



Multi Academy Trust

Opportunity • Achievement • Kindness

Strategic Plan 2024 – 2029

OAK Multi Academy Trust

"Together we grow great schools"

Establish High Quality SEND Unit or DSP Attached to Each School Where Appropriate

This priority aligns closely with the need for high-quality provision for pupils with special educational needs and disabilities (SEND). This potential for further enhancement in SEND provision, particularly through the establishment of dedicated units or designated specialist provisions (DSPs) would support pupils, parents and the wider community. This strategic plan aims to build on existing strengths, ensuring that all pupils receive the tailored support they need to thrive.

Year	2024	2025	2026	2027	2028
Actions	- Utilise Riverbank at Brookside Primary for expertise. - Engage local authorities in discussions about SEND units. - Conduct needs assessments for potential SEND unit locations.	- Assuming conditions are met, initiate planning for a SEND unit on the Overdale site. - Collaborate with Riverbank and OAK on best practices. - Continue discussions with local authorities. - Open the SEND unit at Overdale site.	- Assess the impact of the initial SEND unit. - Plan for potential extension to Manor High School. - Liaise with local authorities regarding support.	- Open the SEND unit at Manor High School if supported by local authorities. - Build experience and expertise in SEND provision. - Continue partnerships with local authorities.	- Review the effectiveness of SEND units across the Trust. - Assess opportunities for expansion or supporting other organisations. - Gather feedback from stakeholders on SEND provision impact.
Success Criteria	- Initial understanding of SEND needs established. - Engagement with local authorities documented. - Feasibility assessments completed.	- SEND unit plan drafted for Overdale site. - Collaboration with Riverbank and OAK documented. - Continued engagement with local authorities confirmed.	- Initial SEND unit impact evaluated and reported. - Recommendations for Manor High School SEND unit made. - Local authority support secured.	- SEND unit at Manor High School operational. - Initial feedback on unit effectiveness gathered. - Partnerships with local authorities strengthened.	- Comprehensive review of SEND provision completed. - Recommendations for future SEND support made. - Positive feedback from stakeholders on SEND impact documented.



2024 Impact

In 2024, the groundwork for establishing SEND units will be laid. The focus will be on understanding the needs of the pupils and engaging with local authorities to ensure that the proposed units are aligned with community requirements. Successful initial engagement will set the stage for future developments.

2025 Impact

By 2025, planning for the Overdale SEND unit will be underway, with collaboration and best practices being established. The groundwork will be solidified through continued discussions with local authorities, ensuring that all stakeholders are on board and supportive of the initiative.

2026 Impact

In 2026, the impact of the initial SEND unit will be assessed, providing valuable insights that will inform the potential extension to Manor High School. This year will be critical for establishing a clear understanding of how the SEND provision is functioning and what improvements can be made.

2027 Impact

2027 will see the opening of the SEND unit at Manor High School, marking a significant milestone in the Trust's commitment to high-quality SEND provision. The focus will be on building expertise and ensuring that the unit effectively meets the needs of its pupils.

2028 Impact

In 2028, a comprehensive review of all SEND units will be conducted, assessing their effectiveness and exploring opportunities for further support and expansion. This will ensure that the Trust remains responsive to the needs of its pupils and can leverage its expertise to assist other organisations in enhancing their SEND provisions.

EYFS Outcomes Strategic Plan

By focusing on improving EYFS outcomes, we aim to ensure that significantly more pupils achieve a good level of development (GLD) than the national average by the end of Foundation Stage 2 (F2); this is essential for their future success in the primary phase and beyond. This strategic plan will help embed a culture of high-quality teaching and learning, ensuring that our vision of "Together we grow great schools" is realised.

Year	2024	2025	2026	2027	2028
Actions	- Launch EYFS Forum - Implement accurate data tracking systems - Research best practices for EYFS - Draught action plan for EYFS development	- Implement agreed action plan across schools - Regular monitoring through the Growing Together programme - Conduct staff training on assessment practice - Begin developing speaking and listening curriculum	- Continue to refine and implement the speaking and listening curriculum - Share best practices from EYFS Forum - Conduct peer observations across schools - Evaluate data to inform future planning	- Assess the effectiveness of the speaking and listening curriculum - Adjust teaching practices based on data analysis - Host a showcase of successful practices across schools	- Finalise and standardise the speaking and listening curriculum - Celebrate improvements in GLD outcomes - Set new targets for the next academic year

Success Criteria	- EYFS Forum established and operational - data tracking systems implemented and utilised - Initial action plan drafted and shared with staff	- Action plan implemented with observable improvements - Increased staff confidence in using assessment data - Speaking and listening curriculum draught created	- Consistent implementation of speaking and listening practices across schools - Positive feedback from peer observations - Data shows improvement in GLD outcomes	- Clear evidence of enhanced speaking and listening skills in pupils - Adjustments made to teaching practices based on data - Successful showcase event held	- Standardised curriculum in place with clear progression - GLD outcomes above national average - New targets set for continuous improvement
-------------------------	---	--	--	--	--

2024 Impact

In 2024, the establishment of the EYFS Forum and implementation of accurate data tracking systems will lay the foundation for effective monitoring and improvement. The initial action plan will ensure that all stakeholders are aligned in their efforts to enhance EYFS outcomes.

2025 Impact

By 2025, the implementation of the action plan will lead to observable improvements in teaching practices and pupil outcomes. Staff will feel more confident in using assessment data, and the groundwork for the speaking and listening curriculum will be laid, addressing a key area identified in one school's OFSTED report.

2026 Impact

In 2026, the focus will shift to refining the speaking and listening curriculum and sharing best practices across schools. Peer observations will foster collaboration and consistency, leading to measurable improvements in GLD outcomes as teachers adopt effective strategies.



2027 Impact

The assessment of the speaking and listening curriculum in 2027 will provide insights into its effectiveness, allowing for necessary adjustments. The showcase event will celebrate the progress made, reinforcing a culture of shared success and continuous improvement.

