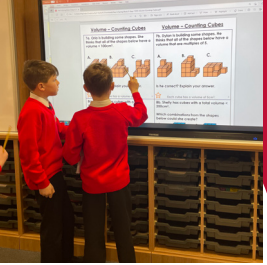


UAT ANNUAL REPORT



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WELCOME

Last year when I introduced our first UAT annual report, I don't think I expected it to also be our penultimate one. However circumstances change and it is quite bittersweet that this is both the second and last annual report for Uffculme Academy Trust. Thus, it is increasingly likely, in fact almost certain, that the merger we have been working on with colleagues at The Castle Partnership Trust will go ahead with a proposed go live date of September 1st. In pursuing this, we believe that we are facilitating an enhanced school improvement offer, providing better organisational resilience and securing greater opportunities for workforce development. As the MAT landscape matures, it is clear that a bigger Trust will be better placed to deliver the support we want to provide to all of our schools.

Our new Trust will go under the name of The Blackdown Education Partnership and from its inception will look after 10 schools: 5 primary, 5 secondary, 3 nurseries and one sixth form. We are very much looking forward to developing our relationships with The Castle Partnership Trust schools and their stakeholders over the common months. We have a great deal in common and our shared values of Ambition, Belonging and Belief in Every Child will underpin all of our decision making.

Although we acknowledge the benefits that the merger will bring, we have much to be proud of in what we have achieved as a smaller Trust over the last twelve months. A notable success has been the very strong Ofsted judgement at Holyrood Academy. The impact of the leadership of Dave MacCormick and his team together with strong and able governance is testimony to the value of partnership working. In fact all our schools continue to benefit from the collaboration that membership of a family of schools brings. Axe Valley will be full for the second time in its (recent) history – and for the second year in a row, the LA have asked us to expand our provision to accommodate more children. This means that all of our schools are now full and oversubscribed. Building projects at Holyrood and Uffculme Primary are providing much needed enhancements to the accommodation and we look forward to seeing more improvements at Neroche over the summer. The ELP at Holyrood has been a model of innovation in meeting the needs of some of our most vulnerable learners and Somerset LA is looking to roll out the project to more schools. We have also continued our commitment to supporting schools outside of the Trust and this year, colleagues have supported leaders in The Taunton Academy, Cullompton Community College, Willand Primary and others. I am also delighted that we will be a founder member of the WEST100 project aiming to recruit and train 100 new Headteachers for Somerset, and its neighbouring counties over the next 5 years.

There have been some important changes in leadership over the year and I am delighted that Alan Blackburn will be joining the central team as Director of School Performance in September. Laura Jenkins will be taking up the Headship at Uffculme, while Rob Crocker will fill the vacancy left by Laura at Axe Valley. It is fantastic that so many of our senior posts are being filled by colleagues whose talents have been nurtured and grown from within the trust and we believe that the bigger Trust in September will enable even more development opportunities for staff.

We continue to be challenged by funding pressures and the national crisis in teacher recruitment and retention. I am supportive of our team members who have stepped into the arena to strike on behalf of schools and in protest at the lack of an adequate pay offer and funding for schools. We can only hope that the next academic year brings some improvement to this situation.

For now though, it is fitting to look back over the growth and development of Uffculme Academy Trust with some pride. Schools which sit firmly at the heart of their communities are anchors and building great relationships within these communities is always a priority. These values will continue to guide us as we enter the start of the new chapter in our story next year.

Thank you to everyone who has contributed to our successes, faced our failures with honesty and integrity and bought into our mission to give every child a great education in a great school.



LORRAINE HEATH, OBE
CHIEF EXECUTIVE OFFICER

WELCOME

It now looks almost certain that in September we will join with colleagues at the Castle Trust, and I look forward to securing the benefits we believe will result: a greater ability to support schools to improve, opportunities for staff to develop their careers across the expanded trust, and greater strength as an organisation by working together.

It has to be said that we, like many school trusts, are still struggling with the challenge of delivering everything that we would like with constrained budgets. Like Lorraine, I support the action taken by some of our teachers in pursuit of a fair pay offer and adequate funding for schools. I am hopeful that we will see a fair resolution to both in coming months.

The following pages highlight the successes of all our schools, and I would like to thank the head teachers, senior leaders, teaching and non-teaching staff for their individual contributions to another impressive year. Thanks also to our parents who join with us in partnership to support the achievements of their children.

As trustees and governors, we have learnt what it means to be an effective multi-academy trust which strives to support all of our schools and all of our children equally well, and I would like to thank colleagues for their continuing efforts in pursuit of excellence.

Lastly, thanks to Lorraine for her inspirational leadership, and to the entire central team for brilliantly working to add value to the trust.

Together, we should all look back with pride on what the Uffculme Academy Trust has achieved and look forward to our future in the Blackdown Education Partnership with hope and high expectation.

Max



MAX GRAESSER
CHAIR OF TRUSTEES

OUR TIMELINE

2010 Uffculme School converted to Academy Status

Uffculme School is the founding school of UAT. It converted in 2010 and was one of the first converter academies in the country, having been judged Outstanding in 2008 and again in 2014. When Lorraine Heath stepped into the CEO role in 2019, Alan Blackburn, a long standing and highly respected senior leader, took over as Head.

2014 Uffculme Primary School

Uffculme Primary is the closest of Uffculme School's linked primaries and joined the Trust in 2014 following a decline in standards. Since then it has been judged Good on two consecutive Ofsted inspections under the leadership of Jo Dentith. Jo left UAT in January 2020 when Uffculme Primary School welcomed Fraser Wallace as Headteacher.

2019 Holyrood Academy and Axe Valley Academy (Vector Learning Trust)

Vector Learning Trust was a two school MAT consisting of Holyrood Academy and Axe Valley Academy which Holyrood sponsored. In September 2019, Vector was dissolved and the two schools transferred into UAT.

Holyrood Academy was UAT's first Somerset school. Holyrood was judged Outstanding in 2013. Following a dip in performance prior to joining UAT, Holyrood is recovering well and is now on a rapid improvement journey under the leadership of Dave MacCormick and his team.

Axe Valley Academy was sponsored by Holyrood under the Vector name in 2017. Since joining UAT, and led by Laura Jenkins, Axe Valley has embarked on a transformational process. Axe Valley was judged to require improvement in December 2019, but we look forward to Ofsted returning to endorse the significant progress it has made since then.

2019 Central Team created

At the end of 2019, the central team relocated into dedicated office space allowing key personnel to work together. Since then the team has expanded considerably to include a primary/EYFS adviser, ICT manager, Director of SEND, Director of Safeguarding, Marketing and Communications officer and our first curriculum lead for MFL. We look forward to expanding our central offer to schools as the trust grows.

2020 Neroche Primary School

Neroche is both our second Primary and second Somerset school. As a feeder school to Holyrood, we were delighted to welcome Neroche into the Trust in January 2021. Neroche was judged Outstanding in 2013. Neroche is our only school with a nursery providing education from 2-11. Neroche has been led by Headteacher, Ali Collins since September 2020.

