



Strategic Plan

2025 - 2030

**Achieve
+ Learn
Trust.**
Better, together.

AALT Five Pillars of Excellence

High-quality, Inclusive Educational Excellence

We will provide an inclusive, high-quality education for all our students.

Every young person will be guaranteed excellent outcomes through a broad, balanced and exciting curricular offer which is responsive to their individual needs.

Students will experience enriching provision both inside and outside the classroom which allows them to see the importance and impact of learning for life.

Excellence in School Improvement

We will support the journey to excellence across the Trust through an evidenced-based, research-informed school improvement model.

We will support struggling schools through central and collaborative support to secure the best outcomes for all our young people.

We will support a self-improving system through the highest quality CPD and pedagogy coupled with high challenge and effective support.

Workforce Excellence and Wellbeing

We are committed to fostering a culture grounded in mutual trust and respect.

We positively recruit from communities which represent the students in each of our schools.

We will enhance our schools' Wellbeing Award status recognising that such a foundation is essential to individual wellbeing and integral to our ongoing commitment to professional development for all members of our community.

Operational and Financial Excellence

We uphold a disciplined and strategic approach to risk management and sustainability, recognising that prudent stewardship of our financial and physical resources enables us to reinvest savings into our schools.

We will embed a culture which considers and promotes the health and safety of everyone in our Trust.

Through safeguarding vigilance, support and interventions we will ensure fully trained staff protect our students from harm.

Leadership Excellence and Civic Duty

We will ensure leadership at all levels has the skills to support our students. We will do this by recruiting a diverse and knowledgeable body of local Governors and Trustees who are able to support and challenge school leadership effectively, ensuring the best life chances for all our young people.

We are committed to ensuring the collective strengths across our Trust foster collaborative relationships that drive school improvement.

Through leadership we will contribute meaningfully to the regional education system and secure lasting, positive impact within our communities.

The Pathways to Excellence

High-quality, Inclusive Educational Excellence

Strategic Priorities

1. Address persistent absence with targeted strategies.
2. Champion the needs and rights of children with SEND/DP.
3. Define and embed shared concepts of excellence through professional development and practice at all levels.
4. Build leadership capacity focussed on both high standards and inclusion.

Excellence in School Improvement

Strategic Priorities

1. Support our schools to excellence through the Trust school improvement offer.
2. To empower staff to excel through excellent professional development opportunities and collaborative nurturing of creative approaches to school improvement.
3. Consistently apply Trust QA processes and procedures to embed high challenge with high-quality support.
4. Invest in distributed leadership, developing strong Middle Leaders as drivers of teaching and curriculum quality.

Workforce Excellence and Wellbeing

Strategic Priorities

1. Invest in our people by cultivating professional expertise and embedding the wellbeing framework into every aspect of organisational life.
2. Ensure transparency and fair representation in recruitment and retention practices.
3. Foster a Trust culture rooted in fairness and accountability through individual professional development at all levels.

Operational and Financial Excellence

Strategic Priorities

1. Strengthen organisational risk management practices to drive organisational efficiencies through procurement, benchmarking and improving income streams.
2. Ensure robust Health and Safety and Compliance procedures across our schools and at Trust level.

Leadership Excellence and Civic Duty

Strategic Priorities

1. Conduct regular skills audits and commission external Governance Reviews to sustain high challenge and high support for leadership across the Trust.
2. Broaden strategic collaboration and sector influence.
3. Achieve sustainable and scalable organisational growth.

High-quality, Inclusive Educational Excellence

1. Address Persistent Absence with targeted strategies		
Intent	Implementation	Impact
Define and embed a unified strategic approach to improving attendance of persistent absentees	<ul style="list-style-type: none"> • We will unite around a shared vision of best practice. • We will co-construct evidence-informed policies, systems and practices. • We will establish a trust-wide attendance leader network. • We will implement attendance deep dives • We will promote positive attendance as a cultural norm. • All Achieve and Learn Trust schools will adopt a unified approach to addressing pupil absence focusing initially on maintaining and improving on Y6 into Y7 and Y8 transition attendance rates. • Director of Safeguarding and Attendance to review progress in schools and liaise with external organisations to enhance practice further. 	<ul style="list-style-type: none"> • Strengthening professional confidence among Attendance Leads and Headteachers. • Ensuring that best practice will be systematically identified, shared and implemented. • The Trust has assurance that all schools are taking robust and proactive measures. • Showing a measurable impact in overall attendance rates. • Reducing overall rate of persistent absence. • Reducing the rate of severe absence significantly. • More than 95% of students say they feel safe in our schools

