



Trust Development Plan

2025-2028





Executive Summary

Vision and Values:

Our vision, "To prepare learners for the world that waits," encapsulates our proactive approach towards education, ensuring that our pupils are equipped with the skills and knowledge necessary. Central to this vision are our values of altruism and pioneering ethics, which underpin everything we do, fostering a culture of inclusion across our schools. Now that all our schools are Good+, we can focus on embedding, refining and growth.

- 1. We will expand our shared vision and values at all decision-making levels so that they become integral to the lifeblood of our unique and diverse school ecosystems.**
- 2. We will increase pupil numbers over the next 3 years to ensure our schools are at full capacity from pre-school to year 6.**
- 3. We will take on or create at least two new settings (be that schools, SBNs, SEND hubs)**
- 4. We will Increase the opportunities for everyone across the Trust to share expertise, driving up standards and reducing duplication.**





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FUNDING

To best support schools' flourishing, MATs need a strong central team that actively supports schools so that pupils can thrive in learning. This includes compliance with statutory functions of the board, such as HR, finance, site support and financial streamlining. However, the best Trusts offer support that enriches education, allows for the sharing of best practices, and provides services that enrich schools (through economies of scale). Ofsted is beginning to criticise Trusts that are not doing enough to support their pupils due to a lack of central capacity.

The sooner schools are aligned (where appropriate), the more standards are driven up, and there is an apparent reason to join the trust. The trust can grow, reducing the percentages each school needs to fund the central team.

- Moved to a defined contribution for the statutory central services model.
- Refine our traded services offer.
- Utilise regular donations.
- Continue to apply for grants
- Increase pupil numbers cross-trust through marketing.
- Increase EYFS provision.
- Explore SEND / AP options.
- Explore SCITT/ECT accreditation.
- Explore traded services and outreach from a nurse & Ed Psych.

Last year we secured over £124K in extra grants for our schools

100% of our schools have balanced budgets

FINANCES

Last year Schools for Every Child saved our schools over **£182K**, which was then spent on our pupils

Approximately two-thirds of our Central income is spent on jointly procured (and therefore less costly) services for our schools

Schools for Every Child

The infographic features several icons: a money bag with a pound sign, stacks of coins and banknotes, a bar chart with an upward arrow and a pound sign, a pie chart with a pound sign, and a group of diverse people.



Five-Year Goals & Review

	Teaching	Leadership & Governance	Financial viability
Year 1-2 23-24 24-25	<ul style="list-style-type: none"> • The self-evaluations of each Academy within the Trust are correct. • Boost the Trust's adoption of CPD. • To raise the levels of student performance at each of the Trust's schools by improving the progress made by all students. • Provide standardised target-setting procedures and support triaging across the MAT. • Use the web platform to share and exhibit best practices. 	<ul style="list-style-type: none"> • To incorporate school policies into Trust policies as needed. • Create websites for the schools and the Trust that include statutory policies/policies under the MPAT/School heading as appropriate. • In September, all existing employees attended Level 1 Safeguarding • The Trust Safeguarding meetings in place. • Strengthening processes will allow leaders, trustees, and LSBs (at the school level) to supervise important areas like safeguarding, health and safety, site and buildings, training, school improvement, and staff and student wellbeing. 	<ul style="list-style-type: none"> • The Trust has a reserves policy in which there are sufficient reserves to mitigate high-risk areas across the Trust. • After reviewing systems and processes, efficiency can be improved through better working methods. Review high-cost areas to reduce and/or rationalise expenses. • Increase/maintain student numbers to maximise funding. • Check purchased services (HR, Payroll, Accounting, FMS, etc.) and restart. Increase the top slice until growth allows for reduction. • EYFS/BASC extensions
Years3- 25-26 26-27	<ul style="list-style-type: none"> • SEND and PPG pupils progress far above national for their groups. • Data set with three years of improvement for all schools. • We will utilise leaders across our Trust to enable peer review and challenge self-evaluation and improvement goals. • In areas of expertise across the Trust, develop peer review support systems. • Create a succession and talent management model for the MAT Central Team and senior and middle leaders within Academies. 	<ul style="list-style-type: none"> • Increase the opportunity to examine the knowledge and experience of the board regularly. • Provide more frequent training courses for trustees and members. • Develop leadership and governance systems that enable HQ to support up to 10 schools through outreach or traded services • to explore the provision of pre-2-year-old care • Open an AP base for traded use 	<ul style="list-style-type: none"> • Develop and implement a Trust-wide ICT strategy and renewal plan to bring ICT hardware and software up to the latest norms and standards. With an IT lead • Provide transactional services to other schools and MAT. • Tender extensions through the CIF program. • >5% of reserves secured through prioritisation and investment strategies. • centralise HR and finances to reduce duplication and maximise economies of scale
Year 5< 27-28	<ul style="list-style-type: none"> • Trust is known as a CPD, SMSC & SEND hub, and publications are used to promote the Trust with regular CPD offered by our schools to support the global child. • Register as a SCITT provider. 	<ul style="list-style-type: none"> • The MAT board will offer support to new MATs. • The expansion of the MAT has led to reevaluating how the local boards operate to ensure local voices can continue to be heard. • Grow by four more schools. • Wrap-around care is offered all year from birth to 11 	<ul style="list-style-type: none"> • An ongoing continuous improvement program uses benchmarking and self-assessment to further improve efficiency. • Reduce top slice due to growth. • Multiple revenue streams exist that generate at least 30% income more than GA.G



