



Shaw
Education
Trust

SHAW EDUCATION TRUST
**ANNUAL
REPORT**
2023

www.shaw-education.org.uk



SHAW EDUCATION TRUST

Shaw Education Trust (SET) is a large multi-academy trust made up of primary, secondary and special schools based in the Midlands and North West.

We place high achievement at the heart of everything we do. We are determined that no individual has their opportunities limited by their background, or by their ability. We are focused on harnessing the power of people to affect positive change for our children and young adults. We work closely with children, leaders, teachers and support teams to create their individual best futures: one size fits one. Education should be an exciting space, buzzing with vibrancy, dynamism and unlimited potential. Innovation and entrepreneurialism fuel our passion, enabling creativity and re-conceptualisation to be agilely applied to context and circumstance.

We believe in the power of leadership. We believe in having outstanding leaders in our schools and giving them the agency to make local decisions in the best interests of the pupils and staff they know so well. We are there to enable our pupils, colleagues and schools to flourish!

We are **exactly like nothing else!**



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Shaw
Education
Trust

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CEO UPDATE

Far too often, education becomes competitive; combative and driven by perverse incentives. At Shaw Education Trust we do not believe it should be that way, we know that great strength comes from co-operation and working together. An excellent education, in a supportive environment, is what every student attending one of our academies will experience. Central to this is the support we provide to our staff teams, this enables them to continually develop their knowledge, practice and expertise. By offering high quality training and research-based opportunities our colleagues are well motivated, highly valued, and incredibly driven professionals. **We are proud of them!**



JO
MORGAN

A WINNING COMPANY CULTURE

THE FRUIT RESULTS

THE BRANCHES CULTURE

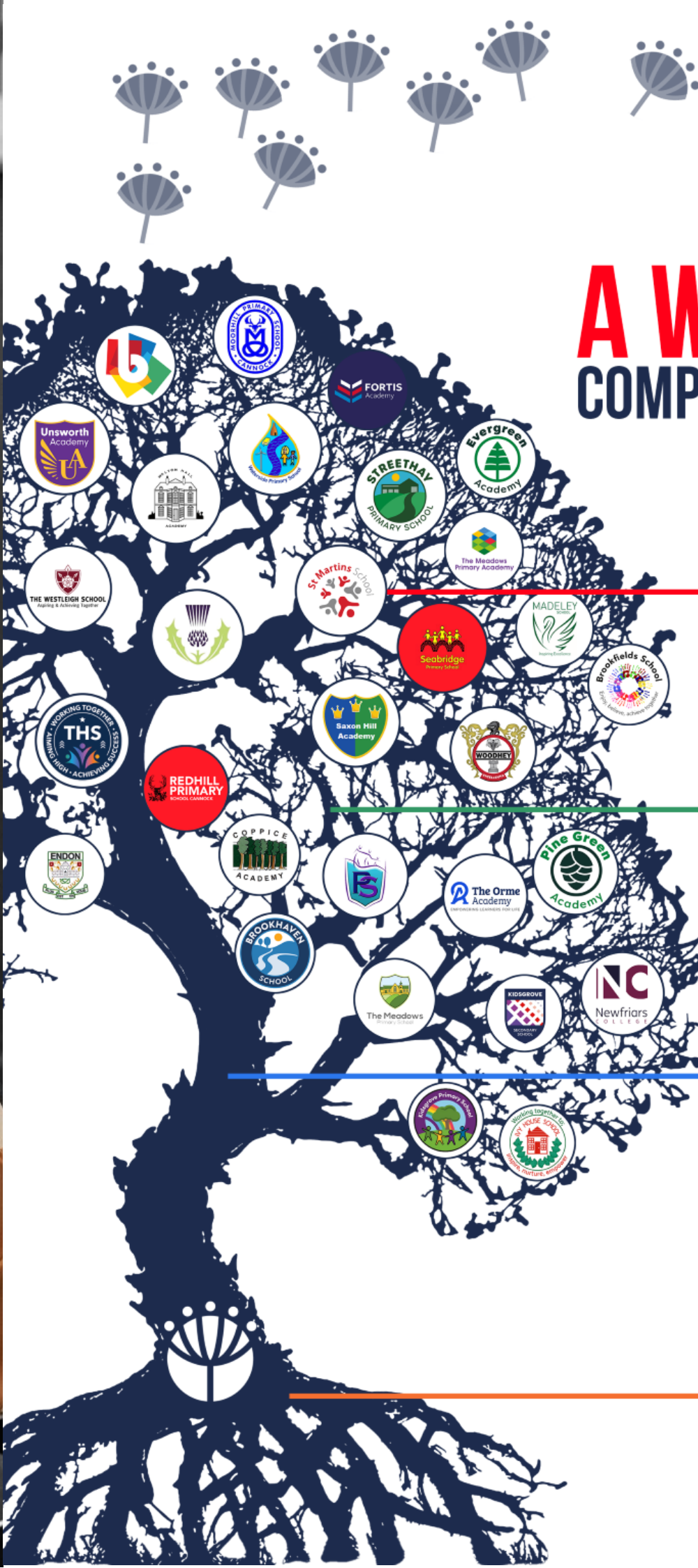
We are focused on harnessing the power of people to affect positive change for our children and young adults.

THE TRUNK OPERATING PRINCIPLES

We pledge an unswerving commitment to improve, accelerate and enable ambitious life goals amongst all our students, and provide our schools with the support they need to deliver the highest possible quality of education.

THE ROOTS CORE VALUES, BELIEFS AND MISSION

- to be pupil and people centred
- to act with integrity
- to be innovative
- to be best in class
- to be accountable





“ ”

Behaviour across the school is exemplary.. pupils play and interact together respectfully.



Ofsted

“ ”

There is a highly harmonious environment - pupils learn how to be resilient, curious and empathetic.



