

Thomas Deacon Education Trust

Unity of Purpose, Diversity of Practice



Annual Report 2017/18



Thomas Deacon
Academy

Thomas Deacon
Academy

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

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

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

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

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

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

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

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

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



ANNUAL REPORT 2017-2018

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 while providing a review of our financial information in keeping with the Trust's pledge of openness and transparency.

Statement from the Chief Executive

I am now in the sixth year of working for Thomas Deacon Academy and then Thomas Deacon Education Trust and it is amazing how the time has flown. One of the benefits of this length of service is that you can reflect, given the time, on how the Trust, and the schools therein, has developed and grown and where it needs to go in the future.

In 2016 when the Thomas Deacon Education Trust began considering sponsoring academies, it made it clear that it wanted to help communities in the East of England where previous school improvement strategies had not succeeded in a sustained way. It wanted to utilise the Thomas Deacon values and principles, supported by a strong central business model to make a lasting difference for young people. It was not just going to improve examination results but it wanted to improve attitudes to learning, place a very high emphasis on strong attendance and punctuality, provide a wide range of enrichment opportunities and experiences and ensure that the relationship between teacher and child reflected the TDET values.

Making significant change in communities that have faced long-term social and economic challenges takes time. I am pleased to report that all of our academies made progress last year and I am optimistic that we will gain a full suite of 'good' outcomes should we be inspected in three of our academies this year (Ofsted due in 2019).

Progress:

The progress of our academies has travelled once again in the right direction with improvements being seen for all. Raising expectations for all of our students is the right approach and a key focus for government but we are aware that despite good progress levels being achieved, a higher proportion of our children are closer to the 'pass' boundaries than elsewhere. So when the bar is raised again, I hold my breath; thankfully our academies always seem to cope but it does make for anxiety amongst staff.

A good example was seen in the 2018 Key Stage 2 results where significant changes were introduced and the pass marks were raised by a further 6/7 marks on the previous year. There was a high level of uncertainty but once again, our children made good progress. There is room for further improvement, particularly in the combined score, and our efforts are fully focussed on this in 2019.

The secondary academies saw further improvements in their 'Progress 8' scores, particularly at Queen Katharine Academy where, on average, student performance across the board improved by 0.5 of a grade, bringing us even closer to the national average. In our sixth forms, we added greater value than previously at both Thomas Deacon Academy and Queen Katharine Academy: QKA's results once more saw them ranked 2nd in Peterborough for value added.

Growth:

In keeping with TDET's expectations, I am pleased to report that significant improvement has been made in all of our academies regarding attendance and punctuality. All of our academies have attendance figures above the national average which is a great achievement given the communities that we serve.

The last year saw TDET joined by another primary school: Upwood Primary Academy joined the Trust on 1st August 2018. We are very pleased to welcome them as the first school to choose to join us; with their above-national-average outcomes and 'Good' Ofsted judgement, we know that they will be an asset to the Trust.

There is a high level of interest in our Trust at the moment and we are trying to manage this within our existing resources. We are aware, however, that we must continue to serve our existing academies well so that they can further improve. Getting the balance right between growth (desirable for financial sustainability) and stability (essential for school improvement) is regularly in my thoughts. Seeking to get the best of both worlds is something that continues to be a challenge for me as Chief Executive as we move into 2019.

Leadership:

One thing that has been reinforced for me during the past year is the need to enable our school leaders to lead. By this, I do not mean just our Principals and their Senior Leadership Teams but also our business leaders and middle leaders who are the engine rooms of our organisation. We have started to clarify what we understand about the various stages of leadership at TDET and have piloted some excellent leadership development work which aims to empower leadership at all levels. Our Trust expects academies to find local solutions drawing upon the knowledge and expertise that exists across the Trust and, as such, we expect our academies to co-operate for the benefit of all. Many cross-Trust networks have been established so I was pleased to see that an overall evaluation of the 2018 results for GCSE Science, a key strategic priority, showed significant progress in average outcomes, threshold measures and progress over those in 2017. This was due to significant and demonstrable impact of improvement work across all academies on identified areas of weakness in the 2017 results. We acknowledge that we have much more to do and we will only be truly successful if attainment levels rise further, but it is encouraging.

In January 2018, we held our first Thomas Deacon Education Trust whole organisation event. All 750 employees came together to network, to hear about the growth and development of the Trust and to consider the part that they play in the organisation. Our Keynote Speaker, Dr Aneta Tunaria, Head of the School of Psychology at the University of East London, focussed on the importance of good relationships in an organisation.

We hosted a number of significant events as a Trust in 2018. Two notable ones saw Sir David Carter, National Schools' Commissioner (as was) visit Queen Katharine Academy where he commented very favourably on the work being undertaken with our bi-lingual and multi-lingual speakers. He went on to Thomas Deacon Academy to speak at a meeting for all Chief Executives and Headteachers in Cambridgeshire and Peterborough. Secondly, Lord Andrew Adonis visited Thomas Deacon Academy where he was particularly impressed with the growth and development of the CCF (Combined Cadet Force) having been responsible for the original approval for the opening of the Academy. Lord Adonis then presented as the Keynote Speaker at the joint TDET/Fabian Society Education Conference held for all of Peterborough.

We submitted a bid for the MAT Development Improvement Fund (MDIF) and were successful in being awarded additional money to further develop leadership across the Trust and to strengthen leadership of our 'Pupil Premium' work. The money is granted over two years, at the end of which the work should be self-sustaining. I will report on the success of this in next year's report.

In the summer, TDET again held another successful Leadership Conference for all senior leaders, trustees and Academy Committee Members, with a focus this year on Business Services. Led by our Director of Resources, Simon Smith and his managers, leaders were able to hear about those essential services which enable all of our academies to function so effectively and the plans for their strategic development.

Governance:

The support of Trustees and Academy Committee Members in all of this is an important element of our success. This support is offered 'in kind' with nearly 40 volunteers appointed to a governance role in our academies. Having access to the wisdom and expertise of such a wide range of people provides significant support and challenge for our leaders and allows the children and young people to interact with people from both within and beyond their own communities. For the academic year 2018-19 we have appointed a Director of Governance to give us feedback, advice and guidance in order to ensure that our governance is as strong and transparent as it can be.

Additionally, in line with guidance from the Department for Education, as we reviewed our Scheme of Delegation, we renamed Local Governing Bodies as Academy Committees. This is to ensure clarity of understanding about roles, responsibilities and decision-making at each level of governance in Thomas Deacon Education Trust.

I am sure that 2019 will see further challenges with some inevitable ups and downs but I am looking forward to welcoming at least two new primary schools into the Trust (already in the pipeline), progressing the plan to increase student numbers, and most importantly, making sure that the children and young people get an even better education based on the Thomas Deacon Education Trust values.

I would like to end by paying tribute to our excellent and talented staff who, despite the challenges of ever-decreasing funding and increasing level of change, have risen to that challenge so positively and have continued to focus on providing the very best possible education in our local communities.

Julie Taylor
Chief Executive



What is a MAT?

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.

