



emlc
academy trust

Every child deserves to be the best they can be

EMLC ACADEMY TRUST HANDBOOK

Academic Year 2017-18

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THE EMLC ACADEMY TRUST

Introduction and Background

Background

- The EMLC Academy Trust (EMLC AT) is based in Olney, Buckinghamshire and deliberately all its schools are within an hour drive of the central office. Since incorporation, the MAT now includes five Primary academies, one secondary academy and one all-through 4-19 Free School.
- The EMLC Leadership Charity, a separate and distinctive charity that is well known for the assessment the three elements of the NCTL – NPQML, NPQSL and NPQH. Through the EMLC Leadership Charity, we support and enable our academy leaders' development.
- [Third Wave Enterprises](#) (TWE), our school improvement partner, also works with many schools and academies beyond the MAT. TWE is accredited to train teaching schools in the delivery of the ITP, OTP and OFP.

Initial Development

EMLC Academy Trust's key ambition is straightforward: to create excellent academies rapidly. The Trust was initially established quite organically. As a 'non-school' start-up, the initial phase could not draw down on school resources or reputation, presenting a relatively high challenge. The experience and reputation of TWE, however, provided a rich vein of school improvement partners to work alongside the new academies.

The first two sponsored academies were Orchard and Shepherdswell in Milton Keynes. In 2012, EMLC Academy Trust sponsored Castle Primary, Hardington Primary and Stimpson Avenue Primary – all were in 'Special Measures' and located in Northampton.

In 2015, EMLC Academy Trust sponsored its first Secondary School, Prince William School (PWS) that was graded as 'Requires Improvement'. PWS is located in Oundle, North East Northamptonshire. In January 2015, EMLC Academy Trust was successful in winning a DfE competition to open an all-through 2200 place Free School, Northampton International Academy (NIA), in the centre of Northampton; the school took in its first pupils (Reception and Year 7) in September 2016.

What makes us unique?

- Our strong moral purpose
- Commitment to high expectations and aspirations
- Strong support from the EMLC Charity with its excellent leadership, third sector and business expertise
- Strategic partnership with Third Wave Enterprises: specialists in school improvement strategies
- Strategic partnership with Ruth Miskin the creator of Read, Write Inc - a systematic whole school approach to literacy and the teaching of reading
- Strategic partnership with HR and Legal experts

Vision, Values and Purpose

'Every child deserves to be the best they can be'

“Our vision is for schools and academies with outstanding leadership driven with flair and passion, excellent innovative teaching, children and students who are leaders in learning, and environments that promote the drive for ambition and progress to enable:

- children as leaders in learning;
- parents as partners in learning;
- partnering other schools;
- children flourishing in all aspects of their individual development.

EMLC Academy Trust was incorporated in July 2012 for the purpose of establishing, maintaining, managing and developing academies and free schools as world class centres of excellence. The vision of the Trust is to develop schools that stand with the best in the region and beyond to provide every single child with the opportunity to be the best that they can be. As part of this vision, EMLC Academy Trust aims to develop centres of excellence for leadership and teaching and learning and where pupils are safe and engaged in their learning. The Trust is driven by the moral purpose of making a significant difference in areas where failure has been ingrained and ambitions stunted.”

Key elements of our vision

We will:

- rapidly become a world class academy trust with a national and international voice
- establish world class academies and schools that are centres of excellence for leadership, teaching and learning and are flagships and centres of learning for other academies and schools
- be driven by a moral purpose to transform opportunities and change life chances of children and young people who live in challenging times as well as challenging places.
- work in partnership with learners, their families, communities and businesses, to raise aspirations, foster great expectations and achieve ambitious goals

Key Elements of our approach

- strong leadership that transforms the culture
- the pursuit of excellence is demonstrated by an uncompromising and successful drive for improvement in the leadership and management of teaching, learning and progression
- recognising the role of teachers and developing them
- excellent governance that challenges, supports and holds to account
- outstanding teaching and pedagogical knowledge
- confident independent learners
- a broad and balanced curriculum that has expert knowledge and individual needs at its core
- high aspirations and expectations of all who work in our academies and schools that every pupil is able to succeed
- a ‘no excuses’ behaviour policy
- secure and effective partnerships with parents/carers, businesses and the local community

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

Our ambition is to develop:

- excellent primary and secondary academies that are centres of excellence for teaching and learning, driven by the moral purpose of making a significant difference in those areas where failure has been ingrained, and ambitions stunted
- a focus on working in partnership to raise expectations and aspirations, through empowering learners, their families, and communities, to make a difference
- academies that are characterised by: outstanding leadership driven with flair and passion; excellent innovative teaching; children and students who are leaders in learning; and, environments that promote the drive for ambition and progress
- academies that deliver excellence for all our students: exemplified by a “no gaps” strategy; an effective transition from primary to secondary school; progression that ensures all students that achieve and exceed age related expectations; and, secure next stage destinations that enable them to fulfil their ambitions

We believe we have a distinctive sponsor model for delivering this vision and purpose in our academies. The key elements are:

- we value the uniqueness of local communities and see each academy reflecting the highest aspirations for its community and with strong links to that community, including other local schools. Parents still want their schools to be locally accountable in what is an increasingly complex relationship
- we fulfil our purpose with a relentless focus on great leadership for excellent schools. Through the highly regarded EMLC Leadership Charity, we support and enable our academy leaders to be the best they can be. EMLC has been awarded very many National College leadership contracts
- Third Wave Enterprises (TWE), our school improvement partner, works with the very best schools and academies in the region as well as those in need of support. This helps to build teaching and leadership capacity and capability at a pace to achieve exceptional school improvement
- TWE is nationally accredited to train teaching schools in the delivery of the renowned Improving Teacher Programme (ITP), Outstanding Teacher Programme (OTP) and Outstanding Facilitator Programme (OFP).
- we believe in the importance of an innovative curriculum for our academies, focusing strongly on mastering literacy and mathematics. This includes a foreign language from Year 2, computing, science, geography, history, art, music and physical education.
- we will extend the day that children are at our academies, because we do not think there are any short cuts to success. This will provide more time for learning, enjoyment and enrichment activities – there is no substitute for time spent in lessons with good teachers
- we place great importance on a proper partnership with parents and believe that the role parents and carers play in the development and progress of their children in our academies will make the difference. According to NFER, only around a third of parents say that they have a say in how their school is run and we need to do better than this

10 Steps to Excellence

Why Join Our Family of Schools

1. Appoint a leader with vision, values and high expectations.

A leader with clear and unshakeable principles and sense of purpose. A leader who demonstrates courage, conviction, drive and a determination to succeed for the pupils in the school whilst always demonstrating a positive attitude.

2. Attract, recruit, retain and develop the best

Teachers feel valued and ‘buy-in’ to a school culture of professional learning focused on improving pupil outcomes. This leads to a stable staff who thrive on challenge and take on responsibilities underpinned by high quality CPD.

3. Establish a culture focused on learning

Everyone is there to learn and help others to learn. Pupils have positive behaviour towards their learning and respect staff.

4. Ensure high-quality teaching and learning

Have a rigorous approach to monitoring and evaluating the quality of teaching and learning received by pupils. Staff are engaged in professional dialogue about teaching and work in an environment where good practice is widely shared.

5. Lead and build leadership capacity

The leaders across the school are key to driving success. The leaders are committed to building a capable and committed team at all levels through the school.

6. Provide a relevant and attractive curriculum

A curriculum that engages pupils and supports the drive for outstanding outcomes. The curriculum is relevant to the different school phases from a more skills based curriculum to a more expert led subject specific approach.

7. Establish a culture of assessment, progress tracking and target setting

Intelligent use of assessment data, progress and target tracking identifying interventions where needed. Both students and parents are involved in target setting to raise achievement.

8. Maintaining a strong team culture

Strong communication systems in order to reinforce key messages and priorities at every opportunity. The leaders of the school and the staff feel they are “in it together” with a strong shared commitment to the students and the school.

9. Continually develop teaching and learning

The continual improvement of teaching and learning is the most important activity for sustaining outstanding outcomes. Leaders actively promote and foster discussions about Teaching and Learning.

10. Sustaining excellence

Ensuring the culture and values are embedded provides the sense of purpose, direction and self-belief that will ensure continuous improvements and deal with unpredicted challenges.

Context and Key Issues

The EMLC Academy Trust (EMLC AT) is in a position to [grow significantly](#), particularly in Northamptonshire and Milton Keynes and is working to achieve this. EMLC AT, incorporated in

September 2012, has grown to include seven academies (September 2017) but there are risks associated both with retaining this status quo as well as the managed growth of the MAT.

DfE research has shown, and we agree, that as a MAT moves from being small (up to about six schools) to become medium/large (6 to 20 schools) a noticeable change in infrastructure is required. The Trust believes that EMLC AT needs to increase in size to become financially sustainable. Indeed, failure to increase in size has been identified as the most significant risk to the Trust's sustainability.

Our strategic direction suggests an increase in the number of schools in the Trust to 15-20 over the next three years. This will allow us to extend our educational provision to a larger number of children, whilst ensuring our ongoing sustainability.

The Regional School Commissioner

The Regional School Commissioner (RSC) in challenging underperformance is using formal intervention powers where academies have underperformed over a period, including Warning Notices and changing the sponsor where appropriate. There are currently 106 academy sponsors in our region several of whom will be benefitting through a successful bid to the Sponsor Capacity Funding that supports high performing Trusts to expand. Most academies are in small MATs of fewer than three schools – estimates vary with up to 88% of MATs in this category.

EMLC AT therefore needs to be mindful of the region's priorities to support the government's ambition to open 500 new free schools during this parliament. There are currently 238 Free Schools open (54 in the region). The RSCs are targeting sponsors with a record of accomplishment to extend their trusts and consider their capacity to open free schools and to sponsor underperforming schools. Furthermore, the RSC is encouraging more academies to support each other through forming MATs.

