Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Annual Impact Report

2023

Welcome from the Chair of Directors

I am very pleased to present to you to the Annual Report for 2023-2024 for Exceed Learning Partnership. As a Board of Directors, we believe it is important to share our approach and achievements, and the Annual Report is a fitting vehicle for this purpose.

The report has had input from a range of stakeholders and seeks to inform you of the way pupils' welfare and learning has been cared for and addressed over the last academic year. This document also further demonstrates that we are truly accountable to those we serve.

Those who lead our Trust, serving in a voluntary capacity as Members, Directors, or Local Governing Boards or as Professional Officers, are accountable to the Secretary of State and Department for Education but are also primarily accountable to the pupils and parents/carers in our eight academies in Doncaster, each serving different communities. Every child in all our academies is entitlement to excellent educational provision. It is important that we challenge ourselves on all levels to deliver on our motto, 'Every Child, Every Chance, Every Day!' We also have accountability to those who work within our organisation, as it is through their efforts that we can deliver the very best education.

Since its inception, the Trust, under the guidance of Beryce Nixon as Chief Executive Officer, has allowed the academies to have as much autonomy as possible whilst working closely together on teaching and learning and endeavouring to deliver services, which provide excellent value for money. It is hoped an annual report will give the opportunity to reflect on where we are in delivering the best possible education that every one of our stakeholders is entitled to expect.

This year we entered the secondary phase, welcoming Hall Cross Academy into the Trust. As we continue to grow as a we will not move away from our core purpose of putting children and young people first in every decision, we make in order to achieve our vision:

'Equip young people with the knowledge, skills and mind-set to thrive and then take on the world!'

I hope you find the Annual Report Informative and that it demonstrates our commitment to excellence and to ensuring that we serve you and your communities as effectively as we possibly can.

John Blount
Chair of Directors

A message from the CEO

As CEO I am very proud to present the Annual Impact Report for 2023-2024.

Our Trust was established in 2017 with just two academies. This has now grown to a group of eight primary academies and our first secondary academy, who we welcomed in February 2023.

From the very start of our journey, we were determined to create a trust with a strong set of core values. We have respected the uniqueness of each academy whilst also understanding that trust, autonomy, and accountability go hand in hand. I am proud to work with a group of leaders who take this seriously at all levels. Our motto 'Every Child, Every Chance, Every Day!' has remained central to all our decision making in order to deliver on our four key aims.

We have created a network of professional learning opportunities to ensure that all our people are highly effective and that strong leadership pathways are in place. We have a strong induction process, high quality CPD for teachers new to the profession and leadership CPD at every level.

Sharing of best practice and its rapid dissemination across all academies is a key feature of the trust, school improvement is a joint responsibility. Improved pupil outcomes are secured through collaborative working and learning opportunities.

Partnerships with our communities, our parents/carers and other key people involved in the lives of our children are of upmost importance, engaging all stakeholders in promoting the highest standards.

We adopt innovative approaches to providing services and have developed economies of scale to the benefit of all our children and staff including financial management, premises services, HR support and IT.

We are totally committed to investment in the future of all children in our academies through high-quality learning experiences to raise standards and improve outcomes.

We are one professional community working collaboratively together to deliver on our Trust Vision:

'Equip young people with the knowledge, skills and mind-set to thrive and then take on the world!'

This Annual Report is a reflection and evaluation of all our achievements and the collective journey we have been on over the last 12 months. Our improvements and progress are clearly outlined in this report and showing the excellent outcomes we have achieved across our academies.

Beryce Nixon
Chief Executive Officer and National Leader of Education

Our Ethos

Children within our Trust will always be our main priority, with personalised learning as our starting point, making the challenges of 'Helping Children Achieve More' a reality.

Every child will have the opportunities to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.

The amount of time children spend in education is finite. We have a responsibility to ensure every moment a child is in an Exceed Learning Partnership School, must be spent productively. Once wasted, it is gone forever and cannot be given back.

Every Child | Every Chance | Every Day

Our Vision

To equip young people with the knowledge, skills and mind-set to thrive and then take on the world!

We will achieve our vision by:

Every child developing:

- a greater understanding of themselves as a learner
- recognise what their strengths are
- how they can share their strengths with others
- understand what steps they need to undertake for their continual learning journey

Pupils will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these.

At Exceed Learning Partnership we believe in social justice through exceptional schools, creating and sustaining the best schools in which to learn and work by pursuing social justice for all.

Every child will be given the same opportunity to succeed, whatever his or her prior attainment. A key feature of the Exceed Learning Partnership will be a learning curriculum which builds the characteristics of Learning across all schools within the trust. This will focus on our learning philosophy skills:

Resilience, Motivation, Collaboration, Creativity, Investigation, Teamwork and **Evaluation.**

Our Values

Inspire

Embodied in the Trust motto, "Every Child, Every Chance, Every Day", all members of our organisation aim for excellence in their individual professional roles, in our innovative, evidenced-based practice and in our pupils so that we can all fulfil our potential in whatever we aspire to do or be!

Include

At Exceed Learning partnership we are concerned with achieving equitable, diverse and quality education for all pupils. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.

Integrity

We respect the individuality of our academies and their communities and always act with integrity. By allowing high levels of autonomy wherever possible, we are able to nurture personalised learning approaches and focus on developing holistic people.

Exceed

Excellence and enjoyment should be an entitlement for all children and adults working in our Trust. We are developing cutting-edge, research-informed and highly engaging pedagogies that ensure high levels of progress and rapid development of staff; leading to the highest levels of achievement for all!

Our Aims
and Strategic Objectives

SO1. Outstanding Professionals

- To develop winning teams of Governors, leaders, staff and other stakeholders who are forward thinking, highly skilled, open, hardworking and determined to enable success for others

SO2. Innovative Systems Enabling Creative Schools

- To create innovative and sustainable schools that are creative, vibrant, safe, compliant, financially healthy, well resourced and exceptionally well governed and led

SO3. Strong Partnerships and Communities

- To work closely with our local communities and parents to secure the best outcomes and opportunities for our learners.

- To develop a network of partnerships across all our academies, our local area and across the country which are powerful in supporting the development of all.

SO4. Exceptional Learners

- To develop learners who are highly successful with attributes, skills and qualifications for a fulfilling life.

- To ensure all our learners have a high quality school experience and enjoy an abundance of opportunities.

People Vision

We create exceptional, inclusive and enjoyable places to work

We are passionate about our purpose and inspire each other to deliver high performance

We act with integrity and our Values drive our behaviours and decision-making

We strive to exceed in all we do and learn from every opportunity

...to deliver on our motto

Every Child.
Every Chance.
Every Day.

Facts about our Trust

Our Trust is made up of eight primary academies and one secondary all within Doncaster.

Bentley High Street Academy

Type: Primary
Age: 3-11
Headteacher: Miss Austwick

Contact Details:
High Street
Bentley
Doncaster
DN5 0AA

W: bentleyhighstreet.co.uk

T: 01302 874536
E: admin@bentleyhighst.doncaster.sch.uk

Carr Lodge Academy

Type: Primary
Age: 3-11
Principal: Mrs S Crampton

Contact Details:
Grady Drive
Balby
Doncaster
DN4 8GA

W: carrlodgeacademy.org

T: 01302 230700
E: enquiries@carrlodgeacademy.org

Edlington Victoria Academy

Type: Primary
Age: 3-11
Principal: Mrs E Clark

Contact Details:
Victoria Road
Edlington
Doncaster
DN12 1BN

W: edlingtonvictoria.co.uk

T: 01709 862175
E: admin@victoria.doncaster.sch.uk

Hall Cross Academy

Type: Secondary and Sixth Form
Age: 11-18
Principal: Mr S Swain

Contact Details:
Upper Campus
Thorne Road
Doncaster
DN1 2HY

W: https://hallcrossacademy.co.uk/

T: 01302 360626
E: https://hallcrossacademy.co.uk/contact-us/

Hill Top Academy

Type: Primary
Age: 3-11
Principal: Ms S Burgen

Contact Details:
Edlington Lane
Edlington
Doncaster
DN12 1PL

W: hilltopacademy.co.uk

T: 01709 863273
E: admin@hilltop.doncaster.sch.uk

Rosedale Primary School

Type: Primary
Age: 3-11
Principal: Mr J Wardle

Contact Details:
Emley Drive
Scawsby
Doncaster
DN5 8RL

W: rosedale.doncaster.sch.uk

T: 01302 782744
E: admin@rosedale.doncaster.sch.uk

Sandringham Primary School

Type: Primary
Age: 3-11
Principal: Mr C Metcalfe

Contact Details:
Sandringham Road
Intake
Doncaster
DN2 5LS

W:http://sandringham.school

T: 01302 361880
E: admin@sandringham.school

Sheep Dip Lane Academy

Type: Primary
Age: 3-11
Principal: Mrs F Parish

Contact Details:
Sheep Dip Lane
Dunscroft
Doncaster
DN7 4AU

W: sheepdiplane.doncaster.sch.uk

T: 01302 842464
E: sdlp@sheepdiplane.doncaster.sch.uk

Willow Primary School

Type: Primary
Age: 3-11
Principal: Mrs D Sumner

Contact Details:
Alston Road
Bessacarr
Doncaster
DN4 7EZ

W: willowprimaryschool.co.uk

T: 01302 539249
E: admin@willow.doncaster.sch.uk

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Academies Ofsted Rating

1	Outstanding
6	Good
2 (Awaiting inspection – historical judgements)	Requires Improvement
0	Inadequate

Inspection Outcomes 2022-2023

Good	Willow Primary school
Retained Good	Sandringham Primary School
Retained Good	Hall Cross Academy

