



WADE DEACON
TRUST

A COMMITMENT TO EXCELLENCE

STRATEGIC PLAN 2021-2024

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A GREAT
PLACE
TO BE A
PART OF



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FOREWORD FROM THE CHAIR OF TRUSTEES

It is my privilege to introduce the Strategic Plan for the Wade Deacon Multi Academy Trust. The Trust was established in 2013 to support schools who wish to maintain a degree of autonomy but to become academies in the context of joining and working with a cohesive group of like-minded schools.

The Trust aims to provide a supportive and collaborative context in which our schools can grow and develop. That support takes many forms but has a clear focus on high expectations, school improvement and continuous professional development to ensure all pupils can fulfil their potential.

The ethos of the Trust is total commitment to excellence with exceptional teaching and learning at the heart of everything we do. Every individual school has a voice, through the Trust's open and transparent governance, in the key decisions which affect each school. I fully acknowledge that each school joining the Trust will be at a different stage on its journey and would like to encourage applications from all phases.

The Trust's Board of Trustees are from a diverse range of backgrounds; each one has a different type of expertise to offer. They all have one thing in common; a commitment to an exceptional education where tradition is respected, and innovation is encouraged.



Paul Fowler
Chair of Trustees

CEO OVERVIEW

Welcome to the Wade Deacon Trust. Our partnership of academies was established in 2013 with a vision of creating excellence in the heart of the communities we serve. We are now 8 academies responsible for 6000 pupils across the Merseyside region working as equal partners who strive for excellence in all we do for the benefit of all our pupils.

In each of our academies, we are committed to providing many rich experiences and ensuring that every pupil has the opportunity to be and achieve their best. We are committed to a fully inclusive model of education where we do all we can to make sure no pupil gets left behind. All our academies work hard to help our pupils develop in the broadest sense as well as having expectations that all pupils achieve academic success. Our expectations are that the development of healthy lives and relationships, equalities, character, and resilience permeate through all aspects of life and the culture in each of our academies.

As Chief Executive, I am proud to provide strategic leadership, alongside senior leaders in our academies, in line with the culture and values set out by our Trust Board. The Trust Board has high expectations to deliver the best quality experiences and outcomes for pupils across all our academies. We are determined that all pupils, regardless of their starting points or where they live, will achieve more than they think is possible.

Key to the way we work and our success, are our colleagues and partners who collectively have the knowledge, skills, and experience to continually improve the offer for our pupils. We work together to solve problems, overcome barriers, to test things out and continually improve.

Our expectation in all our academies is that our colleagues are highly skilled, that they continue to develop and are as ambitious for themselves as they are for our pupils.

Working within a common structure and bound by our vision of 'A Commitment to Excellence', our academies are supported and encouraged to maintain their own distinctive characteristics and to tailor their curriculum so that it meets the needs of their pupils and to best serve their communities. Being part of a partnership of academies brings with it challenge and support as well as opportunities to share ideas, best practice and resources where appropriate.



Gary Kelly
Chief Executive Officer

Our lead primary and secondary Principals Juliet Brown and Simon Corner, and our Trust Chief Operations Officer Ian Kirkham, work alongside our Principals who are responsible for the academy they lead and are accountable for the outcomes their pupils achieve.

