



CHAT 3 year strategic plan

January 2020 – Jan 2023

Theme 1: Preparing students for the future

Initiative	Lead	Activities	Critical Success Factors (CSFs)	Year 1 KPIs	Year 3 outcomes	Progress details
Trust-wide curriculum development, including STEAM and full EBAC focus as appropriate	Nicky Ross (Primary School Improvement Lead) Colin Boxall (Secondary School Improvement Lead) Marino Charalambous (review)	<ul style="list-style-type: none"> Confirm initial subjects [e.g. E, M, S] Identify CHAT subject leaders Form cross school subject groups Create shared resources for [E., M, S] tbc by groups e.g. topics, SOW, lessons plans 	<ul style="list-style-type: none"> Expert subject knowledge Alignment with National Curriculum Effective use of teaching assistants Focus on student outcomes Use of formative assessment Research informed Practitioner led Collaboration with industry partners Collaboration between schools 	<ul style="list-style-type: none"> Groups formed by Apr 2020 Initial set of materials in use by S2020 Positive feedback from teachers, students and parents 	<ul style="list-style-type: none"> Further subjects included in the shared resources pool Trust-wide curriculum initiative shown to lead to improved pupil outcomes Cross-school curriculum working is mature and continuously improving Collaboration is the norm 	[To be noted and updated here by initiative lead]
Trust-wide tracking and assessment	Nicky Ross (primary) Colin Boxall (secondary) Sana Shafiq (data manager) Marino Charalambous (review)	<ul style="list-style-type: none"> Implementation of appropriate MIS and associated tracking and assessment technology Agree principles and practices of assessment Production of Trust-wide reports on student progress, priority groups, interventions 	<ul style="list-style-type: none"> Formative assessment supports teacher planning and teaching (no data for its own sake) Collect once use many times 	<ul style="list-style-type: none"> Assessment and tracking systems in place by May 2020 Positive feedback from teachers, students, parents, school leaders, Trust Board 	<ul style="list-style-type: none"> CHAT Assessment and tracking continues to be updated and to support improvements to pupil outcomes and prioritisation of SIP 	

Initiative	Lead	Activities	Critical Success Factors (CSFs)	Year 1 KPIs	Year 3 outcomes	Progress details
Developing and rolling out the CHAT Pledges	Nicky Ross	<p>Form a 'CHAT Pledges' working group to define what it should mean for CHAT Primary and secondary school pupils</p> <p>Define the key skills/ behaviours that the Pledges is intended to help develop</p> <p>Agree an initial set of CHAT Pledges – suggest 3-5 with remainder continuing at school level</p>	<p>Involvement of pupils, parents, teachers, assistants and leaders in development</p> <p>Activities are meaningful, deliverable and affordable</p> <p>Input of careers advice/ employer perspective, especially for 11-16</p> <p>Clear link from activities to a common set of CHAT student skills and behaviours</p>	<p>Working groups formed: May 2020</p> <p>Key skills and behaviours agreed May 2020</p> <p>Initial common core of 3-5 CHAT activities agreed end of summer term 2020</p> <p>Initial set of CHAT Pledges activities in place S2021</p> <p>Schools can demonstrate local ways to achieve the remaining CHAT Pledges</p>	<p>Full CHAT Pledges in place across all schools</p> <p>All pupils will gain at least ten CHAT Pledges experiences</p> <p>Pupil, parents and staff feedback on quality of experiences</p>	
Ensuring SEND can access pledges	Lois Burgess & Nicky Ross	Ensure all SEND children have the same opportunities to experience the CHAT Pledges	Involvement of pupils, parents, teachers, assistants and leaders to identify key accessible pledges	<p>Working groups formed: May 2020</p> <p>Key skills and behaviours agreed May 2020</p>	<p>SEND to be accessing CHAT Pledges in place across all schools</p> <p>All pupils will gain at focused CHAT Pledges experiences</p>	
Develop SEND pupils/students to access a rich curriculum and develop key skills and knowledge	<p>Lois Burgess (SEND lead)</p> <p>Rosanna Ojosipe (Primary)</p>	Identify key areas of improvement to ensure SEND children benefit from a rich and broad curriculum	Senior Leaders and SENCOs working group to focus on what is in place and what is possible	<p>Working groups formed: May 2020</p> <p>Key areas of curriculum improvement identified and agreed May 2020</p>	<p>SEND children developing and progressing well and accessing a broad and rich curriculum.</p> <p>Every teacher is a leader of SEND</p>	
Develop Safeguarding complexity levels system to further help support vulnerable children	Sarah Cook (Head of Safeguarding)	Develop our own system to capture complexity levels of cases	Identify trends and critical issues to enhance in house support that can be provided	To review current cases and from this academic year and test new methods of complexity ranking July 2020	Focused intervention for prevention to be established.	

