



STRATEGIC PLAN 2025-2028



‘UNLOCKING POTENTIAL – BUILDING FUTURES’



Welcome to The Key Educational Trust

The Trust was established in 2016 by three schools who had long enjoyed a very close and rewarding working partnership. We are thrilled to have welcomed two additional schools in December 2025 who have become valued members of the Trust family.

The Trust focuses on meeting the needs of the communities in which the schools are located. There is a strong shared vision of enabling all children to achieve their best, reach their potential and contribute fully to society through creating an environment which stimulates, challenges and instils a love of lifelong learning and which is enhanced through the promotion of our Christian Values.

We are so grateful and fortunate to have a fantastic team of educational professionals and support staff who help take our vision and make it happen.

We are committed to supporting all who work within the Trust to enjoy the very best professional development and career development opportunities.

The support of the local communities, parents and governors have combined and helped the schools thrive. The Trust is excited about building a larger family of schools so that more children and staff can thrive and reach their potential.



Chris Wright
CEO



Julie Hope
Chair of Directors

OUR MISSION

“To ensure each child achieves challenging, personal goals and reaches their potential through the provision of an excellent broad and balanced curriculum for all learners which is underpinned by the Christian foundation of the schools.”

‘UNLOCKING POTENTIAL – BUILDING FUTURES’

reflects our commitment to see EVERY child succeed and achieve their best so that they have a rewarding and fulfilling life.

We believe that meeting the needs of our children goes beyond achieving excellent academic standards. The development of the ‘whole child’ is important to us and central to all that we do. This includes the moral, spiritual, cultural and relational development of pupils.

Enriching the curriculum with fantastic extra-curricular opportunities, inspiring trips and guest speakers all contribute to a great learning experience and strong outcomes. These can be seen through excellent attendance rates, high levels of engagement in activities and after-school clubs.



OUR TRUST CHRISTIAN VALUES

Community

We believe that community lies at the centre of any organisation but especially a school system. Classes, year groups, staff teams, parents, governors and school neighbours all have a part to play. The Trust is committed to meeting the needs of all communities.

Trust

We are committed to developing and fostering relationships across the Trust. This is achieved through making everyone feel valued for who they are irrespective of faith, gender, age.

Thankfulness

Having a thankful heart helps appreciate what we have and how.

Forgiveness

We believe that no-one is perfect and everyone deserves a second chance. Having a consistent and fair approach to dealing with life's challenges helps build trust, hope and a sense of security.

Honesty

Honesty means much more than being truthful. It is about meaning well for others, having respect for oneself and those around you to build a community that works together to the common good.

Friendship

We value the formation of supportive and strong friendships that help support pupils with their resilience and their ability to overcome challenges.

Compassion

We have a deep understanding and empathy for the wide and diverse needs of the pupils, staff and local community.



BUILDING A STRONG TRUST

OUR KEY INTENT

The Key Educational Trust exists to provide a first-class educational experience for all pupils enabling them to achieve the very best outcomes possible.

The main priorities identified in this strategic plan are firmly rooted in these five key areas.

EXPECTATIONS

The Trust will have high standards in all that we do. Leaders are committed to supporting personal and collective growth and to supporting schools to realise their potential and excel in all areas.

OUTCOMES AND ACHIEVEMENT

The Trust will ensure that pupils reach their potential and achieve well in relation to their starting points. Pupils will be confident, well balanced and healthy members of our community. The Trust places the achievement of its pupils at the centre of all that it does. The Trust will prioritise the skills, knowledge and aptitude needed as they progress through our schools.

TEACHING AND LEARNING

The Trust will focus on pedagogy and the richness of the curriculum and this will lead to improved outcomes for pupils, prepare them for the next stage of their education and enable them to contribute positively to the communities in which they live.

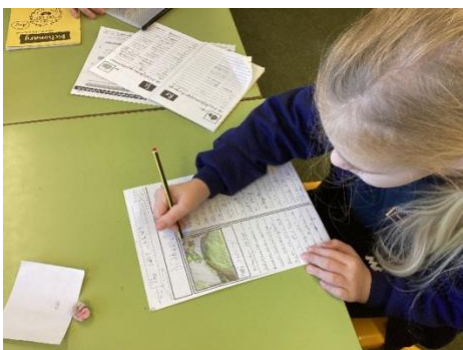
Through supporting teachers professionally, we will develop a rich and attractive climate for learning where the core skills of reading and maths play centre-stage.

LEADERSHIP

The Trust will nurture teamwork, innovative practice and a positive workplace culture. Investment will be made in our people and estate. Our motto 'unlocking potential – building futures' will be beacon to all that we do to improve outcomes for all.

ACCOUNTABILITY

Through maintaining robust quality assurance systems, we will understand our strengths and weaknesses. By instilling strong accountability processes, a culture of enquiry-based assurance will be established and embedded.