2. Champion the needs and rights of children with SEND/DS		
Intent	Implementation	Impact
Define, embed, and drive continuous improvement for SEND/DS students	<ul style="list-style-type: none"> We will align SEND and Inclusion policies, systems and adaptive teaching practices across the Achieve and Learn Trust We will establish a Trust-wide SEND/Inclusion leader network We will implement Trust-wide self-evaluation working with the Director of SEND. We will use Trust-wide data dashboards and QA visits to hold schools to account and to aid Board reporting. We will ensure each school has a SEND and DS Champion with oversight of these groups. 	<ul style="list-style-type: none"> Ensuring school leaders are supported to embrace challenge through an inclusive lens Ensuring that best practice in SEND/inclusion will be systematically shared and embedded Developing greater confidence for teachers to ensure they are meeting the needs of all SEND/DS students. Allowing students and families to experience more positive, engaging and productive relationships with school Reducing the rates of persistent and severe absence amongst SEND/DS students at both school and trust levels. Students say they feel they ‘belong’ in our schools and that culture and diversity are celebrated.
Provide a high quality central SEND resource at Trust level	<ul style="list-style-type: none"> Annual review of SEND provision, verified externally Consideration of Trust Educational Psychologist to speed up needs assessment process Audit of effective use of TAs with actions followed up by school QA processes Director of SEND to retain LA Lead role in order to build on expertise at local level 	<p>Students:</p> <ul style="list-style-type: none"> Improve progress and attainment Feel valued and included Have excellent attendance, low exclusion rates and strong engagement in learning <p>Staff:</p> <ul style="list-style-type: none"> Are confident and skilled in meeting diverse needs Embed inclusive quality first teaching Share accountability for inclusion <p>Trust:</p> <ul style="list-style-type: none"> Builds a reputation for inclusive excellence and social justice Closes the attainment and opportunity gaps through sustainable and system-wide practice.

3. Define and embed shared concepts of excellence		
Intent	Implementation	Impact
Professional development for all staff to identify and practice excellence in every area of school provision	<ul style="list-style-type: none"> • Our schools will offer high quality CPD programmes which tie-in with whole school and Trust aims. These programmes will be quality assured centrally to identify and share best practice around inclusion and adaptive teaching. • All staff have an entitlement to external support and development with budget allocations reflecting this investment in our people. • Professional development will be followed through to evidence measurable impact in the classroom (teachers) or in other areas of school operations (support staff). 	<p>Students:</p> <ul style="list-style-type: none"> • Ensuring students across the Trust demonstrate excellent progress, both academically and pastorally. • Regularly ensuring improved provision at school level enhances student attendance and staff wellbeing. <p>Staff:</p> <ul style="list-style-type: none"> • Empowering staff through Trust investment in time and developing personal expertise. <p>Trust:</p> <ul style="list-style-type: none"> • The Trust 'grows its own' to support succession planning in our schools and to aid recruitment and retention.
Establish a coherent and consistent approach to assessment	<ul style="list-style-type: none"> • All students in Achieve and Learn Trust schools will benefit from high-quality assessment practices which support them in making good progress. • Leaders at all levels, including Trustees and Local Governors are assured of the accuracy and reliability of assessment Establishing clear expectations of leadership, teaching, curriculum, inclusion, behaviour and outcomes. • Key stakeholders are equipped with reliable performance data. 	<ul style="list-style-type: none"> • Ensuring that students across the Achieve and Learn Trust demonstrate accelerated progress. • Providing parents and carers with a clear, equitable and transparent reporting system. • The Trust demonstrates clarity by ensuring all leaders are better informed and equipped to fulfil their responsibilities for excellent school standards

<p>Establish a consistent and strategic approach to the development of reading and disciplinary literacy</p>	<ul style="list-style-type: none"> • Reading programme supports students throughout their educational journey, not just in Year 7. • Disciplinary literacy will be embedded at the heart of every subject. • All staff will be equipped and empowered to model and teach excellence in literacy. • We will unite behind a shared ambition that every student becomes a confident and capable reader, writer and speaker. • Evidence-informed interventions will underpin robust reading and literacy programmes. 	<ul style="list-style-type: none"> • Helping students develop the foundation knowledge and skills necessary to access and thrive within a broad, rich and ambitious curriculum irrespective of their starting points • Embedding a life-long love of reading.
<p>Establish a sense of belonging with all stakeholders in order to improve behaviour for learning</p>	<ul style="list-style-type: none"> • Regular review of the application of Behaviour policies and action plans to embed a culture of respect and dignity amongst students • Monitor and evaluate exclusion and suspension data to identify underlying causes and ensure earlier intervention. • Training and workshop programme for all stakeholders around Trust culture, high expectations and celebrating diversity. 	<ul style="list-style-type: none"> • Establishing the culture improves behaviour for learning and respect for the school environments. • Extra-curricular uptake increases for SEND/DS • More able students stay on to AALT Sixth Form • Staff and Governance frequently come together to learn together, fostering a greater sense of Trust-belonging.

