



Generations Multi Academy Trust (GMAT) Opportunities in Partnership

No Set Destiny for Any Child



'No Set Destiny for Any Child'

Introduction to GMAT, its Core Principle, its Schools and People



'No Set Destiny for Any Child'

GMAT: Core Principle

“No Set Destiny for Any Child”



GMAT: Core Aims

- Our Trust aims for all schools in our partnership to be good or better, ensuring that no child, no colleague and no school gets left behind
- We ensure that our staff have opportunities to grow within and across our Trust, ensuring that we retain our high levels of expertise and that our succession planning is secure
- The MAT has a strong and proven track record of growing strategic and successful leaders
- Our ethos is one of inclusivity, promoting equality of opportunity for every child across the Trust.
- We maximise the freedoms afforded to us by academisation through reinvesting any financial surplus, plus all of the monies generated through our dedicated income generation work, to create additional benefits and opportunities for our children and staff.
- **At its essence, our belief is that we create strength through alliance**



GMAT: Individual Identity

- Each school within our Trust is encouraged to have its own identity - nurturing and promoting that individual identity is central to the Trust
- There is no insistence on one “top down” model applied to every school
- Each of our schools have their unique characteristics, communities and needs, and the Trust encourages each school to retain and nurture that individuality.
- Whilst core statutory policies are applied across the Trust, scope is also given for each school to adapt these to best meet the needs of their community, eg BfL policies reflect the needs and preferences of each school
- Schools joining GMAT retain and nurture all that is special to them, whilst benefitting from shared expertise, and an unwavering focus on delivering “No Set Destiny” for every child we serve



GMAT: Our Schools

Primary:

Flamstead End

- Joined the MAT from 1st January 2023
- c.420 students
- “Outstanding” Ofsted judgement
- Co-Headship introduced by the MAT

Secondary:

Goffs

- c.1600 students
- £20m rebuild 2016
- GCSE Progress 8 2023: estimate of 0.18
- Sixth Form now consistently the largest in the area at 350+. Every Year 13 has a secure, quality destination
- “Good” Ofsted judgement, including Outstanding Leadership and Behaviour – May 2023

Goffs-Churchgate

- 600 students
 - centred on a nurturing community
 - GCSE Progress 8 2023: estimate of 0.32
 - First Ofsted judgement having joined the MAT – “good” with Outstanding Personal Development - May 2022
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- Significant success and demand for all MAT schools. Across the secondaries for 2023 admission, there were 11 days of appeals, with over 1600 applications for 420 places



GMAT: Expert Leadership

Andrew Clarke, Chair of Trustees

- Andrew is a commercial and employment lawyer. He is a barrister, KC and part-time Judge. He is also a qualified mediator and arbitrator

Alison Garner, CEO

- Alison has 20 years of successful school leadership experience. She has a proven track record of creating sustained institutional change in schools and their wider operation, building excellence and leading organisational transformation. She is highly versed in school improvement strategies and leadership, and ensuring strong school performance across the piece. Alison has extensive selective and non-selective leadership experience and has held two successful Headships in very diverse contexts. Alison has previously worked as an **Ofsted Inspector**, is a fully trained **School Improvement Partner**, and works as a **National Leader of Education**



GMAT: Expert Leadership

Zoe Hussain, Vice CEO from September 2023

- Zoe is a highly accomplished leader with over 15 years senior leadership experience. She has a wealth of experience in leading education organisations with clear vision and ambitious drive. She is adept at stakeholder management, pooling talent and knowledge to create the best learning solutions. Zoe is a skilled mentor and coach with a proven track record of continuous school improvement through building high performance teams in special and mainstream schools. She is an inspirational, dynamic and collaborative leader who instils confidence and empowers others to grow and develop organically. Zoe has been a **servicing headteacher of 3 diverse schools**, a **School Improvement Lead** for a Trust, a **Director for SEND**, and is also a **School Improvement Partner**.

