



Trust Improvement Plan 2024 – 27

Monitoring of progress of the Trust Improvement Plan

Monitoring will occur through determining the termly RAG status (Dec, March, and July) as part of executive meeting cycle, followed by reporting to the Trust Committees/Board at the start of the following term. The Trust Descriptions can be linked to Committee ToRs. The second review will be a 'deep review' as part of the annual Trustee Development Day Summer 1 2025. This day will also inform the plan for future years to accommodate any adjustments that may be required and the agreement of annual KPIs and milestones. Final approval will be required at a board meeting during the summer term.

The following aspects will be assessed through RAG.

Schedule – project tracking agreed timescales.

Budget – under, on or over approved budget

Quality – complications in meeting quality targets

Scope – scope of work creeping

Green - everything is progressing without significant issues.

Amber - there are potential issues that could affect the project if unaddressed.

Red - critical problems that require immediate attention.

Overview of Priority Areas – Dfe Trust Descriptions 1 – 5, Safeguarding and Christian Distinctiveness

Priority 1 – High quality and inclusive education	Budget	Time / £
<p>Lead: Deputy CEO To further improve education to be fully inclusive across the Trust so that</p> <ul style="list-style-type: none"> • An approach to establishing the Trust Curriculum Intent is agreed and implemented and supports the work of school leaders and strengthens the provision for all. • Consistency of approaches to behaviour and the implementation of strategies improves provision. Suspensions and exclusions reduce across the Trust. • Trust reporting is accurate, including assessment and the barriers identified, so that first wave teaching and targeted interventions can close the attainment gap. • Outcomes improve for all pupils as evidenced by more positive progress scores. • A strategy to support careers education is embedded for all pupils to enrich the curriculum and raise aspirations. • The needs of the most complex pupils are met through a Trust wide approach to AP, nurture, and the effective use of SEND strategy. 	Resources	NGA and CST subscriptions Local Authority (LA) Specialist support tbc
	Training	DDAT conference and Governor Conference
	INSET/Staff Meetings	Networks for SEND, Disadvantaged (DA), behaviour, attendance, subject leadership.
Priority 2 – School improvement	Budget	Time / £
<p>Lead: Deputy CEO To further improve the model of school improvement so that</p> <ul style="list-style-type: none"> • Work is codified and clearly understood by all stakeholders. • Education research informs training and project work; practice is research led. • Collaboration with external bodies, teaching hubs and other Trusts strengthens the school improvement offer. • The training plan meets the needs of all and supports retention of the workforce and career development. • Outcomes improve for all pupils and gaps are narrowed across the Trust. 	Resources	NGA and CST subscriptions LA
	Training	DDAT conference and Governor Conference
	INSET/Staff Meetings	Head Teacher briefings. Wider leadership networks for headteachers, executive headteachers and heads of schools.
Priority 3 – Workforce	Budget	Time / £
<p>Lead: COO (& CEO) To improve staff recruitment, development, and retention by</p> <ul style="list-style-type: none"> • Planning, implementing, and embedding a people strategy to support a high-performance working culture with clear career opportunities. • Ensuring that policies and practices align with the expectations of the new SoD and are clearly understood and implemented across the Trust. • Expanding the training and development strategy to include all DDAT employees. 	Resources	NGA and CST subscriptions
	Training	DDAT conference and Governor Conference SAMPeople new HR and Recruitment system, and Zendesk Customer Relationship Management system

<ul style="list-style-type: none"> Formalising a small school strategy to inform the design of the hub model to ensure a consistent and robust approach to senior leadership / staffing structures across the Trust, aligned with the SoD. Develop a consistent offer of support for health and wellbeing through one provider to ensure equality of opportunity for all employees. Procurement of a single Management Information System (MIS) to ensure a consistent approach to collation and reporting of data, which will support strategic decision making and confirm the impact of strategies against KPIs. 	INSET/Staff Meetings	<p>Head Teacher briefings.</p> <p>Wider leadership networks for School Business Managers.</p> <p>Wider leadership networks for Small Schools</p> <p>Chair of Governor Forum</p> <p>Trustee working party – Growth including small schools and regional hubs</p>
<p>Priority 4 – Finance and operations</p> <p>Lead: CFO (& COO)</p> <p>To improve the allocation of resources to ensure an outstanding experience for pupils and staff.</p> <ul style="list-style-type: none"> Implement and embed the new HR, CRM, and Finance systems. Ensure that policies and procedures are reviewed to support the implementation of the new scheme of delegation and systems procured through TCaF (Trust Capacity Fund) As part of a revised financial strategy, establish a new charging model and service offer which supports equitable and excellent provision for all young people educated within DDAT, but with the necessary accountabilities to ensure value for money and financial sustainability. Establish revised policies in relation to reserves and investment, and procurement to support the new charging model and service offer. Establish a comprehensive estates and sustainability strategy across the Trust. Establish a comprehensive ICT (Information and Communication Technology) strategy across the Trust Support LACs (Local Academy Committees) to develop local risk registers which accurately inform the Trust Risk Register Supported by the new scheme of delegation, model and cost proposed hub models to identify the best approach for DDAT. Develop an approach to Integrated Curriculum Finance Planning (ICFP) to measure curriculum, staffing and finances and use the data to create a 3 – 5-year plan that will support the new regional hub model. Provide training to support Trust leaders and Governance to use these tools and benchmarking to identify the best solutions 	<p>Budget</p>	<p>Time / £</p>
	Resources	NGA and CST subscriptions
	Training	<p>DDAT conference and Governor Conference</p> <p>SAGE Intacct the trust's new financial system. SAMPeople new HR and Recruitment system, and Zendesk Customer Relationship Management system</p>
	INSET/Staff Meetings	<p>Head Teacher briefings.</p> <p>Wider leadership networks for School Business Managers.</p> <p>Chair of Governor Forum</p> <p>TSIO LAAT</p> <p>Trustee project steering group - TCaF</p>

