



ELT Strategic Plan 2025-2028





Our Mission

Education Learning Trust is a unique and ambitious learning community who COLLABORATE and support each other to achieve ambitious goals in our education and career.

As a family of schools, we EMPOWER everyone and interact cohesively to demonstrate our exceptional commitment to both personal and academic development which is grounded in growth and succession.

Together, we ACHIEVE exceptionally through our commitment to an inclusive and inspiring environment awakening our ambition for all learners. Our clear learning framework provides guidance and is underpinned by creative opportunities which focus on how we can achieve in every facet of education whether that be as an adult or child.



"We are a community of learners. We COLLABORATE with all stakeholders to enable them to learn new skills so we can ACHIEVE together, enable everyone to be a leader and EMPOWER staff to make a difference for our children."

Helen White Chair of Trustees



Our Strategic Overview

At the heart of ELT is a clear and unwavering commitment to *collaborate*, *empower*, and *achieve* together as a unified community of schools. This strategic plan outlines our vision for the future, where every individual—whether child, teacher, or member of the wider community—is encouraged to reach their full potential.

By fostering a culture of *collaboration*, this strategy creates an environment where ideas, best practices, and resources are shared freely, ensuring that each of our schools thrives.

Through a focus on *empowerment*, this strategy provides both staff and children the tools, knowledge, and confidence to take ownership of their learning and leadership.

The main goal of this strategy is to *achieve* excellence in all that we do, striving to raise standards, provide outstanding education, and create a legacy of success.

We have three strategic objectives:

Objective 1

Developing a model of learning across all phases through an evidence-based approach which will achieve the highest educational outcomes

Objective 2

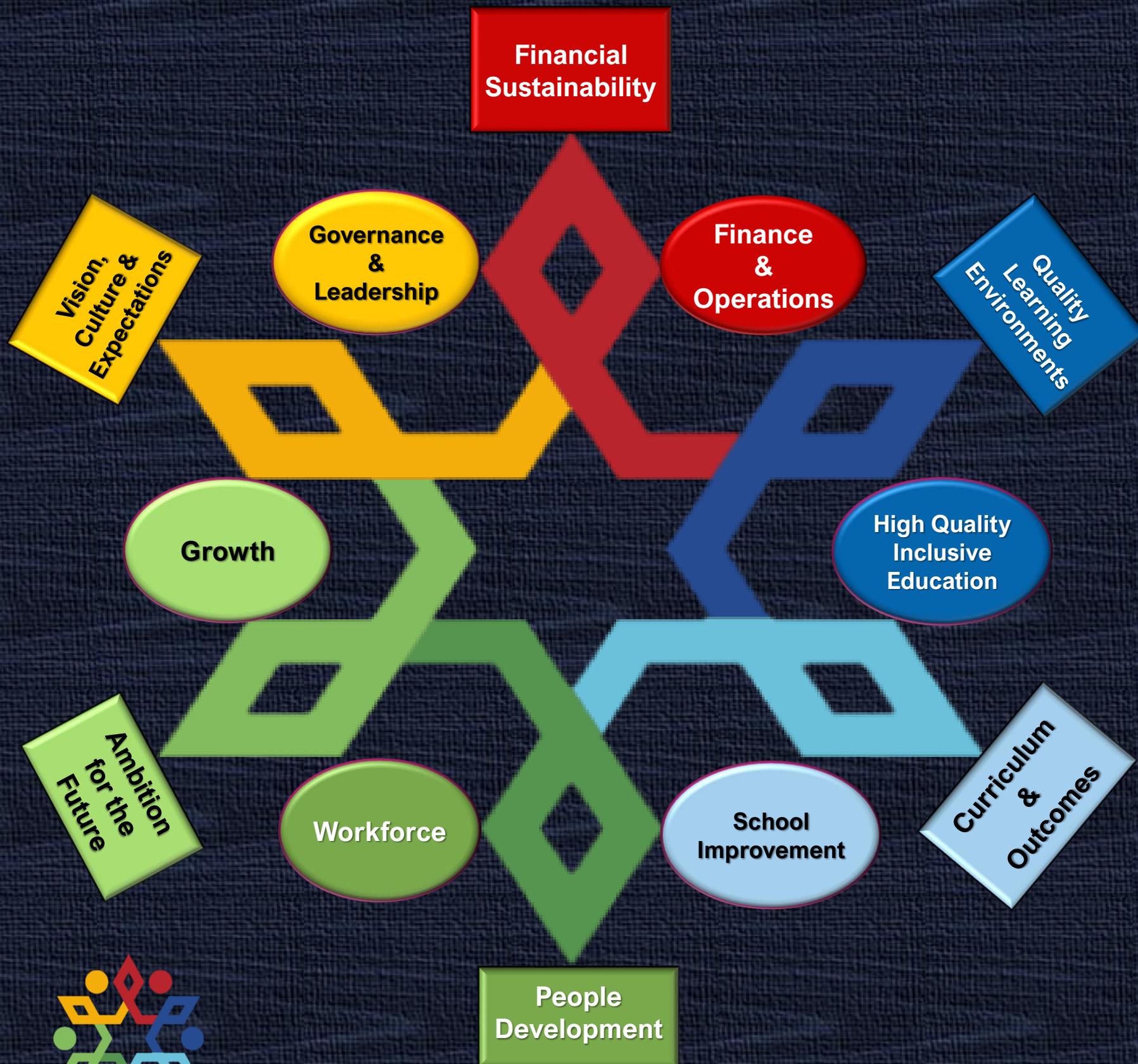
Strengthening partnerships to create communities of improvement which extend learning opportunities beyond our organisation

