

All Achieving, Without Exception

The Compass Eko Strategy
2026–2031



Compass Eko
Trust





Foreword

This strategy belongs to everyone who helped build it.

Since April 2026, when Eko Trust and The Compass Partnership of Schools came together to form Compass Eko Trust, we have spent a term in genuine conversation: with heads, trustees, governors, staff, children and young people, and parents and carers, about what this new Trust should stand for and what it should commit to. The document you are reading is the result of those conversations, tested and refined across every layer of the organisation. It is not a strategy designed at the top and handed down. It is the record of what we decided together.

As of 1 April 2026, we are 28 schools, spanning London, Suffolk, Essex and the South Coast. We serve communities that are different in geography, history and character. But we are united by a single, uncompromising purpose: all achieving, without exception. Everything in this strategy flows from that shared mission.

The coming together of Eko Trust and The Compass Partnership of Schools is an opportunity we are proud to have achieved and intend to use well. Being part of a Trust of this scale makes change and improvement possible that no single school could achieve alone. Our ambition continues to be the creation of a Trust that is well placed to respond to an educational landscape that is increasingly built on larger and stronger groups of schools. Our separate growth strategy will set out how this ambition will be realised sustainably. But we are honest about this: scale brings complexity. Leading an organisation of this size requires something different from us all. We are proud of what we have built together and the opportunity ahead of us. This strategy is our answer to both the opportunity and the challenge.



ALDERWOOD
PRIMARY SCHOOL



BENFIELD
PRIMARY SCHOOL



BOXGROVE
PRIMARY SCHOOL



CANN HALL
PRIMARY SCHOOL



COLNEIS
JUNIOR SCHOOL



DEANSFIELD
PRIMARY SCHOOL



EARLHAM
PRIMARY SCHOOL



FAIRFIELD
INFANT SCHOOL



GAINSBOROUGH
PRIMARY SCHOOL



HACKNEY NEW
PRIMARY SCHOOL



HALSTOW
PRIMARY SCHOOL



HANGLETON
PRIMARY SCHOOL



HORIZON
ACADEMY



HORN PARK
PRIMARY SCHOOL



JOHN RAY
INFANT SCHOOL



JOHN RAY
JUNIOR SCHOOL



KAIZEN
PRIMARY SCHOOL



KIDBROOKE PARK
PRIMARY SCHOOL



NOTLEY GREEN
PRIMARY SCHOOL



PATHWAYS
SCHOOL



RAVENSWOOD
COMMUNITY PRIMARY SCHOOL



ROWAN WOOD
SCHOOL



RUSHMERE HALL
PRIMARY SCHOOL



SHALFORD
PRIMARY SCHOOL



SOUTH RISE
PRIMARY SCHOOL



WILLOW DENE
SCHOOL



WINGFIELD
PRIMARY SCHOOL



WOODINGDEAN
PRIMARY SCHOOL

Who We Are

Compass Eko Trust was formed on 1 April 2026 through the merger of Eko Trust and The Compass Partnership of Schools.

Together, we are a large, diverse Trust, one of the top ten primary Trusts and a leading SEN provider nationally, serving thousands of children, young people and families across urban and coastal settings, large and small.

We are proud of what each organisation brought to this merger. Neither organisation absorbed the other. This is a genuine coming together, and the strength of this Trust lies in that combination.

The Trust is unique among larger trusts in having two centres of gravity. Its 24 primary schools make it a significant mainstream operator alongside its four special schools.

Our belief is that heads and school leaders drive school performance and so it is important that they are empowered to lead their schools in the way that best supports their communities.

The Trust's pupil outcomes at the end of Key Stage 2 compare well with other large primary trusts. Importantly, schools that have joined the Trust improve sustainably such that Trust average outcomes have been maintained during a period of significant growth.

Every child and young person with SEND is on an individual pathway that reflects their needs, and Ofsted judgements validate the excellence of the quality of provision and the outcomes achieved.

