



THE CONSORTIUM
ACADEMY TRUST

Strategic Plan

2024-2027

Shaping Positive Futures





**SHAPING
POSITIVE
FUTURES**



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Introduction

The Consortium Academy Trust ('the Trust') is ambitious about the future – creating learning environments and excellence in teaching and learning that provide our children and young people with the best chance at a successful future. Coupled with this is the commitment, care and investment in our people, who we believe are our greatest asset.

Our vision is Shaping Positive Futures as we strongly believe our sole purpose is supporting children and young people to achieve their ambitions. This vision gives us a shared sense of purpose and direction and is something we are all proud to be a part of.

The Trust combines six secondary schools and three primary schools, two of which form an all-through school. The Trust supports almost 8,000 children and young people aged 3 to 19 and has a total operating income in excess of £57 million. The current staffing base consists of almost 1,100 staff.

Across our community of nine schools our people are doing remarkable things by being fully engaged in work that transforms lives, supporting learners to grow in confidence and develop into citizens we are proud of. Our community of leaders, teachers and support staff work collaboratively to tackle some of society's most critical challenges. As a Trust, our commitment to tackling these challenges extends beyond the classroom and our aim is to make a positive impact as part of a wider commitment to a sustainable future for all.

Our values – aspiration, respect, integrity and responsibility – harness our belief that it is not just what we do, but how we do it that makes a difference.

These values reflect who we are and how we work to create a culture for success, as we continue to evolve to ensure that we meet the needs of our children and young people, colleagues and partners both now and in the future.

In the last three years there have been several developments that have been transformational for the Trust including the embedding of a powerful shared vision and strong value proposition; curriculum review leading to positive change across all schools; alignment of teaching and learning models; and the integration of new policies, digital systems and processes to streamline practices and enhance service provision.

With a continued strong focus on performance and delivering high standards in all that we do, this next stage of the Trust's development sees us firmly embedding these developments alongside driving forward further ambitions across our six strategic priority areas.



“Across our community of nine schools our people are doing remarkable things by being fully engaged in work that transforms lives.”

Our **Vision:**

SHAPING POSITIVE FUTURES

Our **Mission:**

We put our children and young people first. We have a supportive, yet challenging environment to allow everyone in our Trust community to:

- Flourish and believe that they have every chance of success.
- Work together so that they can achieve more than can be done individually.
- Work within a supportive culture where taking appropriate risk is seen as a strength.
- Be proud of themselves, their peers, our schools, and our local communities.

Our Values:

ASPIRATION

RESPECT

INTEGRITY

RESPONSIBILITY

Aspiration

We are ambitious - we aim high for ourselves and for others and we believe that we can make a real difference.

Respect

We respect ourselves and each other. We respect our diverse environment and community.

Integrity

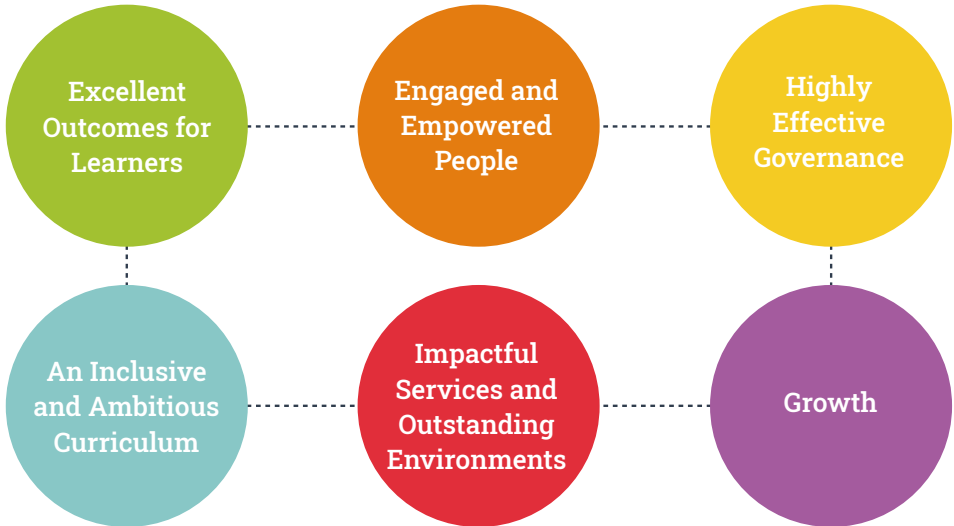
We are honest with ourselves and each other. We do things for the right reasons.

Responsibility

We take responsibility for everything we do and see mistakes as an opportunity to improve and to get things right next time.