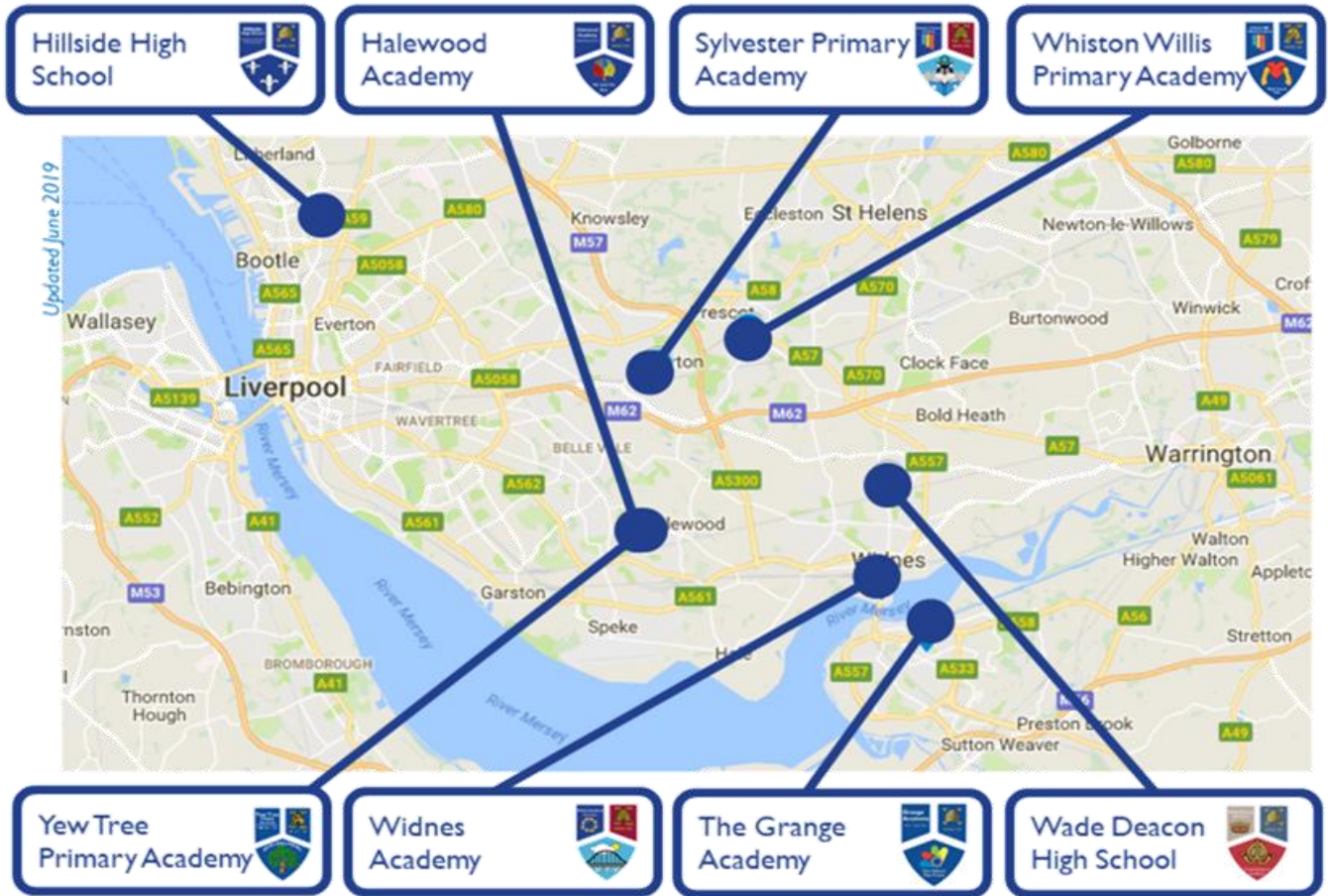
We are proud of the work we do and the impact we are making. Over the last number of years all our schools can identify significant improvements in terms of improved provision, progress, attainment, attendance and Ofsted ratings. More and more of our pupils are achieving their very best which is allowing them to flourish in a wide range of contexts and careers.

Our Trust has taken time to ensure that we operate a cost-effective central support structure and a business model that delivers efficiency, effectiveness, and economies of scale in order that we give our academies the best possible opportunities to succeed.

This strategy sets out what we believe in for our pupils, colleagues, and the communities we serve.

Gary Kelly
Chief Executive Officer

OUR ACADEMIES



MISSION, VISION & VALUES

'A COMMITMENT TO EXCELLENCE'

At the Wade Deacon Trust, we have a commitment to excellence in all we do for the benefit of our pupils, their families and our communities. From Early Years to Year 11 and beyond, the continual academic and personal development of each and every pupil is the cornerstone of all decision making. Our academies will be the education provider of choice, the employer of choice and the partner of choice in each community we serve.

Vision

Each Wade Deacon Trust Academy will be:

- ✓ Strongly led - highly ambitious and continually improving
- ✓ Recognised for excellence - by the community, where pupils come first, achieve well and thrive
- ✓ Highly collaborative - sharing best practice and ideas, providing and receiving support from Trust schools and wider partnerships
- ✓ Strong in communication - engaging with parents/carers and agencies to support pupil progress, well-being and achievement
- ✓ Knowledge and skills led - where leaders, teachers and support staff are ambitious, want to develop and are supported to become the best they can be

Values

We Will:

- ✓ Lead by example – at all levels we act with integrity and positivity which exemplifies what we expect of each other and our pupils
- ✓ Respect everyone – we respect people for who they are and for their experiences as individuals and team members
- ✓ Work together – working with all our colleagues and wider partners, we embrace knowledge, skills and differing perspectives to help us improve
- ✓ Be open and honest – we share information, insight and advice frequently and constructively and manage tough situations with care and courage
- ✓ Be accountable – as leaders, teachers and support staff, we are collectively and personally accountable for our pupils' success

GOVERNANCE

The Wade Deacon Trust has three levels of governance, to hold the CEO and Principals to account, and to ensure that the Trust operates as a charity and a limited company should do.

