

The seven domains and 14 elements of the Strong Trust Assurance Framework

Strategic governance	1. Strategy and culture 2. Accountability
Expert ethical leadership	3. Expertise 4. Ethics
High quality, inclusive education	5. Conception of quality 6. Inclusion
School improvement at scale	7. Culture of improvement 8. Knowledge building
Workforce resilience and wellbeing	9. Working culture 10. Workload and wellbeing
Finance and operations	11. Financial strategy and probity 12. Effective and efficient use of resources
Public benefit and civic duty	13. Collaboration and accountability 14. Civic purpose and wider common good

Summary of RPT Self-Assessment Against Trust Quality Standards

Overall Position

RPT considers itself **fully compliant and highly effective** across the majority of the 14 areas assessed. The Trust demonstrates strong governance, financial management, school improvement capacity, inclusion, safeguarding, staff development, and community engagement. Evidence shows a clear strategic direction, robust accountability systems, strong educational outcomes, and a commitment to continuous improvement.

RPT - Key Strengths

1. Strong Strategy and Culture

- Clear and regularly reviewed Trust strategy aligned to charitable objectives, school needs, and community priorities.
- Strong focus on SEND and inclusion, with extensive support provided to local authority schools and partnerships.
- Evidence that strategic actions are having a positive impact on outcomes.
- Values and culture are embedded in decision-making and practice.

2. Robust Governance and Accountability

- Trustees bring expertise in finance, law, project management, and community engagement.
- Strong scrutiny through regular Board, Finance, Audit and Risk Committee meetings and LABs.
- Independent audits, governance reviews, and external assurance processes are well established.
- Full compliance with statutory, financial, safeguarding, and regulatory requirements.

3. Experienced Leadership

- Executive leadership team demonstrates strong educational, financial, safeguarding, and operational expertise.
- Active engagement with national networks, conferences, and sector organisations ensures practice remains current.
- Leadership capacity and operational structures are regularly reviewed to ensure effectiveness.

4. Ethical Leadership

- Decision-making is transparent, evidence-based, and aligned with the Seven Principles of Public Life.
- Comprehensive conflict of interest processes are in place.
- Governance documentation, policies, and delegated authorities are regularly reviewed and shared.

5. High Educational Quality

- Clear Trust-wide vision, curriculum principles, and quality standards.
- Strong monitoring through data analysis, school improvement reviews, and external validation.
- Attendance rates exceed national averages.
- Strong safeguarding culture and effective preparation for adulthood, careers, and next steps.

6. Inclusion at the Core

- Inclusion is central to the Trust's ethos ("Love, Learn, Laugh").
- Highly personalised provision for all pupils, particularly those with SEND.
- Strong assessment systems, intervention programmes, and therapeutic support.
- Consistent focus on ensuring every child can flourish and achieve positive outcomes.

7. Embedded Culture of Improvement

- Well-established school improvement model driven by data and evidence.
- Strong quality assurance processes through Education Directors, Trustees, School Improvement Partners (SIPs), and Local Advisory Boards.
- Significant investment in leadership development and internal talent progression.

8. Professional Development and Knowledge Building

- Extensive CPD, coaching, mentoring, and leadership programmes for all staff.
- Strong reputation for developing future teachers and leaders.
- Active collaboration through Challenge Partners, CST, universities, local authorities, and other trusts.

9. Positive Working Culture

- Strong recruitment and retention performance.
- Comprehensive staff induction, career pathways, and leadership development.
- Equality, Diversity and Inclusion (EDI) is embedded through policies, training, and action plans.

10. Staff Wellbeing and Workload

- Annual wellbeing and workload reviews show staff feel supported.
- Clear wellbeing strategy and dedicated wellbeing initiatives.
- Strong culture of belonging, support, and manageable workload expectations.

11. Strong Financial Management

- Long-term financial strategy, reserves policy, and capital planning are in place.
- Strong internal controls, procurement processes, and financial oversight.
- Positive findings from external financial reviews and audits.

