

UAT ANNUAL REPORT



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WELCOME

I am delighted to introduce this, our first Annual Report. As a five school Trust, we have grown both in numbers and in strength over the last 12-18 months and it has been a privilege to witness the true benefits of hardwiring collaboration. Through this collaboration, our partnerships enable us to fulfil our mission of delivering an excellent education to all of our children so that they can go on to lead happy, successful and fulfilling lives which make a positive contribution to their communities. Our Trust is founded on a belief that education is transformative: changing lives, building communities and supporting children and young people to develop personally, socially, academically and ethically.

Working together has enabled us to create and strengthen our central team, where we have been able to employ experts to support and work positively with our school leaders – particularly in key areas such as SEND and safeguarding. Leaders have worked together to create a shared vision and to understand the key behaviours which will deliver excellence for all, in great schools which sit at the heart of our communities. We have been able to retain and recruit talented and committed teachers and support staff who share our philosophy that every child deserves to be at a great school amongst adults who believe in them, value them and who are willing to go the extra mile for them.

Thank you to everyone who has been involved with, invested in and been a cheerleader for our fantastic pupils. In spite of the pandemic, which has cast a long shadow over education, we have risen and still rise, stronger and more confident in our mission. We aim to keep improving, keep developing and keep asking ourselves how we can get better.



LORRAINE HEATH, OBE
CHIEF EXECUTIVE OFFICER

WELCOME

Welcome to this first annual report from the Uffculme Academy Trust, a family of five schools that share a belief in the importance of delivering an excellent education so that children and young people fulfil their potential.

Over the last two years we have been working hard to learn how to work effectively together as a family of schools to improve outcomes for all our students and we are committed to ensuring that all schools benefit from excellence and expertise wherever it occurs within the Trust.

The last two years have also been extraordinarily difficult for our parents, our children, and our staff, as we have all struggled to deal with a world transformed by the covid pandemic. I hope you will agree that Lorraine and our dedicated teaching and support staff have risen magnificently to the challenge of continuing to provide education both remotely and in school while not losing sight of the need to nurture the wellbeing of students and colleagues. Thanks to all of them for this achievement.

We are fortunate to be able to draw on a broad range of experience and expertise from our trustee directors to help us support and challenge all our staff to achieve our goals. Thank you also to all our committed governors on the Local Governing Committees who work tirelessly to make sure that your schools fulfil their promise to you as parents and carers.

This is an exciting time in the development of our Trust and we are clear about what we need to do to make sure that we are providing an outstanding educational experience for all children. All our schools are full and oversubscribed, but although we are proud of what we have achieved, we do not take for granted the trust that you as parents place in us. We will continue to work hard to ensure that we fulfil our mission of delivering an excellent education for all our children so that they can go on to lead happy, successful and fulfilling lives.

Thank you for your support

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.

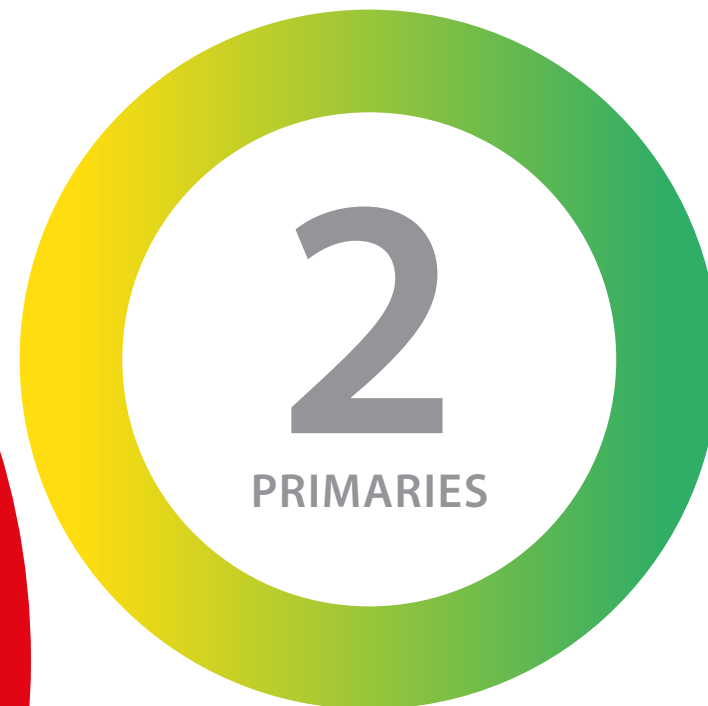
2019 Central Team created

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.

UAT IN NUMBERS



PEOPLE HAVE SOMETHING TO SAY ABOUT US

“

It wasn't until our boys attended the school that we realised what a wonderfully encouraging, positive, supportive, and blossoming environment it has.

”

“

Inclusivity within the school is a strength; vital in making all pupils feel heard, worthwhile, and important individuals. This is a great boost for confidence and mind set for later life.

”

“

Being parents of two children with additional needs, we have always found you to be extremely accommodating, helpful, supportive, and flexible.

”

“

We love everything about this school, from the staff to the curriculum, but more importantly, we love how the school has helped our child blossom into a curious bundle of joy.

”

“

SLT work hard to raise standards and inspire staff. The needs of the children always come first.

We are led and lead in ways that keep students central to our decision-making.

Our safeguarding in most areas ie mental wellbeing etc... has improved and is now very strong.

”

“

The leadership team care about the staff and students equally and have made a positive contribution to the community which it serves.

”

