



Five Strategic Goals for Vita Multi Academy Trust (2025–2030)

The following five strategic goals are proposed for the Vita Multi-Academy Trust’s next five-year plan. They are designed to align with national education trends, recent policy changes, and the Trust’s existing priorities, ensuring the Trust remains forward-looking and compliant with government expectations. Each goal is justified with evidence from official reports and strategies to demonstrate its relevance and feasibility.

1. Sustainable Growth and Development of the Multi-Academy Trust

Goal:

Develop and implement a sustainable growth strategy that enables the Vita Multi Academy Trust to expand its family of schools in a way that enhances educational outcomes, strengthens collaboration, and secures long-term viability. Growth will be underpinned by shared values, high standards, and operational readiness, ensuring that any expansion delivers measurable benefits for existing and joining schools.

Rationale & Alignment:

National policy continues to promote strong, high-performing MATs as the long-term vehicle for school improvement and system leadership. The Department for Education’s vision, as set out in the *Opportunity for All* White Paper and 2022 Academies Regulatory and Commissioning Review, is for all schools to be part of a high-quality, **strong trust by 2030**. In that landscape, Multi Academy Trusts like Vita have a strategic opportunity to grow and shape local education.

The Vita Multi Academy Trust already benefits from a coherent two-phase structure (primary and secondary), a shared values framework, and strong performance at both levels. Expanding thoughtfully—by partnering with schools that align philosophically and geographically—offers a way to increase influence, attract funding, and ensure long-term sustainability.



Growth must be intentional and capacity-led, with robust due diligence, clear onboarding processes, and investment in leadership, governance, and infrastructure to ensure successful integration.

Key Initiatives:

1. Define a Clear Growth Vision and Criteria

- Establish a five-year growth framework outlining ideal size, location, and type of schools the Trust seeks to add (e.g. primaries, small rural schools, or SEND provisions).
- Set clear partnership criteria based on shared ethos, leadership capacity, and mutual benefit.

2. Build Central Capacity and Infrastructure

- Strengthen central functions (e.g. finance, HR, estates, IT, and school improvement) to support more schools without diluting quality.
- Invest in scalable systems and MAT-wide digital tools to reduce duplication and increase efficiency.

3. Create a Due Diligence and Onboarding Model

- Develop a consistent process for evaluating potential new schools (e.g. financial health, Ofsted history, staffing model).
- Create a phased induction plan for joining schools covering systems, CPD, values, and curriculum alignment.

4. Develop Regional Influence and Collaboration

- Proactively engage with local authority and regional DfE teams to identify alignment with schools in need of strong trust leadership.
- Build MAT-to-MAT networks and partnerships to share best practice and pursue joint bids or projects.

5. Promote the Vita Multi Academy Trust Brand and Ethos

- Communicate a compelling narrative about what makes Vita Multi Academy Trust distinctive—academic excellence, wellbeing, inclusion, creative arts, and sport.



- Use case studies, school improvement data, and testimonials to showcase the MAT's impact and attract interest from potential partners.

Measuring Success:

Growth Metrics:

- New school(s) joins the Trust by the end of Year 2, with a target of 5-7 schools total by 2030 (in line with capacity and quality assurance).
- Each new school shows improved performance within 2 years of joining (measured via Ofsted, pupil outcomes, or stakeholder feedback).

Sustainability & Capacity:

- Central services are reviewed annually for scalability and cost-efficiency as the Trust grows.
- New leadership and governance roles (e.g. additional school improvement leads or trustees) are recruited in line with growth.

Cultural Integration:

- 90% of staff in new schools report positive integration into the MAT (via staff surveys).
- Shared values and professional collaboration embedded across schools within 12 months of joining.

2. Sustainability and Environmental Leadership in Education

Students engage in environmental learning and data collection in their schools and neighbouring grounds, aligning education with sustainability goals.

Vita Multi Academy Trust should become a leader in sustainability and environmental responsibility, embedding climate consciousness across its schools' operations, curriculum, and community initiatives. This goal entails developing "eco-school" practices (reducing the Trust's carbon footprint through energy efficiency, waste reduction, and greener facilities) and integrating environmental education into the curriculum (teaching climate science, biodiversity, and sustainable living skills). Students would be empowered to take part in environmental projects – for example, creating school gardens, recycling programs, or energy-saving campaigns – to build their understanding of sustainability and their leadership skills. The Trust would also formulate Climate Action Plans for each school and pursue initiatives like the Department for Education's National Education Nature Park, aligning with national sustainability benchmarks.



