

2024-27



QUEST



QUEST Multi Academy Trust

**SUPPORTING YOUNG  
PEOPLE FROM **EARLY**  
**YEARS TO EMPLOYMENT****

## WELCOME TO QUEST.

It is with immense pleasure and pride that we extend a heartfelt welcome to the QUEST Trust of schools, a truly unique faith Trust.

We are honoured to be leading a team fully dedicated to shaping the future of our young learners. We understand the importance of our responsibility, and we firmly believe that education is the cornerstone of progress.

Our unwavering commitment is to provide a nurturing, innovative, and inclusive environment where students can flourish academically, emotionally, and socially.

We are a community united by a common vision and a strong belief in the power of collaboration. As a Trust with a University Technical College, we believe in the power of employability and work skills to help young people achieve their aspirations. We work with local and national employers to make this happen.

As such, we wholeheartedly encourage parents, guardians, students, and our broader community to actively engage with us. Together, we can create a supportive and nurturing environment where every child can thrive and confidently navigate the many challenges of the future, as well as embrace the breadth of opportunities ahead of them.

We want to express our deepest gratitude to all those who have supported us on the journey so far, from our exceptional teaching and support staff to our engaged parents, our local communities, and our governing bodies. It is your collective commitment that propels us forward, and we are genuinely excited about the boundless possibilities that lie ahead as we continue to build truly great schools.

**We look forward to a bright and promising future together.**



**Marc Doyle**  
Chief Executive Officer



**Rev. Canon Dr C. Pailing MBE**  
Chair of Trustees

## OUR MISSION

At Quest, we are passionate about a future where the power of strong relationships, an unwavering commitment to our faith-driven values, and a focus on lifelong learning that will propel all children to achieve well and go on to great things.



## ‘SUPPORTING YOUNG PEOPLE FROM EARLY YEARS TO EMPLOYMENT’

shows our steadfast dedication to preparing young minds for a lifelong quest for knowledge, character, and service.

We believe that at the heart of our community lies a commitment to our ‘why?’ – the 1700 children that we serve. As a Christian Multi Academy Trust rooted in serving through kindness, we are guided by the values of respect and compassion. These principles underpin everything we do, creating an atmosphere where children and staff flourish in a professional, responsible and loyal way.

Our commitment to excellence in education extends beyond the classroom. Through personalised learning experiences, a diverse curriculum and robust support systems, we cultivate well-rounded individuals ready to embrace the challenges and opportunities of the future. We are dedicated to nurturing the potential of every child, recognising that each individual is unique and special.

By fostering a culture of acceptance, belonging, and understanding, we ensure that every child can thrive, regardless of their background or circumstances. Through partnerships with the wider community, businesses, churches and local organisations, we equip our students with the skills and knowledge they need to excel in the ever-evolving landscape of the 21st-century job market.

# OUR ACADEMIES



**St. Peter's**  
C. of E. Primary School



**St. John's**  
C. of E. Primary School



**St. John's**  
C. of E. Primary School



**Hindley Green**  
Community Primary School



**St. Peter's**  
C. of E. Primary School

**St. Peter's C. of E. Primary School**  
Kildare Street, Hindley, Wigan, WN2 3HY  
01942 258647



**St. John's**  
C. of E. Primary School

**St. John's C. of E. Primary School**  
Atherton Road, Hindley Green, Wigan, WN2 4SD  
01942 255396



**St. John's**  
C. of E. Primary School

**St. John's C. of E. Primary School**  
Simpkin Street, Abram, Wigan, WN2 5QE  
01942 703465



**UNIVERSITY COLLEGIATE SCHOOL**

**University Collegiate School**  
The Stoller Building, Deane Road, Bolton, BL3 5AG  
01204 928700



**Hindley Green**  
Community Primary School

**Hindley Green Community Primary School**  
Thomas Street, Hindley Green, Wigan, WN2 4SS  
01942 255406



**PlayPals Nursery**  
675 Atherton Road, Hindley Green, Wigan, WN2 4SD  
01942 294350



## OUR VALUES

### PROFESSIONAL

We have a steadfast commitment to displaying integrity, expertise, and collaboration. We encompass a dedication to ethical conduct, continuous learning, respectful engagement, and accountable, innovative practices, fostering an environment that prioritises excellence for all stakeholders.

### RESPONSIBLE

We always demonstrate a commitment to ethical practices. We take ownership of actions, decisions, and their impact on learning outcomes, fostering a culture of integrity and trust within our community.

### LOYAL

We have an unwavering dedication to our mission, values, and the collective goals of students and staff. We believe in steadfast support, commitment, and advocacy for the wellbeing and success of everyone we serve.

