



# Our OWN Future 2022/2027



Opportunity.  
Work Together.  
Nurture.





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## FOREWORD

By Mary Foreman, Chair of Trustees.

**In this document, we share our ambitious vision and strategy for the next five years.**

OWN Trust schools are individual in lots of ways, serving distinct neighbourhoods within Peterborough, but all embody the same ethos and vision for our children. This strategic plan outlines our ambitious vision and strategy and the actions we will take for the next five years to achieve our aims and goals. Recent months of COVID-19 have tested our values of vitality, optimism, integrity, courage and equity, and I believe our response to the pandemic has demonstrated admirably what these values mean in practice.

We are passionate in our belief that every child must do well and improve their life chances regardless of their background. We aim to inspire every child and every staff member through quality learning spaces and buildings. The coming years will bring new challenges as we move forwards from COVID-19.

This document lays out how we will build on our existing strengths and work together to achieve world-class outcomes for all children and enable them to thrive and make a positive impact on their communities.





# Opportunity for all

**Every member of our school community, pupil or staff, will receive the best possible education or training to enable them to access the best opportunities.**

Members of OWN Trust will work together to nurture the very best in our children, young people and staff, removing any potential barriers to achieving success. We want every staff member to have ambition, feel valued and be able to make a difference whilst they take all our children and young people on their learning journey.

Throughout the coming five years, we will capitalise on every opportunity for growth, embracing challenges head-on to achieve our aims. Working together with the optimism of all our team, we will seek solutions to all challenges to get the very best for all our children and young people. Everyone within OWN Trust will do this with integrity, using public funds for what they are intended, taking OWNership of all decisions.

## Reflecting in 2027, we will celebrate what we have achieved, such as:



The amazing opportunities an increasing number of individuals and teams within the OWN Trust have seized and acted upon;



How the children and young people have been nurtured to make the most of every opportunity to succeed;



The great things children and young people have achieved as a result of attending an OWN school;



How staff have exceeded their expectations for both themselves and the children they nurture by working together.







# OWNing the Challenges

Challenges will always have to be faced in the coming years, and the period covering the impact of COVID-19 (2020-21) demonstrates that they can't always be predicted accurately.

We have to ensure that all our children and young people, no matter what their starting point or life circumstances, can flourish. All of our children and young people need to thrive personally, socially, academically and emotionally after COVID-19.

## We will:



Ensure the highest educational standards are maintained, whilst OWN Trust grows to 3000+ children and young people;



Ensure the OWN Trust culture continues to develop and is understood and exemplified by everyone within its community.

Throughout this time of growth, we will work together to engage our stakeholders, whatever their viewpoints, to increase the opportunity of widening our partnerships. Maintaining the integrity of OWN Trust is at the heart of all that we do.

# OWN Trust

## Our Values Drive Everything we do



### Opportunity

Our key driver is the focus on continuous improvement. We develop learners, both staff and children, to do this. This aspiration to achieve excellence underpins all that we do.

By combining the unique character of each school, we will work innovatively, share best practice and be accountable for positive outcomes for all learners.



### Work Together

Members of OWN Trust share a commitment to working together and making the best use of the collective expertise that we have.

All our schools, as well as partners outside of OWN Trust, work together to accomplish things that would not be possible alone while maintaining each school's distinctive character.

We work together with parents, pupils, staff and the wider OWN Trust community, to put learners at the heart of everything we do.



### Nurture

We are passionate about nurturing a lifelong love of learning so that our children, staff and families have the best opportunity to thrive.

Our core moral leadership recognises, values and enhances the experiences of our learners.

We want to excite and motivate those who work with us and create real joy around learning.



### Our Mission

To provide the best education and focus on improvement, we create opportunities.

We work together to make the best use of the collective expertise that we have, to accomplish things that would not be possible alone.

We nurture a lifelong love of learning, to develop talent and ideas and ensure the best opportunities to thrive.

We support each other through appropriate challenge and attention to wellbeing.



# OWN Principles



## We are:

- Open to learning from each other;
- Thoughtful and inspiring;
- Understanding of each other's strengths, weaknesses, backgrounds and motivations;
- Trustworthy and loyal to the team;
- Respectful when challenging;
- Resilient when challenged;
- Clear and honest and have the courage to disagree.

