# Values
# Vision
## and
# Strategic Plan
# 2025-2030

# A Trust of Opportunity

# Our Values

The Trust Board (TB) is responsible for setting the core values of the Trust, which will then provide a reference point for all decisions, underpinning the culture, strategy, policies and procedures of the Trust. All schools within the Trust share its values which are made relevant according to the vision and improvement plan of each individual school. We will communicate our values to everyone in the schools' communities and reaffirm their relevance annually.

Our working practices are led by the seven Nolan principles for public life:

- **Selflessness;**
- **Integrity - strength of character, courage and a strong moral code of behaviour;**
- **Objectivity;**
- **Accountability;**
- **Openness;**
- **Honesty;**
- **Leadership and teamwork, striving for excellence.**

We value relationships, which are open and honest, underpinned by: **kindness, trustworthiness** and **compassion**.

We work to ensure that all our children and young people become fully rounded members of society, who treat others with respect and tolerance, regardless of background.

We promote the basic British values of **democracy, the rule of law, individual liberty**, and **mutual respect** and **tolerance of those with different faiths and beliefs**, regardless of any individual characteristics or beliefs. This ensures that young people leave our schools fully prepared for life in modern Britain and in the wider global community.

We value **community**, both within and outside of school, and the need for all citizens to be positive and productive members of society.

When our values are actively engaged, the result is a supportive environment where aspirations are high, and everyone feels that they belong.

# A Trust of Opportunity

Discovery Educational Trust (DET) adds value to the work of the individual schools, through its overarching vision and strategy for improvement.

Our core purpose is to improve the life chances of our pupils, maximizing their achievements, both academic and social.

We aim for each of our schools to become the school of choice within their communities, offering a broad and exciting range of extracurricular activities to enhance the opportunities within their formal curriculum.

# Our Vision

## Strong and effective leadership places our children and young people at the heart of everything we do.

1. Our schools offer our children and young people a high-quality inclusive education, a broad, balanced and ambitious curriculum and a safe and stimulating place to grow, learn and develop. All pupils are fully prepared to seize the opportunities of the rapidly changing world and become active and responsible global citizens.

2. There is effective support for the wellbeing of pupils and collaborative multi-agency working. Our pupils have a positive attitude to their education, reflecting a respectful culture and high expectations for behaviour.

3. Our Trust is an employer of choice and invests in the professional development and wellbeing of its workforce.

4. Rigorous financial planning and risk management underpin improvement and innovation and create sustainability, enabling our Trust to expand to include local schools that share our ambitions.

5. Our schools collaborate and are mutually supportive, but challenging, partners. There is wide-ranging communication with stakeholders within school and in the wider community. Their feedback helps us to continue to improve.

# A Trust of Opportunity
## Identification of our Key Strategic Priorities

**1. Curriculum and Teaching:**

Rationale:
Research shows that high-quality teaching is the most critical factor affecting pupils' achievements. An effective Trust-wide strategy for supporting Disadvantaged pupils helps to ensure that the barriers to their educational achievement are both identified and removed. It is crucial, therefore, that the TB understands what is consistently preventing pupils from achieving their full potential (e.g., behaviour, attendance, support outside the classroom) and then ensures that resources are targeted on the right pupils, and in those areas. Trust-wide working contributes to improvement across all schools.

**2. Pupil Progress and Attainment**

Rationale:
All pupils, including those from specific groups, such as Disadvantaged, SEND and EAL should be in an educational environment where they can make, at least, expected progress. Pupil progress and attainment form part of the floor standards, which Government uses to hold schools to account. In the same way, the Trust needs to hold its schools to account.

Attainment affects the life chances and choices of secondary pupils. The outcomes of public examinations, statutory National Curriculum tests and teacher assessments are the attainment points. Using and interpreting the data available to measure the progress pupils make between these points and then comparing it with the progress made by pupils with similar attainment, helps the TB to evaluate the impact of the curriculum and the extent to which priorities in the Strategic Plan are being met.