KPI 1: Attendance Improvement and Equity

- **Target:** Whole school attendance consistently at **93%+** or in line with national averages.
- **Focus:**
 - Reduce attendance gap for disadvantaged groups to **less than 2%** compared to non-disadvantaged peers.
 - Implement Trust-wide, research-based strategies and interventions for persistent/severe absentees, with **50%+ increase in parental engagement.**

KPI 2: Staff Training and Engagement

- **Target:** **100% of staff** receive annual training on attendance and inclusive practices.
- **Focus:**
 - Deliver **termly training** with **90%+ positive feedback** on inclusive education and SEND/DS rights.
 - Embed attendance and exclusion targets in Academy Improvement Plans and ensure consistent use of quality-assured Student Passports.

KPI 3: SEND/DS Progress and Provision

- **Target:** Year-on-year **closing of attainment/progress gaps** for SEND/DS students, meeting or exceeding national benchmarks.
- **Focus:**
 - Conduct **annual reviews** of SEND provision to drive continuous improvement
 - Ensure inclusive practices are embedded and monitored across the Trust.

Excellence in School Improvement

1. Support our schools to excellence through the Trust school improvement offer.

Intent	Implementation	Impact
Ensure a robust school improvement offer that delivers the outcomes we want for our students	<ul style="list-style-type: none"> Supporting and challenging our schools to diminish the gap between disadvantaged and non-disadvantaged students, ensuring their achievement is at least comparable to other students nationally. Ensuring that through robust review, plan and do quality assurance cycles all our students experience an equally high-quality education. 	<ul style="list-style-type: none"> Ensuring that students across the Achieve and Learn Trust demonstrate accelerated progress. Ensuring all leaders are better informed and equipped to fulfil their responsibilities for excellent school standards. Increasing and sustaining the number of schools within our Trust that are graded good or exemplary.
Provide an attractive school improvement package to other local schools and Trusts to support centralisation/growth	<ul style="list-style-type: none"> Fully utilising the range of knowledge, skills and experience of all members of the central team to create bespoke support packages which address the needs of schools outside the Trust. To actively market these packages across Trafford and Stockport in the first instance. 	<ul style="list-style-type: none"> The Trust generates income which supports the sustainability of the central team for school improvement purposes. The skillset of the central team is enhanced by working with and supporting other schools with differing needs. AALT contributing to system leadership at local level.
Enhance existing networks so that Trust capacity to support swift improvement is maximised	<ul style="list-style-type: none"> Tasking central team and leaders in schools to form and enhance new and existing partnerships to ensure rapid improvement in our schools. 	<ul style="list-style-type: none"> Increasing and sustaining the number of schools within our Trust that are graded good or exemplary. Enhancing provision at other local schools so that they may be graded Strong or better in all areas.

2. Empower staff to excel through excellent professional development opportunities and collaborative nurturing of creative approaches.

Intent	Implementation	Impact
<p>Action research supports staff development and allows for contextual improvements to be made at individual school level.</p>	<ul style="list-style-type: none"> Ensuring that Quality Assurance processes which identify areas for improvement include opportunities for identified staff to conduct research into underlying causes at school level. Having a Trust-wide approach to action research and a means to share the findings Trust-wide, locally and nationally. Leadership making full use of the expertise and networking opportunities across the Trust including local governance and Trustee levels. Producing an annual collection of research findings to be shared with stakeholders. 	<ul style="list-style-type: none"> Empowering staff through Trust investment in time and developing personal expertise. Ensuring intervention is swiftly put in place due to the accuracy of analysis of what is needed. Ensuring students across the Trust demonstrate excellent progress, both academically and pastorally. Ensuring an outward-facing body of staff, Governors and Trustees.
<p>Whole Trust INSET and specific training programmes are tailored to the needs of staff (and students) and are underpinned by Trust vision and values.</p>	<ul style="list-style-type: none"> Leading on key areas for development to ensure consistency and targeted support from central team or other agencies/organisations. Utilising the skills and expertise that exists on the Trust Board and LGBs to upskill staff and enhance our offer to students Sharing effective practice at local and national level. 	<ul style="list-style-type: none"> Embedding the Trust's vision and values in all aspects of school life and governance. The Trust 'grows its own' to support succession planning in our schools and to aid recruitment and retention. System leaders are developed and make valuable contributions to the self-improving systems in each school and across the region. Staff contribute at Trust level to support a broader range of students in the Trust.

