



**GREAT
HEIGHTS**
ACADEMY TRUST

Achieving excellence together

Great Heights Academy Trust **STAKEHOLDER OVERVIEW**

Providing a stronger, broader 2-18 trust offer in West Yorkshire



**2023
2024**

We are always keen to welcome new partnerships into our Trust.

Please do contact or visit our main office, or any of our academies would be happy if you wished to visit to talk to staff about their experiences.

Great Heights Academy Trust

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Foreword by

Carlton Midgley
Chair of Trust Board



Our strong Trust Board is committed to the vision and values of the Trust and each Trustee has high aspirations for all our pupils.

The Great Heights Academy Trust focuses on meaningful collaboration between Trust schools and designations for the benefit of all the pupils in every Trust school. As Chair of the Trust Board, I am pleased to introduce you to our Business Plan for 2023-24.

This Business Plan sets out very clearly our determination to support and challenge our schools to provide the best possible educational experience for all the pupils by having a creative and ambitious curriculum and the highest quality teaching. There is a relentless focus on academic excellence and high-quality pastoral care to ensure that our children are capable, confident and caring learners.

The wealth of expertise within our schools, along with high quality governance, fosters a strong sense of belonging and community across the Trust whilst remaining focused on

each child achieving their full potential. We strive to develop a culture where each member of staff is motivated and supported to provide high quality, innovative teaching along with opportunities for sharing their expertise.

Our strong Trust Board is committed to the vision and values of the Trust and each Trustee has high aspirations for all our children.

This plan charts our journey to excellence for all and I commend it to you.

Carlton Midgley

Message from

Amanda Bennett OBE
Chief Executive Officer, NLE



Proud to have been recognized by Prince Charles, the now King Charles III for services to Education and recognition of our MAT collaborations to date.

It is my privilege and pleasure as CEO to present the business plan for 2023-24 as it sets the high expectations which all our stakeholders have to ensure all those in our care can be supported on their improvement journey.

Following our designation as a sponsor over 5 years ago, we have grown in our capacity to support and challenge each other in order that our pupils and families have equality of provision. We are a growing MAT with an impressive network of partnerships and in-house designations which share our vision and values. Our strong multi-designated offers from our SCITT, Research School and English Hub are uniquely positioned within our MAT and so, provide readily accessible expertise and capacity which is the major core school improvement business offer.

As the educational landscape continues to change at pace with financial pressures and recruitment challenges,

the Trust is securely positioned to offer a collaborative environment for schools to access support and challenge for school improvement and access to future teachers. Strong local and national partnerships alongside engagement in initiatives and developments with the DfE and the EEF offer our schools the added benefit of bespoke offers. These can accurately and effectively target needs and developments in order that all in our care can access lifelong learning opportunities and aspire to reach their true potential.

This business plan details the necessary vision and 'road map' offers accessible to all schools seeking bespoke school improvement support within our Trust and those interested in joining us. This plan is the start of further collaborative working and a pledge to those whom we engage with.

Amanda Bennett OBE

Vision and Values

Our Trust vision has school improvement at its heart that will benefit all children in Trust schools.

We aim to:

- Develop an effective partnership of schools that share a commitment to raising standards
- Strengthen the partnership by valuing the uniqueness of each school and expecting all schools to contribute
- Foster relationships based on mutual respect with a balance of autonomy and accountability
- Share expertise – both best practice and best practitioners
- Develop all teachers and leaders through effective professional development.

This Trust vision drives both our School Improvement Strategy and our Strategy for Growth. Our mantra across our partnerships embraces the themes:

Great teaching and learning opportunities for all within the partnership

Real life opportunities to develop an understanding of the wider world

Entuse a love of learning and mutual respect

Academic development to nurture potential for all

Thorough accountability

Our Vision and Values Statement:

The Great Heights Academy Trust strives to always provide an inspirational, positive and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm and mutual respect. We aim to nurture academic, personal, spiritual and social development in a caring and professional manner so that all achieve their full potential and all can reach GREAT heights.

