



EKO TRUST STRATEGY

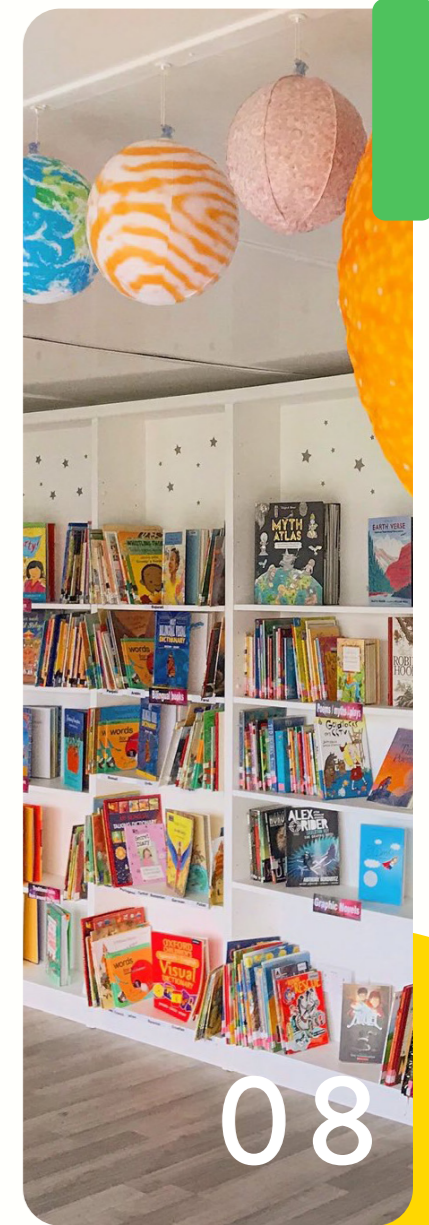
2020/2025

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FOREWORD

by Philippa King, Chair of Trustees

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

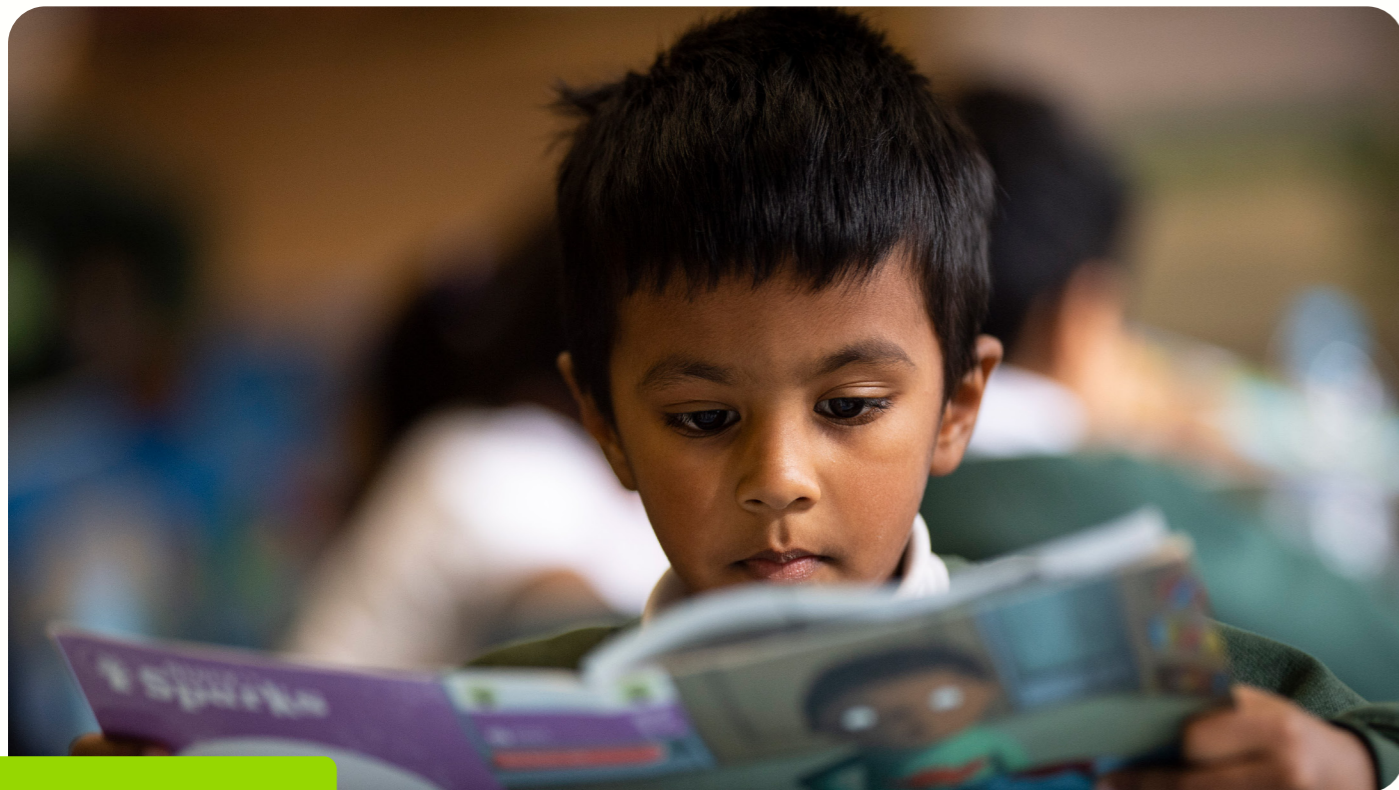
Earlier this year I took part in a training session for National Leaders of Governance that covered the importance of Ethos and Values that run consistently through the Trust. The trainer, who was the leader of our sector body, challenged us with the question of whether someone would be able to visit any of our schools and know straight away which Trust they were part of. Then she commented that in the case of Eko Trust, actually she would. I was pleased and proud to hear this. Eko Trust schools are individual in lots of ways, and serve distinct neighbourhoods and areas, but all embody the same ethos and vision for our children.

