



STRATEGIC BUSINESS PLAN

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

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PART ONE

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.

I. 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 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 CHANGE

I embrace change and look for better 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

SELF-EVALUATE

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

2. Our Strategic Aims

Strategic Aim 1: Outcomes

Key Strategic Areas

All academies will add value to the results of their pupils

- To improve standards so that year-on-year more pupils achieve and exceed age-related expectations, making good or better progress.
- To develop high quality professionals and future leaders who enrich a rich and broad curriculum in each academy
- To ensure that groups at risk of underachieving make good or better progress
- All academies will be capable of outstanding judgements within three years of becoming an academy partner

Strategic Aim 2: School Improvement

Key Strategic Areas

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

- To secure an accurate and robust self-evaluation process
- To develop school-to-school support
- To build links with Teaching Schools and training providers

Strategic Aim 3: Leadership

Key Strategic Areas

To ensure that there is a secure governance structure that underpins and supports school improvement and support for pupils

- To develop a fully-functioning, high-level MAT Board of Trustees that represents the full range of skills required
- To embed high quality governance at the Local Advisory Board level, focused clearly on raising standards
- To empower leaders at all levels to develop effective learning and ensure rapid improvement

Strategic Aim 4: Business

Key Strategic Areas

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 maintain measured and systematic growth
- b. To deliver high quality services to academies
- c. To enhance the management of resources to enhance provision
- d. To deliver a strong financial plan which minimises risk

STRATEGIC AIM 1: OUTCOMES

All academies will add value to the results of their pupils

- a. To improve standards so that year-on-year more pupils achieve and exceed age-related expectations, 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. All academies will be capable of outstanding judgements within three years of becoming an academy partner

Success Criteria 2019

- SC1. Outcomes and progress at Foundation Stage, Key Stage 1 and Key Stage 2 are above national levels across the Trust and in each academy
- SC2. Outcomes in Y1 phonics are above national levels across the Trust and in each academy.
- SC3. All teaching is regarded as good or better across each academy
- SC4. Groups at risk of underachieving, are progressing at least in line with their peers and achievement gaps are diminishing
- SC5. All academies are judged to be good or outstanding in OFSTED inspections

Milestones

- M1. In each of these areas the aim is to reach national levels by 2018, with a number of academies moving ahead of national levels by 2019
- M2. The impact of good teaching will ensure that all pupils make appropriate progress.
- M3. These success criteria will be reviewed and revised as the MAT develops.

Key Performance Indicators

- KP1. Aggregate results are at least in line with national levels for attainment and progress
- 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

STRATEGIC AIM 2: SCHOOL IMPROVEMENT

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

- a. To secure an accurate and robust self-evaluation process
- b. To develop school-to-school support
- c. To build links with Teaching Schools and training providers

Success Criteria 2019

- SC6. All academies benefit from frequent monitoring and evaluation visits from an external School Improvement Adviser, in line with the academy's current needs
- SC7. On-going support and development work is delivered increasingly by academy colleagues.
- SC8. Teaching Schools provide effective school improvement opportunities
- SC9. The Trust is engaged in the deployment of training places and there is evidence of recruitment coming from this pool of trainees
- SC10. There is a range of opportunity for joint practice development across the MAT

Milestones

- M4. By 2019, enhancing a self-evaluation process, designed to meet the needs of the academies in the Trust
- M5. By 2019, there will be a number of examples of academy colleagues working strategically across the MAT
- M6. By 2019, firm links will have been established with Teaching Schools, leading to a range of deployment, support and engagement being in place. Full engagement in initial teacher training should be clearly established by 2019
- M7. By 2019, a number of networked learning communities are embedding opportunities for professional development.

