



Unity of Purpose

Trust | Diversity | Excellence | Transformation

Annual Report

2019-20

Contents



About Thomas Deacon Education Trust	3
Annual Report 2019-2020	4
What is a Multi-Academy Trust?	7
Governance	8
Director of Education	9
Special Educational Needs and Disability	11
Pupil Premium (PP)	12
Leadership	13
Combined Cadet Force (Army and RAF)	14
Literacy and EAL	15
Schools	16
Gladstone Primary Academy	17
Queen Katharine Academy	19
Richard Barnes Academy	21
Thomas Deacon Academy Seniors and Juniors	24
Upwood Primary Academy	27
Warboys Primary Academy	28
Welbourne Primary Academy	29
Iqra Academy	31
Business Information	33
Business Services update	34
TDET Financial Summary	35
Health and Safety	36
Members and Trustees	38



About Thomas Deacon Education Trust

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 focusing 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:

-  **Trust**
We are honest and supportive
-  **Diversity**
We embrace individual differences
-  **Excellence**
We want the very best and never give up on doing what is right
-  **Transformation**
We work together to make a positive impact

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.

Annual Report 2019-2020

About this report

Our annual report and annual accounts present information about the education and associated services we provide, including our strategy for the coming year. It looks at our performance over the past year against strategic objectives whilst providing a review of our financial information in keeping with the Trust's pledge of openness and transparency.

Statement from the Chief Executive

When I wrote my statement for the Annual Report last year (2018-19), I had no sense of the changes and challenges ahead; it seems almost laughable that I was vaguely concerned that I did not know who our prime Minister was going to be. What a long time ago that seems and what a different world we seem to inhabit now.

I recall telling you about a conversation I had had with one of our younger learners when he had asked me what superpower I would like to have. Well, my answer has changed and two new answers now spring to mind: the ability to see into the future and the ability to have all the right answers!

None of us could have predicted the challenges that 2020 has brought. The 2019-20 academic year started in a very ordinary way with some good examination results being seen in our academies over the summer and a clear picture of the continuing journey of improvement emerging: the future was looking rosy.

The year then proceeded to deliver a couple of predictable challenges: three to be exact, in the form of Ofsted inspections at Thomas Deacon Academy, Gladstone Primary Academy and Queen Katharine Academy, respectively. It was a new Education Inspection Framework, untried and untested other than in pilot schools but we emerged from all three experiences greyer yet

wiser and satisfied that the process had been fair and had recognised the progress made in each academy. We were particularly pleased with the recognition given to the value added to each of our academies through being part of the Thomas Deacon Education Trust.

Re-charging our energies over the Christmas break, we started January 2020 with our TDET Annual Conference at the Kingsgate Centre in Peterborough with over 800 attendees – staff, Academy Committee members and trustees. The theme of our conference was based around our TDET values: Trust, Diversity, Excellence and Transformation and we were preparing to launch 'Values based Education', a deliberate approach to underpin all our academy communities with positive human values. 2020 also started with a renewed focus on how we might make learning relevant to real life for our learners, taking greater account of the influence of personal factors and social and economic context on educational achievement. The three key objectives under the TDET Strategic Plan 2019-2022, High Quality Education, Engagement and Organisational Development provided the framework for our focus.

Pursuit of Excellence (High quality education)

Governance had emerged strongly from each of our inspections and we wanted to focus on growing the rigour and challenge in governance at all levels to ensure that TDET provides the very best for its learners (see the Governance report). Post Ofsted, each of our academies had clear plans to accelerate further improvements. In all our academies there was a sense of purpose and an emerging cross-Trust understanding of what excellence, the TDET offer, might look like (See Director of Education report).



Conscious collaboration (Engagement)

Our work on mapping out a curriculum for 0-19-

year-old learners commenced and we were in the early stages of defining the knowledge, skills and experiences that we believed that might form an entitlement for a TDET learner. This focus was strengthened as we were asked to take on the Peterborough Pupil Referral Unit (PRU). This opportunity allowed us to work with education leaders across the city as we defined what good quality alternative provision might look like for some of the most vulnerable young people in Peterborough (those who have experienced difficulty in learning in mainstream schools and who are at risk of exclusion or who have been permanently excluded from school and those who have medical needs). It brought us together with Olive Academies Trust with whom we formed a partnership as we embarked on another branch of our development. Seeking out support from Olive, one of the first academy sponsors specialising in alternative provision in England, brought us together with another set of like-minded professionals who share our vision and values and will enhance the quality of our work across all our academies.

We welcomed the Richard Barnes Academy into our Trust in May 2020 (during lockdown!) The PRU was renamed after the Chair of the TDET Board in recognition of his work with disadvantaged young people. This addition opened a wider discussion about how we define 'inclusion' across the Local Authority and TDET is leading a working party with key education and city leaders to promote a deep and meaningful understanding of what good inclusive education should be in all Cambridgeshire schools. Additionally, in response to events during the summer of 2020 regarding 'Black Lives Matter', a working group was set up with employees in the Trust to learn and understand how, despite our unwavering commitment to racial equality, some employees still experience discrimination,

whether it is conscious or unconscious. Neither is acceptable and neither will be tolerated.

Chairing the Peterborough CEOs' network during this year has brought opportunities to influence system leadership locally, regionally and nationally. Speaking up on behalf of all school and trust leaders in our region has given me a platform to model the ethical leadership that runs throughout our Trust and I have encouraged others to play their part in cross-Peterborough or cross-Cambridgeshire networks. This has undoubtedly served to strengthen our influence and enhance our reputation.

Deepening capability (Organisational Development)

The pandemic has shown how essential the relationship between the TDET Central Team, the Executive Group and the Board of Trustees is: from all our principals I have heard "I really do not think that I could have got through this without belonging to this Trust" and the benefits of being part of a strong, supportive 'family' have never been more important.

From the beginning of the first lockdown, when we were required to keep our academies open for the children of key workers and for those deemed vulnerable, it became clear that for standalone schools the challenge was often overwhelming; whereas for TDET academies the collaborative practice and structures meant that the logistical problems were able to be addressed more effectively and compassionately.

Our strong central team was quickly able to rationalise the use of the Trust estate, deploy staff efficiently at all levels across TDET, address the challenge of increased resourcing for IT, develop new health and safety procedures in response to government guidance, deal with the administration and communication burdens to support leaders 'on the ground' and perhaps most importantly, provide our leaders with a support structure preventing them from feeling alone. The Executive Group and the central team absorbed the accountability pressure and undertook to do all we could to protect our principals.

We also extended this support beyond the academies in our education Trust to other schools within the communities served by TDET. We demonstrated our commitment to our communities by playing host to community projects such as providing accommodation for the NHS to undertake routine inoculations or space for a Coronavirus mobile testing unit and through becoming the first port of call for many in our communities who have found themselves struggling. As ever, these economic and isolation pressures are felt most in the types of communities our TDET academies serve where the impact of poor housing, physical and mental health disproportionately affects educational standards. The pandemic decimated many of the support structures that had been so carefully built up to support these vulnerable communities and it was down to the schools to step into the breach.

I am proud of the way that this has built alignment throughout our central services. The TDET Leadership Forum (central team, business leaders and principals) was inaugurated in January 2020, designed to provide an arena for strategic discussion with the Executive Group. The Leadership Forum's role is to determine matters or make recommendations to the Chief Executive and Executive Directors and through the Chief Executive to the Board, regarding the strategic direction and operations of TDET. As TDET's most senior leaders, it plays a critical role in how the organisation makes Trust-wide decisions and monitors and manages the execution of strategy. The weekly Leadership Forum meetings throughout the pandemic have become integral to the success of our support and communication strategy.

How do we 'Build Back Better' following on from the pandemic?

Covid-19 has served to remind us that any future is uncertain, but it has also highlighted the urgent need for a major reset of our society and economy. The responsibility for achieving that will fall on the shoulders of the young people in our academies today. At our socially-distanced leadership conference in the summer, the feeling of the TDET leaders was that we should be brave, reminding

me again that despite the gruelling pressure we have found ourselves under, our leaders remain willing to push the boundaries.

Reflecting on what I have learned from our leaders and our communities during this whole strange period, I see four cornerstones for the continued improvement in our delivery of an excellent education and to take the Thomas Deacon Education Trust forward:

- An unrelenting focus on the quality of relationships, on becoming a 'model community' where everyone feels trusted, respected and where they feel they belong.
- An explicit values-based education, in which the curriculum is central but is personalised to a much greater extent to each learner.
- A more meaningful engagement with stakeholders; a recognition of the need to build a shared understanding of the purpose of 'school' and of what we want for all young people.
- A clear understanding of the role of the Trust and our academies as a focal hub of support for learning and well-being more widely.

As a result of the experience and learning from 2019-2020, the Executive Group and the Board of Trustees are already seizing the opportunity to re-examine our vision and strategic intent in the light of what our communities now need to rebuild post-pandemic.

The ability to see into the future and the ability to have all the right answers... maybe I am asking for too much. The pandemic has taught me to value the simple things in life so providing an education from which children learn about the world, find their own identity and ultimately prepare themselves to enter the world of work and contribute back to society is, perhaps, sufficient. It is certainly a privilege to lead an organisation which is dedicated to providing just that.



