



**Inspire Multi
Academy Trust**

Strategic Plan

2022-2025





Welcome to InMAT- a vibrant, forward thinking collaborative primary phase multi academy trust **where we always put children first.** I am extremely proud to chair this child focused trust. With fellow trustees, members and local governors we give our full support to our school leaders and executive team, led by our accomplished, determined and decisive Chief Executive Officer to ensure our collective vision for all our children is realised.

I have been privileged to chair this trust through a rapid period of change consolidating our many strengths and making key improvements to benefit all our stakeholders. This **strategic plan** is very exciting as it provides the platform for InMAT to accelerate recent developments to ensure all our stakeholders can engage with and deliver on our mission '**enabling great leaders to create great schools where we always put children first**'.

Recent work has focused on securing a sustainable trust with a dedicated and talented executive team and excellent school leaders at our core. The executive team and school leaders, very effectively led by our Chief Executive Officer, are driving the positive changes that are illustrated throughout the **strategic plan**. Such commitment and determination, at all levels of the organisation will ensure all our pupils receive the very best quality of education that gives them a very strong foundation from which to fulfil their dreams and aspirations.

Every child matters at InMAT and all colleagues work hard to ensure high quality support systems, extensive enrichment opportunities and wrap around care are key features in our schools. This is underpinned by the culture that trust leaders, trustees and governors have worked hard to develop. A culture where InMAT's common collaborative approach and purpose is clear, but the individual character and personality of our schools is maintained.

Trustees and trust leaders have worked extremely hard to ensure a stable financial platform to ensure we have a sustainable future, particularly at a time of volatile public funding and ever-increasing social factors pulling at school funding and provision.

InMAT is committed to improving further and we are not naive about the journey we have to take. This three-year **strategic plan** clearly illustrates where we are heading, and I am delighted to share the trust's exciting future plans with you.

Warm wishes

A handwritten signature in black ink that reads 'Linda Brooks'.

Linda Brooks
Chair of Trustees



About us

INMAT is a multi-academy trust based in Northamptonshire. **We are eleven great primary schools, working together to make a difference.**

We have passion for the work we do. We are committed to making sure **we always put children first**. We work collaboratively in and across all our schools to support each other and share ideas and expertise. Through coaching, empathy and professional development, our staff develop and grow. We use **initiative** to strive to be better. Together we create exciting, vibrant and **innovative** centres of learning. All our staff make INMAT stronger.

The **involvement** of our parents, carers and communities is vital to help our children become well-rounded and responsible citizens. Partnership and communication are essential in all that we do. Together, we are making a difference.

We work with **integrity** to provide our children with the best education, care and personal development opportunities. We **inspire** our children with a rich, diverse and challenging curriculum. Our **inclusive** approach means all our children get the chance to shine in all aspects of their lives. We prepare our children for their high aspirations. To grow and adapt in our ever-changing world. The experts, creatives, academics, and leaders of the future will come from our schools.



Little Harrowden
Community Primary School



Ashby Fields
Primary School



Kingsley
Primary School



The Abbey
Primary School



Falconer's Hill
Infant School



Kettering Park
Infant Academy



Standens Barn
Primary School



Kettering Park
Junior Academy



Wollaston
Primary School



Hall Meadow
Primary School



St. James Infant
and Pre-School



The InMAT Mission

Enabling great leaders to create great schools,
where we always put children first.



Our five core values support this mission and shape every aspect of our culture.

At InMAT we are building on our core values to achieve our vision.

We work with **integrity** and are reflective about the trust and the work we need to do to achieve our ambition. Our members, trustees and employees are committed to achieving our **inclusive** vision.

We will work collaboratively with the **involvement** of all our stakeholders and with our partners and other agencies. Including the ESFA, DfE, NGA and Ofsted to make sure we are delivering what we must and should for our schools and pupils.

We will endeavour to work with **inspiration** and **initiative** to make the lives of the pupils we serve, better.

The Schools White Paper 2022 sets out the characteristics of a strong trust:

- High Quality and Inclusive Education
- School Improvement
- Strategic Governance
- Financial Management
- Workforce

We are confident that these characteristics are rooted into our strategic vision and planning as well the day-to-day delivery of our mission.

We are open to change, challenge and collaboration. We look forward to welcoming more stakeholders to join us on our journey. **Enabling great leaders to create great schools. Where we always put children first.**

Equality Statement



Plan systematically to improve our understanding and promotion of diversity.

Provide a secure environment in which all our children can flourish and achieve under the five outcomes of: be healthy, stay safe, enjoy, and achieve, make a positive contribution, and enjoy economic well-being.

Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community.

Promote and provide positive non-stereotyping information about each of the protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

Actively challenge discrimination and disadvantage.

Make inclusion a thread that runs through all of the activities of the setting.

Include and value the contribution of all families to demonstrate our understanding of equality and diversity.

Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.

The InMAT Way – OUR TRUST VISION

“A great InMAT school, engaging positively with every community” – To achieve this vision we are striving to:



1

Enable each child to flourish and achieve their full potential. We will ensure that each school community provides an outstanding quality of learning and excellent resources.



2

Work closely with all of our staff to embrace InMAT values, providing access and opportunity to enhance their professional development and personal wellbeing.



3

Ensure that every InMAT school is exciting, vibrant and of the highest standard. Every school will have the appropriate technology to enable all pupils to have access to, and use, all resources to enhance their learning.



4

Enhance communication processes across InMAT to consistently promote and drive the mission and the values of our Trust.

SAFEGUARDING

PUPILS

PEOPLE

RESOURCES

STAKEHOLDERS

It is the ambition of the trust to ensure all the pupils in our schools receive a high-quality education. This will stem from a well-planned and structured curriculum, where what pupils learn, builds on what they already know. Our teachers will be empowered to use their professional expertise to teach the curriculum in the most appropriate way for their pupils. In collaboration with all our schools we will create a core curriculum, tailored to meet the needs of the pupils in our different schools.

