

# ACET Strategic Plan

## 2022-2025

Striving for excellence. Empowering achievement.



ACET (ACET House, 66 Holderness Drive, Aston, Sheffield, S26 2BH)



# ACET Strategic Plan 2022 - 2025

## Contents Page Page No

### *Who We Are*

1.1	Welcome from the Chair of the Trust and the CEO	2
1.2	Origins & Context	3 - 5
1.3	ACET Vision	6 - 7
1.4	Our Values & Expectations	7
1.5	ACET Mission – how we will achieve the vision	8
1.6	ACET Ambitions	8
1.7	What will success look like?	9 - 10

### *What We Want to Achieve*

2.1	ACET 3-year Strategic Goals	11 - 16
2.2	Trust Board Oversight	16 - 17
2.3	ACET Responsible Officers	18

### *Appendices*

1	ACET Governance Structure	20
2	ACET Governance Structure – Committee Responsibilities	21
3	Composition of Local Governing Bodies	22
4	ACET Central Team	23
5	ACET Senior Improvement Team	24
6	ACET Junior Improvement Team	25
7	ACET Growth Profile	26
8	ACET Academy Ofsted Grades (March 2023)	27
9	Location of ACET Academies	28



## 1.1 Welcome from the Chair of the Trust and CEO

Welcome to ACET! We are delighted you have shown an interest in our trust and what we endeavour to achieve. We hope that the ACET Strategic Plan provides you with the background information you need to know about our trust and that as you read through, you will be able to see how everything we aspire to achieve is centred around our vision – what we want for our learners, staff and the local communities in which our academies are located.

While the Trust has aspirations to grow, we remain focused on our vision of providing a first-class education to all our learners and for this reason, we will only grow as capacity enables us to do so. We consider ourselves to be a family of academies and as such, many of our policies and practices are aligned – together, we are stronger.



We recognise the uniqueness of each community in which our academies are located and therefore value the contributions of local community representatives as governors.

An important aspect of our work going forward is the role of the Trust in shaping the education system, thereby engaging in evidence-led research programmes and ensuring staff have the opportunity to network and engage in research beyond the trust. We are fully supportive of this and know that pedagogy is constantly evolving – we are an outward-looking Trust and aim to be at the forefront of this work.

We are on a journey – this is ACET 2022.

On behalf of the Trust Board and all our valued governors, we look forward to working with you.

**John Barton**  
Chair of the Trust Board

**Rebecca Scutt**  
CEO





## 1.2 ACET Origins & Context

ACET is a not-for-profit charity which was established in May 2011, when Aston Comprehensive School, an outstanding school at the time, converted to academy status. At this point, ACET (Aston Community Education Trust) was a single academy trust (SAT) which had been established to provide support for schools in challenging circumstances – this was something which had been happening on an informal basis for a number of years and due to the changes in the education and political landscape, the Headteacher, Eunice Newton and Chair of Governors, John Barton, created the vision to provide support for children on a larger scale through the establishment of ACET.

In July 2012, Thurcroft Junior School joined ACET through a sponsored route brokered by the DfE. Finding itself in challenging circumstances for a number of years and on its journey out of special measures, the opportunities which were made a reality for the children and staff of Thurcroft cannot be underestimated. The collaboration of primary and secondary colleagues proved to be a formula for success as secondary subject expertise enhanced primary pedagogy; central business support for finance, estates and personnel issues enabled the Headteacher to focus on the leadership of the curriculum and staff through a highly effective mentoring and coaching model implemented by the CEO. Thurcroft secured an Ofsted judgement of good in February 2014.

The initial success of ACET led to the Regional Schools Commissioner approaching ACET to sponsor further academies and so we find ourselves in a position in November 2022 where the Trust now comprises 12 academies: 3 senior academies and 9 junior academies. At ACET, our junior academies, with the exception of Thurcroft, are primary schools offering education for children/pupils aged 2-11. In the senior academies, education is offered for students aged 11-18 years.



We are a trust that is committed to transforming lives by ensuring all learners have access to a quality first education. Across many of our communities, there remain high levels of unemployment and local challenges which are still impacting life chances many years after the closure of local industry, namely, the mining industry. We have a track record of school improvement (as evidenced in Appendix 8), prioritising the quality of education through fully sequenced curriculums which offer flexibility for context-specific considerations; academy improvement support through strategic leaders and leadership development programmes to secure succession planning and future-proof retention of staff. It is important to us that leaders feel they have the support of a wider network of colleagues – we recognise the demands of the role and value the importance of colleague support.

The vast majority of ACET academies are located in communities with a high level of deprivation across Derbyshire and South Yorkshire; most academies have a higher than national average rate of children in receipt of FSM. Just 2 academies, Listerdale and Waverley are regarded as being located in affluent communities.

At ACET, we want our academies to be at the heart of their local community; to retain and develop their own unique character and local community links whilst implementing the policy and practice that brings alignment and a sense of family across the Trust. In accepting a school into the Trust, we have no intention of separating the school from its local links and very much encourage maintaining links with local feeder schools/community contacts. We view joining our family of academies as an enhancement to the infrastructure and support a school already has at a local level; the benefit of joining ACET is to offer further opportunities to share best practice and adopt curriculum models/business strategies that have proven success.

We believe that local children should attend local schools and so our academies are not selective in their admission arrangements. Our practice is fully inclusive and we welcome children from all backgrounds and ability groups, including those who might be categorised as vulnerable. Across the trust, we invest in support structures that ensure arrangements for safeguarding and SEND are robust, with expert advice readily available from senior leaders as and when required.

As a trust, we are committed to continued professional development and learning opportunities for staff working at all levels. We have plans to further enhance career prospects through the offer of clearly defined career pathways in order that we can recognise the ambitions and talent of staff working at all levels. We have a strong belief that people are a precious resource which we need to nurture, support and value so for this reason, we listen to the views of staff through twice-yearly surveys outlining actions to be taken to further improve the workplace experience. Our people create the ACET family.







## 1.3 Our Vision



As an established multi-academy trust with a track record of success, we **strive for excellence** in order to make a difference to children's life chances through the provision of a first-class quality of education for all, where all members of the ACET community are safe. Transformative leadership **empowers** all learners and staff at all levels to be the best version of themselves, enabling aspirations to become a reality and the trust to be regarded as an employer of choice.





