



'Richness through diversity'

DALP Vision

2015 -2018

A Blueprint to Move DALP Forward

November 2015

The DALP Strategic Vision

'Richness through diversity'

Our Mission

Is to maximise the life chances of all DALP students through excellent teaching, exceptional care and outstanding performance. In the pursuit of richness through diversity, our multifarious staff teams make DALP academes great places to work and learn – a reputation we hold dear.

Our Core Beliefs

1. Putting students first
2. High aspirations, high expectations and high standards
3. A culture of scholastic excellence and ambition
4. Collaboration through challenging partnership
5. Encouraging diversity and valuing individuality
6. Supporting each other and others beyond DALP to improve
7. Valuing each others' differences and contributions

Our Core Goals

1. Our academies to excel in examination outcomes for all their learners
2. All academies enrolled within DALP prior to September 2014 to be capable of good or outstanding judgements from OFSTED when next inspected after September 2015
3. Our academies to be oversubscribed or on a significant upward admissions trend
4. The academies to be working closely together within DALP, creating a sustainable model of high quality education for the students who attend them. This will be as a result of accessing high quality corporate services, sharing ideas that work, adoption of appropriate common policy and practice, co-development, support provision and utilising teachers, leaders and support staff for the benefit of all academies.

5. DALP to be self- sustaining and outward looking using its capacity to support those who are underprivileged, in difficulty, or in any other way in need.
6. An inclusive culture to be the norm in each academy, with exclusions rare and every student leaving their academy with a plan for the next stage of their career.
7. The Professional Development Programme to be producing high quality committed professionals and future leaders for DALP academies as well as schools beyond.
8. DALP academies to be recognised nationally as organisations of high quality, producing outstanding results within a culture of innovation and achievement.
9. All academies within DALP to continually develop their own unique characteristics and ethos re- enforcing their individual identities within their respective communities. In our faith academies, their unique distinctiveness will underpin how they grow, develop and enrich the experiences of all students across DALP.
10. DALP to constantly build upon the diversity of its academies in order to broaden the experience of its students and communities and challenge discrimination and prejudice in all its forms.

Our Vision

Our vision is encapsulated under the following headings:

Corporate Development
Governance at Trust, DALP Board and Academy Board Level
Finance and Resources
Corporate Service Provision
Quality Assurance and Accountability
Education Provision and Performance
Culture of Partnership and Collaboration
Growth of DALP
DALP Profile Locally, Regionally and Nationally
Student Engagement and Leadership

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Corporate Development

Position By 2018

The DALP corporate function will be embedded thus ensuring appropriate strategic direction to the academies. There will be total clarity at corporate and academy level (including all stakeholders) as to the purpose and structure of the DALP organisation. Demanding but realistic corporate expectations, high levels of accountability and quality leadership, management and governance structures will ensure that we are operating according to our mission and values and achieving our ambitious goals. The DALP corporate identity will be fully embedded and reflected in every aspect of the operation of all academies. Our tight principles and practice (TPP) will be embedded in all academies thus securing consistently high levels of performance and educational outcomes. The provision of effective and efficient corporate and shared support services will enable academy leaders to focus upon their core business of providing high quality education which delivers aspirational student outcomes.

What we will see:

1. All bodies within the governance and leadership and management structures of DALP will have total clarity in respect of their roles and responsibilities enabling them to operate at the highest level
2. Such bodies will be held fully to account and subject to robust scrutiny
3. The corporate function will be fully defined and understood by all stakeholders within DALP
4. Leadership and management structures will have evolved in a way which is commensurate with the capacity required to meet the demands of successfully running an expanding MAT
5. Tight principles and practice will be in place and subject to regular review and constant development. All academies will be operating according to these principals and practice
6. A visitor to any academy will see clear evidence of its membership of DALP both visibly and through conversation with employees
7. High quality and extensive corporate services will be facilitating significant financial efficiencies for academies
8. DALP values will be explicit within the values of each academy

Governance at Trust, DALP Board and Academy Board Level

Position by 2018

Governance will be of a high quality at Trust, DALP Board and Academy Board level. The Trusts' legal responsibilities, although delegated to the DALP Board and Academy Boards, will be fully discharged to a high standard. The role of the DALP Board will be significantly restructured to ensure that it consists of all the Directors of both Trusts and will be the governing body of the DALP organisation in addition to monitoring the quality of Governance at Academy Board level on behalf of the Trusts. Schemes of delegation will be in place which ensure that the DALP Board and Academy Boards are clear about the expectations of them and the parameters within which they are working. The Trusts and DALP Board will be of a size and complement which is fit for purpose and combines appropriate representation from academies with external expertise whilst satisfying all legal requirements as set out in articles, funding agreements and local agreements. High quality Governor training and support will be provided corporately and will be meeting the development needs of governors and boards as identified through self-evaluation, schemes of delegation, roles and developing national requirements.

