



# EQUALS TRUST



An Introduction to **Equals Trust 2023**

Round Hill Primary

# The **Equals Trust** journey.....so far

Founded in September 2016 with the aim of allowing member schools to **maintain their ethos and unique identities** within a tight local network supported by a **strong central team** and **board**

- Abbey Road Primary School
- Brookside Primary School
- Burton Joyce Primary School
- Cropwell Bishop Primary School
- Crossdale Primary School
- Flintham Primary School
- Heymann Primary & Nursery School
- Keyworth Primary & Nursery School
- Richard Bonington Primary & Nursery School
- Robert Miles Junior School
- Tollerton Primary School
- Willow Farm Primary School

# What is Equals Trust?

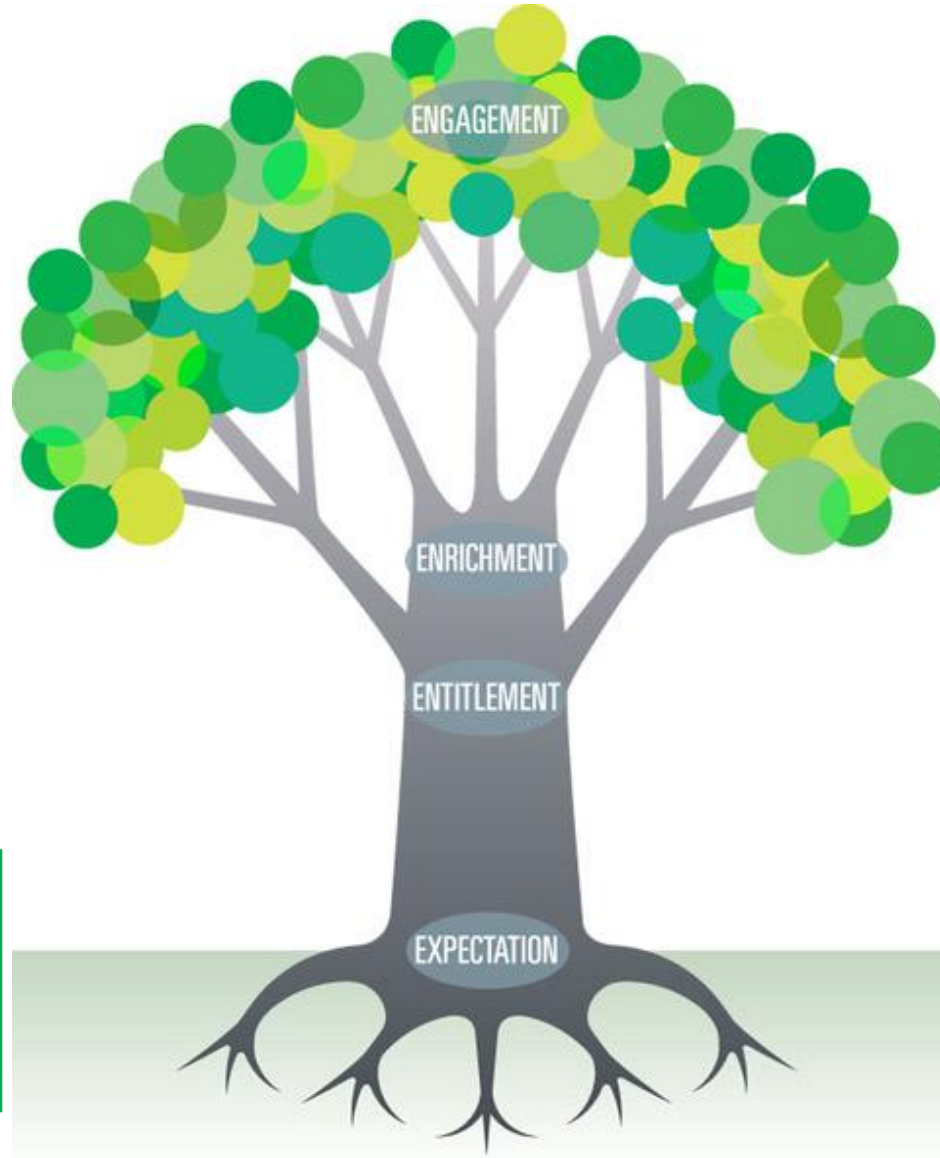
Strong **mutual accountability**, **shared support services** and a strong **collaborative approach** to staff development and school improvement.

- teaching and learning is at the centre of all we do;
- children enjoy, and are engaged in, a curriculum that challenges and excites;
- we develop confident, responsible, resilient citizens who value diversity and each other;

Equals Trust passionately believes that **collaborative working** raises educational standards and improves life chances for students within the **trust partnership**.

