



Ad Meliora Academy Trust

Strategic Plan 2025-2028

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1. Introduction

In keeping with our Trust vision, the Trust has sought at all time to select themes, objectives and activities that are 'towards better futures for all' which we aspire to. We are single-minded in our pursuit of excellence.

Through a robust cycle of audit and review, we know our strengths and what needs to be done to improve those areas that are less secure. Some of our key priorities, for example setting and maintaining a sustainable budget, will not feature on this plan. Other priorities will take place exclusively at an academy level, and will therefore be found in our academies' improvement plans. The strategic plan aims to represent new activities and developments and as such, existing commitments are not featured.

2. Context

Our current position:

- We are a small Trust in Norfolk with assets valued at £13,654,827.
- We currently have 3 academies, 2 of which are in King's Lynn and 1 in the Fakenham area.
- We have 118 employees and 759 pupils.
- Our communities are diverse in terms of location and the makeup of ethnicities in each academy.
- Our estate features a range of building, from old to a recently built.

3. Recent highlights

The previous Strategic Plan (2021-2025) saw the following key achievements:

- Inspection outcomes - all academies within the Trust have been judged as good by OFSTED.
- Growth of the Trust - the Trust has set up and established a specialist resource base for Social, Emotional and Mental Health. We welcomed our first tranche of pupils into the base in January 2025.
- Academic outcomes - the end of Key Stage 2 academic outcomes have improved year on year. 2024 published data is well above the National Average at 72% combined. The Trust was the highest performing Trust in Norfolk for 2023 and 2024
- Financial stability – in a climate where school and Trust finances are tight, the Trust is in a strong financial position with a 3-year sustainable budget and healthy reserves.

4. Statement on growth

In the previous strategic plan (2021-25), it was stated that the Trust wishes to increase the academies within the Trust by one academy each year, increasing to a total of 5 academies.

Whilst the Trust anticipates, and has the capabilities for, additional growth from ‘sponsor’ and ‘converter’ schools, it has decided not to place a specific number in this plan – as growth is neither a ‘goal’ or ‘target’ in itself. The Trust will grow as and when schools that have an alignment with our vision and values determine that it is in the interests of their communities to work with us, and we in turn believe that we can be of value to the school.

The growth of the Trust must not impact on the current pupils and communities that we serve. As an organisation that is viable and vibrant, growth is not a necessary contingent for our future.

It is our commitment that we will only grow to a point at which we can still ‘know’ our academies and they know us. This relates to quality of relationship – a depth of understanding that we would argue sets us apart from many. These two principles will be ever-present in our considerations.

5. Financial management strategy

To maintain financial viability, the Trust has set a financial management strategy that comprises of 6 parts: -

- To set and maintain a balanced budget with annual income balancing annual expenditure.
- To use any in-year surplus to support academy projects.
- To balance the current needs of the academy with future needs by setting a realistic and informed 3-year forecast budget.
- To maintain reserves that include 1.5 months salary costs and 1.5 months operational costs and are less than 20% annual income.
- To maintain a small Trust Central team so that the majority of the funds is spent at an academy level.
- To take timely action to address expenditure that is incompatible with what the academy/Trust budget can afford.

6. Our Mission and Vision

Our Mission

To run a financially sustainable, high performing Trust with a long-term future that is rooted in current thinking and has the capabilities to respond to emerging needs and growth.

Our Mission provides Trust leaders with a clear direction and purpose for the organisation. It helps to guide our decision making, ensure alignment among staff, and communicate our goals and values to the Trust and wider community.

‘Being financially stable’. It is crucial that we manage money well as we are an independent charitable organisation, responsible for the financial health and well-being of our academies. We are funded directly from the government, and therefore bear the responsibility for ensuring funds are used effectively and sustainably to improve education. Good financial management is crucial for maintaining reserves, avoiding deficits, and investing in the front-line services to improve education.

Being high-performing’ - one of our key functions is to drive educational improvement and offer a model for effective academy governance and resource allocation. We play a key role in improving outcomes for all pupils. A high-performing trust is seen as more sustainable and can attract better leadership and talent.

‘Rooted in current thinking’. It is imperative that we are aware of current thinking in education to ensure our academies provide high-quality, effective, and relevant learning experiences for our pupils. This awareness helps our academy leaders to adapt their strategies, curriculum, and teaching methods to best meet the evolving needs of learners in a changing world.