2028 Impact

By 2028, the standardisation of the speaking and listening curriculum will ensure that pupils are equipped with essential communication skills. Achieving GLD outcomes above the national average will reflect the success of the strategic plan, setting ambitious targets for ongoing development in the years to come.

Foundation Subjects Curriculum Development Plan

Establishing a consistent foundation subjects curriculum will enhance the overall educational experience for pupils, ensuring that all subjects are taught with clarity and purpose, thereby supporting the school's vision of "Together we grow great schools." The collaboration ensures the best quality curriculum is available whilst minimising workload.

Year	2024	2025	2026	2027	2028
Actions	- Formalise curriculum leadership group - Audit existing foundation subject content - Develop a draught action plan for curriculum coherence	- Create agreed units of work for foundation subjects - Implement action plan across schools - Conduct moderation sessions for consistency	- Refine and adjust curriculum based on feedback - Review assessment practices across subjects - Begin showcasing best practices	- Evaluate the effectiveness of the curriculum - Gather feedback from staff and pupils - Adjust curriculum based on findings	- Embed successful practices and celebrate achievements - Develop a long-term sustainability plan for curriculum development
Success Criteria	- Curriculum leadership group established - Initial audit completed with identified priorities - Draught action plan in place	- Units of work created and shared - Consistency observed in moderation sessions - Positive feedback from teachers on new units	- Adjustments made based on feedback - Assessment practices improved - Best practices identified and shared across schools	- Clear evaluation metrics developed - Feedback indicates improved understanding and delivery - Curriculum adjustments made where necessary	- High-quality curriculum fully embedded - Evidence of pupil engagement and understanding - Sustainability plan in place for ongoing development



2024 Impact

In the first year, the focus will be on establishing a strong foundation for the curriculum development process. The formation of a curriculum leadership group will ensure that there is a dedicated team to guide this initiative. By auditing existing content, the curriculum group will identify gaps and areas for improvement, setting the stage for a coherent curriculum that aligns with the Trust's vision.

2025 Impact

Year two will see the creation and implementation of agreed units of work across foundation subjects. The focus on moderation will ensure that these units are delivered consistently, fostering collaboration among staff. The positive feedback from teachers will indicate a successful transition to the new curriculum framework.

2026 Impact

In the third year, the emphasis will be on refining the curriculum based on feedback and improving assessment practices. This will ensure that the curriculum remains responsive to the needs of pupils and that misconceptions are addressed promptly. The sharing of best practices will further enhance the quality of teaching across the trust.

2027 Impact

By the fourth year, the trust will evaluate the effectiveness of the curriculum, using feedback from staff and pupils to make necessary adjustments. This reflective practice will help maintain high standards and ensure that the curriculum continues to meet the needs of all learners.

2028 Impact

In the final year, the focus will be on embedding successful practices and celebrating achievements. A sustainability plan will be developed to ensure that the curriculum remains relevant and effective in the long term, thereby supporting the trust's overall educational goals.

Integrate Overdale Infant and Junior Schools

By developing a cohesive leadership structure and streamlining policies, we aim to eliminate discrepancies that affect pupil transitions and enhance educational outcomes whilst increasing consistency and maximising efficiencies to support pupil funding.

Year	2024	2025	2026	2027	2028
Actions	- Assess current position of both schools. - Begin to develop strategy for decision on next steps in autumn 2025.	- Conduct discussions with Headteachers and governors in the autumn term. - Agree on new leadership structure with an Executive Headteacher overseeing both schools. - Identify Executive Headteacher and Heads of School. - Engage staff in discussions late autumn. - Evaluate schools and create a combined development plan.	- Formal launch of new structure in spring. - Provide extensive support from central teams. - Identify areas for further integration based on feedback.	- Review updated structure and assess impact. - Identify appropriate time to consider formally unifying the two schools.	- Conduct final review and outline next steps for full integration.

Success Criteria	- Clear understanding of current strengths and weaknesses. - Initial strategy developed for integration.	- Leadership structure agreed and communicated. - Staff and stakeholder engagement in discussions. - Combined development plan created and shared.	- New structure launched successfully with stakeholder support. - Positive feedback from staff and pupils regarding changes.	- Comprehensive review shows improved collaboration and integration. - Clear timeline established for potential unification.	- Final report outlines the success of integration and next steps for full unification.
-------------------------	---	--	---	---	---

2024 Impact

In the first year, the focus will be on assessing the current position of both schools, which will provide a solid foundation for future actions. By the end of 2024, we will have a clear understanding of strengths and weaknesses, and a strategy for moving forward.

2025 Impact

In the second year, we will establish a new leadership structure and engage with all stakeholders. The success criteria will include the successful agreement on leadership roles and a combined development plan that reflects the needs of both schools. This will enhance collaboration and prepare for further integration.

2026 Impact

By 2026, the new leadership structure will be formally launched, supported by central teams. Success will be measured by the positive feedback from staff and pupils regarding the changes, indicating a smooth transition and improved morale.



2027 Impact

In the fourth year, we will review the updated structure and assess its impact. This will involve evaluating the effectiveness of the integration efforts and determining the appropriate time for a formal unification of the two schools, ensuring that all stakeholders are ready for this transition.

2028 Impact

The final year will focus on a comprehensive review of the integration process, outlining the successes and challenges faced. This will lead to a clear plan for the next steps in unifying the two schools, ensuring that the benefits of integration are fully realised and sustained.

Trust School Improvement and Professional Development Offer - BespOAK

Focusing on professional development and clear career pathways for staff and reviewing and supporting school improvement, the BespOAK initiative will ensure that educators are well-equipped to deliver high-quality teaching and learning experiences. This will ultimately benefit pupil outcomes.

