

2025 – 2028 STRATEGIC PLAN



BERLESDUNA
ACADEMY TRUST

ASPIRATION FAMILY SUCCESS





Table of Contents

Introduction	4
Vision, Aims and Principles	5
<i>Vision Statement</i>	<i>5</i>
<i>Aims</i>	<i>5</i>
<i>Nolan Principles</i>	<i>5</i>
<i>Citizenship Abiding Principles</i>	<i>5</i>
<i>The Curriculum Abiding Principles</i>	<i>6</i>
<i>Great Teaching Abiding Principles</i>	<i>7</i>
<i>Early Years Education Abiding Principles</i>	<i>8</i>
<i>Health and Well-Being Abiding Principle</i>	<i>9</i>
<i>Equality and Inclusion Abiding Principle</i>	<i>10</i>
Our People Strategy	13
Growth Strategy	15
Strategic Priorities	17
<i>SP 1 Developing our schools and pupils</i>	<i>17</i>
<i>SP 2 Developing our people</i>	<i>19</i>
<i>SP 3 Developing our governance</i>	<i>19</i>
<i>SP 4 Developing our business, facilities and resources</i>	<i>20</i>
<i>SP 5 Developing our community and partnerships</i>	<i>21</i>
Monitoring and Evaluation – MAT and Academy Improvement Planning	23
<i>Trust Key Performance Indicators</i>	<i>23</i>
<i>Monitoring of KPIs and Trust Abiding Principles</i>	<i>25</i>
<i>Schools performance categories</i>	<i>25</i>

Introduction

We are pleased to introduce the Berlesduna Academy Trust Strategic Plan for the academic period 2025–2028. This plan is essential for guiding our vision over the next three years, reinforcing our commitment to high-quality education and sustainable development in our schools.

This strategic plan:

- Defines the Board’s vision for the next three years.
- Expands on the Trust’s strategic objectives.
- Outlines key goals and performance indicators to demonstrate success.
- Details financial management strategies linked to efficiency and effectiveness.
- Builds on the individual successes of our schools.

The strategic pillars we have identified are fundamental to our approach.

Developing Our Schools and Pupils is a priority. We aim for high-quality education across all schools with inclusive curricula, focusing on digital transformation and strengthening literacy in reading, writing, and mathematics.

Developing Our People is equally vital. Our People Strategy focuses on recruiting, retaining, and developing staff while ensuring their wellbeing and professional growth.

In Developing Governance, we aim to enhance local accountability and improve trustee training and succession planning, aligning our governance with community needs.

For Developing Business, Facilities, and Resources, we will ensure financial sustainability and promote environmental responsibility while modernising our IT infrastructure.

Finally, in Developing Community and Partnerships, we aim to strengthen relationships with local communities, enhancing our curriculum through engagement and shared values of inclusion.

Our Growth Strategy will see Berlesduna expand responsibly in Essex, ensuring any new schools align with our ethos and maintaining the quality of education.

Our People Strategy positions Berlesduna as an employer of choice, offering clear recruitment processes, staff wellbeing initiatives, and leadership development within a strong ethical framework.

The Berlesduna Academy Trust Strategic Plan 2025–2028 outlines a comprehensive roadmap to secure high-quality education and promote wellbeing for all. Rooted in aspiration, family, and success, we are committed to ethical leadership and inclusive education.

Children receive one opportunity for a good education, and the Trust is dedicated to ensuring that we provide the highest standards to maximise this opportunity.

Mr R. Taverner
Mr S. Tobin
Chair of Trustees
Chief Executive Officer

Vision, Aims and Principles

Vision Statement

The vision of the Berlesduna Academy Trust is to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills amongst all pupils, regardless of their social, economic or cultural background.

Aims

The aim is to be a strong local partnership of schools. Whilst we aim to build a strong and cohesive identity, with high expectations of behaviour and achievement, we recognise that each school within the Trust has its own unique characteristics. Collaboration and joint working ensure that all schools within the Trust can share in, and benefit from, each other's strengths. Our aim is to:

- Make a positive difference to the lives of the pupils and adults in our community.
- Have an unflinching commitment to closing the gap in attainment between disadvantaged and non-disadvantaged pupils
- Build a positive, inclusive culture that fosters open and honest communication
- Provide a positive working environment to enable our staff to develop and flourish, working for an employer of choice.

Nolan Principles

As a Trust, we have an understanding that we are a public service and bound by the seven Nolan principles: selflessness, integrity, objectivity, accountability, openness, honesty and leadership. (Listed below)

- Selflessness: Holders of public office should act solely in terms of the public interest.
- Integrity: Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.
- Objectivity: Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.
- Accountability: Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
- Openness: Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.
- Honesty: Holders of public office should be truthful.
- Leadership: Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Citizenship Abiding Principles

Encouraging positive attitudes to school and instilling a passion for understanding the world, and developing the confidence and skills to be able to make positive choices and contributions in this world are essential for our pupils in order for them to be active and successful learners who enjoy their education in our schools.

