

A REFLECTION OF YEAR ONE

FIRST
STEPS
TOWARDS
OUTSTANDING



WHITE ROSE
ACADEMIES



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LEEDS CITY COLLEGE: OUR LOCAL SPONSOR



Colin Booth

Chief Executive and Principal
of Leeds City College
Sponsor of White Rose
Academies Trust

The Trust's vision is to be an exceptional and responsive academy group providing life-changing education, skills and experiences for individuals in our academies and in their communities. Our academies are outward facing schools, working closely with local secondary and primary schools/academies and other educational institutions on a national and international basis. They will also develop close links with other training and education providers including local colleges, universities and private training providers.

Our academies will be part of their local community and will develop relationships with community groups

and employers. The aim of collaboration in every case is to raise standards of achievement of students. White Rose Academies Trust believes that by working in partnership with Leeds City College we will be well placed to provide an innovative local solution to the educational needs of Leeds to benefit and support more young people across the city and raise their ambitions and aspirations.

The college, as academy sponsor and strategic partner, believes that it can make a unique contribution to the work of our academies through its expertise and national and international networks. The profile of Leeds City College as the largest educational provider

in the area will be of great benefit to the students and staff of White Rose Academies Trust. As sponsor, the college will play an active part in developing any specialisms with extensive work placements, alongside the design and possible delivery of vocational qualifications. The college is also keen to promote the employability prospects of the students attending our academies through a range of activities.

For the three schools in The White Rose Academies Trust, the 2016-17 academic year has seen the managers and staff come together and honestly face what needs to change to become Good and then Outstanding schools. The pace

of change and improvement has been impressive - all three schools have finished the year in a more positive place and with huge optimism for the future.

The American architect, Frank Lloyd Wright said: "I know the price of success: hard work, and an unremitting devotion to the things you want to see happen." I can see the hard work from staff and devotion to the things we all want to see happen for The White Rose Academies Trust. After a year of change and rapid improvement, we should be proud to have more than 2,000 pupils, three schools and an academy trust well on the way to success.



**LEEDS CITY
COLLEGE**



LEADING ON A JOURNEY TO OUTSTANDING: INTRODUCING ANDREW WHITAKER EXECUTIVE PRINCIPAL



Andrew Whitaker

Executive Principal of The
White Rose Academies Trust

Andrew Whitaker secured the role of Executive Principal at The White Rose Academies Trust in September 2016. From the outset, his ambitions have been made clear to his staff: Each of the Trust's schools will be judged by OFSTED as outstanding within three years. This achievement will ensure that the academies will provide high quality, life-changing education throughout the communities they serve.

Andrew's career in education began with ten-years in the University sector, including working as an Associate Senior Lecturer, before moving into the 3-18 education sector as a Senior Leader.

As Senior Vice Principal of the UK's largest all-aged special school based in Barnsley, South Yorkshire, Andrew led all operational areas of the school including Post-16 provision. Throughout a transformative eight years he project managed a £25m BSF building programme, created a highly successful school improvement consultancy and played a key role in leading the school to an outstanding OFSTED judgement in 2013.

Following a highly successful period in the SEN education sector, Andrew began his first headship in January 2013 at Todmorden High School. Over a three-and-a-half-year period, he led the school from being the most at risk school in the local authority, to good with outstanding features in March 2015.

Other key milestones included transforming the school from the bottom 5% of performing schools nationally (2012) to the top 15% of schools (2016). This transformation also gained national recognition, when Todmorden High School was featured in the 2015-16 Parliamentary Review for Secondary Education. During the last eighteen months of his headship, Andrew also worked closely as a Senior Advisor to four other secondary schools in the area.

As Executive Principal of The White Rose Academies Trust, Andrew has driven forward his new vision for school improvement at Leeds West Academy, Leeds East Academy and Leeds City Academy – three remarkable schools which proudly represent the identity, culture and future of West Yorkshire.

YEAR ONE: OUR FIRST STEPS TOWARDS OUTSTANDING

The first steps taken on any journey are often the most important. The initial strides over new ground establish the pace, attitude and direction in which we move forward to reach our destination, collectively, as a whole-Trust community.

Following the end of an ambitious and dynamic year, I wish to reflect on The White Rose Academies Trust's exceptional journey; a new beginning which has offered challenge, necessitated change and demonstrated rapid progress. Year One is a waypoint which truly marks our first steps towards our ultimate goal of outstanding.

Having arrived as Executive Principal of The White Rose Academies Trust in September 2016, I discovered three vibrant Academies with their own unique strengths, lively personalities and boundless potential. I also uncovered historic deficiencies within the fabric of these institutions; critical weaknesses which were seriously curbing the progress which the schools should have been making.

Initial findings revealed that all three Academies were at risk of being placed into Special Measures. This necessitated rapid action to deliver clarity, direction and enthusiasm in the high standard of education we expect to provide for young people. Our first response as a Trust included the appointment of strong and experienced senior leaders for each of our three schools, including a new principal for both Leeds West Academy and Leeds East Academy. We also deployed a nationwide recruitment strategy to secure outstanding teachers, leaders and subject specialists, coupled with support staff who are proven experts in their fields. In short, we have ensured that the Trust now offers the finest, most experienced staffing body since its inception.



Following three OFSTED inspections across LWA, LCA and LEA in short succession, we received judgments of Requires Improvement for all three schools. Having initially made clear to the Board of Directors the very real possibility that all three academies could be placed into Special Measures in September 2016, these judgements demonstrate the new Senior Leadership Teams' positive impact in improving the schools at a rapid pace.

A critical turning point in our journey has been achieved following the deployment of bold programmes for school improvement, in addition to forming new partnerships with outstanding Multi-Academy Trusts. We are fortunate to be sponsored by The Leeds City College Group, who provide expertise, international networks and highly desirable employability prospects within education and beyond. Senior Leaders from across the Trust have been inducted into the Leeds City College Leadership Development Programme, delivered by Gatenby Sanderson, ensuring our team are fully equipped with the enhanced skills to lead with vision and exceptional resourcefulness. We also continue to welcome

the constructive and assistive relationship with the Regional Schools Commissioner's team and representatives from the Department for Education.

Our School Improvement Partnership with The GORSE Academies Trust also provides further expert advice, support and training to leaders and teachers across all subject areas. We are presently working very closely with all schools within this outstanding Trust, offering our staff excellent subject specific advice, as well as providing all of our employees an incredible range of CPD opportunities.



Young people are central to everything we do as a Trust. We raise expectations and reward success, whilst also placing our students at the heart of our decision-making through Student Council. As such, we have forged new relationships with local and national awarding bodies to recognise students' talents and achievements within the community. This year, one student was awarded the prestigious Rotary Great Britain and Ireland National Young Citizen Award and several other students have also received the Rotary Leeds and the National Diana Award, as featured in the 2017 Roll of Honours list.

Our open and honest relationship with the local media has also provided an upturn in our academies being recognised for their triumphs across Leeds. Scores of news stories have appeared in print this year, coupled with a thriving online community via social media, with over 5,000 regular followers learning about our schools on Facebook, Twitter and LinkedIn. The truly inspiring story of our First Aid team saving the life of a student was read by over 20,000 persons on Facebook alone. Total re-designs of our websites are also near completion, providing easier access to information and offering new opportunities for language accessibility and media-rich engagement online. The new Leeds City Academy website will be the first to launch, followed swiftly by Leeds East Academy and Leeds West Academy.

The Trust remains committed to the wider community and the people of Leeds. A major development which is of great pride is the launch of our START Community Hub at Leeds City Academy, which has the long-term goal of providing independence and stability for families through life-long learning. To do this, we provide essential services such as life training, clinics and networking events to ensure that people can sustain themselves with confidence whilst inspiring others to do the same. The Hub has been formed in partnership with the Leeds City College Group, local universities and charities to provide our new-to-English families access to courses in English, Mathematics and ICT. Families can also access professional advice on a range of issues, including employment, benefits, housing and healthcare. Currently, sixteen families who are new to the country have benefited from this exceptional provision.



We raise expectations and reward success, whilst also placing our students at the heart of our decision-making.



The very fabric of our schools has also been redeveloped, by securing new investments for repairs and technical expansion. Many of these developments have been spearheaded by our Student Councils, which include new student WC facilities at LCA and the creation of nurture provisions at both LEA and LWA, with a key focus on providing high quality support to our most vulnerable students. Our vision for growth in these areas is ambitious and inclusive of our wider communities, ensuring the people of Leeds benefit from every development we drive forward across our facilities. Our schools very much belong to the communities which they serve.

I have only touched on some of the huge leaps we've made this year, many of which will be revealed further in this review. The road we've travelled so far has presented its obstacles, but we've overcome them as a family of professional innovators and problem solvers, all driven to securing a shared goal of excellence.

