

Strategic Objectives - 5 Year Plan 2024 - 2029

1. The Trust has achieved its definition of a Centre of Excellence

A Teaching & Curriculum

This will be achieved by:	KPIs
1Ai. Develop robust integrated therapies model applied consistently through all schools.	<ul style="list-style-type: none"> • < Percentage of therapy goals met for pupils across in all schools within set timeframes. • Observation audits show therapy integrated in 100% of classes • Audit of subjects integrating therapy delivery <% • Frequency of cross-school therapy meetings to align practices. • Regular evaluation reports from cross-school therapy meetings, measuring consistency and impact on student outcomes
1Aii. Delivering dynamic and adaptive curriculums that engage all pupils and meets their diverse needs.	<ul style="list-style-type: none"> • Pupil engagement scores from surveys/ observations. • Increase in student participation in extracurricular activities related to the adaptive curriculum • Positive impact on pupil achievement using school levels – specific cohorts and overall • Progress rates in core learning objectives. • Increase in possible accreditation options (breadth)
1Aiii. Ensuring regular updates and reviews of the curriculums to incorporate the latest educational research and best practices.	<ul style="list-style-type: none"> • Positive impact on pupil achievement using school levels – specific cohorts and overall • Frequency of curriculum review sessions. • Improved student outcomes in new subject areas added or enhanced during curriculum reviews • Number of curriculum updates incorporating new research. • Feedback from teachers on the effectiveness of updated curriculum.
1Aiv. Growing the capacity and quality of the Therapy team and therapeutic offer.	<ul style="list-style-type: none"> • Therapist-to-student ratio across schools. • Number of professional development hours attended by therapists. • Therapist caseload distribution data to monitor balance and effectiveness • Number of newly recruited therapists completing induction and integrated into the multidisciplinary teams within the first term • Retention rates of therapy staff.

B Culture and Collaboration

This will be achieved by:	KPIs
1Bi. Researching, employing and sharing innovative, evidence-based teaching strategies tailored to individual pupils and pupil groups that meet their needs.	<ul style="list-style-type: none"> • Number of new teaching strategies trialled in classrooms. • Number/% of teaching staff implementing at least one new evidence-based strategy each term. • Staff consultation results on the effectiveness of shared teaching strategies. • Attendance rates at strategy-sharing workshops. • Audit of the pupil groups focussed on
1Bii. Facilitate regular cross-school workshops, seminars, and training sessions to share best practices and innovative teaching methods.	<ul style="list-style-type: none"> • Number of cross-school workshops conducted annually. • Staff participation rates in training sessions. • on the usefulness of content. • Staff performance and self-assessment improvements after attending cross-school workshops. • Post-workshop feedback from staff reporting improvements in their teaching practice as a direct result of workshops attended. •
1Biii. Continuing to promote the safety of children in school and our schools being recognised as leaders in safeguarding.	<ul style="list-style-type: none"> • Number of safeguarding audits passed without significant issues. • Staff compliance rates with safeguarding training. • Pupil and parent safeguarding surveys, with an aim to identify areas of improvement.
1Biv. Clear communication of purpose and expectations to all staff by developing intra Trust networks.	<ul style="list-style-type: none"> • Frequency of inter-school communication sessions. • Staff feedback on clarity of communication from leadership. • Completion rate of intra-Trust collaboration projects. • Number of networks and meetings • Number of staff attending & feedback on usefulness of content
1Bv. Increase the frequency and scope of internal audits to cover a broader range of educational and operational aspects.	<ul style="list-style-type: none"> • Number of internal audits conducted across educational and operational aspects. • Number of identified areas for improvement from audits. • Implementation rate of audit recommendations. • Number of focus areas audited

