Strategic Plan Summary
2019-2022

Issue 1.1
September 2019
Strategic Plan Summary 2019-2022
September 2019

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Welcome
From the CEO and Chair of the Trust Board

Welcome to Aldridge Education – whatever your reason for reading this plan, we hope it gives you a clear sense of who we are and what we stand for. This is our vision, it’s what we want for the pupils and staff in our family of schools – and it’s the journey that we are on.

Let me be clear from the start – all the words in this document have one goal – they are in the service of our young people and the communities we serve.

Young people like – well, we’ll call him Jim.

Jim arrived at the Aldridge Enterprise Studio in Darwen having struggled at his previous school with his behaviour and engagement. He grew up on a tough estate and was involved with gang culture. At home, he cared not only for his younger brother, who has autism, but also for his mum. When he arrived at Aldridge, he was on the brink of permanent exclusion. By the time he left the Studio, he had gained 3 strong A-level equivalents, had an unconditional offer for university because of the hands-on experience he had gained with the film industry during his sixth form study and had been awarded a bursary to support him with his costs. His three years at the Studio enabled him to transform his life.

Similarly, take ‘Brenda’ at Darwen Aldridge Community Academy.

In Year 9, a parent was diagnosed with a brain tumour. This illness lasted throughout Brenda’s study and shortly before she sat her GCSEs, her parent passed away. With the support of her family and school staff, she refused to defer or step away from exams and she went into the school’s sixth form, where she gained straight As and received a place at Oxford to study Medicine - the first in her family ever to go to university. Whilst studying for her A levels, she also created artwork for the hospice where her parent had been and used this to explore words from her parent to her. She is determined to specialise in Neurology, spurred on by the exceptional treatment she saw from nurses who cared for her parent. What incredible determination, resilience and passion this young woman displayed.
Or what about Simon.

Simon joined BACA after a challenging time in primary school and with a difficult home background. His mother was frequently absent and later left Simon in the care of his grandfather when she moved away with a new partner. Simon found it hard to focus in school in Year 7, often truanting classes and getting angry if he didn’t understand something. Simon found focus by becoming interested in a career in construction and with the support of his tutor, mentor and subject teachers he was able to complete his GCSEs and has now enrolled in BACA College Construction Centre, where he is thriving, following a Level 3 course in carpentry and joinery.

This is the focus of our work, the purpose for Aldridge Education; a mission first articulated by Sir Rod Aldridge and now lived out in our schools on a daily basis – this is our journey.

Jane Fletcher
CEO

Brent Thomas
Chair of Trustees
Strategic plan 2019-2022
What We Believe
What We Believe

1.2 Our beliefs and intentions

We believe that education should be stimulating, enriching and enjoyable at all phases. We believe that strong schools and Trusts achieve this through high-quality teaching, strong and relevant curricula that retain breadth within and between future career pathways, through clear boundaries and excellent relationships.

We believe that a great education empowers our young people because it offers them genuine choice for their future decisions. We believe that it allows our pupils to understand the value of education and learning throughout their lives.

Our intention is that our young people can look forward to the whole of their futures with anticipation because they have turned what excited and stimulated them at school into a career that provides economic security and a life that is enriching both to them and to those around them.

We believe that work can – and should be – fun! On average, an individual can expect to spend around 100,000 hours at work or in other purposeful activity – close to 12 complete years of their life. We want our pupils to look forward to these years with anticipation because their favourite subjects and areas of greatest interest have become their work. Idealistic? We don’t think so! We want them to leave with the employability skills they need to increase their options through starting their own businesses or being able to adapt to new jobs that don’t exist as yet.

Our intentions are to ensure that our pupils are empowered for the future – in all areas of their lives - through our focus on the following objectives:

1. Workplace behaviours
2. Contributing to society/the community
3. Empowered through our attributes
4. Genuine choice through strong outcomes
5. Economic security through quality destinations
6. Cultural capital through diverse enrichment

Equally, we know that some people leave school without the qualifications they want and need and others want to continue training, retrain or enjoy learning a range of things throughout adult years. Our education opportunities don’t stop at the age of 18 because we also
support adult education for all – and particularly the most vulnerable and hard to engage. We believe the opportunity to take control of your career options or to enjoy ongoing learning should continue into adulthood and we are committed to supporting our local communities in this mission. All that we offer our schools, we also offer our adult provision – we see this as a core part of the Aldridge family.