Key Performance Indicators

- KPI4. All academies are good or outstanding in Ofsted inspections
- KPI5. The majority of school improvement is led by Trust and academy-based system leaders
- KPI6. The Trust is able to support schools outside of the Trust to build regional capacity for improvement

STRATEGIC AIM 3: LEADERSHIP

To ensure that there is a secure governance structure that underpins and supports school improvement and support for pupils

- a. To develop a fully-functioning, high-level Trust Board that represents the full range of skills required.
- b. To embed high quality governance at the Local Advisory Board level, focused clearly on raising standards.
- c. To empower leaders at all levels to develop effective learning and ensure rapid improvement.

Success Criteria 2019

- SC11. The Board of Trustees is recognised as being high-performing and has the full trust of the Regional Schools Commissioner and the academies to lead the organisation forward.
- SC12. Leadership, including governance, is judged through our own systems and by inspectors to be good and outstanding in each academy.
- SC13. 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.
- SC15. All on-going safeguarding, health and safety and legal responsibilities continue to be met.

Milestones

- M8. Review of Board of Trustees completed annually to review effectiveness and functionality.
- M9. During 2018-19, all of our academies are to be judged as having at least good leadership. These milestones to be reviewed as the Trust develops.
- M10. Appraisal of all staff clearly established during 2016-17 and reviews against targets continue to demonstrate clear progress in 2019 and developed to ensure peer to peer support in 2020.
- M11. Policies for safeguarding, H&S, HR and finance are all reviewed in line with legal requirements.

Key Performance Indicators

- KPI7. Boards are running at full complement and attendance levels are in excess of 85%.
- KPI8. Leadership is rated good or outstanding in all academies.

STRATEGIC AIM 4: BUSINESS

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 maintain measured and systematic growth.
- b) To deliver high quality services to academies.
- c) To enhance the management of resources to enhance provision.
- d) To deliver a strong financial plan which minimises risk.

Success Criteria 2020

- SC16. The MAT has grown to include at least 2,000 pupils, to include pupils in Edison.
- SC17. The staffing structure is clearly developed to manage school improvement, finance and human resources effectively.
- SC18. The Board of Trustees is able to effectively deliver growth and improved services across the Trust (see also Aim 3 above for governance).
- SC19. Financial forecasts indicate a stable budget position going forward, with no deficits corporately or in individual academies.

Milestones

- M12. The MAT has opened Edison in 2018 and opened Edison 2 in 2020.
- M13. Stronger relationships are established with external providers and good value for money is secured to support the central services.
- M14. The cost savings and additional income streams identified in 2017, impacting in 2018, will allow strategic financial planning in 2019/20
- M15. Clear plans are in place for eliminating individual academy budget deficits over a two-year period, by 2018.

Key Performance Indicators

- KPI9. The Academy Trust operates in at least a break-even position, regardless of additional income streams.

RISKS

These Strategic Aims must always be considered in line with the Risk Management Strategy that is in place to manage opportunities and risks that exist.

3. Trust Improvement Framework

S = strong M = mid W = weak

ELEMENT	QUESTIONS TO CONSIDER	AIM	ACTION(S)
I. Vision, culture and ethos			
<p>IA. Clarity of purpose – vision for the MAT link to strategy, roles and responsibilities</p> <p>Vision for the MAT Link to strategy Roles and responsibilities</p>	<p>i) Does the MAT have a clear vision of what excellent education (in terms of its approach to the curriculum and teaching and learning) looks like in practice?</p> <p>ii) Does the MAT know how it will improve the schools in its trust to deliver its shared vision for excellent education?</p> <p>iii) Can the MAT articulate and explain how its strategy for improvement connects it to its vision for excellent education?</p>	<p>i) The MAT has a clear and compelling vision for the quality of education it expects to deliver in all of its schools</p> <p>ii) There is a clear and shared articulation of how schools across the MAT will be supported to improve, and this approach is followed through systematically across the MAT</p> <p>iii) The MAT is able to exemplify how its vision for educational excellence can be achieved through an aligned language and practical examples of best practice which form the basis of MAT-wide expectations</p>	<p>S</p>

