Alpha Academies Trust



Purpose & Aims

2026-2027

Ambition • Respect • Belonging



What do we do?

Establish high performing academies across primary and secondary phases to maximise attainment and develop character.

About Alpha

What is our purpose?

To deliver a first-class **EDUCATION** that overcomes inequality.

Our Strategic Aims



High Performing Academies
To use Trust resources, to ensure we deliver a first-class education for every child.



Collaborative
To grow more effective partnerships within and beyond the Trust, that impact on children and are mutually supportive.



Investors in People
To attract, develop and retain excellent people who are valued, supported and encouraged to innovate.



Effective Finance & Infrastructure
To have strong and sustainable finances with a highly effective infrastructure.



Expert Leadership & Governance
To develop expert leaders and governors with a range of skills, that make a difference to children's life chances.

Our Values

Ambition • Respect • Belonging



Long Term Priorities

- Cement a strong whole Trust culture where belonging and inclusion are embedded into policies, teaching and daily interactions.
- Ensure every young person experiences a WMBACC curriculum that prepares them to thrive in a diverse and changing world of work.
- Advance digital innovation to strengthen teaching, personalise learning and reduce unnecessary administration.
- Secure long-term Trust sustainability that ensures maximum value for our community

Short Term Priorites

- **To establish the WMBACC in all Alpha academies** - Delivered by integrating the skills continuum from primary into secondary with the “myFUTURE” gateways, so children succeed and have the necessary skills for the future world of work.
- **To embed the Alpha Inclusion Framework** - Delivered by establishing a strong sense of belonging through a relational approach and ensuring all groups are successful, happy and make good progress.
- **To expand our specialist SEND offer** - Delivered by opening SEND resource provisions in Excel and Sneyd academies.
- **To expand digital investment to reduce workload and improve teaching and learning** - Delivered through 1:1 devices and the smart use of AI to remove most marking by 2028, support vulnerable groups with assistive technology, and strengthen teaching and learning.

What does success look like at Alpha?

High Performing

- All academies secure at least an expected judgement across all areas of inspection, with each academy demonstrating progress towards the next inspection grade relative to its starting position.
- Pupil outcomes are at or above national averages across all phases and key measures.
- Safeguarding arrangements are exemplary and consistently effective across all Trust academies.
- Attendance rates are at or above national averages, with exclusion rates at or below national averages.
- The proportion of young people who are not in education, employment or training (NEET) is below national averages.
- All children have the skills and are prepared to achieve a positive transition in their next stage

Collaborative

- The Trust is recognised as an influential civic leader, working collaboratively with local and regional partners to shape and support the strategic direction of education within the communities it serves.
- The Trust is a sustainable and trusted provider of education, making a significant contribution to regional educational provision and improvement.
- The Trust demonstrates full compliance with all statutory, regulatory and local requirements, including admissions, fair access, SEND, looked-after children (LAC) and safeguarding.

People

- All stakeholders report and demonstrate high levels of wellbeing, engagement and belonging.
- Staff retention is strong, with levels of staff absence remaining low and sustainable.
- Effective workforce planning, recruitment and professional development ensure that all areas of the Trust are appropriately staffed with colleagues possessing the skills, knowledge and expertise required to deliver the Trust's strategic aims.
- A strong culture of research-informed practice, educational development and innovation is embedded across the Trust.

Finance and Infrastructure

- Reserves are maintained above 5%, with academy budgets demonstrating strong financial management and sustainability.
- All requirements of the DfE Academy Trust Handbook are met in full.
- The Trust secures an unqualified external audit report.
- Central services deliver consistently high-quality, efficient and effective support to academies across the Trust.

Leadership

- The WMBACC curriculum model is fully embedded and consistently delivered across the Trust
- Inclusion, belonging and equity are firmly embedded within the culture, practices and decision-making of the Trust
- Artificial intelligence is integrated into day-to-day operations, contributing to improved teaching, learning and organisational effectiveness
- A high-quality and sustainable leadership pipeline enables the Trust to maintain capacity and support future growth.
- Governance is effective, providing robust challenge, support and accountability across the Trust.