- extending and enriching the learning opportunities and activities for pupils;
- enabling the sharing of excellent teaching and learning and CPD for all staff;
- building mutual support and accountability for Head Teachers and Governors;
- securing cost and resource efficiencies through joint commissioning.

# EQT Principles for Learning



## Engagement

CPD and School Improvement enable us to deliver the Entitlement through the **canopy** of Engagement.



## Enrichment

**Branching** out with Trust activities to enrich the Entitlement.

## Expectation

The vision and aims at the **root** of the Equals Trust Principles for Learning.

## Entitlement

Curriculum, Teaching and Learning and Assessment for Learning - the core **trunk** of provision.

# Some achievements to date

- Speech and Language Therapist – access for **all pupils** across the Trust
- British Council global Ed project - Tanzania link – Stories of a Lifetime
- Diversity project across Nottinghamshire
- E-Safety project – regular e-magazines
- Enrichment
  - Storytelling, singing and music
  - Inter-trust schools frisbee, football & boccia for tournament for boys and girls
  - Cycle track
  - Art exhibition
  - Technology competition

# Some achievements to date

- Consistent reporting formats – School Overview, HT Report, Governor checklists
- Intuitive web sites – sharing good news, maintaining compliance
- Estates strategy - CIF – circa £2.5m each year for roofing, cladding and a new kitchen
- Shared management systems – Educare, Scholarpack, Every, CPOMS
- Schools and Trust *Reserves Policy*
- Improved outcomes - Ofsted outcomes and curriculum developments.

# Central Team to support school autonomy

## Leadership group

Teaching and Learning - 1% Budget  
Improvement Planning

## Chief Finance Officer Finance Assistant

Budgeting  
Management accounts  
Support for finance systems accounting  
- Xero, School Money, Orovia

## Trust Compliance Manager

Governance Services  
Admissions and Appeals  
Data Protection Officer (GDPR)

## Trust Business Manager

Information Systems and Processes  
Business Manager network  
Sam People and EVERY

## Partners

Estates – AMR  
Early Years and wraparound – The Lime Trees  
IT – Atom  
Financial consultants - MLG

## Chief Executive Officer

Leadership Group  
Estates  

- SCA funding allocation
- Strategic Estate Management Plan

## School Improvement Lead

Associate Leaders  
Lead Practitioners  
SI Visits Calendar  
Individual School Improvement Plans

## Trust Human Resources Manager

- People systems, Processes, Policies and Strategies to meet EQT and school goals
- Organisational Development and Culture



# Key Principles of School Improvement Work

- Each school is distinctive and people are known personally
- No top down curriculum or enforced strategies/approaches
- Shares expertise that exists in schools
- Supportive and safe challenge
- Shared responsibility for finding solutions where they are needed
- No extra workload, supported to undertake the activities you already need to do
- Work with staff at all levels

- Provides support and expertise to help staff undertake their roles and responsibilities
- Sharing practice that exists across schools and providing the chance to see how others do things and use that how you want in your school/classroom
- Opportunity to access CPD related to the different roles and responsibilities staff have
- Aligned to School's and Trust's needs by avoiding repetition
- What is best for pupils and school will be best for OFSTED
- Outward facing and makes use of external expertise where that is beneficial

# EQT Finance Strategy

Financial development strategy – a sustainable financial model for all schools

- Central services – 4% school contribution
- Teaching and learning – 1% school contribution – led and managed by the Leadership Group of Head Teachers
- The IT strategy – 1.2% school contribution – this ensures that all children in all schools have the best equipment possible.
- Property Management and Estates – A strategy to ensure all schools are safe and have the structure they need.

In this way schools aim for and are supported for a balanced in year budget to operate under and with the resources to provide an outstanding education.

# EQT Strategy for HR

- An established wellbeing group to support colleagues with mindfulness sessions, access to counselling, medical services, occupational health and much more through our Employee Assistance Programme.
- HR services, advice and guidance with over 20 years experience in the education sector to enable you to run your school efficiently and develop successful employment practices
- An employee offer to ensure that we are an 'Employer of Choice' and that all who work in our Trust are valued, safe, supported and motivated.
- The HR service supports our schools to achieve what they want to achieve whilst staying within the law, policy and operating with best practice in mind.
- HR combines strategic visioning and the operational, day to day queries and support with casework.