## 1.4 Our Values & Expectations

We make no excuses; we expect our people to demonstrate 100% commitment to the ACET learning community. As such, across the ACET organisation, we work to the following agreed values:



## 1.5 ACET Mission

Our mission is summed up in our strapline: Striving for Excellence; Empowering Achievement.

ACET has a culture whereby we want everyone to be the very best version of themselves – learners and staff – in order that we collectively achieve excellence across the organisation. We want learners to know that by attending an ACET academy, they will achieve to their potential through the work of committed staff who see it as a privilege to work in an ACET academy. ACET staff will equip learners with the skills required to overcome barriers to learning, skills which will form the bedrock of overcoming obstacles common in adult life. We are committed to ensuring our learners are willing and able participants in a modern-day world that is constantly evolving.

We want our people to feel empowered to do the role for which they have responsibility, making informed decisions to maximise learners' life chances. We value the team of ACET people and see them as our most treasured resource – we care about their wellbeing and adopt practices which support the longevity of their work.

## 1.6 ACET Ambition

Our mission is to achieve the ACET Ambition which is outlined below:

1. We want every learner to have choices about their future through strong outcomes.
2. We want every learner to develop a secure knowledge of the fundamental British values in order that they can take their place in society as a responsible citizen, able to make a positive contribution.
3. We want learners to be proud of who they are and where they come from so we value the importance of all learners' personal development, giving this high profile in our broad and balanced curriculum offer.
4. We want all staff to enjoy their working life, feeling fulfilled by the differences they are making to the lives of our young people and valuing the many opportunities they have available to them.
5. We want ACET to be highly regarded by parents/carers and the local community for the positive difference we make to learners' lives.

These ambitions are true for all our learners regardless of their age, ability, special educational need or ethnicity.



## 1.7 What Will Success Look Like?

We will measure our progress against the ACET Ambition with the following metrics:

<p><b>1. We want every learner to have choices about their future through strong outcomes.</b></p>
<ul style="list-style-type: none"> <li>• Improved outcomes for all learners in all statutory tests/exams – progress measure at least in line with expected/average; attainment higher than the previous year.</li> <li>• Attainment gap reducing between disadvantaged/ SEND groups.</li> <li>• NEETS are a declining trend and remain below national average.</li> <li>• Post-16 provision is viable across the trust, with numbers on roll increasing each year.</li> </ul>
<p><b>2. We want every learner to develop a secure knowledge of the fundamental British values in order that they can take their place in society as a responsible citizen, able to make a positive contribution.</b></p>
<ul style="list-style-type: none"> <li>• High take-up of learner responsibility roles across all academies.</li> <li>• Attendance is at least in line with national average for all groups of learners.</li> <li>• Learner, staff and parent/carer voice indicates learner behaviour is a strength across ACET academies.</li> <li>• All learners and staff feel safe in all ACET academies.</li> </ul>
<p><b>3. We want learners to be proud of who they are and where they come from, so we value the importance of all learners' personal development, giving this high profile in our broad and balanced curriculum offer.</b></p>
<ul style="list-style-type: none"> <li>• The curriculum offer to all year groups provides enrichment opportunities for all learners to participate in – learners from all backgrounds and abilities are able to access the same opportunities within their cohort.</li> <li>• All learners are able to access extra-curricular provision – analysis indicates that disadvantaged, working class and learners from SEND backgrounds participate to the same level as their peers.</li> <li>• Suspensions and permanent exclusions are a declining trend, below the national average. Disadvantaged and learners with SEND are not overrepresented in suspension data.</li> <li>• Learner, staff and parent/carer voice is positive about pupil/student behaviour.</li> <li>• Learner voice evidences strong recall of learning across all curriculum areas.</li> <li>• All academies are safe learning environments where learners respect property and look after the academy environment.</li> </ul>



**4. We want all staff to enjoy their working life, feeling fulfilled by the differences they are making to the lives of our young people and valuing the many opportunities they have available to them.**

- Staff retention is high and where staff do leave, exit interviews indicate no disgruntlement with working practices.
- Staff feel ACET policies support them to have a work-life balance, are fair and equitable.
- Staff wellbeing survey results are increasingly encouraging and staff are positive about the trust response to issues raised.
- Staff report feeling supported through consistent implementation of practice and policies.

**5. We want ACET to be highly regarded by parents/carers and the local community for the positive difference we make to learners' lives.**

- PAN increases year on year in all academies
- Parent/Carer voice is increasingly positive as evidenced through surveys and questionnaires.
- Increasing involvement of local community in academy events.
- Increased positive image of ACET academies in local media and social media.

Alongside the ACET Ambition, we have the following key targets that underpin everything we do:

1. FFT20 +/- 5%
2. Ofsted gradings are all at least GOOD
3. PAN increases each year until the Trust capacity is at 95%
4. Trust reserves at 2%
5. All teaching positions filled with permanent, qualified staff
6. Progressive growth of the Trust as capacity allows







# Our Goals



## 2.1 Our Goals

### 1. Organisational Culture

- a.** Establish ACET values to endorse what the trust stands for linked to an ambitious vision. Staff make decisions giving due consideration to the shared values, developing a culture where the trust values are a common language used by all staff. ACET Strategic Goals shared with all staff.
- b.** Ensure safeguarding practices are robust across the trust and remain fully compliant with statutory guidance. All learners and staff feel safe in ACET academies; safeguarding audits demonstrate strong practice in all areas.
- c.** Develop a high-trust culture across the MAT where staff feel confident to take a higher level of responsibility for decision making in their roles, in line with the trust values. An open culture of honesty, integrity and mutual respect is instilled across the ACET workplace, reinforced by appropriate, robust personnel-linked policies.
- d.** Develop a strong sense of the ACET family across each site which is seen through a shared approach to the marketing and media coverage of all ACET academies in order to strengthen the ACET brand and promote the positive work of the trust.
- e.** Align salary levels for comparable roles in order that they are equitable across the trust, as a result of staffing structure reviews and curriculum-led financial planning. Staffing structures reflect the post-Covid world of education with an increased focus on pastoral support for attendance and behaviour.
- f.** Listen and respond to staff views, prioritising staff wellbeing and workload issues, ensuring these are given high priority across the trust at all levels. Wellbeing survey results reflect impactful leadership with notable reference to staff in academies and across the central team being listened to and responsive action being taken.
- g.** Best practice across the trust is celebrated and shared through internal and external media in order to recognise achievements in line with the trust values and develop greater alignment for academy improvement.
- h.** Strengthen the Trust's reputation across the local community in order that pupil/student numbers grow and reach 95% capacity across the trust.
- i.** Develop ACET as a learning organisation whereby staff at all levels have opportunities to engage in continuous professional development learning opportunities supported by a wider set of systems, processes and capabilities. Make better use of the opportunities available through the Apprenticeship Levy. Ensure the Trust embraces external development opportunities in order that national initiatives are taken full advantage of where relevant.