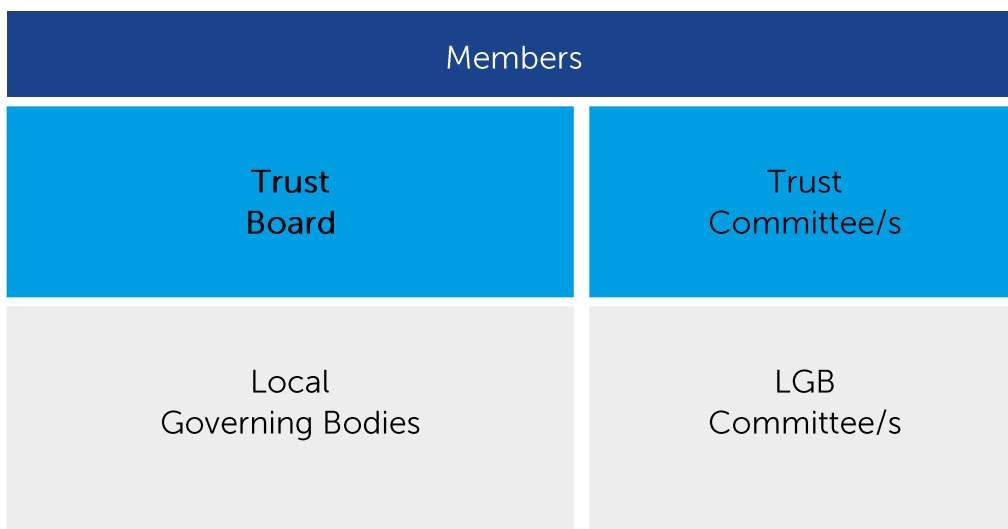
The Members meet three times per year. They set the overall purpose, ethos, and strategic direction of the Trust, and have the power to make key appointments to ensure that these are upheld. No expansion of the Trust can happen without their approval.

The Trust Board meets a minimum of four times a year and oversees the strategic running of the Trust. It approves policies and procedures and holds the CEO to account for performance and outcomes across our Academies. It is assisted in this work by two committees.

The Audit and Compliance Committee checks that the Trust complies with all relevant legal obligations and regulations, both financially and operationally. The Standards Committee focuses on outcomes, the curriculum and school improvement.

Each Academy has a Local Governing Body (LGB) who are referred to as 'local Governors'. This is because Trustees can delegate governance functions to the local level. Trustees have complete discretion over what is delegated to each LGB.

Details of the constitution and membership of Strategic Governing Bodies are available on member Academy websites. The Trust Board ethos is that best results will be achieved when each school's Local Governing Body receives a level of responsibility and autonomy appropriate to its specific circumstances.