Julie Taylor
Chief Executive

What is a Multi-Academy Trust?

A multi-academy trust (MAT) is a single entity established to undertake a strategic collaboration to improve and maintain high educational standards across a number of schools. A group of schools form a single MAT which has overarching responsibility for their governance.

TDET is accountable for the performance of each school in the group, although each has their own Academy Committee which operates subject to the scheme of delegation.

The core charitable objective of TDET is to 'advance education for the public benefit'.

We do this by:

- putting at the centre of everything the Trust's purpose (to advance education for the public benefit)
- focusing relentlessly on the intended outcomes for our children, young people and our communities
- being accountable for these outcomes

For TDET, collaboration to improve standards extends to our strong value-based foundation that is embodied by all staff and students in our academies. Trust, Diversity, Excellence and Transformation act as a common platform and a unity of purpose to achieving our educational responsibilities and aspirations for all our students.

TDET in Numbers



Academies:

- 1 All Through
- 4 Primary
- 1 Secondary
- 1 Alternative Provision
- 2 Nursery/Pre-school



Collaborations:

- School to school collaboration
- CEOs' Groups (Peterborough and Cambridgeshire)
- Peterborough Partnership for Secondary Schools
- Financial Director Forum (local and national)
- Soft Federation with Iqra Academy



Financial:

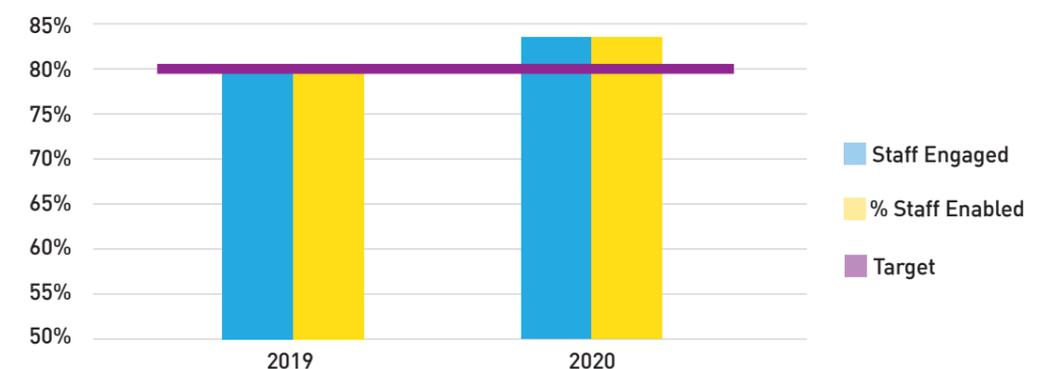
- Total Income: £32m
- Total Reserves: £1.58m
- Salary as % of Income: 78%



TDET Staff:

- 796 Staff (577 FTE)
- Turnover <-2%
- Staff Survey Results

Staff Survey Results 2019/20



Governance

The Thomas Deacon Education Trust (TDET) continues to put strong and effective governance at the heart of its vision.

This year we have focused on growing the rigour and transparency of our systems and processes in order to achieve the very best for our learners. The challenges of the past months have shown us that good governance needs to be both flexible and unafraid of change; we will want to retain some of the things that the pandemic has forced on us. In the future, for example, we will continue with some remote meetings as we recognise that this approach looks likely to improve attendance and promote diversity.

Our aim is to be a model of best-practice governance.

Review

In our last report we undertook to review governance structures and processes in order to gain greater consistency in practice across the Trust. We wanted to promote a more detailed flow of information between the Trust Board and Academy Committees which would enable Trustees to know their schools in sufficient detail to inform decision-making.

In response to this review, we introduced a new layer of governance: Joint Scrutiny Groups (JSGs). These meetings, held in each academy at least termly, involve the principal, the Academy Committee chair and the Trust's Directors of Education and Resources. These meetings are a key element in the Trust's governance, improving the sharing of information and helping the Trustees to make an informed and granular judgement on the overall performance of TDET.

Following a visit from the DfE's School Resource Management Adviser (SRMA) to TDET, and his subsequent recommendations, we undertook an early review of the operation and impact of these newly formed groups. The SRMA report noted that the JSGs benefitted from detailed and accurate

information and forecasting, underpinning a considerable level of scrutiny and challenge. However, the SRMA suggested that the use of benchmarking data could be further developed through the use of both regional and national comparators. The use of such data would allow the Board to set benchmarks for its schools and make evidenced judgements on the Trust's overall success, strengthening the rigour of governance. Inevitably, the pandemic has interrupted the cycle of JSGs and the development of benchmark data; however, this work has resumed, and progress will be reported at each Trust Board.

Consistent practice

The quality and impact of governance at all levels across the Trust have continued to improve as evidenced by external scrutiny and internal quality assurance processes. However, we have been aware of some variation in the consistency of practice across the Trust. In order to tackle this variation, we have created a Governance Team consisting of the Director of Governance and two experienced clerks. One clerk administers and takes the minutes for all Academy Committee meetings, the other services all the central committees and supports the Chair and the Trust Board. Our clerks help us to deliver the Trust value of transparency through bringing their external perspective to each meeting.

The Director of Education has worked with principals and Academy Committees to produce an agreed agenda for meetings. This is a further element of improving consistency and rigour.

Both our clerks are members of the East Midlands Governance Network among other groups. They have attended training and courses provided by national bodies. We have been determined to use this specialist team to ensure that TDET is fully briefed on new developments and best-practice.

The early impact of these appointments is already evident in the detail and efficiency that has been



brought to bear on our systems and practice.

The Director of Governance continues to attend each Academy Committee at least once a year and to read all minutes. TDET Directors also attend a sample of meetings. This first-hand knowledge of the operation of each committee not only maintains the quality of local governance across the Trust, but also promotes a two-way flow of information about achievements and challenges

Next Steps:

- To continue the development of the Trust Strategic Plan which puts governance as a key focus of each strand
- To continue to develop comparative benchmark data
- To ensure a robust succession plan for all levels of governance across the Trust
- To commission an external review of governance across the Trust

Louise Soden

Director of Governance

Richard Barnes

Chair of Trust Board

Director of Education

The academic year 2019-2020 started with a bang for TDET, as Thomas Deacon Academy became one of the first schools in the country to be inspected by Ofsted under its newly implemented Education Inspection Framework.

The inspection involved a team of five inspectors led by one of Her Majesty's Inspectors. During the two days, a range of activities were undertaken to look at all aspects of provision across the full 7-18 age range. Under their new methodology to examine the quality of education provided, a number of 'deep dives' took place. This approach sees a significant look into all aspects of a particular subject with activities ranging from interviews with subject leaders and teachers, lesson visits, work scrutiny and meetings with pupils. Additionally, further aspects of the school were explored including leadership and management, personal development and behaviour and post-16 provision.

The whole team, led by Principal Rick Carroll, were delighted when the overall judgement of good was reached by the inspection team. This was broken down to good judgements in all of the identified areas which represented an overall uplift from the previous inspection with improvements in the grading for the 6th Form. This was a

significant achievement given the newness of the inspection regime and the widely held opinion that the new processes and systems were more robust and rigorous than the predecessor framework. One particular moment of great pride occurred when the lead inspector commented during the final feedback session that the academy was "changing lives".

Following shortly on the back of our first Ofsted visit, Gladstone Primary Academy was also visited by the inspectorate in October. A similar methodology as previously described was followed by the team and they found the school to be 'welcoming and inclusive'. At the end of the two days, an overall judgement of 'requires improvement' was arrived at. This represents a significant uplift and improvement since the school joined TDET when it was in special measures and providing a very poor educational offer. Judgements of 'good' were given for leadership and management, personal development, attitudes and behaviour and early years provision.

Principal Simon Martin, his leadership team, the whole staff and community have worked tirelessly to improve the school and have continued working to make things even better taking on board the feedback from the Ofsted inspection which aligned

with priorities that the school had already identified. They are looking forward to the next visit when they can demonstrate the further improvements already made.

Our third inspection took place in December when Queen Katharine Academy was visited. Again, this was the school's first inspection since joining the Trust and everyone was delighted when the overall judgement of 'good' was reached at the end of the inspection process, again representing a significant improvement on the previous judgement. Principal Lynn Mayes and her whole team were particularly proud of the comment in the final report which states, 'Leaders, trustees and governors (the academy committee) have transformed the school since it opened three years ago'.

As the whole TDET family moved on from the inspections and focused more on improving further the educational provision across the Trust and within individual academies, the Covid-19 pandemic hit the country. Little did we know back then how significant and widely felt the impact of the pandemic would be across all areas of our lives including educational provision.

As a result of the Covid-19 pandemic and subsequent national lockdown, all schools across the country were required to close to the majority of pupils from Monday 23rd March. The only pupils encouraged to attend in the first instance were those of key workers or those identified as vulnerable (including those pupils with SEND and those deemed to be disadvantaged or at risk). All other learners were expected to be supported in their learning through the remote provision of material and lessons.