Our Vision

Ad Meliora – ‘towards better things’ – to give pupils the skills to embrace learning, achieve their personal best, and build emotional, social, digital, and physical well-being.

We harness educational technology to enrich learning, remove barriers, and prepare pupils for a rapidly evolving world.

Academy trusts need a vision to provide a shared purpose and direction for all academies within the trust, ensuring alignment in decision-making and a common sense of aims. A clear vision helps us to focus on our core purpose of providing high quality and effective education for pupils. In doing this, we strive to improve academy performance, foster a collaborative culture among our staff and leaders and guide growth.

7. Keys to our success – our 9 core values

The Trust core values guide our operations, create a shared sense of purpose, and ensure consistency across all academies within the trust. These values help define the Trust's ethos, shape the behaviour of staff and pupils, and contribute to a positive learning environment. They also serve as a benchmark for evaluation and improvement, allowing the Trust to monitor progress towards our goals.

Respect and inclusion – We respect one another’s right to safety, dignity, and access. All pupils are welcome in our Trust. We use technology to support inclusion, enhance communication, and work in partnership with others to meet the diverse needs of our pupils.

Compassion and kindness – We care for one another, are concerned about the suffering of others, and take action to make a better world. We use digital tools to stay connected, support well-being, and ensure no one feels left behind.

Cooperation – We want everyone to learn and succeed — this requires teamwork, compromise, and shared responsibility. Technology helps us collaborate across classrooms, schools, and communities, strengthening our collective success.

High Expectations and excellence – We hold high expectations for ourselves and our pupils. We strive for excellence in our curriculum and use innovative educational technology to expand learning possibilities and enhance outcomes.

Integrity - We are honest and guided by a clear moral compass. We teach and model responsible digital behaviour so that pupils become safe, ethical, and thoughtful users of technology

Restorative – We take responsibility for our actions and put things right when something has gone wrong.

Courage – We boldly face challenges and support each other through difficult moments in learning and life. We embrace new technologies with confidence and curiosity, encouraging pupils and staff to try, experiment, and grow.

Appreciation – We show appreciation for one another whenever possible and celebrate achievements across our Trust. Technology enables us to share successes widely and recognise the contributions of pupils, staff, and communities.

Reflective and embrace change – We reflect on our practice and are not afraid of change. We see change — including technological innovation — as an opportunity to create a better self, a stronger Trust, and a fairer society.

8. Strategic Objectives:

The Trust has chosen 5 key objectives: -

Objective 1: Continue to improve pupil academic outcomes across all academies within the Trust so that end of year outcomes remain at or above national averages by:

- Ensuring the academy curriculum is fit for purpose and meeting the range of needs within the academy cohorts.
- Ensuring assessment is appropriate, timely and robust and informs next step teaching.
- Timely targeted interventions and support are put in place as required. Support is monitored, evaluated and changed as appropriate.
- Ensuring that there is robust monitoring, evaluation and review of the quality of teaching, learning, assessment and support.
- Leaders give constructive feedback and follow up activity to ensure guidance and advice to acted upon.
- Provision and outcomes are regularly analysed by Trust leaders.

Objective 2: To improve efficiency and sustainability by optimising resource allocation and reducing environmental impact by:

- Environmental stewardship - reducing the Trust's carbon footprint, conserving resources like energy and water and increasing biodiversity across the estate.
- Social equity - promoting inclusivity and respect for diversity.
- Economic responsibility - making responsible choices about purchasing and consumption
- Education for Sustainable Development (ESD) – equipping pupils with the knowledge, skills, and values needed to address global challenges and promote sustainable lifestyles.
- Sustainable practices - reducing waste generation, increasing reuse and recycling, and minimizing landfill waste.

Objective 3: To maintain the buildings to a high standard, ensuring a safe learning environment, optimising energy use, and implementing a long-term plan for building maintenance and improvements by:

- Conducting regular building condition surveys to identify potential issues.
- Prioritising maintenance to extend asset lifespan.
- Monitoring energy consumption and maintenance costs to identify areas for improvement.
- Ensuring compliance with maintenance schedules to extend the lifespan of assets and minimise unexpected repairs.
- Developing a long-term plan for the development/improvement of the estate, considering future needs and priorities.

