

# ALTERNATIVE LEARNING TRUST

## Strategic Plan 2023-2027



Registered Office:  
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Company Number 11788031

Date of approval by Trust Board	5 July 2023
Updated and approved by Trust Board	3 July 2024

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### *Acronyms used in this document*

<i>AP</i>	<i>Alternative Provision</i>
<i>CIF</i>	<i>Condition Improvement Fund</i>
<i>CSJ</i>	<i>Centre for Social Justice</i>
<i>EHCP</i>	<i>Education, Health and Care Plan</i>
<i>ERG</i>	<i>External Review of Governance</i>
<i>ESFA</i>	<i>Education and Skills Funding Agency</i>
<i>IT</i>	<i>Information Technology</i>
<i>KPI</i>	<i>Key Performance Indicator</i>
<i>LGB</i>	<i>Local Governing Body</i>
<i>MAT</i>	<i>Multi-Academy Trust</i>
<i>PRU</i>	<i>Pupil Referral Unit</i>
<i>RSC</i>	<i>Regional Schools Commissioner</i>
<i>SEMH</i>	<i>Social, Emotional and Mental Health</i>
<i>SEND</i>	<i>Special Educational Needs and Disability</i>

## Our Vision

To improve outcomes for the most disadvantaged children and their families in education communities, based on the foundation stones of **love** (person centred, empathy, compassion, care), **flourishing** (high expectations, purpose and fulfilment; pushing forward, emerging, transforming and achieving), **social justice** (fairness as it manifests in society: that includes fairness in education, healthcare, employment, housing and more. In a socially-just society, human rights are respected, and diversity is celebrated and affirmed, and the equality journey is achieved by monitoring and intervention) and **community** (Interest – communities with shared passions, Action – communities bringing about change, Place – communities strengthened in the local areas in which we work).

## Our Mission

Alternative Learning Trust ('the Trust') came from a thriving community-focused provision (Pupil Referral Unit, now known as Alternative Provision) in South London and was created to provide a home for schools/provisions that did not have a community to belong to; to take its place in a sector that needed advocacy and accountability, to strengthen Alternative Provision and Special Schools/Pupil Referral Units and their collaboration with mainstream schools and the full range of children's services nationally to improve outcomes for children with SEN, behaviour that communicates challenges and their families.

### Pupil Referral Units/ Alternative Provisions

PRUs/AP are schools that provide education for children who are not in mainstream school due to behaviour that challenges, or due to medical needs. They are part of the Special Education Needs provision in a local area and support students within the Social, Emotional, Mental Health (SEMH) needs area of the SEND code of practice. Other provisions with the Trust would provide a home for would be Special Schools who provide education for children with Education, Health and Care Plans (EHCPs) focusing on SEMH although the Trust recognises that children excluded (not included) from mainstream school often have a broad range of undiagnosed and unmet special educational needs, with a particular focus on language and communication and autistic spectrum needs, with challenging behaviour.

## Our Values

- We believe everyone can grow and develop.
- Everyone is equally important in our Trust and we acknowledge inequalities in the system we are in. Within the Trust we will relentlessly pursue the growth, change and justice needed in this area.
- We believe that all individuals can think and learn and develop skills to reach their full potential.
- We believe in new challenges and fresh starts that lead to positive change for all concerned.

- We seek to initiate, advocate, protect and establish a community of like-minded colleagues and organisations.
- We develop and integrate the affective, the relational and emotional aspects of teaching and learning.
- With unwavering commitment, we exist to improve outcomes for children.
- We are dedicated to our communities and work tirelessly to deliver high-quality, high-impact services that meet their individual needs.
- We are accountable for our actions and focus on results for children and their families, ensuring long-term sustainability and impact.
- We recruit and nurture talented, passionate, and bold people who have the courage to push boundaries, make tough decisions and challenge others in line with our values.

Local areas, agencies, authorities and local mainstream schools



Practice model

## Our strategic aims

- To challenge the system and stand up for the unheard, discriminated against, and excluded. To be active in challenging discrimination.
- To seek out and manage resource to deliver our vision.
- To seek functional and inspiring school buildings and sites to promote growth and learning.
- To grow healthy people where learning is lifelong for all within the organisation.
- To establish and grow a family of sustainably outstanding Alternative Provisions and PRUs improving the outcomes for children who have behaviour that communicates their challenges.
- To increase capacity and to develop strategic Trust, Members and Trustees to ensure the Trust is strong, independent and secure with multiple funding sources, providing continuity and predictable support to Alternative Provisions and PRUs.
- To improve curricula, pedagogical and nurturing practice across the sector, based on a social and educational pedagogy practice model.
- To ensure the voices of children and families are heard in relevant local, regional and national arenas.
- To build high-quality networks around pupils and their families with all agencies and sectors committed to working to improve outcomes for disadvantaged children and families.
- To ensure that the children in the care of the Trust have access to the highest quality and skilled individuals and teams.

## Strategic context

The Trust will need to grow to develop all its provisions to promote this mission and vision; giving the children and families that our schools/provisions serve a community that promotes strong and healthy relationships to enable children, families, and staff to be well and flourish. To do this we will promote wellness in all the people in our communities. We will promote education in its broadest sense, celebrating diversity and ensuring action is taken to promote equality, acknowledging the fact that we are part of a wider system that is unequal and discriminatory, promoting multi-agency working to support our communities, accountability – supporting and challenging each other to be efficient, effective and to share economies of scale. To this end, we will endeavour to grow in number, sharing resource (people, place, intellectual, finance, emotional) growing in our community. We will continue to seek opportunities locally, regionally, and nationally, to join forums, strategic groups, and partnerships to develop policy, practice, partnership and to challenge inequality in all its forms – in all areas of influence.

In the next section we acknowledge, and context in policy and processes, that impact on our strategic plan. This includes government policy and practice recommendations; relevant areas are included below.



A single national SEND and alternative provision system.

A vicious cycle of late intervention, low confidence, and inefficient resource allocation.

There are three key challenges facing the SEND system:

**Challenge 1** Outcomes for children and young people with SEN or in alternative provision are poor.

**Challenge 2** Navigating the SEND system and alternative provision is not a positive experience for children, young people, and their families.

**Challenge 3** Despite unprecedented investment, the system is not delivering value for money for children, young people, and families.

### **A reformed and integrated role for alternative provision**

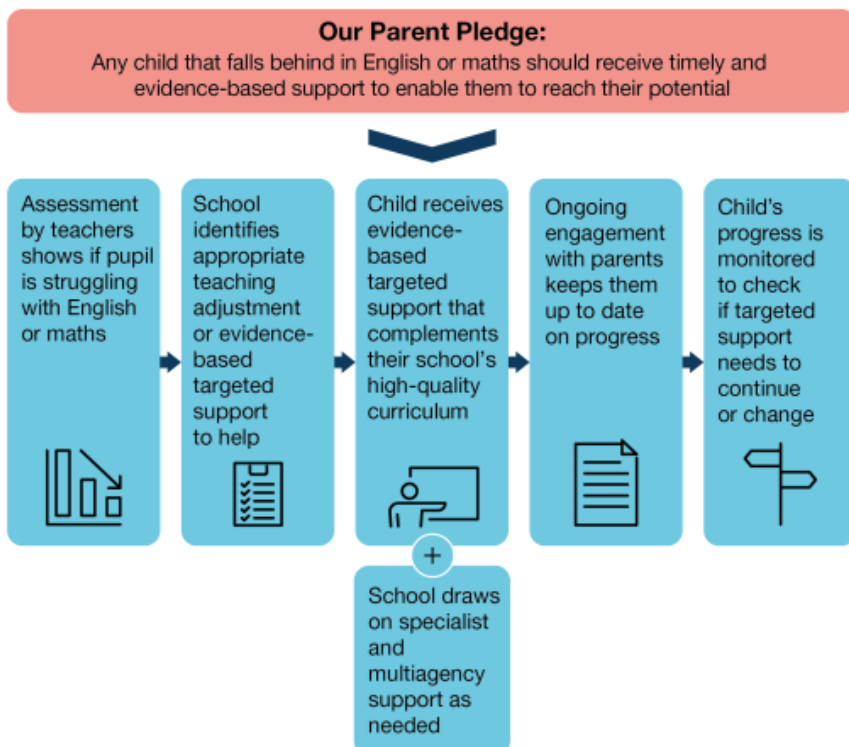
- The needs met by alternative provision.
- What prevents these needs being met.
- We propose to create a new national vision for alternative provision.
- We will embed this vision in the local delivery of alternative provision.
- We will build capacity to create world class support in every area.
- We will ensure the system is set up for success.
- We propose to improve oversight of alternative provision placements.

