Strategic Plan 2020-2023
Next Steps

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Together, pursuing life in all its fullness

Introduction

The Diocese of Coventry Multi Academy Trust has achieved significant successes since its incorporation and has much to be proud of. The most recent academy joined the trust in February 2021 and this grew the trust to 19 Church of England academies, 4,500 children and 800 members of staff across the Diocese of Coventry. The Trust has remained strong through the global financial crisis and open throughout COVID19. Our team has delivered growth and tangible academy improvement, evidenced by the following improvements to Ofsted ratings:

Ofsted grade on Joining the trust		Ofsted grade in Autumn 2021*	
Outstanding	0	Outstanding	1
Good	8	Good	12
Requires improvement	3	Requires improvement	5
Inadequate	8	Inadequate	1

Figure 1

*includes grade of predecessor school if academy has not yet been inspected

The Diocese of Coventry Multi Academy Trust (DMAT) was established in 2013 with one core object:

to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing schools with a designated Church of England religious character ("the Academies") offering a broad and balanced curriculum conducted in accordance with the principles, practices and tenets of the Church of England both generally and in particular in relation to arranging for religious education and daily acts of worship (as required by the relevant funding agreement), and in having regard to the advice of the Diocesan Board of Education

All academies in the Diocese of Coventry Multi Academy Trust will be recognised for their distinctive and inclusive Christian ethos and for the impact that this has on raising educational standards. Each academy will demonstrate its Christian distinctiveness by providing an inspirational and holistic education which enables all children and staff to develop and achieve to their full potential.

This strategic plan sets out the Trust's vision, strategic objectives and priority areas for action for the academic years 2020/21, 2021/22 and 2022/23.

Church of England's Vision for Education

All our academies will be expected to deliver a distinctively Christian education. It is who we are, it underpins our vision and it drives what we do. In doing so, all our academies will demonstrate how they are fulfilling the four basic elements in the Church of England's Vision for Education:

- Wisdom
- Hope
- Community
- Dignity

The Diocese of Coventry Multi Academy Trust's vision

Church schools continue to stand at the centre of the Church's mission to the nation and the distinctively Christian ethos of a church school underpins everything we do.

Whenever you walk into an academy run by The Diocese of Coventry Multi Academy Trust it will be immediately clear that you are walking into a church school. We don't change the distinctiveness of a school when it joins us. Instead, we add genuine value, we ensure the Christian identity that should run through all Church schools shines brightly and we ensure that the Church of England's Vision for Education is being lived everyday.

The trust has a vision of building a better future for all within our academies, who in turn will positively impact their communities. Specifically, our vision, based on John 10:10, is for:

"every adult, every child and every academy in our trust to come together in order that we may pursue life in all its fullness."

Vision indicators

Delivery of the trust's vision looks like:

- Good Church Schools delivering a Christian education
- A measurable difference to the lives of children
- Equity. Irrespective of background or capability.
- Happy children achieving their potential and flourishing.
- Staff who enjoy working for the trust and feel a sense of belonging
- Evidence of great school improvement
- Teaching staff concentrating on teaching and learning
- Effective and efficient back office support
- Growth that enhances the trust and benefits the children in the schools that join
- A sense of community across the academies
- Well defined policies that focus on the vision

Identifying priorities

Directors, through the Board, set policy, service standards and agree priorities. The objectives and priorities in this plan reflect what the Board feels are the most pressing challenges and opportunities facing the area which the Trust has the capacity, ability and responsibility to deal with.

The priorities provide important focus in an uncertain and complex educational landscape. This plan will change over time. It will be adaptable to reflect circumstances on the ground, emerging new challenges and the impact of any new legislation.

Below the high-level strategic plan sits a year 2 trust improvement plan, a range of detailed action plans and individual academy improvement plans. These describe the focus for improvement, actions to support improvement, resources and monitoring of the service units and academies working within the Trust. Alongside each plan sits the Trust budget, policies and service standards. Much of the detail about how we secure our outcomes will be found in these other documents.

Review

To ensure the trust remains current in a changing landscape, this strategic plan will be reviewed each year.

