



Annual Report 2024



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Reference & Admin details



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Sir David Carter
Sir Tim Brighouse

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

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CEO Richard Gill CBE NPQH, NLE, FRSA

Company Number 07730920.

CEO Update



Chair of Trustees Update



I am proud to introduce the Arthur Terry Learning Partnership Annual Report which showcases the immense progress made by our learning family over the last 12 months, whilst also acknowledging the challenges that lie ahead.

The ATLP's sustained reputation for delivering excellence would not be achieved without the outstanding commitment of each and every one of you. It is your continued efforts which maintain our standing in the region and beyond.

The success of schools is often measured in statistics, but I see success reflected in so many other ways. When I have the pleasure of visiting our schools, I see happy, content and confident children who are comfortable in their learning environments and at ease with their teachers and peers. Nothing beats that feeling.

The strength of ATLP is in the way so many different schools, serving different communities, work together through shared values to ensure our students reach their full potential.

It is no secret that many multi-academy trusts - and schools in general - are facing challenging times. However, where there are challenges, there are opportunities for change.

As we look forward to the new year, both our teaching and support staff will face new challenges but, as evidenced by this report, our experience and expertise will again come to the fore.

It is these skills which have enabled another year of huge progress for the Partnership, including the successful addition of Bridge, Paget Primary School and Deykin Avenue Junior and Infant School and an excellent uptake of places at our newest school - Dunstall Park Primary in Tamworth - which opened in September.

We have also received plentiful glowing feedback from parents and carers of pupils of Anna Seward Primary School in Lichfield, which has been open for just over a year now. Seeing and hearing of the positive impact that these schools are having on their communities shows just why we place such emphasis on helping to shape well-rounded young individuals, as well as striving to achieve the greatest possible academic successes.

Every single adult who works across the ATLP can make a huge difference to the lives of our young people

RICHARD GILL

...and this report showcases the wonderful variety of support and expertise which our staff are providing to enhance the education of our students.

Our late Member, the great Sir Tim Brighouse, used to talk about the need for schools to provide an 'insanely good education'. As CEO, I want to ensure our children receive

an insanely good education. I want our children and young people to feel loved, cared for, safe and to have open minds and be able to break down mental barriers.

We are achieving this by continuing to put children at the heart of everything we do and working together as One Trust and a tight-knit learning family.

Let's continue to spot the gaps in the hedges and, when required, work differently to achieve the greatest impact.

You, our staff, are our greatest asset and I thank you for all that you continue to do to enhance the lives of the students and communities we serve.

RICHARD GILL



 Richard Gill - CEO
The Arthur Terry Learning Partnership

Our Partnership grew this year with the opening of Anna Seward Primary School in Lichfield. The school is a new-build free school initiated by Staffordshire local authority on the site of a large housing development on the edge of Lichfield. This is the first of two primary free schools awarded to ATLP. The second - Dunstall Park opened in September 2024. During the academic year 2023-2024 two more Birmingham primary schools joined our partnership- Deykin Avenue and Paget - and we also welcomed a Staffordshire all-through short stay provision school for children temporarily out of mainstream education, The Bridge. This was also the first full year of operation of our central catering service, completing our structure of central services.

We welcomed four new trustees to the Board, adding significant experience in both the public and private sectors, replacing three of our trustees who stood down during the year and a vacancy. We anticipate filling the remaining vacancy shortly. We were saddened by the death this year of one of our Members, Sir Tim Brighouse, who has been a constant inspiration to us and a huge contributor to the cause of education nationally. We have yet to identify a replacement for him.

Five of our schools received Ofsted inspections this year. West Coventry Academy was graded "Good" - representing significant improvement since it joined ATLP and John Willmott School, now called The Royal Sutton School, was also judged to be "Good" for the first time in its history - an indication of the sustained improvement the school has made in recent years, with support from our Partnership. Three of our primary schools were inspected. All three were judged to be "Good". Inspectors identified significant outstanding features at both Greysbrooke and Slade, and Osborne was commended for its rapid improvement under its new leadership moving swiftly from requiring special measures when it joined ATLP to good in all categories

in a remarkably short period of time. Changes in the Ofsted regime and in the approach to reporting are to be welcomed, although it has to be said that the experience of Ofsted in our multi-academy trust has been largely positive over the years.

Our schools are still dealing with the legacy of school closure and the pandemic in relation to attendance, behaviour and restoring the level of parental support, as are schools nationally. We re-emphasised our commitment to a trauma-informed approach to managing behaviour, have redoubled our efforts to improve attendance where this is still not where it should be and are seeking to restore trust with parents where this has reduced. Outcomes are holding up in relation to where they were prior to the pandemic, but we have some work still to do to ensure that our improvement trajectory is sustained and accelerated in all our schools.

Internal monitoring indicates good progress with our Learning Futures strategy, confirmed in positive comments made during Ofsted inspections. This required a significant capital outlay this year and although this will not need be repeated in future years, this has added to the impact which other factors have had on our 2023-2024 budget.

Coming to terms with the impact of global changes reflected in the increase in cost of energy and the residual health impact of the pandemic on staff, which has required higher expenditure on agency cover than we would have liked, are factors which have also placed pressure on this year's budget. These factors have had to be addressed in circumstances where funding for multi-academy trusts has remained tight. This means that where in the past we have been able to provide additional staffing as a means of supporting schools, this capacity has been reduced this year and is likely to remain a constraint next year. It also means that where schools have staffing levels above national norms some limitations have had

to be applied to ensure that staffing allocations are brought closer to national benchmarks.

Working collaboratively with local authorities has always been a positive feature of how ATLP works. It was pleasing to have a representative of Coventry City Council at the Ofsted feedback for West Coventry Academy, the confidence of Staffordshire County Council in awarding us two free schools, and the collaboration of Birmingham City Council in on-boarding two primary schools. In previous years we have had significant support from Warwickshire County Council in securing new building at The Coleshill School. We continue to value the collaboration with all four local authorities on admissions, special educational needs and liaison with other caring agencies.

The great strength of our multi-academy trust is in being able to focus fully on school improvement, and I am pleased to be able to take a very positive view of the impact of our services on school improvement through the year. Placing children at the heart of everything we do means continuing to strive to give each child the very best education possible and the best opportunities to make a good start in life. There is nothing more important than this.

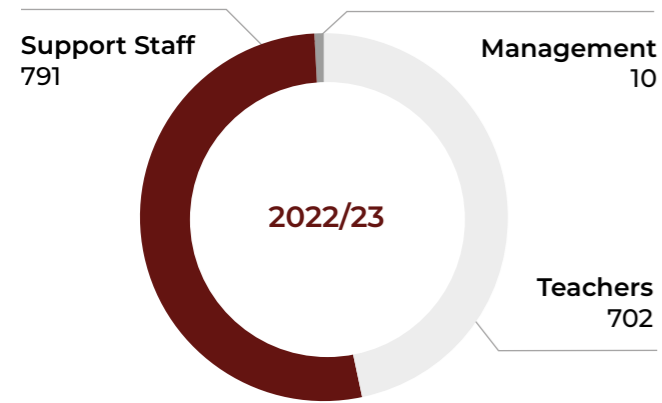
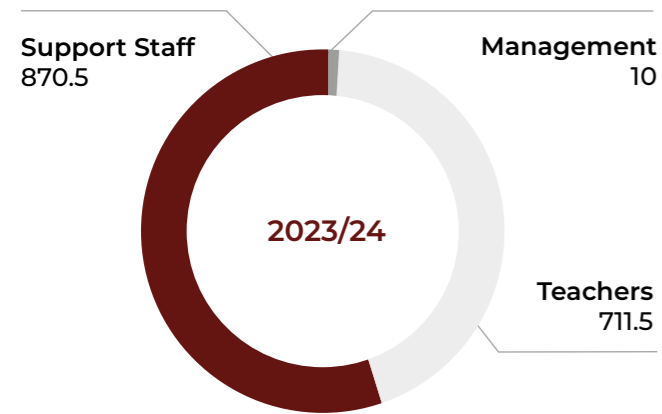