Rationale

It is our very clear aim to be recognised as an outstanding provider. We are driven by the moral purpose to transform the opportunities for children and young people in our care. Our adopted strategy should not compromise the following principles and ambition:

- to rapidly become a first class academy trust with a regional, national and international voice
- to establish world class academies and schools that are centres of excellence for leadership, teaching and learning and are flagships and centres for learning for other academies and schools
- to be driven by the moral purpose to transform opportunities and change life chances of children and young people who live in challenging times as well as challenging places
- to work in partnership with learners, their families, communities and businesses, to raise aspirations, foster great expectations and achieve ambitious goals

How the EMLC Academy Trust Operates

- i. Invest in rigorous audits of a school to pinpoint where the strengths and weaknesses lie and the priorities for action, so that it can hit the ground running and get the best out of everyone when EMLC Academy Trust becomes the official sponsor.
- ii. Improve the quality of governance, leadership and management immediately by working within a clearly defined set of expectations and by providing expert challenge coaches and mentors (see [EMLC ACADEMY TRUST GOVERNANCE](#)).
- iii. Prioritise raising standards in reading, writing, and mathematics, so that all students achieve or exceed age related expectations by the end of the first year (see [CURRICULUM POLICY](#)).

- iv. Improve the quality of teaching with the expectation that by the end of its first year as an EMLC Academy Trust sponsored academy, all 70% of teaching will be at least good, with 25 % judged outstanding (see [TEACHING AND LEARNING POLICY](#)).
- v. Provides back office support to the academies e.g. Financial, Legal, HR and Resources (see [CENTRAL TEAM](#)).
- vi. Challenging targets for our pupils and our academies in order to meet our core purpose of high standards of achievement, improved pupil progress, narrowing the gap and thereby improving the life chances of our pupils (see [CURRICULUM POLICY](#))
- vii. [Third Wave Enterprises](#) our school improvement partner is critical to our methodology of raising standards and improving pupil progress at a pace

Strategic Plan

The Strategic Plan 2016 – 2019 ‘**Achieving Outstanding Academies**’ outlines the goals and targets of the Trust over the next three years. The Trust has chosen to focus on two important principles, all academies working towards outstanding and this being achieved at pace. The plan:

- shares and defines the vision of the Board for the next three years
- expands on the Trust’s strategic objectives
- defines the key performance measures that will show our success and the success of the academies
- explains how we will track opportunities and risks in a continually changing environment
- builds upon the individual academy successes already achieved

Objectives

EMLC AT will achieve its vision through focusing on **four strategic objectives** that will be reviewed and measured annually:

Objective 1: Build a strong infrastructure in the Multi Academy Trust to support the drive for outstanding academies and increase the number of sponsored academies, converting academies and Free Schools within EMLC AT in order to raise the standards of educational attainment across the system and be recognised as a trust that provides robust leadership able to make improvements at a pace.

Growth 2016 - 2019

- 2016-2017: Seven Academies open, including NIA with applications submitted for three further Free Schools. The Trust will remain open to approaches from schools in Northamptonshire and Milton Keynes to become a member of the Trust family.
- 2017-2018: a minimum of nine Academies open
- 2018-2019: a minimum of twelve Academies open
- At the end of the three-year period of this Strategic Plan, the EMLC Academy Trust aims to be sponsoring between twelve to fifteen open academies in 3 to 4 geographical regions.
- Alongside the growth of the academies within geographical clusters the Trust will develop an infrastructure that provides both support and challenge.

Objective 2: Raise attainment and improve progression

Primary academies

From 2016, all EMLC AT academies will exceed national averages of the expected standard in national tests at the end of Key Stage 2.

Secondary academies

From 2016, all EMLC AT academies will exceed national standards both for Progress 8 and for Attainment 8.

Narrowing the Gap

Pupil premium funding will be used to have the greatest impact through a series of intervention strategies in order to close the gap between disadvantaged children and young people and others in all EMLC AT academies and Free Schools.

All EMLC AT academies will be judged good or better by the sixth term of opening, or from the first Ofsted inspection after that period of time. All academies will be judged outstanding following their second inspection.

Objective 3: Supporting excellent standard of teaching and learning

All teaching graded consistently 'good' with at least 40% outstanding teaching in all EMLC AT academies and free schools within 3 years of opening.

Objective 4: Ensure strong leadership and governance

The Board, working in partnership with the executive will:

- have a clear vision and ethos
- provide strong strategic direction
- be ambitious and achieve strong governance that will transform our academies and schools building effective partnerships with parents, communities, businesses and other stakeholders
- strengthen professional leadership by appointing outstanding leaders appropriate to the challenge. All senior and middle leadership in an EMLC AT academy should be judged outstanding against the Ofsted Framework within three years of opening
- hold academy leaders and governors accountable for high standards of education and safeguarding against clear benchmarks and performance measures
- ensure that resources, within a constrained financial environment, are used in the most effective way

The Board will hold EMLC AT Executive accountable for high standards against clear benchmarks and performance measures to:

- ensure all children and young people are educated in a safe environment where their wellbeing and personal development are of the highest regard
- secure progress and attainment at a pace in all key benchmarks
- ensure solvency and probity
- ensure compliance with statutory regulations
- engage stakeholders.

We believe that this also means smaller, more focused governance backed by the right information, incentives, interventions and innovations, with the members working at a strategic level.

The EMLC AT Board will review progress against these four strategic objectives through its reporting structure. There will also be an annual review and any changes emanating from that will be reflected in the business, financial and marketing plans.

Expansion Principles

Our [Growth Strategy](#) reflects the national mood for change in the education landscape. We are confident that we will achieve our objectives by following a well-structured approach that utilises the very best practice from the corporate world. This will be underpinned by outstanding marketing and communications as well as the teaching and leadership development expertise of TWE, our strategic partners. Central to our growth strategy, we are mindful of the following principles:

- we will be developing a Trust that has relevance to all sections of our community. We will develop, define and communicate a very clear value proposition and positioning within the communities that we serve so that people recognise and understand the benefits of an EMLC AT education.
- prospective parents, parents, staff and local organisations will understand the benefits and distinctiveness associated with an EMLC AT school. They will know what is expected of them in order for us to ensure that we are able to provide the very best education to the children and young people in our care.
- all stakeholders will understand our values and beliefs, our objectives, our areas of strength and our successes and they will be able to articulate how they benefit from their relationship with the Trust.
- prospective staff choose to work for an EMLC AT school because of the care, support and career opportunities we provide. This comes from being a part of a trust that uses the skills and resources of its key partners Third Wave Enterprises and EMLC Leadership Charity.
- an essential component of this strategy will be the strong management systems that are understood by staff and designed to make the difference. This will include well-monitored procedures for testing and improving standards and outcomes in each school.
- high quality public relations and effective communications with our parents and carers and the communities we serve will engender stronger parental engagement.

Core Principles

Our academies will be supported by and partnered with the very best schools and academies in our system in order that good and outstanding practice and role modelling can be secured effectively and at pace. EMLC Academy Trust's key ambition is simple: to create excellent academies. The Trust's operational team has many years of experience in improving the educational outcomes for children and young people through providing outstanding leadership and teaching wherever they have worked.

Consequently, we have honed the practice of accelerating improved standards in school provision. We recognise some of our schools may have failed children and young people in the past for a variety of reasons. In order to break this legacy of underachievement and to put these academies on a ladder of progression to become excellent academies within the shortest possible period, the Trust will work within a tight framework, with clearly defined and measurable strategies and target expectations.

To this end, the 'reason to believe' in EMLC Academy Trust:

- invests in rigorous audits of each school we intend to sponsor as an academy, to pinpoint where the weaknesses lie and the priorities for action, so that it can hit the ground running when EMLC AT becomes the official sponsor
- prioritises raising standards in reading, writing, and mathematics, at key stages 1 and 2 so that all students achieve age related expectations by the end of the first year as an EMLC AT sponsored academy

- in Secondary academies from 2016, all EMLC AT academies will meet or exceed national median/averages for Progress 8 and Attainment 8. For Attainment 8, the attainment of pupils gaining a grade 5 and above will be above national expectation.
- improves the quality of leadership and management immediately by working within a clearly defined set of expectations of deliverables and behaviour
- improves the quality of teaching with the expectation that by the end of its first year as an EMLC AT sponsored academy, all teaching will be at least good, with 25 % judged outstanding, and the ambition of increasing this proportion rapidly.

OUR ACADEMIES

ACADEMY	CONVERSION	OFSTED: CURRENT	OFSTED: PRE-CONVERSION
Orchard Academy (7-11), Springfield Boulevard, Milton Keynes MK6 3HW Head of School: Callum Brown LGB Chair: Keith Marshall	2012	Good (June 2014)	Inadequate (2010)
Castle Academy (3-11), St George's St, Northampton NN1 2TR Principal: Lorna Beard LGB Chair: Jane Thomas	2014	Good (November 2016)	Inadequate (2013)
Hardingstone Academy (4-11), Martin's Lane, Northampton NN4 6DJ Principal: Zoe McIntyre LGB Chair: Angie Milne	2014	Good (September 2016)	Inadequate (2013)
Northampton International School (4-19), Mill Road, Northampton NN2 6AX Principal: Tim Marston LGB Chair: Mike Griffiths	2016	n/a	n/a
Prince William School (11-19), Herne Road, Oundle, Northamptonshire PE8 4BS Principal: Elizabeth Dormer LGB Chair: Mike Lavelle (interim)	2015	Requires Improvement (November 2014)	Requires Improvement (2014)
Shepherdswell Academy (4-7), Billingwell Place, Springfield, Milton Keynes MK6 3NP Principal: Jonathan Cursley LGB Chair: Keith Marshall	2012	Outstanding (July 2010)	Outstanding (2010)
Stimpson Avenue (4-11), Northampton NN1 4LR Principal: Josie Milton AIB Chair: Barbara O'Brien	2014	Requires Improvement (March 2017)	Inadequate (2013)

Improvement Strategy

Through our Academy Improvement Strategy, we are committed to supporting all of our academies to be graded as Good, and on an improving trajectory, at their first full inspection with EMLC AT. We are mindful too that, as reported by the Sutton Trust, schools serving the poorest children in the poorest areas are four times more likely to be failing than schools in advantaged communities.

