



# EAST MIDLANDS ACADEMY TRUST ANNUAL REPORT

SEPTEMBER 2021



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***Every child deserves to be the best that they can be.***



## Welcome

Producing an annual report is a good time to reflect and it would be impossible to look back without mentioning Covid-19. The global pandemic has affected every single one of us, and our schools are no different.

Together we have faced unprecedented challenges as we strived to minimise disruption and keep both staff and pupils safe and well. From practical support such as distributing more than 300 laptops to pupils at home and investing more than £150,000 to improve IT connectivity in schools, to delivering remote learning and covid testing in schools it has been a mammoth task for us all.

Despite this backdrop I am incredibly proud of the EMATters community, we have continued to go from strength to strength and the hard work and dedication of our pupils, families and staff to achieve this should not be underestimated.

For example, in June we teamed up with GB Olympians to hold our very first Olympic Day which involved more than 5000 pupils and staff in a range of sporting events and work is already underway to make this event bigger and better in 2022. Hardingstone Academy launched a new forest school for pupils to learn about nature and try outdoor activities such as den building and bug hunting. Prince William School secured a good Ofsted grading for the first time in nearly a decade. We welcomed several new and promoted colleagues to the executive leadership of EMAT who have collectively made a significant positive impact on our outputs. And we held another successful virtual celebration and recognition awards event, honouring the contributions of staff and pupils across our seven schools.

In addition to the above we have undertaken many significant projects including curriculum, infrastructure, websites and logos so that all our schools have a similar look and feel. We will be continuing to roll out these initiatives over the coming year, bringing schools together as part of the EMAT family and sending a clear message that we are one organisation.

We are excited that the new EMAT training hub has now launched which will provide a central location for staff training and development to build a pipeline of talent for the future in our schools. We are continuing to invest in our estate with Shepherdswell, Stimpson, Prince William and the NIA all having work undertaken this year. We are developing a Pupil Parliament in all schools which will provide a strong pupil voice to the Executive Leadership Team. We are looking forward to the publication of the first-ever trust-wide poetry anthology with poems from all schools and have embarked on a year-long Festival of Inclusion. Inclusion is one of our five values, and we have lots planned to firmly embed this value across the organisation.

It's clear there is so much to be proud of and so much more to come as the trust continues to thrive.

**Joshua Coleman**  
Chief Executive Officer

**Kevin Crompton**  
Chair of Trustees



## Headteacher Message

At Castle Academy our motto is 'Castle Never Stops Learning' and in the last twelve months we have certainly learnt a lot and have continued to grow and flourish. At the start of the last academic year we adopted our Trust-wide curriculum which had been carefully developed by leaders throughout EMAT the previous year. Through the implementation of the curriculum we have been able to ensure our children receive a broad and balanced curriculum, and through our continued CPD offer our teachers have been able to offer a curriculum that is personalised for all of our children. This was especially a challenge throughout the Spring lockdown as teachers adapted planning further to ensure that home learning was accessible and challenging for all children.

During the Summer term we maintained a whole school focus on wellbeing and interaction which meant that children refocused and settled back into school routines quickly. Our Inclusion team were instrumental in ensuring these transitions were successful. The Inclusion team also played a key role in Castle Academy being awarded the Mental Health Quality Mark by St Andrew's Hospital, through our commitment to promoting Social, Emotional and Mental Health.

### **Key Priority 1 – Quality of Education**

***To ensure the curriculum intent is effectively implemented consistently across the school.***

- To provide inclusive and fully integrated curricular provision to enable children to fulfil their potential.

### **Key Priority 2 – Quality of Education (Outcomes)**

***To improve outcomes for pupils in each year and across the curriculum so that pupils make sustained progress from their different starting points.***

- To improve the attainment and progress of SEND pupils. #
- To raise the attainment and progress for KS2 and KS1 pupils in writing and SPAG.
- To ensure that pupils on track for GD are challenged sufficiently.
- To increase GLD outcomes in literacy and communication and language.
- To develop sufficient expertise in the teaching of phonics and reading.

