



SCHOOLS FOR EVERY CHILD

Trust Development Plan

2025 - 2028

"The World That Awaits"

ALTRUISTIC

Doing good things whenever, however and to whoever you can

PIONEERING

Striving to discover new things and exceed expectations

ETHICAL

Making conscious decisions to be honest and fair

EXECUTIVE SUMMARY

Now that all three schools within Schools for Every Child have achieved financial stability this plan marks a deliberate shift in focus: from stabilisation to embedding, refining and sustainable growth.

This Trust Development Plan sets the strategic direction for Schools for Every Child from 2025 to 2028. It is built around four interconnected targets, each designed to deepen the quality of education across our schools, strengthen the trust as an organisation, and extend our reach and impact across the communities we serve.

Our vision, to prepare learners for the world that awaits, remains central to everything we do. Every action within this plan flows from our values of Altruism, Pioneering and Ethical Conduct, and is designed to ensure that every child in our schools is seen, heard and empowered.

The Four Strategic Targets

TARGET 1 Values	TARGET 2 Pupil Numbers	TARGET 3 Growth	TARGET 4 Expertise
Grow our shared vision and values so they become integral to the lifeblood of every school ecosystem	Increase pupil numbers across all schools to reach full capacity from pre-school through to Year 6	Take on or create at least two new settings, whether schools, specialist bases or SEND hubs	Increase opportunities to share expertise across the trust, driving up standards and reducing duplication



CST Assurance Framework: Route to Full Green by December 2027

This plan is explicitly structured to drive Schools for Every Child towards a full Green rating across all 14 elements of the CST Building Strong Trusts Assurance Framework by December 2027. While the CEO is ultimately responsible for the framework the table below sets out the named lead responsible for progressing it.

#	Domain	Element	Lead
1	Strategic Governance	Strategy and Culture	Gov Lead & CoT
2	Strategic Governance	Accountability	Gov Lead & CoT
3	Expert Ethical Leadership	Expertise	EHT
4	Expert Ethical Leadership	Ethics	CEO
5	High Quality, Inclusive Education	Conception of Quality	EHT
6	High Quality, Inclusive Education	Inclusion	Exec Inclusion Lead
7	School Improvement at Scale	Culture of Improvement	C-AHT
8	School Improvement at Scale	Knowledge Building	C-AHT
9	Workforce Resilience & Wellbeing	Working Culture	COO
10	Workforce Resilience & Wellbeing	Workload and Wellbeing	COO
11	Finance and Operations	Financial Strategy and Probity	CFO
12	Finance and Operations	Effective Use of Resources	CFO
13	Public Benefit & Civic Duty	Collaboration and Accountability	Gov Lead & CoT
14	Public Benefit & Civic Duty	Civic Purpose and Wider Common Good	EHT

The CST Assurance Framework is used throughout this plan as a calibration tool. Each target and action set is mapped to the relevant framework elements, ensuring that our development activity is systematically closing the gap to full Green across all seven domains.



FUNDING & SUSTAINABILITY

To best support our schools to flourish, Schools for Every Child needs a strong central team that actively provides both statutory compliance functions and enrichment services. This includes HR, finance, site support, CPD, safeguarding oversight, and school improvement capacity.

Ofsted is increasingly scrutinising trusts that lack sufficient central capacity to support pupil outcomes. The sooner schools benefit from aligned central services, the more standards can be driven up consistently, and the stronger the case becomes for other schools to join us.