What we will see:

1. Clear and concise schemes of delegation in place for governance at all levels which ensure there is no overlap in responsibility between the various boards
2. High quality of governance is delivered by all Boards, at DALP and academy level under the scrutiny of the Trusts
3. All academy boards have gained 'Governor Mark'
4. DAT and NCEAT are both multi academy trusts with common structures within DALP
5. High quality and consistency of clerking and governance support is provided for all Boards
6. Governance at all levels is rigorously quality assured, all boards self-evaluate their performance and appropriate development opportunities for governors are provided
7. All governors at Trust and DALP Board level will be acting independently in the best interests of the organisation
8. The Trusts will be ensuring that all their legal responsibilities delegated to the DALP Board and Academy Boards are fully discharged as are any responsibilities which they have directly and specifically not delegated.
9. All Boards will have a balance in terms expertise and experience and in terms of the amount of time and commitment they can give. No governor will be operating below the minimum expectation for individual governors within DALP
10. All Academy Boards will have gained and/or retained Governor Mark or its equivalent.

Finance and Resources

Position by August 2018

A central corporate financial management structure will be in place which ensures rigorous monitoring of financial management at both DALP and academy level. The corporate financial services team will be delivering a high quality service as defined by its service level agreement. This service will be kept under constant review against performance criteria by the Director of Finance and Resources. Rigorous and robust accountability and support will ensure high quality financial management across the organisation with all academies operating within their annual budget allocations building an appropriate level of reserve. Academy finance teams, accountable centrally to the DFR, will work with the Executive Principals, Principals, Heads of Academy and Governors to ensure efficient and effective financial control is in place in individual academies. First class audit outcomes will confirm the quality and effectiveness of financial management and systems. Financial risks will be clearly identified and managed appropriately and we will have first class regulatory procedures in place overseen by the Audit Committee and Accounting Officer. A corporate IT team will be delivering a first class IT support service at corporate and academy level which then enhances the effectiveness and provision of education in our academies. Income generation at corporate and academy level will contribute to increasing resources available to expand and improve corporate services and improve the level of funding available to academies. The corporate Estates and Property team will ensure a productive and beneficial relationship with the PFI providers so that academies are able to get maximum benefit from their sites and buildings. The team will also ensure that non PFI buildings and sites are of the highest quality possible within available resources. All available sources of funding through grants, DfE funds etc. will be explored.

What we will see:

1. A central financial structure which provides consistent and quality financial information to Directors, SLTs, Governors and Budget Holders.
2. A central structure for ICT support which provides cost efficient and effective day to day and strategic IT services.
3. A central structure which supports the development and production of accurate and timely student target and achievement data.
4. A central structure which manages key aspects of our properties and estate development plans.
5. Clarity through benchmarking that the organisation maximises its deployment of resources for delivery of education.
6. SLAs with key performance indicators for each service, which are monitored and reviewed annually by Academies and DALP
7. Clear and timely reporting to SLT's, Governors and Directors of agreed key information and targets for each service area.
8. Financial Reporting reflects developing needs of Academies and Trusts.

9. Curriculum Led Financial Planning drives necessary changes in resources.
10. Financial savings at DALP and academy level achieved through efficiency, economies of scale and central corporate provision of services are recorded and communicated to Boards and Local Governing Bodies
11. IT services provide rapid responses via a helpdesk service.
12. An IT development strategy for DALP and each Academy.
13. Best practice in collecting and reporting student data shared across Academies.
14. A clear picture of the cost of operating each site, maximising savings.
15. An estates development strategy for each site.
16. A plan for DALP to generate income.
17. Each academy has a plan to generate income.
18. A plan for services delivered via our Teaching School Alliance

Corporate Service Provision

Position by August 2018

An expanded range of corporate services (shared and central) will be in place and responsible for the strategic direction of service delivery to academies in line with corporate policy, TPP and service level agreements. Clear corporate services structures and service level agreements will also include external service models and costings to support and provide services to partners outside of the DALP organisational structure. SLA's and TPP for each corporate service will be in place and be the basis of a termly review with Principals/Leadership Teams. A strong reporting structure to Leadership and Governance structures will be in place to monitor compliance and impact of corporate services at all levels.