12. Efficient Use of Resources

- Funding is prioritised towards front-line educational provision.
- Regular benchmarking and financial monitoring ensure value for money.
- Effective oversight by Trustees and finance committees.

13. Strong Community Engagement

- Positive parental feedback and high demand for places across the Trust.
- Strong partnerships with local organisations, community groups, and educational networks.
- Clear accountability to families and the wider community through reporting and engagement activities.

14. Civic Leadership and System Contribution

- Significant contribution to local and regional education improvement.
- Strong partnership with Brent Local Authority and the Department for Education.
- Leadership roles in sector organisations and SEND improvement initiatives.
- Extensive sharing of expertise across schools, trusts, and local authorities.

Key Development Priorities

While the Trust is largely assessed as highly effective, several areas have been identified for further enhancement:

1. **Continue to further develop RPT's training offer** to generate greater impact and income through support for schools, ARPs, local authorities, and staff development.
2. **Continue reviewing leadership capacity and director roles** to ensure future growth is well supported.
3. **Develop a refreshed People Strategy (2026–27)** focused on:
 - "Everyone a Leader, Everyone a Learner"

- Leadership development
- Workforce diversity
- Equality, Diversity and Inclusion (EDI)
- 4. **Strengthen recruitment and retention frameworks** as part of the wider People Strategy.
- 5. **Prepare for future Trust growth**, including potential expansion and on boarding of additional schools.
- 6. **Further develop the Inclusion Strategy** to ensure pupils, families, staff, and communities feel fully included.
- 7. **Review community access and community opportunities**, particularly around SEND support and the development of community cafés within schools.
- 8. **Continue annual reviews of estates, digital infrastructure, and technology strategies.**

Conclusion

RPT presents itself as a **high-performing, inclusive, and financially secure Trust** with strong governance, leadership, educational quality, and community partnerships. Its greatest strengths lie in SEND expertise, inclusion, school improvement, staff development, and system leadership. The identified next steps focus primarily on supporting sustainable growth, strengthening workforce strategies, expanding training provision, and increasing community impact rather than addressing significant weaknesses.

Questions to Consider:	A Strong Trust (RPT Highlighted):	RPT's Evidence:	RPT's Next Steps:
<u>1 - Strategy and Culture</u> Does the board set and champion a clear strategy for the Trust, which aligns with the Trust's charitable objects, covers all pillars of Trust quality and, where applicable, sets out its aspirations for growth over time? Does the Trust anchor its strategy in the needs of its schools, the communities they serve, and the wider educational system in line with its charitable object/s?	Our Trust has a clear, up to date strategy which aligns with its charitable objects, covers all pillars of Trust quality. Where applicable, the Trust has capacity, and where it contributes to the core purpose of advancing education, there is an articulation of its aspirations for growth over time. The strategy is anchored in the needs of its schools and communities. The strategy is aligned with the Trust's purpose, values and culture, and responsibilities for long-term success, including contributing to the wider system.	• SoD/Strategy – in place and reviewed annually every September • External SRMA review of capacity/finance was undertaken in '24 and '25. All actions were completed and DfE identified they were very pleased with our actions and the impact • SEND focussed; sharing best practice. Working closely with LA schools and other neighbour LA/partnerships	• Continue to grow RPT training offer for our own staff and other schools/ARPs/LAs (CEO/Directors)