Current and Planned Funding Levers

- Defined contribution model for statutory central services, already in place
- Traded services offer, under active refinement
- Regular donations and community fundraising
- Ongoing grant applications,
- Increased pupil numbers cross-trust through targeted marketing
- EYFS provision expansion to maximise early funding streams
- SEND and AP hub development, with potential for traded use
- Exploration of SCITT and ECT accreditation income
- Outreach services from HQ staff

FIVE-YEAR GOALS & REVIEW

Green = Met Yellow = Carried forward

Phase	Teaching & Learning	Leadership & Governance	Financial Viability
Years 1-2(23-24 / 24-25)	Self-evaluations are accurate and current. Boosted CPD uptake. Improved pupil progress systems across all schools. Standardised target-setting in place. Best practice shared via web platform.	Trust and school policies aligned. Websites with statutory content live. Safeguarding training completed. Governance structures strengthened at Trust and LSB level.	Reserves policy in place with sufficient mitigation. Systems reviewed for efficiency. Pupil numbers increased to maximise funding. Top slice reviewed.
Years 3-4(25-26 / 26-27)	SEND and PPG pupils progressing above national. Three years of improvement data across all schools. Peer review and challenge systems in operation. Succession model developed.	Board development programme in place. Governance systems able to support up to 10 schools. AP base explored. Trust-wide ICT strategy implemented.	Over 5% reserves secured. HR and finance centralised to reduce duplication. Transactional services offered to other schools.
Year 5+(27-28)	Trust known as CPD, SMSC and SEND hub. SCITT provider registered. Wraparound care from birth to Year 6 in place.	Board offering support to new MATs. LSB model adapted for growth. Four additional schools joined.	Ongoing improvement programme using benchmarking. Top slice reduced through growth. Multiple revenue streams generating at least 30% above GAG.



EVIDENCE BASE: INFORMING THIS TDP

Trust Strategy Day: Key Priorities Identified

- SEND provision and expertise sharing across the Trust: HQ C-AHT and Inclusion Executive Lead appointed
- Career pathways development: CPD pathway embedded in PMRs and published on the website
- Develop the sharing of expertise across the MAT

Ofsted Inspection Findings: Areas for Development

The following themes emerged from Ofsted inspections across our schools and are directly reflected in the targets and actions within this plan.

- Improvements needed in the consistency of curriculum implementation, particularly the use of assessment
- Vocabulary teaching requires greater depth, moving beyond simplistic definitions to rich application
- A small group of disadvantaged pupils have legacy knowledge gaps where support is not yet precise enough
- Some curriculum areas require further refinement to ensure knowledge is clearly prescribed and sequenced

2024-25 Performance Data: KS2 Results

The table below sets out KS2 outcomes for 2024-25 against national and Essex averages. This data informs the school improvement priorities embedded within this plan.

KS2	National	Essex	Wyburns	North Crescent	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%

2025-26 Performance Data

KS2	National	Essex	Wyburns	North Crescent	Rayleigh
Reading	75%	76.1%	70.6%	61.5%	77.8%
Writing	73%	74.3%	50%	65%	79%
Maths	75%	75.7%	73.5%	69.2%	82.5%
RWM Combined	63%	64.6%	50.0%	53.8%	69%



2025/26 Progress (provisional)

RPS

	Whole Cohort		Pupil Premium	
25-26 KS2 Reading PROGRESS	+1.82	(Essex: -0.38)	+2.39	(Essex: -1.45)
25-26 KS2 Writing PROGRESS	+2.76	(Essex: -0.08)	+0.92	(Essex: -1.15)
25-26 KS2 Maths PROGRESS	+1.39	(Essex: -0.36)	-0.26	(Essex: - 1.66)

NCP

25-26 KS2 Reading PROGRESS	+2.07	(Essex: -0.38)	+2.00	(Essex: -1.45)
25-26 KS2 Writing PROGRESS	+1.34	(Essex: -0.08)	+1.05	(Essex: -1.15)
25-26 KS2 Maths PROGRESS	+2.71	(Essex: -0.36)	+2.11	(Essex: - 1.66)

WPS

25-26 KS2 Reading PROGRESS	-2.21	(Essex: -0.38)	-2.87	(Essex: -1.45)
25-26 KS2 Writing PROGRESS	-7.21	(Essex: -0.08)	-8.87	(Essex: -1.15)
25-26 KS2 Maths PROGRESS	-1.25	(Essex: -0.36)	-3.74	(Essex: - 1.66)

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.

