

The Consortium Academy Trust

News@TCAT

April 2022

 @ConsortiumTrust



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

**Thank
YOU**
for your
donations.





Welcome from the CEO

Welcome to the Easter edition of our Trust newsletter. It feels like only yesterday when I was writing the introduction for the February edition.

There have been an array of positive developments, challenges and opportunities in the last six weeks. I have particularly enjoyed spending time in schools, speaking with learners about their progress. Listening to Year 11 learners in Cottingham and Howden speak about the work they are doing in readiness for their exams gave me great insight into how teachers and support staff are helping them to build resilience, form good revision habits and I loved how the science team at Howden were treating learners as partners in the process.

During one of the weeks we had good weather, it was great to see how learners across all year groups at Keyingham were using the outdoor space at the same time – one group

of learners were developing motor skills, one group developing team building skills and learners in Reception were taking part in a Daily Mile.

I have enjoyed my time with learners at various Breakfast Clubs – being challenged at Connect Four and Top Trumps helped me start the day in competitive spirit. I find the children and young people across our schools to be kind, considerate and funny – a sheer joy to spend time with!

It has been a privilege to be involved in interviews for leadership positions this term and what incredible talent we have across the Trust. To spend time with leaders, listening to their experiences and what they want for not only their own future but for their colleagues and our learners reinforced my view on what a great team we have across the Trust. I am committed to ensuring the skills and experience of leaders, teachers and support staff are recognised and utilised to drive each school and the Trust forward. This week we have gone out to advert for a

Director of People

and what is described in this role is at the heart of what I want for all staff

across the Trust. Please get in contact if you would like to be part of the recruitment process for this key role.

We have made some great appointments to a range of roles across the Trust this term in functions including facilities, data, administration, HR, education and leadership. A huge welcome to you all – thanks for choosing us and wanting to be part of our team.

There are some developments to look out for in this newsletter and as always, a collection of insights from across the Trust. Please take the time to have a read through the news stories which many of your colleagues have shared with us here.

Finally, thank you for all your hard work and commitment this term and I very much look forward to working with you after the break.

Have a very happy Easter and enjoy your time with family and friends. For those not taking time off, I hope the pace at least slows for you, so you too can recharge.

Kind regards
Lizann

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Message from The Chair of the Trust

As we head into the Easter holidays after another busy half term, the recent events in Ukraine have left me reflecting on how fortunate we are.

Our community of learners, their families and staff from across the Trust have responded to this crisis by donating much needed supplies of food, medicine and toys to those in need.

In this context our vision, Shaping Positive Futures, extends wider than just supporting our children and young people to achieve their ambitions. Our vision gives us a shared sense of purpose and direction to improve the lives of young people however we can, wherever they may be.

Thank you for the part that you play every day in helping to make a positive impact on those around you and enjoy your well-deserved Easter break.



Ian Furlong,
Chair of the Trust



Heads' highlights



This term at Croxby we have marked the beginning of Spring by celebrating the Hindu Holi Festival of Colour.

The whole school joined in with our annual celebration, by throwing coloured paint powder before learning about this cultural festival.

Kerry Mason, Croxby



Gary Cannon, Howden



We were lucky to have a visit from Hull based architect and artist Daniel R Mitchell who came in to present to our Year 9 Art students about his career path, inspiration, working practices and current projects.

Daniel works as an architect for Network Rail and in his spare time creates amazing paintings of urban landscapes. He gave us an exciting demonstration on how he starts his paintings, showing how he interprets buildings and people using creative mark making. Students were then all involved in a painting workshop with Daniel in which they all created a large city scene. Students were engaged, motivated, inspired, resilient and learnt new ways of working in art.



Visiting artist, Daniel, with Howden students and their projects.



Loz Wilson, Cottingham

We were delighted to welcome parents to the Year 7 end of term celebration assembly.

Students were presented with Easter eggs to celebrate their achievements and awards included tutor groups with the most reward points and the prestigious Headteacher Awards.



David Wobbaka, Holderness

Well done to our Year 7 rugby team who have reached the Hull Trophy Final after a fantastic team performance in their 42-6 win at home vs South Hunsley.

As always our students were **Aspirational, Resilient, Respectful** and **Kind**. #proud #theHoldernessmachine

We asked our learners...

“What can we do to make a positive difference to our local communities?”



