



PETERBOROUGH KEYS ACADEMIES TRUST

Strategic Plan 2023 – 2026

Introduction

PKAT was formed in 2018 and brought together five schools which had previously been working in partnership for a number of years. The Trust currently consists of one large secondary academy and four primary academies, all within a short distance of each other in the west of Peterborough. We are proud of our schools, our people (learners and staff) and the high-quality education we deliver.

As we look forward, some consideration should be given to the adverse effects of the Covid pandemic. During that time, focus was inevitably narrowed to ensuring continuity of this educational delivery, within the confines of school closures and significant health and safety requirements. Co-curricular activities and opportunities were severely affected, and it is now important for our plan to recognise the challenge of rebuilding and extending that provision. As we have augmented our central office capacity, as part of a strategy of preparation for growth, we are well positioned to drive forward on these development priorities

All our schools received Ofsted inspections in 2022 and those reports have also influenced actions which are reflected in this strategy document, which has been written following a consultation exercise with staff, academy committee members and trustees.

Mission

We believe in unlocking children's passion to succeed in their school career and beyond. This is through a carefully considered, broad, rich, deep and ambitious curriculum, built through sequenced and interleaving learning, with purposeful work, which meets the differing needs of all our children. Building together strong foundations to acquire the key skills, values, attitudes and attributes for life-long learning; and the resilience and courage to apply them.

Vision and Aims

PKAT is an ambitious, well resourced, effective and efficient organisation, which seeks continuous improvement and growth in every direction. Our vision is for a Trust where staff enjoy coming to work, are hungry to learn and push boundaries, and are given career opportunities to grow and learn with us.

We seek to create a learning community through: Unlocking learning, Unlocking potential, Unlocking futures

Our strategic focus since inception has centred on developing trust wide structures and systems, whilst pursuing the following educational aims:

- Personalised learning leading to enjoyment, success and achievement for all.
- A safe, healthy, orderly, sustainable and cohesive school community.
- Effective engagement with our learners, parents, local communities and partners.
- A positive, proactive approach to innovation and continuous improvement for all.

Values

The concept of unlocking links to the five 'keys' which are integral to our approach (and form part of the Trust name). Under each key we define a set of core principles and curriculum intent.

Our Keys



Outcomes and approach

By September 2026, all our academies will be developing further from the solid foundations of:

1 Organisational Management

Balanced and strategically planned finances;
Strong central services which support school improvement and provide value for money;
A clear People Vision and strategic approach;
Strong workflows which support staff in being effective and efficient in their roles;
Our iLearn project being fully embedded and sustainable, with 1:1 devices for Y6-13;
Being entrusted with the improvement of other schools;

2 Governance and Accountability

All schools in the Trust being graded no less than 'Good' by Ofsted;
Higher levels of diversity and inclusion in Trust leadership roles;
All Trust Board and Academy Committee members being well trained and knowing their academies well;

3 Trust Culture

All our staff feeling valued and knowing that their well-being is a high priority;
Staff commitment being recognised and career paths strongly supported;
Workload for all roles, including volunteers, being appropriate and sustainable;
A culture of respect pervading all levels of the Trust;
All staff engagement metrics being above national benchmarks;

4 Behaviour

Attendance at each academy being at least at national average;
Disruption free learning in all classes;
Staff in each academy being trained and supported to create strong provision for children's social, emotional and mental health needs;

5 Teaching

Using a clear evidence-based Trust wide approach to Teaching and Learning based on cognitive science;
Being research-based academies focused on school improvement;
Teaching being consistently strong for all learners;

6 Curriculum and Assessment

Strongly positive achievement for all learners;
Having strong and effective subject knowledge within our primary staff;
Having an aligned approach to assessment and moderation in the primary academies;
Well sequenced and ambitious curricula in all academies;
Offering a wide range of co-curricular opportunities, enrichment and trips;
Having high quality indoor and outdoor Early Years settings;
A strengthened Sixth Form culture and work ethic;
Ambitious destinations for our school leavers, including university and high quality apprenticeships,

7 Safeguarding and SEND

Our safeguarding practices are exemplary and we are reactive to new and changing challenges.
A fully implemented, effective and highly regarded strategic and operational approach to SEND;



8 Professional Development

A coherent and strategic approach to the continuous professional development of all staff;
Full utilisation of the apprenticeship levy funding to support opportunity and training in our schools;

9 Working in Partnership

Fulfilling the Gatsby Benchmarks, with no students leaving to be 'NEET';
Having strong parental engagement in our academies;
Engaging strongly with our local communities and being seen as schools of choice;
Having close working relationships with Initial Teacher Training providers to develop potential new staff;

Our Academies

Peterborough Keys Academies Trust is a family of schools. Each academy will have the autonomy to deliver the mission and curriculum vision in its own context. Each academy upholds the values of the Trust and contributes fully to its development, supporting the aligned work of the core team and the education provided within our family of schools.