Year	2024	2025	2026	2027	2028
Actions	- Establish the BespOAK development team - Review current Growing Together programme - Identify key elements for BespOAK launch	- Launch BespOAK to teaching colleagues - Provide training on career pathways - Develop resources for professional development	- Implement action plan across schools - Monitor and evaluate the impact of BespOAK - Adjust resources based on feedback	- Showcase success stories from BespOAK - Review and refine BespOAK based on outcomes - Prepare for further expansion	- Ensure sustainability of BespOAK initiatives - Evaluate long-term impact on teaching and learning - Plan for new schools joining the Trust
Success Criteria	- Clear roles and responsibilities established - Initial feedback from staff on BespOAK vision - Increased understanding of career pathways	- Positive feedback on professional development resources - Evidence of improved teaching practices	- Documented improvements in teaching quality - Increased staff retention rates - Positive pupil outcomes reflected in assessments	- Increased collaboration across schools - Recognition of BespOAK as a model for professional development - High satisfaction rates from staff surveys	- Comprehensive evaluation report on BespOAK - Evidence of sustained improvements in teaching and learning - Successful integration of new schools into BespOAK



2024 Impact

In 2024, the focus will be on establishing the foundational elements of the BespOAK initiative. By creating a dedicated development team and reviewing existing programmes, the Trust will set clear expectations and roles. Initial feedback will guide the direction of the initiative, ensuring alignment with the Trust's vision and improvement priorities.

2025 Impact

By 2025, the launch of BespOAK will lead to increased engagement among staff, with a significant majority participating in professional development opportunities including instructional coaching. The initial steps in developing clear career pathways will enhance staff morale and retention.

2026 Impact

In 2026, the implementation of the action plan will yield observable improvements in teaching quality and pupil outcomes. Regular monitoring and evaluation will ensure that the initiative remains responsive to the needs of both staff and pupils, fostering a culture of continuous improvement.

2027 Impact

The year 2027 will see the showcasing of success stories from BespOAK, which will promote a culture of collaboration and shared learning across the Trust. The initiative will be refined based on outcomes, ensuring that it remains relevant and impactful as the Trust grows.

2028 Impact

By 2028, the sustainability of the BespOAK initiative will be a priority, with a comprehensive evaluation demonstrating its long-term impact on teaching and learning. The successful integration of new schools into the programme will further enhance the collaborative ethos of the Trust, ensuring that all schools benefit from shared resources and expertise.

Whole Trust Digital Transformation Utilising 1-1 Devices

This priority will ensure that all pupils have the necessary skills to thrive in a digital age, it aligns with the Trust's vision of "Together we grow great schools." The focus on digital transformation will enhance teaching and learning, improve assessment practices, and provide pupils with the skills they need for future success.

Year	Year 1 (2024)	Year 2 (2025)	Year 3 (2026)	Year 4 (2027)	Year 5 (2028)
Actions	- Audit current IT infrastructure. - Establish key areas of responsibility for digital transformation. - Train staff on the use of 1-1 devices and the FRONTIERS programme. - Create a timeline for implementation across schools.	- Ensure all schools have at least one Apple learning coach trained. - Implement feedback mechanisms for assessing the use of devices in lessons. - Begin integration of digital assessment strategies across the curriculum. - Launch the FRONTIERS programme in all schools - Plan for teachers to complete Apple Teacher Programme	- Evaluate the effectiveness of 1-1 device usage and make necessary adjustments. - Develop a digital assessment strategy to enhance learning outcomes. - Facilitate peer observations and sharing of best practice among staff. - Begin preparations for schools to apply for Apple Distinguished School status.	- Continue to refine the digital assessment strategy based on feedback. - Ensure consistent use of devices across all lessons. - Collect data on student engagement and learning outcomes related to digital tools. - Support schools in their application for Apple Distinguished School status.	- Review and celebrate successes from the digital transformation. - Ensure all schools are fully utilising 1-1 devices effectively. - Collect and analyse data to measure the impact on pupil learning outcomes. - Establish a sustainable model for ongoing digital transformation support.

Success Criteria	- All schools have completed the IT audit. - Staff report increased confidence in using 1-1 devices. - Initial training sessions completed with positive feedback. - Implementation timeline established and communicated.	- At least one Apple learning coach in every school. - Positive feedback from staff and pupils on the use of devices. - Digital assessment strategies in place in all schools. - FRONTIERS programme launched in all schools. - Majority of staff engaged in Apple Teacher Programme	- Evidence of improved learning outcomes linked to 1-1 device usage. - Increased collaboration among staff sharing best practice. - Schools preparing applications for Apple Distinguished School status. - Consistent use of digital assessment strategies.	- Data shows improved pupil engagement and learning outcomes. - All schools have submitted applications for Apple Distinguished School status. - Positive feedback from stakeholders on the effectiveness of digital tools. - Continuous improvement processes established.	- All schools recognised as effective users of 1-1 devices. - Data demonstrates significant improvements in pupil learning outcomes. - Schools share best practice with other institutions. - Sustainable digital transformation model established.
-------------------------	---	--	---	--	--

Year 1 Impact

In Year 1, schools will establish a foundational understanding of digital transformation, with audits completed and staff trained on the use of 1-1 devices. This will create a clear framework for implementation, ensuring that all stakeholders understand their roles and responsibilities.

Year 2 Impact

By Year 2, the focus will shift to embedding the use of 1-1 devices through training Apple learning coaches and implementing feedback mechanisms. The FRONTIERS programme will be launched, setting the stage for a more integrated approach to technology in education.



Year 3 Impact

In Year 3, the effectiveness of the digital transformation will be evaluated, and adjustments will be made based on feedback. The introduction of a digital assessment strategy will enhance learning outcomes, and schools will begin preparations for achieving Apple Distinguished School status.

Year 4 Impact

Year 4 will focus on refining the digital assessment strategy and ensuring consistent use of devices across lessons. Data collection on student engagement will inform future practice, and schools will actively pursue recognition as Apple Distinguished Schools.

Year 5 Impact

In the final year, the success of the digital transformation will be celebrated, with all schools effectively utilising 1-1 devices. Data will demonstrate improved pupil learning outcomes, and a sustainable model for ongoing digital transformation support will be established, ensuring that the benefits continue long after the plan's completion.

Whole Trust Instructional Coaching Model Embedded

By embedding an instructional coaching model, we aim to enhance teaching practices further across the Trust, ensuring that all teachers engage in ongoing professional learning and support.

