

ATT 2030

We meet the child where they are,
but refuse to leave them there.



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Executive Summary

Vision and Mission

ATT 2030 is the Academy Transformation Trust's five-year strategic and operational plan, built on the ambition that every individual who passes through an ATT school or college becomes an educated person, able to take their rightful place in the community of educated people.

An ATT education is characterised by:

- Deep knowledge of history, science, language, the arts, religion, and the human endeavour
- Immersion in cultural legacy and the great ideas of civilisation
- A commitment that every child, regardless of starting point, leaves us capable, competent, and confident



Our Goals

The plan revolves around three fundamental goals, each carefully defined:

Capable

Everyone is equipped with the knowledge, skills, and emotional readiness to perform to a high standard, adapt to change, and contribute meaningfully.

Competent

Everyone has the knowledge, habits, and judgement to get things done well, reliably, and independently, feeling assured in their ability to make progress and handle setbacks.

Confident

Everyone feels safe, happy, and known – emotionally secure enough to take risks, grow, and act with purpose and integrity.



Nine Strategic Aims

These goals translate into nine aims that define what success looks like by 2030:



Capable

1. **Professional Excellence:** Skilled professionals delivering consistently high standards.
2. **Fluent Learners and Thinkers:** Confident, curious learners fluent in communication and technology.
3. **Multiple Pathways to Success:** Diverse routes to achievement nurturing individual passions.

Competent

4. **Purposeful, Knowledge-Rich Learning:** Learning that is rigorous, meaningful, and enriching.
5. **Unwavering Focus:** A culture of purposeful, focused effort in all we do.
6. **Strength Through Challenge:** Building resilience through tackling challenge and learning from it.



Confident

7. **Valued and Empowered Individuals:** Everyone is known, valued, and supported to be their best selves.
8. **Leading with Integrity, Celebrating Excellence:** Leadership and culture guided by values, integrity, and recognition of excellence.
9. **Moments That Shape Us:** Significant experiences that foster growth and self-discovery.

Communication Strategy

To ensure clarity and alignment, each of the nine aims has been translated into language tailored for different audiences:

- Parents and carers
- Pupils
- Educator staff
- Professional services staff

This ensures the ATT 2030 mission becomes a shared understanding, not just a statement.





High Trust, High Accountability

ATT 2030 sets a clear cultural direction:

- Decision-making sits as close to pupils and communities as possible.
- Principals are trusted as strategic leaders, empowered to make decisions for their schools.
- The central team acts as expert partners – offering support, challenge, and resources.
- Accountability is reframed as professional dialogue focused on learning and improvement, not blame.
- A coaching and collaborative culture fosters continuous growth.

This shift towards high trust is deliberate. It is built on the belief that empowered people raise their game and that collective wisdom and shared responsibility drive excellence.

ATT 2030 is both a vision and a roadmap. It aspires to transform not just what ATT achieves, but how it works – grounded in trust, accountability, and the shared mission of preparing every child to take their place in the community of educated people.





ATT 2030

We should aspire for every individual who passes through any ATT school or college to become an educated person and be able to take up their rightful place in the community of educated people.

Which is to say, they become aware of the origins and growth of knowledge and knowledge systems; are familiar with the intellectual and creative processes by which the best which has been thought and said has been produced; and learn how to participate in what Robert Maynard Hutchins once called 'The Great Conversation'.

Mission Statement



An ATT education is one that stresses history, the scientific mode of thinking, the disciplined use of language, a wide-ranging knowledge of the arts and religion, and the continuity of human enterprise.



We acculturate children, immersing them in our cultural legacy, ensuring they have an equal access to the greatest minds of our civilisation and that our pupils become intoxicated by the splendour of knowledge and become addicted to learning.

Our young people leave school with fine taste and good public decorum, with an appreciation of the beauty in art, music, literature, nature and architecture. They know the key foundational knowledge that has defined the culture they live in and know what science and mathematics have proposed.



Regardless of their starting point in life, they will leave us capable, competent and confident to take their place in the community of educated people.