### COMPASSIONATE

We have a deep empathy and understanding for the diverse needs of students, staff, and the community. We foster a supportive, inclusive environment where we encourage each other to succeed.

### RESPECTFUL

We believe that being respectful means embracing diversity, fostering an inclusive environment, and treating all individuals with dignity and care. We are nurturing a culture where differences are celebrated, communication is courteous, and mutual understanding is valued.

### KIND

Through thoughtful gestures, empathy, and a genuine concern for the wellbeing and growth of others, we are a kind Trust that promotes a culture of care and understanding

## OUR FOUR STRATEGIC OBJECTIVES

Our strategy for building a strong Trust is based upon four strategic objectives:

01.

We are creating a united Trust with strong governance and a common objective of supporting young people from Early Years to employment with strong Christian values.

02.

We are developing strong accountability systems to improve the outcomes and experiences of our children, with a curriculum that meets the needs of all students and helps them achieve their career aspirations.

03.

We are nurturing a culture of investment in our pupils, staff and buildings.

04.

We are building long-lasting partnerships to help our Trust grow.



# CREATING A UNITED TRUST WITH STRONG GOVERNANCE AND A COMMON OBJECTIVE OF SUPPORTING YOUNG PEOPLE FROM EARLY YEARS TO EMPLOYMENT.

## Why is it important?

We are committed to this objective for four reasons:

### UNITED TRUST

Collaboration and unity towards a common cause are critical for us to grow together. This unity will harness collective strength and resources to address challenges and achieve our aims.

### STRONG GOVERNANCE

A structured and well-managed framework is important to us. Clear governance ensures accountability, transparency, and effective decision-making, which are crucial to our success.

### COMMON OBJECTIVE

Having a shared goal or mission will help us to unite efforts, align actions, and provide direction. By supporting children from their early years through to employment, we are creating a clear purpose for our Trust.

### SUPPORTING CHILDREN

Focusing on children's development from Early Years to employment is crucial for their success in later life. Investing heavily in our most important asset will make us a strong and successful Trust where disadvantaged children are given equal experiences to those who aren't.



“Leaders have created an ambitious curriculum. It is aspirational for pupils, including disadvantaged pupils and those with SEND.”

Hindley Green Community Primary School, Ofsted Report



## HOW WILL WE MEET THIS OBJECTIVE?

We will establish a comprehensive and structured governance framework that fosters collaboration and aligns actions with a shared mission to support children from Early Years to employment.

We will ensure that accountability and transparency harness collective strength, resources, and investment in children. This will help propel the Trust towards unified growth and success.

### SUCCESS CRITERIA YEAR 1

Using the support of our marketing partner means we are communicating the message that we are one Trust. There are clear opportunities for all schools to work together more regularly.

The Quest governance handbook that acts as a guide for existing and new governors on the Trust vision and accountability structures is successfully delivered. There are clear lines of accountability between the Trust board, the Local Governing Bodies and the Interim Academy Board.

A relaunch of the Trust mission, strategy and values with all stakeholders so that the voice is common in all settings is evident.

A Trust central team is created to add strong capacity for school improvement.

### SUCCESS CRITERIA YEARS 2 AND 3

Calendared opportunities mean that schools work together on their priorities and by Year 3, they are involved in the delivery of the next Trust strategic plan.

Governance is self-evaluating as strong in the MAT evaluation framework. Governors are playing a key role in the direction of travel of the Trust, offering support to other growing Trusts.

Mission, strategy and values are embedded in all schools.

The central team has created the capacity that allows the Trust to grow, with a further secondary school and at least two more primary schools in Quest.

## DEVELOPING STRONG ACCOUNTABILITY SYSTEMS TO IMPROVE THE OUTCOMES AND EXPERIENCES OF OUR CHILDREN, WITH A CURRICULUM THAT MEETS THE NEEDS OF ALL STUDENTS AND HELPS THEM ACHIEVE THEIR CAREER ASPIRATIONS.

### Why is it important?

We are committed to this objective for four reasons:

#### ACCOUNTABILITY SYSTEMS

Establishing strong accountability systems ensures that we have a mechanism in place to measure progress and hold ourselves responsible for meeting our objectives.

We are ensuring that promises made to children and stakeholders are fulfilled and that resources are used effectively to enhance outcomes and experiences.

#### IMPROVED OUTCOMES AND EXPERIENCES

**Our primary goal is to improve outcomes and experiences for children.**

By implementing strong accountability systems, we can track progress and make data-driven decisions that lead to targeted improvements, particularly supporting children from disadvantaged backgrounds.

