

*Learning that  
inspires*

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**Strategic Plan 2024-2027**



Sponsored by





Together we grow,  
**together we succeed**

Our Values:

**Dreaming big**

Rewarding effort

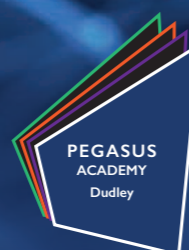
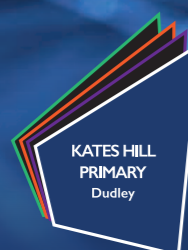
Leading together

Respecting each other and our world

Learning that inspires

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## Introduction



**Dudley Academies Trust is proud to share our latest strategic plan 2024-27, setting out our plans for the next phase of our journey.**

We are pleased to have achieved all the aims of our last strategic plan and there has been much to celebrate. Our four secondary schools are now above the national Progress 8 measure, and they are the top four schools in the borough for the most improved schools compared with 2019 outcomes; they have come a very long way since 2017. Blowers Green Primary has retained its 'outstanding' Ofsted judgment and Kates Hill Primary is a 'good' school. Indeed, the majority of our academies now have a 'good' or better Ofsted judgment which is a vast improvement on where they were in 2017 when the Trust was formed. 98% of our learners progress to positive destinations from Key Stage 4 and only 1.2% are not in employment, education or training, 3.7% above the national benchmark. We have 830 additional learners on roll and we have a strong financial position having invested £15 million on our estates, ICT and staffing. Support for our schools remains our top priority and there are now 35 members of our central team offering a comprehensive, high-quality service.

A continued focus on collaboration and building partnerships is a feature of our new strategic plan. At the forefront is a pioneering master collaboration with Dudley College of Technology and The Black Country and Marches IoT. This cements a progressive group arrangement to extensively support an innovative and comprehensive educational provision for all learners ensuring that they move on to positive destinations. We are also committed to further strengthening our partnership with parents and carers, employers and further and higher education institutions.

An Innovation Exchange Centre, established by the Trust in partnership with Millennium Point, Dudley College of Technology and the The Black Country and Marches Institute of Technology (IoT) will be integral to the Trust's commitment to pioneering innovation in all aspects of its provision. This new centre will provide learners of all ages

with the opportunity to discover new and exciting learning experiences in the heart of Birmingham. The centre will provide a hub for collaborative projects with partners from other schools and trusts, higher education and industry and offer teachers from both the primary and secondary phases the very best professional development programmes.

Meeting the needs of all learners with high quality, inclusive provision lies at the heart of the Trust's priorities and a range of supportive provision is available in all schools. This will be significantly enhanced from September 2024 when a new Key Stage 3 and 4 alternative provision based at Pegasus Academy. This will support approximately fifty learners in key stages 3 and 4, learners who face complex challenges, many of whom are vulnerable. This alternative provision will have its own specialist facilities and staffing and offer an innovative Key Stage 4 curriculum in partnership with Dudley College of Technology. This will enable learners to achieve positive outcomes and to progress to post 16 programmes that are relevant to them and that will, most importantly, improve their life chances. The Department for Education recognises the Trust's strength and its capacity to support other schools and has awarded Trust School Improvement (TSI) status. This confirms that the Trust is in a prime position for further growth and is keen to welcome both primary and secondary schools into our family.

In 2017, the Trust's mission was to transform our academies. All are very different places now where our core values permeate every aspect of school life. Learners and staff have the confidence to 'Dream big' and we know that our strong, collaborative culture will guarantee that we sustain success as we navigate the next exciting phase of our journey.

**Jo Higgins**  
Chief Executive Officer

**Lowell Williams**  
Chair of the Board of Trustees



**An Innovation Exchange Centre, established by the Trust in partnership with Millennium Point, Dudley College of Technology and The Black Country and Marches IoT will be integral to the Trust's commitment to pioneering innovation across all of its provision.**

## Our Secondary Schools



At the commencement of this plan, the Trust comprises of four secondary and two primary schools.

### Beacon Hill Academy, Sedgley

Beacon Hill Academy has over 1,000 learners on roll. The academy draws pupils from a large number of primary schools in a densely populated area, where a high proportion of learners is eligible for free school meals.

Beacon Hill Academy has a dedicated centre for learners on the autistic spectrum with trained staff to provide the extra support and care that learners may require. The school was judged 'good' by Ofsted in May 2024, with inspectors commenting that "everyone goes the extra mile for their pupils". The academy has seen a continuous trajectory of improvement in GCSE Progress 8 scores from 2019 onwards.

Beacon Hill Academy has been named as one of the schools for the government's School Rebuild Programme announced in December 2022. This project is expected to commence and be completed within the lifetime of this strategic plan. The project represents a once in a generation investment in the school's facilities.

### Pegasus Academy, Dudley

Pegasus Academy is the smallest secondary academy in the Trust with just over 600 learners on roll. Over 40% of learners are eligible for free school meals and nearly 30% have English as an additional language. The school offers a caring community where meeting the needs of the most vulnerable young people is at the forefront of its pastoral care provision.

The school is now above the national benchmark for the Progress 8 measure. Attainment particularly improved in the core subjects of English, Mathematics and Science. In the school's last Ofsted inspection, in March 2023, the school was judged 'good' in Behaviour and Attitudes, Personal Development and Leadership and Management. "Pupils are happy, polite and respectful."

Since joining the Trust, the school has been the subject of an extensive programme of refurbishment, which continues, in September 2024, an Alternative Provision, serving all the Trust's secondary schools will open and this will be based at Pegasus Academy continues.

### St James Academy, Dudley

St James Academy has over 800 learners on roll and for the past three years the school has been oversubscribed. The academy has a strongly inclusive ethos with over 40 different first languages spoken. Over half of St James learners are eligible for free school meals.

GCSE attainment and progress scores have improved year upon year; with several individual subjects recording Grade 5 plus achievements above the national average. In 2023, the school was the most improved school in the borough for the percentage of learners achieving a Grade 5 plus for both English and mathematics. The academy also has a strong track record of success in the arts subjects. Its most recent Ofsted inspection in June 2024 rated the school as 'good'. Inspectors commented that "St James Academy is an inclusive and welcoming school. Pupils are courteous and polite."

The school occupies historically significant facilities dating back to 1897, to which many modern blocks have been sensitively added. Since the creation of the Trust, extensive refurbishment works have been undertaken to ensure that facilities are good and well resourced.

### The Link Academy, Netherton

The Link Academy has over 1,000 learners on roll and now recruits to capacity. Over 40% of learners are eligible for free school meals and over 20% have Special Educational Needs. GCSE results have been improving steadily over a number of years, particularly in Mathematics and English and in 2023 the Progress 8 score placed the school as the most improved secondary school in the Dudley borough. The transformation in the performance and culture of The Link Academy was recognised by Ofsted in 2022, when they judged The Link to be a 'good' school, with inspectors commenting that "High ambitions are seen in all aspects of school life and senior leaders do not allow social disadvantage to be a barrier to success".

The Link Academy has benefited from a partial rebuild that created a three-floor teaching block together with a large school hall and refectory. In addition, the Trust has carried out extensive electrical, roofing and window replacement works.