EMLC AT has an emerging strong record of accomplishment and is determined for every academy to continue on this upwards trajectory of rapid school improvement:

- **Castle Academy** received a Good Ofsted judgement in November 2016, having been previously judged as inadequate. The primary phase at NIA is supported by Castle Academy.
- **Hardingstone** received a Good Ofsted judgement in September 2016, having been previously judged as inadequate. The school has expanded with a new build having opened in the summer term 2017.
- **Northampton International Academy** opened in September 2016 - an all through 4 – 19 Free School that will eventually have 2200 students. NIA received a positive DFE visits in November 2016 and June 2017 and the Trust has endeavoured to resolve the accommodation issues with the local authority associated with delays to the permanent building and temporary classrooms
- **Orchard Academy** has demonstrated sound progress since its conversions in 2012, with Orchard having been judged Good with Outstanding features by Ofsted in 2014. 2015 and 2016 progress measures remain above and in line with and above national averages. Ofsted inspection is expected in 2017-2018. There is a relatively new SLT at the academy supported by a challenge adviser and an executive principal. The planned expansion of the school from 2 forms of entry to 3 is going ahead and the extension to the school will open for September 2018.
- **Prince William School** in Oundle has been steered by the Trust through its first year as an 11-19 academy, the local area having been through a turbulent three to two tier school organisation transition. There are a number of new facilities under construction and planned for the future to improve the school's specialist facilities. 16 to 18 and GCSE outcomes have improved since the school joined EMLC AT.
- **Shepherdswell Academy**, which is federated with Orchard sharing the LGB, is an Outstanding school with over 90% of pupils achieving expected progress in Reading, Writing and Mathematics in 2017 at key stage 1. The academy has been anticipating inspection and there is this likelihood in 2017-2018.
- **Stimpson Avenue** was inspected in June 2017 and it was judged as requiring improvement. On conversion it was judged in 2013 as inadequate. The new principal has made good improvements and is supported by a challenge adviser as well as provided with additional capacity with an experienced associate principal.

Primary Assessment Summary 2017

At Key Stage 2, the combined percentage of pupils achieving the expected standard in reading, writing and maths at Hardingstone (84%) well exceeded the national figure of 53%. At the higher standard, combined attainment has increased and is above the national average (5%) from 2015-16 at Stimpson (4% to 10%), Hardingstone (7% to 9%) and Orchard (6% to 7%).

In reading the gap between disadvantaged pupils and others has narrowed at Hardingstone (by 29%2), Orchard (by 21%2) and Stimpson (by 4%2). Writing attainment at the expected level is above the national average (76%) at Castle (80%), Hardingstone (88%), and Orchard (82%).

Maths attainment at Hardingstone is significantly above the average with 94% reaching the expected standard, an increase of 14% from last year. The gap between disadvantaged pupils and others has narrowed in every academy, Castle (by 3%2), Hardingstone (by 19%2), Orchard (by 8%2) and Stimpson (by 7%2).

Results in SPAG at each EMLC AT academy are above the national average (22%) from 2015-16, with the highest at Orchard (39%), followed by Hardingstone (31%), Stimpson (26%) and Castle (23%). Every academy has increased the proportion achieving the higher standard, with the biggest increase at Hardingstone (23% to 31%), Orchard (33% to 39%), Stimpson (24% to 26%) then Castle (22% to 23%).

At Key Stage 1, the combined percentage achieving the expected standard in reading, writing and maths increased at Castle (1% to 8%), Hardingstone (69% to 70%) and Shepherdswell (73% to 76%).

The difference between the attainment of disadvantage pupils and others has diminished in every academy.

In reading at the higher standard, both Shepherdswell (55%) and Hardingstone (37%) are significantly above the national average from 2015-16 (24%). Writing attainment at the expected standard is above the national average (65%) from 2015-16 at Castle (78%), Hardingstone (70%) and Shepherdswell (81%). Maths attainment at the expected standard has increased at Castle (+6%), Hardingstone (+4%) and Shepherdswell (+3%).

Secondary Performance Summary 2017

At Prince William School, 70% of students achieved a standard pass of grade 4 or higher in both English and maths compared to a national figure of 68%. 30% of the students achieved a new 7 or higher grade (equivalent to an A) in English Literature, compared with 19% nationally. In English alone, 86% of the girls achieved the new strong grade 5 or higher. Overall, the new exceptional grade 9 was achieved by 21 students in English and Maths. The boys achieved a standard pass rate of 75% in Maths. In Science, more than half the pupils achieved an A or A* in the triple award.

With the school's 16-18 outcomes improving over time, Prince William students achieved a strong set of results at A-level - the best grades in recent years. Students achieved 55% A*-B grades with 80% at A*-C grades. The average A-level result improved from C to C+. The percentage of students achieving A*AB grades or higher also improved to 19% (National 2016 17%; School 2016 4.2%), as did the point score for the 3 best A-levels, which now stands at 35.2 up from 31.2 (National 2016 35.0). 89% of students achieved A* to E grades (2016 88%).

CENTRAL SERVICES

Our purpose is to collaborate to meet the aspirations and needs of our children. Led by the CEO, the Director of Education, with a proven track record of school leadership and educational performance improvement, line manages the academy principals and heads of school. The Trust has access to a full-time team of support through Third Wave Enterprises to support academy improvement. The detailed accountabilities for both the central team and the academies is detailed in the Central Services document.

The central team provides the key support services including financial, HR, payroll, estates, systems, communications, policy, governance support, project management and marketing. The sharing of specialist staff and their professional development and performance management, ensures that we have the highest quality and aspirational talent available to the Trust for all of its functions, not just education and pedagogy.

Central Staff

- central staff are available 52 weeks a year to respond to queries, questions and provide ongoing support as and when needed
- strategic, managerial and operational advice from specialist EMLC AT directors and their staff
- training of staff and governors in academies by central staff in key areas of responsibility and accountability (e.g. finance planning and management, safeguarding, governance)

STRATEGIC	Jan Marshall	CEO
	Jane Thomas	Executive Director EMLC
	Mike Lavelle	Director of Education
	Katy Russell	Data and Maths Specialist
	Albin Wallace	Project Manager
	Hena Mahmood	Senior Project Manager
	Gina Tucker	Chief Financial Officer
	Sheila Cowley	Company Secretary
	Aiden Coatsworth	Management Accountant
	Nattia Dhana	Finance Assistant
	Claire Tyler	Finance Assistant

Administration Contact Details

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The EMLC Academy Trust Offer

EMLC Academy Trust, as the sponsor for five academies, with a growth aim of no more than 20 academies, aims to support and challenge EMLC AT academies to become outstanding academies and ensure **“Every child deserves to be the best they can be”**.

This mission is set in the principle of Earned Autonomy for all EMLC AT academies. The more academies improve, the less support and challenge they will be deemed to require from EMLC Academy Trust.

To support academies to deliver this vision, an infrastructure has been developed in order to enable academies to succeed and this support is shaped around the key challenges faced that are currently a barrier to improvement. The function will be known as the ‘Trust’. The section below on [Central Services](#), and the additional Central Services Handbook exemplifies the central roles and responsibilities and those functions retained by the academies.

The Trust works with its educational strategic partner, Third Wave Enterprises, who deliver all support for educational improvement activities. The Trust is responsible for the accountability of the academies, supports the Board and provides back office support for the academies.

The EMLC AT works to:

- ensure each academy is as autonomous as possible, whilst bearing in mind that EMLC Academy Trust is accountable to many different stakeholders such as the ESFA, DfE and Ofsted
- in partnership with Third Wave Enterprises, EMLC Academy Trust has a responsibility to monitor carefully the performance of each academy and provide the challenge and support that will enable each academy to improve standards at pace.
- while the LGB/AIB has been delegated responsibilities from the Board, EMLC Academy Trust still retains responsibility for a number of areas of your work, such as ensuring that delegated funds are spent appropriately, carrying out your own performance management, and for ensuring standards of attainment improve quickly.

The Trust offers a range of functions to support EMLC AT academies in their mission. This sections outlines the offer you can expect from the Trust.

Education

In partnership with [Third Wave Enterprises](#)

- a Challenge Adviser who supports and challenges the senior leaders to improve standards across the academy
- educational audits –independent assessment of the academy’s position
- ITP/OTP programmes for teachers
- OTAP – training programme for Teaching Assistants
- Power of Coaching
- other bespoke support tailored to the needs of the academy
- performance reports to provide an overview of the academy’s performance across the Ofsted criteria, which is reported to your LGB/AIB and to the Board.
- policies – provide advice and administer Trust wide policies

Finance

- Financial Handbook – set clear guidelines and criteria for financial activities in all EMLC AT academies
- budget setting support
- management account information on a monthly basis
- management of an external audit
- internal audit of academy processes and procedures
- statutory financial statements
- statutory returns
- procurement policies and procedures
- finance systems support – PS Financials and Foresight budget setting
- cash and treasury – bank account management along with payment runs
- payroll and pension administration

Human Resources

- ESP HR service provides HR advice and support, as well as indemnity insurance for all academies
- benchmarking of senior staff in partnership with EMLC AT
- trust wide policies that are updated annually and negotiated directly with unions
- template contracts, letters, Single Central Register etc., to ensure the regular processes are simple, legal and up to date.
- Management of relationships with trades unions
- HR individual casework – when support or capacity is required to manage a complicated issue
- recruitment of staff strategies and support for the process
- appoint the academy Principal.

Governance

- establish LGB/AIBs in all academies and monitor their effectiveness
- support and administer the Board of Trustees
- freedom of Information requests
- risk management
- disaster Recovery/ Business continuity

Capital

- asset management planning
- submit bids for additional funding from primarily the Academies Capital Maintenance Fund
- develop a preferred supplier for contractors
- manage the delivery of medium and large building projects

In addition, we represent academies at a senior level in the DfE, ESFA and other agencies that influence our academies.

