



LEIGH Vision 2025

(updated, September 2020)



Our Vision: LAT Excellence Charter

- 1 We will provide outstanding leadership and governance at every level so that all pupils attend an academy judged to be at least good overall by Ofsted.
- 2 We will ensure a rich, engaging and inclusive curriculum with effective teaching and high-quality learning resources across all subjects and year groups.
- 3 Regardless of their ability or personal circumstances we will ensure that all groups of pupils make at least good progress and diminish differences in their attainment.
- 4 We will develop pupils' characters and attributes in line with the International Baccalaureate Learner Profile so that all LAT alumni obtain a collection of desirable qualities before they leave school.
- 5 We will ensure that pupils are well-behaved, confident and respectful in a safe and secure environment.
- 6 We will ensure a high-quality workforce and prioritise staff retention, professional development and well-being.
- 7 Through our "Business Promise" we will guarantee strong engagement for all pupils with industry and employers.
- 8 We will provide all pupils with a high-quality careers learning programme.
- 9 We will grow to support more schools in the region so that our pupils and theirs benefit and that standards improve across the board.
- 10 We will work with our own and other primaries to ensure smooth transition to our secondary academies.



Our Mission

Shaping Lives,
Transforming Communities.

*'Leigh Academies Trust is
transforming communities across
South-East England.*

*We are shaping education for
young people so that they will
have a variety of opportunities
and a far better future.'*

Sir Geoffrey Leigh
Founding Sponsor



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Our Values

We care -

about our pupils through our human scale approach to education, our staff and their well-being and the communities that we serve, driven by our high ideals and strong moral values.

We have boundless ambition -

to achieve excellence for all and create confident young adults with high levels of resilience and integrity.

We work together -

as one team in the belief that we are greater than the sum of our parts. We foster an enterprising culture through collaboration and in close partnership with industry and other educators.

We keep getting better -

using our 'can-do' attitude towards continuous improvement and innovation.



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Introduction by the Chief Executive

Leigh Academies Trust (LAT) has embarked on its second decade. It was one of the first multi-academy trusts in the UK and is now one of the biggest and most respected. Since 2008, LAT has grown from one academy in Dartford to twenty-five academies in Kent, Medway, Bexley and Greenwich. LAT academies form a tight geographical group making travel plus resource and knowledge transfer between them relatively easy.



LAT started in secondary education, but today covers a diverse and balanced portfolio. There are ten nurseries, thirteen primaries, eleven secondaries and one large special school. Our mainstream academies contain ten designated specialist provisions for pupils with a range of special needs making the Trust highly inclusive. One of our secondaries is a university technical college by licence and one is an all-through academy. The Trust also has its own grammar school with a prestigious history dating back to 1701. LAT has a further three academies (free schools) in the pre-opening stages of development: one primary, one secondary and one special academy.

As well as schools, LAT is responsible for much else. The Trust is the legal entity for Kent and Medway Training (KMT), the South-East's largest initial teacher training provider. The Trust contains Medway Teaching School Alliance and the Kent and Medway Maths Hub, both linked to Sir Joseph Williamson's Mathematical

School. LAT has three community interest companies. One is LAT Enterprises, a trading company, which gift-aids revenue back to LAT academies from income raised through lettings and other activities. The second is The Hundred of Hoo Nursery, a large education and childcare establishment for children from three-months to school age. The third is a fairly recent development, LAT Apprenticeships, allowing LAT to operate as an accredited apprenticeship provider for courses across its schools.

Over the last ten years or so the Trust has built a range of positive partnerships. This includes four universities: University of Kent; University of Greenwich; Ravensbourne University; Leeds Beckett University, which works with KMT to award qualified teacher status to trainees. The Trust has close links with two livery companies that support its academies in South-East London, The Stationers' Company and The Tallow Chandlers. Our growing relationship with Ambition School Leadership offers the full

range of national professional leadership programmes to staff.

Despite taking on several academies in very challenging circumstances and being one of the largest school groups in the UK, 100% of all academies inspected whilst part of LAT are good or better. This is an enviable track-record of inspection. However, as important to the Trust are its close links with industry and employers which ensure positive future employment pathways for pupils. Since the early days of the City Technology College movement, it has always been in the Trust's DNA to connect our schools more closely to the workplace. That is why we continue to emphasise the importance of careers education, business mentoring schemes and a curriculum informed by the needs of employers.

Recently, LAT has developed a very clear, all-age curriculum vision based upon the International Baccalaureate (IB), a balanced curriculum that gives prominence to

all subject areas and encourages young people to appreciate the connections between them. The IB sets out to create knowledgeable young people who are motivated, engaged and enquiring. It is a rounded programme which cannot be disrupted by national governments causing endless swings of the education philosophy pendulum. The IB is most often found in grammar schools, fee-paying schools and some of the best international schools. We have calculated: if it is good enough for their pupils, it is good enough for ours.

For the Trust, IB programmes have the important added benefit of not being overly prescriptive, as they operate across the world. They do not prescribe content or pedagogy, but have the significant benefit of providing a framework that allows our academies to collaborate to provide a high quality curriculum and assessment framework for all of our pupils from ages 4-19.