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

The last few months 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. The coming years will have new challenges. This document lays out how we will work together to achieve world class outcomes for a growing number of children and young people, enable them to thrive and make a positive impact on their communities.



equity for all



WHAT WE PROMISE

Equity for all - every child no matter their background will be supported and will receive the best education to enable them to access equal life chances.

There will be **equity** for all our children and young people, any barriers will be removed. We want every staff member to have **vitality**, feel valued and able to make the difference whilst they take all our children and young people on their learning journey.

Over the next five years, we will seize this opportunity for growth. We have to have the **courage** to face our challenges head on. We will use the collective power and **optimism** of all our team to overcome what is necessary to get the very best for all our children and young people. We will do this with **integrity**, using public funds for what they are intended. We know we can do this, because it is why Eko was originally established.

In 2025, we will look back and celebrate what we have achieved, such as:

- How many more children and young people are doing amazing things
- What children and young people have managed to achieve after attending an Eko school
- How the children and young people have used their learning to succeed
- How many staff have achieved things they never thought possible





Since the formation of Eko Trust in November 2016, the trust has grown to six schools.



OUR ROLE AND OUR CHALLENGE

There will be challenges over the next five years. The spring/summer of 2020 showed that not all of these can be predicted accurately. We need to ensure that all our children and young people, no matter what their starting point or life circumstances, are able to flourish. All of our children and young people need to thrive personally, socially, academically and emotionally after the Coronavirus Pandemic.

We will:

- maintain the highest educational standards for all our children and young people, whilst growing into a trust of 5000 children and young people;
- continue to develop an Eko culture that is understood and exemplified by all children and young people, parents/carers and staff.

During this time we will work to engage our stakeholders, whatever their viewpoints, to increase the opportunity of widening our partnerships. We will do this by practising the utmost integrity.

