



Diocese of Ely
multi-academy trust



2025: The *DEMAT* promise

Our mission is to deliver a high quality education for children and young people of all faiths and none, that is underpinned by our Christian distinctiveness.

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Welcome from the Chair

On behalf of the Trustees, I commend
“The DEMAT Promise” to you.

It encapsulates so much of what we have
achieved and also our aims and ambitions
for all those who work in our schools, for the
communities in which we operate and, most
importantly, for the children.

Our Promise encompasses providing the best
education and life chances we can through
nurturing our children’s values of Love,
Community, Trust, Respect, Ambition.



Peter Maxwell
Chair of the
Board of Trustees



Foreword

The Church of England has been providing high quality education in England for over two hundred years. On behalf of the Chair and trustees, I am delighted to be tasked with ensuring that DEMAT remains a successful core component of the Diocesan Director of Education and Diocesan Board of Education's regional strategy to sustain and grow this legacy, on behalf of the Bishop of Ely.

In January 2020 the Diocese of Ely Multi-Academy Trust (DEMAT) consisted of 39 primary schools, 7000 pupils, 1179 members of staff and 425 trustees and governors. This document sets out the vision and strategy for DEMAT towards 2025, which aligns with and contributes to the Ely Diocesan strategy, People Fully Alive:2025.

In fact, DEMAT has the potential to work across all phases of schools within the Diocese of Ely. This covers a diverse geographical area of over 1500 square miles, comprising cities, market towns and rural areas. The region has an extreme range of socio-economic circumstance, from extreme wealth to areas with significant poverty. DEMAT was created to be the first option for any Diocesan school that wishes to academise, but is also open to schools of all faiths and none.

Each of our schools have their own unique histories and identities and we must ensure that we preserve these characteristics. We recognise that further growth of the Trust must both prioritise the preservation of unique characteristics of the schools and the continued development and alignment of the DEMAT family.

In January 2020, 22 DEMAT schools are rated as Good or better by Ofsted, with 11 rated as Requires Improvement and 6 currently awaiting their first inspection since becoming an academy. In addition, 95% of our church schools have a SIAMS rating of good or better. Much has been achieved under difficult circumstances as the Trust has grown and it is time for us to build upon these foundations. We are proud of our inclusive culture and Christian distinctiveness, and look forward to continuing our work in these areas.

We recognise the importance of continually improving the quality of education across our schools, and are investing in the development of our curriculum, teaching and wider provision to ensure these improvements are realised.

Our vision is for every child to flourish, to be introduced to the richness of human experience, and to understand, question, and contribute to the world around them.



Adrian Ball
Chief Executive Officer

Values Statements

Our trustees, governors and executive will engage with all schools and central services to ensure our values are being realised.

LOVE

We engender love and tolerance between and for our staff, pupils and others to foster an inspiring atmosphere of mutual support.



COMMUNITY

We are committed to ensuring our schools are a living part of the community and contribute positively to its needs.

RESPECT

We do everything possible to provide a caring, safe, and secure place for our staff and pupils to be happy and respected in our schools so they may achieve their potential.

TRUST

We acknowledge accountability and responsibility for our actions but ensure that we encourage each other to make brave decisions and then learn from any mistakes.

AMBITION

We are determined that our schools offer a place for the joy of learning, enabling those of all abilities to thrive and go on to lead rewarding lives.



DEMAT Principles

Our trustees & governors, staff, and pupils have defined a set of behaviours that demonstrate our values.

