



Swift Academies

Success will inspire future triumphs

The Rydal Academy



HURWORTH
SCHOOL



Longfield



Trust Dividend 2021/22

SWIFT ACADEMIES

Swift Academies gained approval to become a Multi-Academy Trust (MAT) on the 1st September 2017 following a successful application to the Secretary of State for Education to become a sponsor academy from the Governing Body of Hurworth School.

The aim of Swift Academies is to build, strengthen and expand our Trust across the North of England, by incorporating good and outstanding schools into our family of academies and acting as a sponsor for other primary and secondary academies, aiming to help them improve their standards and performance.

The vision of Swift Academies Trust Board is that each child experiences excellence with care everyday. The Trust is founded on deeply held principles that every child has the right to a first-class education. In addition to the Trust Board, each academy has its own Local Governing Body who take a key role in driving forward achievement and progress within each academy.

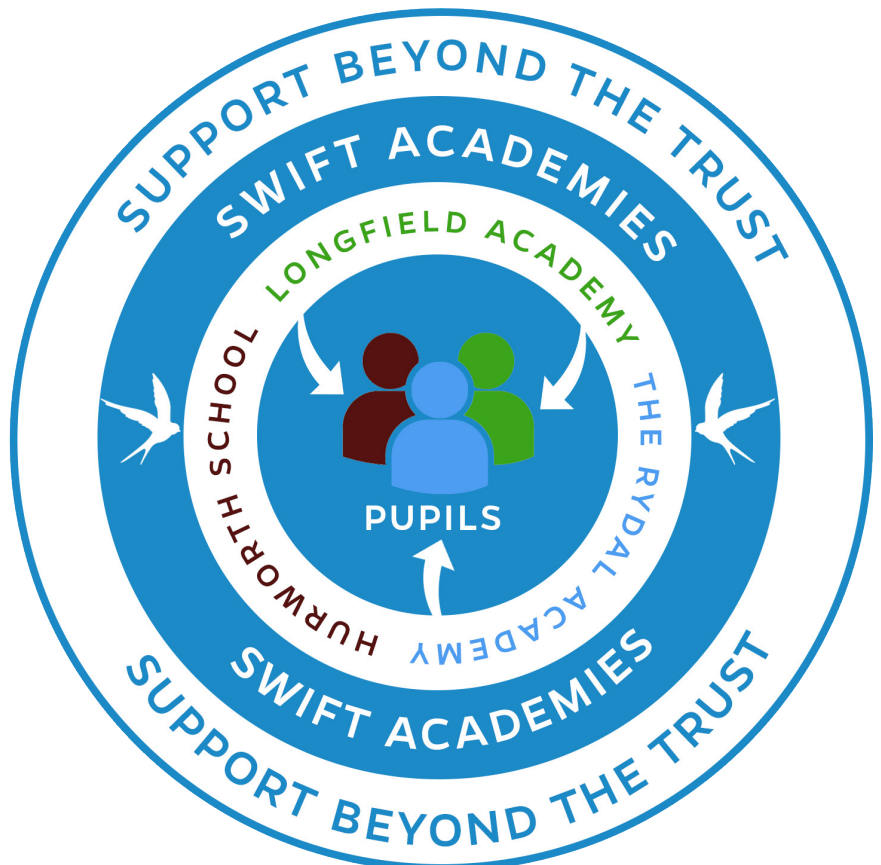
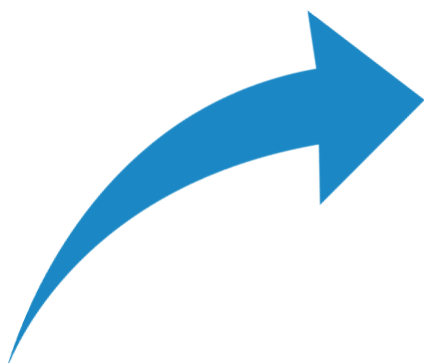
The overall purpose of the Trust is to strengthen provision across all academies within it; the Trust will do this by providing strategic leadership for all academies through its inclusive ethos and vision and providing strong governance and high-quality teaching and learning to ensure students are ready to progress to the next stage of their education, employment or training.