3. Consistently apply Trust Quality Assurance processes and procedures to embed high challenge with high-quality support.		
Intent	Implementation	Impact
<p>Ensure every school within the Trust upholds high standards, through clear, supportive and rigorous assurance, driving improvement by balancing robust challenge with trust, collaboration and support.</p>	<ul style="list-style-type: none"> • Using the Trust QA process, supporting and challenging schools to improve in the shortest possible time, utilising the Trust and other support available. • Improve the overall attainment and achievement of students within AALT using the Trust’s KS3 assessment process and RAGging process at KS4/5. 	<p>Students</p> <ul style="list-style-type: none"> • Students across the Trust receive consistently excellent teaching and further learning opportunities to give them the best possible life chances. • Measurable improvement in progress and attainment is clear to stakeholders. <p>Staff</p> <ul style="list-style-type: none"> • All staff evidence the impact of the swift actions they have taken to improve outcomes for all students. • All schools graded at least Secure/Strong in all areas. • Leaders understand what excellence looks like and where they sit within it. • Staff feel accountable but also supported to improve. <p>Trust</p> <ul style="list-style-type: none"> • Trust has a clear view of strengths and risks across all schools. • Trust uses evidence to drive decision-making around allocation of resources to ensure best practice.
<p>Ensure consistency around the use of the Trust Quality Assurance System at all levels of leadership in all schools.</p>	<ul style="list-style-type: none"> • Supporting and challenging schools through regular meetings and involvement in QA processes by the central team. • Ensuring monitoring and reporting is clear and concise, backed by evidence-informed judgements. 	<ul style="list-style-type: none"> • All schools have clarity on the standards expected and the methods by which to measure those standards. • All staff are conversant with approaches and see them as supportive methods for improvement at every level of school provision.

<p>Ensure financial sustainability of the central Trust team to support all our schools</p>	<ul style="list-style-type: none"> • Diversifying and growing income streams • Building strategic partnerships through collaboration with the LA, other MATs and organisations for shared services or co-funded initiatives. • Engaging with community stakeholders to co-develop projects that attract joint funding or sponsorship. • Using data to show a return on investment for central services • Regular reviewing of Risk Registers and of the impact of support given to schools. 	<ul style="list-style-type: none"> • All schools graded Strong or better in all areas. • Central Team knowledge and skills developed through collaboration and creative thinking. • System leadership through collaboration with external organisations and agencies. • Putting AALT on a firm footing for enhanced centralisation and growth.
---	--	--

KPI 1: High-Impact Professional Development and Leadership Capacity

- **Target:** All CPD programmes align with Academy Improvement Plans and the AALT Strategic Plan, with **measurable classroom or support area impact**.
- **Focus:**
 - **100% schools' participation** in NPQ programmes.
 - **85%+ staff satisfaction** with Trust-wide training.
 - **100% of leadership teams** trained in QA cycles.
 - **100% positive feedback** from Central Team on CPD and appraisal.

KPI 2: Curriculum Consistency and Student Progress

- **Target:** Consistency of assessment and marking/feedback across both schools
- **Focus:**
 - **Consistent implementation** of the AALT KS3 Assessment model with measurable impact after each data drop.
 - **Clear progress pathways** from Y7 to Y11/Y13.
 - **Parity in Reading and Disciplinary Literacy** approaches across schools with **termly monitoring**.
 - **Belonging Champions** actively collaborating and sharing best practice.

KPI 3: School and Trust-Level Effectiveness

- **Target:** To improve outcomes for all learners
- **Focus:**
 - **100% of schools judged 'Strong or better'** by Ofsted.
 - **Brokered support packages** show measurable impact.
 - **At least two school-level improvements** annually from action research.
 - **>90% annual retention** of teaching staff.
 - **High-quality QA reporting** supporting school improvement.
 - **Financial stability** of the central team evidenced in financial systems.

Workforce Excellence and Wellbeing

1. Invest in our people by cultivating professional expertise and embedding wellbeing into every aspect of organisational life.