Justification: Environmental sustainability is now a core priority in the UK education agenda. The Department for Education (DfE) has launched a comprehensive *Sustainability and Climate Change Strategy* (2022) aiming to make the UK the world leader in climate education and sustainability by 2030. This strategy sets clear expectations: for instance, every school in England is advised to have a Climate Action Plan in place by 2025. In practice, that means schools must proactively plan to reduce carbon emissions, adapt their estates, and educate pupils about climate change and nature. Vita Multi Academy Trust is well placed to advance this goal – the Trust’s current development plan already includes a three-year estates and sustainability plan in progress. The new goal would broaden that work into a whole-TRUST ethos of environmental stewardship, going beyond estates to include student learning and community engagement. It aligns with specific DfE strategy aims such as “excellence in education and skills for a changing world” (preparing all young people for a world impacted by climate change) and achieving “net zero” in school operations. By prioritizing sustainability, the TRUST will not only comply with emerging policy requirements but also enrich students’ education – giving them practical experience with environmental issues and a sense of responsibility for their future world. This can improve student engagement and pride, as schools that champion sustainability often see heightened student leadership and community support.

3. Enhanced Wellbeing and Mental Health Support for Students and Staff

Vita Multi Academy Trust should deepen its commitment to the wellbeing and mental health of its pupils and staff, adopting a holistic “whole-school approach” to mental health support. This goal includes strengthening pastoral care systems, providing more training and resources for staff to support student wellbeing, and ensuring early intervention for those struggling. Each school in the Trust would have a trained Senior Mental Health Lead and access to mental health support teams or counsellors, and the curriculum would include learning about mental health, resilience, and social-emotional skills. Additionally, staff wellbeing should be a parallel focus – promoting work-life balance, peer support, and a positive working environment for teachers and support staff.

Justification: Student mental health needs have grown significantly, a trend that schools cannot ignore. In England, 18% of children aged 7–16 had a probable mental health disorder in 2022 – up from about 12% in 2017. This means roughly one in six pupils may be dealing with anxiety, depression, or related challenges, a prevalence that has remained high since the pandemic. Vita Multi Academy Trust already identified mental health and wellbeing as a strategic priority in its current plan, and the next five-year goal would reinforce and expand this commitment in line with national initiatives. The Government and DfE have rolled out several programs to support mental health in schools. For example, over 14,000 schools have claimed grants to train a senior mental health lead, a program designed to help schools



develop effective whole-school wellbeing policies. The TRUST should ensure all its schools benefit from this training. Furthermore, Mental Health Support Teams (MHSTs) – providing on-campus support for issues like anxiety and low mood – are being expanded to cover at least 50% of pupils in England by 2025. By engaging with such programs, the Trust can bring additional expertise and resources to its students. This goal also aligns with the Ofsted inspection framework’s increasing emphasis on personal development and welfare: Ofsted now looks closely at how schools support students’ mental health and inclusivity as part of a judgment on overall effectiveness. By enhancing wellbeing support, Vita Multi Academy Trust will not only meet its moral and legal duties to safeguard students, but it will likely see improvements in attendance, behaviour, and academic outcomes, as mentally healthy students (and staff) are better able to thrive in school. A culture of wellbeing will make the TRUST’s schools happier places to learn and work, supporting both student success and staff retention.

4. Digital Transformation and Educational Technology Adoption

Students at a Vita Multi Academy Trust school with new laptops provided for digital learning, exemplifying the Trust’s commitment to technology integration in education.

Vita Multi Academy Trust should embark on a digital transformation journey, leveraging educational technology to enhance teaching, learning, and school operations. This strategic goal involves upgrading IT infrastructure (fast internet, modern devices, and secure networks across all schools), adopting proven EdTech tools (for example, interactive learning platforms, online assessment systems, and virtual learning environments), and training teachers to embed technology effectively in their pedagogy. It also includes developing digital strategies for communication, data management, and possibly blending in-person learning with online enrichment (as seen during remote learning periods). By doing so, the trust will improve student engagement and personalization of learning, reduce administrative burdens through automation, and ensure continuity of education through any disruptions (e.g. the ability to pivot to quality remote learning if needed).