“

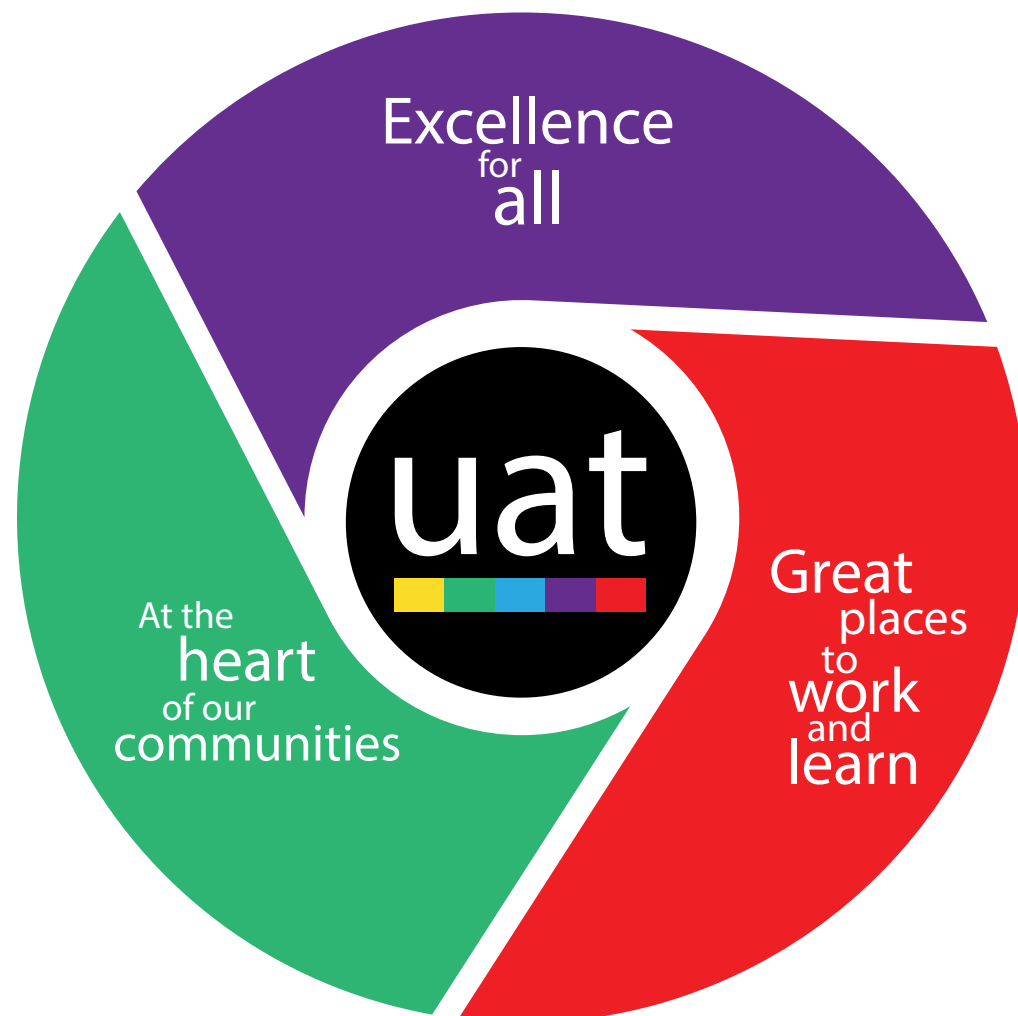
Leaders take the time to understand the needs of students and staff and don't rely on gimmicks.

”

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

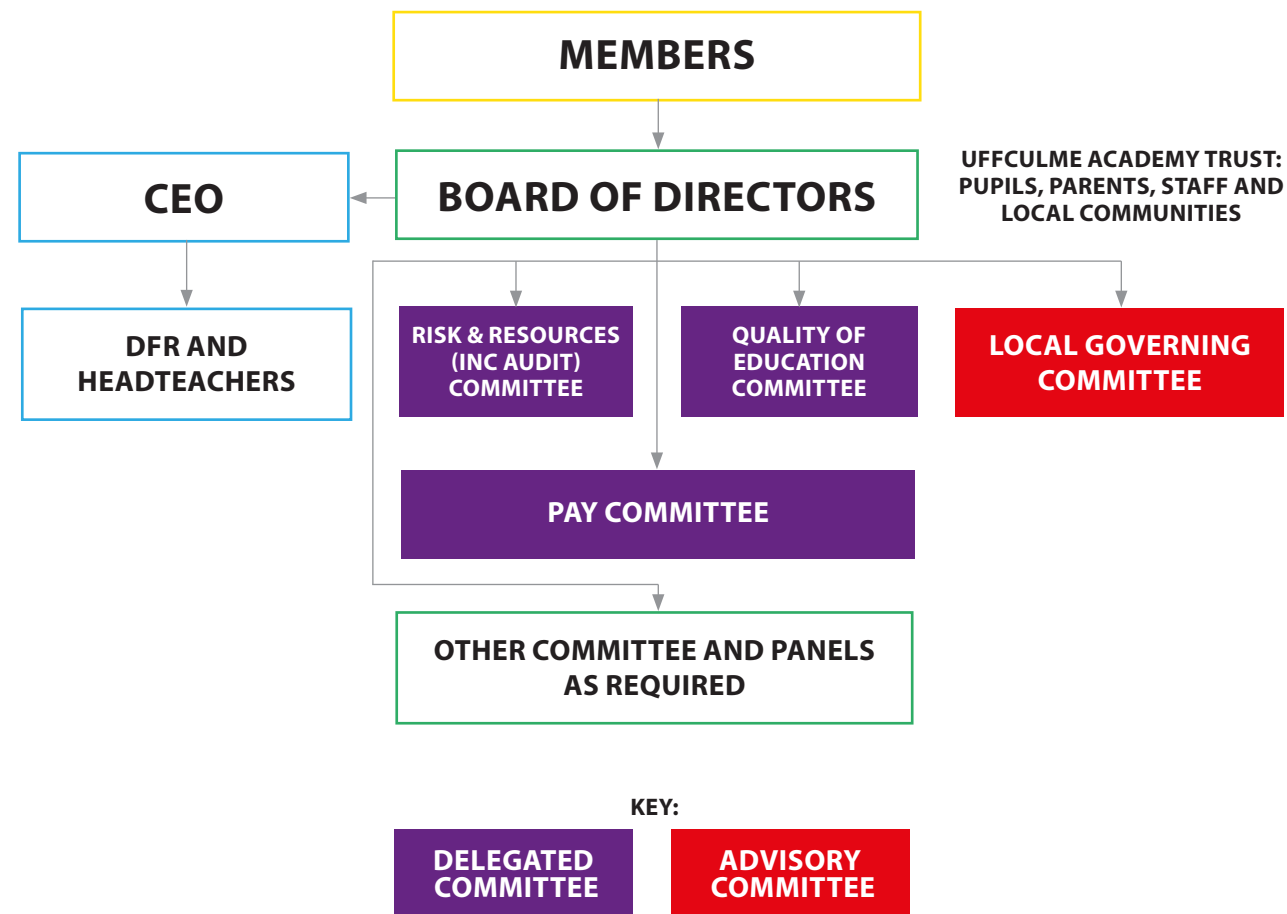
We believe in our communities and our place at the heart of them. We are loyal to their ambitions and respectful of their challenges. Our schools will be places of safety and also of joy. Children and young people will be proud of their schools, enjoy their time at school and experience many opportunities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



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.



Robert Lea

Robert has over 20 years experience working in the investment management industry as a fund manager, analyst and strategist and is a qualified Chartered Accountant.



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

Our vision for the Trust is that Safeguarding pervades each of our Schools culture where all staff hold the principle that “it could happen here”

This year we have established a UAT Designated Safeguarding Lead (DSL) forum which meets regularly to enable collaborative working, share case study exemplars for Early Help and to also provide a level of Quality Assurance and Quality Improvement to ensure that both our staff and our students are well supported.

GREAT PLACES TO WORK AND LEARN

All Schools have completed a full Safeguarding review, which was carried out in conjunction with the Headteachers and Designated Safeguarding Leaders – these reviews identified areas of strength and good practice but also identified areas for opportunity. Appropriate action plans have been put in place to achieve these outcomes and are regularly reviewed by the Schools and their Governors.

Our Staff training has also been reviewed – whilst our core training for staff remains in place for all staff there is now both core and advanced training themes which are drip-fed throughout the year to ensure that Staff are regularly briefed on the latest Safeguarding information ensuring that Schools can proactively respond to issues as they may arise.