Intent	Implementation	Impact
<p>Embed a culture of high-quality professional development. Embed wellbeing into culture systems and daily practice thus ensuring staff feel empowered, valued and supported to thrive and deliver excellence for all students.</p>	<ul style="list-style-type: none"> • We will invest in our teaching and support staff to ensure they gain from targeted knowledge-enhancement initiatives, including collaboration with esteemed organisations in their fields of expertise. • A core Induction and CPD offer will be implemented across the Trust ensuring equitable access at key career stages and across all roles. • We will deliver a cohesive CPD framework for all roles, built around evidence-based practice. • We will also invest in the development of specialist expertise to build internal capacity for both operational and educational school-to-school support. • We will embed the DfE staff wellbeing charter across all Trust schools. • We will conduct annual staff voice activities to review wellbeing and workload to help us identify pressures and co-create practical solutions. • We will continue to celebrate staff contributions through formal recognition schemes and everyday appreciation. 	<ul style="list-style-type: none"> • Allowing performance reviews/appraisals to focus solely on professional growth and development. • Affirming our commitment to delivering the highest quality professional development ensuring coherence and continuity across all career stages • Equipping teachers with the confidence and capability to deliver subject content aligned with their roles and the curriculum’s intent. • Operational and specialist staff receiving appropriate training and certification to ensure full compliance with statutory and professional standards. • Ensuring that the Trust utilises the apprenticeship levy effectively to support workforce development and build long-term capacity. • Staff feel recognised and supported. • Staff develop skills, confidence and clarity and excel in their roles. • The Trust builds a reputation as an employer of choice. • The Trust improves workforce stability, effectiveness and innovation.

<p>Foster excellence in Leadership practice</p>	<ul style="list-style-type: none"> • A bespoke Achieve and Learn Trust Leadership Development Programme will be designed and delivered, grounded in the principles of ethical leadership • We will broaden the scope and engagement of Achieve and Learn Trust leader networks (HoDs/SLT), positioning them as a central mechanism for developing leadership expertise • The Trust will actively promote and support participation in the full suite of NPQs, aligning engagement with career stage and professional aspirations. 	<ul style="list-style-type: none"> • Demonstrating the Trust’s commitment to growing its own leaders by providing structured development and clear pathways for existing staff • Ensuring the long-term sustainability of the Trust and its growth ambitions through robust and strategic planning and talent management • Ensuring that all Achieve and Learn Trust leaders operate within a shared and clearly defined model of ethical leadership.
---	--	--

2. Ensure transparency and fair representation in recruitment and retention practices.

Intent	Implementation	Impact
<p>Reaffirm and embed the Trust’s core values and behaviours</p>	<ul style="list-style-type: none"> • We will review, refine and clearly articulate the Achieve and Learn Trust values, ensuring they are rooted in the shared ethos of our schools. • We will define and agree upon the behaviours that underpin and exemplify our values, actively modelling and embedding practices that foster the desired organisational culture. • These agreed behaviours will serve as a foundation for shaping development and guiding recruitment practices across the Trust. 	<ul style="list-style-type: none"> • Sustaining our ongoing commitment to cultivating a positive staff culture grounded in high expectations and professional pride. • Embedding Trust values into all aspects of the daily life of our schools through the consistent routines and behaviours of all members of the Trust community • Ensuring that decisions at all levels will be guided by and aligned with our shared values.

<p>Advance a culture of Equality, Diversity and Inclusion within the Trust</p>	<ul style="list-style-type: none"> • We will commission an Equality, Diversity and Inclusion (EDI) audit to evaluate the inclusivity of our schools, websites and recruitment practices • We will review and refine evidence-informed Equality Objectives that support our ambition to be a truly inclusive employer • We will actively pursue diverse representation in key governance roles to reflect the communities we serve • Each school will appoint an EDI champion to lead and advocate for inclusive practices at the local level • We will undertake regular Trust-wide job evaluations to ensure fairness and equality in pay and conditions across all schools. 	<ul style="list-style-type: none"> • Ensuring all leaders and staff will have a clear understanding of the Equality Act and their Public Sector Equality Duty, embedding these principles into all policies, practices and professional behaviours • Ensuring that the governance of the Trust will reflect the diversity of the communities we serve, ensuring inclusive representation at all levels • Affirming that we are committed to ensuring equal pay for equal roles and responsibilities across all schools within the Trust. • Staff say they have a sense of ‘belonging’ in our Trust.
--	--	---

3. Foster a Trust culture rooted in fairness and accountability through individual professional development at all levels.

