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2024-26

ARDEN MULTI-ACADEMY

ARDEN MULTI-ACADEMY TRUST – OPERATIONAL DEVELOPMENT PLAN

Our vision is to create an atmosphere conducive to generating self-belief, self-worth, self-esteem and self-confidence in young people who can then display ambition and aspiration in achieving high educational outcomes.

Approved by Trust Board



AMAT OPERATIONAL PLAN 2024 – 2026

Introduction

The Trust has seven key areas of focus which drive the Trust Operational Plan 2024-25, inform individual School Development Plans (SDPs) and support external funding bids. This ensures consistent reporting and monitoring across the Trust.

Our seven key areas are summarised below:

Leadership and Management – we drive continuous improvement of leadership, at all levels, within our academies, with the expectation of highly effective leadership and growing evidence of outstanding leadership. Our leadership is supported by excellent CPD, retention, recruitment and succession planning programmes.

Outcomes for pupils - Standards of Achievement and Progress – we support and challenge our schools to focus on raising achievement for all our learners so that all key measures are rapidly improving to at least nationally expected standards with many schools achieving outstanding results, which are well above national standards. We also work to ensure the highest possible standards of education at Post-16 which is enhanced with enrichment activities and outstanding preparation for the next level of education or for the world of work.

Teaching, Learning and Assessment – we pay unrelenting attention to classroom practice and pedagogy to ensure teaching is highly effective with many areas of outstanding practice so that our learners can achieve and make excellent progress in our schools. The Quality of Teaching and Learning across the Trust must ensure our children overcome any barriers and access a rich well- balanced curriculum – our aim is to raise a love of learning through excellent teaching.



Aspiration – Motivation – Achievement - Trust

AMAT Operational Development Plan 2024– 26



AMAT OPERATIONAL PLAN 2024 – 2026

Personal Development, Pastoral Care, Behaviour and Safeguarding – we provide high standards of pastoral care and support of children and young people in all our schools so attendance and behaviour for learning is consistently good or better with outstanding safeguarding practices. We must ensure our students will be safe, develop character and positive relationships enabling each individual to develop into strong independent adults. We demand the highest standards of behaviour across our Trust.

Community and Parental Engagement – we develop our schools so that they are very popular, often oversubscribed and the first choice for parents in our community. Parents and the community have a clear understanding of and high satisfaction levels of the Trust and the significant role it has in improving the quality of education across our area.

Effective management and trust services – we commit to ensuring the Trust is well led and managed, rigorously held to account by the Trust Board, with effective services for our schools which provide value for money. Budget targets are met each year and the Trust has the financial capacity to support school improvement using the Trust Development Fund.

Governance and Quality Assurance – we ensure high quality Governance across the Trust which requires that leaders are accountable, challenged and supported. The Trust has effective quality assurance processes in place and an annual programme of external reviews that affirm its effectiveness.

Note – This document addresses schools who may join or work with us as well as those formally confirmed as Academies within our Trust. We consider these words to be interchangeable, hence references to schools includes Academies.



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AMAT Operational Development Plan 2024– 26



AMAT OPERATIONAL PLAN 2024 – 2026

Development: Concerns(C), Developing (D), Achieving (A), Exceeding (E)

1.	Developing leadership across the Trust to be consistently highly effective with increasing evidence of outstanding leadership.				
Key priorities	Actions	Deadline Date	D'ment	RAG	Lead
a) Leadership and management of the Trust are highly effective as delivered through the central leadership and executive teams	<ol style="list-style-type: none"> 1. CEO drives forward the strategic and operational priorities of the Trust as defined in the Trust's Strategic and Operational Plans 2. Executive Headteacher (EH) drives forward the strategic and operational priorities for all schools, in all schools which relate to performance standards. 3. The Director of Primary Education (DPE) will drive the strategic and operational priorities relating to performance standards across the primary division. 4. The Central Services Team continues to provide highly valued, cost-effective services across Trust schools 	Points 1 - 4 September 2024 and ongoing			<ol style="list-style-type: none"> 1. CEO 2. EH 3. CEO 4. DPE



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AMAT Operational Development Plan 2024– 26



