



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. Hardington 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's Messages

Despite the period of immense challenge faced during the Covid pandemic, staff and pupils at Orchard have responded with an amazing sense of togetherness and shared resolve that has really brought everyone together. Throughout this tumultuous academic year, we were still able to share some amazing moments and create wonderful memories. Highlights included our participation and success in the first EMAT Olympics Day (and the 'Walk to Tokyo'), as well as our Leavers' Celebration Assembly and Outdoor Disco. It was fantastic to be able to give our Year 6 leavers the send-off they deserved.

For the 2021-22 academic year, we are excitedly looking forward to being able to give our children some of the opportunities they have missed out on in recent months. As time goes on, this will hopefully include the recommencement of our outstanding residential and day trip offer, welcoming parents back to share whole-school Celebration Assemblies each week and resuming our brilliant community events such as the Summer Fete. For many pupils and staff, this will be their first experience of anything like a 'normal' year at Orchard, and we know they will love learning, growing and achieving together.



Callum Brown, Headteacher for Orchard Academy



As for all schools this year has been very unusual for Shepherdswell Academy, but throughout the year we have continued to put the children at the centre of all we do. The staff, parents and children have shown resilience, adaptability and have been positive throughout the ever-changing picture. The staff worked tirelessly to learn new skills to ensure the children's remote learning was of high quality and accessible for all. When the children finally returned to school, it was really good to feel a buzz around the building. Highlights of the year include launching our new values, and celebrating this with an Art Day to represent them, as well as creating our own school songs with Rocktopus.

Throughout the year, we participated in national and trust events, even in isolation, including dressing up potatoes as our favourite book characters for World Book Day, raising money for Children in Need and Red Nose Day, dressing up in rainbow colours to thank the NHS, and our Walk to Tokyo and Olympic Day alongside other trust schools.

We were all really excited about the launch of the book vending machine, thanks to EMAT, and stepping up to the termly reading challenges to earn a golden coin and choose a book.

At the end of the summer term, we were able to ask parents to come and watch our outdoor, socially distanced assemblies, and parents, staff and children all really enjoyed those.

This year we are looking forward to seeing the new Social Communication Department evolve and working with Orchard Academy to create a provision where children who access department can continue to learn and grow. We are also looking forward to developing our love of reading, with events planned to ignite this. Now that our new curriculum is being embedded, we are aspiring to provide a wider range of learning opportunities, including, visits, visitors and whole school events involving our community and celebrating our diversity. Finally, we are making plans to develop our EYFS outdoor learning environment, and our learning zone at break and lunchtimes, to inspire and engage our children, to become active, confident and inquisitive learners.

Ruth Ryan, Headteacher for Shepherdswell Academy

Message from Local Advisory Board

The Local Advisory Board have pleasure in sharing with you information about our work with the school and the Trust over the past very challenging year.

I wish to start this by thanking (on behalf of the LAB) leaders and staff for their extraordinary hard work and ongoing commitment to the children and families of Orchard and Shepherdswell Academies. The past year has been extremely demanding both physically and emotionally, and everyone has helped to ensure that the children were supported in their learning and safe throughout.

Despite the pandemic restrictions governors have participated in both LAB and S&P meetings and have conducted virtual monitoring visits. We have all learned to be more adaptable and flexible in our approach to both supporting and holding the schools to account.

Creative approaches have also made it possible to recruit new governors and we are delighted that Shibli Miah has joined the LAB joining:

- Chris Akpakwu
- Chloe Nelson
- Femi Okeya
- Emma Mundy
- Colbie Robinson
- Emma Ruffles
- Julie Stevens

Support and Training has continued to be provided by the Trust and via remote learning opportunities. All LAB members have also been provided with access to key virtual learning courses via Smart log which we will all complete in the next two months. These include:

- Basic GDPR
- E-Safety
- Equality and Diversity Awareness
- Health and Safety at work
- Safeguarding and Prevent

In addition to this, all LAB members read the DfE document 'Keeping Children Safe in Education', and the Safeguarding Governor conducts termly visits (virtual visits) to monitor the effectiveness of the Safeguarding policy and procedures in the school.

The remarkable efforts of the schools supported by the Trust helped to ensure that pupils and families were supported during lockdown and that learning was planned and delivered very effectively to ensure the best possible remote learning experience. The children of key workers and some of the most vulnerable learners attended school under stringent covid secure arrangements. Risk assessments were regularly updated and shared with the Trust and the LAB. Parent questionnaires were conducted in relation to remote learning and the responses were very positive.

During the national lockdown in the autumn term, all pupils with SEND or vulnerable were invited to attend school, and the majority did. On average, 60+ pupils attended school at Shepherdswell, and around 100 attended Orchard. Those pupils who accessed home learning had a range of activities provided for them including daily Teams lessons, PowerPoints, interactive Microsoft 'Sways', structured learning and independent tasks. Learning and pupils were monitored, and those not engaging were identified, with parents contacted to provide additional support, including IT equipment, and paper-based learning and resources. All pupils at Shepherdswell were offered exercise books and pencils and other resources were provided on request. At Orchard, paper packs of work were copied and provided to families who were struggling to use the digital resources and activities.

