



# Thomas Deacon Education Trust

Unity of Purpose, Diversity of Practice



**Annual Report 2016/17**

The Thomas Deacon Education Trust (TDET) is a Multi-Academy Trust that unites and empowers like-minded schools to achieve the very best for their students and communities.

We are unashamedly proud of our links to the city of Peterborough and its surrounding areas. We share the city's ambitious vision for growth and believe that our schools and the education of young people need to be at the heart of these plans.

As a Trust, we work across all key phases of education to provide every child in our community with the best life chances and high aspirations.

By focussing on the city of Peterborough and its immediate surroundings the Trust's schools are in close proximity of one another. This close-working partnership and understanding of the local context enables real and meaningful collaboration between our schools, teachers, and students, and with local business leaders.

We actively encourage our schools and teachers to share best practice to benefit all children within the local area.

All members of our Trust – our schools, members of staff, students and communities - are united in purpose through a set of shared common values and expectations:

1. Trust – *we are honest and supportive*
2. Diversity – *we celebrate individual differences and needs*
3. Excellence – *we want the very best and never give up*
4. Transformation – *we embrace innovation and collaboration*

Through experience we know that there is no such thing as a one-size-fits-all approach to education. Our schools are individual members of the Trust community – united by values and purpose, but free to innovate and adapt to the needs of its students and local community.

We firmly believe that the Trust as a whole is more than the sum of its parts. Therefore, all of our schools are equally valued and contribute to the development and direction of the Trust as we grow together.



Dear Members and Trustees

The educational landscape in the UK has changed dramatically in the past few years and it continues to change – by chance, by design and by government mandate. The academic year 2016-2017 was no different and new challenges and new opportunities have presented themselves along the way. 2017 was a pivotal year in the transformation of our Trust as Thomas Deacon Academy was joined by Queen Katharine Academy and Gladstone Primary Academy. Not only did our Trust truly become ‘multi-academy’ but TDET schools delivered some solid academic results, made measured progress in terms of our business services and continued to build our company into one of Peterborough’s leading Multi-Academy Trusts.

Here is a brief summary of our notable achievements:

- 📅 10-year anniversary of Thomas Deacon Academy.
- 📅 Re-branding and brokering of The Voyager Academy into Queen Katharine Academy.
- 📅 Re-branding and brokering of Gladstone Primary School into Gladstone Primary Academy.
- 📅 After wider community consultation, re-branding and brokering of Thomas Deacon Academy Education Trust into Thomas Deacon Education Trust.
- 📅 Investment in Gladstone Primary Academy, Gladstone Street site to improve the educational setting and experience for children.
- 📅 Investment in the new extension at Thomas Deacon Academy.
- 📅 Leadership Conference held for all the schools in Thomas Deacon Education Trust.

Throughout the year, our Trust has faced challenges stemming from national financial funding uncertainty as well as the impact of taking on two schools which came with a record of educational underperformance. Despite these pressures, I am pleased with our 2017 results but far from satisfied. Therefore, I am very focussed on securing rapid and sustained progress.

As a Trust, we are doing this through concentrating on these key priorities:



Whilst the priorities themselves may seem relatively simple, the complexity is in the detail and my priorities are clearly centred on the implementation of the actions that sit beneath them. Some of that detail is included in the Strategic Plan, a summary of which is included in this report.

I am keenly aware that we are a fledgling Multi-Academy Trust and that we have some strong competitors in the city of Peterborough and beyond. And I know that as good as we are today, we must be even better tomorrow. That challenge galvanises us; we wouldn’t have it any other way.

We are excited about the extraordinary opportunity that stretches out before us. Thomas Deacon Education Trust people are ready to pursue it in the belief that our children deserve only the very best educational experience in our schools. We do not take the trust placed in us by the children, their families and our community for granted. We’re ready for educational transformation.