AMAT OPERATIONAL PLAN 2024 – 2026

<p>b) Leadership capacity and capability for our schools and prospective schools is highly effective</p>	<ol style="list-style-type: none"> 1. School SLTs are kept under review, to ensure structures are appropriate and there is capacity to achieve success 2. Effective working between SLTs, Heads and LGBs is monitored to ensure effective governance is delivered in line with the Trust's Schedule of Delegations, Terms of Reference and best practice 3. Leadership forums (CEO/EH/DPE), (EH/DPE/Heads) continue to meet regularly to review progress and ensure the delivery of the Trust's strategic and operational priorities across the secondary and primary divisions. 4. The DPE continues to review leadership capacity with the Executive Headteacher, across the Primary schools and ensure a succession plan is in place to support her role. 	<p><i>All points - Autumn 2024 and on going</i></p>			<p>1.CEO/EH</p> <p>2.CEO/EH</p> <p>3.CEO/EH/DPE</p> <p>4.DPE</p>
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AMAT Operational Development Plan 2024– 26



AMAT OPERATIONAL PLAN 2024 – 2026

c) Leadership within the Trust is supported through effective communication, CPD and succession planning	<ol style="list-style-type: none"> 1. Research based projects for leaders to work across the Trust to widen their knowledge, skills and experience continue to be provided to the highest standard, with tangible outcomes 2. The mentoring programme for newly appointed Heads and senior leaders continues to be delivered sustaining those leaders in their roles. 3. CEO/EH/DPE continue to implement a strategic succession plan for the Trust which will develop and retain our leaders. 4. Trust CPD programmes are designed/ identified to support staff at each stage of their career, so they develop into strong practitioners and future leaders. This includes ECT Summer Induction, ECT Training, SSAT Middle Leadership, National Professional Qualifications. 	All points - September 2024 and ongoing			<ol style="list-style-type: none"> 1.CEO/EH 2. EH 3. EH 4. EH 5.CEO/EH / DPE
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AMAT Operational Development Plan 2024– 26



AMAT OPERATIONAL PLAN 2024 – 2026

2.	Outcomes for pupils, standards of achievement and Progress - to ensure all our schools are at least at national expectations, for all key measures, and many are achieving above.				
Key priorities	Actions	Date	D'ment	RAG	Lead
a) 2024 outcomes are reviewed to determine robust and realistic individual academy priorities for 2024/25 that will drive SDPs, and the Trust's overall strategy	<ol style="list-style-type: none"> 1. EH with DPE/AH's lead detailed analysis of 2024 results to identify areas of strength and provide focus for SDP priorities (2024/25) 2. EH with DPE/AH's lead rigorous target setting with LGBs linked to appraisal outcomes for AHs and SLT 3. EH implements a programme of Trust –wide collaboration based on key successes from each academy which support improvements in identified weaker areas 4. EH ensures all school leaders and staff are trained and confident in the Ofsted Framework 5. In an academy where student outcomes are a significant concern the CEO and the EH/DPE will implement robust half- termly review meetings with Head/SLT/Governors/external support to monitor progress against KPIs. 6. EH/DPE hold Trust wide termly AH meetings to review SDP's and review KPI's, Risk Register and Targets 7. EH reviews and further develops KPI's, as appropriate, in the light of the Ofsted framework and Covid requirements 8. EH continues to support DPE in developing Primary systems to align with the wider Trust 	<p>1 – 3 December 2024</p> <p>4 – 8 Autumn 2024 and ongoing</p>			EH



Aspiration – Motivation – Achievement - Trust

AMAT Operational Development Plan 2024- 26



AMAT OPERATIONAL PLAN 2024 – 2026

<p>b) Assessment systems are established in each school which provide accurate and reliable data, at least termly, on student progress and attainment.</p>	<ol style="list-style-type: none"> 1. EH ensures the reporting of Trust data teams is accurate and comparable across schools, so that reporting to SLTs, Trust Board and LGBs is secure 2. Detailed analysis of data by EH, with each AH in their half term review ensures each academy addresses underachievement and implements strategies for improvement. Termly reports to CEO and Trust Board 3. EH ensures all academies are aligned with MIS systems and software to manage data efficiently. 	<p><i>All points - September 2024 and ongoing</i></p>			<p>EH/ DPE</p>
<p>c) Trust-wide arrangements for monitoring outcomes for children and students ensure effective strategies are implemented through RAP/SDPs to address underperformance and areas of concern.</p>	<ol style="list-style-type: none"> 1. EH ensures each academy has a Trust aligned SDP focused on raising achievement and key areas for improvement/development, approved by LGBs and CEO. This SDP is reviewed and updated termly. 2. EH ensures each academy has a Trust aligned SEF with agreed judgements with the LGBs and CEO, to be reviewed during the academic year and reported to the Board termly. 	<p><i>Both points - December 2024 and ongoing</i></p>			<p>EH/ DPE</p>



