



School Highlights



Key Developments

Trust Wide Events



THE CONSORTIUM
ACADEMY TRUST

Our Trust 2024-25

A Collective Showcase



What have you loved the most and **how have you developed?**



"I have had approachable teachers, a good friendship group and the opportunity to grow as a better person and expand my knowledge."

"The school has given me every opportunity to succeed and develop into the person I am today. There have been endless revision sessions, and I have been to lots of sporting opportunities."



"Having supportive and encouraging teachers which allowed me to gain more confidence."



"I have developed resilience and kindness and have loved the care teachers give you."

"The school has helped me achieve my goals in all my subjects."





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Introduction

It is with immense pride, and genuine awe, that I share with you, your work, in this year's Trust Showcase.

What you'll see reflected here is nothing short of extraordinary. **Across our Trust, the dedication, creativity, and commitment of our teams continue to transform schools into places of aspiration and inclusion.**

I want to especially acknowledge something that often goes unsaid: the ability of all our staff - teaching, support, and shared services - to adapt and flex in response to the shifting landscape around us.

Whether it's national policy changes, evolving learner needs, or internal developments, your professionalism and openness to change have been critical to our success. You do this quietly, consistently and always with a focus on what matters most. Behind every success outlined in this showcase is that shared commitment - whether it's improved systems, safer environments, smoother operations, stronger support for learners, or high-quality teaching. **These developments simply wouldn't happen without the collective effort of every colleague across the Trust.**

Every school now holds a 'Good' Ofsted rating. That alone is a significant milestone for us, but what sits behind it is even more impressive. We've seen strengthened safeguarding, rich curriculum development and alignment, thriving Enhanced Resource Provisions and a relentless drive to ensure every learner is successful.



Behaviour and attendance have improved due to the consistency, care, and high expectations you uphold every day. Suspension days are down. Learners are in class, feeling seen and supported. That doesn't happen by luck - it's the result of patient relationship-building, tireless pastoral work and a commitment to restorative practice. Our learners are benefiting from more learning, more stability and more opportunity.

We've also taken huge strides in curriculum development. From the alignment of CUSP and White Rose across primaries, to our aligned English and mathematics curriculum in secondary schools, you are easing the workload through collective effort. Shared assessments, moderated standards and collaborative subject leadership are the initiatives that are making us smarter, more efficient and more ambitious for our learners.

Finally, our unwavering commitment to inclusive practice is making a visible difference to our most vulnerable learners.

Thank you for all you do. Enjoy celebrating the impact of your work, and the work of your colleagues across the Trust - you deserve it!

Kind regards
Lizann
CEO



What you'll see reflected here is nothing short of extraordinary. Across our Trust, the dedication, creativity, and commitment of our teams continue to transform schools into places of aspiration and inclusion.





As I read this celebration of the achievements, creativity and progress made across our Trust over the past academic year, I am filled with great pride and appreciation.

Each page of this showcase tells a story: of dedication in the classroom, of resilience in the face of challenges, of innovation in teaching and learning and of the boundless potential of our young people. These stories are a testament to the unwavering commitment of our Trust leaders, teachers and support staff who continue to uphold our vision to shape positive futures for our learners and their families.

This year, we have seen our schools go from strength to strength – academically, culturally, and as vibrant



communities at the heart of the areas they serve. From all schools across the Trust now being judged Good, to inspiring community projects, from artistic expression to sporting excellence, our schools have truly embodied the spirit of ambition and collaboration.

As Chair of the Board, I want to extend my thanks to every individual who has contributed to this success. Your passion and hard work make our schools places of opportunity, growth and excellence. **This showcase not only reflects what has been achieved, but also the promise of what is still to come.**

I hope you enjoy reading through these highlights as much as I have enjoyed witnessing them come to life.

Kind regards
Ian Furlong
Chair of the Trust



Our annual Staff Awards Evening

Our Schools

2024-25 Highlights



Dame Diana Johnson MP visits school



Cottingham



COTTINGHAM
HIGH SCHOOL - 1955 - 2025

Cottingham High School has enjoyed a truly remarkable academic year, filled with outstanding achievements, unforgettable experiences and bold steps toward an even brighter future.

We began the 2024–25 year on a high note, celebrating significant improvements in our Progress 8 (P8) scores from the summer exams. Our focus on individual improvements remains targeted on adding the most value to any starting point for our learners.

Our learners took part in the national **STEM On Track Go Karting competition**, where they designed, built, tested and raced their very own go-kart. In addition to engineering and racing, learners trained as a professional pit crew—an experience that blended teamwork, technical skill and high-speed excitement.



We were privileged to host a series of inspiring guests across the academic year:

- Paul Lakin delivered a powerful keynote on resilience and self-belief.
- Scott Taylor, former Hull FC and Hull KR star, shared his journey in professional sports.
- Jeffrey Boakye, acclaimed author, engaged learners in discussions on literature and identity.
- Dame Diana Johnson, MP, spoke passionately about her political career and the importance of civic engagement.

We welcomed back inspiring alumni, including Davy Litten, rugby player, Emily, Hollywood scriptwriter, and many local business owners who shared their entrepreneurial journeys. Their stories encouraged current learners to dream big and pursue diverse paths.

Learners also participated in mindset development sessions with T2, the performance people, helping them unlock their potential and set ambitious goals.

Special days such as **Restart a Heart**, **World Book Day**, **World Poetry Day**, **VE Day**, and even a festive visit from the **Elf on the Bookshelf**, brought joy and learning to life. These events showcased our learners' creativity, compassion, and commitment to community values. Learners also broadened their horizons with unforgettable trips to **Kenya**, **Disneyland Paris**, **The Black Forest** and **skiing in the Italian Alps**. These experiences fostered global awareness, cultural appreciation and lifelong memories.

CHS celebrated multiple victories in the **Humber Cup**, earned the prestigious **School Games Gold Mark award**, and cheered on **Pippa Walker**, our **Cross Country Champion**. These achievements reflect our thriving sports culture and commitment to excellence. An increasing number of learners also completed their **Duke of Edinburgh (DofE)** qualifications, demonstrating resilience, leadership and community service. Meanwhile, **Reading Plus** saw universal adoption across Key Stage 3, with over 50 million words read collectively—an incredible testament to our literacy focus.

September 2025 will see the launch of our **THRIVE Centre**—a state-of-the-art facility featuring classrooms, an ICT suite, dining area, therapy rooms and more. This transformative space embodies our inclusive vision and commitment to adaptive education for all learners. Our site is also set to be improved with a brand-new toilet block, a refreshed canteen and a dedicated Rewards Room to celebrate learners' achievements.

Cottingham High School continues to grow, inspire and lead. September 2025 will mark the beginning of our **70th anniversary celebrations**—a proud milestone that honours our rich history and looks forward to an exciting future. Events and reflections throughout the year will commemorate the legacy and evolution of Cottingham High School. As we celebrate our 70th year, we remain committed to nurturing every learner's potential and preparing them for a future full of possibilities.

Go Karting competition



Trip to Kenya



Scott Taylor shared his journey in professional sports



Pippa Walker, our Cross Country Champion





Croxby

OPAL
Play

As we reflect on this academic year, we are incredibly proud of the progress and sense of community that continues to thrive at Croxby Primary School.

One of the year's most exciting developments has been our work alongside Evoke Technologies, which has allowed us to strengthen our provision for learners with Social, Emotional and Mental Health (SEMH) needs. Through this collaboration, we purchased an Active Floor—an interactive learning and movement tool—and completed the installation of both a Regulation Room and a Sensory Room. These safe, calming spaces are already making a significant difference to our learners, offering them the support they need to regulate and re-engage with learning throughout the school day.

Our sense of community shone brightly during our **VE Day Family Picnic**, when we welcomed Croxby families onto our school field for an afternoon of sunshine, music and shared celebration. Families brought their own picnic blankets, enjoyed lively music and took part in a hugely popular cake

competition. We were overwhelmed by the number of entries and generosity of spirit as we sold slices of cake to raise funds for wellbeing initiatives across the school.



A major milestone this year was the successful completion of the Healthy Minds Well-being Award—a journey nearly two years in the making. This award reflects our commitment to embedding a whole-school culture of emotional well-being for learners, staff and families. It has been a transformative experience, shaping both our daily practice and long-term strategy to ensure mental health remains a core part of our school identity.



NAPA
showcase
performance

We also launched **OPAL Play (Outdoor Play and Learning)** this year to enhance our value of 'being kind', marking a positive change in the way we value and deliver break and lunchtime experiences. Watching children explore the mud kitchen, build dens and immerse themselves in creative role play has been a true highlight of the year. **OPAL has empowered learners to take ownership of their play, take risks and develop vital social and problem-solving skills.**

We were incredibly proud of our Year 6 learners, who aimed high and approached their KS2 SATs with a level of determination, focus and maturity that truly stood out. They supported each other every step of the way, stayed calm under pressure, and gave their absolute best throughout the

week. Their attitude was a reflection of the high expectations and strong sense of responsibility nurtured at Croxby.

The performing arts have also taken centre stage this year. From the **Rocksteady concerts** and **festive Nativity performances** to our learners' involvement in **NAPA showcases**, we've seen talent and confidence flourish. The year culminated in an unforgettable whole-school production of **The Wizard of Oz**, performed by our KS2 learners. Their commitment was extraordinary; rehearsing every Tuesday after school and giving up Monday lunchtimes for months. The result was a performance filled with energy, teamwork, and professionalism beyond their years. It was a truly proud moment for our school community.

Installation
of a Sensory
Room



Whole-school
production of
The Wizard
of Oz





Hessle

Humber
Rescue

At Hessle High School, one of the ways in which we deliver on one of our core values of respect is through our House adoption of a community charity.

Our learners are placed into one of our four Houses. Throughout the year, learners compete with one another in many ways; including the House Cup which is awarded to the House which accumulates the most House Points and competition points throughout the year and the annual **Sports Day Cup** awarded to the House which has the greatest success and participation in our Sports Day.

An important strand of our House identity is the work they do for the charities that each of them adopt. These charities – all local, and most with some form of direct connection to our learners and/or staff – are chosen by those in the House and then supported for a period of two years. This extended period ensures that the work of the charity can be fully supported but also provides time for a relationship to be built between those people behind the charity and our learners.



This year has been especially successful with almost £5000 raised this year alone, and over £7000 over the two years, for our four worthy causes.

Ariel House chose the **Humber Lifeboat Crew** and a highlight was when the crew brought the Rescue Boat onto the school field and demonstrated lifesaving techniques. Cassio House adopted the local charity, **Roux's Army (Brain Tumour Research)**, a cause which is very close to family members who are part of our Trust community. Orlando chose **WISHH** as their good cause and raised over £1000 this year from several activities. Finally, Portia continued their support for the **Downright Special** charity throughout the year.

Staff took part in **'Mo-vember'**, growing a moustache to raise awareness and funds for men's health but also to encourage staff to prioritise their own wellbeing a little more by having an increased number of socialising opportunities and through being physically active.

The **80th Anniversary of VE Day** was marked with a number of events in school. This included a visit from two Armed

Forces Veterans Tony and Patrick, who spoke to learners about the work of the **Royal British Legion**, commemorating the sacrifices made in all wars, as well as the work that the RBL do now to care for and support veterans.

The school production of Grease, in the same way as Oliver the year before, was a highly inclusive project providing dozens of learners with the opportunity to act, dance, sing but also to produce, choreograph and act as crew behind the scenes. The teamwork seen by the whole crew was terrific and really appreciated by the hundreds of people that turned out over three nights to see the show.

The year also saw us provide learners with a record number of enrichment opportunities in the form of educational visits. This included a total of **114 visits (not including sporting fixtures or other regular events such as Tigers Trust events), two overseas visits (to France and Spain), seven residential**

visits and involved 4707 participants (obviously with many learners involved multiple times).

We have many learners who find success in their chosen sporting field and we are rightly proud of them all. Occasionally, some break through, providing an even greater inspiration to us all, such as **alumni Jez Litten** who was part of the Hull KR team which won the Challenge Cup Final for the first time in 45 years, carving out a place in the club's history. Whilst ex-students such as Jez may capture the headlines, we also seek to celebrate achievements of all our current learners who are achieving success in their chosen fields. This success extends across a wide range of sports including high jump and long jump, street dance, ice hockey, mixed martial arts, golf, karate, wheelchair rugby, boxing, archery, football and rugby. We are proud of each and every one of them.