TRUST LEADERSHIP



Gary Kelly
Chief Executive Officer



Ian Kirkham
Chief Operating Officer



Juliet Brown
Lead Principal
Primary



Simon Corner
Lead Principal
Secondary



Brian Crombie-Fisher
HR Director



Jonathan Lowe
ICT & Operations
Director



Jen Murphy
Teaching School
Hub Director



Stuart Robertson
Chief Financial
Officer



Ruth Harrison
Principal
Sylvester Primary Academy



Ian Cooper
Principal
Whiston Willis Primary Academy



Karen Highcock
Principal
Widnes Academy



Becky O'Hanlon
Principal
Yew Tree Primary Academy



Ian Critchley
Principal
Halewood Academy



Amanda Ryan
Principal
Hillside High School



Richard Hicks
Principal
The Grange Academy

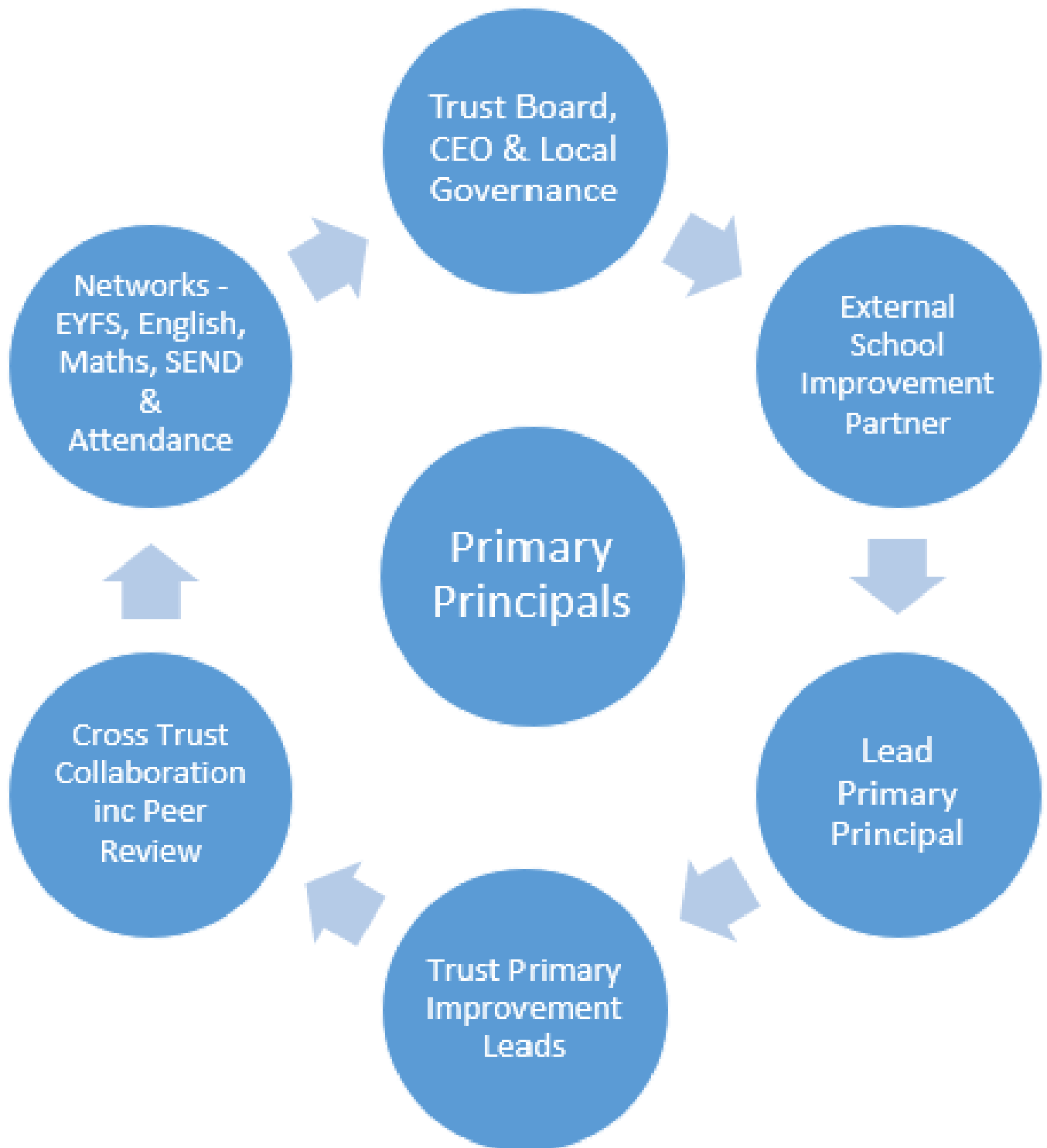


Simon Corner
Principal
Wade Deacon High School

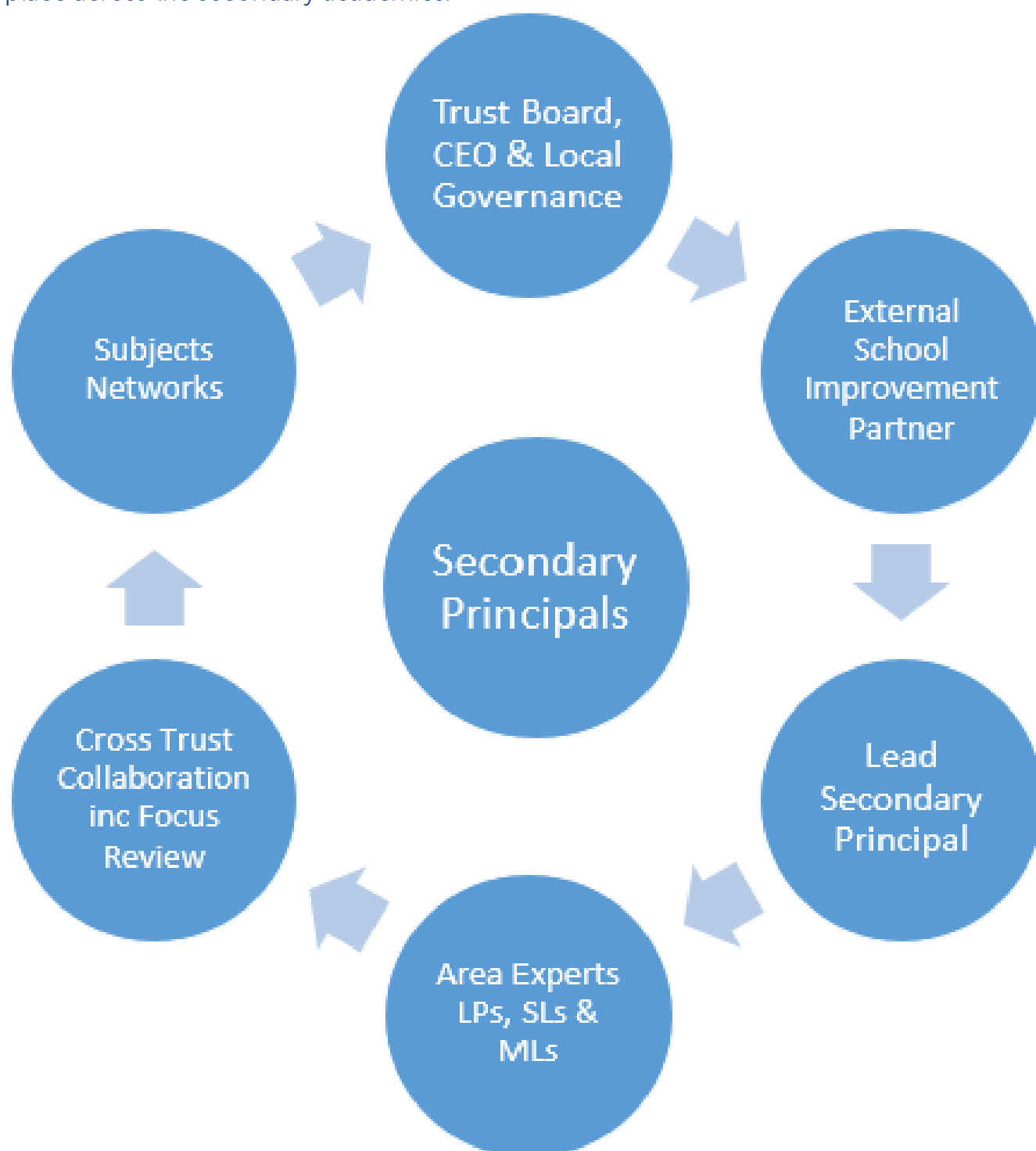
High quality leadership empowers teachers to teach and enables students to learn. Our Principals' main focus is to improve the life chances of their own students. They work in partnership with other Principals, Lead Principals, and the CEO.

