



THAMES LEARNING TRUST

Strategic Plan
2024 - 2027

‘Growing Stronger Together’



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Introduction from our Chair and Chief Executive Officer



The Strategic Plan is a document that records how the agreed vision of the Thames Learning Trust is to be implemented and evaluated. It is designed so that everyone involved with the Trust can understand the reasons why the Trust exists, and it creates a culture of unity, consistency, and support. It sits alongside the structure of the Trust and applies to Members, Trustees, Local Governors, and all staff employed by the Trust. It acknowledges that we have a strong foundation built upon sound educational principles supported by a healthy financial background which stands us in good stead as we look to the future. The Trust is led by a supportive and experienced Trust Board, a Chief Executive Officer, a Finance Director, and a strong central team.

We look to the future growth of the Trust with confidence.

Bob Kenwick, Chair of the Board of Trustees

Every great journey is accomplished a step at a time. Our Strategic goals cannot be accomplished by one person in a few weeks but rather they are something that everyone in the Trust needs to learn to do on a day-to-day basis.






Through trust, encouragement, and collaborative relationships, I believe that we will achieve our goals and ensure that all our pupils receive the outstanding education that they deserve. Contributing to the development and growth of our staff is at the centre of our aspirations and how we will strive for success.


We are committed to achieving our business goals while seeking to always act with openness, integrity, and the highest standards of corporate responsibility.

Richard Kearsy, Chief Executive Officer

About us

Thames Learning Trust is a Multi Academy Trust consisting of Academies in the Thames Region

Academy	Location	Type	Date of joining	Pupil numbers	Website
 <p>Ashford Hill Primary School</p>	Thatcham	Primary	01/11/2022	129	www.ashfordhillprimary.co.uk/
 <p>Battle Primary Academy</p>	Reading	Primary	01/07/2019	440	www.battleprimary.co.uk/
 <p>Baylis Court School</p>	Slough	Secondary	01/08/2011	940	www.bayliscourt.slough.sch.uk/
 <p>Highwood Copse Primary School</p>	Newbury	Primary	01/07/2023	151	www.highwoodcopse.co.uk
 <p>Phoenix Infant Academy</p>	Slough	Infant	01/09/2015	263	www.phoenixinfants.uk/

 <p>Reading Girls' School</p>	Reading	Secondary	01/09/2017	902	www.readinggirlsschool.co.uk/
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Our Values and Our Vision

Our Values are:

- ✓ **We put children first.** We will ensure that our children are at the centre of all our work and that we strive to give them the best start in life.
- ✓ **We encourage development.** Putting staff development and improving teaching and learning at the heart of what we do.
- ✓ **We are quality driven.** As our family of Academies grows, we will ensure that high academic standards are at the core of our work.
- ✓ **We value uniqueness.** Our Academies will grow and develop whilst maintaining their own uniqueness. We value and promote diversity and inclusion.
- ✓ **We work in partnership.** We will work in close partnership and collaborate with all of our stakeholders.

Our Vision is:

‘To be recognised and valued by our stakeholders and the communities in which we operate for our transformational and life-enhancing approach to the education of our children. We aim to be a medium* sized Trust.’

* National Governance Association (NGA) define medium as either 6-15 schools or between 12000 and 5000 pupils

Our Strategic Priorities



The focus of our Trust is Academy improvement, governance, people and leadership, financial sustainability, and risk management. We work with Academies to ensure that as a family of Academies we are a strong unit. We offer autonomy to schools applying to join to work with us so that they may continue to develop in their own unique way. We do not brand our Academies or take them over. We work with Academies to ensure that by being part of our family they are stronger and excel in meeting the needs of their communities.

We do not believe in expansion at the detriment or neglect of depth, but we plan to be a medium sized Trust. This provides us with economies of scale whilst focusing on Academy improvement and support. We aim to work with Academies from both the primary and secondary sector to improve the learning experience of our children. We want to facilitate a focus on teaching and learning by enabling teachers and leaders to work together more closely to meet the challenges ahead. Expansion for our Trust means adding value to the Trust. We aim to work with Academies that will make our Trust stronger and more successful at fulfilling our vision.

Our Trust provides Academies with the vehicle for deep collaboration focused on teachers and classroom practice. We are driven by the focus of accelerating pupil progress by empowering teachers to plan, develop, observe, and coach each other and by assessing the impact on pupils' learning. Our Trust facilitates this by bringing together a larger team that can provide challenge, professional capital, shared knowledge, and expertise that comes from being part of a larger group.

We will work with our Academies. The Executive Team facilitates cluster activity providing research know-how and tools, supplying impact data, and helping to share knowledge.

Against this strong background, the Trust has identified five strategic priorities for the period 2023-2027:

Strategic Priority 1: To increase further the quality of provision in all Trust academies.

Strategic Priority 2: To increase further the quality of safeguarding arrangements in all Trust Academies.

Strategic Priority 3: To expand provision for recruitment, training, and development such that we maintain an expert workforce.

Strategic Priority 4: To develop and grow our Trust.

Strategic Priority 5: To build effective partnerships with the communities in which we operate.