C Staffing

This will be achieved by:	KPIs
1Ci. Investment in quality staffing: 1Cii. Preferred agency supplier list. 1Ciii. Evidence based Professional Development. 1Civ. Rigorous appraisal linked to professional development. 1Cv. Share anonymous teacher appraisal targets	<ul style="list-style-type: none"> • School leaders moderated self-review show increase in quality of staff and outcomes • Staff satisfaction scores from consultations. • Percentage of staff who addressed own professional development. • Turnover rate of different groups of staff. • Use of the preferred agency supplier list • Increased consistency of Teacher appraisal targets
1Cvi. Developing future leaders in all roles throughout the Trust and individual schools to provide: 1Cvii. continuous improvement and sustainability, and transparent, accountable, ethical and strategic leadership at all levels	<ul style="list-style-type: none"> • Number of staff enrolled in and completing leadership development programs. • Promotion rate of internal staff to leadership positions. • Staff satisfaction with leadership development opportunities. • Staff responses to consultations focussed on ethical leadership
1Cviii. Invest in comprehensive leadership training programs focusing on strategic planning, change management, and inclusive leadership.	<ul style="list-style-type: none"> • Number of leaders completing strategic planning and change management courses. • Staff feedback on inclusivity and leadership at various levels.
1Cix. Developing business planning knowledge and experience amongst wider range of leaders	<ul style="list-style-type: none"> • Number of business planning workshops held. • Leader feedback on understanding of business planning principles. • Participation rates in training related to business planning.

Implicit in the definition of a Centre of Excellence the following assumptions apply:

- Ofsted reports will identify all areas in all schools as exemplary using the criteria within the Framework in place at the time of inspection
- Continued investment in quality, focused CPD including robust and developmental appraisals for all staff.

2. The Trust will provide specialist education to as many children as possible

This will be achieved by:	KPIs
2Ai. Promoting the collaborative use of SEN Funding within primary schools to invest in AAT outreach to support staff training and provision in mainstream classes.	<ul style="list-style-type: none"> • Number of collaborative outreach initiatives launched. • Increase in SEN support in mainstream schools through outreach. • Training hours provided to mainstream school staff.
2Aii. Work with AfC to open 2 new sites for pupils with clearly defined profiles of SEND	<ul style="list-style-type: none"> • New sites opened. • Occupancy rates of new sites. • Identified number of pupils with incorrect profiles, enrolled in new sites.
2Aiii. Work with AfC to expand existing school provision – e.g. demountables, pop-ups.	<ul style="list-style-type: none"> • Increase in pupil roll with associated income

2Aiv. Liaise with other LAs to ascertain whether opportunities are available to open further provision.	<ul style="list-style-type: none"> • Number of authorities responding positively • Number of firm proposals received • Number of new provisions opened
2Av.	

3. The Trust will develop a sustainable business model

A. PUPIL GROWTH

This will be achieved by:	Proposed KPIs
3Ai. Investigate and evaluate potential of opening an independent school within locality.	<ul style="list-style-type: none"> • Feasibility study completion on new independent school. • Decision-making timeline for potential new school.
3Aii. Add schools to optimise economies of scales, with view to reaching recognised optimum of 10.	<ul style="list-style-type: none"> • Number of schools joined
3Aiii. Can we open in other vacant LA buildings.	<ul style="list-style-type: none"> • Number of potential buildings identified • Number of firm proposals • Number of new provisions opened
3Aiv. Can we open in other primary non filled classrooms.	<ul style="list-style-type: none"> • Number of potential classrooms identified • Number of firm proposals • Number of new classes opened
3Av. Investigate expanding provision e.g. SEMH.	<ul style="list-style-type: none"> • Number of new provisions added, particularly for SEMH. • Pupil enrolment in expanded provisions. • Staff and parent feedback on the new provisions.

B. MERGER & AQUISITIONS

This will be achieved by:	Proposed KPIs
3Bi. Identifying Trusts to potentially adopt/merge with.	- Number of Trusts identified for potential mergers
3Bii. Clear communication of purpose and expectations to all staff by developing intra Trust networks.	
3Biii. Informal contact with MAT CEOs	Number of merger discussions initiated with other MATs.
3Biv. Possible contact with Regions Group	
3Bv. Share <i>Cultural Due Diligence</i> document	- Completion of Cultural Due Diligence document.