QUALITY ASSURANCE

The following diagram highlights the key elements involved in quality assurance which takes place across the primary academies.



The following diagram highlights the key elements involved in quality assurance which takes place across the secondary academies.



A GREAT PLACE TO BE A PART OF

History and Track Record

Wade Deacon Trust is a multi-academy Trust established in 2013. The founding member of the Wade Deacon Trust is Wade Deacon High School, an 'Outstanding' oversubscribed secondary school in Widnes, Cheshire. We are a growing trust and additionally now have two further secondary schools, one 'All Through' school and four primary schools within our family. We consist solely of like-minded schools that share a passion for working together to continually improve the quality of teaching and better the outcomes for all our students.

What we Strive to Achieve

The Wade Deacon Trust strives to achieve a unique balance of strong collaboration and sharing of best practice with each school maintaining its own individual style, ethos and character by keeping its autonomy to make decisions that are in the interests of students and the school.

We have chosen to take this approach to raise standards as a community and to ensure strong outcomes for all of our students.

Joining the Trust

Since our creation in 2013 we have welcomed new schools into the Trust. Whenever a new school joins, this is a joint decision taken by both parties after careful consideration that it will be in the best interests of both the students already in schools in our Trust, and those students in the school that may wish to join. All schools in the Trust work together and help each other to be the best they possibly can be.

School improvement sits at the centre of all that we do and sharing good practice between the schools is vital for everyone's success. We encourage all kinds of schools, especially those who want to work together and collaborate with the talent that can already be found within the Wade Deacon Trust.

Contact Us

If joining our Trust is something you are interested in or would just like to know more, please contact us by email: trust@wadedeacontrust.co.uk

A GREAT PLACE TO LEARN

Our Students

We understand that each child is individual and different in their own way which is why we provide flexible and inclusive education that suits every student's needs. We are proud of the fact that our students work hard, support each other and actively try to do well in all of their subjects. The students within Wade Deacon Trust are an asset to the Trust.

Our Trust

At Wade Deacon Trust, students are at the centre of all strategic decisions that we make and we continually improve the life chances for all of our young people. Every child deserves to be provided with a high-quality educational experience and at the Trust we do our utmost to ensure that every child in our care is equipped with the skills, knowledge and attitudes to succeed in the 21st century.

Furthermore, we recognise the importance of educating the whole child. Schools are so much more than just the results they achieve. We seek to further our students' social development and communication skills as well as their academic studies and extra-curricular activities. Fundamentally, we believe that every child matters and has the potential inside to succeed. However, we understand that each child is different and individual and develops in their own way and at their own pace. The Trust continually strives to help the schools improve and works hard to ensure that every student has a happy, successful and memorable time at the school.

Our Academies

We work in partnership with our schools to maximise the opportunities for our students and positively transform their life chances. Our schools retain their distinct ethos and character, and hold the autonomy to make decisions that are in the interests of their own students. Additionally, our schools embrace the spirit and aim of Wade Deacon Trust and collaboratively we embrace our mission to have a 'Commitment to Excellence'. Each school is unique and individual and offers their students a different style of learning. Inside every school there are well-equipped facilities that give our students the best possible opportunities in a first-class learning environment.

A GREAT PLACE TO TEACH

At Wade Deacon Trust all our employees, across our schools, are passionate and hard working. The support staff do their utmost to assist everyone in the classroom and develop those students who need extra attention.

All teachers are committed to teaching their phase/subjects in new and exciting ways that engage all the students and make the subject they are teaching as interesting as it possibly can be.

Finally, each of our schools' senior leadership teams are responsible, caring and dedicated individuals who work together to better their schools. These teams ensure every teacher strives to be an excellent practitioner and guide students to be the best they can be by creating teaching environments that are perfect for everyone to receive a first-class education.

Our Offer

One of Wade Deacon Trust's key objectives is to be a great employer and we are fully committed to our employee's continued professional development. The Trust offers strong CPD opportunities for all of our employees; we believe this is an essential part of our role as an employer and as educators.