Year	2024	2025	2026	2027	2028
Actions	- Launch the instructional coaching model across Trust schools. - Train initial cohort of coaches in each school. - Develop clear operational guidelines for the coaching programme.	- Monitor and evaluate the effectiveness of coaching sessions. - Gather feedback from teachers on coaching impact. - Adjust coaching strategies based on feedback.	- Expand coaching to include peer observations and feedback sessions. - Develop resources for teachers to use during coaching. - Establish a community of practice for coaches.	- Review the impact of the coaching model on teaching quality. - Showcase successful coaching practice across Trust. - Engage in external evaluations to validate the coaching model.	- Ensure sustainability of the coaching model through ongoing training. - Develop a strategy for new staff induction into the coaching model. - Celebrate successes and share best practice across the Trust.
Success Criteria	- All schools have initiated the coaching model with trained coaches. - Teachers report increased engagement in professional development. - Initial feedback indicates positive	- Evidence of improved lesson quality as reported in evaluations. - Increased teacher confidence in implementing feedback from coaching. - Positive feedback from pupils	- Peer observations lead to enhanced collaboration among staff. - Resources developed are actively used by teachers. - Community of practice meetings are	- Significant improvements in teaching quality are evidenced through observations. - External evaluations confirm the effectiveness of the coaching model. - Successful practices are shared	- The coaching model is fully integrated into the Trust's professional development strategy. - New staff report feeling well-supported by the coaching programme. - Recognition of the Trust as a leader in instructional coaching.



	changes in teaching practice	regarding teaching quality.	well-attended and productive.	in Trust- wide meetings.	
--	------------------------------	-----------------------------	-------------------------------	--------------------------	--

2024 Impact

The initial launch of the instructional coaching model will establish a foundation for high-quality teaching across the Trust. By training coaches and developing operational guidelines, we will ensure that all staff have access to ongoing professional development that meets their needs.

2025 Impact

In the second year, we will focus on monitoring and evaluating the effectiveness of the coaching model. Feedback from teachers will guide adjustments, leading to improved lesson quality and increased confidence among staff in implementing strategies learned through coaching.

2026 Impact

By the third year, we will expand the coaching model to include peer observations and a community of practice. This will foster collaboration and enhance teaching practice, ensuring that all teachers are benefiting from shared experiences and resources.

2027 Impact

The fourth year will see a thorough review of the coaching model's impact on teaching quality. Successful practice will be showcased across the Trust, and external evaluations will validate our approach, reinforcing the importance of instructional coaching.

2028 Impact

By the final year of this plan, the instructional coaching model will be fully integrated into our Trust's professional development strategy. New staff will receive comprehensive induction into the coaching model, and the Trust will be recognised for its leadership in instructional coaching, contributing to sustained improvements in teaching and learning outcomes.

Administration and Management Systems

This priority emphasises maximising the availability of useful information and its effective utilisation to support trust activities and strategic development. By enhancing these systems, the Trust and schools can ensure that data is used effectively to inform teaching and learning, thereby addressing the identified areas for improvement.

Year	2024	2025	2026	2027	2028
Actions	- Launch Arbor across all schools - Train staff on Arbor functionalities - Establish clear protocols for data entry and management	- Monitor and evaluate Arbor usage - Gather feedback from staff and pupils - Adjust training and support based on feedback	- Implement additional features based on needs assessment - Develop a comprehensive training manual for staff - Conduct regular data audits	- Review the effectiveness of data management systems - Update systems and processes based on evaluation - Ensure alignment with curriculum changes	- Prepare a report on the impact of data management improvements - Share best practice across the trust - Plan for the next phase of system upgrades
Success Criteria	- Arbor is fully operational in all schools - Staff report increased confidence in using Arbor - Consistent data entry protocols established	- Positive feedback from staff on usability - Increased accuracy in data reporting - Identification of areas needing improvement	- New features are actively used by staff - Training manual is comprehensive and accessible - Data audits show improved accuracy and completeness	- Systems are streamlined and effective - Staff report high satisfaction with data management - Curriculum alignment is evident in data usage	- Comprehensive report highlights improvements in data usage - Best practice shared and implemented across the trust - Clear plan for future enhancements established



2024 Impact

In 2024, the successful launch of Arbor across all schools will establish a unified data management system, leading to improved data accuracy and accessibility. Staff will feel more confident in using the system, resulting in consistent data entry protocols.

2025 Impact

By 2025, monitoring and evaluation will ensure that Arbor is effectively meeting the needs of staff and pupils. Feedback will guide adjustments, leading to increased accuracy in data reporting and the identification of areas for further improvement.

2026 Impact

In 2026, the implementation of additional features and the development of a comprehensive training manual will enhance the usability of Arbor. Regular data audits will show significant improvements in data accuracy, supporting informed decision-making across the trust.

2027 Impact

By 2027, the review of data management systems will ensure that they are streamlined and effective, with staff reporting high satisfaction. The alignment of data usage with curriculum changes will further enhance teaching and learning outcomes.

2028 Impact

In 2028, a comprehensive report will highlight the positive impact of improved data management systems on educational outcomes. Best practice will be shared across the trust, ensuring that all schools benefit from the enhancements. Planning for future upgrades will position the trust for continued growth and success.

Estates / Capital Investment - Environment and Community

This priority aligns closely with the school's vision of "Together we grow great schools" and its values of Opportunity, Achievement, and Kindness. By focusing on reducing carbon emissions and saving energy, the trust can create a sustainable environment that supports pupils' learning and well-being.