Objective 3

Growing the conditions and central functions to support our organisation to advance education and deliver at scale



Trust Improvement Sectors and DFE Quality Descriptions



DFE
Quality
Description

ELT
Improvement
Sector



Trust Improvement Matrix

Trust Improvement Sectors	Lead Personnel	Intent	Priorities	Systems & Procedures	Growth
Quality of Learning Environments	Director of Operations	Environments that inspire learning	Capital investment effective resources and facilities	Health & Safety, IT and Infrastructure	Estates & IT Strategy
Curriculum and Outcomes	Curriculum & Outcomes Executive	Ensuring all individuals excel	Design and implement an ambitious curriculum from the age of 2 to 16	School improvement quality assurance and peer review	Curriculum Offer
People Development & Enriched Experiences	People and Culture Executive	Driving expectations and supporting potential	Professional Development Pathways	Appraisals, recruitment, talent management and workforce analysis	People Development Strategy
Ambition for the Future	Strategic Improvement Executive	Continuous Improvement	Capacity of Leaders	Self-Evaluation	School Improvement Offer
Vision, Culture and Expectations	Strategic Growth and Partnerships Executive	Fostering thriving, high performing partnerships	Valuing voice and influencing improvement	Promoting and strengthening networks	Trust Partnership Offer
Financial Sustainability	Chief Financial Officer	Effective and efficient use of resources for the benefit of all schools in the trust	Strong systems and effective oversight managing budgets to meet educational aspirations	Accounting, budgeting, reporting and controls	Finance Strategy



Quality of Learning Environments

INTENT:

In ELT, our commitment to collaboration, empowerment, and achievement extends beyond the classroom into the very design and development of our buildings and estates. We envisage creating spaces that are not just places to learn, but environments that inspire and facilitate learning. Each school within the trust will have thoughtfully designed, flexible spaces that promote collaborative learning—open areas for group work, interactive technology, and spaces that encourage communication and teamwork among students, staff, and the wider community.

Our estates will be built with the future in mind, providing students with the resources and environment they need to achieve their full potential. This includes well-equipped classrooms, outdoor spaces for creativity and exploration, and areas that cater to the diverse needs of all learners. By ensuring that our buildings are accessible, safe, and adaptable, we empower both students and staff to take ownership of their learning and teaching, cultivating a sense of pride in the spaces they inhabit.

As our trust grows, we will continue to invest in sustainable, modern facilities that reflect our commitment to excellence. Each new site will be designed with the idea of creating a hub for the whole community—spaces where families, local partners, and educators come together to share ideas, host events, and engage in learning beyond the traditional classroom.

STRATEGIC PRIORITIES:

- A capital strategy which includes sustainable buildings, digital infrastructure, and technology
- Facilities support a wide and engaging enrichment curriculum across all schools, with special efforts made to ensure that those pupils who don't get these opportunities at home participate and benefit.
- Effective and efficient use of resources ensuring funding to the front-line to support the quality of education Ensure compliance with regulatory, contractual, and statutory requirements.

SYSTEMS & PROCEDURES:

- Quality Assurance systems
- Asset Management & Life Cycle
- Condition surveys
- Health & Safety Audits
- IT Audits
- Operational KPIs

SUCCESS MEASURES:

1. Positive external and internal audit reports
2. Consistently applied procedures in all schools
3. Positive stakeholder feedback
4. Time saved through shared resources (e.g., shared IT infrastructure, centralised HR or finance services)



Lead: Michael Guest

Position: Director of Operations

Michael has worked in Education since 2011. He has overseen several multimillion-pound projects including refurbishments and three new builds. Michael has extensive knowledge and understanding how projects enhance teaching and learning positively. His own vision aligns with the Trust in developing world class facilities to improve a sustainable learning environment for our students to thrive.

Curriculum & Outcomes

INTENT:

ELT are committed to creating an environment where every student is empowered to achieve their full potential. We collaborate to cultivate a culture that sets high expectations for all learners, ensuring that each individual is challenged and supported to excel. Our curriculum is broad, balanced, and inclusive, promoting deep understanding and a love of learning. The focus on achieving excellent academic and personal outcomes, prepares pupils for future success. Equitable access to resources and opportunities will be ensured, allowing all pupils to participate fully in their education.