Uffculme Academy Trust (UAT) and The Castle Partnership Trust (TCPT)

By merging the two trusts, we believe that we will, be stronger and more resilient as an organisation, and that there will be even better opportunities for those who work in the trust. There is considerable synergy between the two trusts which are of a similar size and at a similar stage of development. The founding schools of each trust are outstanding schools and have been leading schools in the South-West for over a decade. Both trusts have considerable strengths in schools which are doing an excellent job in serving their communities and we feel that there is much to gain from working more closely together.

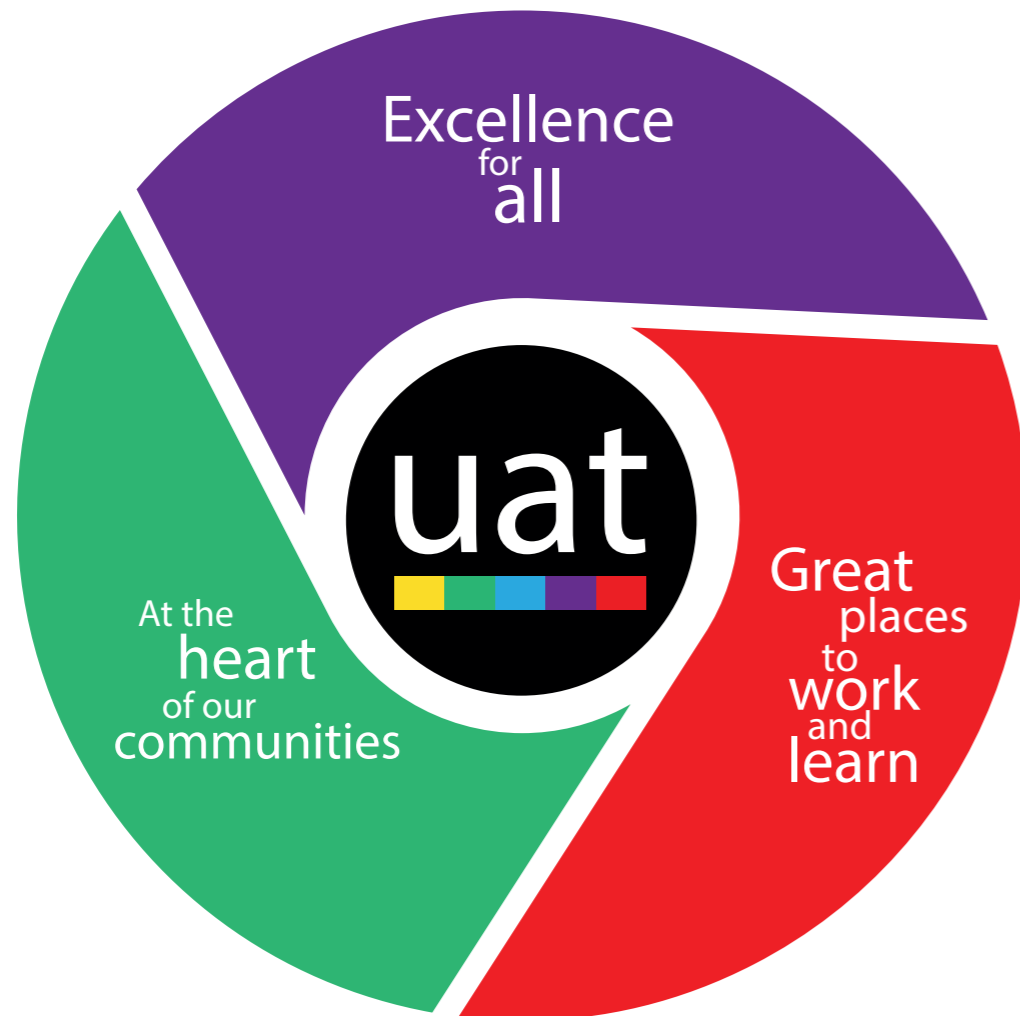
UAT IN NUMBERS



OUR MISSION

Our mission is to deliver excellent education from the ages of 2 – 18 so that children and young people fulfil their potential, lead safe happy lives and make a positive contribution to society.

OUR OBJECTIVES



UAT VALUES

TRUST

We are a family of schools which is united in our goal to deliver excellent education, to break through glass ceilings and to create communities of learners with a unique and unbreakable bond. We believe in working together honestly, openly and with humility.

EQUITY

We believe in the potential of every child. Inclusion is at the heart of our mission and we understand that equity means that those with the greatest need deserve interventions which impact positively on their experience of school.

EXCELLENCE

Excellence is a habit. We are firmly committed to developing cultures where every learner is supported by our schools to develop the habits of excellence and to understand the intrinsic value of hard work across diverse domains. Success and hard work will always be highly valued and publicly celebrated.

INTEGRITY

We are true to ourselves and to the values of Uffculme Academy Trust. We understand that we are public servants and that we have a collective responsibility to hold ourselves to the highest standards.

KINDNESS

We treat everyone with care and compassion. Kindness, empathy and generosity underpin all of our actions. We cannot achieve anything of value without creating positive relationships along the way.

BELONGING

We believe in our communities and our place at the heart of them. We are loyal to their ambitions and respectful of their challenges. Our schools will be places of safety and also of joy. Children and young people will be proud of their schools, enjoy their time at school and experience many opportunities for academic and personal development.

“

When your values are clear to you, making decisions becomes easier

”

UAT GOVERNANCE



MEMBERS



Sue Brewer

Sue is both a Director and a Member of the Trust. She is Head-teacher of Holway Park Primary School in Taunton. Prior to her current Headship, Sue was Headteacher of a Primary School in Devon for 10 years. Sue was a member of the governing body of Uffculme School for 12 years before becoming a director/trustee of UAT.



Faith Jarrett

Faith has worked as a teacher in secondary education for the last 39 years; thirteen as Head of The King's School in Ottery St Mary, Devon. Since September 2016 she has worked as an education consultant working on school improvement.



Moira Marder

Moira is the Chief Executive Officer of the Ted Wragg Multi Academy Trust, a thirteen school Trust responsible for providing collaborate and inclusive education for over 3,000 children aged 2-16 across the Greater Exeter area. Moira is a National Leader of Education.



Dan Morrow

Dan is the CEO of Dartmoor Multi Academy Trust, which has eighteen schools (three Secondary, fouteen primaries and an all through school).

DIRECTORS



**Julia Adamson –
Vice Chair / Chair of Risk & Resources Committee**

Julia is the Vice Chair and Director of the Trust, and also Chairs the Resources and Risk Committee. She has over 20 years education experience, including as a Primary teacher and a subject leader – she is now the Director of Education at BCS, The Chartered Institute for IT and responsible for Computing at School, the network for computing teachers.

Sue Brewer – see Members



Max Graesser – Chair of the Board

Max worked for 30 years at ITV, managing the production business for Granada TV before being appointed Managing Director, Operations for ITV News Group in 2004, and Operations Director for ITV plc in 2006.