Objective 4: To raise neurodiversity awareness in order to foster inclusivity, understanding, and empathy for pupils and staff who learn and interact differently by:

- Educating pupils and staff about the concept of neurodiversity.
- Promoting positive attitudes towards neurodivergent individuals.
- Develop a sense of empathy for the experiences of neurodivergent pupils, including their struggles and their triumphs.
- Create a safe and supportive classrooms and academy environments where neurodivergent pupils feel comfortable, can access the resources they need, and can thrive academically while embracing their unique strengths.
- Challenging stereotypes and biases surrounding neurodiversity, emphasising that differences are not deficits.

Objective 5: To integrate digital tools and platforms to improve pupils’ experiences, support teachers and optimise educational systems by:

- Enhancing learning experiences – establishing personalised learning, providing pupils with access to more engaging and interactive learning materials.
- Improving efficiency – using digital tools to automate administrative tasks, streamline communication and improve overall efficiency within the Trust.
- Increasing accessibility – through online learning platforms and digital resources
- Data-driven decision making – using data analytics to help teachers to understand pupil performance, identify areas of improvement, and make more informed decisions about teaching and learning.
- Innovation in teaching methods – adoption of new and innovative teaching methods, such as virtual reality, augmented reality, and AI-powered learning tools.
- Professional development - training staff on how to effectively use digital tools and platforms

9. Key Performance Indicators (KPIs): Measurable metrics used to track progress towards the strategic objectives.

The following Key Performance Indicators are aligned with the priorities within the Strategic Plan: -

Category	Key Performance Indicator		How this will be measured
Educational Key Performance Indicators	KPI 1	Ofsted inspection outcomes to be at least good	Through external OFSTED inspection reports
	KPI 2	The percentage of pupils achieving the expected standard in Key Stages 2 assessments to be at least in line with national averages (academy) and above 70% (Trust).	Through published Key Stage 2 test outcomes
	KPI 3	Pupil attendance and persistent absence rates of all groups (including SEND) to be at least in line with National Averages	Through analysis of attendance data
	KPI 4	Learning environments are inclusive where all pupils, including those with SEND, can thrive.	Through Trust led monitoring and audit
	KPI 5	Staff have the skills and confidence to use technology effectively for teaching and administrative tasks.	Through IT team led monitoring

Estate management and sustainability Performance Indicators	KPI 6	Buildings and grounds meet safety, health, and accessibility regulations.	Through: - <ul style="list-style-type: none"> monthly review of the Trust maintenance and compliance schedules scrutiny of inspection reports audit completion schedule of remedial work
	KPI 7	Schedule of improvement work is completed within timeframes set out in the condition improvement plan.	Through termly review of plan
	KPI 8	Reduction of Kilowatt-hours (kWh) of electricity and gas used (LPG) to achieve an operation rating of C or below.	Through: - <ul style="list-style-type: none"> monthly monitoring of utilities annual analysis of the Display Energy Certificate
	KPI 9	<ul style="list-style-type: none"> Sustainable practices are embedded at Trust level such as: - <ul style="list-style-type: none"> increase in sustainable purchasing and buying habits recycling energy conservation sustainable transportation cost/environmental savings 	Through Trust led monitoring and audit

The following Key Performance Indicators are additional to the Strategic Plan:

Category	Key Performance Indicator		How this will be measured
Financial Key Performance Indicators	KPI 10	For actual expenditure to be in line with expected expenditure. For any variation in income to be reviewed at Budget Revisions 1, 2 and 3 and adjustments made to expenditure to reflect actual level of income.	Through monthly budget monitoring and termly revisions.
	KPI 11	For Trust reserves to be no higher than 20% of annual income	Through monthly budget monitoring and termly revisions.
	KPI 12	Trust and audit reports evidence financial stability and compliance.	Through budget revisions and the external annual audit
	KPI 13	Pupil numbers remain at least consistent across the Trust	Through half termly analysis of numbers on roll
	KPI 14	Staffing costs as a percentage are within parameters of 70-75% of total recurring income.	Through review at termly revisions
Workforce Key Performance Indicators	KPI 15	Staff absences are kept to a minimum and at least in line with national averages or better.	Through analysis of monthly absence data
	KPI 16	Staff surveys to evidence staff satisfaction with their roles, working conditions, and overall experience within the trust.	Through a Trust led annual survey

