



EAST MIDLANDS
ACADEMY TRUST
ANNUAL REPORT
SEPTEMBER 2022



Contents

03 Welcome

04 About us

06 Successes and
Achievements

08 Headteachers and
Local Advisory Board
Chairs

26 Members and
Trustees

28 Stakeholder
Views

29 Training Hub

30 Future Plans

Welcome

Chief Executive Officer and Chair of Trustees



Joshua Coleman - Chief Executive Officer

We all know about the disruption caused by covid-19 during the previous two years and while it didn't disappear completely, it has been an extremely busy and productive time for everyone as this was the year that schools bounced back and returned to business as usual.

Back in our first term we launched our Festival of Inclusion including our first-ever Pupil Parliament elections, which saw pupils from each school voting for their representatives to provide a strong pupil voice to the Executive Leadership Team. Since then the new Pupil Parliament has gone from strength to strength working on key themes such as uniform policies and healthy eating, with highlights including presenting at the EMAT strategy event, holding a meeting in Northampton's historic Guildhall and choosing the winner of the Achievement Award for this year's Celebration and Recognition Awards. We are looking forward to continuing this excellent new initiative in the next school year.

SEND provision has been a key focus for the trust this year, with our new joint Social Communication Department for Orchard Academy and Shepherdswell Academy opening in early spring and work well underway on a new joint SEN provision for Castle Academy and Hardingstone Academy, which will provide a dedicated department that is well-placed to offer pupils the support they need.

We're pleased that Castle Academy retained its Good Ofsted rating following an inspection in early 2022 and Stimpson Avenue Academy was recognised by Ofsted for the work it is doing to improve and become a good school. Although Northampton International Academy received a disappointing rating, we responded quickly to achieve some real improvements and the school is well on its way to being back on track. Plus Hardingstone Academy was highlighted by the government as one of the top fifty schools in the country for behaviour and has been chosen as one of their Behaviour Hubs.



WELCOME

Capital investment into our schools has continued, including a significant project to create a brand-new sports building at Prince William School which will house a new Sports England compliant sports hall, a full-height dance studio, a fitness studio, male and female changing rooms, an ICT classroom plus a cafe/terrace on the first floor to encourage pavilion-style spectator support for sporting events. We're also taking the opportunity to transform the entrance with a new visitor reception plus a reconfiguration of the car park and bus area to improve pupil, staff and visitor safety.

Our #EMATOlympics event was the largest so far in terms of the numbers of pupils participating, the age range of pupils involved and inclusivity. Much more than just a few days of activity, the event included seven fun runs, our first Ability Games and a Year 1 and 2 Participation Festival plus on our Olympic Day itself we held competitive events at Hardingstone Academy, Prince William School and Orchard Academy involving pupils from years 3 to 9. These were live streamed throughout the day, with the coverage being presented by a group of pupils from Northampton International Academy and Prince William School who had taken part in media training workshops to learn media and presenting skills.



Kevin Crompton - Chair of Trustees



And on the topic of training, our new Training Hub got up and running in September to provide a central location for staff training. This new facility is now fully embedded within EMAT and has provided hundreds of hours of training and development opportunities with plenty more to come in the next school year.

These are just some of the highlights, there are so many other achievements to mention such as the launch of our first-ever trust wide Poetry Anthology, the rollout of a new trust wide Teaching and Learning Framework, our Celebration and Recognition Awards which returned to an in-person event for the first time since 2019, being the first trust to achieve the ISBL School Mark, and so much more.

We are very proud of everything that has been achieved this year, and look forward to plenty more to come.

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.



