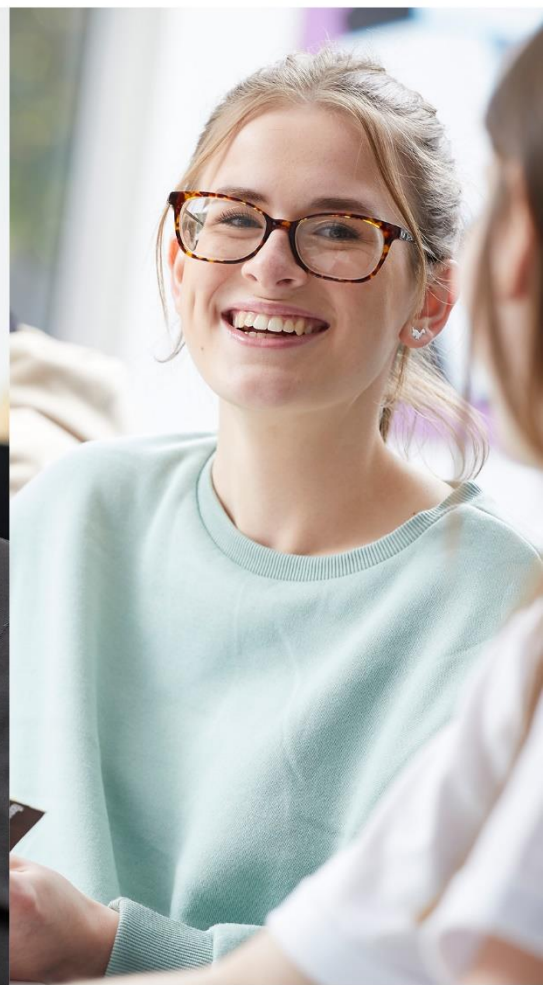




**THE CONSORTIUM**  
ACADEMY TRUST

---

Shaping Positive Futures



# **Outstanding Learning Environments**

Our Strategy 2022 - 2027

## Contents

	Page
1. Executive Summary	2
2. Context	3
3. The Trust's Vision, Mission, Strategic Priorities and Values	4
4. Outstanding Learning Environments – Strategy Objectives and Oversight	5
5. Our Estate Today	5-11
6. Managing Our Estate	12-13
7. Curriculum as the Driver	14
8. Sustainability and Climate Change	15-17
9. An Environment Fit for Our Future	18-22
10. Financial Sustainability	23-24

**This is a draft strategy and for discussion. Whilst the leadership team recognises further work is required to strengthen the narrative, the strategy is at a good stage to seek feedback from a range of stakeholders.**

## 1. Executive Summary

- 1.1 The Consortium Academy Trust ('the Trust') aims to provide all learners and staff with a learning environment that provides the best opportunities to learn, work and develop. Whilst recognising the limitations the current estate presents, the Trust is fully committed to take every opportunity to continue to invest in its estate.
- 1.2 The strategy to achieve environments fit for our future has been developed in collaboration with a range of stakeholders including Headteachers and the wider leadership team. The Department for Education's (DfE) guide to Good Estates Management has been a point of reference, particularly in relation to the condition of schools.
- 1.3 One of the Trust's strategic priorities is an Inclusive and Engaging Curriculum. An engaging and impactful curriculum enables us to achieve our vision of Shaping Positive Futures. Plans for the curriculum and the evolution of subject choice, skills and destinations is the driver behind the development of our estate. The ambition for the curriculum and projects outlined in section 9 will be costed within agreed timelines and presented to the Trust Board for consideration and approval. All financial information available at the time of collating the strategy has been included.
- 1.4 The current estate encompasses nine school sites, covering a total of 212.44 acres, eight schools are within the East Riding of Yorkshire area and one school is within Kingston Upon Hull.
- 1.5 To achieve our ambitions, funding is required. The estates operating expenditure totals £7.0m each year. The Trust is in a position, through whole trust budgeting, to allocate funding to projects over a five-year period. In addition to this funding including the Schools Condition Allocation (SCA) and other funding streams described in section 10, the clarity of the Trust's ambitions in which this strategy provides enables the Trust to be fleet of foot when funding opportunities become available.
- 1.6 Three schools within the Trust are in very good condition, two of which were built in the last seven years and funded through the Priority Schools Programme (PSP) and one was built in 2011 under the Building Schools for the Future (BSF), Private Funds Initiative (PFI). Due to the condition of the remaining six schools, evidenced through conditions reports, investment equating to £6.5m over the next 5 years is needed to ensure improvements are made to the sites to category B standard. Schools requiring significant improvement are Cottingham High School & Sixth Form College and Holderness Academy & Sixth Form College.
- 1.7 Asset plans are required for all schools including internal site audits to evidence internal building investment requirements and lifecycle replacement schemes.
- 1.8 The Trust has taken steps towards a reduction in its carbon footprint through various energy reduction schemes including LED schemes and new boilers but it recognises that a more cohesive and targeted effort is required to make a significant contribution to a sustainable future.