By providing our pupils with a coherent and cohesive curriculum, our pupils will build their knowledge from the early years right through to when they leave us. Cumulative knowledge will help our pupils to achieve and succeed. We have high ambitions for all.

Our teachers will use assessment effectively to spot gaps in knowledge quickly, with the ethos of keeping up, not catching up.

When needed those pupils who require additional support will receive tailored, high-quality help to enable them to thrive.

In collaboration with headteachers, our central team is best placed to support our schools to achieve our ambitions. While it is essential that our headteachers maintain the core functions of the running of their schools, the central team is there to support and guide when needed. Our finance and operations team will ensure that schools are well maintained and receive the best value for money when procuring services. Legal and GDPR support will ensure our headteachers are never left in the dark, without the right advice and guidance.

We will work together to support our schools to reduce their carbon footprint and become energy sustainable.

Our school improvement and inclusion leaders will support headteachers to maintain high expectations and ambitions for all pupils. The aim is to create a self-perpetuating cycle of school improvement. We will develop our staff to be creative, forward thinkers, helping our staff to develop professionally and personally. InMAT staff will feel empowered and fulfilled, always striving to make things better for their children.

Testimonials

What our partners say about us



“

The move from 'parent' to 'parent governor' can be a daunting one. But thankfully, we have the support of both the school and the trust to ease us in and guide us in the role over the years to come. Naturally, much of our learning will be done "on-the-job", but between the induction, training provided, courses available and access to both approachable and experienced school leaders, InMAT is able to offer all the resources needed to equip governors with the tools we will need going forward.

**Vasu
LAC Member**

”

I am delighted to have recently joined HMPS. All schools in the trust are given the freedom to retain their own ethos and individuality, something I consider incredibly important.

Since joining, I have felt fully supported and encouraged with my journey of professional development from both my headteacher and also the school improvement leads.

InMAT place great emphasis on collaborative working. I have already made connections and formed great working relationships with many teachers and leaders across the trust; sharing expertise, good practice and resources.

**Kate Letts
Teacher**

”

“

St James and InMAT provide a creative environment which encourages learning through exploration and has inspired our daughter to develop an inquisitive mind and passion for learning. The school has given her the confidence to ask questions and seek knowledge independently outside of school. A creative learning space is important to us, and we see her thrive every day at school.

Being a part of the trust means there is a vast amount of knowledge and expertise from a wide range of schools that can be drawn upon and shared to provide an excellent level of education for all children.

**Mr & Mrs Piper
Parents**

”

“

I have worked with InMAT firstly as headteacher at The Abbey and now as school improvement lead for the trust. I feel privileged to be working with the central team and our schools to achieve the best for all our children. Our CEO drives the trust with determination and commitment. The collaboration between all 11 schools is our strength and we are continually improving.

**Renuka Popat
School Improvement Lead**

”



Testimonials

What our partners say about us



As a new family support worker within the trust, I have been supported by the school improvement lead and an experienced family support worker from another school.

Being able to visit another school and have support from a colleague in the same role has been invaluable to me and has given me confidence to grow in my new role.

Claire Tibbs
Family Support Worker



I joined InMAT in April last year as a Headteacher and I have witnessed a strong desire from the trust to improve and become more effective. This comes from their desire to see every child achieve their full potential. Since joining, InMAT have shown nothing but support for me in my role and have given me the necessary tools to lead and improve Kingsley; moving the school to where I believe it should be. InMAT has proven, and continues to prove, that it can translate its vision into positive outcomes for its schools.

Liam Cox
Headteacher



Our school is exciting, happy and the BEST in every way. Everyone is included and the whole school is a united community. Our teachers encourage determination and all children are inspired to achieve their BEST selves.

Millie
Year 6 Pupil



I have been a part of the InMAT family since the beginning, starting at KPJA and now working with the central team. It's inspiring and exciting to be a part of a growing trust that truly values the development of its team. I find it incredibly rewarding to work alongside my passionate colleagues and pupils who never fail to put a smile on your face!

Hollie Matthews
Executive Assistant





Trust-wide Key Performance Indicators



We will monitor the following KPI's to measure our progress towards the goals so that by the end of Year 3:

Safeguarding processes and procedures are effective in all our schools

Children make progress and achieve

Pupil attendance is above national average with low rates of persistent absence

Provide high quality support to children with Special Educational Needs and Disabilities (SEND) and their families

Effective PHSE and RHSE curriculum embedded in all schools

Ofsted judges our academies least good

Parents believe our schools are effective

Trust has an effective governance model

The trust is compliant with the Academy Trust Handbook

The trust is managing finances well and appropriately

Employees believe InMAT is a good place to work

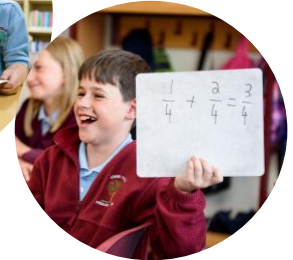
Employees have a positive perception of the trust

