Eastwood Park Academy Trust (EPAT)

EPAT

Believe Succeed Together

Trust Development Plan (TDP) 2022-2025

Date Reviewed	June 2023
Date Ratified by the Trust	July 2023

Contents

1.0 Background

1.1 History

Eastwood Park Academy Trust (EPAT) was formed on 1ˢᵗ February 2017. The founder schools were The Eastwood Academy (a secondary converter academy) and Bournemouth Park Primary School (a maintained primary school).

1.2 Reasons for Formation

The principal reasons for establishing the Trust were to:

- Form strong, collaborative partnerships with other local[1] schools.
- Improve educational provision, standards and outcomes in local schools.
- Improve the transition from primary to secondary education.
- Improve recruitment, professional development and career opportunities for staff.
- Centralise business services, procurement and administrative functions, thereby generating efficiencies and economies of scale.

[1]Within the locality of Southend-on-Sea, South East Essex and South Essex.

1.3 Growth

EPAT is a cross-phase 'Starter Trust' (< 5 schools) with aspirations to become a sustainable 'Established Trust' (~> 5 schools) providing high quality educational provision, standards and outcomes in local schools.

1.31 Non-sponsorship

Schools that express an interest in joining the Trust are encouraged to meet with representatives to discuss the potential and suitability of the match.

The Governing Body of an 'interested' school is required to pass a resolution to join the Trust (subject to due diligence).

Due diligence is undertaken in line with the Trust's Due Diligence Policy and the CEO coordinates and manages the transfer of the school into the MAT, including, in the case of maintained schools, the conversion into an academy.

1.32 Sponsorship

The Trust's sponsor application was approved on 24th November 2016 - Sponsor Approval Letter

The Regional School Commissioner (RSC) selects an appropriate school that needs a sponsor. If this school isn't an academy, it will have to convert to an academy before the Trust can become its sponsor.

The RSC discusses the plans for the school with the local Headteacher Board (HTB). If the RSC agrees that the Trust is the right sponsor, they will approve the match.

Due diligence is undertaken in line with the Trust's Due Diligence Policy and the CEO coordinates and manages the transfer of the school into the MAT, including, in the case of maintained schools, the conversion into an academy.

2.0 Strategic and Operational Overview

This is covered in a separate document - Strategic and Operational Overview

3.0 School Improvement Support Strategy

This is covered in a separate document - EPAT's School Improvement Support Strategy

4.0 Ethos and Vision

The Trust's ethos - *'Believe, Succeed, Together'* – is an unwavering belief that all pupils can and will succeed and this will be achieved together.

The Trust's vision is to provide sustainable, high quality educational provision, standards and outcomes in local schools.

4.1 Trust Level

1. Continue to improve governance within the Trust.
2. Ensure financial security and sustainability to enable continued improvement and growth.
3. Build a strong infrastructure in the Trust to support sustainability of standards and growth in line with the DfE's Implementing School System Reform.
4. Continue to improve the quality and capacity of leadership and emerging leadership.
5. Continue to improve staff wellbeing and retention and reduce sickness-absence.
6. Continue to improve attainment and progress.
7. Continue to improve the standard of teaching and learning.
8. Continue to improve attendance, punctuality and behaviour.
9. Continue to improve pupils' Personal Development and Enrichment (PDE) opportunities.
10. Continue to take every opportunity to celebrate and value success.

4.2 School Level

1. To provide opportunities for all **primary** pupils to achieve:

- Good Level of Development (GLD) at Early Years Foundation Stage (EYFS).
- Required Standard (WA) in Year 1 Phonics.
- Expected Standard (EXS) at KS1.
- Expected Standard (EXP+) at KS2.

2. To provide opportunities for all **secondary** pupils to achieve:

- Expected Progress at KS3.
- 9-4 in GCSE English and Mathematics.
- English Baccalaureate (EBacc).
- Expected Attainment 8 (A8).
- Expected Progress 8 (P8).

