



EAST MIDLANDS ACADEMY TRUST ANNUAL REPORT

SEPTEMBER 2021



CONTENTS

CEO & Chair of Trustees Welcome	Page 3
Headteacher's Messages	Page 4
Local Advisory Board Message	Page 8
About us	Page 11
Members and Trustees	Page 14
The EMAT Footprint	Page 16
Stakeholder Views	Page 17
Our performance	Page 18
Our successes and achievements in 2020/21	Page 19
Future plans	Page 20

Every child deserves to be the best that they can be.



Welcome

Producing an annual report is a good time to reflect and it would be impossible to look back without mentioning Covid-19. The global pandemic has affected every single one of us, and our schools are no different.

Together we have faced unprecedented challenges as we strived to minimise disruption and keep both staff and pupils safe and well. From practical support such as distributing more than 300 laptops to pupils at home and investing more than £150,000 to improve IT connectivity in schools, to delivering remote learning and covid testing in schools it has been a mammoth task for us all.

Despite this backdrop I am incredibly proud of the EMATters community, we have continued to go from strength to strength and the hard work and dedication of our pupils, families and staff to achieve this should not be underestimated.

For example, in June we teamed up with GB Olympians to hold our very first Olympic Day which involved more than 5000 pupils and staff in a range of sporting events and work is already underway to make this event bigger and better in 2022. Hardingstone Academy launched a new forest school for pupils to learn about nature and try outdoor activities such as den building and bug hunting. Prince William School secured a good Ofsted grading for the first time in nearly a decade. We welcomed several new and promoted colleagues to the executive leadership of EMAT who have collectively made a significant positive impact on our outputs. And we held another successful virtual celebration and recognition awards event, honouring the contributions of staff and pupils across our seven schools.

In addition to the above we have undertaken many significant projects including curriculum, infrastructure, websites and logos so that all our schools have a similar look and feel. We will be continuing to roll out these initiatives over the coming year, bringing schools together as part of the EMAT family and sending a clear message that we are one organisation.

We are excited that the new EMAT training hub has now launched which will provide a central location for staff training and development to build a pipeline of talent for the future in our schools. We are continuing to invest in our estate with Shepherdswell, Stimpson, Prince William and the NIA all having work undertaken this year. We are developing a Pupil Parliament in all schools which will provide a strong pupil voice to the Executive Leadership Team. We are looking forward to the publication of the first-ever trust-wide poetry anthology with poems from all schools and have embarked on a year-long Festival of Inclusion. Inclusion is one of our five values, and we have lots planned to firmly embed this value across the organisation.

It's clear there is so much to be proud of and so much more to come as the trust continues to thrive.

Joshua Coleman
Chief Executive Officer

Kevin Crompton
Chair of Trustees

Headteacher Message

Hardingstone Academy

Last year at Hardingstone Academy, we maintained a broad and balanced curriculum throughout the lockdown period and offered live lessons on Microsoft Teams. Teachers offered support, guidance and monitored engagement of children's learning. Teachers went above and beyond to support families to engage in online learning. Visits to live lessons by SLT took place due to our open culture adopted by all teachers to ensure consistency. We endeavoured to share all parental events virtually throughout the year and can't wait to have families back into school to share the children's learning. We continued to ensure children's and staff wellbeing was high on our agenda and we have achieved the St. Andrews Mental health award in July. During this year, the teaching of aspects of the 8 key concepts of global dimension has shown to be a strength. Our Geography Lead has worked hard to ensure international links with schools in Ghana and we have achieved the full International Award.

Our EYFS provision has shown strong, clear understanding of the new curriculum and research is used to constantly review and adapt our provision to ensure that children have the best start to Hardingstone Academy. Our EYFS lead has developed our Forest School area this ensures that children can now benefit from a range of outdoor learning opportunities. Our new Forest School provides a unique opportunity for our pupils to develop skills including communication, team working and responsibility. Looking forward to this year we want to focus is on rebuilding and developing new relationships in the community that have been impacted due to Covid restrictions.

Key Priorities

Key Priority 1 – Quality of Education

To ensure the curriculum intent is effectively implemented consistently across the school.

- To provide inclusive and fully integrated curricular provision to enable children to fulfil their potential.