## 2. Context

- 2.1 The Consortium Academy Trust ('the Trust') is ambitious about the future – creating learning environments and excellence in teaching and learning that provide our children and young people with the best chance at a successful future. Coupled with this is the commitment, care and investment in our people, who we believe are our greatest asset.
- 2.2 Our vision is Shaping Positive Futures as we strongly believe our sole purpose is supporting children and young people to achieve their ambitions. This vision gives us a shared sense of purpose and direction and is something we are all proud to be a part of. Our values – aspiration, respect, integrity and responsibility – harness our belief that it is not just what we do, but how we do it that makes a difference. These values reflect who we are and how we work to create a culture for success, as we continue to evolve to ensure we meet the needs of our children and young people, colleagues and partners both now and in the future.
- 2.3 The Trust combines six secondary schools and three primary schools, two of which form an all-through school. The Trust supports almost 8,000 children and young people aged 3 to 18 and has a total operating income of in excess of £40 million. The current staffing base consists of almost 1,300 staff. Together, Headteachers, the Central Services Team and the Board of Trustees work to ensure an excellent education and learning experience is provided for each and every child and young person. Our schools are located across Hull and the East Riding. This geographical spread creates accessible opportunities for staff across the Trust to share expertise, practice and resources. There is a critical agenda in raising the aspirations and attainment levels of children and young people across Yorkshire and the Humber, and the concentration of contribution our Trust provides, in providing children and young people with an excellent education and learning, is integral to achieving this agenda.
- 2.4 Our 'one organisation' culture is taking shape due to inclusive leadership approaches and collaboration across the central services, school improvement and school leadership teams. We are keen to ensure our central services and school improvement functions are of the highest quality, meeting the needs of each of our schools. This team-based approach to service delivery is central to our desire to be innovative, agile and process light to ensure our time is spent on the most impactful activities.
- 2.5 Across our community of nine schools, our people are already doing remarkable things by being fully engaged in work that transforms lives, supporting children and young people to grow in confidence and develop into citizens we are proud of. Our community of leaders, teachers and support staff work collaboratively to tackle some of society's most critical challenges. As a Trust, our commitment to tackling these challenges extends beyond the classroom and our aim is to make a positive impact as part of a wider commitment to a sustainable future for all.

### 3. The Trust's Vision, Mission, Strategic Priorities and Values

3.1 Our Vision: 'Shaping Positive Futures'

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

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

3.3 This will be achieved by implementing the Trust's six strategic priorities:



3.4 Our vision, mission and priorities are underpinned by our values:

- Aspiration** We are ambitious we aim high for ourselves and for others and we believe that we can make a real difference.
- Respect** We respect ourselves and each other. We respect our diverse environment and community.
- Integrity** We are honest with ourselves and each other. We do things for the right reasons.
- Responsibility** We take responsibility for everything we do and see mistakes as an opportunity to improve and to get things right next time.

#### **4. Strategy Objectives and Oversight**

- 4.1 This strategy creates synergy between our ambitions and strategic plans for curriculum, teaching and learning, people, digital, finance, marketing, procurement and growth.
- 4.2 This strategy encompasses four main objectives:
1. To provide an inspiring and safe learning environment, accessible for all and fit for current and future curriculum.
  2. To develop and maintain an efficient estate that supports effective delivery of the curriculum.
  3. To transform the learning and working experience through responsive, agile and innovative digital technology.
  4. To address our climate change responsibilities to meet the Department for Education's (DfE) Sustainability and Climate Change Strategy by 2050 with the aspiration to achieve Net Zero by 2030.
- 4.3 The Trust Board has holds overall accountability for the vision and direction of this strategy with the executive leadership team responsible for the successful delivery and implementation.



## 5. Our Estate Today

### 5.1 Overview

The Trust combines six secondary schools and three primary schools, two of which form an all-through school. All schools transferred to the Trust on a 125-year lease.

This section provides key information about the estate, covering both building and technological aspects. The description for each site includes the energy efficiency rating for the building which is categorised A to G - A being very efficient and G the least efficient. This category is based on the metered energy used by each building over the last 12 months.

### 5.2 Cottingham High School & Sixth Form College

Cottingham High School & Sixth Form College is based on a [site](#) of 38.1 acres, 17.9 acres for the main school building and 20.9 acres of playing fields. The school is located on Harland Way in Cottingham, built in the 1950's to the 1970's. The building comprises of eight blocks - six are used for teaching provision including a Sixth Form campus; one operational block; and one block accommodates the Trust's Central Services. There is a total of 67 classrooms accommodating 1027 learners and 126 teaching and support staff.

The Trust has invested £267k on the School's estate since the school joined the Trust in 2017, including a toilet refurbishment, roof replacement and refurbishment of the Sixth Form campus.

The value of the building and land was £29m in 2017 and the current energy performance operational rating is C to E.

### 5.3 Croxby Primary School

Croxby Primary School is based on a [site](#) of 3.85 acres, 2.6 acres for the main school building and 1.25 acres of playing fields, the school is located on Bricknell Avenue, East Riding of Yorkshire, built in circa 1963. The school comprises of one teaching block which has been extensively extended and refurbished since construction. There is a total of 14 classrooms accommodating 319 learners and 43 teaching and support staff.

Since joining the Trust in 2017, a£62k has been invested which includes the refurbishment of the Early Years Foundation Stage play area and a new access control system.

The valuation of the building and land in 2017 was £5m and the current energy performance operational rating is D.