The vision and goals were most recently reviewed at a Board strategy day in September 2021. This strategic plan was adapted and revised with three significant changes:

1. The original goal 5 of "Drive Sustainable Growth" has been merged with goal 3 "Ensure a strong and sustainable infrastructure". A new goal 5 has been created to "Deliver whole child, family and community support."
2. Vision indicators have been developed
3. Key Performance Indicators have been amended to ensure there is a measurable golden thread running from the trust's vision, through the vision indicators into the strategic goals and year 2 improvement plan

Our strategic goals

To achieve our object, mission and vision, we will focus on the following five high-level goals:

- Goal 1: Deliver **excellent education**;
- Goal 2: Ensure **strong and effective governance** at all levels;
- Goal 3: Build a **strong and sustainable infrastructure**;
- Goal 4: Become an **employer of choice;**
- Goal 5: Deliver **whole child, family and community support**

Our approach to delivering the goals

There is a need for trusts to become resilient. Organisational Resilience is "the ability of an organisation to anticipate, prepare for, respond and adapt to incremental change and sudden disruptions in order to survive and prosper" (Denyer, 2017).

For a trust to meet this definition it must have an effective operating model that includes:

- an oversight of internal factors (i.e. how it is performing, finances, people, risks)
- an oversight of external factors (i.e. the political landscape, changes to funding)
- an ability to improve educational standards in its schools

The Next Steps for our trust will move the organisation to a more centralised model of back office support that is adaptive enough to respond to changes in the external environment but which remains concentrated on the key issues that will ensure the organisation delivers the vision. This will require significant changes to the funding model that will liberate our academy Headteachers and enable them to focus on teaching and learning.

Teaching and learning within our trust will remain collaborative. We believe that academy Headteachers are best placed to determine how our trust's vision should be delivered in their environment, while remaining within the framework and boundaries specified in this strategy. Teaching and learning initiatives, interventions and approaches must also be concentrated in the areas of highest impact while able to adapt to changes in local circumstances.

Therefore, our approach will be:

1. **Teaching and learning: Collaborative, concentrated and adaptive**
2. **Non educational back office support: Centralised, concentrated and adaptive**

Action plan

We will focus on the following priority areas over the next three years:

	Year 1	Year 2	Year 3
Goal 1: Excellent education			
Academy Improvement	Develop evidence-based academy improvement strategy	Deliver effective academy improvement building on best practice inside and outside of the trust	Deliver excellent academy improvement demonstrating best practice
	Develop robust procedures for monitoring academy performance	Deliver effective academy improvement building on best practice inside and outside of the trust	Deliver excellent academy improvement demonstrating best practice
	Ensure the Church of England's Vision for Education is embedded in each Academy Improvement Plan	Demonstrate how children in DMAT academies are receiving an education with a distinctly Christian ethos	Demonstrate how children in DMAT academies are receiving an education with a distinctly Christian ethos
	Set and meet achievable targets for each academy and the trust as a whole	Set and meet achievable targets for each academy and the trust as a whole	Set and meet achievable targets for each academy and the trust as a whole
	Ensure every pupil catches up lost learning and resumes progress towards aspirational targets.	Ensure every academy in the trust remains prepared for a further lockdown.	Ensure every academy in the trust remains prepared for a further lockdown.
	Ensure COVID19 readiness - every academy in the trust is prepared for a further lockdown.	Ensure every academy in the trust remains prepared for a further lockdown.	Ensure every academy in the trust remains prepared for a further lockdown.
Goal 2: Strong and effective governance			
Strong Board governance	Complete a skills self assessment of the Board of Directors	Complete an annual skills self assessment of the Board of Directors	Complete an annual skills self assessment of the Board of Directors
	Recruit a Chair of the Board of Directors who is happy to stand each year		

