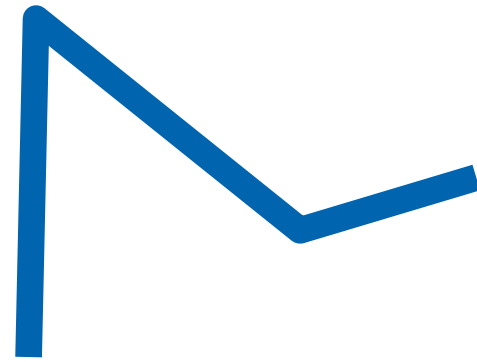




Great Academies
Education Trust

ANNUAL REPORT 2022-2023 SUMMARY



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THANK YOU FROM OUR CHAIR OF TRUSTEES

As Chair of Great Academies Education Trust, I would first of all like to thank all members of staff across the trust for their incredible work during 2022-23. The Board is well-aware of the challenges faced during the pandemic and staff deserve great credit for the way they have contributed to the trust as we have hopefully emerged from the most difficult of times.

Whilst our academic outcomes may not yet be where we want them to be, our intent as trustees has been to strategically invest reserves to both support rapid improvement in outcomes for our students and to ensure that we have safe and secure schools where our students and staff can thrive. We have confidence that we are on the right track and to demonstrate our commitment in 2022-23, we committed £504K additional resource to support the trust school improvement programmes.

We are committed to becoming recognised as an employer of choice, and it has been pleasing to see an increase in staff who recognise the importance of our values in our annual staff survey. We are signed up to the DfE staff Wellbeing Charter and have developed and enhanced this through our own GAET Wellbeing Charter for staff.

I'd like to commend all of our students and offer my congratulations to every student for their achievements and in particular those in Year 6 and Year 11 for their successes in external examinations in 2023. We are also developing our GAET Student Enrichment Charter demonstrating our commitment to give every student a great and rounded education with lots of additional opportunities. I was delighted to attend the trust's first ever student conference in June 2022 at Old Trafford and this work continued with a student conference held at Old Trafford again in July 2023. The ambition and expectations of our students continues to be impressive and something we wholeheartedly support.

Finally, I'd like to thank all members of our Board and the Chairs and members of our committees. We undertook a trust-wide external review of governance during the year and the headline is very encouraging:

“Great Academies Education Trust has a strong and committed trust board, and governance has been carefully organised to ensure that the three core functions are covered at trust board and LGC level”.

I am well aware that we have some actions to achieve best practice and we are striving for this now. I am also well-aware that everyone involved in our governance demonstrates the greatest levels of commitment to get the best outcomes for our students, schools and communities and your input is greatly appreciated.

Paul Jones

Chair of Board of Trustees

OBJECTIVES

Under the terms of its Funding Agreement with the DfE, the trust's objects are:

Advancing education by:

- Establishing, maintaining, managing and developing schools offering a broad and balanced curriculum
- Promoting the physical, intellectual and social development of all children and young people, especially those who are socially and economically disadvantaged
- Developing the capacity and skills of those who are socially and economically disadvantaged in such a way that helps meet their needs and enables them to participate more fully in their communities and society at large
- Providing recreational and leisure time facilities in the interest of social welfare for the local communities in which the academies reside, especially those who have need of such facilities by reason of their youth, age, infirmity or disablement, poverty or social and economic circumstances.

Our aim is to provide outstanding schools to improve the academic achievement of all our children and young people and increase their life chances and opportunities for successful and fulfilled lives as well-educated future citizens. Our objectives are qualified in our vision and embodied in the way we live our values.

Our Vision for the Trust

Great Academies Education Trust will be a truly outstanding, outward facing multi-academy trust supporting its academies, from their starting points, to become outstanding schools.

All pupils will make exceptional academic progress in all subjects and regardless of age or stage will be ready for their next steps and become work and college ready.

Our academies will be schools where pupils are valued as individuals, where they will have opportunities to achieve highly, lead strongly and develop into confident, responsible and successful young adults.

Our Trust values

- **Genuine** - mutually trusting, open, honest and reflective.
- **Respect(ful)** to all.
- **Excellent** at what they do, striving for excellence and intolerant of mediocrity.
- **Achievement focussed**-understanding that academic excellence is the goal and high aspirations key to each child achieving their academic potential .
- **Together**-believing that we can make the biggest difference when we work as a strong team.