OUR ACHIEVEMENTS SO FAR

Since the formation of Eko Trust in November 2016, the Trust has grown to six schools. All schools in the Trust place the highest expectations on all children and young people. All schools deliver high quality education and consistently achieve high outcomes in their education. Impactful and meaningful partnerships, developed with other trusts and organisations, ensure that our family of schools benefit. Eko Trust has undertaken several key projects in the first three years of existence, including:

- successfully bidding for Opportunity Area Funding to support 11 low performing primary schools;
- supporting another trust pre-conversion and post-conversion to provide mentorship to the CEO;
- contracts with a Local Authority to provide support for Phonics and School Improvement Partner work.

During the coronavirus pandemic, March to September 2020, Eko Trust effectively navigated the challenges of lockdown and wider reopening effectively. We maintained safe childcare hubs that supported our school communities to continue their essential work as key workers and enabled all our children access to home learning. We supported the safe return of our children and staff through implementing rigorous risk assessments and safeguarding procedures.

THE PURPOSE OF OUR STRATEGY DOCUMENT

The core purpose of this document is to outline the direction that Eko Trust is taking over the next five years. This strategy will enable:

- stakeholders to have clarity about our plans
- schools and the Eko Trust central team to achieve its long-term goals

Each year of the strategy will have a development plan for the Trust and schools. These plans will have specific measurable criteria to exemplify how successfully we are achieving our strategy and the progress we are making.

EKO TRUST STRATEGY FOR 2020-2025

OUR VISION

Every member of our community is empowered to learn, to be ambitious and to be resilient.

OUR VALUES *drive everything we do*



Vitality



Optimism



Integrity



Courage



Equity

OUR COMMITMENT

- Equity for all - our people, our children and young people, our families and our staff, you are all part of our vibrant school communities.
- Every child will be supported to receive the best education to enable them to access equal life chances.

OUR PLANS FOR THE FUTURE

- We are working to extend our Eko Trust family so that by 2025 we are a Trust of **5,000 pupils** with **15 schools** based in three geographical hubs.
- Working 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.

OUR AREAS OF FOCUS

- 1. Our Culture - Maturing into a great organisation -**
Trusting the Trust and empowering the whole school workforce (people) to utilise strengths to give our all children and young people the best possible education and provide our people the best possible working environment.
- 2. An Excellent Future - Providing the highest quality education -**
Continuously improve the quality of education all children and young people receive, so it is world-class in every school, in every classroom, for every single child.
- 3. An Optimistic Future - Giving our people the best so they can do exceptional things -**
Finding the best people. Providing effective support to our people so they are able to look after their own wellbeing. Keeping our great people because they are led by inspirational, supportive, challenging and admired leaders and because our people engage in and benefit from high quality professional development.
- 4. A Sustainable Future - Ensuring Eko Trust grows -**
Ensuring Eko is a Trust that continues to be governed with integrity and is a financially secure organisation. Eko utilises technology efficiently and reduces its impact on the environment.

OUR COMMITMENT

ALL CHILDREN,
YOUNG PEOPLE AND STAFF

Our approach is based on equity for all our people, whether that is our children, our young people, our families or our staff - they all form part of our vibrant school communities. We are passionate about ensuring we provide the best opportunities and experiences for every individual.

We know that the people that make up our school communities come from many different backgrounds, walks of life and therefore face a variety of challenges. We recognise that many are discriminated against because of their race, religion, gender, sexual orientation and disabilities. We are totally committed to removing the barriers that get in the way of our community, so that access for all truly means access for all.

Our work on Equalities and associated Impact Assessments are in place to ensure that the whole Trust works towards our common goal.

The events of the summer of 2020 shows us that we must strive for racial justice. We must continue work to understand what issues affect our communities and what we must put in place to ensure there is fairness for all.

fairness for all



WHAT WE WANT TO ACHIEVE

By 2025 we will have a minimum of 5,000 pupils and these pupils will be based in approximately 15 schools, in three geographical hubs.

- Within two years of joining Eko, all schools are good or outstanding
- Outcomes for all children and young people are above national
- All children and young people and staff have access to excellent support for wellbeing
- Structures and systems are innovative to meet the demands of an ever changing educational climate and to ensure Eko remains financially secure
- Schools, children and young people and staff are well connected, as a result of excellent use of technology
- Leaders, teachers and support staff are respected and admired leaders
- Governance will be solid and consistent, maintaining the integrity of the trust and ensuring we continually work to our charitable objectives



Our vision

Every member of our community is empowered to learn, to be ambitious and to be resilient.

