

Strategic Plan 2025 – 2028



Introduction and Context

This new strategic plan for Frays is constructed during an ever-changing educational landscape. The previous plan set out to secure stronger outcomes and improve provision, particularly in Writing across all schools. Whilst this was successful, particularly in the Early Years, there remain significant challenges around securing stronger outcomes by the end of Key Stage 2. Across the organisation, we are seeing a significant rise in pupils with Special Education Needs, particularly those with Education, Healthcare Plans and with complex difficulties. This has ultimately put pressure on budgets at a time when funding has been reduced for EHCPs as a result of the 'Safety Valve' initiative for the London Borough of Hillingdon and Wokingham Borough Council.

Across the education sector, we are seeing falling rolls as a result of lower birth rates and local statistics do not demonstrate this landscape improving. This has resulted in a reduction of income in our , alongside the rising costs of running schools, increases in staffing costs (some funded) and increased costs of supporting pupils with Special Educational Needs and Disabilities. In addition, we have seen fewer awards given to Capital Improvement Fund projects and, in 2024-25, we had to invest in schools by using reserves. On top of our risks, two of our schools in Frays have been judged by OfSTED as 'requiring improvement'. Whilst both schools are making progress, one of the biggest challenges is securing high quality teaching staff and middle leaders to ensure that all pupils are given a high-quality education.

The objectives of this plan have been considered alongside other changes and developments that are taking place such as a new Management Information System for Frays, development of the IT/Digital/AI Strategy and the centralisation of Finance.

This strategic plan sets out how we will mitigate against these risks and improve the quality of education for all the pupils in Frays.

The plan

The Overall Strategy on page 2 sets out what we aim to achieve and how we will do this. Page 3 sets out the milestones across the 3 years of the plan to help us achieve the targets set out on page 2. Pages 4 and 5 set out the 6 key strategic objectives and associated outcomes that will help us achieve our target. For those who would like to read more detail, the operational plan from page 6 onwards sets out actions and time-scales which the executive team will be tracking.

Overall Strategy

Vision					
Strength in partnership – investment in character – excellence in learning					
Values	Honesty	Opportunity	Positivity	Equality	
	We evaluate leadership and teaching critically to enable schools to inspire our children. We have a feedback culture where feedback is given with integrity, thoughtfulness and honesty.	We welcome research and seek innovation. Each of our schools brings a wealth of experience, differences and insight to shape the future of Frays.	We collaborate with each other to innovate. Our children and staff have a growth mindset and a “can do” approach.	We are building an inclusive culture that encourages, supports and celebrates the diversity within our schools and teams. We build aspirations for all our children to achieve.	
Ambition	Outcomes:	Governance, leadership and management:		Capacity:	Curriculum:
	<ul style="list-style-type: none"> Pupils who are high achieving across all groups 	<ul style="list-style-type: none"> Leaders who are highly skilled 	<ul style="list-style-type: none"> Governors and Trustees who provide effective support and challenge 	<ul style="list-style-type: none"> Schools that are full, with no more than 5% spare capacity 	<ul style="list-style-type: none"> Digital technology that is fully embedded into the curriculum
Targets to achieve by 2028	<ol style="list-style-type: none"> Pupils across the Trust achieve stronger outcomes at every stage, reaching 75% GLD, 95% Phonics pass rate by end of Y2, and 65% combined Reading, Writing and Mathematics at KS2, reflecting improved attainment and consistency across schools. Attendance improves across the Trust, with all schools showing improvements and attendance figures in line with national figures All schools are judged to be expected, with at least 2 judged as strong and 1 exemplary All schools have reserves, and the overall reserves position of the Trust increases by 5% Staff retention rates improve across the Trust to between 85 - 95% 				
Strategic Pillars	Teaching:	Curriculum:	Enrichment:	Inclusion and SEND:	Leadership/Well-being:
	<ul style="list-style-type: none"> Excellent teaching in every classroom 	<ul style="list-style-type: none"> Ambitious curriculum leading to strong outcomes for all pupils Digital Learning 	<ul style="list-style-type: none"> Opportunities for all pupils beyond the national curriculum 	<ul style="list-style-type: none"> Pupils with SEND supported to achieve well Specialist provision for SEND pupils developed 	<ul style="list-style-type: none"> Strong central CPD offer Leadership Development Well-being strategy
Key Enablers	Data:	Finance and Operations:	People Strategy:	Estates:	School Improvement:
	<ul style="list-style-type: none"> Data taken from a range of sources to provide quality evidence of effectiveness of the Trust and individual schools 	<ul style="list-style-type: none"> Strong financial support Balanced budgets Well-resourced schools 	<ul style="list-style-type: none"> Ethical leadership strategy Well-being strategy Workload strategy 	<ul style="list-style-type: none"> Strong school environments for pupils to learn in 	<ul style="list-style-type: none"> Support by central team offer Tailored support for schools School to school support Subject leader networks Clear role for Hub Directors in school support I have added

Measuring success: Key Performance Indicators that will need to be achieved across the three years of the plan