Comprehensive pastoral care will address the diverse needs of pupils, fostering their well-being and personal development. A wide range of extracurricular activities will enhance learning experiences and promote personal growth. We promote a positive school culture where good behaviour and regular attendance are the norms, supporting a conducive learning environment.

Our pupils are equipped with the skills, knowledge, and experiences necessary to thrive in further education, employment, and life. Collaboration with parents, carers, and the wider community will support learning and development. By embracing these principles, we aim to create an educational environment where every student feels valued, supported, and empowered to achieve their best.

STRATEGIC PRIORITIES:

- Oversee the design and implementation of ambitious, broad, well-sequenced and knowledge-rich curriculum.
- Achieve good outcomes for all its students by delivering education that is both high-quality and inclusive
- Welcome and effectively teach disadvantaged children and children with SEND from our local areas
- Enable children to take part in sport, music and cultural opportunities that enrich the curriculum and support children's wider development.
- Ensure all children leave our schools well prepared for the next stage of education, employment or training and prepared to become confident citizens.

SYSTEMS & PROCEDURES:

- Data analysis and performance metrics
- SSE processes (observation, book scrutiny)
- Peer review
- External audits and accreditation
- Stakeholder involvement
- Pupil feedback
- Curriculum Mapping
- Standards reviews
- Shared best practice resources

SUCCESS MEASURES:

1. Results above national averages
2. Levels of engagement are high
3. Behaviour is exemplary
4. Vulnerable pupils' engagement is high with extra curricular
5. Attendance rates are high
6. Destination data shows pupils are well prepared for their next steps



Lead: Anna Fowler

Position: Curriculum & Outcomes Executive

Anna Fowler is the Headteacher of The Kingsway School in Cheadle. Appointed in 2023, Anna is known for her forward-thinking approach to education and her deep understanding of how a strong, coherent curriculum supports success throughout the academic journey. She brings a wealth of experience in curriculum leadership spanning both primary and secondary phases. Anna's expertise in designing progressive, inclusive learning experiences has been pivotal in establishing a new and innovative transition experience, ensuring success and confidence for children moving from primary into secondary education. Within the trust Anna has been a key driver in strengthening continuity across the key stages, with a particular focus on ensuring sustained progress at Key Stage 3.

People Development & Enriched Experiences

INTENT:

ELT are committed to creating a culture where collaboration, empowerment, and achievement are the foundations of all development. We believe in the power of working together to inspire and support one another, creating an inclusive environment where every individual is valued and encouraged to contribute their unique talents. We foster a collaborative environment where teamwork, open communication, and shared learning lead to innovative solutions and collective growth. Staff, pupils and families all have a voice in the journey toward continuous improvement.

We empower each other and equip our people with the skills, resources, and confidence to take ownership of their own learning and development. We encourage self-reflection, professional growth, and the pursuit of new challenges, fostering a culture where individuals feel supported to strive for excellence. By nurturing collaboration and empowerment, we set the stage for achieving both personal and collective goals. We celebrate progress, value the diversity of achievements, and ensure every individual has the opportunity to succeed at the highest level. Through our commitment to these values, we aim to create a thriving, innovative community that is continuously evolving, where each person is equipped to excel in an ever-strengthening trust.

STRATEGIC PRIORITIES:

- Fosters a supportive working environment by managing workload, prioritising wellbeing and taking action to support all staff.
- Supports the retention of great staff both within the individual trust and across the school system
- Makes a positive contribution to the wider system by delivering high-quality training and/or placements for trainee teachers, supporting early career teachers through the Early Career Framework.
- Ensures every member of staff is effectively line managed to maintain high performance. Actively encourages career progression opportunities across the trust.
- Ensures inclusive working environments, supports flexible working and takes action to promote equality and diversity.

SYSTEMS & PROCEDURES:

- Workforce analysis
- Professional Development
- Performance Management
- Supporting wellbeing
- Equality of opportunity
- Efficiency of management systems
- Recruitment and induction
- Succession planning

SUCCESS MEASURES:

1. Recruitment and retention rates
2. Outcomes from exit interviews
3. Climate surveys
4. Promotion opportunities and take up
5. Number of people on training programmes
6. People satisfaction survey
7. Wellbeing survey
8. Sickness absence rates and referrals to occupational health
9. Benefits offer
10. Commitment to pupil outcomes and wider professional responsibilities
11. Uptake of initiatives



Lead: Helen Moorcroft

Position: People & Culture Executive

Helen Moorcroft is the Headteacher of Bredbury Green Primary School in Romiley, Stockport, a role she began in September 2019. Initially appointed on a one-year secondment, her leadership was instrumental in the school's transformation from an "Inadequate" rating to a "Good" rating across all areas in the 2024 Ofsted inspection. Helen has held several leadership positions which all demonstrate her passion with developing people. She became a Primary Mastery Specialist in September 2016 through Northwest One (Maths Hub) and has led teacher research groups. As a Specialist Leader in Education for mathematics, she has supported schools in Stockport and other local authorities to enhance the teaching and learning through her investment in developing the skills and expertise of others.