What we will see:

HR Services:

1. Good people management will central to the strategic direction of DALP academies.
2. All academies fully adopt corporate HR strategy and practice which supports a continuous improvement cycle.
3. SSB is responsible for ensuring DALP is regarded as a quality employer, supporting our ability to recruit, retain and develop high quality

- staff. Academies will embed agreed HR objectives into their academy plans
4. Effective succession planning development of a corporate workforce and development plan – “workforce planning”
 5. Effective internal communication and engagement – “staff voice”
 6. Good people management practice and effective HR information and systems will be in place
 7. HR compliance will be sustaining a fair and equitable reward and development culture

Communications, Engagement, Recruitment and Marketing Services:

1. A corporate service to support communication, engagement, recruitment and marketing services will be in place with a structure which defines clear roles and responsibilities supported by Tight Practice and Principles and SLA. At the heart of this will be the development of a DALP marketing and engagement framework which covers:
 - Organisational profile and branding
 - Marketing activity/service
 - Internal and external communication including press and media relationships
 - Website development, design and print.
2. All stakeholders will know what DALP is, what it stands for and how it benefits and supports academies within the group. The DALP brand and profile will be synonymous with high quality education.

Other Services:

1. A range of additional corporate services will be in place which will be making a significant contribution to the effectiveness and efficiency of service provision across the academies

Quality Assurance and Accountability

Position by August 2018

Rigorous and robust QA and self-evaluation will be securing high quality outcomes and ensure that aspirational performance targets are met at corporate level and within academies. Clear criteria will ensure total clarity of what is expected in terms of performance outcomes. Governors at Academy and Corporate Board level will be delivering good or better governance and will operate according to consistent tight P & P's. They will be fundamentally involved in QA/accountability processes relevant to those they govern. A high quality process of scrutiny and reporting will ensure that all bodies, groups and individuals with responsibility to scrutinise and hold to account have consistent, accurate and full information and data with which to make accurate judgements. There will be no surprises and challenge by such bodies, will contribute to raising standards and other improvements.

What we will see:

1. Effective and efficient accountability systems and processes will be in place at corporate and academy level
2. High quality PM and Appraisal will be contributing to the development of the workforce, outcomes and raising standards across the whole organisation
3. QA and Self Evaluation processes will be in place and constantly monitored for effectiveness and impact on outcomes
4. Planning at corporate level will be of the highest quality and informed by the outcomes of accurate and effective self-evaluation
5. Engagement of Governors and leaders will be appropriate and commensurate with their roles and responsibilities
6. Reporting will be accurate, regular and focused to enable all bodies with responsibility for accountability to be able to fulfil their role to the highest possible standard
7. Scrutiny will be embedded to guard against impropriety in any form
8. Challenge will be robust but accompanied by the highest quality support to aid development and improvement
9. All of our existing academies (as of September 2015) will be judged by Ofsted as either good or outstanding. Any other academy which has been a DALP member for 2 years or more will also be good or outstanding.

Education Provision and Performance

Position by August 2018

A larger, more diverse AIS team will offer much improved support and challenge to our academies. The team will comprise a highly skilled, multifarious set of professionals – nationally accredited for its impact in academies' improvement. AIS Best Practice Briefings ensure that our success is known by, and celebrated with, our wide and diverse set of external partners. Our success will result in commercial benefits for DALP as our skills are in much demand on the open market. Our AIS Service Level Agreement (SLA) for DALP academies will be second to none. It will encompass a huge range of expert support, training and development. Its prestigious DALP CPD Provision Map is nationally celebrated and shared. Our wide menu of provision will be enhanced through exceptional external partners. We will have 100% satisfaction survey feedback from our academies. There will be a beautiful symmetry at the heart of DALP reporting and accountability. Systems will work seamlessly as we have developed slimmer, tighter reporting mechanisms. Such developments will reduce the number of, and make for far speedier, meetings. Large numbers of DALP academies will have gained numerous national quality/kite marks – national bench-marks which celebrate and confirm each academy's successes. The Academy Transformation Team will have a well-founded reputation for swift, effective action in all new DALP academies. It will be regularly approached by schools and academies who either wish to join our partnership, or need to join in order to secure essential improvements.

