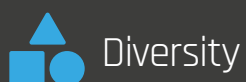


Annual Report 2021-22





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Chief Executive update



The academic year 2021-22 saw something of a return to normal following the previous two years, which were dominated by the Covid-19 pandemic. There were still some impacts; the autumn term in particular saw both pupil and staff attendance affected by illness, and it will take some years to fully recover from lost learning. It is clear from national data that some pupils were disproportionately affected and it is incumbent upon all of us to work together to support all our pupils and families, in particular those most disadvantaged.

Despite the challenges faced, I am extremely proud of the efforts of the teaching and support teams in all our academies - who worked tirelessly to cope with the additional pressures and demands. The way they came together and coped with the changing challenges was remarkable. Schooling as we knew it was thrown up in the air and we had to create new ways of working, new systems, and new processes to support our young people during lockdowns, as well as partial closures as pupils became used to working from home. The challenges that pupils faced should not be underestimated.

In 2022, for the first time since 2019, external assessments and examinations took place with a full suite of assessments at Early Years, Key Stage 1, Key Stage 2 and both GCSEs and A-levels (albeit with some transitional arrangements for a number of subjects for both GCSE and A-level). Their successes are testament to our students' resilience, tenacity and willingness to work hard despite the challenges. I would like to pay tribute to them, their teachers, families and wider communities who worked hard to manage during a set of very difficult circumstances.

This year saw the introduction of the Thomas Deacon Education Trust Academy Improvement Model and Trust Review Process. All academies have participated in at least one TDET review during the academic year and have benefitted from being involved in the process. Summer 2022 saw the launch of the TDET Post-16 Executive Group, to develop and coordinate sixth form provision across the Trust. The group, led by the TDET post-16 leads, has already implemented a sixth form joint offer, delivered a post-16 joint CPD session and identified key areas for our academies to work together to deliver key post-16 courses. These are great examples of the Trust coming together to be more than the sum of its parts.

As we now begin to move beyond Covid, the challenges we face are undoubtedly still there. They may be different but I firmly believe that teamwork is the key to success - we are all stronger by working in meaningful partnerships with others. As we now start to return to greater normality, we need to work in collaboration - building back better together and collectively solving the common problems facing us all. I genuinely believe that TDET is uniquely placed to manage such challenges.