Ambition for the Future

INTENT:

As an organisation we have the ambition to learn with and from each other: in our MAT, locally and across the education sector to find the very best opportunities for our staff and our children. Our ambition remains anchored in a commitment to be ahead of the change curve in all aspects of our organization and seek to look up and out at all opportunities in an evidenced informed way.

As advocates of the school-led system, we have the ambition to shape and create a self-sustaining culture of improvement; driven by efficient and effective systems and structures which enables us to work collaboratively and in an empowered way to focus on collective continuous improvement. In identifying best practice, using capacity in the system to support improvement and a collective commitment to self evaluation, this will enable us to future proof our systems and structures to equip us for an ever-changing education system, without compromising our values and beliefs as an organisation.

STRATEGIC PRIORITIES:

- To develop a collaborative, cyclical approach to continuous improvement.
- To further utilize the expertise of staff across the Trust to support a system –led approach to the implementation of the improvement cycle.
- To develop a school improvement toolkit which incorporates all our blueprints and audits to support accurate self evaluation.
- To further engage in educational research with a view to publication of the work undertaken in the MAT which indicates strong impact.
- To codify our school self evaluation process so leaders speak a common language when identifying areas of best practice and lines of enquiry for developmental work.

SYSTEMS & PROCEDURES:

- SEF
- SDP
- Teaching and learning blueprints
- Communities of Practice
- Research links
- Ofsted Framework
- SSE and QA

SUCCESS MEASURES:

1. Graduated School Improvement Offer
2. Directory of system leaders in the Trust
3. Codified SEF
4. Digital Infrastructure to support teaching and learning
5. Publication in national materials
6. Partnerships expanding
7. Improvement in Ofsted Grades



Lead: Gemma Norman

Position: Strategic Improvement Executive

Gemma Norman is the Headteacher of Gatley Primary School in Stockport, where she has led the school with a forward-thinking and visionary approach since 2022. With an MA Ed and accreditation as a Specialist Leader in Education (SLE), Gemma is deeply committed to preparing schools for the future. She champions an innovative curriculum that prioritises creativity, compassion, and critical thinking—ensuring every child is ready to thrive in a rapidly changing world. Under her leadership, Gatley Primary achieved an *Outstanding* Ofsted rating, reflecting her dedication to excellence and continuous improvement.

Vision, Culture and Expectations

INTENT:

Together, we will foster a thriving, high-performing partnership that embraces the principles of collaboration, empowerment, and achievement. Our commitment to these values ensures that we will not only meet but exceed the standards set out by the DfE, creating a legacy of success and a positive impact on the communities we serve. As we grow, we will remain steadfast in our mission: to Collaborate, Empower, and Achieve, ensuring that every child receives a world-class education, develops a lifelong love of learning, and is prepared to succeed in an ever-changing world.

STRATEGIC PRIORITIES:

- Ensure all schools within the Trust have strong leadership teams that work collaboratively to drive the vision and values of the Trust.
- Implement regular peer exchanges and lesson observations across schools to share best practices, support teachers, and drive continuous improvement in teaching quality
- Develop a Trust-wide approach to SEND provision that ensures consistency in support and clear pathways for students with additional needs
- Promote collaboration between schools within the Trust, creating opportunities for staff to share ideas, resources, and best practices
- Ensure that all schools within the Trust are regularly involved in self-assessment, peer reviews, and action planning processes to drive school improvement
- Engage with local community organisations to create partnerships that support the educational and social development of learners.
- Build trust and respect between schools and families by ensuring that all stakeholders have a voice in school improvement initiatives and policies

SYSTEMS & PROCEDURES:

- Participation in external networks or forums for MAT leaders
- Foster partnerships with local schools or those with similar demographics built upon mutual goals
- Reach out to local schools or those with similar demographics to invite conversations about mutual goals
- Promote the benefits of being part of ELT
- Collaborative meetings and shared resources
- Peer reviews
- Strengthen communications
- Trust wide events
- Coaching and mentoring
- Celebrate successes
- Fundraising and grants
- Shared CPD, joint initiatives, cross-school projects)

SUCCESS MEASURES:

1. The level of sharing between schools
2. Increased stakeholder involvement in school events or decision-making
3. Community feedback on school initiatives and partnerships with local organisations.
4. Regular surveys to gauge satisfaction with the partnership (e.g. in areas like professional development, leadership support, and workload management).
5. Feedback from staff on cross-school collaboration and the impact of partnership on their work
6. Growth of partnerships that extend wider than the Trust
7. Frequency and quality of inter-school collaboration
8. Number of best practices or successful strategies shared between schools
9. Number of new programs, approaches, or initiatives implemented across the Trust
10. Feedback from staff and students on new practices introduced via the partnership.
11. External awards and accreditation



Lead: Janine Appleton

Position: Strategic Growth & Partnerships Executive

Janine Appleton has been Headteacher at Meadowbank Primary School in Cheadle since 2005. Under her leadership, the school has thrived as part of the Education Learning Trust, promoting creativity, inclusion, and a love of learning. A dedicated advocate for nurturing environments and meaningful learning, Janine also contributes as an LLE and National Inclusion Quality Mark Assessor

Financial Sustainability

INTENT:

Through strategic financial management, effective leadership, and a commitment to educational excellence, we will ensure the long-term success and growth of our academy trust, benefiting all learners and the wider community. Robust financial governance and leadership underpins the trust's ability to make informed, strategic decisions. Financial decisions are transparent, accountable, and aligned with educational goals.

