



School Highlights



Key Developments

Trust Wide Events



Our Trust

2025-26

A Collective Showcase





What have you loved the most since starting at secondary school?



"My favourite subject is Art because I am really passionate about it, and that's definitely encouraged by my teachers. They always push me to do my best, believe in my ideas and help bring the best out of me."

"The teachers are really kind and have helped me to build my confidence to try new things. Thanks to their support, I've settled in really well and I feel happy, supported and confident to get involved and make the most of every opportunity."



"I have always liked playing bass and singing so I'm enjoying the music lessons. I have also joined the British Sign Language group which is such a cool thing to be able to do and provides a great opportunity to develop new skills."



"When I first started, I worried I would struggle to make friends, but it wasn't hard as most students are very welcoming, so it doesn't take that long to get settled. Transition week really helped me to get to know the school before I joined."

"My favourite subject is Science because, even though I don't always understand everything straight away, I find it fun and interesting. I think everyone should try to find the subject that brings them the most enjoyment, just like Science does for me."





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Introduction

It gives me great pleasure to introduce this year's Trust Showcase and to reflect on another year of progress, achievement and collaboration across our schools and services.

As you read through these pages, you will see countless examples of the commitment, expertise and determination that exist across our Trust. From our classrooms and pastoral teams to our operational and shared services colleagues, every part of our organisation has contributed to creating positive experiences and outcomes for our learners.

One of the defining features of our Trust continues to be the willingness of colleagues to embrace change and work together to overcome challenges. As expectations evolve and the needs of our learners and communities continue to grow, staff across all areas of the Trust consistently demonstrate professionalism, resilience and a shared focus on doing what is right for children and young people. The achievements highlighted in this showcase are the result of that collective effort.

This year has provided many reasons to celebrate. We were delighted to see three successful Ofsted inspections across the Trust, affirming the high standards, ambition and care that are evident in our schools every day. These outcomes reflect the dedication of staff and leaders, as well as the strong relationships built with learners, families and communities.

Our learners themselves often provide the strongest measure of our success. During the inspection at Croxby Primary, when asked what newcomers to the school should expect, one learner simply replied: **"Prepare to have a very good time."** Few comments could better capture the inclusive, supportive and welcoming environments that colleagues work so hard to create across our Trust.

We have also continued to strengthen partnerships with a wide range of external organisations, businesses, education providers and community groups. Alongside a significant increase in educational visits and enrichment activities, these collaborations are helping to broaden horizons and raise aspirations for our learners. From local initiatives to international ventures, including this year's memorable trip to Peru, our young people are benefitting from a richer range of learning beyond the classroom, building confidence, independence and a greater understanding of the world around them. These connections and opportunities are helping to open doors, inspire ambitions and equip learners with the knowledge and skills to flourish in the future.

Thank you for the contribution you make every day. I hope this showcase provides an opportunity to reflect on the impact of your work, celebrate the achievements of colleagues across the Trust and look ahead with confidence to the successes still to come.

Enjoy reading and celebrating another successful year across our Trust.

Kind regards

Lizann,
CEO

**"Prepare to have a very good time."
Few comments could better capture the
inclusive, supportive and welcoming
environments that colleagues work so
hard to create across our Trust."**



As we look back on another remarkable year across our Trust, I am filled with pride and gratitude for all that has been achieved.

Looking through the pages of this year's showcase, I am reminded of the dedication, talent and ambition that define our schools and the people who make them such special places to learn and work.

The stories highlighted here demonstrate the very best of our Trust: inspiring teaching, innovative practice, meaningful partnerships and, above all, the incredible achievements of our children and young people. They reflect a collective commitment to ensuring every learner has the opportunity to thrive, realise their potential and achieve positive outcomes for the future.

Over the past year, our schools have continued to build on their successes while embracing new opportunities for growth and development. Whether through academic achievement, enriching experiences beyond the classroom,

community engagement, creative excellence or sporting success, there is much to celebrate. These accomplishments are only possible because of the dedication and hard work shown every day by our leaders, teachers, support staff and governors.

As Chair of the Board, I would like to express my sincere thanks to everyone across the Trust for their contribution. Your commitment, professionalism and passion continue to strengthen our schools and enrich the lives of the children, families and communities we serve.

While there is much to celebrate, we know there is always more to achieve, and I look forward to seeing our schools continue to grow and succeed in the year ahead.

Kind regards
Ian Furlong,
Chair of the Trust



Embracing
new
opportunities

Our Schools

2025-26 Highlights



School
production of
Oliver



Cottingham

Jay Kerby

The 2025–26 academic year has been an exceptional one for Cottingham High School, marked by achievement, celebration and a continued commitment to ensuring every student thrives.

A major highlight of the year was the **celebration of the school's 70th Anniversary**. This important milestone provided an opportunity to honour our rich history while looking forward to an exciting future. Students, staff, former colleagues and alumni came together to celebrate seven decades of education, community spirit and achievement. A programme of special events reflected the school's enduring place at the heart of the local community and reinforced the values that continue to guide us today.



This year also brought the welcome outcome of a **fantastic Ofsted inspection**, which recognised **the high standards, strong leadership and nurturing culture that define Cottingham High School**. Inspectors praised the positive relationships between staff and students, the ambitious curriculum and the inclusive environment that enables young people to succeed both academically and personally. The outcome reflected the hard work of the entire school community and the significant progress made in recent years.

Providing memorable experiences beyond the classroom remains a key priority. This year, students benefitted from an outstanding range of educational visits and enrichment opportunities.

Internationally, **students travelled to the Rhineland, experiencing the language, culture and history** of the region first-hand. Further afield, students took part in life-changing expeditions to **Peru and Borneo**, developing resilience, independence and a greater understanding of global issues while creating memories that will last a lifetime.

Our commitment to STEM education has continued to flourish through participation in the STEM On Track Go-Karting programme.

Students worked collaboratively to design, build and race the **school's own go-kart**, developing valuable skills in engineering, problem-solving, teamwork and innovation. The initiative has encouraged many young people to consider future careers in science, technology, engineering and mathematics while demonstrating the value of practical, hands-on learning.

Enrichment remains a cornerstone of life at Cottingham. **More than 40 extracurricular clubs and activities** have been delivered each week, enabling students to discover new interests, develop talents and build confidence. From sport, music and performing arts to STEM and leadership opportunities, there is something for every student. These activities continue to play a vital role in fostering belonging, engagement and personal growth.

A particularly significant development this year has been the **launch of our new THRIVE Centre**. Designed to provide targeted support for students who require additional guidance and intervention, the centre reflects our determination to ensure every young person has the opportunity to succeed. It offers a safe and nurturing environment where students can overcome barriers, build confidence and re-engage positively with learning. This forms part of our wider investment in school facilities, with **a new 3G Astro planned for next year**.

Alongside this, our support offer has continued to expand. Through partnerships with organisations including Hull Seahawks Ice Hockey, Tigers Trust, Youth Justice, the NHS and Rising Minds, we have strengthened the well-being, mentoring and mental health support available to students and families.

As we conclude another remarkable year, Cottingham High School remains committed to ambition, pride and respect. From celebrating 70 years of history and achieving external recognition through Ofsted to expanding support provision and delivering unforgettable experiences, we continue to focus on ensuring every student can flourish and succeed.

STEM On
Track
Go-Karting
programme



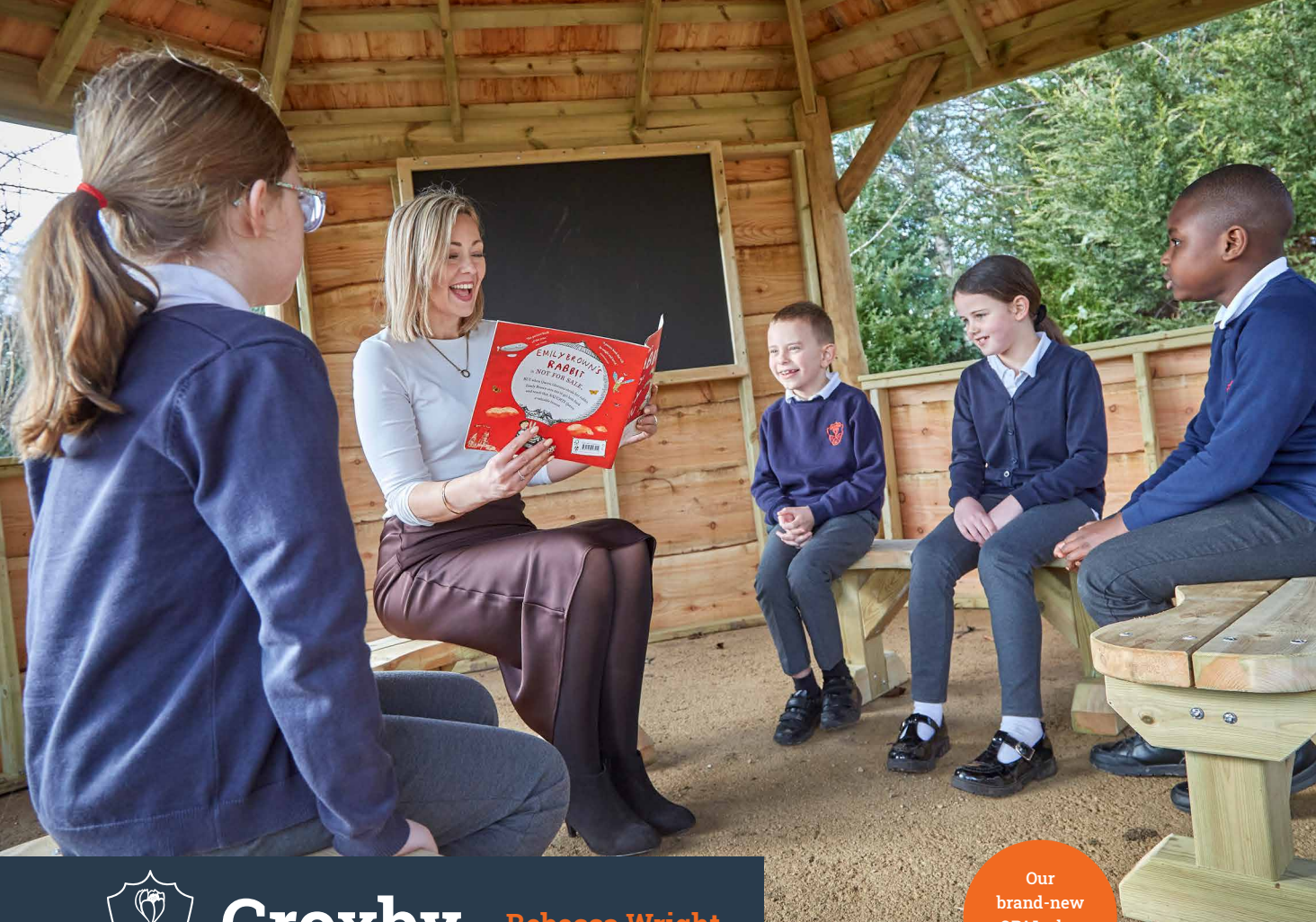
Celebration
of the
school's 70th
Anniversary



Life-changing
expedition to
Peru



Year 11 Prom
at Beverley
Barn



Croxby Rebecca Wright

Our
brand-new
OPAL play
area

As we reflect on another successful academic year, we are incredibly proud of the achievements, opportunities and sense of belonging that continue to define life at Croxby Primary School.

From exciting developments to memorable experiences, it has been a year filled with ambition, kindness and community spirit.



One of the most exciting highlights has been the completion of **our brand-new OPAL (Outdoor Play and Learning) play areas**. Watching Precision Timber transform our outdoor space into an exciting environment for exploration and adventure was a wonderful experience for both staff and learners. The anticipation grew as each new feature took shape, and seeing pupils enjoy the clamber stack, slide, swing and sandpit for the very first time brought smiles all round. Since launching, OPAL has become a firm favourite with our children, providing opportunities to develop social skills, creativity, resilience and physical well-being.

A particularly heartwarming development this year has been the introduction of our **intergenerational partnership with a local care home**. Fortnightly visits involving our EYFS and Year 1 pupils, alongside Debutots, have enabled children and residents to enjoy singing, crafts, dancing, poetry, reading and storytelling together. These sessions have fostered confidence, communication and empathy in our youngest learners while bringing joy, friendship and meaningful connections to the residents. The impact on both generations has been truly special to witness.



Whole-school
production of
Aladdin

Our commitment to preparing children for the future was recognised this year as we successfully achieved the Careers Quality Mark Award.

Through completing the Primary Careers Mark Assessment, our learners demonstrated a strong understanding of future aspirations, the importance of skills development and the many pathways available to them. Pupils confidently discussed careers with visitors ranging from **STEM Ambassadors** and local professionals to our own CEO, Lizann Lowson, and former Croxby pupils. They showed how our values of **Work Hard, Be Kind** and **Aim High** inspire them to reach for their goals and believe in their futures.

