

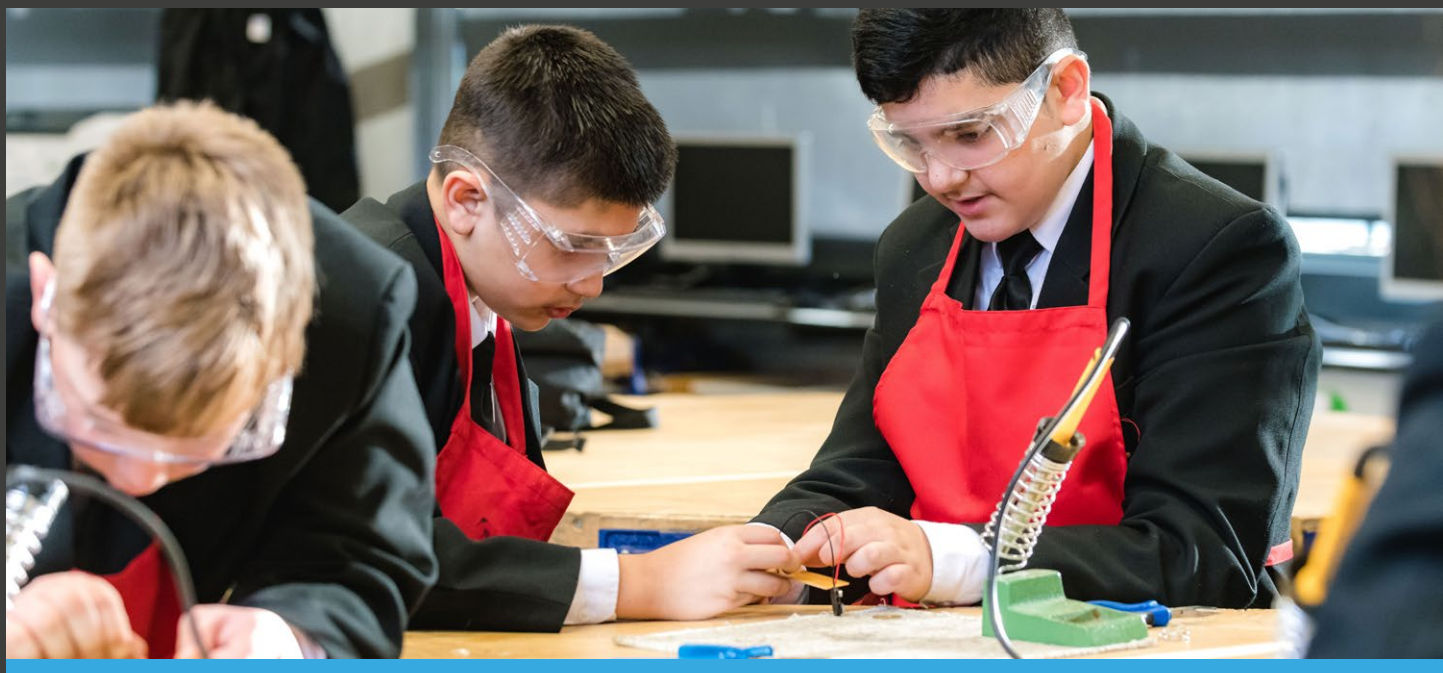
Annual
Report
2022-23



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Chief Executive update



I am delighted to introduce the Thomas Deacon Education Trust annual report 2022-23. This has been another excellent year for our Trust as we continue our collective school improvement journey. In my first full year as Chief Executive, I am tremendously proud of our achievements and the progress we are making. This is testament to the hard work, collaboration and dedication of our school communities and huge thanks must go to our staff, students and families for their continued support and commitment.

We are a Trust that unites and empowers like-minded academies to achieve the very best for our learners and at the heart of our vision is a profound belief that the Trust as a whole is more than the sum of its parts. It is this profound belief that leads to our culture – the TDET Way – that we are embedding throughout our organisation, both within and across our academies; one that is rooted in the basis of collaboration not competition. We exist as one organisation sited across multiple campuses but with an understanding that we are stronger together which drives our behaviours and working practices.

The Trust has made great strides in refining its overarching strategy under the three components of Provision, Partnerships and People and throughout the year developments have been made to our academy improvement model which supports the delivery of a world class education. The impact of this model is being felt in all our academies and exemplified in the Ofsted inspection at Upwood Primary Academy, which was judged to be good in all areas with inspectors noting; "Trustees and governors have a strong working relationship with school leaders, providing effective support and challenge."

