



**East Midlands
Academy Trust**

ANNUAL REPORT

NOVEMBER 2023



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Welcome

Chief Executive Officer



Joshua Coleman - Chief Executive Officer

This is a great opportunity to reflect on what has been a fantastically positive year. We've seen visits by Ofsted to three of our schools, all resulting in 'good' ratings. This is a particular achievement for Stimpson Avenue Academy which has historically been a 'requires improvement' school but, thanks to the hard work of the whole team, achieved 'good' with outstanding personal development.

We've seen some significant developments over the past year, including the opening of Caterpillar Pod and Butterfly Meadow, our new SEND departments at Castle Academy and Hardingstone Academy. We've also started work on the long-awaited new sports hall at Prince William School and established a new Community Hub at Castle Academy.

It was a pleasure to see so many of our pupils taking part in our EMAT Olympic Day events, from the torch relays to the Ability Games and culminating in the Olympic Day itself at Corby Athletics Stadium. We also saw a record number of nominations for our annual Celebration and Recognition Awards, which is a wonderful reflection of the good work being done across our community of schools and the impact it is making on our learners.

Looking ahead, we have adopted three new objectives as we strive to be acknowledged as a high performing trust – educational excellence, operational excellence and our #EMATters ethos, which is represented by our core values of inclusion, innovation, and impact. These will be our key measures of success going forwards as we build on the successes in our current schools and push to close the disadvantaged outcome gap.

We also continue to develop our workforce, with exciting plans underway to create our own initial teacher training programme and establish an in-house supply agency, ensuring we have the very best people as part of our growing #EMATters family.



A handwritten signature in black ink, which appears to be "Joshua Coleman".

Welcome

Chair of Trustees

I am now in my 11th year as a Trustee and have been privileged to be the Chair of the Trust for about half of that, having previously chaired the Finance Committee and been the Vice Chair. I am enormously proud of the work we are doing and I want to thank everyone associated with EMAT for the efforts they make to ensure our learning community is strong.

More importantly, my best moments come when - whether through surveys or conversations - parents, carers, children and staff tell me that being in an EMAT school is a positive experience.



The last year has seen us make real progress which is reflected in the results of our children and recognition by our regulator Ofsted. As important, however, are all the other things we do to celebrate being a community such as the Olympic Day and other events. I am also fully behind our new #EMATters programme through which we will share our positive commitment to each other.

I think the year ahead will be a significant one for the Trust and I look forward to working with you all as we deliver our new strategic plan.

Many thanks to all of you who make this a great place to work, engage and learn.

Kevin Crompton - Chair of Trustees



ABOUT US

We are driven by a strong moral purpose that every child has the right to outstanding teaching and leadership. We strive to be a high performing trust that demonstrates educational excellence, operational excellence and our #EMATters ethos, which is represented by our core values of inclusion, innovation and impact. We set high expectations for our leaders and teachers to support and stretch every child to ensure they reach their full potential.

WE ARE
#EMATters



Successes and Achievements

Two new SEND departments opened at Castle Academy and Hardingstone Academy

More of our schools were recognised for their commitment to good mental health and wellbeing



Stimpson Avenue Academy achieved its first ever 'good' Ofsted rating

TeamGB athletes joined us for our annual EMAT Olympic Day events



Leaders from the Trust shared their learning and expertise on inclusion at an international conference

Successes and Achievements

New Community Hub at
Castle Academy

Trustwide migration
to management
information system
Arbor

Majority of schools now
100% LED

Start of work on new
£10million sports hall at
Prince William School



Record number of
nominations for our
recognition awards

Pupil Parliament led on
new value for money
school uniform policy

New library opened for
Northampton International
Academy primary phase





Martin Serrão
Executive
Headteacher



MESSAGE FROM THE HEADTEACHER

Our all-through academy is now an environment that is considered as safe and orderly with learners who are ready to learn. This has been observed and commented on by various stakeholders and representatives from the local authority. Crucially, the capacity exists to sustain and build on improvements made.

This academic year started again with a new challenge which came in the form of RAAC, which resulted in restricted access to our top floor and the loss of 18 classrooms. However, it was again testimony to the effectiveness of our staff, systems and structures that the academy community was able to return to face-face teaching with minimal disruption.