Informing this TDP

The MAT assurance framework:

1. Vision, culture and ethos A. Clarity of purpose B. Understanding of needs C. Leading a culture of improvement	2. People and partners A. Building capacity for improvement B. Recruiting, developing and retaining talent	3. Teaching and learning A. Approach to pedagogy B. Leadership of teaching C. Evidence based professional learning models	4. Curriculum and assessment A. Curriculum principles, intent and alignment B. Intentional use of assessment	5. Quality Assurance and Accountability A. Knowing schools quantitatively B. Knowing schools qualitatively	6. Governance capability A. Governance structures and skills B. Capability to refresh and renew
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Action points identified during A Trust Strategy Day in 2025

- SEND provision across the Trust and sharing expertise
- How can we develop our career pathways?
- How will AI feed into our curriculum plans?

OFSTEDs

There have been improvements to the implementation of the curriculum. Some pupils have legacy gaps in their knowledge, and there are inconsistencies in how effectively teachers use assessment in some subjects.

Curriculum plans clearly identify the essential vocabulary to be taught. However, in some lessons, the teaching of vocabulary is overly simplistic. Teachers do not ensure that pupils have a rich understanding of this vocabulary, as intended by leaders. On occasion, this limits the ability of pupils to use and apply language in more complex ways. Leaders should ensure that all staff are delivering this aspect of the curriculum plans as fully as intended.

Leaders check how well pupils are faring across the curriculum and put strategies in place to help them catch up. They have identified a small group of pupils, including some who are disadvantaged, who have gaps in their knowledge and understanding where additional support is not yet precise enough to help them to catch up quickly. Leaders should ensure that additional support is sharply focused on helping these few pupils to catch up quickly

In a minority of curriculum areas, some pupils do not gain as much knowledge as they could. This is because the school has not precisely identified the knowledge they want some pupils to learn. Some content does not link clearly to what pupils have learned before. The school must refine these curriculum areas further to ensure knowledge is clearly prescribed and builds on what pupils have learned before.

DATA - KS2 - RWM:2024

KS2 2023/24	National Average	Essex Average	Wyburns	North Crescent	Rayleigh
Reading	74%	73%	93%	78%	90%
Writing	72%	73%	83%	72%	92%
Maths	73%	74%	80%	83%	95%
RWM	TBC	60%	73%	72%	83%

DATA - KS2 - RWM:2025

KS2 24/25	National	Essex	Wyburns	North C	Rayleigh
Reading	75%	76%	77%	73%	84%
Writing	72%	72%	58%	86%	80%
Maths	74%	75%	58%	77%	88%
RWM Combined	62%	63%	43%	68%	75%



Target 1: Values

We will grow our shared vision and values at all levels of decision-making so that they become integral to the lifeblood of our unique and diverse school ecosystems.

Action 1: Strategy Day, INSET Day, and Cross-Trust Staff Events

Objective: Embed the shared vision and values through collaborative, trust-wide professional development and engagement opportunities.