## We do:

- Have the highest professional standards and celebrate our achievements;
- Look after ourselves and each other's well being;
- Accept there will be challenges and give each other space and time;
- Listen and respect each other;
- Support opinions with facts and evidence;
- Express gratitude;
- Deliver in an accurate, timely and cost-effective way.

# Our OWN Journey

## (Our achievements so far)

**OWN Trust was formed in March 2019**, just one year before the pandemic hit its hardest. This may have restricted the growth of OWN Trust and some of its activities, but it has also served to consolidate the excellent provision and practice within the OWN Trust.

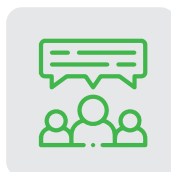
OWN Trust schools continue to place the highest expectations on all children and young people. They work together to deliver best quality education and consistently achieve ambitious outcomes in their education. The OWN Trust family of schools benefits from opportunities to establish meaningful partnerships with others.

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## Despite the pandemic, OWN Trust has undertaken several key projects in our first three years, including:



**Establishing a lead role in the management** and delivery of peer to peer review work with six additional schools in the local area;



**Working with a former Teaching School** to establish effective CPD provision.



**Being identified as a model of good practice in Early Years provision** and hosting visits from schools within the Local Authority;

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Throughout the COVID-19 Pandemic, OWN Trust proved highly effective in navigating the challenges of lockdown and wider reopening. Our schools worked together to maintain safe childcare provision that supported our communities; enabling key workers to continue their essential work.

OWN Trust schools nurtured our children's love of learning through improving access to remote education. We supported the safe return of our children and staff through implementing rigorous risk assessments and safeguarding procedures, mitigating many of the most serious risks.



# Our OWN Path

The core purpose of this document is to outline the direction that OWN Trust is taking over the next five years.

This strategy will enable:



Stakeholders to work together and have clarity about our plans;



OWN Trust and its family of schools to capitalise on opportunities to achieve their long-term goals.

Each year of the strategy will inform OWN Trust and school improvement plans. These plans will have specific measurable criteria to illustrate how successfully we are achieving our strategy and the progress we are making



# OWN Trust Strategy 2022-27

## The OWN Vision

To have transformed aspirations, changed attitudes and raised achievements for our community through our passionate belief in the power of education.

## The OWN Values - Driving everything we do



Opportunity



Work Together



Nurture



## The OWN Commitment



To work together and make the best use of the collective expertise that we have in providing the best opportunities for all.



To put learners at the heart of everything we do, nurturing every child's love of learning and providing the best possible education.

Our approach is based on providing equal opportunity for all our community members; our children, our young people, our families or our staff. Our passion is to ensure the OWN Trust as a whole provides the best opportunities and experiences for every individual.

Through working together we know that the people who make up our school communities come from many different backgrounds and walks of life, therefore facing a variety of challenges. We recognise that many will face barriers to accessing opportunities because of their race, religion, gender, sexual orientation and disabilities. OWN Trust is committed to removing the barriers that get in the way of our communities, so that opportunity for all truly means opportunity for all.

Our work on curriculum and provision for our learners is key to ensuring that the whole of the OWN Trust works towards our common goal. The experiences of the pandemic have shown us that we must strive to nurture all of our communities and ensure that everyone works together in providing the best opportunities for all. We must work to understand what issues affect our communities and what we must put in place to ensure there is fairness for all.



# Our OWN Plans for the Future

We are actively seeking opportunities to extend  
OWN Trust's family of schools.



**3,000+ pupils**  
**6+ schools**

**By the beginning of 2027**

We are capitalising on opportunities to work in partnership with a wide range of organisations to ensure that all our children and young people do the best they can do and access as many great opportunities as possible.

# Focusing our OWN Vision



## 1. Our Passion

### **Building a shared culture for improvement**

Ensuring shared OWNership of the OWN Trust's vision by empowering the entire school workforce to use their combined abilities to give all our children and young people the greatest possible education, within the best possible working environment.