Successes and Achievements

Royal Visit by HRH Duke of Gloucester to Prince William School



Early Careers Teaching Support alongside centralised induction process



'Our Journey' Olympics Event held across five of our schools across three days

Hardingstone Academy awarded National Behaviour Hub

Staff Benefits provided Trustwide

- Special leave policy
- Employee Assist Programme
- Corporate Eye Care
- Flu Jabs
- Cycle to work scheme
- Headspace

Successes and Achievements

Cyber Security
Certification

'Our Village'
Poetry Anthology
publication

Local Authority collaboration to create additional SEND
Departments

- Aspens - Orchard and Shepherdswell
- Butterfly Meadow - Hardingstone Academy
- Caterpillar Pod - Castle Academy

First MAT to achieve
SchoolMark
Accreditation

Launch of EMAT Training
Hub at Central Office

High Pupil Attendance and
growing reputation in the
community - first choice
provider

90%+ for compliance for
Health and Safety
Trustwide





MESSAGE FROM THE HEADTEACHER

Following the Ofsted visit, and subsequent report published in March 2021, an action plan was implemented to swiftly address the key areas of concern. As a result of the improvements made, the follow up monitoring visit in September highlighted the progress that had been made so far, stating that the school had achieved 'significant positive change'.

Inspectors found that the arrangements for safeguarding are effective, and that pupils and staff feel safe in school. They noted that pupils 'know what is expected of them, and that most wear their uniform with pride, are punctual and that classrooms and corridors are calm and orderly'.

We also responded to the Ofsted report by immediately changing the timings of the school day by moving from a 5 period day to a 3 period day. The reason for implementing this was to facilitate opportunities for deeper learning by extending lessons from 60 to 100 minutes and pupils have adjusted well to the new systems. Break and lunch times were aligned, allowing us to use staff more effectively to support on duties and to ensure that transition to lessons was improved to improve punctuality to lessons.

The on-site inclusion alternative provision 'Prospect' was ended and some learners who attended this provision have been offered alternative provision.

Leading the initial transformation was interim Executive leader, Fuzel Choudhury who joined in April. The focus of Mr Choudhury's work was to establish calm routines and a sustainable positive culture for the future. To support this work and add additional capacity, an experienced interim Executive Headteacher, Jane Hadlow, joined the Academy in September. As this report is written the recruitment of a permanent replacement with the right experience and calibre to continue to lead the school into the future is underway.

MESSAGE FROM THE HEADTEACHER (CONTINUED)

Priorities for the Academic year ahead are:

- Continue to create opportunities to attract high quality staff
- Ensure that all Safeguarding procedure are robust and reliable
- Ensure that the implementation of the curriculum supports the EMAT Teaching and Learning strategy. This will be achieved through the launch of a whole school coaching programme of development and support for teaching staff
- Focus on Quality First teaching
- Teaching of phonics in primary
- Consolidation of the Early Years Programme with the introduction of a new phase leader
- Launch of whole school reading strategy
- Continue to positively engage parents and carers in support and the wider life of the Academy



Ben Shirley
Chair of NIA Local Advisory Board

MESSAGE FROM THE NORTHAMPTON INTERNATIONAL ACADEMY LOCAL ADVISORY BOARD

It is important to recognise that we have once again come to the end of another very difficult year for the school. Whilst some challenges like Covid are now risks that are transitioning to “Business As Usual”, we are once again required to make sure that the NIA is able to meet the needs of all of its stakeholders. The school is now at full compliment and we have returned to traditional examination. There are multiple opportunities for both the school and the LAB, with a lot of work to do in the coming year.

The school has a number of excellent and passionate staff with a very capable executive leader in Fuzel Choudhury. I was saddened to hear the news that Dr Trevenna will no longer be on the journey with us going forward. The school requires a lot of stability and a new head teacher to establish a strategic direction beyond just getting the basics right. Getting the right person for this role will not be easy, we need to acknowledge the reputation of the school and acknowledge the strong consistent leadership required.

Unfortunately, with the tough scrutiny of Ofsted we have to acknowledge that getting the basics right is where the school had to prioritise. It is worth noting the number of “green shoots” of positive work appearing and both Ofsted and the Local Authority acknowledging the positive momentum

EMAT itself continues to provide essential support to NIA, its LAB and myself, which is very much appreciated. EMAT training provision is very welcome and I look forward to additional training being delivered in the coming year.

One of more positive achievements this year was the professionalisation of the NIA LAB. We now have a great mixture of experience and knowledge on the Board. With this being my final year on the LAB, I’m pleased to be able to step down, knowing that I’m leaving a very capable and motivated board.

Board effectiveness

The Board is now almost at full compliment, but with the right people as well. This year we had to lose two poor performing governors, due to unfortunate circumstances. However, this was critically important to professionalise our board.

