



THESE GIRLS WILL THRIVE

OUR STRATEGY AND
OPERATING MODEL



How the Strategy Works

Great strategy is easy to understand and simple to follow. Our new plan is split into the following key sections:

- A. It articulates our overall purpose and education mission that we have for our schools and our students.
- B. It identifies the key enablers at Trust level that will help us deliver this.
- C. It identifies key principles that drive our actions to help us to become effective, articulating this through a series of commitments between our schools, our staff and our students.
- D. It sets out the strategic rationale for our size, and when a function should be moved into a shared service or function for the Trust – what we call our operating model.
- E. It sets clear key performance indicators (KPIs) to monitor and measure our progress.

This plan forms the basis of annual development plans and associated staff objectives. This is summarised in the following diagram.

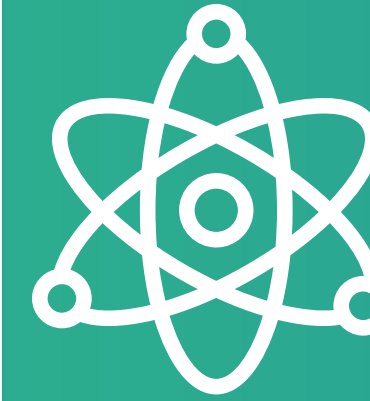


A

Our Purpose and Education Mission



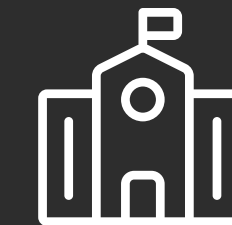
OUR PURPOSE:
transforming lives through
girls' education



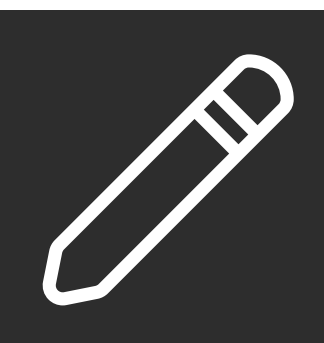
**OUR EDUCATION
MISSION:**
to empower girls to thrive through a
holistic, rigorous and transformative
education that nurtures their
intellectual, emotional, and personal
growth.



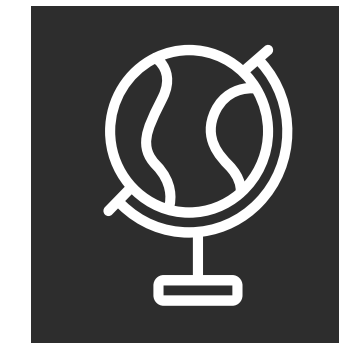
For students, we help them achieve their full potential by creating an inclusive, supportive and aspirational learning environment. We equip them with the knowledge, skills, and confidence to thrive in school and in life, preparing them for their future.



For schools, we support and assure their education development with the freedom and autonomy to define their own values and priorities, respecting their individual character and unique identities. We promote collaboration across the Trust, enabling sharing of resources, exchanging ideas, and driving continuous improvement.



For staff, we create a positive working environment where they are valued, supported, and motivated. We offer opportunities for development and career growth, encouraging collaboration and enabling everyone to contribute to the success of our students and the whole Trust.



For society, we forge strong partnerships with parents, local groups, and other stakeholders to enrich our schools and students' educational experiences. We actively engage with the community to create a positive impact and foster a sense of civic responsibility in our students, staff and volunteers.