Year	Year 1 (2024)	Year 2 (2025)	Year 3 (2026)	Year 4 (2027)	Year 5 (2028)
Actions	- Develop a climate action plan - Identify sustainable practice and energy management systems - Conduct an audit of current energy usage	- Implement sustainable practice, including recycling and energy-saving initiatives - Install solar panels and EV chargers where feasible - Begin food waste management programmes	- Review and assess the impact of implemented practice - Engage pupils and staff in sustainability education - Monitor and report on energy savings and carbon footprint reduction	- Solidify sustainable practice as part of school culture - Share best practice with other schools and the community - Evaluate the effectiveness of initiatives and make adjustments	- Embed sustainability across all school operations - Celebrate successes and share outcomes with the wider community - Plan for future sustainability initiatives based on data collected
Success Criteria	- Climate action plan completed and approved - Energy consumption baseline established - Initial staff and pupil awareness of sustainability	- Reduction in energy usage by 10% - Installation of at least 2 solar panels and 2 EV chargers - Positive feedback from staff and pupils on sustainability initiatives	- 50% of pupils actively participate in sustainability programmes - Documented energy savings and reduced carbon footprint - Increased staff engagement in	- Sustainable practices are integrated into daily school life - Positive community feedback on school sustainability efforts - Data shows	- Significant reduction in carbon emissions (target: 25% from baseline) - Recognition as a sustainable school within the community - Ongoing commitment to

	practices		sustainability education	continuous improvement in energy savings	environmental education and practices
--	-----------	--	--------------------------	--	---------------------------------------

Year 1 Impact

In the first year, the trust will establish a strong foundation for sustainability through the development of a climate action plan and the identification of sustainable practice. This groundwork will foster initial awareness among staff and pupils, setting the stage for future initiatives.

Year 2 Impact

By the end of Year 2, the trust will have begun implementing tangible sustainability initiatives, such as solar panel installations and waste management programmes. Initial energy savings will be documented, and engagement from the school community will increase, creating a culture of sustainability.

Year 3 Impact

In Year 3, the focus will shift to evaluating the impact of implemented practice. The trust will see significant participation from pupils in sustainability programmes, and documented energy savings will reflect the effectiveness of these initiatives. This year will solidify the trust's commitment to environmental education.

Year 4 Impact

Year 4 will emphasise embedding sustainability into the schools' culture. The trust will share its successes with the community and continue to monitor and improve its sustainability practice. This will enhance the school's reputation as a leader in environmental stewardship.

Year 5 Impact

By Year 5, the trust aims to achieve a significant reduction in carbon emissions and recognition as sustainable schools. The



commitment to sustainability will be evident in all operations, and the trust will serve as a model for other institutions, ensuring that environmental education remains a priority.

Estates / Capital Investment - Estate Management

By focusing on this priority, we can enhance the overall learning experience for pupils, support staff morale, and ensure compliance with safety and educational standards.

Year	2024	2025	2026	2027	2028
Actions	- Conduct an audit of current estate conditions. - Develop a comprehensive estate management plan. - Identify immediate safety and maintenance needs.	- Begin implementing maintenance schedule based on audit findings. - Allocate budget for urgent repairs. - Engage stakeholders in the estate improvement process.	- Review and assess the impact of maintenance actions taken. - Plan for long-term capital investments based on needs identified in the audit.	- Implement capital projects identified in the previous year. - Monitor and evaluate the effectiveness of improvements on teaching and learning.	- Conduct a comprehensive review of estate management practice. - Share best practice and outcomes with other schools within the Trust.

Success Criteria	- Audit completed and documented. - Estate management plan approved by leadership. - Urgent safety issues addressed within the year.	- Maintenance schedule established and followed. - Stakeholder feedback indicates increased satisfaction with estate conditions. - Budget for repairs successfully allocated and utilised.	- Evidence of improved learning environments noted in feedback from staff and pupils. - Long-term capital investment plan developed. - Increased engagement from stakeholders in estate management.	- Capital projects completed on time and within budget. - Positive impact on teaching and learning metrics observed. - Increased staff and pupil satisfaction with the learning environment.	- Comprehensive review completed with actionable insights. - Best practices documented and shared across the Trust. - Continuous improvement plan established for ongoing estate management.
-------------------------	--	--	---	--	--

2024 Impact

In 2024, the focus will be on establishing a baseline for the estate's current state through audits and planning. By the end of the year, a comprehensive estate management plan will be in place, ensuring that immediate safety concerns are addressed and setting the foundation for future improvements.

2025 Impact

By 2025, the implementation of a maintenance schedule will lead to enhanced satisfaction among staff and pupils regarding the estate's condition. The proactive engagement of stakeholders will foster a collaborative environment, ensuring that the estate management plan is effectively executed and that urgent repairs are completed.



2026 Impact

In 2026, the review of maintenance actions will provide insights into the effectiveness of the estate management strategies. The development of a long-term capital investment plan will ensure that future improvements are aligned with the needs identified in previous audits, ultimately enhancing the learning environment.

2027 Impact

By 2027, successful completion of capital projects will directly contribute to improved teaching and learning experiences. Feedback will indicate a positive shift in staff and pupil satisfaction, demonstrating the tangible benefits of effective estate management.

2028 Impact

In the final year, a comprehensive review of estate management practice will allow for the identification of best practice and areas for ongoing improvement. Sharing these insights across the Trust will foster a culture of continuous enhancement, ensuring that the estate remains a supportive and inspiring environment for all pupils.

Finance - Effective and Efficient Use of Resources

The strategic aim to enhance financial efficiency and resource allocation is aligned to OAKs vision of "Together we grow great schools" emphasising collaboration and growth, making it essential for financial strategies to support these objectives. By ensuring effective resource management, the trust can maintain and further develop high educational standards.

Year	2024	2025	2026	2027	2028
Actions	- Establish a vision for next chapter of centralised finance team - Develop a phased organisational chart - Implement standard financial reporting systems - Ensure compliance with new procurement regulations	- Embed financial reporting across all schools - Conduct quarterly financial reviews - Provide training on financial literacy for school leaders	- Evaluate financial performance and resource allocation - Identify areas for cost savings and reinvestment - Begin procurement strategy for efficiency	- Review and refine financial strategies based on performance data - Implement best practices across all schools - Updated centralised finance team established	- Finalise an updated long-term financial strategy - Evaluate the effectiveness of resource deployment - Share successful practice across the Trust

Success Criteria	- Central finance team vision established - Clear organisational structure documented - Standard reporting systems in use across Trust - Compliance with procurement regulations achieved	- 100% compliance with financial reporting - Positive feedback from schools on financial literacy training - Initial cost savings identified and reinvested	- Clear financial targets set for each school - Evidence of improved resource allocation - Savings reinvested into educational resources	- Best practices documented and shared - Increased collaboration among schools on financial matters - Updated centralised finance team in place and working efficiently to support schools.	- Updated Long-term financial strategy in place - Continuous improvement in resource deployment - Recognition of effective practice by external stakeholders
-------------------------	--	---	--	---	--

2024 Impact

Increased clarity in financial operations sets the groundwork for effective resource management. The next steps developing centralised finance team will provide consistent support and oversight, leading to improved financial performance across the Trust. The implementation of best practice and compliance with procurement regulations will foster a culture of collaboration among schools.