MESSAGE FROM THE LOCAL ADVISORY BOARD (CONTINUED)

By the end of the academic year, I was please by the reinvigoration of monitoring visits by governors, which provides key insight for the LAB and allows much more effective conversations at board meetings. This in itself has given me much greater reassurance going forward. This momentum should be maintained and even improved further in the next academic year.

The LAB undertook a midyear review of my proposed action plan for LAB priorities which are summarised as follows:

- Improved LAB understanding of NIA additional funding that is within the LAB’s monitoring scope;
- Increased recruitment to the LAB; and
- Increased/Enhancing governor engagement and community visibility.

I’m please to say that we have been successful on all these measures. However, we as a LAB need to do more work on our visibility, especially within the community. This can be achieved very easily by being present at School events. I myself very much enjoyed attending the Spencer Percival Debate hosted at NIA in November.

We now need to push the NIA to be more effective and efficient in communicating more activities that the Governors can be involved with, besides the traditional meetings and monitoring visits. This in turn will create a commitment for all governors to engage with these events also.

With the growth of the school, this has created even more themes that individual governors have been required to lead on and it was good to see everyone agreeing to take on these additional responsibilities. This also means that the LAB will need to undertake effective prioritisation of school link work in the coming academic year.

Areas of development

Our governors have completed a comprehensive skills audit, which will now form a robust framework to identify individual needs and more importantly, areas of common weakness to assist both ourselves to focus priorities and EMAT to support the LAB. It was worth noting that we as a lab had a good benchmark of understanding overall, therefore the LAB had few significant weaknesses. Specifically this noted that the area of “Accountability” skills could be improved.

I noted that a lot of respondents wanted additional training and usefully identified specific areas for self development.

I am also acutely aware that a number of governors failed to engage with EMAT training opportunities historically with attendance of NIA governors at training courses being poor. Therefore, governors will need to be consistent with their engagement with training opportunities in future, if they acknowledge they have a developmental need.

MESSAGE FROM THE LOCAL ADVISORY BOARD (CONTINUED)

Conclusion

We find ourselves at the end of a very difficult year once again with some new and unfortunately some recurring issues. I want to once again reiterate the opportunities for a positive and rewarding future which starts in September. The challenges continue, but there are green shoots and good momentum within the school.

The reputation of the school is not good and will take time to improve, but the most important thing to maintain momentum and move forwards. We now have a strong LAB to support this.

Whilst I may have been critical in some areas, I still want to be clear that I greatly appreciate the work of other governors on the LAB, who undertake such a critical and responsible role. I want to personally thank all the NIA staff, EMAT personnel and my fellow governors.

This is my four and final year as an NIA Governor. I have been the longest serving governor in the NIA's short life, and I hope I've inspired others to meet a similar level of service and to surpass me in effectiveness. The four years have seen so much change (as well as a 1 in 100 year pandemic event) and I've changed and learnt an immense amount also. The experiences and knowledge I've gained along the way will stay with me for a lifetime. I am so very grateful for the opportunity to be an NIA governor and Chair.



Elizabeth Dormor
Headteacher



MESSAGE FROM THE HEADTEACHER

I am sure that most of us had hoped that the programme of Covid inoculations heralded the beginning of the end of Covid restrictions and impact, but the year was affected more by Covid than any of us had imagined it would be. We had to re-introduce measures which everyone had hoped would have been only a matter of memory by this time. However, normal activities resumed fully in the summer term, with many sporting achievements, a plethora of extra-curricular clubs resuming, and an excellent production of 'Blood Brothers' being performed in June, at last, having been postponed twice during the year due to Covid outbreaks.

There was, of course, uncertainty for much of the year about whether public exams would go ahead. We prepared our students for them in the normal way, with two sets of mock exams, knowing that if exams did not happen, we could use the mock exams as evidence for Teacher Assessed grades. However, we were very glad that 'real' exams did happen. Despite the educational upheaval of the last two years, 84% of our current year 13 cohort have offers for progress to university in the Autumn, 24% of them are unconditional offers. Additionally, 6 former students have now applied for university successfully, having completed their gap years.