	Year 1	Year 2	Year 3
	Ensure identified skills gaps are addressed and available skills are appropriately utilised.	Ensure identified skills gaps are addressed and available skills are appropriately utilised.	Ensure identified skills gaps are addressed and available skills are appropriately utilised.
	Recruit a clerk		
	Embed the committee structure		
Clarify local governance	Establish a forum for LGB Chairs		
	Review the role of the LGB and implement a revised model of academy governance	Review and embed the new governance model.	
	Review the Scheme of Delegation to reflect any changes to the role of the LGB	Ensure all academy clerks are reinforcing the roles and responsibilities of a AGC in the trust.	
	Ensure all minutes of LGBs are received by the central team	Ensure all minutes of AGCs are received by the central team	Ensure all minutes of AGCs are received by the central team
Ensure compliance	Ensure the trust is meeting "the musts" in the Academies Financial Handbook	Ensure the trust is meeting "the musts" in the Academy Trust Handbook	Ensure the trust is meeting "the musts" in the Academy Trust Handbook
	Review, monitor and understand the risks in the risk register	Review, monitor and understand the risks in the risk register	Review, monitor and understand the risks in the risk register
Ensure appropriate oversight	Develop appropriate KPIs to benchmark services, make decisions and ensure interventions are targeted at the areas of greatest need.	Report and review all KPIs	Report and review all KPIs
Goal 3: Strong and sustainable infrastructure			
Central services	Implement changes to the back office structure for the newly created "Cluster A".	Complete the centralisation of non teaching and learning services. Begin to realise some of the benefits.	Embed and maximise the opportunities enabled as a consequence of the centralisation of non teaching and learning services.
	Seek academy views on central services and address areas where expectations are not being met	Seek academy views on central services and address areas where expectations are not being met	Seek academy views on central services and address areas where expectations are not being met

	Year 1	Year 2	Year 3
Financial management	Review the current finance model	Review the current finance model	Implement a finance model that aligns with and maximises the potential of a centralised operations model
	Ensure all finances are being managed effectively, securely, in accordance with the Academies Financial Handbook and the Trust's policies	Ensure all finances are being managed effectively, securely, in accordance with the Academy Trust Handbook and the Trust's policies	Ensure all finances are being managed effectively, securely, in accordance with the Academy Trust Handbook and the Trust's policies
	Adopt and implement a single procurement strategy	Adopt and implement a single procurement strategy	Realise savings from a single procurement strategy
	Complete a tender for a trustwide accountant/auditor to partner with us for the next 3-5 years		
	Develop and communicate Key Performance Indicators (KPIs) for finance	Develop and effectively track finance KPIs and use them to make appropriate decisions	Effectively track finance KPIs and use them to make appropriate decisions
Information Communications Technology	Review current trustwide IT arrangements and develop a trustwide ICT strategy	Develop trustwide ICT strategy while delivering immediate priorities as they emerge	Implement trustwide ICT strategy
	Consider options and identify funding to source a single Human Resources Information System.	Implement a single Human Resources Information System.	Embed and realise the benefits of a single Human Resources Information System.
Manage academy growth	Develop a growth plan to enable the Directors and Executive team to proactively control the phased expansion of the trust	Develop a growth plan to enable the Directors and Executive team to proactively control the phased expansion of the trust	Deliver and review a growth plan to enable the Directors and Executive team to proactively control the phased expansion of the trust
	Ensure the central team is appropriately structured to welcome new schools in line with the growth plan	Ensure the central team is appropriately structured to welcome new schools in line with the growth plan	Ensure the central team is appropriately structured to welcome new schools in line with the growth plan
Sustainable development	Adopt guiding principles around sustainability that consider to which of	Adopt guiding principles around sustainability that consider to which of	Evidence of movement towards the action plan

	Year 1	Year 2	Year 3
	the UN's Sustainable Development Goals a trust can positively contribute	the UN's Sustainable Development Goals a trust can positively contribute	
Goal 4: Employer of choice			
One employer	Develop a common suite of HR policies, appraisal and induction processes across the trust	Implement a common suite of HR policies, appraisal and induction processes across the trust	A common suite of HR policies, appraisal and induction processes across the trust
	Provide trustwide training opportunities aimed at improving leadership at all levels	Provide trustwide training opportunities aimed at improving leadership at all levels	Provide trustwide training opportunities aimed at improving leadership at all levels
		Develop professional development strategy (including talent management plans) to inform succession planning	Implement professional development strategy to inform succession planning
		Develop talent capacity register	Embed the talent capacity register and have evidence of impact
Employee voice	Implement staff engagement and wellbeing initiatives, including annual survey, newsletters and an Employee Assist Programme	Act on findings of staff feedback. Repeat annual survey.	Embed the actions from the staff feedback. Repeat annual survey.
Goal 5: Whole child, family and community support			
Development of the whole child		Develop opportunities for each child to take part in enrichment activities	Increased opportunities for enrichment opportunities, including trustwide activities
		A broad range of extra curricular activities at each academy	A broad range of extra curricular activities at each academy
Family links		Identify and develop examples of positive family relationships that have benefitted children	Develop further positive family relationships that benefit children
Community partnerships		As civic leaders, engage with community groups outside of education	Examples of positive outcomes as a result of community partnerships that stretch beyond the trust