Defining Our Goals

Capable

At ATT, when we say Capable, we mean everyone – child and adult alike – is equipped with the knowledge, skills, and tools to consistently perform to a high standard.

It means having the intellectual, practical, and emotional readiness to meet challenges, adapt to new situations, and contribute meaningfully to our communities.

Being capable includes feeling empowered, supported, and mentally prepared to learn, create, and lead with purpose.



Competent

At ATT, when we say Competent, we mean everyone has the knowledge, habits, and judgement to get things done – well, reliably, and independently.

It means being able to apply learning fluently, behave appropriately in different contexts, and make thoughtful choices that lead to positive outcomes.

Being competent includes feeling assured in your ability to meet expectations, recover from setbacks, and make meaningful progress – knowing what to do, how to do it, and having the mindset to follow through.

Confident

At ATT, when we say Confident, we mean everyone feels safe, happy, and known – emotionally secure enough to take risks, speak up, and grow.

Confidence emerges from strong relationships, a sense of belonging, and repeated experiences of success and support.

Being confident is about having self-belief rooted in character and care, and feeling inspired to act boldly, kindly, and with purpose in the world.



Defining Our Aims

Capable

1. Professional Excellence

Every colleague is a skilled professional who consistently delivers excellence, supported by high-quality training, development, and expertise.

2. Fluent Learners and Thinkers

Everyone in the organisation is a confident, curious learner, fluent in communication and technology, adaptable to change, and supported by systems that enable high performance.

3. Multiple Pathways to Success

We design learning through multiple lenses, offering diverse routes to success, recognising varied forms of achievement, and nurturing the passions and talents of everyone.

Competent

4. Purposeful, Knowledge-Rich Learning

We foster a culture of achievement, where learning is purposeful, knowledge-rich, and grounded in the behaviours and experiences that prepare every individual for a fulfilling life.

5. Unwavering Focus

We cultivate a culture of focus, where every minute is used meaningfully, and energy is directed toward what matters most in learning and development.

6. Strength Through Challenge

We instil a culture of perseverance, where everyone learns to embrace challenge, persist through difficulty, and grow from setbacks.

Confident

7. Valued and Empowered Individuals

Everyone is known, valued, and empowered to become the best version of themselves through a culture of belonging and care.

8. Leading with Integrity, Celebrating Excellence

As One ATT, we lead with integrity, inspire one another, and celebrate excellence within uplifting, values-driven environments.

9. Moments That Shape Us

We create the conditions for meaningful rites of passage that mark personal growth, support learning, and help everyone discover their potential and purpose.



Communication Strategy

To bring ATT 2030 to life, it is vital that our aims are not only ambitious but also clearly understood and embraced by everyone in our community.

That's why each of our nine aims is expressed in multiple voices – tailored for parents and carers, pupils, educators, and professional services staff. While the underlying ambition remains the same, the language and framing adapt to the needs, roles, and perspectives of each group.

By speaking directly to our stakeholders in a way that resonates with them, we ensure that our mission is more than a statement – it becomes a shared understanding and a collective commitment.

Capable

1. Professional Excellence

Every colleague is a skilled professional who consistently delivers excellence, supported by high-quality training, development, and expertise.

Voice

Framing

Parent / Carer	Your child will be taught by expert teachers who are constantly improving and supported to do their very best, every day.
Pupil	Your teachers are experts who care about helping you do your best and who are always learning how to teach even better.
Educator Staff	We are committed to being the best educators we can be. We stay sharp in our subject and pedagogy, and we support each other to keep improving through shared practice and high-quality development.
Professional Services Staff	We are trusted experts in our fields. Whether in HR, finance, estates, ICT, or administration, we aim for excellence, grow our expertise, and work to remove barriers so others can thrive.



2. Fluent Learners and Thinkers

Everyone in the organisation is a confident, curious learner, fluent in communication and technology, adaptable to change, and supported by systems that enable high performance.