Strategic Priority 6: To build a financially viable, efficient, risk aware and sustainable Trust for the future.

Each priority is described in more detail on the following pages.

Strategic Priority 1:

To increase further the quality of provision in all Trust Academies



Rationale:

Our learners are at the centre of what we do. We want all our pupils to fulfil their potential and achieve their goals and ambitions, and we strive to give our pupils the best start in life that we can. We believe that by having a relentless focus on quality we will deliver this.

How we will achieve it:

1.	To ensure that all Academies in the Trust are performing in the top 10% in terms of their outcomes for all pupil groups and that each Academy in the Trust promotes social mobility and is closing the attainment gap for its SEND and disadvantaged pupils.
2.	To ensure our Academies provide the very best teaching to promote high-quality learning and strong outcomes for our pupils, particularly those from vulnerable groups, enabling staff to make a real difference to pupils in every Academy
3.	To ensure that all Academies improve their Ofsted grading if they were requiring improvement or are in a category of concern on joining the Trust to at least Good; or have been recognised as at least maintaining standards from an ungraded inspection.
4.	To ensure that there is a rigorous and robust programme of quality assurance that helps to support staff, build expertise and capacity and raise standards to deliver positive outcomes for pupils.

How we will measure our success:

Year 1	Year 2	Year 3
National Performance, DfE and FFT, data identifies 50% of Academies in the top 10% for Progress and Attainment.	National Performance, DfE and FFT, data identifies 75% Academies in the top 10% for Progress and Attainment.	National Performance, DfE and FFT, data identifies 100% Academies in the top 10% for Progress and Attainment.
Performance of vulnerable groups to meet agreed targets in each Academy.	Performance of vulnerable groups to meet agreed targets in each Academy.	Performance of vulnerable groups to meet agreed targets in each Academy.
All graded Ofsted inspections to be graded good or better. All ungraded inspections to be at least maintaining standards.		
0% NEET within all Secondary Schools.		

Strategic Priority 2:

To increase further the quality of safeguarding arrangements in all Trust Academies



Rationale:

The safety and well-being of students is a top priority for our multi-academy trust. To develop a more strategic approach to safeguarding to anticipate safeguarding risks and potential harm before they arise.

How we will achieve it:

1.	Conduct regular safeguarding audits and reviews to identify any potential areas for improvement and confirm compliance.
2.	To establish efficient and consistent processes for recording and managing safeguarding concerns and cases.
3.	To create a culture of safeguarding excellence by recruiting, training, and supporting skilled professionals.
4.	To continuously improve safeguarding practices based on lessons learned from past experiences.
5.	All Academies to exceed national attendance benchmarks and meet their agreed targets for Attendance and Persistent Absence.

How we will measure our success:

Year 1	Year 2	Year 3
100% of schools within the Trust have completed an external safeguarding audit.	100% of schools within the Trust have completed an external safeguarding audit.	100% of schools within the Trust have achieved the Platinum award following an external safeguarding audit.
Implement a consistent centralized digital system for recording and monitoring safeguarding concerns and cases across all schools within the Trust.	Strategic analysis of any safeguarding concerns across the Trust and within individual schools so that resources can be deployed even more effectively.	
Implement a supervision and mentoring system to support DSLs/DDSLs and promote their professional growth.	Each academy within the Trust makes suitable provision for personal, social, health and economic education. This should be linked to best practice and the age-appropriate needs of children/students within each academy.	
Conduct regular reviews of significant safeguarding incidents to identify any potential areas for improvement.		

Strategic Priority 3:

To expand provision for recruitment, training and development such that we maintain an expert workforce



Rationale:

By having a relentless focus on quality recruitment, training and on development of our team, we will provide the best possible outcomes for our pupils and our staff.

How we will achieve it:

1.	Recognising the importance of strong governance, we will ensure that our Board of Trustees have the right skill set, all understand their role and are equipped to perform this in a way that enhances the effectiveness of the Trust.
2.	We will operate a high-quality appraisal and development system to ensure that all staff can be the best they can be.
3.	We will develop future leaders, at all levels, to ensure effective succession planning for our Academies.
4.	We will implement a Professional Development programme in partnership with local Teaching Alliances to ensure that our staff have the right skills to raise standards further, deliver good teaching and learning, and disseminate best practice in order to grow leaders that can lead, succession plan and talent manage future leaders.
5.	We will attract, develop and retain talented and capable staff to posts in our Academies and central team.

How we will measure our success:

Year 1	Year 2	Year 3
100% of Trustees complete skills test and Action Plan for improving skills is in place.	Expectation that all Trustees have undertaken training in Finance, , Safeguarding and Ofsted and other training relevant to their Committee membership	External assessment of Board of Trustees evidences a high level of skill.
Report on Appraisal outcomes to the Appraisal and Pay committee shows that teachers have been held to account and supported to achieve high standards.	Report on Appraisal outcomes to the Appraisal and Pay committee shows that teachers have been held to account and supported to achieve high standards.	Report on Appraisal outcomes to the Appraisal and Pay committee shows that teachers have been held to account and supported to achieve high standards.

