



Trust Improvement Plan 2025 – 28

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 Lead: Deputy CEO To further improve education to be fully inclusive across the Trust so that: <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. 	Budget	Time / £
	Resources	NGA and CST subscriptions. Local Authority (LA). Specialist support tbc.
	Training	DDAT conference and Governance Conference.
	INSET/Staff Meetings	Networks for SEND, Disadvantaged (DA), behaviour, attendance, subject leadership, assessment, and inclusion.
Priority 2 – School improvement Lead: Deputy CEO To further improve the model of school improvement so that: <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. 	Budget	Time / £
	Resources	NGA and CST subscriptions LA.
	Training	DDAT conference and Governance Conference.
	INSET/Staff Meetings	Head Teacher briefings. Wider leadership networks for headteachers, executive headteachers and heads of schools.
Priority 3 – Workforce Lead: COO (& CEO) To improve staff recruitment, development, and retention 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. • 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. • 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. 	Budget	Time / £
	Resources	NGA and CST subscriptions.
	Training	DDAT conference and Governance Conference. SAM people new HR and Recruitment system, and Zendesk Customer Relationship Management system.
	INSET/Staff Meetings	Head Teacher briefings. Wider leadership networks for School Business Managers. Wider leadership networks for Small Schools. Chair of Governor Forum. Trustee working party – Growth including small schools and regional hubs.
Priority 4 – Finance and operations Lead: CFO (& COO) To improve the allocation of resources to ensure an outstanding experience for pupils and staff: <ul style="list-style-type: none"> • Implement and embed the new HR, CRM, and Finance systems. 	Budget	Time / £
	Resources	NGA and CST subscriptions.
	Training	DDAT conference and Governance Conference.

<ul style="list-style-type: none"> • 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 LTCs (Local Trust 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. 		SAGE Intacct the trust's new financial system. SAM people new HR and Recruitment system, and Zendesk Customer Relationship Management system.
	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>

Priority 5 – Governance and Leadership Lead: CEO To strengthen Governance and Leadership to ensure the best provision for pupils and staff in DDAT: <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.
Priority 6 – Safeguarding Lead: DDAT Safeguard Lead To strengthen safeguarding practice to reduce risk for pupils, staff, and the Trust reputation so that all children and young people are kept safe: <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. 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. 	Budget	Time / £
	Resources	PHEW!
	Training	DSL training. Level 1 training for all staff. Safeguarding and SEND training.
	INSET/Staff Meetings	Safeguarding briefing.
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. 	Budget	Time / £
	Resources	Deputy Director DBE and Church of England.
	Training	DDAT Conference, DBE, and Church of England.
	INSET/Staff Meetings	Head Teacher briefings. SIAMS networks.

<ul style="list-style-type: none">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.								
Detailed Plans of Priority Areas – DfE Trust Descriptions 1 – 5, Safeguarding and Christian Distinctiveness								
Priority 1 – High quality and inclusive education Lead: Deputy CEO To further improve education to be fully inclusive across the Trust so that: <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.			Cycle	KPIs / Milestones				
			Year 1	Percentage of curriculum reviews that meet the criteria for ambition, excellence, relevance, flexibility, and inclusivity. Compliance rate with SEND policy as evidenced in audits. Usage rate of the adaptations document across schools. Impact assessment of the adaptations document. Consistency in the use of the assessment tool across the Trust. Progress and attainment tracking of pupil groups. Headteacher confidence in assessment accuracy. Awareness and implementation of relational approach in school policies. Number of pupils identified for accessing Alternative Provision (AP). Trust averages of suspension and exclusion rates. Identification and support of vulnerable groups. Information sharing between education providers.				
			Year 2					
			Year 3					
Year 1	Actions	Who	Success Criteria		Who	Dec	Mar	Jul
	<ul style="list-style-type: none">The outcome for the DfE curriculum and assessment review informs Trust and School priorities	JS	Plans ensure that the curriculum appropriately balances ambition, excellence, relevance, flexibility and inclusivity for all children and young people within DDAT		SCL			
	<ul style="list-style-type: none">Review SEND policy and strategy	PL	Audits indicate that policy and strategy are being consistently followed and identify areas of strength and improvement.		JS			
	<ul style="list-style-type: none">Trust SEND policy supports a consistent approach and ensure best practice alongside the SEND strategy.	PL	The policy is followed, adhered to, and understood by all stakeholders as evidenced in SEND audits.		JS			
	<ul style="list-style-type: none">Trust wide approach/support for adaptations is finalised.	PL	Consistency of adaptations document is in place and used and has impact.		JS			
	<ul style="list-style-type: none">Assessment for children of SEND needs to be implemented alongside 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">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">Ensure all schools senior leaders have accessed relational approach CPD	PL/LA	Headteachers are aware of relational approach and implement into school policies		JS			
<ul style="list-style-type: none">The needs of the most complex pupils are identified through a Trust wide approach to AP, nurture, and the effective use of part-time timetables. racking of	PL/HH	Headteachers identify the specific needs of pupils that would benefit from accessing AP		JS				