Justification: The COVID-19 pandemic dramatically accelerated the use of technology in schools, and it underscored the importance of having robust digital capabilities. The Department for Education made a major investment in devices – over 1.3 million laptops and tablets were delivered to disadvantaged students during 2020–21 to enable remote education. This rapid digitization is not reversing; in fact, research by Ofsted indicates that many schools, having developed online learning systems, are likely to



continue incorporating remote or blended learning methods even after the pandemic. Embracing digital transformation is also a matter of aligning with national standards. The DfE's Educational Technology Strategy (2019) set an ambition for all schools to reach a “*good minimum standard of digital maturity*” – ensuring infrastructure, staff skills, and effective digital tools are in place. Achieving this means overcoming barriers like outdated hardware, patchy connectivity, and varying teacher confidence with tech. By prioritizing EdTech, Vita Multi Academy Trust can address these gaps: for instance, ensuring every classroom has reliable internet and interactive display technology, or using cloud-based platforms to streamline homework, feedback, and parental communication. This goal also supports other priorities such as curriculum innovation (through online STEM resources and coding programs) and wellbeing (through digital tools for tracking student progress and wellbeing flags). Ultimately, a strong digital infrastructure and skillset will future proof the Multi Academy Trust. It will enable innovative teaching approaches (like flipped classrooms or educational apps), reduce teacher workload by automating certain tasks, and provide resilience against any future disruptions. With government support (funding and guidance) available for EdTech and clear evidence of improved outcomes when technology is used wisely, this goal is both achievable and essential for keeping the Trust at the forefront of modern education.

5. Future-Ready Education Through Digital Transformation and Curriculum Innovation

The Trust should equip all learners with the digital fluency, STEM capabilities, and employability skills needed to thrive in the modern economy – while upgrading the digital infrastructure and teaching practices across its schools. This strategic objective involves embedding computing, AI, and data literacy into the curriculum, expanding access to science, technology, and career education, and delivering a coherent programme of digital transformation. Key actions could include strengthening STEM and vocational pathways, introducing employability skills (such as communication and problem-solving) in all key stages, and integrating careers guidance aligned with the Gatsby Benchmarks. On the technology side, it means ensuring all schools have up-to-date devices, reliable internet, and access to quality EdTech tools, while training staff to confidently incorporate technology into pedagogy and operations. Digital tools can also support assessment, communication, workload reduction, and learning continuity in the event of disruption.



Justification:

There is a national shift toward strengthening digital and STEM education in response to labour market demands. According to the UK government's Digital Skills Strategy, over 80% of jobs now require digital capabilities – yet many students stop studying tech subjects after age 14. The DfE and Ofsted have called for increased digital maturity and infrastructure across schools. Meanwhile, a drive to boost employability and career readiness is reflected in expectations like the Gatsby Benchmarks. The COVID-19 pandemic highlighted the importance of resilient, tech-enabled learning systems, and many schools have since continued to blend in-person and online learning approaches. Government funding has supported device provision, remote learning tools, and teacher CPD in digital practice. By combining curriculum reform with EdTech investment, Vita rust will not only future-proof its schools but also align with policy priorities, improve student outcomes, and create a more inclusive, modern learning experience. These steps will also build on the Trust's existing strengths in creativity, inclusivity, and high-quality teaching, ensuring that innovation serves all students and enhances overall educational quality.

Sources:

- Perins MAT Development Plan Objectives (2022–2025)
- Department for Education – *Digital Skills Strategy* (June 2022); *Careers guidance Statutory Guidance* (Gatsby Benchmarks); *Sustainability & Climate Change Strategy* (April 2022)
- EngineeringUK – Call for Govt. STEM Skills Plan (2024); Ofsted Framework Updates (wellbeing/inclusion focus)
- NHS Digital – *Mental Health of Children and Young People in England 2022* (Nov 2022)
- DfE Education Hub – Senior Mental Health Lead training and MHST expansion (Oct 2023)
- DfE EdTech Strategy (2019); DfE Laptop Provision Statistics (2022); Ofsted Research – Remote Education (2021)
- Government Events Policy Brief – Funding and STEM Recruitment Initiatives (2023)