	Year 1	Year 2	Year 3
		Engage with the *Growing Faith Adventure* in the Diocese	Examples of positive outcomes as a result of engagement with the Diocesan *Growing Faith Adventure*

Trustwide Key Performance Indicators (KPIs)

We will measure the following KPIs to measure our progress towards the five goals:

Trustwide KPI	Success criteria	Vision indicator	Strategic goal	Frequency of measurement	Monitoring Committee
Children at DMAT academies progress and achieve	Pupils make sustained progress from their relative starting point 2021-22 attainment and progress measures are at least in line with national, or increasingly closer to this for cohorts with prior attainment falling significantly below national.	A measurable difference to the lives of children Evidence of great school improvement	Excellent education Whole child, family and community support	Annual	Education & Ethos
Children tell us they are happy at school	Pupil voice surveys consistently demonstrate children are happy	Happy children achieving their potential and flourishing. Good Church Schools delivering a Christian education	Excellent education Whole child, family and community support	Termly	Education & Ethos
Gaps are closing for all children, particularly those who are disadvantaged and/or SEND	Academy strategies will be rooted in diagnostic assessment and include:	Equity. Irrespective of background or capability. Evidence of great school improvement	Excellent education Whole child, family and	Annual	Education & Ethos

	Whole school approaches e.g. to support the quality of teaching, assessment & feedback and transition; including professional development		community support		
	Targeted approaches e.g. to provide targeted academic support, such as 1:1 and group tuition, intervention programmes and extended school time				
	Wider strategies e.g. to address non-academic barriers such as social and emotional needs, access to technology and supporting families				
	Evidence of excellent SEND provision				
Ofsted judges DMAT academies at least good	All academies are judged at least good by Ofsted within 3 years of joining	Evidence of great school improvement

Good Church Schools delivering a Christian education | Excellent education

Whole child, family and community support | Each judgement | Education & Ethos |
| DMAT academies are at least good in their SIAMS inspections | All academies are judged at least good in SIAMS at every inspection | Evidence of great school improvement

Good Church Schools delivering a Christian education | Excellent education

Whole child, family and community support | Each judgement | Education & Ethos |

The trust has an effective governance model	External review of governance recognises an effective governance model at DMAT	Well defined policies that focus on the vision Teaching staff concentrating on teaching and learning A sense of community across the academies Growth that enhances the trust and benefits the children in the schools that join	Strong and effective governance	One review during the life of the strategy	Governance
Parents believe DMAT academies are effective	Parent respondents who believe DMAT academies are effective is above the national average	Evidence of great school improvement Good Church Schools delivering a Christian education	Excellent education Whole child, family and community support Strong and effective governance	Annual	Governance
The trust is compliant with the Academy Trust Handbook	All "musts" in the Academy Trust Handbook are met	Effective and efficient back office support Well defined policies that focus on the vision	Strong and effective governance Strong and sustainable infrastructure	Termly review	Business & Finance
The trust is managing finances well and appropriately	Clean audit report Overall levels of reserves are within reserves policy	Effective and efficient back office support Well defined policies that focus on the vision	Strong and effective governance	Annual	Audit

	Staffing costs as a percentage of total costs are within 2% of the national average (based on UHY benchmarking)		Strong and sustainable infrastructure		
Academy leaders believe DMAT is offering a good central service	At least 90% of academy leaders believe DMAT is offering a good central service	Effective and efficient back office support A sense of community across the academies	All	Annual	Governance
Employee initiated leavers as a percentage of workforce	Lower than national averages	A sense of community across the academies	Employer of choice	Annual	People & Pay
Employees believe DMAT is a good place to work	More staff respondents than the previous year would be likely or extremely likely to recommend the trust as a good place to work	Staff who enjoy working for the trust and feel a sense of belonging A sense of community across the academies	Employer of choice	Annual	People & Pay
Employees have a positive perception of the trust	More staff respondents than the previous year are confident or very confident that being part of the trust is beneficial More staff respondents than the national average are confident or very confident that being part of the trust is beneficial	Staff who enjoy working for the trust and feel a sense of belonging Evidence of great school improvement	Employer of choice	Annual	People & Pay
Acceptable levels of sickness absence	Sickness absence is lower than national averages	A sense of community across the academies Well defined policies that focus on the vision	Employer of choice	Termly	People & Pay

