

The Consortium Academy Trust

News@TCAT

October 2021

 @ConsortiumTrust



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Shaping Positive Futures

Aspiration

Respect

Integrity

Responsibility



Welcome from the CEO

Welcome to the October half-term edition of our Trust newsletter.

I can't believe how quickly we have arrived at half-term. Thank you to all our leaders, teachers and support staff across the Trust - you responded incredibly well to the challenges a new academic year presents and in particular, the successful way in which you introduced and re-introduced learners to COVID-19 safe school environments is reflected in the respectful behaviour and standards in all schools.

This newsletter includes reflections from across the Trust; an insight into what some of our learners have learnt since the start of term and provides you with an update on some internal and external news and developments. The October break is a good time to pause, look back on all the great contributions and then focus our attention on our next steps.

The focus in schools is clearly on learner progress and ensuring they are engaged with their learning and development after a disrupted period for them. Whilst attendance to-date has been impacted by COVID our schools' attendance rates are higher than the national rate. This is testimony to the dedication of school teams in caring about each and every learner.

It has been helpful to discuss ambitions for school estates and curriculum with Headteachers – ones that support growth, curriculum developments and respond to the needs of our local communities. I look forward to working with them on how we can realise these ambitions.

It is natural for us, as a large organisation, to face challenges and to find ourselves working through problems and the best way of working through these is together with open channels of communication. When working with individuals and teams on solutions and ideas to issues faced this half-term, our values have been at the forefront of discussions.

My time spent in schools has been invaluable for me to get to know staff and ensure that what we do and the decisions we make are always in the best interests of our learners. I have captured some brief observations below.

Observations from the start of 21/22; so many exciting opportunities and important work to do...

Classroom displays and learners with smiles; there's even the healthy challenge of The Croxby Mile.

A sea of green creates a smart start to the term; the Peshurst bus provides opportunity to discover and learn.

Inquisitive questions and cheeky faces; wonderful ambitions for

Keyingham's outdoor spaces.

Football over the hedge and a playground of fun; Winifred Holtby take pride in how impactful support is done.

Inspectors call in at Wolfreton, it was certainly about time; well-planned lessons and innovation, learners and staff really did shine.

A focus on health at Cottingham with classes in yoga and zumba; whilst Marlowe supports well-being #oneofthebestdogsinthehumber.

Personal plans and individual learning have no limit; for Howden, a team with strong spirit.

Holderness Academy has a special creative flare; fabulous enhanced resource space can be found there.

Learners are diligent and always ambitious to fly; with high standards and structure at Hessle High.

An eventful half term with many positives to take; it's now time to have a well-earned break.

Thank you for all the work you have done this half-term and for your continued dedication to each other and our learners.

I look forward to working with you and driving forward our priorities in the second half of the term.

Kind regards
Lizann



The Chair of the Trust enjoys his visits to schools



Across September and October, I had the privilege of visiting each of our schools.

It was great to tour each school with the CEO and Headteacher and speak with so many staff and learners along the way. Thanks for a warm welcome and here are some of my highlights:

- Orderly starts to the day through assemblies and outdoor line ups were clearly having an impact on early engagement and positive starts. Great to see some of the good practice developed in response to the pandemic

has been retained.

- Speaking with Headteachers it was positive to hear how the use of technology and online learning has been accelerated in the last 18 months with reflections on how aspects of a blended approach are being retained for future developments.
- A class of 60 using tablets and learning maths by questions in real time was simply brilliant to see. All children were engaged and those that really needed additional support were receiving it.
- A 'one team' ethos is clearly obvious and strong in schools. The spirit at

Howden School was great to experience.

- Some school environments need further investment to complete works and uplifts that have been started.
- The bus at Peshurst Primary School proved useful for a spontaneous conversation about strategy and future plans.
- The sense of calm in every school was felt and the welcome at each door was a great example of how our Trust value of respect is being lived.

Ian Furlong, Chair of the Trust



Head's highlights

My highlight this half term has to be seeing the children eating and playing together again!