We commit to:

- Developing pupils as Global Citizens, who actively engage in activities to bring about positive social change.
- Ensuring pupils consistently having highly positive attitudes and commitment to their education.
- Developing pupils who are highly motivated and persistent in the face of difficulties.
- Educating pupils to actively support the wellbeing of other pupils.
- Ensuring that pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education
- Encouraging pupils to take pride in their achievements.
- Schools reducing the need to use exclusion as a sanction.
- Ensuring pupils attend school regularly, on time, properly equipped and ready to learn.
- Develop staff to meet the increasing demands and complex needs of pupils across the Trust

The Curriculum Abiding Principles

As an educational Trust and a learning community, we consider the key responsibility is high quality teaching and learning in every classroom each day. We invest in this to ensure all those teaching and supporting in the classroom are developed to be the best they can be. Embedded and sustained improvement is dependent on this. The expectation therefore is that all pupils are provided with quality learning experiences that lead to consistently high levels of achievement and engagement in order to become confident, articulate and independent learners. Each school will adopt a curriculum implementation, organisation and planning system which reflect these aims and is appropriate to their local context.

We commit to:

- Promoting a consistent and coherent approach to curriculum and assessment across the Trust.
- Each school within the Trust to have a curriculum which is balanced and broadly based. It will promote the spiritual, moral, cultural, mental and physical development of pupils, and prepare children for the opportunities, responsibilities and experiences in later life.
- Pupils will leave our schools not only with key skills and knowledge in different subject areas but also an interest and fascination in the pursuit of greater understanding as a foundation to lifelong learning.
- Pupils will be able to contribute, cooperate, reflect and respect each other's views in order to develop an understanding that much of what we achieve in society is through collaboration and team work.
- Pupils will have first-hand experience gained through practical activities, educational visits and visitors.
- Pupils will be offered a broad range of adventurous activities, sports clubs, gymnastics, dance, drama, creative arts, technology, languages and music.
- Schools will use formative (day-to-day) assessment practices as they are most likely to promote pupil progress – nurturing rather than simply measuring where pupils are.

Great Teaching Abiding Principles

While teaching across the trust will vary, we are united in our core purpose to see ***Every Child Succeed.***

These principles **don't**:

- Impose a teaching and learning policy on our schools.
- Dictate a set lesson format or single way of teaching.

These principles **do**:

- Offer common ground and a common language for developing great teaching.
- Direct us to best bets for teaching and learning.

Great teaching includes:

High expectations

- We embed strong classroom routines.
- We consistently apply the behaviour policy.
- We ensure that there is a high ratio of participation.
- We reinforce and praise effort

So that:

- *Every moment of classroom time is used well.*
- *Children can think hard about their learning free from distraction*
- *Children are engaged in thinking hard about key learning*
- *Children understand the connection between effort and achievement.*

Explaining and Modelling

- New information is presented in small steps.
- Vocabulary is carefully selected and explicitly taught.
- Explanations and models are clear and detailed.
- We model excellence in the completion of tasks and expert thinking.

So that:

- *Children aren't overloaded with new information.*
- *Children can use appropriate terms with confidence.*
- *Children grasp key ideas and acquire new knowledge.*
- *Children understand how to be*

Checking and Adapting

- We ask a high quantity of questions.
- We plan and ask questions that check understanding.
- We reject children's self-report of understanding.
- We adapt planning and teaching as needs emerge.

- We have a developed understanding of children with diverse needs.

So that:

- *Children pay attention to the details of the teacher's instruction, explanation and models.*
- *We can identify and address gaps in children's learning.*
- *We don't assume knowledge or rely on pupils' own judgement of their learning.*
- *All children experience increased success, regardless of their starting point.*
- *All children with SEND/EAL pupils/pupils with a range of learning needs can successfully learn.*

Practice

- We give our children lots of opportunities to practise reading, writing, maths and other core skills
- We give structured repetition
- We give guided practice
- We will begin with scaffolding but gradually remove
- We don't shy away from providing challenging work that may lead to mistakes.

So that

- *Core skills become automatic — freeing up brain space for more advanced thinking.*
- *Practice strengthens long-term memory — the more they revisit key ideas, the more securely these stick.*
- *Success through practice encourages them to tackle new challenges.*
- *Through guided practice, teachers can spot errors early and help children adjust their understanding.*
- *Practice allows children to gradually move from relying on teacher support to working on their own, fostering independence.*
- *Seeing progress over time teaches resilience and a positive attitude towards learning.*

Early Years Education Abiding Principles

These principles are drawn from, and are evident in, good and effective practice in early year's settings throughout the Trust. Each school within the Trust will have its own policies, procedures and EYFS curriculum that reflects these abiding principles.

Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements.

Effective education requires practitioners who understand that children develop rapidly during the early years – physically, intellectually, emotionally and socially. Children are entitled to provision that supports and extends knowledge, skills, understanding and confidence, and helps them to overcome any disadvantage.

Practitioners should ensure that all children feel included, secure and valued. They must build positive relationships with parents and carers in order to work effectively with them and their children.

Early years' experience should build on what children already know and can do. It should also encourage a positive attitude and disposition to learn and aim to prevent early failure.

No child should be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability.

Parents and carers and practitioners should ideally work together in an atmosphere of mutual respect within which children can be nurtured and have security and confidence.