The impact of financial decisions is monitored ensuring that every investment is linked to measurable educational outcomes. By maintaining a clear focus on *value for money*, this ensures that all spending supports our goal of providing high-quality education for all.

We will grow in a strategic, measured way, ensuring that new schools or projects align with the ELT vision and financial capabilities. Growth will be driven by a clear understanding of the financial implications and supported by a robust business plan that ensures long-term sustainability.

By involving the local community and external partners, we will secure additional revenue streams through grants, sponsorships, and philanthropic initiatives.

STRATEGIC PRIORITIES:

- Strong financial and information management systems with effective oversight minimising risk of fraud, data breaches and financial mismanagement.
- Well-planned reserves policy that provides sufficient contingency for cashflow and any unplanned, urgent expenditure and aligns resources to expenditure priorities across all its schools.
- Efficient and effective use of resources through school and trust resource management benchmarking tools and Integrated Curriculum and Financial Planning.
- Analysis of financial data and intelligence to set a stable, accurate and sustainable long-term financial strategy for the trust.
- Clarity of approach to delivering value for money through effective budgeting and risk management.

SYSTEMS & PROCEDURES:

- Governance structures and oversight of financial health
- Assessment and review of risks
- Robust budget setting
- Cash-flow forecasting
- Financial planning
- Checks, reconciliation and auditing
- Reporting
- System management
- Income generation
- Procurement
- Benchmarking

SUCCESS MEASURES:

1. Planned surplus budgets
2. Sufficient reserves
3. Strong cashflow position
4. Low staffing costs as a percentage of income
5. Benchmarking with similar schools
6. Accurate financial reporting and accounting
7. Number of actions arising from external audit



Lead: Sam Finch

Position: Chief Financial Operating Officer

Starting July 2025, Sam Finch will become Chief Finance and Operating Officer (CFOO) at the Education Learning Trust (ELT). With over 14 years in the education sector, Sam brings deep expertise in financial management, operations, and governance, with experience across special education, SEMH provisions, independent schools, and academies.

She has led strategic initiatives as a Trustee for the Institute of School Business Leadership (ISBL) and a Multi-Academy Trust in the Northwest. Sam is committed to operational efficiency and financial resilience, ensuring schools have the resources to achieve classroom excellence.

Annual Implementation Plan

Quality Learning Environments

Evidence of Area for Improvement (What does the evidence tell us about an area for improvement relating to the DFE Guidelines?)	Improvement Drivers (What change needs to be implemented to respond to the root cause?)	Audit Position (RAG Reference ELT Risk Register) REF: 3,33,8	Milestones & Progress (What does our ongoing evaluation tell us about how well we are doing compared to the evidence of success column? This will inform the CEO termly report to Trustees)	Evidence of Success for Growth (What we offer - particularly in relation to the DFE framework)
Inconsistent digital infrastructure across schools, leading to inequitable access and reduced staff/pupil productivity	Implement a trust-wide IT strategy including standardisation of devices, cloud infrastructure, and network upgrades	Variation in infrastructure limits access to digital learning and management systems, undermining educational equity. Legacy systems increase exposure to cyber threats, system failure, and GDPR non-compliance.	IT asset audit completed; Procurement framework in place; Rollout of cloud-based MIS and remote learning tools initiated	Seamless, equitable access to digital learning and admin systems across all settings; Improved digital confidence and user feedback
Ageing estate with inefficient energy systems and reactive maintenance culture	Develop and implement a 10-year Estates and Net Zero strategy incorporating condition surveys, capital forecasting and carbon reduction targets	Lack of visibility on estate condition prevents proactive investment. Failing infrastructure may lead to breaches in statutory requirements (e.g., ventilation, asbestos, accessibility).	Surveys completed; Phased upgrade plan approved; Year 1 projects funded and initiated; Initial carbon baseline calculated	Strategic and sustainable management of the estate; Reduction in emergency repairs; Improved energy efficiency ratings across sites
Over-reliance on external contractors for ICT and estates maintenance	Upskill internal teams and establish cluster-based support model for ICT and facilities	Heavy dependency on third parties increases vulnerability to delays, inconsistent service, or cost escalation. Limited in-house capacity restricts agility in response to urgent IT/estate issues and reduces cost-efficiency.	Skills audits complete; Internal training programme launched; Trust-wide facilities and IT helpdesk implemented	Reduced external costs; Improved response times and service consistency; Enhanced staff development and retention