Key Statutory Documents and Agreements

The following grid details the status, frequency and the due date of policy reviews:

Statutory policies	Requirement	Next Review	Frequency
Charging and Remissions Policy	Education Legislation	23/02/2017	Biennial
Sex and Relationship Education Policy	Education Legislation	23/02/2017	Biennial
Anti-Bullying Policy	Education Legislation	07/06/2017	Annual
Behaviour Policy	Education Legislation	07/06/2017	Annual
Special Educational Needs & Disability	Education Legislation	07/07/2017	Annual
Safeguarding Policy	Education Legislation	12/10/2017	Annual
Children Missing in Education Policy	Education Legislation	12/10/2017	Biennial
Exclusions Policy	Education Legislation	16/12/2017	Biennial
Capability Policy	Education Legislation	12/07/2018	Biennial
Financial Handbook	Other	01/03/2017	Annual
Health and Safety Policy	Other	12/10/2016	Biennial
Procurement Policy	Other	16/12/2016	Biennial
Data Protection Policy	Other	27/04/2017	Biennial
Admissions Policy	Other	12/10/2017	Biennial
Register of Admission & Attendance Policy	Other	12/10/2017	Biennial
Accessibility Policy	Other	27/04/2018	Biennial
Complaints Policy	Other	16/12/2016	Biennial
Conflicts of Interest Policy	Other	12/07/2017	Biennial
Freedom of Information Policy	Other	27/04/2017	Biennial
Whistleblowing Policy	Other	22/03/2017	Biennial
Race Equality & Equal Opportunities Policy	Other	27/04/2019	4 years
Premises Management Policy	Other	12/10/2017	Biennial

The following documents are available to download from the EMLC Academy Trust website
<http://emlacademytrust.co.uk>

- EMLC Academy Trust Articles of Association
- EMLC AT Master Funding Agreement

- EMLC AT Master Funding Agreement
- Memorandum of Association
- Names of Trustees and Members
- EMLC Academy Trust Scheme of Delegation 2016
- EMLC Academy Trust Financial Statement 2015
- EMLC Academy Trust Value for Money Statement 2014
- EMLC AT Trustee Register of Interest 2016 – 2017
- Trustee meeting attendance 2015 – 2016

Statutory policies, and next review, required by Education Legislation

- Charging and Remissions Policy (23 February 2017)
- Sex and Relationship Education Policy (23 February 2017)
- Anti-Bullying Policy (7 June 2017)
- Behaviour Policy (7 June 2017)
- Special Educational Needs & Disability Policy (7 July 2017)
- Safeguarding Policy (12 October 2017)
- Children Missing in Education Policy (12 October 2017)
- Exclusions Policy (16 December 2017)
- Capability Policy (12 July 2018)

Statutory policies required by other legislation

- Financial Handbook (Issued - March 2016)
- Health and Safety Policy (12 October 2016)
- Procurement Policy (16 December 2016)
- Data Protection Policy (27 April 2017)

Other statutory documents

- Admissions Policy (12 October 2017)
- Register of Admission and Attendance Policy (12 October 2017)
- Accessibility Policy (27 April 2018)
- Complaints Policy (16 December 2016)
- Conflicts of Interest Policy (12 July 2017)
- Freedom of Information Policy (27 April 2017)
- Whistleblowing Policy (22 March 2017)
- Race Equality and Equal Opportunities Policy (27 April 2019)
- Premises Management Policy (12 October 2017)

Academy Policies

- Funding Agreements
- Registers of Interest 2016 – 2017
- Academy Governor Attendance 2015 – 2016

ACADEMY IMPROVEMENT

Through our Academy Improvement Strategy, we are committed to supporting all of our academies to be graded as Good, and on an improving trajectory, at their first full inspection with EMLC AT. We are mindful too that, as reported by the Sutton Trust, schools serving the poorest children in the poorest areas are four times more likely to be failing than schools in advantaged communities.

We support academies through the appointment of a Challenge Adviser to support the leadership team through a period of rapid improvement. The Trust also monitors the standards at its academies through a termly audit, which outlines the strengths of the academy and the areas for improvement.

We are committed to the setting of challenging targets for the progress and attainment of our students and our academies in order to meet our core mission. In order to reach these challenging targets our expectations are that our academies will deliver consistently good and outstanding teaching, learning and leadership.

Third Wave Enterprises

[Third Wave Enterprises](#) (TWE) is a school improvement provider and was procured as the school improvement partner for EMLC AT. TWE works independently to support schools to either move from a category into securely good and moving forward from good to outstanding.

TWE is supported by a pool of high calibre, influential associates, many of whom are senior figures in the education sector. Key partners include: OLEVI, NPAA Founder Members, HMIs, NLEs, Additional Inspectors, current and ex-headteachers as well as experienced facilitators. With this **combined knowledge** TWE is invariably at the cutting edge of the educational agenda and continually connect its clients with the wider national context.

TWE works with some of the very best schools and those in need of support to bring the two together to build capacity and capability at a pace, especially in teaching and learning, thereby achieving exceptional school improvement across each area. TWE, pioneered the journey of Orchard Academy and worked alongside the school to take it from special measures in 2009 as an LA school to good with outstanding features in 2014. TWE have access to nationally acclaimed facilitators and coaches and have extensive knowledge of where expertise lies in good with outstanding or outstanding schools across the country.

TWE is contracted to support on partnership EMLC AT in the setting of challenging targets for the progress and attainment of the students in our academies. In order to reach these challenging targets TWE expects that through its support, our academies will deliver consistently good and outstanding teaching, learning and leadership. The support for EMLC AT includes:

Leadership and Management

- Personalised coaching from experienced, successful headteachers
- Access to outstanding schools nationally
- Contact with well established, successful school improvers
- Personalised coaching from experienced, successful headteachers

School Improvement

[Third Wave Enterprises](#), the Trust school improvement partner, have many years of experience in improving the educational outcomes for children and young people through providing outstanding leadership and teaching.

TWE offers external audits that help academies to evaluate the current provision and consider the next steps in school improvement. These diagnostic audits and reviews cover specific focused visits, the evaluation of the quality of provision of the academy, as well as ongoing monitoring, advice and guidance to ensure and sustain improvement.

Not only do the audits evaluate a school's current provision, it also provides advice and guidance to the leadership team about the next steps. It gives leadership teams the opportunity to plan for and to experience the inspection process and identify areas for improvement. Third Wave also support the academies as follows:

- access to a national network of Outstanding practitioners to work within the academies to enable those who are Good to become Outstanding
- the option to purchase from TWE high quality, nationally acclaimed bespoke services at cost
- bespoke curriculum and assessment advice
- link to a local network of schools allowing professional collaboration and influence beyond own school
- educational audits every half term, including teaching and learning, safeguarding and SEN
- build leadership capacity throughout the academy supported by Challenge Adviser
- development of school improvement plan including identified interventions
- governance and leadership solutions
- Academy Improvement Board leading to local governance
- TWE services: teaching and learning programmes; subject support; data analysis; impact monitored through the audit process

Continuing Professional Development

- Improving Teacher (ITP) and Outstanding Teacher programmes (OTP)
- empowering through Effective Coaching programme and the OTP Power of Coaching programme
- Outstanding Facilitator programme
- middle and senior leadership improvement programmes including the Beyond Monitoring programme
- grammar workshops

Since its inception, Third Wave has been driven by the passionate belief that all pupils, regardless of race, gender or socio economic circumstances, are entitled to a world class education that will enable them to be successful.

"We are committed to improving the life chances of children and young people through improving education. Our drive is to contribute to systemic change in order to ensure more children and young people are in a position to achieve their potential."

As an organisation, we approach everything we do with passion, commitment and pace. We deliver a high level of return to our shareholders and ensure growth whilst maintaining our integrity and core values. We always ensure that we work with people who passionately believe in our purpose.

Our flexibility and integrity of approach towards all clients ensure quality outcomes. Our clients are of vital importance to us and we endeavour to develop excellent, long standing relationships built on mutual respect at all levels of engagement.

We work with the best advisors and associates in order to ensure services are delivered to the highest possible standard, achieving maximum impact on life chances. The Third Wave family shares these core values and, as such, they are the common threads that underpin all our services.

At Third Wave, we understand that no two schools are the same and every school has its own set of challenges that cannot be addressed by one set of standard solutions.

In every situation, we want to meet with our clients to understand their challenges and their context. We will work with them to create a sustainable strategy that they can then take forward.

We are strong advocates of supporting teams to develop capacity from the inside, rather than through lengthy periods of external intervention. Using our proven expertise and national networks, we work in partnership with our clients to spread excellence, raise aspirations and ultimately narrow the achievement gap. From the start, it remains their vision and their mission. Our role is not to take control but instead, give them the support and the tools to take it forward.

We also know that chemistry between individuals is vital. With this in mind, we work hard to match our clients with the right members of our extended team to ensure a positive working relationship.”

The Future

- Third Wave Enterprises has access to a strong network of outstanding schools and outstanding leaders and as such well placed to share good and innovative practice
- we are ambitious for our academies, drawing upon our extensive network as well as the leadership qualities emerging from within our academies
- most are based in challenging educational environments. We consider it a superb opportunity for talented and inspirational leaders to join us and to make an impact and create a powerful legacy

LEADERSHIP DEVELOPMENT

Introduction

EMLC AT values and promotes high quality training and development for all of our staff. The greatest investment we can make is in our people; our CPD offer makes a strong contribution to ensuring the quality of this investment. TWE has brought together a range of programmes and courses that are designed to support and inspire our colleagues across the Trust. The Trust's philosophy expects:

1. Excellence in learning is available to all irrespective of age, role or status
2. Every member of the Trust accepts their responsibility to sustain their personal learning
3. Every member of the community recognises their responsibility to support and enable the learning of others
4. There is a commitment to openness and sharing of best practice
5. All opportunities for learning are based on collaborative strategies
6. Learning is as much concerned with how learning takes place as with what is learnt, including respecting the context and the opinions of other leaders.