Trust Improvement Plan

2021 -2022

Strategic goals

Goal 1: Deliver Excellent Education

Goal 2: Ensure strong & Effective Governance

Goal 3: Build a Strong & Sustainable Infrastructure

Goal 4: Become an Employer of Choice

Goal 5: Deliver whole child, family & community support

Glossary:

BFC:	Business & Finance Committee	CEO:	Chief Executive Officer
EEC:	Education & Ethos Committee	DCEO:	Deputy Chief Executive Officer
PPC:	People & Pay Committee	HoF:	Head of Finance
GC:	Governance Committee	HoH:	Head of Human Resources
ARC:	Audit & Risk Committee	HoOC:	Head of Operations & Compliance
AGC:	Academy Governance Committee	HoD:	Head of Department
TLT:	Trust Leadership Team		

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GOAL 1: Deliver excellent education						
Focus for improvement	Actions to Support improvement	Responsible Personnel	Date of activity	Monitoring activity	Committee responsible for monitoring	Cost
1a. Refine and deliver an evidence-based academy effectiveness strategy	• Implement, review and refine 'Education Improvement 2021-22' and 'CPD Overview 2021-22' • Prioritise CPD, Curriculum and Assessment, and Inclusion • Build links with system leaders and subject/domain expertise beyond the trust	DCEO	DCEO/AIP weekly sessions SIP half termly sessions HT half termly CPD sessions	SLT meetings CEO/HoD 1:1s EEC meetings	EEC	
1b. Develop robust procedures for monitoring academy performance	• Develop appropriate Key Performance Indicators • Set aspirational, achievable targets for each academy and for the trust as a whole • Identify academies causing concern and take swift action to intervene • DCEO to QA implementation of 'Education Improvement 2021-22'	DCEO	DCEO/AIP weekly sessions SIP half termly sessions Bi-Annual ARMs HT Performance Management	SLT meetings CEO/HoD 1:1s EEC meetings	EEC	
1c. Ensure the Church of England's Vision for Education is embedded in each Academy Improvement Plan	• Demonstrate how children in DMAT academies are receiving an education with a distinctively Christian ethos • Demonstrate the impact of the distinctively Christian education on pupils, families, staff and the wider community	DCEO	July 2022	SLT meetings CEO/HoD 1:1s EEC meetings	EEC	

1d. Curriculum design and adaptation is responsive to assessment information centred on pupils' academic needs and non-academic challenges	**Actions to Support improvement** • Prioritise CPD, Curriculum and Assessment, and Inclusion • Assessment is used diagnostically • Assessment information continuously informs curriculum design • Academy approaches will be evidence-informed and include whole school, targeted and wider strategies	DCEO	July 2022	SLT meetings CEO/HoD 1:1s EEC meetings	EEC
1e. Catch up funding achieves its intended purpose	• academies to identify starting points for all groups of pupils • academies to identify bids for funding to achieve planned progress for those fallen behind	DCEO		SLT meetings CEO/HoD 1:1s EEC meetings	EEC

Milestones to be reached by Dec 2021	Milestones to be reached by April 2022	Milestones to be reached by July 2022
'Education Improvement 2021-22' and 'CPD Overview 2021-22' fully implemented following consultation with Headteachers. Review of academy improvement plans and other significant policies such as behaviour policy show Christian ethos embedded in every area. Academy's curriculum design is refined in response to emerging priorities.	'CPD Overview 2021-22' maintained and refined. 'Education Improvement 2021-22' mid-year review evaluates impact and assesses capacity for sustainability and continuous improvement in order to inform 2022-23 approach including CPD, potential (re)deployment and recruitment. The identification of appropriate Key Performance Indicators for each academy and for the trust	'Education Improvement 2022-23' and 'CPD Overview 2022-23' agreed following consultation with Headteachers and key stakeholders. 2021-22 attainment and progress measures are at least in line with national, or increasingly closer to this for cohorts with prior attainment falling significantly below national. Demonstrable evidence of closing the gap for all children, particularly those who are disadvantaged and/or SEND