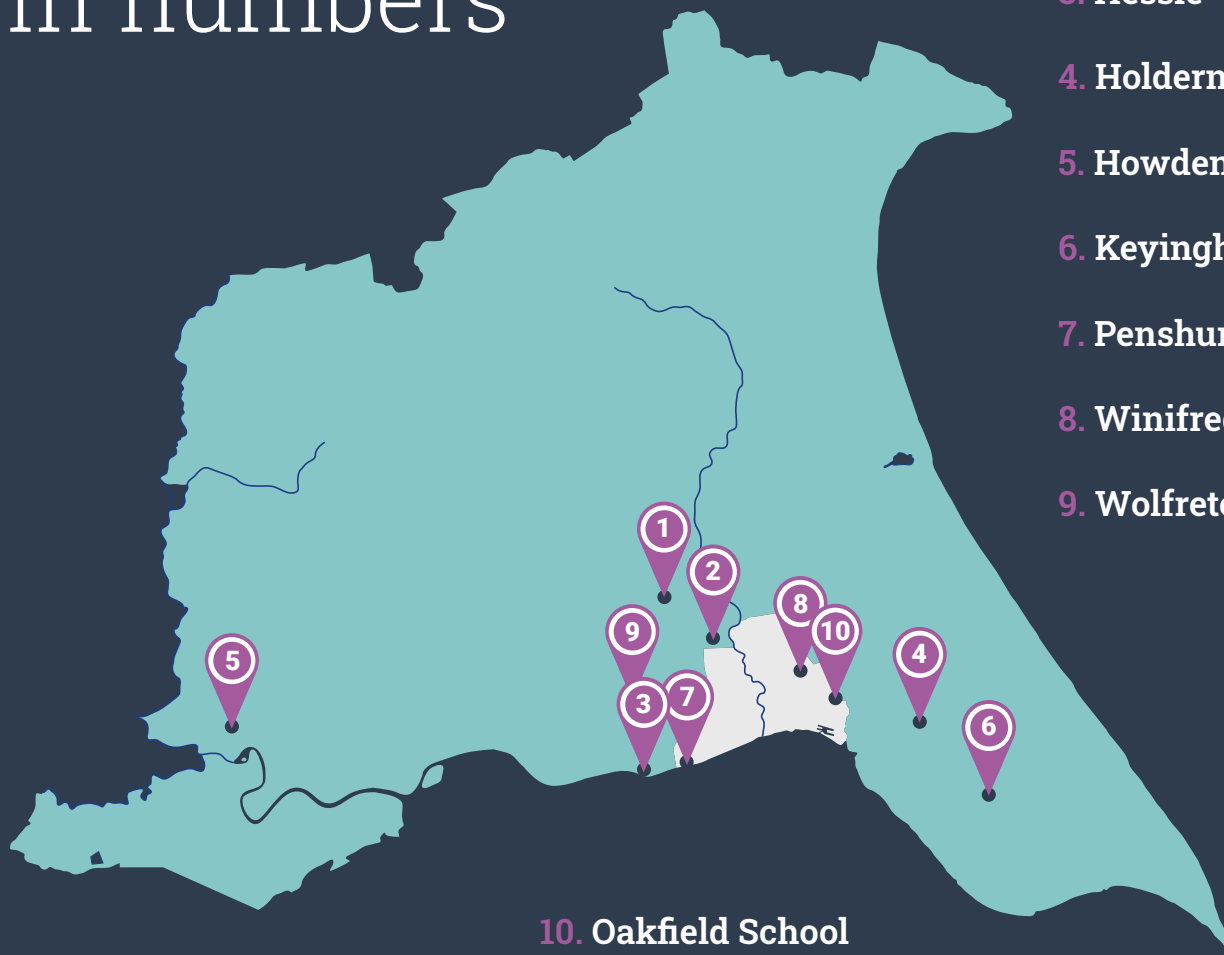
Our vision, mission and values are realised through:

Our Strategic Priorities:



Our Trust

in numbers



1. Cottingham
2. Croxby
3. Hessle
4. Holderness
5. Howden
6. Keyingham
7. Penshurst
8. Winifred Holtby
9. Wolfreton

10. Oakfield School
– joining September 2024

1. Home of our Shared Services Team

Where do our learners live?

9 
Schools

6 Enhanced
Resource
Provisions

7841

Children and young
people aged 3 to 19

63%

East Riding

36%

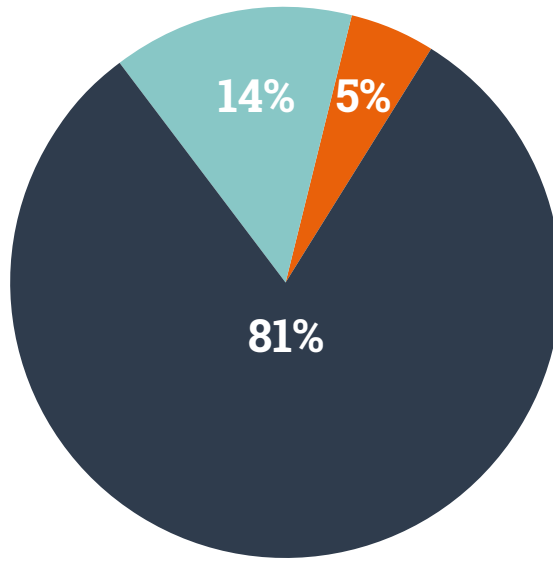
Hull

1%

Neighbouring
counties

A whole Trust team of **over 8900**, encompassing:


7841
 learners of which:
 >>



6353

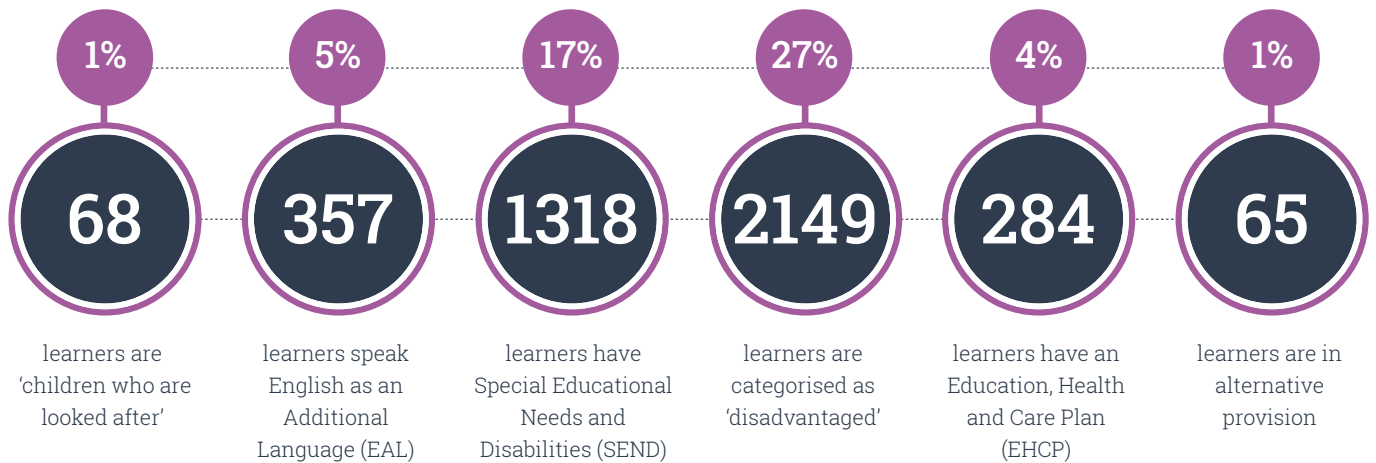
Secondary

1097

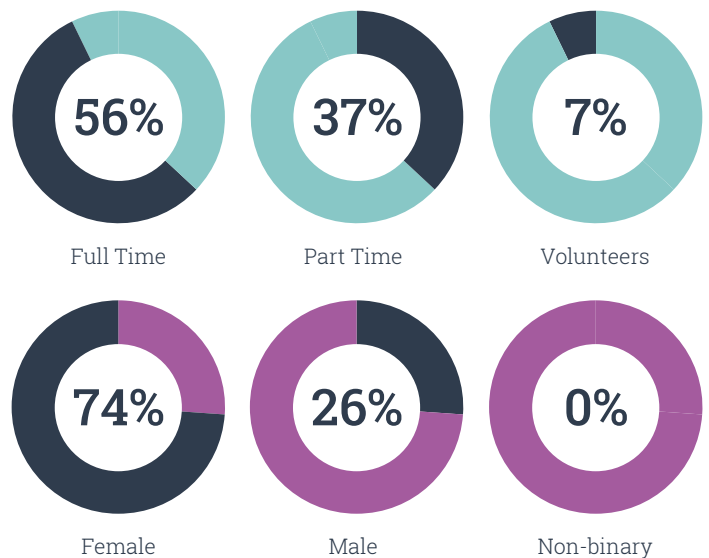
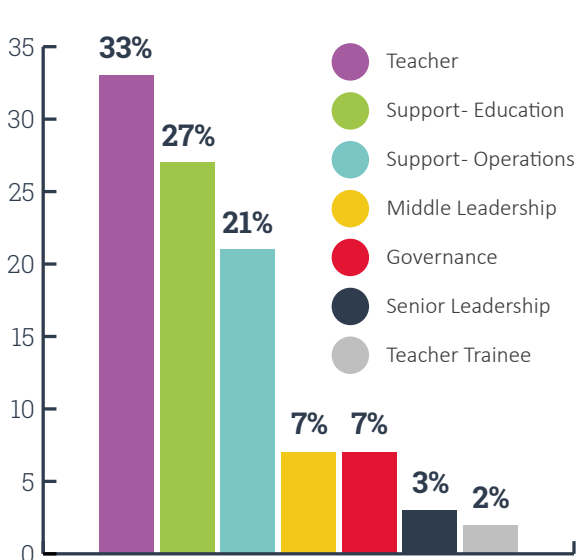
Nursery/Primary

391

Sixth Form



Over 1000 Staff & Volunteers



About Our Schools



Cottingham High School and Sixth Form College

Cottingham High School and Sixth Form College places significant importance on creating a caring and supportive environment for all learners where every child really does matter. There are over 900 learners on roll aged 11-19 with most living locally. With high standards of academic attainment, uniform and behaviour, leaders, teachers and support staff strive for excellence in all that they do. The school's community ethos is driven by a desire to ensure that every member of the school community can Believe, Achieve and Succeed. The school has a strong reputation for providing excellent pastoral care and guidance, and prides itself on adding value to the lives of learners, ensuring excellent destinations for all.



Croxby Primary School

Croxby Primary School is a thriving primary school based in Cottingham. Learners at Croxby are kind, work hard and take pride in everything they do, and this is fostered by the positive relationships between members of the entire school community. In September 2023, Croxby opened its doors to a 25-place nursery, and it has specialist provision for learners with Social, Emotional, and Mental Health (SEMH) needs. The school is fully inclusive, and staff are committed to helping them have the best possible start in life by providing rich learning opportunities directed by their needs and interests.



The Hessle Academy

(Hessle High School and Penshurst Primary School)

The Hessle Academy is a through-school educating over 1800 learners aged 3-19. Learners successfully transition across the key phases. This is due to a well-planned personal development programme that instils excellent behaviours and attitudes to learning; and an ambitious curriculum that builds from one phase to the next resulting in learners securing their knowledge and skills. The school's values of respect, resilience, aspiration, responsibility, integrity and kindness are embedded into all aspects of school life. The school prides itself on fostering positive relationships with the local community to benefit all of its learners. This ambition for all and a sharp focus on careers and next steps results in learners progressing to positive destinations.



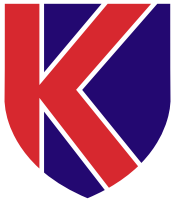
Holderness Academy & Sixth Form College

Holderness Academy & Sixth Form College is located in Preston with almost all 1023 learners living within a 12-mile radius from the school. Developing the Holderness Learner to be aspirational, resilient, respectful and kind is at the core of the academy's work. Excellent links with businesses and other stakeholders supports learners to explore future careers and ambitions. Inclusion is at the heart of the academy and learners with Autistic Spectrum Disorder (ASD) benefit from excellent specialist support; and learners that need an adapted curriculum are successful on well-planned alternative pathways. Ambition for all learners is driven through a shared vision of inspiring and empowering young people to make a positive difference today; ready for tomorrow.



Howden School

Howden School is a small secondary school, located in the heart of its community, serving nearly 660 learners aged 11-16. The school's values of aspiration, courtesy and excellence inform every part of school life. The school actively works with Howden Juniors, its main feeder primary, to ensure the curriculum remains ambitious and builds on learners' prior learning. Howden's adaptive and inclusive curriculum ensures all learners have access to a high-quality education. Supporting this further is the specialist provision for learners with Autistic Spectrum Disorder (ASD) and 'The Bridge' which is a support model to help learners stay on track.



Keyingham Primary School

Keyingham Primary School, with just over 200 learners, is a school proud of its roots in the local community. The school's values of curiosity, courage and kindness are reflected in behaviours, learning and the curriculum. The curriculum has a strong focus on experiential learning with a wonderfully embedded Forest School curriculum and an ambitious curriculum which is based on the principles of 'learn more and see more so that they can be more!'. At the heart of the school is an excellent specialist provision for learners with social and communication difficulties.



Winifred Holtby Academy

Winifred Holtby Academy is a beacon of inclusion with a clear vision to 'Unlock potential through care and ambition for all'. 44% of learners categorised as 'disadvantaged' are supported well to access a carefully crafted and ambitious curriculum. The academy has excellent models of alternative curriculum and well-established Key Stage 3 and Key Stage 4 'Hubs' for learners with SEND. The academy is committed to bring out the best in everyone by providing a learning culture that enables every learner to achieve well, be successful and be ready to take on the next stage in their life. Having a strong community ethos, close relationships with businesses and other stakeholders, has created a shared responsibility to do this.



