



**Horizons Specialist Academy Trust**  
*Providing infinite opportunities*

# Strategic Plan

2023 - 2026



## Introduction

Horizons Specialist Academy Trust (HSAT) is a specialist multi-academy trust, underpinned by a single organisational and financial structure led by a Chief Executive, and directed by a Board of Trustees. The Trust comprises Abbey Hill Academy & Sixth Form, Archway Academy, Green Gates Academy, Hollis Academy, Mo Mowlam Academy, Westlands Academy and Woodlands Academy. Together, these seven provisions support over 900 children and young people with a wide range of special educational needs.

Our vision of '*Providing infinite opportunities, ensuring the best education for our children and young people*' is a bold one. Our aim '*to do more and to do it better*' at every level for our pupils, their families and the wider Trust community is key and is underpinned by our values of providing:

- ◆ Opportunities for all
- ◆ Opportunities to care
- ◆ Opportunities together, and
- ◆ Opportunities for life

We are a caring, inclusive organisation dedicated to working in partnership as a family of schools where we champion all children and young people, as well as the staff that support them. Working in collaboration with stakeholders and the wider professional and local community demonstrates our commitment to our civic duty and is evidence of our moral purpose.

We have high aspirations for ourselves and others. Our belief that a child's future should be defined by their talents and aspirations, not limited by the challenges that they face, is a key driver in seeking to improve the life chances of all our pupils.

We recognise that ensuring our pupils are safe, receive a high quality and inclusive education, and are confident and prepared to play an active role in society is only possible when we have an effective and strong multi-academy trust.

The Strategic Plan for 2023-2026 articulates our ambitions and all of us – Members, Trustees, Governors, the Chief Executive, Deputy Chief Executive, Executive Leaders, Principals, senior managers, and staff – are excited by its challenges and opportunities. We are focused and determined *to do more and to do it better* over the next three years of this Strategic Plan and thereafter.



Elizabeth Horne CBE  
Chief Executive



David Walker MBE  
Chair of the Board of Trustees

# STRATEGIC PLAN OUTLINE 2023/2026

Our Vision

**“Providing infinite opportunities  
Ensuring the best education for our children and young people”**

Our Aim

**“To do more and to do it better”**

Our Values

**Opportunities for all**

**Inclusion:** We provide a caring environment where we champion all children and young people, as well as the staff that support them.

**Equality:** We are firm in our belief that a child’s future should be defined by their talents and aspirations, not limited by the challenges they may face.

**Opportunities to care**

**Dignity and respect:** We create an environment where all people are accepted, respected, engaged and supported. We are committed to supporting others to ensure the best education and life chances.

**Safety and Wellbeing:** We are dedicated to our young people and staff; their physical and emotional well-being as well as their education. We understand that when people feel safe in their environment, their chance of success is greatly increased.

**Opportunities together**

**Working in partnership:** We work in collaboration and partnership with staff, stakeholders and the wider professional and local community. We are proactive and flexible, sharing best practice with others.

**Supportive:** We work together, as a family of schools, to achieve the best for our children and young people.

**Opportunities for life**

**Aspirational:** We have high aspirations for ourselves and others. We have a shared vision of improving the life chances of our children and young people and their families.

**Personalisation:** We recognise people as individuals and have developed a personalised approach to all aspects of school life so that our children and young people are fully prepared for adult life. We are committed to the training and development of our staff to ensure they are highly skilled.

Strategic Objectives

- 1. To ensure vulnerable children and young people are protected from harm and supported to keep themselves and others safe.**
- 2. To ensure every child and young person receives a high quality and inclusive education to help them achieve their full potential.**
- 3. To provide opportunities for children and young people to become confident in their interaction with others and to fully participate in society.**
- 4. To maintain a strong MAT infrastructure and Board and Executive leadership which supports further development.**

## HSAT Strategic Objectives

## DfE's Trust Quality Descriptions (TQD)

## Key Performance Indicators (KPIs) 2024/2025

Major focus areas for 2024/2025 highlighted in yellow

1

### Strategic Objective 1:

To ensure vulnerable children and young people are protected from harm and supported to keep themselves and others safe.

We will do this by ensuring our academies are places where all students:

- ◆ attend regularly
- ◆ are kept safe
- ◆ feel calm and supported
- ◆ are able to actively participate and progress

### Safeguarding

- ◆ Systems are fully in place, compliant with statutory requirements and are effective.

