



SEAX Trust - Trust Strategy

Removing barriers. Widening opportunity. Creating futures.

1. Our purpose

SEAX Trust exists to **remove barriers, widen opportunity and create futures** for children and young people whose educational journeys are often shaped by complexity, vulnerability and disrupted experience.

For us, education is not only about attainment. It is about:

- safety and belonging
- ambition without limits
- preparation for adulthood and participation
- dignity, agency and possibility

This Trust Strategy sets out how we translate that moral purpose into sustained, system-wide action.

This strategy does not list everything we will do, it clarifies what we must get right if our vision is to be realised.

2. Our strategic intent

Our strategic intent is to build a coherent, resilient and outward-facing system in which:

- educational quality is secured and improved consistently
- expert practice is grown from within and shared openly
- operational systems actively enable, rather than constrain, school improvement
- decisions are grounded in evidence, learning and reflection
- collaboration strengthens impact beyond individual schools

This strategy therefore focuses on five mutually reinforcing priorities, each derived directly from our vision to: **remove barriers, widen opportunity and create futures** and our drivers



3. Our Drivers

1. Deliver exceptional education with no limits on ambition

We provide high-quality education that meets individual needs, stretches every learner and removes barriers to achievement.

2. Prepare every young person for life beyond school

We equip young people with the skills, confidence and independence needed for employment, further learning and adult life.

3. Grow strong leadership and invest in our people

We develop leadership at all levels and invest in our staff so they are skilled, supported and motivated to deliver the best for our young people.

4. Work together to improve outcomes for all

We collaborate across the Trust, share expertise openly and hold each other to account so that every academy benefits from collective strength.

5. Use resources responsibly to maximise impact

We make ethical, sustainable and transparent decisions about finance, estates and technology so that resources deliver the greatest benefit for young people.

4. Our Five Priorities

Education at
the centre of
what we do

Developing
and investing
in our people

Operational
effectiveness
enabling
ambition

Research
informed
practice and
system
learning

Being
outward
facing and
collaborative



Strategic priority 1: Educational quality at the centre of what we do

Our belief

High-quality specialist education is the Trust's core business. Everything else exists to enable it.

Our focus

We will ensure that:

- the quality of curriculum, teaching and learning across the Trust is known accurately
- strengths and weaknesses are identified early and honestly
- improvement priorities are focused, sequenced and sustained
- safeguarding, inclusion, behaviour, attendance and personal development are integral to how quality is understood

We will do this through:

- a robust School Development & Improvement (SDI) model
- disciplined evaluation and bespoke-informed support
- clear expectations combined with proportionate challenge and help

What this means in practice

Educational strategy is not episodic or reactive. It is systematic, evidence informed and morally serious, always asking: *Are pupils receiving the education they need – and how do we know?*

Strategic priority 2: Developing and investing in our people

Our belief

Improvement is enacted through people. Sustainable change depends on expertise, confidence and professional agency, not on structures alone.

Our focus

We will invest deliberately in:

- leadership at all levels
- coaching, supervision-informed reflection and professional dialogue
- clear development pathways that recognise and grow expertise



- system leadership, where practitioners support improvement beyond their own school

We will:

- treat professional learning as continuous, not episodic
- prioritise relational, developmental approaches over compliance
- build internal capacity rather than create dependency on external solutions

What this means in practice

Our workforce strategy, coaching framework and School Improvement Lead roles all exist to answer one question: *How do we grow the people who will sustain and extend improvement over time?*

Strategic priority 3: operational effectiveness enabling ambition

Our belief

Operations are not neutral. Systems, processes and resources either remove barriers or create them.

Our focus

We will ensure that:

- finance, estates, digital, people and governance functions are strategically aligned to educational priorities
- resources are used ethically, transparently and responsibly
- operational decisions consider long-term sustainability, not short-term fixes
- schools experience the Trust as a joined-up support system, not fragmented services

We will do this through:

- the Team Around the School (TAS) model
- disciplined financial stewardship linked to educational intent
- continual review of whether systems are enabling or constraining improvement



What this means in practice

Operational excellence is judged not by efficiency alone, but by its ability to enable learning, wellbeing and ambition.

Strategic priority 4: research-informed practice and system learning

Our belief

In a complex system, judgement matters. Good intentions are not enough. Improvement must be grounded in evidence, inquiry and learning.