Wolfreton School and Sixth Form College

Wolfreton School and Sixth Form College is a large school based in Willerby serving almost 1500 learners aged 11-19. The school's values of excellence, endeavour and respect are embedded in all aspects of school life. The school has a broad curriculum, giving learners the opportunity to learn the subjects they love. The school is well known for its excellent sporting facilities with learners achieving success in various competitive sports including rugby, football, badminton and netball. Teaching and learning fosters challenge by encompassing the methods of 'teaching to the top' and use of the 'big question' with excellent support for learners to be successful. An excellent careers programme and high ambition for all results in learners progressing to excellent destinations.



The Consortium Sixth Form College

The Consortium Sixth Form College, with over 390 learners, works together across four campuses at Cottingham, Hessle, Holderness and Wolfreton to provide a vibrant and successful community, supporting learners to achieve their ambitions. There is a broad range of A Level subjects for learners to choose from with options to take vocational pathways in some subjects. Through excellent pastoral support, small class sizes and dedicated space for social and independent learning activities, learners experience a personal approach to their experience. All learners secure excellent destinations with over 90% of those going to university securing their first choice.



Joining September 2024 - Oakfield School

Joining the Trust in September 2024, Oakfield is a co-educational school for both day and residential learners aged 11-16 years who have Social, Emotional, and Mental Health (SEMH) needs. The school accommodates a maximum of 130 learners with Residential Provision for up to 34 learners. Oakfield aims to provide its learners with a unique and enriching experience to prepare them for the next stage of their academic learning journey.

A Trust

For All

Our local context:

Over the past five years, the number of learners with Educational, Health, and Care Plans (EHCP) in Hull and the East Riding has significantly increased and is expected to keep rising.

This is due to a growing 0-25 year old population and more requests for needs assessments from schools.

The largest primary category of need for these learners is Social, Emotional and Mental Health (SEMH) and this is reflective in the Trust's profile of need. This is followed by Speech, Language and Communication Needs and Autistic Spectrum Disorder.

The shortage of specialised services to meet rising demand has resulted in many children and young people being placed in alternative educational settings that do not always fully address their individual needs. This situation has created challenges for schools, teachers, and support staff, who are managing diverse needs and complex group dynamics in spaces that are not ideally suited for these purposes and with limited resources. However, when appropriate support is provided at the right time and place, the results are highly successful, fostering enriched school communities where learners feel secure, happy, and are making significant progress.

Without a personalised curriculum, many children do not reach their potential.

Our commitment:

We strive to meet the needs of every child and young person who chooses one of our schools, driven by our vision of Shaping Positive Futures.

We are ambitious for all our learners and instil in them the confidence to be ambitious for themselves.

Our Trust has a diverse demographic – learners aged 3-19, learners with English as a second language, learners who live in communities of high deprivation to those that live in more affluent areas; learners that struggle to regulate their behaviours to those that are able to do everything that is asked of them; those who have disabilities, those with social emotional and mental health needs.

Our curriculum is diverse, adaptive, and flexible to ensure it is accessible and highly ambitious for all learners. In recognising the increase in learners needing something different to a traditional curriculum, we plan to do more as part of our strategic priority – **An Inclusive and Ambitious Curriculum.**

In addition to curriculum adaptation, we recognise that wrap around care for learners is of equal importance and in response to this, we are enhancing our Early Help Offer, to ensure specialist support and resources for SEND, behaviour, safeguarding and mental health are of the highest quality.



“We are ambitious for all our learners and instil in them the confidence to be ambitious for themselves.”

IGNITING
FUTURES,
TOGETHER



SHAPING
POSITIVE
FUTURES

Our Strategic Priorities



Excellent
Outcomes for
Learners



Impactful Services
and Outstanding
Environments



An Inclusive
and Ambitious
Curriculum



Highly
Effective
Governance



Engaged and
Empowered
People



Growth

Strategic Priority 1

Excellent Outcomes for Learners

Context

Leaders, teachers and support staff are hard-working, talented and fully committed to giving our learners the best education they can. Focus is on ensuring our learners are ambitious for themselves and each other and able to achieve the outcomes they are capable of achieving.

Outcomes overall, in August 2023, were below national and local average for attainment at KS2, KS4 and KS5 with too few learners achieving high grades and too many leaving school without grade 4 and above in mathematics and English. Leaders are acutely aware that these subjects unlock more options and better progression opportunities for learners.

We are working to improve outcomes at statutory assessment points, and this will be achieved through a highly ambitious curriculum delivered through excellent teaching and learning; high-quality formative assessment; robust summative assessment; and supported by rigorous and robust quality assurance processes.

A well-sequenced, knowledge-rich curriculum, coupled with effective pedagogy, are the foundation of educational excellence, fostering understanding and the application of knowledge. Leaders ensure our curriculum offer has the flexibility to adapt to learner demographic and contextual changes, ensuring our learners have the best chance of success.

Our high expectations for every learner come to fruition through the meticulous design and dynamic enactment of our curriculum. At the core of our approach is a commitment to delivering a comprehensive, engaging learning experience, empowering each learner to achieve the best that they can.

We recognise the positive correlation between high attendance rates and excellent outcomes and understand that positive relationships are key to creating respectful and safe environments where learners feel they belong.

Key Objectives:

We put our learners first. Through an ambitious curriculum and excellent teaching and learning:

- Every learner will achieve their potential in KS2, KS4 and KS5 assessments.
- Attendance rates in all Trust schools will be sustained above national rate.
- Learners will be fully engaged with their learning, will have an excellent work ethic and exemplary behaviour.
- Every learner will move onto a positive destination.

Impact - By 2027:

80%

of learners achieve 4+ in English and mathematics.

60%

of learners achieve 5+ in English and mathematics.

100%

of learners move onto a positive destination.



Attendance, in all schools, is consistently above national rate.

80%

of learners achieve the expected standard in English and maths at the end of the primary phase.