Key Priority 2- Quality of Education

To improve outcomes for pupils in each year and across the

- To improve the attainment and progress of SEND pupils.
- To raise the attainment and progress for KS1 pupils in reading and writing.
- To raise attainment and progress in writing and SPAG across KS2.
- To increase GLD outcomes in literacy.
- To develop sufficient expertise in the teaching of phonics and reading.
- To significantly improve phonic check outcomes.

Key Priority 3- Personal Development

To increase involvement and engagement of parent and carers in pupils' learning and in school events.

- To engage parents so that they contribute to the work of the academy and feel valued.

Key Priority 4 – Leadership and Management

Develop leadership capability so that the leadership team are able to work at a pace to drive continuous improvement in all areas of responsibility.

- To provide strong, cohesive and effective leadership with a clear direction on improving standards, provision and achievement across the academy.

Key priority 5- Leadership and Management

To increase pupil numbers so that the school is on track to increase to two form of entry across all year groups

- To effectively marketing the school to increase pupil numbers to 2-form entry.
- To expand the academy context to include a Nursery provision.

Early Years Key Priority

EYFS leadership and all EYFS practitioners have a clear and ambitious vision for providing high quality, inclusive care and education for all. As a team they share strong values, policies, and practice.

- All staff have a clear knowledge of the areas of learning and understanding of how children learn in accordance with the new EYFS 2021 framework.



**Zoe McIntyre – Executive
Headteacher**



**Julie Stevens – Head of
School for Hardingstone
Academy**

Stimpson Avenue Academy

Stimpson Avenue Academy has been on quite a journey this last year and one we hope to continue. Whilst there have been challenges, we have also seen some fantastic achievements. We have further embedded our curriculum, ensuring this is aspirational and engaging for our pupils. Our environment has received a makeover, including a newly refurbished and redecorated library, a new outdoor learning classroom, together with a wide range of exciting and engaging playground markings and the use of our 'secret garden.' Staff have worked incredibly hard, being adaptable, resilient and innovative to provide the best possible education for our amazing pupils. The children have once again made us proud; their enthusiasm for learning, positive attitudes and work ethic have been a common thread this year.

Stimpson Avenue Academy has had not one, but two monitoring visits from Ofsted this year – a virtual monitoring visit, together with a Section 8 visit in the Summer Term. Both of these visits were very positive, reflecting what we know is happening in our school, but also providing effective feedback to further improve on our practice. We are very much looking forward to this academic year and the opportunities it presents.

Key Priorities

Key Priority 1 – Quality of Education

To ensure the curriculum intent is effectively implemented consistently across the school.

- To provide inclusive and fully integrated curricular provision to enable children to fulfil their potential.

Key Priority 2- Quality of Education

To improve outcomes for pupils in each year and across the

- To improve the attainment and progress of SEND pupils.
- To raise the attainment and progress for KS1 pupils in reading and writing.
- To raise attainment and progress in writing and SPAG across KS2.
- To increase GLD outcomes in literacy.
- To develop sufficient expertise in the teaching of phonics and reading.

Key Priority 3- Personal Development

To increase involvement and engagement of parent and carers in pupils' learning and in school events.

- To engage parents so that they contribute to the work of the academy and feel valued.

Key Priority 4 – Leadership and Management

Develop leadership capability so that the leadership team are able to work at a pace to drive continuous improvement in all areas of responsibility.

- To provide strong, cohesive and effective leadership with a clear direction on improving standards, provision and achievement across the academy.

EYFS priority-

EYFS leadership and all EYFS practitioners have a clear and ambitious vision for providing high quality, inclusive care and education for all. As a team they share strong values, policies and practice.

- All staff have a clear knowledge of the areas of learning and understanding of how children learn in accordance with the new EYFS 2021 framework and EMAT curriculum.



**Zoe McIntyre – Executive
Headteacher**



**Luci Clapton – Head of
School for Stimpson
Avenue Academy**

Message from Local Advisory Board

The Local Advisory Board have pleasure in sharing with you information about our work with the school and the Trust over the past, very challenging, year.

I wish to start this by thanking (on behalf of the LAB) leaders and staff for their extraordinary hard work and ongoing commitment to the children and families of Stimpson Avenue and Hardingstone Academies.

The past year has been extremely demanding both physically and emotionally, and everyone has helped to ensure that the children were supported in their learning and safe throughout.