C. EXPANSION of SERVICES

This will be achieved by:	Proposed KPIs
3Ci. Clerking / Governance Services. FD to review the possibility of providing clerking services to other organisations.	<ul style="list-style-type: none"> - Number of external organizations contracting for clerking and H&S services. - Revenue generated from providing these services.
3Cii. H&S compliance services. FD determine the scope of 'selling' H&S compliance services..	
3Ciii. Bespoke be Heard: FD to support LB to develop cycle maintenance lessons offer to generate income as per budget.	
3Civ. Therapies Outreach. CEO/FD/ Therapies Manager to collaborate to identify and cost possible therapies income generation schemes. These include: 3Cv. Provision of an assessment service 3Cvi. Outreach	<ul style="list-style-type: none"> - Number of outreach assessment services provided. - Income generated from therapy-related services. - School participation in collaborative community projects.
3Cvii. Promoting and participating in collaborative projects involving community schools pooling resources	<ul style="list-style-type: none"> • Number of projects initiated • Number of schools participating

Implicit in the definition of a sustainable business model the following assumptions apply:

- Any changes implemented will follow the basic principle of 'what is best for the pupils of the Trust'.
- SLT structures in schools will be reviewed and tailored to ensure operational functionality through effective staff management, whilst meeting the needs of the pupils.
- Support staff numbers will be actively managed to ensure pupil needs are met by effective management of agency staff and investment in training.
- Challenging and supportive performance management for all that makes explicit expectations of professional learning
- Growing risk management systems to be fully robust

1. Continue to increase the quality of provision within all parts of our Trust

- Cultivating the culture of collaboration that creates capacity
- Improving outcomes for pupils
- Improve quality of teaching through research, collaboration and the highest quality CPD
- Developing curriculums to innovatively meet need and stimulate interest
- Growing the capacity and quality of the Therapy team and therapeutic offer
- Develop and continually update normal and special delivery and project plans
- Making Auriga a place where staff want to join and stay
 - Strengthening school leadership and collaboration
 - Accurate Self Review that informs
 - Needs-led, ambitious, School Development Plans
 - Routine, Rigorous, Internal and External Moderation and Checks
 - Challenging and supportive performance management for all that makes explicit expectations of professional learning
 - Providing ever more focussed professional development opportunities
 - Regularly reviewed policies and procedures
 - Creative recruitment and retention strategies
 - Strengthening the supportive environments
 - Responding to surveys and reports
 - Being data informed

2. Develop Stakeholder Partnerships

- Engaged with FE and HEIs delivering courses relevant to our Trust
- Active in local mainstream school partnerships
- Having a presence in local voluntary organisation offers
- Develop and continually update normal and special delivery and project plans
- Initiate partnerships with other MATs
- Explore expansions with LAs
 - Proactive engagement with HEIs, highlighting benefits of partnerships and propose joint programmes/research
 - Implement, review and revise stakeholder engagement plan
 - Responding to surveys and reports
 - Develop relationships with V.O.s and expand, highlighting benefits of partnerships
 - Increase workshop programmes for specific stakeholders
 - Develop digital engagement strategies

3. Build a strong, sustainable, organisation

- Growing risk management systems to be fully robust
- Developing Governance and Leadership talent spotting, recruitment, induction and training at all levels
- Arrive at mutually beneficial funding agreements
- Build effective income generation models
- Ensuring estates management and compliance maintain schools as safe and secure places to learn and work
- Promote diversity and equality
 - Develop use of Risk Register as 'live' document at and between meetings, including the language of risk appetite
 - Investigating further economies of scale and opportunities for improving efficiencies/reducing costs
 - Securing CIF awards
 - Developing business planning knowledge and experience amongst wider range of leaders
 - Regularly reviewed policies and procedures

AAT Risks 2024-2025

- AUR 1. Unable to ensure quality of provision
- AUR 2. Significant safeguarding failure
- AUR 3. Significant health, safety and well – being failure
- AUR 4. Significant Cyber Security failure/breach of confidentiality
- AUR 5. Unable to ensure quality of Leadership & Governance
- AUR 6. Unable to meet pupils' Therapeutic needs
- AUR 7. Ineffective service continuity planning
- AUR 8. Unable to maintain and build staffing capacity and capability and their skills to deliver strategic priorities
- AUR 9. Significant fraud occurs
- AUR 10. Unable to maintain financial viability
- AUR 11. Ineffective and inadequate engagement with stakeholders