



Annual Report 2022-23



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Together we are stronger
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Reference & Admin details



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- Sir Tim Brighouse**
- Sir David Carter**

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- Heather Morris**
- Brian Cookson**
- Katie Hale**
- Sam Henson**
- Paulette Osborne**
- Alex Yip**
- Maxine Rowley**
- David Watson**

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CEO Richard Gill CBE NPQH, NLE, FRSA

Company Number 07730920.

CEO Update



Chair of Trustees Update



It is a pleasure to unveil the Arthur Terry Learning Partnership Annual Report which celebrates another year of momentous achievements across our schools.

You will have all heard me talk about putting children at the heart of everything we do and I know you share this belief as I see it in action on an everyday basis. It is important, though, to pause and consider what makes this possible – namely the great people who make up our learning family.

When I look back at what has developed across the Partnership over the past 12 months, none of it would be possible without the dedication, passion and expertise of our people. This is why we are currently working on a 'People Vision' which will form part of our Strategic Plan. Investing in people and enabling them to be at their very best for young people is why we remain recognised as a great employer in our communities and why we can reflect on another impressive year.

The collaborative work of our teams during the last year has enabled significant additions to our learning family. Anna Seward Primary School has been embraced by the local community, the £38.4m West Coventry Academy new-build is captivating students and staff and The Bridge Academy has successfully come on board.

Our commitment to all children will continue into the new year when we expect further schools to join our learning family, including the new Dunstall Park Primary

free school which is due to open in Tamworth in September 2024. The above are all examples of tangible successes, but behind all of this there is so much more to recognise. For example, the remarkable extracurricular opportunities provided for our students was evidenced as we celebrated the truly wonderful achievements of our young people at the Student Awards and Children's University graduation ceremonies.

“With a strong emphasis on understanding deeply the children in our care we aim to create a harmonious learning environment through the creation of a strong support network for all our children.”

RICHARD GILL

The Learning Futures initiative has proved to be a resounding success. Witnessing the joy on children's faces as they have received their devices and realised what an asset this is to enhance their learning has proved why we made the decision to invest so significantly in this equitable offer which futureproofs education.

Through the year, we have continued to strengthen our focus around vulnerable children and I was delighted to see the launch of our vulnerable children vision based around ensuring all children

experience equity, understanding, belonging and trust. With a strong emphasis on understanding deeply the children in our care we aim to create a harmonious learning environment through the creation of a strong support network for all our children.

This report showcases the immense progress we have made as a Partnership, but we can always strive to improve and communication holds the key. At all levels, there can never be enough communication. Please talk to each other, share best practices and successes and consider how these can help others. We are a learning family and communication is what unites us.

I am immensely proud of what is being achieved across the Partnership as we work together as One Trust. Thank you to each and every one of you for your unstinting efforts which continue to be recognised by the children and communities we provide for.



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

2022-2023 was the first full year of the process of returning to business as usual after the pandemic. It has become clear nationally, however, that this process will be more complex, and take far longer than any of us expected.

We are only just beginning to understand the extent of the impact of interrupting education for all our students for such a prolonged period of time. The effects on attendance, students' mental and social health, behaviour and attitudes, as well as their learning, have been well publicised.

Less well publicised are the effects on staff wellbeing. We have seen the consequences of long-term school closure only too immediately in our schools and on the children, families and communities we serve.

Fractured learning patterns and relationship patterns have taken their toll. We have expected our headteachers and their teams to deal with this, and I have to say that they have faced the challenge admirably. Any report on the last academic year must start with a recognition of the tremendous efforts made by our headteachers, their teachers and support staff, the leaders of our central services and their teams. We are deeply appreciative of their hard work in difficult circumstances.

Morale in the education service has been low nationally for some time. Following the pandemic, the consequences of years of restraint

erupted in national industrial action which further affected our students and staff. I am grateful for the way our leaders in schools and unions, as well as members of staff, worked to mitigate the impact on students as far as possible.

Although the national pay disputes have been largely resolved for the time being, the underlying causes have not. Recruitment, teacher workload and the demands on school support staff still leave much to be done if we are to secure a future for the education service that our students and their families deserve. This means that, as a trust, we should continue to make sure staff wellbeing, as well as student wellbeing, remains a focus for us. We have established a trust Workforce Committee to help make sure we retain a clear understanding of the needs of our staff across the Trust, and how they are being met.

Despite the context I have outlined, I am pleased to say that external evaluation of the performance of our schools has provided a positive picture this year. Three of our secondary schools and four of our primary schools have been through OFSTED inspections. Six schools sustained judgements of good, and the one that remains requiring improvement achieved an improved judgement of good in five out of six categories. It is also pleasing to note the favourable comments that were made about the high quality of support the Trust provides for its schools. It is through the quality of

this support that we seek to sustain the improvement of all our schools and the service we provide for our students, their families, and the communities we serve.

We have continued to develop our approach to governance and have put in place a new governance network across the Trust, aligned with the roles and responsibilities of a multi-academy trust, and also in line with our commitment to ensure that the local voice is an important part of our governance network. I am very grateful for the time and commitment devoted to our education service by our advocates for schools, my fellow trustees, and our members. Although we still have much to do, I am heartened by the positive comments that have been made during Ofsted inspections about the direction we are taking. It is our purpose to ensure that the success of all our young people lies at the heart of everything we do as a multi-academy trust.

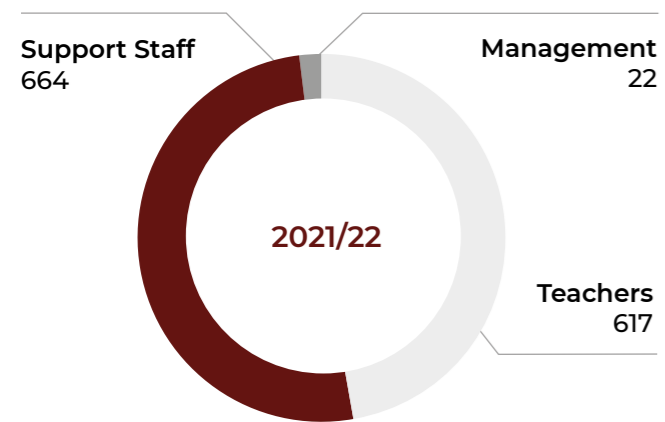
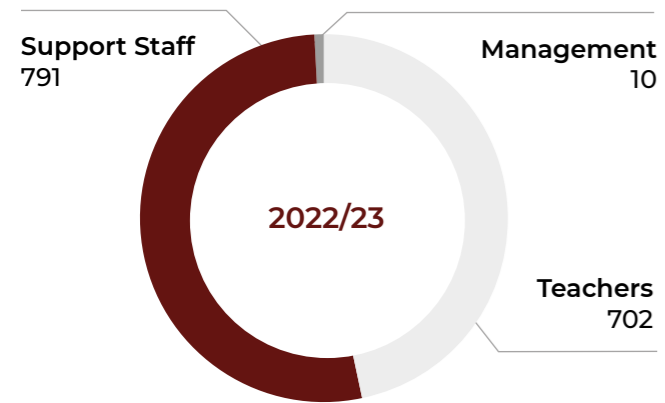