Reasons to join our Trust

“As we build back better from the pandemic, multi-academy trusts have the capacity to provide the best training and evidence-based curriculum support for already great teachers, freeing them to focus on what they do best – teaching.”

Department for Education

The government recommends every school in the country be part of a strong MAT. But why should your school choose Great Heights Academy Trust?

2. Staff Retention

We recognise that effective teacher support is a key factor in improving practice, learning and staff retention.

Supporting career pathways at all levels, we provide training and support to senior, middle and future leaders through bespoke coaching and mentoring, network groups for curriculum leaders, key provision focus areas and management teams, and access to research informed professional development - including the EEF's Making Best use of Teaching Assistants.

3. Collaboration

We empower subject leaders to plan together and exchange schemes of work and best practice, providing staff access to support networks and offers that enable shared lesson planning, sharing and moderating approaches to assessment, coaching to improve practice, and inquiry-based research.

Networking with others across the trust to share and support developments, we proactively raise awareness of professional standards plus misunderstandings and misconceptions on roles and responsibilities. Our audits and peer reviews help identify strengths and areas for development to better shape curriculum offers as well as providing increased power to negotiate services and gain better value.

From phonics to seesaw platform learning, catch-up planning to SEND and assessment, we provide network group access to curriculum leaders and bespoke forums.

Below, we highlight three key reasons to join our MAT:

1. Develop great teachers

Building on the success of the Early Roll-out programme, and launching in schools nationwide from September, we are an approved provider of UCL's Early Career Framework (ECF) - a two-year government funded programme designed to support newly qualified teachers and their mentors.

We believe that equipping the next generation of great teachers can only be possible through equal and close collaboration between schools, colleges and universities.

That's why, in partnership with the University of Huddersfield, our training programme, AA Teamworks SCITT, offers trainees the opportunity to learn through an established Initial Teacher Education (ITE) Partnership - ensuring the best possible support and education.

With a proven track record in school-to-school support, implementation planning and change management, we also provide access to leadership expertise from our own School Improvement Team, including specialist leaders from our DfE designated English Hub and Research School. With an additional new to Headship internal programme offer.

“ Staff Testimonials . . .

Below are some examples of how Great Heights Academy Trust helps support and nurture its staff:

“Since starting as a trainee, I have worked in Key Stages 1 and 2, focusing on Years 1 and 5. These placements afforded me the opportunity to observe my mentors in action, giving me the confidence to slowly build up my own teaching hours.

My teaching timetable allows me to attend training for 1 day per week, with the lectures providing the tools and the knowledge required to take my teaching to the next level. The lectures delve into the research behind how children learn, providing you with innovative and alternative methods to help shape your students. This helps make your lessons more engaging and inspiring for your pupils, and has them actively enquiring as to when your next lesson will be.

Each part of the curriculum is broken down and discussed, giving you the confidence to teach subjects outside of your comfort zone, with help on hand from the staff at Teamworks as you progress through the year.

Teacher training is hugely demanding, no matter how you decide to approach it, but I am so glad I chose AA Teamworks SCITT. I would recommend it to anyone considering a career in teaching.”

Simon, ITT Trainee

“I have loved every minute of my time at Great Heights Academy Trust. I am empowered to make decisions, use my judgement, and find innovative ways to help and support our children. Every day is different.

Following a career change, my teacher journey started when I undertook training with the Trust's School Centred Initial Teacher Training (SCITT). I knew very early on that this was where I wanted to be, it felt like home.

If you are looking to become the very best teacher that you can, then I cannot think of a better place to be. Every member of the Trust has been open, honest and supportive, and there is a strong thirst and desire throughout the MAT to push boundaries, uncover the latest research, and apply that in a way that can only benefit our children.

I changed careers because I wanted to 'make a difference'. Being here, surrounded by this amazing group of talented people, makes me believe I am doing just that.”