	M	iv) Has the MAT clearly articulated the distinctive roles of the MAT, clusters and individual schools in driving continued school improvement?	iv) The distinctive roles of all those responsible for driving school improvement have been clearly defined, both in terms of what individuals actually do, and how they relate to one another and are kept under review	
	M	v) Are these different roles reflected in the MAT's allocation of accountabilities in its scheme of delegation?	Roles in school improvement are reflected in the scheme of delegation and are well understood across the MAT	
	W	vi) Do directors, trustees and staff share the vision and approach and does it inform and drive the decision-making at all levels across the MAT?	Everybody in the MAT is aligned around the educational vision and can describe what it looks like in practice. Fidelity to the vision drives all key decisions across the MAT and within individual schools.	

ELEMENT	QUESTIONS TO CONSIDER	AIM	ACTION(S)
I.B. Understanding of needs - Pupil/school needs Link to MAT priorities Approach to school improvement for different schools	i) Does the MAT have a clear understanding of the full spectrum of needs of pupils in its schools (i.e. SEND, pupil premium, low and high prior attainment and EAL pupils)?	i) MAT and school leaders go beyond headline data to understand variations and trends in performance between groups of pupils within/between schools, phases and geographies	
	ii) Does this understanding of needs and performance link to priorities for improvement across the MAT as a whole?	ii) MAT leaders have developed a manageable set of priorities for improvement to meet the specific needs of their schools, pupils and communities	
	iii) Is the MAT's understanding of the improvement priorities of different schools within the MAT informed by a strong understanding of the data and evidence?	iii) MAT leaders have a deep understanding of the performance of different groups of pupils across its schools and a differentiated approach to meeting the needs of all pupils and schools	
	iv) Does the MAT know how to differentiate its approach to school improvement for schools at different stages in their improvement journey?	iv) MAT leaders can point to ways in which they have adapted their approach to meet the needs of schools at different stages of improvement	

	S	v) Does the MAT have clear systems and processes to diagnose the needs of new joiners and ensure they quickly get the support they need?	v) The MAT quickly diagnoses the needs of new joiners and provides any support needed	
	S	vi) Are weaker schools in the Trust prioritised for support and how far is this owned across the Trust?	vi) There is a strong sense of collective responsibility. Leaders and staff are committed to supporting weaker schools to improve	
		vii) Does the MAT understand how to provide support and challenge to stronger and outstanding schools?	vii) Stronger schools are constantly supported and challenged to improve by MAT leaders, and by internal and external peers	

ELEMENT	QUESTIONS TO CONSIDER	AIM	ACTION(S)
<p>IC. Leading a culture of improvement</p> <p>Aspirations for pupils Non-negotiables vs. autonomy for schools Staff engagement Innovations</p>	<p>M Life</p> <p>i) Is the MAT systematic in how it fosters high expectations for pupils at all its schools?</p>	<p>i) Aspirations and expectations for all pupils are universally ambitious in all MAT schools and this is systematically reinforced by MAT leaders</p>	
	<p>ii) Is the MAT clear about what it regards as the non-negotiables for school improvement and where schools have autonomy to decide for themselves?</p>	<p>ii) The MAT Has a clear rationale for what decisions and activities it expects to happen at MAT level, cluster (or region) level and school level. The degree of autonomy afforded to schools and how this varies by the performance of schools is well understood.</p>	
	<p>iii) Is the leadership structure of the MAT clear about responsibility for school improvement with clear accountabilities for impact?</p>	<p>iii) The relationship between the leadership and accountability for school improvement at school and MAT level is clear and well understood by all.</p>	
	<p>S</p> <p>iv) Do staff across the MAT feel like they have been genuinely engaged in co-constructing the approach to improvement? Are they committed to working across the MAT to support all of its schools?</p>	<p>iv) Staff are highly motivated and engaged in the work of the MAT. They have real influence over the approach taken by the MAT to improvement and are willing to support others</p>	<p>Capacity to support others – DEVELOPMENT</p> <p>Sharing across the MAT</p>

