

Alexandra Academy Trust Strategic Plan 2023-2026



Working together to create better futures.

Our Mission, Vision and Values

Mission

Our mission *is to establish high aspirations, excellence, and enjoyment where everyone feels valued and is supported to achieve to the best of their abilities. We aim for children to leave our schools well equipped and ready for the next phase in their educational journey and ready to make a positive contribution to society.*

Motto

‘Working together to create better futures’

Vision

- ❖ Our vision is wide-ranging. It encompasses aspiration, educational excellence, strong leadership, social mobility and equipping children with the skills and knowledge to adapt to a changing world.
- ❖ Where everyone is treated fairly and given equal opportunities, where we use evidence-based research to drive change in schools and where we provide high quality continued professional development to improve outcomes for children and staff
- ❖ Where the wellbeing of children and staff is a high priority and where we create motivated, lifelong learners and safely use a range of technologies to enhance and support learning and create a diverse network of schools ensuring every child has access to a first-rate education that embodies opportunity for all.

The Trust’s three core values are Integrity, Excellence and Cooperation,

Integrity is at the heart of our The Alexandra Academy Trust, guiding our actions, decisions, and interactions to ensure that we uphold the highest ethical standards in everything that we do.

Excellence in every aspect of education. Guiding pupils to reach their highest potential and succeed in an ever-changing world.

Co-operation is a fundamental value within our school trust, fostering a culture of teamwork, inclusivity and shared success, where pupils, teachers, and the community collaborate to achieve collective goals.

All the schools within the Trust will follow the 7 Principles of Public life (Nolan Principles);

- **Selflessness** - Schools within the Trust will act solely in terms of public interest
- **Integrity** - Inappropriate influence will be avoided and conflicts of interest resolved to ensure work is conducted with integrity.
- **Objectivity** - Decisions will be made impartially, fairly and on merit using the best evidence and without discrimination or bias.
- **Accountability** - Schools within the Trust will be accountable to stakeholders for their decisions and will submit themselves to the scrutiny necessary to ensure this.
- **Openness** - Decisions will be taken in an open and transparent manner.
- **Honesty** - Schools within the Trust will be truthful.
- **Leadership** - Everyone will be treated with respect, principles will be promoted and robustly supported and poor behaviour will be challenged wherever it occurs.

How our mission, vision and motto and values will be implemented:

- ❖ Raising standards and Quality First Teaching
- ❖ Focusing on ensuring consistent and high-quality outcomes for children
- ❖ Leaders being proactive and outward facing
- ❖ Empowering people: make roles and responsibilities clear and encourage others to take personal accountability
- ❖ Creating a safe environment: provide resources and implement policies so that children, staff and other groups are safe and well-cared for at all times

- ❖ Broadening horizons: making connections beyond your role and context
- ❖ Creating partnerships across and outside of the Trust
- ❖ Bringing people together: building inclusive teams that embrace diversity and respect differences
- ❖ Building great relationships: fostering trust and collaboration at all levels
- ❖ Sharing practice and research whilst fostering an environment that encourages openness and learning from each other

- ❖ Creating opportunities to get to know individuals across the Trust and understanding what success looks like for them
- ❖ Creating opportunities for people to build skills and capability whilst encouraging measured risk-taking and active experimentation
- ❖ Being a great coach: helping people to be successful by being approachable, accessible and by flexing your style to meet their needs
- ❖ Taking responsibility for your own growth and development by pushing yourself to do your best; being knowledgeable in your field and embracing lifelong learning
- ❖ Creating opportunities to work with other schools in partnership to support and enhance outcomes for children.

The Alexandra Academy Trust Core Strategy

Strategic Objectives (SO)

SO1: Further improving outcomes for children and young people by:

- 1.1 Raising attainment for all children and improving progress through a standardised school improvement framework and subject pedagogy guidance.
- 1.2 Future proofing leadership succession planning through a continued professional development program.
- 1.3 Enabling pupils to take part in sport, music and cultural opportunities that enrich the curriculum and support children's wider personal development.
- 1.4 Ensuring its schools are places where all pupils attend regularly, are kept safe, feel calm and supported, and are able to actively participate and progress through demonstrating good behaviour for learning.