The school is a Centre of Excellence for the Inclusion Quality Mark and is working towards Flagship status.



## Our Primary Schools

### Blowers Green Primary, Dudley

Blowers Green Primary was the first primary school to join the Trust in 2020, with the conversion from a community to academy school seen as a unique opportunity for both the school and the Trust to move into a new and exciting stage of development. Blowers Green is a one class intake school, with 210 pupils on roll from reception to year 6 and a 52-place nursery. The school serves a diverse community and around a third of pupils are eligible for free school meals.

The school continues to be one of the highest performing and most successful schools in Dudley, having been judged as 'outstanding' by Ofsted twice in succession and most recently in 2022. Inspectors commented that "Leaders demand and deliver the very best opportunities for pupils at Blowers Green. They 'Dream big' for, and on behalf of, all their pupils". Results at Key Stage 1 and Key Stage 2 are significantly above national benchmarks in all subjects.

The school is oversubscribed, regularly receiving over 100 applications for its 30-place reception class. The learning environment at the school is inspirational and a unique feature of Blowers Green is its Art Gallery and Museum, with pupils acting as curators of the exhibits.



### Kates Hill Primary, Dudley

Kates Hill Primary has 400 pupils on roll with an annual intake of 60 pupils. The school joined Dudley Academies Trust in June 2022 and is located in an area of high economic deprivation, with over half of the pupils having English as an additional language and over a third of pupils eligible for free school meals.

The school was judged as 'good' by Ofsted in 2022, and results have improved steadily year on year.

Since joining the Trust, a programme of investment in the development of the school's facilities and resources has commenced, including a new play area which was completed in just ten weeks to further develop the school's range of outdoor activities centred around physical activity, science and the environment.



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## Our Central Team

The Trust's central team will continue to deliver and develop a wide range of services to the academies within the Trust.

### School Improvement

The Trust has a high-quality primary and secondary curriculum, developed by a team of skilled subject specialists. This is available to any school joining the Trust. The Central Leadership Team works with school leaders to plan and deliver a bespoke programme of support and development. This can include support to undertake school self-evaluation and identify high impact strategies for improvement.

Subject leaders, who are based in an academy, are supported to develop their subject leadership skills through the Trust's highly effective Continuous Professional Development programme and through our coaching and mentoring approach.

Senior leaders from our schools, working with members of the central team, focus on supporting staff and raising standards across the curriculum. Support is tailored and offers an opportunity to be part of our 'immersive approach' where staff work alongside highly skilled teachers at our existing schools.

### Subject Directors and Trust Curriculum Leads

A dynamic team of outstanding teaching professionals who work across the Trust develop the curriculum in all subjects in both the primary and secondary phases. They support staff within our academies by leading curriculum development and review, delivering training and teaching key groups of learners.

### Safeguarding and Inclusion

The Trust's Senior Inclusion Officer provides support to ensure high-quality safeguarding provision in line with all internal, local and national procedures. Support is provided to ensure all statutory safeguarding duties and responsibilities are met. A training programme is provided for all staff including designated safeguarding leads and there is highly effective support for all learners.

### Careers Education, Advice and Guidance

Excellent careers advice and guidance are a key feature of our Trust. A Senior Careers Officer works across the Trust to implement the careers strategy, support our programme of careers education, forge links with local employers and provide a range of highly engaging careers experiences linked to local skills needs.

### Data and Performance

The Trust has developed comprehensive data and performance management systems that generate a granular understanding of pupil achievement. This detailed profile of how individual pupils are learning and behaving allows teachers and support staff to drive interventions and maximise pupil progress. At a whole-school level, the data models indicate where support from the Trust's Directors would be most helpful and provides a solid evidence base of the school's overall performance.

### Information Technology

The Trust has a centralised IT Strategy, which is vital to the effective delivery of the curriculum and overall success of the academies. This strategy ensures significant investment to maximise the benefits of e-learning. The use of Artificial Intelligence (AI) is a key area of development for the duration of this plan.

### Governance

The Trust's governance team provides an independent advice and support service to the Trust's board, its sub-committees and to each school's local advisory committee.



The Central Leadership Team works with school leaders to plan and deliver a bespoke programme of support and development. This can include support to undertake school self-evaluation and identify high impact strategies for improvement.



Highly effective, open and transparent communication lies at the heart of all we do. The clear target for the life of this plan will be to ensure that all of our academies recruit at or close to their agreed Pupil Admission Number (PAN).

## Our Central Team

### Compliance and Data Protection

The Compliance team ensures proactive management of all compliance issues, drafting and updating of policies and procedures, risk assessment and management of risk, and advice and guidance on General Data Protection Regulation compliance.

### Marketing and Communications

Highly effective, open and transparent communication lies at the heart of all we do. The clear target for the life of this plan will be to ensure that all of our academies recruit at or close to their agreed Pupil Admission Number (PAN). This priority is accentuated by the forthcoming demographic decline in learner numbers that is anticipated over the life of this plan.

### Human Resources

The Human Resources team delivers the Trust's HR strategy and provides practical support in all areas including creation and review of policies and procedures, performance management, staff wellbeing, safer recruitment practices and payroll management.

### Finance and Resources

Centralised financial systems enable the Trust to have effective oversight and control of finances, ensuring financial stability for our academies. The Trust is also able to purchase in bulk and achieve economies of scale that make a real difference to school finances.

### Property and Estates

A centralised Estates team provides a comprehensive property and estates service that includes planned preventative maintenance, scoping and tendering of projects, and negotiation of value for money contracts.



## Our Sponsor

The Trust's sponsor, Dudley College of Technology, is one of the most successful further education colleges in the UK, being rated as 'good' by Ofsted in its most recent inspection. The College is a major contributor to the development of the economy in the Black Country and beyond.

Dudley College of Technology is the lead Further Education institution in the Black Country and Marches (IoT, a major new development based at the heart of the Black Country). The IoT offers a wide range of high-quality technical education programmes with clear pathways to skilled jobs in Advanced Engineering & Manufacturing, Modern Methods of Construction and Medical Engineering & Healthcare. The College is also a key stakeholder in the inception of Health Innovation Dudley, which will deliver a new Higher Education Centre focused on Health and Life Sciences, due to open in September 2025.

The Trust's learners from the primary phase through to secondary benefit from the opportunities to experience both the College's and the IoT's world class facilities and to be inspired by the progression opportunities and career pathways which are available to them.

The strategic partnership with Dudley College of Technology and the Black Country and Marches IoT is a unique feature of our Trust which will be further developed during the life of this strategic plan through the development of a Master Collaboration Agreement which it is envisaged will further strengthen the opportunities for innovation, creativity in the curriculum and raising the aspiration of our learners.

## Mission, Vision and Values

### Our Mission

Working together we will develop inspirational schools which instil ambition and desire in young learners, open their minds, widen their horizons and equip them to succeed in a challenging world.

### Our Vision

By 2027 the Trust's excellent reputation will reach beyond Dudley and the West Midlands. The Trust will be well known for raising up education standards across the region and for being the employer of choice. Both disadvantaged

and non-disadvantaged learners will achieve outcomes well above the national average. The successful development of a pioneering Master Collaboration Agreement with Dudley College of Technology and the Black Country and Marches IoT will have achieved a progressive education group arrangement. This will optimise the value of careers education and employer encounters which will be integral to the curriculum. All learners will progress onto positive destinations with the majority accessing Level 3 programmes of study.

