ETHOS ACADEMY TRUST

2026-2029

Strategy to **Deliver Excellence**









Our Strategic Pillars

Pillar 01

Deliver an **EXCELLENT** educational experience for all pupils, while being a specialist in all aspects of SEND.

Pillar 02

Deliver **EXCELLENT** wellbeing, inclusion, and safeguarding practices across the Trust for all students and staff.

Pillar 03

Provide **EXCELLENT** Trust-Wide leadership, Operational/Financial strategy and sustainability.

Pillar 04

Operate as a collaborative and **EXCELLENT** Trust community, open to all growth and opportunities.

Pillar 05

Leverage **EXCELLENT** Digital Technology to transform learning and operations, allowing our organisation to thrive.

Pillar 01

Deliver an EXCELLENT educational experience for all pupils, while being a specialist in all aspects of SEND.

Why this is important

Providing an excellent education for all pupils, while being a SEND specialist, ensures every child thrives academically, socially, and emotionally. Pupils in special schools and alternative provision deserve the same high expectations, quality, and equity as their peers.

Robust assessment and data systems drive evidence-informed decisions and measurable progress. A broad, balanced curriculum, personalised careers guidance, and clear post-16 pathways raise aspirations and prepare pupils for meaningful adulthood. Carefully planned transitions, inclusive enrichment, and leadership opportunities foster stability, belonging, and holistic development.

Pupil and parent voice must guide personalisation, ensuring provision is responsive and empowering. Trauma-informed approaches and specialist support promote wellbeing and readiness to learn. Staff require focused, context-sensitive CPD to deliver outstanding teaching and support. Targeted, project-based school improvement work ensures sustained impact across the Trust.







How we will meet this pillar

Strategic Leadership and Vision
Leaders will champion inclusive education, promoting high standards and embedding ambition across all communities. Strategic leadership will ensure excellence, opportunity, and success for every pupil.

Assessment and Data
Robust assessment systems will provide reliable, comparable measures of academic and social-emotional progress. Baseline assessments will guide personalised support, with outcomes benchmarked against national and comparable AP/Special settings. An evidence-informed approach will celebrate progress, identify trends, and prompt timely interventions while maintaining high aspirations.

Curriculum and Qualifications
The curriculum will be broad, balanced, and responsive, yet flexible to reflect pupils' strengths and aspirations. Equitable access to qualifications, particularly for SEND and SEMH pupils, will be prioritised. Pupils will engage in enrichment, leadership, and social activities to build confidence, self-esteem, and belonging.

Teaching and Learning
Teaching quality will be consistent through shared frameworks, peer review, and structured quality assurance. Leaders will engage in professional dialogue, reflective practice, and evidence-based improvement. Research-informed, adaptive pedagogy for SEND learners will ensure high-quality learning in every classroom, every day.

Careers and Transitions
A Trust-wide careers strategy, aligned with the Gatsby Benchmarks, will provide age-appropriate guidance and exposure to diverse pathways. Transition planning will support smooth progression post-16 and between schools, ensuring continuity, confidence, and success for all pupils.

CPD and Staff Development
A strategic CPD programme will develop expertise in high-quality practice and inclusive approaches within SEND and AP contexts. Recruitment will target skilled, reflective practitioners aligned with the Trust's vision. Appraisal targets will focus on teaching excellence, inclusion, and pupil outcomes, ensuring professional growth drives organisational improvement.

School Improvement
A project-based model will address priority areas with clear actions, outcomes, and accountability. Plans will be shared with stakeholders, while professional networks will disseminate innovation and best practice. Improvement will be driven by shared learning and collective commitment to excellence.

We will:

Implement project-based school improvement plans that address school-specific priorities and are informed by internal data and external validation.

Indicators of Success

- ≥90% of staff report feeling well supported by the school improvement process.
- ≥90% of school improvement projects show measurable impact on internal progress data.
- Self-evaluation judgements externally validated as accurate in 100% of schools.

Embed inclusive practice and ensure all staff are trained and confident in meeting diverse needs, tracking pupil progress and wellbeing through effective pathways and early intervention.

Indicators of Success

- Evidence of inclusive practice and improved pupil survey outcomes.
- 100% of teaching staff complete SEND-focused CPD; staff confidence improves.
- Pupil pathways identify needs early; SEND pupils achieve in line with peers.

Map, refine, and standardise curriculum design to ensure breadth, balance, inclusivity, and alignment across all schools.

Indicators of Success

- Curriculum frameworks in 100% of schools reflect breadth, balance, and inclusivity.
- External reviews confirm curriculum quality in all academies within two years.
- Pupils achieve a wider range of qualifications, with ≥90% post-16 progression into education, training, or employment.

Establish consistent accreditation and qualification pathways across KS4 and ensure equitable access for all pupils.

Indicators of Success

- 100% of KS4 pupils access appropriate qualifications/ accreditation.
- Pupils capable of higher-level achievement attain qualifications ≥5% above national average.

We will:

Develop a proactive safeguarding culture underpinned by consistent systems, strong leadership, and comprehensive training for all staff.