Spain visit



Tigers Trust events



School production of Grease





Our dedicated
Careers Hub



Holderness

As we reflect on the past year at Holderness Academy, we celebrate a time of growth, achievement and community spirit.

Our recent Ofsted inspection was a proud moment for all, with inspectors describing our learners as “lovely” – a heartfelt recognition of their respectful, engaged and mature attitudes. This outcome is a testament to the resilience and determination our learners show every day as they strive to be their best selves.

Attendance remains above national averages, with our SEND attendance standing out in particular as the highest in Hull and East Riding. This remarkable achievement reflects the dedication of our learners and families, alongside the kindness and support of our staff in creating an inclusive environment where every learner can thrive.

Our dedication to fostering respect for learning and each other is evident not only in the classroom but also in the wide range of sporting achievements we have enjoyed. A particular highlight this year was the success of girls’ sport,

including a historic moment with the first competitive fixture for our Year 8 girls’ rugby team, marking a proud milestone for girls’ sport.



The opening of our new Creative Art Block and state-of-the-art engineering workshops has provided inspirational spaces for learners to nurture their talents and creativity, equipping them with the skills and confidence to explore their passions and prepare for the future.

Alongside this, the launch of our **ARRK provision** has strengthened our commitment to kindness and respect by supporting learners as they transition back into mainstream lessons, ensuring every learner feels valued and empowered.

Our learners have also made a meaningful impact beyond the classroom through community projects and environmental initiatives. The creation and display of the ‘Amazing Amy’ rat sculpture for the Mischief of Rats trail showcased their creativity and community spirit, while the **Ecology Workshops** have fostered a collective respect for the environment and a deeper understanding of our role in protecting it with our learners working alongside celebrated local artists.

Careers education at Holderness has taken great strides forward this year, with the opening of our dedicated **Careers Hub** providing a vibrant space for guidance and employer engagement.

Throughout the year, enriching trips to **London's galleries**, the awe-inspiring landscapes of **Iceland** and an exhilarating **ski trip** have broadened horizons, deepened cultural appreciation, and developed resilience and independence. These experiences embody the aspiration and respect that guide our learners as they grow into confident, well-rounded individuals and our enhanced trip offers grow year on year.

Charity and fundraising have continued to be a vital part of our community this year, with learners embodying kindness and generosity through numerous ventures. One standout event was the **annual Santa Run**, organised in support of House Hospice, which raised over £800. Additionally, Dylan, a Year 9 learner, took the initiative to organise and run a chocolate tombola, raising more than £200 for his chosen charity: **Downright Special**. These activities have not only raised valuable funds but also fostered a strong sense of empathy and social responsibility—key aspects of our school values.

Looking ahead, we are excited about the upcoming opening of our **Learning Support Centre**, which will continue to build on our values by providing tailored support that helps every learner succeed.

This year has been a remarkable journey, made possible by the hard work and commitment of our learners, staff, and families. Together, we continue to create a community where aspiration drives achievement, resilience overcomes challenges, kindness builds connections, and respect shapes every interaction.

Awe-inspiring landscapes of Iceland



Making history - Year 8 girls' rugby team



'Amazing Amy' rat sculpture



Enriching trips to London's galleries



Exhilarating ski trip





Howden

Walking the 3 peaks in aid of A Shining Light

What a year it's been!

There have been so many positive events that have taken place it's hard to know what to include. Early in the year we welcomed a group of learners from a Ukrainian School; it was a fascinating afternoon with discussion around different cultures. The term also started with record parental engagement at the various parents' evenings we held, many being structured differently to previous years.

The work started by our Bite Back team in October 2023 has blossomed further this year. After a year long campaign over issues regarding school food and the canteen experience, our three Senior Learners on the project, George, Elsie & Esmee were deservedly nominated for Young Changemakers of the Year in the Children's Food Awards 2025. They planned and ran a unique event where a group of elderly members of the community were invited to the Howden "Memory Café" in the school canteen one evening – as part of the CanTeam challenge - for a meal and to take part in a quiz that was based around the 1960s and 70s. The trio were also victorious at the ceremony in London, and their prize led to further accolades as the learners were also invited to Parliament to discuss their work. So, in June we



enjoyed a historic moment as our young people addressed Lords, Baronesses, MPs and other notable guests at Westminster to shine a light on the importance of getting better quality food into schools all around England.

It has also been an incredibly successful year for our Active Travel Ambassadors. Now in Year Three of the programme, a new crop of recruits took the project to new heights this year, achieving Outstanding accreditation for their work – the first secondary school in the region to achieve this.

The seven learners involved this year initially pitched their campaign ideas to an expert panel at County Hall in Beverley, before bringing their ideas to life with a Bus Behaviour Campaign. The idea was applauded by the experts in a scheme that involves drivers scoring journeys to and from school before awarding the Best-Behaved Bus at the end of the competition. The winning bus was rewarded with Domino's pizza for every passenger!

We are proud of Our Young Enterprise business pitch in a Dragons Den event as they were recognised as the most creative Team in the region, quite an accolade. In addition,

we have held numerous charity events in conjunction with **A Shining Light** (the school's official charity) including, **York Rotary Dragon Boat Race**, **Christmas Santa trail**, and most challenging of all, **walking the 3 peaks**.

We have done a lot of work on our **quality of education** this year. To support Year 11 learners, we ran a collapsed timetable leading up to their final exams, a strategy that was greatly valued by both staff and learners. It meant learners having revision sessions as close as possible to their exam. Our **personal development curriculum** saw the introduction of **"The Howden Way"**, a series of lessons and assemblies where we educate our learners on how we operate as a school, our processes and our values. This can range from behaviour to how to do peer feedback.

Our **Student Senates** are a real strength, with areas of focus including environment and behaviour with the Senior Senate meeting regularly with the Headteacher. We held what was an incredibly **successful "non uniform day"** where **over £500 was raised** and learners were engaged in all their lessons.

Our site improvements continue including ongoing decoration of classrooms, new science labs and planned work for the transformation of the technology and art space. We have completed the following over the course of this academic year:

- Continued with the installation of new fire doors which included the ERP area/Art/D&T area corridors and the Music/Drama block.
- Installation of 3no external doors on the 3-storey block.
- Created 3no under stairs storage areas.

- Installed new hand dryers in the KS3 & KS4 toilets.
- Completely refurbished 12no classrooms in the 3-storey block & Language block.
- Restructure of KS4 & KS3 toilet areas.
- Decoration of various areas including the Conference room & male/female changing rooms and corridors.
- Installation of blinds in various areas including the Conference room and CPDL room.
- Replacement of various external doors including Technology/KS4 dining area plant rooms.

During the spring term we were **inspected and graded good in all 4 categories**. We were particularly pleased that the team recognised the progress from the previous inspection, with the opening paragraph saying:

"The school has been on a transformational journey in recent years. This is most evident in the culture of the school. The school has woven its values of Aspiration, Courtesy and Excellence through the curriculum. Learners display these on a daily basis. They understand them and can explain why they are important to their daily life. As a result, there is a respectful and aspirational culture at Howden School."

It is worth remembering that our values were only introduced in September 2023, just over 4 terms before the inspection.

It has been a very good year, but as we now say, this is just the start.



Young Changemakers of the Year in the Children's Food Awards



Active Travel Ambassadors



Colour run in support of Children in Need



Keyingham

This school, this community, is a gift to work in and I am immensely proud to be the Headteacher at Keyingham.

the core of what we have strived to accomplish this year. Our **Enhanced Resource Provision**, placed in the heart of the school, goes from strength to strength **meeting the needs of children in the most creative and also aspirational manner.**

The team we have at Keyingham is what makes it what it is. The success we have as a school and the **shared culture is down to the dedication of every member of staff regardless of the role they have.** Building on our successful OFSTED last summer has been



The inclusive practice within this provision spreads throughout the school **placing the children at the core of everything we do** providing an enriching and engaging curriculum for all children regardless of need.



Year 5's performed on stage to the public at Hull Truck: The Tempest



Collecting their own pumpkins at Sandy Bottom Farm

The clear outcomes of our **aspirational curriculum** can be seen in the development of our 'Key Pieces' of work showcasing the best that Keyingham has to offer. Our **Gold standard OPAL play** offers our young learners the opportunity to develop friendships, collaborate, problem solve and even take risks in a safe environment which is so important for a happy and healthy childhood.



As a school, we have engaged in the **reading for pleasure project** enhancing and promoting reading as both an essential life skill but also an enjoyable and creative experience. We have also fully engaged in the **Yorkshire Ridings Maths Hub** developing our reasoning and problem solving skills building on a solid foundation of number knowledge.

Our engaging curriculum has taken our learners to a variety of locations. These range from local visits to the community and **Sandy Bottom Farm** to as far away as **archaeological digs in York** and our successful Year 6 residential to **Peat Rigg** activity centre. Whole school events have been another highlight of the year. Particular standout moments were, first of all, the **colour run in support of Children in Need** and our **VE Day celebrations** with the whole school dancing on the playground with Kingston Swing.

Sport for both competition and participation has also been strong this year with children experiencing football, cross country, triathlons, swimming and the **immensely fun king ball**.

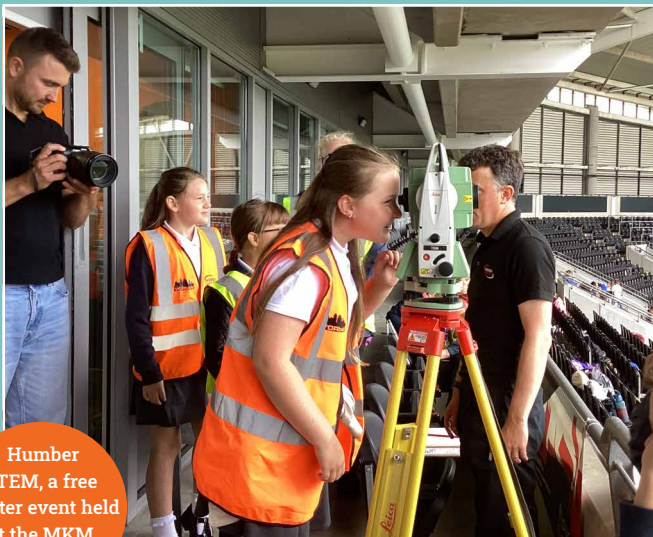
Looking forward to next year we will enhance our curriculum further by making use of **CUSP planning** and continue working closely with our other primaries within the Trust ensuring we continue to offer the best that we possibly can.



VE Day celebrations



Year 6 residential at Peat Rigg



Humber STEM, a free cluster event held at the MKM Stadium



Archaeological digs in York



Oakfield

STEM
project

Our summer term 2024 coffee morning at the beginning of Transition Week was very positive and well attended by parents.

It supported the transition of the Year 6 cohort into Oakfield School and forms the beginning of the effective working relationships we build with our learners and their families. Those relationships are established and the thanks and appreciation shared by parents of our July 2025 leavers is testimony to the partnership work necessary for a child to be successful and ready for life beyond Oakfield.

This year has once again been filled with a wealth of opportunities for our learners and some of these highlights are capture here.

As part of our strategy to reduce our **carbon footprint**, the school has invested in electric vehicles. In addition, the



School Council have focused on recycling across the school. We have new recycling bins and food waste is now recycled appropriately. Year 10 learners commenced their **Duke of Edinburgh Bronze award**. In light of the school strategy for carbon footprint reduction, a focus on conservation in the local environment is part of the programme.

The Year 11 Fundraising Committee for the **Leavers Trip to Blackpool** was officially launched in November. Various fundraising activities are planned with **bake sales** and **bag packing in supermarkets** core fundraisers. The money raised supports learners on their **residential trips** after their examinations in June.

At Oakfield, key national and international events are regularly marked and celebrated within school and are important to our school community. This year this has included **World Science Day**, **White Ribbon Day** and **Christmas Jumper Day**. Several members of staff participated in the **Haltemprice 10K race** and the rest of us cheered from the crowd and showed support from our armchairs!