John Vickers - Chair
The Arthur Terry Learning Partnership

Our Partnership

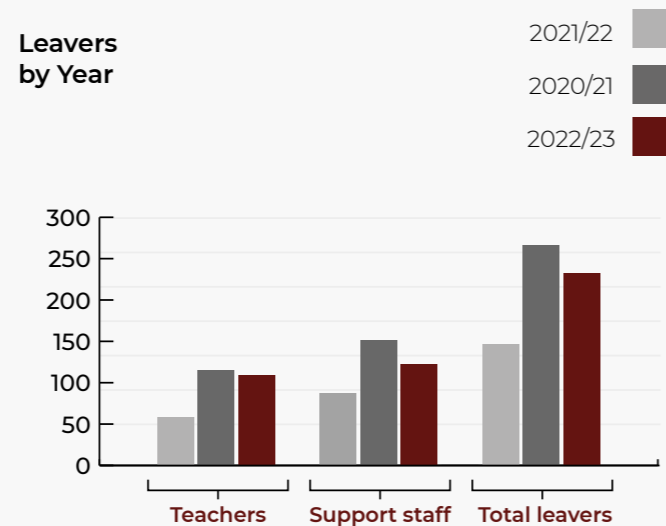
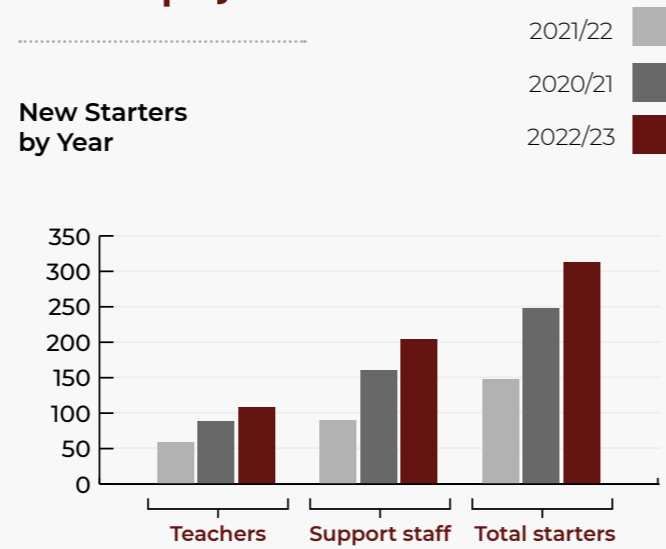


Average headcount for the year



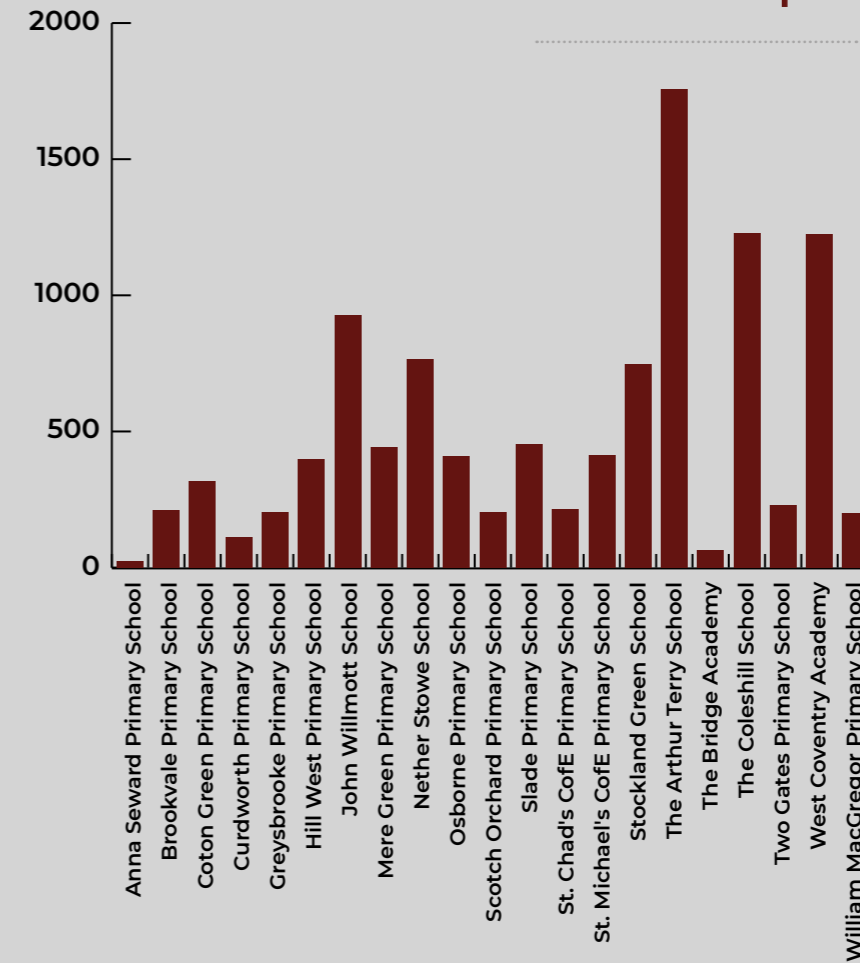
Our Finances	
Total Revenue Income	£69.504m
Net Revenue Expenditure	£75.551m
Net Outturn	£6.047m
Fixed Assets	£153.401m

New Employees



Together we are stronger

Number of Pupils



Children are at the
HEART
of everything we do



Governance



Katherine Thomas

Governance & Compliance
Manager

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

The academic year 2022-23 was the first year of the Arthur Terry Learning Partnership's new governance model which prioritised a strong community ethos and proactive engagement with local voice, balanced against the ATLP organisational identity and the structures and systems that strong collaborative working delivers.

The governance network was structured to reflect the Partnership and its schools' single shared vision with a single Board of Trustees, and a single scheme of delegation, whilst recognising the individual, distinctive identities of each school. Local governance representative roles were consultative in nature, and streamlined into a set of four specific roles per school, coming

together in Hub and Trust-wide committees to support Trustees work in effectively overseeing Safeguarding, Vulnerable Children, Community relationships and Support and Challenge for the Head Teacher.

The role of Advocates and Advocate Committees in 2022/23

Advocates are the ATLP's local governance representatives. Each ATLP school's leadership works with independent advocates in advisory capacities to support the school in their specific areas of responsibility.

In 2022-23, Advocates were expected to meet with relevant leaders/staff at their individual school at least termly to maintain effective oversight of their areas

of responsibility. This may have been a collective meeting or arranged individually between advocates and respective leaders (e.g. Safeguarding Advocate meets safeguarding LDSL 1-1).

Advocates were encouraged to come together with their school's advocate peers regularly to ensure they held a comprehensive understanding of the school's strengths and weaknesses, frequency and nature of these meetings were determined by the individual school and advocate groups. Advocates across the schools then came together termly in formal Advocate Committees to facilitate collective consultation on key trust initiatives, to share & disseminate best practice across the ATLP and to share feedback with Trustees. Advocates also

supported the Trust to discharge scrutiny over suspension and exclusion processes forming Appeals and Exclusion Panels as required.

Documentation and support

Governance representatives were supported throughout the year through a combination of internal training and/or briefing sessions delivered by internal staff, and signposting of external webinar sessions by sector experts such as the DfE, Ofsted, Judicium, Browne Jacobson to name a few, in order to build and develop subject matter familiarity and expertise. Advocates, Trustees and Members also had access to a growing library of resources including written publications, recorded webinars and podcasts.

Children are at the
HEART
of everything we do



Our children



Careers Update

Three trust-wide careers events have taken place through the year, each with an average of ten ATLP schools taking part.

On 28th February, Arthur Terry hosted the largest ever school-based Careers Fair with 100 companies and 300 employees exhibiting, with former Secretary of State for Education and Current Chair of the Careers Enterprise Company, Baroness Nicky Morgan in attendance as Guest of Honour.

The trust has subsequently commenced a series of Sector Spotlights targeted at students' specific interests. A Media Spotlight took place on 25th April and a Built Environment event on 25th October, with 86% of trust schools having taken part in at least one of these initial three, aspiration-raising, events.

Safeguarding

Being a 'safeguarding-first' partnership, we have continued to invest in our safeguarding team and practice to further embed our aim to keep all children safe in our schools.

Expanding our central safeguarding team, which now includes Primary Hub Safeguarding Leads, we have brought vital additional support to the work already carried out in our primary schools.

These teams, who are integrated across all layers of our school and central structures means safeguarding is at the forefront for all our decisions and activity.

