



Part of **KINGS ACADEMY TRUST**



Kassia Academy
and Support Services (TKAS)

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Kings Academy Trust

5 Year Strategic Growth Plan
2022-2027



Kings
Academy
Trust

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History of the Trust

Oakwood High School, which was a special school for children aged 11-16 years of age, became an academy in May 2012. We set up as a Single Academy Trust (SAT) and then used our freedom as an academy to do a business case to the DfE for a 6th Form College. In September 2013 we opened our 6th Form provision. This has gone from strength to strength and now has its own premises at Media City in Salford. The following year we opened a Primary Department and lowered our age range by up to 2 years so children from the age of 9 can now start at Oakwood Academy. The Local Authority asked us to open an Enhanced Resource Provision (ERP). We opened a specialist provision in Irlam for children with complex ASD. This helps to keep children in borough, so they can be educated in the area they live.

We decided to set up our Trust as a MAT when we saw that single academy trusts were not going to be viable alternatives for the future. Since then, we have had Kassia Academy re-brokered into our Trust in November 2020. We have opened the Excel Hub which is a 19-25 provision for young adults with SEND. And we have been awarded the Salford Free School, called Acorn Academy, which will open in September 2024.

Every step of the way the DfE have supported us and worked with us. We are confident that our academies and our Trust has an exciting and prosperous future.



Kings Academy Trust prides itself on its professionalism and the ability to put the needs of learners and staff first. We ensure that pupils are challenged so that they reach the highest expectations, but they do so in a nurturing and caring environment. We understand our learners and their needs, and this is catered for in everything we do. We find the talents of our pupils and staff and ensure that they have every opportunity to develop that talent so that they can be the best and exceed all possible expectations.

We are committed to life-long learning and hope that as pupils and staff start their journey with us, we can develop a love of learning and desire to do the best that they can. We are passionate about giving people the skills they need so they can make a valuable contribution to society and fulfil their dreams.

Our Vision

Pupils and their educational and SEND needs are our priority.

We are fully inclusive and welcome children from vulnerable groups.

We continuously provide high quality professional development for all our staff.

We follow the School Teachers' Pay and Conditions of Service.

We work positively with Trade Unions and actively involve them in our decision making.

We work collaboratively with all stakeholders.

Our Aims

To work in areas of challenge.

To move all academies in the Trust to at least Good.

To concentrate our work within a 30-mile radius of the central hub to ensure work is manageable.

To have high quality academy and school governance at the heart of the process.

To establish a strong centralised team to support the academy group which is well resourced.

The growth of the Trust will be managed carefully and thoughtfully so no school is put at risk or left behind.

Strategic Objectives

To ensure that Kings Academy Trust is financially secure and for all the academies in the Trust to have the highest standards. We want all providers to ensure they are delivering exceptional education, care, and support to our vulnerable learners.

All growth will be done carefully, considerately, and intelligently. Rapid growth will not be an option. All partnerships are formed on the basis of good strong relationships and mutual respect and understanding. Our plan is to grow the Trust to 12-15 schools by 2030. This will include a mix of special schools and mainstream primary schools with a high percentage of SEN.

Financial Stability

The Trust has healthy reserves that can be used to invest in provision. All of our academies are in balanced budget positions. Our Finance Director is a qualified Accountant and works with Auditors, the Accounting Officer and the Responsible Officer to ensure the correct processes, checks and balances are adhered to. We have financial expertise on our Trust Board who can support and challenge the CEO and FD.



Internal and External Evaluation

The quality of our teaching and learning is exceptional. We work hard with teachers and subject leads to ensure that the quality education is at the highest level for our learners. Our NLE and SLE's will work in a coaching way to support and challenge staff in the Trust as our provisions are all so unique and specialist. Appropriate curriculums are in place for young people who have a diversity of need. Robust and rigorous assessment procedures capture small steps and celebrate major milestones.



Staffing

We undertake staffing reviews on a regular basis to ensure that the staffing structure is fit for purpose in each academy. Provision mapping and strategy intervention helps us determine the correct staffing levels needed. We employ highly skilled professionals who access high quality CPD. Our staff are caring, compassionate and dedicated to supporting vulnerable young people. We prefer a distributed leadership model so that leaders have the support they need to be able to deliver outstanding outcomes.



Leadership

We have a distributed leadership model through the Trust. We want strong middle leaders as well as a range of senior leaders with the right skill set to drive up standards. We advocate the coaching model and all senior staff have been coached by the NLE. To have an outstanding provision you must first have outstanding leaders. We are there to support staff on this journey.

Governance

We have five professional Members who are ultimately responsible for the Trust. We then have a Trust Board which always has a minimum of seven Trustees. They have a range of skill sets including safeguarding, finance, HR, education, law, and politics. They look at finance and audit, HR, pupil outcomes including exam results, and ensure the LGB's are overseeing operational running of the academies.

The LGB HUB is the governing body for Oakwood Academy and any other school that is vulnerable. Once an academy has its own strong governance that will take over. Until then, the LGB HUB will look at Pupil and Staff Welfare including safeguarding, Standards and Effectiveness including pupil progress and a termly learning walk to check on SDP priorities for each academy.

