Strategic Plan

2026-2028

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Introduction

The Oxlip Learning Partnership (the Trust) was established in September 2024. It was the culmination of planning across two Multi Academy Trusts, both based in Suffolk with similar structures. We have five Primary Schools, one with a Nursery, and two Secondary Schools, plus three Specialist Units.

The choice of name was quite deliberate: no one school in the Trust is ever regarded as the “lead” school; all schools regard themselves as partners in delivering the best possible education for young people. The Trust, therefore, sought a name which would resonate with local communities and yet reflect the importance of education.

It was, therefore, significant to celebrate the Trust being a partnership of schools with learning at the heart of our vision and values. Oxlip (*Primular Elatior)* is the County flower of Suffolk, and aligns with the values of the Trust, being a source of strength and support for our schools and a foundation from which our schools can flourish.

Oxlip Learning Partnership believes that equality is a whole Trust responsibility. We will ensure a positive culture of inclusivity, equality and diversity that extends to all members of our community.











Vision

Ambition, Aspiration, Excellence within a Connected Community

At the heart of the Oxlip Learning Partnership lies a commitment to shaping **children's futures** by fostering a connected community of learners rooted in **Ambition**, **Aspiration**, and **Excellence**.

- **Ambition**: Our ambition is rooted in civic duty and leadership, applied across all stages of learning, from preschool to adulthood. We believe in enabling every student's aspirations for academic and social success, while supporting our communities through ethical, socially responsible actions. Our schools, united within a connected trust, strive to become recognised beacons of leadership, inspiring the wider community and achieving both local and regional recognition.
- **Aspiration**: We hold high aspirations for all learners, empowering them to progress intellectually, emotionally, physically, and socially, no matter their starting point. Success is demonstrated through the trust's ability to minimize divides, ensuring all students progress in line with top-performing schools. We encourage respect for self, others, and the environment, fostering collaboration and nurturing relationships across the trust.
- **Excellence**: Excellence permeates our work as we embrace innovation, research, and collaboration, advancing education for the public benefit. Our commitment to excellence is reflected in student outcomes, the quality of teaching and learning, and the development of independent, resilient learners. We celebrate diversity, individuality, and the distinctive qualities of each school while building strong leadership and a collective drive for school improvement.

Together, we will:

- **Foster responsible citizens** who are confident, inquisitive, and independent learners, capable of determining their own futures.
- **Provide a happy, caring, safe, and stimulating learning community** where students are supported by motivated staff who aspire to outstanding teaching and leadership.
- **Promote and develop leadership** within our schools, encouraging leaders to support, challenge, and inspire others.
- **Collaborate and share expertise** across schools, regions, and with external partners to ensure vibrant, innovative, and informed educational practices.

By embracing challenge and celebrating success, we will build an **inclusive, diverse community** that values collaboration, trust, pride, and resilience. We recognise and respect the unique characteristics of each school and community within the Trust, while sharing a common purpose of **school improvement** and **educational excellence**.

This vision highlights the combined focus on civic responsibility, high aspirations for all learners, and a shared pursuit of excellence, while incorporating the community-oriented ethos of both the Trust and its partner schools.





The Trust Board

The full Trust Board has a statutory responsibility for all schools and meets, in full, at least three times each year, receiving reports across the whole spectrum of work being undertaken.

The Board both challenges and supports in line with the Trust's vision and values.