Scott Hudson

Chief Executive

Thomas Deacon Education Trust

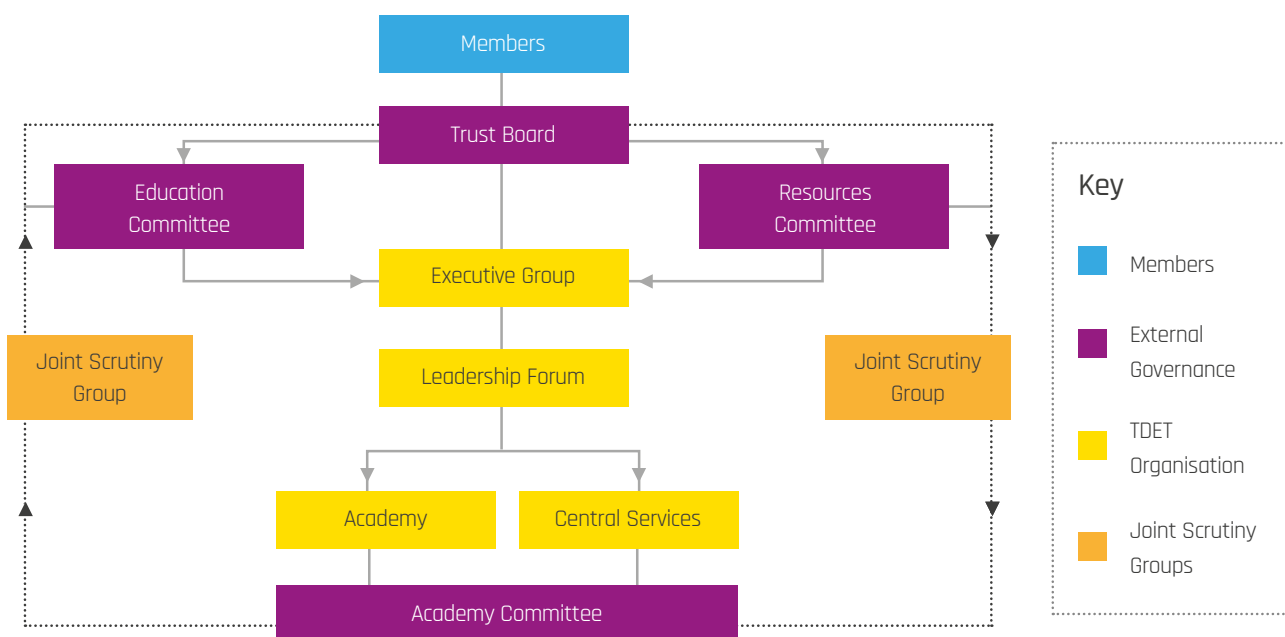
Governance in our Trust

Governance in our Trust and academies is essential to complementing and enhancing Trust and academy leadership. Our governance processes provide support and challenge, ensure all statutory duties are met, and enable us to appoint key staff and hold them to account for the impact of our academies' work on improving outcomes for all pupils.



Organisational Structure

The structure of governance and oversight at Thomas Deacon Education Trust (TDET) consists of the following levels: Members, Trust Board (full Board and two committees: Education and Resources), Executive Group, Academy Committees and Academy Leadership Group.



The aim of the structure is to distribute responsibility and encourage involvement in decision-making at all levels through a clear scheme of delegation, which is reviewed annually and published on the TDET website. Decisions are taken across these committees and Executive Group in accordance with our Scheme of Delegation.

Members

Our Members are equivalent to the shareholders of a commercial company. They hold the Trust Board to account for the effective governance of the Trust but have a minimal role in the actual running of the Trust. It is the Trustee Board, not the Members, who are the organisation's key decision makers. Members are essential to the integrity of an academy trust governance structure.

TDET Members:



Mr Miles Delap



Mr David Goldspink



Mr Adrian Peters



Mr Ian Wigston

Trust Board

The Trust Board is responsible for setting general policy, adopting an annual plan and budget, monitoring Trust budgets and making major decisions about the direction of the Trust, capital expenditure, and senior staff appointments. Our Trustees are responsible for the same three strategic core governance functions performed by the governing body in a maintained school:

- ➔ Setting the strategic direction, mission and values
- ➔ Holding our Executive Group and principals to account
- ➔ Ensuring financial probity

In addition, and as charity trustees, our Trustees must also ensure that they are complying with charity law requirements. Education trusts are charitable companies, and the Trustees are company directors and must comply with the company law requirements.

Our Trustees also have complete discretion over what functions to delegate to each individual academy within the Trust through its Academy Committee.

TDET Trustees:



Mr Mark Potter



Dr Richard Barnes



Prof Bernard Barker



Mr Darren Bridger



Ms Kate Hall



Dr Lucy Jones



Mr Mohamed Mavani



Mr Saqib Rehman



Mr Eric Winstone

The Executive Group

The Executive Group consists of the Chief Executive (Scott Hudson), Director of Standards & Improvement (Jenny Brassington), and the Director of Resources (Adam Stevens). These leaders control the Trust at an executive level, implementing the policies laid down by the Trust Board and reporting back to them.

As a group, the Executive Group is responsible for the authorisation of spending within agreed budgets and the appointment of staff, though appointment boards for senior posts in each academy often involve Trustees. Some spending control is devolved to members of the academy leadership team, with limits above which a member of the Executive Group must countersign.

Academy Committees

The role of the Academy Committee is important in providing focused governance for each individual academy at a local level. It monitors the academy's key performance indicators and acts as an advisor to the academy principal and senior leadership team, providing support and challenge as appropriate.

