

MOSAIC
SCHOOLS LEARNING TRUST

Business Plan 2026 - 2030



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SCHOOLS LEARNING TRUST

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Foreword

The Mosaic Schools Learning Trust is a Multi-Academy Trust (MAT) that was established in September 2024 combining Connect Schools Academy Trust & Compass Academy Trust to form a new dynamic Trust of ten strongly performing schools across Bromley and Kent. Mosaic is also very proud to have three additionally resourced provisions, five nurseries and a range of school based Inclusion bases.

The new Trust is driven by a strong and shared moral purpose that underpins all aspects of our work, with every decision centred on the best interests of children. We foster an open and transparent culture that ensures individuals at all levels are meaningfully engaged in and contribute to the ongoing work of the Trust.

The Trust maintains a clear strategic vision that is actively demonstrated through our shared values and key principles, while still preserving the distinct identity and character of each school within its community. At the same time, we recognise that strong collaboration and the sharing of expertise and resources across the Trust are essential to sustained success. Where alignment adds value, we will adopt a consistent approach to ensure the best outcomes for all.

At the core of the Trust's work is an unwavering commitment to school improvement, staff development, and ensuring that every pupil receives the highest quality educational experience. We remain resolute in avoiding complacency, embracing a culture of continuous improvement that drives us to consistently raise standards and outcomes.

We are a growing family of schools with a clear plan for continued expansion, aiming to welcome additional primary schools – and the children they serve – into our Trust over the coming years. As new schools join us, they will be expected to embrace our shared vision and values, and to contribute their skills, expertise, and strengths to the wider Trust community.



At the heart of the Trust is the focus on school improvement, staff development and ensuring that our pupils receive the absolute best educational experience.

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A self-sustaining culture of aspiration for educational excellence.

Intentional Collaboration and moving forwards together:

- Networks of schools leaders across the Trust working together on curriculum development.
- Headteacher Strategic Group work together to ensure a coherent strategic direction.
- Quality joint INSET and Continuing Professional Development opportunities are run by leaders within the Trust.
- Termly peer reviews in each school to establish areas of best practice to share and areas of development to support.
- Centralised Business Services to enable school leaders to concentrate on developing and delivering the highest quality educational standards for all children.
- High-quality school improvement support designed to ensure that every child receives the very best education.



Mission and Values

As a Trust, we have a clear mission and values that will support us in achieving excellence for every child, every day.

Our core purpose is to support our schools by building upon their strengths and sharing expertise so that they can work collaboratively to achieve the highest educational outcomes for their pupils and nurture the highest aspirations for their futures.

The vision of Mosaic is to power inspirational learning that feeds the mind, develops curiosity and fosters a determination to succeed.

The Core Values that drive our attitudes, behaviours and organisational health:

RESPECTFUL

- Treat others as we would like to be treated.
- Understand and celebrate difference and diversity.
- Be kind, helpful and empathetic.

RESILIENT

- Develop the confidence to keep going in the face of challenge.
- Learn from our mistakes and find ways to bounce back from set-backs.
- Know that we can respond to a challenge positively.

RESOURCEFUL

- Have a positive mindset and work well together to solve problems.
- Be open-minded, think creatively and ask questions.
- Use our knowledge and skills to make a positive difference.

The Core Values that underpin our work are:

EXCELLENCE

- The Trust is one of lifelong learning; all are committed to continual development.
- Learning should be inspirational and encouraging.
- We test for the impact of our interventions; never afraid to suggest a better way of proceeding.
- We are always looking for opportunities to leave things better than we found them.
- Sustainability forms an important part of our assessments.

ASSERTIVE COLLABORATION

- All members of our Trust should seek the opportunities for working closely together and the increased impact we can have when we pool our talents.
- We are outward looking and like to work with other Trusts and organisations; we are accountable for making sure our learning of good practice is spread throughout the Trust.

WHOLE CHILD

- We believe children should enjoy their educational experience as well as achieve academically.
- Whilst educational targets must be met, a broad and rich curriculum should encourage all interests of our children.
- We will empower children to learn a variety of skills for life in a changing world.

MOMENTUM

- We do things with a sense of timeliness recognising more impact can be achieved if we move quicker.
- We are scanning the horizon and anticipating the opportunities as well as the risks of change.
- We guard against herd mentality and base our decisions in evidence.
- Research will ensure our learning is always ahead of the curve.

COMMUNITY CENTRED

- We believe engaging with and involving parents in the learning of the children can have profound benefits.
- Our schools and pre-schools are at the heart of our communities so should be an inclusive place for everyone.
- We have an obligation to all of our wellbeing.



Our mission is to provide to everyone in our community a learning experience which:

- is rooted in a culture of excellence.
- is relevant to a complex and ever-changing world.
- engages with and celebrates the diversity of our communities.
- empowers everyone to contribute positively to society.