3. To provide environments in which all pupils feel proud of their academy, shown by their excellent behaviour, attitude to learning, attendance and punctuality.
4. To provide safe and secure environments in which all pupils are able to thrive and any concerns they have are dealt with promptly and effectively.
5. To provide learning environments in which the majority of teaching is outstanding and never less than consistently good.
6. To provide opportunities for all pupils to develop high levels of literacy appropriate to their age.
7. To provide opportunities for all pupils to develop high levels of numeracy appropriate to their age.
8. To provide environments in which all pupils are able to broaden their education through a range of SMSC opportunities.
9. To provide environments in which every opportunity is taken to celebrate and share success.
10. To provide opportunities and experiences for all pupils so that they are well equipped for the next stage in their education, training or employment.

5.0 Key Performance Indicators Linked to Commitments

Commitment	Key Performance Indicator (KPI)	Measure	RAG Rating
1	Good Level of Development (GLD) at Early Years Foundation Stage (EYFS)	> National Average	🟢
		~ National Average	🟡
		< National Average	🔴
	Required Standard (WA) in Year 1 Phonics	> National Average	🟢
		~ National Average	🟡
		< National Average	🔴
	Expected Standard (EXS) at KS1	> National Average	🟢
		~ National Average	🟡
		< National Average	🔴
	Expected Standard (EXP+) at KS2.	> National Average	🟢
		~ National Average	🟡
		< National Average	🔴
2	Expected Progress at KS3	~>70% met or exceeded FG	🟢
		60-69% met or exceeded FG	🟡
		<60% met or exceeded FG	🔴
	9-4 in GCSE English and Mathematics	> National Average	🟢
		~ National Average	🟡
		< National Average	🔴
	English Baccalaureate (EBacc) APS	> National Average	🟢
		~ National Average	🟡
		< National Average	🔴
	Attainment 8 (A8)	> National Average	🟢
		~ National Average	🟡
		< National Average	🔴
	Progress 8 (P8)	> National Average	🟢
		~ National Average	🟡
		< National Average	🔴

Commitment	Key Performance Indicator (KPI)	Measure	RAG Rating
3	Attendance	> National Average	🟢
		~ National Average	🟡
		< National Average	🔴
	Persistent Absence	< National Average	🟢
		~ National Average	🟡
		> National Average	🔴
	Punctuality (Lateness to School)	< 1% of Pupil Roll	🟢
		1-3% Pupil Roll	🟡
		>3% of Pupil Roll	🔴
	Attitude/Commitment to Learning	~>70% CtL Grade 1	🟢
		60-69% CtL Grade 2 or better	🟡
		< 60% Grade 2 or better	🔴
4	Safeguarding	Audit outcome = effective	🟢
		Audit outcome = effective but some areas RI	🟡
		Audit outcome = not effective	🔴
	Fixed Term Exclusions	< National Average	🟢
		~ National Average	🟡
		> National Average	🔴
	Permanent Exclusions	< National Average	🟢
		~ National Average	🟡
		> National Average	🔴
	Stakeholder Complaints	Annually ~<5	🟢
		Annually 6-10	🟡
		Annually >10	🔴
	Stakeholder Surveys	~> 90% 'Yes' and 'Neither'/Agree or Neither	🟢
		80-89% 'Yes' and 'Neither'/Agree or Neither	🟡
		< 80% 'Yes' and 'Neither'/Agree or Neither	🔴

Commitment	Key Performance Indicator (KPI)	Measure	RAG Rating
5	Quality of Teaching	~>95% lessons 'good or better'	🟢
		90-94% ~ lessons 'good or better'	🟡
		<90% lessons 'good or better'	🔴
6	Literacy GCSE English 9-4 and 9-5 Year 1 Phonics, KS1 and KS2 Reading, Writing and GPS	> National Average	🟢
		~ National Average	🟡
		< National Average	🔴
7	Numeracy GCSE English 9-4 and 9-5 KS1 and KS2 Mathematics	> National Average	🟢
		~ National Average	🟡
		< National Average	🔴
8	Pupil Development	Audit outcome = effective	🟢
		Audit outcome = effective but some areas RI	🟡
		Audit outcome = not effective	🔴
9	Celebrating Success	Audit outcome = effective	🟢
		Audit outcome = effective but some areas RI	🟡
		Audit outcome = not effective	🔴
10	Pupil Enrichment and Transition	Audit outcome = effective	🟢
		Audit outcome = effective but some areas RI	🟡
		Audit outcome = not effective	🔴

