



Educate Together  
Academy Trust

# Strategic overview

2024-25

## Why we exist

Educate Together Academy Trust is here to provide an equitable, inclusive and values-based education, which is transformational and has the holistic development of individuals central to all of its work so that they are adeptly prepared for success and happiness as global citizens.

## How we aim to achieve this

- Recognise, value and nurture the individuality of our community members, embracing and respecting differences
- Ensure our curriculum, including our Learn Together Curriculum, and its delivery is inclusive and equitable, and expertly prepares individuals for the next stage of their education, considering the context of the modern world
- Hold the wellbeing of all stakeholders as paramount
- Be research driven and evidence informed, ensuring we are at the forefront of educational practice
- Manage knowledge effectively through collaboration, communication, creativity and critical thinking
- Develop, manage and deploy resources effectively
- Leave a legacy that is positive, far reaching and long lasting

## Equity-based

Through being equitable in our work, all children and staff will have equal access to their rights and, regardless of background, all will be equally respected.



## Aspirational

All of our children have the right to a holistic world class education. All of our work aims to ensure that every child can make progress and achieve well in every aspect of their education.



# Our Core Principles

Our schools aim to be central to the communities they serve. As such, we look for opportunities to give voice and work in partnership with all stakeholders of our schools.



Children are at the heart of every decision and activity. Their voices are actively sought and listened to. We recognise that children play a lead role in shaping their own education.



## Collaborative

## Child-centred

# Our aims for our children

## ***Academically successful***

Without excuse or compromise, every child who attends an Educate Together Academy Trust school must have the highest expectation placed on their academic achievement. This will be evident in our pupils' outcomes, measured against national standards. Additionally, children within one of our Trust schools can expect to develop both the deep understanding and the wide skill set that are required for achieving excellence within the individual subject disciplines that make up the National Curriculum.

But we want more for our children. So, through a keen focus on our Learn Together Curriculum, coupled with our Core Principles, we endeavour for our children to not only be high academic achievers but also emotionally, psychologically and socially safe in their development



Our aims for an Educate Together Academy Trust child

# Our strategic pillars

Our strategic pillars are in place to ensure delivery of our purpose. Each pillar, set against DfE trust quality descriptors, outlines priorities for development for the coming academic year. They are subject to change should the context of our work change.

The aim of pillar 1 is to strive for education excellence across all of our schools. Priorities are set against our own self-evaluation and external information relating to our schools.

## Pillar 1: school improvement for our children

Pillar 2 aims to ensure all children within the trust achieve exceptionally well. Children with additional needs and those from disadvantaged backgrounds continue to be a focus of our work.

## Pillar 2: high-quality and inclusive education for our children

Pillar 3 outlines our current foci for developing our workforce. As a trust, we are committed to being a good employer and ensuring our staff feel valued and have development opportunities.

## Pillar 3: our people (workforce)

The foci of pillar 4 is ensuring we remain financially safe and our estates are well managed and developed. We recognise both of these are key to ensuring we achieve our purpose.

## Pillar 4: our finances and operations

Without good leadership, we would not be able to achieve our purpose. Pillar 5 is in place to ensure we deliver priorities as well as being adaptive to change.

## Pillar 5: our leadership, including governance

# Pillar 1: school improvement for our children

## 1.1 Develop a Trust-wide curriculum

- Review of current curriculum in schools
- Identify in which subjects curriculum will be developed (including use of schemes)
- Produce pro-forma to develop curriculum
- Instigate development of curriculum
- QA curriculum

## 1.2 Develop and embed standardised school visit evaluations

- Review practice over last 2 years
- Consistent format for SDPs, RR, and heads' reports to LGBs to be in place and reviewed
- Research practice across the sector
- Develop methodology
- Apply to school visits
- Review and amend as required

## 1.3 Increase collaboration across Trust schools in relation to school improvement

- Peer review model
- Sharing staff expertise across the schools
- Ensure clarity of remit for all drive groups
- QA impact of drive groups on securing school improvement

## 1.4 Develop a shared assessment framework for foundation subjects

- Review current practice in schools
- Use effective practice to develop Trust wide approach
- Embed approach

### Beyond 2024-25:

- 1.1 Put in plans for remaining curriculum areas
- 1.2 Review impact of the work and refine, including review of school development offer
- 1.3 Trust register of specialist practitioners, which has been through QA process
- 1.4 Review the accuracy and impact of the assessment framework

### Success criteria:

- All schools to achieve good across the 4 Ofsted judgement areas. Where they are not, clear plans are in place to ensure they are moving to good.
- Curriculum for identified subjects ready to roll out Sept 2025
- Self-evaluation of schools is accurate
- Trust staff are able to support school development initiatives beyond their own schools
- Trust assessment strategy in place for foundation subjects by Sept 2025

# Pillar 2: high-quality and inclusive education for our children

## **2.1 Develop and embed Trust-wide understanding of high-quality teaching**

- Develop high-quality teaching document
- Roll out document across all schools
- Ensure use of document is maintained throughout the year and informs development of individual and whole-school practice
- Review the impact

## **2.3 Ensure high-quality teaching facilitates strong progress for pupils with identified additional needs**

- Assessment system in place for pupils working significantly below year group expectations
- Core offer embedded within all classrooms
- Additional provision ensures all pupils can access and progress through the curriculum

