

# HATTON ACADEMIES TRUST STRATEGY 2025-2029



## WELCOME FROM THE CHAIR OF THE BOARD OF DIRECTORS

**As Chair of Hatton Academies Trust, it is my privilege to present our second five-year strategy document – a blueprint for our continued growth and success. Reflecting on the journey since our first strategy was launched, I am proud of the progress the Trust has made, despite the unprecedented challenge of the pandemic.**

Over the past five years, our Trust has gone from strength to strength. Academic outcomes in our secondary setting have remained excellent, and those in our primary academies have been transformed. Notably, all four of our academies are now rated Good by Ofsted, an achievement that reflects the dedication, expertise, and

resilience of our incredible staff teams, both within our academies and our Trust Central Services team.

We are thrilled to be welcoming a new academy into the Trust in 2025, a milestone we hope will be the first of many as we expand our family of schools. This strategy reaffirms our commitment to delivering exceptional academic standards, outstanding pastoral care, and nurturing young people to become engaged, responsible citizens. We are already immensely proud of our pupils and students, and I have no doubt this pride will grow further.

The aspirations outlined in this document are bold, yet grounded in the proven strength of our Trust community. Together, we will continue to provide every child with the opportunity to achieve their full potential. I invite you to join us on this exciting journey as we embark on the next chapter of our Trust story.



**William Thallon**  
Chair of the Board of Directors



**1**  
VISION



**4**  
ACADEMIES

**312**  
STAFF



**2528**  
STUDENTS

## WELCOME FROM THE CEO

**At Hatton Academies Trust, we really appreciate the time you have chosen to take to familiarise yourself with the strategic direction we have set for our Trust through until the end of 2029. Ensuring there is complete clarity as to where we need to be as an organisation in the medium and longer term is vital to our ongoing success. I hope you find that the ambitious objectives we set out throughout this document inspire you to consider being part of our journey or to continue to play your part in our journey of self-improvement.**

We are keen to ensure that our strategy for 2025 to 2029 is clear, simple and readable. We have not made it overly complex or convoluted. We set out with nine overarching aims, many of which we have carried over from our previous strategy document and five key themes against which our objectives are clustered. This continuity in our overall aims ensures that we remain motivated to achieve our mission, to provide all pupils in our care with an education which has no limits, whilst acting with integrity at all times. We do not limit how much any pupil can achieve and we always act in their best interest.

Pupils lie at the heart of this strategy document and by achieving the objectives we set out, we know we will strengthen the foundational pillars of our Trust. These are our staff, our curriculum provision, our resources, our community and governance, all of which directly impact on the quality of education we provide.

Over the next five years, we will achieve more of the objectives set out through our deep routed and ongoing commitment to collaborate. By working together across our Trust, with other organisations nationally and internationally and vitally with our own community, we commit to learning from each other and to use this secure improvement in the way we operate.

Sitting at the heart of effective collaboration and successful organisations lies strong, positive and respectful relationships. The quality of relationship within any part of our organisation is vital to the success we will achieve. As a Trust we are committed to securing professional relationships which are underpinned by integrity and kindness towards others. Being able to understand how others are feeling and act with emotional

intelligence whatever the situation, are the key characteristics that must be present for relationships to flourish and positively impact on the quality of a person's life and work.

As a successful Trust, we focus on three key organisational characteristics that really matter if we are to succeed over the medium and longer term. Firstly, we have a stable, well trained and motivated core of staff who are committed to journey with us over the next five years. Our staff are committed to the principle of stewardship and can practically demonstrate where we are securing organisational improvement as we journey together. Finally, we are open in nature, focussed on the why before what when improvement needs to be secured.

We know as a Trust we are strong and ready for the next challenge set out across this strategy document and it is only by working together can we achieve great things!