Key Milestones

2024	<ul style="list-style-type: none"> • Enhanced KS3 and KS4 curriculum implemented across all schools. • Alignment of writing curriculum across the primary phase. • Increased volume of subject practitioner network events/CPD/meetings – internally and externally. • Refreshed Trust quality assurance framework and teaching and learning framework. • Learner progress data dashboards enhanced including revised school and trust level data sets. • Trust Directors of English and mathematics in place to drive improvement to curriculum, teaching, learning and assessment. • Trust wide Behaviour Policy fully implemented with reporting aligned through Arbor.
2025	<ul style="list-style-type: none"> • Curriculum alignment in English, mathematics, and science; including assessments and reporting. • Thrive Approach fully implemented across the Trust; working towards achieving ‘Thrive Trust of Excellence’ status. • Trust wide Attendance Policy fully implemented. • Trust wide learner walk/observation protocol in place. • Trust led stakeholder surveys fully embedded.
2026	<ul style="list-style-type: none"> • Curriculum alignment in Humanities; including assessment and reporting • Impact of the education team reviewed with recommendations for continuous improvement. • Strategy to improve academic outcomes fully reviewed with next steps to secure sustained and continuous improvement.

Values in Action

Aspiration

We recognise a great teacher in every classroom, coupled with excellent attitudes to learning and a high-quality curriculum are critical for success.

Respect

We are committed to providing every learner with a great teacher who is ambitious for all learners; and a positive place to learn, free from distraction and disruption.

Integrity

Our curriculum responds to the changing needs of our learner cohort and local context. We develop our pedagogy in response to the latest credible evidence and always seek out and share the ‘best that exists’.

Responsibility

We ensure the outcomes of review and quality assurance work, intended to develop practice, is balanced with appropriate support and development.



The Thrive approach in schools emphasises the social and emotional development of learners by providing them with a nurturing environment that fosters resilience and mental well-being. It integrates evidence-based practices to support children in understanding and managing their emotions, building positive relationships, and enhancing their learning capabilities. This holistic strategy aims to create a supportive school culture that promotes both academic success and personal growth.

Strategic Priority 2

An Inclusive and Ambitious Curriculum

Context

Over the last few years, the Trust's learner profile has seen significant changes. Serving almost 8000 learners between the ages of 3-19, over 2000 learners are in receipt of disadvantaged funding, over 1300 learners have a Special Educational Need or Disability (SEND), and over 280 have an Education, Health, and Care Plan (EHCP). 16.8% of learners in the Trust have SEND which is significantly above the national average and within the last three years there has been a 15.9% increase in learners with SEND and a 21.8% increase of learners with an EHCP across the Trust.

We see this changing profile as a wonderful opportunity to develop the curriculum to ensure that it is entirely relevant and responsive for learners that present with greater challenges and barriers to education. Across the Trust, we have primary and secondary schools that have excellent models of inclusion and alternative provision, and we are drawing on this excellence to develop the model and inclusive ethos across all schools. We recognise the opportunity having Oakfield School, as part of our portfolio, presents and will utilise the skills and experience of leaders and practitioners for continuous improvement.

We recognise a key measure of success for the Trust will be the impact it has on its vulnerable learners.

We work in partnership with both local authorities to meet needs through four established Enhanced Resource Provision (ERP), primarily for learners with Autistic Spectrum Disorder (ASD) and Social, Emotional, and Mental Health (SEMH) needs, and in the planned opening of a Cognitive and Learning provision from September 2024. By December 2024, the Trust will have ERPs in six of its eight schools and Oakfield School.

We will continue to develop and strengthen this provision, recognising the increasing need for alternatives, and will work relentlessly with external stakeholders to ensure, if the Trust is not the right place for some of our learners (where we have done all we can), they have a place of the highest quality in neighbouring special schools and providers of alternative curriculum - a place that better suits their needs. This is where our responsibility becomes a civic one - it extends beyond the Trust and is placed in strong external partnerships, to ensure all children and young people across Hull and the East Riding are served well.

Key Objectives:

We put our learners first. Through excellent leadership of inclusion and SEND our curriculum will:

- Create a sense of belonging for all learners through delivering an appropriately ambitious and inclusive curriculum.
- Ensure learners attend regularly, are kept safe, feel calm, are supported, and can participate and progress.
- Ensure all learners leave well prepared for the next stage of education, employment, training, and prepared to become confident citizens who can live independently.

Impact - By 2027:

100%

of learners in sustained destinations.

50%

reduction in suspensions of those with SEND.

90%

attendance rate for our vulnerable learners.

100%

schools with effective and ambitious models of alternative curriculum.

60%

of vulnerable learners achieve 4+ in English and mathematics.

Key Milestones

2024	<ul style="list-style-type: none"> • Externally commissioned SEND and Pupil Premium reviews conducted and informing strategy. • Strong links and relationships established with Oakfield School utilising experience and skills to build strategy. • An Enhanced Resource Provision established at Hessle High School (10 places for Cognition and Learning). • In-house behaviour support offer in place. • Gatekeeping approach in place for learners transitioning in and out of external alternative provision. • Scope and choose a hybrid alternative learning partner.
2025	<ul style="list-style-type: none"> • An Enhanced Resource Provision established at Winifred Holtby Academy (15 places for Autistic Spectrum Disorder). • An alternative curriculum model/pathway in place across all schools. • Central Early Help Offer established to include child protection support, educational psychologist, transition etc. • Open an alternative learning provision. • Commence work with chosen hybrid learning partner.
2026	<ul style="list-style-type: none"> • Enhanced Resource Provision opened at Wolfreton School and Cottingham High School. • Alternative Provision Short-Term Stay Hub opened.

Values in Action

Aspiration

We recognise that an inclusive and ambitious curriculum will lead to learners leaving school with the best chance of future success.

Respect

We will ensure the curriculum best suits the needs of learners, valuing a personalised approach where needed.

Integrity

We work with high quality providers and agencies to respond to and support the development and progress of our learners.

Responsibility

We recognise the need to focus on meeting the needs of all learners, catering for all abilities, and therefore we will ensure we invest our expertise, time and resources, effectively, to do this.

ENHANCED RESOURCE PROVISION



The East Riding Local Authority and Hull Local Authority have contracts with six schools within the Trust that enable these schools to provide enhanced education resources for learners with special educational needs. Often the enhanced provisions have an additional purpose-built section of the school that provides a specialist enhanced learning environment for children with EHCPs.

