



ANNUAL REPORT 2020-2021



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elcome from the Chair of the Trust



I would like to welcome you to our annual report. The previous year has been one of great challenge for the Trust and its Academies. Despite this the students, staff and parents in the Academies have risen to the challenge and in our GCSE and A-level groups have seen some fantastic results.

The Trust is in a strong financial position which is allowing us to invest in our premises and IT to ensure our Academies can continue to thrive and to allow the educational recovery of our students who have felt the impact of Covid.

The Trust Board has agreed with the Chief Executive a Strategic Plan to 2023. The same is detailed in this report and we will report on progress of the Strategic Plan in future years.

I extend my thanks and gratitude to all our students, parents, staff and members of Trust Governance for their continued support of our Academies.

A handwritten signature in black ink that reads "Annette Hall".

Annette Hall

Members Trust Board

Jane Bennett
Mark Wade
David White

Jan Bennett
Dave Fergus
Jason Field
Paul Jackson
Stewart Harper – Chair (Audit and Risk)
Halie Ann Headley
Ashley Hunter

Martin Hutton
Jason Kenneally
Ian Smyth – Chair (Finance and Resources)
Rob Walker
Phil Wheeliker – Chair (People, Pay and Performance)

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elcome from the Chief Executive



The past 12 months have been a huge challenge for the Trust, which is a similar position to the rest of the world, dealing with the impact and restrictions of the COVID 19 pandemic. I am delighted to be able to review the year, knowing we did all we were able to during this time to support our staff, students and their families.

During lockdown periods, our academies remained open for students of key workers and vulnerable students to continue to attend, whilst remote learning became an amazing tool that enabled teachers to still teach our students. Throughout these lockdown periods the safeguarding and welfare of our students was paramount and was regularly monitored; this, as always remains high on our agenda. Once the academies reopened, safety measures, one-way systems, “bubbles” and effective cleaning regimes, amongst other things, were put in place to protect staff and students attending.

I have been astounded and humbled by the way our staff and students have coped in these unprecedented times and I thank them all for their resilience, determination and tenacity to continue to teach and learn.

A handwritten signature in black ink, reading 'A Goulty'.

Andy Goulty

Our Strategic Aims

- ✓ To be consistently in the top tier nationally for **student progress** across all school trusts, striving to be the top performing Trust, by 2023.
- ✓ To further develop an **innovative curriculum** model incorporating resilience skills across an enhanced learning offer for students and staff, building on emerging approaches developed through deeper understanding of remote learning opportunities.
- ✓ To further improve **financial efficiency** and effectiveness demonstrating strong financial controls, high performance against school trusts of a similar size, and adherence to a reserves policy.
- ✓ To facilitate a comprehensive **capital infrastructure** development programme funded through the Trust and central grants which secures both maintenance and enhancement with a focus on equality of access by staff and students to excellent ICT and other facilities which support outstanding teaching and learning.
- ✓ To establish the Trust as the **employer of choice** for professionals joining in any setting through a guaranteed offer of high-quality ICT infrastructure, a well-disciplined learning environment, coaching for professional development and access to opportunities for career progression.
- ✓ To develop and define the distinctiveness of the Trust's offer as a potential **partner of choice** for other institutions through modelling outstanding curricular content and pathways, clear behaviour policies, the professional guarantee (outlined above) and strong assurance frameworks for good governance.



Our Academies

All our academies aim to provide private school opportunities in a secondary school setting; where values of discipline, behaviour and respect are sacrosanct allied with state-of-the-art innovative and differentiated curriculum.



Formerly a school in special measures, BBG Academy has been part of the Trust since 2015 and in that time has grown from strength to strength with continuous improvements in the performance of its students. With very encouraging involvement of its community, BBG Academy celebrates achievements of its students on a regular basis, including a graduation ceremony for Year 11 students at the end of their journey. The Rugby and Netball Academies have not

been able to compete as they normally would; competitions will begin again as COVID restrictions are lifted. Over the last two years there has also been significant investment in the estate including an expansion to the building and an upgrade to the heating pipework. BBG Academy is a “Good” academy and continues to be oversubscribed on application.

Principal	Number on roll	Standards Pass inc. English and Maths (4+)	Strong Pass inc. English and Maths (5+)
Mrs Saira Luffman	976	82%	60%



Based to the East of the region, Brayton Academy converted in September 2016 following a plea from the community fighting against a threat for the school to be closed. Since conversion, standards and the quality of education along with student numbers have significantly improved transforming the academy to be

thriving and successful. Over the last year improvements in the buildings and investment in the IT infrastructure have taken place to ensure the minimum classroom expectation is met for our students. Due to the growth in student numbers, part of the building and classrooms that had been closed off, have now been reopened and refreshed for student use. Brayton Academy is “Outstanding” and continues to be the first choice for families in the Selby and surrounding areas.