### **Other relevant contextual areas linked to the SEND/AP Green Paper**

- Rise in incidence of violence and weapon use and other threats to the wellbeing of vulnerable young people within urban communities causing concern to all agencies.
- School and local authority funding – pressures on school budgets and high needs funding and increasing demand and complexity is a challenge for mainstream schools in maintaining support for inclusion.
- DfE policy to increase scale of Multi-Academy Trusts (MATs) – specialist MATs to have minimum of 1,000 pupils.
- All MATs containing less than five constituent members will be scrutinised for efficiency: Alternative Learning Trust’s growth plan acknowledges and accommodates this.
- Parliamentary scrutiny of PRUs – children ‘off-rolled’ supports the provision of high quality AP for a small number and for schools to show how they work and support inclusion for this cohort.



- Centre for Social Justice published a report in May 2022 (Warming the Cold Spots of Alternative Provision: A manifesto for system improvement).
- CSJ's report recommended the development of a more comprehensive framework for the evaluation of quality in AP.



The above DfE White Paper talks about the inclusion landscape for all schools and the role Alternative Learning Trust can play in developing inclusive practice in all the local areas in which it operates; working with partners to deliver specialist and multi-agency support.



Education & Skills  
Funding Agency

The Education & Skills Funding Agency (ESFA) has published its [annual report and accounts for 2021-2022](#). This provides an important foundation for our work in 2022-2023 and beyond. ESFA has a critical role in maintaining the provision of a quality service in what is likely to be an increasingly challenging fiscal environment, given inflationary pressures on the system. While its regulatory-type functions will continue to play an important part in supporting effective reassurance, ESFA is also keen to build more effective partnerships with the sector that can enable early support for providers under financial stress.

In 2021-2022 ESFA successfully distributed £65 billion of funding to education and skills providers. This included new funding streams to help mitigate the impacts of the Covid-19 pandemic, contributing to a total of £1.145 billion of educational recovery funding, helping learners to catch up on lost learning.



Ofsted: 'Exceptional challenge ahead for all in education and children's social care as we work together to bring children's lives back to normality and make up for the extreme disruption most have suffered.'

### Ofsted local area reviews – strategic planning

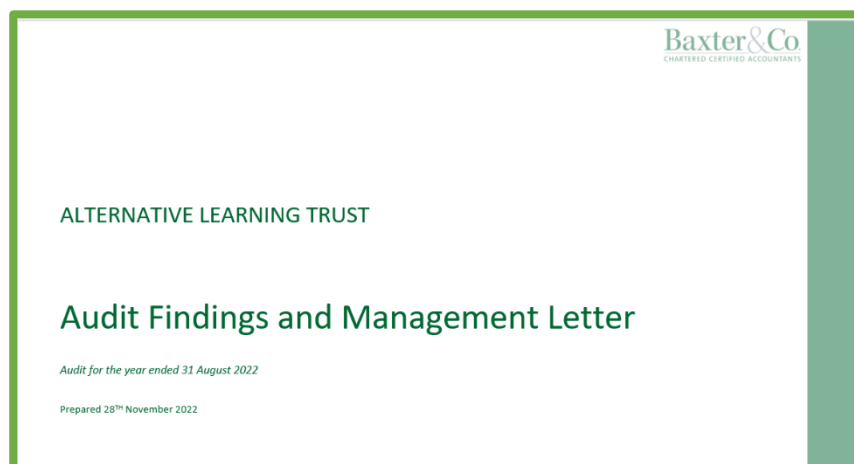
Inspectors will explore:

- The extent and content of strategic plans for Alternative Provision, including how partners ensure that they have the right type, quantity and range of Alternative Provision to meet children and young people's needs.
- Different agencies' involvement in strategic planning.
- How plans are communicated with local area partners, parents and carers and children and young people.
- How local area partners check progress against strategic plans.

## Commissioning decisions – Ofsted

Inspectors will explore:

- How placement decisions are made, including: the factors that influence commissioners to commission split placements or Alternative Provision that is unregistered or out of area; and decisions about which roll children and young people in Alternative Provision are on.
- How commissioners assure the quality, safety and suitability of Alternative Provision placements.
- The extent to which the local authority is aware of Alternative Provision commissioning happening outside its direct control, including commissioning by schools and MATs and sub-contracting by Alternative Providers.
- The extent to which arrangements for Alternative Provision in practice reflect local strategies.
- How widely unregistered Alternative Provision is used.
- Common Inspection Framework – emphasis on narrowing the gaps in performance for groups of vulnerable pupils including those with SEN, post-Covid, curriculum, inclusion, leadership across the school, attendance post-Covid, careers and destinations.



## Audit

The Trust has been on an audit journey and has recently published its audited annual report and accounts 2022-2023 which recognises the way in which the Trust is managing its core accountability and compliance functions. The audit findings and management letter highlight that the Trust is functioning well and ensuring that all its constituent schools are adhering to ESFA's financial regulations and Academy Trust Handbook.

Areas for further development are:

- Ensuring risk management is a high priority across each school and in the Central Trust Team. Risk registers are in place and completed on a central risk register software system.
- Succession planning – ensuring that all key posts within the Trust are developing succession and that no single post/person poses a risk to the business continuity of the organisation.

- Ensuring that robust due diligence is completed on all schools joining Alternative Learning Trust and that pre-conversion expectations are in place before a school converts; for example, ensuring salary statements are in place prior to conversion.

### Internal scrutiny (internal audit)

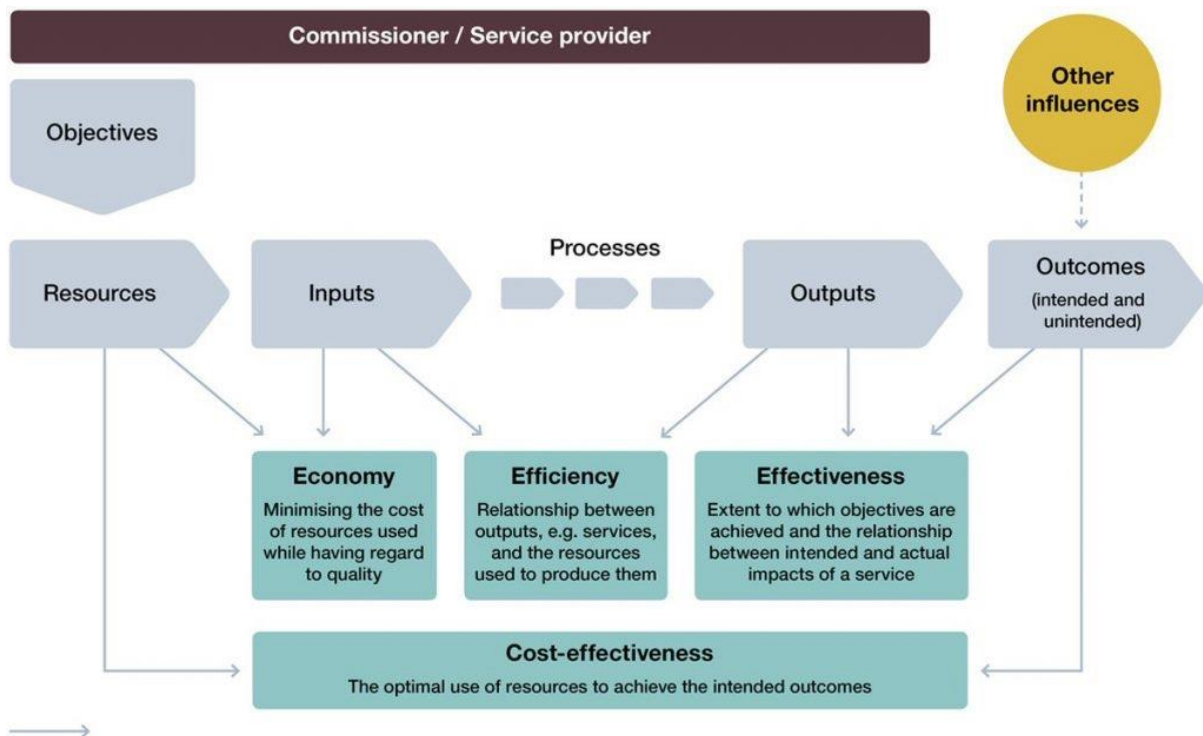
The Trust Board, through the Audit, Risk and Finance Committee, commissions a continuous programme of work to ensure sound internal control, risk management and assurance processes are in place. The bought-in internal audit service is currently provided by Strictly Education.



National Audit Office

Audit is supported through applying the principles below from the National Audit Office.

- **Economy**: minimising the cost of resources used or required (inputs) – **spending less**.
- **Efficiency**: the relationship between the output from goods or services and the resources to produce them – **spending well**.
- **Effectiveness**: the relationship between the intended and actual results of public spending (outcomes) – **spending wisely**.