Ethos statement	Principles of behaviour		
	Pupils	Staff	Trustees/Governors
Love	We will care for our friends, family, and teachers in our actions.	<p>We will treat all of those involved in our schools with dignity and compassion.</p> <p>We will interact and spend time with those in our care.</p>	<p>We will challenge decisions to ensure that the best interests of children are being met.</p> <p>We are tolerant of differences in our schools and show patience in our dealings with issues.</p>
Community	We will welcome visitors to our schools and help people in need around us.	<p>We will pursue greater collaboration with our local churches.</p> <p>We will proactively integrate into our local communities by participation in events, invitations to visit our schools, and responding to need.</p>	<p>We will play an active role in school and community events and promote the work of the school and wider Trust.</p> <p>We will achieve this by fostering an integrated Governance community across our Trust.</p>
Respect	We will be polite to those around us.	<p>We will demonstrate bravery and strength when facing challenge.</p> <p>We will be open in our communications.</p>	<p>We will manage conflict correctly and hold people in positive regard even when in disagreement.</p> <p>We will model positive behaviour and have measures in place to ensure standards are upheld.</p>
Trust	We will make sure people can rely on us to make the right decisions.	<p>We will empower others to make decisions.</p> <p>We will give feedback to one another in a non-judgemental way.</p>	<p>We will behave with integrity.</p> <p>We will be open and consistent in our decision making.</p> <p>We encourage debate and discussion, and learn from omissions or errors made.</p>
Ambition	We will always work hard and try our best in everything that we do.	<p>We will create opportunities for continuous improvement.</p> <p>We will support our pupils in achieving their ambitions.</p>	<p>We will encourage staff and ourselves to continue our education so we are aware of current research and best practice.</p> <p>We will challenge leaders to be the best that they can be.</p>

Core Actions

Core strategic questions

1. How can the Trust effectively monitor, evaluate, and improve each child's experience of their school life?
2. How can the Trust ensure that its staff are enabled to focus on what is important?
3. How can the Trust benefit from further strategic alignment across its schools?
4. How can the Trust ensure that its schools are able to provide a high quality education now and into the future?

Core strategic risks

1. Our ability to respond to the needs of our diverse school profile when delivering a high quality education.
2. Our ability to provide warm, safe, and secure environments across the Trust estate.
3. Our ability to govern, challenge and secure the continuous improvement of the Trust.
4. Our ability to respond to changes in funding/ expenditure caused by external factors.
5. Our ability to manage growth whilst ensuring standards across the Trust are maintained.

Core Strands

Our strategic plan will be delivered through 4 core strands, all of which are underpinned by our Christian distinctiveness.

1. Children are at the heart of all we do

We believe that every decision should be taken in the best interests of children.

2. Keep close to the work

We believe that all staff should be enabled to deliver the core purpose of their work without distraction and that leaders, at all levels, empathise with and develop their understanding of what is happening in the classroom.

3. Maintaining a legacy, creating new traditions

We believe in the importance of continuing the legacy of Anglican Church education, and the need to build new traditions as a DEMAT family.

4. Aspirational, yet sustainable

We believe it is important to ensure our high aspirations are supported by a sustainable approach to education, finances, and the environment.



Core Strand 1

Children are at the heart of all we do

We believe that every decision should be taken in the best interests of children.

Why is this important?

Whilst we have already achieved many successes, we are not complacent and will always seek to improve our performance, adapting to the changes and challenges we encounter.

Our vision is for every child to flourish, to be introduced to the richness of human experience, and to understand and question the world around them. We will always have high expectations and we will always seek to exhaust all possible solutions to support children.

There are always some groups of children, most often those who are vulnerable or who are disadvantaged, but not precluding the highest-attaining, who require us to do more. We will best support these children by having the best curriculum, taught by well-trained professionals, with very high expectations and systems to ensure that we maximise the achievement of every child.

Life-chances and life-choices are assured by equitable access to a rich curriculum that forms part of our DEMAT entitlement for all children within our Trust. We recognise the value of a rounded, holistic education, built upon an aspirational curriculum that is underpinned by our Christian distinctiveness.



How shall we achieve this

- 1.1 Rich curriculum
- 1.2 Quality in the classroom
- 1.3 Supporting children
- 1.4 Raising standards



1.1 Rich curriculum

All children are entitled to and shall receive a broad and balanced curriculum where they will secure a solid foundation in knowledge and understanding of the world and the vocabulary with which to describe it.

We shall work across our schools to enhance our existing curriculum; our curriculum will ignite a love of learning and will rely on our leaders' ability to promote excellence, explore spirituality, cultivate challenge and encourage all to embrace the struggle and joy inherent in learning. Learning must never be too easy or its rewards lose value and its comprehension lacks permanence.