We believe in the limitless potential of our students. All our schools are empowered to develop their own education vision that reflects their local context and needs of their students. But this is underpinned by a shared belief in:



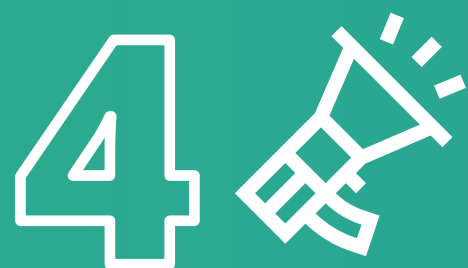
The transformative power of girls-only education



The holistic measurement of success based on the whole student



The prioritisation of student wellbeing and character development



The promotion of girls' leadership rooted in strong values



The value of equity, diversity and inclusion





THE TRANSFORMATIVE POWER OF GIRLS-ONLY EDUCATION

We are committed to girls-only education, understanding and addressing the unique needs that foster their growth and success in an environment dedicated exclusively to them. Our schools are dedicated to nurturing a supportive and empowering learning atmosphere that enables girls to develop confidence, resilience, and independence.

We champion evidence informed teaching methods that amplify girls' voices, encourage them to challenge norms, think critically, and embrace leadership opportunities. Our expertise lies in creating an educational space where girls are free to explore their potential fully.



THE HOLISTIC MEASUREMENT OF SUCCESS BASED ON THE WHOLE STUDENT

We are committed to providing an inspiring and academically challenging curriculum that goes beyond traditional subject boundaries instilling a lifelong passion for learning. Our school curricula are designed to cultivate curiosity and critical thinking skills, encouraging students to take risks, to analyse, evaluate, and innovate.

We aim to foster an environment where students are empowered to explore all their interests, preparing them not only to succeed in examinations, but to thrive as lifelong learners capable of making meaningful contributions to their communities.



THE PRIORITISATION OF STUDENT WELLBEING AND CHARACTER DEVELOPMENT

Student wellbeing is at the heart of everything we do, recognising that a healthy, well-rounded individual is best equipped for success and fulfilment. We focus on creating a nurturing environment where emotional, social, and mental health are prioritised alongside academic learning.

Through a range of support systems, character-building activities, and a culture that values empathy and respect, we ensure students develop resilience, integrity, and a sense of purpose. Our schools are spaces where students are encouraged to grow not just academically but as compassionate, self-aware individuals ready to contribute positively to society.



THE PROMOTION OF GIRLS' LEADERSHIP ROOTED IN STRONG VALUES

We are dedicated to cultivating girls' leadership that is grounded in integrity, empathy, and a strong sense of responsibility. Our approach nurtures students' ability to lead with confidence and moral clarity, preparing them to make thoughtful decisions and inspire those around them.

Through structured programmes, mentorship opportunities, and real-world experiences, we equip students with the skills to take initiative, collaborate effectively, and face challenges with courage. Our commitment to leadership based on school values ensures that students carry forward these principles to shape a future that is both ambitious and just.



THE VALUE OF EQUITY, DIVERSITY AND INCLUSION

Our schools are committed to fostering an environment where every student is valued, respected, and belongs, recognising that true educational excellence is rooted in inclusivity. We actively promote equity and inclusion by celebrating differences and ensuring equal access to opportunities for all, regardless of background.

Through inclusive curricula, diverse role models, and proactive measures to address disparities, we strive to create a culture where every student has the confidence and support to thrive. This commitment empowers our community to challenge biases, build empathy, and foster a sense of belonging that enriches everyone's learning experience. In our selective schools, this includes increasing admissions and opportunities for students who face disadvantage, so that academic potential is recognised and nurtured wherever it is found.

B

Our Enablers

We have outlined our education mission, but we will only be able to support schools to deliver this if we are a high performing organisation both now and in the future. This means we will need:





1 EMPOWERED LEADERSHIP WITH AUTHENTIC AND ENGAGING COMMUNICATION

We will cultivate a leadership culture rooted in authenticity, open dialogue, and a personal commitment to our shared purpose. By fostering trust and empowering leaders across the organisation, we will encourage them to support and inspire others to succeed. Through meaningful engagement, professional development, and shared decision-making, we will enable diverse leadership at every level, ensuring all voices are valued and respected. We are dedicated to growing our own leaders, identifying and nurturing talent within the organisation to create a strong and sustainable leadership pathway. Communication will be transparent, inclusive, and engaging, supporting a culture of collaboration and mutual understanding. Leaders will model empathy, resilience, and integrity, promoting a sense of empowerment and collective ownership throughout the Trust.