**3. Pupil Safeguarding, Personal Development and Wellbeing**

Rationale:
Children and young people with high levels of emotional, behavioural and social wellbeing are, on average, more engaged with school and have higher levels of academic achievement. Whole school and individual approaches to positive mental health and wellbeing are particularly important in the aftermath of the Covid-19 pandemic. The Trust supports its schools to deliver this.

The TB has a responsibility to safeguard and promote the welfare of children, according to the statutory guidance *Keeping Children Safe in Education (KCSIE).* Regardless of specific priorities, the culture of safeguarding influences the Trust's strategy.

The TB continually monitors and evaluates the extent to which this is evident in the safeguarding policies and procedures; the arrangements for identifying and supporting pupils, who are at risk; the process for referring and seeking appropriate support for those at risk; and for managing safeguarding allegations.

**4. Pupil Behaviour and Attitudes**

Rationale

Though it is an individual school responsibility to implement a Behaviour Policy, pupils' behaviour and attitudes is one of four areas for which Ofsted makes a graded judgment, and is a barometer of school culture.

Routinely monitoring and evaluating the implementation of policies designed to promote good behaviour and prevent all forms of bullying amongst pupils provides the TB with assurance that the expectations for pupils' behaviour and conduct are commonly understood. It also demonstrates that the policies are being applied consistently Trust-wide. Regular attendance is a prerequisite for educational success and underpins a positive attitude towards learning.

## 5. Strong and Effective Leadership and Management, including Governance

Rationale:
The future of the Trust and its schools depends on the quality of its leaders. The Trust supports current leaders and develops future leaders. Senior leaders are held to account for high standards and school improvement activity being developed and maintained. Leaders speak positively about the Trust and act to bring about the achievement of its vision.

## 6. Staff Morale and Wellbeing

Rationale:
As the employer, the Trust has a duty of care to all staff. There is a direct correlation between staff morale and staff performance, including high-quality teaching. The Trust needs to monitor staff morale across all schools, including factors such as workload, absence data and staff turnover. Support for staff is offered Trust-wide.

The culture of the organisation and the TB's strategy promote a healthy working environment for all staff. A healthy working environment contributes towards attracting and retaining quality staff, who are the Trust's most important resource.

When monitoring and evaluating the wellbeing and morale of staff, the TB pays particular attention to how workload is assessed.

# Discovery Educational Trust
## Strategic Plan 2025/30
### Final

| 1. Curriculum and Teaching | | | |
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| **Objectives** | **Responsible** | **Success Criteria** | **KPIs/Metrics** |
| a) Ensure that our schools are delivering an ambitious, broad, well-sequenced, knowledge-rich curriculum, which prepares pupils for their next stage and is enhanced by enrichment opportunities for all children. | CEO<br>DoEs<br>HTs/DHTs | i) In all Ofsted inspections, the curriculum and developing teaching judgements are secure or better.<br>ii) Pupil outcomes to be in line with/above National outcomes for similar schools* in all Key Stages and all subjects.<br>iii) All schools offer a broad and exciting range of extracurricular activities to enhance the opportunities within their formal curriculum. | ➢ Ofsted reports;<br>➢ Internal and external reviews;<br>➢ www.compare-school-performance.service.gov.uk;<br>➢ Subject 360s;<br>➢ Book Looks;<br>➢ Pupil Voice;<br>➢ Comparison of extracurricular activities with similar schools*;<br>➢ % pupil participation in enrichment activities. |
| b) To actively monitor, evaluate and enhance teaching methodologies, curriculum design, and assessment practices. | CEO<br>DoEs<br>HTs/DHTs | i) Robust data analysis and evidence-based interventions ensure that every pupil receives the highest standard of education tailored to their individual needs and aspirations.<br>ii) Teacher skillset increases as a result of high-quality CPD and teaching pedagogy.<br>iii) SISRA reflects impact of personalised CPD.<br>iv) Accuracy of internal assessment improves through planned opportunities for assessment and moderation. | ➢ Learning Walk data;<br>➢ Lesson observations and monitoring records;<br>➢ Pupil Voice data;<br>➢ CPD plans;<br>➢ Staff CPD records;<br>➢ T&L termly reports;<br>➢ External validation working with partner Trusts;<br>➢ SISRA feedback;<br>➢ Internal assessment data, which increasingly matches statutory outcomes. |