All DEMAT schools will enhance their English and mathematics provision to ensure that all children have this core knowledge which enables them to access the joys of our curriculum. This curriculum will be: academic, well-sequenced, designed by subject-specialists and delivered by well-trained teachers.

1.2 Quality in the classroom

Raising achievement rests on what happens in the classroom. Teaching is key to delivering this strategy, led by a carefully crafted curriculum. To this end we shall promote and share excellence through the development of subject communities and through the sharing of evidence of effective

pedagogy, whilst addressing any unacceptable variability, because all DEMAT children must receive the highest quality of education.

Our continued strong leadership of teaching and learning is a key factor in our success or otherwise. Trust-wide improvement requires that our leaders can accurately recognise any deficits and effectively gauge how to resolve them.

Teachers will have freedom to be excellent, providing regular effective feedback that enables students to recognise what they can do, what they can't yet do and how they must improve.

1.3 Supporting children

We are fully inclusive and welcome all children. To build further on this already strong provision we shall establish a DEMAT Inclusion Network which will include a wide range of additional support such as Educational Psychologists, Speech & Language Therapists, Mental Health Practitioners, and alternative provision.

We shall continue to develop our expertise and the monitoring and intervention of all groups of students, and specifically for our most vulnerable students.

1.4 Raising standards

Continuing the improvement of performance and pupil outcomes in all year groups will remain our most important measure in assuring that, academically, our children are ready to access the secondary curriculum in our neighbouring schools.

We shall ensure that we offer not only the highest levels of pedagogy in reading, writing and mathematics but also the highest standards in the broader curriculum, as we know this is hugely important in developing cultural and personal capital in our pupils.

We shall increase capacity across the Trust to support Headteachers in driving further improvements within their schools.

We shall work closely with both Diocesan and community schools within our localities to raise standards through collaboration.



Core Strand 2

Keep close to the work

We believe that all staff should be enabled to deliver the core purpose of their work without distraction and that leaders, at all levels, empathise with and develop their understanding of what is happening in the classroom.

Why is this important?

It is critical for leaders to understand excellent practice (and the complexities of delivering it) if they are to effectively support and monitor what happens in schools.

Staff who feel valued and not only understand how their role contributes to the wider mission but also how they can develop themselves will be more likely to stay in our schools and provide the best education to our pupils.

Building capacity in advance of need is critical to the success of the Trust. This capacity building must be at all levels of teaching and support staff and whilst we recognise that teacher recruitment is challenging, we remain confident in our ability to attract and retain high quality staff.

We shall identify innovative strategies to ensure staff are undertaking work that is relevant to their core purpose, to ensure they are able to direct their attention where it will have the greatest value in achieving our vision.

How shall we achieve this

- 2.1 Subject expertise
- 2.2 Recruit, develop, retain
- 2.3 Employee engagement
- 2.4 Expert governance



2.1 Subject expertise

Our Director of Education will establish subject communities which will be the driving force to improve the quality of teaching and learning across the Trust. This will be done through the identification of expertise within the Trust and the development of subject-specialist curricula, resources and professional learning to enable the greatest impact across all of our schools.

We shall develop this workforce ensuring that they are always exposed to high quality professional development. As the Trust grows, our subject communities will evolve within tighter geographical areas.

Subject communities will provide a source of expertise and best practice for all staff to access. They will also provide career progression for teachers who wish to remain in the classroom but develop enhanced pedagogical skills.

2.2 Recruit, develop, retain

We shall aim to develop strategic partnerships with Higher Educational establishments and ITT providers who share our vision and values and understand the needs of our diverse group of schools in order to support the recruitment of high quality teachers.

We shall work collaboratively with a range of partners, including subject associations, local subject hubs and other schools to ensure that our children are supported by experts in their respective fields. To this end, the Trust will aim to support those staff seeking to obtain further qualifications, whether this be through apprenticeship routes or by undertaking a doctorate: supporting the very highest standards of education for both our children and our staff is at the heart of our educational philosophy.