Trust ambition to work towards becoming carbon neutral/net zero

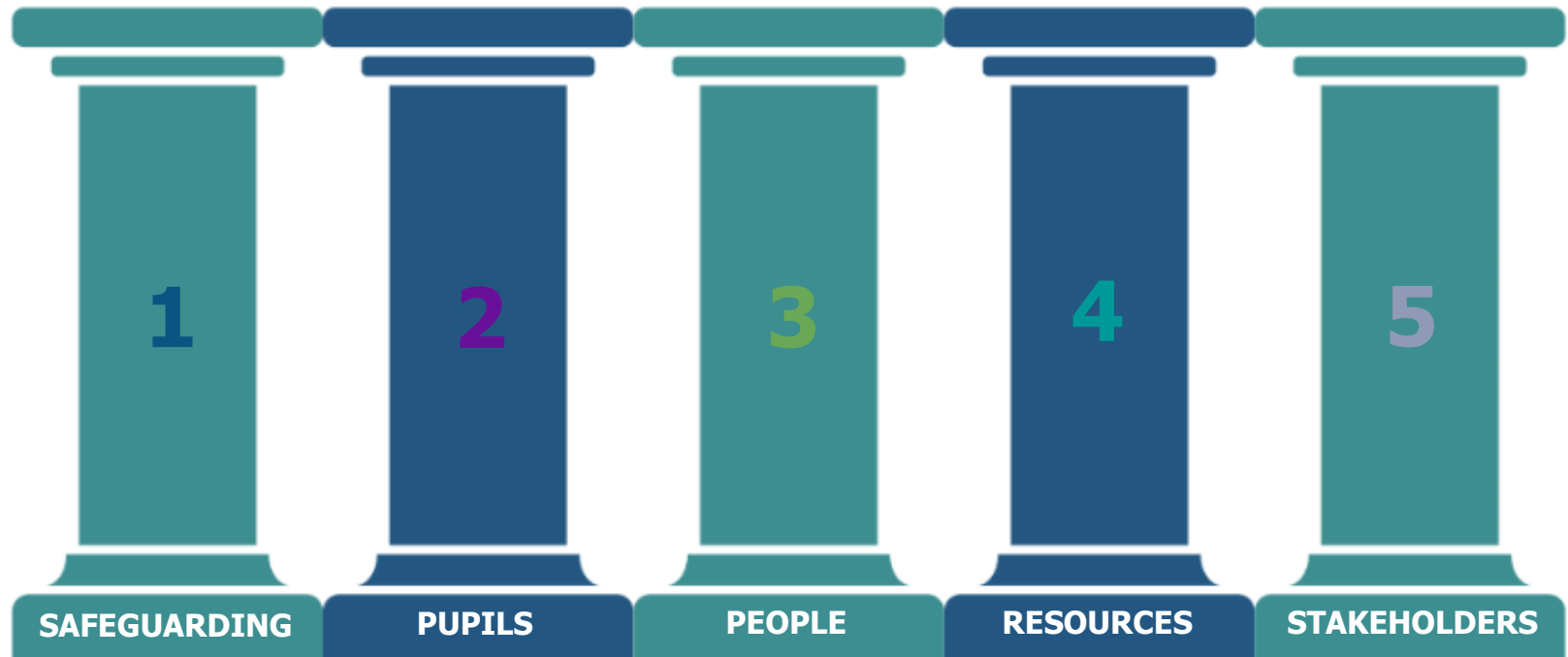
All estates fit for purpose and facilitate learning across the curriculum and beyond

Strategic Goals

Our Pillars...



Our strategic vision leads us to our five pillars.
These pillars grow out of our four vision statements as well as
the Schools White Paper 2022, characteristics of a strong trust.



These pillars categorise the strategic aims of the trust. Growth in these areas provides the foundations for what we believe constitutes an effective and successful multi-academy trust.

Pillars to Priorities

In consultation with our stakeholders, for each of our pillars we have set our key priorities as a trust for the next three years. These are:



1. Safeguarding

To ensure all trust schools have clear whistleblowing policies and practices.

To ensure all schools within the trust have robust and effective safeguarding practices.

Our trust shared values promote a culture of safeguarding within our schools.

2. Pupils

All our schools to be exceptional, providing a high quality, effective curriculum, which meets the needs of all pupils and enables them to flourish.

Effective provision supports pupils with special educational needs and/or disabilities, who are pupil premium, have English as an additional language or any other need, enabling them to thrive.

Effective welfare provision supports all pupils, including for attendance, children missing from education, persistent absence, behaviour and exclusions.

As a trust we have a robust SMSC/PHSE/RHSE/mental health curriculum, which prepares pupils for a life in modern Britain.

3. People

As a trust we will support staff mental health and wellbeing, ensuring all staff feel valued and supported.

Leaders at all levels are supported to develop professionally within the trust, through coaching, training and continued professional development.

High quality training and induction processes support staff to grow and develop, with consistent approaches to performance management.

Quality staff are retained within the trust, supporting succession planning and further sustainability.

4. Resources

Every school has the appropriate technology and infrastructure to enhance pupils learning.

The trust estates, including furniture and resources are well maintained, fit for purpose and meet educational needs.

We will, as a trust, move towards a more sustainable economic carbon footprint.

Sustainable and robust financial systems, ensuring financial sustainability.

5. Stakeholders

The trust promotes educational research to develop pedagogy and to raise standards.

As a trust we effectively engage and involve all stakeholders in the strategic improvement of our schools.

Effective communication and stakeholder engagement allows all parties to be valued members of the InMAT community.

Facilitate growth and sustainability, making InMAT an educator and employer of choice.

1. Safeguarding

Action plan



InMAT inspire multi-academy trust is fully committed to safeguarding and promoting the welfare and safety of all our pupils. We expect everyone associated with INMAT, all staff and volunteers to share this commitment. We are fully committed to ensuring that consistent, effective safeguarding policies, procedures and practices are in place to support pupils, families and staff in all our schools. All our schools follow the guidance Keeping Children Safe in Education (2022) and Working Together to Safeguard Children (2018). InMAT policies and procedures reflect up-to-date advice and guidance. All staff and volunteers will adhere to the INMAT safeguarding policy, whistleblowing policy and staff code of conduct. Trust wide policies and practices ensure consistency and fidelity to robust agreed safeguarding principals. All schools use My Concern and Confide to track and monitor concerns.