### Behaviour and Attitudes

- ◆ All academies are effective in ensuring children feel safe in school
- ◆ Incidents of bullying, discrimination, sexual-harassment, abuse and violence, are dealt with quickly and effectively
- ◆ **Severely and persistently absent pupils improve their attendance over the course of the year**
- ◆ Leaders ensure the pupils with high levels of attendance (above 90%) maintain this
- ◆ Suspensions are effective in reducing extremely poor or unsafe behaviour

2

### Strategic Objective 2:

To ensure every child and young person receives a high quality and inclusive education to help them achieve their full potential.

We will do this by ensuring we:

- ◆ grow a motivating and ambitious culture – anchored by the Board and Executive Leadership Team
- ◆ design ambitious, well sequenced and broad curricula to realise achievement of good outcomes
- ◆ retain great staff by providing progression opportunities – based on effective performance management
- ◆ deliver high quality training and development to build and share staff expertise
- ◆ create work environments supportive of workloads, wellbeing, welfare and happy staff

### Quality of Education

- ◆ More than 75% of pupils at end of KS1 make progress from their individual starting points towards expected standards in Reading, Writing and mathematics combined
- ◆ More than 75% of pupils at end of KS2 make progress from their individual starting points towards expected standards in Reading, Writing and mathematics combined
- ◆ KS3 pupils know more, remember more and are able to do more in English (RAG rated 90% and above = green)
- ◆ KS3 pupils know more, remember more and are able to do more in mathematics RAG rated 90% and above = green)
- ◆ 100% of Y11 leavers at end of KS4 have achieved, or are on track to achieve accreditation in English and mathematics
- ◆ 100% of Y11 leavers at end of KS5 have achieved, or are on track to achieve accreditation in English, mathematics and Personal & Social Development
- ◆ In Reading, all pupils make progress from their individual starting points. Where and when appropriate, phonics is taught.
- ◆ **In oracy, all pupils improve speaking and listening skills which enable them to communicate effectively, confidently and appropriately in various contexts.**

3

### Strategic Objective 3:

To provide opportunities for children and young people to become confident in their interaction with others and to fully participate in society.

We will do this by ensuring we:

- ◆ offer all pupils opportunities to participate in sport, music and cultural activities as part of the curriculum.
- ◆ prepare every child for the next stage of education, employment or training – better preparing them to become confident, productive adults.

### Personal Development

- ◆ By the end of 2024-2025, all academies will be at or above the national average of the Gatsby Benchmarks
- ◆ >90% of Y11 leavers are predicted to be engaged in education, employment or training
- ◆ >80% of Y11 pupils who left up to a year ago remain engaged in education, employment or training
- ◆ All pupils are able to recognise the online and offline risks to their wellbeing and safety
- ◆ 100% of pupils have access to a curriculum designed to equip them for their role as British citizens by developing an awareness of spiritual, social, moral and multi-cultural understanding

## HSAT Strategic Objectives

## DfE's Trust Quality Descriptions (TQD)

## Key Performance Indicators (KPIs) 2024/2025

Major focus areas for 2024/2025 highlighted in yellow

### Strategic Objective 4:

To maintain a strong MAT infrastructure and Board and Executive leadership which supports further development.