## 2. Our Family

### **Nurturing our staff so that they can do great things**

Finding the best people and giving them the support they need to inspire others. Ensuring their wellbeing remains central to what we do as we deploy them to drive improvement in our schools.



## 3. Our Purpose

### **An excellent education, in all our schools, for all our children and young people**

Continuously improving the quality of education provided for all our children and young people, so that it meets the needs of all individuals, in all classrooms, in all of our schools.



## 4. Our Future

### **Opportunity to refresh, renew and grow.**

Working together following the Seven Nolan Principles of selflessness, integrity, objectivity, accountability, openness, honesty and leadership to ensure OWN Trust is financially secure and robust in its plans for growth and development.



# What we want to Achieve

By 2027 we will have 3,000+ pupils based in six or more schools.



Outcomes for all children and young people are above national.



Leaders, teachers and support staff are respected and admired leaders.



All children, young people and staff have access to excellent support for wellbeing.



Within two years of joining OWN Trust, all schools are good or outstanding.



Governance will be solid and consistent, maintaining the integrity of the OWN Trust and we will continually work to our charitable objectives.



Structures and systems are innovative to meet the demands of an ever-changing educational climate and to ensure OWN Trust remains financially secure.



Schools, children, young people and staff are well connected through our excellent use of technology.

## Our Vision

To have transformed aspirations, changed attitudes and raised achievements for our community through our passionate belief in the power of education.





# Our Organisation

**OWN Trust was formed** through the coming together of talented governors, leaders and teachers to improve and sustain high standards of education for all the children and young people in our schools.

**OWN Trust allows** for some autonomy to ensure that activities and improvements respond directly to the needs of all our children and young people and the communities we serve. There are also high levels of accountability.

**OWN Trust is inclusive;** ensuring we successfully remove barriers to academic, personal and emotional learning for children and young people of all abilities and capabilities.

**OWN Trust's central team** for Finance, HR, Governance, Estates Management, IT, and Marketing and Communications provides support to all our schools. Working with schools to deliver school improvement, professional development, and safeguarding support.



# Working with OWN

**Working together with a range of partners ensures that all our children and young people do the best they can do.**

Detailed descriptions of these partners are provided in Appendix 1.

## They include:

- The Department for Education (DfE)
- Education and Skills Funding Agency (ESFA)
- Regional Schools Commissioner (RSC)
- Local Authorities (LAs)
- Health Professionals
- Other Trusts
- Teaching School Alliances
- Organisations that support schools and trusts
- Business and industry



# 1. Our Passion

## Building a shared culture for improvement

### Why is this theme important?

OWN Trust is a relatively new and embryonic organisation. Despite having similar cultures and ethos, our schools have previously experienced different levels of autonomy. It is therefore important that over the next five years OWN Trust develops as one organisation, whilst celebrating the strengths of individual schools.

We need to build and sustain a single sense of identity and culture that enables our people and our systems to work together effectively. The collaborative mindset that we need to embed will influence our decision-making style.

We need to think creatively about when it is right to standardise as a Trust, when to nurture autonomy and when to work together to align with OWN Trust principles and vision.

The type of leaders we want to recruit and develop, our ability to embrace change, how we work together and how we celebrate success and achievement are all strongly influenced by the passion of OWN Trust. As we 'build back better' after the COVID-19 pandemic, we will embed our passion to build on the strong educational foundations we give to all our children.

## Ensuring shared OWNership of the Trust's vision by empowering the whole school workforce to utilise its collective strengths. Giving our children and young people the best education within the best working environment.

### Clarity of Purpose – Work Together

Learn from each other, share resources, and get the best from being part of OWN Trust.

Enhance relationships between leaders and their teams.

Ensure that we have a diversity of thought to create ideas and to increase effectiveness.

Work with colleagues from other teams, schools or partner organisations as a norm.

Working together will define and develop our collective understanding and sense of being a valuable part of OWN Trust.

### OWNership and understanding of needs

Enable leaders to have a clear understanding of the full spectrum of needs in their schools.

Work together to embed a collective effective response to those needs.

Create and embed a culture that provides clarity of purpose for all joiners and how their needs can be provided for.