Actions:

- 2026: Host biannual cross-trust strategy and INSET days focused on vision and values alignment. Launch cross-trust staff events (e.g., workshops, networking sessions).
- 2027: Expand cross-trust events to include student and parent participation. Develop a "Vision Champions" program to empower staff to lead vision and values initiatives.
- 2028: Establish a self-sustaining culture of collaboration, with schools independently organising cross-trust events and sharing best practices.

What Success Will Look Like:

- 2026: Schools participate in strategy and INSET days; 80% of staff report feeling aligned with the vision and values.
- 2027: Schools host at least one cross-trust event involving students/parents; 10+ Vision Champions trained.
- 2028: Schools independently organise cross-trust events; 90% of staff report that vision and values are integral to decision-making.

Action 2: Increased Trust-Wide Communications

Objective: Ensure consistent and transparent communication of the vision and values across the MAT.

Actions:

- 2026: Launch a MAT-wide communications strategy, including a monthly newsletter, intranet updates, and social media campaigns.
- 2027: Introduce a "Values in Action" spotlight series, showcasing how schools and individuals embody the vision and values.
- 2028: Develop a MAT-wide communications hub, enabling real-time sharing of vision and values initiatives.

What Success Will Look Like:

- 2026: Schools receive monthly communications; 70% of staff engage with content.
- 2027: Schools contribute to the "Values in Action" series; 80% of staff report feeling informed.
- 2028: Schools actively use the communications hub; 80% of staff report feeling connected to the vision and values.



Action 3: Pro-Social Rewards and Promotion

Objective: Incentivise and celebrate behaviours that align with the shared vision and values.

Actions:

- 2026: relaunch the pro-social rewards program, recognising staff and students who exemplify the vision and values.
- 2027: Expand the program to include peer nominations and community involvement.
- 2028: Integrate the rewards program into performance reviews and school improvement plans.

What Success Will Look Like:

- 2026: schools implement the rewards program; 20+ campaigns supported.
- 2027: schools & parents report increased engagement with the program;
- 2028: schools integrate pro-sociality into staff performance reviews; 80% of staff feel motivated by the ethos.

Action 4: CEO for a Day

Objective: Deepen the impact of the "CEO for a Day" initiative by making it more values-focused and ambitious, empowering students and staff to lead and embody the trust's vision and values innovatively.

Actions:

- 2026: Expand "CEO for a Day" to involve a wider range of roles, including senior leadership, operational, and community-facing positions. Introduce a values-based project for participants to complete during their day, such as designing an initiative that promotes the trust's vision and values.
- 2027: Develop the program further by creating a "Values Leadership Pathway," where participants can progress from "CEO for a Day" to leading small-scale trust-wide projects. Introduce a peer-mentoring element, where past participants guide new ones.
- 2028: Establish an annual "CEO for a Day Summit," where participants from across the trust showcase their leadership projects and reflect on how they have embedded the trust's vision and values into their work. Use the summit to inspire the next generation of leaders.

What Success Will Look Like:

- 2026: All schools participate in the expanded "CEO for a Day" program, with participants completing values-based projects shared across the trust.
- 2027: The "Values Leadership Pathway" is fully operational, with many participants progressing to lead trust-wide projects. Peer mentoring is established and widely used.
- 2028: The annual summit is successfully launched, with high levels of attendance and engagement. Participants report a lasting impact on their leadership skills and a deep connection to the trust's vision and values.

Action 5: Vision and Values Day

Objective: Celebrate and reinforce the shared vision and values through an annual trust-wide event, making it a cornerstone of our culture.

Actions:

- 2026: Host the third Vision and Values Day, featuring workshops, guest speakers, and



student-led activities that highlight the trust’s vision and values. Encourage schools to create displays or performances that reflect their unique interpretation of the values.

- 2027: Expand the event to include community partnerships and external stakeholders, such as local businesses, charities, and alumni, to demonstrate how the values extend beyond the classroom. Introduce a "Values in Action" award to recognise individuals and schools that exemplify the vision and values.
- 2028: Establish the event as a flagship initiative, with schools leading their own Vision and Values Days and sharing best practices across the trust. Develop a legacy project, such as a trust-wide mural or digital archive, to commemorate the impact of the event over the years.

