



# STRATEGIC BUSINESS PLAN

## 2022-2025

DISCOVERY MULTI ACADEMY TRUST, ROCKFIELD AVENUE, SOUTHWAY, PLYMOUTH PL6 6DX

TEL: 01752 706361 [info@discoverymat.co.uk](mailto:info@discoverymat.co.uk)



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## I. About Us

Discovery Multi Academy Trust (“the trust”) is a charitable company limited by guarantee and registered with Companies House. The trust is a legal entity that is able to enter into contracts, hold land and employ staff.

As the trust is both a company and charity, the trust Board has charitable trustees who are also directors. The trust must therefore comply with obligations under company and charitable law.

Discovery Multi Academy Trust is the result of an amalgamation of three primary schools from across the Plymouth area: Oakwood Primary Academy and Beechwood Primary Academy (formerly of the Southernway Federation) and Weston Mill Community Primary Academy. The Trust was formed in September 2016.

Discovery Multi Academy Trust is committed to specialising in Science, Technology, Engineering and Maths (STEM) education, as part of our vision to be one of the South West’s most vibrant collaborative educational establishments. The move is part of our vision to ensure that every child is able to learn in a rich, challenging, imaginative and inclusive environment – and STEM will help to make this a reality.

## 2. Our Vision

**We will ensure that all children are able to thrive through quality learning experiences, ensuring their readiness for the next stage in their learning.**

To achieve our vision, we will:

- Encourage all our children and staff to excel and collaborate with one another, to ensure the best outcomes and progress for all.
- Develop joyful learning communities that work together to improve standards and outcomes for our children, as part of a wider community.
- Ensure that we remain committed to the following values that underpin the way we work:



## **Democratic**

- Provide a democratic place of learning in all our academies; one that embraces individuality, tolerance and an acceptance of each other;
- Celebrate the individuality and diversity of all our academies by encouraging our communities to share their views and debate;
- Develop parent involvement in learning, by providing guidance and support;
- Ensure that social, moral, spiritual and cultural teaching equips learners to be thoughtful, caring and active citizens;
- Ensure that all members of the community have a voice in our organisation to develop and enhance our Trust further.

## **Inclusive**

- Ensure that all children reach their potential and attain as well, or better, as their peers nationally;
- Encourage children to embrace the challenge of learning and help them to become resilient to failure;
- Provide opportunities for all learners to thrive through extra-curricular activities;
- Help to create an environment where curious and interested learners are encouraged to seek out new information to deepen their understanding and learning;
- Develop an environment where children want to come to school and value their education;
- Ensure attendance is above 96%;
- Create a culture whereby we are intolerant of prejudice, where all learners are safe and feel safe, through appropriate management of risks
- For all groups of children to have the support and access to be able to achieve as well as, or better than, their peers;
- Provide rich, varied and imaginative learning experiences.

## **Excelling**

- Maintain consistently high expectations and outcomes across our academies, amongst learners, parents and carers;
- Make efficient use of all resources available to us and thereby maximise the benefits for learners;
- Enhance the professional development opportunities of staff, with greater emphasis on Quality Assurance and support;
- Systematically check understanding and offer clearly directed and timely support, to develop confident, self-assured learners;
- Develop a culture of self-discipline to maintain excellent standards of behaviour;
- Carry out incisive evaluation of the impact of staff's practice through rigorous performance management, monitoring and supervision.

## **Collaborative**

- Work effectively with parents and carers, professionals and the wider community to promote health and well-being in order to create the right conditions for learners to thrive;
- Embrace and extend current teaching practice across the academies to ensure that this has a positive impact on our communities;
- Develop opportunities to provide wider life experiences, developing both skills and expertise that help children gain the employment and training that they aspire to;
- Work with external partners, including other schools, to widen the range of life skills available for our communities to develop;
- Improve social cohesion within our communities by strengthening our commitment to co-operative values, including respect, social justice, fairness, inclusion and democracy, and using these things to do things that help improve our communities;
- Ensure children are exceptionally well-prepared emotionally, socially and academically for the next stage in their education, and that the Trust creates links with other organisations to help achieve this.

**In order to achieve our vision, our team have developed 'Our Discovery Behaviours' which describe how we should interact day to day with our stakeholders.**

Our Discovery Behaviours describe how we should interact day to day with our colleagues, parents, children, communities and stakeholders to enable us to achieve our vision of being truly **Inclusive, Democratic, Collaborative** and **Excelling**.

## **BUILD POSITIVE RELATIONSHIPS**

*I work to develop positive relationships with children, staff and parents*

### **I do**

- listen with an open mind
- ask for help and seek others' opinions
- stay kind to myself and to others
- share my strengths and skills with others
- Smile!