In the current climate of political and social unrest, it is easy to think that selfishness and a lack of consideration for others are the prevailing behaviours and mindsets. At TDET we believe in making a difference to the lives of people and we are driven by our values which shape our behaviours. Our spirit of generosity is shown in many ways, through the compassion and care we show to all our community but particularly to those less fortunate than ourselves; those who are more vulnerable or suffering particular hardship. I can genuinely look back with pride over the last year on our focus on Acts of Kindness in recognition of our 300-year anniversary as an education provider in the city of Peterborough. Working in partnership with the Thomas Deacon Foundation, I thoroughly enjoyed our celebration event in July and was blown away by the work of pupils and staff in our academies and their generosity in supporting others.

Our work makes a difference to the lives of others and the communities we serve. By working together to put children at the heart of everything we do, our academies will continue to thrive.



Scott Hudson

Chief Executive
Thomas Deacon Education Trust

Chair of the Trust Board update

It remains an honour and a privilege to serve as the Chair of the Board of Trustees for Thomas Deacon Education Trust. We are a very committed Board who fully support, and challenge, the values-led decision making that the Executive Group and all the staff involved in our Trust strive for daily.

The Trust Board has three core functions:

1. Strategic leadership of the Trust
2. Accountability and assurance
3. Engagement

Each of these three core functions cannot be considered in isolation as they all work in harmony to ensure that TDET operates to the very best of its capacity in ensuring that our children and young people receive the highest quality educational provision we can afford them.

The Board continues to work hard to ensure that the children and young people in our academies are, above all, safe. Within this sphere of activity, all Trustees and Academy Committee members receive annual safeguarding training and scrutinise the safeguarding processes and procedures that are in place across the Trust.

A major aspect of the Board's remit is to ensure that the culture and ethos of TDET is always championed with our well-established values of Trust, Excellence, Diversity and Transformation at the heart of what we do. A great deal of work has been given in ensuring that our 'three Ps strategy' of Provision, Partnerships and People receives the appropriate levels of support so that we can continue to take the Trust forward into a bright future.

The financial health of TDET is of paramount importance and we ensure that the Trust's income is used appropriately and in a timely manner so that the pupils in our academies today benefit from the funding that we receive today. Value for money and quality of offer is a key driver in all the financial considerations that Trustees must consider and challenge.

It is also imperative that Trustees understand the relationships that our children and young people, their parents and families, our academies and the communities that we serve have with TDET. This meaningful engagement allows Trustees to ensure that they have working knowledge of our academies and this, in turn, allows us to have discussions at Board level that are based on real-time challenges and strategic direction for all whom we serve.

Alongside their regular duties as Trustees and the programme of meetings centred on the welfare of children, young people and staff, and the educational and financial performance of the Trust, over the course of this year, our Trustees have:

- Visited our academies.
- Undertaken a Leadership Impact Review that focused on transformation.
- Attended a parents' evening.
- Attended potential merger discussions.
- Conducted reviews into Trust-wide processes.
- Attended a Youth Foundation Trust meeting, presenting views on behalf of TDET.
- Undertaken their own professional learning with the National Governance Association.
- Attended a youth voice meeting which included TDET pupils.
- Met with Ofsted inspectors during inspections of academies within TDET.
- Undertaken the performance management of the Chief Executive.
- Attended development days at academies.
- Offered support for the arts by arranging for artists to visit academies.
- Attended the TDET Leadership Conference.

Please rest assured that Trustees will continue to give their all to ensure that all stakeholders in Thomas Deacon Education Trust feel valued, listened to and continue to take pride in being an integral part of our community.



Mark Potter
Chair of the Trust Board

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. Two or more schools form a MAT, which has overarching responsibility for their governance. The MAT is accountable for the performance of each school in the group, although each school can still have their own local committee which operates subject to agreed delegation of powers from the MAT. A master funding agreement with the MAT, and supplementary funding agreements with each individual school, is signed by the Secretary of State for Education and all staff are employed by the MAT as one employer.