How consistent is the Trust's strategy with the organisation's purpose, values and culture, and responsibilities for long-term success? Can the board demonstrate that the Trust is effective in achieving its charitable purposes and agreed outcomes? Does the board ensure a high performing governance structure where Trustees and other non-executive leaders have the expertise to fulfil their functions effectively, with representation that reduces biases in decision-making? Does the board support effective succession planning by building a pipeline of future Trustees and committee members, with a focus on promoting diversity of thought and experience? Is there a culture of board induction, training, and review?	There is evidence that the strategy is having an impact in terms of outcomes. Decisions and behaviours are visibly aligned with the Trust's stated valued and culture.	(SLA with Brent to support mainstream schools has been in place for the 4 years and is ongoing – offering training, work shadowing etc.) • Strategy and actions clear and shared (see RPT Strategic Plan and websites reports)	
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<u>2 - Accountability</u> Does the board hold the executive leadership team to account for the effective implementation of the Trust's strategy and operating plans, including in relation to the use of resources and the drivers of impact? Does the board ensure high quality executive leadership through providing effective support and challenge to the CEO and executive leadership team? Does the board maintain sufficient independence from the executive to allow scrutiny of both their performance and organisational performance? Can the board assure itself of the integrity of financial information? Can the board assure itself that there are robust risk controls and risk management systems? Can the board assure itself that there is compliance with regulatory, contractual, and statutory	The board maintains sufficient independence from the executive to allow effective scrutiny. There is a culture of robust and healthy debate in board meetings. The board accesses independent insight from internal and external audits, reviews of governance arrangements and other forms of expert advice. The board has processes in place to assure itself of financial information. The board has processes in place to assure itself of risk controls and management systems. Compliance with regulatory, contractual, and statutory requirements,	- Fully compliant (Trustees chosen for expertise in finance, legal, project management and community links – termly FAR and ARC PLUS termly BoTs) - See minutes (half termly); wide range of internal and external scrutiny reports (includes advice from auditors) - External review has been enhanced with areas for focus planned for each year - Internal audits shared and discussed at each BoT (action plan in place) - Trust review 2022 - Expert Governance Professional advising BoTs at each meeting - Monthly financial reporting to CoARC and CoT; clear evidence of scrutiny and robust questioning in minutes - Financial Policy updated annually and procedures followed (reflected in external and internal reports)	Fully complete external audit for HR and Finance and action findings (completed Autumn 2023 and repeated in spring 2025)
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requirements, including safeguarding?		Full compliance with Academy Handbook, KCSIE, Finance Regulations, H&S etc. Submissions to DfE on time. Academies calendar of reporting/submissions followed and minuted	
3 - Expertise Do the CEO and executive team provide effective strategic leadership that enacts the Trust's values, culture and strategy? Do the CEO and executive team have the school improvement expertise to ensure high quality, inclusive of education? Do the CEO and executive team have secure financial expertise? Do the CEO and executive team have the expertise to create a high-performing working culture for all staff that promotes collaboration, aspiration, support? Do the CEO and executive team have the expertise to support the Trustees and other non-executive leaders to meet their duties?	The CEO and Trust executive team have the expertise required to lead the Trust, deliver the strategy and secure the outcomes for pupils. The CEO and executive team have the expertise to create and implement an effective Trust operating model with clarity about the delivery of Trust-level and school-level activities, which aligns with the strategy. The executive leadership team acts within the levels of authority delegated by the board. The CEO and executive team have the expertise to ensure compliance with regulatory, contractual, and statutory requirements. The CEO and executive team have the expertise to ensure safeguards	- CST member's briefings, attendance at national conferences, Ofsted conferences, Challenge Partners etc. to ensure up to date information is sought, shared and acted upon. Links with other MATs to share best practice - Operations currently under review to ensure capacity and most efficient/effective processes, procedures and practice are adopted; regular 'fit for purpose' checks - Safeguarding training for all ESLT/SLT enhanced (including CEO being lead Ofsted inspector and sharing best practice/knowledge)	Continue to review of Directors roles and capacity mapping exercise (ensure actions are in place) – completed Autumn 2023 and reviewed spring 2025