To be effective, an early years' curriculum should be carefully structured. In that structure, there should be three strands:

- provision for the different starting points from which children develop their learning, building on what they can already do;
- relevant and appropriate content that matches the different levels of young children's needs;
- planned and purposeful activity that provides opportunities for teaching and learning, both indoors and outdoors.

There should be opportunities for children to engage in activities planned by adults and also those that they plan or initiate themselves. Children do not make a distinction between 'play' and 'work' and neither should practitioners. Children need time to become engrossed, work in depth and complete activities.

Practitioners must be able to observe and respond appropriately to children, informed by a knowledge of how children develop and learn and a clear understanding of possible next steps in their development and learning.

Well-planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process and help them make progress in their learning.

For children to have rich and stimulating experiences, the learning environment should be well planned and well organised. It provides the structure for teaching within which children explore, experiment, plan and make decisions for themselves, thus enabling them to learn, develop and make good progress.

Practitioners will promote attendance and work with families to encourage daily attendance.

Above all, effective learning and development for young children requires high-quality care and education by practitioners as evidenced by the provision for young learners in all Trust schools.

Health and Well-Being Abiding Principle

For effective teaching and learning to take place, good physical and mental health and wellbeing in all aspects of school life is necessary. Berlesduna supports the school's community to work together in encouraging positive mental health and wellbeing in and around our schools.

We aim to promote positive mental health for every member of our staff and for every child. We pursue this aim using both universal, and integral, specialised, targeted school approaches aimed at vulnerable pupils and through specialist support for our staff. In addition to promoting positive mental and physical wellbeing, we aim to recognise and respond to mental ill health. By developing and implementing practical, relevant and effective mental health and wellbeing policies and

procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental ill health.

At Berlesduna, we also recognise the contribution of PE and sport to the health and well-being of the children. We believe that an innovative, varied PE curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all our children.

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE pupils learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. The RSHE teaching in our schools contributes to our statutory duty to safeguard children and prepares them for the responsibilities and experiences of adult life. RSHE is taught in an age appropriate manner.

We commit to:

- Providing effective Relationships, Sex and Health Education for all pupils in support of that offered by parents and carers, who are the first educators of their children in this area
- Pupils learning key knowledge and skills to help keep them safe and prepare them for adult life.
- Promoting positive mental and physical wellbeing in all staff and pupils
- Increase understanding and awareness of common mental and physical wellbeing issues
- Alerting staff to early warning signs of mental ill health
- Providing support to staff working with young people with mental and physical wellbeing issues
- Providing support to pupils suffering mental ill health and their peers and parents/carers
- The engagement of all pupils in regular physical activity.
- Achievement and retaining of Healthy Schools status
- Developing further pupils' self-regulation and self-awareness through the use of Trauma Perceptive Practice.

Equality and Inclusion Abiding Principle

Equality and inclusion are at the heart of our Trust. We have a passion to include families and a deep desire to treat everyone with equity - staff, pupils and community members alike. We accept others for who they are and respect differences.

Our aim is to provide an exceptional education at the heart of the community. This means we want to continually develop our staff and pupils' learning in a holistic manner. We work hard to improve pupils' attainment and the standards of teaching and learning continually on a school level, and at the same time, aim to meet the needs of the whole person and the whole community. Every person matters. Equality is therefore in the heart of our schools, hubs and the central team.

We believe that teaching and learning opportunities must meet the needs of all the pupils to ensure we provide the very highest standards of education for every child. It is also our belief that we want to provide children with opportunities they may not always have, particularly for those children who may be socially disadvantaged and those that have SEND and learning differences.

In our Trust, schools will be inclusive by design, as defined by an approach known as Universal Design for Learning (UDL) rather than inclusion on demand. The inherent variability in all learners would be accommodated and understood, increasing the sense of belonging.

We commit to:

- Challenge and be open to challenge and to show transparency in our thinking and actions, being able to clearly justify evidence-based decisions.
- Examine the way we do things in our own settings to become even more inclusive through systematically reviewing our practice and through working in partnership to review practice in other settings.
- Agree to work collaboratively with colleagues in schools, the Local Authority, parents and health and social care to meet the needs of all Essex children.
- Seek and accept any learning, training and development of inclusion for our staff, engage with research and to share our own good practice generously.
- Ensure that we follow not simply the letter of the law but also the spirit of the law so that we all put inclusive values into practice in the decisions we make.
- Encouraging all staff to become a “teacher of SEND”, using staff training days to nurture a greater spirit of inclusion.

Community and Partnerships Principle

We are committed to preserving local school identity and ethos, and adopt strategies for school improvement that build on and enhance local reputation, raise standards and respond to the needs and aspirations of those we serve.

We commit to:

- Offering opportunity for our pupils to be part of their local community through volunteering, charitable work, bring in the community to the curriculum
- Having our pupils, staff and families to be proud of where they live
- Supporting community cohesion to support the wider community in lower crime rates, anti-social behaviour
- Pupils being well equipped for secondary school and curious and knowledgeable about the wider world and other cultures.
- Our curriculums promoting and developing international mindedness, social and emotional awareness, an understanding of the world and the environment whilst celebrating creativity.
- Maintaining the distinct Christian ethos of our faith schools.
- Our schools being at the heart of the community they serve.
- Engaging stakeholders and ensuring they have a voice.

