Resilience Multi Academy Trust

STRATEGIC PLAN 2026-2029



Resilience Multi Academy Trust

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Mission.

To improve life chances for our young people through high-quality, inclusive education.

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Values.

Aspiration	high expectations and ambition for all
Resilience	learning and improving through challenge
Empowerment	taking responsibility and shaping positive futures

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Vision.

A Trust where every academy delivers strong outcomes, builds ambition and prepares young people for life beyond school.

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Trust

Strategic Aims 2026-2029

1 Improve student progress

Raise attainment and improve progress across every RMAT academy, ensuring that all students leave with strong outcomes and are well prepared for further study, training or employment.

2 Deliver a high quality and innovative curriculum

Provide a well-sequenced, inclusive and ambitious curriculum that meets the needs of all learners and equips them with the knowledge, skills and character required for future success.

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Strategic Aims 2026-2029

3 Build a Strong, Inclusive and Sustainable Trust

Grow and sustain a fair, ambitious and inclusive organisation where people choose to work, learn and partner. Attract, develop and retain high-quality colleagues, forming strong partnerships, and expanding responsibly, extend our impact while protecting quality and consistency across the Trust.

4 Secure long-term sustainability across education, finance and the environment

Use our resources responsibly to ensure long-term educational, financial and environmental sustainability, investing wisely in people, provision and systems that support current and future generations.

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Delivery Framework.

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1 Improve student progress

DELIVERY PRIORITIES:

- Strengthen the quality of teaching and learning through consistent Trust expectations, effective professional development and evidence-informed practice.
- Implement curriculum expectations and assessment approaches that align with national accountability and inspection frameworks as they evolve.
- Improve attendance through early identification, targeted support and strong partnership working with families and agencies.
- Strengthen inclusive practice and SEND provision so that students with additional needs are well supported within mainstream settings wherever possible.
- Ensure every academy maintains clear self-evaluation and improvement planning, subject to robust challenge and scrutiny through the Standards Committee, being inspection ready.

IMPACT MEASURES:

- Strong attainment and progress across all academies, reflected in published accountability measures and internal performance intelligence.
- Improved attendance and reduced persistent absence.
- Reduced suspensions and exclusions, with consistent behaviour expectations across the Trust.
- Improved progress, engagement and outcomes for students with SEND.
- External review, peer challenge and governance assurance confirm strong quality of education, behaviour and attitudes, personal development and leadership.

SUCCESS MEASURES:

- By July 2029, at least 80% of students meet or exceed expected progress in reading, writing, and maths.
- Attendance in every academy reaches at least 96% by July 2029.
- At least 98% of students move into further study, training, or work each year from 2026 to 2029.
- All students with additional needs receive planned support within two school weeks of identification, monitored termly from September 2026.
- Each academy maintains or improves outcomes against latest accountability measures compared to 2025-26 baselines, with no academy falling below RMAT's agreed performance floor without a rapid recovery plan approved by the Standards committee.
- All academies inspected receive a grading of at least expected standard from Ofsted with clear Board oversight of progress towards this where a lower grade is given.

Delivery Framework.

2 Deliver a high quality and innovative curriculum

DELIVERY PRIORITIES:

- Review and refine curriculum sequencing to ensure coherence, ambition and alignment with national guidance and subject expectations.
- Strengthen literacy and oracy across all subjects and phases to improve access to the full curriculum.
- Align curriculum, assessment and qualification pathways with emerging national curriculum and GCSE reforms.
- Embed digital literacy, financial education and high-quality careers education across the curriculum, informed by employer and community partnerships.
- Ensure equitable access to enrichment, cultural, sporting and community experiences for all students

- Environment?

IMPACT MEASURES:

- Curriculum models are coherent, ambitious and aligned with national expectations across all academies.
- Strong subject outcomes are secured across a broad and balanced curriculum.
- High levels of participation in enrichment and wider curriculum opportunities by all student groups.
- Students demonstrate strong literacy, communication, digital understanding and preparedness for future study or employment.

SUCCESS MEASURES:

- Every subject has a curriculum plan that is externally benchmarked (e.g. subject networks, exam boards, external reviewers) and approved through Trust quality assurance by July 2027, with annual Standards Committee review.
- By 2029, internal lesson visits and external reviews consistently confirm that teaching, behaviour and curriculum implementation are strong in at least 90% of lessons sampled across the Trust.
- Every student takes part in at least four enrichment activities each academic year by 2028 to ensure wider curriculum access.
- Digital literacy, financial literacy, and reading strategies are taught in every year group and checked termly from 2026 to 2029.

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Delivery Framework.

3 Build a Strong, Inclusive and Sustainable Trust

DELIVERY PRIORITIES:

- Implement a Trust-wide People Strategy addressing recruitment, retention, workload, wellbeing, progression and leadership development, with clear oversight through the People Committee.
- Strengthen equality, diversity and inclusion across recruitment, leadership, governance and student experience, with clear expectations for inclusive culture and behaviour.
- Develop leadership pathways, coaching and talent management to secure future capacity at all levels.
- Build strong partnerships with schools, local authorities, employers and communities to extend impact and opportunity.
- Ensure governance arrangements align with national trust standards and inspection expectations.
- Deliver a clear and controlled growth strategy, supported by robust due diligence and capacity assessment.
- Build and sustain effective central services, governance and leadership structures to support both improvement and growth.