Ofsted

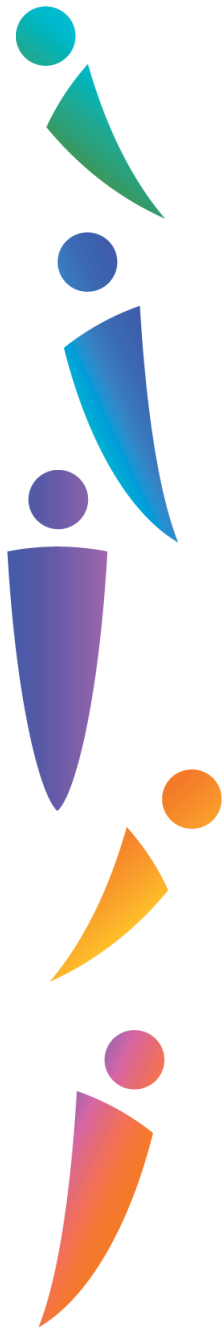
The Shaw Education Trust

Trustees' Report

Reference and Administrative Details

Members	The Shaw Trust Limited Mr D Bateson Mr P Baldwin Mr M Hawker Mr M Nussbaum
Trustees	Mr A Meehan (Chair) Mrs J Morgan (Chief Executive Officer) Mr J Norman Mr D Bateson Mr S Pegge Mrs A Hassell Mr S King Ms C Stevens Mr N Tinegate Ms H Walker
Company Secretary	Miss B Barlow
Executive Leadership Team	Mrs J Morgan (CEO and Accounting Officer) Miss H Turner (Chief Finance Officer) Mrs J Yarwood (Chief Learning Officer) Mr P Harrison (Chief Specialist and Innovation Officer) Mrs K Inscker (Deputy CEO) Mr P Potts (Chief Digital and Infrastructure Officer) Mr S Watson (Chief People Officer) Mr N Warner (Chief Education Officer)
Company Name	The Shaw Education Trust
Principal and Registered Office	Kidsgrove Secondary School Gloucester Road Kidsgrove ST7 4DL
Company Registration Number	09067175 (England and Wales)
Independent Auditor	Crowe U.K. LLP Black Country House, Rounds Green Road Oldbury B69 2DG
Bankers	Natwest Bank 135 Bishopsgate London EC2M 3UR
Solicitors	Browne Jacobson LLP Mowbray House Castle Meadow Road Nottingham NG2 1BJ

Our Values are reflected by our Trust Totem Pole



To be pupil and people centered: ensuring everything we do realises the full potential of the pupils we are here to serve. We provide caring, tailored and supportive environments where young people can flourish. We ensure that all members of our school community are the focus of our activity and, as servant leaders, we enable their success.

To act with integrity: being open and transparent, actively embracing equality and diversity within an honest, inclusive and respectful culture.

To be innovative: determined by creative, pioneering and forward-thinking original thought and inventive orthodoxies to our solution focused thinking. We will be relentless in our pursuit of the excellence which has the power to change lives.

To be best in class: helping every individual on their journey towards achieving their remarkable self. Our staff are our greatest asset; we will support our team to be empowering leaders, to deliver exceptional teaching, and achieve transformative learning and outcomes.

To be accountable: we share a collective responsibility to our pupils. Individually we shall demonstrate personal pride and delight in excelling in our roles, whilst living our Trust values. We are committed to robust adherence to external audit mechanisms which secure statutory compliance.



Our culture: One Trust...One Team



Our culture is that of 'One Team'. We believe that every member of staff should feel that every child within our Trust is their responsibility, separated only by location. We work collectively and cooperatively together in the best interests of all SET children, always putting people first.

Why?

Our Trust's purpose centres on our pupils; ensuring they have the best teachers and support staff, facilities and equipment to enable them to thrive.

How?

By setting joint goals at group level with linked shared success and outcomes.

How?

By accepting professional responsibility and welcome all accountability.

How?

By building and developing collective and mutually supportive expertise.

How?

By breeding, encouraging and supporting collaboration underpinned by matrix functionality, and resilient longitudinal cooperative reliance.

By delivering 100% commitment to shared belief, mission, team, self.

WHAT OUR PARENTS SAY ABOUT OUR SCHOOLS.

The school is really good at...

Parent

“ Making all children feel included and celebrating success. Wrap around is very good. The staff work very hard throughout all the teams and year groups. ”

“ Making you feel welcome as a family and not just the child attending and the support is immense. ”

Parent

“ Extra-curricular events, securing excellent teachers and providing a broad, challenging curriculum. ”

Parent

Parent

“ Supporting the children academically, emotionally and socially and promoting independence and life skills. ”

Parent

“ Everything they do. It is an incredible school for both my children. The teachers and all staff are amazing and friendly. ”

Parent

“
Communication, between parent/child/teacher with apps.
Inspiring learning and providing a safe and welcoming environment for learning.”

“

Responding to concerns raised and setting high expectations of behaviour within lessons.

Parent

”

Parent

“
Focusing on students' wellbeing and personal development as well as encouragement for academic achievement.”

“

Helping my child with their learning and listening to any concerns i raise as a parent.”

Parent

Parent

“
Keeping my son interested and motivated to do well and building positive relationships with him.”

Parent

“
High expectations, relationships between staff and pupils, communication, praising good behaviour/learning.”

”

Structure, Governance and Management

Constitution

Shaw Education Trust is a company limited by guarantee and an exempt charity. Our memorandum and articles of association are the primary governing documents of the academy trust. The Trustees of The Shaw Education Trust are also the directors of the charitable company for the purposes of company law. The charitable company operates as The Shaw Education Trust.

Members' Liability

Each member of the charitable company undertakes to contribute to the assets of the charitable company in the event of it being wound up while they are a member, or within one year after they cease to be a member, such amount as may be required, not exceeding £10, for the debts and liabilities contracted before they ceased to be a member.