EXECUTIVE SUMMARY

We feel that a great deal of progress was made on many fronts as we emerged from the constraints, limitations and challenges of the impact of the pandemic during 2020-2021 and 2021-2022. In 2022-23, we have built on this progress to be a thriving trust, and to become recognized as an emerging strong trust.

- A significant step forward for the trust in its work to become recognised as a strong trust was gaining accreditation to be a School Centred Initial Teacher Training (SCITT) provider due to launch from September 2024, one of only 179 Accredited Providers in the country. The SCITT was inspected in May 2022 and successfully retained its Ofsted good grading. Through 2022-23, we have prepared for opening as an Accredited Provider, and progress was good through the year and we remain on-track to launch in September 2024. We are scaling up our recruitment and extending ITT provision into the primary phase and are actively recruiting trainees now.
- Our students completed the return to full public examinations in 2023, and broadly speaking achieved in line with outcomes in 2019. We had hoped for better outcomes and in some instances predicted and expected better. However, we underestimated the national re-set back to 2019, and in some subjects the significant raising of grade boundaries.
- We developed our Trust Charter for Enrichment for students and held our second annual trust-wide student conference.
- We undertook our third annual staff-wide survey and are acting upon the outcomes of these surveys.
- We engaged increasingly with a variety of external partners during the year. We commissioned the best external consultants to support our school improvement work including a number of nationally recognised experts. We commissioned targeted and bespoke support for Copley Academy and Great Academy Ashton (GAA) to support them on their journeys to improve from requiring improvement to become recognised as good schools.
- Silver Springs Primary Academy's excellent EYFS provision has been recognized by TMBC and they have approached us to establish EYFS SEND resourced provision in a premises adjacent to the academy. Through the year, plans have been put in place to make this a reality in the coming year.
- In terms of the buy-in of our communities and preference for school places; Middleton Technology School (MTS) again achieved its benchmark recruitment number and maintained its Pupil Admission Number (PAN) of 270 Year 7 pupils, remaining over-subscribed. In Tameside there has been a 10% drop in Year 6 numbers, so we were delighted to see another increase in preferences at Great Academy Ashton meaning that it will exceed the PAN with another increase in first-choice applications from 2023. Copley Academy, on the back of being able to market its improved Ofsted grading, has regained community confidence and is likely to approach if not exceed PAN in 2024.
- We invested £2.5m into fixed assets across the trust including but not limited to key capital building programmes to improve energy efficiency across the trust primarily through investment in LED lighting and improved building management systems. The

remodel of an existing space at Middleton Technology School into a purpose designed centre for inclusion and additional office space. This capital expenditure also included ongoing Capital Improvement Funded (CIF) projects at Copley Academy to improve the ventilation systems throughout the academy building. The trust also continued to invest in the refresh and replacement of digital devices in order to maintain pace with the changes in technology.

- During 2022-23, the trust has used externally produced condition reports to underpin the capital priorities for each of its schools over the next 3-5 years in order to continue enable our schools to deliver their daily operations.
- Our trust schools have continued to act as community hubs with all of our buildings used over the holiday periods for additional learning sessions, community holiday camps, and community use of the leisure facilities at Great Academy Ashton.
- The trust has fully embedded its new finance system resulting in an unqualified audit opinion on the accounts for FY22-23. The accounts demonstrate the trust's ability to continue as a going concern in supporting all of our schools to deliver their school improvement agenda.
- Our schools have worked hard to embed financial literacy and accountability at each level, and have met their budget targets for the financial year, in a climate of increasing staff costs, rising inflation and significant energy cost increases. The level of accuracy in forecasting and budgeting has improved significantly due to increasingly detailed financial management and awareness.
- All of our schools have been identified as lying within the governments Priority Education Investment Areas. We are actively engaging with this new agenda and seeking opportunities from it to increase the rate of improvement in our academies.
- Two of our schools (Copley Academy and Great Academy Ashton) have come under scope in the DfE newly introduced (September 2022) definition of Coasting Schools, by virtue of not being graded good in each of their last two respective inspections. We are working with the DfE Regional Director to give assurances that our commitment to these schools is unwavering and that we are making progress towards becoming recognised as a strong trust.
- Ambition / FA1 Partnership

The trust's strategic partnership with FA1/ Ambition was further strengthened in 2022/23. As part of this arrangement GAET colleagues from our four academies are involved as participants or facilitators (Visiting Fellows) on a number of the national NPQ programmes. Subject mentors, Professional Mentors and Early Career Teachers (ECTs) benefitted from continued involvement in the national ECF programme.