<p>Priority 5 – Governance and Leadership</p> <p>Lead: CEO</p> <p>To strengthen Governance and Leadership to ensure the best provision for pupils and staff in DDAT:</p> <ul style="list-style-type: none"> Establish a communications plan to support publication and implementation of the Trust wide strategy and the resulting change management process. Evidence impact of the strategy against KPIs as part of an annual Trust Impact Report Continue to share improvements since the External Review of Governance March 2023, and complete outstanding actions, supported by a detailed action plan for Governance. Continue to review the capacity of Central team compared to Trusts of comparable size and complexity, alongside the implementation of the scheme of delegation, new systems, policies, and operating procedures. Research, consult on and plan hub structures that will ensure strong educational outcomes alongside sustainable staffing structures in line with the new SoD. Establish a plan, do, review culture and emphasis on constructive debrief. Use Trust wide surveys to evidence impact and share with Trustees to inform the Trust wide strategy. Review engagement with stakeholders, so that existing beneficial partnerships are developed and embedded. New partnerships are secured that respond to the current and future ambitions of DDAT and national/regional/local challenges. A wider range of partnerships are developed to support careers education across the Trust and to enrich the curriculum and raise aspirations. Partnerships are developed to support health education across the Trust. Considering changes in funding and provision by external stakeholders, review and implement a new plan to support the golden thread of staff development. Embed new partnership for ECF (Early Career Framework) with Best Practice Network. Develop mutually beneficial relationships with other MATs (Multi Academy Trusts) to share and inform best practice to strengthen Trusts. 	Budget	Time / £
	Resources	NGA and CST subscriptions The Key subscription Professional retainer with the NGA
	Training	DDAT conference and Governor Conference
	INSET/Staff Meetings	Chair of Governor Forum Head Teacher briefings. Wider leadership networks for headteachers, executive headteachers and heads of schools. TSIO (Trust and School Improvement Offer) LAAT (Lincoln Anglican Academy Trust) Trustee working party – Growth including small schools and regional hubs
<p>Priority 6 – Safeguarding</p> <p>Lead: DDAT Safeguard Lead</p> <p>To strengthen safeguarding practice to reduce risk for pupils, staff, and the Trust reputation so that all children and young people are kept safe.</p> <ul style="list-style-type: none"> Develop a safeguarding strategy document for the period up to 2026. Trust alignment of policies and resources linked to safeguarding to be used by all schools. 	Budget	Time / £
	Resources	PHEW!
	Training	DSL training Level 1 training for all staff Safeguarding and SEND training

<ul style="list-style-type: none"> • Implementation of PHEW! to aid dynamic analysis through an audit and data collection. • Development of the hub model regarding the DSL role. • Seek opportunities to provide additional support for the most vulnerable pupils which no longer exists in Local Authorities. • Further develop information sharing and the culture of openness between the schools and the Trust. • Formalise support through a supervision offer. • Processes are established to formally assess and respond to the impact safeguarding has on staff well-being. 	INSET/Staff Meetings	Safeguarding briefing
<p>Priority 7 – Christian Distinctiveness</p> <p>Lead: SSIO SIAMS Lead</p> <p>To deepen knowledge and partnerships so that all pupils and staff can flourish in line with the new Trust Mission, Vision, and Values by</p> <ul style="list-style-type: none"> • Embedding the Trust Mission, Vision and Values and links to school Vision and Values • Establishing new SSIO SIAMS lead and continue to strengthen relationships with the DBE, Church of England, and Diocese • Building networks within DDAT to utilise the expertise of trained SIAMS inspector headteachers. • Establishing links to other Diocesan MATs to share best practice. • Continuing to ensure that all schools are prepared for the new SIAMS framework. • Ensuring courageous advocacy and spirituality underpin our flourishing communities. • Supporting all schools, including community schools to be graded by Ofsted / school SEF outstanding on personal development. 	Budget	Time / £
	Resources	Deputy Director DBE and Church of England
	Training	DDAT Conference, DBE, Church of England
	INSET/Staff Meetings	Head Teacher briefings. SIAMS networks

Detailed Plans of Priority Areas – Dfe Trust Descriptions 1 – 5, Safeguarding and Christian Distinctiveness		
	Cycle	KPIs / Milestones
<p>Priority 1 – High quality and inclusive education</p> <p>Lead: Deputy CEO</p> <p>To further improve education to be fully inclusive across the Trust so that</p> <ul style="list-style-type: none"> • An approach to establishing the Trust Curriculum Intent is agreed and implemented and supports the work of school leaders and strengthens the provision for all. 	Year 1	<i>QoE outcomes good or better (Ofsted), progress scores are closer to 0 / more positive and progress gaps between groups narrows (FFT), Overall, Trust outcomes meet FFT50 and suspension and exclusion rates evidence positive trends (taking into</i>

	<ul style="list-style-type: none"> Consistency of approaches to behaviour and the implementation of strategies improves provision. Suspensions and exclusions reduce across the Trust. Trust reporting is accurate, including assessment and the barriers identified, so that first wave teaching and targeted interventions can close the attainment gap. Outcomes improve for all pupils as evidenced by more positive progress scores. A strategy to support careers education is embedded for all pupils to enrich the curriculum and raise aspirations. The needs of the most complex pupils are met through a Trust wide approach to AP, nurture, and the effective use of SEND strategy. 		<i>account trust baseline/regional context: Derby PEIA, Derbyshire EIA), SEND assessment tool and linked interventions agreed, planned and moving to implementation, education leaders inform procurement of MIS, 100% destination data (DCS), strategies and Trust Intent approved by the board.</i>				
		Year 2					
		Year 3					
Year	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
One	<ul style="list-style-type: none"> Supported by the revised Trust vision and values, an approach to developing the Trust Curriculum Intent is agreed to promote best practice and address workload. This will build on recent work with writing curriculum and phonics at primary, with a broader reach of subjects. 	JS	A clear intent is agreed and understood, applied, and followed by school leaders.	SCL	S		
					B		
					Q		
					SC		
	<ul style="list-style-type: none"> A Trust SEND policy is developed to support a consistent approach and ensure best practice alongside the SEND strategy. 	PL	A policy is agreed, followed, adhered to, and understood by all stakeholders.	JS			
	<ul style="list-style-type: none"> Review the SEND strategy and ensure consistent implementation through audits. 	PL	SEND strategy informs the work across all Trust schools.	JS			
	<ul style="list-style-type: none"> Work with DCS to track destinations for KS4 and KS5 students. 	LH	DCS are challenged to secure 100% destinations at KS4 and KS5.	JS			