Five-Year Strategic Goals for Vita MAT (Teaching, Learning & Outcomes) – School Based

Introduction: Vita Multi-Academy Trust’s five-year strategy is refocused to prioritise **high-quality teaching, a rich curriculum, and stronger student outcomes**. Each goal below aligns with national education policies (e.g. the *Opportunity for All Schools White Paper*) and Ofsted’s latest framework, while drawing on evidence-based best practices in teaching and learning. The refined goals explicitly address instructional quality, core subject achievement, closing gaps for disadvantaged learners, robust assessment, and innovative curriculum pathways, ensuring the Trust meets both **Ofsted expectations** and the needs of all students.

1. Enhance Instructional Quality with Evidence-Based Teaching

Goal: Invest in continual improvement of teaching practice through evidence-based strategies, professional development, and support for teacher subject knowledge. Ensuring every classroom has “great teaching” is the most powerful lever to boost pupil achievement, especially for disadvantaged students.

- **Rationale & Alignment:** Research shows the quality of teaching is the biggest in-school factor in student success. Ofsted’s framework emphasizes that teachers should have strong subject expertise and use effective methods to present material clearly, check understanding, and adapt lessons to student needs. We will embed proven practices (e.g. Rosenshine’s Principles of Instruction, metacognitive strategies, and structured explicit teaching) to maximize learning.

- **Evidence-Based Strategies:** Teachers will be trained in approaches backed by research, such as scaffolding, retrieval practice, and frequent formative questioning, which improve knowledge retention and skill mastery. According to the Education Endowment Foundation (EEF), supporting every teacher to deliver high-quality instruction yields the best outcomes for all pupils, “*particularly the most disadvantaged among them*”. This approach aligns with the DfE’s standards for evidence-informed teaching and National Professional Qualifications (NPQs) that promote excellent classroom practice.



- **Expected Impact:** By bolstering instructional quality, the Trust anticipates higher student engagement and learning gains. Enhanced teaching will be reflected in improved test results and Ofsted judgements for Quality of Education. High-quality instruction also sets the foundation for other goals, from raising core subject attainment to closing achievement gaps.

Goal 2: Strengthen Student Outcomes in Core Subjects (Literacy, Numeracy, and STEM)

Goal:

Ensure all pupils across both primary and secondary schools within the MAT make sustained and accelerated progress in core subjects – with a particular focus on literacy, numeracy, and STEM – so that they meet or exceed national expectations. This includes robust early intervention in reading and maths at primary level, and a targeted focus on progress and achievement in English Baccalaureate (EBacc) subjects at secondary level.

Rationale & Alignment:

Mastery of core subjects is fundamental for educational success and lifelong opportunities. The UK Government's *Opportunity for All* White Paper (2022) sets ambitious system-wide targets:

- By 2030, 90% of primary pupils should reach the expected standard in reading, writing, and maths at the end of Key Stage 2 (compared to 65% in 2019).
- In secondary schools, the goal is to increase the average GCSE grade in English and maths from 4.5 to 5, and ensure more pupils achieve the full EBacc suite – English, maths, science, a humanity (history or geography), and a language.

This strategic goal reflects and supports those national ambitions. Across all phases, it emphasizes foundational skills, subject depth, and progression – ensuring that children build the knowledge and confidence needed for later academic success, especially in STEM subjects where the UK continues to face a long-term skills gap.

Key Initiatives:



In Primary Schools:

- **Reading Fluency & Comprehension:** Strengthen early reading through systematic synthetic phonics programs, frequent guided reading, and fluency development. Embed structured comprehension teaching from Key Stage 1 to deepen understanding and vocabulary.
- **Mathematics Mastery:** Adopt mastery approaches such as concrete–pictorial–abstract (CPA), daily retrieval practice, and number sense fluency to ensure pupils are secure in core concepts and reasoning.
- **Science and Computing:** Ensure the science curriculum is investigative and builds conceptual understanding across year groups. Introduce engaging and age-appropriate computing lessons that develop logical thinking and coding foundations.
- **Early Intervention & Inclusion:** Identify and support pupils not meeting age-related expectations through focused small group teaching and one-to-one interventions, particularly in reading and numeracy.