What we will see:

1. All academies are accountable for their educational performance and outcomes to the DALP executive through the AIS Team
2. The work of the Academy Transformation Team will be overseen and directed by the AIS team in its work with all new DALP academies
3. Rigorous and robust accountability processes in place
4. Excellent reporting and information provision
5. AIS team larger and more diverse with the capacity to deliver the full range of its role and responsibility
6. AIS team will consist of:
 - Permanent DALP employed colleagues who work exclusively in improvement and support across all our academies – some full time, some part time

- Seconded DALP academies colleagues who work in temporary secondments in improvement and support on time limited projects across one or more of our academies
 - Externally sourced, fixed term, appointments to the team who work in improvement and support on time limited projects
7. The AIS team will work seamlessly with the TVTSA (and other TSAs), within and beyond DALP
 8. A highly effective, high quality 'Leadership Development Model' will be in place, led by the AIS Team, with responsibility to spot, manage and develop leadership talent across all DALP academies and beyond.
 9. DALP will have clear succession plans in place at corporate and academy level, overseen by the AIS Team
 10. The AIS Team will be working closely with a range of key external partners, including HEIs to ensure excellence in educational provision and student opportunity
 11. The AIS Team will produce and distribute Best Practice Briefings – within, across and outwith DALP. Annual targets will be set for the number of BPBs to be published
 12. The DALP Students' Learning Council (SLC) will work with the AIS Team to support and improve learning across DALP academies
 13. The AIS Team will be selling its improvement services on the open educational market
 14. A revised, comprehensive AIS SLA will be in place
 15. The AIS Team will lead and manage SDGs and TNGs under revised terms of reference
 16. A DALP peer review, support and challenge programme will be in place, led by the AIS Team
 17. The AIS Team will ensure the provision of high quality targeted professional training for all colleagues at all levels through the DALP CPD Provision Map
 18. There will be finely tuned and highly effective reporting and accountability:

At individual academy level:

- a. Whole school QA programmes detailed in the AIP, monitored through AIS meetings.
- b. Self-review is embedded and evidenced/monitored in annual cycles.
- c. DALP TPP are fully embedded and routinely monitored.
- d. Highest quality AIP, SLPs, TIPs and PIPs – routine, embedded and monitored.
- e. TTK's – routine, embedded and monitored.
- f. SEF (DALP template) is updated 2 x per year (late Autumn and early Summer terms).
- g. Quality 'marks' have been achieved which evidence external, nationally bench-marked provision in each academy – for example: Investor in Careers, Healthy Schools, Investor in Pupils, Ofsted good practice reports

At individual local academy board level:

All ABs excel in their 3 core functions:

- a. clarity of vision, ethos and strategic direction.
- b. holding the EP and/or P to account for educational performance – all aspects.
- c. overseeing corporate performance of the individual academy.

At DALP level:

- a. Annual Full Academy Reviews – identifying individual academies' position against current Ofsted school inspection framework.
- b. Interim Academy Reviews – generated from AIS and AIP information, bespoke to each academy, and led by some or all of 1-3 detailed in 6.1.
- c. Forensic analysis of, and response to, all AIPs and AIS meetings.
- d. Forensic analysis of, and response to, all external reviews of DALP and its individual academies – including Ofsted inspection reports.

At Trust level, trustees excel in:

- a. clarity of vision, ethos and strategic direction.
- b. holding the CEO and DCEO to account for educational performance – all aspects, all academies.
- c. overseeing the corporate performance of the trust

Culture of Partnership and Collaboration

Position by August 2018

All academies will understand and operate within a DALP culture of partnership and collaboration. Clear expectations and requirements in respect of partnership and collaboration will be fully embedded. Staff, Pupils/Students, Parents, Governors and other stakeholders will understand how DALP operates, its purpose and function.

All academies will identify themselves as a DALP academy and high levels of commitment to the organisation will contribute to the overall development and success of the group. All staff will be inducted into the DALP organisation by their individual academy and this will ensure a consistent and appropriate corporate identity is sustained.