With a range of exciting opportunities for all employees, Wade Deacon Trust provides the very best support and training to assist our staff in achieving their goals. We offer a wide range of services from collaborative working through to training and support for school improvement and governance with the three key priorities focusing on:

- Initial Teacher Training
- Continuing Professional & Leadership Development
- School-to-School Support

A GREAT PLACE TO WORK

Our Employees

At Wade Deacon Trust we know that having employees who are happy and enthusiastic is an extremely important part of creating successful schools that provide the first-class education that our students deserve. Therefore, we aim to provide a working environment that keeps our employees satisfied in their jobs.

The Wade Deacon Trust employs a diverse range of people in a variety of professions and sectors, who all work together to create wonderful community. Our Trust is about so much more than just teaching, and we strive to give opportunities to as many people, in as many fields, as possible.

Our Trust ensure the best possible facilities and provisions to keep our employees engaged and working hard for the benefit of our students. We appreciate the work of each and every person within Wade Deacon Trust, and recognise that everyone plays an equally valuable part in ensuring that The Wade Deacon Trust runs smoothly all year round for our students.

Our Offer to Employees

We have a number of options and benefits available for our employees that come as part of the employment package with Wade Deacon Trust. These include competitive salary and benefits and career progression opportunities.

We are always evaluating the pay and benefits we offer our employees and taking account of the changing environment around us to ensure that we continue to be a first-choice employer for prospective and existing staff. We ensure that employees are paid fairly and well. To compliment this, we provide opportunities for salary progression and we take this opportunity very seriously. Other benefits of working with us include access to a generous pension scheme. We know that our employees work hard and we do the best that we can to recognise, celebrate and reward hard work, dedication to our students and achievement.

At Wade Deacon Trust, career progression is very important and we encourage all our employees to continually enhance their skills, knowledge and experience. We provide a range of opportunities to develop and achieve recognised qualifications to ensure that we keep the Trust, and everyone in it, growing together.