The performance of other Trust schools, as judged by Ofsted, is consistently high in line with Trust and school self-evaluation. One of the most significant shifts this strategy invites is cultural: from a collection of schools to one trust, operating locally.

This is not a bureaucratic change. It is a fundamental reorganisation of how we hold and deploy resource, make decisions and think about what we owe each other. That shift is not a footnote to this strategy; it is at its heart.

Our schools serve communities at very different points on their journeys. Several of our schools require more intensive support right now and this strategy does not flatten that reality. We name it plainly: focus and resource must go where they are most needed first. That is not unfairness, it is exactly what equity requires.

Our strategy is honest about what we're starting and clear about what we're stopping. At our scale and with real financial discipline, we can focus on what will make the real difference. These priorities were chosen because they are right and they are deliverable, and holding to them means saying no to things that are outside them.





Our Vision

*We build great schools
where every child and
young person flourishes,
every colleague thrives
and everyone belongs –
feeling safe, respected and
valued for who they are.*

Our commitment is simple and uncompromising: kindness in every interaction, excellence in all environments, inclusion in our culture, collaboration across communities and integrity in all we do.

Our Values

Our four values are not aspirations, they are the standards we hold ourselves to every day, in every decision, across every school.

Excellence

We strive for excellence through collaboration, holding the highest expectations for every child, young person and adult. We never settle for less than the best we can give, knowing that progress, not perfection, is the measure.



Kindness

We treat each other with care, compassion and respect, in every interaction, every day. We are clear about what kindness means in practice and support all to embody it.



Inclusion

Every person belongs here. We celebrate difference, champion equity and ensure no child, young person or colleague is ever left out. Belonging is the condition through which everything else becomes possible.



Integrity

We do what is right, not what is easy. We are honest, transparent and accountable, in every action and every decision.



Our Principles

Our principles describe how we are and how we work, the behaviours and commitments that bring our values to life every day, in every school, for every person.

Every child and young person, no exceptions.

We hold high expectations for every child and young person in every school, every day, regardless of what stands in their way.

Current barriers should not limit the future.

We refuse to accept that an individual's current barriers should determine the scale of their ambition. Every child and young person deserves to be met with relentless ambition.

Wellbeing as a foundation.

The safety, happiness and wellbeing of every child, young person and adult are preconditions for achievement, not extras. A school where people do not feel safe or valued cannot be an excellent school. We protect this always.

Great schools are built by great people.

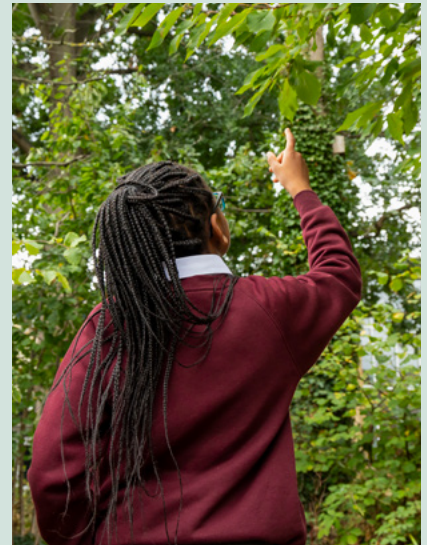
We invest in our colleagues as deeply as we invest in our children and young people. When our people grow, our children and young people grow. We take the development, support and wellbeing of every member of our community seriously.

We ask of others only what we are prepared to do ourselves.

Leadership here is earned through example, not conferred by title. We lead from alongside, not from above.

We are stronger together.

We share what works freely and without ego. The strongest thinking emerges collaboratively – each school's approach shaped by collective wisdom, adapted to its own community. Collaboration is how we get better for every child and young person.



We treat each other with kindness, always.

The culture of a school is built in corridors and staffrooms as much as in classrooms. We hold ourselves to the same standard of kindness and respect that we ask of our children and young people.