We want our staff to feel supported, developed and empowered. We want to attract the very best teachers. We believe that our people want to be successful in the workplace and that if we provide a clear model and consistent coaching, together we can make this a reality. We want our teachers to be keen to take part in coaching and all our staff to see a genuine opportunity for ongoing professional development throughout their careers. We want staff to stand together to support the school’s culture and to feel supported by the protocols we use and the leadership we provide. We want our staff to taste success as we develop our practice together and learn to close gaps for our students, day by day. The views of our staff matter to us – We Are Aldridge - one group, one mission, different voices joining together, all part of the Aldridge family of schools.

1.3 Our mission

Our mission is summed up in our strapline: lives transformed through entrepreneurial education. An enterprising pupil responds creatively to problems, grows from failure and is hungry for new experiences. A pupil with an entrepreneurial mindset is ‘work ready’, they have a goal to work towards and do so with passion and determination. We recognise that our pupils will not develop these habits and mindsets unless we model these for them. We seek the same objectives for our organisation, our people and our schools. We aim to be solution-focused, learning-orientated and hungry for growth.

We exist to serve the needs of all in our communities – including those who are the most disadvantaged and the hardest to reach; we believe each young person has skills to be developed and the potential to enjoy life and contribute to their community in a meaningful way. This belief shapes the way we think, the way we speak, the way we act, the way we recruit, the way we make decisions and the way we are building our schools.

The Aldridge Attributes are fundamental to our mission – we believe that developing strength in each of these equips our community to be self-motivated, enthusiastic learners and empowers them for the future – this is the essence of an enterprising mindset:

- problem-solving (analysis, solutions-focused)
- creativity (imagination, innovation)
- risk-taking (proactivity, optimism)
- determination (goal-setting, resilience)
- passion (autonomy, enthusiasm)
- teamwork (relatedness, communication)

A clear sense of the importance of social conscience permeates throughout all of the above attributes.
1.4 Operating norms

We believe that the way we operate at all times and with all partners is of paramount importance. Our agreed operating norms are as follows:

**We are ALDRIDGE**

We’re one group working for one aim, both empowered and responsible to be working together for the common good

**The standard is EXCELLENCE**

Excellence is our bar, it’s what we aim for together, nothing less

**Our PEOPLE matter**

Humanity in all that we do, common manners, we value relationship, everyone matters, not just some

**We’re in the work TOGETHER**

We stand by each other, we work to do the best for our students and staff, we are not self-advertising, none of us considers ourselves to be above the work

**CHARACTER is key**

Integrity, honesty, patience and tolerance – they matter

**We LEAD BY EXAMPLE**

The way we do anything is the way we do everything, we set the standard in all areas and at all times

**Every MOMENT MATTERS**

We sense an urgency to be excellent, we can’t waste time and we aim to be reflective and sensible in our decision-making
Strategic plan 2019-2022

How We Will Achieve Our Goals

Aldridge Education Strategic Plan Summary 2019-2022
January 2020 | Issue Reprint 1.2
2.1 What does an Aldridge school look like?

Aldridge Education is a family of schools working together for the good of their young people. Our leaders recognise the responsibility of leadership and are unafraid to own it; equally, they understand the benefit of working in collaboration with others inside and outside their school and they build successful partnerships across many spheres of influence.

Our Headteachers are fully responsible for their schools and we provide support to assist them in this task. We expect our leaders to use their time on the things that are of primary importance and as learning is at the heart of our purpose as educators, this means that all our Headteachers personally act as coaches to at least one teacher and coach others who are involved in lesson observation and feedback in our schools. Our Headteachers are expert teachers themselves, with a track record of improving outcomes for young people in their own classrooms.

