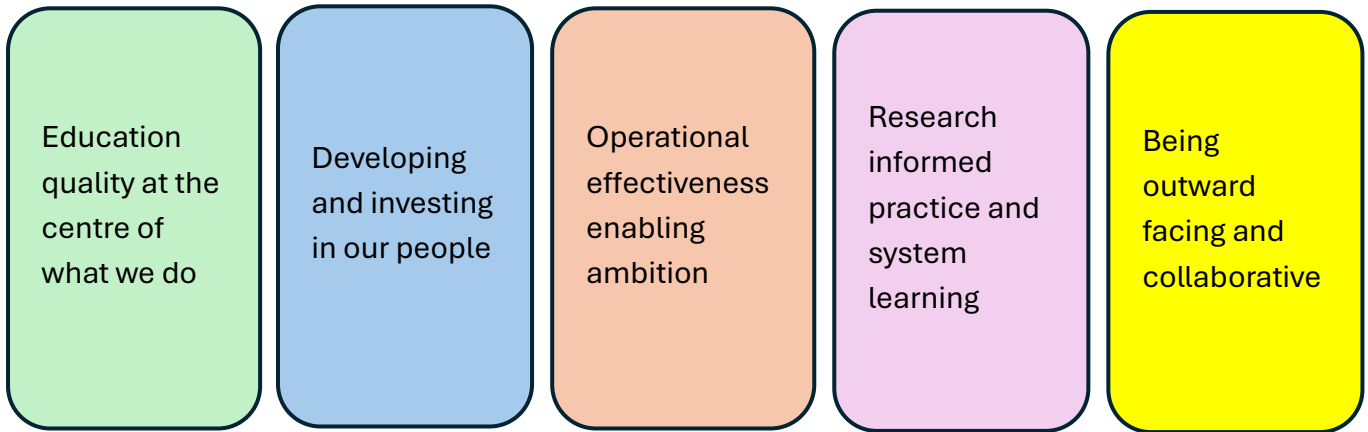


Our Five Strategic Priorities

Our Five strategic priorities set out what we as a Trust, consider the most important priorities in building and shaping the organisation:



Strategic priority 1: Educational quality at the centre of what we do

Our belief

High-quality specialist education is the Trust's core business. Everything else exists to enable it.

Our focus

We will ensure that:

- the quality of curriculum, teaching and learning across the Trust is known accurately
- strengths and weaknesses are identified early and honestly
- improvement priorities are focused, sequenced and sustained
- safeguarding, inclusion, behaviour, attendance and personal development are integral to how quality is understood

We will do this through:

- a robust School Development and Improvement (SDI) model
- disciplined evaluation and bespoke-informed support
- clear expectations combined with proportionate challenge and help

What this means in practice

Educational strategy is not episodic or reactive. It is systematic, evidence informed and morally serious, always asking: *Are pupils receiving the education they need – and how do we know?*

Strategic priority 2: Developing and investing in our people

Our belief

Improvement is enacted through people. Sustainable change depends on expertise, confidence and professional agency, not on structures alone.

Our focus

We will invest deliberately in:

- leadership at all levels
- coaching, supervision informed reflection and professional dialogue
- clear development pathways that recognise and grow expertise
- system leadership, where practitioners support improvement beyond their own school

We will:

- treat professional learning as continuous, not episodic
- prioritise relational, developmental approaches over compliance
- build internal capacity rather than create dependency on external solutions

What this means in practice

Our workforce strategy, coaching framework and School Improvement Lead roles all exist to answer one question: *How do we grow the people who will sustain and extend improvement over time?*

Strategic priority 3: operational effectiveness enabling ambition

Our belief

Operations are not neutral. Systems, processes and resources either remove barriers or create them.

Our focus

We will ensure that:

- finance, estates, digital, people and governance functions are strategically aligned to educational priorities

- resources are used ethically, transparently and responsibly
- operational decisions consider long-term sustainability, not short-term fixes
- schools experience the Trust as a joined up support system, not fragmented services

We will do this through:

- the Team Around the School (TAS) model
- disciplined financial stewardship linked to educational intent
- continual review of whether systems are enabling or constraining improvement

What this means in practice

Operational excellence is judged not by efficiency alone, but by its ability to enable learning, wellbeing and ambition.

Strategic priority 4: research informed practice and system learning

Our belief

In a complex system, judgement matters. Good intentions are not enough. Improvement must be grounded in evidence, inquiry and learning.

Our focus

We will:

- use research to inform thinking across education, operations and workforce development
- support schools and leaders to engage in disciplined inquiry
- evaluate impact honestly and adapt practice accordingly
- capture, codify and share learning across the Trust

Research informed practice is not about rigid fidelity to models. It is about:

- understanding principles
- applying them thoughtfully in context
- reflecting on impact over time

What this means in practice

The Trust becomes a learning organisation, not just an improvement structure.

Strategic priority 5: being outward-facing and collaborative

Our belief

Real improvement rarely happens in isolation. Collaboration strengthens practice, credibility and impact.

Our focus

We will:

- work openly across schools within the Trust
- contribute to wider system improvement through partnerships, commissioned work and shared learning
- learn from external challenge and independent evaluation
- align outward-facing work with internal improvement priorities

Our outward-facing work is not separate from our core purpose.

It is an extension of it.

What this means in practice

We aim not only to improve our own schools, but to help shape the future of specialist education more widely.