Our family of schools will number approximately twelve academies with the infrastructure to support further growth. A thriving cross phase alternative provision will have the capacity to meet the needs of learners in all our schools, both in the primary and secondary phase.

The Trust's highly effective and innovative inclusive practice will be fully embedded. In all academies, experienced and committed staff will be adept at using trauma informed approaches in all aspects of school life. Our learners will benefit from the development of a comprehensive range of enhanced support services.

All learners will develop resilience and their school's culture will help them to flourish, inspiring them to strive and to achieve.

The Trust has pioneered some highly effective projects with external agencies that has laid a firm foundation to sustain this help in the future. The 'Dudley Reflections' programme was spearheaded by the Trust which means that parents with mental health issues are now able to access support from CAMHS. Similarly, the 'Emotionally based School Non Attendance' project focuses on wellbeing support for parents to enable them to encourage their child to attend school. Alongside these powerful and highly effective initiatives, the Trust will continue to provide vouchers for parents to access a wide range of support from Provision House, a local charity which includes a food bank and also provides white goods and furniture. This will be further enhanced by the Trust's ongoing support for parents with school uniform. Not only is every learner in Reception and Year 7 gifted items of uniform as a welcome to their new school, but all learners in need are provided with an outdoor coat in the winter and a pair of shoes. The Trust's 'standby' fund is generously boosted by two Trustees who donate ten thousand pounds each year. This means that no child entering one of our schools will face the traumatic situation of feeling different because they don't have the right uniform due to poverty.

In partnership with Dudley College of Technology, the Trust will signpost parents to funded adult learning and career development opportunities, encouraging both them and their children to 'dream big'. As part of our civic duty, the Trust will continue to work proactively with a wide range of external agencies to support our families whenever they face adversity.

In these times of hardship and the cost of living crisis, our commitment to supporting our learners' families will continue and this will also serve as a model of good practice for other schools and Trusts to follow.

In our primaries, secondary schools and alternative provision, our commitment to innovative and creative teaching and learning will be at the forefront of all that we do. This will ensure that all learners are engaged and motivated by their experiences in lessons and in a wide range of cultural capital activities. Teachers will skilfully blend the latest available learning technologies into their teaching methods to deliver learning that truly inspires. Our relentless focus on encouraging our learners to dream big will secure them strong examination outcomes and lead them into positive destinations. All learners will continue to benefit from excellent careers provision which, in 2024, resulted in the Careers Gold Award for all four secondary schools, an exceptional achievement.

Our curriculum will be rich and varied, meeting the needs of all learners, both in mainstream schools and in our alternative provision. The Trust's partnership with Dudley College of Technology and the Black Country and Marches IoT will allow learners to access a wide range of pathways, integrating vocational programmes and high-quality work placements into the curriculum.

The Trust will be the preferred employer in the area. Our innovative Human Resources strategy will have staff wellbeing at its heart. Teaching staff and associate staff will have access to first rate continuous professional development and clear career pathways. All stakeholders will be fully committed to our core values and will feel proud to be involved in our pioneering Trust.

### Our Values

Our values are shared amongst all of the Trust's members. These values were shaped by the student leaders from each of our schools and reflect the kind of ethos and culture they want to be part of.

- Dreaming big
- Rewarding effort
- Leading together
- Respecting each other and our world
- Learning that inspires.



## Strategic Priority 1: Creating an Aspirant Culture

### Context

Since September 2017 when the Trust was formed, there has been a drive to develop an ethical culture that underpins our pursuit of excellence. Five core values are threaded through all that we do: Dreaming big, Rewarding effort, Respecting each other and our world, Leading together and Learning that inspires.

In 2022, the Year 11 cohort of learners were the first cohort to have spent all five years of their secondary education in our Trust's schools. They achieved the best examination outcomes and a high percentage progressed to Level 3 further education courses, a clear manifestation of our aspirant culture.

Encouraging all learners to aim high and to dream big is central to our aspirations for them. Approximately fifty percent of our young people come from disadvantaged backgrounds. In many of their families there has not been a tradition of learners moving onto further or higher education or on to higher level apprenticeships and careers.

The Trust is growing. Blowers Green Primary joined us in February 2020 and Kates Hill Primary followed in June 2022. The cross-phase aspect of our Trust provides a wide range of exciting opportunities. We now have a model of education that meets the needs of young people from the age of three in our nursery provision, all the way through the primary and secondary phases on to post-16 education with Dudley College of Technology and beyond. We also work closely with the new and dynamic Black Country and Marches IoT to raise awareness of degree level apprenticeships and to prepare learners for their future careers.

### What we will do

Working in close partnership with our sponsor, Dudley College of Technology, we are committed to unlocking the talent of the young people in the communities closest to us. Now in the next phase of our development, further strengthening our relationship with our sponsor is central to our intent. The Trust aligns with the College's mission to provide 'outstanding technical and professional learning, which raises aspirations, develops skills and changes lives.' (Dudley College of Technology's mission statement)

The Trust's special relationship with its sponsor and the newly established IoT presents an exciting opportunity for joint curriculum planning, innovation and sharing best practice. The development of a Master Collaboration Agreement will enable both educational charities to optimise promotion of their complimentary and common educational charitable objectives. This will integrate local education provision for the benefit of learners in Dudley in a mutually supportive, progressive education group arrangement.

As our digital strategy is further developed, the Trust will benefit from working in partnership with Dudley College of Technology. As we both continue our digital journey we will need to expand and develop our digital approaches in order to implement new and emerging technologies to enhance our teaching and learning and to prepare learners for the world of work. This will require targeted investment and the effective deployment of resources to ensure that we are able to remain agile, to adapt and to innovate. Digital skills will be a core competency along with literacy and numeracy to prepare learners for further and higher education and then into the workplace. The Trust's vision to deliver active, exciting, and inspiring teaching, learning and operational services will be strengthened by the provision of a robust and aspirational strategic programme of digital transformation.

We will continue our involvement in the Raising Attainment for Disadvantaged Young People (RADY) programme. We will work closely with this national organisation to implement strategies that will further improve the attainment of all disadvantaged learners. Our aim is to minimise any gaps between their performance and that of non-disadvantaged young people. This programme fits our culture perfectly as we believe that each individual young person, irrespective of their starting point in life, should have the best education and the best life chances possible.

Sharing best practice lies at the heart of the Trust's operations. Working in partnership with other Trusts at a national and local level will enable us to develop and implement the latest practice and ensure that all learners benefit from this rich exchange. We will also work closely with Millennium Point and higher education institutions to access the incredible learning experiences that are available in our region and beyond.



**Our growth mindset approach underpins the key principles of excellent teaching and learning and we encourage the use of motivational language that is based on excellence, inspiration and aspiration.**

## Strategic Priority 1: Creating an Aspirant Culture

From our primary foundation stage onwards, excellent careers advice and guidance will be a distinctive feature of the Trust. By ensuring that teachers and learners have access to key information about opportunities in the local, national, and global labour markets, the curriculum will remain relevant, responsive, and highly engaging. We will continue to work closely with employers to embrace innovation and for that to be reflected in the way our young people learn. High quality work placements will further enhance vocational programmes of study by bringing the world of work into our classrooms.

