



**Our ethos, what we do, how we do it, levels of authority and leadership structure - also why we do it!**

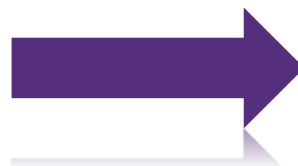
*Working in partnership to fulfil the potential of children and young people*

# A history of intervention and innovation

School Level

Local Authority Level

National Level



**Northern  
Education Trust**

# Our academies span the North East and North West



- 1 The Blyth Academy, Northumberland
- 2 Dyke House Sports & Technology College, Hartlepool
- 3 The Grangefield Academy, Stockton-on-Tees
- 4 Kearsley Academy, Bolton
- 5 Kirk Balk Academy, Barnsley
- 6 Manor Community Academy, Hartlepool
- 7 North Shore Academy, Stockton-on-Tees
- 8 Red House Academy, Sunderland
- 9 Thomas Hepburn Community Academy, Gateshead
- 10 Thorp Academy, Ryton
- 11 Abbey Park Primary Academy, Halifax
- 12 The Ferns Academy, Bolton
- 13 Frederick Nattrass Primary Academy, Stockton-on-Tees
- 14 Hilton Primary Academy, Newcastle upon Tyne
- 15 Merlin Top Primary Academy, Keighley
- 16 Mount Pellon Primary Academy, Halifax
- 17 Norton Primary Academy, Stockton on Tees
- 18 The Oak Tree Academy, Stockton-on-Tees
- 19 Ryecroft Primary Academy, Bradford
- 20 Southmere Primary Academy, Bradford

## Our Principles

The welfare of others is the first concern of all

The education of every child is held to be of equal value in the community academy

Exercise ethical stewardship of the Trust

Develop Leaders

A single rule - 'All pupils, students and adults are expected to behave in a responsible manner, both to themselves and others, showing consideration, courtesy and respect at all times'

Everyone should have a chance to succeed - children and staff

**Take on the severest challenges even if it means risking your reputation**

**Build capacity, where possible, from within**

**Reject forced academisation-  
only sponsor if requested by  
the Local Authority/Governing  
Body**

## Our core philosophy - freedom of choice for self managing, self supporting schools

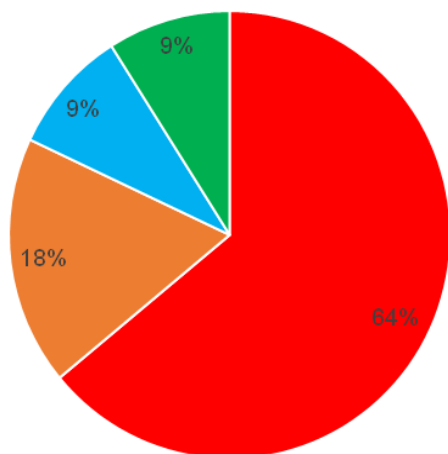
‘What we do, how we act in our life determines our apparent ‘qualities’. If we, as a Trust, define ourselves by the choices we make then we take on schools which are historically challenging\*, including some from other Trusts. The very act of choosing such a difficult path defines us’.

‘Schools working together, across a region all facing significant challenges both internally and within their communities, can create a powerful learning alliance’

*Level Three School: requires support to address endemic long term failure/ lack of will and aspiration to tackle deep routed issues (and the local community) - schools that require a complete rethink and iterative programme of intervention*

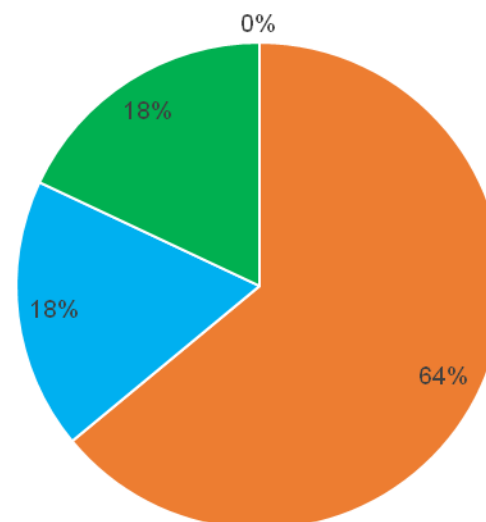
## Where are we now in May 2016?