#### CURRICULUM TAILORED FOR ALL STUDENTS

**Not all students learn in the same way or have the same needs.**

Our curriculum is designed to cater to diverse learning styles, abilities, and interests ensuring that every student receives an education that suits them best. This inclusivity promotes engagement and better educational outcomes for all.

#### CAREER ASPIRATIONS

**Focusing on helping students achieve their career aspirations from Early Years to employment is crucial for their future success.**

Tailoring the curriculum to align with various career paths equips students with the necessary skills and knowledge, making them better prepared to enter the workforce or pursue further education in their chosen fields.



“The UCS has transformed my child's future! The STEM specialism has set my daughter on a path to University - somewhere that we had never dreamt of her going to previously. The small classes allow the school to provide a more personal learning experience.”

UCS Parent

## HOW WILL WE MEET THIS OBJECTIVE?

We will implement a comprehensive accountability system alongside a tailored curriculum catering to diverse learning needs.

We will improve outcomes and experiences for all students, fulfilling our promises to stakeholders by aligning education with career aspirations from Early Years to employment, fostering engagement and maximizing educational success.

### SUCCESS CRITERIA YEAR 1

The Trust has an accurate means of self-assessing its overall effectiveness and the effectiveness of its constituent academies against clearly defined Key Performance Indicators.

A clear focus upon supporting all learners to improve outcomes, via adaptive teaching. A common approach to pedagogy is evident. SEND learners are well supported and the gaps are closed between disadvantaged and all. The Trust reading strategy is introduced.

The introduction of a new CUSP curriculum in Primary and a common language in Secondary for curriculum scope and sequencing means that the offer is more aligned. The introduction of the Quest for Life challenge is successfully launched in all schools.

The Trust employs an Employer Engagement Lead who has a focused action plan to align the curriculum with community, business and charity.

### SUCCESS CRITERIA YEARS 2 AND 3

Key Performance Indicators evolve over time to reflect the changing nature of the external regulatory environment and the changed priorities of the Trust.

Primary school outcomes are above national averages and, at secondary, UCS has become a successful UTC that others can learn from.

Quest for Life challenge is enhanced and involves leaders from all schools. Curriculum innovation is leading to better outcomes against all metrics.

Trust NEET figures are below national averages. Schools are in a strong place with their careers offer so that Early Years to Employment is having a clear impact on children's lives.

03. **NURTURING A CULTURE OF INVESTMENT IN OUR PUPILS, STAFF AND BUILDINGS.**

**Why is it important?**

We are committed to this objective for five reasons:

**DEVELOPMENT AND GROWTH**

Investing in pupils fosters their growth and development.

We are providing resources and opportunities to enhance their learning experience and to support their personal growth.

**SUPPORT FOR STAFF**

By investing in staff, with strong professional development opportunities, we are creating a positive work environment to help boost morale. When our staff feel supported, valued, and equipped with the necessary tools, they can perform better and provide higher-quality education and support to students.

**INFRASTRUCTURE AND FACILITIES**

Buildings and infrastructure play a significant role in creating conducive learning environments. We are investing in these areas to ensure that students have access to safe, comfortable, and well-equipped spaces that facilitate learning and growth.

**LONG-TERM SUSTAINABILITY**

A culture of investment contributes to the long-term sustainability of our Trust. By continuously investing in pupils, staff, and infrastructure, we can adapt to changing needs, remain competitive, and provide quality education over time.

**COMMUNITY ENGAGEMENT**

Investing in pupils and buildings has a positive impact on the communities that we serve. Well-educated children contribute positively to society, and improved infrastructure can benefit the community beyond the confines of the school walls.



“Pupils are polite and welcoming. Pupils have positive attitudes towards their work. They understand how to be a successful learner and they work well together in class.”

St. Peter's C. of E. Primary School, Ofsted Report



**HOW WILL WE MEET THIS OBJECTIVE?**

We will prioritise investment in pupil development, staff support through professional growth, infrastructure enhancements, and sustainable practices to foster a positive learning environment.

This will ensure long-term sustainability, community engagement, and holistic growth within and beyond the Trust's community.

**SUCCESS CRITERIA YEAR 1**

The relaunch of the Pupil Voice group has helped to court the views of children. Resources are invested into curriculum and pedagogy to support learning.

Performance Development Review overhaul has led to CPD being more bespoke to individual staff. The new meeting structure gives wider participation in CPD. Staff wellbeing is a strong focus for the Trust.

The Trust has a strategic asset plan in place which details how the estate will be developed and improved.