**Rob Hardcastle**  
Chief Executive Officer

## OUR AIMS

- 1 To raise aspirations and educational outcomes for all young people.
- 2 To provide all pupils with a high quality and inclusive education.
- 3 To develop a thirst for learning in all who work and study with us.
- 4 To secure continual improvement in the quality of education.
- 5 To produce confident, caring individuals and responsible citizens.
- 6 To celebrate the richness that diversity brings to all our academies.
- 7 To provide equality of opportunity in every aspect of our work.
- 8 To be financially efficient in order to achieve maximum school effectiveness.
- 9 To be a progressive, forward-thinking employer who puts its people first, recognising their significant contribution to the Trust's successful outcomes.

## OUR MISSION

Education without limits; integrity at all times.

## OUR VISION

A shared belief in enabling young people to fulfil their potential by providing an outstanding education.

Teachers are ambitious for all pupils. Pupils with special educational needs and/or disabilities (SEND), receive effective and caring support.

– Ofsted - 2023



# HIGH QUALITY & INCLUSIVE EDUCATION

## Why have we settled on these objectives?

Our Trust sits at the heart of our community and in order to fulfil our core mandate of advancing education as a public good, our objectives below set out the core of what we expect to achieve and provide for our pupils and their families. We act as civic partners in our locality and by achieving these objectives we can be sure we raise aspiration and outcomes for all who work and learn with us.

## Agreed objectives:

- a. All trust academies will be judged by Ofsted as providing exemplary and strong provision across all aspects of work.
- b. All Trust academies develop a culture that is aspirational for all, including pupils who are identified as under resourced or have more complex SEND needs, ensuring they achieve their full potential and are ready for their next stage in education, employment or training.
- c. Trust Inclusion Strategy created and implemented.
- d. All Trust academies will implement an agreed curriculum which is ambitious, broad and balanced with a focus on an excellence in oracy.
- e. Trust principles of pedagogy will be understood and implemented in all academies so that pupils can access high quality teaching in every lesson.
- f. Each academy will secure effective behaviour management, ensuring pupils are able to learn in a calm and supportive environment.
- g. Pupils in all academies will feel safe and their strong rates of overall attendance will mean they can fulfil their potential.
- h. All Trust academies will ensure maximum participation in wider opportunities, enriching the curriculum and giving pupils life-long interests and skills, particularly those that are under resourced.
- i. Excellent pastoral programmes will be taught in each academy. These will promote the value of hard work, attendance and personal development.
- j. All potential pupils from our surrounding locality, especially those who are under resourced, will be encouraged to apply and join any Trust academy.

## What will be different if we achieve these objectives?

If the Trust secures a high-quality education in each of its academies, through exemplary behaviour and attitudes of all, an ambitious curriculum which has consistent high quality teaching at its heart, and all pupils (but particularly those who are under resourced) achieving well, it will then be providing the conditions for them to fulfil their potential.

# SECURING SCHOOL IMPROVEMENT

## Why have we settled on these objectives?

Our Trust is increasingly viewed as a leader of innovation and development across the education sector in our locality. We purposefully design our capacity pathways in order to develop our staff and educational offer systematically and with end points in mind. The internal and external expertise we draw upon allows us to work quickly and effectively to secure school improvement.

## Agreed objectives:

- An outward facing culture, continually learning from others, will sit at the heart of each academy and its Trust Central Services team.
- The Trust will act positively and proactively to shape the local and national education sector.
- Strong and effective collaborative partnerships with our parents and carers, the wider local community, social care and the Local Authority will enhance the Trust's work to secure the highest wellbeing for all of its pupils.
- Hatton Centre for Education will strengthen its position as a local provider of all aspects of professional and career development for colleagues who work in education. It will become a recognised national provider of professional development that the education sector can draw upon.
- By acting as a catalyst for hub schools locally and nationally to learn from each other, our Challenge Partners Hub will act to secure school improvement across the sector.
- Our Challenge Partner Hub will grow across multiple localities and include at least 30 settings.
- Our Hub will achieve Gold Standard accreditation by Challenge Partners.
- Multiple routes of Initial Teacher Training, including an increasing number of apprenticeships, will be available to and used by Trust academies.