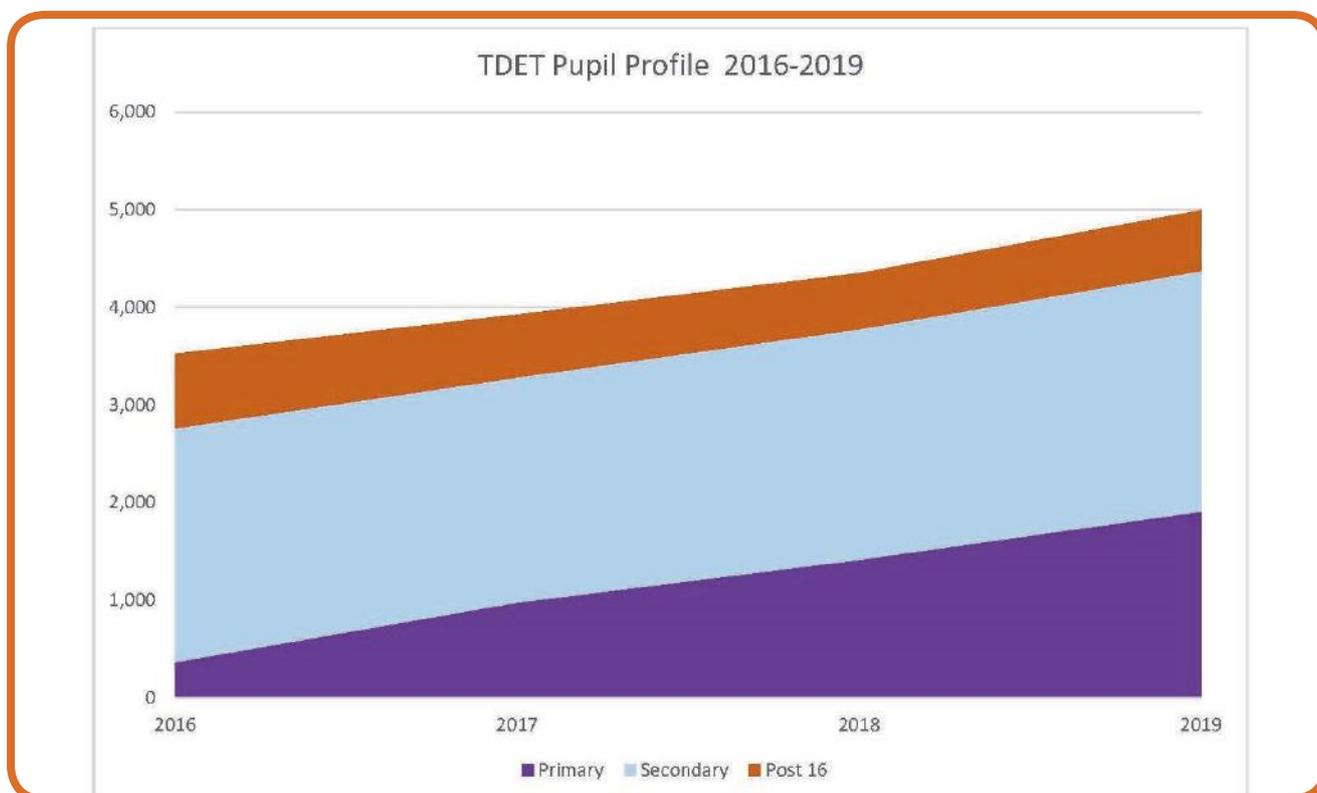
The MAT is accountable for the performance of each school in the group, although each has its own Academy Committee which operates subject to the Scheme of Delegation.

A master funding agreement with the MAT, and supplemental funding agreements with each individual academy, is signed by the Secretary of State for Education.

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





Director of Primaries and Secondaries

Education Committee

2016/17 saw the inception of the Trust Education Committee which has been given the remit to oversee and evaluate the standards of the member Academies of the Trust in relation to academic performance against key performance indicators. The committee, chaired by Louise Soden (Trust Director of Governance), comprises Trustees and education leaders and meets four times a year.

The committee meeting almost always precedes a full board meeting so that information can be disseminated immediately to all Trustees. Initial meetings of the committee focussed on developing a common format for looking at pupil outcome data for all academies in the Trust. Education leaders used the data to present the current picture in schools and to identify areas of strength and concern. The meetings allowed Trustees to interrogate the data, acknowledge areas of success and challenge school leaders on aspects of concern. The committee has further developed and now has a scheduled agenda which maintains the scrutiny of outcomes but also looks at wider aspects of academy work, in particular so that the Trust Board is able to fulfil its statutory compliance role in areas such as SEND and Pupil Premium.

Central Education Team

The central education team has developed further and is increasingly having impact upon educational outcomes and provision across the Trust. The team consists of a range of experienced staff who provide advice and guidance to leaders in individual academies. The team includes experts in data, SEND, leadership and EAL/literacy, alongside subject specific leads. Alongside supporting the identified need in individual academies, the team is developing a consistency of good practice across the Trust, for example, reading schemes have been introduced, SEND audits have taken place and the secondary departments have aligned examination boards in the core subjects of English, mathematics and science.

The team is line managed by the Directors of Primary and Secondary education and this arrangement enables effective use of the resource and the ability to agree with academy Principals the scope and nature of their focus. The Directors of Primary and Secondary education are able to provide specific support, challenge and capacity to the leadership teams of individual academies and contribute to the educational vision and work of the Trust.

Simon Martin – Director of Primaries
Scott Hudson – Director of Secondaries

Thomas Deacon Education Trust Combined Cadet Force

(Army, RAF and Police Cadets)

In the CCF we have recruited over 300 cadets. The benefits the students have gained are increased self-confidence, self-belief, self-preservation and the right attitude and discipline. This has become evident in their attitude towards other subjects within our academies.

Initially the CCF was open to years 9-13. However, since September 2011 we have opened it up to year 8s. Approximately 10% of TDET students have been or are currently, members of the CCF.

We have a cadet force in the following hub schools: We have a Mini Cadet force in the following schools:

- | | |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
|  Thomas Deacon Academy (Army, RAF, Police) |  Thomas Deacon Academy Juniors |
|  St John Fisher (Army) |  Gladstone Primary Academy |
|  Queen Katharine Academy (Army) |  Sacred Heart RC Primary School |
|  Nene Park Academy (Army) |  Paston Ridings Primary School |

Special Educational Needs and Disabilities

A Learning Difference:

Queen Katharine Academy operates as a Centre of Expertise for Specific Learning Difficulties (SpLD), primarily dyslexia. This involves offering advice and guidance to local schools and professionals across Peterborough. Last year, staff at Queen Katharine Academy hosted seven training opportunities for local schools and visited a further nine settings for bespoke advice and support. At the end of last year, as part of the annual SENDCo survey for Peterborough, the Centre of Expertise for SpLD was voted as a useful hub resource and a hub base that they would recommend to other SENDCos within the city. Only three other hub bases across Peterborough were signposted and recommended.



Gladstone Primary Academy

It has been the first full year of the Academy being part of TDET. The Academy continues to improve and embed improved teaching and learning. The weaknesses that put the original school into special measures have been robustly addressed. Leadership development has been an area of focus for the Academy and with support from the Trust we have seen improvements in leadership at all levels. The Academy is fully staffed and there has been a reorganisation of support staff to support learning more effectively. Learning Mentor and Family Liaison roles have been created, allowing the Academy to better support children and families.

The development of reading has been a priority over the last year, introducing daily whole class reading lessons in KS2, using techniques developed in Hackney, resulting in a marked improvement in children's depth of understanding and enjoyment of reading across KS2. The introduction of Daily Supported Reading, from October in KS1 has seen rapid improvement for our younger readers.

