



Trust Improvement Plan 2026 – 29

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 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: • An approach to developing 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 and narrowing of gaps that exist between vulnerable pupils and the main cohort. • A strategy to support careers education is embedded for all pupils to enrich the curriculum, raise aspirations and strengthen destinations. • The needs of the most complex pupils are met through a Trust wide Inclusion Strategy which includes a DDAT approach to AP, nurture, and the effective use of SEND strategy, in addition to the established Trust attendance strategy.	Budget	Time / £
	Resources	NGA and CST subscriptions. Local Authority (LA). Educational Psychologist
	Training	DDAT conference (2027 & 2029) and annual Governance Conference.
	Collaboration and consultation	Termly hub meetings HT briefings Strategies - Small school, Inclusion Working party – Curriculum Networks – Early Years, Math's, Teaching & Learning, Assessment and Outcomes, Relational Practice, Attendance, English Supervision – SEND
Priority 2 – School improvement Lead: Deputy CEO To further improve the model of school improvement so that: • 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. • Schools are well prepared to deliver the framework from the curriculum and assessment review. • Effective pedagogy is evident in all schools.	Budget	Time / £
	Resources	NGA and CST subscriptions LA.
	Training	DDAT conference (2027 & 2029) and annual Governance Conference.
	Collaboration and consultation	Termly hub meetings HT briefings Strategies - Small school, Inclusion Working party – Curriculum Networks – Early Years, Math's, Teaching & Learning, Assessment and Outcomes, Relational Practice, Attendance, English Supervision – SEND
Priority 3 – Workforce Lead: COO (& CEO) To improve staff recruitment, development, and retention by: • 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 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. • Embed 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 (2027 & 2029) and annual Governance Conference. SAM people new HR and Recruitment system, and Zendesk Customer Relationship Management system.
	Collaboration and consultation	Termly hub meetings HT briefings SBL networks Working party – AI Wider leadership networks for Small Schools. Chair of Governor Forum. Trustee working party – Growth including small schools, new builds, and regional hubs.
Priority 4 – Finance and operations	Budget	Time / £

Lead: CFO (& COO) To improve the allocation of resources to ensure an outstanding experience for pupils and staff: • Embed the new HR, CRM, and Finance systems. • Ensure that policies and procedures are reviewed to support embedding the scheme of delegation and systems procured through TCaF (Trust Capacity Fund). • As part of a revised financial strategy, develop further the 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. • Implement and embed a comprehensive estates and sustainability strategy across the Trust. • Implement and embed 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 and are linked to strategic priorities. • Supported by the 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.	Resources	NGA and CST subscriptions.
	Training	DDAT conference (2027 & 2029) and annual Governance Conference. SAGE Intacct the trust's new financial system. SAM people new HR and Recruitment system, and Zendesk Customer Relationship Management system. i AM Compliant. IMP budgeting.
	Collaboration and consultation	Termly hub meetings HT briefings SBL networks Working party – AI Chair of Governor Forum. Work with partner trusts e.g. LAAT and BDAT.

Priority 5 – Governance, Leadership and Collaboration Lead: CEO To strengthen Governance, Leadership and Collaboration to ensure the best provision for pupils and staff in DDAT: • Embed 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. • Complete an External Review of Governance Autumn 2026, to inform 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 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 and inclusion 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. • Leadership development and succession is supported by opportunities for reflection and coaching. • 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 (2027 & 2029) and annual Governance Conference.
	Collaboration and consultation	Chair of Governor Forum. Termly hub meetings HT briefings Working party – AI Wider leadership networks for headteachers, executive headteachers and heads of schools. Work with partner Trusts including BDAT (Bradford Diocesan Academy Trust) LAAT (Lincoln Anglican Academy Trust). Trustee working party – Growth including small schools, organisation of central team 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: • Embed the DDAT safeguarding strategy. • 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.
	Collaboration and consultation	Termly hub meetings HT briefings Safeguarding briefing Networks – Safeguarding Supervision – Safeguarding
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: • Embed the Trust Mission, Vision and Values and links to school Vision and Values. • Continue to strengthen relationships with the DBE, Church of England, and Diocese. • Build networks within DDAT to utilise the expertise of trained SIAMS inspector headteachers. • Establish links to other Diocesan MATs to share best practice.	Budget	Time / £
	Resources	Deputy Director DBE and Church of England.
	Training	DDAT Conference, DBE, and Church of England.
	Collaboration and consultation	Termly hub meetings HT briefings

