



The Heath Family **Strategic** Overview **2024-27**

Autumn 2025 Update

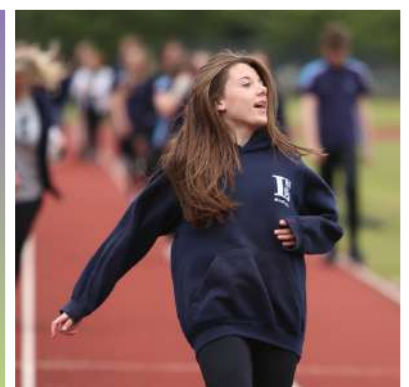


Table of Contents

Foreword	1
1 About our Trust	4
2 Our Purpose and Values	6
3 Our Guiding Principles	7
3.1 Clarity.....	8
3.2 Collaboration.....	10
3.3 Accountability.....	13
3.4 Academic Rigour.....	14
4 Our Strategic Aims	17
4.1 Strong Outcomes for All.....	17
4.2 Everyone Belonging and Thriving.....	19
4.3 A Commitment to Continuous Improvement	21
4.4 Great Leadership at All Levels	24
4.5 Organisational Excellence	28
5 Evidencing Impact	37
Appendix A – Draft KPIs	39

Foreword

Our work is based upon four clear principles that shape how we operate and how we will be successful: Clarity, Collaboration, Accountability, and Academic Rigour.

This document sets out our strategy for achieving this mission. First published in 2024, it has been updated in autumn 2025 to reflect developments in our schools, our environment, and our collective learning as a Trust.

Education is a powerful tool for breaking barriers and addressing disadvantage. Many of our children face significant challenges, and many of our schools serve communities with high levels of deprivation and historically low educational attainment. We are deeply committed to using education to unlock social mobility, enabling all our children to reach their potential and compete with peers from any background.

As a Trust, we have faced considerable challenges,

including significant financial pressures, yet despite these challenges, we have shown resilience and achieved growing success. Academic outcomes are improving, and Ofsted inspections reflect a positive and strengthening picture across our schools.



Foreword

Our schools offer an excellent curriculum underpinned by evidence-based teaching, strong leadership, and an unwavering focus on inclusion with strong pastoral support and safeguarding across all schools.

While there is still much to do, we are guided by a clear mission, embedded values, and effective practices. This update outlines our next steps in delivering excellence for every child.

As we look ahead, we remain steadfast in our purpose: to empower every child to overcome barriers, compete with the best, and shape the future



T Gunderson

Tony Gunderson
Chair of the Trust Board

D Donnelly

David Donnelly
Chief Executive Officer

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About Our Trust

Our organisation is made up of eight schools, over eighty Trustees and Local Governors, over 450 staff and more than 3700 children. Together, we are the Trust; working together to maximise attainment and nurture confident, resilient and compassionate individuals.

The Heath School converted to academy status in 2011 and became a Multi Academy Trust in 2013. Since then, a further seven schools joined the Trust. This now means that the Trust consists of eight schools spread across Halton, Sefton and Knowsley local authority areas.

We have a range of schools, both in location and phase. Most of our schools have rates of deprivation significantly above the national levels, whilst one is substantially below.