Academy Committees carry out their functions in relation to their respective academy on behalf of the Trust Board and in accordance with policies determined by the Trust Board. The Trust Scheme of Delegation sets out clearly the delegation of powers, duties and responsibilities. The Trust Board has ultimate responsibility and accountability and retains the right to overrule a decision of the Academy Committee and/or to remove delegated powers, should they consider it to be in the best interest of the academy or the wider Thomas Deacon Education Trust. Each academy has its own leadership team which is responsible for managing the day-to-day activity and progress of the academy.

The Trust in numbers



Total number
of pupils

5268

across all
academies

Total number of
teaching staff










370

across all
academies

Total number of
support staff

478

across all
academies

	Number of pupils	Number of teaching staff	Number of support staff
 Thomas Deacon Academy	2380	152	188
 Queen Katharine Academy	1452	102	109
 Gladstone Primary Academy	541	32	60
 Upwood Primary Academy	191	11	15
 Warboys Primary Academy	330	17	33
 Welbourne Primary Academy	204	12	25
 Richard Barnes Academy	120	35	48
 Gladstone Primary Academy Nursery	30	4	
 Welbourne Primary Academy Nursery	20	5	

- 1722 —○ Deacons Charity School opened
- 2007 —○ Thomas Deacon Academy opened as a merger of three schools: Hereward, Deacons & John Mansfield
- 2012 —○ Thomas Deacon Juniors opened
- 2016 —○ Thomas Deacon Education Trust (TDET) was formed
- 2017 —○ Queen Katharine (formerly The Voyager) Academy and Gladstone Primary Academy join TDET
- 2018 —○ Upwood Primary Academy joins TDET
- 2019 —○ Warboys Primary Academy and Welbourne Primary Academy join TDET
- 2020 —○ Richard Barnes Academy joins TDET
- 2022 —○ Welbourne Primary Academy Nursery opens



Academy improvement



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



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

In order to continue to meet these commitments, over the past two years we have developed an Academy Improvement Model, a clear, considered and structured approach to academy improvement, supported by our TDET values - Trust, Diversity, Excellence, and Transformation. Our approach to improvement offers bespoke support to each academy linked to TDET, as well as individual academy improvement priorities, and is based on a variety of activities used to collect evidence of good practice.



This improvement model was launched in spring 2022 by our former Director of Education and School Development Lead; with work supported by key members of the TDET Central Education Team and senior leaders from across the Trust. Over the course of 2021-22, the School Development Lead organised and led a set of Academy Reviews. These allowed our academies to investigate an area of their practice and support developments across a range of areas, including curriculum development, teaching and learning, and leadership development.

Our review process follows a standardised format and provides opportunities for a range of TDET leaders to participate as review team members. Reviews allow us to identify the excellent practice across TDET, enabling us to share that work and continue to drive forward education improvements.

Central Education Team and cross-Trust working

Supporting all academies and working within our Academy Improvement Model are the Central Education Team, who work in a variety of roles and settings to support across the Trust. The Central Education Team is made up of the following permanent members:



Jenny
Brassington



Olly
Lewis



John
Hinch



Laura
Wales



Damon
Lewis



Michala
Jackson

We are particularly proud of the work that is being completed by the Post-16 Executive Group led by our Post-16 Directors, **Michala Jackson** and **Damon Lewis**. The ground-breaking work of this group is changing the face of post-16 education across the Trust and the city of Peterborough as a whole. Central to this is the concept of a TDET Post-16 experience and offer, with innovative approaches used to broaden opportunities for our students through joint working and utilising virtual opportunities honed during lockdown periods.

Our Early Years Lead, **Laura Wales**, has been instrumental in the relocation of Queen Katharine Nursery to its new setting at Welbourne Primary Academy. This supports the development of a high-quality curriculum that makes highly effective use of the improved outdoor opportunities and environment at Welbourne. In addition to this, Laura has supported the introduction of the new Early Years Foundation Stage across TDET academies and with the Department for Education. Laura also provides high quality support to teachers and leaders of early years across TDET in our nursery, pre-school, and reception class settings.