Theme 2: Schools at the heart of their communities

Initiative	Lead	Activities	Critical Success Factors (CSFs)	Year 1 KPIs	Year 3 outcomes	Dependencies and risks
<p>Strategic plan for engaging with our communities including:</p> <ul style="list-style-type: none"> Further developing our Community Outreach Services Enhancing strategic partnerships at community and system level 	Wendy Bowstead (Head of Community Outreach)	<ul style="list-style-type: none"> Audit of current community activity across our schools Identify good practice that can be shared Identify gaps and opportunities Draw up full plan 	<ul style="list-style-type: none"> Impact focused, must not become red-tape Open and honest about what's working well and what to improve Research focused, open to learning from practice from outside CHAT 	<ul style="list-style-type: none"> Audit complete by Apr 2020 Plan developed and approved by May 2020 Updated activities in place in priority schools/ action areas by S2020 	<ul style="list-style-type: none"> CHAT wide strategic community engagement involving all schools Measurable impact on parent engagement and student learning 	
Build a formal bank of 'CHAT volunteers' who can bring a wide-range of skills, experience and passion to enrich the work of our schools	Wendy Bowstead	<ul style="list-style-type: none"> As part of audit, understand current approach to volunteering in schools Identify good practice and gaps Support schools to define, recruit, train and support CHAT volunteers 	<ul style="list-style-type: none"> Additionality – must not become an exercise in creating central register for what already happens Clear about roles and how they work to support the broad curriculum and enrichment goals for students Involvement of teachers, TAs and students in the initiative 	<ul style="list-style-type: none"> Audit completed by Apr 2020 (as part of above) Plan developed and approved May 2020 (part of above) Roles, training and support defined New volunteers in place by S2020 	<ul style="list-style-type: none"> Retention of volunteers Sustainable approach to recruiting, training and supporting volunteers Feedback from students, teachers/ TAs, parents and volunteers that it makes a positive difference 	

Theme 3: An employer of choice for our staff

Initiative	Lead	Activities	Critical Success Factors (CSFs)	Year 1 KPIs	Year 3 outcomes	Dependencies and risks
<p>Develop a people strategy including:</p> <ul style="list-style-type: none"> • CHAT competencies and behaviours for roles and levels • The CHAT deal: what are the 'gives' and 'gets' that go with working at CHAT • CHAT career development pathways for all staff • Succession planning • Promote a strong, clear brand for the Trust 	<p>Marino Charalambous (CEO) & Deanna Williams (HR lead)</p>	<ul style="list-style-type: none"> • Working groups to shape what the people strategy should contain, look outside for best practice, and engage school communities • Define CHAT competencies and behaviours for roles and levels • Identify current career pathway opportunities and how these can be enhanced, and how flexibility can be supported • Audit of formal and informal training and development and identify gaps • Role out training for line managers on the new People Strategy • Publish and explain the strategy to all staff 	<ul style="list-style-type: none"> • An inclusive exercise - a chance for broad engagement in defining CHAT cultures, values behaviours • Positive 'CHAT career deal' mindset: A balanced culture of support and accountability 	<ul style="list-style-type: none"> • Working groups in place by Apr 2020 • CHAT competencies defined by S2020 • Career and training gap analysis complete by Aut2020 • Succession planning complete by Nov 2020 • Full CHAT People Strategy launched by XMAS 2020 	<ul style="list-style-type: none"> • a workplace culture that attracts and retains great people • all staff have a personalised career development pathway, supported by their line manager • Regular formal 360 feedback and staff surveys in place, to continuously improve how we engage our people • Clear succession plan in place for all senior leadership roles 	

