

Djanogly Learning Trust

Development Strategy 2022-2027

Vision

At Djanogly Learning Trust we believe that every child has the right to an education that gives them the best opportunity to succeed and prosper. We know that this takes great people, hard work and attention to detail. This is a considerable responsibility and we take it very seriously. Everyone within our Trust is fully committed to learning. Our ethos is to be innovative in order to improve, to develop resilience in order to face challenges, and to strive for excellence in everything we do.



Making **A** Difference through **innovation** **resilience** **excellence**

Djanogly Learning Trust – Development Strategy for 2022-2027

DJANOGLY LEARNING TRUST (DLT) – The Case for Growth

Following a period of consolidation and the recent endorsement of multi-academy Trusts in the Government White Paper, DLT is now taking a more proactive approach to growth. DLT has used the last two pandemic years to further develop its core infrastructure in terms of common systems, procedures and expertise, readily scalable as required to support potential additional schools, without any dilution of effort on the existing estate.

The Djanogly Board of Trustees and executive leaders believe that their proven track record of improved quality of education and outcomes puts them in a strong position to support other schools to improve their offer, particularly those serving similarly disadvantaged communities. Previously validated end of key stage outcomes showed better than average progress at our secondary academy in 2019 and 2022, RWM outcomes at primary was in line or above national at our established primary schools in 2019. Gaps between disadvantaged and non-disadvantaged were less than national comparisons before Covid, in 2022 gaps had widened but by less than national in most cases.

Importantly, further scale will also enable the Trust to employ additional expertise, adding further capacity for system improvement as well as creating enhanced career development opportunities for all staff at DLT.

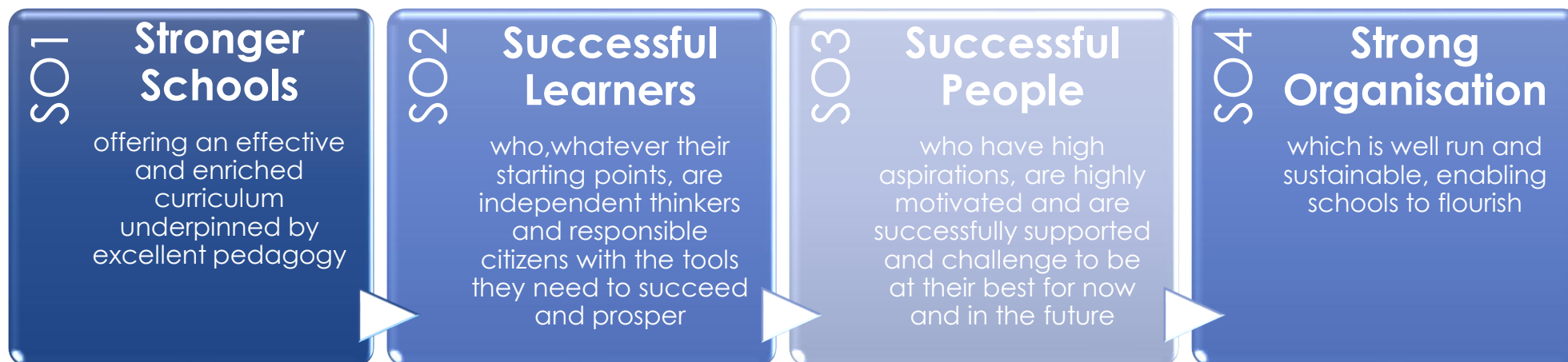
We believe that DLT is in a strong position to play an integral part in the government's stated priority to ensure strong schools with great teachers for every child. A recent Ofsted Report stated "Staff share the ambitious vision put forward by leaders, governors and the Trust."

Context

Djanogly Learning Trust was established in August 2011, initially as a partnership between Djanogly City Academy and Northgate Primary School. It now includes eight academies; one secondary and seven primaries across Nottingham and Derbyshire. At time of joining, all except Northgate were judged unsuccessful by Ofsted. Since joining Djanogly Learning Trust, most Ofsted inspections have led to a 'Good' judgement.