Our Leadership Development Lead, **John Hinch**, provides expert support to leaders - delivering coaching and

affording opportunities to support and develop strategic planning. Over the course of 2021-22, John ran a range of coaching courses for leaders at all levels across TDET. This formed part of our commitment to the development of a coaching culture, as well as the continuing implementation and refinement of our continuous development programme.

We were sad in 2022 to say goodbye to Colin Baxter, our Literacy and EAL Lead, who retired, but pleased to welcome **Olly Lewis** who joined us as Digital Transformation Lead in August 2022. Olly will be continuing the work on our Digital Strategy and Transform 1:1 iPad project.

Our Central Education Team provides flexible support across TDET, with additional opportunities for leaders and teachers based within academies to lead projects and steering groups. **Simon Martin** (Gladstone Primary Academy Principal) led the TDET curriculum steering group in 2021-22, working with a range of Principals and Senior Leaders to develop understanding of the features of an excellent curriculum. Following this, Simon has also worked with middle leaders across our schools with a focus on Modern Foreign Languages and Geography; work which will continue to be developed in the year to come.

Our academies



**Gladstone Primary
Academy**

We have had another very successful year in 2021-22, demonstrating continuous improvement. Our first Key Stage 2 outcomes since 2019 show a significant uplift. Progress in reading and maths was outstanding, and writing progress was positive. We are immensely proud of our children and staff and thank them for their continued hard work.

Our academy has continued to deliver high-quality education across a broad curriculum. We also retained our Spanish Bee National Champions title for the third year running, beating competition from private schools at the national final hosted at Cambridge University - with GPA students taking first, second and third places.

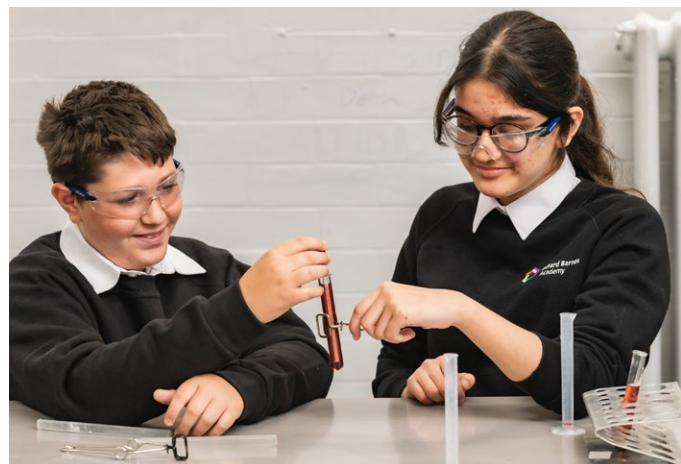
We also held our first GPA summer exhibition which showcased the fantastic quality and variety of the artwork produced by pupils in lessons. Year 5 enjoyed a three-week artist in residence project with a national touring theatre group, where they worked with professional performers, directors, and stage managers to create a theatre performance filled with energy and enthusiasm.

We continue our drive to be the academy of choice across the city and were thrilled to have been recognised for our community work with a Gold Pearson National Teaching Award for 'Impact through Partnership' in November 2021. We work closely with a wide range of partners and run multiple initiatives to support our diverse cohort of students and families, as well as being a support hub for schools and educators in the areas of English as an Additional Language (EAL) and diversity in education.

The Academy's Language Department was commended for the prestigious 2022 Bernice McCabe Award from the Prince's Trust, in recognition of the fantastic work they do around Modern Foreign Language (MFL) uptake, curriculum and attainment, as well as their outreach work with other schools and organisations. In 2021, our English Department also received a commendation for the same prestigious award.

The Academy was also awarded the Silver Artsmark Award for its work across the school in performing and creative arts, including artwork being selected and exhibited across the city and in London as part of the 'Rivers of the World' project.