Pupil Premium strategies are published on academy websites and focus on the controllable challenges that are having the most significant adverse impact, using evidence to assess the merit of activities and interventions. Every academy is able to ensure that learning is sustainable beyond the classroom when remote education is necessary.	Assessment information demonstrates closing gaps for all children, particularly those who are disadvantaged and/or SEND and academy's curriculum design is refined in response to emerging priorities. Make links with system leaders outside the trust and explore peer to peer reviewing and accountability Regular monitoring shows Christian ethos is understood and well-articulated by pupils, staff and parents	The adoption of appropriate Key Performance Indicators for each academy for 2022-23 and for the trust Explore established links with system leaders outside the trust, including pilot of peer to peer reviewing.

GOAL 2: Ensure strong and effective governance at all levels						
Focus for improvement	Actions to Support improvement	Responsible Personnel	Date of activity	Monitoring activity	Committee responsible for monitoring	Cost
2a. The Board of Directors	• Review the skills assessment of the Board of Directors • Work with appropriate agencies to identify and recruit Directors in areas of weakness • Clarify the role of the clerk • Ensure that the trust is operating with the most appropriate Articles and Association and Funding Agreement	HoOC	Dec 2021	SLT meetings CEO/HoD 1:1s BFC meetings	TGC	
2b. Committee structure	• Work with the respective Chairs to ensure the committees are working effectively and in line with their Terms of Reference	HoOC	Ongoing	SLT meetings CEO/HoD 1:1s BFC meetings	TGC	
2c. New governance model	• Ensure all minutes of AGCs are received by the central team • Improve consistency of clerking • Ensure all AGC clerks are aware of and reinforcing the roles and responsibilities of a local governor in DMAT • Ensure all AGCs are operating in line with the new Scheme of Delegation • Appropriately train AGC members and clerks • Support sufficient capacity in the central team to maximise the benefits of the new model	HoOC	July 2022	SLT meetings CEO/HoD 1:1s BFC meetings	TGC	

2d. Continued compliance	• Ensure the trust is meeting "the musts" in the current Academy Trust Handbook • Develop and deliver new risk register • Monitor and understand the risks in the risk register • Develop and deliver new method of managing academy based risks • Ensure all statutory deadlines are met • Ensure the trust's Health & Safety advisors are delivering a good service to the whole trust • Support all academies and central team to remain compliant with COVID19 guidance • Share good practice around non cluster academies	HoOC	April 2022	SLT meetings CEO/HoD 1:1s BFC meetings	BFC / ARC	
2e. Ensure appropriate oversight	• Embed reporting of appropriate Key Performance Indicators and Board reporting procedures to benchmark services, make decisions and ensure interventions are targeted at the areas of greatest need • Gain a greater understanding of trustwide data to inform decision making, including but not limited to academy performance, staff and pupil ethnicity, gender and disability. • Engage appropriately with Members	Executive Team	Ongoing	SLT meetings CEO/HoD 1:1s All committee meetings	All committees	
2f. Parental engagement	• Views of parents are obtained and are appropriately incorporated into actions	HoOC	March 2022	SLT meetings CEO/HoD 1:1s BFC meetings	BFC	

Milestones to be reached by Dec 2021	Milestones to be reached by April 2022	Milestones to be reached by July 2022
Board of Directors skills assessment is completed. Articles of Association reviewed. All "musts" are met. AGC minutes on SharePoint.	AGC members and Clerks trained. Clerking model reviewed. Role of the Board Clerk clarified. New risk register in place. Parent survey complete. The Board of Directors reports that the committee structure is supporting them to fulfil their role and is facilitating effective governance	Method of managing academy based risks in place. Revised clerking model for following year proposed. Parent survey response actions complete. All statutory deadlines have been met Additional meeting with the Members has taken place to ensure they are engaged and have oversight of growth plans