In Secondary Schools:

- **EBacc Excellence:** Promote strong uptake and performance in EBacc subjects. Ensure all students are supported to access the full EBacc offer, particularly in language and humanities, alongside maths, English, and science.
- **STEM Challenge:** Enrich science, technology, engineering, and mathematics through clubs, competitions, STEM ambassadors, and curriculum enhancement. Expand practical science and computing opportunities beyond core lessons.
- **Curriculum Coherence & Clarity:** Ensure subject leaders clearly sequence learning in core subjects with precise endpoints and progression from KS2 to KS4.
- **Targeted Academic Support:** Use assessment data to provide structured catch-up and stretch programs, such as National Tutoring Programme interventions, especially for those below age-related expectations or not on track for GCSE success.

Measuring Success:

- **Primary Phase:**
 - Rising percentages of pupils achieving and exceeding expected standards in reading, writing, and maths at KS1 and KS2 (SATs).



- Improved reading fluency and phonics screening results in Year 1 and re-checks in Year 2.
- Strong internal progress tracking using termly data to inform planning and support.
- **Secondary Phase:**
- Improved GCSE outcomes, particularly in English, maths, and the full EBacc suite.
- Increased EBacc entry and completion rates, with a focus on equity for disadvantaged students.
- Progress 8 and Attainment 8 scores trending upward year-on-year.
- Evident progress in internal tracking and subject assessments, triangulated with student work scrutiny.

Across both phases, improved data fluency among staff, robust moderation, and effective use of assessment for learning will support high-quality teaching and responsive planning.

By embedding this strategy Trust-wide, Vita MAT will ensure every child – from Early Years to GCSE – develops secure knowledge, subject confidence, and academic ambition in literacy, numeracy, and STEM. These foundations will enable pupils to access a broad and challenging curriculum, succeed in national assessments, and thrive in the next phase of their education or training.

3. Close Achievement Gaps and Support Disadvantaged and SEND Learners

Goal: Proactively narrow attainment gaps between disadvantaged students (including those eligible for Pupil Premium or with SEND) and their peers. We will prioritise equity by providing targeted academic support, inclusive teaching practices, and removing barriers to learning, so that all learners can thrive.

• **Rationale & Alignment:** The attainment gap linked to disadvantage remains one of the toughest challenges in English education. Used effectively, Pupil Premium funding acts as a catalyst to focus on this priority. The EEF stresses that “good teaching...benefits all students and has a particularly positive effect on children eligible for the Pupil



Premium”. In line with this evidence, our strategy starts with high-quality teaching for all (Goal 1), and adds targeted interventions (tutoring, small-group support, reading recovery, etc.) to help struggling learners catch up. We will also address wider barriers – attendance, wellbeing, access to technology – as part of a tiered approach combining academic support and broader initiatives.

- **Closing Gaps in Practice:** Every teacher at Vita MAT is responsible for SEND and disadvantaged students’ progress, reflecting the expectation that “disadvantaged pupils (including those with SEND) are not offered a reduced curriculum”. We will rigorously monitor the performance of pupil groups and tailor support (e.g. literacy boosters, mentorship, or homework clubs) to their needs. Staff will receive training on inclusive classroom strategies and understanding potential biases or low expectations. Ofsted’s framework asks whether leaders are “*ambitious for all pupils*” and ensure the curriculum meets their needs – we will demonstrate this through high aspirations and scaffolded support for our vulnerable learners.

- **Expected Impact:** Over five years, the gap in exam outcomes (e.g. % achieving expected standard or good passes) between disadvantaged pupils and others should shrink significantly. Success will mean more disadvantaged students meeting age-related expectations, proceeding to advanced courses, and ultimately improving their life chances – a core mission for both the Trust and government policy on “levelling up” education.

4. Strengthen Assessment and Feedback to Drive Progress

Goal: Develop rigorous assessment and feedback practices that inform teaching and accelerate student progress. This involves using both formative and summative assessments intelligently, training teachers in effective feedback techniques, and frequently reviewing data to track growth and adjust instruction.

- **Rationale & Alignment: Effective assessment and feedback are proven drivers of learning improvement.** The Sutton Trust/EEF Teaching & Learning Toolkit finds that improving the quality of feedback can add +8 months of additional progress per year on average for students. Such feedback – whether oral or written – helps clarify misunderstandings and guides students’ next steps, echoing the principles of Assessment for Learning (AfL). Ofsted expects teachers to “use assessment to check pupils’ understanding to inform teaching, and to help pupils embed key concepts”



rather than simply to collect data. This goal aligns our practices with that expectation, making assessment an integral part of the teaching cycle.