Intent	Implementation	Impact
<p>Reaffirm our commitment to wellbeing across the organisation as a foundation for valuing and supporting every member of our community</p>	<ul style="list-style-type: none"> • We will respond constructively to the outcomes of Achieve and Learn Trust staff surveys using feedback to inform meaningful action • We will support the appointment of Wellbeing Champions in every school and establish a Trust-Wide Wellbeing network to promote collaboration and shared practice • We will ensure greater consistency in the application and review of Workload Impact Assessments across all settings • We will explore and implement fair and equitable approaches to flexible working, ensuring accessibility across all schools within the Trust 	<ul style="list-style-type: none"> • Allowing colleagues to see a tangible improvement in their working conditions as a direct response to their feedback • Allowing school and Trust leaders to actively engage with dynamic feedback, using it to inform timely and responsive adjustments • Ensuring that the Trust remains steadfast in its commitment to being an employer of choice, continuously striving for excellence in staff experience and wellbeing.

	<ul style="list-style-type: none"> • We will conduct regular monitoring and evaluation around the Wellbeing Award framework to ensure we retain Platinum/Pioneer status across our schools. 	
--	--	--

KPI 1: Staff Retention and Succession Planning

- **Target:** to ensure staff development is embedded to grow our own across the Trust
- **Focus:**
 - >90% retention of staff within the Trust.
 - Staff turnover reduced to <10% in core subjects and <15% in other areas.
 - Effective recruitment and retention of staff from underrepresented groups.

KPI 2: Induction, Training, and Governance

- **Target:** Standardised Trust induction with bespoke school-based elements
- **Focus:**
 - >90% positive feedback on Induction processes.
 - 100% of staff, Governors, and Trustees receive annual training on wellbeing and equity.
 - Governors and Trustees trained to challenge and support effectively, evidenced by external Governance Reviews.

KPI 3: Culture, Equity, and Wellbeing

- **Target:** Staff as well as students feel they 'belong' and are active members of our Trust family
- **Focus:**
 - AALT Vision and Values embedded across all school provision by Year Two.
 - All EDI audit actions completed with ongoing impact reporting.
 - All schools achieve top Wellbeing Award status.

Operational and Financial Excellence

1. Advance environmental sustainability across all operations		
Intent	Implementation	Impact
To drive operational and financial excellence by embedding environmental sustainability. To ensure all resources are managed efficiently, ethically and they support long term financial health , environmental responsibility with community impact.	<ul style="list-style-type: none"> • We will maintain a consistent and strategic approach to contract management • All budget holders will comply with centralised, coordinated procurement practices • All resource purchases must be justified by demonstratable educational impact • We will minimise waste through rigorous budget performance reviews and proactive asset management. • We will conduct sustainability audits to ensure energy efficiency and sustainable procurement. 	<ul style="list-style-type: none"> • Ensuring that public funds will not be committed to inefficient or unnecessary contracts or service level agreements • Ensuring that all contracts will be expected to deliver enhanced quality and optimal value • Ensuring that schools benefit from economies of scale and the reinvestment of financial savings into educational priorities • Ensuring that budget holders consistently apply the principle of value for money when making purchase decisions through regular integrity checks at school level. • Students lead change through eco-council activity, supporting Trust schemes.
Accelerate the path to Net Zero Carbon Emissions	<ul style="list-style-type: none"> • We will enlist sustainability and environmental expertise to design and implement a comprehensive Trust Carbon Reduction Strategy • Each school will appoint a Sustainability Advocate to lead on carbon reduction initiatives • All procurement decisions will be transparently evaluated and reported against energy efficiency and carbon reduction targets ensuring alignment with our sustainability goals. 	<ul style="list-style-type: none"> • Meeting Public Sector carbon targets • Minimising environmental impact • Driving operational efficiency