Alan, Year 6 Teacher, The Greetland Academy

“Having been recognised as a strong leader in my previous school, I was offered the opportunity to become a Specialist Leader of Education at the Great Heights Academy Trust. The coaching and training I received to fulfil this role helped develop my leadership skills, and demonstrated the level of support I would receive if I was to work within Great Heights Trust.

My previous work as an SLE meant I had the skills and experience to help land the position and, after discussions with the principal, it was clear that the Trust would continue to support my leadership progression.

The excellent coaching, I received from the MAT and the English Hub Leader has enabled me to become a successful Literacy Specialist and has supported me in being an effective Reading Leader in my own school. I am truly excited to further my career development within Great Heights Trust. With the support and guidance of the Trust's leaders, I am more than confident I will achieve all my career goals here.”

Lianne, SLT, Carlinghow Academy

Core Offer

All Trust academies have access to a range of support, including:

- Professional development support for all
- Leadership and School Improvement dedicated teams, working collaboratively to improve outcomes
- Internal peer review monitoring support alongside external school improvement partner visits to provide external scrutiny
- Network groups for curriculum leaders
- Induction of ECF teachers and senior leaders
- Governor induction and development
- An effective Executive Leadership team and Trust Board to support and challenge the school
- Organisational effectiveness (HT standards domain) support meetings to ensure clear and sound financial, H&S, Premises and Safeguarding procedures which comply fully with the Academy Trust Handbook
- Dedicated School Business and HR links.

The level of support will respond to the level of powers and responsibilities delegated to each LGB.



We aim to identify the best leaders and practitioners, at all levels, and deploy that expertise across the Trust.

School Improvement Strategy

Our School Improvement Strategy is based on the importance of achieving effective leadership and management that will have a relentless focus on improving the quality and consistency of our curriculum offers.

To respond and adapt and so enable children to be ready for the next stage of their educational journey.



The strategy has five key strands:

1. Good knowledge of the needs and challenges faced by each Trust school

Systematic and rigorous monitoring and evaluation of all major aspects to enable any issues to be found and appropriate support/intervention to be planned and implemented:

- Effectiveness of leadership and management, including safeguarding
- Quality of curriculum offers
- Standards of behaviour and attitudes
- Personal development
- Appropriateness of the curriculum
- Effective use of data to inform improvements which are securely evidence-informed

Monitoring methods adapt to changing needs with a calendar of offers and support including peer reviews, internal audits and questionnaires.

2. Good knowledge of how to support each Trust school

We recognise that schools will need different types of support at different stages of their improvement journey. School self-evaluation will be moderated to ensure that priorities are accurately diagnosed and support is bespoke and appropriate. The Trust will then allocate personnel accordingly from the wide range of expert practitioners that we can access. This range covers: NLEs, LLEs, SLEs and Evidence Leaders in Education (ELs) from academies of different sizes and complexions.

At the same time, we will be mindful of the need to get the right balance between maximising internal expertise and knowing when to draw on external help and challenge, both from individuals and schools outside the Trust. We contract a Trust school improvement partner, with Ofsted inspection experience, to provide quality assurance for our work. In addition, we will continue to promote the use of evidence-based research, such as that provided by the Education Endowment Foundation, for whom we have led several projects in recent years.

3. Effective development and deployment of leaders and expertise

The quality of school leaders is paramount in driving school improvement forward. We aim to identify the best leaders and practitioners, at all levels, and deploy that expertise across the Trust. We will continue to run development programmes for emerging, middle and senior leaders. Their strategic deployment will help to accelerate improvement across the Trust and we will build up a strong pool of talent for the future to ensure that the raised standards are sustained over time. In addition, we will support the induction and training of effective governors and trustees.

4. Investment in joint professional development of staff

A key factor in improving teaching, learning and pupil progress is effective support for teachers to improve their practice. In addition to our work with individual schools, we will organise joint inset and twilight sessions to address any gaps or weaknesses in subject knowledge or pedagogical practice. We will empower subject leaders to plan together, swap schemes of work and share good practice.

