



Annual Report 2022



ArthurTerry
Learning
Partnership

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Together we are stronger
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Reference & Admin details



Members

- Tim Sewell
- Sally Taylor
- Alan Wharton
- Sir Tim Brighthouse
- Sir David Carter

Trustees

- John Vickers
- Heather Morris
- Brian Cookson
- Katie Hale
- Sam Henson
- Paulette Osborne
- Alex Yip

Executive

- Richard Gill**
Chief Executive Officer
- Simon Smith**
Chief Finance and Operations Officer
- Anna Balson**
Director of Education (Primary)
- Dierdre Duignan**
Director of Education (Secondary)

Independent Auditor

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The Arthur Terry Learning Partnership, a charitable company limited by guarantee, registered in England and Wales.

Company number 07730920.

Registered office: The Arthur Terry School, Kittoe Road, Four Oaks, Sutton Coldfield, West Midlands, B74 4RZ

CEO: Richard Gill NPQH, NLE, FRSA.

CEO Update



Chair of Trustees Update



I am delighted to introduce the Arthur Terry Learning Partnership Annual Report 2022 for another growth year across our learning family. Our Partnership expanded to 19 schools, a dedicated central team and the North Birmingham Teaching School Hub, as we continue on our collective school improvement journey.

I am proud of our achievements and the progress we are making. This is testament to the hard work, collaboration and dedication of our school communities. Enormous thanks to our staff, students and families for their continued support and commitment.

During the year we welcomed four new schools to the Partnership, including West Coventry Academy, which is undergoing a £38.4 million rebuild. In another vote of confidence by the Department for Education, the ATLP has been appointed to run the new Anna Seward Primary Free School in Lichfield.

High quality teacher training underpins all that we do. It was one of the highlights of the year to see the Arthur Terry School Centred Initial Teacher Training (SCITT) programme achieve an 'outstanding' Ofsted rating in all areas.

The education sector is, however, facing considerable challenge and change, which includes the ongoing effects of the pandemic. In response, we are continuously strengthening and adapting our teaching and learning/curriculum to support our children and young people's needs. We have expanded our central school improvement function with a number of new full

and part-time appointments, led by Simon Roberts, Deputy Head of the ATLP School Improvement Team.

Furthermore, the emotional and social welfare of our children and young people is at the forefront of our work. We have expanded our safeguarding and pastoral teams, so that we can further support our students and families, especially our most vulnerable.

“Leaders and staff work well together. Staff enjoy working at the school. They appreciate leaders’ support. Being part of the multi-academy Partnership has had a positive impact on the school. The chief executive officer and the board of trustees provide strong governance. They support and challenge leaders effectively” - OFSTED

Key additions to our school improvement and leadership teams include the appointment of Deirdre Duignan as Director of Education (Secondary).

We are also future-proofing our educational provision, as demonstrated by our significant investment in the digital strategy and the Learning Futures programme, including our revolutionary iPad scheme.

We do not underestimate the effects that Covid, the cost of living crisis, and other issues are having on our communities, and we will continue to be there for our families during these difficult times.

It is heartening to see our students enjoying a range of extracurricular and enrichment activities, including Partnership-wide initiatives like the ATLP Children's University.

We have been working closely and developing relationships with the Bridge AP School, Lichfield, who joined us for our third annual staff conference at Birmingham's ICC. It was an honour and a privilege to be a part of this day of togetherness, professional development and inspiration.

Our Partnership benefits from the expertise and guidance of our Central Support Services teams, who exemplify the One Trust culture that we are embedding across our learning family.

Our work makes a difference to the lives of others and the communities we serve. By working together to put children at the heart of everything we do, our schools will continue to flourish.



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

Our Annual Report 2022 reflects the Partnership's returning to business as usual after the pandemic. However, we know it is not quite business as usual because we are still working hard to overcome the impact of so much lost school time and the consequences for our students and their families.

We know we will be dealing with these consequences for some time to come and we are particularly aware of the effort that is and will continue to be needed to restore progress for our most vulnerable children and their families. This challenge comes at a time when families are being hit hard by the rising cost of living and continued uncertainty about the funding of public services. I have every admiration for the hard work and commitment of our staff throughout the pandemic, and the way in which they have made sure we are back on track, knowing that there is still much to be done before we can regard ourselves as fully back to normal. It is their hard work and commitment which gives me cause for optimism about the future.

The benefit of being part of a substantial Partnership, such as the ATLP, lies in the range and quality of support which can be engaged, sometimes at short notice, to help secure the best education possible for all our students. We saw this happening

through the pandemic and as we emerged from school closures, but we do also see it in the day-to-day work of supporting schools in the communities they serve. This year we have been able to finalise the central support structure so that we can provide the services schools need and also accommodate growth as more schools seek to join us. Our teacher training service was inspected by Ofsted and was judged to be outstanding – one of relatively few such judgements made nationally at the moment. The quality of our training and its impact on practice across the Partnership is fundamental to promoting our students' progress and to keeping pace with the demands of the world we live in.

Governance has been a main focus for us as we respond to the educational, legal, financial and workforce priorities flowing from working together in a multi-academy Partnership. After wide consultation we are implementing a new structure of local advocates at school level which will help to keep the Partnership informed about its schools, but also contribute to Partnership-wide priorities in safeguarding and promoting the progress of vulnerable students. The response from schools and their communities has been good, and we look forward to implementing the new arrangements in 2022-2023.

“Above all, we are clear that this is One Trust for the benefit of all, making sure that children are at the heart of everything we do.”



John Vickers - Chair
The Arthur Terry Learning Partnership

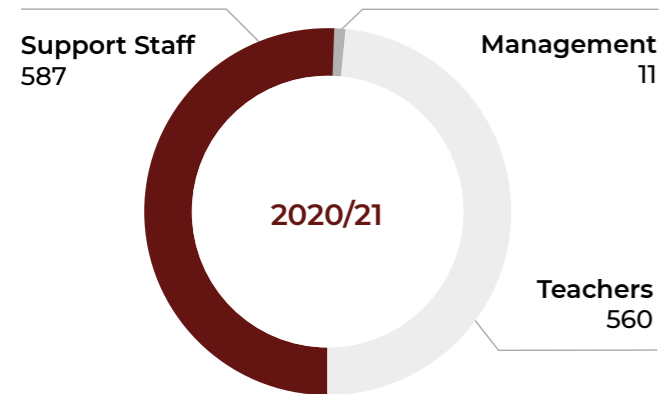
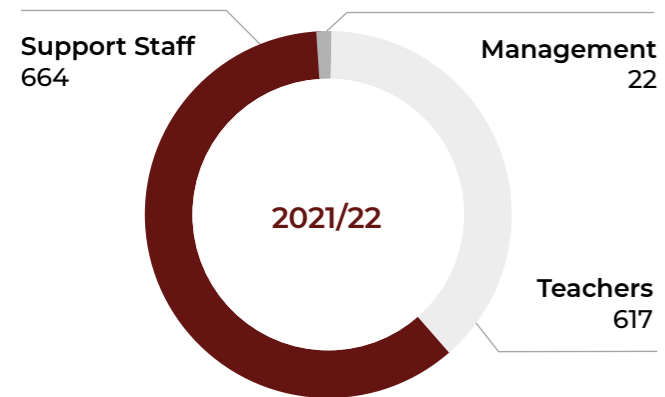
Together we are stronger



