

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



2021-2022

Annual Impact Report

Inspire Partnership Multi-Academy Trust



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Welcome from our Chair of Trustees

I am very pleased to welcome you to the Inspire Partnership Trust's second Annual Impact Report. We believe it is important to share our approach and achievements, and think an annual report is a fitting vehicle for this purpose. The document has had input from a range of stakeholders and seeks to inform you of the way the children's welfare and learning has been cared for. Our intention is that this report demonstrates that we are truly accountable to those we serve.

Those who lead the Inspire Partnership Trust, serving in a voluntary capacity as Members or Trustees or employed as professional officers, are accountable to the Secretary of State and the Department for Education but are also primarily accountable to the pupils and parents/carers in our nine primary academies, each serving different communities. Every child in every academy is important to us as are their parents/carers and those from outside organisations and businesses who contribute in any way to the smooth running of them. We also have accountability to those who work within our organisation, as it is through their efforts that we can deliver the very best education.

Since its inception, the Trust, under the guidance of Sue Vickerman as Chief Executive Officer, has allowed the academies to have as much autonomy as possible whilst working closely together on teaching and learning and endeavouring to deliver services, which provide excellent value for money. The annual report allows the opportunity to reflect on where we are in delivering the service that every one of our stakeholders is entitled to expect. The pandemic, in many ways, brought the Trust and its academies even closer together. Practices had to adapt and evolve and some of these have been kept and developed.

However, we have not moved away from our core purpose, which is to make sure our academies provide a safe haven where all children can achieve

their full potential. I hope you find the Annual Report informative and that it demonstrates our commitment to excellence and to ensuring that we serve you and your communities as effectively as we possibly can.



John North
Chair of Trustees

Welcome from the CEO

I am very proud to present our Annual Impact Report.

Our Trust was established in 2016 with just two academies. This has now grown to a group of nine primary academies, currently located within the Wakefield area, although we hope to welcome new schools this academic year from both Wakefield and neighbouring authorities.

From the very start of our journey, we were determined to create a Trust which would respect the values and uniqueness of each academy at the same time as understanding that trust, autonomy and accountability go hand in hand. I am proud to work with a group of Members and Trustees who take that commitment most seriously.

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

Sharing of best practice and its rapid dissemination across all academies is a key feature of the Trust, school improvement is 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 of standards.

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

We are totally committed to investment in the future of all children in our academies through high quality learning experiences to raise standards and improve outcomes.

We are one professional community. *Our Trust vision is to build a community of academies - inspiring excellence in everyone.*

The pandemic obviously had a huge impact on all our lives and cast a shadow over our work. However, at the same time it cemented us more than ever as a Trust where everyone has stepped up from Estate Managers, Operations Managers, Finance Managers, School Leaders, School Staff, Trustees and Governors to support each other and ensure that at the same time as looking after everyone's safety, high quality education was delivered to our children

We have built on and further strengthened these partnerships in this first post pandemic year. We have taken the opportunity, at the end of this academic year to reflect on what we have achieved over the course of the last 12 months. Our developments and progress are clearly outlined in this report

I hope you enjoy reading this document, that you feel assured by our progress and reassured that we are clearly focused on moving forwards in the future.



Sue Vickerman
CEO



Facts about our Trust

Our Trust is made up of nine primary academies, currently all within the Wakefield District, however we are geographically close to both Leeds and Kirklees and would be delighted to talk to schools in these areas about possible future membership of the Trust.





Academies Ofsted Rating

6 Good

2 Outstanding

1 Inadequate*

*our inadequate school is awaiting inspection.



