



# **Hamstead Hall Academy Trust**

## **Statement of intent**

# Contents

	<b>Page Number</b>
<b>Introduction</b>	<b>3</b>
<b>Aims, Values and Vision</b>	<b>4</b>
<b>Academies within the Trust</b>	<b>5</b>
<b>Governance Structures</b>	<b>7</b>
<b>Governance Responsibilities</b>	<b>8</b>
<b>Benefits of our MAT</b>	<b>10</b>
<b>Strategic Intent</b>	<b>11</b>
<b>Strategic Priorities 2018-2021</b>	<b>12</b>
<b>Key Performance Indicators</b>	<b>12</b>
<b>Growth Strategy</b>	<b>13</b>
<b>Appendix 1 – Governance Structure</b>	<b>14</b>
<b>Appendix 2 – Trust Priorities</b>	<b>16</b>



# Hamstead Hall Academy Trust

## Introduction

Hamstead Hall Academy Trust was formed in 2013 and currently consists of two academies: Hamstead Hall Academy, an 11-18 secondary and Grestone Academy, a three-form primary academy with a nursery. The strategic aim of the Trust is to improve the educational outcomes of all the children and young people it is directly responsible for. This will be achieved through the recruitment and retention of a high quality and committed workforce. We intend to deliver outstanding professional learning and enhanced career opportunities for staff in our academies.

The improvement priorities have been designed to have a significant impact on the quality of teaching and learning, removing barriers to achievement and enhancing educational outcomes. The Trust has a rigorous Quality Assurance Programme with external validation to ensure its processes and outcomes are of a consistently high quality.

The Trust is a strategic partner in the Arthur Terry School Teaching Alliance, as well as being a member of the Titan Partnership and the Birmingham Education Partnership (BEP) with a place on the BEP Strategic Leadership and Improvement Committee (SLIC). These partnerships are an active part of the Trust's academy improvement strategy.

All Academies within The Hamstead Hall Multi Academy Trust are governed by one Trust (the Members) and a board of Directors. Directors of the Hamstead Hall Academy Trust are appointed by the Members and include the Executive Principals. The Hamstead Hall Academy Trust holds ultimate responsibility for all decisions regarding the running of the individual Academies. However, whilst finance, HR, estates, ICT, admissions and marketing are managed centrally, the Hamstead Hall Academy Trust delegates decisions relating to the curriculum and learning and teaching to the local governing bodies of the individual Academies. This ensures that academies within the Trust can retain their individuality. Opportunities are given to share best practice and to participate in shared opportunities for professional development.

## **Aims and Values**

### **Our mission statement**

Hamstead Hall Academy Trust aims to place learning at the heart of its community; creating an education sector that values all people (irrespective of age, race, ability and sexual orientation) in our community as learners and will support them to secure a better future for themselves and for our local area.

### **Our Vision**

At Hamstead Hall Academy Trust, our vision is to create a learning community across our academies where we work together to support our learners of all ages to secure a better future for themselves through the pursuit of excellence in everything we do. We aim to provide:

- The widest possible range of opportunities for students, teachers, para-professionals and the community to feel fulfilled in their lifelong learning.
- A challenging edge for us all to achieve our individual best in all aspects of academy life.
- A real sense of belonging to a supportive learning community where we prepare students for success in the 21<sup>st</sup> century workplace.
- The best facilities possible to support our work.
- The feeling of a community: caring, supportive, improving and challenging with us all taking our share of responsibility to make this a reality'.

The Hamstead Hall Academy Trust seeks to be the place, which is the first choice for children to learn and staff to work. We will enhance children's life chances by maximising their educational outcomes through a broad and balanced, challenging curriculum, which develops best practice in teaching and learning, informed by research and the experiences of our staff across the Trust. Teaching staff in our academies are supported with opportunities for collaborative planning and development. The Trust will ensure that there is focussed and personalised professional learning informed by robust and rigorous quality assurance across the academies to further improve teaching and learning and increase leadership capacity. The Trust's cross phase work will support us to become a centre of excellence in transition.

### **Our Values**

- We treat people with respect be they learners, teachers, para-professionals in any context.
- We value the fact that we all learn at different rates, and we aim to support people along their individual learning pathway.
- We need to have the highest expectations of ourselves and of others. We should strive to do our best in all aspects of life.
- We should be very ready to share our ideas with others and value other people's ideas.