### OWNing the culture for improvement

Nurture the aspirations for all children and staff throughout the Trust.

Take ownership of how the Trust can collectively utilise its expertise in getting the best outcomes in each of its schools.

Identify opportunities for sharing and modelling what is understood to be best practice where it is needed most.



## How will we know we are delivering?

### Clarity of Purpose – work together

People are connected so there is complete alignment with OWN Trust's vision for the quality of education it expects to deliver.

Working together enables people to accomplish goals and understand how to support improvement.

Exemplifying how people have contributed to educational excellence within the OWN Trust.

### OWNership and understanding of needs

OWN Trust and its school leaders understand the variations in performance of its pupils, both within its schools and across the OWN Trust.

Priorities for improvement have been clearly identified for the OWN Trust and its schools.

OWN Trust leaders use their deep understanding of variations in pupil performance in their approach to meeting the needs of OWN Trust schools.

### OWNing the culture for improvement

OWN Trust's aspirations and expectations for all pupils are universally ambitious.

All leaders are clear about where autonomy for improvement lies and what are the non-negotiables for school improvement.

The relationship between the leadership and accountability for school improvement is clear and understood by all.



# 2. Our Family

## Nurturing the best in our staff so that they can do great things

### Why is this theme important?

We want to recruit and retain the best workforce, especially in our most challenging schools. To achieve this, we must become an employer of choice, owing to OWN Trust's well-rounded and holistic offer for wellbeing, leadership development and professional development.

OWN Trust staff need to feel valued and listened to, to feel empowered and able to contribute to improving themselves as well as to supporting the development of OWN Trust as an outstanding Trust. There needs to be a clear and shared understanding of where expertise lies within and outside of the OWN Trust and how best to utilise it.

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## Finding the best people and giving them the support they need to inspire others. Ensuring their wellbeing remains central to what we do as we deploy them to drive improvement in our schools.

### Building OWN's capacity for improvement

We will have leaders who:

- Grow and nurture others;
- Are passionate about their roles in addressing improvement opportunities;
- Are fantastic role models for all children and young people;
- Provide support for others through expert coaching which means they are expert listeners;
- Support opportunities to develop creativity;
- Work together to learn from their mistakes.

### Nurturing and managing OWN's talent

Ensure that our people are happy with their work-life balance.

Offer wellbeing support so that people are able to cope with changing circumstances.

Enable a culture that promotes solution focused approaches.

Continue to provide high quality leadership development through a range of national and customised programmes.

Ensure there is a clear pathway of leadership development whichever part of OWN Trust they work in.

Develop ways in which all our staff can be supported to become leaders.

Provide professional development opportunities, including coaching and mentoring, so people are well supported at every stage of their career.

Develop a talent pipeline and prioritise leadership development from a range of backgrounds and walks of life, so that all leaders inspire all people to exceed their expectations.



## How will we know we are delivering?

### Building OWN's capacity for improvement

OWN Trust leaders are open to learning from and with others.

There is a clear understanding of the OWN Trust's strengths and weaknesses and plans are in place for addressing them.

Systems are in place for structuring capacity for improvement and responding rapidly to needs.

Teaching and Learning support is organised effectively between schools.

### Staff

Only work the hours they should, so they are able to engage in life outside of work in a way that keeps them mentally and physically healthy. They have reduced stress and increased productivity when in work.

All staff have access to support services, including counselling, when they need it.

### Identifying and managing OWN's talent

There is a clear approach to recruiting and developing the best staff in line with OWN Trust's vision.

There are consistent expectations for the standards teachers are required to meet.

There is a clear pathway for professional development for all staff, including using the opportunities for placements across the OWN Trust.

Appraisals are used to enable staff to grow as professionals and help to make informed choices around deployment and development.

A talent management strategy is in place so that staff can be deployed where needed the most and are supported by formal development.

All staff are satisfied because there is simplicity in our educational systems and processes and they can focus on the things that make a difference. They also have a good work-life balance.

Staff wellbeing and satisfaction with the leadership and the direction of the OWN Trust is high and people tell leaders through face-to-face discussions and in surveys.