### **I don't**

- react to the negative
- allow my emotions to come out in body language and tone of voice
- interrupt
- offer solutions before thinking them through

## **ACTIVELY COLLABORATIVE**

*I actively collaborate with others to get the best outcomes for our children*

### **I do**

- give constructive input and opinion
- look for ways to share information, learning and good ideas
- work together with my team to problem solve and achieve goals
- challenge processes, procedures and each other to improve
- keep an open mind

### **I don't**

- force my opinion on others
- avoid helping others if it doesn't benefit me
- blame other people for delays or problems
- ignore other peoples' priorities and deadlines
- work in a silo

## **SHOW RESPECT**

*I always show respect, including through the little things*

### **I do**

- remember every-day courtesies
- treat everybody with respect
- give my full attention
- consider other people
- act with honesty and integrity

### **I don't**

- make assumptions about people

- speak aggressively
- talk over people
- ignore people
- ridicule others
- let others down

## **EMBRACE INNOVATION**

*I embrace innovation and look for creative ways to do things*

### **I do**

- seek changes and opportunity
- actively look for new and better ways to do things
- have courage to challenge the status quo
- support new ideas and look for ways to make them successful
- find the benefits in change
- take a risk once in a while

### **I don't**

- fight against change or create barriers
- ignore new ideas or changes and hope they go away
- stay complacent
- say “but it has always been done that way” or “but we’ve tried that before”
- stay in my comfort zone
- 

## **GIVE SUPPORT**

*I will offer my support and encouragement to staff and children and take a genuine interest and appreciate their contribution*

### **I do**

- share resources and ideas
- celebrate small successes and encourage others
- listen to and value others’ suggestions and ideas
- offer support during a situation if required
- support whole-Trust systems and processes
- exercise patience
- look for ways to help and encourage colleagues

### **I don't**

- ignore difficult situations
- be dismissive of others’ suggestions
- take things personally
- put my needs first

## **BRING PASSION**

*I will bring passion and energy and give my best every day*

### **I do**

- motivate others with my energy and positive attitude
- focus on solutions, not problems
- show a ‘can-do’ attitude and consistent, positive and proactive attitude
- take pride in doing my best
- aim to exceed expectations

### **I don't**

- assume the worst
- actively find things to complain about

- stay in my comfort zone

## **REFLECTIVE**

*I am committed to evaluating and improving my own performance, and keeping my promises*

### **I do**

- remain willing to admit when I have made a mistake and I am prepared to learn from it
- challenge myself
- work to uphold the highest personal standards
- ask for help and make use of others' knowledge and experience
- identify and keep aware of my strengths and weaknesses
- take time out to assess a situation or task if needed

### **I don't**

- give up at the first hurdle
- dismiss advice
- wait to be told
- shy away from responsibilities
- deny mistakes
- fail to deliver without at least explaining why not

### 3. Our Strategic Aims

#### Strategic Aim 1: Educational provision

#### Key Strategic Areas

All academies will demonstrate high quality, inclusive Education.

- a. To improve standards so that year-on-year more pupils achieve, making good or better progress.
- b. To develop high quality professionals and future leaders who enrich a rich and broad curriculum in each academy.
- c. To ensure that groups at risk of underachieving make good or better progress.
- d. To deliver the Curriculum plan, ensuring that all pupils access and participate in an inclusive educational process.

#### Strategic Aim 2: Transformative School Improvement Key Strategic Areas

To establish a self-sustaining, system-led, collaborative approach to transformative school improvement

- a. To secure an accurate and robust self-evaluation process that demonstrates impact.
- b. To develop school-to-school support.
- c. To build links with other MAT's and professional partners. and training providers.

#### Strategic Aim 3: Governance

#### Key Strategic Areas

To ensure that there is a secure governance structure that demonstrates effective and robust strategic and operational governance.

- a. To develop a fully-functioning, high-level MAT Board of Trustees that represents the full range of skills required.
- b. To ensure the strategic plan for the Trust is implemented with clear accountability and impact across Governance.
- c. To develop Governance sight across and within the Trust to ensure we achieve our objectives.
- d. To embed high quality governance at the Local Advisory Board level, focused clearly on raising standards.



## Strategic Aim 4: Financial Robustness

## Key Strategic Areas

To ensure that the MAT has strong financial management that is efficient and effective, enabling it to deliver on its commitments to grow and prosper

- a. To develop measured and systematic growth over the next three years
- b. To meet the key financial performance measure for the Trust
- c. To enhance the management of resources to enhance provision capacity
- d. To deliver a strong business plan which minimises risk

To develop productive partnerships with Trusts, the Local Authority, and other professional appropriate organisations across the City and beyond

- a. To continue to develop our Trust objectives in partnership with our Trust educational community, supporting the wider City.
- b. To explore the development of Trust growth, and the development of secure partnerships with other Trusts.