AT THE HEART OF OUR COMMUNITIES

Our Trust needs to have rigorous systems in place to support staff in keeping our children and young people safe – each of our Schools work tirelessly with our multi agency partners to ensure our Students wellbeing is promoted. Each of our Schools have a number of support networks in place for students including support around mental health, healthy relationships and online safety.

FUTURE DEVELOPMENTS

We continue to work on providing the best possible support for our families, at a time when there is little external support from our Local Authority partners for Children In Need or whom may have been identified as requiring additional support and guidance through Child Protection Plans – this remains our priority so that some of our most vulnerable students are supported.



“

Safeguarding the rights of others is the most noble and beautiful end of a human being.

”

KHALIL GIBRAN



BARBARA MANNING
TRUST SAFEGUARDING LEAD

DIRECTOR OF SEND

EXCELLENCE FOR ALL

The UAT SENDCo Network has been recently established to enable collaborative working and ensure that children with SEND are championed and supported effectively.

Alongside this, strong and effective partnerships have been developed with relevant staff in each school (particularly the Headteacher and SENDCo) and within the Central Team to ensure support and challenge can be provided and targeted effectively across the Trust.

SEND Training has been delivered to school leaders, Governors and Trust Directors to ensure they are aware of their obligations and responsibilities in relation to SEND. This was delivered in two parts: the Director of SEND firstly briefed Trust members on the code of practice. The second session was led by our barrister, Russell Holland on the legal implications of the SEND code of Practice and the Equalities Act.

GREAT PLACES TO WORK AND LEARN

Regular 1:1 supervision is now provided to the SEND staff in each school to ensure they feel supported, and their wellbeing is promoted.

I have undertaken learning walks alongside SENDCos and relevant staff in each school to support them in evaluating the environment for children with SEND and identify potential barriers to learning.

We have also completed an audit of the SEND assessment resources held in each school. Following advice from external professionals, recommendations have been made to each school where new resources would be useful to be purchased to create consistency across the Trust and ensure a wide range of needs can be accurately assessed and identified.

AT THE HEART OF OUR COMMUNITIES

I have met individually with each Headteacher, to scrutinise relevant documentation and analyse data to fully understand the context of each school within its community.

We are in the process of conducting SEND reviews in each of the schools to identify strengths and areas for development to support schools with their development plans and ensure children with SEND are well supported to be successful and happy.

I have established active and productive working relationships with relevant LA representatives to ensure effective support can be brokered for our schools, children and families.

FUTURE DEVELOPMENTS

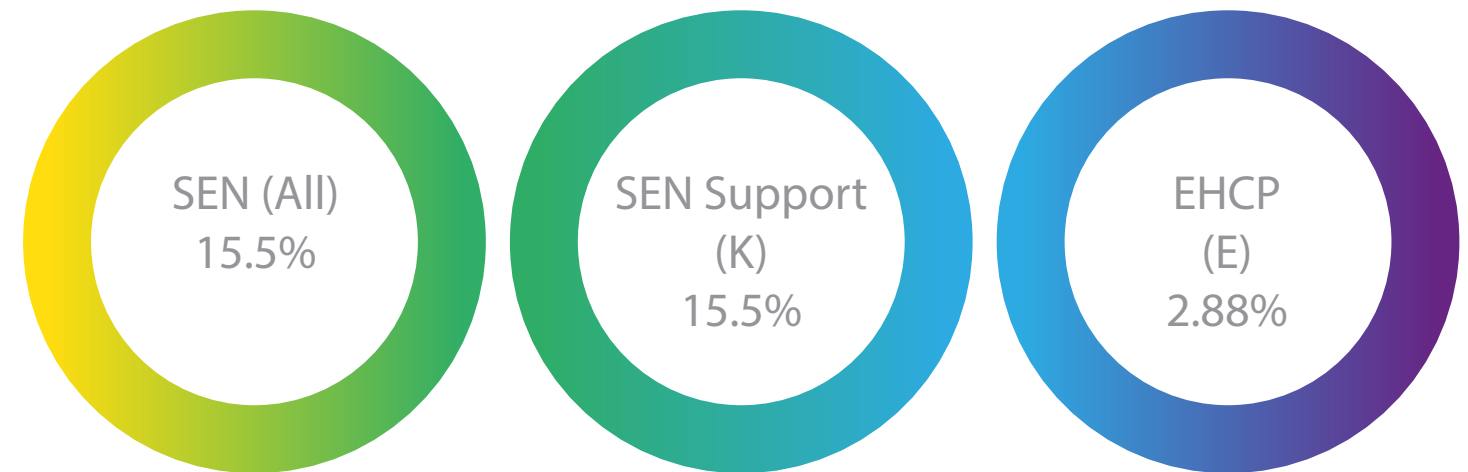
Develop a Trust SEND Strategy to provide further innovative ways to promote inclusion across our schools.

Provide targeted professional development for staff so that they are well trained on key areas of inclusion.

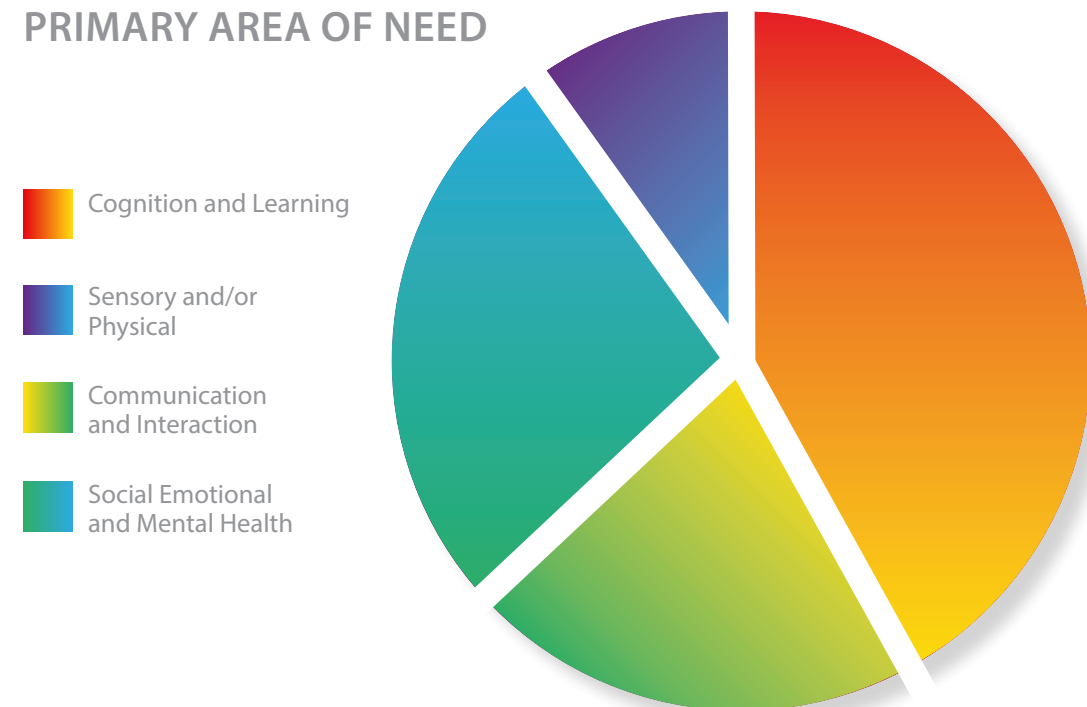
Support SENDCos to ensure clear provision mapping within each school and ensure effective use of resources that are deployed strategically to meet needs.