Aspiration – Motivation – Achievement - Trust

AMAT Operational Development Plan 2024 – 26



AMAT OPERATIONAL PLAN 2024 – 2026

<p>d) (1) Trust data dashboard is established on key measures and KPI's which provide accurate data on school performance for the Trust Board.</p> <p>d) (2) Trust Risk Register is aligned to individual school risk registers in order clearly understand cross Trust risks</p>	<ol style="list-style-type: none"> 1. Trust Data dashboard maintained by Deputy EH to provide accurate and comparable data on school performance to LGBs and Board 2. Deputy EH ensure Data dashboard updated following each assessment window (minimum of three per year) to track performance across schools. 3. Risk Register produced by CEO for Trust and AHs produce school-based risk register. Agenda item on cross Trust CEO/EH termly meetings with AHs 4. The Central Services Team supports schools in developing risk registers and risk assessments 	<p><i>All points - December 2024 and ongoing</i></p>			<ol style="list-style-type: none"> 1. EH 2. EH 3. CEO/EH 4. CEO
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Aspiration – Motivation – Achievement - Trust

AMAT Operational Development Plan 2024 – 26



AMAT OPERATIONAL PLAN 2024– 2026

3.	Teaching, Learning and assessment – to ensure teaching is highly effective with many areas of outstanding practice so that our learners can achieve and make excellent progress in our schools.				
Key priorities	Actions	Date	D'ment	RAG	Lead
To review the curriculum in each academy to ensure it is appropriate, challenging and meets the needs of our learners	1. AHs embed curriculum changes for September 2024	Points 1-6 Summer 2024			All points EH/ DPE in primary
	2. AHs continue to review curricula based on the 3 I's of intent, implementation and impact for September 2024				
	3. Staffing models are reviewed and approved by CEO/EH				
	4. EH/DPE and LGBs approve curriculum model and understand the implications of the curriculum on learners in each setting. Changes are reported to CEO and Trust Board.				
	5. New curriculum documents and revised schemes of learning are in place which reflect the agreed curriculum in each academy.	Point 7 Autumn 2024 and ongoing			
	6. Effective CPD prepares teachers, curriculum leaders and senior leaders to confidently articulate the rationale for the curriculum in their context				
	7. SLTs implement curriculum reviews in each academy and identify strengths and key actions				



Aspiration – Motivation – Achievement - Trust

AMAT Operational Development Plan 2024 – 26



AMAT OPERATIONAL PLAN 2024 – 2026

<p>a) The Trust Teaching and Learning Team continues to focus on improving practice and pedagogy</p>	<ol style="list-style-type: none"> 1. EH will continue to develop the team of excellent T&L leads in the schools, to improve practice and pedagogy and develop innovative and creative strategies. At a secondary level, this will be driven through the fortnightly Teaching and Learning meeting. At primary level, the DPE will drive this. 2. T&L leads will monitor the impact of teachers on student outcomes over the academic year, building a knowledge of teacher's strengths and areas for further development. They will take action to address these areas for development either through coaching or centralized training. Consideration is given to staff workload too. 3. Each secondary school will participate in peer-to-peer reviews focusing on both Teaching and Learning and Pastoral to identify strengths and areas for development in Autumn Term and Spring Term. This is supported by the School Improvement Partner visits each term. Reports are shared with the AH and EH, who in turn will report to the CEO and Trust Board. 4. All secondary school Teaching and Learning leads will develop and lead on Trust CPD through joint projects such as ECT Training, Middle Leader Training, Inset Days. 5. The DPE will continue to develop the work of school leaders across all the areas of school improvement in primary. 	<p>Points – 1 - 5 Autumn 2024 and ongoing</p>			<p>All points EH/ DPE in primary</p>
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Aspiration – Motivation – Achievement - Trust