Work Experience opportunities took place for Key Stage 4 learners as part of their pathway to post 16. Various placements were undertaken including at **Cranswick Foods, Millers Day Centre, Auto Technica** and school placements within the city. Post 16 events started in earnest, with colleges and employers attending the school. We're always delighted to welcome former learners back to the school; they are keen to give presentations to our current students, which is valued by all.

The school participated in the **Police Night Challenge** in March, organised by the Community Safety Unit of **Humberside Police**. This year, the 14 miles over hill and dale, through the night, took 6 hours and 40 minutes, a massive achievement for all who took part.

The focus on **STEM projects** has been a priority this year. The school has sent TEAMS to challenges and competitions throughout the year, including the **Lincolnshire Showground**.

The **allotment** has continued to flourish and produce the goods. 3A have been the key tutor group who have had oversight of the allotment this year.

Well done for the time and commitment needed to keep the plants fed and watered.

We are so proud of our DofE group. It has been a long road from Year 8 to the end of DofE expedition and it is amazing how far they have come and how hard they have pushed themselves.

July 2025

Transition Week is in full swing. The Parents **Coffee Morning** was a success for the 2025 cohort and the relationships are beginning to form.

The **Blackpool Trip** was a success. The fundraising was spent wisely and well.

The school has its usual end of term trips and activities planned as the year draws to a close. The **whole school Seaside BBQ and day out** is eagerly anticipated.



Duke of
Edinburgh
Expedition



The Million Mile Litter Pick over the Humber Bridge



Penshurst

As I near the close of my final year at Penshurst, I'm immensely proud to reflect on what we've achieved, and eager to share Penshurst's vision for next year's developments.

Following the comprehensive curriculum redesign over the last few years, our focus has been on carefully embedding these changes in daily practice, and the early indicators of success are very encouraging.

A key area that is experiencing significant development is the support and provision for learners with SEMH and SEND needs. A standout achievement was Mrs Smith's forest school accreditation. Research shows forest schooling significantly boosts learners' confidence, independence, social skills, emotional regulation, and problem-solving abilities. With this qualification and her unwavering dedication, Mrs Smith can now deliver immersive learning experiences that benefit our learners well beyond the classroom.

Our Opal Play initiative, though in its infancy, is another exciting development. OPAL (Outdoor Play and Learning) programmes have been independently shown to reduce

behaviour incidents by up to 80%, cut leadership time spent on playground issues by 90%, and significantly boost learner well-being,

inclusion, creativity, and physical activity. As our eager team begins implementation, we anticipate similar benefits at Penshurst.

In addition to this, key staff are currently undergoing Thrive training before this is rolled out school-wide in September. Thrive is a recognised whole-school approach that nurtures social and emotional growth. Establishing staff capacity now positions us well for comprehensive implementation from next academic year.



Whole school Brake Walk

Over the Summer, we will **relocate our DEN provision to the former Nursery**, creating a larger, purpose-built space with outdoor access, and allowing us to **support a greater number of learners with high-needs**, dramatically enhancing both capacity and quality of support.

In order to support the DEN move, **we are bringing Nursery (FS1) and Reception (FS2) together in one Foundation Stage unit**, which will streamline transitions for our youngest learners. The shared space will support continuity in learning, foster peer relationships, and strengthen staff collaboration.

The Summer term in particular has been awash with wonderful experiences for the learners. Our Year 2 explorers enjoyed **a sensory-packed visit to Woldies Lavender Farm**, learning about how lavender is grown and harvested, and observing bees in action.

Back in school, our Year 3 learners were **captivated by a hands-on Roman workshop**. A guest specialist arrived fully dressed in Roman attire, demonstrating tools, armour and lifestyle objects. This immersive experience transported the children back in time, enhancing their understanding of Roman Britain through tactile learning and storytelling.

Year 5 participated in hands-on engineering challenges, explored the stadium's sustainability features, and discovered how STEM fields shape real-world structures on

their STEM trip to KCOM Stadium. It was **inspiring to see their curiosity in action and witness how science and maths come alive beyond the classroom**. Year 5 also took part in *The Tempest* at Hull Truck Theatre. This classic Shakespearean play, brought imaginatively to life, introduced themes like power, forgiveness, and nature. The children performed brilliantly and we are proud of every one of them!

Our Year 6 adventurers enjoyed three amazing days at Caythorpe Court in Lincolnshire. They challenged themselves with high ropes, the giant swing, kayaking, archery, abseiling, climbing trails and more, **building both confidence and camaraderie** and returned to school with beaming (albeit exhausted) faces.

Mrs Smith led a whole host of Eco activities, including the whole-school Brake Walk, and the Million Mile Litter Pick. This initiative aimed to raise awareness about climate change and encourage local action. Our Eco Club learners thoroughly enjoyed the morning, and we were even joined by Calendar News and Rob from MyGroup Recycles, the company that recycle our bottle tops into useful items.

This year has been about **embedding meaningful change** - prioritising equity, well-being, and enriching experiences for all learners. Next year, we build on that progress by enhancing our facilities, continuing professional development, and deepening our approach to social and emotional learning.



Year 6 residential visit



A Roman workshop



A visit to Woldies Lavender Farm



Each House raising money for their House charity

Winifred Holtby

This academic year has been packed full of ambition, laughter, learning, fun and many moments that have made me incredibly proud.

We have achieved a lot! We remain focused on academic excellence and outstanding progress but we are passionate about balancing this with coming to school to have fun!



Our classrooms are spaces of focus and hard work and our learners have been well rewarded for achieving excellent attendance and meeting the elements of the classroom charter. Being prepared, polite, punctual and productive gains access to a whole host of reward events. The **silent disco** was a massive hit along with **We're a Knockout**, the **Big Day Out**, but the event of the year has to be when we brought the **Ally Pally** to Winifred Holtby with our **annual darts championship**.

Two amazing productions, **Nativity** and **Matilda**, have showcased the incredible talent we have and, as the WHA drama and production company develop in number and

confidence, it is an exciting time.

Each House has made great efforts in raising money this year for their **House charity**. Wawne House went out into the community selling goody bags and pup cakes at the **Oakwood Dog Show**. **Wear it Pink** was a roaring success too back in October when learners dressed up and ran for breast cancer research. We will definitely be bringing this back in the Autumn term but bigger and better. **Penny Wars** has raised a massive **£1127** so far for our five charities. All that loose change really has made a difference.



Driving aspiration

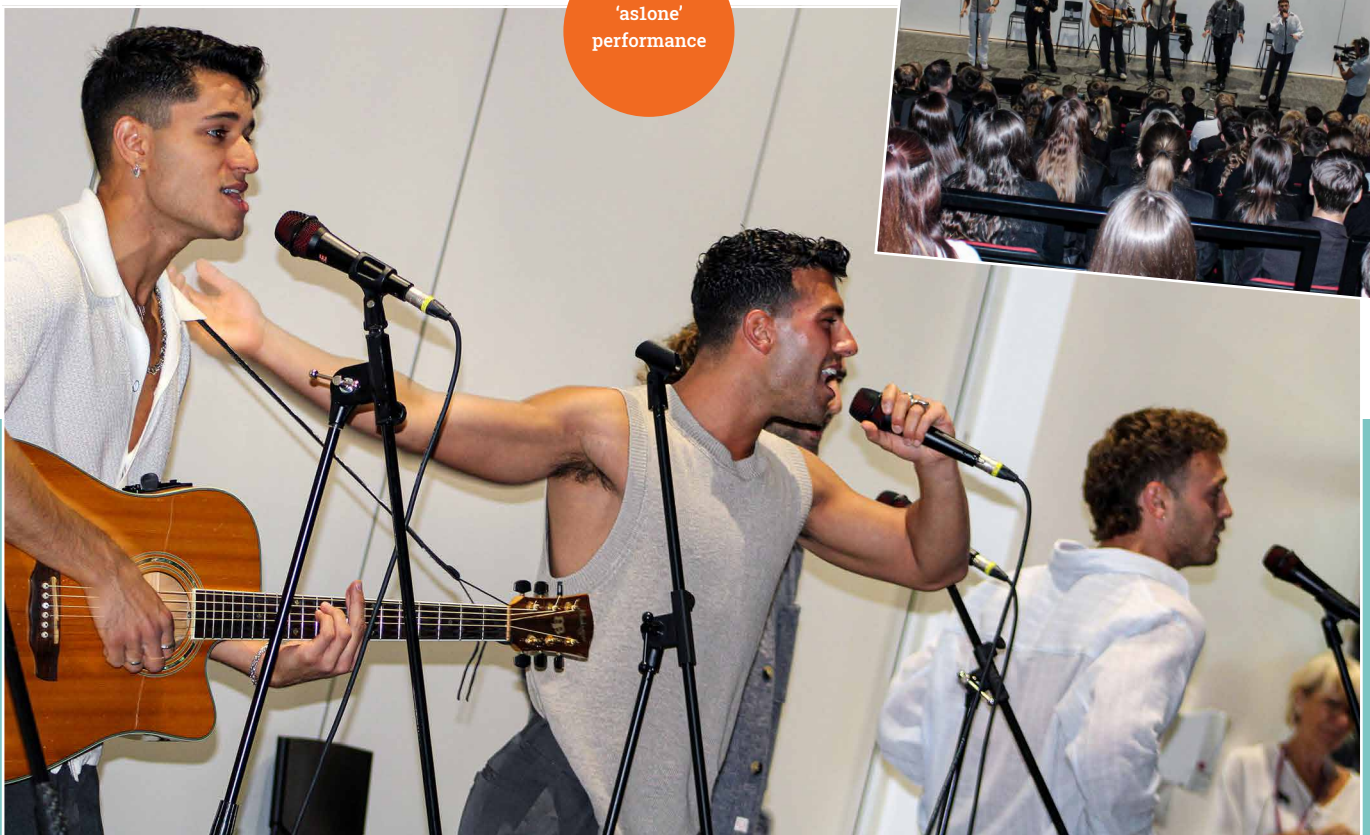
We have now appointed our Senior House Leaders from Year 10 and they will hold that role as we progress into Year 11. As the first cohort to be appointed I am excited to see where they take the role and further develop student leadership and the House structure. Their first role is to host the **Academy Awards event** on July 15th.

We continue to be a school that supports and challenges in equal measure. Yes, we expect great behaviour and big ambition—but we also know that everyone has ups and downs. Through supportive conversations, restorative chats, and a few tough love pep talks, our learners have shown they can bounce back stronger and better. It's all part of what we do.

Of course, none of this would be possible without our phenomenal staff. Their creativity, care, and commitment are the backbone of everything we do. They've embraced new ideas, shared best practice, and gone above and beyond. Their unwavering support for our learners both academically and pastorally is outstanding.

As we wave goodbye to this unforgettable year, we do so with huge pride and even bigger plans for what's next. Winifred Holtby Academy continues to grow as a place full of care, ambition, and endless potential—and we can't wait to see what amazing things our learners will achieve next.

'asIone'
performance



An
Inspirational talk
by Liz Winn to
our learners

An amazing
production of
Matilda





Wolfreton

Excitement at Dalby Forest

An academic year passes in the flash of an eye, and we know that if we're not careful, we can miss the things that really matter.

At Wolfreton this year, we have had a real focus on noticing and sharing more of the innumerable things that make our school the very special and unique place it is. **None of the opportunities provided are possible without our people – our staff and learners – who have made a difference in so many ways this year.**



This year, we coined **The Wolfreton Experience**. For more years than I can remember we have celebrated the strengths our teams have built in careers, in sporting endeavours and in other opportunities beyond the classroom. Capturing and communicating all that goes on can be a challenge, however in doing so, our ambition to deliver more for our learners can gain real momentum. The Wolfreton Experience has provided a framework for us to do this.

As part of The Wolfreton Experience, our focus on educational visits has been a success to celebrate, increasing accessibility and inclusion significantly. Across the year, all key stage 3 learners have had the opportunity to enjoy one of our entitlement visits - travelling to **Lincoln Castle and Cathedral**, to **Leicester Space Centre** and **Dalby Forest**, to name just a sample of visits; at key stage 4, popular examples have included theatre trips with both English and drama, as was the **Thackray museum history trip**. Elective visits have grown too. Our renowned **ski trip to Italy** returned this Easter, **London 2025** has taken place and the **Barcelona 2025** and of course **Peru 2026** are both now booked. On the theme of Peru, the ambition and scale of fundraising involving the whole community has been remarkable – from car washes and bingo nights to Christmas and Valentine's discos, all these opportunities add joy to those involved.