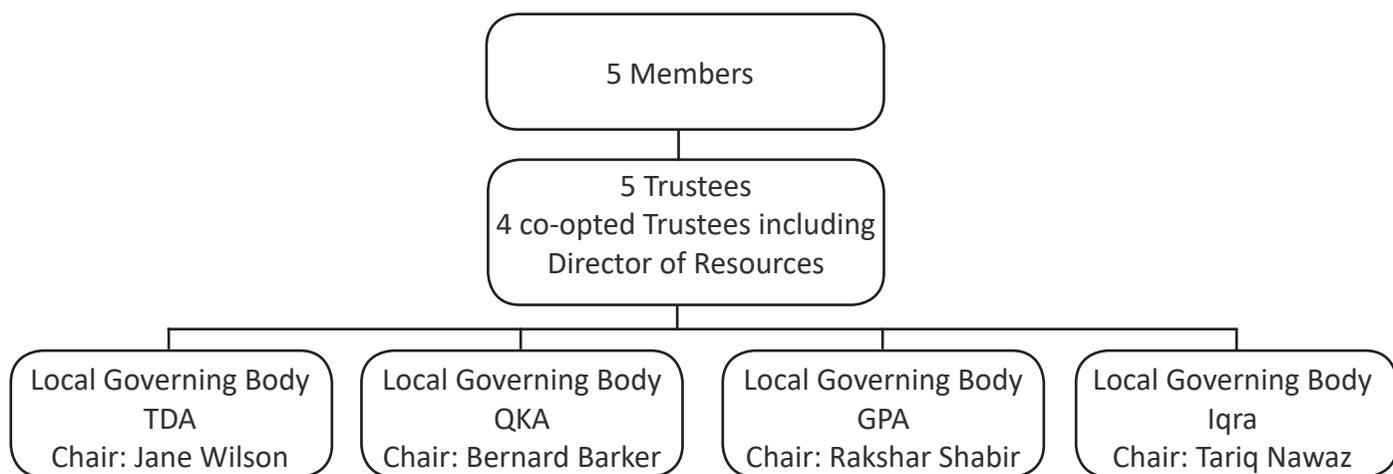
Julie Taylor  
Chief Executive Officer

## Thomas Deacon Education Trust timeline

January 2016	Thomas Deacon Academy Education Trust is formed Thomas Deacon Academy and Thomas Deacon Academy Juniors join the Trust
January 2017	The Voyager Academy joins the Trust
February 2017	Gladstone Primary School joins the Trust
March 2017	Gladstone Primary School rebranded as Gladstone Primary Academy
April 2017	Iqra Academy formally requests to join the Trust
September 2017	The Voyager Academy is rebranded as Queen Katharine Academy
October 2017	Two further primary schools formally request to join the Trust
November 2017	Thomas Deacon Academy Education Trust legally becomes Thomas Deacon Education Trust



## Thomas Deacon Education Trust governance structure



### Trust Members

#### Miles Delap

Miles is a Chartered Civil Engineer and a project management partner of Gardiner & Theobald LLP. Miles was the overall Project Manager for the Thomas Deacon Academy building in 2007 and became a Director of the Academy shortly after. Miles maintains an interest in Thomas Deacon, and secondary education in general. Miles currently has three children in secondary education, and lives in Greenwich.

#### Ian Clarkson

Ian is a retired entrepreneur who dedicates his time now in trying to support education in the UK. Ian was the founder and architect of Celerant Consulting, an operational management consultancy that he started from scratch in 1987. When it was sold to Hitachi of Japan in 2012 Celerant had 12 offices on 3 continents and was one of the top 10 operational consultancies in the world. Ian is also a member of the Board and the Executive committee of the European Council on Foreign Relations and is the Chairman of Bright Field consulting. He lives in London is married and has one son.

#### Adrian Peters

Adrian is Peterborough born and bred. He started at Deacons School in 1989 and went on to train as an electromechanical engineer at Peterborough Regional College. Since leaving school Adrian has volunteered in many youth work contexts and is passionate about seeing young people better themselves and achieve more than their expectations.