Strategic Priority 3

Engaged and Empowered People

Context

We invest in our people through recruiting, developing, and retaining great people who are truly committed to Shaping Positive Futures for all our learners. Our staff are therefore our most valued asset and accordingly investing in our people is a key strategic priority for the Trust.

For our learners to excel and enjoy their experience with us we provide consistently high quality leadership, teaching and support. High levels of staff motivation and the development of skills are key to achieving this. Strong and effective leadership provides the foundation under which teaching, and support staff thrive. Effective leaders and managers help create an organisational culture which stimulates and motivates staff and drives continual improvement.

The People Services team provide professional, values-driven HR expertise, support and guidance across the full range of people related issues. We offer support with recruitment, onboarding, absence management, employee relations cases, performance management and training. The team provide expert HR advice and ensure our busy schools and departments have the right support when they need it most.

With the sector facing labour shortages and challenges in being able to recruit, develop and retain the right staff, we recognise that part of the solution to this challenge is a focus on retention. As a Trust, we are committed to all our staff and to ensuring that whether in a school or in the central team, everyone's working experience is the very best that it can be. We know that when our people feel at their best that they can do their best.

Key Objectives:

We put our learners first and recognise that to do this we must also put our staff first. To achieve this, we will:

- Attract and recruit great people with the right skills and values and the potential to grow with us.
- Develop and support great people so that they can deliver excellence and fulfil their ambitions with us.
- Retain and reward our people, recognising their contribution to achieving excellence and shaping the positive futures of our learners.
- Foster a culture of inclusive, collaborative and supportive leadership underpinned by our core values.

Impact - By 2027:

80%

of staff say they have a good work/life balance.

50%

reduction in annual days lost to sickness.

80%

or above staff engagement score.

100%

of Trust leaders will have accessed leadership development.

Internal promotions and development opportunities increased.

Key Milestones

2024	<ul style="list-style-type: none"> • Refreshed people policies in place and practices to maximise opportunities to recruit and retain the best people. • Streamlined and responsive recruitment processes to enhance candidate experience. • Core CPD offer, including leadership development, in place and fully launched September 2024. • Launched our Employee Assistance Service, to support health and well-being. • 'Our Leadership Commitment' created and embedded. • SAMpeople fully implemented to support people management and information.
2025	<ul style="list-style-type: none"> • Develop resourcing strategies guided by internal workforce planning and external factors. • Management Essentials and Inclusive Leadership Programmes launched for Spring 2025. • Trust Well-being Commitment reviewed and relaunched. • Equality, Diversity and Inclusion (EDI) Strategy reviewed and relaunched. • Bi-annual People Survey – May 2025.
2026	<ul style="list-style-type: none"> • Talent Management Strategy in place supported by formal frameworks and programmes that increase talent pools and career pathways. • Succession plans and systems in place to spot and nurture talent and to enable rapid talent deployment. • Increased Apprenticeship opportunities as pathways in and as a CPD opportunity.

Values in Action

Aspiration

We deliver high quality, professional People Services with a focus on 'People first, process light and technology enabled'.

Respect

We are committed to ensuring that all our colleagues feel a strong sense of belonging and shared purpose through our inclusive, positive and supportive culture.

Integrity

We provide up-to-date professional, values-driven HR expertise, support and guidance to all our schools and team of shared services.

Responsibility

We recognise the need to balance providing effective daily operational support whilst delivering strategic people projects that improve our Trust and the experience of our colleagues.

SAMpeople has been developed by education HR specialists who work with hundreds of schools, colleges and trusts.



SAMpeople is a cloud based holistic HR software that provides a one-stop shop for people management in education. Supporting the whole HR journey, SAMpeople provides extensive features specifically designed for the education sector by education HR professionals.

Strategic Priority 4

Impactful Services and Outstanding Environments

Context

Our shared services are impactful, and we take great pride in our learning and work environments. Our quest to strive for high quality ensures our learners receive a high-quality education and learning experience.

Shared Services play a critical role in contributing to the experience of learners and our support staff are valued members of our Trust and school communities. We operate an excellent shared service with our teams of Education, Governance, Estates, Finance, IT, Data, People Services, Marketing and Operations working collaboratively to support growth and quality improvement whilst leading on sustainable and ethical practices. Recent developments have included Integrated Curriculum Financial Planning, the IT capital replacement plan, transfer of a MIS to Arbor, information dashboards developed through Power BI, curriculum led estates planning, extensive occupational health and well-being support for staff and streamlined recruitment processes.

We actively seek solutions which support both operational efficiency and enhance our environment whilst shaping a positive future for the communities we serve. By embracing digital solutions, we achieve consistency, accessibility and transparency.

Whilst our shared services teams are predominantly located at Cottingham High School and Sixth Form College, the team are in schools regularly to ensure support is high quality and responsive to local need. Strong, respectful, and trusting relationships across teams has been key to success.

Our Outstanding Environments Strategy has driven significant improvements to our school estate including the development of aspirational indoor and outdoor learning spaces; and exciting developments in sustainability are ensuring the Trust plays its part in achieving an environmentally sustainable future.

Key Objectives:

We put our learners first. Our shared services team will:

- Streamline processes, systems and information: by identifying opportunities to optimise processes and integrate systems across departments to improve efficiency and effectiveness.
- Develop and maintain an outstanding and efficient estate that supports effective delivery of the curriculum.
- Transform the learning and working experience through responsive, agile and innovative digital technology.
- Address our climate change responsibilities to meet the Department for Education's (DfE) Sustainability and Climate Change Strategy by 2050 with the aspiration to achieve Net Zero by 2030.

Impact - By 2027:

58%

Carbon Emissions.

100%

Eco accreditation embedded in all schools.

70%

Trust's estate is in good condition.

Streamlined digital and information systems to support decision making and reduce workload.

Reduced costs through alignment of digital based curriculum resources.