Develop provision across the Trust in line with UAT SEND strategies and individual school development plans, working with external professionals to ensure this is high quality, groundbreaking and innovative.

Create Trust Graduated Response, in co-production with key stakeholders, to clearly set out the barriers to learning that children may experience and the strategies and provision that could be deployed to support them. This will ensure that every child in a UAT school receives the support they are entitled to and provide clarity for staff, children and their families to support discussions between schools and support services with the child at the heart of any decision making. Evaluate key policies and documentation to ensure they promote inclusion for children with SEND and provide a Trust consistency across these.



PRIMARY AREA OF NEED

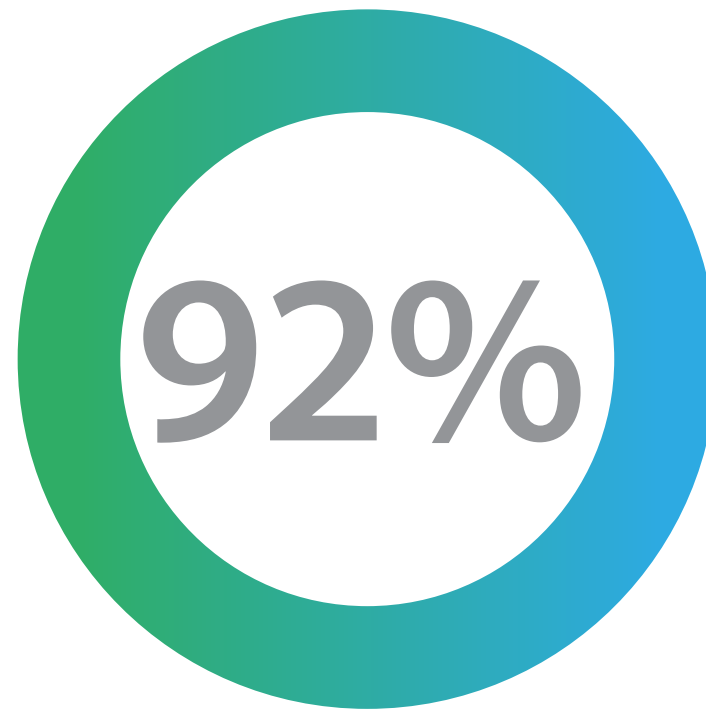


BETH WARWICK
DIRECTOR OF SEND

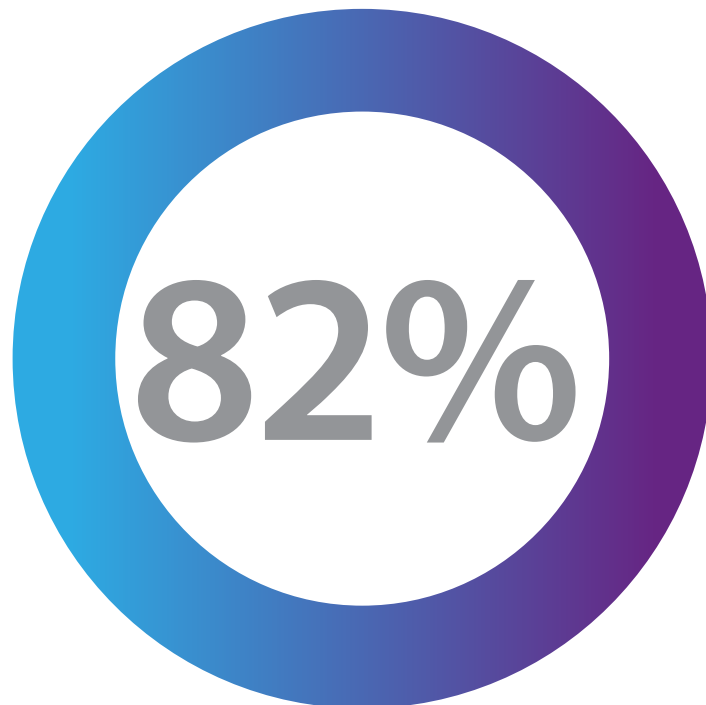
PARENT VOICE



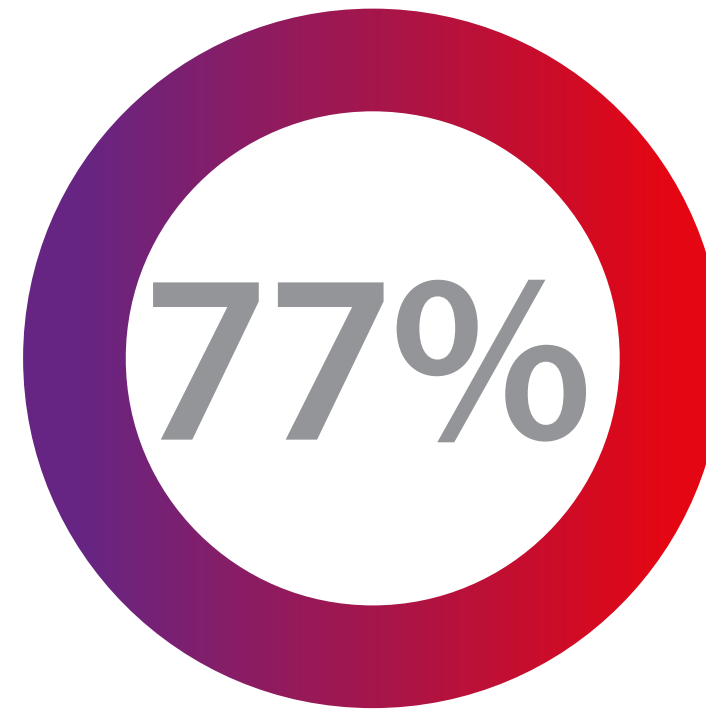
OF OUR PARENTS WOULD RECOMMEND THEIR CHILD'S SCHOOL TO OTHER PARENTS.