OUR TRUST BACKGROUND

The Trust was formed on the 1st March 2018 and from the outset the aim of the Executive Leadership Team was to devise and develop a small, agile and responsive central team that provided Head Teachers/ Heads of School with a high-quality central service provision and a transparent suite of robust support services to allow school leaders the freedom to focus on their individual school's priorities.

WHEEL OF VISION



OUR KEY PRINCIPLES


Academies within the Trust are fully involved in the development of central services which is an ongoing process. In tendering services, academy requirements will be scoped and where appropriate recommendations and best practice sought. External services provision will be reviewed before contracts are renewed and feedback sought from academies as part of this process.

The Trust has a purchasing policy that will ensure that money is spent in a way that is fair, open and good value for money.

When looking at the contract value to determine appropriate tendering arrangements, the Trust will need to determine how much is spent by academies across the Trust, and over how many years to determine the overall contract value.

Academies will be expected to use the purchasing policy in procuring supplies and services at a local level according to the Scheme of Delegation. Services provided centrally will be flexible and responsive to the needs of the individual academies and the Trust as a whole.

OUTCOMES FOR THE YEAR AHEAD

- 
- Our schools as centres of excellence
 - Collaboration within the Trust
 - Financial stability, quality of learning environment and resources
 - Leadership, governance and resources
 - MAT stability and future growth; the three schools that are currently within the Trust build a strong platform to allow it to expand in the future

ABOUT US

THE BOARD

The Board of Directors are the key strategic decision-making body for the Trust and it is their role to set the overall strategic framework for the Multi-Academy Trust and to ensure all statutory duties are met. The Board is responsible for ensuring that there is a medium to long-term vision for its future and that there is a robust process in place for achieving its aims.

THE TRUSTEES

The Board of Trustees of Swift Academies is required to approve a governance structure for the Trust which must be:

- Compliant with DfE requirements, company and charity law
- Scalable and so adaptable to growth or change within SWIFT Academies
- Reviewed annually by the Trustees

EFFECTIVE GOVERNANCE

Members - SWIFT Academies is governed by non-executive trustees constituted under a Memorandum of Association and Articles of Association

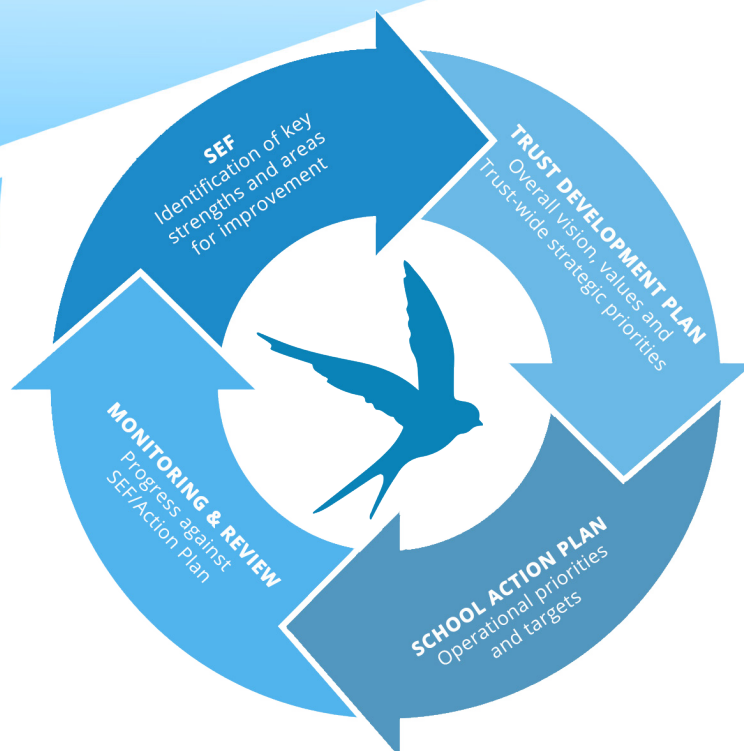
Trustees - The Trustees have delegated responsibility for three core strategic functions (strategic direction, holding the Head Teachers/Heads of School to account for educational performance and overseeing the financial performance and compliance of the academies)

Committees - The Trust has two Committees and the membership of the Committees is reviewed and agreed by the Trustees (Finance & Resources Committee and Standards Committee)

The Trustees are responsible for the performance of each Academy within the MAT; however, a range of responsibilities may be delegated to the Local Governing Body (LGB). The levels of delegation will be based upon the principle of “earned autonomy” and decided by the Trustees and the Executive Board and will be dependent upon the strength and capacity of each school.