Do the CEO and executive team have the expertise to contribute to the wider system?	and promote the welfare of children.		
4 - Ethics Do the CEO, board and leadership team create a culture of ethical leadership, including the Seven Principles of Public Life?	Leaders act solely in the interest of children and young people. Leaders avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Leaders act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. They are dispassionate, exercising judgement and analysis for the good of children. Leaders are accountable to the public for their decisions and actions and submit themselves to the scrutiny necessary to ensure this. Leaders expect to act and take decisions in an open and transparent manner. Leaders are truthful.	- Evidenced in policies, procedures and practice - Record of Conflicts of Interest fully up to date - Discussed and agreed at LABs, FAR, ARC and BoTs meetings. All decision making minuted and accessible to BoTs - See reports and external/internal reports - SoD updated annually and shared with all - Transparent sharing of policies, decision making shared at ESLT and SLTs	

	Leaders exhibit these principles in their own behaviour and are willing to challenge poor behaviour wherever it occurs.		
5 - Conception of Quality Does the Trust have a shared conception of quality in relation to education? This is a clear conception of what excellent education looks like in practice. Has this been widely communicated? Does it drive decision making at all levels? Does the Trust know how it will improve the schools in its Trust to deliver excellent education? Does the Trust oversee the design and implementation of ambitious, broad, well sequenced curricula in all of its schools? Does the Trust enable children to take part in enrichment activities (sport, music and cultural opportunities) that enrich the curricula and support children's wider development?	The Trust has a very clear co-constructed and coherent conception of quality which is rooted in evidence. The Trust has clearly defined, shared curriculum principles so leaders and staff are clear about the Trust's curriculum intent. There is a wide and engaging enrichment curriculum across all schools, and most pupils participate, with special efforts made to ensure that those pupils who don't get these opportunities at home participate and benefit. The Trust can evidence good outcomes for all its pupils. There is a shared approach to attendance and expectations of behaviour and schools feel calm and safe. Destination data shows that pupils leave school prepared for the next stage of education.	• Clear Vision and Mission in place and regularly reviewed annually • Evidence collected internally i.e. SLT/EDoSs and externally i.e. SIP – shared files • Curriculum Intent, Implementation and Impact clear; captured in all curriculum documents and reviewed annually • Data reviewed, regular Pupil Progress meeting; reporting to LABs and BoT • Director of Schools reports to LABs and BoTs termly. Trustee link (with school leadership background) meets to discuss in detail and reports to BoTs • Attendance higher than NA across the Trust (see Ofsted reports) • Behaviour reported on by EDoS and SIP termly (also see Ofsted reports)	

Does the Trust achieve good outcomes for all its pupils by delivering education that is both high quality and inclusive? Does the Trust ensure its schools are places where all pupils attend regularly, are kept safe, feel calm and supported, and are able to actively participate and progress? Does the Trust ensure all pupils leave its schools well prepared for the next stage of education, employment or training and prepared to become confident citizens?		• Clear policy and practice. Evidenced in LWs and SIP visits • Safeguarding reviews termly by BOTs and EDoS. Senior Trust safeguarding lead reports to LABs and BoTs annually. Training and policies fully up to date and complaint • Careers and work experience policies and programmes fully in place. PfA is a focus across whole curriculum (evidenced in Ofsted reports and SIP reports)	
<u>6 - Inclusion</u> Does the Trust create a culture in all its schools that is motivating and ambitious for all, including disadvantaged children and children with SEND, so that pupils can achieve their potential? Does the Trust operate fair access? Does it welcome and effectively teach disadvantaged children and children with SEND from their local areas?	The Trust establishes a culture where all children can flourish and are treated with dignity. The Trust values different experiences and achievements. Schools in the Trust see all children as complete humans – difference and disability are seen as normal aspects of humanity. The Trust operates fair admissions and access policies so that all children are welcomed into the schools in the Trust.	• Strong, shared culture based on Trust's motto (Love, Learn, Laugh) • All pupils have personalised programmes and provision carefully planned for every child (including high quality therapy). Clear link to excellent outcomes for all pupils (see reports/data) • Admissions policy reviewed annually and fully accessible • Clear assessment process in place and evidence discussed with EDoS and shared at LABs and BoTs	