The academy is situated in the centre of Northampton, which is the most ethnically diverse district in the county, and we have a high percentage of global majority learners with fifty languages spoken in the academy. Our academy proudly serves Northampton which also has a disproportionately high level of unemployment and poverty, and the lowest average household income, qualification levels and general health.

Our learners have created many student committees one of which is a social action Cultural Inclusion Committee. This committee will address and support the needs of our school community from diverse cultures and will value their unique contribution through social justice



MESSAGE FROM THE HEADTEACHER (CONTINUED)

activities. In three months, these students have raised awareness by delivering staff training and whole school assemblies, and organising a culture event which will now occur annually from this year which required extensive negotiations and compromise.

We are planning an educational visit from middle England to middle America, allowing students to experience its beauty and diversity, gain and deepen knowledge about different societies, explore prejudices and influences of different cultures on global public opinion and strategy, and establish an exchange program for students and staff. In living out our international status, we are seeking to create a legacy in which our students and staff can experience societies from 'across the pond', developing an international experience of shared social action.

EMAT's Teaching and Learning Framework is the vehicle for improving pedagogy and outcomes for all learners and this year has seen the start of greater collaboration which is informing how we learn together. It was a pleasure to have staff from four schools in the Trust on campus at NIA for a welcome speech from our CEO and Head of Learning. We are working towards outcomes this academic year which would see the NIA rating improve significantly.

I am grateful to our team who are with us on our incredible journey of improvement.





Andrew Hill
Chair

MESSAGE FROM THE NORTHAMPTON INTERNATIONAL ACADEMY LOCAL ADVISORY BOARD

The 2022/23 academic year at Northampton International Academy focussed strongly on the improvement journey following the March 2022 inspection outcome. Emphasis has been laid on the personal development and academic journey of our young people and a recalibration of the school's vision of being a "place where children and adults thrive and actively take part in building a community based on high aspirations".

The LAB, school leaders and trust have worked together with pace and commitment to address the underlying issues raised in the report, continuing to work diligently through a cycle of action plans and robust quality assurances.

Behaviour and attitudes have seen rapid improvement following a reset of policy and a programme of staff training, alongside the new school day format, all of which will bring about lasting change.

Student voice acknowledged the changes made by leaders and raised a prudent point regarding raising the profile of diversity; "Most pupils value the school's work to celebrate the diversity of the pupil body. They would like to see more of this in the future".

Leadership and Management of the Academy

The LAB would like to commend and thank Ms Jane Hadlow and Mr Fuzel Choudhury for their work as interim leaders during the latter part of the year and their focus on the personal development and achievement of students together with the implementation of sound operational routines.

The substantive appointment of Mr Martin Serrão as Executive Headteacher secured a knowledgeable leader with a track record of impact through his work in similar academies with a diverse student population, a range of need and challenges re outcomes in education. In his short time at the helm Mr Serrão has worked diligently to ascertain the key priorities in moving the academy forward at pace alongside securing sound relationships with students, staff, parents and stakeholders in the community.



MESSAGE FROM THE LOCAL ADVISORY BOARD (CONTINUED)

The LAB

The Academy's LAB has been strengthened this year by the addition of some new members who bring strong backgrounds in industry and community experiences to the board. With the addition of our new members, there is now a strong representation among governors that reflects the diverse community that we serve, alongside a secure voice from LAB members that live in the locality. The impact of this has been a higher level of scrutiny, challenge, and enquiries at LAB meetings alongside an increased number of visits to the academy to meet staff. Meetings are always quorum and well attended.

LAB members have visited the academy in situ to witness the key priority areas in action. While visits have been frequent this year, the LAB has not reached the targeted quota of visits which is an area that we have self-assessed as needing to improve for the next academic year. Meeting minutes and visitation write ups demonstrate the challenge and lines of enquiry that LAB members have provided to school leaders to implement lasting change on the academy improvement journey. Members have also attended enrichment activities such as the whole school winter showcase in December where musicians, dancers, and linguists all performed in front of a packed audience, awards evening, parents and carers evenings, and community events. We will look to continue to increase our representation at events in the new academic year.

Existing and new members have had access to a range of sound training opportunities provided by the National Governance Association (NGA) alongside EMAT staff this year to enhance knowledge and application as a LAB body. For example, members have received training on phonics delivery at KS2, Ofsted Inspections, FFT Data, safeguarding, equality, diversity and inclusion to name a few seminars/training sessions during the year. We will continue to engage in these training opportunities and will look to continue to increase the number of sessions that members attend next year. Members have also been part of panels such as behaviour and steering groups (eg – ratification of academy policies after scrutiny) to support the ongoing work of the academy.