• 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 strong on personal development.		Networks – Flourishing, SIAMS
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: • An approach to developing 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 and narrowing of gaps that exist between vulnerable pupils and the main cohort. • A strategy to support careers education is embedded for all pupils to enrich the curriculum, raise aspirations, and strengthen destinations. • The needs of the most complex pupils are met through a Trust wide Inclusion Strategy which includes a DDAT approach to AP, nurture, and the effective use of SEND strategy, in addition to the established Trust attendance strategy.	Cycle	KPIs / Milestones
	Year 1	The Trust establishes consistent systems and shared expectations across all schools. Curriculum reviews align increasingly with Trust principles, and leaders begin to apply a clear curriculum intent. SEND policy is implemented consistently, supported by a Trust-wide inclusion strategy and improved identification of pupils with SEND. Adaptive teaching becomes more embedded through the consistent use of the agreed framework. Assessment systems are standardised, with growing confidence in data accuracy and clearer reporting of attainment, progress, and barriers to learning. Robust tracking of pupil groups is established. Behaviour approaches are aligned through a relational model, with greater consistency across schools and baseline data for suspensions and exclusions in place. Alternative Provision is more clearly defined and tracked, and information sharing between providers strengthens, particularly at transition points. A Trust-wide careers strategy is introduced, ensuring all schools begin to offer opportunities to broaden pupils' experiences and aspirations.
	Year 2	In Year 2, practice becomes embedded and its impact is evident. The curriculum is implemented consistently, leading to improved engagement and outcomes. Inclusive practice strengthens further, with SEND pupils making improved progress from their starting points. Adaptive teaching is securely in place, contributing to narrowing attainment gaps. Assessment is used effectively to inform teaching, with accurate Trust-wide reporting driving improvement. Outcomes improve across the Trust, with progress strengthening and gaps reducing. Behaviour is consistently strong, supported by a relational approach that leads to improved trends and reduced suspensions and exclusions. Alternative Provision is used effectively, with improved reintegration and outcomes for pupils. Disadvantaged groups show improved engagement and participation, supported by

					effective collaboration and information sharing. Transitions are smoother and more effective.			
				Year 3				
Year	Actions	Who	Success Criteria	Who	Dec	Mar	Jul	
Year 1 2026-27	Review SEND policy and strategy.	PL	Audits indicate that policy and strategy are being consistently followed and identify areas of strength and improvement.	JS				
	Create a trust wide inclusion strategy that is tied to the inclusive mainstream fund (IMF) to ensure equitable, accessible environments	PL LA	Co-constructed with key stakeholders, shared, and understood and available on school websites by December 31st, 2026.	JS				
	Arbor is systematically used to provide accurate assessment data to inform high quality inclusive teaching. Intervention data is collated through Arbor to drive improvements	JG DBO	Progress of disadvantaged pupils and pupils with SEND improves over time and is at least in line with national benchmarks. Intervention data is used to drive improvements, resulting in improved progress and narrowing attainment gaps for disadvantaged pupils and pupils with SEND.	PL LA				
	Digital transformation strategy vision of education agreed; Digital & AI Strategy for Learning (in addition to and operations)	OPs Lead SIT	The IT strategy defines how technology will improve teaching and learning, and the resourcing and training required to develop teachers.	JS				
	Behaviour principles are articulated in line with DDAT core values and shared across the Trust. Arbor is used to log behaviours with agreed behaviours.	PL LA	Audits lead to improvements in practice, resulting in reduced suspensions and improved behaviour across the Trust. Suspensions reduce over time and are in line with or below national averages across the Trust.	JS				
	The needs of the most complex pupils are met through a Trust wide approach to AP, nurture, resource bases, and the effective use of recording of part-time timetables.	PL LA	Headteachers implement AP and access to resources bases for those whose needs require it. Use of part-time timetables reduces over time and is in line with similar schools and national figures, with pupils making improved progress.	JS				
	Case studies are in place to share good practice across the Trust for pupils at AP and resource bases to help identify next steps across the Trust.	PL LA	Case studies are shared termly and demonstrate their impact on improving provision and pupil outcomes.	JS				
	Track progress of all children with SEND using a trust wide assessment strategy so that all children make progress against their individual starting points	PL LA LH	The Trust can demonstrate improved progress for pupils with SEND from their starting points.	JS				
Year 2 2027-28	A trust wide approach/support for interventions is shared and logged using Arbor	PL LA	High leverage interventions reduce attainment gaps for disadvantaged pupils and pupils with SEND.	JS				
	The approach for behaviour is consistently applied across the Trust.	PL LA	Behaviour approach is analysed at school and trust level. Behaviour approaches are consistently applied across all schools, leading to a sustained reduction in suspensions in line with or below national averages	JS				