For our schools, the term ‘community’ has a number of dimensions including:

- The Trust community – the pupils it serves, their families, the school staff and the communities in which each school serves
- The Diocesan community (for our church schools) – the pupils it serves, their families, the school staff and the communities in which each school serves within the parish and the wider diocesan community

- The school community – the children and young people it serves, their parents, carers and families, the school's staff and governing body, and community users of the school's facilities and services
- The community within which the school is located – the school in its geographical community and the people who live or work in that area
- The UK community – all schools are by definition part of this community
- The global community – formed by EU and international links.

In addition, schools themselves create communities – for example, by schools that work collaboratively in local area partnerships.

Our People Strategy

Putting people at the heart of educational excellence and ethical leadership

Our aim is to be an employer of choice in Essex education.

We want our Trust to be a place where great people want to work, choose to stay, and have opportunities to grow, because we know our staff are the foundation of everything we do. By welcoming, retaining and developing great people, we are investing in our most valuable resource: the professionals who transform lives through education.

We are committed to being a values-led employer, grounded in the **Nolan Principles of Public Life**. We believe in building a workforce culture of selflessness, integrity, objectivity, accountability, openness, honesty, and leadership, one that strengthens professional trust and enhances outcomes for pupils.

Our strategy also aligns closely with the DfE's Teacher Recruitment and Retention Strategy and reflects current Ofsted expectations around high-quality leadership, staff development, workload management, and long-term workforce sustainability.

Welcoming Great People

We know that attracting great people is essential to delivering great education. We want to be known for our professionalism, warmth, and the pride we take in public service.

We will:

- Provide a clear, engaging Trust website that reflects our mission and inclusive culture
- Offer a streamlined, inclusive recruitment and onboarding process
- Ensure new colleagues receive a meaningful induction with the Senior Executive Team
- Champion equity, diversity and representation at every stage of our hiring process

Retaining Great People

We value our people and are committed to supporting them to stay, grow, and thrive. We know that high retention supports continuity, strong relationships, and better outcomes for all.

We will:

- Reduce unnecessary workload by simplifying systems and prioritising purposeful work
- Support ECTs and new staff through high-quality mentoring and induction
- Build excellent people management through leadership development and coaching
- Offer a fair and competitive reward package, with access to wellbeing support including EAP and Occupational Health
- Embed a culture of listening and continuous improvement in our staff voice processes

Developing Great People

We believe in continuous professional growth. Our pupils benefit most when our staff are confident, skilled and inspired — and we're committed to developing talent at every level.

We will:

- Provide structured development at all career stages, from ECT to senior leadership
- Encourage participation in NPQs, coaching programmes and in-school leadership opportunities
- Build local and national learning partnerships to share expertise and strengthen practice
- Plan for succession, ensuring leadership resilience and long-term Trust improvement

Our Commitment

Our People Strategy isn't just about recruitment, it's about building a professional culture rooted in trust, ambition, and service to the public. We recognise the intrinsic link between staff development and pupil achievement, and we are committed to ensuring that every adult in our schools has the opportunity to thrive.

Growth Strategy

The Trust ambition is, over time, to create a strong, sustainable family of local schools working together in a coherent manner to meet the needs of learners in the area and beyond. We have a track record of successfully supporting other schools to improve, as recognised by the DFE and Local authority.

We, therefore, have the ambition to increase the number of schools in the Trust where that brings opportunities to improve educational and life outcomes for both existing Trust pupils and new joiners. We feel a sense of responsibility and obligation to expand. We will only expand when we have the capacity to do so and therefore building on central services and maintaining our good and better schools is essential. It is the responsibility of the Trust to build capacity as it develops.

We continue to be keen to invite good or outstanding primary, secondary and special schools to join us in order to strengthen the school improvement model. This may also include merging or taking on other Trusts and all their schools. We recognise the many benefits of a cross phase Trust, offering seamless progression and optimising learners' progress.

When a school is proposed to be part of our MAT we consider:

- Moral obligation.
- Size of school and designation.
- Financial position of school.
- Distance between schools.
- Ofsted category of the school.
- Leadership Capacity

However, our moral obligation to meet the needs of the schools and pupils in the Trust and to raise standards and address underperformance remains the overriding consideration and this must be considered in terms of ensuring no existing children are at detriment.

The Trust will serve a range of communities including those with relatively high levels of deprivation.

What we will not do:

- Put competition before collaboration.
- Expand through sponsorship without all existing academies being in a strong position.
- Nor do anything that would be detrimental to any young person, staff or school in a neighbouring community.

The Trust will apply these principles in context, not rigidly ruling out schools wishing to join who do not meet all of the criteria. In considering any application to join, the Trust will complete a careful due diligence process. Any new school joining the Trust will be asked to fully commit to the Trust's ethos, aims and operational model.

