



DISCOVERY

Multi Academy Trust

DISCOVERY MULTI ACADEMY TRUST

STRATEGIC BUSINESS PLAN

2025-2028

DEMOCRATIC - INCLUSIVE - COLLABORATIVE - EXCELLING

CONTENTS

- 1. About our Trust**
- 2. Our Vision**
- 3. Our Strategic Aims**

I. ABOUT OUR TRUST

Discovery Multi Academy Trust (“the trust”) is a charitable company limited by guarantee and registered with Companies House. The trust can enter contracts, hold land, and employ staff as a legal entity.

Being both a company and a charity, the trust’s Board consists of charitable trustees who also serve as directors. This dual role requires the trust to meet obligations under both company and charity law.

Discovery Multi Academy Trust was established in September 2016 following the amalgamation of three Plymouth-based primary schools: Beechwood Primary Academy, Oakwood Primary Academy, and Weston Mill Community Primary Academy.

The trust is committed to building social and professional capital as part of its vision to become one of the South West’s most dynamic and collaborative educational organisations. By fostering strong networks and creating rich, challenging, imaginative, and inclusive learning environments, we aim to ensure every child is empowered to thrive.

2. OUR VISION

We are committed to ensuring that every child thrives by providing high-quality learning experiences and equipping them for the next stage of their education.

To achieve our vision, we will:

- Foster an environment where children and staff excel by encouraging collaboration to secure the best outcomes and progress for all.
- Develop vibrant learning communities that work together to raise standards and achieve positive outcomes, while strengthening connections within the wider community.
- Uphold the values that shape our culture and define how we work:

Democratic

- Create inclusive, democratic learning spaces that value individuality, tolerance, and mutual respect.
- Celebrate the diversity of our academies, encouraging open dialogue and the sharing of ideas.
- Promote meaningful parental involvement by offering guidance and support to strengthen learning at home.
- Equip learners with the social, moral, spiritual, and cultural skills needed to be thoughtful, active, and compassionate citizens.
- Ensure all voices within our community are heard, empowering everyone to contribute to the trust's ongoing development.

Inclusive

- Provide an environment where every child can realise their potential and achieve at or above national standards.
- Encourage resilience by helping children embrace the challenges of learning and persevere through setbacks.
- Offer opportunities for all learners to flourish through rich, varied, and imaginative experiences, including extra-curricular activities.
- Foster a culture of curiosity, where children are inspired to explore, deepen their understanding, and value their education.
- Promote excellent attendance, aiming for rates above 96%, and ensure all learners feel safe and supported in a community intolerant of prejudice.
- Provide the support and access needed for every child to achieve success.

Excelling

- Maintain consistently high expectations for learners, staff, and parents across all our academies.
- Maximise resources to deliver the greatest benefit for children's learning and development.
- Support professional growth for staff, with a focus on quality assurance, training, and impact-driven practices.
- Promote confident, self-assured learners through clear, timely feedback and support.
- Foster self-discipline and high standards of behaviour across all our academies.

- Continuously evaluate staff performance to drive improvement and achieve excellence.

Collaborative

- Build strong relationships with parents, carers, professionals, and the wider community to support health, well-being, and the best conditions for learning.
- Work together to share and adopt best practices, ensuring a positive impact on our schools and their communities.
- Provide broader life experiences that equip children with the skills and knowledge needed for their future aspirations.
- Collaborate with external partners to enrich the opportunities available for our learners and their families.
- Strengthen social cohesion by promoting cooperative values such as respect, fairness, and inclusion to help improve our communities.
- Ensure every child is well-prepared academically, socially, and emotionally for the next stage of their education while building connections with other organisations to support their journey.



Our Discovery Behaviours

Our Discovery Behaviours guide how we interact with colleagues, children, parents, and stakeholders every day, enabling us to embody our values of being **Democratic**, **Inclusive**, **Excelling**, and **Collaborative**.

1. **Build Positive Relationships**

I develop positive relationships with children, staff, and parents.

- I listen with an open mind and stay kind to myself and others.
- I share my strengths and skills and seek input from others.
- I approach interactions with positivity and respect.

2. **Actively Collaborative**

I work with others to achieve the best outcomes for children.

- I share ideas, seek solutions together, and challenge processes to improve.
- I value teamwork and respect others' priorities and deadlines.

3. **Show Respect**

I treat everyone with respect and courtesy, regardless of the situation.