	<ul style="list-style-type: none"> Audit behaviour across the trust to identify strengths and areas for development. This should include alternative provision and nurture and the impact on inclusion. 	PL	Audit identifies areas of strength and next steps for development.	JS			
	<ul style="list-style-type: none"> Discussion with Leader's to identify whether centralisation of behaviour policies is required. 	JS	An agreed approach to behaviour policy is implemented.	SCL			
	<ul style="list-style-type: none"> QA of attendance, pupil premium strategy, and SEND provision informs the Trust development plan on an on-going basis. 	SSIOs & JG	QA indicates areas of strength across the Trust as well as next steps, including training. Progress scores are less negative	JS			
	<ul style="list-style-type: none"> Formalise where the strengths of the curriculum are and areas for development across all schools in the Trust. 	SSIOs	Match to the National Curriculum. Sequencing of the curriculum supports pupil's meta cognition (RAG rate)	JS			
	<ul style="list-style-type: none"> Research and consult Trust Leaders to agree procurement of a common MIS (Management Information Service) to facilitate Trust reporting. 	HW/JG	End dates of MIS contracts are ascertained across the Trust which will determine timeline and whether a phased approach. The procurement process is determined and agreed with approval of Finance and Resources Committee.	SCL			
	<ul style="list-style-type: none"> Identify gaps in assessing pupils working below Age Related Expectations (ARE) when using Brackenfield and FFT. Develop and/or procure a system iTrack) that breaks assessment down into smaller steps to support progress within this group. 	PL	Headteachers are confident in the accuracy of assessment for all pupils	JS			
	<ul style="list-style-type: none"> Assessment for children of SEND needs to be reviewed alongside development of the assessment strategy. 	PL	A clear and consistent use of an assessment tool across the Trust identifies the progress and attainment of all SEND pupils.	JS			
	<ul style="list-style-type: none"> Trust wide approach/support for interventions/adaptions needs to be finalised. 	PL	Consistency of interventions and adaptations document is in place and used.	JS			

	<ul style="list-style-type: none"> The current performance benchmark of FFT50 will need to be reviewed to raise outcomes over time. 	JS	Trust average is in line with FFT50, and an increasing percentage of schools achieve FFT50. Mechanisms are established to report contextual benchmarks for PEIA and EIA.	SCL			
	<ul style="list-style-type: none"> Absence and Persistent absence reduce across the Trust but significantly for DA and SEND pupils. 	JG	Attendance of DA and SEND pupils improves significantly across the Trust.	JS			
	<ul style="list-style-type: none"> Suspension and exclusions rates reduce. 	PL	Trust averages of suspension and exclusions demonstrate a positive improvement.	JS			
Two	<ul style="list-style-type: none"> A new benchmark of FFT 20 is set for Year 3 (performance in the top 20% of schools) 	JS	Trust meets FFT50, and an increasing percentage of schools achieve FFT20	SCL			
	<ul style="list-style-type: none"> Review SEND policy and strategy 	PL	Audits indicate that policy and strategy are being consistently followed.	JS			
	<ul style="list-style-type: none"> Strategies to support a shared approach to key aspects of the curriculum, assessment, enrichment, and behaviour need to be agreed. 	SSIOs	Strategies in place and followed across the Trust.	JS			
	<ul style="list-style-type: none"> Suspension and exclusion rates continue to reduce 	PL	Trust averages of suspension and exclusion show a further improvement.	JS			
	<ul style="list-style-type: none"> Preparation post 18 needs to be developed with the expansion of the Sixth Form at DCS. 	LH	Partnerships formed with several universities, including Derby. Partnerships established with local industry e.g. Rolls Royce.	SCL			
Three	<ul style="list-style-type: none"> Review SEND policy and strategy 	PL	Audits indicate that policy and strategy are being consistently followed.	JS			
	<ul style="list-style-type: none"> The trust develops an approach that evaluates schools' performance alongside context to provide accurate assessment data to inform first wave teaching and intervention. 	JG	Progress of disadvantaged and SEND pupils is at least in line with regional/national benchmarks across the Trust.	JS			
	<ul style="list-style-type: none"> Careers education is embedded and engages with a wider range of stakeholders to enrich the curriculum and improve life chances. 	SSIOs	At least three subject areas are developed to link to future careers e.g. computing, STEAM	JS			

	<ul style="list-style-type: none"> An IT strategy is established and resourced. 	IT Lead	An IT strategy is used across all schools and informs practice.	HW			
	<ul style="list-style-type: none"> A wider AP strategy is developed across the Trust, supported by business cases, and developing partnerships with LA and other MATs. 	PL	Localised provision has started to be developed within hubs and is supported by wider partnerships	JS			
	<ul style="list-style-type: none"> Reduce the number of PT timetables. 	PL	Overall, the Trust average reduces	JS			

<p>Priority 2 – School improvement</p> <p>(Lead: Deputy CEO)</p> <p>To further improve the model of school improvement so that</p> <ul style="list-style-type: none"> Work is codified and clearly understood by all stakeholders. Education research informs training and project work; practice is research led. Collaboration with external bodies, teaching hubs and other Trusts strengthens the school improvement offer. The Training plan meets the needs of all and supports retention of the workforce and career development. Outcomes improve for all pupils and gaps are narrowed across the Trust. 	Cycle	KPIs / Milestones
	Year 1	<i>Induction and appraisal of SSIOs supports establishing a high performing team and the overarching improvement strategy, outcomes of leadership networks inform trust strategy as approved by E&S committee/Trust Board, research led practice evidenced as part of impact reports/newsletters.</i>
	Year 2	
	Year 3	