Aladdin production

Of course, The Wolfreton Experience isn't limited to trips. Thanks to our staff, our learners have had the opportunity to participate in over 40 clubs from football and netball, to coding, Arabic and Lego. Our arts presence continues to gather pace with Wolfreton Dance performing at the Staff Awards and the 3 casts currently rehearsing for Grease surpassing the two who delivered Aladdin. We speak of 'positive noise' and there has been plenty of that this year.

The Wolfreton Experience for us is about making memories for life; it also provides opportunities to indulge in our competitive side. We have again enjoyed many sporting successes including our Year 7 boys rugby team who won the U12 Yorkshire RFU School's Plate (making history for our school); alongside others across our Trust, we were recognised for our Attendance by FFT (we know our Perry

Pens and many competitions have played a key role in this), and our Golden Ticket events continue to grow, involving more and more, which of course is the ultimate ambition. In all areas there really is too much to mention here – we are grateful to our staff in school who have envisioned these opportunities, as well as so many of our colleagues in the shared services teams who have made them possible by so often going above and beyond in response to our requests.

The Wolfreton Experience, we believe, is the very essence of belonging and in strengthening the foundations needed for the academic success, we all strive to deliver. Our staff have focused on the continued development of their subjects and our classrooms with ambition, 'If not us, then who? If not now, then when?'. We know the relationships fostered and experiences shared will help us deliver these.

Wolfreton Dance perform at Trust Staff Awards



Year 7 History Makers



Ski trip to Italy



Consortium Sixth Form

Learners at the UCAS Convention in Leeds

This year has seen a wide range of Sixth Form trips and visits.

Spanish A Level learners visited **Barcelona** for three nights and four very full days! The trip was a first for some of the learners and included a number of stop-offs for traditional local delicacies such as tapas, as well as visits to the iconic sights of this cultural mecca. Highlights included: **the Picasso museum**, the amazing **Sagrada Familia** and **Park Guell**, a guided tour of the **cathedral**, **the Ramblas** and the **Boqueria market**, the **National Museum of Catalan Art** and the **Poble Espanyol**. A real highlight was an evening **flamenco show**. Along the way were pockets of shopping opportunities, giving the learners the chance to fully immerse themselves in the language. Year 12 Physicists went to the **Royal Institution** and the **Science Museum** in London. They learnt about careers in science and the history of Physics. There was the chance to hold a postcard signed by Albert Einstein and to see a real Nobel Prize! A group of Year 12 and Year 13 Classicists were excited to hear an incredible talk on **Medea** by **Professor Edith Hall** at the **Hull Classics Association**.

The UCAS Convention in Leeds offered learners a chance to chat to universities and colleges about their courses and university life, speak to employers and apprenticeship providers about what an apprenticeship is like and the options available, listen to talks from experts in their fields and get dedicated support from UCAS experts about their options.

A level Spanish visit to Barcelona





Post-16 subject fair for Year 10 learners

All of Year 12 attended the Hull and East Riding Apprenticeship Fair at Bishop Burton College, helping learners begin to consider their future pathways.

As part of our opportunities to explore future careers paths, a final year learner from Hull York Medical School launched our Future Medics scheme with some of our aspiring medics. Our Future Medics also had the chance to take part in a valuable Mini Mock Interview practice session - the future of medicine is in safe hands! **The Enrichment Programme** included **First Aid sessions**, with learners perfecting their skills and widening their knowledge.

Learners have also got involved in a number of community initiatives this term. Thirty of our Year 12 learners were lucky to have the opportunity to volunteer at Penshurst Primary

with their Key Stage 1 and 2 children. Learners also enjoyed wearing their onesies raising money for Children in Need and Sixth Form ambassadors supported at a Year 7 Christmas party and with Christmas card deliveries.

Year 12 learners also took the lead at Post-16 subject fairs at Hessle and Wolreton sixth form campuses. Year 10 learners from the two schools were invited to the events which highlighted the post-GCSE courses available to them at The Consortium Sixth Form College. The event offered the Year 10 learners the chance to speak to those currently studying in the Sixth Form and allowed them to get first-hand knowledge of what is on offer. Each subject had a stall manned by a current Year 12, allowing Year 10s to ask any questions about the particular subjects they are interested in, including what topics are covered in the course, how they are assessed and what they like about the subject. This was also a great opportunity to look around the facilities at each campus and experience a flavour of life at The Consortium Sixth Form College.



Wembley Stadium visit



The Enrichment Programme - First Aid sessions

Trust Wide Events >>>>>>

Celebrating a Year of Collaboration and Ambition Across Our Trust



Aspirational keynote

Learner Conference

The theme of this year's annual Learner Conference at the University of Hull was aspiration.

We invited a targeted cohort made up of some of our most disadvantaged learners and we were delighted that learners from Oakfield School could join us.

The day started with an energetic keynote delivered by the CEO of Push, an organisation which works with schools to inspire, engage and inform young people and connect them with well-suited opportunities.

Working collaboratively with the on-site teams from the Children's University and the Humber Outreach Programme, the day delivered a fantastic blend of activities. A particular highlight for the learners was the chance to tour the university campus.



Feedback back from learners and staff was extremely positive:

"I just wanted to say a huge thank you on behalf of our learners - they absolutely loved the day and have asked if they can do it every year! These are some of our most vulnerable young people and it was a great opportunity for them."

"After the day I came away feeling that, even if I'm not there yet, I can achieve my dream job, which is to become a Zoologist."

Wolfeaton
Dance
shine!



Staff Awards

Our annual Staff Awards Evening saw 40 awards presented to colleagues, following over 160 peer nominations.

The awards reflect the impact colleagues across the Trust are having on the lives of our learners, their families and their own colleagues, shaping positive futures through their commitment to our values. It was wonderful to hear so many positive and uplifting stories. Feedback showed the sense of pride that comes with acknowledgement and we'd like to thank everyone who nominated a colleague to receive an award.

".....all of the small touches in place across the evening really made it feel so special. The award, certificate and badge are really lovely and I am proud to have received these. We can all sometimes feel we are not valued and appreciated as we get lost in the day to day workload but an event like this made me realise that we are all valued and that really is appreciated so much."

"I've worked in education for 22 years and last night I won my first award. I feel very blessed and very humbled to be nominated by my colleagues. This means the world to me."





Annual CPDL Event

This year's Shaping Positive Futures Annual CPDL Event was based on the theme of 'Aspiration'.

The event was attended by our largest cohort on record this year as we welcomed colleagues from Oakfield School for the first time.

It was clear from the feedback that our Keynote speaker, Dr LJ Ducksbury, a practising educational psychologist, was very well received. We were delighted with her energetic and thoughtful delivery. The day saw 18 external specialists and 6 Trust colleagues deliver sessions for our non-teaching and

learning support staff which strengthened our offer for these cohorts and this was recognised within the feedback. More time was allocated to subject specific training sessions with a total of 25 subject sessions delivered by Trust colleagues and 21 by external facilitators. Thank you to our subject network leaders for coordination of the morning.

"I particularly liked the keynote. It challenged everyday perceptions/expectations without being confronting and gave time for reflection."

"I found it really useful to learn more about the 'why' behind the different forms of questioning."

Year 11 Success Events

Two Year 11 Success Events took place, with a focus on raising attainment in English and mathematics through targeted revision and intervention.

Both days included a number of bespoke workshops, delivered by expert subject specialists from across the Trust. Year 11 learners from across the Trust's secondary schools worked collaboratively and were fully committed to each day's packed programme. Top revision tips and strategies were shared, and focused sessions were delivered by highly committed staff with the aim of ensuring everyone has the

best chance to reach their potential. Feedback from the learners was overwhelmingly positive and the inspiring venue of the University of Hull provided a brilliant environment which set an aspirational tone for the sessions. Learners' feedback was enthusiastic and they particularly welcomed:

- being taught how to analyse the text and how to use connotations properly
- the transactional writing section
- insight from people who mark GCSEs
- different ways to solve certain maths problems
- the environment and the overall approach was different and practical



Strategic Priorities

Progress against our
Six Strategic Priorities

1

Excellent
Outcomes for
Learners

4

Impactful Services
and Outstanding
Environments

2

An Inclusive
and Ambitious
Curriculum

5

Highly
Effective
Governance

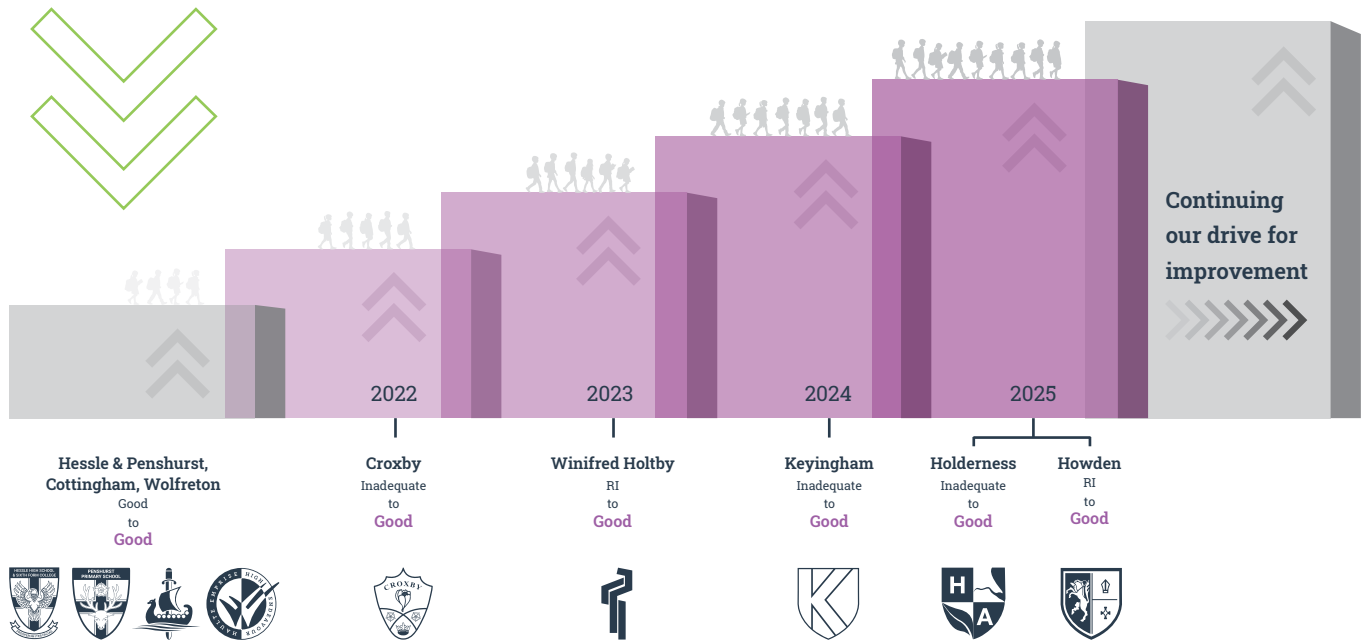
3

Engaged and
Empowered
People

6

Growth

Excellent Outcomes for Learners



Ofsted

This year, Ofsted inspected two of our schools.

At Howden School, inspectors noted the school's **transformational journey** and **high academic expectations**, and Holderness Academy was recognised for its **positive environment** and **much improved education**. Both inspection outcomes celebrate and recognise the exceptional work and dedication of leaders, teachers and support staff in each of the schools. We are proud that **every school in the Trust is now rated 'good'** across all categories, ensuring every learner in our Trust attends a 'good' school.