### **Key Priority 3 - Personal Development**

***To increase involvement and engagement of parent and carers in pupils' learning and in school events.***

- To engage parents so that they contribute to the work of the school and feel valued.

### **Key Priority 4 – Leadership and Management**

***Develop leadership capability so that the leadership team are able to work at a pace to drive continuous improvement in all areas of responsibility.***

- To provide strong, cohesive, and effective leadership with a clear direction on improving standards, provision and achievement across the academy.



***EYFS leadership and all EYFS practitioners have a clear and ambitious vision for providing high quality, inclusive care and education for all. As a team they share strong values, policies and practice.***

- All staff have a clear knowledge of the areas of learning and understanding of how children learn in accordance with the new EYFS 2021 framework and EMAT curriculum.



**Zoe McIntyre – Executive  
Headteacher**



**Daniel Lugg – Head of  
School for Castle Academy**

## Our Governing Board

Castle Academy Governors	Position
Zoe McIntyre	Executive Headteacher
Dan Lugg	Head of School
Bryony Nester	Staff Governor
Korrin Smith-Whitehouse	Chair of LAB/SEND Link Governor
Catherine Castillo-Soto	
Cameron Nixon-Engel	
Luci Clapton	Safeguarding Link Governor
Hayley Draper	Writing/SPAG/Phonics Link Governor
Lauren Saunders	Wellbeing/Mental Health Link Governor
Tabassum Beig	
Adam Chapman	Inclusion Link Governor

Governors have been holding their governing board meetings over Microsoft Teams for the past year and most visits have predominantly taken place with designated staff on Microsoft Teams.

Governors have attended school visits more effectively by improving the pro-forma for visits, ensuring that there are outcomes for meetings alongside actions. This ensures that any issues or targets are addressed either within LAB meetings or at future visits. This model of Assess, Plan, Do, Review is proving more effective. Governors also store actions on one document to ensure that there is an overview of all visits.

In the past year Castle Academy Governors have recruited a number of new governors with a range of skills and experience as well as successfully attending the following training organised by EMAT:

- Safeguarding;
- Safer Recruitment;
- Understanding Data;
- SEND (various sessions offered);
- Relationships and Sex Education with JIGSAW provider

The school has been very successful in many areas. Below the board have outlined some areas in which they feel the school has had particular success:

1. Attendance and engagement especially during a very difficult year.
2. The focus on SEND and SEMH; there has been a variety of external support and training for staff to enable them to support young people. Target Autism has worked with the school to support the growing number of students with ASD and Kirsty, the SENCO, has been very effective in terms of training staff and developing their understanding.
3. Wellbeing has been a focus and the school has managed to gain SEMH quality mark which is really impressive. There has been time dedicated to daily meditation and the school has worked with local arts organisations and the university to support wellbeing.
4. The online learning has been a real success and **staff should be commended for their hard work this year in challenging circumstances.**

## About Us

We are driven by a strong moral purpose that every child has the right to outstanding teaching and leadership. It is our passion to work with our children, their parents and carers and our staff to create world-class schools that demonstrate integrity of purpose through high aspiration for every child. We set high expectations for our leaders and teachers to support and stretch every child to ensure they make excellent progress and build the skills, knowledge and attributes that will prepare them well for secondary school and beyond.