The team has strategic focus on staff development informed by careful data analysis which enables staff to respond effectively to a wide range of complex issues within our community of schools. This has included a dedicated programme of development for

our Designated Safeguarding Leads, keeping alert to new trends impacting our children. Key topics have included Bereavement training, Online Safety and Attendance. The team has also delivered New To Role DSL training to sixty-five members of staff and DSL Refresher training to sixty-two.

Our training programmes are informed by external information and trends as well as safeguarding reviews in each of our schools.

We collaborate closely with our dedicated advocates and report regularly to Trust Board helping ensure safeguarding sits at the heart of our governance.

Key initiatives for next year will include a review of filtering and monitoring across all our schools linked to our digital strategy as well as embedding the Attachment aware and Trauma Informed approach following training for all in September.

Vulnerable Children Update



Lisa Nelson

Vulnerable Children Lead

Our Vulnerable Children Vision has been developed and this whole partnership vision identifies four key values in addition to safety that all children should experience: Equity, Understanding, Belonging, and Love.

This was showcased through the Vulnerable Children Vision video which was shared as part of the training events developed and delivered across the Partnership.

A focus on values, culture, learning, and development drives the ongoing work of the Trust Vulnerable Children Lead.

Relationships and connection are at the core of the vision, spending time in schools and building networks that keep children at the heart of everything we do. A Wellbeing Census Survey was completed with children in year 4 and above, this allows schools to focus interventions for groups of children where wellbeing and connection is reported to be below average.

We continue to adopt a more integrated approach to our data to ensure where we have extended the monitoring of our vulnerable children to include those who are supported by Children's Social Care. This has developed a wider understanding of this vulnerable group, who may not be identified through existing criteria.

Our family of schools are now members of the Attachment Research Community (ARC) and have completed their ARC audit. They are being supported to develop 2-3 objectives to focus on in 2023/24, linked to trauma informed planning and the wider Vulnerable Children Vision. Ongoing training and development will be available to support this work across the partnership.



Sue Bailey

Trust Safeguarding Lead

Amanda Caldecott

Trust Safeguarding Lead

Louise Davies

Trust Safeguarding Lead

Education Updates & Achievement

Secondary Schools



Deirdre Duignan
Director of Education
(Secondary)



Ian Smith-Childs
Secondary Strategic Lead



Marie George
Secondary Strategic Lead



The Arthur Terry School

The Arthur Terry School's mission 'we want the best for everyone in our learning community', forms the very essence of our school. The successful Ofsted visit last year not only affirmed our vision of 'Be proud, be kind, be ready', but also highlighted its integration in every aspect of school life.

We take immense pride in our highly ambitious curriculum which aims to foster a culture of high ambition and aspirations for our students. An integral strand of this is our robust personal development and character education, this was described as exceptional during the Ofsted visit. The commendation that 'Leaders have an unwavering focus on developing each pupil as a rounded individual' demonstrates our commitment to developing lifelong learners.

Our report recognises a multitude of strengths within the school and we continue to build on this. Our 'Future Readiness' offer, featuring a Careers fair that welcomed Baroness Morgan alongside over 100 exhibiting organisations and 230 visiting professionals, proved to be an enormous success. With over 2000 students in attendance, including representatives from 10 schools within the ATLP, the feedback was overwhelmingly positive.

The student Senior Leader programme has flourished, with more than 200 students actively participating through the 'Buddy Up' programme and committees. Their oversight extends to a strategic student leadership programme that encompasses Human Rights and British Values, Inclusivity and Diversity, Relationships and Respect, Citizenship and Personal Responsibility, Keeping Safe, and Being Healthy, culminating in a comprehensive approach to Safeguarding and seeking advice."



The Coleshill School

Personal development at The Coleshill School is a formidable strength of the school and provides inclusive opportunities for all students. Through the schools' programs like student leadership and children's university, students have been given ample opportunities to enhance their personal, social and emotional development.

These initiatives have not only provided a platform for students to develop their leadership skills but have also given them a chance to excel and gain recognition for their extra curricular activities and commitment to activities outside of the curriculum. The Coleshill School is committed to fostering personal development and this has proven to be highly effective fostering a culture of volunteering and supporting one another with older students supporting younger peers.

Over 100 students have received AQA Leadership awards in recognition for their individual talents, hard work and leadership skills which is now being shared across other schools in North Solihull.

ATLP Children's University which originated from The Coleshill School has been nationally recognised for an award at The National Schools Awards 2023 at the House of Lords in London for Ed Tech innovation. The awards celebrate the amazing work across the education sector over the past year.

The Ed Tech Innovator of the Year award is a remarkable achievement for The Coleshill School and is a testament to the positive impact we have made in the education sector. Over the past year over 500 students have graduated through the Children's University scheme which celebrates with families the extra curricular achievements our students have completed throughout the year and raises aspiration in lifelong learning.



Nether Stowe School

The school has continued to grow rapidly this year and we 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, and great opportunities, for provision and resources as we continue to expand. Investment into the school has brought huge benefits for our students, not least in their engagement with technology through the ATLP Learning Futures programme.

The relaunch of our College system and College competitions has brought real excitement to the school and provided students with a wonderful wealth of experiences



in, and out, of the classroom. This has been gone hand-in-hand with the development of our whole-school virtues of Be Respectful, Be Ambitious and Be Resilient, which run through all aspects of the identity of the school.



Education Updates & Achievement Secondary Schools



Stockland Green School

Stockland Green School yet again transformed its aspirations and beliefs into achievements and opportunities for our student body. As well as a successful OFSTED inspection we took the next steps in our TIASS journey, giving staff the tools that they need to reach all of our students and support them in a variety of ways.

This year also saw many enriching activities building both confidence and cultural capital. Our Year 7 students enjoyed a fantastic residential trip to Whitemoor Lakes with their form tutors. Year 10 students visited Belgium to

experience History first-hand and a team from Stockland Green were victorious in The Big Maths Quiz.

We also developed our links within the community, with visits from local MP Paulette Hamilton and our Diversity Group hosting residents of a local care home at the school for an afternoon tea. Diversity was also celebrated with the return of Culture Day, giving pupils the chance to wear traditional dress and share some of the foods associated with their heritage.

Stockland Green School appeared on Midlands Today, with our 'Dress to Impress / Get Suited and Booted' event for Year 11 prom. Two significant events rounded out the year: Enterprise Day saw students raise over £700 through a range of innovative business ideas and Sports Day brought the flavour of the Commonwealth Games back to Alexander Stadium.



John Willmott School

John Willmott School has been buzzing with life and energy throughout the academic year. Highlights have included the music and dance showcase and the huge variety of interform challenges. Witnessing so much talent and enjoyment from our students was the tonic that lifted us all up.

Our wonderful young people, who are such impressive ambassadors for the school, participated in a celebration of culture day, took part in the Big Help Out, grew vegetables with The Tower of London Super-Bloom Project, participated in the Duke of Edinburgh Award and raised money for charities.

A significant highlight was our sixth formers winning the Sutton Coldfield Debating Competition for the first time in its 19 year history. Ensuring our students are able contribute to our community and beyond is a core part of our mission and we are so proud of their successes.



West Coventry Academy

West Coventry Academy staff and students were excited to move into the new school building in September. This new building has transformed the learning environment we are able to provide for all our students.

It has transformed what we can offer to the local community. It has transformed the working conditions for our staff. We were delighted to be joined by the Department for Education and ATLP colleagues on Thursday 14th September to mark the official opening of the Tile Hill Lane site.

A week later, Ofsted inspectors visited West Coventry Academy and declared the overall effectiveness of the academy 'Good' – praising the quality of education, the behaviour of students, its leadership and its sixth formers. The report details the significant improvements we have made since the school's last inspection in 2019, particularly around the curriculum and outcomes.

The inspectors also commented on how proud our students are to attend West Coventry Academy and how quickly they have settled into the new building. We are very proud that inspectors noted the high expectations we have of all students and our commitment to building a school community based around our 4Rs which encourages all members of our school community to be Respectful, Responsible, Resilient and Ready to Learn.