Indicators of Success

- 100% of schools use the centralised Trust data system for consistent progress measures.
- All pupils have a valid baseline assessment within six weeks of entry.
- Reliable data informs improvement planning and curriculum design in ≥90% of schools.

Deliver a phased, Trust-wide CPD programme focused on assessment literacy, adaptive teaching, curriculum design for SEND, behaviour/SEMH strategies, and careers education.

Indicators of Success

- Staff surveys show ≥85% of teachers report increased confidence and expertise in SEND/AP pedagogy.
- Improvement in pupil outcomes, attendance, and behaviour by ≥10% year-on-year.
- Clear evidence of CPD impact through QA and appraisal processes in ≥90% of participants.

Ensure schools have access to high-quality teaching frameworks and consistent QA tools, supported by the School Improvement Team.

Indicators of Success

- Teaching and learning quality improves year-on-year as evidenced by Trust QA cycles and external validation, with ≥80% of lessons rated strong or impactful
- Targeted teaching models implemented effectively in 100% of schools identified with higher support needs.

Centralise key budgets for CPD, assessment, and enrichment to guarantee equal access to excellence across all schools.

Indicators of Success

- 100% of schools have equitable access to centralised services and opportunities.
- Consistent standards in CPD and pupil experience maintained in all Trust schools.

We will:

Develop and implement a comprehensive Trust-wide transition framework, ensuring consistency in induction, "through school" experiences, and reintegration to mainstream where appropriate.

Indicators of Success

- ≥90% of pupils and parents report positive transition and induction experiences.
- Reintegration and retention rates into mainstream increase by ≥10% year-on-year (where appropriate).

Create a Trust-wide careers and post-16 strategy, aligned with the Gatsby Benchmarks and adapted for SEND/AP contexts.

Indicators of Success

- 100% of schools deliver careers programmes aligned to Gatsby Benchmarks.
- Year-on-year increase of ≥5% in pupils progressing to sustained post-16 education, training, or employment.

Publish and embed a Trust-wide SEND strategy, ensuring early identification, inclusive teaching, and strong leadership.

Indicators of Success

- Improved outcomes for SEND pupils (progress, attendance, reduced suspensions) by ≥10% year-on-year.
- 100% of pupils have early and accurate identification of needs with evidence-based interventions.
- Consistent staff training in SEND strategies and inclusive practice across all schools.
- Collaborative culture across schools with shared tools and data used by ≥90% of staff.

Expand pupil leadership, enrichment, and participation opportunities across all settings.

Indicators of Success

- Increased participation in enrichment and leadership programmes by ≥20%.
- Measurable improvements in pupil confidence, wellbeing, and sense of belonging (via surveys & attendance).
- Evidence of improved social and emotional development in ≥80% of pupils.

We will:

Strengthen stakeholder engagement for pupils and parents/ carers, ensuring meaningful feedback and partnership in decision-making.

Indicators of Success

- High levels of satisfaction and trust from families (≥85% positive feedback).
- Evidence of school improvement actions in response to pupil and parent feedback in all schools.
- Effective school councils established in 100% of schools, influencing local priorities, and feeding into the Trust-wide council.

Showcase innovation and best practice in SEND/AP education at local, regional, and national levels.

Indicators of Success

- Trust recognised externally (e.g., Ofsted, external awards etc) as a leader in inclusive and specialist education.
- Staff contribute to sector-wide improvement through research, conferences, and partnerships, with ≥50% of schools submitting case studies or sharing practice annually.

Pillar 02

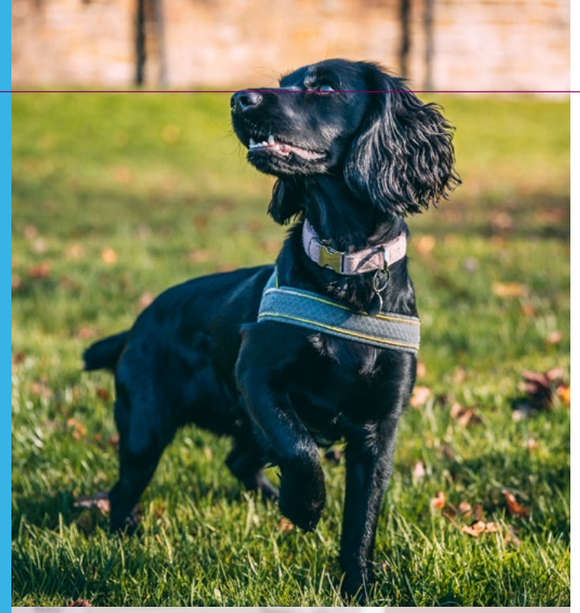
Deliver **EXCELLENT** wellbeing, inclusion, and safeguarding practices across the Trust for all students and staff.