What we will see:

1. Our academies regard themselves as an integral part of the umbrella organisation with a key role and commitment to contributing to academy improvement and raising standards across all academies
2. Strong evidence exists of the contribution of all academies in this respect
3. Performance management criteria for all senior leaders include contribution to partnership and collaboration within our organisation
4. All academies are represented on SDGs and TNGs. Attendance at meetings, commitment and contribution is high and agreed actions, policy and procedure, built into tight principles, are universally adopted
5. Best practice is shared as a matter of course
6. Best practice is honed and developed through partnership and collaboration
7. Colleagues in all academies support each other and celebrate each others' success. If 'one bleeds we all bleed'.
8. Cynicism and disengagement are fully challenged
9. Joint CPD is significantly expanded
10. Peer support and challenge is welcomed and expected
11. Everyone rallies round to support an academy experiencing difficulty

Growth of DALP

Position by August 2018

DALP will have progressed towards its ultimate goal of a maximum of 8-10 secondary academies and between 10 and 15 primary academies at a rate which is controlled and commensurate with its capacity to deliver its corporate function. A recruitment strategy will have ensured a balance within DALP between sponsored and converter academies, secondary, primary and special. DALP's capacity to deliver its corporate function will be enhanced and its quality raised.

What we will see:

1. RSC keen for DALP to sponsor new academies because of its improvement/transformation track record with schools/academies experiencing difficulties
2. At least one sponsored academy joining DALP each year
3. At least one converter academy joining DALP
4. An increase in the number of academies/schools expressing an interest in joining DALP
5. DALPs capacity to grow is sustained
6. A recruitment strategy will be in place with clear expectations of sponsor and converter academies in addition to what they can expect from DALP
7. An Academy Transformation Team will be in place, fully trained with the expertise necessary to secure rapid improvement in academies new to DALP

DALP Profile Locally, Regionally and Nationally

Position by August 2018

DALP is represented at local, regional and national levels on key policy and decision making bodies impacting upon national policy each year

We are viewed locally, regionally and nationally as an organisation of the highest quality. We contribute to the strategic development of the school led system with representatives working on local, regional and national bodies. DALP is viewed by other academies and organisations as an organisation which is a national leader and a badge of quality, making a significant difference to the life chances of children and young people by raising standards in the academies it is responsible for.

What we will see:

1. The DALP organisation has a reputation for excellent school improvement work with its own academies and other schools/academies beyond
2. DALP executives and principals are at the forefront of the school led system
3. All our academies parents and communities have a core awareness of DALP, its purpose, impact and where there individual academies fit within the DALP organisation
4. DALP has a local regional and national voice through the membership and contributions of its employees to a wide variety of forums, publishing of articles and best practice, and through consultancy and advisory bodies.
5. DALP profile is enhanced through all academy publications including websites, brochures, letterheads etc. All academies will be operating within a an agreed set of protocols
6. Every employee of DALP is fully committed to promoting and enhancing the organisation

Student Engagement and Leadership

Position by August 2018

Every student understands the basic principles and details of the organisation of which their academy is part.

Every student recognises the CEO/DCEO. All students are aware of the cross DALP activities annual programme which will be wide and diverse. A significant number of students will engage in DALP activities either directly or indirectly during the course of a year. Every academy has a level of commitment and a structure in place which ensures they are fully involved in DALP activities and their students are engaged. DALP offers students from across the organisation opportunities to develop their leadership skills. Student engagement and leadership leads in all academies will ensure the highest quality in all programmes – confirmed through the number of national and international awards/kite marks possible through the programme. DALP will be known for the quality of its student leaders. Staff experts will be known for the skill and confidence with which they nurture and develop tremendous leadership qualities in DALP students. Those students will be experts in learning too through the DALP SLC R&D programme and the resultant Best Practice Briefings.

What we will see:

1. Students from across all our academies involved in developing student engagement opportunities and activities
2. DALP activities programme caters for students with a variety of interests including sports, arts, quizzes, debating, specialist events, leadership development, visits
3. DALP activities embedded within each academy's enrichment programme
4. DALP activities cater for all abilities and groups of students
5. Expanded Student Engagement Forum provides opportunities for students to contribute to the development of DALP
6. Student engagement across DALP contributes to the development of student leadership skills
7. Every student recognises the CEO/DCEO and has core understanding about DALP which is constantly re enforced within academies
8. Clear evidence exists within academies of the impact of DALP at student level
9. A DALP Student Learning Council in place with full constitution recruited from students across all academies.

10. Student Learning Council ensures all academies play a full role in the annual programme of cross DALP learning, research and development
11. Regular formal meetings of SLC elected officials with CEO/DCEO at DALP HQ
12. The Student Engagement co-ordinator will publish Best Practice Briefings – at least 3 per year – signed off by the AIS Team
13. Student Engagement Co-ordinator in each academy maintains DALP display boards in each academy reception