Ian Denchfield, Chief Financial Officer including oversight of Income Generation and Facilities

- Ian Joined GMAT from BAA PLC (previously the British Airports Authority) where he enjoyed a 21 year career in various roles predominantly linked to finance and financial analysis, and including time as Finance Director of one of their subsidiaries. Ian was appointed as Business Director at Goffs in the summer of 2011, quickly stabilising the school's financial position. Ian was central to the formation of the Generations Multi Academy Trust in the Autumn of 2017. Since this time, Ian has led a highly efficient and informed financial and income generation function across the Trust. As a result, all of the Trust's schools enjoy secure finances, further underpinned by generous levels of funding from the income generation work.



GMAT: Expert Leadership

Tom Sparks, Trust School Improvement Lead

- Tom is an experienced and aspirational school leader, with a proven track record of driving highly effective school improvement. Tom has been working for Goffs and subsequently the Generations Multi Academy Trust since 2009. Throughout his time at Goffs, he led the school's highly effective raising achievement work, with his last published Progress 8 data at the school being +0.34. Tom is passionate about ensuring every child is successful; under Tom's direct leadership, Goffs won the East of England Pupil Premium Awards. Tom has regularly presented to a host of audiences across the South East on the successful strategies used to raise achievement and improve the life chances of all students. As part of the Generations MAT, Tom took on the role of Principal Churchgate Academy in 2017, leading a root and branch transformation



GMAT: Centralised Functions with Expert Leadership

HR

- **Lisa Cardinali: People (HR) Director** – expert HR experience across the private and public sectors
- Full centralised support for all schools with all aspects of HR and recruitment

Finance, Facilities and Income Generation

- **Ian Denchfield: Chief Financial Officer**
- **Amy Gibbs: Finance Manager** – extensive MAT and cross sector experience
- Full centralised ownership of Finances, Facilities and Income Generation work: all Principals/Headteachers have a fully delegated budget, with full ownership



GMAT: Centralised Functions with Expert Leadership

Data and Business Analysis

- **Cheryl Goodchild: Trust Effectiveness Advisor** - leads the centralised data and business analysis function, doing **ALL** data analysis for each MAT school, attendance reporting/tracking and census enabling SLT to focus on implementation of strategy
- Cheryl and her team work with each Principal/Headteacher and raising achievement leads to identify key priorities within each year group, and where raising achievement works needs to focus
- Senior leaders are fully enabled to focus on strategy, as opposed to data crunching

ICT

- **Kerry Palmer: Director of ICT** – significant commercial and educational ICT background
- Centralised ICT team, with staff working in each school





Trust Effectiveness
Advisor - Cheryl
Goodchild

People Director –
Lisa Cardinali

Finance Manager –
Amy Gibbs

Data Manager

HR Manager

Finance Officers
(currently 2 across
the Trust)

