



MIDDLESEX  
LEARNING  
PARTNERSHIP



**TRUST OFFER**  
Information for Schools

## WELCOME

As the leader of the Middlesex Learning Partnership Multi Academy Trust, I can tell you that my job is an honour and a pleasure. The information in this booklet is designed to help you decide whether you wish to join the MLP family, by conveying to you the enthusiasm and passion that we all have for the future of the trust. Thank you for taking the time to read. I hope you find it useful.



## WHO WE ARE

MLP is different from many other Multi-Academy Trusts in that our moral purpose extends to all aspects of our organisation. It is our firm commitment to offer excellent central services and value for money, too. We are transparent with our charges and accountable for the impact they have. Our central service offer means that Heads are given relevant data and information on a regular basis to help them make informed decisions.

We harbour great ambitions for the young people of Middlesex; ambitions for their futures, ambitions for their achievements and ambitions for their personal development. Students are at the heart of everything we do and our commitment to them and to our values is unwavering. We have a passion to innovate and are always pushing the boundaries of learning, encouraging both students and staff to strive for their full potential. We are a growing trust dedicated to collaboration and we work hard to make the most of the synergy that arises when schools with a common vision unify their endeavours. Buoyed by this spirit of oneness, our academies have all become more successful. They are able to offer a broader range of support and services to all of our stakeholders than ever before, and all of this within an organisation where everyone has a voice and everyone plays a role.

We want to equip young people to flourish in a rapidly changing world and we want our staff to celebrate the priceless contributions they make to students' lives. Our mission is to ensure that students and pupils come to recognise, through their direct experience, the importance of learning and the transformation power that education has to level the playing field.

As a relatively small trust we are open, accommodating and responsive to the needs and requirements of our academies, without exception. Our academies have the capacity to deliver more together; united behind our common goals, our partners and our commitment to the future generations of Middlesex. In a very real way, the academies are the trust and we are keenly aware of how important it is that we all listen to one another and work collaboratively.

Our ethos of mutual participation makes us adaptable and strong. The rigours of the new Ofsted Inspection Framework is one area where this has recently become evident. Barnhill Community Academy has been pro-active in sharing curricular expertise and resources with our primaries and the primaries have helped develop Year 7 bridging units in core subjects. Cross-pollinations of this kind are instrumental in weaving the golden thread of curriculum through our students' educational journey.

As we grow, our trust will continue to ensure that all of its academies maintain strong networks and an equal voice as part of the group, making membership a viable and valuable choice for a diverse range of schools. We are offering the opportunity to add capacity to your 'Good' or 'Outstanding' school, to place your school in a leadership role within a larger organisation or to simply incorporate your school into our family of academies. Whatever your goal, MLP will support, advise and nurture you on your journey. No academy left behind.

Together, achieving our very best.

Tracey Hemming  
CEO/Executive Head Teacher  
Middlesex Learning Partnership





## BARNHILL

Barnhill Community High School is now achieving its highest ever outcomes and Ofsted praised the leadership of the trust:

*"You have taken effective action to address areas that you identified after joining the school. You have raised expectations for behaviour and for what pupils can achieve, particularly those from disadvantaged backgrounds. As a result, disadvantaged pupils now make much better progress and their attainment is improving. There is a more purposeful and effective culture for learning that pupils and staff recognise and appreciate"* - Ofsted, September 2016

Barnhill's progress outcomes at both KS4 and KS5 place the school in top categories nationally and in September 2019 the school became a member of an elite group within Challenge Partners called 'Growing the Top' - a group of high performing schools within which leadership excellence is shared and challenged. Challenge Partners also graded Barnhill as exceptional at the last review.

Barnhill has had a rapid journey to excellence over the last few years, and the strategic approach to improvement is something that the trust has built upon and can share with equally ambitious schools and academies.



## BELMORE PRIMARY ACADEMY

Belmore Primary School had been Ofsted rated 'Requires Improvement' for several years when it joined MLP. However, since joining the Trust, the academy has established itself as one of Hillingdon's highest performing Primaries across all Key Stages. It has achieved an Ofsted 'Good' rating in its last two inspections and is arguably now on the cusp of being an Outstanding school.

The school has achieved progress scores putting it into the top 5% of the country and has had significant success in closing the attainment gap for disadvantaged children. The school has been one of the Mayor of London's 'Schools for Success' for several years running, putting it firmly in the top 6% of Primary schools in London.