## 2. Learner Outcomes

- a. Develop a shared belief in staff that all learners can achieve to the highest standards in order that aspirations are raised for all groups of learners.
- b. Further refine and re-sequence curriculum models in order that teaching and learning addresses gaps in learners' knowledge and builds on previously taught concepts, reflecting individual academy contexts.
- c. Implement a consistent model of academy improvement support in order that internal evaluation is quality assured and additional support directed to the areas in most need of improvement.
- d. Develop assessment for learning approaches that support accurate teacher assessment alongside assessment policy and procedures that are consistently aligned across each phase.
- e. Develop a modified curriculum offer for the most vulnerable learners across Key Stage 4 in order that rates of suspension and permanent exclusion are significantly reduced, enabling students to gain meaningful qualifications by the end of Year 11.
- f. Further refine the referral process for learners with SEND in order that access to external advice is timely so that graduated responses can be refined to better meet learners' needs. As a result, the number of learners with an EHCP across the trust significantly increases to reflect the presenting needs across ACET academies.
- g. Build on previous learning opportunities to embed effective approaches to metacognition across all phases, creating further opportunities for collaboration between primary and secondary phases in order to develop a peer-coaching model to improve teaching pedagogy.
- h. Further refine reporting systems in order that catch-up and impact of intervention can be effectively monitored to assess value for money and effectiveness of internal academy procedures for monitoring.
- i. Ensure early intervention is the norm for learners who require it, whatever their barriers might be, through rigorous monitoring procedures across the trust.
- j. A strong focus on the needs of learners with SEND and the most disadvantaged supports strong outcomes and clear next steps, ensuring that they share equal success with their peers.



### 3. Resources

- a. Estates Management investment and expenditure is planned strategically in order to support long-term educational goals and to ensure the trust adopts a responsible, sustainable mode of operation. Estates projects increasingly support income generation to ensure the trust's continued financial viability. The Trust is fully compliant with Estates-related statutory guidance and reporting procedures.
- b. ACET sites are safe, secure and are fully compliant with safeguarding and health and safety policies. Trust systems are robust and consistently implemented to ensure efficiency and effectiveness.
- c. Ensure that ACET staff are safe at work through due regard for their wellbeing. Risks identified from exit interviews are mitigated in order to improve staff retention.
- d. Policies relating to personnel issues are revised to ensure procedures are compliant with statutory guidance and have the support of unions' approval. Appropriate staff training is actioned to ensure consistent implementation of policies.
- e. Fully implement the curriculum-led financial planning tool in order that benchmarks/ comparisons and efficiencies across the trust can be fully utilised to support alignment and consistency of expectations.
- f. Ensure roles and responsibilities are revisited and communicated clearly so that all staff have clarity of understanding and are able to take full responsibility for their work. Continue to evolve the staffing structure in order that it meets the needs of the trust over time.
- g. IT provision enhances the quality of education and builds efficiencies across the Central Team through reliable, cloud-based technologies that support multi-site working. Facilities across all sites are fully-functional, efficient and up-to-date. The trust is fully compliant with statutory guidance and reporting procedures related to IT. ACET IT infrastructure provides optimum enhancement to the learning and workplace experience.
- h. Attendance across all ACET academies is at least in line with national average and gaps between the attendance of learners with SEND and the most disadvantaged are reducing. Attendance systems and procedures are implemented consistently and effectively across the trust to improve outcomes for all learners.
- i. Post 16 provisions at Aston and Swinton are financially viable due to effective curriculum choices, targeted marketing and updated student-friendly facilities.





## 4. Strong Governance

- a.** Local Governing Body governance structure revised to reflect Interim LGB arrangements and plan for separation of Trustees as Chairs of Governors, as an academy demonstrate self-sustainability and strong leadership as judged by Ofsted.
- b.** Implement governor recruitment strategy to increase community and parent/carer representation on LGBs in order to strengthen challenge and contextual understanding at meetings. Where relevant, engage with recruitment specialists to support long-standing vacancies.
- c.** Implement a programme of robust governor training, incorporating network meetings in order to provide opportunities for governors across the trust to share best practice and liaise with governors with similar roles.
- d.** Ensure governors are fully advised of statutory changes to policy and internal changes to procedures in order that they are able to provide appropriate challenge and monitor implementation of policy.
- e.** Increase governor participation during meetings to support an increased level of challenge to senior leaders. Plan a programme of opportunities for governors to observe best practice at other ACET LGB meetings.
- f.** Increase diversity across the LGBs in order that governors from all backgrounds and protected characteristics are represented (age, disability, gender, marriage, race, religion/belief, sex) so that a wider variety of views and experiences inform decision making.
- g.** Develop the role of the Governance Professional to support the efficient and effective operation of the Board and its committees, ensuring governance at all levels is carrying out its functions, leading on development of the trust's governance framework and driving improvements to its systems, processes and structures.
- h.** Refine the line management structure for the Clerking Team, ensuring efficiency and effectiveness of co-ordination and ongoing improvement of governance support across the trust.

## 5. Sustained Growth



- a. Operational functions have the infrastructure, expertise and technology required to support effective and efficient practice and as a result, have the capacity to support Trust growth.
- b. Successful model of academy improvement across the primary and secondary phases leads to increased capacity on the Education Team thereby creating increased capacity for support.
- c. Positive reputation successfully builds the ACET brand as a viable MAT for local schools to join. Brokerage of Education Team services provides schools and Local Authorities with the opportunity to enter into informal support arrangements to develop closer working practices prior to an academy deciding to discuss joining ACET.
- d. Formula to support sustainable trust growth established which clearly identifies level of Central Team and Education Team support to ensure actual capacity for growth is sustainable without compromising the service offer to existing ACET academies.
- e. Due diligence procedures revisited and refined in order to acknowledge learning from previous conversions and to tighten internal controls.