Our Partnership

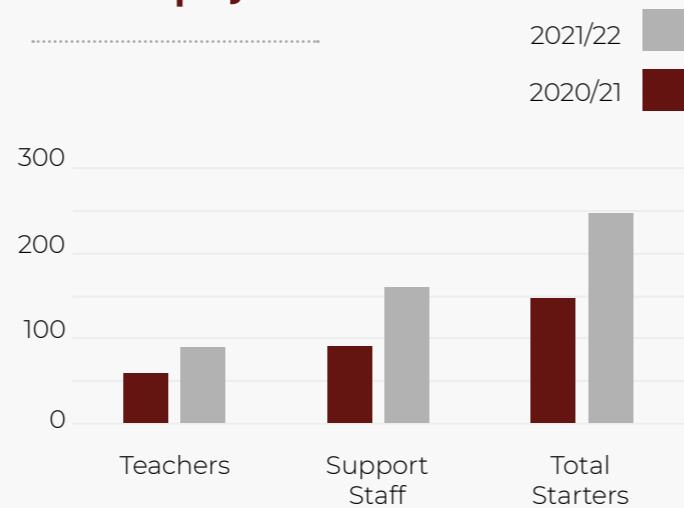


Average headcount for the year

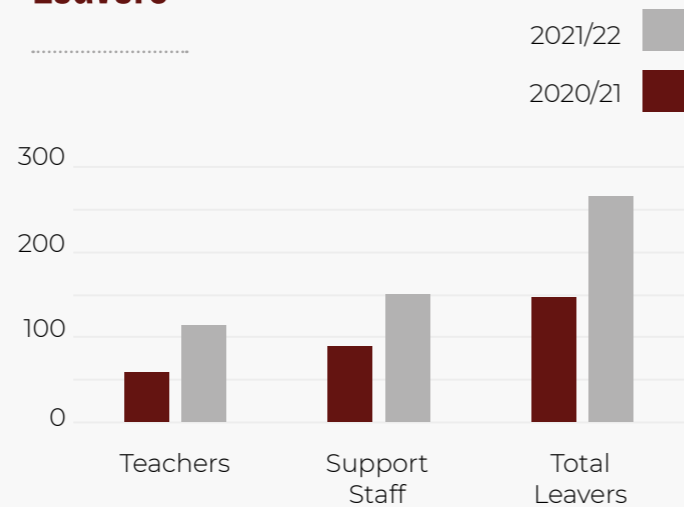


Our Finances	
Total Revenue Income	£61.041m
Net Revenue Expenditure	£60.781m
Net Underspend	£0.260m
Fixed Assets	£107.441m

New Employees

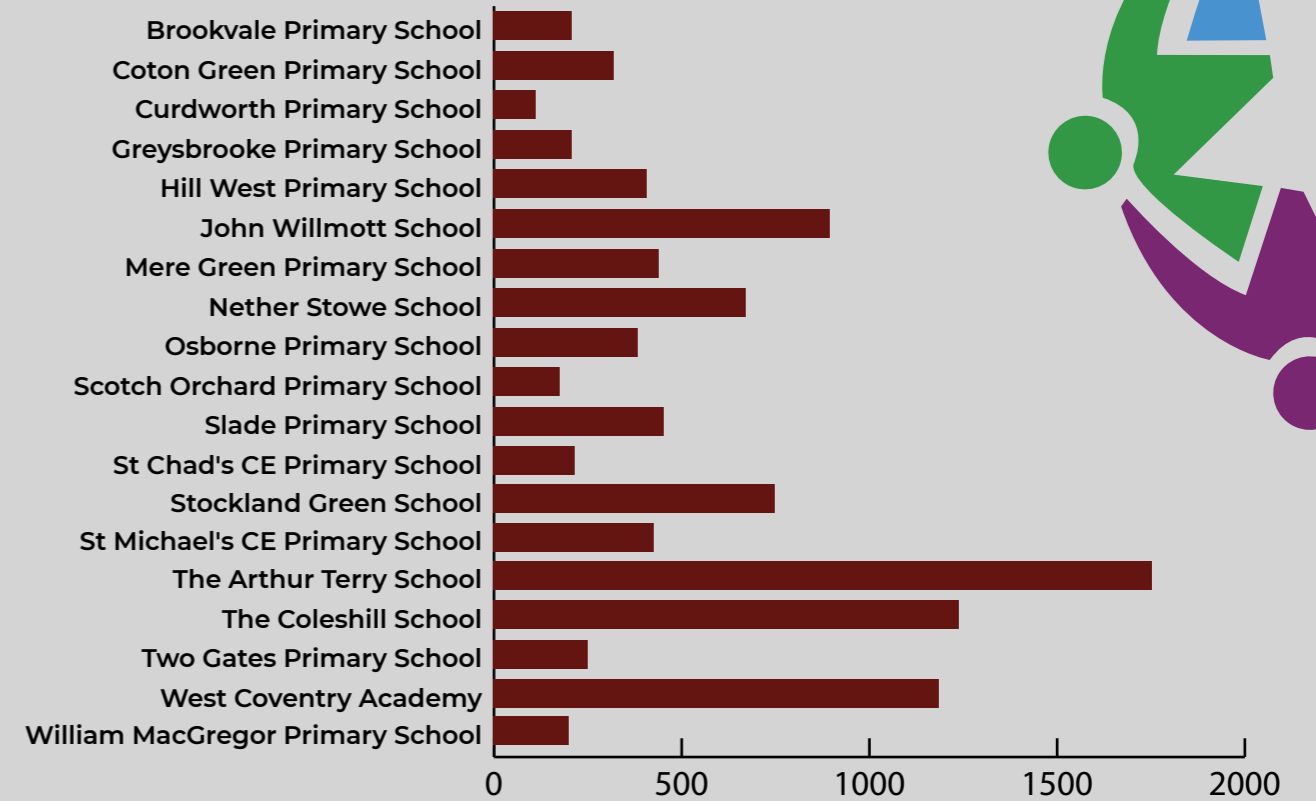


Leavers



Together we are stronger

Number of Pupils



Our ATLP Timeline



2012

The Arthur Terry School
.....
Stockland Green School
.....
Slade Primary

2013

Mere Green Primary
.....
Brookvale Primary
.....
Hill West Primary
.....