OUR FOUR KEY STRATEGIC

OBJECTIVES

To build a strong Trust, we have four strategic objectives:

1. To develop a strong family of schools with children and their community at the heart of their mission. A Trust where everyone has ambition and aspiration and can flourish.
2. We are ambitious for all children to achieve strong outcomes and are developing robust accountability systems to improve the outcomes and experiences of our children. We are developing a curriculum that meets the needs of all and helps them prepare effectively for their next stage of education.
3. We are working together closely to consolidate and unify our practices to share good practice.
4. We are developing strong financial management processes so that every penny counts. This is supported by developing strong strategic governance at all levels of the Trust.



1. To develop a strong family of schools with children and their community at the heart of their mission. A trust where everyone has ambition and aspiration and can flourish.

Schools that share our vision of unlocking the potential in our pupils and enabling them to flourish.

Why is it important?

Our commitment to this objective is the result of four reasons:

Unity

Working together in a collaborative and supportive organisation towards a common cause. This will develop and harness collective strength and resources to meet challenges and achieve our aims.

Ambition

A strong culture of ambition for all results in pupils being challenged to achieve and believe in themselves.

Common objective

Sharing our goals and mission will bring us together in our efforts, align our actions and provide direction. Preparing pupils for their next stage of education and later life gives a clear purpose for the Trust.

Supporting children

Having a clear focus on pupils' development from Early Years to KS3 in preparing them for later life is crucial for their future success and prosperity. Investing in all children is key to our success and ensuring that disadvantaged children are given equal opportunities to those who are not.

HOW WILL WE MET THIS TARGET?

We will develop a comprehensive Trust offer that supports collaboration and aligns actions to fulfil the shared mission that EVERY child succeeds and achieves their best so that they have a rewarding and fulfilling life.

Indicators of Success Year 1	Indicators of Success Years 2 & 3
The Trust will continue to work in partnership with other local schools.	Creation of a Trust Partnership Plan which will identify those partnerships which will reap the greatest impact.
Communicate the message that we are one Trust and that there are clear opportunities to work with and learn from each other.	Opportunities are calendared through the year for schools to work together. In Year 3 schools are involved in the delivery of the school improvement programme.
Develop a clear support structure for leaders to work strategically to develop opportunities in the Trust.	Leadership opportunities are mapped across the Trust at all levels. By Year 3 leadership opportunities are embedded with leaders working in unity to support each other.
Relaunch of the Trust mission, strategy and values so that all are working towards the same goal.	The Trust mission, values and strategy are embedded in all schools and reviewed annually.
Develop a warm and welcoming community of schools that has a strong and attractive school offer for prospective members.	Schools collaborate with local school partnerships and in year 3 schools join as a result of this outreach programme and shared professional opportunities.
The Trust will further strong links with local church communities.	Trust representatives will support local church events and schools will contribute positively to community life.
Links are established with other schools and MATs with the intention of fostering stronger future	Additional schools have joined the Trust including First, Middle and High.

partnership and adding to capacity for all concerned.	
Development of a strong central team is established to support leaders in administration and school improvement.	In Year 2 and 3 the central team will develop to meet the needs of the Trust potentially including Director of Education, Estates Manager.
To embed a vision for the Trust that prioritises formation of character and spiritual/moral/social/cultural development, all of which enhances its focused pursuit of the best academic outcomes for every child.	Pupils show good spiritual/moral/social/cultural development leading to improved outcomes for all especially those who are SEND/DA. Pupils' attendance is strong and retention is good across all schools.



2. We are ambitious for our children to achieve strong outcomes and are developing robust accountability systems to improve the outcomes and experiences of our children. We are developing a curriculum that meets the needs of all and helps them prepare effectively for their next stage of education.

Why is it important?

We are committed to this objective for the following reasons:

Accountability

Establishing robust accountability systems across the Trust ensures that there are clear mechanisms to measure pupils' progress and to which we can hold ourselves responsible. We make sure that promises made to both pupils and wider stakeholders are fulfilled. We ensure that resources are used effectively to support improving outcomes and enhancing experiences.

HOW WILL WE MET THIS TARGET?

The Trust SLT will lead school improvement in their schools and work collaboratively in sharing good practice.