11 years ago Adrian joined the KingsGate Community Church as a youth pastor, which has seen him become involved in schools' work, with specific involvement in the pastoral team at Thomas Deacon Academy, mentoring young people since it opened. He has been an active member of the Standing Advisory Council on Religious Education (SACRE) for the last 8 years.

#### Rachel Cook

Rachel is a Chartered Civil Engineer with 20 years' experience with a global engineering consultancy businesses. She exhibits exceptionally strong financial business understanding which combines with her natural 'engineering mind' of curiosity to understand and solve complex problems.

As an active STEM ambassador with schools and mentor for engineering graduates, Rachel enjoys developing others and is passionate about raising the profile of careers in STEM and inspiring the next generation.

## **Mark Dorsett**

Mark is the Director for Caterpillar coordinating and leading the Company's business interests, government affairs and corporate social responsibilities agenda in the United Kingdom.

Having developed his early career with the ITT Group and Hagemeyer NV, Mark joined Caterpillar in 2003, and has held various senior HR roles including Vice President Global Human Resources for Caterpillar Logistics Services, a subsidiary of Caterpillar Inc. He is a Fellow of the Chartered Institute of Personnel and Development.

## **Trustees**

### **Julie Taylor, Chief Executive Officer**

Julie became the Principal of Thomas Deacon Academy in 2013.

She took up this post having spent her entire career as a teacher in various parts of the country. Most recently, Julie has been Headteacher at a community school and an academy. In January 2016, Julie became the Chief Executive Officer of Thomas Deacon Education Trust (TDET) which is a Multi-Academy Trust encompassing both primary and secondary schools.

### **Dr Richard Barnes, Chairman of the Board**

Richard was brought up on a council estate in Cambridge and educated under the old direct grant system at the Perse School. He studied natural sciences for medicine at Cambridge and then, by a series of serendipitous events, ended up as a University Lecturer in Physiology at Cambridge.

Richard is Chair of the Villiers Park Educational Trust which seeks to create social mobility by providing education opportunities for gifted children from under-privileged backgrounds.

### **Allan Arnott**

Allan was Operations Director of Caterpillar's Industrial Power Systems Division (IPSD) based in Peterborough. Allan joined Perkins in 1987 as Director and General Manager of the Aftermarket Business Group, in 1990 he became Managing Director of Perkins Power Sales and Service Limited, and in 1995 Allan was named Managing Director of Perkins International Limited, responsible for world-wide distribution, small and medium sized OEMs and Licensee activities. He became a Sponsor Director of TDA and Chair of the Finance Committee in 2007.

Allan was awarded the OBE in the 2001 Queen's Birthday Honours list for Services to Economic Development and Lifelong Learning in Cambridgeshire.

### **Paul Clegg**

Paul was Global Purchasing Manager with Caterpillar, having joined Perkins Engines in December 1984, and has held many varying roles. Paul has 30 years' experience in the purchasing and supply chain profession covering: disciplines, lean manufacturing, supplier collaboration, materials movement and sales and operation planning.

### **Ian Wigston**

Ian is a co-founder of Bright Field Consulting. Originally a banker, Ian developed and built one of the first Innovation Units in Europe for Barclays. He has been working as an independent consultant for 20 years.

He has specialised in education for most of that time, and was inspired to establish Bright Field. As part of a team, Ian conceived the idea for a young person's predisposition measure and in tandem with the Academic Magician Professor Todd Landman designed and developed a programme for schools combining behavioural feedback and magic.

**Mark Potter**

Mark is currently the Headmaster of the English School in Paris, having previously been Headmaster at Laxton Junior School, Oundle.

His first teaching post was at St Mark's RCVAP School in Ipswich and, after a fulfilling four years, his sense of adventure took over and he joined the Shell Schools' Network, to work at a School in Nigeria. Following a very successful two years in Africa, Mark moved to China to work at The CSPC International School, Shell's new school in Daya Bay.

**Katrina Bretten**

Katrina is currently an Associate at Greenwoods Solicitors LLP in Peterborough, specialising in Construction and Commercial Property matters, concentrating on drafting and negotiating contracts for the procurement of new developments.