We will support classroom staff to work together in clusters through joint lesson planning, sharing and moderating approaches to assessment, coach improved practice and undertake inquiry-based research into aspects of learning.

5. Monitoring progress and tracking impact

The progress of all Trust programmes will be monitored and their impact will be tracked - it is important to know the value that the Trust is adding. This requires the adoption of robust implementation plans with clear outcome indicators from each academy. We also enable a series of summary dashboards so senior leaders and governing boards can easily spot challenges and barriers. Internal and external reviews and peer MAT processes will ensure that these expectations are tracked and supported to enable all to build educational quality.

Our overall aim is that all Trust academies are able to rapidly move forward in their school improvement journey trajectory.

Spotlight on a Great Heights Academy . . .

“ From joining to judgment, our journey



Mr Jamie Stuttard
Principal

I was thrilled to be able to share the report from [our recent Ofsted inspection \(27 – 28th June 2023\)](#). Bowling Green Academy joined the Trust in December 2020, having been through two years of change and instability. I started four months later and, with the Trust’s support, the progress the made has been fast-paced and wide-reaching – felt by children, parents and staff alike.

I am extremely proud to be the school’s Principal and a member of Great Heights Academy Trust. At Bowling Green, we want children to be the kite in our logo; to fly high, thrive and flourish both academically and personally.

As a new Headteacher, working as part of a team with the Trust’s other Principals was a game-changer. I had an accomplished mentor assigned from day one, a supportive and personalised ‘new to Headship’ programme of CPD, and a highly skilled set of professional partners who I know will help, if needed. Aside from other school leaders, the MAT core team has worked with me to develop my understanding of ‘outside the classroom’ skills, like finance, operating systems and HR – it truly was a Dream Team as a new Headteacher!

Working together, the Trust and I have enhanced the school’s leadership capacity, refreshed the curriculum, provided professional development opportunities and enriched our learning environment. Importantly, I am delighted that Bowling Green Academy has maintained its uniqueness while benefiting from Trust-wide systems of rapid and sustained improvement.

During our recent Ofsted inspection, Bowling Green’s performance was highly celebrated in regards to pupil outcomes, our wider offer within the community and children’s day-to-day experience in school. Our report notes that, ‘Parents and carers appreciated the culture of high expectations in the school’, ‘leaders (including those within the Trust) have an accurate evaluation (of school) ... working with staff to swiftly make improvements’ and, of course, our wonderful children, who are described as having character and maturity that is ‘truly breath-taking’.

Bowling Green Academy’s motto is ‘Achieving Together’ and that is something that the Trust does exceedingly well; share, care and allow everyone to flourish.

Jamie Stuttard

Good
Outstanding
Outstanding
Outstanding
Outstanding



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Parliamentary Under-Secretary of State for the School System
Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT
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Mrs Amanda Bennett
The Greetland Academy Trust
School Street
Greetland
Halifax
West Yorkshire, HX4 8JB

15 July 2020

Dear Mrs Bennett,

The Covid-19 pandemic presents an unprecedented challenge to schools. I know that schools find themselves in difficult and uncertain times and that these challenges will continue to evolve as schools reopen more widely.

I understand that you have been heavily involved, through your role in the Teaching Schools Council, in organising and co-ordinating the school-to-school support offer in Lancashire & West Yorkshire. In addition to this, I understand you and the staff in your trust have supported several local schools in their efforts to open to more pupils. These actions have enabled more children to return to their classrooms, reunite with their friends and continue with their education. I know that your support has been appreciated by the leadership teams in those schools and has fostered collaborations, as you have sought to work in partnership in these exceptional circumstances.

I therefore would like to take this opportunity to thank you personally for the effort and dedication you have shown in providing support to those schools in greatest need, particularly in light of the fact that your trust may be facing challenges of its own. Your support is vital to ensure these schools are able to adjust to the impact of Covid-19 and recover as quickly as possible.