- I act with integrity, consider others, and give my full attention.
- I avoid assumptions, aggression, or dismissive behaviours.

4. **Embrace Innovation**

I look for creative and effective ways to improve and embrace change.

- I support new ideas, challenge the status quo, and seek growth opportunities.
- I stay open to change and proactively explore better ways of working.

5. **Give Support**

I encourage and support others, recognising their contributions.

- I share resources, celebrate successes, and offer help when needed.
- I exercise patience and seek to lift others.

6. **Bring Passion**

I bring energy and positivity to my work every day.

- I focus on solutions, inspire others, and take pride in delivering my best.
- I remain proactive, optimistic, and driven to exceed expectations.

7. **Be Reflective**

I strive to learn, improve, and deliver on my promises.

- I embrace feedback, challenge myself, and acknowledge my mistakes as opportunities to grow.
- I remain accountable, proactive, and committed to upholding the highest standards.

3. OUR STRATEGIC AIMS

STRATEGIC AIM 1: EDUCATIONAL PROVISION

All academies will demonstrate high-quality, inclusive Education.

- a. To improve standards so that year-on-year more pupils achieve, making good or better progress.
- b. To develop high-quality professionals and future leaders who enrich a rich and broad curriculum in each academy.
- c. To ensure that groups at risk of underachieving make good or better progress.
- d. To deliver the Curriculum plan, ensuring that all pupils access and participate in an inclusive

STRATEGIC AIM 2: TRANSFORMATIVE SCHOOL IMPROVEMENT

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

- a. To secure an accurate and robust self-evaluation process that demonstrates impact.
- b. To develop school-to-school support.
- c. To build links with other MAT's and professional partners. and training providers and educational process.

STRATEGIC AIM 3: GOVERNANCE AND BUSINESS

To ensure that there is a secure governance structure that demonstrates effective and robust strategic and operational governance.

- a. To develop a fully-functioning, high-level MAT Board of Trustees that represents the full range of skills required.
- b. To ensure the strategic plan for the Trust is implemented with clear accountability and impact across Governance.
- c. To develop Governance sight across and within the Trust to ensure we achieve our objectives.
- d. To embed high quality governance at the Local Advisory Board level, focused clearly on raising standards.

STRATEGIC AIM 4: FINANCIAL ROBUSTNESS

To ensure that the MAT has strong financial management that is efficient and effective, enabling it to deliver on its commitments to grow and prosper

To develop productive partnerships with Trusts, the Local Authority, and other professional appropriate organisations across the City and beyond

- a. To develop measured and systematic growth over the next three years
- b. To meet the key financial performance measure for the Trust
- c. To enhance the management of resources to enhance provision capacity
- d. To deliver a strong business plan which minimises risk
- e. To continue to develop our Trust objectives in partnership with our Trust educational community, supporting the wider City.
- f. To explore the development of Trust growth and the development of secure partnerships with other Trusts.

STRATEGIC AIM 5: DEVELOPING PEOPLE

To ensure that the MAT has a systematic approach to supporting its people and partners, supporting our workforce in their development

- a. To embed the Trust's plan to identify and staff across the school's building capacity
- b. To develop the Trust's coaching framework and use leaders strategically across the Trust to support schools.
- c. To embed the Trust's Professional development and support plan to support staff at all stages of their career, promoting well-being and appropriate workloads
- d. To develop productive partnerships to enhance and improve the work of the Trust

STRATEGIC AIM 6: EFFECTIVE ESTATE MANAGEMENT

To ensure that the mat has a robust and compliant premises plan that ensures effective management and maintenance

- a. To ensure the compliance of the Trusts estates is maintained and meets all statutory guidelines
- b. To maintain and develop the estate to ensure the best and most efficient use of resources
- c. To develop a robust premises plan ensuring that this also supports safeguarding requirements

STRATEGIC AIM I: EDUCATIONAL PROVISION

ALL ACADEMIES WILL DEMONSTRATE HIGH-QUALITY, INCLUSIVE EDUCATION

Success Criteria 2028

- SC1. Outcomes and progress at all assessment points are above national levels across the Trust and in each academy.
- SC2. Quality First teaching across the Trust ensures outcomes for pupils is good or better.
- SC3. Groups at risk of underachieving, are progressing at least in line with their peers nationally and achievement gaps are diminishing.
- SC4. All academies have reached, maintained or exceeded the expected standards as determined by OFSTED.
- SC5. All Academies have robust safeguarding procedures and culture which is evidenced.
- SC6. The role of the Local Advisory Board impacts on the improvement in the quality of provision.