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| c) | All teaching staff have a strong understanding of effective classroom practice based on proven research. | CEO DoEs HTs/DHTs | i) Teachers are expert at checking pupils' understanding and adapting their teaching, in the moment, to meet pupils' needs. | ➢ Staff CPD records; ➢ Lesson observations and feedback; ➢ Increased % of exemplary teaching in T&L Reports. |
| d) | Leaders have a nuanced understanding of the quality of teaching across subjects, phases and Year Groups. | CEO DoEs HTs/DHTs | i) Focused actions, with clear milestones and desired outcomes, drive continuous improvements in the quality of teaching. | ➢ Specific KPIs on individual SIPs; ➢ Monitoring records; ➢ Trust Board data set. |
| **2. Pupil Progress and Attainment** | | | | |
| a) | Deliver a high-quality and inclusive education that ensures excellent outcomes for all children. | CEO DoEs HTs/DHTs | i) Pupils' attainment in National tests and examinations is in line with/above National averages for similar schools* in all Key Stages and all subjects. ii) Pupils' progress, as shown in National tests and examinations, is in line with/above National averages for similar schools* in all Key Stages and all subjects. | ➢ www.compare-school-performance.service.gov.uk; ➢ Data drops and subgroup focus; ➢ Intervention sessions; ➢ Revision for exams; ➢ Specific KPIs on individual SIPs; ➢ Internal and statutory data. |
| b) | To have created an inclusive culture in all Trust schools that is motivating and ambitious for all, including disadvantaged children and children with special educational needs and disabilities (SEND), so that pupils can achieve their full potential. | CEO DoEs HTs/DHTs | i) Over time, the difference between the attainment rate of the schools' disadvantaged pupils and those of non-disadvantaged pupils becomes narrower than the differences between these cohorts nationally. ii) Provision for children (including disadvantaged and those with SEND) is equitable and high quality in all settings. iii) Teachers systematically review adaptations and monitor the progress of pupils with SEND, adjusting as needed. | ➢ PPG impact; ➢ SEND Reviews; ➢ Lesson observations; ➢ Trust SEND Lead to compare Trust schools, and support development; ➢ Post-16 destination data; ➢ NEET data; ➢ Internal and statutory data outcomes. |
| **3. Pupil Safeguarding, Personal Development and Wellbeing** | | | | |

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| a) | All schools should have an open and positive safeguarding culture that promotes the welfare of and puts pupils' interests first. | CEO DoEs HTs/DHTs Safeguarding Leads Safeguarding Trustee/ Governors | i) Leaders and those responsible for Governance have established a culture in which safeguarding is everyone's responsibility and pupils are kept safe and feel safe. <br> ii) Leaders, staff and those responsible for Governance are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review. | ➢ Internal and external safeguarding audits, e.g., Harmful Sexual Behaviour; <br> ➢ Pupil Voice; <br> ➢ LSC and Trust monitoring reports; <br> ➢ Staff surveys. |
| b) | Leaders have established a culture in which all staff are highly vigilant in identifying pupils who may face barriers to their learning and/or wellbeing. | CEO DoEs HTs/DHTs Mental Health Leads Mental Health Trustee/ Governors | i) There are extensive plans and programmes in place to support staff, pupils, and our communities in maintaining good mental health and wellbeing. | ➢ TB and LSC reports; <br> ➢ HT reports; <br> ➢ SIPs. |
| c) | All pupils are fully prepared to seize the opportunities of the rapidly changing world and become active and responsible global citizens. | CEO DoEs HTs/DHTs Careers Trustee/ Governors | i) Leaders ensure that all pupils leave their schools well prepared for the next stage of education, employment or training, and prepared to become confident citizens. <br> ii) Where relevant, there is an appropriate careers programme, which meets the Gatsby Benchmarks. <br> iii) Trust develops a climate action plan, which encourages a responsible approach by all school communities. | ➢ Personal Development curriculum; <br> ➢ Independent careers advice and guidance audit; <br> ➢ Careers reports; <br> ➢ Trust climate action plan; <br> ➢ LSC and TB monitoring reports. |
| **4. Pupil Behaviour and Attitudes** | | | | |
| a) | Leaders establish high expectations for all pupils' behaviour and attitudes to learning. | CEO DoEs HTs/DHTs | i) Staff and pupils understand these expectations. <br> ii) Leaders engage with, and communicate these expectations clearly to, parents and carers. <br> iii) Expectations are enforced consistently and fairly to create a calm and safe environment. | ➢ Scrutiny of behaviour and exclusion data; <br> ➢ Comparison with National data; <br> ➢ Lesson observations; |