## Curriculum Key Performance Indicators

All schools in the East Midlands Academy Trust aspire to provide a curriculum which meets the vision of the Trust by:

- Providing the full breadth of the National Curriculum as a minimum for all year groups, ensuring their curriculum offer is inclusive and that all pupils are able to access the same provision, albeit with some being given extra support.
- Ensuring lessons provide appropriate sequencing of learning, building on prior learning with increasing breadth and depth, towards clearly defined end points.
- Supporting children to learn how to learn effectively using techniques such as interleaving, retrieval practice, graphic organisers, etc.
- Assessing children's learning towards end points regularly and honestly, providing feedback to maximise further learning so that every child can be the best that they can be.
- Promoting the development of literacy, numeracy, and ICT skills across all Key Stages. Expanding the vocabulary of all students by teaching specific tier 2 words in each year group and specific tier 3 words in each subject area in each year group.
- Developing personal skills such as organisation, communication, collaboration, working effectively independently, creative thinking, problem solving, critical thinking, resilience, and leadership. So that all pupils are well equipped to succeed in further education, training and employment.

## Inclusion Key Performance Indicators

All schools in the East Midlands Academy Trust aspire to provide an education for all pupils and our focus for 2021-22 will be around our value of 'Inclusion'. Below we have broken down the KPIs into four groups, Pupil Premium, SEND, EAL and Safeguarding to include the overarching themes:

- All schools to use EduKey to monitor and evaluate interventions across SEND, PP and EAL. Schools to review those interventions have impact, are cost effective and they are receiving best value for EduKey.
- All schools to develop a structure of formal opportunities for parent voice and feedback their strategy through governance.
- All schools to ensure they identify leaders for SEND, EAL and PP who will attend the inclusion forum and feedback information to staff and governors to identify actions which need to be taken.
- All schools to be awarded the St Andrews mental health and wellbeing quality mark.
- Governance to create a monitoring and evaluation cycle based on the KPIs and feedback what has been successful and review at the end of the academic year.

### SEND

- All schools to be able to record and articulate meaningful data around the SEND cohort.

### EAL

- All school to have a planned and thorough induction programme for NTS pupils arriving mid-year, including arrangements for admissions, arrangements for their early days in school as well as planned intervention.
- All schools to have an identified EAL leader with an understanding of the needs of pupils NTC.
- All school to accurately use and record the DfE descriptors of English acquisition for pupils identified as EAL.
- By the end of next year each school to have had an audit of EAL provision and have identified the school next steps on the SDP.
- All schools to have an accurate position statement on EAL included in their SEF.
- All schools to review an EAL audit by an external source.

### Pupil Premium

- All school to meet new requirements from Pupil Premium funding strategy.
- All schools monitor Pupil Premium outcomes and close the gap during the academic year.

### Safeguarding

- To provide all DSL/DDSLs with formal supervision



## EMAT Central Services Key Performance Indicators

EMAT's Central Trust Team exists to ensure that all of our schools receive a high level of support and the resources they need in order to provide every child with the opportunity to 'be the best that they can be'. The trust wants to be known as the 'employer of choice' which attracts and retains high calibre staff.

By the July 2022 it is our goal that each department will achieve the following KPIs as a measure of the minimum standards we wish to achieve this academic year in all of our schools.

### Finance

- EMAT to raise financial awareness and capability among staff, governors and sector stakeholders through induction, training and development, and communication to achieve best value for money.
- Financial performance to be measured using Integrated Curriculum Financial Planning assumptions targeting resources against average class sizes, contact ratios, pupil teacher ratio and average teacher cost. We aim to perform in the top 10% of schools within England.
- Trust reserves to be equal to one months expenditure, and cash held to equal to at least one months payroll cost.

### Human Resources

- Establish early intervention approach through training and support for middle and senior leaders to reduce need for escalation to HR
- Support middle and senior staff to access and signpost to clear communication, information and advice
- Achieve mental health and wellbeing quality mark across our Trust
- Using the training hub to ensure successful embedded induction programme for new staff

### ICT and Estates

- All academies to remain open during agreed times
- Resolution of estates servicedesk tickets to achieve an agreed standard
- Achieve 85% customer satisfaction score on ICT and estates servicedesk tickets
- Ensure health and safety compliance across the Trust, verified by external audit
- Achieve Cyber Essential certification for the Trust
- Defined critical systems to be 100% operational during agreed times
- Ensure GDPR compliance across the Trust, verified by external audit

*These KPI's were created as part of the 2021 Development Day with the Executive Leadership Team.*

## Meet Our Members and Trustees

### Members

Multi-Academy Trusts (MATs), like EMAT, are publicly funded charitable companies. MATs are exempt charities, which means that they do not have a charity number, but they do have a company number. Nevertheless, a MAT is a publicly funded charity.