Our focus

We will:

- use research to inform thinking across education, operations and workforce development
- support schools and leaders to engage in disciplined inquiry
- evaluate impact honestly and adapt practice accordingly
- capture, codify and share learning across the Trust

Research-informed practice is not about rigid fidelity to models. It is about:

- understanding principles
- applying them thoughtfully in context
- reflecting on impact over time

What this means in practice

The Trust becomes a learning organisation, not just an improvement structure.

Strategic priority 5: being outward-facing and collaborative

Our belief

Real improvement rarely happens in isolation. Collaboration strengthens practice, credibility and impact.

Our focus

We will:

- work openly across schools within the Trust



- contribute to wider system improvement through partnerships, commissioned work and shared learning
- learn from external challenge and independent evaluation
- align outward-facing work with internal improvement priorities

Our outward-facing work is not separate from our core purpose.
It is an extension of it.

What this means in practice

We aim not only to improve our own schools, but to help shape the future of specialist education more widely.

5. Governance, accountability and coherence

To ensure this strategy is enacted with discipline and clarity:

- the SDI Board provides strategic oversight of educational quality, risk and improvement
- the TAS Board aligns operational systems and resources to those priorities
- Local Governing Groups provide challenge, insight and community voice at school level
- Trust committees and the Board receive synthesised assurance linked to vision and drivers

This governance architecture ensures:

- clear lines of accountability
- reduced duplication and reporting burden
- purposeful challenge at the right level
- coherence across strategy, implementation and stewardship

6. What this strategy deliberately avoids

This strategy does not attempt to:

- list all initiatives or projects
- prescribe identical practice across schools
- separate education, people and operations into silos
- chase short-term optics over long-term impact



Its power lies in clarity of purpose, strategic focus and disciplined alignment.

7. Our commitment

This Trust Strategy commits SEAX to:

- ambition without apology
- clarity over complexity
- learning over defensiveness
- collaboration over isolation
- stewardship over expediency

Removing barriers. Widening opportunity. Creating futures.

This strategy sets the direction. Our collective work will make it real.

How is this strategy is developed and next steps...

- Education Strategy, Operations Strategy and Finance Strategy will be developed as sub-strategies, each explicitly mapped to this Trust Strategy.
- Priorities will be reviewed regularly to ensure responsiveness without drift.





SEAX Trust - Strategic KPIs and Assurance Framework

Linking Vision, Strategy and Accountability

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1. Overarching design principles

KPIs in SEAX Trust are not targets to chase, but indicators used to inform professional judgement, strategic decisions and proportionate challenge.

Therefore:

- indicators are balanced, not dominated by data
- trends matter more than snapshots
- qualitative assurance sits alongside quantitative measures
- no KPI stands in isolation from context
- assurance is about confidence, not certainty

2. Strategic Priority 1

Educational quality at the centre of what we do

Strategic question:

Are pupils across the Trust receiving consistently high-quality, safe and inclusive education, and is it improving over time?

Core indicators

Quality and coherence	Safeguarding and inclusion	Learning and outcomes
• Area-level evaluation judgements (Trust dashboard) • Movement and trajectory in curriculum and teaching judgements • School tier distribution and movement over time	• Safeguarding assurance status (met / not met) • Patterns and trends in safeguarding themes • Inclusion judgements and exclusion patterns	• Progress from starting points (contextualised) • Attendance and engagement trends • Evidence of improved learning behaviours and independence



Primary assurance routes

- **SDI Board:** evaluation dashboards, Live Evaluation Summaries
- **Standards & Culture Committee:** trend summaries, risk narrative
- **Trust Board:** high-level confidence statements, escalated risks

Key assurance question for Trustees

Do we have justified confidence that educational quality is known accurately, improving where needed, and safe everywhere?

3. Strategic Priority 2

Developing and investing in our people

Strategic question:

Do we have the leadership, expertise and professional capacity to sustain and extend improvement?