- GAET Networks
 - GAET Improvement Networks run regularly throughout the year, bringing together colleagues from across the academies. These networks provide continuous professional development (CPD) and enable colleagues to discuss priorities and collaborate on improvement initiatives.
 - Colleagues are further supported in school by network leaders through a cycle of regular academy improvement visits.
 - Leaders are also involved in the trust's 'Collaborative Review' process – providing support and challenge to contribute to the ongoing evaluation of the Quality of Education (Ofsted framework) in our academies.

GAET Improvement networks 2022/23:	Art Improvement Network	Drama Improvement network	Attendance Improvement Network
Behaviour Improvement Network	Careers & Futures Thinking Network	Computing Improvement Network	Curriculum, Teaching, Learning & Assessment Leaders Network
ITT Network	Design Technology Improvement Network	DSL Leaders Network	English Improvement Network
Geography Improvement Network	History Improvement Network	Literacy Improvement Network	Maths Improvement Network
MFL Improvement Network	Music Improvement Network	PE Improvement Network	Digital Excellence
PSHE Improvement Network	Pupil Premium Leaders Network	Science Improvement Network	SEND Improvement Network

STRATEGIC PLANNING

In February 2022, Trustees, Chairs of LGCs, MAT SLT and our Principals met to revisit, refresh and update our 2019-2023 Strategic Plan to cover the 2022-2025 period. We agreed on eight strategic priorities under five headings of Pupils and Communities; Performance; Our People; Finance and Resources; Structure, support and operations.

OUR PUPILS AND COMMUNITIES

1. To provide Great Academies' students with a rounded experience including wider achievements and enrichment

In addition to securing great academic outcomes, we will ensure that all of our students benefit from and experience a wide entitlement to extra-curricular activity. After consulting with stakeholders and drawing on good practice (MTS Enrichment for all), by August 2022 this will be enshrined in the 'GAET Charter of Enrichment for Students'. By August 2023, we will have monitored participation and have measurable outcomes in terms of student wider extra-curricular activities and by 2025, an education with GAET will be synonymous with benefiting from a rounded and world-class education.

2. To develop 'Great Academies In The Community' partnerships with our local communities

By September 2022, we will co-ordinate the outward facing dimension of each academy with their local community stakeholders including; parent bodies, local authority representatives, partner schools and trusts, the business community, and third sector organisations. By the end of 2023, all academies will have thriving programmes of engagement with community stakeholders and become increasingly recognised as being truly at the heart of their communities.

OUR PERFORMANCE

3. To design and deliver the best possible curriculum and teaching standards leading to the best outcomes for all of our students

Our focus will be on curriculum in its broadest sense, covering the entire experience of the Great Academies' education. Our starting point will be the intended design and delivery of our curriculum. We aim for our students to achieve the best possible academic outcomes and to have a broad, rounded education experience in all of our academies. All measures such as academic outcomes, student attendance and exclusions data, will reach and then improve upon national average data. We will achieve this by systematically implementing our school improvement model, including a relentless focus on improving the quality of provision in our schools, and specifically ensuring teaching that is routinely great. We will place a great emphasis on the importance of literacy and numeracy, and undertake a trust-wide approach to improving standards in reading. High levels of attendance also come from supportive and caring staff who ensure that an exciting broad curriculum awaits our students.

We have invested and significantly broadened the scope of our highly skilled and talented school improvement team. All of our curriculum leaders and coordinators are ably supported through a range of regular trust-wide collaborative meetings that aim to further improve not only the curriculum, but to help all teachers further improve the quality of their teaching.

We are also working together to further develop and improve our approaches to assessment to help us get an even better insight into how well our pupils are learning and what more we

need to do to help them. We have also really strengthened our trust wide approach to assessing pupils reading skills and competencies and proactively helping them build both their ability to read and enjoy reading. This is why we have partnered with the National Literacy Trust to help us continue to further improve.

