



Unity of Purpose

Trust | Diversity | Excellence | Transformation

Annual Report

2018-19

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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 2018-2019

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



Julie Taylor
Chief Executive

It seems such a short time since I wrote my last statement for the Thomas Deacon Education Trust Annual Report and it reminds me of a conversation I had with a pupil in one of our primary schools recently. Dressed in a very impressive outfit, he asked me what my superpower was. I explained that I didn't have one but, in true TDET style and showing resilience, he followed up with "well, if you could have one superpower, what would it be?"

To fly. To be invisible. To travel through time. All of these thoughts were appealing to me. Trying to keep it focused on my work within our Trust and to maintain my credibility, (said pupil had been impressed when I explained in five year old speak that being Chief Executive meant that I was "boss of all the bosses" – our TDET principals!) I replied "More time and more energy".

Now I am writing this, I am reminded of why I responded with this because 2018-19 has been another busy year.

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.

This year has been another year of change as we have continued the journey from being a 'starter MAT' to a medium-sized, sustainable, successful mature schools' trust. Inevitably, this has involved some difficult decision-making, but drawing upon the TDET values: Trust, Diversity, Excellence and Transformation, I am confident that we have chosen to do what is right for our young people and our communities.

Progress

I am pleased to report that all of our academies made significant improvements this year and further details can be found in the report from our Director of Education. We had set some challenging targets as we recognised that, for many of our children, a low starting point meant



that we had to work even harder to close the gap between them and other pupils nationally. Additionally, we had to ensure that those who joined our schools at a higher starting point were equally stretched and challenged.

This was the third year of reformed Key Stage 2 SATS and once again, the pass marks were raised. Yet again, our children made good progress and when we focused on those children who had spent their entire primary education with us, we were pleased to see that we added significant value.

At Key Stage 4 (GCSE level) both of our secondary academies saw further improvements in their 'Progress 8' scores with Thomas Deacon Academy rising above the national average and Queen Katharine Academy closing the gap to national to such an extent that they are now officially an 'average' school; not something we would normally celebrate but it represents such an enormous improvement from where the school was three years ago when it joined TDET that we allowed ourselves a little pat on the back. In our sixth forms, we again performed very well and once again, Queen Katharine Academy achieved an exceptional set of results. I commissioned an academic enquiry into why the sixth form at Queen Katharine Academy is so successful and I am happy to share that with you on request.

Growth

In keeping with the ambition set out in the 'growth strategy', I am pleased to report that, with a continued focus on attendance and punctuality, all of our academies remain above the national average which, when benchmarked against schools serving similar communities, is very positive news.

The numbers on roll have continued to grow, particularly at secondary level in both the 'compulsory education' phase and in the sixth forms, both of which saw an increase in numbers. A good piece of news is that there were well over 200 first-choice applications for Year 7 for Queen Katharine Academy. In the first year that they joined TDET there were only 70 so the Year 7 intake has been trebled in three years.

Last year we were joined by another two primary schools: Warboys Primary Academy in Ramsey who joined us in April 2019 and Welbourne Primary Academy in Werrington who joined us in May 2019. Both schools chose to join TDET as 'converter' as opposed to 'sponsored' academies; with their 'Good' Ofsted judgement they are already proving an asset to the work of the Trust. Not only were we joined by two primary schools, we also welcomed two nurseries into the TDET family. The Voyager Nursery should have transferred to TDET when the school did but issues with Ofsted regarding registration meant that they finally joined TDET in 2019 and immediately rebranded as Queen Katharine Nursery. Also, the third-party nursery provider who leased part of the site at Gladstone offered TDET the opportunity to purchase the provision and the nursery became part of the Trust in 2019.

Leadership

Building on our leadership development work from last year, we have begun to see the impact of empowering leadership at all levels. Not only is this seen through the improved progress made in our academies but also through the development and strengthening of our cross-Trust networks which work to benefit all

children. This, in turn, has led to better retention of staff and a number of TDET employees have sought, and been successful in gaining, promoted posts in other schools within the Trust. The development of strong and effective leadership at all levels has added capacity to the work of the Trust and where we have needed to respond to local needs, we have been able to draw upon the expertise that exists within the Trust with no loss of service to our children and their families. We appointed three new principals this year: two at secondary level and one at primary level and they bring with them a wealth of experience but, most importantly, the desire to make a difference to TDET children and young people.

At the 'chalk face', strong leadership has been utilised to develop a clear curriculum intent and implementation plan based on high aspirations and the needs of our communities. In our primary schools, this has meant a very different pedagogical approach which is already paying dividends. At secondary level, this has resulted in greater alignment of curriculum offer and in our sixth forms, significant work over the year puts us well on the way to providing a 'TDET Sixth Form' offer in the next three years.

We held our second TDET whole organisation event in January and once again, all TDET employees appreciated the opportunity to network, to hear about the successes and challenges facing the Trust and to reflect on the part they play in our organisation, inspired by our keynote speaker Jon Peach, who encouraged everyone to be the best version of themselves. This was complemented by a Summer Leadership Conference in July for senior leaders and managers and for those in governance roles.

A significant piece of work for the Trust this year was the development of the Strategic Plan 2019-2022. Senior leaders, trustees and local academy committee members spent two full days revisiting the TDET values and planning how those values would underpin the strategic intent for the next three years. The co-creation

of the plan and the buy-in shown by all stakeholders will ensure that TDET continues to develop and grow in an ethical way.

Governance was a leadership focus throughout 2018-19 – please see the separate section within this report. Evaluating the effectiveness of the Board and the academy committees has given me greater clarity on the competencies, knowledge, skills and behaviours needed for effective governance throughout our Trust and 2018-19 saw us recruit several new people in order to ensure that we were able to fulfil our governance duties effectively.

I am sure that we will see further challenges in 2019-20 – at point of writing I am not even sure who our Prime Minister will be – but I am more certain than ever that we have a Trust that has moral purpose, offers value for money and ensures that the children and young people get even better opportunities and chances than they would if we did not work together for the collective greater good. We know that poverty is not just about a lack of money – it's about the absence of resources that people need to realise their potential. Once again, I am entirely grateful to our TDET staff across all aspects of the organisation who continue to rise to the challenge of providing our children with the best possible education supported by a range of services that make it all possible.

More time....more energy. As superpowers go, they may not put me in the same league as Superman or Wonderwoman but if we can create more pathways which enable our children and young people to unleash their potential to make the best possible choices about their future lives, then I will take that.

Julie Taylor

Chief Executive

Governance

The Trust's Strategic Plan aims to have 'a governance framework that proactively leads the strategic ambitions of the Trust through a highly-skilled group that governs in a clear and highly-transparent manner.' This framework is designed to secure strong and efficient governance at all levels. The Trust knows that strong governance is essential for good and outstanding schools. The key role of our Academy Committees (ACs) is to provide support and challenge for principals which will support the best possible education for each of our pupils.

In order to make the Trust's commitment to exemplary governance explicit, the Board created the role of Director of Governance. This role has been established for over a year and has developed a number of facets. A key purpose of the role is to ensure that ACs operate effectively within TDET's governance structure. The Director of Governance is the lead in TDET for assuring the quality of governance at school level and ensuring that governors and schools are well prepared for inspection. In addition, the Director of Governance ensures that TDET benefits from best practice by working with other trusts.



Activities

The Director of Governance has completed the following since September 2018:

- Attended each Academy Committee
- Met with all Academy Committee Chairs half-termly
- Met with Academy Committee clerks at least termly
- Read all draft and final minutes from each Academy Committee meeting, providing feedback to the Chief Executive and Academy Committee Chairs, as appropriate
- Attended some training and development sessions for Academy Committee members and Trust staff
- Attended termly meetings of the Midlands Governance Network, disseminating information from these meetings to the Trust and Academy Committee Chair

Headlines:

The Trust is fortunate in having experienced and dedicated leadership of its ACs. Chairs give of their time generously and unequivocally support the Trust's vision of excellence for all. The Chairs are supported by many committed AC members, however, attendance at meetings has not been uniformly consistent across the Trust which can diminish the impact of meetings. This is an issue which has been raised with all Chairs and remains a priority.

There is a variation in the quality and consistency of AC minutes. This remains an issue for further action as we work towards securing greater consistency across the Trust, managing workload and ensuring that

challenge and subsequent follow-up is logged. The Chief Executive and senior Trust and Academy staff have been assiduous in attending AC meetings. This has been an effective way of providing knowledgeable interventions and promoting consistent practice across the Trust, however, in many cases it is the Chief Executive or her senior staff who have been providing the rigour and the challenge. Developing and empowering AC members so that they are able to bring well-informed and focused challenge continues to be a priority.