Additionally, I am so impressed to hear that The Greetland Academy Trust is at the forefront of excellence in training and research as a partner of the UCL Early Career Teacher Consortium. I am very grateful to trusts like yours that are going above and beyond to support those who most need it during these extremely challenging times. Thank you for all the work you continue to do.


ELIZABETH BERRIDGE

PARLIAMENTARY UNDER SECRETARY OF STATE



Driving school improvement forward is paramount to our effective school leaders.

Strategy for Growth

Our current planning is for measured growth around two schools per year. Our overall aim is to incorporate good or outstanding schools, with a significant improvement capacity, in addition to schools that are vulnerable when they join the trust. We have anticipated that, in order to be in a position to benefit from economies of scale and to continue to have a significant impact over a number of schools, the trust will work towards having 10 to 12 schools. These could for example, be grouped in clusters of up to 6 school in Calderdale, Kirklees and Leeds and any additional partner LA locations.

Within this strategy for growth, we would aim to:

- Maintain the effective collaborative working that we have fostered across schools that are committed to raising standards
- Build on our School Improvement, School Operational Effectiveness and Finance central offers for our reformed 2-18 growth offer from January 2023
- Scale up our central services and personnel in line with the growth to ensure that the Trust remains effective with quality and standards sustained.

Those wishing to join our trust family, please see our contact us information and/or visit our main office or any of our academies who would be happy to talk about their experiences.

Financial Strategy

The aim of the Trust is that each academy and designation achieves an in-year balanced budget in order to ensure financial sustainability in future years.

The Accounts of the Trust are the responsibility of Trustees, however, Trustees are supported by the work of the Chief Finance Officer (CFO), who ensures that proper procedures are in place for the safeguarding of funds and that the requirements of the Academy Trust Handbook (ATH) are observed at all times. The Trustees and CFO are further supported by a programme of termly external assurance that is in addition to the annual audit.

Our financial strategy adheres to the Academy Trust Handbook requirements that the Trust must approve a balanced budget each year. We extend this principle to the individual constituent academies and designations held by the Great Heights Academy Trust whereby each academy / designation must have an annual balanced budget, which, in line with the ATH, can draw on unspent funds brought forward from previous years. However, in line with our financial aim, the Trust expects all academies / designations to achieve / be working towards an in-year balanced budget.

The Trust has a separate Finance Committee that assists the Trust Board in its duties to consider the sound management of the Trust's finances, future forecasting, monitoring, internal controls, audit, risk management and value for money. In addition, the Trust Board receives financial information six times a year to ensure that appropriate action is being taken to maintain financial viability including addressing variances between the budget and actual income and expenditure and reporting on in-year and end of year balances. The Chair of Trustees and the Chair of the Finance Committee receive this information each month.

The Trustees consider three-year budget forecasts for each academy / designation. Key performance indicator analysis and benchmarking is also undertaken to enable comparison of the performance of the academies of the Trust with each other, as well as with other academies.

The Trust has clear Financial Schemes of Delegation for the Trust; the academies; and the designations to ensure effective financial control across all levels within the Trust.

The Trust has existing financial software systems that each academy utilises and that all new academies would be required to adopt so that central financial controls, monitoring and reporting are effectively and efficiently achieved.

The Trust Board reviews the usage of all specific grant funding to ensure its effective use and impact, as well as ensuring compliance with the relevant conditions of grant. A review of grant usage is carried out with each academy at its point of joining the Trust.



Key Performance Indicators

- Effective benchmarking of pupil performance and implementation of research informed strategies to enable:
- All pupils, including the most vulnerable and disadvantaged make at least good progress from their different starting points
- Gaps in learning loss is identified and effective measures deployed
- Standards in reading, writing and mathematics improve annually or high standards are maintained
- Groups at risk of underachieving make sufficient progress to 'narrow the gap' of any lost learning
- Absence and exclusions are below the national average, persistent absenteeism is proactively mitigated
- All teachers meet or exceed the Teachers' Standards, as do Principals linked to their Headteacher Standards
- Each academy has an in-year surplus or a plan to eliminate the in-year deficit quickly
- All schools use emergency planning and business continuity processes effectively during emergency situations
- All school buildings are in a good state of repair with asset management plans, buildings maintenance plans and annual safety checks up to date to address needs over time
- All levels of governance perform effectively and all school leaders are held to account.