John Vickers - Chair
The Arthur Terry Learning Partnership

Our Partnership

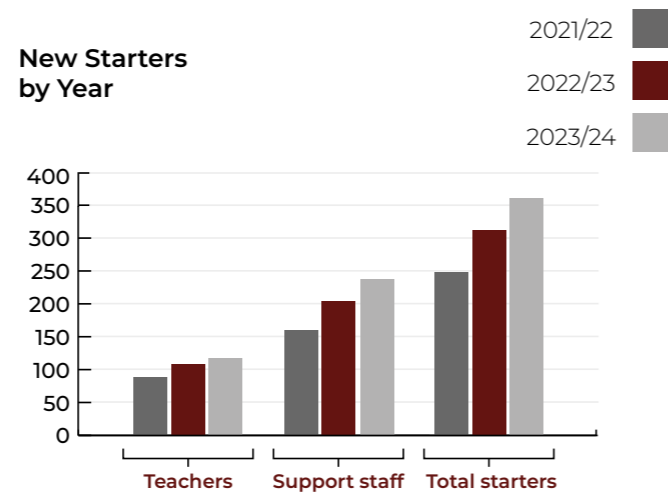


Average headcount for the year

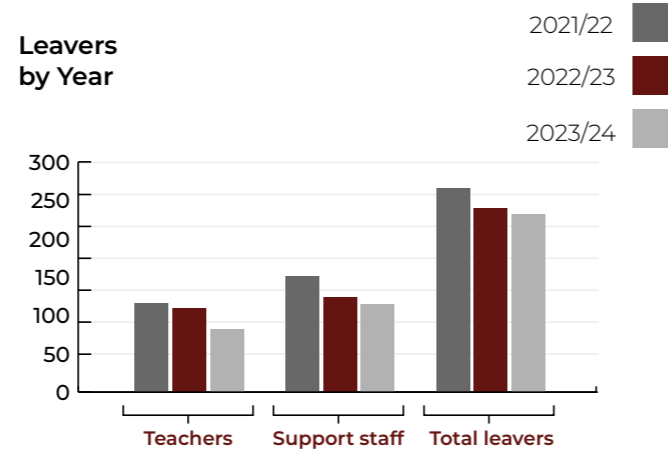


New Employees

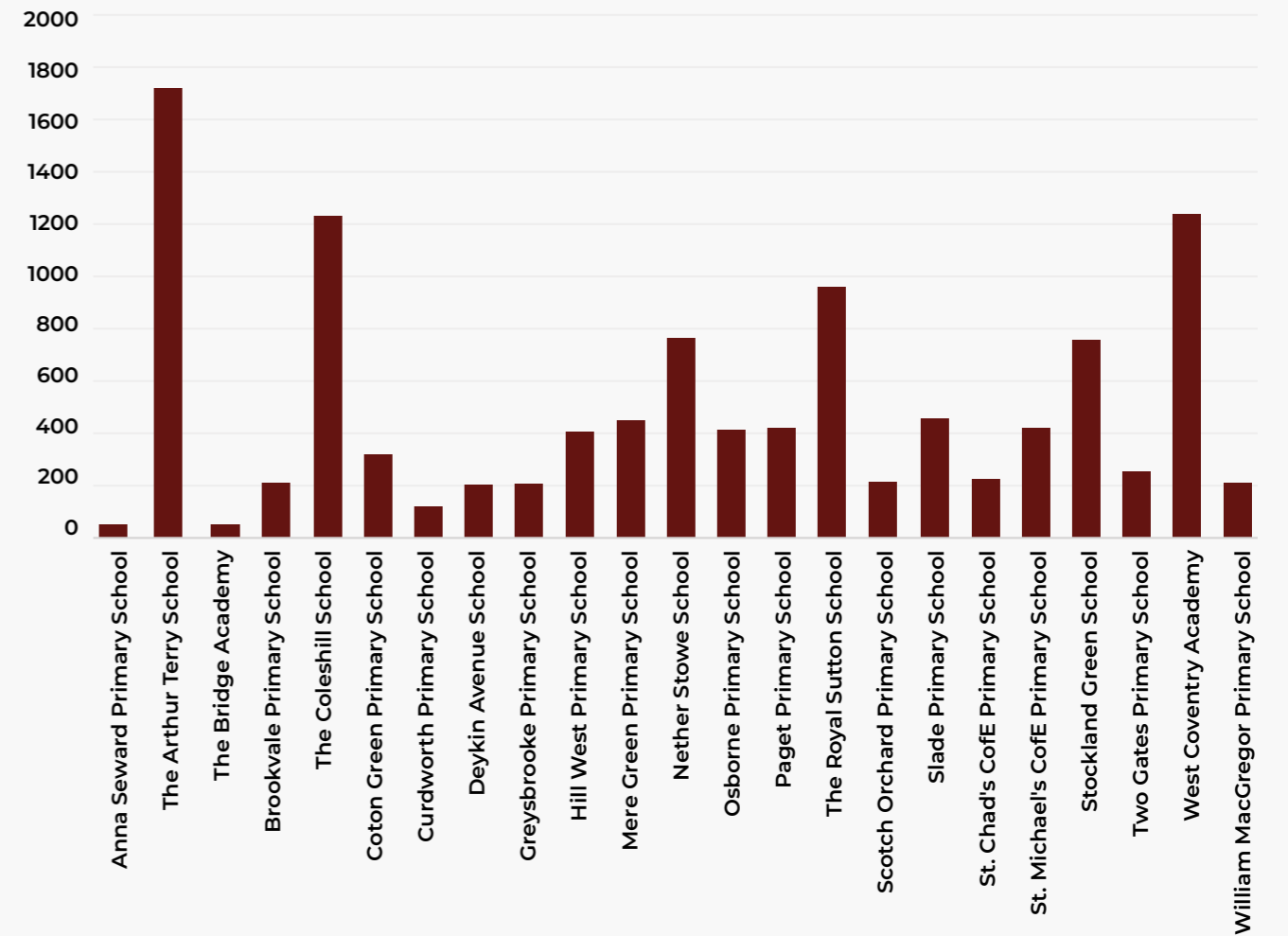
New Starters by Year



Leavers by Year



Number of Pupils





Richard Anderton
Digital Transformation Lead

Learning Futures is the Arthur Terry Learning Partnership's equitable 1-2-1 device programme. Providing over 12,000 iPads to students and staff with the goal of empowering our learners and shaping their futures.

Vision and Purpose

Equitable Access

We are committed to ensuring that every pupil receives the same opportunities, addressing inequity both in side and outside of the classroom.

Empowering Learning

We aim to amplify our educators' teaching practices through the effective use of digital technologies.

Shaping Futures

Our goal is to empower our learners with the necessary skills, values, and knowledge to succeed both now and in the future.



Top 5 for the Digital Classroom

Explanation & Modelling



Classroom Management



Assessment



Accessibility



Workflow



Learning Futures, our evidenced-informed digital transformation, has continued to build momentum in 2023/24 with the deployment and implementation at our Phase 2 schools with completion of the phased approach in January 2024.

Deykin Avenue Jnr & Infant School, Paget Primary School, Dunstall Park Primary School (opened in Sep 2024) and The Bridge Academy have received staff devices and currently receiving ongoing professional development in preparation for students to receive their devices in the coming months.

Inline with our 'Stages of Transformation' we are currently firmly in 'Embedding Stage'. This stage of our digital transformation is to ensure that Learning Futures is embedded within teaching & learning and that our 'Top 5 for the Digital Classroom' initiatives are mastered within our family of schools.

With quality first teaching, the use of effective software and equitable access to technology at schools and home, we are starting to draw correlations between the implementation of Learning Futures and outcomes.

Last year saw marked improvements in our Multiplication Timestable Check results across a number of subcategories across our family of schools.

Average attainment (/25)

Cohort	22/23	23/24	Score Difference
All	20.7	21.8	+1.1
Male	20.9	22.1	+1.2
Female	20.4	21.5	+1.1
Disadvantaged	19.0	20.3	+1.3
Looked After	15.8	14.0	-1.8
EAL	21.3	22.8	+1.5
SEND	15.9	17.4	+1.5

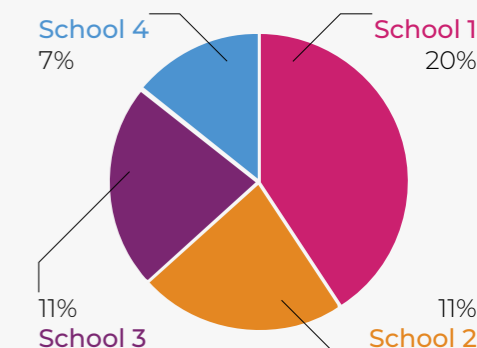
% of eligible pupils scoring full marks

Cohort	22/23	23/24	Percentage Difference
All	38%	50%	+12%
Male	40%	57%	+17%
Female	36%	41%	+5%
Disadvantaged	26%	42%	+16%
Looked After	0%	25%	+25%
EAL	39%	57%	+18%
SEND	13%	27%	+14%

Using this data, we are able to further support the success of looked after children and girls in the following academic year.