Year	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
One	<ul style="list-style-type: none"> Model of school improvement needs to be further codified to support system leadership. 	JS	The school improvement policy and linked procedures communicate to schools' roles and responsibilities and a common language to ensure consistency and to support rapid improvement. Accountabilities are clear within the School Improvement Team plan.	SCL			
	<ul style="list-style-type: none"> Networks to support development of leadership skills need to be reviewed to ensure the model of HoS, HT, and EHT is at it's most effective. These networks need 	SCL	Effective structures drive improvements across the Trust and include Hub work. HoS induction and network day Autumn 1 strengthens this tier of leadership and support succession planning.	TB			

	to be fully utilised by Trust Leadership to establish effective structures to support the development of regional hubs.		HT/EHT consultation day Autumn 2 facilitates work to support the further development of the DDAT hub model and leadership structures.				
	<ul style="list-style-type: none"> Research led practice needs to be an essential component of network and training activities. 	SSIOs	Research evidence informs training and impacts upon pupil outcomes. Case studies are included in Trust PR / Marketing materials.	JS			
Two	<ul style="list-style-type: none"> An agreed route to securing a single MIS informs the reporting of pupil data at local and central levels. 	HW/JG	Trust reporting of data drives further improvements and informs Governance as evidenced in leadership reports.	SCL /JS			
	<ul style="list-style-type: none"> Increased use of internal tracking data to help drive improvements in pupil outcomes and narrow the gap across the Trust. 	JG	Attainment gaps reduce across the Trust.	JS			
	<ul style="list-style-type: none"> A systematic approach to due diligence supports multiple schools joining with the new rules in relation to conversion (3 schools at a time) 	HW	Clear due diligence is in place and adhered to.	SCL			
	<ul style="list-style-type: none"> Support for secondary provision is expanded if on-boarding a further secondary 	JS	Secondary SSIO capacity is reviewed and if required increased.	SCL			
Three	<ul style="list-style-type: none"> The DDAT offer to support the golden thread is clarified, ensuring value money as well as staff retention and career development. 	LH	The number of teachers leaving the Trust is reduced.	JS			
	<ul style="list-style-type: none"> Trust suspension and exclusion rates are in line with the national figure. 	PL	Trust suspension and exclusions rates are in line with national.	JS			
	<ul style="list-style-type: none"> Collaboration where appropriate with external bodies and Trusts to inform best practice further. 	SSIOs	Practice across all schools is stronger.	JS			

Priority 3 Workload Lead: COO (& CEO) To improve staff recruitment, development, workload, and retention and therefore the employer of choice by <ul style="list-style-type: none"> • Planning, implementing, and embedding a people strategy to support a high-performance working culture with clear career opportunities that consider flexible working opportunities. • Planning, implementing, and embedding a well-being strategy to support addressing workload. • Develop a consistent offer of support for health and wellbeing through one provider to ensure equality of opportunity for all employees. • Ensuring that policies and practices align with the expectations of the new SoD and are clearly understood and implemented across the Trust. • Plan, implement and embed a Trust wide training and development strategy to include all DDAT employees. • Contribute to a small school strategy to address challenges and inform the design of the hub model. • Procurement of a single Management Information System (MIS) to ensure a consistent approach to collation and reporting of data, which will support strategic decision making and confirm the impact of strategies against KPIs. 				Cycle	KPIs / Milestones			
				Year 1	Strategies approved by Trust Committees and Board, policy log deadlines met, and operating procedures communicated, MIS and other procurement planned and agreed, positive evaluations from Trust Conferences, due diligence informs growth plans as approved by Trustees and Members.			
				Year 2				
				Year 3				
Year	Actions	Who	Success Criteria	Who	Dec	Mar	Jul	
One	<ul style="list-style-type: none"> • Plan and begin to implement a people strategy to support a high-performance working culture with clear career opportunities that consider flexible working opportunities. 	HW	Trust conference meets the needs of key groups of staff e.g. TAs, SBMs, teachers, site staff. People strategy approved by Trust Board Implementation of the strategy has started. Working towards a staff development roadmap supported by L&D platform and other providers.	SCL				
	<ul style="list-style-type: none"> • Review policies and procedures to align with the new SoD. 	HW	Policies and procedures are reviewed in line with the approved policy log. Communications and meetings including the CoG Forum and HT briefings support effective implementation at a local level.	SCL				

	<ul style="list-style-type: none"> A strategy and timeline are established to support the Harmonisation of Terms and Conditions across the Trust 	HW	Trust Board approves the strategy and timeline. Work progresses in line with the timeline.	SCL			
	<ul style="list-style-type: none"> Appraisal policies are reviewed considering the need to amend in relation to the SoD, and in the long term alongside harmonisation. 	HW	Policies are reviewed and implemented	SCL			
	<ul style="list-style-type: none"> Members of the executive team to develop a small school strategy that supports existing schools in DDAT and new joiners 	HW & PM & JS	Networks for leaders in small school's support operation and strategy Trust PR and marketing support prioritises small schools alongside pupil recruitment deadlines. Opportunities to share staffing continue to address challenges. As part of due diligence, the impact of new joiners is modelled and shared with Executive Leaders, Trust Board and Members to inform growth strategy.	SCL			
	<ul style="list-style-type: none"> Research and consult Trust Leaders to agree procurement of a common MIS (Management Information Service) to facilitate Trust reporting. 	HW/JG	End dates of MIS contracts are ascertained across the Trust which will determine timeline and whether a phased approach. The procurement process is determined and agreed with approval of Finance and Resources Committee	SCL			
	<ul style="list-style-type: none"> Plan and begin to implement a well-being strategy to support addressing workload with a common health and well-being provider. 	HR	Ascertain end dates and content of policies across the Trust. Research of a range of providers is completed. The procurement process is determined and agreed with approval of Finance and Resources Committee	HW			
Two	<ul style="list-style-type: none"> Implement and embed a people strategy to support a high-performance working culture with clear career opportunities that consider flexible working opportunities. 	HW	Feedback from stakeholders is positive. Processes support development of high performing teams and career progression The Trust has a succession plan for Senior and Executive Leadership	SCL			
	<ul style="list-style-type: none"> Implement and embed a well-being strategy to support addressing workload with a common health and well-being provider. 	HR	Procurement completed and started/continue implementation	HW			

