



Our Children Thrive - Our Colleagues Thrive - Our Community Thrives

Strategic Plan 2024-2027

About our Odyssey Collaborative Trust

Our vision – what we want to achieve

At Odyssey Collaborative Trust our Vision is that:

Our Children Thrive

Our Colleagues Thrive

Our Community Thrives

For our children to thrive we will:

Make sure children are at the heart of what we do. Schools will be a safe, caring and happy place for all to learn and achieve excellent outcomes.

For our colleagues to thrive we will:

Recruit and retain the best staff by being a great place to work and by providing our colleagues with support to grow and develop their careers in a professional and inclusive environment.

For our community to thrive we will:

We will be at the heart of the Derby community, working with other civic partners to respond to needs of the city.

Being part of the Trust will enable all schools to consistently achieve the above. We are one organisation and we will support each other to ensure each school provides a high-quality education for all.

Our culture – how we will achieve our vision

We will:

Have a well-defined and effective strategy to challenge and improve the quality of education in schools; incorporating consistent delivery of a broad and balanced curriculum that revisits and builds upon prior learning; allows all pupils to unlock their potential.

Utilise an effective and supportive approach to school improvement to ensure that best practice is deployed, and any quality issues are addressed urgently as a matter of course.

Identify and develop expertise across the Trust and give opportunities for all staff which allow their skills and knowledge to be retained and developed. Provide a career pathway of opportunities which help staff to reach their potential.

Develop a package of benefits which makes it possible to retain and recruit the best staff and be responsive to the needs of our colleagues.

Explore creative solutions to the challenges facing our schools and our communities, including developing or collaborating with specialist provision.

Our culture will include:

- An empowered wider Trust leadership team comprising headteachers together with central team leaders to own the process of improvement and change across the trust.
- Every school “succeeding together”. From a group of individual schools to a “one Trust” family ethos, where success for the trust is based on success of all schools together.
- Being open to change
- Equity for children and adults across the Trust.
- Effective governance at every level working towards the Trust’s vision within a clear and well-understood structure.

About our Strategic Plan

Our Strategic Plan focuses on four priorities:

- **High Quality and Inclusive Education**, we want our children to thrive
- **Our Colleagues**, we want our staff to thrive
- **Governance and Leadership**, we want our Trust to be well led
- **Finance and Operations**, we want our Trust to be run effectively and efficiently

Supporting our work in these areas is an overarching principle of working in **Civic Partnership** with key stakeholders. We will be firmly rooted in our local community, understand their needs and work with local partners such as the local authority and other educational institutions, knowing that we need to work together to support.

All of the above leads to us delivering a **Trust Dividend**. For each of the four priorities we will judge our progress against the success criteria stated in this plan, but we will also look to an overall, so pupils, staff and parents are unequivocal about the benefits of being part of the Trust.

Civic Partnerships
will support our four priorities...

**1. High quality and
Inclusive Education**

2. Our Colleagues

**3. Governance and
Leadership**

**4. Finance and
Operations**

which will secure...
the Trust Dividend
for pupils, parents and staff

Civic Partnerships

Odyssey Collaborative Trust was set up with a focus specifically on the pupils and families of Derby and the close surrounding areas. Each school has built strong links with local organisations and the Trust encourages these links. Through such relationships we are able to root ourselves in the work and needs of the communities our schools serve. We know there are many challenges in our local communities and the difficulties created by economic problems and a global pandemic have led to myriad problems for the communities we serve. We cannot solve these problems alone and so we will work closely in partnership with others.

What we already do...

- When schools join an academy trust they leave local authority control. We believe strongly that we have a duty to continue to work closely with the **local authority** for the good of pupils in Derby.
- We work closely with other **educational institutions**, such as Derby University and other schools and Trusts.
- We support **local charities** including Aspire Food Hub, the Padley Centre Derbyshire Children's Holiday Centre, Aquarius (drug and alcohol support for families) and the Bells of St. Mary's, as well local care homes.
- We engage with **cultural organisations** such as Derby Book Festival, Hallé Orchestra, Derbion Christmas Choir, the Derby Music Hub
- We will promote **healthy living** by working with sports organisations such as Derby Community Trust, Cycle Derby and disadvantaged pupils have taken part in Derby County Football Club's 'Tea and a Tour'.
- We will work in partnership with **local businesses** including Rolls Royce, Severn Trent Water, Birds Bakery and organisations related to businesses such East Midlands Chamber of Commerce and Our Future.
- To encourage understanding of different beliefs, we will work with places of **religious worship** such as Churches, Synagogues, Gurdwaras, Mandirs and Mosques as well as organisations such The Open Centre and the Humanist Society.