Our **Set for Success Enrichment Programme** has continued to provide valuable real-world learning experiences. A particular highlight this year has been ensuring that all pupils in Years 4 to 6 are now first aid trained, equipping them with practical, potentially lifesaving skills while building confidence, responsibility and resilience. The performing arts element has continued to play a key role in school life this year, providing opportunities for our learners to shine, build confidence and showcase their talents. From **Rocksteady concerts** and **festive performances** to participation in **NAPA showcases**, pupils have embraced every opportunity to perform in front of an audience. The year reached a spectacular finale with our whole-school production of **Aladdin**, brought to life by our talented KS2 learners. Their dedication, enthusiasm and willingness to support one another throughout rehearsals was inspiring to see. The final performances were full of humour, creativity and confidence, captivating audiences and celebrating the many talents of our learners. It was a wonderful way to bring our school community together and create memories that will last for years to come.

Our **Eco-Council** has continued to go from strength to strength, leading environmental initiatives across the school. Learners enthusiastically collected bottle tops through House competitions, contributing towards sustainable outdoor furniture projects, while also supporting wider environmental awareness within the school community. More recently we were proud to achieve **RHS School Gardening Award Level 2**, recognising the growing commitment of our pupils to sustainability, gardening and caring for the world around them.

This year has also seen the continued success of our **Graduate Awards programme**. Learners across the school have embraced opportunities to develop and demonstrate the character traits, knowledge and skills that will help them flourish both now and in the future. We have celebrated an increasing number of pupils achieving Graduate status, recognising their commitment to personal growth, leadership and lifelong learning. Building on this success, several pupils have gone on to achieve the prestigious **Graduate Masters Award**. These learners have demonstrated exceptional dedication, consistently going above and beyond to embody our school values, contribute to school life and inspire others through their actions. Their achievements serve as a wonderful example of what can be accomplished through determination, kindness and a commitment to excellence.

We began our final summer half-term with an **Ofsted inspection**, providing our children with yet another opportunity to showcase everything that makes Croxby special. We were immensely proud to hear inspectors comment on the politeness, determination and kindness of our learners. Their confidence in discussing their learning, alongside the positive relationships evident throughout the school, reflected the high expectations and values embedded across our community. **Receiving consistently strong feedback** was a testament to the dedication of our staff, learners and families. We were particularly pleased our **African snails Larry and Gary** made it into the report and that our children were keen to tell newcomers that this is a school where they should **'prepare to have a very good time'**.

As another fantastic year draws to a close, we look forward to building on these successes and continuing to provide the very best opportunities for every child at Croxby Primary School.



Proud to
achieve RHS
School Gardening
Award Level
2



Hessle Jim Nixon

Modern
Foreign
Languages
trip to Lille,
France

I have thoroughly enjoyed my first two terms at Hessle High School and would like to thank our students, staff and parents for the warm welcome and support I have received.

Over the past six months, I have had the opportunity to see first-hand the strengths of our school community and the commitment that exists to providing the very best opportunities for our young people.



Since January, we have introduced a number of important developments designed to enhance the daily experience and opportunities available to our students. Following careful planning and consultation, we moved to a single break and lunch structure after February half-term. This change has brought significant benefits, enabling students to spend more social time with their friends, staff to connect as teams each day, and, perhaps most importantly, allowing us to greatly expand our lunchtime enrichment programme. The increased variety of clubs, activities and opportunities has

helped make lunchtime an even more positive and engaging part of the school day.

We have also reconfigured our pastoral and leadership presence across the school, relocating teams to dedicated spaces that provide greater privacy and support for students while increasing staff visibility around the building. Alongside this, we redesigned the Year 9 options process, giving students greater flexibility and ownership when choosing their Key Stage 4 pathways. It was particularly pleasing to see how positively students responded to having a wider range of choices available to them.

Innovation in teaching and learning has also been a key focus. This year, we introduced our first "Risk Weeks", encouraging colleagues to step outside their comfort zones and explore new approaches in the classroom.

The initiative created an environment where creativity and experimentation were celebrated, and the results were impressive. Several innovative ideas emerged, including one that has since been adopted across the school. Following the success of the first two events, Risk Week will return in the autumn term.

Alongside these developments, there have been many memorable moments that have brought our school community together.

Our first whole-school non-uniform day in many years proved to be a huge success, with students and staff embracing the occasion whilst raising valuable funds for **Red Nose Day** through a range of events organised by the Student Council.

The **Year 11 and Year 13 Proms** were wonderful celebrations, providing an opportunity to reflect on the remarkable journeys of our young people. Both evenings showcased the strong relationships that exist across our school and highlighted the talent, character and potential of our students.

Performing arts continued to flourish, with this year's production of **School of Rock** delivering an unforgettable showcase of creativity, confidence and musical talent. Our students demonstrated extraordinary commitment both on stage and behind the scenes, producing a performance of which the entire school community could be proud.

Beyond the classroom, students embraced a wide range of enrichment opportunities and educational visits. Highlights included **Modern Foreign Languages trips to France**, an **Easter ski trip to Austria** and the **Duke of Edinburgh's Award expedition programme**. These experiences help develop resilience, independence and confidence while creating memories that will last a lifetime.

Ski trip to Austria



School of Rock Production



Raising funds for Red Nose Day





Holderness

Neal Holder

Year 7 Flash Mob in support of the Teenage Cancer Trust

A year of community, courage and student voice.

As we reflect on another remarkable year at Holderness Academy, one theme shines through above all others: the power of young people to make a difference. Throughout the year, our students have demonstrated extraordinary compassion, creativity and determination, not only in their academic studies but also through the impact they have made on others. From nationally recognised student voice projects to television coverage of our community fundraising initiatives, our students have shown that young people can make a genuine difference to the lives of others. Our values of **Aspiration, Resilience, Respect** and **Kindness** continue to shape every aspect of academy life and have been evident in some truly memorable moments.



One of the defining moments of the year came through our **Year 7 Flash Mob in support of the Teenage Cancer Trust**. Inspired by members of our own school community who have experienced cancer treatment and recovery, 168 Year 7

students came together in an incredible act of solidarity, raising awareness and significant funds for an important cause. The project captured the hearts of students, staff, families and the wider community, attracting support from

local media including ITV Calendar News and bringing together charitable organisations, families and partners in a truly memorable display of compassion and community spirit. It demonstrated the remarkable things that can happen when young people unite behind a common purpose and was a powerful reminder of the kindness and generosity that defines Holderness Academy.

Our students have also continued to use their voices to create positive change. **The Just Listen Stammer Awareness Project**, which began with one student's desire to improve understanding of stammering, grew into a collaborative project involving the NHS, The Consortium Academy Trust and students from across the region before becoming a nationally available educational resource. The project challenged misconceptions, promoted inclusion and ensured that others felt heard and understood. It stands as a powerful example of student voice creating meaningful change.

Alongside these wider opportunities, our commitment to ensuring every student feels valued, supported and able to succeed continues to be reflected in our attendance figures.

Attendance at Holderness Academy remains above national averages, with particular pride in the attendance of our SEND learners, which continues to be amongst the strongest in the region. This reflects the strength of our relationships with families and our determination to create an inclusive environment where every student feels they belong and can flourish. This commitment to inclusion has also been reflected in the relaunch of our LGBTQ+ provision and our continued commitment to equality and diversity, ensuring that every student feels respected, represented and able to be themselves.

This year has also seen a remarkable renaissance in the arts. From the launch of our first ever **Holderness Has Talent competition** to the continued growth of our extracurricular clubs and performances, increasing numbers of students have embraced opportunities to sing, act, perform and create. **The Christmas Extravaganza, Summer Extravaganza** and community performances showcased not only exceptional talent but also the confidence and sense of belonging that the arts help to nurture. The arts are once again becoming a vibrant and celebrated part of life at Holderness Academy.

Our commitment to community and sustainability has remained equally strong. Students planted hundreds of daffodil bulbs in support of Marie Curie, creating a lasting legacy that will bring colour and hope to our grounds for years to come whilst raising awareness of the charity's important work. At the same time, our **Active Travel Ambassadors** enjoyed another exceptional year, receiving regional recognition and being crowned **overall winners at County Hall** for their work promoting healthier, safer and more sustainable travel choices. Their achievements demonstrate how young people can positively influence both their school and the wider community.

Beyond these flagship initiatives, Holderness students have continued to excel across sport, careers and wider enrichment opportunities. From East Riding sporting successes and national STEM competitions to careers events, work experience placements and leadership opportunities, our students continue to embrace new challenges with confidence and ambition. Our growing partnerships with

employers, charities, community organisations and feeder primary schools continue to ensure that every student is equipped with the knowledge, skills and experiences needed for success beyond the classroom.

As we look ahead to the future, we do so with immense pride in everything our students, staff and families have achieved together. Holderness Academy continues to be a community where aspiration drives achievement, resilience overcomes challenge, kindness builds connections and respect shapes every interaction. Together, we continue to ensure that every young person is inspired to be the very best version of themselves.

Holderness
Has Talent
competition



The Just
Listen
Stammer
Awareness
Project



Sports Awards
Evening
winners





Staff fundraising at York Rotary Dragon Boat Race



Student leadership



Outstanding year for our Chinese Choir



Howden Lisa Tester

What a year it has been!

As I reflect on my first two terms as Headteacher of Howden School, I am incredibly proud of everything our students, staff and wider community have achieved. It has been a year filled with success, opportunity and memorable moments, all underpinned by our values of **Aspiration, Courtesy and Excellence**.

One of the highlights of the year has been the continued growth of our **enrichment programme**. A significant number of Year 10 students participated in the **Duke of Edinburgh Bronze Award**, completing expeditions that demonstrated resilience, teamwork and determination. Our Young Enterprise teams have enjoyed another phenomenal year, competing at markets, delivering **Dragons' Den-style pitches** and achieving **success at regional finals**, winning awards for creativity, teamwork and sustainability.

Also, as part of that enrichment offering has been the development of our school leadership programme. This year, more than 130 students have held leadership positions, including our newly introduced **School Support Leaders** and



Sports Leaders. Students have been involved in making whole-school changes as **Senate Leaders**, leading on games and events as **House Leaders**, making new students feel welcome as **School Support Leaders**, and representing the school at global sporting events such as the **WT20 Cricket World Cup** as Sports Leaders. And alongside all that, our Year 11 Senior Students have again represented the school with class and professionalism both in and out of school at events such as our **local Remembrance Parade**.

Our school charity, **A Shining Light**, has once again been at the heart of school life. Their **inspirational 21 for 21 film premiere** demonstrated why they were worthy winners of the Fundraisers of the Year Award and throughout their numerous events and challenges, students have raised significant funds while developing a strong sense of social responsibility. We have also seen outstanding support for fundraising linked to the upcoming Camps International **expedition to Peru**, with students working hard in preparation for their four-week adventure this summer.

This year has also been one of celebration and ambition for our Year 11 students.

We launched the year with a dedicated **Year 11 success programme**, including a launch event, success days, targeted revision support, **Easter revision sessions**, the **Year 11 Roadshow** and a collapsed timetable designed to maximise achievement. Throughout the year students have demonstrated exceptional commitment, attending revision sessions in large numbers and approaching both mock and final examinations with maturity and determination.

Alongside the academic focus, we ensured students had opportunities to create lasting memories. **Our first-ever Year 11 dress-up day** was a tremendous success, followed by celebration events, a leavers' assembly, leavers' hoodies, well-being activities and, of course, the **Year 11 Prom**. We were also delighted to welcome back the Class of 2025 in November to receive their GCSE certificates and celebrate their achievements with families and staff.

Personal development continues to be a real strength of the school. Throughout the year we have celebrated **International Women's Day** and **International Men's Day**, promoted **Mental Health Week**, participated in **Restart A Heart Day**, marked **Holocaust Memorial Day** and **Safer Internet Day**, welcomed **inspirational speakers**, including **a Gladiator** and **Race Across the World winner**, and delivered a wide range of activities through our **ACE programme**.

Our **Active Travel Ambassadors** have continued to lead the way, working directly with school leaders to improve safety around the school site. Their work gained funding and recognition throughout the year and continues to have a positive impact on the wider community.

We have also enjoyed another fantastic year of sporting success. Across football, netball, rounders, athletics, futsal, cricket, boccia and many other sports, our students have represented the school with tremendous pride. Numerous teams reached county and regional finals, our rounders team retained their title for a fifth consecutive year, students competed at prestigious venues including Headingley, and participation levels have continued to grow. This success culminated in Howden School **achieving the Gold School Games Mark**, reflecting our commitment to sport and physical activity across the school community.

Performing arts have continued to flourish. Our **Chinese Choir** has once again enjoyed an outstanding year, performing at high-profile events and representing the school with distinction. Their professionalism and talent have been recognised by audiences across the region, and they remain a source of great pride for our school community, as do our School Choir who performed at the **Minster's annual Soup and Carols event**.

There have also been many opportunities simply to come together as a community. **Christmas Jumper Day**, Christmas dinner, **students delivering Christmas cards to local businesses**, **World Book Day**, **charity events**, **reward days**, non-uniform days and countless lunchtime and after-school activities have all contributed to the vibrant culture that makes Howden School so special.