We also recognise the importance of supporting all of our children and young people to be ready for the next stages of their education. That is why all of our schools are making excellent progress to achieving the National Quality in Careers standard at both primary and secondary level.

Our school improvement team are also outward facing and keen to learn, share and develop their expertise further. That is why all of our central team are now qualified visiting fellows in the delivery of various National Professional Qualification (NPQ) programmes. Our school improvement model uses Collaborative Education Reviews to help and support further school improvement. These have been both popular and have shown significant impact. That is why our Director of Education is also working with several other MATs/schools across the region to share not only what we do but learn from others to enhance our own provision.

Our work to enrich the curriculum continues to move at a pace. Following our collaborative work with schools, including our first Enrichment Conference at Old Trafford, schools are able to show how they are broadening the scope of their wider curriculum offer. This includes greater opportunities for pupils to learn more about the climate, sustainability, wider range of activities that appeal to pupils interests as well as groups for groups including LGBTQ+, in which several schools are in the process of gaining the Rainbow Flag Award for their work on inclusion.

We seek continuous improvement when it comes to keeping children safe. That is why we have a well embedded improvement cycle (biannual reviews) led by highly experienced colleagues who work with many schools and academies across the country.

In terms of impact and outcomes, our high aspiration is that by September 2025, we will be in the top 20% performing MATs for secondary academies, and SSPA will be in the top 10% nationally in the DfE primary performance tables. This requires an immediate focus from 2022 on current Y4 and Y9, and a plan for sustained improvement with subsequent years. By September 2027, all of our long-standing academies will be in the top 5% of similar schools, meaning that our MAT will be in the top 5% of similar MATs.

New academies joining the trust will be given appropriate targets to support the overall objective for the trust within a three-year period from the point of joining. All performance measures will improve on FFT 50, meet FFT 20, and reach FFT 5 over this time. Where the Covid pandemic has delayed DfE performance tables in 2020 and 2021, we will continue to scrutinise our academies performance against the most reliable data sets that we can source or national average data that is published by DfE.

4. To work towards greater sustainability including a carbon net zero status.

This is a newly introduced strategic objective for the trust and will develop over time. The DfE draft strategy “sustainability and climate change” was published in November 2021 and a final strategy was issued in April 2022. By September 2025 our approach to sustainability will be embedded across the trust and we will be contributing to the 2030 Sustainability Agenda. We will have reviewed how we teach about; sustainability; the environment; climate change; and achieving net zero carbon emissions. We will give our students a voice in the strategic direction that we take, including school-level projects and competitions. We will aim to reduce

our overall consumption year on year, including projects around increasingly sustainable transport and improved estates and ways of working. We will seek involvement for our students in the national Education Nature Park & Climate Leaders Award and promote progression into Green Skills and Careers.

OUR PEOPLE

5. To develop and promote staff good health and well-being through Charters for our People

As we move out of the 2020-21 two years of pandemic, we recognise we can strengthen our offer to support and promote staff well-being and good health. In 2020, we introduced our first trust wide staff survey, which we will maintain as an annual process securing the best possible response rate from staff. We will ensure that we respond to and act on the main themes emerging from staff surveys. In September 2022, we signed up to the DfE well-being charter and all of our academies will be signed up the Great Academies Staff Well-Being Charter.

OUR FINANCE AND RESOURCES

6. To manage our finances and resources efficiently to secure and sustain the best provision and opportunities for the future

Curriculum led financial planning (CLFP) will be understood by all leaders and managers and schools will recognise the imperative to reach balanced income and expenditure in-year budgets. This will be supported by monthly financial reports, quarterly LGC and termly Financial Accountability Meetings (FAMs). All schools will return a surplus of at least 3% of GAG in order to sustain total reserves of at least 10% of in Year GAG and enable a strategic estates management and an ICT refresh-programme.

OUR STRUCTURE, SUPPORT AND OPERATIONS

7. To develop and provide Great Academies Central Services through our central structure, support and operations

By September 2022, we will have completed a process of alignment across our academies to ensure efficient practices and protocols are standardised against agreed practices of excellence, including our Great School Improvement Model, our finance, HR, governance, estates and ICT functions. These will clearly define the capacity and bespoke support systems required by and offered to each current and future academy.

