

# Annual Report 2020/2021





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## CEO Update

The COVID-19 pandemic continues to present the biggest crisis since the Second World War, affecting public health, education, economies, and communities globally. Schools were one of the first sectors to be affected and will undoubtedly take some years to fully recover from the lost learning – albeit we recognise that some children will be affected more than others. The gap between disadvantaged and non-disadvantaged children has grown, nationally, undoing much of the hard work of recent years. This behoves all schools to carefully consider their recovery curriculum to ensure all children can leave school at the age of 16/18 having reached their full potential. COVID-19 must be a context, not an excuse.

Despite the challenges we have faced, I am proud and humbled to have led ATLP's response through the crisis. We have been guided by our core principle of ensuring children are at the heart of everything we do. This has ensured that the right decisions have been made at the right time serving the best interests of our school communities. Undoubtedly this has meant that some school activities, which we know enrich the education of our young people, have not been able to take place but the resilience of our leaders and of our teachers and support staff have ensured that we have found different ways of working to serve them effectively. And, as some sense of normality returns, we will continue to be guided by our risk assessment but ensure we can give our children and young people the best educational experience possible; memories that we know will last forever.

For those who faced their GCSE's or A-Levels last summer, my thanks go to colleagues across our schools who ensured the Teacher Assessed Grades (TAG) process was rigorous but fair and consistently applied. All our school leavers achieved their preferred destination.

We continue to work closely and develop relationships with West Coventry Academy, St Michael's CE Primary and St Chad's CE Primary. We look forward to them formally joining our partnership in early 2022.

And so, with the support of a newly appointed Chief Finance and Operations Officer, a strengthened School Improvement Team and a new, albeit interim, executive leadership structure, our schools have much to look forward to. The challenges are not yet behind us but the collaborative spirit, dedication and commitment to our children and the support that we have been able to give to each other through our MAT structures, means we have a more exciting future ahead.



**Richard Gill - CEO**  
The Arthur Terry  
Learning Partnership

Together we are stronger





# Governance

As the legal entity and accountable body, Trustees contribute to the Ofsted process as agreed between the Lead Inspector, Headteacher and the Directors of Education.



## The Trust Board

- considers the vision and aims of the Trust and its schools
- creates the strategy and policy to deliver its key objectives
- has ultimate responsibility for all budgets, salaries and safeguarding
- ensures strong and effective governance
- challenges the Executive in delivering the best possible outcomes for all students, and holds the Executive to account for the ways in which this is carried out.

The process for appointing staff and parent governors is detailed in the ATLP Governance & Compliance Handbook. All elected governors do, however, need to be ratified by the Trust Board and DBS clearance checked. This level of quality assurance is to ensure the Nolan Principles are upheld.

Other appointments to the governing body are made by the Trust Board. At times the Trust Board may consider that, for specific reasons, a local governing body needs strengthening. The CEO will work closely with LGBs to ensure the rationale for this is explained and clearly understood.

Chairs of each LGB must be ratified by the Trust Board. Again, this is to ensure that Trustees are confident that the Nolan Principles will be upheld in local governance.

Delayed, due to COVID-19, the Trust has continued to review its governance practice and structures during academic year 2020/21. This includes how we might maximise the training and development programme to support those involved in governance whilst recognising their busy professional and personal commitments. This will be concluded by the start of 2022.

## The role of the Local Governing Body during the pandemic

**The role of a Local Governing Body in a Multi Academy Trust is different from that of a maintained school. The Local Governing Body is a committee of the Trust Board.**

Trustees highly value the role local governance plays in our current structure. The Trust recognises the importance of maintaining strong, local links within our school and hub communities. A unique aspect of Trust workings which is held dear by executives, leaders and Trustees, is how it recognises the individual identity of each school. This distinctiveness is what makes the Trust special; ensures our ability to support and challenge each other and serves to ensure a rich learning family that benefits young people, families and communities.

For 2020/21 we are living and working in unprecedented circumstances. Most pupils did not attend school in 2019/20 once the country was locked down in March 2020 due to the pandemic, COVID-19. A return to school in September 2020 brought new challenges; it required different ways of working and much was asked of those who work in schools. Our level of scrutiny, challenge

and support is more important than ever. That said, we must be considerate of workload for all those who work in schools, particularly our senior leaders and our executive team.

**This means that the way local governing bodies worked in Academic Year 2020/21 was different than it had done previously.**

The starting point is the Simon Sinek concept of 'why?' We needed to ensure the structures that existed across our family of schools provided the optimum levels of support and challenge but, equally, ensure there was a purpose to each meeting/discussion and less repetition for school leaders. The result of this was asking Local Governing Bodies to be even more focused and specific in the agendas that were asked of them. There were fewer meetings during this academic year, recognising the demands on our leaders.



## What the Local Governing Body is currently responsible for:

### Behavioural attributes

- To champion the school and ATLP vision and values.
- To ensure there are named governors responsible for agreed areas and that relevant policies, approved and supplied by the Trust Board, are applied effectively and that targets/data set by the Trust Board, are monitored and challenged: Safeguarding/Child Protection
- To work in accordance with the ATLP Governance & Compliance Handbook including implementing ATLP procedures for appointing new Local Governing Body governors.
- To ensure consistent compliance with all ATLP policies.
- To maintain a register of business interests.
- To ensure provision of free school meals to those students meeting the criteria.
- To support the Performance Management of the Headteacher through the Chair of the Local Governing Body working alongside the Director of Education and the ATLP School Improvement Partner, where applicable. Chair will recommend the outcomes from this meeting to the Hub Governing Body Pay and Appraisal Committee with Director of Education support.
- To support with pupil exclusions panels if called upon to do so.
- To have a working understanding of all Trust documents relating to schools opening in September 2020.