### 5.4 The Hessle Academy

#### Hessle High School & Sixth Form College

Hessle High School & Sixth Form College is based on a [site](#) of 26.7 acres, 13.8 acres for the main school building and 12.9 acres of playing fields, the school is located on

Heads Lane, Hessle, built in circa 2015 funded through the ESFA Priority Schools Building Programme. The school comprises of three blocks, one used for teaching provision, a sports centre and Tranby House, built in 1890 and part of the original school, used as the school's sixth form campus. In total, 77 classrooms accommodate 1,284 learners and 152 teaching and support staff. The school forms an all-through school with Penshurst Primary.

Investment of £58k has been made to the site since joining the Trust in 2017, this includes two canopies to support outdoor learning and recreational experiences.

The valuation of the building and land in 2017 was £27m and the current energy performance operational rating is E.

### **Penshurst Primary School**

Penshurst Primary School is based on a [site](#) of 8.4 acres, 4 acres for the main school building and 4.4 acres of playing fields. The School is located on Winthorpe Road in Hessle. The school forms an all-through school with Hessle High School and Sixth Form College.

The main building dates from the 1940's to 1950's with extensions added to each wing in the 1980's/1990's with the most recent extension constructed within the last five years. There is a total of 19 classrooms accommodating 474 learners and 71 teaching and support staff.

Since joining the Trust in 2017, the school has had £217k of investment which includes the part replacement of the main school roof and a toilet extension for the nursery provision.

The valuation of the building and land in 2017 was £6m and the current energy performance operational rating D

## **5.5 Holderness Academy & Sixth Form College**

Holderness Academy & Sixth Form College is based on a [site](#) of 43 acres, 22.4 acres of main school building and 20.6 acres of playing fields. The School is located on Station Road in Hull, built in circa 1950's, comprising of 17 blocks - five teaching blocks including the sixth form and one block is a sports centre owned by East Riding of Yorkshire Council (ERYC) of which the school also has access to. The remaining blocks are to support the running of the school. The school also has an artificial grass pitch. There is a total of 72 classrooms accommodating 1138 learners and 155 teaching and support staff.

Since joining the Trust in 2018, the school has received £88k in funding to undertake window and boiler replacements. 40% of the windows still need replacing.

The valuation of the building and land in 2018 was £29m and under The Stewardship Trust Agreement the school received circa £1.2m of investment in 2018. This funding provided a secure line around the site to ensure the continued safeguarding of our learners on the site, refurbished toilets, replacement of water and heating systems and fire containment doors.

The current energy performance operational rating is B to E.



## 5.6 **Howden School**

Howden School is based on a [site](#) of 24 acres, 12 acres for the main school building and 12 acres of playing fields. The School is located on Derwent Road in Howden, built in circa 1962, comprising of five blocks used for teaching and learning. The school also has an artificial grass pitch. There is a total of 50 classrooms accommodating 694 learners and 100 staff.

Since joining the Trust in 2018, 164k of investment has been including toilet refurbishments, window and roof replacements.

The valuation of the building and land in 2018 was £13m and the current energy performance operational rating E.

## 5.7 **Keyingham Primary School**

Keyingham Primary School is based on a [site](#) of 2.69 acres, 1.14 acres for the main school building, 1 acre of playing field and a further 0.35 acres of land outside the school gates. Located on Russell Drive, the School was built in 2006. There is a total of eight classrooms accommodating 213 learners and 26 teaching and support staff providing Nursery, Early Years Foundation Stage (EYFS), Key Stage 1 and Key Stage 2 provision.

Since joining the Trust in 2020, the School has had £27k of investment including the internal remodelling of the office area and amendments to the access control system.

The valuation of the building and land in 2020 was £4m and the current energy performance operational rating is D.

## 5.8 **Winifred Holtby Academy**

Winifred Holtby Academy is based on a [site](#) of 37.1 acres, on Leads Road in Hull, built in 2011 as part of the £400 million Building Schools for the Future (BSF) programme, through the Private Finance Initiative (PFI). The School is co-located with Tweendykes Special School which is part of the Hull Education Trust (HET). The School building provides state of the art education and sports facilities including a swimming pool and sports pavilion. The building design allows the use of harvested rainwater for future use within the building.

The school site also accommodates two houses which are used by the school as an additional support provision for learners. There is a total of 85 classrooms accommodating 1315 learners and 176 teaching and support staff. The School joined the Trust in September 2019.

The current energy performance operational rating is D.

## 5.9 **Wolfreton School & Sixth Form College**

Wolfreton School & Sixth Form College is based on a [site](#) of 28.6 acres, 1.6 acres for the main building and 17 acres of playing fields. The School is located on Well Lane in Willerby, built in circa 2016, funded through the ESFA Priority Schools Building Programme. The site has two main blocks, one for teaching and one is the Sports Hub. The School also has an artificial grass pitch. There is a total of 91 classrooms accommodating 1539 learners and 165 teaching and support staff.

Since joining the Trust, the School has had £97k investment including the rooflight replacement in 2021 to support the required temperature reduction in the school.

The valuation of the building and land in 2017 £31m and the current energy performance operational rating B

#### 5.10 Dorchester site

The Trust currently has a 125-year sub-lease arrangement for a site which is located near Winifred Holtby Academy on the Dorchester Primary School site, which is part of the Hull Collaborative Academy Trust (HCAT), a further sub-lease with HCAT has been put in place until August 2023.

