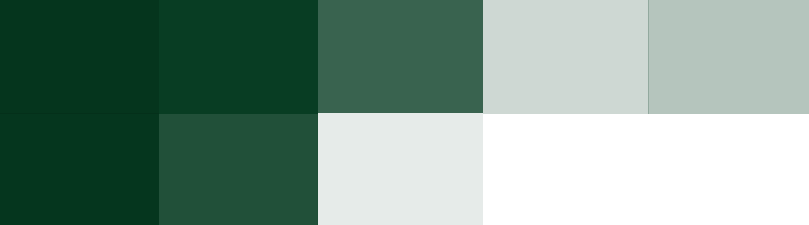


**Determined and ambitious
for every child**



Tudor Grange Academies Trust

Growing stronger together in pursuit of excellence



Message from the CEO

Who are we?

Tudor Grange Academies Trust (TGAT) is an education charity founded to ensure equal access to high quality education.

Tudor Grange School sponsored its first academy in 2009: Tudor Grange Academy Worcester and so the story began. We are now a family of 13 schools, 5 secondary, 1 all-through and 7 primary schools.

All our schools are working together in partnership to achieve excellence.

What do we want to achieve?

'Determined and ambitious for every child.'

We aim to secure high quality, inclusive education in all our schools. This means treating the children as individuals, meeting their needs as individuals and therefore securing success for all our young people because we are determined and ambitious.

We are not just ambitious for children in the schools in the Trust, we are ambitious for the quality of the education system and all children. The Trust is committed to school-led improvement and works in collaboration with over 400 schools through Tudor Grange Teaching School Hub, Origin Maths Hub, Tudor Grange Research School and MFL Hub. All our schools work with local networks they value.

We are also determined and ambitious for all our employees – the people who make it all happen.

What do we want in our schools?

We are clear about our expectations across all our schools. We prioritise ensuring:

- 1. Advocacy and key relationships for every child.** We want to see strong relationships in all our schools. We are determined to ensure that every child attending our schools will have at least a key adult or key adults who care for them and who they trust.
- 2. All children experience success.** We know our children will go on to lead happy, fulfilling lives if they feel motivated and successful, have good character and high self-esteem. It is important to us that every child experiences success.

We focus on ensuring that the curriculum and enrichment experiences are planned so effectively and thoughtfully that every child can develop resilience, self-confidence and good character.



Expert teaching and strong leadership will ensure that all our children can access the curriculum and broad opportunities that support their development.

- 3. All children secure competence in reading, writing and numeracy.** Confidence in life skills supports self-esteem and opens up opportunities for our children. Excellent teaching across our schools ensures many of our children achieve exceptional standards in reading, writing and numeracy.

How do we work?

We are clear about the values that drive the way we work, we:

- ✓ Maintain **moral clarity**.
- ✓ Work with **diligence**.
- ✓ Respond with **ingenuity**, learning more from our failures than we do from our successes.

Leaders throughout the Trust champion these values at all times.

One identity, different stories

Our values drive the culture of the schools within the Trust and shape our shared identity.

However, all schools in the Trust have very different origin stories and this is reflected in their individual character.



Mrs Claire Maclean
CEO

Our Mission

“To deliver schools that are determined and ambitious for every child.”





How do our schools benefit from being in the MAT?

All the schools in the Trust benefit from:

- ✓ **Working in partnership with other schools:** we operate as a transparent, positive and supportive family of schools with a shared vision, ethos and culture, embedded effective line management, sharing resources and benefitting from economies of scale.
- ✓ **Strong support and challenge for school leaders securing betterment;** a dedicated, highly experienced and expert executive lead supporting each individual school and ensuring the welfare of our leaders.
- ✓ **Dedicated expertise and knowledge in all educational areas:** expert leads dedicated to Trust schools in safeguarding, attendance, behaviour, curriculum and assessment, and data. This expert team develop policies and procedures and define best practice, capturing excellence from within our schools and from within the wider system, so that schools are always receiving the expert guidance that they need to remain compliant and continue to improve.
- ✓ **Dedicated experts working for the Trust in all operational areas:** we have dedicated teams in finance and HR and we outsource to high quality providers in facilities management and health and safety, IT, data protection, catering, Media and PR. Strong contract management support is provided by the Chief Finance Officer and the Chief Operations Officer reducing the burden of these areas on school leaders, allowing them to focus on maximising the everyday experience of the children and the staff.
- ✓ **Capital investment:** strong estates management is provided to ensure that buildings remain safe, warm and dry and fit for purpose, and annual IT investment secures an enabling technology environment.
- ✓ **Strong crisis management:** leaders receive expert support and guidance to navigate any situation with confidence, minimising, as far as possible, impact of crises on children, staff and communities.