6.0 Other Key Performance Indicators

Area	Key Performance Indicator	Measure	RAG Rating
Curriculum	Intent, Implementation and Impact	Audit outcome = effective	🟢
		Audit outcome = effective but some areas RI	🟡
		Audit outcome = not effective	🔴
SEND	Performance and Compliancy	Audit outcome = compliant and effective	🟢
		Audit outcome = compliant and effective but some areas RI	🟡
		Audit outcome = non-compliant and/or not effective	🔴
Pupil Premium	Performance and Compliancy	Audit outcome = compliant and effective	🟢
		Audit outcome = compliant and effective but some areas RI	🟡
		Audit outcome = non-compliant and/or not effective	🔴
Health and Safety	Compliancy/Risk Management	Audit outcome = compliant and effective	🟢
		Audit outcome = compliant and effective but some areas RI	🟡
		Audit outcome = non-compliant and/or not effective	🔴
Ofsted	Inspection Outcomes	All schools are graded 'good or better' by Ofsted or an Internal Review	🟢
		One or more schools is graded 'Requires Improvement' by Ofsted or an Internal Review	🟡
		One or more schools is graded 'Inadequate' by Ofsted or an Internal Review	🔴
Finance	Budget Planning	3-year balanced budget but with a known risk of recording a deficit	🟢
		3-year balanced budget but planning tools e.g. ICFPT indicates a risk of a deficit	🟡
		A recorded budget deficit across one or more years	🔴
	Monthly Finance Updates	No areas of concern or areas of concern that are explainable and being managed	🟢
		One or more areas of concern that are explainable and in the process of being managed	🟡
		One or more areas of concern that cannot be adequately explained or being managed	🔴
	Benchmarking	No areas of interest or areas of interest that are explainable and being addressed	🟢
		One or more areas of interest that are explainable and in the process of being addressed	🟡
		One or more areas of interest that cannot be adequately explained or being addressed	🔴
	CIF Bids	~> 2 successful CIF bids	🟢
		1 successful CIF bid	🟡
		0 successful CIF bids	🔴

Area	Key Performance Indicator	Measure	RAG Rating
Site	Buildings/Grounds	Normal programme of maintenance and no urgent projects	🟢
		Normal programme of maintenance and short-medium term projects identified	🟡
		Normal programme of maintenance at risk and/or urgent projects identified	🔴
Staffing	Staff Turnover	~< 5% of total number of employees	🟢
		6-9% of total number of employees	🟡
		~> 10% of total number of employees	🔴
	Sickness-Absence	< National Average and ~> 5 employees with a BFS ~>50	🟢
		< National Average ~> 10 employees with a BFS ~>50	🟡
		> National Average or ~> 15 employees with a BFS ~>50	🔴
	Wellbeing Surveys	~> 90% 'Yes' and 'Neither'/Agree or Neither	🟢
		80-89% 'Yes' and 'Neither'/Agree or Neither	🟡
		< 80% 'Yes' and 'Neither'/Agree or Neither	🔴
	Succession Planning	Clear and robust plans in place at all levels	🟢
		Plans in place but require further development	🟡
		No clear plans in place	🔴
	CPD	~> 90% 'Yes' and 'Neither'/Agree or Neither	🟢
		80-89% 'Yes' and 'Neither'/Agree or Neither	🟡
		< 80% 'Yes' and 'Neither'/Agree or Neither	🔴
	Disciplinary	0 employees subject to a disciplinary sanction	🟢
		~<2 employees subject to a disciplinary sanction	🟡
		>2 employees subject to a disciplinary sanction	🔴
	Performance Management	0 employees subject to monitoring due to unsatisfactory performance	🟢
		~<2 employees subject to monitoring due to unsatisfactory performance	🟡
		>2 employees subject to monitoring due to unsatisfactory performance	🔴
MAT	Growth	Growth is in line with the DfE's Implementing School System Reform	🟢
		Growth is broadly in line with the DfE's Implementing School System Reform	🟡
		Growth is not in line with the DfE's Implementing School System Reform	🔴