The new build plan in Bolton is being successfully implemented and planned for. New staffing structures in all five schools allow capacity for improvement.

Schools are positioning themselves in the centre of their communities, engaging in business links, church links and charity partnerships.

**SUCCESS CRITERIA YEARS 2 AND 3**

The Trust is growing as a result of its strong approach to curriculum and pedagogical development.

Strong CPD is leading to a high-quality offer beyond the Trust.

The Strategic Asset Plan is delivered successfully.

The new build is completed and MUGA at UCS is being used by the community. Staffing at all five schools is stable, with strong links established to ITT providers.

The Trust is seen as a community-focused organisation.

04. **BUILDING LONG-LASTING PARTNERSHIPS TO HELP OUR TRUST GROW.**

**Why is it important?**

We are committed to this objective for five reasons:

**LEVERAGING RESOURCES**

We are an organisation that believes in collaboration for the good of our children.

Collaborating with other organisations provides access to resources that might not be available otherwise, fostering growth and development.

**SHARED KNOWLEDGE AND EXPERTISE**

Partnerships allow for the sharing of knowledge and expertise.

We are learning from the best and gaining insights from different perspectives that help enhance our school improvement strategy.

**EXPANDED OPPORTUNITIES**

Collaboration opens doors to new opportunities.

Through partnerships, we are contributing to the wider system.

**COMMUNITY AND NETWORK BUILDING**

Building partnerships strengthens connections within our community and beyond.

We are establishing a network of supportive partnerships so that we can grow in time.

**SUSTAINABILITY AND RESILIENCE**

Long-lasting partnerships contribute to the sustainability and resilience of the Trust.

Having strong, enduring relationships provides stability, support, and guidance even during challenging times.



“This is a caring, supportive school where pupils play and learn well together. Pupils feel safe and happy here. They enjoy coming to school.”

St. John’s C. of E. Primary School, Hindley Green, Ofsted Report



**HOW WILL WE MEET THIS OBJECTIVE?**

We will actively engage in collaborative partnerships to leverage resources, shared knowledge, and opportunities, fostering community and network building for sustained growth, resilience, and long-term sustainability, enriching our children's education through a network of supportive relationships.

**SUCCESS CRITERIA YEAR 1**

The Trust works in partnership with other schools, Trusts and local authorities to establish new models of supporting learners to be the best they can be.

At both primary and secondary, the Trust is linked to one strong partner to support the growth phase of our curriculum offer.

Work is completed for the launch of the new Quest for Life challenge, giving pupils opportunities that they wouldn't otherwise get.

Strong links with local church communities are evident in the Trust's externally established partnerships. In all of our schools, there is a charity partner and Trust colleagues are represented at key partnership boards locally.

Links have been established with other schools with a view to stronger partnership over time, adding capacity for all involved.

**SUCCESS CRITERIA YEARS 2 AND 3**

The Trust Partnership Plan is delivered, setting out the partnerships that will have the biggest impact on outcomes over the next five years.

Partnerships are honed so that they are bespoke to each school. The Trust is able to sustain itself without the need for others to support the curriculum and pedagogy.

The Quest for Life challenge is developed to include wider partnership work.

Trust schools are contributing strongly to community life.

The Trust has grown to add a further secondary and more primary schools.



# OUR KEY FOCUS AREAS FOR BUILDING A STRONG TRUST

## THEME 1 Stronger Leadership



## THEME 2 Stronger Teaching and Learning



## THEME 3 Stronger Accountability



## THEME 4 Stronger Expectations



## THEME 5 Stronger Infrastructure

## THEME 6 Stronger Achievement

01

### STRONGER LEADERSHIP

We will foster teamwork, innovation, and a positive workplace culture. We will invest in our people and our buildings. We are driven to empower individuals to lead without fear and demonstrate a huge commitment to the children we serve – our ‘why?’. Our Trust will be as one, united in a common voice. Our unique selling point – ‘supporting young people from Early Years to employment’ will shine through.

- 1.1 Communicating the Trust message effectively to all stakeholders.
- 1.2 Creating effective Leadership by developing strong accountability systems to ensure:
  - Leaders are focused on school improvement priorities.
  - Quality Assurance is embedded.
  - There is consistency in Leadership and expectations.
  - Leadership is contributing to good Teaching and Learning.
  - There is a high level of visibility for Leaders.
  - Data is used effectively.
  - Leaders have the training they need to flourish.
- 1.3 Enhancing the effectiveness of Governance at Trust and Board level, to support a cohesive Trust.
- 1.4 Ensuring that the Trust has the capacity to grow due to a clear strategy and central team strength.
- 1.5 Establish a clear and consistent communication strategy for pupils, parents and the community.
- 1.6 Developing clear and consistent strategies for developing leadership and succession planning.
- 1.7 Building strong external partnerships that help the Trust grow and become stronger.