	A Trust approach to curriculum principles and assessment is aligned with DDAT values	JS	Plans ensure that the curriculum appropriately balances ambition, inclusivity, excellence, relevance, flexibility and inclusivity for all children and young people within DDAT. Curriculum is consistently implemented across all schools, reflecting Trust principles.	SCL			
	The AP strategy is embedded, and good practice is shared across the Trust.	PL HH	AP strategy is fully embedded into practice	JS			
	Evaluate and strengthen the impact of adaptive teaching and intervention strategies	PL LA	Adaptive teaching is consistently high-quality across all schools. interventions demonstrate sustained impact on pupil progress. Attainment gaps continue to narrow over time.	JS			
	Evaluate and refine the Trust inclusion strategy to maximise impact for disadvantaged learners	PL LA	Pupils with SEND make strong progress from their starting points. Inclusive practice is consistently embedded across all schools. Attainment gaps for SEND and disadvantaged pupils are significantly reduced.	JS			
Year 3 2028-29	A trust wide approach/support for interventions is evaluated for impact using Arbor	PL LA	Interventions demonstrate sustained impact, with gaps significantly narrowed and outcomes improving over time for disadvantaged, SEND and those known to social care.	JS			
	The approach for behaviour is showcased across the Trust.	PL LA	Behaviour approaches demonstrate sustained impact over time, with consistently low suspension rates and strong practice evident across the Trust.	JS			
	A Trust approach to curriculum principles and assessment is embedded across all Trust schools	PL LA LH	Curriculum impact is evaluated and refined, resulting in improved pupil outcomes and engagement across the Trust.	JS			
	The AP strategy enables all children who require it to access provision to impact on their needs.	PL LA	AP provision demonstrates sustained impact, with successful reintegration and improved long-term outcomes for pupils.	JS			
	Strengthen targeted support for vulnerable groups through continuous evaluation.	PL LA	Disadvantaged pupils show sustained improvements in progress, attendance, and engagement. Differences in outcomes between disadvantaged pupils and their peers are significantly reduced.	PL JS			
Priority 2 – School improvement				Cycle	KPIs / Milestones		
Lead: Deputy CEO To further improve the model of school improvement so that: - 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.				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</i>		

- 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. - Schools are well prepared to deliver the framework from the curriculum and assessment review. - Effective pedagogy is evident in all schools.				<i>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 2026-27	The MIS system 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 DBO	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.	LH			
	Assessment working party identifies best practice for foundation subjects.	JG LH DBO	Reporting is more consistent allow comparisons to be made across the Trust and over time. Best practice is identified and shared to support improvement across the Trust	JS			
	Learning from the pupil attendance audit is embedded into practice	HTs SSIOs DBO	Training is implemented. QA processes are implemented. Best practice is identified and shared to support improvement across the Trust	JS			
	Schools pilot an approach to tracking and reporting on foundation subjects as part of the assessment strategy.	JG LH	Assessment reporting is robust and accurate for all schools ensuring that interventions are timely and have impact, notably in nursery, reception, and Key Stage 1.	JS			
	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 DBO	Target setting is robust and accurate and leads to improved outcomes. Leaders are supported with a stepped approach to success.	JS SCL			
	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			
	The DDAT offer to support professional development for all staff is refined and clarified, ensuring value money as well as staff retention and career development. This is drafted to include all staff.	LH	Staff retention improves. Staff expertise is stronger as identified by SSIO visits.	JS			
	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 used and understood how to use the best practice in science teaching. This is informed by research and leads to improved classroom practice.	JS			

	Trust suspension and exclusion rates are in line with the national figure and according to context.	PL	Common understand in relation to appropriate use of suspensions and exclusions. Trust suspension and exclusions rates are in line with national or more favourable.	JS			
	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			
	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			
	Secondary SSIO capacity is reviewed and if required increased.	JS	Increase capacity supports onboarding a further secondary school	SCL			
	Implement new curriculum and assessment initiatives so that they are fully prepared for implementation within the prescribed deadlines.	SSIOs	New curriculum is in place and meets DfE requirements.	JS			
	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. Future skill agenda defined which includes AI literacy, digital skills, sustainability, oracy, critical thinking, and problem solving	SCL			
	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 2 2027-28	Introduce the new curriculum and assessment initiatives so that they are fully prepared for implementation within the prescribed deadlines.	SSIOs	New curriculum and assessment initiatives introduced.	JS			
	The target setting policy is fully embedded across the Trust. It leads to improved outcomes.	JG LH DBO	Targeting setting is aspirational but supports a stepped approach and leads to improved outcomes.	JS			
	The Trust approach to pedagogy is worthy of sharing across that the Trust.	SSIOs DDAT leaders	The Trust shares its pedagogy approach wider than the Trust, and it is seen as a beacon of excellence.	JS			
	Create a professional development model which is has impact against the agreed values and principles.	LH	The CPD aligns with Trust values and school priorities.	JS			
	School implement foundational knowledge across all Key Stages, including Key Stage 3 and 4,	PL MC LA	Barriers in learning are prioritised and quickly resolved.	JS			
	The curriculum and assessment review requirements from the DFE planned for and meet the statutory requirements.	SSIOs	The review is planned for.	JS			
	School Improvements metric identifies schools at risk and provides a model to work more intensively with specific schools through the Spotlight Project.	SSIOs	The Spotlight Project is shown to have impact and improved outlines.	JS			
	Trust training on pedagogy is delivered through a unified strategic approach	SSIOs	The teaching and learning framework is adhered to and demonstrates improvement in the school.	JS			
	All schools set a minimum of FFT50 as a benchmark. Some schools use FFT20 and above.	HTs	Target setting is robust and accurate and leads to improved outcomes. Leaders are supported with a stepped approach to success.	SIT			
	Schools understand the updated OFSTED toolkit.	SSIOs	Schools' self-evaluation is accurate and identifies their next steps and appropriate priorities.	JS			
	School benefit from a strategic review which celebrate strengths, validate decisions, and highlight next steps.	SSIOs	The School Reviews is shown to have impact and improved outlines and identifies areas to celebrate and identify risk.	JS			

