



Children First: Educating today, Inspiring tomorrow.



OUR STRATEGIC AMBITION

CEO's Welcome

Welcome to our Strategic Plan, which outlines our ambition as an education trust over the next three years. The education of every young person who attends a MET school is at the heart of everything we do. Our mission is clear: *"Children First: Educating today, Inspiring tomorrow."*

As CEO, it is both an honour and a privilege to lead Mowbray Education Trust. I hope that this strategic plan clearly sets out our ambition and the journey we intend to take together over the next three years.

In October 2025, our Trustees, Headteachers and Executive Team came together to reflect on and shape our shared direction. Through thoughtful discussion, debate and collaboration, we reaffirmed our mission and established three core values that guide our work: Inclusivity, Aspiration and Collaboration.

These values define who we are and how we work together. We are committed to being an inclusive community where every child can thrive, every voice is valued, and together we shape a future that is kind, ambitious and resilient.

Louise Lee
Chief Executive Officer
Mowbray Education Trust



We are an inclusive community where every child thrives, every voice matters, and together we shape a kind, ambitious, and resilient future.

Our values:



Inclusivity

We are an inclusive and inspiring community where every child thrives, ambitions are nurtured, and resilience is celebrated.



Aspiration

Educating today, empowering tomorrow – a community where every voice matters and every child reaches their full potential.



Collaboration

Together, we build a kind, ambitious, and resilient community where every learner is valued and supported.



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Priority 1: Improving Attainment, Attendance, Consistency and Inspection Outcomes (2026-2028)

Strategic Ambition

Over the next three years, the Trust will secure sustained improvements in attainment outcomes and educational quality across all schools, underpinned by a clear, graduated school improvement model aligned to the new Ofsted five-point grading scale. Focus will be given to ensuring that the Trust's two current Requires Improvement (RI) schools - one primary and one secondary - demonstrate clear, measurable improvement at their next inspection. Improved attainment and progress outcomes across all Trust schools. An increasing proportion of schools judged as Strong Standard or Exceptional during their next inspections.

Inspection and Quality Framework Alignment

The Trust will align self-evaluation, quality assurance, and improvement planning to the new Ofsted five-point grading scale: Exceptional, Strong Standard, Expected Standard, Needs Attention, Urgent Improvement.

This framework will support early identification of risk, proportionate intervention, and sustained improvement across all schools.

Core Evaluation Areas

Improvement activity across the Trust will focus on the six core areas graded by Ofsted: Inclusion, Curriculum and Teaching - Achievement - Attendance and Behaviour - Personal Development and Wellbeing - Leadership and Governance

Safeguarding will be assessed separately and must be consistently judged as "met" across all Trust schools.

Key Objectives

1. Raising Attainment and Improving Outcomes. Improve attainment and progress for all pupils across the Trust, with a strong focus on disadvantaged pupils and those with SEND. Ensure that the two RI schools demonstrate clear and sustained improvement in outcomes, quality of education, and leadership at their next inspection.
2. Graduated Trust-Wide School Improvement Model. Implement a consistent, Trust-wide improvement model aligned to the five-point Ofsted grading scale. Provide targeted support, challenge, and intervention proportionate to each school's evaluation grade.
3. Develop an AI policy and process that can be adopted by the Trust and schools over the next three years.
4. All schools over the next two years need to be in-line with national averages for attendance, alongside individual schools improving attendance for children whose attendance is at 80%, 85% and 90% and reducing Persistent Absence, especially at secondary schools.
5. Curriculum Alignment and Consistency. Align primary curricula across the Trust to ensure a coherent, high-quality shared offer while retaining appropriate school-level flexibility. Establish greater commonality of examination boards and curriculum pathways at Key Stage 4 across both secondary schools to support consistency, collaboration, and improved outcomes.
6. Inclusion, Behaviour and Personal Development. Strengthen inclusive practice, attendance, behaviour, and wellbeing provision across all schools in line with inspection expectations. Ensure that pupils feel safe, supported, and able to thrive academically and personally.

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7. Leadership, Governance and Accountability. Strengthen leadership capacity at all levels through targeted professional development and Trust-led support. Ensure trustees and governors have clear oversight of standards, improvement priorities, and impact.
8. Drive continuous improvement in educational outcomes for all students, aligning with national benchmarks and securing clear progress over the next three years.
9. Safeguarding Excellence. Maintain a zero-tolerance approach to safeguarding compliance. Ensure safeguarding arrangements are robust, regularly audited, and consistently meet statutory requirements. All staff are fully trained, understand their safeguarding responsibilities, and are equipped to act confidently to keep children safe across all Trust schools.

