

Striving for excellence



We Change Lives Daily



# VISION 2025

**Creating confident, competent and  
kind citizens of the future**





# What is Vision 2025?

School Directors make a valuable contribution to children's education, opportunities and futures. As part of the school leadership team the Board of Directors provide strategic leadership and accountability. In Summer 2022, the Board of Directors streamlined the vision and created measurable targets.

**The vision is: Creating confident, competent and kind citizens of the future**

How do we know if we are successful?

1. All academies become trauma-informed by 2025
2. The values of Calmness, Kindness and Honesty can be observed across all academies.
3. Our core purpose can be measured in the following way...

## **Pre-16 Academies:**

### **Confidence measures**

- 90% learners either making progress towards, or working at, age-expected levels in the confidence\* indicators of the SEMH assessment

### **Competence measures**

- 90% learners leave KS4 with a qualification in English and Maths.
- 70% learners to achieve their reading age (raising to 90% by end of 2024-25).
- 90% achieve their EHCP targets
- 90% learners progress to sustained positive destinations

### **Kindness measures**

- 90% learners either making progress towards, or working at, age-expected levels in the compassion\* indicators of the SEMH assessment

## Post-16 Academies:

### **Confidence measures**

90% learners either making progress towards, or working at, age-expected levels in the confidence\* indicators of the SEMH assessment

### **Competence measures**

- 90% learners who have no prior attainment leave Post 16 with a qualification in English and Maths.
- 90% learners progress to sustained positive destinations
- 90% of those learners with EHCP plans achieve their targets

### **Kindness measures**

- 90% learners either making progress towards, or working at, age-expected levels in the compassion\* indicators of the SEMH assessment

The Board of Trustees has created a strategic plan to steer the MAT's growth and development over the next three years. This will support the vision to create confident, competent and kind citizens of the future.



# Our four strategic objectives

- 1.To continuously improve the quality of provision of all our academies and enhance pupil outcomes and attendance across the MAT
- 2.To ensure we have a financially viable and sustainable MAT and we continue in developing a strong business infrastructure
- 3.To continue to build an effective school improvement team
- 4.To ensure we have effective leadership and governance at all levels





# How we will use this document

Our vision contains four main objectives. For each objective we have identified where we are now and where we want to be in 2025. Directors will use the Key Performance Indicators (KPIs) for each objective to monitor our termly and yearly progress towards achieving our vision. For each objective, SLT will identify strategic actions and plans for each school year, taking into account progress, issues from the previous year, cohort specific relevant background and any new requirements or priorities that arise. This document will be reviewed annually at the Board of Directors meeting. Detailed action plans will feature in the School Improvement Plans for each individual provision.

Through our Quality of Education, Inclusion and Safeguarding Committee and Finance, Resources & Audit Committee, Directors will closely monitor and mitigate any risks, opportunities and issues that could impact on the progress of the strategic plan.

## Strategic Objective 1 - To continuously improve the quality of provision of all our academies and enhance pupil outcomes and attendance across the MAT.

### **KPIs**

- The majority of teaching is good or outstanding. Ofsted judgement is good or outstanding for all academies.
- Data processes are standardised across the MAT, allowing for improved data reporting. Robust data is used to impact change.
- Effective evidence based interventions are deployed by trained staff to maximise the progress of learners identified as requiring additional support.
- Attainment and progress is improving. 90% of learners leave KS4 with a qualification in maths and English. 90% of learners achieve their reading age. 90% of post 16 learners with no previous qualifications, achieve a qualification in English and maths.
- Destination data is improving. 90% of all learners progress to a sustained positive destination.
- Quality assurance recognises areas of strength. Teachers with areas for development are improving.
- Middle leaders have been developed and they lead MAT initiatives within their subject expertise.
- The MAT has a culture of improvement, with staff accessing high quality, meaningful and differentiated CPD.

### **Where we are in 2022/ 23**

- Both post 16 providers are rated 'Good' by Ofsted
- School Improvement team continues to support TANB through weekly visits, meetings and quality assurance
- GL assessments implemented for KS3 across the Trust
- Arbor assessment mark sheets are standardised. KS3 non-core assessment sheets standardised across the Trust so assessment is meaningful and produces data showing all progress.
- Structure in place for cross site support.
- Introduction of key stage subject meetings ensures opportunities to share good practice or share concerns.
- All staff are supported and empowered with high-quality CPD evidenced via School IP, subject development plans include targeted CPD relevant to staff development and appraisal meetings track and demonstrate staff development via the CPD framework tracker.