The LAB continues to advocate for the students by ensuring that the Academy Improvement Plan is implemented to meet the needs of each young person, current and future. In early September LAB members will each lead upon a key strategic area and pair with an academy leader, focussing their visits on the delegated area and KPIs to drive up standards.

The LAB will continue to support, challenge, praise and advocate in the next academic year on behalf of the young people that attend the academy to ensure that the vision statement is implemented. It is our firm belief that all young people should receive the education and personal development offer they richly deserve.



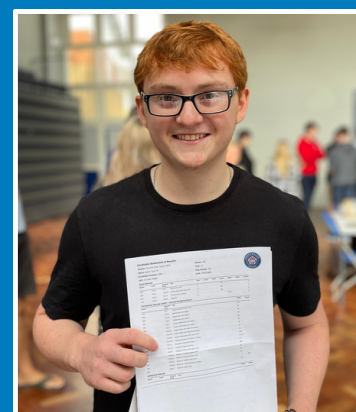
Elizabeth Dormor
Headteacher



MESSAGE FROM THE HEADTEACHER

It was fantastic to have a whole year completely unaffected by Covid. The number of extra-curricular activities and trips we were able to offer was amazing. Students had opportunities to visit the Black Country Museum, Natural History Museum, Harry Potter World, Cadbury World, a food tour in London, Lille Christmas market, Hunstanton, Kew Gardens, construction sites, the Pineapple Studios, a ski trip, and visits to productions such as Othello, Woman in Black, Newsies, Back to the Future, Les Mis, and Bugsy Malone. In school, students were involved in chess tournaments, a dance-a-thon, dance and drama productions, discos, celebratory events, Dungeons and Dragons, an environment group, games club, graffiti club, jewellery club, 'Me to We', a variety of music groups and concerts, photography club, sign language course, UK maths challenges, reading club, student council and pupil parliament, Warhammer, and a plethora of sporting activities and fixtures, including the Trust Olympic day, and our school sports day (which included a cheerleaders display).

Our academic work also returned to normal, without the uncertainties that Covid brought last year. The Y11s and Y13s prepared for their exams studiously and coped with the stresses of the exam season with resilience. They were rewarded with fabulous exam results: At KS5 28% A*/A, 79% A* - C, and 99% A* - E, and an outstanding ALPS Quality Indicator grade 2. AT KS4 52% grade 5+ in English and Maths, 75% grade 4+ in English and Maths at GCSE, a progress 8 score of +0.14 and an attainment 8 score of 48.7. We are particularly pleased that none of our Y13 students had to go through clearing, in contrast to the national picture of high numbers not getting the grades they needed for their chosen universities. We were also extremely proud of the fact that our Attainment 8 and % grade 5+ in English and Maths disadvantaged v non-disadvantaged gaps at KS4 closed to being better than they were pre-pandemic.



MESSAGE FROM THE HEADTEACHER (CONTINUED)

We focused on improving student attendance and behaviour as the pandemic had had a negative impact on both. Attendance improved, and we were especially pleased with the reduction of the proportion of disadvantaged students who were persistently absent. Our work to improve uniform has been successful and visitors, including our Academy Improvement Partner Sharon Waterman and behaviour consultant Tom Bennett, who visited us twice last year, commenting on the improvement. To improve behaviour further, we introduced a Behaviour Curriculum and were pleased how positively students responded. We are also delighted to say that our work on improving mental health and wellbeing for staff and students enabled us to gain the Lightbulb award.

We will continue to focus on achieving excellent behaviour and have brought in measures to improve students' Personal Development this year which will complement that work. We are also working towards achieving the RACE Charter mark this year which will also contribute to ensuring that PWS is a safe and happy place for all.

The school is thriving and expanding, and we are looking forward to an exciting and positive future.





Richard Fincher
Chair

MESSAGE FROM PRINCE WILLIAM SCHOOL LOCAL ADVISORY BOARD

Prince William School has enjoyed an *almost* normal year since September 2022. The impact of those two years affected by lockdowns, whether at primary or secondary, is going to be different for children because it has been such a significant amount of their lifetime to date. The hard work in rebooting normality remained an ongoing project for a significant part of this last school year.