Aldridge leaders understand the benefit of being part of a family of schools and seek to maximise these opportunities, wherever possible. We standardise our practice where the benefits of doing so are greater than the constraints encountered. We do not standardise our practice when we see no intrinsic value in doing so. Notably, we align our practice around curriculum and assessment and we believe that there are four key components to growing a successful school:

1. Strong student culture
2. Data driven instruction
3. Consistent and developmental coaching
4. A knowledge-led curriculum that supports mastery of learning

We have a strong focus on enterprise across the Trust. We want all our pupils to leave with the qualities that prepare them to be confident and ready for the challenges and opportunities that lie ahead of them. This includes promotion of our Aldridge Attributes, links to business partners, bespoke careers advice and guidance, sourcing bursaries and preferred places in apprenticeships and university courses. We aim to offer all our pupils a range of experiences that build their cultural capital, and work experience that is genuinely useful to them in exploring career possibilities. Our vocational courses are practical and hands-on and engage our pupils in the real-world application of the theory they are learning.
Our operating model: the strategies we use to achieve our objectives and our goals

There is no uniform description of an Aldridge school. They look and feel different to each other and they bear the ethos and culture set by their leaders. We don’t want or need our schools to be identical models of one another. Nonetheless, within each Aldridge school, the following should be fully embedded and at the core of school culture and practice.

Student Culture:
- September focus annually at inset
- Thorough induction for our new starters
- Schools agree key routines and implement these with intentionality
- 100% is expected in classrooms and we ‘do it again’ until that is achieved
- All staff follow our routines and expectations exactly all of the time because we know that a great school does what it says it does all of the time. We stand together and therefore we support each other by using the protocols, even when we don’t believe we personally need them.
- Schools determine their own behaviour policies and rewards & sanctions protocols
- All our schools have an expectation of behaviour which is ‘workplace ready’
- We work with visitors from other sectors to help our students see the gap and address changes needed
- We focus our behaviours around the Aldridge Attributes
- We use real time feedback to support staff with culture
- We track our progress in culture and address our gaps, resetting where necessary
- All our staff own student culture as their priority
- We do all in our power to avoid exclusions but we use them when there is no other alternative available

Data driven instruction:
- Data has at least two functions – to measure and to change. Measuring is important but needs to be undertaken proportionately. Data that changes outcomes is of the most value and is for the use of teachers and those who work with them.
- Data drives our planning and is part of the preparation a teacher does when planning a lesson.
- Interim assessments at Key Stage 4/5 are undertaken twice each year; these are a measurement tool and use of question level analysis informs adjustments to schemes of work.
- Formative assessments are for individual school and teacher use and marks are kept weekly through exit tickets to inform reteach in subsequent lessons. These also produce a bank of common misconceptions which inform teacher planning on future occasions. This assessment is at the micro level and we believe it is this data and its use that transforms outcomes for our students.
• We test reading ages upon entry and use GL progress tests at the end of years 7, 8 and 9. Any internal tests are compared to our nationally standardised data to check that both sets of results align. Data is used to ask questions and seek answers.
• Wherever possible, our tests are unseen and we commit not to teach to tests as we recognise that this is a disservice to our students.
• Checking for understanding is at the heart of every lesson – both at an individual and whole group level. There is no opt out in an Aldridge classroom. We encourage developed and clear responses from our pupils through skilful questioning which never allows us to answer our own questions and probes our pupils, challenging them to think deeper and journey further into their own learning.

**Consistent and developmental coaching:**

• Coaching is central to our support for teacher development. It is entirely separate to the appraisal processes used at Aldridge.
• All trainees through to NQT+1 receive coaching until it is no longer needed.
• New staff to our schools receive coaching.
• Only excellent practitioners are trained to be coaches.
• All teachers are entitled to coaching at points in their career - this is a wholly positive thing and does not have any negative implication for that teacher.
• Lesson observations and feedback (coaching) takes place weekly and an action log completed weekly by coaches.
• Each school has a lead for this work who holds weekly sessions for all coaches to monitor action steps, discuss impact and provide ongoing training.