On leaving ITV in 2009 he was appointed a trustee of the ITV Pension Scheme and in January 2013 was elected Chair of Trustees. He is currently the Chair of Trustees for the UK Schemes of Ricoh Europe.



Helen Harris

Helen joined the Trust as a Director in November 2022, having relocated to the South West.

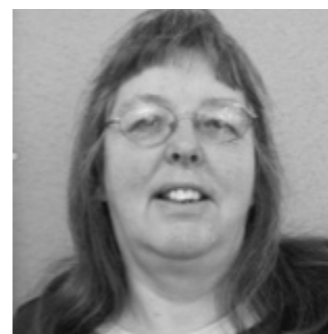
Helen was previously employed as a Director of Finance and Operations in Cheshire schools until her retirement in February 2022.

Helen has 28 years of experience working in the education sector covering two schools in the primary sector for 18 years and latterly 10 years at a large secondary school and now brings this expertise to the Board and the Risk and Resources Committee.



Dr Paula Holbrook

Paula is a practicing School Business Manager and accredited School Resource Management Adviser (SRMA) and also lectures Leadership in Practice on the Open University MBA (Leadership Practice).



Jill Larcombe

Jill is through the Teaching School College South West a Local Leader of Governance.

She is now a self-employed bookkeeper, parish council clerk and clerks within two maintained school federations.

In her capacity as a member of the board of Devon Association of Governance she is a secondary academy governor representative on the Devon Education Forum and a represents governors on the Devon Children & Families Education Advisory Group.



Christina Mabin

Christina is an Education Adviser with the Diocese of Exeter and has particular responsibilities in governance, school admissions, school organisation and academies.

Christina represents the Diocese on Devon Local Authority Children and Young People Scrutiny Committee, Schools Organisation, Capital and Admissions Group and Devon Association of Governance. Christina also works nationally with the Diocesan Governance Group and Diocesan Admissions Group.



Jenny Sutton

Jenny is employed as the South West Director for 'Teach First', the largest graduate recruiter nationally, having previously worked as an English Teacher, Head of Performing and Expressive Arts and Assistant Head for Curriculum in a London school.

PARTNERSHIP WORKING

We believe in working together.

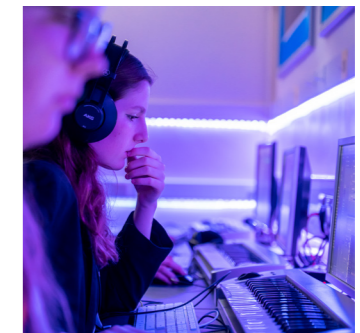
We are fortunate to have excellent connections and partnerships with local and national education providers and businesses.

We network across the South West working positively with a number of School Trusts in Devon and Somerset. We are lucky enough to be able to benefit from the support and advice of more established Multi-Academy Trusts but are also happy and willing to contribute to the scrutiny and working practices of all schools and academies. We are a strategic partner of SWIFT which delivers training and development for colleagues at all stages of their careers. We see ourselves as both givers and takers of capacity and are firmly committed to the notion of system generosity as system leaders.

We are a member of the Confederation of School Trusts who work with Trusts across England to provide support and training. They also work closely with central government to lobby on behalf of the academies section.

Within UAT, we are building the number of cross MAT networks so that colleagues have a peer group for support, guidance and to share best practice. These are working particularly effectively at Senior Leadership Level as well as for SEND, safeguarding, teaching and learning and assessment.

We have linked up with an HR consultancy to build our people strategy and are looking forward to launching this over the next 12 months. We are also working closely with Futures for Somerset to develop our estates strategy.



“
Coming together is a beginning;
keeping together is progress; working
together is success
”
HENRY FORD





SAFEGUARDING

EXCELLENCE FOR ALL

The safeguarding leads monthly meetings are now embedded and provide an opportunity for all Designated Lead colleagues to come together, ensure that the latest developments in safeguarding have been shared and, where appropriate, been acted upon. The team has also shared good practice from within their own settings. Over the last twelve months there has been a focus on such matters as; peer on peer sexual abuse, misogyny, hate crime, elective home education and children missing education, online filtering and monitoring and mental health and well being. It has been extremely positive to have been able to welcome the Trust's safeguarding board member, Jill Larcombe, to DSL meetings and to have benefitted from her support and expertise in our endeavours. In tandem with developing this relationship, training has been provided for Governors on a number of occasions. Compliance with standards, expectations, systems and processes is good and there are high levels of vigilance in each setting. However, there is absolutely no complacency or room for such.

GREAT PLACES TO WORK AND LEARN

All schools will have had safeguarding reviews by the end of the academic year. In the primary phase we introduced an element of peer reviewing and this has proved to be popular with colleagues. It has built professional networking in relation to safeguarding and allowed leaders to learn from and challenge each other in the spirit of professional curiosity. In our secondary settings, reviews have been tailored to meet emerging contextual needs and thus focus on school improvement activity. Wherever possible safeguarding governors have been integral to the reviewing process. We are proud of our deliberate attempts to work in a socially disciplined manner with all stakeholders. The reviews have led directly to developments in practice which have further improved the experiences of children and young people. All Designated Safeguarding Leads have access to case supervision and this is woven into team meetings and also available through site visits and one to one on demand.

AT THE HEART OF OUR COMMUNITIES

The challenges facing schools as they become alternative front doors to social care and primary mental health care for children and young people cannot be underestimated. Times are and have been difficult in this post covid era. All schools are carrying significant additional responsibility for early help within their local communities as well as providing a first port of call for young people's mental health and wellbeing services. There is a huge amount of fantastic and humbling practice in all our schools from supporting parents through the cost of living crisis, to ensuring that the most vulnerable and underserved children and young people have equity of opportunity and can access extra and co-curricular opportunities. The safeguarding teams in all our schools care deeply and never shy away from going the extra mile. Often this includes making professional challenges when they feel that external agencies and partners have got it wrong. In all settings this has been demonstrated time and time again.

FUTURE DEVELOPMENTS

There is more work yet to be done to extend, augment and develop the CPD offer for all colleagues and quality assure elements of the pastoral and PSHE curricula that relate directly to Keeping Children Safe in Education. It is possibly now also the time to commute the DSLs meetings into the realms of a broad sweep community of practice and engage more fully with wider themes and the cultural nature of the safeguarding dynamic and strategic priorities and direction of travel. There is also further work to do to ensure that the filtering and monitoring aspect of the digital standards is being undertaken robustly and impact evaluated.



BARBARA MANNING
TRUST SAFEGUARDING LEAD

DIRECTOR OF SEND

EXCELLENCE FOR ALL

- The Trust SEND Strategy was launched at the beginning of this academic year and demonstrates a commitment and responsibility between our Members, Directors, Governors and staff in ensuring that the Trust meets the needs of children and young people.
- The Trust SENDCo Network has now been embedded to develop a community of SEND leadership and provide school-to-school support that shares good practice and leadership strategies for SEND.
- Targeted professional development has been provided for staff and leaders across the Trust to improve their knowledge of SEND and ensure they are well trained on key areas of inclusion. This professional development has used the best available research to support staff to develop a repertoire of effective strategies that can be used to effectively support pupils with SEND.