02

## STRONGER TEACHING AND LEARNING

By focusing on pedagogy and curricular richness, we will improve educational outcomes, equip children with valuable life skills, and contribute strongly to personal and societal growth. By supporting our teachers professionally, we will make our learning environment something to be proud of and we will place reading at the heart of our strategy.

- 2.1 Creating the conditions to support learners who are disadvantaged and those with SEND to achieve well.
- 2.2 Enhancing the quality of teaching and assessment at Primary by prioritising:
  - Stronger curriculum sequencing.
  - An emphasis on meta-cognition and neurodiversity. Strategies to engage pupils who are capable of achieving Greater Depth at KS2.
- 2.3 Enhancing the quality of teaching and assessment at Secondary with an emphasis on:
  - Curriculum scope and ambition. Sequencing of key knowledge and skills.
  - Consistency of formal and informal assessment processes.
- 2.4 Securing a standardised strategy for professional development within each academy and at Trust level in direct response to needs, with a focus on:
  - Enhancing the quality of teaching and assessment, leading to better outcomes across both phases.
  - Securing greater quality and consistency in leadership at all levels.
  - Investing in the development of all staff across the Trust by establishing clear pathways for professional development, associate leadership roles, secondments and NPQs.
  - Secure increased collaboration on key priorities.
  - Greater opportunities for peer support and review, clarity of self-evaluation, moderation and benchmarking.

03

## STRONGER ACCOUNTABILITY

By maintaining high standards of quality assurance we will know ourselves well, ensuring consistent excellence, building trust, and fostering continuous improvement. Through strong accountability systems, we will create a culture of enquiry-based assurance.

- 3.1 Ensuring the effective implementation of standardised assessment and moderation.
- 3.2 Enhancing the implementation of Quality Assurance procedures by:
  - Introducing best practice models through collaboration with partners.
  - Having a Trust-wide data strategy that allows trends to be tracked effectively.
- 3.3 Aligning practices and procedures in all five schools so that it becomes one Trust, with one united common voice.
- 3.4 Ensuring that the curriculum is effective across each key stage to ensure:
  - The engagement of all pupils (and specific groups of pupils).
  - Depth of knowledge, appropriate sequencing, enhanced levels of recall and memory retention.

04

## STRONGER EXPECTATIONS

We are committed to driving personal and collective growth, supporting schools to achieve their full potential and exceed limitations. We will have high standards in all that we do.

- 4.1 Securing a climate of high expectations amongst all stakeholders.
- 4.2 Establishing a cross-phase literacy strategy, with an initial emphasis on the development of oracy, reading and writing.
- 4.3 Introducing the Quest for Life challenge to allow children the opportunities that they would not otherwise have.
- 4.4 Enhancing approaches to targeted academic intervention to improve outcomes for pupils.
- 4.5 Deliver on the UTCness at UCS.



“There is such a nice feel about the school... everyone seems so happy and enthusiastic... my son would be really happy here and is making great progress!”

UCS Parental Survey, Dec. 2021

05

## STRONGER INFRASTRUCTURE

By concentrating on high standards, we will develop our infrastructure so that it is world-class and meets the needs of all our children, right from Early Years to employment. We will develop strong relationships with our educational, church and business partners so that children are exposed to the best on offer nationally.

- 5.1 Developing a clear People Strategy that embraces equality, diversity and inclusion.
- 5.2 Developing an effective strategy to invest in our people and our buildings.
- 5.3 Engaging pupils and parents in the development of Trust-wide priorities.
- 5.4 Enhancing the effectiveness of provision to support the mental health and wellbeing of pupils and staff.
- 5.5 Securing effective pastoral provision for all pupils (particularly for PP and SEND) ensuring:
  - Pupils' personal development is maximised through a strong programme of character education.
  - Wider opportunities through a planned continuum of authentic experiences from EYFS to KS5.
  - A reduction of exclusions, improved attendance and a reduction in PA.
  - Improved academic outcomes.
  - Increased engagement, resilience and wellbeing.

06

## STRONGER ACHIEVEMENT

We will ensure that young people fulfil their potential, securing strong outcomes in relation to their starting points. They will become confident, healthy and well-balanced members of our community. Our Trust culture is one that puts student achievement as its number one priority. We will focus on the skills and aptitudes to support all our children from Early Years to employment.