## 2.2 Trust Board Oversight

Oversight of the 5 strategic goals will be as follows:

- B:** Trust Board
- CSC:** Curriculum & Standards Committee
- FPRC:** Finance, People & Remuneration Committee
- ARC:** Audit & Risk Committee
- GWC:** Governance Working Committee

GOAL	a	b	c	d	e	f	g	h	i	j
1	B	ARC	B	B	FPRC	FPRC	B	B	FPRC	
2	CSC	CSC	CSC	CSC	CSC	CSC	CSC	CSC	CSC	CSC
3	ARC	ARC	FPRC	FPRC	FPRC	FPRC	ARC	CSC	FPRC	
4	GWC	GWC	GWC	GWC	GWC	GWC	GWC	GWC		
5	B	B	B	B	B					

Trust Officers will report to the relevant group at each meeting with an update against the action plan for each goal and with an emphasis on actions to mitigate risk for matters on the ACET risk register.



To represent this oversight in a slightly different way:

Trust Board	Finance, People & Remuneration Committee
Organisational culture High-level reports on all ACET Ambitions Partnerships Stakeholder engagement & personal development Pupil numbers & marketing Growth strategy	Scheme of Delegation Budget, management accounts, statutory reporting External audits Shirebrook Endowment Fund Finance Strategy People Strategy
Audit & Risk Committee	Curriculum & Standards Committee
Risk register overview Internal audits Expenditure and review of Schools Condition Allocation (SCA) & Devolved Formula Capital (DFC) Updates re. project evaluation Health & Safety Safeguarding compliance Appointment of auditors Estates Management Strategy IT Strategy	Learner outcomes Academy performance Careers/Gatsby Benchmarks SEND Safeguarding Behaviour Attendance Deployment & impact of the Academy Improvement Team
Governor Working Committee	
Governance compliance Local governance matters including stakeholder engagement Governor recruitment Succession planning Governor training	

Each Committee will monitor the implementation of statutory ACET policies and take responsibility as follows:

Curriculum & Standards Committee	Finance, People & Remuneration Committee
Admissions Arrangements Early Career Teachers Early Years Foundation Stage Special Educational Needs and Disability Supporting pupils with medical conditions Suspensions/Exclusions Relationship, Sex and Health Education	Capability of Staff Staff discipline, conduct & grievance (procedures for addressing) Statement of procedures for dealing with allegations of abuse against staff Allegation about staff Teachers' Pay Equality information & objectives statement for each academy
Audit & Risk Committee	
Cyber Security Policies Charging & Remissions Complaints Policy Accessibility Plan Child Protection Supporting Children with Medical Needs	Data Protection / GDPR First Aid Health & Safety Premises Management Protection of biometric information of children in schools and colleges Designated Teacher for looked-after and previously looked after children

Internal responsibility for these sub-goals by officers is as follows:

GOAL	a	b	c	d	e	f	g	h	i	j
1	CEO	EP	CPO	CEO	CPO	CPO	CEO	CEO	CPO	
		CEO	CEO		CEO					
2	EP	EP	CEO	EP	EP/TIL	TIL	EP	EP	EP	EP
	CEO				CEO				TIL	TIL
3	EM	EM	CPO	CPO	CFO	CPO	NM	COO	CFO	
	COO	COO			CEO					
4	CEO	GP	GP	GP	GP	GP	CEO	GP		
5	COO	CEO	CEO	CEO	COO					
	CEO				CEO					