Trustees' Indemnities

The Trust subscribes to the Risk Protection Arrangement (RPA) with the Education and Skills Funding Agency. This arrangement includes unlimited Trustees' Indemnity cover.

Method of Recruitment and Appointment/Election of Trustees

The management of The Shaw Education Trust is the responsibility of the Trustees who are elected and co-opted under the terms of the articles of association. With the exception of the Chief Executive Officer (CEO) the initial term of office for any Trustee is four years, although this can be extended. It is essential that the Trust Board has a robust mix of skills and experience. Trustees identify potential new Trustees in order to plan for succession, which combines continuity of experience and expertise with new ideas and energy.

Policies and Procedures Adopted for the Induction and Training of Trustees

Trustee recruitment is targeted at both the ability of prospective Trustees to support the academies within Shaw Education Trust as well as any skills needs identified by the board evaluation process. As such, a careful balance of experience and expertise is ensured. A board evaluation process is undertaken regularly, and training is arranged for any shortfalls. New Trustees are provided with all necessary documents to undertake their role, enrolled with the National Governors' Association, and have access to formal training through external agencies upon identification of need or on request. Mandatory training is delivered annually, or as appropriate, this includes Level 2 Safeguarding.

Organisation Structure

The Shaw Education Trust Board of Trustees have overall responsibility and the ultimate decision-making authority for all the work of the Academy Trust, including establishing and running schools. The full board of Trustees and three subcommittees (Finance and Resources, Audit and Risk, and Educational Performance and Standards) meet on a termly basis. Nominations and Remunerations meet bi-annually, or as required.

The day to day management and responsibility for the running of the academies has been delegated to the CEO, who is also the Accounting Officer, and is supported by an Executive Leadership Team.



“

Reading sits at the heart of the curriculum. Pupils develop into competent readers who can discuss, with enthusiasm, the books they read.



The Meadows
Primary School

Ofsted

“

The exceptional personal development programme provides pupils with important information including healthy relationships and keeping themselves safe



Ofsted

SHAW EDUCATION TRUST

Each academy has local governance arrangements through locally elected representatives called an Academy Council. The Academy Council assists in the monitoring and advising of standards, including target setting in their Academy. They also have delegated authority to ensure policies and procedures are effectively deployed within the day-to-day running of the Academy. The Academy Council has an important community-facing role, ensuring the Academy meets the needs of the community and its pupils. The Academy Council composite has parental and staff representatives as a statutory requirement, they meet at least termly and have a minimum of two sub committees, one of which incorporates Finance and Risk (including Health, Safety and Safeguarding) and the other which reviews and challenges Education, Standards and Performance. On occasion, Academy Councils are replaced by SET Local Boards which includes expertise of the Central Team.

Arrangements for setting pay and remuneration of key management personnel

The **Chief Executive Officer** makes recommendations to the Nominations and Remunerations Committee for the pay and remuneration of key management personnel within the central team. Any recommendation takes into account a variety of factors such as roles and responsibilities, performance through the annual review process and benchmarking pay across the academies sector.

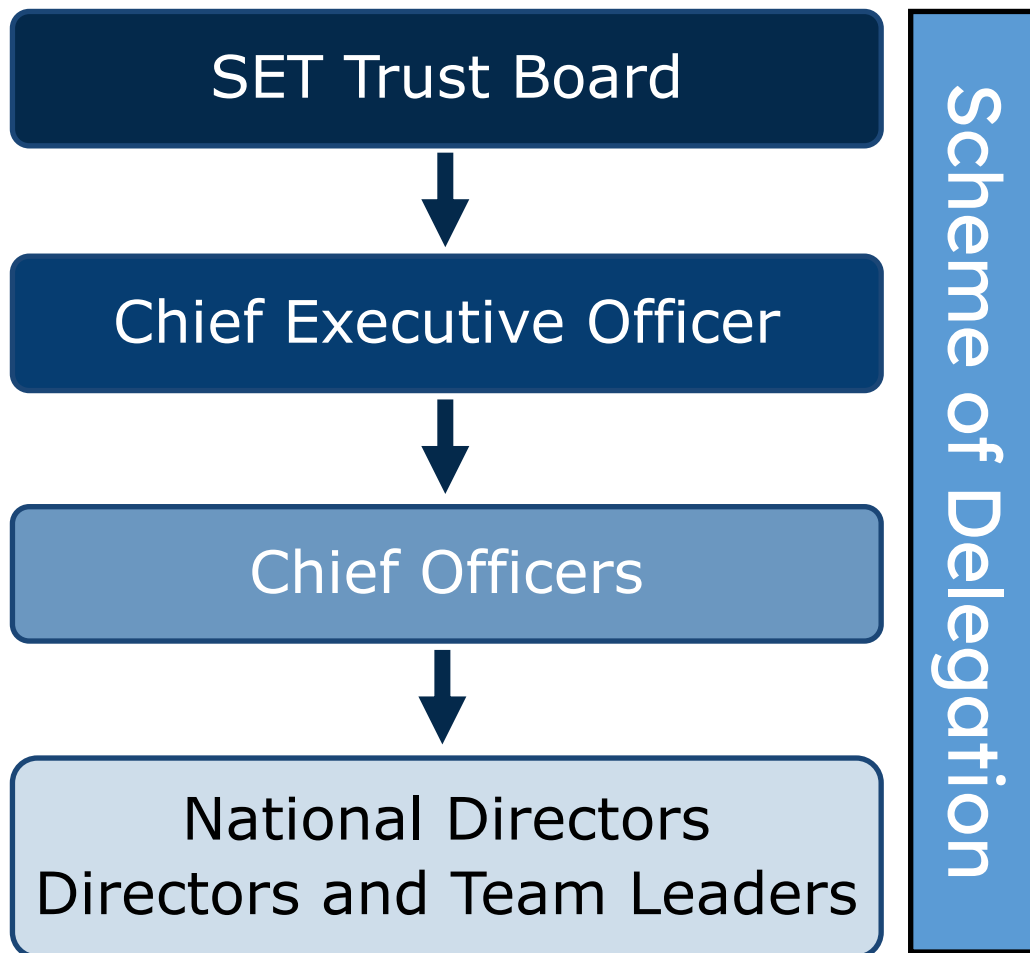


The **Nominations and Remunerations Committee** annually approve/ or otherwise, recommended incremental payments and pay awards from the Executive Leadership Team, including for school based staff. This is following the completion of the appraisal process, which is quality assured by the ELT.