The LGB, in conjunction with the Board of Trustees, is responsible for the following areas as aligned with the Competency Framework for Governance (DfE):-

STRATEGIC LEADERSHIP | ACCOUNTABILITY | PEOPLE AND STRUCTURES



WHAT ARE THE BENEFITS?

1

Stronger Leadership: School leaders and teachers combine their knowledge and planning abilities to work on challenges and solutions together.

2

Strategic Management: Governors and Trustees draw on each other's experience to formulate strategic approaches.

3

Shared Staffing: Human resources within schools work across multiple sites, particularly in a localised Trust. This can appease the recruitment challenges facing the teaching industry and offer more varied opportunities to staff.

4

Specialist Resources: With combined funding in a Trust, specialist knowledge can be bought in many different areas, spanning academic, extra-curricular and operational functions.

5

Professional Development: This can be organised across multiple schools, thus spreading the cost per school and upskilling as many individuals as possible per session. Networks, Trust wide projects and a broader staffing structure can also support professional development and career progression opportunities.

6

Economies of Scale: A Trust is able to purchase as a whole, thereby achieving economies of scale not achievable by schools as individuals. With ever-tightening budgets, this helps schools maintain and build upon the resources and standards they aspire to.

7

Shared Accountability: As a Trust represents multiple schools, it is in its interest to raise the profile of each, in line with rising expectations.

8

Family Learning Pathways: The development of a multi-phase Trust will allow a clear education pathway for families who wish to continue to access the services we provide throughout their child's education.

THE SCHOOLS

Hurworth School (Secondary)



662

Pupils



23%

Disadvantaged



2%

EAL



3%

EHCP

Longfield Academy (Secondary)



885

Pupils



28%

Disadvantaged



6%

EAL



1%

EHCP

The Rydal Academy (Nursery & Primary)



580 (+42 Nursery)

Pupils



52%

Disadvantaged



10%

EAL



3%

EHCP

THE TRUST

2171

Students

145

Teaching Staff

194

Non-Teaching Staff

339

Total Staff

£14,000,000

Annual Budget - circa



Hurworth is an attractive rural village situated three miles from Darlington; we are a consistently oversubscribed five form entry comprehensive school.

Hurworth School provides its students with an excellent education and the school's mission statement of 'achieving excellence with care' is at the heart of everything that happens here. The outstanding care, guidance and support for the students mirrors the relentless focus on improving the quality of the students' lives, not only through continued academic success but also through success in sport, the performing arts and a variety of other areas. There are many flourishing clubs, societies and activities operating during the lunch period and after school. There is widespread interest in the school's activities among parents, and they seek, with the school, the highest possible standards in all areas.

The pastoral organisation within the school is based on year groups, with strong emphasis placed upon the work of year group tutor teams working in conjunction with Raising Achievement Coordinators and the Assistant Head Teacher (with responsibility for Student Support). The academic organisation is founded upon a departmental structure, with a strong emphasis upon teamwork both within and Across departments.

There are excellent relationships between staff and students at all stages and individualised provision/targeted interventions are provided for all students.

Every student in Key Stage 4 works closely with an academic mentor in addition to their tutor and subject teachers to ensure that they maximise their potential.

At the end of Year 9, students have a choice of both academic and vocational options to be pursued during Years 10 and 11. We ensure that all students are provided with a curriculum which will not only allow them to enjoy their education and succeed in external examinations but will also provide them with a secure route to their future career.

The children and staff of this school are marvellous, and all enjoy being a part of the life of the school. This is a school in which every student matters and each and every student is known.

