

Ambition Community Trust

Strategic Plan 2025-2028

| Trust Strategy | |
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| <p>Target Position: Sustainable growth; financial stability (maximizing economies of scale); a trust which includes all school phases.</p> | <p>Strategic Growth Plan for Ambition Community Trust (ACT)</p> <ol style="list-style-type: none"> 1. Sustainable Growth for Financial Stability ACT will implement a growth strategy designed to ensure the financial stability and longevity of the Trust. Growth decisions will be grounded in the Trust's core values and guiding principles, ensuring each phase strengthens and adds value to existing schools. 2. Commitment to Core Values Growth will reflect ACT's dedication to maintaining a 'family' feel, prioritizing relationships and individual school identities over a corporate approach. The Trust will only expand to schools that share its guiding principles and values. 3. Hub Model for Personalized Support ACT will adopt a hub model to support cross-borough growth. Borough-specific hubs will mirror and share best practices while fostering personalized, localized relationships. 4. Three-Year Hub Development Plan Over the next three years, ACT will establish three borough hubs in Tameside, Manchester, and Trafford, comprising a total of twelve schools. Growth will include all phases of education, with plans to add at least one secondary school between years three and five. 5. Support for Schools in need of support ACT remains committed to supporting schools in need of support either through choice |

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| | <p>or directed sponsorship. If approached by a school or the Department for Education, the Trust Board will carefully evaluate capacity to provide meaningful support without compromising the stability of existing members.</p> <p>6. Prioritizing Existing Schools Before further expansion, ACT will ensure that all existing schools receive maximum value and support from the Trust, reinforcing its commitment to impact over size.</p> <p>This strategic growth plan ensures ACT balances financial stability, expansion, and its core values, creating a sustainable model for growth while preserving its personalized approach.</p> |
| <p>Headline Strategies to Achieve Target Position:</p> | |
| <ul style="list-style-type: none"> • The Tameside hub will consist of: <ul style="list-style-type: none"> ○ Tameside Alternative Provision Academy ○ Corrie Primary and Nursery School ○ Gresswell Primary and Nursery School ○ Millbrook Primary School • In January 2025 Russell Scott and Gorse Hall will join the Trust with Partnership Agreements <ul style="list-style-type: none"> ○ Russell Scott is awaiting a new build due to complications with its current build. This has been agreed by the DFE and plans are in place. Its current building would not pass due diligence and must remain the responsibility of the LA. Once they have moved into their new building they will fully academize. Their academy order is already in place. ○ Gorse Hall intends to join the Trust as full members from September 25. This has only been restricted by the DFE who requested the Trust to be established before it took on more schools. ○ There is one more Tameside Primary who have had preliminary talks with the Trust | |
| <ul style="list-style-type: none"> • The Manchester Hub will consist of Meade Hill; Southern Cross and Castlefield Campus. • At present Castlefield campus is a subsidiary of Meade Hill. These two schools will become establishments in their own right | |

We are in extended talks with North Ridge High School, a specialist support school.

Trafford Hub to convert Broomwood, and two others. Currently ongoing discussions with three Trafford schools

Explore and develop links with two secondary schools.

Trust Strategy

Target Position:
Establishing trust culture systems and practice.

Establishing Trust Culture and Practice

A foundational element of our strategy is the development of a trust culture and practice that consolidates and stabilizes our operations while keeping relational inclusion at the heart of what we do. This approach ensures that our schools operate cohesively, with shared values that prioritize relationships, equity, and holistic student support.

1. Consolidation and Stabilization: Leadership and Governance **Executive Team Stabilization**

The executive team, comprising the CEO, Deputy CEO, CFO, and Relational Inclusion Executive, will focus on consolidating systems and processes to create a robust infrastructure for operational excellence.

Appraisal of the Executive Team

To sustain a culture of high performance, the executive team will undergo a comprehensive appraisal process.

Central Service Team Transition

The transition of the central service team from the federation to the new Multi-Academy Trust (MAT) will be managed with a focus on clarity and cohesion.

2. Governance Framework: Trust Board and Members

The Trust Board and Members will operate with a clear structure to both hold the trust to account and be held accountable themselves. Key components include:
The Trust Board will champion relational inclusion across all schools, ensuring its principles inform every strategic decision.

