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**Walton Multi-Academy Trust**

**Strategic Plan 2023-2026**

**1. CEO’s Welcome**

Walton Multi-Academy Trust is a registered charity which is committed to the delivery of quality education for all children in our academies. The Trust’s prime responsibility is to set the vision, promote the ethos and develop the culture of our academies and we aim to ensure that each academy fulfils that vision.

We are determined to develop effective partnerships between our academies and to serve our local communities whilst encouraging each academy to retain and develop its unique character and identity. We are excited by the financial and practical benefits of a successful multi-academy trust and we intend for each of our academies to become financially stable and then financially secure.

We are very proud of our academies and of our leaders, governors, teachers, support staff and students and I hope that you find this first iteration of our strategic plan, which sets out our ambitious plans for development over the next three years, useful.

Neil Finlay

Chief Executive Officer

**2. Overview**

Walton Multi-Academy Trust (WMAT) was established in 2016 when Walton High School’s application to convert to an academy with multi-academy trust orders was approved by the Secretary of State. We were delighted to accept our second high school, King Edward VI High School, Stafford into the Trust in September 2022. We have enjoyed a successful first year as a newly established MAT and we look forward to welcoming like-minded schools in the future.

**3. Vision, Mission & Values**

**Vision:** Where everyone succeeds

**Mission:** To support every student to be the best that they can be

**Values:** Selflessness, integrity, objectivity, accountability, openness, honesty, leadership

**4. Strategic Objectives**

1. Trust-wide responsibility for every pupil
2. An emotionally intelligent, learning centred Trust
3. A sustainable, developing Trust

**5. Priorities**

1. Maximising resources
2. Adopting a risk / needs based approach to decision making
3. Securing the best outcomes for every pupil
4. Meeting the needs of all pupils
5. Enabling Headteachers to drive improvement
6. Investing in people, parents and community
7. Securing Governance that strengthens capacity
8. Aiming for ambitious and incremental growth
9. Developing the Trust’s identity
10. Deepening commitment to our existing localities
11. Underpinning everything we do with robust information, shared experience, high aspirations and credible research

**6. Strands**

1. Knowing who we are as a Trust – developing our Trust identity
2. Communication and networking at all levels, with all stakeholders and prospective partners
3. Equality, diversity and inclusion – how does this flow through our Trust?
4. Environmental awareness – preparing our students for their future world

**7. Purpose**

Our vision, mission and values can be broken down for different stakeholder groups.

For pupils, they translate as:

* Academic achievement as a key, but not the only, measure of success
* A shared, ambitious view of what success means for you
* Working together to get you where you want to be
* Aiming to be your best in everything you do
* Listening to others
* Treating everyone with respect
* Being fair, honest and truthful
* Challenging bad behaviour

For parents:

* Understanding that each pupil is our highest priority
* Working together to support and challenge your child
* Engaging as part of your community

For staff, LGB and Trustees:

* Academic achievement as a key, but not the only, measure of success
* A shared, ambitious view of what success means
* A focus on evidence-based education
* Working together with students to maximise achievement through support and challenge
* Understanding that each student is our highest priority
* Engaging as part of the local community
* Aiming to be your best in everything you do
* Listening to others
* Treating everyone with respect
* Being fair, honest and truthful
* Challenging bad behaviour

**8. Our Plan**

**Section 1**

**Educational Standards**

 **Overarching aim:**

To deliver the best possible quality of curriculum and the best quality teaching standards in each academy.

**Objectives:**

- ensure that each academy has accurate self-evaluation

- ensure that each academy has a focussed, time-limited academy improvement plan

- ensure that each academy has strong pupil voice which feeds into its improvement plan

- ensure that all academies receive the support that they require

- ensure that an “associate programme” is developed to provide capacity in key areas (including curriculum reviews, teaching and learning development and behaviour support)

- ensure that external validation of effectiveness is provided

- ensure that a robust peer review process is in place

- ensure that NLE support is provided if required

**Performance Indicators:**

- pupil academic progress improves at least at the rate of national

- pupils are motivated to engage in their learning, with attendance rates better than national and exclusion rates below national

- pupils develop the necessary skills and attributes to proceed to the next stage of education and ultimately to the world of work and, as a result, our academies will demonstrate high levels of retention at 16 and impressive destination data at 18

**Outcomes:**

1. All academies to secure improvement in KS4 5+EM

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| Academy | Starting point | 2023-24 | 2024-25 | 2025-26 |
| KEVI |   |   |   |   |
| Walton |   |   |   |   |

2. All academies to secure improvement in Attainment 8

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| Academy | Starting point | 2023-24 | 2024-25 | 2025-26 |
| KEVI |   |   |   |   |
| Walton |   |   |   |   |

 3. Gap in performance between disadvantaged pupils and others to close (Attainment 8 measurement)

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| Academy | Starting point | 2023-24 | 2024-25 | 2025-26 |
| KEVI |   |   |   |   |
| Walton |   |   |   |   |