Similarly, we have seen improvements in reading data at a number of ATLP primaries in part due to the effective use of reading and comprehension software.

Key Stage 2 Reading Data improvement to previous year



Similar correlations will continue to be drawn across primary and secondary schools over the following academic year.

At The Arthur Terry Learning Partnership, we are proud of the progress we have made with our Learning Futures initiative. Over the last academic year, we have supported a number of Multi Academy Trusts with their digital transformations. To support the sustainability of this offer, we have developed a comprehensive programme to further develop and champion the effective use of digital technologies to enhance teaching & learning.





Simon Smith
Chief Finance and
Operations Officer

As we look back over the last year, it's clear that it has been a year of significant transition and adaptation for our support services. Reflecting external and internal pressures, we continue to review our services framed around our support services strategy: People | Systems | Data. Through our dedicated teams, we've embarked on a journey to align our operations more effectively with the needs of our schools and the children we serve. This period of change has coincided with turnover in several key leadership posts, bringing both challenges and opportunities for renewal.

Financially, the year has presented considerable hurdles. External pressures, such as rising inflation and increased operational costs, coupled with internal demands, have led to an overall budget overspend. While this outcome is disappointing, it demonstrates the complexity in delivering a high-quality education, supported by high-quality services in the current financial climate. It reinforces the importance of our continued and ongoing focus on sustainable financial management.

Despite these pressures, the resilience, hard work, and commitment of our teams across Finance, HR, IT, Estates, Catering, Communications and Compliance have been unwavering. Together, we have worked tirelessly to ensure that our schools have the resources and support they need to provide a high-quality education and support for the children they serve. The dedication of our staff has directly contributed to enriching the learning environment for children across our partnership.

I am especially proud to note that the impact of this collective effort has not gone unnoticed. Ofsted has recognised the positive outcomes we have achieved, highlighting the strength of our collaboration and the priority we place on the well-being and development of every child.

Moving forward, there is a lot to be optimistic about. While we fully acknowledge the challenges we have and continue to face, it does demonstrate the ongoing commitment to adapting to a changing environment, the power of collaboration and teamwork and a shared commitment to our mission. Across ATLP we believe that 'together we are stronger' and this ethos transcends across our education and support services.

As we continue to evolve and strengthen our support for excellence, I am confident that we will build on the foundations laid this year to achieve even greater success in the future.



Michelle Doughty
Director of Operations
and Estates

Operations & Estates services welcomed growth in 2023-2024, onboarding two new schools and their teams at Paget and Deykin Primary Schools and celebrating completion of the new building for Dunstall Park Primary in summer.

Estates services progressed significantly in 2023-2024, particularly in the second half of the year when our new Head of Estates joined the team in Spring. Relationships with schools have been strengthened through this dedicated leadership role and improvements are being driven at pace. Staffing has been stabilised

through successful recruitment and focus has now turned to whole team learning and development. Solar PV and LED installations also took place across our schools, contributing significantly to sustainability goals.

Our in-house catering services flourished this year, serving over 1.2 million meals to our staff and students. Arthur Terry school received a final shortlisting award for the Jamie Oliver school canteen of the year award. Over 600 hours of training and development was completed across the catering team, in addition to ongoing recruitment to fill vacancies. Termly menu tasting sessions were introduced in schools to boost pupil voice in menu designs and our hospitality offering evolved with the introduction of a new menu. We also introduced meat free Monday, celebrating healthy eating and further contributing to lowering carbon emissions.

Our Contracts & Procurement team led on a printing and

photocopying tender, supporting reduction in printing and complementing the work of our Learning Futures team as iPads embed further in pedagogy. Energy contracts were also consolidated, giving easier access to consumption data and driving down energy costs through rates. In addition, close collaboration with stakeholders across the trust has maximised educational procurement discounts and service improvements have been driven with a focus on communication.

Health and Safety continues to embed well. Accident reporting data from our electronic system is live and impactful. New electronic asbestos management systems are in place, engagement with training has increased and work with our safeguarding team has delivered impactful work on evacuation/invacuation procedures, site security and safeguarding measures across the Trust. Health and Safety audits have also commenced, driving compliance and supporting staff at all levels to embed Health & Safety fully and consistently into daily practice.



HUMAN RESOURCES




COMMUNICATIONS



Natalie Gillings
Head of HR

This year saw the implementation of SAMpeople, an education-specific HR Management Information System (MIS), launching in January 2024. The system includes payroll ("S4S"), Recruitment ("FACE-Ed") and HR management information and case management ("SAM People"). As well as leaders being able to access real-time staffing data, this has led to streamlined HR processes, improved reporting and analytics and an enhanced employee self-service offering amongst many other benefits.

Since its launch in January, FACE-Ed, the recruitment module, has seen 1191 recruitment applications, taking 166 applicants through pre-employment clearances to hired.

The case management element of the system has seen 660 cases logged covering cases such as sickness absence, disciplinary, grievances as well as wellbeing support, performance management and flexible working requests. There are currently 329 open cases on the system. Over the next year, we will be rolling out further modules to include performance management, single central record and automated contracts.

Employee Wellbeing

We have seen an increase in the uptake of the staff wellbeing offer which has now been in place for one year.



Sandra Martin
Director of HR

Over the last year, we continue to drive initiatives through our People Vision, which was developed from our "Your Voice" survey in 2023.

Equalities, Diversity and Inclusion

Over the past year, our Equality, Diversity, and Inclusion (EDI) strategy has achieved some significant progress. Through the offer of coaching, guidance, and tailored support, we empower our leaders to proactively engage in meaningful conversations about racial issues and promote inclusive practices across our partnership. This programme has provided leaders with the tools to listen actively, seek feedback to understand diverse perspectives, and take action to support children and staff in creating a fully integrated school community. We are seeing a growing culture of openness and collaboration, and these steps are laying the foundation for lasting, positive change across our partnership and into the communities we serve.

Talent Management

The ATLP places a strong emphasis on middle leadership development as a key strand of our education and support responsibilities. Through our talent management programme, we have embedded opportunities for middle leaders to grow and thrive, ensuring a pipeline of leaders to take the partnership into the future. By adopting a blend of external and internally developed programmes, we are equipping middle leaders with the skills and knowledge needed to excel in their roles and contribute to the success of the partnership as a whole today, and sustaining the trust's long-term vision.

Introducing My Lifestyle and Medi-Cash

A new strand to our focus on wellbeing for all staff, our Employee Assistance Programme (EAP), was launched in September 2023. For every member of staff, the EAP brings a range of financial and wellbeing support across a range of medical and social areas.



Anna Newson
PR and Communications Manager

ATLP Communications Office

Connecting with our communities remains at the heart of the ATLP Communications Office. This year, we have continued to forge strong relationships with our audiences across a variety of platforms, sharing the many inspirational stories from across our learning family.

Generating a flow of positive media coverage is high on our agenda, as ATLP enjoyed a range of headlines and appearances across broadcast, print, social and digital media.

Working alongside marketing and media partners, our office successfully provides a range of professional communications

services to support our schools. We aim to deliver clear and consistent messaging and branding that conveys our clear vision and values.

This year, our drive is towards strengthening internal communications further with the progression of our staff intranet and other internal communications systems. Externally, we plan to provide more dynamic video and digital content to engage with stakeholders.

It is our mission to share the many great stories from our Partnership with as wide an audience as possible, placing our students, staff and communities at the forefront of all we do.

We look forward to connecting with even more friends of the ATLP in the coming year!

Communications Highlights 2023-2024

Welcome home

After welcoming The Bridge Academy and Anna Seward Primary School to our learning family, Deykin Avenue Junior and Infant School and Paget Primary School joined the ATLP to a fanfare

of positive stories. Dunstall Park Primary School, opened its doors in September 2024, following a successful communications campaign, with coverage across print, digital and social media.

Howdy, partner!