Data Apprentice

HR Officers x 2
HR Assistant x 1

HR Apprentice



Income Generation
Manager – Lucy
Murphy

ICT Director – Steve
Sutton

Facilities Manager
– Charlie Standing

Income Generation
Officer

Network Manager

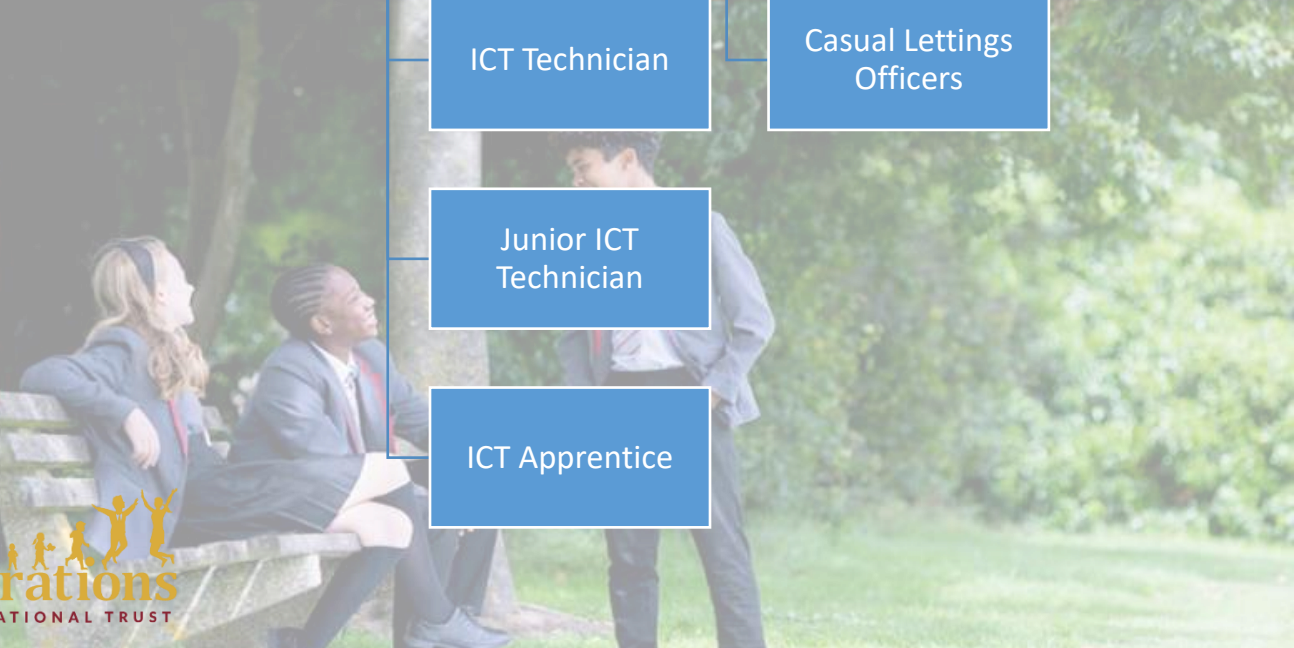
Facilities Officers
(Currently 8 across
the Trust)