Why this is important

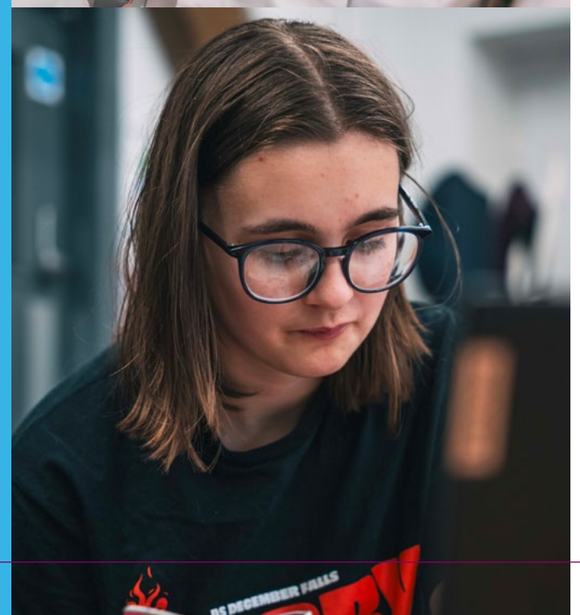
Effective safeguarding, wellbeing, and inclusion are essential to ensure all pupils and staff can thrive. Safeguarding must be both proactive and reactive, addressing risks early and responding swiftly to complex issues such as exploitation, mental health, and family trauma.

Supporting staff through an inclusive, positive workplace boosts morale, resilience, and effectiveness, while proactive support for SEND and Alternative Provision pupils ensures equity, readiness to learn, and long-term success. Providing safe, nurturing environments, therapeutic support, and enriching experiences strengthens resilience, social skills, and life chances, improves attendance and engagement, and fosters strong relationships with families and staff.

This reflects our moral and statutory duty to safeguard and nurture every child and staff member.







How we will meet this pillar

Strategic Leadership
The Trust will implement a clear inclusion, wellbeing, and safeguarding strategy, with a central lead and designated academy leads. Trustees will receive regular reports, ensuring transparency, accountability, and statutory compliance. Leadership will foster a culture where staff feel safe, respected, and empowered, embedding wellbeing and inclusion in daily practice.

Staff Development
Ongoing CPD in safeguarding, trauma-informed practice, mental health, and SEMH strategies will build staff confidence and expertise. Peer learning, supervision, and coaching will support reflection, resilience, and early intervention for pupil needs.

Staff Celebration
Ongoing programme of staff awards and recognition of achievement or service. Ensuring staff feel valued and retention is boosted through the celebration of commitment.

Inclusion and SEND
Inclusive education will be embedded through evidence-based practice, SEND training, curriculum adaptation, and strong external partnerships. Attendance, engagement, and attainment will be monitored to ensure equitable outcomes. Flexible policies will support staff inclusion and wellbeing. Continuing of designation across all settings will ensure that we are best equipped to meet the needs of all.

Safeguarding
A Trust-wide safeguarding framework, early help pathways, and data-informed monitoring will ensure timely intervention. Staff will receive advanced training, supported by multi-agency partnerships to manage complex cases and emerging risks.

Wellbeing and Personal Development
All settings will be safe, inclusive, and supportive, offering therapeutic, mindfulness, and mental health services. PSHE and RSE curricula will teach safety, risk management, and healthy relationships. Pupils will access enriching experiences, while staff wellbeing initiatives will ensure sustainable workloads and support.

Partnerships and Frameworks
Monitoring frameworks, external partnerships, and family engagement will support pupil safety and inclusion. Staff voice will shape policies and practice, fostering collective responsibility and collaboration across the Trust.

We will:

Embed inclusive practice and ensure all staff are trained and confident in meeting diverse needs, tracking pupil progress and wellbeing through effective pathways and early intervention.

Indicators of Success

- Evidence of inclusive practice and improved pupil survey outcomes.
- 100% of teaching staff complete SEND-focused CPD; staff confidence improves.
- Pupil pathways identify needs early; SEND pupils achieve in line with peers.

Develop a proactive safeguarding culture underpinned by consistent systems, strong leadership, and comprehensive training for all staff.

Indicators of Success

- 100% of staff complete mandatory safeguarding training.
- Safeguarding audits show compliance and timely responses.
- Early concerns are identified and managed; repeat incidents decrease.
- External audits confirm high standards and compliance with statutory duties (e.g. KCSIE).

Create safe, enriching environments that support pupils' emotional, social, and academic development, with staff skilled in trauma-informed and inclusive approaches.

Indicators of Success

- 100% of student-facing staff trained in trauma-informed approaches.
- Improved attendance, engagement, and reduced behaviour/SEMH incidents.
- Enrichment participation and pupil surveys show increased confidence and sense of belonging.

Foster a culture where staff feel valued, supported, and able to thrive through inclusive practice, flexible working, wellbeing support, and clear communication.

Indicators of Success

- Annual staff survey exceeds 80% response rate with improved scores on feeling valued, respected, and heard.
- Increased uptake of flexible working/wellbeing initiatives; reduced stress-related absence.
- Career development opportunities accessed and applied; diversity of staff improves.