**Inspire
Academies**

9



Staff

352



Learners

2494

Nursery | 400

Primary | 2094



Governance

Local
Governors | 76

Trustees | 9

Members | 5

CPD Opportunities and Programmes

- Half termly development days for Headteachers
- New Headteacher Mentor Programme & regular supervision
- Coaching Programme for all leaders
- Opportunities for leaders to shadow quality reviews of schools which are led by an external consultant
- Early Career Teachers' Programme
- Recently Qualified Teachers' Programme
- Subject Leaders Programme
- Aspiring Leaders Programme
- Leadership Development Programme
- Termly ½ day network meetings:
 - SEND Co-ordinators
 - Early Years Foundation Stage
 - Year 2
 - Year 6
 - Digital Technology
 - Maths Leaders
 - Curriculum Leaders
 - School Business Officers weekly full day meetings / training
 - Development of a CPD platform, sharing planning & resources, videos & BLOGS

Governance Programme

- Induction for New Governors
- Termly Chairs Meetings
- Safeguarding Training
- Safer Recruitment Training
- Managing Allegations Training
- Curriculum Awareness Training
- Pupil Premium Awareness Training
- SEND Awareness Training
- OFSTED Framework Training

Central Team



**Sue
Vickerman**

CEO and Accounting Officer



**Kyrstie
Stubbs**

Deputy CEO



**Tracey
Fallon**

Chief Operating Officer



**Tracy
Jackson**

Chief Financial Officer



**Joanne
Batty**

PA to the Exec Team



**Alison
Ramsey**

Business Operations
Officer



**John
Howe**

Head of Estates

Headteacher Group



**Curtis
White**

Headteacher -
Gawthorpe Community
Academy



**Ratie
Mason**

Headteacher -
Ackton Pastures
Primary Academy



**Sally
Henshall**

Executive Headteacher -
South Hiendley Primary
Academy and Grove Lea
Primary School



**Paul
Quarry**

Headteacher -
Fitzwilliam Primary
School



**Annabel
Berry**

Headteacher -
Towngate Primary
Academy



**Rachael
Taylor**

Headteacher -
Half Acres Primary
Academy



**Jane
Littlewood**

Headteacher -
Girnhill Infant School



**Victoria
Williams**

Headteacher -
Ash Grove Primary
Academy

A photograph of four children in school uniforms sitting on a bed, reading books. The children are smiling and engaged with their books. The background shows a wooden wall and a white netting structure.

Our Strategic Aims

Our Vision

Building a Community of Schools – Inspiring Excellence in Everyone

Inspiring Excellence, Inspiring Partnerships

Inspiring Individuality, Inspiring Futures.

Our Values

At Inspire Partnership Multi-Academy Trust, our values are central to all we do:

Respect

Where respect is the foundation of each academy community, built upon professionalism, appreciation for diversity and embracing individuality.

Responsibility

Where responsibility, trust and openness underpin all we do. Forming a shared responsibility for professional collaboration and individual accountability, we make a difference to the children in the communities in which we serve.

Recognition

Where all individuals are recognised for their dedication and commitment leading to shared success for all.

Resilience

Where all individuals are resilient: striving for excellence, embracing challenge, collaborating with confidence and courage.

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. Setting high standards under a framework of excellent teaching and a 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 academies.
- 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 an ambition to be the best at what we do and to be the first choice for pupils and parents.

Governance

We are a multi-academy trust which is responsible for operating and maintaining nine academies. We are both a company limited by guarantee and an exempt charity, regulated by the Secretary of State for Education.

Our constitution and objectives are set out in our Memorandum and Articles of Association. We are also bound by the requirements of our Master Funding Agreement, as well as by the provisions of the Academies Financial Handbook and a range of other pieces of government guidance and legislation.

We do not have shareholders, but we do have **Members**, who provide the highest tier of non-executive oversight. The five Members bring with them a wealth of experience from the world of education and business.

The most important tier of our governance is our Board of **Trustees**. We have nine Trustees who also bring with them much experience from the world of education, finance, HR and public services. Trustees are appointed by Members or co-opted onto the Board by other Trustees. They are Trustees for the purposes of charity law and also fulfil the role of appointed Directors in regard to company legislation. Any appointments or resignations must be reported to the Members.

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 monitoring and scrutinising the work of the executive.