All current academies serve communities facing barriers to achievement with at least double the national average pupil's eligible for free school meals, some academies being three times national. Some of our academies serve transient communities where well over half of all pupils do not speak English at home and where there are in excess of 30 different languages spoken. We don't see this as a problem; we see this as an opportunity to break down barriers. We want all our pupils to be aspirational and to know that they have every right to succeed and prosper.

Trust Strategic Objectives 2021-24



Quality of Leadership

Djanogly Learning Trust is named after Sir Harry Djanogly, a successful businessman who has demonstrated a commitment to supporting education and the arts. His passion to overcome barriers and provide everyone with the tools they need to succeed still underpins the vision of the Trust. His retirement as sponsor of the Trust led to Sir Will Adderley becoming involved as Chair of our Board of Members. Sir Will is also a successful businessman who is committed to supporting education, in particular, tackling head-on any form of disadvantage.

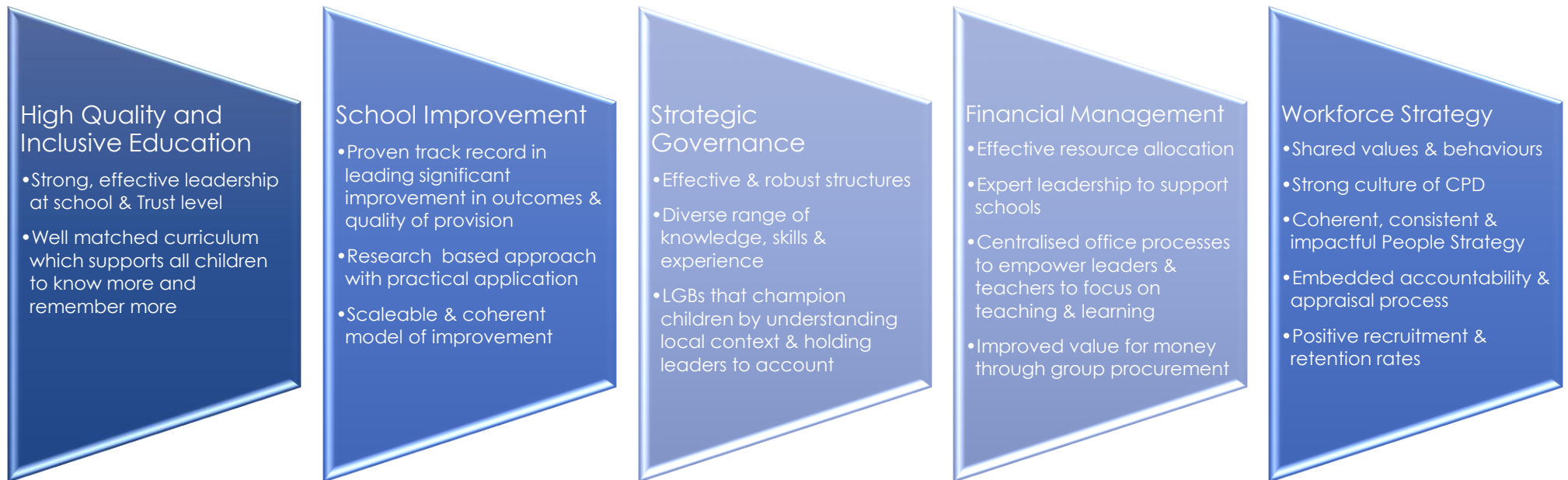
Djanogly Learning Trust is led by a CEO who has been recognised as a National Leader of Education (NLE) for her effective leadership of school improvement. The CEO is supported by a senior executive team comprised of Chief Financial Officer, Governance Professional and two Executive Headteachers. Both Executive Heads have successfully led significant school improvement and one is a serving Ofsted Inspector.

The CEO also serves as a Trustee with Inspiring Leaders, a not-for-profit company delivering leadership development for education providers in the East Midlands. This partnership with three other successful local MATs, ensures cross-fertilisation of best practice and opportunities for senior and middle leaders to network with their peers.

Leadership development at all levels is a priority area for the Trust, with internal leadership programmes as well as involvement in National Professional Qualifications. The Trust's annual appraisal cycle, Journey to Excellence, ensures that every employee has appropriate and stretching targets. Performance is also reviewed against our Trust values and expected behaviours, which feature on every job description. Staff feedback is clear that this process is viewed as supportive and developmental, whilst still being clear on accountability and high expectations.