Purpose of the Trust

As a Trust, we believe we have a moral duty to engage with the evolving educational landscape with passion, optimism, and a sense of opportunity – ensuring that children are inspired to achieve their very best at all times. Our children represent the future, and it is our responsibility to equip them with the knowledge, skills, and attributes they need to thrive and succeed in whatever paths they choose within an ever-changing world.

"

Commitment and passion for providing high achieving schools.

Our Trust is founded on a strong commitment and determination to deliver high-quality education to the communities we serve. We value the distinctiveness of each community and recognise the importance of understanding every school within its own unique context. We are genuinely committed to inclusion and strive to ensure that every child has the opportunity to develop confidence, self-worth, and a sense of achievement.

An outstanding Trust needs an outstanding workforce, and this is central to our success. We invest in our staff, identify and promote talent and use the skills of individuals to make us stronger. Our high standards are sustainable as a result of retention and stability in staffing.

The success of our Trust is built on:

- Strong and capable leadership.
- Extensive knowledge and commitment to the SEND agenda.
- Passionate staff striving to provide outstanding education.
- Honest commitment to CPD to empower and improve staff at all levels.
- Our ability to create a group of schools that are forward thinking and develop, share and innovate together.
- Our success in recruiting staff who want to join our team, and retaining staff who see their future continuing in our Trust.
- An openness, energy and commitment to build trust, be transparent, sharpen accountability and drive improvement.
- Financial efficiencies through economies of scale that support value for money principles.
- Clear strategic vision as a result of outstanding Trustee and Governance involvement.



School Improvement Model

School improvement support sits at the heart of our core moral purpose because doing our very best for every child requires us to continuously grow, reflect, and refine our practice. It is a collaborative endeavour – one where schools learn from one another, develop together, and draw on our collective expertise to raise standards across the Trust.

By working in partnership rather than in isolation, we ensure that every child benefits from the shared strength, innovation, and commitment of the whole Trust family.

We also offer a range of bespoke support to schools thinking of joining our Trust. Activities include bespoke support for teachers and leaders at all levels, Head Teacher support, bespoke training and curriculum development. This work is carried out in agreement with the Head Teacher and gives the school an opportunity to experience the work of the Trust first-hand.





Innovation and improvement support	Regular support for curriculum development Bespoke bi-weekly sessions across all schools Termly Trust reviews driven by the HT Cross Trust moderation Leadership support and coaching Collaborative work through Head Teacher strategic meetings and a Partnership Group
Outstanding teaching and learning support	Bespoke work with individual teachers which can include: Planning sessions, team teaching and shadowing opportunities, modelling of lessons, drop ins, setting targets, on-going monitoring and initial and final observations to assess impact Bespoke SEND support from our Trust strategic Lead of SEND
Proactive leadership	Mentoring for new Head Teachers Talent management programme for staff at all levels Shadowing opportunities for leaders new to their post Peer support groups Secondment opportunities for Aspiring Leaders
Financial stability	Financial support and advice from our CFO and team to include: Robust centralised financial services including budget setting Support through audit process Support with any school based finance processes Support for capital building programmes and facilities management Procurement support Access to strategic HR, compliance and legal advice through a robust centralised service

Our Schools

We are privileged to serve schools in a wide range of communities, valuing and nurturing the individuality and unique strengths of every school within our Trust.

We are united by our commitment to providing the highest quality education for every child, regardless of background or circumstance.

Guided by a strong moral purpose, both our Trust and schools continually strive to improve, ensuring we make a lasting and positive difference to the communities we serve.

1 Marian Vian Primary School
2 Unicorn Primary School
3 Valley Primary School
4 Raglan Primary School
5 Oak Lodge Primary School
6 Wickham Common Primary School
7 Crofton Junior School
8 Crofton Infant School
9 River Mill Primary School
10 Cage Green Primary School








A2
Dartford
9
A20
A2
Sidcup
A2
3
4
1
2
A20
M25
Swanley
Bromley
7
5
Croydon
6
8
Eynsford
A23
West
Wickham
M20
M25
Warlingham
Biggin Hill
M26
A22
M25
Chipstead
Borough
Green
Sevenoaks
M25
Oxted
10
Hildenborough

Inclusion at Mosaic

We are committed to ensuring that every pupil is supported to thrive and achieve, irrespective of individual barriers or challenges. Our approach is centred on enabling each child to build on their existing strengths, while developing effective strategies to address their areas of development.

A core principle across our Trust is that all pupils should feel a strong sense of belonging and inclusion, without being defined by difference. We adopt a 'necessary for some, beneficial for all' model, whereby high-quality classroom provision is designed to meet the needs of all learners, alongside targeted adaptations where required. This inclusive approach enhances the educational experience for every pupil.

We aim to provide a consistently positive and enabling educational experience across all our schools, where pupils feel secure, engaged, appropriately challenged and know they have their needs met. Our curriculum and pastoral approaches are designed to promote independence and equip pupils with the essential knowledge, skills, and attributes required for life beyond school. We are committed to ensuring that every pupil feels valued, understood, and supported, with a clear focus on meeting individual needs and enabling all learners to succeed.