What Success Will Look Like:

- 2026: All schools participate in the event, with attendees reporting a stronger connection to the vision and values.
- 2027: Community partnerships are actively involved, and the event inspires attendees to take the values into their daily lives.
- 2028: Schools independently organise their own events, and the legacy project becomes a lasting symbol of the trust’s commitment to its vision and values.

Action 6: Weaving Vision and Values into SDPs

Objective: Ensure the shared vision and values are central to school development planning, driving decision-making and improvement across the MAT.

Actions:

- 2026: Provide training for school leaders on integrating vision and values into SDPs, including practical tools and templates. Establish a trust-wide working group to share examples of best practice.
- 2027: Conduct MAT-wide reviews of SDPs to ensure alignment with the vision and values. Introduce a peer-review system where schools provide feedback on each other’s plans.
- 2028: Establish a self-sustaining process for embedding vision and values into SDPs, with schools regularly reviewing and updating their plans to reflect the trust’s evolving priorities.

What Success Will Look Like:

- 2026: All school leaders complete the training, and the working group produces a set of shared resources.
- 2027: SDPs across the MAT demonstrate clear alignment with the vision and values, and peer reviews are actively used to drive improvement.
- 2028: Schools independently maintain high-quality SDPs that reflect the trust’s vision and values, with leaders reporting confidence in the process.

Action 7: Careers Day

Objective: Link the shared vision and values to real-world applications through career education, inspiring pupils to pursue meaningful and values-driven futures.

Actions:

- 2026: Run a MAT-wide Careers Day, featuring role models from diverse industries who embody the trust’s vision and values. Include interactive sessions where pupils can



explore how values align with different career paths.

- 2027: Expand Careers Day to include work experience opportunities aligned with the vision and values, such as placements with local charities or ethical businesses. Introduce a "Values in Careers" challenge, where pupils design projects that apply the trust's values to real-world problems.
- 2028: Establish a MAT-wide careers program, with schools independently organising events and activities linking vision and values to future aspirations. Develop a trust-wide careers platform to share resources and opportunities.

What Success Will Look Like:

- 2026: All schools participate in Careers Day, with pupils understanding how the trust's values connect to their future careers.
- 2027: Work experience opportunities are widely available, and the "Values in Careers" challenge inspires pupils to think creatively about their futures.
- 2028: Schools independently run careers events, and the trust-wide platform becomes a key resource for pupils, parents, and staff.

Action 8: Trust-Wide Year 6 Team Building Events

Objective: Foster collaboration and shared values among Year 6 students across the MAT, preparing them for the transition to secondary school and beyond.

Actions:

- 2026: Pilot Year 6 team-building events in a selection of schools, focusing on activities that promote teamwork, communication, and the trust's values. Use the events to build connections between pupils from different schools.
- 2027: Expand the events to all schools, with a focus on diversity and inclusion. Introduce a "Values in Action" challenge, where pupils work in cross-school teams to solve problems using the trust's values.
- 2028: Establish an annual Year 6 leadership summit, showcasing collaborative projects and celebrating the impact of the team-building events. Develop a legacy project, such as a trust-wide Year 6 yearbook or digital showcase, to commemorate the pupils' achievements.

What Success Will Look Like:

- 2026: The pilot events are successfully delivered, with pupils reporting stronger connections to the trust and its values.
- 2027: All schools participate in the expanded events, and the "Values in Action" challenge demonstrates pupils' ability to apply the trust's values in practical ways.
- 2028: The annual summit becomes a highlight of the MAT calendar, and the legacy project provides a lasting record of the pupils' contributions.





Target 2: Pupil Numbers

We will increase pupil numbers over the next 3 years to ensure our schools are at full capacity from pre-school to year 6.

Action 1: Increased Social Media Presence

Objective: Use social media to raise awareness of the trust and its schools, attracting more families to enrol their children.

Actions:

- 2026: Develop a trust-wide social media strategy, including regular posts showcasing school achievements, events, and values. Assign a dedicated social media lead for each school.
- 2027: Expand social media campaigns to include targeted advertising and community engagement initiatives. Introduce video content, such as virtual school tours and testimonials from parents and pupils.
- 2028: Establish a self-sustaining social media presence, with schools regularly creating and sharing content highlighting their unique offerings.