What we will do more of...

Over the course of this strategic plan we will:

- Work closely with Derby Local Authority and local specialist provision to support the most vulnerable pupils.
- Engage fully with local authority process such as the In Year Fair Access Protocol and align our admissions procedures with local authority schools.
- Engage with local initiatives such as the Primary Education Improvement Area to secure improvements, not just in our own schools, but across Derby.
- Actively look for new schools to join the Trust where this will help us achieve our vision.
- Work closely with other educational institutions, such as Derby University to support the training of new teachers and other schools and Trusts to help find solutions to the challenges we all face.

Priority 1. High Quality and Inclusive Education

Monitored by the Education Committee of Trustees

Our vision	<p>Our vision is for our pupils to thrive. This means children will be at the heart of all that we do and for all our schools to be a safe, caring and happy place for all to learn and achieve excellent outcomes and for us to work with our civic partners to respond to the needs of the city of Derby.</p>
Our culture (how we will achieve the vision)	<p>Have a well-defined and effective strategy to challenge and improve the quality of education in schools; incorporating consistent delivery of a broad and balanced curriculum that revisits and builds upon prior learning; allows all pupils to unlock their potential.</p> <p>Utilise an effective and supportive approach to school improvement to ensure that best practice is deployed, and any quality issues are addressed urgently as a matter of course.</p> <p>Explore creative solutions to the challenges facing our schools and our communities, including developing or collaborating with specialist provision.</p> <p>Our culture will include having...</p> <ul style="list-style-type: none">• An empowered wider Trust leadership team comprising headteachers together with central team leaders to own the process of improvement and change across the trust.• Every school “succeeding together”. From a group of individual schools to a “one Trust” family ethos, where success for the trust is based on success of all schools together.• Being open to change• Equity for children and adults across the Trust.• Governance at every level working towards the Trust’s vision within a clear and well-understood structure.

Objectives	Coordinated by	Timescale	Success criteria
1a. To have in place a comprehensive programme of quality assurance which allows any weaknesses in provision to be identified in a timely manner.	School Improvement Lead	To be established by end of February 2024	For pupils: <ul style="list-style-type: none"> - Pupil surveys show over 90% of pupils to be happy in school. - Statutory assessments of pupils learning (EYs, Yr. 1 and 2 phonics, KS1 SATs, Yr. 4 multiplication tables and KS2 SATs) show pupils at least in line with national standards.¹ - Attendance to be above national averages. - The Trust will narrow the gaps in attainment and experiences where they exist between disadvantaged children and those from different backgrounds.
1b. To develop the use of PiXL, Insight and Assessment Accuracy Checks to support teaching and learning across the Trust as well as quality assurance processes.	School Improvement Lead	All schools fully engaged in PiXL, Insight and AACs by July 2024.	For parents: <ul style="list-style-type: none"> - Parent survey shows positive attitudes towards the trust compared to national benchmarks. - Schools have at least a 'good' OFSTED judgement. (To be validated through internal self-assessment in between OFSTED inspections). For members of the community: <ul style="list-style-type: none"> - Schools have at least a 'good' OFSTED judgement.
1c. To develop the use of Trust Champions to expand the school improvement capacity across the Trust.	School Improvement Lead	Revised principles to be established by end of February 2024.	
1d. For leadership networks in all subjects to meet regularly and to have a positive impact on education across the Trust.	School Improvement Lead	Relaunch of networks February 16 th with termly meetings after that.	

¹ For schools with cohorts of pupils who are disadvantaged, it may be that earlier assessments in EYs and KS1 are below national, but they will be at least in-line by the end of KS2.

	Leaders for each network in place.		Establishing of reporting mechanisms, so networks feed into school improvement activities.	90% attendance at networks.				
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2. Our Colleagues

Monitored by the Resources and Audit Committee of Trustees

Our vision	Our vision is for our colleagues to thrive. To do this, we will recruit and retain the best staff by being a great place to work and by providing our colleagues with support to grow and develop their careers in a professional and inclusive environment.
Our culture (how we will achieve the vision)	Identify and develop expertise across the Trust and give opportunities for all staff which allow their skills and knowledge to be retained. Provide a career pathway of opportunities which help staff to reach their potential. Develop a package of benefits which makes it possible to retain and recruit the best staff and be responsive to the needs of our colleagues. Our culture will include having... <ul style="list-style-type: none">• An empowered wider Trust leadership team comprising headteachers together with central team leaders to own the process of improvement and change across the trust.• Every school “succeeding together”. From a group of individual schools to a “one Trust” family ethos, where success for the trust is based on success of all schools together.• Being open to change.• Equity for children and adults across the Trust.• Governance at every level working towards the Trust’s vision within a clear and well-understood structure.

