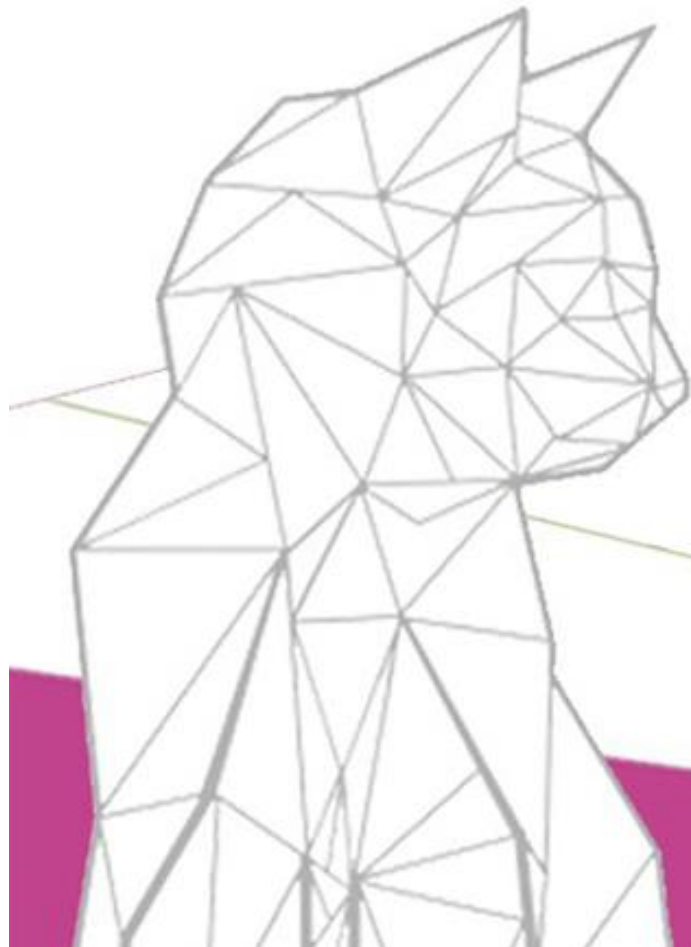




THE CHALLENGE ACADEMY TRUST  
[www.tcat.uk.com](http://www.tcat.uk.com)



# **TCAT STRATEGIC ACTION PLAN 2021-23**

**Date updated: September 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
- ? Reading age data

### 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
- ? Coaching methodology

### Performance

- Ofsted/SEF grades in line with targets
- Academies achieve in line with FFT/ALIS targets
- TCAT achieves financial surplus > £360,000
- All TCAT academies sustain operating surpluses of between 3%-5%
- Education Connect achieves an operational surplus (excluding fixed salaries) of £15,000
- Strong internal audit judgements and unqualified external audit
- Sustainability strategy in place and action plan created
- Cap Ex spend & estates management plan delivered within ESFA timelines
- HR system fully embedded and used across all academies
- Meet all ESFA reporting deadlines