	Year 1	Year 2	Year 3
To ensure all trust schools have clear whistleblowing policies and practices	InMAT policies aligned with KCSIE 2022, with consistent training delivered in all schools. Schools use 'Confide' to record low level concerns. Program of activity for Trustees/Governors as per the White Paper (2022).	InMAT policies aligned with KCSIE 2023, with consistent training delivered in all schools.	InMAT policies aligned with KCSIE 2024, with consistent training delivered in all schools.
	InMAT inclusion lead works with DSLs to develop DSL network, in which Lead Governors/Trustees attend.	DSL networks allow practitioners to share good practice and to monitor and evaluate provision across the trust.	DSL networks act as a critical friend across the networks, providing advice and guidance to all.
	Inclusion lead conducts safeguarding audits of all schools within the Trust developing a robust distributed leadership model.	Inclusion lead carries out training and development for DSLs and staff in effective safeguarding practice.	Inclusion lead works with other agencies locally to develop and secure the safeguarding practice across the trust, becoming a beacon of excellence.

1. Safeguarding

Action plan



	Year 1	Year 2	Year 3
To ensure all schools within the trust have robust and effective safeguarding practices	External validation shows that InMAT schools' procedures for safeguarding are effective.	Inclusion lead to design a Trust Safeguarding and Prevent self-assessment tool for all schools.	Annual Trust safeguarding report published identifying patterns and trends across our schools.
	Staff across the trust know and practice the trusts procedures for safeguarding.	Inclusion lead works with Designated Teachers for LAC to provide training and termly network meetings.	Provide appropriate supervision and support for staff including undertaking safeguarding roles within school.
	Safeguarding practices are aligned across all InMAT schools, using My Concern and Confide to log and monitor concerns.	Inclusion lead to deliver training for staff in the awareness & understanding of the differences between healthy, problematic & harmful behaviours, in the context of promoting a safe & secure school environment.	Inclusion lead to design, in accordance with DSLs, a clear threshold document for the reporting of safeguarding concerns, across all Trust schools.
Our trust shared values promote a culture of safeguarding within our schools	Trust monitoring for safeguarding practice using Clarity software to monitor.	Trust use of Clarity supports identification of next steps to further enhance our safeguarding practises.	InMAT has effective working relationships with the statutory agencies across all the relevant LA areas.
	Staff and pupils know and understand the values and principals of the trust within their context.	Termly Trust safeguarding newsletter introduced.	InMAT has a formal process for identifying 'lessons learned' to support the professional development of staff across the Trust.
	InMAT inclusion lead, SILs and CEO promote the ethos for safeguarding making this a feature of all school visits.	Trust Risk and Needs Assessment proforma for child-on-child abuse is created and shared with all schools.	Establishment of links with other Trusts safeguarding leads, to share good practise.

2. Pupils

Action plan



At InMAT we are committed to providing our pupils with a knowledge rich curriculum which enables them to thrive and to discover their strengths. Across the trust we will work together to make sure our curriculum is as ambitious in scope as the national curriculum, while representing the needs and experiences of our pupils. Trust wide curriculum networks support the development of subject knowledge to help us to further develop our quality curriculum. We will draw on our local areas to root the curriculum into the local community, as well as developing our pupils' global perspective and knowledge of the world and the universe. A rich awareness of influential people will help our pupils to develop a sense of self, and to realise what they might be able to achieve. Our children will know, 'the sky's the limit'.

InMAT schools all use the same gold standard approach to the teaching of phonics. Read Write Inc is integral to the development of our pupils' early reading and phonics. Staff from across the trust work with the programme to give our children the very best possible start. In mathematics our academies use a curriculum rooted in the White Rose approach to developing mathematical knowledge.

Our mantra for curriculum development is 'fidelity, integrity, consistency'.

	Year 1	Year 2	Year 3
Effective provision supports pupils with special educational needs and/or disabilities, who are pupil premium, have English as an additional language or other needs enabling them to thrive.	Leader network meetings for PP/SEND and EAL children established to share good practice across the Trust.	Implementation of a trust SEND Assessment tool, to track progress for pupils with SEND.	Alternative curriculum designed by Inclusion lead and SENDCo Network, implemented to support pupils with complex and profound SEND.
	Quality first teaching through inclusive practices support pupils to make strong progress. Explore the use internal expertise for the teaching of children with EAL.	Further CPD opportunities for staff to support effective provision for all pupils. EAL children are effectively supported in the classroom.	An established trust SEND package of support for schools to access swiftly and effectively, to support pupils with SEND and EAL.
	PIXL resources support learning to ensure high rates of progress and engagement.	PIXL therapies used consistently for pupils with SEND/PP/EAL, to ensure high rates of progress for these vulnerable groups	Research informed practise (EEF) used consistently to improve outcomes for vulnerable groups



2. Pupils

Action plan

	Year 1	Year 2	Year 3
Effective welfare provision supports all pupils, including for attendance, children missing from education, persistent absence, behaviour and exclusions.	All trust schools have a robust whole school behaviour policy, which includes measures to prevent and tackle bullying/child-on-child abuse. Implement new exclusion guidance due for September 2022.	Inclusion lead to work with schools to create an individualised, graduated response, when the behaviour might be a result of educational, mental health, other needs or vulnerabilities.	To develop a CPD programme to ensure effective pupil welfare provision across the trust.
	Inclusion lead to design an effective trust attendance strategy to support all schools.	InMAT has a clear vision for attendance, underpinned by high expectations and core values, which is communicated to and understood by all stakeholders.	Research led pedagogy leads to developing attendance rates, including disadvantaged pupils, in all trust schools.
	InMAT to establish and implement robust children missing education (CME) procedures to follow up reports from schools within agreed timescales.	Inclusion lead to deliver CPD on adverse childhood experiences (ACE's) and attachment-based behaviour strategies to support pupils at risk of exclusion.	The implementation of alternative curriculum which will have a positive impact upon exclusion data.