Our youngest children had never even been in the hall before and so seeing their courage at joining in with whole school lunch routines made me very proud and the sounds of playtimes are always a delight in a primary school.

Victoria White, Keyingham



We have had many highlights this term at Croxby, however the one which has stood out for all staff is the strong sense of community and belief that the school belongs to the children.



In addition to our Heads and Deputies, we have our library open again with librarians taking ownership of how it looks and recommending books to children who visit. Sports Leaders are a strong presence outside, organising activities and sharing their enthusiasm for sport with others.

Finally our lunch monitors from KS2 not only help during their own lunchtimes, but also supervise and support the younger children. **We are Team Croxby.**

Kerry Mason, Croxby

On Friday 16 October all students were off timetable taking part in our Alternative Curriculum Day.

Student well-being was a focus for the day and as such Year 7 students were able to learn about online safety, take part in Zumba and participate in a Yoga class. Ian and Lizann were able to observe the

tranquil and soothing ambience in the small gym as all students immersed themselves in the experience.



Thank you to Kerry Dimmack for organising a fantastic day.

Loz Wilson, Cottingham



Working with ERYC Active Towns Secondary School programme and The Cycle Academy we have devised a project for our students that

meets so many of our school values.

The project is focused around, well – bikes. Because we believe bikes are important for a million reasons: they can provide transport to work or school; they can widen employment opportunities; they offer an eco-friendly way of travel; they keep us fit; they bring us the achievement of finally getting to the top of that huge hill – and the terrifying joy of the ride down. But that's not all it's about. The programme aims to work with groups of young people to develop leadership, social, sporting and all-round cycling skills. Beyond

the programme we are developing links with local cycling clubs, volunteering in the community, and ride leading/coaching qualifications and opportunities.

Gary Cannon, Howden



We really do have a talented body of staff beyond the classroom.

Kirsty Simpson is a member of our English department and has long harboured thespian ambitions. She had a small part in a film which was shot in Hull and was all set to do likewise in the recent Enola movie but eventually was prevented from doing so when she was struck down with Covid. English teacher Garry Burnett appeared in his Mick Ronson-inspired show 'Turn and Face the Strange' at Hull Truck Theatre, which he also wrote. In that show was yet another member of our English department, Annabel Etheridge, who sang lead vocals. Elsewhere, Jordan Douglas combines working in the PE department with being the Goalkeeper for North Ferriby FC, Geography

teacher, Chris Adams, represents Beverley FC and our Attendance Officer, Tina Brown is an ultra marathon runner.



Finally, since leaving politics Carl Minns who, between 2006 and 2011, was the leader of Hull City Council, has entered teaching and joined us in September 2020 as a Maths teacher. We always tell the students to throw themselves into their hobbies and interests and to follow their passions. The pastimes of these colleagues shows that we also lead by example.

Vince Groak, Hessle

What do our learners know now that they didn't know in September

Nurture Unit



"I have learnt that Paddington Bear likes marmalade sandwiches and they are delicious and not just for bears and old people like my Grandad."



Year 1

"I have learnt what subitise means and I can do it!"



Year 2



"I've learned about Samuel Pepys and his diary - he was an eyewitness of the Great Fire of London in 1666."





Year 3

"I have learnt that the 4 times table is really tricky but if I am resilient, I can get better!"



Year 4

"I have learnt that trees are really important and do more for our planet than people realise."



KEYINGHAM
PRIMARY



Year 5

"I know how to do better maths and understand multi step questions."



KEYINGHAM
PRIMARY



Year 6

"As Head Boy I have learned to set a good example to the younger children as a leader."



What do our learners know now that they didn't know in September

Year 7



"I have enjoyed learning about the food chain. I didn't realise what the arrows meant - they show the flow of energy and nutrients."



Year 8

"I'm happy to have learned how to move around the school normally after COVID last year."



Holderness Academy
& Sixth Form College



Year 9

"I've learned about naturalism and Stanislavski."