Every school belongs to its community.

We stand alongside families, listening to them, being shaped by them and working through difficulty together. Our schools are anchors, not just buildings. Partnerships with families are built on honesty and respect.

We meet every child and young person where they are.

Inclusion means actively reducing barriers, not just acknowledging they exist. We meet children and young people with relentless ambition. We are relentless in our ambition for all.

Honest about now, relentless about better.

We face what isn't working with courage and act with urgency. We pause to celebrate what is good and what is working – and then we use that as the foundation to reach for better.

We do what is right, not what is easy.

We make decisions we can stand behind, transparent, accountable and consistent.

We celebrate every step forward.

We recognise progress, in every child, every young person, every colleague, every school, and we share it with the families and communities who are part of that journey. Joy is not a reward for finishing the work; it is part of the work.





Where We Are Now

We are proud of what we have achieved and what we bring to this next chapter.

Our strengths

We bring together two organisations with strong track records of school improvement, deep community roots and cultures of collaborative leadership. Our heads are experienced leaders and deeply committed. Our governance has been strengthened by the merger, with two experienced chairs continuing into the new Trust. Several of our schools have been recognised for their quality and their innovation. Our work to embed inclusion has been recognised nationally, winning *TES Inclusive Trust of the Year*. We have a workforce that cares deeply and a leadership culture built on doing what is right for children and young people.

Our honest starting point

Not all of our schools are at the same point of development and closing that gap is one of the defining purposes of this Trust. Some schools require more urgent support than others and we say so directly – while recognising that every school, wherever it starts, is part of the same journey and part of the same Trust. Attainment gaps between some groups of pupils persist. Some buildings need significant investment. As a newly merged organisation, we are still building the relationships, systems and shared identity that will make us genuinely greater than the sum of our parts. And we are doing all of this in a period of significant financial constraint.

Our context

The 2026 Education White Paper sets a clear direction around inclusion, standards and the role of multi-academy trusts. Staff recruitment and retention remain a national challenge. The communities we serve are varied and diverse – including schools in coastal and geographically isolated settings – and the effects of poverty on outcomes remain the sharpest inequality we face.



Belonging
Equity
Thriving





Our Strategic Priorities

Three priorities will define Compass Eko Trust's work over the next five years.

These priorities have been tested across every input in our strategy development process, with trustees, governors, heads, staff, pupils and communities, and they have held. They are not independent strands; they are woven together, and the connections between them are deliberate and visible.

Belonging is the cultural foundation that makes equity possible. Without belonging, the redistribution equity requires lacks legitimacy.

Equity is the test that gives belonging meaning – it ensures belonging is more than a feeling.

Thriving is what both of them, working together, produce: colleagues who feel valued, schools that are sustainable, and communities who are genuine partners in children and young people's futures.

Beneath all three priorities runs a collective capital. What being part of Compass Eko Trust makes possible that no school could achieve alone. The question we hold ourselves to is simple: does belonging add more than it asks? The answer must be tangible, valued and something only the Trust can provide.

Priority 1:

Belonging



Stronger together through shared purpose

What this means

Belonging is more than a values statement. It is the cultural foundation that makes everything else in this strategy possible and, in particular, the equity work. When people feel that they genuinely belong to something they trust and believe in, the redistribution of resource that equity requires feels legitimate and right. Belonging is what makes collective ambition possible.

Everyone in this Trust belongs to two entwined communities: their own school and the wider Trust. We're committed to investing in both. What unites us isn't uniformity; it's a shared sense of purpose. We celebrate the distinct strengths that each school, community and individual brings, and we're open about the fact that how we talk about and express this is still evolving as we continue to listen.