#### 5.11 Building Condition Surveys

Condition surveys, which help to establish the condition of the structure and fabric of our buildings, have been undertaken for all sites during the last 5 years.

All surveys pre-2022 have been reviewed by the Trust and will be recommissioned on a rolling programme.

Year of Condition Report	School
2018	Holderness Academy & Sixth Form College
2019	Cottingham High School & Sixth Form College; Croxby Primary School; Howden School; and Penshurst Primary School
2021	Winifred Holtby Academy
2022	Hessle High School & Sixth Form College; Keyingham Primary School; and Wolfreton School & Sixth Form College

These surveys also provide the costs to improve our buildings to category B standard at which point maintenance budgets will be available to maintain this standard. The conditions of our buildings within our Trust vary dependent on age.

The conditions of the building are assessed with the following Condition Ratings:

Grade A	Good. Performing as intended and operating efficiently.
Grade B	Satisfactory. Performing as intended but exhibiting minor deterioration.
Grade C	Poor. Exhibiting major defects and/or operating as intended.
Grade D	Life expired and/or serious risk of imminent failure.

The table below provides the overall category condition of our sites with links to the reports.

School	Condition Category
<a href="#">Cottingham High School &amp; Sixth Form College</a>	C/D
<a href="#">Croxby Primary School</a>	A/B
<a href="#">Hessle High School &amp; Sixth Form College</a>	B/C
<a href="#">Holderness Academy &amp; Sixth Form College</a>	C/D
<a href="#">Howden School</a>	C

<a href="#">Keyingham Primary School</a>	C
<a href="#">Penshurst Primary School</a>	B
<a href="#">Winifred Holtby Academy</a>	A
<a href="#">Wolfreton School &amp; Sixth Form College</a>	B/C

The current total required for investment for category D to C work is **£6.5m**.

## 5.12 Information Communication Technology

The Trust has made significant investment in its digital infrastructure as it recognises the importance of having accessible and agile technology to foster impactful teaching, learning and workplace experiences. Time has been invested in scoping the needs of each school recognising each school was at a different stage in its digital development. Despite the differences, a standardised infrastructure and service standard has been embedded to include:

- Wired Infrastructure – £200k has been invested to embed a standard baseline across all schools of 10Gbps per second. This includes the installation of a new switch infrastructure and associated works including the replacement of 100s of meters of fibre to strengthen its capacity.
- Wireless Infrastructure – £160k has been invested to achieve a solution which works for all users, whilst not only replacing the local solutions and meeting local school needs, a central solution was sought to ensure users across the Trust can benefit from roaming.
- Broadband and Filtering – all schools are upgraded to build capacity in online services, achieved through a wired and wireless infrastructure. Safeguarding solutions are standardised using a Smoothwall Filter and Smoothwall Monitor.
- Server Hardware – £130k has been invested to replace out of date / out of warranty equipment to ensure user experiences is excellent and service standards more easily maintained. In moving to cloud based services, the need for onsite server hardware will reduce.
- Telephone Services – £50k has been invested to replace outdated systems with new hardware. The next evolution of this is to integrate telephone systems, which will strengthen communications due to the ease of access to internal numbers across the Trust.
- Teacher Walls – £500k has been invested to standardise the classroom environment with the same technology. In doing this, teachers and support staff have been able to share content which in turn has supported a reduction in workload. This transformation enables teachers to have confidence to teach in any classroom know how the technology works. The introduction of visualisers fosters differentiated teaching and learning approaches. Skills and training to use these were accelerated during the pandemic.
- Configuration – having a harmonised system and configuration ensures our users receive the best possible experience. This is evident for roaming users such as our learners studying across the Consortium Sixth Form Partnership as the experience in one school is replicated in another.

## 5.13 The Trust's capital replacement plan allows for a collaborate approach to ensuring learner experience encompassing teaching and learning is the driver of investment and

prioritised accordingly. In addition, the capital replacement plan allows for bulk purchasing ensuring value for money and economies of scale.

- 5.14 To ensure our digital transformation continues to be successful, the Trust will invest **£1.8m** over the next 5 years.

5.15 **Running Costs**

The total running costs each year for our Estate is **£7.0m**. A more detailed breakdown is included under section 6.

