

Inspiring **Excellence**, Inspiring **Partnerships**, Inspiring **Individuality**, Inspiring **Futures**.



Inspire Partnership  
Multi-Academy Trust

**Prospectus 2022/23**



# Welcome from the Trust CEO

Inspire Partnership MAT was formed in 2016 and since then we have grown to a group of nine primary schools. Although we are currently located within the Wakefield area, our central offices are situated very close to Leeds and Kirklees and we very much welcome schools from other areas to be part of our Trust.

**Our Trust places heavy emphasis on valuing the uniqueness of each school.**

We are one professional community. Our Trust vision is to:

**Build a community of schools, inspiring excellence in everyone.**

From the very start of our journey, we were determined to create a Trust which would respect the values and uniqueness of each school at the same time as understanding that trust, autonomy and accountability go hand in hand.

Rapid dissemination of best practice across all schools is a key feature of the Trust. We see school improvement as a joint responsibility. Improved pupil outcomes are secured through collaborative working and learning opportunities.

Partnerships with our communities, our parents and other key people involved in the lives of our children are of upmost importance, engaging all stakeholders in promoting the highest standards.

We adopt innovative approaches to providing services and have developed economies of scale to benefit all children and staff, including financial management, premises services, HR support and IT.

The Inspire Partnership vision enables individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

We are happy to work with schools on an Associate Membership basis. By engaging with us for a period of time you will experience the benefits of a formal relationship and how this can be a powerful school improvement tool providing quick and accessible support from a strong Trust.

If your ethos matches ours and, after looking at our prospectus, Annual Impact Report and website you are inspired to join us, we would be delighted to hear from you.



**Mrs Sue Vickerman**  
**Trust CEO**  
[svickerman@ipmat.co.uk](mailto:svickerman@ipmat.co.uk)

## How are we different?

At Inspire our whole ethos is about taking the operational stresses away from our leaders to give them the time and space to concentrate on what matters- our pupils and staff.

We know that our central team are highly effective in managing finance, payroll, HR and operations which have allowed our schools to improve both capacity and outcomes.

## Digital Strategy

Our aim is to be a digitally enabled Trust and we have already committed to providing 1:1 chrome book devices for ALL our Key Stage 2 children across every school in our Trust. Each school has a Digital Champion and we provide a training and CPD programme tailored to the individual needs of our academies to enable technology to enhance teaching and learning.

## Inclusion Strategy

We are one of the only Trusts in the region to employ our own Central Inclusion Team which includes an Educational Psychologist, Speech and Language Therapist, Behaviour Specialist Lead and Educational Welfare Officer. Our plans for next academic year include the employment of our own Play Therapist to improve our capacity further to allow even more essential early intervention for our children.

## Coaching and Collaboration

All our leaders benefit from a coaching programme and this is being extended to middle leaders. All our teaching staff have coaching development plans as part of their personal development no matter what stage of their career.

We are committed to collaborative working practices and work closely with two other Trusts, learning from each other and sharing good practice across all of our schools. We also support Local Authorities by providing high quality leadership and inclusion training and our teaching staff benefit from our close partnership with both the Maths and English Hubs.





## Representation and Equity

Research shows that children who 'see themselves' in the curriculum are more likely to achieve. We have developed strong representation across our curriculums to ensure that the nine protected characteristics are evident. We have curated our reading spines across all our academies including our quality texts to ensure that we have good representation across all areas of difference and have started a CPD program for our staff to ensure they better understand privilege and equity. Our school environments clearly demonstrate our commitment to providing 'windows and mirrors' for our children.

## Mental Health and Well-being

The well-being of our staff and pupils is our priority. 'Staff feel valued. They are supported by leaders, governors and the trust. Leaders ask staff about their workload and well-being.' Half Acres Ofsted Jan 2020

We have ensured that we have a strong focus on wellbeing and mental health across the curriculum and have introduced specific teaching to support children to learn strategies to support their own resilience and mental health. To support leaders and staff in schools we have introduced a designated Mental Health & Wellbeing lead in all of our schools and all of our Headteachers have accessed Senior Mental Health Lead training.

We have developed a wide range of interventions and support across our schools to support children with SEMH, ensuring all our schools have highly effective learning mentors who are trained as mental health first aiders.

Most of our schools have well-being rooms where children can be supported out side of the classroom environment if needed and we have built a library of resources across our schools to support children across a range of mental health areas.