- ✓ The primary benefit of being part of a MAT is the opportunity for collaboration between schools within the trust, as resources, expertise and knowledge can be shared between academies. A good example of this would be teachers from different schools working together on joint projects or sharing best practices and teaching strategies.
- ✓ Additionally, pooling resources across schools within the trust allows for more financial stability. The trust's governing body can allocate funds to areas of schools that need it most rather than having to stretch resources thinly across multiple locations in a single school.
- ✓ Another advantage of joining a MAT is it gives each school direct access to a network of other professionals in the education sector. Trust members can easily contact peers in their field and gather advice where needed.

Students can also benefit from being part of a MAT by taking advantage of opportunities and experiences they may not have had access to as part of an individual school.





The Trust in numbers

Total number
of pupils

5324

across all
academies

Total number of
teaching staff

361

across all
academies

Total number of
support staff

465

across all
academies



**Gladstone Primary
Academy**

Number of
pupils

502

Number of
teaching staff

30

Number of
support staff

55



**Queen Katharine
Academy**

1537

107

80



**Richard Barnes
Academy**

152

33

39



**Thomas Deacon
Academy**

2408

146

146



**Upwood Primary
Academy**

194

10

19



**Warboys Primary
Academy**

331

19

38



**Welbourne Primary
Academy**

200

12

24



**Welbourne Primary
Academy Nursery**

37

0

9



TDET Central Team

4









55

Governance







In his introduction, Mark Potter, Chair of the Trust Board, detailed the work of Trustees in overseeing governance across the whole Trust. Mark talked about their role and how this looked at strategic elements of governance including oversight of accountability, compliance, and finance.

Working at a more local level in each of our academies we have our Academy Committees who serve a crucial role in providing focused governance for each individual academy. The committee monitors the academy's key performance indicators and acts as a critical friend to the principal and the 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, in accordance with policies determined by the Trust Board and in line with our Scheme of Delegation which sets out clearly their duties and responsibilities which can be summarised as:

-  To set the strategic objectives of the academy (in line with the Trust's strategic plan).
-  To create and deliver the Academy Framework Response Plan (in line with the academy's strategic objectives).
-  To ensure and review the completion of the academy Self-Evaluation Form.
-  To oversee the Quality of Education and ensure the TDET curriculum framework is developed and implemented in context.
-  To monitor the achievement gap of identified sub-groups and ensure value for money of specific grants, eg Pupil Premium.
-  To monitor academy policies.
-  To monitor the academy risk register.
-  To monitor the staffing strategy for the academy and be involved (as appropriate) in staffing appointments including the principal and SLT posts.

We value greatly the role that local Academy Committee members play, many of whom are parents or have a particular interest in the community served by the academy. Whilst all our Academy Committee members are volunteers it is important that they conduct themselves appropriately, for example by:

-  Promoting the ethos, values, and aims of the Trust and the academy at all times, particularly within the local community.
-  Adhering to the governance code of conduct.
-  Attending meetings having read and considered documents circulated in advance of the meeting.
-  Carrying out pre-arranged visits to the academy during the school day as appropriate.
-  Taking a wide strategic view of the academy rather than day-to-day operations.
-  Providing a positive role model to pupils, staff, and parents within the wider community.

We are always keen to recruit keen and enthusiastic volunteers to serve on our Academy Committees and we are able to provide training and support as appropriate. If you feel that this may be something you are interested in, then please do get in touch with us at info@tdet.education.



Education improvement model



TDET is committed to providing the highest quality of education to all our learners in all 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 education and care to enable them to thrive.

2022-23 saw the development of our TDET Education Strategy and further refinement and implementation of our Education Improvement Model. The TDET Education Strategy provides the focus for our work in ensuring a world class education **Provision** for our learners.

At the heart of our education improvement strategy are our five focus areas, which articulate what success for our learners and academies looks like. Aligned to our focus areas, education frameworks provide a set of elements which allow us to enhance key aspects of provision and to codify our shared language and systems as the '**TDET Way**'.