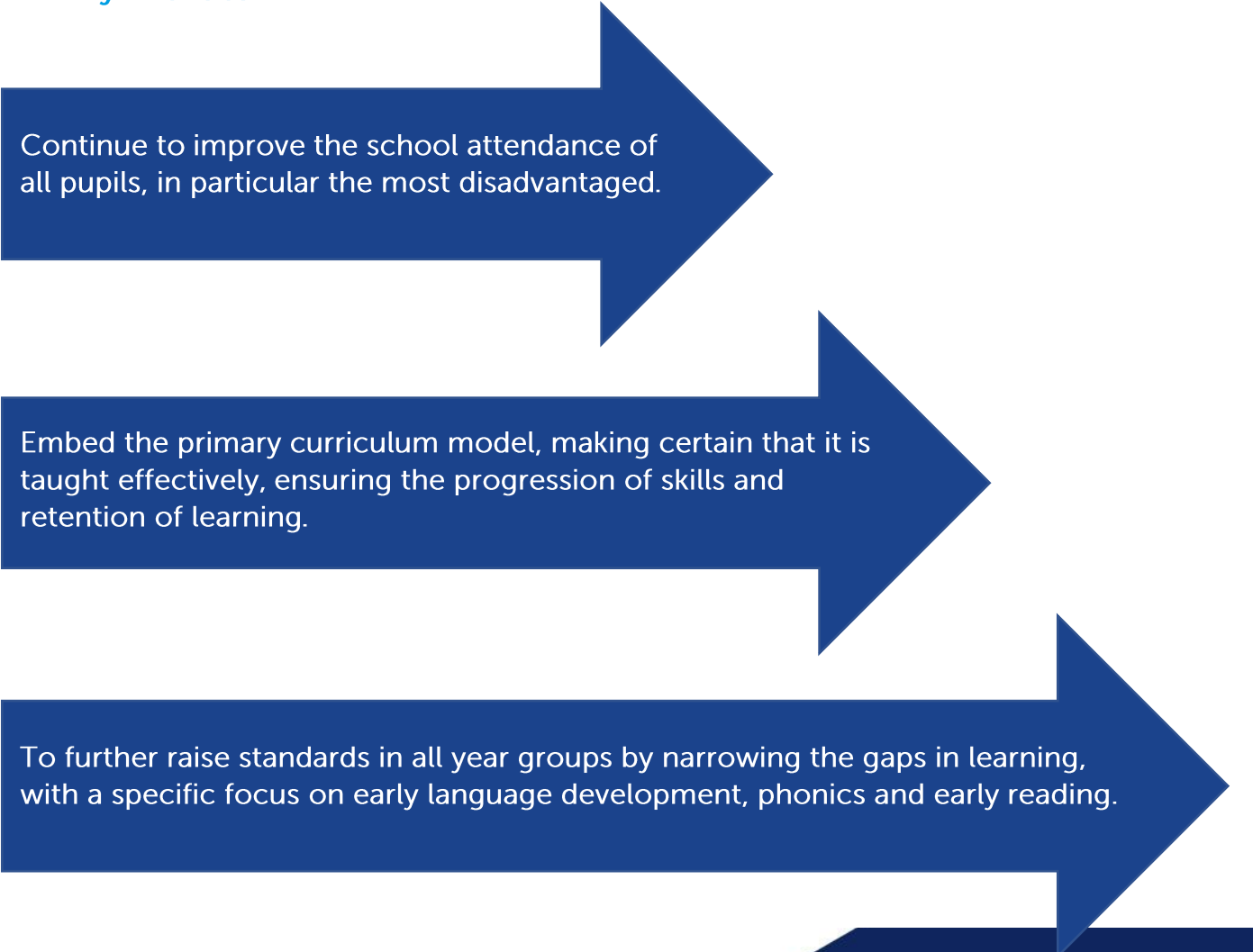
KEY SCHOOL IMPROVEMENT PRIORITIES

ACADEMIC YEAR 2021-2022

Each of the schools in the Trust have their own internal self-evaluation schedule and school improvement plan. All schools self-evaluate their current performance against the Ofsted framework and against national performance and accountability measures. School leadership teams, with the support of Trust leaders, identify their improvement priorities and our Local Governing Bodies and Trust Standards Committee, challenge our schools to ensure that there is a drive towards continuous improvement.

Our family of schools have different improvement priorities, depending on what stage they are at on their school improvement journey. There are a number of improvement themes that are school wide priorities and these are shown opposite.

Primary Priorities



Continue to improve the school attendance of all pupils, in particular the most disadvantaged.

Embed the primary curriculum model, making certain that it is taught effectively, ensuring the progression of skills and retention of learning.

To further raise standards in all year groups by narrowing the gaps in learning, with a specific focus on early language development, phonics and early reading.

Secondary Priorities

Raise standards with a particular focus on attendance, key attainment measures in maths and English and the progress of disadvantaged students.

Embed the secondary quality assurance model to support school improvement, develop collaboration and raise standards against school improvement priorities.

Improve the quality of education so that all students, especially vulnerable students and students with additional needs, develop detailed knowledge and skills across the curriculum and, as a result achieve well.

STRATEGIC OBJECTIVES

2021-2024

Commitment to Excellence	
Objective	Success Criteria
<ul style="list-style-type: none"> ➤ Ensure that our shared vision and values are understood, upheld, and can be clearly demonstrated for the benefit of all pupils and staff across the Trust 	<ul style="list-style-type: none"> ➤ All our Academies are centres of excellence where every pupil achieves their full potential ➤ The Wade Deacon Trust becomes an employer of choice
<ul style="list-style-type: none"> ➤ Effectively support all Academies using a robust quality assurance model, to ensure that all academies continually improve and are well placed to achieve a good or better Ofsted judgements at their next inspection 	<ul style="list-style-type: none"> ➤ All academies continually improve outcomes and demonstrate improvement towards Good and Outstanding judgements at their next inspection. ➤ All internal and external validation confirms continual improvement and matches that of Ofsted
<ul style="list-style-type: none"> ➤ Continue to consolidate improvement and grow the Trust in a measured and sustainable way ➤ Ensure that the Trust continues to be financially healthy and is sustainable long term ➤ The Trust can confidently invest resources so to continually improve and be an option of choice for schools looking to join a Multi Academy Trust 	<ul style="list-style-type: none"> ➤ All academies work within agreed budgets and maintain strategically sustainable surplus positions ➤ Wade Deacon Trust to maintain its position as a financially viable, sustainable, and improving Multi Academy Trust ➤ Ensure successful internal and external audit with any recommendations met in a timely manner ➤ The Wade Deacon Trust is recognised as a sustainable, improving partnership of academies becoming the partner of choice ➤ Through strong strategic planning, Wade Deacon Trust increases to 10 Academies.
<ul style="list-style-type: none"> ➤ Continue to ensure that our Academies have excellent facilities, are well resourced and fit for purpose ➤ Embed the Trust ICT Strategy 	<ul style="list-style-type: none"> ➤ Evidence of investment across the Academies in relation to buildings and resources which can clearly evidence impact on improved pupil outcomes ➤ Develop and implement an ambitious ICT strategy that benefits pupils, staff and adds significant value to pupil outcomes and experiences.