What Success Will Look Like:

- 2026: All schools have active social media accounts with consistent posting schedules.
- 2027: Social media campaigns result in a measurable increase in enquiries and applications.
- 2028: Schools independently maintain high levels of engagement, with social media becoming a key driver of pupil recruitment.

Action 2: Trust-Wide Newsletters with Blogs and Workshops

Objective: Strengthen communication with current and prospective families through regular, engaging content.

Actions:

- 2026: Launch a monthly trust-wide newsletter featuring blogs from headteachers, staff, and pupils, as well as updates on trust-wide initiatives. Host workshops for parents on topics such as curriculum and pastoral care.
- 2027: Expand the newsletter to include contributions from external partners and community members. Introduce interactive workshops, such as "meet the teacher" sessions and curriculum showcases.
- 2028: Establish the newsletter and workshops as a trusted source of information, with high levels of engagement from current and prospective families.

What Success Will Look Like:

- 2026: Monthly newsletters are distributed to all schools, with positive feedback from parents.
- 2027: Workshops attract significant attendance, and newsletter subscriptions increase.
- 2028: The newsletter and workshops are a key tools for building trust and attracting new pupils.



Action 3: Pre-School Provision Expansion

Objective: Increase preschool places to attract families early and ensure a smooth transition into Reception.

Actions:

- 2026: Conduct a feasibility study to identify schools with the capacity for preschool provision expansion. Begin pilot expansions in selected schools.
- 2027: Roll out preschool expansion to additional schools, ensuring high-quality facilities and staffing. Promote the benefits of early enrolment to prospective families.
- 2028: Achieve full pre-school capacity across all schools, with waiting lists in place where demand exceeds supply.

What Success Will Look Like:

- 2026: Pilot expansions are successfully implemented, with increased pre-school enrolment.
- 2027: Additional schools offer expanded preschool provision, attracting more families.
- 2028: All schools have full pre-school capacity, with a strong pipeline of pupils transitioning into Reception.

Action 4: Exploring Baby Groups to Increase Reach and Uptake

Objective: Engage families with young children through baby groups, build relationships early, and encourage future enrolment.

Actions:

- 2026: Pilot baby groups in a selection of schools, offering activities such as sensory play and parent workshops. Promote the groups through local networks and social media.
- 2027: Expand baby groups to more schools, ensuring they are well-attended and valued by the community. Use the groups to showcase the trust's values and educational approach.
- 2028: Establish baby groups as a trusted community resource with high attendance levels and a strong link to future pupil enrolment.

What Success Will Look Like:

- 2026: Baby groups are launched in selected schools, with positive feedback from participants.
- 2027: Additional schools host baby groups, with increased attendance and community engagement.
- 2028: Baby groups are fully integrated into the trust's outreach strategy, contributing to higher pupil numbers.

Action 5: Engaging PR Firms for Marketing Projects

Objective: Use professional PR expertise to enhance the trust's reputation and attract more families.

Actions:

- 2026: Partner with a PR firm to develop a marketing strategy, including press releases, media coverage, and community events. Focus on promoting the trust's unique strengths and achievements.
- 2027: Expand PR efforts to include targeted campaigns, such as open days and school showcases. Use data to measure the impact of PR activities on pupil recruitment.
- 2028: Establish a long-term partnership with the PR firm, ensuring consistent and effective marketing that supports pupil number growth.

What Success Will Look Like:

- 2026: PR campaigns result in increased media coverage and community awareness.



- 2027: Targeted campaigns lead to a measurable rise in enquiries and applications.
- 2028: The trust’s reputation is strengthened, with PR activities contributing significantly to full pupil capacity

Target 3: Growth

We will take on or create at least two new settings (be that schools, SBNs, SEND hubs)

Action 1: Explore Free School Opportunities

Objective: Identify and pursue opportunities to establish new free schools within the trust.

Actions:

- 2026: Conduct a feasibility study to identify areas with high demand for new school places. Engage with the Department for Education (DfE) and local authorities to explore free school opportunities.
- 2027: Submit a strong free school application focusing on areas of need and alignment with the trust’s vision and values. Begin planning for the new school’s curriculum, staffing, and facilities.
- 2028: Open the first new free school, ensuring it is fully aligned with the trust’s ethos and operational standards.