2025 Impact

As financial reporting becomes embedded, schools will demonstrate enhanced financial literacy and accountability. The identification of cost savings will allow for reinvestment in educational resources, directly benefiting pupil outcomes.

2026 Impact

With clear financial targets and improved resource allocation, schools will experience greater efficiency in operations. This will create a more sustainable financial model that supports ongoing educational excellence and addresses areas for improvement highlighted in the OFSTED report.



2027 Impact

Collaboration will enhance the overall financial health of the Trust, ensuring that resources are effectively utilised to support pupil learning. The centralisation of the finance team optimises the use of resources.

2028 Impact

By finalising an updated long-term financial strategy, the Trust will be well-positioned for future growth and sustainability. The sharing of successful practice will further enhance the quality of education across all schools, ensuring that they continue to thrive in a competitive landscape.

Finance - Structure and Systems

This priority aligns with the school improvement priorities by focusing on the effective and efficient use of resources, particularly in finance. By updating the centralised finance team with a new vision, the trust can ensure consistent reporting and better resource allocation, which will support the schools in addressing identified areas for improvement.

Year	2024	2025	2026	2027	2028
Action	- Establish the vision of next steps for the central finance team. - Develop a phased structure for financial reporting - Train school finance staff on new systems	- Implement standardised financial reporting templates across all schools. - Conduct quarterly financial reviews. - Begin recruitment for additional finance staff as needed. - Finance team structure adapted to the model which permits expansion and supports current needs.	- Review and refine financial processes based on feedback. - Ensure all schools are aligned with national PTR/PTA ratios. - Develop a long-term financial strategy.	- Embed financial planning processes into school improvement planning. - Assess the impact of financial changes on school operations. - Begin preparation for additional new schools joining the trust.	- Evaluate the effectiveness of the central finance structure - Share best practice across schools - Ensure sustainability of financial practices and staffing

Success Criteria	- Central finance team vision in place - Clear reporting lines and accountability defined - Training completed for all finance staff	- 100% compliance with standardised reporting templates - Quarterly reviews show improved financial literacy among staff - Recruitment plan for finance staff with timescales completed aligned to anticipated growth - Finance team able to support new schools joining the Trust	- All schools demonstrate improved financial performance - Financial decisions are data informed and strategic	- Financial processes are integrated into school improvement plans - Positive feedback from schools on the central team's financial support - Preparedness for new schools joining evaluated	- Central finance structure is recognised as best practice - Schools demonstrate improved financial efficiency - Sustainability of practices confirmed by audit - Updated long term financial strategy confirmed by Board of Trustees.
------------------	--	---	---	--	---

2024 Impact

The establishment of a central finance team next steps vision will provide a cohesive approach to financial management across the trust. This will ensure that all schools have access to consistent financial reporting and support, thereby enhancing their capacity to make informed decisions.

2025 Impact

With standardised financial reporting templates in place, schools will be able to monitor their financial health more effectively. This will lead to improved financial literacy and accountability, enabling staff to manage resources efficiently and align with national standards. Finance team able to support new schools brought into the trust.



2026 Impact

By this year, schools will have fully integrated financial planning into their improvement strategies. This alignment will ensure that financial decisions support educational outcomes

2027 Impact

The trust will have a robust financial framework that supports its growth and the onboarding of new schools. The updated central finance team will be in place subject to growth and seen as a valuable resource, enhancing the overall operational capacity of the trust.

2028 Impact

By the end of this period, the central finance structure will be recognised as best practice within the sector. Schools will demonstrate high levels of financial efficiency, contributing to a sustainable model that supports ongoing educational excellence across the trust.

HR - Central Functions - Strategy and Compliance Across Trust and Schools

This priority aligns closely with the need for a clear understanding of the workforce and an embedded HR strategy supports the growth and HR needs of schools effectively. Leadership, clarity in roles, and support for staff are all critical for maintaining high morale and effective operations. By focusing on HR strategy and compliance, we can ensure that the trust is well-equipped to lead and support schools in enhancing their educational provision and meeting the diverse needs of pupils.

Year	2024	2025	2026	2027	2028
Actions	- Conduct an HR audit across the trust - Establish clear HR reporting structures - Engage with headteachers to clarify roles and responsibilities	- Develop and implement centralised HR strategy - Provide training on compliance and reporting - Monitor HR practices across schools - Ensure absence management processes are effective	- Review and refine HR processes based on feedback - Implement a centralised HR management system - Conduct regular HR training sessions	- Evaluate the effectiveness of HR strategy - Adjust strategy based on school needs and growth - Ensure compliance with new regulations	- Share best practices across schools - Celebrate successes in HR management - Prepare for further growth and expansion

Success Criteria	- HR audit completed - Reporting structures established - Clear roles communicated to all staff	- Centralised HR strategy in place - Training sessions conducted - Consistent HR practices observed across schools - Absence rates are in line or lower than benchmarks	- Improved HR processes and systems Increased staff satisfaction with HR support - Regular training sessions attended by staff	- Positive feedback from schools on HR effectiveness - Adjustments made to strategy based on evaluations - Compliance maintained across all schools	- Best practices documented and shared - Recognition of HR successes - Preparedness for future growth ensured
-------------------------	---	--	---	---	---

2024 Impact

In the first year, the focus will be on establishing a clear HR framework that aligns with the trust's vision. By conducting an HR audit and clarifying roles, we will lay the groundwork for effective HR management, ensuring that all staff understand their responsibilities and the support available to them.