Annual Implementation Plan

Curriculum & Outcomes

Evidence of Area for Improvement (What does the evidence tell us about an area for improvement relating to the DFE Guidelines?)	Improvement Drivers (What change needs to be implemented to respond to the root cause?)	Audit Position (RAG Reference ELT Risk Register) REF: 21,23	Milestones & Progress (What does our ongoing evaluation tell us about how well we are doing compared to the evidence of success column? This will inform the CEO termly report to Trustees)	Evidence of Success for Growth (What we offer - particularly in relation to the DFE framework)
ELT has a clearly defined, shared curriculum principles and staff are clear about delivery to achieve the curriculum intent.	Further develop effective curriculum leadership with high levels of expertise and delivery cross-phase	Key pedagogical approaches Trust-wide core principles, sequencing, and assessment Inclusive practices	Co designing an ELT flexible curriculum model Curriculum design CPD Subject leader forums Shaping templates School cross-phase learning visits	A Customisable Curriculum which offers flexibility in curriculum design, allowing schools to tailor the curriculum to their unique context while maintaining the academy trust's high standards.
Teaching is adaptive and responsive, teachers feel confident to teach pupils.	Build in on an evidence-informed understanding of effective teaching and how pupils learn through implementation of ELT Blueprints and peer audit	Adapting teaching in real time to meet the needs of all learners. Assessment information to inform instruction Responsive feedback Teacher confidence to meet diverse needs	Pulse check confidence and emerging CPD needs Adaptive learning experiences in books and planning Tracking impact through qualitative peer audit	The Leadership development and support offer for headteachers and senior leaders to ensure that they are empowered to drive the curriculum's success in their schools.
Assessment processes in relation to those who find learning hard are rigorous and evidence informed.	Improve outcomes by embedding the ELT 6As assessment model across all sectors	Links between assessment strategy and improvement in pupil attainment Disadvantaged and SEND learners. Progress measures beyond summative tests (e.g., in books, oral work, formative responses)		Proven success stories from schools within the trust, with evidence of students achieving excellent results, whether in terms of GCSEs, KS Tests, or vocational qualifications.

Annual Implementation Plan

People Development & Enriched Experiences

Evidence of Area for Improvement (What does the evidence tell us about an area for improvement relating to the DFE Guidelines?)	Improvement Drivers (What change needs to be implemented to respond to the root cause?)	Audit Position (RAG Reference ELT Risk Register) REF: 25,26,27	Milestones & Progress (What does our ongoing evaluation tell us about how well we are doing compared to the evidence of success column? This will inform the CEO termly report to Trustees)	Evidence of Success for Growth (What we offer - particularly in relation to the DFE framework)
<p>ELT is committed to being a thriving, innovative community where each person is valued and rewarded.</p>	<p>Further develop relationships and employee relations based on ethical practice including the use of coaching across all schools</p> <p>Ensure professional courage and influence is encouraged through challenge and contributions within each setting</p>	<p>Audit review with Trust using the CIPD Profession Map tool. This will give us the level we broadly align with e.g. Foundation, Associate, Chartered member or Chartered fellow.</p> <p>Develop an Action plan for implementation.</p>	<p>HM research of different models and review CIPD materials</p> <p>Audit review - Summer term 2025</p>	<p>An organisation in which we collaborate consistently and actively to ensure we have a positive impact in our ELT community.</p>
<p>ELT has a robust appraisal system where we actively encourage development which may result in progression and career opportunities.</p>	<p>Further develop a culture of accountability ensuring ownership for improvement and learning using research driven, evidence-based practice</p> <p>Create a People Strategy where talent is developed to ensure succession planning and effective, strategic workforce planning.</p>	<p>Using the Profession Map framework and existing practice use the six areas of knowledge to drive change.</p> <p>Write the ELT People Strategy setting out key aims and our Trust offer.</p>	<p>Aims and existing Trust offer to form beginning of Strategy - format to be agreed Summer term 2025</p> <p>Future aims to be considered, and opportunities identified.</p>	<p>An ELT People Strategy ensures that people have many opportunities to develop as professionals impacting on organisation learning and strategic goals.</p>
<p>ELT ensures working environments are inclusive promoting equality, diversity whilst prioritising wellbeing.</p>	<p>Further develop and then sustain a culture of well-being where all people are invested in, enabling voice and involving people in decision making</p> <p>Ensure our core behaviours are based on ethical leadership where an inclusive and diverse culture is fostered</p>	<p>Across the Trust ensure schools have a consistent and committed approach investing in well-being.</p> <p>Use metrics such as staff absence, ill-health, talent attraction and retention data, employee feedback.</p>	<p>Autumn term – Research well-being strategies and collect well-being data</p> <p>Use Evidence informed practice to design our ELT organisational model – Autumn term</p>	<p>An organisation where we think and act with integrity and respect creating a culture that positively influences workforce well-being.</p>