Our Aims

To provide a curriculum which:

- Interests and motivates, both through its content and its range of teaching and learning styles
- Enables students to develop the knowledge, understanding and skills upon which they can build according to their interests and abilities
- Allows students to make progress at a challenging pace and which also provides for the development of special aptitudes and talents
- In addition to fulfilling national requirements, we also meet the broader needs of our children in an ever-changing world
- Provides and maintains an environment in which ALL students can achieve success, and where ALL students are valued and respected and extend the same value to others
- Develops the concept of learning as a desirable, life-long and enjoyable process



Longfield Academy, the beating heart in the North of Darlington, has a determination to maximise the potential of the young people under our care and support the community as a whole

At Longfield Academy, our curriculum provides a broad, balanced and challenging curriculum that ignites pupils' love of learning and successfully unlocks the true potential of each individual. Our timetable is a two-week timetable to maximise the broad and balanced curriculum we deliver.

Our curriculum encompasses the two hands: the academic hand and the welfare hand.

The academic hand offers an ambitious and aspirational knowledge development journey, allowing pupils to excel academically, to gain a range of high-quality qualifications when they leave school. The welfare hand allows the academic hand to flourish by supporting the personal development of each individual through the therapeutic programme and then the readiness to learn centre. Equally, the two hands blend together to support, secure and create happiness within each individual to allow personal success to enhance personal qualities, employability skills and cultural capital.

At Longfield Academy, we are aware that pupils realise their full potential through achieving excellent examination performances and secure outstanding development of their wider personal

qualities through the We Are Longfield Curriculum. We have designed a curriculum that allows the uniqueness of each individual subject to energise and educate our pupils whilst meeting their needs along the way; this is where the Longfield Learning Station structures and strengthens a whole school consistent approach.

Why Longfield Learning Station?

As the beating heart of the North of Darlington, we are extremely proud of our heritage of being known for the first passenger railway to use steam trains. At Longfield, we wanted to highlight our history and this is where the name 'Learning Station' evolved from.

What is the Longfield Learning Station?

In short, it develops WHAT and HOW the pupils are learning.

Longfield Learning Station is the vehicle that drives a knowledge rich curriculum here at Longfield Academy. Each platform of the Learning Station energises the learning journey our pupils go on; from being educated on the uniqueness of every subject to meeting individual need of developing writing structures

Our key focus is always to understand the individual and those who care for and support them and what makes them unique. The welfare and safety of the families of the community we serve are of paramount importance to us; working with community partners we seek to improve the circumstances for all of the families within our care umbrella who require support.



The Rydal Academy is a large and vibrant primary school for pupils aged 2 to 11. The school provides nursery education for children from the term after their second, where entitled, or third birthday and is structured with up to three classes per year group for Reception through to Year 6.

The school is housed in an expansive building with a bright, purposeful learning environment. The school benefits from extensive grounds, including a multi-use games area, nature garden, allotment, four Early Years outdoor learning areas, field, outdoor classroom and two playgrounds.

The school provides an extensive and free extra-curricular and extended curriculum offer as well as free wraparound childcare from 7:30am until 6pm.

Values

The whole school community is passionate about pupils enjoying and engaging in their learning while having the resilience and passion to succeed. We believe that every child has the right to the very best education. We want to give each child the opportunity and skills to improve themselves and contribute fully to their community regardless of background or context. To support this aim we look to remove barriers such as cost and access wherever possible.

In return, we expect each pupil, member of staff and volunteer to work hard, be tolerant, show respect for others and explore the opportunities they are presented with. We want whoever joins us, in whatever

capacity, to feel that they belong to a happy, caring, hard-working and proud school community. Our TRA values, which permeate everything we do, of teamwork, perseverance, aspiration, honesty, resilience, kindness, empathy and fairness are displayed and discussed in the school on a daily basis.

Ethos

At The Rydal Academy pupils, staff, parents and carers are able to develop their skills and knowledge collaboratively through highly productive relationships in an atmosphere of support, understanding and consistency.

We endeavour to harness the attributes of everyone; through using a variety of approaches to teaching and learning and providing a broad, balanced and relevant curriculum (which is extended by a range of extra-curricular opportunities) in order to foster a passion for learning and knowledge which leads to future opportunities.