Despite the complexity of remote learning the schools continued to focus on improvement priorities and, through S&P meeting the performance has been carefully monitored by the LAB and the Trust. The Trust Improvement Partners have continued to work with the schools to ensure effective monitoring of school improvement and these feedback from these visits has been available for LAB members.

The school leaders have worked closely with MKC and the Trust to organise the smooth enlargement and consolidation on one site of the 'Department' to accommodate children who are unable to access the mainstream learning environment.

Highlights from the academic year

- **Performance**

Our pupils at Shepherdswell Academy have made progress from their starting points and there has been a real focus on phonics, which meant that by the end of the year most year 1 children were independently blending to read simple words. Developing basic number knowledge and skills was also a focus, to enable the children to be able to problem solve and develop fluency. The other focus has been on implementing the new curriculum and this has been successful this year, with staff developing a clearer understanding of the progression of learning within the subjects. (Claudia if you need more detail, I can add data.)

- **School parents' evenings/assemblies**

At both Orchard and Shepherdswell Academy, parents' evenings took place in the Autumn Term and Spring Term and a final written report was sent home at the end of the year. Parental feedback was taken using an online form, and the results of this were overwhelmingly positive. Shepherdswell's first parents' evening of the year took place via telephone calls and was well attended, the second that took place was via Microsoft Teams, with face-to-face meetings if parents requested them. Both parents' evenings at Orchard were conducted using Teams and took place at similar times of the year to Shepherdswell's.

Weekly celebration assemblies took place, via teams, in classrooms and in bubbles in the hall as the term progressed. These celebrations were shared with parents via the weekly SWAY newsletter (Orchard and Shepherdswell) and MarvellousMe (Shepherdswell). At the end of the summer term, we arranged outdoor, socially distanced class assemblies, following the Government guidance. This was well received by the parents and enjoyed by all.

At Orchard, a 'Leavers' Disco' was held outdoor for Year 6 pupils, with music, pizza, and wedges for all. This followed the Leavers' Celebration Assembly, where the Honours board was revealed, and prizes were given for the children's achievements during their time at the school.

- **Olympic event/Trust awards**

At both Orchard and Shepherdswell Academy, we participated in the whole Trust walk to Tokyo and it felt really good to be part of something bigger. Orchard took part in the EMAT Olympic Day at Harefield Academy, with our team winning the overall competition and representing the school amazingly. At Shepherdswell, we held our own Olympic day, with EYFS taking part in team games in the morning and KS1 in the afternoon. This was enjoyed by both children and staff. Trust awards were held again this year, with a range of categories that staff voted for. Our winners were celebrated across the Trust and well done to everyone.

- **Events/fundraisers**

Whether in lockdown or in school, at Orchard and Shepherdswell Academy we participate in a range of events, including World Book Day. At Shepherdswell, we dressed up potatoes to represent our favourite book characters. Both schools raised money for Children in Need and red Nose Day, and we were also part of the Trust wide Day to thank and raise money for the NHS.

On a personal note, I am really pleased to have had the opportunity to Chair the LAB this year I have worked closely with Callum and Ruth to get to know the schools well and I am disappointed that I have not had the opportunity to visit the schools to see them in action. The leadership of the LAB will pass to a new Chair in September 2021, but I will continue to work with the schools in my role as Chair of the S&P committee.

Both the LAB and the S&P committee will continue to ensure that the priorities for improvement are accurately identified and included in the AIP. Areas of performance causing concern will be reported in more detail to the S&P committee in 2021/22 to enable scrutiny of improvement strategies.

The key priorities for Shepherdswell are building on the improvements we have made this academic year, see below:

1. We will continue to strive for whole academy improvements in the following areas:
2. Ensure that all pupils make good or better progress and achieve well, and this is in line with national expectations.
3. Continue to develop the curriculum and ensure all teachers have good subject knowledge, to enable a clear progression of learning across the school in order that pupils develop the knowledge and skills to support their next steps.
4. Raise the profile of reading across the curriculum to enable pupils to develop the knowledge and skills to read with fluency and understanding, develop a love of reading.
5. Ensure the new EYFS framework is fully implemented so the curriculum is coherently planned and accurately assessed, and the provision provides a range of effective learning opportunities.

6. Improve outcome for pupils with SEND in mainstream and those accessing department, to ensure opportunities for inclusive and reflective practice.
7. Empower leadership at all levels to create a culture where all take ownership of our personal development to enable whole school change and improvement.
8. Continue to build positive relationships with parents, governors, and the wider community.

