



The Dunstan Catholic Educational Trust Improvement Plan 2022-23

<u>Strategic Priority</u>			<u>3 Year vision:</u>		
Our Vision: All members of our Trust community will know the Trust values and be able to give examples of how they are lived out in our Trust and the impact they have.			All members of our school communities will know how by living by our values impacts on their own lives, their characters and the wider community.		
Strategic Priority	Implementation	Implementation Resourcing	Impact Success Criteria <i>Write outcome as if achieved.</i>	Evaluation of Impact	Supporting Evidence
1.1	Heads to re-launch vision and values to staff and pupils Head and class teachers to ensure vision and values displayed in public areas and in all classrooms Head and class teachers to ensure there is focussed input in class and through assemblies on ensuring that all pupils know the values and their definitions September 2022	INSET Day 1 st September Display costs	All pupils and staff can name all the values and explain what they mean by the end T2.	Questionnaire shows that 100% of pupils know the school values using the environment for support. All KS2 children can identify the value that matches the definition using a Kahoot / Low stakes quiz	Learning walk reports focussed on the environment Questionnaire and Quiz results. Trust CEO & link governor visit reports.
1.1	Teachers identify in their planning where values can be used / linked into learning activities e.g. Problem solving activities using resilience, science investigation using curiosity	Certificates cost	All pupils can give examples of when they or others have shown or been shown a school value	All KS2 children can give a specific example of when they have shown each value in action.	Celebration assembly log Pupils' books Displays Trust CEO & link governor visit reports



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	<p>The children have daily opportunities to recognise when they or others have shown positively a school value</p> <p>All staff (including support staff and SMSA's) contribute to celebration assemblies identifying pupils who have shown the values November 2022</p>		<p>in action by end of Term 3</p> <p>Displays have examples of when a member of the school community has shown or been shown a value in action.</p>		
1.2	<p>Head to ensure vision and values are shared with wider school community via website / newsletters / social media</p> <p>All staff use school reward system to recognise pupils who show the values, talking explicitly about the impact their behaviour has had. January 2023</p>	<p>Communication to parents</p> <p>Visibility on website and in schools</p> <p>Homework set to encourage discussions at home</p> <p>Chaplaincy Team meetings</p>	<p>Pupils talk positively about how our values have made the school community a better place</p> <p>The number of pupils who say that they talk about the school values at home is increased. Parents and carers know the school vision and values. End of Term 3</p>	<p>Parental responses show and increased awareness of the Trust values and can say that their child also knows them. Parents know when their child has carried out a school value</p>	<p>Pupil conferencing</p> <p>Trust CEO & link governor visit reports</p> <p>Forms questionnaire to parents</p> <p>Record of certificates issued</p> <p>Values display</p>
1.3	<p>Trust community to reflect and evaluate the skills, knowledge and understanding that they have developed over the year and recognise where they have used our Trust Values to improve our school/home world.</p> <p>PSHE sessions focused on the Trust values identifying what they</p>	<p>Planning time in Term 5</p> <p>Time and resources to update Values displays</p>	<p>Pupils can all say how they have changed by following the school values, how they have used these values outside of school. End of Term 6</p>	<p>All pupils can talk about how they have changed their actions by following the school values. The pupils can state how they have taken these into their own community</p>	<p>Pupil conferencing</p> <p>Values displays – monitoring of examples in action</p>