Key Milestones

2024	<ul style="list-style-type: none"> • Key systems to assist people management (SAMpeople) and enhance communications (Staff Intranet) fully embedded. • SAGE Intacct implemented to enhance timely and accurate budgeting information to inform planning. • Trust wide sustainability initiatives fully explored and Sustainability Pledge in place. • Green Flag Eco Award achieved in all primary schools with established sustainability initiatives in place in all secondary schools. • Tender platform implemented to facilitate agile and competitive procurement infrastructure.
2025	<ul style="list-style-type: none"> • Fully automated and simplified change processes in place. • Fully embedded estates refresh programme. • Trust digital capability, including staff skills, fully identified. • Estates Management Information fully digitised. • Digital curriculum resources / software harmonised. • Carbon Neutral and Heat Decarbonisation Plans in place.
2026	<ul style="list-style-type: none"> • Digital Strategy fully embedded.

Values in Action

Aspiration

We are focused on delivering high quality services to best serve all learners and colleagues.

Respect

We are responsive, recognising and reflecting the needs of our diverse communities whilst challenging ourselves to continue to deliver innovative solutions.

Integrity

We operate ethical and green procurement of products and services.

Responsibility

We, the entire Trust community, actively contribute to an environmentally sustainable future.



Eco-Schools

The Eco-Schools Green Flag is an internationally recognised award for excellence in environmental action and learning. Eco-Schools empowers pupils, raises environmental awareness, improves the school environment and also creates financial savings for schools.

Strategic Priority 5

Highly Effective Governance

Context

Highly effective governance is critical to the success of a school and the Trust. With over 80 volunteers serving as Members, Trustees and Governors across Trust Board, Committees and school Local Governing Bodies, our governance arrangements need to be high quality.

With the Trust's ambitions, the governance structures, capacity and capability need to be agile, forward-thinking and responsive to local, regional and national requirements.

There is much strength in governance on which to build upon identified through a wholesale review of both the Trust Board and its associated committees, together with the Local Governing Bodies that serve each school. The joining of Oakfield School will help devise a new blueprint for future governance arrangements anticipating further growth and building on the inclusion agenda of the Trust.

Highly effective governance means deploying a sector leading approach to governance; attracting and supporting Members, Trustees, Governors and Co-Opted Advisors who are empowered and unafraid to think carefully, critically and responsively about how best to meet the needs of the young people the Trust serves.

Key Objectives:

We put our learners first. Through highly effective governance we will:

- Lead the organisation with transparency, understanding and clarity.
- Act with integrity in everything we do.
- Work together so we can achieve more than can be done individually.
- Take good decisions that understand and anticipate risk; develop a supportive culture where taking risk is seen as a strength.
- Be effective as a board, taking time to ensure we have the right skills and reflect on our individual, collective and Trust-wide performance.
- Be clear and effective in our approach to advancing equality, diversity and inclusion throughout the Trust.

Impact - By 2027:

A succession plan in place for Members, Trustees, Co-Opted Advisors and Governors.	A revised governance structure to include a quality forum linked to growth, inclusion and high-quality outcomes.	A revised strategic plan reflective of Trust growth and diversity of school membership.	Oversubscribed LGB membership with the right skills, good attendance and effective engagement.	Clarity of expectation by all as to the role, responsibilities and work of our governance arrangements through clear policies, procedures and behaviours.
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Key Milestones

2024	<ul style="list-style-type: none"> • The Trust's strategic aspirations reviewed by the Board. • Risk management framework reviewed and refreshed. • Governors' skills and performance reviewed to inform recruitment, training and development. • Academy Trust Governance Code mapped against the Trust's practice. • Existing good governance practice codified with improved understanding of key roles (Chair/Vice Chair etc). • Achieving self-initiated challenge consistently by our LGBs together with a thriving link scheme and commitment to additional requirements of the role.
2025	<ul style="list-style-type: none"> • Oakfield School governance practice embedded within the Trust. • External review of governance by the Trust's internal auditors (Validera). • Improved Trustee and Governor capacity and understanding of inclusion, SEND and associated funding models. • Governance training plan reviewed for continuous improvement. • A governor conference to celebrate success and bring together good practice and future aspirations – repeated annually.
2026	<ul style="list-style-type: none"> • Skills, training and development reviewed to inform recruitment activity. • Recruitment of a new Chair of the Trust Board. • Governance resource reviewed to ensure the needs of the Trust are being met and to inform future strategic aspirations and growth. • External review of governance.

Values in Action

Aspiration

We know that high quality provision is driven by supportive, challenging and self-critical governance.

Respect

We understand the needs of the communities that we serve and take cogent decisions as a consequence.

Integrity

We know that the best board decisions are underpinned by diversity of opinion and insight; one size does not fit all.

Responsibility

We know what makes an effective Board and our agenda is focused on meeting our objectives; we routinely revisit our approaches to ensure we are anticipating future risks and opportunities.

Academy Trust Governance Code

A voluntary code for academy trusts in England

The Academy Trust Governance Code is a voluntary and sector-led code for Academy Trusts in England. It aims to improve and embed good governance practices across the sector, based on the principle that effective governance is essential to fulfilling a Trust's aims and ambitions.

Strategic Priority 6

Growth

Context

The Consortium Academy Trust is a well-established and respected Trust in Hull and East Riding, currently consisting of six secondary schools and three primary schools, two of which form an all-through school with almost 8,000 learners and a combined annual income of circa £57 million.

The Trust recognises the benefit of having more primary schools and schools with other provision types such as Special Schools that will strengthen existing networks and practices that lead to all learners receiving a high-quality education. A key aim of the Trust is to have a balance of schools at different starting points in their journey of improvement, with the aim of supporting each other to Shape Positive Futures collaboratively. Oakfield, a secondary school for learners with Social, Emotional, and Mental Health (SEMH) needs, joins us in September 2024.

We are committed to growing provision in our existing schools, through the development of Enhanced Resource Provision, commissioned through the local authority and meeting a range of Special Educational Needs and Disabilities (SEND). This inclusive ethos ensures there is a place for all learners, where we can meet their needs and they feel they belong.

Opportunities to grow our Consortium Sixth Form College are being actively explored, leading to options on expansion of provision, including the estate on one of our campuses.