SO2 To create a culture where staff feel valued and supported by;

- 2.1 Ensuring a high-performing working culture for all staff that promotes collaboration, aspiration and support and manage workload to support staff retention.
- 2.2 Creating a safe environment in which to work where staff feel valued and empowered to deliver their best.
- 2.3 Creating opportunities for early career teachers, and apprentices in order to contribute to the wider system by delivering high-quality training and/or placements for trainee teachers.

SO3: Ensuring a financially viable and sustainable multi-academy trust (MAT) by;

- 3.1 Uses financial data and intelligence to set a stable, accurate and sustainable long-term financial strategy for the trust.
- 3.2 Look into using an Integrated Curriculum and Financial Planning tool and more cost-efficient procurement based on economies of scale.
- 3.3 Maintaining and investing sustainably in the trust's capital infrastructure, including buildings, digital infrastructure and technology whilst reducing the carbon footprint across the Trust.
- 3.4 Operating a well-planned reserves policy that provides sufficient contingency for cash flow and any unplanned, urgent expenditure and aligns resources to expenditure priorities across all its schools.

SO4: Creating a culture of continuous improvement by;

- 4.1 Taking on challenging schools when equipped to do so and transforming previously underperforming schools by delivering broad and sustainable improvement through an effective school improvement model.
- 4.2 Creating subject lead roles within the Trust to support school improvement and staff development. This will ensure career progression pathways are available for outstanding staff and aid retention.

SO5: Ensuring risks are managed effectively by;

5.1 Keeping abreast of legislation and education policy changes.

5.2 Listening to key stakeholders such as parents/carers, local community and regulators.

SO6: Ensuring strong leadership and governance by;

6.1 The Accounting Officer, board and leadership teams create a culture of ethical leadership which includes the Seven Principles of Public Life (Nolan Principles).

6.2 Accessing independent insight from internal and external audits, reviews of governance arrangements and other forms of expert advice.

KEY: Not Achieved Working towards Achieved

SO1: SO1: Further improving outcomes for children and young people by:			
Target	2023/2024	2024/2025	2025/2026
1.1 Raising attainment for all children and improving progress through a standardised school improvement framework and subject pedagogy guidance.	Working alongside Headteachers, devise a standards and pedagogy document ready for implementation in Summer Term 2024.	Create an electronic Standards document and Pedagogy document in agreement with HT's to ensure schools remain at least good schools as defined by Ofsted	All schools at least good/outstanding and in a strong position to support other schools. As defined by Ofsted.
Impact and Evaluation: Evidence - SOAP School on a Page for both schools - HT reports	Impact Haslington End of Key Stage 2 data results- vast improvement on previous year across all subject. Monks Coppenhall data just below national with a noted challenging year group. Phonics data at Monks well above National for both PP and non-PP children performed better than non-PP children. End of Key stage PP children performed slightly better than national averages. Started work on an electronic of standards document - most of the work will now be deferred until the federation have joined the Trust		
1.2 Future proofing leadership succession planning through a continued professional development program.	Create new roles within the Trust to support with school improvement e.g. Director of Education, Inclusion, Lead Maths and English Specialists and empower leaders though effective CPD.	Continue to evaluate roles and responsibilities within the Trust and make appropriate changes as and when required	Leadership capacity will grow to support growth plans.