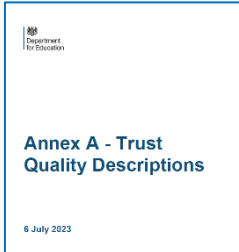
## In all our schools

- The school will be resourced to assess, support and enable children and their families to achieve.
- All our schools/provisions will see themselves as Alternative Learning Trust and contribute to each other's development. They will know each other deeply and have strong organisational relationships with the Trust.
- Safeguarding is paramount: boundaries are clear and this helps staff maintain an intuitive, nurturing and emotionally available relationship with the children and young people entrusted to their care.
- The environment contains resources that are attuned to developing the therapeutic approach needed when working with traumatised, withdrawn, and unattached children.
- Each school is at the centre of a vibrant, multi-agency network that offers solutions and support to the pupils, their families, and the communities they live in.
- The children who progress and graduate from the schools have the skills and self-belief to look after themselves, care for others, gain long-term employment and lead adult lives that are happy, healthy and fulfilled.

We will do this by applying Maslow's Hierarchy of Need in all we do and set out to get each child and family to self-actualisation:



PRIORITY ACTIONS FOR 2023-2027



We are currently applying the Trust Quality Descriptions with the five pillars below.

Pillar	Target	How	When	Evidence/KPI
<b>High Quality and Inclusive Education</b> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Curriculum</li> <li>• Student outcomes</li> <li>• Accessible to all</li> <li>• Inclusive pastoral support</li> <li>• Enrichment</li> <li>• Behaviour and attendance</li> <li>• Destinations</li> <li>• Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Commissioning and growth will be prioritised alongside consolidation of all new and rapid growth.</li> <li>• Knowledge and influence over the accountability system (Ofsted).</li> <li>• Trust is reviewing all schools to see how ALT’s values are out worked.</li> </ul>	<ul style="list-style-type: none"> <li>• We will actively seek to engage in each local area to develop commissioning.</li> <li>• Develop the Trust’s Growth Plan to target hub growth – key focus Medway and North Kent plus another region.</li> <li>• Consultant completing review.</li> </ul>	2024/28  2024/28	<ul style="list-style-type: none"> <li>• In each area that we operate we will have regular meetings with the commissioners (at least annually) to agree numbers.</li> <li>• Grow the Trust to over 1,000 students.</li> <li>• Evidence of stronger relationships with RSC in target regions.</li> <li>• Report completed.</li> </ul>
<b>School Improvement</b> <ul style="list-style-type: none"> <li>• Culture</li> <li>• School improvement model</li> <li>• Transformation</li> <li>• System-led improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing curriculum to ensure it reflects the diversity of our cohorts.</li> <li>• EDI work and projects.</li> </ul>	<ul style="list-style-type: none"> <li>• We are actively engaging with outside Heads and leadership teams in all of our schools to look at how we represent diversity in our curriculum.</li> </ul>	2024/26	<ul style="list-style-type: none"> <li>• Diversity audit/policy review by 2025/2026.</li> </ul>



Pillar	Target	How	When	Evidence/KPI
		<ul style="list-style-type: none"> <li>Wellbeing termly questionnaire including targeted questions.</li> <li>Scale up work in Kent and Medway and create a clear model to be Trust branded and able to be implemented in other areas.</li> </ul>	2024/28	
<b>Finance and Operations</b> <ul style="list-style-type: none"> <li>Culture</li> <li>Financial strategy</li> <li>Resource allocation</li> <li>Capital strategy</li> <li>Reserves</li> <li>Financial information management</li> </ul>	<ul style="list-style-type: none"> <li>Work with audit and internal scrutiny.</li> <li>Ensure each school is Ofsted-ready compliant.</li> <li>Use data across the Trust to demonstrate performance compared to national average.</li> <li>Develop external reporting to be accountable to all the Trust's schools and wider system.</li> <li>Increase to wider team, the Trust's monthly reports to cover all areas of the Central Team.</li> <li>Develop estates' strategy further with COO.</li> <li>Increasing Trust Board capacity to govern growth.</li> <li>Develop a Trust IT budget to support hub growth.</li> </ul>	<ul style="list-style-type: none"> <li>Implement audit and internal scrutiny actions.</li> <li>Training, coaching, external input.</li> <li>Use of external data and scrutiny to demonstrate Ofsted gradings.</li> <li>Train Trustees and Governors on data scrutiny.</li> <li>Develop a process for the monthly finance report to the Trustees to include the whole growing Trust Team.</li> <li>Chief Operations Officer and Director of School Improvement.</li> <li>Develop a process for annual evaluation/review of the Trust.</li> <li>CFO to allocate a development fund.</li> </ul>	2024/28  2024/28  2024/28  2024/28  2024/28  2024/28	<ul style="list-style-type: none"> <li>Strong audits and internal scrutiny – consistent across all schools.</li> <li>Ofsted outcomes for each school</li> <li>Evidence in Trust and LGB minutes showing discussion and increased challenge around performance data.</li> <li>Evidence from external reviews.</li> <li>Evidence that communication has improved between the whole Trust Team and Trustees – evidence of Trustee meetings with different members of the Trust Team.</li> </ul>

Pillar	Target	How	When	Evidence/KPI
<b>Finance and Operations continued</b>				<ul style="list-style-type: none"> <li>• Evidence from ERG of improved communications through interviews, minutes, etc.</li> <li>• Appointment of increased Trust Central Team to build capacity and lead.</li> <li>• Buildings fit for purpose.</li> <li>• Hub established 2024/25; grown 2025/26 in both regions.</li> <li>• Key focus on building new schools and others joining.</li> <li>• Evidence of annual review of Trust Quality Descriptions as part of the Trust’s evaluation process through Trust’s strategy day.</li> <li>• Review of Trust’s values in its schools - independent consultancy work.</li> </ul>

Pillar	Target	How	When	Evidence/KPI
<p><b>Governance and Leadership</b></p> <ul style="list-style-type: none"> <li>• Culture</li> </ul> <p><b>For the Trust's Members</b></p> <ul style="list-style-type: none"> <li>• Governance of the Trust</li> </ul> <p><b>For the Trust Board and CEO/Executive Principal</b></p> <ul style="list-style-type: none"> <li>• Strategy</li> <li>• Executive leadership</li> <li>• Accountability</li> <li>• Non-executive leadership</li> <li>• Engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing ethical leadership framework (Nolan Principles) across the Trust.</li> <li>• Full complement of Members and Trustees in line with the Articles of Association and DfE recommendations.</li> <li>• Further develop risk management across all schools.</li> <li>• Implement trust-wide risk register tool.</li> <li>• All school Leadership Teams and LGBs to engage in risk management in the same way as the Trustees and Central Team do.</li> <li>• Improve scrutiny through Trust Board oversight and LGB oversight and challenge.</li> <li>• Development of LGBs.</li> <li>• Development of Trust Board sub-committees to align with growth, estates and increasing work of a larger MAT.</li> <li>• Succession-planning.</li> <li>• Implement clear IT strategy.</li> <li>• Demonstrate engagement with External partners , DfE, Local Authorities, CEO networks,</li> </ul>	<ul style="list-style-type: none"> <li>• Induction and ongoing training.</li> <li>• Ongoing recruitment drive.</li> <li>• Development of LGB and Leadership Team risk leaders in each school. Establish in the culture of each new school.</li> <li>• Risk register tool implemented across all schools and new schools inducted.</li> <li>• Implement training for LGBs.</li> <li>• Establishment of new committees</li> <li>• Develop further leadership training centrally.</li> <li>• Director of School Improvement and Trust IT Lead to lead on strategy development.</li> <li>• Implement work of School Improvement sub-group</li> <li>• Attend relevant meetings, conferences, speaking events</li> </ul>	<p>2024/28</p> <p>2024/28</p> <p>2024/28</p> <p>2024/28</p> <p>On-going 2024/28</p>	<ul style="list-style-type: none"> <li>• Evidence of ethical decision-making in minutes.</li> <li>• Attendance at training and Trust Executive Team meetings.</li> <li>• Members and Trustees successfully appointed.</li> <li>• In minutes and evidence of leaders in each school having undertaken additional training and leading on risk in their schools.</li> <li>• Central risk register in place for all schools and the Trust, evidencing regular reviews of risks through central risk register tool.</li> <li>• Schools' Performance Committee in place in 2024 and developing.</li> <li>• Evidence of more attendance at training by Trustees and Governors.</li> <li>• New sub-committees implemented and</li> </ul>

Pillar	Target	How	When	Evidence/KPI
<p><b>Governance and Leadership continued</b></p>	<p>Unions / Professional Bodies, External speaking</p>			<p>developed with sufficient Trustees to populate new sub-committees.</p> <ul style="list-style-type: none"> <li>• Trust IT strategy completed 2024/25. Now being implemented. 2024/28.</li> <li>• Leaders moving – promotion.</li> <li>• Attendance at professional conferences and sector bodies.</li> <li>• Attendance at the DfE Stakeholder panels, Ofsted training, AP/ SEND CEO Network.</li> <li>• Local Authority partnership meetings, Local Safeguarding partnerships, SEND and AP development groups.</li> </ul>

Pillar	Target	How	When	Evidence/KPI
				<ul style="list-style-type: none"><li>• Headteacher and CEO meetings in each region, stakeholder engagement.</li></ul>

Emma Bradshaw  
Executive Principal  
Alternative Learning Trust

## APPENDIX 1

### ESTATES STRATEGY

The Trust will seek to develop each of its provisions' estates to deliver the highest quality education and learning spaces possible that comply with the highest sustainability standards. The Trust will seek all opportunities it can to access resource to develop each school's estate, this will include proactive work with organisations to support the Trust accessing government funding.