Results for both GCSE and A-Level were strong. Both cohorts had better than expected progress with particularly good results in closing the disadvantage gap. These results, along with the hard work post-Covid 19, demonstrate how Prince William School has made a measurably positive difference to many children's lives.

Attendance

The key reminder of this is that attendance is still just below where it was prior to 2020 but has been increasing throughout the year. Getting back into a routine is key to resetting normality and allowing the school to do what we all want – deliver a safe, enjoyable environment for the students. Increased investment in the attendance team has had a big impact upon these numbers. This current Autumn term has seen attendance approaching pre-Covid levels and above the national average.

Welfare and wellbeing

Emma Tansley is Vice Chair of Governors and has been involved with the school for many years. In line with the focus on normalising the school experience after the pandemic, she comments: "The best thing about this year for me has been seeing the strategic moves across the school with regard to improving mental health - both for the pupils and the staff. The list of available help and resources is impressive, dealing not only with day-to-day issues surrounding mental health, but also building resilience for life."



The SLT have done significant work in investigating the uptake of optional and enriching activities to ensure these are available to everyone. This has allowed the school to revise the way the activities are offered and supported to give all pupils opportunities.

MESSAGE FROM THE LOCAL ADVISORY BOARD (CONTINUED)

Integration – internal and external

Part of the work of the school is to start the process of introducing students to the ‘outside’. As such, work experience plays a huge part in building valuable experiences. We see it getting harder to find placements and the team has to find innovative ways to access the ‘real world’ as office working reduces and workplaces become leaner. The job fair was a success last year and has grown significantly this year with a wide range of careers and post-school options exhibiting.

Sixth formers took part in sports day this year which is a sign of how the new sixth form leadership is getting the post-16 students to become more involved with the rest of the school. As senior members of the school community, this encourages them to set an example and build their own abilities. Mentoring programmes benefit the new joiners to the school in Year 7 and these extend throughout the school years. A catchphrase that can be applied to the year groups getting formally involved in helping each other is ‘vertical integration’ and its impact is always to build a deeper sense of community.

As governors we see a picture of the school painted in numbers and statistics. Prince William is a very good school by almost every metric, but much of our role is to bring these numbers to life. We want to understand the impact of decisions and we are very much a part of the feedback loop as the school progresses. An area that has been revisited over the past year, with particular relevance to developing life skills and linking them to subjects, is Personal, Social, Health and Economic education – the infamous PSHE classes which can seem so hard for students to relate to. Given the importance of linking education to the next stage of students’ lives, a big ongoing project is delivering a curriculum with PSHE integrated into the heart of it. Every subject is detailed down to the relatable skills and knowledge needed – if you want to know how a history GCSE will help get a job, this will be a great place to start.

Focus: Curriculum



A school has to be transparent and clear in what it’s aiming to deliver. The updated curriculum for every subject is now available for all on the website. It is now possible to see, in granular detail, what students are studying at any point in their school career. For an insight into what happens in school daily and what each subject delivers (and requires of a student) there’s no better reference point.

A big thankyou to everyone at Prince William School for a good year – the teachers, TAs, support team, the academy trust and, most importantly, the students.



Zoe McIntyre
Executive Headteacher



MESSAGE FROM THE HEADTEACHER



This year has seen the continuation and strengthening of several key initiatives started in the previous academic year. Our nursery provision, opened in January 2022, has continued to grow with our first graduation ceremony and transition of children into full time education. Attendance at the preschool setting prior to reception has positively influenced our ability to identify individuals requiring additional intervention and initiate the relevant referral processes at an early stage. The provision is currently on track to achieve our vision of maximum capacity by September 2024.

Hardingstone Academy continues to work as a lead school in the Department of Education’s £10m Behaviour Hubs programme, aimed at improving pupil behaviour and providing senior leadership teams with the tailored support, training and advice to tackle behaviour issues and generate lasting cultural change.

Butterfly Meadow, our new department providing specialist teaching and learning for pupils with special educational needs in Northamptonshire, opened in January 2023. This provision for KS2 children aged 7 to 11 years who have an EHCP for communication and interaction needs, specifically Autism Spectrum Disorder (ASD), started with five children who transferred from other local mainstream classes. As the children in the unit have adapted to their new setting, they have been able to participate in break times with the rest of the school and some of the children have accessed mainstream lessons. This has provided opportunities to teach about tolerance and has developed others’ understanding of



MESSAGE FROM THE HEADTEACHER (CONTINUED)

difference. The department reached its capacity of ten in September 2023 when some of the children at the newly opened Caterpillar Pod at Castle Academy transferred to the KS2 provision.