# PRIORITY ACTION PLAN

## Objective 1: Pupils

	Target		Action	Date	Who	Review
1.	<b>Curriculum implementation (VB/TL)</b>  Ensure effective curriculum intent & implementation across the curriculum	1.1	Ensure, through school accountability and development measures, academies are establishing effective curriculum intent and implementation, including continuing to mitigate against any potential gaps in learning.	Termly	VB / TML	
		1.2	Ensure, through school accountability and development measures, that academies are using and implementing the agreed trust OECD principles and approach, and where relevant, UN Sustainability Goals across their curriculum.	Termly	VB / TML	
		1.3	Ensure TCAT Reads is implemented across the trust through the effective delivery of the project and its objectives	Termly impact review	VB / TML With LW & JM	
		1.4	Review and capture, through lead practioners, CAO hub and SLT, a curriculum review to support in the development of writing a trust strategy for <ul style="list-style-type: none"> <li>- Curriculum</li> <li>- EYFS</li> <li>- Phonics</li> <li>- Maths</li> <li>- Writing</li> <li>- Reading</li> <li>- Science</li> <li>- SEND</li> </ul>	Aut 1  Feb ½ term follow up	VB / TML with Lead Practioners	
		1.5	Ensure the effective delivery and implementation of the new EYFS framework is in place	Implement September 2021  Review Jan, April, July	VB with EYFS hub	
2.	<b>Curriculum impact (VB/TL)</b>  Ensure assessment of curriculum impact is meaningful & facilitates good pupil progress	1.1	Through the Primary Heads & CAO group, produce an agreed assessment calendar that supports: <ul style="list-style-type: none"> <li>• EYFS baseline and new EYFS outcomes</li> <li>• Capturing and analysing baseline data and mid-points across the trust</li> <li>• Shared moderation</li> <li>• Phonic strategies and implementation</li> <li>• The wider use of the FFT aspire and tracking system</li> </ul>	Refer to assessment calendar	PET & CEO hubs	

		1.2	Through the Secondary Heads and CAO group, produce an agreed assessment process that also supports: <ul style="list-style-type: none"> <li>• Capturing and analysing baseline data and mid-points across the trust (e.g., CATs Y7)</li> <li>• Potential return to CAGs</li> <li>• Moderation</li> <li>• The wider use of the FFT aspire and tracking system</li> </ul>	Refer to assessment calendar	SET & CEO hubs	
		1.3	Produce a review of the impact of any Catch-up funding across the trust, including how monies have been spent, a rationale, KPIs and impact reports	Termly, report to Q&S committee	VB,TML	
3.	<b>Inclusivity (VB)</b>  Ensure sufficient capacity and expertise in relation to inclusive practice and equitable deployment of SEND resourcing	1.1	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 link to annual school reviews (Aut 21)	Pastoral Hub VB, TML	
		1.2	Establish a SEND task force group to review SEND across the trust and develop a trust wide strategy	Aut 21	SEND task force VB, TML	
		1.3	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"> <li>- SEND hub</li> <li>- Education Connect PD</li> <li>- Warrington LA partnership</li> </ul>	Half termly	SEND hub VB, TML	
		1.4	Monitor the effectiveness of the trust agreed protocol and procedures for all exclusions and attendance (including the implementation of the FFT tracker), ensuring the trust principles of inclusivity are promoted.	Half termly hub meeting Termly report for CEO & Q&S	Behaviour hub Safeguarding hub VB, TML	
		1.5	Through the TCAT parliament and wider hubs, plan for trust wide enrichment opportunities that support and are linked to the well-being strategy to further support and promote inclusive practice	1/2 termly meeting Termly student event	TCAT Parliament Pastoral Hub VB, TML	
4.	<b>Disadvantaged &amp; vulnerables (TL)</b>  Mitigate the impact of lost learning upon progress of	1.1	Ensure the wide and progressive implementation of TCAT Reads, especially for PP and vulnerable groups	Termly review points	LW, JW	
		1.2	Audit provision, delivery and impact of the catch-up strategy for PP and vulnerable groups	Termly	VB, TML	

	vulnerable & disadvantaged groups	1.3	As part of our approach to levelling up, ensure through the safeguarding, behaviour & welfare and personal development hubs, that the well-being needs for key groups are identified and met	Termly	Hub leads VB, TML	
5.	<b>Transition (VB)</b>  Ensure smooth and effective transition at each key stage and on to careers, training and further education	1.1	Through the Transition hub, ensure academic continuity and pastoral continuity and support is in place as part of effective transition	Half termly hub meeting Main focus Summer 22	Transition hub VB	
		1.2	Through the Transition hub and CAO groups, review the use of baseline assessments and transition from Y6 to Y7.	Autumn 21 Sum 2 22	Transition hub VB	
		1.3	Support with the implementation of an agreed Primary pupil recruitment strategy	October 21	PET VB	
		1.4	Use the Transition hub to support with the early identification of disadvantaged and vulnerable pupils and plan relevant support.	Summer 22	Transition hub VB	
		1.5	Gather destination information NEET – collate and share across trust.	DfE Census	SET TL	