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| | Behaviour Trustee/ Governors | iv) Staff are trained to challenge poor behaviour confidently, consistently and fairly, including disruptions to learning.<br>v) Leaders and staff understand each pupil's context, needs and challenges when managing behaviour and make reasonable adjustments in the light of these. Any adaptations maintain high expectations of behaviour.<br>vi) Sanctions, including suspension and exclusion, are used proportionately, effectively and as a last resort to address behaviour that does not reflect the school's high expectations.<br>vii) Well-chosen, targeted interventions support pupils who need additional help with their behaviour. The impact is carefully evaluated to allow further adaptations, as needed.<br>viii) Behaviour is 'Good' in all settings. | ➢ Pupil, staff and parent/carer perception;<br>➢ Reports to TB. |
| b) There is a strong focus on attendance and punctuality to ensure that all pupils can achieve their full potential. | CEO<br>DoEs<br>HTs/DHTs<br>Attendance Trustee/ Governors | i) Steps are taken to identify and tackle barriers to attendance.<br>ii) All staff have a high-profile role in promoting attendance.<br>iii) Training and support underpin their supportive, but challenging, conversations with pupils and families where attendance needs to improve.<br>iv) Attendance is above that of similar schools* | ➢ Attendance rates nationally and similar schools*;<br>➢ www.compare-school-performance.service.gov.uk. |
| **5. Strong and Effective Leadership and Management, including Governance** | | | |
| a) To create a culture of continuous improvement in our schools through self-valuation, challenge, support and appropriate action. | TB<br>CEO<br>DoEs<br>HTs | i) Robust data analysis and evidence-based interventions ensure that every pupil receives the highest standard of education tailored to their individual needs and aspirations.<br>ii) Teaching methodologies, curriculum design, and assessment practices are actively monitored, evaluated and enhanced | ➢ Tracking % of TB and LSC members completing annual training and specialist CPD;<br>➢ Tracking % of staff completing annual training and specialist CPD; |

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| | | iii) Trust Board and LSCs know our schools well and challenge and support appropriately to ensure that they continue to improve.<br>iv) Further develop Trust Board and LSCs to create a diverse Governance group that is representative of schools and communities served, and with skills relevant to our strategy. | ➢ LSC and TB minutes and monitoring reports. |
| b) To manage our finances and resources efficiently to secure and sustain the best provision and opportunities for the future. | CEO<br>CFOO<br>DoF<br>DoO<br>DoHR<br>TEM | i) Rigorous financial planning, careful risk management, and effective and efficient operational support underpin improvement and innovation and create sustainability, enabling our Trust to expand to include local schools that share our ambitions and/or to continuously improve the quality of provision whilst always aiming to balance the DET budget.<br>ii) DET maintains and invests sustainably in the Trust's capital infrastructure, including buildings, digital infrastructure and technology.<br>iii) DET operates a robust reserves policy that provides sufficient contingency for cashflow and any unplanned, urgent expenditure and aligns resources to expenditure priorities across all its schools.<br>iv) DET highly values its human resources and constantly and equally invests in its people, providing a range of services, including staff wellbeing, CPD, HR Support and encouraging and facilitating career progression. | ➢ Reports to ARC, FRC and HRC;<br>➢ Estates Strategy. |
| c) Technology is to be developed in order to enhance learning experiences for all pupils. | CEO<br>CFOO<br>DoIT | i) Investment in our IT infrastructure and systems minimises the administrative burdens on our staff and maximises the learning potential for our pupils.<br>ii) Continuing IT training and support for staff ensures maximum impact from our investment.<br>iii) Through innovative teaching methods, cutting-edge tools, and digital literacy education, our pupils are | ➢ IT Strategy/Plan;<br>➢ T&L team to review and report on use of IT to enhance T&L;<br>➢ Online safety reviews. |