DRAFT

## 6. Managing Our Estate

- 6.1 The management of the Trust's assets is undertaken by the central [Facilities](#) and [ICT](#) teams, comprising of 15 ICT staff and 93 Facilities staff to cover the estate of 9 schools. There are training programmes and performance management in place for these teams to ensure the highest quality of service is provided to our schools. The structures in place provide capacity to increase the number of schools in the Trust.
- 6.2 The Facilities team is responsible for a range of services including health and safety policy development; health and safety information; advice and guidance including risk assessments; on call telephone and email support, strategic/operational support to all stakeholders; cyclical and pre-programmed maintenance programmes; planned improvement and development programmes; reactive repairs and maintenance; cleaning and janitorial service; grounds maintenance contract support; and PFI contract support.
- 6.3 The ICT team is responsible for a range of services including the ICT strategy; providing strategic and operational support to all stakeholders; information, advice and guidance to local ICT teams in producing a standard set of configuration documents, for example ICT development plan, asset register, capital replacement plans; broadband and filtering provision; third line technical support provided through East Riding Yorkshire Council Schools ICT Services; and annual external penetration testing to protect our systems and users from external influences.
- 6.4 The ICT Team also provides a Traded Service provision for Tweendykes Special School based on the same site as Winifred Holtby Academy.
- 6.5 The Trusts helpdesk is used by all staff within the schools to log any required work for both the facilities and ICT teams. The service provisions are linked to measurable Key Performance Indicators.
- 6.6 The Trust has insurance in place to cover buildings and contents through the DfE Risk Protection Arrangement.
- 6.7 In order to ensure we are compliant and meet legal and policy requirements, the Heads of Service ensure a range of assurance activity is in place including policies, procedures, risk assessments, compliance checks and audits. In addition to this the Trust's Audit and Risk Committee has oversight of these activities with further assurances gained through a cycle of Internal Audit.
- 6.8 The facilities team provides a lettings service to external users of the school's facilities, providing community participation and promotion of the Trust for future learners. This provides income generation to support the running of the schools.
- 6.9 These Heads of Service are responsible for an annual budget of £7.0m with the following key budget areas.

<b>Budget Category</b>	<b>£000</b>
Staff costs	3,801
Repairs and Maintenance	298
Rates	215
Insurance	159
Utilities	968
ICT Equipment	94
Grounds Contract	126
Cleaning supplies	130
Caretaking supplies	10
Refuse	83
Annual Contracts (including PFI)	1,150
<b>Total</b>	<b>7.034</b>

- 6.10 The production of this strategy was in collaboration with Headteachers which provided the opportunity for feedback on the management of the Estate and collective thought on our future plans and ambitions.



## **7. Curriculum as the Driver**

7.1 One of the Trust's strategic priorities is an Inclusive and Engaging Curriculum. An engaging and impactful curriculum enables us to achieve our vision of Shaping Positive Futures. Plans for the curriculum and the evolution of subject choice, skills and destinations is the driver behind the development of our estate.

7.2 The Trust provides education facilities for learners aged 3 to 18. This section of the strategy provides the outline of the current curriculum provision for these phases.

### **7.3 Nursery and Primary School Provision**

The primary schools within the Trust provide curriculum in line with the Early Years Foundation Stage (EYFS) and Key Stage 1 and 2 National Curriculum.

As well as vibrant classrooms, reading zones, the use of digital technology and spaces for additional learning support and well-being, the outdoor environment to foster outdoor play and learning is essential for learners at this phase.

### **7.4 Secondary School Provision**

The secondary schools in the Trust all provide learners with knowledge and skills development across a range of subjects, common across all schools, including English, mathematics, science, French, computer science, business studies, geography, art, history, music, drama, religious studies and physical education.

Specialist subjects offered within our secondary schools include construction, childcare, design, dance, creative media, engineering, photography, psychology.

Space for recreational activity, sport, drama, technical and vocational skill development and access to industry standards facilities and equipment are essential in meeting the needs of learners in this phase.

The development of social skills, positive attitudes and behaviours can be enriched through professional learning environments and standards.

### **7.5 Sixth Form Provision**

The Sixth Form Colleges across the Trust provide learners with a broad range of subjects. The vast majority of learners study the A Level route with others following a vocational route. Subjects include business, sport, art, English, mathematics, history, law, criminology, modern foreign languages and science.

Each year, learners achieve positive destinations by entering University, embarking on further study, taking higher and degree level apprenticeships or enter employment.

Each Sixth Form College has dedicated space in order to provide learners with a different experience from school. Continued development of this space will lead to growing and sustaining learner numbers.

## 8. Sustainability and Climate Change

- 8.1 The Trust has taken steps towards a reduction in its carbon footprint through various energy reduction schemes including LED schemes and new boilers but it recognises that a more cohesive and targeted effort is required to make a significant contribution to a sustainable future.

The 2021 United Nations Climate Change Conference (COP26) brought parties together to accelerate action towards the goals of the Paris Agreement and UN **Framework Convention on Climate Change (UNFCCC)**.

- 8.2 As part of the UK's government response the DfE launched its draft [Sustainability and Climate Change](#) strategy (final strategy to be published in April 2022), to become the "world leading education sector in sustainability and climate change by 2030"

This will be achieved through the following strategic education aims:

**Excellence in education and skills for a changing world** – preparing all young people for a world impacted by climate change through learning and practical experience

**Net Zero** – reducing direct and indirect emissions from education buildings, driving innovation to meet legislative targets and providing opportunities for children and young people to engage practically with the net zero concept

**Resilient to climate change** – adapting to mitigate against the worst impacts of climate change in our education buildings and infrastructure

**A better environment for future generations** – enhancing biodiversity and increasing access to nature in education.

Action areas to achieve these strategic aims are Climate Education, Green Skills and Careers, The Education Estate, Operations and Supply Chain and The National Education Nature Park and Climate Leaders Award similar to the Duke of Edinburgh's award (DofE) with levels to progress through from bronze to gold.

The strategy provides key timelines for the government starting from 2022 to 2030, to ensure schools are equipped with the right information to achieve the UK's vision.