A feature of the school is the high mobility, with 236 children arriving or leaving in the 2017-2018 academic year. The Academy has become its own Admissions Authority, with support from the Trust from September. This change means that children now have a more positive, planned entry into the Academy. The Academy is consulting to reduce its PAN from 120 to 90 from September 2020, bringing the PAN in line with the local demand for school places.

The Academy was visited by an adviser from the RSC early in the year. The visit identified: 'The school's leadership is strong and purposeful. The headteacher, well supported by an effective new leadership team and a suitably-challenging MAT, has an honest and accurate view of the school's strengths and areas for improvement. Plans to improve the school focus on the right priorities are beginning to make a significant, positive difference to the quality of teaching and to pupils' learning, both of which are better than at the time of the EA's last visit ten months ago. Pupils' behaviour is good. They conduct themselves well around the school, and are keen to participate in lessons. Pupils speak very positively of recent improvements in the school, particularly those which help them learn better.'

Results for the EYFS saw an increase of 12% on 2017. Results are still low at the end of KS2, but we saw a marked improvement in progress scores from KS1 to KS2, bringing the Academy above floor targets. Predicted results for 2019 show continued improvement, especially at KS1. Ambition for our children and their outcomes remains high and the Academy is looking forward to introducing a new approach to teaching and learning early in 2019, based on children's stage of learning rather than their age.

Simon Martin
Headteacher
Director of Primaries





TDA Juniors

At TDA Juniors we continue to strive for the successful development of all of our pupils: academically, morally, spiritually and culturally. To this end we have provided a variety of opportunities for our pupils this year.

The School Council has worked hard to organise different events for the pupils at TDAJ to raise money for a range of charitable causes. They recently visited Peterborough Hospital to hand out Christmas cards to the elderly patients. They have also arranged a school swap with other School Councils within the Trust to share ideas and best practice.

Cross-phase working has developed over the year. Years 5 and 6 pupils are being taught in the secondary science labs for their weekly science lessons. This has enabled them to take part in a wider range of learning opportunities. They particularly enjoyed lighting the Bunsen Burners! The year 6 pupils are being challenged by secondary English and Maths staff to develop their learning further.

The sporting provision we offer continues to be a focus at TDAJ. We now have a sports lead and coach who works across some of the primary schools in the Trust. This has enabled us to offer an even wider range of after-school sports clubs. In the future we hope to be able to participate in more inter-schools events.

The successful transition of our first year 6 cohort was a priority for us at the end of last academic year. We worked hard across the two phases to ensure that the TDAJ pupils were confident about moving into year 7. We recently had some of our previous pupils back to talk about their transition experiences with one of our SoTo link schools. They were all very positive about their transition into year 7 and showed how well they had been prepared for the secondary phase of their education.

Lucy Burks
Head of Juniors

Queen Katharine Academy

The summer of 2018 saw improvement for nearly every measure in terms of outcomes and progress at Key Stage 4. The Progress 8 score improved by 0.38. This was the biggest increase in progress of all secondary schools in Peterborough. There was also an improvement in the proportion of entries awarded 9-7, 9-5 improved from 19.6% in 2017 to 26.7% in 2018 and 9-4 went from 36% to 46.3%. Those achieving 9-5 in English and Maths improved from 13.1% to 18.1%.

Sixth form students achieved another strong set of results, which included our highest ever A Level scores, a 4th successive year of improvement. 98% of sixth form qualifications were passed, with almost three-quarters of grades being the higher A*-C (or equivalent) grades. 2017-2018 results data suggests that once again the Sixth Form will be in the top 5% of the country for value added in both academic and vocational subjects. Students also made progress above national average in retake subjects at level 2.

A wide range of students are benefitting from work we are undertaking with a range of external partners, particularly focussing on social mobility and raising aspirations with organisations such as Arkwright, Sutton Trust and Villiers Park which has resulted in another excellent year for university admissions, with more than 95% of students going on to university from our Academy, many being the first generation of their families to do so.

We are now striving to ensure all our students make better rates of progress from their respective starting points. Alongside the drive to improve our academic outcomes, we are continuing to support our students to access a wide range of additional enrichment opportunities. These opportunities include sporting activities, cultural experiences such as theatre trips, dance and music and our CCF contingent continues to grow significantly.

Our more able and talented students have enjoyed a number of activities to stretch and challenge them this year. These activities have taken place in partnership with Peterborough Museum, Villiers Park, Swansea University, Cambridge University and the Smallpeice Trust.

We have also secured stronger relationships with our Primary schools and are undertaking a number of liaison activities, which include a termly maths challenge, year 6-science club, Spanish language leaders, and a writers club. This has helped us enjoy the largest intake of students in the academy from Primary schools. We now have over 210 students in our current year 7 compared to an average of 120 students in the past 5 years.

We are also proud to appoint our first head and deputy head boy and girl at the Academy. They are championing student leadership within the Academy and have been fundamental in securing eight prefects from KS3 and KS4. We look forward to working closely with our student leaders to bring about further improvements for our students.

Lynn Mayes
Head of School





Iqra Academy

Iqra Academy continues to go from strength to strength. In the summer of 2018, 89% of students achieved 5+ GCSE results with four girls achieving 10+ GCSE passes. All of our students at Iqra Academy are EAL students and our Progress 8 score of 0.88 is well above the National average.

Our Principal, Dr Michael Wright, was named 'Head Teacher of the Year 2018' by AMS UK. Mr Tom Wright collected the AMS National Schools Award for 'Health & Well-Being.'

Deputy Head Girl, Hannah Houghton, won the prestigious 'Community and Integration Work' Gold Award, at the Annual Peterborough City Education Awards, which was presented by Chris Dalliston, Dean of Peterborough Cathedral, to celebrate the 900th Anniversary of the City Cathedral.

The school choir won the annual AMS Midlands Schools Nasheed Choir Competition in Leicester, which included a recital of their own written composition. Iqra Academy also won the FA Community Award for 'Best Inclusive Project,' as they set up a weekly girls' Football Academy for all TDET Schools, to promote football and support community integration.

Our school football team made further history by becoming the AMS National Schools 7-a-side football champions 2018, retaining their national crown, which they won in 2017. Iqra also lifted the AMS Midlands Schools league title, making it a league and cup double for 2018.

Iqra Academy has become the first Muslim Girls' School in the Country to run a Combined Cadet Force, which it proudly offers in partnership with the Thomas Deacon Academy.

The school's development of enrichment activities and health and wellbeing has had a dramatic impact on students, staff, the whole school and the wider community. Iqra is now a happier and healthier school, students are more confident and have greater opportunities in sports and health initiatives, to fulfil their potential as active British Muslim women. Staff sickness levels have been reduced by 55%, student recruitment has trebled, behaviour has improved and student attendance records have risen to an average of 96% across the school.

Michael Wright
Principal

Thomas Deacon Academy

The last academic year has been an exciting, celebratory and poignant time at Thomas Deacon Academy. September 2017 was the 10 year anniversary of the academy opening and to celebrate, a programme of events highlighted some of the key aspects that have come to define who we are at TDA. In November 2017 we shared a proud moment with staff, guests and parents when 70 of our students collected their Bronze, Silver and Gold Duke of Edinburgh Awards. In December, students took part in STEM (Science, Technology, Engineering and Mathematics) events across the academy and in February 2018 we held sell-out performances of the musical Grease. In April 2018 a hard-fought annual Battle of the Bands competition was won by Milton House and the overall champions at Sports Day were a victorious Highfield House.