In order to fulfil key functions and exercise its legal obligations a number of committees operate:

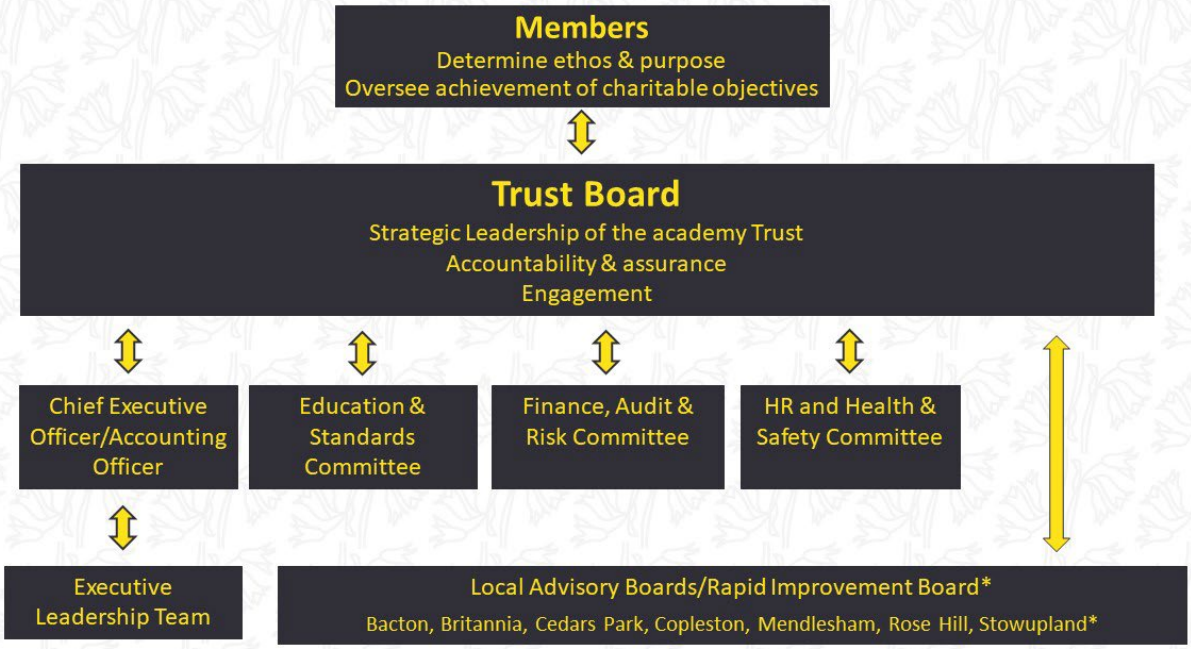
- Education and Standards
- Finance, Audit and Risk
- HR and Health & Safety

Governance at a local level is undertaken by Local Boards. These are the Trust's representatives and all Local Boards work to a Scheme of Delegation.

The work of the Trust Board and its committees is professionally clerked and there is regular communication with appointed officers, schools, training sessions and regular briefings.

At a corporate level, the Trust is managed by the Chief Executive Officer (CEO) who leads a central team of staff comprising Human Resources, Finance and Business, Estate and Facilities and Executive Administration.

The CEO co-ordinates partnership arrangements and works alongside school improvement partners and specialists covering both the primary and secondary phase.



Consolidation

Oxlip was founded on the belief that each academy should be focused on providing young people in the Mid-Suffolk and the Ipswich areas with the very best opportunities in life. The merger of two small and geographically close Multi Academy Trusts in September 2024 offered significant advantages for pupils, staff and the communities that we serve. Enhanced strategic planning and direction, greater opportunities for professional development and cooperation and acquisition of improved centrally provided services were all significant factors in encouraging this development. We believe that we are stronger together: enhancing educational opportunities for all, promoting excellence and being able to drive significant sustainable longer-term growth across the Trust.

At the same time, we will respect the distinctive characteristics of each of the communities we work in and how they are reflected in bespoke school cultures. We welcome that diversity, celebrating the unique qualities of each of our Academies whilst acknowledging that, to become sustainable, communities must develop and grow. We are committed to and will proactively promote, equality of opportunity for all.

Whilst not initially actively searching for other neighbouring educational establishments to join with Oxlip this is not completely discounted if there is a common advantage for all in doing so.