	KPI 17	Staff turnover rate to be less than 10% - high retention indicates a positive work environment and effective support for staff.	Through analysis is leaver information
Stakeholder Key Performance Indicators	KPI 18	Parent and carer surveys show satisfaction for the following key measures: - <ul style="list-style-type: none"> • % of responses • communication • pupils are safe and happy at school • pupil progress in their learning • Whether they would recommend us to other parents and carers. 	Through Academy Committee parent and carer surveys
	KPI 19	Pupil surveys show satisfaction for the following key measures: - <ul style="list-style-type: none"> • Are they safe and happy at school? • Do they know who to go to if they are worried or have a problem • Do they get the help they need in their learning? • Are they making good progress 	Through Academy Committee pupil surveys
Governance Key Performance Indicators	KPI 20	At all tiers of governance, board members have the necessary knowledge to fulfil their duties effectively: - <ul style="list-style-type: none"> • understanding the educational setting, • financial knowledge (Directors), • promoting the vision and values • holding leaders accountable. 	Through a self-review audit

10. Implementation Plan: A detailed plan outlining the steps needed to achieve the strategic objectives, including timelines, resources, and responsibilities.

OBJECTIVES		2025/26	2026/27	2027/28
<p>Objective 1: To continue to improve pupil academic outcomes across all academies within the Trust so that end of year outcomes remain at or above national averages</p>	ACTIONS	<ul style="list-style-type: none"> Academy leaders to undertake a review of curriculum subjects. Identify strengths and next steps. Leaders to establish and refine a good quality, broad and effective curriculum to meet the needs of the community and cohorts. Leaders to monitor and evaluate the quality of teaching and learning. Training and CPD to be put in place in response to monitoring outcomes. Guidance, coaching and advice to be acted upon. Assessment and testing are established at 3 key points within the academic year. Data is analysed at a group and pupil level Targeted interventions and support are put in place for any pupil falling behind. Support is monitored, evaluated and changed as required. Pupil progress meetings are held half termly to review data outcomes and plan next steps. 		
	OUTCOMES	<ul style="list-style-type: none"> CEO and Academy Committee monitoring shows that the curriculum is fit for purpose and enabling pupils to acquire the knowledge and skills required to achieve age related expectations The percentage of pupils achieving the expected standard in Key Stages 2 assessments to be at 73%+ combined and above national averages. OFSTED judgements to remain at good or above. 	<ul style="list-style-type: none"> CEO and Academy Committee monitoring shows that the curriculum is evolving in response to new thinking and monitoring outcomes. The percentage of pupils achieving the expected standard in Key Stages 2 assessments to be at 75%+ combined and above national averages. OFSTED judgements to remain at good or above. 	<ul style="list-style-type: none"> The percentage of pupils achieving the expected standard in Key Stages 2 assessments to be at 77%+ combined and above national averages. OFSTED judgements to remain at good or above.