AMAT Operational Development Plan 2024– 26



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AMAT OPERATIONAL PLAN 2024 – 2026

d) Appraisal processes to support improvements in teaching across the Trust are reviewed	<ul style="list-style-type: none"> EH reviews appraisal process and targets for A. Heads/senior leaders/ teachers that specifically link to improvements in teaching and learning, recognising the Ofsted framework and overall Trust priorities. 	All points December 2024 and ongoing			EH/ DPE in primary
<p>e) (1) The Trust continues to benefit from the recruitment and training programme for ITTs and ECTs delivered through the Teaching Alliance</p> <p>e) (2) The NLE programme of school support continues to operate successfully</p>	<ul style="list-style-type: none"> Recruitment processes for new trainees are reviewed and advertised Trainees are placed and mentored through their training programme to successfully join the profession. 	All points December 2024 and ongoing			EH/ DPE in primary



Aspiration – Motivation – Achievement - Trust

AMAT Operational Development Plan 2022 – 26



AMAT OPERATIONAL PLAN 2024 – 2026

4.	Personal Development – to provide high standards of pastoral care and support for children and young people in all our schools so attendance and behaviour for learning is consistently good or better with outstanding safeguarding practices.				
Key priorities	Actions	Date	D'ment	RAG	Lead
a) Continue to implement Behaviour for Learning Policy and Pastoral Systems to ensure effective use of resources	<ol style="list-style-type: none"> Behaviour policies and staffing requirements are reviewed to provide the highest standard of pastoral care Policies and structures are approved by LGBs which are effective and in line with Trust priorities Effective tracking of behaviour systems is established to report on patterns of behaviour to SLTs, LGBs and MAT Board. 	All points – September 2024 and ongoing			All points EH/ DPE in primary
b) Improve attendance, where it is a concern and reduce Persistent Absence (PA) across the Trust.	<ol style="list-style-type: none"> Continue to support the work of the school EWOs and external EWO agencies, to work across schools and with attendance officers to reduce PA and work with key families requiring additional support. School Attendance Leads works with other agencies and partners to provide effective support for identified families School Attendance Leads continues to ensure consistent systems in place for monitoring attendance/absence across schools School Attendance Leads ensures legal processes are implemented where required to address poor attendance when other strategies have failed 	All points – September 2024 and ongoing			All points EH/ DPE in primary



Aspiration – Motivation – Achievement - Trust

AMAT Operational Development Plan 2024 – 26



AMAT OPERATIONAL PLAN 2024 – 2026

c) Reduce Fixed Term exclusions, where it is a concern, because behaviour is improving	<ol style="list-style-type: none"> 1. Review strategies that successfully reduce fixed term exclusions in trust schools 2. Provide detailed analysis of exclusions to determine pattern and type of for exclusions and reports to LGB/Trust Board 3. Develop strategies that provide alternatives to exclusions 4. Develop sustainable links with high quality AP provider. 5. Continue to liaise with and access places at high quality AP providers. 	All points - September 2024 and ongoing			All points EH/ DPE in primary
d) Ensure there are outstanding practices, in our schools, to support Safeguarding and address concerns in respect of KCSIE guidance	<ol style="list-style-type: none"> 1. Review and update policies to ensure all staff training is up to date and recorded. 2. Trust wide safeguarding training and succession planning is in place and delivered without fail 3. Safeguarding leads meet termly to discuss strategy and ways of working to ensure consistency and high standards across the Trust and ensuring the development of key partnerships to access external agency support linked to safeguarding and KCSIE 	Point1 December 2024 All other points – September 2024 and ongoing			All points EH/ DPE in primary



Aspiration – Motivation – Achievement - Trust

AMAT Operational Development Plan 2024 – 26



AMAT OPERATIONAL PLAN 2024 – 2026

5.	Community and Parental Engagement - Parents and the community have a clear understanding of and high satisfaction levels of the trust and the significant role it has in improving the quality of education across our area.				
Key priorities	Actions	Date	D'ment	RAG	Lead
a) Promote the work of the Trust locally, regionally and nationally.	<ol style="list-style-type: none"> 1. The Trust website is kept under review to ensure it is compliant but engaging and professional 2. CEO and Trustees represent the Trust in key forums to ensure the Trust and its vision is well presented 3. Each academy has Trust branding to identify it as part of the Trust 4. The use of social media promotes successes in our schools and develops the reputation of the Trust 5. The Trust wide Communication Strategy is kept under review, to maximise the profile of the trust with all audiences 	All points September 2024 and ongoing			CEO