Year Two now presents the challenge of building on our new foundations of solid leadership, ensuring the young people in our care exceed beyond their targets whilst our staff lead fulfilled careers. Year Two also promises to deliver even more exciting opportunities: From September 2017, we will become a member of the Leeds Teaching School Alliance, which will give our Trust access to the finest trainee teachers in the region, with access to a range of outstanding all-staff development programmes. We will also be securing high-quality alternative provision places at the Stephen Longfellow Academy and Leeds City College. These provisions will enable our most vulnerable young people to access a



more appropriate curriculum with high-quality emotional, social and well-being support. Our Trust-based Student Leadership programme will also be in full flow, allowing our students to collaborate across Leeds and develop our vision for outstanding.

As we prepare for the rigours and challenge of our journey into Year Two, I would like to thank you for your support as we continue to go the distance to secure an exceptional future for the next generation.

The non-stop journey continues...

Yours faithfully,

Andrew Whitaker
Executive Principal



The Trust now offers the finest, most experienced staffing body since its inception.



MULTI-ACADEMY TRUSTS: WHAT ARE THEY?



A multi-Academy trust (MAT) is a single body established to undertake a strategic alliance to improve and maintain high educational standards across a number of schools. A group of schools form a single MAT, which has overarching responsibility for their governance.

The MAT is accountable for the performance of each school in the group, although each can still have their own governing body that operates subject to delegation of power from the MAT.



There is nothing in education legislation prescribing how a MAT must be composed but the MAT is a company limited by guarantee, listed at Companies House, and the Articles and Memorandum of Association govern how it is set up and the scope of its activities. The White Rose Academies Trust Articles and Memorandum of Association are available to view on the Trust's website at www.whiteroseacademies.org.



The MAT has a board of trustees or directors who are answerable to the Trust's members. The members are akin to the shareholders of the company and have powers to appoint the majority of the directors and amend the Trust's Articles of Association.

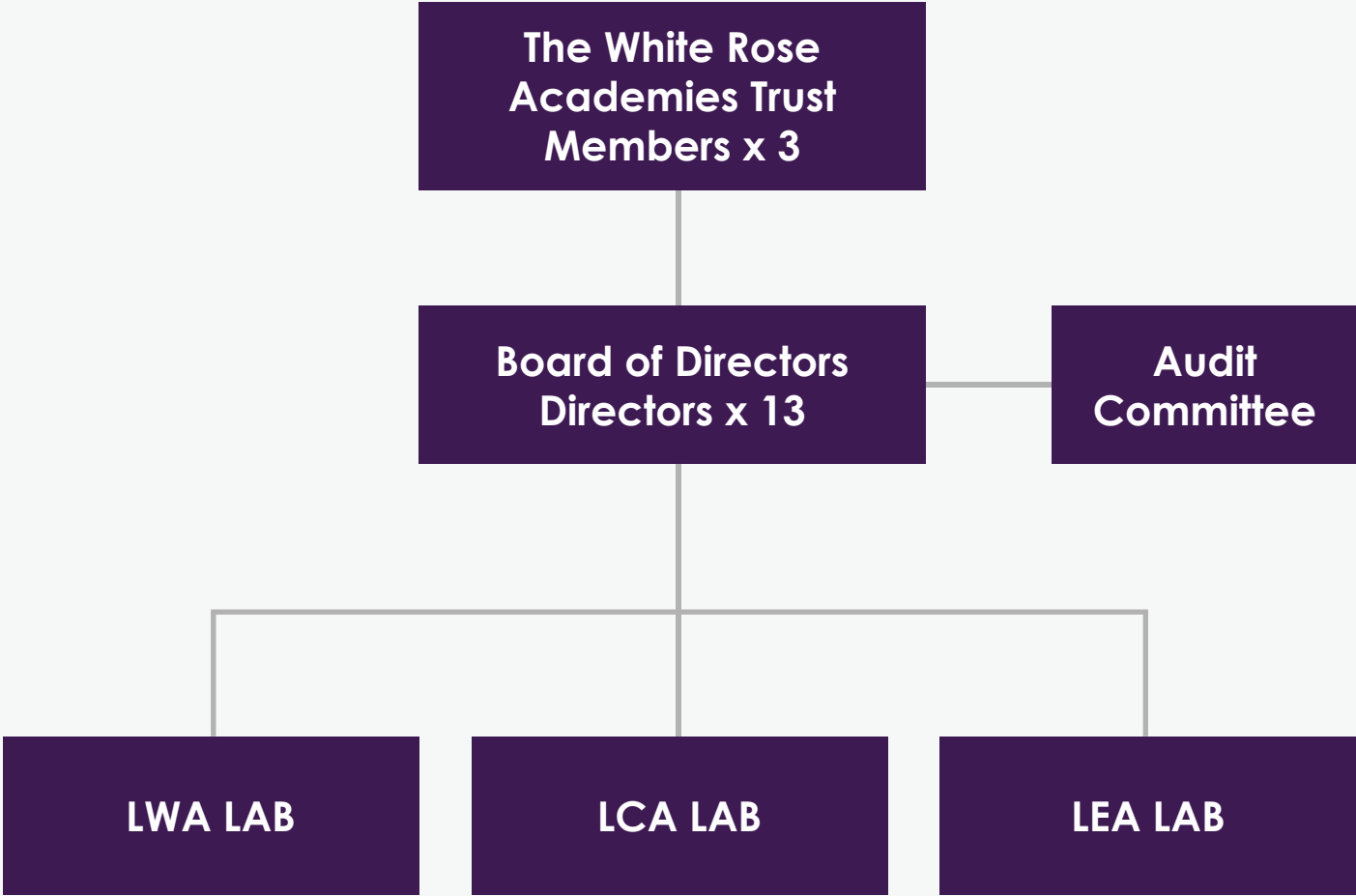
Members can come from a variety of stakeholder groups but in the case of The White Rose Academies Trust, which is a sponsored Academy trust, the members are The Corporation

of Leeds City College, our sponsor, the Chief Executive and Principal of Leeds City College and the Chair of the White Rose Academy Trust Board of Directors. As sponsor, Leeds City College have ultimate responsibility to the Department for Education for the performance of the schools in the Trust.

The Trustees or Directors are responsible for the same three core governance functions performed by the governing body in any school: setting the vision and direction, holding the Executive Principal and Academy Principals to account and ensuring financial probity. However, Academy trusts are also charitable companies and the trustees are company directors and must comply with company law requirements. As charity trustees, they must also ensure that they are complying with charity law requirements, particularly in relation to probity and managing conflicts of interest. The board has established an Audit Committee to assist in its obligations.

The White Rose Academies Trust has decided to have a Local Accountability Board (LAB) for each Academy with local Governors to oversee the performance of each Academy and its Principal on behalf of the Board. The full schemes of delegation are available on the Trust's website at www.whiteroseacademies.org. The chair of each LAB is also currently a Board Director.

The Governance structure of The White Rose Academies Trust is as follows:



Lord Nash, the Schools Minister described Governors and Trustees as engaged and energetic non-executive leaders who:

- are driven by their core strategic functions of setting the vision, holding the Principal to account for results and making sure money is well spent
- sit on boards that are no bigger than they have to be
- are curious about what's going on in the classroom and aren't afraid to innovate
- focus ruthlessly on what really matters: raising standards

BOARD OF DIRECTORS: MESSAGE FROM THE CHAIR

The White Rose Academies Trust is an Academy group with a very strong local identity. Working in partnership with our sponsor, Leeds City College, the Trust is committed to ensuring good and outstanding outcomes for all of our schools. Leeds City Academy was the first to join in August 2014, with Leeds West and Leeds East joining soon after in September 2014.

Our Trust is an independent charitable trust established by Leeds City College. We believe that by working in partnership with Leeds City College, we will be well placed to provide an innovative local solution to the educational needs of Leeds, which benefits and supports more young people across the city to raise their ambitions and aspirations.

An outstanding education provision is a necessity in the modern world, ensuring that our young people succeed in their chosen direction in life. At The White Rose Academies Trust, we are committed to delivering an outstanding learning journey for all students regardless of wealth, location, background or religion.

Over the last year, we have invested additional resources in strengthening our teaching quality and experience, engaging with outstanding schools to enhance and develop our own provisions whilst developing a robust measurement framework to ensure that we meet the needs of students and targets on achievement.

With the ever-changing education environment and pressures on young people today, we are determined that we will provide a learning environment which considers and responds in a positive, sustainable and proactive way. I am proud and honoured to be given the opportunity to Chair the Trust and have confidence in the leadership team of the Trust and the Academies. The Board of Directors, many of whom have

extensive educational experience, are well placed to ensure that there is good governance, support, guidance and coaching provision to support the leadership team and ultimately the successful outcomes for our students.

Please explore our Trust and Academy websites to discover the extraordinary work which is taking place within our schools every day - securing vibrant, robust and diverse futures for the next generation.

Christine Smith

Chair of the Board of Directors
The White Rose Academies Trust

The White Rose Academies Board of Directors can be contacted via email at:
E: info@educerks.co.uk
P: The White Rose Academies Trust BoD, Intake Lane, Leeds, West Yorkshire, LS13 1DQ.

For instant updates online, follow the Trust on Twitter at @WRAcademies.



Securing vibrant, robust and diverse futures for the next generation.