2025 Impact

The second year will see the implementation of a centralised HR strategy. Training sessions will enhance compliance and reporting practices, leading to a more cohesive approach across schools. Success will be measured by consistent HR practice and improved staff morale. Absence rates are reducing where necessary.

2026 Impact

In the third year, we will refine HR processes based on feedback, ensuring that they meet the evolving needs of the trust. A centralised HR management system will enhance efficiency, and regular training will foster a culture of continuous improvement.



2027 Impact

By the fourth year, the effectiveness of the HR strategy will be evaluated, with adjustments made to address any gaps. Positive feedback from schools will indicate that the HR function is effectively supporting their needs, ensuring compliance and promoting a positive work environment.

2028 Impact

In the final year, best practice will be documented and shared across the trust, celebrating successes in HR management. The trust will be well-prepared for future growth, with a robust HR framework that supports all schools in their mission to provide high- quality education.

HR - People Engagement and Development

This priority aligns closely with the school improvement priorities and a clear focus on career pathways and professional development can enhance staff commitment and effectiveness. The strategic plan aims to create a structured approach to staff development, ensuring that all colleagues have access to clear career pathways, which will ultimately contribute to improved outcomes for pupils.

Year	Year 1 (2024)	Year 2 (2025)	Year 3 (2026)	Year 4 (2027)	Year 5 (2028)
Actions	- Launch the Career Pathways initiative - Develop and distribute career pathway resources - Conduct staff survey to assess needs	- Implement feedback from the staff survey - Establish mentoring programmes - Review and refine the career pathways based on feedback	- Evaluate the effectiveness of career pathways - Provide targeted professional development workshops - Introduce recognition programmes for staff achievements	- Expand career pathways to include leadership roles - Develop partnerships with external training providers - Conduct mid-term evaluations of programme	- Conduct a comprehensive review of career pathways initiative - Celebrate successes and share best practice - Plan for future enhancements based on feedback

Success Criteria	- Career pathways resources are available and used by staff - Increased awareness of career opportunities amongst staff - Initial feedback indicates staff feel supported	- Staff report improved satisfaction with career development opportunities - Increased participation in mentoring opportunities - Positive feedback from staff on the relevance of performance development	- At least 75% of staff report that career pathways have positively impacted their professional growth - Increased engagement in professional development workshops	- Leadership roles are filled from within the school - Positive feedback from staff on partnerships with external providers - Improvement in staff retention rates	- Comprehensive review indicates a successful implementation of career pathways - Recognition programmes are well received - Recommendations for future improvements are documented
-------------------------	---	--	--	--	---

Year 1 Impact

In Year 1, the focus will be on launching the Career Pathways initiative, which will provide clear resources and support for staff. Success will be measured by the availability and usage of these resources, as well as initial feedback indicating that staff feel more aware of their career opportunities.

Year 2 Impact

By Year 2, the feedback from the staff survey will lead to improved career development initiatives, including mentoring programmes. Success will be indicated by increased staff satisfaction and participation rates in these programmes, demonstrating a commitment to professional growth.

Year 3 Impact

In Year 3, the effectiveness of the career pathways will be evaluated, with targeted professional development workshops introduced based on the evaluation. Success will be measured by staff engagement in these workshops and the positive impact on their professional growth.



Year 4 Impact

By Year 4, the expansion of career pathways to include leadership roles will enhance internal talent development. Success will be indicated by positive feedback on partnerships with external training providers and improved staff retention rates.

Year 5 Impact

In the final year, a comprehensive review will assess the overall success of the Career Pathways initiative. Celebrating successes and documenting recommendations for future enhancements will ensure that the programme continues to evolve and meet the needs of staff, ultimately benefiting pupil outcomes and school improvement.

HR - Schools

This priority aligns with the school improvement priorities by focusing on enhancing in-school functions to improve policy application and ensuring alignment with all OAK schools. By doing so, we will foster a more cohesive environment across the Trust and improve overall educational outcomes for pupils.

Year	2024	2025	2026	2027	2028
Actions	- Launch HR policy review across schools - Develop a shared understanding of HR policies - Conduct training sessions for school leaders on policy application	- Implement feedback mechanisms for policy adherence - Monitor policy application across schools - Create a central repository of best practice	- Evaluate the effectiveness of policy application - Adjust policies based on feedback - Conduct additional training as needed	- Share success stories and best practice - Standardise successful policies across all schools - Begin planning for future policy enhancements	- Review the overall impact of HR policies - Conduct a comprehensive evaluation of policy application - Celebrate successes and identify areas for further development

Success Criteria	- All schools have a clear policy framework - Increased awareness among staff about HR policies - Initial feedback from training sessions is positive	- Evidence of improved policy adherence in all schools - Central repository is actively used by staff - Positive feedback from school leaders on monitoring process	- Clear data showing improved policy application - Adjusted policies are effectively communicated - Increased staff confidence in applying policies	- Consistent application of successful policies across schools - Increased collaboration among schools on HR practices - Positive feedback from staff on shared practices	- Comprehensive evaluation shows significant improvement in policy application - All schools report high levels of understanding and adherence to HR policies - Clear plan for ongoing development is established
-------------------------	---	---	---	---	---

2024 Impact

In the first year, the focus will be on launching the HR policy review and developing a shared understanding among all schools. This will lay the groundwork for improved policy application and set a strong foundation for future actions. Initial feedback from training sessions will indicate the level of understanding and engagement from staff.

2025 Impact

By the second year, we expect to see evidence of improved policy adherence across schools. The implementation of feedback mechanisms will allow for ongoing adjustments to policies, ensuring they are relevant and effective. The central repository of best practice will facilitate collaboration and support among schools.

2026 Impact

In the third year, the effectiveness of policy application will be evaluated, leading to necessary adjustments based on collected feedback. This will enhance the relevance and effectiveness of policies, while additional training will further empower staff.



2027 Impact

By the fourth year, successful policies will be standardised across all schools, promoting consistency and collaboration. Sharing of success stories will encourage a culture of continuous improvement and innovation in policy application.

2028 Impact

In the final year, a comprehensive evaluation will demonstrate significant improvement in policy application across the Trust. All schools will report a high level of understanding and adherence to HR policies, and a clear plan for ongoing development will be established to sustain progress.