Theme 4: High quality leadership

Initiative	Lead	Activities	Critical Success Factors (CSFs)	Year 1 KPIs	Year 3 outcomes	Dependencies and risks
Developing future leadership capacity through school to school improvement and cross-Academy curriculum initiatives	Marino Charalambous with School Improvement Leaders	<ul style="list-style-type: none"> • Work with senior leaders with relevant track record to define CHAT school to school improvement principles and practices • Via line managers, identify a small bank of individuals who would like to be involved in school to school improvement (subject roles, whole school roles e.g. use of data, assessment, behaviour) • Identify opportunities to systematically build CHAT capacity for improvement support of different types 	<ul style="list-style-type: none"> • Clear career pathways for leading school improvement and standardised best practice. • Skills audit of leaders and potential leaders for focused CPD. • Standardised approach for critical success criteria 	<p>Develop systematic approach to school improvement by July 20</p> <p>Create a CHAT model for developing leaders to be in place by July 20</p> <p>CHAT Success criteria for school leaders to in place with developed metrics September 20</p>	<p>CHAT has leaders working across the Trust improving all aspects of education</p> <p>CHAT leadership success criteria is linked to outcomes and curriculum and measured over 3 year period.</p>	

Initiative	Lead	Activities	Critical Success Factors (CSFs)	Year 1 KPIs	Year 3 outcomes	Dependencies and risks
Develop leadership capacity through mentoring for middle/ senior	Nicky Ross and Colin Boxall	<ul style="list-style-type: none"> Develop objectives for mentoring Develop guidance on how to be an effective mentor Recruit first wave of mentors and mentees Matching Monitor initial activity 	<ul style="list-style-type: none"> Mentoring must be a two-way, voluntary process to be effective Mentors must be trained Objectives must be clear Must be seen as different from line management, appraisal, observation etc Gather feedback and address issues Find ways to stimulate take-up and support people to continue the relationship Be relaxed if a mentoring relationship ends, this is quite normal 	<ul style="list-style-type: none"> Objectives and guidance in place by April 2020 First wave recruited to start in S2020 20% take up by S2020 Feedback from middle and senior leaders (mentors and mentees) indicates a positive difference 	<ul style="list-style-type: none"> Use of mentors increases to 75% Continued positive feedback 	
Develop leadership through external coaching for senior leaders	Marino Charalambous	<ul style="list-style-type: none"> Identify budgets to support external coaching Define coaching requirements: how many, how often, what type Source appropriate people/ organisations that can meet your requirements Commence first wave of coaching 	<ul style="list-style-type: none"> Be clear about the type of coaching – is it domain specific (e.g. external school improvement experts), behavioural (e.g. GROW model), leadership competence focused? Commence with a small pilot so you can adapt and learn 	<p>Coaching requirements defined and resources secured by June 2020</p> <p>Pilot wave of coaching commences S2020</p> <p>Positive feedback from Coachees and line managers</p>	<ul style="list-style-type: none"> Use of coaches increases to 20% of senior leaders Continued positive feedback 	

Initiative	Lead	Activities	Critical Success Factors (CSFs)	Year 1 KPIs	Year 3 outcomes	Dependencies and risks
Developing leaders through formal CPD and training	Marino Charalambous and Headteachers	<ul style="list-style-type: none"> Baseline current position: do people know why and how they access formal development: what activity happens; how often is feedback and impact formally assessed; what does this tell us about quality? Review budgets and what support can be funded at school/ CHAT level Define criteria for CHAT support to access NPQML, NPQH and technical / professional qualifications as relevant Build into the regular appraisal cycle for all middle and senior leaders a discussion of pathways and development Ensure feedback on quality and impact is collected routinely 	<ul style="list-style-type: none"> Embedded within People Strategy (above) Focus on quality: regular feedback about quality of courses (participant perspective) and the impact they have made (line manager and participant perspective) 	<ul style="list-style-type: none"> Baseline conducted by May 2020 Budgets and criteria understood and planned for Academic Year 2020-2021 by May 2020 Participants commence programmes S.2020 Increase in feedback being gathered after attendance Increase in people saying they understand why and how they access programmes 	<ul style="list-style-type: none"> Increase in % of participants having positive view of programmes Increase in % of participants and line managers confirming positive impact on role. 	

