



Slough and East Berkshire CofE Multi Academy Trust Strategic Plan 2022-2027

Strategic Plan 2022 – 2027

Category:	Discretionary
Owner:	SEBMAT Directors
Created:	February 2022
Refreshed	June 2025
Ratified by Trustees/Directors	18th June 2025
Date for review:	2026-2027

Our Vision:

Slough and East Berkshire Church of England Multi Academy-Trust is an outward looking inclusive Trust, embedded in the local community, enabling all of God's children to thrive and live remarkable lives.

Core Principles/Values:

- We are a Christian based Trust with shared values that are inclusive of all faiths and none.
- We serve our local communities with strong community-driven local governing bodies (LGBs).
- Our schools are headteacher-run schools who use their expertise in teaching and learning to ensure a broad, balanced and high-quality curriculum.
- Localism is central to our size and growth, enabling the benefits of sharing staff, training and joint initiatives to be facilitated and celebrated.
- We recognise the benefits of work in collaborations with local partnerships and actively seek out these opportunities to deliver our educational and civic responsibilities.
- Financial security and prudent financial management are key to our schools being successful.
- The earned autonomy which headteachers and LGBs enjoy is underpinned by an on-going programme of support and challenge to school leaders.
- We recognise that our staff are our most precious resource

Our Key Strategic Priorities:

1. Exceptional Central Services – development of a core team, which meets the range of needs our schools have, is a key step in enabling our ambitions for growth to be realised.
2. Excellent education for all – supporting vulnerable students to be as successful as they can be, will drive trust-wide decision making and spending decisions.
3. Resources Management – we intend to maximise the gains made to improve the way in which we use technology both in the classroom and with staff in all roles.
4. Collaboration – we continually develop a menu of services and expertise which we can offer and share with local partnerships as part of our civic responsibility and as a window for potential new partners.
5. Growth – our ambition is to become a medium-sized multi-academy trust (MAT) of between 8-10 schools or 6000 pupils which operates for the mutual benefits of all children in Trust schools and delivers strategic advantage.
6. Workforce – The Trust will become an employer by choice, by offering a positive working environment including clear opportunities for professional development and career progression.

1: Exceptional Central Services which meet and exceed the range of needs in all our Trust schools

	What will we do?	What will success look like?
1	Core team development	- Central services independent of any individual school - Range of individual school needs met and exceeded through collaboration. - Ambition for growth realised through strategic advantage - To work with Schools outside the Trust - Improved links with key stakeholders such as the DfE, Regional Directors Office , Diocese and Local Authorities
2	Review central services each year	- SEBMAT services are high quality and provide value for money - Menu of services reviewed annually, with increased core offer funded through efficiencies across the schools - Other schools buy into our central services
3	Have an agreed set of policies regularly reviewed	- Eliminating unnecessary workload for headteachers and local governing bodies - Common and consistent practice across the schools in our Trust where appropriate - Policies consistently applied, ensuring equitability and fairness for all employees
4	Financially robust ensuring value for money	- Appropriate services procured centrally provide all schools with value for money and better quality of service - All schools effectively and efficiently supported with financial modelling and budgeting - A single accounting and finance system that allows simple consolidation, a single chart of accounts and actuarial advantages to be sourced - Transparent financial processes in which directors, LGBs and headteachers have confidence - Bench marking data provided to all our Trust schools support effective forward planning - Handbook for Academies is complied with and results in no irregularities - School leaders' and staff feedback on financial systems and processes is positive - Provision of training in financial processes to appropriate members of staff - All Trust schools report balanced budgets both in year and with projections unless part of a planned recovery
5	Expert estates guidance and support ensuring full compliance	- Detailed surveys for all schools when they join the Trust - Trust level - 5-year strategic building and premises plan for all schools generated ensuring the most effective use of capital funds - Trust schools clear about how and why funding priority decisions are made for the schools most in need - All schools fully compliant with Health and Safety requirements including an annual independent audit.