We will:

Staff training and development are prioritised, ensuring individual needs, aspirations, and career progression are met.

Indicators of Success

- Staff survey shows high satisfaction with training, development, and feeling valued (>80% positive responses).
- Increased uptake of training and professional development aligned to individual career goals.
- Evidence of skill application, qualifications achieved, and career progression.
- Feedback mechanisms inform future training and policy improvements ("You said, we did").

Develop and implement an ongoing programme of staff celebration, including awards, recognition events, and public acknowledgement of achievement and service across the Trust.

Use staff celebration and recognition as a lever for retention and engagement across all roles and settings.

Indicators of Success

- Annual Trust-wide celebration calendar in place, with participation from all schools. Positive staff feedback evidences that recognition feels meaningful and inclusive.
- Staff surveys show increased feelings of being valued and recognised for their contribution. Qualitative feedback highlights improved morale and collegiality.
- Staff retention and engagement rates improve year on year, particularly among high-performing and long-serving staff. Exit surveys reflect positive experiences of belonging and recognition.

Work collaboratively with external agencies and local authorities to enhance safeguarding, inclusion, and therapeutic provision.

Indicators of Success

- Evidence of effective multi-agency collaboration.
- Case studies show improved pupil outcomes through joint interventions.
- External services accessed efficiently to meet pupil needs and is evidence through Raising Standards Boards.

Pillar 03

Provide **EXCELLENT** Trust-Wide leadership, Operational/Financial strategy and sustainability.

Why this is important

Operational excellence underpins everything we do in providing an excellent education for all children. It is about creating and maintaining the optimal conditions for teaching and learning, ensuring that every system, process, infrastructure element, and human contribution works in harmony to support excellence in the classroom.

Outstanding operations empower teaching and learning. The effectiveness of our operational strategy will therefore be measured not only by efficiency or compliance, but by the tangible impact it has on educational outcomes and the capacity of student-facing staff to excel in their roles.

Our operations teams have a moral and professional duty to ensure that every resource; whether financial, physical, digital, or human, is used efficiently and sustainably in pursuit of continuous improvement. This includes ensuring that processes are designed and delivered right first time, on time, every time.







How we will meet this pillar

Strategic Leadership & Vision
We will deliver Operations that empower schools to achieve educational excellence by providing the right support, at the right time, in the most effective way. We will continuously review the "customer" journey, using insights to improve processes and systems so that every action actively enhances teaching, learning, and outcomes for students.

Strategy

Prioritise school leaders and teaching staff as key customers, collaborating closely to co-create operational strategies that drive excellent educational success.

Map all processes end-to-end, identifying strengths, risks, and opportunities for improvement.

Design a balanced operational system that integrates central oversight with local accountability, with a focus on quality, cost, speed, and people.

Continuously develop staff capabilities to foster effective decision-making, innovation, and human performance aligned with the evolving needs of schools.

Centralise core support services where this increases quality, consistency, and value for schools, ensuring they are able to focus on teaching, learning, and delivering excellent outcomes for students.

Engage school leaders regularly to review operational performance, co-design improvements, and ensure services directly support teaching and learning.

Simplify and document all processes, assign clear ownership, and define "what good looks like" to ensure consistent quality.

Set achievable service levels and KPIs, use balanced scorecards to monitor performance, and enable managers to focus on end-to-end delivery rather than non-value-added tasks.

Optimise workflows, resource allocation, and productivity while embedding risk management, quality assurance, and continuous improvement into all operations.

Assess staff competence, provide coaching and development, and cultivate high-performing teams with clear succession plans.

Recruit and onboard best-fit candidates efficiently to ensure they can contribute effectively from day one.

Monitor workloads, address underperformance quickly, and foster a positive, engaging work environment that supports retention and staff well-being.

Embed a culture of continuous improvement across all roles, track initiatives, and implement changes sustainably, taking into account both people and organisational factors.

We will:

Establish structured, termly service reviews with school leaders to assess operational impact on teaching and learning.

Indicators of Success

- 100% of schools participate in service reviews; feedback shows ≥90% satisfaction with Operations support; action plans implemented and reviewed within each term.

Map all core operational processes and implement a rolling review cycle to ensure relevance and efficiency.

Indicators of Success

- 100% of key processes mapped; 100% of mapped processes reviewed annually with documented improvements; all process updates implemented within agreed timelines.

Assign clear ownership for each process and develop accessible guidance documents that define "what good looks like."

Indicators of Success

- Staff survey shows ≥90% confidence in accessing and using process guidance; process-related errors reduced by ≥40%; all guidance updated annually and embedded in training.

Develop and embed a balanced scorecard for Operations performance, aligned with agreed service levels and KPIs.

Indicators of Success

- Scorecards used in 100% of performance reviews; ≥90% of KPIs consistently met across all sites; corrective actions implemented promptly for any underperformance.

Train Operations staff in interpreting data trends and using evidence for decision-making and leadership.

Indicators of Success

- 100% of Operations leaders trained; ≥85% of key operational decisions supported by documented data analysis; data-driven decisions reviewed for impact quarterly.