### Matters forming the agendas

- To receive reports and provide appropriate levels of scrutiny, challenge and support in the following areas:
  - Safeguarding
  - Wellbeing of pupils: school provision in the wake of COVID-19
  - Wellbeing of staff: how is the school supporting staff
  - Pupil attendance: what is school doing to maximise pupil attendance?
  - Curriculum: the support in place to mitigate potential 'lost' learning during lockdown
  - Remote learning: what is in place in the event of local lockdowns
  - Financial challenges – statement showing additional COVID-19 related expenditure
  - Support from the Trust
  - Community issues

## What the Local Governing Body is not responsible for:

- Any matters relating to legal and/or contractual matters.
- Setting the school budget as, ultimately, the CEO/Accounting Officer is responsible and accountable for each individual school budget.
- Financial reporting. This is undertaken by the Chief Finance Operating Officer and monitored by the Trust's Finance Committee (Chair: Brian Cookson) and the Trust Board.
- Approval of anything that has a legal, contractual or financial implication. This includes insurance, buildings and estates, health and safety, contracts. (NB Governors will be consulted and/or informed on any such matters, as applicable)
- Personnel matters (unless delegated on a case-by-case basis directly by the Executive Team/Trust Board).
- Approval of statutory policies. LGBs do have delegated powers, however, to ensure these are complied with locally.
- Official complaints – although the executive team/trustees may ask for governor support