The **Shaw Education Trust Board** determine the pay and remuneration of the Chief Executive Officer. This is delegated to the Nominations and Remunerations Committees following the appraisal process.

ACCOUNTABILITY STRUCTURE



The Board of Trustees fulfil their responsibilities through strategic planning; by the setting of policy; monitoring standards; as well as taking responsibility for the oversight and management of risk. The Board of Trustees has the power to direct change where required as indicated within the Scheme of Delegation.

The Scheme of Delegation, which has been centrally established, details levels of authority and appropriate parties within transparent guidelines.

All Principals/Headteachers have been appointed by the CEO and Chief Officers through a process which includes feedback from Academy Councils, staff and children. Headteachers are held to account by National Directors and local governance.



“

Pupils thrive in this nurturing school.
Leaders have planned an
ambitious curriculum.



”
Ofsted



BREATHS
WE TAKE
...
NOT BY THE
NUMBER OF
MOMENTS
THAT TAKE
THEM
AWAY

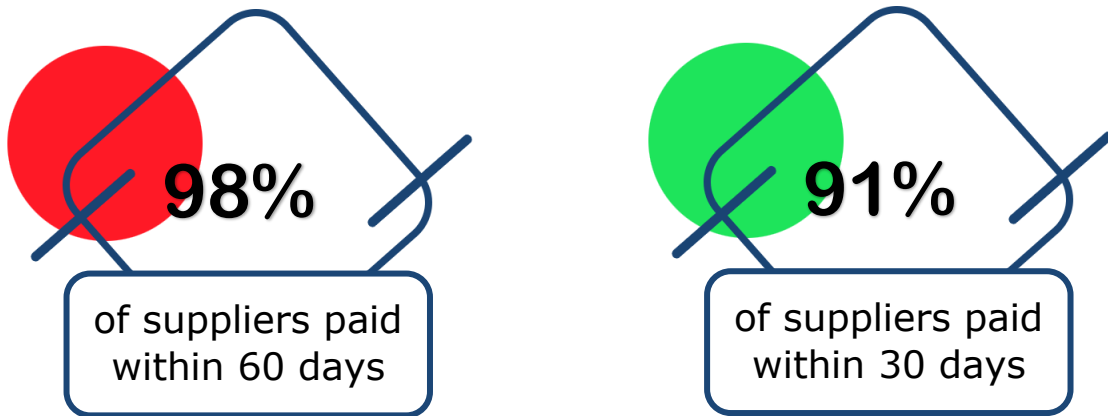
“ ”

Coppice Academy is an inspiring place for pupils to learn. Pupils love coming to this school.



Ofsted

Suppliers



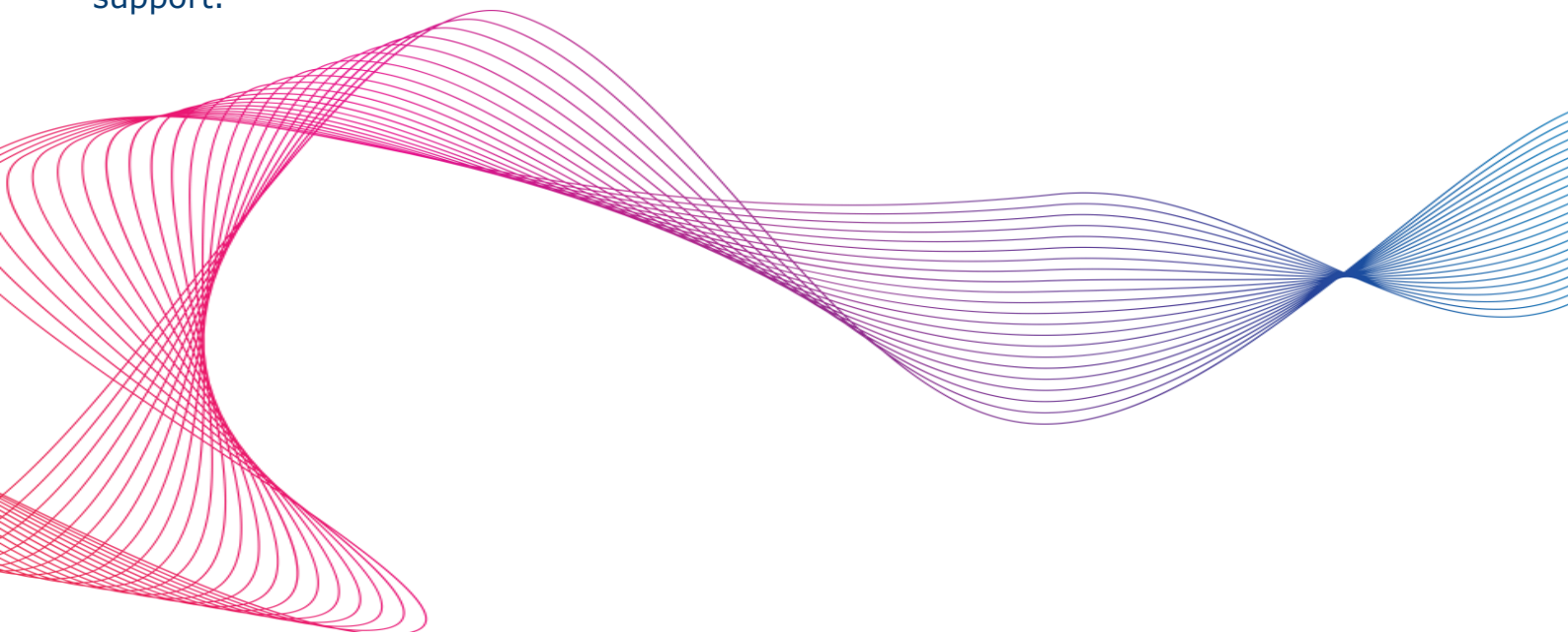
We carry out very careful procurement exercises to secure best value for money and following the confirmation of successful contracting, work closely with suppliers to ensure that they are able to deliver a high quality service. This involves open dialogue, the celebration of what's going well, but also collaboratively looking for solutions in a proactive and supportive manner should the need arise.