Skills and Specialisms

Our expertise is SEND. We have a wide range of skills in a wide range of disabilities. SEMH, ASD, Global Developmental Delay, Mental Health, Downs Syndrome, Physical Disability, Dyslexia, Dyscalculia, Dyspraxia, FASD and SALT. Supporting children in specialist provisions, PRU's or mainstream in Enhanced Resource Provisions are all areas that we are experts in.

We have a wide range of outstanding leaders and leadership is something we are exceptionally strong with. We understand education, how children in mainstream learn and develop and so what children with SEND need to succeed.

Capacity

As part of our growth plan, we have taken time to carefully consider capacity. We cannot grow if we have not planned who will do this work. We have a designated CEO, COO, CFO, Finance Assistant, Trust SBM and T&L and Safeguarding Directors. Head teachers and SLT teams are in place in all the academies and are working with their middle leaders. We also have and NLE and SLE's that can be deployed into schools. The Trust is also closely aligned with WPAT in Warrington, which has a cluster of 8 primary mainstreams schools within its Trust. Both CEO's are Trustees on each other's board which enables both Trusts to share ideas and expertise.

Accountability

There is clear accountability at every level. LGB's are responsible for operational running/safeguarding and the Trust Board is responsible for strategy and finance. Every school has its own SLT and Headteacher. The CEO/Executive Principal works across settings and carries out the Head Teachers Performance Management, ensures standards are maintained and carries out coaching when required. The DfE and ESFA ensure the highest standards are maintained.

School to School Support

We fully understood the importance of school-to-school support. Teachers and colleagues always learn better from their peers rather than someone telling them what to do. Our NLE and SLE's can be deployed in to work with academies as and when required. We can show them best practice and support them as they move their schools forward. Our CEO can undertake Coaching with school leaders to improve capacity for improvement and we can utilise our Primary Strategic Alliance Partners to support mainstream schools.

School Improvement Experience

School improvement will be focussed on Ofsted reports, external audits, and evaluations. We will carry out careful reviews of SDP's SEF's and SED's. From that, we can identify what the school improvement experience should look like. Academies will be at different stages in their development so bespoke packages will be put in place.

Central Services

Every academy pays a top slice to the central fund to pay for services. This includes:

HR, Payroll, Responsible Officer, Auditors, CEO, CFO, Finance Assistant, COO, SBM time. Insurance, SPIE to oversee all premises and health and safety, EDAC technical services, IT Technician, Data Manager. Also, the Trust employs its own Employment Lawyer to help with all matter's employment related. We are transparent about the top slice and what the academy gets for that money. We encourage regular feedback from academies to ensure that we are satisfied they are getting the best support possible.

Asset Management

We take a holistic view of property related requirements and opportunities. We ensure our schools have the best support and help available. We act as the principal point of contact for property related issues, providing forward planning and strategic direction. We will develop and implement policies and strategies in relation to the management and development of properties and help co-ordinate planned capital investment and maintenance including monitoring new build, refurbishment, and maintenance projects with the support of a Facilities Management company.



Internal and External Evaluation

Haines Watts undertake the Trust's external financial audit every year. Every school undertakes a safeguarding review annually. Our Responsible Officer visits termly to make sure the Trust's processes and procedures are robust. We work with Ofsted when our academies are inspected and we bring in external Educational Consultants to do further reviews and work with leaders.

Educational and Political Context

We know that the Government plan is for all schools to become academies and be part of larger multi-academy Trusts. Small Trusts will be merged with larger Trusts and there will be no single academy Trusts. We also know that Local Authorities have reduced functions and capacity, so our Trust is one of a growing number of Trusts around the country looking to secure the futures of our schools and ensure that the highest standards are maintained.

Links to other agencies, schools and Trusts

We have links to other Multi-Academy Trusts and work with them to look at best practice. We offer mutual support. We are partners with a large number of organisations including schools, Universities and Local Authorities. We are in constant communication with the Department for Education who have supported us every step of the way with our work. We have been a National Teaching School and have numerous links to mainstream schools through our Primary Strategic Alliance.

Stakeholder Engagements

We canvass the views of all stakeholders on a regular basis. It is very important to us that all stakeholder views are taken into account when planning for the schools. Parents, staff and pupil voice is constantly looked at to ensure that they are happy with each provision. We are happy to hold meetings with key stakeholders when needed.



KPI's

On a termly basis the SLT teams of the schools in our Trust produce a KPI document. This looks at some of the key measurable that demonstrate how effective each provision has been. The SLT's talk to middle leaders to look at why KPI is presenting in a certain way and how standards can be driven up. That information goes to the LGB's and is scrutinized by Governors. Questions are asked to ensure support and challenge is given. The Trust Board also looks at pupil outcomes.

Sponsoring

Kassia Academy had a rescue package put in place when it came into our Trust as standards were not what we would have expected. This package of support rapidly and dramatically drove up standards. Kings Academy Trust could sponsor a school that was inadequate or required improvement. We would like to bring other outstanding schools into our Trust to give us increased capacity to do this.



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