#### Our priorities

- Developing our school estates around the needs of our exceptional pupils and staff who have historically been poorly served by national capital and estates programmes.
- Creating outstanding teaching and learning spaces, both indoors and outside.
- Enhancing the pupil experience.
- Working with local partners to provide collaborative spaces.
- Protecting our heritage.
- Promoting innovation in energy efficiency and use of our environment.
- Improving the resilience and capacity of our digital estate.
- Planning accessible, flexible spaces to safeguard our pupils and to provide safe and healthy spaces for our pupils and staff now and in the future.

#### Key challenges

- Availability of funding to allocate to capital projects and routine maintenance. Limitations of Condition Improvement Fund (CIF) for the smaller Alternative Provision Multi-Academy Trust.
- Curriculum, subject and pastoral growth demanding increasingly specialist facilities.
- Modern buildings reaching end-of-life.
- Shared use buildings and grounds requiring innovative solutions to maintain capacity.
- Delivering infrastructure and buildings to maximise the potential of the Trust's estate.

As a growing trust we will build sustainability into the development and planning of our estates, ensuring our schools continue to meet the needs of educating the young people of our communities.

#### Vision/estates' strategy for each provision (as resources allow)

To improve outcomes for the most disadvantaged children and their families in our communities, based on the foundation stones of **Love** (person centred, empathy, compassion, care), **flourishing** (high expectations, purpose and fulfilment, pushing forward, emerging, transforming and achieving), **social justice** and **community**. This will require the Trust to secure high-quality buildings and estate to promote this vision. Giving the children and families that our schools serve, the facilities and access to provision and estate that promotes strong and healthy relationships, to enable children, families, and staff to be well and flourish; this will promote building use across our community 52 weeks a year at evenings and weekends for the most vulnerable part of our community. We will promote multi-agency working to support our communities through our buildings.



**The Limes College – main site**



**North West Kent Alternative Provision Service (NWKAPS) Westcourt**

Our priorities are:

- Developing our school estates around the needs of our exceptional pupils and staff, who have historically been poorly served by national capital and estate programmes.
- Creating outstanding teaching and learning spaces, both indoors and outside.
- Enhancing the pupils' experience.
- Working with local partners to provide collaborative spaces.
- Protecting our heritage.
- Promote innovation in energy efficiency and use of our environment.
- Improving the resilience and capacity of our digital estate.
- Planning accessible, flexible spaces to safeguard our pupils and to provide safe and healthy spaces for all our pupils and staff, both now and in the future.



## Will Adams Academy

### Key challenges

Availability of funding to allocate to capital projects and routine maintenance. Limitations of Condition Improvement Fund (CIF) for the smaller Alternative Provision multi-academy trust.

- Curriculum, subject and pastoral growth demanding increasingly specialist facilities.
- Modern buildings reaching end of life.
- Shared use buildings and grounds requiring innovative solutions to maintain capacity.
- Delivering infrastructure and buildings to maximise the potential of the Trust estate.

As a growing trust we will build **sustainability** into the development and planning of our estates, ensuring our schools continue to meet the needs of educating the young people in our communities.



## Primary Limes site – main building

## Targets to work towards

- Creating a sustainability score for each school. There are several differing versions of sustainability models and targets. We are suggesting the following: climate change, environment, innovation, technology, people and ethics. This will be developed with the COO and the Health and Safety role (yet to be advertised and filled).
- Trust ICT/ data platform. Links to finance priority consideration in this.
- Introduction of Every to asset-manage – currently in The Limes College – to be spread trust-wide. This work has been implemented in The Limes College and will continue to grow trust-wide with the development of the COO role.
- Review support from AMR – end of this academic year.
- Develop the role of Chief Operating Officer which has now been filled.

## Site plans – ariel view from Google Earth

Primary Limes Site



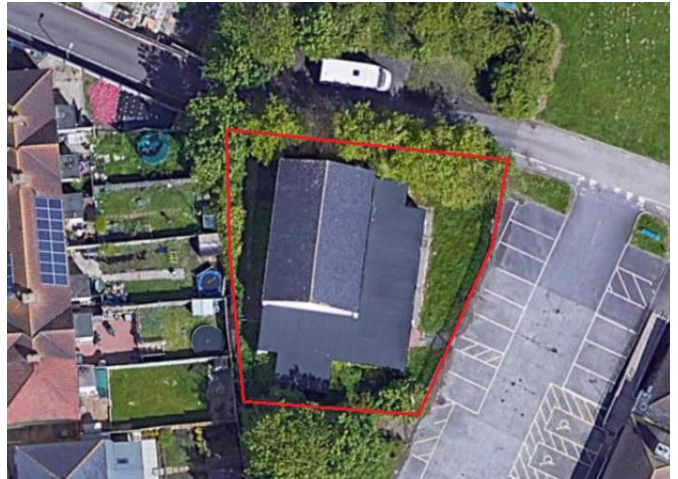
The Limes College – Main site



NWKAPS – Westcourt



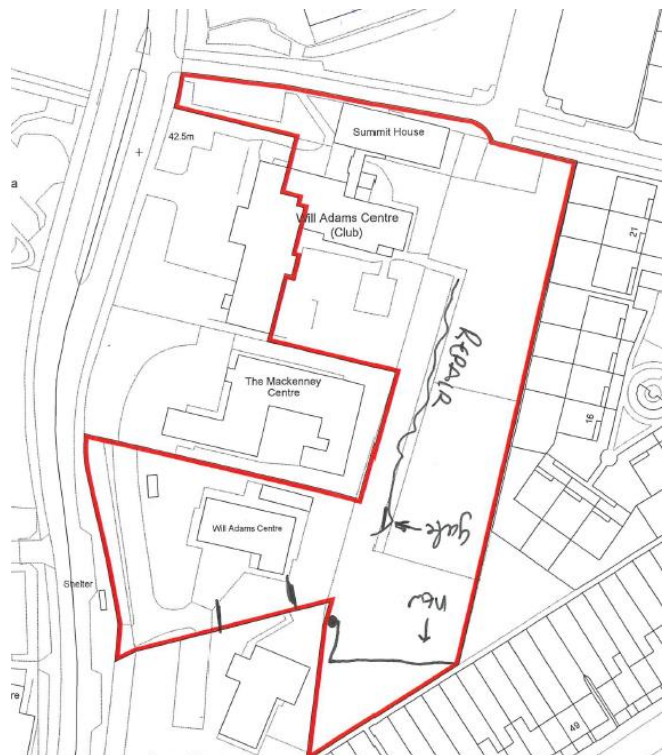
NWKAPS - Northcourt



Will Adams Academy Site



Will Adams Academy Site – with boundaries



# Saffron Valley Collegiate

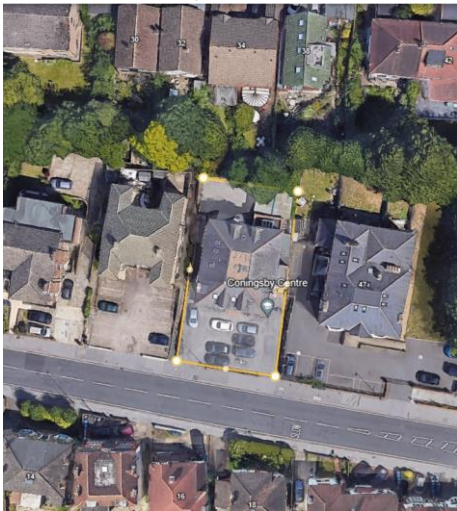
**SVC Medical AP at John Ruskin College, CR2 8JJ**