# 3. Our Purpose

**An excellent education, in all our schools,  
for all our children and young people**

## Why is this theme important?

Provision for an excellent education is why OWN Trust exists. Enabling children and young people to have aspirations and the necessary capabilities to achieve them is what will sustain the OWN Trust. We will support them to live economically productive and sustainable lives. We want our children to become responsible citizens who contribute to peaceful and democratic societies and change and grow into people who can enhance their individual wellbeing.

### **In all our schools we must address the following:**

The children and young people of OWN Trust have different starting points and different needs;

The curriculum opportunities we provide, including the teaching and learning that supports them, must enable all of our children and young people to learn at the expected pace;

They need to get to or exceed age-related expectations. In the case of those children and young people who have SEN, this means getting as close to age-related expectations as they can.

### **We want all of our children and young people to know:**

What they are capable of achieving;

How to be ready for the next stage in their education;

What is needed to have a fulfilled life.

We must ensure that all OWN Trust staff have an excellent understanding of the curriculum, of teaching and learning and of assessment. Learning should be a joy for the children, young people and adults in our schools.

We must have a powerful school improvement strategy, based on an implementation framework such as the Education Endowment Fund, that will support us in achieving an excellent education for all.

This will ensure that schools joining OWN Trust, are supported to quickly improve where needed. OWN Trust's school improvement strategy will ensure support, challenge and a critical friend so all children and young people will achieve the highest standards, no matter what their starting points.



**We are committed to the continuous improvement of the quality of education provided for all our children and young people, so that it meets the needs of all individuals, in all classrooms, in all of our schools.**

## Curriculum

We will continue to develop our curriculum to ensure that all children and young people can learn and are capable of being successful.

The Curriculum will ensure that they are all able to progress onto the next stages of their education and support their future training or employment. The curriculum will be focused on learning that supports critical thinking and excellent communication skills, with the premise that every child and young person, whatever their level of need, can achieve the highest standards.

OWN Trust's overarching curriculum principles will foster creativity and innovation, enabling all children and young people to learn vital knowledge. The curriculum will be planned so that it meets the needs of all children and young people, no matter what their background or circumstances, ensuring that all protected characteristics are taught sensitively.

An ongoing review of the curriculum in light of the COVID-19 Pandemic must ensure it will enable all children and young people to gain access to learning both in school or from home and make sense of the new world.

## Teaching and Learning

Ensure that all children and young people (whether they are learning at school, at home or through a blended approach) benefit from high-quality teaching.

Enhance the strong subject knowledge that staff already have, to ensure that staff have a deep understanding of:

The content of what is being taught;

- The ways all children and young people think about the subject, so they can support and challenge their misconceptions about a subject quickly.

Carry on our work to develop all staff so we continue to grow:

- Positive climates in classrooms that recognise all children and young people's self-worth, celebrating success based on effort and embracing resilience in all situations;
- The range of teaching methods that teachers use confidently to embed great teaching in all our schools so that all children and young people, in every lesson, make strong progress;
- Continue to ensure that we work in partnership with all our children and young people and their parents;
- That there is high-quality dialogue and feedback about what difference teaching is making;
- Ensure our teaching addresses differences, challenges prejudice and assumptions and removes barriers so that all our children and young people can learn and grow.





## Assessment

Continue to develop our understanding and use of assessment as it is a vital step in the learning process.

Assessment is only used to help all children and young people to learn.

Develop a system for assessment that helps children to see their progress and understand areas for development.

## Outcomes

Maintain and improve where necessary the strong tradition of high outcomes for all our children and young people, so we are pushing the boundaries of what they can achieve. This includes maintaining above national outcomes for all our children and young people, no matter what their background.

Extend our pedigree for school improvement. Having a system that ensures all leaders have clarity as to where there are strengths in their own schools and across the OWN Trust and how these can be learnt from.

Continuously improve our outcomes in all our schools so they are above what is expected nationally.

## PSHE, physical and mental wellbeing

Continue to improve our work in this area as the key for all our children and young people to be able to achieve their best. Ensure that PSHE positively influences an individual's self-confidence, empathy, the ability to develop meaningful and lasting friendships and partnerships, and a sense of the importance and value of those around him/her.