Following the May half-term break, schools were encouraged to extend their on-site provision where possible but only if safe to do so in line with 'Covid-safe' arrangements. TDET academies took a range of different approaches to fit their context. QKA and TDA ensured all pupils were invited on site for 1:1 or small group tutorials during the second half of

the Summer term. Primary academies invited additional pupils to attend who had demonstrated that working remotely was proving to be challenging. These on-site provisions were a supplement to the continued arrangements for remote learning.

A range of monitoring activities took place during and at the end of full lockdown in an attempt to ascertain some of the impact upon individuals and groups of pupils. In this way further work can be undertaken to support learning and personal development needs. This monitoring is still in place as pupils return to full-time education.

Living through a pandemic exposes both the strengths and weaknesses of our organisation, including systems, processes and relationships. We have to recognise that it is all too possible for such an event to happen again and, in consequence, we are focused on using our current experience to ensure that we are better prepared for any serious challenge and future disruption. In the words of our Chief Executive:

"If we believe it is possible to do even better by thinking differently, now seems like a good time to really embrace the need for fresh thinking about schooling, notably regarding the way purpose and quality are understood. Many of the factors at work which influence educational outcomes lie beyond our academies and are of course subject to wider political and social forces. Whilst we are not able to directly control those forces, having a legitimate community role might begin to secure better learning outcomes for children. The key drivers are building social capital and securing social equity. It is about social justice not simply social mobility."

Scott Hudson

Director of Education

During the academic year of 2019-2020, Thomas Deacon Academy Juniors became the host academy for the SpLD (Specific Learning Difficulty) Hub, part of the Local Authority Hub Network.

Building on the successful completion of the Literacy Leap accreditation, TDAJ now operates as a centre of excellence for dyslexia-friendly practice across Peterborough, offering advice and guidance to local schools, providing opportunities for professionals to observe good practice and host formal training sessions throughout the year. At the start of the year, formal training took place in three local Peterborough schools, where good practice was disseminated to both teaching and support staff. It is the aspiration that, over time, knowledge and expertise will be offered by both the junior and secondary phase at TDA.

Across the Trust academies, we continue to strive to develop specialist provision and expertise in a range of areas in response to the changing needs of learners within our settings. Welbourne Primary Academy and Specialist Hub for Autism led an informative session for primary TDET academies on Attention Autism, an intervention model aimed at developing communication through the use of visual and engaging activities. There was also an opportunity for TDET staff to visit hub classrooms and see fantastic examples of the TEACCH (Treatment and Education of Autistic and related Communication-Handicapped Children) method in action and consider how to apply it to their own practices. Further training across TDET included Lego Therapy, Social Stories, an introduction to Selective Mutism, Inference Training and Managing Medications in childcare settings.

“Across the Trust academies we strive to develop specialist provision and expertise in a range of areas.”



Alongside Trust developments, we continued to support the strategic vision of Peterborough City Council – 'SEND is Everybody's business.' The Trust SEND Lead joined the Preparing For Adulthood Working Group and played a key part in organising a Pupil Voice Conference attended by 50 learners with SEND from across the city including those from mainstream and specialist settings.

SEND professionals across TDET pulled together in collaboration to navigate through the ever-changing and complex statutory guidance as the first wave of the Coronavirus pandemic emerged. Best-practice risk assessments to support our learners with SEND were shared alongside inclusive lesson planning and bespoke packages of learning in order to continue to support our students with the highest of need.

Alex West

SEND Lead

Pupil Premium (PP)

The Planning Process

The strategic planning cycle for 2019-2020 positively reflected the hard work and learning that our PP leaders had committed to during the previous two years. The PP strategic plans adopted the DfE's best-practice planning model and were acutely focused on breaking down the barriers to learning that so many of our disadvantaged learners face.

The PP planning process identifies the "what" of what needs doing to improve our disadvantaged students' progress and enjoyment at school. It also identifies the leadership skills and attitudes that are necessary to ensure that implementation of the plan is successful. The plans clearly identified the skills and attitudes that are needed to build a team approach to PP strategy.

Future Focus

Pupil Premium leaders focused on two main areas up to February 2020:

- **Parental engagement** – What are our expectations? What do our learners need? How do we shape our practice to influence parent and pupil aspirations? Following the Education Endowment Foundation's focus on parental engagement, the PP leaders began to implement events and communication strategies that are focused on building "a learning partnership" with parents. The necessity of this work could not have been more fitting for what was about to happen, and one can only hope that the fall-out from Covid results in closer relationships across our academies and their communities, especially for the most vulnerable students.
- **Leadership and PP** – further development of key skills and attitudes and time allocations to, amongst other foci, team building, strategic development, influencing, building external relationships and distributing leadership of PP. The Trust's academy leaders for PP had, over the course of two years, certainly developed their self-awareness in relation to what leadership skills are necessary to have success with the use of the Pupil

Premium and are at a point where practice is developing rapidly.

Governor Development

The Trust Lead for PP delivered a workshop at QKA for Academy Committee members focusing on the reality of the "disadvantaged" circumstances in school and how committee members can have impact in this aspect of their work. It was agreed that all academies would have a named committee member with an enhanced responsibility for PP/Disadvantaged children.

Disadvantaged Student Activity Co-Ordinators

The DSACs continued their work in five of our academies, providing opportunities for our disadvantaged students to attend events, sporting opportunities and activities aimed at building a distinct "cultural capital". The role, that from 2020-2021 will no longer be centrally funded, will continue at TDAJ where the tireless work of Kelly Joiner and the team resulted in a wonderful programme of activities.

Post Covid

The work and focus of our PP leaders and DSACs changed considerably from March 2020 with the lockdown of our academies. The issue of access to learning (hardware) for our disadvantaged students and the concern around them falling behind with school work (gaps in learning) resulted in a sizeable operation across our academies to stay in touch and motivate this group of students to continue to study. This effort saw academy teams go over and above the remit of their roles, often delivering paper-based work to homes and ensuring that our families were in a position to help their children whilst at home.

Mention must also be made to our finance and catering teams and the massive operation of ensuring that children received their Free School Meals.

The return to school has seen a focus on tutoring and an effort to identify the "learning gaps" and emotional needs of our children, particularly our disadvantaged students.

Leadership

Foundation Year - Continuous Development

2019-2020 saw the implementation of the Continuous Development process, replacing the former Performance Management approach. The guidance, written by Jodie McDonald, Head of HR, is a significant step forward for our focus on leader development and leadership across our Trust academies.

The idea of a continuous process focused on behaviours and attitudes is a fertile bed for the development of leadership and the idea of developing people to meet their potential. The self-directed learning and responsibility for one's own development will result in a learning organisation that is continually improving the quality of its leadership at all levels with the ultimate goal of positively impacting our students' experience at school and outcomes.

Leadership Development

Leader (leadership) workshops continue to be an effective method of developing leadership teams across our Trust academies and introducing appropriate theory. There is no better example of the success of this approach than in the development of a coaching culture led by the leadership team at GPA and the significant steps that have been made at WPA to bring the leadership team together and focused on a shared vision.

The work that is covered in the workshops fits strategically with the advent of our Continuous Development focus and is resulting in leaders that question their approach to school development from a relationships viewpoint.

The first workshop delivered to all our academy leaders focused on Organisational Design and Structure, a focus that can significantly impact the ability of our academies to ensure that the right work is attempted by the right people with the right time-allocations and skills.

Covid

Our individual academy leadership teams have exhibited a flexibility to morph into teams that can meet the new demands of a given situation.

Whilst one might argue that leadership has had little choice over direction since March 2020 it does not detract from the performance of our leadership teams to rise to a new reality and adapt both physical and work-based environments.

The needs that the situation has raised has exemplified the valuable leadership support that central TDET services offers our academies. Special mention for the role that Harvinder Rajput, our H & S lead, has had in shaping Health and Safety guidelines across our Trust academies.

Coaching

Leadership coaching forms an integral part of the central education service offering and continues to offer valuable developmental support to a wide range of individuals and teams across the Trust.

Foundations have been laid to further grow the skill of coaching and the number of coaches that are accessible to our Trust employees. The "coaching approach" (WHITE PAPER / Truth and Courage/ Implementing a Coaching Culture with Better Conversations Every Day, Centre for Creative Leadership, Douglas Riddle) aligns seamlessly with the Continuous Development process and has the potential to make that process one that firmly aligns with our Trust's Strategic Intent. Whilst the success of coaching is something that needs to come from "the horse's mouth", it is fair to say that it is having a significant positive impact especially in our academies where it is more concentrated.

The success of our leadership-focused work this year has firmly placed us in a position to grow (scope and spread) next academic year and intensify the focus and value of this work. An exciting time to be involved with leadership development at TDET.

John Hinch

Leadership & Pupil Premium Lead

Combined Cadet Force

(Army, RAF, Police and Minicadets)



Army Section

The Army Section continues to go from strength to strength under the leadership of Capt. Wilson, who is not only running the Thomas Deacon Academy section, but also our satellite CCF sections at Queen Katharine Academy, Nene Park Academy and St John Fisher RC School.

