



engage enrich excel academies

Queens Avenue, Wellesley, Aldershot, Hampshire, GU11 4AA · 01252 337911 ·

www.eeed.co.uk

EEEA Trust Summary

EEEA Vision

Our vision is to ensure that all children experience a rich and varied curriculum delivered by staff that are passionate, positive and pro-active. Our core business is teaching and learning and we believe we have a moral obligation to foster the hopes and dreams of all the children and staff within our trust.

We recognise that every school has a key role to play and that our School Leaders should be highly focused on providing consistently high-quality pedagogy and innovation in order to maximise pupil progress.

How do we make our vision a reality?

There are three key messages that bring our vision to life. They are:

1. **We believe in localism** –this means we believe that headteachers are best placed to lead their schools. We engage with school leaders to develop systematic ways of working.
2. **We believe that a positive culture for staff and pupils** enables schools to thrive. By focusing on mental and health and well-being our schools enrich our pupils and staff to help foster their hopes and dreams.
3. **We believe that collaboration is key** to support schools and communities. By harnessing the talents of our staff our schools are resilient and tackle challenges together. The result is excellence for all.

EEEA is about **localism and positive collaboration**. This enables schools to be innovative and helps us to attract talented staff. By empowering all stakeholders we ensure that each year every child has the opportunity for a better future. Our schools can bespoke their curriculums and EEEA can work with schools to ensure that all their work is underpinned by rigorous and robust school improvement strategies.

What makes us different to other MATs?

We do not have a top down approach –we allow innovation and share what works well so we all benefit. All our schools are different due to the communities they serve and these differences strengthen our work help retain our staff.

About Engage Enrich Excel Academies (EEEA)

Engage Enrich Excel Academies (EEEA) was established on 1st December 2014. The trust was named Engage Enrich Excel Academies. We have 2413 pupils, 318 staff of which 110 are teachers.

Currently EEEA consists of:

Byfleet Primary School	The Cambridge Primary School	Maybury Primary School
Ravenscote Junior School	South Camberley Primary and Nursery School	Westfield Primary School

How does governance work?

The full legal title of the organisation is Engage Enrich Excel Academies. However, it is normally referred to in the shortened form, EEEA. The term governance describes how EEEA organises the oversight of its operations, including each of its academies. These arrangements are intended to



ensure high quality, transparent and efficient governance which meets statutory and contractual expectations too.

EEEA Board Committees

The following committees enable us to operate our governance functions:

Audit and Risk	Education & Well Being	HR/ Personnel
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The EEEA Strategic Team consists of all the headteachers of the Trust and are the driving force to ensure the Trustees aims and objectives are achieved. All headteachers have a place on the Excellence Board.

Local Advisory Committee

Although the EEEA Board is the legal Governing Body, it delegates many of its functions to a Local Advisory Committee for each school. Members of each Local Advisory Committee are referred to as Governors.

Members

There are currently four Trust Members. One member, the chair of the board, is involved with the day-to-day governance, leadership and management of the academies. The other three members are not as involved as the chair, their role is to ensure that the fundamental vision and values of the trust are respected, valued and safeguarded. They also have key duties under the terms of the trust’s Memorandum and Articles of Association, including deciding on the membership of the Board each year.

Delegation Principles

Each Local Advisory Committee technically operates as a committee of the EEEA Board with delegated powers. The actual level of delegation can vary according to the circumstances of individual academies. The structure of the committees will be decided with each individual LAC. The key areas for consideration are finance, resources and teaching and learning.

Central Monitoring Function

A core function of the Local Advisory Committee is monitoring the implementation of its SDP. It is, moreover, responsible for monitoring the financial plans of the school as expressed through its budget and finance reports. It works with the Headteacher and senior team to monitor and evaluate progress. Its focus should be on the achievement of accelerated educational progress, high educational standards, effective teaching and learning, excellent behaviour, and first-rate safeguarding and care.

Working with schools

EEEA has an integrated system of targets, planning and reporting, designed to minimise the number of reports and plans expected of academies.

These documents will assist the Local Advisory Committee and individual Governors in gaining a full knowledge of the school and the major issues being addressed. These will be discussed at Local Advisory Committee meetings. They provide valuable monitoring and evaluation tools for Governors. The main documents are:

School development plan	Budgets	Internal assurance reports	Headteachers reports
Self evaluation documents	Governor preparation document	Scholarpack assessments	Inspection data summary report
Annual staff survey on well being	Teaching and learning reviews		Inspection reports



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Excellence Board

The excellence board meets monthly with a clear focus on school improvement and well-being. The excellence board consists of the CEO and all the headteachers.

EEEE is a “mutual society” where all members rally round and support those who are facing challenges. The Trust, moreover, wants all its schools to be great schools, so it wants to smoothly and quickly move great ideas round the Trust as a whole so that all children in its care benefit from the very best practice.

A key driver in the endeavour to simultaneously address poor performance and spread excellent performance is the collection and skilful use of comparative data. This must be done sensitively and professionally to ensure that a blame culture is avoided and a “we can do it together” culture thrives.

Shared Services for Trust Academies

The Central Trust provides a comprehensive range of shared services for its academies. These are primarily funded through the annual contribution made each year by the individual academies to EEEA and its Central Trust.

Below is the key shared services provided directly or indirectly by the Central Trust to EEEA academies:

School Improvement	Financial Management led by the trust’s central team	Human Resources support	Premises Management
Health and Safety Management	Legal services	School Conversions	Operations support
Insurance via the DfE’s Risk Pooling Arrangement.	Establishing new academies	Information and Data Support	Ofsted Preparedness

Our team offers:

National Leader of Education	A highly experienced Ofsted lead inspector	Specialist leaders in education	Chief Operating Officer with extensive finance qualifications	Experienced headteachers	Strong links with local authorities
Experienced Trustees and governors	Bespoke school to school support	Extensive expertise in primary provision	Strong financial stewardship	Rigorous risk management	Strong links with local schools

Partnership

We believe in collaboration and partnership at every level. If you are interested in partnership work or would like to discuss joining the Trust/ working with the Trust please contact our Chief Executive Officer, David Harris at dharris@eeea.co.uk.

We work together to strengthen communities and deliver excellence. Collectively we have greater resilience and help to foster the hopes and dreams of our pupils, staff and governors.