OUR VALUES DRIVE EVERYTHING WE DO



Vitality means we feel healthy, capable and energetic. We have a sense that our actions have meaning and purpose.



Optimism means we focus on positive outcomes to a greater extent than negative ones. We know optimism is important in coping with difficult life events. We think that optimists are generally happier with their lives than pessimists. We trust that in the end everything will be alright, even if the outcome is different to what we first imagined.



Integrity means we live by sound principles and are motivated to behave ethically. This ensures Eko Trust will carry out our charitable objective to advance education for the public benefit.



Courage means we have the mental or moral strength and resilience to venture, persevere, and withstand danger, fear or difficulty whilst going about our work. We will take risks in areas that will improve the education we provide - learning, improving and changing.



Equity means we know that everyone is different and needs different things to be able to achieve. Fairness trumps equality. We will do whatever it takes to break down barriers, close gaps and get everyone to a high level end point.

OUR MISSION



We collaborate

to develop the best teachers so we achieve world-class outcomes for all our children and young people and families.



We develop

flexible, innovative approaches to learning to build our centres of excellence.



We invest

in high quality support and development across diverse schools.



We support

and challenge each other in an inclusive environment.

OUR PRINCIPLES

(How we work)

We are:

- open to learn from each other;
- thoughtful and inspiring;
- understanding of each other's strengths, weaknesses, background, different walks of life 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 others' 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 ORGANISATION

(including the Teaching School and the Research School)

Eko Trust was created by talented governors, leaders and teachers to improve and sustain high standards of education for all the children and young people in our schools. Whilst as a Trust there is autonomy to ensure the right thing is done at the right time and improvements meet the needs of all our children and young people and communities served, there are also high levels of accountability.

We are inclusive. In our mainstream and our special schools that cater for pupils with social, emotional, mental health needs (SEMH), we successfully remove barriers to academic, personal and emotional learning for children and young people of all abilities and capabilities.

Our central team for business and operations provides effective support to all our schools. We deliver school improvement, professional development, governance support and safeguarding support to schools within the Trust and beyond through our Teaching School and our Research School.

WHO WORKS WITH US

We work with a large number of partners to ensure 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
- Other Trusts
- Other Teaching School Alliances
- Organisations that support schools and trusts
- Grassroots organisations
- Business and industry



OUR STRATEGIC THEMES

THEME 1

OUR CULTURE - MATURING INTO A GREAT ORGANISATION

Why this theme is important?

Eko Trust is a complex organisation. Many of our schools operated under different levels of autonomy either as maintained schools pre-academy status or as Free Schools. It is therefore important that over the next five years Eko Trust, as one organisation, celebrates the strengths of the individual schools. This needs to happen whilst building and sustaining a single powerful culture that enables our people and our systems to operate effectively. The culture we develop will influence our decision-making style (when is it

right for top down v consensus), the type of leaders we want and develop, our ability to embrace change, how we work together and how we celebrate success and achievement.

As we move forward from the Coronavirus Pandemic, we will continue to develop a culture of unswerving desire to build on strong education foundations we give to all our children. This will also have a renewed focus on health and wellbeing to ensure our children are resilient.

Trusting the Trust and empowering the whole school workforce (people) to utilise strengths to give all our children and young people the best possible education and provide our people the best possible working environment.

Developing a collaborative mindset

- People can learn from each other, share resources, and get the best from being part of a Trust. Ensuring there are enhanced relationships between leaders and their teams.
- Ensure diversity at all levels of our organisation so we have diversity of thought to create ideas and to increase empowerment, agency, ownership and efficiency. All people will want to work with colleagues from other teams, schools or from partner organisations.
- Collaboration will define and develop our collective understanding and sense of belonging to Eko.

vitality optimism courage equity int

Enable Leaders to think creatively

- Enable leaders to think creatively about how to use the Trust to get the best for their schools so that people 'think globally but act locally.'
- Creative leaders will have the ability to look at things in new ways and solve problems by seeing things others don't.
- Develop creativity as one of the most important qualities of a leader in our complex, ever changing and ambiguous world.