Impact sand Evaluation: Evidence - Proposed central Team structure - CPD/training logs	Restructuring the Central Team with costs. First draft discussed at Trust Level (See central services proposed structure and costing spreadsheet. Savings made to each school with a reduction of top slice from 7% to 6.5% to take effect when the federation join the Trust.		
	Staff supported to complete NPQ qualifications at all levels across the Trust including one Principal completing the NPQEL for executive Leadership and one member at Monks Coppenhall completing a Postgraduate Masters of Arts in Mathematics Education resulting in a trial in a different approach in Year 5 at Monks Coppenhall – no measure of impact to date.		
1.3 Enabling pupils to take part in sport, music and cultural opportunities that enrich the curriculum and support children’s wider personal development.	The Trust will create opportunities for joint working across groups of pupils to broaden cultural experiences and personal development through;	Create further opportunities for pupils to work together for example and Trust celebration of the ARTS concert and children performing at Trust events	Continue to provide creative/challenging opportunities for children to work together across the partnership
Impact sand Evaluation: Evidence - Comments from staff - Comments from children - Success in Town sports	Year 1 Trust Games Event. Impact – Monks - second overall in Town Sports event by 1 point and Haslington won their group event overall. Able writers and Maths days have been very successful to build self confidence in children.		
	Several Trust PE events have taken place during the year with an inclusion approach for all Year 2 children. Supporting the inclusion agenda and building confidence and success for children with additional needs.		
	Children performed confidently and to a high standard in drumming at the start of the stakeholder event.		
1.4 Ensuring its schools are places where all pupils attend regularly, are kept safe, feel calm and supported, and are able to actively participate and progress through demonstrating good behaviour for learning.	Attendance in all schools will be in line with or above National Averages.	Attendance in all schools will be in line with or above National Averages.	Attendance in all schools will be in line with or above National Averages.
	Robust Safeguarding procedure will ensure children feel safe and listened to.	Robust Safeguarding procedure will ensure children feel safe and listened to.	Robust Safeguarding procedure will ensure children feel safe and listened to.
	Behaviour in school will be outstanding.	Behaviour in school will be outstanding.	Behaviour in school will be outstanding.
Impact sand Evaluation: Evidence - Attendance data in Principal reports - Ofsted Reports	National attendance rate to date is 93%		
	In both schools the attendance data is above national and below national for persistent absences.		
	Haslington rated good see Ofsted report for more detail		
	Monks Coppenhall rated good see Ofsted report for more detail		
	In both schools safeguarding is judged as effective and both schools have robust procedures.		
S02: To create a culture where staff feel valued and supported by;			

Target	2023/2024	2024/2025	2025/2026
2.1 Ensuring a high-performing working culture for all staff that promotes collaboration, aspiration and support and Manage workload to support staff retention.	All schools sign up to the DfE Wellbeing Charter and establish a wellbeing committee. To create a People Strategy based on; attract, perform, retain and thrive.	All schools implement a wellbeing program and complete wellbeing surveys to make informed comparisons. Implement QDP surveys for Staff/children and Parents.	All schools embed a wellbeing program and continue to listen and value the views of the wider team
Impact sand Evaluation: Evidence Minutes from Wellbeing committee	Both schools are adhering to the wellbeing charter and a wellbeing committee has been established who feedback to senior leaders. QDP suveys will be introduced for staff, children and parents after the federation has joined the Trust.		
2.2 Creating a safe environment in which to work where staff feel valued and empowered to deliver their best.	Create opportunities for staff to lead and attend training and CPD. Through NPQ qualifications and other qualifications relevant to the needs of the Trust.	Staff will have achieved relevant qualifications etc. Complete succession planning activity.	Succession planning across the Trust for roles and responsibilities.
Impact sand Evaluation: Evidence - Qualifications - Growth in staff - Retention of staff	An effective programme of CPD has been implemented in both schools. Haslington: 1x NPQH, NPQLT, NPQSL, NPQEYL Level 3 TA qualification Level 3 TA Apprenticeship Monks: 1x NPQEL, NPQH, NPQLTD 3x NPQSL 2x Level 3 TA apprenticeship 1x Level 3 Early Years Educator Apprenticeship 1x Master's degree in Art Therapy Supporting retention, impacting positively on learning and staff wellbeing and sense of feeling valued.		
2.3 Creating opportunities for early career teachers, and apprentices in order to contribute to the wider system by delivering high-quality training and/or placements for trainee teachers.	Schools within the Trust will take on student teachers with mentor support and employ ECT's where appropriate.	Schools within the Trust will take on student teachers with mentor support and employ ECT's where appropriate.	Schools within the Trust will take on student teachers with mentor support and employ ECT's where appropriate.