2 A COHERENT SYSTEM FOR EDUCATION ASSURANCE AND DEVELOPMENT

We will build on high expectations for teaching quality, curriculum design, and student outcomes across all our schools, supported by a clear and cohesive system that ensures continuous improvement. By leveraging the collective strength of the Trust, we will create a collaborative network where schools learn from each other, share best practices, and innovate together. Evidence-based insights, grounded in research, will guide our decision-making, educational practice, and innovation. Professional development for teachers and education support staff will be a continuous priority, ensuring they stay current with the latest approaches and benefit from the shared expertise within the Trust. A culture of intelligent accountability will empower schools to deliver the best education, ensuring that all students receive the support and opportunities they need to reach their potential.



3 RECRUITING, DEVELOPING AND RETAINING EXCEPTIONAL PEOPLE

Recognising that our strength lies in the talent and dedication of our staff, we will prioritise recruitment and retention strategies that attract high performing people who align with our shared ethos and reflect the communities we serve. Professional growth and personal wellbeing will be central to our approach. We will provide continuous learning and development opportunities that will help staff thrive and progress their careers. We will uphold a culture that promotes kindness, collaboration and recognition, ensuring an open, safe, supportive and inclusive environment where all individuals feel heard, valued and are empowered to contribute to our mission.

4 ENSURING SUSTAINABLE FINANCIAL MANAGEMENT

To secure our long-term stability, we will ensure our financial model is aligned with our strategy and development priorities. This includes prudent budgeting, effective resource allocation, and diversifying revenue streams to build financial resilience. Transparent financial planning and reporting will keep all our stakeholders informed about our financial health and decision-making. By building strong partnerships with local businesses, community organisations, and grant-makers, we aim to secure additional funding to further support our initiatives and reduce reliance on any single income stream.



5 DELIVERING FIT FOR PURPOSE AND FUTURE-READY ESTATES AND FACILITIES

We will provide high-quality estates and facilities, fit for the future, that create safe and inspiring environments for both learning and working. Through regular assessments and necessary upgrades, we will maintain our physical spaces to the highest standards of safety, accessibility, and sustainability. We will prioritise investments in modern technology and design to enhance the educational experience and foster pride and ownership among students and staff. Sustainable practices in our construction and maintenance processes will help us reduce our environmental impact, while engagement with our community will ensure our facilities meet evolving needs effectively.

6 PROVIDING A MODERN, SECURE AND STABLE IT INFRASTRUCTURE

We will build on and enhance our existing digital capabilities to support learning, streamline administrative processes, and strengthen connections between students and staff across our schools. Investments in IT systems will facilitate innovative teaching practices, enable intelligent data analysis, and provide secure, reliable access to digital resources for all students and staff. By integrating emerging technologies, we will promote collaborative learning, personalise educational experiences, and equip both staff and students with digital skills essential for the future. Effective cybersecurity will remain a priority to protect our digital assets and ensure a safe online environment.



7 ENABLING EFFECTIVE GOVERNANCE

We will maintain robust governance structures that enable accountability, transparency, and strategic decision-making across the Trust. Policies and procedures will align with legal requirements and best practices, ensuring responsible governance at every level. By fostering a culture of integrity and ethical behaviour, we will build and maintain the trust of all our stakeholders, including students, parents, staff, and the wider community. We will empower our Trustees, Local Governing Body members and leadership teams with the training, resources, and support needed to make informed decisions that support our mission.