Meetings with the Chairs of the ACs throughout 2018-19 were very productive, helping to share priorities and knowledge. These meetings were helpful in identifying overarching areas for sustained attention – the consistent focus on the provision for disadvantaged pupils is a good example of the impact of these meetings – however, the move to Joint Scrutiny Groups this year is designed to give each Principal, alongside their AC Chair, the opportunity to scrutinise a range of information in detail. The Director of Governance, along with the Chair of the Trust Education Committee, is attending a sample of these meetings.

Governor visits, appropriately guided by development priorities, take place routinely; this is a growing strength. The Trust pro-forma for recording these visits is used diligently, providing reliable records.

In response to limited attendance at training sessions for AC members over the year, training and development for AC members has been redesigned with some training taking place as an introduction to each meeting. AC members are making an increased use of web-based resources.

TDET's lead on provision for disadvantaged pupils has worked with each AC (see above). This work is proving extremely effective: there is growing evidence that AC meetings systematically focus on the quality of provision for this group.

We now have a new Ofsted framework. We recognise the growing importance of Trustees and AC members working closely. Inspections of other trusts have involved Trustees being seen alongside local governors; both groups have been asked to describe the intentions behind the decisions that have been made. The demands go both ways: local governors have been routinely asked about the priorities and risks facing the Trust Board. Preparing for this demanding dialogue remains one of the key priorities for governance over the coming months.

Given the growing pressure on Trust Boards arising from the new inspection framework, the Director of Governance will work with the Chief Executive and the Chair of the Trust to establish an approach which ensures that Trustees have an adequate and detailed understanding of each of their schools.

Next Steps:

The Director of Governance, working with the Chief Executive, is developing a Governance Action Plan to cover the following key priorities:

- A review of governance across TDET – the outcomes of this review will provide recommendations about future structures and arrangements
- Establishing a detailed flow of information between the Trust Board and Academy Committees which enables Trustees to know the Trust's schools in sufficient detail
- Ensuring that both Trustees and Academy Committee members are fully confident in their roles so that they are well prepared for inspection. Inspection will confirm that the Trust's strategic decisions are built on robust knowledge
- Developing an effective approach to training and development

The plan and the outcomes of the governance review will be presented at the next Trust Board meeting.

Louise Soden

Director of Governance

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
- 1 Secondary
- 4 Primary
- 2 Nursery



Partnerships with:

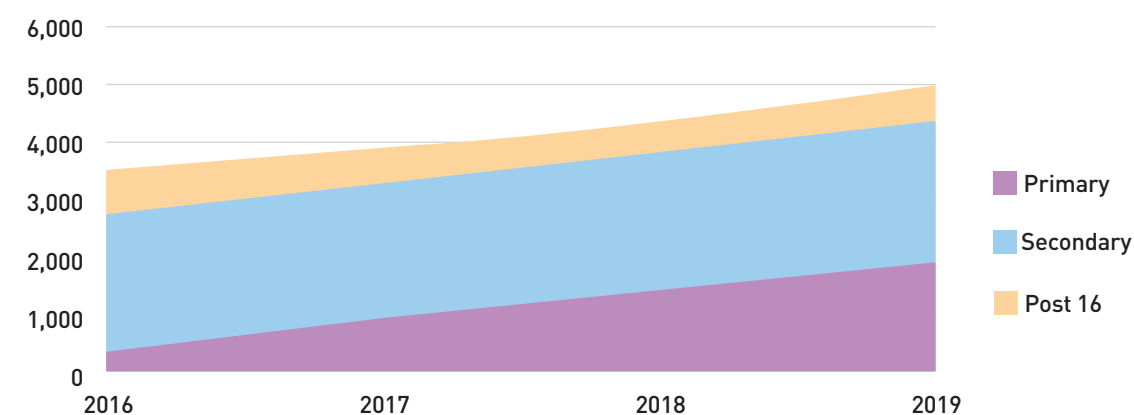
- Other MATs
- 1 Secondary
- Primary Networks
- Secondary Networks



Financial Summary:

- Total income: £30m
- 11% of Peterborough pupils
- Total staff: 301 teaching staff and 415 support staff

TDET Pupil Profile 2016 - 2019



Director of Education

Education Committee

The Trust Education Committee has now become firmly established and is in a strong position to deliver on its 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, which was chaired last year 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. The initial meeting of the year focused on an analysis of pupil outcome data for all academies in the Trust. Education leaders used the data to present the current picture in academies and to identify areas of strength and concern. The meeting allowed Trustees to interrogate the data, acknowledge areas of success and challenge Trust 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 academies' 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

TDET is committed to providing the highest quality of education to all our pupils in all the academies and settings that form the Trust.

We firmly believe that education is not just about tests and exam results, recognising however that these are important. Even more so, we want all of our pupils to receive a rich and diverse range of opportunity, underpinned by the highest quality of teaching and care that enables them to thrive.

The central education team is led by the Director of Education who is responsible for the Trust's overall education strategy and the improvement of standards, provision and outcomes in our academies. The Director of Education line manages all Academy Principals and a small central team of experts and orchestrates support and challenge for school leaders as part of the continuous improvement process. This team currently consists of leads for Literacy/EAL, Pupil Premium/Leadership, SEND and Primary Science. Additionally, an experienced primary Principal has responsibility for leading on a pedagogical approach called Power Teaching which is in place in three of our primary academies. We also support a Physical Education and Sport network and provide an active and thriving Combined Cadet Force.

In addition to this we are also able to draw upon a number of Specialist Leaders in Education employed within the Trust and a range of experienced senior and middle leaders including our Principals who are increasingly taking responsibility for leading Trust-wide development.

The central education team is increasingly having impact upon educational outcomes and provision across the Trust. Alongside, supporting the identified need in individual academies, the team is developing a consistency of good practice across the Trust, for example, common EAL assessments have been introduced, SEND audits have taken place and the primaries are working on a common science curriculum model which will be used as a framework for other subject areas.

Scott Hudson

Director of Education

Special Educational Needs and Disability

During the academic year of 2018-2019, Thomas Deacon Academy Juniors and Upwood Primary Academy worked towards achieving the silver accreditation award for dyslexia-friendly practice accredited through the British Dyslexia Association.

Following whole school training, use of specifically-designed checklists for dyslexia and implementation of a number of classroom strategies, both schools received confirmation that they had successfully met the required expectations within each standard of the award criteria.

Across the Trust academies we strive to develop specialist provision and expertise in a range of areas. Within the academic year of 2018-2019, Thomas Deacon Academy secondary phase took part in a pilot programme organised by Peterborough Education Psychology service, entitled 'Me, My Brain and I', a programme that supports young people to recognise and respond to different emotions. Two professionals across Trust academies also trained as Emotional Literacy Support Assistants (ELSA), a highly recommended qualification that equips staff with the key skills and knowledge to talk and respond to young people who may be experiencing feelings of worry or frustration. Training in Lego Therapy was also undertaken: an evidence-based social skills programme. It is hoped to roll this out across TDET this academic year.

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



As a Trust SENDCo network, we met three times a year, to share good practice and address any changes in legislation or to local policy and practice. All of our academies reviewed their SEND provision using the London Leadership Strategy audit tool and set appropriate actions in relation to identified priorities. This ensured that we continued to move forward but also provided opportunity for peer support across the Trust.

Alongside Trust developments, we continued to support the strategic vision of Peterborough City Council – 'SEND is Everybody's business.' The Trust SEND Lead is part of the SENDCo steering group for Peterborough and was part of the organising committee for the February conference. To support the hub network, the SEND Lead offered additional training sessions to Peterborough schools and gave targeted advice to a range of settings, across all phases of education, in relation to specific learning difficulties.

Alex West

Trust SEND Lead

Literacy and EAL

During the academic year 2018-19, we established a Trust definition of literacy, incorporating a major focus on language development and cultural integration for all of our ethnic communities in our schools. The literacy network met on a termly basis throughout the year to develop and share practice across a range of aspects of common interest.

All of our schools in Key Stage 2 and 3 adopted Bedrock vocabulary as part of a major drive on learning tier 2 academic vocabulary, while we trained and supported a number of schools in utilising Britannica online as a way of boosting access to high quality cross-curricular reading resources. Reading was a significant focus of our network as we brought together practitioners from across the subject disciplines and phases to share a range of approaches to reading for comprehension and knowledge building. We also studied the best pedagogies for planning and teaching vocabulary to support curriculum access for all pupils.