GREAT PLACES TO WORK AND LEARN

- Clear provision mapping is now in place within each school to ensure effective use of resources that are deployed strategically to meet children's needs. This means that provision is matched to respond to the weighting of need identified within each school.
- Provision across the Trust has been developed in line with the Trust development plan, SEND Strategy and individual school improvement plans, working with external professionals to ensure this is high quality, groundbreaking and innovative.
- We have begun a project to invest in the development of our Teaching Assistants and ensure that they receive high-quality professional development that supports them to progress and grow within their career.

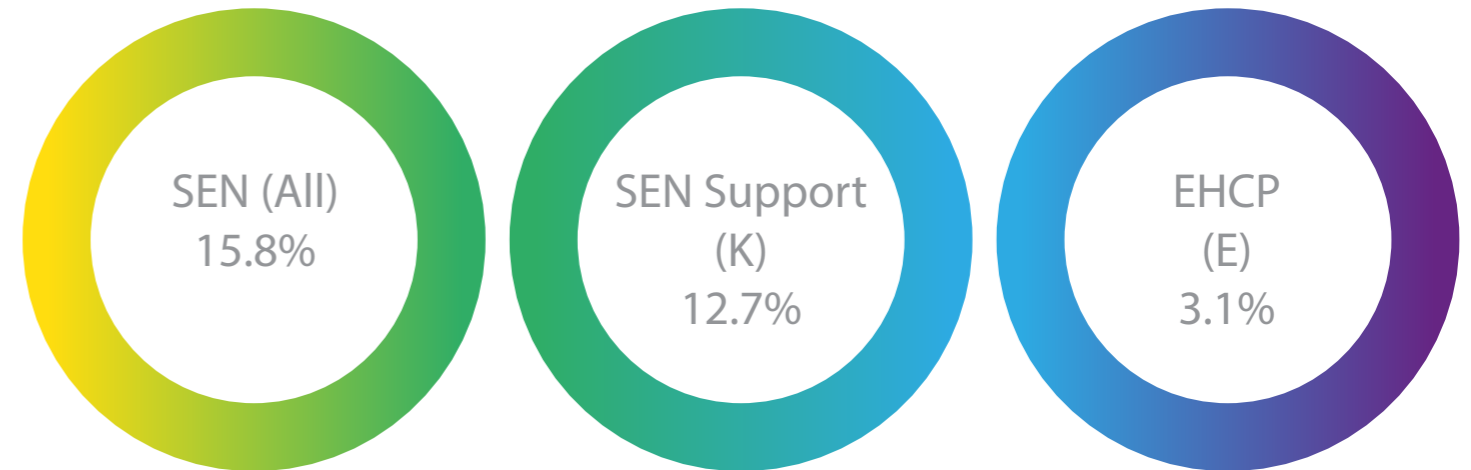
AT THE HEART OF OUR COMMUNITIES

- A Trust SEND Governor Network has been established to facilitate collaborative working and provide training and information that enables SEND Governors to fulfil their role effectively and means they can ensure their school always does the best it can for pupils with SEND.
- A Trust template has been created for the SEND Information Report to ensure that this provides a comprehensive summary of provision at each school and includes how schools work with children, young people and families to create it.
- We have continued to strengthen our links with external agencies, local authorities and national associations to ensure we are up to date with the latest developments and practice within SEND and able to offer the best possible support for our schools, children and families.

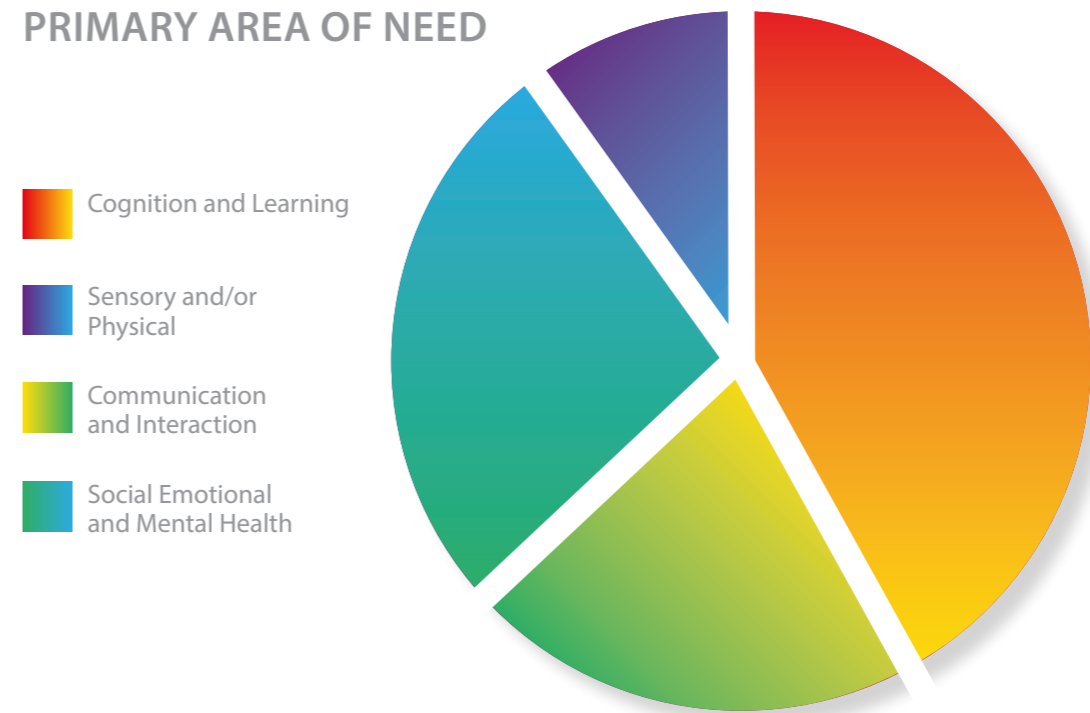
FUTURE DEVELOPMENTS

- The establishment of a 'SEND Champion' project across the Trust for staff who want to develop and extend their understanding of how to adapt their classrooms for learners with SEND.
- Creating a Trust Parent/Carer Forum that allows families to meaningfully contribute to shaping the quality of SEND support and provision within our schools.
- Development of a specific speech, language and communication needs strategy that sits alongside the Trust SEND Strategy and is responsive to the growing needs that have been identified within this area.

Please have a look at our SEND Strategy for full details of our key priorities over the next 2 years:
[SEND Strategy \(squarespace.com\)](https://www.squarespace.com)



PRIMARY AREA OF NEED



BETH WARWICK
DIRECTOR OF SEND



AXE VALLEY ACADEMY

Axe Valley Academy is a fully comprehensive school and an inclusive, tolerant and kind community. We continue to be immensely proud of our students' calm and purposeful approach to their learning and their pride in both their academic and wider school achievements. When you visit our school you will see our students proud of their work and their lessons and able to talk with confidence about their curriculum. This academic year has seen us focus on wider enrichment for our students and we have been delighted by the range of trips abroad, residential, theatre visits, workshops fixtures and clubs that our students commit to on a regular basis including the fantastic whole school production of Bugsy. With another year of record numbers of students choosing to move into our school we are demonstrating just how ambitious this small but mighty school really is.