Growth of Exceed

	9 Exceed Academies
	588 Employees
	4817 Learners
	Governance & Local Governing 5 Members 12 Directors 79 LGBs

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Financial Headlines

Income (excluding Capital)	£24m
Expenditure (excluding capital)	£24.4m
Reserves	£2m

Agreed Investment from Reserves

£80,000	Investment in reading materials and areas across all 8 primary academies
£26,000	Investment in the Thrive Programme to support social, emotional, and mental health development across the Trust
£130,000	Investment in all compliance areas at Hall Cross Academy
£45,000	Investment to improve Hill Top Learning Environment
£27,000	Investment in ICT at Sheep Dip Lane Academy

Capital Investment

🏛️	**£108,000** Devolved Formula Capital
🐷	**£3.99 million** Capital Funding Grants
👩‍💻	**£49k** External Funding
🏫	**£840,000** Connect the Classrooms
☁️	**£105,000** Building Refurbishment

CPD Opportunities and Programmes

- Leadership Development Programmes
- Early Career Programmes
- Year Group Networks
- Curriculum Leaders Network
- Subject Leader Development
- Business Managers Network
- Site Managers / Supervisor Network
- Early Years Network
- Safeguarding Network
- Subject Networks
- Teaching & Learning Pedagogy
- Health & Well-Being Network
- Thrive Network

Governance Programme

- Induction for New Directors and Governors
- Termly Chairs Meetings
- Safeguarding and Child Protection Training
- Prevent Training
- Safer Recruitment Training
- Cyber Security Training
- Risk Management Training
- School Improvement Training
- Data and Risk Training
- Ofsted Framework Training
- Finance Training
- Scheme of Delegation
- NGA Training programme
- National College

Meet Our Central Team

Beryce Nixon
Chief Executive Officer
b.nixon@exceedlp.org.uk
01709 805175

Andy Hibbitt
Deputy Chief Executive Officer
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07384 117065

Rachael Macleod
Director of Primary Education
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01709 805175

Phil Wilkinson
Chief Finance Officer
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01709 805175

Wayne Kilner
Director of ICT
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01709 805175

Clair Long
Head of Estates
c.long@exceedlp.org.uk
01709 805175
07512308326

Helen Young
Head of Governance, Policy and Communications
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01709 805 175

Lorraine Burton
Personnel Manager
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01709 805175
07384 118960

Katy Ousley
Finance Manager
k.ousley@exceedlp.org.uk
01709 805175
07387 884606

Matthew Copestick
Strategic Safeguarding Lead
m.copestick@exceedlp.org.uk
01709 805175
07354 848159

Rachel Hodgson
Professional Learning, Data and Projects Officer
r.hodgson@exceedlp.org.uk
01709 805175

Victoria Brewster
Governance Professional
v.brewster@exceedlp.org.uk
01709 805175

Janine Tuke
Personal Assistant to the CEO
j.tuke@exceedlp.org.uk
01709 805175
07593 554855

Governance

We are a multi-academy trust which is responsible for operating and maintaining a number of academies within Doncaster. We are both a company limited by guarantee and an exempt charity, regulated by the Secretary of State for Education.

Our constitution and objectives are set out in our memorandum and Articles of Association. We are also bound by the requirements of our Master Funding Agreement, as well as by the provisions of the Academies Trust Handbook and a range of other pieces of government guidance and legislation.

We do not have shareholders, but we do have Members, who provide the highest tier of non-executive oversight. The five Members bring with them a wealth of experience from the world of education and business.

The Strategic tier of our governance is the Board of Directors. We have eleven Directors who also bring with them vast experience from the world of education, finance, HR, and public services. Directors are appointed by Members. They are Directors for the purposes of charity law and also fulfil the role of appointed Directors in regard to company legislation. Any appointments or resignations must be reported to the Members.

Directors are accountable to the Members, to the Secretary of State for Education and also to the communities served by the academies. They are required to have systems in place which they can fulfil their legal duties, as well as monitoring and scrutinising the work of the Executive.

Directors also have responsibility for key decision-making in respect of aspects of our operations and are required to act, both collectively and individually, in the best interests of our Trust and our academies and in line with our Vision Statement and other policies. They along with all those involved in our governance, have a strictly strategic role.

Directors may not delegate their accountability for the performance of the Trust, but, in practice, they do delegate the responsibility for many aspects of our operation, as outlined below. This is in the form of a 'scheme of delegation.' Directors then hold to account the bodies and individuals with 'delegated responsibility' on behalf of the Members, the Secretary of State for Education, and the communities we serve.

Directors delegate responsibility:

To a number of Trust Board sub-committees, each of which consists of a subset of Directors. These may be established permanently or temporarily and have delegated responsibility for aspects of decision-making, monitoring, and scrutiny. The Sub – Committees are Education and Standards, Finance & Operations, Audit & Risk, Pay Committee.

To local Governing Boards (LGB) of each academy. The membership of which is drawn from the local community (including parents and at least one member of academy staff) and which has delegated responsibility for the detailed monitoring and scrutiny of the academy's performance.

To the Chief Executive Officer (CEO) who is appointed by the Board and who has delegated responsibility for the day to day strategic and operational leadership and management of all aspects of the Trust's activity. The CEO, in turn, delegates responsibility for specific aspects of the Trust's operations to members of the Executive Leadership Team (SLT) and to the Principals, who are accountable, via the CEO and Director of Primary Education to the Directors. The CEO also delegates responsibility for the day-to-day management of each academy to the Principal of that academy.

The Directors believe it is important to know the academies and the areas which they serve and to be known by the Principals, members of the LGB's, the staff and pupils.

In order to achieve this, Directors provide support through the Link Director role to the Principals and LGB's. The Directors undertake visits to academies throughout the academic year and provide feedback to the whole board. The Directors are also invited to the Trust wider collaborative events in order to understand the work that is being undertaken and the impact this is having on our pupils. The Chair of Directors holds termly Chairs meetings in academies to see the work of the academies and gain feedback. The Chair also provides termly feedback on the work of the Trust to the Chairs of LGB's.

In January 2023 the Trust appointed a Head of Governance, Policy, and Communications to lead its Governance Function and deliver its Strategy.

Exceed Governance Structure

Members

The members board are guardians of the governance of the trust. They hold the trust board to account for the effective governance of the trust but have a minimal role in the actual running of the trust. It is the trustee board, not the members, who are the organisation's key decision makers. While members have no day-to-day or week-to-week role in running the company, a key responsibility is the appointment/ removal of Trustees/Directors.

Trustee/Directors Board

Trustees are both company directors and charity trustees as the MAT has the legal status of both company and charitable trust. The Trustees/Directors set the strategic direction of the trust, hold senior school leadership to account and oversee the trust's financial performance. The Trustees undertake a minimum of 4 board meetings per year and are responsible for overall strategy, cross trust scrutiny, overall accountability, determining the schemes of delegation, pay and remuneration structure and Governance Appointments. Directors also have the following committees:

Audit and Risk Committee (meets termly)

Report to the board on the adequacy of the trust's internal control framework (non-financial controls and management of risks)

Oversee and approve the trust's programme of internal scrutiny and audit.

Ensure that risks are being addressed appropriately through internal scrutiny and risk management.