Education Updates & Achievement Primary Schools



Anna Balson
Director of Education
(Primary)



Jenny Maskell
Strategic Lead



Helen Hastilow
Strategic Lead



Suzie Norton
Strategic Lead



Anna Seward

Over the last twelve months we have built a team, developed relationships with the community through open days and teddy bear picnics and successfully opened the school to 50 smiling children.

We had our official opening at the end of September where we were joined by 'Anna Seward' and dignitaries from ATLP and across Staffordshire. We had amazing live entertainment from the Mere Green steel drummers and enough cakes to feed half of Lichfield.

We now run a weekly coffee morning for parents which has been well received and have set up our first ever PTA.



Brookvale Primary School

It was another great year at Brookvale with many things to celebrate. They saw the Mayor of Birmingham and residents of Waterford Court join them for their annual Christmas Carol Concert.

This was closely followed by a successful Ofsted inspection in which the school retained its judgement of good and the work the school do to safeguard pupils rightly being recognised. Brookvale ended the year with an amazing 50th Birthday celebration that saw them have lots of fun at the fair with rides, petting zoo, and ice creams galore!



Coton Green Primary School

Coton Green Primary School

2022-23 was another action-packed, busy year for the Coton Green 'Learning Family'. Highlights included the successful implementation of the ATLP Learning Futures programme with ALL our staff and pupils having equitable access to iPads and the fabulous range of software that is available at both home and school. This impacted on standards immediately, with our Year 4 achieving a huge rise in attainment in the Multiplication check with an average score of 24/25.

We were also delighted and beaming with pride with our school's representation in the Children's University awards, with so many of our children achieving recognition for 'out of hours' learning both in and out of school. It really did feel like a landmark year in being part of the ATLP One Trust vision having a direct impact in school.



Curdworth Primary School

2022-23 was the first full year of the school being under new leadership. The school team embraced new strategies, processes and policies to improve the culture of behaviour, learning and the tight family community to ensure the school is aligned with its vision – led by the children, for the children.

A huge part of the successes of the last 12 months were down to the positive shift towards embedding a culture of learning for all – pupils and staff.

Some snapshots of success include a strong Ofsted report, improved reading progress across the school, highly attended community events including PTFA events, the return of trips and residential for all pupils, deployment of a bespoke curriculum & school timetable to meet the needs of the children and community and a new leadership team to drive strategic, long lasting, school improvement.

We look forward to taking these successes, and the lessons learned along the way to drive the school toward further success in 2023-24. Small School, Big Opportunities.



Hill West Primary School

The academic year 2022-2023 was action packed and fun filled at Hill West with a number of achievements to celebrate too. Our Investors in People assessment in March recognised we are a school where 'there is a positive culture of continuous improvement, innovation and creativity'. Our children were congratulated on their work as scientists when they demonstrated their subject specific knowledge and scientific skills of enquiry and we were awarded the Primary Science Quality Mark.

In addition, our participation in competitive school games was also a highlight of the year seeing us accredited with the 'School Games Gold' award. Our outcomes for children across all phases remains significantly above national averages and we are most proud of our teaching of phonics and early reading with 95% of our Year 1 children passing the phonic screening check again in 2023.

The plans to build our new school have moved on at pace with a parent and wider community consultation event taking place in July 2023. But it is not the accolades, nor the prospect of a brand new net zero, sustainable school that make Hill West a special place to learn and play; rather it is the emphasis we place on ensuring our children are loved, cared for and supported to belong and succeed through our purposeful consideration of deep, trusting relationships with all adults.



Mere Green Primary School

Mere Green's leadership team has gone from strength to strength with the appointment of Mr Newton from another partnership school who is taking our digital curriculum offer to a new level. The development of teaching and learning has seen most foundation subjects now being taught via the online platform and a clear workflow policy is in place to ensure children can access any online lesson within 5 clicks.

The opening of our new immersive suite has transformed learning opportunities allowing students to visit places they may never otherwise be able to experience such as the Pyramids and Viking towns. 3D projectors, interactive features and heat/light controls elevate experiences for all children and create highly engaging and interactive learning.

The Mere Green pupil steel pan band were also proud to be a part of the opening of the new ATLP school, Anna Seward where our musicians proudly performed in front of special guests. Guests were impressed by the musical talents and abilities by our pupils.



Education Updates & Achievement Primary Schools



Greysbrooke Primary School

What an extremely busy year we have had at Team Greysbrooke. Reading is at the heart of our curriculum and after the refurbishment of our library in 2022, we have really been encouraging the use of this amazing reading space by opening a reading café which children can come and enjoy during break and lunchtime.

We have also had a school wide art project this year which has led to the creation of a fantastic art display. All of our year groups contributed to the piece now proudly displayed in our school hall, inspired by the famous artist Hundertwasser.

This year we have become a Children's University School, which has enabled children to be recognised for their additional learning and achievements both within and beyond the school gates. We have been very proud to have children gain Bronze, Silver and Gold awards across the year and take part in Graduations with our family of schools across the Trust.

We are very proud of our curriculum offer at Greysbrooke, and the experiences we offer to our children through residential and educational visits.

This year has seen us undertake our first Year 6 ATLP trip to France where we made wonderful new friends with children from Osborne. We are hoping to continue to develop these links with Osborne children and staff over the next 12 months and beyond.



Osborne Primary School

Team Osborne are committed to developing resilient, happy, proud children who love learning and have the skills, knowledge and confidence to achieve their dreams. Over the last year, we have worked tirelessly to put this mission into action whilst striving to achieve our school vision. We have done this by developing our curriculum, our provision, our environment and improving connections with our wider school community.

During the summer term, we held 'This is Me Week' at Osborne Primary School. Throughout this week, children had the opportunity to celebrate a range of cultures

and each class studied a different country. Parents were also invited into school for creative workshops with their children and each class created a corridor display to celebrate their focus country. In June, we welcomed our local MP, Paulette Hamilton, to Osborne. Two of our Year 6 pupils gave Paulette a tour of our school and proudly talked about life at our school. Paulette visited our Year 5 and Year 6 classes where they shared their views on local issues.

In July, we celebrated pupils' achievements at the ATLP awards ceremony. The morning ceremony was proudly hosted by the head girl and head boy from Osborne Primary School. During the same month, we also held a Reception graduation ceremony and a Year 6 leavers assembly at Osborne, to celebrate the achievements of our pupils alongside their families.



Slade Primary School

Slade Primary School have had a year of successes! They have recently been awarded the Rights Respecting Silver Accreditation, emphasising the continual importance that the school puts on the rights of the child.

The impact of the outstanding curriculum offer at Slade is now being reflected in the attainment levels reached by children at the end of Key Stage 2. The school has seen some of its most positive results to date, with staff members continuing to ensure that the children receive the equitable education they require to succeed.

We have also seen our enrichment offer grow significantly and the children have enjoyed a year of wider opportunities such as residential visits, performing at the Symphony Hall for Young Voices and taking part in a wider range of musical opportunities.



Scotch Orchard Primary School

Belonging, Believing, Learning and Achieving runs through everything we do at Scotch Orchard and this year has been a very busy one. The school has appointed a new Head of School, Dr Rhian Warrack and

her vision and passion for Scotch Orchard is having a hugely positive impact on the school and its community. The leadership team has been strengthened with the appointment of James Chapman as Assistant Headteacher, bringing his teaching and English expertise to join Melanie Sturch, whose leadership of Maths is a real strength and whose role is expanding to encompass a rigorous and robust approach to Safeguarding across school.

Our team has been further strengthened by the addition of Emma Thornton, as Office Manager, who brings a wealth of procedural knowledge and experience to the role. The addition of new teachers to Year 5, 2 and Reception brings new ideas and enthusiasm to the already strong teaching team, and our partnership with Progressive Sports (bringing Danielle and Oli to the team at lunchtimes, for PPA cover and after school provision) brings knowledge and expertise of the PE curriculum and the opportunity to develop our Year 6 Playleaders with their support and guidance.