In time we aim to recruit further School Improvement Leaders to support schools joining the Trust and enhance the provision for SEND. The School Improvement Leaders will work closely with the CEO and DOE to develop the school improvement model ensuring that key cross phase elements such as teaching, learning, assessment and transition frameworks are highly effective.

The Trust also recognises the need to better support children for whom main stream education is not always the most appropriate route for that particular period in their life. This might involve a free school application or enhanced provision on a school site. Any new provision would cater for the

needs of the most challenging young people in the borough for whom there are currently very limited options.

Geographical isolation of schools within the Trust will be avoided. The Trust has no current plans to expand outside of Essex. Isolation makes it more difficult to reap many of the collaborative benefits of being in a MAT, as it becomes difficult for leaders and staff to work together in person. Ultimately, we would hope to grow a series of local hubs, making it easier to communicate, share good practice, and create a common ethos within the Trust. Our belief is that pupils will benefit most from geographical hubs of between 8 to 10 schools. The hubs would be expected to be within 45 minutes journey time of the Basildon schools. We would expect to grow to no more than three hubs.

Opportunities for Ongoing growth within local primaries

- To consider opening primary free schools under Essex new school opportunities in Basildon and Woodham local areas.
- To consider forming a new hub (Hub B) from existing good schools and strong executive leadership within the school hub.
- To sponsor vulnerable local schools (whilst taking note of the principles above).
- The sharing of good practice throughout the Trust to raise achievement.
- Embed effective and efficient central core support systems for all schools within the Trust to ensure sustained value for money and economies of scale.
- The development of leadership roles across schools to improve leadership and management, drive up standards and develop the capacity for growth in Phase 2 and beyond.
- To create and embed the corporate training and performance system to improve school outcomes and retain and recruit high quality staff.
- Continue to build on established collaborative partnerships including local schools, Local Council and Trainee Teacher establishments to ensure that we achieve excellent learning opportunities through evidence-based research, shared good practice and quality first teaching.

Opportunities for Specialist provision growth

- To grow the Trust to include SEMH and other specialist provisions within the local area.
- A common approach to pastoral services to enhance the support for children from challenging families with behavioural or emotional needs or SEND enabling the children to achieve their potential academically and socially.

Opportunities for Secondary age range, specialist provision and continued primary growth

- To grow the Trust to include opening of free school secondary school within the local area.
- To sponsor vulnerable local schools (whilst taking note of the principles above).
- To continue the sharing of good practice throughout the Trust to raise achievement.
- To recruit an additional Lead of School Improvement for Secondary Provision and for SEND Provision to coordinate the sharing of good practice and commission support across all key stages and provisions.
- Continue to build on established collaborative partnerships including Basildon schools, Basildon Council, South Woodham Partnership to ensure that we achieve excellent learning opportunities through evidence-based research, shared good practice and quality first teaching.

Strategic Priorities

SP 1 Developing our schools and pupils

Now that our schools are established and secure in terms of their roll and provision, we intend to help them grow in confidence, to seek further improvement and be more self-sustaining, whilst supporting other schools in the Trust and developing networks with a wider range of other schools. The aim is for all our schools to achieve a grade of 'secure', 'strong', or 'exemplary' in all areas during Ofsted inspections.

The Trust is fully committed to enabling our learners to overcome any barriers they currently face and empowering them to develop an aspirant mind set. We intend to develop the curriculum and teaching methods to consider the unique characteristics of the different communities each school serves and to close gaps and support mental health and well-being.

Advancements in digital technology are changing the way we live, learn, work and communicate. Although our digital strategy primarily focuses on improving learning outcomes for our pupils, it also has wider benefits, such as improving staff wellbeing and saving money in the long term. The strategy will allow Berlesduna Trust and our school leaders to identify the needs of each school and choose the most effective digital solutions to meet our goals.

What we will do

- Build upon progress made with each school for them to maintain their good or better Ofsted gradings.
- Build upon and ensure there is absolute clarity about the high expectations of all pupils, staff, governors and parents.
- A commitment to achieving high quality and consistent service across the Trust through an uncompromising and relentless striving for excellence in every facet of school life.
- Strong performance outcomes will be a natural by-product of our ethical culture and a well-rounded education will prepare our children and equip them to succeed in a challenging world. They will be confident, resilient and happy.
- School leaders will provide a rich educational experience that will inspire learners to aim high and to believe that they can translate their dreams into reality.
- Curriculums will be refined to ensure that children flourish in a dynamic, aspirational and inclusive learning environment.
- We will continuously evaluate the quality of provision to ensure that the curriculum is fit for purpose, provides clear pathways, meets the needs of all children and enables them to make at least good progress in all subjects. We are very aware that we have a key role to play in meeting the needs of children with SEND so that they can flourish in our caring and supportive community.
- A rich and fulfilling education goes far beyond the formal curriculum and the Trust is committed to providing a wide range of exciting opportunities and experiences for all learners: sports, music, performing arts, trips and visits for all year groups including an exciting residential.