This academic year was the 50th anniversary of Prince William school. At the start of the year, the first Headteacher of the school, Chris Lowe, and others, held a charity dinner for former staff and students of the school, and we were delighted that HRH the Duke of Gloucester, whose brother the school is named after, visited the school in June. I was pleased to be able to show him our newly-refurbished food technology rooms, the new science block, and the newly-refurbished hall. Staff and students enjoyed this event greatly, and his tour demonstrated the variety of school life at Prince William School. It was a huge team effort from all the staff to get everything exactly right and the students were immaculately behaved. It was a great opportunity to showcase our school to local dignitaries and I believe all the distinguished guests who were here to see The Duke of Gloucester left with a very good impression of our school and our students, which I hope will enhance our reputation in the local community further.

Our improved reputation has led to the school being oversubscribed for the first time in many years, which is a delightful challenge! Our intake in year 7 rose from 186 in September 2018 to 235 in September 2021; but this year we are currently expecting 282 students and have many on our waiting list and some appeals pending. The school is thriving and expanding, and it is an exciting and optimistic place to work. I thank you all for your support and look forward to working with you again next year.



Richard Fincher
Acting Chair

MESSAGE FROM PRINCE WILLIAM SCHOOL LOCAL ADVISORY BOARD

As we close this year, we must remember how complex a time this has been for the school with lockdowns and Covid-driven absence. Managing timetables and staffing is incredibly hard under these circumstances because the expectation is that the school will carry on regardless. The fact that it has with relatively few hiccups has been reassuring for everyone.

The GCSE and A level student managed to get through an extended period of tests with very good attendance which shows how much preparation had been done by staff and students alike.

We must take confidence from how important the school is becoming to an increasingly wide area. We are relatively unusual in drawing from so many rural towns and villages and PWS is now in the humbling situation of being oversubscribed. New facilities will become available over the next year with the new sports centre well under way, adding to the hugely improved drama facilities and the science block opened just three years ago.

Our governing body has a wide range of experience and works with the school in very specific ways. It is vital that all schools are inclusive and deliver for every pupil. Our Special Educational Needs Governor Debbie Twigger has been closely involved with the SEN department, while Duncan Furey has focussed on catch up learning. One of our key ambitions over the coming year is to integrate further into the wider community. We are actively looking for opportunities for the students of all ages to experience a wide breadth of opportunities.

The 50th anniversary of Prince William School this year reminded us of how a good school can impact so many lives over many years. We had the chance to hear the very first headteacher explain how it came into being and how the ethos of being a community school was so important to those first staff and students. A Royal member of this wider community – the Duke of Gloucester – returned to celebrate the half century and to rename our newly refurbished hall ‘The Gloucester Hall’.

The Lord Lieutenant with his wife, the cadets and well-dressed assistants arrived well before Prince Richard. It was still lunchtime on a warm day and there was the usual outdoor activity going on near the gates. As the students clocked the procession, they were a bit surprised that ‘The Duke’ had turned up early but quickly formed themselves into a receiving line and welcomed ‘Your Royal Highness’ with bows before spontaneously bursting into the National Anthem. His attempts to correct them were entirely drowned out and the Lord Lieutenant graciously swept into the library with a huge grin, entirely delighted at the wonderful if slightly misplaced welcome. You really get the feel of a place when people are put on the spot and Prince William School delivered in style!



Zoe McIntyre
Executive Headteacher



Julie Stevens
Head of School



MESSAGE FROM THE HEADTEACHER

This year has been ever changing at Hardingtonstone Academy with many new developments and achievements. Our Nursery provision opened in January 2022 with the aim of further increasing our intake and achieving our vision of maximum capacity by September 2024. It is vital that all pupils have a smooth transition into full time education and the provision of a preschool setting will enable us to target early intervention more rapidly.

Hardingtonstone Academy has been selected as a lead school in the Department of Education's £10m Behaviour Hubs programme. This programme was launched to improve pupil behaviour and provide senior leadership teams with the tailored support, training and advice to tackle behaviour issues and generate lasting cultural change. Hardingtonstone Academy is one of just 50 schools in the country to have been selected as a lead school so far.