We celebrate achievement in all areas of academic and personal development no matter how large or small. We believe every member of our community can achieve anything they aim for with the correct encouragement, support and opportunity. We support this aim by providing a vibrant, well-resourced and organised environment which allows for optimal learning, while supporting families through a variety of services and provisions to address economic, cultural or social barriers.

In short, The Rydal Academy looks to provide the best possible experience for all stakeholders by:

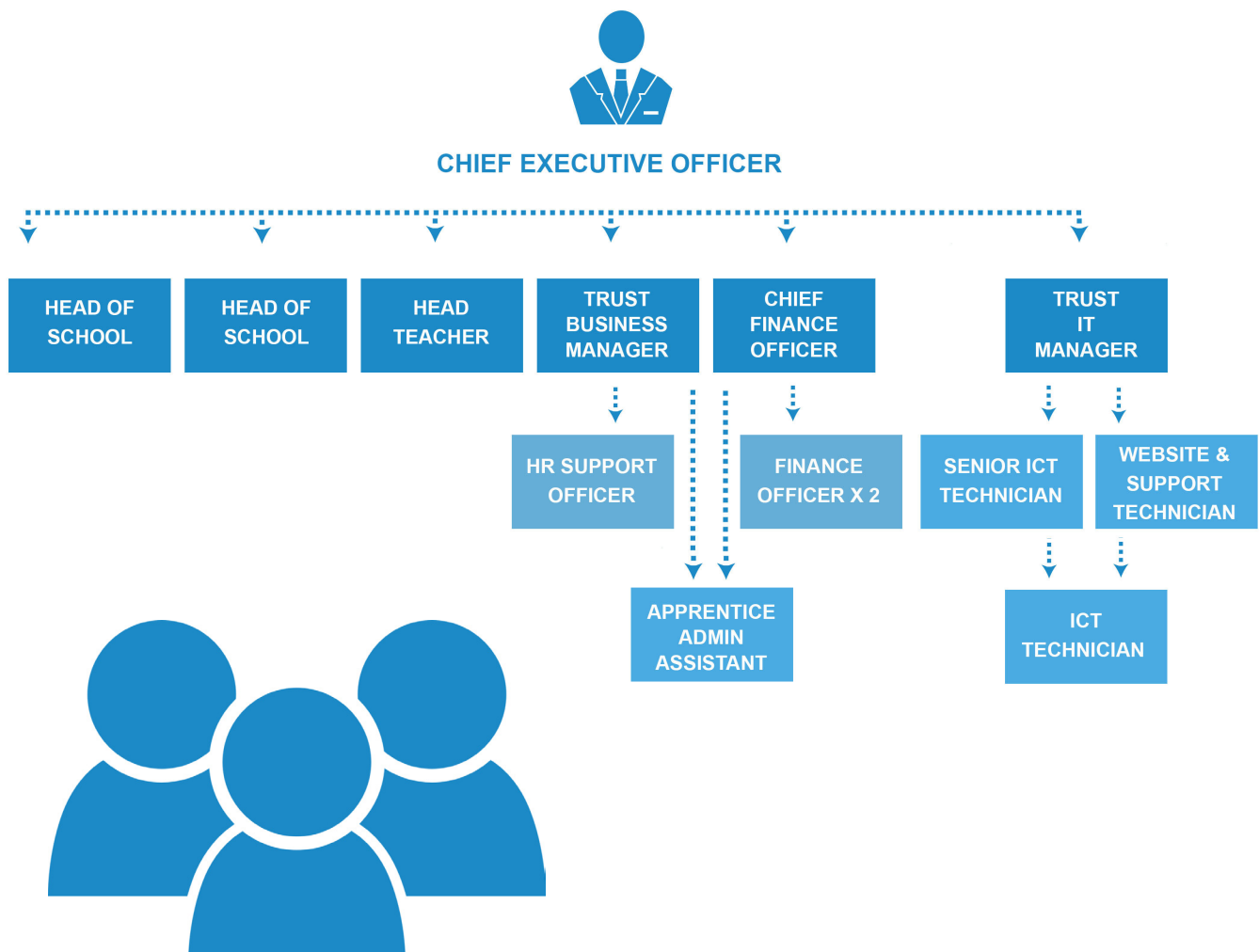
Targeting Potential | Raising Aspirations | Achieving Excellence

OUR TEAM

The Executive Leadership Team has primary authority for the day to day management of the Trust's operations save for those matters which are reserved for the Members and Trustees.