As a charity its founding Members established the MAT. There must be a minimum of 3 and a maximum of 5 Members. The Members cannot receive any payment from the Trust. Their purpose in establishing the charity is to fulfil the charitable objects set out in our Articles of Association, which is broadly to advance education in England through establishing and operating academies.

Having established the MAT, the Members ensure that it meets its charitable objects and fulfils its statutory and regulatory obligations by appointing a Board of Trustees to govern the charity. The Members do not interfere with the way that the Board runs and govern the Trust, though they could remove the Board if it failed to operate the Trust in accordance with its Articles of Association or its master funding agreement with the Secretary of State. The Members may be considered as the guardians of the constitution.

They are able to:

- to change the name of the Academy Trust
- to change the Objects (which would require Charity Commission and Secretary of State consent)
- to change the structure of the Trust Board
- to amend the Articles of Association
- to pass a resolution to wind up the Academy Trust
- to appoint the auditors (save to the extent that the Trustees may make a casual appointment)

Overall, Members have limited practical involvement in the management of the Trust and will be more involved at a strategic level.



**Kevin Crompton**

A former teacher in London, Kevin has worked in various senior roles in local authorities including Birmingham, Bedford and Luton.

**Fiona Wheeler**

A former parent governor at NIA, Fiona worked as a solicitor in Northampton for over 10 years. She has been involved in school governance for over eight years.



**Barry Langfield**

Barry bring a wealth of knowledge from further education where he spent the last 20 years as a senior manager in a number of London Colleges.

**Jon Harris**

Jon is in his eighth year as Head teacher at Hamilton School in Birmingham. Hamilton is a Primary Special School for Students with Autism.



*See Members Terms of Reference*

## Trust Board

The Board of Trustees is accountable for all aspects of the Trust's strategic intentions, its vision and values, its operations, the welfare and safety of all of its pupils, staff, volunteers, and visitors. The Trustees are held to account for the proper financial management of the MAT and the educational outcomes of all of its pupils. Trustees cannot receive any form of payment for their work as a Trustee. Their work is charitable and motivated by contributing to the public good.

The Board is responsible for the general control and management of the administration of the Trust. In all Academy Trusts, the individuals appointed to challenge and scrutinise the strategic direction and day to day running of the company led by the Chief Executive Officer have three names:

- They are Directors - because the MAT is a company.
- They are Trustees - because the MAT is a charity.
- They are Governors - because the MAT is responsible for running the school(s)

This can be very confusing as the documentation used to set up the Academy Trust and the Department for Education guidance for Academies uses these three titles interchangeably, depending on the context. East Midlands Academy Trust uses the term 'Trustees' to avoid confusion, as executive leaders may be called Directors but are neither company directors, nor Trustees.

A Trustee of EMAT will share equally with the other trustees the responsibility of running the organisation and, in turn, the Academies it runs. Trustees have very similar responsibilities to governors in a maintained school, including the three core strategic functions of ensuring:

- That the vision, ethos and strategic direction of the Trust and the Academies it runs are clearly defined.
- That the Chief Executive Officer and Headteacher(s) perform their responsibilities for the educational performance of the schools.
- That there is sound, proper and effective use of the Academy Trusts financial resources.