Supported by an extensive central team, all our academies are improving at pace. The Trust is committed to providing excellent teaching so that our learners can achieve outcomes that are above national benchmarks. All learners will be encouraged to aim high in all that they do. Targets can be limiting and have no place in a culture of excellence where limits are never imposed. We will continue to create the conditions for our learners to flourish and to achieve self-fulfilment and happiness. Building on our established good practice, we intend to secure 'research school' status through the Education Endowment Foundations' formal application process.

The Trust will continue to provide high quality support to ensure the mental and physical wellbeing of our young people. Our growth mindset approach underpins the key principles of excellent teaching and learning and we encourage the use of motivational language that is based on excellence, inspiration and aspiration.

We welcome Ofsted inspections and believe that our schools, both primary and secondary, will be judged at least 'good'. As we move forward, it is our ambition for all our schools to be outstanding.

Our academies lie at the heart of their community and our Trust will become recognised as an anchor institution within the communities we serve. As our schools are developing and improving, they will be regarded as beacons of excellence. Parents and carers are always welcome and our positive, productive partnerships will further support our learners. Working with our sponsor, we will expand our training offer to parents and carers. This will enable them to access a wide range of adult learning courses to support them with employment opportunities and with their career development plans. The Trust actively promotes the importance of lifelong learning and cultivates the belief that anything is possible at any age.

Increasing numbers of learners will achieve excellent examination outcomes, the natural by-product of a rich and dynamic education. We will maintain the highest of expectations of all learners, teachers, associate staff, governors and parents. We will maintain our commitment to achieving a high quality and consistent service to all our academies through an uncompromising and relentless pursuit of excellence.



Sharing best practice lies at the heart  
of the Trust's operations.

## Strategic Priority 2: Developing Exemplary Behaviour

### Context

The Trust's Values Driven Expectations behaviour model is well established in all academies which means that learners behave very well, both in class and out of lessons. Learner voice is loud and clear about their desire for the high standards which are consistently applied in order to create an excellent climate for learning.

Covid 19 presented some new challenges for many learners and their families, increasing the number of learners who are now experiencing a range of complex needs. For some time, there has been a lack of sufficient high quality alternative provision in the borough. It is imperative that we address this.

### What we will do

The inclusion agenda lies at the heart of our provision. The development of our behaviour model aligns with our commitment to supporting our academies to be fully 'trauma informed'. All staff, both teaching and associate, will receive ongoing Trust-wide training to enable them to implement strategies that support young people who have adverse childhood experiences. This will be woven into our approach to behaviour management which is founded on a relationships policy. Research confirms that this is also highly effective in supporting our disadvantaged and most vulnerable learners. We will work closely with the Attachment Research Community (ARC) in order to rigorously audit our provision using their framework. We aim to achieve the gold standard for all academies within the first two years of this plan.

Our learners continue to be supported and encouraged by all staff to develop the behaviours that will enable them to thrive in lessons and in the many cultural capital opportunities we offer. Our learners respect each other and their world and we will ensure that they are socially and environmentally responsible. Our learners are kind and courteous to each other and to adults. They are proud of their schools and wear their uniforms with pride. They will actively engage in a wide range of leadership opportunities, and they will be influential in playing a central role in shaping the future strategic direction of the Trust.

Our 'Commitments' programme ensures that all learners play an active role in their school and raises their awareness of their role, as active citizens in their local community. An increased level of investment in a comprehensive range of cultural capital activities including visits and trips will enable a greater number of learners to benefit and raise levels of participation. In particular, learners with special educational needs and disabilities (SEND) and those who are disadvantaged will be encouraged to enjoy the many experiences that we offer, thereby helping them to build their confidence, self-esteem and interpersonal skills.

School leaders have a prominent level of visibility and actively promote the Trust's five core values at all times, modelling exemplary behaviour, particularly with regard to the positive relationships they forge with our learners. They will actively promote a culture of achievement and support the recognition of achievement through whole school and Trust wide rewards. The Trust's 'Class Charts' management information system further enhances our approach to behaviour management. This will enable leaders to be more responsive to learners' positive behaviours, often acknowledging these on the same day as they walk their schools and actively seek out learners who are demonstrating excellent levels of effort.

The opportunity to access state-of-the-art facilities at Dudley College of Technology, combined with a high-quality work experience placement, will engage learners and enable them to progress to positive destinations. An in-house multi-agency team of specialists will ensure that all learners' needs are addressed and will include mental health support as well as therapeutic interventions when required.

The Trust will implement all aspects of its Alternative Provision strategy and will continue to explore new ways to support learners who face the greatest challenges.

An important additional aspect of our Alternative Provision strategy will be to develop a range of specialist provision within all our academies. This will further support learners' SEND and mental health needs and reduce permanent exclusions. The first phase established an Aspire Centre at St James Academy to serve the Trust's secondary schools and at Kates Hill for the primary phase. The Trust has committed a significant investment to develop the

required learning environments through extensive refurbishment and building works in addition to the recruitment of specialist leaders and staff. We intend to operate a 'hub' model so that each academy has an Aspire provision within their school. These will be linked to the central Alternative Provision based at Pegasus Academy and will benefit from their best practice and expert staffing.



**Our learners respect each other and their world and we will ensure that they are socially and environmentally responsible. Our learners are kind and courteous to each other and to adults. They are proud of their schools and wear their uniform with pride.**

## Strategic Priority 3: Outstanding Teaching and Learning

### Context

The Trust's first strategic plan set out our aim to develop innovative teaching and learning in order to achieve a marked improvement in learner attainment and progress. Outcomes in 2022 showed that all academies have made great strides forward. The four secondary schools have improved their position in the borough's league tables with one moving from a position of nineteenth (out of nineteen schools) to first place for the Progress 8 measure. In all schools, disadvantaged learners achieved above the national average. Blowers Green Primary achieved its best results ever, also retaining its 'outstanding' Ofsted judgment.

### What we will do

We will ensure that outstanding teaching and learning remains the Trust's foremost priority, monitored closely by the Trust Board. All learners, whatever their needs, will be taught by highly committed and highly competent teachers. Whether learners are in mainstream classrooms or spending some time in our Aspire Centres' alternative provision, their lessons will be both relevant and engaging, enabling them to make good progress and to flourish.