**KS4 North, SE19 2RU**



**KS3, CR0 1BQ**



**KS4 South, Registered School Address, CR0 1QH**

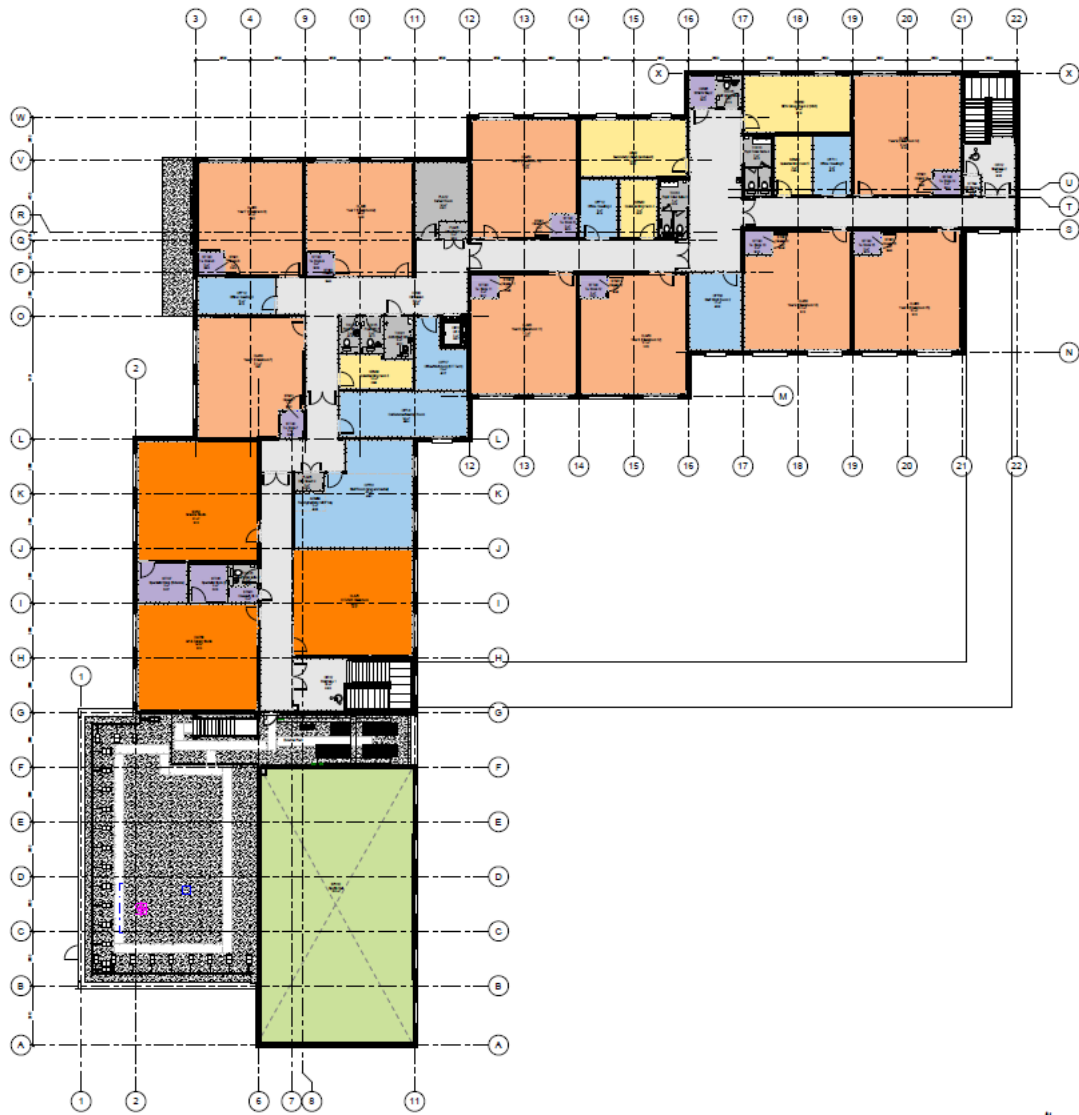




Ground floor plan- there are several ground floor classrooms – which contain construction, food technology, a sports hall and forest school classroom.



First floor plans – upstairs there are more classrooms, including Science, Art, and IT suite to name a few.



Some external photos – taken early June 2024. Buildings are near completion.



Outside space includes two MUGAs (multi use games area), a sports field, and a Forest Schools' area. To the right of the photo is a fenced off agricultural area.

## Outstanding Planning Applications:

- Primary Limes – Forest Schools’ area – hut/building. This is going to a planning committee in July 2024.
- Primary Limes – office space for Trust and yurt.
- **Sunningdale**



- The building on the left of the image is one that The Limes College is working with the LA to convert into a vocational centre. It is a substantial space (as highlighted below) and will be used for Plastering, Carpentry, etc. There is also a pit for mechanical work and space for a hydraulic car lift but that would be part of phase 2. Sutton LA has asked us to draw up some plans and submit a planning application which they will support for change of use to Education.
- **Update:** We are still working with planning to get this agreed. There has been a lot of work completed to provide all the information required from planning and the final planning date has now been set for 21 August 2024. The latest discussions look like the application is being looked on favourably. A specification has been written and plans drawn up and we are ready to go out to tender as soon as possible.



Completed by David Ward  
Deputy CEO and Director of School Improvement

## **APPENDIX 2**

### **HUMAN RESOURCES STRATEGY**

Our people play a key role in ensuring the future success of our students and our Trust. The Trust will continue to work to create an environment that supports our people and our vision and enables us to continue to grow and develop.

#### **Key Objectives**

- Ensuring robust recruitment policies are in place to ensure a continual flow of resource and talent.
- The Trust attracts strong fields of applicants for most teaching and support roles.
- Creating a high-performance culture where expectations and standards are clear, and performance is reviewed regularly and developed accordingly.
- Providing individuals with the opportunity to develop their skills and improve their performance through personal development.
- Alignment of all people-related policies and procedures, ensuring fair and consistent approach across all areas within the Trust.
- Promoting health and wellbeing across the Trust, ensuring staff are trained in adult mental health, and mental health, promoting Wellbeing Link Governor roles, and taking time to talk to individuals.
- Head of School or Headteacher/Principal creates an ethos and practices which ensure senior and middle leadership teams are highly effective.

#### **Human Resources Services**

- Professional HR advice and guidance in line with employment legislation including advice on the interpretation and application of pay and conditions of service for teachers and support staff.
- Advice and support on employee relations and industrial relations issues including trade union involvement and consultation.
- Supporting Headteachers to develop talent mapping and succession plans in line with Trust processes.
- Providing an Employer Assistance Programme and Occupational Health service.
- Supporting change processes which may include preparing for and implementing proposals for new staffing structures.
- Advice and guidance on the recruitment, selection, and appointment of teaching and non-teaching staff.
- Providing advice and support in managing short-term and long-term sickness absence, including outcomes from Occupational Health referrals.
- Supporting referrals to the Occupational Health service to facilitate the resolution of health and absence issues impacting on schools.
- Developing a new performance management system to ensure the process is robust and fair.
- Bespoke HR-related training as required.

## **Key Performance Indicators**

- Voluntary teacher turnover in individual academies is under 15%.
- Staff absence rates lowers year on year as a result of higher support and challenge and higher autonomy.
- Staffing as a percentage of total income is at or around 80%.
- Individual schools have due regard for staff wellbeing.
- All teaching and support staff to engage in performance management and 90% of all staff are evidenced to have met or exceeded targets.

## **Our success depends on our staff**

Staff remain our most valuable and important asset!

We are conscious that our success is dependent on getting the best from our people. For all of our staff, we want our schools to be the best possible place to teach, work, train and develop.

## **Diversity, Equality and Inclusion**

Alternative Learning Trust is committed to equality and values diversity. As such, it is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment. This Duty requires the Trust to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they encounter with dignity and respect and are entitled to expect this in return.

## APPENDIX 3

### SCHOOL IMPROVEMENT MODEL

**‘Learning is a source of dignity and an important element of human flourishing’  
(Allen and Sims, 2018)**

The Alternative Learning Trust (ALT) School Improvement Model is in place to ensure that all schools within the Trust are working together to improve outcomes for children, providing them with dignity and an opportunity to flourish. Our trust-wide values are Flourish, Community, Social Justice and Love.

Central to our model is ensuring that there are appropriate levels of challenge as well as necessary levels of support provided to schools, wherever they are on their individual school journey. ALT focuses on evidenced- based improvements, ensuring that we are collecting the right data at the right times and making evidence actionable (we utilise data to include student performance, attendance and suspensions to identify areas of strength as well as areas for improvement). We carry out departmental reviews and give detailed written feedback with action points plans to drive improvements. We strive to establish a culture of collaboration, which supports and informs school improvement.

At the start of each academic year the Trust holds a trust-wide INSET day which all schools attend. We set aside time for staff to meet in their respective teams and develop a supporting network as well as having a focussed opportunity to discuss pedagogical practice. This has led to cross-school support, moderation of work and collaboration through projects involving pupils to name just a few.

School improvement work is highly accountable but also rewarding to see sustainable improvements in a school which has experienced difficulties and challenges. The education sector is highly complex - even more so post-pandemic and managing the existing cost of living crisis – and in this context schools may experience a range of issues which led to challenging pupil behaviour, falling pupil outcomes, poor staff morale, naming just a few examples. ALT has a real focus on employing the very best teachers we can for our pupils, as well as providing opportunities internally to develop teachers where there is need.