Finance and Operations Committee (meets termly)

Report to the board on the adequacy of the trust's financial controls and management

Oversees Trust funding, budgeting, and spending,

Asset Management, Premises Development and Management,

Personnel

External Audits

Education and Standards Committee (meets termly)

Responsible for overseeing the quality of education standards in all our academies.

Monitor the work of the academies within the trust and supports the work of the LGB in holding their academies to account to deliver school improvement.

Pay and Performance Committee (meets twice a year)

- **Setting pay policy for CEO/senior executives.**
- **CEO annual performance appraisal**
- **Approving the design of and determining performance targets for any performance related element of executive pay.**
- **Recommending and monitoring executive pay, the entire remuneration package.**
- **Determining and recommending the wider pay policy to the Board of Directors**

Local Governing Boards

The role of the Local Governing Board is to provide focused governance for each academy, at a local level. In line with the scheme of delegation, the Local Governing Board have oversight of academy finance, personnel, pupil achievement, academy standard, application of Trust polices, approval of academy policies, academy community, academy performance.
Academies also have committees to support their governance role, including Risk/ Pay and Performance/wellbeing.

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Members Board

Father Stephen Edmonds — Chair of Members and Director	**Professor Sam Twiselton OBE** — Member	**Martin Oldknow** — Member
Matthew Stewart — Member	**Stewart Olsen** — Member	

Directors Board

John Blount — Chair of Directors	**Carol Ann Swift** — Vice Chair of Directors	**Richard Brown** — Director
Jill Wood — Director	**Melissa Flett** — Director	**Bob Stephenson** — Director
Vivienne Trask-Hall — Director	**Rob Carpenter** — Director	**Izzie Drylie** — Director
Father Stephen Edmonds — Chair of Members and Director	**Gary Rodgers** — Director	**Pat Hagan MBE** — Director

- Beryce Nixon – Chief Executive Officer and Ex-Officio

Educational Outcomes: Headline Figures

Early Years Headlines

- The proportion of pupils across the Trust achieving a **Good Level of Development** is above national average by 7%
- The Outcomes for **disadvantaged pupils** in the Early Years is above national average by 10%. The gap between pupil premium (PP) and Non-Pupil Premium (NPP) is 14% which is less than the National gap of 18%
- Pupils with **Education, Health, Care Plans (EHCP)** are above national average and pupils receiving **SEN Support** are in-line with National average.
- Pupils with EAL are above national in early years by 3%. The gap between EAL and non, is 9% which is above the National gap of 6%

% ACHIEVING GLD			
	2019 Attainment (4 academies)	2022 Attainment (8 academies)	2023 Attainment (8 Academies)
Exceed	74%	70%	74%
National Average	72%	65%	67%
Gap from National Average	+ 2%	+ 5%	+7%

*In 2019 pupils were 203. In 2023 numbers were 351.

Year 1 and Year 2 Phonics Headlines

- The proportion of pupils across the Trust achieving in the **Phonics Screening** is above national average by 5%
- The outcomes for **disadvantaged pupils are** above national average by 10%. The gap between PP and NPP across the Trust is 9% which is less than the national gap of 15%
- EHCP pupils are attaining above other pupils nationally with EHCPs. Pupils receiving SEN support are attaining above the others nationally by 7%
- EAL pupils are below national average by 6%. EAL pupils attain lower than Non – EAL by 13%.
- In Year 2 the proportion of pupils across the Trust to achieve the **Phonics Screening** is slightly above national average by 3%
- All groups of learners were above national average.

% Passing Phonics Check (EOY1)			
	2019 Attainment (4 academies)	2022 Attainment (8 academies)	2023 Attainment (8 Academies)
Exceed	85%	79%	84%
National Average	82%	76%	79%
Gap from National Average	+3%	+3%	+5%

% Passing Phonics Check Year 2			
	2019 Attainment (4 academies)	2022 Attainment (8 academies)	2023 Attainment (8 Academies)
Exceed	91%	90%	91%
National Average	91%	87%	88%
Gap from National Average	0%	+3%	+3%

Key Stage 1 Headlines

The number of pupils has increased significantly from 2019 to 2023. In 2019 there were 205 pupils and in 2023 there were 364 pupils. This is an increase of 159 pupils. The data in 2019 includes 4 academies. The data in 2023 includes all 8 academies. Only 5 academies have been in the Trust for three years which is included in the MAT performance data.

Reading, Writing and Maths Combined (RWM)

- The proportion of pupils across the Trust achieving in RWM combined is above national average by 12%
- The outcomes for **disadvantaged pupils** are above national average by 10%
- The gap between PP and NPP across the Trust is 26% which is above the national gap of 21%
- EHCP pupils and SEN Support pupils are attaining above others nationally.
- EAL Pupils are above national average by 11%. EAL pupils attain below Non EAL, and the gap is 5%. There national gap is 1%

% ACHIEVING ARE in Reading, Writing and Maths KS1			
	2019 Attainment (4 academies)	2022 Attainment (8 academies)	2023 Attainment (8 academies)
Exceed	71%	59%	68%
National Average	65%	54%	56%
Gap from National Average	+6%	+5%	+12%

Reading KS1

- The proportion of pupils across the Trust achieving in Reading is above national average by 7%
- The outcomes for **disadvantaged pupils** are above national average by 6%
- The gap between PP and NPP across the Trust is 21% which is above the national gap of 19%
- EHCP pupils are above others nationally and SEN Support pupils are attaining below others nationally by 5%
- EAL Pupils are above national average by 6%. EAL pupils attain lower than Non EAL and the gap is 4%. There is a national gap of 5%

% ACHIEVING ARE in Reading			
	2019 Attainment (4 academies)	2022 Attainment (8 academies)	2023 Attainment (8 academies)
Exceed	78%	71%	75%
National Average	75%	67%	68%
Gap from National Average	+3%	+4%	+7%

Writing KS1

- The proportion of pupils across the Trust achieving in Writing is above national average by 10%
- The outcomes for **disadvantaged pupils** are above national average by 7%
- The gap between PP and NPP across the Trust is 26% which more than the national gap of 24%
- EHCP pupils are attaining above others nationally buy SEN Support pupils are attaining below others nationally by 5%
- EAL Pupils are above national average by 5%. EAL pupils attain lower than Non EAL and the gap is 7%. There is a national gap of 2%

% ACHIEVING ARE in Writing			
	2019 Attainment (4 academies)	2022 Attainment (8 academies)	2023 Attainment (8 academies)
Exceed	74%	63%	70%
National Average	69%	58%	60%
Gap from National Average	+5%	+5%	+10%

Maths KS1
- The proportion of pupils across the Trust achieving in Maths is above national average by 8%
- The outcomes for **disadvantaged pupils** are above national average by 7%
- The gap between PP and NPP across the Trust is 23% which is more than the national gap of 19%
- EHCP pupils are attaining above others nationally and SEN Support pupils are below others nationally by 6%
- EAL Pupils are above national average by 4%. EAL pupils attain lower than Non EAL and the gap is 7%. There is a national gap of 2%

% ACHIEVING ARE in Maths			
	2019 Attainment (4 academies)	2022 Attainment (8 academies)	2023 Attainment (8 academies)
Exceed	78%	73%	79%
National Average	76%	68%	71%
Gap from National Average	+2%	+5%	+8%

Key Stage 2 Headlines

The number of pupils has increased significantly from 2019 to 2023. In 2019 there were 183 pupils and in 2023 there were 375 pupils. This is an increase of 192 pupils. The data in 2019 includes 4 academies. The data in 2023 includes all 8 academies. Only 5 academies have been in the Trust for three years which is included in the MAT performance data.