TRUST CENTRAL TEAM: ORGANISATION STRATEGY

The Trust currently charges a central services charge to its academies of 5% of their General Annual Grant funding. This charge is used to fund the statutory requirement on all Multi-Academy Trusts and also take forward the Trust's rapid improvement strategies.

As per the funding agreement, the core function of the Trust is to provide support around 4 key areas:

1. The monitoring and improvement of standards

In its core role to monitor and transform standards, the Trust central team work closely with all Academy Principals to:

- Develop and implement rapid improvement plans in WRAT academies. These plans outline the most effective way for all academies within the Trust to be judged as outstanding in the next three years.
- Develop and embed partnerships with a range of outstanding provisions and providers. Over the last academic year, these developing partnerships have been made with The GORSE Academies Trust (TGAT) and Cockburn Multi-Academy Trust. The range of partnerships will continue to grow to fully meet the changing requirements of the Trust and its academies.
- Develop the WRAT formal membership of the

Leeds Teaching School Alliance and SCITT. This alliance also includes all academies in TGAT and Cockburn MAT. This will enable our Trust to have access to the very best new trainees entering the teaching profession and in addition will provide excellent CPD courses and support for all staff across the Trust.

- Develop outstanding alternative provision options for each of our academies. From September 2017, this will include securing high quality places at the Stephen Longfellow Academy and the Leeds City College group 14-19 provision.
- Develop high quality policies that enable all academies to employ the highest quality staff in all areas of their organisations. To implement an effective performance management system that recognises and rewards outstanding performance.
- Develop outstanding quality assurance frameworks that ensure that the standard of education provided to all students is rapidly improving and will lead to outstanding outcomes.
- To provide additional resources and personnel to any of our academies where we assess that the rate of improvement falls below our expectations. Recent examples include deploying additional leadership support to all three academies to bring about rapid improvement including personal development and welfare, teaching and learning, and leadership capacity.



2. Financial Management

The Trust must ensure that all academies are fully compliant with the Academies Financial Handbook (DfE, 2016). The Trust must fulfil a number of legal duties including:

- Produce audited accounts to submit to the EFA by 31 December each year
- Maintain accounting records and provide accessible accounts in line with the Statement of Recommended Practice for charities
- File annual accounts with Companies House for public access, and provide a copy of the accounts to anyone that requests them
- Publish annual accounts on the Trust website no later than the end of January following the financial year to which the accounts relate
- Ensuring that all public monies devolved to the Trust are spent in line with value for money principles and in line with all audit principles set out in statutes and legislations.



CENTRAL TRUST TEAM
PRIORITIES 2017/18 – 2018/19

In addition to its core responsibilities, the WRAT central team are also focused on the following key priorities over the next two academic years:

Communication and Marketing

The Trust has allocated additional resources that have led to the transformation of our marketing and communication strategy with all stakeholders. The focus of the Trust continues to be:

- To develop and fully implement an outstanding recruitment and retention strategy as evidenced on our websites, social media and any formal communication we have with stakeholders.
- To work closely with each Academy’s Principal to develop and implement marketing strategies that ensure their schools are the first choice for the communities in which they reside.
- To develop and implement new Academy and Trust websites that ensure we are fully compliant with all legislation governing public bodies and to emphasise our outstanding vision for each Academy.

- To work closely with social media and print media organisations to ensure that we effectively communicate our “Outstanding Vision.”
- Production of internal and external displays to communicate the core values of each Academy to all students and visitors and to improve both internal and external signage.
- Development and production of new internal communication documents.
- Developing Trust wide procurement strategies.
- Developing best value solutions to our current premises management, cleaning, and catering provisions.

Growth Strategy

As the Trust continues to develop and secure good / outstanding OFSTED grading for all its academies, it is envisaged that the Trust will increase the number of academies which it sponsors. To ensure that the Trust is prepared for any future expansion, the Trust will develop:

Income Generation

A key priority for the Trust for the next two academic years is to identify and to take advantage of a range of new sources of income including:

- Submitting formal bids to the DfE for ongoing building improvements
- Working closely with Leeds Local Authority to access and secure funding to increase the PAN for all of our academies. This will be used to fund extension to school buildings.
- Applying for School Improvement Funding via the Regional Schools Commissioner
- Securing additional funding from charitable trusts that closely align with the vision and purpose of the Trust’s core values.
- Securing funding and wide-ranging support from private businesses and successful entrepreneurs.
- The capacity and skill set to carry out effective due diligence on any future sponsored Academy
- Key leaders and key competencies to ensure that these individuals can play a key role in any new academies that the Trust formally sponsors
- A leadership consultancy capacity that will enable high quality leaders to be deployed from the Trust to support other failing academies or Trust sponsors with their rapid improvement strategies.

3. Building and Facilities Management

As a MAT we are the legal owners/lease holders for all buildings and land currently utilised by each of our academies. In this role we therefore have overall responsibility for the upkeep, safety and future development of these assets.

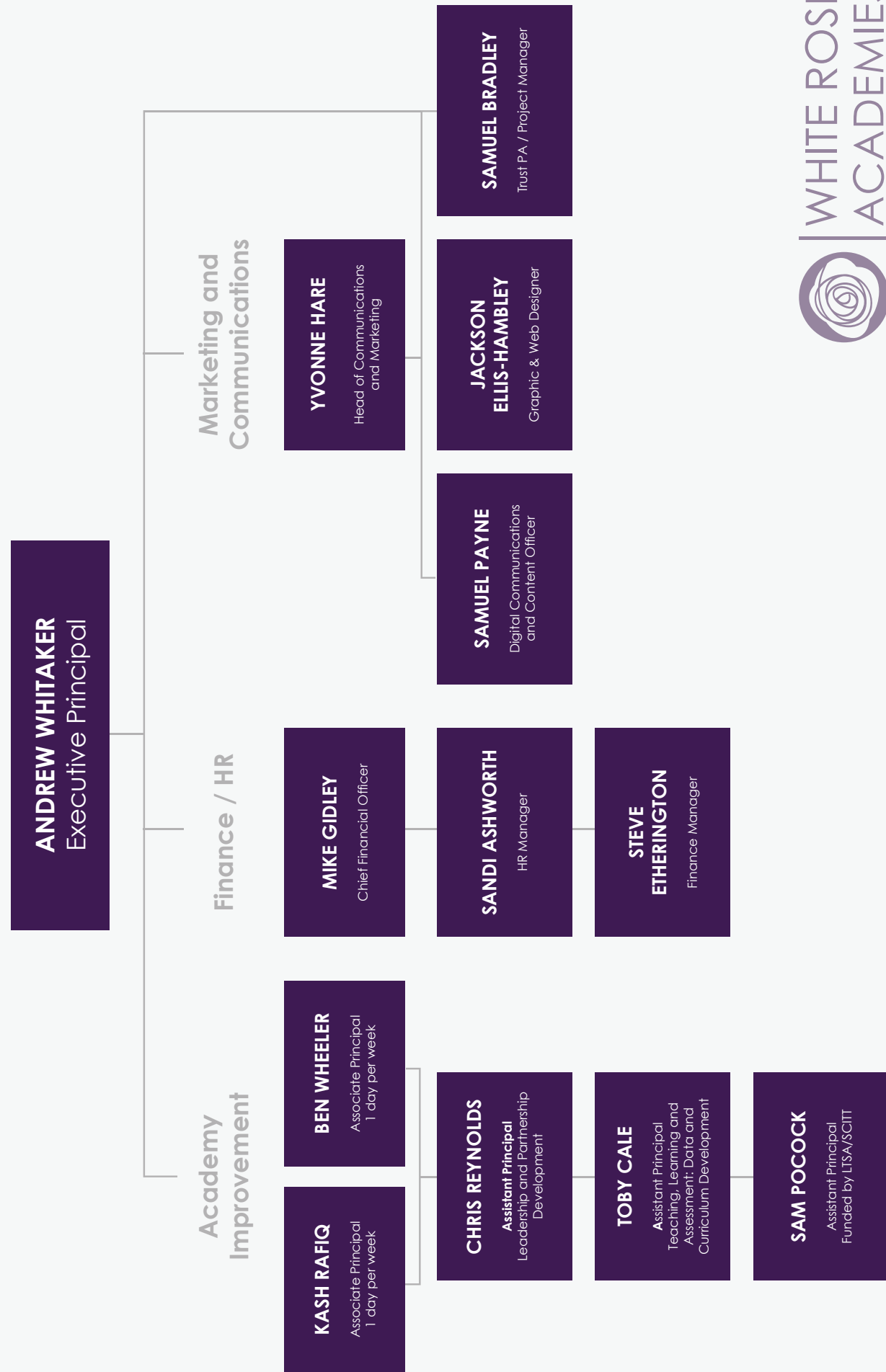
4. Human Resource Service

As a Multi-Academy Trust we are the legal employer of all staff in all of our academies. The Trust therefore provides a Human Resources provision that oversees all matters relating to employee relations including:

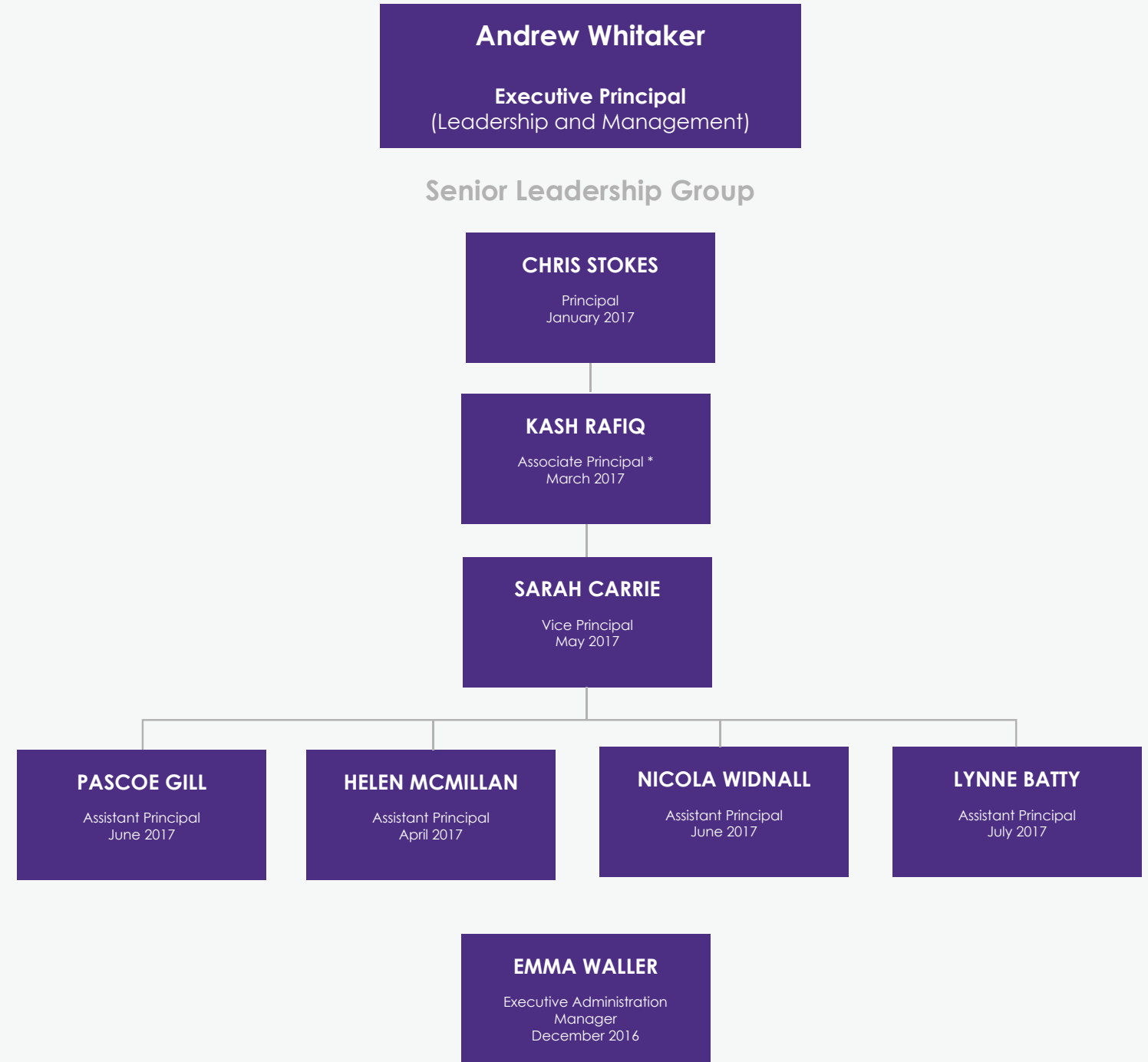
- Managing absence
- Staff conduct and behaviour
- Payroll
- Training and development
- Performance Management
- Recruitment and retention
- Legal advice as it relates to employment law
- Full compliance with new HR policies and legal processes

ADDITIONAL INFORMATION	
Number of staff	327
Number of students	2601
Budget – Annual Income	£17.737m
Value of Buildings	£62.254m
Current OFSTED Grades (June 2017)	LWA – Grade 3 – Requires Improvement LEA – Grade 3 – Requires Improvement LCA – Grade 3 – Requires Improvement

WRAT CENTRAL TEAM STRUCTURE: JULY 2017



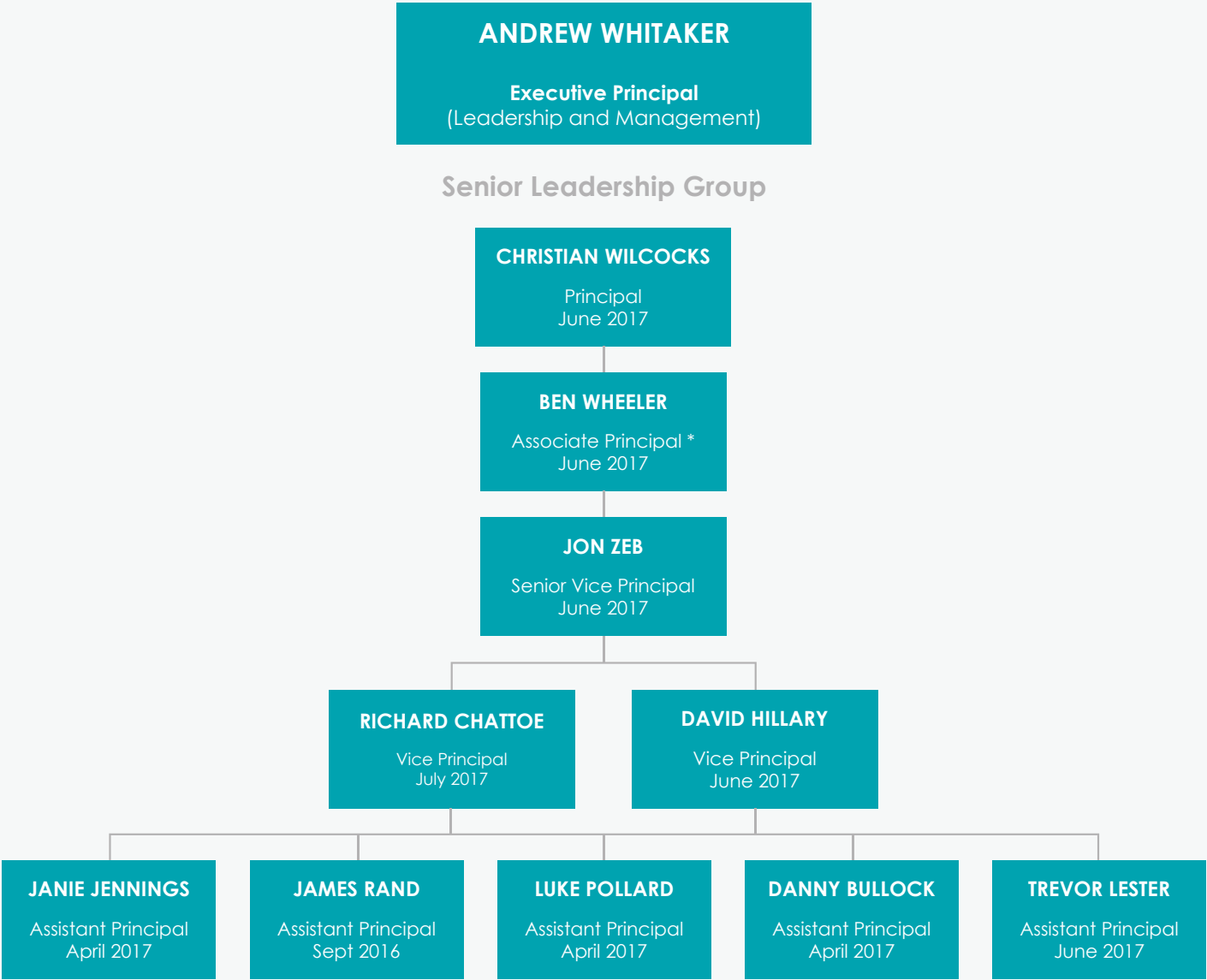
LEEDS EAST ACADEMY STRUCTURE: JULY 2017



* Works up to 2 days per week for Trust

LEEDS WEST ACADEMY STRUCTURE:

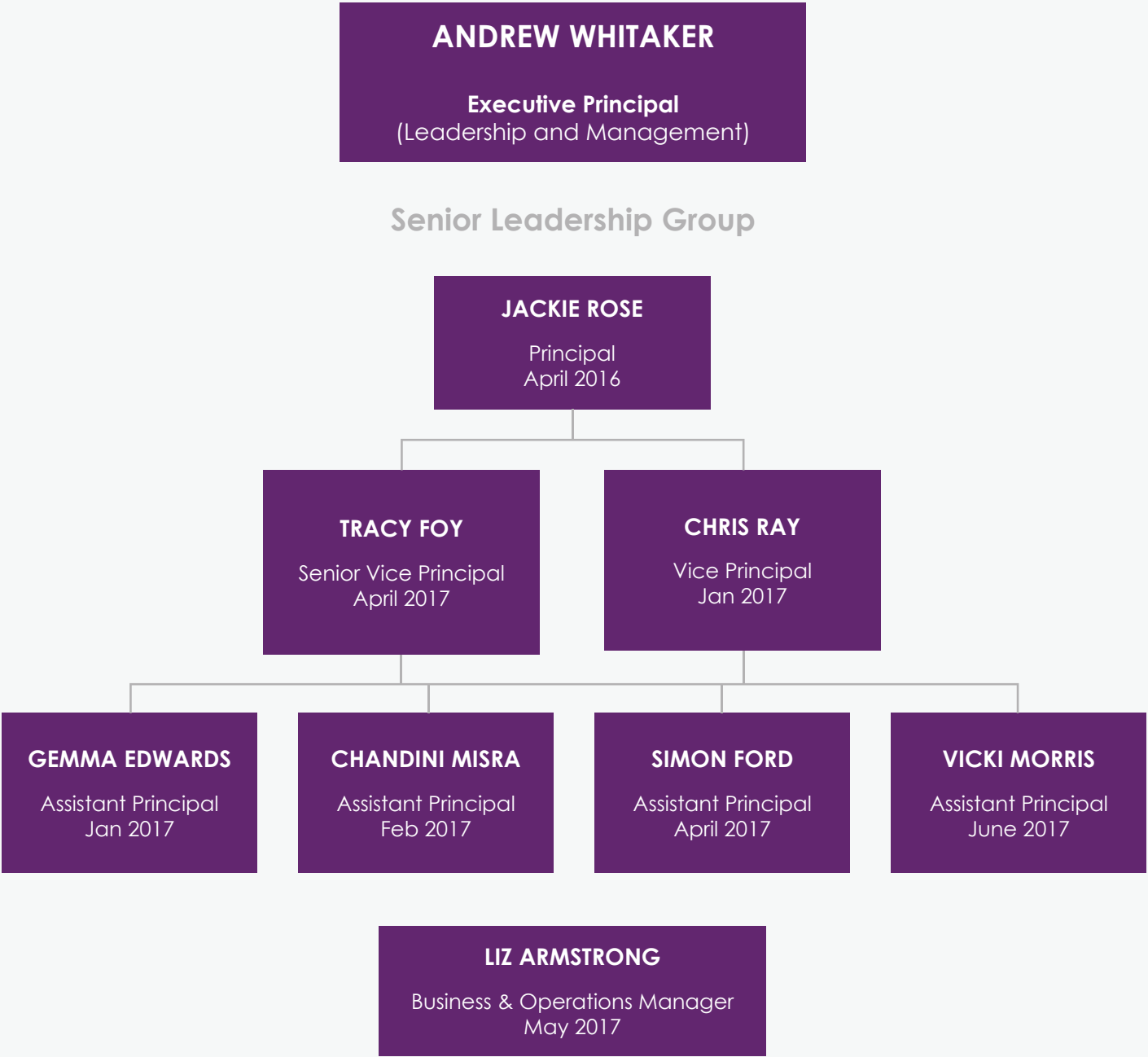
JULY 2017



* Works up to 2 days per week for Trust

LEEDS CITY ACADEMY STRUCTURE:

JULY 2017



THREE SCHOOLS



ONE VISION

LEADING IN LEARNING: A PRINCIPAL'S PERSPECTIVE



Jackie Rose
Principal
Leeds City Academy



The primary motivation of my role as the Principal of Leeds City Academy is to make a difference to the lives of the young people in my care. This is a huge responsibility in one sense, but it reduces considerably when considered in the context of a thriving team.

I always maintain that improving the life chances of children is a team effort. That team is of course the staff within the Academy, but more personally, the immediate senior team around myself and the team of the wider Trust, who like me, have to think strategically about the future of the Academy in a world where budgets tighten but outcomes have to improve.

When I applied for the role of Principal, the biggest driver in my mind was the students. I walked around the Academy and thought about their keenness to learn and their absolute desire to eat out of the hands of teachers if they were offered the opportunity to do so. I could see that in some cases where teaching was of a high standard, students did well, but in these cases the students struck lucky. No student should have to strike lucky; all should have the opportunity to learn and develop rapidly within the care of great teachers and I felt a responsibility to make this happen.

No student should have to strike lucky; all should have the opportunity to learn and develop rapidly."

We have moved from a thin, inward looking organisation to a much richer, outward facing one.

Being appointed Principal in April 2016 was a leap into the unknown. The early signs were promising; it would be different but yield swifter, more radical progress. The new Executive Principal and the wider Trust have lived up to these early indications, as we have moved from a thin, inward looking organisation to a much richer, outward facing one. Suddenly I have been given the freedom to think and create the vision for Leeds City Academy; I am expected to look outside of the walls of the Trust for inspiration and fresh ideas. This was, in September, quite revolutionary, but so necessary for this school to thrive and grow. I am so grateful that I was given the support and belief to do this.

We have made rapid improvement this academic year and are confident that we can continue to improve quickly over the next two years and beyond. This improvement has come about because I have been trusted to employ a very impressive senior team and to restructure my staffing to benefit the students in the best possible way. I now have ownership of my own finances and can prioritise the teaching and learning of students in the way I feel they will most benefit.

At the same time, I am being held to account by a far more rigorous Local Accountability Board, and external quality assurers, but this hasn't felt in any way threatening, only useful. It has validated our own self-assessment judgements and has challenged us to change our thinking and seek other solutions.

The other significant difference includes the external partners who have inspired us to drive forward this year. The Executive Principal chose these partners carefully, and linking us with an Outstanding Academy Trust (TGAT) was an inspired move. The support given from this Trust has been unflinching and incredibly practical, both at leadership level but also for individual teaching staff. I am excited and energised by this partnership and look forward to a developing relationship next year.

In summary, the new solution-focused leadership of the White Rose Academies Trust has forged a new vista, and is managing to marry the forward direction of the whole Trust whilst maintaining the independence of the three individual Academies. This is no mean feat and I am excited to be part of the future journey.



LEADING IN LEARNING: A PRINCIPAL'S PERSPECTIVE



Christopher Stokes

Principal
Leeds East Academy



When taking on the role of an Academy Principal, you do so with a great deal of self-confidence and belief in your abilities to transform the lives of the young people and communities that you serve. That being said, like becoming the president of the United States, you are also ultimately fully aware that the decisions that you take in your first '100 days' will define how your staff, students and parents will judge your performance, and never has it been more important to gauge wider opinion and seek advice.

Having now completed my first 100 days (ending with our recent OFSTED inspection), I am delighted with the impact that we have had and the positive moves forward we have made. Though it will never be straightforward or enjoyable to take difficult decisions around



The partnership between the Executive Principal and Leeds East Academy is a dream come true.



staffing, budgets and the continuity of the curriculum, it has been invaluable to me to know that at my side I have the support and council of The White Rose Academies Trust.

The White Rose Academies Trust has struck a balance of providing support and advice whilst also allowing Leeds East Academy to maintain and indeed develop its independence. As a new Principal, I have strong ideas for how I want students in my care to learn, develop and enjoy school. White Rose Academies leaders support this and indeed encourage independent thinking of the leaders in our school.

It of course goes without saying that the Trust has also impressed on our school the accountability that we face for the decisions that we take. This, however, is still delivered in a manner which is supportive, for example through the use of external

reviews from our GORSE Partners and through the Trust Standards Advisor. Colleagues from these organisations challenge our thinking and seek evidence for the impact of our decisions, but also provide real, high quality advice.

The partnership between the Executive Principal and Leeds East Academy is a dream come true for any proud new Principal. I desire the independence to run my school how I want to run it but at the same time relish the support and guidance of my partners within the White Rose Academies Trust. Together we are stronger and together we will ensure that the students of Leeds East Academy soar to success and achieve their dreams, no matter what they might be.



I am delighted with the impact that we have had and the positive moves forward we have made.



CELEBRATING SUCCESS: REWARDING, MOTIVATING, INSPIRING



The White Rose Academies Trust prides itself on a series of highly effective rewards systems which acknowledge and celebrate the achievements and successes of **all students**.

Across our schools, inside and outside the classroom, staff consistently practice respected rewards systems which provide students with the opportunity to be recognised and praised for their academic achievements, progress, contributions to the school community, behaviour and attendance.

A Trust-wide incentive includes a regular Work of the Week, Gallery of the Week and Student of the Week feature on each Academy website. These prominent, vibrant news stories showcase the extraordinary work taking place in each school, whilst raising the profile of students' achievements among their peers, family and local community. A renewed sense of value, pride and purpose married with an improvement in behaviour has been cited for a number of students commended through this system.



Leeds East Academy strongly believes that pupils should be regularly and fairly rewarded for their achievements, to not only celebrate young people's successes, but to also inspire and motivate students to achieve their very best and become confident, independent learners.

Outlined below are the various methods used across the school from Year 7 through to Year 11:

- **Praise Stamps:** Regular recognition of positive action from students will occur in every lesson and, whenever possible, outside of lessons.