TDET Education Strategy: Focus areas

 <h3>Behaviour</h3> <p>All pupils in TDET academies exhibit learning and social behaviours that have a transformative impact on their own achievement and experience, and that of others.</p>	 <h3>Curriculum</h3> <p>All TDET academies teach a highly ambitious contextualised curriculum to all pupils that is based on evidence informed practice; this is implemented highly effectively to ensure that pupils are able to make progress and meet academic goals.</p>	 <h3>Reading</h3> <p>All TDET academies have a focus on improving levels of reading for all our pupils, enabling them to make significant progress in reading.</p>	 <h3>Aspiration</h3> <p>TDET academies raise aspiration through the provision of a range of experiences and opportunities that support our curriculum, increase cultural capital, pupil character and wider skills and the highest quality Careers Education Information Advice and Guidance.</p>	 <h3>SEND</h3> <p>All TDET academies provide excellent support for pupils with SEND and other additional needs; supporting them to meet the aims of our highly ambitious curriculum.</p>
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Through our Education Improvement Model, we have a clear, well-considered and structured approach to academy improvement which is rooted in our values – **Trust, Diversity, Excellence, Transformation**. Our approach to improvement complements the Trust's strategic education plan and supports each academy relative to their stage on their improvement journey.

Key to the success of the Education Improvement Model has been the introduction in 2022-23 of the Executive Links. Executive Links are responsible for the Trust's overall education strategy, provide support and challenge for named academies and oversee the continuous development of our principals. They also oversee a small central team of experts and work with principals to drive the improvement of standards, provision, and outcomes in our academies.

In addition to this, the Executive Links co-ordinate the strategic and responsive deployment of expertise within and beyond the Trust, including a wide range of experienced senior and middle leaders and our principals.

Jenny Brassington, our Director of Standards and Improvement, has the Executive Link responsibility for Queen Katharine Academy, Upwood Primary Academy, Warboys Primary Academy and Welbourne Primary Academy. Rick Carroll, Executive Leader, has the Executive Link responsibility for Gladstone Primary Academy, Richard Barnes Academy and Thomas Deacon Academy. They both work closely with principals, senior leaders and Academy Committees in their link schools, and on education improvement projects across TDET.

Our Education Improvement Model identifies school improvement as a collaborative endeavour. Increasing collaborative working practices not only galvanises our academies but supports our belief in 'onetrustness'. TDET builds an innovative and vibrant community of professionals, collaborating across our academies and other trusts to develop and share expertise and evidence-informed practice. Our collaborative practice is exemplified through the introduction of Communities for Improvement in a range of key areas. Driving collaboration is a key facet of our education team work.

Central Education Team and cross-Trust working

Supporting our education improvement model and working across our academies we have 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 members:



Jenny Brassington
Director of Standards and Improvement



Rick Carroll
Executive Leader



John Hinch
Leadership Development Lead



Laura Wales
Early Years Lead



Damon Lewis
Head of Sixth Form at Queen Katharine Academy



Michala Jackson
Head of Sixth Form at Thomas Deacon Academy

Jenny Brassington and **Rick Carroll** have a key role as Executive Links in supporting all academies, working alongside principals and leadership teams, and implementing the Education Improvement Model. Jenny, in her role as Director of Standards and Improvement, led the Education Provision Steering Group (membership of which included TDET principals and Trustees) in devising our Education Strategy. Jenny and Rick, as members of our Executive Group, refined and further developed (alongside the Chief Executive) our Education Improvement Model, supporting principals and leaders with changes to processes linked to this.

Our Early Years Lead, **Laura Wales**, has been instrumental in supporting both Welbourne Primary Academy Nursery and Upwood Primary Academy in positive Ofsted inspections (autumn 2022). She also leads the Early Years Foundation Stage Community for Improvement, working alongside Early Years leads from across TDET, developing a collaborative and supportive mechanism for further improvement of our excellent Early Years practice.

2022-23 saw further development of our Continuous Development programme and leaders across TDET worked alongside our Leadership Development Lead, **John Hinch**. John also provides expert support to leaders through leadership coaching.

One of the key areas of work has been ensuring increased collaboration across TDET with the introduction of our first Communities for Improvement. These community groups provide an opportunity for teachers and leaders to work

together to share and develop practice across the Trust. We saw the launch of groups including a primary maths community, community groups for Key Stage 1 and Key Stage 2 literacy, safeguarding and early years. These groups gave the opportunities for a range of teachers to meet regularly to collaborate. The groups also provide a model for further collaboration.

Crucially in 2022-23 we saw the launch of our Principals' Round Table which provides the opportunity for our principals to work together to support and drive improvement across TDET. This group, led by our two Executive Links, meet regularly to discuss key aspects of practice, and is supplemented by further informal collaboration. The Principals' Round Table has already been effective in ensuring our Trust Dividend – being greater than the sum of our parts.