***“We made the decision to join the Trust for the support and challenge that was offered, enabling us to make sure the children at Grove Lea have the best possible provision.”***

**Sally Henshall**

Headteacher, Grove Lea Primary School

Grove Lea joined the Trust in April 2021 after a period of Associate Membership.

# The Strategic Aims of the Inspire Partnership MAT

## Inspiring Excellence

- We inspire, engage, challenge and support all our children to achieve excellent learning outcomes, equipping them with the values, skills, qualities and aptitudes necessary to be responsible citizens in the future. We set high standards under a framework of excellent teaching, and focus on continual improvement.
- We are committed to continually developing a highly effective team of people with a shared passion to deliver the best possible outcomes. We provide our people with an environment to continually develop, where they can teach, grow and build a career and are supported to do their best work.
- Best practice across the Trust with clear oversight and budgeting ensures we have financial sustainability, resilience and value for money across the Trust.
- We provide a safe and excellent learning environment for everyone.

## Inspiring Partnerships

- Our family of schools serve unique communities with their own distinct characteristics. We believe in maintaining individuality, whilst harnessing the power of working together.
- As a family of schools, we take collective responsibility for optimum outcomes for all children, sharing best practice, collaborating and challenging one another to deliver excellent teaching and learning.
- We understand the importance of working constructively with a wide range of partner organisations and the advantage to all children of shared learning and expertise.
- Across the Trust there are strong governance structures, where challenge and support are paramount.



## Inspiring Individuality

- We encourage a learning culture that allows for individuality, developing each child's independence, optimising their life chances and promoting a can-do attitude.
- We acknowledge and encourage the individual ethos of each of our schools.
- We foster a culture of the highest professional standards, establishing a set of core principles with respect at the heart of all we do.
- Our people are at the heart of all we do, and their wellbeing is paramount to ensuring a happy, caring and safe environment.



## Inspiring Futures

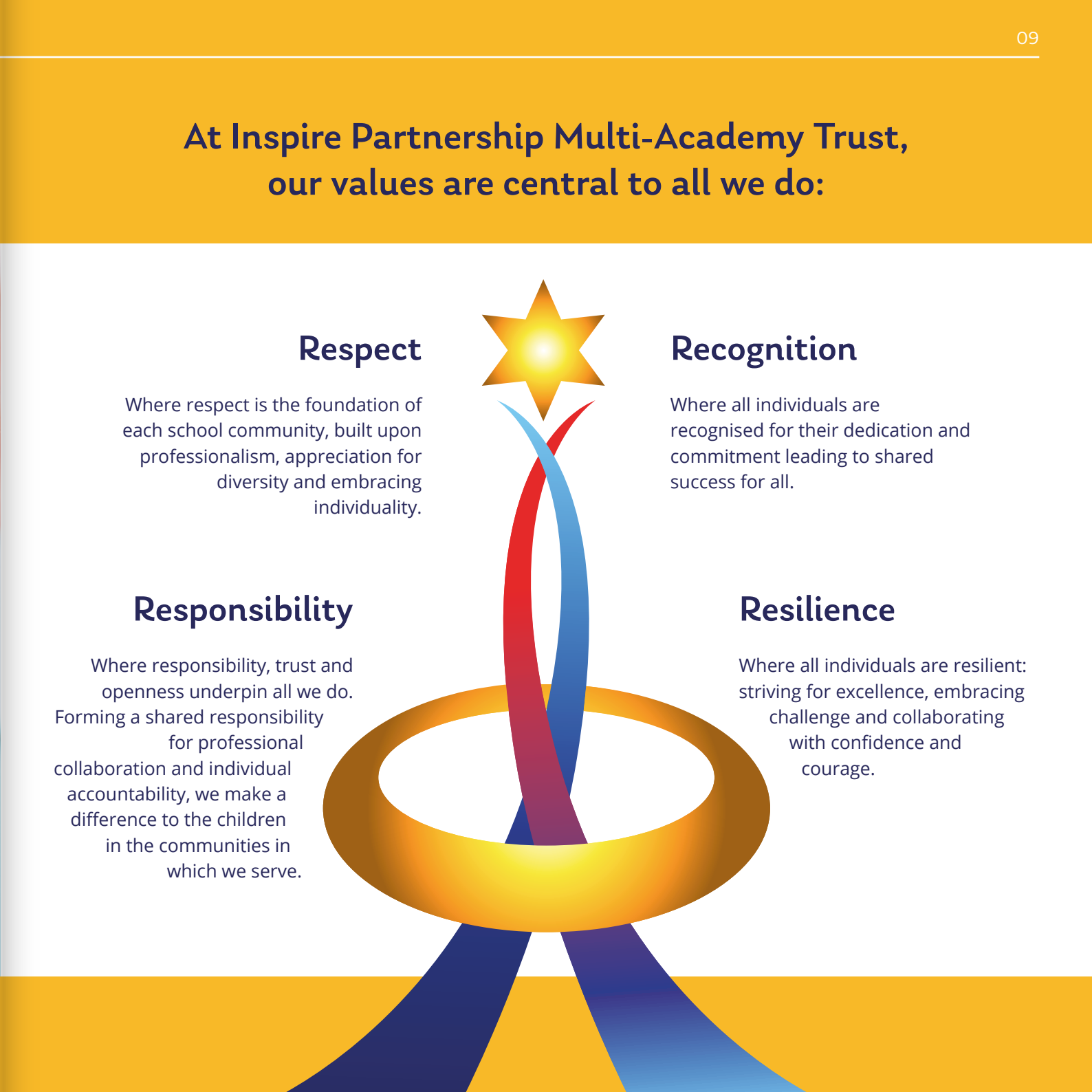
- Our people matter and the future life chances of our children depend on them. Effective leadership and succession planning is essential, and we are committed to developing the potential of all our people, recognising achievement and creating opportunities.
- We have a clear strategy for the growth of our Trust. We have ample capacity to support schools choosing to join us along with sustaining the existing support given to our existing schools.
- We have an ambition to be the best at what we do and to be the first choice for pupils and parents.