### We will do this for the Trust by ensuring we:

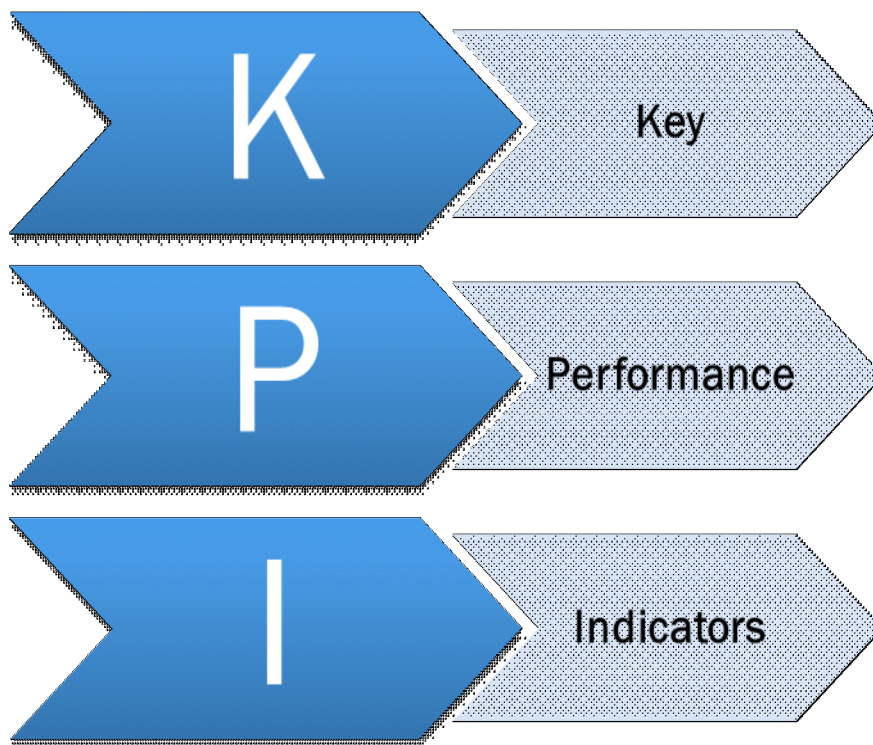
- ◆ have a clearly defined and effective strategy to improve and maintain the performance of our academies.
- ◆ support and transform underperforming schools by delivering broad and sustainable improvement
- ◆ contribute to the wider system by sharing best practice.
- ◆ work together - Board and Executive leadership - to review progress of strategic alignment and effective implementation.
- ◆ work together - Board and Executive leadership – to build a leadership pipeline which supports effective succession planning.
- ◆ work together - Board and Executive leadership - to involve and include parents and carers, academies and communities so that decision-making is supported by meaningful engagement.

### A Strong MAT Infrastructure - Leadership and Management

- ◆ Leaders align CPD for all staff with the curriculum so that teachers deliver better teaching for pupils.
- ◆ Leaders engage parents and the community in a way that supports pupils' education.
- ◆ Staff are content, have manageable workloads and feel well supported in their wellbeing (90%) & 95% staff attendance.
- ◆ Ofsted will judge all academies as effective for Safeguarding and offering at least a Good Quality of Education within 5 years of joining the trust
- ◆ 100% of professionals up to date with appropriate SHOSASV and online safety training
- ◆ 100% senior and executive leaders deployed in Quality Assurance and Support and Challenge roles.
- ◆ Retain IIP Gold Award, LPPA and NAS accreditation.
- ◆ >90% satisfaction rates from pupil and parent questionnaires.
- ◆ Annual VSEs confirm Trust's academies good quality of education.
- ◆ All academies to achieve attachment aware, trauma informed accreditation.
- ◆ Financial probity measure:- 0 red flags.
- ◆ One month of operating costs is maintained in reserves.
- ◆ No more than 85% total income of all academies spent on staffing.
- ◆ Trust Board skills coverage maintained and evidenced.
- ◆ Trust expansion realised – in addition to special free school scheduled for 2026, one additional academy during 2024/2025 (totalling 9 academies).

4

## Measuring success against



# 1

## Strategic Objective 1:

To ensure vulnerable children and young people are protected from harm and supported to keep themselves and others safe.

*The TQDs identify regular attendance, keeping children safe, supported and calm and active participation and progress as essential for this objective to be met.*

### Safeguarding

- ◆ Systems are fully in place, compliant with statutory requirements and are effective.
- ◆ Safeguarding audits undertaken by Trust Safeguarding Lead indicate compliance and children feel safe in school (pupil questionnaires and student voice further evidence).

### Behaviour and Attitudes

- ◆ Instances of bullying, discrimination, sexual harassment, abuse and violence, are dealt with quickly and effectively.
- ◆ Severely and persistently absent pupils improve their attendance over the course of the year.
- ◆ Leaders ensure the pupils with high levels of attendance (90%) maintain this.
- ◆ Suspensions are effective in reducing extremely poor or unsafe behaviour (included rates, repeats for same pupil and rationale) and reduced suspensions ensures pupils' learning potential is maximised.
- ◆ Whole school cultures underpinned by AATI (Attachment Aware & Trauma Informed) values, beliefs and practice – ongoing development around resilience, emotional wellbeing and mental health (improved attitude to learning, attendance, students' pride in their achievements) – all academies to achieve AATI accreditation.