We also launched our new Behaviour Rationale in the Spring term, embedding a trauma-informed, attachment-aware approach towards managing children's behaviour in school. Staff are developing their knowledge and understanding of Emotional intelligence, and their use of Emotion Coaching to respond to children's behaviours, and this has been further enhanced by the investment in Trauma Informed Attachment Aware Schools by the ATLP Trust across all of our schools in September 2023.



Education Updates & Achievement Primary Schools



St Chad's CE Primary School

What a year it has been at St Chad's! It has been a year filled with opportunities for children and lots of brilliant residential trips and experiences which have brought learning to life. A special trip for us this year was our Laches Wood residential where children got to experience lots of challenges outside and develop our team work and resilience.

We have celebrated many whole school events including number day, mental health week, remembrance and the King's coronation. As part of our work on aspirations, we also held a career week, where our children listened to a range of people talk about their jobs including people from the armed forces.

The end of our year saw a chapter of our school come to a close. Mrs Smith, who has been Head Teacher at St Chad's said goodbye to us all as she continues her training to become a priest. We are hugely thankful to Mrs Smith for her hard work and we are excited as our new chapter begins with our Head of School, Mrs Aitken.



St Michael's CE Primary School

It has been another busy year at St Michael's. We pride ourselves on the outstanding music provision we provide to all of our children, gaining The Music Partnership's Gold Award.

This included working on projects with Lichfield Cathedral's Music Share and the Lichfield Gospel Choir, which culminated in our Year 5 children's amazing performance with the choir in a concert in July. One of our pupils participated in the Staffordshire Young Musician of the Year finals. Our sporting events this year have seen some fantastic achievements from our pupils.

We were privileged to attend the County finals for cross country this year and 2 of our teams achieved medal places. Our football and cricket teams have also competed in a range of competitions including the county cricket finals.

As part of our work outside of the school gates, we have worked closely with the St Michael's church community where our pupils have attended and supported a number of their events including leading family praise. As courageous advocates we've also raised money for St Giles through the Rudolph run and our partner school in Kenya. We're proud of being a Dementia Friendly School, especially our links with Lichfield's Memory Café.

To mark the Coronation, our Year 6 children wrote and published a book to mark the occasion, which our PTA generously funded. King Charles and Queen Camilla sent a card of thanks.



Two Gates Primary School

Last year was a busy, successful year at Two Gates. We focused our leadership development on the roles of subject leaders, with a spotlight on ensuring curriculum, learning and teaching in foundation subjects is inspirational and ignites the children's curiosity to want to know more. To ensure pupils have a strong and influential voice in their education, new student leader roles were created to include student subject leaders, who meet regularly with subject leaders. This means our pupils have an opportunity to make a real difference to learning and wider activities at school.

To raise aspirations and encourage participation in learning and activities beyond the classroom, we launched our partnership with the Children's University. Many children received recognition for all their extra-curricular accomplishments and the Gold Graduation at Birmingham University was a very special and memorable event.

The importance of reading was promoted throughout the year. Our new library was refurbished and restocked, making it a welcoming and inviting environment for children to explore the wonder of books. It was officially opened on World Book Day by local author, Daniel Thompson, who held poetry workshops with the children and gifted the school signed copies of his newest publication 'Being You'- poems for positive thinking.



William MacGregor Primary School

Last year William MacGregor underwent some extensive leadership changes and structure. From October 22, Natalie Jones became the new Head of School. Two new assistant headteacher roles were also created.

In January 23, the school team embraced a two day 'Ofsted' visit. The visit highlighted the strong curriculum that underpins everything we do here at William MacGregor. Good behaviour and attitudes were also celebrated and a sense of strong teamwork recognised. Our team is something we are always particularly proud of and I am delighted how our team continually go above and beyond for our children.

During the academic year, we were delighted to work alongside Curdworth Primary with the guidance of Tracy Williams in coaching our teachers across mixed school groups through intentional monitoring techniques drawing on strong and creditable research and practice. This was beginning to be embedded as the year drew to a close and pedagogy across school improved.

This is something that is continuing into 23/24. Being a pilot school for our Trust 'Learning Futures' project, we led on the 5 big ideas and staff, parents and



children embraced the new era we found ourselves in. Progress scores across key stage 2 also improved in all areas, our Year 4 children gained our highest mathematical check scores yet and we continued to embed Little Wandle across school securing children's phonic awareness and reading fluency.

Children continued to receive an amazing extra-curricular offer and staff supported this offer by joining children on 3 residential to Whitmore Lakes, London (staying on the HMS Belfast with a Houses of Parliament tour) and Paris. Children visited a number of new experiences in our school trip offer including a very successful whole school trip day!

Children's out of school talents were also celebrated and culminated in a large group of children attending Birmingham University for our Children's University day. Children were also successful in sporting competitions across the town. We look forward to more successes and highlights as we move into a new academic year.



Our push to redefine the role of EdTech in the classroom gathered pace through the whole of 2022/23 with the rollout of upgrading our IT infrastructure to all of our schools and deploying iPad and peripheral items to all Pilot and Phase 1 schools.

This resulted in about 50% of children and 100% staff having equitable access to technology. In September 2023, ten primary and two secondary school students received their devices as part of an 'unboxing experience'. The initial deployment timeline will complete in January 2024.

July 2022

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

October 2022

- Phase 1 Learning Futures inset Day
- CPD time dedicated to Top 5 for the Digital Classroom

March 2023

- Phase 2 staff receive iPad
- Phase 2 Learning Futures inset day

September 2023

- Phase 2 schools deploy
- All children across all schools receive a stylus

ATLP Digital Transformation Roadmap

September 2022

- Enhanced provision of iPad for EAL students across the ATLP
- Slade, William MacGregor and Mere Green Primary schools launch the Pilot
- CPD time dedicated to Top 5 for the Digital Classroom

January 2023

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

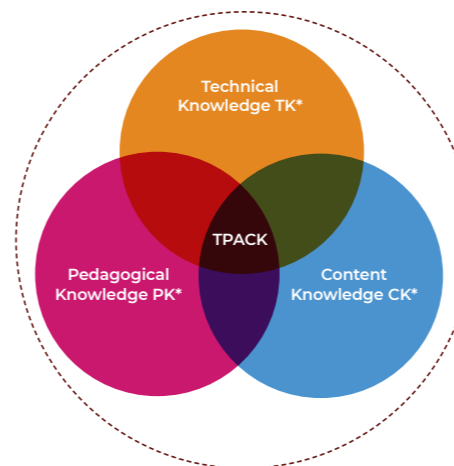
Summer Term 2023

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

Autumn Term 2023

- West Coventry Academy deploy to 6th Form & Year 11
- CPD time dedicated to the 'Top 5 for the Digital Classroom'.

At the heart of our implementation is the TPACK Framework.



The Technological, Pedagogical, and Content Knowledge Framework enables leaders and teachers to think carefully on how best to use EdTech within teaching & learning.

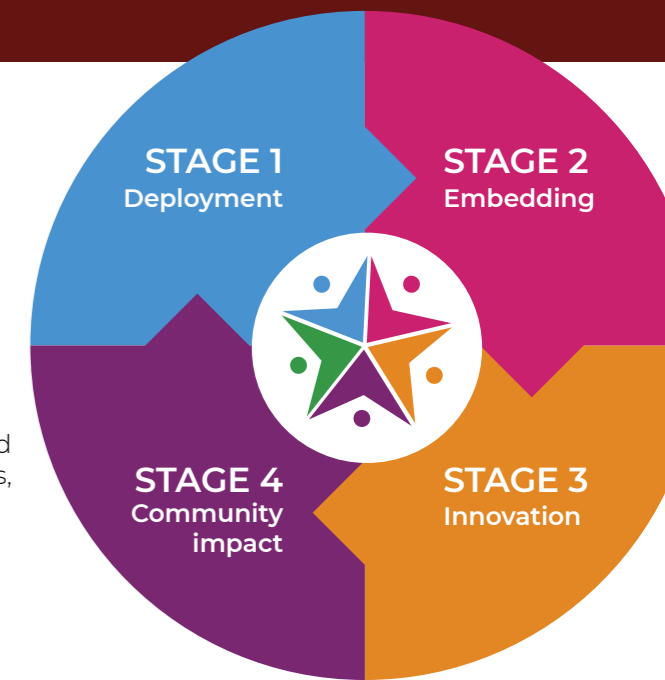
Our focus on teaching and learning and pedagogy provided CPD and support to all teachers and teaching assistants to implement our evidenced-informed principles, the Top 5 for the digital classroom, within their practice.