2015

The Coleshill School
.....

2018

Scotch Orchard Primary
.....
William MacGregor Primary
.....
Curdworth Primary
.....
Two Gates Primary
.....
Nether Stowe School
.....

2019

John Wilmott School
.....

2020

Coton Green Primary
.....

2021

Greysbrooke Primary
.....
Osborne Primary
.....

2022

West Coventry Academy
.....
St Michael's CE Primary
.....
St Chad's CE Primary
.....

2023

Anna Seward Primary
.....

Governance



The aim of governance at the ATLP is to deliver and support confident and strong strategic leadership, resulting in robust accountability, oversight and assurance for educational and financial performance. The Arthur Terry Learning Partnership is committed to good governance of our Partnership, and we will continue to develop our governance arrangements to shape and take account of best practice in the sector.

As the legal entity and accountable body, Trustees contribute to the Ofsted process as agreed by the Lead Inspector, Head Teacher and the Directors of Education. Trustees are selected based on their skills, knowledge and experience.

The Trust Board

- considers the vision and aims of the Partnership 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, including the ratification of local school governance appointments
- 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

Following reviews in 2020 and 2021, the Arthur Terry Learning Partnership is implementing a new model for local school oversight from September 2022.

Defined local governance representative roles known as Advocates will collaborate with school leaders and Trustees to enhance the strategic priorities of the individual school and the Partnership as a whole. Schools' former Local Governing Bodies (LGBs) are being retired and replaced by the formation of Partnership-wide safeguarding, vulnerable children and hub committees. The new structure is a shift away from traditional local governance in schools, seeking to help the ATLP retain a balance of strong community ethos and a proactive engagement with local voice alongside the ATLP organisational identity.

Our objectives were to achieve

- A strong local tier informed about their school and informing the Trust Board about local need
- Support for the school and the Head Teacher
- Avoidance of duplication in holding the school to account
- Reduction in bureaucracy
- Communication with the Trust Board via both professional and governance routes
- Communication with the local community
- Future-proofing post pandemic

The structure reflects the Partnership and its schools' single shared vision, a single Board of Trustees and a single scheme of delegation, whilst recognising the individual, distinctive identity of each school, and collective benefits of being part of a learning family. Trustees highly value the input and impact of the talented individuals supporting school governance at the local level, and are encouraged that numerous 2021/22 school governors will continue to serve the Partnership in the new framework from September 2022.

The aim of governance at the ATLP is to deliver and support confident and strong strategic leadership, resulting in robust accountability, oversight and assurance for educational and financial performance.

The role of the Local Governing Body in 2021/22

In the 2021/22 academic year, Local Governing Bodies at ATLP schools were responsible for the following;

Behaviours

- To champion the school and ATLP vision and values.
- To ensure 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, particularly those relating to 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 maintain a register of business interests
- To support the Performance Management of the Head Teacher 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 act as critical friends to school leadership and provide appropriate support and challenge
- To support with pupil exclusions panels when/if called upon to do so

- To support with complaints panels when/if called upon to do so
- To have a working understanding of all Partnership documents relating to schools opening in September 2022
- To contribute to the Partnership's ongoing governance review and subsequent restructure planning and implementation

Matters forming the agenda

- 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
 - Wellbeing of school staff: how is the school supporting staff in the wake of Covid.
 - Pupil attendance: what is school doing to maximise pupil attendance post-Covid lockdowns?
 - Curriculum: the support in place to mitigate potential 'lost' learning during lockdown
 - Remote learning: what remains in place for students that need to isolate due to Covid

- Financial challenges and impact of funding at the local level i.e. sports premium, Year 7, pupil premium
- Support received/required from the Partnership
- Community issues
- New governance structure consideration and engagement

What the Local Governing Body are not responsible for

- Any matters relating to legal and/or contractual matters
- Setting or approving school budgets
- Financial reporting
- Approval of anything that has a legal, contractual or financial implication. This includes insurance, buildings and estates, health and safety, contracts. (NB Governors are consulted and/or informed on any such matters, as applicable)



Katherine Thomas
Governance & Compliance Manager

Our Children



Enrichment

Through our enrichment vision across our One Trust, and because children are at the heart of everything we do, all children and students have access to a broad range of opportunities.

This enables them to be empowered to thrive and flourish as a whole person and be their very best self.

Our pledge, therefore, is to ensure that:

- All ATLP students are enrolled in Children's University
- There are opportunities for student leaders to collaborate across hubs
- Staff Continuous Professional Development (CPD) reflects the growth of enrichment across all schools
- A calendar of events uniting ATLP students within hubs and beyond is successfully implemented
- A diverse range of enrichment activities and opportunities are inclusive and available to all
- We utilise and showcase the talents of students and staff across the Partnership
- Student leaders and staff have opportunities to develop and strengthen their leadership competencies



Literacy

As part of having a Partnership wide subscription to Read Write Inc (RWI), our schools receive high quality reading and phonics support on a half termly basis. This includes a chance for reading and phonics leaders across the Partnership to receive bespoke training based on the needs identified from assessment data. This has had a huge impact on all schools. Lucia Thornton, Deputy Head Teacher Mere Green Primary commented:

The RWI Reading Leader training has been pivotal to our success in rolling out the RWI programme across school. It has given our leader the skills and knowledge to support other staff delivering the lesson successfully, helped track the progress of all children and has supported leaders' knowledge of how best to identify and support the lowest 20% of readers across school.

9 of the 13 primaries now use RWI with 3 additional schools adopting the programme in 2022.

Across the primaries, 79% of children met the expected standard in the phonics screening check compared to 76% nationally.

Safeguarding

Safeguarding remains core to our ambition and sits at the heart of our operational and strategic focus.

New guidance on keeping children safe in schools has now been issued and last year we committed to reviewing and expanding our safeguarding expertise across our Partnership. New appointments were made to expand and bring new experience into our central safeguarding team, who are dedicated to reviewing key data and bring continuous development to each dedicated safeguarding lead in each of our schools.

Our governance review places the safety of our children at its centre. Dedicated Safeguarding advocates have been appointed to establish a local voice and ambassador for safeguarding measures being taken in our schools.

In addition to our comprehensive programme of professional development to understand new and emerging risks, our collaboration with local partners means we can identify and act on any safeguarding risks and help ensure every child in our Partnership has access to a safe education.