Our Leadership opportunities and programmes are part of the Trust's strategy to support the development of leadership and its capacity. We aim to develop school leaders who are capable and confident in working in whatever environment they are employed. In particular, we aim to develop confidence in leading teaching and learning, closing the gap and, as a systems leader, working collaboratively. While the focus is on personal development, a key principle is to see leadership as translating principle into practice and to emphasise the importance of collaborative working in schools and across the Trust and the wider education system.

Rationale

To develop, nurture and sustain leadership potential across the Trust in order to support the development of a self-improving school system by:

- developing leaders with the professional strategies, personal resilience and knowledge base to effect sustainable school improvement as the educational landscape changes and dictates
- provide programmes that have an immediate impact on participants' effectiveness in their current role and will serve as a foundation to enhance their success in their long-term careers
- building leadership capacity and sustainability in order to embed succession planning and confidence in moving into new leadership roles and structures
- harnessing the potential of those in leadership roles who have the capacity to become highly effective school and system leaders
- developing cohorts of leaders who will support and develop others to seek leadership positions and attract others with potential into leading schools across the country
- developing a group that will become the focus of leadership potential across EMLC AT and so inform leadership development, school improvement strategies and collaborative strategies
- helping to build a coaching and mentoring culture across EMLC AT
- developing experience and confidence to work collaboratively across the system
- developing leadership capacity to secure equality for all pupils focused on achievement, wellbeing and enhanced life chances

- securing leadership focused on consistently outstanding teaching and learning in order to close the gap, especially for the most vulnerable
- embedding effective leadership of staff through engagement, motivation, performance and development
- developing the strategies and confidence to work as system leaders and collaborate between schools, across the Trust and the wider system
- developing the confidence to lead through innovation and creativity and to explore alternative models of education
- focusing on the leadership of change, personal learning and development and sustaining personal wellbeing and sustainability

Third Wave Enterprises Programmes

Leadership & Management

- personalised coaching from experienced, successful headteachers
- access to outstanding schools nationally
- contact with well established, successful school improvers
- personalised coaching from experienced, successful headteachers

School Improvement

- access to a national network of Outstanding practitioners to work within the academies to enable those who are Good to become Outstanding.
- the option to purchase from TWE high quality, nationally acclaimed bespoke services at cost
- educational audits and option to purchase TWE services
- bespoke curriculum and assessment advice
- link to a local network of schools allowing professional collaboration and influence beyond own school

Continuing Professional Development

- improving Teacher (ITP) and Outstanding Teacher programmes (OTP)
- empowering through Effective Coaching programme and the OTP Power of Coaching programme
- Outstanding Facilitator programme
- middle and senior leadership improvement programmes including the Beyond Monitoring Programme
- grammar workshops

CURRICULUM POLICY

Curriculum Aims

EMLC AT believes in the importance of an innovative curriculum for our academies, focusing strongly on mastering literacy and mathematics. Our aspiration is to include a foreign language from Year 2, computing, science, geography, history, art, music and physical education.

Where possible we will provide an extended curriculum to provide more time for learning, enjoyment and enrichment activities – there is no substitute for time spent in lessons with good teachers.

CENTRAL FUNCTION	INDIVIDUAL ACADEMY FUNCTIONS
<p>Provide the vision and expectations in all EMLC AT academies of children’s experience in terms of curriculum, behaviour, attendance; extended learning experiences; and meeting the diverse needs of children with different needs and different cultural backgrounds.</p> <p>Recognise that academies serving different communities will need to create their own curriculum tailored to the needs of the community.</p> <p>EMLC AT has a deeply held ethos of inclusivity that underpins our approach to curriculum development including our approach to admissions, exclusions and support for children with physical or learning disabilities.</p>	<p>Develop the school curriculum to meet the needs of the community that the academy serves in line with the EMLC AT vision and ethos. A curriculum in each academy that is recognisably EMLC AT but still individual enough to meet the specific needs of the community that it serves.</p> <p>Within the academy’s curriculum include the EMLC AT minimum expectations of pupils’ experience. The academy’s curriculum will fundamentally reflect the inclusive nature of the EMLC AT approach to serving the local community and all pupils.</p>

Curriculum Principles and Outcomes

EMLC AT academies have a curriculum that engages, motivates and inspires children, giving them opportunities to translate learning into real and relevant skills application. This prepares children for life and enables them to achieve their potential both academically and creatively.

We seek to cover the requirements of the National Curriculum as a minimum. As stated in Department for Education guidance “all academies must offer a curriculum which is balanced and broadly-based and which promotes the spiritual, moral, cultural, mental and physical development of students at the academy and prepares students for the opportunities, responsibilities and experiences of later life.”

The curriculum should inspire and challenge all learners and prepare them for the future. The academy’s aim is to develop a coherent curriculum that builds on young people’s experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens that equips them for secondary school. It is in this regard that the primary curriculum the pupils receive will be character building, memorable, relevant and, above all nurturing, with pupils that:

- feel safe and know how to be and stay safe
- are healthy, happy and able to prosper
- are included and successful
- have ongoing opportunities to develop as individuals
- believe that anything is possible
- are equipped for their next step(s)
- have regular, memorable experiences
- are curious and passionate about their learning and are absorbed and fascinated
- make sense of their learning through doing and applying
- make links across their learning and embed understanding
- engage with their immediate and wider communities

In addition, EMLC AT believes in the following:

- achieve high standards and make good/excellent progress
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers
- have and be able to use high quality personal, learning and thinking skills (PLTS) and become independent learners
- have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills
- be challenged and stretched to achieve their potential
- enjoy and be committed to learning, to 19 and beyond
- value their learning outside of the curriculum and relate to the taught curriculum

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

The Curriculum will:

- fulfil statutory requirements
- enable pupils to fulfil their potential
- meet the needs of young people of all abilities at the academy
- provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines
- prepare pupils to make informed and appropriate choices
- help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence
- ensure continuity and progression within the academy and between phases of education, increasing pupils' choice during their academy career
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities
- help pupils to use language and number effectively
- help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- help pupils understand the world in which they live
- benefit other secondary and primary schools in the area

Spiritual, Moral, Social and Cultural Education

The integrated approach for SMSC will involve the embedding of a social commentary within lessons and activities to inform pupils what is expected of them as they engage with learning. It will also require the careful planning of opportunities to provide social support and explanations about why people behave in a particular way or adhere to certain accepted conventions.

The academies will have a strong commitment to SMSC and pupils will have the opportunity to explore moral and ethical issues, reflect and respect faith traditions. The teaching of social conventions will enable the pupils to recognise right and wrong, to respect the law and the consequences of people's actions and to offer their own views. The subject and theme-based curriculum and enrichment activities will provide excellent opportunities to allow pupils to appreciate British values, cultural differences and take part, to appreciate the role of democracy in British society and to respect and celebrate diversity. Through the teaching of SMSC, the following curriculum principles provides an example of the approach, appropriate to the age and level of understanding of the pupils:

- the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- all pupils will have a voice that is listened to, and demonstrate how democracy works by actively promoting the work of a school council whose members are voted for by the pupils
- devise schemes of work with appropriate resources and pedagogy to help pupils understand a range of faith traditions

British Values

Through the subject and theme-based curriculum and extended curriculum, the academies will promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The school will also challenge opinions or behaviours that are contrary to fundamental British values in line with its duty to provide SMSC.

Prevent

Our academies will seek to protect pupils from extremist and violent views in the context of delivering a strong PSHE curriculum. The school will protect pupils from harm, however this is manifested, and will ensure that the pupils are taught in a way that is consistent with the law and British values. There will be a whole-school awareness of Prevent and the risks it addresses, including staff and governor training that will ensure compliance.

Specialist Curriculum: ASD

To support the special needs provision in our academies for HFA students, the flexible curriculum and teaching models will have the following components and attributes:

1. TEACHH principles in the school and within mainstream inclusion
2. the formal academic, theme-based curriculum, with appropriate qualifications
3. the further opportunities provided through mainstream inclusion, with complementary qualifications
4. the social, emotional and communication skills curriculum
5. the complementary therapeutic curriculum

Pupils will reach their potential and to cope functionally within the wider community through the right balance of the above components. This draws upon the experience and success of outstanding special schools and other provisions. All pupils will have an Individual Education Plan with regular target setting and reviews.

The school will recognise the fundamental importance of relationships with the home by sharing and reporting on formal and informal successes and challenges for the child and, where appropriate, to help provide advocacy with other agencies. Their progress will be shared with home and will be closely tracked and monitored through ongoing assessment that provides for appropriate adaptation and modification of the specialist curriculum.

Roles and Responsibilities

The principal will ensure that:

- all statutory elements of the curriculum, and those subjects which the academy chooses to offer, have aims and objectives which reflect the aims of the academy and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the national curriculum
- the procedures for assessment meet all legal requirements and pupils and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve
- the governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum
- the governing body is advised on statutory targets in order to make informed decisions

The governing body will ensure that:

- it considers the advice of the principal when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- it contributes to decision making about the curriculum

Curriculum Co-ordinators are responsible for:

- ensuring there is high quality content and delivery of their subject across the academy monitoring provision and ensuring there is appropriate, challenge, support and intervention
- keeping up to date with curriculum developments and providing staff INSET where necessary
- developing medium term plans which show evidence of appropriate differentiation, a variety of teaching and recording methods and cross-curricular where appropriate
- planning is regularly reviewed on a termly cycle and updated and amended as required
- providing appropriate assessment opportunities within their subject area and tracking pupil progress and attainment as appropriate
- updating the policy for their curriculum area in accordance with academy procedures
- ensuring that areas for development within their subject area, which are prioritised in the School Improvement Plan, are addressed and resolved

Teaching staff and learning support staff will:

- ensure that the academy curriculum is implemented in accordance with this policy
- keep up to date with developments in their subjects
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities

The Special Educational Needs Co-ordinator (SENCO) is responsible for:

- providing support, advice and training for all staff working with pupils with special educational needs
- the development of Pupil Profiles, provision mapping and SEN enrichment activities
- The Most Able Co-ordinator is responsible for:
- ensuring the provision for the Most Able pupils is challenging and appropriate to their needs
- the development of Individual Education Plans and monitoring of the Most Able enrichment activities

Pupils:

- are treated as partners in their learning, contributing to the design of the curriculum
- have their individual needs addressed, both within the academy and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge
- are given additional support if they start to fall behind in their learning, helping them get back on track quickly

Parents/carers:

- are consulted about their children's learning and in planning their future education
- are confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives
- will be informed about the curriculum on offer and understand the rationale behind it

Monitoring, evaluation and review:

The local governing body/ AIB will receive an annual report from the principal regarding:

- the standards reached in each subject compared with national and local benchmarks
- the standards, including progress and attainment achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks
- the number of students for whom the curriculum was disapplied and the arrangements which were made.