It has been a remarkable year, but we know there is still more to come. Thank you to our students, staff, governors, parents and wider community for your continued support. Together, we have achieved a great deal this year, and we look forward to building on these successes in the years ahead.

Our first-ever
Year 11
dress-up day





Spring show with special guest, Linda Barker

Keyingham Mike Copley

What an amazing year we have had at Keyingham, and what a privilege it has been to watch our school community continue to grow and flourish.



This year was filled with an extraordinary range of experiences that supported not only the academic progress of our pupils but also their personal development and sense

of belonging. We were delighted to strengthen our partnerships with families through a number of well-attended events, including a **Maths workshop for parents** and our very first **Spring Show** organised by the PTA. This wonderful occasion brought our community together, with fantastic pupil participation and the special honour of **welcoming Linda Barker and Julia Billaney as judges**. We also enjoyed a warm and celebratory **coffee morning** with our ERP families, sharing and recognising the **achievements of our Hub pupils**.



Student Council enjoyed another visit to St Wilfred's Church



Young Voices choir

Learning beyond the classroom has been a real highlight, with pupils embracing a wealth of opportunities.

From singing in the **Young Voices choir** and competing successfully at the local **swimming gala**, to educational visits such as the **Yorkshire Sculpture Park** and engaging workshops with **Hobson and Porter**, our children have thrived. The enthusiasm for enrichment has been equally evident within school, where activities such as Times Tables Rock Stars, mental health workshops led by the NHS, and our **Eco Warriors' Earth Day** initiatives have enhanced our curriculum. We are incredibly proud to have achieved the **Eco Award with Distinction** for the second consecutive year, alongside celebrating **cultural events such as Holi and Chinese New Year**. Our Student Council has also shown true citizenship, contributing to local projects and making a positive difference in the wider community.

A standout moment in particular this year has been the **Year 6 trip to Parliament**. After contacting our local MP, we were successful in our application to be able to visit the Houses of Parliament. Travelling on the train, walking around London to see such sights as Buckingham Palace, Tower Bridge,

London Eye and Trafalgar square, and getting to visit the House of Commons and House of Lords, made for a truly memorable experience. A long and tiring day but worth it for the amazing opportunity.

Creativity and personal development have continued to shine through our music, performance, and enrichment opportunities. Pupils have enjoyed working towards a production of **Matilda with Flexdance**, while **Rock Steady sessions** have built confidence and excitement towards end-of-term performances. A wide range of additional activities, including library visits, sports events, health initiatives, and after-school clubs such as yoga, have supported every aspect of school life. We have also been delighted to welcome new nursery pupils into our Foundation Stage, further strengthening our vibrant school family.

Our sense of community has remained at the heart of everything we do, with events such as **Red Nose Day**, **World Book Day** and our work with **Age UK** helping to develop compassion and empathy in our pupils. None of this would be possible without the dedication of our staff, the ongoing support of our parents, and the strength of our wider community. As we look ahead to the future, with an exciting programme of visits and experiences already planned, we do so with pride in all that has been achieved and great anticipation for what is still to come. Together, we will continue to ensure that Keyingham is a place where every child can thrive, succeed and celebrate their journey.



Holi cultural event



Year 6 - exploring some of London's most famous landmarks!



Oakfield

Rachel Davies

Logistics
Event at Defence
School of
Transport

Oakfield School: Empowering Students, Creating Opportunities

Since joining The Consortium Academy Trust, Oakfield School has continued to strengthen its reputation as a highly specialist setting that provides ambitious, meaningful and life-changing opportunities for young people with social, emotional and mental health needs. Drawing on its ethos of “**Empowering Students, Creating Opportunities**”, the school combines personalised support with a rich curriculum that develops confidence, independence and aspirations.



Expanding Opportunities Beyond the Classroom

Oakfield students benefit from a wide range of experiential learning opportunities that help them develop resilience, teamwork and essential life skills. Through programmes such as the **Duke of Edinburgh Award, Outdoor Education,**

Creative Alternative Learning Provision and **Personalised Learning Curriculum**, students regularly engage in activities including bouldering, paddleboarding, environmental conservation, navigation exercises, mountain biking and community projects. These experiences encourage personal growth while supporting academic and social development.

Innovative Vocational Pathways

A significant development for Oakfield is **the launch of its new Vocational Skills Centre**, opening in September 2026. Located in Hedon, on the Holderness Academy site, it will provide practical, accredited learning pathways for students seeking ‘hands-on’ experiences alongside core English and Maths studies. Designed to build employability, independence and future career prospects, the centre represents a major investment in preparing young people for successful futures.

Creating Meaningful Futures

Careers education plays a central role at Oakfield. Through employer encounters, apprenticeship activities, work-related learning and partnerships with local businesses and colleges, students gain valuable insight into future pathways. **National Apprenticeship Week** activities, workplace visits, mock interviews and vocational experiences help raise aspirations and equip students with the knowledge and confidence needed for life beyond school.

Personal Development and Well-being

Oakfield places well-being and safeguarding at the heart of school life. Initiatives focusing on mental health, online safety, digital literacy and family engagement ensure pupils feel safe, supported and ready to learn. Regular parent coffee mornings strengthen relationships with families and provide access to a wide network of support services and community partners.

Year 11
Leavers
enjoying a
day out at
Blackpool



Celebrating Achievement and Community Impact

From recording music in professional studios and fundraising for educational visits, to creating wildlife habitats and participating in sporting competitions, Oakfield students consistently demonstrate determination, creativity and success. Whether harvesting produce from the school allotment, raising money for trips, contributing to environmental projects or representing the school in sporting fixtures, students are encouraged to make positive contributions to both school and community.

Looking Forward

As the newest member of The Consortium Academy Trust, Oakfield brings specialist expertise in supporting students with SEMH needs while benefiting from enhanced collaboration across the Trust. Together, this partnership is creating even greater opportunities for young people to thrive, achieve and realise their potential.

Oakfield School continues to demonstrate how specialist education, ambitious opportunities and strong partnerships can empower students to succeed both in school and beyond.



British Science
Week



Penshurst

Kerry Mason

Pupil
Leadership -
House
Captains

At Penshurst, one of our greatest strengths is the strong sense of community that runs through everything we do.

Throughout the year, we have been proud to work in partnership with families, local businesses and the wider community to provide memorable experiences that enrich learning and create lasting memories for our children.

A particular highlight was seeing our pupils perform as part of the **Hessle Christmas Lights Switch-On**. Standing proudly

in front of the local community and sharing their talents helped build confidence, foster pride and showcase the wonderful spirit of Penshurst. The event was a fantastic celebration of community and one that our children will remember for years to come.



We are incredibly grateful for the support of local businesses who have helped bring learning to life. Northern Gas delivered engaging **STEM workshops** that inspired curiosity and encouraged children to think creatively about science, engineering and future careers. Meanwhile, **JP Developers worked with our Year 6 pupils to create bug hotels and bird boxes**, allowing the children to leave a lasting legacy for future generations at Penshurst while supporting local wildlife and biodiversity.



Family engagement has continued to flourish this year. It was wonderful to see so many parents and carers joining us for our Brake Walk, helping to promote safer roads for children and walking alongside us as part of this important community message.

The support from passing motorists, who sounded their car horns in encouragement, created a real sense of togetherness and demonstrated the community's commitment to keeping our children safe.

Our **Maths Event** for parents was another huge success, bringing families into school to learn alongside their children. There was plenty of laughter as some parents discovered that their children may now be even better at maths than they are! More importantly, it provided a valuable

opportunity to build confidence and strengthen the partnership between home and school in supporting learning.

The talent and confidence of our pupils has shone brightly throughout the year. **P-Factor once again proved to be a tremendous success**, with children showcasing an incredible range of talents and entertaining audiences with their creativity and enthusiasm. Another standout moment was our Year 3 assembly, where children undoubtedly raised the roof with their incredible singing voices. The pride on the faces of parents and carers was clear for all to see and reflected the confidence, determination and joy our children bring to every opportunity.

These experiences exemplify what makes Penshurst such a special place - a school where learning extends beyond the classroom, where community matters, and where children are encouraged to Dream Big, develop confidence and make a positive contribution to the world around them.



OPAL play
fun



MKM STEM
event



Maths
Event



Northern
Gasworks in
Year 6



Winifred Holtby

Karen Farmer

Our production of Elf showcasing incredible talent

This academic year has been one of our best yet—full of ambition, achievement, laughter, opportunity and moments that have reminded me exactly why Winifred Holtby Academy is such a special place to be.

As a school, we remain relentless in our pursuit of academic excellence. We want every student to achieve strong outcomes and make exceptional progress, and that focus never wavers. Equally important, however, is ensuring that our young people enjoy coming to school, feel a sense of belonging and have opportunities to create positive memories along the way.

Our classrooms continue to be places where high expectations, excellent teaching and positive relationships come together. Students who consistently demonstrate our Classroom Charter values of being prepared, polite, punctual



and productive have been recognised and celebrated throughout the year. Our **Bingo Bash** event was a winner for all, and the **silent discos** had dance floors full from start to finish. These events brought together reward, excitement and a real sense of community. Likewise, our **Christmas baking activities** created wonderful moments of **togetherness and joy**.

Sport continues to play a huge role in life at Winifred Holtby Academy, and our students have achieved fantastic success across a wide range of teams and competitions. Whilst the wins and trophies are always welcome, what makes me most proud is the way our young people represent the academy—with commitment, resilience, teamwork and respect. We are particularly proud of our Year 7 and Year 8 rugby teams, both of whom have reached the **Yorkshire Finals** to be played at the University of Hull. Our Sports Captains also had an amazing opportunity to volunteer as court officials at the European Beach Volleyball Championships in Bridlington and received outstanding feedback from competitors and officials alike. What an incredible experience for them.

The arts have also continued to flourish.

Alumnus
Miller Hookem,
our Guest
Speaker-Awards
Evening

Our productions of **Elf** and **The Addams Family** showcased not only incredible talent, but also the confidence, courage and creativity of our students. Not even an England World Cup match could compete with our cast—we enjoyed a full house on opening night. It has been wonderful to see more and more students finding their place through performance, production and the arts.



Our House charities remain an important part of who we are as a school. Through fundraising events and community initiatives, our students have shown kindness, compassion and a willingness to make a difference to the lives of others. These experiences help to develop character, strengthen our community and reinforce the values we want our young people to carry with them beyond the school gates.

At Winifred Holtby Academy, we believe in both support and challenge. We set high standards because we know our students are capable of achieving great things, but we also recognise that everyone needs support at times. Through strong relationships, restorative approaches and consistent guidance, our young people continue to demonstrate resilience, reflection and growth. Seeing students overcome challenges, learn from mistakes and move forward positively is one of the most rewarding aspects of what we do.

None of this would be possible without our exceptional staff. Their care, commitment and unwavering belief in our young people make a difference every single day. They give so much of themselves to ensure that students feel supported, challenged and valued, and I am incredibly grateful for the contribution they make to our academy community.

As we reach the end of another memorable year, I do so with immense pride in what we have achieved together. Winifred Holtby Academy continues to grow as a school defined by ambition, opportunity, kindness and belonging. Thank you to our students, families and staff for everything you have contributed this year. Together, we have much to celebrate

and even more to look forward to. I am excited about what lies ahead and look forward to building on this success together.



Year 11 Prom
at Beverley
Barn



Wolfreton

Susanne Kukuc

Year 6s
enjoy a colourful
start to school
life!

At the heart of The Wolfreton Experience is a commitment to ensuring every student benefits from opportunities that inspire ambition, develop character and create lasting memories.

Guided by our values of **Excellence, Endeavour** and **Respect**, students have embraced a wide range of experiences this year, demonstrating leadership, resilience, creativity and community spirit both in and beyond the classroom.

Student leadership has been a defining feature of the year. Across sporting events, democratic processes and community engagement activities, students have stepped forward to make a positive difference. Our Year 9 **Sports Leaders** played a key role in delivering **Primary Sports Hall Athletics** and the **Humberside Quad Kids event**, organising activities, officiating competitions and supporting younger participants. Their professionalism and maturity earned praise from visiting schools and reflected the leadership qualities we seek to develop in all students.



Student voice has also been prominent. Students from Years 7–13 participated in the **UK Youth Parliament elections**, gaining first-hand experience of democracy and civic responsibility. **We are particularly proud that two Wolfreton students, Emily and Jacob, were elected to represent young people across the East Riding**, demonstrating the value of ensuring young voices are heard and the positive impact students can have within their communities.

Educational visits have continued to enrich learning and broaden horizons. Year 7 geographers explored ecosystems and environmental change at **Tropical World** and **Roundhay Park**, while Year 9 students combined fieldwork and outdoor adventure at **Dalby Forest**. Year 7 students also visited **Lincoln Cathedral**, where workshops, creative activities and historical exploration deepened their understanding of Britain's heritage.

Preparing students for successful futures remains a key priority. Throughout the year, students have benefited from a variety of careers and aspiration-building opportunities. Visits to the **University of Hull** and **GCSE support events** helped raise awareness of higher education pathways, while Health and Social Care students gained practical insight into **NHS careers** through experiences at **Castle Hill Hospital**. Year 10 work experience placements provided valuable opportunities to explore different industries and develop confidence, employability skills and an understanding of the workplace.