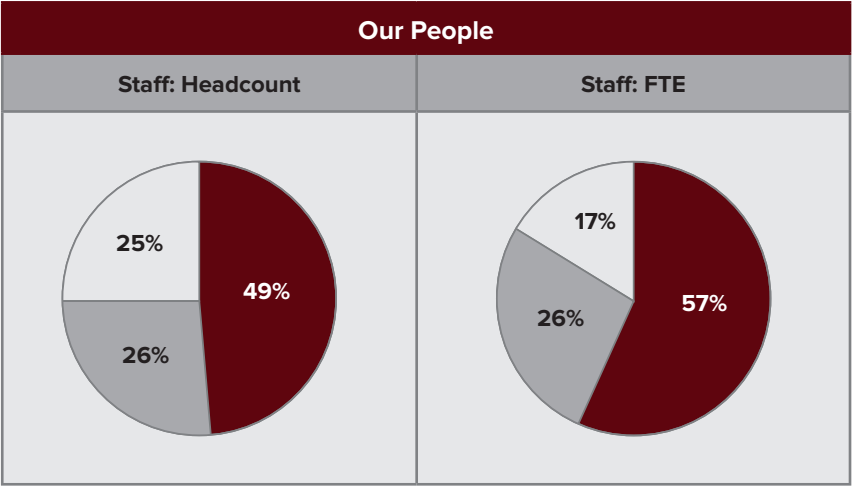


# Our Partnership

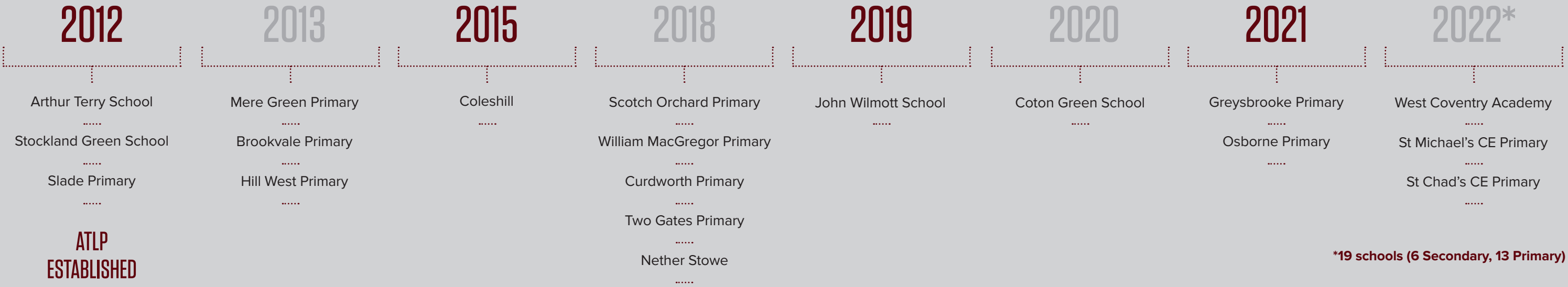
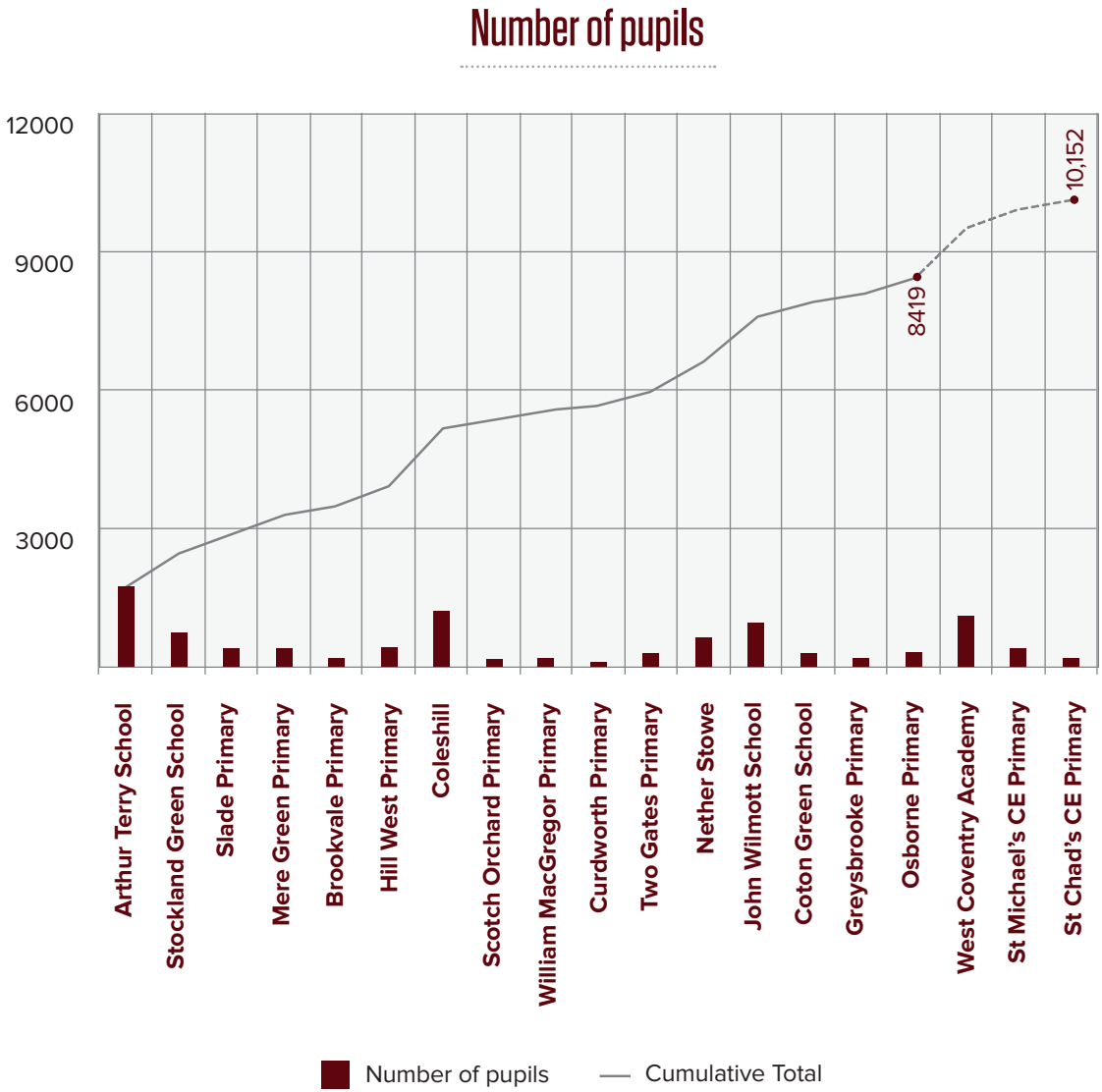


Members	Trustees
Tim Sewell	John Vickers
Sally Taylor	Jonathan Brake
Prof Mick Waters	Heather Morris
Alan Wharton	Tim Sewell
Sir Tim Brighouse	Brian Cookson
	Richard Gill
	Katie Hale
	Sam Henson

Our Finances
Total Income: £53.151m
Increase in reserves: £1.069m (2% of total income)
Total Reserves: £5.063m (9.5% of total income)
Total Assets: £98.356m
Governance 5 Members 8 Trustees 80 LGB Members



	Headcount	FTE
Teachers	563	495.77
Education Support	303	230.93
Support	292	147.05
Total	1,158	873.75





# Putting children first



One of the very special things that unite our staff is their unwavering commitment to our pupils. They always come first and are at the heart of everything we do. Whatever school you visit or see, all decisions and choices schools make have children at the heart of them. In a particularly challenging year, schools went above and beyond to ensure pupils were safe, well cared for, engaged in their learning and positive about their own health and well-being.

The activities undertaken by staff went above and beyond what would be expected of them.

This included bring your pet to zoom days during lockdown, year 6 leavers events which were socially distanced, bespoke curriculum offers, visiting vulnerable families and ensuring they had access to the support they needed and many more extraordinary things which ensured our pupils had the very best experience both in school and out.

## Erdington Early Help Work

Slade Primary and Stockland Green school were thrilled to be part of a pilot 'Early Help' offer with Birmingham to provide support to their most vulnerable families. It enabled them to link to a wider number of agencies and have access to more information to support both parents and pupils.

The schools worked collaboratively on this, and Birmingham City Council commented that these two schools in particular had taken the best advantage of what the pilot had to offer.

## Mere Green – extracurricular activities

An example of this is the work at Mere Green when pupils returned to school. Their vision around ensuring children thrive took on a new meaning with their extra-curricular offer. More than 30 enrichment clubs were designed to give pupils new experiences and improve their wellbeing after the challenges of the pandemic.