ICT Technician

Casual Lettings
Officers

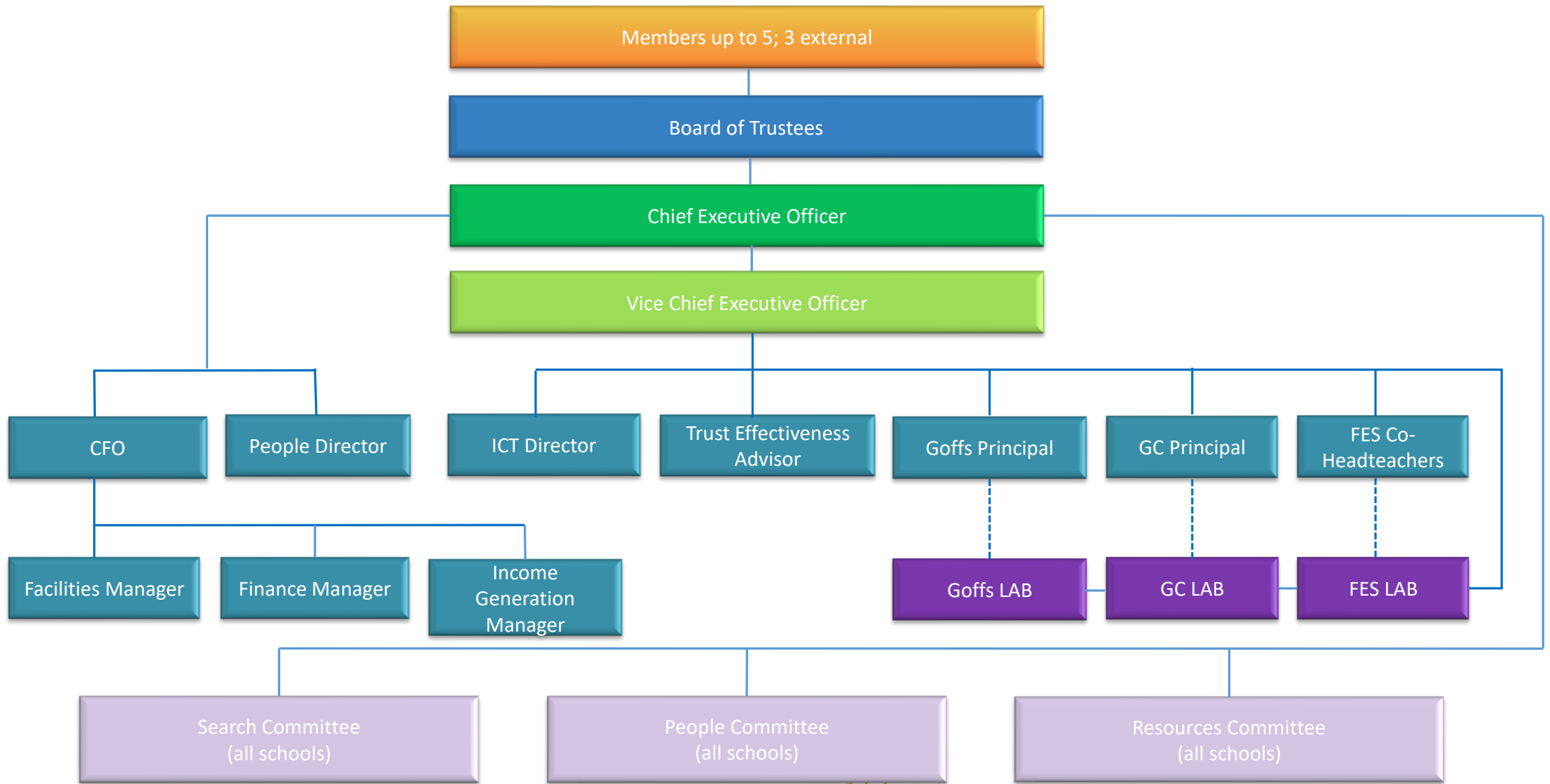
Junior ICT
Technician

ICT Apprentice



Board and Governance Structure and Operation





GMAT: Local Academy Boards Delegation

- Skilled Local Academy Boards (LAB) run their school day to day, reporting into the Board
- Chair of the Local Board is also a Trustee and sits on the main Board in order to ensure strong knowledge at Board level of each school
- The Trust's Scheme of Delegation confirms that the majority of their day-to-day responsibilities for each of its academies should be managed through a Local Academy Board
- Delegated areas of responsibility are:
 - Ensure good governance of their academy, including ensuring that all statutory and non-statutory policies linked to their delegated authority are monitored and reviewed in line with review dates
 - Safeguard and promote the values of their academy and the Trust
 - Support the Principal/Headteacher of their academy and act as a critical friend to them
 - **Monitor the quality of education, behaviour, personal development and welfare of students within their academy**
 - **Monitor and review the academy's Facilities provision, including ensuring that the academy estate is well maintained**
 - **Monitor and review the academy's strategic and operational ICT delivery**
 - Engage with key stakeholders (for example, parents and carers, students, and staff)
 - Advise the Trustees of local issues affecting their academy which need consideration as soon as possible
 - Advise the Trustees of any action taken, or decision made with respect to the above functions at the meeting of the Trustees immediately following the taking of the action or the making of the decision



GMAT History



'No Set Destiny for Any Child'

The History of GMAT

- Established in 2017
- Alison Garner moved from the position of Goffs Principal to that of CEO
- MAT deliberately built a skilled and strong central team with the expertise to support its schools across the piece – both learning and teaching, plus a wider suite of centralised business functions
- Deliberate creation of a dedicated income generation team, now earning over £0.5m per annum for Trust schools
- Newly created Trust was asked to take over a local underperforming school
 - significant challenges in quality of teaching & behaviour
 - progress outcomes consistently in bottom 5% of the country/-0.74
 - dramatically falling school role – c.300 versus NoR figure of 1,000
 - a very poor reputation
 - weak Ofsted judgements
 - huge financial difficulties: £1m deficit
 - on the brink of closure



Delivering No Set Destiny: Goffs-Churchgate

Key Actions:

- Full relaunch of the school
- Crucially, as per the MAT's core belief, all that was good about the school was retained and nurtured – ethos, staff, core beliefs
- A strong focus on shared vision and aspiration meant that staff stayed
- New leadership from within the MAT
- Extensive leadership training across senior & middle leaders on high impact, strategic leadership
- Implementation of robust school improvement programme using proven, targeted raising achievement strategies
- Extensive programme of CPD for all staff, designed to ensure quality first teaching and support
- Stabilising of finances and establishing of a comprehensive business plan
- Review of operation of Facilities, along with targeted investment in site repair & development



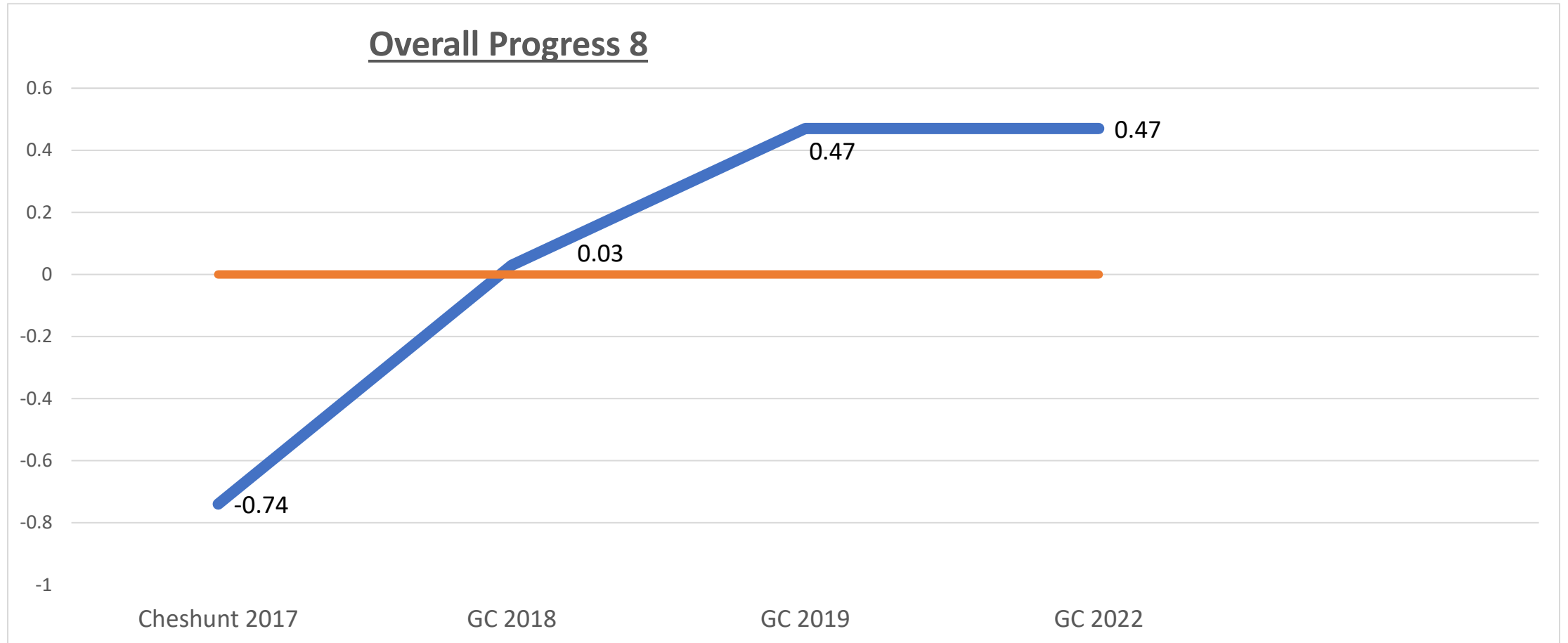
Delivering No Set Destiny: Goffs-Churchgate

Impact:

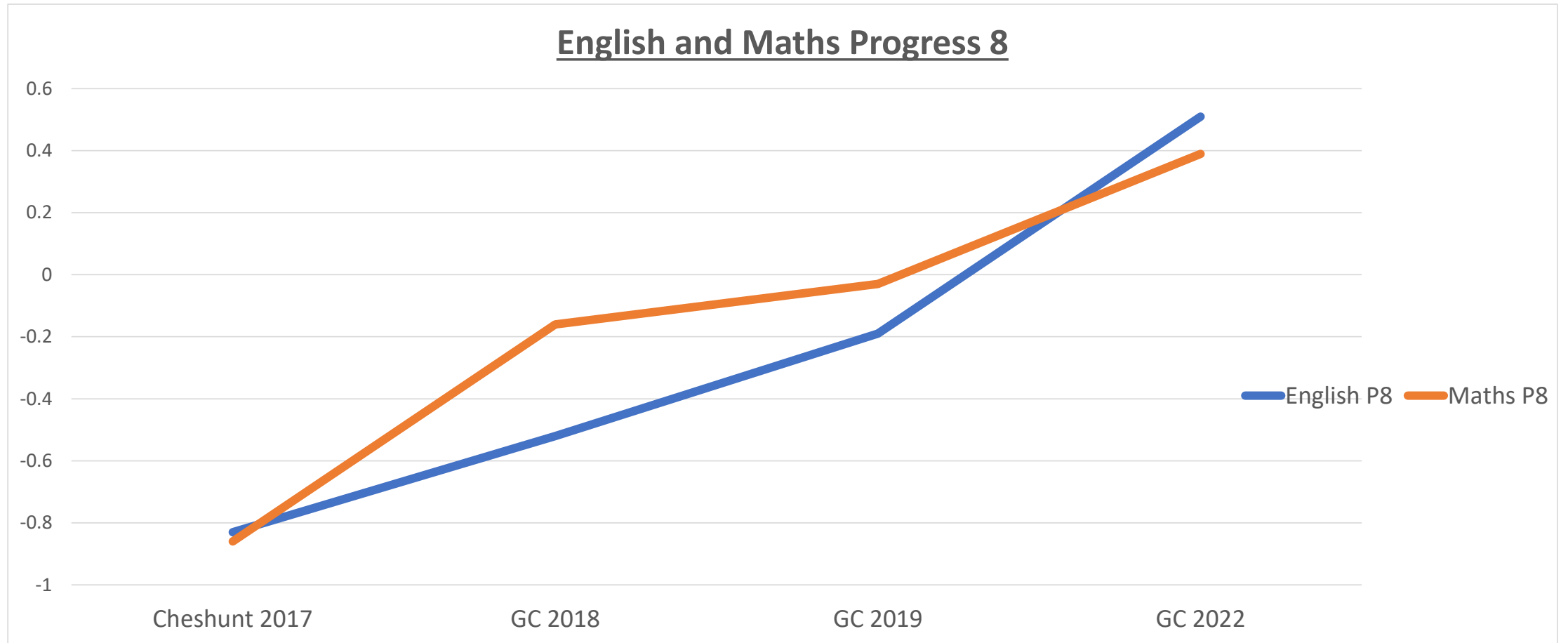
- predecessor school had been “stuck” in an Ofsted category since 2010
- joined the MAT from September 2017
- 2019, two years after the Trust took it on, Hertfordshire confirmed the school was securely “good”
- Covid subsequently delayed Ofsted by two years
- published results in 2019 and 2022 saw P8 outcomes at/above 0.45
- school is now full and highly popular, with a strong demand for places in all year groups: 2022 admission – over 600 applications for 120 places
- Most recent full/Section 5 inspection **11th and 12th May 2022**. Outcome of “Good” overall:
 - **The Quality of Education** Good
 - Behaviour and Attitudes Good
 - Personal Development Outstanding
 - Leadership and Management Good



Delivering No Set Destiny: Goffs-Churchgate



Delivering No Set Destiny: Goffs-Churchgate



GMAT and School Improvement



'No Set Destiny for Any Child'

GMAT School Improvement Strategy – “No Set Destiny”