## **2.2 Ensure provision for children entitled to pupil premium is having impact**

- Review impact of PPG in each school
- Ensure new PPG plans are in place (Sept 2024), monitored and amended as required
- Ensure reporting and accountability for progress of those pupils known to be disadvantaged is scrutinised through the governance structure

## **2.4 Develop and embed the use of the Trust anti-racist framework**

- Ensure anti-racist framework is understood and disseminated across the Trust
- Ensure anti-racist framework is being enacted across the Trust
- Monitor the impact of anti-racist framework

### **Beyond 2024-25:**

- 2.1 Develop school leaders (beyond SLT) in development of high-quality teaching approaches
- 2.2 Roll out effective school initiatives Trust wide
- 2.3 Roll out effective school-based strategies Trust wide
- 2.4 Review the framework and adapt as required

### **Success criteria:**

- Outcomes for pupils to be at least in line with national. Where they are not, plans are in place to ensure rapid improvements.
- Vulnerable groups of pupils make accelerated progress from their starting points (where appropriate)
- Schools demonstrate high-quality teaching across all year groups, where there are inconsistencies clear plans in place for improvement

# Pillar 3: our people (workforce)

## 3.1 Develop a shared understanding of career pathways through the Trust

- Compile different case studies of staff development within Trust
- Formulate document highlighting different opportunity for staff career progression
- Share document across the Trust and ensure staff are able to review and access

## 3.3 Review current approaches to workload and wellbeing in schools to inform a Trust wide strategy

- Compile current wellbeing/workload strategies in place for each school
- Analyse impact of approaches
- Develop Trust wide principles (wellbeing charter) for approaches to wellbeing and workload ensure staff are able to review and access

## 3.2 Ensure a strategic approach is in place for the use of NPQs, coaching and development of 'expert' staff

- Review use of current approaches to identification of talent and access to recognised training programmes
- Develop 'talent register' for Trust staff to be shared with heads → ensure there is scope (resources) for these experts to be used
- Ensure the staff are accessing the right training opportunities for their career stage, ambition and the need of the Trust

## 3.4 Embed the anti-racist framework

- Ensure anti-racist framework is understood and disseminated across the Trust
- Ensure anti-racist framework is being enacted across the Trust
- Monitor the impact of anti-racist framework

### Beyond 2024-25:

3.1 Link to appraisal process

3.2 Review approach and measure the impact on performance (triangulated)

3.3 Measure the impact of the wellbeing charter across schools and develop based on feedback

3.4 Review the framework and amend as required

### Success criteria:

- Wellbeing surveys show wellbeing of staff is above national benchmark
- High retention of staff
- Exit interviews highlight staff are leaving for development/reasons beyond the control of the Trust/school
- High staff attendance rates (benchmarked), where there's not case studies should highlight why this is the case



# Pillar 4: our finances and operations

## 4.1 Ensure the financial sustainability of the Trust

- Continue effective budget monitoring and reporting strategies
- Ensure 'risk' areas are monitored in more detail

## 4.3 Ensure there is a strategic approach to premises and infrastructure management

- Maintain asset register for each site
- Complete asset management plan to ensure rolling programme for estate management is linked to financial management (budget planning) of the Trust
- Ensure Trust equipment remains fit-for-purpose (asset management and planning)

## 4.2 Ensure value for money across all our work

- Ensure the Academy Trust Handbook continues to be consistently applied
- Review of all contracts not reviewed within the last three years to ensure value for money

### Beyond 2024-25:

- 4.1 Review as schools increase in capacity
- 4.2 Ongoing
- 4.3 Review the approach and adjust as required

### Success criteria:

- Reserves projected in the 3-year budget forecast to be in line with reserves policy or action plan if not
- Trust remains a going concern
- Estates remain operational and fit-for-purpose, with no foreseeable loss of continuity

# Pillar 5: our leadership, including governance

## 5.1 Ensure there is a culture of ethical leadership, rooted in the 7 principles of public life

- All leaders to understand and enact the principles of public life
- Review the code of conduct and ensure it is adhered to by all members of Trust community
- All work undertaken to be through the lens of ethical leadership

## 5.3 Ensure succession plans are in place for key leadership roles

- Plan for departure/absence of key Trust leadership roles, including within the governance structure
- Disseminate plan (accordingly) and ensure appropriate individuals understand how it would be initiated

## 5.2 Use skills audit to ensure effective Trust governance

- Analyse skills audit and use to recruit vacancies on TB/LGBs
- Ensure skills and knowledge are used appropriately and effectively through the Trust's governance structure

## 5.4 Develop a more standardised approach across the Trust (where required)

- See above (pillars 1, 2 & 3)
- Pupil attendance strategy

### Beyond 2024-25:

- 5.1 Review the approach and adapt as required
- 5.2 Ongoing, year on year
- 5.3 Review and consider further scenarios once initial plan is in place
- 5.4 Review impact of work and identify further standardisation to continue to deepen collaboration and school improvement work

### Success criteria:

- Delivery of the strategy
- Shared ownership of the Trust strategy across the leadership structure within schools
- Effective working relationship in place across all levels of leadership
- Trust leadership remains agile, particularly in adaptation of the strategy in view of change of government and changes to the sector