	2025 - 26	2026 - 27	2027 - 28
Outcomes (Target 1)	<ul style="list-style-type: none"> 60% of pupils reach combined Reading, Writing and Mathematics by end of Key Stage 2 80% of pupils pass Phonics in Y1 40% of pupils pass Multiplication Table Check in Y4 	<ul style="list-style-type: none"> 62% of pupils reach combined Reading, Writing and Mathematics by end of Key Stage 2 85% of pupils pass Phonics in Y1 50% of pupils pass Multiplication Table Check in Y4 	<ul style="list-style-type: none"> 65% of pupils reach combined Reading, Writing and Mathematics by end of Key Stage 2 90+% of pupils pass Phonics in Y1 60% of pupils pass Multiplication Table Check in Y4
Attendance (Target 2)	<ul style="list-style-type: none"> Attendance of all schools below the national averages improves 	<ul style="list-style-type: none"> Attendance of all schools improves 	<ul style="list-style-type: none"> Attendance of all schools is broadly in line with national averages
Governance (Target 3)	<ul style="list-style-type: none"> 6 out of 7 schools judged at least at the expected standard by OfSTED 	<ul style="list-style-type: none"> All schools judged at least at the expected standard by OfSTED 	<ul style="list-style-type: none"> All schools judged at least at the expected standard by OfSTED with at least 2 schools judged as strong and 1 exemplary
Financial Stability (Target 4)	<ul style="list-style-type: none"> All schools have balanced budgets with no schools showing an in-year deficit 	<ul style="list-style-type: none"> Each school has a minimum of 2% reserves Overall Trust reserves increase by 3% 	<ul style="list-style-type: none"> Each school has a minimum of 5% reserves Overall Trust reserves increase by another 8%
People (Target 5)	<ul style="list-style-type: none"> Retention rates of staff between 85 – 95% 	<ul style="list-style-type: none"> Retention rates of staff between 85 – 95% 	<ul style="list-style-type: none"> Retention rates of staff between 85 – 95%

An overview of the Strategic Objectives, actions and success measure that will help us achieve the set Key Performance Indicators

Strategic Objectives	Key actions and sub-objectives	Success measures
Excellence in Learning - Education		
1. To raise attainment and improve outcomes for all pupils through excellence in teaching and learning (Supports Target 1)	a. Review teaching and learning policy b. Improve teaching and learning, particularly for the lowest 20% of learners and EAL learners (L20%) c. Improve outcomes for Early Years pupils d. Ensure that all pupils arriving as casual admissions make strong progress e. Adapt School Improvement pupil meetings to focus on achievement of all pupils	<ul style="list-style-type: none"> • Combined outcomes improve and reach 65% of pupils achieving expected in Reading, Writing and Maths by 2028 • Monitoring evidence demonstrates that the provision for the lowest 20% and EAL pupils improves • By 2028, 75% of pupils reach a Good Levels of Development
2. To provide an excellent curriculum offer for all pupils across the Trust (Supports Target 1)	a. Improve curriculum through appropriate sequencing, high order questioning and consolidation of prior learning b. Create curriculum alignment across all Frays schools in subjects that need development in all schools Improving outcomes in Writing and Mathematics c. Improving Mathematics d. Devise a digital strategy for the Trust e. All schools to have a plan to improve enrichment opportunities for pupils	<ul style="list-style-type: none"> • Combined outcomes improve and reach 65% of pupils achieving expected in Reading, Writing and Maths by 2028 • By 2028, curriculum alignment allows pupils to make stronger progress • Enrichment opportunities are inclusive and varied across the Trust.
Investment in Character - People		
3. Build capacity and sustainability through staff development and leadership (Supports Target 5)	a. Develop peer-to peer support between Headteachers b. Establish priority networks each year c. Utilise the Hub Director model effectively d. Provide opportunities for wider professional development across the Trust to enable staff to thrive e. Develop further the central professional development offer by increasing the offer provided by the central team	<ul style="list-style-type: none"> • 80%+ of leadership posts filled internally • Retention rates of staff between 85 – 95% • 95% of staff feel happy to work in Frays • 90% of ECTs are retained after 2nd year of teaching • 65%+ of ECTs are retained after their 5th year of teaching • Turnover of senior leaders is no more than 10%

Strategic Objectives	Key actions and sub-objectives	Success measures
Investment in Character - Pupils		
4. Ensure every pupil thrives in safe, inclusive, supportive environments (Supports Target 1 and 2)	a. Review the Safeguarding Strategy to ensure Safeguarding is given the highest priority b. Strengthen SEND provision with additional support from the central team c. Work with Local Authorities to establish additional provision for SEND d. Develop a well-being strategy for pupils e. Create an attendance strategy for the Trust to improve pupil attendance f. Develop a 3-year strategy to develop the Christian Distinctiveness of our Church Schools to enable pupils to thrive	<ul style="list-style-type: none"> • 100% compliance in annual safeguarding audits, with improvement from 2025 audits • Increased parental satisfaction (via surveys) • Improved attendance and reduced persistent absence • Staff wellbeing index shows year-on-year improvement • Outcomes and provision for SEND pupils improve through additional provision
Sustainability		
5. Govern the Trust sustainably to deliver maximum impact (Supports Target 3)	a. Review and establish a training for Governors and Trustee b. Review communication strategy between Board and LGB c. Undertake a Governance review	<ul style="list-style-type: none"> • Evidence of improvements to actions noted in the Governance review • Board reports demonstrate impact against key performance indicators and targets set for 2028 • All schools judged at least at the expected standard by OfSTED with at least 2 schools judged as strong
6. Ensure long-term financial health, strong infrastructure and sustainability (Supports Target 4)	a. Review leadership structures across the Trust to ensure financial stability, particularly of smaller schools b. Deliver balanced budgets across all schools c. Leverage economies of scale through procurement and shared service d. Align Digital and AI strategy with Finance Strategy e. Implement Estates Strategy f. Develop sustainability plan and reduce carbon footprint	<ul style="list-style-type: none"> • Each school has a minimum of 5% reserves • Overall Trust reserves increase by another 8% • Schools' budgets balance over 3 years