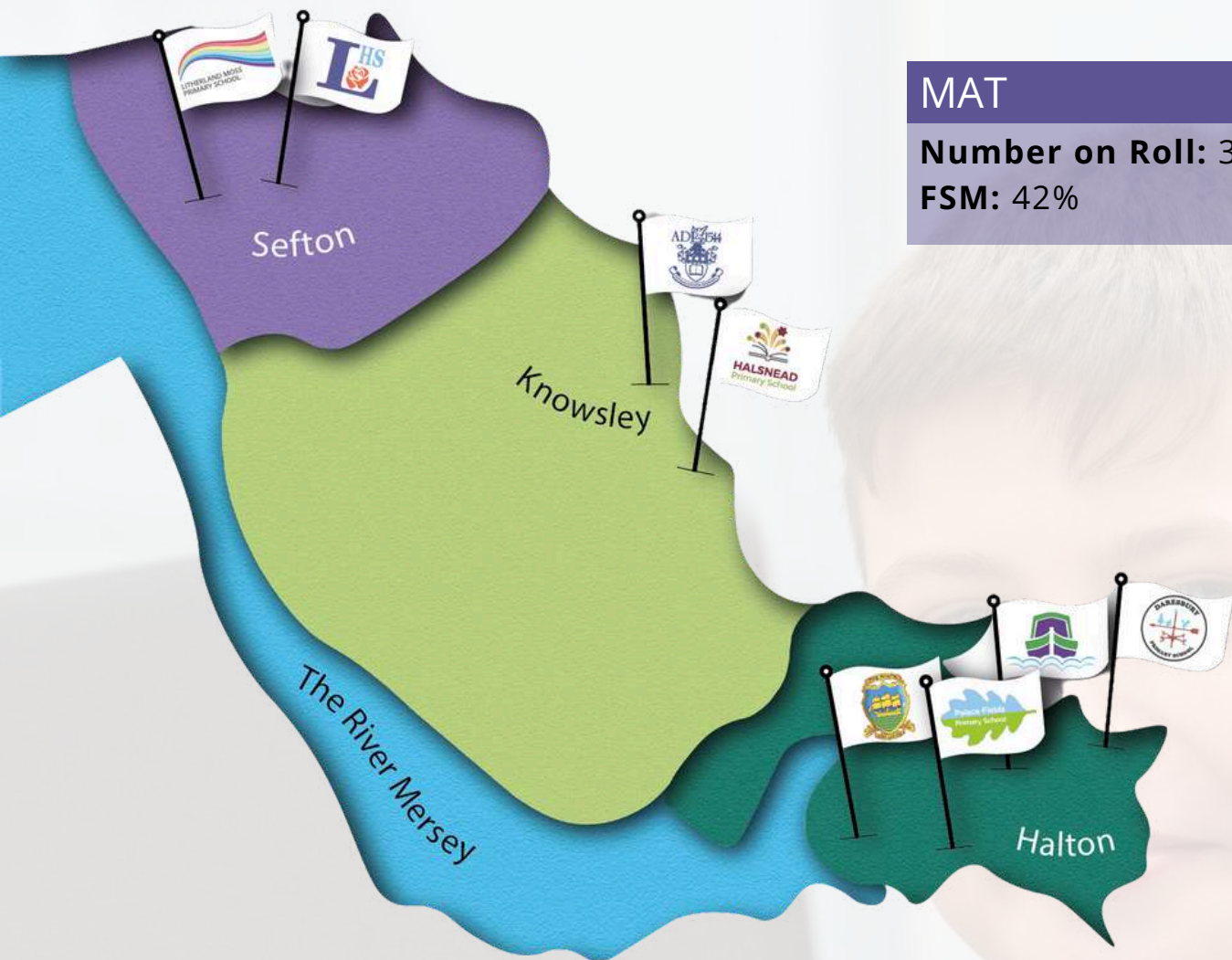
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About Our Trust

The Trust is a not-for-profit charity that maintains its schools and is in receipt of public finance to do so. Our work is overseen by a Board of Trustees who act on a voluntary basis to shape the strategic direction of the Trust and to call the executive team to account. Schools in the Trust are accountable through Ofsted and nationally published performance measures. We are also accountable to the Secretary of State for Education through the Regional Director's Office, who work closely with us to review performance. Each of our schools also has a Local Governing Body who call the school leadership to account and ensure the needs of our children are met.

The Trust has a significant central team that provides HR, finance, estates, ICT, governance and school improvement support to schools to ensure that school leaders and staff can focus on what matters most – improving outcomes for children.





MAT

Number on Roll: 3786

FSM: 42%

*As at October 2024

The Heath School, Halton

Date Joined: 2011
Age Range: 11 - 16
Number on Roll: 1198
FSM: 34%



Bridgewater Park, Halton

Date Joined: 2014
Age Range: 3 - 11
Number on Roll: 99
FSM: 54%



Litherland High School, Sefton

Date Joined: 2015
Age Range: 11 - 16
Number on Roll: 739
FSM: 48%



The Prescot School, Knowsley

Date Joined: 2016
Age Range: 11 - 16
Number on Roll: 939
FSM: 51%



Palace Fields, Halton

Date Joined: 2016
Age Range: 3 - 11
Number on Roll: 130
FSM: 45%



Daresbury, Halton

Date Joined: 2016
Age Range: 4 - 11
Number on Roll: 203
FSM: 9%



Halsnead, Knowsley

Date Joined: 2017
Age Range: 3 - 11
Number on Roll: 275
FSM: 40%



Litherland Moss, Sefton

Date Joined: 2018
Age Range: 3 - 11
Number on Roll: 203
FSM: 50%



Our Purpose and Values

Our Trust exists to empower every child to overcome barriers, compete with the best, and shape the future. To achieve this, we have a single, unwavering priority: To improve outcomes for children.

We recognise that many of our pupils face significant challenges — from disadvantage and special educational needs to responsibilities as young carers, health concerns, bereavement, or family instability. Our role is to know every child well, to understand the barriers they face, and to work relentlessly to help them overcome them.

Our work is guided by three core values that shape our actions and define our culture:

- **Kindness** – We care deeply for one another and create a culture of respect, empathy, and belonging.
- **Integrity** – We act with honesty, fairness, and transparency, doing what is right — always.
- **Tenacity** – We show determination and resilience, doing whatever it takes to ensure every child succeeds.

Our values are not simply words — they guide every decision we make and define how we serve our children and communities.



Our Guiding Principles

Our work is based upon four clear principles that shape how we operate and how we will be successful: **Clarity**, **Collaboration**, **Accountability**, and **Academic Rigour**.

Why do we **exist**?

To empower our children to overcome barriers, compete with the best, and shape the future.



What do we **do**?

Our single priority is to improve outcomes for children.



How do we **behave**?

With **kindness**:
We look out for each other.

With **integrity**:
We do the right thing.

With **tenacity**:
We do what it takes.