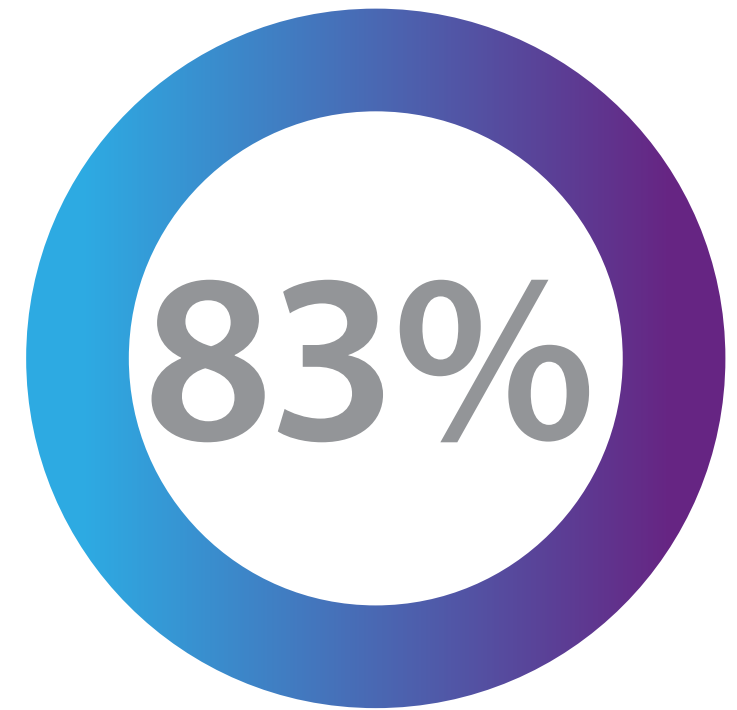
OF PARENTS AGREE THERE'S A GOOD RANGE OF SUBJECTS AVAILABLE AT THEIR CHILD'S SCHOOL.



OF PARENTS ARE HAPPY WITH THE INFORMATION THEIR SCHOOL PROVIDES THEM WITH REGARDING THEIR CHILD'S PROGRESS.



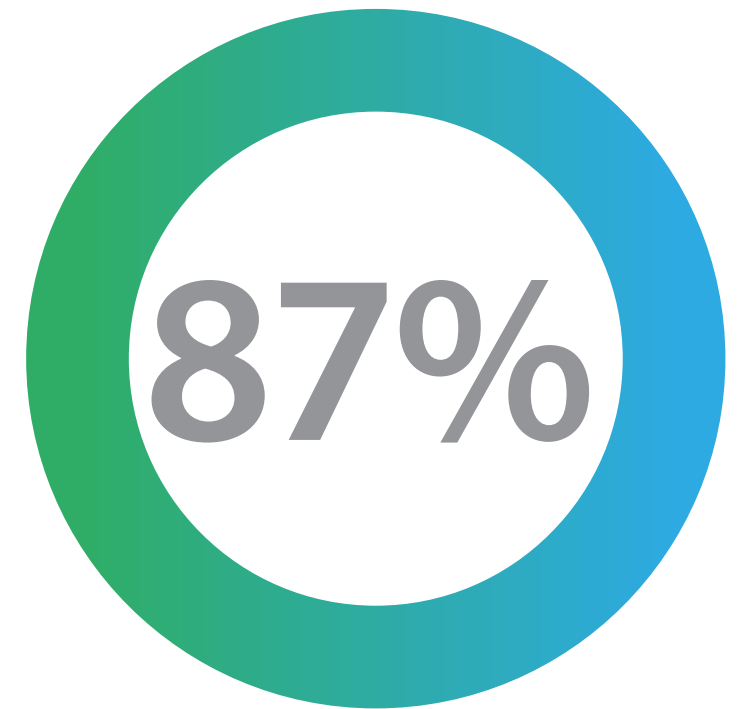
OF PARENTS BELIEVE THEIR CHILD'S SCHOOL SUPPORTS THEM WELL WITH THEIR WIDER PERSONAL DEVELOPMENT.



OF PARENTS BELIEVE THEIR CHILD'S SCHOOL HAS HIGH EXPECTATIONS OF THEM.



OF PARENTS AGREE THAT THEIR CHILD IS DOING WELL AT SCHOOL.



OF CHILDREN TAKE PART IN CLUBS AND ACTIVITIES IN OUR SCHOOLS.



AXE VALLEY ACADEMY

Axe Valley Academy is a fully comprehensive school and a tolerant and kind community. We have been immensely proud of our students' calm and purposeful return to face to face learning across the last year which has been commented on by the many visitors we have welcomed to our school. We have had a focused year on getting back into disruption free classrooms and offering a wide enrichment offer and record number of trips to support our students. With a record number of students choosing to move into our school this year we are demonstrating what a wonderful school we are.

EXCELLENCE FOR ALL

We have introduced 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. This has been further strengthened by our extensive reading programme through our diverse reading canon and daily reading. Teachers have engaged in an instructional coaching programme which has continued to strengthen quality teaching from specialists in every classroom.

GREAT PLACES TO WORK AND LEARN

The introduction of our House System has gone from strength to strength with our new House ties, successful student leadership 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. Our extensive enrichment offer has seen fantastic participation of students in on site workshops, trips, visits, competitions, performances and fixtures – from chess tournaments to London Theatre trips. We have invested in developing our enrichment facilities and have new community music spaces to support community Orchestra and our Primary music offer as well as specialist photography rooms.

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.

The students at AVA made the generous donations to support European refugees and our ASDAN students were pivotal in sorting and delivering the donations.

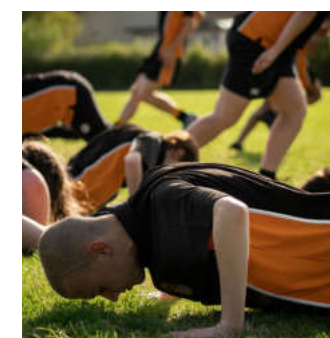
Our students continue to show, both to the local community and more widely, how amazing AVA students are with members of the public commenting on how perfectly our students behave for example at Joseph in Plymouth.

FUTURE DEVELOPMENTS

We have a record number of first choice applications for Year 7 in September, with a waiting list, for the first time showing incredible growth. Our SEND offer is increasing even further with a new Assistant Headteacher growing our senior team. Instructional coaching will be further embedded to make sure teaching is constantly improving.

IMPACT OF TRUST WIDE WORKING

We have begun embedding our new languages curriculum, including the exciting addition of Spanish, alongside our Trust Languages lead. The development of our Social Media platforms and school materials with our Trust Marketing lead has helped parents and the wider community better understand and interact with our school community and shown off our students and their achievements more than ever before. By gaining additional support from other Leaders across the Trust joining our LGC we have further strengthened Governance with educational expertise and a wider educational view..



“

Our extensive enrichment offer has seen fantastic participation of students in on site workshops, trips, visits, competitions, performances and fixtures – from chess tournaments to London Theatre trip.

”

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 over the past few years and particularly of how our whole community have pulled together to achieve the improvements we have made: students, parents/carers, staff, governors and UAT staff.

EXCELLENCE FOR ALL

Ensuring that high standards of behaviour are evident around our school has been a real focus for us, post-pandemic. We have been very pleased to see behaviour for learning improve substantially, particularly when in lessons. Our curriculum is now much more challenging for all students, who have risen to these challenges admirably and with great work ethic.

We are seeing an increasing proportion of our year 13 students opt to study at Russell Group Universities and on high-quality post-18 apprenticeships.

GREAT PLACES TO WORK AND LEARN

Our work to ensure that Holyrood is a truly inclusive school that stands in opposition to all forms of bullying, discrimination and harassment has had a real impact this year. Our students are increasingly telling us how safe and welcome they feel and that they know that Holyrood staff will support them with any issues they are having. We have had a record number of prefect applications this year, with 57 of the current year 10 applying to take on these exciting leadership positions.

