



Unity Schools Partnership Mission

- To enable students to achieve to their potential through efficient and sustainable schools that facilitate teachers to inspire and educate, drawing on the collective wisdom and leverage of the trust.
- To raise standards and transform lives by smashing through the barriers that have restricted schools' and pupils' progress.

Introduction



Michael R Parish
Chair Of The Trust Board

Unity Schools Partnership serves 10,300 children in 22 primary, special and secondary schools. The schools have a varied history of previous performance that has been recognised by Ofsted, with grades from inadequate to outstanding. The trust has had a good record of seeing poorly performing schools quickly improve with the support of other schools and the trust's central team. The trust is ambitious that its schools move from being good schools to amazing schools, where performance can be compared to the best across the country. The trust does not have a single approach to improving schools but rather looks to capitalise on and benefit from adopting successful practice evidenced in other trust schools.



Tim Coulson
Chief Executive

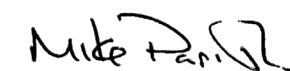
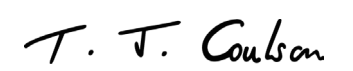
Unity Schools Partnership works with schools and organisations both inside and outside the trust. Its aims are that children and young people achieve the very best results possible through a fully rounded education that equips them for life and gives them all many opportunities to find areas in which they can each excel. We use the term, 'Results Plus' to make clear that we want high results and everything else that makes for a great education.

We have a very able trust board and a highly committed and expert group of local governing bodies. The aim of the trust is that, together, we achieve ambitions that individual schools would find very difficult on their own, that we exploit the financial leverage of size and that we use the expertise developed in one school more widely across the trust for schools needing to address similar issues.

The purpose of this annual report is to share the journey of the trust to date, and to outline the steps that are to follow next.

Mike Parish
Chair of the Trust Board

Tim Coulson
Chief Executive



As a school, we strive to be the best we can be! As part of this, we welcome the opportunity to train and support others as part of our school and wider community. Alongside this, I am keen for staff within the school, to develop themselves as leaders and recognise their strengths that need to be celebrated and shared. As a team, we are all ambassadors of our whole school vision to 'grow as individuals' in our area of expertise, and feel privileged to do this in partnership with Initial Teacher Training.

Ang Morrison, Abbots Green

The Role of a Multi-Academy Trust

A multi-academy trust (MAT) is a group of schools established to work strategically, in collaboration as one entity, to improve and maintain high educational standards across the trust. This formal structure allows for partner schools to support each other and benefit from shared skills and experience. Feeder primary schools and secondary schools can work even more closely together; the shared accountability and reduction in bureaucratic barriers, along with a shared ethos and understanding of each other's expertise and culture can aid transition and ensure a consistent educational experience.

MATs also develop economies of scale in the form of shared services such as Finance, HR, Operations, IT, Administration, plus MATs can negotiate preferable contracts and services, improving value for money.

Our MAT

Our Academy Trust currently consists of 22 schools, (15 primary schools, 1 special school and 6 secondary schools). The trust educates circa 10,300 pupils and employs 1966 staff members (98 central team staff, 702 teachers and 1166 support staff).

Trust Objectives

By 2023 our partnership aims to ensure:

- All schools currently in the trust are judged at least good at inspection and 50% are judged outstanding;
- The trust is amongst the highest performing trusts nationally for attainment of disadvantaged pupils;
- Children and young people are equipped for life;
- The trust has enabled teachers to be free to attend to what matters for children and young people, as well achieving great results;
- Staff are delighted to work in the trust;
- The trust has a leading voice in the development of education policy, nationally;
- Income streams have been developed beyond Government funding.

Primary School results key:

The percentages reflect what proportion of children reached Expected Standard in reading, writing and maths. Schools also report these figures as a combined, scaled score for these subjects.

Secondary School results key:

Progress 8 - A school's Progress 8 score is calculated as the average of its pupils' Progress 8 scores. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools.

- a score of zero means pupils in this school on average do as well at key stage 4 as other pupils across England who got similar results at the end of key stage 2
- a score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of key stage 2

Attainment 8 - Attainment 8 measures a student's average grade across eight subjects – the same subjects that count towards Progress 8.

The eight subjects fit into three groups:

English and maths. These are double-weighted, which means they count twice. There are rules around how English and maths qualifications are added to this group and how to count them: see the Department for Education's Progress 8 page. English Baccalaureate (Ebacc). These are the highest scores from the sciences, computer science, geography, history and languages.

Open group. Any remaining GCSEs and other approved academic, arts or vocational qualifications.

A student's Attainment 8 score is calculated by adding up their points for their eight subjects and dividing by 10 to get their Attainment 8 score. Students don't have to take eight subjects, but they score zero for any unfilled slots.

This measure is designed to encourage schools to offer a broad, well-balanced curriculum

Primary Schools



%	READING 75	WRITING 72	MATHS 70	ATTENDANCE 96.8%
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During 2017/2018, we worked hard to improve outcomes for our youngest children so more of them achieve a 'good level of development' at age 5. As a result, the percentage of children achieving GLD at the end of Reception has improved significantly from 65% to 72%. Our Year 6 combined attainment in reading, writing and maths improved also from 52% to 60%. Being a new academy, we have embarked on a new chapter for the school – it is our aim to ensure children are independent and actively engaged in all areas of their learning. We are particularly proud of our Rainbow Room - 'The Hub of the school'. We use this space to support our most vulnerable pupils that have increased social and emotional needs, and it reflects our revised vision and values. Children are proud of the new school logo and wear it with pride; the recent implementation of Zone Boards throughout the school, is a useful, whole-school approach to managing behaviour in a positive way. We are striving to ensure that outcomes in every year group are on track to be in line with the top 20% of national expectations for pupils working at Expected Standard and those working at Greater Depth.