Aspiration – Motivation – Achievement - Trust

AMAT Operational Development Plan 2024 – 26



AMAT OPERATIONAL PLAN 2024 – 2026

b) Further develop key Trust partnerships to create increased opportunities for our schools, staff and learners.	<ol style="list-style-type: none"> 1. Work with the LA at a strategic level over admissions, school places and education strategy so that the Trust has a key role in decision making that impacts on our schools 2. Extend networking with local/regional MATs and TSAs to develop strong links which support the development of the Trust 3. Continue to work with MATs locally and regionally 4. Build on the partnerships with FE providers to ensure improved outcomes for learners at post-16 	All points - September 2024 and ongoing			CEO
c) Engage positively with our parents and wider community so they are aware of the role of the Trust in their schools.	<ol style="list-style-type: none"> 1. All publicity for our schools refers to the Trust and its role as a MAT in the local area 2. CEO and/or EH attends key events in our schools to promote the Trust e.g. Open evening/ Showcases/LGB meetings/parent forums. 3. Trust continues to promote annual achievement/special awards for students 4. CEO attends Community Events across the Trust 	All points - September 2024 and ongoing			CEO

Aspiration – Motivation – Achievement - Trust

AMAT Operational Development Plan 2024 – 26



AMAT OPERATIONAL PLAN 2024 – 2026

d) Enhance Trust programmes across our schools that enrich our learners and provide opportunities for students to collaborate and learn together.	<ol style="list-style-type: none"> 1. EH with AH's review curriculum and school day times so staff and students can work across the Trust 2. The curriculum offer is broadened to provide students with increased opportunity beyond individual academies. 3. Cross Trust opportunities for students which are value for money and provide greater experiences e.g. skiing, expeditions, residential, Chamber of Commerce, PSW are developed. 	All points- September 2024 and ongoing			All points EH/ DPE in primary
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AMAT OPERATIONAL PLAN 2024 – 2026

e) Investigate and propose high-quality Trust Alternative Provision to meet the needs of our most vulnerable learners	<ol style="list-style-type: none">1. Create, through the performing arts performances for staff and students to work together and perform2. Continue a programme of Master classes for high attaining students3. Continue to support the AIM project across the Trust4. Continue to review AMAT PRIDE awards, to ensure their effectiveness				<i>All points EH/DPE in primary</i>
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Aspiration – Motivation – Achievement - Trust

AMAT Operational Development Plan 2024– 26



AMAT OPERATIONAL PLAN 2024 – 2026

6.	Effective management and trust services - Ensure the Trust is well led and managed, rigorously held to account by the Trust Board, with effective services for our schools which provide value for money. Budget targets are met each year and the Trust has the financial capacity to support school improvement.				
Key priorities	Actions	Date	D'ment	RAG	Lead
a) Demonstrate the Trust's executive team is of the highest standard to support the leadership of the Trust and to undertake key Trust functions.	<ol style="list-style-type: none"> 1. Keep the Central Operations Team under review to ensure fitness for purpose, including staffing requirements to manage the central budgets and financial procedures 2. Continue to support the establishment of the in-house payroll function 	<i>Both Points – September 2024 and ongoing</i>			CEO



Aspiration – Motivation – Achievement - Trust

AMAT Operational Development Plan 2024– 26



AMAT OPERATIONAL PLAN 2024 – 2026

<p>b) Ensure the Trust is compliant with all policies, ESFA required financial and reporting regulations, is financially viable and meets its annual budget targets</p>	<ol style="list-style-type: none"> 1. CEO to ensure all reporting to Members/Trustees and ESFA is fully compliant with the Trust scheme of delegation and ESFA requirements 2. CEO to review back office function of schools joining the Trust to ensure skill set and training needs as schools join the Trust 3. CEO to ensure that Trust and academy budgets are agreed and signed off by Trustees and LGBs 4. Budget monitoring systems and reports enable CEO and CFO to ensure academies operate within their agreed budget plans 5. CEO to ensure all Trust policies are updated and compliant 6. CEO to ensure the Trust and its schools are fully GDPR compliant 	<p><i>All points - September 2024 and ongoing</i></p>			<p>CEO</p>
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Aspiration – Motivation – Achievement - Trust