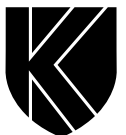
EYFS

“We can help people and be kind to them when we see them.”



Year 1

“Plant flowers in the village.”



**KEYINGHAM
PRIMARY**

Year 2

“We can make sure that we don't litter and that everybody picks up their own mess so that where we live is nice and clean. This would show respect which is one of our school values.”



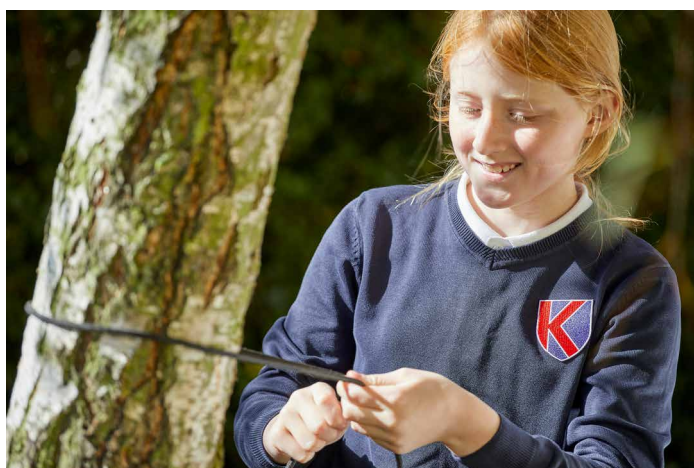
Year 3



"Be respectful: always be respectful of the rules, be respectful of people who are talking by listening, be respectful of your environment by picking up litter and using the bins."



Year 4



"Pick litter for the elderly, plant trees and flowers in the village and decorate the village with rainbows, love hearts and smiles to make people happy."



KEYINGHAM
PRIMARY

Year 5



"We all need to work harder to make sure everybody is safe and not lonely. Visit elderly neighbours more to make sure they are coping and to see if they need help with shopping or jobs in the house."



Year 6



"We can support community members who are in need. This may be elderly people from Magnolia House; helping people eat well by donating to food banks; helping our youngest children by being good role models; and fundraising for local charities."



We asked our learners...

“What can we do to make a positive difference to our local communities?”



Holderness Academy
& Sixth Form College

Year 7

“We can look after our environment and not litter.”



Year 8

“Young people can make a positive difference to the community by recycling and reducing their carbon footprint, supporting each other and showing respect to everyone in the community.”



Year 9

“We can help our local community by collecting and donating items for our local food bank. Many local families are struggling with the rise in the cost of living.”





Year 10

"Young people can do the right thing, try and help others so they are open minded and see that we have good values and respect for our community."



Year 11

"Be kind and spread positivity by being polite and respectful. We can also do jobs for others in the community to help them."

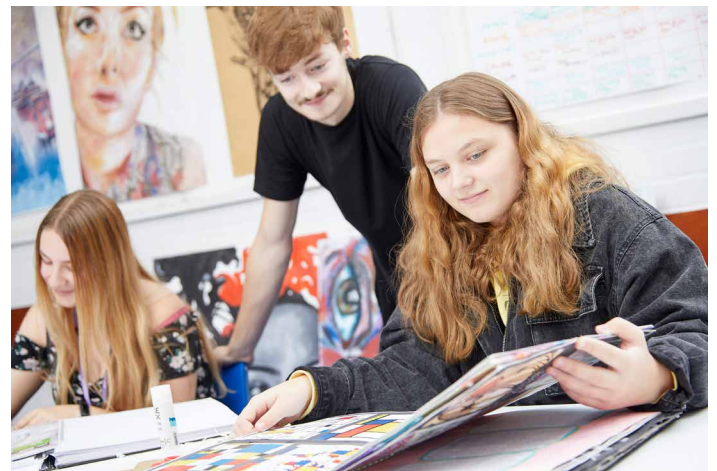


Year 12

"We can help create a positive impact on the community by being respectful to members of the community, it could even be just smiling at somebody who walks past you."