Thrive

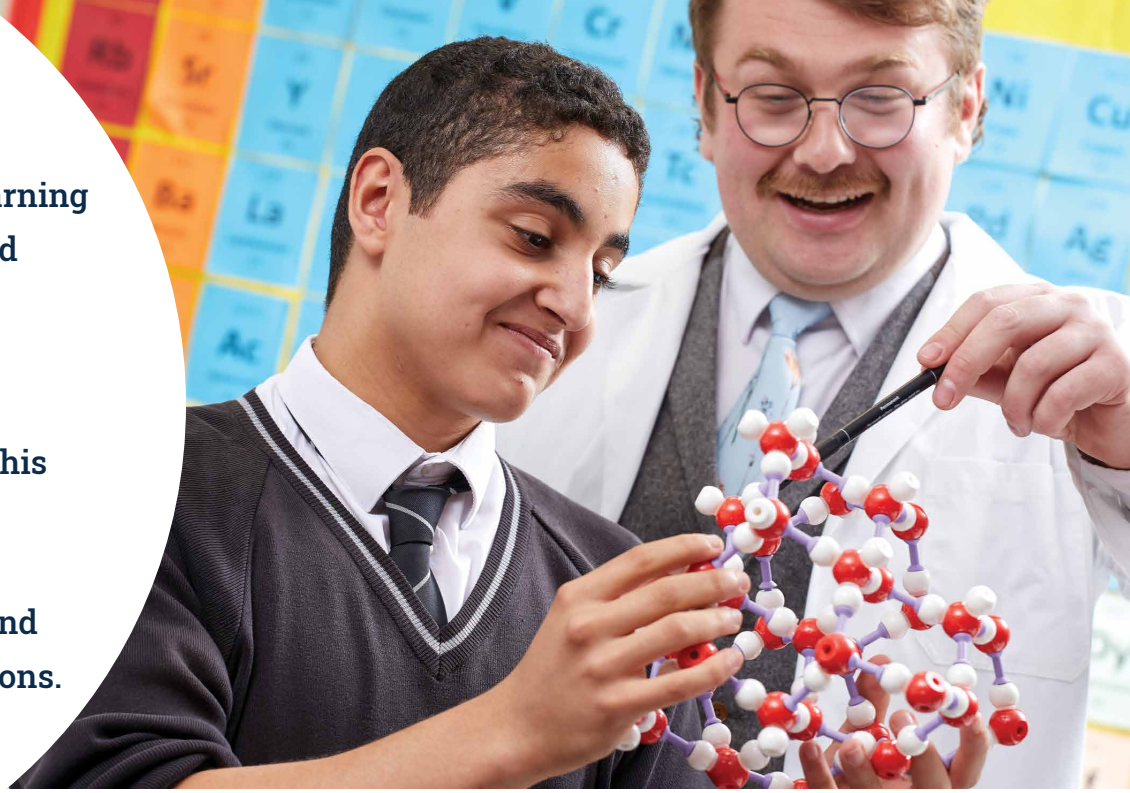
The Thrive Approach supports children's social and emotional growth with practical, research-based practices.

It recognises each child's unique qualities and provides strategies to **build resilience, foster positive relationships, and strengthen a sense of belonging within the school community**. By integrating Thrive into daily interactions, we help learners feel seen, valued, and truly part of the school community, ready for learning and participation. This year, schools have made notable progress in developing relational approaches, supported by specialist training, with more planned for next year. Implementing the Thrive approach is helping to create a school culture where learners feel they belong.

As we move into the next academic year, we will be developing **Thrive Leader and Practitioner Networks** to support the further development of Thrive and share successes and good practice. We also look forward to the provision of **bitesize Trauma Informed CPDL** to complement the great relational work that is already going on in schools through the **Thrive Approach**. Where schools have not yet had the initial Thrive training, this will come in the Autumn Term, ensuring that our relational culture continues to be developed across all of our schools.



The Teaching and Learning Framework has helped leaders focus CPDL activities on its core elements, improving teaching quality and this has been endorsed by school-based quality assurance activities and recent Ofsted inspections.



Teaching and Learning

Enhancing teaching and learning remains a core focus in our schools. **The Teaching and Learning Framework**, currently in its second year of implementation, offers a consistent structure for teachers without mandating specific teaching styles or methods. This approach is based on our belief that teachers are best placed to determine what is most effective for their learners. Crucially, it has **established**

a shared language of teaching and learning across the Trust, enabling all staff to work collaboratively and communicate effectively about classroom practice. The Teaching and Learning Framework has **helped leaders focus CPDL activities** on its core elements, improving teaching quality and this has been **endorsed by school-based quality assurance activities and recent Ofsted inspections.**

Behaviour Policy

The Trust Behaviour Policy has now been in place for a year and there has been notable positive impact on behaviour since its implementation. The collaborative development of relational approaches to behaviour and a **focus on positive reinforcement and reward** has contributed to **improved behaviour**. School level data **demonstrates that behaviour is good and continually improving across our Trust schools**. Schools have worked more collaboratively than ever, both within and beyond the Trust to seek alternatives to

fixed-term suspension. Overall, we have seen a 13% reduction in the number of fixed-term suspensions and, perhaps more importantly, a 22% reduction in the number of days lost to suspension. **In total, our learners spent 834 more days in school as a result of reduced days lost to suspension.** Of course, the consistent application of the policy is key and recognition goes to every member of staff that works with our learners every day.



reduction in the number of fixed term suspensions



reduction in the number of days lost to suspension



more days in school as a result of reduced days lost to suspension

Attendance

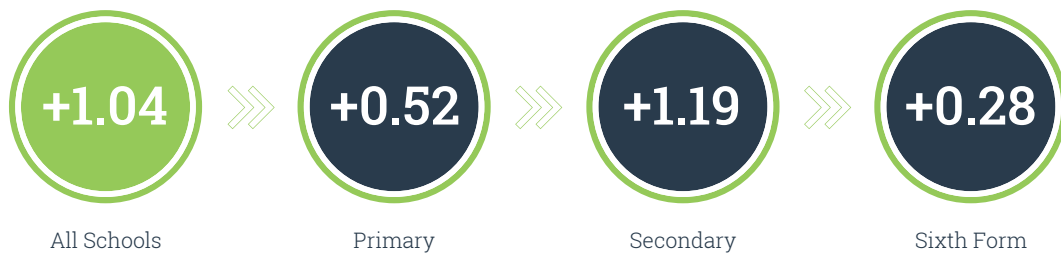
The Trust Attendance Leads Network continues to meet half termly to **share best practice, discuss current challenges and plan opportunities for cross-Trust collaboration**. A working party, from the network, drafted the Trust attendance policy that will replace the school attendance policies from September 2026. Other key foci of meetings have been developing strategies to overcome barriers to attendance, using the **Attend Framework** and establishing appropriate benchmarks based on similar schools to use alongside regional and national averages. In the summer

term we launched the **Intra-Trust attendance competition** between the six mainstream secondary schools, targeting key groups of Year 10 learners at each school to reduce persistent absence in this cohort and establish high expectations before they commence Year 11.



**MOMENTS MATTER,
ATTENDANCE COUNTS**

Attendance 24-25 Vs 25-26



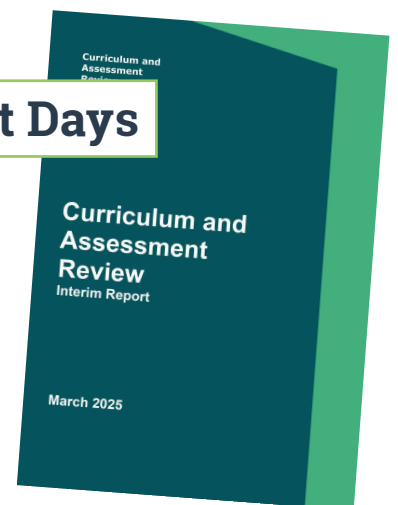
Key Groups Monitored – all schools



Subject Network Meetings and Development Days

Termly subject development days in **English, maths, science, history and geography** have driven far greater collaboration between schools as leaders have been provided with dedicated time to discuss and develop their curriculums in detail. These have enabled thorough standardisation and moderation practice to be established across those subjects that has reaped **significant benefits in improved rigour and consistency of assessment, particularly at Key Stage 4**. Calendared termly subject leader meetings have enabled teams of expert leaders to collaborate across the Trust with a **strong focus on developing teaching practice** but flexibility

to also discuss subject specific matters. The summer term meetings focused on developing the programme for the upcoming Trust Annual CPDL Event and considering the subject specific implications of the DfE Curriculum and Assessment Review, based on the findings from the interim report published in March 2025.



Primary Curriculum

From September, all primary schools within the Trust will be aligned in their curriculum offer, with the exception of Phonics and Personal Development. This builds on the strong foundation already established by the two schools currently working in alignment. All schools will follow the **CUSP curriculum across all subjects except mathematics**, where the White Rose scheme will continue to be used. This strategic alignment will **support a reduction in teacher workload, enable the use of common assessments, and facilitate regular moderation of learners' work across schools**. Looking ahead, the primary leadership phase has begun planning to align the phonics curriculum from September 2026, further strengthening collaboration and consistency across our settings.

Development Leads are:



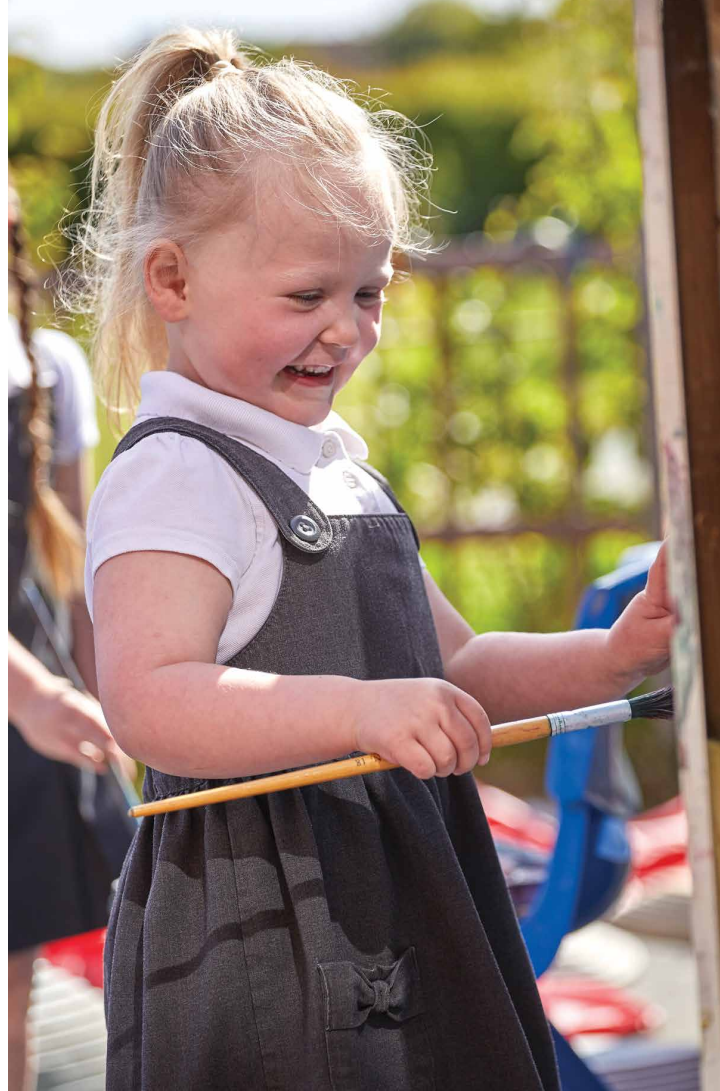
James Dinsdale
Science
Cottingham



Ange Davidson
Geography
Wolfreton



Emily Rowe
History
Howden



Secondary Curriculum

This term saw a **significant acceleration** in the process of curriculum alignment that commenced in core subjects at the start of the year. **High quality aligned curriculums** have been selected for humanities and science, and leaders of those subjects are **working collaboratively** to ensure effective implementation from September 2025, phased upwards from Year 7. These include common summative assessments at mid-year and end-of-year points with consistent tracking, feedback and reporting processes across schools. Curriculum Development Leads have been appointed from existing subject leaders, through application and interview, and these colleagues will have a **key role in adapting and supplementing the shared curriculum resources** to support our learners to make the best possible progress through Key Stage 3.



Aligned Curriculum =

English

Mathematics

Science

History

Geography

Spotlight on English >>>>>>

Celebrating a Year of Collaboration and Ambition Across Our Trust English Teams



Alone we can do so little; together we can do so much.

- Helen Keller



Helen Keller's words ring especially true as we reflect on the extraordinary work of our English departments this year.

Across our six secondary schools, it has been **collaboration** - not competition - that has **driven our progress**. We have seen that when teachers work together with a **shared vision**, the impact on learners is profound. The journey we've taken this year shows that what we can achieve collectively far outweighs what can be done in isolation.