Trust leaders must ensure all schools deliver the same aspirational, high-quality teaching, through a broad, balanced and appropriate curriculum which leads to all pupils experiencing a safe, engaging and relevant learning experience that supports their development and place in their community, as well as the world around them. This should lead all pupils into a secure destination, whether that be to college, mainstream sixth form college or an apprenticeship.

As a Trust team we always lead with kindness; however, that does not mean we shirk the difficult conversations. On the contrary, our moral imperative requires that we do the right thing for our pupils in a timely manner and it is not acceptable for our pupils to experience anything less than we would expect for our own children and families.

The available literature on school improvement is considerable and so it is important that any approaches taken secure the improvements needed.

Our approach to creating high performing schools is grounded from two pieces of research and thought leadership:

- [Sustainable improvement in multi-school groups](#), DfE research report by Professor Toby Greany (2018)
- [Knowledge building - School improvement at scale](#), Confederation of School Trusts (2021)

As mentioned above there is much literature around school improvement and we can take elements from several areas. An example would be from the model below. Later we will make reference to a timeline, a route to where each school is on their journey to ‘Outstanding’. In 2012 Charlie Taylor produced the report (from the link below) on ‘Improving Alternative Provision’.

<https://assets.publishing.service.gov.uk/media/5a7a59b7e5274a319e779a69/DFE-00035-2012.pdf>



At that time there were few Alternative Provisions or Pupil Referral Units that had all the above elements in place and one of the standouts was a lack of ‘High Aspiration’. When you have all the above elements in place you can start to deliver continuous sustained improvement. After this report was published there was a definite shift in attitude and there were a significant number of provisions moving to gain an Ofsted ‘Outstanding’ grade.

Another view comes from the example below and, from this diagram, it has allowed the opportunity to make some comments around the five school improvement fundamentals from ALT’s perspective.

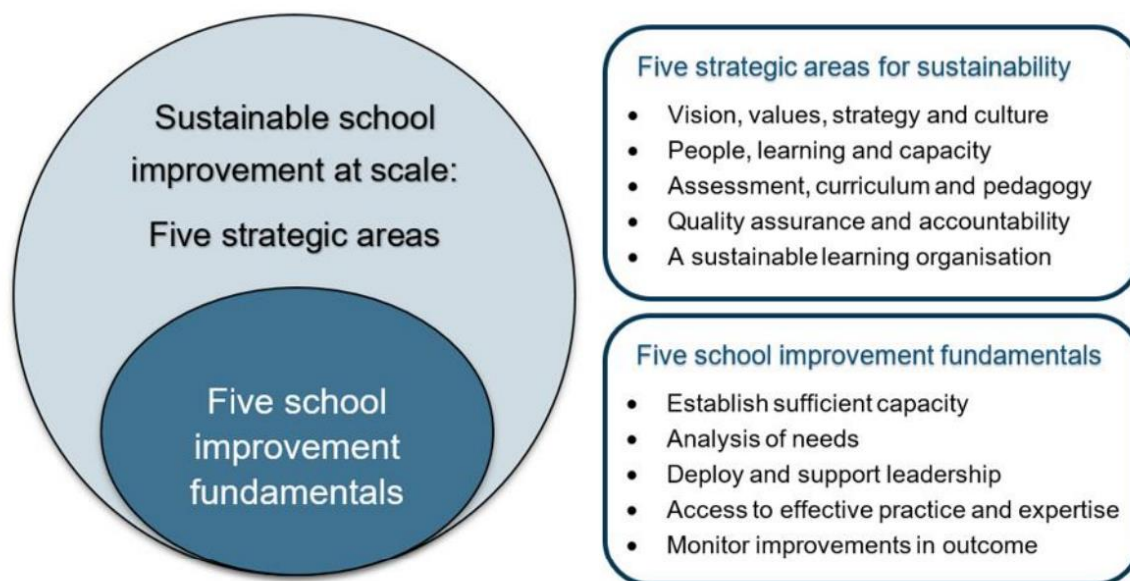


Figure 1.1: The five ‘fundamentals’ and five strategic areas in MATs and federations

The five-school improvement ‘fundamentals’ are interlinked and operate in tandem but we describe them sequentially as follows:

### **1 Establish school improvement capacity**

We have a dedicated school improvement post and as the Trust is growing this is an area of strength and support and is enhanced by the Executive Headteachers in each regional hub. Alongside this we use a range of internal expertise from within all our schools as well as using a range of external consultants who all have significant experience in our sector.

### **2 Forensic analysis of school improvement needs**

As a trust, we need thorough and precise due diligence of any new schools that are joining. Within this due diligence there is just as much of a significant a focus on school improvement as on other aspects. This forensic diagnosis provides an initial map for the school improvement support that will be needed as soon as that school joins: often this work starts before the school joins.

### **3 Supporting and deploying leadership**

We need to ensure that we are developing continuity of leadership at school level to lead the process of change. ALT has developed localised hubs where we have created Head of School roles with Executive Head leadership support sitting above.

### **4 Access to effective practice and expertise at classroom and department level**

Through our Trust INSET day we are linking staff together to offer greater exposure (something which has in recent years decreased in local areas). We are building up experienced middle leaders who can be deployed to support staff in new or existing schools, providing a range of support, such as teaching, modelling practice and coaching.

### **5 Monitoring improvements in outcomes and reviewing changes in the quality of provision**

We undertake regular reviews of schools’ progress through a range of methods. These include reviews of subject areas and pupil data and outcomes in addition to informal visits and reviews. Headteachers and Heads of School complete three detailed written reports which are synthesised and go to the Trust Board. We also have a School’s Performance Committee which looks at data and outcomes across the Trust schools.

### **School improvement principles**

Some trusts have found it helpful to use the four-stage model of school improvement put forward by Sir David Carter when they have identified particular areas of weakness. There are, however, other approaches and models and trusts should make sure they use strategies and systems that are right for their schools.

ALT’s school improvement model is adapted from Sir David Carter’s four-stage improvement model. We have taken this a step further and added a fifth stage clearly focussed on using schools that have

sustained improvement to become leaders in change supporting other schools, teams and departments within the Trust.

As Carter states, an effective school improvement strategy develops and improves the workforce, builds succession and enables the strongest teachers and leaders to influence outcomes for more children (DfE, 2016, p.5).

ALT’s model, therefore, makes clear focus on the following areas:

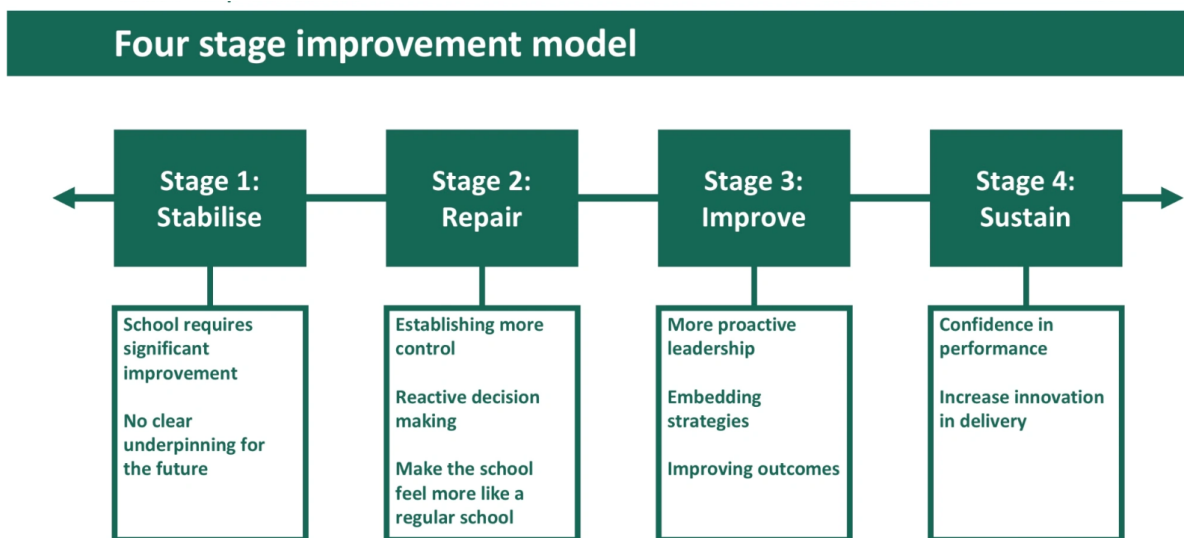
- Stabilising and repair.
- Improvement and sustaining that improvement.
- Leading and supporting other schools.

The aim of our school improvement model works on the above points split across a continuous line containing the five stages. Schools already in the Trust, or schools joining the Trust, may all be at different points on that continuous line.

Sir David Carter’s more detailed model can be seen later in the document or by clicking on the link below.

<http://www.curee.co.uk/files/publication/%5Bsite-timestamp%5D/Carter-school-improvement-model.pdf>

In another form, easily comparable to our own model, Carter’s four-stage model can be seen below.