Our wrap around care provision has developed this year, with the closure of the onsite provision by an external provider. It is anticipated that this is a positive initiative which will help when promoting the school especially to working parents. As we move forward into the next academic year, promotion and marketing of school is a key priority to enable us to reach capacity in all classes.

Our Ofsted visit in May 2023 showed that Hardingstone Academy continues to be a good school. The report stated that leaders ensure that reading is at the heart of the curriculum. Pupils are happy and enjoy school and pupils appreciate their caring teachers, who frequently go above and beyond to help them. Our priorities moving forward focus on the development of subject leaders to enable them to support teachers effectively and optimising the academic achievement of all learners with SEND through appropriate adaptation and support.



It has been a very positive year at Castle Academy. We have seen many developments in the school both in terms of teaching and learning but also aesthetics, new buildings and new ventures. The highlight of the year has to be the opening of our SEND Provision, the Caterpillar Pod. The Caterpillar Pod opened in January for children with Education Health and Care plans so we can provide them with the type of teaching and learning they both need and more importantly deserve.

The opening of the Caterpillar Pod meant that Nursery and EYFS had to move to different parts of the school. This went extremely well and now all of EYFS are together, being led by our new EYFS Leader who has shown great impact so far. As well as welcoming our new EYFS leader to Castle, we have welcomed a plethora of new staff to the school and our robust induction process has enabled all of them to settle in well and provide purposeful and impactful teaching and learning for our children. Our leadership structure for the 2022/23 academic year was Head of School (Dan Lugg), Deputy Head (Alex Holdsworth), Assistant Head (Tim Hallis) and Deborah Bell (Operations Manager). From September 2023, Dan Lugg has been supporting at NIA as an Executive Leader, with Alex Holdsworth working as the Head of School three days a week.

We have had a really strong and positive year for enrichment, including a range of trips to religious establishments, trips linked to professional development and visitors into school. We have also continued to host a range of events for parents, children, carers and the community including the International food event, Christmas Fayre and Summer Fayre which all had amazing engagement from parents and the community.

MESSAGE FROM THE HEADTEACHER (CONTINUED)



Stimpson Avenue Academy had a lot to celebrate last year. The Ofsted outcome was a result of ongoing and continued hard work and determination to ensure that we are providing the very best for our pupils. The 'outstanding' judgement for personal development highlights the strong emphasis we place on this area, and we are very proud of this. The report highlighted the positive relationships between staff and pupils and the high expectations of all pupils and acknowledged the rapid and significant improvements the school's leadership team have made and embedded since the last inspection.

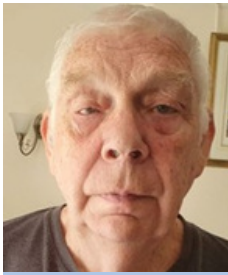
During the last academic year, we have achieved the silver Anti-Bullying Alliance award, have set up our Forest School and maintained our Music Mark Award. This year, we are working towards the Eco-Schools Award, the Artsmark Award and the Lightbulb Award for Mental Health.

We have enhanced our pastoral offer, to include inclusion coffee mornings, Year 6 progress meetings and more frequent opportunities for parents to come in and see Stimpson in action, for example, through our 'Come and See Us Learn' events.

We continue to drive improvements in standards and have set aspirational targets for our pupils for this academic year. We will continue to ensure that our curriculum remains exciting and relevant to our pupils, as well as providing additional enrichment opportunities through the wider curriculum. We will also continue to develop our teaching staff through providing coaching and access to high-quality CPD opportunities.

We are confident that this year will bring further successes and are excited for the journey ahead.





David Hood
Chair

MESSAGE FROM HARDINGSTONE, STIMPSON AVENUE AND CASTLE ACADEMY LOCAL ADVISORY BOARD

All three academies are in a good position and working in line with their academy improvement plans for this year. Governors continue to play a pivotal role in monitoring and evidencing the progress made during their visits to the school.