EXCELLENCE FOR ALL

We have continued to strengthen our reading strategy, including the reading canon, and further embed our high-quality homework system of knowledge organisers and reading at Key Stage 3 to support our reading strategy and learning of essential information for our students. All teachers have a clear, evidence-informed mental model of how learning happens, allowing us to plan for learning, teach in ways that promote learning, and evaluate our teaching accurately. All subject areas have continued to review and develop their curricula to ensure that there is an aspirational and well sequenced offer available to all of our students. These key concepts about learning, along with our pastoral training including the relational approach, gives rise to these broad principles about what we would expect to see in any learning environment; every student thinking hard about subject content; strong relationships that are both warm and strict between staff and students; students are not confused by cognitive overload; the understanding of all students is checked and teaching is adapted where necessary through further explanations, additional examples, additional scaffolds or individual support; learning over time is evident. We continue use our House System to ensure all students can embrace our core values, perseverance, resilience and kindness, and we use this as a conduit for effective student leadership opportunities for our House Captains, charitable work and competition across a range of cups. Whether we are Team Coram, Team Chudleigh or Team Anning we are all Team AVA.

GREAT PLACES TO WORK AND LEARN

One of the things we are most proud of at AVA is the excellent relationships between specialist staff and students. We have a dedicated staff who are specialists in their subjects or fields of expertise such as Mental Health or Pastoral Care. We have made sure that we have kept our ongoing training cycle for staff current and, in particular, we have had additional training, at many levels, for staff to support students around mental health, attendance and attachment. Alongside this we have added a Family Support Worker to our pastoral team who has been working closely to support many families in our community. We have also secured additional support from the Early Help For Mental Health team and local counselling and mental health services and charities. Local businesses have worked closely with us to provide a number of work placements and we are seeing the benefit of these excellent opportunities for our young people. Year 10 are currently preparing their cvs and application forms for their mock interview days next week where they get to compete for a job and work with local business owners to complete a full interview process. This will be followed by their work experiences. We are also preparing for annual Prize Days and Sports Day which are highlights in the calendar and allow staff and students to enjoy celebrating and healthy competition and success at our school. We will also be publishing our final newsletter, Aixministra, of the year and we would urge everyone to have a look at this as it truly celebrates what a great place to work and learn AVA is.

AT THE HEART OF OUR COMMUNITIES

Our Local Governance Committee has grown and strengthened with new link roles and regular visits to understand AVA brilliantly. Through the House System the students at AVA made the generous donations to support our local charities including Headlight (Chudleigh), Axminster and Lyme Cancer support (Coram) RNLI Lyme Regis (Anning). Our student leadership team, along with a group of their peers, also completed their own fundraising events to raise money for Brain Tumour Research in honour of their friend and this included an 18km walk. Our students continue to show, both to the local community and more widely, how amazing AVA students are with members of the public commenting on how perfectly our students behave for example at our recent trip to The Globe. Our environmental representatives have also presented their ideas on environmental reform across Axminster to Axminster Town Council at a public meeting which was exceptional. We continue to run our Community Orchestra and we have enjoyed the extended programme of community music events across the year.

FUTURE DEVELOPMENTS

Due to our continuing growth we have a number of exciting developments to the school site across the coming weeks and months including two new fully refurbished student kitchens for technology lessons, outdoor covered eating spaces and a complete refurbishment of our Quad toilet block as well as a spin studio. We will continue to strive to ensure we have the very best facilities we can offer to our students.

IMPACT OF TRUST WIDE WORKING

Through working with the trust and collaborating with other leaders at all levels we have been able to work together, through trust networks, to ensure that we are continuously improving our practice and offers around safeguarding, SEND and curriculum. We have been able to use effective best practice in order to ensure our students are always placed at the heart of what we do as a school. We are excited to see the enhanced opportunity the Trust expansion will bring as we are able to see even more benefit for our wider communities.



“

With another year of record numbers of students choosing to move into our school we are demonstrating just how ambitious this small but mighty school really is.

”

LAURA JENKINS



LAURA JENKINS
HEADTEACHER

HOLYROOD ACADEMY

Since 1910, Holyrood has existed to serve its community and we exist to promote social justice and social mobility for Chard and the surrounding area. We are very proud of the progress our school has made this year, which culminated in our school achieving an Ofsted inspection outcome of 'Good' across all areas of inspection, in February 2023.

EXCELLENCE FOR ALL

This academic year, we have been focussing primarily upon improving the experiences of our disadvantaged and SEND students. We have been working hard to make sure that they are our first thought, that our systems support them effectively, that teaching prioritises them, that our provisions and interventions for them are the right ones and that they 'join in' with clubs and trips as often as everyone else. The high-quality lesson resources we have created for everyone, including our new exercise books, have improved the quality of presentation and work completion by all students. We are proud that this, supported by the careful planning of our staff, has enabled our SEND and PP students to make more progress in their learning.

GREAT PLACES TO WORK AND LEARN

Our staff have been tirelessly organising lots of great experiences for our students, this year. Over 95% of students in Key Stage 3 have been on at least one trip this year! Our universal offer of enrichment within the curriculum means that every single student has taken part in some kind of fun and developmental activity this academic year. Our 200 Year 9 students taking part in the Bronze Duke of Edinburgh's Award and a further 30 taking part in the Arts Award has been a particular highlight. In Year 8, the students now select their enrichment activities during the school day and take part in 3 activities a year. Year 7 have choir, which is a joy to hear.

AT THE HEART OF OUR COMMUNITIES

Through our partnership with The Reach Foundation (Feltham), we have been able to develop a range of positive and productive relationships with key people in our local community. We are aiming to step into gaps in service provision in our town, so that all children are able to lead lives of choice and opportunity. We are currently convening with local government, charity, business and church leaders around three key issues: 'Universal Early Years Provision', 'Public Transport' and 'Hungry Children'. This work is already leading to people coming together to tackle these issues for the betterment of the community here.

FUTURE DEVELOPMENTS

- We are working alongside the Local Authority (new Unitary Somerset Council) to lead a third of their Education for Life Strategy. This aims to raise standards across Somerset schools over the next 5 years. We are proud to have been asked to be a part of this work.
- We are looking forward to the conclusion of our Expansion Project, with The Bennett Building (a £7m new dining and classroom block) opening in July 2023. Further improvement works are planned for Autumn 2023 to provide a new Science Lab on the school's Lower Site.
- We are creating an on-site SEMH Alternative Provision for a handful of our most vulnerable students with high levels of need. This is an exciting and inclusive project which aims to allow some students who can find school hard to succeed in their local school. This project will build on the success of our Enhanced Learning Provision which caters for children with Cognition and Learning needs.