“All of our schools in Key Stage 2 and 3 adopted Bedrock vocabulary as part of a major drive on learning tier 2 academic vocabulary”



To promote and improve reading further, we carried out a review of Trust libraries and set up a new Trust libraries' network group, led by Sarah Masters, our expert curriculum librarian, based at TDA to develop and share best practice, as well as ensure that schools have access to the best support.

We have also worked hard to disseminate the knowledge and expertise on our Roma community families that has been built up at QKA, among other schools in our Trust, as part of an emphasis on building engagement with our many ethnic and linguistic groups in our communities. At GPA, we have established a bilingual club involving Slovak, Czech and Romanian children and their parents and have made strides forward in developing home language services such as translating and interpreting by sharing resources across the Trust and training these interpreters to carry our assessments in home languages.

Colin Baxter

Literacy & EAL Strategy Leader

Pupil Premium (PP)

2018-19 was a year of high challenge and change for all of our Trust school Pupil Premium leaders. The work that was conducted over the course of the year was focused on improving the quality of our individual school PP strategies and equipping the leaders with the skills and attitudes to sustain those improvements.

Over the 2018-19 year:

- The Department for Education PP strategy document was introduced to all of our Trust schools, aligning the key considerations for strategy development
- Each PP leader met numerous times individually with the Trust lead for Disadvantaged students and implemented the use of an evaluative cycle into the preparation of their strategies and as a meaningful impact measure
- The Trust lead for PP continuously added improvement-focused comments to individual school strategies, keeping the documentation alive and ensuring that there are regular impact updates
- DfE on-line reporting requirements were established and implemented in all Trust schools
- PP leaders were introduced to exact methods of accounting for their premiums and how to determine 'good value'
- PP leaders were introduced to the work of the Education Endowment Foundation and the use of their 'cutting-edge' research, whose findings now form part of our leaders' strategies and shape the method that is

adopted to account for our PP spend

- PP leaders were introduced to the leadership skills and time-alignments that are developing their abilities to shape strategies that will improve outcomes for our PP students: influence/implementing processes and systems to collate appropriate data/communication
- The PP leaders met as a group on two separate occasions to share best practice and begin the process of collaboration
- A team of five Disadvantaged Student Activity Co-Ordinators (TDA/TDAJ/Upwood/QKA and GPA) were appointed on TLR3s (Teaching and Learning Responsibility Band 3) to offer activities and events and 'put smiles' on the faces of our PP children. The results from their work have been impressive (Summer holiday clubs, trips, breakfast clubs, guest speakers, work around self-esteem etc)
- The DSACs met four times as a group over the course of the year and worked seamlessly together, sharing ideas and helping each other with implementation, including activities that are now attended by children from across our Trust schools
- TDA had a PP review undertaken by the Trust lead for Disadvantaged students
- PP training for Governors resulted in all Governing Bodies having a specified PP link Governor

Leadership

2018-19 was a year in which our schools further utilised the opportunities for leadership development work and coaching:

- Structured interviews were completed with more than 50 leaders across the Trust's schools and the findings have contributed toward HR work on developing a Continuous Development approach to Performance Management
- The benefits of coaching are being realised by a growing number of leaders across the Trust
- Leadership Learning (Leadership development work) was regularly undertaken in all of our Primary schools
- The Trust's Education Services (SEND/EAL/PP Leads) have focused on leadership as a means of identifying synergy and effectiveness of practice between leaders in schools. Continuing work to encourage information sharing/communication and child centric strategy planning

On an organisational level:

- TDET held another successful Summer Leadership Conference where they consolidated much of the work that had been completed throughout the year in relation to a renewed Vision and Strategic Intent. The objectives were presented and focus on High Quality Education, Organisational Development and Engagement
- The Trust welcomed Craig Scriven (Organisational Design Consultant) who worked with HR on the early stages of development of a People Strategy. Craig also introduced the idea of Strengths Profiling to the Trust, psychometric testing to make people aware of their strengths and areas for development
- Jodie McDonald, HR Leader, continued the People Strategy work toward the end of 2018-19 and has included a focus on coaching as part of a three-year people strategy going forward from 2019/20
- The Trust schools have welcomed a number of new people to Leadership positions over the year and has been in the pleasant position of being able to promote people into new roles

2018-19's focus on leadership has certainly set the scene for changes in the 2019/20 academic year.

John Hinch

Leadership & Pupil Premium Lead

Combined Cadet Force (Army and RAF)

The TDET CCF has had a very productive and successful year.

We attended two weekend and two Central Camps, both at Beckingham, Lincoln. This is the first year we have attended this number of camps and it is something that we are going to continue for the foreseeable future.

We competed in the Central Camp competition for the first time and not only did we win the Drill Competition, we also won Best CCF of Central Camp 2019. This is a fantastic achievement as we were up against stiff competition from private school CCFs, some of whom have been established for over 30 years, and who sent predominantly 6th form cadets. We have been established for only 11 years and the majority of our cadet force were Year 8s.

Numbers, overall, have increased by 10% across the Hub.

One of our Trust and one of our Hub schools have gone independent, namely: Queen Katharine Academy CCF and St John Fisher RC School CCF. This means they can stand alone but still run under the Thomas Deacon Education Trust umbrella.

We have a cadet force in the following hub schools:

- Thomas Deacon Academy (Army, RAF, Police)
- St John Fisher (Army)
- Queen Katharine Academy (Army)
- Nene Park Academy (Army)



We have a mini cadet force in the following schools:

- Thomas Deacon Academy Juniors
- Gladstone Primary Academy
- Warboys Primary Academy
- Upwood Primary Academy (2020)

This is the first year that we have had two cadets on a Master Cadet Course who were promoted to this rank this year. There are only 25 W01s in the country so this is a massive achievement.

The RAF section has recruited very well this academic year. They attended Easter Camp at Wreatham Camp, Thetford, which was very successful and they intend to go next year with more cadets.

For the first time in approximately six years, four cadets at TDA were able to gain their Blue Wings in both Flying and Gliding after spending a day at RAF Syerston in the simulator and getting up to the skies themselves.

After a rigorous application process and an intense interview with the Station Commander at RAF Wittering, Flt. Sgt. Kucuk was selected and announced as RAF Wittering's Station Commander's Cadet. This is such an honour as it is the first time that a cadet from the CCF has been chosen – congratulations Flt. Sgt. Kucuk.

Lt. Col. Chris Thompson

Trust CCF Lead



Gladstone Primary Academy

As I reflect back, I get great satisfaction from the way that all the staff at Gladstone Primary Academy have continued to make significant changes for the benefit of children at the Academy. I am proud to be the headteacher at GPA.

It has been a successful second full year for the Academy since joining the Trust.

The Academy has introduced a new approach in English and Maths where children are grouped by 'next steps' rather than age. These groups are restructured every 8 weeks to guarantee children are challenged and make rapid progress. The sequence of pedagogy in these lessons is a sequence of modelled, guided, paired, and independent learning. This new approach promotes independence and allows pupils to know and remember more. We are already seeing strong internal progress data from the new approach and increased levels of engagement in learning from children.



The Academy still has a high level of mobility with more than 180 children arriving or leaving outside the normal times of admission over the 2018-19 academic year. Many of these children have not been to school in the UK before and to improve children's start to school we have introduced a short, intensive eight-week induction programme, so children are ready for mainstream lessons as soon as possible. The Academy has very recently



started an after school bilingual club, with support from the Trust, for targeted pupils in Year 1 and Year 2, who speak Czech, Slovak and Romanian and this will grow to include Lithuanian and Urdu in the new year. This has been funded by the Peterborough Communities Fund and supported by the iCan charity.

Results continue to improve with increases in EYFS, phonics and significantly at Key Stage 1, with children who have been at the Academy since the start of Reception achieving 95% for reading, 83% for writing and 100% for maths. We saw improvement in progress scores in all areas at Key Stage 2 and increased outcomes in Maths and sustained writing scores, but saw a drop in Key Stage 2 reading.

We certainly have ambition for our pupils and the Academy. Over the next year we will continue to develop and deepen the approach in Maths and English, while developing the wider curriculum. We have to maintain attention to detail and teaching excellence and, above all, continue to support success for the young people and the parents who trust in us.

Simon Martin

Headteacher

Queen Katharine Academy

There has been a significant improvement in progress for the third year running in KS4, moving up two categories in the DfE league tables from a category of 'well below average' to 'average' within the last year.

