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VISION



4

ACADEMIES

Welcome from the Chair of the Board of Directors

I am very pleased you are taking the time to read this document. It lays out the strategic vision for the Hatton Academies Trust over the next four years, and it is important that as many people as possible who are associated with the Trust – students, parents and carers, staff and Directors – know what it says.

I know I speak for the whole Board when I say how proud we are to serve as Directors. The Trust comprises a variety of educational settings, but we are bound together by an unshakeable belief in the talent and potential of our pupils and students, and an unswerving commitment to provide them with the very best education possible.

The aims outlined in this document are highly ambitious, but they are also sincere. We do not set limits for the achievement of our pupils. We believe that every child, regardless of their background, is capable of reaching the highest standards. To help them get there, only the very best, in terms of teaching and pastoral care, is good enough.

While this plan outlines the high academic standards we expect, these on their own are not enough. We also aim for our students to become outstanding citizens, with a wide range of interests beyond the classroom, and possessing unimpeachable morality and unerring kindness and consideration towards others. Neither aim takes priority over the other: it is essential they walk hand in hand.

William Thallon
Chair of the Board of Directors

OUR SCHOOLS



Sir Christopher Hatton
AN ACADEMY WITH SPECIALIST MATHEMATICS & COMPUTING STATUS



310
STAFF



2381
STUDENTS

Welcome from the CEO

It is with real pleasure that I am able to provide you with Hatton Academies Trust's strategic plan for 2020-2024. This plan commits our Trust to undertake a journey of development as we strive to reach an ambitious destination over the next four years. It provides a clarity for all who work and study with us, setting out what needs to be achieved to be successful.

Our strategic plan is designed to be accessible and useful for all stakeholders in the Trust. We wish for students and parents or carers to have a clear understanding of what success looks like for their child when they join and journey through our academies. It provides a clear set of desirable outcomes for all colleagues who work with us and a pinpoint focus of why we are completing our role to the highest professional standard. It is the driving force for accountability for all who play a role in governance in our Trust.

Our strategic plan will be used by anyone who plays a part in securing the objectives we have set ourselves; becoming the key indicator of our ongoing success. Achieving the objectives set out in this plan signifies our commitment to provide every student, regardless of their background, with the very best education possible.

An important and unifying theme in this plan is providing an education without limits for every student. This means attaching no labels to students or ceilings to what they can achieve and truly understanding that everyone is born with the possibility of excelling in their life. In this way, we will be preparing a new generation of citizens who are ambitious and aspirational for themselves and for others.

Our other unifying theme is equally important; that of displaying integrity and kindness towards others. Being able to understand how others are feeling, to act in an emotionally intelligent way and ultimately show kindness whatever the situation, will always be the most important factor in achieving a good quality of life and happiness.

No plan can succeed without securing the commitment and understanding of those who work within the organisation. It is the quality of the professional relationships our staff build with others that is the most important factor in securing the necessary commitment and understanding to lead to success. That we have such outstanding staff within our Trust, ensures that we can serve our students to the level we do. It is of the utmost importance that we continue to recruit, retain and develop people of this calibre. This plan commits our organisation to become an employer of choice in our locality; one which provides clear career long pathways that fulfil the professional aspirations of staff who work with us.

As we use this plan and journey towards our destination, I hope you will consider playing or continue to play your part in achieving its success. Our success will be the direct result of our collective efforts so let's come together and do this!

R Hardcastle

Rob Hardcastle
Chief Executive Officer

Vision & Values

OUR MISSION

Education without limits;
integrity at all times.

OUR VISION

A shared belief in enabling young people to fulfil their potential by providing an outstanding education.

Our Aims

- To raise aspirations and educational outcomes for all young people
- To develop a thirst for learning in all who work and study with us
- To produce confident, caring individuals and responsible citizens
- To celebrate the richness that diversity brings to all our academies
- To provide equality of opportunity in every aspect of our work
- To secure continual improvement in the quality of education
- To be an outstanding employer, an organisation for whom people are proud and happy to work.

Our Journey



Hatton Academies Trust was established in 2013 by the very successful secondary academy, Sir Christopher Hatton Academy.



The Trust has since grown to four academies and now educates nearly 2500 young people from across Wellingborough and the wider area.



Although much has changed over the last five years of our journey, we still hold true to our values of aspiration, determination and responsibility.



All of our academies have improved since joining our Trust but there is still much to do. The next four years are about renewing our mission and vision, with clear strategic objectives against which we can all be held accountable.