Sue Bailey
Trust Safeguarding Lead



Louise Davies
Trust Safeguarding Lead



Amanda Caldecott
Trust Safeguarding Lead

“Leaders and staff make sure that all the pupils are well looked after and can fulfil their potential. This includes pupils with special educational needs and/or disabilities (SEND). The special educational needs coordinator and the staff work closely together to ensure that pupils with SEND can enjoy all aspects of school life. Teachers have detailed information about pupils’ needs and adapt learning for them. Many pupils with SEND take part in after-school clubs” - OFSTED



School Improvement Team



The ATLP School Improvement Team has been established to support school leaders across our Partnership to improve the quality of education of the young people in our care. The Partnership Leads that make up this group have expertise in all areas of our schools' improvement journeys. The team in the last twelve months has grown and now includes the following members that reflect the priorities of our Partnership:

School Improvement Lead:
Simon Roberts

Mathematics Leads:
Tom Alley and Tom Manners

Literacy Lead:
Helen Bowman Dalton

MFL Lead:
Tracy Williams

Digital Technology Lead:
Richard Anderton

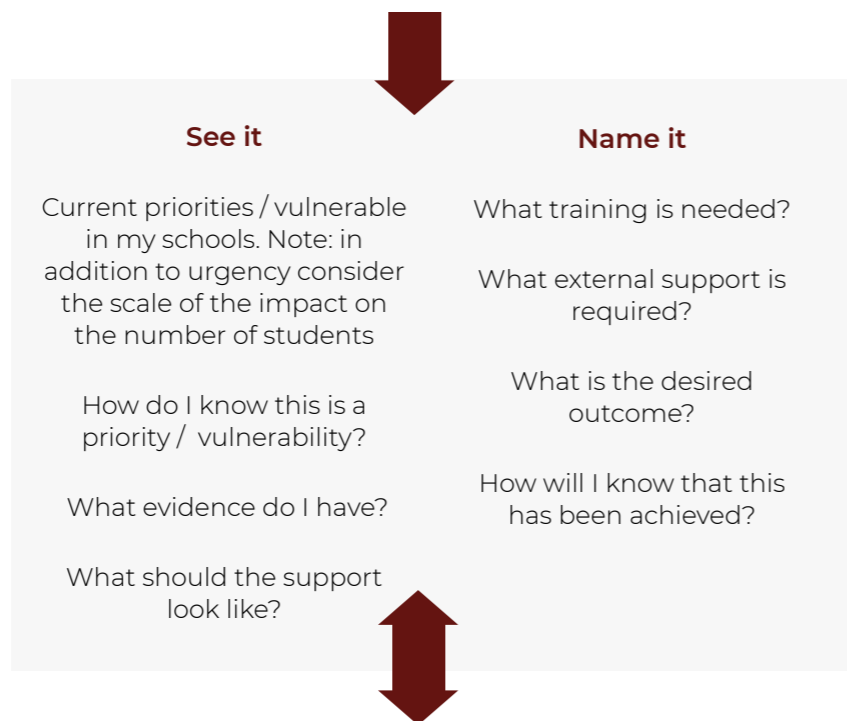
Vulnerable Learners Lead:
Lisa Nelson

Safeguarding Leads:
Sue Bailey, Louise Davies and Amanda Caldecott

Priorities this academic year for the School Improvement Team, have been identified from those needs that transcend the schools in our Partnership. Partnership Leads work alongside Strategic Leads, School Improvement Partners and Head Teachers to identify schools where needs are greatest. Recommendations from these sources are taken to Partnership strategic executive group, which is made up of the two Directors of Education, Strategic Leads and School Improvement lead. This group carries out a needs analysis from the recommendations to decide on where best Partnership Lead support is deployed. The school improvement lead meets with the Partnership leads fortnightly to communicate new deployments and continually evaluate those deployments ongoing.

The needs analysis process deployed by the strategic executive group is summarised below:

External Validated Data, Internal Moderated Data, Head Teacher Requests, Curriculum Reviews / Deep Dives, School Improvement Partner Reports, Strategic Lead Quality Assurance



School Improvement Team Deployment Meeting

The current Partnership priorities for the three-year cycle 2022-2025 are:

- Curriculum development: supporting schools with the development of a knowledge engaged curriculum, which builds on the principles of cognitive science
- Teaching Excellence through lesson preparation: Supporting leaders to create a culture where teachers have time to adapt their lessons to include the right techniques and subject pedagogy to meet the precise needs of an individual teaching group
- Digital Strategy: Creating equity of access to technology for all our young people, allowing students to have a structured learning experience in school and at home. In addition, helping schools to implement technology effectively within the classroom to further enhance our teachers' classroom practice
- Attendance: Putting strategies in place to ensure that our young people are safely in school and maximising their learning
- Literacy: Addressing the gaps in reading and writing following school closures during the Covid pandemic. Ensuring all of our young people have a love and joy from reading for pleasure
- Safeguarding: The differential effects of the pandemic and current cost of living crisis are seen in our young people's welfare, as well as in their educational needs. Processes and systems need to be managed carefully to deal with the increasing number of safeguarding concerns. In addition, adaptations need to be made, as schools deal with new and emerging issues which have not been seen before

Our schools use a common school improvement framework to support Partnership Leads in their work. This framework is built on the principles of Leverage Leadership (Paul Bambrick-Sontoyo).

See it

- What is the lever?
- What is our evidence for this?
- What is best practice/ research informed?
- What is the gap between the best practice / research and the current practice?



Name it

- What are the granular and actionable steps that incrementally build from current practice to the best practice / research?



Do it

- What are the training needs to support colleagues to achieve their best practice? Specific details
- Scripting and rehearsal to support colleagues to achieve best practice
- What ongoing quality assurance is needed to evaluate impact

Education Updates & Achievement Secondary Schools



Deirdre Duignan
Director of Education
(Secondary)



Ian Smith-Childs
Secondary Strategic Lead



Marie George
Secondary Strategic Lead

Nether Stowe School

The importance of the student experience, in and out of the classroom, has been central to Nether Stowe's priorities and ethos, and continues to be so. The school has grown rapidly this year – there is almost double the number of students in the current Year 7 than the year before - and will continue to do so over the coming years, with flourishing numbers coming into both Year 7 and Year 12. This has brought welcome challenges for provision and resources as we continue to grow. Accordingly, we have invested significant time on the professional development of our staff and, importantly, how this impacts on our pupils from Year 7 to Year 13. Through the introduction of the Children's University, we have similarly expanded our, already broad, extra-curricular offer to include a wide range of opportunities for our students to engage with and celebrate. We are also incredibly excited to be part of phase one of the ATLP digital strategy (Learning Futures) and the brilliant opportunities this will bring to enhance and expand on the learning experiences of our pupils.

Stockland Green School

Stockland Green School has placed children at the heart of all that we do. We have prioritised our Trauma Informed approach, ensuring every interaction is an intervention. This has ensured all our students have been supported with their transition back into school life following the pandemic.