8. To grow Great Academies Education Trust

By September 2022, 23 and 24, we will have maintained a pipeline of potential partner schools who may join our MAT, supported by marketing materials and a strategy to engage new prospective partner schools. We will be clear on the 'Ws' of who, when, where and why, as well as ensuring that we have the capacity for sensible growth. By September 2024, we will have at least three more primary schools in our trust and by September 2025 we will have developed two clusters of around 4-6 schools in each of Rochdale and Tameside, with a view and strategy for growth into other regional areas in the north. If our local partner primary schools are slow to work with us, we will look for primary partners further afield.

GOVERNANCE – THE WORK

OF OUR COMMITTEES AND BOARDS

- The trust has strengthened governance functions at all levels and commissioned an external Trust Governance Review which took place in 2022-23.
- The headline of the ERG is:
Great Academies Education Trust has a strong and committed trust board, and governance has been carefully organised to ensure that the three core functions are covered at trust board and LGC level.
- Members and Trustees hold an AGM early in the calendar year in an annual cycle of AGMs.
- Additional Members and Governors were successfully recruited to bring governance in line with the Academy Trust Handbook (2023).
- Governors had several opportunities to meet virtually to attend governance function training sessions to improve their ability to complete their governance functions. Areas of focus were identified as areas of need for training by trustees and LGC members.

Outcomes (committee) Board (OCB)

In 2022-2023 trustees recognised the uneven impact on our schools of the pandemic and were mindful of the DfE guidance regarding not drawing comparisons with performance data from previous years.

Primary results showed a mixed picture. Younger pupils and children in early years provision were disproportionately affected by the pandemic. Phonics and the attainment of some older pupils, especially those in Key Stage 2 showed a relatively stronger performance in comparison.

Attendance figures also suggested that the pandemic was affecting pupils returning back to pre-COVID attendance levels. Attendance was overall lower and persistent absence rates were 28%, significantly higher than in pre-COVID years.

Key Stage 4 outcomes were mixed. Throughout the academic year secondary schools reported that they were some way off the challenging targets that had been set and agreed in 2021. Several valid and evidence-based reasons for this included:

- (i) The pandemic and lockdown disruptions
- (ii) Low attendance of some Year 11 pupils
- (iii) Isolated behaviour-related issues often linked with points (i) and (ii) above.

However, trustees discussed and agreed with MAT leaders next steps in light of 2022 outcomes, including what lessons needed to be learnt for 2022-2023 in relation to:

- (i) Quality of the curriculum especially for pupils in Key Stage 4
- (ii) How effective teaching is at delivering a high-quality curriculum
- (iii) How assessment can be further improved and standardised to accurately judge how well pupils are learning the intended curriculum

- (iv) Actions and next step strategies to ensure attendance improves across all our schools and especially for pupils in Year 11
- (v) Ensuring trust wide behaviour improvement work continued to positively impact on pupils' attitudes to learning and overall behaviour in school for some pupils.

The trust further invested in developing its extended school improvement team. This led to the vast majority of National Curriculum subjects having subject specialists commissioned to support in school curriculum, teaching and assessment developments. Subject leads also continued to develop trust wide collaboration and sharing of effective practices. These networks also included work on further improving attendance and behaviour (after successfully graduating from the DfE's Behaviour Hub Programme).

The trust also introduced a range of common standardised approaches to Key Stage 4 assessment. In the first instance these focused on all Year 10 and 11 pupils sitting common GCSE mock assessments in English and mathematics. This was the start of a wider piece of work towards greater standardisation that will continue into the next academic year. This helps trustees and other stakeholders have greater reliability in what assessment information is telling us about pupils' outcomes.

Trust-wide approaches towards identifying and addressing gaps in reading continued to improve. This was seen in the sustained improvements in both engagement and reading fluency and comprehension. The Reading Plus resources form an essential backbone to our reading strategy alongside phonics assessments to identify and address gaps in pupils reading.

Throughout the academic year the trust continued its ever-vigilant focus on safeguarding. External commissions with Anchored Schools continued to schedule and complete successful extensive safeguarding reviews on a bi-annual basis. This led to all schools continuing to make good progress and Great Academy Ashton and Silver Springs Primary Academy received awards for their highly effective practice in keeping children and young people safe.