Other stakeholders

Our academies and the Trust engage with other stakeholders in our communities to further support our young people. Engagement with local businesses by our academies has supported career experiences for their pupils. We also work in partnership with our sponsor Shaw Trust Limited to bring wider career opportunities for our students.

The Trust engages regularly with Local Authorities and other Multi Academy Trusts to share best practice and to contribute more widely to the education system.

The Trust works with DfE Regional Directors teams to enable system leadership and support.




SHAW EDUCATION TRUST

OUR SCHOOLS

The trustees present their annual report together with the financial statements and auditor's report of the charitable company for the 1 September 2022 to 31 August 2023. The annual report serves the purpose of both a trustees' report, and a directors' report under company law.

The Shaw Education Trust operates thirty academies and one Specialist Independent College, for 11,111 pupils aged 2-25 years across Staffordshire, Stoke-on-Trent, Birmingham, Wolverhampton, Bury, Wigan, Halton and Derby. They are:

		No. Pupils	Ofsted	
	Blackfriars Academy,	Special Secondary (11-16 years)	109	Outstanding
	Brookfields Special School,	Special Primary (2-11 years)	119	Outstanding
	Coppice Academy,	Special Secondary (11-16 years)	98	Good
	Endon High School,	Mainstream, Secondary (11-16 years)	697	Good
	Evergreen Academy,	Pupil Referral Unit	27	Good
	Fortis Academy,	Mainstream, Secondary (11-19 years)	1,495	Good
	Ivy House School,	Special through school (2-19 years)	82	Outstanding
	Kidsgrove Primary School,	Mainstream Primary (3-11 years)	152	Good
	Kidsgrove Secondary School,	Mainstream Secondary (11-16 years)	296	Good
	Madeley School,	Mainstream, Secondary (11-16 years)	706	Good
	Meadows Primary School	Mainstream Primary (4-11 years)	103	Outstanding
	Moorhill Primary School,	Mainstream Primary (4-11 years)	319	Good
	Newfriars College,	Specialist College (16-25 years)	192	Good
	Pine Green Academy,	Special School (7-16 years)	98	RI

OUR TRUST IN NUMBERS

11111

Pupils

965

Special School Pupils

2298

Primary Pupils

7848

Secondary Pupils

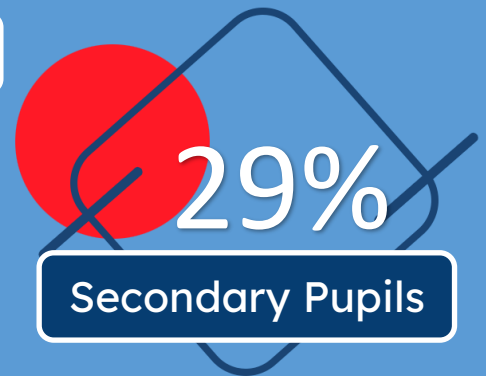
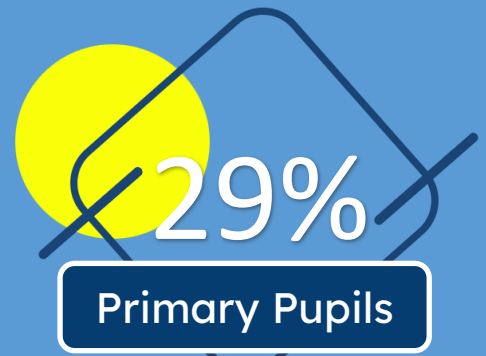
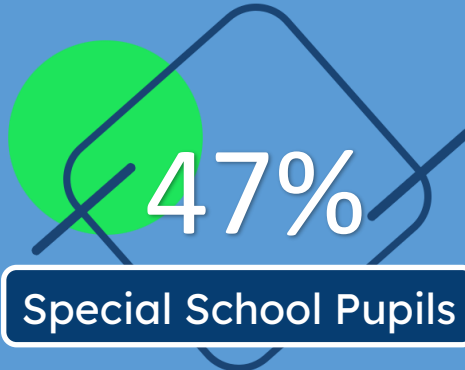
2550

Total Staff



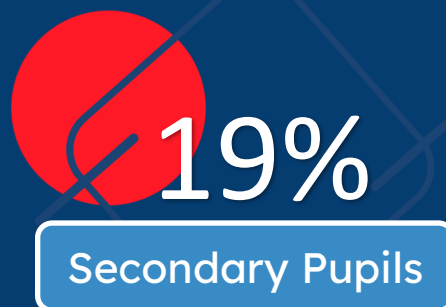
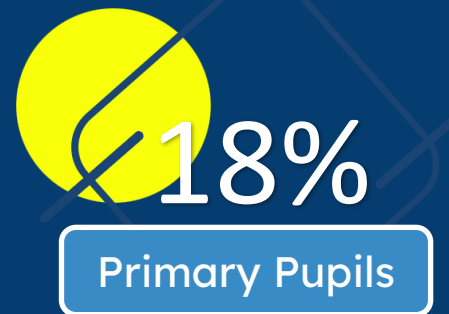
PUPIL PREMIUM STATISTICS