At the heart of this transformation has been the successful launch of our new **Year 10 English curriculum**. This carefully designed, collaborative curriculum has aligned the teaching of core concepts across all schools. It has enabled a shared approach to planning and delivery, underpinned by centralised resources created to support classroom practice and ultimately improve outcomes for learners.

This curriculum launch has not only raised the bar for teaching consistency but also strengthened the bonds between subject leaders, who have led this change with **expertise, commitment, and creativity**. More than adopting new materials, they have built a dynamic network of **Trust-wide leadership** - a group that meets regularly to share strategies, deliver training, and support each other in the **pursuit of excellence**. As one subject leader reflected,

"The collaboration has been transformative. We're not just aligning curriculum - we're aligning purpose."

A shining example of this shared purpose in action was the **Trust Year 11 Revision Event** held in January. **Over 400 learners** came together to access expertly delivered sessions from English leaders across our schools. The response from learners was outstanding. One learner commented,

"I found the sessions really helpful in preparing me for the mocks as there were some really simple practical strategies that I'm going to be able to remember."

Beyond the classroom, many of our schools have enriched learning through trips that brought English to life. These included unforgettable performances of **An Inspector Calls at Hull New Theatre** and **The Lowry in Salford**. Some learners also attended **Poetry Live Event**, where they heard directly from the poets they are studying - moments that will stay with them long after their final exams.

Meanwhile, our **Microsoft Teams English Revision Hub** connected over 1,100 Year 11 learners, providing revision videos and high-impact resources recorded by English leaders. The feedback was incredibly positive. As one learner shared,

“They really helped me build on classwork and I felt like I smashed my literature exam because they were focused on what came up!”

Congratulations to **Cottingham High School**, who won the award for highest engagement from learners - though the race is on next year to see who can claim the title!

All of this work led to a real sense of confidence and readiness among learners as they entered their exams. The buzz amongst learners after the exams was unmistakable - and it stemmed from being exceptionally well-prepared by teachers who care deeply and work tirelessly. We are proud that our young people benefit from teaching of such high calibre.

World Book Day was another highlight across the Trust. From author visits to costume parades to reading challenges, each school found ways to celebrate literature and promote the joy of reading—reminding us all why English matters so much.

Yet perhaps the most important feature of this year has been the strengthening of our **Subject Leader Days**. These regular, focused gatherings have allowed leaders to collaborate in meaningful ways - sharing what works, problem-solving together, and developing practice across schools. These leaders are spearheading the future of English in our Trust, and their collective impact is tangible.

Looking ahead, we're excited to build on this foundation. Our **Trust Annual CPDL Event at Wolreton** in October will see some of our very own practitioners leading training for colleagues - a perfect example of Trust collaboration at its finest.

As we now turn our attention to KS3 curriculum development, it's clear that this is only the beginning. The ambition of our English leaders is unmistakable, and the momentum we've generated this year will carry us into the next with confidence.

To end, I return to the idea of shared beginnings. As T.S. Eliot reminds us:

“What we call the beginning is often the end. And to make an end is to make a beginning. The end is where we start from.”

This year may be concluding, but the work continues—and with such passionate, talented teachers in every school, the future of English across our Trust has never looked brighter...



Trust Year 11 Success Event



Promoting the joy of reading

Spotlight on Mathematics >>>>>>>

Celebrating a Year of Collaboration and Ambition Across Our Trust Maths Teams



Sustainable school improvement is most effective when driven by a collaborative culture, where leaders, teachers, and support staff work together towards shared goals (Ofsted, 2025).

Our Trust collaboration strategies in mathematics have been a key ingredient in driving improvements in 24/25. We have built a powerful leadership group to drive improvements across our Trust, ensuring all our learners receive the best possible diet and have the greatest chance of success.

We have now aligned our mathematics curriculum across all schools and it's spiral approach to topics mean that key concepts are revisited and expanded over time, allowing learners to deepen their understanding and retain information more effectively. To embed our curriculum, our subject specialists have created **Trust-wide lessons** which are built on effective teaching and learning strategies from

evidence-based sources such as **Rosenshine's Principles**. Trust lessons have enabled us to share effective practice between schools which is key to closing the gap (EEF) and they have reduced teacher workload in terms of lesson planning.

Coordinating Mathematical Success (Ofsted report, 2023) promotes collaboration and also identifies key teaching and learning strategies to develop in the mathematics classroom such as Metacognition, 'Reasoning Through Talk'. Teacher talk teaches our learners metacognitive strategies (EEF and NCETM) and to promote this, the Trust **invested in desk raisers and visualisers** for our mathematics classrooms. Further Trust-wide collaborative strategies are currently being developed in **Numeracy, Assessment and Feedback**. Teacher development will always be a priority in mathematics because, the most powerful lever for raising learner achievement is improving teaching (EEF). Staff across our Trust have attended professional development through our local Maths Hub, Teaching for Mastery groups and Secondary Subject Leader training. We have also visited external schools who have attained outstanding progress in mathematics so we can learn from others.

Our Summer Term saw the exciting and successful launch of **Sparx Maths across the Trust**. The engagement from both staff and learners has been inspiring. We have seen **1,836,728 correct questions** answered and **15,450 learning hours** completed outside of the classroom; **1023 learners** have already improved at their times tables. Trust and departmental leaderboards have energised competitiveness, enthusing both staff and learners!

Our learners are developing a focused determination through Sparx Maths to achieve the glory of being top performers

within their school and across our Trust. One teacher explained that:

“My class have really banded together and made this a team effort to be number 1. They come to me and tell me when they've completed it and when they've helped others stick to their deadlines too. They want to show everyone how hardworking they are and are ready to battle some strong competition!”
Ashley Morgan (Teacher, Winifred Holtby)

Sparx Maths

1,836,728

correct questions answered

15,459

learning hours completed outside of the classroom

1023

learners have already improved at their times tables

Impact

Voices of others often best describe the impact, our Heads of Maths across the Trust share their reflections here:



“In the last 12 months the Trust mathematics team has become tighter and more collaborative. It really feels that we are coming together, with a common goal of improving the outcomes for all the learners in all our schools. Ideas are shared with clear rationales and leaders of mathematics feel able to question and suggest improvements which are listened to, discussed and then agreed.”

Nicki Carlisle (Holderness)

“It’s been truly refreshing to join such a dynamic and innovative Trust team, united by a core belief in putting learners first. I’m proud to be part of this exciting journey and to contribute to a vision that genuinely makes a difference.”

Matt Wort (Cottingham)

“Question level analysis documents have been produced centrally for our Year 11 mocks so that learners could clearly see their areas for development and use Sparx Maths activities to make improvements. We have received very positive feedback from parents and learners. Teachers and mentors can more easily identify areas for development for individual learners and for whole teaching groups. This has helped us to better target revision activities in lesson time.”

Nigel Issatt (Howden)

“The positive power of collaboration has been hugely beneficial to me and the mathematics team this year. From being able to quality assure our data for all year groups (and the competitive side that ignites), to bouncing ideas around and to knowing that you are part of a wider team who are all working towards a shared goal, it’s enhanced our year and I’m excited for the next phase.”

Gemma Scott (Wolfreton)

“As a new Head of Faculty, the opportunity to collaborate with a network of experienced Maths leaders has been invaluable. Great Mathematics doesn’t happen in isolation; it thrives where minds meet. When department leaders collaborate, they don’t just shape pedagogy; they shape a culture of curiosity, connection, and excellence.”

Rachael Phetla (Winifred Holtby)

An Inclusive and Ambitious Curriculum



An inclusive learning environment

As a Trust, we remain firmly committed to creating an inclusive learning environment in which every learner is supported to thrive.

Our learner profile has changed significantly in recent years, with a substantial increase in the number of learners requiring additional support.

These figures now represent 16.8% of our total learner population, which is well above the national average. Over the last three years, we have seen a 15.9% increase in SEND learners and a 21.8% increase in EHCPs. We continue to work positively to design a curriculum and provision model that is responsive, inclusive, and impactful.



Over 2,000 learners are now in receipt of disadvantaged funding



More than 1,300 learners are identified with Special Educational Needs and Disabilities (SEND)



Over 280 learners currently hold an Education, Health, and Care Plan (EHCP)



Total learner population



Increase in SEND learners



Increase in EHCPs



We continue to work positively to design a curriculum and provision model that is responsive, inclusive, and impactful.





Safeguarding our learners



Safeguarding

Our exceptional safeguarding teams and Designated Safeguarding Leads (DSL) are the **silent guardians at the heart of every school**, championing the protection, dignity, and well-being of our most vulnerable learners.

The DSL group is the **longest established network in the organisation**. Anyone who attends the meetings would be genuinely inspired to witness the growth and impact of this group. The number of non-teaching DSLs has grown again this year, with colleagues in place at Penshurst and Cottingham, joining Winifred Holtby, Holderness and Howden School bringing further capacity to our schools.

Mental Health

Our mental health team has been strengthened this year with the appointment of Shiralee McDonagh, who has become a **vital source of support and expertise for our schools**.

Shiralee McDonagh and Jennie Ellis have laid the foundations for what has become a **transformative trust-wide mental health support programme**. Today, the team delivers approximately 50 support interventions every term across our schools, often working with some of our most emotionally vulnerable learners. In collaboration with key partners like Tigers Trust and Mable Therapy, we are

External safeguarding reviews have taken place at Croxby, Cottingham, Holderness, Howden, and Winifred Holtby schools, and the **feedback has been powerful and affirming**. Our systems have been rigorously tested, and they have stood strong. The organisation is incredibly proud of the way our schools have responded and the high levels of training and preparedness across multiple areas of safeguarding. Following the Croxby review, **two staff members were asked to deliver training at a national Child Protection and Safeguarding conference**. Rebecca Wright was praised for her leadership of Croxby's personal development curriculum 'Set for Success' and the safeguarding culture that underpins it. Clare Neighbour presented on her role as a DSL and the processes and procedures we use as an organisation. The organisation also recognises Clare's dedication as her two-year term as Chair of the DSL group concludes.



Shiralee McDonagh



Jennie Ellis

ensuring our learners receive the care, guidance, and therapeutic support they need. **Their work is truly life changing.**



State-of-the-art sensory room at Croxby

Key Developments and Achievements

Enhanced Resource Provision (ERP) Development

We have made significant progress in strengthening our five Enhanced Resource Provisions (ERPs), which offer specialist provision for learners with:

- Autistic Spectrum Disorder (ASD)
- Social, Emotional, and Mental Health (SEMH) needs
- Cognitive and Learning difficulties

Key highlights include:

- Launch of the Cognitive and Learning ERP at Hessle High School in September, expanding our specialist support capacity.
- Successful reviews conducted by the Local Authority of our ERP provision across the primary phase, ensuring a consistently high-quality offer.
- Strong collaboration with Hull Local Authority, culminating in plans to open a new ERP at Winifred Holtby Academy.

- Installation of two state-of-the-art sensory rooms at Croxby Primary, enhancing support for sensory regulation and engagement.
- The Trust leading the Enhanced Resource Provision group for the East Riding Local Authority.

Improved Attendance and Behaviour Outcomes

The most recent Spring Term government attendance data reflects strong outcomes for learners with SEND across our schools:

- In the primary phase, Keyingham and Croxby reported attendance figures significantly above national average for learners with SEND.
- All secondary schools performed above the national average for attendance of learners with SEND, with Holderness, Wolfreton, and Howden exceeding the national figure by over 5%.
- Suspension rates among vulnerable learners are decreasing across the Trust, supported by the refinement and strengthening of our inclusion and pastoral strategies.

Strengthening Early Help

Building on the successful launch of our Trust-wide Early Help offer last year, we have further embedded this model to complement and elevate the work already taking place in our schools.

This integrated approach is enabling us to identify needs earlier, provide timely support, and reduce escalation, ensuring better outcomes for learners and families.

As an organisation we note the ongoing support from Oakfield School, enhancing our Early Help offer through supporting schools in requests for extra funding for learners and their strategic knowledge of alternative provision.



What's next?

Our strategic focus on inclusion is making a measurable difference to the educational experience and outcomes of our learners with additional needs.