Ensure all our children and young people understand who they are, what they are feeling and what to expect when interacting with others.

Continue to build on our best practice of meeting the social, emotional, mental and physical health needs of every child,



## How will we know we are delivering?

### Teaching and Learning Together

OWN Trust has a core set of principles for the delivery of teaching and learning, based on a wide evidence base of practice.

There is a common language throughout OWN Trust that supports staff in facilitating conversations about teaching and learning.

Teaching staff regularly engage in joint practice development across the OWN Trust, experiencing and learning from excellent practice.

There is a clear and shared understanding of the expectations for a well-ordered learning environment that meets the needs of all pupils.

Subject expertise is utilised across the Trust to deepen the subject knowledge of all and to strengthen schemes of work.

The introduction of new, evidence-based approaches is carefully considered and managed, enabling effective evaluation of their impact on pupil outcomes.

### Leadership of Teaching

Middle leaders can lead conversations about effective teaching and learning.

The development of middle leaders is focused on their role as leaders of teaching and learning and supported by high-quality professional development.

High-quality programmes of support are informed by the OWN Trust's core principles of effective teaching and learning.

Improvement of teaching across the OWN Trust is central to all that the OWN Trust does and is given the highest priority.

Leaders of teaching and learning can articulate what works and why across the OWN Trust based on their evaluations and research.

A strong pupil voice enables leaders to involve them in evaluating what works and what can be improved.

## Nurturing Professional Learning

Opportunities for developing and reflecting on practice support a culture of professional learning.

Subject networks, peer review, coaching and observations support professional learning and development in a structured way.

Systems for developing and sharing innovative practice are established.

## OWNing the curriculum

Clearly defined curriculum intent and principles inform the work of all OWN Trust leaders and staff.

Expectations of pupil progress are shared and understood and are benchmarked within and beyond the OWN Trust.

Curriculum content and design are informed by age-related expectations and core principles, ensuring all staff can answer the question 'What do we want pupils to know and achieve?'.

OWN Trust staff are clear about where they have autonomy within the curriculum and its delivery and where expectations are aligned.

Resources are shared effectively across the OWN Trust in a supportive way.

A system of continuous review of the effectiveness and impact of the curriculum is embedded.

## Opportunities for, and from, Assessment

Formative and summative assessment is fully understood across the OWN Trust and aligned to our vision, curriculum and age-related expectations.

OWN Trust owns a common assessment cycle, enabling comparison and evaluation of progress.

Staff work together to moderate assessments and ensure shared expectations of what constitutes strong progress is fully understood.

There is a consistent approach to assessment, reinforced by shared training and peer review.

## Knowing OWN schools

Data is shared widely through consistent systems and supports honest and focused conversations about school improvement.

The full range of easily accessible quantitative and qualitative data is used to identify issues regarding progress and to target interventions and support.

Data is routinely benchmarked against similar schools, regionally and nationally.

School improvement is based on a full analysis of the evidence base available.

## OWN schools knowing each other and working together

An effectively structured cycle of school evaluation drives regular meetings and conversations focused fully on improvement.

OWN Trust staff work together to develop a shared picture of the schools in the OWN Trust through regular joint visits and observations.

OWN Trust performance and progress is assessed using a range of feedback techniques from parents and pupils.

Based on their experience and expertise, OWN Trust staff are deployed across the OWN Trust to support improvement where it is needed.



# 4. Our Future

## Opportunity to refresh, renew and grow

### Why is this theme important?

OWN is currently a small Trust with schools in a close locality. The Government policy on the growth of the academy sector continues to change, but the Trust must ensure its long term financial viability. It is therefore essential that OWN Trust seizes any opportunity to develop a forward-facing approach to encouraging growth.

Successful marketing strategies are vital to ensure that OWN Trust is the first choice for schools looking to academise, as well as parents seeking the best school for all their children and young people. Strong governance, prudent and effective financial and estates management, as well as future-proofed systems for technology, are key to managing growth and expansion.

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**Following the Seven Nolan Principles of selflessness, integrity, objectivity, accountability, openness, honesty and leadership, we will ensure that the OWN Trust is financially secure and robust in its plans for growth and development.**

### Governance

Continuously strengthen our governance to provide support and challenge.