## **Our academies:**

### **Hamstead Hall Academy**

An 11–18 academy, in Handsworth Wood. There are approximately 1100 students on role including approximately 180 in the sixth form. The academy serves the local community of Handsworth Wood and the deprived communities of Inner City Handsworth and Perry Barr. The academy has a very positive ethos, very high aspirations and demanding expectations that ensure high achievement. It is a culturally rich and diverse learning community, offering a broad education leading to excellent traditional, academic qualifications. Hamstead Hall Academy was founded on the current site over 45 years ago and blends tradition with innovation.

[www.hamsteadhall.com](http://www.hamsteadhall.com)

### **Grestone Academy**

A 4-11, three-form entry academy with a nursery, in Handsworth Wood. The academy serves the local community of Handsworth Wood and the deprived communities of Inner City Handsworth and Perry Barr. The academy has a very positive ethos, very high aspirations and demanding expectations that ensure achievement is improving. It is a culturally rich and diverse learning community. Grestone Academy was founded on the current site over 50 years ago.

[www.grestoneacademy.com](http://www.grestoneacademy.com)

## **How do we quality assure our work?**

The Hamstead Hall Academy Trust is ultimately accountable for the performance of each of its academies. It can agree to delegate as much or as little power down to the local governing bodies of the academies involved as is appropriate. This could vary according to the circumstances and context of each individual academy. The Hamstead Hall Academy Trust will provide effective support for any of its academies requiring additional support, including access to a variety of school improvement partnerships through its links with National College for Teaching and Leadership, Birmingham Education Partnership (BEP), Titan Partnership and the Teaching School alliances with which it works.

## **Self-evaluation**

Our aim is to support all of our academies to be judged by Ofsted as at least good with the capacity to become outstanding. Once a year, each of our academies will be subject to a rigorous review of its work that will be initiated by the Hamstead Hall Academy Trust Board of Directors, involving the Leadership Teams of the academies with verification from external consultants. Formal reviews of each academy's progress towards agreed targets are presented to the respective Local Governing Body of each academy on a regular (termly) basis and received by the Hamstead Hall Academy Trust Board three times per year. At a local level, governors from each of the academies within the Hamstead Hall Academy Trust will play an active role in monitoring the quality of learning and teaching and outcomes for learners. Through regular training across the academies within the

Hamstead Hall Academy Trust, governors will be supported to question and challenge information presented to them; gaining the level of awareness and understanding that will enable them to accurately judge their academy's capacity for further improvement. Our monitoring processes will continuously inform self-evaluation and planning within each of our academies.

These will include:

- tracking of learner progress and planned interventions to support each learner's success
- analysis of attendance and punctuality (with a consistent strategy agreed across all of our academies to reduce persistent absence)
- analysis of data relating to learners' attendance, behaviour and safety
- scrutiny of learners' work
- analysis of standards of learning and teaching (including moderated lesson observations to ensure consistent judgements about standards across all of our academies).
- learning walks involving senior and middle leaders and governors
- evidence that professional development programmes are directly linked to the outcomes of lesson observations and appraisal objectives
- detailed analysis of outcomes for learners

consultation with students, staff and parents across our academies and partners across our wider community (this will be done through formally constituted groups, focus groups and surveys throughout the year).

## **The Hamstead Hall Academy Trust Governance Structure**

(Please see appendix 1, page 14)

### **Members**

- 5 members

### **Board of Directors**

Membership consists of 9 Directors:

- Chair of Directors
- Vice Chair of Directors
- 6 Directors
- Executive Principals

### **Finance and Staffing Committee**

There is one Finance and Staffing Committee across the Trust

Membership of up to 5

- 3 Directors
- Executive Principals

### **Local Governing Body for each Academy**

Membership of 9

- 2 Parent Governors
- 4 Trust Appointed Governors
- 2 Staff Governors
- Heads of School

## **Governance responsibilities within the Hamstead Hall Academy Trust**

Appendix 1(Page 14) illustrates the structure of the trust and the responsibilities of each of the local Governing Bodies within the Hamstead Hall Academy Trust against those responsibilities held centrally by the Hamstead Hall Academy Trust Board of Directors.