- There will be a major focus on the development of oracy, reading, writing and mathematics in each of our schools.
- Specific knowledge in subjects (other than English and Maths) will be more explicitly taught. Teachers will ensure pupils retrieve past experiences/knowledge and build upon this and can therefore recall the key knowledge that is planned for. This will enable lessons not to be single or a small group of lessons but a sequence of learning over a period that can be recalled.
- To bring more consistency to the foundation subject curriculums and the assessments of these subjects across the Trust by sharing good practice and having policies and procedures in place that are Trust wide.
- To build stronger links with our Pre School and secondary colleagues with regards to transition.
- To develop further the use of data within the Trust so that all schools are consistent with their approach to enable even more effective moderation and analysis of data at Trust level.
- Ensure that the Central Leadership Team pose suitable challenge about the impact of school improvement work, particularly on SEND, Disadvantaged and EAL pupils
- Further improve rates of pupils' attendance across the Trust.
- Monitoring of schools is evidence-based with clear success criteria so that reviews are objective and that clear actions are agreed when standards are not met.
- The systems used to monitor and engineer further improvements in the quality of education need to ensure that there are no "hidden surprises", that the Central Leadership Team acts swiftly to support schools when areas of need are discovered or shared by schools to ensure that targets set are met.
- To continue to be hands on and support schools as they require but to ensure this involves all leaders not just Headteachers to ensure that all leaders feel supported and aware of the work the Trust do.
- To raising standards for children who are working within national standards or above
- As part of our wider Strategic Plan, we aspire for each of our schools to develop these five key areas when it comes to their digital strategy:
 - A digital community
 - Integrated digital practice
 - Digital skills
 - Digital citizenship
 - Innovation and creativity

To support parents, we will:

- Highlight sources of information and support about common mental and physical wellbeing issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental and physical wellbeing in their children
- Work collaboratively with families

- Keep parents informed about the mental and physical wellbeing topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

SP 2 Developing our people

We now wish to embed staff development, in all its forms, into our culture and daily practice. We see this as an entitlement for staff, a key to quality improvement and a driver of staff recruitment and retention.

Staff motivation and skills are key to the quality of our learners' experience and staff development and morale are central to the Trust's vision. Our leaders and managers also play a key role. Strong and effective leadership provides the framework under which teaching and support staff can flourish. Effective leaders and managers help create an organisational culture which stimulates and motivates staff and drives continual improvement.

We intend that Berlesduna is noted for its educational leadership both within and beyond the Trust.

What we will do

- The Trust will use more of the resources and expertise available within the Trust, knowing what is available and leveraging this.
- Review and revise our appraisal system to align with DfE guidelines and support workload and wellbeing of staff.
- To expand upon established processes for the sharing of best practice to support the further development of staff and leadership expertise. This will provide further security in the quality of learning pupils receive across the Trust.
- To share the excellent practice of inclusion across the Trust to bring about further consistency and to support colleagues.
- We develop our people leadership across the Trust to create a high performing, supportive culture and be an employer of choice
- Develop and run a common and extensive programme of staff development across the Trust. This will extend to senior and middle leaders, aspiring leaders, teaching and support staff and non-qualified teachers.
- Encouraging participation in and use of research.
- Recognising the need to attract and retain staff we will deliberately pursue a policy of ensuring there are attractive terms and conditions and remuneration rates across the Trust.
- Develop new arrangements for reviewing staff satisfaction using external benchmarking wherever possible. We will proactively respond to concerns arising from the review of staff surveys and will encourage open and transparent dialogue with individual staff and their representative groups.

SP 3 Developing our governance

We see governorship as the knowledge, skills and leadership of trustees and governors, and governance as the system that controls and ensures the proper running of service used and funded by the public. The Trust has committed and highly skilled members and directors who effectively hold the CEO to account and we rate our governorship as very good. We now intend to develop our

governance to be more visibly accountable and responsive to the local communities each academy serves.

What we will do

- The Trust will ensure the appointment of well qualified and experienced auditors to provide internal and external audit services.
- Providing Trustees with timely, consistent and accurate benchmarked reports on MAT and academy provision and progress.
- Have nominated Trustees for each school to provide consistency and transparency
- Develop Trustees to become leaders of hubs
- Develop further the governor handbook
- Build upon the training already in place for Governors.
- Ensure succession planning
- Have a Self-review programme
- Raise the profile of governance and create governance advocates.
- Look at opportunities to recruit Governors and Trustees from the local community.

SP 4 Developing our business, facilities and resources

Getting the right balance of service activity (and funding) between the Trust and each constituent school is critical to achieving the three objectives of effectiveness, efficiency, and sustainability.

In addition to meeting our mandatory requirements, we will continue to make sound decisions, strengthening internal controls, and developing effective governance arrangements.

Our schools have a crucial role in achieving environmental sustainability because they help young people understand the world and develop skills and attitudes to live fulfilled lives as responsible citizens.

The Trust is committed to reducing the carbon footprint across all of the estate by consideration and analysis of the environmental impact of our activities. By taking an inclusive approach we will ensure involvement of our staff, children and communities.

We have a varied and well-maintained estate across our Trust. We respond to changing pupil and staff needs to support a love of learning in a safe and secure environment. We will continue to invest in our estate to support the educational vision, aims, and objectives of the Trust.

Our Trust understands and is working towards meeting the six-core digital and technology standards by 2030.