The Trust has made the four-year strategic commitment to invest time effort and finance in meeting the high standards that we set ourselves. External and internal scrutiny are integral components in this process as illustrated in the quality assurance diagram below.



The Strategic Plan

The Trust's Strategic Plan arises from an evaluation of performance and also developments within the local and national context. The data and documents used to inform the priorities for 2026-2028 include:

- An evaluation of performance indicators from national tests and current progress data;
- An analysis of strengths, weaknesses, opportunities and threats as discussed and articulated through Trust Board meetings;
- Trust and school self-evaluation including feedback from School Improvement Partners;
- Forecast figures and documentation for the locality;
- Schools Financial Benchmarking and dashboard information;
- The Confederation of School Trusts briefing papers and training;
- Local developments and initiatives: educational, regional and community-focused.



Planned Priorities: 2026-2028

We have adopted the strategic priorities of a strong trust, as identified by the Department for Education (DfE). All actions, activities and outcomes are aligned to the Trust's vision of **Ambition, Aspiration, Excellence within a Connected Community** and reflect our principles of working and our values. Our targets for 2028 are ambitious, but realistic.

Strategic Objective	Anticipated outcomes by 2028
SP1: Strategic Governance	• Strengths in governance maintained, with further developments overseen at Trustee and Local Board level • Strong culture of safeguarding and inclusion across the Trust, with designated Trustees providing oversight and wider engagement • Communication between the layers of governance further developed, ensuring highly effective strategic governance • Strong culture of Risk Management in place, ensuring financial viability and operational sustainability
SP2: Expert, Ethical Leadership	• Trust strategy delivered through strong and ethical leadership, underpinned by strong financial expertise • Effective Trust operating model in place, providing clarity on the delivery of Trust and school level activities in alignment with the strategy • Executive Leadership Team acting within delegated authority, with the expertise to ensure compliance with regulatory, contractual and statutory requirements, and the safeguarding and welfare of children across the Trust
SP3: High Quality, Inclusive Education	• Highly effective teaching and learning developed across the Trust • Suspensions reduced through a strong, positive, inclusive culture in every school and effective systems for alternatives to suspension • Attendance improved across the Trust, at least at national average for all groups • Achievement gaps between disadvantaged students and their peers closed • Consistent, trust-wide approach to inclusion embedded — covering SEND, disadvantaged pupils and children known to social care — so that all are identified early, well supported and thrive
SP4: School Improvement at Scale	• Trust's Framework for School Improvement fully implemented, with consistent, robustly-evidenced self-evaluation judgements (OSED) in every school • Operations, Resources and Risk oversight at TFORS matured, connected to existing benchmarks and systems, so it sits at the forefront of school improvement decision-making • Individual schools supported with a bespoke offer of school improvement, based on accurate identification of emerging risk and key priorities • Trust's collective expertise built and deployed — across the central team and schools — skilled and agile to meet emerging needs, with clear career progression
SP5: Workforce Resilience and Well-being	• Efficiency and effectiveness of the Trust HR provision reviewed and improved • Compliance and equity in pay and grading ensured across the Trust • Leaders provided with the strategies, support and tools to confidently and effectively manage people-related issues • Trust "People Strategy" embedded, supporting the recruitment, retention and wellbeing of staff
SP6: Efficiency and Effectiveness of Finance and Operational Structures	• Balanced budgets achieved across all seven schools • Estates management policies aligned to Good Estate Management for Schools (GEMS) and School Estate Management Standards • Best practice, contacts and procurement shared through continued alignment of business processes and contracts • Effective monitoring of financial performance in place across the Trust
SP7: Public Benefit and Civic Duty	• Provision reviewed with particular focus on Early Years across the Trust and the post-16 offer at Stowupland, working alongside local partners to determine a viable and sustainable provision • Sustainable practices embedded across the Trust via a climate action plan, leveraging capital allocation (SCA) and economies of scale to decarbonise the estate • Communication with key stakeholders enhanced