Our bespoke and contextual Personal Development curriculum has evolved to equip students with the knowledge and ability to make safe and positive choices. Student voice has been pivotal, supported by developing staff confidence and expertise in its high-quality delivery. Collaborative work with external professionals and organisations has ensured our provision is highly effective.

Students have continued to thrive by participating in the wide range of opportunities in and out of the classroom. Our House pastoral system has flourished with our House mascots, whole school assemblies and Eistockfod back in the calendar! Well done to Tame House who were awarded the most House trophies last year, GO Tame Tigers!!

The Arthur Terry School

Our school mission is "we want the best for everyone in our learning community", so we can be proud of our achievements, and this is reflected in our school values, 'Be Proud, Be Kind, Be Ready.' This is driven through all aspects of our highly ambitious curriculum and our robust personal development and character education. We are exceptionally proud of our personal development provision and the role that students themselves play in shaping our culture. For example, the student Senior Leaders, through their committees, champion good behaviours, influence school policy and enhance the positive culture in school which cascades down to younger students. They oversee a strategic student leadership programme which focuses on Human Rights and British Values, Inclusivity and Diversity, Relationships and Respect, Citizenship and Personal Responsibility, Keeping Safe and Being Healthy, Safeguarding and seeking advice.

The Greenpower team were recently named National Kit Car Champions where they competed at Goodwood to end off an incredibly successful season.

The Coleshill School

Students being at the heart of all we do... and leading the way...

Student University

Owl-bert (hatched at the Coleshill school in 2022, under the care of Miss Blunt Associate Assistant Head Teacher).

Owl-bert has led the way in encouraging our students to play an active role and to participate in extra-curricular learning activities: from scouts and beavers in the local community to completing open university courses online. We recognise that being active outside of the classroom is incredibly valuable and we are committed to providing these opportunities, that enable our students to develop the attributes of the Coleshill learner and develop themselves as a young person.

Owl-bert spent the summer holiday rubbing feathers with famous faces from the commonwealth before migrating back to The Coleshill School and is now spreading his wings across the Partnership.

Leaders in the making

Following on from Student University, we are thrilled to have over 250 students who have applied and are now part of student leadership, here at The Coleshill School. Each student is part of one or more of the teams below, who is empowered and has embraced the opportunity to lead, and thoughtfully contribute towards developing our school, together.

John Willmott School

At John Willmott we are committed to ensuring that our students turn their "potential into reality." In support of this, and in association with Birmingham University Jubilee Centre, we have introduced eight Moral Virtues. We believe that these virtues are central to forging young people who have not only the skills and knowledge to achieve academically, but the strong moral character to thrive personally and to shape society for the better.

Our Moral Virtues are:

- **Self-Discipline** – The ability to manage one's feelings and conduct oneself appropriately
- **Integrity** – The quality of being honest and trustworthy
- **Kindness** – The quality of being friendly, generous, and compassionate
- **Gratitude** – Feeling and expressing thanks and appreciation
- **Courage** – Acting with bravery in challenging situations
- **Respect** – Due regard for someone's feelings and rights
- **Commitment** – Demonstrating dedication and determination to achieve a goal
- **Service** – A humble generosity of time, thought and spirit

West Coventry Academy

The excitement amongst our school community is tangible as West Coventry Academy's impressive rebuild is well underway and currently ahead of schedule. The new school is being built to the highest specifications, enabling us to meet the needs of a 21st century curriculum. The extensive facilities will provide a modern, first rate learning environment for our students and our local community will benefit from the sports facilities and swimming pool. It is pleasing to be able to share that student numbers on roll are rapidly increasing as WCA becomes the school of choice in the local area.

We have been working hard to shape our curriculum vision, to ensure that all our students leave with an understanding of the world they live in beyond the limits of their personal experiences. The 4Rs which we have established over the past academic year, underpin our culture and ethos and it is wonderful to see our students striving to be Respectful, Responsible, Resilient and Ready to Learn. We firmly believe that these key principles are fundamental to preparing our young people for their futures.

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Together we are stronger
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Education Updates & Achievement Primary Schools



Anna Balson
Director of Education
(Primary)



Jenny Maskell
Strategic Lead



Helen Hastilow
Strategic Lead



Suzie Norton
Strategic Lead



Children lie at
the heart of
everything we do

Coton Green Primary School

Great partnership working between ATLP and Staffordshire County Council resulted in a very successful, extensive building development at Coton Green Primary School transforming Coton Green into a two-form entry school to meet the needs of the growing community. Head Teacher, Richard Osborne, was delighted to welcome their first cohort of up to 60 children in their reception cohort this September. Fantastic results in phonics (93%) and reading at Key Stage 2 (92%) are a result of leaders' vision and drive to raise standards in these key areas of the curriculum. The whole school curriculum underwent extensive review by Assistant Head Teacher, Jayne Tanner, with her vision to refine and enhance the curriculum, including the offer beyond the classroom. Exciting times for Coton Green leaders to develop a curriculum that meets the needs of the children now, but also the future as the school grows.

Hill West Primary School

Hill West Head Teacher, Dr Beth Clarke, and her team were delighted to hear that they were one of the next 50 schools nationally to benefit from the DfE's school rebuilding programme and have worked successfully with ATLP Operations and Estates, DfE planners and architects to design, in principle, the new school build. Additionally they were very proud of their DHT, Hannah Cook, who successfully gained promotion to Head Teacher at Bentley Heath Church of England Primary school in Solihull and their AHT, Emily Johnston, who successfully gained promotion to DHT at Brookvale Primary in Erdington. Reading has been recognised as one of many strengths of the school and the implementation of their new phonics programme, Little Wandle Letters and Sounds, has seen children excel with 95% passing the phonic check in Year 1. They have been approached by the programme developers to become a Champion School through the English Hub – a fantastic achievement after just 12 months and a reflection of great leadership, implementation and teaching.



William MacGregor Primary School

Senior Leaders, Suzie Norton and Natalie Jones have many successes to celebrate this year. William MacGregor completed its third year of its mastery maths journey and the impact of this curriculum and teaching approach was evidenced in much improved results. Maths Leader, Megan Sheward, was successful in her application to become Mastery Maths Specialist teacher with NCTEM. Emma Noakes, English and Oracy Leader, successfully implemented a new phonics scheme, Little Wandle Letters and Sounds, and as a result the children achieved their highest ever phonics results of 97%. They completed their second year of being a Voice 21 school with oracy outcomes and progression of skills embedded into the whole school curriculum. The broader curriculum offer resumed with Year 6 enjoying a fabulous experience at Chateaux Grande Romaine in France and the Year 4 children challenging themselves at Whitemoor Lakes. Senior leaders

achieved success and had impact beyond William MacGregor with two senior leaders being promoted to senior positions within the Partnership: AHT at Mere Green and Head of School at Curdworth. Suzie Norton was seconded to the Partnership's School Improvement team to develop and support curriculum, assessment and leadership across the primary phase schools.