*“The school is supported greatly by expertise and support from the Trust. Regular opportunities to work with other schools accelerates the rate of improvement across the school.”*

Ackton Pastures Primary Academy Ofsted Report, 2020.





## We support academies through strong governance.

The trust believes in the importance of each school having a strong Local Governing Board who provide the local voice and perspective for their community. Local Governing Boards deliver a valuable layer of support and challenge for each academy whilst bringing the close understanding of the local context. Termly Chairs meetings enable good practice to be shared across all our Governing Bodies and we have a strong CPD package for all our Governors.

Members of our Trust provide the highest tier of non-executive oversight. The next tier of our governance is our Board of Trustees. The five Members and nine Trustees bring with them a wealth of experience from the world of education, business and public service.

Trustees are accountable to the Members, to the Secretary of State and also to the communities served by our academies for the performance of our Trust and our academies. They are required to have systems in place by which they can fulfil their legal duties, as well as monitor and scrutinise the work of the executive.

Trustees delegate responsibility to the Local Governance Board (LGB) of each academy. The membership of the LGB is drawn from the local community (including two parents and one member of the academy's staff). This Board has delegated responsibility for the detailed monitoring and scrutiny of the academy's performance.

In order to ensure there are clear links in place between the Trustees and the Local Governing Board, the Chair of the Trustees has a termly meeting with the Chairs of the LGBs to update them on issues and to work together on improving governance within the Trust.



*“Where gaps in subject knowledge appear, the Trust has provided effective support for subject leaders. This has supported ongoing improvements to the planning of the curriculum.”*

Half Acres Primary Academy  
Ofsted Report, 2020.

## CPD & Professional Collaboration

**CPD and professional collaboration are key features of our Trust in ensuring we build a community of schools which inspires excellence in everyone.**

We have created a network of professional development opportunities to ensure all our staff are highly effective and that strong leadership pathways are in place. We have a strong induction process in place, high quality CPD for teachers new to the profession and leadership CPD for staff at every level.

We are developing a CPD platform for our staff where we will share planning & resources as well as training videos and BLOGS to support staff in their personal development and to reduce workload.

Our Headteacher Group meet one day every half term and also through regular online catch up meetings. New Heads benefit from our mentor programme and also have regular supervision. There is also a strong leadership programme in place for Heads and Deputies and our coaching programme supports leaders to develop capacity within their teams. These are key to driving forward our development as a Trust.

Individual networks take place every half term to support improvement and development in key areas

such as the Early Years, Behaviour & Inclusion, Digital Technology and SEND.

Curriculum leaders in individual subjects have formed working networks so that they can collaboratively develop the Trust curriculum model, learning from each other, sharing the workload and avoiding duplication.