### **Hamstead Hall Academy Trust responsibilities**

- Governance
- Development of the Hamstead Hall Academy Trust vision and core values
- Determining the level of delegation to each local governing body
- Governor training
- Strategic Management
- Recruitment of Heads of School at our academies (jointly with the local governing body)
- Performance Management of the Executive Principals
- Performance Management of the Heads of School (jointly with the local chair of governors)
- Academy target setting and improvement planning sign off
- Academy budget approval
- Staff contracts
- Academy admissions and appeals
- Marketing and public relations
- Trust and Academy policies
- Campus wide management
- Scheme of Delegation
- Financial and administrative policies
- Planning, budgeting and reporting procedures
- Statutory compliance in all its aspects and risk management (health and safety, equality etc)
- Estates management
- IT network management
- Reprographic and publishing services
- Major procurement
- Education
- Support for the implementation of the academy improvement plans
- Individual monitoring of academies via key performance metrics
- Support for the professional development of staff

### **Local Governing Body responsibilities**

- Monitoring of standards
- Implementation of the Hamstead Hall Academy Trust vision and core values
- Curriculum provision
- Quality of the classroom experience
- Quality of work placement experience (where appropriate)
- Student attainment and progress
- Student attendance and punctuality

- Student behaviour and safety
- Student exclusions and appeals
- Enrichment activities (clubs, visits, extra curricular activities)
- Academy improvement plan implementation
- Budget management
- Special educational needs provision
- Statutory compliance and risk management
- Evaluate performance management systems and scrutinise any reward payments
- Staff disciplinary issues (with Hamstead Hall Academy Trust support especially in relation to grievance issues/dismissals)
- Relationships and marketing
- Parent relations
- Student recruitment
- Community relationships (businesses, arts and sports organisations and partner schools)
- Policies
- Establish and review policies and procedures, reflecting Hamstead Hall Academy Trust key criteria
- Provide feedback to Hamstead Hall Academy Trust on the effectiveness of policies

## **Benefits of our Multi-Academy Trust**

Individual Academies within the Hamstead Hall Academy Trust retain their autonomy within the Governance Structure allowing for individuality in relation to the academy's context and environment. As a MAT we aim for our academies to benefit through improving value for money and school improvement services. Academies within the MAT can benefit from the flexibility that the Hamstead Hall Academy Trust offers to manage the funding available. Funding to the Academies within the Hamstead Hall Academy Trust is allocated on an individual Academy basis, via a supplemental agreement between the Secretary of State and each Academy within the Trust. The Hamstead Hall Academy Trust can, to the extent that it is permitted through the Funding Agreement, combine some of the individual Academy's budgets and use the money to fund shared services. This helps the Hamstead Hall Academy Trust to achieve economies of scale. The Hamstead Hall Academy Trust can often negotiate contracts and services that achieve much better value for money than if each academy were to negotiate these individually; and source locally wherever possible. The Hamstead Hall Academy Trust is the employer for all staff within its Academies, allowing the movement of staff across schools if this is desired. This is an attractive option that offers greater security of employment for staff in our academies with fluctuating populations and affords the capacity to provide additional support where it is required.

The Trust can provide a wide range of professional learning opportunities for all staff and has developed a leadership pathway from NQT to Middle Leadership to Senior Leadership. Staff within the Trust have been actively engaged with designing and delivering external leadership programmes such as, NPQH, NPQML, Leading change.

## **Opportunities for collaboration**

The Hamstead Hall Academy Trust is ultimately accountable and responsible for the performance of each of its Academies. Through the Scheme of Delegation, responsibilities are delegated to the local governing bodies of the academies within the Trust. The Trust appoints an Executive Principal to deliver the strategy of the Trust and to work with the individual Heads of the school to provide effective support as required, including access to a variety of school improvement partnerships through its links with the National College for Teaching and Leadership, Birmingham Education Partnership, Titan Partnership and the Teaching School alliances.

## **Thinking about the future: our strategic intent and improvement offer**

Our strategic intent is to improve provision and outcomes in the academies in our MAT with a focus on:

1. Student progress and achievement
2. Quality of teaching, learning and assessment
3. Quality of education
4. Wellbeing, safety and behaviour for learning
5. Value for money
6. Leadership and Management
7. Estates and learning environment

### **HHAT Improvement team**

Our MAT has a developing central services team which can ensure that there are shared services across the MAT to support our academies in these key areas.

The HHAT Improvement team can utilise a National Leader of Education, a serving Ofsted inspector, Specialist Leaders of Education and other highly skilled senior and middle leaders to support school to school improvement.

Hamstead Hall Academy is a National Support School and through our partnerships with the National College for Teaching and Leadership, Birmingham Education Partnership (BEP), Titan Partnership and the Teaching School alliances there is a proven track record of school to school improvement.

## **Strategic Priorities 2018-2021**

Our strategic priorities in the period 2018-2021 are summarised in Appendix 2 and relate to:

1. Student progress and achievement
2. Quality of teaching
3. Quality of education
4. Wellbeing, safety and behaviour for learning
5. Value for money
6. Leadership and Management
7. Estates and learning environment

### **Key Performance Indicators (KPI)**

The following Key Performance Indicators relate to our trust priorities, (appendix 2 – page 16) and will be reviewed annually and reported through the Trust’s annual report.