The Progress 8 figure improved to -0.28 (up from -0.92 in 2017 and -0.56 in 2018). Significantly, this progress was contributed to by every element of Progress 8. English -0.9 to -0.65; Maths -0.54 to -0.34; Ebacc -0.2 to -0.06 [with Science moving from -0.4 to -0.16, Languages +1.0 to +1.05 and Humanities -1.0 to -0.36]; Open -0.7 to -0.24. The improvement between 2017 and 2019 is the largest within the city (+0.64) against a Peterborough average improvement over the two years of -0.08.

2019 saw the Sixth Form achieve another excellent set of results with a positive value-added across every single qualification type. Provisional results suggest a value-added at A level (Academic) as +0.27 (which would place the Academy in the top 5% nationally according to

2018 league tables) and the Applied General (Vocational) as +0.48 (which would place the Academy in the top 3% nationally according to 2018 league tables). Should other schools' scores remain broadly similar as 2018, QKA would be the top of both league tables in the city for these measures. Students also made significant progress above national expectations in both level 2 and resit qualifications.

Throughout all key stages our More Able and Talented students have worked with a wide range of providers both inside and outside of school this year to aid with stretch and challenge and raising aspirations. Year 11 students benefitted from HPA mentoring sessions and Years 9-10 attended workshops from both the University of Cambridge and University of Oxford to help raise aspirations and dispel myths about Oxbridge. In addition to this, Key Stage 3 students have worked with the Insight Discover team at the University of Cambridge and the Brilliant Club, KS4 students have worked with Insight Explore, and for the first time, Sixth Form students have



been involved on the Insight+ programme. Students from Years 10-12 have also explored STEM subjects in a range of residential with the Smallpeice Trust, while Year 7 top set Science students had an introduction to Marine Engineering in a workshop from the Sea Cadets.

We are also continuing to raise the profile and drive forwards with literacy within the Academy. This is particularly important as our students are, on entry to our Academy, well below national and city standard grades in grammar, punctuation, vocabulary, spelling and reading for all our year groups. The start of 2019 saw the recruitment of our new librarian who has had a positive impact on student engagement within the library. Students have had a variety of opportunities this year including author visits, trips to Waterstones, Book Bus, World Book Day events and watching Shakespeare at his birthplace in Stratford-Upon-Avon. Year 7 students took part in the 'Read for Good' Readathon and raised £450 for charity and many of our students have been published by winning places in the Young Writers competitions that we continue to take part in. We finished the academic year by being awarded the Scholastic Reading Charter for our work supporting reading for pleasure and we are continuing to champion the importance of reading moving forward.

The Academy continues to develop numeracy through a range of measures such as a base-line assessment (taken by all students upon entry), targeted numeracy interventions – aimed at Key Stage 3, developing cross-curricular links by discreet signalling in lessons of the numeracy logo. Students continue to enjoy tutor-time activities designed to enhance everyday number skills in an accessible way. Numeracy and the associated skills were celebrated during our now annual 'Number Week,' raising nearly £1,000 for the NSPCC. This is being further developed through links with other Trust academies.

Developing numeracy skills at the Academy is vital as our students are well below national and city standards on entry of all year groups.

Personal development for all our students is another key driver within the Academy. All our Key Stage 3 pupils have undertaken a programme called Human Utopia where they have been able to reflect on their own personal development and the importance of respect. All our students (including sixth form) and parents have had the opportunity to learn more about County Lines through a nationally acclaimed theatre group. This has enabled them to reflect on healthy relationships.



We continue to develop the role of student leadership, completing training with the Diana Award to introduce anti-bullying ambassadors and implement a campaign across the Academy to raise awareness of bullying and encourage all students to be upstanders. Sixth form mentors have been trained and are now supporting younger pupils within the Academy. We recruited new head students and year prefects as well as representatives in each tutor group to ensure that our students' voices are heard throughout the Academy.

Lynn Mayes

Principal

Thomas Deacon Academy

Seniors and Juniors

2018-2019 has been another fantastic and successful year of achievement at Thomas Deacon Academy.

I joined TDA as Principal in April 2019 and I have the privilege of working in the brilliant facilities that the Academy building has to offer, with a superb array of opportunities for our vibrant and diverse community of students aged between 7 and 18. Those opportunities have enabled our all-through Academy to go from strength to strength when we celebrated an improving set of SATs results for our junior students, the best ever set of GCSE results in the summer for our Year 11s, and our Sixth Form achieved an overall pass rate in A-Levels and vocational subjects of 99.4%. We have focused on developing our students with a rich and rewarding extra-curricular experience which encourages them to develop their character as well as their academic skills which has been evident in activities such as the House Christmas Hamper challenge for the homeless. In December, our amazing musical production of the Sound of Music in January, the spectacular Battle of the Bands competition in March and the superb finale to the year which was Sports Day, triumphantly won by Trinity House with some outstanding individual and team performances. Staff wellbeing has been a very high priority with a wealth of support for students and a solid ongoing programme of events for staff wellbeing.

Transition and Curriculum

Transition activities were delivered to TDAJ students throughout the academic year including meet-and-greet with Heads of House and question-and-answer sessions with members of the SLT team. Year 6 students were able to find out about timetables, subjects, lunches, equipment and homework. Visits were made to the main TDA building throughout the



year to have Science lessons and tours around the Academy.

In the Summer Term the Heads of House team were able to visit all 18 primary schools to help support consistency in our transition process. Some of the most vulnerable Year 6 primary students attended our SEND transition classes led by the SENDCO team and 90 Year 6 students were identified to attend the TDA Summer School to support their literacy and social skills development. After the two successful transition days, parents were invited to attend a transition evening event where they had the opportunity to meet key staff including SEND, Medical and EAL co-ordinators.

In the Summer of 2018 Heads of Department started to work on their intent and implementation with a Curriculum Review, involving staff, students, Academy Committee members and Trust staff, starting in September and continuing into 2019. The options process in



Year 9 was altered to allow students to have a wider and more varied range of option subjects with guidance from Heads of Department, tutors and Heads of House. The review of the Key Stage 3 curriculum saw the removal of the 'pathways' which grouped students based on their starting points with the 'new' Key Stage 3 structure allowing for Maths and English to set groups separately and other subjects to be taught in mixed ability tutor groups.

Best ever GCSE and A Level Results: Summer 2019

The summer produced a fantastic set of GCSE results including nearly 60% of students achieving a pass grade (4 or above) for both English and Maths and over a third of students achieving a strong pass (5 or above) in both English and Maths.

Students made better than national average progress (Progress 8 score of 0.03) and in English and Maths progress was significantly above national average (0.10 and 0.13). This confirms a four-year upward trend in progress data.

We were very pleased that more than 170 TDA Year 11s graduated into our Sixth Form in September 2019, a significant increase on the previous year. The new study centre provides a light and bright yet quiet, studious space for Sixth Formers for work and collaboration. 100% of our Year 12s complete the rigorous National Citizenship Scheme which develops strong leadership and team skills, builds confidence and equips students with volunteering experience.

In the summer, in seven A- Level subjects, over a quarter of candidates achieved grades A*-B. There were significant improvements in ALPs progress measurement scores achieved in Mathematics, Biology and Art. Spanish, Sociology, Art and Creative Writing, meanwhile, were all ranked as an illustrious ALPs 3 or better.

Behaviour and Personal Development

As part of our focus on working across all key stages as an all-through school, anti-bullying strategies have been developed by our lead member of staff with ambassadors in school running junior and senior assemblies, newsletters and focus activities during anti-bullying week. Also, to tackle real-life issues, a tough and hard-hitting programme of campaigns and assemblies during the year have directly tackled topics such as knife crime, county lines and bullying.

As part of major Charter Curriculum development, tutors have a clear and defined remit through the 'Principles of Effective Tutoring' to develop their knowledge of individual tutees and to steer the programme of CEIAG, character development and self-reflection.



Thomas Deacon Academy

Seniors and Juniors (cont)

TDA Juniors



The implementation of Power Teaching has been a focus at TDAJ over the last two terms of 2018-19. This consistent approach to delivering the learning in English and Maths has created greater focus in the classroom and ensures that all pupils are taught a curriculum that meets their needs. We have also been developing the progression in learning in all other curriculum areas with the creation of knowledge organisers and knowledge frameworks. These support the pupils to re-cap previous learning and further embed the knowledge and skills they are being taught. As part of this curriculum development, we are working closely with secondary colleagues to ensure there is a clear progression of knowledge and skills from key stage 2 to key stage 3 and beyond. The pupils at TDAJ have also been involved in a range of other learning experiences: sporting competitions, trips to Cadbury World, Duxford Museum, Cambridge Museum, School Council fundraising events, History days and many after-school clubs.