**CFO:** Chief Finance Officer

**EM:** Estates Manager

**COO:** Temporary Chief Operating Officer

**NM:** Network Manager

**CPO:** Chief People Officer

**EP:** Executive Principals

**CEO:** Chief Executive Officer

**GP:** Governance Professional

**TIL:** Trust Inclusion Lead

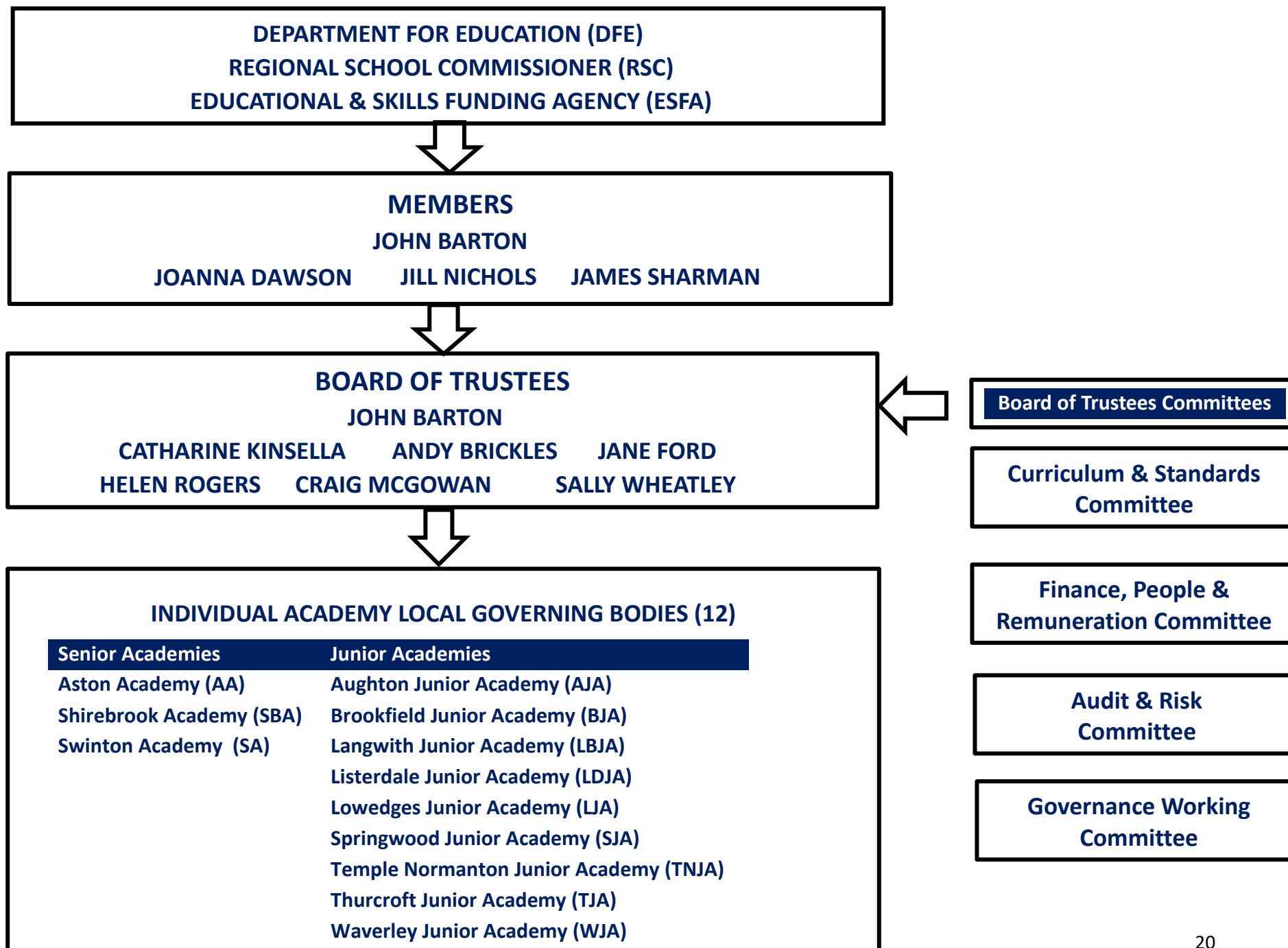




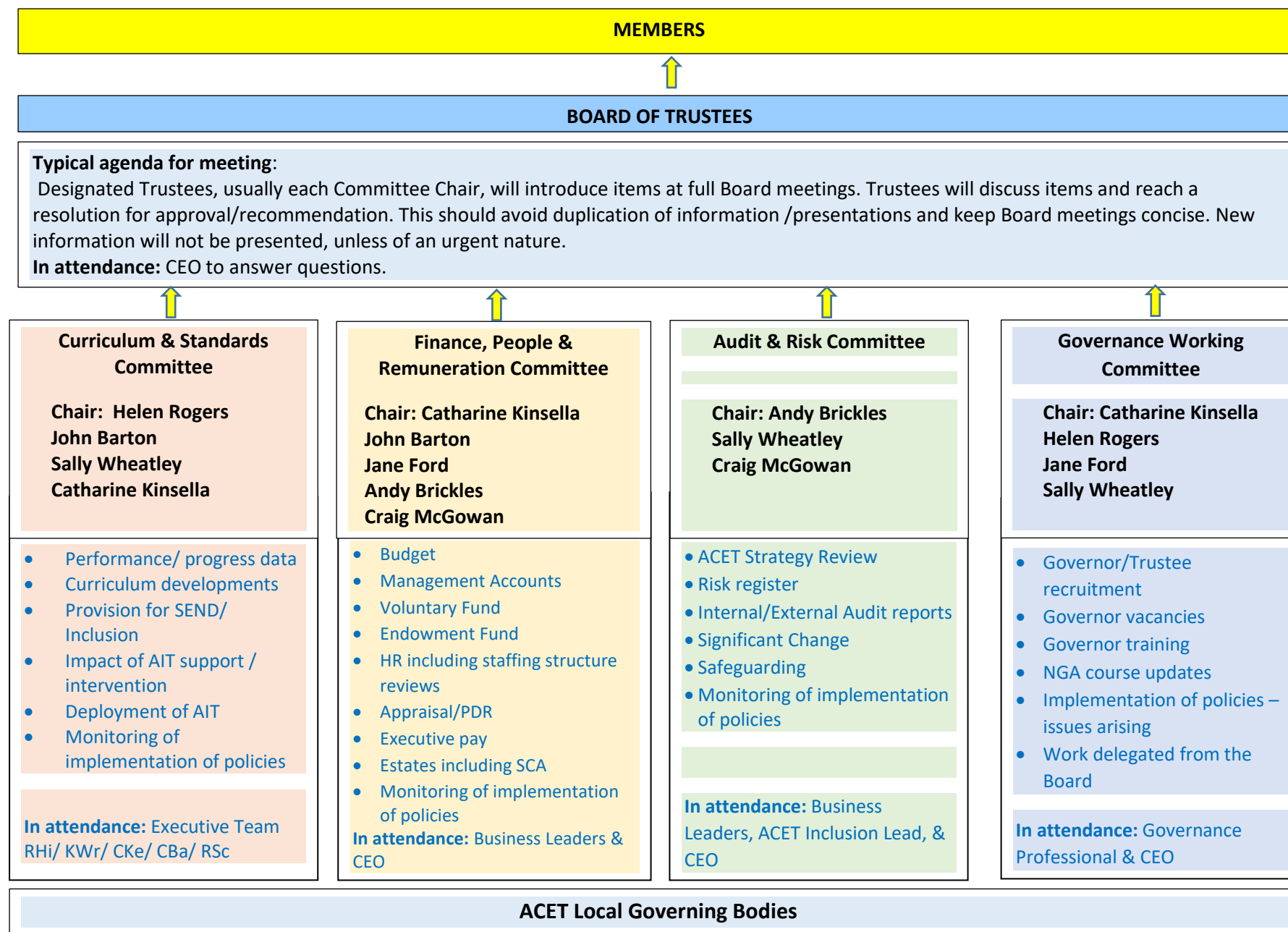


# Appendices





## Appendix 2 Governance Structure – Committee Responsibilities



## Appendix 3

### Composition of Local Governing Bodies

	SENIOR ACADEMY
1	TRUST APPOINTED (CHAIR)
2	TRUST APPOINTED (VICE CHAIR)
3	TRUST APPOINTED
4	TRUST APPOINTED
5	TRUST APPOINTED
6	TRUST APPOINTED
7	TRUST APPOINTED
8	TRUST APPOINTED
9	PRINCIPAL
10	STAFF ELECTED
11	STAFF ELECTED
12	PARENT ELECTED
13	PARENT ELECTED

	JUNIOR ACADEMY
1	TRUST APPOINTED (CHAIR)
2	TRUST APPOINTED (VICE CHAIR)
3	TRUST APPOINTED
4	TRUST APPOINTED
5	TRUST APPOINTED
6	PRINCIPAL
7	STAFF ELECTED
8	PARENT ELECTED
9	PARENT ELECTED





## Appendix 4

### ACET Central Team

Name	Role
Rebecca Scutt	CEO
Rebecca Hibberd	Senior Executive Principal
Phil Wilkinson	Chief Finance Officer & Company Secretary
Gemma Shore	Chief People Officer
Dominic Curran	Chief Operating Officer (Temporary-August 2023)
Paula Corbett	Assistant Chief Finance Officer & Marketing Officer
Chris Arthur	Estates Manager
Matthew Sutton	Network Manager
Kendal Sills	PA to the CEO/Governance Professional