CST Framework links: Strategy and Culture (1), Accountability (2), Ethics (4), Conception of Quality (5), Civic Purpose (14)

01 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.

CST Assurance Framework links: CST 1: Strategy and Culture, CST 4: Ethics

2025-26	2026-27	2027-28
Actions	Actions	Actions



- Host biannual cross-trust strategy and INSET days focused on vision and values alignment - Launch cross-trust staff events including workshops and networking sessions	- Expand events to include student and parent participation - Develop a Values Champions programme to empower staff to lead vision and values initiatives	Establish a self-sustaining culture of collaboration, with schools independently organising cross-trust events
What success looks like	What success looks like	What success looks like
Schools participate in strategy and INSET days. 80% of staff report alignment with vision and values	Schools host at least one event involving students and parents. 10+ Values Champions trained	Schools independently organise cross-trust events. 90% of staff report vision and values are integral to decision-making

02 Increased Trust-Wide Communications

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

CST Assurance Framework links: *CST 1: Strategy and Culture, CST 13: Collaboration and Accountability*

2025-26	2026-27	2027-28
Actions	Actions	Actions
Launch a MAT-wide communications strategy including a monthly newsletter, intranet updates and social media campaigns	Introduce a Values in Action spotlight series, showcasing how schools and individuals embody the vision and values	Develop a MAT-wide communications hub enabling real-time sharing of vision and values initiatives
What success looks like	What success looks like	What success looks like
All schools receive monthly communications. 70% of staff engage with content	Schools contribute to the Values in Action series. 80% of staff report feeling informed	Schools actively use the communications hub. 80% of staff report feeling connected to the vision and values

03 Pro-Social Rewards and Recognition

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

CST Assurance Framework links: *CST 4: Ethics, CST 9: Working Culture*

2025-26	2026-27	2027-28
Actions	Actions	Actions
Relaunch the pro-social rewards programme, recognising staff and students who exemplify the vision and values	Expand the programme to include peer nominations and community involvement	Integrate the rewards programme into performance reviews and school improvement plans
What success looks like	What success looks like	What success looks like
Schools implement the rewards programme. 20+ recognition campaigns supported	Schools and parents report increased engagement with the programme	Schools integrate pro-sociality into staff performance reviews. 80% of staff feel motivated by the ethos

04 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 innovatively.

CST Assurance Framework links: *CST 4: Ethics, CST 5: Conception of Quality*

2025-26	2026-27	2027-28
Actions Expand CEO for a Day to a wider range of roles. Introduce a values-based project for participants to complete	Actions Develop a Values Leadership Pathway, where participants progress from the initiative to leading small-scale trust-wide projects	Actions Establish an annual CEO for a Day Summit showcasing leadership projects from across the trust
What success looks like All schools participate in the expanded programme. Participants complete values-based projects shared across the trust	What success looks like The Values Leadership Pathway is fully operational with participants progressing to lead trust-wide projects	What success looks like The annual summit is launched with high levels of attendance. Participants report a lasting impact on their leadership skills

05 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.

CST Assurance Framework links: *CST 1: Strategy and Culture, CST 14: Civic Purpose*

2025-26	2026-27	2027-28
Actions Host the third Vision and Values Day featuring workshops, guest speakers and student-led activities	Actions Expand the event to include community partnerships and external stakeholders. Introduce a Values in Action award	Actions Establish the event as a flagship initiative with schools leading their own Vision and Values Days
What success looks like All schools participate. Attendees report a stronger connection to the vision and values	What success looks like Community partnerships are actively involved. The event inspires daily application of values	What success looks like Schools independently organise their own events. A legacy project becomes a lasting symbol of our commitment

06 Weaving Vision and Values into SDPs

Objective: Ensure the shared vision and values are central to school development planning

CST Assurance Framework links: *CST 1: Strategy and Culture, CST 7: Culture of Improvement*

2025-26	2026-27	2027-28
Actions Provide training for school leaders on integrating vision and values into SDPs. Establish a trust-wide working group	Actions Conduct MAT-wide reviews of SDPs to ensure alignment with vision and values. Introduce a peer-review system	Actions Establish a self-sustaining process for embedding vision and values into SDPs across all schools
What success looks like All school leaders complete training. The working group produces a set of resources	What success looks like SDPs across the trust demonstrate clear alignment with vision and values. Peer reviews are actively used	What success looks like Schools independently maintain high-quality SDPs reflecting the trust's evolving priorities



07 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.