<p>Objective 2: To improve efficiency and sustainability by optimising resource allocation and reducing environmental impact</p>	<p>ACTIONS</p>	<ul style="list-style-type: none"> • Trust Central team audit to identify aspects of the Trust’s work that could be done in a more sustainable way: - <ul style="list-style-type: none"> ○ Purchasing – choosing energy-efficient and sustainable products/appliances ○ Use of paper ○ Communication ○ Use of reusable products ○ Single use plastics • Address issues raised e.g: - <ul style="list-style-type: none"> ○ Sustainable products are purchased wherever possible ○ Sustainable purchasing is chosen (bulk purchasing and not one-off Amazon ordering) ○ Recycled paper is purchased and usage is minimized ○ Communication is electronic wherever possible ○ Single use plastics are avoided • Write a sustainability policy • Write a procurement/acquisition of resources policy • Upgrade to energy efficient lighting (LED) at Blenheim Park • Implement recycling programs at a Trust and academy level. • Establish clear rules for staff on how to conserve energy (turning off 	<ul style="list-style-type: none"> • Seek out partnerships with businesses that support sustainability initiatives. • Provide training for staff on sustainability best practices and how to promote sustainability within the school. • Incorporate sustainability education into the curriculum, teaching pupils about environmental issues and sustainable practices. • Work with Aspens to reduce food waste • Prioritise sustainable materials and building design for any new improvement work. • Create eco-friendly spaces across the Trust – utilise native plants and sustainable landscaping practices to reduce water consumption and promote biodiversity • Encourage walking, cycling and public transport usage in all academies. 	<ul style="list-style-type: none"> • Investigate renewable energy sources like solar panels at Reffley and Blenheim Park. • Hold zero-waste events, minimising packaging and promoting reusable options. • Collaborate with local organisations and community members to support sustainability efforts. • Implement water-saving measures, such as low-flow fixtures and rainwater harvesting. • Encourage composting of food scraps and grounds waste to create nutrient-rich soil for school gardens and landscaping.
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OBJECTIVES		2025/26	2026/27	2027/28
		<p>equipment when not in use, minimising printing)</p> <ul style="list-style-type: none"> Track expenses related to utilities, maintenance, and cleaning, measured on a per square meter basis. Conduct regular energy audits to identify areas where energy consumption can be reduced. Engage pupils in gardening clubs, eco-committees, and recycling campaigns. 		
	OUTCOMES	<ul style="list-style-type: none"> Sustainable practices are embedded at Trust level such as: - <ul style="list-style-type: none"> increase in sustainable purchasing and buying habits recycling energy conservation sustainable transportation A 25%+ increase in sustainable products purchased. A 5% reduction in expenses related to utilities, maintenance, and cleaning, measured on a per square meter basis. Establishing 1 area per academy as a designated green space to promote biodiversity 	<ul style="list-style-type: none"> Kilowatt-hours (kWh) of electricity and gas (LPG) used is reduced to achieve an operation rating of C or below. A 35%+ increase in sustainable products purchased. A 10% reduction in expenses related to utilities, maintenance, and cleaning, measured on a per square meter basis. Establishing 2 green space areas to promote biodiversity in and around academy grounds Pupils have the knowledge, skills, and values needed to address environmental, social, and economic challenges. 	<ul style="list-style-type: none"> A 50%+ increase in sustainable products purchased. A 15% reduction in expenses related to utilities, maintenance, and cleaning, measured on a per square meter basis. Establishing 3 green space areas to promote biodiversity in and around academy grounds CIF application for solar panels at Reffley and Blenheim Park.

OBJECTIVES		2025/26	2026/27	2027/28
<p>Objective 3: To maintain the buildings to a high standard, ensuring a safe learning environment, optimising energy use, and implementing a long-term plan for building maintenance and improvements</p>	ACTIONS	<ul style="list-style-type: none"> • To create a priority action plan from the Estate Condition surveys • Use surplus Trust reserves to address the issues identified as the highest priority. • Continue to monitor schedule of compliance and maintenance work to ensure that it is up to date. • Improve the speed at which defects are addressed at Reffley to prevent further damage and ensure the safety and comfort of pupils and staff. • Review all contracts and contractors used to ensure best value for money and efficiency. • Termly monitoring of energy consumption – identify efficiencies and implement. 	<ul style="list-style-type: none"> • Budget for and address the cost of medium-term priorities as identified in the Estate Condition plan. • Continue to monitor schedule of compliance and maintenance work to ensure that it is up to date. • Termly monitoring of energy consumption – identify efficiencies and implement. 	<ul style="list-style-type: none"> • Budget for and address the long-term priorities as identified in the Estate Condition plan. • Continue to monitor schedule of compliance and maintenance work to ensure that it is up to date. • Termly monitoring of energy consumption – identify efficiencies and implement.
	OUTCOMES	<ul style="list-style-type: none"> • Buildings and grounds meet safety, health, and accessibility regulations. • Highest priorities from the Estate Condition Plan are completed. • Best value contractors and contracts are in place with regular reviews. 	<ul style="list-style-type: none"> • Buildings and grounds meet safety, health, and accessibility regulations. • Y2 priorities from the Estate Condition Plan are completed. • Best value contractors and contracts are in place with regular reviews. 	<ul style="list-style-type: none"> • Buildings and grounds meet safety, health, and accessibility regulations. • Y3 priorities from the Estate Condition Plan are completed. • Best value contractors and contracts are in place with regular reviews.