Objectives	Coordinated by	Timescale	Success criteria
Develop a People Strategy encompassing talent acquisition, retention, professional development and employee well-being to attract and retain exceptional staff.	COO	Strategy to be developed by end of August 2024, before implementation in 2024-25.	<p>For a greater proportion of staff to report positively about the professional development opportunities open to them. (2023 baseline data: Ratings of 3.6 and 3.8 out of 5.)</p> <p>For increased proportions of staff to access professional development opportunities.</p>
Harmonisation of job descriptions, employment contracts and pay scales for staff in similar roles across different schools to ensure equitable treatment for all staff members.	COO	By the end of August 2025.	<p>For a greater proportion of staff to report positively about their workload when compared to national benchmarks. (2023 baseline data: Rating of 3.4 and 3.2 out of 5). For a greater proportion of staff to report positively about their wellbeing when compared to national benchmarks (support 3.6 and 3.8 out of 5, performance management 3.8, premises 3.9) or a maintaining of already high standards (fair treatment, 4.5 out of 5 and being able to speak to someone 4.1).</p>
To develop more effective feedback loops from staff, both during employment and at the point of leaving the Trust.	COO	By the end of August 2025.	<p>For staff absence rates to be better than comparable averages.</p> <p>For there to be no unfilled senior leaders positions in the Trust.</p>
Develop an increased ability across the Trust to share staff expertise across schools, including moving staff where there is a need and they agree.	CEO	By the end of August 2025.	

Forward Plan

Further actions to be added. Measurable milestones in red.

		2023-24		2024-25			2025-26		
		Spring 2024	Summer 2024	Autumn 2024	Spring 2025	Summer 2025	Autumn 2025	Spring 2026	Summer 2026
2a			People Strategy to be written.	Further actions to be established from People Strategy.					
2b				Review of JDs, contracts and pay. Plan made for harmonisation of employment conditions.		Harmonisation programme complete.			
2c	Review sharing of exit interviews. Plan responses to trust-wide staff survey.			Trust wide staff survey.	Plan responses to trust-wide staff survey.		Trust wide staff survey.	Plan responses to trust-wide staff survey.	

3. Governance and Leadership

Monitored by the Education Committee of Trustees

Our vision	<p>Governance and leadership underpins our overall vision for the Trust and is crucial in achieving our ambition of ensuring our children thrive, our colleagues thrive and our community thrives.</p> <p>Our governance is rooted in the local community and this demonstrates our desire to be at the heart of the Derby community, working with other civic partners to respond to needs of the city.</p> <p>Being part of the Trust will enable all schools to consistently achieve the above. If schools face challenges, the Trust will act together providing whatever help or support is needed for each school to provide a high-quality education.</p>
Our culture (how we will achieve the vision)	<p>Our culture will include having...</p> <ul style="list-style-type: none">• An empowered wider Trust leadership team comprising headteachers together with central team leaders to own the process of improvement and change across the trust.• Every school “succeeding together”. From a group of individual schools to a “one Trust” family ethos, where success for the trust is based on success of all schools together.• Being open to change• Equity for children and adults across the Trust.• Governance at every level working towards the Trust’s vision within a clear and well-understood structure.

Objectives	Coordinated by	Timescale	Success criteria
3a. To involve key stakeholders in the development and then living of a renewed Trust vision and culture.	CEO	Vision and culture to be established by end of February 2024.	<p>Staff survey shows positive attitudes towards the trust compared to national benchmarks. (Baseline data: 3.2 out of five.)</p> <p>Staff exit interviews are positive about working for the trust.</p>
3b. To build a sense of common identity across the Trust, through regular communications and events (including for pupils) which reinforce the established culture and vision of the Trust.	CEO	Programme of events to be established by May 2024.	<p>The holding of trust wide events which gives pupils experiences they would not otherwise have had.</p> <p>Parent surveys shows positive attitudes towards the trust compared to national benchmarks. (No baseline data held.)</p> <p>Survey of local governors shows positive attitudes towards the trust compared to national benchmarks. (No baseline data held.)</p>
3c. To support local governance through refined training, communication and monitoring.	Board of Trustees	By end of Spring term 2024.	<p>External interest in the Trust leads to schools enquiring about joining the Trust and expansion if Trustees and Regional Director allows.</p> <p>LGB feedback shows positive attitude to working within the Trust as part of one cohesive and coordinated governance team.</p>

Forward Plan

Further actions to be added. Measurable milestones in red.