Strategic Aims

Our aims are considered and directly linked to the DfE five pillars of a strong Trust.

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1. Outstanding Outcomes

Objectives	Monitoring	KPI Year 1	KPI Year 2	KPI Year 3
The Trust will ensure that the schools within our Trust will make at least the expected progress from appropriate baselines.	In-school termly analysis. Termly review of data by Educational Standards.	90%+ of children in our schools make expected or better progress.	90%+ of children in our schools make expected or better progress.	90%+ of children in our schools make expected or better progress.
All schools will achieve end of year results in line with, or above national, based on aspirational targets set.	In-school termly analysis. Regular school improvement discussions with Trust staff.	All schools will have end of Key Stage results in line with or above national levels.	All schools will have end of Key Stage results in line with or above national levels.	All schools will have end of Key Stage results in line with or above national levels.
The Trust will ensure that it implements an effective curriculum and pedagogy in line with the latest research.	Trust-wide pupil progress data to identify attainment patterns and gaps. Pupil voice and low-stakes retrieval tasks to check knowledge retention. Work sampling to assess accuracy, depth, and progression. Cross-year and cross-school moderation to ensure consistent judgments.	The Trust will ensure teaching consistently applies the highest quality evidence-based instructional practices that improve long-term learning.	The Trust will ensure each subject is aligned to the expectations of the curriculum review.	The Trust will ensure pupils continue to demonstrate strong knowledge recall, understanding, and progress as a result of effective curriculum and pedagogy.
Delivering a robust AI (Artificial Intelligence) curriculum that equips all pupils with the knowledge and skills they need for the future including an understanding of how to safeguard themselves effectively.	Research national and global curriculums. Use AI champions to devise an appropriate Mosaic AI curriculum. Keep children abreast of careers of the future based on the development of AI. Implement and monitor impact. Keep under regular review.	A progressive AI curriculum is written to ensure all pupils develop strong digital and AI literacy.	A progressive AI curriculum is implemented to ensure all pupils develop strong digital and AI literacy. A review of the curriculum will have taken place and changes made as appropriate.	A progressive AI curriculum is embedded and regularly reviewed to ensure all pupils develop strong digital and AI literacy. A review of the curriculum will have taken place and changes made as appropriate.
The Trust will ensure its offer supports development of the whole child ensuring equality of opportunity and enrichment across the Trust.	Pupil voice to understand experiences, inclusion, and personal development. Tracking participation in enrichment, leadership, and wider opportunities. Analysis of disadvantaged vs. non-disadvantaged access, engagement, and outcomes. Trust-wide audits of SEND, safeguarding and inclusion. Practices, alongside consideration of effective provision for those with protected characteristics. Ongoing review of intervention impact using attendance, behaviour, and progress data.	The Trust will have a clear understanding of barriers that all children face and, as a result, put in place a broad offer that nurtures pupils' academic, personal, social, and emotional development.	The Trust will ensure that in all schools, all pupils have equitable access to curricular and enrichment opportunities, regardless of background or need.	The Trust will deliver consistent, high-quality support systems across all schools that meet diverse pupil needs and remove barriers to participation and achievement.

Objectives	Monitoring	KPI Year 1	KPI Year 2	KPI Year 3
The Trust will ensure that it continues to provide the highest quality CPD for all staff, ensuring the very best is delivered in the classroom.	QA of professional development through session evaluations and staff feedback. Tracking staff participation in core and role-specific training. Learning walks and lesson visits to assess CPD transfer into practice. Review of pupil outcomes and work samples to measure impact. Performance reviews linking staff goals to CPD engagement and improvement.	The Trust will provide consistently high-quality, research-aligned professional development for all staff inclusive of SEND.	The Trust will ensure CPD results in effective, evidence-based classroom practice that improves teaching and learning.	The Trust will ensure CPD demonstrably strengthens staff capability and contributes to improved pupil progress.
All children at all ages and stages will be ready for the next stage of education.	Progress and attainment data to check academic readiness and identify gaps. Pastoral and wellbeing indicators (e.g., behaviour, attendance, safeguarding records) to assess social and emotional development. Pupil voice to understand confidence, resilience, and perceived readiness. Work sampling and teacher assessments to evaluate consistency, skills progression, and preparedness for transition.	All pupils are socially, emotionally, and academically ready for the next stage of their education.	All pupils are socially, emotionally, and academically ready for the next stage of their education.	All pupils are socially, emotionally, and academically ready for the next stage of their education.



"Excellence for every child, every day.