	attainment and personal development for pupils at AP is in place and support is accurately identified for pupils.						
	<ul style="list-style-type: none"> Suspension and exclusion rates reduce in line with national and contexts of schools. 	PL	Trust averages of suspension and exclusion show a further improvement.	JS			
	<ul style="list-style-type: none"> Using detailed data analysis identify attainment gaps across the Trust, by region and school to inform intervention and support pupil progress. 	Data Lead/ HTs	Vulnerable groups of pupils are identified and supported to make progress. These include pupils with SEND, PP and ethnic groups, and where there is an overlap of categories. Information is shared between education providers to support transitions.	LH			
Year 2	<ul style="list-style-type: none"> Review SEND policy and strategy. 	PL	Audits indicate that policy and strategy are being consistently followed and identify areas of strength and improvement.	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"> An IT strategy is established and resourced. 	OPs Lead	An IT strategy is used across all schools and informs practice.	HW			
	<ul style="list-style-type: none"> Audits of behaviour across the trust include alternative provision and nurture and the impact on inclusion 	PL	Audits identify areas of strength and next steps for development which are acted on by DDAT Leaders to bring about rapid improvement.	JS			
	<ul style="list-style-type: none"> The needs of the most complex pupils are met through a Trust wide approach to AP, nurture, and the effective use of part-time timetables 	PL/HH	Headteachers implement AP for those whose needs require it. The number of PT timetables compare positively against schools of similar context and national figures.	JS			
	<ul style="list-style-type: none"> Case studies are in place to share good practice across the Trust for pupils at AP to help identify next steps across the Trust. 	PL/HH	Case studies are shared and inform best practice	JS			
Year 3	<ul style="list-style-type: none"> A trust wide approach/support for interventions is shared 	PL	High leverage interventions are observed and directly impact positively on progress and reduce attainment gaps	JS			
	<ul style="list-style-type: none"> The approach for behaviour is worthy of sharing wider than the Trust. 	PL/LA	Behaviour approach has been shared with other trusts	JS			
	<ul style="list-style-type: none"> A Trust approach to curriculum and assessment is embedded 	JS	Plans ensure that the curriculum appropriately balances ambition, excellence, relevance, flexibility and inclusivity for all children and young people within DDAT	SCL			
	<ul style="list-style-type: none"> The AP strategy is embedded, and good practice is shared across the Trust. 	PL/HH	AP strategy is fully embedded into practice	JS			
Year 4	<ul style="list-style-type: none"> 						
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Priority 2 – School improvement			Cycle	KPIs / Milestones			

Lead: Deputy CEO To further improve the model of school improvement so that: <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.• Outcomes at least match national in all key stages and progress is positive.• Consistent approach to target setting focusing on FFT20 and FFT5.			Year 1	<i>Number of improvements driven by data reporting. Stakeholder feedback incorporated into the AI plan. Consistency and accuracy of reporting outcomes across all schools. Reduction in attainment gaps across the Trust. Approval of targets by Trust Leaders/Governance, Implementation rate of the teaching and learning framework. Consistency in the teaching of English and Maths. Improvement in classroom outcomes as evidenced through SSIO visits. Evaluation ratings of professional development programmes. Schools' preparedness for the new framework and understanding and use of new accountability measures. Implementation rate of the small school's strategy and improvement in workload, retention, and outcomes. Clarity of educational responsibilities and accountabilities in the Hub model. Trust average in line with FFT50 and percentage of schools achieving FFT20. Number of partnerships formed with universities and established with local industry.</i>			
			Year 2				
			Year 3				
Year	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Year 1	<ul style="list-style-type: none">• All Primary Schools move to Arbor as the MIS	HW/JG	Trust reporting of data drives further improvements.	SCL /JS			
	<ul style="list-style-type: none">• Identify areas within the MAT where AI can bring value, such as administrative tasks, student support, lesson preparation, data analysis and workload reduction	LH/HTs	Identified areas inform the future strategic plan in relation to AI	JS			
	<ul style="list-style-type: none">• Students and Parents/Carers are consulted about the use of AI in learning	HTs	Stakeholder perspectives are considered to inform the Trust AI plan and to foster a collaborative environment.	LH			
	<ul style="list-style-type: none">• Data lead is recruited and onboarded to the central team	SCL/ LH	Trust reporting of data drives further improvements	TB			
	<ul style="list-style-type: none">• Data and assessment strategy is implemented by all schools and leads to further knowledge to feed into school improvement strategy for continued improvement.	JG/LH/ Data lead	Reporting for outcomes across all schools is consistent and accurate. Attainment gaps reduce across the Trust.	JS			
	<ul style="list-style-type: none">• A systematic approach to due diligence is implemented.	HW	Clear due diligence is in place and adhered to ensure sustainable growth of the Trust	SCL			
	<ul style="list-style-type: none">• A consistent approach to target setting is piloted across the Trust. Targets and fair and aspirational and at least in line with FFT20. Where needed to support context and or improvement targets are set at FFT50.	LH/JG Data Lead	Target setting is consistent, aspirational, accurate and fair across the Trust and approved by Trust Leaders/Governance	JS			
	<ul style="list-style-type: none">• Schools implement and understand a codified approach to teaching including use of research-based pedagogy, effective adaptative teaching and effective use of common language to meet the needs of all pupils. This follows the agreed T and L framework.	LH	Teaching and learning framework are implemented across all schools and improves the quality of provision in the classroom. This is evidenced through SSIO visits.	JS			
<ul style="list-style-type: none">• Develop the DDAT way for Maths and English pedagogy to clearly codify expectations within lessons. Ensure that leaders are consulted as part of identifying the principles.	PL/LA	A consistent approach to teaching of English and Maths leads to improvements within the classroom. This is evidenced through SSIO visits.	JS				