Reading, Writing and Maths Combined (RWM)
- The proportion of pupils across the Trust achieving in RWM combined is above national average by 10%
- The outcomes for **disadvantaged pupils** are above national average by 14%
- The gap between PP and NPP across the Trust is 17% which is less than the national gap of 22%
- EHCP pupils and SEN Support pupils are attaining above others nationally.
- EAL Pupils are below national average by 6%. They are attaining below non-EAL by 15%. The national gap is 2%

% ACHIEVING ARE in Reading, Writing and Maths KS2			
	2019 Attainment (4 academies)	2022 Attainment (8 academies)	2023 Attainment (8 academies)
Exceed	68%	61%	69%
National Average	65%	59%	59%
Gap from National Average	+3%	+2%	+10%

Reading KS2
- The proportion of pupils across the Trust achieving in Reading is above national average by 7% and the progress of all pupils is +0.5
- The outcomes for **disadvantaged pupils** are above national average by 11%
- The gap between PP and NPP across the Trust is 14% which is lower than the national gap of 18%
- EHCP pupils and SEN support pupils are attaining above others nationally.
- EAL Pupils are below national average by 3%. EAL pupils attain lower than Non EAL and the gap is 14%. The national gap is 4%

% ACHIEVING ARE in Reading			
	2019 Attainment (4 academies)	2022 Attainment (8 academies)	2023 Attainment (8 academies)
Exceed	74%	78%	80%
National Average	73%	75%	73%
Gap from National Average	+1%	+3%	7%
Progress is +0.5			

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Writing KS2
• The proportion of pupils across the Trust achieving in Writing is above national average by 6% and progress is +0.7
• The outcomes for **disadvantaged pupils** are above national average by 7%
• The gap between PP and NPP across the Trust is 20% which is in-line with the national gap of 19%
• EHCP pupils and SEN support pupils are attaining above others nationally.
• EAL Pupils are below national average by 10%. EAL pupils attain lower than Non EAL and the gap is 18%. There is no national gap.

	% ACHIEVING ARE in Writing		
	2019 Attainment (4 academies)	2022 Attainment (8 academies)	2023 Attainment (8 academies)
Exceed	85%	74%	78%
National Average	78%	70%	72%
Gap from National Average	+7%	+4%	6%
Progress is +0.7			

Maths KS2
• The proportion of pupils across the Trust achieving in Maths is above national average by 7% and progress is +0.3
• The outcomes for **disadvantaged pupils** are above national average by 10%
• The gap between PP and NPP across the Trust is 18% which is slightly less than the national gap of 20%
• EHCP pupils and SEN Support pupils are attaining above others nationally.
• EAL Pupils are in-line with national average. EAL pupils attain lower than Non EAL and the gap is 4% which is slightly less than the 5% national gap.

	% ACHIEVING ARE in Maths		
	2019 Attainment (4 academies)	2022 Attainment (8 academies)	2023 Attainment (8 academies)
Exceed	84%	72%	80%
National Average	79%	71%	73%
Gap from National Average	+5%	+1%	7%
Progress is +0.3			

Progress Data Headlines

Progress Data	2018 (2 academies)	2019 (4 academies)	2022 (8 academies)	2023 (8 academies)
Reading	0.20	-0.20	1.60	0.5
Writing	1.00	1.50	0.7	0.7
Maths	1.38	1.10	0.5	0.3

Key Stage 4 Headlines (Currently Provisional Data)

2023 Y11 Results Headlines & SPIs

Headline Data	Y11 Results 2022	EXAMS 2023 (PROV.)
Average KS2 Prior Attainment	102	104
Average total P8	**0.38**	**0.48**
Average total attainment 8 (A8)	50.57	49.51
Average attainment 8 (A8) grade	5.06	4.95
P8 Upper confidence interval	0.54	0.65
P8 Lower confidence interval	0.19	0.3
P8 English	0.24	0.44
P8 Maths	0.53	0.7
P8 EBacc	0.33	0.22
P8 Open	0.36	0.61
Average A8 English	5.3	5.24
Average A8 Maths	5	5.07
Average A8 Ebacc	4.83	4.49
Average A8 Open	5.15	5.14
% Grade 5+ in Eng & Ma	55.4%	49.3%
% Grade 4+ in Eng & Ma	72.9%	70.5%
% Grade 5+ in Eng	67.7%	64.2%
% Grade 4+ in Eng	81.8%	79.5%
% Grade 5+ in Ma	59.5%	57.1%
% Grade 4+ in Ma	75.8%	77.2%
% Students Entered for Ebacc	10.8%	6.0%
EBacc attainment (EBacc APS)	4	3.69

Overall P8 Summary	Results 2022	EXAMS 2023 (PROV.)
Male	0.13	0.36
Female	0.59	0.6
Low Male	0.2	0.63
Low Female	0.55	0.65
Mid Male	0.03	0.24
Mid Female	0.65	0.45
High Male	0.23	0.29
High Female	0.52	0.85
Low	0.36	0.64
Middle	0.36	0.34
High	0.38	0.57
All Disadv	-0.39	0.04
Non Disadv	0.55	0.65

Overall P8 Summary	Results 2022	EXAMS 2023 (PROV.)
Low Disadv	-0.29	0.1
Low Non Disadv	0.64	0.93
Middle Disadv	-0.47	0.03
Mid Non Disadv	0.51	0.48
High Disadv	-0.8	-0.07
High Non Disadv	0.49	0.69
Disadv Boys	-0.41	-0.1
Disadv Girls	-0.38	0.17
Non Disadv Boys	0.26	0.52
Non Disadv Girls	0.83	0.81
EHCP (E)	-1.38	0.71
SEND Support (K)	0.08	0.25
Non SEND	0.46	0.54
EAL	0.79	1
Non EAL	0.19	0.28

Y11 GCSE Results 22/23

Year	Category	KS2 Prior	9	8	7	6	5	4	3	2	1	U	Average A8	Av Grade Points	Progress 8 (Provis.)	% 4+ English	% 4+ Maths	% 4+ English & Maths	% 5+ English	% 5+ Maths	% 5+ English & Maths
2023	**Hall Cross**	**104**	5.4	12.9	22.7	37.9	55.5	72.6	88.9	96.4	99.3	100	49.5	4.95	0.48	80	77	71	64	57	49
	National (Eng)	104.5	4.9	12	21.6	35.6	52.2	67.8	83	93.1	98	100	46.5	4.65	-0.01	76	71	66	61	51	45
	Difference	-0.5	0.5	0.9	1.1	2.3	3.3	4.8	5.9	3.3	1.3	0.0	3	0.3	0.49	4	6	5	3	6	4
2022	**Hall Cross**	102	5.8	14.6	26.3	41.8	60.8	76.1	89.3	96.0	98.5	100	50.6	5.06	0.38	81	76	73	67	59	55
	National (Eng)	104.27	6.6	15.1	26.0	40.7	58.1	73.0	86.0	94.5	98.4	100	48.8	4.88	-0.03	79	73	69	65	55	50
	Difference	-2.27	-0.8	-0.5	0.3	1.1	2.7	3.1	3.3	1.5	0.1	0.0	1.8	0.18	0.41	2	3	4	2	4	5
2019	**Hall Cross**	4.65	4.6	10.8	20.8	36.0	52.5	67.9	85.2	93.8	97.5	100	46.4	4.64	0.17	72	67	59	58	47	40
	National (Eng)	4.8	4.5	11.2	20.6	34.0	50.6	67.0	84.3	93.8	98.3	100	46.7	4.67	-0.03	76	70	65	61	49	43
	Difference	-0.15	0.1	-0.4	0.2	2.0	1.9	0.9	0.9	0.0	-0.8	0.0	-0.3	-0.03	0.2	-4	-3	-6	-3	-2	-3

Progress 8 (Sisra Provisional)

Overall P8	0.48
English P8	0.44
Maths P8	0.7
Ebacc P8	0.22
Open P8	0.61
Disadvantaged P8	0.04

- Results by grade show that on all grades students are above national benchmark and significant above 2019 results.
- English and Maths at Grade 4 and Grade 5 are above national benchmarks.
- Progress on entry to HCA was -0.5 below the national average from KS2.
- Overall P8 at 0.48 shows strong progress across KS3 and KS4
- English progress at 0.44 and Maths progress at 0.7 are predicted to be above national benchmarks.
- The progress measures are predicted to be in the top 15% of all schools nationally.