Annual Implementation Plan

Ambition for the future

Evidence of Area for Improvement (What does the evidence tell us about an area for improvement relating to the DFE Guidelines?)	Improvement Drivers (What change needs to be implemented to respond to the root cause?)	Audit Position (RAG Reference ELT Risk Register) REF: 2,3,21,22	Milestones & Progress (What does our ongoing evaluation tell us about how well we are doing compared to the evidence of success column? This will inform the CEO termly report to Trustees)	Evidence of Success for Growth (What we offer - particularly in relation to the DFE framework)
To collaboratively develop a peer led model of continuous improvement.	<p>Research on evidenced informed approaches to a SI model (internal and external review).</p> <p>School consultation on what's working well and what schools would like as guiding principles for the cycle.</p>	<p>-Hold audit review with schools based on SI processes in place with school's which are working well.</p> <p>- Present an evidenced informed business case on SI models for HTs to evaluate.</p>	<p>There will be an agreed approach to SI which will be in place for September.</p> <p>This model will be part of our broader SI offer for the website.</p>	
Collaboratively shape a self evaluation which is standardised across the MAT in preparation for framework and curriculum changes.	<p>Prepare for framework change under the Ofsted and Curriculum Review through CPD for school leaders.</p> <p>Strategically develop a shared view and format of a self evaluation which is born out of consideration of best practice and the fundamental purpose of a self evaluation form.</p>	<p>-Seek out a CPD module for HTs and leaders based on new framework and curriculum review.</p> <p>-Develop an implications plan based on the proposed changes.</p> <p>-Establish a guiding principles review of the standardisation of the SEF including audience and purpose aligned to new framework.</p>	<p>There will be an agreed format for the SEF in place for leaders to evaluate their schools by end of Autumn 1.</p>	
Develop a school improvement toolkit which will work in conjunction with the continuous improvement model and support its implementation.	<p>Audit current SI documentation use and best practice of self evaluation/ QA in schools to develop a blueprint.</p> <p>-Develop electronic toolkit of documentation with rationale statements for use.</p> <p>-Plan for toolkit usage as part of the SI cycle delivery.</p>	<p>-Develop an audit of documentation in place and shape this into a hardback and electronic document resource library.</p> <p>Once the SI cycle has been approved, establish where the SI documents are placed in the cycle to ensure staged usage.</p>	<p>There will be an agreed set of Trust standardised documents which will support the effective running of the SI cycle.</p> <p>This will be part of our Trust SI offer for the website.</p>	

Annual Implementation Plan

Vision, Culture and Expectations

Evidence of Area for Improvement (What does the evidence tell us about an area for improvement relating to the DFE Guidelines?)	Improvement Drivers (What change needs to be implemented to respond to the root cause?)	Audit Position (RAG Reference ELT Risk Register) REF 22,3,4	Milestones & Progress (What does our ongoing evaluation tell us about how well we are doing compared to the evidence of success column? This will inform the CEO termly report to Trustees)	Evidence of Success for Growth (What we offer - particularly in relation to the DFE framework)
There are highly effective collaborations across Trust schools and through wider partnerships which ensures excellence for all.	Leaders across the Trust collaborate in developing Trust wide approaches supporting all learners to achieve outstanding progress. Partnerships across Trust schools and wider professionals result in a constantly forward-looking learning community which embraces diversity, change and opportunities enhancing the learning experiences for all.	Audit current partnerships, evaluating the impact that these have on professional growth and learners' outcomes. Create a partnership heat map to assess the impact that each has at a school level, trust level. Consider the potential that growth of partnerships can have on professional growth and pupil outcomes.	Cross Trust schools audit of current partnerships (end of Spring 25) Analysis of potential growth of current partnerships (Summer 1 25) Build in future partnership growth for 25-26 into heat map (Summer 2 25)	The ELT is a Trust where collaboration is an embedded part of the culture, and this is regularly reviewed and further developed. The Trust actively looks for opportunities to develop partnerships focused upon the development and empowerment of all which leads to excellent outcomes for learners.
Outstanding leadership at all levels drives a reflective and forward-looking community.	The ELT professional development pathway continually grows and evolves ensuring high-quality, forward-looking leadership of learning resulting in outstanding outcomes for children	Professional development pathway to be the tool to evaluate leadership growth and succession planning. Professional development opportunities inspire ambition for the future.	Review of ELT professional development pathway is an ongoing process and builds upon new and deepening partnership (Summer 1 25)	External validation of school development successes. School shared review processes evidence that change is ongoing and improvement is progressive.
Reciprocal school to school support and highly effective evaluation processes across ELT schools and wider partnerships fosters growth, learning and the empowerment of all.	Collaboration between a range of teams across schools' plan evidence-based projects which drive school improvement around quality assuring improvement plans with challenge and support. Partnerships which extend wider than Trust schools are based upon shared ambitions and children's learning and support professional development for all.	Ensure that collaborations stem from collective priorities for improvement and stem from validated research to inform planning. Peer assessments and quality assurance work is built upon support and challenge to promote change and progress. Partnerships that extend further than trust schools have reciprocal added value.	Partnerships across Trust will grow and develop further with additional opportunities being added each year. Partnerships that reach further than ELT schools will value each collaboration due to the mutual benefits in the school priorities of all. The purposes and scope of collaborations will adapt and evolve as school priorities are actioned and reviewed.	NPQ enrolment and completion Communities of Practice engagement across school. Strategic leadership networks ensure that professionals work together on shared priorities and this in turn ensures excellent outcomes for all learners.