Year 10

"I've learned about man's duality through analysing Jekyll and Hyde in English."



Year 11

"I have learned to trust in myself, not doubt my abilities, be confident and go for it!"



Year 12

"How different sixth form is both in terms of increased work load but also how much more relaxed lessons are at A level."



Year 13

"I know my intake of knowledge is increasing and I'm aiming high, planning to study veterinary medicine at university."



Multi Academy Trust Summary Evaluations (MATSE)

There will be an increasing number of MATSEs in 2021/22 to provide Ofsted with greater insight into the role of MATs. Providing a more balanced view, Ofsted will select from a broader range of MATs, including smaller MATs of up to four academies and specialist MATs. Greater focus will be placed on the quality of education aligned to the Education Inspection Framework (EIF) principles.

Given the number of schools in the inspection window, it is likely the Trust will be selected for this. With the focus being on the quality of education (curriculum intent, implementation and impact) there will be significant focus on the impact of the school improvement service. This focus was apparent in the recent Ofsted monitoring visit at Winifred Holtby Academy.

Education Recovery

A letter signed by over 100 Confederation of School Trust (CST) members, of which we are one, regarding the Education Recovery Plan was published by the Telegraph on Saturday 2nd October 2021. In June 2021 the government announced a £1.4 billion cash injection. The CST, on behalf of members, has requested a plan four times the amount at £5.79 billion.

"The pandemic has caused a level of disruption to English schools and colleges unparalleled since the introduction of mass education. We are proud to have worked with other national organisations to put forward a comprehensive, costed education recovery plan which we believe must be funded through the spending review 2021. Investment at this point is critical to this generation of children and to our country's future."
CST CEO



In the know...

Funding for initial teacher training 2022 to 2023

The DfE has published funding information for Initial Teacher Training in 2022 to 2023. Graduates applying to train as teachers in high-demand subjects can apply for a range of bursaries. A total of £129 million is available for trainee teachers starting in 2022/23, which includes increased bursaries of £15,000 for languages, geography and design and technology, and £10,000 for biology, in addition to the existing £24,000 bursary or £26,000 scholarship for maths, physics, chemistry and computing.

Read the DfE report: [HERE](#)

JCQ advanced information guidance for 2022 exams

On the 12th October 2021, JCQ released a guidance document on the advanced information that will be given for most General Qualifications including most GCSEs and A levels on or before 7 February 2022.

Read the guidance document: [HERE](#)

The Big Answer – response to the Big Ask from the Children’s Commissioner

Earlier this year, the Children’s Commissioner asked children and young people to complete a nation-wide survey. Over half a million children responded. There are some useful findings that will help us understand how we can really help children and young people in this recovery period. One finding included:

Children described ambitious plans for the world of work and their futures. Many of them want to do civic-minded jobs which help other people-to be part of the recovery from the pandemic.

Read the full report: [HERE](#)

School-led Tutoring Allocations

The National Tutoring Programme (NTP) helps support disadvantaged and vulnerable learners from Year 1 to Year 11 to catch-up on missed education due to coronavirus (COVID-19).

School-led tutoring is one route of the NTP. Each school within the Trust has received an allocation for this. Headteachers will be working with school teams to source their own tutoring provision to support catch-up.



Two Important Calls!

The phone has sounded twice this half-term, with both calls being well received.

Winifred Holtby Ofsted Monitoring Visit

On Friday 24 September 2021, Winifred Holtby Academy received an Ofsted Monitoring Visit.

One Inspector spent the day in the school reviewing provision for learners with special educational needs and disabilities (SEND) and mathematics. These were two areas identified as requiring improvement in the previous inspection.

The report will be published very soon but overall it was a positive visit with helpful findings to support the school on their positive trajectory of improvement. Well done to the team at Winifred Holtby Academy!



Mark Brown, Headteacher

A reflection from Mark Brown, Headteacher:

When we received the call from HMI on 24 September, our leadership team quickly put into place our 'Ofsted Action Plan' in readiness for the visit. As always, our staff worked together to support each other and prepare for the visit and I am incredibly grateful for their relentless determination to

demonstrate that Winifred Holtby Academy really is a 'good' school.