- **Student of the week postcards and website feature:** Weekly recognition for outstanding progress made in lesson or around the Academy/community.
- **Level 1 – 5 Certificates and badges:** Awarded when students have collected a certain level of stamps.
- **Achievement Assemblies:** Achievement Assemblies are held termly and are an excellent opportunity to celebrate achievements of pupils who have consistently and continuously pushed themselves to achieve well.



At Leeds City Academy, students receive regular aspirational, inspirational and achievable rewards. The school was delighted to open their very own Rewards Shop in April 2017, where students eagerly collect positive reward stamps throughout the week from their teachers or for outstanding contributions towards school life. These can then be used to purchase a range of items at break times such as: stationery, sports equipment, arts and crafts, skincare products, toiletries and various gifts. Nida (Year 7) has achieved a remarkable 9286 stamps this academic year, and over 81% of students across the Academy have achieved stamps consistently in each lesson, every single day.

Each week the achievements of five students in each year group are nominated for Student Success of the Week. These students meet with a member of the senior leadership team to discuss progress, exceptional attitudes to learning and how they broaden their learning through extra-curricular activities and events within

the community. As model citizens and valued members of the school community, a citation is presented in weekly assemblies and displayed on our school website.

This year LCA are inviting parents to attend the first annual rewards event. Staff will be presenting prizes to students who have achieved over and above their target grades, or who have demonstrated outstanding effort in lessons over the entire year. The school has also invited some prestigious guests to present some very special prizes too.

LCA runs half-termly Rewards Assemblies where students receive praise, certificates, rewards for exceptional rates of progress in all subject areas and for 100% attendance and improvements in attendance. Having recently developed a new Trust wide Rewards Policy, the Academy is looking forward to celebrating success and achievement with parents/carers further at a Trust Awards Ceremony.

Rewarding the pupils at Leeds West Academy is key to providing a positive ethos and environment for learning. It is important to celebrate the achievements of all young people and this in turn will encourage participation and build resilience to achieve their aspirations. Outlined below are the various rewards issued across the Academy from Year 7 to Sixth Form:

Praise Stamps: Regular recognition for positive action from students will be rewarded in every lesson and around the Academy.

Postcards: Weekly recognition of outstanding progress in lesson or achievement around the Academy.

Star badges level 1 – 5: These will be awarded when a certain number of stamps are achieved.

Achievement Assemblies: Assemblies will be held termly and will celebrate the continuous achievement of pupils throughout the term.

Presentation Evening: Certificates will be awarded in recognition of specific subject areas and parents will be invited to participate in the celebration.

Achievement Day: A day of rewards for pupils who have shown resilience, consistent progress and positive behaviour throughout the academic year.



A PARTNERSHIP FOR PROGRESS: THE GORSE ACADEMIES TRUST



Forged in September 2016, our partnership with The GORSE Academies Trust provides support, expertise and development across The White Rose Academies Trust. This relationship enables each Academy and the wider Trust to determine its priorities for improvement with specialised support, in addition to offering subject specific advice and a range of CPD opportunities to all staff.

A cornerstone of our special relationship is a Professional Mentorship Programme for The White Rose Academies Trust's Executive Principal, Andrew Whitaker, which is delivered by Sir John Townsley, NLE, Executive Principal of The GORSE Academies Trust.

Sir John Townsley has a remarkable history of rapid school improvement and was honoured for his services to education in the New Year's Honours list of 2015. As Deputy Headteacher at The King's School, Pontefract, Sir John led a team of teachers who spent a year developing and writing Positive Discipline which is now the dominant behaviour framework across schools in England. Following an equally transformative period, Morley High School was judged as Outstanding in 2009 under his leadership, and again as The Morley Academy in 2013. In 2009, Sir John intervened at Farnley Park High School and ensured the school secured an outstanding judgement in 2013. The school is recognised nationally as the most rapidly improved secondary school by OFSTED.

Sir John Townsley said: "All of us at The GORSE Academies Trust are particularly excited about the development of our partnership with the White Rose Academies Trust. We know that



all profound and sustainable improvement emerges through partnerships which are of the highest quality. We know that The White Rose Academies Trust shares our determination to change the life chances of children who come to our schools from some of the most impoverished parts of the Leeds city region and we are confident that, under the new leadership of Andrew Whitaker, the Trust will prosper in an environment which is characterised by the highest standards of integrity, sincerity and compassion." The GORSE Academies Trust provides an external, rigorous review of our progress each year, assessing the overall effectiveness of each White Rose Academy. The performance of leadership and management is scrutinised, in addition to the quality of teaching, learning and assessment whilst appraising targets and outcomes for students. This year, the review's findings determined a programme for Trust-wide development of Science, English and Mathematics; our partnership provided crucial leadership support with new schemes of work, assessment processes and standardisation development.

Senior and Middle Leaders have also experienced placements for at least one full day a week within a TGAT Academy, working closely with TGAT's highly

experienced leadership teams. Our leaders have collaborated on the development of bespoke programmes of improvement to specifically target areas for improvement in our own Academies.

The White Rose Academies Trust also benefits greatly from an annual external review of Key Stage 3, which includes advice and guidance from TGAT's Director of Primary Education. We have also secured full access to TGAT's TRACKLE pupil progress system, in addition to the TGAT Reading Circles programme, which includes advice and guidance on how to implement the programme across each school.

At the centre of our partnership is our forthcoming Beginner Teacher Programme, developed through the teacher training provision at GORSE SCITT. The White Rose Academies Trust will formally join the group in September 2017, ensuring we secure the finest new teaching talent in the region and beyond.

Sir John Townsley adds: "If we can seek to ensure that children in The White Rose Academies Trust do well in their examinations and go on to secure excellent jobs and places at top universities, then our city will be a better place, and significantly so."



A Partnership for Progress:
Sir John Townsley

Executive Principal and
Accounting Officer

The GORSE Academies Trust

AN EDUCATION POWERHOUSE: LEADING THE TRUST TEACHING AND LEARNING GROUP

Teaching and Learning, as we all know, is the silver bullet of success for our Academies and Trust. To become outstanding we need our students to benefit from excellent high quality teaching every day, which develops independence, creativity, innovation and risk taking. We need to start encouraging students to think for themselves and explore ideas through a range of challenging activities and tasks which move learning forward at a fast pace. This will lead to high levels of student engagement, determination and enthusiasm.

If we demonstrate high ambitions for our students, the more eager they will be to strive for success; our students will become confident and resilient learners, which is evidenced by student examination outcomes significantly above the national average. This creates a teaching provision in all Academies which will be judged as consistently Outstanding by OFSTED.

A big piece of work that The White Rose Academies Trust have initiated this year is the creation of The Trust Teaching and Learning group, chaired by Associate Principal Kash Rafiq. The focus of the group will evolve over time, especially regarding half term strategies, but a constant will be that this group is driving forward the improvement in the quality of teaching and learning across the Trust.

The Teaching and Learning group isn't about creating a one-size-fits-all blanket approach to teaching and learning, or a centrally dictated framework; it is about enabling the Trust to quality assure teaching and learning and more importantly to bring together the most talented teaching and learning minds in the Trust to discuss, challenge, innovate and measure impact.

The group will regularly invite key Middle Leaders to present or discuss successful teaching and learning strategies as well as researching and seeking out best practice in a wider field. This will ensure that within the next two years, we become a highly confident and competent Teaching and Learning Trust.



The outlined focus below will enable WRAT to achieve this ambitious goal and ensure we become a centre of excellence and in turn support a range of schools/academies.

1	<ul style="list-style-type: none"> Quality of staff CPD High quality NQT training and mentoring Recruitment of Good and Outstanding teachers 	Sam Pocock
2	<ul style="list-style-type: none"> Quality of teaching – linked to student outcomes Teaching innovation; what is new and having impact in learning nationally and how can/will this be implemented across WRAT 	Sarah Carrie Hannah Ward Katie Broadbent
3	<ul style="list-style-type: none"> Development of literacy and numeracy across the Trust 	Richard Chattoo Ben Lyons Rachel Kilburn
4	<ul style="list-style-type: none"> KS3 and the pace of progress Development and implementation of strategies to more effectively prepare our students to sit and succeed in exams 	Chris Ray Aimee Hanson Alex Watson
5	<ul style="list-style-type: none"> Development and implementation of strategies to accelerate the progress of disadvantaged students Effectiveness of PB/BFL in all lessons 	Toby Cale Dave Clement Helen Russell
6	<ul style="list-style-type: none"> The creation of an Outstanding Teaching and Learning Trust model and School-to-School Support model over the next three years Career development pathways for all teachers in the Trust 	Kash Rafiq Sam Pocock



A NEW GENERATION OF TEACHER: TRAINING WITH GORSE SCITT

Throughout this academic year, The White Rose Academies Trust has developed its beginner teacher programme through forging links with a fantastic teacher training provision at GORSE SCITT (School Centred Initial Teacher Training).



Assistant Principal Sam Pocock, who has previously been working with beginner teachers at Leeds West Academy, has taken on a Trust-wide senior leadership role to lead on this project ahead of the Trust officially joining the SCITT in September 2017.