IMPACT OF TRUST WIDE WORKING

- We have continued to benefit from working alongside Beth Warwick, Director of SEND, to challenge and support the improvement planning around SEND provision at Holyrood.
- The Trust's Safeguarding and SENDCo network meetings have provided invaluable support for colleagues in those teams.
- Throughout the inspection process, the support of Local Governors, Quality of Education Committee and Directors was clear, as was their impact upon the school improvement here.



“
We are aiming to step into gaps in service provision in our town, so that all children are able to lead lives of choice and opportunity.
”
DAVE MACCORMICK



DAVE MACCORMICK
HEADTEACHER

NEROCHE PRIMARY SCHOOL

The children at Neroche Primary School are lucky to have a dedicated staff team who work continuously to deliver a quality education for all children regardless of need. We are a fully inclusive school and our staff team continually strive to work in partnership with parents to ensure the best for all children.

EXCELLENCE FOR ALL

We have developed our approach to Home Learning this academic year moving away from individual stand-alone tasks to an approach that supports the retention of knowledge. This reflects the Trust's Learner First Approach that learners 'know more, remember more and can do more'. Alongside this, we have reviewed and developed our approach to spelling, removing the traditional weekly spelling test and replacing it with high quality spelling teaching and embedded learning in the classroom. Reading is at the heart of everything we do at Neroche and our Reading Strategy has developed and embedded even further as one of the main curriculum drivers. A new mastery approach to maths using high quality NCETM resources and teaching styles has had an impact on children's enjoyment of maths and awareness of essential maths skills that underpin the wider curriculum. Underpinning all of this has been the introduction of our new STAR approach developing consistency and learning behaviours for all.

GREAT PLACES TO WORK AND LEARN

High standards of behaviour are key to schools' being great places to learn. We have developed a consistent approach to lesson behaviours this academic year which has reduced low level behaviour concerns impacting positively on learning. Neroche is an inclusive school and we have embedded our 'No Outsiders', everyone is welcome approach to our school community. Children are supportive of each other and are proud to demonstrate that they care, one of our core values.

Staff have engaged well in high quality CPD opportunities, and we have worked as a teaching team on Pedagogy which underpins high quality teaching in the classroom. The introduction of STAR has supported consistency in classrooms and has developed a no hands up approach to leaning ensuring all learners are engaged and contributing. Our commitment to SEMH and Children's mental health through a dedicated SEMH Teaching Assistant has been a strategic decision which has benefited all children. Mrs Dellow has developed her role brilliantly this year and is now not only a qualified Forest School Leader but also an ELSA teacher. She has supported a large number of children both in and out of class with a wealth of challenges. We really are grateful for her skills and nurture experience and the strength this brings to the school.

AT THE HEART OF OUR COMMUNITIES

Neroche is a village school, in the heart of a village community. We have supported the local Parish Council on improvements, design and fundraising to develop the village playpark, this is a valued space by the community, and it was a fantastic opportunity to work together. Children at Neroche are delighted with the finished improvements and have been frequently visiting the newly refurbished park, enjoying the wealth of new and inclusive equipment. Members of the village community have approached us to develop links with our school Eco Council and the village Eco Group. There are also plans for a new youth group being run by the village.

FUTURE DEVELOPMENTS

We are extremely grateful that through the support of the Uffculme Academy Trust, Neroche will be receiving a new building development. This will be an exciting time for the school as although we are rich in external outdoor space, we are limited in the internal space we have available. We have had to work creatively over the years to ensure spaces have been utilised to achieve the best outcomes for the children, so this new development is extremely exciting for us all. This development will increase the internal space that we have at the school and modify the internal space that we currently have available. We are looking forward to working on the plans with staff and parents.



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We have embedded our 'No Outsiders', everyone is welcome approach to our school community. Children are supportive of each other and are proud to demonstrate that they care, one of our core values.

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ALI COLLINS



IMPACT OF TRUST WIDE WORKING

We have developed our trust working even more this academic year. Links to Uffculme Primary are strong and due to develop even further in terms of subject leadership. We are looking forward to increasing the number of Primary Schools in the trust and working in stronger partnership with IKB, Orchard Grove and Wellesley Park in the future.

We have continued to find the support from the SEND director of UAT invaluable at a whole school level, Beth's input has been highly valued by our SENDCO and wider staff team. The knowledge and expertise she has brought to SEND development at Neroche has been impressive.

The Primary Adviser has offered high quality staff CPD and challenged thinking and understating of Pedagogy this academic year and has supported the staff team on further curriculum design and developments. We are very grateful for this support along with the experience of the CEO.

We have been extremely grateful to the MfL Lead for the trust this year for her support with our French curriculum and have been able to utilise the expertise of Barbara Manning, Matt Pearce and Ben Malik throughout who have provided additional capacity and expertise. The support and high level of trust working has all supported school improvement and capacity reinforcing that Neroche is a stronger school since joining the trust in January 2021.



ALI COLLINS
HEADTEACHER

UFFCULME PRIMARY SCHOOL

Uffculme Primary School is a medium-sized primary school that retains the ethos of a village school which is at the heart of the community it serves. We are an inclusive school who actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that we have equity at the heart of everything we do, and these opportunities and high expectations is a reality for our children.

The academic priority over the past year has been to improve the academic outcomes of phonics and reading by implementing new schemes and teaching methodologies. Vast improvements have been made and this has now become a real strength of the school.

EXCELLENCE FOR ALL

Clear teaching principles have been adopted by teaching staff to ensure consistency across the school, as well as contributing towards the drive towards high expectations for all children. Our very strong and much improved outcomes in Phonics has been a real highlight for the school this year and has reflected all the hard work leaders and teachers have put into the early reading and phonics strategy.

Our ambitious curriculum has continued to improve, with more of a focus in 'interconnectivity' between subjects whilst also retaining a focus on subject-specific knowledge and skills. An example of this is how teachers have adopted Inspire Education into their humanities teaching, ensuring children receive immersive learning experiences.

Attendance has also been a particular focus this year and we are pleased with how much persistent absence rates have fallen. This is down to the hard work of all staff in ensuring the school is welcoming and fun, which is centred around deeply forged relationships.

GREAT PLACES TO WORK AND LEARN

The school continues to be oversubscribed with waiting lists in all classes, including our September intake.

We have imbedded our new school vision, 'Everything with HEART', and this has been typified by how staff have approached their roles with compassion and kindness. The school has invested in ELSA, Lego Therapy, and teaching assistant training, highlighting our commitment to children's mental wellbeing, responding to the many challenges they face.

Children are kept safe at school, and our most vulnerable children have benefitted from a free breakfast club, established this year to great effect.

The new classroom building was completed earlier this year, with Year 5 and 6 children moving in during the Spring Term. Year 3 and 4 children also benefited by moving into the rooms vacated by the older year groups. All classrooms are now conducive to learning, and the vacated areas have allowed us to create a much-needed sensory room and meeting room.