We have been delighted and encouraged at the level of engagement that the initiative has brought from our staff and especially our children.

We have had a specific focus on helping our staff become confident leveraging EdTech to enhance teaching & learning and have seen attitudes and confidence increase through the year.

Our longer aspirations have been outlined and framed around four key stages.

Having completed 'Stage One - Deployment', we now progress to 'Stage Two - Embedding'. With the support of newly established Learning Futures Hub Leads, we aim to embed the Top 5 for the digital classroom with all teachers, across all classroom staff, working directly and through the School Improvement Team.



"Top 5 for the Digital Classroom"

Explanation & Modelling



Classroom Management



Assessment



Accessibility



Workflow

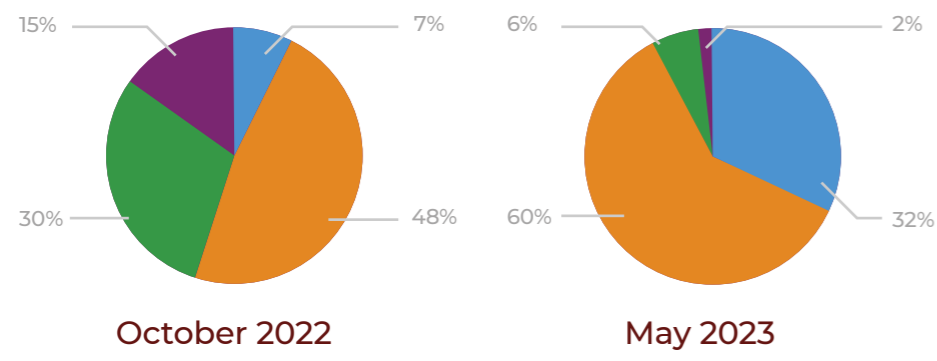




We have had a specific focus on helping our staff become confident leveraging EdTech to enhance teaching & learning and have seen attitudes and confidence increase through the year.

1 How prepared do you feel to teach with technology?

Very Prepared | Somewhat Prepared | Not very prepared | Not prepared at all



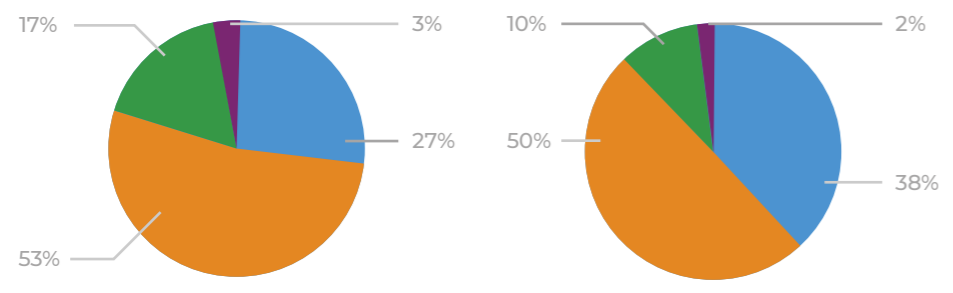
55% feel prepared to teach with technology

92% feel prepared to teach with technology

Reflections:
There have been clear improvements in teachers' preparedness to teach with technology. Sustained CPD will continue to be required as we aim to master the Top 5 for the digital classroom.

2 What are your perceptions of technology within the classroom?

Very Positive | Somewhat Positive | Somewhat Negative | Very Negative

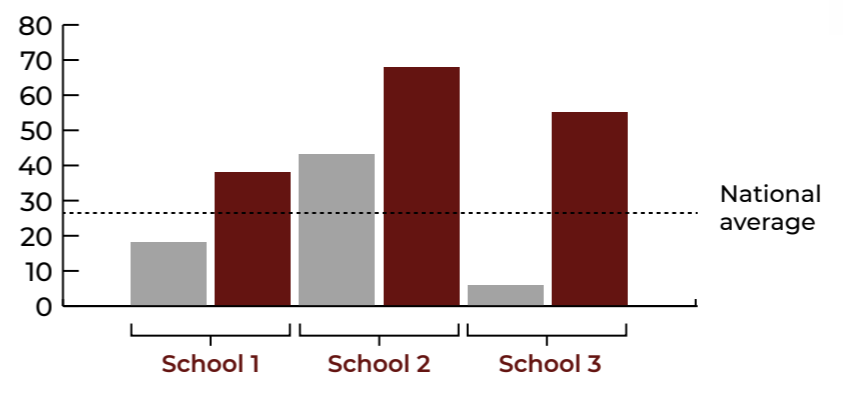


80% have positive perceptions

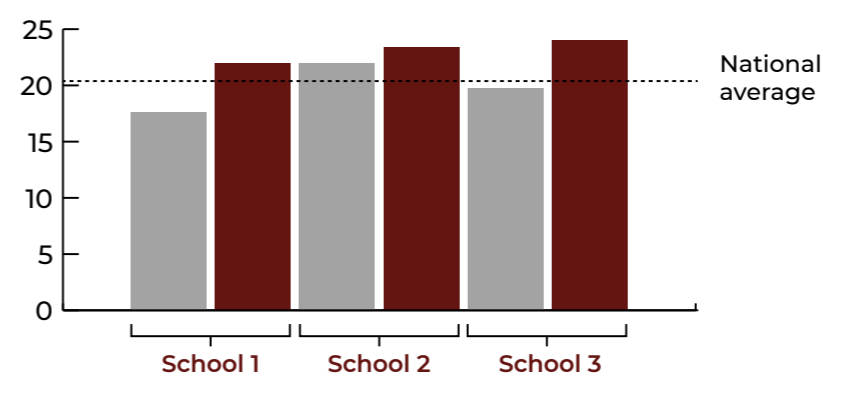
87% have positive perceptions

Tracking data following the introduction of EdTech and specific apps in our pilot Primary Schools, we have seen a marked improvement in the impact of in the multiplication timestable check:

Percentage of children scoring full marks



Average score



Early indications of impact with the Multiplication Check

2021/22 2022/23

An introduction to Learning futures for Educators

An introduction to Learning futures

Children are at the **HEART** of everything we do



The ATLP School Improvement Team was established to support school leaders across our Trust, to improve the quality of education of all the young people in our care. Trust leads have been appointed to support the implementation of the ATLP priorities. In 2023-24 the team has been expanded and includes the members below:

School Improvement Lead:
Simon Roberts

Literacy Lead:
Helen Bowman Dalton

Design Technology Lead:
Lucy Tongue

Digital Transformation Lead:
Richard Anderton

Mathematics Leads:
Tom Alley and Tom Manners

Personal Development (focus on careers education):
Alex Zarifeh

Primary Music Lead:
Annie Undzhiyan

Safeguarding Leads:
Sue Bailey, Louise Davies and Amanda Caldecott

Science Leads:
Anna Haslam and Stephen Rimmer

Vulnerable Learners Lead:
Lisa Nelson

The work of the school improvement team, through the Trust leads, has had a demonstrable impact on the ATLP priorities. Impacts include:

Curriculum development:
Schools across the Trust have been supported to implement a knowledge engaged curriculum, built on the principles of cognitive science. The impact of this work has been acknowledged in Ofsted inspections of Trust schools, across the last academic year.