Does the Trust support pupils and schools to address issues so pupils can stay in mainstream school where possible? Does the Trust support pupils to re-join mainstream education when they have spent time in Alternative Provision?	Assessment processes in relation to those who find learning hard are rigorous and evidence informed. Teaching is adaptive and responsive, and teachers feel confident to teach all pupils. Intelligent and dignified support is provided to those who need it. Evidence-based interventions are used appropriately where children are falling behind in their learning.	• Consistent use of assessment across schools – reported at LABs and BoTs by EDoS and Trustee linked to quality assurance of schools (see reports) • Each school offers clear pupil pathways (every pupil has a Personalised Intervention Plan – with personalised learning goals that reflect their EHCP outcomes) and provision to meet all pupils’ needs. See Curriculum documents, behaviour policy/planning and RISE curriculum • Interventions and additional support (including tutoring where appropriate) in place for every pupil • Inclusion and intervention teams in place for all schools and impact reported termly to LABs and BoTs	
<u>7 - Culture of Improvement</u> Does the Trust create a culture of continuous improvement in its schools through self-evaluation, challenge, support, and appropriate action?	The Trust has an established, codified model of school improvement built from its conception of quality.	• School improvement strategies are embedded; see School Improvement Plans (impact) and Self Evaluation documents • EDoS leads this area; feedback to LABs and BoTs	

Is there a culture of external challenge or review? Does the Trust have a clearly defined and effective strategy to improve and maintain the performance of schools that are already part of the Trust, as well as those that join? Does the Trust take on challenging schools and transform previously underperforming schools by delivering broad and sustainable improvement? Does the Trust support the wider system in sharing learning for best practice; helping underperforming schools to improve; and contributing to building a Trust-led system?	The model of school improvement is understood and enacted by all schools in the Trust. The strategy for improvement is based on a secure data-driven (quantitative and qualitative, internally and externally validated) analysis of all the schools in the group and is granular enough to secure improvement. Trust leaders have a strong understanding of where specific expertise exists across the Trust and how it can be used to support schools and develop leaders. The Trust builds its school improvement capacity to be able to bring schools into the Trust, particularly those in challenging circumstances.	termly (scrutinised by Trustee linked to standards) • Data secure; see external SIP reports • School improvement policy in place (Trust wide) • Leadership Strategy in place; growing our leaders of the future and offering all staff career progression opportunities is a Trust priority. • CPD is weekly for all staff; clear evidence of growing our own Trust teachers and leaders with strong promotion data. Career Progression and Routes into Leadership training offer for all staff is well established (v. positive staff feedback)	• Update Trust offer and identify next steps/actions (specific focus on Trust growth of Trust/more schools joining and growing training income) – in light of DfE White Paper
8 - Knowledge Building Does the Trust recognise the critical value of high-quality teaching and champion the profession? Does the Trust make a positive contribution to the wider system by	The Trust is intentionally a knowledge building organisation, meaning that it understands that the goal is for every teacher in every classroom to be as good as they can be in what they teach (the	• Strong, well planned CPD and coaching for all staff in place; feedback from staff is extremely positive. Classroom practice observed termly by SLT, EEDoSs, LABs and BoTs	

