



Strategic Plan 2025-2028

Embracing diverse approaches to educational excellence

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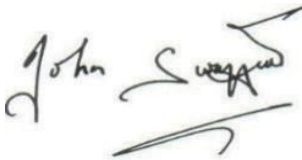
Introduction from the Chair of the Trustee Board

Welcome to the Trust's 2025/28 Strategic Plan which sets the direction of the Trust over the next 3 years. The strategy reflects our commitment to future growth, with a clear vision of developing a MAT centred on collaboration whilst retaining the identity and uniqueness of each of our individual schools. The governance arrangements for the Trust can be found at Appendix A.

Our plans for growth are underwritten by the Trust's excellent facilities and financial strength which place us in a privileged position of being able to offer support to other schools or to welcome them into our Trust as equal partners. 'Kaleidoscope' the name of our Trust and our strap line 'embracing diverse approaches to educational excellence' ensures that our schools retain their individuality and aspirational goals whilst, as members of our Trust, they benefit financially and educationally from economies of scale.

Worthy of particular mention in this foreword are the recent Ofsted judgements of Outstanding obtained by our founding school, Cloughwood Academy, for both education and the academy's residential provision. It typifies how as a Trust we strive to ensure that all our pupils and students achieve the best possible outcomes, regardless of their background or starting point and that they successfully make the transition into the world of work and society.

The Plan covers a period likely to be characterised by potentially significant political and economic uncertainty for the SEN Sector, placing considerable pressure on operational budgets and resource allocation. With the resilience, expertise and creativity of our staff and the breadth of ability and experience of our trustees and governors, I am confident the Trust will continue to provide inspirational and challenging teaching, exemplary standards, ethical governance and leadership and high-quality pastoral care.

A handwritten signature in black ink, appearing to read 'John Swaffield', with a horizontal line underneath.

Dr John Swaffield, MBE
Chair, KLT Trustee Board

Introduction from the Chief Executive Officer

Welcome to the Kaleidoscope Learning Trust (KLT) Strategic Plan – our roadmap for an ambitious and inclusive future. Established in April 2018 through the evolution of Cloughwood Multi Academy Trust, KLT began its journey with Cloughwood Academy as its founding school.

This updated Strategic Plan builds on our past successes and sets an exciting new baseline for what we aim to achieve. Over the next three years, growth is a key strategic priority for KLT. Our vision is to expand our Trust to include schools across all phases of education. This expansion will enable children of all ages and backgrounds to benefit from a highly ambitious curriculum designed to stretch and challenge every pupil to reach their fullest potential.

At the heart of our academies is a commitment to enriching experiences and a fully inclusive model of education. We strive to ensure every pupil has the opportunity to achieve their very best, actively working to ensure no one is left behind. Beyond academic success, our academies are dedicated to fostering pupils' cultural development, promoting healthy lives and relationships, championing equality, and building strong character and resilience across all aspects of school life.

Our success hinges on our exceptional staff and partners. Their collective knowledge, skills, and experience are key to continually improving the educational offer for our pupils. We expect our highly skilled colleagues to pursue continuous professional development, showing the same ambition for themselves as they do for our pupils.

This strategy clearly articulates our core beliefs and aspirations for our pupils, our colleagues, and the communities we proudly serve.



Michelle Duval, CEO

Our Schools

Cloughwood Academy

Cloughwood Academy stands as the founding and cornerstone provision of the Kaleidoscope Learning Trust. As a specialist day and residential school, Cloughwood caters specifically for male pupils aged 8 to 18 years who experience Social, Emotional, and Mental Health (SEMH) difficulties, with all pupils holding an Education, Health, and Care Plan (EHCP). Our primary intake is from Cheshire West and Chester and Cheshire East, supplemented by a small number of pupils from neighbouring local authorities.

Beyond the day school, Cloughwood Academy boasts a unique 8-bed residential facility. This provision offers bespoke, extended day and boarding activities for up to four nights a week during the academic year, providing a crucial social and caring environment for our pupils.

Cloughwood Academy delivers an extensive and engaging curriculum across all Key Stages. Pupils follow a robust traditional primary and secondary curriculum, benefiting from a diverse options process at Key Stage 4 that allows them to choose from a range of academic and vocational subjects. Our provision is further enhanced by the opportunity for boys to continue their education at Cloughwood Sixth Form, focusing on vocational studies to prepare them effectively for the world of work.