AT THE HEART OF OUR COMMUNITIES

The formal opening of our new classroom showcased how the school sits in the centre of its community. Visitors across the Trust, including central staff and headteachers from other schools, joined parish councillors, county councillors, trustees, governors the PTFA, Devon County Council managers and all those involved with the building itself to celebrate the momentous occasion, with some beautiful singing from Years 5 and 6.

Strong community links were also demonstrated through other events, such as our King's Coronation Crown Parade and Ambition Day, where children were inspired to think more creatively about their futures. It was a pleasure to welcome many of the wider community into our school and to hear the children speaking so enthusiastically about their various careers.

The school also worked closely with the PTFA, parish councillors and county councillors to propose changes to the road outside the school and make this as safe as possible. The first result has been the reduction to a 20 mile an hour zone, and we are currently working on tighter parking restrictions and other speed management plans.

FUTURE DEVELOPMENTS

We are incredibly excited to be taking on the leadership and organisation of Uffculme Pre-School. With an established and close relationship with Uffculme School, it means we could be working with the same families from 2 until 16, really cementing that 'all-through' feel. Forming even earlier relationships with our children and families will have an even bigger impact on their education.

We are also looking forward to developing our Sensory Room space which will make such a difference to the SEND provision on offer.



UFFCULME PRIMARY SCHOOL



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We have imbedded our new school vision, 'Everything with HEART', and this has been typified by how staff have approached their roles with compassion and kindness.

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We are also hoping to welcome more of the community into the new Meeting Room to work with our families and ensure that we are doing everything we can to support those that need it in our local area.

IMPACT OF TRUST WIDE WORKING

Without the drive or support from the Central Trust team, led by Lorraine, then we would not have been able to erect our new school building which is making such a difference to our school.

We have continued to work closely with the director of SEND to ensure our SEND strategy is being implemented and that it is making a positive difference. Our Primary Advisor has also worked closely with the school to ensure school improvement plans are being enacted effectively.

The DSL forums have been instrumental to the DSL team as the network provides support for the most challenging cases, as well as the sharing of good practice. The forums also ensure that safeguarding provision remains effective and streamlined across schools. The director of safeguarding also carried out a safeguarding review which has now formed part of our safeguarding strategy.

Our close relationship with Neroche has allowed us to work collaboratively on joint projects, such as a new Key Stage 2 spelling scheme, and we have already planned joint Inset Days for September.



FRASER WALLACE
HEADTEACHER

UFFCULME SCHOOL

At the heart of Uffculme School is our positive culture and ethos – our desire for excellence in all we do on behalf of our students. Children have one chance at education and we want it to be the very best it can be for each one – in all aspects, And we want each student to be pleased and proud to belong to Uffculme School, and to value and enjoy their time with us, putting their heart into everything they do and making the most out of every opportunity that is available to them.

Over the course of our year a large part of our efforts has been focused on firmly re-establishing many of events and activities that are such a part of the fabric of the school. And on ensuring that all students are able to access them. We have been acutely conscious of the cost-of-living crisis and its impact on families and have striven to ensure that all students can have access to everything that the school has to offer. We know that this ongoing time of hardship has hit families in many different ways and so over the year we have also worked to strengthen our support services so that every child, no matter what their situation can be supported to make the most of their time with us.

EXCELLENCE FOR ALL

A major focus for the school this year has been in making the learning in each lesson as accessible as possible to all students. We recognise that many students will have additional needs or will find some of the language associated with a subject to be particularly challenging, whilst others may find reading and literacy a barrier that prevents them from fully understanding all the information around a particular subject. Over the course of the year, all our staff have focused on how we can practically ensure that every student can understand the learning in each lesson so no one is left behind. This is not about dumbing down the knowledge and skills that students need, but rather removing anything that might stop a student from gaining the most from their lessons. This has involved ongoing professional development for teachers throughout the year, drawing on the best evidence-based research and continually sharing best practice both with colleagues within the school and beyond.

Alongside this we have continued to review and develop the provision of our i-SEND Team, particularly strengthening the support for our most vulnerable students. And we have continued to develop our work with those from disadvantaged backgrounds, with an emphasis on early support and interventions in the younger year groups. As part of this we have also been working to strengthen our partnerships with our local primary schools so that we can build strong links with families in readiness for their children joining us.

More generally, each of our subject areas has continued to review and develop their curriculums to ensure that they have a strong rationale underpinning the knowledge and skills in their subject, and that they are effectively sequenced, with the core knowledge, skills and subject-specific vocabulary clearly identified.

GREAT PLACES TO WORK AND LEARN

The safety of our students is paramount to us. Over the course of the year we have worked to significantly strengthen the work of our Safeguarding Team by appointing a Student Support Manager to work with our Designated Safeguarding Lead to coordinate our response to individual concerns and to carefully monitor emerging issues so that we can proactively allocate resources to address them.

We have also undertaken a full review of our response to Harmful Sexual Behaviours, a major challenge facing our society and schools in particular. This has led to the development of a comprehensive strategy covering both the education of students about harmful sexual behaviours and a robust reactive response to any reports that may arise.

During the year we have also invested time in continuing to embed our ethos and expectations of all students. As part of this work we spent time with students asking what further steps we could take to ensure they felt safe and happy at school, and from this we have implemented a number of measures including revising our Behaviour Policy and rewards system. This was launched to students and parents in the Spring Term with very positive feedback on the impact it has had.

Another major priority has been to improve the attendance of students. We all know how important school is to the life opportunities of our young people and how every day that is missed from school has a cumulative impact not only on students' progress but also on their wellbeing. We have therefore worked to implement the Trust's Attendance Strategy to support and challenge all our students to attend school every day that they are able to do so. And we have further extended this work in collaboration with a number of external agencies to particularly support our more vulnerable students regularly attend school each day.

In parallel with all this support for students has been our work in supporting staff, not only with their wellbeing but also with their ongoing professional development which has focussed largely on engaging with current research into effective teaching and learning.

AT THE HEART OF OUR COMMUNITIES

The past two years have presented real challenges in terms of communication and maintaining that sense of community with parents and carers. We have therefore been really pleased by the hugely positive feedback that we have received regarding the frequency and quality of our communications with them across a range of media.



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We want each student to be pleased and proud to belong to US, and to value and enjoy their time here, putting their heart into everything they do and making the most out of every opportunity.

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ALAN BLACKBURN



We are not content to just maintain our provision however, but rather we are always keen to find ways in which we might improve what we do. As part of this we are currently rolling out our new 'My Child At School' tool, to bring together all our communications with parents and carers into one place. This will include not only basic information such as what homework has been set but also access to things like letters home, school reports, and exam timetable information.

We have also increasingly opened up the school site (including the Venue) as a resource that is available to the local community, with very positive feedback on the quality of the facilities and support offered by the school.