3. Strengthening Collaboration: The Head Teachers Network

The Head Teachers Network, underpinned by the Strategy Panel, will serve as a forum for collaborative leadership.

4. Launch Event

A high-profile launch event will signal the MAT's formal establishment, celebrating our shared vision and commitment to relational inclusion.

By embedding relational inclusion in all aspects of our consolidation and stabilization efforts, we aim to build a trust-wide culture of collaboration, accountability, and shared purpose. This strategic approach will establish a resilient foundation for future growth and sustained excellence.

Headline Strategies to Achieve Target Position:

- Development of Exec Team
- Key priorities include:
- Developing streamlined, transparent systems that enhance decision-making, resource allocation, and strategic alignment.
 - Ensuring clear accountability measures are in place, allowing each member to monitor and evaluate the impact of their area of responsibility.
 - Embedding relational inclusion principles within all executive functions, ensuring our leadership model reflects our core values.



- Measure leadership effectiveness, strategic impact, and alignment with relational inclusion principles.
- Provide constructive feedback to support continuous professional development.
- Reinforce accountability while fostering a culture of support and mutual growth.

- Development of Trust team (central services)

This includes:

- Re-aligning roles, responsibilities, and reporting structures to the new governance framework.
- Ensuring that relational inclusion remains central to the team's ethos and practice.

Providing training and support to enable team members to adapt seamlessly to the MAT's vision and operational model.

- Developing our Governance Framework: Trust Board and Members
- **Terms of Reference:** Defining roles, responsibilities, and decision-making powers, ensuring transparency and efficiency in governance.
- **Scheme of Delegation:** Outlining the specific areas of authority for the Trust Board, executive leadership, and individual schools to maintain balance and accountability.
- **Accountability Mechanisms:** Regular reporting cycles and performance reviews to evaluate the trust's impact on educational outcomes and strategic goals.

- Consolidation of headteachers network / strategy panel
- **Inclusive Representation:** Ensuring all head teachers have a voice, with mechanisms to capture insights and contributions equitably.
- **Sustained Collaboration:** Regular, structured dialogue through strategy panel meetings, fostering a culture of shared responsibility and innovation.
- **Relational Focus:** Embedding relational inclusion in discussions to ensure alignment with the trust's overarching strategy.

- Launch Event

This event will:

- Communicate our strategic priorities and culture to stakeholders, emphasizing trust, collaboration, and equity.

- Showcase the role of relational inclusion in shaping our practices and policies.
- Provide an opportunity for stakeholders—staff, students, families, and community members—to engage with the MAT’s leadership and vision.

Trust Strategy

Target Position: Be an agent for change and a voice. Extend the vision

Strategic Plan: Partnerships and Collaboration

Building meaningful partnerships is a cornerstone of our vision. These collaborations enhance our capacity to innovate, extend our impact, and ensure that relational inclusion becomes a transformative force beyond the walls of our schools. By fostering partnerships with trusts, universities, and organizations outside education, we aim to lead system-wide change and generate pioneering practices that benefit our students, families, and communities.

1. Partnerships with Other Trusts

Collaboration with other Multi-Academy Trusts (MATs) allows us to share best practices, learn from diverse experiences, and co-create solutions to shared challenges.

2. University Partnerships: Advancing Cutting-Edge Research

Our commitment to relational inclusion demands a strong evidence base. Collaborating with universities allows us to engage in cutting-edge research that informs and evolves our practice. Current and future priorities include:

3. Broader Partnerships Outside Education

Expanding our reach through partnerships beyond education strengthens our capacity to address the root causes of challenges facing young people and their communities.