2,318 Pupils Overall



SPECIAL EDUCATIONAL NEEDS STATISTICS

2,783 Pupils Overall



OUR STRATEGIC INTENT

OUR AIMS

- **Raise standards** for young people within our Trust so they: exceed previous performance; have dynamic, vibrant teaching; benefit from an ambitious curriculum leading to the brightest futures;
- Communicate a compelling **strategic vision** which is effectively delivered through shared accountabilities and corporate cohesion;
- Embed a clear **accountability** framework at all levels, which embraces social and personal responsibility;
- Establish robust **quality assurance** mechanisms across the academies within the Trust which enable consistently strong performance;
- Ensure effective **governance** is secured through regular review, transparent lines of delegated authority, planned scrutiny and targeted challenge;
- Provide **bespoke** school improvement services which accelerate performance and generate internal, longitudinal strength;
- Promote **risk management** as the norm to secure and protect pupils and staff;
- Plan for **succession**, by actively promoting talent, developing staff at all levels; encouraging innovation and creativity; committing to research and development and positively promoting diversity;
- Lead the system, **be piratical** and contribute to the broader education agenda by engaging with local, regional and national networks;
- Invest in outstanding **teacher training** and dynamic, innovative, progressive, holistic **workforce development**.



FROM STRATEGY TO ACTION

High-Quality & Inclusive Education

Culture
Curriculum
 Student Outcomes
Accessible to all
 Inclusive Pastoral Support
Enrichment
 Behaviour and attendance
Destinations
 Collaboration

School Improvement

Culture
School improvement model
 Transformation
System-led improvement

Workforce

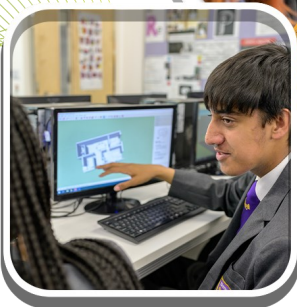
Culture
Workload
 Retention
Working Environment
 Developing new and early career teachers
CPD
 Collaboration
Line management and career progression
 Equality, diversity,

Finance & Operations

Culture
Financial Strategy
 Resource allocation
Capital Strategy
 Reserves
Financial Information management

Governance & Leadership

Culture
Governance of Trust



HIGH-QUALITY AND INCLUSIVE EDUCATION

At the heart of our Trust lies the principle of 'One size fits one.' This mantra drives our commitment to treating each child as a unique individual, irrespective of their starting point, challenges, or abilities. We champion ambitious goals, ensuring that no-one's potential is hindered by their background or circumstances.

Our approach centers on empowering people to create positive change for our students. We collaborate closely with children, leaders, teachers, and support teams to shape tailored pathways for each individual – because one size truly fits one. Education, for us, is a dynamic and vibrant arena bursting with limitless possibilities.

We foster innovation and entrepreneurship, allowing for agile adaptation to diverse contexts. Our academies offer an excellent education in a supportive environment, prioritising ongoing development for our staff. By providing top-notch training and research-based opportunities, we cultivate motivated and highly skilled professionals.

Diversity is key to our inclusive learning community, with a mix of primary, secondary, and specialist academies all valued equally. This diversity enriches collaborative efforts and ensures impactful outcomes across our Trust.

Our ambitious and bespoke curricula prioritise academic rigor while nurturing and supporting every learner. We emphasise the development of cultural capital and value both quantitative and qualitative outcomes.

We cherish the privilege of guiding our students through their educational journey, preparing them for life beyond school. From fostering independence to facilitating pathways to higher education or the workforce, we are dedicated to our learners' success.

As system leaders, we collaborate with other stakeholders to fulfil our civic duty and ensure the best for all our children. Together, we work tirelessly to create a brighter future for each and every individual under our care.



84%

(National 79.5%)

Phonics pass rate (%)
percentage of pupils
meeting the expected
standard in phonics
(KS1)

-0.36

Progress 8: progress
across 8 qualifications
(KS4)

59%

(National 59%)

RWM (%): the
percentage of pupils
meeting expected
standard in reading,
writing and Maths
(KS2)

32.24

(National 31.36)

Average point score
per pupil: the
average score for
students taking A
levels and other
qualifications (KS5)

24.2%

EBacc entry rate
(%): percentage of
pupils entering the
English
Baccalaureate (KS4)

SCHOOL IMPROVEMENT

Our Approach to School Improvement

Shaw Education Trust is proud to be the sponsor of a rich variety of schools covering the primary, secondary and special education sectors, ages 2-25. Each of our schools is unique and all have different starting points. Our school improvement strategy therefore has to be agile in its approach, meeting the needs of each school in the most effective and efficient way.

At Shaw Education Trust, our strategic intent is '**to be unique by design and awesome by outcome**': we are exactly like nothing else.

Our School Improvement Strategy

We are deliberately unique by design; we support our schools and our sectors as best suits individual needs. This means that there are aspects of commonality and areas of variable in our improvement strategy across the Trust.

To achieve our strategic intent, we rely on **3 key factors** which underpin our school improvement strategy:

We **know** our schools extremely well

We take an **agile** approach and ensure the right specialist support in the right areas, responding quickly to need

We hold Headteachers and SET colleagues to **account** for their impact through 'Cycles of Improvement'

Our **school improvement model** is based on the following 9 expectations:

Outstanding **leadership**, which is inspiring, motivating and ambitious for all
Curriculum which engages pupils and leads to aspirational destinations for all learners

Teaching and learning which inspires and motivates learners, and leads to all making good progress regardless of starting points or challenges

Behaviour and attendance systems which promote high expectations and reward and correct pupils appropriately

Personal development programmes which enable children to flourish

Care, support and appropriate provision, especially for our vulnerable pupils

A '**one trust, one-team**' culture with shared responsibility and best in class talent management opportunities for staff

Learning underpinned by a strong **digital strategy**

Operations areas underpinning and supporting improvement in all our educational priorities

90%

of our academies are
judged **good/**
outstanding by
Ofsted

“

The Trust and its Chief Executive Officer
do all they can to ensure pupils are
prepared for a bright future.