Strategic Priority 4: To develop and grow our Trust

Rationale:

Strategic growth of our existing Trust to deliver the benefits of cross-phase education in defined geographical communities; and, where appropriate, sponsor existing schools or create new Academy provision to meet the needs of our geographical area and communities.

How we will achieve it:

1.	To grow the Trust in a measured way to ensure that standards are maintained and improved and that there is sufficient capacity to bring about rapid progress as required.
2.	To develop and define the concept of cross-phase Hubs providing pupils with a cohesive educational journey from early years to post 16.
3.	To engage with opportunities to sponsor existing schools or deliver new Academies to meet the needs of our geographical area and communities.
4.	Positive assessment of the MAT, following any external reviews.

How we will measure our success:

Year 1	Year 2	Year 3
Following robust educational and financial due diligence to grow to a Trust consisting of six academies/free schools and at least 3000 pupils.	Following robust educational and financial due diligence to grow to a Trust consisting of six academies/free schools and at least 3000 pupils.	Following robust educational and financial due diligence to grow to a Trust consisting of seven academies/free schools and at least 3000 pupils.
Colleagues within core subjects, from all phases, work collaboratively to develop a curriculum that improves outcomes for all students.	Colleagues within Ebacc subjects, from all phases, work collaboratively to develop a curriculum that improves outcomes for all students.	Colleagues within all subjects, from all phases, work collaboratively to develop a curriculum that improves outcomes for all students.
Target of 90% against Pupil Number Capacity	Target of 93% against Pupil Number Capacity	Target of 96% against Pupil Number Capacity

Strategic Priority 5:

To build effective partnerships with the communities in which we operate



Rationale:

We want our Academies to be seen as positive partners to the local communities in which they operate. We believe that mutually beneficial relationships are desirable and achievable and will result the best outcomes for our learners. We also believe that operating in a socially responsible manner will support our desire to be a more sustainable Trust.

How we will achieve it:

1.	We will invite meaningful engagement with staff, pupils, parents, employers and the local community to understand their views and perception of our Academies and listen to their feedback.
2.	We will encourage diversity in our leadership teams and Trust Board and Strategic Ambassadors such that they reflect as far as possible the communities in which we operate.
3.	The Board of Trustees will have a detailed understanding of the Trust Academies and therefore be able to respond to any potential issues and risks identified.

How we will measure our success:

Year 1	Year 2	Year 3
Positive feedback from communities following the establishment of Trust community surgeries/network meetings.		
Two parent Trustees (x1 Primary and x1 Secondary) are appointed.	Develop a marketing/recruitment strategy to recruit trustees and strategic ambassadors that reflect the local community.	Profile of Trustees reflects the diversity of the local community.
All schools meet their PAN on year of entry.		

Strategic Priority 6: To build a financially viable, efficient and sustainable Trust for the future



Rationale: To continue to develop the structure of the organisation; To deliver high quality services and support to academies; To deliver a strong financial plan, whilst maintaining measured and systematic growth against a background of risk awareness and mitigation.

How we will achieve it:

1.	Annual and 3 Year Medium Term, Financial forecasts demonstrate stability and sustainability for all academies across the Trust, while acknowledging risks and opportunities.
2.	The Trust is self-sufficient and not dependent upon external funding other than central government funding.
3.	The Trust can effectively manage growing pupil numbers in all the academies.
4.	Maintain robust risk management that allows measured response to identified threats.
5.	Maintain strict compliance with statutory and regulatory requirements which incorporates value for money.

How we will measure our success:

Year 1	Year 2	Year 3
Positive external scrutiny – Internal Scrutiny Report/ External Audit Management letter -	Positive external scrutiny – Internal Scrutiny Report/ External Audit Management letter	Positive external scrutiny – Internal Scrutiny Report/ External Audit Management letter
Ensure all prescribed areas of the Academies Trust Handbook are met in full.	Ensure all prescribed areas of the Academies Trust Handbook are met in full.	Ensure all prescribed areas of the Academies Trust Handbook are met in full.

Our Top Strategic Risks

We recognise that there are risks to our strategic plan that we will actively monitor and manage



Principal Risk	Definition
Reputational Risks	The risk that activities result in a negative internal or external perception of the Trust or its academies such that its objectives cannot be met
Financial Risks	Risks arising from finances not being managed in accordance with requirements, a failure to manage assets to deliver value for money, or financial resources being insufficient to meet the Trust's objectives
Operational and People Risks	The risk of damage from inadequate or failed processes, weak or failed governance, adverse people related issues or systems failures
Governance & management Risks	Risks arising from unclear plans, priorities, authorities, and accountabilities and/or ineffective oversight of decision making
Legal, Compliance & Regulatory Risks	Risks arising from a failure to meet regulatory or legal requirements, meet codes of conduct or another legal event that could result in financial loss or other liability
Technological Risks	The risk that technology does not deliver expected services due to inadequate or deficient systems or resilience
Educational Risks	
Political & Socio -Economic Risks	The risks arising from changes to local or national government policy and/or the social/economic climate
Natural Disaster Risks	
Estate Risk	Risks arising from property assets resulting in harm to staff, pupils, or other users of the property