AT THE HEART OF OUR COMMUNITIES

We led colleagues across the Trust to raise £9k for Bristol Suicide Prevention, including through a sponsored bike ride from London to Chard. We did this in memory of a former student who lost his life to suicide.

Holyrood now has a PTFA! This amazing group of parents, carers and friends of the school have raised thousands of pounds to support our students through organising quizzes and other events.

We are now liaising with our community in genuine partnership and we are doing this regularly. Our students are working collaboratively with various community groups on issues affecting Chard and the surrounding area. It is great to see young people leading within and beyond our school gates.

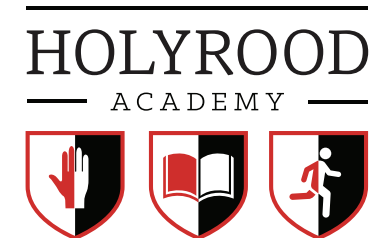
FUTURE DEVELOPMENTS

We are very much looking forward to the planned site improvements at Holyrood as we welcome the refurbishment of our Sixth Form Centre this summer as well as our new £7m building in March 2023. This accommodation will provide a student entrance, purpose-built Dining Hall, 6 additional classrooms and office spaces in March 2023. September 2022 will see Holyrood accept its largest ever cohort of students, with 260 students joining us. We are looking forward to meeting the newest members of #TeamHolyrood!

IMPACT OF TRUST WIDE WORKING

We have benefitted hugely from working with our friends in the UAT Central Team and in other UAT Schools, particularly when:

- Support to develop our SEND provisions has been provided by the UAT Director of SEND, Beth Warwick
- We worked closely with Laura Jenkins, Headteacher at Axe Valley Academy, to help us develop our strategy to improve morning punctuality
- We have collaborated with other English and Curriculum leads to make sure that our they are as inclusive and representative as possible.

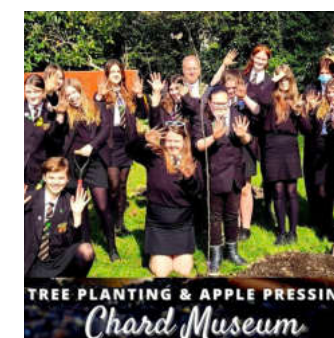


“

We are very proud of the progress our school has made over the past few years and particularly of how our whole community have pulled together to achieve the improvements we have made.

”

DAVE MACCORMICK



DAVE MACCORMICK
HEADTEACHER

NEROCHE PRIMARY SCHOOL

The children at Neroche are lucky to have a dedicated staff team who have worked tirelessly to ensure every child makes progress and achieves.

Their commitment has ensured a smooth return to school post covid, re-establishing confidence and resilience among the children. Children and parents have welcomed the change to re-engage socially with each other and it has been lovely to witness friendships and relationships reconnect and blossom. For our youngest children, social interaction with peers has been a priority having missed out on key social development during pandemic restrictions.

EXCELLENCE FOR ALL

High expectations for all have driven the learning Intent this academic year.

We have been on a curriculum journey this year and this has been the focus for school improvement as we make our curriculum more ambitious and exciting.

Clear progression of knowledge and skills have been prioritised and we have benefited from the support of the Trust Primary Advisor to enhance the provision across the school and strengthen subject leadership.

New EYFS curriculum reforms have resulted in a joint schools' curriculum project to design and produce an EYFS curriculum for the Trust.

Catch up funding has been invested in after school tutoring for the most disadvantaged students. Tutoring sessions have been received well and have been well attended.

GREAT PLACES TO WORK AND LEARN

As a school, we continue to be oversubscribed with waiting lists for school places. The school numbers have risen to record highs this academic year and our on-site Pre School provides an education from 2-11, something we are proud of.

We celebrate the success of our Neroche children both in and outside of school. We have had success at local events such as Young Voices, Poetry recitals and at a range of sporting events. Achievements and success out of school are celebrated through assemblies and the children have enjoyed sharing achievements from a range of interests from sheep showing to music exams and performance in amateur dramatic shows.

We have endeavoured to offer a wide range of enrichment opportunities and value this as an important part of the curriculum for our children. These enrichment opportunities both on and off site have brought curriculum areas to life and offer the children first-hand experiences that they remember. Onsite music lessons, lunch time and after school sports clubs and planned activities within our extended provision childcare club have all contributed to our enrichment offer this academic year.

Safeguarding has remained a high priority this year with an increase in the number of staff members being trained as Designated Safeguarding Leads. Joint partnership working and support from the Trust safeguarding Lead has strengthened staff knowledge and confidence and support for families who require a level of early help and intervention.

AT THE HEART OF OUR COMMUNITIES

Neroche is a village school and is located within the heart of the village community.

The school has a family feel and welcomes the opportunity to develop and strengthen community links for example with the Parish council to support plans for a new playpark.

The local PCSO visits the school and local area regularly and has supported us to tackle issues surrounding parking, driving speeds and social media use with the students.

Many of our local governors live within the community and bring a local perspective to school decision making and strategy.

We have adopted the No Outsiders strategy this academic year which promotes the awareness of British Values and celebrates diversity while preparing children for life in modern day Britain.

We particularly value our partnership with parents, keeping them up to date and informed with their child's progress and our curriculum developments.



“

High expectations for all have driven the learning intent this academic year post COVID. Progress and achievement have been carefully monitored and challenged to ensure excellence for all.

”

ALI COLLINS



As a school, we also love to take part in community events. Platinum Jubilee celebrations have provided a great opportunity for these working with groups such as the Ilminster Rotary and Sunflowers for Somerset.

FUTURE DEVELOPMENTS

Improvements to the school site in terms of internal decoration and space are planned with the help of the increased trust capacity.

Improvements to the Forest School area are set to take place to enhance the outdoor learning environment using donations from our Parent body.

A new children's mental health strategy is being planned alongside the new role of Senior Mental Health Lead for the school.

IMPACT OF TRUST WIDE WORKING

Neroche joined UAT in January 2021 and hasn't looked back. The school to school support along with the support from the Trust Central Team has resulted in increased capacity at all levels and the opportunity to work strategically to drive school improvement. We have gained a School Business Manager, a dedicated Primary Advisor who works across the trust, a dedicated SEN Director who works across the trust, a Safeguard lead who works at trust level along with the expertise of the CEO.



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. The school has focussed on 'rebuilding' after the pandemic and identifying the gaps that have grown as a result. Pupil wellbeing has been the top priority, and we feel proud of how well our children have settled back into school routines. The academic priority has been reading and writing, with specific plans put into place to address these areas. Vast improvements have been made in reading, with an emphasis on raising the ambition for each and every child.

EXCELLENCE FOR ALL

A greater emphasis on teaching and learning has been put in place, with a robust CPD programme implemented and led by the headteacher, which is being continued by the primary advisor.

The curriculum has been redesigned to ensure subject-specific skills and knowledge is taught for every subject. Whole class reading and phonics has been adopted to raise ambition and challenge for all children so that everyone works on the same objectives. Lesson design has been forensically examined to ensure teachers have a specific focus during lesson sequences.