After the restrictions and lockdowns of the last 18 months, staff at Mere Green Primary School – which is part of the respected Arthur Terry Learning Partnership – made it a top priority to provide a high quality enrichment programme that broadened pupils' opportunities. The school has also linked up with community groups to help bring expertise into the programme, partnering with a local hockey club, tennis club and even an allotment club.

After the first round of enrichment clubs, 95% of children said that they would like to continue the activity outside of school.

The dedication from staff was inspiring. Over 25 staff led and supported clubs, taking time out of their evenings to provide new opportunities for the children.

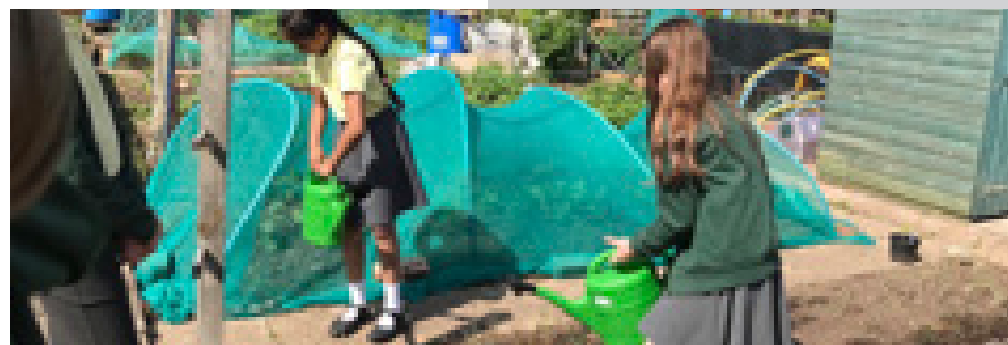


## Coton Green cool treats!

Coton Green Primary School children were delighted when headteacher Richard Osborne sprinkled some magic into break time by pulling his VW Camper onto the playground and serving up free ice-treats for all. Mr Osborne was keen to reward the children and staff for all of their hard work over the year Mr Osborne commented:

**“It was a joy to see the children’s faces light up when they saw the van. I enjoyed being an ice-cream man for the morning and bringing that touch of magic to everybody’s day. We all treasure such experiences and smiles and laughter are the sweetest reward of all.”**

Commenting on the surprise, a reception pupil said: “Mr Osborne is magic! A headteacher and an ice-cream man!”



## Our safeguarding response to COVID-19

- As a learning partnership we put the safety and welfare of pupils first. This focus did not change during lock down.
- Our pastoral teams literally made thousands of safe and well phone calls to pupils learning from home as well as many home visits. This provided opportunities for engagement and strengthened home/school relationships.
- Other children, including the most vulnerable and the children of key workers continued their education within our schools. They were well supported cared for and kept safe.
- Those learning at home received a quality diet of online learning and in line with Government policy we distributed many devices that enabled children to fully engage with their teachers and continue with their learning.
- Since our return, extra provision has been made to allow children the opportunities to talk to trusted adults in their schools about their lived experiences. In some cases, this has been via extra Tutor sessions, PSHE or via simple student surveys to identify who needs further support.
- Our response has been to strengthen our IT filtering and monitoring systems as well as a cross curricular focus on online safety. Our new systems enable us to identify trends and then allocate resources, such as staff training or support from external agencies.
- We have also taken account of the rise in poor mental health across our pupil population and have equipped our staff to recognise this as a safeguarding concern and to signpost children and families to appropriate external agencies.
- In line with the 'Everyone's Invited' campaign and consequent Ofsted review we have strengthened our peer-on-peer abuse policy and raised awareness across the whole of our partnership of sexual abuse and harassment.
- We are only too aware of the impact of COVID-19 on our local communities. Needs differ across our Partnership. We have many families who now find themselves in very different circumstances. Those now living in poverty, with redundancy, job loss or homelessness. Those suffering a bereavement, domestic violence, drug or alcohol addiction or poor mental health.
- We are proud of the way our staff have responded. They have gone over and above to support our children and their families keeping the child at the heart of everything we do, listening to their voice and responding to their needs is a crucial part of our safeguarding philosophy and enables us to make a real difference to the communities we serve.
- We are acutely aware of the impact of lockdown. We are aware that many children have had unsupervised and unlimited access to the internet with all its inherent dangers.
- Our focus on listening to the voice of the child continues.





# Our School Improvement Team

Our School Improvement Team are a dedicated group established to support school leaders in their school improvement quest. Responsibilities extend to promote continued curriculum development, develop quality circles and offer specific focus on subject areas including Geography, Science and Art.

They support curriculum review for the partnership from Reception to Y11 and bring a common approach for all schools but is contextualised to each community.