Our leadership structure changed in April 2022, with Lynn Mayes changing roles to become Executive Leader of QKA and Richard Barnes Academy (Trinity campus), and Jane Driver moving from Deputy Principal to Head of School at QKA.



We are a unique alternative provision setting where primary and secondary pupils learn together. Encouraging re-engagement in learning is at the heart of everything we do, and we work with dedication to ensure every student is continuously supported, motivated and has opportunities to experience success.

We have appointed three Curriculum Leads in maths, English and vocational, enhancing our core academic provision. We are exceptionally proud of the progress several of our students have made, and of their successful transition to different settings across Peterborough. Our Year 11 learners achieved fantastic progress in both Functional Skills and GCSEs in summer 2022, exceeding national average for alternative provision.

Promoting aspiration and knowledge-rich experiences is important and our primary learners enjoy activities at Forest School, as well as trips to Fineshade Wood, Hamerton Zoo and the cinema. Key Stage 3 students visit Ferry Meadows Country Park to take part in various outdoor sporting activities including canoeing, sailing, cycling, and climbing.

Our broad curriculum includes food tech, health and social care, and art. Students also access alternative providers for activities such as boxing, and health and beauty. Over the summer, new learning environments were created at our Fitzwilliam campus and learners also have access to a new social area at school - for use at lunchtime for activities and during pastoral sessions.

Thomas Deacon Academy is an all-through school of 2,400 students. Principal Rick Carroll continues to be expertly supported by heads of key stages; Lucy Burks as Head of Thomas Deacon Academy Juniors, Emily Gaunt as Head of Seniors, and Michala Jackson as Head of Sixth Form.

Thomas Deacon Academy enjoyed another excellent set of student outcomes and exam results. At Key Stage 2, results confirmed excellent progress in all subjects and were above national standards in writing and maths.

Students finishing GCSEs in Year 11 at our senior school achieved the academy's best ever set of results. For our students who graduated from the Sixth Form, results improved again with over 45% of outcomes at grades A*-B, a huge increase on the 2019 outcomes of 28%.

Our 'Character Values' are a golden thread developed during the learning journey at TDA. We are delighted to have received the fantastic award of 'A School of Character' by the Association of Character Education. In the formal report it was confirmed: '...this award clearly recognises the high quality of learning, mutually respectful relationships and values-driven personal development programme which characterise your school's provision...'



During the year 2021-22 we were able to return to normality after the pandemic. We welcomed external visitors, enjoying a performance of Oliver, the Travelling by Tuba event and many others throughout the year. The children enjoyed these experiences and our visitors always speak highly of our children's behaviour and attitudes.

We are proud of the children who undertook national testing. They worked extremely hard, showing fantastic resilience and determination - and displaying our school values of Curiosity, Resilience and Kindness.

Our team at Upwood Primary Academy is continuing to revise and refine the curriculum offer to pupils. This has included staff learning an innovative new programme for teaching and learning, called McKie Mastery. The new approach tailors learning to the individual needs of the children and has already proved to be successful, particularly in the teaching of phonics and early reading. School leaders have been redesigning curriculum subjects and are now ensuring that the plans are delivered effectively in classrooms.

Pupils have particularly enjoyed experiences alongside the curriculum, such as visits to Imperial War Museum Duxford and Cambridge American Cemetery.



Warboys Primary Academy

We welcomed Bernadette Westwood to the team as Deputy Principal and Maths Specialist Teacher, adding significant leadership capacity. Bernadette is supporting middle leaders through highly-focused Continuing Professional Development (CPD), developing a clear vision for each subject and underpinning the ongoing development of the wider curriculum. We also welcomed new teachers and support staff, including four Early Career Teachers (ECTs).

Developing partnerships to enhance our provision for pupils was a strong focus, leading to opportunities for pupils such as being mascots for England's Women's rugby team at the Six Nations and participating in the TCS Mini London Marathon. We also achieved the National School Games Award for the fifth consecutive year, launched initiatives to help pupils' social, emotional and mental health, and were excited to secure funding through the Turing Scheme to take our Year 5 pupils on a trip to Madrid in 2023.