HEADTEACHER: Mrs Ang Morrison

OFSTED JUDGEMENT: Not Yet Inspected*

*Converted 01/04/2018



%	READING 72	WRITING 69	MATHS 71	ATTENDANCE 95.4%
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With new leadership, we have implemented changes that have created an upward trend in most areas, with further improvements expected this year. The percentage of children reaching a good level of development in Reception increased again last year. Early interventions and targeted teaching ensure children are given the best start to their education. Beyond results, we are seeking Bronze Outdoor Learning status this year and are writing an outdoor learning curriculum to include Forest School and Commando Joe lessons (character building and life-skills). With our children's mental well-being being a key priority, we are planning to work with UCL, London, to gain the Mental Health Award. We are very proud of our community links; we have forged strong links with community organisations and local business which have been very generous with their support. Our Upper KS2 'Dementia Friendly' trained children have established regular visits with a nursing home, and we have plans in the Spring Term to fund-raise for a defibrillator in memory of a member of staff.

Writing remains a key priority; we have introduced Success for All, creating 19 SFA groups and introducing SFA into Reception classes with plans to introduce elements into Nursery from January 2019. This will inform our writing of a new Foundation Stage curriculum.



HEADTEACHER: Mrs Karen Sheargold

OFSTED JUDGEMENT: Requires Improvement (14/09/2017)



%	READING 46	WRITING 65	MATHS 54	ATTENDANCE 95.3%
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Throughout 2017-2018, we made significant progress in Year 1 Phonics, improving results from 47% to 84%. The number of children achieving Greater Depth in maths and reading in KS1 was higher than the national average. We have put a lot of thought and effort into developing an improved curriculum which ensures children are enjoying a wide variety of experiences both in school and further afield. Last year, the children benefitted from visiting Colchester Zoo, Duxford Imperial War Museum, Bures Camping and Kingswood (Norfolk) and visits from a theatre group, Suffolk Birds of Prey and special topic days. Our school council meets regularly to discuss whole-school issues and ideas for fund raising and special events.

This year we are focussing on embedding the Success For All literacy curriculum to ensure the good progress in KS1 is built upon throughout KS2. In addition, we are strengthening our emotional support for children with the addition of a Family Support Worker and staff training on mental well-being.



HEADTEACHER: Mrs Vicky Hogg

OFSTED JUDGEMENT: Not Yet Inspected*

*Converted 01/05/2017



%

READING 74

WRITING 81

MATHS 81

ATTENDANCE 95.1%

Our results place us above the national average for the combined measure of reading, writing and maths at the end of KS2, with 71% reaching Expected Standard and 19% reaching Greater Depth. Progress for children in Reception was excellent, attributed to the impact the child-led learning approach is having on their development of strength of character and characteristics of effective learning. We are especially proud of our enrichment programme which provides our children in Years 4 to 6 with an opportunity to work in smaller, mixed-age groups – choosing from zumba, engineering, cooking, survival skills, Google Time, tag rugby, tennis, performing arts, knitting, sewing, sculpture and Friendship Club.

This year, our focus is on developing our middle leaders to drive better outcomes for children and to create career development opportunities for our staff, with a view to maintaining high levels of staff retention. In addition, we need to develop oracy skills amongst our children to improve their lives with regards to relationships, higher education and employment. Our staff believe passionately that language gives power, and we want our children to be empowered citizens who can articulate their needs, strengths, weaknesses and values.



HEADTEACHER: Mrs Martha Hughes

OFSTED JUDGEMENT: Good (21/09/2017)



%

READING 90

WRITING 97

MATHS 97

ATTENDANCE 96.8%

During the academic year 2017-2018, our Year 6 children out-performed the national average for the combined reading, writing and maths measure; 87% of children achieved Expected Standard and 23% reached Greater Depth, an increase of 15% on last year. Our Year 1 Phonics Screening also saw a significant increase of 16% to 93%.

It is our vision to nurture self-confident, tolerant, responsible, enthusiastic and capable life-long learners. With this in mind, we host a wide range of extra-curricular clubs including gymnastics, cricket, football, Lego, multi-sports and netball. We have developed a new values system, 'Ditton Lodge's High Five', which we are implementing alongside a successfully embedded house system. Periodically, we hold whole-school curriculum days, in school houses, to encourage collaboration and a sense of pride and belonging. This year we will continue to develop our new senior leadership team; a new deputy head started in January 2019. We are placing focus on maintaining a consistent approach across KS2, with a new teacher in Year 6 and a new teacher (deputy head) in Year 5.



HEADTEACHER: Mrs Melanie Moore

OFSTED JUDGEMENT: Good (22/05/2015)



%

READING 85

WRITING 81

MATHS 70

ATTENDANCE 95.4%

For the second year in a row, we have a combined percentage for reading, writing and maths above the national average for children working at Expected Standard in Year 6. Children do particularly well in reading, with 85% reaching the expected standard in Year 6 (2017-2018). We aim to deliver a rich and varied curriculum that enables all children to be curious and motivated learners. Beyond academic achievements, we are proud of our extra curriculum programme – all teachers run at least one club so that children are able to take part in a range of activities from running to gardening. This year, we were visited by the World BMX champion, who successfully jumped over five members of staff, much to the delight of the children!

Our focus this year is on writing; specifically on improving the quality and quantity of writing across the curriculum. We are also implementing plans to improve music in our school. Our choir has already grown in numbers significantly this year and has performed in assemblies and in our local community.



HEADTEACHER: Mr Ben Jeffery

OFSTED JUDGEMENT: Good (07/12/2017)



%

READING 38

WRITING 59

MATHS 52

ATTENDANCE 95.0%

We continue to make big strides in our school improvement journey. Data over the academic year 2017-2018 indicated that children made rapid progress, particularly from Reception to Year 4. Published results for Reception, Year 1 and Year 2 were on the cusp or above national average (excluding new starters). Book-looks and initial data indicate that this progress is being sustained and continues to accelerate. We have established a culture of positivity and respect which is beginning to embed. Children want to learn and are taking ownership of their learning. To nurture wider skills and promote responsibilities, we proudly support our students to take on leadership roles such as digital leaders, safety officers, eco-leaders and mini-headteachers. We are working really hard this year on becoming a silver accredited UNICEF Rights Respecting School, having achieved the bronze award last year. One key area of development involves going back to basics – all children leaving Houldsworth Valley at the end of Year 6 will have sound basic skills in reading and writing. Our second focus is to ensure that children are well-educated in every class, every day.