How will we **succeed**?

Through

- ✓ **clarity**
- ✓ **collaboration**
- ✓ **accountability**
- ✓ **academic rigour**



3.1 Clarity

We believe that clarity drives confidence and consistency across our Trust. Clarity of purpose, process, and expectation ensures that everyone — pupils, staff, and leaders — understands what we are here to achieve and how we will achieve it together.

Our clarity of purpose comes from our mission: To empower children to overcome barriers, compete with the best, and shape the future. This mission drives every decision we make and provides a shared sense of direction across all our schools.

Equally important is clarity of process — being explicit about how we do things and defining what good looks like in every school. Through Collaborative Alignment, we have developed and agreed common systems and approaches, informed by research, evidence, and professional dialogue.



3.1 Clarity

Where we agree on common processes — for example, curriculum design or safeguarding — these are codified in our Trust Handbook. Where local context demands flexibility, individual School Handbooks set out local variations and additional guidance. Together, these handbooks articulate how we do things in the Trust: consistent where it matters most, flexible where it benefits our children and communities.

Clarity does not stifle creativity — it empowers it. With clear frameworks in place, our schools innovate confidently, secure in the knowledge that their work aligns with shared standards and evidence-based practice.

Clarity of expectation requires that every member of staff shares our ambitions and firmly believes they will be achieved. This ambition is shared with pupils and parents leading to a culture of high achievement for all.

Ultimately, our goal is that every colleague understands what we do, why we do it, and how we do it — ensuring our collective efforts are coherent, purposeful, and focused on improving outcomes for children.



3.2 Collaboration

We believe we are stronger when we work together. Collaboration is not simply a methodology; it is the reason our Trust exists. By sharing expertise, leadership, and resources, we overcome challenges more effectively and drive improvement more rapidly than any school could achieve alone.

To support this, we have invested significant time in developing collaborative practitioner and leadership networks that:

- research and share best practice;
- agree strategic direction for key areas;
- coordinate professional development and peer support; and
- shape and refine common approaches across schools.



These networks are led by nominated Trust leaders, each with clear focus areas and agreed work plans. Schools commit to releasing staff to participate because they recognise the value this brings to professional growth, capacity-building, and sustained improvement.

3.2 Collaboration

Collaborative Alignment: A Structured Approach to Shared Practice

We use a structured process we call Collaborative Alignment to develop shared, high-quality practice across our Trust:

- **We start with why** establishing the purpose, evidence, and need for change.
- **We explore how** researching, evaluating, and selecting the most effective practice.
- **We commit together** agreeing a shared, Trust-wide approach built through professional dialogue.
- **We implement with integrity** embedding agreed practices consistently and sustainably.
- **We evaluate and refine** assessing impact, reflecting on what works, and adapting where needed.

Collaborative Alignment is not about standardisation for its own sake. Instead, it reflects our commitment to:

- evidence-based approaches;
- collective problem-solving;
- professional trust; and
- consistent practice where it matters most.

We invest time in identifying the best approaches and then create supportive processes that allow colleagues across our schools to share resources, strengthen expertise, and work with confidence. Many challenges are common across our schools, and where they are not, we develop thoughtful local solutions rooted in our shared principles.

3.2 Collaboration

This disciplined process makes collaboration both principled and practical, building ownership, clarity, and sustainability. Once approaches are established, they are codified within Trust and School Handbooks, forming the backbone of our consistent, high-quality provision.

Collaboration in Service of Our Mission

At The Heath Family Trust, our mission is to empower every child to overcome barriers, compete with the best, and shape the future. We achieve this through a consistent, values-led approach that unites great teaching, excellent pastoral care, strong leadership, and ambitious professional development.

A Collective Community

Our community is built on the strength of every colleague: teachers, leaders, teaching assistants, pastoral teams, administrative colleagues, site and ICT teams, and central staff. Each plays a vital role in creating the conditions in which children — and adults — can thrive.

Our strategy applies equally to all roles, ensuring that every colleague has opportunities to grow, contribute, and feel valued. Collaborative Alignment strengthens this by creating shared approaches that empower every member of staff to do their best work in service of our children.



3.3 Accountability

We believe that accountability drives improvement and integrity. As educators and leaders, we are accountable to our pupils, families, communities, and the government that funds our work.

Our accountability is built on trust, transparency, and shared responsibility. We align with the Nolan Principles of Public Life and the Trust's values of kindness, integrity, and tenacity. Every member of our community commits to these standards — upholding excellence, fairness, and professional ethics in everything we do.

Accountability in our Trust is not about compliance alone; it is a process for learning, reflection, and continuous improvement. We monitor progress not only to check performance but also to identify how and where we can improve, share strong practice,

and provide targeted support.

To strengthen this culture, we are developing a Leadership Handbook that sets out expectations for effective leadership, line management, and professional dialogue. Through this approach we ensure that accountability supports people as well as performance — driving improvement through trust and integrity.



3.4 Academic Rigour

We believe that excellence in teaching and learning transforms lives. Academic rigour sits at the heart of our mission to empower children to overcome barriers, compete with the best, and shape the future. It drives our expectations, shapes our curriculum, and underpins every aspect of classroom and pastoral practice.