Key Stage 5 Headlines

Overall	Results 2022	Exams 2023
Cohort	219	170
L3 overall Average Points per Entry	40.18	38.12
L3 Overall Average Grade	B=	B-
L3 Overall Average Points per Pupil	119.79	114.09
L3 Overall VA	0.05	-0.19
L3 Overall VA Upper Confidence Limit	0.13	-0.1
L3 Overall VA Lower Confidence Limit	-0.03	-0.29

A Level	Results 2022	Exams 2023
Students included in A Level cohort	210	161
A Level Average Points per Entry	40.42	38.07
A Level Average Grade	B=	B-
A Level Total Entries	591	438.5
A Level Average Points per Pupil	113.76	103.7
A Level VA	0.01	-0.29
A Level VA Upper Confidence Limit	0.1	-0.19
A Level VA Lower Confidence Limit	-0.07	-0.39

Applied General	Results 2022	Exams 2023
Students included in Applied General cohort	35	36
Applied General Average Points per Entry	37.82	39.6
Applied General Average Grade	Dist+	Dist+
Applied General Average Points per Pupil	62	68.19
Students included in Applied General VA	67	36
Applied General VA	0.38	0.48
Applied General VA Upper Confidence Limit	0.64	0.77
Applied General VA Lower Confidence Limit	0.11	0.19

> * No DfE KS5 Accountability Measures to be published in Summer 2023 due to the inconsistent starting points produced by CAGS/TAGS. VA calculations are internal and using estimates/flightpaths from 2019 and should be treated with caution - these make current VA figures look artificially low given the inflated starting points of those students. Average attainment is a much more relevant metric for tracking outcomes.
>
> Link to DfE KS5 Accountability Measures

Y13 A Level Results 22/23

Year	Category	Cumulative Percentages of Subject Results by Grade							Average Points
		A*	A	B	C	D	E	U	
2023	Hall Cross	10.9	33.2	61.1	82.3	94.8	98.0	100	38.12
	National	8.6	26.5	52.7	75.4	89.9	97.2	100	TBC
	Difference	2.3	6.7	8.4	6.9	4.9	0.8	0.0	TBC
2022	Hall Cross	12.7	34.7	68.3	90.8	98.9	99.3	100	40.18
	National	14.5	35.9	62.2	82.1	93.4	98.4	100	38.87
	Difference	-1.8	-1.2	6.1	8.7	5.5	0.9	0.0	1.31
2019	Hall Cross	5.3	19.5	43.9	75.2	93.2	99.6	100	33.07
	National	7.7	25.2	51.1	75.5	90.8	97.5	100	34.01
	Difference	-2.4	-5.7	-7.2	-0.3	2.4	2.1	0.0	-0.94

Grade distribution all above national benchmarks and showing a significant improvement compared to 2019 results.

- Average point score for A Level is the highest in Doncaster.
- Value-added measures should not be taken into to consideration due to no GCSE exams for this cohort of students.
- Grade distribution compared to national shows significant improvement from 2019 and is above national benchmarks.
- Strong individual subject performance in a number of departments

Educational Outcomes Summary 2022-2023

This academy year, across all statutory assessment benchmarks the performance outcomes are above national benchmarks. This is down to the dedication of all employees to provide high-quality teaching which meets the needs of all learners, with support provided on every level from our Pastoral and Business teams.

Our Journey: Where we are now?

- The transfer of Hall Cross Academy in February 2022 extended the age-range of our Trust from 2-18 years.
- Three Inspections took place over the academic year all securing good judgements with many outstanding features.
- The curriculum design continued to develop across the primary academies with focused subject development in computing, music and art which secured greater subject understanding and a consistent approach to teaching these.
- Professional and Year group networks continued to drive academy improvement, and this was evidenced in the external reviews by both Challenge Partners with all grades in leadership and quality of education improving.
- External reviews by Trust Consultant Partners all evidenced accelerated improvement in the quality of curriculum provision and SEND provision in al primary academies.
- A new school improvement model was developed, and this is proving effective in accurate self-evaluation of all academies and ensuring effective transfer of knowledge between academies and the Trust.
- Trust wide-improvement projects were focused, and all key performance indicators were achieved on these.
- Trust-wide shared network and documents have been developed and this is ensuring that all academies have access to these high-quality resources.
- Trust-wide Teaching & Learning Pedagogy has been implemented.
- Trust-wide training day was a huge success.
- Collaborative events were well-received by all academies, and they engaged fully in these.

Trust Wide Success:

Reading for Pleasure and the Reading for pleasure pedagogy	- All academies accessed funding from reserves of £10,000 to improve the quality of reading materials within the academy. - Reading outcomes improved at both KS1 and KS2 and were above national benchmarks. - Reading spines were created in each academy and mapped to curriculum design. - Reading for pleasure pedagogy was delivered in the Trust-wide network and through the reading network. - Christopher Such delivered Trust-wide training on reading to continue to build subject knowledge and this was accessed by both primary and secondary colleagues. - Ofsted Inspections evidenced strong reading cultures in all academies

Thrive Programme	£26,000 was accessed from reserves to implement the 'Thrive' programme into all academies. - All academies were trained and existing academies using the approach supported other academies to implement the model. - Thrive assessments were undertaken with all pupils and targeted work identified. - The Thrive network focused on the development of 'Thrive' ambassador academies. - Academies have applied for individual accreditation through the Thrive Network. - Impact measures across the Trust have been identified and this is reflected in Trust wide attendance figures, very low suspension rates and no permanent exclusions in Primary.
Trust Games (include link to video)	- All academies competed in the Trust games held at the Keepmoat stadium. - Event was sponsored by Orb Recruitment and Year 10 students from Hall Cross academy supported the running of the events. - Medals were presented to pupils for success on the day and special mention awards for effort
Social Justice Project	- A local activist held workshops in each academy on key themes that matter to the pupils. - Pupils then decided on areas they wanted to speak out about. This was followed by lessons on this area in depth. - A shop was taken over in the town centre and made into a museum to exhibit the work produced. - A presentation evening took place in a central venue where pupils presented their ideas to other academies. - Workshops were then held with local practitioners on these themes. **Ofsted Commented:** Leaders look for opportunities to make these contributions to the world as real as possible. For example, Year 6 pupils are involved in a social justice project which allows them to maturely consider world issues and how to make a difference to people who are suffering prejudice and discrimination.
Creative Classrooms	- The Trust funded £6,000 for all year 3 pupils to take part in a 'creative classrooms' project via Doncaster Arts. This year group was identified as the lowest attaining and showing impact from the pandemic on confidence and self-esteem. - The project involved a local drama practitioner working in each academy over six weeks. **The Core Principles:** Self: Understanding myself and my feelings Relationships and Empathy: Understanding other people and making friends. Curiosity: Trying new things through exploring and taking risks. Building resilience Feeling calm: Finding ways into feeling calm, creating boundaries Choose what you do: Agency, having power and ownership. Impact: Full engagement from all Year 3 pupils across the Trust (333 pupils) Evaluations demonstrated that pupils responded well to the focus on the project and improve confidence was evidenced by teachers. Outcomes in reading and writing have improved across the Trust in this year group.

Music Hub Development & Opera North	• Doncaster music hub have worked with the Trust Music network to develop curriculum design across the Trust. • Trust music strategy has been created and primary academies have agreed to these. • CPD sessions have been running across the Trust. • Music audits have been completed. • Opera North worked in each primary academy and then a concert was held at The Dome with all Trust academies performing. • SPS and HTA performed at St George's to raise funds for the partially sighted society
Computing Network	• All Trust computing leaders have collaborated with an external consultant to design the computing curriculum. • Audits in computing have been completed at all primary academies. • CPD sessions have been delivered with subject leaders by the external consultant. • Equipment to deliver the computing curriculum has been purchased. • Computing deep dives have been evaluated as good in external monitoring visits
Art Subject leadership	• A CPD session has been held with an external consultant to review the art curriculum. • Principal at SDLA has been leading the art network and gained grant funding to focus CPD for non-specialists. • Art curriculum design has been created for the Trust primary academies

Key Areas for Improvement 2023-2024

Early Years
1. To continue to close the gap in the early years through adaptive teaching approaches so that more pupils achieve a good level of development
2. To develop subject knowledge and strategies on catering for SEND needs within the early years to ensure that effective early identification is in place in all primary academies
3. To further enhance the use the development of communication and language, ensuring that EAL pupils are taught precise language knowledge

Phonics and Key Stage 1
1. All academies to aim for 90% of pupils to achieve the phonics screening in 2024 as a result of the implementation of effective catch-up programmes
2. To implement effectively in all academies the new Trust -Wide writing curriculum and ensure that precise interventions improve attainment in writing by 5% (75% on average)
3. To continue to develop automaticity within mathematics so that pupil's recall in mathematical knowledge meets year group expectations

Key Stage 2
1. To implement effectively in all academies the new Trust -Wide writing curriculum and ensure that precise interventions improve attainment in writing by 5%
2. To target combined scores and improve the trust average to 75%
3. To ensure that academies target intervention precisely so that no group of learners achieves a negative progress score
4. To develop a Trust-wide strategy and provision to support EAL