Carter (2016)

Below is ALT’s adapted version, including the fifth stage, where sustaining schools go on to support other schools within the Trust.



### Developing school-to-school support

We value the ‘capacity givers’ across the Trust; these are schools/departments who have reached the ‘sustain’ phase of their school improvement journey and are able to give back to the system through the release of their expert staff to provide support and guidance to others. This is where we have added stage 5 to our model allowing schools to become leaders in change.

### Developing peer-to-peer support

As the Trust grows, we are developing more specialist working groups. Half-termly networking groups allow leaders at all levels the opportunity to share effective practice. These groups could be from areas such as:

- Data Leads – Deputy Heads.
- Curriculum Leads.
- Vocational Leads.
- Designated Safeguarding Leads (DSLs).
- Attendance Leads.
- Destinations and Careers Leads.

### Regular reviews and audits

The following are conducted on an annual basis and are non-negotiable:

- Safeguarding audit.

The following can be conducted on a termly basis in discussion with leaders around need:

- Departmental reviews.
- Teaching and learning reviews.
- Quality assuring of cost effectiveness of curriculum models.
- Quality assurance of external AP.
- Destinations and careers reviews.
- Reviews of effectiveness of TAs.
- Behaviour reviews.

- Inclusion reviews.
- EAL reviews.
- Mental health reviews.

### **External reviews**

We actively engage in reviews with external partners as this provides either validation of current practice or highlights areas for further development not previously prioritised. We are currently working with four regular external partners.

Earlier in the document the Trust's values of Flourish, Community, Social Justice and Love were mentioned. On an annual basis we carry out an external reviews into how the Trust's values have disseminated into the schools within the Trust and to explore if they have been fully embraced.

### **Evaluating progress of the Trust's schools**

To evaluate current academy improvement needs and capacity, the Executive Team meet on a fortnightly basis, chaired by the CEO, in order to discuss and track progress against the strategic priorities of the Trust and to update the risk register, which determines where resources are to be deployed based on need and priority.

As a growing trust, deployment of resources, including specialist colleagues, requires planning and consideration; however, the frequency and intensity of contact and support will vary from school to school according to need. Need may arise as a result of one of the following indicators but this list is not exhaustive.

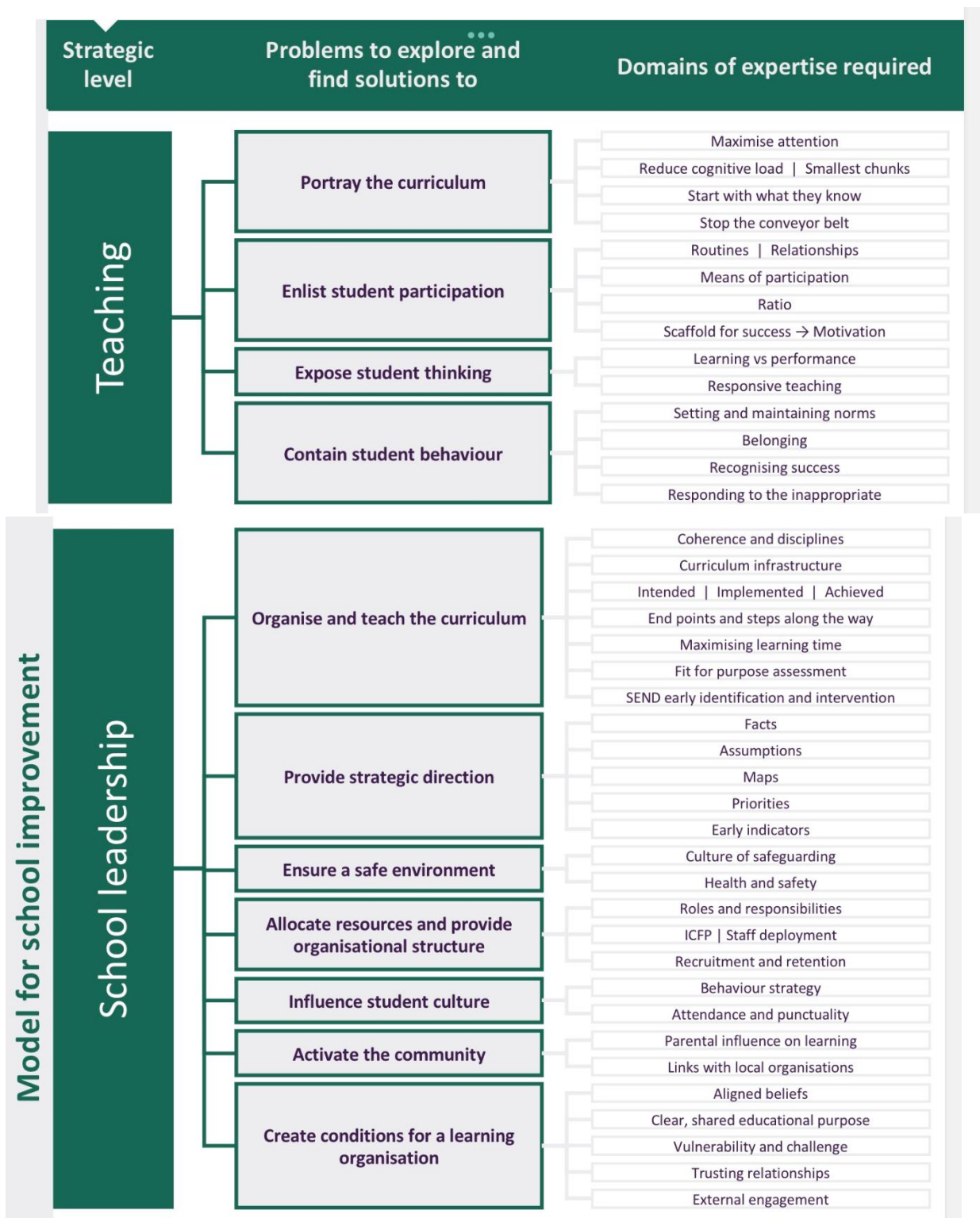
- Safeguarding concerns.
- Schools in an 'Ofsted' window.
- Support for new or inexperienced leaders.
- Where the legacy of academic results is poor and current projections do not show signs of improvement.
- Where performance in the core subjects of English and Maths is not improving.
- Where performance of pupils with multiple vulnerabilities is of concern.
- Where leadership is a concern.
- Where attendance is a concern.
- Where the rate of suspension is a concern.

Sir David Carter's model in more depth.

### Four-stage improvement model

Stage of school improvement journey	Key leadership qualities
<p><b>Phase 1: Stabilise</b></p> <ul style="list-style-type: none"> <li>• School requires significant improvement</li> <li>• No clear underpinning for the future</li> </ul>	<ul style="list-style-type: none"> <li>• Calm and reassuring leadership</li> <li>• Focusing on urgent priorities</li> <li>• Ensuring team members have the right jobs</li> <li>• High visibility</li> </ul>
<p><b>Phase 2: Repair</b></p> <ul style="list-style-type: none"> <li>• Establishing more control</li> <li>• Reactive decision-making</li> <li>• Make the school feel more like a regular school</li> </ul>	<ul style="list-style-type: none"> <li>• Embedding early improvements</li> <li>• Building a medium term plan</li> <li>• Retaining visibility, but increasing focus on quality assurance</li> </ul>
<p><b>Phase 3: Improve</b></p> <ul style="list-style-type: none"> <li>• More proactive leadership</li> <li>• Embedding strategies</li> <li>• Improving outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring and tracking performance is key</li> <li>• Shifting from management to leadership</li> <li>• Increasing benefits from collaboration</li> </ul>
<p><b>Phase 4: Sustain</b></p> <ul style="list-style-type: none"> <li>• Confidence in performance</li> <li>• Increase innovation in delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Securing excellence</li> <li>• Looking to lead collaboration</li> <li>• Increasing focus on 3-5 year planning</li> </ul>

Below is a model which can be used by trusts and their schools to allow them to start a conversation to fully understand their needs around school improvement.



# Executive leadership

Ensure that the school improvement model is responsive to each school

Enhance professional capacity and capital

Develop relationships of interdependence and trust

Complexity

Stages of school development

Standardisation | Alignment | Autonomy

Flexible deployment

Workload and wellbeing

Talent management | Sharing specialisms

Knowledge building, curation and transfer

ITT | Retention | Recruitment

Leadership development

Inter-organisation collaboration

Sustainable growth

Values led

Culture of open to learning conversations

Vulnerability and conflict

Visibility and communication

Collaborative decision making

Openly publicise goals and standards

Avoid bureaucracy

## APPENDIX 4

### ALTERNATIVE LEARNING TRUST GROWTH STRATEGY 2023-2027

#### Introduction and context:

Considering the context highlighted above and the clear strategic objectives laid out in our strategic plan, the multi-academy trust established on 1 June 2019, which has since developed to 685 students and four provisions by 2023, has the intention to increase provisions further by 2026/27, in order to ensure that pupil numbers exceed 1,000 which is a metric for AP MATs to enable effective economies of scale and support for the schools/provisions in their communities. We will aim to grow with a mix of schools in context and by need. Following 2026/27 we will work with the Regional Directors in each of our hubs to assist any schools needing support and sponsorship and to bid for relevant Free Schools where need is identified.