GREAT PLACES TO WORK AND LEARN

The school continues to benefit from a strong reputation and thus currently operates above its PAN of 30 in 5 out of 7 classes, with another 30 children joining us in September 2022.

The school continues to be a safe, secure space where safeguarding is paramount, and every member of staff knows that safeguarding is everyone's responsibility.

Our enrichment opportunities have improved, with extra-curricular opportunities including Coding Club, Sign-Language Club, Ukulele Cub as well as a wide variety of sporting clubs. Other enrichment opportunities include comprehensive residential experiences across Key Stage 2 and a planned Ambition Day. The school has a newly formed Personal Development Strategy to ensure that improvements continue to be made in this field.

AT THE HEART OF OUR COMMUNITIES

Close relationships with community groups have been re-established since the return of face-to-face teaching, including The Church, the local Green Team and local nursing homes.

The school is opening its doors once again to the wider community, inviting parents and members of the community in to celebrate children's achievements during assemblies, and other festivities, such as Open mornings.

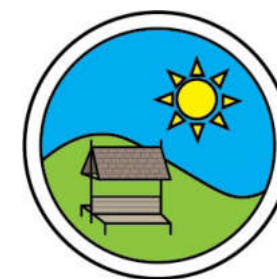
Joint community work for the Queen's Jubilee shows that the school continues to remain at the heart of its community.

FUTURE DEVELOPMENTS

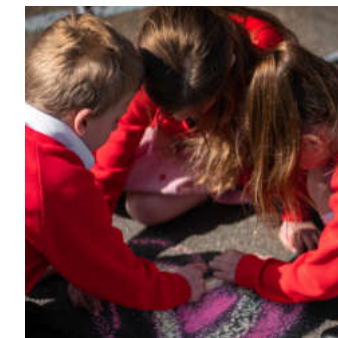
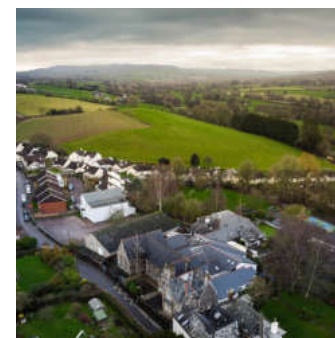
We are excited by the new classroom project which will result in two classrooms being built on our site. As a result, a new sensory room will be created in one of the vacant classrooms, which is a space that is desperately needed within the school and will have a real impact on those children who require sensory support.

We are launching our new school vision (HEART) later this term. This is an exciting chapter in the school's future, allowing a more concentrated approach to teaching and learning.

The school is keen to work with the secondary school on the 'Cradle to Career' project, which has the potential to make a huge difference to families within the community, as well as the school as a whole.



UFFCULME PRIMARY SCHOOL



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We are launching our new school vision (HEART) later this term. This is an exciting chapter in the school's future, allowing a more concentrated approach to teaching and learning.

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IMPACT OF TRUST WIDE WORKING

We have further strengthened our SEND provision by working closely with the director of SEND to ensure all children with SEND have their needs met and that quality first teaching is central to this.

The DSL forums have been instrumental to the DSL team as there is a more supportive network to call upon in certain situations. The forums also ensures that safeguarding provision remains effective and streamlined across schools. The headteacher continues to benefit from the Primary Group Meetings and the Executive Headteacher Meetings where areas of need are identified, and next steps are planned and supported. The marketing and communications lead has helped with the school's new vision, creating effective images to be used with school communications



FRASER WALLACE
HEADTEACHER

UFFCULME SCHOOL

At the heart of Uffculme School is our positive culture and ethos – that desire for excellence in everything on behalf of our students. Every child has one education, and as a school we need to make it everything it should be. And we want to encourage each student to value their time at Uffculme and make the most of all the opportunities they are offered.

A large part of our efforts has been focused on putting in place carefully structured catch-up plans in each subject (as well as whole school level) for all year groups, backed up by individual tutoring for those students that most need it, as well as targeted support and intervention for other groups of students.

We also recognise that many students and their families have experienced real hardship through this time (and many still are) so we have also been focused on strengthening our support services so that every child, no matter what their situation can be supported to make the most of their time with us. But we have been clear that it is not enough to simply put things back to what they were, rather we want to push on with our ambitions plans to further strengthen and improve the school.

EXCELLENCE FOR ALL

At the start of the year, we appointed a new Assistant Headteacher to lead on Inclusion and SEND, overseeing our support for the most vulnerable students in our school. Since her appointment we have completely reviewed our provision for these students with a revised structure for the I-Send Team and an increased emphasis on teaching staff providing the first universal tier of support.

We have also developed a new 3-Year Strategy to support those students that are from disadvantaged backgrounds.

More generally each of our subject areas has been focused on reviewing and re-developing their curriculums to ensure that they each 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. At the start of the year we commissioned an external review to interrogate and validate the culture and effectiveness of the school's safeguarding arrangements. The findings of the review were extremely positive, endorsing our strategies but also allowing us to identify some areas for further development which we have implemented this year. We have also significantly increased site security.

Over the past months a major priority has also been resetting our ethos. Students lost so many opportunities and experiences through the lockdown periods, and we have been determined this year to bring these back as soon as we were able, including our enrichment and extra-curricular programmes which are now back in full. This included a full scale production of West Side Story.

Another high priority for us has been in supporting all 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 at the hugely positive feedback that we have received regarding the frequency and quality of our communications with them across a range of media.

Our Local Governing Committee has been significantly strengthened not only by the addition of new members to the team but also by restructuring the way in which the members link to the school – this provides vital scrutiny and quality assurance of the school.



“

We have been clear that it is not enough to simply put things back to what they were, rather we want to push on with our ambitions plans to further strengthen and improve the school.

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ALAN BLACKBURN



And we have 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

An important priority is to strengthen attendance after the disruptions caused by Covid. Many students continue to have anxieties around Covid whilst others have slipped out of their routines of regular attendance.

This term we have started to review the school's approach to Anti-Bullying – how we can further strengthen our culture of being 'upstanders' who challenge negative behaviour as well as putting all of our systems under the microscope to see how we might further strengthen them.

We are also 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 in facing the pandemic has been invaluable. Without this the sense of isolation in decision-making would have made this period so much harder to navigate and tackle.

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 emerging Trust IT Strategy is not only helping to ensure that each individual school system is effective but also that they are fully integrated.