**A knowledge-led curriculum which supports mastery of learning:**

• Each of our schools determines their curriculum based upon the needs of their students and is able to articulate the purpose of the learning they are providing.
• Basic literacy and maths skills are vital to our students; where students are below the expected level, we aim to catch them up at the earliest opportunity and our schools make curriculum provision for this.
• Aldridge schools share their best curriculum practice and work together to develop subject expertise, for the good of their students.
• Every student in an Aldridge secondary school is entered for English, Maths and Combined Science.
• An Aldridge curriculum is designed to ensure a breadth of choice for students upon exit. It aims to encourage strong destinations for students through bespoke IAG, development of the Aldridge Attributes and workplace experience, particularly for those on vocational routes.
• We want our pupils to evidence mastery in their studies- able to move from concrete to conceptual and to transfer their learning independently to new situations and problems facing them.
- Cultural capital lies at the heart of our intentions for our students and Aldridge schools all have 100 activities - reflecting the local context and desires for their pupils – that they offer to everyone before they leave. These are clearly displayed in their schools, owned by the whole community and tracked to ensure everyone benefits.
- A curriculum is only as good as its delivery and a key driver for us is checking for understanding – both at individual and whole group level. As part of this, we expect to hear our pupils’ voices constantly in our lessons – and expect their contributions to be developed and clear, allowing us to assess the extent to which they really understand the work we are covering.

**Monitoring and evaluation:**

- Aldridge Review commissioned for each school annually
- CEO visit one day per half-term at each school – deep dive into key priorities with data trawl, real time feedback and coaching as part of these visits
- Aligned templates for school self-evaluation and academy improvement planning
- Key priorities for improvement plans discussed and agreed between CEO and Principal prior to production of AIP
- Aldridge schools have a formal monitoring and review cycle which is used termly
- Between cycles, monitoring focuses on exceptions in order to close gaps and address matters arising. We expect these to be addressed swiftly as every minute counts in an Aldridge school and our pupils can’t afford to waste lesson time – we are always aiming to get better faster.

**Use of time:**

- School calendars, inset days and meeting schedules should reflect the AIP priorities.
- Aldridge academies commit to having some common inset days so that collaborative working/training can take place.
- Co-planning is a vital part of lesson preparation and Aldridge leaders ensure it has high priority in school schedules.
- PD with staff is always followed through in lessons through real time feedback and coaching to ensure it is embedded.
- Aldridge headteachers understand that school improvement requires them to be in the detail of the work in their schools – as part of this they carry a coaching load.

### 2.2 How we come together as a group of schools

Leaders and teachers are employed to be in front of their students and their schools need them there; consequently, we aim to be proportionate in our requirements for people to be out of their schools. We use Microsoft Teams through Office365 and videos to hold meetings and share good practice where possible.

School leaders meet half-termly for Principals’ forums and we rotate these around our regions.
Schools align some of their inset days each year to enable regional or Trust-wide events, inset and collaboration to take place.

Leaders agree together a set of common and standardised documents that will be used throughout the year. Aligning these means that schools can both support each other and review each other’s work with a greater degree of understanding and awareness.

Leaders also agree to a shared assessment cycle and work around an Aldridge curriculum is emergent. When Aldridge Reviews take place, we encourage leaders to shadow these in each other’s schools because we believe there is immense learning to be done by being in someone else’s school and watching their practice.

We use shared approaches to developing student culture, to lesson observation and coaching and to closing gaps for our students.

We are developing a shared understanding of what great learning looks like and how we plan the prep for our lessons to ensure that high leverage learning is the key focus of our work.

2.3 Our Support for Aldridge Schools

We believe that being part of Aldridge Education should make our schools smarter and more financially stable. It should enable incoming leaders, teachers and support staff at all levels to receive good support and coaching and to have every opportunity to succeed and, indeed, to grow their careers over time. We believe that our pupils should benefit from this and that their outcomes should be strong. Additionally, they should have access to a range of personal development and experiences that, added to their exam outcomes, offer them genuine choice as young adults and great next steps.

Our support for our schools covers a range of areas including:

1. School improvement
2. Professional development
3. Financial support and accountability
4. Governance and compliance
5. Procurement, IT, estates and funding opportunities
6. Human resources and people development
7. Marketing and public relations
8. Partnership-building and enterprise

Our Core Offer is set out in a separate document and is our commitment to each Aldridge school within the Aldridge Education Trust.
3.1 Our relationship with the Aldridge Foundation