HEADTEACHER: Mrs Lisa Tweed

OFSTED JUDGEMENT: Not Yet Inspected*

*Converted 01/01/2017



%

READING 67

WRITING 80

MATHS 63

ATTENDANCE 96.6%

We can already see strong signs of progress in attainment for our Year 6 class so far this year, a step towards improving attainment for 2018, which was not as strong as we would have liked compared to 2017. Achievements in the wider curriculum include being awarded the Silver School Games award and our Year 5 and Year 6 football team doing really well in the league. In addition to sporting successes, we are proud to have appointed some children to take part in the Junior Leadership Team – roles include Academy Council, Reading Prefects, Head Boy and Girl, Eco-Council and Road Safety Officers. This will give our children the opportunity to gain new skills that will equip them well for life, over and above academic skills and achievements. As the new head of Kedington Primary Academy, I will work with the team to focus on fully embedding the assessment systems and to maximise stakeholder engagement in school activities, initiatives and events with a particular emphasis on parental engagement.



HEADTEACHER: Mrs Vicky Doherty

OFSTED JUDGEMENT: Outstanding (7/10/2011)



%

READING 57

WRITING 65

MATHS 65

ATTENDANCE 95.5%

Latest assessments indicate that 75% of the Year 6 class is on track to achieve Expected Standard in maths, and 40% are on track for Greater Depth. Following our Platinum School Games Mark, awarded in July 2018, we won School of the Year at the West Suffolk Sports Awards and were nominated for Primary School of the Year at the Suffolk Sports Awards. We now have 12 Laureate Leadership Awards established across the school, which provides children with confidence-gaining key life-skills. We will continue to embed these aspects within our curriculum. During the Autumn Term of 2018-2019, children organised a VIP lunch for support staff as part of UNISON's 'Stars in our Schools' day, an Anti-Bullying Week assembly and competition, a Bring & Buy Sale for Children in Need and an art gallery to raise money for our chosen charity of the year, Blue Cross for Cats.

Within our 7 key areas for development, we plan to improve metacognition to enhance pupil independence and self-regulation. We will continue to use Pupil Premium funding and evidence of best practice to reduce the attainment gap for our emotionally vulnerable children.



HEADTEACHER: Mr Dave Perkins

OFSTED JUDGEMENT: Good (17/05/2016)



ATTENDANCE 95.3%

Our key areas for development are to ensure that the excellent standards of writing evident in Year Two are built on as children move through Key Stage Two, and to work with the Trust to develop the 'Book Study' approach in Mathematics.



ATTENDANCE 96.2%

One key area of development this year, is to increase progress in writing across the whole school, so that it is at least above the national average and to close the learning gap for our most disadvantaged children. Furthermore, we will focus on ensuring that all of our learners receive a consistent approach to their learning sequence so that their progress can be even stronger.



%

ATTENDANCE 95.6%

We have implemented the Read Write Inc. approach to teaching of reading and spelling. We will continue to develop our wider curriculum – ensuring that there is an appropriate balance between knowledge and skills taught, whilst focussing on closing the achievement gap for our most vulnerable children.



WESTFIELD
PRIMARY ACADEMY

%

ATTENDANCE 94.9%

We are also seeking to develop the quality of teaching so that it is always good or better across the school.



ATTENDANCE 96.8%

Our school council has been developed further and is having a greater impact on the school and we have extended the number of monthly awards to promote positive contributions from children. Further focus will be given to enable our more able children to achieve to the best of their ability and attain Greater Depth at the end of their key stage.



ATTENDANCE 95.8%

One of our foci is a feedback system that is impactful, responsive to children's needs and manageable for class teachers, allowing them to focus on dealing with misconceptions.



*Converted 01/01/2017



“The Trust are able to provide very high quality expert advisers to help with specific areas of school improvement, which really helps us on our continued journey of striving for excellence.
Vanessa Whitcombe, Castle Manor Headteacher

Secondary Schools



PROGRESS 8 + 0.21

ATTAINMENT 8 +40.3

ATTENDANCE 94.0%

We continue to live up to our Vision: 'We work hard, we are kind, we are PROUD'. We have focussed heavily on 'The Castle Manor Way', working together to be consistent in our high expectations in and around the school. Our teaching and learning priorities are embedding well, and this is linked directly with an excellent culture on teaching and learning within the team where we are seeing everyone try new ideas and be open to refining practice in the classroom. Whilst we have been dissecting our practices, systems and procedures, some of our students (along with some students from partner academies) were experiencing an Inspire A Doctor workshop (Dragons' Den's Operating Theatres Live), dissecting, preparing anaesthetics and reassuring patients. The rich experiences we are providing for our students certainly are varied. One of our key priorities is to improve attendance. So far this year, we have seen an increase to above National Averages. Another significant focus is to ensure that Pupil Premium students are attending and achieving as they should, narrowing the gap with other learners.



HEADTEACHER: Mrs Vanessa Whitcombe

OFSTED JUDGEMENT: Requires Improvement (27/01/2017)



PROGRESS 8 + 0.23

ATTAINMENT 8 +45.2

ATTENDANCE 96.0%

We have improved our results for six years in a row, placing the school close to the top 20% of all schools in the country. Interventions have had a positive impact on reducing the achievement gap (grades 9-4) for socio-economically disadvantaged students and have helped us to create parity of achievement between boys and girls. Our small school is able to provide high levels of support and has received invaluable support from the wider community in the form of additional funding for disadvantaged students. We have set targets of 71% (9-4) and 45% (9-5) for 2019 which, if achieved, will further improve our position for Higher Prior Attainers (one of our key areas for development).