ALAN BLACKBURN
HEADTEACHER

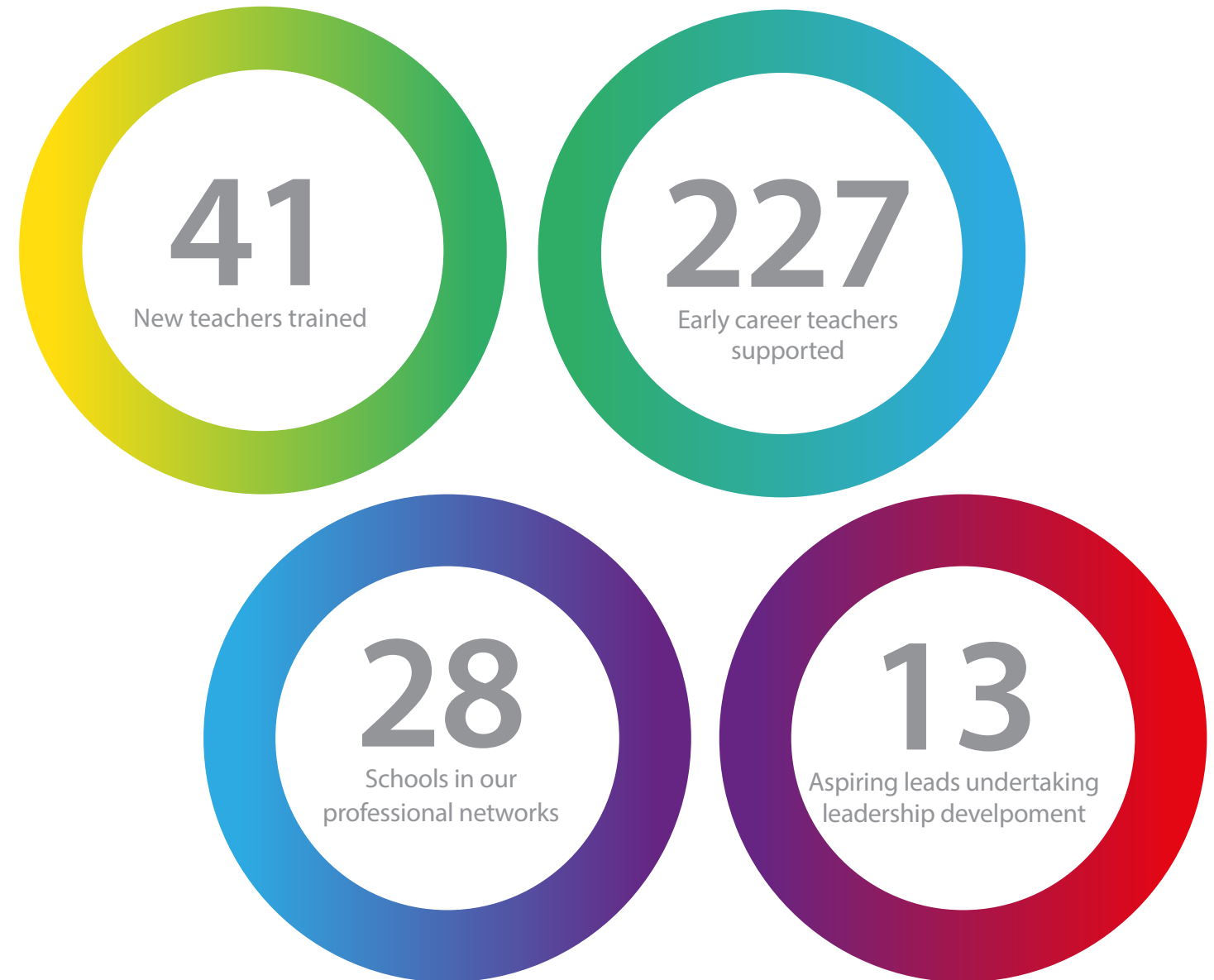
WEST COUNTRY TRAINING SCHOOL ALLIANCE

HIGHLIGHTS

- We are coming to the close of our first year as a strategic partner of the South West Institute for Teaching (SWIFT) – a partnership between the two teaching school hubs (TSHs) and a number of MATs and legacy teaching schools across Devon Torbay & Plymouth. WCTSA has really cemented our role within this organisation through taking on a lead role in the Appropriate Body service, Early career Teacher provision and the facilitation of subject-specific professional communities for teachers across the county and beyond.
- We were set the target of taking on 125 ECTs in the SWIFT Appropriate Body Service (Colyton TSH) this year and have taken on almost double. Through this provision, we register Early Career Teachers from across the region and take responsibility for the quality assurance of their two-year statutory induction process.
- Despite the national backdrop of falling numbers of people entering initial teacher education (a 23% year on year decrease), we have had one of our most successful years of recruiting so far and have a full cohort on our School Direct initial teacher training course for next academic year. Many of last year's trainees were recruited into schools within the trust across all three secondary schools.
- Our Training School Director was recently recruited as one of the twenty four national WalkThrus trainers. WalkThrus is an instructional coaching programme which curates and clarifies the most effective teaching techniques based on the principles of cognitive Science. It was written by well-known educators Tom Sherrington and Oliver Cagioni.

FUTURE DEVELOPMENTS

- Once WalkThrus training has been completed in June, we aim to develop a WalkThrus network in Uffculme Academy Trust schools (in addition to our wider WalkThrus work within SWIFT). This will bring together the teaching and learning expertise from all of the trust schools. We will also offer WalkThrus school-school CPD to other schools across the county.
- All Initial Teacher Training organisations are currently applying for reaccreditation and much of next academic year will be spent looking at how to deliver the core content framework most effectively to trainee teachers through input into the design of the new courses.
- The Early Career Framework came into force in September 2021 and next year will see us navigate the second year of the two-year programme. This will involve continued delivery of the syllabus to ECTs and support of schools within the trust with the induction and assessment process.



JEN KNOWLES
DIRECTOR, WCTSA



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.

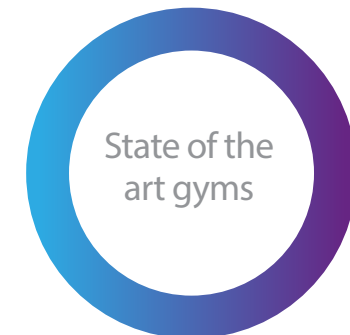
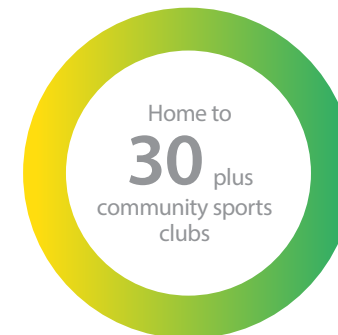
The great part is that all the profits from both Centres goes directly back into our schools.

During the periods when gyms were shut, we continued to provide online zoom classes and since reopening we have quickly bounced back to offering full programmes.

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 more than 3000 children and young people in our care.

In the last academic year, we received revenue income of £19.8m, of which 92% was from the government. This was used to fund the operation of our schools and spent on:

£13.8m

Teaching and Educational
Support Staff

£2.3m

Premises, Catering,
Administration and other
Support Staff

£0.2m

Maintenance

£0.6m

Utility and occupation costs

£1.3m

Educational supplies
and services

£1.3m

Other supplies and services
such as catering, administration
and contributions to school
refurbishment costs.



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 £1.1m 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 £1.2m on capital works to our schools including replacing the roof at Uffculme Primary, improving fire and electrical safety in Holyrood and Axe Valley and installing additional site security at Uffculme School.

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. Meanwhile we are using our own resources to improve the accommodation for children with additional needs at Neroche.

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 626 tonnes of carbon.

We have two key priorities, reducing our emissions and our energy costs. We are undertaking 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.



BEN BROOK
DIRECTOR OF FINANCE AND RESOURCES



www.uffculmetrust.org