 4. All academies to secure improvement in attendance rate

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| Academy | Starting point | 2023-24 | 2024-25 | 2025-26 |
| KEVI |   |   |   |   |
| Walton |   |   |   |   |

5. Number of young people not in education, employment or training to reduce

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| Academy | Starting point | 2023-24 | 2024-25 | 2025-26 |
| KEVI |   |   |   |   |
| Walton |   |   |   |   |

 6. Percentage of Y11 students staying on Post-16 to increase

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| Academy | Starting point | 2023-24 | 2024-25 | 2025-26 |
| KEVI |   |   |   |   |
| Walton |   |   |   |   |

 7. All academies to retain at least current Ofsted “good” rating

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| Academy | Starting point | 2023-24 | 2024-25 | 2025-26 |
| KEVI | Good | Good | Good | Good |
| Walton | Good | Good | Good | Good |

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| Ambition | Commentary | Evidence |
| Students take advantage of the many opportunities to participate in extra-curricular clubs and activities, including educational visits | HT:  CEO:  Trust Board: | 1. 2. 3. 4. 5.  |
| In-class disruption is rare and the number of instances is decreasing | HT:  CEO:  Trust Board: | 1. 2. 3. 4. 5.  |
| Positive student behaviour is the norm and this is reflected in the large number of positive student behaviours recorded | HT:  CEO:  Trust Board: | 1. 2. 3. 4. 5. |

**Section 2**

**Teaching & Learning and People Development**

**Overarching aims:**

To make use of evidence-informed research to ensure the best possible pupil experience in each academy.

To support and develop our staff to make our Trust a desirable and rewarding place to work.

**Objectives:**

- ensure that each academy has a Teaching and Learning strategy which is predicated on evidence-informed research

- ensure that each academy has a high quality CPD offer

- ensure that each academy actively promotes leadership development programmes

- ensure that each academy has a robust recruitment and retention strategy

- ensure that each academy has a high quality induction programme for all staff

- ensure that the Trust develops an equality, diversity and inclusion strategy with the aim of attracting more candidates, reflective of the communities we serve, to our academies

**Performance Indicators:**

- voluntary staff turnover is lower than similar organisations

- staff who leave our organisation do so for positive reasons (e.g. promotion, retirement)

- employee sickness rate is below national rate

- there is a low number of employee relations cases

- talent and succession plans are in place

**Outcomes:**

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| Ambition | Commentary | Evidence |
| Rigorous QA demonstrates that staff are fully committed to agreed Teaching & Learning strategies | HT:  CEO:  Trust Board: | 1. 2. 3. 4. 5.  |
| Large numbers of staff engage in Teaching & Learning and/or Teaching & Learning Research groups | HT:  CEO:  Trust Board:    | 1. 2. 3. 4. 5.  |
| Large numbers of staff engage in high quality CPD | HT:  CEO:  Trust Board: | 1. 2. 3. 4. 5.  |
| External validation of curriculum / teaching & learning affirms our positive view of these areas | HT:  CEO:  Trust Board: | 1. 2. 3. 4. 5.  |
| Employee Relations (ER) cases are rare | HT:  CEO:  Trust Board: | 1. 2. 3. 4. 5.  |
| Staff satisfaction (as measured by wellbeing survey) is high. Issues identified by staff as a barrier to job satisfaction are tackled swiftly | HT:  CEO:  Trust Board: | 1. 2. 3. 4. 5.  |
| Staff absence is low. Clear procedures are in place and are followed to address staff absence | HT:  CEO:  Trust Board: | 1. 2. 3. 4. 5.  |
| Staff retention is high. The number of staff choosing to leave the profession / voluntarily leave the Trust is low | HT:  CEO:  Trust Board: | 1. 2. 3. 4. 5.  |

**Section 3**

**Community Engagement**

**Overarching aims:**

To play a major role in improving education in the communities which WMAT serves.

To support the drive to improve social mobility.

**Objectives:**

- develop robust and mutually beneficial links with our feeder primary and destination secondary schools

- publicise our work and achievements in the local community on a regular basis

- develop relationships with local employers / businesses to benefit our students

- secure a high level of community use of Trust facilities

- ensure that each LGB is diverse and inclusive and that it reflects its local community

- ensure that WMAT academies overwhelmingly become the first choice for parents

- develop a strategy for positive and constructive parental engagement

- raise aspirations and increase access for students to pursue a wide range of careers in the local community / local area

- develop a communication strategy in order to build fruitful links with all community stakeholders

**Performance Indicators:**

- all Trust websites fully compliant and up to date

- high levels of parental engagement with academies (e.g. attendance at parents’ evenings; parental forums; 6th form open evenings etc)

- positive parental feedback

- positive news pushed to parents at least once per week

- Trust newsletter produced for parents

- social media officer appointed – responsible for regular social media output to promote work of academies / good news stories

- plan developed to develop wider network of links with community leaders (at academy and Trust level)