Our priorities under this theme

- Make the power of scale visible and tangible: articulate clearly what being part of one of the country's leading primary and SEN Trusts makes possible, shared expertise, collective resource, system-level advocacy, economies of scale, so that belonging to the Trust feels like something worth belonging to.
- Ensure our shared purpose is fully understood by all staff, children, young people, families and communities – and that there are structured feedback loops so that community voice flows back into the Trust continuously, not just at consultation points.
- Establish robust communication between all layers of leadership and governance, ensuring decisions are well-informed, well-understood and trusted at every level.
- Work with staff, pupils, families and communities to develop over time, a shared understanding of what belonging to Compass Eko means in practice – and find the right way to express and sustain that understanding across the Trust in a way that reflects the organisation's lived experience.
- Build heads as genuine strategic partners in Trust decisions: actively involved in shaping direction, diagnosing problems and designing solutions together.
- Develop a consistent, high-quality induction for all staff (not just new starters), new schools and governors, so that connection to the Trust's mission and culture is built from day one and reinforced throughout.
- Gather and act on the voice of our pupils, families and communities – bringing community voice higher in our decision-making and ensuring children's and young people's voices, including those of pupils with SEND, are actively sought.

What success looks like

By July 2027:

Staff and heads can name specific things that their school could not have achieved alone, and they attribute those things to being part of the Trust. Heads feel like leaders of the Trust, not just leaders in it, and their input has visibly shaped Trust decisions. Resource allocation is understood and accepted as fair, including when it favours other schools, because the reasoning is transparent and the culture of collective purpose is real. A survey framework covering all community groups is in place, the data is acted upon, and new starters, new schools and governors connect to the Trust's mission from day one.

By July 2031:

Compass Eko is an organisation where collective action feels natural, where staff, heads, pupils, families and communities identify with the Trust as well as their individual schools, and where that identification shows in how people behave, not only in how they respond to surveys. The contribution that comes from working within a trust to every school is visible, tangible and attributed: people know what has been made possible and they know why. Belonging to Compass Eko means something and that meaning is lived, not stated. Culture is evidenced in the data.

Resource and budget considerations

Belonging is largely a question of time, leadership capacity and culture, not primarily a financial investment. But time and capacity are themselves constrained resources. The risk is that belonging-building activity is deprioritised under pressure. The resolution is twofold: treat this as a structural investment (under-resourcing it produces the disconnection and turnover that cost far more to repair) and deliver belonging culture centrally across the Trust rather than replicating effort school by school.



Priority 2:

Equity



The right support and opportunity in every school

What this means

Equity is our sharpest commitment, and it is one we are proud to hold. It means that every child or young person, including those with additional or complex needs, whether they are eligible for pupil premium, have a special educational need or disability, are navigating difficult home circumstances, or face any other barrier to learning, should have access to the same quality of support regardless of which school they attend or where in the country it sits. The quality of a child or young person's education should not be a postcode lottery.

Equity is deliberately different from equality or simple fairness. It means giving more where more is needed. Some schools will receive greater resource or more intensive support in a given area, not because they are failing, but because the children and young people they serve require it. That is not unfairness; it is the only honest response to inequality, and belonging to one Trust means committing to that logic together.

Equity is also about how we allocate capacity and leadership expertise, not only funding. It is best understood as an evolving commitment: beginning with a wide guarantee, every pupil safe, warm, resourced and taught well, and building greater precision over time, as we develop better data models that give heads clearer sight of how resource is distributed and what impact it is having.

Our priorities under this theme

- Close the attainment gap between pupils eligible for pupil premium and their peers, through the elevation of disadvantaged pupils. Raise the number of all pupils achieving greater depth. This will be achieved through school-level targets, Trust-level accountability, and a shared evidence base for what works, driven by heads who have the data, understanding, and agency to act.
- Deliver consistently high-quality SEND provision across all schools, moving toward a more centralised trust model for SENCO support, rather than replicating provision and its costs and inconsistencies across every school individually.
- Develop and implement quality frameworks for all education elements so that the baseline for all children and young people in Compass Eko schools is equitable, in place, and robust enough to meet the changing needs of cohorts.
- Develop Trust-level data modelling that gives heads honest sight of resource distribution across the Trust, so that equity decisions are informed and owned at school level, not handed down.
- Develop and implement a comprehensive digital strategy to ensure all schools have access to quality technology infrastructure, so that digital inequity is reduced. This strategy must be agile, responsive and not solely dependent on sourcing timelines.