### 8.3 Let's Go Zero National Campaign

Led by a powerful coalition of sustainability organisations, Lets Go zero, unites teachers, pupils, parents to work together to be zero carbon by 2030. The campaign is working with the government to put the right support in place to help all schools reach this goal through seven policy actions (shown below). This will ensure all young people to understand how to create a sustainable future for all, and leave school ready to take on zero carbon jobs and live sustainably. All new buildings would be zero neutral, while older ones would be made more energy-efficient and ready to withstand a changing climate.

Policy actions:

1. In 2022 the government commits to all schools being zero carbon by 2030 and announces long term and consistent policies and funding to enable this.

2. Investment into training teachers in education about sustainable development across the curriculum and all learners a connection to nature.
  3. Investment into adapting and retrofitting school estate.
  4. DfE commits to all new building from 2022 onwards are net zero carbon.
  5. By 2025 every school is mandated to have funded Climate Action Plan.
  6. Every school have a trained member of staff who acts as Sustainability Lead.
  7. Sustainability to be embedded as a statutory feature of careers guidance in UK schools by 2025.
- 8.4 The Trust is signed up to this campaign initially for the areas of Food, Water, Travel and Grounds and all schools have a nominated sustainability lead. The Trust's Director of Business will work with leads and student representatives to drive activities and initiatives.
- 8.5 The following provisional timeline for the Trust incorporates the governments key strategic aims included in the DfE's Sustainability and Climate Change Strategy, (subject to change in April 2022 when the final version of the strategy will be released).

## **2022**

- Meetings arranged with the sustainability leads for initial review of their position in relation to the Net Zero campaign actions and current curriculum coverage of sustainability.
- Joint school meetings to be held with leads and learner sustainability representative to identify Trust and School Pledge.
- Identify environmental risks to the Trust estate, including flooding, air quality, and other environmental hazards.
- Developing the Trust's Sustainability Plan.
- Launch key initiatives in schools to reduce carbon emissions in identified areas.
- Decarbonisation plans to be procured for all schools.
- Investigate sustainability funding for carbon reduction schemes – LED lighting, solar panels and electrical car charging facilities.
- Government to ensure every early-career teacher will have access to free, high quality training and support, this will be underpinned by the Early Career Framework and all teachers and school leaders will have access to a new National Professional Qualification (NPQ).

## **2023**

- Government to provide free access to high-quality curriculum resources.
- Government roll out of the National Education Nature Park.
- Climate Reduction Plan to be completed for each school (subject to government funding).
- Trust schools to have a Carbon Reduction Plan in place.
- Plans in place to address all areas to reduce carbon.
- Government to support schools with end of life boilers, through funding feasibility studies to identify new low carbon heating systems through funding from the BEIS decarbonisation fund.

## **2025**

- Government to review and refine National Education Nature Park and Climate Leaders Award.
- Government to ensure commercial programmes on net zero will include career opportunity and guidance to learners.
- Government to review the school food standards to consider the impact of food emissions into the environment.
- Government to engage with schools to embed sustainability in buying (including energy) and ensure green frameworks are available to support sustainable purchasing.

## **2030**

- Government will ensure England has the best trained and supported teachers in the world.
- Government will see significant numbers of young people graduated from the Climate Leaders Award with the skills needed to enter the green skills economy.
- Government to encourage education settings to consider how they might implement biodynamic practices through their Climate Leaders Award and National Education Nature Park.

## **9. An Environment Fit for Our Future**

- 9.1 The Trust aims to provide all learners and staff with a learning environment that provides the best opportunities to learn, work and develop. Whilst recognising the limitations the current estate presents, the Trust is fully committed to take every opportunity to continue to invest in its estate.

The strategy to achieve environments fit for our future has been developed in collaboration with a range of stakeholders including Headteachers and the wider leadership team. All financial information available at the time of collating these aspirations are included, all remaining areas will be costed appropriately within appropriately set timescales.

### **9.2 Estates provision**

The buildings within the Trust are at differing levels of condition and funding requirements, the aspiration is to ensure all buildings are in condition B status within the next 5 years. The current total required investment for category D to C work is **£6.5m**.

An asset management plan will be in 2022, incorporating estate policies and procedures, maintenance plans, action plans for key priorities, planned capital investment projects and a lifecycle plan for all schools incorporating equipment and refurbishment.

The cleaning provision of one remaining school will be centralised in 2022 and a grounds maintenance contractor will be awarded in 2023.

### **9.3 School Rebuilding Programme**

The Trust is seeking funding for both Holderness Academy & Sixth Form College and Cottingham High School & Sixth Form College to be rebuilt and nominations have been submitted to the Schools Rebuilding Programme in March 2022.

This strategy along with the detailed information on the condition of the estate, including ambitions will support the Trust in being fleet of foot for any future funding opportunities.

### **9.4 ICT provision**

We recognise ICT is an integral element of life and we take a user first approach to delivering excellence and staying agile to drive innovation whilst keeping core assets safe and resilient. With ICT at the heart of learning and management, we will work together to achieve the best opportunities and outcomes for all our stakeholders.

The Trust is developing its management information systems (MIS) with implementation of an integrated system in 2022. This integrated system will significantly aid decision making at Trust level and will improve business processes and workflow. The MIS will form a crucial piece of our jigsaw and be integral to the Trust in moving forward with its 'one organisation' culture.