Key Stage 3, 4 and 5
1. To develop key subjects to ensure that SPIs meet expected progress. Science, History, Drama, Food Studies
2. To implement the reading plus intervention into Key stage 3 to ensure that more students develop age-appropriate fluency and comprehension skills
3. To raise the quality of presentation in all phases and departments
4. To sustain progress 8 measures at 0.5

Trust Wide Improvement
1. To implement the Laurel Trust storytelling project in Year 4 to enhance the self-confidence and esteem of all learners
2. To improve transition by implementing the Year 5-9 Maths programme
3. To develop further understanding of relational behaviour practice through the implementation of 'positive regard' and create behaviour specialist across the Trust

Academy Priorities 2023-2024

Academy	Priority 1	Priority 2	Priority 3	Priority 4	EYFS
BHSP	To revisit the subject progression documents so that Substantive and Disciplinary knowledge is explicit and evidenced in the learning in books in wider curriculum areas.	To develop a pedagogical, coaching model in order to ensure consistency of application, in all year groups, based on the Rosen shine Principles.	Embed the use of assessment, diagnostics, and refined teaching to support closing the gap in all core subjects and to support more children achieving GDS standards in writing	To implement new DFE guidance surrounding persistence absenteeism so that attendance and culture is improved for all pupils across the academy.	Embed the progression of transcriptional and compositional skills across EYFS so that more children begin KS1 at the expected standard in writing.
CLA	Ensure a high-quality, sequential, and consistent approach to the teaching of writing for all learners.	Implementation of our revised wider curriculum to ensure learning is progressive and sequential across all subjects and year groups.	To develop the role of subject leadership in order to enable them to secure skills in evaluating pupil learning and supporting high quality teaching.		Embedding a creative, diverse, and progressive curriculum throughout the Early Years.
EVA	Develop Substantive knowledge content so that is taught with integrity to the subject discipline in a logical progression; systematically and explicitly.	Pedagogy: Implement the pedagogy policy and Rosen shine's Principles across all subjects.	**Reading**: Continue Improvement in phonics and fluency in Early Years and Key Stage One. **Targeted gaps:** Raise attainment in identified subject areas: Writing and Maths and groups so that pupil gaps in learning are narrowed		To prioritise pupils who are below age-related expectations and place a spotlight on their learning through the improvement of targeted, focused interventions, particularly in language development, phonics, and early reading
HTA	To continue to innovate the curriculum intent by further development of key knowledge strands so that pupils understand and can make connections to big concepts. Focus subjects: Art, music and DT	To further strengthen pastoral support through implementation of the Positive Regard techniques underpinning personal development and nurturing the needs of every child.	To develop pupil self-efficacy and pupil leadership roles across the Academy.		To cultivate learning centred leadership at all levels to drive improvement innovation and impact.
RPS	Partnership Improvement Plan – Getting to Good				
SDL	Further improve pupils' attainment and progress in Mathematics and writing to close gaps across the academy so that all learners succeed.	Embed teaching development through the use of instructional/pedagogical coaching and research to enhance the quality of our teaching and learning.	Embed our curriculum so pupils secure substantive knowledge and master subject specific disciplinary skills in Music, Art, and Computing.	Improve attendance across the academy by implementing the new DFE guidance for persistent absenteeism.	Within Early Years develop exceptional teaching and learning to embed the new framework and improve Literacy achievement for all learners.
SPS	Embedding curriculum approaches to secure consistency and high expectations, and impact pupil outcomes	Further refining our curriculum so that it provides further opportunities for pupils to experience excellence.	Ensuring leadership at all levels is positively impacting academy improvement		Promoting language development through assessment, provision, interactions, and interventions
WPS	Literacy and Communication - Further develop a culture of reading for pleasure, writing and oracy to positively impact on pupil outcomes and progress.	Maths - Further develop mathematical pedagogy to secure excellence, consistency and impact pupil outcomes and progress	Teaching and Learning/ Pedagogy - to further develop the use of assessment, coaching and pupil book study to inform teaching and learning and maximising pupils' attainment and progress.	Leadership - Ensure leadership at all levels positively impacts school improvement.	Promote language development in Reception through assessment, provision, interactions, and interventions

HALL CROSS ACADEMY PRIORITIES 2023-24

Section 1: Quality of Education	Section 2: Behaviour and Attitudes	Section 3: Personal Development	Section 4: Leadership and Management
Priorities	**Priorities**	**Priorities**	**Priorities**
1.1 Inclusive learning: Ensure that staff use the information available to remove barriers to learning for all students, especially those who have been identified as vulnerable learners **1.2 Reading:** Continue to embed and develop reading strategy **1.3 Literacy:** Develop and embed literacy strategy **1.4 Written presentation:** Embed Academy wide presentation expectations to improve the quality of written presentation **1.5 Written feedback:** Continue to embed dept. written feedback policies and expectations **1.6 Quality Assurance:** Continue to develop and embed QA processes that are strategically linked to ADP and PM outcomes **1.7 Closing the gap:** Continue to develop strategies that will improve Outcomes and Progress for: - All Disadvantaged Pupils - High Prior Attaining Males - High Prior Attaining Disadvantaged Pupils - Progress in English at Key Stage 4 - The Highest Attainers at Key Stage 5	**2.1 Attendance:** Further develop and embed attendance strategy inc. of Post 16 **2.2 Rewards:** Design and implement a cohesive rewards strategy that engages students at all key stages **2.3 The Junction:** Robust and clear expectations that are strategically linked to students Personal Development Plans (PDPs) **2.4 Reporting Systems** Further develop and embed behaviour expectations, and recording systems supporting success through positive behaviours for learning	**3.1 Enrichment:** Develop a coordinated strategy for enrichment, extra and super-curricular opportunities **3.2 Student Leadership:** Continue to develop and embed student leadership strategy **3.3 Careers:** Develop a coordinated programme of work experience to enhance careers provision **3.4 PSHCE/RSE:** Continue to develop and embed PHSCE/RSE offer with specific focus on faith, community and citizenship **3.5 Academic Tutoring:** Continue to develop and embed the Academic Tutoring offer in 6th Form **3.5 Student CPD:** Continue to develop and strengthen the student CPD offer	**4.1 Academic culture:** Continue to develop and embed the academy culture to ensure all students and staff '*Enjoy excellence every day*' **4.2 Staff development:** Further embed our CPD offer to ensure all staff have access to high quality bespoke training. Further develop staff collaboration through collaborative groups. **4.3 Leadership:** Continue to strengthen the leadership links between the academic and personal development offer to maximise students outcomes, opportunities and experiences

Professional Collaboration

We are a family of academies, populated by many very talented leaders and enabling them to work effectively together means that we are able, not only to secure improvement but also to avoid duplication and repetition of effort. We celebrate innovation and share expertise and knowledge, learning from the best practice both locally, nationally, and internationally.

Our Journey

- Over the last academic year, the professional learning document has developed, and we have provided both year and subject networks to enhance collaboration.

- The Trust-wide training day was a high-quality learning experience and workshops were delivered on the pedagogical practice we have created across all academies.

- Each academy has enhanced the curriculum design with specialist working on concept development and enquiry-questions to aid purposeful and connected learning for all pupils.