Moving forward from the Coronavirus Pandemic

- Support the schools and the communities our Trust serves to move forward, build and reimagine during and post the Coronavirus Pandemic.

How we will know we are delivering

Developing a collaborative mindset

- People are connected so there is complete alignment with Eko's purpose.
- Collaboration will enable people to accomplish goals.
- An inclusive environment that supports people to be more creative, daring and to strive towards excellence.
- Showcasing how people have contributed to the success of the Trust.
- Sharing of knowledge so that people connect with subject-matter experts quickly and easily from the extensive network within the organisation and beyond.

Enable Leaders to think creatively

- High levels of engagement from people working in a variety of roles across all Eko schools so they contribute to schools' successes as a result of leaders' creative thinking. This type of thinking will support leaders to engage with diverse thinking.
- Improved outcomes for all children and young people as opportunities for collaboration between schools and people fosters faster innovation.
- Reduction in operating costs by providing easier access to information; collaboration towards a common vision ensures more efficiencies of scale and increased productivity, making it easier to get our jobs done faster.

Moving forward from the Coronavirus Pandemic

- We are even more collaborative and even more creative.
- Members of our community manage risks well, participate and flourish.
- Actionable stakeholder insights are shared across the organisation. Stakeholders feel closer to Eko and our people.
- We continue to work towards identifying and removing barriers that limit learning and personal development, for all our children and young people and our staff.

AN EXCELLENT FUTURE - THE HIGHEST QUALITY EDUCATION

Why this theme is important?

An excellent education ensures our sustainability and growth. We exist to provide a high quality education that enables all children and young people to have aspirations and the necessary capabilities. This will support them to live economically productive, sustainable lives. They will also contribute to peaceful and democratic societies and change and grow into people who are able to enhance their individual wellbeing.

In both our mainstream and our special schools the following needs to be addressed:

- Eko Trust has children and young people who start at different points with very different needs. The curriculum, with all its elements, including the teaching and learning that supports it, must enable all of our children and young people to learn at a pace that means they 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.

All our children and young people need to know what they:

- *are capable of achieving*
- *need to do, to be ready for the next stage in their education*
- *can do to have a fulfilled life.*

- We want to ensure that staff who have different starting points, all have a great understanding of the curriculum, of teaching and learning and of assessment. We want learning (as an adult) in our schools, as with all our children and young people, to be a joy.

We aim to produce a purposeful school improvement strategy based on an implementation framework such as the Education Endowment Fund. This will ensure schools joining Eko, that are not yet good, are supported to quickly improve. This 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.



Continuously improve the quality of education all children and young people receive, so it is world-class in every school, in every classroom, for every single child.

Curriculum

- Continue to evolve the curriculum to ensure that it is built on the premise that all children and young people are able to learn and are capable of being successful. It will ensure that all children and young people are able to progress into further education, training or employment. The curriculum will be focused on critical thinking and 21st Century communication skills and based on every child, whatever their level of need, achieving the highest standards. A key aspect will be enabling all children and young people to assess and manage risk effectively. The fostering of creativity and innovation will enable all children and young people to learn vital knowledge. It will meet the needs of all children and young people, no matter their background or circumstances. Our curriculum will ensure that all the protected characteristics are sensitively taught.
- Review the curriculum in light of the Coronavirus Pandemic and 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) have the highest 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 all children and young people's misconceptions about a subject quickly.*
- Ensure all staff deliver high quality direct instruction and provide effective scaffolding and questioning to deepen understanding.
- Carry on with 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, including Direct Instruction to embed great teaching in all our schools so that all children and young people, in every lesson, make strong progress.*
- Continue to ensure all our children and young people and their parents are partners. That there is high quality dialogue and feedback about the difference the teaching is making.
- Ensure our teaching raises difference, 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 all children and young people 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 Trust and how these can be learnt from.
- Continuously improve our outcomes in all our schools so they are above that which is nationally expected.