Two Gates Primary School

Head Teacher, Nêst Llewelyn-Cook, and her team of dedicated staff go above and beyond in all their roles to ensure the children receive high quality teaching and care every lesson, every day. Experiential learning is at the heart of their broad curriculum offer and after the lifting of Covid restrictions they resumed a rich package of learning beyond the classroom. Highlights include: two year groups enjoyed residential visits during which children faced their fears and challenged themselves to achieve in a range of activities and disciplines from canoeing to orienteering and rock climbing.

Their annual science week saw pupils working scientifically and deepening their knowledge around the theme of 'growth'; this linked beautifully with their 'caring for the environment' school value as they planted over 250 trees in their grounds to create a Platinum Woodland Walk in celebration of Her Late Majesty's 70th Jubilee. As a school at the heart of their community they were delighted to open the new Tamworth Aldi store alongside Olympian Laura Unsworth who then visited school and inspired the children with her story. From singing with a massed choir at Young Voices to taking a magical tour of the Harry Potter Studios, the children fully embraced a wonderful year of learning.



Education Updates & Achievement Primary Schools

Curdworth Primary School

Jas Kang was appointed as Curdworth's Head of School in April 2022 and following a very successful transition period with Lisa Dodd during the spring term, was excited to begin her role with great vision and high aspirations for the Curdworth community "Small school, big opportunities". Her first priority was to build strong relationships with the children, staff and parents and warmly welcomed parents into school for much missed events like parents picnic and sports day. As a result of restructuring reception and the Year 1/2 class, the whole school curriculum underwent extensive review and will continue to evolve and develop in 2022/23. Read, Write, Inc was introduced and whole school training completed to ensure high quality teaching and fidelity to the phonics programme. Two fantastic ECTs joined the teaching team ready to drive the Curdworth vision in September. Jas also appointed her first senior leaders to join her in driving vision and improvement. Her desire is to inspire and develop them so they fulfil their career aspirations. What a summer term!

Greysbrooke Primary School

Greysbrooke have had an extremely successful year. Head Teacher Ellie Ballinger has worked hard post Covid to ensure the children have a broad curriculum experience. One of the best loved experiences was the School's Commonwealth Sports Week, celebrating the Commonwealth Games held in Birmingham. This included children

taking part in new sports and looking at healthy lifestyles.

The school also invested significantly in ensuring children foster a love of reading. This has included the creation of a new library, lots of new texts to read in lessons and a competition to see which class could read books which stack to the height of Mrs Ballinger first! The impact of the school's focus on reading meant that 100% of children in Year 1 passed the phonics screening test this academic year.

Scotch Orchard Primary School

What a year for Scotch Orchard! The school welcomed OFSTED into school in June 2022, where the lead inspector was extremely pleased with the progress the school is making. "Leaders and staff have high expectations for all the pupils. They have designed a curriculum that helps pupils to learn well and to make good progress through the years. Teachers focus on developing pupils' interest in learning from Nursery to Year 6." (OFSTED)

The school also formed its own pupil voice group and in the Summer term held a whole school 'Bake Off'. The winners received a special apron and all of the cakes were sold after school. The school raised over £300 for a charity chosen by the group. This year, the group will continue to grow their links within the community and help leaders in school shape the future plans for Scotch Orchard.



St Chad's CE Primary School

St Chad's were thrilled to join the ATLP officially in February 2022. Like St Michael's, St Chad's had been working as part of the ATLP family for well over a year before officially converting and have achieved so much in this academic year. The school appointed a new Deputy Head this year, Ellen Litherland. She has really made this role her own and is leading on the school's newly adapted curriculum.

Head Teacher Julie Smith has worked hard on a number of school improvement initiatives, and champions the school's Christian ethos through curriculum, worship and school culture. The school's Christian Value of 'fruits of the spirit' runs through everything. This was brought into the spotlight when pupils, staff and the community came together to support the people of Ukraine. This included a worship where children offered up prayers and a fantastic community response for donations for the Red Cross.

St Michael's CE Primary School

St Michael's have had a fantastic academic year. A highlight being their official Academisation on 1st February 2022. Head Teacher, Helen Robertson and her senior leadership team have worked extremely hard on their provision for Reading. They adopted the Read Write Inc phonics scheme in January 2022, and this is having a significant impact on pupil's early reading across EYFS and KS1.

The Assistant Head Teachers have worked hard with teachers across the school on their curriculum offer. They have really tailored this to ensure it meets the needs of all their pupils, with a focus on how children become responsible Christians and uphold the school values.

Brookvale Primary School

The growth of the leadership team is having a significant positive impact on the school's drive to be outstanding. The strength within the leadership team means that staff and children thrive in school. Brookvale celebrated great end of key stage results in summer 2022. The schools focus on providing enrichment and wider opportunities for their children is fantastic. Their commitment to providing support for families is exceptional.

Mere Green Primary School

The team at Mere Green have successfully been accredited as an Apple accredited Regional Training Centre. This accolade celebrates their work over the last few years in transforming learning through the use of iPads and recognises their commitment to digital learning.

Osborne Primary School

Mrs Lisa Dodd has made the move from Curdworth to Osborne where she took over as Head Teacher in April. Lisa has brought along with her, her high standards and passion for making a difference for the children and families at Osborne.

Slade Primary School

The appointment of Mr Danny Jones as Head of School alongside Jenny Maskell, Head Teacher, has ensured that the great journey Slade has been on will continue at pace.

The extensive refurbishment at Slade has shifted focus to creating wonderful outdoor spaces for the children. EYFS and KS1 love their new outdoor spaces and equipment. Teachers and leaders have worked alongside specialist teachers to ensure a broad offer of enrichment opportunities both within school and beyond the school day which has included things such as creating Junior PCSOs and additional pupil leadership opportunities.



Learning Futures



Enhancing Opportunities for all

Learning Futures is a scheme where every pupil, teacher and member of support staff, in every ATLP school will receive an iPad. Whether at school or at home, our young people will be able to learn, study or research – enhancing opportunities for all.

Learning Futures forms the third part of a wider strategy; the other two elements being the development of an innovative ATLP Curriculum and investment in our pedagogy. Education Technology will be immersed into learning and teaching to enhance current practice.

In addition, we know that learning doesn't just take place in the classroom, but at home, and that our young people's families play an important role in supporting their children with their education. Learning Futures will bring the resources of the classroom into our pupils' homes, providing a tool for parents and pupils to use together to drive progress.