- A Trust-wide professional learning model has been developed to support and enhance career-development opportunities.
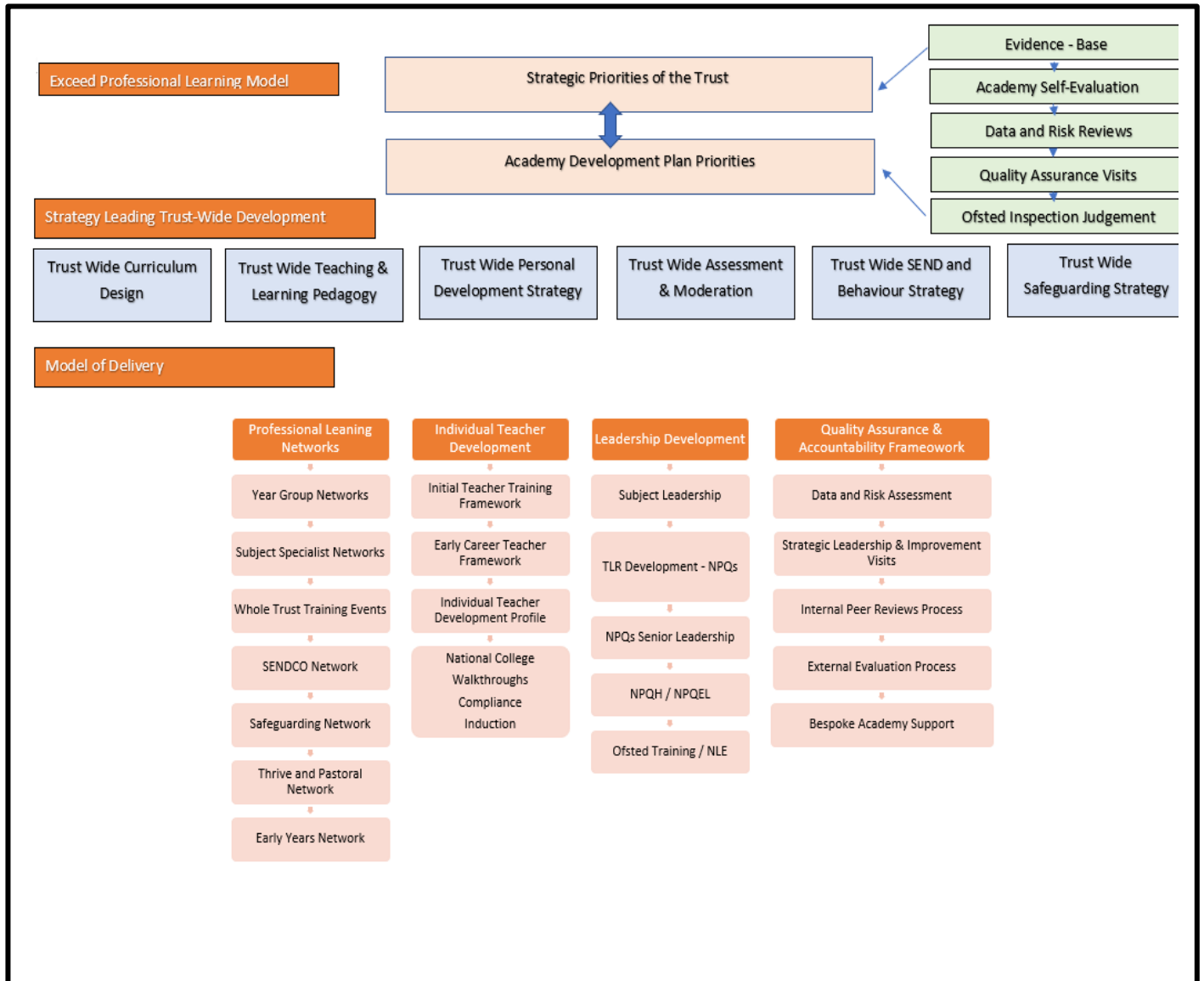

Where we are now?

- Our Principals meet every week on a virtual platform with face-to-face half termly development days.

- Individual subject specific networks take place to support improvement and development in key areas such as Early Years, SEND etc. These are led by identified Trust Leaders from within the academies.

- Year Group Networks take place each term to moderate and evaluate the Trust expectations and age-related learning. These are led by Trust Leaders from within the academies.

- Curriculum Leaders network have developed the Trust Curriculum Model, learning from each other, sharing workload, and avoiding duplication.

- The Trust has collaborated with specialist expertise to provide external challenge to the leaders in specialised areas.

- Business and Site Teams have access to monthly meetings and training. They are being supported by the Central Leaders to promote consistency Trust Policy application through all compliance areas.

- Governors at all levels have access to a range of training and development that supports them in their role as well as on-going Chairs' networks.

- Our reputation in this area has led to us supporting many external schools through the DFE School Improvement Programme and to delivering a range of training both locally and nationally.

ELP Professional Learning Model

Exceed Professional Learning Model

Strategic Priorities of the Trust

Academy Development Plan Priorities

- Evidence - Base
- Academy Self-Evaluation
- Data and Risk Reviews
- Quality Assurance Visits
- Ofsted Inspection Judgement

Strategy Leading Trust-Wide Development

Trust Wide Curriculum Design	Trust Wide Teaching & Learning Pedagogy	Trust Wide Personal Development Strategy	Trust Wide Assessment & Moderation	Trust Wide SEND and Behaviour Strategy	Trust Wide Safeguarding Strategy

Model of Delivery

Professional Leaning Networks	Individual Teacher Development	Leadership Development	Quality Assurance & Accountability Frameowork
Year Group Networks	Initial Teacher Training Framework	Subject Leadership	Data and Risk Assessment
Subject Specialist Networks	Early Career Teacher Framework	TLR Development - NPQs	Strategic Leadership & Improvement Visits
Whole Trust Training Events	Individual Teacher Development Profile	NPQs Senior Leadership	Internal Peer Reviews Process
SENDCO Network	National College Walkthroughs Compliance Induction	NPQH / NPQEL	External Evaluation Process
Safeguarding Network		Ofsted Training / NLE	Bespoke Academy Support
Thrive and Pastoral Network			
Early Years Network			

Early Career Support

We know that to sustain our high quality offer we need to develop all of our staff and **invest in their future.** This is particularly the case for those teachers, new to the profession as Early Career Teachers (ECTs). Within our Trust we must ensure that we wrap support and development around these teachers, right from the start in order to train them to the highest standard and maintain them within the profession and ultimately our Trust.

Our Journey

- Within Hill Top Academy there had been a history for many years of 'growing our own,' which was required to maintain the quality in our expectations/

- From the onset of the Trust, we encouraged all our academies to fulfil statutory expectations and we devised a training programme for mentors to support each other.

- From evaluation, we required a model that would ensure consistency in training as we grew larger to ensure that these core principles were sustained.

Where we are now?

- We have 4 fully trained facilitators of the Early Career Teacher Programme through University College London and the Barnsley and Doncaster Teaching School. These support all ECTs across the Trust.

- Through collaboration with Rose Learning Trust, we are now a lead delivery partner for the Education Exchange Programme. The key responsibilities in an ITT partnership include trainee recruitment, delivering training, involvement in curriculum design, supplying lead mentors or running intensive training and practice.

- Every ECT has in place a tailored in-school induction programme to develop them with coaching support from a range of leaders across the Trust where required.

- Our Initial Teacher Training programme which links with a range of Partner Universities is providing a very strong supply of teachers into the profession within the Trust. All students completing 3rd-year placements or on the school-based programmes were successfully employed across the trust.

- The Quality Assurance of all programmes and feedback from the Teaching School Hub have identified all academies and mentors as providing very high-quality support.

- Talent-Spotting by the CEO is ensuring that the ITTs are placed in specific academies, and this has been welcomed by Principals.

Safeguarding

Pupil safety and well-being is at the forefront of all our academies: we believe that with rigorous processes for safeguarding adults and children, we embed a culture of trust, transparency, and security. Our statutory responsibilities are at the core of our practice and as a Trust, we pride ourselves on our holistic approach to safeguarding and working with and through multi-agency teams.

Our Journey

- Initially, safeguarding – to the majority of our academies, was deemed an isolated role, a responsibility of only a small team of designated safeguarding leaders in each academy. Developments in our approach have led to a raised accountability and understanding for all employees.

- The term safeguarding has been explored further to develop the understanding of all employees of how a child is kept and made to feel safe and nurtured as an individual. At this point, the whole Trust vision for safeguarding emerged and integrated into all that we do.

Where are we now?

- We have created two strategic roles within the Trust dedicated to Safeguarding. A Strategic Safeguarding Lead with focuses on Statutory Regulations through Policies and Training & Development. The Trust Safeguarding Leader focuses on safeguarding practices, case reviews and 'Stop the Clock' networks.

- All academies undertook a safeguarding audit to review practice in-depth. The outcomes showed strong compliance across the Trust.

- All academies are using CPOMs as the recording system for safeguarding. This is developing with alignment of recording mechanisms to ensure more efficiency in drawing together data.

- All employees receive the appropriate level of training to ensure compliance. The knowledge of safeguarding implementation is constantly being spot-checked by the Central Executive Team and Governors.

- Each academy has a number of safeguarding leaders who form an active collaborative group with up-to-date knowledge of current, local, and wider issues. There is effective supervision in place to ensure that all leaders are supported.

- The Trust Network works alongside the designated Safeguarding Leaders to offer case by case guidance. Regular training is offered and disseminated to all stakeholders to keep knowledge up to date.