The members of the Executive Leadership Team may from time to time invite additional staff to the meetings as required. The Executive Leadership Team is the overall decision-making body for performance and delivery across the Trust, under delegated authority from the Trustees.

SWIFT CENTRAL TEAM



SERVICES PROVIDED

EXECUTIVE LEADERSHIP TEAM SERVICES PROVIDED

- Fortnightly central team meetings
- Head Teacher/Heads of School leadership support
- Scheme of Delegation
- Trust development plan
- Bid writing
- Ethos and vision
- Trust policies
- Reporting mechanisms to LGB's and Directors
- School improvement and self-review
- Specific support for schools judged to be RI/inadequate
- Complaints handling
- Branding/PR/marketing
- Weekly progress bulletin

FINANCE

- Compliance with financial academies handbook and master funding agreement
- Integrated curriculum and financial planning review
- Budget setting and approval
- Provision of management accounts
- KPI and budget analysis
- Finance transaction processing
- Contract management
- Payroll management
- Pay statements
- Internal and external audit
- Completion of 3 year financial forecast
- Year-end accounts
- Education and Skills Funding Agency communication and compliance
- Service level agreements management and delivery
- Procurement and value for money support
- Fraud management
- Debtor management
- CPD for all staff involved with finance
- Strategic benchmarking
- Monthly cash flow forecasting
- Attendance and presentation of finance reports at LGB and board meetings
- VAT reports and reclaiming of VAT
- Checking and prediction of income streams e.g. Nursery funds, LAC, SEND etc.
- Monthly budget review meetings with Head Teachers/Heads of Schools
- All finance policies produced for adoption
- Updates and advice on local and national funding issues
- Advice on best practice in procurement and obtaining and evidencing value for money
- Regular contract reviews

PREMISES

- Risk assessments
- Health & Safety compliance audits and management
- Premises management
- Line management of premises staff, appraisal and CPD
- Contract management
- Risk register
- Business continuity plan
- Accessibility plan
- GDPR compliance
- Estates strategy
- Land and building collection return
- Capital fundraising
- Catering advice and guidance
- Occupational health service
- Capital project applications management

ICT

- Network development and support
- Hardware maintenance
- Software licences
- Trust and school website provision and maintenance
- Website compliance
- ICT helpdesk
- Telephone systems
- Broadband
- ICT development
- Social media support
- Network security and auditing
- GDPR support
- Hardware purchasing
- Office 365 support and development
- Managed print/prINTER hardware support
- Internet safeguarding and filtering, SIMS (or other MIS) support
- Audio/visual maintenance and support
- Cashless catering/online payments support
- Mobile device support
- Visitor entry/door security systems support

HR

- Management of advertisement and recruitment process
- Maintenance of single central records
- Dedicated HR support from an experienced advisor
- Support with staff absence management and attendance
- Support with disciplinary, conduct and capability processes and meetings
- Attending meeting with teachers' associations and trade unions
- Support with contracts of employment and variations
- Provision of example job descriptions and person specifications
- Support the Governors and Directors with performance management
- Support with staffing reorganisations

- All HR policies provided for adoption
- Advice and support with employment guidance and changes in legislation
- Support and attendance at HR meetings with employees
- DBS applications
- Storage and maintenance of employee records

GOVERNANCE

- Clerking of all Governors' meetings is provided within our service
- Support with governance policies and processes including Terms of Reference and Scheme of Delegation
- Support with recruitment of new Governors
- Access to an extensive training programme for all Governors
- All minutes of meetings provided within two weeks
- Support annual skills audit and self-review
- Produce an annual schedule of business