## Our full-time members are:



**Helen Hastilow**  
School Improvement Leader



**Nicola Gould**  
Deputy Headteacher



**Cathryn Mortimer**  
Director of Teaching School Hub



**Wayne Perry**  
Trust Data Manager



**Simon Roberts**  
School Improvement Lead



**Tracy Williams**  
Secondary Leader - School Improvement Team



**Sue Bailey**  
ATLP Safeguarding Lead

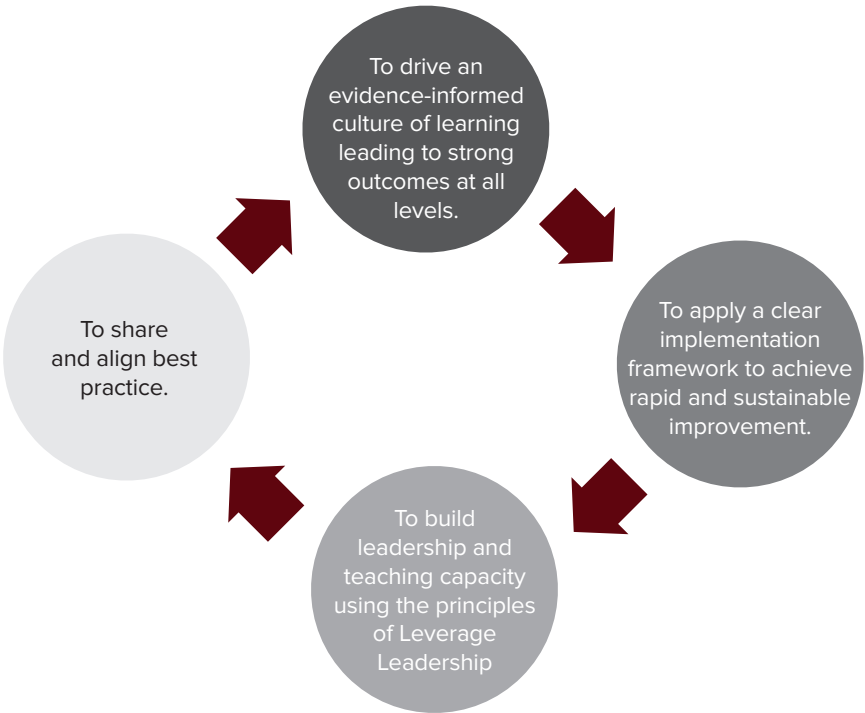
In addition to the full-time members, we have increased our capacity and focus by seconding more members to the team for this academic year into next year and who will enhance our approach further into the following professional disciplines.

- **Steve Cooper** – Professional development
- **Lisa Dodd** – Disadvantaged
- **Zoe Franks** – SEND
- **Kat Lee** - Enrichment
- **Suzie Norton** – Teaching and Learning Primary
- **Lucy Tongue** – DT
- **Annie Undzhiyan** – Creative Arts



## Our approach to school improvement

We work collaboratively with leaders in school using a clear implementation framework as outlined below and our ambition is to both develop and support our leaders so that all our children receive a high-quality education through a forward-looking curriculum and excellent teaching.



## Bromcom update

We have been making good progress with our “one MIS” project over the past twelve months. The majority of our schools, both primary and secondary, have now completed their training and have transitioned to using Bromcom as their main MIS. The benefits to having every school using the same MIS are numerous, not least because we are now realising economies of scale. We now have a cloud-based system, accessible from anywhere, that has made processes within schools much simpler, with automation at the heart. It has also made it simple to collect data at Trust level, making early analysis more meaningful, with lasting impact. As we progress with Bromcom, we can expect to see more improvements to processes, more saved costs, and more impact on student outcomes as we start to make the most of our data-rich organisation.

See it	Name it	Do it
Celebrate the successes and share the best practice .....	Identify action steps that will move performance from the current to the ideal. Action steps are clear, logical and form a granular plan. What, how, when and why? (School led, supported QA by SIT) .....	Rehearse and refine high performance .....
Analyse diagnostic data and observations to identify the most significant lever for improvement .....	Prioritise time for effective implementation and delivery of the plan .....	Walk alongside offering support and challenge .....
Explore the ‘ideal’ through analysing high performance .....	Identify methods to evaluate impact .....	Coach and provide follow up support .....
Make evidence informed decisions	Build a shared understanding of the way forward .....	Use implementation data to monitor the impact and modify the approach .....
	Prepare staff and resources to allow for successful implementation	Plan for sustainability and ongoing monitoring and evaluation



# Education Updates & Achievement

## Our remote learning revolution

Teachers are both performers and chameleons at heart. Teachers “adapt and overcome” every day. However, if you had said to a teacher in January 2020 ‘You will be teaching your classes online later this year as schools will be closed’, I think even the most optimistic practitioner would have struggled to see how this could happen.

In January 2021 when schools were again asked to close their doors to all, bar the children of key workers, teachers simply fired up their laptops, adjusted their virtual backgrounds and got ready to welcome their classes back to the virtual classroom. In ATLP schools our teachers had learned to use MS Teams, Zoom and Google Classrooms to teach students online. A year of exponential learning and development meant that teachers had learned what makes a good remote lesson, how to set

up assessments online and even began to think about what would be kept when returning to face to face teaching; visualisers, which were needed to teach poetry and model algebra online, are now common features in ATLP classrooms.

The development of remote learning is an example of ATLP at its best. To enable teachers to deliver the best remote education, a real team effort was needed. Operations and Estates ensured that laptops were

ordered, prepared and delivered. The School Improvement Team ensured that best practice was gathered and shared with school leaders. Support staff in our schools joined live lessons to support students, made self and well checks to encourage those students who were anxious to engage with lessons. Human Resources ensured teachers were supported and the Executive Team ensured that our ATLP family stayed stronger together.



**Anna Balson**  
Director of Education (Primary)



**Ian Smith-Childs,**  
Secondary Strategic Lead



**Marie George**  
Secondary Strategic Lead

**21st Sep 20**

SAGE advise circuit breaker.

**30th Oct 20**

Month long lockdown.

**8th Dec 20**

First UK patient gets vaccine.