Our Academies



Pupil Count: 1440
Principal: Jayne Schofield
Website: discovery.alphaacademiestrust.co.uk

Pupil Count: 196
Principal: Clare Jones
Website: holdenlane.alphaacademiestrust.co.uk

Pupil Count: 1184
Principal: Anna Steele
Website: excel.alphaacademiestrust.co.uk

Pupil Count: 433
Principal: Lucy Bourne
Website: discovery.alphaacademiestrust.co.uk

Pupil Count: 472
Principal: Jason Hyder
Website: sneyd.alphaacademiestrust.co.uk

Pupil Count: 481
Principal: Jessica Bell
Website: eaton.alphaacademiestrust.co.uk



Supporting over 4200 students

Governance

Members



Chair | Carol Jones



Cathryn Hickey



John Patino



Paul Richards



Mark White

Trustees



Chair | Diane Thompson



Simon French



Vice Chair | Stephen Packham



Jamie Smith



Andrew Reid



Matthew Gee



Sarah Milne



Debbie Torjussen



TBC



TBC

LGB Chairs



Patrick Shelley



Charlotte Bennett



Steve Bradbury



Dave Hughes



Michael Finney



Kate Townshend



First Class Education



For Every Child



School Improvement Strategy

Tier 1 Lead (Academy led)

- A culture of high expectations and aspiration is embedded.
- Pupils consistently show self-discipline, dedication to learning and high levels of respect within a culture highly conducive to learning.
- Positive relationships and a highly inclusive culture ensure that pupils and staff feel that they belong to the academy and Team Alpha.
- An ambitious, consistently high-quality curriculum is taught highly effectively, so that pupils, including disadvantaged pupils and those with SEND, achieve consistently well and are exceptionally well prepared for their next steps.
- Leaders support staff wellbeing and manageable workload, sustaining a highly professional, stable and committed workforce.
- A highly effective culture of professional learning and expertise is embedded, informed by the best available evidence and research.
- Leaders develop expertise as a key driver of improvement and use exceptional practice to support improvement across the Trust and beyond.
- Governors use their knowledge and expertise to provide consistent support and robust challenge, sustaining exceptionally high standards.
- A highly effective culture of safeguarding exists.

Trust support

- 2-5 year master plan.
- Development plan focussed on priorities that will sustain strong or better provision.
- Regular review of live “risk” issues.
- CEO 1:1 every 4 weeks.
- Annual external health check from School Improvement Executive Lead.
- Challenge partner established with an exceptional provider.
- Contribute and receive support from Trust networks.
- Strategic capacity established to provide expertise for Trust/city development.
- Governor Challenge & Improvement meetings as required to support any identified risks.

Tier 2 Grow (Academy led)

- Attendance and PA are close to national averages.
- The curriculum is ambitious, suitable and well planned, and is taught consistently well across subjects and year groups; any isolated inconsistencies are identified and addressed promptly.
- Pupils generally achieve well and are ready for their next stage; attainment and progress are broadly in line with national averages, with any gaps closing quickly.
- Leaders have an accurate, informed understanding of provision and use evidence and insight to assure quality and take timely action where improvement is needed.
- Professional learning is evidence-informed, of high quality and designed to build staff expertise in line with academy priorities.
- Governors understand the academy’s context and provide appropriate support and challenge, assuring themselves of the impact of leaders’ work.
- High expectations, positive relationships and well-understood routines create a safe and calm environment in which pupils generally behave well and low-level disruption is infrequent.
- Safeguarding is met.

Trust support

- 2-5 year master plan.
- Development plan focused on priorities that will move the academy to strong or better provision.
- Regular review of live “risk” issues.
- CEO 1:1 every 4 weeks.
- Annual external health check from School Improvement Executive Lead.
- Challenge partner established with an exceptional provider.
- Contribute and receive support from Trust networks.
- Support from Trust school improvement team.
- Governor Challenge & Improvement meetings as required to support any identified risks.