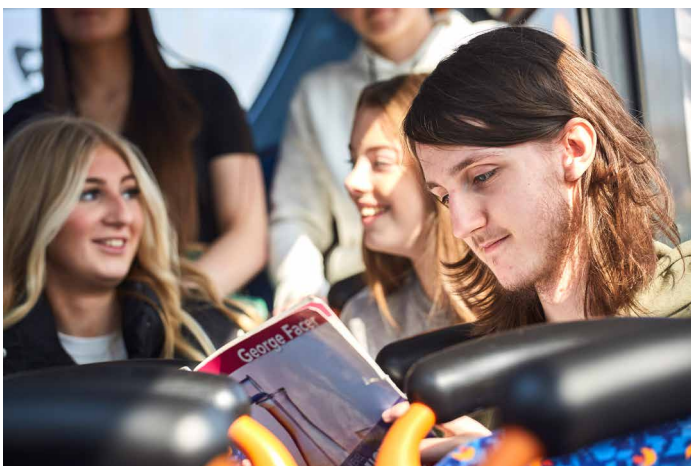


Holderness Academy
& Sixth Form College



Year 13

"We should spread awareness of people's differences so we can all treat them equally like for example understanding people with neurodivergence."





Trust in Reading @ TCAT

Reading is prioritised to allow access to a full curriculum offer and develop competent and confident readers.

In the Autumn term, supported reviews into reading were carried out to inform actions for the Trust in Reading @TCAT strategy.

The reviews highlighted that school leadership recognises the importance of reading as the 'master skill', and as such schools have a designated reading leader(s) to collaborate with to drive developments in the trust wide reading strategy. There are many strengths, particularly in the way our schools promote reading for pleasure. However, the strategy will provide greater consistency in the arrangements to assess reading ages and subsequently plan to deliver age appropriate reading tasks as well as diagnose barriers and inform actions to support catch up.

Over the next three academic years, all learners in Year 3 – 9* will have access to two 'sittings' of the Hodder Access Reading Tests, one to be completed at the start of the academic year and a follow up assessment in the summer term. This will provide a reading age and a Standardised Score which can be shared with teaching staff to ensure lexile appropriate texts are used with cohorts of learners and also to inform learners who may need additional support in reading.

(*while the Trust in Reading strategy will

support all readers, learners in FS and KS1 will have a continued focus on fidelity to a scheme to develop decoding of words and early reading. Reading ability will be assessed using the chosen Systematic Synthetic Phonics programs used in the primaries and not the ART assessment tool. Similarly, reading at KS4 and 5 becomes more specialised and so the strategy will support learners to access complex academic texts in the subjects studied.)

Trust wide collaboration will support leaders and staff to provide opportunities to develop reading pedagogy to allow learners to access a wide range of reading material which is age appropriate. The Trust in Reading @ TCAT strategy is informed by evidence reviews and current DfE guidance and will focus on three core strands:

Reading for purpose across all subjects

As part of the trust wide reading strategy, CPDL will ensure quality first reading teaching. This will have a clear focus on the promotion of disciplinary reading (what it means to read like a historian/scientist etc) and effective academic vocabulary instruction, as well as a consistent approach to text comprehension to ensure reading is a transferrable skill across subjects. Explicit reading comprehension strategies will support teachers to deliver shared reading of texts. There will be consistency in approach as the model will support delivery of shared reads of texts across subjects, including activities before (activating prior knowledge and pre-selecting words to be explicitly taught), during (strategies to deliver whole class reading) and after (including summarising and questioning to retrieve

information or infer ideas from a text).

Reading Independently and for pleasure

In the primary schools, effective early reading teaching will foster motivation and encouragement to read and schools will have fidelity to this age appropriate and effective reading scheme. Schools will continue to promote an ethos and culture of reading and foster a love of reading through promotion of the library and celebration of texts. Schools will provide plenty of opportunity to read for pleasure and platforms such as Reading Eggs, Reading Plus and Accelerated Reader will be used to focus identified learners to develop reading fluency to enable successful reading independently and for pleasure.

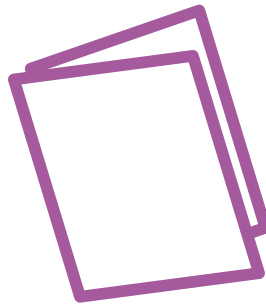
Support for struggling and/or lower ability readers

The Access Reading Tests will provide robust data which can be used to analyse year group, class and individual data sets to inform cohorts which will benefit from additional support. Interventions required for catch up, will focus on word recognition and/or language comprehension. Furthermore, as phonics knowledge embeds the foundations for future learning, collaboration across settings will ensure relevant staff are experts in early reading to develop a culture for reading fluency for stage not age. The SSP programs can inform catch up support in the primary settings, as well as further investment in intervention programs such as Read, Write Inc Fresh Start, Lexia and Lexonik in the secondaries.

