

E-ACT



**DELIVERING
EDUCATIONAL
EXCELLENCE**

**CORPORATE
PLAN 2010**

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FOREWORD



Our mission at E-ACT is straightforward.
It is to become a world class trust supporting
and working with world class E-ACT academies
and schools in the UK and elsewhere.

E-ACT is leading the drive to improve attainment and opportunity for students in areas where too often young people with great potential have been failed. Our aim is to give our students the best possible opportunities as part of an excellent education. The challenge involves a real and sustained commitment to transforming state education in our academies in order to deliver excellence for the long term. Our academies set high standards and give students access to opportunities through excellent teaching and inspirational leadership. We also aim to ensure that our academies make a significant contribution to the regeneration of the local area.

E-ACT has already acquired several areas of expertise and skill sets which have served it well in its growth as a multiple academy sponsor. It intends to utilise and develop these areas of expertise and skill through a policy of diversification and building strategic partnerships with others, in order to achieve its goals. We will also partner with the very best state schools in the UK in order to improve at a pace, add value, and make a real difference quickly to the lives and outcomes for our students.

Noorzaman Rashid
Chairman

Sir Bruce Liddington
Director General

INTRODUCTION



E-ACT is an education foundation and registered charity which aims to provide educational excellence for all. As a multi academy sponsor, we are working to help young people achieve their full potential by giving them the best possible educational experience in our state-of-the-art academies.

E-ACT has a national focus. Our first academy opened in September 2008 at Gainsborough in Lincolnshire. Six more academies opened in September 2009 in London, Birmingham, Sheffield and Leeds. Further academies are due to open in Birmingham and Oldham in 2010 and we intend to continue to develop and expand as a multi-academy sponsor.

With over 6,000 students and 900 staff, E-ACT is leading the drive to improve attainment and opportunity for students across the Country. Our aim is to give our students the best possible opportunity to achieve their true potential. The challenge involves a real and sustained commitment to transforming state education in our academies in order to deliver excellence in the long term.

E-ACT academies are fully inclusive and reflect the multi-cultural, multi-faith and multi-racial nature of 21st century Britain. We are committed to fostering a tolerant, respectful culture which recognises and celebrates our students' individual faiths and cultural differences and leads to greater community cohesion.

We also aim to ensure that our academies make a significant contribution to the regeneration of the local area. Apart from our focus on educational excellence, we provide new community facilities to provide for lifelong learning; health; fitness and recreation, and the development of ICT, literacy and numeracy skills.

WHO WE ARE



E-ACT has established a new Board under the chairmanship of Dr Noorzaman Rashid (lead on government, public services, leadership and Board practices at Harvey Nash plc.) and revised its leadership and management arrangements under the direction of Sir Bruce Liddington (former DCSF Schools Commissioner), its Director General.



Noorzaman Rashid
Chairman



Sir Bruce Liddington
Director General

E-ACT's management team has extensive experience, which includes working successfully with under performing schools in deprived inner city areas at headship, senior local authority, governor and community levels. Many members of the team have previously set up and run successful academies. This gives them a solid practical understanding of what makes a good school and the ability to make the changes required to achieve the necessary improvements.

OUR PARTNERS

Our approach to academy sponsorship is to establish genuine and meaningful partnerships, underpinned by commitments to working with all stakeholders and local communities, including local government, business and the voluntary and charity sectors, in order to enhance and sustain the entitlement of young people. We are keen to develop strong links with parents and carers.

E-ACT academies are supported by a number of national partners. These include Pinsent Masons and Bates Wells Braithwaite Solicitors. In addition, each academy benefits from the support of local partners, including universities and other education providers from the maintained and independent sectors.