Our Central Inclusion Team work collaboratively across our schools to support with best practice so that all pupils’ needs are met.

Local Governing Boards have access to a range of training and development that supports them in their role as well as the half termly chairs network attended by all chairs.

At least once a year each Headteacher and a number of senior leaders are given the opportunity to take part in a two day due diligence of some of our schools. These due diligences are led either by an experienced Ofsted inspector or by our School Improvement Partner. Not only are these due diligences developmental for the school, they are also opportunities for school leaders to further develop good practice within their own settings.





*“Being able to be a part of a range of monitoring activities on a two day due diligence in another school such as: classroom observations, discussions with pupils, subject leader interviews and discussions with school leaders, under the guidance of such an experienced professional, gave a powerful insight into how to conduct such activities with increased effectiveness.*

*The subsequent discussions and triangulation of evidence to produce clear and concise actions to inform future improvement enabled practice in our own school to be reviewed and become more focussed and purposeful as a result.”*

**Paul Quarry**

Headteacher, Fitzwilliam Primary School



*“Becoming a headteacher for the first time can be a challenging step, but the support and inspiration from colleagues across IPMAT has been invaluable to me in my first year. The opportunity to meet weekly with the CEO and other headteachers to address any questions or thoughts, offers support, clarification and reassurance to the wider role.”*

**Rachael Taylor**

Headteacher, Half Acres Primary Academy

## Early Career Development

As a Trust we take responsibility in ensuring teachers new to the profession are well supported.

Trained mentors are in place across every school and they have a clear understanding of the expectations that must be in place for every NQT and RQT.

Every early career teacher has in place a tailored in-school induction programme to develop them. All early career teachers access a comprehensive and bespoke Trust training programme throughout the first 2 years of their tenure.

The success of the support for all early career teachers is scrutinised through the Trust's Quality Review process each year.

As a result, our early career teachers are successful in securing and maintaining employment within the profession and they achieve consistently. This ensures that secure teaching swiftly impacts positively on our children.



*“It was incredibly helpful for me to reflect on implementation within my classroom and how I can better model and ensure steps to success are clear for every lesson.”*

**Naomi Roberts**

NQT, Half Acres Primary Academy





*“The RQT training has enabled me to understand how to effectively monitor delivery and progress of the subject across school.”*

**Kirsty Joseph**  
RQT, Ackton Pastures Primary Academy

*“The training helped me to reflect on my own teaching and how I can make improvements to how I deliver my lessons, especially my daily review.”*

**Lisa Schofield**  
NQT, Towngate Primary Academy

*“The RQT training has provided me with the knowledge and skills to question children to ensure understanding and progress in RE and music. I now feel more confident when using progression grids to implement planning and ensure staff are up to date on vocabulary and subject knowledge.”*

**Fran Goleck**  
RQT, Girnhill Infant School



**We develop and support teachers as they progress through their career.**

We have created a network of professional development opportunities to ensure all our staff are highly effective and that strong leadership pathways are in place.

We have a clear suite of professional opportunities including our Experienced and Aspiring Leaders programme of workshops. **These leadership workshops are steeped in research and are a balance of training and supported development work.**

**Aspiring Leaders Programme**

Supports participants in further deepening their understanding of leadership and developing their leadership skills and qualities so that they can have more impact in their current and future roles.

**Curriculum Leaders Programme**

Supports leaders in understanding the full range of research that underpins effective curriculum design. Developing a pedagogical model based on Cognitive Load Theory.

**Inclusion Programme**

These workshops aim to support a whole school approach through practical ideas, examples and resources to support inclusion, representation and the well-being of staff and pupils.

We also offer annual development days led by a serving Ofsted inspector.



*“The training gave me a fantastic insight into all the aspects of leadership and how to get the most out of everyone working within the organisation. Reflection on my own practice and finding my 'why' has helped me to begin embedding a positive culture within my classroom and school.”*

**Luke Shackleton**

Computing and RSE Lead, Grove Lea Primary School

*“The Aspiring Leaders training was both hugely inspiring and motivational, as well as practically supportive in developing my leadership skills. It allowed me to develop my understanding of so many facets of leadership, including effective coaching, evaluation, monitoring, planning and data analysis, I would thoroughly recommend the course to any aspiring leader.”*