- Address the quality and condition of school buildings as an equity issue – every child and young person deserves to learn in a safe, secure, warm and educationally purposeful environment. Pursue external grants and capital funding to support this.
- Ensure governance at every level is equipped to support and challenge standards with the knowledge and skills to ask the right questions about equitable provision across the Trust. ‘Equipped’ means defined skills frameworks and clear development pathways.
- Ensure that the make-up of our staff, Trust and local governance reflects our local communities.
- Celebrate access to wider opportunities and non-academic achievement – recognising that equity of outcome extends beyond attainment data, to children and young people’s broader development and wellbeing.

What success looks like

By September 2027:

The pupil premium attainment gap is narrowing across the majority of schools, with a clear Trust-wide trajectory, school-level ownership, and measurable improvements in the disadvantage index. Quality frameworks are implemented and provide a clear baseline of provision across all schools. A SEND quality framework is in place, and a centralised support model is operational. Data modelling is live and in use by heads. A Trust-wide digital strategy is agreed and in early implementation. A comprehensive estates and environment strategy is in place with a clear plan for improvement.

Governance at every level is equipped with defined skills frameworks and development pathways to support and challenge equitable provision. Staff and governance composition data is collected, analysed and driving action. All schools offer equitable access to wider opportunities and non-academic achievement is actively recognised and celebrated.

By September 2031:

Children and young people’s outcomes are not pre-determined by their school, geography or context. The Trust is recognised as a model for equitable provision across a geographically and demographically diverse organisation. The disadvantage gap at KS2 RWM combined has reduced to no more than 5%. SEND outcomes have measurably improved against the framework baseline. Digital infrastructure and the quality of school buildings mean that no child or young person’s experience is diminished by the condition or connectivity of their environment.

Governance at every level is skilled, representative and effective in holding the Trust to account for equitable provision. Our workforce and governance reflect our local communities, and all staff have equity in professional entitlement and access to development. Pupils leave Compass Eko Schools having had access to a rich range of experiences, giving them the foundations to thrive in the next stage in their journey. Pupils’ success is as important when they move on from our schools, as when they are with us, we do not just track destination data but actively work to impact positively on these placements.

Resource and budget considerations

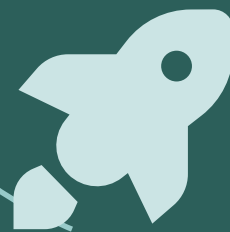
Equity is the priority most directly affected by financial constraint and we must be honest about this. Closing attainment gaps, funding SEND adequately, investing in buildings and technology, all require investment at a time when sector-wide budgets are under significant pressure. Equity is not only a question of funding; it is equally about how we allocate capacity and the expertise of leaders. We are honest about what our strategy development process told us; the gap between aspiration and current resource for SEND was the sharpest point of tension across the whole process, named at every level of the organisation.

This strategy names that tension, tracks it, and commits to acting on it with transparency. Resolutions include: deliberate pooling of Trust-level resource for equity-focused work with full transparency about distribution; centralisation of SEND support as both a structural efficiency and an equity improvement; capital funding bids for estate investment; and routing business cases for additional capacity through the strategy themes.



Priority 3:

Thriving



Great people, strong schools, connected communities

What this means

Our schools will be great places to live and learn. Children and young people are at the heart of this priority, as they are in everything we do. We meet every child and young person at their starting point and ensure they achieve, including prioritising academic and social pathways. When our colleagues feel valued, supported and professionally fulfilled, children and young people flourish. When schools carry sustainable workloads, they become the places we need them to be. And when our communities are treated as genuine partners in our mission, the Trust truly belongs to them.