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	look like in school, at home in the wider community and the difference they have made to the person displaying the values and to others		They will be able to say how the values help them to contribute to their wider community. End of Term 6
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<u>Strategic Priority</u>			<u>3 Year vision:</u>		
<p>Our Pupils:</p> <p>Pupils attainment will be at least 70% at EYFS, KS1 and KS2 or if already above this will be an improvement on the previous year's attainment</p> <p>All groups attendance will be above national</p> <p>80% of teaching and learning across the Trust will be judged as at least Good.</p>			<p>Pupils attainment will be 90% in reading writing and maths</p> <p>Progress at the end of KS2 will be above 0</p> <p>All our pupils will receive the best teaching and high quality education in our schools</p>		
Strategic Priority	Implementation	Implementation Resourcing	Impact Success Criteria <i>Write outcome as if achieved.</i>	Evaluation of Impact	Supporting Evidence
2.1 2.3	<p>Head teachers to set ambitious targets are set for EYFS, Phonics, KS1 and KS2 in line with or above with national;</p> <p>a. Heads share targets with leaders</p> <p>b. Teachers understand high expectations</p> <p>c. Lowest 20% and focus children are highlighted</p> <p>September 2022</p>	<p>Moderation</p> <p>Pupil Progress meetings</p> <p>Intervention</p> <p>Staff deployment</p> <p>Subject monitoring</p> <p>Terms 2/4/6</p> <p>Lead moderators release 3 days</p> <p>PPM Terms 2/4/6</p> <p>Intervention</p> <p>Subject monitoring</p> <p>leadership time</p>	<p>EYFS GLD are 70% or above + or above the previous years if better</p> <p>KS1 combined exceeds 70% + or above the previous years if better</p> <p>KS2 combined exceeds 70% + or above the previous years if better</p>	<p>Autumn PPM meetings show the impact of interventions and identify next steps for individual pupils and groups.</p> <p>Subject lead monitoring shows intervention's impact in closing the gap</p>	<p>Moderation portfolio</p> <p>PPM data reports</p> <p>Subject lead monitoring reports</p>



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		Subject leader support 3 days		and validates the teachers' judgements Subject leaders have supported teachers to ensure that the pupils make good progress	
2.2 2.3	High quality teaching across all schools and phases; a. Assessment effectively informs planning Term 1/ongoing b. teaching is adapted to meet the needs of all children Term 2 c. Additional adults are directed effectively Term 2 d. Feedback impacts positively and accelerates learning Specific Trust projects running; a. Oracy project Term 1 b. Writing project Term 1 c. Maths project Term 2 d. RE plan Term 1	CPD Networks Subject resources Peer to peer support Moderation / agreement trialling Subject monitoring	All children are taught in classes with highly effective practitioners Lessons are consistently good across all schools and phases Pupils are able to talk about the progress that they have made and what has helped them.	Monitoring shows the impact of assessments to forward plan, that all children are achieving in lessons and the feedback moves the learning forward	Subject lead monitoring reports
2.1 2.3 3	The Trust promotes high quality Continuing professional development; a. Subject specialists are identified across the trust Term 1 b. Lead practioner training (NPQ) c. Networks are established d. Research accessed to inform continuing CPD Term 1	CPD Networks Subject resources Peer to peer support Dfe 'Working Together to Improve School Attendance'	Lead practitioners across the Trust improve teaching and learning	Headteachers know where the strongest teachers are and these are used to support school and Trust improvement. Impact of targeted CPD	Trust directory of teachers Subject lead monitoring reports Learning walk



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2.2	Trust wide system for monitoring attendance; a. Agreed thresholds Term 2 b. Standard letters c. Persistent Absenteeism identified d. Attendance meetings e. Outside agency involvement	Admin time Policy PFSA/FSW Team Around Family / Team Around Child meetings	Attendance is in line with or better than the national average	Data reports show improvement in attendance of the whole school, groups and individual pupils	Data reports Minutes of attendance meetings
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<u>Strategic Priority</u>			<u>3 Year vision:</u>		
<p>Our People:</p> <p>Governance is effective and the impact they have on improving standards is clear.</p> <p>Subject leaders are effective and they can evidence the impact they have on raising attainment</p> <p>The Trust can evidence the impact they have had on improving outcomes for our pupils.</p>			<p>There will be strong leadership at all levels in our Trust.</p> <p>There will be a comprehensive programme of career progression to ensure that everyone in the Trust has the skills and support to fulfil their roles</p>		
Strategic Priority	Implementation	Implementation Resourcing	Impact Success Criteria <i>Write outcome as if achieved.</i>	Evaluation of Impact	Supporting Evidence
3.1	SOD & ToR shared with LGC members. Term 1 Governors take time to read SOD & ToR. Term 1 Governance Lead to monitor LGCMs Training identified for LGC and governors with link roles. Term 1	Governance Lead time Training feedback forms	Governors have read and understood the SOD & ToR. Minutes show that SOD & ToR are being followed within LGCMs and school visits	LGCM minutes and agendas show that the SOD is being followed	Signed agreement from LGC members LGCM minutes Link Governor reports