Priorities for 2023-24

1. To align trust board reporting with the DfE Trust Descriptors and 5 pillars to report on the quality of our offers within these descriptor areas and better inform growth opportunities.
2. Enhancement of our 'Recruitment and Retention Strategy' to align professional development, workload and well-being, as well as performance management to utilise on in-house workforce development offers and further shape our talent management offers for all staff.
3. To strengthen our secondary curriculum trust offers, further developing joint quality assurance and sharing of expertise.
4. Revisit our vision and values as a new 2-18 MAT, clarifying our expected culture.
5. To finalise our 2-18 capital strategy with special reference to our digital infrastructure and technology.
6. Attendance/ behaviour engagement at secondary level with the Behaviour hubs.



The Mirfield Free Grammar

Building a stronger, broader 2-18 trust offer in West Yorkshire

Great Heights Academy Trust is proud to welcome its first Secondary Schools into the Trust. The Mirfield Free Grammar formally joined GHAT on 01/02/2023 and Colne Valley High School is in the final stages of joining us. Alex Fuller writes about her appointment by the Trust as Principal at The Mirfield Free Grammar:



"It gives me great pleasure to introduce myself as the Principal of The Mirfield Free Grammar. It is a privilege to lead such a fantastic school and a role I am extremely proud of.

The Mirfield Free Grammar has an inspirational, positive, caring and welcoming environment, where all students can achieve their full academic, personal, spiritual and social potential. Everyone at The MFG strives to 'achieve excellence together' and this vision is embedded in 'THE MFG Character' across our school community, alongside Quality First Teaching.

We endeavour to create well-rounded, happy and confident young people who are able to contribute positively within the community. I am a firm believer that developing THE MFG Character of Tenacity, Health, Equity, Morality, Flourish and Generosity in all our students will enable us to achieve this.

Tenacity Health Equity Morality Flourish Generosity

Beginning my new role as Principal at The MFG could have been quite overwhelming, but the support from everyone at the Great Heights Trust has ensured that I was able to gain a wealth of information and knowledge around all aspects of the role prior to starting. Time spent with the CFO and COO gave me an understanding of systems and procedures at a Trust level and how these underpin the systems and processes at The MFG. Their support at a formal level was invaluable but also their support with specific questions when they arose was crucial. This enabled me to gain a broad knowledge and understanding of these areas that as a new Principal I may have had the least experience in.

The support regarding School Improvement has been critical to ensure my vision for the school could begin to be implemented from the start of this academic year. It has been excellent to be able work collaboratively with the Trust's Research School and School Improvement teams to develop a school improvement plan that is research driven but also supports the individual needs of our school. We have developed the Quality of Education vision by ensuring there is a connection between all elements, leading to our new approach called 'Essential Creative Connections to creating Quality First Teaching'. We have worked in partnership to ensure we have a research-based approach to Quality First Teaching at The MFG and will continue to work together to embed this approach within our Academy Improvement plans.

Since I came to The MFG with the support of the Trust we have been able to develop the Senior Leadership Team to ensure there was a structure that allowed for accountability and capacity for whole school priorities to be driven effectively.

I have felt empowered by the Trust, their vision, culture and approach to school improvement. As a new Principal it has also been wonderful to see the opportunities the Trust brings to all staff within The MFG. We now have a Research Lead within the school, staff delivering on the ITT programmes and a History Lead for the ITT programme.

My journey as Principal at The MFG will have its rewarding moments and its challenging ones but as a new headteacher I feel I have the support from all areas of the Trust to work together to ensure that we achieve excellence for many years to come."