CST Assurance Framework links: *CST 4: Ethics, CST 5: Conception of Quality, CST 14: Civic Purpose*

2025-26	2026-27	2027-28
Actions Run a MAT-wide Careers Day featuring role models from diverse industries who embody the trust's vision and values	Actions Expand Careers Day to include work experience opportunities aligned with values. Introduce a Values in Careers challenge	Actions Establish a MAT-wide careers programme. Develop a trust-wide careers platform for sharing resources and opportunities
What success looks like All schools participate. Pupils understand how the trust's values connect to their future careers	What success looks like Work experience opportunities are widely available. The challenge inspires creative thinking about futures	What success looks like Schools independently run careers events. The trust-wide platform becomes a key resource for pupils and families

08 Trust-Wide Year 6 Transition Events

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

CST Assurance Framework links: *CST 5: Conception of Quality, CST 6: Inclusion, CST 14: Civic Purpose*

2025-26	2026-27	2027-28
Actions Pilot Year 6 team-building events in selected schools, focusing on teamwork, communication and the trust's values	Actions Expand events to all schools with a focus on diversity and inclusion. Introduce a cross-school Values in Action challenge	Actions Establish an annual Year 6 Leadership Summit showcasing collaborative projects and celebrating achievements
What success looks like Pilot events are successfully delivered. Pupils report stronger connections to the trust and its values	What success looks like All schools participate. The challenge demonstrates pupils' ability to apply values in practical ways	What success looks like The annual summit becomes a highlight of the MAT calendar. A legacy project records pupils' contributions

TARGET 2: PUPIL NUMBERS

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

CST Framework links: Conception of Quality (5), Inclusion (6), Financial Strategy (11), Effective Use of Resources (12), Collaboration (13)

01 Increased Social Media Presence

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

CST Assurance Framework links: *CST 13: Collaboration and Accountability*



2025-26	2026-27	2027-28
Actions Develop a trust-wide social media strategy with regular posts showcasing achievements, events and values. Appoint a social media lead per school	Actions Expand campaigns to include targeted advertising and community engagement. Introduce video content including virtual tours and parent testimonials	Actions Establish a self-sustaining social media presence with schools regularly creating and sharing content
What success looks like All schools have active accounts with consistent posting schedules	What success looks like Campaigns result in a measurable increase in enquiries and applications	What success looks like Schools independently maintain high engagement. Social media becomes a key driver of pupil recruitment

02 Trust-Wide Newsletters, Blogs and Workshops

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

CST Assurance Framework links: *CST 13: Collaboration and Accountability, CST 14: Civic Purpose*

2025-26	2026-27	2027-28
Actions Launch a monthly trust-wide newsletter featuring headteacher and pupil blogs, plus updates on trust-wide initiatives. Host parent workshops	Actions Expand the newsletter to include contributions from external partners. Introduce interactive meet-the-teacher and curriculum showcase sessions	Actions Establish the newsletter and workshops as a trusted information source with high family engagement
What success looks like Monthly newsletters distributed to all schools with positive family feedback	What success looks like Workshops attract significant attendance. Newsletter subscriptions increase	What success looks like Newsletter and workshops are key tools for building trust and attracting new pupils

03 Pre-School Provision Expansion

Objective: Increase EYFS places to attract families & ensure a smooth transition into Reception.