After growing up with a father in the Royal Air Force her family eventually settled in Cambridgeshire. In her spare time Katrina is an avid baker and dreams of travelling the world!

**Dr Mike Gross**

Mike is the Bursar of Emmanuel College Cambridge. He is also an Official Fellow of the College and the Director of Studies in Economics. He has taught macroeconomics, labour economics and industrial economics within the University.

As Bursar his main responsibilities are for the College finances, its buildings and staff. He also has a more general role in College governance, being the executive officer for the Governing Body, College Council and various College committees.

**Simon Smith**

Simon qualified as a Chartered Management Accountant in 2004 and is now Director of Resources for TDET and also the Company Secretary.

Prior to joining the Trust, Simon has held various senior roles across the public and private sector including Children's Services, Economic Development and Probation Services. He has worked in or around schools for over 7 years and has led on changes to school funding, managed commercial teams that provide services to schools and been an active member of Governing Bodies, particularly for schools in financial difficulty.

**Saqib Rehman**

Saqib is the proprietor/governor at Iqra Academy. Saqib has been involved in strategic leadership and management within the health and social care sector since 2004.

Having established a domiciliary care agency working with the local authority, Saqib quickly developed the service and brand into an integral part of the care services sector in Peterborough. Saqib's day-to-day management responsibilities oversee the delivery of over 1200 hours of care to 3 regional authorities, over 50 front line staff and 7 supervisors and managers.

Saqib is passionate about community needs and has worked as a volunteer and director of a Community House project and along with three colleagues set up the charity Children of Adam. From inception, Saqib was voted Chair for the group and took responsibility on behalf of the strategic planning team of the charity.

Saqib is a member of the Peterborough Muslim Education Trust Board and in 2016 he was nominated for and accepted the role of Proprietor. The new board quickly took steps to push for Iqra Academy to become a vital part of the education infrastructure in the City.

## Local Governing Bodies

### Purpose:

The Local Governing Body's key responsibility is to ensure that pupils' learning, progress and development is at the heart of the Academy's priorities.

### Membership:

It shall consist of at least six local governors. The members of each Local Governing Body are as follows:

TDA	QKA	GPA	Iqra
Jane Wilson – Chair Geoff Walls - Principal Ian Clarkson Donna Augustine John Peach Abdul Razaq Adrian Peters Samantha Cameron Shakeela Abid John Turner	Bernard Barker – Chair Scott Hudson – Principal Alison Dimeglio Clare Scott Helen Valentine Ryan Hyman Dawn Bendall David Anderson Simon Martin – AG	Rakhsar Shabir – Chair Simon Martin – Head-teacher Ansar Ali Donna Augustine Gary Moore John Turner Meg Waters Reeta Suali Geoff Walls – AG	Tariq Nawaz – Chair Michael Wright – Principal Saqib Rehman Waqas Rehman Yousaf Ismail

### Meetings:

At least half termly - the committee shall meet six times a year plus other times as required.

### Quorum:

The quorum shall be four local governors. The committee shall not meet without the Headteacher or their representative being present. There is an open invitation to the CEO and Trustees.

### Terms of Reference:

- ☐ To ensure that the Academy sets suitable learning challenges, responds to pupils' diverse learning needs and overcomes barriers to learning for individuals and groups of students.
- ☐ To monitor pupil progress and attainment and receive regular reports on the analysis of test and assessment results from both key stages.
- ☐ To monitor and review Academy, local and national performance information and data relating to the Academy.
- ☐ To report to the Trust Board on the achievement and progress of pupils throughout the Academy.
- ☐ To measure and review the effectiveness and input of the Academy Improvement Plan and the post Ofsted action plan.
- ☐ To understand, and contribute to, the Academy's self-evaluation form.
- ☐ To set, monitor and review priorities as agreed by the CEO, Headteacher and Chair of the LGB.