Voice	Framing
Parent / Carer	Your child will develop strong skills in reading, writing, speaking, and using technology – ready to succeed in a changing world.
Pupil	You'll get better and better at reading, writing, talking, and using technology – and you'll feel ready to take on new things. You will be expected to think hard.
Educator Staff	We model what it means to be a learner – open to new ideas, strong in communication, confident with tech, and always asking how we can do better for our pupils.
Professional Services Staff	We are solution-seekers – curious, communicative, and flexible. We use the right tools, embrace change, and help make our systems more efficient and supportive.

3. Multiple Pathways to Success

We design learning through multiple lenses, offering diverse routes to success, recognising varied forms of achievement, and nurturing the passions and talents of everyone. that enable high performance.

Voice	Framing
Parent / Carer	Your child will be supported and encouraged to find what they love – whether it's art, sport, science or something else – and given the chance to succeed in their own way.
Pupil	You'll be able to explore different subjects and activities, so you can find out what you're great at and what you love to do.
Educator Staff	We design and deliver learning that meets children where they are – offering different ways to succeed, and helping every pupil find and pursue their strengths.
Professional Services Staff	We contribute to a system that values people as individuals. Our work makes space for children and colleagues to follow different paths to success, and to feel seen and supported.

Competent

4. Purposeful, Knowledge-Rich Learning

We foster a culture of achievement, where learning is purposeful, knowledge-rich, and grounded in the behaviours and experiences that prepare every individual for a fulfilling life.

Voice

Framing

Parent / Carer	At ATT, your child will follow a rich and well-planned curriculum that helps them understand the world and prepares them for a happy and successful life.
Pupil	You'll learn lots of interesting and important things that help you understand the world and become ready for your future.
Educator Staff	We deliver curriculum that is carefully thought through, rich in knowledge, and rooted in what matters most – so our pupils grow with understanding, confidence, and wisdom.
Professional Services Staff	We support purposeful learning by ensuring our processes, systems, and environments run smoothly and align with our mission to give every child the best chance of success.



5. Unwavering Focus

We cultivate a culture of focus, where every minute is used meaningfully, and energy is directed toward what matters most in learning and development.

Voice	Framing
Parent / Carer	We make sure that every moment in school counts – your child’s time won’t be wasted, and learning will always be focused and meaningful.
Pupil	We use our time well – you’ll be in calm, focused classrooms where learning really matters and no time is wasted.
Educator Staff	We create calm, productive classrooms. We know what matters and cut out the noise – our routines and relationships help pupils make the most of every minute.
Professional Services Staff	We prioritise what truly matters. Our work is organised, focused, and efficient, enabling others to concentrate on what they do best.

6. Strength Through Challenge

We instil a culture of perseverance, where everyone learns to embrace challenge, persist through difficulty, and grow from setbacks.

Voice	Framing
Parent / Carer	We’ll help your child develop resilience, learning that it’s OK to struggle – and that with effort and support, they can overcome anything.
Pupil	You’ll learn that it’s OK to find things hard sometimes – what matters is sticking with it and never giving up.
Educator Staff	We teach pupils to persist, take feedback, and try again. We know challenge is essential for growth, and we build resilience through deliberate, supported challenge.
Professional Services Staff	We support a culture where difficulty isn’t avoided – it’s tackled with purpose. We’re not afraid of complexity, and we help others find their way through it.

Confident

7. Valued and Empowered Individuals

Everyone is known, valued, and empowered to become the best version of themselves through a culture of belonging and care.

Voice	Framing
Parent / Carer	Your child will be known, understood and cared for – so they feel confident to be themselves and believe in what they can achieve.
Pupil	You'll be seen for who you are, feel like you belong, and be supported to grow into your best self.
Educator Staff	We take time to know our pupils. We build trust, show care, and make sure every child feels they matter and can achieve.
Professional Services Staff	We make sure colleagues and children feel seen, safe, and valued. Our work helps people feel part of something bigger, and supported to grow.



8. Leading with Integrity, Celebrating Excellence

As One ATT, we lead with integrity, inspire one another, and celebrate excellence within uplifting, values-driven environments.