- 6.1 Enhancing the standardised model for assessment, target setting and data management/analysis across the Trust.
- 6.2 Ensuring improved outcomes for young people at Primary by prioritising:
  - Increased progress from KS1 - KS2 for all pupils' combined outcomes in Reading, Writing and Maths.
  - Greater Depth (particularly in Writing).
- 6.3 Ensuring improved outcomes for young people at Secondary by prioritising:
  - Increased progress across all subjects for pupils.
  - Reducing variation in outcomes across identified subjects.
- 6.4 Securing improved outcomes for all disadvantaged and SEND pupils across all key stages.
- 6.5 Ensuring all pupils gain memorable experiences and achieve significant success through a planned continuum of extracurricular enrichment activities.
- 6.6 Securing optimum levels of engagement in high-quality independent learning, particularly in the Sixth Form.
- 6.7 Enhancing the effectiveness of praise and reward strategies across each academy, creating a culture where success is celebrated.



**JOIN US ON THIS ADVENTURE OF FAITH, LEARNING, AND TRANSFORMATION, AS WE FULFIL OUR MISSION TO SUPPORT CHILDREN FROM EARLY YEARS TO EMPLOYMENT.**

# TRUST CAPACITY

**CURRENT – 5 SCHOOLS (4 PRIMARY AND 1 SECONDARY) JANUARY 2024**

**PHASE 2 - 7 SCHOOLS (5 PRIMARY AND 2 SECONDARY) JANUARY 2025**

**PHASE 3 – 10 SCHOOLS (7 PRIMARY AND 3 SECONDARY) JANUARY 2026**

Chief Executive Officer

Deputy Chief Executive Officer

Director of Primary Ed

Director of Secondary Ed

Education Advisor

Executive Head (P)

Executive Head (S)

Employer Engagement Lead

Trust Data Lead

Heads

Heads

Trust CPD Lead

Director of SEND

Trust Maths Lead

Trust English Lead

Trust Science Lead

Chief Financial Officer

Business Manager

Human Resources Manager

Operations Manager

Safeguarding & Mental Health Lead

Admin

Admin

Governance Lead

Estates Manager

Admin

Admin

Admin



# GROWTH PLAN

**We are committed to fostering sustainable growth within the Trust, ensuring that both our current students and any future children benefit not only academically but also in their personal development through their association with the Trust. We place great emphasis on our shared and lived values.**

Our commitment to excellence in education extends beyond the classroom. Through personalised learning experiences, a diverse curriculum, and robust support systems, we cultivate well-rounded individuals ready to embrace the challenges and opportunities of the future.

We are dedicated to nurturing the potential of every child, recognising that everyone is unique and special in the eyes of God. By fostering a culture of acceptance, belonging, and understanding, we ensure that every child can thrive, regardless of their background or circumstances.

Through partnerships with the wider community, businesses, and local organisations, we equip our students with the skills and knowledge they need to excel in the ever-evolving landscape of the 21st-century job market. Our Trust's expansion is geared towards maintaining and reinforcing this central vision.

A pivotal aspect of our growth strategy is that any school seeking to join the Trust must align with our vision and values and commit to collaboration with an outward-facing approach. School leaders are also entrusted with nurturing and enhancing the unique qualities of their respective institutions as part of the Trust.

**To ensure a balanced and comprehensive educational offering, we see great value in incorporating more primary schools into our Trust.**

We believe that this integration will complement and enrich our existing offer. Over the next two years, we aim to welcome several Primary schools into the Trust, possibly forming clusters interested in joining together. Central to this endeavour is the appointment of a Director of School Improvement to oversee the growth of the Primary sector. Initially, we will focus on enrolling primary schools with 'Good' or 'Outstanding' ratings, allowing for the formation of a strong network of schools that can collaborate before extending invitations to other schools.

**In the case of Secondary schools, our plan involves considering the addition of 'Good' or 'better' schools to the Trust after 2024.**

After conducting due diligence and assessing compatibility, schools meeting these criteria will be invited to join the Trust. This expansion will bring further capacity and strength to our Secondary sector.

# SUPPORT NETWORKS

At the heart of our growth strategy lies a strong emphasis on the professional development of our staff. We firmly believe that to provide students with the best quality of education, our staff must have access to high-quality Continuing Professional Development (CPD) opportunities. Central to achieving this is our dedication to fostering school-to-school support, wherein we collaborate closely with local and national partners to collectively enhance the quality of teaching for our students. This commitment forms the bedrock of our mission.

Our commitment extends to our ongoing collaboration with schools both within and outside the Trust. Our objective is to ensure that school leaders and educators can readily access the best practices and in-service training to further enrich their capabilities.