Recruitment across all schools is thriving and continuing to grow. Five of our cadets across the Trust completed their Senior Cadet Instructor Cadre (SCIS), which then gives them the opportunity to be promoted to Sergeant. This is the largest number of cadets we have sent on this course to date and is a great achievement.

We had a fantastic recruitment campaign which culminated in October 2019 with a Recruit camp at Wretham, Thetford for over 100 cadets, both Army and RAF. 90% of those cadets passed their Basic First Aid and Drill.

We did our annual Remembrance Parade at TDA and took part in the Peterborough Remembrance Parade marching from the Town Hall to Peterborough Cathedral.

We held a pizza party and a Christmas party for cadets across the Trust.

RAF Section

The RAF section had a very successful year with its numbers plateauing in the mid-twenties. They are all on course for completing Parts 1 and 2 of their training. We hope to resume these qualifications in the near future when the pandemic allows.

Police Section

The Police Section is under review and looking to re-start in January 2021 under new management with a big recruitment drive in 2021.

Minicadets

Minicadets goes from strength to strength. We now run Minicadets for the following five schools: Thomas Deacon Academy Juniors, Warboys Primary Academy, Welbourne Primary Academy,

Gladstone Primary Academy and most recently, Richard Barnes Academy.

All Minicadets are given a passport when they join and work through it over the year. They also have a Community Challenge to complete each week.

Minicadets within the respective schools has had a positive effect on discipline within each unit. We are now looking to start a mentoring system in the new year to keep the momentum going.

Corps of Drums

The Corps of Drums is looking to recruit in 2021 and is hoping to have at least six drummers that will meet weekly at Thomas Deacon Academy, so watch this space.

Lockdown

Lockdown brought its own challenges but did not stop the cadets from completing challenges including parading outside their own homes on VE Day in full uniform. They had the opportunity to gain lockdown badges for the following tasks: shelter building, cooking and fitness. The cadets were also able to purchase CCF Lockdown tee shirts in place of the usual Camp tee shirts.

Staff Training

We have three new members of staff join across the Trust and they are now halfway through their adult training and we are hoping to get them fully qualified in the new year. Sarah-Jane Hope has been promoted to Flying Officer, which we fully support. Well done!

In conclusion, cadets generally across the Trust is thriving. We managed through the pandemic to achieve some of our tasks and syllabus and this is down to the tremendous time and effort our staff put in across the board. We managed to re-start all cadet and minicadet contingents with great success under difficult circumstances.

Lt. Col. Chris Thompson

CCF Lead

Literacy and EAL

The academic year of 2019-2020 brought its own unique challenges due to the pandemic but we began work in September 2019 determined to build on the strong networks built across the Trust over the previous year.

We set out to deliver on our strategic plan objectives by promoting the celebration of our diversity and multilingualism, while maintaining our major drive to grow our reading culture and provision as part of the wider literacy focus on oracy and vocabulary. We also set out to provide increasing support to our subject teams across the curriculum to understand, take ownership and plan for the specific literacy demands of their own disciplines.

Thanks to the Peterborough City Council Community Fund, we were very excited to finally open our bilingual club at Gladstone Primary Academy having recruited and trained bilingual activity leaders for Romanian and Czech/Slovak groups in the Autumn term. This formed part of a unique approach to the academy's language and literacy strategy, while making even stronger links with its multilingual communities. This initiative also builds on the development of an effective induction group to cater expertly for the many young people and families who join the school as new arrivals, often with little or no English language. This group has enabled a much smoother transition into mainstream schooling for those youngsters.

As a Trust, we have numbers of EAL pupils far above the national average, with many arriving during the academic year and so we have continued to train staff to provide assessments not only in English language proficiency but also in literacy in their home languages, adding Romanian and Russian to the languages in which we can offer this service. We also added Lithuanian to the range of languages we can facilitate for interpreting and support services,

which came to the fore significantly during the pandemic as we set out to speak to parents in their own language wherever possible to ensure the health and safety of our pupils and staff, as well as to support our efforts to maintain learning at home.

As part of our engagement strategy at the Trust, we also facilitated training at Gladstone Primary Academy and Thomas Deacon Academy, following excellent training provided by Queen Katharine Academy in the previous academic year, based on their Erasmus research project, collaboration with the Compas charity and the Roma community. Both schools began the year with a deeper understanding of the hidden numbers of Roma pupils in their midst, their history of persecution and discrimination as well as the support available to this community. At Thomas Deacon Academy we also began, in conjunction with Schools of Tomorrow (SoTo), a community programme which elected student representatives from each of the largest language communities in the school. These students came together to celebrate their diversity and to develop ways to listen more to the voices of their diverse communities and bring issues that matter to them to the attention of the wider school community.

On the literacy front, as vocabulary improvement work has become more embedded with the buy-in across the Trust to the Bedrock vocabulary programme in both primary and secondary schools, thanks, in part, to Cambridge University funding, we have continued to look at school-specific support. At Upwood Primary Academy, where the vocabulary work has been most successful and embedded, a paired learning walk activity in English identified the need for further work to be done on developing oracy within the school. At Queen Katharine Academy, we have worked collaboratively to support the delivery of a Year 7 challenging science curriculum to those

Literacy and EAL (cont)

pupils who are in the Accelerated Curriculum groups, as part of a coached model to empower and upskill staff in delivering high quality, language-rich lessons across the disciplines. The Trust has also supported the TDET librarian to create a new library network group which began work to train and develop staff across the Trust to understand library provision and share resource and expertise, as part of a wider focus on leadership development.

We had a strong year also in developing our approaches based on reliable, evidence-informed practice, such as asking our schools to use the Education Endowment Foundation framework to evaluate their own practice against their approved standards for literacy and the Bell Foundation and their standards for EAL practice. This work was unfortunately halted by the changing priorities created by the Covid crisis, but it will resume as soon as we are able. Similarly, we have used Quigley's acclaimed research on 'Closing the Vocabulary Gap' and 'Closing the Reading Gap' to inform our work, moving into the next academic year, particularly on a much-needed secondary reading strategy.

Colin Baxter

Literacy & EAL Strategy Lead

Schools



Gladstone Primary Academy

Last year was not quite what we were expecting, but overall, the academy has had another successful year.

The academy was inspected in October 2019 and the report, whilst RI overall, identified significant improvements with behaviour and attitudes; personal development; leadership and management, and early years all being judged as 'good'. This inspection was early in the new Ofsted framework and the intent and implementation of the curriculum were strong, but new approaches in English and Maths had not had time to impact on national outcomes and this was the limiting factor in achieving an overall 'good' judgement. We were pleased to receive a personal letter from Amanda Spielman, HM Chief Inspector, following the publication of the report congratulating the academy on the improvements and our 'better, more logically sequenced approach to learning.' We are particularly proud of the good judgement for EYFS, which includes the Gladstone Primary Preschool, which is now managed by the academy and the Trust. The preschool saw significant improvements in the quality of provision and an increase in the number of children, over last year.

The Power Teaching and Learning approach in English and Maths continues and now this is more established, we are seeing rapid progress. These improvements would have been reflected in national outcomes for 2020, if not for the pandemic. Since the inspection, the academy has continued to deliver high-quality education across a broad curriculum. Specialist teachers for some subjects (Music, PE, Spanish, Art and Music) ensure that children have the best possible opportunities in these areas. An example of this was children from GPA taking the first four places in a national Spanish competition. Subject frameworks have been developed for humanities and the academy is looking forward to developing a STEM approach, with support from the Trust, for computing and DT over the coming year. The academy continues to innovate and respond to



challenges such as high levels of mobility with an Induction Group and an after-school Bilingual Club that promotes both children's home language, the early acquisition of English and to build relationships with communities and families that have been traditionally hard to reach. We continue to work with local and national networks, including the Schools of Tomorrow's Build Back Better Action Research Project.

During the pandemic, the academy successfully provided key worker provision and remote education. The support provided by the academy was very strong and well-received by families and videoed lessons allowed parents to see the high quality of teaching provided. Uptake of remote education was high, with some year groups reaching 89%. This required a flexible approach, with the academy providing both paper-based and online learning. We saw a significant increase in the proportion of families qualifying for FSM over the first lockdown, showing more challenging circumstances for many of our families. Attendance was high when the academy partially reopened, demonstrating families' confidence in the measures the academy and the Trust had taken to reopen in the safest way possible. The pandemic has highlighted the need for improved digital access for our children, both at home and within the academy.



Queen Katharine Academy



The academy has embraced Continuous Development, and this has further supported staff development, engagement, and motivation. The academy has seen improved retention and new high-quality appointments have been made. High-quality leadership development has resulted in one of the academy's senior leaders being seconded into a head of school role within the Trust. This has allowed the opportunity to restructure the academy's leadership and widen leadership further. Financially, the academy continues to generate a surplus of around 6% while maintaining quality education. Support from the Trust's facilities, health and safety and finance teams have been invaluable and allowed staff to focus on providing the best quality of education possible over the pandemic.