Voice	Framing
Parent / Carer	Your child will be part of a positive school community where everyone encourages each other and where doing the right thing really matters.
Pupil	You'll be part of a team that lifts each other up, celebrates effort, and always tries to do the right thing.
Educator Staff	We model high standards and ethical leadership. We praise progress, celebrate success, and always try to do the right thing – for children and for each other.
Professional Services Staff	We act with integrity and professionalism. We recognise and celebrate great work and contribute to a culture where excellence is expected and acknowledged.

9. Moments That Shape Us

We create the conditions for meaningful rites of passage that mark personal growth, support learning, and help everyone discover their potential and purpose.

Voice	Framing
Parent / Carer	Your child will experience powerful, memorable moments – like performances, trips, and leadership roles – that help them grow in confidence and character.
Pupil	You'll take part in special moments – like trips, shows, and leadership roles – that help you grow and discover who you are.
Educator Staff	We create powerful experiences – performances, trips, leadership roles – that give pupils confidence and memories to carry for life.
Professional Services Staff	We help make the big moments happen. Whether organising logistics, finance, or support, we ensure children experience things they'll never forget.

The use of distinct voices means we can capture our aims in a series of pledge documents, for different audiences. Below is the pupil version as an example.

Our Pledge to Our Pupils

Everyone at ATT will help you to become capable, competent and confident. We make the following pledges to you:

Capable

1. **Professional Excellence:** Your teachers are experts who care about helping you do your best and who are always learning how to teach even better.
2. **Fluent Learners and Thinkers:** You'll get better and better at reading, writing, talking, and using technology – and you'll feel ready to take on new things..
3. **Multiple Pathways to Success:** You'll be able to explore different subjects and activities, so you can find out what you're great at and what you love to do.

Competent

4. **Purposeful, Knowledge-Rich Learning:** You'll learn lots of interesting and important things that help you understand the world and become ready for your future.
5. **Unwavering Focus:** We use our time well – you'll be in calm, focused classrooms where learning really matters and no time is wasted.
6. **Strength Through Challenge:** You'll learn that it's OK to find things hard sometimes – what matters is sticking with it and never giving up.

Confident

7. **Valued and Empowered Individuals:** We take time to know you. We build trust, show care, and make sure you feel you matter and can achieve.
8. **Leading with Integrity, Celebrating Excellence:** You'll be part of a team that lifts each other up, celebrates effort, and always tries to do the right thing.
9. **Moments That Shape Us:** You'll take part in special moments – like trips, shows, and leadership roles – that help you grow and discover who you are.

High Trust, High Accountability

We are building a high trust, high accountability organisation. We believe the surest way to unlock excellence is to create the conditions where good people are trusted to be great.

High trust means that everyone, regardless of their role, is treated as a professional – trusted to think, to lead, and to make wise decisions. It means our principals are empowered to lead their academies, supported by the expertise of the central team, but ultimately trusted to make the calls that are right for their context. It means everyone at every level of the organisation is encouraged to use their knowledge, judgement, and creativity in service of our shared mission.

High trust does not mean low accountability. In fact, the opposite is true. When people are trusted, they know their decisions carry weight, and they raise their game. Accountability in a high trust culture is rooted in clarity, honesty, and continuous improvement. It is not about blame – it is about shared responsibility and the constant question: what one small thing can I improve today that makes us better tomorrow?

In high trust organisations, structures and processes exist not to constrain action but to support it. There is space for thoughtful work, for curiosity, and for people to bring the best of themselves. Leaders see their role not as directing others, but as removing obstacles and enabling colleagues to thrive.

This is the kind of organisation we are committed to building at ATT. One where trust and accountability go hand in hand, ensuring that every child leaves us capable, competent, and confident – and that we as professionals find purpose, pride, and joy in our work.

Why This Matters

Across our Trust, we are fortunate to have talented colleagues – both in our academies and in our central team – who care deeply about children and who bring considerable expertise to their roles.