Trustees also have responsibility for key decision making in respect of aspects of our operations and are required to act, both collectively and individually, in the best interests of our Trust and our academies and in line with our Ethical Leadership statement and other policies. They,

along with all those involved in our governance, have a strictly strategic role.

Trustees may not delegate their accountability for the performance of the Trust, but, in practice, they do delegate the responsibility for many aspects of our operation as outlined below. Trustees then hold to account the bodies and individuals with 'delegated responsibility' on behalf of the Members, the Secretary of State and the communities we serve.

Trustees delegate responsibility:-

- To a number of **Trust Board sub-committees**, each of which consists of a subset of Trustees, may be established either permanently or temporarily and has delegated responsibility for aspects of decision making, monitoring and scrutiny. The sub-committees are: Finance, Audit and Risk; Standards & Curriculum; and a Pay Committee.
- To the **Local Governance Board (LGB)** of each academy. The membership of which is drawn from the local community (including two parents and one member of the academy's staff) and which has delegated responsibility for the detailed monitoring and scrutiny of the academy's performance.
- To the **Chief Executive Officer (CEO)** who is appointed by the Board and who has delegated responsibility for the day-to-day strategic and operational leadership and management of all aspects of the Trust's activity. The CEO, in turn, delegates responsibility for specific aspects of the Trust's operations to members of the **Senior Leadership Team (SLT)**, and to the Headteachers, who are accountable, via the CEO, to the Trustees. The CEO also delegates responsibility for the day-to-day management of each academy to the **Headteacher** of that academy.

The Trustees believe it is important to know the academies and the areas which they serve and to be known by the Headteachers, members of the LGBs, the staff and the children.

In order to achieve this, Trustees visit an academy each term to meet the Headteacher, the Chair of the LGB and to visit classrooms to see the children at work with their teachers and support staff. The Chair of the Trustees also 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.

Trust Members and Trustees



John North

Chair of the Trust Board



Mark Ellerker

Member



Rob Barraclough

Member



Stuart Tottles

Member



Helen Ranson

Member



Michael Benn

Member



Karen Partridge

Trustee



Simon Bartram

Trustee



John Cripps

Trustee



Karen Rolinson

Trustee



Charles Gray

Trustee



Clare Norfolk

Trustee



Graham Worsdale

Trustee



Carolyn North

Trustee



Academy Improvement

We believe in supporting ongoing improvement in all aspects of the work of our academies – Inspiring Excellence. We know that **rigorous and relentless focus** on securing the very best for our children is key to delivering our core purpose.

Our Journey

- Academy improvement was limited due to resources and scale.
- School improvement support was needed from external sources when issues arose.
- Some leaders were not fully engaged with the vision of the Trust and so didn't enact the developments agreed within their academies.
- Our coaching programmes are pivotal to school improvement as they support leaders to develop capacity within their own teams.
- Bespoke networks that support improvement operate across our whole Trust and have had **significant impact** on developing key areas such as the development of the Trust curriculum model and our developing digital technology programme.
- **Consistent approaches** to all aspects of work are in place.
- Our academy leaders operate as a team and provide **expertise across the Trust** in areas where they excel.
- There are regular opportunities for our leaders to come together and **learn from experts** and from each other.

Where are we now?

- Our **School Improvement Partner model** is now fully embedded into the school improvement cycle of the Trust with our own dedicated School improvement partner, external consultants and seconded system leaders providing regular support and challenge to all leaders.
- Our Central Inclusion Team, consisting of our own Speech Therapist, Educational Psychologist, EWO and Behaviour Support Officer, work collaboratively across our schools to share best practice so that pupils' needs are met
- Local Governing Bodies are well supported and trained, they know their role in **supporting and challenging** all aspects of their academy's work.





Professional Collaboration

We are a family of academies, populated by many very talented academy leaders, and enabling them to work effectively together means that we are able not only to secure improvement but also to avoid duplication and repetition of effort. We celebrate innovation and share expertise and knowledge, learning from the very best.