OFSTED CATEGORY PRIOR TO CONVERSION



■ INADEQUATE ■ REQUIRES IMPROVEMENT  
■ GOOD ■ OUTSTANDING

OFSTED CATEGORY 1st INSPECTION AFTER CONVERSION



■ INADEQUATE ■ REQUIRES IMPROVEMENT  
■ GOOD ■ OUTSTANDING



Ofsted has carried out 24 inspections or monitoring visits of our academies since we were established. Invariably they have commented positively about the impact of the Trust and governance on improvement eg.

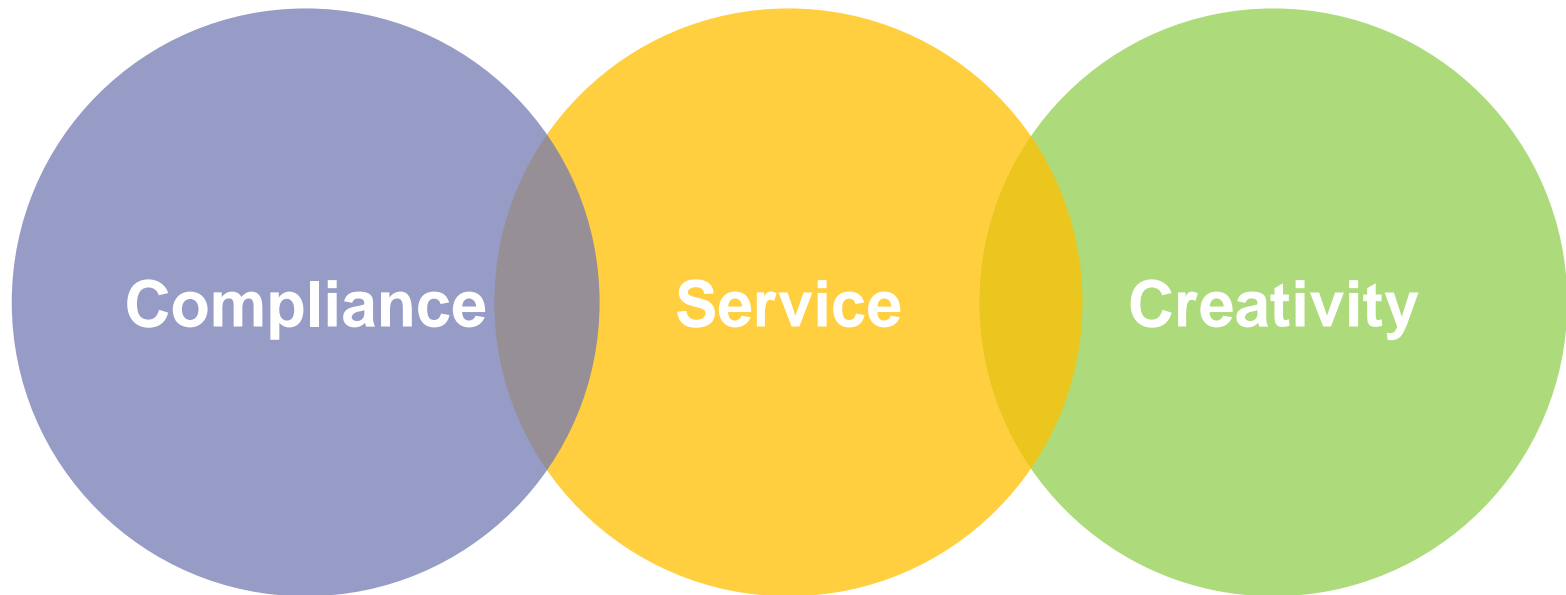
*“The academy’s Trust and Governing Body have an insightful knowledge of the strengths and weaknesses of the academy because the group consists of highly effective professionals with a wide range of skills.*

*Members of the Trust and governing body are ambitious for this academy to improve. They hold the principal, and by extension the whole staff, rigorously to account for academy performance and in particular for the quality of teaching and student progress.*

*They ensure financial probity and that safeguarding procedures comply with legislation.*

*The governors have a clear understanding on how effectively additional funding to support students known to be eligible for the pupil premium is spent. They are able to describe how funds were used, firstly to improve this group of students’ attendance and behaviour, and now how they are improving their progress.”*

**NET is a partnership - a group of academies  
within one legal entity...  
balancing compliance, service and creativity  
to create sustainable partnership**



*‘Trust saves time when building an organisation’*



# The Northern Education Trust Board - empowering individual School Boards

### **Chair - Les Walton CBE - former headteacher and Director of Education**

- Vice Chair - Chris Roberts - former National Director for the Skills Funding Agency
- Chief Executive - Ian Kershaw - former secondary headteacher