This year also sees a new joint special educational needs department for Hardingtonstone Academy and Castle Academy. The plans have been developed in conjunction with West Northamptonshire Council and will help ensure that there is enough SEND capacity in the area both now and in the future. This exciting venture will enhance the learning and support we provide to our pupils with special educational needs and disabilities. The department will be part of the KS2 area of the school which will allow the children to be part of KS2 classes where appropriate. We are lucky to have this unit at Hardingtonstone, especially the opportunities it will provide to teach children tolerance and will further develop the understanding that all children can achieve, that we are ambitious for all children but the route to achievement can be varied.



Zoe McIntyre
Executive Headteacher



Luci Clapton
Head of School



MESSAGE FROM THE HEADTEACHER

This has been an extremely positive year for Stimpson Avenue Academy. We are very proud of the development of our subject leaders; they have demonstrated a secure understanding of their subject, and how this is being implemented across the school.

Art has been a real focus across the Academy, and the outcomes the pupils have achieved are showcased around the school environment.

We have continued to provide an effective pastoral support programme, which has impacted positively on our most disadvantaged pupils. This has been evidenced when we have observed these pupils achieving well within the classroom.

We have also reached out to parents and families through a wide range of enrichment and family-based activities. These have included a family art club which runs weekly, the international food event, a mums' afternoon tea, a dads' breakfast and weekly share a story sessions within the Early Years Foundations Stage and Year 1. We have also held a range of fundraising events, including our Summer Fair and ice lolly and newspaper sales, led by our Year 6 pupils. Our parent survey feedback reflects the overwhelmingly positive views of our parents, which we are extremely proud of.

We are anticipating another successful year ahead, including our imminent visit from Ofsted, where we aim to showcase all we have achieved to improve the provision for our pupils at Stimpson Avenue Academy.



Zoe McIntyre
Executive Headteacher



Daniel Lugg
Head of School



MESSAGE FROM THE HEADTEACHER

Castle Academy has seen many changes this year. We have developed our leadership structure and have appointed a Deputy Headteacher and Assistant Headteacher, who began their new roles in September. Our current Assistant Headteacher applied for the post of Deputy Headteacher and was successful. Since joining the school in April, our Assistant Headteacher has been a huge support to all staff and pupils, driving standards in teaching and learning.

We are also proud of our subject leaders and the drive on further curriculum development within the subjects that they lead. The implementation of the Trail of Knowledge has allowed us to showcase all subjects and been a real opportunity for the children to share their learning with their parents/carers.

Our parental engagement activities have been a huge success, in particular the international food event, dads' breakfast and mums' afternoon tea. We have also had many fund-raising events for example the Summer Fair, Advent Fair and Ice Lolly Wednesday. Our Jubilee Event was a highlight of this academic year and again was well attended. The Head of School Coffee and Catch up has enabled parents to have a voice and share what is going well and what needs improving. This has enabled leaders to address any issues raised.

Finally, in January Castle Academy was part of a Section 8 Ofsted inspection maintaining a 'good' grading. We look forward to building on the successes of this year as we move into the next academic year.



Claudia Wade
Chair

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

In September 2021 Castle joined the Federation of Hardingstone and Stimpson Avenue making it a three-school federation under the Executive leadership of Zoe McIntyre. As a result of there were a number of changes to the LAB, which has met virtually throughout the year and has had one 'in person' meeting at Castle Academy. In addition to this monitoring meetings have been undertaken, both virtually and by visiting the schools.

The attendance at meetings has been sustained. The remote aspect has helped with this as governors have been able to join without travelling to a particular venue. This has really been positive for those governors who are in full time work. Future meetings will be offered a 'hybrid' enabling all governors to attend either virtually or in person. Governors are continuing to develop an ability to positively challenge and support leaders.

The schools have been able to operate more normally this year following two years of significant disruption and the annual round of SATs took place in May. This was a challenging time for the year 6 pupils who had experienced disruption to their learning due to Covid restrictions.