7.0 Key Development Objectives 2022-25

Objectives	Actions	Success Criteria
1. Continue to improve governance within the Trust.	• Review the External Review of Governance (ERG) and implement the Governance Action Plan.	• Progress measured in follow-up review(s) by the external assessor (National Leader of Governance).
2. Ensure financial security and sustainability to enable continued improvement and growth.	• Centralise finance functions across the Trust. • Embed admission changes to ensure each school is oversubscribed. • Update finance software tools across the Trust e.g. Orovia, Sage and Dataplan. • Continue to use PCH to produce CIF bids.	• New systems/software implemented. • Schools are oversubscribed at the normal transition point. • Finance impact measured against KPIs.
3. Build a strong infrastructure in the Trust to support sustainability of standards and growth in line with the DfE's Implementing School System Reform.	• Develop the Trust Development Plan (TDP) 2022-25. • Develop EPAT's School Improvement Support Strategy. • Promote and market the Trust with a view to growing the MAT. • Review and update Due Diligence Policy. • Liaise with the RSC and DfE.	• TDP completed and audited. • Impact measured against KPIs. • School Improvement Support Strategy reviewed and updated. • Clear marketing strategy. • Additional schools join the Trust.
4. Continue to improve the quality and capacity of leadership and emerging leadership.	• Review recruitment and retention strategies across the Trust. • Develop clear and robust succession planning at senior and middle leadership level. • Ensure there are clear pathways for progression supported by high quality CPD. • Review performance management to ensure it is robust and continues to drive improvement. • Review wellbeing policies and culture to ensure leaders meet/exceed their potential and avoid burnout.	• Impact measured against KPIs. • Leadership and management is assessed to be 'good or better' by Ofsted or Internal Reviews. • High levels of retention. • No leader records a PM grade of less than 2 and the majority record a PM grade of 1.

Objectives	Actions	Success Criteria
5. Continue to improve staff wellbeing and retention and reduce sickness-absence.	• Review staff wellbeing policies and strategies. • Provide additional HR training for leaders and managers.	• Impact measured against KPIs.
6. Continue to improve attainment and progress.	• Review and update the Curriculum Intent, Implementation and Impact Policy for each school. • Review the outcomes for all pupil groups. • Review and upgrade the Pupil Achievement Tracker (PAT) software and functionality to meet the specific needs of each school.	• Impact measured against KPIs. • Majority of teaching staff record a PM grade of a 2 or better.
7. Continue to improve the standard of teaching and learning.	• Review and update the Lesson Observation Criteria. • Build capacity within the Lesson Observation Team and provide ongoing training to ensure consistency of practice.	• Impact measured against KPIs. • Lesson Observation Team is increased in each school.
8. Continue to improve attendance, punctuality and behaviour.	• Update attendance and punctuality policies in line with DfE guidance Improving School Attendance • Review behaviour management systems and strategies to ensure consistency of approach and practice.	• Impact measured against KPIs.
9. Continue to improve pupils' Personal Development and Enrichment (PDE) opportunities.	• Embed PSHE and RSHE curriculum changes. • Implement structural changes to the school day to facilitate the wider PDE curriculum provision. • Extend PAT (Enrichment) tracking software across the Trust.	• Impact measured against KPIs.
10. Continue to take every opportunity to celebrate and value success.	• Review structure and content of Newsletters – standardise across the Trust. • Consider wider marketing opportunities through social media platforms.	• Impact measured against KPIs. • Half-termly newsletters with broad and detailed coverage of pupils' successes and achievements.