Other key areas for development include improvements to the provision of Modern Foreign Languages and the successful completion of our building projects. Strong community links, fostered by a focussed community and parental engagement plan, have enabled us to enrich learning through community projects, relaunch the PTA and develop a closer transition pilot programme for vulnerable children from one of our trust primary schools.



HEADTEACHER: Mr Nick Froy

OFSTED JUDGEMENT: Good (19/05/2017)



PROGRESS 8 - 0.13

ATTAINMENT 8 +45.3

ATTENDANCE 95.0%

We have undergone a significant period of change, with new leadership and an ambitious building project. We are undertaking a substantial review of the curriculum with the intention of providing greater richness, choice and flexibility for every student. Our new peer-to-peer evaluation system is designed to develop excellent teaching and learning in a culture of high challenge and a climate of low threat. Attainment has improved across the board, including in English and Maths which rose 9 percentage points to 64%. Achievement also improved, with Progress 8 rising overall and in English, Maths and EBACC. Students and teachers from our Performing Arts department thrilled sell-out audiences, with 6 outstanding performances of Les Misérables - music provided by our very own orchestra. Ambitious initiatives to stretch all students and guide them towards a bespoke, aspirational career or Higher Education pathway are underway. We have hosted careers events to which local and national businesses and FE providers were invited, and aspirational talks from industry experts to selected pupils. We continue to grow our Sixth Form provision so we are a beacon of excellence, serving 16-18 year olds in Haverhill and beyond.



HEADTEACHER: Mr Andy Hunter

OFSTED JUDGEMENT: Outstanding (10/10/2012)



Our Progress 8 result shows a three year positive trend so that we are now deemed 'Above National Average' in Compare School Performance Basics (9-5 at 45%; 9-4 at 71%). Results for 2018, included our students achieving 71 grade 9s in total. Experiences that help develop skills beyond academic achievement are numerous. For example, some of our Year 13 students are currently completing the NHS Befriender Scheme. This is an invaluable experience for anyone considering a career in medicine, therapy, social work and other caring careers. In November, we launched our 'Passport to Scholarship' for all Year 7 students which encourages students to engage in a variety of activities including visiting a museum, writing a book review, cooking their family a meal and watching a documentary. Our main foci for this year are to close the gap for our socio-economically disadvantaged pupils and to make improvements in progress for SEND pupils. In addition, we have ambitious targets for maths and we are putting in place strategies to improve maths results overall.



HEADTEACHER: Mrs Jodie Hassan

OFSTED JUDGEMENT: Not Yet Inspected*

*Converted 01/04/2018



Our first GCSE results are due in August 2019 and we are due our first ever Ofsted this academic year. Our NQT cohort is making excellent progress and is having a positive impact on the school, and we have been working with the Trust SEND pilot scheme, supporting the development of a high-quality provision for all SEND students. The new building is underway, with phase two due for completion in June 2019. Three times a week, the enrichment activities offered encourage 67% of our students to partake in extra-curricular learning – a reflection on the staff for providing high quality and exciting activities. Large numbers of students take on leadership positions within our school through our Student Leadership programme. One of our Student Library Leaders has been nominated for Student Librarian of the Year. Key areas for development include improving student attendance and building capacity in the leadership team. We will also continue to review our curriculum to ensure that we have the right balance of courses, and that our GCSE programmes start at a time most appropriate for our pupils.



HEADTEACHER: Mrs Trenica King

OFSTED JUDGEMENT: Not Yet Inspected*

*New Academy – opened in September 2016. Our first set of GCSE results are due in the summer of 2019



Good results are set to continue this year, for both English and maths, with predicted grades suggesting we will achieve 94% at grades 9-4 and 53% at grades 9-5. The current prediction for Year 13 is ALPs 3, a measure showing students made better than most students' progress elsewhere. The focus at Thomas Gainsborough School is on educating the whole person and providing young people with the experiences and opportunities that will help them to achieve success wherever their talents and interests might lead. An extensive range of opportunities and clubs gives our students the confidence they need to flourish as independent young learners both in and outside of the curriculum. We are looking forward to exciting events such as our Grease Musical production and Book Mastermind 2019. Last year, the school was awarded Mental Health Gold status, we raised over £2,000 for charities in the autumn term and we have received 340 first choice applications for 2019 entry. Our key areas for focus include continuing to develop and raise standards in the Sixth Form and to close the gap between Pupil Premium students and other students.



HEADTEACHER: Mr Wayne Lloyd

OFSTED JUDGEMENT: Good (20/09/2017)

Special School



Accredited with The World Class Schools Quality Mark

There has been a significant improvement in the quality of maths teaching throughout the school with the more able being sufficiently challenged and the teaching of English language being more targeted to pupils' particular difficulties. The life-skills curriculum is well planned and resourced. All pupils in the school are working towards an accreditation. Our marking is of a high quality and provides students with targeted actions to improve their work. Pupils are responding well to teachers' comments and making sustained improvements. We are focussing on the development of the PSHE curriculum to take account of the results of pupils' surveys, and we are working with an external specialist on longer term IT resources.