Strong partnerships with employers and industry professionals have further enhanced these opportunities.

Students engaged with initiatives including **Women into Manufacturing and Engineering (WiME)**, **STEM roadshows**, **British Fashion Council workshops** and **apprenticeship events**. These experiences have introduced students to a wide range of careers and helped them identify future pathways within STEM, engineering, construction, manufacturing, fashion and the creative industries.

The performing arts have once again showcased the creativity and dedication of our students. Our **production of Grease** was a spectacular success, bringing together performers, musicians and backstage teams from Years 7–13. Months of rehearsals culminated in outstanding performances that demonstrated talent, teamwork and commitment, while providing lasting memories for students and audiences alike.

Sport continues to play a significant role in school life and remains a powerful vehicle for participation, achievement and leadership. This year, the school was awarded the prestigious **Gold School Games Mark**, recognising our

commitment to sporting excellence, inclusivity and leadership development. Students achieved success across a range of competitions, including cross-country, football, bowling and Panathlon events, representing the school with determination and pride.

Community engagement remains central to **The Wolfreton Experience**. Students have supported local charities, performed within the community, visited care homes, contributed to **Age UK Christmas appeals** and participated in seasonal projects that strengthened connections beyond school. These activities have demonstrated compassion, service and respect while helping students appreciate the positive impact they can have on others.

And finally, this year has also been marked by the tremendous pride felt across the Wolfreton community following our **Ofsted inspection**, which recognised the **many strengths** that make our school such a positive, ambitious and purposeful place to learn and work. Most importantly, inspectors recognised that students feel known, valued and cared for. This strong sense of belonging is at the heart of The Wolfreton Experience, enabling students to thrive and reflecting the values, relationships and community spirit that continue to drive our success and aspirations for the future.

Outdoor adventures at Dalby Forest



Spectacular production of Grease



Newly elected Members of the Youth Parliament





Head Student
team at
Wolfreton

The Consortium Sixth Form

Steven Jarman, Lynsey Taylor

This year has once again seen students embracing a wide range of academic, enrichment and leadership opportunities that have prepared them for success beyond the classroom.

Learning has been brought to life through a variety of fieldwork experiences. **Year 12 Geographers explored Humber Street** as part of their study of changing places, investigating its transformation from a former fruit and vegetable market into a thriving redevelopment area. They also conducted extensive fieldwork, collecting data at **Spurn Point**, with further research visits to **Kelham Island** and **Sheffield city centre** allowing students to compare urban environments and gather evidence for their NEA projects.

Students across a range of subjects have benefited from valuable real-world experiences. Sixth Form historians enjoyed a memorable visit to **Hampton Court Palace**, where they explored the world of the Tudors and deepened their understanding of power, religion and monarchy. Future Medics students gained hands-on experience through live dissections, providing an invaluable insight into anatomy and healthcare careers.

Product Design students have worked on an exciting community project in partnership with **Hessle Town Council**. As part of a live brief, students designed and created a 'Free Little Library' for Hessle, developing practical design skills while contributing something meaningful to the local community.



Research
visits to
Kelham
Island



Sixth Form students visit London landmarks

Academic excellence remains at the heart of the Sixth Form experience.

A team of mathematicians travelled to Oxford University to compete in a Maths Challenge competition, representing the Sixth Form with distinction. Year 13 Computer Science students further developed their expertise and presentation skills by delivering teach-back sessions on key cybersecurity topics, including phishing, SQL injection and social engineering.

Students have also taken advantage of numerous opportunities to prepare for their next steps. Year 13 Business students attended the Tutor2u A-Level Grade Booster Workshop in Leeds, strengthening their exam knowledge and techniques ahead of assessment season. Meanwhile, the Extended Project Qualification (EPQ) programme has once again showcased the intellectual curiosity of our students, with research projects covering topics as diverse as philosophy, peregrine falcons, recreational hunting and the long-term effects of Covid-19.

Supporting progression beyond Sixth Form continues to be a key priority. During **National Apprenticeship Week**, students had access to over 80 live apprenticeship vacancies, reflecting the growing popularity of this pathway. Around 20% of our students now choose apprenticeships each year, and we were delighted to celebrate students securing highly competitive degree apprenticeships with organisations including Cranswick Foods and GSK.

Student leadership has continued to flourish. We welcomed our new team of **Head Students across both campuses and celebrated the election of Emily as East Yorkshire's Member of Youth Parliament**. Emily has represented young people across the region with confidence and distinction, providing a voice for her peers on important issues.

The strength of our Sixth Form community has been evident throughout the year. More than 65 students volunteered at the **Year 10 Subject Fair**, sharing their experiences and helping younger students make informed decisions about their future studies. Year 12 and Year 13 students also supported Year 9 students as they considered their GCSE options, demonstrating the supportive and collaborative culture that exists across both campuses.

As we look ahead, we are excited to continue expanding opportunities for students, including the introduction of the new AAQ Level 3 Extended Certificate in Mental Health: Individuals and Society from September 2026.

"Student leadership has continued to flourish."

Trust Wide Events >>>>>>

Celebrating a Year of Collaboration and Ambition Across Our Trust



Shaping
Positive
Futures

Learner Conference

Our annual Learner Conference is one of the most inspiring dates in our calendar.

It's a day that brings together learners from across our Trust to stretch their thinking, broaden their horizons and connect with peers who share their drive to grow, adapt and aim high.

The conference provides students with the **opportunity to collaborate** with learners from different schools, exchange ideas and experience the energy of learning as part of a wider community.

Held at the **University of Hull**, the event gave students the excitement of exploring a world-class campus—an experience that, for many, was their first time stepping inside a university. Walking through real lecture spaces and working with university partners helped spark imaginations



and encouraged them to picture the future paths that may one day be theirs.

Throughout the day, learners took part in workshops facilitated by the **Humber Outreach Team** and **Hull Children's University**. These sessions challenged thinking, built confidence and helped learners recognise their own strengths and incredible potential.

A highlight for many was the keynote from **Martin Burder of The Art of Brilliance**. With humour, energy and authenticity, Martin explored how confidence and mindset shape success—and how small, brave steps can lead to big changes. His message about positivity, taking chances and backing yourself resonated strongly with learners.

Lizann Lowson, Chief Executive Officer of The Consortium Academy Trust, summed up the value of the day, saying:

“Each year, our learner conference is exceptional, with our young people leaving happy and inspired – and this year was no different. Working closely with our partners at the Humber Outreach Team and the Children’s University provides our learners with invaluable opportunities to experience life on campus and explore the future pathways available to them.”

Staff and learners alike described the day as uplifting and full of memorable moments:

“The students loved every minute of it!”

“We really enjoyed all the activities throughout the day and everyone learnt loads.”

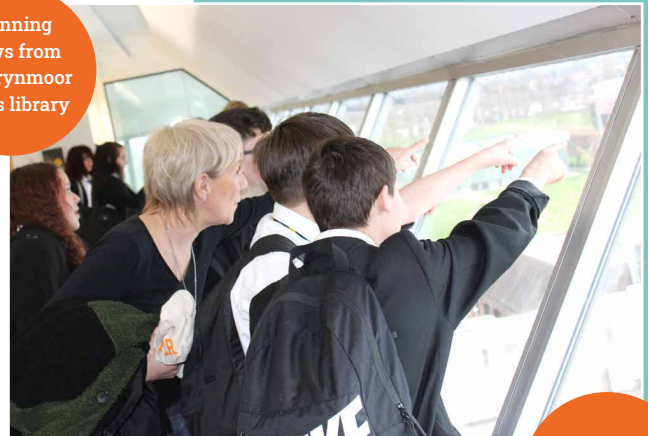
“The keynote speaker really inspired our children and helped them to understand how they can help themselves to succeed at life.”

Acts of kindness and encouragement were visible everywhere—from supportive teamwork to thoughtful reflection. The 2026 Learner Conference once again demonstrated what happens when young people come together with open minds and big aspirations: they inspire one another to be brave, think big and embrace the opportunities ahead.

Keynote from Martin Burder of The Art of Brilliance



Stunning views from the Brynmoor Jones library



Walking through real lecture spaces



First time stepping inside a university for many





Oliver cast
entertain
award
winners

Staff Awards

Our annual Staff Awards Evening once again provided an opportunity to recognise and celebrate the incredible contribution of colleagues across the Trust



The evening highlighted the many ways our staff make a difference to learners, families and colleagues every day, while demonstrating the values that underpin our work and help shape positive futures. It was inspiring to hear so many examples of dedication, compassion and commitment, and to reflect on the collective impact of our teams.

We are grateful to everyone who took the time to nominate a colleague. The feedback received demonstrated just how meaningful it is to have **achievements recognised and celebrated by peers.**





CPDL
Collaboration

Subject Development Day

This year's Shaping Positive Futures CPDL event took a different format, with colleagues engaging in role-specific professional development activities across the Trust.

Secondary and Sixth Form teachers came together at Wolfreton for a dedicated Subject Development Day, providing **valuable opportunities** for subject specialists to collaborate, share expertise and respond to curriculum developments introduced over the previous 12 months. Subject leaders coordinated an extensive programme, supported by external speakers who brought additional insight and challenge to subject-specific discussions. Colleagues attached to curriculum areas, including technicians, were also able to contribute to these cross-Trust networks.

Primary colleagues spent the day together at Penshurst, participating in activities designed **to strengthen collaboration** and support continuing school improvement priorities, whilst other staff remained within their schools or departments to focus on development activities aligned to their specific roles and teams.

To ensure all colleagues could access high-quality professional learning, **a programme of live online Teams sessions and National College training modules** was available throughout the day. This flexible approach enabled staff across a wide range of roles to engage in professional development relevant to their responsibilities and career progression.

Thank you to all subject leaders, facilitators and colleagues who contributed to the planning and delivery of the day. These collective efforts ensured meaningful professional development opportunities were available across all phases and functions of the Trust.

"To ensure all colleagues could access high-quality professional learning, a programme of live online Teams sessions and National College training modules was available throughout the day. This flexible approach enabled staff across a wide range of roles to engage in professional development relevant to their responsibilities and career progression."



Year 11
Success Event
at the
University
of Hull

Year 11 Success Events

This year, Year 11 learners from across our secondary schools came together for two dedicated Success Events designed to support final GCSE preparations in English and mathematics.

The events brought together specialist staff from across the Trust to deliver a programme of focused revision sessions, exam guidance and practical strategies to boost learner confidence and achievement.

Throughout both days, learners engaged positively with a range of **tailored workshops**, benefitting from the expertise of experienced practitioners and subject specialists. The sessions provided valuable opportunities to strengthen subject knowledge, refine exam techniques and explore

effective approaches to tackling challenging questions. Held at the **University of Hull**, the events also offered an inspiring setting that encouraged learners to think ambitiously about their futures while focusing on their immediate goals. Feedback was overwhelmingly positive, with learners particularly valuing:

- **practical techniques for analysing texts and exploring meaning in greater depth**
- **support with transactional and extended writing tasks**
- **advice and insights from colleagues with GCSE marking experience**
- **alternative methods for approaching mathematical problems**
- **the university setting and hands-on, collaborative style of learning**

The Success Events reflected our commitment to ensuring every learner has access to high-quality support, expert guidance and the opportunity to **achieve their full potential**.

“The events brought together specialist staff from across the Trust to deliver a programme of focused revision sessions, exam guidance and practical strategies to boost learner confidence and achievement.”



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 >>>>>>

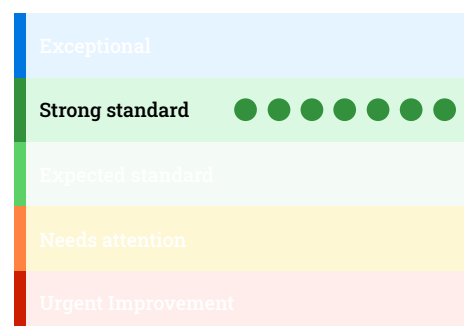
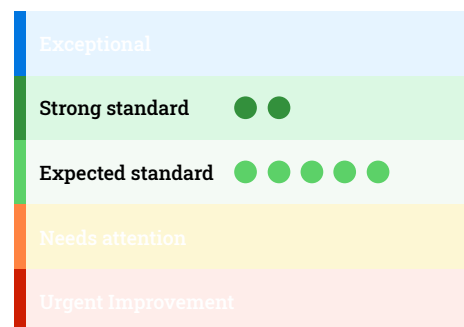
Ofsted

This year, under the new Ofsted inspection framework, three Trust schools were inspected: **Wolfreton, Cottingham and Croxby**.

Across these inspections, each school secured at least the **'Expected Standard'** in every judgement area, providing strong external validation of the quality of education and wider provision across the Trust.

Inspectors recognised notable strengths in attendance and behaviour, personal development and well-being at Wolfreton, while Croxby achieved a strong standard across every judgement area.