Despite the pandemic restrictions governors have participated in both LAB and S&P meetings and have conducted virtual monitoring visits. We have all learned to be more adaptable and flexible in our approach to both supporting and holding the schools to account.

We were sorry to see the departure of Suzanne and Ruth as governors, we will miss their skills and knowledge and thank them for the huge contribution they have made. Creative approaches have also made it possible to recruit new governors and we are delighted that David Hood has become a governor joining:

Jolene Hill

Adrian Lett

Paul Wilkinson

Nicky Wilson-Everett

Alan Edge

Support and Training has continued to be provided by the Trust and via remote learning opportunities. All LAB members have also been provided with access to key virtual learning courses via Smart log which we will all complete in the next two months. These include:

- Basic GDPR
- E -Safety
- Equality and Diversity Awareness
- Health and Safety at work
- Safeguarding and Prevent

In addition to this all LAB members read the DfE document 'Keeping Children Safe in Education' and the Safeguarding Governor conducts termly visits (virtual visits) to monitor the effectiveness of the Safeguarding policy and procedures in the school.

The remarkable efforts of the schools supported by the Trust helped to ensure that pupils and families were supported during lockdown and that learning was planned and delivered very effectively to ensure the best possible remote learning experience. The children of key workers and some of the most vulnerable learners attended school under stringent covid secure arrangements. Risk assessments were regularly updated and shared with the Trust and the LAB. Parent questionnaires were conducted in relation to remote learning and the responses were very positive.

Despite the complexity of remote learning the schools continued to focus on improvement priorities and, through S&P meeting the performance has been carefully monitored by the LAB and the Trust. The Trust Improvement Partners have continued to work with the schools to ensure effective monitoring of school improvement and these feedback from these visits has been available for LAB members.

Parent questionnaires have been compiled and linked to the new format for parents' evening, the termly learning conferences. The outcome of these questionnaires has been shared with the board and actions to improve discussed and reviewed for impact. Pupil questionnaires have also been completed and again these have been shared with a focus on the lowest percentage outcomes and actions to address these moving forward.

The support from governance has enabled there to be a proactive approach in ensuring that information sharing has remained robust during the pandemic. This has included virtual meetings with senior leaders and the chair to update on the provision for remote learning and the support that may be required. Senior leaders have provided governance with engagement figures and the resources used to ensure that learning has continued to take place. The safeguarding governor has also met with senior leaders and supported in ensuring that the most vulnerable pupils have attended school during the lock down period.

During the period of Lock down Stimpson Avenue was subject to a remote additional monitoring visit by Ofsted which concluded that - *Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.*

Stimpson Avenue Academy has had a remote Ofsted visit.

The inspector leading the remote inspection has also completed a monitoring visit. On both occasions the inspectors requested a meeting with the chair, who was able to reinforce the messages provided to the inspectors by the senior leadership team.

The outcome of the Section 8 Monitoring Inspection was very positive. Inspectors commented on:

- The strength and effectiveness of the school leaders
- That Safeguarding is secure
- Collaboration across the Trust is contributing positively
- Governors are doing their job well
- Leaders and Governors are taking effective action

Governors and Trustees were delighted with the outcome and recognise the hard work, commitment and determination demonstrated by Zoe, Luci, and the whole staff.

The attendance at meetings has been sustained, the remote aspect has helped with this as governors have been able to join without travelling to a particular venue. This has really been positive for those governors who are in full time work. Participation has at times been challenging as governors have not been able to immerse themselves in school life in the way they would have done previously, however some governors are developing an ability to positively challenge and support leaders. Several governors have now resigned due to family commitments and there will be an emphasis on governor recruitment and retention during the next academic year.

Highlights from the academic year

Parents' Evenings have continued virtually this academic year. The format has been adjusted at both schools and these evenings are now named Termly Learning Conferences. These meetings are child lead with the children attending and discussing what they would like to further improve.

Celebration assemblies have continued virtually each week. There have been many highlights during the year with Stimpson Avenue Academy achieving really positive feedback from the Ofsted monitoring visit, Hardingstone Academy achieving the Full International Award and the Mental Health Quality Mark. Stimpson Avenue Academy were able to raise over £400 by enabling the children to be part of a 'break the rules' day and Hardingstone Academy PTA organised Ice-lolly Friday which again has raised a substantial amount of funds, to update the current trim trail. The change to the format for parents' evening has been positive with pupils leading the meeting and discussing their own successes and areas to develop.