Also returning to normal was the Ofsted Inspection Schedule and Castle Primary was subject to a Section 5 Inspection in January and was deemed to be Good. Many congratulations to all those involved and to all the staff and pupils. It is very likely that both Hardingstone and Stimpson Avenue will receive a visit from Ofsted in the near future.

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



Callum Brown
Headteacher



MESSAGE FROM ORCHARD ACADEMY HEADTEACHER

This academic year, it was fantastic to be able to offer our children some of the opportunities they have sorely missed during the pandemic. Despite a definite continuation of disruption to school life during the autumn and spring terms due to the omicron wave of COVID-19, staff have worked tirelessly to try to return a sense of normality and routine for our pupils.

Some of the highlights of the year have come with the ability to welcome back our pupils' families and other visitors into school. We have continued our focus on reading by hosting craft and story afternoons in years 3 and 4; the feedback parents gave on these was so lovely it made one staff member cry!

We have also been able to welcome an author to school again, with Alex Bellos coming to speak to all the children in April. In June, we hosted former BMX Halfpipe Champion Mike Mullen who performed an amazing assembly on the playground, doing mind-blowing tricks and talking to the children about keeping a growth-mindset.

There has been further investment in the school, with a brand-new Social Communication Department (Aspen) being opened in January. This sees the merging of our 'Cedar' class with Shepherdswell's 'Sparrows' in a fantastic, specially designed area – providing a much better facility than both school's previous iterations.

Our focus now turns to working collaboratively to make best use of the new space, ensuring we provide a first-class educational experience for the children working there. As well as the development in Aspen, we also had work undertaken to provide our children with a top-quality school kitchen. This was ready for the new academic year to provide healthy and nutritious meals for both Orchard and Shepherdswell.

MESSAGE FROM ORCHARD ACADEMY HEADTEACHER (CONTINUED)



We have been delighted to offer a residential trip to every year group this year for the first time since 2019. These have been very well attended and have had amazing feedback from both parents and pupils, many of whom have really developed their independence and matured during their time away. At time of writing, year 6 pupils are getting ready to head to the Isle of Wight for a week of amazing educational and fun activities.

It has also been a great year in sport for Orchard. We were delighted to be able to host parents and families for Sports Day once again and had four children qualify for the Milton Keynes athletics finals.

The highlight of the sporting calendar was hosting an EMAT Olympic Day event, broadcast live over the internet and hosted by Sky Sports' Dave Fulton. As part of this, we had two athletes visit school and talk to our children about their careers and pursuing their sporting goals. We were delighted that Orchard retained the EMAT Olympic Day primary school trophy after some excellent performances from our children.

We are now looking forward to the new academic year. Pupil attainment results have shown the undoubted effects of the pandemic and we must quickly ensure all our children are receiving the highest-quality education in class and raising the expectations of what they can achieve.

We will continue to do all we can to ensure every child becomes the best they can be, exactly as they deserve.



Ruth Ryan
Headteacher



MESSAGE FROM SHEPHERDSWELL ACADEMY HEADTEACHER

During this academic year at Shepherdswell Academy it has been good for school life to resume as it was before the pandemic. This year we have really focused on embedding our new ethos and values, which all stakeholders were a part of creating. At Shepherdswell Academy, we continue to put the children at the centre of all we do, so together we can learn and grow. We achieve this through collaboration, curiosity, courage, creativity, and community.

The EMAT central services have invested in improving our internal building, which has transformed the school. The ceilings have been lowered, walls painted, floors replaced, walls knocked down and furniture and resources purchased for our EYFS provision. This has had a positive impact on everyone within and those who visit the school. There is a calm, purposeful atmosphere across the whole school.

Throughout the year, we have participated in national and trust events, including World Book Day, World Diversity Day, Internet Safety Day, fundraising events, trust Olympic and fun run days. We have also participated in the Milton Keynes Music Festival and all our extra-curricular clubs are now fully functional again and well attended. We have also re-established the school council and have representatives in the EMAT Pupil Parliament.

We have welcomed visitors back into the building, including the PCSO, the local food bank and charity, representatives from different faiths, a theatre company and a magician. We have also brought experiences to school, when we have been unable to go and visit them, including the farm and a mobile café for EYFS children to experience meeting farm animals and going to a café. In KS1 we have held theme days, such as bringing the seaside to us and going back in time to visit kings, queens, and castles.