	S	v) Is the MAT's approach to developing consistency and respecting the identity and context of individual schools reviewed and adjusted on the basis of evidence?	v) The balance between autonomy and consistency is reviewed and adjusted in light of evidence and feedback from school leaders within the MAT	
		vi) Does the MAT have a culture and system for encouraging, assessing and scaling up innovation and the identification and dissemination of best practice?		Communication – community Sharing across the MAT

ELEMENT	QUESTIONS TO CONSIDER	AIM	ACTION(S)
2. People and partners			
<p>2A. Building capacity for improvement</p> <p>Capacity for school improvement Using the MAT's best leaders and teachers External partners</p>	<p>S</p> <p>i) Does the MAT have a clear strategy which sets out how it will structure and locate capacity for school improvement both in its current state and to meet the demands of any anticipated growth?</p> <p>ii) Does the MAT have a clear system for identifying who are its best leaders and teaching staff and which schools have strength in specific phases or subjects?</p> <p>S</p> <p>iii) Are system leaders and lead practitioners being used strategically to support other schools, model good practice and coach their peers across the MAT?</p> <p>iv) Does the MAT know where its areas of weakness are, in terms of curriculum teaching and learning performance and does it bring in external expertise where necessary?</p> <p>v) Does the MAT make use of an intentional and prioritised set of partnerships and networks?</p>	<p>i) MAT leaders organise the teaching and learning support between schools, clusters and central based on a clear evidence-informed theory of action and evidence of impact</p> <p>ii) MAT leaders have a strong understanding of where specific expertise exists across the MAT and how it can be used to support other schools</p> <p>iii) The MAT adopts carefully considered approaches to using system leaders and lead practitioners and promotes knowledge transfer through coaching, modelling and enquiry-led learning</p> <p>iv) MAT leaders are confident in deciding when (and when not) to use external expertise, support or materials; they are clear about where weaknesses lie and are open to learning from and with others</p> <p>v) Recognised hubs of expertise such as Teaching Schools, National Leaders of Education (NLEs), or lead teachers play an</p>	

			integral part in supporting the improvement of schools	
		vi) Does the MAT assess which partnerships and networks make the greatest impact in terms of improvement?	vi) MAT leaders can point to the most important partnerships and networks and can articulate the purpose and impact of these partnerships	Hubs ✓

ELEMENT	QUESTIONS TO CONSIDER	AIM	ACTION(S)
<p>2B. Recruiting, developing and retaining talent</p> <p>Recruiting to the MAT Staff progression Talent management</p>	<p>i) Does the MAT have a clear approach to recruiting staff at all levels – teaching assistants, teachers and leaders? Do staff seek to join the MAT or do they see employment largely defined in the context of an individual school?</p>	<p>i) The MAT has a clear approach to recruiting and developing the best staff in line with its vision; teachers and leaders are attracted to join a school because it is part of the MAT</p>	
	<p>M ii) Does the MAT have a well-developed strategy for developing teaching staff throughout their careers, from ITT to expert? Do all staff understand what this roadmap for progression looks like?</p>	<p>ii) The MAT provides consistent expectations for the standards teachers are required to meet progressively from NQT year onwards; there is a clear development pathway for all staff, which might include managed placements across the MAT</p>	
	<p>iii) Are staff clear about the ways they can gain professional autonomy and promotion?</p>	<p>iii) Deployment and promotion practices across the MAT give staff who demonstrate their effectiveness autonomy and opportunities to lead</p>	
	<p>iv) Does the MAT have a common model for appraising staff and identifying priorities for development and improvement?</p>	<p>iv) A shared model for appraisal helps school and MAT leaders make informed choices on deployment and development; appraisal conversations help staff grow as professionals</p>	
	<p>W v) Is there a succession planning and talent management strategy across the MAT, supported by formal development programmes?</p>	<p>v) The MAT is implementing a clear talent management strategy to place staff where they are most needed; aspiring middle and senior leaders are deployed strategically and supported by formal development programmes</p>	