2. Pupils

Action plan



	Year 1	Year 2	Year 3
All our schools to be exceptional; providing a high quality, effective curriculum, which meets the needs of all pupils and enables them to flourish	Revised curriculum in place in all schools, including for phonics and maths. Central core curriculum for use as an example curriculum for schools new to the trust.	Curriculum revisions and developments based on evidence of the impact of the curriculum and what pupils can remember. Curriculum strengthened and embedded to meet the needs of pupils.	Curriculum showing the impact of three years of continuity. Pupils drawing on the knowledge they have learned before to tackle new concepts with confidence. Revisions based on evidence and need.
	Curriculum leader networks established and evaluating the effective implementation of the curriculum across all schools. Identification of exemplary subject leaders.	Curriculum leaders nominated from across InMAT schools to lead and champion their subjects across the trust. English and Early Years leaders work towards NPQs.	Curriculum leaders utilise national networks to develop the curriculum for InMAT schools. Subject developments are research led.
	Consistency and fidelity of pedagogy at the fore of curriculum development, starting with phonics, reading, writing and mathematics.	Evidence based pedagogy development for all staff, driven by curriculum networks and curriculum leaders.	Research led pedagogy leads to developing hubs of teaching excellence across the trust, to be used to share good practice across all schools.

2. Pupils

Action plan



	Year 1	Year 2	Year 3
As a trust we have a robust SMSC/PHSE/ RHSE/mental health curriculum, which prepares pupils for a life in modern Britain (democracy, rule of law, tolerance, individual liberty and mutual respect)	Implementation of trust RHSE/PHSE curriculum cascaded to all schools. Schools to access mental health support teams (MHST), well-being support from NHS and/or other external providers.	Curriculum revision and developments to the Trust RHSE/PHSE curriculum based upon the evidence and impact. All Schools to have accessed MHST – well-being support from NHS and/or other external providers.	All schools within the trust to receive the Northamptonshire TaMHS Programme Award.
	InMAT schools to have several members of staff who hold the Senior Mental Health Lead Accreditation.	InMAT schools to have multiple Mental Health First Aid qualified members of staff.	Mental health support teams created and meet termly to further enhance the Trusts mental health offer.
	To further embed the trust values to ensure that all children develop high levels of resilience, positivity and independence in their learning and display excellent attitudes and behaviour in all aspects of school life.	Completion of a pupil voice mental health and wellbeing survey for all InMAT pupils, to ascertain level of need.	Revision of trust SMSC/PHSE/RHSE curriculum based upon the findings of pupil mental health and wellbeing survey.
	Schools develop their extra-curricular offer to provide activities and experience beyond the curriculum, relevant to their local area.	Trust wide competition and collaboration between schools enhances extra-curricular provision through whole trust events.	Trust wide celebration events involve stakeholders from across the trust to share and celebrate talents and expertise beyond the curriculum.
	Implementation of trust SMSC/PHSE/RHSE curriculum which includes clarity of teaching British values.	British Values are embedded in all Trust schools and pupils can coherently discuss these with intent.	Pupils can articulate with confidence how British values impact them and their lives. BV is embedded across the curriculum, with opportunities to develop understanding utilised.

3. People

Action plan



We want all our staff to feel valued and to know that they are making a difference to the lives of the children they work with. Our staff are important, and we will recognise this through providing recognition, advancement, support, training and guidance. We know that our staff always give their best, and to help them in this we will provide them with support with health care and other aspects relating to their daily lives in and out of school. We will treat all our staff with respect and courtesy and be a listening employer, making sure we are hearing and acting upon what will make a difference for our staff.

	Year 1	Year 2	Year 3
As a Trust we will support staff mental health and wellbeing, ensuring all staff feel valued and supported	Trust wide health insurance package provides staff with access to mental health support, counselling and other additional services.	Review of health insurance package to ensure that the service meets the needs of users. Recognising that mental, physical and social well-being are part of a triad of overall well-being.	Established healthy environment where well-being is integral to everything we do.
	All schools and the central team have a trained mental health first aider to support and signpost staff and are part of the DfE Wellbeing Charter.	Embed well-being as a central part of our strategic priorities for all our staff across the trust and ensure that all are aware of our obligations and processes.	To be identified as an employer of choice who cares about well-being and recognises the role well-being can play in the bigger picture including improving work/life balance and ways of working.
	Leaders know how to create a climate for mental health and well-being and understand the factors that create negative mental health.	School ethos reflects a climate where mental health of staff is promoted and highly-regarded, and staff feel supported.	Staff absence is reduced and staff signal that they have a healthy mental well-being approach aligned to key strategies that they can employ.
	Schools access the training provided by the DfE on creating a Mentally Healthy School.	Schools initiate the work started in year 1 from the training and build into school practice.	Schools embed and build on the lessons learned to develop a mentally healthy school.

3. People

Action plan



	Year 1	Year 2	Year 3
Staff at all levels are supported to develop professionally within the trust, through coaching, training and continued professional development	Leadership development programme for Headteachers and central team leaders.	Leaders develop expertise in leadership and implement strong leadership practice in their own schools.	Leaders access leadership development from outside the trust, disseminating their learning to others within the trust.
	Deputy and Assistant headteacher's network formalised, with a programme of development planned across the year.	Deputy Headteachers support and mentor staff new to role and support on the training.	Succession planning secures the integrity of each school and maintains outcomes.
	Identification of leaders of the future	Established pathway through professional development and review for all staff.	New leaders come from staff within the trust.
	InMAT supporting applications for leaders and future leaders to achieve external qualification, including NPQs for Literacy and the early years.	Have full and effective central team/services in place to ensure effective support and practice in all functions of trust business.	Highly skilled and inspirational school improvement team who lead an effective self - improving system across the trust. Staff will share and learn from best practice, resulting in excellent provision and outcomes for children across all schools
	Governor training implemented for Governors new to role and for those developing as a governor in line with trust expectations. Governor training provided annually.	Governor self-review and external review shows Local Academy Boards utilising training to ensure that roles and responsibilities are carried out with integrity and impact.	Identified LAC members, deliver professional development to other LACs across the Trust.