On a personal note, I am really pleased to have had the opportunity to Chair the LAB this year I have worked closely with Zoe, Luci, and Julie to get to know the schools well and I am disappointed that I have not had the opportunity to visit the schools to see them in action.

Both the LAB and the S&P committee will continue to ensure that the priorities for improvement are accurately identified and included in the AIP. Areas of performance causing concern will be reported in more detail to the S&P committee in 2021/22 to enable scrutiny of improvement strategies.

Key priorities for 2021/22

The academy improvement plans have been compiled for both Stimpson Avenue Academy and Hardingstone Academy. These include a focus on curriculum, pupil performance, parental engagement and leadership working.

Claudia Wade, Chair of the Local Advisory Board

About Us

We are driven by a strong moral purpose that every child has the right to outstanding teaching and leadership. It is our passion to work with our children, their parents and carers and our staff to create world-class schools that demonstrate integrity of purpose through high aspiration for every child. We set high expectations for our leaders and teachers to support and stretch every child to ensure they make excellent progress and build the skills, knowledge and attributes that will prepare them well for secondary school and beyond.



Curriculum Key Performance Indicators

All schools in the East Midlands Academy Trust aspire to provide a curriculum which meets the vision of the Trust by:

- Providing the full breadth of the National Curriculum as a minimum for all year groups, ensuring their curriculum offer is inclusive and that all pupils are able to access the same provision, albeit with some being given extra support.
- Ensuring lessons provide appropriate sequencing of learning, building on prior learning with increasing breadth and depth, towards clearly defined end points.
- Supporting children to learn how to learn effectively using techniques such as interleaving, retrieval practice , graphic organisers, etc.
- Assessing children's learning towards end points regularly and honestly, providing feedback to maximise further learning so that every child can be the best that they can be.
- Promoting the development of literacy, numeracy, and ICT skills across all Key Stages. Expanding the vocabulary of all students by teaching specific tier 2 words in each year group and specific tier 3 words in each subject area in each year group.
- Developing personal skills such as organisation, communication, collaboration, working effectively independently, creative thinking, problem solving, critical thinking, resilience, and leadership. So that all pupils are well equipped to succeed in further education, training and employment.

Inclusion Key Performance Indicators

All schools in the East Midlands Academy Trust aspire to provide an education for all pupils and our focus for 2021-22 will be around our value of 'Inclusion'. Below we have broken down the KPIs into four groups, Pupil Premium, SEND, EAL and Safeguarding to include the overarching themes:

- All schools to use EduKey to monitor and evaluate interventions across SEND, PP and EAL. Schools to review those interventions have impact, are cost effective and they are receiving best value for EduKey.
- All schools to develop a structure of formal opportunities for parent voice and feedback their strategy through governance.
- All schools to ensure they identify leaders for SEND, EAL and PP who will attend the inclusion forum and feedback information to staff and governors to identify actions which need to be taken.
- All schools to be awarded the St Andrews mental health and wellbeing quality mark.
- Governance to create a monitoring and evaluation cycle based on the KPIs and feedback what has been successful and review at the end of the academic year.

SEND

- All schools to be able to record and articulate meaningful data around the SEND cohort.

EAL

- All school to have a planned and thorough induction programme for NTS pupils arriving mid-year, including arrangements for admissions, arrangements for their early days in school as well as planned intervention.
- All schools to have an identified EAL leader with an understanding of the needs of pupils NTC.
- All school to accurately use and record the DfE descriptors of English acquisition for pupils identified as EAL.
- By the end of next year each school to have had an audit of EAL provision and have identified the school next steps on the SDP.
- All schools to have an accurate position statement on EAL included in their SEF.
- All schools to review an EAL audit by an external source.

Pupil Premium

- All school to meet new requirements from Pupil Premium funding strategy.
- All schools monitor Pupil Premium outcomes and close the gap during the academic year.

Safeguarding

- To provide all DSL/DDSLs with formal supervision

EMAT Central Services Key Performance Indicators

EMAT's Central Trust Team exists to ensure that all of our schools receive a high level of support and the resources they need in order to provide every child with the opportunity to 'be the best that they can be'. The trust wants to be known as the 'employer of choice' which attracts and retains high calibre staff.