ELEMENT	QUESTIONS TO CONSIDER	AIM	ACTION(S)
3. Teaching and learning			
3A. Approach to pedagogy Pedagogical principles Sharing practice across the MAT Evaluation/evidence	<p>i) Are the principles which underpin the MAT's approach to teaching and learning visible and understood by all?</p> <p>ii) Is there a shared understanding and conversation across the MAT about what great teaching and learning looks like based on research and evidence?</p> <p>iii) Does the MAT provide regular opportunities to share and learn from outstanding practice?</p> <p>iv) Does the MAT designate phase/subject experts who are responsible for deepening subject knowledge and developing the curriculum and schemes of work?</p> <p>v) Does the MAT have clear expectations and systems for a well-ordered learning environment and addressing the needs of pupils with behaviour issues?</p> <p>vi) Is there a coherent approach to evaluating the impact of specific pedagogies and interventions within the MAT?</p>	<p>i) The MAT's approach to teaching and learning is underpinned by core principles informed by a wide evidence base of proven practice</p> <p>ii) The MAT's principles of learning provide a common language which facilitates conversations about teaching and learning across the MAT</p> <p>iii) There are regular opportunities for teaching staff to see and learn from really great practice</p> <p>iv) Phase and subject expertise across the MAT plays a vital role in developing excellent subject and phase pedagogy</p> <p>v) MAT leaders set clear expectations for the learning environment. Schools are able to access strong systems for behavioural support when needed, leading to high standards across the MAT</p> <p>vi) Fresh approaches are introduced in a carefully managed way and forensically evaluated before being rolled out across the MAT</p>	<p>Lesson study ongoing</p>

	M	vii) How effectively do MAT leaders use evidence in their leadership of teaching?	vii) The MAT is involved in developing and learning about what works, uses evidence intelligently and changes practice based on their own in-school evaluations and external research	
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ELEMENT	QUESTIONS TO CONSIDER	AIM	ACTION(S)
3B. Leadership of teaching Role/impact of school and middle leaders Skills of leaders of teaching and learning Other support for improving teaching	M i) Does the MAT enable leaders of teaching and learning to have time to consider their impact on improving learning across the MAT?	i) Leadership of teaching and learning is prioritised as the most important improvement activity in schools	New to role
	ii) Are school/middle leaders supported and empowered as leaders of teaching and learning? Are they equipped to help teachers adopt highly effective techniques in the classroom?	ii) Middle leaders have an explicit role as leaders of teaching and learning and are effectively empowered and supported	
	iii) Does the MAT invest in developing the skills and capacity of leaders to lead and facilitate teacher training and development?	iii) Middle leaders have the expertise and tools to lead constructive conversations on effectiveness of teaching and learning	
	iv) How does the MAT invest in both the design and delivery of high quality programmes and support to improve teaching and teachers?	iv) The MAT's leadership of teaching is informed by its core principles of learning, bringing coherence and depth to the design and development of programmes and support	Formal development programme

ELEMENT	QUESTIONS TO CONSIDER	AIM	ACTION(S)
3C. Evidence-based professional learning models Culture of learning Models of professional learning Involving pupils	i) Are MAT leaders creating a “ culture of purposeful learning ” in every school?	i) MAT leaders foster a culture of learning in which staff can develop their practice and test the impact of their practice through structured reflection	
	ii) Does the MAT have a model for professional learning and development that combines coaching, classroom practice and engagement in research?	ii) The MAT has developed the infrastructure and networks to support shared professional learning and development – e.g. through subject networks, peer-to-peer coaching and observations and reflections on classroom practice linked to the MAT’s priorities	
	iii) Are teachers engaged in the right balance between formal learning and developing their practice with their peers?	iii) Staff gain confidence through purposeful models of observation, development of practice a exposure to outstanding practice, and can say how this has helped them improve	
	iv) Are systems for teachers to observe and develop aspects of classroom practice together linked to the MAT’s priorities for school improvement?	iv) Practice-based learning and research are focused on areas likely to make the biggest impact on the MAT’s priorities	
	v) Does the MAT have systems for engaging and involving pupils on how to improve teaching and learning?	v) There are strong systems in place for engaging and involving pupils and using this information to improve teaching and learning	