# 2

## Strategic Objective 2:

To ensure every child and young person receives a high quality and inclusive education to help them achieve their full potential.

*The TQDs identify a motivating and ambitious learning culture, well-sequenced curriculum, high quality training and development for staff and work environments which are supportive and provide progression opportunities as essential for this objective to be met.*

### The Quality of Education

- ◆ Commitment of Board and Executive leadership to growing a motivating and ambitious culture.
- ◆ Whole school curriculum design which is ambitious, well-sequenced and broad supports good outcomes.
- ◆ Opportunities for progression support retention of great staff (retention and recruitment data).
- ◆ Impact Report - high quality staff training and development.
- ◆ More than 75% of pupils at end of KS1 and KS2 make progress from their individual starting points towards expected standards in Reading, Writing and mathematics combined.
- ◆ KS3 pupils know more, remember more and are able to do more in English and in mathematics (90% and above = green).
- ◆ 100% of Y11 leavers at end of KS4 and KS5 have achieved, or are on track to achieve accreditation in English and mathematics (Personal & Social Development for KS5).
- ◆ In Reading, all pupils make progress from their individual starting points to improve standards of literacy/reading fluency.
- ◆ In oracy, all pupils improve speaking and listening skills which enable them to communicate effectively, confidently and appropriately in various contexts.
- ◆ Evidence of staff development to ensure all staff can demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, in particular student oracy.



# 3

## Strategic Objective 3:

To provide opportunities for children and young people to become confident in their interaction with others and to fully participate in society

*The TQDs identify the need to provide experiences which support our pupils in becoming confident, productive adults. Engagement in sport, music and cultural activities and being prepared for the next stage of education, employment or training are essential for this objective to be met.*

### Personal Development

- ◆ All academies identify enrichment programmes as part of the overall curriculum as well as opportunities for pupils to participate in extra curricular activities.
- ◆ 100% of pupils have access to a curriculum designed to equip them for their role as British citizens by developing an awareness of spiritual, social, moral and multi-cultural understanding (ability to reflect on beliefs, understand consequences of behaviour, socialise positively with others, participate positively in cultural experiences).
- ◆ All pupils are able to recognise online and offline risks to their wellbeing and safety. Access to Health and Well-being services as/when required.
- ◆ All academies are above the national average of Gatsby Benchmarks by the end of 2024/25.
- ◆ >90% of Y11 leavers are predicted to be engaged in education, employment or training in the next academic year.
- ◆ >80% of Y11 pupils who left up to a year ago remain engaged in education, employment or training.

# 4

## Strategic Objective 4:

To maintain a strong MAT infrastructure and Board and Executive leadership which supports further development

*The TQDs identifies that the Board and Executive leadership working together to realise strategic alignment, and to implement a clearly defined and effective strategy which supports and transforms underperforming schools and enables the Trust's effective contribution to the wider system, are essential for this objective to be met.*

### Leadership and Management

- ◆ Robust approach to quality assurance involving regular and timely VSEs which confirm that the Trust's academies provide a good quality of education. The Trust aims for all academies to be Ofsted-rated as effective for Safeguarding and offering at least a Good Quality of Education within 5 years of joining the Trust.
- ◆ 100% of senior and executive leaders deployed in quality assurance and support and challenge roles – supporting school improvement.
- ◆ Bespoke CPD to support effective curriculum implementation and ensure teachers deliver better teaching for pupils.
- ◆ 100% of professionals up to date with SHOSASV and online safety training.
- ◆ Learning environments improved through engagement with parents and carers and pupils (90% satisfaction rates from pupil and parent/carers questionnaires).
- ◆ Staff working environment is supportive of workload, wellbeing (90%) and good staff attendance (95%).
- ◆ Evidence of quality through awards – IIP Gold, LPPA, NAS accreditation and AATI status.
- ◆ Good financial management and probity, including 0 red flags:
  - ◇ No more than 85% of total income to be spent on staffing.
  - ◇ One month of operating costs in reserves.
- ◆ Governance Improvement Plan – priorities, implementation and review including skills audit to inform development.
- ◆ Trust expansion realised – in addition to special free school scheduled for 2026, one additional academy during 2024/2025 (totalling 9 academies).