Over recent years, we have made significant progress in refining our curriculum and pedagogy. Our approach to curriculum design is well established and increasingly recognised through inspection and external review. Whilst we do not impose a single curriculum model, our schools frequently choose to collaborate, co-developing schemes of learning that ensure depth, coherence, appropriate sequencing, and challenge for all learners.

Our teaching and learning practices are shaped by robust

research, including metacognition, cognitive load theory, and retrieval practice. We use the Education Endowment Foundation's Implementation Model — Explore, Prepare, Deliver, Sustain — to introduce and embed change effectively and consistently across our schools.

Academic rigour also depends on presence. We are unrelenting in our focus on attendance, recognising that pupils cannot achieve or thrive without being in school every day. We are strengthening our attendance systems, interventions, and professional accountability so that barriers to attendance are understood, addressed early, and supported through strong partnerships with families and external agencies.



3.4 Academic Rigour

At the same time, we recognise that our schools must fit our children, not the other way around. Every child is an individual, many with complex needs, and academic success is inseparable from their wellbeing. Our duty is to know every child well – their context, experiences, strengths, and challenges – and to provide the right balance of academic challenge and emotional support. Our pastoral systems, the Matrix of Vulnerability, and our network of external partnerships help ensure that every child is seen, known, understood, and supported to succeed.

Academic rigour is not a separate strand of our work: it is a defining feature of who we are as a Trust. It ensures that every child receives an education that is ambitious, evidence-informed, and carefully designed to prepare them for the next stage of their life.

To achieve this, teaching, learning, and pastoral care across our Trust are grounded in research and consistently applied. Colleagues focus on proven, high-impact practices, including:

- A well-structured curriculum sequencing, securing strong progression of knowledge over time;
- Explicit instruction and modelling, ensuring clarity, precision, and scaffolded success;
- Retrieval practice, strengthening memory and long-term retention;
- Metacognition and self-regulation, enabling pupils to understand how they learn; and
- High-quality feedback, promoting improvement, independence, and confidence.

3.4 Academic Rigour

These practices shape curriculum design, lesson delivery, and assessment. They provide coherence without limiting professional judgement and sit firmly within our commitment to every child's welfare and personal development.

While these approaches are most visible in classrooms, evidence-informed practice extends across pastoral support, inclusion, attendance, and safeguarding. Every adult in our Trust contributes to improving outcomes by helping children learn, feel safe, and flourish.



4 Our Strategic Aims

4.1 Strong Outcomes for All



We are committed to ensuring that all pupils achieve at least in line with national expectations, with many exceeding them. This ambition applies equally to pupils from disadvantaged backgrounds, those with SEND, and those who face additional barriers. Our responsibility is to ensure that no child's circumstances limit their life chances.

Our focus is on sustained improvement in teaching, learning, and assessment so that every learner in every school experiences high-quality education, a well-sequenced and ambitious curriculum, and the best possible outcomes. We expect every child's progress to reflect their potential – and we work relentlessly to remove barriers that stand in their way.

4.1 Strong Outcomes for All

To achieve this, we will:

- Embed the Teaching and Learning Excellence Framework across all academies, ensuring coherent expectations for high-quality teaching, curriculum planning, and classroom practice.
- Strengthen curriculum design and assessment, so that learning is ambitious, inclusive, well-sequenced, and provides depth, challenge, and consistency across subjects and phases.
- Use evidence-informed practice and high-quality data insight to drive improvement, ensuring teachers and leaders understand need, target support effectively, and evaluate impact with precision.
- Share best practice through Trust-wide collaboration, networks, and professional learning communities, enabling colleagues to learn from one another and develop expertise collectively.
- Ensure every school delivers consistently high-quality education, where strong teaching, effective support, and high expectations enable all pupils — particularly those facing disadvantage or with additional needs — to achieve and thrive.

This commitment sits at the heart of our mission: to empower every child to overcome barriers, compete with the best, and shape the future.



4.2 Everyone Belonging and Thriving

We aim to create a culture where every pupil and every member of staff feels that they belong – a community where all are valued, respected, and supported to flourish. Belonging is not incidental to our mission; it is foundational. When children and adults feel safe, included, understood, and connected, they are able to learn, grow, and contribute. Inclusion, equity, and wellbeing therefore underpin everything we do and shape the way we work together.

Many of our children face significant challenges, including deprivation, special educational needs and disabilities, adverse childhood experiences, and wider social disadvantage. For these pupils, school must be a place of stability, trust, and ambition. They need adults who know them well, believe in their potential, and provide tailored support that meets their academic, social, and emotional needs.

Equally, we recognise that our staff also thrive when they feel supported, respected, and part of a strong professional community. When adults experience belonging, professional trust, and wellbeing, they are better able to meet the needs of the children they serve. A culture of belonging for staff is therefore inseparable from a culture of belonging for pupils.