	<ul style="list-style-type: none"> A coherent draft professional development model is in place and valued by the schools which shows impact. It uses data to inform of emerging priorities. 	LH	Professional development is constructed to match the needs of the schools. Evaluations show this is highly regarded.	JS			
	<ul style="list-style-type: none"> Review the implementation of the school improvement policy include the newly established school review and intervention for schools causing concern. 	SSIO	Implementation of the school improvement policy leads to improvements in the quality of the provision. All stakeholders are informed and consulted on next steps which lead to improvements.	JS			
	<ul style="list-style-type: none"> Prepare and update schools for the new curriculum and assessment initiatives so that they are fully prepared for implementation within the prescribed deadlines. 	SSIO	Schools feel prepared and understand the new framework.	JS			
	<ul style="list-style-type: none"> Prepare and update schools for the new accountability measures both at DfE and OFSTED level so that schools understand and implement the necessary changes. 	SSIO	Schools feel prepared, understand the new accountability measures, and use these frameworks to inform improvement plans and self-evaluation documents.	JS			
	<ul style="list-style-type: none"> Implement the small school strategy to bring about alignment in order to improve the curriculum offer, outcomes and workload. 	JS/BOC	The small school's strategy is implemented to improve workload, retention, and outcomes.	SCL			
	<ul style="list-style-type: none"> Inform the educational aspects of the future Hub model considering how this is a force for school improvement. 	SIT	An operational model for the future Hub model clearly identifies responsibilities and accountabilities.	SCL			
	<ul style="list-style-type: none"> The majority of schools use FFT20 as a benchmark; those using FFT50 reduce. 	JS	Trust average is in line with FFT50, and an increasing percentage of schools achieve FFT20	SCL			
	<ul style="list-style-type: none"> Strategies to support a shared approach to curriculum, assessment, enrichment, and behaviour need to be agreed. 	SSIOs	Strategies are place and followed across the Trust,	JS			
	<ul style="list-style-type: none"> Preparation post eighteen is developed with the expansion of the Sixth Form at DCS, in line with the assessment and curriculum review and anticipated destinations. 	LH	Partnerships formed with a number of universities, including Derby. Partnerships established with local industry e.g. Rolls Royce	JS/SCL			
	<ul style="list-style-type: none"> Work with Trusts nationally to further embed the small school strategy and share good practice. 	JS/BOC	Schools continue to align, and the impact of the strategy is far reaching, both within DDAT and across the sector.	SCL			
Year 2	<ul style="list-style-type: none"> The MIS system is implemented in all schools and becomes further embedded to ensure that there is a consistent approach in place to reporting on outcomes data. The MIS starts to address new requirements required in the curriculum and assessment review. 	JG	Reporting highlights strengths and areas for development across the Trust and is used as an integral part of the SIT and DDAT leader's work.	JS			
	<ul style="list-style-type: none"> Assessment working party agrees approach to standardised assessment and best practice for foundation subjects. 	JG/LH/Data lead	Reporting is more consistent allow comparisons to be made across the Trust and over time	JS			
	<ul style="list-style-type: none"> The assessment strategy is embedded across all schools. Schools pilot an approach to tracking and reporting on foundation subjects. 	JG/LH	Assessment reporting is robust and accurate for all schools ensuring that interventions are timely and have impact.	JS			
	<ul style="list-style-type: none"> The target setting approach for all schools is refined. Targets are aspirational according to a school's context. The majority of schools use FFT20 as a benchmark; those using FFT50 reduce further, and more schools begin to use FFT5. Target setting takes account of a 3-year pathway to improvement. 	JG/LH/Data Lead	Target setting is robust and accurate and leads to improved outcomes. Leaders are supported with a stepped approach to success.	JS/SCL			
	<ul style="list-style-type: none"> The Trust knows where there is excellent practice in terms of pedagogy. This practice is spotlighted and shared to improve the practice across the Trust. 	SSIO	Excellent practice is shared and used as a tool for school improvement.	JS			
	<ul style="list-style-type: none"> The DDAT offer to support professional development for all staff is refined and clarified, ensuring value money as 	LH	Staff retention improves. Staff expertise is stronger as identified by SSIO visits.	JS			