delivering high quality training and/or placements for trainee teachers? Does it support early career teachers through the Early Career Framework? Does the Trust encourage and enable all staff to build their expertise through evidence-based professional development and mentoring? Does the Trust build an innovative and vibrant community of professionals, collaborating across schools and other Trusts to develop and share expertise and evidence-based practice?	curriculum) and how they teach (pedagogy). The Trust leverages its capacity (scale and expertise) alongside its ability to systematically control the conditions and culture in which all staff work, to mobilise the best evidence through professional development. The Trust builds innovative and vibrant community of professionals collaborating across schools and other Trusts.	See above	RPT became a new Challenge Partnership Hub in Autumn 2023; offering support for 12 other CP Hub schools and opportunities to enhance our own staff's knowledge etc. (Hub meetings began in December 2023; termly meeting of full Hub)
9 - Working Culture Does the Trust create a high-performing working culture for all staff, which promotes collaboration, aspiration and support? Does it use the flexibilities of the Trust structure to create opportunities for staff? Does the Trust support the retention of great staff both within	The Trust has a reputation for being a good employer. It has a written people strategy which is based in data and evidence and focused on creating a high-performance working culture with clear career opportunities. The Trust ensures that policies and practices align with the organisation's culture, values and ethos.	Clear evidence through very positive recruitment and retention data. All Trust policies reviewed in September 2023 and actioned as appropriate	Further develop our people strategy for 26/27 (including further focus on 'Everyone a Leader, Everyone a Learner'; ensure our Trust is reflective of the community we are serving (including developing leaders); RPT Leadership Framework, RPT People Strategy and RPT EDI Strategy drafts documents updated for 26/27 and shared with ESLT/SLT/BoT.

the individual Trust and across the school system? Does the Trust ensure every member of staff is effectively line managed to maintain high performance and does it actively encourage career progression opportunities across the Trust? Does the Trust ensure inclusive working environments, support flexible working, and take action to promote equality and diversity?	There is a strong and consistent culture of line management and expectations are clearly understood across the group of schools. There is a strong focus on inclusive working processes, equality and diversity.	Trust staff handbook updated annually (each school uses same template and personalises this and the Central Team have their own template) and shared with all staff. Induction programme enhance for all staff (including videos of our working practices) EDI policy reviewed annually and EDI action plan in place (also see Dignity at Work policy). Im for all staff to be included and feel included in all we do/offer as a Trust	- Review line management and roles and responsibilities of all ESLT and SLT; reviewed 2025 - Trust EDI steering group meets termly and has an action plan which is reviewed annually and impact reported to all staff)
<u>10 - Workload and Wellbeing</u> Does the Trust foster a supportive working environment by managing workload, prioritising wellbeing and taking action to support all staff? Does the working environment prioritise effective behaviour and attendance policies to create a safe environment in which to work and learn?	The Trust has a rigorous focus on manageable workloads. It attends to the evidence that supports workload reduction for example in data management, feedback and marking and curriculum planning and resources. The Trust builds the resilience of the workforce by creating an organisational culture in which people feel they belong and are supported. As a consequence, attrition rates are low. Leaders deliberately and intentionally build relational Trust. The Trust creates the conditions for	Wellbeing and workload review undertaken each summer term - show significant evidence of staff feeling well supported and workload manageability. Clear well-being and workload strategy in place and shared with all staff (well-being weeks in place for all staff). Clear People Strategy in place and Careers progression and Routes into Leadership training offer for all staff	Further develop our Trust's retention and recruitment policy and framework (part of People Strategy and Equality, Diversity and Inclusion, EDI, strategy – see above) – Head of HR

	staff (and indeed pupils) to feel safe and work in an orderly environment.	Clearly evidence in Ofsted, EDoS, Heads' and SIP reports.	
11 - Financial Strategy and Probity Does the Trust use financial data and intelligence to set a stable, accurate and sustainable long-term financial strategy for the Trust? Does the Trust have a clear approach to delivering value for money through effective budgeting and risk management? Does the Trust maintain and invest sustainably in its capital infrastructure, including buildings, digital infrastructure, and technology? Does the Trust operate a well-planned reserves policy that provides sufficient contingency for cash flow and any unplanned, urgent expenditure and aligns resources to expenditure priorities across all its schools?	The Trust has a credible medium to long term financial strategy. The Trust has a capital strategy which includes buildings, digital infrastructure, and technology. The Trust has a well-planned reserves policy. Robust processes are in place to manage risk. The Trust has financial policies and procedures in place including mechanisms for ensuring financial accountability. The Trust has strong internal control processes to ensure propriety and value for public money. Spending and procurement decisions are compliant with internal policies and external regulations. Money is managed in the way that parliament intends.	Fully in place and reviewed/discussed by BoT termly In place (externally reviewed annually) Risk register discussed by ARC - /BoTs each term and updated as appropriate In place (externally reviewed annually). ARC Chair and CoTs discuss finance/budgets with CFOO monthly; high level of scrutiny In place; termly reports to FAR and BoTs See Finance regulations policy (reviewed by external auditor and found fully compliant)	Continue to annually review Trust's buildings, digital and infrastructure plan