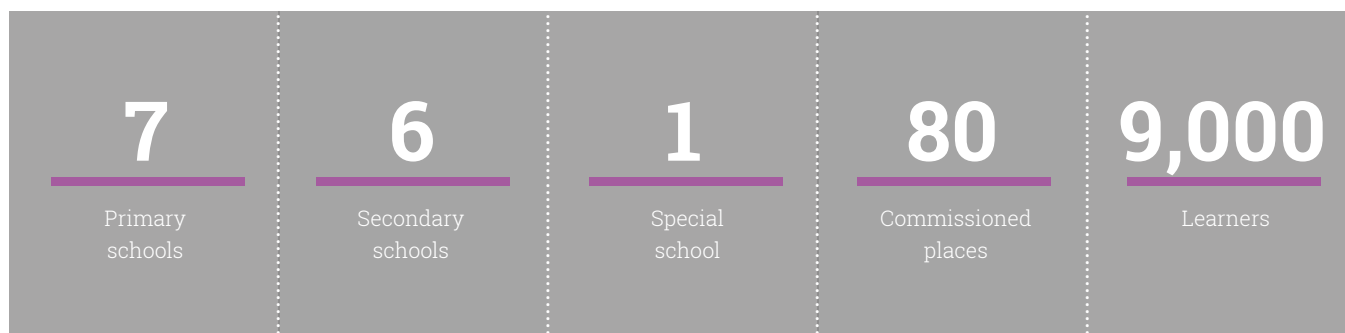
Whilst we recognise our social responsibility to support struggling schools, we will seek to attract good and outstanding schools to develop our capacity to bring about continued improvement.

Key Objectives:

We put our learners first. We want to grow for the right reasons, and these are to:

- Extend excellent learning experiences to more children and young people within Hull and the East Riding.
- Improve what we do by attracting good and outstanding schools to the Trust; cultivating a Trust community that is rich and diverse in knowledge and skills for the benefit of both learner and staff development.
- Provide leaders, teachers and support staff, working in a challenging sector, with networks and development opportunities that are supportive, diverse, and sustainable.
- Sustain good financial health, through economies of scale, so more funding can be invested in schools that need it the most.

Impact - By 2027:



Key Milestones

2024	<ul style="list-style-type: none"> • Oakfield School joins the Trust. • One primary school application to the Advisory Board. • Opening of Enhanced Resource Provision, accommodating 25 commissioned places, at Hesse High School and Winifred Holtby Academy. • Sixth Form expansion at one campus - fully scoped and ready for Trust Board approval.
2025	<ul style="list-style-type: none"> • Two primary school applications to Advisory Board. • Two primary school conversions. • Proposal to the Trust Board on the development of Oakfield Residential provision. • Trust and all school websites revamped with a cohesive narrative threaded through each one.
2026	<ul style="list-style-type: none"> • Two primary school applications to Advisory Board. • Two primary school conversions.

Values in Action

Aspiration

We are committed to raising the educational standards of children and young people living in Hull and the East Riding.

Respect

We recognise that high quality provision and services will best serve learners and staff in existing and new schools; and this is something not to be compromised by growth.

Integrity

We will be honest and transparent in our approach to ensure information and engagement leads to a robust assessment of compatibility for both parties.

Responsibility

We are committed to supporting schools in need and we are responsive to opportunities beyond our target areas for growth.





Summary of Impact By 2027:

<p>Strategic Priority 1</p> <p>Excellent Outcomes for Learners</p>	<p>80%</p> <p>of learners achieve 4+ in English and mathematics.</p>	<p>60%</p> <p>of learners achieve 5+ in English and mathematics.</p>	<p>100%</p> <p>of learners move onto a positive destination.</p>	<p></p> <p>Attendance, in all schools, is consistently above national rate.</p>	<p>80%</p> <p>of learners achieve the expected standard in English and maths at the end of the primary phase.</p>
<p>Strategic Priority 2</p> <p>An Inclusive and Ambitious Curriculum</p>	<p>100%</p> <p>of learners in sustained destinations.</p>	<p>50%</p> <p>reduction in suspensions of those with SEND.</p>	<p>90%</p> <p>attendance rate for our vulnerable learners.</p>	<p>100%</p> <p>Schools with effective and ambitious models of alternative curriculum.</p>	<p>60%</p> <p>of vulnerable learners achieve 4+ in English and mathematics.</p>
<p>Strategic Priority 3</p> <p>Engaged and Empowered People</p>	<p>80%</p> <p>of staff say they have a good work/life balance.</p>	<p>50%</p> <p>reduction in annual days lost to sickness.</p>	<p>80%</p> <p>or above staff engagement score.</p>	<p>100%</p> <p>of Trust leaders will have accessed leadership development.</p>	<p>Internal promotions and development opportunities increased.</p>
<p>Strategic Priority 4</p> <p>Impactful Services and Outstanding Environments</p>	<p>58%</p> <p>Carbon Emissions.</p>	<p>100%</p> <p>Eco accreditation embedded in all schools.</p>	<p>70%</p> <p>Trust's estate is in good condition.</p>	<p>Streamlined digital and information systems to support decision making and reduce workload.</p>	<p>Reduced costs through alignment of digital based curriculum resources.</p>
<p>Strategic Priority 5</p> <p>Highly Effective Governance</p>	<p>A succession plan in place for Members, Trustees, Co-Opted Advisors and Governors.</p>	<p>A revised governance structure to include a quality forum linked to growth, inclusion and high-quality outcomes.</p>	<p>A revised strategic plan reflective of Trust growth and diversity of school membership.</p>	<p>Oversubscribed LGB membership with the right skills, good attendance and effective engagement.</p>	<p>Clarity of expectation by all as to the role, responsibilities and work of our governance arrangements through clear policies, procedures and behaviours.</p>
<p>Strategic Priority 6</p> <p>Growth</p>	<p>7</p> <p>Primary schools</p>	<p>6</p> <p>Secondary schools</p>	<p>1</p> <p>Special school</p>	<p>80</p> <p>Commissioned places</p>	<p>9,000</p> <p>Learners</p>



Excellent
Outcomes for
Learners



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Engaged and
Empowered
People



THE CONSORTIUM
ACADEMY TRUST



Impactful
Services and
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Environments



Highly
Effective
Governance

Growth



SHAPING POSITIVE FUTURES

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