2. Ensure robust and responsible digital resilience

Intent	Implementation	Impact
<p>Harness innovation to advance education and workforce development</p>	<ul style="list-style-type: none"> • Our new Digital Strategy will actively engage key stakeholders from across the Trust to inform and guide capital investment decisions, ensuring alignment with educational priorities and digital transformation goals • We will develop an evidence-informed policy for the use of Artificial Intelligence (AI) focusing on its educational benefits, its role as a strategic operational tool, its potential to enhance efficiency and reduce workload across the Trust • A comprehensive CPD programme will be developed to support staff in the effective use and application of key Trust systems, ensuring equitable access to digital training and professional growth. 	<p>Students</p> <ul style="list-style-type: none"> • Students experience more engaging adaptive teaching. <p>Staff</p> <ul style="list-style-type: none"> • Ensuring that budget holders consistently apply the principle of value for money when making purchase decisions. • Staff feel empowered to share, innovate and thus lead improvement. • Ensuring that staff across the Trust are fully informed of cyber risks and are proactive in identifying and reporting suspicious activity, fostering a culture of shared responsibility. • Equipping school leaders with the knowledge and tools to ensure continuity of business in the event of a cyber incident, maintaining operational stability and public trust. <p>Trust</p> <ul style="list-style-type: none"> • Trust builds a dynamic future-ready culture and remains agile. • Ensuring that public funds will not be committed to inefficient or unnecessary contracts or service level agreements • Ensuring that all contracts will be expected to deliver enhanced quality and optimal value • Ensuring that schools benefit from economies of scale and the reinvestment of financial savings into educational priorities.

<p>Embed cyber-security and continuity of business at the core of operations</p>	<ul style="list-style-type: none"> • We will deliver regular Cyber Security training to raise awareness of evolving cyber threats and ensure vigilance from staff across the Trust • Our cyber defences will be routinely stress-tested to uncover and address potential vulnerabilities • Our Continuity Plan will be regularly reviewed and adapted, tested and rehearsed across the Trust to minimise operational risk and ensure rapid recovery in the event of disruption. 	<ul style="list-style-type: none"> • Reducing the likelihood and impact of cyber attacks through continuous training, monitoring and system quality assurance processes
--	--	--

<h3>3. Strengthen organisational risk management practice</h3>		
Intent	Implementation	Impact
<p>Establish consistent and aligned Risk Management practices</p>	<ul style="list-style-type: none"> • We will at all times operate within the Achieve and Learn Trust’s Risk Management processes, ensuring clarity, accountability, and consistency across all levels of the Trust • We will share best practice and raise staff and governor/Trustee awareness regularly • School leaders will integrate comprehensive assessments of strategic and operational risks into their planning processes, ensuring informed decision-making • Risk Registers will be routinely reviewed at Senior Leadership level in each school, reinforcing a proactive and transparent approach to risk oversight • We will provide regular training at governance levels to ensure full compliance. 	<ul style="list-style-type: none"> • Ensuring that individual school strategic plans explicitly target the identification and mitigation of key risks, therefore risk management is embedded in long-term decision-making • Ensuring that all schools maintain up-to-date Risk Registers, which will be actively reviewed to monitor and reduce exposure to both strategic and operational risks • Ensuring that Risk Registers are consistently reported to and reviewed by Local Governing Boards, in accordance with the Trust’s Scheme of Delegation, to guarantee transparency and accountability at local level.

KPI 1: Operational Efficiency and Risk Management

- **Target: To ensure robust processes** across all areas which are subject to external scrutiny.
- **Focus:**
 - **Strong centralised procurement** and **standardised operational procedures** across all schools.
 - **100% of schools** maintain up-to-date **Risk Registers** with strategic/operational categorisation.
 - **Annual reduction in high-risk items** and full compliance with the **AALT Scheme of Delegation**.
 - **Robust reporting** from Finance, Audit, and Risk meetings.

KPI 2: Sustainability and Digital Equity

- **Target: The Trust plays its part** in contributing to a fair and equitable system for all
- **Focus:**
 - **Carbon Reduction Strategy** actions on track, evidenced by **energy bill reductions**.
 - **Sustainability integrated** into curriculum and CPD for staff and governance.
 - **Equitable access** to devices and connectivity for all students.

KPI 3: Technology Integration and Compliance

- **Target: To ensure the Trust leads the way** in safely utilising technologies to support learning and to reduce teacher workload.
- **Focus:**
 - **Annual review** of cyber security policies and compliance strategies.
 - **Timely CPD** for staff on **emerging technologies**.
 - **100% of schools** compliant with cyber security and risk protocols.