## Learning and Teaching Charter

Learners	Ten Principles	Teachers
We seek opportunities to develop our thinking, learning, experience and progress in everything we do. We are inspired to do well.	<b>We love learning</b>	We use our expert knowledge to challenge and motivate learners. We model enthusiasm for learning and constantly strive to develop excellent teaching practice.
We are receptive and responsive to new ways of working and are flexible in our approach to learning.	<b>We encourage innovative learning and teaching</b>	We reflect on our practice to improve our teaching. We utilise research to find different ways to help learners learn well and we make the most of technology.
We are aware of our strengths and areas for improvement and are challenged and supported to maximise our learning.	<b>We support individual needs</b>	We know and understand learners' needs and we plan to stretch and challenge mindsets, using coaching and intervention to enable good learning.
We respond well to self, peer and staff feedback so we know how well we are doing and what we need to do to improve. We check frequently to make sure we understand. We respond promptly when our work is assessed.	<b>We give informative feedback</b>	We make marking and verbal feedback as helpful as possible to learners. We expect them to respond to feedback and improve. We check learning frequently in lessons. We listen to learners' feedback.
We seek to constantly improve our work and our excellent behaviour ensures that we fulfil our learning potential. We abide by our school values and contribute positively to the learning culture.	<b>We create a culture for learning</b>	We set a positive ethos based on mutual respect and rapport. We have high expectations about learners' commitment to their learning. We find ways to make learning enjoyable and uphold the school's values in all we do.
We discuss our learning regularly and seek opportunities to develop and improve our communication skills. We like to talk about learning.	<b>We build language for learning</b>	We provide structures to develop learners' language for discussing learning and look for opportunities to develop literacy and numeracy.
We are encouraged to think about what we are learning. We are safe to make mistakes and we learn from them. We don't give up easily.	<b>We develop reflective, resilient learners</b>	We model self-reflection and resilience as part of our day-to-day teaching. We encourage learners to find alternative ways when they find things difficult.
We are able to develop our own ideas and learning by taking the initiative and working in teams. We are encouraged to take on leadership roles. We complete our homework.	<b>We grow independent, collaborative learners</b>	We encourage learners to lead their own learning by developing leadership and communication skills. We set challenging homework to consolidate learning.
We are clear about what we have to do to succeed and what needs to be done to secure improvement in our progress.	<b>We set clear learning targets</b>	We set clear objectives and success criteria that help learners make outstanding progress and bridge any gaps in their learning.
We develop our own ideas and are encouraged to test them out in creative and imaginative ways. We are encouraged to ask questions and tackle complex challenges.	<b>We inspire creativity and higher- order thinking</b>	We offer learners opportunities to use higher order thinking and reasoning. We ask searching questions and get learners to explore their learning in an imaginative and challenging way.

## Thomas Deacon Academy

The Summer 2017 results saw Thomas Deacon Academy hit national average in its headline Progress 8 GCSE measure (value-added Key Stage 2 to Key Stage 4) for the first time in its ten-year history. This means that Thomas Deacon Academy has improved significantly in the last year and is no longer subject to the DfE's 'Coasting Schools' definition. The ambition now, at KS4, is to secure a positive value-added score of 0.2 in 2018 to further enhance the Academy's journey to outstanding.

TDA Juniors now has a full complement of pupils (Year 3 to Year 6) and preparations are underway for Year 6 learners at TDAJ to experience their SATs examinations. In-year progress and performance data suggests that our first set of SATs results will be positive in terms of the proportions of children meeting or exceeding age-related expectations in Maths, Reading, Writing and Combined. Children's University has grown exponentially in TDA Juniors with over 100 pupils in Year 3 to Year 6 now taking part and regularly attending Saturday School.

Our Head Boy and Head Girl, Arslan Amjad and Madiyah Hussain, have worked hard on the first ever Student Academy Improvement Plan and have an ambitious programme of activities planned to further enhance the well-being and academic development of all students this year. More Sixth Form students than ever before are involved in the Lead Learner programme, supporting younger students in their learning, leadership and literacy across a range of curriculum and pastoral areas. Sixth Form students are also leading a consultation to improve upon Sixth Form uniform for implementation in 2018/2019.