The Academy celebrated a pleasing set of A-level and GCSE results in the summer with some excellent collective and individual outcomes.

In the 6th form, despite significant changes to specifications and examinations, the Academy achieved a pass rate of 95% at A-level and 97% in vocational qualifications. In nine subjects, over a quarter of candidates achieved grades A*-A, and in more than one third of subjects, over 50% of students achieved grades A*-B. 84% of students gained 3 or more A-levels, showing continued improvement in academic achievement, allowing high proportions of young people to continue into appropriate higher education or employment.

In Year 11, the Academy maintained its levels of attainment with over half of students (54%) achieving grade 4-9 in both English and Maths, with 37% achieving the higher grade 5-9. The highest performing subjects included Construction, in which 86% of students achieved a Pass or better, and Media Studies, where 81% of students achieved a grade C or above. Other high performing subjects included Drama, Spanish, Photography, English, Resistant Materials, Business and Health and Social Care. A number of individuals performed exceptionally well and as a result of their collective hard work, students were able to progress successfully to their chosen pathway.

Another pivotal moment in Thomas Deacon Academy history was the construction and completion of the south extension (opened on 26th September 2018 by Sue Baldwin, Regional Schools Commissioner). This purpose built space, across three floors, has enabled us to bring our Sixth Form back into the main academy building, allowing them easier access to their learning and providing them with a study space suitable for the development of their independent study skills. The expanded, refurbished refectory has enabled us to offer an enhanced dining experience to all of our staff and students, with an even broader range of foods available each day. Finally, the creation of the Professional Learning Centre has provided all staff at Thomas Deacon Academy with bespoke facilities to support their own learning and work.

Emily Gaunt
Acting Head of School





TDET Business Services Update

2017/18 has seen Business Services consolidate its position as a central team of experts that ensure statutory compliance while enabling and supporting the outcomes of every Academy. A Service Level Agreement (SLA) was established that outlines what the TDET Business Services team are responsible for and how they support education services. Importantly, it provides Academy senior leadership teams with clarity as to where support can be expected and where efficiencies in local provision can be realised. Throughout the year, the team, delivered and oversaw a range of key projects that moved the Trust, and academies, forward to ensure we continue to meet the challenge of changing legislation.

- **On-boarding of Upwood Primary:** we successfully completed the inward transfer of Upwood Primary Academy, completing negotiations for 1st August 2018.
- **External Lettings:** We continue to focus on maximising external income to support reductions in grant income, with particular emphasis on hiring out academy space to the community. We have invested in dedicated support to increase sales and, as a result, total income from external hire increased by 60% last year.
- **TDA Extension:** Practical completion was reached on the £2.6m TDA expansion project that delivered:
 - Professional Learning Centre (PLC): The new PLC gives all members of the team the space and IT facilities to focus on marking and reading or collaborating with other colleagues. We are hopeful that this will significantly reduce teachers' workloads and improve staff wellbeing.
 - Improved dining experience: TDA refectory area has been fully revamped to improve the dining experience for all students and staff. We have introduced new décor and design to the refectory, brightening the space and making it a more fun place to be. We have also introduced biometric scanning to help speed up queues, allowing students to spend more time catching up with their friends and recharging ready for their afternoon lessons.
 - Sixth form facilities: The new Sixth Form Study Centre gives a new identity and focus to our Sixth Form, complemented by their new name, brand and uniform. The new space will provide them with the ideal study environment but within easy reach of their Sixth Form advisers and course tutors' study area in the main academy.
- **TDET Head Office:** We developed head office space that offers professional shared area for all staff across the Trust and provides a consistent hub for all Trust activity.

TDET STRATEGIC PLAN

Strategic Objectives 2017-18

Literacy | Learning | Leadership | Recruitment and Retention |
Health and Safety | Financial Performance

	Key Actions	2018
1a	Shared literacy strategy	TDET literacy strategy published
1b	Shared literacy plans	
1c	On-line repository	Available systems investigated and costed
1d	Literacy training	Training plan devised and piloted
1e	Bi-lingual and multi-lingual approach	Assessment of national research and best practice undertaken
1f	SSIF bid	Successful bid made
1g	TDET literacy model	
2a	Shared training plan	Priorities established
2b	Shared training day	Shared training days agreed
2c	Curriculum networks	Established in core subjects
2d	Curriculum planning	
2e	Annual teaching and learning event	
2f	Alignment of appraisal targets	CEO/Principals' group audit appraisal systems
2g	Secondments	
2h	Professional learning platform	All TDET teachers trained in Pearson's on-line model
2i	School improvement reviews	Review of QKA and TDA (external)
2j	Independent-state school partnership	Partner school and funding source identified
3a	TDET dashboard	Dashboard format planned and agreed (student outcomes)
3b	SoTo framework	Existing TDET academies begin 4QF Fellowship
3c	Middle leader training	Audit of middle leaders without formal leadership programme training
3d	Senior leader training	Audit of senior leaders without formal leadership programme training
3e	Leadership secondments and sabbaticals	Secondment protocols agreed and piloted
3f	Governor training	Skills audit and planned programme of training delivered
3g	Leadership event	2nd annual leadership conference
3h	Governance reviews	TDET Board review
3i	Education committee	Education committee established with terms of reference
3j	Communication	TDET communication strategy implemented. Website launched and newsletter established.
3k	Leadership reviews	Audit the number of TLR and leadership posts across TDET. Set benchmark as % of pay.
3l	MDIF bid	Successful bid made
3m	Central team development	Agree the future structure of the central team
3n	Traded services	
4a	Policy and Contracts	TDET standard contract agreed and embedded for all new appointments
		Full suite of HR policies agreed for wider use.
		Consult with staff to align all policies and procedures
4b	Common ICT	Business case for a preferred HR system
4c	Rewards programme	Consult on, develop and implement TDET rewards programme
4d	Induction	TDET induction rolled out for all new staff
4e	Training	Consult on and develop L&D strategy across all layers of the organisation
4f	Wellbeing	Consult on, develop and implement a TDET wellbeing programme

5a	Health & Safety Policy	Implement a revised H&S strategy and policy for TDET
5b	Health & Safety Training	H&S needs identified and training priorities agreed
5c	Accident Prevention	Site analysis and determination of suitable measures and training needs
5d	Fire Drills	Carry out fire drills and bomb threat training and review outcome
5e	Data Security	Review data systems and compliance with GDPR regulations
5f	Risk Registers	Risk framework embedded and monitored on a regular basis, with clear mitigation measures
6a	Budget Management	Financial Regulations review and dissemination of delegated authority limits
6b	Training	Rollout of training programme for budget managers. Two sessions per year
6c	Salary Trend Data	Regular updating of salary trend data for key stakeholders.
6d	Multi-Year Forecasts	Embed longer term forecasts on a termly basis.
6e	Budget Manager review	Embed routine for consultation with Budget Managers on a regular basis.
6f	Capital Investment	Determine criteria for prioritisation of capital funding and information needed.
6g	Statutory returns	Complete as required.
6h	RO Audits	Agree a schedule of RO audits and implement. Follow up on recommendations.
6i	Finance Committee	Review the effectiveness of the Finance Committee and its terms of reference.
6j	Sustainable Trust	Financial plans for Trust Services and Academies are predicted over the medium term with no ongoing reliance on high risk income streams.