We will:

Clarify roles and responsibilities, provide visual performance dashboards, and coach leaders in quality enforcement.

Indicators of Success

- ≥95% of leaders can articulate team KPIs; ≥90% report confidence in managing team performance; cross-team quality checks demonstrate consistent standards.

Allocate time and resources for improvement projects, tracked via a central portfolio with leadership oversight.

Indicators of Success

- Each team maintains an active improvement portfolio; ≥80% of projects demonstrate a measurable impact within 6 months; project outcomes shared Trust-wide to drive best practice.

Formalise Operations as a core competency with development pathways, accreditation, and succession plans.

Indicators of Success

- 100% of key roles have succession plans; ≥90% of Operations staff engage in professional development annually; internal promotions and skill accreditation increase year-on-year.

Ensure excellent financial planning, governance and execution in all trust business plans, ensuring the Trust continues to achieve a positive financial position and sustainable development goals are effectively resourced.

Indicators of Success

- 100% of schools have income and expenditure mapped and a sustainable financial position for the duration of the strategy timeline. Deficit positions are temporary, and robust plans are delivered to ensure all schools are contributors to the Trust but balance the immediate need to deliver high-quality education.

Deliver best practice in operational services ensuring that the minimum statutory requirements are always delivered. An achievable and sustainable plan focused on excellence is present and progress can be demonstrated.

Indicators of Success

- All DfE requirements are achieved to the minimum standard within one year.
- All DfE best practice standards for operations and infrastructure management are achieved and routinely delivered by the end of the strategy timeline.

Pillar 04

Operate as a collaborative and EXCELLENT Trust community, open to all growth and opportunities.

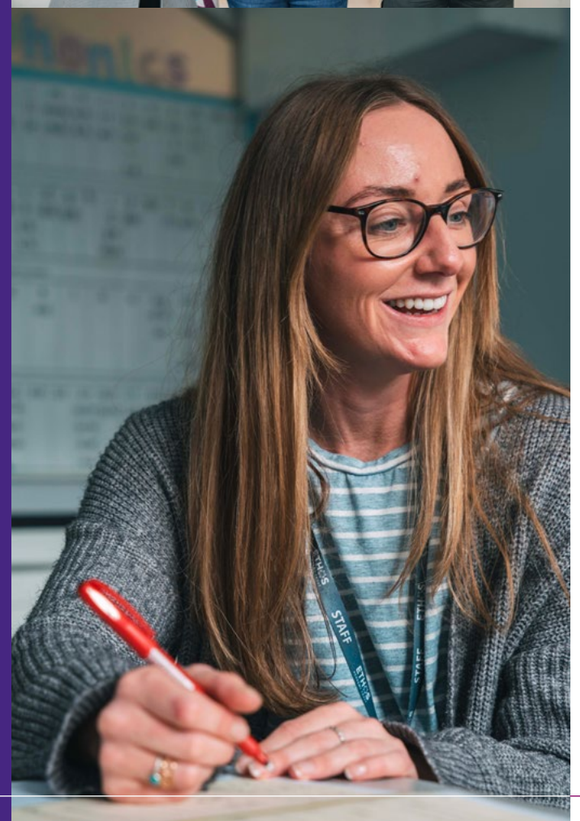
Why this is important

Operating as a collaborative and excellent Academy Trust community, open to all growth and opportunities, is essential because it sets a cultural tone of shared responsibility, ambition, and inclusion. By working together rather than in isolation, the Trust can share best practice and pool resources, offer a broader curriculum and richer experiences for every pupil, and remain adaptable and resilient in a rapidly changing educational landscape.

This collective approach strengthens the Trust's reputation, stakeholder confidence, and community partnerships. Ultimately, it ensures that every child, family, and staff member benefits from the combined strength, expertise, and opportunities within the Trust.







How we will meet this pillar

Shared Vision & Culture
We will embed the Trust-wide values charter across all schools and hold regular leadership and staff forums to align everyone with our mission. Success stories will be shared to promote a unified "one Trust" culture, supported by a Staff Council that ensures staff voice contributes to Trust-wide decision-making.

Collaboration in Practice
Cross-school working groups – for curriculum, SEN, safeguarding, and more will share expertise and best practice. Staff will access secondments, study visits, and joint CPD through shared online platforms. "Dragons' Den" forums will encourage innovative staff and student ideas, while partnerships with charities, NHS services, and youth groups will strengthen community links. Trust leaders will also promote our work and build networks at regional and national levels.

We will also work to raise the awareness and profile of Ethos Academy Trust at local, regional, and national levels, promoting our commitment to excellence in Alternative Provision (AP) and Special Educational Needs and Disabilities (SEND). In doing so, we will continue to build strong relationships with local authorities, the Department for Education, and national AP and SEND networks, ensuring the Trust plays an active role in influencing and contributing to the wider educational landscape.

Excellence Through Evidence
We will uphold consistent quality assurance across all schools through peer reviews, self-evaluation, and external validation. Ambitious performance targets will drive improvement, supported by investment in professional development and leadership training. A dynamic Risk and Opportunities Register will ensure we identify and act on emerging strengths and challenges.