Lucy Burks

Head of TDA Juniors



“To ensure that each student acquires the necessary knowledge, skills and character to make a positive contribution to society and ‘thrive’ as a global citizen”

Rick Carroll

Principal



Upwood Primary Academy

This academic year has seen the school thrive under the direction of the Trust and I would like to thank all education and business services for their support.

There are many successes to celebrate and the Senior Leadership Team would like to thank all children, parents and carers, staff, Academy Committee members and the support of the local community for making this happen, in partnership with the Trust.



The main thrust of school improvement has been ‘Gap Plugging’ and ‘Overlearning’ which

has been embedded in High Quality Teaching, the Appraisal process, staff CPD and Pupil Premium spend. Various initiatives have been implemented (or continue to be implemented) to secure our school improvement including PiXL, Bedrock Learning, Mathletics, Espresso, iPad apps and Reading rewards. Lesson Study has been used as a vehicle for school improvement and Teacher Profiles have kept CPD a high priority.

As a school, we achieved the Silver Dyslexia Award – Literacy Leap – which was confirmed at the start of this academic year. This recognises the commitment of staff to dyslexic strategies (e.g. mnemonics, pre-tutoring and pictorial cues) which also support the principles of Gap Plugging and Overlearning.

We are very proud of our Year 6 children who have moved onto secondary school. They worked hard for seven years during their journey at Upwood Primary and secured the best standards we have achieved to date in Maths and Grammar – 100%. We hope the Year 6 children carry on the good work at secondary and beyond.

Character Education remains strong and included: two residential trips in Key Stage 2, a

variety of after-school clubs, participation in local sporting competitions, peripatetic music lessons, school and eco-councillors, two evening performances of our Christmas play (Years 1 – 6), May Day dancing event, Proms on the Playground event, tours of the school for prospective parents by Years 5 and 6 children and pastoral support for a transgender pupil.



Our PTA raised just under £10,000 which has provided additional funding for the ‘Icing on the Cake’ activities, including a whole-school pantomime visit, and resources for the classrooms and outside learning areas. I would like to extend my thanks to the PTA as they have worked relentlessly in the background during 2018-2019, which has contributed to the amazing fundraising efforts. The PTA have set themselves a target of raising £15,000 for this academic year for 30 iPads.

Finally, we reviewed our school vision which encapsulates what we stand for at Upwood Primary and we are proud to support this vision.

“Small steps and large steps, but never standing still”

Our vision is to have resilience and moral character to overcome challenges and succeed. Progress is important to us in everything we do; continuous progress enables us to become life-long learners with a love of knowledge and culture. Through a positive learning environment we want to educate the next generation of informed citizens to make a difference in society: together we can make it happen.

“Work hard, dream big”

Sharon Whitelaw

Headteacher



Warboys Primary Academy



Warboys Primary Academy (WPA) has recently been welcomed into the TDET family and at the same time has welcomed a new headteacher.

These two changes have marked the start of a new era at the Academy and whilst everyone has been going through a period of adjustment, the focus on ensuring the best educational provision for our children has remained the highest priority.

There was much to celebrate at the end of 2018-19 and we were pleased that our EYFS outcomes were above national for the second consecutive year. Key Stage 1 outcomes for children achieving ARE were slightly above national across all subjects and the percentage of children achieving ARE or Greater Depth in Key Stage 2 was above national for Reading and Writing.

Unfortunately, progress scores show a declining pattern across all subjects over the last three years and there are not enough children achieving Greater Depth in Key Stage 1 generally but more specifically in Maths, GPS and combined at Key Stage 2. Phonics outcomes have declined over time, dipping just below national last year and more work needs to be done to improve the number of children achieving the expected standard in GPS at the end of Key Stage 2. Staff and Academy Committee members are clear about what needs to be done to raise standards and are pleased to have the support of the Trust to drive

improvements. We are confident that we have the resources and expertise to address these areas.

There is a strong team of committed staff at



WPA and we are very proud of the highly positive relationships in place across the Academy. During a recent consultation regarding our school values it was identified that Warmth, Pride and Aspiration would be our shared core values moving forward. These were identified as a result of a wider discussion with the whole community and reflect the positive relationships, high expectations and high aspirations that are in place.

The personal development of children continues to be at the heart of our work, and we are delighted that the school has been awarded the National School Games Gold award for the third consecutive year. Mini Cadets has been introduced very recently and we are looking forward to seeing the impact of this initiative for the 20 children involved. A review of the behaviour policy has also taken place and although it is in an early developmental phase, we are already seeing the benefits of a shift in philosophy towards a more positive and less punitive system of reform.

The Academy has an accurate understanding of its current position in relation to the 2019 Ofsted Framework and a clear action plan to bring about necessary changes. We are proud of our Academy and its place within the TDET family and we are committed to ensuring that WPA continues to sit at the heart of the Warboys community. We are excited about the future for WPA and the opportunities to grow and develop within TDET.

Becky Ford

Headteacher



Welbourne Primary Academy



We officially became part of Thomas Deacon Education Trust in May 2019 and have already experienced many benefits for both children and adults.

Welbourne Academy is an inclusive school; we pride ourselves on enabling every child to reach their potential. Our consistent and rigorous approach to teaching and learning has now been adopted by other primary schools in the Trust. This means we now have a network of schools and staff who can work together and share good practice for the benefit of all children. Visitors to our school consistently compliment us on how engaged children are in their learning and recognise that the quality of their learning is very high. Behaviour is also recognised as being exceptionally good.

Our end of year outcomes remain high. At the end of Key Stage 1, results in all subjects remain in line with or above the national average, this includes the pass rate for the phonics screening check by the end of Year 2. Although end of Year 6 results are below the national average if the whole cohort are included, 8 of the 31 children did not complete SATs due to their significant special needs. Once these children are removed from the data we are above average in all subjects at the end



of Year 6. We are exceptionally proud of these achievements and celebrate the success of every child.

With the support of the Trust's catering manager, we have significantly improved our school meals. Healthy, nutritious and tasty meals are now on offer every day often using fresh produce from our own school garden. The number of children choosing to have a school dinner has increased. Our school council has organised several international themed lunch days, which all children have really enjoyed. The latest one was named 'Around the World' and included lamb koftas, paella and peach melba.

Several year groups have had the opportunity to take part in sporting competitions with other schools in the Trust. Welbourne actually won both the Year 5 & 6 football and Years 3 & 4 football tournaments. Our children thoroughly enjoyed competing with other schools and of course their success!

Looking forward, in September 2019 we extended our enhanced resource provision for children with ASD. Previously there were eight places for Key Stage 2 children. We now have eight places for children from Reception to Year 6 and the children are split between the two hub



classrooms. As part of this work we are recognised as a centre of expertise for autism and work with schools across Peterborough advising them on how they can develop good autism practice in their school.

We are currently working towards the accolade of being an 'Attachment Aware School' after our successful application to be a champion school working alongside the Local Authority and Virtual School. As part of this work we are developing strategies across school, which will



improve the social, emotional and mental health of our children so that they can become effective, independent learners. We are looking forward to sharing this work with schools across Peterborough and we will report on the success of these two major developments next year.

Claire Everton

Headteacher



Iqra Academy celebrated its best ever GCSE results in 2019.

- **80%** of students achieved 5+ GCSE passes at grade 5+.
- **60%** of students achieved 10+ GCSE passes at grade 5+.
- **60%** of students achieved both Maths and English at grade 5+.
- **100%** of students achieved passes in RE, Citizenship and IT.
- **One third** of our students achieved the top grade 9 in Science.

All of our students at Iqra Academy are EAL students and our Progress 8 score of 1.68 is well above the national average.

Our school football team became the Association of Muslim Schools National Champions in 2019, retaining their national crown, which they won in 2018 and 2017. Iqra is

a sister school of Arsenal Football Club and sponsored by the Royal Air Force. In 2019, our U13 team won the Peterborough and District Schools Tournament, beating Kings School in the Final. We then put together a TDET U13 Girls Football team, which went on to win the FA English Schools County League title.

Our School Cricket team were unbeaten in 2019, with several of the team going 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 in London. An Iqra student also gained one of only three national awards from the ECB for her cricket-related voluntary work.

Iqra Academy became 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. Two students, including the Cadet of the Year, were recognised for their exceptional leadership qualities and have both been promoted to the rank of Corporal.

Iqra Academy students competed in this year's RAF National Challenge Cup for schools and colleges, competing in gym tests, bleep tests, 1.5 mile team run, drill, quiz and a verbal presentation. An Iqra student finished second overall in the girls' bleep test.