Measures of Success

1. Improved pupil attainment and progress across all key stages.
2. Two RI schools achieve higher Ofsted grading at next inspection.
3. AI policy fully understood and embedded.
4. Attendance is consistently in line with or above national averages across all schools, reflecting strong overall effectiveness and reduced Persistent Absence.
5. Increasing proportion of schools rated Strong Standard or Exceptional.
6. Trust-wide school improvement model implemented consistently.
7. Positive outcomes in inclusion, behaviour, attendance, and personal development.
8. Leadership and governance strengthen educational standards and accountability.
9. Safeguarding compliance is consistently met, with confident, well-trained staff.



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Priority 2: Planned Growth, Inclusion and Alternative Provision (2026–2028)

Strategic Ambition

Over the next three years, the Trust will deliver sustainable growth in pupil numbers while strengthening inclusive practice and expanding targeted provision for vulnerable learners. This priority aligns with the Department for Education's inclusion agenda, SEND and AP Improvement Plan, and expectations for early intervention, inclusive mainstream practice, and high-quality alternative provision. Establish a comprehensive community and civic engagement programme focused on career development, volunteering opportunities, and charitable activity across the Trust.

Key Objectives

1. Growth in Mainstream and Post-16 Provision. Deliver planned growth in pupil numbers across the Trust. Expand the sixth form at Iveshead School by 80%, increasing the Year 12 cohort to 75+ students. Strengthen and diversify academic and vocational pathways to improve participation, retention, and progression outcomes in line with DfE post-16 priorities.
2. Strengthening Inclusive Practice and SEND Provision. Work in partnership with Leicestershire County Council (LCC) to expand enhanced resource base provision within primary schools. Open three additional enhanced SEND resource bases, increasing capacity and supporting earlier identification of need. Improve integration of SEND services at nursery and primary stages, supporting the DfE focus on early intervention and inclusion in mainstream settings. Increase the number of children and young people with SEND who are able to thrive in local mainstream nurseries, schools, and colleges.
3. Developing High-Quality Alternative Provision (AP). Establish a Trust-led secondary alternative provision for pupils aged 14–16 who are at risk of permanent exclusion. Provide a structured, high-quality curriculum aligned with DfE AP standards, focusing on social, emotional, and mental health needs alongside academic learning. Enable pupils to follow clear educational pathways leading to meaningful qualifications, improved engagement, and successful reintegration or progression.
4. Develop Partnerships and Enrichment Opportunities. Collaborate with Loughborough College, De Montfort University, and the University of Leicester to provide engaging opportunities, experiences, and events for young people. These partnerships will help every pupil achieve their full potential, ensure alignment with all Gatsby Benchmarks, and reinforce the Trust's values of Inclusivity, Aspiration, and Collaboration.

Measures of Success

1. Pupil numbers grow, including the expanded Year 12 cohort.
2. Increased SEND pupils supported successfully in mainstream schools and new resource bases.
3. Alternative provision pupils achieve improved engagement, qualifications, and reintegration outcomes.
4. Partnerships deliver meaningful opportunities that enhance learning, skills, and aspiration.
5. Implement the Government's White Paper and SEND strategy.



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Priority 3: Future Proofing MET's Financial Sustainability (2026–2028)

Strategic Ambition

Over the next three years, the Trust will strengthen its financial sustainability and resilience to ensure it can continue to deliver high quality education, inclusive provision, and long term value for money. This priority aligns with Department for Education expectations for strong financial governance, effective trust leadership, and efficient use of public funds.