Impact sand Evaluation: Evidence ECT reports and growth	Haslington: 1x ECT. Monks: 2x ECT. Mentoring support has been in place for all staff and all are progressing really well with no issues noted. 2 staff left Monks Coppenhall early in their career previously ECT's – exit interview reveal no issues other than Monks Coppenhall children are very challenging and managing behaviours is a fundamental skill required.		
SO3: Ensuring a financially viable and sustainable multi-academy trust (MAT) by;			
Target	2023/2024	2024/2025	2025/2026
3.1 Uses financial data and intelligence to set a stable, accurate and sustainable long-term financial strategy for the trust.	All schools to carry out benchmarking for comparisons across the Trust. Internal and external audits completed and reported at Trust and LGB level.	Research alternative Auditors for the Trust comparison exercises. Benchmarking annually. Follow recommendations from the SMRA report and try and benchmarking	Employ new auditors if deemed an appropriate option.
Impact sand Evaluation: Evidence Benchmarking evidence uploaded to Governor Hub	Benchmarking discussed at Governor and Trustee meetings. Minutes note risk areas. The deficit recovery plan has put Monks Coppenhall in a positive position moving forward. Both schools are predicting a carry forward at the end of the year. (See Budget papers) See SMRA full report for actions:		
3.2 Look into using an Integrated Curriculum and Financial Planning tool and more cost-efficient procurement based on economies of scale.	Employ a COO/ procurement officer to attract grants and funding and gain best values through the economies of scale for all the schools.	Grants sourced for projects across the Trust. List below:	Outcomes of project funding monitored and reported.
Impact sand Evaluation: Evidence SMRA report uploaded to Governor Hub	SMRA report recommendations; Recommendation 1: encourage suitably qualified trustees to chair specialist committees. Action completed. Recommendation 2: commission an external review of governance review in the short medium-term future. Action scheduled 10/11 December 2014 Recommendation 3: update website with profiles and business interests of new trustees. Action completed. Recommendation 4: minimise overlaps between tiers of governance by ensuring no LGB member is also a trustee or member. Scheduled for September 2025 Recommendation 5: review and revise risk register to ensure meaningful content. Action completed Recommendation 6: consider rationalising the committee structure by merging the audit and finance and resources committee. Action completed		

	Recommendation 7: adopt an ICFP approach to support financial and curriculum planning going forward. Scheduled for September 2025 Recommendation 8: make regular use of Schools Resource Management Self-Assessment Dashboard data and other benchmarking tools to inform the budget setting. Ongoing Recommendation 9: Identify contracts and services secured centrally ensuring no duplication. Compare contracts and leases procured at school level to identify overlaps and facilitate consolidation and cost savings. Scheduled and part of new CFOO role. Recommendation 10: a costed, consolidated estates plan is prep Investigate once federation have joined Recommendation 11: maintenance contracts, cleaning, and caretaking arrangements are reviewed to establish cost efficiencies through the sharing of resources or to identify options for the negotiation of preferential arrangements with suppliers working with more or more schools within the trust. Scheduled as part of new CFOO role Recommendation 12: consider applying for charitable grants to support projects and initiatives in school. Investigations underway -ongoing		
3.3 Maintaining and investing sustainably in the trust's capital infrastructure, including buildings, digital infrastructure and technology whilst reducing the carbon footprint across the Trust.	Devise a program of sustainability across the Schools to be agreed at Trust Level. Plan for any works to be completed. Ensure digital infrastructure is maintained to a high standard across each school.		
Impact sand Evaluation: Evidence Health and Safety reports uploaded to Governor Hub	The Trust Health and Safety/Compliance officer has ensured buildings are maintained to a high standard. See Health and Safety reports for both schools.		
3.4 Operating a well-planned reserves policy that provides sufficient contingency for cash flow and any unplanned, urgent expenditure and aligns resources to expenditure priorities across all its schools.	Discuss at Trust level and seek options if appropriate.	Discuss at Trust level and seek options if appropriate.	Discuss at Trust level and seek options if appropriate.
Impact sand Evaluation: Evidence - Budget report - Monthly account	Cash flow is monitored closely each month is sustainable. Audit report reflects the Trust as a going concern. Building projects are manged by the Health and safety officer and placed in order of priority.		