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| | | equipped with the skills they need to thrive in the ever-evolving digital landscape.<br>iv) DET's robust digital infrastructure prioritises online safety and utilises innovative technologies and best practices to safeguard our digital spaces, ensuring a secure and protected environment for all users. | |
| d) Invest in our estates, ensuring that they are sustainable, well maintained, safe and stimulating environments. | CEO<br>CFOO<br>HTs<br>TEM | i) Investment in our schools ensures that they provide an effective learning environment, are well maintained, safe and engaging places that are conducive to learning, work and innovation. | ➢ Estates reports to FRC and LSCs;<br>➢ Trust climate action plan. |
| e) Work with our schools to promote an awareness of our impact on the environment and support ideas to minimise this and ensure a sustainable future for generations to come. | CFOO<br>HTs<br>TEM | i) DET's Education, Operations and Estates teams are aligned to ensure sustainable practice across everything we do.<br>ii) Eco-friendly practices, curriculum integration, and community engagement create environmentally responsible citizens who actively contribute to a greener planet.<br>iii) Trust climate action plans identify clear actions to reduce climate impact and to enhance sustainability practices. | ➢ Trust climate action plan;<br>➢ Personal Development Curriculum. |
| f) Recruit and retain a well-qualified, diverse and inclusive workforce. | CEO<br>CFOO<br>HTs<br>DoHR | i) High probation success rate and 12-24-month retention rates.<br>ii) Diversity in staffing is increasingly in line with statistical averages for the communities that our schools serve.<br>iii) Candidate Referral Scheme is well-used and results in quality, sustained hires.<br>iv) Evidence of growth of internal talent. | ➢ Probation success;<br>➢ People reporting for HRC/LA data;<br>➢ Candidate Referral Scheme data;<br>➢ Apprenticeship/training data;<br>➢ LSC reports. |
| g) Engage positively with parents/carers and external stakeholders, such as local communities, diverse faiths, Local | CEO<br>CFOO<br>DoEs<br>HTs/DHTs | i) Our schools collaborate and are mutually supportive, but challenging, partners. There is wide-ranging communication with stakeholders within the schools | ➢ Parent/carer surveys;<br>➢ PTA/Friends;<br>➢ LSC and TB minutes;<br>➢ Press reports; |

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| Authorities and, where appropriate, national Government. | TB<br>LSCs | and in the wider community. Their feedback helps us continue to improve. | ➢ First choice for parents/carers and children. |

**6. Staff Morale and Wellbeing**

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| a) All staff feel highly valued and are supported to do their jobs effectively. There is a high performing working culture for all staff that promotes collaboration, aspiration and support. | CEO<br>HTs<br>SLTs<br>Middle Leaders<br>DoHR<br>Mental Health Leads | i) Staff voice is captured and acted upon.<br>ii) The contributions of all staff groups are valued and staff feedback on culture reflects this.<br>iii) Staff feedback on recognition and wellbeing schemes is positive.<br>iv) The percentage of staff sickness absence reduces over the period of the Plan.<br>v) Staff are aware of professional development opportunities available to them to build expertise and achieve their career aspirations.<br>vi) One cross-school or cross-role collaboration initiative piloted per year (e.g. joint training, moderation, working parties, coaching). | ➢ Staff surveys;<br>➢ Staff turnover data;<br>➢ Staff absence data;<br>➢ Mental Health reports;<br>➢ Candidate Referral Scheme data;<br>➢ Occupational Health reports;<br>➢ Apprenticeship and other training provider data;<br>➢ Staff CPD data;<br>➢ Reports to TB and LSC. |