Our staff and students did us proud and the inspector was able to see how far we have travelled since our last full inspection and endorsed our identified priorities for further development. As a result of the visit, we have further developed our confidence to stick to what we know works and to 'talk it up' when we know we are doing well.

Another positive visit...

Wolfreton School and Sixth Form College Section 8 Inspection

On the 7 and 8 October 2021, Wolfreton School and Sixth Form College were inspected.

Three inspectors on the 7th and one on the 8th undertook deep dives in history, science, mathematics and art. Amongst other things, they also looked at reading and provision for learners with special educational needs and disabilities (SEND).

Another positive visit and whilst the outcome cannot yet be revealed it is safe to say our learners were great ambassadors and the inspection was seamless. Well done to the team at Wolfreton School and Sixth Form College!



A reflection from Susanne Kukuc, Headteacher:

When 'The Call' finally came on the morning of Wednesday 6th, many have since shared that they felt a definite feeling of 'Let's do this'. As a school, we had been waiting since 2013 and it's fair to say, we wanted and were ready to move on from the waiting period.

Across the two-day inspection I was immensely proud of and grateful to our whole team, staff and students, as they shared what is like to be part of Wolfreton. Alongside the deep dives on day 1, our Year 11 Careers Day saw over 30 employers interviewing all of Year 11 across a complex timetable – we like a challenge. Across both days many staff and students were spoken to and all spoke of the dialogue with Inspectors being valuable.

I would like to take the opportunity here to thank the whole team at Wolfreton – staff, students and parents; I am immensely proud to work with all of you. I would also like to thank the wider TCAT family for the messages of support that flooded in and the Central Services Team who were on hand to offer any practical support.

As a team, we thank you all and will be ready to make the same offer to others.



And finally, we shouldn't underestimate the rollercoaster an Ofsted experience can present for leaders but it's always a good sign when, on the morning of the final day of an inspection, no matter what the outcome, the highlighters in the Headteacher's office are upright again with the lids on!

Trust in Reading @TCAT - Emerging Trust Wide Priority

" It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations—something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own."

— Katherine Patterson, Childrens' Author

As educators working with children and young people we will all know the value and importance of reading.

Whether that be reading for pleasure, reading for purpose or learning to read at the earliest age. We will also recognise the challenges our learners face to access the knowledge rich curriculum that is presented to them everyday in school and in life if they are not fluent readers. Schools within the Trust have been working for many years to provide children and young people the opportunity and access to reading, as a collaborative approach and a collective belief that Reading is the Master Skill, we can ensure that our learners leave us as confident, competent readers – what better way to Shape their Positive Future!

School leaders and the Academy Improvement Team are committed to ensuring that we have a Trust wide positive and intentional approach to the teaching and promotion of reading. As with all successful collaborations we are gathering information about what is currently in place and working well and what we know from evidence works well in delivering reading as the bedrock within our curriculum.



Sarah Young, Director of Education Services

Richard will be visiting all our schools and a good start has already been made to gather evidence from staff and learners to ensure that our unique strategy maximises engagement and all stakeholders are able to Trust in Reading @TCAT.

" The more that you read, the more things you will know. The more that you learn, the more places you'll go." – Dr. Seuss



Richard Hill, English Improvement Director, reports:

After visiting English lessons across all TCAT schools in this first half term, there are many common practices which are effective and having impact in terms of classroom pedagogy, curriculum planning and assessment. The visits were to

enable future links for English leaders to share and develop practice across our schools.

Primary focus - Fidelity to Systematic Synthetic Phonics programme

Following guidance from 'The Reading Framework – Teaching the Foundation of Literacy', I have visited phonics sessions to ensure our primary schools have fidelity to their chosen SSP programmes. It is important not to confuse children by mixing material from different programmes or across different classrooms and to share good practice.