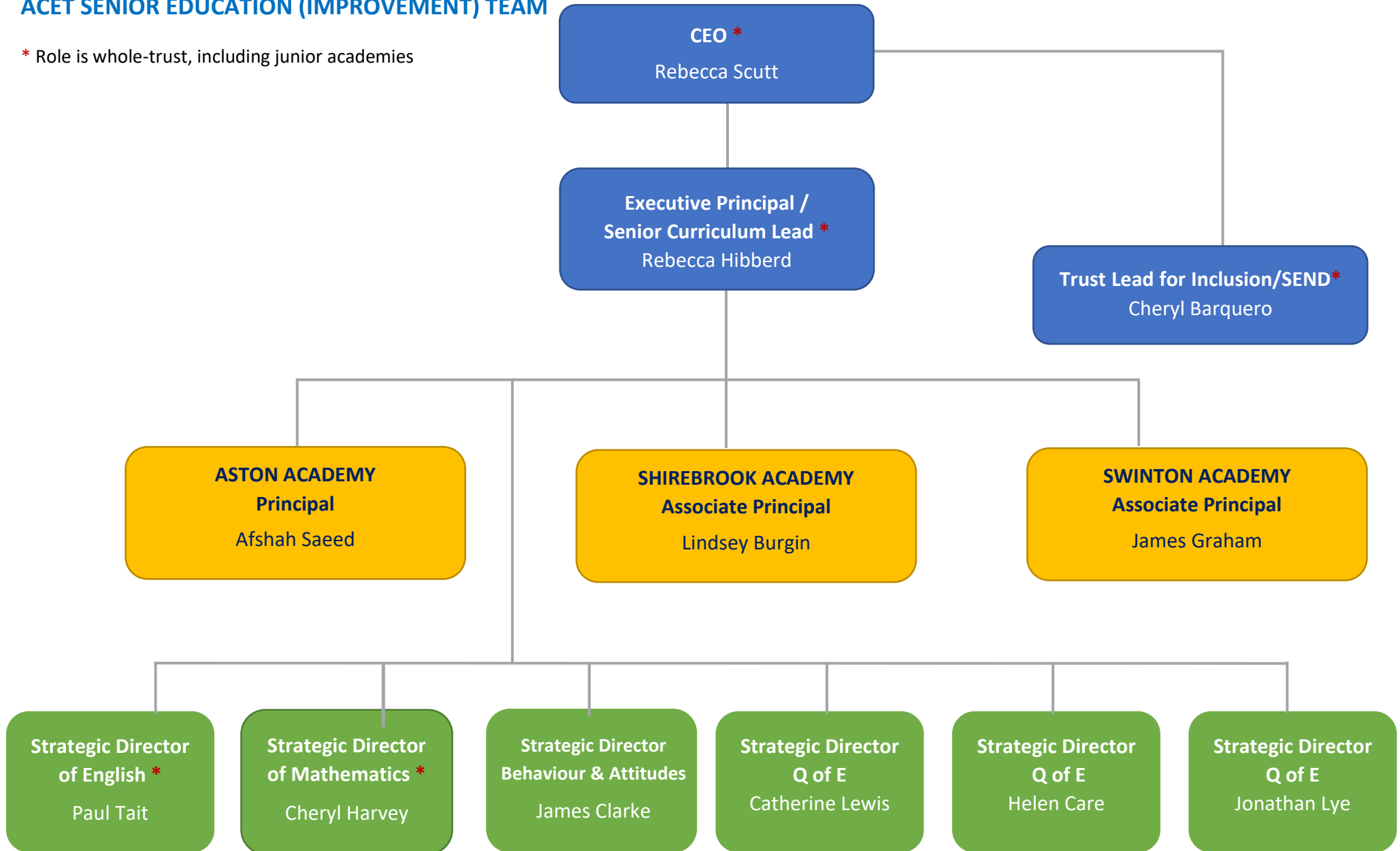
### ACET Education Team

Name	Role
Cheryl Barquero	Trust Lead for Inclusion/SEND
Katy Wright	Executive Principal (Primary) - Data/Academy Improvement
Cathryn Keeton	Executive Principal (Primary) - Curriculum
Helen Care	Strategic Director - Quality of Education (Secondary)
Jonathan Lye	Strategic Director - Quality of Education (Secondary)
Catherine Lewis	Strategic Director - Quality of Education (SEND)
James Clarke	Strategic Director - Behaviour and Attitudes
Cheryl Harvey	Strategic Director - Mathematics
Paul Tait	Strategic Director - English
Rachel Bolton	Trust Lead for EYFS
Emily Vestey	Trust Lead for Early Reading
Helen McDonald	Trust Lead for PE (Primary)
Helen Jenkinson	Trust Lead for History (Primary)