Sam has worked closely with Stephen McKenzie, Director of the SCITT, to recruit the largest ever cohort of trainee teachers through this provision and has contributed to planning the programme for the next academic year. This has involved Leeds West Academy hosting recruitment events and attending numerous planning meetings to ensure that an outstanding teacher training calendar has been designed.

It is expected that The White Rose Academies Trust will be hosting approximately 26 trainee teachers for placements over the course of the next academic year. Furthermore, the Trust will utilise some of its outstanding practitioners to deliver lectures and training sessions within academies to the whole cohort, which is projected to be over 100 trainee teachers; it will be

hugely beneficial to have this many trainee teachers in our academies which will ultimately contribute to enhanced progress for our young people, as well as enhancing recruitment opportunities in all subjects. Over this academic year, WRAT colleagues have also delivered sessions to the cohort.

To prepare fully for this project, WRAT has carried a pilot scheme over this academic year by hosting four trainee teachers from GORSE SCITT, which has demonstrated the quality of their provision. All four teachers will complete the course with a good or outstanding grading. This has allowed colleagues to become familiar with GORSE SCITT documentation and processes ahead of the increased number of placements over the next academic year and beyond. The impact of this relationship is already evident by the fact that there will be a number of teachers within the academies who have come through the GORSE SCITT training programme in the next academic year.

Steven McKenzie, Director of SCITT, said: "It has been a privilege to work with our colleagues at The White Rose Academies Trust this year. Already we feel this collaboration has significantly enhanced our offer. We are also very excited about forming our full-blooded relationship in ITE next year."

Sam Pocock, Assistant Principal, adds: "The GORSE SCITT has outlined our new model of quality practice for teacher training, by providing a high calibre of effective practitioners across the Trust. The quality of training is delivered by outstanding teaching and learning professionals, producing a new generation of exceptional teachers. There is no doubt that this will lead to enhanced outcomes in each and every classroom. It is an extremely exciting time for this element of Trust development and collaboration, which is a huge contributing factor in fulfilling our journey to outstanding."

STANDARDS OF EXCELLENCE: THE TEACHING & LEARNING GROUP



At the start of the year a new Assistant Principal for Teaching, Learning and Assessment was appointed to urgently re-evaluate the quality of Teaching and Learning at Leeds East and work with the Principal to establish an effective and impactful Teaching and Learning strategy.

As part of the service level agreement with TGAT and Cockburn High School, the Assistant Principal was able to visit both schools and spend time with the Directors of Teaching and Learning to examine best practice which has had a significant impact on student outcomes. Visiting these schools has been instrumental in terms of setting the Leeds East Academy's Teaching and Learning strategy for 2016/17.

The new strategy moving forward is focused on four clear priorities:

1. The LEA Way
2. Pace in lessons
3. Quantity and Quality of work in exercise books
4. Preparing for exam success

Each priority is geared towards preparing students to be successful in exams and ensuring that pupils make good progress over time; resulting in good outcomes for pupils. Introduction of each priority has been preceded by a CPD session so colleagues are able to develop the relevant skills to achieve success when delivering each priority. Feedback from staff in relation to the CPD delivered has been extremely positive and data collected for all sessions shows 92% - 98% rating the training as good or better. Effective application of each criteria is tracked and monitored through senior and middle leadership

learning walks which form part of the Quality Assurance schedule.

In addition to the 4 clear priorities, a rigorous Quality Assurance schedule has been established to track and monitor the performance of teaching staff over time against the Academy priorities and teachers' standards, which examines a broad range of evidence. Activities which form the QA schedule include half termly work scrutiny, learning walks, lesson observations and achievement scores. Data from each activity is collected in the Teaching and Learning database so that a bespoke programme of support can be put in place to help colleagues develop their practice to equip them to become strong practitioners.

As part of this process, middle and senior Leaders have participated in a range of standardisation activities to ensure judgements made in relation to Teaching and Learning are accurate and reflect the high aspirations of the Academy to achieve our ambition of being outstanding in 2 years.

Next Steps:

- To further develop the quality of marking feedback and assessment so that it quickly addresses and identifies pupil's misconceptions, showing good progress over time.
- To improve approaches to questioning so that all questioning delivered by staff is highly skilful
- To explicitly teach sophisticated and ambitious vocabulary so students are able to access higher grades in their exams
- To ensure rigorous application of the literacy codes to support pupils with developing good levels of literacy



At the start of the academic year there were four main strategic, teaching and learning areas of focus. These are illustrated below with a summary of the actions taken, the impact of those actions and the emerging actions:

- to ensure staff are using data to inform their planning

There is 100% coverage across the Academy of staff having a personalised SSIP, through class charts, for all groups. Data provided from each pupil is standardised across the Academy including current grade, target grade, proficiency in English, DA and SEN. This has resulted in improvement in personalisation within lessons with explicit strategies set out by staff on how lessons are tailored to all pupils.

- to raise the level of challenge through the use of red zone

Red zone, developed from TGAT, has been embedded into everyday practice across the Academy. Red zone is a period of independent, challenging work promoting resilience and resourcefulness within our learners. Red zone takes place in 100% of lessons and has resulted

in our learners becoming independent learners. Evaluation of red zone has brought to light that further challenge and expectations around quantity of extended writing can be utilised when moving red zone forward next year.

- to empower staff to become literacy experts across the Academy

An audit around literacy strategies for our 70% EAL students informs continuous professional development throughout the year. Our EAL learners have made rapid progress which was an identified strength recognised by OFSTED. An EAL manifesto has been launched, a definitive list of strategies/expectations for staff to use which will be embedded fully next year.

- to improve consistency within Teaching and Learning

'The basics' were launched with staff: a set of fundamental characteristics of an outstanding lesson. Within these are 'tight areas'; a set of criteria that must be consistent 'every lesson, every day'. Consequently, consistency around the Academy has improved, 87% of lessons have these consistent elements. Work will be ongoing, throughout next year on the basics and will form the basis of Continuous Professional Development.



Teaching and Learning has dramatically evolved during the academic year 2016 to 2017 at Leeds West Academy. This year we have raised aspirations by establishing high standards and expectations for all teaching professionals.

To secure rapid improvement, a three stage fundamental focus has been established; compliance, quality and impact. At the beginning of the year the focus of quality assurance was to ensure professional compliance and consistency across the Academy; the non-negotiables were launched alongside the learning objectives and outcomes slide. In January, this was strengthened with the addition of the minimum classroom expectations. There are 15 elements, which require a RAG rating, these are categorised to focus upon compliance, the quality of teaching and the impact of teaching, linking to progress over time. A comprehensive CPD programme with weekly optional and directed sessions, as well as compulsory twilights, supported rapid improvement. Prior to the learning walk cycle commencing, full training was delivered to the team of observers. This secured accurate judgements supported by assessment data, triangulating the quality of teaching with the progress of students.

Recruitment has been a key strategic focus over the last term; of the professionals leaving the Academy 46% have been categorised as demonstrating poor practice with only 27% demonstrating very good practice. The remaining professional profile is much stronger with 68% of remaining staff demonstrating very good (green) practice and just 9% (6 professionals) demonstrating poor practice (red). Our recruitment drive has been relentless in securing professionals of the highest standard

and quality, thoroughly exploiting our links with The GORSE Academies Trust. An outstanding induction programme has been established as a successful beginning and transition to life at Leeds West Academy.

Strengths:

The leadership of Teaching and Learning is beginning to have a significant impact across Leeds West Academy, 'There are signs that the quality of teaching is improving as a result of leaders' actions' (OFSTED March 2017). The most recent learning walks (May 2017) demonstrated professional compliance and consistency throughout the Academy, as outlined below;

- Learning routines are consistent and secure across the Academy; planners are visible and the PB policy is applied in 70% of lessons, 83.7% of lessons had a positive start to learning.
- In 70% of lessons learning objectives and outcomes are displayed consistently using the slide and demonstrate challenge for the majority of students.
- The presentation of students' work is of a very high standard in 86% of the books.

Key strategic priorities for 2017-2018:

- Marking and Assessment must be frequent and robust in order to develop skills, knowledge and understanding for all students.
- The literacy plan praised in our recent OFSTED visit must be implemented quickly; developing these key skills is crucial in raising standards of achievement.
- Subject curriculum mapping must be a key priority for the new middle leaders to ensure there is a cohesive plan for learning over time; developing skills, knowledge and understanding at a rapid rate.
- To continue to drive the quality of teaching by focusing upon personalisation strategies being embedded through SSIPs and a consistent approach to assessment for learning is developed across the Academy.

SHAPING AND IMPLEMENTING OUR 2020 VISION: INTRODUCING OUR ASSOCIATE PRINCIPALS

The Executive Principal has set out a clear vision of school improvement as the Trust embarks on a transformational journey to outstanding over the next three years.

The role of Associate Principal is a highly desirable prospect for an aspiring leader who has strong ambitions of becoming a Principal within 18 months, and this exciting role offers a direct pathway to becoming a future Principal within The White Rose Academies Trust.

The role of the Associate Principal is to shape and implement a vision of academic success for all students and to focus on key strategic priorities to lead change by developing clear structures and procedures and unite all to achieve the schools vision. For the Principal to deliver the strategic vision for the future, they need the time to develop strategic excellence to raise standards.