3. People

Action plan



	Year 1	Year 2	Year 3
High quality training and induction processes support staff to grow and develop, with consistent approaches to performance management	Consistent approach to performance management for all staff across the trust, focusing on developing skills and knowledge.	Through effective performance management procedures, staff drive school improvement through their knowledge of the curriculum, keeping up to date with new thinking and initiatives, including how technology can be used to enhance educational experiences. Those staff in non-curriculum delivery roles understand how their roles support the core function.	The trust has highly skilled staff at all levels who are strong practitioners and leaders. Staff in non-curriculum delivery roles contribute to the core function of the school, enhancing the experience of stakeholders.
	Trust wide CPD programmes for the development of phonics, reading, writing and mathematics teaching.	Trust wide CPD programmes for the development of foundation subjects.	The trust has highly skilled staff at all levels who are strong practitioners and leaders. CPD is driven by Trust staff in cluster groups.
	Consistent approach to induction of new staff. ECT induction programme sourced to an effective local provider, supported with training specific to InMAT.	InMAT ECT induction programme established, running alongside local training provider.	ECT induction is established within the trust with an external provider at the centre of the process and professional development given through links between schools.
	Enhanced links with local teacher education providers to support trainee teachers into the profession.	A strong programme of coaching and mentoring is embedded across the trust alongside external partners.	Inter-school training provided by leaders within the trust for each of the curriculum subjects.
	Non-class-based staff receive CPD relevant to their roles.	CPD for non-class-based staff contributes to the core functions of the trust, enhancing the experience for pupils.	All staff feel supported to develop their roles through high-quality CPD focused on improving the core-function of the trust.

3. People

Action plan



	Year 1	Year 2	Year 3
Quality staff are retained within the trust, supporting succession planning and further sustainability	Development and career opportunities shared across the trust.	Staff engaging in the opportunities for development across the trust. Staff share and cascade learning through the trust.	Highly skilled and inspirational school improvement team who lead an effective self - improving system across the trust. Staff will share and learn from best practice, resulting in excellent provision and outcomes for children across all schools
	InMAT will seek the best candidates to fill roles, offering progression across schools within the MAT.	Training and development pathways mapped out for staff at different levels and stages of their career.	Succession planning across the trust. DHTs applying for NPQH.
	Development of roles to ensure at each level there are opportunities to further develop people.	Begin to build a highly effective school improvement team through identifying strong, experienced teachers and leaders from all 11 schools.	The Trust has highly skilled staff at all levels who are strong practitioners and leaders. CPD is driven by Trust staff in cluster groups.
	Job descriptions and person specification aligned across all schools creating consistency and uniformity between our schools.	Fully implement Trust system of creating consistent expectations for different pay grades and UPS standards.	A strong programme of coaching and mentoring is embedded across the Trust.

4. Resources

Action plan



Our pupils and staff deserve to be in the best possible environments, with the highest quality resources available to them. Our schools should never be under resourced or find themselves in a position which is not financially viable. We will support our headteachers to achieve the best value for money, while making sure provision for pupils meets their needs. We will work together for a greener future, driving to make our schools and the central offices, cleaner, greener places.

InMAT will monitor health and safety, data protection and educational visits in a consistent manner with all InMAT schools having access to the same systems and policies. This ensures all our pupils and staff are always kept safe.

	Year 1	Year 2	Year 3
Every school has the appropriate technology and infrastructure to enhance pupils learning.	IT audits carried out across all sites to support the further development of the IT strategy plan.	Develop IT services function centrally or continue to outsource support.	Review audits and IT infrastructure, analyse impact.
	All schools to have a rolling program of works to develop and maintain their IT infrastructure.	Evaluate school budgets to ensure they continue to reflect development of the IT infrastructure.	Assess the impact of investment into the IT infrastructure across the trust.
	Review cyber audit findings working on recommendations. Staff receive further training in cyber security.	To reflect on workings and re-analyse audits, staff recognise the importance of this area.	To continue to review and further increase our resilience towards cyber-attack.
	Review current GDPR services, implement plan of works to support schools in understanding the risk of GDPR.	Develop and enhance training and support around the understanding of GDPR.	To be competent and fully aware of the risks around GDPR and the Trust has obtained the Security Quality Mark.

4. Resources

Action plan



	Year 1	Year 2	Year 3
The trust estates, including furniture and resources are well maintained, fit for purpose and meet educational needs.	Carry out new building condition surveys. Identify what work is needed and prioritise any D grades (urgent works) using available funds.	Review previous years works and plan for year 2 maintenance projects. Continue to support schools in working on on-going maintenance requirements	Review the changes that have been made and recognise impact.
	Develop a high-quality estates plan, to ensure all premises developments are detailed within the plan of capital/SCA spend.	Reflect on plans and acknowledge school premises are improving and developing in line with the estate plan.	Review estates plan and assess progress of works.
	Embed the estate, H&S services across the trust, developing effective processes. Engaging all site supervisors in this process. Prioritise reviewing all current documentation and implement any missing statutory requirements	Review current H&S system and services provided. Reflect on what has been achieved in the year and continue to work through recommendation.	Continue to embed the H&S system and review the impact.
	All schools to have a rolling program of works for estates to include buildings, internal and external décor, replace furniture and educational resources.	Review previous year on premises maintenance, ensuring it continues to be supported within school's budget.	Analyse impact of premises works.
	Review current business continuity and critical incident plans to fully reflect statutory requirements.	Schools undertake testing of their business continuity and critical incident plans.	Review solidity of current plans.