Improving attendance remains central to this commitment. If children are not in school, they cannot learn – and, crucially, we cannot be confident they are safe. We therefore pursue excellent attendance with care and determination, identifying barriers early, engaging with families respectfully, and ensuring that no child becomes invisible or slips through the cracks.



4.2 Everyone Belonging and Thriving

We will:

- Implement the Trust Wellbeing and Inclusion Strategy, ensuring that every child and adult feels they belong, that they are listened to and valued, and that our schools celebrate diversity and difference as strengths.
- Reduce exclusions and improve attendance through early intervention, strong relationships, proactive pastoral systems, and support that addresses the underlying causes of behaviour, disengagement, and absence.
- Strengthen SEND provision across all schools, securing early identification, high-quality support, robust leadership of SEND, and staff who are skilled and confident in meeting a wide range of additional needs so that pupils with SEND feel fully included and able to achieve.
- Develop the skills and confidence of all colleagues, offering high-quality training in inclusive practice, adaptive teaching, relational approaches, safeguarding, trauma-informed support, and behaviour as communication.
- Promote staff wellbeing and professional belonging, recognising that adults flourish when they feel connected, trusted, and supported; and that strong professional relationships enable sustained excellence.
- Ensure every pupil and every member of staff feels known, valued, and supported, with their needs understood and met so they can participate fully in our community, grow in confidence, and achieve success.

A culture of belonging is the foundation of a great education. By nurturing strong relationships, championing equity, and meeting need with compassion and expertise, we enable all children and adults in our Trust to thrive.

4.3 A Commitment to Continuous Improvement

We believe that excellence is achieved through continual growth. Every member of staff is encouraged and supported to engage in professional learning and reflection, developing their expertise and contributing to a culture of improvement.

Two key approaches underpin our commitment to continuous improvement: our embedding of a coaching culture throughout the Trust and the development of our Heath Academy.

A Coaching Culture Built on Trust

Improvement is most effective when built on trust, support, and professional agency. Our coaching culture is rooted in the belief that people grow when they feel valued, listened to, and equipped to take ownership of their practice. Using the Andy Buck BASIC framework, our model applies to all colleagues teachers, support staff, and

and ensures that professional development is:

- Developmental, not performative — focused on genuine growth rather than accountability rituals;
- Regular, not annual — providing ongoing dialogue that responds to need rather than waiting for a single review point;
- Reflective, not judgemental — creating a safe space for colleagues to think deeply about practice, challenges, and next steps; and
- Focused on growth, confidence, and capability — building expertise and strengthening self-belief across all roles.



4.3 A Commitment to Continuous Improvement

This approach replaces outdated appraisal systems with a culture of continuous learning. Coaching ensures that development is owned by staff, not done to them. Conversations are forward-looking, strengths-based, and rooted in evidence, enabling colleagues to refine their practice with clarity and purpose.

As a result, coaching strengthens performance at every level. It encourages distributed leadership, empowers staff to lead change, and promotes a Trust-wide culture of reflection, ambition, and professional generosity. Through coaching, we build confident, capable colleagues who are equipped to deliver exceptional education and contribute fully to our mission.



4.3 A Commitment to Continuous Improvement

The Heath Family Academy: Our vehicle for professional learning

The Heath Family Academy delivers our Trust-wide professional learning programme. We are committed to the ongoing development of all colleagues and believe that investing in our people is essential to delivering exceptional educational outcomes.

Our offer supports all staff at every stage of their career. Whether enhancing practice, developing leadership skills, or exploring new areas of expertise, every colleague can access meaningful opportunities for growth.

Our work through the Academy is rooted in our mission and our single purpose to improve outcomes for every child. We are guided by our values – Kindness, Tenacity, and Integrity – and our four behavioural pillars:

- Clarity – being clear about our purpose, expectations, and standards.
- Collaboration – working together to share expertise and drive improvement.
- Accountability – taking ownership for our work and outcomes.
- Academic Rigour – ensuring our practice is evidence-informed and ambitious for all.

Through these principles, our professional development pathways promote curiosity, reflection, and continuous improvement. By developing our people, we strengthen our schools; by strengthening our schools, we transform lives.

4.4 Great Leadership at All Levels

We nurture confident, ethical, and values-driven leadership throughout the organisation. Our leaders — from the classroom to the central team — model integrity, collaboration, and accountability. They inspire others, enable strong practice, and drive forward our shared vision for success.

We believe leadership is the most powerful lever for improvement. It is not defined by title or hierarchy: it is demonstrated daily through the actions, habits, and professional behaviours that reflect our Trust values. Every colleague, regardless of role, contributes to shaping the culture, standards, and ambition of our schools.



4.4 Great Leadership at All Levels

Middle Leadership: The Engine of Improvement

Middle leaders are the custodians of curriculum quality, pedagogical excellence, and day-to-day standards. Through their influence on teams and practice, they turn strategy into reality and ensure that children experience consistent, high-quality provision.



Middle leaders:

- translate evidence-informed practice into daily delivery;
- lead professional learning and model strong practice within their teams;
- monitor curriculum depth, sequencing, and assessment integrity;
- use data insight intelligently to identify need, plan action, and evaluate impact;
- ensure that teaching meets the needs of all learners, including those with SEND and those facing disadvantage;
- model curiosity, collaboration, and trust, setting the tone for a learning-centred culture.