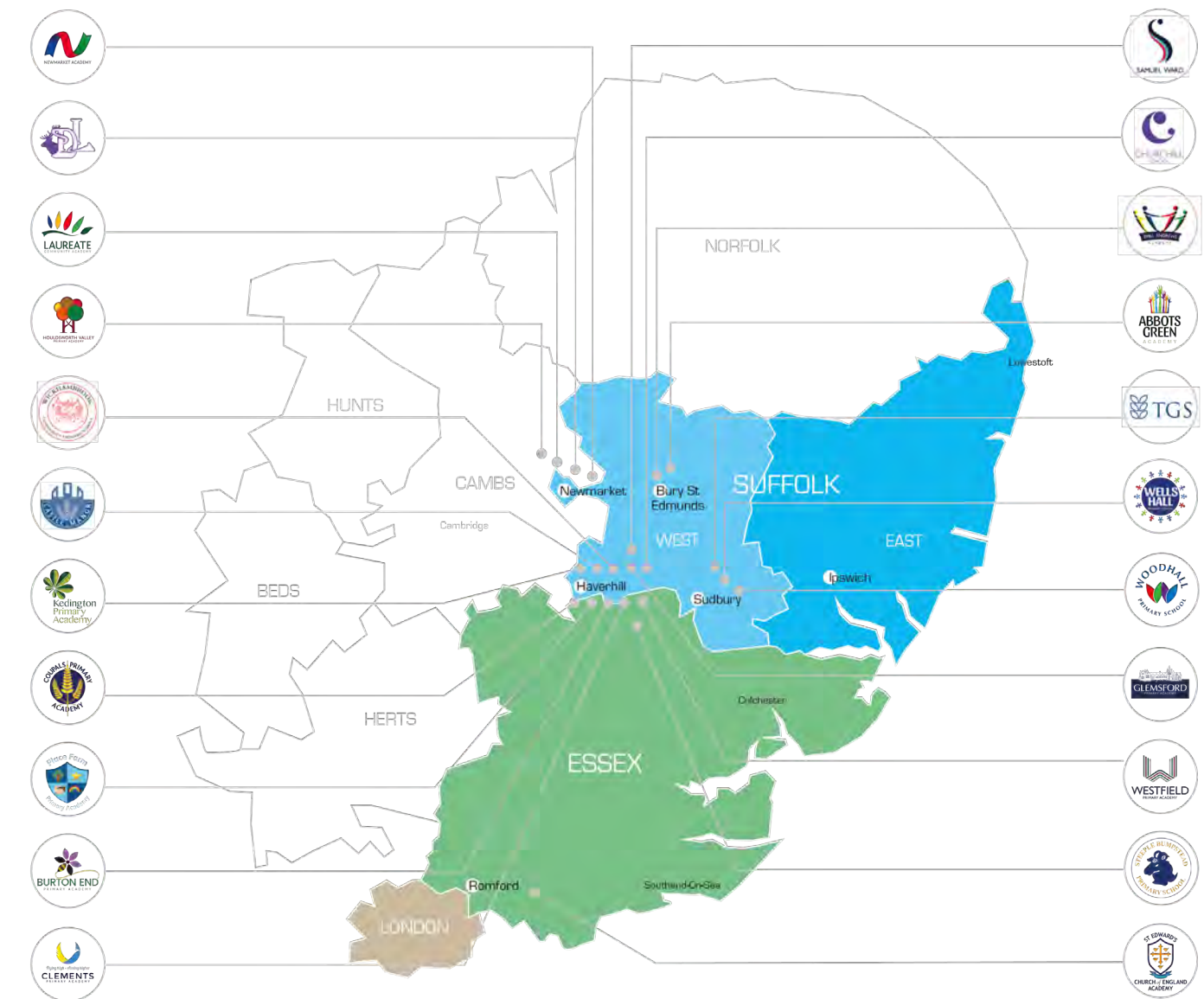


HEADTEACHER: Mrs Georgina Ellis

OFSTED JUDGEMENT: Outstanding (02/07/2015)

Locations

We have 22 academies made up of 15 primary schools, 1 special school and 6 secondary schools



Unity Research School

impact 2017-18



The Unity Research School is one of 22 Research Schools making up the Research School Network that have a remit from the Education Endowment Foundation (EEF) to establish and grow a network of schools that supports the use of evidence to improve teaching practice. The specific outcome should be improved outcomes for socio-economically disadvantaged pupils. In 2017/18, our first year of activity following designation by the EEF, the Unity Research School secured additional funding, professional development opportunities and recognition for staff within the trust and wider locality. Successful bidding secured £250,000 through the DfE Strategic School Improvement Fund. This additional resource has enabled the employment of two dedicated KS2 Maths Research Leads (Anna Tapper and Matt Martin) who lead the training, in-school coaching and evaluation within this evidence-informed 15-school project to raise attainment and teacher expertise at Years 4/5. The EEF core grant of £80,000 contributed to the salaries of Research School Directors and administration capacity which resulted in over 350 schools being supported by Unity Research school communication or training.

Unity schools have benefited from a number of associated professional development activities including involvement in year-long national EEF trials:

- *Laureate Primary – Maximising the impact of teaching assistants*
- *Glemsford Primary – PEEP Learning Together(early years),*
- *All Unity schools - the KS2/3 Improving Maths Programme 4 schools - Maximising the Impact of Teaching Assistants (4 schools)*
- *12 schools - Evidence informed NQT Programme*
- *Individuals have also secured specific leadership development namely Rosie Smithson, Kelly Ashford and Dave Perkins (MITA/MPTA), Helen Clutterham (PEEP), Andy Samways (Network Leadership).*
- *Professor Jonathan Sharples (EEF) contributed keynotes and a workshop at the January 2018 trust-wide PD days involving all teaching staff.*

Through the various strands of Research School activity, Unity Schools Partnership has extended its reach and reputation for collaborative school improvement work. Connections with the Department for Education, Chartered College of Teaching, Teaching School Council, Royal Society, Ofsted, UCL, Whole School SEND and Cambridge Teaching School Network were initiated and grown in 2017/18 and supported a number of partnerships focussing on securing the opportunity for high quality professional development for Unity Schools Partnership staff at a variety of levels.