By the July 2022 it is our goal that each department will achieve the following KPIs as a measure of the minimum standards we wish to achieve this academic year in all of our schools.

Finance

- EMAT to raise financial awareness and capability among staff, governors and sector stakeholders through induction, training and development, and communication to achieve best value for money.
- Financial performance to be measured using Integrated Curriculum Financial Planning assumptions targeting resources against average class sizes, contact ratios, pupil teacher ratio and average teacher cost. We aim to perform in the top 10% of schools within England.
- Trust reserves to be equal to one months expenditure, and cash held to equal to at least one months payroll cost.

Human Resources

- Establish early intervention approach through training and support for middle and senior leaders to reduce need for escalation to HR
- Support middle and senior staff to access and signpost to clear communication, information and advice
- Achieve mental health and wellbeing quality mark across our Trust
- Using the training hub to ensure successful embedded induction programme for new staff

ICT and Estates

- All academies to remain open during agreed times
- Resolution of estates servicedesk tickets to achieve an agreed standard
- Achieve 85% customer satisfaction score on ICT and estates servicedesk tickets
- Ensure health and safety compliance across the Trust, verified by external audit
- Achieve Cyber Essential certification for the Trust
- Defined critical systems to be 100% operational during agreed times
- Ensure GDPR compliance across the Trust, verified by external audit

These KPI's were created as part of the 2021 Development Day with the Executive Leadership Team.

Meet Our Members and Trustees

Members

Multi-Academy Trusts (MATs), like EMAT, are publicly funded charitable companies. MATs are exempt charities, which means that they do not have a charity number, but they do have a company number. Nevertheless, a MAT is a publicly funded charity.

As a charity its founding Members established the MAT. There must be a minimum of 3 and a maximum of 5 Members. The Members cannot receive any payment from the Trust. Their purpose in establishing the charity is to fulfil the charitable objects set out in our Articles of Association, which is broadly to advance education in England through establishing and operating academies.

Having established the MAT, the Members ensure that it meets its charitable objects and fulfils its statutory and regulatory obligations by appointing a Board of Trustees to govern the charity. The Members do not interfere with the way that the Board runs and govern the Trust, though they could remove the Board if it failed to operate the Trust in accordance with its Articles of Association or its master funding agreement with the Secretary of State. The Members may be considered as the guardians of the constitution.

They are able to:

- to change the name of the Academy Trust
- to change the Objects (which would require Charity Commission and Secretary of State consent)
- to change the structure of the Trust Board
- to amend the Articles of Association
- to pass a resolution to wind up the Academy Trust
- to appoint the auditors (save to the extent that the Trustees may make a casual appointment)

Overall, Members have limited practical involvement in the management of the Trust and will be more involved at a strategic level.



Kevin Crompton

A former teacher in London, Kevin has worked in various senior roles in local authorities including Birmingham, Bedford and Luton.

Fiona Wheeler

A former parent governor at NIA, Fiona worked as a solicitor in Northampton for over 10 years. She has been involved in school governance for over eight years.



Barry Langfield

Barry brings a wealth of knowledge from further education where he spent the last 20 years as a senior manager in a number of London Colleges.

Jon Harris

Jon is in his eighth year as Head teacher at Hamilton School in Birmingham. Hamilton is a Primary Special School for Students with Autism.



See Members Terms of Reference

Trust Board

The Board of Trustees is accountable for all aspects of the Trust's strategic intentions, its vision and values, its operations, the welfare and safety of all of its pupils, staff, volunteers, and visitors. The Trustees are held to account for the proper financial management of the MAT and the educational outcomes of all of its pupils. Trustees cannot receive any form of payment for their work as a Trustee. Their work is charitable and motivated by contributing to the public good.

The Board is responsible for the general control and management of the administration of the Trust. In all Academy Trusts, the individuals appointed to challenge and scrutinise the strategic direction and day to day running of the company led by the Chief Executive Officer have three names:

- They are Directors - because the MAT is a company.
- They are Trustees - because the MAT is a charity.
- They are Governors - because the MAT is responsible for running the school(s)

This can be very confusing as the documentation used to set up the Academy Trust and the Department for Education guidance for Academies uses these three titles interchangeably, depending on the context. East Midlands Academy Trust uses the term 'Trustees' to avoid confusion, as executive leaders may be called Directors but are neither company directors, nor Trustees.