Maximising children's core academic achievement is fundamental to Belmore's ethos. However, working collaboratively with other schools within MLP the academy has done much in the last few years to develop its curriculum and establish a broad and balanced curriculum that supports the growth and development of all children.

With its trajectory of improvement and as the success and confidence of the school has grown, Belmore has increasingly become an active partner in supporting school improvement in other schools in need, providing staff in several roles within the school with crucial career and professional development opportunities.

*"School improvement initiatives are considered, timely, well planned and rigorous; leaders ensure that they are consistent throughout the school. The school invests in its staff, including middle leaders. It provides a myriad of opportunities including coaching, mentoring, peer observation and leadership courses. There are opportunities for teachers to visit other settings in the Trust as well as to support other schools in school improvement actions" - Challenge Partners*



## WILLIAM BYRD PRIMARY ACADEMY

William Byrd Primary Academy has just joined MLP after over twenty years of instability and an 'Inadequate' judgement in 2016. Our intensive work with the academy has been recognised as highly effective. Outcomes are rising, teaching & learning has improved, leadership & management is at full capacity and it is no longer in special measures. We have great hopes that the full potential of this academy will be achieved with the strong leadership team now in place.

*"The school improvement team has provided strategic direction and stability at a critical juncture for the school. Any actions taken and decisions made were after thorough analysis and designed to provide sustainable improvement in the educational enrichment for our pupils"* - Gurnam Bhullar, William Byrd Primary Chair of Governors

## GRANGE PARK JUNIOR SCHOOL

MLP's partnership with Grange Park Junior School rapidly bore fruit. Within 8 weeks, Grange Park went from being a struggling school with no leadership at all, to achieving a 'Good' Ofsted inspection.

'The partnership (with MLP) is extremely effective and contributes extensively to the overall effectiveness of the school... The interim headteacher's leadership is inspirational.\* She has worked tirelessly to secure rapid improvements and provide focused leadership for the school' - Ofsted, January 2016

\*The interim headteacher is now our Trust Achievement Director



## HOW DO WE WORK TOGETHER?

Collaboration is at the core of MLP. Without the synergy that this brings we would be just another top down MAT. Of course MLP is accountable to the DfE for the final outcomes of it's schools' performances, but we walk the journey together:

- The executive team of Executive Headteacher/CEO, Headteachers and Directors meet regularly to drive school improvement across the Trust. As a Senior Leader in MLP your voice is valued and your contributions are expected
- We have cross-phase Boards which link our key employees together in areas such as Quality First Teaching, SEND and Inclusion, Curriculum both intent and implementation.
- We provide intensive support using bespoke improvement plans. If needed, these are created through established and successful support modules
- Our systems allow for rapid dissemination of and access to best practice across the group by sharing MLP policies and procedures
- We create innovative staffing structures and professional development. E.g. staff can work across more than one academy or phase. This supports both recruitment and retention of staff
- We keep our training days on common dates, facilitating high quality cross-school CPD
- We reward staff for their loyalty with Golden Ticket Days, gifted to those serving 5 years or more within a trust school, as well as special Long Service Awards.
- We recognise champion teachers across the Trust, giving them access to the Quality First Teaching Board.
- We can offer access to specialist facilities, including laboratories and gyms. There are large venues for celebratory events at Barnhill Community High School.



## HOW DOES GOVERNANCE WORK AT MIDDLESEX LEARNING PARTNERSHIP?

When a school joins MLP, there are three tiers of governance, rather than one:

1. Members of the MAT – Highly regarded members of the community, public services or commercial industries.
2. The Board of Directors of the MAT, which includes the Chair of the Trust.
3. The Local Governing Body for the school or phase.

The majority of your existing governors will continue to use their experience and expertise within the LGB, but there is the likelihood that one of your Governors will become a Director on the Board. Going through the process of changing the name of our Trust has meant that we have overhauled our policies, articles and schemes of delegation to be fully inline with the latest DfE guidelines and set for growth. Lines of delegation are clear and the roles for all Directors and Governors within the developing Trust are significant and highly active. The LGBs will usually have delegated authority to run the academy, while the directors of the Middlesex Learning Partnership will be ultimately responsible for all the academies within it.

Our Trust Board is made up of dynamic leaders, all of whom are committed to developing, sustaining and growing our successful organisation through clear channels of accountability and governance.