OUR VISION AND VALUES



E-ACT and its academies believe that:

- **All students should have access to the best opportunities to help them reach their full potential.**
- **Every student should be known, supported and celebrated as individuals and their learning personalised so that they can better make their unique contribution to their academy, family and local community.**
- **Diversity should be celebrated, tolerance role-modelled and promoted, and equality of opportunity should be embedded in all our behaviours, processes and practices.**
- **Partnership with local communities and other stakeholders is central to our vision of educational excellence.**



WHAT WE DO



E-ACT academies enjoy the freedom of independent schools within the state sector, championing innovation as well as tried and tested methods of success, including good discipline and strong teaching in core subjects.

Students at E-ACT academies experience high standards and high expectations. Everything we do is planned to improve our students' aspirations, achievement and personal development, irrespective of ability, gender, faith or race. Our non-selective academies focus on delivering high quality teaching, creating a solid foundation of education in core areas, such as English, maths, ICT and the sciences. We are radical in our approach to improvement and traditional in our commitment to high standards. The education we deliver supports young people to become successful, integrated citizens, capable of contributing towards a cohesive society.

OUR ACADEMIES

- Trent Valley, Lincolnshire
- Crest Boys, London
- Crest Girls, London
- Heartlands, Birmingham
- Shenley, Birmingham
- Parkwood, Sheffield
- Leeds West
- North Birmingham Academy (opens in January 2010)
- Grange, Oldham (opens September 2010)
- Dartmouth (opens September 2010)
- New School, Leeds (opens 2011)
- New School, Lambeth (opens 2014)

HOW WE WORK

- Admission to E-ACT academies is not selective.
- We focus on maintaining the highest possible standards so that each student can sustain improvements made in their progress through the academy.
- Students and pupils learn more readily when their teachers know them well and respond quickly to their needs, so fundamental to learning at E-ACT academies are regular one-to-one meetings where students review their progress and set new achievement targets with their tutor.
- All of our academies follow the National Curriculum .Their central aim is that all students realise their personal and academic potential in a supportive learning culture with high expectations.
- The basic curriculum is complemented by a wide range of courses, including vocational options, which will meet the needs and interests of all students.
- The focus is on English, maths, science and ICT and the academy's particular specialisms, which include new courses, enriching experiences and innovative teaching methods.
- E-ACT gives students opportunities they would not otherwise experience, such as international curriculum links and educational volunteer programmes abroad.
- E-ACT students also benefit from personal mentors from business, voluntary organisations and higher education to support their learning and broaden their experiences, especially of the world of work.
- Outside conventional school hours and during the holidays, academy facilities are available for use by the community, voluntary groups, sports clubs and local businesses.
- E-ACT works on a multi-agency basis with local councils to create a hub of activities for local families to enjoy.
- E-ACT works with local voluntary, public sector and third sector organisations to maximise the impact that all of us have on the communities we serve.

OUR STRATEGIC OBJECTIVES

- 1** To offer inspirational education leading to the highest standards and better life chances for all students in every one of our E-ACT academies.
- 2** To deliver excellence for all our students. We will broaden the opportunities for our students and achieve the highest possible standards in school work and behaviour.
- 3** To support each student; celebrate with them as individuals, recognising their unique contribution to school life in and outside the classroom so that not a single student is left behind. We believe that all students should be known, supported and celebrated as individuals and as significant members of their communities.
- 4** To improve the employability of our students through developing their personal skills, qualities and attributes as well as increasing their educational outcomes. Our academies provide an innovative curriculum and use their close links with employers and the local community to motivate students.
- 5** To promote diversity, tolerance and equality of opportunity as well as high aspirations for all. Our students will become successful citizens who are enabled to contribute fully and effectively at the academy and as citizens supporting the social and economic well-being of the wider community.
- 6** To use the role of the academy at the heart of their local community to share and promote our values. We shall promote the principles of community cohesion, respect and good citizenship within the local community.
- 7** To provide new opportunities to increase the well-being of our local communities. We shall provide access to lifelong learning, health, fitness and recreation, ICT and Literacy. We shall also provide for shared learning with parents, family learning, cross-phase developments with primary schools and extensive experiences for adults, including skills training.
- 8** To attract and develop high quality leaders and staff clearly focused on achieving educational excellence. Fundamental to our determination that all our academies will be amongst the highest performing schools in the country is a recognition that all members of staff are entitled to continuing professional development including refresher courses, postgraduate studies, collaborative projects and action research. In transferring to the academy, all staff benefit from a seamless continuation of service and the pensions arrangements operating in maintained schools.
- 9** To continue to develop successful, long term partnerships to build and create excellent facilities and academy accommodation. To drive up educational attainment and help to regenerate local communities.
- 10** To contribute to the regeneration of local communities. We shall use the excellent facilities of our academies to raise levels of achievement; to work with local employers and potential employers; and to contribute our share in the development of industry, commerce and public services.