	well as staff retention and career development. This is drafted to include all staff .						
	<ul style="list-style-type: none"> Develop the DDAT way for science pedagogy to clearly codify expectations within lessons. Ensure that leaders are consulted as part of identifying the principles. 	MC	Schools use and understood how to use the best practice in science teaching. This is informed by research and leads to improved classroom practice.	JS			
	<ul style="list-style-type: none"> Trust suspension and exclusion rates are in line with the national figure and according to context. 	PL	Trust suspension and exclusions rates are in line with national or more favourable.	JS			
	<ul style="list-style-type: none"> Develop an evaluation framework for the DDAT hub model so that the SIT team knows where there is excellent practice and can quickly address need. 	SIT	Improvement frameworks take account of the hub structure which supports improving performance and new joiners	JS/S CL			
	<ul style="list-style-type: none"> Collaboration wider than the Trust to inform best practice further develop excellence. 	SSIOs	Practice across all schools is stronger. Mutually beneficial partnerships are established.	JS			
	<ul style="list-style-type: none"> Embed the small school strategy to bring about alignment in order to further improve the curriculum offer, outcomes and workload. 	JS/ BOC	Schools align on small schools' strategy which is shown to have impact.	SCL			
	<ul style="list-style-type: none"> Secondary SSIO capacity is reviewed and if required increased. 	JS	Increase capacity supports onboarding a further secondary school	SCL			
	<ul style="list-style-type: none"> Implement new curriculum and assessment initiatives so that they are fully prepared for implementation within the prescribed deadlines. 	SSIO	New curriculum is in place and meets DfE requirements.	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	SCL			
	<ul style="list-style-type: none"> Share AI success stories and best practices within the MAT to encourage broader adoption. 	LH	Create a community of practice or a forum where staff can collaborate, share experiences, and learn from each other regarding AI usage.	JS			
Year 3	<ul style="list-style-type: none"> The MIS system is fully implemented across primary and secondary schools to meet the school and Trust needs. It reports on all statutory outcome requirements. 	JG/LH/ Data lead	The MIS system reflects the ambition and scope of the requirements from the curriculum and assessment review. Schools have a consistent and effective way of tracking achievement across all subjects, including foundation subjects. This outlines the gaps in pupils learning and schools can plan to effectively address these.	JS			
	<ul style="list-style-type: none"> Embed new curriculum and assessment initiatives so that they are fully prepared for implementation within the prescribed deadlines. 	SSIO	New curriculum and assessment initiatives are fully embedded. SSIO and OFSTED report on the quality of the provision	JS			
	<ul style="list-style-type: none"> The target setting policy is fully embedded across the Trust. It leads to improved outcomes. 	JG/LH/ Data Lead	Targeting setting is aspirational but supports a stepped approach and leads to improved outcomes.	JS			
	<ul style="list-style-type: none"> The Trust approach to pedagogy is worthy of sharing wider than the Trust. 	SSIO/ DDAT leaders	The Trust shares its pedagogy approach wider than the Trust and it is seen as a beacon excellence.	JS			
	<ul style="list-style-type: none"> The professional development model is fully embedded and shown to have impact against KPI's. 	LH	The Trust shares its approach to professional development wider than the Trust and is seen as a beacon excellence.	JS			
	<ul style="list-style-type: none"> Embed the codification of key subjects including English, maths, and science. 	PL/MC/ LA	Schools have a consistent and effective approach to teaching core subjects that leads to improved outcomes and classroom practice.	JS			
	<ul style="list-style-type: none"> The curriculum and assessment review requirements from the DFE are fully implemented and meet the statutory requirements. 	SSIO	The review is fully implemented.	JS			
	<ul style="list-style-type: none"> Develop a peer review strategy. 	SSIO	A draft peer review model is consulted and considered.	JS			

Year 4	•						
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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	Percentage of positive feedback from stakeholders as measured by Edurio surveys. Number of staff promotions and career advancements annually. Staff satisfaction with career progression opportunities. Completion and approval of the succession plan. Number of potential leaders identified and trained. Completion rate of scenario costings. Completion rate of procurement processes. Implementation progress of procured items. Implementation of SAM people appraisal module by September 2026. Completion of appraisal options review. Embedding rate of new policies and procedures. Formalisation of the Hub model. Staff and support structure review completion. Agreement on consistent KPI reporting from MIS and HR platform. Number of apprenticeship opportunities identified. Number of partnerships established with FE providers. Engagement rate of recruitment posts on social media. Development and implementation of a training plan.				
				Year 2				
				Year 3				