Richard Hill
School Improvement Lead (English)

Trust in Reading @TCAT

We prioritise reading to allow access to a full curriculum offer and develop competent and confident readers.



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

We intend to:

- Promote an ethos and culture of whole school reading.
- Provide assessment and interventions required for catch up.
- Deliver effective pedagogy across all staff in the teaching of reading.

Access Reading Tests - Year 3 – Year 9

Reading Ages/SS shared with staff (MIS)
to inform wider reading strategies

Analysis:

- Year group report
- Group/cohort report
- Individual report

Reading independently and for pleasure

- Focus on reading fluency
- Schools have fidelity to a scheme
- Foster a love of reading through promotion of texts
- Provide plenty of opportunity to read for pleasure



TCAT Schools Improvement Lead
(English) + school reading leads



English/Tutor teams



Support for struggling and lower ability readers

- CPDL - experts in early reading (learning to read)
- Assessments and interventions required for catch up
- Develop a consistent approach to reading teaching to close gaps



TCAT Schools Improvement Lead
(English) + school SENDCo/reading lead



Designated support staff teams



Reading for purpose across subjects

- Focus on vocab and comprehension skills
- Ensure reading is a transferrable skill (reading to learn)
- Ensure that children are reading across the wider curriculum



TCAT Schools Improvement Lead
(English) + school reading lead/T&L lead



Middle/subject leaders and wider staff



Support for learners struggling with reading for pleasure and purpose

(KS3 learners achieving a SS of 85 – 100)

- Accelerated Reader
- Peer led and guided/shared reading programmes
- Reading Plus



Support for lower ability readers

(learners achieving below 85 SS)

- Systematic approach to develop 'learning to read'

Quality First Reading Teaching

- Disciplinary reading
- Evidence-led academic vocabulary instruction
- Text comprehension strategies

Outstanding Learning Environments – Our Strategy 2022-2027

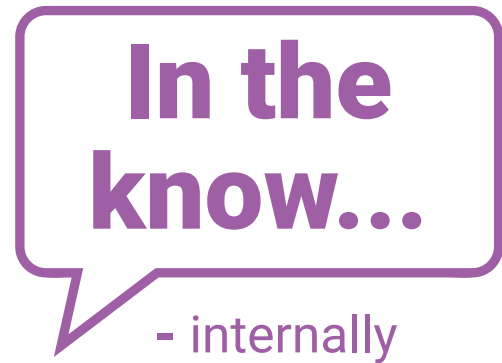
This strategy has been created to draw together information on our current estate and ambitions for the future. This has been a collaborative piece of work, involving leaders across the Trust. The strategy is still in draft form as we incorporate feedback from the Trust Board and other key stakeholders.

A link to this is [HERE](#) and your feedback is very much welcomed. If you have feedback or would like to contribute, please contact Clare Thorley, Director of Business.

Management Information Systems (MIS)

As a large organisation, with significant accountabilities, the ability to view performance at whole organisation level, across education (progress, outcomes, experience..), people, finance, estate etc. is necessary. At present this is underdeveloped, with us not having the ability, at ease, to identify and evaluate performance; and importantly compare / benchmark, share and improve it. The implementation of management information systems and processes that are agile, integrated and support good decision making at school and trust level are key to improving this.

To address this, the Head of ICT, Dave Brooke, has an adjusted remit to take a lead on this in a new role as Head of Information and Digital Transformation.



A nursery at Croxby Primary School

Croxby Primary School is seeking to open a 26-place nursery provision and on Monday 4 April 2022 we started the consultation process with key stakeholders.



In order to establish a nursery, it is necessary for the Trust to change the age range for which the school can cater for, from 4 - 11 to 3 - 11 years old. This would enable the school to provide early education and childcare places to children aged 3 and 4 years. The consultation period will end on Monday 2 May 2022.

Watch this space!





Post 16 Development

The Post 16 Steering Group are proposing, and have developed, a new brand identity for the Trust's Post 16 provision to be more inclusive of all school sixth forms.