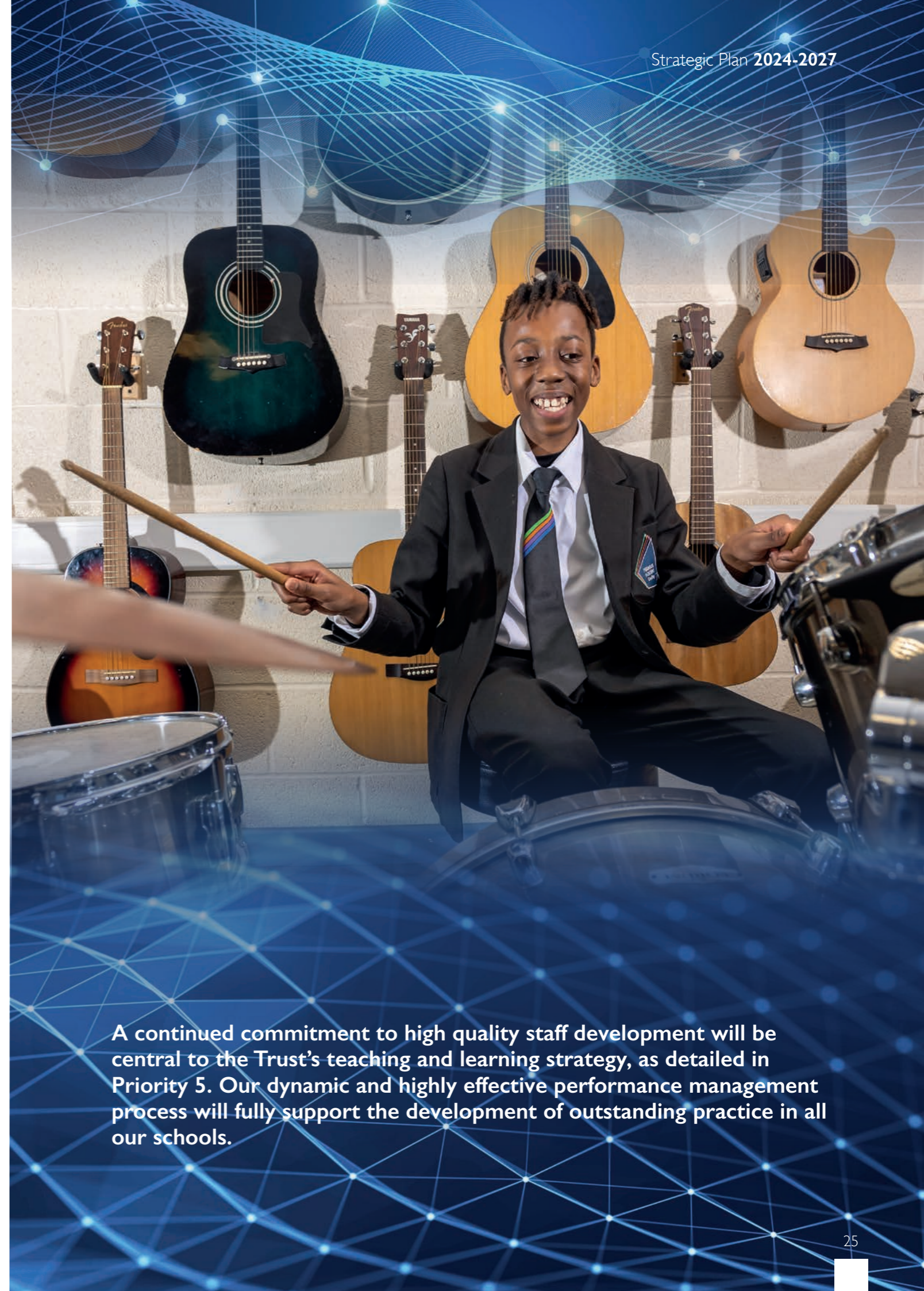
Disadvantaged (DA) learners will be proactively supported by all teaching and associate staff. Fully aligned to the RADY (Raising Attainment of Disadvantaged Young) principles, we will ensure that DA learners in both the primary and secondary phases have targets that are equal to non-DA learners so that all learners are able to achieve well and at a level above national benchmarks.

A team of Subject Directors for English, Mathematics, Science, History, Design Technology, Modern Foreign Languages and Trust Curriculum Leaders will ensure that the Trust-wide 'smart' curriculum is constantly reviewed and developed. Teachers will continue to benefit from high quality lesson plans for all year groups and will enjoy the many benefits that collaborative planning brings. Such opportunities are provided through weekly Continuous Professional Development which enables subject teams across the Trust to meet, share and develop best practice.

We will continue to develop our 'Every Lesson Expectations' teaching and learning model with a particular emphasis on creativity and innovation. The digital strategy will be integral to engaging and inspiring learners. We will ensure that all learners have access to leading edge digital delivery which enhances their employability and life skills, improving their progression opportunities. Innovative technologies such as AI (Artificial Intelligence), AR, VR and gamification will be used to enhance teaching and learning and the learner experience. High standards of delivery will be promoted through the effective application of digital pedagogy in all settings including face to face, online, hybrid, distance and pre-recorded teaching sessions.

Learners will continue to be encouraged to engage in the assessment of their work and to chart their own progress. To support well established approaches to Assessment for Learning, our digital strategy will explore innovative ways to evidence all aspects of an individual's learning journey. This will form part of a learner's individual digital profile which will capture all aspects of their learning and school experience as they move through each year group. At the end of their secondary education learners will have a valuable digital record which will support their progression to further and higher education and into employment.

A continued commitment to high quality staff development will be central to the Trust's teaching and learning strategy, as detailed in Priority 5. Our dynamic and highly effective performance management process will fully support the development of outstanding practice in all our schools. This will be facilitated through the well-established Teacher Development Programme, which will further support the coaching culture that will be fully embedded throughout the Trust. Teachers are encouraged to proactively develop their practice and to undertake research projects. This will enable us to secure Research School designation from the Education Endowment Foundation, confirming our commitment to developing and implementing the best evidence-based practice.



**A continued commitment to high quality staff development will be central to the Trust's teaching and learning strategy, as detailed in Priority 5. Our dynamic and highly effective performance management process will fully support the development of outstanding practice in all our schools.**

## Strategic Priority 4: A Relevant and Responsive Curriculum

### Context

A Trust wide 'smart' curriculum has been successfully developed and implemented for both the primary and secondary phase which is central to our improved outcomes in all academies.

A dynamic team of exceptional subject directors, develops the curriculum in all subjects in both our primary and secondary academies. They support our teachers by leading curriculum development and review, delivering training and teaching key groups of learners..

### What we will do

We will continue to invest time and resources into curriculum development to ensure that our curriculum remains both relevant and responsive. Above all, we will ensure that our curriculum engages, motivates and inspires our learners, whatever their age. Strengthening our partnership with Dudley College of Technology and the Black Country and Marches IoT will present a wide range of opportunities to further enhance our curriculum in all subject areas.

Subject Directors from both the primary and secondary phase will work with leaders from Dudley College of Technology and the IoT to map opportunities into our 'smart' curriculum maps for all subjects. As well as a wide range of STEM (Science, Technology, Engineering and Mathematics) learning experiences, there will be opportunities for learners to benefit from immersive vocational activities and to have the use of first-class facilities to involve them in all aspects of the arts. In each secondary school, the curriculum will be ambitious and relevant to the region's employment opportunities. Increasing numbers of learners will study Triple Science, Computing and Modern Foreign Languages. Our primary schools will align with this curriculum model ensuring seamless transition so that all learners can successfully move through each phase of their education.