OUR IMMEDIATE PRIORITIES

ATTAINMENT

Our key goals for 2010 are that E-ACT academies overall as a group will:

- Improve attainment at 5A*-C GCSEs including English and mathematics outcomes by an average of at least 5%. We shall then drive on to reach Fisher Family Trust "D" levels and aim, in the quickest possible time to exceed that level by at least 5%.
- Close the overall FSM/Non FSM gap at 5A*-C GCSE including English and mathematics by 5%.
- Increase student progress in other areas by at least one grade in attainment.
- Demonstrate that attainment indicators are positive in all key subject areas and for different groups of pupils as shown by indicators in RAISEonline.
- Increase overall attendance by 3% and reducing any overall persistent absence (PA) by 2%; reducing overall exclusions.

COHESION AND INCLUSION

- Define and achieve defined targets to increase the inclusion of both disabled staff and students.
- Evaluate information from an incisive analysis of its religious, ethnic and socio-economic context at local and national levels in order to improve community cohesion.
- Have a markedly significant impact on community cohesion such that we achieve a 95% good or excellent response for its promotion .

EMPLOYABILITY

- Improve employability, improve access and increase progression to post 16 courses by at least 15%, such that students are better prepared for the next phase of their life. We shall raise the aspirations of academy students; we shall help them to clarify what they need to do to realise their new aspirations; and we shall support them in their determination to succeed.
- Make a significant contribution to local regeneration through establishing lifelong learning programmes for the wider community in ICT, family learning, fitness and recreation in each open academy and have plans ready for all academies opening in the future. We shall work with other local agencies to help reduce the number of young people who are Not in Education, Employment or Training (NEETs).

MANAGING OUR PERFORMANCE



E-ACT achieves its goals through the professionalism, dedication and determination of its staff. We are developing a comprehensive performance management system, to ensure that we achieve our ambitions and deliver sustainable improvements to educational attainment and enhanced life chances for our students.

Our approach to performance management will include:

- **Use of a quality assurance framework** with a robust framework of target-setting, underpinned by the implementation of rigorous regular monitoring and evaluation systems to enable performance to be measured against targets.
- **Business and personal goals which contribute to the achievement of our overall corporate plan.** Each of the E-ACT executive directors and advisers will have personal goals and a clear understanding of the importance of their individual contribution and how their performance will be measured.
- **Using performance intelligence to determine development needs.** E-ACT directors, managers and academy principals will determine the development needs in their service areas and produce a development plan which will enable E-ACT to achieve its goals.
- **Academy Improvement plans.** Each E-ACT academy will be required to outline its own contribution to our corporate goals via individual academy improvement plans. These documents will detail the individual academy goals, delivery frameworks, and identify the key milestones. Each E-ACT academy will outline the responsibilities of its senior leadership team and middle and emerging leaders in respect of the academy's goals. The academy improvement plans will also be required to include details of the performance management measures and performance monitoring framework.
- **Annual Performance Plan.** The E-ACT central team will work closely with colleagues in the academies and strategic partners to produce the annual performance review programme and the annual performance plan.