What we will do

- Ensure high quality and cost-effective services and support to academies.
- Keep the service provision and organisational structure of the Trust under review.
- Design a strong financial plan that delivers on effectiveness, efficiency and sustainability.
- Follow our Digital Strategy to ensure that all our IT infrastructures are fit for purpose, secure and accessible.

- Research how our publicly funded resources might benefit the wider community.
- Buy our energy in an efficient and sustainable manner across our Trust
- Reduce energy consumption
- Increase our generation of renewable energy
- Look for opportunities to facilitate our growth strategy
- Invest in our buildings to ensure they remain:
 - pleasant, safe, accessible spaces in our community where every child is cared for and looked after
 - safe, secure and stimulating learning environments with reduced environmental impact on both resources and emissions providing compliant, environmentally friendly spaces fit for future generations.

SP 5 Developing our community and partnerships

We know that great schools are only sustainable within happy and healthy communities. To tackle the root causes of disadvantage we seek to ensure that school improvement and community development go hand in hand. In this way, the improvement is likely to be deeper, mutually supporting and long lasting.

We intend to foster closer relationships with neighbouring schools and academies, respecting their independence, whilst identifying collaborative activities and projects that may benefit both parties.

We will position ourselves as a Trust open to further membership and educational partnerships to ensure we are outward looking and recognised favourably by Essex County Council and the DfE.

What we will do:

- Grow further opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups
- Form collaborative relationships with other local, regional and national educational providers.
- Join local and regional educational research projects.
- Share some of our staff development programmes beyond our own MAT.
- Continue our Joint Consultative Committee with professional associations and trade unions.
- Enrich and provide breadth to the curriculum through fieldwork, visits, for example to places of worship, and meetings with members of different communities.
- Work together with community representatives, for example through mentoring schemes or bringing community representatives into school to work with the pupils or to support learning.
- Refine pupil voice so that it is heard and able to effect change: by involvement of pupils in the governance and organisation of the school through school councils, in a way that facilitates their participation and ability to make a difference in school, in their local community and beyond; or enabling pupils to take responsibility and to evaluate how well the school is building community cohesion.
- Grow further multi-agency working between the school and other local agencies, such as the youth support service, the police, different religious groups and social care and health professionals.
- Build upon the links with work placed learning providers and other employers.

- Work with local voluntary and community groups to build stronger relationships with the community, increase the range of activities and services they can offer, and gain expertise in working with different groups who are already established in their area.
- Refine further the support for parents through providing information, advice, and evidence-based parenting programmes which are designed to meet the needs of different groups.
- For schools to work with their communities so that all parents share the same value and vision of inclusion

Monitoring and Evaluation – MAT and Academy Improvement Planning

Trust Key Performance Indicators

Governance KPIs

- All Members and Trustees complete an annual skills audit and participate in all mandatory governance training required by the Trust, demonstrating compliance with duties under the Companies Act 2006 and Charity Commission guidance.
- Percentage of Local Governing Bodies and trust Board vacancies filled with individuals possessing skills and experience aligned to identified needs within the academic year
- Evidence submitted and validated demonstrating full compliance with all criteria outlined in the DfE's 'Strong Trust' definition by end of academic year.
- Percentage of LGB and Trust Board meetings where documented evidence demonstrates robust questioning, challenge of leadership performance data, and clear follow-up actions

Financial KPIs

- Zero reportable audit findings submitted to the ESFA in the annual external audit
- All of statutory and regulatory submissions (including EOYC, BFR, accounts, and all DfE/ESFA-mandated returns) are submitted accurately and on time within the academic year.
- All individual school budgets must be set and maintained as balanced or in surplus, with year-end reserves maintained within a target range of 5–20% of annual income, unless formally justified and approved by the Trust Board.

Health and Safety KPIs

- 100% of Trust schools achieve full compliance in all health and safety audits conducted annually
- 100% of planned educational visits and off-site activities are conducted in full compliance with Trust health and safety policies and procedures
- 100% of Trust schools demonstrate full adherence to all Trust safeguarding policies and procedures, evidenced through regular reviews and documentation
- 100% of Trust schools maintain and evidence current Cyber Essentials certification or equivalent as defined by the Trust

Human Resources KPIs

- Increase overall staff attendance to above 95% by reducing percentage of staff sickness absence.
- 100% of permanent vacancies filled with quality applicants at the first stage of recruitment.
- Increase the percentage of staff reporting they feel supported in their professional development and career progression to 90% or higher in regular surveys.
- Increase the percentage of staff reporting a strong sense of belonging and feeling their voice is heard to 90% or higher in staff surveys.

- Annual staff turnover across all schools within the Trust remains below 20% (to be benchmarked against sector averages), with exit trends monitored and acted upon through termly analysis and staff engagement strategies.
- All of staff participate in collaborative opportunities across the MAT, including mentoring, secondments, and cross-school projects, with a focus on areas such as SharePoint and other shared tools. These opportunities are offered annually, with 85% of staff actively engaging in at least one initiative to enhance collaboration and knowledge-sharing.
- All teaching staff recruited annually meet the MAT's established criteria for teaching quality, as assessed through structured interviews, reference checks, and performance indicators within the first term of employment.