BEHAVIOUR AND ATTENDANCE

We believe the most important function of the academies across the Academy Trust is to maintain an environment in which every member of the academy is able to achieve success and self-fulfilment. Incidents of challenging and disruptive behaviour will be seen as a consequence of unmet needs and frustrated expectations. This section is a summary of EMLC AT fuller policy documents that the academies supplement with bespoke appendices regarding rewards and sanctions ([see key statutory documents and agreements](#)).

All staff endeavour to create an environment where pride in their academy and its environment are very important. We encourage the children to develop a caring, responsible and helpful attitude towards each other and those who work with them. Our aims are to:

- develop respect for other people and their opinions, regardless of race, gender, physical and intellectual abilities
- create a positive environment where children feel happy and secure
- help children realise their own self-worth and potential
- develop self-control and independence
- develop a sense of responsibility and pride for their academy
- respond to any concerns about bullying, investigating them thoroughly and resolving, without delay.

Behaviour Principles

- all members of the academies should be able to learn in a calm, safe and purposeful environment
- the behaviour principles are the foundation for a clear, shared understanding between pupils, teaching staff, support staff, parents/carers and governors
- behaviour is everybody's responsibility and staff should feel empowered to take action
- all adults in the Academy Trust are responsible for being a model of positive and respectful behaviour towards students and each other
- behaviour is more effective when action to address it is taken immediately and appropriately
- an essential part of behaviour management is that a pupil understands that unacceptable behaviour results in sanctions being imposed and that good behaviour results in rewards
- corporal punishment will never be used
- high expectations of all members of the Academy must be clear and explicit
- establishing and rewarding good behaviour affecting as many pupils as possible
- good behaviour can be best promoted through outstanding teaching (linked to the Teaching and Learning Policy.)

Students with ASD

Pupils will be supported to recognise their strengths and abilities and build upon these attributes, as their successes will be celebrated within the well-understood rewards and recognition systems. The school's positive behaviour policy will be developed according to TEACHH principles and will be consistently applied, rewarding and celebrating good behaviour, progress and milestones in success.

Incidents of challenging and disruptive behaviour will be seen as a consequence of unmet needs and frustrated expectations. These incidents will be used to deepen learning about the individual pupil, thereby reducing the likelihood of repeated incidents. There will be a focus on self-regulation and emotional repair so that pupils will develop the skills to manage anxiety and social challenge with

minimal disruption to their learning. Pupils will be encouraged to choose an option that promotes positive learning outcomes and that remove the barriers to achievement.

Attendance

The school will recognise that attending school is necessary in order to affect optimal learning outcomes and to ensure consistency for all pupils. It will, therefore, strive to promote high levels of attendance and to encourage families to overcome the barriers inhibiting their child's attendance. The school will set annual targets for attendance and these will be ambitious and challenging, notwithstanding the challenges confronting pupils and families.

In setting targets, and in striving to promote raised levels of attendance, the school will remain sensitive to the needs of the children and their families. The school recognises that the complex medical needs of children with individual needs attending the academy, such as pupils with ASD, may affect attendance and persistent absence, however unavoidable. The school will discourage families from removing the child for holidays during term time yet accommodating, where appropriate, special circumstances. We will acknowledge the value of a restful and appropriate holiday for families facing extreme challenges. In some circumstances, for example, the only appropriate and safe time for a family holiday might be during term time, and each request will be considered on its own merits.

Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend academy regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to make less progress and not achieve their target levels and grades in both the primary and secondary academy.

The government expects Academies and local authorities to:

- promote good attendance and reduce absence, including persistent absence
- ensure every pupil has access to full-time education to which they are entitled
- act early to address patterns of absence

The government expects:

- parents/carers to perform their legal duty by ensuring their children of compulsory school age who are registered at the academy attend regularly.
- all pupils to be punctual to their lessons.

Holidays in Term Time

By law, all children of compulsory school age are expected to attend school regularly. All holiday during term time is unauthorised and approval of any absence is at the discretion of the school. Parents/carers have to get permission from the Principal if they want to take their child(ren) out of the academy during term time. They can only do this if:

- they make an application to the Principal in advance (as a parent/carer the child normally lives with)
- there are exceptional circumstances.

It is up to the Principal how many days the child(ren) can be away from the academy if leave is granted. Parents/carers can be fined for taking their child(ren) on holiday during term time without the academy's permission.

TEACHING AND LEARNING

Introduction

This is a summary of the EMLC Academy Trust policy and recognises that high quality Teaching and Learning are at the heart of everything that is done in the Academy. It is important that the Academy develops as an intelligent learning environment in which all pupils flourish. Teaching and Learning are the central activities of the Academy and all other Academy policies support this. Teachers that fall below the expectation that all lessons are good in terms of quality and outcomes, will be supported to improve through the Trust's CPD policy and partnership with TWE

EMLC Academy Trust believes that children are entitled to a high quality learning and teaching environment that is planned to meet their needs and abilities, supports their emotional well-being and promotes the development of social and emotional skills. It is built upon the understanding of past experiences, concepts, skills and knowledge and a vision for future development and progression.

The purpose of this policy is to share and develop a professional knowledge and understanding of the principles of good teaching and learning. It will provide a shared language for all staff to talk about and develop their own best practice in classrooms. It also conveys high expectations and provides consistency in our approaches, ideas, techniques and support in lessons across the whole Academy.

General Principles

We encourage children to enjoy the challenge in facing and overcoming difficulties and to recognise that overcoming obstacles is an important part of the learning process. We believe that children learn best when they:

- use their individual learning style
- are actively involved in and understand the task undertaken
- can work independently and solve problems
- can reflect on and evaluate their work
- develop the capacity to communicate with others
- sustain concentration and respond to challenges
- use resources effectively
- develop the capacity to express themselves in written form and to retain knowledge
- develop appropriate attitudes to ensure full potential is achieved

Focus On Quality of Learning

At the heart of the Trust's approach to educational improvement is a relentless focus by every layer of the organisation on the quality of learning that is taking place in every classroom. This means that systems, procedures and relationships must ensure that we all know our academies. Those systems and processes include:

- professional development and support to ensure consistent standards and approach across the Trust, including the deployment of challenge partners to work alongside the SLTs
- agreed common timescales and methodology of assessment for effective progress monitoring and a commitment from academies to assess, moderate, record and report data to the Central Team in an agreed and timely manner

- a common assessment approach across the primary and secondary academies to inform pupil progress meetings that ensure that no child is left behind
- common risk management, assessment and escalation procedures for education performance, including induction for new teachers as well as support for underperforming and newly qualified teachers
- joint accountability and responsibility of the CEO, the Director of Education and Principals for the academies' education performance
- moderated Trust inspections (audits) to moderate the on-going quality of provision
- routine management analysis of performance by the Trust and the Principals
- education performance group to focus on educational performance, risk assessment, and intervention strategies
- peer-to-peer and school-to-school support to be available when necessary, including support from high-performing academies and trusts

The Quality of Teaching

Teaching should be:

- well planned - with a clear structure to lessons
- interactive - involving the pupils in their learning
- motivating - engendering enthusiasm for the subject in the pupils
- differentiated - to meet the needs of the pupils
- informed - by what pupils know, understand and can do
- fun and enjoyable

And with teachers that recognise:

- each learner is unique and has a preferred learning style
- building and maintaining learner self-esteem optimises learning
- learners make great progress in an environment rich in language and interaction
- learners progress by setting appropriate learning goals for themselves and reviewing these regularly
- learning is more effective in a safe and secure learning environment
- long term learning is aided by structured peer learning with built in opportunities for discussion
- learning is more effective when there is a variety of short, structured tasks and where there are learning choices
- assessment for learning is an essential part of teaching and learning

We believe that teaching is of high quality where the teacher:

- has a secure knowledge and understanding of the subjects or areas they teach
- work in partnership with staff within their team
- sets high expectations in order to challenge pupils and deepen their knowledge and understanding
- plans the pupils' work effectively
- employs a range of methods and organisational strategies which match curricular objectives and the needs of all pupils
- makes effective use of Teaching Assistants
- has effective management of pupils and good discipline
- uses time and resources effectively

- assesses pupils' work thoroughly and constructively, and uses assessments to inform teaching
- uses homework effectively to reinforce and /or extend what is learned in the academy
- involves parents and the home-school partnership
- providing relevant homework and clear guidelines for parental support
- uses self-evaluation as a tool for improvement

The Learning Environment

We believe that the classroom and academy environment contributes most effectively to the quality of children's learning when:

- resources are appropriate, sufficient and accessible
- furniture is arranged well
- displays enrich the classroom and corridor areas
- the classroom is rich in print and number
- working materials are of good quality and reflect care in maintenance
- there are appropriate areas for various activities
- the classroom is an organised working area
- the classroom environment is sensitive to the needs of the wider community

Culture

We believe that children are entitled to the best climate for learning and teaching and that shared values support their development so that overall, this will promote the well-being of the pupil.

- ensuring children feel valued and respected
- developing a creative climate
- providing equal opportunities for all
- staff modelling the behaviour and values they wish to encourage in the children;
- making pupils feel confident enough to learn from their mistakes
- having high expectations of children.