Focus on improvement, measure performance against the plans and effectively hold the Executive Team to account.

### Number of Schools

Plan for sustainable growth, focused around local hubs, giving priority to larger primary schools judged good or better.

In growing the number of OWN Trust schools, it is essential that the schools share the values, vision and ethos of OWN Trust.

Effective due diligence is key to ensuring conversions are successful.

### Finance

Develop OWN Trust branding and marketing that defines the benefits of joining OWN Trust, ensuring that all opportunities for highlighting OWN Trust's key attributes are realised.

Develop our use of Integrated Curriculum Financial Planning to support OWN Trust in getting the best value for money and to make sure funding is directed at our pupils.

Make effective use of all opportunities to access grant income whilst developing strategies for growing self-generated income for additional revenue.

Capitalise on opportunities for providing school-to-school support and consultancy services through nurturing OWN Trust staff and expertise.

Continue to manage the centralisation of financial procedures to increase efficiency.

Develop a programme for bidding for all available grants.



## Estates

Secure Condition Improvement Funding and other grant funds to improve the OWN Trust estates.

Seek opportunities to ensure value for money and economies of scale through reviews of service level agreements.

### Ensure OWN Trust's Asset Management Plan will:

- Provide a safe environment for the schools' communities
- Stay compliant with building rules, regulations and legal matters
- Target spending, anticipating demands
- Meet future capacity and educational needs
- Satisfy community expectations

## Technology

Use technology effectively so that it efficiently supports the needs of the OWN Trust.

As a high performing organisation OWN Trust will focus on the key pillars of technology: infrastructure, people, devices, communication and teaching and learning.

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## How will we know we are delivering?

### Governance

School improvement is at the core of the strategic development of OWN Trust and there is a strong culture of scrutiny and challenge.

Governance groups at all levels are provided with a clear picture of school and Own Trust performance.

Regular independent reviews of governance evidence that overall governance is strong.

Development recommendations raised by regular reviews are fully considered and action plans are in place. Trustees bring their expertise to the role.

Opportunities for reflection and review are taken so that an effective balance of skills is maintained and the educational understanding to focus on school improvement is at the fore.

The Scheme of Delegation identifies responsibilities in developing the school improvement strategy for the OWN Trust and evaluating its impact.

Mechanisms for engaging with local governing bodies are clearly understood and effective in sharing good practice.

There is a clear succession plan for governance.

There is a clear plan for growth, including plans to build governance, leadership and school improvement capacity.

### Number of Schools

Opportunities for engaging with prospective joiner schools are flourishing.

Different networks are established with OWN Trust as a result of our good reputation and high quality work.

### Finance

Schools are making cost savings through economies of scale and shared resources and are delivering those savings to frontline teaching and learning.

Operating costs are lower as a result of our efficient operating models.

When measured against the ICFP and Schools Resource Plan, Key Performance Indicators are positive when comparing OWN Trust against other trusts.

### Technology

All our children and young people, as well as staff, have access to the best technology to maximise teaching and learning.

Technology will be ready to use and have an infrastructure that supports high usage and delivers first time, every time.

# Appendix 1

## Sector: Why the relationship is important.

### The Department for Education (DfE)

The Department for Education is responsible for all children and young people's services and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England. The DfE is responsible for teaching and learning for all children and young people in the early years and in primary schools; teaching and learning for young people in secondary schools; teaching, learning and training for young people and adults in apprenticeships, traineeships and further education; teaching and learning for young people and adults in higher education; supporting professionals who work with all children and young people and adult learners; helping disadvantaged children and young people to achieve more; making sure that local services protect and support all children and young people.

### Education and Skills - Funding Agency (ESFA)

The ESFA is accountable for £58 billion of funding for the education and training sector, providing assurance that public funds are properly spent, achieves value for money for the taxpayer and delivers the policies and priorities set by the Secretary of State. It regulates academies as well as further education and sixth-form colleges, and training providers, intervening where there is risk of failure or where there is evidence of mismanagement of public funds.