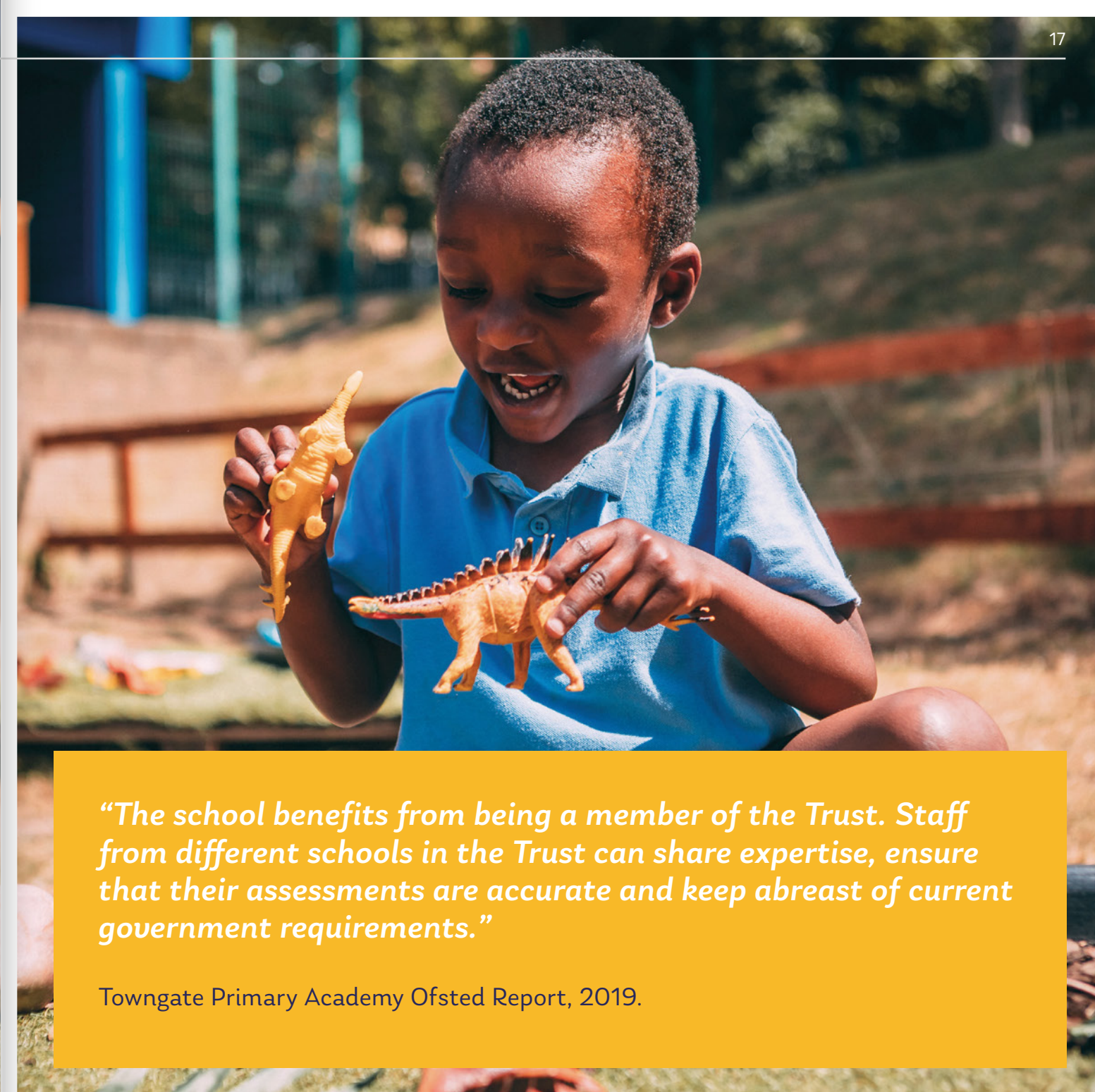
**Elise Othacehe**

Year Six Teacher and Head of Maths, Half Acres Primary Academy

*“It has helped me to reflect upon current practice and provided research-based ideas to enable us, as a school, to further develop our curriculum offer to meet the needs of our children.”*

**Helen Reed**

Deputy Headteacher, South Hiendley Primary School



*“The school benefits from being a member of the Trust. Staff from different schools in the Trust can share expertise, ensure that their assessments are accurate and keep abreast of current government requirements.”*

Towngate Primary Academy Ofsted Report, 2019.