Our Model for Improvement

Our Director of Primary Education leads improvement work across our primary schools by:

- conducting termly Support and Challenge meetings (which include Academy Committee Chairs)
- facilitating paired Headteacher peer reviews
- brokering in external quality audit, resources, training and coaching.

Our secondary improvement is led by the Headteacher using the same approach as above, with peer reviews being arranged with an external partner school.

Our Teaching and Learning Approach

All our academies will:

- Have high expectations for every learner in every school.
- Expect all learners to work hard and try their best at all times.
- Enable excellent learning to happen.
- Create excitement around learning, with all learners wanting to learn, transforming from novice to expert learners as they journey through their school years.
- Develop creativity and curiosity in learners; inspiring them to be the best versions of themselves.
- Prepare learners to unlock their full potential; giving students key learning tools to achieve the best outcome possible for their future lives.

We have informed our approach to Teaching and Learning based on current research and evidence, including cognitive science. We present material in small steps, model and use guided practice to support learners' written work. We make use of frequent, high-quality and responsive formative assessment throughout every lesson; asking questions, checking for understanding and responding to misconceptions.

We expect all teachers across PKAT to plan and deliver lessons that include:

- Embedded routines and clear high expectations for behaviour
- Regular opportunities for review and retrieval practice
- High expectations for learning, i.e. planning for the highest attaining learner(s) in the class ('pitch it up')



- Adapting teaching; creating reasonable adjustments to the curriculum for those that need it without losing high expectations for all
- Scaffolding to enable all learners to reach the high expectations of the learning
- High quality explanations focusing on one stimuli at a time to avoid cognitive overload
- Modelling of excellence by the teacher including live modelling of work
- Effective checking for understanding
- Guided practice, with the teacher giving instant feedback

Strategic Goals

Our outcomes have been defined so that:

Through strong organisational management of finance and central services, we provide sustainable high quality educational provision. We have efficient and effective systems which allow our staff to excel in their roles. Our growth, through welcoming new schools to join, further strengthens our ability to provide central services which add value.

We have a diverse range of people, skills and experiences in our governance, in order to both support and challenge our Trust leaders. We know our schools well and welcome accountability for external judgements which relate to the quality of education provided and assessment outcomes.

Our Trust culture is centred on valuing people, through supporting their ambitions and career paths, so that we are a respected and attractive employer. By creating a culture where staff feel respected, empowered and inspired, we create a positive learning environment.

Our learners experience disruption free learning and feel safe and happy in school. Our focus on good attendance and mental wellbeing are key elements in this. We have an exceptional safeguarding culture.

Our teaching is based on current scientific research, with strong professional development expected and supported. We provide clear pathways for professional progression for teachers and support staff. All learners are supported by high quality teaching, with appropriate plans for individual needs. Teachers of all age groups are supported in ensuring that their understanding of curriculum intent and sequencing is excellent. This is all underpinned by strong curriculum plans and resources. These are the essential elements for a strong culture of teaching and learning.

We have inspiring and attractive Early Years settings to foster strong educational development at this crucial stage. Parents are attracted to our offer which in turn strengthens pupil admissions.

The work ethic in our Sixth Form is strong and we support our students to be ambitious in terms of university destinations or other routes into employment and/or training.

Our learners gain the benefit of experiences outside classroom and school environments. They understand how these co-curricular opportunities help them to develop skills for living and working in a complex world. We want them to take fond memories of these moments with them when they leave our schools.

We have outstanding career advice and opportunities to encounter training and employment providers, so that young people leaving our schools are well informed about the pathways open to them.

We engender strong parent and carer engagement in their children's education. We fulfil our mission to be a significant community anchor and resource for local residents.