What Success Will Look Like:

- 2026: Feasibility study completed, with clear recommendations for free school locations.
- 2027: Free school application submitted, with strong support from the DfE and local stakeholders.
- 2028: First free school successfully opened, with full enrolment and positive feedback from the community.

Action 2: Work with Essex to Explore AP Base at WPS and NCP

Objective: Develop alternative provision (AP) bases at WPS and NCP to support vulnerable pupils and expand the trust’s provision.

Actions:

- 2026: Collaborate with Essex County Council to assess the need for AP provision at WPS and NCP. Develop a business case and secure funding.
- 2027: Establish the AP bases, ensuring they are fully resourced and staffed. Integrate the provision into the trust’s wider SEND and inclusion strategy.
- 2028: Evaluate the impact of the AP bases, using data to refine and expand the provision as needed.

What Success Will Look Like:

- 2026: Business case approved, with funding secured for the AP bases.
- 2027: AP bases operational, with positive outcomes for pupils and strong partnerships with local authorities.
- 2028: AP bases recognised as a model of excellence, with plans for further expansion.

Action 3: Develop Plans with DfE and Essex for KS3 SEND/AP Provision with RPS



Objective: Create a strategic plan for KS3 SEND and AP provision, ensuring it meets the needs of pupils and aligns with the trust’s vision.

Actions:

- 2026: Work with the DfE and Essex County Council to identify gaps in KS3 SEND/AP provision. Develop a detailed plan, including staffing, curriculum, and facilities.
- 2027: Begin implementing the plan, starting with pilot projects in selected schools. Monitor progress and gather feedback from stakeholders.
- 2028: Fully integrate KS3 SEND/AP provision across the trust, ensuring it is sustainable and impactful.

What Success Will Look Like:

- 2026: Strategic SEND plan developed, with clear objectives and timelines.
- 2027: Pilot projects launched, with positive feedback from pupils, staff, and parents.
- 2028: KS3 SEND/AP provision fully operational, with measurable improvements in pupil outcomes.

Action 4: Market Research to Expand Nursery Provision

Objective: Expand nursery provision to meet the growing demand for early years education and childcare.

Actions:

- 2026: Conduct market research to identify areas with high demand for nursery provision. Explore opportunities to expand existing nurseries or establish new ones.
- 2027: Develop a business case for expanding nursery provision, focusing on areas with the greatest need. Secure funding and begin planning for new facilities.
- 2028: Open new nursery settings, ensuring they are fully aligned with the trust’s vision and values.

What Success Will Look Like:

- 2026: Market research completed, with clear recommendations for expansion.
- 2027: Business case approved, with funding secured for new nursery provision.
- 2028: New nursery settings operational, with full enrolment and positive feedback from families.

Action 5: Expand Nursery Provision to Birth

Objective: Capitalise on the government’s push for free childcare by expanding nursery provision to include birth-to-three settings.

Actions:

- 2026: Explore the feasibility of expanding nursery provision to include birth-to-three settings. Engage with local authorities and childcare experts to develop a plan.
- 2027: Begin piloting birth-to-three provision in selected schools, ensuring high-quality care and education.
- 2028: Fully integrate birth-to-three provision across the trust, ensuring it meets the needs of working families.

What Success Will Look Like:

- 2026: Feasibility study completed, with a clear plan for expansion.
- 2027: Pilot provision launched, with positive feedback from parents and carers.
- 2028: Birth-to-three provision fully operational, with high levels of enrolment and satisfaction.



Action 6: Expand Free CPD Offer to Increase Reach

Objective: Use the trust’s free CPD offer to attract other schools and increase the likelihood of them joining the MAT.

Actions:

- 2026: Expand the free CPD offer to include more topics and formats, such as webinars, workshops, and online courses. Promote the offer to local schools and networks.
- 2027: Use the CPD offer to build relationships with schools that may be interested in joining the trust. Provide tailored support and guidance to potential new members.
- 2028: Establish the CPD offer as a key driver of trust growth, with several schools joining as a result of the programme.