2.3 Employee engagement

We pride ourselves on our staff retention rates and will continue to be a good employer.

We will never take our workforce for granted and shall seek to ensure that our practice puts children at the heart of all we do and maintains a work/home balance, so that staff are able to have both a successful professional career and a happy healthy family life.

To achieve this, we shall review our policies and practices to make sure that our children obtain the best service from us first, but also to question the demands made upon our staff when policies are introduced or updated.

We shall ensure that all staff have access to career long high quality professional development supporting those who wish to stay within their current role and those who wish to progress.

2.4 Expert governance

Professional development of all aspects of our governance functions, LGBs and Board (executive and non-executive), will be a priority.

We shall ensure that all responsible bodies have the training, data and assistance to support them in their various functions. An important aspect of this will be active engagement with our schools by Trustees and governors alongside the monitoring of key metrics.

Promoting the recognition of the role of governance at all levels and making sure that the nonexecutive and executive governance of a modern and forward looking multi-academy trust will remain at the heart of the leadership and management of our Trust.



Core Strand 3

Maintaining a legacy, creating new traditions

We believe in the importance of continuing the legacy of Anglican Church education and the need to build new traditions as a DEMAT family.

Why is this important?

The Church of England has been providing education in England for over two hundred years; a number of schools in DEMAT are close to this age.

We have a duty as a diocesan Trust to maintain the legacy of the continued provision of high quality education by the Church of England in line with the strategy of the Diocesan Director of Education and Diocesan Board of Education.

Each of our schools have their own unique histories and identities and we must ensure that we preserve these characteristics.

We recognise that further growth of the Trust must both prioritise the preservation of unique characteristics of the schools and the continued development and alignment of the DEMAT family.



How shall we achieve this

- 3.1 Growing as a family
- 3.2 Celebration
- 3.3 Values and alignment
- 3.4 Givers and receivers of support

3.1 Growing as a family

We shall respond to the needs of the schools in our community should they wish to join the Trust, providing they meet our own criteria.

Where we have the physical capacity within regions, then we shall seek to expand the hub system in areas such as finance, HR, and estates, due to the scalable nature of the model.

We are prepared, if necessary, to ensure the continued provision of high quality education, to review the structure and existence of schools if we have exhausted all opportunities to maintain the current status successfully.

3.2 Celebration

We recognise that communication with stakeholders will be increasingly difficult and potentially disjointed as we grow in size. To ensure that all key partners are able to access appropriate and timely information we shall develop our online systems and presence and formalise the creation and distribution of our DEMAT newsletters, prospectus, and this strategic plan.

The work and development of DEMAT in raising standards and transforming lives, often in difficult circumstances, deserves to be celebrated. Our children also have a right to be part of that celebration and we shall develop Trust wide events in sports, arts, and worship for our children and their families to enjoy alongside their teachers and school staff.

3.3 Values and alignment

Our core values of:

- Love
- Community
- Respect
- Trust
- Ambition

are supported by the DEMAT Principles, a set of behaviours that allow us to demonstrate our values in what we do.

We shall ensure these values and principles are demonstrated across our schools, not as replacements for each school's own values, but as an overarching guide for our whole family.

Our curriculum will echo these values and support the continued alignment of schools within the DEMAT family. Shared training days and Trust conferences provide opportunities for staff to work as part of a larger family.

3.4 Givers and receivers of support

We shall proudly share our best practice but acknowledge that we have much to learn from others as well.

We shall develop even greater links with other trusts, especially within Cambridgeshire and surrounding regions, to establish both formal and informal sharing of practice.

We shall engage in system debate at regional and national levels to ensure that we can use our experiences to shape the future system.

Our local churches and church leaders provide a valuable resource to our schools. We shall ensure that this resource is used effectively.



Core Strand 4

Aspirational, yet sustainable

We believe it is important to ensure our high aspirations are supported by a sustainable approach to education, finances, and the environment.

Why is this important?

We face a number of uncertainties in the national education system which place the delivery of our strategic objectives at risk.