We are grateful for the support of our wider professional network and recognise the valuable contribution they make to our regions. In June 2024 we were delighted to support the launch of the 'ATLP Partner Programme' working with local businesses and organisations to benefit our schools and communities.

Celebrate good times

The ATLP calendar was packed with memorable events. Arthur Terry School's large-scale Careers Fair attracted a bumper crop of exhibitors, plus students from ATLP schools. Mere Green Primary School hosted its Celebration of Diversity Festival, which was rich in community spirit. Our Children's University Gold Awards Ceremony took place at the University of Birmingham, while the ATLP Student Awards at Drayton Manor Hotel was another showstopper.





GOVERNANCE & COMPLIANCE



Katherine Thomas

Governance & Compliance Manager

We strongly believe that excellent schools have excellent leadership and management from within, and a key component of this is governance. Being a governance representative is a voluntary position and we are incredibly grateful to the highly skilled group of people who commit their time and expertise to our children, schools and their communities.

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 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 2023-24 was the second year of the Arthur Terry Learning Partnership's revised governance model, which prioritises 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 is 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, known as school advocates, work with one or more schools and come together in Hub and trust-wide committees to support Trustees

work in effectively overseeing Safeguarding, Vulnerable Children, Community relationships and Support and Challenge for Headteachers.

The role of Advocates and Advocate Committees in 2023/24

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. Our advocate teams are made up of parents and community members who share a great passion for supporting and working with their schools and the wider community, and bring external challenge through their specialist subject-matter knowledge.

In 2023/24, 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. The frequency and nature of these meetings were determined by the individual school and the specific advocate groups. Advocates across the schools then came together termly in formal Advocate Committees to facilitate collective consultation on their areas of responsibility to discuss 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, and support with considering formal Complaints.

Feedback from the local governance level has been particularly instrumental in considering how schools engage with suspension and exclusion processes, children at

risk of exclusion, and transition arrangements particularly in the Staffordshire region.

Documentation and support

Governance representatives at all levels were supported throughout the year through a governance handbook, a termly governance newsletter, and an extensive training offer offering bespoke events coupled with signposted on-demand webinars by sector experts such as the DfE, Ofsted, Judicium, Browne Jacobson. Governance representatives continued to have access to a growing internal curated library of resources including written publications, recorded webinars and podcasts to support subject matter knowledge and expertise, and connectivity with internal leaders and their peers through dedicated teams portals. The 2023-24 academic year saw the soft implementation of the specialised platform GovernorHub, which will be fully launched in 2024-25 to support improved facilitation of meetings, resource sharing and communications.





Sue Bailey
Trust Safeguarding Lead

Safeguarding: Everybody. Every Day. Everyone.

Our key focus over the past academic year was to ensure that all staff across our partnership fully understand their safeguarding responsibilities regardless of role. This has meant delivering role specific training so everyone can see where they can contribute to keeping our children safe.

Alongside this we have continued to develop a home grown, high performing network of Designated Safeguarding Leads (DSLs). We have trained over 60 new to role DSLs and delivered refresher training to almost 40. This has ensured a more consistent approach to safeguarding across our partnership.

Work within our primary Hubs lead by our Strategic Primary Safeguarding Leads has resulted in a deeper and shared understanding of the contextual safeguarding issues encountered within the communities they serve.

Careful analysis of data has enabled us to ensure that the safeguarding curriculum for staff, parents and children is relevant, informative and up to date.

We have aligned our training to the Vulnerable Children's Strategy and had joint training for DSLs, Attendance Officers and staff with responsibility for children in care of the local authority.

Key topics have included exploitation, harmful sexual behaviour and online safety linked to our Digital Futures Strategy.

Online safety will be a key focus for the future especially in terms of the benefits of AI. We will also continue our partnership work with Operations and Estates to ensure that all schools comply with the Protective Security and preparedness requirements.

Regular reporting to Trust Board and meeting with advocates has been integral to maintaining the focus of those responsible for governance on our work within our safeguarding first partnership.



Amanda Caldecott
Trust Safeguarding Lead



Louise Davies
Trust Safeguarding Lead



Lisa Nelson
Vulnerable Children Lead

Ensuring all children experience equity, understanding, belonging and love remains at the heart of our Vulnerable Children Vision. The vision has continued to develop and embed into the culture of our "one trust" throughout the year, with our family of schools making steady steps in their approach focussed on relationships and connection.

We know our children and young people well, which means we understand their needs and do our very best to meet these needs and break down any barriers to them accessing high quality education provision and achieving their full potential in life.

We celebrate the individuality of our family of schools, they have set the most relevant actions for their

school and community and are making individualised progress to embed the vulnerable children strategy. All schools are working toward national accreditation which will be assessed in the Autumn term.

Regular input at all levels of the school community is important to see a successful whole school approach. Throughout the 2023/24 academic year someone from each school was trained to deliver the Emotion Coaching UK training and has received books to support their learning and development alongside the course, this has been further delivered across many schools throughout the year.

A group of 24 people across our family of schools have been trained as a Cherished Mentor, accessing a level 3 mentoring course through bespoke training from You're Cherished. It has been wonderful to see the mentors feedback from this amazing partnership.

It has been lovely to see several primary schools delivering the My Happy Minds programme in school, this has had a

significant impact on the school community, the children are amazing (and know so much about the brain now!).

There has been input into the ATLP governance day from Dr Lisa Cherry, where we thought about belonging, and how we can support schools to achieve this for all children.

Collaboration has been key to developing the vision and we are proud to have been shortlisted for the Alex Timpson ARC Attachment Award under the category of collaboration. We have worked closely with many people across the Partnership and from external agencies. Some of these are Staffordshire County Council and Virtual School, Dr Marnie Aston at Imagine Inclusion, Birmingham Virtual school and Education Psychology Service, Hannah Simnett and You're Cherished, Emotion Coaching UK and many more. Children are at the heart of everything we do and it takes everyone working together with a shared vision to impact the biggest change for our children.





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 2024-25 the team consists of the members below:

School Improvement Lead:
Simon Roberts

English / Literacy Lead:
Helen Bowman

Design Technology Lead:
Lucy Tongue

Digital Transformation Lead:
Richard Anderton

Maths Leads:
Tom Alley and Tom Manners

Personal Development (Futures Readiness):
Alex Zarifeh

Primary Music Lead:
Annie Undzhiyan

Safeguarding Leads:
Sue Bailey, Louise Davies and Amanda Caldecott

Vulnerable Learners Lead:
Lisa Nelson

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

Curriculum development

Schools across the trust continue to be 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. School Improvement has supported Osborne Primary School, The Royal Sutton School and West Coventry Academy to achieve upgrades from requires improvement to good in all areas, in their last inspections.

Leaders at all levels ensure that curriculum planning is ambitious for all pupils. The school benefits from the work of the trust (The Royal Sutton School, December 2023).

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).

Dedicated and skilful school leaders, supported by a highly effective trust, have undoubtedly led to this school making the strong improvements it has (Osborne Primary School, February 2024).

Teaching for excellence

Training programmes have been designed and implemented on lesson preparation leading to more precise adaptive teaching. Adaptive teaching remains a priority for schools across the trust this academic year.

Digital Strategy

Over the last eighteen months, iPad technology has been distributed to thousands of students across our trust, now ensuring an equity of access to technology for all 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 continues to address the gaps in reading and writing, which still impact on schools following closures during the pandemic. A new writing rubric and cross school moderation has supported our primary schools, leading to the percentage of students achieving expected and greater depth in reading and writing being above national at the end of KS2.

Our commitment to literacy is supported by the ambition of our trust to have 90% of children to have an age-appropriate reading age on transition to secondary school and when they start their KS4 studies in Year 10.

Future Readiness

Our trust lead for careers is developing a preparedness framework of twenty skills, attitudes, competencies and values, that will assist our students in navigating the rapidly changing present and prepare for unprecedented, acceleration in disruption to the world of work, education and society – as a result of the AI revolution.

The trust is national leading on the future implications of AI on our young people, with our trust lead contributing to conferences and forums looking at the impact of AI on education.

Vulnerable Learners

In addition, to the continued work on implementing our trauma-informed approach across the trust, this year the trust has students with special educational needs at the forefront of our planning. In addition, to a new SEND policy, leaders are working to improve quality first teaching through consulting research-led practices published by the Educational Endowment Foundation (EEF).

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?

See 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?