These outcomes celebrate the commitment, professionalism and sustained work of leaders, teachers and support staff, and reflect the Trust's continued focus on securing high standards and positive experiences for every learner.



Teaching and Learning

Teaching and learning has continued to be a core strategic priority across the Trust.

This year, we developed a **Trust Teaching and Learning Policy**, building directly on the well-established Teaching and Learning Framework and strengthening consistency in expectations across all schools.

Significant development of pedagogy has also been secured through the Trust-wide implementation of the **Teaching Walkthrus approach**. This has included the development of a team of instructional coaches, trained in the Teaching Walkthrus methodology, who are supporting colleagues to refine classroom practice through focused, evidence-informed professional development. Alongside this, leaders have worked collaboratively to develop a Trust Assessment and Feedback Policy, which will be introduced next academic year and will further strengthen consistency, clarity and impact in how learning is checked, responded to and moved forward.

Behaviour

Behaviour remains a significant strength across the Trust, with inspections this year recognising the calm and purposeful environments evident in our schools. This external validation endorses our own evaluations of behaviour and reflects the consistent, relational approaches that have been embedded across the Trust. The Trust Behaviour Policy continues to drive greater consistency in behaviour management, ensuring that expectations are clear

and applied fairly across schools. A key example of this has been the adoption of our mobile phone policy, based on the principle of '**on site, out of sight**', which was introduced ahead of recently published national guidance. These developments reflect the ongoing commitment of leaders and staff to creating safe, respectful and focused learning environments where learners can thrive.

Attendance

The Trust Attendance Leads Network has been strategically integrated with the Trust Behaviour Forum to strengthen collaboration between these two critical areas. This combined forum meets on a half-termly basis, enabling colleagues to share effective practice, address emerging challenges, and coordinate cross-Trust approaches that promote a positive school culture and remove barriers to attendance.

A significant milestone this year is the introduction of the **Trust Attendance Policy** (September 2026), which establishes a consistent framework of expectations and approaches across all schools. This has supported greater coherence and clarity in promoting high attendance standards.

The forum has also focused on the use of Department for Education (DfE) Similar Schools Reports, enabling schools to benchmark performance against institutions with comparable demographics at both regional and national levels. This data-informed approach supports targeted planning and continuous improvement.

The secondary intra-Trust attendance competition continues to be a successful initiative, focusing on Year 10 learners to reduce persistent absence and strengthen engagement ahead of Year 11. **Holderness Academy** currently holds this distinction. In parallel, a primary-phase competition has been introduced, with **Croxby Primary** recognised as the most recent winner. Participation and enthusiasm across all schools remains high, with commitment to continuation in the next academic year.



Attendance 25-26 – Comparison to Regional and National Averages

95%

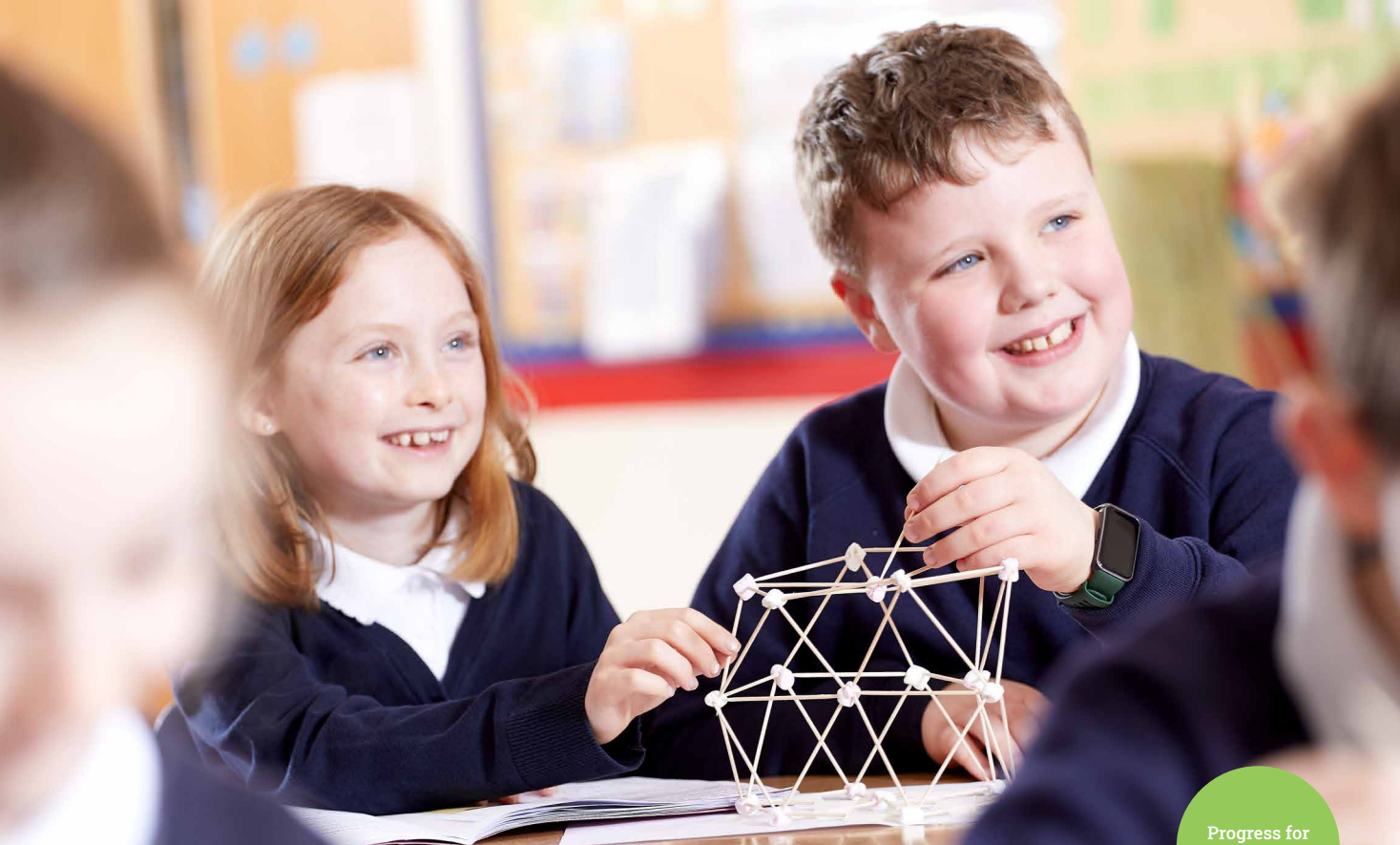
Primary %

	Attendance	Vs Regional	Vs National
All Learners	95	+0.5	+0.3
Year 6/ Year 11	93.6	-1	-1
Boys	94.7	+0.4	+0.2
Girls	95.3	+0.6	+0.4
SEN Support	93.9	+1.2	+1.1
EHCP	89.2	+0.8	+0.6
Pupil Premium	91.8	+0.1	-0.14

91.6%

Secondary %

	Attendance	Vs Regional	Vs National
	91.6	+0.9	+0.1
	91.8	+2.3	+2
	92.2	+1.2	+0.2
	91	+0.7	-0.1
	88.3	+3.2	+1.7
	85	+6.7	+4.4
	86.2	+1.5	-0.4



Progress for
all learners

Primary Curriculum

All Trust primary schools now deliver the CUSP curriculum, which is securely embedded across all foundation subjects. In mathematics, the **White Rose scheme** remains in place, ensuring continuity in high-quality provision.

This strategic curriculum alignment has delivered a number of key benefits, including reduced teacher workload, the implementation of shared assessment models, and strengthened moderation practices across schools.

In September 2026, a fully aligned phonics programme was introduced, ensuring consistency in the teaching of early reading. This has strengthened the development of foundational literacy skills and supports accelerated progress for all learners during Key Stage 1.

Additionally, the **Smartgrade** assessment platform has been implemented across all primary schools. This enables precise and consistent tracking of learner progress and aligns effectively with the curriculum frameworks in place, supporting robust assessment and informed intervention.

Secondary Subject Development

Subject-specific development has been strengthened through dedicated Trust-wide collaboration. Development days in English and mathematics have enabled leaders to work closely with Trust Subject Directors, focusing on improving teaching quality and securing consistently high standards in core subjects.

In foundation subjects science, history, and geography, structured development sessions have provided leaders with dedicated time to align curriculum content, refine

schemes of learning, and enhance lesson resources. These sessions have also supported the establishment of robust moderation and standardisation practices, leading to greater consistency and increased rigour in assessment, particularly at Key Stage 4.

Looking ahead, the next phase of curriculum alignment will launch in September with the introduction of common Key Stage 3 schemes of learning in languages, computing, and religious studies.

Continued on page 37

Secondary Curriculum

This academic year has seen rapid progress in curriculum alignment across the secondary phase, building on earlier developments within core subjects. Fully aligned Key Stage 3 curricula have now been implemented in geography, history, and science. Subject leaders have worked collaboratively throughout the year to ensure effective implementation and continuous refinement of schemes of learning.

A key feature of this work has been the introduction of standardised mid-year and end-of-year summative assessments. Outcomes from these assessments have been reported to governing boards, stimulating more informed and rigorous discussions around learner progress and curriculum impact.

Curriculum Development Leads have played a pivotal role in this process, adapting centralised resources to meet the needs of learners, while coordinating the design and delivery of common assessments across schools.

Curriculum Development Leads 2026-27

- Science – **Becky Adams**
- Geography – **Ange Davidson**
- History – **Joe Thornham**
- Religious Studies – **Rob Milner**
- Languages – **Toni Stephenson**
- Computing – **Paul Scott**

Joe Thornham
- Curriculum
Development
Lead



Curriculum Development Leads for these subjects are now in place and have been working alongside school-based subject leaders to ensure readiness for implementation.

In addition, joint subject leader meetings across all disciplines have focused on responding to the recommendations of the DfE Curriculum and Assessment Review, ensuring that the Trust remains well-positioned to meet national expectations and future developments.

Aligned Secondary Curriculum

- Phase 1 - **English** and **maths** - from September 2024
- Phase 2 - **Geography, history** and **science** – from September 2025
- Phase 3 - **Languages, computing** and **religious studies** – from September 2026

Spotlight on **English** >>>>>>

Michelle Kermeen – Trust Director for English

“A reader lives a thousand lives before he dies. The man who never reads lives only one.” - George R.R. Martin



There is perhaps no better way to describe the purpose of English education.

Every novel opens a new world. Every poem gives voice to experiences beyond our own. Every play encourages us to question society, challenge injustice and understand what it means to be human. Across The Consortium Academy Trust, these opportunities are being created every day as our English departments inspire thousands of young people to become confident readers, thoughtful writers and articulate communicators.

This year has been one of the most exciting in the history of English across our Trust.



One Trust. One Curriculum. Endless Possibilities.

September marks a significant milestone as every secondary school across the Trust begins teaching a fully aligned Year 7 and Year 8 English curriculum, building on the successful alignment already established at Key Stage 4. Year 9 will follow the following year, creating a coherent learning journey from Year 7 through to GCSE.

Alongside this ambitious work, **schools have invested in an exciting range of new texts**, allowing us to modernise our curriculum for the 21st century whilst remaining rooted in the very best of English literature. It represents a genuine opportunity to ensure that every young person, regardless of which school they attend, experiences an ambitious, knowledge-rich curriculum that develops both academic excellence and a lifelong love of reading.

As C.S. Lewis once wrote,

“We read to know we are not alone.”

Our aligned curriculum ensures that every learner across the Trust has the opportunity to discover exactly that.

Taking English on the Road

This year also saw the launch of our **English Roadshow**, extending collaboration beyond the classroom. Alongside **our annual University of Hull revision days**, specialist English teachers travelled between schools delivering bespoke GCSE revision events in the crucial weeks before examinations. It was a fantastic example of Trust collaboration in action, with expertise being shared directly with learners wherever it was needed most. The commitment did not stop there. **Colleagues from Winifred Holtby, Hessle and Wolfreton generously gave up Saturday mornings to provide additional revision sessions immediately before the GCSE examinations**, while learners at **Howden demonstrated incredible determination by filling Breakfast Revision sessions from 7:15am** - proof that when high expectations meet outstanding support, learners are eager to seize every opportunity.

Bringing Books to Life

Reading has remained firmly at the heart of English across every school.

Learners have **welcomed an inspiring range of published authors into classrooms**, discovering the stories behind the stories. At Winifred Holtby, Year 7 learners were captivated by poet **Paul Cookson** during **National Poetry Day** before writing and entering their own poems into the Hull Schools Library Service Poetry Slam. Later in the year, learners met bestselling author **Helen Rutter**, while dedicated readers immersed themselves in the Hull Children's Book Award programme, meeting five shortlisted authors before celebrating the eventual winner, *Gloom* by **Jack Mackay**.

Meanwhile, learners at Wolfreton recently enjoyed an inspiring creative writing workshop with author **S. J. Baker**, whose discussions about dystopian fiction and the publishing industry sparked thoughtful conversations and imaginative writing from learners. Across the year, Wolfreton's library has also become a hub of creativity through short story competitions, seasonal book-themed events and popular reading challenges.