MESSAGE FROM SHEPHERDSWELL ACADEMY HEADTEACHER (CONTINUED)



It has been great to welcome our community back into school, and we have held regular parent events including, reading with the teacher, number sessions learning with the children, an SRE talk, a family picnic to celebrate the Queen's Platinum Jubilee, and held our first 'parent attended' sports day. All events have been well attended.

We signed up to the national breakfast scheme, to make sure all our children had the opportunity to have something to eat at the beginning of the day, so they are ready to learn, and this has been very successful. Alongside this we have held parent drop-ins and supported our families with meal packages for Saint Marks Kitchen.

Our children also learnt about enterprise and made products to sell to our parents to raise money to decorate their reading areas. They all did an amazing job, and our reading dens look great.

The departments at Shepherdswell and Orchard have now merged into a purpose-built space and the children have settled in well. Callum and I are working closely together to ensure the provision will continue to grow to support all the children's needs within it.



Olufemi Okeya
Chair of Local Advisory Board

MESSAGE FROM THE ORCHARD ACADEMY AND SHEPHERDSWELL ACADEMY LOCAL ADVISORY BOARD

The Local Advisory Board has the pleasure of sharing information about our work with the school and the Trust over the past year, which has been equally challenging and rewarding.

The past year has been physically and emotionally demanding as the country slowly adapts to post-pandemic measures.

The Leadership team and staff at Orchard and Shepherdswell have helped ensure that the children were supported throughout their learning. 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.

As the country adapts to the transition to covid endemic measures Governors, continue to participate in both LAB and S&P meetings and have conducted virtual monitoring visits. We have all continued to be more adaptable and flexible in our approach to supporting and holding the schools accountable.

Flexible and inclusive approaches have also made it possible to recruit new governors, and we are delighted that Uday Nagaraju has joined the LAB as we say thank you and goodbye to Chloe Nelson as she focuses on her studies.

Support and training have continued to be provided by the Trust and via remote learning opportunities. All LAB members have also been provided with access to critical virtual learning courses via Smartlog.

In addition, 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 schools continue to focus on improvement priorities, and, through the S&P meeting, the performance has been carefully monitored by the LAB and the Trust. A key consideration by the LAB is how the respective leadership teams at Orchard and Shepherdswell deal with challenges developed due to the pandemic.

MESSAGE FROM THE ORCHARD ACADEMY AND SHEPHERDSWELL ACADEMY LOCAL ADVISORY BOARD (CONTINUED)

The Trust Improvement Partners have continued to work with the schools to ensure effective monitoring of school improvement, and the feedback from these visits has been available for LAB members.

Highlights from the academic year

Staff

the leadership teams at Orchard Academy and Sheperdswell Academy have been exemplary in dealing with staffing challenges due to the national post-pandemic adjustment in the labour market. Amongst intense competition for good teachers, the leadership teams have ensured high-quality teaching in their schools.

Olympic event

The highlight of the sporting calendar at Orchard Academy was hosting an EMAT Olympic Day event, broadcast live over the internet (hosted by Sky Sports' Dave Fulton). As part of this, two athletes visited the school to discuss their careers and encourage our children to pursue their sporting goals. Orchard retained the EMAT Olympic Day primary school trophy after some excellent performances from our children.

Events/fundraisers

Throughout the year, Shepherdswell has participated in national and Trust events, including World Book Day, World Diversity Day, Internet Safety Day, fundraising events, trust Olympic and fun run days. Shepherdswell also participated in the Milton Keynes Music Festival, and all our extra-curricular clubs are now fully functional again and well attended.

Merger of Orchard 'Cedar' class with Shepherdswell 'Sparrows' class

There has been further investment in the school, with a brand-new Social Communication Department (Aspen) opening in January. Both leadership teams are working collaboratively to ensure the new space reaches its true potential in providing a first-class education experience for the children working there. A specially designed area will provide a better facility than previous iterations.

On a personal note, I am pleased to have had the opportunity to Chair the LAB this year; Callum and Ruth were crucial to me getting to know the schools well.