The response from GPA staff during the pandemic has highlighted their commitment to our children and families. Different communication routes, including videos and weekly phone calls, have

resulted in more effective interaction and conversely, whilst families have been more remote during the lockdown, the links between the academy and families have never been stronger. While the pandemic has thrown up many challenges, some of the solutions and new ways of working have proved more effective than the traditional ways schools have operated. In the current climate, to protect bubbles, we are delivering lunches to classrooms, rather than the whole school going to the hall for lunch, making lunchtimes smoother, calmer, and more pleasant for all involved. The time saved by virtual assemblies across Zoom and Teams has saved hours across the term without the need to bring everyone together for assemblies. The pandemic will pass, but it will leave a positive mark on the way we operate as we move forward.

Simon Martin
Principal



We continue to offer a broad and ambitious curriculum for every student in every key stage. Our Key Stage 3 offer comprises a range of practical and academic subjects both through the Aspire Curriculum and the Accelerated Curriculum (a curriculum for students who are not yet secondary-ready). These work in parallel to ensure that every student who attends the academy has the opportunity to progress and succeed.

Progress has continued on an upwards trajectory for the fourth consecutive year. League tables are cancelled for this year but, following a rigorous and thorough Centre Assessed Grades process, the Progress 8 figure improved from -0.28 in 2019 to -0.16 for the 2020 outcomes. This further progress was underpinned by an improvement in English (-0.67 to -0.58), Ebacc (-0.05 to +0.04) and Open (-0.28 to +0.07).

Our sixth form is consistently over-subscribed, with a value added consistently in the top 10% of the country (as high as 17th overall in the country in 2018 and 1st in Peterborough on multiple occasions). This success was recently marked by two SSAT awards acknowledging the progress our students make against national benchmarks in both academic and vocational subjects – we would have expected to retain these in 2020.

We have more than doubled the number of students going to university from QKA (this year 100% of them are first generation), increased the 'rank' of those universities significantly and we have had 4 consecutive years of improved results (in 2019 our average grade jumped by 1). The proportions of students going to university were: 58% in 2017-18, 66% in 2018-19 and 68% in 2019-20

During the course of the year, the Geography, English and Languages departments all received the PTI Subject Leadership Mark from the Prince's Teaching Institute. This Mark recognises these departments' commitment to developing a challenging, innovative and enriching curriculum and sharing best-practice. In addition, the English Department's work on the Subject Leadership Programme has been recognised as exceptional and has been nominated for the PTI's Bernice McCabe award: an award to promote and celebrate excellence in subject leadership.

We have also continued to provide opportunities for our More Able and Talented students. At the beginning of the year our most able scientists in Year 7 were invited to a Marine Engineering workshop led by the Sea Cadets. At the same time, our Year 11 HPA students were being mentored by Sixth Form students to support them in revision and preparation for their GCSE exams. We continued working with Insight Discover with our Year 7 and 8 students, Insight Explore with Years 9 and 10, and The Brilliant Club with our Sixth Form students. Our Sixth Form students also started their Villiers Park projects, focusing on STEM subjects and leadership.

The Student Leadership Team is now well established in school with all Head Students, Deputy Head Students, Prefects and Tutor Reps in place and a clear programme has now been implemented to ensure student views are cascaded from tutor groups, through to the SLT by the student leadership team.

Student Leaders have completed training as Anti-





Bullying Ambassadors and organised the 'Make your Mark' campaign which was completed as a tutor time activity for Parliament Week.

Recently, members of the Student Leadership team attended a Mental Health Summit where they represented the young people of QKA, sharing their thoughts and concerns about the support or lack of support available to young people for mental health in Peterborough.

We have developed many links with outside agencies, including, but not exclusively, with the Rivers of the World project. This has involved our Creative Arts faculty and our International Co-ordinator working with schools across the city to partner with schools around the world. This project has seen QKA students' work on display at the Tate Gallery and being exhibited at Orton Mere.

We have also been developing our work on EAL. We have an EAL Hub, run by languages colleagues. We also have a representative speaking at the Languages Show, a national conference usually held in Olympia in London: 'Embracing Cultural Identity in Educational Settings'. Languages colleagues have also been invited to talk at the Linguascope Conference (another national event) and are going to provide an article for the Association of Language Learning's next publication.

Our work with Roma continues to be recognised, with a QKA colleague speaking at the British Academy and at the NALDIC national conference and an article about the Academy featuring in the Roma documentary, 'The Traveller Times'.

A key development at QKA this year was the introduction of Continuous Development in place of the out-dated Performance Management system. This radically changed the focus for staff development, making it accessible to both teachers and support colleagues and really focusing attention on people being the best that they can be. This change also focused colleagues' attention on the TDET values and behaviours to

ensure alignment with the People Strategy.

We have also developed a Continuous Professional Development website to enable staff to take ownership of their own development with access to a wide range of high quality CPD resources. Over the year, 924 CPD activities were undertaken by staff at QKA, with 95.5% meeting or exceeding colleagues' expectations. We are keen to see this translate into impact in the classroom over the next year.

In addition, 2019-2020 saw QKA foster further links with primary schools. Both Science and English



departments ran clubs that reached out to Year 6. Fostering these links has contributed to the fact that QKA has continued on an upward trajectory in terms of the number of students on roll. Since a period of decline, numbers have risen steadily from 2018, with September 2020 seeing our Year 7 cohort consisting of 259 students (237 in 2019; 195 in 2018). This development is set to continue in 2021.

Lynn Mayes

Principal

Richard Barnes Academy

Since joining TDET on 1st May 2020, RBA has been rebranded and is now based across two campuses – the Fitzwilliam campus and the Trinity campus.

The school day has been changed to alleviate a number of issues raised by stakeholders. There are six 45-minute lessons Monday to Friday. Learner views across both campuses have been gathered and the working group are refining these before they are presented to SLT and the Academy Committee for final sign off. The 'Values' have been agreed as 'Respect, Belief and Achievement' and statements are being created to explain what these mean with the RBA community.

The school website is being rebranded with an estimated relaunch in January 2021. The school is now active on social media, particularly on Twitter under the @AcademyBarnes handle.

A new school uniform for all learners (black branded school jumper, white shirt, black trousers and black trainers or shoes) is in place.

Since coming into post, a key area of focus has been to secure a Senior Leadership Team that allows sufficient capacity to achieve the improvement that is required to ensure that the Richard Barnes Academy is a beacon of best practice in the Alternative Provision sector.



Premises Update

There has been a substantial amount of work undertaken across both campuses since academisation to significantly improve our curriculum and staff well-being offer, including new signage, dedicated new classrooms for Art and Cooking and creation of staff rooms and additional teaching space. In addition, there has been a significant upgrade to the academy's IT infrastructure including a server upgrade and a new telephone system.

Teaching and Learning update

We continue to develop our curriculum across all phases. At Key Stage 4, all learners have a timetable that ensures they have access to at least five Level 2 qualifications. The Key Stage 3 model that has been established this year ensures that learners have access to a breadth of subject areas in order to lay the skills and knowledge required for future learning at Key Stage 4 and beyond. The Primary curriculum offer is initially play-based and focuses on developing key learning, language and number skills. It is based around developing the 'characteristics of effective learning'. Learners are taught through half-termly topics to provide breadth (based on the national curriculum) and are further developed and personalised to our learners' interests so that they have the necessary skills to return to and access a mainstream curriculum.

All subject areas have 6-week Schemes of Work that are cross-referenced to Oak National Academy to ensure that we have a blended approach in place should learners need to work from home following a Covid incident.

The Combined Cadet Force is now built into our timetable for Years 5 and 6 and Years 8 and 9. We are in the process of training one of our HLTA staff at the Trinity campus so that he can deliver these sessions to our learners in Years 8 and 9.

The AP for QE has worked closely with the TDA Exams Lead (LB) to ensure that we have in place



robust procedures to deliver examinations across both campuses. LB has completed an initial exams audit that gives clear recommendations for us to develop our practice. We have an exam overview in place that provides an accurate picture of the qualifications that each learner is entered for and the number of entries that will achieve. We have included Learner FFT Aspire targets within this document so that we are able to determine whether learners are on track to achieve their potential.

BTEC staff have completed CPD to ensure that we are compliant with the Quality Assurance measures required by the awarding body.

I am delighted to share that two of our Maths teachers have been accepted onto the 'Teaching of Mastery Maths Advocate Programme'. This work will be rolled out across both campuses in due course.

Our Science staff have been working with Bob Duddridge (TDET Science Lead) to develop the Science curriculum across the campuses as it was felt that staff were having issues maintaining learner engagement throughout lessons. Staff have reported that since Bob has been involved there



has been a significant improvement in learner engagement and behaviour. This support will continue into 2021.

Safeguarding Update

MyConcern has replaced CPOMS as the school MIS for managing all safeguarding concerns.

All staff have received appropriate Safeguarding and Child Protection training via the Safeguarding Network.

The AP for Safeguarding has put in place an RBA Prevent Action plan and all staff have completed the Home Office Prevent online training course.

To ensure that all staff are confident in the use of MyConcern, additional training has been put in to ensure that colleagues are competent in recording concerns. To support this process, we have three



other members of staff who have been DSL trained to ensure that we have four members of staff at each campus to respond to any concerns that arise.