	<ul style="list-style-type: none"> Ensure that new policies and procedures are understood and implemented across the Trust 	HW	Policies and procedures are embedded to support new operating models and systems	SCL			
	<ul style="list-style-type: none"> Members of the executive team work to implement the agreed hub model that aligns with the scheme of delegation. 	HW & PM & JS	The Hub model is formalised, and a change management strategy is approved to support the necessary review of staffing and support structures.	SCL			
	<ul style="list-style-type: none"> A consistent MIS is implemented across the Trust as informed by activity completed by the end of Year 1 	HW & JG	Consistent reporting of KPIs from the MIS is agreed alongside the HR platform	SCL			
	<ul style="list-style-type: none"> The Apprenticeship Levy is used strategically to support recruitment of a variety of roles into the Trust. 	HR	The recruitment audit identifies opportunities to recruit apprentices across the Trust. Partnerships are established with FE providers to support recruitment. Recruitment strategies utilise social media to engage suitable applicants	HW			
Three	<ul style="list-style-type: none"> Audit the impact of the people strategy ensuring that stakeholder feedback is continually captured, and revise process as required 	HW	Evidence the impact of strategies on recruitment, retention, and workload and revise strategy as required. Well-being surveys evidence positive impact and areas to develop	SCL			
	<ul style="list-style-type: none"> As informed by progress in Year 2, the MIS is used to ensure a consistent approach to collation and reporting of data, which will support strategic decision making and confirm the impact of strategies against KPIs. 	HW & JG	KPIs reported alongside regional/national benchmarks are used to inform the future strategic plan	SCL			
	<ul style="list-style-type: none"> Strengthen further succession plans across the Trust 	HW & PM & JS	The Trust has a succession plan for Middle in addition to Senior and Executive Leadership	SCL			
	<ul style="list-style-type: none"> Develop the consistent offer of support for health and wellbeing through one provider to ensure equality of opportunity for all employees. 	HR	A single provider provides employees with a consistent offer for health and well-being. KPIs begin to show positive on staff attendance, recruitment, and well-being	HW			
				Cycle	KPIs / Milestones		

<p>Priority 4 Finance and Operations</p> <p>Lead: CFO (& COO)</p> <p>To improve the allocation of resources to ensure an outstanding experience for pupils and staff.</p> <ul style="list-style-type: none"> • Implement and embed the new HR, CRM, and Finance systems. • Ensure that policies and procedures are reviewed to support the implementation of the new scheme of delegation and systems procured through TCaF (Trust Capacity Fund) • Establish a new charging model and service offer which supports equitable and excellent provision for all young people educated within DDAT, but with the necessary accountabilities to ensure value for money and financial sustainability. • Establish revised policies in relation to reserves and investment, and procurement to support the new charging model and service offer. • Establish a comprehensive estates strategy across the Trust. • Establish a comprehensive sustainability strategy across the Trust. • Establish a comprehensive ICT (Information Communication Technology) strategy across the Trust • Support LACs (Local Academy Committees) to develop local risk registers which accurately inform the Trust Risk Register • Supported by the new scheme of delegation, model and cost proposed hub models to identify the best approach for DDAT. • Develop an approach to Integrated Curriculum Finance Planning (ICFP) to measure curriculum, staffing and finances and use the data to create a 3 – 5-year plan that will support the new regional hub model. • Provide training to support Trust leaders and Governance to use these tools and benchmarking to identify the best solutions. 	<p>Year 1</p>	<p><i>System implementation and evaluation complete, charging and service model (and additional strategies) approved by Trust Board and communicated for implementation Sept 2025, policy log deadlines met, actions from internal audits 2023 – 24 completed, local risk registers and benchmarking owned by LACs for implementation September 2025 (supported by evidence of training), publication of Trust Impact Report alongside the LAC reports evidence positive impact of the Trust dividend and transparent reporting against available MAT benchmarks, partnership with LAAT is developed through TSIO</i></p>
	<p>Year 2</p>	
	<p>Year 3</p>	

Year	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
One	<ul style="list-style-type: none"> • Implement and embed the new HR, CRM, and Finance systems. 	PM & HW	Shorter timescales for reporting Evidence of greater efficiencies Data is used to inform strategy and amend plans. KPIs are agreed with Trust Committees to support reporting to the Trust Board	SCL			
	<ul style="list-style-type: none"> • Establish a new charging model and service offer which supports equitable and excellent provision for all young people educated within DDAT, but with the 	PM & HW & JS	The outcome of the options appraisal for the charging model from 2024 is further explored. Consultation occurs through established networks and the CoG Forum	SCL			