	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 with clear frameworks for curriculum areas with mixed age classes	SCL			
	Careers education is embedded and engages with a wider range of stakeholders to enrich the curriculum and improve life chances.	HTs	At least three subject areas are developed to link to future careers e.g. computing, STEAM	SIT			
	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 used and understood how to use the best practice in science teaching. This is informed by research and leads to improved classroom practice.	JS			
	Accurate statutory reporting for attendance fully meets DFE expectations	HTs	Accurate reporting with no issues identified. Attendance improves for all pupil groups.	JS			
Year 3 2028-29	The MIS system is fully implemented including the secondary school(s). This meets the Trust needs. It reports on all statutory outcome requirements.	DBO	All schools, including the secondary school, use a common MIS to accurately report on outcomes. Schools have a consistent way of tracking achievement across all subjects.	LH			
	All schools set a minimum of FFT50 as a benchmark. An increasing number of schools use FFT20 and above.	SSIOs	Target setting is robust and accurate and leads to improved outcomes. Leaders are supported with a stepped approach to success.	JS			
	The Trust approach to pedagogy is worthy of sharing wider than the Trust.	SSIOs DDAT leaders	The Trust shares its pedagogy approach wider than the Trust, and it is seen as a beacon of excellence.	JS			
	Implement the National Curriculum to fully meet the DfE requirements	HTs	SSIO visits demonstrate that the school's curriculum at least matches the ambitions of the curriculum and assessment review.	JS			
	Assessment matches scope and ambition of the curriculum and assessment review	HTs	Assessment correctly identifies the achievement and gaps for all pupils across all curriculum areas.	JS			
	Adaptations are purposeful so that all pupils are able to fully access the curriculum	HTs	Pupils are able to keep up with the curriculum	JS			
	Teachers understand and apply highly effective pedagogy consistently	HTs	Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs.	JS			
	Leaders accurately identify strengths and next steps of their curriculum	HTs	Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects.	JS			
	Create the professional development for all staff so that it is refined and clarified, ensuring value money as well as staff retention and career development.	SSIOs	Staff well-being and Trust retention increases	JS			
Priority 3 Workload Lead: COO (& CEO) To improve staff recruitment, development, and retention by: - 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 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.				Cycle	KPIs / Milestones		
				Year 1	<i>Percentage of positive feedback from stakeholders as measured by Edurio surveys continues to increase. 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 I am Compliant by</i>		