ELEMENT	QUESTIONS TO CONSIDER	AIM	ACTION(S)
4. Curriculum and assessment			
4A. Curriculum structure and alignment	i) Are there common age-related expectations for each year group across the MAT? (e.g do all staff agree on what represents a year's worth of progress?)	i) Staff across the MAT have shared expectations of pupil progress; these are regularly benchmarked within the MAT and externally against others	
	ii) Is curriculum content and design informed by the age-related expectations and the principles that underpin the MAT's vision?	ii) Everyone in the MAT has a consistent answer to the question: "what do we want pupils to know and achieve?"; this is consistent with the MAT's vision and informs a disciplined and evidence-based approach to curriculum development across the MAT	
	iii) Is the MAT's approach to prescribing/delegating elements of the curriculum well understood?	iii) Staff understand which elements of the curriculum are common across the MAT, and where they have discretion to innovate and why	
	iv) Is the curriculum regularly reviewed for quality, consistency and breadth	iv) MAT leaders regularly review the curriculum from the perspective of pupils to ensure consistency, stretch, progress and breadth	Organisational structure of new staff
	v) Has the curriculum remained stable enough to promote effective teaching and learning	v) Consistency of curriculum over time provides continuity for pupils' learning and promotes effective transitions (e.g. when moving primary to secondary)	Non-core subjects
	vi) Does the MAT expect and facilitate shared lesson planning and the development of shared schemes of work and resources?	vi) Staff are expected and supported by the MAT to develop and access shared resources that meet the needs of all their pupils, and evaluate their effectiveness	

ELEMENT	QUESTIONS TO CONSIDER	AIM	ACTION(S)
4B. Intentional use of assessment MAT approach to assessment Assessment tools Moderation	i) Is the MAT clear about the purposes of the different types of assessment and how they inform conversations about progress in relation to the agreed age-related expectations?	i) The purpose of both formative and summative assessment is understood across the MAT, and aligned to the vision, curriculum and age-related expectations	
	ii) Do staff/schools across the MAT follow a broadly consistent approach to assessment based on shared training and peer review?	ii) A clear policy is being followed on the regularity and consistency of assessment; this is reinforced by shared training and peer review	
	iii) Does the MAT operate common assessment cycles across its schools?	iii) Assessment cycles are common across all schools in the MAT, allowing a common picture of progress and comparisons between schools	
	iv) Does the MAT systematically review and share the impact of different assessment tools and approaches used by schools?	iv) MAT leaders ensure that the impact of all assessment tools in use is systematically reviewed, and that the results are shared widely, and used to inform future decisions	
	v) Does the MAT have systems in place for shared moderation?	v) Shared moderation of assessments is routine and underpins the MAT's expectations of what constitutes strong progress	