	necessary accountabilities to ensure value for money and financial sustainability.		Learning is sought from Trusts ahead on this journey to support approval of plans by Trustees Spring 2025				
	<ul style="list-style-type: none"> Establish revised policies in relation to reserves and investment, and procurement to support the new charging model and service offer. 	PM	Learning is sought from Trusts and experts to support approval of policies by Trustees no later than summer 2025	SCL			
	<ul style="list-style-type: none"> Working with Executive leaders and key stakeholders (internal and external) plan a comprehensive estates strategy across the Trust 	MG	Estates plan approved by Trustees and communicated to internal stakeholders and where relevant the Diocese. Working party established to support consultation	HW			
	<ul style="list-style-type: none"> Working with Executive leaders and key stakeholders (internal and external) plan a comprehensive sustainability strategy across the Trust 	MG	Sustainability plan approved by Trustees and communicated to internal stakeholders and where relevant the Diocese. Working party established to support consultation.	HW			
	<ul style="list-style-type: none"> Working with Executive leaders and key stakeholders plan a comprehensive ICT (Information Communication Technology) strategy across the Trust 	IT Lead	ICT plan approved by Trustees and communicated to internal stakeholders. Working party established to support consultation Relationships strengthened with MSPs. Actions from the cybersecurity internal audit 2024 are completed	HW			
	<ul style="list-style-type: none"> Provide training to support Trust leaders and Governance to use benchmarking to identify the best solutions to staffing and educational sustainability. 	PM	The finance team works with leaders, governance, and Trusts so that there is a joined-up approach, and stakeholders have the necessary skills and experience to make the best decisions.	SCL			
	<ul style="list-style-type: none"> Support LACs (Local Academy Committees) to develop local risk registers which accurately inform the Trust Risk Register 	HW	School leaders and local Academy Committees accurately identify risks specific to their context. Training is delivered to develop knowledge and expertise at a local level. Research regarding platforms to support consistent reporting of risk is completed	SCL			
Two	<ul style="list-style-type: none"> Working with Executive leaders and key stakeholders (internal and external) implement a comprehensive estates strategy across the Trust 	MG	Targets are agreed because of the strategy. Progress continues to be made in relation to action on condition surveys. No D1s	HW			

	<ul style="list-style-type: none"> Working with Executive leaders and key stakeholders (internal and external) implement a comprehensive sustainability strategy across the Trust 	MG	Targets are agreed because of the strategy. Proportion of green energy use increases Carbon footprint reduces and the Trust continues to work towards net zero	HW			
	<ul style="list-style-type: none"> Working with Executive leaders and key stakeholders implement a comprehensive ICT (Information Communication Technology) strategy across the Trust 	IT Lead	Targets are agreed because of the strategy. Digital tools improve the quality of teaching and learning. A consistent implementation of MS office 365 beings to bring efficiencies, greater security, and collaborative working. Actions from the cybersecurity internal audit 2024 are verified	HW			
	<ul style="list-style-type: none"> Supported by the new scheme of delegation, cost proposed hub models to identify the best approach for DDAT 	PM	Proposed models of hub development are costed and evaluated as part of the presentation to the Trust Board and Committees	SCL			
	<ul style="list-style-type: none"> LACs (Local Academy Committees) routinely use financial benchmarks to judge the effective use of funding and resources. 	JHad	Minutes of meetings evidence discussion by LACs and School Leadership	SCL			
	<ul style="list-style-type: none"> Develop an approach to Integrated Curriculum Finance Planning (ICFP) to measure curriculum, staffing and finances and use the data to create a 3 – 5-year plan that will support the new regional hub model. 	PM	The finance teamwork with leaders, governance, and Trusts ahead on this journey to develop a Trust approach to ICFP	SCL			
Three	<ul style="list-style-type: none"> Trust systems are embedded as business as usual 	PM & HW	Systems support effective operation and strategic development of regional hubs. Positive impact on the outcomes of internal audit	SCL			
	<ul style="list-style-type: none"> Trust strategies (ICT, Estates, and Sustainability) are evaluated to inform future Trust Plans 	Ops team	Evaluations completed and next steps identified. Further reduction in carbon footprint Greater efficiencies identified e.g. heating systems. Opportunities and challenges of AI are being addressed.	HW			

	<ul style="list-style-type: none"> Schools and Trust Leaders use Integrated Curriculum Finance Planning (ICFP) to support greater sharing of staffing and resources. 	PM	ICFP supports the effective implementation of regional hubs	SCL			
--	---	----	---	-----	--	--	--

Priority 5 – Governance and Leadership	Cycle	KPIs / Milestones
<p>Lead: CEO</p> <p>To strengthen Governance and Leadership to ensure the best provision for pupils and staff in DDAT:</p> <ul style="list-style-type: none"> Establish a communications plan to support publication and implementation of the Trust wide strategy and the resulting change management process. Evidence impact of the strategy against KPIs as part of an annual Trust Impact Report Continue to share improvements since the External Review of Governance March 2023, and complete outstanding actions, supported by a detailed action plan for Governance. Continue to review the capacity of Central team compared to Trusts of comparable size and complexity, alongside the implementation of the scheme of delegation, new systems, policies, and operating procedures. Research, consult on and plan hub structures that will ensure strong educational outcomes alongside sustainable staffing structures in line with the new SoD. Establish a plan, do, review culture and emphasis on constructive debrief. Use Trust wide surveys to evidence impact and share with Trustees to inform the Trust wide strategy. Review engagement with stakeholders, so that existing beneficial partnerships are developed and embedded. New partnerships are secured that respond to the current and future ambitions of DDAT and national/regional/local challenges. A wider range of partnerships are developed to support careers education across the Trust and to enrich the curriculum and raise aspirations. Partnerships are developed to support health education across the Trust. Considering changes in funding and provision by external stakeholders, review and implement a new plan to support the golden thread of staff development. Embed new partnership for ECF (Early Career Framework) with Best Practice Network. Develop mutually beneficial relationships with other MATs (Multi Academy Trusts) to share and inform best practice to strengthen Trusts. 	Year 1	<p><i>Communications plan delivered in relation to timeline with evidence of output, publication of Trust Impact Report alongside the LAC reports evidence positive impact of the Trust dividend, 2024 - 25 review of central team approved by Trust Board, partnership brokered by CEO with LAAT is developed through TSIO and informs strategy, the pilot hub model of governance informs the future strategic plan for DDAT.</i></p>
	Year 2	
	Year 3	