Tier 3 Reinvent (Academy led)

- Attendance remains below national averages, but improving.
- Leaders have appropriate ambitions for curriculum and teaching, but weaknesses or inconsistencies remain; appropriate improvement action has begun, although its impact is not yet consistently secure.
- Professional learning is developing, but it is not yet sufficiently precise, embedded or consistently effective in improving staff expertise and practice.
- The intent of a broad and ambitious curriculum is starting to be established.
- Pupils’ attainment and progress remain inconsistent or not as strong as they need to be, although leaders’ actions are beginning to improve achievement.
- Leaders broadly understand the academy’s strengths and areas for development and are taking appropriate action, but implementation lacks precision or is not securing improvement quickly enough.
- Expectations, relationships and routines are improving, but weaknesses or inconsistencies continue to limit behaviour, attitudes or pupils’ sense of belonging.
- Suspension remains higher than national averages.
- Leaders are addressing inconsistencies in staff practice and engagement, but the culture of high expectations and professionalism is not yet securely embedded.

Trust support

- 2-5 year master plan.
- Development plan is comprehensive and ensures all priorities that secure the expected standard of the Ofsted framework are included.
- Regular review of live “risk” issues.
- CEO 1:1 every 2 weeks.
- External health check twice a year from School Improvement Executive Lead.
- Involvement in national DFE programs to improve standards e.g. PEIA.
- Support from Trust school improvement team.
- Contribute and receive support from Trust networks.
- Governor Challenge & Improvement meetings every half term.

Tier 4 Stabilise (Trust led)

- Attendance and persistent absence are weaker than they should be; leaders do not yet have an effective strategic approach to identifying barriers and securing sustained improvement.
- Leaders’ understanding of curriculum and/or teaching is inaccurate or insufficiently precise; significant weaknesses are not tackled effectively and staff do not receive the expertise development they need.
- Pupils’ attainment and progress are significantly weaker than they should be, with little or no signs of improvement.
- The academy’s capacity to improve is poor: leaders do not identify and prioritise the right issues, take suitable timely action or provide effective accountability.
- Leaders do not secure consistently positive behaviour; disruption reduces learning and sanctions, suspensions and/or exclusions may be used inappropriately.
- Leadership arrangements do not secure a stable, effective workforce; staff absence, recruitment and retention significantly limit the academy’s capacity to improve.
- Safeguarding is not met: serious and/or widespread failures mean that pupils may not be safe, or statutory safeguarding responsibilities are not fulfilled.

Trust intervention

- Trust led statement of action implemented to bring about rapid improvement.
- Trust Executive leaders deployed to implement standardised policies that are proven in areas of need.
- Regular review of live “risk” issues.
- CEO 1:1 every week.
- External health checks every term from School Improvement Executive Lead.
- Support from Trust school improvement team.
- Support from Trust networks.
- Trust led governor Challenge & Improvement meetings every fortnight, with external educational leaders on the committee.



Trust Capacity to Support

Primary
Executive School Improvement Lead
Executive WMBACC Futures Lead

TSL | TSL | TSL | TSL | Gateway TSL

- Leadership Development
- Academy / Subject Reviews
- Coordinate Cross Trust Events (Moderation etc.)
- WMBACC Development
- School Improvement Support

Secondary
Executive School Improvement Lead x2
Executive Achievement/WMBACC Lead

Maths TSL | English TSL | Hum TSL | Science TSL | MFL TSL | Gateway TSL x 3

- Leadership Development
- Academy / Subject Reviews
- Achievement / Intervention
- WMBACC Development
- T + L Support / Development (Strategic Staffing)

Primary + Secondary

- Trust Digital Lead
- Trust Stakeholder Engagement Lead
- Executive Inclusion & Safeguarding Lead
- Trust Careers Lead
- Trust SCITT / Teacher Development Lead