2. Excellence Through Equity and Inclusion

Objectives	Monitoring	KPI Year 1	KPI Year 2	KPI Year 3
The Trust vision for inclusion is led by clear strategy and provision.	Pupil progress, wellbeing indicators, and transition readiness data. Pupil voice feedback reflecting increased belonging, safety, and support. Work sampling, moderation, and case-study evaluations showing improved outcomes.	A clear Trust-wide Inclusion Strategy, that aligns with the White Paper, is implemented and understood across all schools including early identification.	Inclusive provision is consistently embedded to ensure equitable access for all pupil groups.	Inclusion practices lead to measurable improvements in pupil wellbeing, progress, and readiness for transition.
Create the Trust as a centre of excellence in line with recommendations in the White Paper.	Regular review of school performance, provision, and practice against White Paper standards. External validation through peer reviews, inspections, and partnership evaluations. Tracking and sharing of innovative practice, impact data, and Trust-wide improvement outcomes.	The Trust establishes consistent, evidence-based practice aligned with White Paper recommendations.	All schools demonstrate sustained high-quality teaching, leadership, and inclusion recognised through external validation.	The Trust drives innovation and sector-leading practice that is shared internally and across wider networks.
Develop a Trust culture where everyone actively demonstrates responsibility for inclusion.	Staff surveys, feedback, and professional reflections to gauge values, ownership, and confidence. Learning walks, behaviour reviews, and culture audits to assess inclusive conduct and consistency. Participation and impact data from inclusion-focused CPD and collaborative Trust initiatives.	All staff consistently model inclusive attitudes, language, and behaviour across the Trust.	Every school demonstrates shared ownership of inclusion through aligned practice and collaborative problem-solving.	Staff confidence and competence in inclusive approaches increase year-on-year.
The Trust is innovative in its use of the latest technology to support the most effective learning opportunities for all children.	Learning walks, digital audits and lesson reviews to evaluate effective use of technology. Analysis of pupil engagement, progress, and accessibility data linked to digital tools including digital assessment. Staff training participation and competency assessments in digital pedagogy. Consider how the use of Assistive Technology (AT) can be taken down to KS1.	All classes across KS2 have the use of accessibility tools embedded as a daily offer.	On-going horizon scanning to ensure that the Trust considers and implements where appropriate the latest technology to support innovative high quality teaching and learning, including digital assessment. Review the impact of IT on achievement and curriculum accessibility . Consideration of AT into KS1.	On-going horizon scanning to ensure that the Trust considers and implements where appropriate the latest technology to support innovative high quality teaching and learning. Review the impact of IT on achievement and curriculum accessibility.

Objectives	Monitoring	KPI Year 1	KPI Year 2	KPI Year 3
The Trust is proactive in building wider community relationships that will support the SEND agenda.	Tracking partnership activity, attendance, and impact of multi-agency collaboration. Feedback from families, community groups, and external partners on engagement and effectiveness. Review of SEND outcomes, participation rates, and case studies linked to community involvement.	The Trust establishes strong partnerships with external agencies and community organisations to enhance SEND provision. Families and community stakeholders are actively engaged in shaping and supporting SEND priorities. School/Community-driven initiatives measurably improve outcomes and opportunities for SEND pupils.	The Trust establishes strong partnerships with external agencies and community organisations to enhance SEND provision. Families and community stakeholders are actively engaged in shaping and supporting SEND priorities. School/Community-driven initiatives measurably improve outcomes and opportunities for SEND pupils.	The Trust establishes strong partnerships with external agencies and community organisations to enhance SEND provision. Families and community stakeholders are actively engaged in shaping and supporting SEND priorities. School/Community-driven initiatives measurably improve outcomes and opportunities for SEND pupils.
Consider expectations of the use of estates in line with the White Paper.	Conduct regular estate audits reviewing safety, accessibility, utilisation and compliance against White Paper requirements. Analyse monthly space-usage reports (e.g., room-booking data, occupancy rates) to ensure resources are efficiently deployed. Review estate improvement and maintenance plans termly to confirm alignment with White Paper priorities and organisational strategy.	Estate usage aligns with the White Paper's standards for accessibility, safety and effective learning environments.	Space utilisation data shows optimised use of facilities in line with strategic estate planning requirements.	Capital investment and maintenance plans reflect priorities and expectations set out in the White Paper.



"Anticipating the opportunities as well as the risks of change.