Principal	Number on roll	Standards Pass inc. Eng and Maths (4+)	Strong Pass inc. Eng and Maths (5+)
Mr Al Moon	583	69%	49%



The Featherstone Academy is a lively, community academy which thrives on positive relationships with families that support their child’s learning. Although the smallest of the Trust academies,

there has been a steady increase in student numbers and the academy’s reputation is developing as an academy of choice. There have been significant improvements in the heating system with a much more efficient and effective system now in place. There has been a change in Principal at the Academy and we anticipate continued success and improvement under that leadership. The Featherstone Academy is a “Good” academy with “Outstanding” personal development, behaviour and welfare.

Principal	Number on roll	Standards Pass inc. Eng and Maths (4+)	Strong Pass inc. Eng and Maths (5+)
Ms Diana Townshend	395	64%	40%



The Rodillian Academy continues to advance. It is the only academy in the Trust with a sixth form provision and secondary student numbers continue to exceed its capacity. Student success continues throughout the academy, including its post-16 students who have all been successful securing their next step of choice, including a number of Russell Group universities. Due to COVID and the restrictions in place, unfortunately the Rugby and Netball Academies were not able to develop as they would have in normal circumstances. As restrictions have now lifted on school games, we will see them develop and succeed throughout this year. The Rodillian Academy is a “Good” school with “Outstanding” leadership and management along with personal development, behaviour and welfare.

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Principal	Number on roll	Standards Pass inc. Eng and Maths (4+)	Strong Pass inc. Eng and Maths (5+)
Miss Lorraine Bradley	1365	79%	57%



Southway, our Independent School providing alternative provision to 11-16 year olds, has been evolving; there has been a change in Principal in the last year and curriculum developments which can now provide a personalised education programme to enable students to maximise their potential. During the last year, the additional site at New Way has not been

utilised due to COVID restrictions; it is anticipated that this will reopen and be used again as soon as possible. The Resilience Curriculum, which is a key curriculum area across the Trust, is now also embedded into the provision at Southway.

Principal	Number on roll	Standard Pass English (4+)	Standard Pass Maths (4+)	Securing 5 quals (9:1)	Consecutive years with zero NEET
Mr Andy Percival	62	30%	48%	26%	6

Our Future Developments

The future for the Trust is exciting and promises to support the students and staff that are part of our community.

Growth

There are plans taking shape that will see the Trust grow. It is projected that other schools and/or academies will become part of the Trust to improve and develop as others have in the past. Our previous proven track record of success will be built on, in Yorkshire and the North East.

Professional Development and Conferences

After delivering over 19 events in previous years, the Trust will look to deliver training and development to colleagues from other schools in the areas of behaviour, innovative curriculum and school improvement. It is envisaged that this will lead to partnerships and collaborations that will improve education for all. Professional Development for our own staff will also continue and bespoke internal training programmes will be delivered for Early Career Teachers, Middle Leaders, Aspiring Senior Leaders and the Trust Leadership Team.

Capital Investment

Funds are available for significant capital investment across the Trust, thanks to the healthy financial position we are in. Key improvements and developments for the coming year are an architectural redesign of the entrance to Brayton Academy along with upgrades to flooring in various areas of the academy. There will also be significant investment from the Wolfson Trust to update and modernise the science laboratories at Brayton Academy. The external grounds at the same academy are also planned to be updated and refurbished. The other academies also have plans to upgrade some external areas and replace flooring and heating systems. Lighting within the academies is being upgraded to ensure energy efficiency throughout and value for money. The Rodillian Academy is a PFI building so continued investment takes place through the PFI programme ensuring the building and premises remain fit for purpose.

Curriculum Development

A new area to the curriculum is being developed – the Aspire Curriculum – which is being trialled at the Rodillian Academy with Year 7; this will then be rolled out to academies across the Trust the following year. The aim of the Aspire Curriculum is to offer our students a sensitive but inspirational curriculum delivered by skilled practitioners that supports and challenges them to broaden their life experiences, increase their awareness of social injustice, encouraging them to challenge themselves and give them the self-belief to explore the many possibilities offered by life.

Financial Stability

The financial health of the Trust as a whole has improved throughout the last year. This means there are funds available to support the Strategic Plan and improvements across the academies. This favourable position is allowing the Trust to bring forward some funds to capital to support investment as noted above. All the academies in the Trust are in a surplus position and continue to operate in line

with financial and governance regulations. An Innovation Fund has been established to allow staff to undertake projects across the year that will be of benefit to our students. It will be exciting to see these develop throughout the year.

Professional Offer

We are committed to doing things differently as a Trust and we want to create academies that students want to attend and where teachers want to work. In order to achieve this, will continue to offer a supportive and developmental coaching programme, support for early career teachers, CPD tailored to need, collaborative and across Trust training and a decluttered performance management process. Our staff are important and a key asset to us and the students they look after; allowing freedom in the classroom encourages risk taking and innovation to deliver high quality lessons.