The Aldridge Foundation works with the CEO and Trust Board to develop our joint approach to enterprise and entrepreneurship including how to support schools with embedding an entrepreneurial culture. The Foundation raises funds and creates partnerships to enable the academies to be able to provide enrichment programmes and interactions with commercial and social organisations. These are designed to widen the experiences of students and to enable schools to undertake wider work with their communities, thus contributing to the economic development of the areas in which they operate. It can be considered as the outboard motor for creating, identifying and nurturing ideas and approaches designed to enhance the life chances of our students. The Foundation will continue to be the main philanthropic activity of Sir Rod Aldridge and his family.
Strategic plan 2019-2022
Appendices
Appendix 1
Our Origins and Context

Aldridge Education is a Multi-Academy Trust (MAT), established by the Aldridge Foundation to fulfil the Aldridge ambition of providing young people from disadvantaged communities with a high quality of education recognising the value that enterprising attributes and entrepreneurial instincts can add in supporting academic performance and preparing young people for employment and better life chances. As of the 1st September 2019 there are eight schools within the MAT and a new adult education provider. The Aldridge Foundation established Aldridge Education as a national MAT in September 2016, taking over responsibility from the Foundation for its family of academy schools and colleges.

Aldridge Education understands that the future of England’s education system relies upon schools/academies working closely together to share best practice, giving every pupil the best possible chances in life. We set up Aldridge Education to make this vision a reality, as a not-for-profit trust, and we work closely with our family of educational settings located in the North West, South East and London.

Aldridge’s interests in education reach beyond the schools in the MAT. Aldridge Education is the Lead Sponsor of a free-standing academy, Kensington Aldridge Academy, whose specialism reflects those of Aldridge Education and the Trust has a close working relationship with the school. Additionally, Sir Rod Aldridge was the founding Chair of Ada, the National College of Digital Skills, an FE College in Haringey - which the Trust supports as one of the Founding Partners giving clear connectivity to the digital world and the apprenticeships programme.
Appendix 2
The Aldridge MAT and wider education family

North West Region
Darwen Aldridge Community Academy
Darwen Aldridge Enterprise Studio School
Darwen Vale High School
Sudell Primary School
UTC@MediaCityUK

London and South East Region
Dukes Aldridge Academy
Brighton Aldridge Community Academy
Portslade Aldridge Community Academy
Aldridge Adult Learning

Kensington Aldridge Academy*
Ada, National College of Digital Skills (partner)*
*Establishments positioned outside the MAT

<table>
<thead>
<tr>
<th>Academy Leaders</th>
<th>Establishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Dolan</td>
<td>Darwen Aldridge Community Academy</td>
</tr>
<tr>
<td>Matthew Little</td>
<td>Darwen Vale High School</td>
</tr>
<tr>
<td>Colin Grand</td>
<td>Darwen Aldridge Enterprise Studio School</td>
</tr>
<tr>
<td>Lenny Lewis</td>
<td>Sudell Primary School</td>
</tr>
<tr>
<td>Jane Wood-Greaves</td>
<td>UTC@MediaCityUK</td>
</tr>
<tr>
<td>David Benson</td>
<td>Kensington Aldridge Academy</td>
</tr>
<tr>
<td>Monica Duncan</td>
<td>Duke’s Aldridge Academy</td>
</tr>
<tr>
<td>Bob Speight</td>
<td>Brighton Aldridge Community Academy</td>
</tr>
<tr>
<td>Mark Poston</td>
<td>Portslade Aldridge Community Academy</td>
</tr>
<tr>
<td>Nick Fenn</td>
<td>Aldridge Adult Learning</td>
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</tbody>
</table>

As at 06.01.20
Appendix 3
Our Local Governing Committees (LGC)

Provide scrutiny of the delivery of the Academy Improvement Plan and monitor expenditure against the academy budget, thus holding the school’s leadership to account. It ensures that entrepreneurship is embedded in all aspects of school life and that the local community is engaged with the academy, so that the school is properly meeting its community’s needs.