	GOAL 3: Build a strong and sustainable infrastructure					
Focus for improvement	Actions to Support improvement	Responsible Personnel	Date of activity	Monitoring activity	Committee responsible for monitoring	Cost
3a. Centralisation of trustwide non teaching and learning services	• Appoint high quality staff and ensure they are well supported • Ensure clear workflows are adopted to facilitate effective processes that deliver the benefits of centralisation • Seek the views of academy leaders on centralised services and address areas where expectations are not being met	Executive Team	New appointments throughout Autumn term, ongoing reviews and support	SLT meetings CEO/HoD 1:1s BFC meetings	BFC	
3b. Ensure all finances are being managed effectively, securely, in accordance with the Academy Trust Handbook and trust policies, including the new Scheme of Delegation	• Review the financial regulations, finance procedures to ensure all are up to date, appropriate and compliant with the Academy Trust Handbook and all Funding Agreements • Develop and communicate Key Performance Indicators for finance • Review the current funding model and, if necessary, propose a new funding model for the trust. Consider at least banking structure, funding methodology, central support charge • Adopt and implement a single procurement strategy • Implement recommendations of internal and external audits • Complete and implement financial dashboard reporting project • Review budgeting system	HoF	March 2022 Summer 2022	SLT meetings CEO/HoD 1:1s BFC meetings	BFC	

3c. Consider the benefits or otherwise of a trading company	• Review other MAT models • Make proposal	HoF	May 2022	SLT meetings CEO/HoD 1:1s BFC meetings	BFC	
3d. Consider the benefits or otherwise of a single bank account	• Review current model (cost and effectiveness) • Review other MAT models • Make proposal	HoF	April 2022	SLT meetings CEO/HoD 1:1s BFC meetings	BFC	
3e. Information Communications Technology	• Develop trustwide ICT strategy • Procure ICT support provider • Deliver improvement initiatives with immediate impact	HoOC	July 2022	SLT meetings CEO/HoD 1:1s BFC meetings	BFC	
3f. Human Resources Information System	• Implement a single Human Resources Information System • Undertake data cleanse of data held on current systems	HoHR	Summer 2022 December 2021	SLT meetings CEO/HoD 1:1s PPC meetings	PPC	
3g. Growth plan	• Adopt a growth plan that enables the Board of Directors and Executive Team to proactively control the phased expansion of the trust • Develop Key Performance Indicators to make informed choices prior to growth • Develop thorough due diligence plan in advance of any academy joining the trust • Develop thorough onboarding plan in advance of any academy joining the trust	CEO	Spring term Autumn term Spring term	SLT meetings BFC meetings	BFC	
3h. Central resources	• Ensure the central team is appropriately resourced (people and infrastructure) and structured to welcome new schools in line with the growth plan	CEO	Ongoing	SLT meetings BFC meetings	BFC	

3i. Sustainable Development	• Adopt guiding principles around sustainability that consider to which of the UN's Sustainable Development Goals a trust can positively contribute • Evidence of movement towards the action plan	CEO	Summer term End of July	SLT meetings BFC meetings	BFC	

Milestones to be reached by Dec 2021		Milestones to be reached by April 2022		Milestones to be reached by July 2022		
Clean audit report for previous year The adoption and use of appropriate financial Key Performance Indicators for each academy and for the trust HR data cleanse complete KPIs agreed		The adoption of appropriate financial regulations and finance procedures in line with the new Scheme of Delegation Growth plan adopted Recommend a trust wide ICT strategy to the Board. Procurement processes for ICT support underway. Due diligence plan complete		A proposal and recommendation regarding a trading company is made to the Board of Directors A proposal and recommendation regarding a single bank account is made to the Board of Directors The adoption of a procurement policy Procurement processes for ICT support complete. HRIS fully implemented Evidence of progress towards the growth plan Evidence of decisions based on the sustainability guiding principles. Evidence of work towards the Church of England's General Synod's ambition for all parts of the church to work to become carbon "net zero" by 2030 Sustainability guiding principles are adopted Heads and governors in Cluster A report the success of the model A proposal and recommendation is made regarding the trustwide budgeting system		