Beyond the formal timetable, Cloughwood offers a rich array of daily enrichment activities for all pupils. This motivational programme provides learners with practical, active, and cultural experiences essential for developing independent, considerate, and well-rounded young men. All teachers are encouraged to integrate a strong element of Learning Outside The Classroom (LOT) into their curriculum planning and delivery. For those utilising the residential provision, evenings offer additional opportunities to develop practical and social skills vital for independent living.

Cloughwood Academy's comprehensive and nurturing approach embodies KLT's commitment to inclusive education, ensuring every pupil, particularly those with complex needs, has the opportunity to thrive and achieve their very best.

The Academy has an Ofsted judgement of 'Outstanding' for both its educational and residential provision, with no areas for improvement identified by the inspectors.

Our Mission

Kaleidoscope Learning Trust strives to be a child-centred, inclusive, purposeful, innovative and multi-disciplinary educational community which delivers outstanding learning experiences and life opportunities for every child.

Each of our Academies will ensure that its learners receive the best possible start in life to enable them to reach their potential, thrive in the world and lead fulfilled, independent lives.

Our Ethos

At the heart of our Trust is an unwavering belief in the potential of every child and young person. We are a community built on inclusion, respect, and aspiration, where every pupil is known, valued, and supported to succeed.

We provide safe, nurturing and inspiring learning environments where social, emotional, and mental health needs are met with understanding and expertise. We educate the whole person—building confidence, resilience, and curiosity—so that every learner is empowered to shape their own future.

We are committed to offering the best possible start in life, preparing our pupils not only for academic achievement but also for the challenges and opportunities of the wider world, including the world of work.

Our staff are the cornerstone of our success. We recognise, value and invest in their knowledge, care and commitment, knowing that strong relationships lie at the heart of transformative education.

Together, as a Trust, we strive for excellence, equity and opportunity—so that every child can thrive, belong, and believe in themselves.

Market Analysis

The period covered by this Strategic Plan is set against a backdrop of significant external pressures and a highly competitive educational landscape. Our market analysis identifies several key factors that will influence the Trust's ability to achieve its strategic objectives:

1. Economic Headwinds and Sectoral Challenges: The macroeconomic environment presents considerable uncertainty, characterised by persistent general inflation, escalating energy prices, and ongoing labour market disruption. While significant reductions in central and local government funding for education are deemed unlikely, the scope and scale of any future additional financial support remain

unpredictable. This economic climate, combined with the lingering adverse impacts of the COVID-19 pandemic on the education sector, places considerable pressure on operational budgets and resource allocation.

2. Workforce Dynamics: The challenge of rising staffing costs is compounded by a perennial difficulty in recruiting and retaining experienced and high-calibre personnel across the education sector. This intensifies competition for talent and necessitates robust strategies for staff development, well-being, and attraction.

3. Local Authority Policy and Growth Inhibition: The Trust's growth aspirations could be significantly impacted by future Local Authority policy on commissioned place numbers. Specifically, the Local Authority's Special Educational Needs (SEN) Strategy, with its focus on promoting inclusivity within mainstream settings, may present a constraint on the expansion of specialist provisions like Cloughwood Academy. Navigating this policy landscape will be crucial for planned growth.

4. Evolving Regulatory and Inspection Environment: The regulatory landscape for education is currently undergoing significant reform, most notably through the evolving approach of Ofsted inspections and Governments rumoured intention to restrict the issue of Education Health Care Plans to a much narrower group of pupils than at present. These presents both challenges and opportunities for the Trust.

Uncertainty and Anticipated Changes: From September 2024, Ofsted has already removed the single-word overall effectiveness judgement ('Outstanding', 'Good', 'Requires Improvement', 'Inadequate') for graded inspections of state-funded schools. While these single overall grades are no longer issued, inspectors continue to grade schools on the four key judgements: Quality of Education, Behaviour and Attitudes, Personal Development, and Leadership and Management. These sub-judgements will retain the 'Outstanding' through 'Inadequate' scale, with Safeguarding being judged separately as 'Effective' or 'Ineffective'.