# LEADERSHIP CAPACITY

**We are committed to fostering Leadership development at every level, recognising that high-quality Leadership is pivotal to delivering exceptional education.**

Our efforts to nurture leaders at all tiers involve a multifaceted approach, including Continuing Professional Development (CPD), coaching, leadership conferences, residential programs, peer-to-peer support, and collaborative initiatives. We empower leaders to seek out best practices and apply them within the specific contexts of their areas of responsibility.

Our overarching goal is to facilitate the growth of Leadership skills among all Trust Members and to further refine a coaching model for Leadership development. Moreover, we will continue to facilitate opportunities for staff to gain diverse experiences by working in different schools, thus broadening their spectrum of leadership capabilities. This, in turn, creates the capacity to support schools considering joining the Trust.

The presence of a robust central support team is indispensable for providing the highest quality education. Within the Trust, we have expanded our central services to alleviate the administrative burden on school leaders and teachers, allowing them to concentrate on their core business.

Our centralised finance, HR, ICT, communications, and health and safety staff collaborate closely with schools to ensure that the infrastructure within each school empowers every young learner to achieve success. With a focus on increasing financial pressures, capitalising on economies of scale enhances our efficiency and directs more resources toward the classroom, ultimately benefiting the educational experience for all.

# CENTRAL SERVICES

**As a small Trust, our central teams adopt a personalised approach.**

They engage in face-to-face meetings with Leaders, fostering a tailored, responsive delivery of central services. In anticipation of the Trust's expansion and any growing needs, we remain open to the possibility of expanding our central service team to uphold the delivery of high-quality services to all school leaders and staff.

Currently, we are financially sound. However, it is crucial to exercise due diligence concerning finances to safeguard both the ongoing school improvement efforts across all schools and the Trust's expansion plans.

We place a strong emphasis on staff wellbeing, considering it a central element of our mission. We have established a Staff Voice group, and schools that become part of the Trust would also have representation in this group.

We firmly believe that a motivated and content staff is the linchpin for providing the highest quality of education. Recruitment and retention of staff also feature prominently in our work to establish successful schools. We maintain close collaboration with our staff to comprehensively understand their needs, striving to continuously improve and be an employer of choice.



## GROWTH AREA

### Growth of Primary offer

## TIMELINE

- Appoint Director of School Improvement to replace Director of Education in 2024.
- Develop a school-to-school support offer by September 2024.
- Work collaboratively with other Primary schools in 2024/25 with a view of growing to 10 schools.

## GROWTH AREA

### Growth and Development of the Secondary offer

## TIMELINE

- Appoint a Secondary-specific Education Advisor in January 2024.
- Identify a school that would be interested in joining the Trust in late 2024.
- Develop links and opportunities for joint work in 2023.
- Ensure appropriate due diligence is completed before joining.

## GROWTH AREA

### Financial sustainability

## TIMELINE

- Ensure long-term financial plans are sustainable, considering all current cost pressures.
- Ensure all action plans are costed accordingly.

## GROWTH AREA

### School-to-school support

## TIMELINE

- Develop and foster a culture of collaboration within the Trust at both phases.
- Build on the current CPD entitlement for all staff.
- Develop a network of departmental and pastoral support.
- Create a Trust that is united in one common voice.
- Continually develop partnerships with other Trusts and schools focusing on best practice.

# OUR IMPACT

We are immensely proud of our achievements, with 80% of our schools being rated 'Good' by Ofsted.

Our Trust has been commended for its strong leadership, effective management, quality of teaching and capacity to grow, and all our primaries have received remarkable feedback following inspections.

Here are some of the highlights from our most recent Ofsted reports:

“If pupils need help when they are upset, staff provide effective support. Leaders and staff are effective role models and have high expectations for pupils.”

Hindley Green  
Community Primary School



“Staff want the very best for their pupils, including pupils with special educational needs and/or disabilities. Pupils strive to reach these expectations. Across different subjects, pupils achieve well over time.”