As we look to the future, we are evolving how we work together. Our goal is to ensure that decision-making sits as close as possible to the children and communities we serve, while still benefiting from the collective wisdom and support of the wider Trust.

This means a shift in how we exercise leadership and how we support one another.

What This Looks Like in Practice

Principals as Strategic Leaders

Principals will be trusted as the key decision-makers for their academies. They will be expected to seek advice and engage with the expertise of their peers and central colleagues – but they will decide the way forward for their academy in best delivering our shared mission and the goals that flow from it.

Central Team as Expert Partners

Our central colleagues will act as expert partners – offering insight, challenge, evidence, and advice. They will provide the tools, data, and guidance that enable principals to make informed choices.

Accountability for our Actions

With trust comes accountability. Decisions made locally will carry responsibility for outcomes, but with the understanding that everyone across the Trust stands ready to help when needed. Accountability conversations will focus on professional dialogue about decisions, actions, and results. Accountability is not about blame – it is about learning, improving, and ensuring the best for our pupils.

Coaching and Collaboration

Our work will focus on coaching, collaboration, and iterative problem-solving. Together, we will build capacity and confidence across all layers of leadership.

Transparency and Dialogue

High trust thrives in an environment of openness. We will share data, discuss challenges honestly, and celebrate successes collectively. This transparent approach ensures that support and intervention can be proactive rather than reactive.

Our Collective Commitment

High trust does not mean leaving people to cope alone. Nor does high accountability mean imposing rigid controls. At ATT, it means working in partnership, with shared purpose and mutual respect, in service of our 2030 mission statement.

We trust our people to lead wisely. We also expect everyone to engage thoughtfully, act with integrity, and remain focused on what matters most: ensuring that every child leaves us capable, competent and confident.

As One ATT, we will move forward together – combining local leadership with collective strength – to fulfil our mission for the children and communities we serve.



Belonging and Becoming

Definition and Philosophy

Oikos (Greek: οἶκος)

The Greek word *oikos* translates as “home” – not only a building, but the people, land, traditions, and culture that shape our lives. To belong is to be part of that shared home. Philosopher Roger Scruton called this impulse *oikophilia*: the love of home, the desire to cherish and preserve the places and communities that form us.

Belonging is more than sentimentality; it is the recognition that people thrive when they are known, when their story matters, and when they are rooted in heritage and community. Yet belonging alone is not enough: education must also be about becoming.

To become is to be lifted beyond the immediate horizon – to be introduced to new knowledge, experiences, and aspirations.

At ATT, we believe that we must meet the child where they are, but refuse to leave them there. This is the essence of belonging and becoming. We meet every child in their unique starting point, honouring their story and context. But we do not accept those horizons as fixed; our task is to lift sights, widen possibilities, and help every pupil grow into more than they imagined.

An ATT education must give every child both roots and wings. Belonging and becoming are two inseparable duties of schooling:

Belonging means being known, valued, and connected. It is the sense of oikophilia – love of home – that binds pupils to their communities, cultures, and histories. Belonging roots children in place, tradition, and responsibility. It creates the security from which aspiration can grow.

Becoming is the work of aspiration. It is the deliberate widening of horizons, enabling children to imagine and achieve futures beyond what they already know. Becoming is not a rejection of belonging, but its fulfilment: roots nourishing growth into citizens of the wider world.

ATT believes that educational institutions that forget belonging become corporate and hollow; those that forget becoming become narrow and parochial. We aim to hold the two together.



The Purpose and Benefits

Now more than ever this dual commitment is needed. Too many schools have become detached from their communities, branded but rootless. Others risk trapping children within narrow horizons, lowering expectations to what feels comfortable.

Embedding belonging and becoming across our Trust will:

- **For pupils:** create emotional security, resilience, and identity alongside intellectual curiosity, ambition, and agency.
- **For families and communities:** strengthen trust in their local Academy as a hub of cultural, social, and civic life, while opening doors to futures previously unseen.
- **For staff:** provide a shared framework of purpose, helping colleagues unite around the profound task of forming both character and intellect.
- **For the Trust:** enable us to demonstrate that education is a public duty, not only to our own academies, but to the wider civic realm we inhabit.