Family of schools within Tudor Grange Academies Trust

Our story so far..



Tudor Grange School was formed from the combination in 1974 of the well-established boys' and girls' grammar schools on the same campus.



Tudor Grange Teaching School opened in 2011.



Tudor Grange Primary Academy Haselor joins the Trust in January 2014.



In September 2017, Robert Smyth Academy joined the Tudor Grange Academies Trust.

1974

2009

2010

2011

2013

2014

2015

2016

2017

2018



Tudor Grange Academy Worcester is established in September 2009.



Tudor Grange Primary Academy St James opened in January 2013.



Tudor Grange Academy Redditch opened in April 2014.



Tudor Grange Samworth Academy joined the Trust on 1st January 2016.



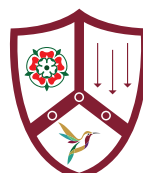
In 2018, Tudor Grange Academy Kingshurst joined Tudor Grange Academies Trust.



Tudor Grange Primary Academy Meon Vale was established in Sept 2019.



Tudor Grange Primary Academy Perdiswell joined the Trust in April 2021.



Tudor Grange Primary Academy Hockley Heath joined the Trust in January 2022.



**Tudor Grange
Research
School**
Supported by the Education Endowment Foundation

Tudor Grange Academy Solihull announced as new Research School from September 2023.

2019

2020

2021

2022

2023



Tudor Grange Primary Academy Yew Tree joined the Trust in Sept 2019.



In September 2020 the Origin Maths Hub was established - the Maths Hub serving Coventry, Solihull and Warwickshire.



Tudor Grange Teaching School Hub opened in 2021 for West Midlands 4 region, serving Stratford-upon-Avon, Bromsgrove, Solihull, and Redditch.



Tudor Grange Academy Solihull announce its selection as a lead school in the Language Hubs initiative in September 2023.



Tudor Grange Primary Academy Langley joined the Trust in September 2023.

What opportunities are there for staff if we join the Trust?

At Tudor Grange Academies Trust, there are numerous opportunities for staff members to grow professionally, develop their skills, and contribute to the success of the Trust. Here are some of the opportunities available:



Professional Development Programmes: The Trust invests in the professional development of its staff members. Various programmes, workshops, and training sessions are offered to enhance teaching practices, leadership skills, and subject knowledge. These programmes are designed to support career progression and provide opportunities for staff to continuously improve their expertise.



Collaborative Learning Communities: Staff members have the chance to work with other subject or year group specialists across the Trust. This includes the opportunity to meet colleagues at three Trust inset days annually.



Leadership Opportunities: Tudor Grange Academies Trust believes in nurturing leadership potential among its staff. There are opportunities for staff members to take on leadership roles within their own schools or progress into leadership positions across the Trust. The Trust provides training, mentoring, and support to help individuals develop their leadership skills and make a positive impact on education.



Career Progression: The Trust is committed to supporting staff members in their career progression. It provides a clear pathway for career advancement, 'The Trust Betterment Pathways', offering opportunities for promotion within schools and the Trust's central team. Staff members are encouraged to pursue further qualifications, such as advanced degrees or certifications, to enhance their professional growth.



Specialist Roles and Responsibilities: Tudor Grange Academies Trust recognises the diverse talents and expertise of its staff members. There are opportunities for individuals to take on specialist roles and responsibilities, such as subject leadership, pastoral care, special education needs, or extracurricular activities.



Research and Innovation: The Trust encourages staff members to engage in educational research and innovation, many opportunities come from within the Hubs in the Trust: Teaching School Hub, Maths Hub, Mfl Hub, and Research School. This fosters a culture of continuous improvement and enables staff to stay updated with the latest pedagogical approaches and advancements in their fields.



Wellbeing and Support: We believe a strong culture driven by effective leadership is key to maintaining staff wellbeing.