Our students come first: all our decisions are determined by what is best for them. They are what drives us forward. Trust success is reflected through the outcomes our students achieve academically, socially and personally.



We have an unwavering belief in the potential of each and every one of our students to succeed, both at school and in later life. We are committed to providing education of the highest quality to enable this potential to be realised.



We are determined to be an open, honest and transparent organisation that is driven by its mission. We acknowledge this can only be achieved by the commitment and dedication of the staff who work in our Trust.

Education - Academic Outcomes

2019-2020 Baseline Position

Currently an average of 85% of the Key Stage 4 cohort secure a positive Progress 8 score.

Currently, 77% of students achieve a Grade 4 or above in English and Mathematics.

Currently 59% of students achieve a Grade 5 or above in English Language, 70% for English Literature and 60% for Mathematics.

Progress made by students between Key Stage 4 and Key Stage 5 has been above average for three of the last four years.

Currently 42% of Year 10 students in our Trust are studying the full EBacc curriculum at Key Stage 4. This has increased from 28% in 2019.

Currently our non-pupil premium students leave our secondary academies with an attainment that is on average half of one grade above that of pupil premium children. Rates of progress across Key Stage 3 and Key Stage 4 are on average higher for non-pupil premium students.

Current rates of progress across Key Stage 3 and Key Stage 4 for all students are well above those achieved nationally and in the top 5% achieved by all secondary academies.

In our Trust at Post 16, a number of subjects have consistently had progress scores that are below those achieved nationally.

Across our Trust 75% in 7 of the 8 Gatsby benchmarks are achieved, which means it is compliant in 7 out of the 8 measures.

100% of Year 13 students have a positive destination which includes University, Apprenticeship, Work and Gap years. Post 16 we have a small number of students who are classed as NEET and who are without a positive destination.

Currently none of our Trust primary academies reach national attainment for all three subjects but two have achieved this in Writing in 2019.

Currently six out of nine progress measures for our primary academies have a progress score at 0 or above. One has one progress measure that is in the top 25% nationally. The overall Trust progress measures are average for Reading and Mathematics and above average for Writing.

Trust Objectives 2020-2024

All students in our secondary academies will achieve a positive Progress 8 score at the end of Key Stage 4.

The ambition is for all students to achieve a Grade 4 or above in English and Mathematics.

Each secondary academy will achieve well above national average attainment for Grade 5 or above in English and Mathematics.

Progress made by students between Key Stage 4 and Key Stage 5 will be at least above average for all of our secondary academies and often will be well above average.

90% of students at each secondary academy will be studying the full EBacc at Key Stage 4 by 2024. This is in line with the Government ambition.

There will be no gap between the progress made or attainment achieved by our pupil premium students and non-pupil premium students across Key Stage 3 and Key Stage 4.

All Trust secondary academies will achieve a progress score that is in the top 2% of all academies nationally.

All subjects studied at Post 16 will have a progress score that is significantly above the national average.

All secondary academies achieve 90% on each of the 8 Gatsby benchmarks.

All secondary academies will ensure that student destinations are well supported Post 16 and Post 18, resulting in 0% NEET.

Attainment in all Trust primary academies is regularly above the national average at the end of Key Stage 2 for Reading, Writing and Mathematics.

Rates of progress across Key Stage 1 and Key Stage 2 in all primary academies will be positive and regularly be above or well above that achieved nationally for Reading, Writing and Mathematics. All academies will achieve a rate of progress that is in the top 25% in at least one subject.

Education - Academic Outcomes

2019-2020 Baseline Position

Current attainment of pupil premium students achieving the expected in Reading, Writing and Mathematics is 41% compared to 51% for pupil premium students nationally and 65% for all students. 2% of pupil premium students currently achieve a combined greater depth compared to 5% for pupil premium students nationally and 11% for all students. Current rates of progress made by pupil premium students are lower than those achieved nationally and by non-pupil premium.

Currently phonics outcomes for the Trust have improved each year but are still below those achieved nationally in Year 1. In two of the last four years, outcomes have been in line with that achieved nationally in Year 2.

Currently there is no national baseline for the Year 4 multiplication check.

Trust Objectives 2020-2024

Attainment and progress outcomes at the end of Key Stage 2 for all pupil premium students in our primary academies will be above that achieved by pupil premium students nationally and at least in line with the level achieved by all students nationally. There will be no gap between the progress made by our pupil premium students and non-pupil premium students across Foundation Stage, Key Stage 1 and Key Stage 2.