Overview of Outcomes in 2018

Early Years Foundation Stage	A Good Level of Development	
	Cohort	No: %
Gladstone Primary Academy	84	40 48
Upwood Primary Academy	30	22 73

Phonics	Expected Standard	
	Cohort	No: %
Gladstone Primary Academy Y1	104	50 47
Gladstone Primary Academy Y2	53	21 40
Upwood Primary Academy Y1	22	18 82
Upwood Primary Academy Y2	6	3 50

Key Stage 1	GPA (86)			UPA (30)			National		
	Expected Standard	Greater Depth	Greater Depth	Expected Standard	Greater Depth	Greater Depth	Expected Standard	Greater Depth	Greater Depth
Reading	No: 25 % 29	No: 2 % 2	No: 4 % 13	No: 23 % 77	No: 4 % 13	No: 77 % 26	No: 20 % 67	No: 3 % 10	No: 16 % 16
Writing	No: 15 % 17	No: 0 % 0	No: 3 % 10	No: 20 % 67	No: 3 % 10	No: 69 % 16	No: 21 % 70	No: 4 % 13	No: 16 % 16
Maths	No: 32 % 37	No: 2 % 2	No: 4 % 13	No: 21 % 70	No: 4 % 13	No: 77 % 16	No: 21 % 70	No: 4 % 13	No: 16 % 16

Key Stage 2	TDET (208)			GPA (86)			TDA (92)			UPA (30)			National 2018		
	Expected Standard	Greater Depth	Greater Depth	Expected Standard	Greater Depth	Greater Depth	Expected Standard	Greater Depth	Greater Depth	Expected Standard	Greater Depth	Greater Depth	Expected Standard	Greater Depth	Greater Depth
Reading	No: 123 % 59	No: 35 % 17	No: 6 % 7	No: 41 % 48	No: 6 % 7	No: 54 % 59	No: 21 % 23	No: 21 % 23	No: 8 % 27	No: 28 % 93	No: 8 % 27	No: 75 % 28	No: 27 % 75	No: 28 % 28	
Writing	No: 139 % 67	No: 20 % 10	No: 3 % 4	No: 56 % 65	No: 3 % 4	No: 58 % 63	No: 10 % 11	No: 10 % 11	No: 7 % 23	No: 25 % 83	No: 7 % 23	No: 78 % 78	No: 7 % 23	No: 20 % 20	
Maths	No: 134 % 64	No: 29 % 14	No: 5 % 6	No: 44 % 51	No: 5 % 6	No: 61 % 66	No: 16 % 17	No: 16 % 17	No: 8 % 27	No: 28 % 93	No: 8 % 27	No: 76 % 76	No: 8 % 27	No: 24 % 24	
Combined	No: 98 % 47	No: 11 % 5	No: 2 % 2	No: 32 % 37	No: 2 % 2	No: 45 % 49	No: 6 % 7	No: 6 % 7	No: 3 % 10	No: 23 % 77	No: 3 % 10	No: 64 % 64	No: 3 % 10	No: 10 % 10	

Key Stage 4 GCSE & BTEC	Iqra (9)		Queen Katharine (144)		Thomas Deacon (311)		National 2018					
	5 - 9		4 - 9		5 - 9		4 - 9					
	No:	%	No:	%	No:	%	No:	%				
Number and Percentage												
English	5	56	7	78	35	24	60	42	217	70	60.5	75.5
Maths	2	22	5	56	32	22	60	42	128	41	48.6	69.2
Both English and Maths	2	22	5	56	26	18	45	31	114	37	39.6	59.1
Entered for EBacc (% of total cohort)	0				27	19			62	20		
Achieved EBacc (% of total cohort) 5+ / C+	0				6	4			18	6		21.9

Key Stage 5 A Level & BTEC	National %	Queen Katharine		Thomas Deacon	
		No:	%	No:	%
% Grades at A* - B	53.6	126	45	94	33
% Grades at A* - C		207	73	182	63
% with at least 3 A Levels A* - E		66	77	121	84
% with at least 2 A Levels A* - E		85	99	137	95
% with at least 1 A Level A* - E	98.2	86	100	143	99
% with L3 Btec (pass or above)		43	100	109	97

Review of Student Outcomes

GPA: GLD increased by 12%. Core cohort in phonics 64% passed the screening. Progress measures in KS2 are above floor, with significant improvement in reading progress scores.

TDJ: Increase in the number of pupils achieving ARE since September. 17% of pupils achieved greater depth for maths and 23% for reading.

UPA: GLD, Phonics Check, KS1 ARE Reading and Writing results all in line with National average. KS2 results exceeded predicted targets.

QKA: 9-5 improved from 13.1% to 18.1% Maths improving from 17.7% to 22.2%. Proportion of entries across all qualifications awarded 9-7 or equivalent improved 5.4% to 7.1%, 9-5 19.6% to 26.7%. Progress 8 Score improved. A level qualifications: A* - B improved 30% to 43%, A* - C 67% to 75%, average A Level grade improved to 34 C+.

Increase in the proportion achieving 3 A Levels 62% to 77%. ALPS Academic t-score 3- teaching in top 20% of providers.

TDA: Consistency of attainment within English and Maths and across the basics measure. Improvement in the proportion of students who are achieving a grade 5 or above in both English and Maths (up by 4% to 37%). 70% of students within Thomas Deacon Academy have left the Academy with a pass grade in an English qualification.

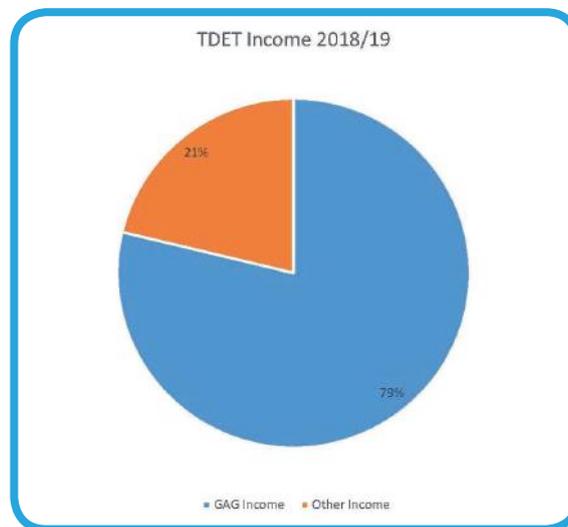
Compared to PIXL National Data, attainment at 5-9 in English, Maths and across the basics was in line with the average for similar schools. A Level: Spanish, English Literature, Art and Design, Further Maths, Religious Studies, Geography, PE and French over 25% of students achieved an A* or an A. Progress in A-level Psychology where TDA added over half a grade compared to national data.

TDET Financial Summary

Financially, 2017/18 was an extremely challenging year. A smaller-than-anticipated cohort in Queen Katharine Academy and it being the first year on which funding for TDA was based on lagged pupil numbers rather than estimated, resulted in a reduction of 284 fewer funded pupils compared to 2016/17, or an 11% (over £2m) reduction in secondary grant funding. Further changes in funding methodology meant the new Year 6 cohort at TDA Juniors received no specific funding, and with agreed ongoing cash support for QKA, achieving a balanced outturn proved difficult, resulting in a reported overspend of £355k against plan.