Our School Leadership team goes from strength to strength and presented at the 'Schools of Tomorrow' International Leadership Conference in the Netherlands. They head up our 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, providing them with food and overnight accommodation at the school.

In 2019, our school choir became the Association of Muslim Schools Midland



champions and sang at several events at Peterborough Cathedral. Iqra Academy students won the prestigious national 'Young Writers Poetry Competition' and as a result have had their entries published. Our school Drama Club presented: 'The Choices we Make', an original school production, which the students wrote and presented to visiting schools, parents and the community.

The Schools Enrichment Charter supports the school values of Integrity, Quality, Respect and Aspiration, in providing opportunities in Community work, Careers, CCF, Drama, Arts, Music and Sports. This has resulted in a happier, healthier and more successful school.

The Academy's Principal, Dr Michael Wright, is the current National Interfaith Schools' 'Head-teacher of the Year' sponsored by AMS UK. Michael is a Governor at TDA and Chair of Governors at TDA Junior School.

Dr Michael Wright

Principal

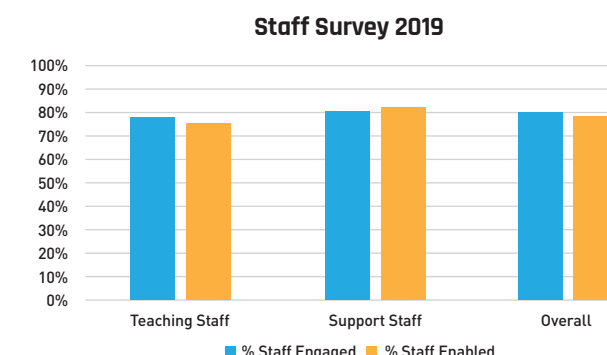


2018-19 has seen Business Services further consolidate its position as a central team of experts that ensure statutory compliance whilst enabling and supporting the outcomes of every Academy. We have developed strategies for each of our support services to enable long-term benefits for the whole Trust.

Each team across the Business Services portfolio has streamlined its structures and processes to ensure greater efficiency in its delivery model and consolidate the positive impact in each academy. We continue to successfully build on the aim to enable principals to focus on school improvement which builds on the SLA adopted in 2017-18.

Our first all-staff survey was carried out in June 2019 to inform the strategic planning process and particularly the People Strategy. Action plans have been developed to respond to the results of this survey but overall it was shown that staff generally feel engaged with TDET and enabled to undertake their responsibilities.

Throughout the year, the team delivered and oversaw a range of key projects that moves the Trust, and Academies, forward and ensures we continue to meet the challenge of changing legislation.



- **On-boarding of new schools:** We successfully completed the inward transfer of both Warboys Primary Academy and Welbourne Primary Academy, completing negotiations on 1st April and 1st May respectively.
- **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 and community groups. Overall, we saw a 4% increase in return, building on the increase from 2017-18.
- **KPI Reporting:** We placed additional focus into reporting key metrics across all business services designed to give Trustees the assurance of compliance and the financial and business health of the Trust. Principals can see in one report all matters affecting their academy and the efforts taken to ensure they are compliant and enabled to undertake their responsibilities effectively.
- **Head Office:** Full occupation of the TDET Head Office was completed and is now the base for all Trust-wide activity. The Head Office provides a professional hub that allows the central team to share good practice and offer all academies space to network and collaborate.
- **Partnerships:** Across TDET Business Services, we have widened our networks and built links with other trusts and groups to share good practice and resources where possible.
- **Gladstone Pre-School:** Negotiation and formal transfer of Gladstone Pre-School into TDET offering the opportunity to directly influence the education of children in the area from pre-school into reception.

Simon Smith

Director of Resources

TDET Strategic Plan

Performance against Strategic Plan

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

A TDET Induction process for all new staff has been established to give all new employees an understanding of the Trust and what it stands for.

Harmonisation of HR policies and procedures to ensure fairness and equity for all TDET staff.

Continuous improvement on Business Services data to report the financial and business health of the trust and each academy.

Development of a clear People Strategy and plan to implement key Human Resources and Organisational Development improvements.

No red flags from external audit.

	Key Actions	2019
1a	Shared literacy strategy	Literacy strategy implemented
1b	Shared literacy plans	Shared plans prepared and agreed
1c	On-line repository	System in place and piloted
1d	Literacy training	Training implemented across all schools
1e	Bi-lingual and multi-lingual approach	Strategic planning – plan in place and provision implemented
1f	SSIF bid	Year 1 of project funding
1g	TDET literacy model	N/A – no action due till 2020/21 academic year
2a	Shared training plan	TDET training plan published – no central offer – training and CPD bespoke to each school and individuals
2b	Shared training day	Content discussed and agreed. Calendared for 2019/20
2c	Curriculum networks	Established in core subjects in primary and secondary
2d	Curriculum planning	Principles for shared curriculum agreed
2e	Annual teaching and learning event	Teaching and learning event Y1
2f	Alignment of appraisal targets	All TDET schools agree central 2019/20 targets
2g	Secondments	Secondment protocols agreed and piloted
2h	Professional learning platform	Embedded and working well for training purposes
2i	School improvement reviews	Review of TDAJ and GPA (external)
2j	Independent-state school partnership	Planned programme of joint teaching and learning
3a	TDET dashboard	Finance is aligned. AIPs and ASES available for scrutiny
3b	SOTO framework	Y1 Fellowship
3c	Middle leader training	Priorities established and built into training plan (2a). Training programmes implemented
3d	Senior leader training	Priorities established and built into training plan (2a). Training programmes implemented

	Key Actions	2019
3e	Leadership secondments and sabbaticals	Secondments planned and take place. Protocols reviewed and effectiveness evaluated
3f	Governor training	Review of effectiveness of training and Y2 skills audit
3g	Leadership event	3rd annual leadership conference
3h	Governance reviews	TDET LGB peer reviews
3i	Education committee	Review effectiveness of work of Education committee
3j	Communication	Regular review of communication strategy
3k	Leadership reviews	Review the effectiveness of leadership across all TDET schools
3l	MDIF bid	Y1 of project funding
3m	Central team development	Begin to appoint more staff on TDET contracts as appropriate
3n	Traded services	Review effectiveness of TDET Business and Education Services
4a	Policy and Contracts	Review policies and procedures
4b	Common ICT	Implement an HR System, including training for all staff
4c	Rewards programme	Review effect on retention of morale and retention of key staff. Update with improvements.
4d	Induction	Review effectiveness of induction and update content
4e	Training	Implement strategy
4f	Well-being	Review well-being agenda and implement improvements.
5a	H&S Policy	Review and update policy and the effectiveness of its implementation.
5b	Health and Safety Training	Full H&S Training fully embedded and taken up by all staff, at the appropriate level.
5c	Accident Prevention	Audit of accidents and target areas of concern with specific training and adaptations
5d	Fire Drills	Carry out fire drills and bomb threat training and review outcome.
5e	Data Security	Audit of security framework for all data systems.
5f	Risk Registers	Risk framework embedded and monitored on a regular basis, with clear mitigation measures.
6a	Budget Management	Review of budget managers and authority limits. Formal implementation of signing up to budget manager responsibilities.
6b	Training	Budget management responsibility included into induction process for new managers with budget responsibility.
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	Implement prioritisation of capital funding as part of budget setting.
6g	Statutory returns	Complete as required.
6h	RO Audits	Agree a schedule of RO Audits and implement. Follow up on recommendations.
6i	Resources Committee	Review the effectiveness of the Finance Committee and its terms of reference.