Openness to Growth
A clear framework will guide new schools or partners joining the Trust, with community engagement informing future opportunities. We will pilot innovative projects before scaling success across the Trust. A commercial strategy – including lettings, grants, and income-generating activity will support sustainability, while external partnerships will bring fresh ideas and national best practice into our schools.

Accountability & Transparency
Annual reports will publish progress against Trust priorities, with feedback from staff, parents, and pupils shaping future plans. We will communicate openly about how collaboration benefits pupils and celebrate achievements through annual recognition events that highlight excellence across the Trust.

Staff Wellbeing & Fairness
We will review staffing structures to ensure clarity, efficiency, and career progression, and harmonise pay and conditions under "one employer" principles. Professional development, workload management, and wellbeing initiatives will underpin recruitment, retention, and morale, ensuring every staff member feels valued and supported.

Commitment to Equity
We will ensure poverty is never a barrier to opportunity by reducing uniform costs, partnering with community organisations, and guaranteeing equal access to educational and extracurricular experiences. Fairness, inclusion, and ambition will remain central to our Trust's ethos.

We will:

We will create and embed the Trust-wide values charter across all schools, hold regular leadership and staff forums to align priorities, and share success stories to foster a unified "one Trust" culture. A Staff Council will ensure staff voice shapes Trust decisions.

Indicators of Success

- 100% of schools displaying Trust values by Year 1, maintained.
- ≥90% of school improvement plans aligned with Trust vision by Year 2.
- Staff engagement survey ≥80% positive each year.
- ≥75% of Staff Council recommendations implemented within 1 year

Develop cross-school networks, shared resource platforms, secondments, peer exchanges, and innovation challenges. Strengthen community and national partnerships to share expertise and best practice.

Indicators of Success

- 100% network groups active termly by Year 1.
- ≥80% usage of shared resource platform by Year 2.
- 50% more staff complete secondments or exchanges annually.
- ≥15 innovation projects piloted and implemented over 3 years.
- ≥20 positive external recognitions or partner feedback items across 3 years.

Implement consistent peer reviews and self-evaluation, set ambitious performance targets, offer leadership development, and maintain a Risk and Opportunities Register.

Indicators of Success

- 100% schools complete annual peer reviews through RSB's.
- ≥90% schools meet or exceed national benchmarks each year.
- ≥90% of risks and opportunities addressed within agreed timeframe annually.

We will:

Develop a framework for new partners joining the Trust, engage stakeholders to identify growth opportunities, and consider Trust-to-Trust mergers where they would strategically support or accelerate progress. Pilot and scale innovative initiatives, implement a commercial strategy, and leverage external networks to bring best practice and opportunities into the Trust.

Indicators of Success

- A growth framework for Year 1 pupils, focusing on Acquisition, Stabilisation, or Merger.
- ≥3 new partner schools or collaborations established over 3 years, including strategic consideration of mergers.
- ≥9 pilot initiatives scaled Trust-wide over 3 years.
- Non-core income increased by ≥10% per year.
- ≥6 external recognitions or awards over 3 years.

Publish annual progress reports, engage staff, parents, and pupils in feedback cycles, communicate impact, and celebrate achievements through recognition events.

Indicators of Success

- Annual report published each year.
- ≥80% of feedback actions implemented within 6 months each year.
- Measurable pupil benefit demonstrated in ≥70% of initiatives annually.
- ≥50% staff and community participation at recognition events each year.

Review staffing structures, harmonise pay and conditions, and strengthen workload management, wellbeing, and professional development to support retention and morale.

Indicators of Success

- 100% staff structures reviewed annually.
- Pay harmonisation completed across all schools by Year 2.
- Staff retention rate ≥90% each year.
- Wellbeing survey ≥80% positive each year.
- ≥90 staff access career progression opportunities over 3 years.

We will:

Ensure poverty is never a barrier to opportunity by reducing uniform costs, working closely with local and national charities to support families, and monitoring pupil access to enrichment, trips, and extracurricular activities. Equity and inclusion principles will be embedded across all Trust policies and practices.

Indicators of Success

- Uniform costs reduced by ≥20% by Year 2.
- Partnerships established with ≥3 local and national charities by Year 1 and maintained annually.
- Charity partnerships contribute at least £25,000 in direct or in-kind support to pupils and families over 3 years.
- ≥90% of disadvantaged pupils participate in enrichment/trips by Year 3.
- Financial hardship referrals available across the Trust.
- Equity checks completed for 100% of policies annually.

We will raise awareness of Ethos Academy Trust's work through a strong presence at local, regional, and national conferences, engaging with local authorities, the Department for Education, and wider stakeholders. A targeted communications plan will showcase Trust achievements, innovation, and impact via social media, publications, and professional networks.

Indicators of Success

- Representation at ≥3 major conferences annually (local, regional, or national.)
- ≥15 external speaking or presentation opportunities undertaken by Trust leaders over 3 years.
- ≥25% annual growth in Trust social media engagement and following.
- ≥10 articles or features published in education media or partner publications over 3 years.