**Outcomes:**

 1. Improved Y7 intake as %age of PAN

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| Academy | Starting point | 2023-24 | 2024-25 | 2025-26 |
| KEVI |   |   |   |   |
| Walton |   |   |   |   |

2. Improved parental feedback results – increased proportion of parents who would recommend their child’s academy to others

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| Academy | Starting point | 2023-24 | 2024-25 | 2025-26 |
| KEVI |   |   |   |   |
| Walton |   |   |   |   |

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| Ambition | Commentary | Evidence |
| Very few pupils leave our academies mid-year. When they do, it is for unavoidable reasons, e.g. parental relocation | HT:  CEO:  Trust Board: | 1. 2. 3. 4. 5.   |
| Until PAN is reached in all academies, we will endeavour to accept children who move into catchment wherever possible | HT:  CEO:  Trust Board:    | 1. 2. 3. 4. 5.  |

**Section 4**

 **Growth Strategy**

 **Overarching aims:**

To develop into a small / medium sized MAT within the next 5 years with approximately 5-7 academies and 5,000 – 6,000 pupils.

**Objectives:**

- ensure that a detailed 3 year financial strategy is in place for each academy, linked to a fully costed Academy Development Plan

- ensure that full due diligence is completed on any school wishing to join the Trust

- ensure that a full condition survey is completed on any school wishing to join the Trust

- secure increased efficiencies by developing robust and efficient staffing structures

- ensure that a fully costed capital / premises development plan is drawn up so that all academy sites are improved

- complete a review of IT functions across the Trust and introduce central IT functions if and when appropriate

- promote and establish the Trust as a provider of services to external companies in order to generate additional income

- promote environmental awareness as part of the curriculum offer

- work towards developing a “carbon neutral” Trust

**Performance Indicators:**

- review of central services completed

- clear financial model for central services established

- review of back office functions completed

- affordable staffing structure developed and implemented over time

- all academies remain financially viable

- all academies become financially secure

**Outcomes:**

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| Ambition | Commentary | Evidence |
| Each academy will have a reasonable in-year financial surplus | HT:  CEO:  Trust Board: | 1. 2. 3. 4. 5.  |
| We will continue to review our staffing expenditure as a percentage of our total income | HT:  CEO:  Trust Board:    | 1. 2. 3. 4. 5.  |
| We aim to attract new academies to our Trust (1 in each of the next 3 years) | HT:  CEO:  Trust Board: | 1. 2. 3. 4. 5.  |
| As a consequence of the ambition above, we aim to progress towards the 7,500 pupil target suggested by the DfE | HT:  CEO:  Trust Board: | 1. 2. 3. 4. 5.       |
| Income generated from lettings etc increases in order to mitigate against external funding pressures | HT:  CEO:  Trust Board: | 1. 2. 3. 4. 5.  |
| Energy use becomes more efficient in order to mitigate against external funding pressures and in order to ensure a more sustainable academy estate | HT:  CEO:  Trust Board: | 1. 2. 3. 4. 5.  |

**Section 5**

**Governance and Compliance**

 **Overarching aims:**

To ensure that all Trust-wide decisions are taken in the best interests of our students, in line with statutory requirements.

**Objectives:**

- ensure that all Trustees and Governors clearly understand lines of accountability

- ensure that organisational design reinforces defined roles and responsibilities

- ensure full oversight of risk across the Trust and any internal control processes

- provide assurance vis-à-vis appropriate governance via rigorous self-assessment, peer review and internal and external audit

**Performance Indicators:**

- governance SEF established, leading to a highly effective Trust Board and Local Governing Bodies

- risks managed effectively so that all academies provide high quality education in a safe environment

- external review of governance completed

- governance professional(s) appointed

- regular training offered and accessed

- clear roles and responsibilities defined

**Outcomes:**

1. The Trust Board to have a full complement of Trustees

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|   | Starting point | 2023-24 | 2024-25 | 2025-26 |
| WMAT |   |   |   |   |

2. All academies to have a full complement of Governors on their LGB

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| Academy | Starting point | 2023-24 | 2024-25 | 2025-26 |
| KEVI |   |   |   |   |
| Walton |   |   |   |   |

3. Attendance at meetings is consistently high

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| Board | Starting point | 2023-24 | 2024-25 | 2025-256 |
| WMAT |   |   |   |   |
| KEVI |   |   |   |   |
| Walton |   |   |   |   |

4. Attendance at training events is consistently high

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| Board | Starting point | 2023-24 | 2024-25 | 2025-26 |
| WMAT |   |   |   |   |
| KEVI |   |   |   |   |
| Walton |   |   |   |   |

 5. Full completion of all statutory requirements (e.g. DBS check, declaration of interests, KCSIE, skills audit etc)

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| Board | Starting point | 2023-24 | 2024-25 | 2025-26 |
| WMAT |   |   |   |   |
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| KEVI |   |   |   |   |
| Walton |   |   |   |   |