IMPACT MEASURES:

- Strong recruitment, retention and progression of colleagues across all roles.
- Positive workforce experience reflected in staff engagement, wellbeing and workload data.
- Effective leadership capacity and succession planning at academy and Trust level.
- Strong partnerships that enhance student outcomes and organisational effectiveness.
- Trust growth occurs in line with capacity, without compromising standards or financial resilience.
- Consistently strong performance across existing and joining academies.

SUCCESS MEASURES:

- Colleague retention reaches at least 92% each year from 2026 to 2029.
- At least 40% of colleagues take part in a development or coaching programme each year by 2028.
- At least fifteen new employer, community, or school partnerships are created by July 2029.
- At least 90% of colleagues report that workload is manageable and that RMAT supports their wellbeing in Trust wide surveys by July 2029.
- At least 92% of students report feeling safe and included in the biennial survey by July 2029.
- Leadership and governance reflect increasing diversity year on year, with Board agreed targets and annual reporting to trustees.

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Delivery Framework.

4 Secure long-term sustainability across education, finance and the environment

DELIVERY PRIORITIES:

- Maintain balanced budgets and a sustainable reserves position, agreed by the Finance and Resources Committee and Trust Board.
- Strengthen financial forecasting to manage medium- and long-term cost pressures.
- Implement efficient staffing models and effective deployment of resources.
- Review procurement and central services to improve value for money and operational efficiency.
- Deliver a Trust-wide estates strategy and capital planning approach that prioritises safety, compliance, capacity and educational suitability.
- Integrate environmental sustainability into estates management, procurement and curriculum.

IMPACT MEASURES:

- Financial sustainability is maintained across the Trust, with strong governance oversight and transparency.
- Improved operational efficiency and value for money across all academies and services.
- Safe, compliant and high-quality learning environments across the estate.
- Reduced environmental impact and increased awareness of sustainability among staff and students.
- Educational quality and student outcomes are sustained over the long term.

SUCCESS MEASURES:

- Trust reserves maintained within Board approved range each year, with clear explanation of variances in the Annual Report and Financial systems
- Energy use and associated emissions reduce by at least 15% by July 2029 relative to the 2025-26 baseline, with academy level targets monitored annually.
- All learning spaces meet Trust standards by July 2027, with yearly compliance checks through to 2029.
- Staffing models and curriculum resources undergo a cost and quality review every year from 2026 to 2029.
- A rolling three-year financial forecast is updated every term.
- All high-risk health and safety and compliance actions from audits and surveys are addressed within agreed timescales, reported termly to the Finance & Resources Committee.

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Delivery Framework.

Expand the Trust in a planned and responsible way.

The Trust grows by two to three schools between 2026 and 2029, dependent on capacity and quality indicators.

For each joining school, secure an agreed 3-year improvement plan with clear milestones reported to the Board, and no decline in Trust wide performance indicators as the Trust grows.

All academies maintain or improve their performance during growth, with yearly external review data showing no decline.

Parent satisfaction reaches at least 92% across all academies by July 2029.

Positive findings in DfE engagement and external reviews regarding governance, financial sustainability and capacity to grow.

Surveys show an increase in opportunities for students and colleagues created through Trust growth, reviewed annually.

Resilience Multi Academy Trust

Governance and Accountability.

Board of Trustees	The Trust Board sets the vision, culture, and strategic direction for the Trust. They hold ultimate accountability for performance, safeguarding, finance, and compliance. They approve key policies, oversees risk, and ensures that the Trust meets its purpose and operates in line with its Articles of Association. They hold the Executive Team to account for delivering strategy and meeting all statutory duties.
Executive	The Executive Leadership Team delivers the Trust's vision and strategy. They manage the day to day running of all academies and central services. They lead improvement, curriculum, safeguarding, finance, HR, estates, attendance, data, and operations. They provide the Trust Board with accurate information and ensures that all academies follow Trust policies and processes in line with statutory and regulatory requirements.
Local Review Boards (LRBs)	LRBs monitors the quality of education, behaviour, safeguarding, and culture within each academy. They hold the Principal to account for academy level performance. They provide insight into the academy community and reports concerns or risks to the Executive Team. LRBs give assurance to the Trust Board on local standards but does not set strategy or policy.

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Monitoring and Reporting Cycle.



- Compliance reports, safeguarding notifications, and risk updates flow between academies, Executive Leadership, and the Trust Board.
- Issues requiring immediate response follow the escalation routes defined within the Scheme of Delegation.



- Academy leaders report progress on improvement plans and operational priorities to Executive Leadership.
- Key data sets, emerging risks, and priority actions are reviewed and updated.



- Executive Leadership reports progress on all strategic aims, performance data, safeguarding, behaviour, attendance, curriculum, finance, risk, and compliance to the Trust Board.
- LRB's submits academy level monitoring outcomes to the Trust Board.
- Trust Board committees review delegated areas such as standards, finance, risk, audit, HR, estates, and safeguarding.

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Monitoring and Reporting Cycle.



- Trust Board approves budgets, reviews risk registers, approves the Annual Report and Accounts, evaluates governance, and confirms the strategic direction for the coming year.
- Executive Leadership reviews Trust level performance, proposes strategic updates, and sets improvement priorities for the next cycle.
- LRBs complete an annual review of safeguarding, behaviour, curriculum, culture, and community engagement.

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