The key priorities for Orchard also build on this academic year. We will continue to strive for whole academy improvements in the following areas:

1. Further develop the profile and love of reading across the curriculum whole school again, ensuring pupils read with fluency and understanding. Encouraging parents to be involved with their children's reading as much as possible.
2. Improve outcomes for mainstream pupils in disadvantaged and vulnerable groups through embedding quality first teaching in every classroom and throughout the curriculum, using a coaching model to ensure opportunities for inclusive and reflective practice.
3. Ensure the impact of the COVID-19 pandemic on pupil progress across the school is minimised, with particular focus on pupils with SEND.
4. Continue to develop the role of the subject leader across the school. Through coaching, and collaboration with other leaders in the Trust, empower middle to develop their curriculum area in school to ensure delivery of an outstanding curriculum in all areas at Orchard.
5. Continue to develop our new governors' understanding of the school and their impact as leaders.

As building work commences on the new Department facility at Orchard, it will be imperative for leaders at both schools to ensure the impact on school life is minimised by the works, that the transition to the new facility is smooth for the children and that the best possible curriculum for all children attending the Department is in place and delivered to the highest standards.

Claudia Wade, Chair of Local Advisory Board 2020-2021

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 brings 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

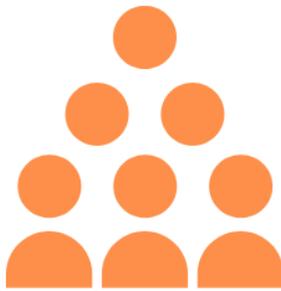
VISIT OUR WEBSITE



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



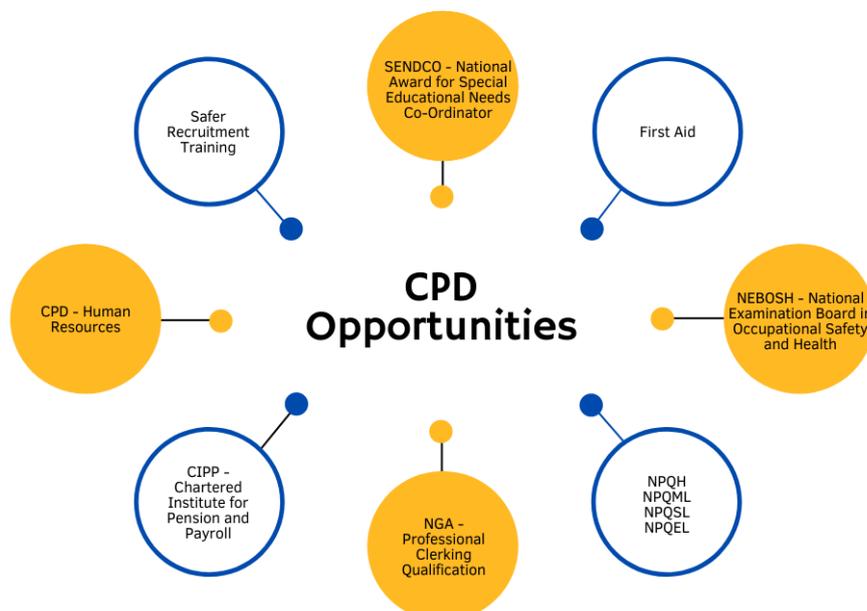
Mean Gender Pay Gap in hourly pay:

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

Median Gender Pay Gap	50.86%	A decrease of 1.48% from last year 2018/19
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***As at 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'

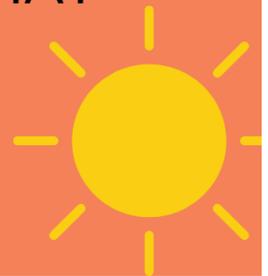
Ofsted report, March 2020

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

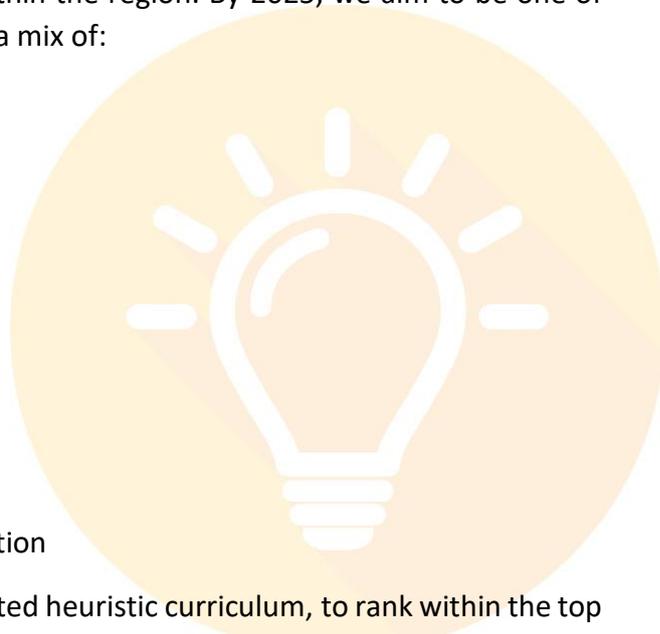


FUTURE PLANS

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