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. It influences a child's self-confidence, empathy, the ability to develop meaningful and lasting friendships and partnerships, and a sense of importance and value to 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 and mental and physical health needs of every child, both during and post Covid-19.

How we will know we are delivering

Excellent Curriculum

- The curriculum will
 - *be knowledge rich, well sequenced and show clear progression and be a key driver in the high outcomes for all children and young people to achieve;*
 - *ensure young people have the necessary knowledge and skills to move into further education, training or employment;*
 - *foster creativity and innovation as well as enabling all children and young people to learn vital knowledge;*
 - *ensure there is alignment between year groups in order to build cohesive learning for all children and young people with clarity of links across the academic year(s), within and across key stages;*
 - *develop all children and young people's language and communication, mathematics, science, technology, humanities, arts, music, sport and personal, social, emotional and life skills.*
- All our children and young people achieve highly. We build on the learning during the Coronavirus Pandemic with an appropriately adapted curriculum.
- All our children and young people can talk about their identity with pride; including how their learning enables them to understand their world and their place within it.
- The number of children and young people who participate in additional activities to develop their cultural capital increases, e.g. music and sporting events.

Excellent Teaching and Learning

- The planning and teaching delivery method ensures that time is maximised for all children and young people's learning. Whether they are at school, at home or through a blended approach to learning.
- Teachers receive clear feedback from all children and young people and this shows what all children and young people can do as a result of the teaching they receive.
- Teachers are clear what they need to do next.
- The classroom management skills of our staff are strong, so efficient use is made of lesson time, by managing all children and young people's behaviour with clear, consistent rules.
- Staff will:
 - *be able to identify which of their own assumptions/beliefs/practices help or hinder all children and young people's learning and be aware when these are coming into play;*
 - *exhibit the utmost professional behaviours at all times;*
 - *have an unswerving desire to get all children and young people to learn, whatever the barriers they may face.*

Meaningful Assessment

- All assessment is purposeful; is used by teachers to inform practice, enabling all children and young people to get to where they need to be.
- All staff must be able to demonstrate how assessment is supporting their teaching and children and young people's learning.
- All assessment will:
 - *help all children and young people see where they are and enable teachers to plan so pupils achieve age-related expectations;*
 - *will support good work/life balance for staff as we move forward from the pandemic;*
 - *be linked to the curriculum and to the appropriate pedagogy.*

Excellent Outcomes

- All children and young people's outcomes improve (no matter their background); over time performance is consistently high and there are no spikes.
- As reflective practitioners, we will be really clear about how our curriculum and pedagogy realises these high outcomes, by ensuring we are constantly reflecting on what makes a difference and focusing on this.
- All activities will focus on adding value.
- All children and young people attaining to the best of their potential and to standards of excellence.

Excellent support for all children and young people so they can thrive in the new world (PSHE, physical and mental well being)

- All children and young people are able to make choices about how to keep themselves as healthy as possible.
- All children and young people are proud of their identity.
- All children and young people are able to
 - *talk about how they keep themselves physically and mentally safe;*
 - *form and sustain positive relationships;*
 - *experience, manage and express emotions;*
 - *explore and engage with the environment.*

AN OPTIMISTIC FUTURE - GIVING OUR PEOPLE THE BEST SO THEY CAN DO GREAT THINGS

Why this theme is important?

We want to recruit and retain a great workforce, especially in our SEMH schools. We will achieve this by ensuring we become an employer of choice because of our well-rounded and holistic offer for wellbeing, leadership development and professional development. We want to make sure that all our staff feel valued and listened to, they feel empowered and able to contribute to improving themselves as well as to support the development of a great organisation.

Finding the best people. Providing effective support to our people so they are able to look after their own wellbeing. Keeping our great people because they are led by inspirational, supportive, challenging and admired leaders and because our people engage in and benefit from high quality professional development.

Recruitment and Retention

- Develop a plan to work with a range of partners to find the best teachers including organisations such as The Difference.
- Recruit and retain the best talent so all our children and young people get the very best education.