In the Alternative Provision Free School and the Aspire hubs located throughout the Trust there will be a tiered approach. Some learners will access the provision for part of their timetable, some will do so for a fixed timescale and others will attend on a full-time basis. A core curriculum

focusing on literacy, numeracy, digital competence and personal development will be flexibly developed and tailored to meet the specific needs of learners. This will enable them to thrive as they move through key stages one to three and to access a range of vocational courses at college which will be linked to high quality work placements at Key Stage Four. Access to comprehensive careers, advice and guidance will allow learners to progress to positive post-sixteen destinations.

The Trust has recently committed a significant investment to develop an outstanding library provision for all schools. Brand new, state of the art libraries, have been installed in all secondary schools and this provision has also been strengthened in our primary schools. A new team of librarians have been appointed as well as a Reading Director who will shape and deliver a comprehensive Trust wide reading and literacy strategy. This development will lie at the heart of the curriculum.

As a Trust, we will ensure that all learners have a high level of literacy that is appropriate to their age. This will be achieved by giving our learners the opportunity to read widely and across all subjects. Teachers will be supported to deliver impactful approaches to teaching reading across the curriculum. This commitment and guidance will empower learners to develop and apply a wide range of skills to great effect, in reading, writing and communication. Highly effective teaching of literacy will further support learners' progress; effective literacy skills lead to improved self-esteem, motivation and behaviour and will allow learners to study independently. A love of reading will foster a love of learning.

Our reading strategy will incorporate three main strands:

- Regular reading-age testing that informs our targeted support and interventions for key readers.
- Universal support for all learners through a focus on disciplinary literacy within all subjects.
- The development and implementation of the Reading for Pleasure programme and the innovative use of our libraries and librarians.

High quality careers education will continue to develop and will further enhance the primary and secondary curriculum. A high-profile careers hub will be established in our primary schools and will facilitate a range of innovative careers encounters. In Year 7 all learners will continue to visit Thomas Dudley, a local manufacturing company, to understand how every subject they study relates to an aspect of this organisation's business. Similar encounters will be integrated into the curriculum for all year groups. The Trust's 'Staff Dream Big Day' will continue to be an important part of our professional development programme. All staff, both teaching and associate, will be supported to experience a day with an organisation of their choice, locally or nationally. Those staff who are teachers will then plan and deliver a specific lesson to show how their subject can be linked to their work experience. In recognition of this innovative practice, the Careers

Education Centre featured the Trust in a film they made to promote this initiative at a national level.

A greater number of cultural capital opportunities will add significant value to the formal timetable for all learners, offering a range of exciting teaching and learning experiences. In both primary and secondary schools, activities include sport, the arts, STEM projects and student leadership focus group work on issues that really matter to them, such as the environment and LGBTQ+. A group of Year 9 engineers from all secondary schools has recently embarked on an amazing project to build a two-seater aeroplane. Our learners will work with a team of Royal Aeronautical Engineers, supported by Millennium Point, to build the plane over a two-year period.



**High quality careers education will continue to develop and will further enhance the primary and secondary curriculum. A high-profile careers hub will be established in our primary schools and will facilitate a range of innovative careers encounters.**

## Strategic Priority 5: Developing our People

### Context

In the first phase of the Trust a full-scale staffing reorganisation was undertaken to ensure that teaching staff and associate staff roles were fully developed and aligned to the Trust's strategic priorities. A central team of 35 members of staff has been established in order to offer a full service of support to our schools. High quality, effective performance management combined with a comprehensive programme of Continuous Professional Development demonstrates the Trust's commitment to investing in our staff. Strong and effective leadership at all levels provides a framework for all staff to flourish.

We have high ambition for our learners and employees alike. For learners to enjoy a truly excellent experience, we provide consistently high-quality teaching backed by seamlessly integrated support services. We place great emphasis on our employee experience.

### What we will do

The Trust will implement all aspects of its ambitious Human Resources strategy. Staff wellbeing will be at the heart of this, and the employee assist programme will be accessed by staff as needed to enhance the support provided by key personnel in our schools and our central team.

The Performance Management Review process will further develop to underpin a coaching culture which will be conducive to regular reflective practice and our commitment to embracing an evidence-based approach to teaching. This will be integral to the research school accreditation that the Trust is seeking to achieve.

Continuous Professional Development will be closely linked to the priorities of our strategic plan with a key focus on evolving our teaching and learning model, establishing a rich culture of reading and implementing our digital strategy. In support of our commitment to advancing our inclusion agenda, there will be an emphasis on trauma informed practice and on sharing best practice from our alternative provision school and hubs.

We will ensure that we retain our staff through our investment in their career development, our strategic succession planning and our genuine commitment to staff health and wellbeing. Having a happy and fulfilled staff body will ensure that our learners benefit from the very best teaching and pastoral support.

New and existing partnerships with the business community through our sponsor, Dudley College of Technology will continue to provide a unique dimension to leadership development, enabling colleagues the opportunity to experience the world of work and to broaden their leadership skill set.

We remain committed to a highly effective teaching and learning model across our schools and our extensive teacher development programme will underpin this.

Collaborative opportunities to work across the Trust will reinforce our commitment to staff development and provide regular local opportunities for existing staff. Our participative and distributive management style will continue to support the engagement and participation of staff.

Recognising the continued need to attract and retain excellent staff, we will continue to pursue a policy of ensuring there are attractive terms and conditions and remuneration rates across the Trust. Our employee experience from recruitment through to retirement will be a priority.

Funding will be available to ensure effective recruitment initiatives are used to attract highly effective colleagues from both within and beyond the UK. We will continue to enhance our employee experience through first class onboarding for new appointments.

When recruiting new staff, we will ensure that they have the skills and personal attributes that meet our current and future needs. We will adhere to robust and appropriate recruitment and selection procedures including appropriate skills tests for all applicants. We will continue to ensure all managers comply with our safer recruitment practices.

The Trust is fully committed to placing emotional health and wellbeing at the heart of our decision-making. We will continue to support employees to make positive choices for their own wellbeing and encourage an open and understanding culture across and between all roles in the Trust. Specifically, we commit to building upon our long-term strategy for improving employee wellbeing including providing employee assistance programmes and wider benefit schemes to remain an employer of choice in the local area.

We will further develop our people, providing training for equality, diversity and inclusion and ensure that equity, fairness and transparency shape and inform our human resources policies and practices.

Through a range of human resources metrics, we will monitor our performance to inform future planning and ensure that feedback from colleagues maintains a strong employee voice.

Our employee onboarding procedures will be effective and efficient for all new appointments and will support colleagues well beyond their first few days. A digital first approach to HR systems will play a key role in all aspects of our people strategy.

The Trust intranet and other communication tools will ensure that all employees are well informed and have access to high quality, easy to access information.



**We will further develop our people, providing training for equality, diversity and inclusion and ensure that equity, fairness and transparency shape and inform our human resources policies and practices.**

## Strategic Priority 6: Developing Highly Effective Support Services

### Context

Associate staff play a vital role in contributing to our learner experience and are highly valued members of our school communities. Our central team provides essential and highly effective support services, in turn allowing our senior leaders to focus on education priorities without distraction.

The central team has grown considerably since the formation of the Trust and will continue to evolve as the needs of our schools change. Centralisation of services has been a hugely positive improvement for our schools and now achieves greater economies of scale and opportunities for collaborative approaches.