“ Trust leaders have worked alongside school and subject leaders to ensure that the curriculum is well designed and has high expectations for all pupils.
Nether Stowe School, April 2023

“ Leaders have created an ambitious curriculum for all pupils, including those with SEND.
Stockland Green School, February 2023

“ Leaders have designed an ambitious and broad curriculum for all pupils, including those with SEND.
William MacGregor
Primary School,
January 2023

Teaching for excellence:
Training programmes have been designed and implemented on lesson preparation leading to more precise adaptive teaching. The impact of Trust training programmes was praised in the most recent Ofsted inspection at West Coventry Academy.

“ School leaders work closely with the Trust to build a strong training programme for staff to help them improve outcomes for pupils.
West Coventry Academy,
September 2023

Adaptive teacher remains a priority for schools across the Trust this academic year.



Digital Strategy:
Over the last twelve months, iPad technology has been distributed to thousands of students across our phase 1 and 2 schools, now ensuring an equity of access to technology for our young people. Leaders and teachers continue to implement innovative practises into classrooms across the Trust to enhance their learning experiences.

Literacy:
Collaborative work into best practice and training across the Trust has begun to address the gaps in reading and writing, which arose following closures during the pandemic. A new writing rubric and cross school moderation has supported our primary schools, leading to KS2 reading and writing scores above average at both expected and greater depth.

Vulnerable Children:
The Vulnerable Children Vision was developed throughout the year and led to all schools taking part in Trauma Informed, Attachment Aware Schools Training in September 2023.

All schools are now progressing towards national accreditation through the Attachment Research Community (ARC) pathways. Ensuring that all children experience equity understanding, belonging and love.

Safeguarding:
The Trust continues to develop a high-performing network of Designated Safeguarding Leads, ensuring consistent and effective record keeping in order to keep our children safe. Contextualised data analysis ensures that our school's PHSE curriculum is responsive to local needs.

Our model for school improvement
Our approach to school improvement allows the strategic executive group to make data informed choices on where Trust leads should be deployed to maximise impact. We use a range of sources of data including validated examination results, reports from our school improvement partners and findings from our own strategic leaders to identify and inform our needs analysis.

Once a need has been identified we use our school improvement framework of 'See it, Name it, Do it' (Leverage Leadership, Paul Bambrick-Sontoyo) to unpick the lever, which will result in rapid and sustained improvement.

See it

- What is the observable reason for below optimal performance?
- What is the evidence for this?
- What is best practice / research informed evidence which would address the identified area for improvement?
- What is the gap between the current practice and best practice?

Name it

- What are the granular and actionable steps, which will incrementally build from the current practice to the best practice?

Do it

- What are the training needs to support colleagues to achieve the best practice?
- How and where would scripting and rehearsal support colleagues to implement a sustainable change?
- What ongoing quality assurance is needed to evaluate the success of the implementation?

Introduction



Simon Smith
Chief Finance and
Operations Officer

Across our central teams, we continued to deliver against our plan to provide excellent support services through our strategy and core priorities of People, Systems and Data.

Following the comprehensive review in 2021/22, this year was about embedding and enhancing our central service offer through a comprehensive CPD programme for our teams and colleagues.

Alongside this, our digital infrastructure continues to be updated to reflect current and future needs with a clear plan around data and its part in delivering evidence based, expert services.

We continued our strong focus on central service improvement and, through the year we delivered on our planned investment. Purchasing over 11,000 devices for all our staff and students, investing in our IT infrastructure and planned growth in our School Improvement support, all of which are contributing to our strive for excellence.

Of course, this planned investment was made alongside unprecedented increases in core costs across the country, particularly energy.

Through the year we have been successful in establishing initiatives to reduce the impact of these increases but in year pressures were high.



Michelle Doughty
Director of Operations
and Estates

ATLP Operations & Estates teams delivered a diverse range of significant developments in 2022-2023. In addition to ongoing delivery of a wide range of essential services to schools, our team had some notable successes this year.

In catering, our newly appointed Catering Operations Manager led our exciting transition to in house catering services for the first time. Extensive planning took place in Autumn term, followed by a complex mobilisation programme in Spring.

Summer saw menus reviewed, a catering strategy established, significant recruitment into our kitchen teams, Catering Area Support Managers joining the team and the first phase of rebranding taking place. Called ATLP Tastes, the team believe meals play an important part of the school day that brings enjoyment and learning in equal measure.

IT have supported the launch and rollout of our Learning Futures programme, as well as delivering a challenging number and scale of infrastructure projects to facilitate this.

Our contracts and procurement team led on our new contract for outsourced cleaning services this year, as well as a review and consolidation of energy contracts and a range of consolidation exercises on smaller contracts, leading to cost savings.

In Estates, energy audits were completed in all schools and design work commenced on a range of projects in support of sustainability aims. Our usual programme of project delivery ran throughout the year, investing significantly in maintaining our sites. In summer we also celebrated completion of two new build schools at West Coventry Academy and Anna Seward Primary.

Work on Hill West Primary rebuild, as part of the DfE School Rebuilding Programme continued and planning commenced for Coleshill School, which was confirmed as successful under the next phase of the same programme. The Estates team also welcomed many new members of their team this year, with ongoing recruitment into Site Team and central Estates roles throughout the year.

Our Health & Safety Manager carried out significant development works this year. A new online accident reporting system was created and successfully trialled in a number of our schools. A Trust wide review of all training requirements was undertaken. Training provision was evaluated and procured, with a new programme of training ready to launch in 2023-2024. Health & Safety data is being brought up to date, with a full programme of asbestos management surveys

implemented in summer and fire risk assessments scheduled for Autumn 2023. A Health & Safety inspection programme has also been in development, ready for launch also in Autumn 2023.

The teams continue to work to priorities outlined in their strategic plans, moving all services forward with a clear focus on improving communication, embedding systems and processes across our schools and reviewing CPD needs for our wider team of operational staff, to support their ongoing development.





HUMAN RESOURCES




FINANCE



Sandra Martin
Director of Human Resources

Staff Survey

The 'Your Voice' survey was launched in May, in conjunction with Edurio. In addition to the survey, a series of staff focus groups took place in June. A random selection of ATLP staff have been asked to participate to offer more views on themes coming out of the survey. Results and feedback were collated and analysed. The results have informed our People Strategy with key areas of focus being:

- One Trust – Belonging
- Leadership at all levels
- Behaviour and school environment
- Care and appreciation
- Career pathways and collaboration
- Professional Services development

Recruitment

This year saw the introduction of incentive allowances to support recruitment in shortage subject areas and other hard to fill teacher vacancies. Incentives of up to £10k over 3 years was significant in attracting 9 new staff in these areas.

The introduction of early recruitment and an additional salary incentive ensured that 13 Early Career teachers joined from our Teaching School. A recruitment morning took place in December. The focus was on recruiting the best trainees and aligning their preferences to vacancies. This removed the need to advertise externally, which resulted in a financial saving.

Employee Wellbeing

To build on the current offer to staff and to support with the cost of living crisis, the following services have been procured. Services will be launched in the autumn term 2023.

Employee Assistance Programme

This service has been procured with Medicash. The programme offers the following;

- 24/7 Employee Support Service - provides counsellors and specialists to support the workforce through a range of issues over the phone.
- Up to 8 Face-to-Face Counselling Sessions - employees can get easy and confidential access to face-to-face counselling, quickly providing support in times of crisis.

- Management Support and Referral Service – giving managers the support they need with access to guidance and advice when dealing with workplace mental health issues as well as other challenges. They can also refer employees who need help to a trained and dedicated counsellor.
- VIRTUAL GP Unlimited phone or digital GP consultations for employees.
- SKINVISION Check your skin spots and moles for early signs of skin cancer.
- mProve YOURSELF App – support with improve the body and mind.
- Children covered at no extra cost, up to their 24th birthday if in full time education.

Employee Discounts Benefits package

Edenred have been chosen to provide employee benefits and reward package including:

- Employee Discounts – supermarkets, cinema, eating out etc
- Childcare Vouchers
- Cycle to Work
- Financial Wellbeing
- Green Car
- GymFlex
- Dental Insurance
- MyGymDiscounts
- MyHeathDiscounts
- Reward and Recognition



Ria Farrell
Head of Finance

During the year, we have continued the review and implementation of our budget strategy to enable a streamlined and effective way to deliver excellent financial services to all stakeholders.