Ofsted



WORKFORCE

Our People function is highly focused on ensuring our staff are of the highest quality, well-equipped to carry out their roles, **feel valued and respected** and achieve great things. We offer a service-led provision across schools to ensure compliance against the highest standards. The Trust has established its own **Institute of Education (IOE)** and this is responsible for the training and support of schools and colleagues across the Trust. We place very significant emphasis on the **talent management of our workforce**, and this takes a variety of different routes.

At the end of the academic Year 2021-22, the Shaw Education Trust became a delivery partner for the Early Career Framework (ECF) and National Professional Qualifications (NPQs) with Ambition Institute. We facilitate significant numbers of colleagues from within and beyond SET to achieve these qualifications. Feedback on our courses has been **consistently excellent** and recruitment on to the programmes that we deliver is very strong.

The Trust has a **fully developed apprenticeship programme** at all levels. We have recently engaged in a level 5 (bespoke) coaching apprenticeship with NCE. We work with a range of apprenticeship providers to ensure that the needs of our workforce (teaching and non-teaching) are provided for this includes Ixion, and NCE amongst others.

Our talent management for teaching staff starts with the ITE programme and we have an **outstanding primary SCITT within our establishment (Keele and North Staffordshire Teacher Education)**.

The SCITT has been reaccredited for ITE delivery from September 2024. In addition, we have entered a **partnership with Ambition Institute** in the North-West to become a delivery partner for secondary education from September 2024.

As we have a large network of schools, we place very significant emphasis on the **sharing of best practice across our Trust**. This includes through frequent Headteachers' conferences, Network Hubs, Trust-wide INSET days and a network of Professional Advocates. The Professional Advocates are colleagues who are strong practitioners in their field across the Trust and they are deployed to support as needed in our schools. This approach applies across phase and across sector. This helps to **strengthen collaboration across the Trust** and enables the sharing of expertise across the network of schools. Our Trust-wide INSET programme includes a vast range of opportunities including specific input on pedagogy across all phases of schools and in addition, training linked to staff wellbeing.



3.4%

% of staff who joined the Trust—
period Summer
Term 2023

In addition to the formally externally accredited programmes, we have developed our own in-house training programmes for TAs, teachers, aspiring leaders, middle and senior leaders. These programmes have operated over time and have been very well received. These courses are complemented by virtual workshops on individual issues to enable training to be easily disseminated over the full geographical area.

The **views of our school-based workforce are gathered frequently** by the Trust and the findings acted upon. The mechanisms for this include surveys (twice a year) and feedback from discussions with colleagues during frequent visits to school sites. We are fully committed to career progression of our staff and use Agile Appraisal, to support this and to identify talent management needs and appropriate pathways.

We have a highly qualified central people function team who support our schools and our work force very effectively; **we fully support flexible working** and look for innovative approaches to enable this. **Equality, diversity and inclusion are at the heart of our work** and we monitor all of our policies to ensure that this is 'lived' in practice. We have SET DEI ambassadors in our schools who are proactive in promoting this agenda across their setting. They contribute to pan-Trust policies and awareness raising. We have also have a **Trust-wide EDI survey** to enable us to target our work and monitor progress.



30

Number of
Networking Hubs

26.7%

% of new starters:
Teachers

244

Number of ECTs
and ECMs trained
by SET

FINANCE AND OPERATIONS

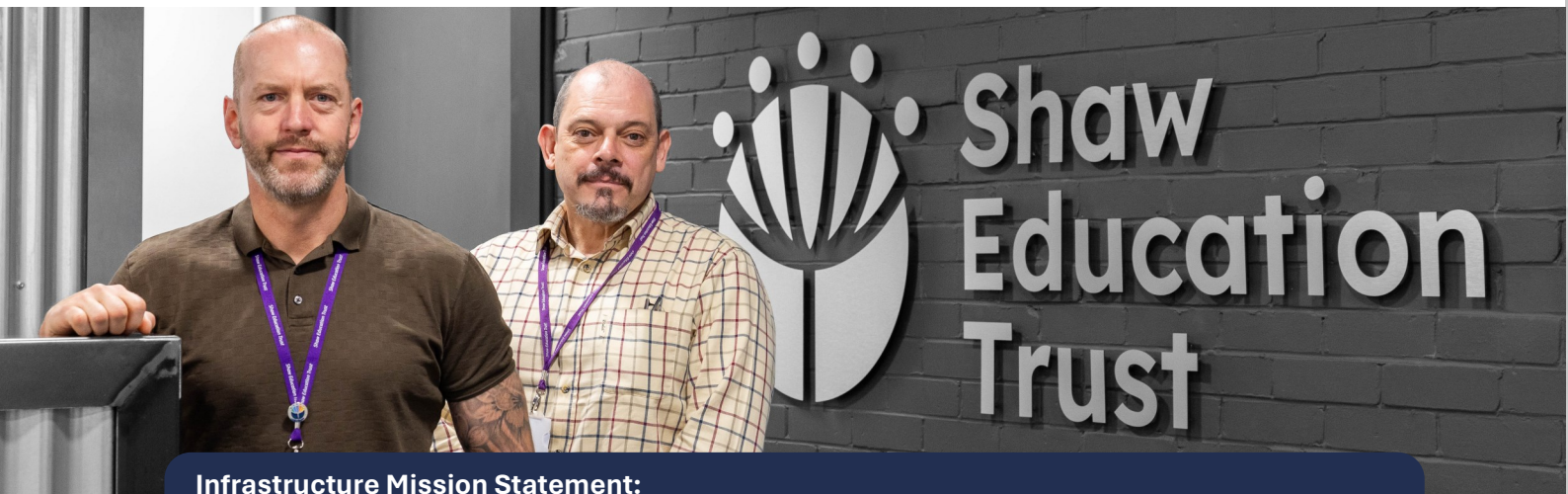
Our finance and operational teams are divided into three key areas: Finance; People and Infrastructure/Estates. We recognise the importance of ensuring that resources are used efficiently and effectively to support our schools.