People Development

Colleagues are our most valuable asset. Therefore, it is imperative that we ensure all our colleagues have access to resources and high quality CPD in order to perform to a high standard. We want to inspire all our colleagues to achieve excellence, whilst retaining and growing our own talent to deliver the very best for our pupils.

Our Journey

- The strategy needed to ensure consistency throughout the Trust in order to operate as One Organisation and develop all roles.

- At times, investment could be reactive and address the need for now as opposed to upcoming and future requirements.

Where are we now?

- Professional Learning Networks successfully operate across the Trust ensuring best practice is shared and a consistent approach embedded in our academies. These networks include both teaching and non-teaching colleagues.

- The impact of these Networks has been evidenced through the 2022-2023 set of results.

- We have a one organisation approach to wellbeing and have introduced SAS Wellbeing for all colleagues throughout the Trust.

- The Trust has developed its People Vision and Strategy in consultation with all academies and implemented new performance review cycles for Non-Teaching Colleagues following review and feedback.

- The Trust has a both a HR Manager from the Secondary who supports the Trust and Personnel Manager within the Central Team that leads on recruitment, wellbeing, and People Development.

- Pooled training budgets, enables academies to access more, with all colleagues across the Trusts regardless of role having an opportunity to enhance and develop.

Finance

The management of public funds is a vital component of the work of any Trust. It is an area which often comes under scrutiny and hits the news headlines. We have an obligation, as a Trust and as a publicly funded body, not only to make sure that our own financial viability is secure, but also to ensure that the funding is directed to where it will have the most impact in order to fully maximise outcomes for pupils, the right place at the right time. Robust financial oversight is a must for a successful academy Trust.

Our Journey

- Principals were unsure and 'out of the loop' with their academy finances and budgets and were unable to make informed decisions independently.

- Principals and academies were focusing on the short-term impact of finances rather than considering the bigger picture over the longer term.

- Academies were financially reacting to situations rather than being proactive and were not anticipating situations before they arose.

- There was a potential cash flow risk as each academy was operating its own separate bank account.

- Report writing and presentation was inconsistent across the Trust.

Where are we now?

- The Trust has adopted the DfE 6 figure coding structure across all its academies. Full training has been given to Business Managers and a 'synchronisation' exercise has been conducted in order to ensure consistency with reporting.

- All cash/funds are now pooled into one bank account via a daily sweep, mitigating the risk of any academy having any cash flow issues in future.

- All academies have embraced controlling their own budgets independently and are making informed decisions on their own. They recognise that budgets are tight and the importance of effective financial management over the medium to long term. Principals and Business Managers receive regular finance training, and the CFO holds monthly finance meetings with all academies to discuss any financial issues or concerns, reinforcing financial oversight.

- All academies now post accurate month end adjustments (accruals, prepayments etc.) on a consistent basis in line with accounting standards. This gives a clearer, more accurate indication when reviewing financial year to date position. This is applied consistently across the Trust.

- Year-end management letter points continue to be low, which is an indication that controls and procedures are increasingly tight across the Trust.

- Trust reserves have increased to £2m

- Various contracts have been renegotiated during the year, not only ensuring value for money and maximising efficiencies and economies of scale from a Trust wide perspective, but also ensuring services received are fit for purpose and all staff and pupils receive the very best.

Estates, Health, and Safety

The Health and Safety of pupils, staff and visitors is a non-negotiable across the Trust. The Trust has a strong Health and Safety culture with rigorous robust systems to protect the Health and Safety of adults and pupils. Working closely with external professional third parties, we ensure our statutory responsibilities are addressed to a high standard and in a timely manner. In addition to this, the Trust continues to invest in its estate to continually enhance the learning environment.

Our Journey

- Estates and Health and Safety has remained a strategic priority for the Trust, especially as we grow.

- North Yorkshire County Council and MAC Consultants where appointed the Trusts external Health and Safety and Buildings Officer demonstrating our commitment to ensuring the statutory Estates, Health and Safety needs associated with the operation of our academies are met.

- This key role alongside the Trust central team has developed a strategic approach raising accountability and understanding of all staff – irrespective of role or position in school. T

- **In 2022-2023 the Trust was very fortunate to secure £3.99m of CIF funding through an exceptional collaboration with MAC Consultants. CIF funding has revitalised the image of Estates and addressed Health and Safety priorities across the Trust.**

Where are we now?

- The Trust has produced an Annual Business, Finance and Operations Planner that ensures all academies undertake Annual in-house and external Health and Safety and Compliance reviews. These reviews are standardised and enables the Trust to monitor performance and address actions that subsequently arise.

- In accordance with the DfE's Good Estate Management for Schools, the Trust has undertaken Condition Surveys across the entire estate and has developed a 5-year Capital Strategy.

- Asbestos Surveys are being undertaken in all academies, with Asbestos Management Plans updated to reflect latest surveys.

- The Trust has undertaken RAAC surveys and is in a very fortunate position to have no areas of concern.

- The Trust has invested in a new Strategic Post, Head of Estates in readiness for receipt of SCA funding.

- Estates Network meetings were successfully launched enabling a platform to share best practice and deliver key training across the academies.

- The Trust has invested LED lighting in a number of academies and will invest further in 2023-2024 to ensure every academy has the same level and quality of lighting across the estate.

- Whilst the Trust is no longer eligible to bid for CIF funding, it is in receipt of Annual SCA funding from April 2024 which will enable us to deliver our estates priorities.

- We will continue to invest in the estate in 2023-2024 ensuring our learning environments are of high quality and enhance pupil and colleague experience.

ICT

ICT is a key strategic aim for the Trust, ensuring pupils and colleagues have access to the latest technology and equipment. This will enable colleagues to deliver the highest levels of teaching and learning and to continue to develop an innovative curriculum.

Our Journey

- As a result of growth, all Primary Academies had their own stand-alone IT structure. This meant each academy operated in isolation from others, with different levels of equipment and software.

- All academies had different approaches to Cyber Security and a lack of strategy.

- Academies did not have an ICT strategy that linked to curriculum development.

- Academies did not have the same level or volume of equipment.

Where are we now?

- We have invested significantly in hardware and software across all Primary Academies ensuring they all have the same level and quality of equipment to drive teaching and learning.

- Through the DfE Connect the Classroom Scheme, all 9 Academies have upgraded Wi-Fi and connectivity across the Estate including a standardised approach through Aruba.

- Annual Cyber Security Audits have been undertaken, with a continued investment accepted to enhance systems and processes.

- Our curriculum offer has been enriched through the implementation of a range of online platforms meaning parents have been actively involved in their child's education.

- Pupils continue to engage in an ambitious Computing curriculum using a range of technology following a consistent scheme of work in all Trust schools.

- We have undertaken a review of ICT Capacity across the Trust and appointed a Director of ICT to develop and lead our 5-year Strategy.

- In 2023-2024 the Trust plans to integrate the Primary and Secondary ICT infrastructure to deliver a one organisational strategy. Within this integration, the plan is to move everything into the Cloud and create one Trust Domain ensuring all colleagues and pupils have the same experience throughout.

Civic Responsibility

We are proud of our internal capacity which enables us to support not only our own academies, but our external partners and communities too.

Our Journey

- We are a National Support School Trust, engaged by the Department for Education to provide external support as part of their on-going Trust and School Improvement Offer.

- A number of colleagues within the Trust are recognised as either National Leaders of Education or Lead Inspectors with Ofsted.

- This expertise, combined with our strong central foundations, have meant that we have been able to support a number of external organisations and also to take a lead in direct work with our communities.

- Exceed is an 'anchor organisation' for the **Regenerative Neighbourhoods Project** within Edlington. Working in Partnership with the Local Authority, Local Community Organisations, the Police, the Health Sector and Business, this project has been piloted in order to enhance the place and indeed develop a pride in the place by working in collaborative way.

- As part of the 'anchor organisation,' the CEO chairs the Regeneration Board and is strategically leading on the development of a children and family zone.

- As a National Leader of Education, the CEO is working in a wider system leadership role. These deployments are identified by the DFE to support other schools locally who require improvement.

- The CEO attends many networks to support the locally system. This has been focused on SEND provision and Inclusion. The CEO also leads the Doncaster Leadership network alongside colleagues from the Local Authority and delivers on the National Professional Qualifications for the Education Exchange.

- The DCEO leads the Careers Network locally to ensure that aspirations are developed in our young people for the future.

- Principals play an active role in the local system. They are strategic leaders for the Education and skills strategy, deliver as part of attendance networks to share best practice and contribute to leadership networks.