- Partnership is at the heart of our improvement strategy with all of our schools, founded in a core commitment to there being *no set destiny for any child, regardless of their starting point*
- School target setting is deliberately ambitious, with a core focus on ensuring successful destinations for each child
- Fundamentally, we are committed to having a Trust wide school-led system that ensures:
 - quality first delivery day in and day out
 - the highest standards of achievement and therefore future opportunities for each child
 - robust and effective leadership and governance
 - the highest standards of financial/business delivery, ensuring that the Trust’s business operation underpins the delivery and work of all of our academies
 - personalised, high quality professional development for staff, ensuring a highly skilled workforce
- All improvement work is designed to support our schools in being or becoming self-improving. As such, our improvement strategy has been shaped by the concept of strong collaboration so that the skills and talents that exist within the Trust can be of benefit to all.
- Mutual challenge and support across our schools, regardless of location, is central to our improvement philosophy



GMAT School Improvement Strategy – Key Components

- All academies in the Trust have **an annual review of their performance**, chaired by the Chief Executive Officer, in partnership with the Vice CEO, the Chair of the Local Board, the Trust’s School Improvement lead, the Trust Effectiveness Advisor, the Academy’s Principal/Headteacher, and the CFO – the latter so that financial resource and planning can underpin the work that is required
- During these meetings a range of information is considered as part of the decision-making process including outcomes against key performance indicators, initial analysis of unvalidated data (where available), a summative review of external visits in the preceding year, including external Improvement Partner visits, any other external reviews, and key action points from the most recent Ofsted; the academy’s Strategic Development Plan and its own self-evaluation
- Each academy receives **at least 4 days from an allocated external Improvement Partner (SIP)**, who will work alongside academy leaders against a structured plan of support and challenge
- The Vice CEO, Trust School Improvement lead and Trust Effectiveness Advisor work with each academy to design a **comprehensive, child centred Raising Achievement plan**, working closely with senior and middle leaders in each academy to monitor progress and impact, and adjust as necessary
- **At least termly analysis of all academy data, and wider progress and impact**, by the Chief Executive Officer, Vice CEO, Trust School Improvement Lead, Trust Effectiveness Advisor, and Principal, in all cases, identifying and agreeing actions to be taken



GMAT Annual CORE School Improvement Offer – All Schools

Start of Academic Year

- Review academy context and emerging issues
- Review Academy Development Plan and priorities
- Discuss the academy's Pupil Premium Spending plan and impact for the preceding year, followed by establishing of key priorities and actions for the new academic year
- Discuss the academy's delivery, outcomes and action plans for SEND and EAL students, followed by establishing of key priorities and actions for the new academic year
- Review the academy's current exclusions and attendance data (including comparisons to previous terms/years) and strategy to promote attendance, followed by establishing of key priorities and actions for the new academic year



GMAT School Improvement Strategy – Key Components

- **Half-termly reporting to the Local Boards and Board of Trustees** in the form of KPI reports is in place, facilitating robust governance oversight, dialogue and challenge
- Each Principal/Headteacher and senior lead on Professional Development, develops a **tailored professional development programme** annually for all staff. Principals/Headteachers then liaise to identify opportunities for Trust wide, centralised CPD, including internal and external speakers. This is mapped onto calendars annually, with staff moving between Trust academies
- Trust funded **external leadership coaching** for all senior leaders
- **Leadership and school improvement coaching** by the Chief Executive Officer, Vice CEO and Trust School Improvement lead for identified senior and middle leaders
- The Trust operates within the **principle of earned autonomy**. Where academies can demonstrate that they have delivered consistently high levels of achievement for their students, it is appropriate and right that they have the capacity to operate in conditions that enable them to continue this journey