- **Key Strategies:** Teachers will employ formative assessments in every lesson (e.g. questioning, exit tickets, mini quizzes) to gauge understanding in real time. Timely feedback will be given that is specific, actionable, and focused on improvement. Research suggests feedback yields the best gains when it is clear, focussed on the task, and given soon after work is completed. We will refine our marking and feedback policy to reflect these best practices, moving away from feedback that doesn't impact learning. Furthermore, common assessments each term will help identify class and individual trends, informing interventions or curriculum adjustments.

- **Data-Driven Improvement:** School and trust leaders will regularly analyse assessment results to ensure each pupil is on track. Students not making expected progress will receive additional support (tutoring, catch-up sessions) promptly. Strengthening moderation and using comparative judgement between our schools will ensure our assessments are reliable and aligned with national standards. By doing so, we aim to foster a culture where feedback is a continuous dialogue and students become active participants in their learning—building metacognitive skills to self-assess and improve, which research shows is beneficial for long-term achievement.

5. Develop Innovative Curriculum Pathways for Future Careers

Goal: Create a forward-looking and inclusive curriculum that offers diverse pathways and prepares students for further education, employment, or training. This includes strengthening academic routes *and* technical/vocational options, embedding career guidance and real-world learning, and keeping the curriculum broad and ambitious for as long as possible.

- **Rationale & Alignment:** Schools have a duty to equip students with the skills and knowledge for the modern economy. Ofsted notes that a high-quality curriculum should be “ambitious and designed to give pupils... the knowledge they need to take advantage of opportunities in later life”. In practice, this means exposing students to a wide range of subjects and potential careers, not just the traditional academic tracks. Past surveys found it “vitally important that young people have access to good and realistic information about the full range of career pathways available,” yet many schools fell short in doing so. We will therefore innovate our curriculum with new courses and guidance programs that broaden horizons.

- **Key Initiatives:** At the secondary level, the Trust will explore offering innovative pathways such as vocational, BTECs, or specialised Sports and arts programs alongside GCSEs/A-levels. This might involve partnerships with local colleges, businesses, or apprenticeship



providers to give students hands-on experience. Compliance with the “Baker Clause” (ensuring pupils hear from FE colleges and training providers) will be treated as a minimum – we aim to integrate career education throughout the curriculum. We will use the Gatsby Benchmarks as a framework for outstanding careers guidance, since schools utilizing these benchmarks have seen improved provision. For younger pupils, the curriculum will emphasize transferable skills (communication, digital literacy, problem-solving and creativity) that prepare them for jobs of the future.

• **Expected Outcomes:** Students will graduate from Vita MAT schools with a well-rounded education and a clear sense of their future pathway. Whether heading to university, an apprenticeship, or directly into the workforce, they will have benefited from a curriculum that is both academic and practical. We will monitor destination data to ensure our pupils progress to sustained positive outcomes (further study or skilled employment). Ofsted’s criteria that learners are “prepared for their next stage and go on to high-quality destinations” will be met through these efforts. Ultimately, this goal future-proofs our students: the curriculum will not only meet national standards but also inspire ambition, enterprise, and adaptability in the rapidly changing world of work.

Conclusion: These refined strategic goals represent a cohesive plan to elevate teaching and learning across the Trust. By enhancing instructional quality, focusing on core skills, closing gaps, leveraging assessment, and innovating our curriculum, Vita MAT will fulfill its commitment to providing an excellent, equitable education for every learner. This plan is rooted in authoritative research and aligned with the highest expectations from Ofsted and the Department for Education, ensuring that our schools are well-placed to deliver outstanding outcomes over the next five years and beyond.

Sources: The strategy draws on guidance from the Department for Education’s *Opportunity for All* White Paper, Ofsted’s Education Inspection Framework, Education Endowment Foundation research on effective teaching and feedback, and the EEF’s Pupil Premium evidence base, among other studies. These sources reinforce that a relentless focus on teaching and learning excellence, combined with strategic support for students’ needs, will drive significant improvements in student achievement.