Wellbeing

- Total commitment to the wellbeing of our staff, as our most important resource.
- Ensure that our people, especially our teachers and leaders, are happy with their work-life balance.
- Make sure staff can work flexibly as their lives change.
- Offer wellbeing support so that people are able to cope with changing circumstances.
- Ensure teacher workload is manageable.
- Enable a culture that promotes solution focused approaches.

Leadership

- Excellent leadership of ourselves and others is crucial for the success of our all children and young people and Eko Trust.
- 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 of potential.

Professional Development

- 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 section of Eko they work in. Develop ways in which all our staff can be supported to become leaders.
- Provide impactful professional development opportunities, including coaching and mentoring, so all people are well supported at every stage of their career, ensuring we provide equity for all.

How we will know we are delivering

Recruitment and Retention

- There are high numbers of staff from all backgrounds working as senior leaders in our schools.
- 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 and they also have a good work-life balance
- Improvements in staff recruitment and retention, especially in hard to fill vacancies.
- We will
 - *develop how we attract potential employees, including how we offer innovative opportunities to get into working in schools in various roles;*
 - *work with a range of providers and organisations to find talented people. Flexible working opportunities will be available to ensure that people are able to stay with Eko as their circumstances change, continuing to offer the highest quality professional development;*
 - *continue to successfully develop amazing teachers;*
 - *continue to develop recruitment strategies and communications that showcase the amazing work that Eko Trust employees carry out and all they achieve whilst working at Eko Schools.*

Wellbeing

- Staff wellbeing and satisfaction with the leadership and the direction of the school is high and people tell leaders so through face-to-face discussions and in surveys.
- Sickness absence rates are low.
- Staff:
 - *only work the hours they should, so they are able to engage in life outside of work that keeps them mentally and physically healthy and that in work they have reduced stress and increased productivity*
 - *are well educated in what good nutrition is*
 - *are clear how to stay physically fit and can make changes to their lifestyle to increase their physical and mental fitness.*
- All staff have access to support services, including counselling, when they need it.

Leadership

- We will have leaders who:
 - *grow others;*
 - *are passionate about their roles;*
 - *are fantastic role models for all children and young people;*
 - *provide support for others through expert coaching which means they are expert listeners;*
 - *develop creativity;*
 - *learn from their mistakes.*

Professional Development

- An increase in the number of support staff engaged in professional development opportunities including the number of visits to other schools.
- Staff receive:
 - *high quality coaches and mentors when necessary;*
 - *a professional development framework so they know about options and what career pathways are available.*

A SUSTAINABLE FUTURE - ENSURING EKO TRUST GROWS

Why this theme is important?

We are predicting a decrease in pupil numbers in the areas we currently operate in and the Government policy on the growth of the academy sector is unclear. For these reasons, the Trust's long term goal of financial security is under threat due to changes to funding, particularly in London. It is therefore essential that the Trust has a forward facing approach to encouraging growth and developing successful marketing strategies so our 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. We want to continue to ensure that money is directed to frontline services.

Ensuring Eko is a Trust that continues to be governed with integrity and is a financially secure organisation. Eko utilises technology efficiently and reduces its impact on the environment.

Governance

- Continue to develop strong governance to provide support and challenge; to measure performance against the plans and effectively hold the Executive Team to account.
- Robust, informed and challenging governance is at the heart of a successful organisation. Diversity at all levels of governance is imperative.

Financial Stability

- Develop a marketing plan that highlights the benefits of joining Eko Trust and ensure that all outward facing material highlights Eko's key attributes.
- Ensure that all schools within the Trust are developing shared resource plans.
- Use financial modeling effectively including ICFP to support the Trust in making the right decisions to make sure funding is directed at our pupils.
- Develop a plan for the diversification of income streams. As grant income remains under pressure, self-generated income can play a key role in providing additional revenue. Our strength, as a Trust, in providing school-to-school support and consultancy services must be further developed over the next five years to fully realise our ambitions. Further promote the Trust and open up options for further growth.
- Continue to manage the centralisation of financial procedures to increase efficiency.
- Develop a programme for bidding for all available grants.