The trustees also received regular reports and updates on the actions being taken to appoint lead practitioners in English, mathematics and science. Regular updates showed the positive impact that was seen in mathematics, given that this appointment was secure and stable throughout the period. Whereas there was less evidence of impact in English and science due to challenges appointing suitable staff.

Ofsted praised the work being done by trust and school leaders when they inspected GAA in the spring of 2023. The overall judgement remained as Requires Improvement, however student personal development was graded as good and inspectors endorsed the fact that the academy is on the right track to sustained improvement. There were several highly positive and praiseworthy comments regarding the speed and effectiveness of trust support in helping the academy to have made a number of significant improvements over a short period of time.

Finance and Resources Committee (FRC)

We have continued to build on the impact of the implementation of a new finance system in the previous year. The trust has focused on improving financial literacy and accountability across the trust.

- The committee received monthly management accounts detailing; income; expenditure; variances; forecasts; cash flow, with these produced consistently by working day 10 towards the end of the financial year. These also now include a

monthly system generated balance sheet. These accounts are shared on a monthly basis with Trustees, LGC governors, Principals and central team members,

- All of our academies operated well against revenue budgets agreed for the year despite significant financial challenges ranging from pension cost changes, late agreement of staff pay awards, rising energy costs and inflation linked contracts.
- The trust continued to support our school staff in their increased understanding and knowledge of financial reporting and its impact on strategic decision making. The finance system is fully embedded and the finance team is now fully staffed. This enables more detailed and accurate reporting and scrutiny at a school level.
- The committee approved the change in trust-wide Management Information System (MIS) through a procurement framework, with implementation of the new system due to happen in March 2024.
- The committee supported, challenged and approved several business cases to ensure strategic capital investment drawn down from reserves to benefit students in all schools. The biggest projects approved were £250k investment in our IT assets and systems trust wide, the purchase of new minibuses at GAA and MTS, £178k invested in phase one works to replace the building management system at GAA.
- Other capital investment has seen continued CIF funded development of the Copley Academy estate including the installation of air handling units and new roof-lights to significantly improve the ventilation throughout the building.
- The committee approved the submission to the Department of Education for the trust to participate in the Connect the Classroom initiative which will improve the network capability and capacity at all of our schools. This work will be completed in 2023-24 and is fully funded by the DfE.
- The committee approved the continuation of the Digital Excellence programme which followed on from the purchase of additional laptop devices during the covid pandemic but extended the remit to the improvement in digital devices to support teaching and learning. As a result, the trust has continued to fund a 3-year commitment to the 'Reading Plus' programme and purchased devices to support the rollout of this programme. The trust has invested in additional digital screens in classrooms at all of our schools, and in additional specialist software for art and design, phonics support, and other devices such as specialist tablets.
- The committee also approved a £508k investment in enhanced school improvement support which included the funding of the school costs for the National Tutoring Programme, specialist expertise in core subjects and support for each school to improve attendance.
- The trust has maintained a strong financial position as evidence in the Financial Statements (which are included as an appendix to this report and are available on the trust website <https://www.greatacademies.co.uk/our-trust/finance/>).
- Free reserves have been maintained at £3.6m, a level above 10% of in-year GAG in line with the trust's reserves policy but which has been strategically reduced during 2022-23 through investment in capital areas as mentioned. This has had a positive impact throughout the trust on improvements in the estate, the IT provision and in supporting our schools to deliver on academic outcomes.
- The trust cash balance is also a healthy £6.6m, and the increase from prior year £5.2m is in part due to invoicing delays by a Local Authority. The trust is therefore able to weather the majority of financial storms and remains in a strong position to continue supporting our schools.

- The trust also creates a modest income through the letting of our sports facilities at Great Academy Ashton for community usage. This is managed alongside programmes run by the Manchester United Foundation who use the facilities for no cost as part of vision to support increased enrichment and engagement with our communities.
- Trust-wide staff costs are closely monitored and benchmarked in order to remain an employer of choice, whilst ensuring value for money. Detailed analysis of our staff costs and our higher paid employees is available in our financial statements and on our trust website.

Audit and Risk Committee (ARC)

In the light of ESFA guidance, Trustees established a new Audit and Risk Committee in 2021-22, in part to separate out the management of the audits and risks from the Finance and Resources Committee.