AMAT Operational Development Plan 2024– 26



AMAT OPERATIONAL PLAN 2024 – 2026

c) Procure Trust services that are of high quality and provide value for money for our Trust and academies	<ol style="list-style-type: none"> 1. CEO to review services procured for the Trust in terms of quality and value for money 2. Relevant services are procured as necessary for 2024/25 and beyond 3. The Trust Central Operations Team review all FM/estate services in our academies and new schools joining the Trust to provide economies of scale and value for money. 	<i>All points – September 2024 and ongoing</i>			CEO
<p>d) Establish a Trust Development Fund to drive school improvement and provide essential resources across our academies</p> <p>e) Establish a Capital Fund to support site investment in non PFI schools</p> <p>f) Ensure Trust involvement in Arden Triangle Development</p>	<ol style="list-style-type: none"> 1. CEO develops a £50K AMAT Development Improvement Fund to deliver the key KPIs 2. CEO establishes a support programme which will administer and review AMAT Development Fund spending linked to support critical SDP priorities. 3. Establish a Capital Fund to support capital expenditure within our schools over the next 2-3 years e.g. ICT replacement, building developments. 4. CEO to liaise with all community partners and consultants to realise Arden triangle project, in particular the new Arden and a co-located primary school s set out in the Solihull Local Plan 	<p>To be reviewed Spring 2025</p> <p>To be reviewed Spring 2025</p> <p>Spring 2025</p> <p>September 2024 and ongoing</p>			CEO



Aspiration – Motivation – Achievement - Trust

AMAT Operational Development Plan 2024 – 26



AMAT OPERATIONAL PLAN 2024 – 2026

7.	Governance and Quality Assurance - To ensure high quality Governance across the Trust which require that leaders are accountable, challenged and supported. The Trust has effective quality assurance processes in place and an annual programme of external reviews that affirm its effectiveness.				
Key priorities	Actions	Date	D'ment	RAG	Lead
a) Ensure the Trust Board is focused on its core purpose to ensure the Trust is compliant, challenging and drives the development of AMAT locally, regionally and nationally.	<ol style="list-style-type: none"> 1. CEO to ensure Members and Trustees have the skills and knowledge to challenge and hold the executive team to account for the progress and outcomes of the Trust 2. Trust continues to offer high quality governor training across our schools and, as appropriate, beyond, ensuring that all governors have up to date knowledge of relevant developments, including safeguarding and the Ofsted framework 3. New Members and Trustees are considered as required 4. Trustees have key areas of responsibility as part of their role 5. Trustees have a good understanding of our schools/academies and the key areas of strength and required improvement 6. The two key committees (Business and Personnel and Audit and Risk) function effectively, are well supported by the executive team and report regularly to the Board on progress and outcomes linked to their remit 	All points – September 2024 and ongoing			CEO



Aspiration – Motivation – Achievement - Trust

AMAT Operational Development Plan 2024 – 26



AMAT OPERATIONAL PLAN 2024 – 2026

<p>b) Develop Local Governing Bodies in all our schools to help them challenge and support school leaders.</p>	<ol style="list-style-type: none"> 1. CEO to ensure Governors have the key skills and knowledge to undertake their role on LGBs 2. New schools LGBs are reviewed under Due Diligence and new LGBs appointed that meet the Trust requirements 3. There is an annual information sharing event, each summer to bring all LGBs together with key Trustees to share vision, developments and challenges. 4. The Trust Chair and CEO meet termly with Chairs of LGBs to ensure the LGBs are part of Trust Governance and relationships are strong 5. CEO to prepare a Trust Governance Training Programme for 2024-2025 	<p><i>Points 1 and 2 - Autumn 2024 and ongoing</i></p> <p><i>Point 3 - Summer term 2025</i></p> <p><i>Points 4 and 5 - Autumn 2024 and ongoing</i></p>			<p>CEO</p>
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Aspiration – Motivation – Achievement - Trust

AMAT Operational Development Plan 2024 – 26



AMAT OPERATIONAL PLAN 2024 – 2026

c) Implement a programme of self-review and external review of schools within the Trust.	<ol style="list-style-type: none"> 1. The Trust annually reviews its Governance in terms of the Scheme of Delegation and quality assures its working practices 2. The Executive team have robust appraisal processes to hold them to account and ensures their training and development needs are met 3. The Trust commissions an external review of the Trust and the leadership of the academies so that Trustees have the evidence that the Trust is highly effective and addresses areas for improvement 	<i>Point 1 - Summer 2025</i> <i>Point 2 - Autumn 2024 and ongoing</i> <i>Point 3 - Summer 2025</i>			CEO
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Aspiration – Motivation – Achievement - Trust

AMAT Operational Development Plan 2024– 26