Reading for pleasure has flourished across the Trust in many different forms. At Hessle, a cross-department **Reading Club has brought staff and learners together** through a shared love of books, while Reading Weeks at Cottingham have transformed literature into a whole-school celebration through literary bake-offs, staff character hunts and 'Get Caught Reading' competitions. At Holderness, imaginative initiatives such as the hugely popular Masked Reader competition, Scholastic Book Fairs and whole-school reading events have ensured that books remain central to school life throughout the year.

Literature Beyond the Classroom

English comes alive when literature is experienced, not simply studied. Learners across our Trust have enjoyed a wealth of theatre visits and performance workshops that have transformed classroom texts into unforgettable experiences.

Year 9 learners from Winifred Holtby gave up part of their Easter holiday to watch a live performance of **Blood Brothers**, bringing their play study vividly to life. Learners at Hessle experienced Shakespeare through a performance of **Macbeth** at **Hull Truck Theatre**, while Cottingham welcomed Initiate

Promoting the
joy of reading



Theatre to deliver immersive Shakespeare workshops before returning later in the year with an engaging adaptation of **Dr Jekyll and Mr Hyde**, complete with an insightful careers discussion exploring opportunities within the performing arts.

These experiences remind learners that literature was always intended to be heard, seen and felt - not simply read.

Finding Their Own Voice

Across the Trust, learners have also discovered the confidence to become writers themselves.

Young people have represented their schools in **poetry competitions**, creative writing workshops and national publishing opportunities. Every entry submitted to the **Young Writers I Have a Dream competition** from Howden was selected for publication, while Cottingham celebrated twenty-six published poems in the same competition. At Oakfield, learners explored the links between gaming, storytelling and future careers through the University of Hull's **'From Player to Player'** creative writing workshop, demonstrating how English opens doors far beyond the classroom.

Looking Ahead

The strength of English across The Consortium Academy Trust has never been about one school - **it has always been about what we achieve together.**

As we begin an exciting new chapter with our aligned Key Stage 3 curriculum, we do so with confidence, ambition and a collective belief that English has the power to change lives.

Spotlight on **Mathematics** >>>>>>

Andrew Wilds – Trust Director for Mathematics

Becky West – Trust Advanced Maths Practitioner

One of the key developments this year has been the strengthening of assessment, monitoring and tracking across all year groups.

This has enabled staff to identify gaps in learning more effectively, inform planning and intervention, and provide targeted support to help learners improve their individual learning.

The consistent use of assessment information has helped learners understand their own next steps, allowing them to take greater ownership of their progress. Through regular assessment and responsive teaching, we continue to support every learner to **"know more, remember more and do more"**.

We have also introduced improved procedures to monitor and target learners working towards 4+, 5+ and 7+ in both Maths and English. This has enabled earlier identification of learners requiring additional support or challenge, ensuring interventions are timely and impactful. These improvements



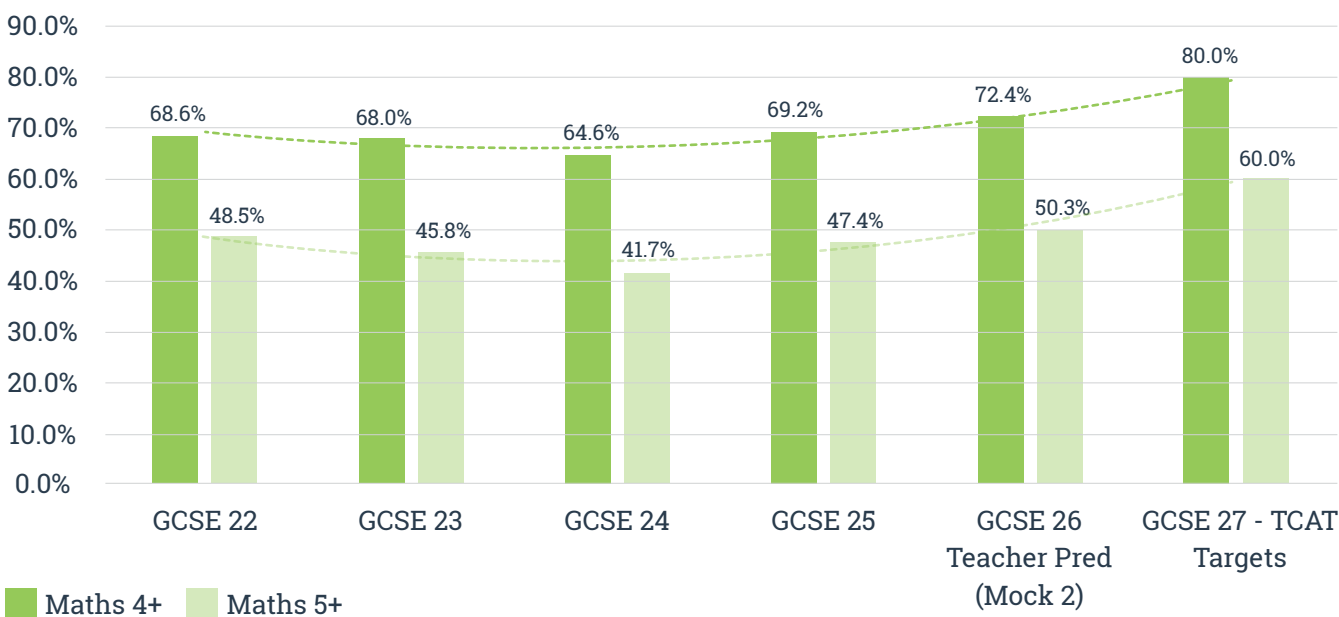
Trust-wide lessons

support the Trust's strategic ambitions of **80% of Year 11 learners achieving Grade 4+ and 60% achieving Grade 5+ in both English and Maths**, while also providing appropriate stretch for higher-attaining learners aiming for Grade 7+.

Overall, these developments are helping to ensure that learners across The Consortium Academy Trust develop strong foundations in English and Maths, equipping them with the knowledge, skills and qualifications needed to succeed in their next steps, whether that be further education, apprenticeships or employment.



Trust wide Maths results in 2025, Predictions for 2026 and Targets for 2027.



Cottingham: This year has been both rewarding and positive, characterised by strong support from colleagues and the wider school community. The collaborative, evidence-informed approach to curriculum development across the Trust continues to provide valuable opportunities for professional growth and innovation. Building on the strong foundations already established, the ongoing implementation of effective strategies remains focused on enhancing learner outcomes and driving continuous school improvement.

Hessle: The enhanced Question Level Analysis (QLA) processes at Key Stage 4, alongside the Basics RAP meetings, have had a significant impact on our ability to identify learners requiring additional support and to pinpoint specific gaps in learning. The subsequent rollout of QLAs across Key Stage 3 has further strengthened this approach, enabling earlier identification of misconceptions and knowledge gaps so that targeted interventions can be implemented before learners progress to Key Stage 4.

Holderness: Collaboration with Heads of Department across the Trust has been invaluable in shaping curriculum and assessment decisions that best meet the needs of our learners. The development of QLA trackers has provided a highly effective tool for monitoring learner progress and has enabled more focused, meaningful professional dialogue within the department, supporting informed decision-making and targeted intervention.

Howden: Trust-wide collaboration has provided valuable opportunities to share expertise and develop practice. Working alongside Heads of Department during subject leadership meetings has supported the refinement of End of Year assessments for Year 9, while discussions around homework policies have enabled schools to learn from one another's approaches. Professional development on trackers, Question Level Analysis and WalkThrus has further strengthened assessment practice and teaching quality across the department.

Oakfield: Over the past 12 months, Oakfield has embedded a structured approach to Key Stage 4 pathways, ensuring that learners are placed on the most appropriate route towards achieving a recognised mathematics qualification. This has enabled the department to better meet individual learning needs and maximise learner outcomes.

To further support learners, the Pearson Level 1 Number and Measure qualification was introduced, providing opportunities for learners to develop practical mathematical skills through real-life contexts. This has strengthened confidence and deepened understanding of mathematics that is relevant to everyday life.

In addition, mathematics intervention sessions delivered by a qualified teacher have been introduced. These targeted sessions provide pre-teaching, intervention and consolidation of key mathematical concepts, ensuring learners receive timely support to address misconceptions, build confidence and make sustained progress.

Winifred Holtby: Over the past year, the department has worked closely with the Maths Hub to embed consistent teaching routines and strengthen outcomes for learners. This partnership has contributed to increased learner engagement and fostered a culture of professional curiosity and collaboration among staff, centred on developments in mathematics teaching and learning.

Looking ahead, we are committed to deepening our engagement with the Maths Hub, building on the progress achieved to date and sharing effective practice across the Trust to further enhance the quality of mathematics education.

Wolfreton: As a newly established Mathematics Leadership Team, the opportunity to collaborate across schools has been instrumental in strengthening leadership capacity and developing a more strategic approach to mathematics improvement. Regular opportunities to share progress, exchange effective practice and draw upon collective expertise have supported greater consistency across the Trust.

The enhanced Question Level Analysis processes have provided detailed insight into learners' learning, enabling the identification of gaps in knowledge and understanding across all year groups. This robust analysis has informed targeted interventions and responsive curriculum planning, ensuring that teaching is closely aligned to learner need. Through this collaborative and data-informed approach, we are working collectively towards our shared ambition of improving outcomes and raising achievement for all learners.

An Inclusive and Ambitious Curriculum >>>>>>

This has been an exciting and successful year for inclusion across the Trust.

Building on our strong foundations, we have strengthened our support for children, families and schools through the development of our **Ready to Learn Offer**, replacing and extending our previous Early Help provision.

This enhanced approach brings together attendance, behaviour, safeguarding, SEND and family support into a coherent framework designed to ensure that every child arrives at school ready to engage, participate and achieve.



Safeguarding: A Sector-Leading Approach

Safeguarding remains at the heart of everything we do.

As the Trust with the longest-established safeguarding network in the region, we continue to invest heavily in the professional expertise and systems that keep children safe.

This year, we welcomed our new strategic safeguarding partner, **Phillip Painter Safeguarding**, who now provide external safeguarding audits, dynamic support for schools and professional supervision for all Designated Safeguarding Leads (DSLs). This additional layer of challenge and support ensures that our safeguarding practice remains rigorous, reflective and responsive to the needs of our communities.

Professional learning for safeguarding leaders has also been significantly enhanced. DSLs have engaged in a range of specialist training opportunities, including programmes focused on Progressive Masculinity and Child Abuse Linked to Faith and Belief, strengthening their ability to recognise emerging risks and respond effectively to increasingly complex safeguarding needs.

To further improve our intelligence-led approach, schools now have access to a Trust-wide CPOMS data site. This

innovative development allows leaders to identify both local and school-specific safeguarding trends, enabling schools to adapt their personal development curriculum proactively and address emerging concerns before they become entrenched.

We are also delighted to celebrate a significant milestone for the Trust's workforce development. This year saw the first colleague begin a **Safeguarding Apprenticeship**, creating a new pathway for professional growth and helping to build future safeguarding capacity across the organisation.

"Safeguarding arrangements at Holderness Academy are highly commendable, with the review identifying a breadth of exemplary practice that reflects a strong, embedded culture of safeguarding across the school."



Attendance and Behaviour: Creating the Conditions to Flourish

OPAL a huge
success

Across the Trust, our shared behaviour, attendance and uniform expectations continue to have a positive impact, particularly for our most vulnerable learners.

These Trust-wide approaches provide consistency, clarity and belonging, helping all learners understand what success looks like whilst ensuring that schools can respond compassionately when additional support is required.

The impact of this work is particularly evident in attendance outcomes. In our secondary schools, learners with **Education, Health and Care Plans (EHCPs) attend school at rates 4% above the national average, with our SEND support learners 1.6% above**, demonstrating the strength of our inclusive culture and the effectiveness of the support available to young people with additional needs.

Several schools continue to perform exceptionally strongly when benchmarked nationally. Holderness Academy, Howden School, Croxby Primary and Wolfreton School are consistently placed within the top 20% of comparable schools according to Department for Education measures, reflecting the commitment of staff, learners and families to

maintaining excellent attendance.

Our sustained focus on inclusion also continues to reduce the need for exclusionary practices. Following significant reductions in suspensions for vulnerable learners last year, schools have successfully maintained these levels, ensuring that more young people remain engaged in education and benefit from consistent learning experiences.

The implementation of OPAL (Outdoor Play and Learning) across all primary schools has been another notable success. By transforming playtimes into rich, engaging opportunities for exploration and social interaction, schools have seen improvements in behaviour during unstructured times. Learners return to learning more quickly following breaks, contributing to calmer, more productive classrooms and a more positive experience for all learners.

“The implementation of OPAL across all primary schools has been another notable success.”



Dedicated
SEND
provision

SEND: A Collective Commitment to Inclusion

One of the most significant developments this year has been the strategic vision demonstrated by our Headteachers in relation to SEND and inclusion.

Recognising that greater impact could be achieved through collaboration, schools agreed to pool their inclusion funding allocations to create a coordinated Trust-wide approach.