ELEMENT	QUESTIONS TO CONSIDER	AIM	ACTION(S)
5. Quality assurance and accountability			
<p>5A. Knowing schools quantitatively</p> <p>Use of data across the MAT Granularity of data Performance conversations</p>	<p>i) Does the MAT have a well developed approach to the use of data and Key Performance Indicators which is embedded as a routine in all schools?</p> <p>ii) Have the MAT's data cycles been carefully structured to ensure that information is collected in a timely enough manner to enable effective quality assurance and intervention?</p> <p>iii) Is performance information shared openly across the MAT? Are conversations between MAT and school leaders open and effective?</p> <p>iv) Do MAT leaders have an integrated picture of performance, pulling together data on progress, attainment, wellbeing, exclusions and other key metrics/qualitative information?</p> <p>M v) Does the MAT regularly evaluate the impact of teachers' professional learning on outcomes?</p>	<p>i) The MAT has a well thought out data and insights strategy that allows MAT and school leaders to routinely review performance against its KPIs</p> <p>ii) MAT and school leaders and staff have access to data when they need it during the year</p> <p>iii) Data is shared widely across the MAT and informs regular, honest, action-focused conversations with schools</p> <p>iv) At all levels (classroom, subject, phase and school) there is effective use of the full range of available data to identify issues regarding progress and to target interventions effectively</p> <p>v) Data gives a rich picture of subject level and pupil group differences in performance allowing these questions to be explored across the MAT</p>	<p>Consistently for all teachers and application in classroom</p>
	<p>vi) Does the MAT have the data to know and understand the strengths and weaknesses of different subjects and pupil groups within its schools?</p>	<p>vi) The MAT has a regular model of evaluation which samples/surveys school staff on the impact of professional learning on student outcomes which is shared and used in review</p>	

	M	vii) Does the MAT benchmark its performance and progress with other similar MATs/schools?	vii) Performance and progress for each school and the MAT as a whole is specifically benchmarked against schools/MATs with similar characteristics regionally and (if appropriate) nationally	Similar MATs
		viii) Does the MAT operate smart data systems – i.e. having been inputted once, can the data be aggregated, disaggregated and analysis for different schools/groups of students	viii) A single MIS system is used effectively across the MAT to allow easy analysis of data by school or student group	
	S	ix) Is overview performance data presented in a way that empowers the MAT board and local governing bodies to ask the right questions about school/MAT performance, and exercise their respective accountability functions?	ix) Boards/trustees receive clear, focused overviews of performance data, which they are able to explore and use to frame probing questions	LAB reporting
		x) Do performance and appraisal conversations of school and MAT leaders reflect the progress being made and capture the future focus of improvement?	x) Performance conversations focus on improvement and development and are informed by evidence	

ELEMENT	QUESTIONS TO CONSIDER	AIM	ACTION(S)
5B. Knowing schools qualitatively Reviewing progress Parent/pupil feedback Peer review	i) Do MAT and cluster leaders regularly meet with school leaders to review progress and is there a clear agenda/template for the conversation so that it is replicated with consistency across all the schools?	i) MAT/cluster and school leaders meet regularly, in step with the rhythm of the school year; their meetings systematically cover the different aspects of school performance and improvement and have a clear agenda so that everyone comes ready for a focused conversation that helps drive improvement for all	

		ii) Are MAT and school leaders conducting joint learning walks, book inspections and lesson observations across the schools in the MAT in order to triangulate KPIs with the daily lived experience in schools?	ii) MAT and school leaders visit schools and classrooms together so that they develop a shared picture of their schools	
	S	iii) Is the MAT systematically building in parental and pupil feedback into its assessment of how well schools are progressing?	iii) MAT leaders employ a range of techniques to gather parent and pupil feedback; this feedback is an integral part of assessing schools' performance and progress	Pupil feedback
		iv) Is the MAT using a formal peer review model (involving schools within and/or beyond the MAT) to help schools identify development needs?	iv) A formal peer review model is in place, enabling school leaders to identify development needs through structured conversations with peers	
		v) Does the MAT use peer review for governance of LGBs and the board and/or does it facilitate learning between governance boards/trustees across the MAT?	v) MAT leaders ensure that governance boards/trustees have a means to engage in peer review and joint learning; this is well used and valued across the MAT	Peer review
		vi) Is the MAT using the expertise of staff and middle leaders to work on issues where the need for improvement is identified?	vi) Staff and middle leaders are frequently deployed to solve problems across the MAT, based on their expertise	