Warboys continues to grow both in size and aspiration and our team continues to strive to be the best they can in all areas and make excellent provision for our young people. As our academy grows, so too does our ambition and we look forward to building on the excellent progress we have made in 2022-23.



Welbourne Primary Academy

This year has seen a change in leadership at Welbourne Primary Academy with Tracy Lawson appointed as Principal. Tracy will lead the teaching and support teams to build upon the successes the academy has previously achieved and to continue providing the very best education for the children in our community.

At Welbourne, we have a hugely committed team creating a nurturing environment to enable children to thrive. We have revisited our vision, values and aims with all stakeholders and these have been used to underpin all aspects of the academy's work. Our HEART values; Honesty, Excellence, Aspiration, Respect and Teamwork, have been used to support the development of our new school rules: be kind, be ready to learn and be responsible - which have shaped the development of our new behaviour policy.

In January, we reviewed our wider curriculum and have now implemented Curriculum 22 from Cornerstones to support our teaching of a broad and balanced curriculum. This ensures that the knowledge and skills for subjects are well sequenced, ambitious, and connected, to enable children to know more and do more. We also had some fantastic memorable experiences linked to the subjects pupils have studied, from a Viking day to a 'rock and roll' singing concert at the Cresset theatre.

Joint Sixth Form provision

Over the past year there has been a significant acceleration of work between the Sixth Forms of Queen Katharine Academy and Thomas Deacon Academy to ensure our post-16 students are able to access the widest offer of the highest quality, and truly start to gain the dividend of collaboration. These are some of our 2021-22 highlights...



Sixth Form Teachers Conference

Thomas Deacon Academy hosted the largest gathering of TDET staff (excluding training days) for a single purpose, at a conference in July 2022. The aim of this was to develop a shared understanding of good quality Key Stage 5 provision and for subject teams to commit to points of collaboration over the coming year.

Social Sciences Conference

We began a programme of faculty specific conferences, enabling subject teams to share practice, resources and ideas between our academies to improve quality and reduce workload.

Development of a joint offer

We developed a subject offer between our two TDET Sixth Form campuses which is larger than any other Sixth Form offer in Peterborough, allowing our students unrivalled choice.

Aligned calendars for assessment and reporting

Aligning calendars allows teams from each academy to meet and moderate at points in the year, ensuring consistency and reducing workload.

Joint learning walks

Our Sixth Form directors, Michala Jackson and Damon Lewis, began a programme of learning walks at the respective campuses to ensure quality of provision and offer guidance on improvement.

Shortlisted for an APP project

TDET Sixth Forms were shortlisted as one of fifteen centres in the country to take part in a pilot study for Academic Progression Programmes, to look at how we can best support learners to transition into academic programmes in Key Stage 5. This will be used to inform policy reform at the highest level of education in the country.

Guest speakers at various schools and mosques

Michala and Damon have been invited as guest speakers at a variety of events in school and community groups across Peterborough to share the TDET offer and how we can support the post-16 students of Peterborough.



Financial summary

This was a positive year for the Trust from a financial perspective, with a healthy surplus of £971k recorded in total. This compared very favourably to a budgeted loss of £500k and was driven mainly by additional income from the supplementary grant, teachers' pension grant and teachers' pay award grant, amongst others, which were unconfirmed at the time the budget was set. In year cost savings of over £500k were achieved.

This left us in a strong position at 31 August 2022, with operational reserves of £3.3m - higher than the level required by our reserves policy of £2m, and equivalent to five per cent of income.

A strong financial position is key as we look ahead to a much less certain financial future. The Trust elected to honour the recommended staff pay awards, even though they far exceeded the original expected, and budgeted, amounts. In addition, unprecedented increases in energy costs have resulted in a more than five-fold increase in electricity rates, with the majority of the Trust's contracts renewed at the end of September 2022. Government support through the energy scheme has helped in the short term, but the longer-term pressures remain.