Teaching Hub



Arthur Terry Teaching School Hub

Our previous report shared that we had been successful in our bid for re-designation, securing the funding and operation for the hub into 2028.

Engagement within and beyond the region was strong last year, and into the start of this, with 75% of schools in WM9 engaging with our training provision, growing to a total of 276 schools when taking into consideration organisations outside our designated area.

Our Early Career Framework operations are off and running for the new academic year, and we are pleased to report a wide range of successes. We would like to highlight the sheer scale of the ECF operation. We are delivering training to over one thousand ECTs and mentors across Birmingham, in multiple venues and districts and integrating with a huge number of partners including large academy trusts and other training providers. This year, we will deliver at least 76 events across the city, with additional catch-up offers not yet added in. Beyond the scale, it is also worth noting that we work hard to create bespoke experiences for ECTs, by grouping them in phase and/or specialism.



Initial Teacher Training: Arthur Terry SCITT

This year has been our most successful ever in terms of SCITT recruitment, and we have successfully recruited 85 Associate Teachers across all routes and phases for September delivery, against a declining national recruitment picture.

Our collaboration with Prince Henry's Teaching School Hub in Worcestershire has officially started and a satellite version of the Arthur Terry SCITT programme is now being delivered at their site in Evesham, Worcester. As an additional strand to our provision, we have formed a strategic partnership with Titan Partnership who we will be collaborating with to deliver an Assessment Only route into teaching for experienced unqualified teachers.

The enhanced requirements for mentor training have now taken effect. ITT providers across the Midlands have joined forces to develop a unified Tier 1 training programme and a collective agreement on the pre-accreditation of prior learning, aimed at reducing the workload for mentors. At Arthur Terry SCITT we have now trained over 130 mentors and the feedback from our mentor training events has been extremely positive. Ensuring that this translates into an excellent experience for Associate Teachers on placement is a key focus as part of our ongoing development.

Trent and Tame Language Hub

During its first year of designation, the Trent and Tame Language Hub worked alongside 56 schools across Birmingham, Stoke and Staffordshire, delivering evidence-informed, high-quality CPD to 120 language teachers and leaders. Excellent working relationships have been developed with Arthur Terry's four secondary and seven primary partner schools with action plans agreed and delivery of CPD modules in place. The focus as the hub moves into year 2 of the designation period is to ensure that the work of the hub has a demonstrable impact on young people in language classrooms. To this end, alongside the bespoke coaching and support offered to the partner schools, the TTLH hub lead will also conduct two 'impact' visits over the course of the year to gather both qualitative and quantitative data to evaluate impact.



FUTURES READINESS



Careers/Futures Readiness

Careers/Futures Readiness highlights during the academic year 2023/24 included: academic year 2023/24 included:

Trust-wide, career sector spotlights for 'The Built Environment' and 'Creative Industries', involving 16 ATLP schools.

Futures Readiness taxonomy was further refined, alongside the University of Birmingham's, Jubilee Centre for Character and virtue.

Fortnightly Futures Readiness resources distilling the fast-paced, ever-evolving capabilities of Artificial Intelligence.

STEM Industry visits/outreach for Slade, Osborne, John Willmott, Nether Stowe and Arthur Terry, including Arcadis Colmore Row offices and the Aston Expressway reconstruction.

Commencement of a trust-wide, 'world of work - world of education', six-subject, cross-curricular National Careers Week collaborative project, with industry partner, Arcadis.

Five ATLP primary schools enrolled onto a two-year, DfE funded, 'Start Small Dream Big' pilot Careers leadership training programme.

ATLP became a stakeholder at the West Midlands Combined Authority's Regional Cornerstone Employer working group.

ATLP's Futures Readiness programme featured on an increasing number of regional and national platforms including Professor Deirdre Hughes', 'AI in Action' webinar series, with innumerable endorsements from national leaders in the careers space.

Our Finances



The past year has been a period of transition for the finance service, marked by a change in leadership, the adoption of innovative ways of working, and the implementation of new practices aimed at enhancing the support and services we provide. Despite these changes, the team has remained resolute in its mission to assist school and support-service leaders in developing and delivering robust budget strategies. These strategies are designed to address both internal and external financial challenges while safeguarding the improvements in educational standards that have been consistently achieved and validated throughout the year.

As we move forward, our comprehensive review—set to continue into the next academic year—will examine all aspects of our operations. This ensures we deliver a professional, high-quality service for all stakeholders and remain on track to achieve our ambitious financial goals.

For the 2023–24 financial year, the partnership managed a total income of £81.4 million against a total expenditure of £87.2 million, resulting in a revenue overspend of £5.8 million. A significant portion of our investment continues to be allocated to staffing and the maintenance and improvement of our school estate. These priorities ensure we uphold high educational standards and provide a safe, warm, dry, and sustainable learning environment. We are particularly proud of the outcomes from our initial investment in the Learning Futures initiative. This digital strategy is not only

supporting advancements in teaching and learning but has also delivered improved value for money compared to previous technology solutions. Similarly, our in-house catering service continues to thrive, providing high-quality meals for children while achieving significant financial efficiencies.

We acknowledge that both internal and external financial pressures are expected to persist into the coming year. To address these challenges, we are collaborating closely with colleagues and partners to ensure that our financial targets are met and that we effectively eliminate the existing deficit. Our commitment to prudent financial management and strategic investment will continue as we look to support the continued success and development of our schools and services.



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

Arthur Terry had another excellent year, building on previous successes and achievements. Our staff were involved in an innovative and comprehensive Continuous Professional Development programme, centred around 'The Challenge.' This empowered them to continue delivering high-quality lessons, reflecting our ambition for all students. The impact of this was evident in our impressive summer results at both Key Stage 4 and 5, while also maintaining a diverse range of enrichment activities and trips, both inside and outside the curriculum.

We take pride in upholding our values of 'Be Proud, Be Kind, Be Ready,' and our students consistently impress us with their conduct and positive attitudes.

Our school show, Grease, was a phenomenal success, selling out all eight performances and sharing their talents with the whole school at the end of term. Leaders from the school even participated in the Radio 1 Live Quiz for a week, promoting the school show on Radio 1 daily. We

ran many trips including the Year 9 PGL trip, Greenpower, Hamilton, DofE, various sporting events and the Brilliant Club attended their graduation ceremony at Sheffield University.

We were proud of our Sixth Formers as they raised over £1,500 for the school fund through the annual Christmas Market by running an Enterprise project. We also won Best Speaker in the Sutton Coldfield Debating Competition for the second year running.

This year, we welcomed over 45 universities and higher education providers at our annual UCAS day, which featured workshops, a university fair, and a personal statement writing session. In addition, we held our inaugural Culture Day, which was embraced by the entire community as they celebrated their diverse backgrounds. Lastly, our Modern Foreign Languages team hosted a wonderful World Languages Day, filled with a variety of activities for our students.

Arthur Terry received the FFT National Attendance Award for Autumn 2023/24 and again in the summer term, placing us in the top 10% of schools nationally and we are incredibly proud that our Attendance goes from strength to strength.



The Bridge School

The Bridge Academy has enjoyed its first year within the Arthur Terry Learning Partnership. Over the last year, we have launched our new RAISE values of Respect, Aspiration, Independence, Success and Engagement, which provide our students with the foundations in which to be School Ready, Work Ready and Life Ready.

Over the course of the year, we have created lots of opportunities for our students to experience a variety of activities, including taking part in 'StreetAid' which includes valuable emergency first aid skills; visits to the Careers & Employability Fair at Millennium Point in Birmingham; Tours of Digbeth for GCSE Art; Mixed Martial Arts; and a brand new Cooking GCSE. We have also had our poetry published in a book - The Power of Poetry.

We have also launched the Learning Futures programme to our staff, which has transformed the way in which we teach and learn.

Ahead of the academic year 2024-2025, we are gearing up for developing a brand new Curriculum; bringing our Primary & Secondary age children into one building - creating Staffordshire's first all-age Alternative Provision & Pupil Referral Unit; the start of our Forest School Programme; and further embedding our mission - to empower & nurture young people, to be school ready, work ready and life ready.



The Coleshill School

As the countdown to summer begins, participation within the schools range of clubs and activities have surged. From science brains in STEM. Where creative students contribute their inner innovative brains to devise various science and engineering practicals. To our critical thinkers in lunchtime debate club. All students across the years, have been keen to partake in some fun extra learning.