**Dec 20**

increasing areas in Tier 3 and Christmas limited to one day of social mixing outside Tier 4

**4th Jan 21**

Full national lockdown.

**25th Feb 21**

Ofqual announce plans for Teacher Assessed Grades.

**8th March 21**

Schools asked to return to full opening.

**14th June 21**

Lifting of all restrictions.

## How ATLP schools responded to the COVID-19 pandemic 2020-2021

Schools return to school with full risk assessment - bubbles, staggered social times, enhanced hygiene measures.

Schools remain open for key workers and move to remote learning with increased number of ‘live lessons’ over TEAMS, Zoom, Google classrooms.

ATLP Continue to distribute laptops to students. FSM food vouchers and parcels delivered.

**Nov - Dec 20**

Schools experience high levels of infections with contact tracing dominating leaders and significant impact on operational function of schools.

Teachers blending remote education and live teaching.

Schools remain open for key workers and move to remote learning with increased number of ‘live lessons’ over TEAMS, Zoom, Google classrooms.

Y11 and Y13 complete practice assessments in secondary schools.

Primary schools return from 8 March 2021

Secondary students have staggered return from 8 March 2021, with all students having two LFT tests. School set up testing centres for the first time.

**June - July 21**

Schools experience third wave of infections with significant absence and teachers again blending remote and live teaching.

**10th August**

A level  
L3 BTEC  
Teacher Assessed Grades

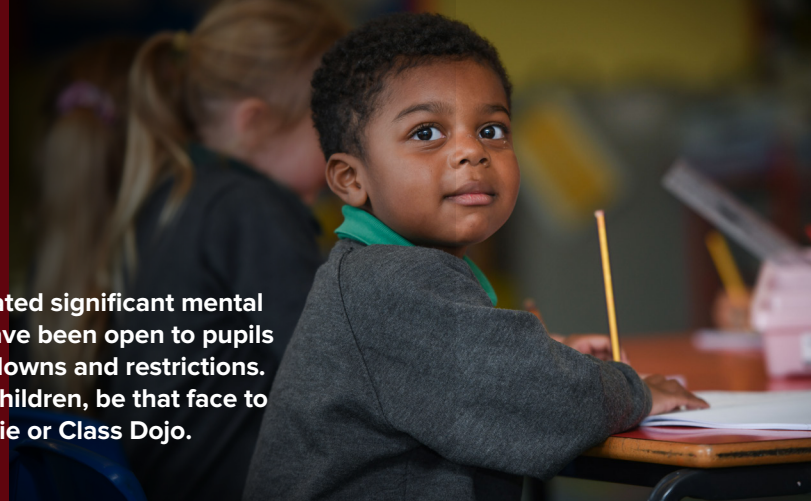
**12th August**

GCSE/ BTEC  
Teacher Assessed Grades



# Our Schools

Our Head Teachers and their staff teams have demonstrated significant mental strength and resilience in ensuring all primary schools have been open to pupils every single school day last year, despite COVID-19 lockdowns and restrictions. Providing a world class education and provision for our children, be that face to face or remotely, using such systems as YouTube, Showbie or Class Dojo.



# Our Schools

Schools have focused diligently on their individual priorities and development and to trust wide priorities. Staff have continued their programmes of professional development and our contextualised curriculums continue to develop to ensure all our children are treated with ambition, understanding and taught knowledge rich lessons.



## Primary & early years

### Brookvale Primary School

Positive and innovative change continues under new leadership of Mr Stuart Day, with an outstanding and innovative curriculum in place that offer children elective studies, that are ambitious and support our children to have quality experiences beyond their immediate community. Our ECT's are exceptional and are demonstrating outstanding pedagogical knowledge.

### Greysbrooke Primary School

What a year for Mrs Ellie Ballinger to start her first Headship! Ellie has brought her high standards and commitment to nurturing children and staff to being the very best they can be. Greysbrooke joined our MAT in April and their commitment to growth and development as well as focusing on MAT priorities is already bringing a multitude of benefits to school.

### William MacGregor Primary School

The drive to learn about world class systems has been led by Mrs Suzie Norton, who's high standards and hunger for the children of Tamworth is infectious! William MacGregor has had an exciting year focusing on Voice 21 and developing and promoting oracy in their curriculum.

### Scotch Orchard Primary School

Under the leadership of Mrs Jo Bishop, Scotch Orchard is committed to a curriculum that brings the world to every child, providing ambition and knowledge rich experiences. The teaching cohort is stronger than ever.

### Two Gates Primary School

Under the modest yet ambitious leadership of Mrs Nest Llewelyn Cook the team at Two Gates have worked hard to modify the focus of Two Gates whilst retaining its heart. Two Gates has been unique in our school family this year in providing high quality face to face learning to over 80% of its children, which is to be highly applauded.

### Coton Green Primary School

Mr Richard Osborne has ensured our children are taught a broad and ambitious curriculum that is rooted in reading and oracy. We are ambitious for our children and community and are focused on providing a state-of-the-art new building, that will meet the needs of our school as it becomes 2 form and enable our staff to deliver that curriculum and opportunity in a high-quality environment with outstanding resources.

### Curdworth Primary School

Our school continues its journey to outstanding under the leadership of Mrs Lisa Dodds and her team. The progress that children make at Curdworth is exceptional, and despite being our smallest school, Curdworth continues to be one of the most innovative and ambitious of our schools.