Alex Fuller - Principal, The Mirfield Free Grammar

Great Heights Academy Trust provides the support needed for schools to thrive.

Here's how:

1. 'Best Bets'

The Oldham Research School at The Greetland Academy is one of just 32 national Research Schools chosen by the EEF and DfE to connect teachers and schools to evidence informed practice.

Linking professional development opportunities, blogs and articles, we provide updates and access to the latest EEF guidance reports, alongside in-house access to what works in regard to individual or locality hub group needs.

Our in-house School Improvement Team also helps support school development planning, peer reviews, and SIP visits through expertise and experience readily accessible from our Research School - including Evidence Leads in Education (ELEs).

In addition, expertise from our system leaders, Research School and English Hub not only help support schools in shaping their bespoke knowledge-rich curriculums, but also provide access to existing proven curriculum offers too.

2. Expertise

With a proven track record in school-to-school support, implementation planning and change management, we provide access to leadership expertise from our own School Improvement Team, including specialist leaders from our DfE designated English Hub and Research School.

From headship to aspirational leaders' programmes, we strive to provide an inspirational, positive and welcoming environment to help you achieve your full potential, with Trust expertise, resources and support readily available through our in-house teams.

3. Impact Range

From nurseries to post-16 colleges, infant, primary and middle schools to secondary education, we have supported schools across Yorkshire and beyond through our CPD provision.

To date, we have supported:

- ✓ Locality needs including the Oldham Opportunity Area plan, with offers now extending to Tameside and Kirklees
- ✓ System leadership in excess of 30 schools, with many improving from RI (Requires Improvement) to Good - earning us a thank you from Baroness Berridge
- ✓ Specialist teacher professional learning, delivering School Improvement in priority areas and the design of national training for 'Metacognition' via our Research School
- ✓ The design of a SSIF project in English (rounds 1 and 3), providing JPD sessions for teachers and leaders and a subsequent KS1-2 Progress score of more than 7 points across the lifetime of the project
- ✓ Effective use of Teaching Assistants, including the pilot study and the EEF project delivery across Calderdale
- ✓ The ESFA Financial Steering Group, our CEO & CFO providing system leadership input
- ✓ More than a dozen schools in their transfer to Academy status, with direct advice and due diligence support as an SLE in Academy Conversion and Academy Administration
- ✓ NLE EEF training for the 18/19 School Improvement Offer, designing, presenting and delivering implementation advice at events throughout the country.

4. Happy successful pupils

Happy successful children are at the heart of everything we do, which is why we ensure an in-depth knowledge of the needs and challenges faced by each of the schools we work with.

We enable appropriate support and/or intervention to be planned and implemented effectively, providing a timetable of access to systematic and rigorous monitoring and evaluation on all key issues, including:

- ✓ Effectiveness of leadership and management
- ✓ Quality of teaching and learning
- ✓ Performance and progress of different groups of pupils
- ✓ Accuracy of assessment and predictions
- ✓ Ambitiousness and appropriateness of the curriculum
- ✓ Standards of behaviour
- ✓ Personal development
- ✓ Children's mental health and well-being is addressed effectively – making Trust schools a place where children want to be

Our Research School

Great Heights Research School: West Yorkshire– designated in 2016 by the EEF and DfE to connect teachers and schools to evidence informed practice. Our remit is to work across the geographic area of West Yorkshire.

We work to provide a professional learning offer to schools and MATs across the region in addition to the remit of training research informed colleagues. Additionally, we sit on several boards to support future and further research informed programmes and offers across schools and early years settings.

We see our key specific areas of expertise as literacy, metacognition, implementation and Teaching Assistants. We have a flexible and knowledgeable team of ELEs/Evidence Champions who have helped us to build capacity and future proof our work.

At a management level the Head of Research School supports each of the Principals within our Trust in finding and using research evidence to inform decision making, for example in choosing diagnostics and interventions for speech and language delay. Each of our Trust schools' academy improvement plans are underpinned fully by the evidence on both implementation and on the evidence surrounding effective teaching.