## Appendix 5

### ACET SENIOR EDUCATION (IMPROVEMENT) TEAM

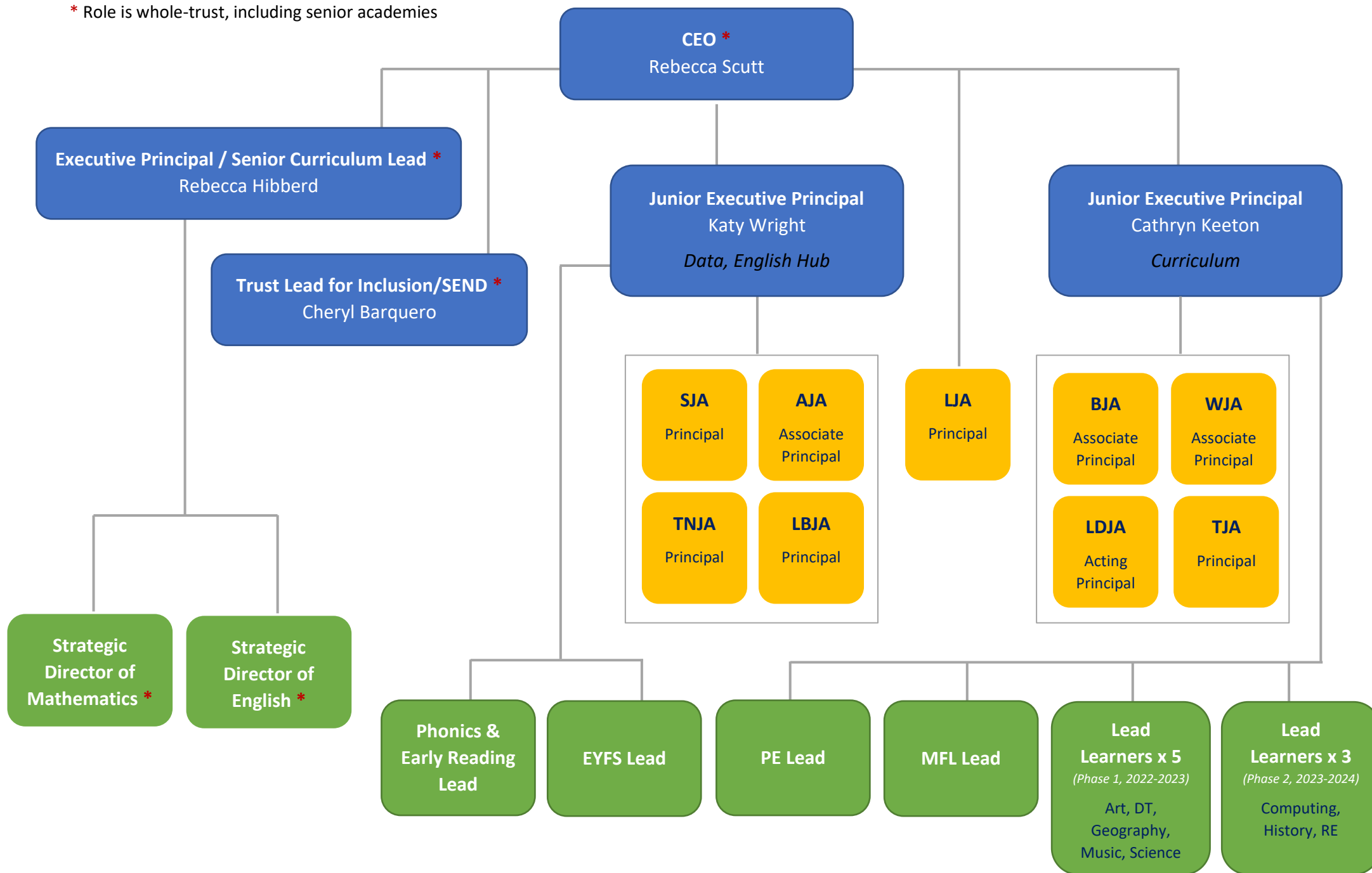
\* Role is whole-trust, including junior academies