Core indicators

Leadership capacity	Professional learning and growth	Workforce sustainability
• Leadership evaluation within SDI dashboards • Stability of senior and middle leadership • Succession planning confidence (qualitative)	• Engagement in coaching and inquiry-led development • Growth of internal expertise and lead practitioners • Evidence of practice improvement over time	• Staff retention and absence trends • Workload and wellbeing indicators • Recruitment success in critical roles

Primary assurance routes

- **SDI Board:** leadership and capacity evaluations
- **TAS Board:** workforce risks and capacity alignment
- **Standards & Culture Committee:** leadership and people narrative
- **Trust Board:** workforce sustainability assurance

Key assurance question

Are we deliberately growing the people who will carry improvement forward, or relying on short-term capacity?

4. Strategic Priority 3

Operational effectiveness enabling ambition

Strategic question:

Are Trust systems and resources actively enabling educational priorities in a sustainable and responsible way?

Core indicators

Financial stewardship	Operational enablement	Risk and compliance
- Budget position in relation to SDP priorities - Medium-term financial sustainability - Variance explained through strategic intent, not drift	- Estates suitability and condition trends - IT reliability and access - Timeliness and effectiveness of central support	- Risk register movement - Audit findings and response - Health, safety and statutory compliance assurance

Primary assurance routes

- TAS Board:** operational alignment, system friction, financial context
- Risk, Audit & Resources Committee:** detailed oversight
- Trust Board:** assurance on stewardship and risk

Key assurance question

Do our operational systems remove barriers to improvement, or unintentionally create them?

5. Strategic Priority 4

Research-informed practice and system learning



Strategic question:

Is the Trust learning systematically from evidence, experience and evaluation – and acting on it?

Core indicators

Use of evidence	System learning
• Alignment of improvement priorities to evaluation and research • Quality of professional inquiry and reflection • Reduction in initiative overload over time	• Capture and sharing of effective practice • Scaling of successful approaches across schools • Schools contributing to Trust-wide learning

Primary assurance routes

- **SDI Board:** evaluation-to-action scrutiny
- **School Improvement Leads:** learning capture and synthesis
- **Committees:** narrative evidence of learning informing strategy

Key assurance question

Are we becoming a learning organisation, or repeating cycles of activity without accumulation of insight?

6. Strategic Priority 5**Being outward-facing and collaborative****Strategic question:**

Are partnerships and outward-facing work strengthening the Trust's impact and shaping the system we want to see?

Core indicators

Internal collaboration	External engagement	Reputation and influence
• School-to-school support activity • Trust network engagement and outputs	• Use of external challenge (e.g. Challenge Partners) • Learning fed back into internal systems	• Credibility with LAs, Ofsted and partners • Feedback from external reviews



Reduction in isolated practice	Commissioned or partnership work aligned to strategy	Strategic partnerships developed or sustained
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Primary assurance routes

- SDI Board:** external validation synthesis
- TAS Board** (where appropriate): capacity and sustainability
- Trust Board:** confidence in system leadership and reputation

Key assurance question

Is the Trust outward-facing in ways that strengthen both our own schools and the wider system?

7. How this reduces workload and duplication

One evidence spine

Schools produce:	Everything else is:	Different forums, different lenses
- Live Evaluation Summary - Area-level dashboard - SDP priorities	- synthesis - interpretation - assurance	- SDI → educational judgement - TAS → operational enablement - LGGs → local implementation insight - Committees → trend and risk oversight - Board → strategic confidence

No re-reporting the same information in different formats.

8. Trust assurance summary

At Board level, each strategic priority could be summarised as:

- Confidence level** (High / Medium / Emerging concern)



- **Trajectory** (Improving / Stable / Declining)
- **Key risks**
- **Key mitigations**

This avoids dashboards becoming performance theatre and creates the possibility for high quality discussion to frame the decisions. With elements of governance taking on oversight for key elements as standing items for discussion:

Priority	Direct governance oversight
1	Standards and culture
2	Standards and culture
3	Resources, Audit and Risk
4	Board
5	Board

The summary table for review at board could look like (starter summary only...)*

Priority 1: Educational quality at the centre of what we do

Key strategic question: *Are pupils across the Trust receiving consistently high-quality, safe and inclusive education, and is it improving over time?*

Key assurance question: *Do we have justified confidence that educational quality is known accurately, improving where needed, and safe everywhere?*

Confidence (high/ medium/ low)	Trajectory (improving, stable, declining)	Key risks	Key mitigations

*other priorities set out in the same way

9. Overall

Our assurance framework is designed to give the Board justified confidence that our vision is being enacted through disciplined strategy, professional judgement and responsible stewardship.