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	Establish a mechanism for cascading information from training				
3.1	<p>Heads and SLT evaluation of School Improvement are easy to understand and shared 7 days prior to LGCMs. Term 1</p> <p>Internal Governance review carried out in T6 shared with Governors and actions to address areas of development are agreed. Term 1</p> <p>All Governors, especially Link Governors to attend relevant training. Term 1</p> <p>Governors visits to school are planned to enable them to evaluate and report back effectively.</p> <p>Clerks ensure training and knowledge of compliance for LGCs is up to date. Term 2</p>	<p>HT time</p> <p>Governor Training package</p> <p>Release time for Subject Leaders</p>	<p>Minutes show that Governor questioning supports school improvement.</p> <p>Link Governor visit reports show evaluation of impact in regards school improvement in that area</p>	<p>Minutes show that governors know the areas of strengths and developments for the school.</p> <p>Minutes show the impact the governors and school have had on raising standards</p>	<p>Minutes of LGCMs</p> <p>Link Governor reports</p>
3.3	<p>CPD sessions on effective subject leadership.</p> <p>Trust wide approach to subject leadership and monitoring, monitoring calendar, formats for recording the monitoring, coaching around difficult conversation and how manage improvements Term 2 and 3</p> <p>Link to 2.1 Set up learning sets:</p>	<p>SL expectation document written</p> <p>Staff meeting time</p> <p>Release time for experienced SL to support others</p>	<p>All subject leaders can identify the impact of their actions on improving teaching & learning</p>	<p>Minutes show that governors know the areas of strengths and developments for the school.</p> <p>Minutes show the impact the governors and school have had on raising standards</p>	



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	<p>Term 1 – English, Maths, RE, EYFS</p> <p>Term 2 – History and geography</p> <p>Term 4 - Science and PE</p> <p>Term 6 – Computing, art and DT</p> <p>Term 1 2023 - MFL, music and PSHE</p>				
3.3	<p>Agree the Trust induction policy across the Trust</p> <p>Focused induction sessions set up prior to start and during terms 1 and 2 Term 1</p>	<p>ECT time</p> <p>Induction time for all staff</p> <p>Training for ECT mentors</p>	<p>All staff understand and follow the key agreed policies and procedures as outlined in Induction Pack/School Handbook</p>	<p>Discussions and reports with new staff show that the policy has been applied</p>	<p>Induction checklist</p> <p>Monitoring SLT, Subject leaders</p> <p>Evaluation of training attended</p>
3.2	<p>Directory of available training on offer either externally and internally. Term 2</p> <p>Identification of elements of training the are mandatory for certain roles Term 2 and 3</p> <p>Timetabling in professional discussions with members of staff to identify their aspirations and needs (personal to enable training to be targeted) PM Term 1</p> <p>Directory of expertise established to identify people with a specific skill set and level training/experience Term 1</p> <p>Establish a process of effective evaluation and cascading of relevant CPD Term 2</p>	<p>CPD budget for each school</p> <p>Trust School Improvement Budget £3,000</p> <p>CEO time – school improvement</p> <p>Head teacher time to support inhouse CPD</p>	<p>Staff are all able to access relevant training, support and Learning Sets and can identify the impact this has had on their practice, the practice of others and impact on raising standards</p>	<p>Termly QA meetings with the CEO show that the school leaders are having an impact on raising standards</p>	<p>Minutes of QA meetings</p> <p>SL monitoring reports</p> <p>CEO report to the Directors</p>



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<u>Strategic Priority</u>			<u>3 Year vision:</u>		
<p>Our Trust</p> <p>We will ensure that our schools are all financially viable, now and in the medium term.</p> <p>We will embed ICFP principles across our budget planning cycle, and use this to inform decisions which will support better outcomes for our pupils.</p> <p>We will meet best practice standards for use of our financial resources</p> <p>We will work effectively, to best practice principles around sustainability, to ensure that we can deliver inspiring and role model practices to our colleagues and our pupils.</p> <p>We will reduce our levels of consumption across water, electricity and gas, and increase levels of recycling.</p> <p>We will embed sustainability into our procurement practices</p>			<p>Our Trust will be financially sustainable and have ecologically friendly strategies in delivery of our Vision and values for the benefits of our pupils and the planet.</p>		
Strategic Priority	Implementation	Implementation Resourcing	Impact Success Criteria <i>Write outcome as if achieved.</i>	Evaluation of Impact	Supporting Evidence
4.2	Ensure a successful first external audit prior to December 2022	Time from CFO and central team to support audit process	<ul style="list-style-type: none"> -Compliance with requirements -Directors assured over financial controls 	Director review of financial statements in December	<p>Financial Statements</p> <p>Management letter from auditors</p> <p>Board minutes</p>