### Regional Schools - Commissioner (RSC)

The RSC acts on behalf of, and is accountable to, the Secretary of State for Education. Each RSC has a team to carry out functions and is also supported in decision making by a regional Headteacher Board (HTB). One key function of the RSC is to develop the sector as well as to improve and sustain education standards in the region they serve. In 2022 all OWN Trust Schools are in the East of England Region. In order to carry out their function the RSC engages in Reviews of Trusts as and when necessary. It is important that we continue our partnership with the RSC and their office so they are aware of our strengths and capacity. Their knowledge of OWN Trust is key to supporting our growth.

### Local Authorities (LAs)

LAs are providers of Statutory Services as well as Commissioners of our services. They are important partners for OWN Trust as they provide statutory services that the relevant schools within each LA must engage with. They are also important as any LA can commission the services of OWN Trust. Therefore OWN Trust needs to be clear and promote the high quality services it offers.

The relevant duties are:

To ensure there are enough school places for the population the LA serves, provide an education for those who would not otherwise be at school, for instance through illness or exclusion, provide transport to and from school for those children and young people who need it, make sure that the welfare of all children and young people and inclusion in education is carried out, establish a schools' forum and determine school budget shares in accordance with the schools' finance regulations, establish a standing council on religious education, to carry out the prevent duty and provide a LADO to manage allegations against individuals who work with children and young people. Provide social care for those children and young people and families in need of early help, those on Children In Need plans and Child Protection plans, provide early education and childcare so there are sufficient places for parents to return to work, monitor national tests for key stage 1 and 2, including the phonic screening check and school admissions (OWN Trust will adhere to LA admissions policies).

Local Authorities have specific duties in relation to children and young people with special educational needs and disabilities. These duties are complementary to those undertaken by OWN Trust and also to the applicable equalities and SEND legislation. LAs commission places for

children and young people in Special Needs Schools and provide top-up funding for these children and young people. LAs must:

- Publish information about SEND provision available in/outside the area
- Identify whether a child for whom they are responsible has SEN
- Assess a child who in their opinion has SEN, if the assessment shows that it is necessary, to make an EHC Plan determining the child's needs and the educational provision required
- Ensure the specific provision set out in the Plan is made
- Keep the Plan under review
- Educate children and young people with SEN in mainstream schools where possible
- Inform parents when SEN provision is made
- Arrange for and participate in mediation where required
- Make all decisions with regard to: the views, wishes and feelings of the child and his/her parent or the young person; the importance of involving them in decisions and providing the right information and support to allow them to do so; the need to support the child or young person and help them achieve the best possible educational and other outcomes
- Promote integration of education and training provision with health and social care
- Make joint commissioning arrangements about education, health and care provision
- Make arrangements for an advice and information service and a dispute resolution service for parents of children and young people with SEN

### Health Professionals

Our partnership with health professionals is vital as children and young people in OWN Trust Schools have Education and Health and Care Plans. Therefore health professionals need to both input into these plans but also provide the services for the children and young people as stated in their plans. Health professionals also need to partner with our schools to ensure that early identification of issues that affect our children and young people such as childhood obesity and dental decay, are tackled effectively.

### Other Trusts

Partnerships with other trusts are important as they help benchmark our practice and provide expertise and services that as a growing trust are not yet cost effective or efficient for OWN Trust to provide. Other trusts can commission services from OWN Trust and are therefore a source of knowledge sharing and development and income generation.

### Teaching - School Alliances

Partnerships with teaching school alliances enable OWN Trust to provide a comprehensive offer of school improvement for all staff. Teaching school hubs are a source of knowledge sharing and development and potential income generation.

### Organisations that support schools and trusts

Developing meaningful partnerships with organisations such as the Confederation of School Trusts and The Education Endowment Foundation will support the development of OWN Trust. To ensure leaders are clear what is on the horizon, an opportunity for the sharing and development of learning and to support recruitment.

### Business & Industry

Partners in Business and Industry are important on many levels. Learning can be shared in terms of business and operations. Links with Business and Industry must be developed so there is a pipeline of high quality Trustees and Local Governing Body members. Opportunities for business and industry to contribute to projects will also support the success of the OWN Trust.









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