		• All schools supported by centrally organised training, ensuring value for money • Pool staff, where possible, so larger projects can be completed 'in house' to save money • All school premises safe, clean, hygienic with improved/enhanced appearance year on year • Trust wide service tendering enables reasonable efficiencies for all schools and ensures viability of provision for the smaller schools • Exceptional quality services for all schools, providing value for money
6	IT Common Platform Pooled Purchasing GDPR compliance	• Trust level - 5 year IT strategic plan and for each school • Efficient centralised IT support service for all schools in the Trust • Exceptional quality service for all schools in the Trust, providing value for money • Pooled purchasing of equipment, reducing costs • Effective commissioning of services and equipment • Data/information shared across schools in the Trust • No significant data breaches/referrals to the ICO • Trust schools' management of data is efficient, effective and compliant with GDPR requirements
7	HR Expert, efficient and effective HR support to all schools in the Trust	• Single HR provider identified by the Trust for all schools ensuring consistent, efficient and expert advice and support • Schools are supported by Trust HR advisor with respect to HR issues, including safer recruitment • Collaborative purchasing of HR recruitment packages ensure savings each year • Trust HR advisor to monitor compliance with respect to the Single Central Register (SCR), including independent audit for verification every two years • A central single HR platform to record holidays, sickness and performance.
8	Governance Provide expert guidance and support for all governance activities	• Compliance on governance matters across LGB's and the Trust • Drawing on the National Governance Association (NGA) for advice, support and training where appropriate to do so • Appropriate Continuing Professional Development (CPD) across all levels of governance across the Trust • Skills audit map skill set of all trustees so that all governors skilled in their area of responsibility • Recruitment/supply of suitable Members, Directors and LGB members across all levels of governance within the Trust • Periodic external review of governance demonstrates that governors are highly skilled and effective in their strategic role • LGBs 'Thinking Governance' Strategic Plan further enabling strategic effectiveness in holding senior leaders to account.

9	School Improvement	• Excellent CPD, coaching and mentoring • Peer to peer support, sharing high quality expertise and practice across our Trust schools • Broad, balanced and well sequenced curriculum provision which takes advantage of partnership and collaboration in all of our Trust schools leading to high pupil achievement • Working in an 'associate' capacity with individual schools outside of the Trust • Our Trust schools meet the needs and aspirations of the communities they serve • Systematic programme of school-to-school support in place • Focus on developing and embedding subject specific expertise of pedagogy, knowledge and skills, linked to our Trust key values and ethos • Annual external challenge by sector specialists
----------	--------------------	--

2: Inclusion – an excellent education for all pupils

	What will we do?	What will success look like?
1	Prioritise our most vulnerable pupils SEND/PP/CLA	• Children with Special Educational Needs and Disabilities are highly successful in our schools • Effective interventions and support for vulnerable pupils and their parents, utilising best practice and expertise across the schools in our Trust • Training and development opportunities for staff
2	Ensure that every pupil receives a broad, balanced and relevant curriculum	• All pupils access a broad and balanced curriculum that meets or exceeds the breadth of the National Curriculum • The curriculum provision on offer in all Trust schools is inclusive, aspirational and for everyone • Appropriate adaptations to curriculum provision enable all pupils, particularly SEND pupils to access new knowledge, learning and skills successfully • External reviews undertaken every two years by sector specialists to confirm no gaps to curriculum provision • Quality First teaching is the baseline expectation in all schools • Classroom teachers consistently deliver the expectations of the SEND Code of Practice • Curriculum provision is carefully sequenced and coherent in all subject areas across all Trust schools • Feedback from stakeholders and governor monitoring indicate that curriculum provision in Trust schools is engaging
3	Closely monitor standards in our Trust schools every term through our LGBs to ensure high quality	• School performance data indicates high outcomes for all groups of pupils, with a particular focus on SEND • The schools in our Trust are in the top 20% of all schools nationally for progress measures from prior starting point on entry to school. • The schools in our Trust have positive value-added data or are making rapid progress in closing the gap to national