4. Sustaining Collaboration



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| | <p>Our partnerships will be underpinned by shared goals, robust governance structures, and mutual respect. To sustain these collaborations, we will:</p> <ul style="list-style-type: none">• Establish formal agreements, ensuring clarity of purpose and shared accountability.• Maintain regular communication to evaluate impact and adapt initiatives as needed.• Prioritize relational approaches in every partnership, ensuring alignment with our trust's core values. <p>By cultivating partnerships that span trusts, academia, and the broader community, we reinforce our commitment to innovation, equity, and systemic change. These collaborations enable us to extend the reach of relational inclusion, ensuring its principles resonate not only in education but across society as a whole.</p> |
| <p>Headline Strategies to Achieve Target Position:</p> | |
| <p>• Develop other partnership trusts</p> <p>Key areas of focus include:</p> <ul style="list-style-type: none">• Peer Learning Networks: Establishing reciprocal relationships with other trusts to share expertise in relational inclusion, behaviour management, and system change.• Joint Initiatives: Partnering on initiatives such as staff development programs, curriculum innovation, and trauma-informed practices.• Advocacy and Influence: Working collectively to influence national education policy, advocating for approaches that prioritize inclusion and equity. | |
| <ul style="list-style-type: none">• Develop cutting edge research (universities)• Research Pilot on Relational Inclusion: Continuing our funded collaboration with the Laurel Trust and Victorious Academies to explore ACEs, trauma, attachment, and emotion coaching.• Neuroscience and Education: Partnering with institutions to investigate the intersection of neuroscience and relational approaches, ensuring our strategies align with the latest findings on brain development and learning. | |

- **Knowledge Dissemination:** Publishing research findings to contribute to the wider educational community and establish our trust as a leader in relational inclusion.

• Broader partnerships outside of education (Reform board, school inclusion project)
Key initiatives include:

- **Violence Reduction Unit and Trauma-Informed Practices:** Building on our involvement with the Greater Manchester Violence Reduction Unit and Trauma and Attachment Working Party to address systemic issues impacting youth.
- **Health and Wellbeing:** Collaborating with mental health organizations to embed comprehensive wellbeing strategies into our schools, supporting staff and students alike.
- **Community and Business Engagement:** Partnering with local businesses and community organizations to provide mentoring, work experience opportunities, and broader life skills for students.

Quality of Education

Target Position:
Strengthening school core systems, culture and practices.
Schools' improvement strategy has been adopted across all the schools and is encouraging growth, capacity building, and positive pupil outcomes

Quality Assurance and School Improvement

Ambition Community Trust will foster a culture of excellence and inclusivity, ensuring that all pupils achieve their potential across all academies within the MAT. The Trust will implement a robust quality assurance framework that supports continuous improvement, promotes best practices and drives high teaching, learning and leadership standards. The Trust will develop a comprehensive model where collaboration is promoted between academies within the Trust and other partner Trusts, leveraging the strengths across academies, creating a culture of mutual support and accelerated school improvement.

Ensure high standards of Teaching and Learning

- Develop a consistent framework for evaluating the quality of education across all academies
- Provide professional development opportunities aligned with individual academy needs and wider Trust priorities.

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| | <ul style="list-style-type: none"> • Foster collaboration between academies and other Trusts to share best practices and resources. <p>Monitoring and Improving Pupil Outcomes</p> <ul style="list-style-type: none"> • Develop a centralized data management system that ensures consistency, accuracy and compliance across all academies to monitor pupil outcomes and identify areas of development. • Develop a quality assurance process to understand the context and data of each academy within the Trust and work with headteachers to ensure that processes are in place for all pupils to achieve the best possible outcomes. • Implement evidence-based interventions to support pupils across the Trust. <p>Enhance Leadership and Governance</p> <ul style="list-style-type: none"> • Establish a leadership development program for aspiring and existing school leaders • Strengthen governance by providing training for Members, Trustees and Governors within each academy. • Ensure accountability through a comprehensive performance management review model. <p>Promote inclusion and wellbeing</p> <ul style="list-style-type: none"> • Ensure that there is curriculum accessibility for all pupils, including those with SEND across all academies. • Ensure that policies promoting mental health and well-being are effectively implemented. <p>Effective use of resources</p> <ul style="list-style-type: none"> • Optimize financial planning and resources allocation from the centralised budget to support continuous improvement across all academies within the Trust. • Invest in technology and infrastructure to support the processes across the Trust |
| <p>Headline Strategies to Achieve Target Position:</p> | |
| <p>School improvement team</p> <ul style="list-style-type: none"> • Analyse performance data across academies to identify trends and areas for improvement • Develop bespoke packages for academies based on identified needs and requests | |



- Create mentoring and coaching programs for staff at all levels
- Promote innovative teaching strategies and evidence-based practices
- Support the development of local curriculum offers ensuring that children across the Trust have access to a broad and balanced curriculum.
- Ensure transparent communication of progress and outcomes
- Ensure that academies are aligned with trust wide initiatives and national requirements