FUTURE DEVELOPMENTS

As most of you will know from September I will be stepping down as Headteacher of Uffculme School with Mrs Laura Jenkins taking on the role. Mrs Jenkins is an experienced Headteacher who will no doubt bring new ideas to help the school continue on its forward journey. However as a longstanding part of Uffculme Academy Trust she fully adheres to the values that underpin Uffculme School and I am confident that she will continue to hold onto all those things that make the school such a special place.

Ongoing priorities for the school over the coming months continue to centre around strengthening the attendance of students and embedding the habit of being in school every day. And in building the sense of community in which every student feels safe and happy, with a sense of belonging and being valued.

We will also continue to develop our classroom practice so that each student gets the most out of every lesson they are in. As part of this we are reviewing our Whole School Reading Strategy to ensure that it is effective in supporting all students to become accurate and fluent readers, as well as fostering a love of reading and literature, in which students are challenged to explore different styles and genres.

IMPACT OF TRUST WIDE WORKING

Over the past 12-18 months the ability to work together collaboratively with others in the Trust has been invaluable. And this is the case at all levels of the school, from the headteacher to other members of the Senior Leadership Team, to class teachers and support staff.

The sharing of good practice and having contacts to speak with in other schools for support and advice means that there is never a sense of working in isolation, having to face challenges or find solutions on your own. Also, participation in the UAT Networks for Safeguarding, SEND, MFL (as well as the Executive Team) have helped to ensure that best practice is being shared across the family of schools in the Trust for the benefit of the school's students.

The forthcoming expansion of the Trust will only serve to increase and strengthen these opportunities for the benefit of all staff and for students and their families.



ALAN BLACKBURN
HEADTEACHER

WEST COUNTRY TRAINING SCHOOL ALLIANCE

HIGHLIGHTS

- WCTSA has continued its role as a strategic partner of SWIFT, leading on the Appropriate Body service, Early Career Teacher provision and the facilitation of subject-specific professional communities
- The National picture for ITE is still dismal but once again we have really pleasing numbers on our School Direct ITE course in partnership with Exeter University.
- All Initial Teacher Education training providers nationally have recently been required to re-accredit their provision against new standards to ensure that all trainees receive high-quality training. This has meant that from September 2024, some notable providers will have to exit the market and several new providers will have accreditation. School Direct provision will also cease to exist from September 2024. The trust has taken on the role of founding partner for SWIFT Teacher Training (SCITT). This role will involve the recruitment, selection, oversight and training of primary and secondary trainees across Mid Devon and Somerset.
- The Training School Director has taken oversight of the secondary SWIFT Teacher Training curriculum this academic year, coordinating and quality assuring the work of subject curriculum developers. Susie Fernandez-Gomez and Michelle Sullivan were successful in gaining the roles of MFL and RE curriculum developers respectively.
- In our role as SWIFT Colyton Appropriate Body our ECT numbers have increased yet again and we have overseen the statutory induction of almost 400 ECTs this academic year. Much of this role involves quality assurance of induction and the support of schools with ECTs who are not making expected progress.
- With the growth of the trust, we are now able to have a trust cohort of ECTs for the Early Career Framework overseen by the Training School Director. Next academic year, we move to a hybrid model with seminars conducted both virtually and face to face on a rotation around schools within the trust. This will continue to provide opportunities for ECTs across all phases and subjects to network and share good practice with each other.
- Our Training School Director has recently been promoted within SWIFT to Director of Teaching School Hubs and recruitment is well underway to fill the role and we look forward to updating you on this appointment shortly.



JEN KNOWLES
DIRECTOR, WCSTA



UFFCULME SPORT AND FITNESS

UAT is passionate about being at the heart of and serving our communities. We are also equally passionate about promoting health and fitness to all those we serve. Part of our commitment to “Great places to Work and Learn” is looking after the physical and mental health of our colleagues, students and communities.

We have two Fitness Centres (Uffculme Sport & Fitness and Lifestyle at Holyrood) that offer a full range of sport and fitness facilities. Both centres have state of the art fully equipped gyms, sports halls, exercise class studios and Holyrood has extensive outdoor sporting arenas.

We offer a fabulous range of fitness classes including HiiT, Pump, Yoga based exercise, Spin and Circuits as well as Personal Training and exercise planning.

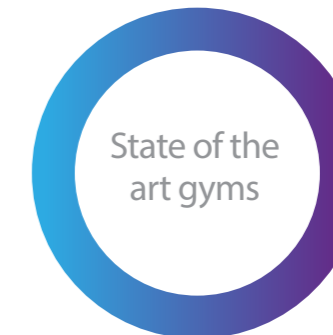
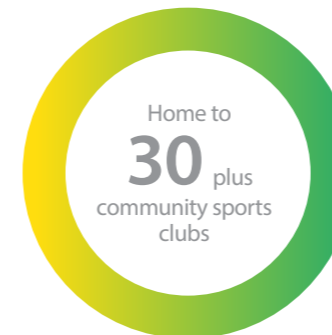
The two centres are home to a vast array of community sporting clubs from hockey, football, basketball, cricket and badminton, to name but a few.

The great part is that all the profits from both Centres goes directly back into our schools.

We welcome memberships and drop in visits and everyone is greeted with a smile by our qualified and knowledgeable Fitness professionals.

Staff and students have subsidised membership and we have kept our fees low and affordable for community members.

Please do visit our website or Facebook page for more information or even better, pop in to see us!



AMANDA WOODWARD
DIRECTOR OF WELLBEING



FINANCIAL INFORMATION

The Trust is an exempt charity and uses all the funds that it receives from local and central government plus the income that we generate ourselves to provide education and support to the 3,429 children and young people in our care. In the last academic year we received revenue income of £21.6m, of which 95% was from the government. This was used to fund the operation of our schools and spent on:



Trustees ensure that we can mitigate risks and protect the ongoing operation of schools by maintaining sufficient funds in reserve as a contingency against unforeseen issues arising such as a significant maintenance problem with a school building. The Trust held free reserves of £1.4m for its schools at the end of the year.

In addition to funding everyday needs the Trust continues to invest in the maintenance and improvement of learning environments for the longer term. We expended £0.4m on capital works to our schools including improving fire safety and refurbishing the Sixth Form in Holyrood and installing a new boiler in Axe Valley.

We are also working in partnership with both Devon and Somerset local authorities to create a new £6m dining hall and teaching block for Holyrood Academy and the provision of two additional classrooms at Uffculme Primary.

The Trust recognises the importance of reducing our carbon footprint and improving the sustainability of our school estate. The Department for Business, Energy and Industrial Strategy (BEIS) estimates that schools use around 13 terawatts of electricity and generate nearly 5 million tonnes of carbon per year. Schools are responsible for 21% of the public sector's emissions. Last year as a Trust we produced 671 tonnes of carbon.

We have two key priorities, reducing our emissions and our energy costs. We have completed de-carbonisation surveys in each school which will enable us to develop our improvement plan and energy strategy and support bids to the Public sector de-carbonisation fund. We are also replacing all non-LED lights in every school this year with low energy LED fittings.



BEN BROOK
DIRECTOR OF FINANCE AND RESOURCES



www.uffculmetrust.org