<table>
<thead>
<tr>
<th>Chairs of Governing Committees</th>
<th>Establishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenda Brindle</td>
<td>Darwen Aldridge Community Academy</td>
</tr>
<tr>
<td>Ian Richardson</td>
<td>Darwen Vale High School</td>
</tr>
<tr>
<td>Ian Clark</td>
<td>Darwen Aldridge Enterprise Studio School</td>
</tr>
<tr>
<td>Claire Aspin</td>
<td>Sudell Primary School</td>
</tr>
<tr>
<td>Brent Thomas</td>
<td>UTC@MediaCityUK (interim)</td>
</tr>
<tr>
<td>Mick May</td>
<td>Kensington Aldridge Academy</td>
</tr>
<tr>
<td>Malcolm Weston</td>
<td>Duke’s Aldridge Academy</td>
</tr>
<tr>
<td>Jim May</td>
<td>Brighton Aldridge Community Academy</td>
</tr>
<tr>
<td>Peter Wylie</td>
<td>Portslade Aldridge Community Academy</td>
</tr>
<tr>
<td>David Hobson</td>
<td>Aldridge Adult Learning</td>
</tr>
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As at 06.01.20
Appendix 4
Our Central Executive Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Fletcher</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>Kit Lam</td>
<td>Chief Operating Officer</td>
</tr>
<tr>
<td>Rowan MacLennan</td>
<td>Data Manager (North) (0.4)</td>
</tr>
<tr>
<td>Caroline Warriner</td>
<td>Data Manager (South) (0.2)</td>
</tr>
<tr>
<td>Theresa Palmer</td>
<td>Director of Governance</td>
</tr>
<tr>
<td>Kerry Birch</td>
<td>Director of HR</td>
</tr>
<tr>
<td>Jose Bordetas</td>
<td>Director of IT (0.4)</td>
</tr>
<tr>
<td>Alan Brooks</td>
<td>Dir of Marketing, Communications, External Affairs (0.4)</td>
</tr>
<tr>
<td>Will Shaw</td>
<td>Director of Estates</td>
</tr>
<tr>
<td>Mary Hughes</td>
<td>Financial Controller</td>
</tr>
<tr>
<td>Laura Etherington</td>
<td>HR Manager North</td>
</tr>
<tr>
<td>Dylan Moorcraft</td>
<td>HR Manager South</td>
</tr>
<tr>
<td>Vacant</td>
<td>PA to the CEO/Office Manager</td>
</tr>
</tbody>
</table>

As at 06.01.20

Education Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosie-Lee Linton</td>
<td>Associate Principal</td>
</tr>
<tr>
<td>Dawn Barlow-Ward</td>
<td>Trust Lead for English North</td>
</tr>
<tr>
<td>Poppy Nobes</td>
<td>Trust Lead for English South</td>
</tr>
<tr>
<td>Lauren Massey</td>
<td>Trust Lead for Maths North</td>
</tr>
<tr>
<td>Alison Harbottle</td>
<td>Trust Lead for Maths South</td>
</tr>
<tr>
<td>Vacant</td>
<td>Trust Lead for Science North</td>
</tr>
<tr>
<td>Vacant</td>
<td>Trust Lead for Science South</td>
</tr>
</tbody>
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As at 06.01.20
Appendix 5

Aldridge Education Board of Trustees and Patron

Our patron is Sir Rod Aldridge, the sponsor and founder of Aldridge Education. He also remains as a member of the Local Governing Committee at Kensington Aldridge Academy.

Our Trust Board is comprised of:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anand Aithal</td>
<td>Board member</td>
</tr>
<tr>
<td>Brent Thomas</td>
<td>Chair of Trust Board</td>
</tr>
<tr>
<td>Caroline Sheridan</td>
<td>Board member</td>
</tr>
<tr>
<td>Frank Hogan</td>
<td>Board member</td>
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<tr>
<td>Janie Chesterton</td>
<td>Board member</td>
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<tr>
<td>Jane Waters</td>
<td>Board member</td>
</tr>
<tr>
<td>Rich Benton</td>
<td>Chair of Finance and Resources committee</td>
</tr>
<tr>
<td>Rob Wye</td>
<td>Chair of Education Standards committee</td>
</tr>
<tr>
<td>Shona Nichols</td>
<td>Representing The Aldridge Foundation</td>
</tr>
<tr>
<td>Tunde Banjoko</td>
<td>Board member</td>
</tr>
</tbody>
</table>

As at 06.01.20
Aldridge Education created as a MAT. ANWET incorporated into this with change of name.

ADA National College for Digital Skills opened in 2016 and is a partner of Aldridge Education.