## Appendix 6 JUNIOR EDUCATION (IMPROVEMENT) TEAM

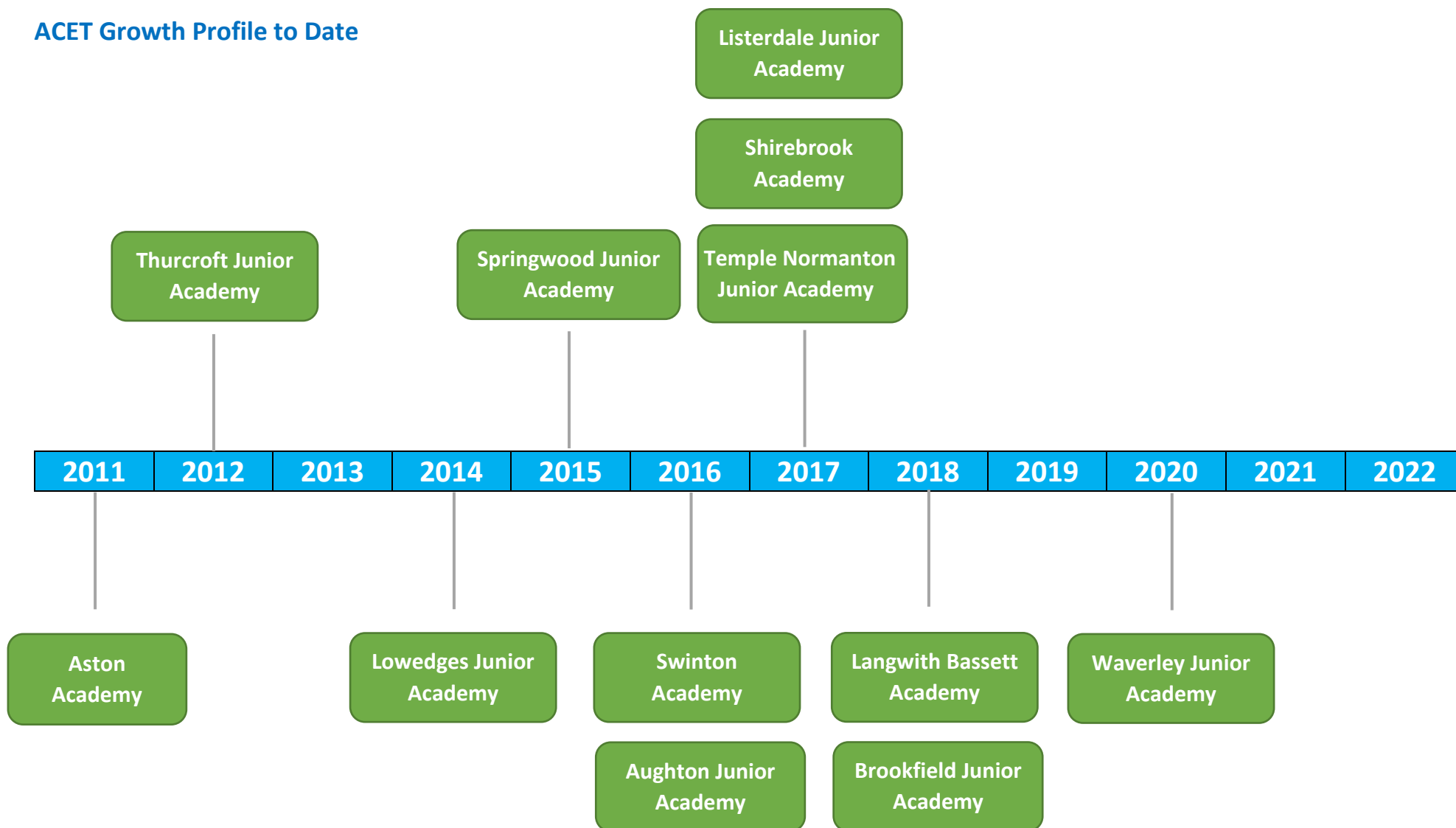


\* Role is whole-trust, including senior academies



## Appendix 7

### ACET Growth Profile to Date



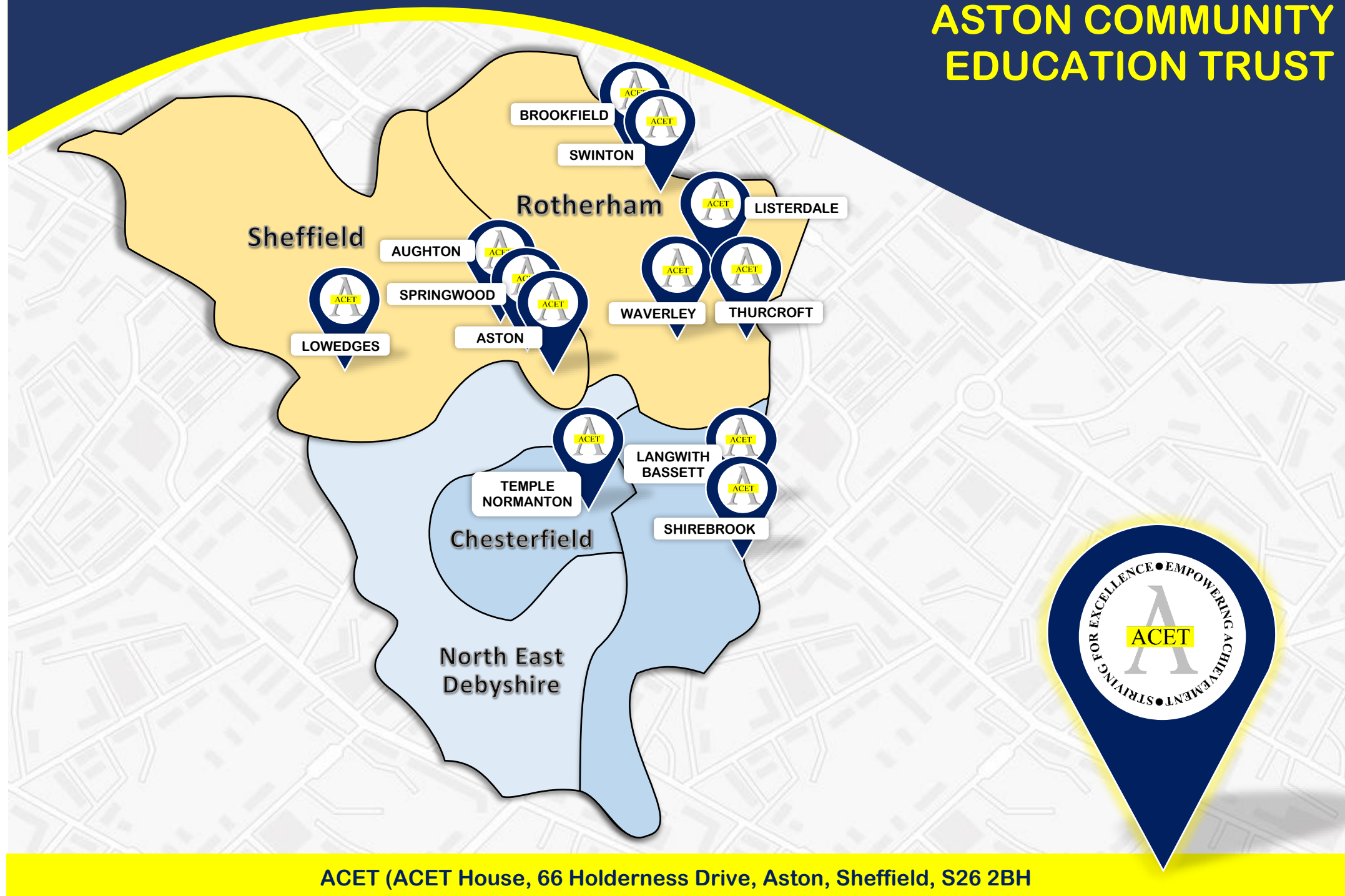
## Appendix 8

### ACET Academy Ofsted Grades

ACADEMY	JOINED ACET	OFSTED JUDGEMENT PRIOR TO JOINING ACET	MOST RECENT OFSTED JUDGEMENT SINCE JOINING ACET
ASTON	1 <sup>st</sup> May 2011	OUTSTANDING	GOOD June 2018
THURCROFT	1 <sup>st</sup> July 2012	SATISFACTORY February 2012	GOOD July 2018
LOWEDGES	1 <sup>st</sup> September 2014	REQUIRES IMPROVEMENT June 2013	REQUIRES IMPROVEMENT Oct 2019
SPRINGWOOD	1 <sup>st</sup> July 2015	REQUIRES IMPROVEMENT January 2014	OUTSTANDING June 2018
SWINTON	1 <sup>st</sup> October 2016	GOOD November 2011 LA School of Concern February 2016	REQUIRES IMPROVEMENT Oct 2019
AUGHTON	1 <sup>st</sup> October 2016	GOOD November 2012 LA School of Concern February 2016	GOOD July 2019
SHIREBROOK	1 <sup>st</sup> May 2017	OUTSTANDING March 2013 RSC School of Concern September 2016	REQUIRES IMPROVEMENT March 2019
TEMPLE NORMANTON	1 <sup>st</sup> May 2017	INADEQUATE October 2016	GOOD February 2020
LISTERDALE	1 <sup>st</sup> June 2017	GOOD October 2017 LA School of Concern July 2016	GOOD November 2022
BROOKFIELD	1 <sup>st</sup> April 2018	INADEQUATE September 2016	GOOD September 2022
LANGWITH BASSETT	1 <sup>st</sup> June 2018	GOOD November 2017	GOOD October 2022
WAVERLEY	1 <sup>st</sup> September 2020	Newly opened academy	



# ASTON COMMUNITY EDUCATION TRUST







**ACET**

**Aston Community Education Trust**

(Company number: 07577113)

Registered Office Address:

ACET House, 66 Holderness Drive, Aston, Sheffield, South Yorkshire, S26 2BH

Tel: 0114 287 2171

Email: [contactus@astoncetrust.org](mailto:contactus@astoncetrust.org)