Phonics outcomes at the end of Year 1 will be at least in line with that achieved nationally and will be above national levels by the end of Year 2.

90% of the students in our primary academies will score 17 or more in the Year 4 multiplication check.

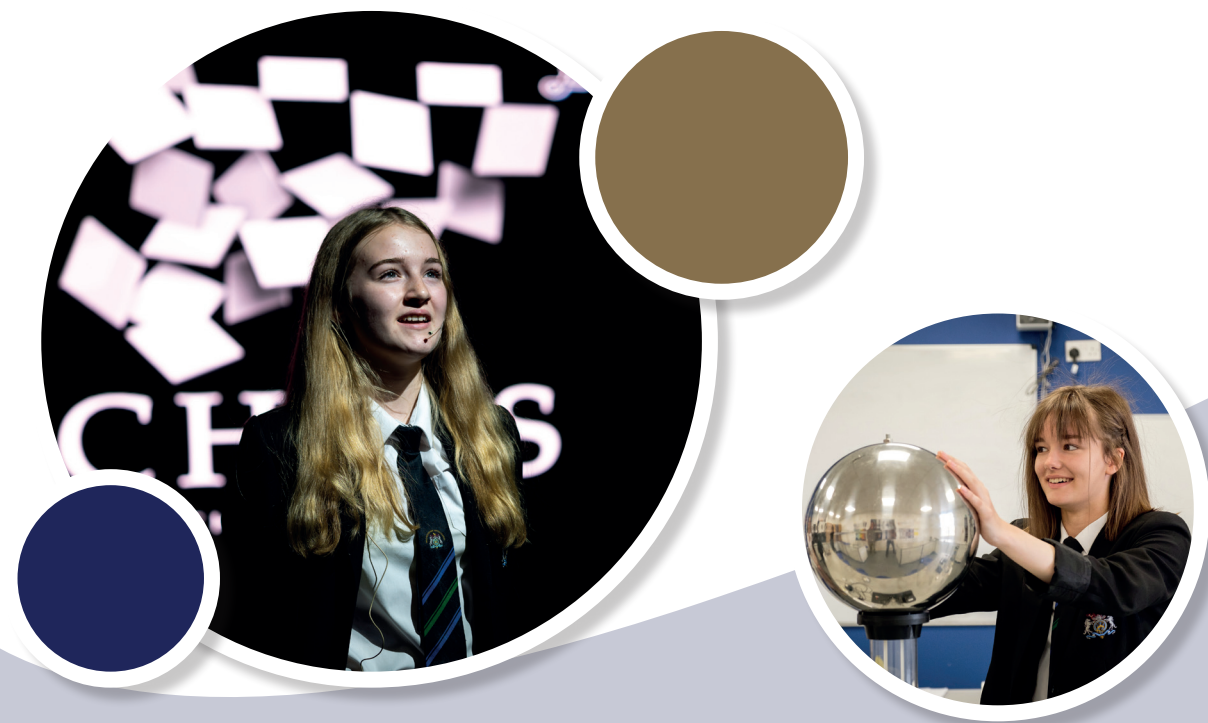
Education - Inspection & Quality Assurance

2019-2020 Baseline Position

Currently only 25% of Trust academies are classed as good or better. Of those that aren't, all have a least two elements judged as good or better in their last inspection. Sir Christopher Hatton Academy continues to be judged by Ofsted as providing an Outstanding education.

Trust Objectives 2020-2024

All academies will judged as Good or better by Ofsted. Sir Christopher Hatton Academy will continue to be recognised as a provider of Outstanding education.



Curriculum

2019-2020 Baseline Position

Each academy has a clear overall curriculum intent and defined principles. In some academies, curriculum intent is implemented with fidelity and is ambitious for most or all students.

All secondary academies are currently delivering effective pastoral curriculums that meet statutory requirements.

All academies are developing its Senior and Middle Leaders so that curriculum intent is understood and its rationale can be confidently articulated. Most subject or department leaders are securing key curriculum content and ensuring learning builds on what has gone before.

The Trust has secured subject leader training for those new to the role in each primary academy. It does not yet track the skills level of different coordinators or ensure a consistency in subject coordinator approach.

Currently our academies offer a well-established programme to develop pupils' cultural capital and school experience. This is being developed to build character.