The LAB will continue to ensure that the priorities for improvement are accurately identified and included in the AIP. Performance areas causing concern will be reported in more detail to the S&P committee in 2022/23 to monitor improvement strategies.

MESSAGE FROM THE ORCHARD ACADEMY AND SHEPHERDSWELL ACADEMY LOCAL ADVISORY BOARD (CONTINUED)

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

1. Ensure that all pupils make good or better progress and achieve well, which aligns with national expectations.
2. Continue to develop the curriculum and ensure all teachers have good subject knowledge to enable a clear progression of learning across the school so that pupils develop the knowledge and skills to support their next steps.
3. Raise the reading profile across the curriculum to enable pupils to develop the knowledge and skills to read with fluency and understanding and develop a love of reading.
4. Ensure the new EYFS framework is fully implemented, the curriculum is coherently planned and accurately assessed, and the provision provides various effective learning opportunities.
5. Improve outcomes for pupils with SEND in mainstream and those accessing department to ensure inclusive and reflective practice opportunities.
6. Empower leadership at all levels to create a culture where all take ownership of our personal development to enable whole school change and improvement.
7. Continue to build positive relationships with parents and the wider community.
8. Continue to develop the new governors' understanding and impact on leaders.

The key priorities for Orchard Academy 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 again, ensuring pupils read with fluency and understanding. Encourage parents to be as much involved with their children's reading as possible.
2. Improve outcomes for all pupils, focusing on those in disadvantaged and vulnerable groups (including SEND), by embedding quality-first teaching in every classroom and throughout the curriculum. In addition, minimise the progress gap exacerbated by the Covid-19 pandemic.
3. Ensure a smooth transition for all children while merging the Social Communication Departments at Orchard and Shepherdswell.
4. Continue developing the subject leader role across the school. Through coaching and collaboration with other leaders in the Trust, empower middle leaders to develop their curriculum area in school to ensure the 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.

EMAT Members



Kevin Crompton



Barry Langfield



Jon Harris



David Houghton

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

Chair



Kevin Crompton



Fiona Wheeler



Ayo Salam



Stephen Morales



Andy Davies



Leigh Jones



Nick Bell



Martin Conlon

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

'Good things happen here. Everyone helps each other'
Ofsted report January 2022

'There was an atmosphere of focus, good behaviour and enthusiasm for learning during my visit'
MP feedback July 2022

'I feel that when I have spoken with the school, I have been heard'
Parent/Carer survey June 2022

'The school's governors say that their links with the multi-academy trust have enabled them to have a better understanding of what is happening at the school. This has helped them to hold leaders to account better'
Ofsted letter July 2021

'I think the school has made some great improvements over the past few years'
Parent/Carer survey June 2022

'EMAT have proved to themselves and their stakeholders that they have robust procedures and processes in place and that their resources are being managed efficiently to provide the best possible education for the children at their schools'
SchoolMark May 2022

I am happy with how the school takes care of mental health and wellbeing, and I think that this makes the school a better place
Pupil survey June 2022

'I've never worked in a place where you can go from idea to reality so quickly'
Teacher interview May 2022



TRAINING HUB

The new EMAT training hub provides a central location for staff training and development to build a pipeline of talent for the future in our schools.

The vision for the EMAT Training Hub is to create a strong culture of learning and personal development for all.

This is more than just a central resource but will drive the vision and values of our Trust.

The aim is that we provide opportunities for both personal and professional growth for all stakeholders as well as ensuring compliance in policy and practice.

ATTENDANCE

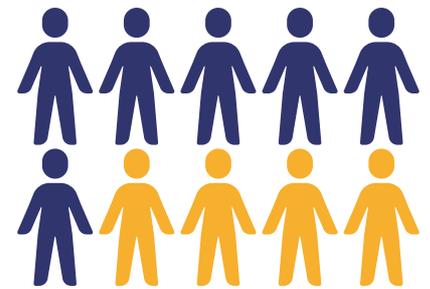
**Number of people attending Hub

600+

Working Parties

240+

Professional Development



SESSIONS

**Number of sessions the Hub hosted

96

Working Parties

20

Professional Development

Click here for

MORE INFO



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.