Looking ahead to September 2025, Ofsted is set to introduce a new 'Report Card' system. This system aims to provide a more nuanced and comprehensive picture of a school's performance, replacing the single headline grade with a five-point, colour-coded grading scale across multiple evaluation areas. These new grades are proposed to range from 'Exemplary' (a new top grade) down through 'Strong', 'Secure', 'Attention Needed', to 'Causing Concern'. The exact layout and full implications of these new report cards are still being finalised through ongoing consultation, introducing a degree of uncertainty regarding how school performance will be communicated to parents and the public.

Impact on Strategic Aims: The increasing rigour of Ofsted's framework, combined with the shift away from a singular, overarching judgement, fundamentally alters the dynamics of external validation and competitive advantage. While the pursuit of excellence remains central to our mission, the traditional 'Outstanding' benchmark will no longer be the sole, clear mark of external recognition. This necessitates an even stronger internal focus on:

- **Continuous Improvement:** Our commitment must be to delivering consistently high standards across all aspects of school life, focusing on the detailed criteria within the evolving inspection framework.
- **Demonstrating Impact:** We must be adept at articulating and evidencing the tangible impact of our work in all graded areas, particularly for vulnerable and disadvantaged pupils, which are expected to be areas of increased focus in future inspections.
- **Attraction and Retention:** While a single 'Outstanding' badge may no longer be available, our ability to attract pupils and recruit/retain high-calibre staff, governors, and trustees will increasingly depend on transparently showcasing our strengths across the comprehensive range of Ofsted's detailed evaluation areas. This requires proactive communication of our successes and a clear understanding of what 'Exemplary' practice will look like under the new system.
- **Adaptability:** The Trust must remain agile and responsive to further refinements in Ofsted's framework, ensuring our internal quality assurance processes and strategic priorities align seamlessly with the evolving inspection landscape.

5. Competitive MAT Landscape and Growth Imperative: Since the incorporation of Kaleidoscope Learning Trust (KLT), the Trust has not yet expanded beyond its founding school. While the CEO has intensified dialogue with the Regional Schools Director's office, KLT is now operating in a highly competitive market for school acquisition, often competing against much larger and more established Multi-Academy Trusts.

Strategic Advantage and Growth Trajectory: The sustained success and unique specialist provision of Cloughwood Academy serve as a critical unique selling proposition (USP) for the Trust. This proven excellence in delivering highly effective education for pupils with SEMH is a foundation upon which our growth strategy is built. Our ambitious growth plan aims for KLT to onboard at least one additional partner provider by the end of each of Plan Years 1, 2, and 3, or to be actively engaged in a mutual due diligence process with prospective partners. This disciplined approach to expansion is vital for achieving the scale and impact envisioned by the Trust.

Strategic Priorities

The Kaleidoscope Learning Trust strategic priorities will steer our growth and development over the next 3 years. These are

1. **High Quality and Inclusive Education** – Create a culture in all academies that is motivating and ambitious for all, including disadvantaged children and children with SEND, so that students can achieve their full potential, regardless of the barriers they face.
2. **School Improvement** – Establish a culture of continuous improvement in our schools through self-evaluation, challenge, support and appropriate action.
3. **Workforce** – Create a high-performing working culture for all staff that promotes collaboration, aspiration and support. Using the flexibility of the trust to create opportunities for staff to develop professionally. Recognise the critical value of high-quality teaching and champions the profession.
4. **Finance and Operations (including Growth)** – Recognise the importance of effective and efficient use of resources for the benefit of all schools in the trust and the wider education system.
5. **Governance and Leadership** – The Board of Trustees and Executive Leadership Team anchor the Trust's strategy in the needs of its academies, the communities we serve and the wider educational system is in accordance with the charitable objects. The Accounting Officer, Trustee Board and leadership team uphold a culture of ethical leadership, under pinned by the Seven Principles of Public Life.

High Quality and Inclusive Education

Kaleidoscope Learning Trust (KLT) is privileged to serve our pupils along with their families and communities and is committed to provide schools that offer the best possible quality of education to every young person entrusted to us. KLT will ensure that each young person leaves school with the knowledge and skills they need to thrive as successful, happy and healthy adults.