“I found that the students were a lot more switched on than I ever was at that age.”
Parent

Suffolk Borders Teaching Alliance -

Unity's Teaching School

impact 2017-18



The designation of the Teaching School was re-confirmed in the autumn of 2018. Thirty four schools of the Suffolk Borders Teaching Alliance, including all Unity Schools Partnership schools, and further 16 regularly utilise Teaching School activity. The three elements of the Teaching School's responsibility are school-to-school support, high quality initial teacher training and provision of evidence-informed continuing professional and leadership development. During 2017/18, the Suffolk Borders Teaching Alliance has added to the capacity of the East of England and North East London Teaching School Council (TSC) with Andy Samways carrying out county-wide duties (funded) as TSC Local Lead for Suffolk. This included significant work with the DfE within the coordination of the Strategic School Improvement Fund for Suffolk. Within this programme our Teaching School secured funding of £203,000 to implement Success for All in three of our schools. Further DfE related income was secured through system leadership role on two deployments for the Tailored Support Programme. As Unity Schools Partnership seeks to evolve and grow sustainable school improvement systems, a successful application was made for Thomas Gainsborough School (TGS) to be recognised as an Aspiring Teaching School (bringing £10,000 investment), one of just five in the country.

A separate application was also successful for TGS to be funded as one of 41 schools nationally to deliver a Sport England Specialist Teacher Training pilot programme which complemented the growth in capacity towards future Teaching School accreditation. School-to-school support in 2017/18

saw the timely strategic deployment of experienced staff, including Local Leaders of Education, Specialist Leaders of Education and system leaders from within Unity Schools Partnership, to identified schools. This positively influenced improvements in outcomes and capacity of leadership, in particular at Clements Primary Academy, Woodhall Primary School, Houldsworth Valley Primary Academy, Newmarket Academy and Samuel Ward Academy. Our Initial Teacher Training provision has been very successful - the number of trainee teachers grew to 12 and there were 24 PGCE placement students from universities. We are proud that 100% of our trainees achieved Qualified Teacher Status in July 2018. During 2017/18 the Teaching School led 32 distinct, evidence informed CPD programmes. These ranged in scale of duration and capacity and were attended by over 1400 teachers, leaders and teaching assistants from over 50 local schools. Examples included securing a local hub of the National Theatre 'Let's Play' Programme, increasing professional learning for eight primary

schools, 52 leaders on National Professional Qualifications, newly qualified and recently qualified teacher programmes as well as Whole School SEND Review training programme and subsequent cross-trust SENCO network development.



Annual Impact Report – Successes & Tangible Outcomes 2017-2018

Listed below are activities, events and projects that have had a positive impact on Unity Schools Partnership Trust, its schools and/or the wider community for the academic year 2017-2018. This is not a complete list, but is intended to give an overview of some of the tangible outcomes the trust has created over the academic year 2017-2018:

Without fantastic teachers there can be no fantastic schools. At USP/SBTA we invest in excellent people and ensure that their teacher training experience is of the highest quality. In this way, I, as a Headteacher, know that my students can look forward to being taught by inspirational people skilled to ensure that our young people thrive.

Without fantastic teachers there can be no fantastic schools. USP ensures through ITT that my students can look forward to being taught by inspirational people, skilled to ensure that our young people thrive.

Wayne Lloyd,
Thomas Gainsborough School Headteacher

SUCCESS	REASON FOR IMPLEMENTING	TANGIBLE OUTCOMES
In-House HR/Finance/Other services	<ul style="list-style-type: none">Provide economies of scaleNeed for expertise and a consistent approach to support schools' administration and leadershipFree up schools' administration	<ul style="list-style-type: none">Growing team of experts to support schoolsCost ReductionsMinimise duplication and increase controlled spendingConsistent approach to reporting and accounting standardsSupport for schools requiring intervention and guidance
Teaching School Status	<ul style="list-style-type: none">Implement sustainable Initial Teacher Training (ITT) ProvisionPromote staff retention and support staff recruitmentEffective support of early career teachers within the trustDevelop leadership capacity within schools and the trustSupplement the delivery of the evidence informed staff development within Research School focus	<ul style="list-style-type: none">Successful collaboration with two new ITT Providers to enhance local School Direct ITT Programmes12 trainee teachers with Trust or Teaching School placements supported by effective mentors; employment of 6 within USPNewly Qualified and Early Career Teacher programmes support USP and teaching alliance cohortsLeadership pathways resourced to include all NPQs, Ambition School Leadership, USP Leadership Events, cross trust networksSecuring significant DfE SSIF funding for KS2 Maths programme across 15 schoolsFunded opportunity for TGS as DfE Aspiring Teaching School
Research School	<ul style="list-style-type: none">Collaborate with other schools and educational networks to improve teaching and learning through awareness and use of evidence-informed practiceImprove knowledge and practices around closing the gap for socio-economically disadvantaged pupils.Provide career opportunities for existing staff with a view to staff retention and development.	<ul style="list-style-type: none">CPD opportunities for Unity staff and schools outside the trust to improve classroom practise and outcomes, specifically for socio-economically disadvantaged pupils (MITA, KS2/3 Maths)Securing significant DfE SSIF funding for Success for All in four schoolsFunding opportunities to provide capacity and expertise to the Research School team for CPD courses, development programmes and school self-assessments.Improved outcomes for children involved in specific programmes such as Success for All (SfA), KS2/3 Improving MathsStaff retention through professional development including Research School leadership for an evolving teamNational recognition for impact in shaping regional network #TeamEast within the EEF/IEE Research Schools Network
Purchasing access to the Key for School Leaders for every school	<ul style="list-style-type: none">Some schools were already subscribing to the Key, by purchasing as a trust we were able to make savings.	<ul style="list-style-type: none">All schools have access to expertise, including articles, model policies and templates, on a wide range of topics, saving time
At least annual website checks	<ul style="list-style-type: none">Schools and the trust must meet statutory requirements relating to what must be published on our websites	<ul style="list-style-type: none">Headteachers receive RAG-rated reports (Red, Amber, Green) on their school's website. This is important as Ofsted will check the school's website before they ring to say they are coming!
Annual safeguarding reviews	<ul style="list-style-type: none">To quality assure safeguarding across trust schools, ensuring that we are complying with legislation and statutory guidance	<ul style="list-style-type: none">Every headteacher and Chair of the Local Governing Body receives a safeguarding review report, including strengths, areas for improvement, actions and recommendations.Progress against the actions and recommendations is reviewed after about six weeksThis provides evidence that the schools are keeping children safe and that the trust monitors this