Mr Langram, teacher of languages. Is hard at work with running his very own skateboarding club. Which is very popular amongst our younger students that are enthusiastic to learn new skills, and push themselves out of their comfort zones.

We have had many fantastic achievements from our dance team, another extra curricular club that is successful in channeling our students individualistic talents. Our year 7 and 8 students came 3rd overall in the Solihull dance competition. With one student who placed in the individual audition styled section.

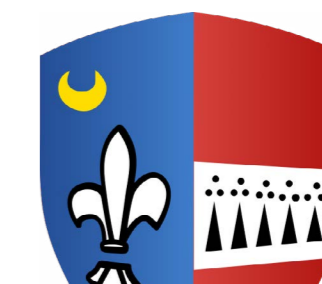
Coleshill's competitive side shone in the recent athletic championship, with the girls winning a trophy for their performance in the event. Which scored them the highest place north Solihull school. the determination of our students, caused a wave of success, with multiple students placing in all events. 1st 2nd and 3rd was commonly proposed across the students from year eight to ten. This term we've had an athletic

tournament. In the competition we had four groups representing the Coleshill School from years 7,8,9 and 10. This took place at Tudor Grange athletics track. Events included field activities such as shot put and discus to track events such as 100m to 1500m and even relay races.

Another streak of determination came from more year ten students who have excelled in their bronze Duke of Edinburgh in the Peak District. Students contributed and connected as a team to persevere through the challenges faced with the Duke of Edinburgh hike.

Children's University is an excellent way of recognising our students' dedication and motivation with extra curricular activities. What better way to celebrate student graduation! Dressed in their cap and gowns at Birmingham University, are those students who have managed to complete one hundred hours of extra curricular activities and achieved their gold certificates.

Research shows that participation in extra-curricular activities can positively impact attainment and increase a pupil's positive relationship with school. Whilst building their self esteem and confidence. With both present and future development, as they enter the world of work. Evidence also shows that children that do not have access to these opportunities, have lower career aspirations and lower self confidence.



Education Updates & Achievement

Secondary Schools



Nether Stowe School

September 2023 saw Nether Stowe School launch their updated vision and values statement. All stakeholders had collaborated on this piece of work and through consultation it was the consensus that the values of Be Respectful, Be Ambitious, Be Resilient, would permeate all aspects of school life. These are values that really do support the development of the whole child and support students in making a positive contribution to their community and beyond.

For a school to be successful, it needs to have a positive culture that ensures all feel safe and have a real sense of belonging. The College system plays an integral part to this where four families are created within Nether Stowe School community. The academic year of 2023-2024 saw the College system establish a calendar of weekly college competitions where there was something for everyone from sporting activities, photography, quizzes, hungry hippos, and a firm favourite was the bush tucker trial event! Each College pushed participation as simply by turning up students gained valuable college points and all points were added up to the grand finale of a summer carnival on the field for the winning College. The winning College was Wall, but let's see if they retain the College Cup next year.



Stockland Green School Aspire Believe Achieve

Stockland Green School

August saw Stockland Green School once again celebrating some excellent exam results. They are a testament to the hard work and determination of staff, students and families alike.

The last school year at Stockland Green School was filled with enriching and inspiring events that highlighted the school's core values. Culture Day was a vibrant celebration of diversity, where students and staff shared their unique cultural backgrounds through performances and food, fostering a sense of positivity and community. During Black History Month, the school honoured the contributions of Black individuals throughout history, with a series of workshops, lessons and celebrations driven by Miss Gilbert-Barrow and Miss Blanchette, promoting understanding and respect.

The school strengthened its ties with alumni, who shared their experiences and successes, inspiring current students to strive for their best. Sports Day was a highlight, with students participating in various athletic events, cheering each other on, and celebrating their achievements, embodying determination and school spirit. Visits from MPs and the former Mayor of Birmingham, Andy Street, provided students with valuable insights into leadership and civic duty, encouraging them to be active, responsible

citizens. The Maths Challenge saw students tackling complex problems with determination, enhancing their mathematical skills and celebrating their successes.

Miss Laband's Coding for Girls initiative empowered girls to explore coding, breaking stereotypes and fostering a love for technology. Sports Leaders played a crucial role in fostering a love for sport across local schools, encouraging younger students to stay active and healthy. The International Women's Day Conference, organised by Ms Lee, celebrated the achievements of women and inspired students to advocate for gender equality through inspiring talks from women from a diverse range of backgrounds and fields. Educational trips, including visits to the Big Bang Science Fair, The Guardian Newspaper HQ, Harry Potter Studios, Premier League stadium, Belgium, and the V&A Museum to see Dippy the Dinosaur, provided students with enriching experiences and broadened their horizons.

A visit from a well-known children's author and contributor to the Netflix series Heartstopper inspired students to explore their creativity and appreciate the power of storytelling. These events not only enriched the students' educational experience but also reinforced the core values of positivity, responsibility, integrity, determination, and empathy at Stockland Green School.



John Willmott School 'Potential into Reality'

John Willmott School

One of the many exciting moments of this year was achieving a Good evaluation by Ofsted. This was a first in the history of the school. The culture of John Willmott School, integral to the ambition which has led to our improvement, is now established. The growing confidence of our students and staff makes the school an exciting place to be.

Our vision remains the same: to ensuring that our students turn their 'potential into reality' so that they flourish as individuals, contribute to their communities, and lead positive change in the world. However, we are doing this through an approach to learning which is both out-ward looking, and community based. We are reaching out to the expertise outside of the school to enrich our students' experiences and to create real audiences for their work: this is what is different. The Academy Programme have sponsored our new Cross Fit Gym. This term we were excited to host a community bar-bell exercise class for our community and local primary school. We participated in the Sutton Schools Debating Competition and won for the second consecutive year. This another 'first' both for the history of the competition and for the school, a win for Year 11 students. This term, our students entered the ArtBytes online Art Competition, Bianca in Year 9 won second place and her work is

currently on display at New Art Gallery in Walsall. Musicians come into school to work with our school choir and steel band. We have 50 students who have just completed their Duke of Edinburgh Bronze Award. Working in partnership with our Careers Advisor, Ms Green, we have been able to source work experience placements for the vast majority of year 10 students and our links with Aim Higher have provided students with the opportunity to learn about future careers and universities. These types of opportunities bring learning to life. A highlight of the school year is our Culture Day, a day requested by our student body, who feel deeply about the importance of diversity and celebrating our differences. So, a year on and John Willmott School continues to grow. How could a school not when it is supported and nurtured by so many committed professionals both inside the school and from the community? I am extremely grateful to each and every one of you



West Coventry Academy

2023 - 2024 has been a year of excitement and change for West Coventry Academy. We kicked off the academic year with the opening of our brand-new school building, quickly followed by a successful OFSTED review which noted the high expectations we have of all students.

With the roll out of student iPads as part of 'Learning Futures', we were happy to improve the accessibility for all our students. There was particular benefit to EAL with use of the technology in lessons and at home. Integrating the power of translation on iPad for EAL learners at West Coventry Academy enables students to be fully engaged in the learning process; ultimately leading to improved academic performance and English language proficiency

This year also saw a lot of engagement in our sports and extra curriculums as we took advantage of the new facilities. A highlight of the year saw our Year 7 girls' football team winning the Level 3 Country games after a string of wins.



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

What a busy year it has been at Anna Seward Primary School. Starting a school from scratch is an amazing privilege but it comes with an abundance of challenges. I feel incredibly proud of the way the team went the extra mile throughout the year, modelling our values of courage, compassion and creativity to make our first year a huge success and put Anna Seward at the heart of a new community. We saw our first Christmas Nativity, had visits from farmers and dentists, went on our first educational visits to Cannock Chase and Birmingham as well as host an amazing Summer Fete. Our year was rounded off beautifully with our first Nursery graduation ceremony.

I think the words below from a parent beautifully showcase our year.

'The best thing about Anna Seward is the sense of community and belonging. The level of care the children have from their teachers is amazing, not just in a learning sense but it is so obvious that they really do care about each and every student. The efforts the teachers go to to make the children's school days special and memorable as well as educational is exceptional!'



Brookvale Primary School

The 23-24 academic year has been one to savour for Brookvale Primary. Implementation of the ATLP Learning Futures programme was not only embraced by staff and pupils alike, but ended the year award-winning, as Brookvale Primary was named 'Most Engaged School' in the Reading Plus National Awards. Outstanding efforts from across our key stages meant brilliant Year 1 phonics screening results, great Multiplication Tables Check scores and then Year 6's capped off on excellent year of academic progress with impressive SATS results.