Year	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Year 1	<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 as supported by surveys through Edurio 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">A strategy and timeline being to be implemented to support the Harmonisation of Terms and Conditions across the Trust	HW/ PM	Scenario costings are completed. Work progresses in line with the timeline.	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	SAS		
	<ul style="list-style-type: none">Agree a long-term approach to appraisal to support staff growth, development, and accountabilities.	HR/ HW	Implementation of SAM people appraisal module from September 2026 Options reviewed in relation to Trust wide approach to appraisal.	SCL			
	<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 plan 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 primary schools 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			
	<ul style="list-style-type: none"> Conduct surveys to understand staff members' current knowledge and their perceived needs regarding AI. 	Ops Lead	Utilise information to inform a future training plan that caters to staff at different skill levels, from basic AI concepts to advanced usage.	HW			
Year 2	<ul style="list-style-type: none"> Audit the impact of the initial stages 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 and other platforms are 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			
	<ul style="list-style-type: none"> Organise workshops, webinars, or in-house training sessions to facilitate hands-on learning in AI. 	Ops Lead	A training plan is implemented that addresses gaps in staff experience with AI, supporting efficiencies and reducing workload.	HW			
Year 3	<ul style="list-style-type: none"> Embed the people strategy ensuring that stakeholder feedback is continually captured, and revise process as required. 	HW	Evidence the impact of strategies on all KPIs.	SCL			
	<ul style="list-style-type: none"> Establish the hub model to support effective deployment of resources to enhance pupil education 	HW/PM/JS	Implement operating and leadership/staffing models and respective KPIs to support hub development.	SCL			
	<ul style="list-style-type: none"> Continuously gather input and feedback from staff to identify challenges and improvement opportunities in AI adoption. 	HW/PM/JS	Evidence the impact of AI on KPIs and revise strategy as required.	SCL			
Year 4	<ul style="list-style-type: none"> 						
	<ul style="list-style-type: none"> 						
	<ul style="list-style-type: none"> 						
	<ul style="list-style-type: none"> 						
Priority 4 Finance and Operations				Cycle	KPIs / Milestones		
Lead: CFO (& COO)				Year 1	Progress rate on actions from condition surveys. Number of D1s (deficiencies)		

<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><i>identified. Proportion of green energy use. Reduction in carbon footprint. Number of schools with climate action plans and sustainability leads by 2025. Improvement in the quality of teaching and learning through digital tools. Consistency of MS Office 365 implementation. Verification of actions from the 2024 cybersecurity internal audit. Development and compliance rate of policies for handling data in AI applications. Costing and evaluation of proposed hub development models. Development of Trust approach to ICFP (Integrated Curriculum Financial Planning). Review of central services location in line with team growth and lease. Learning from DDAT early adopter primary schools informing Trust-wide strategy.</i></p>
	Year 2	
	Year 3	

Year	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Year 1	<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 for 2030.	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 which includes AI and the Robin compliance tool. 	Ops 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"> Educate staff on data privacy and security best practices 	Ops Lead	Develop policies and procedures for handling data in AI applications, ensuring compliance with data protection regulations.	HW			
	<ul style="list-style-type: none"> Supported by the new scheme of delegation and informed by consultation design and cost proposed hub models to identify the best approach for DDAT. 	Exec Team	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"> 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"> Ensure sustainable budgets continue to be set linked to new management fee. 	PM	The finance teamwork with leaders, governance, and Trusts ahead on this journey to develop a Trust approach to ICFP to improve resource allocation and	SCL			

	Procure budget software to include ICFP for September 2026. Provide an interim ICFP solution for the Secondary School.		understand better how curriculum choices inform budget.				
	<ul style="list-style-type: none"> Establish an approach to the management of reserves support effective deployment of resources and investment across the Trust. 	PM	Learning is sought from Trusts and experts to support approval of policy by Trustees no later than summer 2026. Capacity is reviewed within the finance team to be able to deliver the associated treasury function. Measures required to hold the CFO accountable for treasury management performance are established by CEO (Accounting officer) and Trustees.	SCL			
	<ul style="list-style-type: none"> Establish a process of review in relation to the service offer and its location. 	Exec Team	Stakeholder feedback informs the evolution of the support for schools in DDAT. The location of central services is reviewed in line with the growth of the team and lease and an appraisal of both internal opportunities within the Trust and external.	TB			
	<ul style="list-style-type: none"> Using the experience of the 10-anniversary conference plan for Trust wide conference Autumn 2026. 	Exec and Ops Lead	Venue and plan in place by Autumn 2025.	SCL			
	<ul style="list-style-type: none"> Audit and review breakfast club provision across the Trust to support a sustainable model that meets the requirements of The Children's Wellbeing and Schools Bill. 	HW	Learning from DDAT providers that are early adopter primary schools inform the Trust wide strategy. School is able to provide sustainable provision that is cost effective.	SCL			
	<ul style="list-style-type: none"> The Trust capital plan outlines DDATs long-term investment in physical assets and infrastructure. 	PM/ HW	DDATs capital plan ensures effective management of resources and alignment with strategic goals.	TB			
Year 2	<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"> 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			
	<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"> 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"> Encourage staff to explore and experiment with AI applications in their work 	Ops team	Gradually expand the use of AI across different departments and functions based on the success of pilot projects.	HW			
	<ul style="list-style-type: none"> Establish a process of review in relation both to the charging model and service offer. 	Exec Team	Stakeholder feedback informs the evolution of the support for schools in DDAT and an appropriate charge.	TB			
Year 3	<ul style="list-style-type: none"> Staffing structures including support, education and leadership are implemented to support the regional hub model, new joiners, and succession plans. 	Exec Team	The regional hub model supports effective resource allocation, sustainable staffing models and the DDAT growth strategy.	TB			