#### **KPI 1: Student achievement and standards**

- i. All MAT Academies to be at least good.
- ii. Students make good progress with achievement at least in line with national averages
- iii. Attendance is at least in line with national averages.
- iv. All Academies are compliant, with health and safety, safeguarding and other appropriate statutory requirements.
- v. Quality of teaching is high as evidenced through QA processes.

#### **KPI 2: Staffing**

- i. All academies are fully staffed with highly skilled staff
- ii. All staff have access to high quality professional learning
- iii. Leadership pathways provide opportunities to improve leadership and develop leadership capacity.

#### **KPI 3: Governance**

- i. Governance structure in place which is compliant and in line with DFE guidance for MATs.
- ii. Governors are recruited with appropriate skills and experience to ensure that Local Governing Bodies have a full complement.
- iii. Governors and Directors hold leaders to account and provide appropriate challenge.

#### **KPI 4: Finance.**

- i. Value for money is secured across the Trust
- ii. Trust finances are strong and return a surplus
- iii. Staffing costs across the Trust are at 80% of total Trust income
- iv. Audit reports indicate financial systems are compliant and fit for purpose
- v. Risk management register in place which informs future planning.

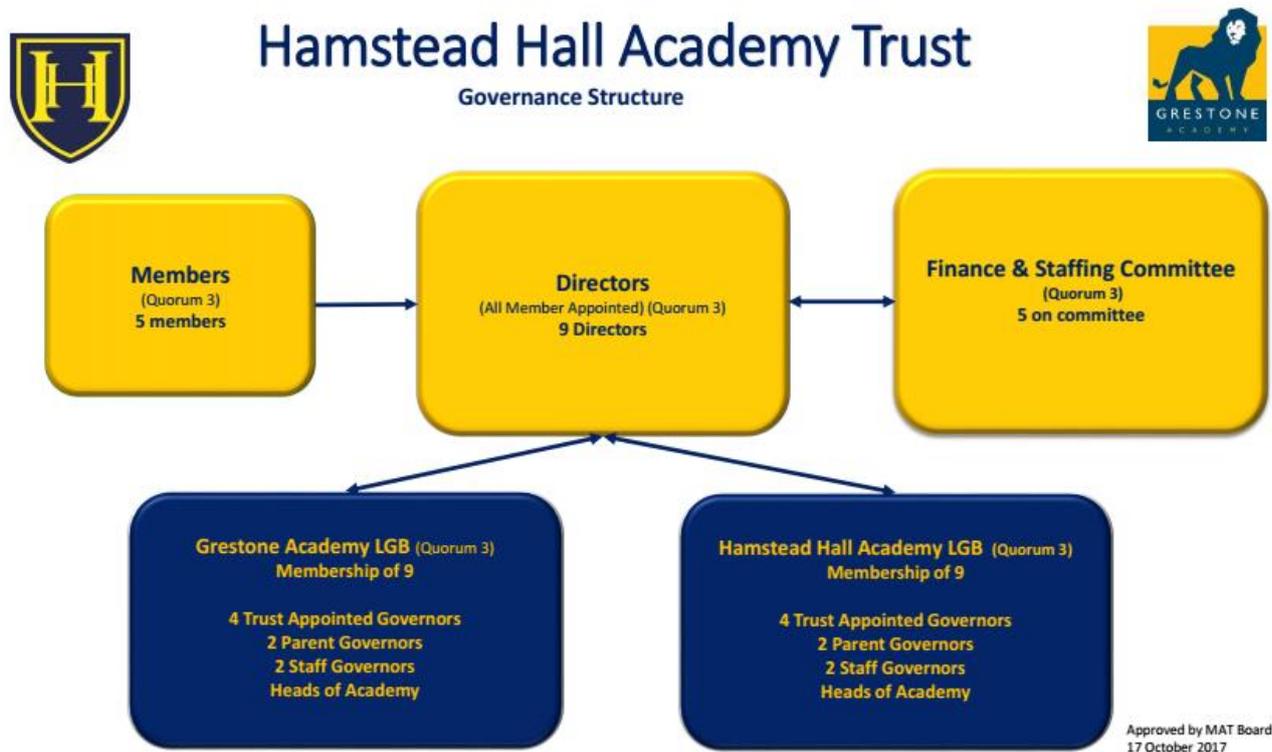
## **Growth Strategy**

Our primary focus is to meet Key Performance Indicators for the academies in our Trust and ensure that these academies are in a strong and sustainable position. However, should other academies wish to join our MAT and take advantage of the benefits we can offer, we will consider each request individually. In addition to this, with a wide range of experience of school to school support for many years, the Trust would be willing to consider requests from the DFE or RSC to sponsor new academies to join our Trust