Moving to a centralised finance system has created efficiencies, developed consolidated financial reporting, and future proofed growth of the Partnership.

Significant economic challenges still pose a risk and finance are dedicated to ensuring the financial sustainability of the Partnership.

Trust Finance review

In 2022-23 the Partnership managed annual revenue income of £68,405m consisting of £55,534m (81%) General Annual Grant (GAG) funding provided by the ESFA, £7,566m (11%) of other DfE grant funding, such as Pupil Premium, Sports and PE funding, Recovery Premium and Mainstream Schools Additional Grant (MSAG), and £1,587m (2%) for Teaching Schools. The remaining £3,718m (5%) relates to other income, such as trading income, SEND/Early Years funding and charging and remissions.

In 2022-23 the Partnership's total overall revenue expenditure

increased to £73,466m from £60,781m in the year ending August 2022. Of this £57,148m (78%) was invested in our staff as pay costs. 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.

The planned investment into Learning Futures and bringing catering in-house have resulted in a decrease in reserves of £6,047m in 2022/23 giving a total reserves balance of £1,606m representing 2% of total income.



YOUR VOICE
WE LISTEN AND LEARN





COMMUNICATIONS



DATA



Anna Newson
PR and Communications
Manager



Wayne Perry
Trust Data Manager

ATLP continues to fill the headlines with good news stories from across our One Trust. The Partnership enjoyed a range of positive media coverage in 2022-2023 across broadcast, print, social and digital media, along with professional awards recognition.

We are committed to delivering clear and consistent messages, both internally and externally, centred on our core vision and values. We create dynamic content that showcases the brilliant work taking place across our schools and communities, successfully employing a mixture of marketing and communications activities to reach diverse audiences across multiple communications channels.

This year, the Communications team will continue to drive the news agenda, while also focussing on internal communications, parental and community engagement, and digital and social content. We aim to embrace new technologies alongside traditional storytelling methods to ensure we can connect with our entire learning family.

Media Highlights 2022-2023

Building a brighter future

The opening of ATLP's new Anna Seward Primary School generated a wealth of positive media coverage and community feedback. The new build at West Coventry Academy was met with equal anticipation, with WCA featuring twice as Coventry and Warwickshire Radio's (CWR) 'Star School'.

The big event

ATLP hosted a number of key events throughout the year. Arthur Terry's large-scale Careers Fair attracted a huge number of high-profile exhibitors and visitors, including students from our partner schools. The year also saw the launch of the ATLP Children's University programme, culminating in a range of inter-school events, including the Gold Awards ceremony at the University of Birmingham. ATLP's popular Children's Awards event took place at Drayton Manor and celebrated the many achievements of our fantastic children and young people.

Celebrations and milestones

Brookvale Primary School celebrated its 50th birthday with both a community concert and party spectacular, while West and Mere Green primary schools held a party with an ATLP-themed cake to mark 10 years in the Partnership. Stockland Green students ensured they were 'prom ready' by hosting a popular 'Say Yes to the Dress' event where students were able to choose clothing and accessories donated by their generous community. This feelgood story even made the local TV news.

Creators and Innovators

ATLP's transformative Learning Futures programme has inspired students, staff and families from across our Partnership. There has also been much media interest in the project, which has appeared in print, digital and broadcast media. ATLP is known for being a centre of excellence, and we believe in spreading that excellence further to benefit others. In September 2023, the Arthur Terry Teaching School Hub assured its place as a leading provider of quality education and training by being named as one of the country's first Language Hubs.

In the past year, the Central Data Team at our Multi Academy Trust has continued its dedicated efforts to enhance the data management and analysis capabilities across our member schools.

Building on the foundation laid by Bromcom and the previous year's accomplishments, we are delighted to report significant progress and innovations within our data-driven initiatives. A notable highlight of this year has been the seamless integration of the cloud-based reporting platform Power BI, facilitated by our two talented new team members.

Their expertise has enabled us to create dynamic and user-friendly data dashboards that represent a significant leap forward in our data utilisation. These data dashboards are a game-changer, providing real-time updates and a self-service approach for our end-users.

This means that teachers, school leaders, and other stakeholders can now access the information they need at their convenience, without relying on the Central Data Team for customised reports. The dashboards are incredibly flexible, allowing users to filter data by various parameters, tailoring the information to their specific needs.

One of the key achievements of these dashboards is the comprehensive coverage they offer. We now have dedicated dashboards for exclusions, absence, and attainment and progress analysis. These

dashboards provide a holistic view of our schools' performance, empowering our educators and school leaders to make data-informed decisions.

For instance, the assessment dashboard streamlines the process of recording, monitoring, and analysing pupil performance, making it easier for our primary schools to maintain their commitment to data-driven education. Furthermore, our secondary schools have also benefited, engaging in MAT-wide assessments, and leveraging these dashboards to analyse performance with greater precision.



North Birmingham Teaching School Hub



Throughout the year the Arthur Terry Teaching School Hub (ATTSH) has been working with an increasing number of schools across the North Birmingham area and have consistently exceeded DfE targets, with some 64% of schools in the north Birmingham region signing up to programmes through the ATTSH.

In particular, ITT recruitment for 2023/24 is much improved (almost double the number of recruited trainees as compared

with 21/22) despite national figures being down. This includes 8 trainees who have started on our brand new Primary 3-7 programme.

A strategic partnership with Prince Henry's Teaching School Hub will see a satellite version of Arthur Terry SCITT being delivered in Worcestershire. This exciting partnership is being developed throughout 2022/23 with full role out of the new courses starting in September 2023.

Teaching School Hubs have now become the sole providers of Appropriate Body Services from September 2023, for the quality assurance of statutory induction and assessment of ECTs. The TSH has submitted to DfE a detailed transition plan outlining our plans for upscaling. Additional capacity has been added to the hub team to

meet increased demand for this service. We have 660 ECTs registered for this service for 2023-24.

In year, the ATTSH has been appointed by the Government as a Language Hub co-lead school with Stoke's Painsley Catholic College, helping to support high-quality language education.

The hub will work closely with a range of partner schools to improve outcomes and to encourage a greater number of pupils to study languages from primary school through to GCSE over the next three years. It is hoped that we will attract more teachers to both the profession and subject with the skills and knowledge to effectively support our students, giving them the opportunity to gain a real love of languages.



KPI		Year 2 DfE Target (provisional)	End of Year 1	End of Year 2
Schools Receiving Training (in hub area)	Total Number of Engaged Schools:	95	112 (54%)	137 (66%)
	Primary:	70	70 (48%)	89 (60%)
	Secondary:	25	29 (69%)	37 (88%)
	Special / AP:	-	11 (61%)	11 (61%)
Schools Receiving Training (Including out of hub area)		120	142	191
ECF	Overall totals	150 ECTs	230	253 (new) 401 in total
		120 mentors	191	163 (new) 311 in total
Appropriate Body	ECTs in Region	120	158 76 schools	286 ECTs 116 schools

NPQ	KPI	Yearly Target	End of Year 1	End of Year 2	Overall Retention
Current total on all active programmes:	NPQ (total)	180	296	305	97%
	NPQ-H	20	31	37	96%
	NPQ-SL	40	74	74	95%
	NPQ-LTD	25	75	24	98%
	NPQ-BC	25	54	26	99%
	NPQ-LT	40	62	68	96%
	NPQ-LL	30	0	48	100%
	NPQ-EYL	-	0	28	100%

ITT	KPI	Yearly Target	2022-23 Recruitment	2023-24 Recruitment
Initial Teacher Training	50 trainees	40 trainees	40 trainees	67 trainees
	NPQ-EYL	-	0	28

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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 OBE NPQH, NLE, FRSA

Version 1



Together we are stronger