Pillar 05

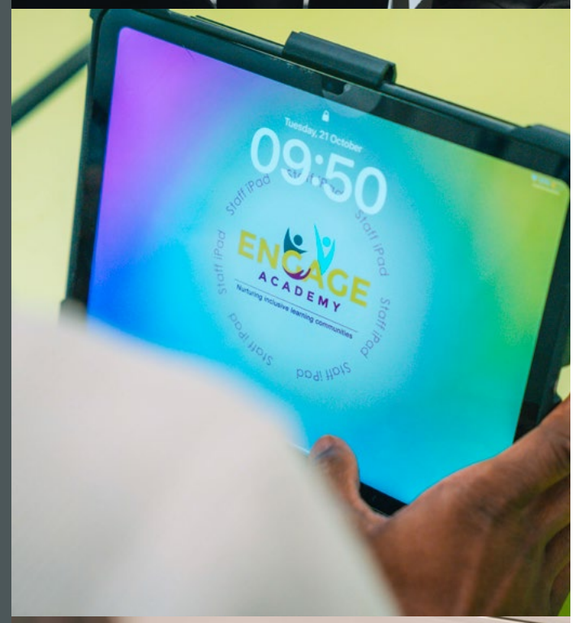
Leverage EXCELLENT Digital Technology to transform learning and operations, allowing our organisation to thrive.

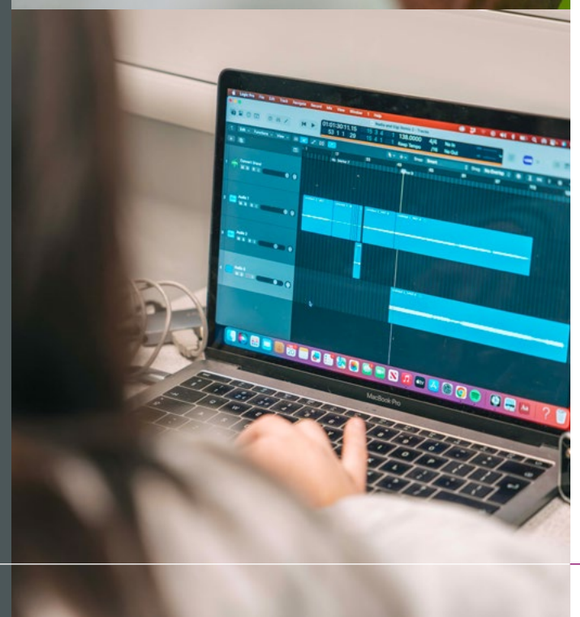
Why this is important

Leveraging excellent Digital Technology is essential for our Academy Trust because it transforms both learning and operations, enabling the organisation to thrive. High-quality digital tools enhance teaching by providing personalised learning pathways, richer feedback, and real-time assessment, equipping students and staff with vital 21st-century skills.

At the same time, modern systems streamline administration, reduce workload, and improve collaboration across schools, allowing staff to focus on what matters most. Centralised, high-quality data empowers leaders to make informed decisions, target resources effectively, and improve outcomes for all learners. By embracing digital excellence, the trust becomes more resilient, innovative, and future-ready, attracting families, staff, and partners while ensuring it remains competitive in an increasingly digital world.







How we will meet this pillar

Develop and implement a trust-wide digital strategy
We will create a strategic roadmap with clear priorities for teaching, learning, and operations, supported by measurable goals such as full adoption of blended learning across all schools within the Trust. By consolidating the number of operating systems used, we will reduce complexity and ensure a consistent, efficient approach across all sites.

Invest in high-quality digital infrastructure and platforms
Our focus will be on upgrading network connectivity and providing reliable devices, including laptops, tablets, and interactive whiteboards. IT across all sites will be fully refreshed to maintain consistent and modern technology standards. We will deploy integrated learning platforms such as Microsoft 365, Google Workspace, or adaptive software like Century Tech and Hegarty Maths, ensuring access anytime, anywhere. A single platform will serve parents, carers, and students for all learning and communication needs, while new websites for all schools and the Trust will improve engagement and communication.

Provide ongoing professional development for staff
Staff will receive structured training, workshops, and opportunities for peer-to-peer learning to build confidence and skill in using digital tools. Training will cover areas such as AI-based marking, data dashboards, and interactive lesson planning software. Tech champions in each school will support staff, promote best practice, and drive adoption of new digital initiatives.

Implement centralised and integrated data systems
We will use platforms to collect and analyse student performance, attendance, behaviour, safeguarding, and wellbeing data. Tools like Arbor and Power BI dashboards will help identify trends, support at-risk students, and enable effective allocation of resources. A centralised one-stop shop for HR and finance functions will streamline operations across the trust.

Ensure equitable access to devices and assistive technologies
Students who lack devices or internet access at home will be provided with the necessary tools. Assistive technologies, including text-to-speech software, screen readers, and language learning apps, will be implemented to support SEND and EAL learners, ensuring that all students can fully participate in learning.