A Trustee of EMAT will share equally with the other trustees the responsibility of running the organisation and, in turn, the Academies it runs. Trustees have very similar responsibilities to governors in a maintained school, including the three core strategic functions of ensuring:

- That the vision, ethos and strategic direction of the Trust and the Academies it runs are clearly defined.
- That the Chief Executive Officer and Headteacher(s) perform their responsibilities for the educational performance of the schools.
- That there is sound, proper and effective use of the Academy Trusts financial resources.



Kevin Crompton
Chair of Trustees



Andy Davies
Vice Chair



Ayo Salam



Stephen Morales



Fiona Wheeler



David Houghton



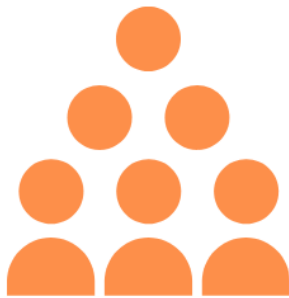
Leigh Jones

For more information please

VISIT OUR WEBSITE



www.emat.uk



Employees

In the July payroll EMAT had **569** employees on their role.

This figure includes The Harefield Academy who we are currently supporting.

Gender Pay Gap



Data captured using payroll data as 31st March 2020

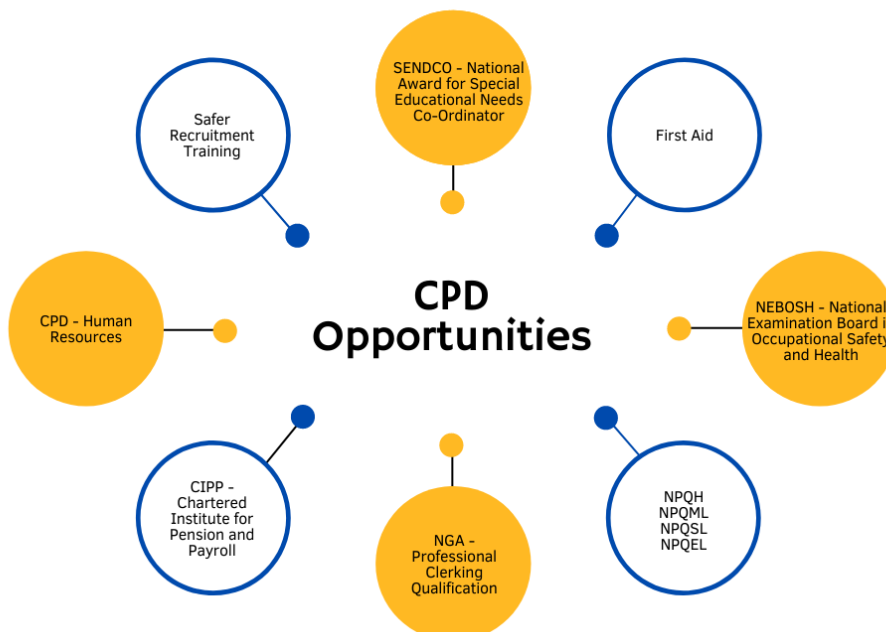
Mean Gender Pay Gap in hourly pay:

Mean Gender Pay Gap	28.48%	A increase of 0.98% from last year 2018/19
---------------------	--------	---

Median Gender Pay Gap in hourly pay:

Median Gender Pay Gap	50.86%	A decrease of 1.48% from last year 2018/19
-----------------------	--------	---

***As at 31st March 2020 the East Midlands Academy Trust's staff proportions were 79.84% female and the remaining 20.16% male. It is very common for a high proportion of the workforce in education to be female as the job roles are recognised for their flexibility and work-life balance which are two very important factors influencing continuation of employment with the Trust.*





Stakeholder Views

'Leaders and governors work collaboratively with trust officers and trustees to further improve the school'

Ofsted report, March 2020

Teachers take good care of them [pupils] and they know who to talk to if they feel unhappy.