TDA is celebrating its 10th Year Anniversary this year, and there is much to celebrate. Our Combined Cadet Force and Duke of Edinburgh programmes continue to go from strength to strength and we have record numbers of Sixth Form students getting to the university of their choice. Looking forward, we need to build on this and drive standards forward further to be truly outstanding over the next two years.

Geoff Walls  
Principal  
Thomas Deacon Academy





## Thomas Deacon Academy Juniors

At TDA Juniors we strive for the successful development of our pupils not only educationally but morally, spiritually and culturally. To this end we have provided many varied opportunities for our pupils this year.

We have supported a range of different charitable causes led by members of the School Council, most recently raising £750 for the NSPCC. Successfully encouraging the children to think of others and developing their moral awareness.

There have been a range of organised trips to support learning in the curriculum. This term year 3 have visited the Sea Life Centre, year 4 Cadbury World and year 6 The Peterborough Museum. Year 5 are planning an in school Ancient Greek Day. The pupils have always returned from these trips enthused about their learning.

Parental engagement has been a focus this year. This has included invitations into school for parents to see the learning that has taken place during the term, weekly invitations to the achievement assembly and performances by year 3 & 4. Parental support at parents evening is high. On average 95% of parents attend these evenings.

The pupils have been involved in a range of interschool sporting events including cross country, hockey and swimming. We are very proud to offer a range of after school enrichment activities for our pupils. These clubs always have very high engagement from a range of pupils across the school.

September 2017 saw the Juniors at full capacity since it opened in 2014. We are offering our pupils a very unique opportunity which will see them automatically transfer to the Secondary Phase. The Year 6 pupils have already begun preparing for this transition with visits to the Secondary site and attending lessons taught by secondary colleagues. We are confident that this will make the transition process hugely supportive for all of the pupils.

Lucy Burks  
Junior Lead  
Thomas Deacon Academy Juniors



## Gladstone Primary Academy

It has been a very busy year at Gladstone Primary Academy. The school became an Academy and joined the Trust on the 1st February 2017. We have taken this opportunity to re-brand and redefine the ethos for the Academy. This is reflected in the Academy's new motto; 'Belief in the power of learning...'. The weaknesses that put the previous school into special measures have been robustly addressed. An Ofsted monitoring visit identified that safeguarding is now effective and behaviour is good. Staff reorganisations have ensured that structures now provide the right support for children. Improved leadership was identified in a visit from the Regional Schools' Commissioner, stating that 'the school is under purposeful new leadership.'

There has been significant progress in the quality of teaching. Key to this has been the development of our 'Learning Line,' which children use and refer to in every lesson. Phonics teaching is now more consistent through the introduction of a new scheme. The Academy secured the best KS2 outcomes the school has seen for some years, with a 6% increase in reading, 19% improvement in Spelling Punctuation and Grammar and an 11% increase in Maths.

Simon Martin  
Headteacher  
Gladstone Primary Academy

## Queen Katharine Academy

### The Voyager Academy

In the Summer, we celebrated our best set of sixth form results with a remarkable 100% pass rate and significant improvements at A\*-B grades. Subsequently a large number of students were able to secure their place at their first choice university. A wide range of students are benefitting from work we are undertaking with a range of external partners, particularly focussing on social mobility and raising aspirations with organisations such as Arkwright, Sutton Trust and Villiers Park.

We also saw a significant uplift in our GCSE results with more students than previous years securing threshold grades in both English and maths. The majority of subjects saw an uplift in basic and good pass rates. We are now working to ensure better rates of progress are made by all students from their respective starting points.

### Queen Katharine Academy

September 2017 saw the opening of the newly renamed Academy with new signage, website and uniform, which students are wearing with pride.