SUCCESS	REASON FOR IMPLEMENTING	TANGIBLE OUTCOMES
Haverhill Community 6th Form	<ul style="list-style-type: none">To secure 6th form provision in Haverhill for our secondary schools	<ul style="list-style-type: none">A new Haverhill Community 6th Form, with new leadership and a student coffee shop to enhance students experience and attract potential students.
TGS PD Day (2017-2018)	<ul style="list-style-type: none">Improve relationships for collaboration between primary schools in our trust.Improve relationships for collaboration between secondary schools in our trust.Working understanding of the MAT and its aims and prioritiesShowcase good practice	<ul style="list-style-type: none">Working relationships forged and strengthenedValuable leadership of CPD and networking opportunitiesFostering a sense of ambition, pride and belonging for all staffOpportunities to understand the ambitions and strengths of being part of a MAT.Opportunity to receive an explanation of EEF guidance report on metacognition from Jonathan Sharples (EEF)Primary cross-school key stage working groups on curriculum, sharing case studies of emerging practice from schoolsSecondary cross-school sharing of subject planningBest practice show-cased and shared
Trust-wide Sporting Competitions	<ul style="list-style-type: none">Provide opportunities to work collaboratively and build working relationships between partner schools	<ul style="list-style-type: none">Bring partner schools together, to share positive experiences - foster a sense of pride and community.
TATs (Team Around the School)	<ul style="list-style-type: none">Need to support SLTs and remove barriers so that they can concentrate on delivering effective Teaching & Learning in their schools.	<ul style="list-style-type: none">Giving SLTs more time to concentrate on school issues, using Trust expertise to solve problems quickly and efficiently.
Capital Programme Board	<ul style="list-style-type: none">To prioritise our school condition allocation	<ul style="list-style-type: none">Improvements to address condition issues and improve learning environment for students and working environment for pupilsPooling of "Little Extras" funding for greater impact.
Strategy Day (March 18)	<ul style="list-style-type: none">Governors, Heads & Board – develop our vision in a collaborative way	<ul style="list-style-type: none">Everyone contributed and invested in the strategiesChance to share experiences and effective strategies, set priorities and work towards common goals.
<ul style="list-style-type: none">Chair of Governors' briefings & Governors' briefings	<ul style="list-style-type: none">To bridge the gap of communication between governors and the Trust	<ul style="list-style-type: none">Governors are fully informed of the current position of the Trust and future plans.
<ul style="list-style-type: none">Success For All	<ul style="list-style-type: none">To improve reading outcomes across previously low-attaining schools	<ul style="list-style-type: none">Year 1 Phonic scores in all 3 SfA schools exceeded the national average and were close to 90%
<ul style="list-style-type: none">ELSA training offered to all Trust schools.	<ul style="list-style-type: none">Improved wellbeing of vulnerable children – target group Children in Care, but with benefits for wider group of pupils	<ul style="list-style-type: none">15 schools have ELSAs – supervision in place with EP
<ul style="list-style-type: none">Assess, Plan, Do, Review cycle better embedded within classroom teaching	<ul style="list-style-type: none">SEN Code of Practice expectation	<ul style="list-style-type: none">SEND reviews take place yearly all schools – areas for improvement identified, action plans in place.SENDCO network meetings focused on developing practice

Future – Planned Projects - Tangible Outcomes 2018-2019 and beyond

Listed below are a few of a large number of activities, events and projects that are planned/underway this year (2018-2019) which will contribute to the trust's objectives and will lead to positive tangible outcomes for the trust, its schools and the wider community:

“
Students have been excellent, thoughtful, inquisitive and beautifully behaved. I will sing your school's praises wherever I go.
From a recent visiting music group to Castle Manor
”

SUCCESS	REASON FOR IMPLEMENTING	TANGIBLE OUTCOMES
ATLAS – intranet system	<ul style="list-style-type: none">• Need for a system for sharing resources, information and advice.• Need to improve communications between Trust Head Office services and schools• Need to facilitate communications and collaborative working amongst schools.	<ul style="list-style-type: none">• ATLAS intranet system, teachers will be able to work collaboratively and share resources• All staff will have access to policies, forms, procedures and advice without having to make a phone call and wait for a response.• Opportunities to engage in 'in-house social media' to create a sense of 'family'
Skype for Business	<ul style="list-style-type: none">• Ability to take part in meetings and conferences to negate the disadvantages of schools that are geographically further out.• Facilitate dept head meetings between school without the need to travel (reduces time wasted travelling)• Better links and communications between all Trust staff.	<ul style="list-style-type: none">• All Heads will have received training• All staff will have a training leaflet available to them to learn how to use.• Improved collaborative working between Heads, dept. Heads, subject leaders.• Facilitate inter-school projects• Facilitate inter-school events (e.g. libraries – World Book Day – requested at Jan3rd PD Day Sam Ward Librarian)
More partner special schools	<ul style="list-style-type: none">• Further partner special schools to create a collaborative and supportive network	<ul style="list-style-type: none">• Capacity to work together to share good practise, ideas and collaborate in projects and events• Improvement of special school provision
CPOMS	<ul style="list-style-type: none">• To enable safeguarding records to be kept efficiently and consistently	<ul style="list-style-type: none">• Six early adopter schools are implementing from the Spring Term 2019, with a view to all schools using CPOMS from September 2019• Secure, efficient and consistent safeguarding records – saving time and paper, and helping to keep children safe
Marc Rowland	<ul style="list-style-type: none">• Desire to improve teaching practises and outcomes for our most disadvantaged pupils.	<ul style="list-style-type: none">• To close the gap of attainment for our most disadvantaged pupils.• Improve the expertise and practices of teachers and teaching assistants.• RAG assessment of schools effective practice for Pupil Premium children.
SSIF Maths project	<ul style="list-style-type: none">• Maths outcomes and teaching in KS2 is not as strong as it needs to be	<ul style="list-style-type: none">• 10 Trust schools, 5 non-Trust schools and over 60 teachers and leaders working together to improve their teaching and the outcomes for their pupils, especially disadvantaged pupils.
PIXL in Primary	<ul style="list-style-type: none">• To improve outcomes at the end of KS2	<ul style="list-style-type: none">• Trust primaries using PIXL approaches and resources and collaborating on best practice to lead to continually improving KS2 outcomes towards our Trust aspiration of 90% RWM combined in 2023.
New Trust networks	<ul style="list-style-type: none">• To bring more Trust colleagues together within their area of expertise?	<ul style="list-style-type: none">• Exam officers and Family Support Workers now meet to discuss their roles, strategies and how to support each other to better support our pupils. Attendance officers and leads will also be brought together to support improved attendance and consistent approaches.

