



Strategic Plan 2023-2026

Embracing
diverse
approaches to
educational
excellence



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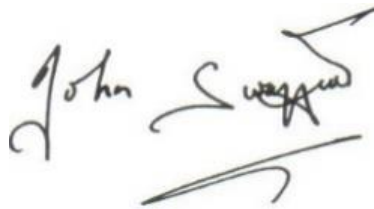
Introduction from the Chair of the Trustee Board

Welcome to the Trust's 2023/26 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 significant economic uncertainty, general inflation, increases in energy prices and the continuing impact of Covid-19. 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

Introduction from the Chief Executive Officer

Kaleidoscope Learning Trust (KLT) was formed through a name change of Cloughwood Multi Academy Trust (MAT) and was registered in that name at Companies House on 5th April 2018.

Cloughwood Academy is currently the only academy within the Trust, though growth is a Strategic Priority for the Trust over the next 3 years.

This updated Strategic Plan builds on the previous successes and establishes a new baseline for all of us to strive to achieve and expand on in the future. A future which potentially will include schools in all phases of education, so that children of all ages and backgrounds can benefit from a curriculum, that is highly ambitious and designed to stretch and challenge all pupils to be their very best.

In our academies, we are committed to providing many enriched experiences to ensure that every pupil has the opportunity to be and achieve their very best. We are committed to a fully inclusive model of education. We will do all we can to make sure no pupil gets left behind on their opportunity to achieve. Our academies continually work hard to help our pupils develop in the widest cultural sense as well as having expectations that all pupils achieve academic success. Our expectations are that the development of healthy lives and relationships, equalities, strong character and resilience permeate through all aspects of school life.

The Key to the way we work are our staff and partners who collectively have the knowledge skills and experience to continually improve the offer for our pupils. The expectation for our academies is that our highly skilled colleagues continually develop professionally and are as ambitious for themselves as they are for our pupils.

This strategy sets out what we believe in for our pupils, colleagues and the communities we serve.



Michelle Duval

CEO

Our Schools

Cloughwood Academy

Cloughwood academy is a day and residential special school provision catering for male pupils aged 8 to 18 years who present with Social, Emotional and Mental Health (SEMH) difficulties. All pupils have education, health and care plans (EHCPs).

The majority of admissions are from Cheshire West and Chester or Cheshire East, with a small number residing in neighbouring local authorities.

In addition to the day school, Cloughwood Academy also offers bespoke, extended day and boarding activities in its residential provision where pupils experience a social and caring environment within a 9-bed residential facility, for a maximum of four nights a week during the academic year.

From September 2023, commissioned places are 90 for primary and secondary ages and 20 for sixth form. Pupil numbers have risen significantly over the last couple of years with predicted numbers for September 2023 at 119.

The Academy offers an extensive and engaging curriculum at each Key Stage, with pupils following a traditional primary and secondary curriculum, with pupils choosing a range of academic or vocational subjects at Key Stage 4 during the options process. The provision is further enhanced by the opportunity for the boys to remain at Cloughwood Sixth Form to further their vocational studies in preparation for the world of work.

In addition to the taught timetable, Cloughwood offers a wide range of daily enrichment activities for all pupils. As well as being motivational, the enrichment programme provides learners with a range of practical, active and cultural experiences which contribute to the development of independent, considerate, well-rounded young men. All teachers are encouraged to include a strong element of Learning Outside the Classroom (LOTC) in their curriculum planning and delivery. Of an evening, the boys that stay in the residential provision have further opportunities to develop practical and social skills that aid independent living.

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.

Shared Values

Each of our Academies will have its own unique features. However, together, we will promote excellence, innovation, respect and tolerance for all. We will celebrate together the progress, achievements and successes of the whole learning community.

Market Analysis

The Plan period will be impacted by economic uncertainty, general inflation, increases in energy prices and disruption in the labour market, as well as the continuing adverse impact of Covid-19 on the education sector. Whilst any reductions in Central and Local Government funding are unlikely, the extent of any additional support is not known. The increase in staffing cost and perennial difficulty in recruiting able and experienced staff also remain in the mix. The Local Authority's future policy on Place Numbers could also inhibit the growth of the Academy as could the Government's White Paper and its focus on inclusivity.

The increasing rigour of Ofsted inspections will also make it harder for schools to achieve an 'Outstanding' judgement – itself a mark of excellence and of competitive advantage in both attracting pupils and recruitment and retention of high calibre staff, governors and trustees.

There has been no growth since the incorporation of KLT and although the CEO has intensified the dialogue with the Regional Schools Directors office, the trust is now competing in the market for schools against much larger established MATs. The success of Cloughwood Academy, the founding school, is a unique selling point for the Trust and the growth plan is to have at least one additional partner provider joining the Trust by the end of Plan Years 1,2 and 3 or be engaged in a mutual due diligence process.

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>Pupil 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> <p>Identify Partners working closely with Trust schools to support Bid and Sponsor applications.</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>Year 2</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>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> <hr/> <p>Year 3</p> <p>All academies are centres of excellence where every pupil achieves their full potential.</p> <p>Outcomes have rapidly improved or been sustained in line with or above national expectations across all Key Stages.</p> <p>National performance indicators in behaviour and attendance. All academies have low level of absence and exclusion.</p>