8 CHAMPIONING EVIDENCE-LED AND INSIGHT-INFORMED DECISION-MAKING

We will leverage data, analytics and evidence-based insights to inform strategic decisions and drive improvement. Collecting, analysing, contextualising and interpreting data will help us enhance student outcomes, optimise resource allocation, and identify opportunities for innovation. With professional data systems, we will ensure data accuracy, security, and accessibility, enabling us to better identify and support all our students and evaluate our initiatives' effectiveness. This approach will embed a culture of continuous improvement and accountability across the Trust.



Our Commitments to Each Other

We know that our people are our strength and deserve the highest standards. We want everyone working within our community, whether as a volunteer, contractor or member of staff, to feel valued, supported and part of a cohesive team, working in a safe environment with the resources they need to thrive. To support this aim, it is vitally important that our core commitments of integrity, collaboration and reflection are shared. These commitments should act as our reference point; they should unite and orientate us, helping us hold ourselves and each other to account.





We will act with integrity. It is our anchor value and ensures that we act with kindness, we maintain fairness and we are positive role models. In our interactions we will:

- Consider what we do and what we say, ensuring kindness, honesty and understanding.
- Be consistent, respectful and fair in our approach.
- Maintain accountability, owning mistakes, understanding that working to resolve them is an essential component of long-term success.
- Do the right thing even when it might be difficult.

We will be collaborative in our working style, looking towards cooperation and codesign where beneficial, and involving those affected by decisions in the development of solutions. In our interactions we will:

- Listen to and support each other, encouraging diverse perspectives or beliefs and providing opportunities for others to feed into work at an early stage.
- Share ideas, knowledge and learning, to help us understand and develop together.
- Encourage active participation from others in decision-making or problem-solving processes, seeking solutions that work for everyone where possible.
- Be unafraid to ask for help or support and be willing to provide the same to others.



We will take time to be reflective, understanding that better decisions will be made, and better work will be produced, when we give ourselves the space to learn and develop. In our interactions we will:

- Have the courage to welcome constructive feedback from others to help us better understand.
- Provide time to reflect on our activities and ask ourselves the question, can we do it differently?
- Foster a thoughtful approach to our work, being open to learning, adapting and sharing.
- Allow others the time and space to reflect, understanding that we are all individuals with differing working styles and needs.

LEADERSHIP COMMITMENT

We will demonstrate and role model positivity in our attitudes to day-to-day challenges and support others to do the same. In our interactions we will:

- Adopt a balanced perspective, framing setbacks as temporary and focusing on longer term goals and the bigger picture.
- Approach challenges with optimism and renewed energy.
- Exhibit a ‘can do’ attitude, engendering a positive mindset in others.
- Be forward thinking, pragmatic and solution focused.

D

Our Operating Model

We also know we need to be purposeful about what our strategy means in practice – which is why a clear statement of our operating model is crucial.





HOW WE MAKE DECISIONS

Decisions in the interests of our students are at the heart of everything we do. Each action we take, from strategic planning to everyday practices, is evaluated through the lens of how it will impact student learning, wellbeing, and growth.

We also believe strongly in the notion of autonomy with alignment for our schools.

Individual schools are provided the freedom to innovate and operate independently while ensuring their efforts are in harmony with the Trust's overarching mission. This dual approach fosters a culture where schools are empowered to make decisions that best serve their unique contexts yet remain guided by our collective purpose. Autonomy within this aligned framework encourages schools to tailor their actions, nurturing creativity and responsiveness without sacrificing consistency or mutual accountability.

**WE BELIEVE
STRONGLY IN
THE NOTION OF
AUTONOMY WITH
ALIGNMENT FOR
OUR SCHOOLS.**

WHEN WE ACT AT TRUST-LEVEL

Our strategic interventions are guided by a set of clear principles that help determine when shared action is necessary to enhance the collective capability and resilience of our member schools. These reasons provide a structured framework for decision-making, ensuring that shared actions are purposeful and aligned with our overarching mission. There are seven reasons that underpin any decision we make to move to a Trust-wide approach:



Solving common problems more efficiently together:

Pooling expertise and resources allows for shared challenges to be addressed effectively. By harnessing diverse perspectives and collective wisdom, we can develop innovative solutions more efficiently, benefiting all schools involved. This collaborative approach fosters a sense of unity and shared purpose, streamlining problem-solving processes and reducing duplication of efforts.