## Strategic Aim 5: Developing people

## Key Strategic Areas

To ensure that the MAT has a systematic approach to supporting its people and partners, supporting our workforce in their development

- a. To embed the Trust's plan to identify and staff across the school's building capacity
- b. To develop the Trust's coaching framework and use leaders strategically across the Trust to support schools.
- c. To embed the Trust's Professional development and support plan to support staff at all stages of their career, promoting well-being and appropriate workloads
- d. To develop productive partnerships to enhance and improve the work of the Trust

## STRATEGIC AIM 1: Educational Provision

All academies will demonstrate high quality, inclusive Education.

- a. To improve standards so that year-on-year more pupils achieve, making good or better progress.
- b. To develop high quality professionals and future leaders who enrich a rich and broad curriculum in each academy.
- c. To ensure that groups at risk of underachieving make good or better progress
- d. To deliver the Curriculum plan, ensuring that all pupils access and participate in an inclusive educational process.

### Success Criteria 2025

- SC1. Outcomes and progress at all assessment points are above national levels across the Trust and in each academy.
- SC2. All teaching is regarded as good or better across each academy.
- SC3. Groups at risk of underachieving, are progressing at least in line with their peers and achievement gaps are diminishing.
- SC4. All academies are judged to be good or outstanding in OFSTED inspections.
- SC5. All Academies have robust safeguarding procedures and culture which is evidenced.
- SC6. The role of the Local Advisory Board impacts on the improvement in the quality of provision.

### Milestones

- M1. In each of these areas the aim is to move ahead of national levels by 2024.
- M2. The impact of good teaching will ensure that all pupils make appropriate progress.
- M3. Safeguarding systems are evidenced as effective through external review.
- M4. Local Advisory Board has no skills gaps, undertake training, understand their role and how they support schools.

### Key Performance Indicators

- KP1. Aggregate results are at least in line with national levels for attainment and progress in 2023.
- KP2. Attainment and progress of disadvantaged children is in line with their peers, as well as those who are not disadvantaged.
- KP3. 100% of teaching is at least good and 50% outstanding.
- KP4. External review of Safeguarding considers systems and practices to be robust.
- KP5. Attendance at Local Governance level is good, training is undertaken and line of sight and school impact can be evidenced.

## STRATEGIC AIM 2: Transformative School Improvement

To establish a self-sustaining, system-led, collaborative approach to school improvement

- a. To secure an accurate and robust self-evaluation process that demonstrates impact
- b. To develop school-to-school support
- c. To build links with other MAT's, professional partners. and training providers

### Success Criteria 2025

- SC7. All academies benefit from frequent monitoring and evaluation visits from the CEO, Central support staff and an external Peer and Trust Review, in line with the academy's current needs.
- SC8. On-going support and development work is delivered increasingly by academy colleagues.
- SC9. Teaching Schools and National College provide effective school improvement opportunities.
- SC10. The Trust is engaged in the deployment of training places and there is evidence of recruitment coming from this pool of trainees.
- SC11. There is a range of opportunity for joint practice development across the MAT with Peer Review partners and other Trusts.

### Milestones

- M5. MAT leaders, including in subject areas, are effective and meet the needs of the academies and the Trust.
- M6. Academy colleagues work strategically across the MAT and with other Trust's.
- M7. Staff fully engage in their Professional Development Plan and are working towards developing their role and aspirations for the future in line with the Trust's succession planning.
- M8. Networked learning communities are embedding opportunities for professional. Development, including working with other Trusts, the Teaching Schools and partner groups engaging with the Plymouth Education Plan.

### Key Performance Indicators

- KPI 6. All academies are good or outstanding in Ofsted inspections.
- KPI 7. The majority of school improvement is led by Trust and academy-based system leaders.
- KPI 8. The Trust is able to support schools outside of the Trust to build regional capacity for improvement.
- KPI 9. Evidence of impact of joint Trust development has a positive impact on school improvement.
- KPI 10. Staff development take up increases and can be evidenced in monitoring and impact on school improvement.

## STRATEGIC AIM 3: Governance

To ensure that there is a secure governance structure that demonstrates effective and robust strategic and operational governance.

- a. To develop a fully-functioning, high-level MAT Board of Trustees that represents the full range of skills required.
- b. To ensure the strategic plan for the Trust is implemented with clear accountability and impact across Governance.
- c. To develop Governance sight across and within the Trust to ensure we achieve our objectives.
- d. To embed high quality governance at the Local Advisory Board level, focused clearly on raising standards.