4. Resources

Action plan



	Year 1	Year 2	Year 3
We will, as a trust, move towards a more sustainable economic carbon footprint	Carry out feasibility studies across all our non PFI schools for solar panels and LED lighting. Monitor and reduce energy consumption when where possible	Where feasible roll out program of works are implementation of solar panels and LED lighting.	Completion of rolling program for solar panel and LEDs.
	Develop an action plan to deliver a Net Zero ambition.	Research and identify funding streams. Plan to implement carbon reduction initiative.	Research into electric charger points for cars. Continue to strive to be carbon neutral by 2030.
	Improve waste management services, increasing recycling. All ICT waste is recycled responsibly.	Promote planting trees on available land on school sites. Develop policies around waste management.	School teams to develop on site approach to develop eco-friendly schools.
	Reduce paper use, educate staff of alternatives options.	Aim within certain operational areas, to be mostly paperless	Review trust wide service level agreements, such as photocopiers to support further ways of reducing waste.
	Working with suppliers to support the reduction of carbon emission.	Look into more efficient hand dryers and eliminate paper towel use	Continue to look at more effective ways in reducing carbon emissions

4. Resources

Action plan



	Year 1	Year 2	Year 3
Sustainable and robust financial systems, ensuring financial sustainability	Identify top supplier spend with a view towards identifying procurement opportunities. Preferred supplier list in operation.	Embedded procurement processes and further cost savings being realised via power of group buying as a Trust.	Continue to ensure SLAs and services procured are of high quality, efficiently supporting excellence across the trust.
	Provide support to schools to develop their understanding of risk management.	All schools and central team are effectively managing risk.	All schools and central team are effectively managing risk.
	Develop a sustainable strategic reserve plan to support the delivery of the priorities within the strategic plan.	Academies bidding to use reserves for necessary works and reserves pooling in successful and operational.	Reserve policy embedded.
	Improve the use of financial systems to improve the accuracy and timeliness of financial management information Introduction of ICFP.	Review budgeting software to include superior reporting and scenario planning capabilities. Move towards further automation and integration where system allow. ICFP forming part of the budget planning process and used to link the budget more closely to educational requirements.	More effective and efficient processing and reporting, resulting in greater capacity within finance model, allowing for greater focus on strategy and growth. ICFP fully implemented and standard practice.
	Review finance model processes and staff capabilities. Identify processes that could be moved centrally and develop training programme for finance staff to be rolled out over next two years.	Basic training completed; more advanced training to be rolled out and review of learnings so far. Implementation of most central processes; suggestions including PSLs, bank accounts, document scanning, payments and payroll.	Finance team fully competent in all financial aspects pertaining to role. Ongoing review as roles may develop with growth, allowing for succession planning. Greater transparency of finances centrally; improved (faster) processing.

5. Stakeholders

Action plan



Collaboration and partnership make InMAT stronger. By working closely with, and by utilising the expertise of, our different partners we will strive to make lives better for the pupils and staff in our schools. InMAT is an outward looking trust. We will seek out partnership with external agencies such as PiXL and Ofsted to strengthen our knowledge and understanding of the sector. Local expertise in the form of trustee and local academy governors will enhance our knowledge of our local communities, working with those on the ground to do what is right for our staff and pupils.

	Year 1	Year 2	Year 3
The trust promotes educational research to develop pedagogy and to raise standards	Each school to refine and develop a teaching and learning policy which underpins the approach to pedagogy at each school.	Research teams established to focus on current education thinking and research which is shared with school staff. Schools undertake specific research and development projects appropriate to their pupils needs.	All schools undertake local and national research projects within a specific area or remit. This is shared across the trust and influences curriculum design as well as teaching and learning.
	Educational Endowment Fund research underpins pedagogy and interventions.	Schools use research papers to support the process of research in their schools. This is linked to the process of school development.	Establish a working relationship with the University of Northampton or other providers, to undertake research led projects with the University.

5. Stakeholders

Action plan



	Year 1	Year 2	Year 3
Effective communication and stakeholder engagement allows all parties to be valued members of the InMAT community	A trust newsletter keeps stakeholders abreast of developments. Social media platforms utilised to raise the profile of InMAT and keep stakeholders up to date with development across the trust.	Focus on trust wide marketing strategies and events to improve brand awareness, increase pupil numbers and build community links.	Communications policy in place and used consistently across the trust to ensure stakeholders are engaged and informed. Relationships between schools and the central team are strong and positive.
	The trustees hold a chairs' forum for LAC chairs.	Two-way dialogue between the trustees and LACs develops information sharing and transparency between the layers of governance. Parents and members of the local community take active roles on LACs.	LACs and trustees work in partnership to ensure smooth communication between layers of governance, stakeholders and members of the local community.
	Stakeholders are invited to the trust strategy day annually and AGM. Stakeholders are kept up to date with decisions regarding the strategic direction of the trust.	Specialist stakeholder groups aligned to the pillars share and contribute to the strategic direction and evaluation of each aspect.	Specialist stakeholder groups support trustees and executive team to shape and develop the future strategic direction of the trust.
Facilitate growth and sustainability, making InMAT an educator and employer of choice	Stabilise existing academies to strengthen leadership capacity, and autonomy. Explore the option for growth.	Strengthen central functions to facilitate the addition of further academies.	Develop internal functions and capacity to work towards a model of 15 academies in total.
	Develop marketing and promotional strategy to raise the profile of InMAT to other schools looking to join a trust.	Raise the profile of InMAT with the RSC and ESFA Regional Directors to accommodate growth.	Explore options for additional capacity, taking on sponsored academies.
	Research into the feasibility of offering pre-school provision in all Trust schools	Where viable Trust schools have nurseries on site or have plans in place to develop nursery provision.	Children attending nursery choose InMat as their school of choice.