Annual Implementation Plan

Finance Sustainability

Evidence of Area for Improvement (What does the evidence tell us about an area for improvement relating to the DfE Guidelines?)	Improvement Drivers (What change needs to be implemented to respond to the root cause?)	Audit Position (RAG Reference ELT Risk Register) REF: 33, 13, 12,	Milestones & Progress (What does our ongoing evaluation tell us about how well we are doing compared to the evidence of success column? This will inform the CEO termly report to Trustees)	Evidence of Success for Growth (What we offer - particularly in relation to the DfE framework)
The optimisation and allocation of financial resources across the Trust, ensuring long-term financial sustainability and maximisation of value for money in line with DfE guidelines on efficient resource management.	Financial reviews will identify savings and ensure efficient resource use, supported by transparent budgeting across the Trust and academies. Spending will align with strategic priorities to improve student outcomes, with costs reduced through shared services and collaboration.			Meets DfE standards by maintaining a sustainable financial model and ensuring spending drives measurable educational outcomes with strong financial oversight.
Robust financial governance and transparency, building trust with stakeholders and enabling effective decision-making aligned with DfE expectations for financial accountability and oversight.	Clear financial reporting structures will ensure that Trustees and leaders have timely, accurate, and relevant financial data. A culture of transparency will be promoted by sharing information with key stakeholders in line with governance best practices. Internal controls and audit processes will be strengthened to ensure compliance with DfE regulations and to minimise the risk of financial mismanagement.			Supports the DfE's standards by ensuring financial activities are well-managed, legally compliant, and transparently communicated to all stakeholders.
To identify and implement cost-effective initiatives that increase financial efficiency while reinvesting savings into educational enhancements and support services.	To continuously improving procurement processes to maximise value for money across goods, services, and contracts. Savings from operational efficiencies will be reinvested into initiatives that enhance the learning experience, such as staff development, technology upgrades, and targeted support for disadvantaged students. Investment decisions will prioritise areas that strengthen teaching quality and learning outcomes, fully aligned with the Trust's educational objectives.			Meets DfE standards by reinvesting financial gains into teaching and learning, and ensuring funds are used efficiently to enhance outcomes and student support.

Monitoring & Review

Trust Improvement Sectors	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Quality of Learning Environments	Publish school curriculum documents on website	Pupil curriculum survey Admissions arrangements				Evaluate School Improvement Plan
Ambition for the Future	Review admissions: PAN and oversubscription criteria				Marketing strategy for admissions	
People Development & Enriched Experiences		Submit pay progression charts	ICFP Review Staff survey		Mid year appraisal review	
Finance and Operations	Safeguarding checks (KCSIE) Website compliance check Draft financial outturns for schools (subject to audit adjustments)	Review building priorities Term dates and times of day Finalised financial outturns for schools (post audit adjustments)	Budget process 2025/26 starts including capital budgets for 2025/26	Draft budget 2025/26 reviewed by AGBs	Parent survey Draft budget 2025/26 to CEO/CFO for Trust Board review	Transition information exchange Budgets 2025/26 approved by Trust Board
Curriculum and Outcomes	Set School Improvement Priorities Update SEF with priorities			Mid term review of School Improvement Plan		Moderation of outcomes
Vision, Culture and Expectations	Data review (IDSR/Perspective Lite) Appraisal Review and Target Setting 2026/27 Complete KPIs and target setting 2026/27	Attendance and Exclusion monitoring	Mid term progress review against targets	Attendance and Exclusion monitoring		Attendance and Exclusion monitoring Results analysis against targets
High Quality and Inclusive Education	ELT Safeguarding and Child Protection Policy (S) (W) (ELTW) ELT Child on Child Abuse Policy (S) (W) (ELTW)	ELT Children with Additional Health Needs Policy (S) Dated 2021/22 Attendance Policy (S) (W)	ELT Complaints Policy (S) (W) Exclusions Procedures (S) Admissions Arrangements (S) (W)			ELT ICT Policy (Incorporating mobile and smart technology) (S) (N) ICT Acceptable Use Agreement
Workforce	ELT Safer Recruitment Policy ELT Pay Policy Allegations and Concerns Raised in Relation to Staff, Supply Staff, Contractors and Volunteers Policy (S) (W)	ELT Capability Policy (S) ELT Appraisal Policy ELT				