		2023-24		2024-25			2025-26		
		Spring 2024	Summer 2024	Autumn 2024	Spring 2025	Summer 2025	Autumn 2025	Spring 2026	Summer 2026
3a	Secure buy-in stakeholders in vision, culture and strategic plan.				Monitor buy-in to vision/culture through trust-wide survey. Improved survey responses about vision.	Build evidence base of vision/culture in action. Trustees satisfied that vision/culture are being lived.		Monitor buy-in to vision/culture through trust-wide survey. Improved survey responses.	Add to evidence base of vision/culture in action. Trustees satisfied that vision/culture are being lived.
3b	Promoting/marketing of successes across Trust. High visibility of central team in schools. Trust-wide training day.	Promoting/marketing of successes across Trust. CEO drop ins in all schools. High visibility of central team in schools. Interest in joining the Trust from other schools.	Promoting/marketing of successes across Trust. CEO drop ins in all schools. High visibility of central team in schools.	Promoting/marketing of successes across Trust. High visibility of central team in schools. Trust-wide training day. Improved survey responses about being part of the Trust.	Promoting/marketing of successes across Trust. CEO drop ins in all schools. High visibility of central team in schools. Growth of Trust (if Trustees and RD allow)	Promoting/marketing of successes across Trust. CEO drop ins in all schools. High visibility of central team in schools.	Promoting/marketing of successes across Trust. CEO drop ins in all schools. High visibility of central team in schools. Trust-wide training day. Improved survey responses about being part of the Trust.	Promoting/marketing of successes across Trust. CEO drop ins in all schools. High visibility of central team in schools.	Promoting/marketing of successes across Trust. CEO drop ins in all schools. High visibility of central team in schools.
3c	Attendance of central trust representative at LGB meetings.	Attendance of central trust representative at meetings. Clerk and chair networks held.	Monitoring of LGB activities. Attendance of central trust representative at meetings.	Attendance of central trust representative at meetings. Clerk and chair networks held.	Attendance of central trust representative at meetings. Clerk and chair networks held.	Monitoring of LGB activities. Attendance of central trust representative at meetings.	Attendance of central trust representative at meetings. Clerk and chair networks held.	Attendance of central trust representative at meetings. Clerk and chair networks held.	Attendance of central trust representative at meetings. Clerk and chair networks held.

	<p>Clerk and chair networks</p> <p>Introduce induction pack and procedures for new local governors.</p>	<p>Decide role of Link Trustee in monitoring LGB activities.</p> <p>All LGBs to be effective.</p> <p>Establish minimum expectations for LGB training and meetings.</p>	<p>Improved attendance at trainings/meetings monitoring against minimum expectations.</p> <p>Clerk and chair networks held.</p> <p>LGB at Beaufort to be re-established.</p>			<p>All schools regularly attending at trainings/ meetings, meeting minimum expectations.</p> <p>Clerk and chair networks</p>		
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4. Finance and operations

Monitored by the Resources and Audit Committee of Trustees

Our vision	<p>Governance and leadership underpins our overall vision for the Trust and is crucial in achieving our ambition of ensuring our children thrive, our colleagues thrive and our community thrives.</p> <p>Our governance is rooted in the local community and this demonstrates our desire to be at the heart of the Derby community, working with other civic partners to respond to needs of the city.</p> <p>Being part of the Trust will enable all schools to consistently achieve the above. When schools face challenges, the Trust will act as a safety net providing whatever help or support is needed for each school to provide a high-quality education.</p>
Our culture (how we will achieve the vision)	<p>Our culture will include having...</p> <ul style="list-style-type: none">• An empowered wider Trust leadership team comprising headteachers together with central team leaders to own the process of improvement and change across the trust.• Every school “succeeding together”. From a group of individual schools to a “one Trust” family ethos, where success for the trust is based on success of all schools together.• Being open to change• Equity for children and adults across the Trust.• Governance at every level working towards the Trust’s vision within a clear and well-understood structure.