Number of Schools

- Sustainable growth, focused around geographical hubs. Priority will be given to larger primary schools judged good or better. In growing the number of schools in the Trust, it is essential that the schools share the values, vision and ethos of the Trust. Cultural integration is key for success for all parties. Effective due diligence is key to ensuring conversions are successful.

Number of Pupils

- Create market share analysis for pupil numbers in all the boroughs and councils we work in.
- Understand and address pupil numbers. Where we see trends of decline the Trust must act to reduce the cost base with fewer classes.

Technology

- Use technology effectively so that it supports the needs of the Trust and creates cost and environmental efficiencies. Technology is central to the development of the Trust. To be a high performing organisation a focus on the key pillars of technology is essential: infrastructure, people, devices, communication and teaching and learning.

Environment

- Monitor the activities of the Trust that can impact the environment and have robust plans in place to reduce our carbon footprint and promote environmental sustainability.

How we will know we are delivering

Governance

- Governance is driving the strategic development of Eko Trust. Regular independent review of governance evidences that overall governance is strong. Development recommendations raised by regular review are fully considered and action plans are in place. Trustees bring their expertise from their field of work to the role.
- The views of stakeholders are taken into account as part of the decision-making process.

Financial Stability

- 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.
- Performance for key metrics when measured against the ICFP and Schools Resource Plan is positive and when comparing Eko against other trusts using benchmarking tools.

Number of Schools

- There is a pipeline of schools looking to join the Trust.
- Different organisations are reaching out to work with Eko as a result of our good reputation for high quality work.

Number of Pupils

- An increase in the number of pupils attending Eko schools, including an increase in the market share in the number of pupils.
- Pupil numbers account for 97% of funding received by schools; ensuring our schools fully protect our financial position.

Technology

- All our children and young people have access to the best technology to maximise teaching and learning. Technology will be ready to use and have infrastructure that supports high usage and delivers first time, every time.

Environment

- Decisions that are taken show a good understanding of the Trust's environmental impacts.
- There is evidence of success in reducing our carbon footprint. The environmental impact of Eko is reduced.



Appendix 1
Other partners and organisations we work with

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 all 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 2020 all Eko Schools are in the East of England and North East London Region (EENEL). 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 Eko is key to supporting our growth.
Local Authorities (LAs)	<p>LAs are providers of Statutory Services as well as Commissioners of our services. They are important partners for Eko 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 Eko Trust. Therefore Eko needs to be clear and promote the high quality services it offers.</p> <p>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 (Eko Trust will adhere to LA admissions policies).</p> <p>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 Eko 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.</p> <p style="text-align: right;"><i>cont..</i></p>

Sector	Why the relationship is important?
Local Authorities (LAs)	<p>LAs must:</p> <ul style="list-style-type: none"> • publish information about SEND provision available in and 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	<p>Our partnership with health is vital as children and young people in Eko Schools have Education and Health and Care Plans. Therefore health needs to both input into these plans but also provide the services for the children and young people as stated in their plans. Health also needs 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.</p>
Other Trusts	<p>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 Eko to provide. Other trusts commission services from Eko Trust and are therefore a source of knowledge sharing and development and income generation.</p>
Other Teaching School Alliances	<p>Partnerships with other teaching school alliances enable Eko to provide a comprehensive offer of school improvement for all staff. Other teaching school alliances commission services from Eko Trust and are therefore a source of knowledge sharing and development and income generation.</p>
Organisations that support schools and trusts	<p>Developing meaningful partnerships with organisations such as the Confederation of School Trusts, The Difference and The Education Endowment Foundation will support the development of Eko. To ensure leaders are clear what is on the horizon, an opportunity for the sharing and development of learning and to support recruitment.</p>
Grassroots organisations	<p>Promotion and connection with organisations such as Women Ed and BAME Ed will support staff with protected characteristics to develop supportive networks; challenge and support Eko to ensure we are at the leading edge of practice.</p>
Business and Industry	<p>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. Work experience for all our children and young people in our SEMH schools must be developed in conjunction with local business and industry. Opportunities for business and industry to contribute to projects will also support the success of the Trust.</p>