GMAT Annual CORE School Improvement Offer – All Schools

During the Academic Year

- Weekly strategic analysis of attendance data, identifying key students and groups for immediate intervention and support
- Full data analysis, review and improvement planning at all data production points
- Regular joint Learning Walks (including joint lesson visits and work sampling focusing on whether students know more and can do more, and whether the knowledge and skills they have learned are well sequenced and are developing incrementally)
- Annual Safeguarding review
- At least 3 meetings with students to discuss their educational experiences and understand their key priorities for school improvement
- At least 3 meetings with carers to discuss their and their child's educational experiences and understand their key priorities for school improvement
- Review parent/student surveys with a focus on behaviour and personal development
- Regular joint Learning Walks with a focus on behaviour and attitudes inside and outside of lessons:
 - meet with students to explore their experiences of behaviour in school, including the prevention of bullying and how the academy deals with any form of harassment and violence, discrimination and prejudiced behaviour
 - meet with staff and parents to discuss and understand their experience of behaviour
 - in all cases, identify and agree actions to be taken
- Termly Peer Learning Conversations, facilitated by the Trust School improvement lead: these involve Trust Principals/Headteachers coming together to identify and discuss best practice as highlighted in external visits to schools and internal reviews
- Ongoing coaching for senior and middle leaders by the Trust Effectiveness Advisor in targeted, strategic and effective analysis and use of data, solely targeted at driving up achievement for all students
- Ongoing leadership coaching from the CEO, Vice CEO, Trust School Improvement lead and external providers



CORE OFFER FOR ALL GMAT SCHOOLS

CORE OFFER FOR ALL GMAT SCHOOLS

'No set destiny for any child, regardless of their starting point'

PROFESSIONAL DEVELOPMENT FOR ALL STAFF	<ul style="list-style-type: none"> • Annual Trust INSET Day (likely to be Autumn 1 or Summer 2) • Local and national speakers and trainers to deliver CPD • Regular Partnership Meetings focusing on key themes • Bespoke internal training and support for all groups of staff across the Trust, as required • A programme of professional development focused on key priorities for our schools, as well as national priorities • Opportunities for action research projects linked to whole school priorities
LEADERSHIP DEVELOPMENT	<ul style="list-style-type: none"> • Weekly/bi-weekly meetings with Vice CEO for all Principals/Headteachers to monitor & develop improvement programmes, discuss standards across the Trust, plan staff training etc. • Half-termly leadership coaching 1-1s with the CEO for all SLT, as above • Regular individual Headteacher coaching with leaders including the Chief Executive Officer, the Vice CEO, the Trust School Improvement lead, the TEA, plus external consultants, focusing on a range of aspects of school including the quality of education, staffing, finance, building, financial position • Termly Peer Learning Conversations following Education Improvement Professionals visits to share and discuss best practice • Involvement in Peer Challenge Review processes in other Trust schools, working alongside external consultants • Opportunities for strong leaders to support other settings as Education Improvement Professionals • Bespoke Leadership Development programme for leaders at different levels
TRUST IMPROVEMENT SUPPORT	<p>Senior Trust leaders are responsible for providing proportionate challenge and support for schools and:</p> <ul style="list-style-type: none"> • Ensuring and sustaining high-quality provision, teaching and learning and leadership in all schools • Monitoring the delivery of Academy Improvement Plans ensuring that actions are appropriate and leading to strong outcomes for students • Delivering universal, bespoke and tailored training to all schools, individual schools, senior leaders, subject leaders, teachers and support staff • Co-ordinating and facilitating Partnership Meetings, Peer Learning Conversations and Peer Challenge Reviews
SCHOOL TO SCHOOL SUPPORT	<p>Trust School Improvement lead and TEA to oversee a programme designed to:</p> <ul style="list-style-type: none"> • Enable excellent teachers to develop teaching and learning in other schools through mentoring and coaching in classrooms • On agreement with the CEO, staff may be deployed to other schools across the Trust for specific purposes • Schools categorised as 'Sustain' and 'Refine' to provide support as required
PARTNERSHIP GROUPS	<p>Termly Partnership Meetings for a range of professionals to share and develop best practice for example :</p> <ul style="list-style-type: none"> • Maths • Literacy • Early Years • Curriculum • Assessment • Finance <div data-bbox="1116 1196 1431 1339" data-label="Image"> </div>

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