Milestones

- M1. In each of these areas the aim is to be at least in line with national levels by 2025 and continue to move on an upward trajectory year on year.
- M2. The impact of good teaching will ensure that all pupils make appropriate progress.
- M3. Safeguarding systems are evidenced as effective through external review.
- M4. Local Advisory Board has no skills gaps, undertake training, understand their role and how they support schools.

Key Performance Indicators

- KPI1. SEND outcomes are in line with those nationally.
- KPI2. External review of Safeguarding considers systems and practices to be robust.
- KPI3. Pupil progress and attainment is robustly monitored and tracked to ensure any underperformance of pupils, or groups of pupils, is identified, and effectively addressed.
- KPI4. A progressive and knowledge-rich broad and balanced curriculum is provided for all pupils across the Trust.
- KPI5. To deliver the Curriculum plan, ensuring that all pupils access and participate in an inclusive educational process.
- KPI6. To secure an accurate and robust and self-evaluation process that demonstrates impact of SEND attainment.
- KPI7. Teaching and learning is focused on key pedagogical strategies and is continuously evaluated and developed to ensure that all pupils have access to a broad and balanced curriculum.

STRATEGIC AIM 2: TRANSFORMATIVE SCHOOL IMPROVEMENT

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

Success Criteria 2028

SC7. All academies benefit from frequent monitoring and evaluation visits from the CEO, Central support staff and an external Peer and Trust Review, in line with the academy's current needs.

SC8. On-going support and development work is delivered increasingly by academy colleagues.

SC9. SWiT and other external organisations provide effective school improvement opportunities.

SC10. The Trust is engaged in the deployment of training places and there is evidence of recruitment coming from this pool of trainees.

SC11. There is a range of opportunity for joint practice development across the MAT with Peer Review partners and other Trusts.

Milestones

M5. MAT leaders, including in subject areas, are effective and meet the needs of the academies and the Trust.

M6. Academy colleagues work strategically across the MAT and with other Trust's.

M7. Staff fully engage in their Professional Development Plan and are working towards developing their role and aspirations for the future in line with the Trust's succession planning.

M8. Networked learning communities are embedding opportunities for professional. Development, including working with other Trusts, the Teaching Schools and partner groups engaging with the Plymouth Education Plan.

Key Performance Indicators

KPI8. All academies have reached, maintained, or exceeded the expected standards as determined by OFSTED.

KPI9. Identify, support, and develop phase, subject specialties, and future leaders across the Trust and demonstrate the impact of their development.

KPI10. School self-evaluation processes are accurate and robust and demonstrate impact.

KPI11. Collaboration is strongly promoted and developed across the Trust to provide school-to-school support (expertise, resources, leadership).

KPI12. Partnerships are built with other Trusts, education networks, and professional partners, which have a positive impact on Trust improvements and the capacity to develop,

STRATEGIC AIM 3: BUSINESS AND GOVERNANCE

TO ENSURE THAT THERE IS A SECURE GOVERNANCE STRUCTURE THAT DEMONSTRATES EFFECTIVE AND ROBUST STRATEGIC AND OPERATIONAL GOVERNANCE

Success Criteria 2028

SCI2. The Board of Trustees is recognised as being high-performing and has the full trust of the Regional Director and the academies to lead the organisation forward.

The Strategic plan impacts upon Trust and School Improvement.

SCI3. Leadership, including governance, is judged through our own systems and by inspectors to be good in each academy. Substantive leadership at all levels, are demonstrating clear progress in their own academy as well as across the MAT.

SCI4. All on-going safeguarding, health and safety and legal responsibilities continue to be met.

SC 15. Local Advisory Boards demonstrate clearly through their minutes and monitoring role, that they provide appropriate challenge and are clearly focused on raising standards in teaching and learning.

Milestones

M 9. Review of Board / LAB effectiveness and skills completed annually and reviewed to determine impact and next steps.

M 10. Policies for safeguarding, H&S, HR and finance are all in place and reviewed in line with legal requirements.

M 11. Teaching and Learning remains consistent through and adapted to ensure that all children can make good progress in line with the Trust's CPD & Induction programme.

M 12. Development of reporting mechanisms for Governance Groups to provide line of sight from Board to school level.