3. Transforming Through Digital Innovation

Objectives	Monitoring	KPI Year 1	KPI Year 2	KPI Year 3
To provide clear digital strategic direction that leverages innovative technologies, remaining responsive to emerging trends and driving continual improvement across the Trust.	Digital audits, learning walks, and system reviews to evaluate consistency and effectiveness of implementation. Data analysis of engagement, outcomes, and operational efficiency linked to digital tools and innovations, including digital assessment. To be a centre of excellence for outreach in terms of AI and AT, providing services for the wider community and parents. To ensure horizon scanning enables the Trust to keep up with the latest IT developments. Staff and pupil voice, plus training participation data, to assess confidence, impact, and readiness for further innovation.	A clear Trust-wide innovative digital strategy is implemented and understood across all schools. Single tenancy will be in place.	Innovative and emerging technologies are embedded to enhance teaching, learning, and operational efficiency.	Digital innovation demonstrably improves pupil outcomes, staff productivity, and system coherence across the Trust.
To provide strong strategic leadership of IT that drives high-impact digital practice and enhances teaching and learning across all classrooms.	Digital audits, learning walks, and classroom reviews to evaluate implementation and quality of digital practice. Analysis of pupil engagement, attainment, and workflow data linked to the use of IT tools. Use of digital assessment. Staff and pupil voice, plus CPD participation data, to assess confidence, effectiveness, and areas for improvement.	A coherent Trust-wide digital strategy is embedded to guide consistent, effective classroom practice. Work towards becoming an Apple accredited school.	Digital tools and platforms are used effectively to strengthen teaching quality and pupil engagement.	Technology-enabled approaches show measurable impact on learning outcomes and classroom efficiency.
To drive technical efficiency across the organisation, optimising systems and processes to improve productivity and operational effectiveness. To establish strong connectivity across systems.	Regular system performance audits and user experience reviews to assess efficiency and reliability. Analysis of workflow, response times, and productivity data to measure impact of technical improvements. Feedback from staff and IT support logs to identify ongoing issues, training needs, and areas for optimisation.	Core digital systems are streamlined, reliable, and consistently used across all sites.	Automation and improved workflows reduce workload and increase organisational productivity.	Technical infrastructure supports fast, efficient, and secure operations Trust-wide.

Objectives	Monitoring	KPI Year 1	KPI Year 2	KPI Year 3
To embed AI across the Trust to enhance productivity.	Review usage analytics and adoption rates of AI tools across departments on a monthly basis to track engagement and identify support needs. Conduct six monthly staff feedback surveys and focus groups to monitor confidence, training impact, and barriers to AI-enabled working. Analyse productivity metrics - such as task-completion times, workflow efficiency and reduction in manual processes - to measure the impact of AI integration.	AI tools are considered Trust-wide to streamline workflows and improve productivity at all levels. Staff using AI to enhance teaching, planning, and operational tasks.	AI tools are adopted Trust-wide to streamline workflows and improve productivity at all levels. Staff confidently and effectively use AI to enhance teaching, planning, and operational tasks.	AI tools are embedded Trust-wide to streamline workflows and improve productivity at all levels. Staff confidently and effectively use AI to enhance teaching, planning, and operational tasks.
To ensure robust safeguarding and data security across the Trust, protecting pupils and staff while enabling safe, ethical, and compliant use of AI technologies.	Regular data-security audits, risk assessments, and compliance checks to ensure robust safeguarding and system protection. Tracking staff training completion, competency, and adherence to AI and data-protection expectations. Ongoing review of AI usage, incident reports, and policy effectiveness to safeguard students and Trust data.	All AI and digital systems meet high standards of data protection, security, and compliance Trust-wide. Staff receive appropriate training to use AI safely, ethically, and in line with safeguarding expectations. A clear, Trust-wide AI policy is implemented to safeguard pupils, protect personal data, and guide responsible use.	All AI and digital systems meet high standards of data protection, security, and compliance Trust-wide. Staff receive appropriate training to use AI safely, ethically, and in line with safeguarding expectations. A clear, Trust-wide AI policy is reviewed and implemented to safeguard pupils, protect personal data, and guide responsible use.	All AI and digital systems meet high standards of data protection, security, and compliance Trust-wide. Staff receive appropriate training to use AI safely, ethically, and in line with safeguarding expectations. A clear, Trust-wide AI policy is reviewed and implemented to safeguard pupils, protect personal data, and guide responsible use.



"Developing confidence, self-worth and a sense of achievement.