Thriving encompasses five interconnected elements: our people and workforce; the resilience and sustainability of our schools as organisations; our relationship with the communities we serve; and our emerging role as systems leaders, working in partnership with local authorities, third-sector organisations and other community institutions. It also includes environmental sustainability, as guardians of significant buildings and land, we have both a responsibility and a commitment to the future our children and young people will inhabit.

The wellbeing principle is explicit in our values: the safety, happiness and wellbeing of every child, young person and adult are preconditions for achievement, not extras. Thriving is where that principle is put into practice, lived and experienced.

Our priorities under this theme

- Deliver a people strategy, co-created with all staff – with particular attention to teaching assistants and support staff, who told us during our strategy development process that they felt underserved, under-resourced and sometimes invisible in Trust-level communications. The people strategy will name and reach this group explicitly. The strategy will protect workload – with specific, named commitments, not generalities – support wellbeing through a clear framework, develop careers at every level, and make Compass Eko Trust an employer where good people stay and grow. This will be underpinned by a culture of professional learning and collaboration where shared CPD, curriculum and pedagogy development, and shared expertise between schools make collective expertise the norm. Our commitment to development extends to all staff – teaching and support.
- Work with families as partners: people whose knowledge of their children, young people and communities is actively sought and valued. Develop partnerships between parents and carers that go beyond transactions.
- Develop the Trust's role as a systems leader, working in partnership with local authorities – recognising that the support available from local authorities differs across our geographies – the third sector, and community organisations to address the wider determinants of outcomes, including poverty, attendance, housing and health.

- Embed environmental sustainability across the Trust's operations, estate and curriculum, as a financial necessity, a governance responsibility, and a genuine commitment to the future our children and young people will inhabit.
 - Celebrate progress at every level: in children, young people, colleagues and schools, recognising the achievement of our whole community and sharing that progress with the families and communities who are part of the journey.
 - Open windows of opportunity for children and young people, supporting them to develop the skills and knowledge to contribute positively to the world in which they live – and tracking their destinations after leaving Compass Eko Schools to understand our long-term impact.
 - Prepare pupils well for their next phase – including post-16 and post-19 pathways – and track NEET data and EHCPs through to age 25 where relevant, so that our responsibility to young people extends beyond the school gate.
 - Enhance the organisation's effectiveness and efficiency through new ways of working that leverage the power of technology and AI for the benefit of children, young people and adults.
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What success looks like

By September 2027:

A people strategy is in place, co-designed with all staff. A staff wellbeing framework is agreed, with workload and wellbeing data collected and acted upon. The values and principles of the strategy are understood and referenced consistently across all schools, with a behaviours framework agreed and a plan in place for structural embedding from September 2027. Community partnerships are active in every region, with the Trust visibly contributing to and drawing from the assets of the communities it serves. An environmental audit of the estate is complete and a sustainability plan agreed. A model of relational practice has been developed and CPD for all staff has been effective at supporting relationships with parents and carers. All schools have a shared focus on aspirational thinking and how this practically translates to children and young people, including those with SEND.

By September 2031:

Compass Eko Trust is an employer of choice, a place where exceptional people want to join and where staff feel genuinely proud to work. The values of the Trust are visibly lived in every school, evidenced in how staff are recruited, developed and recognised, and in how children, young people and families experience their schools every day. The Trust is a recognised community anchor in every locality it serves, partnerships are deep, mutual, and evidenced in how they improve outcomes and opportunities for children, young people, and families. Environmental impact has measurably reduced, and sustainability is woven visibly into the curriculum across our schools. Pupils leave Compass Eko Schools as confident citizens with the aspirations and skills to contribute positively to society, and we track where they go next.