Their leadership directly shapes the quality of education pupils receive, making middle leadership a critical driver of improvement across the Trust.

4.4 Great Leadership at All Levels

Senior Leadership: The Architects of Culture

Senior leaders create the strategic, cultural, and operational conditions in which great teaching and learning can flourish. They are responsible for shaping the vision, setting priorities, and enabling the whole school community to thrive.

Senior leaders:

- build inclusive, respectful cultures that promote belonging, wellbeing, and high expectations for all;
- align school priorities with Trust strategy, ensuring coherence and purposeful implementation;
- ensure that systems are effective, efficient, and sustainable, enabling staff to focus on improving outcomes for children;
- develop leadership capacity through mentoring, coaching, and distributed leadership;
- ensure statutory and regulatory compliance across safeguarding, attendance, curriculum, SEND, finance, health and safety, and governance.



4.4 Great Leadership at All Levels

Compliance is not bureaucracy — it is an expression of professional integrity. High standards protect children, promote trust, and ensure that every school operates safely, ethically, and in line with our collective mission.



To strengthen leadership across the Trust, we will:

- Launch the Heath Leadership Development Framework, supporting career development, succession planning, and pathways into leadership for colleagues at all stages.
- Build leadership capacity through coaching, mentoring, structured professional development, and communities of practice across all roles and phases.
- Encourage distributed leadership, empowering staff at every level to lead change, innovate, and contribute to whole-school improvement.
- Identify, recognise, and develop emerging leaders, ensuring a strong pipeline of talent and resilience across the Trust.

Great leadership transforms schools and communities. By developing leaders who are values-driven, reflective, and ambitious for every child, we strengthen our Trust and secure a better future for the pupils we serve.



4.5 Organisational Excellence

We strive for the highest standards in all operational, financial, and governance processes. Strong organisational foundations are essential to delivering exceptional education. When our systems are efficient, transparent, and strategically aligned, every resource — financial, human, and physical — can be directed towards our core mission: improving life chances through exceptional teaching, strong pastoral care, and high-quality provision.

Organisational excellence is not an administrative necessity; it is a strategic driver of school improvement. Effective systems, expert support, and well-managed operations allow school leaders and staff to focus on what matters most: improving outcomes for children, strengthening culture, and supporting colleagues. By reducing workload, increasing efficiency, and ensuring clarity, we create the conditions in which great teaching and learning can flourish.



4.5 Organisational Excellence

The Role of the Central Services Team

Our Central Services Team plays a critical role in enabling this mission. They take responsibility for the complex, specialist, and time-consuming operational functions that surround schools, allowing leaders, teachers, and support staff to dedicate their time and energy to pupils and learning. This partnership ensures that every school – regardless of size, context, or challenge – benefits from high-quality expertise, reliable systems, and consistent expectations.

Central services provide:

- Financial management and planning, ensuring that budgets are secure, sustainable, and aligned with Trust priorities so that resources directly benefit children and support long-term stability.
- Robust HR support, including recruitment, workforce development, employee relations, case management, and safer recruitment, ensuring well-supported staff and strong compliance.
- High-quality estates and health & safety management, ensuring buildings are safe, compliant, well-maintained, and conducive to high-quality learning and pastoral care.
- Streamlined administrative and operational systems, reducing workload, removing duplication, promoting consistency, and enabling schools to operate smoothly and efficiently.
- ICT strategy and infrastructure, providing reliable, secure technology that supports teaching, learning, communication, and effective business operations.

4.5 Organisational Excellence

- Governance support, ensuring regulatory compliance, strong oversight, clear accountability, and well-informed decision making across all levels of the Trust.
- Data protection and GDPR compliance, ensuring that personal data is handled securely, lawfully, and in line with statutory requirements.
- Strategic and operational risk management, supporting schools to identify, assess, and mitigate risks that may affect pupils, staff, or Trust operations.
- Emergency planning and crisis response, providing coordinated guidance and support to ensure schools can respond effectively to unexpected events.
- Strategic planning support, including forecasting, analysis, and scenario planning to help leaders make informed, long-term decisions.

This comprehensive support enables schools to focus on meeting the needs of all pupils by ensuring that operational burdens do not fall on teaching and leadership staff.



4.5 Organisational Excellence

The Impact of Centralisation

By delivering these functions centrally, the Trust:

- removes duplication and unnecessary variation, freeing staff time and ensuring consistency across all schools;
- supports the professional development and expertise of central services staff, ensuring high-quality, specialised support that continuously improves;
- increases efficiency and value for money, enabling more resources to be directed into classrooms and the services that benefit children directly;
- reduces organisational and compliance risk, ensuring safeguarding, health and safety, finance, HR, and governance processes consistently meet statutory requirements and best practice;
- promotes equity, ensuring that all schools – not only the largest or best resourced – benefit from the same high-quality professional expertise, infrastructure, and central support.