### **Chair of Audit and Risk - Mark Sanders OBE - former CX and Chair of EFA Audit and Risk**

- NLG, Director Northumbria Water - David Hall
- Chairman of the Leighton Group - Paul Callaghan - CBE DL

### **Chair of Achievement and Climate - Tom Grieveson - former Senior HMI**

- CX and Principal of an FE College - Suzanne Duncan
- Former primary headteacher - June Foster OBE
- Executive Principal Kenton MAT - David Pearmain

Jo Nolan - NET Secondary Principal, Shirley Davison - NET Primary Principal, John Copping - NET Chair of Governors, David Hall - NET Chair of Governors, Observer Baroness Hilary Armstrong - former Minister for Inclusion, Observer Brian Oglethorpe - former Ofsted Inspector and headteacher

## Our model of School Boards ensures skills and community engagement are central

### A skills and representative based board

#### Portfolio holders:

1. Chair – Leadership and Management
2. Vice Chair - Finance and risk
3. Portfolio holder - Teaching Learning and Assessment
4. Portfolio holder – Personal Development Behaviour and Welfare
5. Portfolio holder – Outcomes for pupils
6. Portfolio holder – Community
7. *Achievement Partner*
8. *Principal*
9. *Phase Director*

#### Stakeholder engagement examples:

1. parent voice
2. staff voice
3. community voice
4. further and higher education and child protection
5. student voice
6. Non-Executives ( business links)
7. Local Authority \* *attends as an observer n a non votina capacity*