SO4: Creating a culture of continuous improvement by;			
Target	2023/2024	2024/2025	2025/2026
4.1 Taking on challenging schools when equipped to do so and transforming previously underperforming schools by delivering broad and sustainable improvement through an effective school improvement model.	Apply for SEND Free School. Possible interviews for Free School. Possible pre-opening phase of Free School. The Sercombe Federation joins the Trust anticipated in April 2024. Deferred to September 2024 Continue working with Rode Heath School and look at options moving forward. Continue outreach work to attract other schools.	Embed Sercombe Federation into the Trust. Continue to work with local maintained schools with a view to growing the Trust. Continue outreach work to attract work with other schools.	Possible sponsorship of a school requiring School Improvement Model.
Impact sand Evaluation: Evidence <i>Presentation tool</i>	Free School application completed, submitted and met deadlines Attended Free school interview. Unsuccessful in Free school bid Sercombe Federation approved at advisory Board December 22023 Sercombe Federation joining date delayed to February 2025 Networking opportunities with Rodeheath, Edleston, Pebble Brook and Middlewich Primary are ongoing. Shortlisted to one of two for Vine Tree after 2 presentations – due diligence requested completed. School visit scheduled for January 2025		
4.2 Creating subject lead roles within the Trust to support school improvement and staff development. This will ensure career progression pathways are available for outstanding staff and aid retention.	Possible roles to include; - Director of Education - on a part time basis - COO and procurement officer - Estates Manager	Develop roles further if possible and dependent upon further growth; - Director of Inclusion and outreach - Director of English - Director of Maths	Explore other roles and responsibilities depending on the number of schools within the Trust.
Impact sand Evaluation: Evidence <i>Central Team structure and costings</i>	Created 3 additional roles within the Trust; Scheduled for after the federation join the Trust - one to further impact on standards - one to support with finances - one to support with website and promotion - See proposed central team plan		

SO5: Ensuring risks are managed effectively by;			
Target	2023/2024	2024/2025	2025/2026
5.1 Keeping abreast of legislation and education policy changes.	Executive Board to attend training/ conferences and CPD to keep abreast of Educational Policies and Legislation.	Executive Board to attend training/ conferences and CPD to keep abreast of Educational Policies and Legislation. Add to agendas School Bus	Executive Board to attend training/ conferences and CPD to keep abreast of Educational Policies and Legislation. Add to agendas
Impact sand Evaluation: Evidence	Regular executive Board meeting with agenda's and minutes. Updated Risk Register. Attended regular CST briefings supported presentation to other schools. CST conference keeping abreast of proposed changes to inform Governors, Trustees and Principals. HR webinars update legislation in staff handbooks. NGA webinars etc. Cheshire East Updates – update on local changes.		
SO6: Ensuring strong leadership and governance by;			
Target	2023/2024	2024/2025	2025/2026
6.1 The Accounting Officer, board and leadership teams create a culture of ethical leadership which includes the Seven Principles of Public Life (Nolan Principles).	All Board members, trustees and LGB will adhere to the 7 principles of public life as stated on all key documents. Complete regular skills audits to ensure the correct skill set matches roles and all bodies have an appropriate range of skills.	All Board members, trustees and LGB will adhere to the 7 principles of public life as stated on all key documents Ensure induction training supports effective succession planning by building a network of future trustees and committee members, with a focus on promoting diversity of thought and experience.	All Board members, trustees and LGB will adhere to the 7 principles of public life as stated on all key documents
Impact sand Evaluation: Evidence	All skills audit completed at Stakeholder event and areas of development identified. To schedule finance training for LGB, Trustees. All housekeeping up to date regarding statutory training.		
6.2 Accessing independent insight from internal and external audits, reviews of governance arrangements and other forms of expert advice.	Complete internal and external audits in a timely manner and address any actions raised. Seek out options for a Governance review.	Complete internal and external audits in a timely manner and address any actions raised. Commission a Governance Review when the Sercombe Federation has joined.	Take actions and recommendations from Governance Review.

Impact sand Evaluation: Evidence	SMRA external audit completed. External and internal audits completed in a timely manner and reported to Trustees and for submission. Land and building self-assessment return submitted o time. Scheduled Governance review December 2024

<https://www.gov.uk/guidance/education-staff-wellbeing-charter>

Updated September 2024

Update December 2024