LAT has achieved much in its relatively short lifetime since 2008. We are now ready to think on an even bigger scale and look outwards to new horizons. We are educating sixteen-thousand young people who will be the adults of tomorrow, helping to shape our world for the better. That is a huge responsibility and is why our next set of goals - called Vision 2025 - will have at its centre the major social, economic and technological challenges facing the world today. Based on our strong moral foundations, it is our duty to educate pupils to face these challenges and to help make the world a better place.



Simon Beamish
Chief Executive
September 2019



Major economic, social and technological challenges

Through Vision 2025, LAT will contribute to making the world a better place. The main challenges are:

Challenge 1: Modern lifestyles are destroying our planet and increasing inequality

We will develop environmentally conscious learners who feel empathy, act compassionately and behave ethically. We will create pioneering social entrepreneurs with a sense of service to others, future generations and to the planet.

Challenge 2: Humans are overloaded with information

We will develop learners who think critically, based on a secure knowledge and understanding. We will enable them to apply insight and judge the significance and reliability of information.

Challenge 3: Traditional jobs are being replaced by technology and globalisation

We will develop internationally-minded learners who appreciate differences and have a wide range of perspectives, ensuring they are adaptable, innovative, creative and can harness the power of digital technology.

Challenge 4: A lack of employment skills risks UK wealth and productivity

We will develop confident learners who have a positive can-do attitude and strong work ethic, able to collaborate and work as part of teams. We will focus on STEM and employer links to increase the flow of well-qualified young people entering the workplace.



The International Baccalaureate

The ambitions of Vision 2025 draw heavily on the mission statement of the International Baccalaureate Organisation (IBO) and its Learner Profile. All LAT academies are developing “all-through” IB curriculum programmes to become authorised as World Schools. Our own approach chimes closely with the IBO’s mission statement as follows:

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”

“To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.”

“These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

All IB programmes are holistic and seek to develop important character traits in young people as set out in the IB Learner Profile.





Our Goals

Our Goals

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A: Learning

In the year ahead:

- A1: Ensure LAT Teach aligns with the best pedagogy research.
- A2: Extend best-practice teaching strategies to develop pupils' long-term memory and recall.
- A3: Embed IRIS Connect across pilot academies.
- A4: Implement LAT best practice guide on blended learning across all academies.
- A5: Launch much-enhanced Chromebook Strategy across the Trust.

Further forward:

- A6: All teachers will be effective and at least half highly effective.
- A7: Organise LAT Lectures on areas of educational research and innovation.

B: Curriculum

In the year ahead:

- B1: Extend LAT Apprenticeships following Covid disruption.
- B2: Develop the first IB curriculum for special schools at Milestone Academy.

B3: Introduce T Levels at The Leigh UTC.

B4: All "wave 1" secondary academies to become IB World Schools delivering the Middle Years Programme successfully.

B5: At least two primary academies to become IB World Schools delivering the Primary Years Programme successfully.

B6: Launch MYP Community Project in pilot secondary academies.

B7: Finalise robust assessment arrangements for the PYP in foundation subjects.

B8: Ensure all academies have an effective curriculum recovery programme in place following Covid-19 so that all pupils catch up and any gaps are closed.

Further forward:

B9: All primary academies to become IB World Schools delivering the Primary Years Programme successfully by September 2022.

B10: All secondary academies to become IB World Schools delivering the Middle Years Programme successfully by December 2020.

B11: Extend IB post-16 diploma programmes to more academies.

B12: Most academies to achieve International School Status.

C: Co-Curriculum

In the year ahead:

C1: Develop opportunities to extend cross-trust competitions and events.

Further forward:

- C2: Introduce a LAT Student Council to enable our young people to shape the future.
- C3: Provide curriculum opportunities for pupils in every academy to address the UNO Sustainable Development Goals.
- C4: Organise further cross-Trust co-curriculum opportunities for pupils, covering all subject areas.
- C5: Extend the Duke of Edinburgh Award Scheme to more academies.

D: Outcomes

In the year ahead:

- D1: Secure two more Ofsted outstanding rated primary academies.
- D2: Achieve at least one more Ofsted outstanding rated secondary academy.
- D3: Primary progress scores and post-16 value added to be above zero.
- D4: Overall Progress 8 to be -0.15 or better.
- D5: Provide high quality additional support for priority year groups to ensure that their results in public examinations are unaffected by Covid-19.

Further forward:

- D6: Sustain performance above national averages for all educational KPIs.
- D7: Overall Progress 8 consistently above zero.
- D8: Achieve at least three Ofsted outstanding secondary academies.
- D9: 80% of academies judged outstanding for leadership and management.

E: People

In the year ahead:

- E1: Develop succession planning framework for all key leadership positions.
- E2: Harmonise support staff pay scales.
- E3: Continue roll-out of staff diversity groups, such as BAME and LGBT+.
- E4: Embed opportunities for remote/flexible working for staff using the latest technology.
- E5: Develop an enhanced teacher recruitment campaign following Covid disruption to ensure an even wider pipeline of talent for our academies.
- E6: Launch a workforce perception campaign to change attitudes towards the teaching profession post-Covid.
- E7: Support KMT to recruit 250 new trainee teachers to begin in September 2021.
- E8: Further extend wellbeing initiatives for staff.