Year	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
One	<ul style="list-style-type: none"> Establish an internal and external communications plan to support the internal change management and external promotion of the Trust with the support of Penguin PR. 	SCL	Internal stakeholder communication plan addresses change management e.g. implementation of SoD as well as consultation on future developments e.g. development of Hub Structure Evidence of Media / PR activity strengthens the profile of the Trust regionally, aspiring to national.	TB (Trust Board)			
	<ul style="list-style-type: none"> LAC produce reports to outline their local impact and the impact of Trust Dividend 	JHad	LAC reports submitted by December 2024 to support report to Members AGM	SCL			
	<ul style="list-style-type: none"> Evidence impact of the strategy against KPIs as part of an annual Trust Impact Report 	SCL & PM	Report to members is in the form of an impact report, which utilises published benchmarks where available. This report is shared with wider stakeholders to evidence impact of the Trust Dividend	TB			
	<ul style="list-style-type: none"> Continue to share improvements since the External Review of Governance March 2023, and complete outstanding actions, supported by a detailed action plan for Governance. 	JH	Trust Board minutes evidence completion of outstanding actions	TB			
	<ul style="list-style-type: none"> Continue to review the capacity of Central team compared to Trusts of comparable size and complexity, alongside the implementation of the scheme of delegation, new systems, policies, and operating procedures. 	SCL & HW PM	Alongside the review of the service offer and charging model the central team structure is reviewed and presented for approval to Trustees	F&R com			
	<ul style="list-style-type: none"> Pilot hub governance model through the Matlock and Dales Primary Partnership (MADPP) 	BOC & JHad	Lesson learned are shared with the Trust Board to support the strategic development of Governance alongside the development of regional hubs	SCL			
Two	<ul style="list-style-type: none"> Use Trust wide surveys to evidence impact and share with Trustees to inform the Trust wide strategy. 	SCL & HW	A cycle of Trust wide surveys is planned into the quality assurance calendar, and supported by the necessary IT infrastructure and MIS	TB			

	<ul style="list-style-type: none"> Review engagement with stakeholders, so that existing beneficial partnerships are developed and embedded. New partnerships are secured that respond to the current and future ambitions of DDAT and national/regional/local challenges. 	SCL	An audit of existing partnership supports gap analysis. Where gaps exist new partnerships are secured that positively impact on our schools Where partnerships exist, opportunity is taken to strengthen and embed.	TB			
	<ul style="list-style-type: none"> Considering changes in funding and provision by external stakeholders, review and implement a new plan to support the golden thread of staff development. Embed new partnership for ECF (Early Career Framework) with Best Practice Network. 	LH	In response to changes in provision and funding a new plan to support development of teaching staff is approved by Trustees	JS			
	<ul style="list-style-type: none"> Research, consult on and plan hub structures that will ensure strong educational outcomes alongside sustainable staffing structures in line with the new SoD. 	SCL, JS, PM & HW	Staffing models are developed and costed in consultation with Trust leadership and external experts/Trusts and presented to the Trust Board	TB			
Three	<ul style="list-style-type: none"> A wider range of partnerships are developed to support careers education across the Trust and to enrich the curriculum and raise aspirations 	HTs & SSIOs	The number and range of university partnerships increases with local schools. The number and range of employers engaged with local school increases	SCL			
	<ul style="list-style-type: none"> Partnerships are developed to support health education across the Trust 	SEND COs/ DSLs/ PL/HH	Sign-posting of health education and referral is clear to all stakeholders across the Trust. Partnerships with Health providers impacts positively on local schools	JS			
	<ul style="list-style-type: none"> Develop mutually beneficial relationships with other MATs (Multi Academy Trusts) to share and inform best practice to strengthen Trusts. 	SCL	Report to members evidence partnerships that have impacted positively on the development of DDAT. This report is shared with wider stakeholders to evidence impact of the Trust Dividend.	TB			

Priority 6 – Safeguarding - strategic oversight and culture (Lead: Safeguarding Lead)	Cycle	KPIs / Milestones
	Year 1	<i>100% schools meet deadlines in relation to audit completion and training, audits accurately identify gaps and action is taken to address and or resources are allocated</i>

<p>To strengthen safeguarding practice to reduce risk for pupils, staff, and the Trust reputation so that all children and young people are kept safe.</p> <ul style="list-style-type: none"> • Develop a safeguarding strategy document for the period up to 2026. • Trust alignment of policies and resources linked to safeguarding to be used by all schools. • Implementation of PHEW to aid dynamic analysis through an audit and data collection. • Development of the hub model regarding the DSL role. • Seek opportunities to provide additional support for the most vulnerable pupils which no longer exists in Local Authorities. 					<i>which is reported to the E&S Committee. Strategies and procurement of resources are approved as required by DDAT Executive and or E&S Committee and Trust Board.</i>			
				Year 2				
				Year 3				
Year	Actions	Who	Success Criteria	Who	Dec	Mar	Jul	
One	<ul style="list-style-type: none"> • Publish Safeguarding Strategy, communicate with all stakeholders 	HH	A clear strategy is in place and informs practice for all DSLS and is consistently applied.	JS				
	<ul style="list-style-type: none"> • Embed use of Phew! for audits, data collection and risk management 	HH	Annual Section 175 completed by all DSLs in accordance with the deadline. 100% of schools complete termly data collection. Risks and reassurance identified and reported to Trustees.	JS				
	<ul style="list-style-type: none"> • Review Staff Safeguarding Training Framework (National College) 	HH	100% of schools comply with DDAT training requirements.	JS				
	<ul style="list-style-type: none"> • Review support offer for DSLs. 	HH/JS	Commission support based upon the needs of the schools to ensure safety of pupils and staff.	SCL				
	<ul style="list-style-type: none"> • Establish use of CRM 	HW/ HH	Information is recorded, shared, and can be accessed by key personnel.	JS				
	<ul style="list-style-type: none"> • Assess capacity needs. 	HH/JS	Trust leaders recognises where capacity impacts upon the risks posed to pupils.	SCL				
Two	<ul style="list-style-type: none"> • Establish DSL Resource Library 	HH	Resource is used by all stakeholders and provides support across the Trust to all DSLs.	JS				
	<ul style="list-style-type: none"> • Consistent information sharing from schools to central team. 	HH/H W	Risks to Trust reputation are reduced due to accurate reporting of concerns and incidents and responses are timely and in accordance with policy.	JS				
	<ul style="list-style-type: none"> • Supervision offer is in place. 	HH/JS	Staff with named responsibility for safeguarding receive regular quality supervision.	SCL				