To ensure that we are able to monitor any learner that is not in school due to Covid-19, our Safe and Well Officer will visit the learner at home to do a doorstep check. This will be recorded on MyConcern to ensure that we have a clear audit trail of our actions.

A new safeguarding booklet for visitors has been completed and safeguarding posters with staff pictures have been placed across both campuses.

The AP for Safeguarding, Behaviour and Attitudes has completed the LA Domestic Abuse and Prevent Course for School Leads.

To ensure the wellbeing of our DDSL staff, the DSL is in the process of completing a Safeguarding Supervision course to ensure that she is able to effectively support those staff with the very challenging and complex cases that they are presented with on a weekly basis. To support this work, we are in the process of developing a 'Supervision Policy and Contract' that will sit alongside other Safeguarding policies.

SEND & Inclusion Update

A significant piece of work has been started by the Assistant Principal (SEND & Inclusion) on developing the therapeutic offer at RBA.

We have appointed a Forest School Lead and an Emotional Literacy Support Assistant (ELSA). These roles will work across both campuses and will be accessed through a referral system.

We now have in place a full-time school counsellor to support learners across both campuses.

The Exams Access Arrangements screener has been completed for Year 11 pupils. Identified pupils will be put forward for additional assessment with the specialist assessor. The AP for SEND & Inclusion is leading on the completion of the online applications and associated 'Form 8s' for each learner.

The AP for SEND & Inclusion has completed a two-day 'Nurture training' course. This is a new intervention at RBA and will be hugely beneficial to our primary learners at the Fitzwilliam campus.

Work has begun to create robust 'sensory dens' at the Fitzwilliam site which will be placed outside classrooms in the Primary areas.

Nick Morley
Principal



Thomas Deacon Academy

Seniors and Juniors

The launch of the Character Curriculum

Our six pillars of character: Confidence, Commitment, Courtesy, Compassion, Courage and Curiosity are rooted in the TDA ethos, culture, and vision and are a key focus of our character education of 'how we do things around here'. Our pillars of character create the atmosphere and environment of our all-through Academy, embedded within the expectations placed on students and all staff with new key staffing structures and CPD fully supporting personal development and enrichment. We ensure the 6 Cs are immersed in all interactions with students and visible to all in the academy environment, and character education is explicit in our formal and non-formal curriculum. On a termly basis, we shine a spotlight on one specific characteristic which links into year group virtual assemblies, charity work and community engagement to form



part of every student's education with a volunteering programme which supports local and national charities. A key strand of the character curriculum is our student reward system of recognising superb aspects of attendance, behaviour and attitudes to going 'over and above'.



Digital delivery at TDA to provide high quality education for all

This year, all staff at TDA have understood the need, more so than ever, for digital learning and education. We quickly moved into an action plan to develop staff and student understanding of online teaching tools, ensuring that should we have the need for remote learning (whether this be due to isolation or a further lockdown) students and staff felt ready and prepared to continue with education remotely. It has been at the forefront of CPD



planning and moving forwards, to train staff on all aspects of Teams and to introduce staff to other digital platforms that can support and aid their curricula and pastoral experiences throughout the academic year.

Whilst it remains important to keep students and teachers connected when needed remotely, it is also at the forefront of our plans to further enhance the teaching and learning provision at TDA through the use of digital technology, and therefore the CPD given to staff so far has planned for the use of Teams as part of the 'In-Academy' as well as the 'Home' learning aspects. We have blended the use of technology, alongside hard copies of CGP resources, through using programmes such as GCSE POD, Hegarty Maths and Edu-cake and this has seen a great student uptake, particularly from Year 11s with GCSE POD. Many curriculum areas now have this written into their termly schemes of learning as is evidenced below, taken from the English Year 10 curriculum.



Week number	No.	Learning Objective(s)	Key knowledge	GCSE Pod / CGP Support / Oak National	HW/HL
Term One					
	1	Welcome to GCSE English Please share Expectations, Examinations, Course Content with Pupils. Ensuring you focus on setting up classroom routines. Please ensure this includes Home Learning Expectations and managing resources (class-books). Please ensure you complete this handwriting task during this lesson.		N/A	
1 W/C 7th September	2	Language paper 2 Section B GCSE pod Reading Skills Language paper 1 – Comparing texts / Identifying and interpreting explicit and implicit information and ideas / inference skills / evaluating texts / literary devices		GCSE Pod: Reading > Reading Skills: Identifying and interpreting Explicit and Implicit information and ideas • Writers • Inference Skills • Evaluating Texts • Literary Devices and the Effects Used	 Exam structure P1, The assessment objectives P2, Q1&Q2 P3, Q3&Q4 P4, Q4 P5
	3	Language Paper 1 Section B How to write for success I Do / We do / You do lesson		English Language full course > Writing > Creative Writing Descriptive writing: The basics Descriptive writing: more advanced techniques Narrative Writing: The basics Narrative writing: More advanced techniques	

Example of English SOW

The department Subject Action Plans (SAPs) are also heavily engrained with the digital aspects and evidence of the programmes and digital technology each curriculum area is using can be found as a clear strand in the SAPs.



TDA Sixth Form

TDA Sixth Form have been developing their programme of opportunities and experiences to support students in developing the character skills they need for the future and their understanding of how to access the next stages of their education or career. An Access to Cambridge visit to St Catharine's College provided 10 students with an understanding of what it is like to study at an Oxbridge university and led to record numbers of Oxbridge applicants, with four of the six Cambridge applicants applying to St Catharine's.

Eight students completed the TATA Consultancy Services work experience in the summer, which, even though it was switched to an online programme due to the pandemic, allowed them to



gain an understanding of the workplace and develop key skills through real-world projects.

In January 2020, 30 Year 12 students volunteered to act as peer mentors for younger students in the school, with the aim of developing academic skills and knowledge. The students received mentor training through KidScape with funding from the 'Take Your Place' project and embarked on their mentoring journey before the first lockdown took its impact. 14 students received Leadership and Organiser training from Citizens UK, in preparation for planning and instigating the inaugural Peterborough Young Persons' Mental Health Summit which will take place in November 2020.

All our Year 12 students also completed the National Citizenship Service, experiencing an outdoor activity residential to develop teamwork



skills, concluding in a social action project completed in their local community. Students were also encouraged to lead their own comprehensive extra-curricular programme, with support from teachers and the Sixth Form team, which included sports clubs, a Medicine and Veterinary Society and the initiation of a model United Nations.

In line with our core purpose, we are committed to ensuring that TDA students develop the necessary knowledge, skills and character to become well-rounded citizens who are able to make a positive contribution to society and to continue with their learning journey beyond the Sixth Form.

Rick Carroll
Principal

TDA Juniors

Early in the Autumn term 2019, TDAJ were invited to take part in an inter-school 'Year 5 Story Writing' competition.

Over 300 pupils took part and the judges said, "All of TDAJ did amazingly well". However, two of our pupils did exceptionally well and came 1st and 2nd! Both children received book vouchers as a prize for their achievements.

We are proud of the achievements of our school council this year. In the Autumn term they were busy organising 'Operation Shoebox' run by the Samaritan's Purse Christmas Child Operation. Children and staff brought in a shoebox with items of gifts for boys and girls for different age groups. As a school we collected an amazing 96 Shoeboxes. These were distributed to children abroad who are less fortunate than we are.

In addition to this, the school council also organised the Children in Need appeal. Everyone had lots of fun throughout the day, dressing up in something spotty and holding a cake stall. We raised £530.20.

We held our first National School meals week this year as part of our 'Taste for Yourself' campaign. This gave parents/carers the opportunity to come and join their children for lunch and sample the fantastic meals our children receive every day. The children were also involved in assemblies and lessons linked to the theme of the week. This helped them to gain a greater understanding of the importance of healthy eating.

Throughout the year children participated in various educational events and trips. As part of their topic, Year 5 held a 'Life in Ancient Greece Day'. A professional company came in and spent the day with them. The children took part in role-play to experience

life as it would have been living in the year 490 BC at the time of the Battle of Marathon. Year 3 children took part in an Egyptian Morning, dressing up in Egyptian outfits and taking part in a variety of activities. The children were so excited and enjoyed learning about this topic in a memorable way.

At Christmas time, the Junior Choir joined with pupils from the Secondary Phase to take part in our annual Christmas Carol Service held at Peterborough Cathedral. They were joined by pupils, staff and parents from a variety of other schools in Peterborough. The term ended with a fantastic performance from our Year 3 children in the show, 'BAH Humbug'.

In the spring term, a cake and coffee morning was organised for our parents and carers. During the event, we listened to parents about their views on communication and home learning. We were pleased to see a high number of parents participating in discussions with staff about the school, helping us to shape the future of communication and learning at home. In response to the feedback, our subject leaders planned to hold workshops to support parents in understanding more about how the children learn in school. In February, the first maths workshop was held and parents were given the opportunity to sit next to their child in a maths lesson and were able to speak to the subject leader to discuss how they could support their child at home with calculations. The feedback from parents was extremely positive and we aim to hold further events in the future.