Theme 5: A sustainable Trust

Initiative	Lead	Activities	Critical Success Factors (CSFs)	Year 1 KPIs	Year 3 outcomes	Dependencies and risks
External review of governance	Donald Graham (Chair)	<ul style="list-style-type: none"> Define scope of review Commission review Take account of feedback as part of Trust improvement model 	<ul style="list-style-type: none"> Commitment from Trust to engage with the review Non-defensive about results Include local as well as Trust level governance 	<ul style="list-style-type: none"> Review completed and an action plan in place 	<ul style="list-style-type: none"> Repeat review to ensure identified weaknesses were acted on, and identify further improvements 	
Induction for all new trustees, and ongoing CPD for serving trustees	Neil Murphy (Head of Governance)	<ul style="list-style-type: none"> Audit: what support is currently given on joining and thereafter? How does this compare to best practice? What gaps do trustees and those that work with them identify? Plan: put in place programmes and activities to meet improved practice Review: What impact did this have, can it be improved? 	<ul style="list-style-type: none"> Use external resources to understand what is needed, as well as listening carefully to internal views It would be efficient to combine this with the review above 	<ul style="list-style-type: none"> New induction programmes and ongoing training in place by May 2020 	<ul style="list-style-type: none"> Review again and improve further 	
Develop central services: Finance HR Community Outreach IT Marketing Education data Estates/FM Safeguarding/ H&S Business & Lettings	Marino Charalambous	<ul style="list-style-type: none"> Each division of our central services will produce a short document outlining the services they provide, and also set out a plan for how those services will be further developed in the coming eighteen months 	<ul style="list-style-type: none"> Partnership working between Central Services and schools Clear leadership about value of collaboration, and to make final decisions where needed Responsiveness and willingness to adapt and improve Subsidiarity – place resources and accountability where it has the most positive impact, be that local, central or in between 	<ul style="list-style-type: none"> Survey headteachers and staff each year on the quality and responsiveness of our central services 	<ul style="list-style-type: none"> Surveys show continuing improvement to quality Costs managed and quality maintained/ improved Central service teams feel engaged and are a core part of CHAT mission 	

Initiative	Lead	Activities	Critical Success Factors (CSFs)	Year 1 KPIs	Year 3 outcomes	Dependencies and risks
Continue to monitor financial audit, centralised accounting, and financial compliance to ensure financial controls are in place	Angela Cattermole (Finance Director)	<ul style="list-style-type: none"> Use national benchmarks to ensure best practice is followed. Keep up to date with AFH and other guidance RO and Auditors advice and management information acted upon 	<ul style="list-style-type: none"> Continued financial compliance and reporting. Planned and controlled budgeting regularly reviewed and develop senior leader's skills to deliver this. Work with all stakeholders to develop financial understanding 	<p>Alignment to national benchmarks and no deficit budgets.</p> <p>Reduction to 10% of unplanned activity</p> <p>Controls are working and minimal instances of any issues related to controls</p>	<ul style="list-style-type: none"> Curriculum led budgets are aligned to national benchmarks All activity is planned budgeted Controls are working well and staff are fully trained and aware of controls and processes. Continuous training provided for new staff and new leaders 	
Secure trust wide deals	Angela Cattermole	<ul style="list-style-type: none"> Research markets for best deals Review DfE procurement approved list of suppliers for best deals 	<ul style="list-style-type: none"> Savings in key areas identified and planned. Future opportunities built in to strategic financial planning Technological advancement to enhance savings. 	New deals identified, saving secured totalling 5% per annum	<ul style="list-style-type: none"> Further deals secured, savings totally 15% 	
Review local academy staff and non-staff budgets	Angela Cattermole	<ul style="list-style-type: none"> Align budgets with academy needs and 3 year plan 	<ul style="list-style-type: none"> Budgeting to take in to account PEST factors as well as market trends 	Academies are on budget and are able to deliver a high quality of education	<ul style="list-style-type: none"> Academies identify efficiencies to improve use of budget by working with finance team. 	