### **Further information**

If you wish to find out more about the work of the Hamstead Hall Academy Trust and explore ways in which your school or business might work with us, we would be pleased to meet with you

## Appendix 1



### Hamstead Hall Academy Trust responsibilities

#### Governance

- Development of the Hamstead Hall Academy Trust vision and core values.
- Determining the level of delegation to each local governing body.
- Governor training

#### Strategic Management

- Recruitment of Heads of School (jointly with the local governing body)
- Performance Management of the Executive Principal
- Performance Management of the Heads of School (jointly with the local chair of governors)
- School target setting and improvement planning sign off
- School budget approval
- Staff contracts
- School admissions and appeals
- Marketing and public relations
- School policies

#### Estates and facilities management

- Financial and administrative policies
- Planning, budgeting and reporting procedures
- Statutory compliance and risk management (health and safety, equality etc)
- Estates management
- IT network management

- Reprographic and publishing services
- Major procurement

### **Education**

- Support for the implementation of the school improvement plan
- Individual monitoring of schools via key performance metrics
- Support for the professional development of staff

### **Local Governing Body responsibilities**

#### **Monitoring**

- Implementation of the Hamstead Hall Academy Trust vision and core values
- Curriculum provision
- Quality of the classroom experience
- Quality of work placement experience (where appropriate)
- Student attainment and progress
- Student attendance and punctuality
- Enrichment activities (clubs, visits, extra curricular activities)
- School improvement plan implementation
- Budget management
- Special educational needs provision
- Statutory compliance and risk management
- Student behaviour and safety
- Student exclusions and appeals

#### **Oversight of staff matters and performance management**

- Review of staffing structure for efficiency and affordability
- Evaluate performance management systems and scrutinise any reward payments
- Staff disciplinary issues (with Hamstead Hall Academy Trust support especially in relation to grievance issues/dismissals)

#### **Relationships and marketing**

- Parent relations
- Student recruitment
- Community relationships (businesses, arts and sports organisations and partner schools)

#### **Policies**

- Establish and review policies and procedures, reflecting Hamstead Hall Academy Trust key criteria
- Provide feedback to Hamstead Hall Academy Trust on the effectiveness of policies

# Hamstead Hall Academy Trust Priorities 2018-21

*Success for All Through Hard work and Harmony*

## Our Mission Statement

Hamstead Hall Academy Trust (HHAT) aims to place learning at the heart of its community of academies; creating an education sector that values all people (irrespective of age, race, ability and sexual orientation) in our community as learners and will support them to excel in their learning and secure a better future for themselves and for our local area.

### 1. Student progress and achievement

Ensure that the attainment and progress of all groups of learners in our academies are above the national average.

### 2. Quality of teaching

Ensure that best practice is shared across our academy trust and that every teacher aspires to be outstanding.

### 3. Quality of education

Encourage collaboration between our academies so that learners benefit from rich learning experiences (inside and outside of the classroom) that impact positively on enjoyment and engagement. Through the Hamstead Hall Learning Partnership, develop collaboration with partner schools in Birmingham and beyond to ensure excellent transition and support for literacy and numeracy.



## Our vision

Develop a learning community where our academies achieve excellent practice and performance through partnership support and collaboration.

We will place learning at the heart of our community of academies; creating an education sector that will support learners of all ages to secure a better future for themselves and for our local area.

We will ensure that every learner progresses into productive employment, education or training. 16

### 4. Wellbeing, safety and behaviour for learning

Ensure that the core values in our academies are promoted and upheld.

### 5. Value for money

Ensure that each of our academies is well supported and adequately resourced to ensure the best outcomes for all groups of learners

### 6. Leadership and Management

Ensure there is full compliance across the Trust and Governance in all our academies is well informed and supports accurate self-evaluation for improvement. Recruit, retain and develop high quality staff Embed appraisal so that every member of staff feels valued and well supported to excel at their job. Ensure robust safeguarding procedures are in place. Foster a positive environment to improve wellbeing.

### 7. Estates and learning environment

Improve Hamstead Hall Trust facilities. Ensure that our academies meet the highest health and safety standards