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 and 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>All internal and external verification confirms continual improvement and matches that of Ofsted.</p> <p>School SEF validated by external Quality Assurance.</p>
	<p>Year 2</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</p> <p>A varied menu of relevant CPD that supports School Improvement across the trust and at all levels.</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>Year 1</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> <p>Develop a standard recruitment pack for all positions advertised.</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>Encourage and enable all staff to build their expertise through evidence based professional development and mentoring.</p> <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>Year 2</p> <p>Middle leaders are highly effective leaders of Teaching and Learning. Trust wide leadership programmes are in place. Appraisal is robust and is impacting positively on outcomes and pupils' experiences.</p> <p>Evidence for staff recruitment, retention and development show significant improvement.</p> <p>High quality induction and CPD packages are in place and delivered.</p>
<p>Ensure inclusive working environments, support flexible working and takes action to promote equality and diversity.</p>	<p>Year 3</p> <p>All Headteachers are highly effective, qualified and are working both in their home 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> <p>The Kaleidoscope Learning Trust becomes an employer of choice.</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 and aligns resources to expenditure priorities across all the academies.</p>	<p>Year 1</p> <p>All academies 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 to be 75% or below.</p> <p>Ensure successful internal and external auditing with any recommendations met in a timely manner.</p> <p>To establish and maintain compliance for Trust and School websites</p> <p>Through strong strategic planning Kaleidoscope Learning Trust increases by a minimum of one school per year for the next 3 years.</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>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>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>Develop and implement an ambitious Trust ICT strategy that benefits pupils, staff and adds significant value to pupil outcomes and experiences.</p> <p>Through strong strategic planning Kaleidoscope Learning Trust increases by a minimum of one school per year for the next 3 years.</p>
	<p>Year 3</p> <p>To align statutory policies across the Trust.</p> <p>To establish a Capital Strategy across the Trust estate.</p> <p>Kaleidoscope Learning Trust is recognised as a sustainable, improving partnership of academies becoming the trust of choice.</p> <p>Through strong strategic planning Kaleidoscope Learning Trust increases by a minimum of one school per year for the next 3 years.</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
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>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>External review of Governance to be carried out by the NGA (or equivalent body).</p>

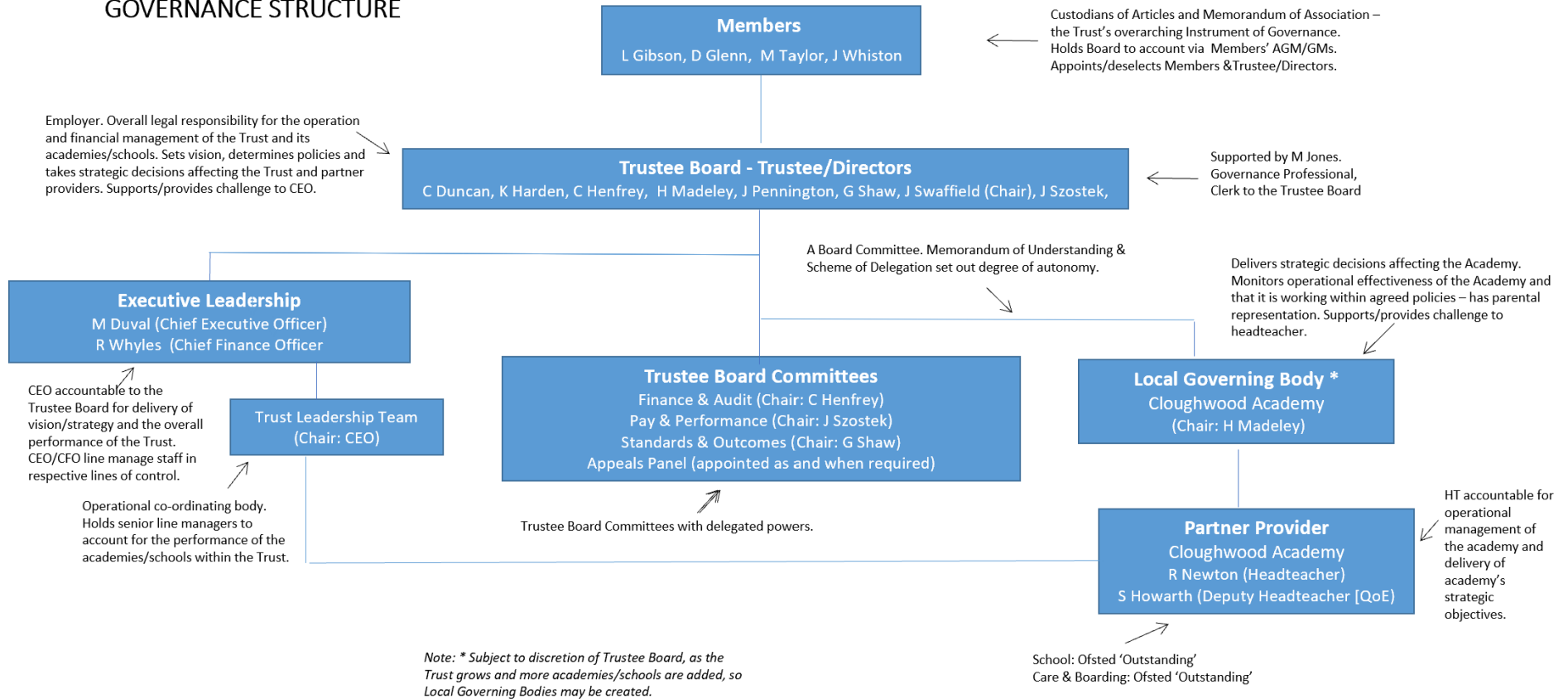
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Objective	Success Criteria
	<p>Local Governing Bodies acknowledged as effective by internal and external scrutiny, including Ofsted.</p> <p>Internal and external scrutiny, including Ofsted judgements, confirm leadership at all levels is highly effective.</p>
	<p>Year 2</p> <p>As Year 1</p>
	<p>Year 3</p> <p>As Year 1</p>

Appendix A

KALEIDOSCOPE LEARNING TRUST

GOVERNANCE STRUCTURE



Kaleidoscope Learning Trust
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