- Develop a consistent offer of support for health and wellbeing through one provider to ensure equality of opportunity for all employees. - Embed 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.				September 2026.Completion of appraisal options review. Embedding rate of new policies and procedures. Development 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. AI approach clear			
			Year 2				
			Year 3				
Year	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Year 1 2026-27	- Reset the people strategy ensuring that stakeholder feedback is continually captured, and revise process as required. - Ensure that Equality, Diversity, and Inclusion (EDI) is considered in all aspects of the plan	KD	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			
	The MIS (Arbor) and other platforms (SAM People) 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. I am Compliant is introduced across the Trust	KD JG	KPIs reported alongside regional/national benchmarks are used to inform the future strategic plan. I am Compliant is effectively set up across the Trust,	SCL			
	Strengthen further succession plans across the Trust.	KD PM JS	The Trust has a succession plan for Middle leaders in addition to Senior and Executive Leadership.	SCL			
	Develop the consistent offer of support for health and wellbeing (employee assistance - EAP) through one provider to ensure equality of opportunity for all employees.	HR	A single provider is appointed and provides employees with a consistent offer for health and well-being. KPIs begin to show positive on staff attendance, recruitment, and well-being.	KD			
	Harmonisation strategy explored.	KD RR	Working group set up. Parameters of Harmonisation agreed. Communication plan re harmonisation written	SCL			
	AI working group creates a DDAT specific innovative approach to AI governance	Ops Lead	A clear AI approach is in place, and a training plan has been implemented	KD			
	Microsoft Unification work proposal completed	Ops Lead	Preparation started with central MS system	KD			
Year 2 2027-28	Embed the people strategy, continuing capturing stakeholder feedback, final revision to process completed	KD	Evidence of revision to strategy based on survey outcomes. Surveys are increasingly positive. Evidence of the impact of strategies on all KPIs	SCL			
	SAM people and I am Compliant are consistently used, understood, and embedded into practice across the Trust.	RR MG	KPI's are clear and there is Trust wide confidence in the reporting, supporting the effectiveness of the Central Team.	KD			
	Review the health and Wellbeing (EAP). Explore additional perks / attractions that enhance the offer	RR	Sickness absence has reduced, particularly stress at work. Additional perks adding value to the offer and improve staff perception of the Trust	KD			
	Establish the hub model to support effective deployment of resources to enhance pupil education	KD PM JS	Implement operating and leadership/staffing models and respective KPIs to support hub development.	SCL			

	A Harmonisation timeline in place and activity progressing.	RR KD	The priorities and objectives are clear and understood by all stakeholders. Immediate opportunities are progressed.	SCL			
	Continuously gather input and feedback from staff to identify challenges and improvement opportunities in AI adoption.	KD PM JS	Training plan addresses gaps in staff experience with AI, supporting efficiencies and reducing workload. Evidence of impact of AI on KPIs.	SCL			
	Microsoft Unification work migration started with schools	DJA	Phased approach to schools successfully actioned	KD			
Year 3 2028-29	The People strategy is fully embedded with measurable impact	KD RR	Clear improvement in recruitment, retention and well-being is evidenced through Edurio survey and other sources of evidences.	SCL			
	Harmonisation activity continues.	KD RR	Key stakeholders continue to feel informed and supported. More complicated medium-term opportunities are progressed.	SCL			
	Microsoft Unification work complete.	DJA	All schools and Central using same MS system and security	KD			
	Hub model embedded across DDAT	KD PM JS	Hub model adding capacity and support. Schools confident in role and purpose of hubs	SCL			
Priority 4 Finance and Operations Lead: CFO (& COO) To improve the allocation of resources to ensure an outstanding experience for pupils and staff: - Implement and embed the new HR, CRM, and Finance systems. - Ensure that policies and procedures are reviewed to support embedding the scheme of delegation and systems procured through TCaF (Trust Capacity Fund) - As part of a revised financial strategy, develop further the 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. - Implement and embed a comprehensive estates and sustainability strategy across the Trust. - Implement and embed 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 and link to strategic priorities. - Supported by the 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.			Cycle	KPIs / Milestones			
			Year 1	<i>Progress rate on actions from condition surveys. Number of D1s (deficiencies) 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>			
			Year 2				
			Year 3				
Year	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Year 1 2026-27	Growth strategy is revisited with stakeholders – DBE, DfE and LA	Exec	Clear road map of activity, enabling a strategic conversation about Trust growth including strategic development of regional hubs. Due-diligence and frameworks finalised. Informs capacity planning linked to hubs and central team	TB			