Secondary focus - Support to focus on the bottom 20% of readers.

I have linked with school leaders in the secondary schools to ensure they have systems to identify students who cannot read well enough to have full access to the curriculum. Further support will be analysis of baseline assessments in reading to ensure that actions are in place to support students to make rapid progress and determine whether they have difficulty with decoding, language comprehension or both, since different kinds of support are needed for each.



Trust Values in Action

Aspiration

Heads of Sixth Form were keen to share the destinations of their learners with us and it's clear how ambitious they are for their learners and the destinations prove how the teams have helped shaped a positive future for each young person.



Paul White,
Head of CH6

Paul White, Head of CH6 stated:

'We are extremely proud of the class of 2021 who overcame real adversity to move onto exciting new ventures. All students who applied for medicine or veterinary science were successful in gaining a place at their chosen university. We are proud that the high majority of our disadvantaged students gained a place at university, with a number of them being the first member of their family to go to university.'

Students across the Trust's Sixth Forms went on to study various courses including computer science, medicine, zoology, sports coaching and performance and chemistry.

Respect

Across all schools this half-term this value has been explicitly lived and felt. Learners across the Trust demonstrate excellent behaviour and this was endorsed in two of our schools by Ofsted Inspectors.

Learners have been respectful in adhering to safe learning environments and staff across the Trust continue to respectfully adapt to ensure learners' individual needs are met. During the Chair of the Trust and CEO visits, learners, teachers and support staff were very welcoming and eager to speak with them. Learners greeted them with a smile, were polite and confident to share their learning and progress.

Naturally, on occasions, this value is having to be reinforced amongst learners but in doing so it ensures learning and working environments are safe, inclusive and conducive to learning and development.



Aspiration Respect Integrity Responsibility

Integrity

School leaders, in their preparation for Ofsted, were incredibly focused on ensuring the school was seen by inspectors in its everyday shape and that learners, teachers and support staff were able to go about their day(s) in the same way they always do – dedicated, highly professional, impeccably behaved (learners) and eager to do their very best.

Whilst there is always a need to prepare and be prepared, teams didn't do anything different during the inspection period and in doing so the right evaluations and judgements could be made in the best interests of learners.



Jennie Doyle, Assistant Headteacher, Howden

Responsibility

Jennie Doyle, Assistant Headteacher at Howden School, reflects on shadowing safeguarding reviews and attending the Trust's first Designated Safeguarding Lead (DSL) network meeting:

Building a Trust safeguarding network has been invaluable for me being new to the DSL role. Spending time at several schools across the Trust as part of the annual reviews allowed me to work and learn from colleagues with a vast array of expertise and knowledge, witness firsthand the strong safeguarding culture embedded throughout the Trust. It was highly beneficial for my professional development, supporting my role back at Howden School. I am a big believer in constantly adapting and improving procedures and protocols and making them fully robust - visiting other provisions was nice to see what others are doing, and great to share good practice throughout the Trust.

Our first Trust wide DSL network meeting showed how crucial the impact of this networking support would be moving forward, allowing us not only to gain support from each other, make decisions together thus building on the #bettertogether ethos but also to have a consistent approach across Trust.



Shaping positive futures

This term we have been able to see our Trust values of aspiration, respect, integrity and responsibility in action at Keyingham Primary.

Year 6 pupil Edith spends some of her time in The Hub, a space in the school offering additional support to pupils by providing them with a curriculum which respects their needs and which can be more tailored to their interests.

Edith creates drawings with a high level of detail. Her particular interest is graphic design and she has aspirations for a career creating video games. She had already started drawing a door sign for The Hub, featuring characters which represent her and the other children who spend time in the space, when Headteacher Victoria White invited Matt Nicholson, the Trust's Graphic Designer, to work with her to inspire her to complete her project. Matt worked with integrity, setting a positive example for Edith, respecting her design choices whilst guiding the creative process, highlighting how we can all, regardless of our role in the Trust, take responsibility for shaping positive futures for all of our learners.