These efficiencies and safeguards form the platform that allows our schools to focus on what matters most: delivering exceptional education.



4.5 Organisational Excellence

Creating the Conditions for Excellence

Most importantly, central services create the conditions in which educational excellence can thrive. Leaders and staff are freed from administrative burdens, supported by experts, and equipped to focus on children's learning, wellbeing, and progress. This is especially vital in schools serving disadvantaged communities or with high levels of SEND need, where staff capacity must be protected and directed towards the pupils who need it most.

The Central Services Team operate within Service Level Agreements (SLAs) that set out the core offer to schools, including the services provided, expected service levels, response times, escalation routes, and performance indicators. It clearly defines the responsibilities of both central and school teams, ensuring that support is predictable,

professional, and aligned to Trust priorities. The SLA provides a transparent framework that enables schools to plan effectively, hold central teams to account, and receive consistent, high-quality support. SLAs are reviewed with each school on at least a termly basis.



4.5 Organisational Excellence

To sustain strong organisational foundations and ensure that every school is equipped to thrive, we will:

- Operate within a framework of strong governance and clear accountability, ensuring transparency, ethical leadership, and confident decision-making across the Trust.
- Maintain balanced budgets and sustainable reserves, using robust financial planning to ensure long-term stability and investment in educational priorities.
- Continue to strengthen central services, ensuring they remain expert, efficient, responsive, and aligned to the evolving needs of schools and pupils.
- Optimise shared services and procurement, increasing value for money, reducing duplication, and enabling more resources to be directed to teaching, learning, and pupil support.
- Conduct regular reviews of systems, policies, and processes, ensuring they remain fit for purpose, compliant, and focused on supporting excellence.
- Enhance digital and operational infrastructure, ensuring staff have the tools, technology, and information they need to work efficiently and deliver high-quality provision.
- Provide strong specialist expertise in safeguarding, SEND, attendance, curriculum, and inclusion, so that schools can act swiftly, confidently, and consistently in the best interests of pupils.
- Support the professional development of central services staff, recognising that strong organisational expertise is essential to strong educational outcomes.
- Create the conditions in which school leaders and staff can focus on children's learning, wellbeing, and progress, by removing unnecessary workload and delivering high-quality support functions.

4.5 Organisational Excellence

Through these commitments, we ensure that organisational excellence continues to underpin educational excellence, and that every school is supported to deliver the very best for every child.

Together, the Central Services Team and the Education Team form a single coherent support structure that enables school leaders to focus on improving teaching, culture, and outcomes. They model the Trust's values of Kindness, Integrity, and Tenacity in all aspects of their work, setting the professional tone for how we collaborate, challenge, and support one another.

The Role of the Education Team

The Education Team plays a central role in furthering the mission of the Trust and ensuring the successful delivery of our strategic aims. Their work provides clarity, coherence, and expert support so that schools can focus on what matters most: improving teaching, strengthening culture, and securing excellent outcomes for all children.

The Education Team contributes to system-wide improvement by:

- Ensuring clarity, coherence, and assurance, so that schools operate effectively and consistently.
- This includes defining expectations, codifying shared practice, and providing proportionate quality assurance that safeguards high standards across all areas of performance.
- Reviewing performance across the Trust, identifying strengths, areas for development, and emerging risks.
- The team analyses data, conducts reviews, and researches evidence-informed strategies that strengthen outcomes and accelerate improvement.

4.5 Organisational Excellence

- Evaluating impact, systematically assessing the effectiveness of curriculum, pedagogy, pastoral systems, and leadership development. By analysing evidence and identifying what makes the biggest difference, the team ensures that Trust-wide strategies translate into meaningful, sustained improvement for pupils.
- Providing specialist expertise and targeted support, enabling school leaders to focus on improving teaching, learning, and culture.
- This includes expert guidance in curriculum, SEND, safeguarding, attendance, operations, finance, HR, and governance.
- Driving improvement through Collaborative Alignment, developing frameworks with schools rather than for them.
- This ensures that agreed approaches are co-constructed, evidence-informed, and implemented with fidelity across the Trust while allowing for contextual flexibility.
- Holding schools to account with professionalism and respect, ensuring leadership actions align with Trust expectations, statutory requirements, and our shared mission.
- Accountability is enabling, not punitive – focused on improving provision and ensuring every child receives the education they deserve.



4.5 Organisational Excellence

We will:

- Provide clear and consistent frameworks that define high-quality practice and establish shared expectations across all schools.
- Ensure rigorous, proportionate quality assurance, enabling schools to understand their strengths and areas for development with honesty and clarity.
- Use data intelligently to identify trends, highlight risk, and inform strategic decision-making at Trust and school level.
- Offer high-quality specialist support in curriculum, safeguarding, SEND, pastoral systems, leadership, and school improvement, ensuring schools have access to expert guidance when they need it.
- Develop evidence-informed, co-constructed approaches through Collaborative Alignment, ensuring consistency where it matters and flexibility where context requires it.
- Support leaders to implement improvement strategies effectively, ensuring change is planned, sequenced, and sustained in line with best practice.
- Hold schools to account with integrity and respect, challenging underperformance while modelling the values of the Trust.
- Build leadership capacity across the Trust, supporting headteachers and senior leaders to drive improvement confidently and effectively.
- Ensure safeguarding, attendance, and inclusion practices are consistently strong, protecting children and enabling them to thrive.
- Continue to refine our own expertise and practice, modelling professional curiosity, collaboration, and high standards.