Trust Strengths

Trustees and senior executives have reviewed the recent White Paper; Opportunity for all, The MAT Assurance Framework and CST Features of Strong Trusts in order to evaluate current strengths and identify further areas for development.



High Quality and Inclusive Education

At Djanogly, we are relentless in our pursuit for excellence. High quality and inclusive education relies primarily on excellent pedagogy. Research is clear that strong quality first teaching brings success for all children, and particularly so for children who face barriers to success. We allocate significant resource to continued professional development for all staff, supporting them to be the best they can be, whatever their role. Where practice is of high quality, we share knowledge and success, where it is not good enough we provide structured support in order to improve.

Each schools' curriculum offer needs to be of high quality and appropriate to context, in order for all children to know more and remember more. We provide support and healthy challenge to ensure that each of our schools has clear curriculum intent, consistent implementation and can evidence positive impact. Two recent Ofsted reports have recognised our strong approach to curriculum development, which ensures that good practice and knowledge is shared cross-Trust in a way that enables each school to develop a curriculum that works for all their children.

"Leaders have designed an ambitious curriculum to meet pupils' needs. They have thought carefully about what they want pupils to learn and when they want them to learn it". Strelley Ofsted March 2022

"Provision for pupils with SEND is a strength of the school. Teachers make sure that the curriculum is adapted to meet the needs of individual pupils with SEND." Springfield Ofsted September 2021



School Improvement

Djanogly Learning Trust has a strong track record of school improvement. Standards of attainment have been raised at all sponsored academies, with P8 significantly above national for 3 years. Ofsted inspections have validated the improvement since joining the Trust and benefiting from its rigorous improvement strategies and staff expertise.

We have a structured approach to school improvement that provides a clear and robust systematic approach, whilst still allowing for individualisation for each school team. This model can be applied whole school or to particular teams, year groups, subjects or priority areas. Our overriding belief is that high quality, well-matched, continuous professional development lies at the heart of school improvement.

This means:

- Accurate analysis of strengths and areas for improvement
- Robust dialogue with academy leaders and governing bodies about outcomes, progress and knowledge retention
- Prioritising the deployment of resources to have maximum impact where the need to improve is greatest
- Swift provision of bespoke support designed to build the capacity of individual academies
- Identification and sharing of good practice, within the Trust or with external partners
- Rigorous quality assurance process

- Absolute commitment to high standards of pedagogy

Strategic Governance

During 2021, we reviewed our Scheme of Delegation and updated it to reflect our growing Trust and latest guidance. The Scheme of Delegation sets out clearly and concisely where responsibility lies and where responsibilities or actions are delegated. Academy leaders and Local Governing Bodies have all received a full briefing and training on how this affects their role within the Trust.

Members and Trustees have a range of professional backgrounds and bring a wealth of knowledge and experience from business, public sector, education, health and law. Meetings are well attended and Trustees engage in professional development. There are three Trustee committees which are effective in interrogating the detail and holding executive leaders to account; Audit, Risk and Finance; HR and Remuneration; Achievement, Standards and Wellbeing.

Each academy has a Local Governing Body (LGB) whose focus is very much on quality of education and pupil outcomes. The role of our governors is to be our 'children's champions', ensuring that their needs are being appropriately met in order that they are successful. Appropriate experts in the central trust team lead business issues such as budget setting, IT, H&S, site and facilities.

The Trust benefits from a fully qualified and experienced Governance Professional, who is also an accredited National Leader of Governance (NLG). As part of our internal audit procedures, the Trust will be undertaking an external review of governance in summer 2022.

Finance Management - Efficiency and Effectiveness

Business processes at Djanogly Learning Trust are centralised in order to gain maximum efficiency and value for money, and, most importantly, to enable educationalists to focus their attention on our core purpose to deliver high quality education. This includes:

- Automated finance system for all budgeting, orders and purchase ledger. All invoices are collated and paid centrally.
- Use of Integrated Curriculum Financial Planning (ICFP) to benchmark across the Trust and with wider data in order to inform budget planning.
- Automated HR system with policies and contracts all issued centrally in order to ensure equality and consistency.
- All academies are on one IT network with knowledgeable and experienced IT team who respond rapidly to any concerns. We are close to achieving fully DfE Cyber Essentials Security Standard.
- Unified health and safety reporting system and consistent risk assessments in place. During Covid DfE guidance was read and reviewed centrally, academies were provided with a Covid Risk Assessment template and clear instructions as to latest government guidance.
- Trust wide pupil management information system (MIS) which provides more effective data analysis.