IT Infrastructure - Enables Schools to Launch Digital Transformation Programme

This priority aligns with the school improvement priorities by addressing the need for effective resource deployment and ensuring that all schools within the OAK Multi Academy Trust can leverage technology to enhance pedagogy. By focusing on IT infrastructure, we can support the delivery of a robust curriculum and improve the overall educational experience for pupils. The digital transformation will facilitate better teaching practice, enable personalised learning, and ensure that the school remains competitive in a rapidly evolving educational landscape.

Year	2024	2025	2026	2027	2028
Actions	- Conduct an audit of current IT systems and infrastructure. - Establish partnerships with external IT providers. - Develop a timeline for implementing the FRONTIERS programme across all schools.	- Train staff on the use of new technologies and digital tools. - Implement the FRONTIERS programme in pilot schools. - Gather feedback from early adopters to refine processes.	- Roll out the FRONTIERS programme to all schools. - Ensure ongoing IT support and maintenance. - Monitor and evaluate the effectiveness of the programme.	- Review the impact of the FRONTIERS programme on teaching and learning. - Identify areas for further development and improvement. - Plan for future upgrades and expansions of IT infrastructure.	- Embed digital transformation across all schools. - Showcase successful practices and innovations. - Evaluate the overall impact on pupil outcomes and engagement.

Success Criteria	- Audit report completed and shared with stakeholders. - Partnerships established with at least two IT providers. - Timeline for FRONTIERS - Implementation approved.	- 75% of staff trained on new technologies. - Initial feedback from pilot schools indicates positive engagement. - Adjustments made based on feedback.	- All schools fully engaged in the FRONTIERS programme. - Positive feedback from staff and pupils regarding technology use. - Increased student engagement in lessons.	- Comprehensive review report indicating improved teaching practices. - Action plan developed for identified areas of improvement. - Budget allocated for future IT enhancements.	- Digital transformation fully integrated into school culture. - Best practices documented and shared across the Trust. - Evaluation shows improved pupil outcomes in digital literacy.
-------------------------	--	--	--	---	---

2024 Impact

The initial audit and establishment of partnerships will lay a solid foundation for the digital transformation. By the end of the year, schools will have a clear understanding of their current capabilities and the necessary steps to enhance their IT infrastructure.

2025 Impact

Training and pilot implementations will ensure that staff are equipped and confident in using new technologies. Positive feedback from early adopters will guide adjustments, ensuring that the programme meets the needs of all schools.

2026 Impact

With the full rollout of the FRONTIERS programme, all schools will experience enhanced teaching and learning through effective use of technology. Increased engagement among pupils will be evident, setting the stage for further improvements.



2027 Impact

The review of the FRONTIERS programme will provide insights into its effectiveness, allowing for targeted improvements. This year will focus on refining practice and ensuring that the digital infrastructure supports the evolving educational landscape.

2028 Impact

By embedding digital transformation, the Trust will foster a culture of innovation and continuous improvement. The success stories and best practice shared will not only enhance pupil outcomes but also position OAK Multi Academy Trust as a leader in educational technology integration.

Procurement Strategy and Compliance

This priority aligns with the school improvement priorities by ensuring that resources are utilised effectively and compliance with procurement regulations is achieved. This is essential for maintaining financial health and enabling reinvestment in educational quality. The Trust's vision of "Together we grow great schools" supports a collaborative approach to improving procurement processes, ensuring all schools within the trust benefit from shared resources and best practices.

Year	2024	2025	2026	2027	2028
Actions	- Establish a centralised procurement strategy. - Train staff on compliance with the new Procurement Act. - Create a clear list of all contracts and commitments across the Trust.	- Implement category management plans for consolidated purchasing. - Monitor compliance and efficiency of procurement processes. - Begin quarterly reviews of procurement effectiveness.	- Evaluate and consolidate key contracts to leverage buying power. - Develop a long-range plan for contract renewals. - Train staff on best practice in procurement.	- Conduct a comprehensive review of procurement systems and processes. - Adjust procurement strategy based on feedback and performance metrics. - Explore opportunities for further cost savings.	- Embed a culture of compliance and efficiency in procurement across all schools. - Share best practice and successes with all stakeholders. - Prepare for future growth and new school integrations.

Success Criteria	- Compliance with the new Procurement Act is achieved. - Centralised procurement strategy is documented and implemented. - All contracts are clearly listed and accessible.	- Savings of X% in non-staff costs through consolidated purchasing. - Staff report increased satisfaction with procurement processes. - Quarterly reviews indicate improved efficiency.	- At least X% of contracts consolidated, resulting in cost savings. - Staff demonstrate improved understanding of procurement best practice. - Positive feedback from schools on procurement support.	- Procurement strategy is refined based on comprehensive review. - Documented evidence of cost savings and efficiency improvements. - All schools report alignment with procurement best practice.	- A culture of compliance and efficiency is established. - Best practice is shared and implemented across the Trust. - Readiness for future growth and integration of new schools.
-------------------------	---	---	---	--	--

2024 Impact

By the end of 2024, the Trust will have established a centralised procurement strategy that complies with the new Procurement Act. Staff will be trained, and all contracts will be documented, providing a clear foundation for effective resource management.

2025 Impact

In 2025, the focus will shift to implementing category management plans, leading to significant cost savings and improved procurement efficiency. Staff will report increased satisfaction with processes, and quarterly reviews will show measurable improvements.

2026 Impact

By 2026, key contracts will be consolidated, enhancing buying power and further reducing costs. Staff will exhibit a strong understanding of procurement best practice, and schools will provide positive feedback on the procurement support received.



2027 Impact

In 2027, a comprehensive review of procurement processes will lead to refinements in the strategy based on documented evidence of cost savings. Schools will report alignment with best practice, indicating a mature procurement culture.

2028 Impact

By 2028, the Trust will have embedded a culture of compliance and efficiency in procurement, with best practice shared across all schools. The Trust will be well-prepared for future growth, ensuring that new schools can seamlessly integrate into the established procurement framework.