Of course, a year at Brookvale would not be complete without show-stopping events. After 2023 ended with a rousing Christmas Carol Concert, the academic year

our Disney Concert. Magnificent singing performances, led by our extraordinary choir master which culminated in a whole school lip sync video which even had the school staff hitting the high notes!

This year also welcomed back competitive sport to Brookvale, as our school football team travelled to Aston Villa Football Club's Brookvale Academy. Terrific teamwork and dogged determination were rewarded, with the team advancing all the way to the grand finals!

Trips play a huge role in providing our children with unforgettable experiences. Many of our Year 6's travelled to Paris, whilst other cohorts visited as far and wide as Stonehenge and York. The pinnacle of these opportunities came on a glorious summer's day in Weston-Super-Mare on our whole school beach day, complete with sun, sand and ice creams!



Coton Green Primary School

Coton Green Primary School

The Coton Green learning family started the academic year with a clutch of new appointments ready to drive the next stage of the school's development. The appointment of Vicki Eccles as DHT gave the school new impetus and fresh ideas alongside four new class teachers, a new office manager and a full time Teaching assistant. The school's learning environment, parent partnerships and the school's enrichment offer were just some of the areas the school was proud to see positive impact in over the course of the year. Curriculum development and the strengthening of the school's reading offer, with a new reading spine carefully selected to represent life in modern Britain were other notable achievements.



CURDWORTH PRIMARY SCHOOL

Curdworth Primary School

The Curdworth motto of 'small school, big opportunities' sang loud and proud last year with so many successes and achievements. Leaders restructured staffing and timetables to enable the youngest children the greatest opportunity to succeed in their development of early writing. Maths was a whole school focus with Kim Jennings taking the lead on this. Under her leadership, staff refined and improved further intentional monitoring to ensure the curriculum was adapted to meet each child's needs. We extended our practice of intentional monitoring to the wider curriculum for the first time, and we have seen the impact of this pedagogy on our children's knowledge. This year more children than ever attended the Gold Awards Ceremony at Birmingham University. This marks a significant milestone in recognising the personal achievements and extracurricular involvement of our children.



Education Updates & Achievement Primary Schools



Deykin Avenue Primary School

Having only recently joined the Arthur Terry Learning Partnership, there is naturally lots of change at Deykin Avenue. One aspect of the school that remains the same however, are the fantastic children and the positivity they bring to each and every school day. We have made significant changes to the curriculum at Deykin to ensure our children receive the very best educational offer, implementing a new approach to the teaching of English and several foundation subjects too. The Curriculum Principles underpinning the ATLP Curriculum offer have been woven through our curriculum to ensure that our children know more and remember more across the academic year.

Deykin Avenue has also benefited from the ongoing support from the dedicated leaders across the partnership. Members of the Safeguarding Team, Hub SENDCOs and the ATLP School Improvement Team have supported teachers and leaders to provide significant improvements to the Safeguarding, SEND support and Quality of Education across the school.

Since joining the Partnership, Deykin Avenue celebrated the life and legacy of the renowned Birmingham poet, Benjamin Zephaniah, who attended Deykin Avenue along with his family.

The event was marked by a tree-planting ceremony attended by Zephaniah's family, including his siblings and nephew. The celebration featured performances of Zephaniah's poems by both his brother Tippa and the school's pupils, who recited works such as "Nature Trail," "Talking Turkeys," and "We Refugees." The day also included African drumming sessions led by family friend Asha Barnes, which the children eagerly participated in. The event was a joyous occasion, filled with fond memories and inspirational messages, reflecting Zephaniah's significant impact on the community.



Hill West Primary School

The academic year 2023-2024 has been an exciting one at Hill West as plans have been passed by Birmingham City Council for the work on our new school build. Contractors have moved onto site and the building phase is due to start before year end. With 'kindness, compassion and connection at the heart of our school' our children have continued to thrive. Hill West is a place where our children are loved, cared for and supported to belong and succeed through our purposeful consideration of deep, trusting relationships with all adults. Our attainment and progress outcomes are strong. Across all phases these remain significantly above national averages. Our teaching of phonics and early reading is a key strength with 94% of our Year 1 children passing the phonic screening in 2024 and 90% meeting the expected (or higher than expected) standard in writing at the end of Year 6. The ATLP Learning Futures programme has seen all our children gain equitable access to technology, contributing still further to their learning and development.



Mere Green Primary School

Over the past year, Mere Green has achieved significant successes. We've sustained excellent academic results in line with national expectations and expanded our exceptional enrichment offer for all children. This includes residential trips for all KS2 children, performances at musical events like Young Voices and Symphony Hall, and a diverse range of high-quality after-school clubs such as Bollywood dancing, Jiu-Jitsu, and Forest School. In addition to this, we've had over 150 children actively participating in Children's University. Our commitment to equality, diversity, and inclusion has been strengthened through collaborative work with parents, culminating in a vibrant Diversity celebration filled with dancing, food, and excitement. Additionally, we've implemented a workflow policy for Showbie, enhancing digital learning with AI support and high-quality resources like 3D models of rivers and the heart, bringing learning to life in engaging and interactive ways.



Greysbrooke Primary School

The school proudly celebrated the successful launch of Phase 2 of the Learning Futures initiative, which has enriched and enhanced the delivery of our education and the way in which the children can access their learning. Our use of technology was particularly praised during our Ofsted inspection and assisted with us achieving Outstanding for our Quality of Education.

Our new Forest School programme enhanced both student well-being and learning, whilst developing their problem solving, teamwork and life skills. Additionally, we've had diverse enrichment opportunities which have sparked creativity and curiosity across all classes; the innovative 3D printing project engaged students in hands-on STEM learning, while local, wider community projects with the Church. Local tennis club, Lammas Land and playing fields committees have strengthened our ties with local organisations and groups around the village of Shenstone.

Together, these initiatives reflect our commitment to a broad and balanced curriculum which enables our children to become reflective, proactive and responsible citizens of the future.



Osborne Primary School

The academic year 2023 - 2024 was a year of growth and success for Osborne Primary School. Team Osborne have continued to strive to ensure that our school is a haven for our children and families. Throughout the year, our staff team have continued to develop a curriculum and environment that enables children to be resilient, happy, proud children who love learning and have the skills, knowledge and confidence to achieve their dreams. In February 2024, Osborne had our first Ofsted inspection since joining The Arthur Terry Learning Partnership. Team Osborne proudly showed the inspection team how wonderful we are and our school was judged to be a strong GOOD in all areas by the inspection team. Over the last year, we have continued to embed the positive changes that have been made to our curriculum, our provision and our environment. Last year, the autumn term saw the launch of Learning Futures at Osborne which provided class iPads for Reception and 1:1 iPad devices for all pupils from Year 1 through to Year 6. Learning Futures has

Education Updates & Achievement Primary Schools



strengthened the curriculum offer at Osborne and allowed staff to engage children via a wide range of exciting teaching activities. During the spring term, our Reception outdoor area was fully refurbished, enhancing the provision for our youngest pupils in school. The summer term was full of fun and enriching activities at Osborne. Our pupils in Year 1 and 5 visited different places of worship, our Year 4 pupils had bikeability training and Year 6 celebrated the end of their primary school journey in style with a glittering leavers prom and a celebratory funday at Star City. We also hosted a wide variety of clubs including football, gardening, multi-sports and cooking. Team Osborne are proud of the progress we made in 2023 -2024 and look forward to an exciting 2024 - 2025.



Paget Primary

Paget Primary School officially became part of the Arthur Terry Learning partnership during the summer term 2024 although we have worked with the Trust throughout the academic year.

Our school motto is 'to be the best that we can be' and this year was no exception for Team Paget as we achieved many successes and have a variety of reasons to celebrate.

In October, the school received a 'good' judgement from Ofsted, something the whole school community is proud of. Ofsted summed up the school as one that 'serves a diverse community with many pupils joining within the year. It is ambitious for all its pupils and has high expectations of everyone, including pupils with special educational needs and/or disabilities (SEND). The school wants all pupils to be safe, happy and succeed and they do.'