5. Stakeholders

Action plan



	Year 1	Year 2	Year 3
As a trust we effectively engage and involve all stakeholders in the strategic improvement and development of our schools	Our volunteers (trustees and governors) are a core part of school improvement and are involved in improvement planning. Governors and trustees attend annual strategic days which support the development of strategic priorities for the trust.	LACs and the TB conduct end of year reflect and review meetings to plan future work and priorities. Governors contribute to the school's SEF; trustees contribute to trust development planning.	Governors contribute to the construction of the SDP and monitor movement towards targets.
	Governors receive training in monitoring and accountability at LAC level. Minutes show that trustees and governors hold leaders to account effectively.	Minutes demonstrate reference to strategic planning and evidence challenge and support which is acted upon.	Minutes record active governance monitoring between committee/board meetings as well as thoughtful questioning and respectful challenge
	Parent views are sought and considered as part of the improvement process. The use of Ofsted parent view is actively encouraged.	Parent/carers views surveyed trust-wide using a trust generated questionnaire.	The trust reports to parents on how their views have shaped the strategic documents/plan. The use of Ofsted parent view is actively encouraged, and its report is used to build on strategic planning activity.

5. Stakeholders

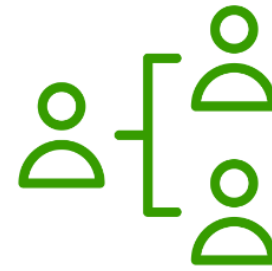
Action plan



	Year 1	Year 2	Year 3
As a trust we effectively engage and involve all stakeholders in the strategic improvement of our schools	<p>All LACs and the trust board conduct an annual skills audit which is used to map skills required. Diversity in applications is actively encouraged.</p>	<p>The annual skills audit is used to map training requirements for governance personnel. The trust board and local committees reflect and represent a diverse demographic.</p> <p>There are no more than 20% vacant governance posts.</p>	<p>The annual skills audit is completed by all local committee governors and all trustees, is used to map training and recruit new trustees or governors and is used when reviewing trust development needs and future planning. The trust board and the local committees are comprised of volunteers representative of the local community, and recruitment material demonstrates a commitment to diverse recruitment. There are no more than 15% vacant governance posts.</p>
	<p>The lead governance professional has identified the two most vulnerable LACs for internal reviews. Other local committees are reviewed by the lead governance professional. Trust board has conducted a self-evaluation review with the lead governance professional.</p>	<p>Local committees and the trust board use the APPG questions to self-evaluate and plan development points. At least 30% of local committees have taken part in an external review of governance. At least 50% of governors and trustees have attended governor training and/or have made use of the NGA resources and eLearning modules.</p>	<p>All local committees have had an external review of governance within the last two years or are scheduled to have an ERG within twelve months. All local committees have constructed a 'governance development plan'. The trust board has an external review has a governance, leading to a governance development plan.</p>

Our Team

Thank you for your contributions



Our Trustees and Members

Linda Brooks, Graham Althorpe, Sheila Bryan, Peter Banks, Cei Davies-Linn, Monica Juan, Duncan McAlpine, Richard Monk, Beverley Haywood, Michael Thompson and Pamela Hutchison



Helen
Williams
CEO



Carole
Kirby
**Trust
Governance
Lead**



Becci
Denbigh
CFO



Rachel
Edkins
**Trust
Inclusion
Lead**



Dawn
**Chapman
COO**



Renuka
Popat
SIL



Simon
**Blight
SIL**



Hollie
Matthews
**Executive
Assistant**

**The
Central
Team**

Our Headteachers

Rachel Edkins, Cassie Bodman-Knight, Beth Renshaw, Liam Cox, Amie James, Caroline, Farmer, Zoe Richards, Ann Walker, Sarah Powell and Gail Gynn

Acronyms



ACE – Adverse childhood experience
AGM – Annual general meeting
APPG – All party parliamentary group
BV – British values
CEO – Chief executive officer
CFO – Chief finance officer
CME – Child missing in education
COO – Chief operation officer
CPD – Continuous professional development
DfE – Department for education
DHT – Deputy headteacher
DSL – Designated safeguarding lead
EAL – English as an additional language
ECT – Early career teacher
EEF – Education endowment foundation
ERG – External review of governance
ESFA – Education and skills funding agency
GDPR – General data protection regulation
H&S – Health and safety
ICFP – Integrated curriculum and financial planning
ICT – Information and communications technology
IT – Information technology
KCSIE – Keeping children safe in education
LA – Local authority
LAC – Local academy committee
LED – Light emitting diode

MAT – Multi Academy trust
MHST – Mental health support team
NGA – National governance association
NHS – National health service
NPQ – National professional qualification
NPQH – Newly professional qualification for headship
PFI – Private finance initiative
PHSE – Personal, social, health, and economic
PP – Pupil premium
PSL – Preferred supplier list
RHSE – Relationships health and sex education
RSC – Regional schools commissioners
SCA – School capital funding
SDP – Strategic development plan
SEF – School evaluation form
SEND – Special educational needs and/or disabilities
SENDCo – Special educational needs and/or disability coordinator
SIL – School improvement lead
SLA – Service level agreement
SMSC – Spiritual, moral, social, and cultural development
TAMHS – Targeted mental health in schools' services
TB – Trust board
UPS – Upper pay scale