This ambitious decision enables investment that would not be possible through individual school allocations alone. By combining resources, the Trust can appoint dedicated

strategic leadership, commission specialist services at scale and develop consistent systems, processes and professional learning opportunities that benefit learners in every school.

Alongside investment in leadership, systems and specialist expertise, the Trust has also made significant capital investment in dedicated SEND provision areas within schools. This includes the development of the Thrive Centre at Cottingham and the creation of a new SEN Hub within the former Sixth Form area at Holderness Academy. These purposeful environments provide high-quality, flexible spaces where learners with additional needs can access targeted support, regulation, intervention and nurture, while remaining fully connected to the wider life of their school communities.

Crucially, this investment strengthens our comprehensive Ready to Learn Offer, ensuring that every child receives the support they need to engage fully with school life and achieve their potential.

Our inclusion strategy is driven by four clear objectives:

- Ensuring that all learners, including those with SEND and additional needs, make strong progress from their starting points and are well prepared for their next stage of education, training or employment.
- Creating a culture of belonging where every learner

feels safe, valued and able to participate fully in school life.

- Removing barriers to learning through high-quality adaptive teaching, timely identification of need and carefully targeted intervention.
- Working in genuine partnership with families and external agencies to provide coherent, joined-up support.

Schools have also embraced opportunities presented through the Apprenticeship Levy and our partnership with the provider BEREADY, with increasing numbers of colleagues beginning Level 3 and Level 5 SEND apprenticeships. These programmes are strengthening specialist expertise across the Trust and helping to build a highly skilled workforce capable of meeting the needs of an increasingly diverse learner population.

Looking Ahead

September marks an exciting new chapter with the appointment of our first Director of Inclusion.

This role will provide strategic leadership across the Trust, strengthening consistency, championing best practice, improving outcomes for vulnerable learners and ensuring that every school benefits from high-quality specialist expertise.



Donna Marsh
Director of Inclusion

Our Trust SENDCO Network will also begin implementing the highly regarded Norfolk Inclusion Materials, creating greater consistency in assessment, planning and provision. This common framework will help ensure equity of experience for learners regardless of which Trust school they attend, while supporting staff to identify need earlier and respond more effectively.



Finally, schools will begin transitioning to Arbor for SEND. This development will improve the management of SEND information, strengthen communication with families, provide clearer oversight of provision and interventions, and enable leaders to evaluate impact more effectively through accessible, real-time data.

Together, these developments position the Trust to continue delivering outstanding support for all learners whilst ensuring that inclusion remains everyone's responsibility and every child's right.

Ambitious: High Expectations, Exceptional Opportunities

Being ambitious means believing that every child can succeed and creating the conditions that make that success possible.

Across the Trust, we continue to maintain high expectations for attendance, behaviour, achievement and personal development because we know that aspiration changes lives.

This year has demonstrated the power of a collective approach. Through consistent Trust-wide systems, strategic investment in inclusion and a relentless focus on belonging, schools have created environments where learners feel safe, supported and challenged to achieve their very best.

Our ambition extends beyond academic success. Through the development of the Ready to Learn Offer, strengthened safeguarding arrangements, innovative approaches to behaviour and attendance, and significant investment in SEND provision, we are ensuring that every learner has access to the support they need to flourish.

The decision by Headteachers to pool inclusion funding exemplifies this ambition in action. It reflects a shared belief that by working together as one Trust, we can create opportunities, expertise and provision that exceed what any school could achieve alone. This collaborative approach demonstrates our commitment to securing the very best outcomes for every child, regardless of background, need or circumstance.

As we look ahead, the appointment of a Director of Inclusion, the implementation of the Norfolk Inclusion Materials and the transition to Arbor for SEND provide exciting opportunities to build even further capacity across our schools.

We remain ambitious for every learner, every member of staff and every school within our Trust. By continuing to invest in people, systems and partnerships, we are creating a future in which all children are supported to belong, inspired to achieve and empowered to succeed.

Engaged and Empowered People >>>>>>

SHAPING
**YOUR
FUTURE** >>

Listening and Acting on Staff Voice

Listening to our colleagues is central to how we strengthen our Trust and create an environment where people can thrive.

Over the past year, we have expanded opportunities for staff to share their views through staff and pulse surveys, employee engagement activities and increased visits to our schools. These initiatives have helped us better understand the experiences of colleagues across the Trust, strengthen communication between staff, leaders and support services, and ensure feedback directly informs Trust-wide improvements.

By creating more opportunities for meaningful dialogue, we are fostering a culture where colleagues feel heard, valued and empowered to help shape the future direction of the Trust.

The feedback from the staff survey has informed six key Trust-wide areas of focus. Themes from the staff survey reflect the experiences, ideas and aspirations of our workforce and demonstrate our commitment to listening, learning and making meaningful improvements. While individual schools will continue to address their own priorities, these areas will guide our collective efforts as we continue to build a stronger Trust community together.

The graphic below highlights the six key themes that will help shape our future.



**Prioritising
Workload
Management**



**Flexible
Working**



**Clearer
career
pathways**



**Increased Voice
& Leadership
Engagement**



**Developing
our Trust
community**



**Reducing
disruptive
behaviour**

Employee Engagement Forum

Our Employee Engagement Forum provides a platform for staff to share feedback, discuss key workplace issues and contribute ideas that support employee well-being, professional development and a positive working culture, ensuring colleagues have a direct voice in shaping the future of the Trust.

One of the Forum's first areas of focus was workload management, with discussions exploring communication, efficiency, collaboration and ways to reduce unnecessary pressures on staff. These conversations have helped identify opportunities to improve processes and enhance the employee experience across the organisation.

Continued on page 47



Leading with purpose

Ambitious
professionals

Shaping Positive Futures starts with curious, reflective and ambitious professionals.

It was inspiring to come together for our end-of-year Leading with Purpose celebration and hear the impact of colleagues' research and leadership journeys over the past year.

Over the course of the programme, colleagues have demonstrated an impressive commitment to professional enquiry and continuous improvement, presenting research findings on a wide range of topics – from supporting language development in the Early Years to exploring how AI

can help reduce teacher workload and create more time for high-quality teaching and learning.

While the projects covered diverse areas of practice, a common thread ran through them all: a shared belief that strong relationships are fundamental to supporting success, well-being and positive futures for all. It was inspiring to see colleagues sharing their insights, reflecting on their impact and learning from one another, reinforcing an important principle at the heart of our schools—by investing in people, nurturing relationships and embracing evidence-informed practice, we can create thriving school communities and shape positive futures for every learner and colleague.

We are committed to ensuring the Forum reflects the views of colleagues from across the Trust and we welcome new members who would like to contribute their ideas, experiences and perspectives. Through open dialogue and collaboration, the Forum plays an important role in helping us create an environment where colleagues can thrive and continue delivering the very best outcomes for our learners.



**Employee
Engagement
Group**

peopleservices@consortiumtrust.co.uk



Early Career Teachers

Early Career Colleagues

This year, we were proud to support a large cohort of Early Career Teachers (ECTs) and trainee teachers across the Trust, helping them to develop the knowledge, skills and confidence needed to flourish in the profession.

Our programme began with a Trust-wide welcome event, bringing together ECTs, Mentors and Induction Tutors to explore the support available and the rich programme of professional development on offer. Throughout the year, colleagues benefitted from a range of training, networking

and development opportunities designed to strengthen classroom practice and support professional growth.

We were also delighted to celebrate the successful completion of induction by our Year 2 ECTs, alongside colleagues who achieved Qualified Teacher Status through alternative routes. These achievements reflect both the dedication of our Early Career Teachers and the outstanding support provided by Mentors and Induction Tutors across the Trust.

Investing in the development of new teachers remains a key priority, ensuring we continue to attract, nurture and retain talented professionals who make a positive difference to the lives of young people every day.

Leadership Development

Developing strong and effective leadership remains a key priority across the Trust.

This year, Headteachers and Trust Leaders have continued to work with **Dr Jim Rogers**, Executive Leadership Consultant and Coach, alongside **Steve Shaw**, Education Consultant and former Senior HMI, to further enhance leadership capacity and support school improvement.

Throughout the year, Headteachers have continued to receive leadership coaching from Dr Rogers through the lens of aspiration, supporting them in embedding high expectations and sustaining a culture where every learner

can succeed. In parallel, Steve Shaw has worked with leaders on School Development Planning, helping to strengthen strategic thinking and improvement planning across our schools as well as worked individually with school leaders, providing expert guidance on self-evaluation, school improvement and Ofsted preparation, helping leaders to refine their practice, strengthen evaluative thinking and ensure improvement priorities remain sharply focused.

Together, these programmes have provided valuable support, challenge and professional development for our leadership teams. They have strengthened leadership across the Trust, increased confidence in school improvement processes and reinforced our commitment to delivering the very best outcomes for young people.



Staff
collaboration

Coaching WalkThrus

Colleagues from every school across the Trust came together to take part in the WalkThrus Coaching programme delivered by Matt Stone.

Over three training sessions, staff from across the Trust collaborated, reflected and developed their coaching expertise, united by a shared commitment to improving teaching and learning for every child. The programme has been designed to support the implementation of Teaching WalkThrus through high-quality instructional coaching.

By developing skilled coaches in every school, we are creating a consistent, evidence-informed approach to professional development that helps teachers refine their practice, share expertise and continually improve outcomes

for learners. Across the three sessions, participants explored the key principles that underpin effective coaching, learned how to diagnose learning needs and design appropriate support, and developed the skills to train, model and provide meaningful feedback. The focus throughout has been on building confidence, creating sustainable coaching habits and ensuring professional development translates into classroom impact.



Perhaps the greatest benefit, however, has been the opportunity for colleagues from different schools to learn with and from one another. Bringing together teachers and leaders from across the Trust has strengthened professional connections, encouraged the sharing of best practice and reinforced our collective belief that we are stronger when we work together. Seeing staff discussing teaching, challenging thinking and supporting one another demonstrated the power of collaboration at its very best.

“Perhaps the greatest benefit, however, has been the opportunity for colleagues from different schools to learn with and from one another.”

Annual CPD Visit to researchED London

September saw another successful Trust CPD outing to London, with colleagues boarding an early morning train and heading to the annual **researchED National Conference**.

The event brought together hundreds of educators, researchers and school leaders from across the country to explore the latest evidence-informed approaches to teaching, learning and leadership.

As always, the day offered an excellent opportunity for staff to engage with current educational research, challenge thinking and gather practical ideas that can be applied directly in our classrooms and schools.



Professor Paul Kirschner

Among the highlights were sessions from **Professor Paul Kirschner**, whose work focused on cognitive science, effective learning and the importance of building secure knowledge foundations for learners. Attendees also heard from Professor Rob Coe, who explored evidence-informed school improvement and teacher effectiveness, encouraging leaders to look beyond surface-level indicators when evaluating impact.

research  **ED**

Colleagues were particularly interested in presentations from **Daisy Christodoulou**, who discussed assessment and curriculum design, and Peps McCrea, whose research on motivation, attention and memory provided practical strategies to enhance classroom learning.

The conference reinforced the value of evidence-informed practice and provided staff with:

- Current research findings from leading educational experts.
- Practical strategies that can be implemented immediately in teaching and leadership.
- Opportunities to network with colleagues from schools across the UK.
- Time to reflect on and refine our own approaches to curriculum, assessment and school improvement.

Beyond the wealth of professional learning, the trip also offered a valuable opportunity for colleagues from across the Trust to collaborate, discuss key themes and share ideas during the journey. The conversations on the train home were as rich as the sessions themselves, with staff already considering how best to translate new learning into improved outcomes for our learners.

ITTs

Supporting the next generation of educators remains an important part of our work across the Trust.



This year, we have continued to welcome Initial Teacher Training (ITT) trainees into our schools, providing valuable opportunities for aspiring teachers to gain practical experience and develop their skills in supportive and inclusive learning environments.

Trainees have benefitted from high-quality mentoring and professional guidance throughout their placements. These partnerships, alongside innovative routes into teaching, help equip future teachers with the confidence, expertise and real-world experience needed to succeed in the classroom.

Our schools are proud to play a key role in developing talented new professionals and contributing to the future of the education workforce. Through our partnerships with **The Yorkshire Wolds SCITT**, the **University of Hull** and **Vantage North Humber Teacher Training**, we continue to nurture and develop future teachers, ensuring high-quality training and support remain at the heart of our schools.

Well-being and Workload

Supporting the well-being of colleagues remains a key priority across the Trust.

We recognise that staff are our greatest asset and that creating a positive, supportive working environment is essential to both individual well-being and organisational success. Throughout the year, we have continued to develop resources and initiatives that promote mental health, provide early support when needed and help colleagues maintain a healthy work-life balance.