The Academy is fully-staffed with well-qualified subject specialists and in times of significant recruitment and retention challenges, a TDET-led recruitment drive in Australia certainly supported the appointment of staff in shortage subjects such as maths and science.

Alongside the drive to improve our academic outcomes, we are continuing to support our students to access a wide range of additional enrichment opportunities. These opportunities include sporting activities, cultural experiences such as theatre trips, dance and music and our CCF contingent continues to grow significantly.

Additionally we are focussing on better establishing our place and reputation with the local community; looking to foster better relationships with local primary schools, parents, businesses and residents. We have already hosted a visit from our constituency MP Fiona Onasanya and look forward to further developing our association with her.

Scott Hudson  
Principal  
Queen Katharine Academy



## Education Services



Alex West  
SENDCO Lead



Colin Baxter  
Literacy and EAL  
Strategy Lead



Georgina Cook  
English Lead



Mo Ladak  
Maths Lead



Richard Valler  
Data Strategy  
Lead



Chris Thompson  
Combined  
Cadet Force Lead

The vision for our Education Service is to ensure the highest level of support for the work of a range of education leaders across TDET in order to raise standards.

We deliver this through:

- Supporting senior leaders across the Trust to help provide strategic leadership across a range of subjects;
- Developing a strategic core of experts who provide challenge and support to ensure that learners receive the best possible education;
- Establishing effective networks to enable the sharing of best practice in teaching and learning and challenge thinking;
- Offering tailored support and training to teachers and leaders across TDET to ensure they can undertake their roles effectively and to enhance the teaching practice of others;
- Monitoring and responding to developments and initiatives at national, regional and local levels.



## Business Services



Jodie McDonald  
Head of HR &  
Development



Martin Byford-Rew  
IT Services  
Manager



Michael Dove  
Catering  
Manager



Mick Crossley  
Facilities &  
Estates Manager



Stuart Overson  
Senior Finance  
Manager

The vision for our Business Services is to deliver effective and efficient support services that ensure TDET is compliant with its statutory responsibilities and enable staff and managers to be effective in undertaking their responsibilities.

We deliver this by:

- Developing a strategic core of experts who will oversee policy implementation for TDET, and ensure TDET is compliant with its statutory responsibilities;
- Establishing a consistent infrastructure of systems and processes, including policies and procedures where appropriate;
- Offering tailored support and training to staff and managers across TDET to ensure they can undertake their responsibilities effectively;
- Deliver efficiencies and savings to academies within the Trust and TDET itself;
- Ensuring governance, including Leadership and Management, requirements are fully supported and adhered to.



# Strategic Plan 2018 - 2021

## Executive Summary

### Our objectives

- ☐ Children experience optimal learning opportunities at all levels possible, through exceptional teaching and support with access to high quality resources and educational opportunities.
- ☐ Children achieve more, and make better progress, by attending a TDET academy. We add value.
- ☐ Our academies are full because of their popularity, reputation and success.
- ☐ Our academies are staffed with impressive professionals, exhibiting passion and taking pride in their work, in a context of effective support and challenge.
- ☐ The learning environment supports highly-efficient teaching and learning.
- ☐ Business Services are both effective and efficient and support excellent educational outcomes.
- ☐ Management systems are coherent, cohesive and led by staff who are innovative, adaptable and solution-focused.
- ☐ Our academies, and the Trust, are held in the highest regard by others within and beyond the education sector and our work and its impact is validated by external accreditation and inspection.
- ☐ Our academies develop the whole child providing opportunities and experiences that prepare children for their future lives and the world of work.
- ☐ Our academies are outward-facing and make strong links with our city, businesses and employers, Higher Education and other Trusts.