4. Driving Sustainable Trust Growth

Objectives	Monitoring	KPI Year 1	KPI Year 2	KPI Year 3
Develop and implement a sustainable growth strategy that identifies and pursues opportunities to expand the Trust's family of schools through a hub-based model, including existing areas as well as potential new areas, ensuring long-term financial stability and improved educational outcomes across all settings.	Quarterly Trust Board review of growth, due-diligence outcomes. On-going analysis of appropriate capacity to grow. Termly updates on partnership collaborations through the Exec report.	Ensure clarity of the educational landscape alongside possible opportunities. Explore viable growth opportunities aligned with the hub model and financial sustainability. Joint working with schools with a view to moving towards more formal partnerships.	Ensure clarity of the educational landscape alongside possible opportunities. Joint working with schools with a view to moving towards more formal partnerships.	Ensure clarity of the educational landscape alongside possible opportunities. Continue to be aware of and explore potential partnerships based on the organisations readiness to expand.
Proactively build strategic partnerships with schools in identified growth areas by offering high-quality school improvement and SEND expertise, strengthening the Trust's reputation, widening its impact, and supporting sustainable future growth.	Termly review of partnership activity, including outreach and partnership engagement. Annual assessment of School Improvement and SEND deployment capacity to ensure the Trust can sustain partnership growth without compromising existing provision.	Establish relationships with schools through School Improvement or SEND outreach.	Collaborate with partnership schools to establish formal growth opportunities.	Collaborate with partner schools to establish a hub model.
Ensure the Trust has robust, scalable systems, processes, and governance arrangements - including IT, Compliance, Finance, HR, and external assurance - that collectively strengthen organisational readiness and operational capacity for sustainable growth.	Termly systems reporting to the Trust board through the Exec Report. Termly updates on the use of AI to support organisational effectiveness and teaching and learning. External Governance reports will be reviewed and actioned as appropriate.	Ensure that HR, Finance, IT and Compliance systems are efficient and supported by the use of AI where appropriate. External Governance assurance will be in place.	Ensure that there is a clear onboarding process in terms of systems and procedures for any school joining the Trust. External Governance assurance will be in place.	Ensure systems and processes are kept under review to provide the most effective user experiences and support excellent outcomes at all levels. External Governance assurance will be in place.
Develop and deliver a compelling marketing and communications strategy that strengthens the Trust's public profile, clearly communicates what we stand for, and reinforces our credibility in school improvement, SEND, and overall educational excellence.	Annual evaluation of stakeholder feedback, reputation indicators, and measurable increases in engagement within target areas. Six monthly audit of brand consistency and effectiveness across all schools and Trust communications. Analyse impact of Exec support following each completed activity.	Launch a refreshed Trust brand and communications framework, achieving a 20% increase in website traffic and engagement from target communities. Create a compelling marketing document to encourage schools to join the Mosaic Trust.	Establish five strategic visibility campaigns (e.g., success stories, case studies, community events) that demonstrate Trust impact and values.	Improve stakeholder perception metrics, measured through surveys of partner schools, parents, and local authorities.

5. Strategic Partnerships for Collective Impact

Objectives	Monitoring	KPI Year 1	KPI Year 2	KPI Year 3
To build and sustain a unified organisational culture where shared values, consistent communication, and mutual trust strengthen our collective identity and drive cohesive performance.	Termly culture pulse checks to assess trust, alignment, and sense of shared purpose. Termly review of communication channels and messaging quality to ensure clarity, consistency, and organisational "one-voice" alignment.	Set a baseline of engagement for staff alignment with organisational values.	Increase staff alignment with organisational values to 80%+ as measured through annual culture and engagement surveys.	Consistent shared language where each individual refers to and recognises themselves as part of the Trust. Achieve consistency in internal messaging across all departments, verified through termly communications audits.
To strengthen cross-Trust collaboration by fostering seamless teamwork, shared learning, and collective problem-solving that enhances organisational effectiveness and outcomes.	Regular staff feedback cycles (surveys, focus groups, pulse checks) to identify collaboration strengths and barriers. Ongoing evaluation of shared tools and platforms to assess usage, engagement, and impact on collaboration.	Increase one Trust-wide collaborative project year-on-year.	Improve staff feedback indicating positive collaboration across the Trust in annual engagement surveys.	Staff actively seek to reach out across the Trust and support each other through shared spaces.
To expand staff engagement in nationally recognised projects and professional activities, strengthening the Trust's external influence, credibility, and contribution to wider sector development.	Evaluation of external partnerships and national networks to ensure alignment with Trust priorities and staff development goals. Regular collection of staff feedback on barriers, motivations, and support needed for participating in national activities.	Increase the number of staff participating in nationally recognised projects, professional networks, or sector-wide initiatives each year.	Grow the range of national forums, working groups, and advisory panels in which Trust representatives are actively involved.	Enhance visibility of staff contributions through regular reporting of external achievements and recognitions.
To develop strong, purposeful partnerships at national, local, and community levels that enhance educational opportunities, strengthen organisational capacity, and enrich outcomes for children, staff, and stakeholders.	Evaluation of the impact of external partnerships on organisational priorities, staff development, and pupil outcomes. Regular stakeholder feedback collection (schools, community partners, local authorities, national bodies) to assess effectiveness and identify opportunities for deeper engagement.	Increase the number of active partnerships with national bodies, local authorities, community groups, and other Trusts each year. Strengthen stakeholder engagement through regular communication, shared events, and partnership-led activities.	Increase the number of active partnerships with national bodies, local authorities, community groups, and other Trusts each year. Strengthen stakeholder engagement through regular communication, shared events, and partnership-led activities.	Increase the number of active partnerships with national bodies, local authorities, community groups, and other Trusts each year. Strengthen stakeholder engagement through regular communication, shared events, and partnership-led activities.