Strategic Priority 1 – Create a culture in all academies that is motivating and ambitious for all, including disadvantaged children and children with SEND, so that students can achieve their full potential, regardless of the barriers they face.	
Objective	Success Criteria
<p>Oversee the design and implementation of an ambitious, broad, well-sequenced and knowledge-rich curriculum in all academies.</p> <p>Achieve good outcomes for all pupils by delivering education that is both high quality and inclusive.</p> <p>Operate fair access. Welcome and effectively teach disadvantage children and children with SEND within their local communities.</p> <p>Support pupils and schools to address issues so pupils can remain in mainstream schools where possible.</p> <p>Enable pupils to take part in sport, music and cultural opportunities that enrich the curriculum and support the pupils wider cultural development, enabling them to discover their interests and talents.</p> <p>Ensure all academies are places where all students attend regularly, are kept safe, feel calm and supported, and are able to actively participate and progress, both socially and academically.</p>	<p>Year 1</p> <p>The quality of teaching across all academies is described as good or better by internal and external quality assurance.</p> <p>The quality and suitability of the curriculum is impacting on pupils' outcomes and experiences across all Key Stages.</p> <p>Preparation for Adulthood curriculum embedded into sixth form curriculum.</p> <p>Pupil Premium, Sports Premium and Catch-up Premium is used strategically to ensure gaps in pupils learning are closing.</p> <p>All academies have highly effective Pastoral Teams who are supporting pupils social emotional and mental health.</p> <p>All academies are highly compliant and safe for all pupils and their communities.</p>

Strategic Priority 1 – Create a culture in all academies that is motivating and ambitious for all, including disadvantaged children and children with SEND, so that students can achieve their full potential, regardless of the barriers they face.

Objective	Success Criteria
<p>Ensure all pupils leave our academies well prepared for the next stage of education, employment or training and are prepared to become confident and active citizens.</p> <p>Work collaboratively with academies, trusts, local authorities, parents and other civic partners to ensure the delivery of statutory functions and act in the wider interests of the local community.</p>	<p>Identify the best teachers across the Trust, who can work collaboratively to share good practice.</p> <p>Identify strengths in curriculum and Teaching and Learning.</p> <p>High quality internal data & monitoring</p> <hr/> <p>Year 2</p> <p>Create a culture of staff working together across different academies, supporting consistent, innovative practice, with a particular focus on improving the curriculum, pedagogy, and pupils' experiences.</p> <p>Broaden the range of subjects delivered at Keystage 5</p> <p>The Trust to work with CWAC to review current provision and the potential to expand and / or provide "Satellite Provision" within a mainstream setting.</p> <p>Attendance at all academies is in line with national for similar schools.</p> <p>All academies have low level of absence and exclusion.</p> <p>Progress at all keystages is on or above target for 80% of pupils.</p>

Strategic Priority 1 – Create a culture in all academies that is motivating and ambitious for all, including disadvantaged children and children with SEND, so that students can achieve their full potential, regardless of the barriers they face.

Objective	Success Criteria
	Year 3 All academies are centres of excellence where every pupil achieves their full potential.

School Improvement

Each academy in the Kaleidoscope Learning Trust must adopt a model of continuous improvement, striving to deliver excellence to all pupils. The Trust will support that improvement by internal and external verification of the School Improvement Strategy and support in the form of coaching to improve practices in the quality of education.

Strategic Priority 2 – Establish a culture of continuous improvement in our schools through self-evaluation, challenge, support and appropriate action.	
Objective	Success Criteria
<p>A clearly defined an effective strategy to improve and maintain the performance of academies that are already part of the trust, as well as those that join.</p> <p>Take on schools facing challenges and transform previously underperforming schools by delivering broad and sustainable improvement.</p> <p>Support the wider system in sharing learning for best practice; helping underperforming schools to improve; and contribute to building a trust-led system.</p>	<p>Year 1</p> <p>MAT School Improvement Strategy is in place and standardised across all academies in the trust.</p> <p>Enhance the CPD offer for both teaching and non-teaching staff at all levels.</p> <p>School to school support at all levels.</p> <p>All internal and external verification confirms continual improvement and matches that of Ofsted.</p> <p>Independent School Improvement Partner supports SLT and subject leaders</p> <p>School SEF validated by external Quality Assurance.</p>

Strategic Priority 2 – Establish a culture of continuous improvement in our schools through self-evaluation, challenge, support and appropriate action.