	outcomes for all of our pupils	• The gap between disadvantaged pupils and non-disadvantaged pupils is less than national in our Trust schools • LGBs monitoring record indicates that all pupils are achieving ambitious outcomes in all of our Trust schools
4	Every pupil will be provided with equal access to opportunities regardless of their gender, nationality, SEND, ethnicity or religion	• Every pupil is given the same opportunity and access to a broad and balanced educational provision in all our Trust schools • We actively welcome and celebrate the diverse communities that the schools in our Trust serve • There is particular oversight of care experienced young people.
5	Regularly review the use of our Teaching Assistants	• Individual pupil needs are effectively met • Education, Health and Care Plan (EHCP) funding is appropriately and effectively targeted ensuring high outcomes for pupils and value for money • Pupils with SEND and EAL make excellent progress from prior starting points • Pupils are ready for their next stage of learning and beyond
6	Share examples of excellent practice and expertise across the schools in our Trust	• Partnership working groups across both primary and secondary phases provide a wealth of knowledge and expertise from age 3 to 18 years old • High quality, meaningful collaboration leads to innovative inclusive practice positively impacting high pupil outcomes • Office 365 Teams platform enables easy sharing of information and ideas and remote meetings.
7	Endeavour to provide every pupil with enrichment opportunities beyond the academic curriculum	• All pupils have access to a wide and rich range of extra-curricular opportunities • Pupils, with a particular emphasis on SEND pupils, are supported and encouraged to access these opportunities • All schools in our Trust provide a wide range of enrichment activities beyond the academic curriculum, including clubs, opportunities, visits, visitors and trips
8	Rigorous self-evaluation	• All schools in our Trust have an accurate picture of their strengths and areas for development • All schools in our Trust are rapidly addressing areas for development whilst sustaining current strengths • All schools in our Trust are actively involved in robust school improvement activities • Rigorous self-evaluation involves and is owned by all leaders, staff and governors within all schools in our Trust

3: Technology within the organisation – pupils, staff and the community

	What will we do?	What will success look like?
1	Maximise technological gains	• Office 365 carefully introduced with appropriate training to be welcoming, easy to use and accessible for the broad age ranges, abilities and audiences within our Trust schools • Office 365 platform effectively and efficiently used for the storing and sharing of information within and outside of our schools • Our platform allows for individual support through local and remote coaching and mentoring to meet individual needs and circumstances for both staff and pupils • Our platform gives access to a range of courses, blogs and updates and proactively assists the schools in our Trust to maximise the potential of the platform for each school's situation • Our platform allows expectations of pupils' learning with technology beyond school to be high and work to be exchanged that can easily be valued and celebrated using our system • Our system facilitates two-way constructive external feedback on digital work and can self-review confidently in different contexts online • New and further developed social media platforms ensure safe and effective two-way communication within and beyond the school, integrated effectively and safely within other more established means of communication. Pupil involvement ensures they learn to use them safely and responsibly • Within our platform a variety of apps and programs are in place which enable pupils to regularly present and share their digital work with others within and beyond individual schools • A robust system in place to check provision is good for families with little or no access to technology. This holistic provision should include devices, connectivity, filtering and monitoring and training. • Develop and cultivate parental/business involvement with strategy so they can support hardware and resourcing • In summary the Trust uses a range of high-quality online platforms to support staff development and training, teacher to pupil feedback, cross-Trust online collaboration and engagement with parents as well as ensuring access to IT for children across our schools.
2	Improve the way in which we use technology in the classroom	• Regular monitoring, research and dialogue with IT and curriculum providers identify and further develop pedagogical approaches that ensure computing stays current and relevant • Wide range of devices and different operating systems available for use across all aspects of the curriculum