GOAL 4: Become an employer of choice						
Focus for improvement	Actions to Support improvement	Responsible Personnel	Date of activity	Monitoring activity	Committee responsible for monitoring	Cost
4a. Employment policies	• Headteachers and other relevant colleagues are trained in the use of the new policies • New policies are introduced where need is identified • Changes in policy information are included in the "measures letter" for academy conversions • Review DBS processes for new and existing staff to include update service	HoHR	Spring term & on-going As required When 1st required Autumn term & ongoing	SLT meetings CEO/HoD 1:1s PPC meetings	PPC	
4b. Appraisal, induction processes and employment contracts	• Review all appraisal, performance development and induction processes, draft new processes, adopt trustwide appraisal and induction processes • All employee contracts and/or terms and conditions of employment are reviewed, present, appropriate, and up to date	HoHR	Spring term	SLT meetings CEO/HoD 1:1s PPC meetings	PPC	
4c. Union relations	• A union contact sheet is kept updated • Regular and frequent meetings of the Joint Consultative Committee take place	HoHR	On going Termly	SLT meetings CEO/HoD 1:1s PPC meetings	PPC	
4d. Training	• Provide trustwide training opportunities in line with the academy improvement strategy	HoHR / DCEO	Autumn Term & on going	SLT meetings CEO/HoD 1:1s PPC meetings	PPC	

	which aim at improving leadership at all levels					
4e. Diverse workforce	• An action plan is developed as a result of the Equality, Diversity and Inclusion survey • Elements of the action plan have been delivered	HoHR	Summer Term	SLT meetings CEO/HoD 1:1s PPC meetings	PPC	
4f. Staff engagement and wellbeing	• Repeat annual staff wellbeing survey • Wellbeing workshops • Termly staff newsletters • Termly staff videos • Deliver an action plan from the staff wellbeing survey • Review and adopt DfE wellbeing resources as appropriate	HoHR	December 2021 Spring term Termly Termly Spring Term Spring Teem	SLT meetings CEO/HoD 1:1s PPC meetings	PPC	
4g. Develop People Strategy and HR Plan (to include performance development)	Write strategy document • Develop HR Plan	HoHR	Summer Term	SLT meetings CEO/HoD 1:1s PPC meetings	PPC	

Milestones to be reached by Dec 2021	Milestones to be reached by April 2022	Milestones to be reached by July 2022
Term 1 staff newsletter distributed Annual well being survey completed Review DBS process Review current staff training offer Joint Consultative Meeting Termly staff video communication complete	Term 2 staff newsletter distributed Review staff survey results and action plan Training commences relating to employment policies DBS process continues Review appraisal and induction documentation Joint Consultative Committee meeting Develop HR Plan linked to People Strategy Review and adopt DfE well being resources Devise year 2 staff wellbeing action plan Termly staff video communication complete	Term 3 staff newsletter distributed Joint Consultative Committee meeting Elements of the staff well being action plan has been delivered Termly staff video communication complete Policy training continues Unions report a largely positive relationship with DMAT People Strategy written Devise EDi action plan

| | More staff respondents than the previous year would be likely or extremely likely to recommend the trust as a good place to work
All staff have contracts of employment
Working parties established for review of key employment policies, including performance management and workload & wellbeing | |

GOAL 5: Deliver whole child, family and community support						
Focus for improvement	Actions to Support improvement	Responsible Personnel	Date of activity	Monitoring activity	Committee responsible for monitoring	Cost
5a. Development of the whole child	• Develop opportunities for each child to take part in enrichment activities • Ensure there is a broad range of extra curricular activities at each academy	DCEO	Ongoing	SLT meetings EEC meetings	EEC	
5b. Family links	• Identify and develop examples of positive family relationships that have benefitted children	DCEO	Ongoing	SLT meetings EEC meetings	EEC	
5c. Community partnerships	• As civic leaders, engage with community groups outside of education • Develop joint working with atypical community groups • Develop further trustwide relationships with local churches and church leaders • Engage with the *Growing Faith Adventure* in the Diocese	CEO	End of July	SLT meetings EEC meetings	EEC	

Milestones to be reached by Dec 2022	Milestones to be reached by April 2022	Milestones to be reached by July 2022
None	Extra curricular and enrichment activities have re-started in each academy. Examples of effective parental engagement approaches are identified'. An action plan developed alongside the Diocese that focuses on the delivery of the priorities in the *Growing Faith Adventure*	Further extra curricular and enrichment activities have taken place at each academy. Examples of effective parental engagement approaches are shared to inform 2022-23 planning'. Demonstrable examples of the trust as a civic leader. Demonstrable examples of delivery of *Growing Faith*