Delivering more specialised strategic support for schools:

Acting at the Trust level enables strategic support to be tailored specifically to the unique needs of each school. This approach ensures that educational interventions and resource allocations are closely aligned with the individual goals of each institution, enhancing overall performance. By centralising specialist knowledge and guidance, schools can access targeted support that may not be feasible individually.



Securing better value for money from our services and activities:

By consolidating services and leveraging collaborative procurement, we can achieve better value for money. Economies of scale allow for more effective allocation of resources, ensuring that funds are best spent, and high standards of service delivery are maintained across all schools. This strategic use of resources contributes to our overall financial sustainability and consistent quality.



Creating more autonomy through internalisation:

Internalising key functions reduces reliance on external providers and enhances control over the quality and delivery of services. This move supports greater operational autonomy, enabling the Trust to adapt quickly to the evolving needs of our schools and ensure consistent service standards. In-house capabilities strengthen our overall resilience of operations and foster independence from external market fluctuations.



Guaranteeing greater resilience in high-risk areas:

By pooling the management of high-risk areas, we can mitigate potential risks more effectively and reduce single points of failure within individual schools. This approach ensures a more robust operational structure that supports the continuity of critical services and safeguards the Trust's educational mission. Enhanced risk management at the Trust level builds confidence and security across all schools.



Reducing the management burden on education-focused staff:

Streamlining administrative processes and employing specialist senior staff within the Trust can significantly reduce the management burden on school leaders and education-focused staff. This allows school-based teams to concentrate on their core mission—teaching and learning—while the Trust handles complex or time-intensive operational tasks, ultimately improving educational outcomes and staff wellbeing.



Monitoring and securing compliance with our legal duties:

Unified oversight of compliance ensures that all schools within the Trust meet their legal obligations effectively. This proactive approach reduces the risk of non-compliance, simplifies regulatory management, and provides a clear framework for schools to follow. By acting at the Trust level, compliance is consistently maintained, contributing to a stable and secure educational environment for both staff and students.

HOW WE DETERMINE OUR SIZE AND SHAPE

The decision of whether the Trust should grow should always come down to our core purpose – the education of students. Whilst we have a duty to staff and students already within the organisation, the premise of the trust model is one of continuous improvement and system development.

We will never ‘pull up the drawbridge’, and we will regularly consider the question of whether our Trust could help improve the education outcomes, progress and experience of other students. Starting from this position, our growth strategy is therefore grounded in the answer to a simple but powerful question:

Key Growth Question: on a long-term and sustained basis, are students in a school better off in our Trust?

But whilst the question itself might be simple, the answer is far from it. Every student and staff member is unique, every school faces different challenges, and the operating context shifts continuously. It is therefore essential that we provide a clear framework for how we might assess an answer to this, untangling this complexity into more manageable components. To do this, we rely on three key tests. The first two tests relate directly to the impact we are seeking – in this case providing an outstanding education that promotes wellbeing and personal development for everyone in our schools:

- **Test One:** how can our Trust add educational value to a potential school?
- **Test Two:** how can a potential school add educational value to our Trust?

The third question takes a different view, looking inwards at the organisation and in particular, at our shared infrastructure model. It relates directly to how we think our Trust can leverage power through collaboration and sharing services:

- **Test Three:** how can our Trust add capacity and support to ensure sustainable development of a potential school?

Any decision we make on our size and shape will always be grounded in an answer to our key growth question and analysis against our three tests.