Leadership Excellence and Civic Duty

1. Further improve School Improvement Initiatives		
Intent	Implementation	Impact
Implement Embedded Quality Analytics	<ul style="list-style-type: none"> Leaders at all levels—including Trustees and Local Governors—will gain valuable insights from trust-wide dashboards that present interactive, user-friendly data to inspire professional curiosity, support continuous improvement, and evaluate impact effectively A transparent framework will be established to identify and share the strongest practices across the trust, fostering a culture of excellence By streamlining access to insights and reducing administrative burden, leader and practitioner workload will be significantly reduced. 	<ul style="list-style-type: none"> Measuring school performance against the highest-performing peers to ensure excellence Ensuring that school improvement capacity is strategically targeted and precisely aligned to need, with impact monitored through clear, measurable outcomes. Ensuring that with streamlined analytics, leaders are supported with a reduction in workload and can dedicate time more effectively to impactful improvement Seeing continuously improving standards across the Trust.
Roll out a Trust-wide Associate Programme to support leadership development	<ul style="list-style-type: none"> We will identify and promote our strongest practitioners, providing them with opportunities to support colleagues across the Trust and beyond We will strengthen our capacity to deliver high-impact school improvement support We will enhance career development and job satisfaction by creating meaningful progression pathways for more colleagues 	<ul style="list-style-type: none"> Sharing best practices through structured peer -coaching relationships, fostering a culture of collaboration and continuous learning Improving standards across the Trust Improving staff retention and enhancing job satisfaction through meaningful professional development and support

2. Expand and Deepen School Improvement Initiatives

Intent	Implementation	Impact
Strengthen collaborative relationships with external educational partners	<ul style="list-style-type: none"> • Achieve and Learn Trust will serve as both a provider and beneficiary of school improvement and operational expertise, collaborating with like-minded schools, trusts, and local authorities to strengthen capacity and share best practice • Leadership and practitioner expertise, recognition, and job satisfaction within the Achieve and Learn Trust will be strengthened through meaningful engagement and impactful contributions 	<ul style="list-style-type: none"> • Ensuring that leaders and schools within the Achieve and Learn Trust are committed to being outward-looking and professionally curious, continually seeking opportunities to gain experience and grow. • Ensuring the Trust’s capacity to drive improvement—both internally and across the wider education system—is strengthened through collaboration and shared expertise
Collaborate with our communities to drive shared action and impact	<ul style="list-style-type: none"> • Achieve and Learn Trust will actively engage with its communities through an annual stakeholder survey, ensuring that local voices inform strategic priorities. • The Trust will cultivate mutually supportive relationships with key civic partners—including leaders in health, policing, local authorities, and the third sector—to strengthen collective impact. • Together, we will identify shared community challenges and explore collaborative, place-based solutions that drive meaningful and sustainable change. 	<ul style="list-style-type: none"> • Ensuring that Trustees maintain a deep, evidence-informed understanding of community needs, ensuring that strategic decisions are grounded in local context and priorities • Ensuring that the Trust delivers wider public benefit in alignment with its charitable objectives, contributing positively to the communities it serves • Ensuring that the Trust supports improvements in broader social outcomes, beyond education alone • Ensuring that as a result, Achieve and Learn Trust strengthens its reputation as a key civic partner and trusted leader in the wider public sphere

3. Achieve Sustainable and Scalable Organisational Growth		
Intent	Implementation	Impact
Elevate the Trust’s profile by highlighting its value and measurable impact	<ul style="list-style-type: none"> • Achieve and Learn Trust will operate in line with a clear, values-driven growth strategy, aligned with our vision and guided by well-defined conditions for sustainable expansion. • We will strengthen our digital presence by enhancing our social media footprint, ensuring consistent, engaging communication with our stakeholders. • Our website will serve as a dynamic platform to tell the story of the Trust—highlighting our impact within schools and the positive outcomes we deliver for young people. 	<ul style="list-style-type: none"> • Ensuring that the Achieve and Learn Trust will continue to strengthen its reputation across the region as a trusted and high-performing organisation. • Attracting interest from schools and other trusts seeking strategic and operational support within a collaborative multi-academy environment.

KPI 1: Leadership Effectiveness and Workload Management

- **Target: You said, we did culture embedded**
- **Focus:**
 - **100% of leaders** report reduced administrative workload.
 - **Annual improvement** in staff satisfaction related to workload and professional growth.
 - **Cyclical, termly data-driven decision-making** embedded across all schools.

KPI 2: Collaboration, Talent Development, and Community Engagement

- **Target: The Trust takes a lead in identifying opportunities to support schools in developing their staff**
- **Focus:**
 - **100% of leaders** participate in external networks or CPD.
 - **Increase in cross-school/Trust collaborations** with annual impact evaluations.
 - **Clear processes** for identifying and developing strong practitioners.
 - **Growth in community engagement activities** year-on-year.

KPI 3: Trust Quality and External Validation

- **Target:**
 - AALT meets **DfE's High-Quality Trust** criteria with supporting evidence.
 - **Positive Ofsted MAT inspection outcomes** and **100% of schools Ofsted 'Strong' or better.**
 - **High satisfaction** from partner schools/Trusts receiving AALT support.
 - **Growth in the central offer** to schools.