- The trust risk register has recorded matters of risk including strategic, infrastructure and financial risks, maintaining a list of the ten matters of highest risk, reported in each committee meeting and to full Board. This risk register is a live document and has been continually updated throughout the year with reference to school risk registers.
- The four schools continued to maintain their own risk registers, reflecting both generic trust-wide risks and the context specific risks relating to the individual school. LGCs review school risk registers in alternate meetings three times a year.
- The committee has continued with the same audit firm for 2022-23 and oversaw significant work throughout the year to improve the month end financial procedures, and ensure the accurate recording of opening balances from the transition in audit firms and financial systems. Audit deadlines were met with the trust filing an unqualified set of accounts and financial statements for 2022-23. All of the outstanding issues raised in the management letter of 2021-22 have been addressed.
- The previous internal auditors have been retained to undertake the focused internal scrutiny for 2022-23. This was completed to schedule and filed to deadline for 2022-23.
- The trust met all ESFA reporting deadlines for 2022-23 including the submission of budgets and reporting on the trust estate.

SCITT (committee) Board (SCB)

The trust formally incorporated the SCITT into the trust operating model during 2021-23 and has continued the process of operations under the responsibility and accountability of the trust board.

- During 2022-23, the SCITT has been formally included in the trusts scheme of delegation.
- The trust has been successful in its application for the SCITT to become a DfE Accredited Provider and is on track for opening this in September 2024. Through the year our readiness has been continually assessed and supported by the DfE.
- The trust be one of only 179 accredited Providers for ITE in the country from 2024.
- In the meantime, the SCITT has continued to successfully recruit, train and secure employment for 30-35 entrants to the profession on an annual basis, actively tackling the recruitment crisis in teaching. In the light of the successful accreditation, the intent

is to scale up the offer and to seek potential delivery partners with a recruitment target of 50 trainees in September 2024.

Remuneration Committee (RemCom)

The committee met twice during the year fulfilled its obligations regarding Pay Policy, and approvals of remuneration changes.

In addition, the RemCom reviewed and updated approvals for a wide range of People/HR policies, as below;

- Teacher Appraisal and Capability Policy
 - Teacher Pay Policy
 - Support Staff Probation Policy
 - Support Staff Capability Policy
 - Discretionary Leave Policy
 - Recruitment & Selection Policy
 - Disciplinary Policy
 - Staff Behaviour Policy (Code of Conduct)
 - Equality Policy
-
- The policy below was drafted for comments from the Remuneration Committee:
 - Personnel File Retention Policy

 - The trust completed its third annual trust wide survey, and the results have been used to inform the HR/People aspects of the committee and the MAT/School leaders work.

 - The RemCom continued to undertake due diligence of the advice and expectations relating to the outcome of the Harpur/Brazel case (relating to historical variances in TTO holiday payment rates). The trust has committed to reflect the outcomes and reparations agreed by other employers in Tameside and Rochdale respectively.

 - Six members of staff have undertaken an Apprenticeship which has been funded through the Apprenticeship Levy, of these six, 5 members of staff have either completed their apprenticeship or it is still ongoing. Apprenticeships undertaken were:
 - Level 3 Team Leader/Supervisor
 - Level 3 HR Digital Support Technician
 - Level 7 Senior Leader

Great Academies in numbers:

£0.42
Million
Capital
invested

504
employees

3671
students

19 Early
Career
Teachers

98% of
PAN in
secondary
admissions

2024
Accredited
SCITT
Provider

32 new
teachers
trained

70%
Expected
standard
in KS2
writing

£80K
invested in
digital
excellence

£383K IT
Connect
the
Classrooms
investment

30 staff
training
on new
model
NPQs

Thank You

As your Chief Executive Officer, I would like to thank; members of the Trust Board; committee members; all of our dedicated and professional teachers and support staff; our students and their families who make Great Academies Education Trust and its schools the wonderful places that they are to work, develop and learn.

We are determined to overcome any frustrations that the pandemic may have slowed our progress down during 2022-2023. What continues to emerge, is a stronger trust and group of schools with incredible levels of resilience and tenacity, and a determined and united team to accelerate our schools' respective journeys of improvement. I hope this report captures some of the great things achieved last year, and with the continued spirit and determination of all, I am certain that we have fantastic opportunities ahead for Great Academies Education Trust.

Brendan Loughran

CEO



**Great Academies
Education Trust**