	- Trust systems and processes are embedded as business as usual as they are introduced . - Tender timeline in place for all significant contracts	KD PM DJA	Positive impact on the outcomes of internal audit. Tender compliance becomes inbuilt to Trust activities.	SCL			
	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	Integrated Curriculum Financial Planning (ICFP) is introduced to a number of schools in 2026-27 as part of the move to new the budgeting software IMP. The finance team work with leaders to develop a Trust approach to ICFP.	SCL			
	LTCs (Local Trust Committees) routinely use financial benchmarks to judge the effective use of funding and resources.	JLH	Minutes of meetings evidence discussion by LTCs and School Leadership.	SCL			
	Trust strategies (ICT, Estates, and Sustainability) are reviewed and 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.	KD			
	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. Management fee reviewed as informed by hub model, SEND provision and staffing models.	TB			
	Revisit the approach to the management of reserves support effective deployment of resources and investment across the Trust.	PM	Actions from the Trustee Development Day 2025 are responded to and inform updates to the Trust Board	SCL			
Year 2 2027-28	- 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			
	Schools and Trust Leaders use Integrated Curriculum Finance Planning (ICFP) to support greater sharing of staffing and resources.	PM	All Schools are using ICFP to support the effective implementation of school staffing models and where appropriate regional hubs.	SCL			
	Systems and Processes continue to be developed and embedded across the Trust.	KD	Processes seen as beneficial by schools, and reflected by their confidence in using them ,	SCL			
	Trust strategies in place across all DDAT Ops activity.	Ops Team	Ongoing efficiencies and minimising carbon footprint built into ways of working and mindset of Ops and School Staff	KD			
Year 3 2028-29	Introduce continuous improvement cycles for all Trust-wide systems and processes, with clear ownership and regular review points	KD	Improvement cycles built into DDAT yearly calendar and outcomes swiftly implemented into daily practice	SCL			
	Cyber resilience reassessed as part of internal scrutiny programme	KD	Actions completed	SCL			
Priority 5 – Governance Leadership and Collaboration Lead: CEO To strengthen Governance, Leadership, and Collaboration to ensure the best provision for pupils and staff in DDAT: - Embed 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. - Complete an External Review of Governance Autumn 2026, to inform a detailed action plan for Governance.			Cycle	KPIs / Milestones			
			Year 1	<i>Frequency of Trust-wide surveys planned into the quality assurance calendar.</i> <i>Progress against SIP (School Improvement Plan) & TIP (Trust Improvement Plan).</i> <i>Accuracy of RAG criteria in judging effectiveness. Articulation of a three-year trajectory to support incremental gains.</i> <i>Precision in resourcing plans to support measurable improvement. Effectiveness of internal stakeholder communication plan in</i>			

- 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 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 and inclusion 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. - Leadership development and succession is supported by opportunities for reflection and coaching. - Develop mutually beneficial relationships with other MATs (Multi Academy Trusts) to share and inform best practice to strengthen Trusts.		<i>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 1 2026-27	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
	An External Review of Governance is completed Autumn 2026 and identifies strengths and areas for development which informs the longer-term strategy for DDAT	JH LH SCL	External review of governance completed Spring 2026 and demonstrates progress from Spring 2023. An action plan (2026 - 9) is in place and is starting to be implemented.	TB			
	Training programmes for governance go beyond statutory duties and link to DDAT strategic priorities	JH JLH	Skills matrices completed 3-year training plan established Link roles are matched to specific training and updates	SCL			
	- Partnerships are developed to support inclusion across the Trust. - Community partnerships (health, social care, and local economy) are identified and secured	SEND COs DSLs PL HH HTs	The Trust inclusion strategy is informed by work with an Ed Psych Sign-posting of health education and referral is clear to all stakeholders across the Trust. Partnerships with health, social care providers impact positively on local schools.	JS			
	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.	GE	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			
	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			
	Trust wide surveys to evidence impact and share with Trustees to inform the Trust wide strategy.	KD	A cycle of Trust wide surveys is planned into the quality assurance calendar and supported by the necessary IT infrastructure and MIS. Outcomes are sourced and evaluated for pupils and parents 2026. The staff well-being and experience survey is revisited in 2027.	TB			

	Steps to improvement accountability framework is piloted, reviewed and implemented 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			
	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			
	A strategy to support leadership is established using reflection cycles and models of coaching	SCL	Reflection cycles are used to support leader wellbeing and resilience and opportunities to be coached and to coach are identified	TB			
	Embed new roles within the central team and evaluated impact	Exec	Ops Leads Secondments – safeguarding, SEND, and EYFS, Ed Psych Finance officers and Treasury / Accounts Payable Manager Evaluation of capacity and option to build capacity	TB			
	Research, consult on and plan hub and future central team structures that will ensure strong educational outcomes alongside sustainable staffing structures in line with the new SoD.	SCL JS PM KD	Staffing models are developed and costed in consultation with Trust leadership and external experts/Trusts and presented to the Trust Board	TB			
	Establish the strategic importance of AI in achieving the MAT's goals.	KD	A working group is established including representation of all stakeholders. 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.	SCL			
	Cultural expectations defined		Definition of what it is like to work for DDAT including pedagogy, leadership, behaviour, and culture. Culture expectations used to inform grown plan				
Year 2 2027-28	- An action plan from the External Review of Governance (2026 - 9) continues to be implemented. - Governance and Leadership at DDAT are reviewed using the Trust wide framework of inspection due to be published September 2027.	Exec Team Gov leads	Progress continues to be made in relation to action plans. The newly published Trust wide inspection framework is used to inform an accurate evaluation of performance at DDAT.	TB			
	A wider range of partnerships are developed to support careers education across the Trust and to enrich the curriculum and raise aspirations.	HTs SSIOs DCEO	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			
	Feedback from the Parental surveys inform a parental / community engagement strategy	KD JS	Parental and Community Engagement strategy established with KPIs	SCL			
	Trust wide surveys evidence progress overtime and higher stakeholder confidence	KD	A cycle of Trust wide surveys are embedded into the quality assurance calendar and supported by the necessary IT infrastructure and MIS. Outcomes for stakeholders continue to strengthen.	TB			