'EMAT has an alignment in ethos both in education and values'

The Harefield Academy

• 80% of staff say they were either satisfied or very satisfied with the overall support received from EMAT



100% of governors were happy with the level of communication received during the pandemic



'Trust leaders provide governors and senior leaders with close support and hold leaders to account closely for pupils' progress, attendance and behaviour'

Ofsted report, July 2019



81% of SEN parents felt their child's 'return to school' was managed well



OUR PERFORMANCE

Academy	Date joined EMAT	Ofsted grade on joining EMAT	Latest Ofsted grade
Castle Academy	January 2014	Inadequate	Good (2016)
Hardingstone Academy	January 2014	Inadequate	Good (2016)
Northampton International Academy	September 2016 (new school)	Not previously inspected	Good (2019)
Orchard Academy	September 2012	Inadequate	Good (2018)
Prince William School	September 2015	Requires improvement	Good (2020)
Shepherdswell Academy	September 2012	Outstanding	Outstanding (2010)
Stimpson Avenue Academy	April 2014	Inadequate	Requires improvement (2019)

Primary Assessment

Due to the Covid-19 Pandemic there were no statutory assessments for pupils in primary schools at the end of the 2020-21 academic year.

GCSE & Post 16

Formal public examinations were cancelled because of Covid this year, so the grades were awarded by the examination boards and are based on the teacher assessed grades that the school submitted. Each of these grades were based on the evidence of each students' work during the course and has gone through a rigorous internal and external quality assurance process.

At **Prince William School** 34% of all grades were A* or A and 83% were A* to C. 82% of the cohort applied to go to University and 98% have attained the grades they needed to secure their place. At Prince William School 70% of KS4 students attained grade 4 or above, and 45% grade 5 or above in English and Maths. The attainment 8 score was 48.8.

At **Northampton International Academy** 33% of all grades were A* or A and 78% were A* to C. At Northampton International Academy 61% of KS4 students attained grade 4 or above, and 46% grade 5 or above in English and Maths. The attainment 8 score was 47.6.

Pupil attendance
above 95%



Trustwide Primary
Curriculum implemented



35,000 Free
School meals
delivered



6 Pillar of
SEND
Conference
60+
organisations
attended



Over 300 laptops and
desktop computers
distributed to pupils in
their homes

Prince William School
received 'Good' Ofsted

New
Governors
and Trustees



Partnership with
The Harefield
Academy



New Head Office
Pyramus House, Grange Park

Financial Surplus 2020-21

£392k

Paid all staff one off
honorary to
acknowledge Covid-19
impact



Opened alternative
provision

First Annual
Olympic Event
was a success

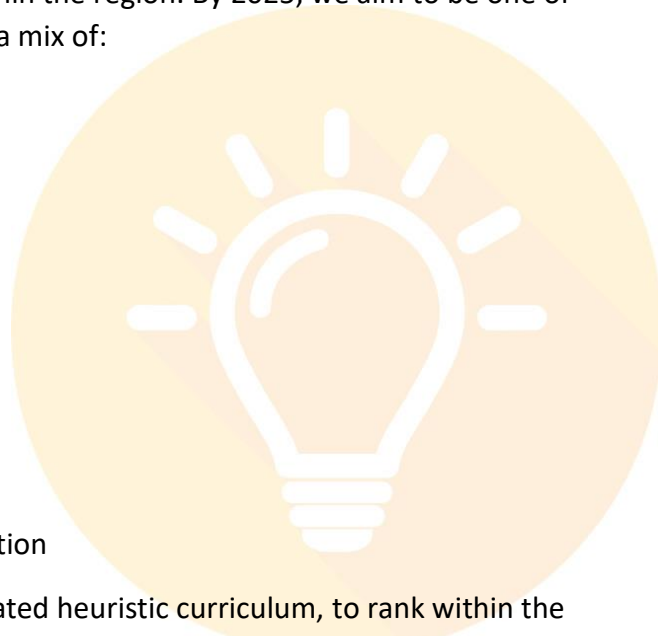


FUTURE PLANS

East Midlands Academy Trust has access to a strong network of outstanding schools and outstanding leaders and are in a great position to share good and innovative practice.

We have a strategy for sustainable growth within the region. By 2025, we aim to be one of the medium to large MATs in the region, with a mix of:

- Primary schools
- Secondary schools
- All through schools
- SEN schools
- An alternative education provision
- Our own recruitment agency
- A teacher training facility
- A fundraising/commercial income function



We also aim, by 2025, to have a clearly articulated heuristic curriculum, to rank within the top 10% nationally in all indicators and to have a clearly articulated career pathway, including pay and conditions for colleagues.

VISIT OUR WEBSITE



www.emat.uk