**Kevin Crompton**  
Chair of Trustees



**Andy Davies**  
Vice Chair



**Ayo Salam**



**Stephen Morales**



**Fiona Wheeler**



**David Houghton**



**Leigh Jones**

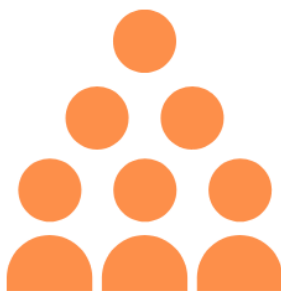
For more information please

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[www.emat.uk](http://www.emat.uk)

## The EMAT Footprint



### Employees

In the July payroll EMAT had **569** employees on their role.

This figure includes The Harefield Academy who we are currently supporting.

### Gender Pay Gap

Data captured using payroll data as 31st March 2020



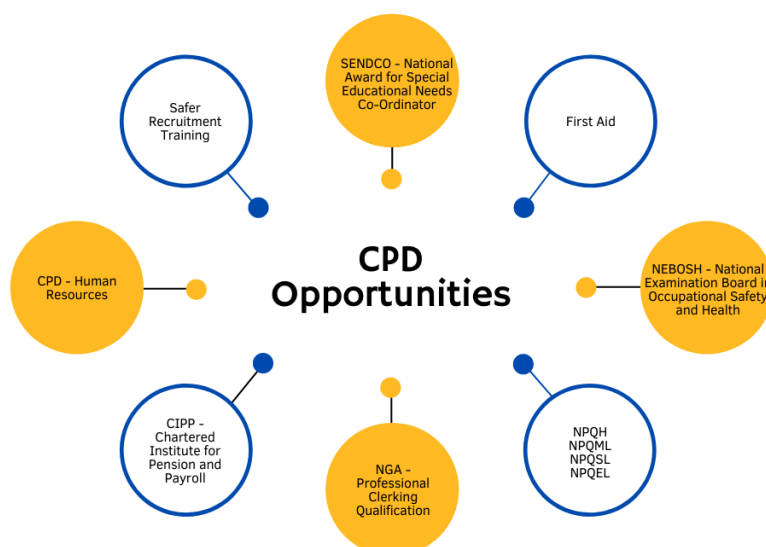
#### Mean Gender Pay Gap in hourly pay:

Mean Gender Pay Gap	28.48%	A <b>increase of 0.98%</b> from last year 2018/19
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#### Median Gender Pay Gap in hourly pay:

Median Gender Pay Gap	50.86%	A <b>decrease of 1.48%</b> from last year 2018/19
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*\*\*As of 31st March 2020 the East Midlands Academy Trust's staff proportions were 79.84% female and the remaining 20.16% male. It is very common for a high proportion of the workforce in education to be female as the job roles are recognised for their flexibility and work-life balance which are two very important factors influencing continuation of employment with the Trust.*





# Stakeholder Views

'Leaders and governors work collaboratively with trust officers and trustees to further improve the school'

*Ofsted report, March 2020*

Teachers take good care of them [pupils] and they know who to talk to if they feel unhappy.

'EMAT has an alignment in ethos both in education and values'

*The Harefield Academy*

• 80% of staff say they were either satisfied or very satisfied with the overall support received from EMAT



100% of governors were happy with the level of communication received during the pandemic



'Trust leaders provide governors and senior leaders with close support and hold leaders to account closely for pupils' progress, attendance and behaviour'

*Ofsted report, July 2019*



81% of SEN parents felt their child's 'return to school' was managed well





## OUR PERFORMANCE

Academy	Date joined EMAT	Ofsted grade on joining EMAT	Latest Ofsted grade
Castle Academy	January 2014	Inadequate	Good (2016)
Hardingstone Academy	January 2014	Inadequate	Good (2016)
Northampton International Academy	September 2016 (new school)	Not previously inspected	Good (2019)
Orchard Academy	September 2012	Inadequate	Good (2018)
Prince William School	September 2015	Requires improvement	Good (2020)
Shepherdswell Academy	September 2012	Outstanding	Outstanding (2010)
Stimpson Avenue Academy	April 2014	Inadequate	Requires improvement (2019)

### Primary Assessment

Due to the Covid-19 Pandemic there were no statutory assessments for pupils in primary schools at the end of the 2020-21 academic year.