<p>Objective 4: To raise neurodiversity awareness in order to foster inclusivity, understanding, and empathy for pupils and staff who learn and interact differently</p>	<p>ACTIONS</p>	<ul style="list-style-type: none"> • Run staff training on neurodiversity to ensure all adults have the knowledge and skills to support neurodivergent pupils. • In line with best practice, adapt classroom settings and teaching methods to accommodate the needs of neurodivergent learners (providing visual supports, clear, concise language, sensory-friendly spaces, flexible learning options). • Provide differentiated teaching and support to meet the needs of neurodivergent pupils (individualised education programs or extended time for assessments). • Involve parents in discussions about neurodiversity and work together to support pupil’s learning and well-being. • Work to dismantle stereotypes and misconceptions about neurodivergent learners. • Create a universal offer document that identifies adaptations made in all classrooms • Incorporate neurodiversity into the curriculum, showcasing the accomplishments of neurodivergent individuals in various fields. 	<ul style="list-style-type: none"> • Promote inclusive policies that support neurodivergent pupils, such as universal design for learning (UDL) and inclusive assessment practices. • Undertake an inclusion audit (pupil) • Run training for Directors, Academy Committee members and leaders to equip them with the knowledge and skills to effectively support neurodivergent employees, including communication strategies, conflict resolution, and understanding different needs. • Review of all work spaces to ensure they are physically and mentally accessible for neurodivergent employees (quiet areas, flexible seating, accommodations for sensory sensitivities). • Where practicable, offer flexible hours, remote work options, and other customised arrangements to accommodate individual needs and preferences. 	<ul style="list-style-type: none"> • Organise events and activities to raise awareness about neurodiversity, such as Neurodiversity Celebration Week. • Review recruitment processes to ensure they are inclusive and accessible to neurodivergent candidates, including adjusting assessments and interview formats. • Provide access to assistive technology like speech-to-text software, dual screens, and noise-cancelling headphones to enhance concentration and reduce sensory overload for neurodivergent employees. • Undertake an inclusion audit (staff)
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OBJECTIVES		2025/26	2026/27	2027/28
	OUTCOMES	<ul style="list-style-type: none"> • Staff are aware of neurodiverse learners and their needs. • Classrooms are neurodivergent friendly. • Early identification and individualised support are in place for neurodivergent pupils • Pupil voice evidences needs are being met and pupils' voices are heard. 	<ul style="list-style-type: none"> • Leaders are aware of the needs of neurodiverse staff • The Trust is neurodivergent friendly. • Individualised support is in place for neurodivergent staff • Staff voice evidences needs are being met and voices are heard. 	<p>The Trust is inclusive of all neurodivergent staff and pupils with appropriate support and adaptations in place to meet individual needs.</p>

<p>Objective 5: To integrate digital tools and platforms to improve pupils' experiences, support teachers and optimise educational systems</p>	<p>ACTIONS</p>	<p>Trust IT team project:</p> <ul style="list-style-type: none"> • Undertake a Trust wide audit of basic IT skills. • Devise an upskill CPD programme targeted at individual areas of weakness. • Undertake an academy skills audit of teaching the IT curriculum. • Devise an upskill CPD programme targeted at individual gaps. • Audit teaching of digital safeguarding particularly in giving pupils the skills to be resilient and respectful in their digital activity at school and home. • Use outcome to plan next steps <p>Strategic IT projects:</p> <ul style="list-style-type: none"> • Revise vision and values to include educational technology • Write an education technology strategy and policy which includes: <ul style="list-style-type: none"> ○ information management ○ roles and responsibilities ○ copyright ○ safe communication ○ online technologies ○ digital systems used ○ disposal of redundant IT equipment • Ensure the strategy is available on the websites 	<p>Trust IT team project</p> <ul style="list-style-type: none"> • Establish an on-going EdTech CPD programme to upskill staff in the latest developments • Establish a team of pupils who have the role of digital leaders/champions in the academy • Websites to: - <ul style="list-style-type: none"> ○ Include digital safeguarding ○ provide current, engaging and informative information to a range of stakeholders <p>Strategic IT projects</p> <ul style="list-style-type: none"> • Review the vision and strategy in response to technological advances and updates on digital safeguarding. • Undertake an external review of: <ul style="list-style-type: none"> ○ the quality and impact of educational technology ○ the methods used for internal and external communications ○ views of stakeholders • Review and further develop systems to enable parents to comment and provide feedback on their children's learning • Undertake an audit to assess the environmental impact of existing IT equipment 	<p>Trust IT team project</p> <ul style="list-style-type: none"> • Review annual reports to parents in relation to children's progress in education technology: are the annual reports providing sufficient accurate information • Gather pupil voice on what pupils think of the teaching they receive for education technology • Hold a series of digital safety sessions for parents and the wider community • Provide visitors with a statement on digital safeguarding • Issue parental surveys to capture stakeholder views on the teaching and learning outcomes for education technology • Review of the use of blogs and other teacher-led links to current learning • Review and check that social media conforms to all current safeguarding processes <p>Strategic IT projects</p> <ul style="list-style-type: none"> • Commission an external review on the quality of education technology teaching in the school
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OBJECTIVES		2025/26	2026/27	2027/28
		<ul style="list-style-type: none"> • Appoint an Academy Committee member for educational technology • Educational technology is part of the annual Academy Committee monitoring schedule. • Headteacher reports make specific reference to digital safeguarding, how it is monitored and how e-safety issues are being addressed 	<ul style="list-style-type: none"> • Produce a 3-year budgeted action plan and review schedule for future IT development 	
	OUTCOMES	<ul style="list-style-type: none"> • Staff have the required skills to use the technology needed for their role. • Staff have the skills and confidence to deliver the IT curriculum effectively. • A reduction of digital safeguarding issues reported (home) • Clear EdTech Strategy is established, widely shared and understood. • Profile of EdTech is raised • To establish at least level 3 for all areas of NAACEMark 	<ul style="list-style-type: none"> • Staff have the skills and confidence to use up to date technologies and digital tools • The profile of digital safeguarding is raised and pupils are proactive in keeping themselves safe. • External review outcomes show that: - <ul style="list-style-type: none"> ○ Pupils are accessing a range of relevant interactive learning materials including tools that improve accessibility ○ Digital tools are used to improve efficiencies ○ Data tools are used to support decision making in analysing pupil data ○ VR, AR and AI tools are used effectively 	To establish at least level 2 for all areas of NAACEMark