We develop our Staff.

## Towngate Primary Academy Spotlight

### Annabel Berry

I joined Towngate Primary Academy as an NQT in 2014, teaching in Early Years Foundation Stage. My passion for the Early Years was ignited early on in my career and my willingness to adapt where areas of need arose in school allowed me to experience teaching in each key stage. As a result of my dedication to the academy, I became English subject leader early on in my career which allowed me to demonstrate a wider school impact in a core subject, driving standards forward. Following a Due Diligence process, I was recognised for my commitment to the school and impact in my areas of responsibility which resulted in an opportunity to become Assistant Principal and lead Safeguarding in the academy.

As part of my role as Assistant Principal, I took responsibility for leading English, Looked After Children, Student Teachers, Curriculum and Assessment. At this time, my whole school impact was significant: I held staff to account for their performance, enhanced the curriculum offer and provided high quality CPD for all within the academy.

I worked alongside the Headteacher to positively impact on the quality of teaching and learning. During this time, I received CPD from Aspire Teaching School, Leadership Development Training and support from the CEO of the Multi-Academy Trust.

When the Headteacher moved to another school in the Trust, I was proud to be offered the post of Headteacher. The Trust's vision mirrored my own for the school and I felt empowered to take the next step in my career to move the school forward, securing a judgement of Good from Ofsted. Following our Ofsted inspection, the Deputy Headteacher and I supported at another school within the Trust. The following year I was seconded to a Trust school for a term whilst maintaining my Headship at Towngate. This gave me an opportunity to experience working within another setting in a different community, leading a different team of staff.

At present, I work as Seconded System Leader with responsibility for safeguarding and reading across the Trust, in addition to my role as Headteacher. I have played an active role in Ofsted inspections in a number of schools and continue to work closely with the Trust leadership team. Throughout my career, I have had a significant amount of CPD from the Multi-Academy Trust which has led to my well-rounded understanding of school improvement. As a result of this, I am now able to share my knowledge with other colleagues as they progress through their careers.

### Laura Eke

I joined Towngate in 2015 as a newly qualified Year 6 Teacher. I felt that this was a good opportunity as I was given responsibility for a key year group early on in my career. During this time, I worked closely with the founding trust school to further develop my teaching practice and collaborate with more experienced professionals. As a result of my hard work and dedication, in my RQT year I was offered the opportunity to lead Maths across the academy where I was able to demonstrate a wider school impact across all key stages.

Through my knowledge of the curriculum and focus on teaching and learning, I supported colleagues from across Key Stage 2, demonstrating best practice in my own classroom. My hard work and impact was recognised and led to me securing the role as part of the Senior Leadership Team with responsibility for support, lunchtime staff and Key Stage 2. As a result of this, I was successful in my application to become Assistant Principal, working alongside a valued colleague where we supported the Headteacher in driving the school forward. The impact of this work allowed for whole school improvement.

As Assistant Headteacher, I joined the Leadership and Development programme which built my confidence

in the foundations of effective leadership and led to a greater impact across the academy. With the support from the Multi-Academy Trust, the school continued to make significant improvements. Soon after, a change in Senior Leadership resulted in the vacancy of Deputy Headteacher which felt like a natural progression. I was successful in obtaining this role and significantly impacted on the following areas: Pupil Premium, English and Behaviour and responsibility for Year 6. My love for this role has enabled me to lead moderation sessions with other teachers across the trust to standardise judgements and prepare them for this rigorous process. At present, I lead the Year 6 Network across the Multi-Academy Trust, which is an opportunity to facilitate collaboration, CPD and placing the children at the forefront of curriculum planning.

Working as part of the Trust has been invaluable in allowing me to broaden my experience through attending high quality professional development, network with other professionals and enhance my own qualities as a leader within the school and wider Trust. Whilst the current Headteacher was on maternity leave this academic year, I was supported by the CEO and Multi-Academy Trust in undertaking this role during her absence. Through weekly support, I was able to carry out the role of Acting Headteacher, giving me experience and understanding of this role.



## Amy Atkinson

As a newly qualified teacher, I joined Inspire Partnership Multi-Academy Trust in 2016 as a Year One teacher. Throughout this period, I worked closely with a group of supportive colleagues who allowed me to develop my own teaching practice. It was clear to me early in my career that Towngate was a special school; a school where I was able to seek opportunities to develop my own practice and foster my talents and interests.