2020-21 surplus

£971k

recorded
in total

over

£500k

in year cost
savings



Recent government announcements for additional support for the sector are welcome, and much needed. Like others, we await full details to understand the extent that it mitigates the impact of all the other cost pressures affecting the Trust.

All academies are developing contingency plans to meet worst-case scenarios over the next three years and, when they arise, taking immediate cost-saving opportunities which will not unduly impact quality of education or pupil or staff welfare. In addition, the Trust will continue to prioritise energy saving measures through capital funding to reduce costs and work towards the target to reach net carbon zero by 2030.

Operational
reserves of

£3.3m

on 31 August
2022

Business services







Adam Stevens joined the Trust as the Director of Resources in October 2021, after Peter Kirkbride held the post on an interim basis following the departure of Simon Smith in May 2021. While new to the sector, Adam brings a wealth of senior leadership experience in closely related fields, having previously worked in the not-for-profit sector, most recently working in partnership with schools.

There are eight leaders working within the Business Services team, Shirley Thackray (overseeing Marketing & Governance), Jodie McDonald (HR), Zoe Spencer (Payroll), Michael Dove (Catering), Stuart Overson (Finance), Mick Crossley (Facilities, Estates and Lettings), Harvinder Singh Rajput (H&S), and Olly Lewis (ICT), who support Adam in the day-to-day running of services and in strategic planning.

Large parts of the year continued to be impacted by Covid but, with a gradual return to normal, the team was able to embark on a range of exciting projects to improve the work of the Trust. Some of the key highlights are as follows:






Marketing

-  Produced flyers aiming to increase numbers of Academy Committee Members (school governors) across the Trust, including providing versions in a number of different languages to reflect our local communities
-  Supported our 300th anniversary celebrations including a logo design following a competition across the Trust
-  Promoted our 'One Trust' approach and collaborative working across media platforms
-  Set up TDET Recruitment Facebook and Twitter pages to publicise vacancies across the Trust more widely



HR

-  Established a People Strategy Steering Group to take forward the key strands of the People Strategy as one of the main strategic priorities of the Trust
-  Supported academies through our Business Partnering model, enabling regular, prompt, and effective support
-  Implemented Continuous Development across our academies, positively impacting on the development of employees and the relationships between line managers and their teams



Catering

- Implemented Trust's first Mental Health Awareness Day at Thomas Deacon Academy, organised by Sarah Bucknall, Senior Catering Manager
- Received Food Smart Bronze Award for five of our academies: Welbourne Primary Academy, Warboys Primary Academy, Thomas Deacon Academy Seniors, Thomas Deacon Academy Juniors and Gladstone Primary Academy. This award is in partnership with Healthy Schools Cambridgeshire and Peterborough
- Featured in news broadcast on BBC Look East for Thomas Deacon Academy catering team's excellent work in introducing plant-based foods to students; this initiative is supported by ProVeg
- Received a nomination for Kitchen Porter of the Year award, sponsored by The Caterer and Winterhalter, for Joel Francisco, kitchen porter at Thomas Deacon Academy



ICT

- Issued 500 new student desktops, 120 new student laptops and 300 new teaching staff laptops - with more to follow in the coming year
- Supplied over 100 new TV screens and 90 new iPads for classrooms
- Employed a Head of Digital Transformation to work with the ICT team and academies to enhance technology use in all areas
- Developed a Trust-wide digital strategy
- Launched a new Teaching and Learning with Technology working group with representatives from all Trust academies



Health & Safety

- Built good relationships with Willis Towers Watson and facilitated the successful development and completion of a new DfE RPA Audit System for multi-academy trusts. The 'pilot' audit was carried out across all academies within TDET
- Established provisions for Adult Mental Health First Aiders across TDET
- Implemented termly Health & Safety Observation Walks at all Trust academies
- Documented TDET's Critical and Major Incident Management Plan, which has now been rebranded to Incident Response, Recovery, and Business Continuity Management Plan
- Provided Automatic External Defibrillators (AEDs) at all academies across the Trust