Hardingstone Academy was subject to an Ofsted inspection and was judged 'good'. Many congratulations to all those involved and in particular, the staff and pupils. Stimpson Avenue Academy also received a visit from Ofsted this year and secured its first ever 'good' rating with some outstanding features identified in a glowing inspection report.

There has been a steady flow of new governors joining the team as we strive to create and maintain a board that holds the collective skills to carry out the role effectively and is reflective of the community it serves. Governors, throughout the year, have attended training courses to improve their skills in order to support the development of the school and ensure that we fulfil our role effectively.

The regular Local Area Board meetings between the trust, teaching staff and the governors enable the role of critical friend to be met through rigorous challenge and support. Going forward the visits and meetings between governors and school, staff will ensure that monitoring and evaluation will remain strong. The termly evaluation of the impact and effectiveness of the governing body will allow us to monitor our successes as well as those of the school. As a group, the governing body knows what needs to be done to improve our schools and we are all seizing the opportunities to make improvements with a clear sense of value and purpose. The views of our parents, children and all other stakeholders is of great importance to the governors. They are always ready to listen and continue to seek and monitor views through the delivery and analysis of surveys, Pupil Parliament and the attendance of school events throughout the academic year such as coffee mornings and trail of knowledge.

I wish to conclude by thanking (on behalf of the LAB members) Paul Osborne, leaders and staff for their continued demanding work and ongoing commitment to the children and families of Stimpson Avenue, Hardingstone and Castle Academies.



Ruth Ryan
Executive Headteacher



MESSAGE FROM ORCHARD ACADEMY AND SHEPHERDSWELL ACADEMY HEADTEACHER



It has been an extremely positive academic year for Shepherdswell Academy, and we were nominated by a parent for Most Inspirational School in Milton Keynes and achieved the award.

We continue to promote an inclusive and nurturing school, and we are very proud of our pupils achievements this year. Our national data is in line with or above national expectations and 100% of our Year 2 disadvantaged pupils achieved the national phonics screening check. This was achieved by the hard work and dedication of all our committed staff. We have been developing leadership at all levels, and our curriculum leaders and teachers have been working on adapting the curriculum so all our pupils can be successful.

We have embedded our instructional coaching model across the school, which our staff have embraced, and this is having a positive impact on the continuing improvements in teaching and learning, which is evident in the classrooms, books and outcomes.

We have been focusing on the environment and developing pupil leadership opportunities, along with the EMAT Pupil Parliament and the School Council. Our eco-council along with our science lead have achieved the Eco-Schools Award. We now have an official qualified member of staff to relaunch Forest Schools, to continue to enrich our pupils experiences, along with setting up our hobbit holes, and investing in outdoor equipment for our pupils.

We continue to drive our focus on mental health, and achieve the St Andrew's Light Bulb Mark, and provide a range of support and opportunities to all stakeholders.

MESSAGE FROM ORCHARD ACADEMY AND SHEPHERDSWELL ACADEMY HEADTEACHER (CONTINUED)

This academic year at Shepherdswell Academy we are looking forward to opening our new nursery in October and continue to grow and develop to ensure the best for all our pupils.



At Orchard Academy the academic year has seen lots of changes in staff, however the pupils have remained the centre of all we do. This has included a residential for all year groups, now we are able to do so, which the pupils thoroughly enjoyed. We continued to develop our sports offer and won the EMAT Olympic Games this year. Along with additional music tuition and Ride High for our vulnerable pupils. In July we were visited by Ofsted and retained our good, however with work to do.

From September we have been prioritising these improvements with a focus on the behaviour curriculum, and establishing nurture provision for our pupils who struggle to engage in mainstream learning, which we will launch in October. The challenge for us this year is to support out newly qualified and trainee teachers to develop, and we look forward to seeing them grow.

As the newly appointed Executive Headteacher of both schools, I and the teams are looking forward to more collaborative work across both schools, which started with a joint training day. We are also extending our wrap around care to include both schools, after the successful opening of Dragonflies at Shepherdswell Academy. We will continue to share staff and expertise across both schools.

Visitors to Orchard Academy will have noticed some positive changes to our environment, with our reception area being reconfigured to create a more open and welcoming space and the whole of the school was redecorated during the summer break.

As we continue to build strong community links, staff and parents have collaborated across both schools to re-establish the PTA. We are co-ordinating community events, and parent communication and we participated in breaking a world record in Milton Keynes this year for the longest row of cans, that were then donated to the food bank.