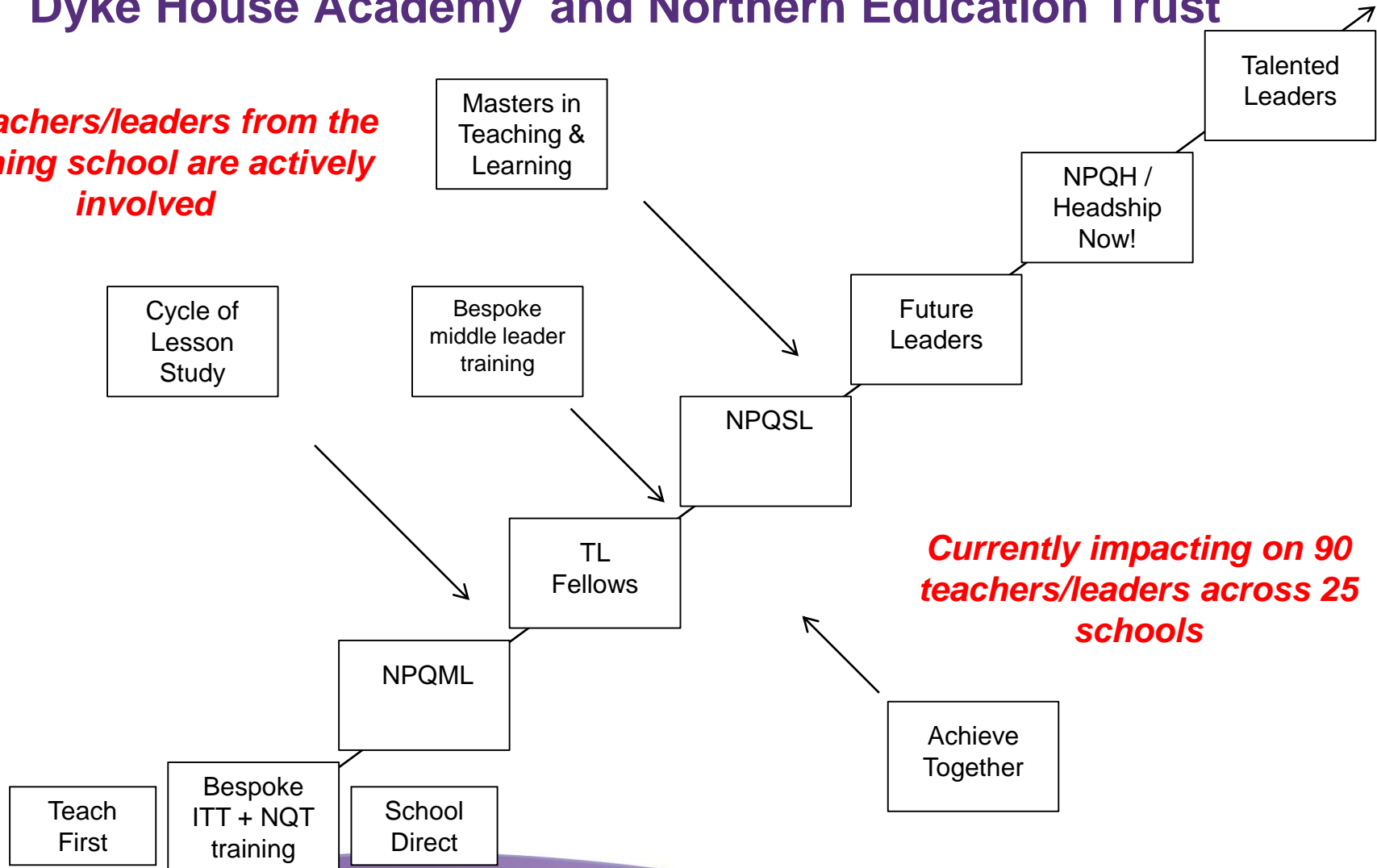


# Our future success relies on seven strategic aims



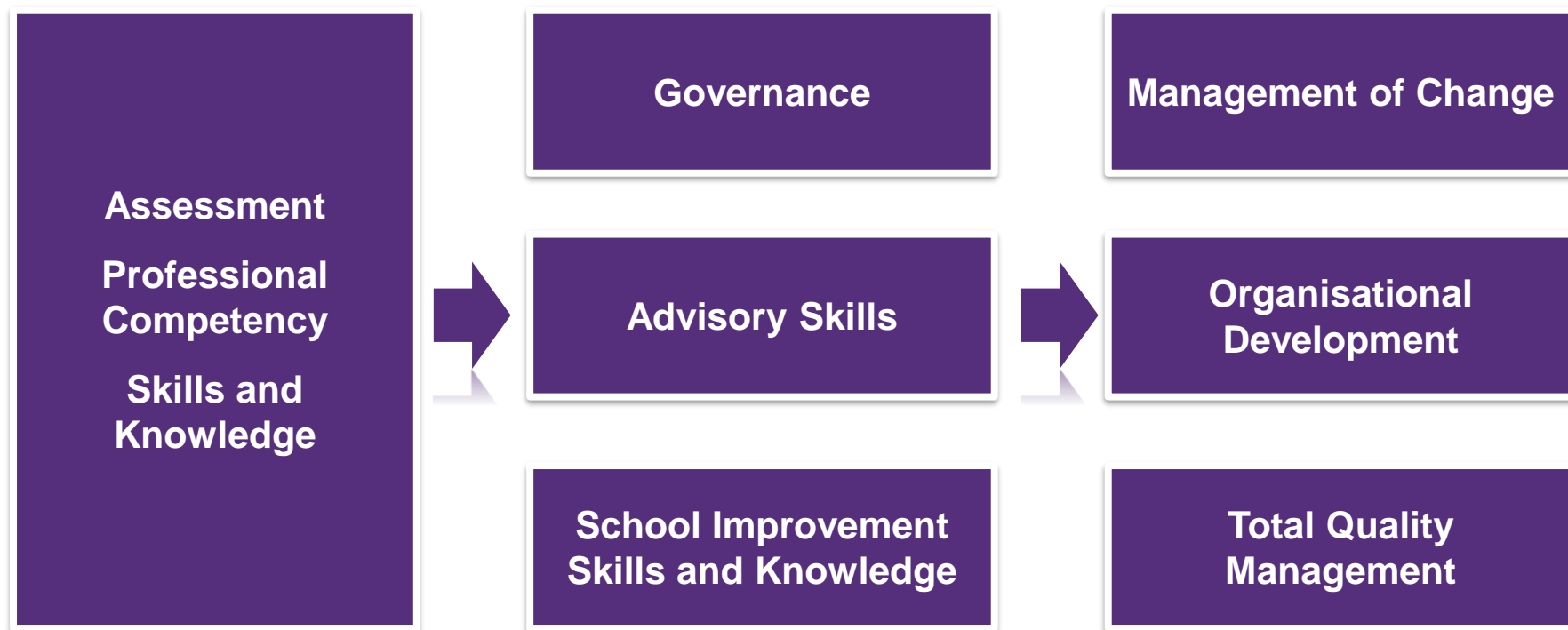
# “Growing Our Own” - Dyke House Academy and Northern Education Trust

*70 teachers/leaders from the teaching school are actively involved*



# Our most recent initiative...

**iea** institute of  
education advisers







**Building Successful Communities**

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