### **Where we want to be in 2025:**

- The MAT has a defined approach to teaching and learning
- The MAT has a clear, differentiated approach to school improvement
- The MAT leads a culture of continuous improvement by having high aspirations and setting high expectations for all learners
- School improvement is a collaborative strategic activity
- Middle leadership is strengthened and capable of delivering school improvement across the MAT
- The MAT leads a culture of continuous improvement by having high aspirations and setting high expectations for all staff.

## Strategic Objective 2 - To ensure we have a financially viable and sustainable MAT and we continue in developing a strong business infrastructure

### KPIs

Improvements have been achieved in economies of scale and the MAT has capacity to compliment growth

Measureable improvement of the quality of provision within a viable and sustainable MAT and academy level budget forecast

All structures, systems, central functions and support services are cost effective and effective

Demonstrate a 3 year downward trend in energy consumption and carbon footprint across the MAT

Budget pressures are alleviated through increased traded income

### Where we are in 2022/23:

- Staffing recommendations from EPM have been approved and implemented. New Structure in place from September 23/24. Maximising resources and creating capacity for growth and addressing future funding constraints.
- Balanced Budgets are in draft form for 23/24 and meet all priorities.
- Staffing structures are affordable, sustainable and fit for purpose and in line with ICFP metrics for each academy.
- A new and improved energy monitoring software is being implemented across the trust. This will enable data regarding energy use to be more meaningful and improve the information used to target intervention and reduce energy.
- No progress to date due to staff shortages in the Facilities Dept. However, generated income has been increased due to an increase in AP for TSA and TANMAT have been commissioned to provide mental health sessions throughout the year on behalf of Leeds University.

### Where we want to be in 2025:

- The MAT has business arrangements that are efficient and effective and enable it to deliver on its commitments to grow and prosper and to deliver value for money across all operations.
- Improvements are achieved in the quality of provision, whilst balancing the budget
- A cycle of review is in place for systems and processes with the aim of reducing and/or rationalizing expenditure
- 5 year premises development plans are fully costed and in place across the MAT
- The MAT increases generated income revenue

### Strategic Objective 3- To continue to build an effective school improvement team.

#### KPIs

- CPD is differentiated and CPD frameworks demonstrate staff development .
- There is a standardised, robust process of quality assurance across all provisions which ensures standards are maintained or improved .
- A growing number of middle leaders assist in the quality assurance

#### Where we are in 2022/ 23:

- CPD is differentiated and new Level 3 qualifications introduced for TLSPs across the Trust, depending on career aspirations
- Quality Assurance process is standardised across the Trust, SEC provides a robust process of quality assurance.
- Plans in place for 23/ 24 to strengthen middle leadership across the MAT
- School Improvement Team increased capacity to include 2 Trust Forest School staff, 2 Heads of School and a Trust principle advisor for mental Health and trauma. Ensuring capacity for growth and ability to bring about rapid progress if required.
- Application submitted for SEMH specialist free school
- Plans in place for 23/ 24 to strengthen middle leadership across the MAT

#### Where we want to be in 2025:

- The MAT increases capacity for improvement and growth by attracting and retaining talent.
- The MAT grows in a measured way to ensure that standards are maintained and improved and that there is sufficient capacity to bring about rapid progress as required.
- Middle leadership is strengthened and are capable of delivering school improvement across the MAT



## Strategic Objective 4- To ensure we have effective leadership and governance at all levels

### KPIs

Local Advisory Boards (LAB) are evidenced to work effectively within their role

Risk management is fundamental to the MAT and is embedded in its activities and processes

The Board evaluates the impact of its objectives on learner outcomes

The scheme of delegation identifies clearly the responsibilities to develop the overall school improvement strategy, implement it and evaluate the impact of school improvement activities on learners

### Where we are in 2022/23:

- An improved agenda at LAB level with data reporting and a more robust process for challenge and feedback to the BOD.
- Risk management is fundamental to the Trust and is embedded in its activities and processes.
- QOE committee and BOD evaluate half termly strategic objectives regularly at committee meetings.
- Scheme of delegation clearly identifies responsibilities and contributes to the school improvement strategy through committee meetings which evaluate half termly.

### Where we want to be in 2025:

Actively recruit highly skilled Governors for MAT Local Advisory Boards

The MAT maintains safe and secure environments for all students, staff and visitors

Improve strategic focus and evaluation at all levels of governance

The MAT has a clear focus on school improvements in its governance structure