### Success Criteria 2025

- SC12. The Board of Trustees is recognised as being high-performing and has the full trust of the Regional Director and the academies to lead the organisation forward.
- SC13. Leadership, including governance, is judged through our own systems and by inspectors to be good and outstanding in each academy. Local Advisory Boards demonstrate clearly through their minutes and monitoring role, that they provide appropriate challenge and are clearly focused on raising standards in teaching and learning.
- SC14. Substantive leadership at senior level and well-developed middle leaders, are demonstrating clear progress in their own academy as well as across the MAT. All on-going safeguarding, health and safety and legal responsibilities continue to be met.

### Milestones

- M 9. Review of Board of Trustees and LAB completed annually to review effectiveness and functionality.
- M 10. Policies for safeguarding, H&S, HR and finance are all reviewed in line with legal requirements.
- M 11. Teaching and Learning remains consistent through and adapted to ensure that all children can make good progress in line with the Trust's CPD programme.
- M 12. Development of Governance Groups to provide line of sight from Board to school level.

### Key Performance Indicators

- KPI 11. Boards are running at full complement and attendance levels are in excess of 80% (Trust Board) and 65% (Local Advisory Board).
- KPI 12. Leadership is rated good or outstanding in all academies and external review of Governance indicates this.
- KPI 13. All monitoring activities are undertaken as planned at all levels of the Trust.

## STRATEGIC AIM 4: Financial Robustness

To ensure that the MAT has business arrangements that are efficient and effective, and enables it to deliver on its commitments to grow and prosper

- a. To develop measured and systematic growth.
- b. To deliver high quality services to academies.
- c. To enhance the management of resources to enhance provision, including premises, Health & Safety.
- d. To deliver a strong financial plan which minimises risk.

To develop productive relationships with Trusts, the Local Authority and other appropriate organisations across the City and beyond

- a. To continue to develop our Trust objectives in partnership with our Trust educational community, supporting the wider City.
- b. To explore the development of Trust growth, and the development of secure partnerships with

### Success Criteria 2025

- SCI5. The central function structure is clearly developed to manage school improvement, behaviour & inclusion, premises, finance, and human resources effectively.
- SCI6. The Board of Trustees can effectively deliver growth and improved services across the Trust.
- SCI7. Financial forecasts indicate a stable budget position going forward, with no deficits corporately or in individual academies.
- SCI8. The Trust effectively participates in the Plymouth Education Plan and provides educational support and impact across the city.
- SCI9. The Trust undertakes Trust development with other MAT's and Local Authorities.

### Milestones

- M 13. The MAT has a substantive central team, with planning for succession in place.
- M 14. Stronger relationships are established with external providers and partners, evidenced by value for money analysis.
- M 15. Cost efficiencies across the Trust, and the strategic view developed ensures financial robustness.
- M 16. External audits evidence that the Trust has effective systems for Premises, Finance, Health & Safety and HR.

### Key Performance Indicators

- KPI 14. Each Academy maintains an in-year surplus and a surplus is predicted until 2025.
- KPI 15. Pay % income is less than or equal to 75% of income.
- KPI 16. The Trust maintains its reserves policy target.
- KPI 17. The Trust meets its statutory Health & Safety requirements.

## STRATEGIC AIM 5: Developing People

To ensure that the MAT has a systematic approach to supporting its people and partners, supporting our workforce in their development

- a. To embed the Trust's plan to identify and staff across the school's building capacity
- b. To develop the Trust's coaching framework and use leaders strategically across the Trust to support schools.
- c. To embed the Trust's Professional development and support plan to support staff at all stages of their career, promoting well-being and appropriate workloads
- d. To develop productive partnerships to enhance and improve the work of the Trust

### Success Criteria 2025

- SC20. The Trust has committed school leaders who are ambitious in their desire to improve educational outcomes for their schools.
- SC21. Staff are supported in their Professional Development through a range of activities which are supported by those internally and externally to the Trust.
- SC22. Staff feel that their workloads are appropriate and are supported to balance the demands of their role.
- SC23. The Trust is committed to supporting other organisations and children more widely to improve outcomes.

### Milestones

- M 17. The MAT continues to evolve its Professional development and develops partnerships to enhance this.
- M 18. Systems are reviewed, following feedback to ensure effectiveness and value for money.
- M 19. Staff turnover is managed, planned for, and is used to develop the organisation.
- M 20. Staff satisfaction levels are high, and people seek to work for the organisation.

### Key Performance Indicators

- KPI 18. The proportion of staff undertaking Professional Development is at least 25%.
- KPI 19. All staff engage with Trust CPD.
- KPI 20. Evidence of consideration of staff feedback and its impact on system design and development.
- KPI 21. Staff have the opportunity to meet with Leaders at all levels, and satisfaction measures are high, and are reviewed.