# Why is **Equals Trust** distinctive

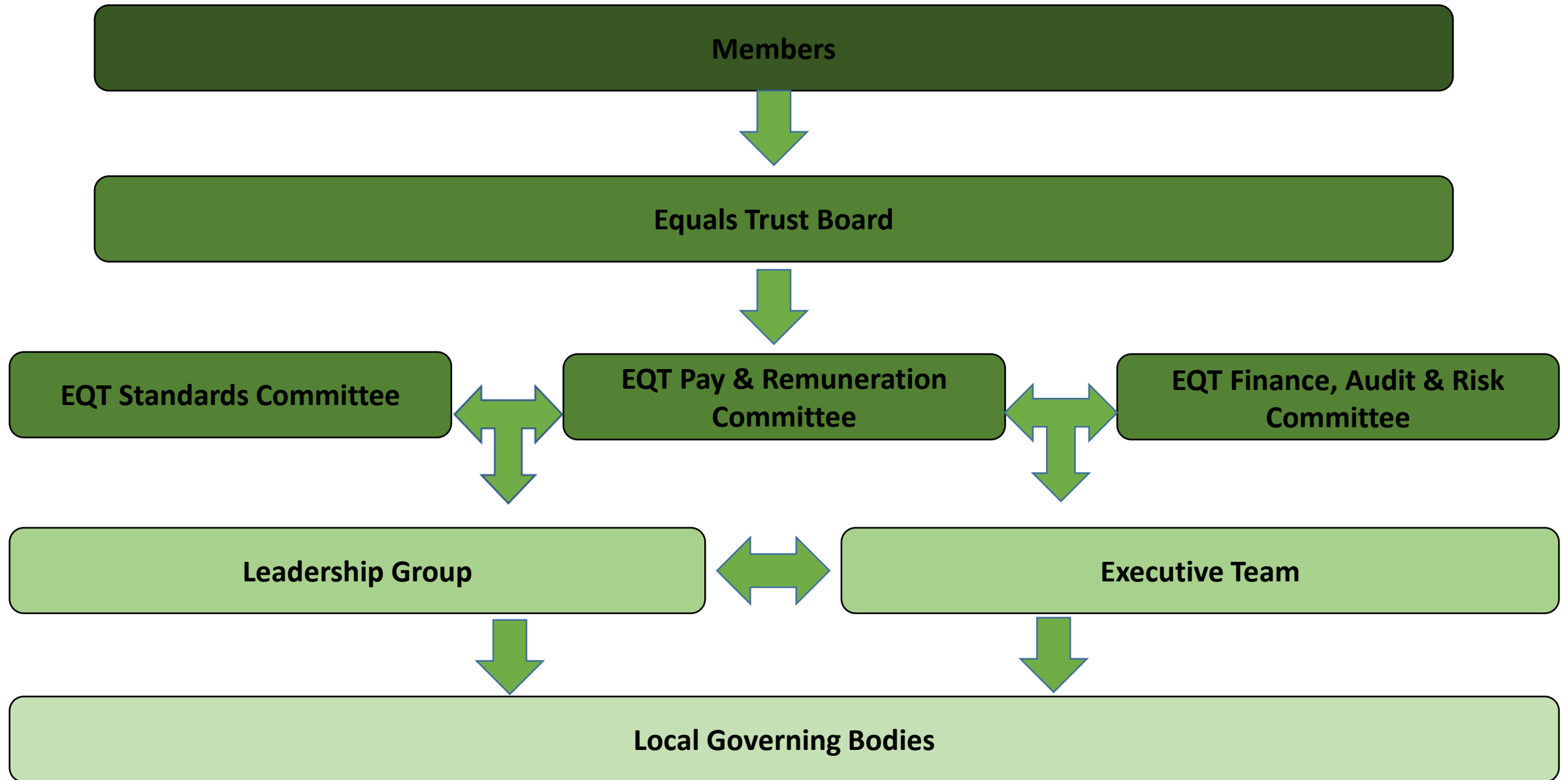
- **Equals is equal**, created by Head Teachers
- The right balance on the continuum between autonomy and control.
- Support and development without control; for example a Reserves policy and an Asset Management Plan that recognises individual school need.
- Trying to be proactive and therefore avoiding having to be reactive, by developing positive relationships and good communication; for example month end finance meetings, well being strategy, open and honest school improvement, IT scheme.
- Schools are still called Primary and remain distinctive to their communities.

- All schools have chosen to join **Equals Trust**
- Head Teachers shape the strategic development of **Equals Trust**, they are part of the governance
- The emphasis is on collaborative working; there is a 1% budget for teaching and learning

### **Quotes from Head Teachers**

- *‘What it isn’t is what makes it attractive’*
- *‘Schools can get on with being schools and Head Teachers can get on with being Head Teachers, but with a great level of support’*
- *‘We live and work by the same values and so we have ownership of the trust we believe in what we do.’*

# Equals Trust Governance Structure



# Contact Information



Central Team	Role	Email
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