Damon Lewis and **Michala Jackson**, the respective Heads of Sixth Form at Queen Katharine Academy and Thomas Deacon Academy, continued to collaborate with colleagues across both organisations on our shared Post-16 offer. In addition, QKA Sixth Form was chosen to be the main case study school for the DfE Academic Progression Programme – a project to develop more opportunities for progression from academic Level 2 to Level 3 courses. Michala has worked on a piece of action research on the use of One Note to increase challenge for Year 12 A-level high prior attaining (HPA) students. The Sixth Form team has also been developing a TDET Post-16 Graduate Diploma which includes both core qualifications and extra-curricular areas.

Our academies



Gladstone Primary Academy

Principal: Simon Martin

Gladstone Primary Academy is pleased to report yet another highly successful year of ongoing improvement, marked by robust progress scores and above national results for children who have been at the Academy since academisation. The Academy's dedication to academic success extends beyond core subjects, with evidence of strong achievements across the wider curriculum. The Academy was awarded the prestigious Art Mark Gold, highlighting the depth and quality of arts and cultural education provided to its pupils, and we retained our title of Champions at the National Primary Spanish Bee finals at Cambridge University.

A significant development in the past year has been the expansion of the Academy's early years provision. The Preschool is now fully integrated into the Academy with the age range revised in January 2023 to accommodate two-year-olds. This change in age range has contributed to the continuous growth of the Preschool, where children make good progress, ensuring they are well-prepared for the transition to formal schooling.

Gladstone Primary Academy remains committed to carefully managing its roll to meet the needs of families within its catchment area effectively. The Academy has a strategic ambition to relocate to a single site in the coming years.

The Academy extends heartfelt appreciation to its dedicated children and staff, whose collective hard work has been instrumental in the ongoing success of Gladstone Primary Academy. We are excited about the opportunities that lie ahead and are grateful for the continued support of our stakeholders.



Queen Katharine Academy

Principal: Philip Masterson

Members of Queen Katharine Academy staff were again shortlisted for national awards last year. Silver Awards in the Pearson Teaching Awards were received by José Ros for Teacher of the Year and Julie Howard for Outstanding New Teacher. At the TES Awards, teachers from the Academy were nominated for Subject Leader of the Year and Community Engagement Initiative of the Year, and In Wha Kim won Teaching Assistant of the Year.

Queen Katharine Academy continues to provide a myriad of opportunities for its students to build their cultural capital and through these experiences enable them to develop crucial knowledge and skills. This was recognised when the Academy was reaccredited for the British Council International School Award – assessors were impressed with the scope and impact of our international work and how we provide students with opportunities to grow as global citizens.

Our Eco-Leaders participated in the Erasmus+ project, a programme to support education, training, youth and sport throughout Europe. They worked with students from our partner schools in Germany and Spain to analyse carbon footprint, visited an Agri-Tech Innovation Hub to learn about more sustainable methods of tackling waste, and planted over 60 trees as part of the Forest for Peterborough project.

Student Leaders have undertaken leadership training led by our Head Student, taking part in activities to clearly define roles and support their leadership capacity and skills, and our Roma Leaders were invited to Westminster to meet members of the Public Services Committee in the House of Lords whose members were very keen to hear about individual experiences. Students have also visited both Jesus College Cambridge and Anglia Ruskin University to see what university life is like and to look at routes into university.



We are an Alternative Provision school serving the city of Peterborough, based across two sites: Fitzwilliam Campus for primary pupils and our GEMS secondary provision, which is predominantly girls, and Trinity Campus for secondary boys.

We have learners from schools across Peterborough and our aim is to encourage, nurture and re-engage to give them the necessary support to continue their educational journey in a setting appropriate to each individual. Our teaching staff are hugely committed to supporting these aims resulting in students going on to appropriate placements where they can continue to thrive.

Primary : Our primary team have developed a new curriculum to meet the individual needs of our children, which has reading, phonics, PSHE and maths at the core. This has been expanded to include other non-curricular subject areas. We have embedded a new phonics programme and have a daily supported reading scheme which is engaging pupils who had previously not enjoyed this area of learning. Our primary children attended Forest School on a weekly basis, which opened doors to new experiences in the outdoors. They also enjoyed trips to Burghley Park, Fineshade Wood, Southy Woods, Central Park, Ferry Meadows, and the local library, shops and parks.