The Trust Board is committed to creating opportunities for good and outstanding leaders of schools joining the MAT to influence the onward growth and development of the trust at Executive Leadership and Trust Board levels.

There are 6 meetings for the Board and each LGB over the academic year. Governors and Directors are expected to use their specific skill sets and expertise to work collaboratively with school leaders on joint projects, monitoring exercises and MLP initiatives between each meeting.



## WHAT IS INCLUDED IN THE FINANCIAL SERVICES PACKAGE?

- Fully facilitated budget planning in liaison with Heads and Finance Officers using HCSS budgeting software tool – provided by the Trust
- All Financial procedures including
  - Timely and accurate month end close
  - Monthly income and expenditure reports with variance analysis and forecast to year end presented to Heads and Governors
  - Monthly balance sheet and cashflow reports
  - Detailed monthly staffing forecast with tracker to year end
  - Monthly departmental budget monitoring reports
  - Monthly VAT returns
  - Commissioning and oversight of termly internal scrutiny reports
  - External audit liaison
  - Production and submission of annual Statutory Accounts
  - Submission of Statutory Returns: TPEOYC, AAR, LBCT, BFRO, BFR3Y
  - Review of internal financial processes to drive efficiency and cost reductions
  - Oversight and guidance of finance team, mentoring and upskilling where needed
  - Underpin support to Governors and Heads in all matters financial

Upon academisation, schools joining the Trust would be asked to move to the Sage for Education finance package using the DFE Standard Chart of Accounts. The cost of this is absorbed by the Trust. This is to ensure consistency for auditing and reporting purposes and our finance team will be there to manage the transition. Partners can continue to manage their own day to day financial transactions if they wish. Ongoing support and guidance will be available for all aspects of financial management, allowing accurate and timely management information, robust internal and external scrutiny reports and statutory audits.

## WHAT IS INCLUDED IN THE HUMAN RESOURCES PACKAGE?

We recognise that people are our greatest asset and our ethos and values are the driving force behind ensuring our staff are valued and well managed. Our internal HR team, supported by an external consultant and the backing of a great legal team, will be on hand to give day to day advice and guidance. It also means that more complex issues such as TUPE transfers will be in a safe pair of hands.

## ADDITIONAL SERVICES

Expert advice is available on SIMs reporting, timetabling and managing student data at an additional cost.



## HOW MUCH DOES IT COST A SCHOOL AND WHAT WILL THE SCHOOL RECEIVE IN RETURN?

All schools in the Trust currently pay 4.3% (20-21 Rate) of their GAG Funding as a contribution toward Trust services. Our support package includes:

- Strategic Development support from the CEO and access to a strong network of excellent partnerships  
CFO led financial Services Team
- Procurement services allowing for economies of scale
- HR Support in direct liaison with school level staff, led by Trust HR Business Partner  
Full IT service and support (CSE)
- Governance compliance and full clerking services  
Development of Trust-wide policies and procedures
- Website compliance checks
- Marketing and communication support with clear marketing protocols and design input from specialist staff
- Specialist support from the Trust Achievement Director  
Access to subject specific expertise for primary Schools from our Exceptional Secondary School

## DO WE NEED TO GET PERMISSION TO JOIN THE MIDDLESEX LEARNING PARTNERSHIP?

Both the joining school and the Middlesex Learning Partnership will need to obtain the permission of the Secretary of State for Education via the Education and Skills Funding Agency (ESFA). The ESFA will usually want the parties to prepare a business plan which sets out:

- The details of the change, including any potential issues/risks relating to the proposals and evidence of demand
- When is the change to be implemented and how
- The effect on other schools, academies and educational institutions within the local authority and an overview of the responses to the consultation
- The degree of local authority support and what the academy has done in response to any consultation responses from them
- Any indicative costings and an indication of how these might be met, including how the change will be sustained in terms of capacity and value for money
- Any suggested changes to the admission arrangements

The Middlesex Learning Partnership Executive Team will support with any applications and business plans.

## DO WE NEED TO CONSULT?

The DfE guidance on making significant changes requires both the school and the MLP to consult with key stakeholders, including the local authority, for a minimum period of 8 weeks before submitting a business case to the EFA.

The DfE requires that consultation should be planned to maximise response, which will usually mean holding consultation during school term time. It is also good practice to hold meetings at the academy school, or at a venue close to it, to canvas the views of stakeholders.

## WHERE CAN I FIND MORE INFORMATION?

<https://apply-convert-academy.service.gov.uk/>



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