	<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							
Year 4	<ul style="list-style-type: none">										
	<ul style="list-style-type: none">										
	<ul style="list-style-type: none">										
	<ul style="list-style-type: none">										
Priority 5 – Governance and Leadership Lead: CEO To strengthen Governance and Leadership to ensure the best provision for pupils and staff in DDAT: <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 ReportContinue 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.				Cycle	KPIs / Milestones						
				Year 1	<i>Frequency of Trust-wide surveys planned into the quality assurance calendar. Progress against SIP (School Improvement Plan) & TIP (Trust Improvement Plan). Accuracy of RAG criteria in judging effectiveness. Articulation of a three-year trajectory to support incremental gains. Precision in resourcing plans to support measurable improvement. Effectiveness of internal stakeholder communication plan in supporting change management. Identification of gaps and securing new partnerships. Engagement rate with the Flourishing Leaders Programme. Development and costing of staffing models in consultation with Trust leadership and external experts. Completion of external governance review by Spring 2026. Usage rate of risk-register to manage the Trust’s risk profile. Support of the Trust’s strategic objectives through an overarching five-year plan. Development of a long-term strategy for AI integration that aligns with the MAT's evolving needs and goals.</i>						
				Year 2							
				Year 3							
Year	Actions		Who	Success Criteria			Who	Dec	Mar	Jul	
Year 1	<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">Develop school dashboards/accountability frameworks with stakeholders to provide an accurate assessment of criteria in line with the stage of Trust Development		SCL	Criteria are tailored to the Trust’s context and journey, and anticipate changes to accountability frameworks, including Ofsted. RAG of criteria provides accurate judgement of effectiveness and informs next steps and progress against SIP & TIP.			TB				
	<ul style="list-style-type: none">Leaders are supported to be successful by establishing and agreeing a three-year trajectory of KPIs which support a stepped approach to improvement.		Exec Team	In addition to a detailed one-year plan a three-year trajectory is articulated to support incremental gains. Resourcing of plans is more precise to support measurable improvement			SCL				

	<ul style="list-style-type: none"> Develop the internal communications plan to strengthen relationships within the Trust and articulate the positive impact of the work of the Trust. 	SCL	Internal stakeholder communication plan supports change management and evidences strengthened relationships and the impact of the work of the Trust	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. 	Exec Team	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.	SCL			
	<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. Engage with the flourishing leaders programme from the National Society of Education. 	LA/MC	In response to changes in provision and funding a new plan to support development of teaching staff is approved by Trustees. In addition to an established instructional approach a pilot with the Flourishing Leaders Programme supports a transformational approach to leader development (System Leaders, New/Aspiring Heads, Early Career Leaders, Leaders of EDI, 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			
	<ul style="list-style-type: none"> Stage 2 expansion of the central team is recruited and onboarded, building capacity for delivery of the service offer. 	JS/PM/HW	New roles within department have impact as identified in surveys, feedback, and review of the service offer.	SCL			
	<ul style="list-style-type: none"> The Trust procures External review governance. 	SCL/JHamp ton	External review of governance completed Spring 2026 and demonstrates progress from Spring 2023.	CoT			
	<ul style="list-style-type: none"> A Board Assurance Framework sets out the principle risks to the Trust's strategic objectives. 	HW/SCL	A risk register is used to manage the ongoing risk profile of the Trust, with a separate risk events log being used to manage individual events that change DDAT's risk profile	TB			
	<ul style="list-style-type: none"> Strategic plans are reviewed to ensure alignment of priorities e.g. harmonisation, new schools and establishing future hub structures 	Exec Team and Ops Lead	An overarching five-year plan supports the achievement the Trusts strategic objectives. Resources and staffing are identified in advance to support planning and achieving goals. Trust growth plans consider the demands of concurrent activities, and ensure that there is sufficient central capacity to deliver the overarching strategic plan	TB			
	<ul style="list-style-type: none"> Establish the strategic importance of AI in achieving the MAT's goals. 	Exec Team	Gain support and commitment from stakeholders within the MAT for the AI adoption initiative. Develop a long-term strategy for AI integration that aligns with the MAT's evolving needs and goals.	TB			
Year 2	<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 including the Cathedral group of universities (CCUC) 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			
Year 3	<ul style="list-style-type: none"> Review Governance and Leadership at DDAT alongside the most recent Trust wide frameworks of inspection. 	Exec Team/ Gov leads	DDAT is able to demonstrate that it is a strong Trust.	TB			
Year 4	<ul style="list-style-type: none"> 						
Priority 6 – Safeguarding - strategic oversight and culture Lead: Safeguarding Lead To strengthen safeguarding practice to reduce risk for pupils, staff, and the Trust reputation so that all children and young people are kept safe. <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. 				Cycle	KPIs / Milestones		
				Year 1	<i>Usage rate of the resource by all stakeholders to support DSLs (Designated Safeguarding Leads). Reduction in risks to Trust reputation due to accurate reporting of concerns and incidents. Timeliness and policy adherence of responses to concerns and incidents. Frequency of quality supervision received by staff with named responsibility for safeguarding. Improvement in quality of practice across the Trust as evidenced on Rolling RoV (Record of Visit) and school review. Implementation and effective utilisation rate of directed mandatory categories by all schools. Mechanisms in place to collate, analyse, and understand pupil voice across all schools. Accessibility and sharing rate of recorded information by key personnel. Positive impact of key personnel working with school leaders on pupil safety. Accuracy of risk and reassurance reporting to the executive and Trustees.</i>		
				Year 2			
				Year 3			
Year	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Year 1	<ul style="list-style-type: none"> Establish DSL Resource Library – Production of DSL Toolkits by specific subject need. 	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 supported by trust wide systems and processes. 	HH/ HW	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 and school review.	JS			