SUCCESS	REASON FOR IMPLEMENTING	TANGIBLE OUTCOMES
Well-being strategy for pupils and staff	<ul style="list-style-type: none">• Need to recognise our responsibilities and opportunities to promote and support staff well-being	<ul style="list-style-type: none">• Healthier staff leading to better provision and outcomes. Improved staff retention and recruitment.
Primary Apple project	<ul style="list-style-type: none">• To deliver improved teaching, learning and outcomes through the strategic use of 1:1 iPads in classrooms	<ul style="list-style-type: none">• Four Primary schools supported to deploy 1:1 in Y3 or Y4 from January 2019, fully supported with training and the establishment of a network to facilitate best practice.
Primary Toolkit	<ul style="list-style-type: none">• Variable routines across schools	<ul style="list-style-type: none">• Establish best practice procedures for a core provision including attendance, SLT responsibilities and Pupil Premium funding which schools can select from.
Primary Curriculum support	<ul style="list-style-type: none">• The wider curriculum offered across our trust beyond English and Maths is variable	<ul style="list-style-type: none">• Well thought through, sequenced curriculum for all subjects and year groups. Delivered by staff with sufficient subject knowledge to ensure all pupils benefit.
Common Assessment in Primary	<ul style="list-style-type: none">• Consistent approach to assessment enabling the Trust to have a broader view of standards and to enable further challenge to be presented.	<ul style="list-style-type: none">• Beyond PUMA, PIRA and No More Marking Assessments, we are increasing the number of common assessments in Reading and Maths - for Phonics, Spelling, Arithmetic – leading to shared assessments for knowledge in foundation subjects.
Improved process for supporting Permanent Inclusion	<ul style="list-style-type: none">• Improved wellbeing of vulnerable children – target group Children in Care, but with benefits for wider group of pupils• To prevent abrupt ending to education• To support relationship building/attachment to support resilience and self-efficacy leading to better academic outcomes	<ul style="list-style-type: none">• Psychotherapist in place one day a week to support attachment training for school. 70+ staff attended the PD session in January.• Working party to draw up clear processes and policy to support PI• Well-being lead supporting understanding of attachment through CPD/support for ELSAs• Permanent Inclusion for CIC• Clear processes in place to support PI
To improve practice in deployment of TAs	<ul style="list-style-type: none">• SEND reviews demonstrate that schools need support in developing TA practice – to ensure effectiveness	<ul style="list-style-type: none">• CPD sessions with whole school/TAs to ensure work of TAs add value to what teachers do (based on MITA/MAPTA)• Staff have better understanding of how to work with TAs and take responsibility for interventions, overseeing work of TAs.
To reduce persistent absence	<ul style="list-style-type: none">• Suffolk has an increased number of children educated at home (including children from Trust schools)• Suffolk issues 5 X national number of penalty notices for non-attendance	<ul style="list-style-type: none">• A critical review of ways of working with parents• To identify more effective ways to support children with anxiety• All Children Fine in-school Workshop for governors/SENDCOs / staff responsible for attendance and pastoral/parents (supported by EP Service/SENDIASS/EWO Service – to identify what could be done to support children and parents• Action Research projects in school (using Unity Implementation Process)

Financial Summary

As at 31st August 2018	2018	2017
Operational Income	£'000	£'000
Donations and Capital Grants	28,240	60,003
Educational Funding	46,413	35,241
Other Trading Activities	1,229	1,106
Investments and Other Income	235	2
	76,117	96,262
Operational Expenditure		
Raising Funds	201	1,453
Educational Operations (Including Teaching School)	52,304	39,130
Charitable Expenditure (Trf)	148	0
	52,653	40,583
Net Income / (Expenditure)	23,464	55,679
Re-valuation of Pension Liabilities	2,797	4,199
Net Surplus	26,261	59,878
Assets and funds	128,147	68,269
	154,408	128,147

Operating income of the Trust in was £76,117k (2017: £96,262k), which includes balances of Academies transferred into the Trust within the year. On 1 April 2018, three Academies joined the Trust: St Edward's C of E Academy in Romford, Abbots Green Academy in Bury St. Edmunds and Steeple Bumpstead Primary School in the village of Steeple Bumpsstead. Overall, the Trust generated a net operating surplus of £26,261k (2017: £59,878k). Any queries regarding the financial summary should be directed to Unity's Finance Director: Sarah Garner

Where we go from here

Unity Schools Partnership would welcome schools in West Suffolk should any ever wish to join the trust.

Schools in other areas will only join the trust should the board agree that there is capacity to support and develop these schools, ensuring they become part of the trust's network.

The trust is looking to grow a small group of special schools alongside the trust's groups of primary and secondary schools.

“The leadership team are cohesive and there is a good deal of forward planning and transparency.”
J Groves, parent