GEMS : Our GEMS provision continues to go from strength to strength with many positive transitions back to mainstream. All Year 11 students finished with Functional Skills in literacy and numeracy, and all GEMS learners secured future placements. Health and Social Care enjoyed some fantastic results. GEMS learners enjoyed additional activities such as college, mechanics, Ferry Meadows outdoor activities and a day trip to Skegness! Students have also demonstrated their care for others by running various charity events throughout the year, which supported Breast Cancer, Macmillan, and Children in Need.

Trinity : Our newly appointed SENCO has made a significant impact at Trinity. Staff received high quality training and learners have detailed plans in place to support their individual needs. We have also introduced new approaches to learning including a new reading strategy/framework with students able to access a wider range of reading material in our library and in music our students worked alongside Xidus Pain, a local award-winning Music Practitioner and Rap Lyricist. Students have enjoyed external trips including Peterborough Cathedral, the local mosque, and Peterborough Recycling Centre with students being praised for their excellent behaviour whilst on these trips.



Thomas Deacon Academy is proud to offer education in the heart of Peterborough to children aged 7 to 18 years old as an all-through academy of approximately 2,400 students. Emily Gaunt was appointed as Acting Principal in April 2023 and oversees the cohorts of Key Stages 2 – 5 with the exceptional support of Lucy Burks – Vice Principal and Head of Key Stage 2, Martin Paine – Deputy Principal, Ruth Fehrenbach – Vice Principal and Michala Jackson – Head of Sixth Form.

The collaborative work on the development of our curriculum between our Key Stage 2 and 3 provision is creating a refined and high-quality curriculum offer across TDA. Continuing focus on our Principles of Effective Teaching (POET) and Power Teaching is also supporting staff in ways to ensure our students receive the best education possible.

Students at GCSE level achieved great success in their exam results over the summer coupled with our Sixth Form students making us very proud of their results. This proved to be a bumper year for securing places in further education and university courses.

TDA has continued to embed its character values through all aspects of life at the Academy and across all key stages. Exemplifying this was at the end of the summer term at the TDET Acts of Kindness awards. TDA was thrilled to present four extremely worthy students for awards and one very deserving staff member. We were honoured that one of our students won the overall student prize for Act of Kindness in the local community.



Upwood Primary Academy

Principal: Amy Woolner

At Upwood Primary Academy, we have had another busy year! We have continued to welcome visitors into school to enhance our curriculum. Visitors have included History off the Page, where children experienced a day in 1666, learning about space with Star Lincs, ZooLab, staff from a recycling centre, and Ramsey Rotary who gave an award for kindness, one of our values.

All pupils have been on a school trip to develop their knowledge of curriculum areas. Visits have included Duxford Imperial War Museum and the American Cemetery in Cambridge to support learning for our WW2 history topic, the Cromwell Museum, a zoo, Great Fen, and places of worship in Peterborough. We have also had two residential: one to Burwell House and one to PGL Caythorpe Court. Most of these activities happen during our enrichment weeks. It is always wonderful to see the children so absorbed in their learning.

We have enjoyed inviting families to share in our lunchtimes, celebrating children's learning through class assemblies, visiting our community, and supporting our Parent Teacher Association in raising funds for the Academy. We also invited all our amazing volunteers in for a Helpers' Tea, to thank them for everything they do for us.

We were delighted to be awarded 'Good' in all areas following an Ofsted inspection in November 2022. Inspectors praised the Academy's ambitious curriculum, its clear expectations and routines, the positive and respectful relationships between children and adults, and its clear systems for monitoring progress.



Warboys Primary Academy

Principal: Stuart Mallott

Warboys Primary Academy expanded Key Stage 1 to four classes to accommodate our growing number of pupils. New staff were welcomed to the team and worked collaboratively to create a fun-filled year full of warmth, pride, and aspiration. Highlights of the year included trips to Hunstanton and Warwick Castle, which were made especially exciting for the children as they travelled on a double decker coach!

Once again, we enjoyed another year of sporting success both on and off the pitch. The Academy managed to achieve Gold status in the National School Games Awards, now our sights focus on achieving the Platinum status for 2023-24. The school's sports teams continued their success with the Tag Rugby, football and gymnastics teams all having successful years.