While this is clearly disappointing, forecasting measures recognised this deficit early and so provisions were made, and in-year efforts ensured we have a balanced budget in 2018/19.

Despite the overspend, costs remain well-managed across the Trust. Salaries as a percent of total income have been brought back to 75% during the year and non-pay costs continue to be scrutinised with consolidated tenders carried out during the year to deliver cash savings e.g. printer tender saved 10% against previous costs.



Performance Against Strategic Plan

Overall, TDET Business Services enabled good progress against the strategic objectives.

- Successful recruitment campaigns resulted in a full complement of staff at the start of the year. As well as more consistent teaching practice, supply costs as a proportion of total teaching costs dropped by 3% to 5.8% or some 7% from 2 years ago.
- A common appraisal process has been adopted with all eligible employees receiving an appraisal.
- We continue to invest in leadership development within the Trust. Specific development programmes were delivered in Gladstone Primary Academy with a rollout across TDET middle leaders planned for 2018/19. This investment builds capacity within teams to improve education across the full curriculum and supports the implementation of opportunities in other TDET academies for teaching staff.
- Achieved 100% of statutory returns within published deadlines.
- Successful bid for MAT Development Improvement Fund (MDIF), which will support Management Information System (MIS) improvement in 2018/19 and targeted support for children receiving pupil premium support.

Principal risks and uncertainties 2018-19

<p>Growth: needed for financial sustainability</p>	<ul style="list-style-type: none"> • All of our Academies to reach capacity • Increase number of post 16 students • Acquire further schools, particularly secondary
<p>Financial sustainability (related to pupil numbers)</p>	<ul style="list-style-type: none"> • Remove potential risk of future deficit and recover reserves to agreed level through managing existing budgets to plan. • Ensure we continue to receive what is due • Horizon scan and submit bids for more income • Achieve commercial income
<p>Student Outcomes: recent changes to performance measures</p>	<ul style="list-style-type: none"> • Offer a broad and balanced curriculum leading to high quality qualifications • Continue to develop networks of curriculum planners across TDET • Recruit, retain and support best teachers and monitor progress to support better outcomes
<p>Curriculum redesign: Needed to secure better pupil outcomes</p>	<ul style="list-style-type: none"> • Redefine what a good curriculum is at Trust and Academy level • Ensure we offer a curriculum that enables 'All to engage, progress and achieve' ready for the next stage of their education/life. • Deliver a curriculum that is affordable





Governance and Compliance

A particular focus was given to governance throughout 2017/18 with a series of training and development sessions offered for Trustees and Academy Committee members. Covering critical education and business matters, these sessions enable all levels of governance to have the necessary skills to govern academies and the Trust effectively and in line with national expectations.

We have also improved our compliance framework with reviews of new legislation and existing policies and procedures. In particular:

- **GDPR:** Policies and processes to support the implementation of new GDPR regulations were adopted. Analysis was carried out to ensure all TDET data is safe and covered through appropriate data safeguarding measures and privacy notices.
- **Scheme of Delegation:** The TDET Scheme of Delegation was reviewed during the year to reflect the changing structure of the Trust and to reflect local practice and policy. As TDET evolves further and governance requirements change, the Scheme will continue to adapt to ensure ownership and accountability remain in the right places.
- **Health and Safety:** During the year, we welcomed a new Health and Safety Manager to the Business Services team who has developed and launched the new Health and Safety policy for the Trust. A new training programme for all staff has been developed and is being introduced in 2018/19, which will bring consistency of good H&S practice across the whole TDET estate.

Members and Trustees

Members:

-  Miles Delap
-  Ian Clarkson
-  Adrian Peters
-  Ian Wigston
-  Mark Dorsett

Trustees:

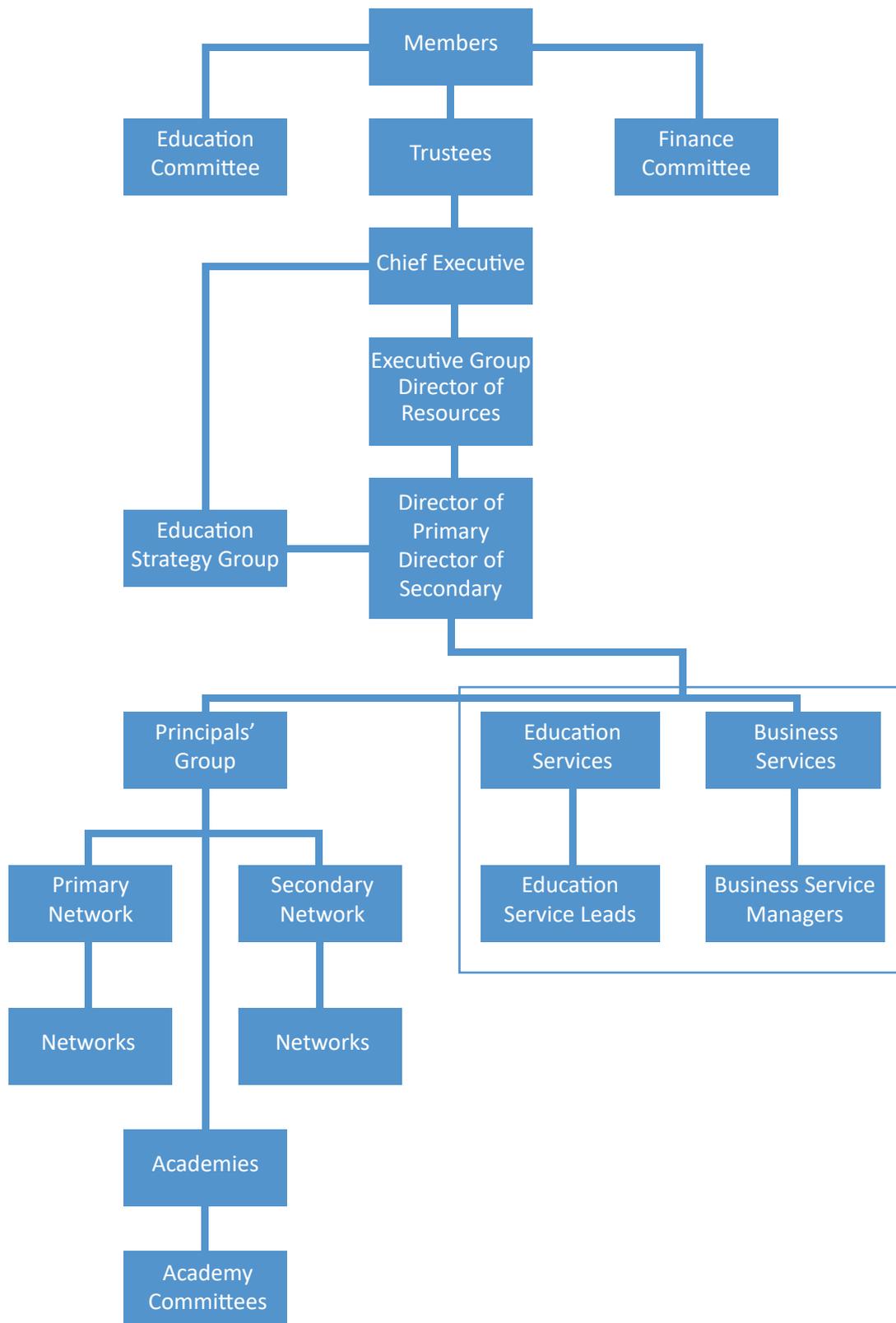
-  Julie Taylor, CEO
-  Dr Richard Barnes, Chairman of the Board
-  Paul Clegg
-  Mark Potter
-  Simon Smith
-  Saqib Rehman
-  Kelly Peck
-  Eric Winstone

