

## Who is Who



**Members** - five, who have an overview of Trust

**Trustees** - ten, who are involved in strategy and holding schools to account

**Executive Headteacher** - one, who supports and challenges schools and reports to Trustees

**Business Manager** - one, who leads on all areas of finance and business strategy

**Leadership Team** - seven, Executive Headteacher, Headteachers and Business Manager

**Clerk** - one, supports work of the Trustees and four of the LGBs

**Finance Team** - four, who work under direction of the Business Manager

**Caretaker** - one, who supports premises management

## Developing Relationships



- Regional School Commissioner (RSC)
- St Mary's Mini Pyramid
- Dorset Area Schools Partnership (DASP)
- Wimborne Academy Trust
- Winchester University
- Bluesky Financial Planning



## Our Schools



Frome Valley CE First School  
Milborne St Andrew First School  
Piddle Valley CE First School  
Puddletown CE First School  
St Mary's CE Middle School

## The Future Priorities



- All schools sustainably good - with increasing areas of excellence
- Make schools stronger
- Accelerate progress in areas of weakness
- Develop leadership
- Rigorously and consistently track progress across the Trust
- Improve the sharing of best practice
- Make clear the role of governing bodies/ Trustees/LGB/Academy Board
- Ensure disadvantaged pupils progress well

## Contact Us



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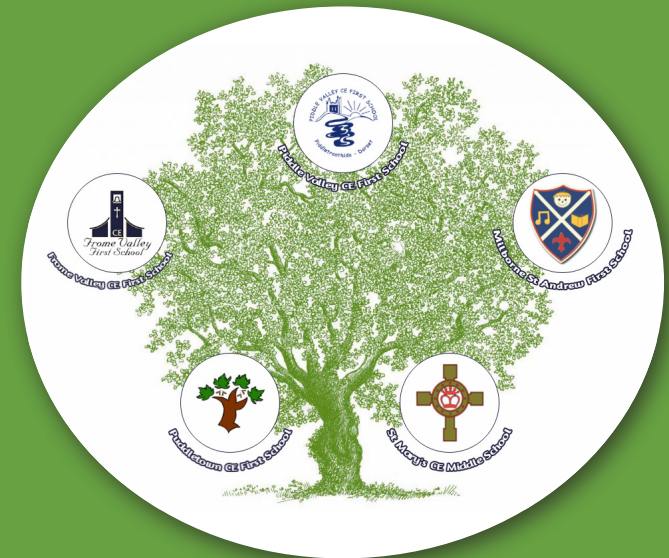
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# Greenwood Tree Academy Trust (GTAT)

Growing Together Achieving Together



**Respect  
Resilience  
Responsibility**

## Ethos - Culture



- Children at the heart
- Mutual respect & support
- Working together for better outcomes
- Ensuring the distinctiveness of the church schools
- High expectations
- No excuses
- No surprises
- Partnership approach
- Value all people
- Continuous learning
- A broad and balanced curriculum is important
- Mental Health is important
- Enrichment for all
- Performance is checked externally
- Success for disadvantaged pupils
- Constant review of practice
- Parents making a difference

## Governance



- Clearly defined Scheme of Delegation
- Local Governing Bodies (LGBs) lead school based decisions
- Policy and implementation support offered
- Board overview maintained and intervention implemented if required



## Successes



- Good Ofsted Reports
- Close liaison between all schools
- Strong pupil outcomes
- Rapid improvement in progress from Key Stage 1 to Key Stage 2
- Pupils prepared for next stage of education
- Pupils go on to outstanding GCSE and A level outcomes

## Trust Wide Activities



- Annual Training Morning
- Weekly Leadership Meetings
- Teach Meet for all staff
- Trust-wide TA development
- Additional Moderation
- Joint School Reviews
- Governor Meetings
- Learning Walks
- Joint Observations
- Close Review of Writing
- Disadvantaged Pupil Reviews
- Full membership of DASP
- Opportunities to develop leadership
- Opportunities to learn and develop practice



## Business Support to allow us to focus on Teaching/Learning



- Prepare and monitor budgets
- Secure best value SLA and procurement
- Compliance and governance
- Broker legal support
- Financial security and business continuity

With the exception of the contribution towards the central hub the actual money available for the schools is the same whether you are an academy or a maintained school. The key difference is the funding comes directly to the MAT for your school and not via the Local Authority.

As a MAT we retain a small percentage of each school's budget as a contribution towards shared services. In addition we offer a buy back service for finance support, clerking and caretaking to our schools within the MAT. We aim to achieve value for money by working together and making the most of our opportunities and economies of scale as part of a Trust. The Trust can often negotiate contracts and services that achieve much better value for money than if each school was to negotiate these individually. For example £24k savings for 1 year contracts across the Trust. Any savings are reinvested into teaching and learning.