The growth ratio to be developed for Central Team development to be linked to Trust growth is:

- 1,000 pupils by 2027.
- Growth of Trust Board to enable it to best support and hold to account the increasing work of the Trust; aiming to grow to the full complement of nine Trustees and five Members that is diverse through background, experience and skills.
- Growth of Central Team to enable it to have capacity to support increasing schools; therefore, with an increase of 685 students : 8 new staff would be required in the Central Team [these numbers could be subject to review, dependent on provisions that are requesting to join the Trust].
- Students:
  - Central resources currently 500 students (including Outreach) : 8 Trust staff.
  - 1,000 students : 16 Trust staff (some of which will be filled by consultancy, as appropriate)

Growth numbers; students, school staff, central staff

Year	Student increase	Total	School staff by school								Total	Central staff
			TLC 3 sites	NWK 2 sites	WAA 1 site	SVC 4 sites	Sheppey 1 site	Nore 1 site	WVA 1 site	Free School Kent 1 site		
2019-2020	200 (TLC)	200	69								69	3
2020-2021	100 (NWK)	300	63	39							102	4
2021-2022	35 (WA)	335	62	41	27						130	6
2022-2023	80 (TLC + WA *April 22)	415	59	43	27						129	6
2023-2024	190 + 80 (SVC)	685	62	50	20	60					192	9 *EF Jan 24
2024-2025	115 (Sheppey) + 48 (Nore) + 40 (TLC) + 80 (WV) + 25 (WA)	993	80	54	30	65	50	25	50		354	15
2025-2026	80 (Free School Kent) + 12 (Nore)	1085	80	55	30	70	50	50	60	50	445	16
2026-2027	60 (Nore)	1145	80	55	30	70	50	75	60	50	470	18
2027-2028												
2028 - 2029	(Potential Birmingham hub, Perryfields, Surrey Free School and other opportunities)											



The size and complexity of this proposed group will impact on growth both in terms of risk management and opportunity as well as capacity to support other schools. It is proposed that judicious growth should represent an increase in pupil numbers of approximately 100 per annum or one provision/school. As we reach 1000 this will be reviewed and growth will happen where it increases hubs and where sponsorship is most needed. All will be reviewed by the Governance and Growth Committee. Opportunities to expand current schools will also be supported by each hub working with its local commissioners.

Academic year	Increased	Total places
2019-2020	100	300
2020-2021	35	335
2021-2022	0	335
2022-2023	190 (80 tuition)	605
2023-2024	50 (possible Perryfields) start of another regional hub	655
2024-2025	80 (Free School bid)	735
2025-2026	100 (increase within a region)	835
2026-2027	165 (increase within a region)	1,000

Take out or update if covered by above charts remove this one.

	Historic growth
	Projected growth

Following an initial five year period of growth, the Trust anticipates a sustainable year-on-year programme of sponsorship and conversion based on the 2019-2025 volume in South London and the South East of England; and another hub could be established and built in a new region. Alternative Learning Trust already has established relationships with outstanding leaders in other regions of the country. These have been built through collaboration and mutual support and potentially form the basis of a national infrastructure for the Trust. The development of a third hub would be considered only if the two current hubs are stable and capacity is there to develop another region.

### Why do we want to grow?

Alternative Learning Trust has a value-led culture that blends with the experience and expertise necessary to deliver outstanding education to children identified as having behaviour-associated

needs. There is a desire to share the outstanding practice, which is on everyday view at the Trust's schools, with educators who wish to convert with educators who wish to convert into an academy chain with which they share a growth, development, and nurturing ethos.

Alternative Learning Trust believes that it contains the skills that are needed to influence a wider group of educators and children, as well as having the information management and reporting systems needed to support a significantly larger organisation. There are common themes associated with underperformance in this educational sector; these include poor retention of (and limited career paths for) leaders, small and ineffective business support systems, isolation, lack of curricula and subject networks and low adult aspiration. Far too frequently, schools serving children and young people with behaviour that challenges/SEMH, see-saw between being outstanding and inadequate, as the entire organisation relies too heavily on one or two key individuals. Working towards a nationwide multi-academy trust will, through Alternative Learning Trust, ameliorate these issues and offer professionals the opportunity to develop and grow through experiencing a variety of contexts and support, whilst still working with the most vulnerable.

The Trust wishes to act as a systemic advocate for disadvantaged children and young people identified as having challenges/SEMH. This group of children is frequently misunderstood and misrepresented. Uniting a portion of the sector through a high performing multi-academy trust will add an informed, educative voice to the growing debate about the vulnerability and challenge of young people in specialist provision. Alternative Learning Trust will also seek to offer partnership and support to organisations such as Young Offenders' Institutes and third sector providers who may not be able to formally join the multi-academy trust but are working with the same group of young people. This work is already taking place through the networks established by the initiating group and has had a positive impact on areas such as curriculum, behaviour, assessment and recruitment.

### **How will we grow?**

There are several interlinked areas that will facilitate the growth outlined above. These are geographical logistics, governance, leadership, training and economies of scale. Consistent attention to the sustainability of the Trust will be evaluated before any growth is sanctioned. The governance model of the trust details a Governance and Growth Committee, established for this reason.

It is anticipated that the first five years of growth will be achieved in South London and the South-East of England. Creating hubs through this region will consolidate existing component parts of the Trust and offer a home for sponsored or converting schools and APs. To support the development of this regional resource, localities could be clustered to offer an inter-dependent, specialist support system that is logistically manageable. The next phase will then be to explore other possible clusters or regions where a MAT of this type is needed.

An entire region could be under the leadership of the Executive Team, once a certain number has been reached, and as areas grow their provision, each of them would be managed by an Executive Headteacher and each establishment would have a Head Teacher/Head of School. Following the successful setting up of this regional organisation, the ambition would be to begin to work in different areas of the country with Regional Directors being accountable to the Executive Team. Growth would be achieved through work in sponsored PRUs and APs, including offering support and leadership to individual institutions or a cluster of schools from an underperforming trust. Converting institutions would have to add capacity, expertise and impact to the Trust in order to be accepted.

Alternative Learning Trust has assembled an outstanding group of Members and Trustees from commercial, public and third party sector backgrounds. The Members and Trust Board are rich with individuals experienced in strategising, accountability, standards, finance, risk evaluation and mitigation, systems management and compliance. Combined with a challenging due diligence process that will evaluate finance, operation, contractual obligations, governance, skills, and auditory status delivered by the Governance and Growth Committee of the Trust, the experience and dedication of the Trust's governance will provide a framework for ambitious, considered growth.

The Executive Team of Alternative Learning Trust has considerable experience in managing complex multi-site organisations. It is supported by Leadership Teams who have played significant roles in recovering inadequate schools and are now able to release capacity for the members of the Executive Team to build the multi-academy trust. The growth plan and experience of those delivering it embraces the four-stage DfE model of school improvement: 'Stabilise, Repair, Improve and Sustain'. The Trust has supported a number of provisions to evidence the journey of school improvement stated by the National Schools' Commissioner 'Tighten to improve, loosen to be great' (DfE 2016).

Alternative Learning Trust will emphasise its drive for improved standards and outcomes by developing its status and programmes as a teaching organisation. The Trust's schools have trained many of its teachers and leaders through formal programmes, mentoring and coaching. Several other APs already partner Alternative Learning Trust through the Behaviour Hubs' work and by buying into these programmes. Coaching, mentoring, teaching and in-reaching schools and APs will contribute to the growth and reach of Alternative Learning Trust into individual practice and systemic change.

Economies and efficiencies of scale in the business services area of the operation will be enacted by opportunities offered through regional and then national growth partnerships. As the organisation develops, scalability and delivery of services that individual establishments may not be able to afford or recruit to, such as psychodynamic and clinical therapies, family support teams, behaviour support and education, can be achieved through local collaboration and resource pooling.

Alternative Learning Trust also believes that it is a system leader that can support local areas in developing strong provision and commissioning. The Trust will also work with all local agencies to develop strong multi-agency work in all its local areas: its schools taking their place in the local communities.

### **Conclusion:**

The growth of Alternative Learning Trust is aimed at raising the aspirations and outcomes of as many children and young people as possible, whose behaviour presents as challenging for whatever reason or impairment. The Trust has a bold ambition to raise awareness of this group of children and provide a voice for a group who are seldom heard. One of the principles of nurturing practice is 'Love, Social Justice, Community': Flourishing the delivery and growth of the Trust will adhere to these foundation stones.