Lesson Structure

Lessons should include:

- a clear lesson structure
- appropriate amount of time and number of lessons to cover the curriculum.
- effective questioning using different modes of questions to elicit different types of information
- thinking skills to encourage pupils to collect, sort and analyse information
- teachers should use a mix of strategies to motivate and encourage enthusiasm for the subject
- teachers should employ a variety of strategies for differentiation
- teachers should employ differentiation in a manageable way whilst at the same time ensuring the needs of all pupils are met
- assessment should be an integral part of the everyday work of teachers
- information for the curriculum coordinator/subject leader to monitor and pass onto the next teacher.

Classroom Organisation and Management

Teachers should organise and manage classrooms to include:

- appropriate grouping of pupils
- a stimulating learning environment

- a variety of ways of working involving individual, pairs, group work and whole class
- effective use of resources
- modelling good examples of work.

Planning for Teaching

Planning for teaching should include:

- clear teaching activities
- appropriate subject related vocabulary
- activities differentiated for groups of students
- assessment opportunities for identified groups of students
- appropriate questioning techniques to develop learning
- resources to support and reinforce learning
- homework that reinforces and extends what has been learnt in the lesson.

Planning for Learning

- clear learning objectives
- opportunities for collaborative working in pairs or groups
- opportunities for independent study
- making links between lessons on a similar subject
- opportunities for pupils to ask questions and contribute to whole class discussion
- opportunities to explore, investigate and research

FINANCIAL MANAGEMENT

The financial management support service encompasses the following examples of the services provided by the central finance team:

- liaison with the Education and Skills Funding Agency and the Regional Schools Commissioner
- VAT advice, consolidation, checking and submission supporting including liaison with HMRC and appropriate training for office/business managers.
- GAG Funding statement checks, investigations and follow ups.
- ESFA directed financial compliance implementation in the form of an annually updated Financial Handbook for academies
- liaison with pension providers
- pension-related financial policies and regulation
- annual budget planning workshop
- monthly outturn financial monitoring health checks
- monthly group briefing and budget monitoring sessions
- financial coding structure and compliance advice as well as dissemination of good practice
- budget planning and financial monitoring software
- financial modelling support for significant planned changes
- support with auto enrolment

EMLC Academy Trust works closely with all its schools providing support and challenge to ensure that all the financial systems are understood and complied with.

In terms of expectations, a comprehensive list of functions to be performed by the central finance team and the academy finance staff, respectively, is contained within the Central Services document.

Financial Delegation

EMLC Academy Trust favours the principle of earned autonomy, and this extends to the financial delegation and monitoring. If an academy, through its Principal and Business Manager, has good financial management then the maximum delegation will be granted. Good financial management includes ensuring the budget remains in balance, having a strong set of financial controls, keeping excellent financial records, for example.

Where there are concerns, the amount of financial delegation will be tailored to fit the academy's particular situation and will be reviewed and amended as required.

Depending upon the situation it may just mean a reduction to the value up to which the Principal has authority to sign off purchases. Removal of delegation may mean the removal of authority to sign off purchases, a stop on recruitment and/or a change to the management fee structure.

Financial Reporting

A Funding Letter for each academy is received from the ESFA each year in March. EMLC Academy Trust believes in working in a transparent way with its academies, so this is shared with the Principal and Business Manager in full. This is the first step in the academy setting its own budget for the coming year.

The budget setting process is a collaborative process between the academy and central Trust, working together to collate information and set an appropriate and balanced budget.

Each year, usually in January, a formal reforecast is performed by each academy in the same collaborative way, to take into account changes to staffing, income, etc. which have taken place since the budget was set. The reforecast must also be an appropriate, balanced budget.

Academies must provide monthly management accounts in an agreed format (as described in the EMLC Academy Trust Financial Handbook), which compare the actual spend to budget.

In order that these accounts contain the latest information, all postings of purchase orders, invoices, petty cash, credit card purchases, etc. must be kept up to date by the Business Manager. The management accounts themselves could be prepared by the Business Manager or the central finance team, agreed dependent upon the skills and experience of the Business Manager.

The accounts are part of the formal monitoring processes of the Trust governance and local governance of the academy, and are reviewed by the following individuals and bodies:

- reviewed monthly by Chief Financial Officer (CFO) and Chief Executive Officer
- reviewed monthly by the Principal and Business Manager with the CFO
- reviewed quarterly or termly by the Finance Group of the Local Governing Body (LGB), and then by the LGB itself
- reviewed quarterly by the Finance Group of the Board of Trustees, and then by the Board of Trustees

The regular nature of these reviews means that potential budget issues are identified early and the school is supported in finding a solution.

Audit Requirements

The Trust has a financial audit each year, conducted by an external audit firm, and consolidated financial statements are prepared. Academy staff must co-operate with the auditors, who will test the internal financial controls of the academy. The auditors produce a report at the end of the audit highlighting any control deficiencies found. These will be reported back to the Principal and Business Manager and must be rectified immediately.

EMLC Academy Trust also performs termly internal audit reviews as required by the Audit and Risk Group (a sub-committee of the Board). Testing might include such areas as segregation of duties, authorisation limits, procurement levels, etc. This is performed by the central finance team or another person qualified to do so, as appropriate. Again, any control deficiencies will be reported back to the Principal and Business Manager and must be rectified immediately.

The central finance team will support the Business Manager to improve their internal processes.

Internal Financial Controls

EMLC Academy Trust values highly strong internal financial controls. The majority of income into the Trust is delegated public money and every individual has a duty to ensure that this is spent in accordance with ESFA guidelines and achieves the very best value for money. We must also guard against fraud and inaccuracy, which is why internal financial controls are so important.

As well as the formal monitoring processes identified above we also produce our own Financial Handbook, updated annually, which sets out the high standards of financial controls expected of all our academies.

As described above, internal financial controls are tested regularly through our internal audit function. In addition, through central access to the financial software we can drill down to the detail of every transaction at school level and check that postings have been performed correctly.

Related Party Transactions is an area that the ESFA focusses on in its Academies Financial Handbook. Details on this subject can be found in the EMLC Academy Trust Financial Handbook and the appendix lists related party organisations declared by staff and governors in their Registers of Interest. Academies must not enter into transactions with related parties.

Support for Academies

The central finance team provide support to the academies in many different ways. These are set out in detail in the Central Services document, and include the following:

- training on PS Financials (accounting software) and the Forecasting Tool
- upload annual budget information for each academy to the ESFA
- communicating with accounts staff dealing with issues, software
- payroll support and keeping Trust records for consolidated reports for financial statements
- principals credit card and personal expenses approval
- petty cash and currency for trips collected from Bank and take to school
- support for auto enrolment and dealing with third party contractor
- calculate apprenticeship levy every month and ensure accurate posting to accounts
- ongoing training e.g. PS Financials and Forecasting Tool
- administer loan repayments

EMLC ACADEMY TRUST GOVERNANCE

EMLC Academy Trust has a team of Trustees whose combined skills offer a wealth of experience and contacts to support EMLC Academy Trust in its activities. All Trustees annually complete the declaration of individual Trustees' interests.

Trustee	Role (appointment)
Kevin Crompton	Chair Board (8 April 2013)
Jonathan Harris	Board Director (11 April 2017)
Pauline Waterhouse OBE	Board Director (22 February 2014)
James Fairlie	Board Director (22 July 2016)
Keith Marshall OBE	Board Director (12 July 2016)
Jan Marshall CEO	Board Director (12 July 2016), Accounting Officer
Julian Rivers	Board Director (27 March 2014)

EMLC Academy Trust Members and Trustees

The Trust Members
<p>Jan Marshall George Gyte Rev William Adams</p>

The Board, working in partnership with the executive will:

- have a clear vision and ethos
- provide strong strategic direction
- be ambitious and achieve strong governance that will transform our academies and schools building effective partnerships with parents, communities, businesses and other stakeholders
- strengthen professional leadership by appointing outstanding leaders appropriate to the challenge. All senior and middle leadership in an EMLC AT academy are committed to supporting academies on their journey to become outstanding
- hold academy leaders and governors accountable for high standards of education and safeguarding against clear benchmarks and performance measures
- ensure that resources, within a constrained financial environment, are used in the most effective way

EMLC Academy Trust Groups

Finance Group	Performance Group	Audit & Risk Group	Development, Wellbeing & Safeguarding Group
<p>Kevin Crompton* Julian Rivers Jan Marshall</p>	<p>Pauline Waterhouse* Jan Marshall Keith Marshall</p>	<p>Richard Burkimsher* James Fairlie</p>	<p>James Fairlie* Jan Marshall</p>

*Group Chair

Governance Principles

The fundamental principles of the organisation and the rules for Trust governance are laid out in the scheme of delegation. The governance principles recognise the importance of developing relationships with common purpose as much as they are about developing processes and structures.

The 21 questions that every multi-academy trust should ask itself, set out by the All Party Parliamentary Group on Education Governance and Leadership (January 2015), provide a foundation by which the effectiveness of our governance can be judged. Financial governance must, as a foundation, be compliant with the principles and regulations set out in the Academies Financial handbook. The Trust aims to go beyond this foundation to provide excellence in its governance.

Governance is underpinned by a common understanding about who is responsible for providing valuable input to decision making and who has the decision making responsibility.

Effective governance in the Trust will be supported through the following tiers:

- Trust Members – the guardians of the constitution
- Trust Board – the Directors / Trustees
- Trust Groups
- Local Governing Bodies (LGBs) – The Academy Governors
- Academy Improvement Boards (AIBs) – Academies Requiring Improvement
- The Executive Team – the Chief Executive Officer (CEO) and other senior management

The Trust Board has overall responsibility and ultimate decision-making authority for all the work of the Trust, including the establishment and maintenance of the academies and scrutiny and challenge of academy education and financial performance. In addition, the Board needs to ensure an effective flow of communication between the LGB, the AIB and the Trust Board.