I am privileged to be working with such amazing pupils, families, staff and leaders across both schools and know we will continue to strive to make sure all our pupils achieve well and build strong and sustainable links across both schools and the community.





Riyike Olateru
Chair

MESSAGE FROM ORCHARD ACADEMY AND SHEPHERDSWELL ACADEMY LOCAL ADVISORY BOARD

This year we are delighted to have welcomed a new chair Riyike Olateru to our Local Advisory Board. She brings a wealth of experience, being a strategic and analytical professional, and is passionate about advocacy for children, having previously served as a youth mentor. We are delighted to have her on board as our new chair.

We continue to focus on parental engagement as a LAB and were delighted to see an increase in the responses to the recent parent carer survey. The responses and resultant action plan will be shared with governors and we will work with school to ensure that parental voice is heard and acted upon. We have a 'meet the parents' event planned this term to build upon developing parent collaboration with the board, which we hope will improve parents' understanding of the LAB role and allow LAB members to hear any parental concerns, ideas or feedback they should be aware of.

At Orchard Academy, we were pleased with the outcome of the non-graded Ofsted visit on the 3rd and 4th July 2023 which maintained Orchard's grading as good. Several members of the LAB met the inspector on the 4th and we thank them for their contribution to the inspection process. Also at Orchard, the LAB approved the updated behaviour policy, which has been implemented and the expectations are clear. Governors will be visiting the school and monitoring the impact of this but improvements are already being seen.

At Shepherdswell Academy, governors support the school's focus on developing the extra-curricular offer at school and know that pupils will benefit in terms of personal development, cultural awareness and aspirations.

The LAB invited the Orchard and Shepherdswell link trustee to our April meeting. This allowed the link trustee an opportunity to see a LAB meeting in operation and for them to explain the role of trustees and the importance of close collaboration between trustees and LABs. The Headteachers report was revised in early 2023 allowing the LAB to have more detailed scrutiny of Orchard and Shepherdswell's School Improvement Plan. This is now a standing item on the agenda.

We have a number of governor vacancies on the board and the LAB will be working with the trust over the coming months to recruit new members. We are looking forward to a more collaborative approach across both schools and for the governing board to play an active role within this.

EMAT Members



Jon Harris



Kevin Crompton



Barry Langfield



David Houghton



Ayo Salam

Members

Our Members have overall responsibility for the Trust and are like shareholders in a company

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)

MEET THE TEAM

EMAT Trustees



Fiona Wheeler



Kate Whittlesey



Kevin Crompton - Chair



Martin Conlon



Stephen Morales



Leigh Jones

Board of Trustees

Finance, HR & Estates Committee
Audit & Risk Committee

Trustees oversee the performance of our academies and report to the Members. They hold overall responsibility for governance.

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 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 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.

MEET THE TEAM



Stakeholder Views

'Staff are proud to work at this school. They feel leaders go above and beyond to support them with their workload and well-being.'

Ofsted report July 2023

'She is a shining example of what true leadership and teaching is.'

Award nomination June 2023

'My son has excelled at this school. He is always enthusiastic to get there every day.'

Parent/Carer survey

June 2023

'Pupils with special educational needs and/or disabilities (SEND) are fully included in school life.'

Ofsted report July 2023

'You all do amazing job. My favourite superheroes for my child's education.'

Parent/Carer survey

June 2023

'Each student I interacted with was articulate, polite, conscientious, and courteous. Their sentiments towards the school and its community were overwhelmingly positive, marked by both fondness and respect.'

Mental health assessment report July 2023

'Pupils appreciate their caring teachers, who frequently go above and beyond to help them.'

Ofsted report March 2023

'What truly sets the EMAT hub apart is their incredibly helpful and friendly staff, always willing to assist with technical set-up and any last-minute requests.'

Training hub feedback

September 2023

FUTURE PLANS

We continue to look to the future and will focus on maximising the successes in our current schools.

We would always welcome new schools to our community, but this will be measured growth and not to the detriment of our current journey of school improvement and the push for 'outstanding'.

- We need to get NIA to 'good' first
- We need to securely improve all schools' outcomes
- Whilst doing this, we need to start to build on horizon planning for creating our own ITT (initial teacher training) programme



Alongside these aims, we are reviewing and refining our HR systems including values-based recruiting and our work continues to establish a supply agency, and recruitment partnership to drive savings and improve quality.