Finally, Learning Futures prepares our young people for their next steps. Our students will be prepared for the rapidly evolving technological landscape. Technology, used as part of students' every day learning, will equip our children with the tools required for life in the future. Our alumni will not only be keeping up with a technologically dynamic society, they will be the ones setting the pace.

July 2022

- Pilot and Phase 1 staff receive iPad
- Communication shared with ATLP schools

October 2022

- 'Digital Transformation' inset day for all staff involved in the Pilot and Phase 1 roll out
- 'Top 5 for the digital classroom'

April 2023

- Phase 2 staff receive iPad
- CPD time dedicated to Apple Teacher programme

September 2023

- Phase 2 schools join the roll-out

ATLP Digital Transformation Roadmap

September 2022

- Slade, William MacGregor and Mere Green Primary schools launch the Pilot
- CPD time dedicated to Apple Teacher Programme
- Set of iPads provided for EAL children at each school

January 2023

- Phase 1 schools join
- Primaries: Brookvale & Coton Green
- Secondaries: Nether Stowe, Coleshill and Arthur Terry

Summer Term 2023

- CPD time dedicated to our digital transformation
- 'Top 5 for the digital classroom'

TBC

- West Coventry Academy and Hill West join the roll-out when new builds are completed

Top 5 for the digital Classroom

1 Apple TV & Airplay

Explanations and modelling are the foundations of effective teaching. Technology has the ability to help teachers model in new ways and provide opportunities to highlight how experts think as well as what they do. With Apple TV and Airplay, teachers have the ability to amplify the sub-process of effective modelling and explanations.

2 Classroom Management

Classroom is an essential app that will be at the centre of the digital classroom. At the tips of the fingers, teachers have the ability to lock all (or individual) student devices, navigate students to a specific webpage or application, track student progress or share high quality work.

3 Assessment

Technology has the potential to improve assessment and feedback, increasing the speed and efficiency to which teachers can use information from assessments, and how pupils act on it, in turn reducing teacher workload. Utilise apps such as Socrative, Forms, Kahoot! and more, as part of their routine to supplement and enhance assessment in the classroom.

4 Accessibility Features

Each child has different educational needs and catering to them can be a challenge. With accessibility features, you can support the vision, hearing, motor skills, learning and literacy needs of learners. Built-in features help learners stay on task, hear descriptions of what's on screen, accurately translate text, and much more.

5 Workflow

Showbie is an effective workflow system, designed to be used by teachers to assign, collect, and mark students' work in a time-saving and effective manner. Showbie allows teachers to organise and distribute work effectively. Students can respond interactively: the app allows them to write, type or voice record directly on the page. Students can also submit work to Showbie virtually from any other app. As seen in our pilot schools, Showbie has drastically reduced time spent printing (1hr 30 p/week) and increased learning time in lessons (5 mins per lesson).



Our alumni will not only be keeping up with a technologically dynamic society, they will be the ones setting the pace.



Support Services Update



2021/22 has been a year of review and development for all of our support services. Aligned to our One Trust ethos and with the ambition to provide 'excellent services supporting outstanding education' our support services strategy is framed by three distinct areas:

Through the year we have redefined our service offer to schools and school leaders by reviewing and restructuring our teams and the way in which services are delivered. This review is underpinned through our professionalisation agenda which includes a CPD pathway for every member of our support service teams.



Simon Smith
Chief Finance and Operations Officer



1



People

- Our teams and structures will reflect partnership priorities and deliver professional and effective services
- Our CPD programme will ensure a professional pathway for our services and will recognise talent
- Our services will operate for schools and on behalf of schools

2



Systems

- We will maximise the use of systems to deliver efficient services
- Our systems will be cloud based and have a simple user interface that encourages self-service use

3



Data

- Our data will help improve services and prioritise investment
- We will communicate data to demonstrate effectiveness and report the business health of our schools, services and partnership

We continue to develop the ATLP brand through both our external communications but also through our internal administration. We have developed the ATLP presence in each of our schools as part of our One Trust strategy and, through working with school leaders, bring a better understanding how schools and the partnership work effectively together.



Georgina Lavery
PA to Executive Team

Excellent Services Support Outstanding Education

Through our C | D | E ethos, our support teams are designed to provide expert services that have three core functions:

C

Compliance:
we will always comply with statutory and legislative requirements.

D

Delivery:
we will deliver excellent services on behalf of educational colleagues so they can focus on education matters.

E

Enablement:
we will offer a CPD programme that ensures all ATLP staff are equipped to undertake their roles and responsibilities.



Our Finances



Financial Summary

In 2021/22 the Partnership managed annual revenue income of £61.041m consisting of £51.055m (84%) General Annual Grant (GAG) funding provided by the ESFA and £4.698 (8%) of other ESFA grant funding e.g., Pupil Premium, Sports and PE funding, Recovery premium and Supplementary grant funding and £1.696m (3%) for the Teaching School Hub. The remaining £2.981m (5%) relates to other income e.g., SEND support funding, charging and remissions, and trading income.

In 2021/22 the Partnership's total overall revenue expenditure increased to £60.781m from £51.966m in the year ending August 2022 following us

welcoming two primary schools and a secondary school into our Partnership. Of this, £45.267m was invested in our staff as pay costs (74%). 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.

74% of our income invested in our People

Overall, the ATLP delivered a revenue underspend of £0.260m. This resulted in an increase of £0.846m to £4.307m in

£1.7m investment in our Learning Futures

unrestricted reserves of £0.846m (representing 7% of total income) and a decrease of £0.586m to £3.712m in restricted reserves.

Trustees are committed to ensuring reserve balances are allocated to trust-wide initiatives that benefit all children in our partnership and approved initial investment of £1.700m towards the Learning Futures programme over the next year.

Through the year, we continue to review and implement our budget strategy and look for better and more effective ways to deliver excellent financial services. During the year we developed and adopted a fully centralised budgeting process and improved financial management reporting to all stakeholders. It has been agreed that we will move to a new, internal ATLP funding formula next year meaning a fairer distribution of funding for all our children

and schools. Consolidating all support budgets has enabled us to negotiate new opportunities for contracting services. Through the year we have successfully reviewed our cleaning services, catering services and IT provision.

The review of the Finance team has meant there is a strong One Trust emphasis in delivering excellent support and greater emphasis and focus on CPD and Professional Development.



Ria Farrell
Head of Finance

Our People



As part of our ongoing safeguarding responsibilities, we introduced a new system called Confide. A staff version of My Concern, it allows any low level concerns and allegations to be recorded ensuring there is clear overview for Head Teachers and HR Advisors. Patterns and trends are highlighted and shared and reported where necessary.