Achievement for All

Objective	Success Criteria
<ul style="list-style-type: none"> ➤ All pupils receive high quality teaching and learning which delivers excellent outcomes and experiences for all pupils 	<ul style="list-style-type: none"> ➤ The Quality of Teaching across all Academies is described as Good or better by internal and external scrutiny ➤ Outcomes have rapidly improved or been sustained in line with or above with national expectations, across all Key Stages
<ul style="list-style-type: none"> ➤ Embed a curriculum model that is relevant, innovative, engaging and challenging, preparing pupils for the next stage of their lives 	<ul style="list-style-type: none"> ➤ The quality and suitability of the curriculum is impacting on pupils' outcomes and experiences across all Key Stages ➤ Catch up funding is used strategically to ensure gaps in pupils learning are closing

Empowered to Lead

Objective	Success Criteria
<ul style="list-style-type: none"> ➤ Ensure high quality leadership is in place at all levels across the Trust ➤ Ensuring that the leadership of teaching and learning is the most important improvement activity across the Trust ➤ Embed the Trust's approach to developing consistency as well as respecting the identity and context of each individual Academy ➤ Ensure that the non-negotiables for school improvement are clear and that where Academies have autonomy, this is regularly reviewed to ensure impact 	<ul style="list-style-type: none"> ➤ All Principals are highly effective, qualified and are working both in their home school and supporting other academies and leaders/leaders across the trust where appropriate ➤ Middle leaders are highly effective leaders of teaching and learning. Trust wide leadership programmes are in place. Appraisal is robust and impacting on outcomes and pupils' experiences ➤ The Trust has a clear rationale for what decisions and activities it expects to happen at Trust level as well as at Academy level ➤ The balance between autonomy and consistency is reviewed termly and adjusted (if required) in light of evidence and feedback from leaders within the Trust
<ul style="list-style-type: none"> ➤ Continue to develop leadership, including governance, so it is recognised as highly effective in each academy 	<ul style="list-style-type: none"> ➤ Internal and external scrutiny, including Ofsted judgements, confirm leadership at all levels is highly effective

<ul style="list-style-type: none"> ➤ Ensure the Board of Trustees is highly effective and is recognised as being high performing ➤ Ensure the Board of Trustees have the knowledge and skills necessary to challenge Trust Executive Leaders 	<ul style="list-style-type: none"> ➤ All Trustees are highly effective, challenging and strategically leading the Trust with vigour ➤ Trustees are holding Trust Executive leaders and Local Governing Bodies to account for the performance of Trust Academies
<ul style="list-style-type: none"> ➤ Continue to recruit high quality Local Governors to our Academies, bringing varied skill sets to each academy. ➤ Ensure that Governors receive effective induction training and in addition a CPD programme throughout their tenures as Governors 	<ul style="list-style-type: none"> ➤ Local Governing Bodies do not have vacancies ➤ Local Governing Bodies acknowledged as effective by internal and external scrutiny, including Ofsted ➤ High quality induction and CPD packages are in place and delivered

Pupils who are Proud	
Objective	Success Criteria
<ul style="list-style-type: none"> ➤ Ensure all our Academies are highly inclusive and support the well-being and personal development of all our pupils. ➤ Ensure all academies are characterised by effective pastoral support, behaviour, welfare, safeguarding and attendance 	<ul style="list-style-type: none"> ➤ National Performance indicators in behaviour and attendance. All academies have low levels of absence and exclusions ➤ All Academies have highly effective Pastoral Teams who are supporting pupils social, emotional and mental health

People Matter	
Objective	Success Criteria
<ul style="list-style-type: none"> ➤ Ensure that the wellbeing of our staff is of high priority ➤ Ensure that all staff feel well supported and valued in the workplace 	<ul style="list-style-type: none"> ➤ A Staff Mental Health and Wellbeing strategy is in place and is effective. Staff feel valued and supported at all levels ➤ All Trust academies maintain a high commitment to staff welfare and wellbeing
<ul style="list-style-type: none"> ➤ To be an employer of choice, attracting, developing, and retaining a talented workforce. ➤ Continue to grow applications for the direct ITT route. ➤ Continue to grow and develop links with regional Teaching School Hubs and wider partnerships. 	<ul style="list-style-type: none"> ➤ Evidence for staff recruitment, retention and development show significant improvement ➤ A growing number of staff, including leaders, teachers and support staff are developed and promoted internally where appropriate and into the wider education sector ➤ The annual number of School Direct applications is increasing year on year

<ul style="list-style-type: none"> ➤ Embed a highly collaborative approach to working across our Academies, sharing good practice, and empowering staff 	<ul style="list-style-type: none"> ➤ A culture of staff working together across different Academies, supporting consistent, innovative practice, with a particular focus on improving the curriculum, pedagogy, and pupils' experiences
<ul style="list-style-type: none"> ➤ Lead by the Teaching School Hub Director, be at the forefront when offering Continuous Professional Development (CPD) at all career levels across the Trust and wider partnerships 	<ul style="list-style-type: none"> ➤ A varied menu of CPD, that supports school improvement across the Trust ➤ NPQ's are offered as well as various other leadership qualifications equipping staff for the next stages of their careers
<ul style="list-style-type: none"> ➤ Deliver a strong and efficient business support model which enables Academy leaders to focus on their core purpose of academy improvement 	<ul style="list-style-type: none"> ➤ The Central Team are highly effective in supporting schools regarding Finance, Operations and Human Resources. There is the potential for growth if the Multi Academy Trust were to expand ➤ All academies are highly compliant and safe for all pupils and their communities