- We work hard to ensure all our schools are calm and orderly environments to work in.
- Our commitment to open and transparent communication supports confidence and wellbeing.
- All our pay scales, policies, and procedures are always made available to all staff.
- All staff have access to an Employee Assistance Programme which supports with both workplace and personal issues which may be affecting wellbeing.
- Access to training and expertise ensures our staff feel competent to fulfil their roles and responsibilities.
- Our schools are increasingly creative in their drive to offer flexible working options.
- We ensure our staff have protected planning and preparation time.

Tudor Grange Academies Trust is committed to the professional growth and development of its staff members. Through a range of opportunities, support, and collaboration, staff can excel in their roles, expand their expertise, and contribute to the success of the Trust and its schools.

“The Trust has a sharp focus on school improvement and driving educational excellence.”





NPQ Staff Quotes



“I have thoroughly enjoyed the NPQLTD - I have refreshed my knowledge of pedagogical research and have really valued the opportunity to collaborate with others to discuss effective implementation of CPD on a regional level as well as in a school context. //

Emily Stallard
Tudor Grange Academy Solihull



“Undertaking the NPQH qualification will enable me to become an informed leader who can make evidence based decisions and approach new challenges in an effective and efficient manner. Developing the ability to review and evaluate practice in order to bring about change and achieve the very best starting with our very youngest, will increase my confidence to drive the vision and improve standards. //

Beverley Khosla
Tudor Grange Primary Academy Yew Tree



“The NPQH has allowed me the time to reflect on the latest research surrounding effective school leadership, discuss key themes with other leaders and consider my own leadership and areas of development. //

Rebecca Hill
Tudor Grange Academy Kingshurst



“I am really enjoying studying the NPQH. I particularly enjoy reading the case studies and discussing ideas and approaches to these with colleagues with a range of different experiences. I have deepened my understanding of implementation, particularly the importance of sustaining new initiatives. //

Grant Davis
Tudor Grange Academy Worcester



“The NPQLT has been a great way for me to develop my understanding of my own practice as well as introducing me to everything that is involved in “Leading Teaching”. It has been excellent preparation in advance of me taking over the mantle of Head of Maths. //

Will Davies
Tudor Grange Academy Redditch



“My NPQLT course has helped me to reshape my thinking around leadership and as a result I am now more confident and knowledgeable in my role. //

Nathan Whyte
Tudor Grange Academy Kingshurst



The process for joining the Trust

Step one

We usually visit the site of a school interested in joining the Trust and speak to the leadership team and governors. We are often invited to formally present at board meetings. Sometimes schools will then ask to visit some schools in the Trust as a further exploration activity.

It is recommended that the school undertakes a consultation with staff and with parents at this point, though some schools prefer to delay the more formal consultation until they have had confirmation that the transfer is likely to go ahead.

Once a board has undertaken their own due diligence on the Trust and it is clear that they wish to explore joining the Trust more formally, they must record a formal resolution proposing this.

Step two

The CEO will request permission from the Trustees of TGAT to proceed with due diligence.

Step three

Due diligence includes multiple visits to the site, documentation review and meetings with individual staff. The headteacher must be available to provide documentation and support during this process. We are normally able to complete due diligence within a two week period. We are able to provide a project plan for due diligence which supports the Headteacher and governors with an overview of all the questions we will be asking during the process.

Step four

We will formally report back to the school on the outcome of the due diligence process. If the Executive Officers of the Trust evaluate that the transfer should go ahead then they will be responsible for presenting to the Trustees of TGAT. Trustees will meet to review the proposal and, if they support the transfer, they will formally record a resolution to apply to the Regional Director for an Academy Order or permission to transfer.

Step five

The Trust will submit an application to the Regional Director (DfE). The application will then be considered at an Advisory Board meeting, it can sometimes take some months to get the application on the agenda of a meeting. We are usually informed of the decision on the same day that the meeting takes place.



Step six

Once the Regional Director's decision has been received then we must undertake the Transfer of Undertakings (Protection of Employment) TUPE consultation with staff. This consultation normally runs for a period of 4 to 6 weeks, Trade Unions are informed. Steps seven and eight can run in parallel with the TUPE consultation.

Step seven

We normally arrange a public meeting for the local community to formally present the proposal for the school to join the Trust.

Step eight

The governing body will need to appoint solicitors to oversee the legal transfer process. There is a lot of work to do to ensure that all contracts are transferred over or cancelled, and legal documentation to produce such as the Common Transfer Agreement and the Supplementary Funding Agreement (effectively the contract between the Trust and the Secretary of State for Education to take on the responsibility for running the school). The Trust will also undertake extensive land surveys. A project officer from the DfE is appointed to support us through this process.