	<ul style="list-style-type: none"> Aligned use of safeguarding categories by all schools. 	HH	All schools implement and effectively utilise directed mandatory categories to ensure consistent and accurate communication.	JS			
	<ul style="list-style-type: none"> Trust wide understanding of pupil voice feelings of safety supports whole trust culture of safeguarding. 	HH	Mechanisms are in place to collate, analyse and understand pupil voice across all schools.	JS			
	<ul style="list-style-type: none"> Establish secure system for sharing/communicating safeguarding information across the Trust. 	HW/HH	Information is recorded, shared, and can be accessed by key personnel. DSLs are consulted as part of the development of the Trust AI strategy	SCL			
	<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.	SC			
	<ul style="list-style-type: none"> Confidence in data as recording is consistent across all schools. 	HH	Risks and reassurance are accurately reported to the executive and Trustees.	JS			
Year 2	<ul style="list-style-type: none"> Supervision is 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 identifies little, or no areas for improvement.	JS			
	<ul style="list-style-type: none"> DSL model for practice achieved. 	HH	An effective and sustainable workforce is evident across the Trust and informed through 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			
Year 3	<ul style="list-style-type: none"> Best practice in safeguarding is shared outside of the Trust. 	HH	Relationships with other trusts evidence a desire to seek best practice from DDAT.	JS			
	<ul style="list-style-type: none"> Models for peer support are embedded. 	HH	All stakeholders routinely access mechanisms for peer support.	HH			
Year 4	<ul style="list-style-type: none"> 						
	<ul style="list-style-type: none"> 						
	<ul style="list-style-type: none"> 						
	<ul style="list-style-type: none"> 						

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

- 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	<p>Percentage of schools with updated Vision and Values statements by Term 2.</p> <p>Percentage of staff reporting confidence in articulating the Trust Mission during evaluations. Visibility of signage and branding of Trust Mission and Values in all schools by Term 3. Percentage of schools receiving at least one visit from the SSIO by the end of the year. Frequency of termly meetings with the DBE and Diocese to review school progress. Percentage of schools launching at least one courageous advocacy project by Term 3. Percentage of students reporting increased awareness of social responsibility and spiritual growth in surveys. Percentage of schools achieving</p>

			<p><i>“Outstanding” in Personal Development SEFs by the end of Year 2. Number of Personal Development initiatives showcased in each school’s annual report. Implementation rate of the new RE Syllabus in DDAT schools. Participation rate in programmes for Trustees, early career leaders, and aspiring headteachers from November 2025. Completion of Action Plan to enhance provision, including new SACRE and World Faiths and World Views.</i></p>				
			Year 2				
			Year 3				
Year	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Year 1	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
	<ul style="list-style-type: none"> Embed the Trust Mission, Vision, and Values in School. Develop a Trust-wide strategy to communicate Mission, Vision, and Values. Use working party outcomes to ensure alignment/clarity. Create a visual representation of the Trust Mission for display in schools and shared spaces. 	SCL/ MC	By Term 2, 100% of schools have updated Vision and Values statements that align with the Trust Mission. Eighty percent of staff report confidence in articulating the Trust Mission during evaluations. Visible signage and branding of Trust Mission and Values in all schools by Term 3.	TB			
	<ul style="list-style-type: none"> Embed SIAMS SSIO role. SSIO has visited all DDAT schools and reviewed SIAMS readiness to support all schools’ preparation for the new SIAMS framework. Strengthen relationships with the DBE, Church of England, and Diocese through termly collaboration meetings. Establish relationships with the Cathedral group of universities (CCUC). 	MC	100% of schools receive at least one visit from the SSIO by the end of the year. Termly meetings with the DBE and Diocese to review school progress.	JS			
	<ul style="list-style-type: none"> Embed Courageous Advocacy and Spiritual Development Introduce Trust-wide courageous advocacy projects focusing on social justice, environmental sustainability, and community service. Develop spirituality resources, including prayer/reflection spaces and themed worship programs. Support schools with professional development with regards to Courageous Advocacy and Spiritual Development, likely to be in collaboration with Derby DBE where possible. 	MC	All schools launch at least one courageous advocacy project by Term 3. Seventy-five percent of students report increased awareness of social responsibility and spiritual growth in surveys. Professional Development brings clarity and consistency to schools’ work in Courageous Advocacy and Spiritual Development	JS			
	<ul style="list-style-type: none"> Journey to SEF Outstanding in Personal Development / framework equivalent Co-construct and Implement a unified Personal Development framework across all schools, focusing on well-being, values-based education, and character formation rooted in best DDAT school practice. Deliver staff training on embedding Christian principles in personal development. 	MC	Eighty percent of schools achieve “Outstanding” in Personal Development SEFs by the end of Year 2. At least one Personal Development initiative showcased in each school’s annual report.	JS			
	<ul style="list-style-type: none"> Implement new SACRE RE Syllabus New RE syllabus published June 2025 shared across schools and support to be implemented in 2025-2026. 	MC	New RE Syllabus implemented in DDAT schools and RE curriculum adapted.	JS			
	<ul style="list-style-type: none"> Establish Flourishing Leader Training. 	MC	From November 2025 participate in and deliver programmes for Trustees and early career leaders and Aspiring headteachers	JS			