Each primary academy has a planned programme of developing character attributes such as resilience and independence. They have a planned programme of building cultural capital but it is not well established.

Currently one of our academies has overall absence and persistent absence rates that are in the highest 20% nationally. Historically the rate of fixed term exclusion in three of our four academies has been higher than the national rate but this is now reducing.

There is planned work to develop soft skills for our secondary students. This is not always planned carefully in our primary academies. Embedding an explicit planned programme to develop oracy in all of our academies is in its early stages.

Currently we have a Debating Society in Key Stage 3 in one of our academies.

Trust Objectives 2020-2024

Each academy will have a curriculum with a clearly defined curriculum rationale and intent. The planned curriculum will be ambitious and meet the needs of all students.

Each secondary academy will have a clear and effective pastoral curriculum that goes beyond statutory requirements.

Highly skilled Senior and Middle Leaders in all of our academies will ensure there is no difference between curriculum intent and the evidence of students' work through securing effective implementation.

All Senior and Middle Leaders in each of our academies will undergo a quality assured programme of training to secure a consistent and high quality approach to leadership throughout the curriculum.

In each secondary academy, a bespoke programme will be part of our offer to develop cultural capital and character for all students.

In each primary academy a planned programme such as the DfE 'My Activity' Passport or an equivalent will be an established part of our cultural and character building offer for all students.

All academies will develop and establish a culture and climate of high student expectations which will be measured through high attendance, low persistent absence and low exclusion rates.

All academies will develop the necessary soft skills for participation in society, work and wider life. Students will be able to demonstrate highly developed interpersonal skills including skills of oracy.

All Trust academies will have a thriving Debating Society or Oracy Club open to students across all Key Stages.

TESTIMONIAL

“There is an effective partnership between the CEO, the Principal and other Leaders. There is clear trust and openness that is unwavering in focusing on continuing to improve teaching and outcomes for pupils.”

OFSTED 2019 VICTORIA PRIMARY ACADEMY, WELLINGBOROUGH

Developing & Retaining Our Staff

2019-2020 Baseline Position

All of our staff members have an appraisal. These appraisals do not yet present a clear single record of the strands of improvement they are working towards or the professional development taking place. These records do not have quality assurance strands for staff built into them.

Career progression is seen as ad hoc by staff.

Career pathways are not always explicitly set out for staff.

Some of our academies face challenges at times to recruit, particularly in-year. There have been historical problems with retention of staff at some of our Trust academies.

Currently we have a small number of Trust employees undertaking a Teacher Training Apprenticeship and none of our academies are accredited as an apprenticeship provider.

Each individual Trust academy has its own well-being measures being undertaken. There are some Trust wide schemes to support well-being such as Care First.

The Trust currently has a minimal risk assessment in place to measure work-related stress in the workplace, with limited action planning to mitigate and control known risks.

No Trust academies have the Investor in People Award.

Trust Objectives 2020-2024

Every staff member will have an online linked record of appraisal, professional development and quality assurance activities.

The online linked record will include details of a bespoke development programme for each staff member that supports them to meet their needs and drives continual improvement in the quality of education they provide. Quality assuring the work of each staff member will be woven into the record and provide clear evidence of this continual improvement.

Career pathways will have been established and formalised which offer potential progression across our Trust to all employees who have a desire to do so.

The Trust will excel in our recruitment and retention of staff. It will offer high-quality teaching programmes, clear career pathways and professional development strands. Reasons for departure will be explored on exit and shared with Directors and Leaders.

ITT routes into teaching will include the Teacher Training Apprenticeship with at least one of our academies being an accredited apprenticeship provider.

There will be a clear Trust wide approach to securing the well-being of staff.

The Trust will follow the HSE Management Standards and guidelines on work related stress and an annual risk assessment for work-related stress (using the HSE six risk factors model) will be carried out.

The Trust will have gained accreditation as an Investor in People.

OUR VISION

A shared belief in enabling young people to fulfil their potential by providing an outstanding education.

Finance & Infrastructure

2019-2020 Baseline Position

All Trust academies are forecasting a balanced budget in 2020-2021 but with little opportunity for a Trust surplus in 2020-2021, 2021-2022 or 2022-2023.

The Trust are forecasting to have collective reserves of approximately 7.4% as we move into 2020-2021.

There is no Trust wide asset management plan of strategic improvements to the overall estate and is currently completed ad hoc by each academy.

There are a limited number of Trust wide planned economy of scale measures currently utilised.