Resource and budget considerations

The people strategy is where financial and capacity pressure is most acutely felt and where the temptation to cut first is strongest and the cost of doing so highest. The resolution is to treat the people strategy as non-negotiable and to use the scale of the Trust to deliver it more efficiently than individual schools could: through shared CPD infrastructure, Trust-wide supply arrangements, collective HR and leadership development at Trust level.

Environmental sustainability carries upfront costs but generates savings over time; external funding should be actively pursued. Critically, resource is not only financial – time and capacity are equally constrained. This strategy must be clear about what we commit to doing and about what we will set aside in order to do it.



How we work together as a Trust

The School-Trust Shared Services relationship is the architecture through which this strategy is delivered. It must be built on clarity, mutual respect, and genuine accountability in both directions.

What the Trust Shared Services commit to schools	What schools commit to the Trust Shared Services
• Strategic direction and shared vision respecting and enabling schools to be distinctive in how they serve their community • High-quality, value for money, tailored professional development and improvement support available to every school regardless of current performance • Trust shared services, including, where appropriate, streamlined centralised functions that reduce burden and protect leadership time for children and young people • Respectful, honest, evidence-based challenge and support that facilitates mutual accountability • Advocacy at system level on behalf of all schools and communities • Transparency about how resource is allocated equitably and why – including timely budget information • Measured, intentional actions based on knowledge about schools, which brokers connections • Timely support when schools are in a tough situation, support is prompt and not time-limited	• Genuine engagement with the strategy and its priorities • Transparent data-sharing so that the Trust can see what is happening and respond • Active participation in the collaborative structures that make the Trust greater than the sum of its parts, thinking as leaders of the Trust, not just leaders within it • Accountability to their communities and the Trust's standards • Honesty about capacity and where support is needed

Our governance architecture operates at four levels: Members (ensure Trust's objectives are met and hold the Board to account), the Board of Trustees (strategic oversight and accountability), local school committees (community connection and local challenge) and the executive team (operational leadership and delivery).

Each level has a clear and distinct role. Responsibility for judgements about schools is collective – built through collaboration, not held by individuals alone. The Trust's scale makes the quality of that governance architecture more important than ever.



Measuring our progress and revisiting the strategy

Ambition without accountability is aspiration, not strategy. We will measure progress honestly, report it transparently and revisit it on a clear timetable.

We recognise that strategy is a process, not a fixed document. Review points are genuine opportunities to assess what is working, what is not, and to revise our plans. This is how people feel heard and how strategy stays honest.

School performance and pupil outcomes

Ofsted and inspection

- No school shall have an Ofsted judgement lower than expected at any inspection.
- Schools joining the Trust will achieve a judgement no less than expected at their first inspection.

Attendance

- Trust average attendance for primary and SEN schools is above respective national averages.
- No individual school is below national attendance thresholds.

Attainment

- The Trust weighted average for pupils achieving at Expected in KS2 Reading, Writing and Maths (RWM) combined is sustained at or above 76%.
- All schools will achieve a minimum of 65% of pupils at Expected KS2 RWM combined.
- Schools joining the Trust will reach the Trust minimum within three academic years of joining.
- Young People leaving at the end of KS3 and KS4 will have an appropriate range of accredited learning, vocational qualifications and enterprise and vocational experience.
- EHC outcomes are regularly reviewed, quality assured and effective in framing progress.



Narrowing the gap

We will improve progress and outcomes for disadvantaged pupils and those with additional needs:

Disadvantaged pupils

- The Trust weighted average for disadvantaged pupils achieving at Expected KS2 RWM combined increases, with the gap to non-disadvantaged peers reduced from approximately 9% to 5% within three years.
- Pupil premium evaluations demonstrate increased impact on progress and outcomes at school level.
- Average attendance among disadvantaged pupils increases year on year, with persistent absence reducing across all schools.
- Measurable improvements in the disadvantage index are demonstrated across the Trust.