Consolidating cloud services such as Microsoft Office 365, into a single tenancy, will be completed for three remaining schools by September 2022. Enabling better communication and collaboration, whilst also creating a unique learning environment

for our learners and staff, this provides users with access to virtual resources and an extension of the learning environment.

The transformation of the Trust's ICT continues at pace recognising the work required to create fit for purpose solutions, inclusive for all. Future projects include consolidation of the network from eight schools to one organisation, allowing the success of future projects to not only enhance the user experience but create a service that is efficient and financially sustainable.

To ensure our technological journey continues to provide excellent user experience the Trust will need to invest **£1.9m** over the next five years.

#### **9.5 Sustainability**

The ICT and Facilities Management team will be integral to the actions required within the sustainability plan to meet the governments agenda. The Trust will procure decarbonisation plans for each school by 2023 to ensure opportunities for funding this work are achieved. Procurement will be site specific to ensure plans are achievable, costing £40k. A Carbon Management Plan will be created for each school to actively reduce our impact on the environment by 2030. Energy efficiency is more than energy generation through solar and wind, having efficient boilers, roofs, windows – energy efficient behaviours incorporating curriculum development across the Trust is also integral to achieving this.

#### **9.6 Alternative Provision**

The Trust currently sources alternative provision for learners through external providers. The Trust is keen to investigate an internal solution to this, in the best interests of learners – giving them an outstanding learning experience with a curriculum that is bespoke to meet their needs. Researching this opportunity and feasibility study is underway, initially scoping current volume and need. A business plan will be drawn up, in consultation with internal and external stakeholders, for presentation to the Trust Board in Summer 2022. Tentative discussions with the Education and Skills Funding Agency (ESFA) have taken place regarding the significant change process. External funding, via the ESFA, is unlikely to be secured therefore the Trust will be seeking other options for this through the business planning process.

The grounds of Cottingham High School & Sixth Form College presents an exciting opportunity to house alternative provision with use of the house and gardens at the back of the estate. However, a mixed delivery approach, with the movement of learners to the most appropriate curriculum and Trust school will also be considered.

#### **9.7 Cottingham High School & Sixth Form College**

With a projected increase in numbers by 40 entering Year 7 over the next two to three years, increasing the pupil admission number (PAN) from 170 to 210, a review of space utilisation will be undertaken. Current spaces including art classrooms and eating spaces require expansion to provide learners with appropriate and comfortable learning and recreational experiences.

The sports field is vast and provides excellent opportunities for learners to develop their practical sports skills. However, the continued issues with drainage limit the time



learners are able to use the space. This is under investigation with potential funding opportunities through the local authority.

#### **9.8 Croxby Primary School**

With a successful Ofsted inspection outcome in February 2022, securing 'Good' across all areas creates an exciting opportunity for the Trust to progress with its plans to open a nursery. This provision can be accommodated within the existing site with some reconfiguration of classroom spaces. The ambition is for the nursery to open in September 2022 and this provision will see the School being able to influence and shape the development of children from the age of three.

There is an increasing need across Hull and the East Riding, for provision within mainstream schools for learners with special educational needs and disabilities (SEND), particularly learners with more complex needs. This integrated model of education is one the Trust strongly advocates for and with this the School is investigating the expansion of the Enhanced Resource Provision which currently accommodates six learners funded by the local authority. In increasing this to 12 learners, expansion through capital funding is necessary which will be explored with a September 2023 implementation date as a target to work towards.

#### **9.9 The Hessle Academy**

##### **Hessle High School & Sixth Form College**

With an increase in learner numbers by 75 in September 2022, room allocation requirements are being explored with the reconfiguration of specialist accommodation to general classroom spaces, for example art rooms. With this increase in learner numbers, the Trust is keen to explore the expansion of Sixth Form provision which will require additional teaching blocks.

To strengthen the School's ability to provide safe access for learners in and out of the School's main gate, the Trust will explore new layouts and access routes for transport.

##### **Penshurst Primary School**

The development of learners' speech and language has become an increasing need and specialist provision and resources will enable the School to accelerate the development of these critical skills. A bid to secure Enhanced Resource Provision, suitably funded by the local authority, to accommodate this will be submitted in Spring 2022.

Outdoor play is critical to the development of learners' social skills and inquisitive behaviours conducive to learning through discovery. The creation of outdoor spaces that are seamlessly integrated with classroom spaces would transform the learner experience. To achieve this the path running adjacent to the school building will need to be redirected. The facilities team, in collaboration with the Headteacher, will be costing a series of proposals towards achieving this.

#### 9.10 **Holderness Academy & Sixth Form College**

In addition to the planned condition works at Holderness Academy & Sixth Form College, which includes the replacement of roofs and windows, the Trust is exploring the extension of site fencing to incorporate all fire exit paths in the school.

To improve learner social and recreational experience, plans are in place to develop outdoor catering facilities and space. With the food pod installed in 2021, the next stage is to create seating areas and sheltered social spaces. Further plans are to be developed to improve the condition of changing rooms within the physical education department.

#### 9.11 **Howden School**

Howden School will continue to receive investment to improve the condition of the estate including the refurbishment of the tennis courts. To improve the learning experience, the School requires modernisation including the replacement of curtains with blinds, vinyl flooring to cover the dark and damaged 1960's vinyl tiles, a lighter, more neutral colour scheme and new furniture.