Step nine

The school will only legally transfer into the Trust when the governing body and the Trust have signed the funding agreement.

Frequently asked questions

Can Tudor Grange take money from our school to spend on other schools?	It is the Trust's responsibility to ensure that all the schools have the resources they need to sustain strong provision for the community they serve. When a school joins a Trust then the reserves, or deficit, of that school become part of the Trust's accounts. We operate with complete transparency, with TGAT maintaining individual balance sheets for all of its individual schools.
What happens to the current Governing Body?	When a new school joins the Trust a local governing body, or LGB, is formed which focuses exclusively on that school. You can find out more information in our Articles of Association and Terms of Reference, available as a download from the Trust website.
Does the Board of Trustees of the Trust make all the appointments in our school once we have joined the Trust?	The Board of Trustees of the Trust nominates the Chair of each LGB, and decides, on an ongoing basis, what powers to delegate to the LGB. The Board has devolved responsibility for day-to-day management of each academy to the relevant Principal and Leadership Group. Each Principal is responsible for the appointment of staff, though appointment panels for teaching posts usually include a local Governor. The Board is responsible for the appointment of the principal where this is required, though the panel would include Local Governor representation.
Will the children have to wear the same uniform as the other Tudor Grange Academies?	We prefer that schools do adopt the uniform of the Trust as we are proud of our uniform and this gesture symbolises the fact that the school is part of a greater whole. Some schools in the Trust do not choose to adopt the traditional Tudor Grange uniform; where there are good reasons for retaining their individual uniform colours, we will listen to this.
What happens to our current staffing? Are their pensions safe?	We follow the Teachers' Statutory Pay and Conditions Document and Burgundy Book conditions of service for Teaching staff. Support staff sickness entitlement mirrors the nationally agreed Green Book for support staff. We have a legal obligation to ensure that transferring employees can be members of the Teacher Pension Scheme or their Local Government Pension Scheme as appropriate. Staff will usually transfer on their current terms and conditions and for most it will be a simple case of their employment being transferred to the new employer: Tudor Grange Academies Trust. Some staff will transfer to our contractors if services are outsourced.



Will the school have to change all its policies?	One of the benefits of being within the Trust is that we can support schools in ensuring they maintain operations within statutory guidelines; policy deployment is very important in this respect. The Trust provides centralised template policies which we then expect to be localised by individual schools through consultation with their LGB.
Does the Trust recognise Trade Unions?	We do recognise Trade Unions. We encourage staff to explore memberships of recognised Trade Unions as we see them as a strong source of advice, guidance, support and opportunities for CPD.
How does the Board of Trustees of the Trust monitor performance of the schools?	All academies produce an academy development plan adhering to the guidance we produce. This document is then used to help inform targets which enable us to shape milestones which we monitor throughout the year. All Academies submit data at agreed common assessment points and participate in calendared Trust quality assurance activities; all monitoring information is shared with the Board.
Do you enforce schools to use a 'Tudor Grange Curriculum'?	We do not force schools to adopt a particular curriculum model if it is clear that their current model is strong and supports strong outcomes for its students. It is common for our schools to offer unique subjects or curriculum provision to meet local needs. We do insist that schools joining the Trust align their assessment calendar and, where they are teaching the same subjects as other schools, make use of Trust assessments so that they are able to join our system for 'projected grades'. This compares the performance of similar-age students in all of our schools so that they are able to benefit from accurate assessments of progress of children in all age groups. As we grow we are investing resource in ensuring that there are exemplary lesson resources to support the teaching of all key stage three national curriculum subjects and a range of key stage four subjects. We will never insist that teachers make use of a particular resource but we know how important it is that everybody has access to high-quality resources to support their planning. These resources are collaboratively created and are a way through which we pool the collective wisdom and experience of teachers throughout the Trust to benefit every teacher of a given subject.
How big does the Trust intend to grow?	We are not able to answer this question with any precision at present, but as a Trust we are not driven by an ambition to grow. We are managing a number of approaches from potential primary and secondary partners and we are therefore looking to build our capacity to support a greater number of such partners. We are clear that we do not have aspirations to become a national chain; we wish to work with schools that are geographically close enough for our staff to be able to travel comfortably between schools.

**// Tudor Grange Academies Trust:
one identity, different stories. //**



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