Quality of SEND provision

We will sustain and improve the quality of provision for pupils with SEND across our special schools, resource bases and mainstream primary schools:

SEND quality and outcomes

- A Trust framework for quality of SEND provision and pupil outcomes is developed with experts across the sector, drawing on best practice.
- External evaluation against that framework identifies areas of strength and areas for development.
- A SEND development plan tackles areas for improvement and subsequent evaluation demonstrates progress.
- Outcomes for pupils with SEND improve from the baseline established at first evaluation, with specific targets set once the framework is in place. Destinations data for pupils with EHCPs is tracked from Year 11 through to post-19, with measurable improvement in positive destinations year on year.



Financial performance and operations

We will use our resources effectively and efficiently in the interests of every school:

Financial health and efficiency
• Independent audit confirms strong financial oversight and control with no RED-rated issues and all other issues addressed within one year • Trust reserves are deployed with demonstrable positive impact on equity while maintaining reserves above the DfE benchmark. • Efficiency savings of £900k (1% of operational income as of June 2026) are delivered over a three-year period through more effective use of resources. • The cost of Shared Services reduces as a proportion of operational income after three years. • Demonstrable impact of procurement and contract management on quality of service and value for money of commissioned services • Capital funding, reserves and other funding will be invested effectively, based on priority, to improve the quality and equity of the learning environment, estate, technology and resources.



Workforce and belonging

We will build a Trust where great people stay, grow and are proud to belong:

Workforce retention and wellbeing
• Staff retention increases year on year, with a higher proportion of staff staying for longer periods. • Sickness absence reduces from the combined baseline at the point of transfer. • Staff survey data shows measurable improvement in staff engagement – including a strong sense of belonging, wellbeing, and confidence in Trust direction. • Heads report that they feel like leaders of the Trust, not just leaders within it. • All staff have access to CPD and career development pathways that enhance the impact of their role. • Wellbeing and workload data is collected, reported and acted upon annually. • Annual survey data is disaggregated by role, school and region – inequities in experience and professional development opportunity are identified and a plan to address them is in place.



Governance effectiveness

Governance Effectiveness	
	• All levels of governance demonstrate the skills, knowledge and engagement to provide effective challenge and support. • The voice of pupils, families and communities is gathered and evidenced in decision-making. • External assurance confirms governance effectiveness across the Trust.

Collective impact

When	What
Annual	The Trust will annually assess whether its collective offer demonstrably adds value beyond what individual schools could achieve alone. Heads and staff should be able to name specific, Trust-level interventions that reduce their burden or improve outcomes – and that evidence will be gathered, reported and acted upon.

How we will report and review

When	What
Annual	Strategy review with Core Exec, Wider Exec and Heads: assessing progress against all five areas above.
Each board cycle	Trustee review against KPIs, with transparent reporting on school performance, finances and workforce.
Annually	Published progress summary for families and communities.
September 2029	Formal mid-point review to assess whether priorities and resourcing remain right for the final two years.

We will be honest when things are not working and remain agile. A strategy that cannot be challenged is a strategy that cannot improve.



*All achieving,
without
exception*





Our commitment

To every child and young person in each Compass Eko School:

We see you. We believe in you. Any existing barriers will not limit your future.

To every leader of a school:

You are not alone. Your voice shaped this strategy and your leadership will deliver it. We will stand alongside you, challenging at the right time, because you are leaders of this Trust, not just leaders within it.

To every colleague:

You are the reason this strategy means anything at all. We will invest in you, protect your time for what matters most, and build a culture where your growth and your wellbeing are taken seriously, because when our people are supported and developed, our children and young people grow.

To every family and community:

Your schools belong to you. We will stand alongside you, listening, being shaped by you and working through difficulty together. Not as a service provider, but as a partner.

To our trustees, members and governors:

We will work in partnership with you, sharing honestly both our strengths and our challenges, and welcoming the accountability that effective governance brings. Strong governance makes better schools.

Compass Eko Trust



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