Key Performance Indicators

KPI 13. Boards are running at full complement and attendance levels are more than 75%

Governance at all levels understand and adhere to the Scheme of Delegation and reporting mechanisms are followed.

KPI 14. Leadership is rated good or outstanding in all academies and external review of Governance indicates this.

KPI 15. All monitoring activities are evaluated effectively and can demonstrate impact.

STRATEGIC AIM 4: FINANCIAL ROBUSTNESS

TO ENSURE THAT THE MAT HAS BUSINESS ARRANGEMENTS THAT ARE EFFICIENT AND EFFECTIVE, AND ENABLE IT TO DELIVER ON ITS COMMITMENTS TO GROW AND PROSPER TO DEVELOP PRODUCTIVE RELATIONSHIPS WITH TRUSTS, THE LOCAL AUTHORITY, AND OTHER APPROPRIATE ORGANISATIONS ACROSS THE CITY AND BEYOND

Success Criteria 2028

SCI5. The central function structure is clearly developed to manage school improvement, behaviour & inclusion, premises, finance, and human resources effectively.

SCI6. The Board of Trustees can effectively deliver growth and improved services across the Trust.

SCI7. Financial forecasts indicate a stable budget position going forward, with no deficits corporately or in individual academies.

SCI8. The Trust effectively participates in the Plymouth Education Plan and provides educational support and impact across the city.

SCI9. The Trust undertakes Trust development with other MAT's and Local Authorities.

Milestones

M 13. The MAT has a substantive central team, with planning for succession in place.

M 14. Stronger relationships are established with external providers and partners, evidenced by value for money analysis.

M 15. Cost efficiencies across the Trust, and the strategic view developed ensures financial robustness.

M 16. External audits evidence that the Trust has effective systems for Premises, Finance, Health & Safety and HR.

Key Performance Indicators

KPI 16. Each academy maintains board-approved changes to extra spend budgets.

KPI 17. Pay expenditure is less than or equal to 75% of income.

KPI 18. The Trust maintains its reserves policy target. If the surplus exceeds 20% of income, funds are ringfenced for future spend.

KPI 19. Monthly management accounts are supported with a finance report, read by a trustee, with confirmation of safe receipt.

STRATEGIC AIM 5: DEVELOPING PEOPLE

TO ENSURE THAT THE MAT HAS A SYSTEMATIC APPROACH TO SUPPORTING ITS PEOPLE AND PARTNERS, SUPPORTING OUR WORKFORCE IN THEIR ENVIRONMENT

Success Criteria 2028

SC 20. The Trust has committed school leaders who are ambitious in their desire to improve educational outcomes for their schools

SC 21. Staff are supported in their Professional Development through a range of activities which are supported by those internally and externally to the Trust.

SC 22. Staff feel that their workloads are appropriate and are supported to balance the demands of their role

Milestones

M 14. The MAT continues to evolve its professional development and develops partnerships to enhance this

M 15. Systems are reviewed, following feedback to ensure effectiveness and value for money.

M 16. Staff turnover is managed, planned for, and is used to develop the organisation

M 17. Staff satisfaction levels are high, and people seek to work for the organisation

Key Performance Indicators

KPI 20. The proportion of staff undertaking Professional Development is at least 25%

KPI 21. All staff engage with Trust CPD

KPI 22. Evidence of consideration of staff feedback and its impact on system design and development

KPI 23. Staff have the opportunity to meet with leaders at all levels and satisfaction measures are high and are reviewed

STRATEGIC AIM 6: EFFECTIVE ESTATES MANAGEMENT

TO ENSURE THAT THE MAT HAS A ROBUST AND COMPLIANT PREMISES PLAN THAT ENSURES EFFECTIVE MANAGEMENT AND MAINTENANCE

Success Criteria 2028

SC 24. The Trust has a legally compliant and fit for purpose estate

SC 25. The Trust meets its Health and Safety requirements as identified from audit points

SC 26. The Trust has a competent facilities team that are proactive and ensure the sites meet organisational needs

Milestones

M 18. Systems reviewed to ensure value for money at each opportunity

M 19. The facilities plan is monitored by the Board as part of the plan

M 20. Staff skills are reviewed and best practice developed to ensure that across the Trust the required skills and knowledge are in place

Key Performance Indicators

KPI 24. The facilities plan is in place for all sites

KPI 25. In all Health and Safety compliance agreements, the Trust is RAG rated amber or higher

KPI 26. All amber RAG rated actions have a clear plan of action under the premises plan