We must not compromise our high aspirations therefore we must further develop sustainable approaches to education, finance and the environment to mitigate these risks. Our family of schools have different needs to one another and we must protect their interests, and ultimately those of the children in their care to be able to provide a high quality education well into the future.

We have limited influence on the level of school funding we receive therefore we need to look at how we can ensure it is being spent to maximise the quality of education of our children.

We do have a greater level of control over our impact on the environment and can work across our schools to raise awareness of this.



How shall we achieve this

- 4.1 Financial health
- 4.2 Our environment
- 4.3 Operating approach
- 4.4 Compliance



4.1 Financial health

The financial climate that we operate in has become significantly tighter in recent times: maintaining our model so that it remains fit for purpose will always be at the core of our planning. Furthermore, we shall endeavour to remain financially fit for purpose by developing forecasts and budgets where we are able to balance the needs of our schools at an individual level.

We shall ensure that education and operations remain aligned and engaged in the financial performance of the Trust through regular stakeholder reviews with clear and concise financial reports. We shall also review our performance frequently and seek to be as productive as possible, developing (where relevant) procurement services to make sure that we direct as much of our revenue as possible to high quality frontline services.

4.2 Our environment

We shall work with our schools to promote awareness of our impact on the environment and support ideas to minimise this.

We shall support the use of sustainable resources from our suppliers and seek to include environmental impact on our tender documentation. It is the right of every child within our Trust to learn in an environment that is healthy, compliant and ultimately fit for purpose.

We shall utilise the expertise within our Trust and create additional capacity so that we utilise, and where necessary create, a compliant framework to access the marketplace making our capital expenditure meet the needs of as many schools as possible.

4.3 Operating approach

We must be prepared to evolve our operating models to ensure we are well placed to meet the needs of our Headteachers and their schools. We shall develop a scalable, efficient model which provides high quality support to our schools in combination with clear, precise management information.

We shall ensure that we identify and realise the synergies that can be achieved across our schools in all of our deliverable functions, including education, finance, HR, and estates. We shall invest in our IT infrastructure and systems to minimise administrative burden on our staff and maximise the learning potential for our children.

4.4 Compliance

Being compliant with statutory guidance is obviously critical to our success. We shall seek to ensure that we obtain the best value for money in all of our projects and not allow bureaucratic processes to obstruct our commitment to give our children the very best education. In seeking to ensure compliance in internal, as well as external, policies we shall develop further our compliance function providing compliance checkers and dashboards to measure the impact of our work.

Our risk register will be developed as an iterative process. Working under our Articles of Association we shall aim to support as many children as possible whilst never placing our existing academies at potential risk. Our live risk register will link to key performance measures which will be made available to our responsible committees.



Our Schools

Cambridgeshire

Babraham CofE (VC) Primary School
Bury CofE Primary School
Elm CofE Primary School
Ely St Mary's CofE Junior School
Ermine Street Church Academy
Farcet CofE Primary School
Guilden Morden CofE Primary Academy
Guyhirn CofE (VC) Primary School
Holme CofE Primary School
Mepal and Witcham CofE Primary School
Milton CofE Academy
Oakington CofE (VA) Primary School
Orchards CofE Primary School
St Andrew's CofE Primary School
St John's CofE Primary School
St Mary's CofE Primary School
St Luke's CofE Primary School
St Peter's CofE Junior School
Stilton CofE Primary Academy
Swaffham Bulbeck CofE Primary School
Swaffham Prior CofE Primary School
Thriplow CofE Primary School
William de Yaxley CofE Academy
Wisbech St Mary's CofE Primary School

Norfolk

Anthony Curton CofE Primary School
All Saints Academy
Duchy of Lancaster CofE Primary School
Hilgay Riverside Academy
Marshland St James Primary and Nursery School
Runcton Holme CofE Primary School
St Martin CofE Primary School
Ten Mile Bank Riverside Academy
The Norman CofE Primary School
Tilney All Saints Primary School
Weeting CofE Primary School
Wormegay CofE Primary School

Peterborough

St Botolph's CofE Primary School
Stanground St John's CofE Primary School

Suffolk

St Christopher's CofE Primary School

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