The following table summarises the overall relationship between the LGB/ AIB and the Board:

THE BOARD	INDIVIDUAL ACADEMY FUNCTIONS
<p>Liase with the Education and Skills Funding Agency (ESFA) and Charities Commission to ensure that the Trust’s governance structure is clear, compliant and effective.</p> <p>Trustees set the values and strategic direction and policies of the Trust.</p> <p>Trustees determine the governance structures for the Trust and determine the governance scheme of delegation.</p> <p>Support Trustees in the recruitment and appointment of new Trustees, maintaining a skills audit of Trustee expertise to ensure a balance of relevant expertise at Board level.</p> <p>Support the cost of training of Trustees.</p>	<p>References to the Local Governing Body (LGB) also apply to local Academy Improvement Board (AIB).</p> <p>The LGB/ AIB set the values and strategic policy of the academy within the limits sets within the scheme of delegation.</p> <p>Ensure compliance with the Trust’s scheme of governance and scheme of delegation.</p> <p>Support Governors in the recruitment of new LGB/ AIB members for approval by the regional board.</p> <p>Support the induction of LGB governors.</p> <p>Support the cost of training LGB members.</p>

Ensure that meetings of the Trust Board, and the Groups are fully supported and appropriately clerked and organised.

Proactively ensure that the Trust Board, and the Groups have access to all necessary data and information, as and when they require it, in order to discharge their duties as Trustees in providing overview and scrutiny of the Trust's activities and in holding the Executive to account

Ensure that meetings of the LGB/ AIB and their sub-committees are fully supported and appropriately clerked and organised.

Proactively ensure that the LGB and their Groups have access to all necessary data and information, as and when they require it, in order to discharge their duties as Governors in providing overview and scrutiny of the academy's activities and in holding the academy leadership team to account.

PARTNERSHIP WORKING

EMLC Academy Trust aspires to make a difference to all groups of children and young people, especially for the disadvantaged and vulnerable boys and girls, and working in partnership with parents, carers and the local community. The capacity of the Trust must exceed that provided by the central team. This capacity is built up through the development of effective academies that provide peer-to-peer as well as school-to-school support and challenge.

New Academies

- EMLC AT will have a defined strategy for growth
- we will build capacity in advance of new schools joining the network
- we will prepare for the challenges posed by different joiners – start-up, sponsored and converters – and the impact this will have on our leadership and governance
- we will expand into schools where we make a difference
- we must establish the right “blend” of good or outstanding schools and RI, to ensure sustainable improvement and growth
- any expansion will be based around a hub model, but within our local area, observing the ‘lunch hour drive’ formula
- we will continue to say ‘no’ to schools we cannot make a difference to, or whose presence would adversely affect our capacity to improve current schools

Growth Action Plan

The Growth Strategy Action Plan aligns with EMLC AT Strategic Plan 2016-2019 ‘Achieving Outstanding Academies’ in order to build upon the individual academy successes achieved to date, through a relentless focus on our **four strategic objectives**:

- 1. Building a strong infrastructure**
- 2. Raising attainment and improving progression**
- 3. Supporting excellent teaching and learning**
- 4. Ensuring strong leadership and governance**

Within the action plan, the following priorities for growth, with expected outcomes, have been identified:

1. Viable Strategy

1.1 To ensure that the Trust’s strategic direction is underpinned by a robust financial plan that reflects the commercial needs of the Trust, balancing the risks and opportunities associated with maintaining the status quo and growth scenarios.

1.2 To agree an annual strategic growth plan for the year ahead with the Board considering the rate of growth, the pace of change and the need to achieve a blend of schools within the Trust.

1.3 To provide Board members with regular reports, risk-analysis and evaluations on a school-by-school basis based on a thorough review of organisational capacity and the performance of individual academies.

1.4 To shape the organisation structure of the Trust, as growth dictates, for the full deployment of a skilled central team, well-matched to the needs of our academies and the communities they serve.

2. Sustainable Growth

2.1 To increase, in 2017/2018 the MAT by a minimum of 3-5 'convertor' schools, depending on size and status, to ensure the financial viability of the Trust with the existing central team structure.

2.2 To ensure that EMLC AT demonstrates the economies of scale and Trust benefits to potential schools to gain their confidence in a well-designed initial 'pitch' and compelling offer for the future.

2.3 To secure viability, for September 2020 growth to 15-20 schools, with a blend of Free Schools, converter and sponsored academies to join our Trust family from the Northampton and Milton Keynes areas.

2.4 To consider the potential of opening 5 free schools by 2020, including the possibility of opportunities within other LAs, within one hour's travel from Olney.

3. Quality Standards & Service Delivery

3.1 To ensure that the central capacity for continuing professional development is realistic.

3.2 To continue to meet with the RSC to share the Trust's potential to expand and therefore to lever the support we require, including grant applications.

3.3 To secure strong outcomes, following a due-diligence report, by implementing a differentiated academy management strategy for the growth of new Free Schools, sponsored and convertor academies, according to need.

3.4 To evaluate the EMLC AT continuing service delivery offer to its schools and management fee rate which is based on 'intensive' to an 'improving', 'light touch'.

4. Expansion Strategy

The Trust has a considered approach to expansion, firstly growing organically and sustainably so that we do not outstrip our resource and risk a drop in quality. Secondly, we wish to continue to welcome academies to the Trust that are sufficiently close geographically to be able to share and develop staff, good practice and come together on a regular basis.

Our broad rule of thumb is that our academies should be within a one-hour drive from our head office in Olney. We currently have the potential to develop three clusters around Milton Keynes, Northampton and East Northants. We have analysed levels of resource we consider necessary to convert, improve and then maintain the performance of our academies.

We have also looked closely at the most cost-effective way of delivering support and challenge to our academies, both directly and in shared services. That analysis shows that as well as requiring an increase in direct school-facing central staff, as we expand it is also cost-effective to bring in house some of the support services we deliver which are currently outsourced.

Our expertise and commitment and the key elements are as follows:

- the focus of the Trust, and all of its academies, is on the needs of our pupils so that they can 'be the best that they can be'
- our drive is for outstanding schools, both with our existing schools and new schools
- each of our academies reflects the needs of the community it works with. This is more important than reflecting a corporate brand
- our academies are diverse, from inner city academies with high deprivation rates to middle class suburban academies, both primary and secondary reflecting our experience in dealing with a wide cross section of academies, pupils and communities.
- we already have good working relations with Milton Keynes Local Authority as evidenced by our collaborations around Orchard and Shepherdswell academies with their specialist departments and expansion plans

- we are a local Trust which enables close working between academies, shared development and support - all our academies are within an hour's drive of our headquarters
- we have strong leadership credentials, identifying and developing young, good leaders
- we have a strong central team who are committed and passionate about the needs of the pupils in our academies
- we have strong financial management at Trust level
- our strategy is for sustainable growth in our geographic area of interest
- we work closely with a nationally recognised school improvement organisation through which we have a strong network of individuals and organisations including teaching schools, HMIs and Challenge Partners

The EMLC AT growth strategy has taken careful note of the DFE checklist for growth:

Transition

- be aware of key transition points. Particularly the phase from 5-10 academies when there is a need to develop skills and infrastructure
- grow carefully, understanding your own capacity and the challenges and risks you take on – this might mean steady growth followed by a spurt

School Portfolio

- have a mixed portfolio of schools – a balance of sponsored and converter projects
- when planning growth think consistently in terms of geography, plan your development in terms of clusters and understand the risks of adding isolated schools to your chain

Vision & Purpose

- make sure your vision and purpose is well understood throughout your organisation – branding can be a tool but it's collective ethos that counts

Governance & Leadership

- having individuals with strong commercial skills at board level is crucial, and the importance of these skills increases when chains grow beyond 4-5
- clear accountability and governance are vital. Small boards are more likely to be successful and strong board-school level governance links are healthy
- nurture leadership internally and make the most of cross-chain CPD and progression opportunities. High performers are much more likely to do this

Business Model

- be proactive in finding innovative ways to achieve efficiencies
- formulate your business model carefully – and look at what others have done. There is no single formula for top-slice and central services
- strong financial planning is vital. If you have very strong school improvement and nothing goes wrong you may be lucky for a while but cannot rely on this
- it is your choice on how prescriptive to be with schools in your chain that are performing well – but take swift and assertive action with failing schools

Pupils, Parents and Communities

- learning that inspires and fosters curiosity through high quality-first teaching

- an education that develops well-rounded individuals
- access to a range of experiences that challenge and enhance skills, talents and aptitudes
- high expectations that lead to high pupil achievement
- an aspiration for each of them that fosters the development of strong ambitions
- a world-class education that meets the needs and extends the potential of all pupils in the academy, which values every child and aims to boost their self-confidence, that recognises parents as their child's best teacher
- a commitment that parents will be informed in a timely manner about their child's attendance, progress, attainment and well-being
- a sponsor that will develop parents/ carers as active partners in their child's progress, and will provide them with resources and a toolkit to perform this role successfully
- an academy that is an engine for regeneration, a learning resource, and at the centre of the community of which they can be proud
- a community hub that meets the needs and aspirations of the community

Teachers and Support Staff

- access to high quality school improvement expertise through Third Wave Enterprises for Early Years, Primary and Secondary staff development
- the highest expectations of teaching quality from newly qualified, recently qualified through to experienced colleagues at the heart of their careers challenged and supported by EMLC Academy Trust to achieve this
- the opportunity to develop careers in a highly regarded academy group that is ambitious for all its staff and provides bespoke professional development and challenge
- visions, missions and top-level strategic intentions only work if staff understand how this relates to their role, what is expected of them on a daily basis and if they are held to account against these expectations
- we will establish expectations for staff in our classrooms, offices and throughout the organisation, no matter their role, and these will become a focus for all as we seek to build a stronger school community

Leadership and Governance

- recruit and develop high calibre teachers, leaders, manager and governors of our academies who are proud of their role and instil a sense of pride and confidence in the community they serve
- an opportunity to work with a proven high-quality Trust, charity and school improvement provider that will provide excellent opportunities to grow and develop as leaders
- our academies will share best practice governance, leadership and teaching that contribute to outstanding outcomes for our children and young people
- central support for schools providing insight and challenge with data processing and preparation for school reviews and inspections
- an understanding that governors are also deserving of the highest quality training and induction in their role to support and challenge the leadership team on behalf of the community that they serve and know well