		• Regular Trust-wide audit of hardware and resources effectively supports schools with gaps in financing and resourcing, regular and efficient sharing of equipment and expertise across our schools in the Trust • A range of assistive technology devices are available for pupils with SEND providing the educational support they need along with apps and programs that use emerging technology such as voice assistants • Audio/visual opportunities will be explored ensuring up to date and state of the art recording and editing equipment, software and apps available to maximise engagement in this area of computing • Computing is developed to provide a range of opportunities for creative and independent learning that extends pupils' capacity to learn within and beyond the school • Teaching and the curriculum are flexible enough and responds to pupils' future interests and development in areas such as gaming and coding to harness the enthusiasm and expertise gained outside of school • Science, Technology, Engineering and Mathematics (STEM) project-based learning activities provide pupils with the opportunity to collaboratively apply and consolidate their knowledge and understanding based on real-world applications • Girls will be particularly encouraged in the area of computing, given clear purpose for projects and focused accessible lessons designed to break down stereotypes of gender within computing using a range of positive role models within computing science in a global context • Mixed year groups and regular collaborative sessions between secondary and primary schools are available to enhance the experience of both and facilitate the rapid exchange of quality and focus learning and knowledge • Where desirable we outsource to external providers key areas of our development work.
3	Improve the way in which we use technology with staff	• All staff will be sufficiently trained in the use and potential of our digital platform • Our digital platform is purpose built and carefully tailored to be welcoming, easy to use and accessible for all our abilities and audiences • Our platform allows access to a range of courses, blogs and updates in addition proactively assists the school staff to maximise the potential of the platform for each situation • Our platform allows staff to seek individual support through local and remote coaching and mentoring to meet needs and circumstances

		• Staff regularly informed and trained as appropriate in the emergence of new innovative technologies, global trends, initiatives, and practices, including any associated risks • Training provides staff with the confidence and competence to engage in high-quality, effective and efficient use of technology • Staff well supported by outside expertise online learning, podcasts, live lessons and mentoring as appropriate • Staff feel encouraged and motivated to search out technological developments from publications, organisations, lead schools and education shows to inform and sustain innovative practice and disseminate how it can be used fully to improve the learning experience • Effective partnerships embedded for 'all through' provision improve the way we effectively use technology with staff • Local hub and lead schools used proactively to support all staff and to inform and inspire practical applications of computing. (i.e. Computing at Schools (CAS) lead schools)
--	--	--

4: Collaboration – Local Partnerships

	What will we do?	What will success look like?
1	Develop a menu of services and expertise	• Associate opportunities for individual schools outside of the Trust • SEBMAT services are high quality and provide value for money • Menu of services reviewed annually, with increased core offer funded through efficiencies across the schools • Other schools buy into our central services • Go-to Trust in local area or 'Trust of Choice'
2	Civic leadership/ responsibilities (Build a connected system with partnerships)	• Strong ties embedded within our geographical area • Collective leadership developed and embedded with other Trust leaders, the local community, Local Authority and other education providers such as the Diocese, Early Years and higher education. • Civic leadership results in a well-connected system and a place-based approach to life-long learning leading to improved educational outcomes for pupils within our community • Local communities feel supported through a better understanding of education and engage in collaborative partnerships to deliver better opportunities and experiences for our pupils • Effective, appropriate and well thought through partnerships lead to the growth of our Trust by design • For the local communities to be encouraged to participate in the governance of our schools across the Trust

		For the governing bodies to reflect the school communities they serve
3	Associate membership	- Strong ties embedded within our geographical area - Services and expertise shared with local partnerships in the spirit of civic responsibility 'Try before you buy' dimension/offer to the Trust's work in place - Effective, appropriate and well thought through partnerships lead to the growth of our Trust by design - Develop and embed local partnerships that will enhance our own development and the delivery of our vision
4	Apply for all available funding opportunities	- All schools in our Trust will seek to apply for at least one grant annually - Central resources will be enhanced to the benefit of all schools - Top slicing remains as low as possible with resources focused on the front end
5	Investigate ways to generate income	- More potential income generated into our Trust schools following successful bid/grant applications - School 'wrap around' care and clubs generate income into our Trust schools - All gift aid is claimed in all our Trust schools - Staff encouraged to be entrepreneurial where this is appropriate - Associate opportunities for individual schools outside of the Trust