### Mere Green Primary School

Mrs Kristal Brookes has spearheaded the digital revolution at Mere Green, ensuring 1:1 devices are with every child in the school, enhancing and supporting learning, and developing Mere Green to be an Apple recognised Regional Training Centre.

### Osborne Primary School

Osborne joined our Partnership in April and have had a year probably unlike any other before! Mrs Michelle Gay has successfully led the school into academisation and is eager for children and staff to be provided with the very best opportunity and ambition. Children and staff are settling happily into their smart new building.

### Slade Primary School

Slade School has undertaken a massive refurbishment and looks incredible! Mrs Jenny Maskell has ensured her children and staff have the very best learning environment in which to learn and teach, and staffs ambition for their children is huge. Providing a wonderful, knowledge and experience rich curriculum and ensuring parents have a good understanding of school, as well as providing the Parent Community advisory Group have a strong part to play in the provision and success of Slade.

### Hill West Primary School

Dr Beth Clark continues to ensure that Hill West children are at the heart of all they do. Unwavering in 'children first', having achieved the Gold standard in Rights Respecting Schools as outlined by UNICEF. Dr Clark and her team have successfully mentored and coached leaders at Osborne Primary, who joined our MAT in April 2021.

## Secondary schools

### The Arthur Terry School

Progress of The Arthur Terry Sixth Form continues to be a priority. The Sixth Form has driven forward research led teaching and learning strategies which were previously embedded into Key Stage 3 and Key Stage 4. This includes effective cognitive science strategies, a heavy focus on exam preparation and technique, high standard of presentation, preparation, effective modelling and aspirational targets. By embedding these strategies Value Added scores have risen. Personal Development opportunities for the Sixth Form was a key focus and a new Student Leadership Model was devised. Year 12 and Year 13 students are integral to the ACE Leadership Model (Achievement, Community and Enrichment) and the impact will be seen as we move through the 2021/22 academic year.

### Nether Stowe

The Nether Stowe community welcomed the Secretary of State, to school to formally open new facilities which included refurbished rooms, an extension to the front of school and a very impressive Sports Hall, bringing much needed resources to the students of Nether Stowe and the wider community. The students deserve the best as they are incredible young people. Former student, Sophie Capewell, who is currently part of the British track cycling team participating in the World Championships, joined us to celebrate our successes, hard work, determination and wider achievements of 2020/21. It was a fabulous occasion and a lovely way to round off the academic year.

### Stockland Green School

Our "wellbeing weeks" continued to be a focus with students exploring the theme of resilience by participating in multiple opportunities across the week. One activity our students worked on was the creation of artwork for Bleak Hill Park to remember COVID-19 heroes and was supported by Councillor Penny Holbrook. In addition, sixteen Year 10 and Year 11 students participated in a 6-month virtual work experience placement as part of the Aspiring Medics programme. A talking point was watching live surgery where a liver was operated on. Not for the squeamish! A number of these students have moved on to Grammar school as they continue their route in to medicine.

### John Willmott School

John Willmott students are thrilled to have returned to live music performances and have performed at The Sutton Coldfield Town Hall playing for Jeremy Vine, Jess Phillips MP and the Creative & Expressive Arts Faculty have had their first public exhibition of art & photography work displayed in the gallery in Sutton Coldfield.

### The Coleshill School

The Wilson Block was opened in September 2020, marking five years of growth at The Coleshill School, increasing our student numbers from 740 to 1220. This project that has been years in the making, with the final building works being completed in the middle of the school site during the pandemic. The new teaching block of 12 classrooms, a new multipurpose dining room and flexible teaching spaces is a fantastic space for our students and the whole school community.





# Our Support Services



# Our Finances



## Support Services Leadership Team

We welcomed Simon Smith as the Chief Finance & Operations Officer (CFOO) in June 2021, with focus on our long-term financial strategy and ensuring our support services continue their proactive approach in having excellent services that support an outstanding education while delivering ongoing value for money across the Partnership.



**Simon Smith**  
Chief Finance and  
Operations Officer



**Michelle Doughty**  
Director of Operations  
and Estates



**Anna Newson**  
PR and Communications  
Manager



**Ria Farrell**  
Acting Head of Finance



**Sandra Martin**  
Director of Human Resources



**Georgina Lavery**  
PA to Executive team

The backdrop of the pandemic meant focus and attention was on ensuring our schools were open and safe for any children attending. All our support services adapted to new working arrangements and ensured that our processes and procedures moved online.

Despite the pandemic, we welcomed Greysbrooke and Osborne Primary Schools into the Partnership, which only happened with the dedication and proactive support of each of the teams.



## Annual Report 2020/21 Finance

The finance team responded diligently and proactively throughout the pandemic. With the team working remotely, we adapted our processes and procedures to ensure a continuity of service to all stakeholders whilst maintaining compliance and minimising risk. All changes were implemented effectively by the team who showed continued commitment and resilience.

Liaising with other departments across central services was crucial to ensure schools were kept open, compliant with guidelines and had the provision of resources available. Finance assisted with ensuring free school meal vouchers were available for vulnerable students and PPE and additional cleaning requirements were met.

## Trust Finance Review

In 2020/21 the Trust managed an annual budget of £53,151,345 consisting of £41,012m GAG (77%), General Annual Grant (GAG) funding provided by the ESFA and £5,787m of other grant funding, such as Pupil Premium, Sports and PE funding and COVID-19 catch up funding.