Recruitment continues to bring challenges particularly in shortage subject areas. We have invested in our recruitment services through the addition of a recruitment manager who has brought a new approach to all our recruitment activity and is focused on making our onboarding of new staff seamless, professional, and effective. As well as recruitment we continue to bring focus on our internal development opportunities, to promote the movement and sharing of expertise of staff in line with the One Trust agenda.

Employment of trainee teachers on the SCITT programme continues to be a priority. Schools have collaborated to

interview trainees for ATLP jobs. A recruitment morning will take place in December. The focus will be on recruiting the best trainees so future vacancies that arise can be filled without the need to advertise externally creating time and financial savings.

Through consultation, our work has formally started to develop the ATLP Wellbeing and Workload Charter.

This key piece of work that brings staff, union colleagues, and Trustees together to create a charter with a focus on workload, wellbeing, defining what it means to be an ATLP employee, reflecting our goal of inclusiveness across all staff and students.

Many of the HR Advisors have undertaken training in Mental

Health First Aid and help expand our support for staff impacted by the pandemic. This critical function means the ATLP are better placed to provide support and help for any member of staff suffering with mental health issues get the timely support they need.

A restructure of support services (HR, Operations and Estates) took place. The services have been aligned to enable delivery of the support services strategy. Terms and conditions were harmonised for all staff across the four local authority areas. In addition, the school improvement team was restructured, and new and existing roles redefined to ensure they are aligned to the school improvement strategy.



Sandra Martin
Director of Human Resources



Our Operations & Estates



The 2021-2022 academic year saw the largest scale change in the history of ATLP O&E services.

Planning, consultation and recruitment for a full team restructure took place throughout the year. The restructure has created a more fit for purpose team, with additional capacity to better meet the needs of our schools. This takes the form of a scalable and more future proof structure of expertise led services, underpinned by a programme of focused CPD for all roles.

The restructure, along with the transition out of Covid operations, led to many challenges, not least due to a high number of staffing changes and unrelenting recruitment. Although these challenges unavoidably impacted service delivery to some extent, particularly from Spring onwards, service delivery continued and our annual project programme delivered a very fruitful summer of maintenance and improvements.

This included celebrating completion of the expansion

project at Coton Green Primary School. In support of major site development, a bid for the DfE School Rebuilding Programme was also submitted for one site. Work continued, too, with DfE on planning and preparations for the Hill West Primary School rebuild that was confirmed this year.

We supported continued ATLP growth, working on three school conversions in Autumn term, welcoming West Coventry Academy, St Michael's Primary and St Chad's Primary into ATLP in early 2022.

Progress with procurement on major contracts was made in summer, as we successfully tendered for ATLP cleaning services. The future of our catering provision was also reviewed, with plans in place by August, for 2023 onwards.

Summer holiday 2022 saw final stages of recruitment, ahead of our new team starting in post from September.

It has been a significant year of challenge and change for ATLP O&E, with another to follow in 2022-2023 as we establish and embed our service structure, whilst looking ahead as the ATLP continues to grow.



Michelle Doughty
Director of Operations and Estates

Our Data and Communications



Bromcom has been a huge part of the work done by the Central Data Team this year. We have supported existing schools to make the most out of their use of the system, as well as helping new schools transition from their old MIS.

Schools across the Partnership are now using Bromcom in a way that can underpin school improvement. A clear example of this is our primary schools, who utilise our Partnership-wide approach to assessment to consistently record, monitor and analyse attainment and progress. This has carried on into Key Stage 3, as our secondary schools have taken part in MAT-wide assessments and analysed performance using sophisticated dashboards. As a team, we have gained two new members this year. We are looking forward to another successful year as we expand on our cloud-based reporting platforms and look to incorporate business data analysis into the team, alongside the educational data.

The ATLP PR & Communications Office manages the internal and external communications on behalf of the whole Arthur Terry Learning Partnership, leading on both proactive and reactive communications.

The Communications team is led by an experienced PR & Communications Manager and Communications Officer, along with freelance professionals from the fields of Communications

and Marketing. Together, they deliver a specialist and dedicated service to all ATLP schools and partners.

This includes providing a wide range of operational and strategic marketing communications activities, including corporate communications; media relations; internal communications; issues and crisis management; digital and social media; publications; marketing; stakeholder relations.

The Communications Office aims to add value to the important work of the ATLP and its family of schools. By showcasing the very best of the Partnership and sharing good news stories, we can reach even more communities and provide further opportunities for children and young people to excel.



Wayne Perry
Trust Data Manager



Anna Newson
PR and Communications Manager



North Birmingham Teaching School Hub



Designated in September 2021 as one of 87 national Teaching School Hubs, it has been a busy and successful first year as the Teaching School Hub for North Birmingham.

With 217 schools to support within our region, it has been an exciting and challenging time, setting up a range of evidence-informed professional development programmes for teachers and leaders at all levels.

There have been some notable successes:

In May 2022, our school centred teacher training SCITT, received an OFSTED inspection and is now one of only 4 national ITT providers to be rated 'outstanding' under the new framework.

This followed a successful bid to be re accredited for future delivery of Initial Teacher Training in 2024; We were one of only 80 out of 240 providers who successfully achieved designation at the first attempt.

understanding and skills they need to progress in their careers'. This excellent programme is clearly providing early career teachers with the very best foundations to become excellent practitioners for the benefit of Birmingham's children.

In addition, our hub's name is becoming synonymous with high quality school leadership training. Partnering with Ambition Institute, the Teaching School Hub is delivering the full range of the newly reformed national professional qualifications (NPQs).

"Trainees and staff wear the 'Arthur Terry badge' with pride. Trainees thrive during their training year. Many describe the partnership as being like a family"

OFSTED

Our Teaching School Hub has partnered with the Education Development Partnership to deliver an Early Career Induction Programme to new teachers from across the region. In 2021-22 we successfully trained 231 ECTs and 191 mentors. 98% of these reported that they are confident that their training is 'providing them with the knowledge,

Scan for the newly published report



"Leaders at every level lead with integrity, clarity and vision. Their dedication, enthusiasm and energy shine through" - OFSTED

KPI		End of Year 1 Figure	Year 2 DfE Target (provisional)	October 2022
Schools Receiving Training (in hub area)	Total Number of Engaged Schools:	112	95	127 (61%)
	Primary:	75	70	83 (56%)
	Secondary:	28	25	31 (78%)
	Special / AP:	9		11 (61%)
Schools Receiving Training (Including out of hub area)		151	120	192
School Leader Satisfaction	% age positive experience of TSH	100%	80%	DfE survey to go out at end of Year 2
	% age confident in accessing PD through TSH	86%	80%	

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Version 7



Coton Green Primary School



Together we are stronger