CST Assurance Framework links: *CST 11: Financial Strategy, CST 12: Effective Use of Resources*

2025-26	2026-27	2027-28
Actions Conduct a feasibility study to identify schools with capacity for expansion. Begin pilot expansions in selected schools	Actions Roll out expansion to additional schools, ensuring high-quality facilities and staffing. Promote benefits of early enrolment	Actions Achieve full pre-school capacity across all schools, with waiting lists where demand exceeds supply
What success looks like Pilot expansions successfully implemented with increased pre-school enrolment	What success looks like Additional schools offer expanded provision, attracting more families	What success looks like All schools at full pre-school capacity with a strong Reception pipeline



04 Baby Groups to Increase Reach

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

CST Assurance Framework links: *CST 13: Collaboration and Accountability, CST 14: Civic Purpose*

2025-26	2026-27	2027-28
Actions Pilot baby groups in selected schools, offering sensory play and parent workshops. Promote via local networks and social media	Actions Expand to more schools, ensuring strong attendance and community value. Use groups to showcase the trust's educational approach	Actions Establish baby groups as a trusted community resource with high attendance and a strong link to future enrolment
What success looks like Baby groups launched in selected schools with positive feedback from participants	What success looks like Additional schools host baby groups with increased attendance and engagement	What success looks like Baby groups fully integrated into the trust's outreach strategy, contributing to higher NORs

05 Engaging PR Support for Marketing

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

CST Assurance Framework links: *CST 1: Strategy and Culture, CST 13: Collaboration and Accountability*

2025-26	2026-27	2027-28
Actions Partner with a PR firm to develop a marketing strategy including press releases, media coverage and community events, focusing on the trust's unique strengths	Actions Expand PR efforts to include targeted campaigns such as open days and school showcases. Use data to measure impact on recruitment	Actions Establish a long-term PR partnership ensuring consistent and effective marketing in support of pupil number growth
What success looks like PR campaigns result in increased media coverage and community awareness	What success looks like Targeted campaigns lead to a measurable rise in enquiries and applications	What success looks like The trust's reputation is strengthened, with PR activities contributing significantly to full pupil capacity

06 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 trust.

CST Assurance Framework links: *CST 8: Knowledge Building, CST 13: Collaboration and Accountability*

2025-26	2026-27	2027-28
Actions Expand the free CPD offer to include more topics and formats including webinars, workshops and online courses. Promote to local schools	Actions Use the CPD offer to build relationships with schools interested in joining. Provide tailored support to potential new members	Actions Establish the CPD offer as a key driver of trust growth, with schools joining as a result of the programme
What success looks like	What success looks like	What success looks like



• CPD offer expanded with increased participation from external schools	• Strong relationships built with potential new members, with clear interest in joining	• Several schools join the trust as a result of the CPD offer, contributing to growth and impact
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07 Traded Services and Associate Members Model

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

CST Assurance Framework links: *CST 11: Financial Strategy, CST 12: Effective Use of Resources, CST 13: Collaboration*

2025-26	2026-27	2027-28
Actions • Conduct a feasibility study to identify potential traded services including CPD, HR and finance support. Develop a business case for associate membership	Actions • Begin offering traded services to standalone academies. Pilot the associate members model with a small group of schools	Actions • Fully establish traded services and the associate members model, with a clear plan for scaling up and generating income
What success looks like	What success looks like	What success looks like
• Feasibility study completed with a clear plan for traded services and associate membership	• Traded services launched with positive feedback from standalone academies. Pilot associate model successfully implemented	• Traded services and associate members model fully operational with measurable income and impact



TARGET 3: GROWTH

We will take on or create at least two new settings over the life of this plan, whether free schools, SEND bases, AP hubs or nursery settings, in line with our primary-only model.

CST Framework links: Strategy and Culture (1), Conception of Quality (5), Inclusion (6), Financial Strategy (11), Civic Purpose (14)

01 Explore Free School Opportunities

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

CST Assurance Framework links: *CST 1: Strategy and Culture, CST 11: Financial Strategy*

2025-26	2026-27	2027-28
Actions Conduct a feasibility study to identify areas with high demand for new school places. Engage with the DfE and local authorities	Actions Submit a strong free school application focused on areas of need and alignment with the trust's vision and values. Begin planning curriculum, staffing and facilities	Actions Open the first new free school, ensuring full alignment with the trust's ethos and operational standards
What success looks like Feasibility study completed with clear recommendations for free school locations	What success looks like Free school application submitted with strong support from the DfE and local stakeholders	What success looks like First free school successfully opened with full enrolment and positive community feedback

02 AP Base

Objective: Develop alternative provision bases in partnership with Essex County Council.