Key Objectives

1. Strong Financial Leadership and Governance. Ensure the Trust is led by highly skilled and qualified leaders and trustees who provide robust financial oversight, ensure compliance with the Academies Trust Handbook, and maintain transparent reporting. Develop and maintain medium- and long-term financial plans that support educational priorities, growth, and effective risk management, supported by a professional finance team.
2. Prioritise the recruitment, retention, and development of staff, while enhancing leadership oversight of finances to promote strong financial understanding and accountability across the Trust's schools.
3. Centralised and Efficient Trust Wide Services. Further develop centralised back office services, including finance, HR, IT, legal, and payroll functions. Reduce duplication across schools, improve consistency, and achieve economies of scale while maintaining high quality support for school leaders.
4. Procurement at Scale and Value for Money. Implement trust wide procurement strategies, including bulk purchasing and competitive tendering for key services such as utilities, catering, and supplies. Secure improved pricing, contract terms, and service quality, in line with DfE value for money principles.
5. Efficient Use of Resources and Assets. Maximise the use of existing Trust assets, facilities, and professional expertise across schools. Promote collaboration and sharing of specialist staff, spaces, and resources to avoid unnecessary expenditure and duplication, supporting sustainable growth.
6. Geographical Clustering and Structural Sustainability. Organise schools into geographical clusters where appropriate to make shared services, leadership capacity, and operational support more effective. Reduce travel and management overheads while strengthening local collaboration. Consider the amalgamation of schools where this would enhance educational delivery, financial sustainability, and outcomes for pupils.

Measures of Success

1. Skilled leaders and trustees provide clear financial oversight.
2. Medium- and long-term plans support growth and risk management.
3. Finance team delivers accurate, compliant, and timely reporting.
4. School leaders demonstrate strong financial accountability.
5. Centralised services improve efficiency and reduce costs.
6. Clustering and structural changes strengthen operations and education.



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Priority 4: Developing Professional Capital and Talent Density (2026–2028)

Strategic Ambition

Over the next three years, the Trust will invest deliberately in its professional capital to ensure that all staff, leaders, and trustees are supported to fulfil their potential. This priority aligns with DfE and Ofsted expectations for strong leadership, high-quality professional development, and effective governance, while recognising the Trust's wider civic and community responsibilities.

This priority will build a highly skilled, motivated, and values-driven workforce and governance structure across the Trust. By investing in professional capital, strengthening partnerships, and embedding a strong coaching culture, the Trust will enhance leadership capacity, improve educational outcomes, and secure long-term sustainability and impact within its communities.

Key Objectives

1. **Developing Talent Pathways and Professional Learning.** Establish clear talent pathways for teachers, support staff, leaders, and trustees across the Trust. Ensure all colleagues receive high-quality, relevant professional development aligned to Trust priorities, school improvement needs, and individual career progression. Build a shared understanding of the Trust's civic and community role, ensuring staff and leaders act as ambassadors for inclusive, ethical, and community-focused education.
2. **Strengthening Leadership, Governance and Succession Planning.** Future-proof Mowbray Education Trust by attracting, developing, and retaining high-calibre leaders and trustees. Ensure robust succession planning for senior leadership, executive roles, and governance positions. Strengthen trustee and governor development to ensure effective challenge, strategic oversight, and accountability.
3. **Outward-Facing Partnerships and System Leadership.** Develop and sustain collaborative partnerships with external organisations, including the Professional Teaching Institute and The Brilliant Club. Strengthen relationships with post-16 providers, other multi-academy trusts, and educational institutions to support knowledge-sharing, staff development, and improved pupil outcomes. Position the Trust as an outward-facing organisation that contributes positively to the wider education system.
4. **Coaching Culture and Professional Dialogue.** Implement a structured, Trust-wide coaching model based on BASIC coaching principles. Embed coaching as a core professional development approach to support reflective practice, leadership growth, and continuous improvement. Ensure coaching is consistent, high-quality, and focused on improving outcomes for pupils and staff wellbeing.
5. **Implement comprehensive wellbeing programmes** that enhance staff recruitment and retention through flexible work-life balance arrangements, strong mental health support, and visible leadership.
6. **Develop a robust Equality, Diversity, and Inclusion (EDI) strategy** which underpins a psychologically safe workplace, equitable recruitment processes, and strong accountability. This includes auditing staff demographics, developing staff understanding of unconscious bias, and aligning policies to actively promote inclusion and belonging.

Measures of Success

1. Clear and effective talent pathways in place for staff and leaders at all levels.
2. A strong Equality, Diversity and Inclusion Strategy that is understood by all stakeholders.
3. Improved recruitment, retention, and succession outcomes for leadership and governance roles.
4. High levels of staff engagement with professional development and coaching programmes.
5. Strong, sustainable partnerships that demonstrably enhance staff development and pupil outcomes.
6. Positive inspection and governance feedback linked to leadership quality and professional development.

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