## What will be different if we achieve these objectives?

Securing the objectives above will further strengthen the way we can impact on our own educational provision and, importantly, the wider education sector. We will have established innovative and sector leading provision and capacity which is used by colleagues across our Trust and beyond. Securing school improvement will lie at the heart of its offer.

The school has high expectations for behaviour. Recent changes to the behaviour policy has raised expectations further. Pupils are clear about the rules and understand their importance. Behaviour is good in lessons and on the playground.

– Ofsted - 2023





## PLANNING FOR, DEVELOPING & RETAINING OUR WORKFORCE

### Why have we settled on these objectives?

All Trusts need a sustainable, knowledgeable and motivated workforce which is constantly renewing itself over the medium term. Our current work in this area spans multiple strands from well-being and workload, through to securing a culture of collaboration, respect and support. However, we have not pulled these strands together into one coordinated approach and our objectives below set out a carefully planned pathway for us to do this.

### Agreed objectives:

- a. The Trust will develop and implement a HAT People Strategy.
- b. Our community of professionals, acting professionally, collaboratively and respectfully with each other, alongside other colleagues in the sector, will sit at the heart of how we secure school improvement.
- c. There will be a high-performing working culture, built on professional trust and dignity, which is known and understood by all and to which all staff contribute.
- d. The Trust will secure systematic staff and leadership development, including through the use of career pathways.
- e. A consistent and high-quality line management programme, underpinned by training, will be implemented by each academy.
- f. High quality, evidence based professional development opportunities utilising EEF Effective Teacher Professional Development research will underpin Trust training for all of its teaching staff.
- g. There will be a highly effective programme of instructional coaching used in all Trust academies to secure improved teaching and learning.
- h. Succession plans will be drawn up for all strategic and leadership posts.
- i. Regular benchmarking exercises will demonstrate that rates of retention of staff achieved by the Trust are strong and favourable.
- j. The Trust will secure an inclusive working environment which supports flexible working in each of its academies.
- k. The quality of the workplace environment secured by the Trust will support the positive well-being of all staff.
- l. Well-being hubs will be established across the Trust. They will be focussed on areas where employees can support each other.
- m. Trust academies actively manage staff absence in support of employee wellbeing and to minimise the impact of absence on the quality of education to our pupils.
- n. The Trust will adopt a flexible approach to deploying staff so that pupils at schools in particular need receive the highest quality teaching.

### What will be different if we achieve these objectives?

Achieving these objectives, under the wider banner of our HAT People Strategy, will mean we will have a sustainable, knowledgeable and motivated workforce who are ready to lead learning and our organisation into the 2030s and beyond. We will embody a 'people first' organisation.

## FINANCE & OPERATIONS

### Why have we settled on these objectives?

Whilst our Trust plans financially over the longer term, it is increasingly difficult to turn these plans into reality with an ever-changing funding landscape nationally. We must explore and secure the most financially efficient and effective ways of making our funding count and also diversify our income strands even more widely to ensure we can secure school improvement and the people we need to make this happen. We must develop a number of strategic plans in areas such as IT and deliver more consistently on ones already in place such as asset management.

### Agreed objectives:

- a. The Trust will operate a financially efficient model of funding for each academy.
- b. The Trust will develop medium term financial planning models in key aspects of its work.
- c. The medium-term financial planning model will provide live one and three year budgets.
- d. Collective Trust reserves will be at least 12% of General Annual Grant income by 2029 and this will be reflected in our Trust Reserves Policy.
- e. Self-generating income will equate to 3% of total Trust income.
- f. A Digital and IT Strategy will be produced and implemented, including the use of AI and a move to cloud-based technology for functions where it is advantageous to do so.
- g. The Trust will achieve Cyber Essential Plus accreditation and achieve an evidence-based grade 4 or 5 against all aspects of SWGfL Cyber Secure tool.
- h. Through the planned use of Schools Condition Allocations funding, the Trust will complete Assets Management Plan priorities.
- i. The Trust will cut its carbon emissions Intensity Ratio (IR=the tonnes of CO<sub>2</sub> per pupil) by 50% compared to its position in 2024.
- j. Across the Trust, 95% of academy places will be occupied, with no academy being at less than 90% capacity.