Lucy Burks
Head of TDA Juniors



Upwood Primary Academy

At Upwood, there has been a focus on curriculum development for some of the Foundation subjects. Staff worked together to outline the curriculum for History, Geography, Computing and Religious Education.

During the autumn term, pupils enjoyed taking part in many whole school events. There was a Jack and the Beanstalk production, a Christmas play, a Numeracy day for the NSPCC and the Year 6 pupils were fantastic buddies for our youngest pupils in foundation stage.



Pupils at Upwood responded well to remote learning on Microsoft Teams. They particularly enjoyed solving riddles and puzzles set by Mrs Whitelaw. The teachers were proud of the learning that was happening at home. iPads were loaned to any pupil that needed a way to access the online learning; this enabled all pupils to engage.

Lockdown Learning – The use of Microsoft Teams was very successful during lockdown. This is something that will continue to be used, as it is a more effective way to communicate homework and share learning from home with teachers.

Also, staggered times that pupils arrive at school have had a positive impact on early morning learning. Pupils arrive in school ready to learn and complete independent tasks.



Pupils, their families and the local community remain at the heart of Upwood. The Parent Teacher Association have continued to raise money and have enabled the school to buy more iPads for all pupils to use. The engagement and support remain high and pupils benefit greatly from their help and encouragement.

Year 6 pupils returned for the last two days of term to spend time with each other and say their goodbyes. Mrs Wilkinson helped them to celebrate their time at Upwood and staff were able to wish them well in secondary school.

Lockdown learning – Videos sent on Microsoft Teams were useful for parents to support their child's learning and the use of video to model aspects of learning will be used going forward.

There have been some changes in staffing at Upwood this year. Mrs Whitelaw left the school after 17 years as Headteacher. The parents, pupils, staff and local community said their farewells in several events and gave Mrs Whitelaw a good send off!

I joined Upwood as Head of School, in September and I am thoroughly enjoying getting to know everyone and I am looking forward to developing Upwood even further.

Amy Warboys
Head of School



Warboys Primary Academy



Senior Leaders have been working hard at WPA to critically analyse their curriculum and identify ways in which it could be enhanced. They have developed a strong sense of what is working well in the academy as well as identifying aspects requiring further development.

The areas for development have been identified as: applying a consistent approach to the teaching of Reading, Writing and Maths and ensuring existing good practice is shared more widely across the team.

Through focused research, we learned from colleagues within the Trust and further afield, evidence-based strategies that led to increased consistency and made a direct impact on raising standards. This enabled senior leaders to create a tightly focused Action Plan to raise standards in Maths and Literacy. This is currently in the early stages of implementation, but we have already seen a significant difference in the retention of learning across the school, levels of engagement and the quality of work produced by pupils. We are confident that the measures we have implemented will enable us to achieve our goals and we are excited about embedding our teaching methods over the next year so that we can see the impact in the educational outcomes of our pupils.

The Covid-19 crisis forced the academy into new ways of working from March onwards but engagement with our community always remained a high priority. In designing and implementing our digital strategy, we kept a focus on relationships and 'connections' at the core of our work. As a result of this we implemented a highly successful digital strategy which saw 76% of our pupils completing work at least weekly or more and 67% of parents in regular communication with their child's teacher. The children excelled in both the quality and variety of work they produced, and this was

a real celebration of strong partnership working between home and school.

The pastoral support for families was outstanding and staff worked tirelessly to ensure that we were touching base with everyone on a regular basis. Over 180 'Safe and Well' telephone calls were made and resources, such as iPads, were delivered to houses to support families in their homes. We are grateful to our neighbours at UPA for loaning us a bank of iPads for distribution to our families.

The school values have become securely embedded and evident in all aspects of the academy's work. There is a strong sense of pride at WPA which is shared by pupils, staff and the wider community. A newly formed senior leadership team have developed as professionals in the most challenging of circumstances, but they are united in their strong vision for the school which is bringing about rapid changes and facilitating growth and development. Numbers are gradually climbing at the school and key policy developments such as Behaviour and PSHE are making a positive contribution to the ethos of the academy. Staff and parental surveys show that perceptions of the school are highly positive, and relationships continue to be a strength.

The academy has gone from strength to strength throughout the course of the year and whilst much of the work we ended up doing was unplanned, it has provided opportunities for us to learn and develop in creative and innovative ways and I remain incredibly proud of all that we have achieved together.

Becky Ford

Principal

Welbourne Primary Academy

Our curriculum continues to evolve, so that it meets the needs of all our learners. The pedagogy of Power Teaching and Learning is firmly embedded within literacy and maths. The same approach to teaching and learning is used across the curriculum when appropriate.

We continue to follow our philosophy of offering a broad and balanced curriculum to all children. Cornerstones themed approach is used as a base for some foundation subjects. Our children benefit greatly from having their learning embedded into a topic where they can then apply their knowledge and skills across several subjects and make meaningful links.

During lockdown, those children who still attended school had the opportunity to engage in daily physical activity. Adults and children commented on how beneficial this was for all children, both physically and mentally. As a result, we have altered timetables across the school, so that children have at least three structured PE sessions per week, instead of two. We have one member of staff who was an apprentice two years ago at Welbourne in Sport and Education, who has been retained and this year has confidently taken on the role of PE Lead.

We have also prioritised the teaching of PSHE and have given it more dedicated teaching and learning time during the week, so that children have sufficient opportunity to discuss and explore

their associated emotions.

Children, staff and parents are benefitting greatly from being part of the Art of Brilliance Recovery Programme. It focuses on enabling every individual to be the best person that they can be!

We pride ourselves on having a positive, supportive relationship with all our school community, this is always reflected in parent questionnaires. School staff are readily available at the start and end of the school day and make quality time available to engage with parents.

We have developed the way that we use Twitter and Facebook, so that children's learning is shared with a wider audience.

We have had several children join our school because they have not thrived in other settings. We work positively with children and parents to ensure that every child has access to high quality education, whilst feeling happy and nurtured.

As a school we continue to develop external partnerships and improve community engagement e.g., Kingsgate Church have recently raised £3000 for school to purchase some new Chromebooks for our children.

To support home learning we introduced the APP, Class Dojo, during lockdown. This has enabled our children to access daily learning, complete it on paper or electronically and then upload a





photograph of it. Teachers and parents are then able to comment on the learning.

For some parents this is the most we have engaged them in their child's learning – we wish for this to continue. Therefore, we are using Class Dojo to set weekly home learning and it is being used at least once during the week in class, so that all children know exactly how to access and upload their learning.

The use of the APP is working for the majority of our families - as all they need is a mobile phone. We are in the process of ensuring all children in Key Stage 2 can use Microsoft Teams and aim to be able to use this system for some live class



meetings and teaching in the future.

Welbourne has a fantastic team of people working within the school. Everyone understands their role and supports each other to ensure that we meet our strategic intent. A recent survey showed that staff in school are happy, proud and feel valued.

We work closely with our Academy Committee members (governors), who, through Covid -19, have continued to monitor and support school.

Virtual platforms have been used effectively for staff meetings and professional development during the partial lockdown. We have continued to have all staff meetings and CPD on-line. CPD is working exceptionally well, as staff watch a pre-recorded video, PowerPoint or on-line webinar, they then complete a reflective task, which focuses on how the training will impact on their teaching and learning.

Claire Everton

Principal



The academy works very closely with the Thomas Deacon Education Trust, to share good practice and to improve its accountability. Iqra Academy personifies the Trust's mission of "Unity of Purpose, Diversity of Practice".

Iqra has remained open throughout the Covid lockdown, looking after the vulnerable and providing blended learning opportunities to prepare all students for their future lives and the world of work.

Iqra Academy is now one of the highest performing girl's schools in the country. It boasts record GCSE results with 94% of students achieving 5+ GCSE passes at grade 4+ and 63% of students achieving 10+ GCSE passes at grade 4+. All students at Iqra Academy are EAL students and its Progress 8 score this year of +1.68 is one of the best in the country and well above the national average.

The academy's Principal, Dr Michael Wright, is the current National Interfaith Schools 'Head

Teacher of the Year' sponsored by AMS UK. Michael was the winner of the 'Caring Neighbour' Award at the Pride in Peterborough Annual Awards. Michael is Chair of the Association of Muslim Schools for the East Midlands and sits on the Peterborough Partnership of Secondary Schools Head Teachers' Committee. Michael is also an Academy Committee member (governor) at TDA and Chair of the Academy Committee at TDA Juniors.

Iqra Academy holds the National Interfaith Schools 'Health & Well-Being' Award and has recently been shortlisted for the Muslim News 'Excellence in Sport' National Award. In 2020, Iqra Academy students won the prestigious National 'Young Writers Poetry' competition and as a result have had their entries published.

The Student Leadership team goes from strength to strength and presented at the 'Schools of Tomorrow' International Student Leadership conference in the Netherlands. The team head up the School Community and Volunteering work, which all students participate in. This year they



raised thousands of pounds for the school to become a soup kitchen and venue for the city's homeless and needy, in providing them with food and overnight accommodation at the school.