### Our Key Priorities

- Literacy
- Learning
- Leadership
- Recruitment & Retention
- Health & Safety
- Financial Performance





## Notable student achievements

### **Charlotte Heard** **Queen Katharine Academy**

After taking part in the lessons from Auschwitz Project I took it upon myself to get more involved with the Holocaust Educational Trust. I've since been to Israel on a 10-day study trip at the Holocaust Educational World Centre with 20 people I'd never met, and still meet up with now on a regular basis. I've spoken at the Home Office during the Holocaust Memorial Day events and represented the Trust at an afternoon tea at the House of Lords. Here I spoke to various MPs including Huw Merriman who later mentioned me in his speech in the House of Lords, quoting my email I'd sent to him about my work with the Trust. I've spoken about my experiences on BBC Cambridgeshire and been further asked to accompany Holocaust Survivors at a special filming at the Foreign office as well as spend a day at the Holocaust Survivor centre in London.

Recently I've helped exhibit the designs for the new Holocaust Memorial at the Victoria and Albert Museum and have held numerous debates with survivors on which design they feel is most appropriate to be built beside parliament. I'm a Regional Ambassador for the Trust now and look forward to continuing to work with The Holocaust Educational Trust.



### **Lion Khewsa** **Thomas Deacon Academy**

In December 2016, Lion Khewsa did something quite remarkable, something that undoubtedly helped another individual beyond words. What started as a day of skateboarding soon became a situation far more serious than Lion could have imagined.

While using the ramps at the top of a multi-story car park in the City Centre, Lion noticed a vulnerable individual sat alone at the edge of the car park. Realising this was a potentially dangerous situation, Lion introduced himself to the female and engaged her in conversation. Lion managed to stay focussed and keep the attention of the vulnerable person for a significant period before being joined by a police officer.



Following further interaction the individual was safely taken in to the care of people that could help her. We do not doubt that the outcome for this vulnerable person could well have been very different if it were not for the quick actions of Lion. Inspector Kieran Mylchreest, of Cambridgeshire Constabulary, was so impressed with Lion that he took the time to thank him in writing and as the word spread, Lion found himself with a personal invitation to meet Prince Charles during his Royal visit of Leicestershire. Lion was filmed speaking with Prince Charles before being presented with a medal for his actions.

# Thomas Deacon Education Trust: In Numbers



Established in December **2016**

**3** Academies in the Trust

**1** All Through

**1** Secondary

**1** Primary

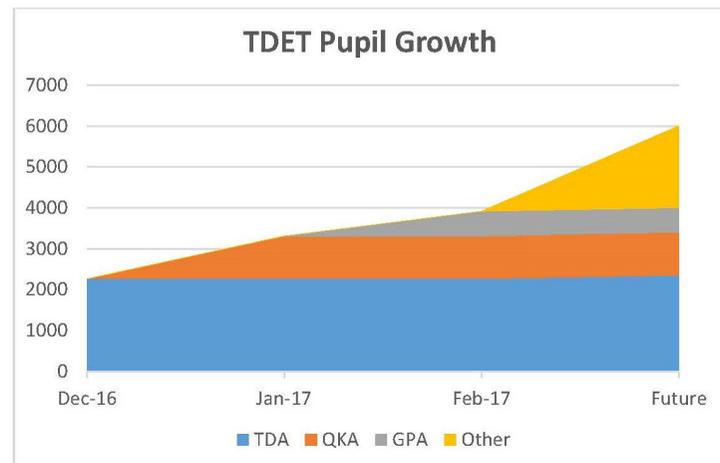
Working with **5** other schools

(**2** Secondary, **3** Primary)

**£26m** budget

**765** Staff

**1** PFI School



Unity of Purpose | Diversity of Practice





**Thomas Deacon Academy  
TDA Juniors  
Queen's Gardens  
Peterborough  
PE1 2UW**

**Queen Katharine Academy  
Mounsteven Avenue  
Peterborough  
PE4 6HX**

**Gladstone Primary Academy  
Bourges Boulevard  
Peterborough  
PE1 2AN  
Gladstone Street  
Peterborough  
PE1 2BZ**

**Iqra Academy  
Enterprise Way  
Peterborough  
PE3 8YQ**

Thomas Deacon Education Trust, Thomas Deacon Academy, Peterborough, PE1 2UW, Tel: 01733 426043

Registered Company Number: 05090788