Indicators of Success Year 1	Indicators of Success Years 2 & 3
Accountability measures relating to attainment and progress are reviewed by leaders across the trust and agreed by the Trust standards committee	Attainment and progress measures show strong growth in all phases. Resources are strategically used to support areas identified through the accountability process.
Curriculum review is undertaken across the Trust and curriculum development plan is developed.	Subject leadership is strengthened across the trust by having ' <i>expert teachers</i> ' to support colleagues in other settings. In Year 3 centralised curriculum leadership is established in some subject areas.
The 'hidden curriculum' is mapped across the Trust and areas of outstanding practice identified including 'spirituality'.	Opportunities are shared across settings and experience reviews are shared. Leaders intentionally plan for experiences to fill gaps in pupils' knowledge ensuring no groups of pupils are excluded or at a disadvantage both in the curriculum and in extra-curricular provision. Pupils understand and can articulate what 'spirituality' means to them.
Careers and preparing for the next stage of education is intentionally and coherently planned by leaders.	Careers, educational workplace visits and guest speakers are mapped out for all age groups. In Year 3 a detailed programme will be in place which is reviewed annually.



3. We are working together closely to consolidate and unify our practices to share good practice.

Why is it important?

We are committed to this objective for the following reasons:

Support for staff

By investing in staff, via strong professional development opportunities, the trust is developing a positive working environment which supports good mental health and well-being. When staff feel valued, supported and are equipped they will perform at their best with resulting improving pupil outcomes.

Improved outcomes and experiences

Our raison d'être is to improve outcomes and experiences for children.

HOW WILL WE MET THIS TARGET?

The Trust Senior Leadership Team will work together to consolidate and unify approaches through effective collaboration and communication. The team consists of the CEO, the headteachers and Principals of the schools in the trust and includes Heads of School and the Trust Business Manager. The Team meeting approximately every three weeks and where desirable more often.

Indicators of Success Year 1	Indicators of Success Years 2 & 3
INSET and CPD opportunities are available for all staff.	Opportunities are calendared through the year for colleagues to work together and share practice. In Year 3 schools are involved in the delivery of the school improvement programme.
Review of Professional Development results in more tailored CPD opportunities for individual staff. Trust is committed to staff well-being in all schools.	Leadership opportunities are mapped across the trust at all levels. By Year 3 leadership opportunities are embedded with leaders working in unity to support each other. Staff have opportunity to lead CPD sessions in their area of expertise.
Staff have a voice concerning the focus of CPD opportunities.	Staff develop a portfolio of CPD opportunities open to colleagues across the Trust. In Year 3 these opportunities will be refined and available to external organisations for a fee and generate income.
A supportive professional environment is created where staff can research experiment with pedagogy in their area of work.	Staff develop teaching approaches and pedagogy because of action research/pilots they have conducted. In Year 3 staff share successful pilots and resulting strategies with colleagues.
Staff voice indicates that they value the opportunities to develop professionally.	Leaders develop a clear succession and CPD programme. In Year 3 it is increasingly common to recruit internally/deploy/second to give professional advancement opportunities.
Christian Distinctiveness is developed across church schools with the support of the Christian Distinctiveness Advisor and RE leads.	Staff are confident in supporting the daily act of worship and pupils enjoy opportunities to worship and share their faith with others in Trust school. In Year 3 pupils engage in acts of courageous advocacy in their own schools/communities and alongside other trust schools.

4. We are developing strong financial management processes so that every penny counts. This is supported by developing strong strategic governance at all levels of the trust.

Why is it important?

We are committed to this objective for the following reasons:

Efficiency

Working together to secure the best value possible in all areas of finance so that the maximum resources are available to support the mission of the Trust.

Sustainability

Securing the long-term viability of the Trust and its schools is important to the communities the schools serve. Robust financial processes including forecasting supports decision making to ensure schools are sustainable.

Strong Governance

A structured and well managed structure is important. Having clear line of sight for decision making ensures transparency and efficacy.

Accountability

As public organisations it is important to us that resources are accounted for and allocated effectively to meet the aims of the Trust and protect its reputation.

HOW WILL WE MET THIS TARGET?

School leaders and local finance link governors will work closely with the Trust Business Manager and the CEO to set a balanced budget. Where this is challenging colleagues will work together to mitigate pressures and establish a recovery plan to address any deficit.

Indicators of Success Year 1	Indicators of Success Years 2 & 3
Resources are invested into curriculum and pedagogy to support learning and improve outcomes.	Trust expansion due to its robust approach to curriculum and pedagogical development.
Trust has a strategic asset plan in place which supports the development and improvement of the Trust estate.	Strategic asset plan is developed further to support leaders to proactively plan for replacement & maintenance
A Digital Strategy is established which includes the use of new technologies such as AI and an IT provision plan.	A comprehensive Trust-wide IT Capital Renewal Plan will be established so that schools in the Trust have the technology available to take full advantage of technological advances.
Financial benchmarking and use of metrics used in the financial forecasting and budget process.	Schools are setting balanced budgets and the use if Trust reserves are minimised. The Trust is sustainable in the long term.
Clear terms of reference are established for each board/committee with annual work plans developed for each.	Directors and LGCs receive robust assurance as opposed to reassurance in exercising their duties.



If you would like further information, please do not hesitate to contact us.

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