	Steps to improvement accountability framework criteria continue to be realigned with the next stage of Trust Development	SCL	Criteria are tailored to the Trust's context and journey and anticipate Trust wide inspection. RAG of criteria provides accurate judgement of effectiveness and informs next steps and progress against SIP & TIP.	TB			
	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	Progression routes for employees are clear and support career progression and succession.	JS			
	A strategy to support leadership is implemented using reflection cycles and models of coaching	SCL	Implementation of reflection and coaching continues to be refined to support leadership development and staff wellbeing and resilience.	TB			
	Pilot hub and future central team structures that will ensure strong educational outcomes alongside sustainable staffing structures in line with the new SoD.	SCL JS/ PM KD	Changes to staffing are made and impact evaluated.	TB			
	Published a long-term plan for AI in achieving the MAT's goals.	KD	Develop a long-term strategy for AI integration that aligns with the MAT's evolving needs and goals is implemented.	SCL			
Year 3 2028-29	- The Governance action plan is fully implemented - Actions are completed in response to the self-evaluation from the Trust Inspection Framework	Exec Team Gov leads	DDAT demonstrates strong governance and leadership effectiveness. The Trust improvement plan is revised for 2029 – 32. Stakeholders are fully prepared for Trust Wide Inspection	TB			
	Partnerships developed to support careers education are also used to strengthen curriculum and continue to strengthen destination data across the Trust	HTs SSIOs DCEO	Employer engagement is evidenced across many DDAT schools. Destination data and readiness for the next stage in education continues to strengthen	SCL			
	Parental and Community Engagement strategy implemented with KPIs	KD JS	KPIs monitored Reduction in parental complaints	SCL			
	Trust wide surveys evidence progress overtime and higher stakeholder confidence	KD	A cycle of Trust wide surveys are embedded into the quality assurance calendar and supported by the necessary IT infrastructure and MIS. Outcomes for pupils and parents continue to strengthen.	SCL			
	The Steps to improvement accountability framework support identifying strengths and improvements	SCL	Criteria are tailored to the Trust's context and journey and anticipate Trust wide inspection. RAG of criteria demonstrates progress of schools in relation to the agreed criteria.	TB			
	The golden thread of staff development and partnership work to support is embedded	LA MC	Progression routes for employees are clear and support career progression and succession.	JS			
	A strategy to support leadership is embedded using reflection cycles and models of coaching	SCL	The impact of reflection and coaching demonstrates improved wellbeing and evidenced improvements in practice	TB			
	Hub and central team structures are fully embedded to ensure strong educational outcomes alongside sustainable staffing structures in line with the new SoD.	SCL JS/ PM KD	Changes to staffing across the Trust are made and impact evaluated.	TB			
	A long-term plan for AI supports achieving the MAT's goals.	KD	Develop a long-term strategy for AI integration is implemented and supports addressing workload and achieving the Trust strategic goals.	SCL			

Priority 6 – Safeguarding - strategic oversight and culture				Cycle		KPIs / Milestones			
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. • Embed the DDAT safeguarding strategy. • 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.				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 2026-27	• Supervision is embedded in practice.	HH JS	Supervision improves the well-being and practice across all schools.	SCL					
	• Consistent best practice in all areas.	HH	Quality Assurance identifies little, or no areas for improvement.	JS					
	• DSL model for practice achieved.	HH	An effective and sustainable workforce is evident across the Trust and informed through quality assurance.	JS					
	• Collaborative work with other Trusts.	HH	Research and evidence from other Trusts impact upon practice and outcomes.	JS					
Year 2 2027-28	• 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					
	• Practice at school level to manage incidents of COCA/HSB is robust and effectively safeguards all children	HH	All school DSLs effectively use the DDAT HSB Toolkit for responding to incidents	JS					
	• Aligned system implemented for management of SCR in all schools	HH	All schools are migrated to SAM People SCR	JS					
	• Review practice at school level regarding online safety to support children and families to stay safe	HH	Trust has understanding of practice at school level to educate children to stay online.	HH JS					
	• Implementation of safeguarding practice in line with new statutory guidance and changes to national and local practice (KCSIE, WT and Families First reforms) including school Early Help Offers	HH	Safeguarding practice in all Trust schools meets statutory requirements. Schools engage well with local reforms; domestic abuse and Families First reforms.	HH					
	• All school aligned use of SG-MIS (CPOMS)	HH	All schools migrated, DSL training undertaken, aligned use of categories, Safeguarding Lead has effective oversight	JS					