Our Journey

- Lots of leaders and staff were talented and doing innovative and exciting things within their own school.
- Academies were delivering their own CPD and support for staff which could have been delivered at scale.
- Academies were struggling with the enormity of some larger challenges such as curriculum redesign.

Where are we now?

- Our Headteachers meet twice every half term for training, development and collaboration.
- Individual networks take place every half term in order to support improvement and development in key areas such as the Early Years and SEND.
- Curriculum leaders in individual subjects have formed working networks so that we can collaboratively develop the Trust curriculum model, learning from each other, sharing the workload and avoiding duplication.
- Our EWO, Trust Inclusion Officer, Educational Psychologist and Speech Therapist work collaboratively across our schools to support with best practice when challenges arise.
- Local Governing Bodies 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.
- Our reputation in this area has led to us supporting many external schools through our provision.



Early Career Support

We know that in order to sustain our high quality offer we need to develop all of our staff and **invest in their future**. This is particularly the case for those teachers, new to the profession in their ECT and RQT year. Ensuring that we wrap support and development around these teachers, right from the start is a core expectation for our Trust.

Our Journey

- Provision locally for Early Career Teachers was limited and sometimes was not effective.
- The statutory expectations for ECTs were not always fulfilled by every school.
- The experience of each ECT and RQT was not consistent and embedded across every school.

Where are we now?

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

- Every Early Career Teacher has in place a tailored **in-school induction** programme to develop them.
- Our Early Career teachers receive **coaching and support** through their in-school programme.
- All Early Career teachers access a **comprehensive and bespoke** Trust training programme throughout the first 2 years of their tenure.
- All Early Career Teachers access the Early Career Framework through the local **Teaching School Hub**.
- The success of the support of all Early Career Teachers is scrutinised through the Trusts **Quality Review process** each year.
- As a result, our Early Career Teachers are successful in **securing and maintaining employment** within the profession and achieve consistently secure teaching swiftly that impacts positively on our children.

People development and HR

At IPMAT, our staff are our most valuable asset. All colleagues have access to professional high quality CPD supporting them to perform to a high standard in our academies. We want to inspire all our colleagues to achieve excellence in all they do.

Professional networks operate across the Trust ensuring best practice is shared and a consistent approach embedded in our academies. These networks include Headteachers, ECT, RQT, Curriculum leaders, School Business Officers, Premises Supervisors to name just a few. We have a clear focus on the wellbeing of our colleagues including a mental health champion in each academy and regular well being surveys completed. We also provide 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 specialist annual pension briefings to keep staff updated. A new employee benefits scheme is about to be launched for all colleagues which will include schemes for technology purchase and retail loyalty.

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



Safeguarding

Pupil safety and wellbeing is at the forefront of all we do in our academies: we believe that with rigorous processes for safeguarding adults and children, we embed a **culture of trust, transparency and security**. Our statutory responsibilities are at the core of our practice and all staff pride themselves on their holistic approach to safeguarding children.

Our Journey

Initially, safeguarding – to the majority of our academies – was deemed an isolated role, a responsibility of only a small team of safeguarding officers in each academy. Developments in our approach have led to a raised accountability and understanding of all staff – irrespective of role or position in school. The term safeguarding was explored further to develop colleagues' understanding of how a child is kept and made to feel safe and nurtured as an individual. It was at this point, the vision for safeguarding was born.

Where are we now?

- We have secured a Seconded System Leader who works with each academy to offer **guidance and support** on safeguarding practices and procedures, with a particular focus on safeguarding compliance.
- Each academy has a pastoral team and a number of Safeguarding Officers in post who form an **active, collaborative group** with a well-rounded knowledge of current, local and wider issues.
- The **rigor and tenacity** of safeguarding in the academies is strong, working in close partnership with outside agencies, offering collaboration, support and challenge.
- Regular updates, guidance and bulletins are shared with all staff and form key agenda items in each academy.
- 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.