Iqra Academy all-conquering school football team won their fourth national title in succession when they became the Association of Muslim Schools National Champions in 2020. Iqra Academy is a sister school of Arsenal Football Club and the team is sponsored by the Royal Air Force. Iqra Academy cricket team compete nationally and several of the team went on to successfully pass the English Cricket Board 'Young Leaders Award.' They were presented with their certificates at the home of English cricket, Lords Cricket Ground, London. An Iqra Academy student also gained one of only three national awards presented by the ECB for her cricket-related voluntary work.



Iqra Academy is the first Muslim Girls School in the country to run a Combined Cadet Force, which it proudly offers in partnership with Thomas Deacon Academy. Students attended the Annual National Camp in Thetford and competed with schools from across the country. An Iqra Academy Student was named 'Cadet of the Year' for her exceptional leadership qualities.

The academy's 'Enrichment Charter' supports the academy values of Integrity, Quality, Respect and Aspiration. It provides opportunities in community work, careers, CCF, Drama, Arts, Music and Sports which helps make Iqra Academy such a high-performing school both in and out of the classroom.

Dr Michael Wright

Principal



Business Services update

During 2019-20, TDET Business Services consolidated its position as a central team of business experts and provided vital support in TDET's response to the Covid-19 pandemic.

Under the CDE (Compliance, Delivery, Enablement) mantra, we continue to provide expert strategic advice and deliver operational support that ensures compliance while improving standards across the Trust.

We have strengthened the central team this year with investment in new roles in Finance, HR and Payroll, with a Payroll Manager being appointed to bring the payroll service back in house.

Throughout the year, the team delivered and oversaw a range of key projects that moves the Trust, and its academies, forward:

- **Covid Response:** The whole of the Business Services team played key roles in helping TDET respond to the global pandemic. Administering Free School Meal voucher schemes; providing hot meals to children in school; keeping buildings safe and 'Covid clean'; moving to an online digital learning environment; supporting staff and their well-being; offering 1:1 support for all staff who needed it during the crisis. These are just some of the key initiatives that were vital in our collective response to maintaining education for children whilst ensuring staff were fully supported.
- **Payroll:** We launched our all-in-one online payroll service. Our payroll app means all employees now complete time sheets, claim expenses, view payslips, P60s and other documents and update their personal details through their phone or computer.
- **Paperless Office:** A move to remote working expedited our plans to remove the paper from our business services. All financial and payroll processes are now paperless, and more efficient than previously.

- **Cashless Schools:** As well as removing paper, we have moved our largest academy to be completely cashless.
- **Summer Works Programme:** We delivered the largest scheduled summer works programme ever undertaken by the Trust. Work was carried out at all sites and included reactive alterations to comply with Covid-19 safety guidance, provision for external play areas, alterations to several classroom spaces, ad-hoc building work, as well as a significant package of works at Richard Barnes Academy to enhance the environment pupils would return to for the new academic year.
- **Catering:** Our commitment to providing tailored hot meals for all children continued before, during and after the national lockdown. We achieved this throughout the year. This commitment extended to providing food parcels and meals for all eligible children who were not in school. We also started providing meals, under a commercial arrangement, to the Peterborough University Technical College.
- **Continuous Development:** We developed and implemented a new 'appraisal' system called the Continuous Development Conversation (CDC). This new approach focuses on personal development and a behaviour framework that aligns with TDET's values. It allows for flexibility in objective setting where progress depends on context and external influences.
- **HR Business Partnering:** This year was the first full year of HR Business Partners supporting academy and trust leaders. These relationships have proved invaluable in supporting day to day challenges while giving strategic direction to all People matters within the People Strategy.
- **On-boarding of new schools:** we successfully completed the inward transfer of the Peterborough Pupil Referral Service, which was renamed Richard Barnes Academy (RBA), on 1st May 2020.

Simon Smith

Director of Resources

TDET Financial Summary

Despite additional costs associated with our response to the Covid-19 pandemic, TDET has once again delivered sound financial outcomes in 2019-20, achieving an underlying surplus of £166k against the revenue budget.

Increased focus on salary costs throughout the year meant that the "Pay as a % of income" was maintained at 78%, despite new posts and approved salary increases during the year. This included a reduction in leadership costs of 15% across the Trust.

We continue to see increased pupil numbers, particularly at Queen Katharine Academy, and we

have seen improvements in pupil-teacher ratios in all our academies year on year. While not all academies meet the national benchmarks, we recognise the importance of delivering a curriculum that is appropriate for the children we serve and smaller classes for many of these cohorts are necessary.

We also continue to consolidate non-salary expenditure where we can. During the year, the cleaning service was outsourced delivering a 10% saving as well as receiving further reductions against our catering costs. Our move to a more online environment means some non-staff costs have been reduced as digital solutions have been embedded.



Health and Safety



Health and Safety came to the fore during the year and was at the heart of our response to the global pandemic.

We developed and implemented a Trust-wide 'Covid-19 Secure Risk Assessment and Management Guidance' that gave structure and co-ordination to the development of local academy protocols, and enabled safe practices and environments across the Trust and all the academies' day-to-day activities, ie. working, learning, and visiting.

This was regularly reviewed in line with local and national guidance and was widely recognised as best-practice, including from Public Health England.



Despite a heavy focus on our Covid response, progress was made against the Health and Safety strategy including:

- 1 Fully embedding the online process for reporting and investigating incidents.
- 2 Implementing an online Health and Safety Training programme with a 91% completion rate in the first few months of launch.
- 3 Successfully establishing a Trust-wide 'Adult Mental Health First Aiders/Ambassadors' team.
- 4 Entering into an arrangement with St John Ambulance to be our recognised training provider for 'physical health' and 'adult mental health' training.
- 5 Developing a robust internal assessment process, ie. audit, that is structured and coordinated for 'SEND' and 'Health'.
- 6 Transitioning from 'generic' to specialist 'POWER' risk assessments for powered machinery.
- 7 Transitioning from 'generic' to 'task-based' risk assessments for non-specialist tasks/activities.
- 7 Establishing a generic internal Health and Safety audit process that will assess ongoing compliance.

Harvinder Rajput

Health & Safety Manager

Members and Trustees



Members:

Miles Delap
Ian Clarkson
Adrian Peters
Ian Wigston
Mark Dorsett

Trustees:

Julie Taylor, Chief Executive
Dr Richard Barnes, (Chair of the Board)
Paul Clegg (until December 2019)
Kate Hall (from June 2020)
Mohamed Mavani
Kelly Peck
Mark Potter
Saqib Rehman
Simon Marsh (Chair of Resources Committee)
Simon Smith
Eric Winston (Chair of Education Committee)

Academy Committee Members

Thomas Deacon Academy	Thomas Deacon Academy Juniors	Queen Katharine Academy	Gladstone Primary Academy	Richard Barnes Academy	Upwood Primary Academy	Warboys Primary Academy	Welbourne Primary Academy	Iqra Academy
Jane Wilson <i>Chair</i>	Michael Wright <i>Chair</i>	Bernard Barker <i>Chair</i>	John Turner <i>Chair</i>	Al Kingsley <i>Chair</i>	Ben Conway <i>Chair</i>	John Parker <i>Chair</i>	Jan Lowe <i>Chair</i>	Tariq Nawaz <i>Chair</i>
Samantha Cameron	Ruth Fehrenbach	David Anderson	Sukaina Manji	Adam Tedesco	Lucy Burks	Barbara Betts	Enid Abbott	Yousaf Ismail
Tariq Nawaz	Safura Houghton	Tom Baldwin	Gary Moore	Dave Sargent	Adam Cornthwaite	Claire Eeley	Sandra Bond	Saqib Rehman
John Peach		Dawn Bendall	Alan Sadler	Jonathan Martin	Sue Elvis	Alan Evans	Sharon Keogh	Waqas Rehman
Adrian Peters		Jamie Carter	Lloyd Thompson	Lynn Mayes	Suzanne Gaunt	Karen Harding	Tracy Lawson	
John Turner		Cherry Crowley	Sharon Whitelaw	Mark Cooper	Janet Howe	Vanessa Norman	Natalie Palmer	
Chris Walford		Petr Torak		Mike Sandeman	Shelley Myles-Gardiner	Kerry Puryer	Carrie Trounce	
Michael Wright		Carol White		Toni Bailey	Jenny Stokes	Peter Wood-Eeles		
					Charlotte Wilkinson			



Bourges Boulevard
Peterborough
PE1 2AN
and Gladstone Street
Peterborough
PE1 2BZ
(incorporating Gladstone Primary Academy Nursery)



Ramsey Road
Upwood
Huntingdon
PE26 2QA



Humberdale Way
Warboys
Huntingdon
PE28 2RX



Mountsteven Avenue
Peterborough
PE4 6HX
(incorporating Queen Katharine Academy Nursery)



Richard Barnes Academy
Fitzwilliam Campus
Williamson Avenue, Peterborough PE3 6BA
and
Trinity Campus, Honeyhill
Paston, Peterborough PE4 7DR



Goodwin Walk
Peterborough
PE4 6NR



Queen's Gardens
Peterborough
PE1 2UW



Enterprise Way
Peterborough
PE3 8YQ



Thomas Deacon Education Trust

Queen's Gardens, Peterborough PE1 2UW

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