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4.1 4.2	<p>Management account packs produced in a timely manner, with useful information for leaders:</p> <ol style="list-style-type: none"> a. Income statements compare to budget b. Balance sheet c. Cash flow forecast d. Key metrics <p>New pack to be in place for November</p>	<p>CFO time during autumn term to develop reporting pack</p>	<p>-higher quality, more timely information available to leaders -Better informed conversations and decisions about financial issues</p>	<p>- Review of management accounts by Heads monthly - Review of management accounts by Board termly</p>	<p>Management accounts packs Feedback from Heads and Directors</p>
4.2 4.3	<p>Complete implementation of ICFP methodologies across all schools – by Feb half term 2023</p> <ol style="list-style-type: none"> a. Purchase of ISOT tool to support ICFP calcs b. Collation of data to complete c. Processing of ICFP process <p>Production of report for heads, SLT, and Directors</p>	<p>Purchase of ISOT - £450 CFO time to complete</p>	<p>A suite of key metrics about financial efficiency at each school</p> <p>Recommendations report which leads to decisions with Heads about potential improvements in the structures of the schools</p>	<p>Headteachers feedback on ICFP metrics – Feb 2023</p> <p>Analysis of potential opportunities through ICFP results, and those adopted – termly financial review</p>	<p>ICFP report packs</p> <p>Metrics included in management accounts</p> <p>Report for Board and Heads</p>
4.1 4.2	<p>Successful completion of SchoolMark, recognising best practice adoption across MATs in the sector</p> <p>We will not pass yet, so completion time is July 2023 to allow actions to be put in place</p>	<p>Subscription to SchoolMark - £2,999</p> <p>CFO / CEO time to complete assessment exercise</p>	<p>External validation of practices across trust</p> <p>Trust name confirmed to DFE as one of the best performing trusts in country for financial practice</p>	<p>Review of changes made to practices – after application submission</p> <p>Review of £saved through changes identified – quarterly management accounts</p>	<p>SchoolMark certification</p> <p>SchoolMark report / action plan</p>



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	<ul style="list-style-type: none"> a. Governance structures to be embedded b. Mgt accounts reporting to be improved, as per above c. ICFP to be rolled out Curation of staff development plans				
4.4	Registration with the UK Sustainable Schools Network, by end of September 2022	SM No cost Heads to consider sustainability activities in schools	-Visible commitment to improving sustainability -Resources for pupils available about sustainability -Networking with other like minded schools	Termly review of sustainability engagement	Registration Confirmation Activity reports - termly Pupil activities evidenced through termly HT reports
4.4	Baseline evaluation of energy consumption, in line with UK reporting requirements for larger companies, to be complete by Dec 22. <ul style="list-style-type: none"> a. Determine gas usage across schools b. Determine electricity usage across schools c. Share CEFR guidelines from UK Gov d. Determine appropriate metrics for collecting car mileage Draft report for 22/23	CFO time Changes to reporting for expense claims Access to energy bills	-Visibility of carbon emissions caused by school operations -Determination of action plan to reduce carbon emissions -Reduced carbon usage	SLT review of carbon emissions figures produced Board review of annual report and action plan	Energy bills CEFR guidance Calculations of mileage Action plan for reduction
4.4	Curation of resources to support lesson planning and including	Access to UKSSN resources	Evidence of sustainability is seen in	Headteachers / CEO reports, monthly	Children can positively talk about



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	sustainability in lessons by Easter 2023 for use thereafter	Heads / leaders time for network planning	lesson content		how sustainability affects life and decisions
4.4	<p>Following 4.2- development of an action plan by Feb 2023 to reduce energy use, to include:</p> <ul style="list-style-type: none"> a. Behaviour changes to switch off devices b. Roll out of PIR where appropriate c. Considering solar installations d. Reduction in travel <p>Use of UK Gov De-carbonisation funding programme</p>	<p>CFO time</p> <p>UKSSN resources</p> <p>Reserves to support bids for Gov funding, levels tbc</p>	<p>An agreed timeline of activities to reduce energy use</p> <p>Reduction in carbon emissions measured by the trust</p>	Board approval of action plan – Feb 2023	<p>Action plan circulated to board by Feb 2023</p> <p>Energy usage levels monitored quarterly</p> <p>Investment in new projects.</p>