5. Strategic Partnerships for Collective Impact continued

Objectives	Monitoring	KPI Year 1	KPI Year 2	KPI Year 3
To strengthen the Trust's presence and reputation within the community by increasing engagement, showcasing impact, and building meaningful connections that highlight our contribution and values.	Termly review of media presence and public-facing communications to assess visibility and message consistency. Feedback from community partners, families, and local stakeholders to evaluate the Trust's reputation and the perceived impact of its work.	Grow positive media coverage, social media engagement, and public-facing communications showcasing Trust achievements. Enhance participation of local stakeholders, families, and community groups in Trust-led activities and consultations.	Grow positive media coverage, social media engagement, and public-facing communications showcasing Trust achievements. Enhance participation of local stakeholders, families, and community groups in Trust-led activities and consultations.	Grow positive media coverage, social media engagement, and public-facing communications showcasing Trust achievements. Enhance participation of local stakeholders, families, and community groups in Trust-led activities and consultations.
To strengthen recruitment through targeted marketing initiatives that promote enrolment in our schools.	Develop and deliver a coordinated marketing campaign showcasing the schools' ethos, strengths, and outcomes. Strengthen engagement with prospective families through open events, digital platforms, and community outreach. Refresh marketing materials to ensure consistent, clear, and appealing messaging across all channels.	Marketing expectations to attract pupils created including clear list of places we will market to. Establish baseline data and achieve a 5% increase in enquiries.	Social media platforms and regular Trust presence on these is established, consistent and up to date. School marketing materials are refreshed. Achieve a 10% increase in enquiries, evidencing improved marketing effectiveness and increased school visibility.	Achieve a 15% increase in enquiries, evidencing sustained marketing effectiveness and strong school visibility.

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Shared strength, innovation and commitment of the whole Trust family.



Why join our Trust?

Joining our Trust means becoming part of a forward-thinking, ambitious family of schools that consistently sets and achieves high standards. We are committed to honouring and preserving each school's unique identity while offering strong, tailored support that helps every setting thrive.

Our dedication to staff development is central to who we are, ensuring colleagues at all levels are empowered to grow, lead, and excel. With successful experience of merging schools and working across a wide variety of contexts, we bring deep expertise and a proven track record of improvement. Above all, we never stand still – our Trust is driven by a culture of reflection, innovation, and a relentless determination to keep getting better for the children and communities we serve.

The infrastructure of the Trust will take away the burden on our schools of managing support services and allow them to focus on effective teaching and learning.

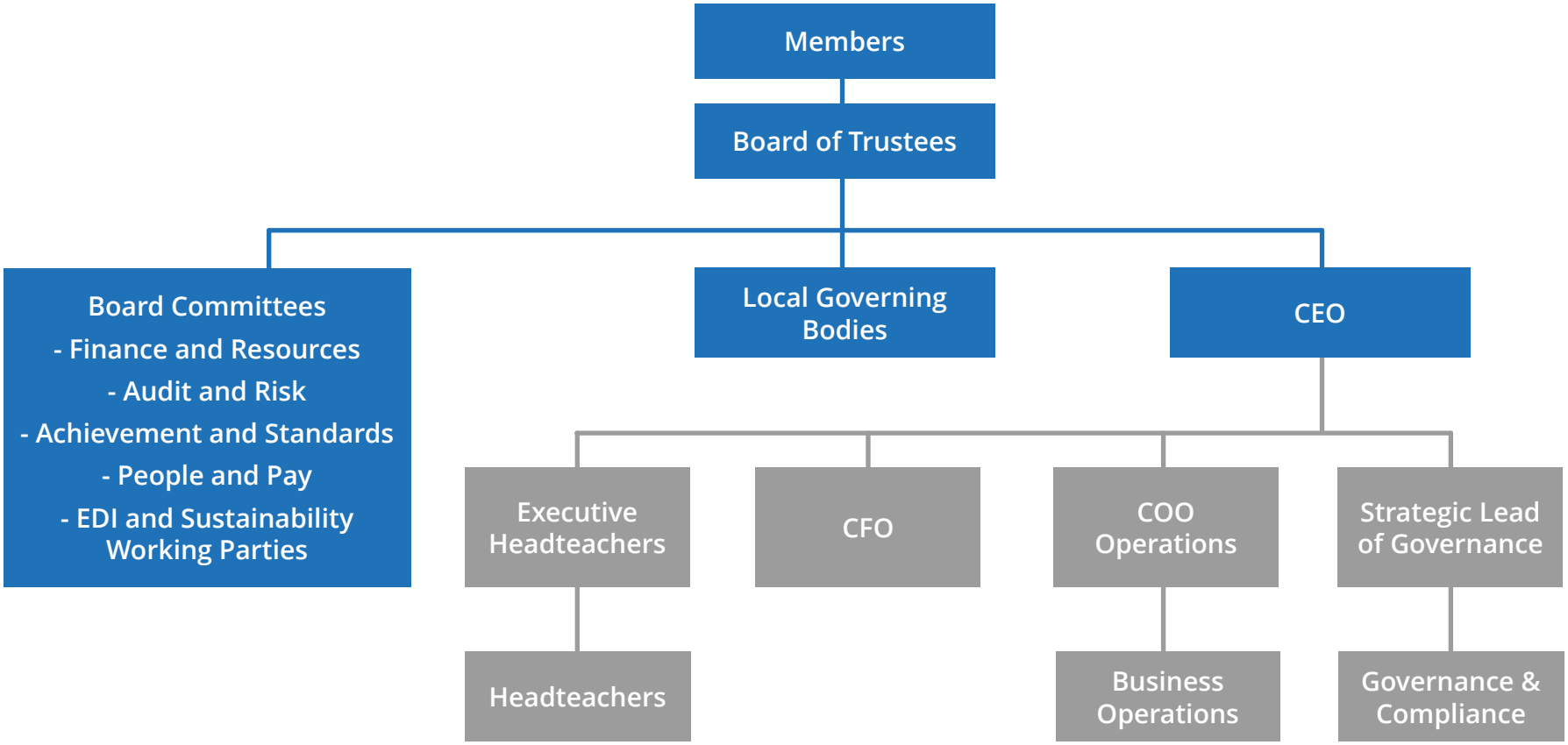
Each school will:

- Be an active member of the Mosaic Community
- Be able to share their expertise and learn from the expertise of others
- Be supported with a range of centrally based tasks
- Have access to a high quality school improvement programme
- Be supported to introduce the latest technology
- Have access to Executive support on a daily basis

We pride ourselves on being at the forefront of educational development and our Trust is competent at thinking 'outside the box', enabling us to achieve great things for children.



Accountability and Decision Making



Governance Structure

Members

The Members provide strategic oversight with an "eyes on, hands off" approach, monitoring MAT Board performance and receiving high-level educational and financial information termly.

They hold the authority to intervene, including making changes at Board level if governance is not effective.

Members meet at least annually to approve accounts, appoint the auditor, and appoint or remove Trustees.

Board of Trustees

A Trustee sits on the Trust Board and holds overall strategic responsibility for the performance, governance, financial oversight, and long-term direction of all schools within the Trust.

The Board of Trustees meets half termly to fulfil these strategic responsibilities. The following committees also meet regularly; Finance and Resources, Audit and Risk, Achievement and Standards, People and Pay, EDI and Sustainability Working Parties.

The Board of Trustees facilitates a focus on the strategic role of the Trust, enabling more effective decision making and stronger accountability.

The current Board has significant experience and expertise across a range of knowledge and skills. This enables the Board as a whole to take collective strategic leadership and accountability for the Trust as a civic organisation as it seeks to meet its core object as defined by its Articles of Association.

The key responsibilities of the Board of Trustees are to:

- Provide clear ethos and vision across the Trust.
- Provide good communication to the schools on the benefits of being partners within the Trust.
- Ensure all schools within the Trust provide at least a good standard of education and maintain a strong drive towards school improvement.
- Ensure the Trust remains solvent, complies with the Academy Trust Handbook and spends money in accordance with its charitable objectives and school improvement priorities.
- Ensure rigorous procedures for recruiting, retaining and developing senior educational and business leaders across the Trust.
- Oversee the performance management of the CEO and Executive Headteachers.



Articles of Association can be found here

Scheme of Delegation can be found here



The Trust ensures that finances are at the heart of all strategic planning and the Trust has robust financial procedures in place to ensure its sustainability.

The Trust acknowledges that it needs to be proactive in assessing risk as this could impact significantly on the reputation and sustainability of the Trust in the future.

Local Governing Bodies (LGBs)

A Governor serves on a local governing board with delegated responsibilities, providing school-level challenge and support while ensuring the school reflects the Trust's vision and meets its community's needs.

Each school that is part of the Trust will have an LGB.

The key responsibilities of the Local Governing Bodies are to:

1. Maintain the Trust's vision, values and key principles within the Trust.
2. Maintain a robust oversight of the 4 S's: Standards, Safeguarding, SEND and Stakeholders.

The LGB meets half termly to fulfil these strategic and statutory responsibilities. Each LGB will appoint a Lead Safeguarding Governor to oversee the statutory responsibilities of the LGB in this area.

Actions will include:

- Develop with school leaders strategic priorities for school improvement.
- Ensure that academic standards and wider outcomes for all children are rigorously monitored and evaluated and used to determine improvement plans and actions.
- Ensuring safeguarding processes and systems are robust.
- Engage with key stakeholders to ensure their views are known, represented and evaluated.
- Ensuring effective Inclusion is supporting all children to be successful.



ECT Programme

The Trust schools are highly successful in recruiting and retaining ECTs (Early Career Teachers). Experts from the Trust have designed an induction programme which provides ECTs with the essential training and skills that are required at this crucial time in their development, alongside opportunities to reinforce key subject knowledge areas and to reflect with peers across all our schools.

This programme provides high quality professional development which enables Early Career Teachers to meet the Teacher Standards and become effective and successful teachers within the Trust.

The Trust is proactive in addressing the national issue of teacher recruitment and is successful in recruiting high calibre ECTs and retaining experienced staff.

The Trust is committed to on-going high quality CPD for all its staff to ensure that exceptional teaching and learning is the highest priority at all times.







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SCHOOLS LEARNING TRUST