Workforce Strategy



We know that we can only improve outcomes for our children and deliver high quality education if we have a well-qualified, knowledgeable and engaged staff team. DLT has had a people strategy for the last 5 years, which has led to the implementation of many new initiatives to develop our culture and improve the performance of our people.

The strategy is refreshed annually, influenced in part by our comprehensive staff survey. This ensures that we are reflecting the current strategy of the Trust and taking us on the next stage of our journey to excellence.

There are four strands:

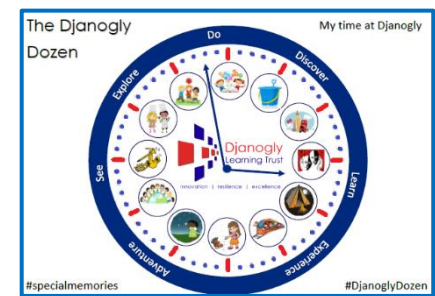
1. Employer of Choice – Engaged, fulfilled and committed employees in a great place to work
2. Journey to Excellence – Develop, grow and progress our people in a culture of high expectations
3. Talent Management – Motivate our talent through career pathways and personalised journeys
4. Innovative Recruitment and Reward - Attract and retain our future talent

Wellbeing is an important aspect of our commitment to our staff. We offer a range of benefits to staff and work closely with them to find out what they need through a twice-annual survey and termly employee voice and wellbeing groups. 95% of our staff tell us that they are happy at work and 96% are proud to work for Djanogly Learning Trust.

Wider Engagement

At Djanogly Learning Trust, we put the needs of our children at the heart of decision-making. We know that their wellbeing and success needs a collaborative approach across parents/carers/wider family and community. We serve diverse communities and take seriously our responsibility to meet the needs of all elements of our school communities.

Each academy has its own, individualised curriculum that meets the needs of its own community. We share good practice across the Trust, but also recognise that there are variations in need in each community. We have a commitment that all our primary children will experience a range of wider opportunities to engage during their journey with us. Djanogly Dozen is about experiences such as staying away from home with friends, feeding animals and visiting our capital city.



Parents and community representatives play a vital role in the education and development of children, their active involvement in education is vital for sustained improvement

Our Parent and Community Engagement strategy provides a framework in which all parents and communities can engage meaningfully in the education of their children and the life of our schools, express their views and have these taken in to consideration on matters affecting the education of their children.

We are working with external organisations, social benefit organisations and charities to provide additional capacity to their organisations as well as enabling our pupils to engage in wider initiatives.



In Summary ...

Djanogly Learning Trust continues to hold dear its sponsors' aim for all children to be ambitious, to believe they can achieve and to see themselves as adults who can contribute to society. On this journey, they will need academic qualifications, but also resilience, innovation and a quest for excellence and independence. These are all vital components of our offer across all of our academies, for our pupils aged 2 to 18.

An important aspect of membership of Djanogly Learning Trust is equity. We want all our children and staff to have the same opportunities to excel, to achieve their potential and to feel valued. High quality learning provision is as vital for us as adults as it is for the pupils in our care. We also invest in our school facilities so that they all meet our high standards, for example ensuring that all our early years children have a high quality outdoor learning environment. Our current cross-trust project is to invest in our school library provision as part of our Reading for Pleasure Strategy. This has involved successful external funding bids totalling over £40k for books and resources.



Our ambition for all our trust schools to be the best that they can be is the driving force behind all trust decisions. Our trust team are there to serve our schools who in turn serve their communities. We know that this takes teamwork and that's what we believe is the vital ingredient at Djanogly – we are a team, where everyone plays a vital role in us achieving our objectives.

We have shown in our first 10 years that we can make a considerable difference to the lives of our pupils, their families and to our staff. We are all on a journey to excellence and welcome other likeminded schools and individuals to join us in our mission.