5 Evidencing Impact

We measure our impact not by activity, but by improvement in outcomes and experiences for children, staff, families, and communities.

For Pupils

- Attainment and progress at least in line with, and increasingly above, national averages.
- Improved attendance, engagement, and inclusion.
- Strong destinations and ambition beyond school.

For Staff

- Observable improvements in professional practice across all roles.
- Greater confidence, collaboration, and agency for teachers, support staff, and leaders alike.
- Strong participation in coaching and CPD, leading to higher retention and progression.



5 Evidencing Impact

For Parents and Communities

- Increased engagement, trust, and confidence in our schools.
- Active participation in feedback, surveys, and consultations.
- Evidence that parent and carer voice informs school priorities, curriculum, and wellbeing strategies.

For the Organisation

- Reduced variability between schools in key performance areas.
- Accelerated improvement in supported schools.
- Positive feedback on the value and impact of central team support.

We evidence impact through Trust-wide KPIs, peer reviews, coaching records, and staff, pupil, and parent voice. For the central team, impact is measured not by process

completion, but by improvement achieved through partnership.

Through clarity, collaboration, accountability, and academic rigour, we will continue to strengthen our Trust so that every child benefits from exceptional education. Our strategy will evolve as our context changes, but our mission will not: to empower every child to overcome barriers, compete with the best, and shape the future.



Appendix A

Draft KPIs - For Pupils

Attainment & Progress

- % of pupils achieving expected and higher standards in core subjects at or above national averages.
- Progress 8 score above 0 and improving year-on-year.
- KS2 progress measures at or above 0 in Reading, Writing, and Maths.
- Year-on-year reduction in attainment gaps for:
 - disadvantaged pupils
 - pupils with SEND
 - pupils with high mobility

Attendance, Engagement & Inclusion

- Overall attendance > Trust target (e.g., 95%) and improving.
- Persistent absence below national and falling year-on-year.
- Exclusions (fixed-term and permanent) below national and reducing.
- Demonstrable improvements in engagement measures: behaviour points, rewards, interventions, wellbeing surveys.

Destinations & Ambition

- % of pupils moving to sustained education, employment or training above national benchmarks.
- % of pupils securing apprenticeships, A-level pathways, vocational courses, or specialist provision aligned with ambition.
- Participation in enrichment, leadership, or aspiration-building activities increasing year-on-year.

Appendix A

Draft KPIs - For Staff

Professional Practice & Effectiveness

- Coaching observations and developmental reviews show improved practice across all roles.
- % of staff meeting or exceeding expected professional standards.
- Reduction in variation in teaching quality across subjects and phases.

Confidence, Collaboration & Agency

- Staff survey responses indicate improved:
 - confidence in role
 - clarity of expectations
 - sense of agency and autonomy
 - quality of cross-school collaboration
- Increased participation in networks, peer review, and trust-wide initiatives.

Coaching, CPD, Retention & Progression

- % of staff engaged in trust coaching programme (target e.g., 90%+).
- Positive evaluation of CPD relevance, quality, and impact.
- Staff retention above national averages; early-career teacher retention improving.
- Increased internal promotions and leadership development progression.

Appendix A

Draft KPIs - For Parents and Communities

Engagement & Satisfaction

- Parent survey satisfaction above Trust benchmark and increasing.
- Increase in attendance at parent events, consultations, and curriculum workshops.
- Consistent positive feedback on communication, safety, and inclusivity.

Participation and Feedback

- Higher response rates to parent surveys (Trust-set target e.g., 40–50%+).
- Evidenced use of parent/carer feedback in:
 - curriculum adaptations
 - wellbeing strategies
 - pastoral systems
 - enrichment offer

Trust and Confidence

- % of parents who would recommend their school to others (e.g., “Net Promoter Score”).
- Reduction in complaints and escalation to governors/trust level.



Appendix A

Draft KPIs - For the Organisation

Reducing Variability Across Schools

- All schools meeting minimum Trust performance standards (“floor expectations”).
- Variability index (attainment, progress, attendance, exclusions) reduces year-on-year.
- All schools move towards a common baseline of strong practice (evidenced in QA cycles).

Accelerated Improvement in Supported Schools

- Schools receiving targeted intervention show:
- improved outcomes within agreed timeframe
- strengthened leadership capacity
- progress on Ofsted priorities
- demonstrable improvement in internal QA cycles

Value and Impact of Central Team Support

- School leader survey shows improved ratings for:
- responsiveness
- expertise
- clarity
- value for money
- SLA metrics show targets consistently met.
- Reduction in operational and compliance risk across the Trust.
- Evidence that central services reduce workload and improve efficiency (tracked via feedback and operational KPIs).



THE
Heath
Family
Trust