We will continue to:

- Invest in specialist provision, including expanding ERP capacity.
- Develop inclusive pedagogies across mainstream settings.
- Reconfigure learning environments and inclusive practices at Wolfreton, Cottingham, and Holderness, reflecting a proactive approach to inclusive curriculum design.
- Embed a graduated response model, ensuring that support is personalised, graduated, and responsive to changing needs.

- Build system-wide capacity, ensuring every school has the tools, training, and culture to meet the needs of all learners.
- Be the first Trust in partnership with the East Riding Local Authority to employ two Assistant Educational Psychologists dedicated to our schools and learners.
- Further development of the Early Help Model as it morphs into the Ready to Learn offer.

In conclusion, we are proud of the impact made this year. By working together across the Trust, leveraging areas of excellence, and driving a shared commitment to inclusion, we are creating a stronger, more equitable education system for every learner.

Engaged and Empowered People



HAVE YOUR SAY!

In September, we will launch our Employee Engagement Group.

Your voice and views matter, and we are committed to actively involving you in shaping our organisation. The forum will include a cross-section of staff from across the Trust, ensuring diverse perspectives are heard as we continue to move forward together in a positive and collaborative way.

Contact Amanda Bridgeman if you would like to be part of this.



Employee Engagement Group

peopleservices@consortiumtrust.co.uk

Staff Voice and Engagement

Thank you to the **726 staff members** who completed the **Edurio Staff Experience and Well-being Survey** in May 2025.

With a 74% response rate, we now have a strong and representative sample to work from.

The results across all categories are currently being analysed and will be shared with you in due course—alongside the actions we will take in response, under 'You said, we did'.

Overall staff satisfaction stands at 76%, which is over 4% above the national benchmark (based on responses from 58,091 staff across schools and trusts). Whilst this is encouraging, we acknowledge that 12% of staff reported dissatisfaction, with a further 12% feeling neutral. There is clearly more to do, and we remain committed to making meaningful improvements.

edurio



726

responses



74%

response rate



76%

overall staff satisfaction



12%

dissatisfaction



12%

neutral



Professional Development

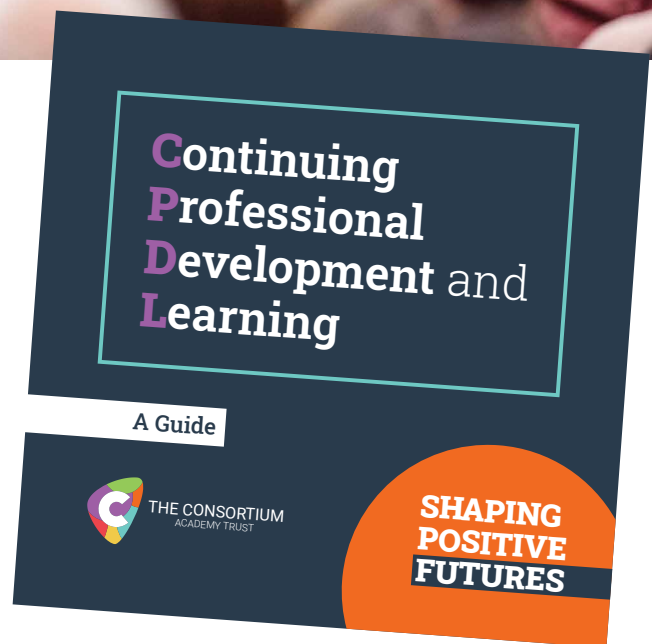
Annual CPDL
Event

We are incredibly proud to have launched our first formal Trust-wide Continuing Professional Development and Learning (CPDL) Offer in September 2024 – a major step forward in our ongoing commitment to every member of staff across our Trust.

Our CPDL Offer is inclusive by design, shaped to support the professional journeys of all staff, in every role and at every stage.

To ensure this work is not only sustainable but strategically driven, we have established a Trust Strategic CPDL Steering Group. This group has met seven times over the past year, working with purpose and momentum to shape the future of CPDL in a way that is inclusive, responsive, and ambitious. The group's work has focused on seven key strategic areas:

- 1. Thrive** – Forward planning for the next phases of our journey, with a focus on long-term impact and inclusion.
- 2. Trust Leadership Offer** – Designing leadership pathways that are accessible and relevant to staff across all roles and responsibilities.
- 3. Trust Improvement Strategy** – Refreshing our overarching improvement strategy to ensure alignment with inclusive CPDL principles.
- 4. Core CPDL Offer Review** – Updating our Trust-wide CPDL framework to incorporate emerging technologies, digital tools, and the role of AI, with relevance for all staff groups.
- 5. Annual CPDL Event** – October 2025 – Planning an event that celebrates the diversity, expertise, and growth of all colleagues.
- 6. Apprenticeship Funding Strategy** – Maximising opportunities for development through apprenticeships, tailored to roles across the Trust.
- 7. Walkthrus and Instructional Coaching** – Expanding access to professional coaching and evidence-based practice in ways that engage a wider range of roles and contexts.





Leading with Purpose Programme colleagues

Leading with Purpose Programme (LWPP)

This year marked the successful first year of our bespoke designed Leading with Purpose Programme (LWPP), open to all colleagues across our Trust, regardless of role or department.

This inclusive initiative welcomed staff from all areas and levels of the organisation to undertake a research-based project designed to help shape the future of our Trust.

Each participant benefited from the **dedicated support** of both a **technical mentor** and a **leadership coach**, helping them grow both professionally and personally. The programme culminated in a series of project presentations that were thoughtful, informative and highly engaging, showcasing the depth of learning and quality of thinking across the cohort.

A special highlight has been the opportunity to collaborate with **Professor Jonathan Glazzard, Professor of Education for Social Justice at The University of Hull**, with the potential for their work to be published.

National Professional Qualifications (NPQs)

Colleagues across the Trust have actively engaged in a wide range of external training courses this year.

Our inclusive approach ensures staff from all groups can participate and develop their skills.

Our Operations Manager at Keyingham, Lucy Richardson, is enrolled on a **Level 7 Executive Development Programme**, whilst a group of senior leaders are on the **Level 7 Senior Leadership Programme with MSc Apprenticeship**, with options to extend into MSc or MBA pathways.

Several staff are benefiting from **Level 5 Apprenticeships**, including the **Thrive Well-being Specialist Teaching Assistant** and **Thrive Well-being Leadership Programmes**,



External training courses

tailored for teaching assistants, pastoral/attendance mentors, and operations managers.

In addition, colleagues continue to access the full suite of **National Professional Qualifications (NPQs)**.



Trust-wide
ECT Welcome
Event

Early Career Colleagues

This year, we were privileged to support 38 Early Career Teachers (ECT), including several talented colleagues on the Teach First Programme.

Their energy, professionalism, and commitment to making a difference to the lives of young people have been truly inspiring.

The year began with our **Trust-wide ECT Welcome Event**, where we were honoured to be joined by **Sam Twiselton OBE** as our keynote speaker. Her insights and encouragement helped set the tone for a year of learning and inspiration.

In the spring term, we hosted a networking event featuring a powerful session led by **Dr L. J. Ducksbury** on **trauma-informed practice**. This compelling and thought-provoking presentation resonated deeply with our ECTs and mentors alike, encouraging reflective practice and greater awareness of the emotional and psychological factors that shape learner behaviour and well-being.

Our Year 1 ECTs have embraced the **Early Career Framework (ECF)** with enthusiasm and resilience, laying strong foundations for their teaching careers. Their willingness to learn, reflect, and grow has made a significant impact in classrooms across our schools. We are equally proud of our Year 2 ECTs, who have now completed their induction. Their progress is a testament to their hard work and the high-quality support they've received throughout their journey.

Additionally, we congratulate five of our colleagues who successfully secured QTS through the Assessment Only Route whilst another secured QTLS status.

The success of our ITT and ECTs would not be possible without the unwavering support of our Mentors and Induction Tutors. **These colleagues have gone above and beyond, providing expert guidance, coaching, and encouragement.** Their work ensures that our new teachers are not only surviving but thriving during these critical early stages of their careers. The team thoroughly enjoyed the opportunity to celebrate their achievements at our July event, where the theme was '**Celebrating Teaching and Leadership**', an inspiring close to the academic year.

Leadership Development

This year, Headteachers and Trust leaders have worked with **Dr Jim Rogers**, an executive leadership consultant and coach. The first session, held in September and titled '**Leading a Culture of Aspiration**', focused on the importance of high aspiration as a core value and challenged leaders to reflect on their roles within the Trust from this perspective. Throughout the year, all Headteachers have continued to receive leadership coaching through the lens of aspiration, from Jim. This programme has been designed to strengthen our leadership team and support the **development of a culture where aspiration is central to all we do.** The coaching programme will continue next year, building on the progress made so far and ensuring that aspiration remains a driving force in our schools. We are committed to ongoing leadership development as a key element of our Trust's success.



Trust colleagues at the researchED conference

researchED 2024 Conference

On Saturday 7th September, representatives from schools across the Trust attended the researchED 2024 conference in London – the Trust’s second time at the event.

It was a valuable opportunity to engage with colleagues from across the sector.

Attendees took part in a wide range of sessions delivered by respected speakers, including:

- **Peps McCre** on ‘The power of attention, routines, norms, and alignment’
- **Alex Quigley** on ‘Why learning fails, and what we can do about it’
- **Pritesh Raichura** on ‘100% Attention: How to Get It and Why It Matters’
- **Sam Gibbs** and **Jen Barker** on ‘Creating the conditions for impactful Professional Development’
- **Bradley Busch** on ‘Thinking Ratio and Participation Ratio: Ensuring all learners are thinking hard’

A recurring theme throughout the day was the power of collaboration. The team modelled the Trust’s ‘one organisation’ approach – a key driver in the collective pursuit of Shaping Positive Futures.

Initial Teacher Training (ITT)

Inspiring the next generation of teachers, our Trust proudly hosted 36 Initial Teacher Training (ITT) trainees this year across a range of school placements.

Through key partnerships with The Yorkshire Wolds SCITT and the University of Hull, trainees received high-quality mentoring and practical experience, including via innovative fast-track routes to Qualified Teacher Status (QTS) through



programmes such as the BA (Hons) in Primary and Secondary Teaching Studies. These placements support aspiring educators in developing real-world skills and confidence.

Our schools provide inclusive, supportive environments where new teachers can thrive. Looking ahead, we’re excited to welcome **Vantage North Humber Teacher Training placements**, further expanding our commitment to teacher development. We’re proud to shape the future of education through these valued partnerships.

Well-being and Workload

As highlighted in Excellent Outcomes for Learners, colleagues across the Trust have engaged with Thrive training.

Embedding the Thrive Approach brings direct benefits to staff - building confidence, reducing stress, and strengthening relationships. It helps colleagues better understand and respond to emotional and behavioural needs, contributing to a more positive, supportive environment. By prioritising well-being, we're creating a culture where both staff and learners can truly flourish.

We are signed up to the DFE funded **Flexible Working Ambassador Programme** so that we can consider new and innovative ways in which we can incorporate flexibility. This programme starts in 2026, and we look forward to sharing new approaches with you.

We have continued to invest in our **Employee Assistance Programme** and know that you are using this confidential service. It is here and available to you to support with well-being, financial and legal guidance - for your spouses/partners and dependents.

Finally, our new **telephone contact well-being service** is launching soon, which will give all colleagues another opportunity to reach out and talk. As we review our well-being commitment, we want to ensure all colleagues feel they have access to a safe space to talk.

Free 24 hour confidential helpline:

0800 028 0199

health  assured

A mobile app



The collaborative work, across the Trust, including **alignment** of curriculum, teaching and learner frameworks, safeguarding protocols, attendance and behaviour policies are all to provide learners and staff with a consistent approach to quality standards but a key driver in the decision making of all these developments is to **reduce workload**. The more we can share collectively, the less we do individually.

Pay, Benefits and Recognition

We have continued to invest in salary extras and know that many of you have taken advantage of the significant discounts available to you.

Our **support staff pay and annual leave package** has been reviewed, recognising the need for improved pay and annual leave entitlement. Whilst this has taken longer than anticipated, it has been important to act on the feedback from staff and Trade Unions, so the final package is fair and well considered.