	<ul style="list-style-type: none"> Best practice routinely shared across all schools. 	HH	Quality of practice is raised across the Trust and evidence of improvements demonstrated on Rolling RoV.	JS			
	<ul style="list-style-type: none"> Review efficiencies and economies of scale. 	HH/JS	Key personnel work directly with leaders in school and impact positively on the safety of the pupils.	SCL			
	<ul style="list-style-type: none"> Confidence in data, recording is consistent across all schools. 	HH	Risks and reassurance are reported to Trustees	JS			
Three	<ul style="list-style-type: none"> Supervision embedded in practice 	HH/JS	Supervision improves the well-being and practice across all schools.	SCL			
	<ul style="list-style-type: none"> Consistent best practice in all areas 	HH	Quality Assurance practice demonstrates, little, or no areas for improvement.	JS			
	<ul style="list-style-type: none"> DSL model for practice achieved. 	HH	An effective workforce is evident across the Trust and informed though quality assurance.	JS			
	<ul style="list-style-type: none"> Collaborative work with other trusts 	HH	Research and evidence from other Trusts impact upon practice and outcomes.	JS			

Priority 7 – Christian Distinctiveness Lead: SSIO SIAMS Lead To deepen knowledge and partnerships so that all pupils and staff can flourish in line with the new Trust Mission, Vision, and Values by <ul style="list-style-type: none"> Embedding the Trust Mission, Vision and Values and links to school Vision and Values Establishing new SSIO SIAMS lead and continue to strengthen relationships with the DBE, Church of England, and Diocese Building networks within DDAT to utilise the expertise of trained SIAMS inspector headteachers. Establishing links to other Diocesan MATs to share best practice. Continuing to ensure that all schools are prepared for the new SIAMS framework. Ensuring courageous advocacy and spirituality underpin our flourishing communities. Supporting all schools, including community schools to be graded by Ofsted / school SEF outstanding on personal development. 	Cycle	KPIs / Milestones
	Year 1	<i>Outcomes of SIAMS inspections (100% J1) and validated SEF judgements/Inspection outcomes in relation to Personal Development move closer to 100% outstanding (Ofsted) from the Trust baseline. Refresh of website and marketing materials evidence the effective communication of the Trust vision and values and the link to local schools. Positive SIAMS inspection outcomes evidence impact of Trust leaders on preparation and training, as well as training records. Completion of audits and the Year 2 & 3 plan is led by the new SSIO SIAMS liaising with the DBE and Church of England Office as required.</i>
	Year 2	

				Year 3			
Year	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
One	Share Trust Mission Vision and Values with DDAT stakeholders	SCL	Mission, Vision, and Values are articulate and understood by stakeholders including Governance. Stakeholders can articulate links between the Trust Mission Vision and Values and the school Vision and Values. The Trust website and marketing materials are updated to reflect the new document.	TB			
	Induct SSIO (SIAMS lead) to be successful in their post	JS	SSIO meets regularly with Deputy Director of Board of Education LS Introductory visits to schools prioritise those due inspection. SSIO constructs strategy for Years 2 & 3 SSIO works with HTs (SIAMS inspectors) to support priority schools	SCL			
	Provide training and support for leaders flourishing schools and flourishing communities	MC	Audit training opportunities both internal to DDAT and external e.g. DBE and identify gaps to support planning for year 2 & 3. SSIO develops training provision for CoE schools within DDAT, including preparation for SIAMS.	JS			
	Increase the depth of pupil knowledge of different faiths	MC	SSIO SIAMS leads audit of curriculum to establish quality of provision across the Trust	JS			
	Pupils engage with a greater range of opportunities to demonstrate courageous advocacy in their communities	Hub SSIO	Hub's review and develop opportunities for courageous advocacy in their communities to inform 11 by 11. SEF judgements for personal development across the Trust are at least good. PR stories celebrate example of local activities	JS			
Two	TBC by Spring Term 2025 as informed by new SSIO Lead						

Three	TBC by Spring Term 2025 as informed by new SSIO Lead										

Primary Outcomes 2023 – 24

INSERT

End of Year Targets and Progress Monitoring for End of Key Stage, MTC and Phonics 2024-25

KS2 Year 6	Expected Standard +				Exceeding Expected Standard				Progress
	Target	Current	Year 5 Baseline	Last Year	Target	Current	Year 5 Baseline	Last Year	Last Year
Reading (R)									
Writing (W)									
Maths (M)									
Grammar, Punctuation and Spelling (GPS)									
Reading, Writing and Maths Combined (RWM)									
KS1 Year 2	Expected Standard +				Exceeding Expected Standard				
	Target	Current	Year 1 Baseline	Last Year	Target	Current	Year 1 Baseline	Last Year	
Reading (R)									
Writing (W)									
Maths (M)									

Reading, Writing and Maths Combined (RWM)									
KS1 Phonics / Year 4 MTC	Phonics Pass				Year 4 MTC 100%				
	Target	Current	Rec / Y1 Baseline	Last Year	Target	Current	Average	Last Year	
Year 1 Phonics (Y1P)									
Year 2 Phonics (Y2P)									
KS2 Phonics (KS2P)									
EYFS Reception	Expected Standard +								
	Target	Current	Recept. Baseline	Last Year					
Communication and Language (CL)									
Personal, Social and Emotional Devel (PSED)									
Physical Development (PD)									
Good Level of Development (GLD)									

Secondary Outcomes 2023 – 24

INSERT

End of Year Targets and Progress Monitoring for Key Stage 3, 4 & 5 2024-25

INSERT