High-Quality and Inclusive Education KPIs

- A culture in all our schools that is motivating and ambitious for all as measured by pupil and parent surveys satisfaction rate of at least 85%
- Each school curriculum is ambitious, broad, well-sequenced and knowledge-rich
- All schools meet/make progress towards Nationally measured statutory outcomes for GLD, phonics, MTC and Key Stage 2 SATs.
- All our schools operate fair access to all pupils from their local areas.
- All school support our pupils and families so that they stay in mainstream schools where possible and re-join mainstream when they have spent time in alternative provision
- All our schools enable children to take part in sport, music and cultural opportunities that enrich the curricula and support children's wider development
- Children attend our schools regularly, at least in line with national averages for attendance
- Children are kept safe, feel calm and supported, and are able to actively participate and progress as measured by internal and external reviews, pupil survey satisfaction of at least 85%
- Each school prepares its children well for secondary school by establishing clear transition arrangements
- The Trust works collaboratively with schools, trusts, Essex Local Authority, Diocese, parents and other civic partners to ensure delivery of statutory functions and acts in the wider interests of the local community of each school.

Leadership KPIs

- All schools receive positive Ofsted outcomes upon inspection
- Ofsted Reports offer praise for leadership.
- All schools meet/make progress towards Nationally measured statutory outcomes for GLD, phonics, MTC and Key Stage 2 SATs.
- SIAMS inspections in Church Schools indicate that our church schools are distinctive and have embedded the Church of England Vision for Education.
- Staff are provided with excellent professional learning opportunities to support their career progression as indicated by attendance at courses and qualifications gained.
- The impact of professional learning opportunities is measured through the impact on school development plans and pupil outcomes.
- To attract, develop and retain talented and capable staff to posts in our schools and central team.
- Staff feel well led and well managed, this will demonstrate how the Trust is engendering the culture to thrive and support each other.

Monitoring of KPIs and Trust Abiding Principles

At Berlesduna Trust Leaders at all levels share a relentless drive to continually improve the quality of education.

The monitoring process will continuously inform self-evaluation and planning within each school. These will include:

- Tracking of learner progress and planned interventions to support each learner's success
- Analysis of attendance and punctuality (with a consistent strategy agreed across all the schools to reduce persistent absence)
- Analysis of data relating to learner's behaviour and safety
- Scrutiny of learner's work
- Analysis of standards of learning and teaching (including moderated lesson observations to ensure consistent judgements about standards across all the schools)
- Learning walks involving senior and middle leaders and governors
- Evidence that professional development programmes are directly linked to the outcomes of lesson observations and appraisal objectives
- Detailed analysis of outcomes for learners
- Consultation with pupils, staff and parents across each school and partners across the wider community (this will be done through formally constituted groups, focus groups and surveys arranged throughout the year)
- Performance management of all staff and holding people to account for performance
- Precise quality assurance checks from the trust leadership team provide the school with ways to enhance the provision. This helps leaders to set clear priorities for future school improvement.
- Highly skilled governing bodies and Trustees are highly skilled. There are rigorous systems in place for checking the information the school give them.
- Governors and Trustees balance robust challenge they give alongside supporting staff and leaders.
- An integrated approach will be undertaken alongside the Academy, taking full account of their own self-evaluation and identified priorities.
- We will establish the areas of strength and expertise that can be shared across the Trust.

All the above results in a shared vision for providing an exceptional education for pupils. Pupils will leave our Trust thoroughly prepared to excel in their futures.

Schools performance categories

When a school is ragged 'Green,' the level of support through day-to-day supervision by the Trust will be limited to those areas of agreed need and improvement. It would be expected that the LGB will operate with maximum autonomy applied through the Trust's scheme of Local Governing Body delegation.

It will be a requirement that schools ragged in a category and/or categorised as 'Amber' or 'Red' rating will be subject to close supervision of all aspects of governance, leadership, financial management and curriculum delivery. The LGB may have restricted delegated powers. It would be normal practice for members to be appointed by the Trust Board.

A school's school improvement allocation is allocated on an annual basis, depending on the performance category of each school, which will be identified in September as part of the Annual Standards Risk Assessment.

The Trust's School Improvement resources will be used to provide the different levels of support required, as set out below:

PERFORMANCE CATEGORY	SUPPORT PROVIDED (OVER THE ACADEMIC YEAR)
Green	• 1 / 2 day per term from CEO • 1 / 2 day per term from allocated central team leader • Annual Trust Peer Review
Amber	• Two days per term from CEO • Support from the allocated central team leader to implement an agreed action plan • Additional Trust or external support as required. • Progress against Action Plan monitored half termly by the Standards committee and Trust CEO • Annual Trust Peer Review
Red	• At least two days per term visits from the CEO • Weekly direction and support from an Executive Lead and/or Central Team Leader provided by the Trust • Executive Lead to implement an agreed action plan (up to 20 days) • Additional Trust or external support at required. • Progress against Ofsted Action Plan (or equivalent) monitored half termly by the CEO and Standards Committee • Interim Academy Board in place • Annual Trust Peer Review