With the increasing need of Enhanced Resource Provision, this space requires development to provide learners with an inspiring learning environment.

#### 9.12 **Keyingham Primary School**

Keyingham Primary School promotes and advocates for the benefits of the Forest School model which is a long-term outdoor education process that is holistic and learner-led. It allows children to develop themselves through healthy engagement with risk, problem-solving and self-discovery, all within a natural environment in a hands-on and thoughtful manner. First steps to achieving this is the creation of an outdoor amphitheatre which will be in place ready for September 2022.

Once the School is judged to be 'Good' by Ofsted, plans for nursery provision will be accelerated.

#### 9.13 **Winifred Holtby Academy**

The curriculum at Winifred Holtby Academy is highly inclusive and meets a diverse range of needs and learner ambitions. The development of reading and literacy is at the heart of the curriculum, providing learners with the transferrable skills to be successful across all subject areas. Investment in inspiring spaces for reading is in development to include plans to reconfigure the Learning Resource Centre into a Discovery Zone by 2022.

Vocational based curriculum including horticulture and catering provides all learners but particularly those with special educational needs and disabilities (SEND) with opportunities to develop a range of skills and healthy living habits. The roof facility provides an excellent opportunity to create planting areas as a key curriculum facility and resource.

A review of the School's Link provision and facility which is accommodated in a separate building within the grounds will ensure the facility is fit for purpose to support those learners requiring access to an alternative curriculum.

Once the School achieves a 'Good' Ofsted judgement, plans for Sixth Form provision, in collaboration with the existing provision at Holderness Academy & Sixth Form, will be created. Currently, approximately 300 learners exit at the end of Year 11 to further their study with Post 16 providers across the City. There is no doubt many would opt to stay as their preferred destination. In planning for this, space will be scoped to create a Sixth Form experience, equivalent to the Trust's existing provision.

#### **9.14 Wolfreton High School & Sixth Form College**

As the curriculum develops, with a need for enhanced specialist provision, classroom spaces to develop theory and practical based skills, requires review. For example, in science reconfiguration of space is needed to conduct experiments and demonstrations within a better spaced classroom.

With a growth in learner numbers at Post 16, a review of the current space is to be conducted to extend the space that gives learners in Sixth Form a different and unique experience.

The estate provides an opportunity to explore space for staff well-being. An outbuilding on the school site, part of the original school, could accommodate this post refurbishment.

## **10. Financial Sustainability**

- 10.1 To achieve our ambitions, funding is required. The Trust is in a position, through whole trust budgeting, to allocate funding to projects over a five-year period. In addition to this funding including the Schools Condition Allocation (SCA) and other funding streams described in this section, the clarity of the Trust's ambitions in which this strategy provides enables the Trust to be fleet of foot when funding opportunities become available.

### **10.2 General Annual Grant**

The Trust receives in excess of £45m in government funding on an annual basis to provide education to the learners within the Trust. 75% of this is used for salaries with the remaining 25% for all other expenditure requirements, including the running of the estate which currently equates to £7.0m.

In moving to whole trust budgeting, the Trust is able to control and direct spend to meet the needs and aspirations of current and future learners. The ambitions captured within this strategy are integral to this.

### **10.3 School Conditions Allocation**

The Trust is allocated £1.12m on an annual basis (financial year April to March). This capital grant is formulaic based on the government's assessment of our schools' condition. The purpose of this funding is to keep schools' buildings safe and in good working order by tackling poor building condition, building compliance, energy efficiency and health and safety issues. The Trust has been in receipt of this funding since 2019 and it is predicted this will continue until 2024/25. The Trust currently allocates 85% of this funding for condition works, 10% to minor works and 5% to external works.

### **10.4 Devolved Capital Funding**

The Trust receives £206k devolved capital funding which is direct funding for individual schools to address their own priorities, such as improvements to building and other facilities including ICT.

### **10.5 SALIX Energy Funding**

Introduced in 2004, this funding stream offers public sector organisations interest free funding for capital energy efficiency projects. The Trust successfully accessed this fund for the lighting schemes at Howden School, Holderness Academy & Sixth Form College, and the Cottingham High School & Sixth Form boiler scheme.

### **10.6 Public Sector Decarbonisation Schemes**

The Government's sustainability and climate change strategy indicates funding will be available to schools to achieve their ambition to be net zero by 2030. This will be provided through the Public Sector Decarbonisation schemes phase 3 with over £1.425 billion available for schools to bid during 2022/2023 to 2024/2025.

### **10.7 Immediate Financial Considerations**

Identified priority areas for financial consideration are included below:

**Condition categories D to C** – total funding required is **£6.5m** over a 5-year programme at £1.3m each financial year from 2021/22 until 2025/26.

**Estates operational budget** - **£7.0m** per year.

**Decarbonisation plans** - **£40k** to cover the costs of a plan for each school.

**ICT refresh programme** - **£1.9m** over a 5 year programme, currently funded through the schools individual funding allocations detailed below:

- 2021/2022 £370,060
- 2022/2023 £394,055
- 2023/2024 £365,070
- 2024/2025 £430,990
- 2025/2026 £371,988

#### 10.8 **Future financial considerations**

The ambition for the curriculum and projects outlined in section 9 will be costed within agreed timelines and presented to the Trust Board for consideration and approval.