

## **Collaboration**

### **Supporting Local Needs**

#### **Place based needs approach and offers for 'growth' 2024-25**

### **Executive Summary**

Over the past 2 years as a trust family, we have tripled in size and as such we have grown in our capacity to support and challenge each other in order that our pupils and families have the opportunity to achieve their full potential. As of January 2024, we are now a 2-18 multi-academy trust operating across 3 local authorities and delivering on regional and national initiatives. Our strong multi-designated offers from our SCITT, Research School, English Hub and Medical Needs Partnership are uniquely positioned within our MAT and so, provide readily accessible expertise and capacity.

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, organisational support and access to future teachers. Strong local and national partnerships alongside engagement in initiatives and developments with the DfE, EEF and LAs offer our schools and partners 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.

Recent successes within our trust include:

- Trust Attendance Strategy with attendance now being at or above for the majority of our trust schools and Persistent Absenteeism falling in all.
- 2024-25 secondary school Ofsted visits – praising trust support and governance offers.
- Primary School Ofsted reports, including sponsor schools, all who have had Ofsted visits being Good or better.
- Evidence of significant primary pupil outcome improvements for schools within 2 years in GHAT.

*Please see our current prospectus.*

### **Current Strategies - Alignment**

We currently align with the DfE mantra of prioritising support; challenge and an improvement drive in order that:

- All in our care have the opportunities to *achieve & thrive*.
- We ensure the *best start* for pupil in all our settings.
- *Levelling up* opportunities are prioritised especially for the most vulnerable pupils.
- *Inclusion* connectivity and seeking to remove barriers is a fundamental expectation.

### **Current Strategies - GHAT current collaborations and place-based support**

We prioritise building strong collaborations and partnerships delivering and supporting beyond our trust settings to a broad reach of partners, we see the strength of our culture as all in our trust see themselves as both givers and receivers of support. Current collaborations include;

- National and regional commissions with the Department of Education and also the EEF on school improvement support to vulnerable schools - GHAT English Hub designation providing tailored support to schools on phonics and early language and Research School designation communicating research evidence and practice across our region.
- National and Local Authority collaborative work including colleagues' membership of forums and partnership boards, currently including ESFA Steering Group, English Hub Council, Calderdale Strategic Board, Calderdale Admission Forum, Kirklees Partnership Board and Kirklees Safeguarding Partnership Board.
- Regional support from our trust teams, through commissioned school to school support in Kirklees and Leeds, school improvement work in 3 independent SEMH schools across Calderdale and Rochdale, Medical Needs Partnership and Board representation and with membership of a Kirklees Associate Learning Partner.

In addition, we engage in reciprocal support arrangements including membership of governance boards of other trusts and academies, audits and sharing best practice with HR, Digital Infrastructure and School Improvement teams.

### **Plans - Parameters for future settings wishing to join our GHAT family**

It is probable that other schools, academies and small academy trusts may ask to join GHAT as a result of collaborations, capacity and track record. Thus, it would be prudent to draft parameters for future settings wishing to join our GHAT family: [Good or outstanding schools/academies](#)

Via a voluntary approach, successful alignment with the below to steer funding conversion support from GHAT:

- Alignment to GHAT vision and values fundamentals.
- Place based locality and connectivity to our current 2-18 offers – in Calderdale, Kirklees or Leeds.
- School improvement areas of expertise to enhance current offers or enable additional expertise.
- Proactive leadership with a desire to contribute to GHAT broader partnership work.
- No significant inherited estates, digital infrastructure, catering or workforce limitations which would impact current delivery of GHAT current offers.

### [Schools in need of additional wrap around support](#)

These are potentially proposed by the Regional Director or local partnership requests:

- Place based locality and connectivity to our current 2-18 offers – in Calderdale, Kirklees or Leeds.
- Willingness to engage in coaching and mentoring offers.
- School improvement needs match GHAT track record themes including; curriculum design, phonics, fixing fluency, attendance and SEND offers.
- If not in a sound financial position – the potential to have a balanced budget in the near future.

As with the merger of The MFG trust, GHAT would welcome collaborations with trusts including SATs to continue to build place based offers, enhancing our areas of expertise and adding capacity to our reach.

### Execution of plans - Key alignment themes and discussion points as part of collaborative working and/or growth opportunities:



- ✓ MAT mission – *Achieving Excellence Together.*
- ✓ Vision and values – *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.*
- ✓ Schemes of delegations.
- ✓ Linking MAT operating models and central offers/structures to enact the above – see *portfolio mapping.*
- ✓ School Improvement, support and challenge offers.
- ✓ Governance support.
- ✓ Discuss and planning appropriately for areas such as 'culture' and 'funding'.
- ✓ Aligning and/ or revisiting our current schemes of delegation in connection with the Academy Trust Handbook for effective delivery and support.

### Current Priorities 2024-25

- To promote GHAT academy school collaborations, networking and alignment of financial positioning and associated partnership working in order to improve outcomes for all pupils.
- To further develop organisational accountability measures; People Strategy development; Improved digital infrastructure offers and feedback from stakeholders; development of reporting systems of governance against trust description expectations.
- To reset and promote GHAT cultural behaviour expectations, identifying audience promotions and to seek further stakeholder engagement promotions.
- To deliver a 2-18 'performance and outcomes strategy' with specific support for our most vulnerable schools.
- To design and activate a GHAT communication strategy during 24-25.

A major collaborative development element for 24-25 will be to strengthen our 2-18 offers within all our localities. Our current offer includes:

- A Deputy Director of School Improvement for secondary with recent Headship experience and specialism in curriculum development.
- Newly appointed secondary Executive Principal with a track record of improving schools from category to good Ofsted grades.
- External SIP partner - Mr Alan Giles – Secondary Headship/Leadership & Ofsted expertise.
- External SIP partner - Mr Jonathan Johnson, OBE, Secondary Head/ CEO, system leader expertise.
- SEND Advisor – Mrs Gill Robinson OBE – Headship Special School, CEO Trust, system leader national SEND offers.
- Strong secondary leadership experience within the trust board with the Chair, member roles and IEB membership from other local strong trusts.
- Secondary partnerships – within collaborative Research School commissions.

### Capacity planning for place-based support

The creation of a trust central regional team to develop a hub-based offer and appointment of bespoke operational team expertise within locations are a major part of our current offer.

Financial best practice themes are embedded in team delivery expectations and our financial position remains robust. Our operating models, led by our CEO, CFOO, Director of School Improvement and Director of Organisational Effectiveness, undergo continuous development and adaptation of teams and systems. We welcome additional opportunities to learn from partnership and collaborations various as we seek to ensure all in our care can achieve, thrive and so 'reach great heights.'