5: Growth ambition

	What will we do?	What will success look like?
1	We will have a strategy for growth	- Medium-sized MAT between 8-10 schools or 6,000 pupils over the next 5 Year period - MAT schools operate within a proximity/radius of around 30 minutes travel time between schools - Conduct full due diligence on each school potentially joining the Trust - Careful consideration of future growth, either through the joining of existing schools, expansion or development of new schools depending on local need - Directors/trustees have complete awareness and information of any school potentially joining the Trust and appraised of the benefits
2	Carry out a full condition survey of any school joining SEBMAT	- Liaise with all appropriate authorities (Local Authority - LA/Diocese) to ensure health and safety - Directors/trustees have complete awareness and information of the condition of any school potentially joining the Trust
3	Create a financial model within the central services	Create clear and robust end of year forecasts for the school potentially joining the Trust

	before a school joins SEBMAT	- Schools joining the Trust will be expected to assimilate into the financial model for our Trust - Transparent impact of growth financially planned
4	Review our Central Services and Trust strategic structures before a school joins SEBMAT	- Exceptional high quality, excellent Central Services in all aspects, without exception maintained and sustained for all current schools within our Trust - Appropriate, well planned for and timely additions of new staff appointed to the central team/structure and strong succession planning - Central Services and Trust structure, exceptional, high quality and fit for purpose, maintaining and sustaining school improvement through better and improved pupil outcomes - Headteachers and LGB feedback is positive - Effective, appropriate and well thought through partnerships lead to the growth of our Trust by design

6.: Workforce Development

	What will we do?	What will success look like?
1	SEBMAT to become an "Employer of choice"	- Development of a Trust wide culture which recognises our staff as our most important resource. - Opportunity for staff to realise professional ambition through access to clear career pathways and a high- quality training and development offer. - An environment which offers a high degree of support and challenge leading to positive performance outcomes. - An offer which includes monitoring and coaching for all staff where requested.
2	A quality work environment	- We aim to offer a high-quality, modern and safe working environment. - Making available high-quality tools for the trade such as I.T and other technical aids to support learning so staff can be the best they can be. - Promote a family friendly work environment and one which recognises diversity in all its forms. - Recognise that staff require extra support at times due to the natural rhythm of life cycles within the context of a "children first" endeavour.
3	A Trust which supports the wellbeing of our staff.	- Create and maintain a strategy for staff wellbeing. - An environment which recognises and supports individuals when experiencing difficulties, to support at work. - A culture which supports people to be at their "brilliant best" and contributes to their mental health. - To develop a feeling of being trusted at work giving confidence to innovate at work. - To be recognised for achievements at work. - Good data derived for the teacher well-being index.

		• Retain the Trust –wide staff well-being advisory group.
4	A strong and stable workforce	• A strong recruitment and retention strategy which leads to confident, competent and stable workforce • An environment which provides for our future through detailed succession planning and a “Grow your own” culture. • Development of a Trust USP and a clear brand which attracts high quality personnel to “hard to recruit to” positions. • A strategy for managing change which is reasonable and proportionate to primary activity.
5	A range of performance and reward initiatives	• Support staff in achieving their performance objectives by offering access to training and professional development opportunities, aligning with both personal career goals and school improvement plans. • Conduct annual performance appraisals for all staff, ensuring clear communication of expectations and achievements and use them to identify professional development needs. • Encourage a culture of continuous feedback, where line managers and peers can provide constructive insights to support ongoing professional growth. • Conduct regular salary reviews to ensure competitive and fair remuneration for all staff. • Implement incentive programs that reward exceptional performance, innovation, and contributions to school projects that enhance pupil outcomes. • Recognise staff achievements through non-monetary rewards such as public recognition in staff meetings, newsletters, or awards ceremonies. • Provide opportunities for career advancement and additional responsibilities to staff who consistently demonstrate high performance and leadership potential.