### What we will do

Further consideration for the centralisation of operational services will be made for financial, governance or quality reasons. Our approach to centralisation will provide further opportunities to improve value for money, reduce workload and support further growth of the Trust. The centralisation of functions will be continually reviewed to further develop governance control and accountability.

Through the careful growth of our central team and service provision we will ensure that strong value for money is achieved and excellent service provision is available to all existing and new schools within the Trust.

The Trust is committed to providing high-quality support for learners' mental health and wellbeing and a team of qualified professionals will be developed to ensure that this support can be deployed swiftly to address learners' needs.

In the constant drive for quality, the Trust will develop an accreditation process for all support services enhanced by a comprehensive professional development programme for staff at all stages of their careers. This will further enable all associate staff to engage positively with the Trust's performance management processes and ensure that they understand the vital contribution they make to the success of all learners. We will continue to embed the performance management process for associate staff to ensure it supports continued career development and highly effective delivery.

We will continue to develop Trust wide processes to ensure that best practice is adopted through all services. Our standard operating procedures will clearly define roles and accountability for all operational services.

Our marketing strategy will further develop the Trust and individual academy brand identity. Our communication tools, in particular utilisation of digital marketing campaigns will effectively communicate the strength of the Trust, its mission, vision and successes to parents, learners, employers and the wider community.

Marketing activity will positively promote each academy and the wider education group to achieve a high proportion of first choice applications, ensuring that all schools achieve increased learner numbers up to capacity.

Our holistic approach to social media will engage parents and learners to become more involved in the school community, events and developments across the curriculum, in turn achieving a high level of parental engagement to support all aspects of a learner's education and wellbeing.

Data services will further develop to provide efficient, automated and high-quality analytics to enable our school leaders to focus on regular intervention to improve learner outcomes. Interactive data dashboards will be further developed to allow school and Trust leaders, along with trustees, to access live data to inform their decision making. A clear emphasis on data quality through all systems will ensure that funding is maximised, and analytics provide the most value.

Ensuring compliance against statutory and legal requirements is a strength of the Trust and further development of digital systems to record and monitor compliance, policy and risk-based activities will ensure that efficient and timely monitoring is possible at Trust and board level.

We are committed to providing high quality services and advice to our schools and will further develop internal communications.

**We will continue to develop Trust wide processes to ensure that best practice is adopted through all services. Our standard operating procedures will clearly define roles and accountability for all operational services.**

## Strategic Priority 7: Developing our Facilities, Finance and Resources

### Context

The financial position of the Trust has remained positive in recent years despite a backdrop of challenging funding settlements and increased cost pressures. This demonstrates the benefit of being part of our family of schools to achieve strong economies of scale. Our curriculum led financial planning model continues to provide efficient and effective curriculum structures, enabling further financial resources to be invested in the wellbeing and support of our learners.

Through the investment of over £15 million in estates projects during the life of the previous strategic plan, our estate is now in a stable position. The aspirant culture of the Trust is reflected in the vibrancy of our learning environments. However, there remain substantial opportunities to remodel and redevelop our estate to ensure we continue to be able to further offer a high-quality curriculum whilst recognising the opportunities to support sustainability and energy efficiency.

Trust wide prioritisation of projects through school condition allocations is now possible following extensive condition surveys of all sites. 'Dreaming big' applies to our estates as much as to our learners, and future plans for estates projects include Beacon Hill Academy's inclusion in the Department for Education's School Rebuilding Programme as well as further significant investment in learning facilities such as libraries, staff rooms and specialist subject areas.

The Trust's vision to deliver active, exciting, and inspiring teaching and learning is now strengthened by the reliable provision of our ICT infrastructure and services.

### What we will do

Maintaining a strong financial position is an enabler to support all aspects of the Trust's strategic aims and we will ensure that all schools within the Trust operate a balanced in year budget. The Trust's top slice and reserves policy will enable the strategic use of reserves for the benefit of all, whilst allowing for support where required.

Robust and timely financial reporting and curriculum led financial planning will continue to ensure the strong financial position is maintained for each school and the Trust overall. A suitable percentage of General Annual Grant (GAG) funding will be allocated to support the strategic estates and ICT development, in addition to funding received from school condition allocations (SCA).

Financial reporting tools will be further developed to ensure that a digital first position is adopted and real time budget forecasting is possible. Budget holders at local level will be responsible for spending decisions within their delegated limits. We will ensure that all financial systems and services provide a proactive approach to decision making processes.

We will explore further opportunities for income generation at school and Trust level, allowing re-investment in other priority areas. Large contracts for catering and ICT and other areas will achieve best value during the course of this strategic plan to ensure alignment to the future aims of the Trust.

Following extensive assessment of our estates, capital projects will be planned for a period of three years in advance, ensuring that the highest priority projects are addressed in the most cost-efficient way, whilst ensuring that smaller projects can be combined to achieve greater economies of scale. All estates needs will be prioritised and well managed to uphold the very best standard of condition and suitability. Estates management will support the sustainability aims of the Trust.

We will ensure that the opportunity for Beacon Hill Academy to be part of the School Rebuilding Programme, a once in a generation opportunity, is maximised to the fullest extent possible. The programme is likely to be the largest investment in the school site for many decades and will ensure that other capital funding streams can be maximised for other sites.

Digital systems will continue to be developed to support estates projects whilst providing efficient data to Trust and board level.

Our vision for ICT will deliver first class, leading-edge technology to inspire and motivate learners. We will develop innovative delivery methods within the classroom and beyond ensuring that our SMART curriculum is further developed across the Trust.

We will review the provision of outsourced ICT contracts to ensure a high-quality service is provided with timely investment in priority areas, whilst providing excellent value for money. Where required, we will ensure a well-managed transition from current services is led by the Trust central team.

Investment in ICT infrastructure will ensure that high quality and reliable provision is available across all sites, and devices will be fit for purpose and regularly refreshed in an affordable way. Specialist equipment will support exciting opportunities to enhance our curriculum offer. The use of AI will be a key theme in supporting the use of ICT across all curriculum areas and business operations.



**We will explore further opportunities for income generation at school and Trust level, allowing re-investment in other priority areas. Large contracts for catering and ICT and other areas will be fully reviewed during the course of this strategic plan to ensure alignment to the future aims of the Trust.**

## Strategic Priority 8: Developing Highly Effective Governance

### Context

The Board of Trustees of Dudley Academies Trust has three core functions:

- Ensuring that the vision, ethos and strategic direction of the Trust and academies are clearly defined.
- Ensuring that the senior executive leadership team perform their responsibilities in respect of the educational performance of the academies.
- Ensuring the sound, proper and effective use of the academies' financial resources.

These objectives are achieved through an effective governance structure which has clear separation between roles at all levels, including Members, Trustees, Local Advisory Committees and Trust Leadership.

The governance structure ensures compliance with statutory guidance and business plans provide a framework to structure the work of Trust Board, its sub-committees and the Local Advisory Committees of the academies, promoting the values of leadership with integrity and transparency at all levels.

Beyond these statutory responsibilities however; the board's primary role is in setting the strategic direction of the Trust; in doing so the board aims to foster a climate of innovation, where creativity is encouraged and success is celebrated.