## PRIORITY ACTION PLAN

### Objective 2: People

	Target		Action	Date	Who	Review
1.	<b>Networks &amp; Communication (AM)</b>  Ensure trust vision, values & operating practices are communicated effectively to all stakeholders	1.1	Clearly identify trust priorities for 2021-23 and communicate to all stakeholders	Oct 21	AM	Jan 22
		1.2	Enact the communication strategy to ensure TCAT vision, values and guiding principles are promoted frequently to all stakeholders	Dec 21	AM	Mar 22
		1.3	Work closely with RSC and other stakeholders to enact the TCAT growth plan	Mar 22	AM	Summer 22
		1.4	Conduct regular Business Support Meetings with all academy heads/principals to maintain effective communication and to resolve issues at source	Dec 21	AM	Summer 22
		1.5	Ensure structural effectiveness of the organisation via a schedule of meetings, reviews and surveys	Mar 22	AM	Summer 22
2.	<b>Professional Development (KM)</b>  Design & implement a highly effective and evidence based professional growth model	1.1	Area lead for Generate			
		1.2	Area lead for ECF			
		1.3	Professional growth model			
		1.4	Coaching methodology			
		1.5	T&L hub			

		1.6	Develop the Talent Management strategy for support staff, identifying career pathways and training opportunities.	February 2022	AL	May 2022
3.	<b>Diversity &amp; faith (BL)</b> Ensure policies and practice actively promote diversity and equality of opportunity.	1.1	Develop and publish Trust wide Equality, Diversity & Inclusion (EDI) Strategy and embed principals into everyday practice.	Autumn Term 2021	BL	
		1.2	Ongoing review of Trust HR policies in line with policy schedule, ensuring policies are equality impact assessed and are reflective of legislative change.	December 2021	BL	
		1.3	Review of recruitment and selection policies and practices, ensuring establishment of protocols of good practice.	Autumn Term 2021	BL	
		1.4	Undertake review / audit of support staff pay structures (including Priestley) to ensure pay parity across academies.	Spring Term 2022	BL	
4.	<b>HR support &amp; well-being (BL)</b> Embed the TCAT HR service to support all academies with the management and the promotion of well-being.	1.1	HR System implementation completed and 'live' within academies.	September 2021	BL	
		1.2	Establishment of programme of statutory staff training modules and (single) online Training & Development platform.	September 2021	BL	
		1.3	Alignment of TCAT Wellbeing and Workload Strategy with DfE Education Staff Wellbeing Charter	Autumn Term 2021	BL	
		1.4	Source a Trust wide employee engagement platform and deploy across the Trust. Continued review of staff feedback and development of action plans based on responses.	September 2021 then ongoing	BL	
		1.5	Continued review, development and promotion of TCAT Rewards package.		BL	
5.	<b>Safeguarding (AL/TH)</b> Ensure a safe & compliant working environment for all staff and pupils	1.1	Embed the establishment of the Single Central Record into the Civica HR system throughout the Trust and then establish a termly check of the SCR to ensure compliance.	31 <sup>st</sup> October and then termly	AL, BL, Academy HR leads	
		1.2	Establish an overarching record of all key assets and then establish a monthly check on all statutory compliance items, carrying out a random sample of checks across the Trust.	15 <sup>th</sup> December 2021 and then at the end of every month	AL/ Operations Manager and Academy Estate Management leads	