HOW WE DETERMINE OUR FINANCIAL MODEL

As a relatively small Trust, we adopt a collaborative approach to financial management, ensuring transparency and equity across our schools. We do not apply a fixed 'top slice' from school budgets to fund our shared professional services. Instead, we operate an integrated budgeting model. This approach is built on shared decision-making and engagement with all members of the Executive Leadership Team (which includes all Headteachers) during the annual budgeting process.

Shared costs are apportioned among schools based on a straightforward ratio tied to their government funding levels. We do not GAG pool. This ensures fairness while enabling a consistent approach to shared expenses based on the national agreed funding framework.

Each school is set a clear target to deliver an annual 3% surplus, which funds essential capital expenditure, including IT infrastructure and major estate projects. While we pool reserves—excluding those donations or restricted income specifically earmarked for individual schools—to support large-scale initiatives, prioritisation is a collective decision. Headteachers play a central role in these discussions, ensuring that Trust-wide projects reflect the most pressing needs and deliver maximum impact where it matters most.

This model exemplifies our commitment to financial autonomy with alignment, fostering trust and collaboration while maintaining a robust and sustainable financial foundation for the entire Trust.



Monitoring and Measuring Success (KPIs)

Measuring performance drives improvement, but data alone never tells the full story. Our approach combines quantitative insights with school context for a well-rounded view. Each school’s key demographic data—such as Pupil Premium, SEND, and EAL proportions—is always provided to ensure performance is interpreted accurately. Safeguarding data helps us stay vigilant in supporting student wellbeing. We use a balanced scorecard to track academic outcomes, wellbeing, operations, and strategic priorities.

Some measures set ambitious targets for improvement, while others provide deeper insight into trends. By blending data with qualitative insights, we promote intelligent accountability, ensuring informed decision-making that supports all our schools.

OUR EDUCATION MISSION KPIS

| MISSION | KPIS / MEASURES |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The transformative power of girls-only education | Key Stage 4 <ul style="list-style-type: none">• Progress 8• Attainment 8• Overall student attainment data• 5 x 4+ grades including maths and English (%)• 5 x 7+ grades including maths and English (%) |
| | Key Stage 5 <ul style="list-style-type: none">• ALPs Scores (school and subjects)• L3VA• % A*/A, A*/C, A*/E grades |
| | Key Stage 3-4 Attendance and Admissions <ul style="list-style-type: none">• Attendance years 7-11 and 12-13 (%)• Persistent and severe absence (%)• Selective admissions data (applications and choices)• Student numbers vs PAN (%) |
| | Key Stage 5 Attendance and Admissions <ul style="list-style-type: none">• NEET (%)• Attendance years 12-13 (%)• Sixth Form applications and retention rates• Student numbers |
| | Student Survey <ul style="list-style-type: none">• On a scale from 1 to 10, how likely would you be to recommend this school to another pupil? |

| MISSION | KPIS / MEASURES |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The holistic measurement of success based on the whole student | <ul style="list-style-type: none">• Post 16 destination data (% first and second choice)• HE, FE, Apprenticeship, Employment, Gap Year (%)• Club and society participation data (%)• No. of school trips taking place each year• KS5 work experience participation (%) |
| | Student Survey <ul style="list-style-type: none">• Overall, how satisfied are you with the lunchtime or afterschool clubs organised by your school? |
| The prioritisation of student wellbeing and character development | <ul style="list-style-type: none">• No. of students in receipt of a wellbeing or mental health intervention• No. of recorded racism incidents• No. of recorded bullying incidents• No. of suspensions and permanent exclusions• No. of students involved in CCF, Duke of Edinburgh or other similar schemes |
| | Student Survey <ul style="list-style-type: none">• How safe do you feel during class?• How safe do you feel in school outside of class?• If something worries you, how often do you have an adult at school whom you trust and could talk to?• How easy is it for you to make friends at school? |