### What we will do

The board has identified the following key objectives in respect of governance for this Strategic Plan:

**Strengthening the strategic relationship between Dudley Academies Trust and its sponsor, Dudley College of Technology, through the establishment of a Master Collaboration Agreement.**

Whilst recognising the legislative constraints within which such an arrangement must currently operate, the Trust will continue to champion the benefits of the unique relationship between a multi academy trust and a further education college, in fulfilling the need for place-based solutions, strengthening collaboration between schools and colleges, driving learner outcomes, creating efficiencies and supporting employers, learners and their localities to meet the identified skills needs of the region.

The Trust will continue to operate in close collaboration with Dudley College of Technology, with a renewed focus on the strategic relationship between the two organisations as well as the Black Country & Marches IoT. Our learners will benefit from access to the College's and IoT's state of the art facilities, whilst our staff will benefit from the opportunities for joint curriculum planning, innovation and sharing best practice. The development of a Master Collaboration Agreement will enable both educational charities to optimise promotion of their complementary and common educational charitable objects, integrating local education provision for the benefit of the learners of Dudley in a mutually supportive, progressive, education group arrangement.

**A scheme of delegation provides clear lines of decision making and accountability at all levels of governance and leadership.**

As the Trust expands and matures, it is good practice to review the scheme of delegation regularly to ensure that it remains fit for purpose, accurately reflects the Trust's policies and practices and is adaptable to suit the future expansion of the Trust.

The best possible outcomes are achieved when the board is confident that key compliance issues are being addressed in a timely fashion whilst allowing time for the board to reflect on strategic considerations. The role of the sub committees will be regularly reviewed to ensure that they are providing an appropriate level of scrutiny and challenge and are able to provide clearly defined recommendations to the board. In addition, each academy's local advisory committee will be given a level of responsibility appropriate to the specific circumstances of its school. During the life of this strategic plan, the scheme of delegation will therefore be continually reviewed to ensure that it remains fit for purpose and that all parties understand their role in a clear and transparent decision-making process.



**The Trust will continue to operate in close collaboration with Dudley College of Technology, with a renewed focus on the strategic relationship between the two organisations as well as the Black Country & Marches IoT.**

## Strategic Priority 9: Leading Sustainability

### Context

Dudley Academies Trust is committed to educating our learners about environmental concerns and the importance of living sustainably. We recognise our responsibility to ensure that learners have the necessary understanding of environmental concerns, so that they can apply this to their lives and adopt an eco-friendly lifestyle.

We encourage both learners and staff to think about the environment and how their actions will impact upon their local surroundings, as well as the global environment. The Trust has a duty to prepare future generations with the knowledge and skills to manage the world's resources wisely. Learners are expected to demonstrate an active interest in and concern for all natural environments and we will encourage each learner to recognise the role they can play in supporting environmental and sustainable practices.

The effective development of sustainable approaches across the Trust will ensure that learners are taught about environmental sustainability, promote an eco-friendly attitude, and ensure that schools themselves are as sustainable as possible.



### What we will do

The Trust is fully committed to being sustainable and environmentally friendly. We aim to reduce our carbon footprint and to implement and pursue practices which will help to foster an awareness and understanding of the environment in both learners and staff.

The Trust will:

- Work towards net zero by 2043 at the latest.
- Develop our staff, services, and estates with environmental and sustainability targets in mind.
- Empower our learners through a comprehensive green curriculum.

We will develop and promote a sustainability culture by developing student leadership, promoting sustainability throughout our operational activity and ensuring that sustainability is a consideration in all key decisions.

In working with our estates developments, we will:

- Enhance our energy efficiency measures within our Campus to monitor and inform our strategy.
- Reduce our reliance on fossil fuels.
- Reduce our water use.
- Reduce and remove non-recyclable waste.

Our Sustainability Strategy will engage with our Communities to promote sustainable transport and community collaboration, and utilise local supply chains. Development of our Curriculum offer will ensure that learners, staff, and community members are aware of environmental issues and have the knowledge to be able to make informed decisions around their lifestyle in order to live sustainably.

Specifically, in the timeline of this Strategic Plan, we will:

- Renew energy contracts only with sustainable energy tariffs.
- Increase the amount we recycle.
- Reduce carbon emissions by 10% across the Trust.
- Reduce the amount sent to landfill by 50%.
- Eliminate the use of single use plastics in all of our schools.



**During the life of this strategic plan, we will work to further develop parental and wider community engagement in governance, ensuring that the local advisory committee is a forum through which the parental and community voice is heard to champion the best interests of learners.**

## The Trust's Growth Plan

The Trust's ambition is, over time, to grow a family of local primary and secondary schools working together in a coherent manner to meet the needs of learners in the local and wider area. We therefore have the ambition to increase the number of schools in the Trust to approximately twelve schools or 7,500 learners.

We recognise the benefits of being a cross-phase trust and seek growth in primary, secondary and special school sectors in order to strengthen our school improvement model.

The Trust welcomes schools that will subscribe to the core vision and values of the Trust but will not be limited by an Ofsted rating or previous financial strength. In considering an application to join, the Trust will complete a careful process of due diligence and any school joining the Trust would be expected to commit to:

- Trust Teaching and Learning principles.
- Trust assessment and reporting arrangements.
- Trust Governance arrangements.

Any new school joining the Trust will be reassured by the Trust commitment to aligned autonomy. All schools will benefit from the high-quality services that are provided by the central team and will be required to contribute financially through a top slice charge. This charge could be initially flexible depending upon the level of support that is required.

The Trust also recognises the need to better support young people for whom mainstream education is not the most appropriate route. The Trust has a long-term commitment to working with a range of partners on the development of a solution including the development of a collaborative education group. Dudley College of Technology provides a rich source of capacity in terms of innovative curriculum design, comprehensive learner support services and employer engagement. Through this, we believe that we can create a highly effective, innovative provision.

The pace of growth will be carefully considered depending upon the profile of new schools, their geographic location, and the Trust's capacity to provide school improvement and operational support services.

Capacity to support future growth will be carefully considered by the Executive Team and Board of Trustees to ensuring that our growth aims are balanced with the needs of our current schools.



## Our Targets for 2027

### Admissions

All our schools will be at capacity for Reception, for Year 7 and for our alternative provision.

### Primary outcomes

Year 6 outcomes for expected progress and greater depth will be above the national benchmark for disadvantaged and non-disadvantaged learners.

### Secondary outcomes

GCSE Five plus in English and Mathematics will be above the national benchmark for disadvantaged and non-disadvantaged learners.

Progress 8 will be above 0.1 in all secondary academies.

### Attendance

In all schools, attendance will be at or above the national benchmark. Persistent absence will be at or below the national benchmark.

### Destinations

All learners will progress to a positive destination.



*Discover  
more...*

Dudley Academies Trust operates a policy of openness and transparency in all of its activities.

Further information about the Trust can be found on our website at [www.dudleyacademiestrust.org.uk](http://www.dudleyacademiestrust.org.uk)

Further information about the Trust's sponsor Dudley College of Technology can be found at [www.dudleycol.ac.uk](http://www.dudleycol.ac.uk)

For further information on any aspect of the Trust's operations, please contact [info@dudleyacademiestrust.org.uk](mailto:info@dudleyacademiestrust.org.uk)

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