Academy Committee Members:

TDA	TDAJ	QKA	GPA	Iqra	UPA
Jane Wilson – Chair	Michael Wright – Chair	Bernard Barker – Chair	John Turner – Chair	Tariq Nawaz – Chair	Ben Conway – Chair
Adrian Peters – Vice Chair	Safura Houghton	Clare Scott	Ansar Ali	Saqib Rehman	Janet Howe
Donna Augustine	Ruth Fehrenbach	Dawn Bendall	Donna Augustine	Waqas Rehman	Charlotte Wilkinson
John Peach	Simon Martin	David Anderson	Gary Moore	Yousaf Ismail	Shelley Myles-Gardiner
Samantha Cameron		Cherry Crowley	Reta Suali		Suzanne Gaunt
John Turner		Tom Baldwin	Sukaina Manji		Jenny Stokes
Michael Wright		Petr Torak	Alan Sadler		Sue Elvis
Tariq Nawaz		Simon Martin			Adam Cornthwaite
Chris Walford					Scott Mackenzie
					Beverley Damant



Organogram



Thomas Deacon Education Trust

Scheme of Delegation

1 Introduction

1.1 Under the approved structure (Appendix B), Thomas Deacon Education Trust (the “Trust”) is a charitable company limited by guarantee. The Trust has entered into a Master Funding Agreement with the Department for Education (DfE) and a Supplemental Funding Agreement in respect of each academy.

1.2 The Trust is responsible for ensuring that the company fulfils its statutory objectives, general functions and duties and appropriately exercises the legal powers vested in it, under the Charities Act 2011 and other legislation. The Trust is ultimately responsible to:

- the Members of the Trust - for overall performance and conduct. Members may at any time review and/or make amendments to the Governance Structure of the Trust; and
- the DfE in relation to compliance with the Funding Agreements and the requirements of the Academies Financial Handbook.

2 The Scheme of Delegation

2.1 The TDET Trust Board (“the Board”) is the Governing Body of the Trust. The Board has full authority and responsibility for:

- setting strategic direction and policy governing all aspects of Trust activity. This includes strategic oversight, vision and planning for the Trust, oversight and determination of the organisational structure and of the performance and standards of each academy and determination and oversight of the extent of provision of central services for schools; and
- governance and compliance (including the arrangements for self-evaluation of effectiveness), probity and financial management (including investment, audit and identification and management of risk), contractual relationships, management of estates and infrastructure and human resource management (as employer this includes the terms and conditions of service of all staff and related policy and procedures).

2.2 In accordance with the Articles of Association of the Trust, the Board has delegated the power to carry out many of these responsibilities to Committees or, through the Chief Executive, to the Executive Group, other senior staff and headteachers. This document sets out the Scheme of Delegation approved by the Board.

2.3 The delegated powers are broken down into different levels in line with the Trust’s principles of governance, leadership and operation. The delegated autonomy for individual academies is aligned with the need for the Trust to fulfil its corporate responsibilities and accountabilities to the DfE, Education and Skills Funding Agency, Charities Commission, HMRC and Companies House.

2.4 The different levels of delegated power are listed below but it should be noted that not every task requires all levels of delegated power to be defined:

- Approve (A)
- Recommend (R)
- Consult (C)
- Implement (I)

2.5 The Scheme of Delegation should be read in conjunction with the Terms of Reference for each Committee and Job Descriptions for key positions in the Trust.

3 Sub Committees

3.1 There are two sub committees to the Trust Board, Education Committee and Finance Committee. Both operate to terms of reference approved by the Trust Board and consists of Trustees from the Trust Board. Delegated responsibilities are included in the scheme of delegation in Appendix B.

3.2 Academy Committees are responsible for holding the Principal to account on educational matters within their academy. An annual review outlining the financial and operational activity of the school will be reported to ensure the Academy Committee has an understanding of the context in which the academy is operating.

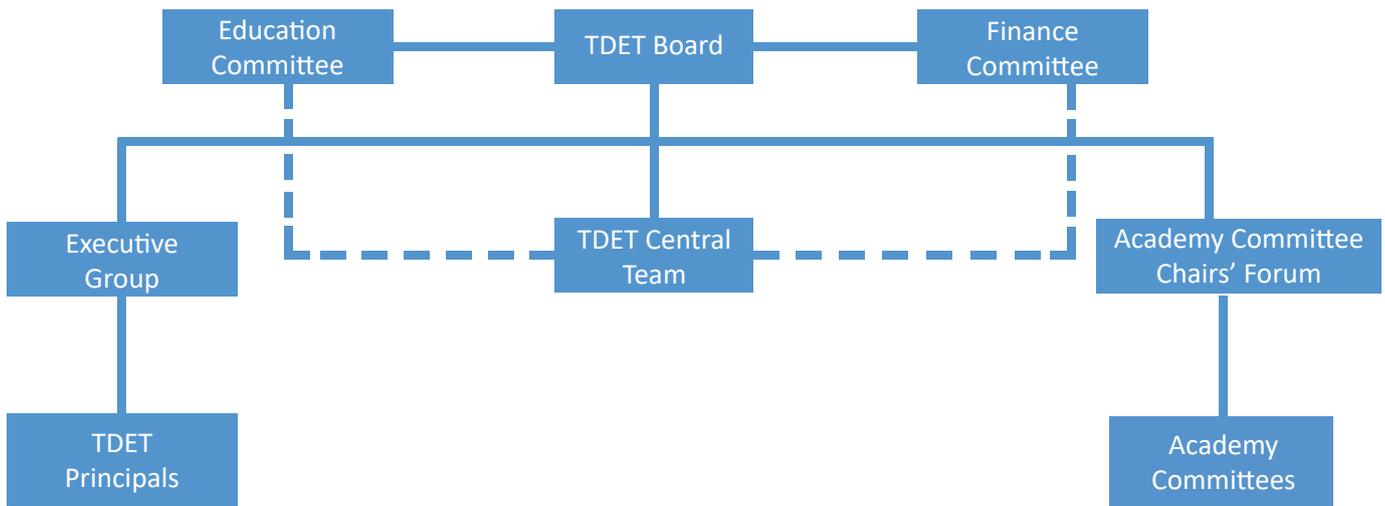
APPENDIX B: TDET Scheme of Delegation July 2018