### GCSE & Post 16

*Formal public examinations were cancelled because of Covid this year, so the grades were awarded by the examination boards and are based on the teacher assessed grades that the school submitted. Each of these grades were based on the evidence of each students' work during the course and has gone through a rigorous internal and external quality assurance process.*

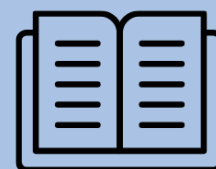
At **Prince William School** 34% of all grades were A\* or A and 83% were A\* to C. 82% of the cohort applied to go to University and 98% have attained the grades they needed to secure their place. At Prince William School 70% of KS4 students attained grade 4 or above, and 45% grade 5 or above in English and Maths. The attainment 8 score was 48.8.

At **Northampton International Academy** 33% of all grades were A\* or A and 78% were A\* to C. At Northampton International Academy 61% of KS4 students attained grade 4 or above, and 46% grade 5 or above in English and Maths. The attainment 8 score was 47.6.

Pupil attendance  
above 95%



Trustwide Primary  
Curriculum implemented



35,000 Free  
School meals  
delivered



6 Pillar of  
SEND  
Conference  
60+  
organisations  
attended



Over 300 laptops and  
desktop computers  
distributed to pupils in  
their homes

Prince William School  
received 'Good' Ofsted

New  
Governors  
and Trustees



Partnership with  
The Harefield  
Academy



New Head Office  
Pyramus House, Grange Park

Financial Surplus 2020-21

**£392k**

Paid all staff one off  
honorary to  
acknowledge Covid-19  
impact



Opened alternative  
provision

First Annual  
Olympic Event  
was a success

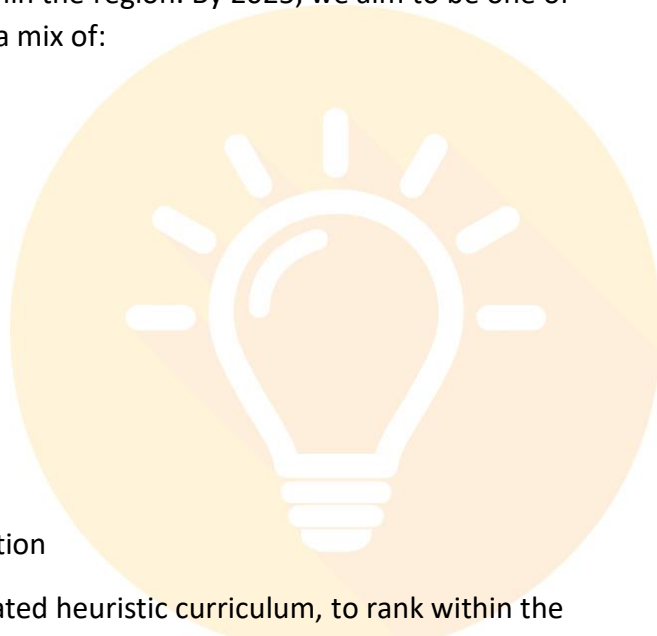


## FUTURE PLANS

East Midlands Academy Trust has access to a strong network of outstanding schools and outstanding leaders and are in a great position to share good and innovative practice.

We have a strategy for sustainable growth within the region. By 2025, we aim to be one of the medium to large MATs in the region, with a mix of:

- Primary schools
- Secondary schools
- All through schools
- SEN schools
- An alternative education provision
- Our own recruitment agency
- A teacher training facility
- A fundraising/commercial income function



We also aim, by 2025, to have a clearly articulated heuristic curriculum, to rank within the top 10% nationally in all indicators and to have a clearly articulated career pathway, including pay and conditions for colleagues.

## VISIT OUR WEBSITE



[www.emat.uk](http://www.emat.uk)