### What will be different if we achieve these objectives?

The Trust will be utilising the most efficient and effective model of funding to ensure all income is achieving the greatest impact in terms of securing school improvement. We will be receiving increased income from a range of partners resulting in a strong reserves position which we can utilise to secure our strategic aims. Strategic plans in different operational areas will be systematically securing improved provision across the Trust.

## GOVERNANCE & GROWTH

### Why have we settled on these objectives?

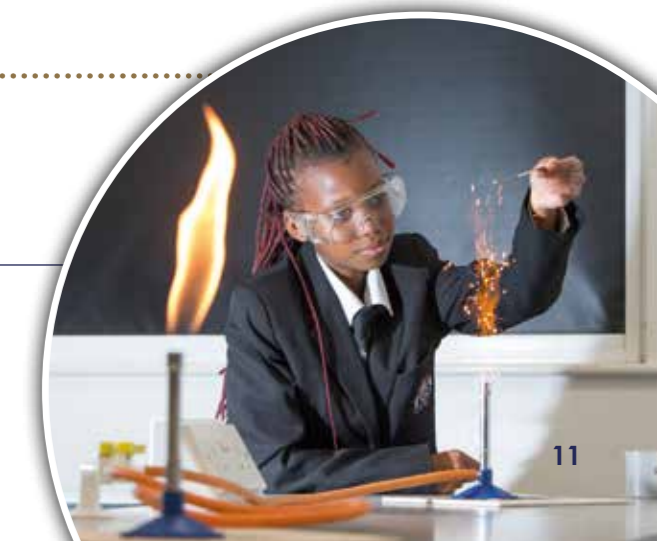
It is clear that strong Trusts such as ours must grow in a planned way with individual settings, groups of settings or by leading a merger with another MAT. We know which phases and which localities we wish to grow in and are acting to achieve this. We have planned for increases in capacity as required depending on areas of growth we secure. These objectives set out a clear ambition to grow in a planned way.

### Agreed objectives:

- a. External review of the overall Trust performance confirms it as being a strong and ambitious provider of education.
- b. The Trust will grow to at least 12 academies or 7500 pupils including incorporating challenging or underperforming settings; securing sustainable long-term improvement in each.
- c. The Board of Directors will create and implement a plan of executive leadership development.
- d. The structure of the Trust Central Services Team will be regularly reviewed and amended to ensure that it always has sufficient capacity to support existing and new academies.
- e. The Trust will have undertaken a peer MAT review through Challenge Partners or CST.
- f. Effective Local Academy Committees will have been established in each academy unless there is a need for a more direct model of governance.
- g. All Directors will have an appropriate training plan, which is suitable for the specific role they fulfil and their current level of expertise.

### What will be different if we achieve these objectives?

By achieving these objectives our Trust will ensure appropriate layers of accountability through the organisation. All of those in a governance role will play their part effectively in anchoring this strategy in the needs of the academies and communities we serve. Each layer of governance will be skilfully holding those in an executive leadership role to account for the delivery of HAT Strategy aims and objectives, including through the regular use of external quality assurance to triangulate their judgements.



# EDUCATION WITHOUT LIMITS; INTEGRITY AT ALL TIMES



-  HattonAcademies
-  Hatton\_academies\_trust
-  Hatton Academies Trust

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## OUR SCHOOLS



Sir Christopher Hatton  
AN ACADEMY WITH SPECIALIST MATHEMATICS & COMPUTING STATUS