Finance

- Implemented partial GAG pooling in 2021-22, enabling fair distribution of core funding to all TDET academies while recognising the individuality of each setting. This will move to full GAG Pooling from 2022-23 onwards
- Fully centralised budgets for business services and educational support services, enabling economies of scale to be made
- Met the challenges of ensuring continued financial stability in an uncertain forecasting environment, such as Covid and the cost-of-living crisis
- Refined new processes and practices which had been necessary during the pandemic, but which proved beneficial for the team and wider stakeholders
- Supported our academies at all levels, including identifying training needs to enable finance aspects of the Memorandum of Understanding to be delivered effectively



Estates

- Relocated nursery provision from Queen Katharine Academy to Welbourne Primary Academy, and created new facilities to meet the children's needs
- Agreed a Trust-wide LED lighting installation programme to reduce energy usage across all sites
- Installed canopies at Queen Katharine Academy to provide covered outdoor space
- Converted Construction Training Centre at Thomas Deacon Academy into dedicated seclusion centre and additional classroom
- Remodelled network breakout areas to create new office space and teaching rooms at Thomas Deacon Academy
- Converted Queen Katharine Academy's school shop to a Learning Gateway area, creating three small teaching areas and an independent entrance
- Upgraded security and boundary fencing across a number of sites
- Created new, small teaching spaces and an art room as part of major alterations to Richard Barnes Academy Fitzwilliam site
- Outsourced school lettings at Thomas Deacon Academy and Queen Katharine Academy to Schools Plus to reduce financial risk on the Trust after a difficult period of generating income during Covid, while still enabling a significant financial return for our academies
- Closed on-site school shop at Thomas Deacon Academy and replaced with a careers hub



Priorities for the future

The Covid pandemic and closing of schools has had an impact on the progress being made towards the Trust's 2019-2022 strategic plan. Equally, changes to the Executive Group impacted which priorities were carried forward. The Executive Group reviewed the existing strategic plan to ensure that continuity of planning and delivery would remain a high priority into the academic year 2021-22.

This review also allowed for a re-alignment of the strategy and re-visioning the future of TDET moving forward. Through meaningful collaboration and discussion with key leaders across the Trust, three key strategic intents have been identified.

The Trust:

- ✓ Offers the highest quality **Educational Provision** so that every child is empowered to be a confident learner successfully prepared for their future.
- ✓ Develops meaningful and high-leverage **Partnerships** that actively and directly support our goals as a strong multi-academy trust.
- ✓ Becomes an employer of choice by investing in our employees so that we have the best **People** working for us, who are fully engaged and empowered to achieve our collective goals.

The Trust will continue to focus on embedding its four core values - **Trust**, **Diversity**, **Excellence**, and **Transformation** - but with a greater emphasis on achieving excellence and driving transformation. We have a clear and ambitious desire to perform even better and to provide high-quality, value-for-money central services designed to support school improvement and enhance pupil outcomes.

At the heart of our future work is a commitment to ensuring that students are prepared for the world of the future. We aim to ensure that knowledge, qualification pathways, and future-focused skills for employability are in equal balance and personalised to each student, with the use of technology at the heart of what we do.

The Trust has ambitions for growth but wishes to remain rooted in the geographic area of Peterborough. Any new academy joining the Trust will be supported to deliver the above, ensuring the focus remains rooted in our values while embracing an ambitious vision and mission.





**Gladstone Primary
Academy**



**Queen Katharine
Academy**



**Richard Barnes
Academy**



**Thomas Deacon
Academy**



**Upwood Primary
Academy**



**Warboys Primary
Academy**



**Welbourne Primary
Academy**



01733 426043



info@tdet.education



@TDETEducation



@ThomasDeaconEducationTrust

www.tdet.education

Central Office | Queen's Gardens | Peterborough | PE1 2UW

Company Number: 05090788


Thomas Deacon Education Trust