Finance

The effective and efficient management of public funds is a vital component of the work of any trust; we have an obligation not only to make sure our overall financial position is secure but also to direct our resources where they will have maximum impact.

Our Journey

The Trust initially had separate bank accounts for each school and a large amount of the finance tasks was delegated to each academy. This was rationalised to a centralised finance system staffed by specialists to allow academy leaders to focus on teaching and learning.

Where are we now?

Contracts and capital expenditure is now managed by the central team which ensures that the Trust is achieving best value. The centralised system has also ensured a consistent approach

and minimises potential risk and issues raised at audit level. Efficiencies have been realised with the move to one bank account and the development of the central team ensures all academies are professionally supported with finance and operations. The Trust has a clear, detailed Scheme of Delegation which is integrated into the financial management system to ensure compliance.

As at 31 August 2022, the Trust had cumulative restricted and unrestricted reserves of £1.9m. 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. The Trust has also invested in ICT and estates infrastructure to compliment the six successful CIF bids that were secured in spring 2022.



Estates, Health & Safety

The Health and Safety of pupils, staff and visitors is paramount across the Trust. The Trust has a strong Health and Safety culture with rigorous robust systems to protect the Health and Safety of adults and children. Working closely with external professional third parties, we ensure our statutory responsibilities are addressed to a high standard and in a timely manner.

Estates and Health and Safety is a strategic priority for Inspire Partnership MAT. An Estates Officer leads the team of premises staff ensuring a strong commitment to meeting all statutory needs associated with the operation of our academies.

Inspire Partnership MAT secured a further £1.5 million of CIF funding across 4 academies in 2021/22. CIF funding has revitalised the image of Estates and Health & Safety across the Trust securing over £4 million investment in a 3 year period.

Where are we now?

- Each academy has an in-house **annual H&S 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**.
- Each academy has a developing capital plan focusing on key areas for H&S developments with a strong central overview.
- The premises teams at each academy has a designated point of contact for line management and Estates, H&S related queries.
- The Trust has a long-term strategic plan for academy improvement through **Condition Improvement Funding** (CIF) and continues to explore other avenues for large scale developments of Estates and H&S investments into academies.
- Regular updates, guidance and bulletins are shared with all staff and form key agenda items in each school.
- Regular **Premises Network meetings** enable a platform to share best practice and deliver key training across the academies.
- The Trust has an appointed external Competent Person to support any complex H&S issues.

ICT

Technology is, of course, both the present and the future and the Covid-19 pandemic has brought this home to us all with something of a shock, at first, as we moved suddenly into the world of remote learning and working. Our learning from the pandemic has ensured access to the best learning technology for all in the future.

Our Journey

- All academies had their own stand-alone IT structure meaning each academy operated in isolation from others.
- All academies had separate email systems meaning limited access to the full functionality of Office 365.

Where are we now?

- Every child in KS2 has their own Chromebook.
- Every academy has a full class set of Apple iPads.
- Each academy has a digital champion.
- We provide training and CPD programmes tailored to the individual needs of our academies to enhance teaching and learning.
- We now have a single Windows domain across the Trust meaning that staff can work

easily from any Trust site as well as from home.

- We have invested significantly across all academies to ensure hardware and software is **fit for purpose and standardised** across the Trust.
- We have installed 100Mb **full fibre broadband connections** into each of our academies to ensure high speed internet is available to all of our pupils.
- We now have a **single e-mail system** across the Trust giving full functionality to Office 365 allowing us to utilise technologies such as OneDrive, SharePoint online and 'Teams' calling.
- We mobilised a remote learning and working strategy in response to the Covid-19 pandemic and are now able to ensure that learning can continue in the event of any academy closures.
- We have used the lessons learned from the pandemic to develop a **full blended learning strategy**.
- Our curriculum offer has been enriched through the implementation of a range of online platforms meaning parents have been actively involved in their child's education.
- The children engage in an **ambitious Computing curriculum** using a range of technology following a consistent scheme of work in all Trust academies.



Contact Us

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