Within lower Key Stage 2, the children have enjoyed learning all about British history. Highlights this year were a visit to Burghley House where the children enjoyed a hands-on Tudor experience and a day in school with History off the Page. The Ancient Greek activities were a huge success and the children enjoyed sharing their creations with their families at home.

After securing funding through the Turing Scheme, we took children from Year 5 to Madrid. The children spent three days in school learning about Spanish culture and building new relationships, one which we hope to continue in 2024. Our end of Key Stage 2 results were a real highlight of the year with our results either in line with national or above. We are once again focused on another successful year in 2023-24.



This year we welcomed Ollie Hurford to the team as Deputy Principal and assessment lead. We have since introduced a new assessment methodology and tracking system. Class teachers now have a better understanding of how to improve learning in the classroom and senior leaders can use the information to better understand the strengths and areas of development across the Academy.

We are very proud of our Key Stage 2 outcomes which were much improved this year along with the number of children who achieved a good level of development in EYFS. The children have made fantastic progress and are ready for the next stage of their educational journey.

Working as part of a Trust has helped us to secure an Assistant SENCO: Ellie Hemsall was seconded from TDAJ. She has since completed her SENCO qualification and is now working at Welbourne on a permanent basis. This has increased our capacity for supporting pupils with SEN, and developing staff training to be able to adapt our curriculum to better meet the needs of all children.

Continuous Development remains a high priority and we have supported two staff members in completing their National Professional Qualification in Senior Leadership (NPQSL). It has been great to see this learning put into action within the Academy and across the Trust.

Creating opportunities for learners continues to be our focus with children attending a range of additional enrichment activities. This was seen in our return to the annual Country Dancing festival and a variety of SOKE sports activities that are offered as part of our partnership with the SOKE cluster.



Financial summary

2022-23 was a challenging year from a financial perspective across the sector, due to high levels of inflation, uncertainty around funding for pay awards and extremely high energy costs.

Following approval of the budget in the summer, pay awards were announced that were in excess of those expected. In addition, energy prices rose sharply, with the majority of TDET's electricity contracts due for renewal in October 2022. As a result, the budget needed to be re-considered, and contingency plans developed for potential deficits across the Trust.

The Executive Group and TDET Finance Team worked closely with Principals to develop action plans to ensure financial outcomes were acceptable. Through a combination of prudent financial management, and additional funding announced by government (the Mainstream Schools Additional Grant), the Trust managed to ensure that quality of education was not unduly affected, whilst achieving a surplus for the year.

The Trustees and Executive Group have discussed how that surplus can be re-invested in the 2023-24 financial year to ensure that available funds are effectively used for the benefit of our learners.

2022-23 surplus

£552k

recorded
in total

Operational
reserves of

£3.9m

on 31 August
2023



Business services



Adam Stevens
Director of Resources
Thomas Deacon
Education Trust

Adam Stevens leads the Business Services team in his role as Director of Resources and is now supported by Shirley Thackray (overseeing Marketing & Governance), Jodie McDonald (overseeing HR & Payroll), Stuart Overson (overseeing Finance), and Lisa Goodchild (overseeing Facilities, Estates, Health & Safety and Catering). The team work closely with the ICT team across the Trust.

During the year, the team said goodbye to some valued and long serving members of staff, not least Mick Crossley, who was the Facilities & Estates Manager. Lisa Goodchild was recruited into a new Head of Operations role to pick up his duties as well as assume leadership of the Health & Safety and Catering functions, working closely with the Health & Safety Manager, Harvinder Singh Rajput, and the Catering Manager, Michael Dove.

The team have continued to work closely with academy leaders to develop processes and improve services, to ensure that all of Business Services meet the mission of delivering first class services, enabling world class education. A lot has been achieved in the year, with some of the highlights listed in the following:



Estates

- Completed the Trust-wide LED lighting installation programme across all sites, reducing energy usage and making immediate cost efficiency savings
- Improved teaching spaces in several of our academies, including: Design Technology at Queen Katharine Academy, three 'pod' classrooms at Richard Barnes Academy, Food Technology and Science rooms at Thomas Deacon Academy, and outdoor teaching areas at Gladstone Primary Academy.
- Remodelled other areas to create a Hub area at Welbourne Primary Academy and office space at Upwood Primary Academy.
- Undertook phase one of the replacement windows, doors, and fascia project at Warboys Primary Academy.
- Relocated the reception area at Thomas Deacon Academy to improve security.