Without belonging, education becomes transactional. Without becoming, it becomes limiting. Together, they form the full measure of education. Belonging and becoming are therefore not optional extras: they are the conditions of education worthy of the name, and the measure by which we will be judged as a Trust.



What this Means in Practice

Belonging is seen when pupils...

- Are known by name and story, and feel they matter.
- Take part in events rooted in local culture, history, and community.
- Contribute to their neighbourhood through service, performance, and leadership.
- See their school as a home that welcomes families and partners.



Becoming is seen when pupils...

- Experience ambitious curriculum, rich in knowledge and ideas beyond their immediate experience.
- Take part in visits, trips, and exchanges that broaden horizons.
- Meet role models from a variety of backgrounds who embody aspiration.
- Pass through meaningful rites of passage – deliberately designed, guaranteed across the Trust, and treated as a non-negotiable entitlement – that mark growth, signal responsibility, and unlock potential.



Examples across ATT might include:

- Community heritage days, adult learning hubs, food banks and warm hubs.
- Duke of Edinburgh programmes, cadets, and cross-trust competitions.
- Partnerships with local businesses, universities, and civic services.
- Alumni returning to mentor, inspire, and show what is possible.
- Purposeful curriculum design that nurtures both identity and excellence.

Expectations and Commitments

Principals and Academies

We expect every academy to:

- Root pupils in their community through local partnerships, events, and cultural ties – ensuring children feel known and connected to their place.
- Create moments of becoming through ambitious curriculum, trips, experiences, and rites of passage that widen horizons and lift aspiration.
- Foster collaboration with local schools, nurseries, colleges, and civic institutions, recognising shared responsibility for all children, not only those on our roll.
- Hold the balance between local rootedness and global outlook, ensuring pupils leave both grounded in who they are and equipped for who they might become.

The Central Team

The central team will act as expert partners to make belonging and becoming a lived reality in every academy. Each function contributes uniquely:

- **Education & Institute:** provide curriculum and CPD that integrate belonging and becoming, broker local and national partnerships, and offer training on community engagement.
- **Safeguarding & People:** ensure every pupil feels safe and known; provide staff training on cultural awareness and pastoral care.
- **ICT & Estates:** open schools as community hubs; support digital literacy and outreach events; make physical spaces welcoming to families and partners.
- **Finance & Procurement:** enable and resource opportunities for enrichment, community use, and aspirational experiences.
- **Governance:** champion the outward-facing duty of academies, ensuring accountability for both belonging and becoming.

In practice, this may mean ICT donating redundant equipment to families who need it; Estates enabling community lettings for cultural or civic events; or Finance developing models that reinvest surplus from lettings directly back into enrichment and community initiatives.

Our Belonging and Becoming Pledges

Our Pledge to Pupils

You will feel you belong – known, valued, and rooted in your community. You will also become – through ambitious learning, new experiences, and the chance to discover who you might yet be.

Our Pledge to Parents and Carers

Your child's school will be a hub of community life – welcoming, connected, and proud of its place. It will also be a launchpad to the wider world, giving your child the knowledge and experiences to thrive far beyond the school gates.

Our Pledge to Staff

You will work in an environment where you belong – cared for, supported, and valued. You will also have the opportunity to become – to grow in expertise, broaden your horizons, and take pride in shaping the roots and wings of the next generation.

Our Pledge to Communities

Each ATT academy will be both steward of its place and gateway to the world. We will strengthen the civic fabric of our localities while ensuring that children are prepared to step confidently into the Great Conversation of humanity.

Our Collective Commitment

By 2030, every ATT academy will be recognised as both:

- **A place of belonging**– a true oikos for its community, where pupils and families feel secure, proud, and connected.
- **A place of becoming**– where horizons are lifted, ambitions widened, and futures transformed.

As One ATT, we commit to meeting every child where they are, but refusing to leave them there – giving them both roots and wings: belonging to a home, and becoming something more.



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