What Success Will Look Like:

- 2026: CPD offer expanded, with increased participation from external schools.
- 2027: Strong relationships built with potential new members, with clear interest in joining the trust.
- 2028: Several schools join the trust as a result of the CPD offer, contributing to the trust’s growth and impact.

Action 7: Explore Traded Services and Associate Members Model

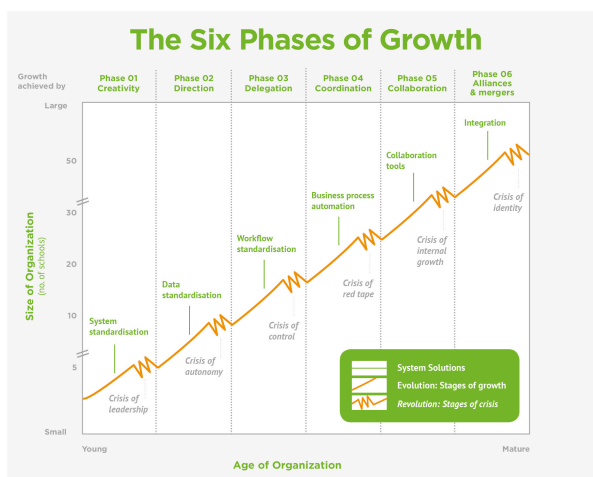
Objective: Develop traded services and an associate members model to support standalone academies (SATs) and generate additional income for the trust.

Actions:

- 2026: Conduct a feasibility study to identify potential traded services, such as CPD, HR, and finance support. Develop a business case for the associate members model.
- 2027: Begin offering traded services to standalone academies, ensuring they are high-quality and cost-effective. Pilot the associate members model with a small group of schools.
- 2028: Fully establish traded services and the associate members model, with a clear plan for scaling up and generating income.

What Success Will Look Like:

- 2026: Feasibility study completed, with a clear plan for traded services and the associate members model.
- 2027: Traded services launched, with positive feedback from standalone academies. Pilot associate members model is successfully implemented.
- 2028: Traded services and associate members model fully operational, with measurable income and impact.





Target 4: Expertise

We will increase the opportunities for all across the Trust to share expertise and, therefore, drive up standards & reduce duplication.

Action 1: Develop Aspiring Leader Programme

Objective: Create a structured programme to identify and develop future leaders across the Trust, fostering collaboration and expertise sharing.

Actions:

- 2026: Re-design and launch the Aspiring Leader Programme, targeting middle leaders and teachers with leadership potential. Include modules on trust-wide collaboration, curriculum development, and SEND provision.
- 2027: Expand the programme to include cross-trust projects, where participants work together to solve shared challenges and share best practices. Introduce mentoring from senior leaders.
- 2028: Establish the programme as a key talent pipeline, with participants progressing into leadership roles and driving up standards across the Trust.

What Success Will Look Like:

- 2026: Programme launched, with a cohort of aspiring leaders participating and reporting increased confidence and skills.
- 2027: Cross-trust projects completed, with measurable improvements in collaboration and standards.
- 2028: Graduates of the programme take on leadership roles, contributing to a culture of expertise sharing and high performance.

Action 2: Roll Out SEND TLR Post

Objective: Introduce SEND TLR (Teaching and Learning Responsibility) post to coordinate SEND provision across the Trust, reducing duplication and improving outcomes.

Actions:

- 2026: Identify and appoint SEND TLR holder, focusing on joining SEND work and sharing best practices. Provide training on trust-wide SEND strategies.
- 2027: Develop a trust-wide SEND resource hub.
- 2028: Fully integrate SEND TLR post as full-time with clear evidence of reduced duplication and improved SEND outcomes.

What Success Will Look Like:

- 2026: SEND TLR posts established, with holders reporting increased collaboration and resource sharing.
- 2027: SEND TLR network meetings and resource hub operational, with positive feedback from participants.
- 2028: SEND provision across the Trust is streamlined, with measurable improvements in pupil outcomes and reduced duplication.



Action 3: Central AHT to Develop Foundation Subject Knowledge-Sharing Sessions

Objective: Use the Central Assistant Headteacher's (AHT) expertise to develop and deliver knowledge-sharing sessions for leaders across the Trust.