Objectives	Coordinated by	Timescale	Success criteria
4a. To explore reserve pooling as a new strategy to support the development of provision across the Trust.	CFO	For a decision to be made by the end of July 2024.	<p>The Trust internal financial procedures are fit for purpose and any changes are consulted on.</p> <p>Internal and external audit demonstrate the trust is using funding in an efficient and compliant manner.</p>
4b. To explore GAG pooling as a new strategy to support the development of provision across the Trust.	CFO	For a decision to be made by end of December 2024.	<p>The trust is compliant with all aspects of the Academies Trust Handbook.</p> <p>Surveying of school leaders ensures services are of a high standard and an improvement on those the school had before joining the trust.</p>
4c. To explore succession planning for the CFO role.	CFO	For a plan to be established by the end of July 2024.	<p>The trust can evidence improvements to the condition of building across the trust.</p>
4d. To consider the optimum size and setup for the Central Team, ensuring that it is both sustainable and meets the need of the Trust.	CEO and Central Team	By July 2024 and then ongoing.	<p>Trust Leadership team can give examples of how IT has enhanced the work of schools and the Central Team.</p> <p>Trust data is secure, with safeguards in place to protect against malware and phishing attacks. National Cyber Security Centre guidelines for trusts are followed. Compliance with RPA expectations.</p>
4e. To secure rationalisation of suppliers in order to help maximise purchasing power and improve value for money.	CFO	To be achieved during the 2024-25 financial year, with identified improvements to be made by August 2025.	<p>The trust has at least met the government's expectations for improving the environmental sustainability of its buildings.</p>
4f. To establish and implement an IT strategy which ensures technology is safe and being used to enhance the work of the Trust.	COO	By July 2024.	<p>An IT Strategic Plan which ensures safety and compliance minimising risks to the Schools and Trust and making use of the latest developments (e.g. AI).</p>

<p>4g. The Trust estates are maintained and improved and become more environmentally sustainable.</p>	<p>COO</p>	<p>GEMS strategy to be deployed from February 2024 following approval from Trustees</p>	<p>A detailed plan of IT equipment and replacement schedule which informs budget setting.</p> <p>A clear long-term Asset Management Plan which outlines the resources needed to address the maintenance priorities outlined; informing budget setting.</p> <p>Maintenance work is preventative as there is a plan in place which improves efficiency and greatly improves opportunities for bids and grants which are available.</p>
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Forward Plan

Further actions to be added. Measurable milestones in red.

	2023-24		2024-25			2025-26		
	Spring 2024	Summer 2024	Autumn 2024	Spring 2025	Summer 2025	Autumn 2025	Spring 2026	Summer 2026
4a		To hold a series of information sessions with leaders, governors and trustees on reserve pooling, take views. Decision to be made.	Subsequent actions to be decided.					
4b			To hold a series of information sessions with leaders, governors and trustees on GAG pooling, take views. Decision to be made.	Subsequent actions to be decided.				
4c		Review additional CFO support and make decision on future support.	Substantive solution in place.					
4d		Review central team staffing including admin. support and school improvement.	Substantive School Improvement Lead in place.			Review central team staffing.		Trust growth allows optimal size of Trust central team.
4e			Identify opportunities for added value through supplier rationalisation.		Rationalisation programme complete.			

4f	RPA compliant for cyber security.							
4g	The GEMS Strategy and Asset Management Plan approach to be shared and approved by Trustees.	Detail of Asset Management Plan to be discussed in more detail with schools and ensure this aligns with Resources available.	Works to be organised as agreed with Final Plan and within agreed budget.		Review works that have been carried out and consider works to be agreed when setting new budgets.	Works to be organised as agreed with Final Plan and within agreed budget		Review works that have been carried out and consider works to be agreed when setting new budgets.

The Trust Dividend

Our commitment to working with our civic partners and our focus on the four priorities in this plan will lead to us being a Trust which children, parents and staff are proud to be a part of. The Trust Dividend is the ultimate goal of this plan; for there to be a clear benefit to being in the Trust, felt by all.

How we will measure this:

For pupils:

- Pupil surveys show pupils are happy in school, to feel safe and feel cared for.
- Statutory assessments of pupils learning show pupils at least in line with national standards.
- Attendance to be above national averages.
- The holding of a trust wide event which gives pupils experiences they would not otherwise have had.
- Case studies show that our most vulnerable pupils will be supported to access high quality education that meets their needs.

For staff:

- Staff survey shows positive attitudes towards the trust compared to national benchmarks. (Roughly in line with national benchmarks.)
- Staff exit interviews are positive about working for the trust.

For parents:

- Parent survey shows positive attitudes towards the trust compared to national benchmarks.
- Schools have at least a 'good' OFSTED judgement
- Parents use mechanisms for local accountability, such as involvement in governance and engagement with surveys and AGM.

For local governors:

- Governors value the support of the central function of the Trust, as demonstrated by increased attendance at training and governor forums and positive views shown through a governance survey.

For members of the community:

- Schools have at least a 'good' OFSTED judgement.
- Case studies show the support received by vulnerable families