In 2018-2019, self-generating income represented 1.2% of total Trust income.

Across our Trust, we emit 576 tonnes per year of CO₂.

Three out of four of our academies are currently above 90% occupancy. In 2018-2019, this was two out of four of all Trust academies.

Currently the Trust does not have Cyber Essentials accreditation.

Trust Objectives 2020-2024

An in year annual surplus to Trust budget of 2% of General Annual Grant funding by 2022-2023 will be achieved.

Collective Trust reserves will be at least 8% of General Annual Grant income by 2024. A Trust Reserves Policy will act as a guide for future expenditure.

A Trust wide asset management plan will be established, which drives planned strategic improvements to the overall estate.

The Trust will secure 5% cost reduction annually through utilising planned economies of scale measures, particularly on large cost centre budgets.

Self-generating income will equate to 2.5% of total Trust income.

The Trust will have improved the carbon efficiency ratings in all of its academies.

Across the Trust, 95% of academy places will be occupied, with no academy being at less than 90% capacity.

Our Trust will be a Cyber Essential Plus accredited organisation.



Reaching Beyond The Trust & Partnership

2019-2020 Baseline Position

Our Trust website does not provide clear and easily accessible information of the different ways in which other settings can work with us or how they might go about joining us. There are no testimonials of our positive working partnerships available on the website.

Directors and central team staff have some direct contact with parents on a regular basis. Views of parents are currently sought indirectly through academy communications.

The Trust does not seek formal views on its standing within the Wellingborough community. It has one deep community involvement but not multiple.

There is an alumni programme in our secondary academy.

From the end of Key Stage 2 to Key Stage 3 there is limited data and transition information shared between Senior Leaders in both Key Stages. This information is not always effectively understood and used by them.

The Trust has links with local employers through its careers programme in its secondary academy.

School to school support is limited to projects undertaken by Hatton Teaching School SLEs and the Challenge Partners Hub throughout the year.

There are nine partners in our Northamptonshire Challenge Partners Hub for 2019-2020.

Trust Objectives 2020-2024

Clear information on the Trust website in regard to working with or being part of our organisation is available. Testimonials of positive working partnership are available for interested settings.

The Trust will have a fully functioning Parental Forum that is drawn from all its academies and acts as a key stakeholder sounding board and regular conduit of views and information.

To develop a positive image of the Trust throughout the Wellingborough community and be deeply involved in multiple community projects.

An alumni programme for all ex-students will be fully functioning and will have a growing membership. Regular alumni activities will be organised.

There will be an effective programme of transition and data sharing that is understood and well used between our Primary and Secondary academies.

Stronger bonds will be built between the Trust and local and national employers. These bonds will be used to offer professional advice, support alternative routes into the workplace and provide a source of additional grant income where possible.

There will be a wide reaching programme of school to school support in place locally and nationally that utilises the expertise of Senior and Middle Leaders at all of our academies.

At least twenty academies will be part of the Northamptonshire Challenge Partners Hub led by our Trust by 2024.



Governance & Growth

2019-2020 Baseline Position

Currently Trust growth has not occurred since July 2016.

The Link Director programme is established but does not regularly provide an independent view of academy successes and challenge to all Directors.

The Trust has a strategy document from 2016 that is now out of date.

There is an agreed induction programme for new Directors which is partially used.

There is no regular review by Directors of its own overall performance. Training is not always strategically planned, concentrating mainly on statutory elements such as safeguarding and safer recruiting.

Trust Objectives 2020-2024

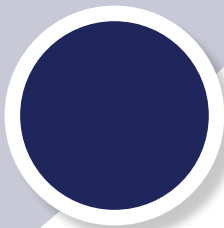
The Trust will have grown to incorporate an additional secondary academy and at least one additional primary academy by September 2024.

There will be a strong functioning Link Director programme for each academy which provides a regular independent view of academy successes and challenge to all Directors.

A renewed strategy document will be the driving force of action for Trust Executives and Directors and will include annual targets which are drawn from it. It will be reviewed in at least two of the four full board meetings each year.

All new Directors will have a full induction programme led by the Chair or Vice-Chair (who will act as mentors), Chief Executive Officer and Director of Finance and Operations.

Directors will review their own overall performance annually to assess the impact of the actions undertaken. A full training schedule will be established to improve the performance of Directors as required.





EDUCATION WITHOUT LIMITS; INTEGRITY AT ALL TIMES

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