

Trust Progress 2021-22



**UNITED
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TRUST**

“In 2021-22 we have worked hard to support our academies and their communities to recover lost learning and development following the challenges posed by the pandemic. A key area of activity has been our continued journey towards digital transformation working with our Microsoft digital solutions. Supporting Wellbeing and Mental Health have been a priority and we have focussed on supporting our academies to ensure that they have responded to developing equality and challenging discrimination. All of our academies have shown pleasing improvements in examination outcomes as we returned to externally set examinations” – W Whelan CEO

Action area	Progress status	Additional comments
GOVERNANCE MILESTONES		
1. PUBLIC ACCOUNTABILITY LEADERS DRIVING IMPROVEMENT		
1a. Policy development responds to COVID-19/SRE issues and Black Lives Matter	Completed in full	Identified policies/procedures developed, maintained, implemented and sampled
1b. Plans for possible Leadership refresh 2024 in place And further develop leadership capacity at all levels through the UET Career Development Strategy (CDS)	Risk Assessment and Succession Plans are in place and are routinely reported to MAT Board Through our CDS key staff were enrolled and completed Leadership accreditation routes	External Audit and Responsible Officer reports indicate good practice worthy of sharing with other MATs
1c. Audit Frameworks ensure efficiency and compliance	Yearly audits completed to 'good practice' standard	Audit framework via Dains and regular scheduled activity Responsible Officer appointed - checks are reporting good practice and practice to be share elsewhere
1d. Review and clarify the role of Governors and Academy Governance Vision and Direction Setting Full Review at MAT and LGB level for 2022 onwards	MAT Board members are fully aware of expectations of their roles and up-date training maintained Annual programmes in place	Principals and Governors follow a programme of updates and training to ensure they understand and expand their roles
2. MAINTAIN CLEAR STRUCTURES AND TERMS OF REFERENCE		
2a. Continue to update and adjust Schemes of Delegation against changes to size of MAT and Academy Trusts Handbook updates/changes	Governance structures operate well and appropriate arrangements for Directors to be involved in priority areas of the Trust's activities is well established - thereby enabling them to form key strategic judgements for the development of the Trust and to hold the executive to account.	Documentation, protocols and operating guidance operate well to provide effective accountability
2b. Challenge academies to ensure appropriate and innovative use of PP Funding and SEN Funding and are adapted in relation to COVID-19 disruption	Reporting on use of these funds is in place and tested at annual review. All academies have completed SEND Reviews against the Nasen review framework and demonstrate good use of funding	Disruption caused by COVID-19 has been a particular focus to ensure support is meeting needs
3. GOVERNANCE HOLDS TRUST SLT & PRINCIPALS TO ACCOUNT		
3a. Analyse trends of improvement towards delivery outcome targets	Data dashboards and progress Scorecards are used via Governance and further supported with reports on challenge outcomes	Examination outcomes show continued improvements at all academies in line with targets

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3b. Monitor improvements in 1-4 gradings: Quality of Education Personal Development Behaviour and Attitudes	CEO provides regular reports to the UET Board and LGBs on the performance of each academy and evidence for grading decisions	UET judging all academies as G Last Ofsted: CHA RI NA RI (G in 3out of 4 judgement areas) STBA G
3c. Ensure safeguarding is effective	All requirements and practice in place	Routine monitoring and reporting in place
3d. Ensure GDPR practice is effective	Continued use of GDPRis to manage and monitor activity	Regular monitoring visits and reporting completed by GDPR Manager show strong compliance
3e. Ensure that leaders have an accurate view of finances, decisions about the allocation of resources and value for money	Audit has confirmed good practice	Academy financial plans scrutinised by LGB/MAT Annual curriculum costing challenge to Principals from TD/CEO
4. EXPAND MEMBERSHIP OF THE TRUST		
4a. Growth is further explored behind the priority of securing 'Good' judgements at all academies	Growth has been actively pursued	Discussions continue
4b. Widen MAT activity through provision of core services as traded services to non-members	IT services currently provided to 1 primary	Discussions elsewhere continue
4c. Expand numbers of Members and trustees as MAT Growth occurs/changes to ATH recommendations	N/A	N/A