		1.3	Enhance the H&S reporting for CET and Trustees providing more insightful data in the areas of accident/incident reporting and statutory compliance.	31 <sup>st</sup> October and then monthly	AL, Operations Manager	
		1.4	Review the H&S training programmes across the Trust establishing a common format using the Civica HR system to monitor and inform training needs.	January 2022	AL, Operations Manager	

## 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 and identify authentic KPIs	Half termly Termly HT meeting	VB & TML Accountability calendar	
		1.2	Meet and work with academy leaders to review scorecard and PAP.	Half termly Termly HT meeting	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 termly	VB & TML CET Lead practioners	
		1.4	Provide leadership support review documents after any formal meeting as part of the school review cycle.	At least 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.	Follow up meetings as planed and required	VB & TML	
2.	<b>VFM, Financial Stability &amp; growth (DMC)</b>  Provide sufficient challenge & support to enable academies sustain working surpluses of 3%-5%	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. Provide advice and help to each academy to remain within its budget.	From 15 <sup>th</sup> of every month	Finance Cluster Managers, KT & DM	
		1.2	Develop the monthly accounts report to provide some more insightful information for Heads and Trustees which target specific areas of interest at each academy	November 2021	DM	
		1.3	Identify areas for cost savings across the Trust either through Trust wide purchasing or changing suppliers at certain academies for better prices. Develop a procurement strategy for the Trust and embed the Value for Money Policy.	Throughout the year	DM, AL, KT, Cluster Finance Managers, Academy Business Managers	
		1.4	Ensure that the academies are following the Trust's financial regulations	Throughout the year	Cluster Finance Managers,	



					Academy Business Managers, KT, DM	
		1.5	Review other income streams within the academies, ensure their viability and identify other potential income streams that would add value to the Trust and the academies.	Throughout the year	Cluster Finance Managers, Academy Business Managers, KT, DM	
3.	<b>Sustainability (AL)</b>  Using the UN sustainability goals, create an overarching strategy to embed sustainability across the organisation.	1.1	Focusing on areas where Business Management professionals can have an impact, identify the key priorities and develop an action plan with clear targets.	October 2021	AL, Operations Manager, Academy Business Mgt leads, Estate Mgt leads	
		1.2	Develop the planning methodology and work with the CET and other hubs to enable strategies to be developed relevant to their areas of focus.	January 2022	AL/CETSO/ CET/ hub leads	
		1.3	Coordinate the resultant hub action plans into one key document for the trust.	March 2022	AL/ Hub leads	
		1.4	Implement and monitor the action plans across the Trust.	Termly	AL	
		1.5	Develop and implement a TCAT growth strategy in line with principles agreed by trustees		AM	
4.	<b>Buildings &amp; resources (AL)</b>  Coordinate strategy to ensure best use of resources and investment to maintain & improve the TCAT estate	1.1	Review the annual estate management plan and develop into a three-year strategy.	December 2021	AL	
		1.2	Review and enhance the project management reporting selecting a project management tool and ensuring it is used for all relevant project management streams.	October 2021	AL	
		1.3	Identify key KPIs for use in reporting project progress and report termly against the KPIs, ensuring that all projects meet the KPIs required.	December 2021 and then termly	AL/ Operations Manager	
		1.4	Review the procurement of estate-management related services and develop a strategy to ensure that key services are centrally procured where appropriate to ensure best value for all academies.	February 2022		
		1.5	Develop and implement the estate management procurement action plan	May 2022		

5.	<b>Technology &amp; Communications (AL)</b>  Implement and embed a roadmap to achieve delivery of a central IT service	1.1	Develop a detailed road map to deliver the IT strategy with key benchmarks and key deliverables over the next two years.	October 2021	AL	
		1.2	Deliver the primary network refresh and the new broadband contract.	September 2021	AL	
		1.3	Develop the Cyber Essentials strategy with the IT hub.	October 2021	AL/ IT hub	
		1.4	Implement the Cyber Essentials strategy gaining the appropriate accreditation.	March 2022	AL/ IT hub	