| MISSION | KPIS / MEASURES |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The promotion of girls' leadership rooted in strong values | <ul style="list-style-type: none"> • No. of formal student leadership roles in school • % of students participating in leadership roles • No. of external speakers coming into school • No. of initiatives of positive changes made by School Council |
| | Student Survey <ul style="list-style-type: none"> • How valued do you think pupil opinion is in your school? |
| The value of equity, diversity and inclusion | <ul style="list-style-type: none"> • Attainment and progress gaps for PP, SEND, EAL and by prior attainment level • Club and society participation data for PP, SEND, EAL and by prior attainment level (%) • No. of Pupil Premium students attending the selective schools within the Trust Student and Parent Survey <ul style="list-style-type: none"> • How often do you feel that your teachers treat you fairly? • How often do you learn about people like you in class (e.g., with a similar background or identity)? • In general, how welcome in this school do you feel? (P) |

Our Enabler KPIs

| ENABLER | KPIS / MEASURES |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Empowered leadership with authentic and engaging communication | <ul style="list-style-type: none">No. of Trust Leaders’ Network sessions heldStaff participating in Trust-wide consultation initiatives (%) |
| | <p>Staff Survey</p> <ul style="list-style-type: none">How often do the leadership consult you before making decisions that will affect you? (school)How satisfied or dissatisfied are you with the communication among staff in general? (school)In general, how satisfied or dissatisfied are you with the communication between the Trust and the school staff? |
| A coherent system for education assurance and development | <ul style="list-style-type: none">Ofsted inspection outcomesLGB effectiveness and impactNo. of thematic reviews conducted, and actions identified |
| | <p>Staff Survey</p> <ul style="list-style-type: none">How well or poorly are knowledge and good practices shared across the Trust? |

| ENABLER | KPIS / MEASURES |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Recruiting, developing and retaining exceptional people | <ul style="list-style-type: none">• Staff FTE / headcount• Staff turnover (%)• Staff sickness absence (%)• Teaching staff on upper pay range (%)• Average applications per vacancy |
| | <p>Staff Survey:</p> <ul style="list-style-type: none">• On a scale from 1-10, how likely are you to recommend your workplace as a good place to work? |
| Ensuring sustainable financial management | <ul style="list-style-type: none">• Trust-wide reserves (£ and % of total income)• Trust and School in-year surplus (% of total revenue income)• Non-government income (% of total income – commercial and fundraised)• Staff costs (% of government funding – teaching and support)• School SLT costs (% of government funding)• Budget variance (% difference between forecasted and actual income/expenditure) |
| Delivering fit for purpose and future-ready estates and facilities | <ul style="list-style-type: none">• Value of estate work below threshold Priority 3 (requires work in 3-5 years) based on condition surveys• Compliance inspections completed on time for fire, water, electrical, and asbestos safety (%)• Energy consumption / utility costs per sqm• Trust-wide statistics on accidents, near misses, and RIDDOR incidents, including actions taken |

| ENABLER | KPIS / MEASURES |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Providing a modern, secure and stable IT infrastructure | <ul style="list-style-type: none"> • Digital infrastructure below threshold (%) (DfE standards) • Proportion of cyberattacks prevented • Security updates completed on time for servers (%) • No. of hours/buildings affected by network or IT service outages over the year |
| Enabling effective governance | <ul style="list-style-type: none"> • Trustee and LGB roles filled (%) • Meeting papers and minutes distributed on time (%) • Trustee and LGB attendance at scheduled meetings (%) • Trustees and LGB members completing induction training within three months (%) • CPD opportunities provided for governance members per year (number) • Internal and external governance audit recommendations implemented in year (number and %) • Formal complaints resolved within the Trust’s published response timeframe (number and %) • FOI and SARs resolved within the Trust’s published response timeframe (number and %) |
| Championing evidence-led and insight-informed decision-making | <ul style="list-style-type: none"> • No. of evidence-based case studies published internally or externally • No. of data / research workshops, briefings, or training sessions delivered • No. of research collaborations with universities, EdTech providers, or other external experts |



Girls' Learning Trust

girlslearningtrust.org