



Wembley  
Multi-Academy  
Trust

ACHIEVEMENT FOR ALL

**WMAT VALUES, VISION,  
MISSION  
AND PRIORITIES**

Date reviewed: September 2023

Date of next review: September 2024



# I. WMAT VALUES

## 1. Integrity

- Integrity means distinguishing right from wrong and doing the right thing. Integrity also requires courage and accountability. We deliver work of the highest quality (by our standards as well as those of our students and their families).
- We deliver what we say we will.
- We share our professional judgements with students and their families - even those that may be unpopular - in a manner that is both candid and respectful.

## 2. Respect

- We respect the capacity and desire for personal growth in our students and staff. We treat people with consideration. We value ideas on their merit.
- We recognise that respect requires both truthfulness and empathy. We deal with one another in an open and honest way. We encourage constructive criticism. We reward performance and contribution consistent with our values. We lead by example.
- We thrive knowing that ours is a demanding profession. We accept this responsibility as a trust, as schools and as individuals.

## 3. Diversity

- We strive for a diverse workplace. It is fundamental to our success that we accept, value, and integrate the contributions of people. Diversity of thought, expertise, experience, and background are important in creating an environment in which creative tensions are harnessed and new ideas emerge.
- We are committed to WMAT being an institution in which all individuals have an opportunity to flourish and succeed, regardless of their age, disability, ethnicity, gender, gender identity, race, religion, belief or sexual orientation.

## 4. Student Achievement

- We measure our success by our students' success. We make all our resources available to our students and commit ourselves wholeheartedly to their success. In trade-offs between staff and a student's interest, the student comes first.
- Strategy matters. We seek competitive advantage for our students. Our approach is to consider the education agenda as a whole, the competition, and its dynamics. Valid data, rigorous analyses, external perspectives, root causes, and explicit logic serve as our foundations for objective decision-making.
- Our standards for progress and value added are extremely high. Our work helps change, as necessary, the mindset of our staff and students. We make sure we enhance student capabilities and deliver for them exceptional examination performances. We hold ourselves accountable for this.

## 5. Working in Teams

- WMAT schools are divided into departments and teams. In these teams, staff work together in a manner that is team-oriented, constructive, and challenging. We know that teamwork is essential to the success of our students. We want to strengthen our students' capabilities and be a catalyst for change in their lives. Each student is unique, and there is seldom only one solution. We believe that breakthrough ideas often result from the work of teams seeking to creatively solve real achievement challenges.

## 6. Sharing our Success

- We seek to extend the art and science of teaching and school leadership by generalising from our experience. We seek to have a positive and lasting impact beyond the multi academy trust domain.
- We believe we can contribute to the changing educational landscape, both directly through our student work and through our work with other trusts, schools and national organisations.

## **II. WMAT VISION**

**To develop and sustain an outstanding culture of leadership to ensure the highest levels of progress and achievement for all of our children and young people.**

We will achieve our vision by:

- Ensuring that our students excel academically and experience an enriching curriculum which prepares them to be global citizens.
- Continuously developing our teachers to be the most effective in all that they do.
- To communicate and work with parents in partnership to help achieve their children's' goals and aspirations.
- To provide an environment that enables both our students and teachers to achieve our vision.

## **III. WMAT MISSION**

**To ensure all of our schools provide exceptional outcomes for all of our students.**

## **IV. WMAT PRIORITIES 2023/24**

The Trustees of Wembley Multi-Academy Trust have a deep understanding of their Governance responsibilities.

The Ofsted framework states 'In a school that is a part of a MAT, the board of trustees is the Governance Body. Inspectors will ensure that meetings are with those who are directly responsible for exercising governance of the school and for overseeing its performance.'

Often, local advisory bodies can appear responsible for governance, when in reality it is the trustees who are accountable for the academy trust in WMAT the Trustees clearly hold this responsibility.

This is demonstrated by:

1. Our values, which underpin the way we work and the priorities we set. These values have guided our work and enabled us to be successful. They are clearly stated and understood by our schools.
2. Vision and mission statement: We are highly strategic in the way we run our schools. Our vision and mission statement illustrate our thinking on how WMAT schools are set up and run.

**The priorities for WMAT 2023/2024 are as follows:**

### **WMAT PRIORITIES 2023/2024**

- A. Set up a high performing WMAT team with clear roles, responsibilities and accountabilities.
- B. WMAT is able to demonstrate the impact of its school improvement function.
- C. WMAT is able to demonstrate value for money for the WMAT team.
- D. Strengthen aspects of WMAT functions so that WMAT is in a strong position to support other organisations and expand as necessary.

### **WHTC PRIORITIES 2023/2024**

#### **A. Student Outcomes:**

- a) Progress 8 in line with 2019 (1.58) or above
- b) Attainment in line with 2019 (66.8) or above
- c) KS5 – Progress Score in line with 2019 (0.44) or above
- d) KS 5 – Attainment in line with 2019 (37.95) or above

- B. Staff Development:** Ensure high quality appraisal is embedded for all staff. All staff are supported, developed and challenged to achieve their potential.
- C. Sixth Form:**
  - a) 75% of students gain places at Russell Group universities with at least 5 students gain places at Oxbridge and 10 places for medicine, law or engineering.
  - b) Standards and outcome indicators for behaviour and attitude are excellent.
- D. Finances:** School finances show a balanced or surplus budget.