11. Risk Management

The Trust has a risk management plan that identifies the key current risk that could impact the Trust's progress. The plan documents the identified risks, how each risk has been assessed and the actions in place to mitigate each risk. The plan is reviewed at least 3 times per year by the CEO and Risk and Audit committee. This plan is held on our compliance MI system – Risk Manager.

12. Central services

The Trust operates a small central team to enable as much funding as possible to be kept at an academy level. The following services are provided centrally to academies:

- Educational and academy improvement support through coaching, advice and monitoring
- Financial management
- Procurement
- HR support
- IT support
- Premises/estates management
- Governance management

The costs and charges for central services are detailed in the Trust Recharge Policy.

13. Governance

Governance of the Trust is set out in the Scheme of Delegation.

The Ad Meliora Academy Trust Members appoint Directors to ensure that the Trust's charitable objects are carried out. They are able to remove Directors if they fail to fulfil this responsibility. Members are responsible for approving any amendments made to the Trust's Articles of Association.

There are 7 Directors, including the CEO. The Trust Board is responsible for the three core governance functions set out in the Department for Education's (DfE) Governance Handbook:

- Ensuring clarity of vision, ethos, and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Overseeing the financial performance of the organisation and making sure its money is well spent.

The Trust Board appoint the Chief Executive Officer (CEO), to whom it delegates responsibility for delivery of the vision and strategy of the Trust. The CEO is held to account for the conduct and performance of the Trust, including the performance of the academies and for financial management.

The CEO manages the Trust Chief Finance Officer, Operations Manager and Governance Manager, carrying out their performance management and setting their targets.

The Trust Board has established Board Committees with delegated powers for Resources, Audit and Risk and a Pay Review Board. At least three Directors sit on each Board Committee, with each having clear, specific Terms of Reference.

At a local level, the Trust Board has established Academy Committees (AC), they are also a sub-committee of the Trust Board. Academy Committees have clear Terms of Reference detailing the committees'

composition, remit and meeting requirements. Academy Committee minutes are shared with the Trust Board and Chairs are invited to meet with the Trust Board annually.

The Academy Committees are responsible for: -

- The effectiveness of Safeguarding arrangements
- Academic standards
- The effectiveness of the curriculum
- The systems in place to support pupils' well-being
- The management of staff workload
- Community engagement

In the context of a MAT, the performance of every individual academy is ultimately the responsibility of the Board of Directors. The Board discharges this responsibility, primarily, through the function of the CEO and Trust Central Team, who themselves are responsible (to the Board) for the performance of the academy leadership. This is reinforced by the work of Academy Committees, which are formal subcommittees of the Board. They have a brief to review and challenge performance at the working level within their delegated responsibilities in each academy and Specialist Resource Base (SRB), independently of Trust management.

14. Review and Evaluation

The Strategic Plan is monitored and evaluated termly by the CEO and shared with Directors. It is a live document and changes/adjustments are made in response to the monitoring and evaluation, new information and best practice.