Actions:

- 2026: Identify key foundation subjects (e.g., science, history, geography) and develop a programme of knowledge-sharing sessions for subject leaders. Focus on best practices, resources, and assessment strategies.
- 2027: Expand the sessions to include cross-trust collaboration, such as joint planning and moderation. Introduce peer observations and feedback.
- 2028: Establish the sessions as a core part of the Trust's CPD offer, with leaders reporting increased confidence and expertise in foundation subjects.

What Success Will Look Like:

- 2026: Knowledge-sharing sessions launched, with subject leaders reporting increased confidence and resource sharing.
- 2027: Cross-trust collaboration established, with measurable improvements in foundation subject outcomes.
- 2028: Sessions fully embedded, with leaders independently driving up standards in their schools.

Action 4: Refine and Develop Trust Curriculum Purpose Statements

Objective: Create flexible, forward-thinking curriculum purpose statements that allow schools and Local School Boards (LSBs) to tailor their curriculum to pupil needs, while maintaining an overarching Trust-wide direction.

Actions:

- 2026: Review and refine the Trust's curriculum purpose statements, incorporating emerging themes such as AI, sustainability, and digital literacy. Engage with school leaders and LSBs to ensure buy-in.
- 2027: Pilot the updated purpose statements in a selection of subjects, using feedback to refine and improve. Provide training and resources to support implementation.
- 2028: Fully implement the purpose statements across the Trust, with schools and LSBs using them to design curricula that meet pupil needs and align with Trust-wide priorities.

What Success Will Look Like:

- 2026: Purpose statements updated, with school leaders and LSBs reporting clarity and alignment with Trust priorities.
- 2027: Pilot schools successfully implement the statements, with positive feedback and measurable improvements in curriculum design.
- 2028: Purpose statements fully embedded, with schools and LSBs demonstrating flexibility and innovation in their curricula.



A boat doesn't go
forward if each one is
rowing their own way.





2025 -2028 - Audits & Reviews (example)

Activity	How often	Area	Who by	WHEN (approx)
<u>Internal checks and balances (layer 1)</u>				
SCR checks	Monthly	Safeguarding	HTs & TDSL for HQ	MONTHLY Trustee (termly)
Schedule of Musts review	Monthly	Finance	CFOO & CEO	MONTHLY
CEO & Finance letters	½ Termly	All	CGOO, CEO, Estate lead, Central teacher	½ TERMLY
Management Accounts	Monthly	Finance	CFOO & HTs	MONTHLY
Mock Deep dive- 1 per school	Tri-annually	T&L	CEO	TERMLY
Peer reviews	Yearly	Teaching and learning	ELT (follow up by appointed SLT action planner)	AUT 2
HR file checks + retention	Yearly	HR	CEO	AUT 1
Site H+S walk	Bi-annually	H+S	Estate lead, HT, LSB chair & H+S Trustee	AUT 2 & SPR 1
Internal finance controls	Yearly	Finance	CFOO	AUT 2
Leadership of Safeguarding	Annual	Safeguarding	TDSL + Independent DSL	SPR 1
Website compliance	Yearly	IT	Projects / Risk Officer	SUM 2
<u>Non-purchased checks and balances (layer 1.5)</u>				
HQ finance controls	Yearly	Finance	CFO from another Trust	SPR 1
Members Finances review	Bi-annually	Finance	Member	Spr1 & Sum1
<u>Brought in services (layer 2)</u>				
H+S AUDIT	Yearly	Health and Safety	Essex	SPR2
Essex Safeguarding Audit	Yearly	Safeguarding	Essex CC	SPR 2
ICE FINANCES	Yearly	Finance	SBM	SUM 1
Fire safety - external	Yearly	H+S	Thameside/ Quality fire	AUT 1
External GDPR audit	Biennial	GDPR	SBM	SPR 2 (2026)
Cyber security	Biennial	IT	TQS	SUM 2 (2026)
External Educational Review	Biennial	T&L	Impetus / another MAT/ an LEA	AUT 2 (2026)
<u>Externally commissioned (layer 3)</u>				
Finance	Yearly	Finance	MWS	AUT 1
Education	Quadriennial	T&L	OFSTED	