<u>12 - Effective and Efficient Use of Resources</u> Does the Trust recognise the importance of effective and efficient use of resources for the benefit of all schools in the Trust and the wider education system? Does the Trust demonstrate efficient and effective use of resources? Does the Trust have strong financial and information management systems with effective oversight?	The Trust recognises the importance of effective and efficient use of resources and can demonstrate this through ensuring that funding to the front-line to support the quality of education is prioritised. The Trust understands how its financial health and efficiency and resource allocation compares with similar organisations locally and nationally. There is evidence of good financial oversight by the board.	Budget shared and discussed monthly with Heads and FAR; evidenced in outstanding Ofsted reports and SIP visits Benchmarking evidenced/ Half termly FAR/ARC (see minutes) and monthly discussion by CoT/CoARC/CEO/CFOO	
<u>13 - Collaboration and Accountability</u> Does the board oversee strategic relationships with external stakeholders? Has the board sought input from stakeholders on key decisions to be comfortable that it has a rounded view on these decisions? How does the Trust demonstrate its understanding that it is accountable first and foremost to the communities it serves?	The Trust has a secure understanding of the views/needs of parents, carers, and the wider community. The Trust enables productive relationships and builds Trust and shared ownership. The Trust is perceived to be credible, open, and honest. The schools are clearly anchored in the communities they serve.	Questionnaires (annually) to parents is very positive. Regular meeting with parents for feedback, training etc. Oversubscribed schools; highly valued in LA. Very popular choice with parents out of LA (from across London) Work closely with Young Brent Foundation, local parents groups and LA. Lead CP Hub and 3 other special school groups from across London. Member of BSP and local cluster groups	Continue to further develop our inclusion strategy to ensure everyone (pupils, staff, families, community) are included and feel included (see EDI Strategy)

	The Trust can evidence how it is accountable to the communities it serves.	Annual reporting to parents and community (see Trust reports)	
14 - Civic Purpose and Wider Common Good Does the Trust work collaboratively with schools, Trusts, local authorities, dioceses, parents and other civic partners to ensure the delivery of statutory functions and acts in the wider interests of the local community? How does the Trust understand its wider civic responsibilities and work in partnership to build relations across the local education community? What will the Trust do to work with other civic actors to advance education as a common good in the locality or localities served by its schools? How does the Trust act on (not just in) the local, regional or national system?	The Trust understands that education is a public good. It works in partnership with other civic actors (for example the local authority, health commissioners and providers, the local policy, university, FE college, employers and other schools and Trusts) to advance education for the common good. Trust leaders help to catalyse collective leadership through a theory of action. The work supports to the delivery of statutory functions and the wider interests of the community and is appropriate to the scale and the strengths of the Trust and its partners. It is not a distraction from the core purpose of advancing education.	Strong, long term working partnership with Brent LA (senior staff sit on a wide variety of LA Boards). At least termly meetings with DfE. Feedback highly positive. CEO is Chair of BSP. Challenge Partner Hub lead. Active member of CST and working closely with Challeneg Partners, IoE/CRAE research group, other special school leaders from across London etc. SEND training is provided to local schools through a funded partnership with Brent (feedback is excellent and has strengthened Brent's SEND response and provisions)	Discuss and review our Trust's role in regards to community access and community opportunities (specific focus on SEND) – Spring 2027 (this includes setting up of community cafes in our schools)

Key: Green identifies RPT is fully compliant and has robust policies, procedures and practice in place = highly effective (fully met)

Amber identifies that RPT is compliant but further action is required to be identified as highly effective