Overview of Outcomes in 2019

Early Years Foundation Stage		A Good Level of Development		
		2019		2018
	Cohort	No.	%	%
Gladstone Primary	78	37	50	48
Upwood Primary	30	21	72	73
Warboys Primary	37	28	76	
Welbourne Primary	20	14	67	
National				72

Phonics		Expected Standard		
		2019		2018
	Cohort	No.	%	%
Gladstone Primary Year 1	87	50	56	47
Upwood Primary Year 1	30	25	83	82
Warboys Primary Year 1	39	29	74	
Welbourne Primary Year 1	30(28)	25	89	
National				82

Key Stage 1	Gladstone				Upwood				Warboys				Welbourne				TDET		National 2018	
	Expected Standard		Greater Depth		Expected Standard		Greater Depth		Expected Standard		Greater Depth		Expected Standard		Greater Depth		ARE	GD	ARE	GD
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	%			
Reading	54	51	1	1	19	79	4	17	26	76	9	20	23	79	6	21	76	12	75	26
Writing	47	45	1	1	18	75	2	8	23	70	9	20	19	66	5	17	66	11	70	

Key Stage 2	GPA				TDA				UPA				Warboys				Welbourne			
	Expected Standard		Greater Depth		Expected Standard		Greater Depth		Expected Standard		Greater Depth		Expected Standard		Greater Depth		ARE	GD	ARE	GD
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	%			
Reading	31	41	7	9	52	56	9	10	15	83	6	33	29	76	11	29	16	52	6	19
Writing	48	64	0	0	59	64	4	4	15	83	5	28	31	82	10	26	21	68	5	16
Maths	46	61	7	9	65	71	13	14	18	100	6	33	30	79	5	13	21	68	9	29
Combined	30	40	0	0	43	47	2	2	14	78	2	11	24	63	1	3	16	52	4	13

Overview of Outcomes in 2019 (cont)

Key Stage 4	Iqra Academy				Queen Katharine				Thomas Deacon				Trust	
Number and percentage	5 – 9		4 – 9		5 – 9		4 – 9		5 – 9		4 – 9		5 – 9	4 – 9
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	%	%
English	7	70	8	80	21	20.0	39	37.1	183	56.1	241	73.9	47.8	65.3
Maths	6	60	6	60	17	16.2	40	38.1	126	38.7	213	65.3	33.8	58.7
Both English and Maths	6	60	6	60	10	9.5	26	24.8	107	32.8	192	58.9	27.9	50.8
Entered for EBacc (% of total cohort)	0				23	21.9			39	12.0				
Achieve EBacc (% of total cohort) 5+ / C+	0				4	3.8			15	4.6			4%	



Key Stage 5 A Level & BTEC	Outcomes		Outcomes	
Number and percentage	Queen Katharine Academy		Thomas Deacon Academy	
	No.	%	No.	%
% Gradesat A* – B	136	50.6 ▲	111	30.2 ▼
% Gradesat A* – C	197	73.2	226	61.4 ▼
% with at least 3 A Levels A* – E	88	80 ▲	141	86.00 ▲
% with at least 2 A Levels A* – E	105	95 ▼	158	96.3 ▲
% with at least 1 A Level A* – E	110	100	163	99.4
% with L3 BTech (pass or above)	50	100	90	99 ▲



Review of Student Outcomes

Gladstone Primary Academy: <ul style="list-style-type: none"> • Uplift at Key Stage 1 in all areas; • Uplift in Maths and combined at Key Stage 2; • Uplift in all progress measures. 	Welbourne Primary Academy: <ul style="list-style-type: none"> • EYFS – uplift in GLD. Below national but represents good progress; • Phonics – above national; • Key Stage 1 – broadly in line with national.
Thomas Deacon Academy Juniors: <ul style="list-style-type: none"> • Uplift in Maths and combined; • Uplift in reading and writing progress; • Strong accuracy of writing assessments and predictions. 	Queen Katharine Academy: <ul style="list-style-type: none"> • Key Stage 4 – Uplift in overall P8 (-0.56: -0.26); • All areas and groups saw an uplift in progress; • Key Stage 5 – overall post 16 uplift at key thresholds, ALPS grade 3.
Upwood Primary Academy: <ul style="list-style-type: none"> • EYFS – GLD in line with national; Phonics – in line with national; • Key Stage 1 – increase in ARE and GD in all areas; • Key Stage 2 – uplift in Maths at ARE and GD in all areas, positive progress measures. 	Thomas Deacon Academy: <ul style="list-style-type: none"> • Key Stage 4 – uplift in English and Maths basics at 4+ and in English 5+. Uplift in P8 (-0.25: +0.03); • Improved progress scores in most subjects. 0.23 uplift for HPA students; • Disadvantaged uplift of 0.24; Key Stage 5 – similar performance as last year, slight improvement in APS per entry; • Some strong subject performances.
Warboys Primary Academy: <ul style="list-style-type: none"> • EYFS – GLD above national; • Key Stage 1 – ARE slightly above national, uplift in GD in all areas; • Key Stage 2 – ARE in line with national; reading a strength across the school. 	Iqra: <ul style="list-style-type: none"> • Uplift in English, Maths and basics at 4+ and 5+; • Strong ‘standard’ and ‘good’ pass rates in many subjects; • Improved P8 (1.68 estimated)

TDET Financial Summary

Financially, 2018-19 was a solid year for TDET. While the accounts state an in-year deficit of £600k, this includes planned expenditure supported through reserves. After this, there is an underlying surplus of £330k.

Increases in pupil numbers, particularly at Queen Katharine Academy, means the long-term financial plan is being delivered. However, despite pay and pension grant support, TDET saw upward pressure against salaries, including pay for performance, resulting in an

increase in the “Pay as a % of Income” metric to 78%. The implementation of Integrated Curriculum Financial Planning, as a well as a review of wider salary expenditure will manage this down in future years.

We continue to consolidate non-salary expenditure to achieve better rates for goods and services across the Trust. A review of the TDET cleaning arrangements will result in a cost reduction of 10% in 2019/20 and core systems are procured centrally to achieve significant economies of scale.



Health and Safety



The Health and Safety Section launched a new three-year strategy last academic year on the back of the successful implementation of TDET’s Health and Safety Policy in 2017-18.

The new strategy will enable the Trust to achieve a robust health and safety culture through collaborative working with a one-team approach and focuses on the following four key areas:



Guiding Principles



Governance and Monitoring



Training Programmes



Key Performance Information

Last academic year was the first-year of the three-year strategic plan, and in that year the Health and Safety Section successfully achieved all its first-year strategic objectives listed below:

- 1

Established a TDET wide Health and Safety Committee.
- 2

Developed and implemented a robust online process for reporting and investigating accidents.
- 3

Developed and implemented an online Health and Safety Training programme.
- 4

Developed and implemented new Emergency Fire Evacuation protocols for Thomas Deacon Academy and Queen Katharine Academy that include Personal Emergency Evacuation Plans (PEEPs).
- 5

Developed and implemented new Off-Site Educational Enrichment Visits protocols for Thomas Deacon Academy and Queen Katharine Academy.
- 6

Developed and implemented a new Work Experience protocol for Queen Katharine Academy enabling them to manage their student work experience programme in-house.
- 7

Developed and implemented the following risk assessments to comply with our statutory obligations.

i. Generic

ii. Task-based

iii. New and Expectant Mothers

iv. Work-related (General)

v. Work-related (Stress)

vi. Manual Handling
- Harvinder Rajput

Trust Health & Safety Manager

Governance and Compliance



Particular focus on improving Governance continued throughout 2018-19 with a series of training and development sessions offered for Trustees and Academy Committee members.

A Director of Governance was appointed who has added scrutiny to the governance arrangements and processes to ensure compliance and maintain high-quality scrutiny and reporting.

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

- Resources Committee:** The Finance Committee terms of reference were reviewed, and its remit expanded to include all non-education matters, including an increased focus on audit. The committee was renamed the Resources Committee and now better reflects the structure of TDET

- 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 remains in the right places
- Health and Safety Committee:** The TDET Health and Safety Policy has been fully implemented and is overseen by the newly established Health and Safety Committee, which includes representatives from all TDET sites. Through its terms of reference, the committee oversees all aspects of health and safety to ensure the ongoing safety of all students, staff and visitors

Members and Trustees



Members:

Miles Delap
Ian Clarkson
Adrian Peters
Ian Wigston
Mark Dorsett

Trustees:

Julie Taylor,
Chief Executive

Dr Richard Barnes,
Chairman of the Board

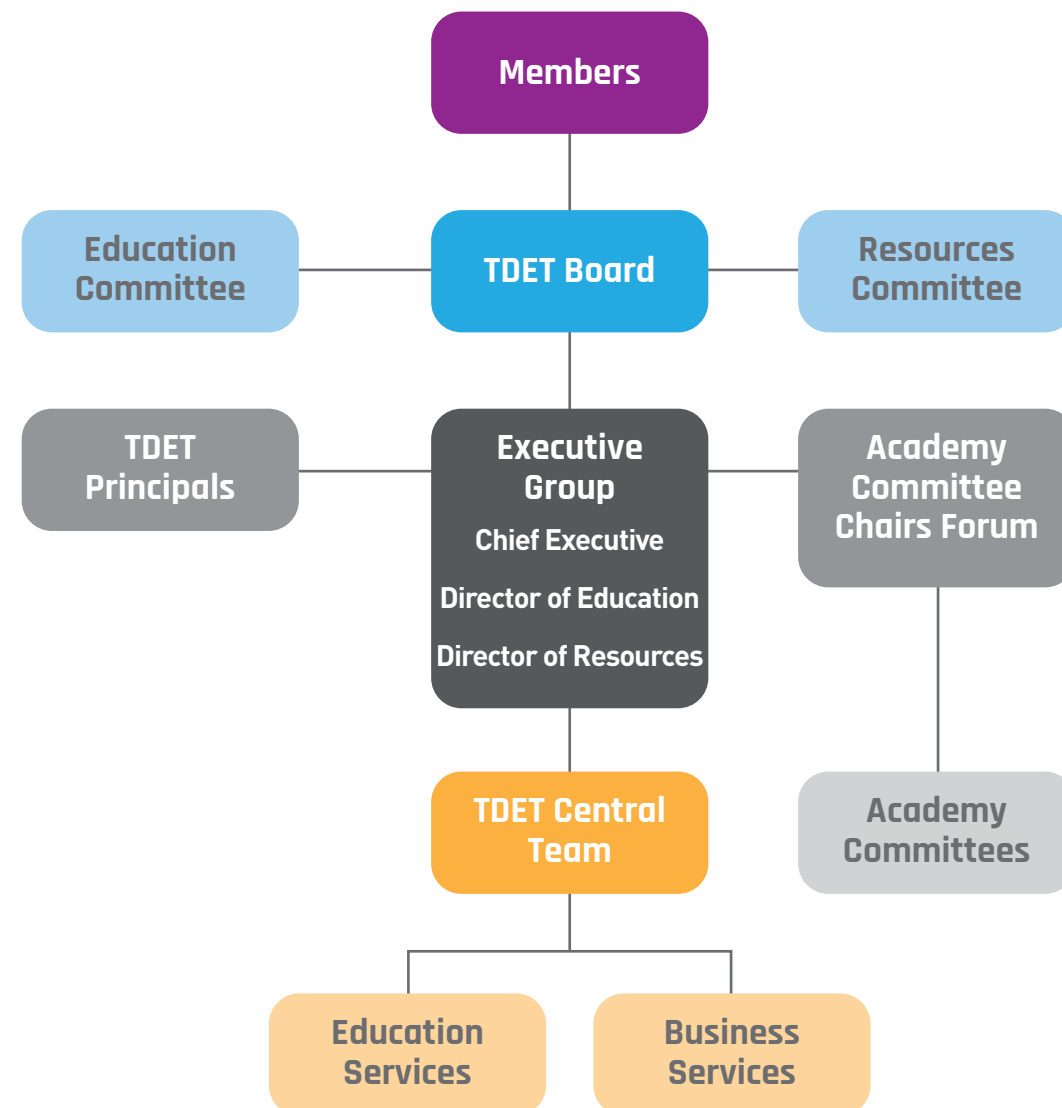
Paul Clegg
Mohamed Mavani
Mark Potter
Simon Smith
Saqib Rehman
Kelly Peck
Eric Winstone

Academy Committee Members

Thomas Deacon Academy	Thomas Deacon Academy Juniors	Queen Katharine Academy	Gladstone Primary 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>	Ben Conway <i>Chair</i>	John Parker <i>Chair</i>	Jan Lowe <i>Chair</i>	Tariq Nawaz <i>Chair</i>
Donna Augustine	Ruth Fehrenbach	David Anderson	Donna Augustine	Adam Cornthwaite	Barbara Betts	Enid Abbott	Munir Bhimani
Samantha Cameron	Safura Houghton	Tom Baldwin	Sukaina Manji	Sue Elvis	Claire Eeley	Sandra Bond	Yousaf Ismail
Tariq Nawaz	Simon Martin	Dawn Bendall	Gary Moore	Suzanne Gaunt	Alan Evans	Fran Jackson	Saqib Rehman
John Peach		Jamie Carter	Alan Sadler	Janet Howe	Karen Harding	Sharon Keogh	Waqas Rehman
Adrian Peters		Cherry Crowley	Lloyd Thompson	Scott Mackenzie	Tracy Lawson	Natalie Palmer	
John Turner		Ryan Hyman	Sharon Whitelaw	Shelley Myles-Gardiner	Vanessa Norman	Carrie Trounce	
Chris Walford		Clare Scott		Peter Wood-Eeles	Kerry Puryer		
Michael Wright		Petr Torak					
		Carol White		Jenny Stokes			
				Charlotte Wilkinson			

Governance structure and training

Governance Structure

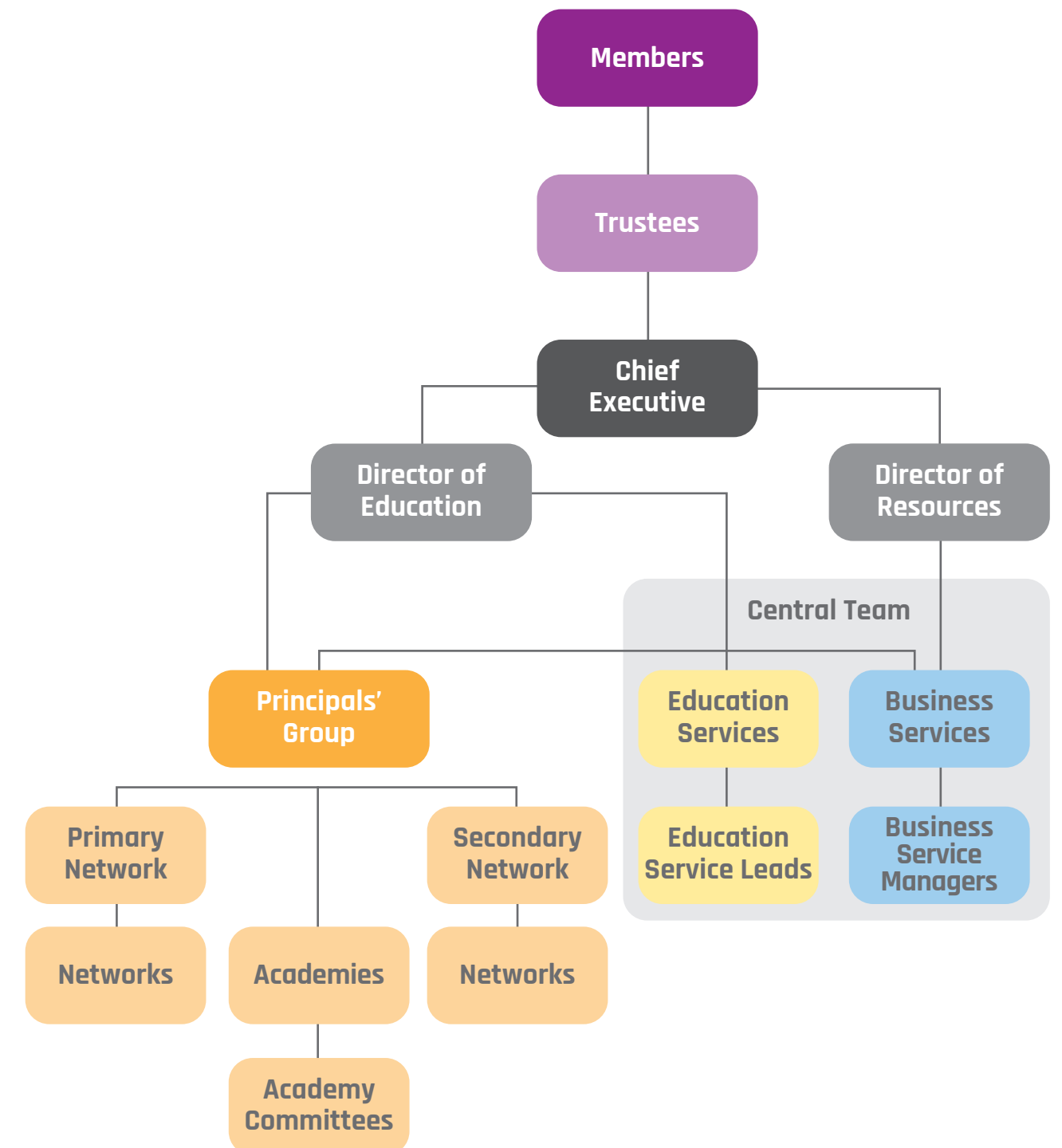


Governance Training

In 2018-19, the following training sessions were provided:

- Meaningful visits and follow up reports
- Asking the right questions
- Being part of a Learning Walk
- How to gain, utilise and maximise student, parent and staff feedback
- Data and Ofsted preparation
- SEND and student progress
- Monitoring Pupil Premium and Sports Premium (Primary)
- Managing risk and promoting health and safety

TDET Organisation Structure





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)



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

01733 426043

Registered Company Number: 05090788