Hold external partners accountable
We will ensure that service-level agreements (SLAs) with external partners are consistently monitored and met, maintaining the quality and reliability of all external services supporting the Trust.

Embed regular evaluation and feedback loops
Trust-wide processes will monitor the impact of digital initiatives through surveys, analytics, and case studies. Strategies will be adjusted based on findings, whether refining existing platforms or adopting new tools to increase engagement and outcomes.

Foster collaboration across schools
Digital communication tools such as Teams, Slack, and Google Classroom will support the sharing of best practices, resources, and curriculum innovations. We will create shared lesson plan banks and virtual teaching communities, with a similar approach applied to operations and central services.

Promote digital literacy and 21st-century skills for students
Coding, AI awareness, online safety, and digital citizenship will be integrated into the curriculum. Students will engage in project-based learning using technology, including multimedia presentations, virtual science experiments, and collaborative research projects.

We will:

Create a trust-wide digital strategy with clear priorities for teaching, learning, and operations, embedding EdTech tools, PedTech strategies, AI, staff training, and an operating platform for all operational functions (HR, finance, site) to enhance blended learning, streamline system and promote inclusion and equality through digital accessibility tools.

Indicators of Success

- Blended learning fully adopted in 100% of schools by the end of Year 3.
- Operating platform fully implemented in all schools by the end of Year 3.
- 80% reduction in duplicate or outdated systems by the end of Year 3.

Successful creation of a Trust-wide digital strategy group by the end of Year 1.

Establish technology and infrastructure asset management systems and processes (and associated lifecycle refresh programme) that is informed by DfE digital and technology standards for schools (such as network switching, WiFi and cabling standards) and other infrastructure such as telephony and CCTV.

Indicators of Success

- 100% of classrooms equipped with devices and AI-enabled tools by the end of Year 3.
- 90% of staff report effective use of platforms, AI, PedTech, and operating platform by the end of Year 3.
- 90% of students regularly using platforms by the end of Year 3.
- Full compliance with the DfE digital and technology standards by the end of year 3.

Create a single platform for parents, carers, and students, integrating the operating platform to improve engagement, communication, and access to operational services.

Indicators of Success

- Platform adopted by 90% of users by the end of Year 3.
- 80% positive feedback from parents, carers, and students.
- Full access to HR, finance, and site functions via the platform by the end of Year 3.

We will:

Deliver structured training, workshops, peer-to-peer learning, and professional development, incorporating AI and operating platform functionality, and appoint tech champions in each school.

Indicators of Success

- 100% of staff trained and confidently applying AI, EdTech, PedTech, and operating platform tools by the end of Year 3.
- 85% of staff report improved confidence.
- Tech champions appointed in all schools by the end of Year 1.

Implement centralised and integrated data systems to collect and analyse student performance, attendance, behaviour, safeguarding, and wellbeing data, using AI-enabled dashboards and the operating platform.

Indicators of Success

- 100% of schools using data dashboards by the end of Year 1.
- 95% of at-risk students identified and supported using AI and platform data by the end of year 3.

Ensure equitable access to devices, internet connectivity, assistive technologies, and AI-enabled tools for all learners, including SEND and EAL students, supported by the operating platform.

Indicators of Success

- 100% of students with access to devices, connectivity, and assistive tools by the end of Year 3.
- Digital access gap reduced by 80% by the end of Year 3.
- 90% of SEND/EAL learners report improved engagement.

Monitor external partners to ensure service-level agreements (SLAs) are consistently met for AI, operating platform, and service support.

Indicators of Success

- 95% of SLAs met by the end of Year 3.
- Fewer than 5% service disruptions per term.
- 90% positive staff feedback on platform and AI services.

We will:

Embed regular evaluation and feedback loops to monitor the impact of digital initiatives, using AI analytics and operational platform data, supported by staff training.

Indicators of Success

- 100% of initiatives reviewed by the end of Year 3.
- Measurable increase in student engagement by 20% by the end of Year 3.
- Operational efficiency improved via platform usage.

Leverage digital communication tools to enhance collaboration among schools, facilitating the sharing of best practices, resources, curriculum innovations, and operational processes through AI and platform functionalities. Additionally, utilise these tools to ensure the safety of individuals who are working alone or conducting home visits.

Indicators of Success

- 90% of staff actively using collaboration tools by the end of Year 3.
- 50% increase in shared lesson plans, curriculum resources, and operational processes.
- Curriculum and operational consistency improved by 25% by the end of Year 3.
- 100% of staff are aware of and utilising safety features with digital tools by the end of Year 3.

Integrate coding, AI awareness, online safety, and digital citizenship into the curriculum through project-based learning, supported by the operating platform.

Indicators of Success

- 100% of students completing at least 1 project by the end of Year 3.
- 75% of students demonstrate competency in 21st-century skills.
- Operational platform effectively supports project workflow management.



Nurturing inclusive learning communities

Get in Touch

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