	Area	Note	MAT Board	CEO	Director of Resources	Academy Committee	Principal/ Headteacher
1	Governance						
1.1	Approve Articles of Association	Members Only	A				
1.2	Approve Master Funding Agreement		A				
1.3	Approve Trust Board Terms of Reference		A			C	
1.4	Approve Trust Scheme of Delegation		A	R			
1.5	Approve new academies joining the Trust		A	R			
1.6	Approve Academy Committee Terms of Reference		A	R			
1.7	Approve Finance Committee Terms of Reference		A		R		
1.8	Approve Education Committee Terms of Reference		A	R			
1.9	Establish Academy Committee Working Groups					A	R
1.10	Appoint Chair of Trust Board	As per Articles	A				
1.11	Appoint (and remove) Chair of Academy Committee	As per Articles	A				
1.12	Appoint (and remove) Vice Chair of Academy Committee	As per LGB ToRs				A	
1.13	Appoint (and remove) Clerk to the Trust Board		A				
1.14	Organise calendar of Trust Board and Academy Committees		A	C	C	C	C
1.15	Approve Directors Expenses Policy		A		R		
2	Academy Performance, Curriculum and Teaching						
2.1	Academy Performance Targets	Education Committee	A			R	R
2.2	Academy Performance Review	Education Committee	A			R	R
2.3	Academy 3-Year Plan			A		C	R
2.4	Academy 1-Year Development Plan			C		A	R
2.5	Curriculum Policy	Education Committee	C			A	R
2.6	Teaching and Learning Policy	Education Committee	C			A	R
2.7	Sex Education Policy	Education Committee	C			A	R
2.8	Religious Education Policy	Education Committee	C			A	R
3	Staff Policies and Pay						
3.1	Pay Policy	Finance Committee	A	C	R		
3.2	Job Role Salary and Grading Policy	Finance Committee	A	C	R		
3.3	Changes to Employee Terms and Conditions or Collective Agreements		A	R	C		C
3.4	CEO Annual Pay Award	Finance Committee	A		C		
3.5	Principals' Annual Pay Award	Finance Committee	A	R		C	
3.6	Teachers' Annual Pay Award	Finance Committee	A	C	R		C
3.7	Non-Teaching Staff Annual Pay Award	Finance Committee	A	C	R		
3.8	Performance Management and Appraisal Review Policy	Finance Committee	A	R			C
3.9	Appeals against Appraisal Review					I	
3.10	Disciplinary Policy		A	R			C
3.11	Grievance Policy		A	R			C

	Area	Note	MAT Board	CEO	Director of Resources	Academy Committee	Principal/ Headteacher
3.12	Capability Policy		A	R			C
3.13	Whistleblowing Policy		A	R			C
3.14	Re-structuring & Redundancy Policy		A	R			C
3.15	Health & Safety Policy	Finance Committee	A	R			C
4	Staff Management						
4.1	CEO Appointment	As per Articles	A		C		
4.2	Dismissal of CEO		A		C		
4.3	Return of CEO after suspension		A		C		
4.4	Appeal of CEO against dismissal		I				
4.5	Principal Appointment		A	C	C	C	
4.6	Dismissal of Principal		A	C	C	C	
4.7	Return of Principal after suspension		A	C	C	C	
4.8	Appeal of Principal against dismissal		I				
4.9	Senior Leadership Appointments			C			A
4.10	Dismissal of Senior Leadership			C	C		A
4.11	Return of Senior Leadership after suspension			C	C		A
4.12	Appeal of Senior Leadership against dismissal					I	
4.13	Teaching and Education Support Staff Appointments				C		A
4.14	Dismissal of Teaching and Educational Support staff				C		A
4.15	Suspension of Teaching and Educational Support Staff				C		A
4.16	Return of Teaching and Educational Support Staff after suspension				C		A
4.17	Appeal of Teaching and Educational Support Staff against dismissal						I
4.18	Business Services staff appointments			C	A		
4.19	Dismissal of Business Services Staff			C	A		
4.20	Suspension of Business Services Staff			C	A		
4.21	Return of Business Services Staff after suspension			C	A		
4.22	Appeal of Business Services Staff	Finance Committee	I				
5	Financial Governance & Management						
5.1	Trust and Academy Financial Regulations (inc. key policies)		A	C	R		C
5.2	Trust & Academy Financial Procedures		A	C	R		C
5.3	Trust 5-Year Budget Plan		A	C	R		C
5.4	Trust 1-Year Budget		A	C	R		C
5.5	Approval of Statement of Accounts		A	C	R		
5.6	Trustees Annual Report		A	R	C		
5.7	Response to auditor's management letter	Finance Committee	A	C	R		

	Area	Note	MAT Board	CEO	Director of Resources	Academy Committee	Principal/Headteacher
5.8	Academy 5-Year Budget Plan		A	C	R		C
5.9	Academy 1-Year Budget	Finance Committee	A	C	R		C
5.10	Academy Budget Updates	Finance Committee	A	C	R		C
5.11	Academy Accounts Return to EFA			C	A		C
6	Financial Authorisation						
6.1	Expenditure or contracts up to £1,000						A
6.2	Expenditure or contracts up to £3,000			C	C		A
6.3	Expenditure or contracts up to £10,000			C	A		R
6.4	Expenditure or contracts up to £50,000			A	C		C
6.5	Expenditure or contracts over £50,000		A	C	C		
6.6	Disposals or write-off of stock, assets or debts up to £5,000				A		R
6.7	Disposals or write-off of stock, assets or debts from £5,000 - £50,000		A	C	R		
6.8	Settlements / Compensation payments up to £50,000			A	C		R
6.9	Settlements / Compensation payments over £50,000	Secretary of State	A	C	R		
6.10	Capital Investment	Finance Committee	A	C	R		C
7	Academy Policies and Procedures						
7.1	Academy times, terms and holidays			C		A	R
7.2	Expansion of Academy (PAN)		A	C		C	R
7.3	Change of age range		A	C	C	C	R
7.4	Extension of Academy Provision (Nursery)		A	C	C	C	R
7.5	Child Welfare & Safeguarding Policy			C		A	R
7.6	Attendance Policy			C		A	R
7.7	Pupil Behaviour and Exclusions Policy			C		A	R
7.8	Fixed Term Exclusion						A
7.9	Permanent Exclusions						A
7.10	Appeals against permanent exclusion					I	
7.11	Complaints Policy		A	R	C	C	C
7.12	Complaints Appeals					I	
7.13	Admissions Policy		A	C		C	R
7.14	Allocation of places against Admissions			C		C	A
7.15	Admissions Appeals					I	
7.16	Academy Prospectus			C		A	R
7.17	Academy Website			C			A
7.18	Academy logo & branding		A	C			R
7.19	Academy uniform						A
7.20	Academy Trips Policy				C	A	R
7.21	Pupil Premium - Report and Action Plan	Education Committee	A	C		C	R
8	Premises & Assets						
8.1	Asset Management Policy & Plan		A	C	R		C
8.2	Health & Safety Policy		A	C	R		C
8.3	Estates Management Strategy		A	P	C	C	C

APPENDIX B: Governance Structure



Governance Training

In 2017/18, the following training sessions were provided:

-  Safeguarding and Prevent
-  Induction for those new to governance
-  School improvement: monitoring and evaluation
-  Data, progress and performance
-  Strategic role of those in governance
-  Finance and risk management
-  SEND (Special Educational Needs and Disability)
-  Ofsted

Attendance at training was 25%.





Gladstone Park
School



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

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

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

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

**Upwood Primary Academy
Ramsey Road
Upwood
Huntingdon
PE26 2QA**

**Thomas Deacon Education Trust
Queen's Gardens
Peterborough
PE1 2UW
Tel: 01733 426043**