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QUALITY OF EDUCATION MILESTONES		
5. DEVELOP LEADERSHIP AND REVIEW EFFECTIVENESS		
5a. Continue to develop internal capacity to offer academy improvement across the Trust	The UET Training Academy has been launched to provide pathways for development and sharing of good practice	Cross Trust working groups are developing and promoting improvements in key Ofsted performance areas
5b. Establish a more robust and structured Senior Leader Training Programme progressing towards the UET Career Development Strategy	All academies have several staff who have completed programmes for MLs and Aspiring Senior Leaders	Routes linked to NPQs have been identified and staff enrolled
5c. Further streamline and digitise the Self Evaluation Form (SEF) and self evaluation process for UET academies	All proforma and analysis structures are now digital and have been streamlined	Effective use of these tools and regular updating and scrutiny are established helping leaders review and refine direction and actions
6. QA DRIVES SCHOOL IMPROVEMENT		
6a. Revised QA tools transferred to Sisra Observe – analysis of outcomes further identifies improvement required and continues to drive down workload	All QA tools where digitised and report generation streamlined	Outcomes were used to inform decision making and effective self review
6b Deliver revised rolling programme of Performance Effectiveness Reviews (PERs)	A full programme of reviews was completed either as PERs or by full Academy Review	Teams of leaders across our academies have taken part and contributed to QA of the Recovery Curriculums at our academies
7. IMPROVE QUALITY OF EDUCATION AND PERSONAL DEVELOPMENT FURTHER		
7a. Further develop Quality First/Gold Standard Teaching and Assessment	All academies have had a constant focus on developing their Quality First Approaches	Practice has been shared across the Trust and continues to be a priority area of action

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7b. Further develop data use to continue to improve target setting, strategic decision making and supporting next steps in learning	The use of assessment maps and target tracking with students continues to be an important development across the Trust	Deep Dives on assessment practice have been completed in all academies
7c. Continue to review and refine the Curriculum Offer of each Academy – including the implementation of Catch-Up and Transparent Curriculum plans	Annual review and approval by LGBs completed All academies have developed Curriculum Maps which teachers and students use to track the development of knowledge, understanding and skills	Options processes and timetable construction has continued – with an emphasis on building a Recovery Curriculum Offer across academic and pastoral provision
7d. Continue to develop the Character (Personal Development and SMSC) Curriculum offer of each Academy	Each academy has continued to improve its Character curriculum offer and offer drop down day planning and provision using digital solutions due to C-19	Our Character passport is being delivered in all academies fit to the context of each academy

8. CEIAG

8a. Continue to use the Compass Tool and Gatsby Benchmarks to evaluate and improve provision in CEIAG	Use of the CEC Compass Tool is fully in place – supported by our CEIAG postholder who has completed a L6 Careers Adviser qualification	Termly reporting to LGB and MAT indicates positive progress against benchmarks
8b. Continue to work with The Careers and Enterprise Company to refine CEIAG Plans co-ordinated via the Trust	Plans are regularly reviewed by the CEIAG Manager	All academies have been awarded Career Hub status and have worked to support CEC initiatives during C-19
8c. Further develop the Character Passport as a personal profile of skills and experiences for all students	All academies have a common format in place	Work to digitise the passport for all students has been completed

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HUMAN RESOURCES MILESTONES		
9. SECURE GOOD RECRUITMENT AND RETENTION AND CPL		
9a. Grow HR function in promoting activity to support staff well-being and reduce workload	Well-being and workload was benchmarked against new Ofsted framework and added to SEFs/AIPs	A Staff CPL working group continues to develop approaches at each academy – further developed by academy based well-being groups
9b. Support the development of a UET Training Academy	A Leadership Development Programme has been delivered and further developed	AS C-19 restrictions on meetings have been relaxed plans or further programme are being developed
9c. Launch Early Careers Framework offer with an approved provider	Work with local partner 'Golden Thread' has progressed in delivering the ECF. Trust support for ITE/ECT teachers is in place and retention improved and the UET Training academy has been launched with an excellent offer for ITE/NQT>ECT	DfE guidance on Early Year Careers Strategy is being followed
9d. Implement revised approaches to managing Appraisal via Sisra Observe and implement mechanisms for celebrating success	All Appraisal activity has been transferred to Sisra and analytical tools rolled out	QA of Appraisal shows strong and developmental practice