Networks:

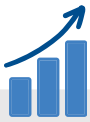
- Research & Development
- Subject Networks
- Primary Moderation
- Secondary Achievement
- Inclusion/Safeguarding
- Strategic Leadership
- Behaviour & Attendance
- Teacher Workforce Development
- Futures Network
- Environment Sustainability
- Business Managers
- AI

All Central Services



IT Infrastructure & Digital Transformation

- Network
- Hardware
- Cloud-Based Solutions
- Compliance
- Technology to support Teaching & Learning
- Website Management
- Future Digital Technologies
- Cyber



Financial Management

- Annual Budget Planning
- Finance System
- Financial Benchmarking Reports
- Monthly Management Accounts Outturn/Monitoring Checks
- External/Internal Audit Planning
- DfE Returns
- HMRC Returns



Human Resources

- Dedicated HR Support
- Creative Solution-Focused Resolutions
- Union Negotiations
- Bespoke In-House Training
- Advice on Staffing Structures/Salaries
- Recruitment & DBS
- Single Central Register Monitoring



Health & Safety

- Regulations
- Risk Assessments Support
- Training
- Access to Health & Safety Officer
- Advice and Guidance



Contracts Management

The Trust ensures central tracking and monitoring of all contracts in place and enables timely renewal and procurement

All Central Services

Estates Management

- Advice on Project Management
- Support for Site Managers
- Capital Procurement Support
- Efficiency Improvement Programmes
- DfE Good Housekeeping

Policies

Central policies in place to meet legislative requirements for education and other legislation. Other statutory documentation e.g., Health and Safety, Data Protection.

Business Management

- SLT Support on Operations
- Support and Guidance for Administration Teams
- Preparation of 3 - 5 Year Budget Plans
- Preparation and Submission of Financial Returns
- GDPR
- Cyber requirements

Legal

- All academies have access to Eversheds, the Trust's legal advisors, via a helpline to discuss any issues/queries on areas of law that can be resolved quickly
- Other services are also available but may incur additional charges