Further forward:

- E9: Become the education employer of choice in the region.
- E10: Ensure that all academies are performing above sector averages for staff engagement.
- E11: Teacher retention exceeds 85%.
- E12: Retention of leaders remains at 95% or above.

F: Leadership

In the year ahead:

- F1: Appoint Director of Improvement for SEN/inclusion.
- F2: Empower staff to deliver the enhanced digital strategy.
- F3: Carry out a review of governance across LAT to ensure it remains highly effective and fit for purpose.
- F4: Expand governor training opportunities in collaboration with MTSA.
- F5: Develop a "Principal readiness" programme for LAT to ensure an even wider pipeline of candidates for future academy senior leadership positions.
- F6: Merge Stoke and Allhallows Primary Academies.

Further forward:

- F7: Appoint Directors of Improvements for additional curriculum areas.
- F8: Expand pool of academy-based subject experts to support improvement across the Trust.
- F9: KMT to double the number of teacher trainees to address teacher shortages.

G: Estates

In the year ahead:

- G1: Refurbish nursery facility at Hartley Primary Academy.
- G2: Open playing fields at The Leigh UTC.
- G3: Open a new STEM Centre at The Halley Academy with funding from The Tallow Chandlers.
- G4: Significant redevelopment of site and building at Mascalls Academy.
- G5: Make significant improvements to buildings at Dartford Primary Academy (infants).
- G6: Significant update of facilities at The Hundred of Hoo Academy, including post-16 and catering.
- G7: Implement new methods to ensure carbon reduction.
- G8: Construct new nursery facility at Molehill Primary.

Further forward:

- G9: Significant redevelopment of site and building at The Halley Academy.
- G10: Improve early-years facilities at Paddock Wood Primary Academy.
- G11: Complete stage-3 of SJWMS building programme by adding to current science laboratory provision.

H: Technology

In the year ahead:

- H1: Achieve digital level 4 at all academies.
- H2: Implement significant expansion of 1-to-1 Chromebook scheme.

Further forward:

- H3: 90% participation in 1-to-1 device schemes.
- H4: Continue programme to introduce and familiarise pupils and staff to new technology developments.

Further forward:

- I6: Expand The Hundred of Hoo (Primary) Academy to two-forms of entry and complete phase-2 of new building.
- I7: Successfully bid for a secondary free school in Central Kent Cluster.
- I8: Develop new post-16 centre at The Leigh Academy and expand to 300 PAN in year 7.
- I9: Complete four all-age and inclusive clusters with approximately 10 academies and 6,000/8,000 pupils each.
- I10: Redevelop Horsmonden Primary Academy to two-forms of entry, to meet additional local demand, supported by new build project.
- I11: More grammar schools to join the Trust: ideally one per cluster.

I: Growth

In the year ahead:

- I1: Open Leigh Academy Rainham in brand new facilities by September 2021.
- I2: Open new nursery satellite for Milestone Academy at Cherry Orchard.
- I3: Agree plans for the expansion of Milestone Academy.
- I4: Encourage another grammar school to join the Trust.
- I5: Attract another secondary academy to join the Central Kent Cluster.

J: Operations

In the year ahead:

- J1: Achieve £400k profit through LAT Enterprises.
- J2: Improve central academic data services to ensure even greater accuracy and efficiency.
- J3: Implement “phase 2” of programme to explore how income is shared between academies and the centre, focusing on estates and IT.
- J4: Implement sinking fund arrangements for all 3G pitch facilities.
- J5: Agree sinking fund arrangements for specialist engineering equipment at The Leigh UTC.
- J6: Develop new proposals for the management of Devolved Formula Capital (DFC) funding.

Further forward:

- J7: LAT Enterprises to achieve £1m+ profits annually.
- J8: Centralise Trust data services.
- J9: Ensure full consistency in management operational services across academies.

K: Partnerships and Community

In the year ahead:

- K1: Agree a new livery company partnership for Leigh Academy Blackheath.
- K2: Enhance wider support programmes for vulnerable pupils and families post-Covid.
- K3: Complete revamp of all academy websites.

Further forward:

- K4: Develop project to reduce community-based gang violence and knife crime amongst young people.
- K5: Launch programme to combat childhood obesity.
- K6: Consider implementing “good parenting” programme across academies.
- K7: Identify a major corporate partner for the Trust to provide ongoing strategic support and investment.
- K8: Explore additional livery company partnerships to support Trust priorities.



Chief Executive: Simon Beamish
BA (Hons) MSc PGCE NPQH NLE

Carnation Road, Strood, Rochester,
Kent ME2 2SX
t: 01634 412200 | f: 01634 412201
e: info@latrust.org.uk
w: www.leighacademiestrust.org.uk

Leigh Academies Trust is a registered
company (company no 2336587)
and an exempt charity.

Designed and produced by LAT Creative
e: creative@latrust.org.uk | t: 01634 412227

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