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BUSINESS MANAGEMENT MILESTONES		
10. FINANCE FRAMEWORK		
10a. Finance Planning To ensure that the academies and MAT deliver balanced budgets and reserves are maintained within policy requirements and curriculum integrated financial planning shows year on year improvement	100% of reporting has been to deadline. Budget reporting and monthly QA processes have been reported to MAT Board	Budget setting and Bench marking exercises have been implemented
10b. Management & Reporting To ensure management accounts and monthly procedures are completed with accurate information for the stakeholders and ESFA requirements.	Internal reporting format has been reviewed and is fit for purpose	Monthly QA demonstrates good financial practices and out turn data is accurate from predictions to actuals
10c. Annual audited accounts – financial statement/statement of regularity - financial accounts are signed off within statutory deadlines and free of material misstatement	Statutory audits have been completed by external accounts - meeting deadlines set by auditors and achieving an efficient and effective audit	Statutory returns completed with accuracy and to deadline.
10d. To ensure that AMPs are updated in line with academy policy. (To include fixed asset register, Estates and IT AMP))	Review of asset management plans have been completed and are signed off by the board. Internal Annual asset review audit completed and notes data accuracy	AMP data is used to inform annual budget setting exercises
10e. To ensure that an appropriate staffing structure is set and agreed with the Principals.	Termly review of staffing model and structure completed. Curriculum Integrated Financial Planning for budget setting reviewed for each academy budget has been undertaken with CEO/Principals. Benchmarking of staffing structures also completed and use as baseline comparisons	Finalisation of staffing structure for 2022/23 agreed
ESTATES MANAGEMENT MILESTONES		
11. MANAGE ESTATES AND H&S - MAINTAIN BUILDING AND ESTATES TO SERVE OUR COMMUNITY		
11a ESFA>CIF – bidding and delivery Maximum number of applications submitted per academy Or Internal process for Formulaic allocations implemented	2021-22 CIF 11a ESFA>CIF – bidding and delivery Maximum number of applications submitted per academy Or Internal process for Formulaic allocations implemented on track for completion	CIF 2022-23 bids unsuccessful;
1b. Reintroduce (following C-19 restrictions) and further develop and manage lettings Estates usage by external partners increases and income potentials maximised.	During COVID-19 restrictions lettings have been curtailed. Where possible and safe to do so lettings recommenced summer 21. Investigation into addition management solutions were on hold	Lettings have returned in a reduced manner due to C-19 impact and rising costs

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<p>11c. Complete H&S Audits/ Environment QA. Undertake QA to identify appropriate progress in standards and identify next steps in strategic planning</p> <p>Where external H&S audit is not due audit action plans to show progress in compliance</p>	<p>Reviewed QA of H&S Checklist via returns. Produced action plan Including KPI targets</p> <p>Implemented Risk Assessment Reviews</p> <p>H&S Training plan delivered</p>	<p>Ongoing RA activity for C-19 has been fixed on managing school as restrictions were eased under DfE direction during COVID-19 pandemic and maintaining RAs and activity to guidelines from Government</p>
IT DEVELOPMENT MILESTONES		
12. DIGITAL ENVIROMENT DEVELOPMENT		
<p>12a. Provide a Digital Development Pathway Plan (shared digital architecture)</p>	<p>All academies have well developed and monitored Digital Development Plans</p>	<p>3 year strategy into roll out with 2 academies achieving Showcase Status</p>
<p>12b. Improve digital resources and funding for improvement via agreed and sustainable financial models in each academy</p>	<p>Cost savings from new SLAs have resulted in agreed digital resource development/purchase at whole academy level</p>	<p>Review of performance of SLAs with Principals is being undertaken as part of annual review</p>
<p>12c. Further develop digital communication, digital resource sharing and digital management tools</p>	<p>Staff usage of Teams integrated into use of technology within their role has continued to move forward – across teachers and learning, leadership and administration</p>	<p>The roll out of a training plan to encompass all staff and Directors/ Governors continues to develop</p>
<p>12d. Improve website and social media presence of Trust and Academies</p>	<p>We continue to refine the websites and social media presence of our academies and Trust</p>	<p>We need to continue to extend the participant group for adding content at each academy – with associated training</p>
<p>12e. Further develop safety of data storage and cyber security inline with DfE and NCSC requirements</p>	<p>Our Data Storage and GDPR compliance plan is in place</p> <p>Implementation of single Trust IT solution to enable central management of data protection policies is in place.</p>	<p>We are Implementing and securing best practice from the National Cyber Security Centre and have certified to Cyber Essentials. We have been recognised by DfE for innovative practice in this area</p>
<p>12f. Identify and develop / nurture staff within the Academies to become digital champions</p>	<p>All trust staff have completed at least 1 certification with some achieving much more than this.</p>	<p>A number of staff are well advanced into the training provision. – hence Showcase Status being awarded at CHA and STBA.</p>



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