This means that our pay offer is now competitive and indeed better than the offer available in most areas of local authority employment in this area. This benefit will either be shown in your pay or your entitlement to annual leave.

The entitlement of **concessionary days** over the Christmas break has been increased for support staff, meaning all of our staff benefit from time to rest and recuperate with friends and family.

Impactful Services and Outstanding Environments



Refreshing our IT equipment

Development of Services and Systems

In 2024/25, we have been busy embedding existing systems with a particular focus on integration.

This is to maximise each system to enhance efficiency, streamlining workflow / process to support both the staff and learner experience.

The introduction of SAMPeople, our HR system, into Arbor, our Management Information System, marks a significant step forward in streamlining operations. This integration enables a more joined-up approach to data management, ensuring key staff information is automatically synchronised across systems. It reduces duplication, improves data accuracy, and supports more efficient workforce planning and reporting. By connecting HR and MIS platforms, we can enhance our ability to make informed decisions while saving time on manual administrative tasks. We know system integration can have teething problems

therefore it has been important to work collaboratively with system users on improvements.

The rollout of **Habitude - a workflow and process management system** - provides the infrastructure to link with additional platforms such as MyNewTerm. Together, these systems enhance our end-to-end recruitment and workforce management processes, reduce duplication, improve accuracy, and support more efficient, data-driven decision-making.

We are continuing our **programme of capital investment to refresh IT equipment** across the organisation, ensuring both staff and learners have access to the modern tools they need to succeed. This ongoing commitment supports high-quality teaching, learning, and operational efficiency by replacing outdated devices with reliable, high-performance technology. By investing in the right infrastructure, we are creating an environment where digital learning can thrive and staff can work more effectively, ultimately contributing to better outcomes for all.

Key Systems



Across all schools



Employee Management



Management Information



Learner Performance



Accounting Solutions



Workflow Process Engine

Power BI dashboards are now used daily by a range of stakeholders across the organisation to drive continuous improvement.

These dynamic, real-time dashboards provide clear visibility of key performance indicators, enabling data-informed decision-making at every level. From attendance and behaviour trends to academic progress and operational metrics, Power BI supports a culture of accountability and proactive intervention, helping teams identify issues early and take targeted action.



As part of our digital strategy, we are embracing AI-driven developments to improve efficiency and reduce workload.

One such innovation is Arbor's Auto Attendance feature, which uses intelligent automation to streamline the recording and monitoring of learner attendance. By reducing the manual input required from staff, this tool not only saves time but also enhances accuracy and consistency in data. These types of advancements reflect our commitment to leveraging smart technology to support staff and optimise processes across the organisation.

We have been actively exploring the use of AI in teaching and learning by trialing a range of innovative platforms to assess their impact and effectiveness. This includes tools such as **Third Space Learning**, which provides personalised online tutoring to support targeted interventions in Maths, and **Olex.ai**, which could transform how we teach and assess English writing. These trials aim to identify the most effective approaches to enhance engagement, improve outcomes, and reduce workload, with a focus on scalable solutions that align with our broader digital strategy.

Sustainability

This year, we've made strong progress toward sustainability across our Trust.

Our Secondary learners continued their involvement in the **Active Travel Ambassadors programme** through **Modeshift**, with Howden School earning an Outstanding award for promoting clean air and active travel. Cottingham High School joined the **Sustrans Big Walk and Wheel**, further encouraging walking and cycling.

Three Year 10 learners from Howden School spoke at the Houses of Parliament on sustainable school food. At Winifred Holtby Academy, learners in The Link grow produce as part of a life skills and sustainability initiative.

All Primary Schools were re-accredited as **Eco-Schools**. Croxby Primary collaborated with "School Cycled," turning plastic bottle tops into furniture and play equipment. Each Primary also maintains re-wilding areas to support biodiversity.

Staff engagement grew through the **Cycle to Work scheme**, including eBike trials at Cottingham High in partnership with **East Riding's Sustainable Travel Team**.

Energy-saving measures include pipe insulation, energy-efficient heating, PIR lighting sensors, and the use of eco-friendly, multi-use cleaning products.

Our printing is now **Forest Positive**, with 6,952 more trees planted than paper used. We've also updated our Procurement Policy to prioritise local and sustainable suppliers, reinforcing our Trust-wide commitment to environmental responsibility.



6952

more trees planted
than paper used



In September we will be launching our official Sustainability Pledge and Strategy, capturing this positive work and more!



State-of-the-art sensory room at Croxby

Outstanding Environments Developments

In 2024/25, we have continued to invest in our estate through School Condition Allocation (SCA) funding, with further acceleration through additional funding for refresh.

This proactive approach ensures that schools remain equipped with reliable, modern learning environments that supports both teaching and operational needs. By fast-tracking upgrades, where needed, we are minimising disruption, and ensuring our environments remain fit for purpose in a rapidly evolving educational landscape.

At Croxby, a new sensory and de-escalation space has been installed to support learners with additional needs, providing a calm and safe environment for regulation and well-being. This forms part of our wider strategy of inclusion, with further spaces planned across the Trust to ensure inclusive support is available where it is most needed. These dedicated areas play a vital role in promoting positive behaviour, reducing anxiety, and creating the conditions for all learners to thrive.

Along with classroom refreshes, further investments are being made to enhance opportunities for meaningful Outdoor Play and Learning (OPAL) in our primary schools.

Enhancements across our secondary schools include upgrades of science classrooms, to support high-quality STEM education, refreshed dining spaces, to improve the lunchtime experience, and the refurbishment of changing facilities and toilets. These improvements reflect our commitment to providing well-equipped, modern, spaces that meet the needs of our school communities. In 25/26 we will be going further to prioritise schools that have the greatest need for estate investment.



Outdoor Play and Learning (OPAL)

Summary of Investments

Recent school condition surveys have highlighted the need for approximately **£4.2 million** of investment over the coming years to maintain and improve our estate.

While this represents a significant financial commitment, the surveys also confirmed that over **94%** of our buildings are

currently in good condition. This reflects the Trust's ongoing investment and commitment to maintaining high-quality learning environments, while also identifying priority areas for future works to ensure our facilities remain safe, efficient, and fit for purpose.

By strategically targeting resources, we are not only addressing current needs but also futureproofing our schools to ensure long-term sustainability and excellence across the Trust.

£1.2 million

Over **£1.2 million** has been spent to improve school conditions, ensuring that more than **94%** of the estate is now in good condition.

68 

68 classrooms have been upgraded, providing modern, engaging spaces for teaching and learning.

2 

2 new sensory spaces have been created to support learners with additional needs.

£80k

Over **£80,000** has been invested in specialist sensory equipment, benefiting learners across the Trust.

£450k

Over **£450,000** has been spent on curriculum and learning enhancements, further supporting teaching excellence.

 **454**  **272**

454 PCs and 272 laptops have been refreshed, giving learners and staff access to up-to-date technology.



12

EYFS interactive tables have been introduced to support early years learning and **12 new interactive boards** have been installed in classrooms, facilitating dynamic and interactive lessons.

Highly Effective Governance



Succession and Development

The focus on succession and development for Trustees and Governors saw a full skills audit and self-assessment process for all governance forums at the outset of the 24/25 academic year.

Through this work, **targeted support took place on Ofsted preparations** for Local Governing Boards (LGBs) whilst Trustees completed their risk development activity culminating in the preparation of a risk appetite statement for the Trust and a new approach to risk management. Succession planning proved effective with **new Chairs for both Winifred Holtby and Cottingham High School.**

The Trust Board is also looking at **welcoming Vince Tennison and Matt Benson to the Trust Board** in anticipation of the 25/26 academic year as part of its wider succession plan and is very thankful for the time and skill both Matt and Vince have given to the LGBs they have chaired.



Vince Tennison



Matt Benson

Speaking of the opportunity Matt Benson said:

“I’m delighted to be joining the Trust Board and very much looking forward to working with my fellow Trustees on the next phase of the development of the Trust. I know I am leaving Hessele High School in very capable hands as Ian Frankish has kindly agreed to stand for election as the new Chair of the LGB.”

The Trust has also implemented a new governance platform for all LGBs with accessible practical guidance and training available all in one place.

Recruitment

Governor and Trustee recruitment remains a priority across the Trust and much like the rest of the sector remains challenging.


In spite of this, and informed by the skills audit work at the outset of the 24/25 academic year, **the Trust welcomed 21 new Governors to our LGBs.** The work of our Governors is invaluable to the young people that we serve, and we are very grateful to the time they give to the role. With the support and insight provided by the Chairs of the LGBs, new promotional materials have been prepared to support **recruitment in the local community with key employers** giving clarity and expectations for governor roles across the Trust.

Ian Furlong
Chair of the Trust



"We are pleased to welcome so many new Governors across the Trust and are also incredibly thankful to those taking on new LGB Chairing roles this academic year.

On behalf of the Board, my thanks go to all Governors across our schools who give skilfully and tirelessly to the young people that we serve."

21  **21 new Governors = benefit of skills and experience across various areas, including:**



Public Services



Engineering



HR



Construction



Digital



Education



Law

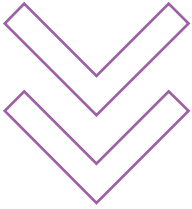
Operational Governance

The 24/25 academic year saw a review of the Trust's governance policy suite and the introduction of a volunteer Code of Conduct, as well as a new Declaration of Interest Policy to give clarity to volunteer responsibilities in this area.

Work remains ongoing to support and develop specialisms amongst governors undertaking staff and learner hearings reinforced by training modules available on the new governor platform.

Work continues supporting and developing governance at Oakfield School in anticipation of Oakfield joining the Trust. In 24/25 governance support moved to the Trust seeing the introduction of a new business cycle, scheduling approach, revised reporting templates and advice and guidance.

Growth



Whilst we are becoming more aligned across curriculum and with our Teaching and Learning Framework, one of our continued commitments as a Trust is to maintain a diverse mix of schools as this allows for meaningful collaboration, mutual support, and the sharing of best practice - helping us all to grow stronger together and deliver the best possible outcomes for our learners.

A major milestone ahead is the planned integration of Oakfield School in September 2025. Oakfield is a secondary school for learners with Social, Emotional, and Mental Health (SEMH) needs, and we're excited to welcome them into our Trust.

Over the past academic year, we've continued to work closely with the Oakfield team. They've engaged with our systems, policies, and services - including early onboarding of payroll and IT infrastructure. Importantly, their staff have also participated in Trust-wide leadership events and training opportunities, allowing early collaboration with colleagues across our schools. We're already seeing valuable sharing of practice, particularly around inclusive approaches and supporting learners with complex needs, setting a really positive tone for their formal joining next year.

We continue to seek opportunities to expand our primary school network, recognising the importance of strengthening collaboration across all phases of education. Alongside this, we remain focused on growing its specialist offer by continuing to foster strong partnerships with local authorities through new and developing Enhanced Resource Provisions.

Across the Trust, we've also kept a close eye on learner demographics and school place sustainability. With all of our schools now graded Ofsted 'Good', we're in a strong position to strengthen parental confidence and ensure our schools remain or become the first choice in their communities. Promoting the unique strengths of each school, and what makes them stand out, is key to our plans. So too is our ongoing investment in school estates, with clear recognition of the improvements needed across some of our older sites. This work reflects our commitment to creating the best possible learning environments for our learners and staff.

Improving outcomes remains at the heart of what we do, and as results improve, we will be better placed to celebrate and communicate success more confidently. This all contributes to making our schools more attractive to families and helps to secure strong, stable intakes over time.

Finally, and most importantly, we remain true to our inclusive ethos. Whether through new Enhanced Resource Provisions, work with specialist settings like Oakfield, or everyday classroom practice, our commitment is clear: we are ambitious for every learner, and every learner should feel safe, supported, and able to thrive in our schools. Together, we continue to build a Trust that's collaborative, ambitious, and ready for the future.



“History because I barely knew anything about World War II and now I find it really interesting.”



“My confidence has built from the support from teachers.”

“Year 4 to Year 6 I have taken part in the end of year performances, and this gave me a chance to let my voice give its all.”



“Cross Country because I was competing against different schools and I loved representing my school.”



“I have loved the teachers and the support which is received both academically and emotionally.”



What have you loved the most and **how have you developed?**

SHAPING POSITIVE FUTURES

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Connect with us