	• Models for peer support are embedded.	HH	All stakeholders routinely access mechanisms for peer support.	HH			
	• Implement amended model for DSL Supervision	HH	All DSLs access both 1:1 and group supervision	HH			
	• Trust model for safeguarding best practice	HH	Safeguarding reviews and quality assurance processes indicate evidence of aligned best practice in accordance with Trust requirements.	HH JS			
Year 3 2028-29	• There is an embedded process for remote quality assurance of safeguarding reporting and recording	HH	Safeguarding record keeping is exemplary and meets best practice requirements	HH			
	• Implementation of practice in line with new statutory guidance and changes to national and local practice (KCSIE, WT and Families First reforms)	HH	Safeguarding practice in all Trust schools meets statutory requirements.	HH			
	• Embedded remote quality assurance process for Trust oversight of all schools SCR	HH	SCRs are effectively and accurately managed at school level, monitoring processes indicate few errors, inspections are positive.	HH			
	• Group supervision meetings are self-facilitated by Hub DSLs	HH	Safeguarding Lead no longer facilitates Hub supervision meetings which are led by DSLs independently	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

- Embed the Trust Mission, Vision and Values and links to school Vision and Values
- Continue to strengthen relationships with the DBE, Church of England, and Diocese.
- Build networks within DDAT to utilise the expertise of trained SIAMS inspector headteachers.
- Establish links to other Diocesan MATs to share best practice.
- 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 strong on personal development.

		Cycle	KPIs / Milestones
		Year 1	Percentage of schools with updated Vision and Values statements by Term 2. 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 “Strong” 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.
		Year 2	Percentage of staff reporting confidence in articulating the Trust Mission during evaluations. Percentage of schools achieving “Strong” in Personal Development SEFs by the end of Year 2. Number of Personal Development initiatives showcased in each school’s annual report. Participation rate in programmes for Trustees, early career leaders, and aspiring headteachers from November 2025.

			Year 3	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.			
Year	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Year 1 2026-27	Evaluate the impact of the Trust's Mission and Values through surveys and stakeholder interviews.	MC	Positive feedback from 90% of stakeholders on the Mission's relevance and impact.	SCL			
	- Expand Courageous Advocacy and Spirituality - Scale up courageous advocacy projects to include cross-school initiatives – begin with a trial. - 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			
	- Strengthen Relationships with Other MATs – BDAT and Archway and Transform - Establish a repository of best practices for Christian Distinctiveness.	MC	Repository accessed by schools for development ideas.	JS			
	- 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. - To curate a RE assessment framework that enables teachers to track progress and set next steps	MC	Assessment data shows improved progress and attainment in RE. Leaders' monitoring records demonstrate consistent evaluation practices. Teachers use assessment information effectively to plan learning and intervention. Pupils can articulate their learning and demonstrate progression in knowledge, understanding, and disciplinary skills within RE.	JS			
	- Move towards SEF Strong Across All Schools in personal development / framework equivalent. Draw upon the DfE enrichment framework to be published summer 2026. - Monitor Personal Development frameworks through annual reviews.	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			
	- Enable a SIAMS/Christian Distinctiveness PHEW audit that helps prepare schools for SIAMS and self-evaluation. - Begin to launch softly with some schools trialling the system	MC	Impact of provision is clear in all areas of SIAMS	JS			
Year 2 2027-28	- 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			
	- Leadership - School visions are theologically rooted, lived out daily, and drive decision-making. - Flourishing network has expanded and includes a wealth of leaders at all levels, engaging with how character virtues influence their leadership decision making. - Flourishing Leaders programmes begin A group of Trust leaders (HTs or HTs to be or emerging	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			

	leaders) commit to funded Flourishing Leaders training in line with the NSE Flourishing Leader programme. Trust leaders are empowered to re-evaluate their theologically rooted visions						
	- 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. High-quality, academically rigorous RE taught by confident staff. - 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. RE assessment framework embeds	JS			
	Subject to a successful trial all Church schools are enabled to review their SIAMS provision against the PHEW audit/framework	MC	All Church schools have the opportunity to evaluate and evidence the provision in the areas covered by the SIAMS framework and can confirm that their schools live up to their Trust deed	JS			
Year 3 2028-29	Trust wide courageous advocacy project	MC	Small group of schools opt in to a Trust wide/shared courageous advocacy project	JS			
	- PD and Spiritual Development - Conduct a comprehensive impact assessment of personal development initiatives. - Spiritual Development & Courageous Advocacy: Showcase best practice examples across the Trust and beyond. - Pupils develop character, leadership, wellbeing, and spiritual awareness.	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			