In 2020/21 the Trust's total overall income increased to £53,151,345 from £47,552,724 in the year ending August 2019. This is in part, due to the conversion of the two primary schools, plus additional COVID-19 funding, School Condition Allocation (SCA) and increased Pupil Premium funding. Most of the income £38,114m staffing cost (72%) was invested in our staff. Each member of staff, regardless of role, makes a vital contribution to our ATLP values and the positive impact this has on our children's outcomes, quality of education and wellbeing.

Trust reserves increased by £1,072,059 (2.02% of total income) in 2020/21, giving a total reserves balance of £5,096,326.

The impact of COVID-19 on Trust finance is the main factor to the improvement in reserves. Scheduled works have not taken place, plus a reduction in expenditure due to site closures. Focus has been on providing children with the best possible education and support during the pandemic and the funding received has enabled the Trust to do this.



**Ria Farrell,**  
Acting Head of Finance





# Our Operations



## COVID-19

**In 2020/21 our Operations & Estates (O&E) Team were integral to the success of ATLP's COVID-19 response. In a year of unforeseen challenges and constantly changing guidance, our O&E Team delivered ongoing support to schools to ensure full and effective implementation of the COVID-19 risk assessment.**

The team lead on keeping schools open and operational for vulnerable children and children of key workers throughout lockdowns and the effective reopening of schools after each. This included overseeing all cleaning and ventilation measures, setup for social distancing and movement around the school site, free school meals, PPE provision, educational visit cancellations and claims and IT support for remote learning and working - including the provision of over 1100 additional DfE laptops to students most in need.

Our O&E Team managed the setup and implementation of secondary school COVID-19 testing centres and lateral flow self-testing for all staff and students, a significant achievement within a very short timeframe in support of national guidance. The team also led an on-site COVID-19 inspection from the Health & Safety Executive at Arthur Terry School, with a successful outcome.

## Business as Usual

Despite having to work predominantly on the COVID-19 response, business as usual continued with much success. Strategic planning saw further consolidation of staff resource, moving four IT staff from school-based IT roles into ATLP IT support roles in November 2020.

Site support services also expanded, with two new Mobile Site Assistants joining the team in early 2021. Central ATLP Site Staff information was created and delivered to the site team for the first time in May 2021, laying foundations for more centralised ways of working and consistency of service delivery.

The ATLP website refresh programme continued at pace. Many new school websites launched this year, consistent in format and design. The rollout of the new ATLP Management Information System (MIS), Bromcom, also began and internal policies were brought into a single electronic

Shared Resource Area for the first time. All this work supports our One Trust ambition.

The O&E annual project cycle, despite the challenges of COVID-19, delivered a fruitful summer of capital projects. Notably, this included completion of Nether Stowe School's expansion, support to Coton Green School's ongoing expansion and main school signage refresh across all sites.

Strategic work continued throughout the year, both within the O&E Team and also working with the wider teams in ATLP central support services, reflecting on this year's successes and looking ahead to 2021-2022.



**Michelle Doughty,**  
Director of  
Operations  
and Estates



# Our People



## Apprenticeships

We have continued to use the Apprenticeship Levy to support and develop our staff. During the academic year 2020/21, 38 employees were engaged in training through an apprenticeship. This includes teaching and support staff and encompasses a wide range of courses, including Business Administration, Learning Mentor, Accounting, Laboratory Technician, Team Leader, Senior Leader Masters qualification. There are currently 8 support staff undertaking a learning and skills teacher apprenticeship. Upon completion these staff will gain Qualified Teacher Learning and Skills qualification (QTLS).

## Staff changes

We welcomed 148 new employees, 59 teaching and 89 support staff. In comparison, 199 joined the previous academic year (2019/20), 97 teachers and 102 support staff. This is mostly due to recruitment being paused for some roles during the lockdown periods due to limited numbers of students on school sites.

147 (12%) staff left our employment, 59 teachers and 88 support staff. In comparison, 132 left the previous academic year (2019/20), 70 teachers and 61 support staff.



**Sandra Martin,**  
Director of  
Human Resources

## COVID-19 impact and support

The emergence of COVID-19 and the subsequent lockdowns impacted greatly on the work priorities of Human Resources. At the start of the pandemic, all employees were surveyed to ascertain their vulnerabilities and to gauge what support they required. This included asking questions to establish the Clinically Extremely Vulnerable (CEV), Clinically Vulnerable (CV), those living with someone in these categories, those who classed themselves as Black, Asian, Minority Ethnic (BAME), pregnant staff or those living with someone who was pregnant and staff who had difficulties with childcare/caring arrangements because of the national lockdown and the Tier arrangements. Staff fully engaged in this survey and as a result it was established that over 600 employees required an individual risk assessment. These were undertaken by the HR team over a period of 2 weeks and mitigation put in place to reduce risk and support employee wellbeing. Feedback from staff and trade union colleagues was extremely positive. Each time there was a change to the guidance, our HR team issued updated advice, reviewed risk assessment, and met with employees where necessary. When restrictions were lifted, risk assessments were reviewed and employees who had been working from home were overwhelmingly supportive of returning to the workplace, knowing support would remain in place upon their return. HR advisors continue to support staff who have been impacted by COVID-19, including signposting bereavement support, undertaking return to work meetings to support staff suffering with the effects of long COVID-19 and daily support for employees who have suffered physically, emotionally, and financially as a direct result of the pandemic.





# Contact us

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Together we are stronger