TRUST CONTRACTS AND SERVICES

- Strategic finance support
- Human resources and leadership support
- Health & Safety support
- Strategic governance support
- Operational governance support
- Governor induction
- Governor skills audit
- Governor CPD
- Termly governance development events
- Termly Chair and Vice Chair briefings
- Orovia budgeting software
- Financial audit
- Preparation of financial statements
- Preparation of academy account return
- LGPS pension fund accounting
- Teachers' pension audit
- Educational development programme (Including support for Head Teachers/Heads of School appraisal)
- Payroll services
- Mobile phone contracts
- Data protection certification
- Company secretary duties
- Procurement and tendering documents
- Estate management
- Insurance cover and claims handling risk management
- Schools North East partner school membership

SUCCESSFUL BIDS

- CIF - The Rydal & Hurworth (March 2018)
- MDIF (March 2019)
- CIF - (June 2020, June 2021)
- TVCA Covid Grant (July 2021)

ECONOMIES OF SCALE ACHIEVED TO DATE

- Photocopiers
- Phones, auditors
- ICT hardware and software
- Staffing
- Apprenticeship levy
- Energy
- Combining/ending SLA/contracts

TRUST RESOURCES

- Mini-buses
- Extensive premises
- Specialist facilities (3G pitches, sports halls, swimming pool, drama, ICT, engineering, D & T etc.)
- Site staff equipment
- ICT equipment

TRUST PROJECTS/ACTIVITIES/TEAMS & STRATEGIES

- Cross school and phase staff network development including Teachmeet
- Premises
- SEN
- Safeguarding
- Teaching and learning
- Health & Safety
- Curriculum
- Target setting
- Tracking and intervention

- Catering team
- Reporting
- Attendance
- Exams
- Timetabling
- Online safety certification
- Lockdown
- Safer recruitment
- Appraisal
- Academic and Pastoral RG
- Admissions
- De-escalation training
- Pupil premium
- Catch-up
- Mind
- Magenta
- SIMS
- CPOMS

TRUST POLICIES

- Alcohol at work
- Anti-fraud and corruption
- Anti-harassment and bullying
- Appraisal (teaching)
- Assets and disposal
- Bring your own device
- CCTV
- Central services and appeal process
- Capability
- Code of conduct (Directors)
- Code of conduct (Employees)
- Code of conduct (Local Governing Body)
- Complaints procedure

- Curriculum
- Disciplinary
- Data retention and destruction
- Drugs education
- Finance
- Flexible working
- Freedom of information
- GDPR data protection
- Gender pay gap reporting
- Grievance
- Health & Safety Trust statement
- In-year admission
- Internet safety
- IT acceptable user
- Leave of absence
- Maternity
- Adoption
- Paternity
- Parental and shared parental
- No smoking at work
- Pay
- Political indoctrination
- Probationary policy
- Pupil premium
- Risk management policy and procedure
- Safe recruitment and selection
- Sickness management
- Single equality scheme
- Staff health and wellbeing
- Treasury management, investment and whistle blowing

TRUST STAFF BEYOND THE TRUST

- Chair of Darlington 11-19 Partnership
- Chair of Darlington Schools Forum
- RSC Peer Mentoring Group
- Academies Regional Delivery Group North CEO Network Group
- Chair of the Darlington Leadership Group
- School North East Council Secondary Representative
- Children & Young Peoples Scrutiny Committee
- Darlington Traveller Education & Achievement Service
- Darlington Children's Centre Advisory Board
- Darlington Educational Psychology Service
- Darlington LA Early Years Moderator
- Darlington LA NQT Advocate
- Darlington School Governor
- North Yorkshire School Governor
- NPQSL Facilitator (Yorkshire Leadership Community)
- Training Centre Coordinator (Durham University)
- Safeguarding Improvement Strategy Group - including Early Intervention Advisory Committee
- SEN Advisory Committee
- Darlington Safeguarding Partnership
- TVCA Education Improvement Board
- Future in Mind Advisory Committee
- Children & Young People's Plan for Darlington Multi Agency Steering Group & Scrutiny Committee
- SACRE & NATRE
- KSCB Secondary Representative
- Darlington Internet Safety Partnership
- Social Communication Outreach Services Secondary Autism Provision
- Joint Commissioning Mental Health Support



Swift Academies

Longfield 


HURWORTH
— SCHOOL —

*The Rydal
Academy* 

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