This work is underpinned by our developing **People Strategy**, which places wellbeing, manageable workloads and sustainable careers at its heart. By strengthening well-being support, enhancing approaches to absence and early intervention, and focusing on workload management and role clarity, we are committed to ensuring colleagues feel valued, supported and able to thrive throughout their careers



**Flexible Working
Champion**

Sadie Symington

A key element of this commitment has been our involvement in the Department for Education's **Flexible Working Ambassadors Multi-Academy Trust (FWAM) programme**. Through this work, we have reviewed and strengthened our approach to flexible working, increasing awareness of the opportunities available and providing greater guidance and support for both colleagues and leaders. The appointment of a dedicated Flexible Working Champion has further helped to embed flexible working within our culture, promoting good practice and supporting colleagues to balance professional and personal commitments. Together, these initiatives are helping to create a positive and sustainable working environment that supports well-being, recruitment and retention across the Trust.

“Flexibility can look different for every role and every school. We are committed to exploring what is possible—supporting our colleagues to thrive while delivering high-quality education.”



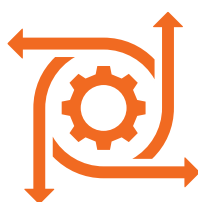
**Working Pattern
Flexibility
(Hours & Contracts)**



**Flexibility in
the Working Day**



**Location
Flexibility**



**Short-Term / Informal
Flexibility**



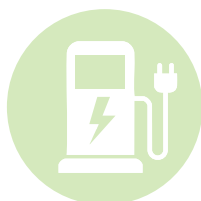
**Career & Progression
Flexibility**

**SHAPING
POSITIVE
FUTURES**

Impactful Services and Outstanding Environments >>>>>>>

EV

The Trust is delivering a significant sustainability and infrastructure improvement programme through the installation of electric vehicle (EV) charging points across all schools funded through a DFE grant.



The introduction of EV charging infrastructure extends beyond improving staff and visitor facilities; it provides valuable opportunities to embed sustainability into the curriculum. Learners will be able to explore real-world applications of renewable energy, transport decarbonisation and climate action through practical examples within their own school environment, enriching teaching across science, geography, engineering, technology and environmental education.



Refreshing our IT equipment



Development of Services and Systems

In 2025/26, we have been busy embedding existing systems with a particular focus on integration.

Work has progressed well to create a single source of truth, with significant work undertaken to introduce Cintra as the payroll provider.

This transition will strengthen the integration between our core finance, payroll and HR systems, improving the accuracy, consistency and accessibility of data across the Trust. By reducing manual processes and duplicate data entry, we have enhanced operational efficiency while providing greater assurance over reporting and compliance. These developments establish a more robust digital infrastructure, enabling better-informed decision-making and creating a scalable platform to support the Trust's continued growth and future transformation initiatives.

We are continuing our programme of capital investment to enhance both our digital infrastructure and wider learning environments across the organisation. Alongside refreshing IT equipment to ensure staff and learners have access to modern, reliable technology, we have invested in upgrading hall sound and lighting systems to improve the quality of assemblies, performances, examinations, and community events.

These improvements support high-quality teaching, learning, and operational delivery by providing dependable technology and modern facilities that enrich the educational experience.

By investing in the right infrastructure, we are creating environments where digital learning can thrive, school events can be delivered to a professional standard, and staff can work more effectively, ultimately contributing to better outcomes for all.



Active Travel Ambassadors winners.

All our East Riding secondary schools took part in the Active Travel Ambassadors programme this year, competing with schools from around the county.

Whilst all our learners were successful in gaining financial support from the judges for their sustainable transport ideas, learners from **Holderness Academy** were the overall winners at the final presentation event held at County Hall, Beverley.

Once again, all our Primary Schools have achieved Eco-Schools Green flag status. This year **Keyingham Primary School** achieved with **Distinction!**

Penshurst learners took part in a **Brake Walk**, an annual nationwide road safety campaign led by UK road safety charity Brake which raises awareness of the need for safer less- polluted streets.

Keyingham ran an internal competition as part of their **Eco Warriors** campaign whereby learners made bug hotels and bird feeders to celebrate **Earth Day**.

This year **Croxby** have been awarded the **Royal Horticultural Society Level 1 and Level 2 awards**.

At **Oakfield** the vocational students have been helping to create a new pond at **Constable Street allotments**. The students have worked incredibly hard to support and promote biodiversity within the small green space helping to create a welcoming habitat for local wildlife.

This year we launched our Sustainability Pledge and Strategy, together with the Trust Climate Action Plan and individual School Climate Action plans.

We continue to seek sustainable and environmentally friendly options for heating, lighting and cleaning as part of the maintenance of the Trust estate.

Sustainability

We're Forest Positive. What is Forest Positive?

Forest Positive is about more than reducing waste or carbon emissions. It's not about neutralizing environmental impact. It's about tipping the scales into an environmental surplus. Forest Positive transforms environmental impact from a deduction to an addition. It means an organisation takes an active role in replenishing and conserving our natural ecosystem. By becoming Forest Positive, we can help ensure there is a tomorrow for the environment, people, and ultimately, our planet.

The soldiers on the frontlines of the climate change war are the world's trees. One mature tree absorbs more than 48 pounds of carbon dioxide each year. Unfortunately, due to climate change and deforestation, the number of trees on the planet is shrinking every day. Of all those trees cut down, 30% are used for paper products. So, businesses like ours need to look at how we can turn our printing's environmental impact around. An organization that allows workplaces to do just that is PaperCut Software.



4087

more trees than we use for printing



Refreshed
dining spaces

Outstanding Environments Developments

In 2025/26, we have continued to invest in our estate through School Condition Allocation (SCA) funding, with additional targeted reserves funding of £1.5m.

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.

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 2026/27 we will be going further to prioritise schools that have the greatest need for estate investment.

Summary of Investments

Before looking ahead to future developments, it is important to recognise the condition of our existing estate, and the investment required to sustain it.

Recent school condition surveys have identified approximately £4.2 million of investment needed over the coming years to maintain and enhance our buildings. While this represents a significant long-term commitment, the surveys also confirmed that more than 94% of our estate remains in good condition.

This reflects the Trust's sustained investment in providing high-quality learning environments and our proactive approach to planned maintenance.

The surveys have also helped to identify priority areas for future improvement, enabling us to direct investment where it will have the greatest impact. By adopting a strategic,

long-term approach to estate management, we are ensuring our schools remain safe, efficient, and fit for purpose, while strengthening the resilience and sustainability of our buildings. This continued investment not only addresses current maintenance requirements but also futureproofs our estate, supporting exceptional teaching and learning environments for many years to come.



1.2m

continued investment on conditions identified through school condition surveys



1.5m

extra funding through reserves for specific projects



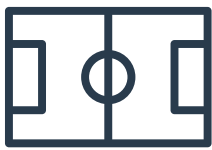
17

refurbished/refreshed science classrooms



3

new fire alarms across our oldest buildings



1

3G Pitch



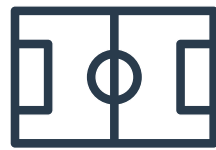
2

ICT Rooms refurbished/refreshed



1

new carpark with increased capacity for staff and visitors



1

sports hall floor replacement



224

Laptops refreshed in Primaries



216
138

PCs and laptops refreshed in Secondaries



5

Stage Lighting and Sound replaced



65

SMART Interactive Whiteboards Installed

Highly Effective Governance >>>>>>



Good governance is at the heart of the Trust's commitment to shaping positive futures for all learners.

During 2025/26, we have continued to build on the strong foundations highlighted through previous governance reviews and annual self-assessment. The corporate governance internal audit carried out by our previous Internal Auditors, Validera, gave the Trust substantial assurance (the highest assurance rating), recognising the strength of our governance arrangements.

This year, we have focused on making sure governance continues to be purposeful, well organised and closely linked to our strategic priorities. Our Governance Enhancement Plan has been refreshed so that governance activity is not just compliant, but useful, effective and focused on the things that matter most.

The first year of the Academic Improvement Committee has been an important step forward in the Trust's governance structure. The Committee has strengthened the Board's

oversight of education through a clear cycle of work and focused agendas. This has allowed for more detailed discussion of educational standards, improvement priorities and the quality of provision across the Trust, while also highlighting the many successes from the year.

Recruitment, succession planning and membership have remained important areas of focus. Like many others in the sector, we continue to find it challenging to attract volunteers with the right skills and experience. Even so, the Trust has kept a strong focus on strengthening membership across Local Governing Boards and has welcomed 16 new Governors in 2025/26. We are extremely grateful to all Governors and Trustees for the time, skill and commitment they give in support of our schools.

Oakfield joining the Trust has also been a welcome addition this year. We have worked closely with Oakfield's Board to support a smooth transition into the Trust, while recognising and valuing the specialist knowledge and experience they bring. This has included introducing Trust governance arrangements, sharing clear cycles of business and reporting, and making sure Governors feel supported as they continue to provide strong local oversight for the school and its community.

Training and Development

Training and development have also moved forward this year. A well-attended permanent exclusions training session gave Governors and Trustees specialist guidance in an important area of their governance role.

The rollout of an external Governor platform across Local Governing Boards has also made it easier to access papers, resources, training modules and sector updates. This is helping Governors engage confidently with their role and with the work of their schools.

Digital development continues to be an important part of our work as a Trust, particularly as we consider how AI can help shape positive futures while also managing the risks that come with rapidly developing digital technologies.

Looking ahead, our aim is to make sure all governance forums are well equipped to provide effective support, challenge and oversight. We want to make sure the time so generously given by volunteers is used well and effectively for learners across the Trust.

**Internal
Audit**



**Substantial
Assurance**

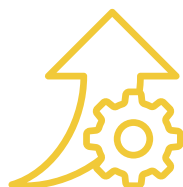
New Academic Improvement Committee



**External
Educationalists**



**Educational
Standards**



**Continued
Improvement**



A highlight this year has been welcoming Oakfield Special School into the Trust and the wealth of experience and expertise they bring to our inclusion work.

As the third most improving Trust in the sector for disadvantage our commitment and track-record in improvement and inclusion is clear.

With three successful Ofsted inspections this year, I am looking forward to another great year in 2026/27 and I am incredibly thankful to have a superb team of committed volunteers supporting our learners.

Ian Furlong,
Chair of the Trust



Our strength as a Trust lies in the diversity of our schools and the expertise they bring.

This broad range of knowledge, experience and perspectives enables schools to collaborate effectively, share successful practice and support one another in meeting the needs of their communities.

This year marked an important milestone with the formal integration of Oakfield School into The Consortium Academy Trust. This significant step represents an exciting new chapter in our development and further strengthens our commitment to inclusive education. The team at Oakfield bring extensive expertise in supporting children with Social, Emotional and Mental Health (SEMH) needs, alongside strong values and a deep commitment to ensuring every learner can succeed. Their experience is already enriching practice across the Trust and strengthening our collective ambition to provide high-quality education, tailored support and meaningful opportunities for all.

The integration follows more than 18 months of collaboration, during which Oakfield colleagues actively participated in Trust-wide events, professional networks and development opportunities. This early partnership has created valuable opportunities to share expertise, particularly around inclusion and supporting learners with complex needs, and has laid strong foundations for our future work together.

Building on this specialist expertise, we are also progressing the development of Oakfield School's new Vocational Skills

Centre, due to open in September 2026. Designed for learners who benefit from practical and vocational learning pathways, the centre will provide programmes that develop employability skills, industry-relevant qualifications and preparation for further education, apprenticeships and future careers. As demand for specialist vocational provision continues to grow, this investment will expand the opportunities available to young people across our communities and provide personalised pathways that reflect individual strengths, interests and aspirations.

Alongside this growth, we have continued to invest in and expand our Enhanced Resource Provisions (ERPs), reflecting our commitment to ensuring that more learners can access specialist support within their local communities. Our ERP network now includes provision for learners with complex needs at Howden School, Autism Spectrum Disorder (ASD) provisions at Holderness Academy and Keyingham Primary School, and a Social, Emotional and Mental Health (SEMH) provision at Croxby Primary Academy.

These provisions play a vital role in strengthening local specialist capacity and enabling children and young people to access high-quality support within mainstream school environments. By developing this provision across the Trust, we are reducing reliance on more distant placements, supporting families closer to home and contributing to a more sustainable and inclusive approach to SEND provision across the region.

Together, the addition of Oakfield School, the development of the Vocational Skills Centre and the continued expansion of our Enhanced Resource Provision network demonstrate our determination to build a Trust that meets the diverse needs of the communities we serve.



"Since joining, I've made so many great new friends. Food Technology is my favourite subject as I am learning so many new skills and it encourages me in my dream of pursuing a career as a chef."

"My favourite subject is PE because of the wide range of sports and excellent facilities. I also love having different teachers and classrooms - each classroom feels like a different world, especially in History."



"My favourite subject is Art as I like being creative. My teachers really help me improve my work and build my confidence."



"I particularly like my science lessons because I really enjoy the practicals. These hands on experiments are exciting and one of the best things about starting secondary school. I also love the variety of food offered in the canteen!"



"Ever since I started here I've grown in confidence and I feel a lot more grown up because the teachers treat you like young adults. Being part of my school's student leadership team has made me feel like I have a voice, and that's something I'm really proud of."



What have you loved the most
since starting at secondary school?

SHAPING POSITIVE FUTURES



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