ICT

- Secured DFE funding through the Connect the Classroom scheme to improve connectivity at Gladstone Primary Academy and Richard Barnes Academy, and replaced TDA's full network.
- Tendered Trust-wide managed print solution.
- Supported the roll out of new two-in-one laptops for teaching staff to improve the ability of teachers to integrate IT into their work.
- Improved cyber security and data protection practices across the Trust.
- Centralised and standardised digital signage, deployment of applications, operating system and updates.



Finance

- ☐ Maintained robust financial plans and forecasts in an ever-changing environment as the impacts of cost of living and inflation were felt throughout the sector and global economy.
- ☐ Reviewed Post-16 bursary processes and policies to widen the reach of financial support for more of our TDET families at this difficult time.
- ☐ Fully implemented 'GAG Pooling' in 2022-23 which enables government funding to be distributed to our academies in a fair and equitable way.
- ☐ Ensured continued smooth flow of resources into our Trust academies, paying 19,500 supplier invoices during the year.



HR

- ☐ Improved our recruitment strategies with a particular focus on how we attract the right staff to provide the best opportunities for the young people that attend TDET academies.
- ☐ Identified what TDET needs to develop our leaders - we plan to share the leadership development programme with our leaders in the near future.
- ☐ Reviewed and streamlined a number of our HR processes to ensure that staff in our academies can maximise their time educating our pupils.



Health & Safety

- ☐ Completed recommendations from the DfE Risk Protection scheme audit.
- ☐ Conducted termly Health & Safety observation walks at all Trust academies.
- ☐ Established a central SharePoint database to enable collaborative working and sharing of best practices across the Trust.



Marketing

- Produced promotional materials to support TDET's 300-year celebrations and Acts of Kindness Awards.
- Supported academy open days with advertising campaigns, promotional materials and updated prospectuses.
- Improved TDET digital background for visually impaired users.
- Supported with press release, marketing, and website content in relation to the opening of Welbourne Primary Academy Nursery.



Catering

- Received a silver award from ProVeg for all our academies for our menus, the diversity of dishes provided daily, and the introduction of more plant-based options.
- Received three nominations for the Local Authorities Caterers Association awards, and shortlisted for 'The Caterer' Food Service 2023 'Education of the Year' award.
- Launched our very first Catering Enrichment programme with the Reception class at Upwood Primary Academy with the children enjoying making fruit and vegetable smoothies and kebabs.
- Recognised by the 'Eat Them to Defeat Them' campaign for Warboys Primary Academy catering team's great work in supporting this national campaign week with food displays and great food tastings.



Priorities for the future

Our work over the next three years is to deliver our strategic intents under our three Ps – Provision, Partnerships and People, and provide a meaningful and demonstrable dividend as we begin to look forward to the next decade for TDET.

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 enhanced pupil outcomes.

At the heart of our future work is a commitment to preparing all our students for a world of the future ensuring 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 and currently believes that an optimal size of Trust, allowing it to deliver a significant MAT dividend, is somewhere around 12,000 pupils. Our approach to growth is founded on an agreed set of five principles upon which our strategy will be based:

- ✓ **Values:** TDET is a values-led organisation and any school or Trust joining our organisation will be aligned with our clear moral purpose and commitment to inclusive comprehensive principles.
- ✓ **Finance:** Any growth of the Trust must be sustainable and at no point will the Trust risk its entity as a going concern.
- ✓ **Location:** TDET academies will be geographically located to enable meaningful collaboration and support and be located such that no individual academy is isolated. Whilst the focus for growth is within the immediate surroundings of Peterborough (one hour radius), consideration would be given to a geographical cluster of schools further afield.
- ✓ **Capacity:** Prior to any growth, the Trust must be clear that it has the capacity to take on new schools/trusts in order to enable all learners to thrive. This capacity applies to both the Trust's education and business support services. Additional capacity can be sought through the use of the Trust capacity fund and/or the Trust establishment and growth fund.
- ✓ **Type of school/Trust:** TDET is already a diverse community of academies and any further growth would consider a broad profile of schools, covering the 2-18 age range and spectrum of inspection grades.





Gladstone Primary
Academy



Queen Katharine
Academy



Richard Barnes
Academy



Thomas Deacon
Academy



Upwood Primary
Academy



Warboys Primary
Academy



Welbourne Primary
Academy



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