St. John's C. of E. Primary School,  
Abram



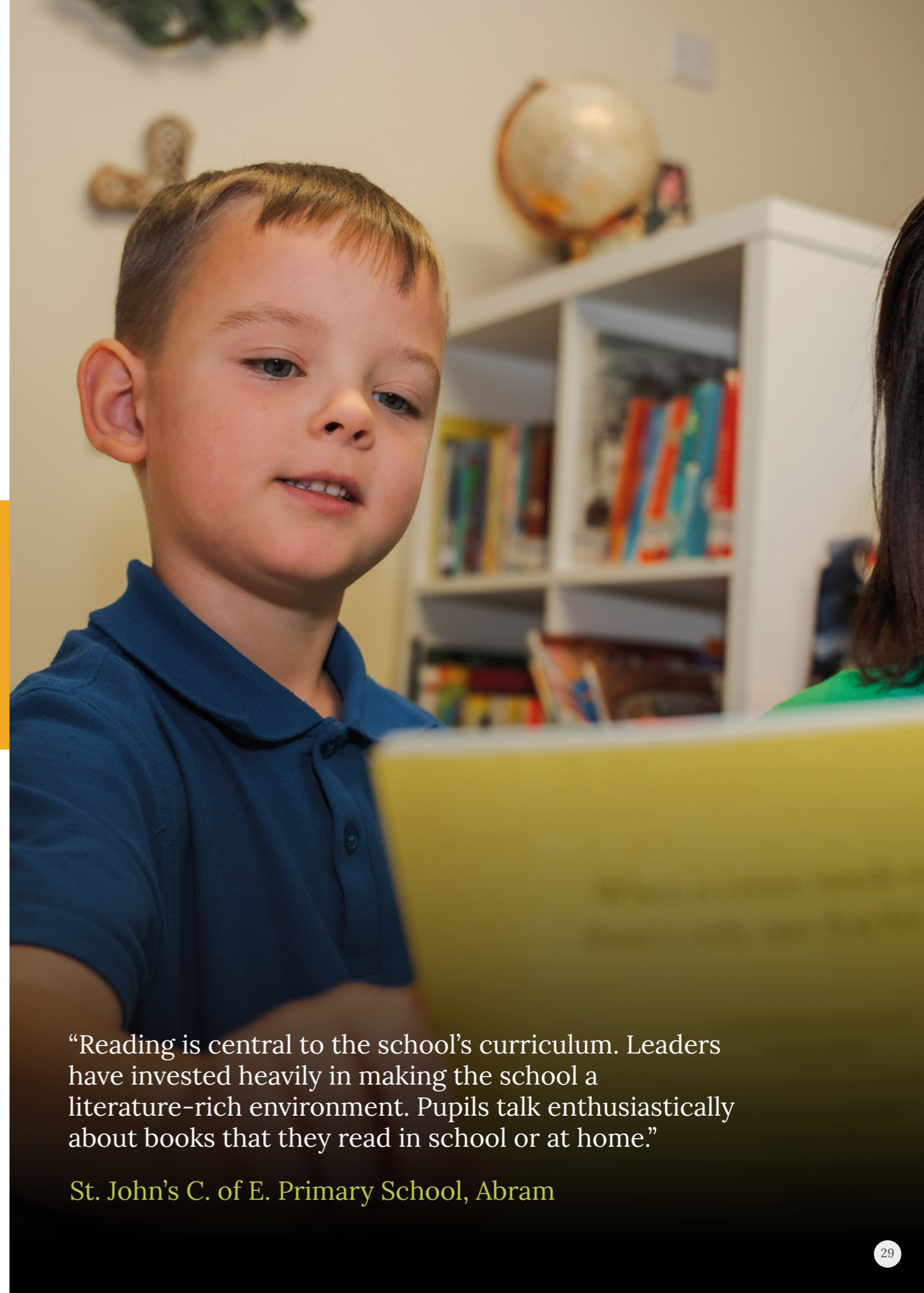
“Leaders have created an ambitious curriculum. It is aspirational for pupils, including disadvantaged pupils and those with SEND.”

Hindley Green  
Community Primary School



“Reading is central to the school's curriculum. Leaders have invested heavily in making the school a literature-rich environment. Pupils talk enthusiastically about books that they read in school or at home.”

St. John's C. of E. Primary School, Abram





“Pupils are provided with effective opportunities to hear from industry experts in science, technology, engineering and mathematics (STEM). This focus on STEM subjects provides pupils with advice on which careers they might consider in the future.”

St. Peter's C. of E. Primary School

“This is a caring, supportive school where pupils play and learn well together. Pupils feel safe and happy here. They enjoy coming to school.”

St. John's C. of E. Primary School,  
Hindley Green



“Pupils listen attentively in lessons and conduct themselves well around school. They learn routines in Reception which they continue to follow as they grow older. This ensures that school is a calm and orderly place.”

St. John's C. of E. Primary School,  
Hindley Green

“Pupils are polite and welcoming. Pupils have positive attitudes towards their work. They understand how to be a successful learner and they work well together in class.”

St. Peter's C. of E. Primary School







# QUEST

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