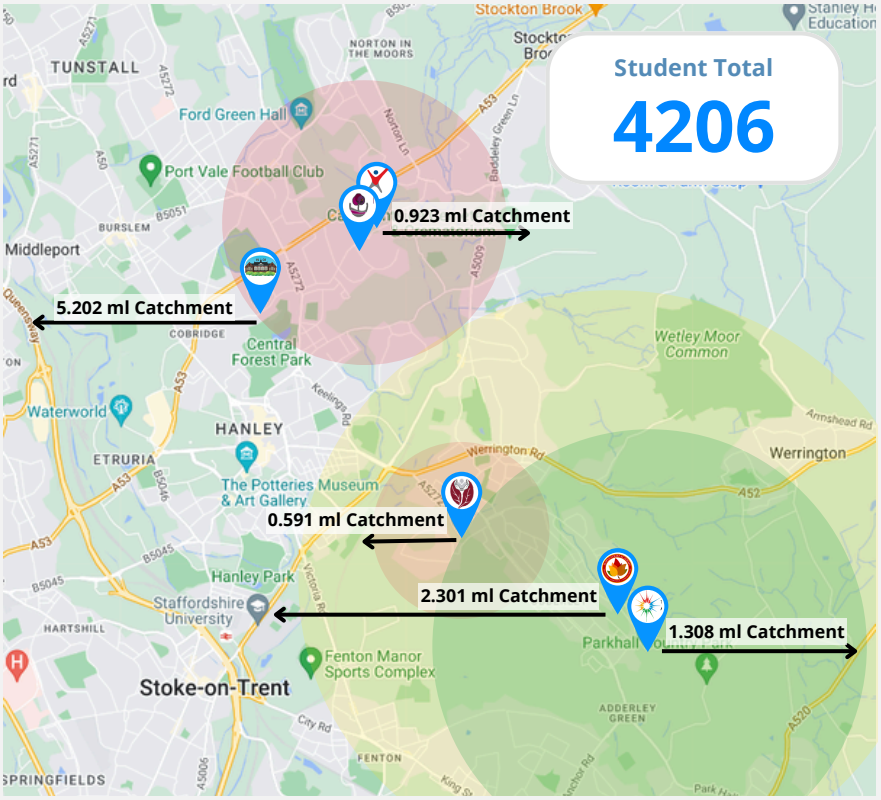




Outstanding educational experience

Growth Map 2026-2027

The Discovery Academy	Student Numbers: 1440 Catchment: 1.308 miles
The excel academy Stoke-on-Trent	Student Numbers: 1184 Catchment: 0.923 miles
Maple Court Academy	Student Numbers: 433 Catchment: 2.301 miles
Sneyd Academy Learn Achieve Believe	Student Numbers: 472 Catchment: 0.502 miles
Eaton Park Academy	Student Numbers: 481 Catchment: 0.591 miles
Holden Lane Academy	Student Numbers: 196 Catchment: 0.991 miles



Academy Card

01 September 2026

Context	Academy	National
Total on Roll	225	282
Pupil Premium (%)	62	23
EAL (%)	38	21
SEN (%)	25	14
Deprivation Indicator	0.3	0.21

Phonics	2022	2023	2024	2025	2026	Target	Close to National	National
% Achieving by Year 1	65	92	83	82	82	80	74 - 86	80
% Achieving by Year 2	92	93	97	90	86	87		91

EYFS	2022	2023	2024	2025	2026	Target	National
% Good level of development	70	71	73	74	76	77	68

Attendance	2019	2021	2022	2023	2024	2025	2026	Target	National
Statutory Attendance	92.1%	94.6%	94.5%	95.0%	94.3%	95.4%	95.6%	National	94.4%
Attendance All Children	95.8%	95.7%	94.6%	94.2%	95.0%	95.2%	95.5%	National	94.4%
Persistent Absence	11.7%	11.3%	14.8%	13.0%	16.1%	9.0%	10.9%	National	13.5%
Severely Absent	1	1	1	1	1	4	6		

Behaviour	2019	2021	2022	2023	2024	2025	2026	Target	National
No. of students suspended	0.4%	0.9%	0%	0%	0%	0%	0%	0%	0.6%
No. of students 2+ suspensions	0.4%	0.9%	0%	0%	0%	0%	0%	0%	
Permanent Exclusions	0.0%	0.0%	0%	0%	0%	0%	0%	0%	0.0%

KS2	2022	2023	2024	2025	2026	Target	Close to National	National
% Exp in RWM	70	75	70	77	83	80	54 - 70	62
% Higher in RWM	3	6	7	7	21	14	5 - 12	8

KS2 by Subject	2022	2023	2024	2025	2026	Close to National	National
% Exp in Reading	83	84	77	97	93	69 - 82	75
% Exp in Writing	77	84	83	83	83	65 - 79	72
% Exp in Maths	77	91	80	87	93	67 - 82	74

Ofsted Next Steps

Last Inspection: 5th March 2024
Next Inspection Due: 2027/28

Next Steps -

Staff do not always ensure that pupils have a secure understanding of the key knowledge and skills needed for future learning in some subjects. As a result, pupils struggle to make connections between what they already know and new learning. The school should ensure that staff implement the curriculum effectively checking so that pupils remember more over time

Health Check

Last Health Check: October 2025
Next Health Check Due: 2026

The Academy's self-evaluation reflects the outcomes of this review. Leadership remain committed to continuous improvement and should:

- Continue the positive wider curriculum development
- Continue to develop questioning techniques across all subjects
- Monitor the impact of the writing intervention closely and ensure data reflects accelerated progress for SEND pupils
- Continue to provide CPD for ECT's with a focus on pupil engagement strategies and reducing teacher-led input



Contact us

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