All teams use data to inform the distribution and attribution of resources- to ensure best value, budget appropriately, and address risk through agile and pro-active mitigation.

National benchmarks and tools are applied to Trust models of expenditure and resource allocation. Similarly, capital investments, SCA resources and estate improvement programming (including digital technologies) ensures longitudinal sustainability and health and safety.

Finance

Financial expertise is comprehensive at multiple levels. There is robust accountability secured by highly qualified people from fiduciary responsibility to executive infrastructure. External audits are positive and the SRMA visit unremarkable in terms of identified areas for improvement.



Infrastructure Mission Statement:

To provide a safe and effective environment for all of our students, staff and visitors, in the best accessible and efficient surroundings conducive to innovative, inspirational and effective learning.

Infrastructure, Digital and Estates

Every member of our Infrastructure group has been recruited for their specialist knowledge and ability but more importantly every member has the passion and commitment to ensure our school infrastructure is the very best it can be. We recognise that the buildings and infrastructure which we look after are just that, buildings and infrastructure! Our aim is for buildings to not only be safe, warm, and dry places but that are also "alive", "exciting", "innovating." Our infrastructure team works hard to ensure spaces inspire our young people to reach their absolute best and provide our most vulnerable children with a true feeling of security and protection. Finally, we are committed to ensuring our school sites provide our most deprived families with access to the most up to date, state of the art learning resources.

78%

Staff pay as percentage of expenditure

£58,560

Average teacher costs (including on costs)

15.3

Pupil : Teacher ratio

National secondary 15.9
National Primary 20.5

£20.954m

Cash in Bank

97%

Proportion of revenue income that will come from public body(%)

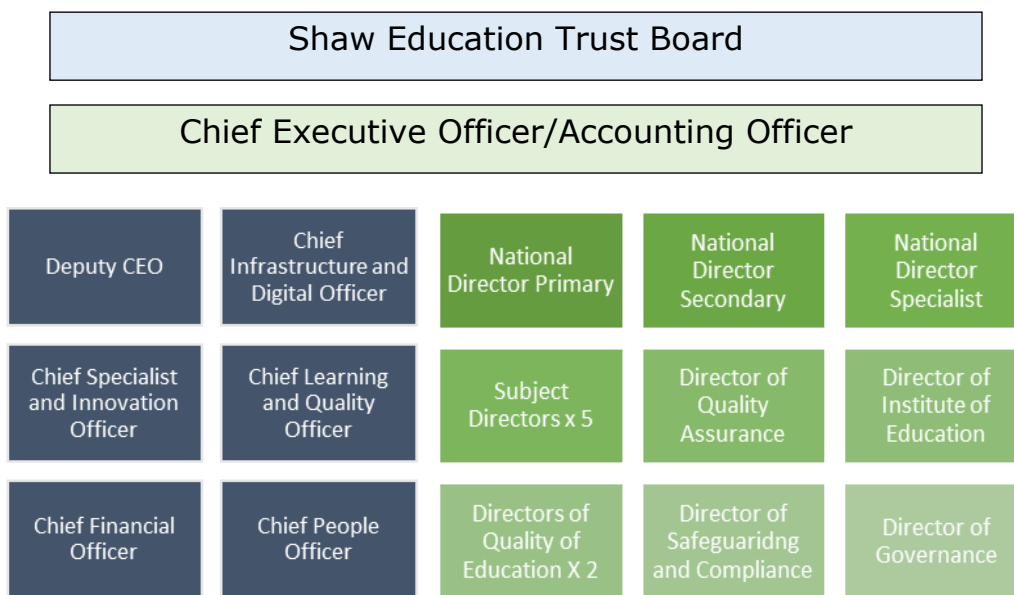
0%

Estate Condition—
% of Estate in condition category D (life expired)



GOVERNANCE AND LEADERSHIP

Fundamental to delivering high performance and creating an ethical culture, is our organisational infrastructure. Strongly anchored by our vision and values, the board and executive leadership team focus the Trust's strategy on the needs of our schools, the communities we serve and the wider educational sector. The Articles of Association details our charitable objects and Trustees exercise their fiduciary responsibility in ensuring effective delivery against these goals. The Seven Principles of Public Life are systemically mandated through behaviours and policies.



The Trust Board is well established and is served by a broad church of expertise and successful leadership. The Board undertakes an annual audit measuring their functional capability using the 21 questions framework. Trustee training and induction is mandatory and must be completed annually. The Board undertakes external reviews as part of the schedule of audit and assurance.

Local Governance

All schools have either Academy Councils or SET Local Boards who have a clear role within the Trust's Scheme of Delegation. Where schools are in more challenging circumstances, the SET Local Board may replace the Academy Council to ensure high quality governance, support and challenge. All schools have parental representation and staff member (support and teaching) Councilors. Statutory training is completed annually.





Zero

Trust in receipt of
Notice to Improve
regarding
Governance

84%

Attendance at Trust
Full Board Meetings

93%

Schools with
Leadership and
Management judged
at good/outstanding
by Ofsted

Act with
integrity

Be best
in class

Pupil &
people
centred

Be
innovative

Be
accountable



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