As a recently qualified teacher, I was given an opportunity to lead Science across the academy. It was at this point that I realised I was able to show an impact beyond my own classroom to benefit all pupils and support other colleagues. Throughout this time, I attended middle leadership training through the Multi-Academy Trust which was paramount in developing my understanding in the role of a subject leader.

To develop my knowledge and expertise further, an opportunity arose to lead Key Stage 2 and a core subject: Maths. As a keen mathematician, I was eager to challenge myself and was thrilled to enhance the Maths provision across the academy. Joining the

Senior Leadership Team allowed me to understand the role of a leader within a growing school and at this point my efforts and commitment to school were recognised.

I began to develop my own subject knowledge in order to further raise standards across school and sought opportunities to work alongside the Maths Hub to complete my Primary Maths Subject Leads training. The following year, I became Maths Lead across the Multi-Academy Trust. I am excited to develop further in this role through collaboration, driving standards and excellence for all. This year, I have taken part in the Aspiring Leaders Programme which has made a positive impact on my leadership knowledge and skills. I am excited to continue to develop as a leader within this Trust.

This academic year, during the Headteacher’s maternity leave, I took the role of Acting Deputy Headteacher where I was able to experience the requirements of the role and demonstrate knowledge I had acquired through Trust CPD.



***“Support and guidance from the Trust Safeguarding Officer and CEO has been invaluable in complex situations in both addressing them and learning lessons for the future.”***

**Jane Littlewood**  
Headteacher, Girnhill Infant School

## We safeguard our children.

The Trust works alongside a Safeguarding Advisor whose role is to offer support and case-by-case guidance. Regular training is offered through the Safeguarding Advisor which is disseminated to all stakeholders. We also offer external supervision for all our DSLs.

Regular updates, guidance and bulletins are shared with all staff and form key agenda items in each school.

We have identified a Seconded System Leader who works with each school to offer guidance and support on safeguarding practices and procedures, with a particular focus on safeguarding compliance.

## We look after our people.

We have a clear focus on the wellbeing of our colleagues, providing access to an external Health & Wellbeing Service for all with a range of support programmes in place including access to confidential counselling, occupational health referrals and physiotherapy.

The Trust has implemented a number of salary sacrifice schemes for staff to benefit from and runs a series of pension briefings to keep staff updated.

The Trust has a dedicated external HR partner ready to support colleagues facing difficult situations.

## We listen to our staff.

We carry our well-being surveys twice a year and use these to move our well-being offer forward- this year we have introduced the option of PPA at home after feedback from staff.





*“Leaders have received effective support from the Trust to improve the quality of education in the school. They have successfully improved staff wellbeing and reduced workload, without effecting the quality of lessons.”*

Fitzwilliam Primary School Ofsted Report, 2020.

*“The school has received a considerable amount of effective support from the Trust over the past two years. The Trust has supported leaders effectively to bring about improvements in teaching and learning.”*

Girnhill Infant School Ofsted Report, 2019.





**We professionally support our schools in financial management and operations.**

There is a fully transparent financial and budget planning process which means that Headteachers are able to fully understand their financial position.

We have secured significant efficiencies through the use of group-wide procurement contracts, ensuring that services can be delivered at less cost than previously, while not impacting upon education budgets themselves.

We have a central Trust team of finance specialists and school business officers working across schools. This ensures a consistent approach and minimises potential risk.

Aligned teacher and support staff payroll to one main payroll results in significant efficiencies for HR/Payroll.

**We look after estates and health and safety.**

We have a designated Estates and Health & Safety Officer who provides Headteachers and premises supervisors with strong support.

We have an excellent track record of securing bids from the Condition Improvement Fund. All successful projects are line managed by our Estates Officer.

Each academy has an in-house annual health and safety review with associated action plans for remedial action.

Strong partnership links with external service providers ensures remedial works are addressed in a timely and cost-effective fashion.

The premises team at each school has a designated point of contact for line management and estates and health and safety related queries. Regular Premises Network meetings enable a platform to share best practice and deliver key training across the academies.

Regular updates, guidance and bulletins are shared with all staff and form key agenda items in each school.



*“The Trust has been very supportive of the SBOs network where we share good practice. This enables us to make sure the school runs smooth and efficiently.”*

Ruth Addinall, School Business Officer

## Contact Us

To discuss joining Inspire Partnership MAT,  
or for further information, please do not  
hesitate to get in touch.

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