Objective	Success Criteria
	<p>Year 2 As Year 1 plus</p> <p>All Academies continually improve outcomes and demonstrate improvement maintaining or working towards good and outstanding at their next Ofsted judgement (Education and Care and Boarding).</p> <p>Year 3 As year 1 and 2</p>

Workforce

At Kaleidoscope Learning Trust, staff are our most valuable resource in ensuring our academies are the school of choice in the community. They are professionals that deserve the highest quality of support and CPD in order to reach their potential and achieve their own aspirations. We will continue to improve the experience of our teams, supporting wellbeing and valuing the contributions made by every member of those teams. KLT is striving to be an employer of choice, where talented staff want to join and remain within the organisation.

Strategic Priority 3 - Create a high-performing working culture for all staff that promotes collaboration, aspiration and support. Using the flexibility of the trust to create opportunities for staff to develop professionally. Recognise the critical value of high-quality teaching and champions the profession.	
Objective	Success Criteria
<p>Foster a supporting working environment by managing workload, prioritising wellbeing and taking decisive action to support all staff.</p> <p>Support the retention of great staff both within the trust and across the academies.</p> <p>Prioritise effective behaviour and attendance policies to create a safe environment in which to work and learn. Utilising the trust structure so that staff are empowered to deliver their best.</p> <p>Make a positive contribution to the wider system by delivering high quality training and/or placements for trainee teachers. Support early careers teachers through the Early Career Framework.</p> <p>Encourage and enable all staff to build their expertise through evidence based professional development and mentoring.</p>	<p>Year 1</p> <p>People Strategy is rolled out to all staff. Replacing annual Performance Management with high quality regular line management, linking performance with professional development opportunities.</p> <p>High quality internal and external CPD offered for all staff.</p> <p>NPQs are offered as well as other leadership qualifications, equipping staff for the next stages of their career.</p> <p>An effective staff Mental Health and Wellbeing Strategy is in place. Staff report that they feel valued and supported at all levels.</p> <p>All trust academies maintain a high commitment to staff welfare and wellbeing.</p>

Strategic Priority 3 – Create a high-performing working culture for all staff that promotes collaboration, aspiration and support. Using the flexibility of the trust to create opportunities for staff to develop professionally. Recognise the critical value of high-quality teaching and champions the profession.

Objective	Success Criteria
<p>Build an innovative and vibrant community of professionals, collaborating across schools and other trusts to develop and share expertise and evidence-based practice.</p> <p>Ensure every member of staff is effectively line managed to maintain high performance. Actively encourage career progression opportunities across the trust.</p> <p>Ensure inclusive working environments, support flexible working and takes action to promote equality and diversity.</p>	<p>Standard recruitment pack used for all vacancies across the Trust, which provides key data to analyse the Trust recruitment success.</p> <p>High quality induction process.</p> <hr/> <p>Year 2</p> <p>Middle leaders are highly effective leaders of Teaching and Learning. Trust wide leadership programmes are in place.</p> <p>Evidence for staff recruitment, retention and development show significant improvement.</p> <p>Data from staff surveys highlight positive trends and results above national average.</p> <hr/> <p>Year 3</p> <p>All Headteachers are highly effective, qualified and are working both in their own school and supporting other academies and leaders across the trust were appropriate.</p> <p>A growing number of staff, including leaders, teachers and support staff are developed and promoted internally and into the wider education sector.</p>

Finance and Operations

The Academy Trust Handbook published by the ESFA outlines the legal duties on all Multi Academy Trusts. This along with robust systems and processes including a minimum of three internal scrutiny visits, reduces the risk of financial mismanagement and fraud. In addition, as funding is from the public purse, MATs have a requirement to ensure Best Value is obtained at all times. Any growth in the MAT will create opportunities for procurement efficiencies through collective purchasing on behalf of all academies, therefore maximising economies of scale.