CPD for all staff

- Conduct Trust wide surveys and data analysis to identify staff development needs
- Analyse performance data across all academies to target CP priorities
- Develop a comprehensive CPD framework aligned with the Trust and individual academy improvement plans.
- Offer differentiated CPD pathways for teaching staff, support staff and leaders
- Create a bespoke training package for Early Careers Teachers (ECT's) and experienced staff
- Implement online learning platforms for flexible access to Trust wide CPD resources
- Carry out regular reviews of the effectiveness of CPD opportunities

Monitoring practices in place to provide challenge and support to ensure we are ambitious for educational outcomes

- Regularly analyse pupil performance data, attendance and behaviour metrics to identify trends and gaps.
- Use benchmarking against national standards to assess progress but pay due care to the context of each individual school
- Conduct twice a year academy reviews to quality assure provision within each academy
- Provide constructive feedback focused on improvement and challenge
- Quality assure self-evaluation frameworks and school improvement plans within each academy to ensure that they are accurate and strive for continuous improvement
- Hold leadership accountable through regular reporting to trustees and the local governing body
- Regularly assess the impact of policies and practices on pupil outcomes
- Ensure staff performance appraisals include targets relating to pupil outcomes and professional development
- Gather Trust wide feedback from pupils, parents and staff through surveys and focus groups



Established Headteachers' inquiry group

- Provide a forum for headteachers to collectively address challenges and explore solutions
- Facilitate discussions on common issues, such as improving outcomes, staff development and pupil well being
- Enable headteachers to share successful strategies, innovations and experiences across the academies within the Trust.
- Foster peer mentoring and support among headteachers to build leadership capacity
- Engage with educational research to inform decision making and improve outcomes
- Use the groups findings to inform Trust leadership and governance
- Share resources and strategies for navigating complex situations

Established learning circles

- Establish cross-school learning networks and professional learning communities by facilitating opportunities for collaboration and sharing of good practices for all members of the school community
- Encourage collaborative projects across different academies to accelerated continuous improvement
- Strengthen opportunities for all by utilizing external expertise to further develop continuous improvement

External improvement professionals

- Commission external consultants for periodic reviews and for specific training
- Participate in external audits and inspections to benchmark performance
- Partner with other Trusts, Teaching Schools, Universities and external providers for specialist training

Succession strategy planning for leaders of the future

- Conduct regular talent audits to identify high potential staff across all academies
- Use regular appraisals and 360-degree feedback to evaluate leadership potential and readiness
- Offer opportunities for emerging leaders to take on interim roles and secondments
- Pair aspiring leaders with mentors for guidance and support
- Implement peer coaching programs to foster collaborative leadership development
- Provide access to accredited leadership programs
- Offer in-house leadership courses tailored to the Trust's vision and values
- Ensure the leadership pipeline reflects diversity and is inclusive of underrepresented groups
- Create a contingency plan for critical leadership positions to ensure continuity



- Involve trustees and senior leaders in overseeing and supporting succession planning efforts and have a clear succession strategy

Curriculum within individual schools developed for all pupils

- Establish a core curriculum framework across the Trust built on the Trust values whilst allowing each academy to develop a tailored curriculum to reflect the unique social, cultural and economic context
- Ensure that each academy has clear progression and substantive knowledge across year groups and key stages
- Ensure that the curriculum meets the diverse needs of the pupils within the school including SEND, EAL and disadvantaged learners
- Balance Trust-wide priorities with local customization to maintain high standards
- Ensure pupils across the Trust gain experiences that enhance cultural capital and life skills
- Seek feedback from pupils and staff to ensure that the curriculum remains responsive and engaging

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Relational Inclusion

Target Position: Establish a robust therapeutic team that operates across all the schools. Develop and establish a comprehensive internal and external training package.

Over the next three years, Ambition Community Trust will establish a robust therapeutic team that operates across all of our schools, ensuring we meet the diverse needs of every child. This multi-disciplinary team will include educational psychologists, school counsellors, therapists, and specialists in emotional well-being. Their work will be integral to fostering inclusive environments that promote relational approaches, supporting not only the children directly but also equipping staff with the skills needed to identify and respond to individual needs.

Additionally, we will develop comprehensive relational inclusion training package. This training will be designed to upskill all staff within the trust, enhancing their understanding and application of relational approaches. It will also serve as a key element of our trading arm, offering our innovative approach to schools and educational institutions beyond the trust. This will promote Ambition Community Trust's vision for inclusive education, helping to shape the wider educational landscape while generating income to support the trust's growth and sustainability.