	<ul style="list-style-type: none"> In conjunction with National Society for Education's Flourishing Teacher/Leader programme engage with and deliver programmes Leaders on the programme/DDAT programmes are clear on how leadership virtues support their work. 		Leadership Virtue training programme – enhanced from Flourishing network 2024-5.				
	<ul style="list-style-type: none"> Evaluate and enhance RE curriculum provision. Undertake curriculum audit as Derbyshire SACRE rolls out in 2025 – what are common implementation issues – for example, subject knowledge and resourcing? Develop RE curriculum network and action plan as a result of the audit work – to include World Faiths and world views. 	MC/DBE	Audit reveals strengths and areas for development Action Plan to enhance provision including new SACRE and World Faiths and World Views.	JS			
Year 2	<ul style="list-style-type: none"> Deepen the Trust's Mission, Vision, and Values Evaluate the impact of the Trust's Mission and Values through surveys and stakeholder interviews. Celebrate the integration of Trust Values with a Trust-wide event linked to courageous advocacy. 	SCL/MC	Positive feedback from 90% of stakeholders on the Mission's relevance and impact. At least 80% participation in Trust-courageous advocacy event.	TB			
	<ul style="list-style-type: none"> Expand Courageous Advocacy and Spirituality Scale up courageous advocacy projects to include cross-school initiatives. Create a Trust-wide spiritual development framework, including opportunities for retreats and reflective practices. 	MC	Seventy-five percent of schools engage in collaborative advocacy projects. Positive impact on spiritual growth reported in at least 80% of stakeholder surveys.	JS			
	<ul style="list-style-type: none"> Strengthen Relationships with Diocesan and Other MATs Establish a repository of best practices for Christian Distinctiveness. 	MC	Repository accessed by 100% of schools for development ideas.	JS			
	<ul style="list-style-type: none"> Achieve SEF Outstanding Across All Schools in personal development / framework equivalent. Monitor Personal Development frameworks through annual reviews. Celebrate success with an annual award for schools excelling in personal development and Christian distinctiveness. 	MC	100% of schools rated "Outstanding" in SEF by the end of Year 3. Ninety percent of staff and students report satisfaction with personal development efforts.	JS			
Year 3	<ul style="list-style-type: none"> Flourishing – Mission Vision and Values Ensure Trust vision values and mission is rooted in flourishing principles and are reviewed in light of contemporary challenges. 	MC	Flourishing principles are deeply embedded in Trust culture and inform ongoing PD and staff people strategy at all levels.	JS			
	<ul style="list-style-type: none"> Leadership Flourishing network has expanded and includes a wealth of leaders at all levels, engaging with how character virtues influence their leadership decision making. 	MC	DDAT leaders flourish and enable others to flourish through a set of strongly known and embedded leadership virtues. School visions evolve to meet contemporary challenges.	JS			
	<ul style="list-style-type: none"> RE Conduct an evaluation of the impact of RE curriculum improvements and adjust strategies accordingly. Achieve a high level of consistency in how RE curriculum impact is measured and articulated by school leaders. Assess progress in pupil understanding of different faiths and introduce new enrichment opportunities. 	MC	RE curriculum evaluation with strengths and areas for improvement clearly identified RE curriculum impact and evaluation clear.	JS			
	<ul style="list-style-type: none"> PD and Spiritual Development Conduct a comprehensive impact assessment of personal development initiatives. 	MC	Impact of personal development reviewed and strengths and areas for development identified. Best practice of spiritual development and courageous advocacy shared across the Trust	JS			

Year 4	• Spiritual Development & Courageous Advocacy: Showcase best practice examples across the Trust and beyond.						
	• Sustainability.						
	•						
	•						
	•						

Primary Outcomes 2024 – 25

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 2024 – 25

INSERT

End of Year Targets and Progress Monitoring for Key Stage 3, 4 & 5 2025 - 26

INSERT