Strategic Priority 4 - Recognise the importance of effective and efficient use of resources for the benefit of all schools in the trust and the wider education system.	
Objective	Success Criteria
<p>Use financial data and intelligence to set a stable accurate and sustainable long-term financial strategy for the trust. Leading to a clear approach to delivering value for money through effective budgeting and risk management.</p> <p>Demonstrate efficient and effective use of resources, for example through school and trust resource management benchmarking tools and Integrated Curriculum Financial Planning.</p> <p>Maintain and invest sustainably in the trust's capital infrastructure, including buildings, digital infrastructure and technology.</p> <p>Operate a well-planned reserves policy that provides sufficient contingency for cashflow and any unplanned, urgent expenditure</p>	<p>Year 1</p> <p>All academies and the Central Team work within agreed budgets and maintain strategically sustainable surplus positions.</p> <p>Kaleidoscope Learning Trust to maintain its position as a financially viable, sustainable and improving Multi Academy Trust.</p> <p>Staffing ratio at all academies to be 75% or below.</p> <p>Ensure successful internal and external auditing with any recommendations met in a timely manner.</p> <p>Compliance maintained for Trust and School websites.</p> <p>All deadlines met for documents submitted to DfE</p>

Strategic Priority 4 – Recognise the importance of effective and efficient use of resources for the benefit of all schools in the trust and the wider education system.

Objective	Success Criteria
<p>and aligns resources to expenditure priorities across all the academies.</p> <p>Have strong financial and information management systems with effective oversight, for example, ensuring data compliance and having policies and processes in place to minimise risk of fraud, data breaches and financial mismanagement.</p> <p>Develop links with schools within the local authority to increase partnership working and the potential for candidate schools.</p> <p>Develop and reinforce the Trust reputation as a Centre of Excellence, making it an attractive proposition to join.</p>	<p>Statutory policies aligned across the Trust.</p> <p>Capital Strategy maintained across the Trust estate.</p> <p>Trust ICT strategy and the promotion of AI technologies benefit pupils, staff and adds significant value to pupil outcomes and experiences.</p> <p>Through strong strategic planning, working closely with the Regional Director’s Team and the Local Authority, Kaleidoscope Learning Trust increases by a minimum of one school per year for the next 3 years.</p>
	<p>Year 2</p> <p>The Central Team are highly effective in supporting schools, regarding finance, operations and human resources. There is the potential for growth should the Multi Academy Trust expand.</p> <p>Evidence of investment across the academies in relation to buildings and resources which can clearly evidence impact on improved pupil outcomes.</p>
	<p>Year 3</p> <p>Kaleidoscope Learning Trust is recognised as a sustainable, improving partnership of academies becoming the trust of choice.</p>

Governance and Leadership

A trust of choice has a substantial impact on the schools and communities it serves. Through expert governance it utilises its resources effectively to maximise its impact. This trust will have the opportunity to grow due to the quality of our offer, therefore extending its impact to a larger community.

Strategic Priority 5 – The Trust Board and Executive Leadership Team anchor the Trust’s strategy in the needs of its academies, the communities we serve and the wider educational system is in accordance with the charitable objects. The Accounting Officer, Trust Board and leadership team uphold a culture of ethical leadership, under pinned by the Seven Principles of Public Life.	
Objective	Success Criteria
<p>Ensure that the Trust Board is made up of trustees with the necessary expertise to fulfil its functions effectively, and that the board acts in accordance with the trust’s charitable objectives.</p>	<p>Year 1</p> <p>The trust has a clear rationale for what decisions and activities it expects to happen at trust level and as well as at academy level.</p> <p>The balance between autonomy and consistency is reviewed termly and adjusted (if required) in light of evidence and feedback from leaders within the trust.</p> <p>All trustees are highly effective, challenging and strategically leading the trust with rigour.</p> <p>Trustees are holding the Trust executive leaders and the Local Governing Body to account for the performance of the academies.</p> <p>Local Governing Bodies do not have vacancies.</p> <p>Local Governing Bodies acknowledged as effective by internal and external scrutiny, including Ofsted.</p>