We also continued our success in the sporting arena, with our children attending 62 different competitions over the year. We won a whole range of medals and trophies but some of the highlights include being the winners of the Sports Partnership sports hall athletics, Years 3 and 4 tennis champions, and our Years 5&6 girls football team becoming the league and cup champions.

We continued to run our amazing extra-curricular offer where there were 32 before, during and after school clubs available to our pupils, all delivered by school staff. This, combined with our sporting achievements, contributed to Paget being awarded the School Games Platinum Award this year.

We ran a range of educational visits including our annual Year Two and Year Six overnight residentials.

We have continued to work hard in teaching Reading, especially early reading and phonics which saw last year's Year One achieve our best ever results.

#TeamPaget-StrongerTogether



Slade Primary School

It has definitely been a positive year at Slade this year! Our relentless efforts to provide our children and community with the very best opportunities has now been recognised by Ofsted, highlighting our highly ambitious and cohesive curriculum, exemplary pupil behaviour, and the strong progress our students make across all subjects. We are extremely proud that it has been acknowledged that our efforts are going into the right things and are looking forward to the opportunity to celebrate our achievements further when Ofsted revisit Slade for a graded inspection. Our staff and our community are extremely proud to work alongside each other to provide the very best curriculum offer for our children and hope we can continue to do so in this academic year.

The enrichment offer at Slade continues to grow, and we are extremely proud to offer such a wide range of extra-curricular opportunities for the children at

Slade. Children at Slade now have the opportunity to take part in a variety of clubs, such as Chess club, Masterchef, Circus Skills, Coding Club and Sensory Circuits. Our children play a direct role in choosing these opportunities and we hope to offer even more this year.

We are also continuing to increase the opportunities where our parents, children and staff can work alongside each other to further improve the school and build on existing community links. As well as hosting an even bigger Iftaar celebration this year, Slade has also provided children with the opportunity to design mosaics that will be displayed in the school's sensory garden, which will hopefully be created later this academic year.

The impact of the outstanding curriculum offer at Slade continues to be reflected in our positive key stage 2 outcomes, surpassing last year's positive results. We are extremely proud of the efforts of our staff, our community and of our children, who continue to thrive from the equitable offer at our school.



Scotch Orchard Primary School

Scotch Orchard Primary School were delighted to achieve the Bronze Rights Respecting School Award last academic year, which recognises that we are Rights Committed. This is the first stage of the Rights Respecting Schools Award. By achieving 'Bronze: Rights Committed' we have evidenced that:

We have introduced the RRSA Three Strands into our school community

Our school's senior leadership team (SLT) understands what is involved in the Award and is committed to embarking on the UNICEF UK Rights Respecting journey

The right foundations are in place for our school's journey to the second stage of the Award, Silver: Rights Aware

Unicef is the world's leading organisation working to ensure that children across the world access and enjoy their full range of human rights as set out in the 1989 UN Convention on the Rights of the Child. In the UK, Unicef is working with thousands of schools through the Rights Respecting Schools programme, so we are joining a significant and growing movement for change in the way



Education Updates & Achievement Primary Schools



children experience their school and their childhood. The Unicef RRSA supports schools to embed children's human rights in their ethos and culture. The award recognises achievement in putting the UN convention on the Rights of the Child (UNCRC) at the heart of a school's practice to improve well-being and outcomes for every child and to help all children realise their potential. As most people in the UK have very little knowledge of the UNCRC, part of working towards this award is ensuring that the whole-school community learns about children's rights and understands that these underpin school's values, vision and mission and that mutual respect for rights informs all practice and relationships in school. The children also explore why it is so important to respect and value their own rights, as well as those around them.

To ensure that our children are fully involved in the journey toward being Rights Respecting citizens, we asked children from Y2- Y6 to apply to join our RRS Steering Group. They have lead assemblies and shared information about Children's Rights, and have contributed ideas for how children's rights can be promoted in school. The children have helped to carry out our initial questionnaire for pupils and we looked at the results together. Through discussion they have identified some of the areas that we need to particularly work on and helped to complete this form. This includes taking part in charitable fundraising,

e.g. planning, promoting and manning the bake sale in school for Children in Need. The RRS Steering Group are currently planning a RRS assembly to teach the other children to understand the concept of duty bearers (adults who help children receive their rights) and to know about the ABCDE of Rights, which is the concept that rights are inherent, inalienable, indivisible, universal and unconditional.

With the support of our RRS Steering Group, we continue on the journey toward Silver and hope to achieve this in the Spring 2025 term, before we continue onwards towards becoming a Gold Rights Respecting School.



St Chad's CE Primary School

At St Chad's, we are proud of making Mental Health a priority. We know that there is no easy solution to the mental health crisis that we are facing as a Nation, but we feel proud that we are doing all that we can to equip our children with coping skills and strategies, and knowledge that they need, to prioritise their wellbeing and empathise with others. Through the introduction of My Happy Mind; the use of Forest Schools; ELSA support; approaches to SATs; prioritising the arts; ensuring the community feels heard; weekly mental health practitioner visits; yoga sessions and a nurturing whole-school approach to wellbeing, just to name a few, we have managed to get children talking about their emotions, empathising with others and putting self-care practices into place, understanding how important each and every one of us are as individuals. As mentioned at the conference, we must put our own oxygen masks on first before we can help others.



St Michael's CE Primary School

It's been a very busy year at St Michael's. The introduction of iPads to lessons has been very exciting for both staff and children. We have developed our residential provision and, can safely say that, on our first visit to France, year 6 had 'the best time ever'. Miss Lewis has worked hard to develop our outside areas using our Sports Premium Funding. It's wonderful to see children following the painted trail into school and has made a huge difference to our playtime and lunch provision. Mrs Housley, our Science subject lead, has worked incredibly hard with staff and has successfully gained PQSM and Eco School Status which is wonderful news. Our links with the Memory Cafe continue to flourish and the children have loved sharing their singing talents with them. Our year ended with the retirement of Mrs Robertson, our Headteacher of 25 years, but we are excited for the year ahead with our new Executive Headteacher, Mrs Ballinger as part of the St Michael's family.



Two Gates Primary School

This year began with great excitement at Two Gates as the children unboxed their iPads to hail the launch of our Learning Futures journey. Teaching staff have embraced their use and have been sharing knowledge, strategies and tips with each other all year to make sure teaching with the iPads is innovative, creative and impactful across the curriculum. The children are animated when they discuss their learning on Showbie and parents have been very positive about their introduction.

One of our core school values at Two Gates is Protecting the Environment ; Forest School and outdoor education are carefully planned and prioritised in our curriculum offer for all children throughout their time at Two Gates. This year, every pupil in year 4 gained the Royal Forestry Society Junior Forester Award after completing a programme of study and showing competence in their knowledge and skills. We know that being outdoors and close to nature is good for children's physical and emotional wellbeing too.

Lesson design and pedagogy in mathematics has been a key teaching and learning focus this year, with leaders and teachers receiving coaching from the Trust Mathematics Lead, Mr Tom Manners. We are looking forward to progressing even further with this next year as we introduce a new mathematics programme.



William MacGregor Primary School

William MacGregor Primary School

William MacGregor continued to go from strength to strength in 2023/2024. Strong teaching and learning enabled all children to continue to make expected and above expected progress. Teaching staff continued to work alongside Curdworth Primary School on embedding intentional monitoring and lesson preparation as part of our ongoing commitment to improving our own pedagogy. Leaders continued to endeavour to ensure all children had the opportunity to take part in as many extra-curricular activities as possible and a record number of children as a result attended the silver and gold Children's university graduations. With the continued support of parents, our children also experienced another successful London and Paris residential.

Contact us

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CEO: Richard Gill OBE NPQH, NLE, FRSA



Our learning family

Teaching School



Arthur Terry Teaching School Hub

Combined



The Bridge Academy

Primary Schools



Anna Seward Primary School



Brookvale Primary School



Coton Green Primary School



Curdworth Primary School



Deykin Avenue Junior & Infant School



Dunstall Park Primary School



Greysbrooke Primary School



Hill West Primary School



Mere Green Primary School



Osborne Primary School



Paget Primary School



Scotch Orchard Primary School



Slade Primary School



St Chad's CE Primary School



St Michael's CE Primary School

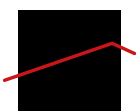


Two Gates Primary School



William MacGregor Primary School

Secondary Schools



The Arthur Terry School



The Coleshill School



The Royal Sutton School



Nether Stowe School



Stockland Green School



West Coventry Academy