CST Assurance Framework links: *CST 6: Inclusion, CST 11: Financial Strategy, CST 14: Civic Purpose*

2025-26	2026-27	2027-28
Actions Collaborate with Essex County Council to assess the need for AP provision at both schools. Develop a business case and secure funding	Actions Establish the AP bases, ensuring they are fully resourced and staffed. Integrate the provision into the trust's SEND and inclusion strategy	Actions Evaluate the impact of the AP bases, using data to refine and expand the provision as needed
What success looks like Business case approved with funding secured for both AP bases	What success looks like AP bases operational with positive outcomes for pupils and strong local authority partnerships	What success looks like AP bases recognised as a model of excellence with plans for further expansion



03 KS3 SEND and AP Provision with Rayleigh

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

CST Assurance Framework links: [CST 6: Inclusion](#), [CST 7: Culture of Improvement](#)

2025-26	2026-27	2027-28
Actions Work with the DfE and Essex County Council to identify gaps in KS3 SEND and AP provision. Develop a detailed plan including staffing, curriculum and facilities	Actions Begin implementing the plan, starting with pilot projects. Monitor progress and gather feedback from stakeholders	Actions Fully integrate KS3 SEND and AP provision, ensuring it is sustainable and impactful
What success looks like	What success looks like	What success looks like
Strategic SEND and AP plan developed with clear objectives and timelines	Pilot projects launched with positive feedback from pupils, staff and parents	KS3 SEND and AP provision fully operational with measurable improvements in pupil outcomes

04 Expand Nursery Provision

Objective: Expand nursery provision to meet growing demand for early years education and childcare, capitalising on the government's free childcare offer.

CST Assurance Framework links: [CST 11: Financial Strategy](#), [CST 12: Effective Use of Resources](#)

2025-26	2026-27	2027-28
Actions Conduct market research to identify areas with high demand. Explore opportunities to expand nurseries or establish new ones	Actions Develop a business case for expansion, securing funding and start planning for new facilities	Actions Open new nursery settings, ensuring they are fully aligned with the trust's vision and values
What success looks like	What success looks like	What success looks like
Research completed with clear recommendations for expansion	Funding secured for new nursery provision	New settings open with full enrolment and positive family feedback

05 Birth-to-Three Provision

Objective: Capitalise on the government's push for free childcare by expanding provision to include birth-to-three settings across the trust. **CST:** [CST 11: Financial Strategy](#), [CST 14: Civic Purpose](#)

2025-26	2026-27	2027-28
Actions Explore the feasibility of birth-to-three expansion. Engage with local authorities and childcare experts to develop a plan	Actions Begin piloting birth-to-three provision in selected schools, ensuring high-quality care and education	Actions Fully integrate birth-to-three provision across the trust, ensuring it meets the needs of working families
What success looks like	What success looks like	What success looks like
Feasibility study completed with a clear expansion plan	Pilot provision launched with positive parent and carer feedback	Birth-to-three provision fully operational with high enrolment and family satisfaction



TARGET 4: EXPERTISE

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

CST Framework links: Expertise (3), Culture of Improvement (7), Knowledge Building (8), Working Culture (9), Workload and Wellbeing (10)

01 Consistent and Deliberate Pedagogy development

Objective: Establish a structured, trust-wide cycle of pedagogy development using Walkthrus, embedding consistent, deliberate teacher technique across all schools.