<https://researchschool.org.uk/oldham/>



Supported by the Education Endowment Foundation

Teacher Training Offer – AA Teamworks SCITT

AA Teamworks SCITT has been in operation since 2015. The SCITT is well positioned to support our schools with recruitment:

- We have trained over 100 local teachers since inception across primary and secondary phases including hard to recruit subjects such as science, maths and English in response to local partner needs
- Teamworks works in collaboration with practitioners and leaders from across the trust to deliver a high-quality SCITT curriculum programme alongside our ongoing partnership with the University of Huddersfield
- We are partnered with schools across the primary and secondary phases in Calderdale and Kirklees who support local delivery, mentoring and placements
- High-quality mentor development programme to drive up standards of teaching and learning beyond the classroom of trainees.

The relationship with the Great Heights Research School, which is at the heart of the partnership, has ensured that trainees keep abreast of current academic thinking in relation to educational effectiveness. This also ensures that trainees are committed to their own lifelong improvement as a practitioner.

Our programme is designed to make trainees think, reflect and to support their understanding of effective classroom practice which ensures that trainees are particularly well-equipped with the

subject knowledge and teaching pedagogy they need as they begin their teaching career.



Notable Successes

- 100% of trainees would recommend the programme to other applicants
- Working in collaboration with 5 other SCITT partnerships to share practice and marketing – seeking collaborative working to maximise local recruitment. This resulted in being 1 of only 3 national partnerships awarded three year allocations by the DfE in 2016 for the quality of innovation and partnership working
- High employment rates across all programmes with more than 50% being employed directly in SCITT local partnership schools – meeting local needs
- Awarded reaccreditation status for the new provision starting 2024/25

<https://aateamworksscitt.org/>

English Hubs

Great Heights English Hub

English Hub

Great Heights English Hub was designated in 2018 with a remit to work with Schools in Kirklees, Calderdale and Leeds to promote a love of reading and support schools to provide excellent phonics and early language teaching.

The English Hub designation is based at The Greetland Academy site and is proud to be one of only 34 English Hubs nationally who were selected for their expertise in teaching reading and to support schools in their surrounding area.

<http://www.englishhubs.org/>

Over the past five years as the Hub programme has developed, it has offered a variety of medium and intensive level support to schools across Calderdale, Kirklees and Leeds including showcase events, conferences, in-school audits, resourcing support and in-school intensive support for Reading Leaders.

Notable Successes

- Schools supported intensively by the English Hub programme outperformed other schools by around 7 percentage points, when comparing the change in year 1 PSC results between pre-pandemic (2016/17 to 2018/19) and 2021/22.
- The Great Heights Hub has played a key role in writing the English Hub's national early language programme.
- The Hub now has a team of 15 Literacy Specialists that can provide tailored support to schools.

- 136 schools have received an in-school audit of provision resulting in an action plan to support the development of best practice in early reading and identifying those schools who would benefit from financial support.

More information on our English Hub can be located here -

<https://greatheightsenglishhub.org/about-us/>

The expertise within our English Hub is extremely valuable to both support partner schools and also provide high expectations and support for our Trust schools. We ensure best practice in early reading across our MAT by having:

- A cross-trust representative English Hub strategic board is in place to support delivery for all and quality assure the work of the Hub alongside providing professional challenge
- The Hub Lead carries out a full audit of provision in new schools joining our Trust
- An identified reading leader is in every school and receives half-termly support from the Hub to ensure best practice in early reading and interventions where children are not on track
- Hub expertise is available when our Trust schools are writing their SDPs
- Many of the Hub's Literacy Specialist team come from within the Trust and are given extensive training. This provides MAT schools with self-sustaining on-site support.
- A MAT-wide expectations document based on the English Hub Challenge checklist is used to support all school leaders in monitoring early reading provision in their schools.

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