By the end of this three-year period, we aim to see a fully operational therapeutic team embedded in all schools, alongside a well-established training arm that is recognised for excellence in relational inclusion and widely sought after in the sector.

Ambition Community Trust will develop a comprehensive internal and external relational inclusion training package.

Both packages will mirror the pilot package which has operated as part of the Laurel Trust funded research pilot with Victorious Academies.

Headline Strategies to Achieve Target Position:

- **Recruitment and Leadership:** Appoint a Principal Educational Psychologist to lead the therapeutic team. This leader will define the roles within the team and oversee the recruitment of professionals such as therapists, counsellors, and educational psychologists. And a director of Relational Inclusion



- Collaborative Partnerships: Establish partnerships with local health and mental health services, universities, and therapy training organisations to support the recruitment, training, and continuous development of the team.
 - Phased Rollout: Implement the therapeutic team in phases, starting with schools that have the greatest need. Gradually expand to cover all schools within the trust, allowing for adjustment and refinement of the model as the team grows.
 - Targeted Professional Development: Provide continuous professional development (CPD) to the therapeutic team members, focusing on the latest practices in emotional and mental health support, trauma-informed care, and relational approaches.
 - Integration into School Structures: Ensure the therapeutic team works closely with school leadership and SENCOs (Special Educational Needs Coordinators) to integrate therapeutic approaches into school-wide practices and policies.
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- Curriculum Development: Design a relational inclusion training curriculum that is grounded in the trust's vision. Involve experts in relational pedagogy, inclusion, and mental health to ensure the content is comprehensive and effective. Ensure that the training program is evaluated for evidence of impact and that it is regularly updated to reflect current research.
 - Pilot the Training Program: Start by piloting the training program in a few schools within the trust. Gather feedback from participants and adjust the content to ensure it is impactful and user-friendly.
 - Build a Skilled Delivery Team: Recruit or train a team of skilled trainers who can deliver the relational inclusion package. Consider using members of the therapeutic team or external consultants to lead training sessions.
 - Offer a bespoke package for schools.
 - Certification and Accreditation: Work towards getting the training package accredited by relevant professional bodies. This will add credibility and value when offering the package as part of the trust's trading arm.
 - Marketing the Training Offer: Develop a clear marketing strategy that highlights the benefits of relational inclusion. Utilise the trust's networks, partnerships, and social media platforms to reach potential clients in the education sector.
 - Develop a Business Model: Create a sustainable business model for the trading arm, setting competitive pricing for external schools while maintaining affordability for schools within the trust. Consider offering different packages (e.g., basic, advanced, and specialist training) to appeal to a broader audience.



- **Leadership Buy-In:** Engage school leaders across the trust in the development process. Ensure that the trust's leadership is fully committed to embedding relational inclusion as a core principle of education within every school.
- **Whole-School Approach:** Promote a whole-school approach to relational inclusion, ensuring that the therapeutic team works closely with classroom teachers, support staff, and administrators to apply relational practices in everyday school life.
- **Ongoing Evaluation and Feedback:** Develop mechanisms for evaluating the effectiveness of the therapeutic interventions and training programs. This could include feedback from staff, students, and parents, as well as monitoring key metrics like student well-being, attendance, and academic outcomes.
- **Build a Community of Practice:** Create a network or forum where staff members from across the trust can share experiences, challenges, and successes related to relational inclusion and therapeutic approaches. This could be facilitated through regular workshops, online discussions, and joint projects.
- **Supporting children in crisis – supporting the schools. Therapeutic Centre**
- **Secure Funding and Grants:** Actively seek additional funding or grants to support the development of the therapeutic team and the training package. This could involve applying for mental health or educational grants, as well as collaborating with other organisations.
- **Leverage Data and Impact:** Collect and analyse data on the impact of the therapeutic interventions and training package. Use this data to demonstrate effectiveness and promote the trust's approaches to external schools, funders, and educational authorities.
- **Networking and Advocacy:** Position Ambition Community Trust as a leader in relational inclusion through speaking engagements, publications, and partnerships with other educational bodies. Advocate for relational inclusion on regional and national platforms to influence policy and practice across the sector.