CST Assurance Framework links: *CST 3: Expertise, CST 8: Knowledge Building, CST 9: Working Culture*

2025-26	2026-27	2027-28
Actions Launch the Walkthru pedagogy cycle to ELT/ WELT	Actions Start the Walkthru pedagogy cycle across all schools, with Matt leading as Central AHT. Each school dedicates weekly staff "snapshot" time to teacher technique, with Matt introducing a new Walkthru technique each fortnight, followed by a trial week, an in-school SLT-led review snapshot, and a further week to embed the technique into staff practice.	Actions Build on the fortnightly cycle by introducing peer observation and cross-school technique sharing, so staff can see Walkthru techniques applied in different classroom contexts. In-school SLT begin adapting the cycle to address school-specific development priorities.
What success looks like Staff are heads aware and onboard with the approach	What success looks like Cycle embedded in all three schools, with staff reporting increased confidence and consistency in applying Walkthru techniques.	What success looks like Consistent use of Walkthru techniques evidenced through learning walks and pupil outcomes, with staff able to articulate the "why" behind their practice.

02 SEND TLR Post Across the Trust

Objective: Introduce a SEND Teaching and Learning Responsibility post to coordinate SEND provision across the trust, reducing duplication and improving outcomes.

CST Assurance Framework links: *CST 6: Inclusion, CST 8: Knowledge Building*

2025-26	2026-27	2027-28
Actions Identify and appoint a SEND TLR holder, focusing on joining up SEND work and sharing best practice. Provide training on trust-wide SEND strategies	Actions Develop a trust-wide SEND resource hub	Actions Fully integrate the SEND TLR post on a full-time basis, with clear evidence of reduced duplication and improved SEND outcomes
What success looks like SEND TLR posts established with holders reporting increased collaboration and resource sharing	What success looks like SEND TLR network meetings and resource hub operational with positive participant feedback	What success looks like SEND provision across the trust is streamlined with measurable improvements in pupil outcomes and reduced duplication



03 Central AHT Foundation Subject Knowledge-Sharing

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

CST Assurance Framework links: *CST 7: Culture of Improvement, CST 8: Knowledge Building*

2025-26	2026-27	2027-28
Actions	Actions	Actions
Identify key foundation subjects and develop a programme of knowledge-sharing sessions for subject leaders, focusing on best practice, resources and assessment	Expand sessions to include cross-trust collaboration such as joint planning and moderation. Introduce peer observations and feedback	Establish the sessions as a core part of the trust's CPD offer, with leaders reporting increased confidence in foundation subjects
What success looks like	What success looks like	What success looks like
Knowledge-sharing sessions launched with subject leaders reporting increased confidence and resource sharing	Cross-trust collaboration established with measurable improvements in foundation subject outcomes	Sessions fully embedded with leaders independently driving up standards in their schools

04 Trust Curriculum Purpose Statements

Objective: Create flexible, forward-thinking curriculum purpose statements that allow schools and LSBs to tailor their curriculum to pupil needs, while maintaining a trust-wide direction.

CST Assurance Framework links: *CST 5: Conception of Quality, CST 7: Culture of Improvement, CST 8: Knowledge Building*

2025-26	2026-27	2027-28
Actions	Actions	Actions
Review and refine the trust's curriculum purpose statements, incorporating AI, sustainability and digital literacy. Engage school leaders and LSBs to ensure buy-in	Pilot the updated purpose statements in selected subjects, using feedback to refine. Provide training and resources to support implementation	Fully implement 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 looks like	What success looks like	What success looks like
Purpose statements updated with school leaders and LSBs reporting clarity and alignment with trust priorities	Pilot schools successfully implement the statements with positive feedback and measurable improvements in curriculum design	Purpose statements fully embedded with schools and LSBs demonstrating flexibility and innovation in their curricula

AUDITS AND REVIEWS 2025-2028

The schedule below sets out the full programme of quality assurance activity across Schools for Every Child for the period 2025-2028. The audit framework operates across four layers, from internal checks and balances through to externally commissioned reviews, ensuring comprehensive assurance of all key areas.

Layer 1	Layer 1.5	Layer 2	Layer 3
Internal checks and balances	Non-purchased external checks	Brought-in services	Externally commissioned