#### **NBS PRIORITIES 2023/2024**

- A. Ensuring Excellence:** Ensure all aspects of the school (Quality of Education, Behaviour and Attitudes, Personal Development and Leadership and Management) are 'Outstanding'.
- B. NBS set up and culture:** Ensure the successful set up of NBS – NBS values, processes and systems are aligned to WHTC. Standards and leadership behaviours mirror WHTC.
- C. Staff Development:** Strategy of staff recruitment, development and retention is highly successful. The school develops high quality teachers and leaders.
- D. Stakeholders:** Feedback from stakeholders is overwhelmingly positive. Parents have high levels of confidence in and commitment to the school.
- E. Finances:** School finances show a balanced budget in the next 1-2 years.

#### **ELPS PRIORITIES 2023/2024**

- A. Student Outcomes: All outcomes to be in line or above 2022**
  - a) EYFS: 99% of children achieved a Good Level of Development
  - b) Year 1 Phonics: 92%.
  - c) KS 1: (we will still do the tests) RWM expected and GD: 92% of children achieved expected standard and 39% children achieved greater depth.
  - d) KS2: RWM expected and GD: 97% children achieved expected standard and 34% of children achieved greater depth.
- B. Ensure ELPS is exemplary in all aspects of the framework:**
  - a) **Quality of Education:** support and develop staff so that all teaching is of the highest quality.
  - b) **Behaviour:** ensure behaviour is exemplary across the school – students show self-discipline, independence and have excellent behaviours for learning.
  - c) **PD:** Maintain the current PD provision.
  - d) **Leadership Capacity:** Implement the talent management strategy - it is successful in developing future leaders at ELPS. These leaders are able to maintain or improve on the quality of education and pupil outcomes.
- C. EYFS:** Further improve EYFS so that it is exemplary in all aspects.
- D. Year 1 and 2:** Continue the work with Year 1 and 2 so they are consistently strong in all aspects of the framework.
- E. Finances:** School finances show a balanced or surplus budget.

#### **TEACHING SCHOOL HUB PRIORITIES 2023/2024**

- A. Successful redesignation:** Ensure successful redesignation for 2024.
- B. AB:** Ensure the Appropriate Body function is discharged successfully (meets statutory requirements). Meet DfE targets.
- C. ITT:** This is a new area of implementation for 2024. Ensure successful recruitment and delivery of ITT. Meet DfE targets.
- D. Participation rates:** Increase number of participants (to above 2022- 2023 numbers) on the ECF and NPQ programmes. Meet DfE targets.
- E. Quality Assurance –** Engage partners meaningfully to support the future development of the TSH.
- F. Develop TSH leadership –** so that the TSH has the capacity to build relationships, secure participants and ensure its financial viability.

## OUR OVERARCHING WMAT FRAMEWORK

### I. **Raising standards through a deep understanding of curriculum pedagogy. We will ensure that any gaps in pupils' learning are filled, and any concepts that are not secure are deeply understood.**

Our approach for school improvement is one of adapting to the changing context, understanding how best to help students learn and implementing the most impactful approach across the schools. We will continue to use WMAT's tried and tested methodologies, processes and systems.

- a) We have a highly effective teaching methodology currently operating across our all of schools based on MAPA (Model, Assess, Practise and Assessment - MAPA). Our toolkits focus on improving the pedagogy and impact of teaching.
- b) We have our curriculum planned out in detail, with regular assessments built in. We ensure that in every subject, there is detailed planning on what is delivered and when and how it is delivered. We have adapted our curriculum extensively to ensure that learning loss is minimised, students are able to learn themselves, and individualised support is provided. We will continue to build on this.
- c) Our assessment systems are critical to ensuring the high levels of performance we have. We replicate these assessment systems across all our schools. They allow WMAT to have a strong evidence base of what is working well and what needs further work. We continue to ensure our assessment system is robust.

### II. **Developing leaders and teachers through a common approach to staff training:**

We deploy staff across WMAT so that their expertise is shared and ensure that there are continuous opportunities for staff development. Developing leaders and teachers is a crucial function of WMAT, as without this we cannot sustain our levels of achievement. We dovetail our approach to staff development with the national approach that is being led by the Teaching School Hub. We have comprehensive, tried and tested staff training packages in place to rapidly develop staff.

The Teaching School Hub (TSH): Our TSH designation puts us nationally at the centre of quality staff training and development. We are responsible for leading in this work across Barnet, Brent and Enfield. Our work enables us to recruit, train and retain the best staff and promotes WMAT's work across the region.

### III. **Be a self-improving Multi-Academy Trust with strong external and internal scrutiny:**

We have built a MAT model whereby schools in the MAT share expertise and use school-to-school support to deliver school improvement. This is directed by the central team in response to identified areas for improvement. We have lots of capacity in the team and support leaders to share exemplary practice.

We strongly believe in external scrutiny and will continue to deploy a range of experts across the schools to verify our judgements.

We believe that internal scrutiny led by strong leaders is the sustained way to bring about continuous improvement. We deploy staff who are highly trained and challenge WMAT's work.

### IV. **Growth or mergers with other MATs:**

We are keen to expand our MAT but will only consider doing so when we believe that we can add value. Schools interested in joining are considered after a stringent due diligence process. We want like-minded schools/MATs who are committed to striving for excellence to join us.

### V. **Central Team:**

The Trustees recognise their fiduciary duty and their role in ensuring the long-term financial sustainability of the MAT so that they can continue to provide good value for money and strong outcomes for students.

A small central team is retained centrally for finance, human resources, IT, premises and strategic leadership. We ensure high degrees of statutory compliance and a small specialist team with expertise delivers these. The schools focus fully on standards, safeguarding and stakeholders. We continue to develop these functions and demonstrate value for money.