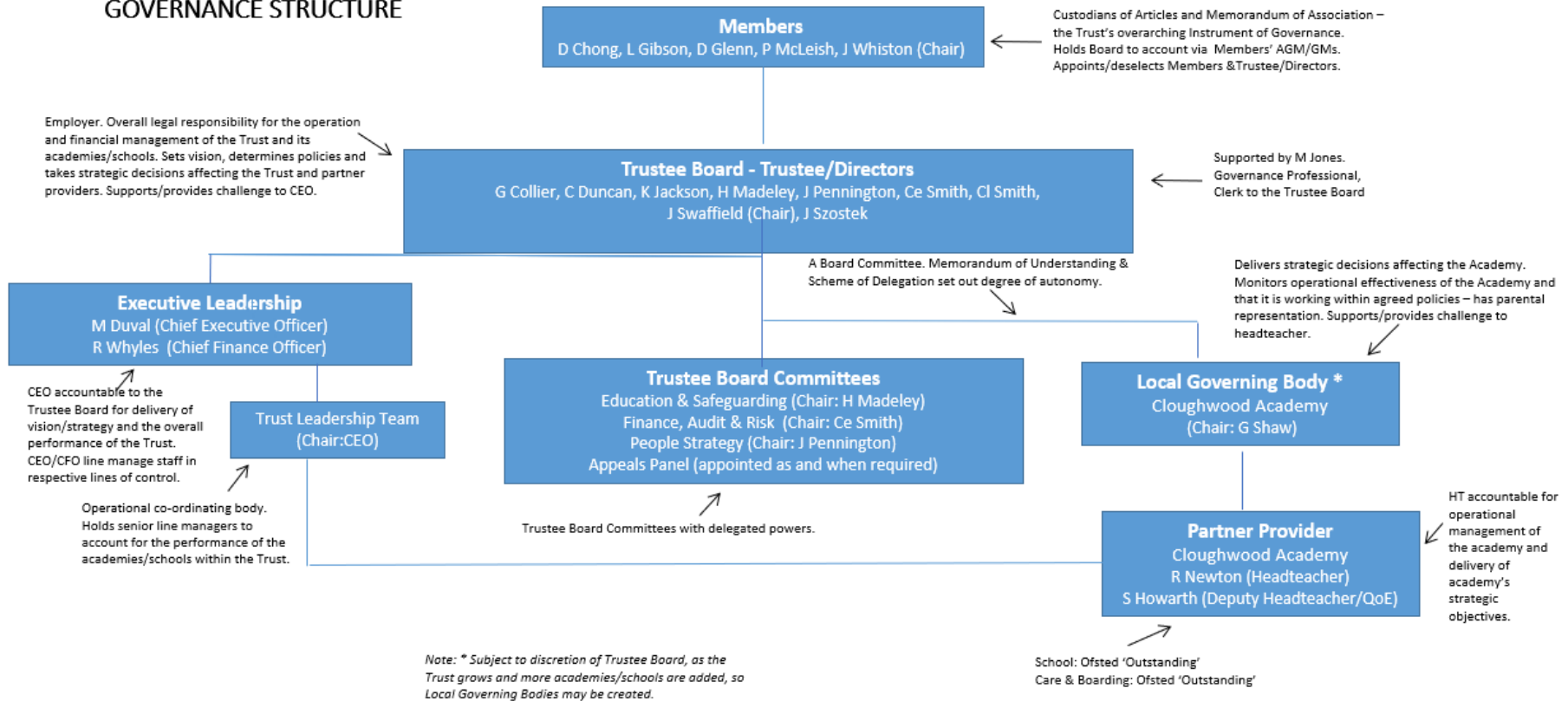
Strategic Priority 5 – The Trust Board and Executive Leadership Team anchor the Trust’s strategy in the needs of its academies, the communities we serve and the wider educational system in accordance with the charitable objects. The Accounting Officer, Trust Board and leadership team uphold a culture of ethical leadership, under pinned by the Seven Principles of Public Life.

Objective	Success Criteria
	Internal and external scrutiny, including Ofsted judgements, confirm leadership at all levels is highly effective.
	<p>Year 2 As Year 1</p> <p>External review of Governance to be carried out by the NGA (or equivalent body) – 3 yearly cycle (last completed June 2024)</p>
	<p>Year 3 As Year 1 plus</p>

Appendix A

KALEIDOSCOPE LEARNING TRUST

GOVERNANCE STRUCTURE



Kaleidoscope Learning Trust
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