The Group have suggested the following brand identity:



The Consortium
Sixth Form College
Cottingham Campus

This creates greater synergy with the Trust's brand and logo but through the use of '**Cottingham Campus**', '**Holderness Campus**', '**Wolreton Campus**' and '**Hessle Campus**' it also retains a sense of place. This overarching brand, alongside campus identification, can be used interchangeably. It retains a 'home' for learners but helps the Trust to promote a bigger entity.

The 'College' aspect is already used in school names, for example, Wolreton School and Sixth Form College.

The current identity, The Consortium Sixth Form Partnership, served a purpose at a time when the Trust did not exist but it is now confused and creates an unnecessary layer of branding. This new proposed branding gives the Trust the opportunity to promote the provision to learners, parents / carers with greater clarity.

In the know...

- externally

So, what does the **White Paper** and the **SEND and Alternative Provision Green Paper** mean for us?

As a Trust we subscribe to The Confederation of School Trusts (CST), the sector body for school trusts. It counts almost 1,000 academy trusts in its membership, which is 59% of all multi-academy trusts, and 62% of all academy schools. More than 2.5 million children are educated in these schools.

The CST have produced two helpful summary documents on the **White Paper** and the **SEND and Alternative Provision Green Paper** which are shared below:

SEND Green Paper – high level summary of key policy themes and proposals

Schools White Paper – high level summary of key policy themes and proposals

On the final slide of each document there are a number of links to further interesting reads.



Trust values in action

Aspiration

CONGRATULATIONS to the new Head Students at Hessle High Sixth Form. The current Head Students will be passing the baton over next term. They have done a fantastic job over this last year, leading by example and representing the views of their fellow students. We look forward to the next year with the new team of Kieran, Hayley, Hannah and James, well done!



Respect

Schools across the Trust celebrated Holi, the popular ancient Hindu festival, also known as the Festival of Spring, the Festival of Colours or the Festival of Love, which celebrates good over evil.

Students at Cottingham have also been sharing what the month of Ramadan means to them: ‘

“To me Ramadan is a very special and blessed month. It is a time that shouldn’t be taken for granted or wasted. In Islam we follow a lunar calendar instead of a solar calendar and Ramadan is the most religious month. It is very special to me and my family.”



Integrity

Schools across the Trust took part in Comic Relief, raising vital funds for those in need. At Wolfreton students in Year 7 made octopus themed keyrings which were sold in aid of the charity. At Howden, students took part in the ever popular “soak a teacher” (or Headteacher!) activity, which is always guaranteed to raise both money and smiles!

Responsibility

At Croxby, families from the school community spent a glorious Saturday morning improving the garden area for their children, after it had been neglected throughout the pandemic. Another open garden event is planned to complete the next stage of planting the flowers, which are currently growing in the greenhouse.



Shaping positive futures

At Howden, former student Centime Breach-Frank has come full circle as she's now providing English Intervention to current students at her old school.

She left Howden in 2019 after her GCSEs. *"My experience at Howden as a student was positive. I always felt part of a community at the school. Through my time at Howden School, I also made many friends which I am happy to say I am still in contact with. After my A levels, I wasn't sure about what my next steps were going to be and I wasn't*

fully confident about what I wanted to do. I applied to Yipiyap because it was recommended by my college as a great opportunity for a gap year, whereby I could spend that extra time building up new skills and thinking about my career in the future."

English Intervention teacher Gail Cannon explains *"Centime has been with us as a Yipiyap since September. Together we have been working two days a week to support KS3 students receive English Intervention sessions. These tend to be when they have their weekly Accelerated Reader lessons in the library. We are fortunate to have a back room to the library where these sessions take place. These have been valuable to ensure that students receive extra catch up support with their literacy, especially following the unsettled couple of years in education."*

Centime continues *"I wasn't able to choose to be back at Howden School, as the Yipiyap company distribute their tutors wherever appropriate, but it was great to find out that I would be going back to my former school as I knew some of the teachers there and I thought it would be a great experience to see the teaching side of the school I grew up in."*

With the younger students that I am working with, I hope to pass on my experience and knowledge to them. I hope to help students improve their skills in English over the year as well as to improve their confidence and enjoyment in reading."

My plans for the future are yet to be decided, I have applied to both universities and apprenticeships this year but have not yet made a decision. Though whatever I decide, I know I can look forward to moving into the future with knowledge I have learnt from this year, most of which has been gifted to me from Gail, who has given me incredible and helpful advice throughout my whole experience."



Centime has also helped with the running of the library including creating interactive displays such as this book clock display.