GOVERNANCE/MANAGING RISK

We are a new organisation operating within a rapidly changing and challenging environment. All of our academies are new, six of which opened in September 2009, a further two to open in 2010. Our success as a multiple academy sponsor will be determined by achieving our goals and managing our risks.

In summary our main risks are as follows:

■ **MANAGING OUR REPUTATION**

We need to manage the impact of recent challenges and changes inside our organisation in the past year. We will deal with this through the clarity of our values and principles, the honesty and transparency of ourselves as an organisation, and the straightforwardness of our behaviours in role modelling our values.

■ **COMPETITION**

E-ACT as a multi academy sponsor and our individual academies face competition in an increasingly complex environment. This is likely to increase in the future should we face a different government after the next election. We can only manage this well through demonstrating the quality and excellence of our role as a multi academy sponsor, through raising the aspirations, achievement and outcomes of our students and their academies, and the promotion and celebration of our and their success.

■ **HOW WE ARE SEEN AND PERCEIVED AS AN ACADEMY SPONSOR**

Our previous unique position perhaps lay in being seen as a sponsor who was a very good partner with local authorities. We need to redefine our unique position and build it around our focus on excellence, inclusion and community cohesion.

■ **FUNDING AND SPONSORSHIP**

The serious state of public finances in the UK and the uncertainties this may present for academy funding only underline our challenges. We need to diversify our activities whilst building on our core strengths and areas of expertise. We also need to lead a fresh drive on fundraising, and consider who might be good strategic and financial partners to work alongside us in delivering our mission.



■ **ACHIEVING TRANSFORMATIONAL CHANGE WITH LIMITED FINANCE**

We need to secure good partnerships with those who have been successful at bringing about cultural change and improvement at a pace in order to learn best practice quickly, and use the help of partners in very focussed ways. We also need to rapidly capacity-build our own organisation and our academies to become centres of excellence which can lead our transformational drive as we acquire more academies and other schools into our family.

■ **MANAGING EXPECTATION**

Many students, families and communities have high expectations of academies in general and of E-ACT ones in particular. Given that a number of our academies are in particularly challenging areas, this is a significant task. It is vitally important that we ensure that each of our academies secure both quick attainment and achievement wins, as well as capacity-build leadership, teaching, learning and citizenship for the medium and longer term. We also need to ensure we partner with high performing and outstanding Teaching Schools in order to learn quickly from their best practice - and use them to create our own Teaching Schools. We need to expand our links with universities, colleges of further education and employers who will strengthen our capacity to achieve our goals.

■ **ATTRACTING AND RETAINING GOOD PEOPLE**

We need to attract and retain good people to work with us in our mission and our capability to inspire, develop and build their commitment to our mission. Whilst financial rewards are important we will achieve this best by the clarity and appeal of our vision, the excellence we develop in our brand as academies, the focus and priority we place on the key drivers for improvement in our schools and in our central organisation, and the development opportunities, space for innovation and creativity we provide for our staff.

Above everything else, developing the young people in our academies to be interesting, lively, inquisitive and independent learners who people instinctively want to work with, and who will contribute to their communities and be interesting and engaging citizens will be a compelling attraction and retention facet of our organisation.

STRUCTURE AND PEOPLE

We are governed by a Board of Trustees. The Trustees support high standards of corporate governance, the systems and processes we follow. The Trustees (or Directors) are as follows:

Dr Noorzaman Rashid

Sir Bruce Liddington

Ben Green

John T Hall

Sue Kayser

Ann Limb

David Mallen

Steve Perry

Tom Peryer

David Reynolds

Sheila Scales

We are managed by the senior management team, led by Sir Bruce Liddington, Director General. He is supported by the following Directors and Heads of Expertise.

Helen Anderson	Director of HR
Chris Balderstone	Director of Legal Services and Company Secretary
Mark Greatrex	Head of Fundraising
Hywel Jarman	Director of Communications
Chris Meaney	Director of ICT
John Richmond	Director of Finance
Yasmin Shariff	Head of Design
Gerry Walters	Director of Education

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