The core purpose of the Associate Principal is to assume the key task of the daily operational management of the Academy and to provide high quality leadership, by providing a mentoring role for all staff and students and to promote a culture of close collaboration and teamwork across the Academy. The Associate Principal has to lead by example and to model outstanding practice at all times, to develop a culture and ethos where students feel safe and confident as well as promoting high standards and high expectations from students, staff and the community. The Associate Principal has to be a committed and outstanding teacher as well as an ambitious strategic thinker who will support the Principal in establishing a vision for the future development of the school and to

play a leading role in school improvement and development planning, as well as having a clear understanding of school monitoring, evaluation and review to rapidly raise standards.

The Associate Principal role is to also work in close proximity with the Academy Principal to reflect on the Academy's areas for rapid improvement and to develop swift and concise action plans to tackle underperformance of staff at all levels. The role also supports the short, medium and long term goals of the Academy, as well as planning the next steps to transform the Academy; ensuring remarkable improvement is achieved.

The Associate Principals and Academy Principals work closely in creating clear lines of accountability and line management, which includes both senior and middle leaders being required to present their impact to one another every half term. Together, they also support staff at all levels; assisting in their understanding of their accountabilities as well as challenging underperformance at all levels and devising strategies for improvement. Together we have made accurate initial assessments of each school's strengths and of the areas of its work. This is even more effective by focusing on continuous improvement and implementing change at rapid pace, and then assessing impact to ensure the highest possible standards are achieved.

In addition, the Associate Principals roles are to encourage high levels of performance and to be proactive and energetic, seeking and exceeding targets to a high standard, and to always ensure the best interests of all pupils are at the heart of all decision making.

REVIEWING PRACTICE, SHARPENING POLICY AND RAISING THE PROFILE OF LEEDS CITY ACADEMY: A SENIOR VICE PRINCIPAL'S PERSPECTIVE



Tracy Foy

Senior Vice Principal
Leeds City Academy

Following my deployment by the Trust in April 2017 to the role of Senior Vice Principal at Leeds City Academy, my abilities to affect immediate and rapid improvements to our school has been exciting and transformative.

Central to our success at Leeds City Academy has been the support and high challenge demanded from our new Executive Principal. In October, we launched a new Academy Improvement Plan to all staff, students and the wider community to establish a new vision; to raise our aspirations and to deliver education that will equip our young people with the knowledge, skills and experience ready for their next steps.

I quickly identified weaknesses in behaviour, welfare and safety, and the Trust responded immediately by deploying one of its Assistant Principals to deliver staff training to ensure greater consistency in our Positive Behaviour Policy. In January, The White Rose Academies Trust offered additional support by seconding an Assistant Principal from Bruntcliffe Academy to build on this work. The impact has been stark, increased student attendance figures and a significant drop in the number of fixed-term exclusions.

The appointment of four new, highly talented and experienced senior leaders in January has allowed us to enact a programme of school improvement that was clear, ambitious and has student success at its centre. We have now moved from an Academy seriously at risk of being judged inadequate/special measures by OFSTED, to an Academy judged to be requires improvement, which is well on its way to good and outstanding.

OFSTED Inspectors praised our leadership for taking decisive action to tackle poor teaching coupled with our rigour to strengthen the Academy leadership team. Inspectors also cited that there was clear capacity for improvement because of the support from the Executive Principal and staff's high level of support for actions being taken to improve the Academy. Students too have commented on the transformation taking place in the Academy this year. One student commented: "Compared to last year, teachers have supported us more, making us achieve by aiming high."

The new Executive Principal has also allowed more autonomy over our finances resulting in vital investment both in improving our learning environment and

restructuring our student support team. There is no doubt that Leeds City Academy is benefiting from the support of a healthy, progressive Trust with the full intention of driving forward and supporting our school's unique potential at the heart of Leeds City Centre, which for too long felt neglected and uninspired. This year, the landscape could not be more different.

Forging our new partnership with The GORSE Academies Trust has enabled us to review our practices and sharpen our policies, most notably in delivering higher quality teaching, learning and assessment in the core subjects of English, Mathematics and Science.

Working closely with our Trust-wide Communications Team, I am also proud to have raised the public profile of our school, driving forward the new image of the Academy in line with the Trust's new standards and expectations. This year, Leeds City Academy students gathered crucial road safety data on Woodhouse Street as part of a study with our Safer Schools Officer. This road is of concern to our community as it is a busy route situated before the entrance of the school and a neighbouring nursery. Although the speed limit is 30mph and



This year, the landscape could not be more different.



there are zebra crossings, there have been incidents and injuries on the road in the past year. Following our much publicised study, Student Council presented their findings to Hilary Benn, MP for Leeds Central, who said: "I am supporting Leeds City Academy's campaign for a safer crossing for pupils and local residents and am contacting the Council to press for action." This project and many of our programmes for development continue before the eyes of the local community we serve.

Our unrivalled reputation in the Leeds Central area has seen student numbers steadily increase throughout the year with record numbers of Year 7 students joining our Academy in September. Our Academy has been rapidly transformed in every facet since I joined as Senior Vice Principal, and the journey to outstanding continues at pace.



ELEVATING STANDARDS: EXCELLING IN ATTENDANCE AND BEHAVIOUR AT LCA



Gemma Edwards

Assistant Principal



We are incredibly proud of the achievements we have made this academic year towards improving behaviour, safety and attendance at Leeds City Academy. The school is calm, orderly and harmonious and pupils are well behaved in lessons. Mike Ions, DfE Education Advisor, January 2017 said: "there is a clear sense of quality and inclusion in the school. Diversity is recognised and valued." In the OFSTED May 2017 report it was identified that 'Leaders have made sure there are excellent procedures in place to protect pupils and take care of pupils' emotional well-being.' In order to facilitate this, an extensive staffing restructure has taken place with the appointment of three Assistant Principals; one with responsibility for Personal Development, Behaviour, Safety and Welfare and two responsible for KS3 and KS4 outcomes with a particular focus on disadvantaged students. In addition, we have also recently appointed 3 Year Managers, a Family Support Worker to target outreach support to our most complex and vulnerable families and a student counsellor to work with the social and emotional needs of our students.

Our strategic responsibility has been to reduce the rate at which attendance declines and, having maintained our overall school attendance of 94.2% since January; we can distinctly state that attendance has improved significantly compared to the same period last year – up by 2%. The attendance of our Non-disadvantaged students stands above national average at 95.2% and the attendance of our Disadvantaged students is also above the Disadvantaged national average at 93.13%. Our now strong pastoral team work assiduously to support all young people and families and the rigorous monitoring of students through robust tracking, using a 5 staged response procedure and visual traffic light system for non-attendance, has been used successfully to trigger appropriate intervention. In conjunction with this, timely rewards within assemblies and the opening of a Rewards Shop in April 2017 has supported this substantial increase. Mark Feldman (LCA Academy Improvement Partner) reported that "given a substantial proportion of the Academy's pupils are of Gypsy/Roma ethnicity and that this group nationally has exceptionally high



Attendance has improved significantly compared to the same period last year.



rates of absence and persistent absence ... the Academy's work in raising attendance has been very effective in the context of highly challenging circumstances."

We know that our overall attendance figure is still below the national average and that our persistent absenteeism is also above average. We are not complacent and recognise that there is still much work to do.

Raising standards and expectations in all areas of behaviour is critical to moving the school forward to outstanding. This academic year we have restructured the school day. This has meant moving coaching time to the start of the day to address planners, uniform and equipment. Additionally, we have introduced a departmental removal system to address behaviour at S4 and this has already seen a dramatic decrease of low level disruption incidences by 39% since implementation.

Pupils say they are safe in school and there are adults they can confide in if they have any concerns. The arrangements

for safeguarding are effective and exemplary systems are used skilfully by leaders to ensure that pupils, including those in off-site provision, are safe and protected from harm. Within lessons and around the Academy pupils are pleasant, polite and courteous and they socialise well enjoying their time together. Despite this, exclusions are high and above the national average; in particular exclusions among Gypsy/Roma pupils and pupils with SEND. This is disappointing, however there are individual student success stories and of these, 21 students have had no further exclusion this academic

year; meaning student specific interventions have been effective. As part of the White Rose Academies Trust we have worked collaboratively to devise a new Positive Behaviour Policy and we are excited about this being implemented in September 2017. This includes strategies to reduce Fixed Term Exclusions and reduce the amount of time spent in Seclusion by some students.

We feel confident that these modifications, as well as the development of our Rewards Shop, will incentivise students to choose positive behaviour rather than negative.



ELEVATING STANDARDS: EXCELLING IN ATTENDANCE AND BEHAVIOUR AT LEA



Kash Rafiq
Associate Principal



Over the last three years, a considerable amount of work has gone into improving behaviour, safety and attendance at Leeds East Academy resulting in a transformational change in pupils' behaviour and attitudes to learning. The school is now a very ordered environment and in lessons; pupils take pride in their work, are punctual and fully prepared for learning which is now beginning to see a positive impact on pupil progress. Outcomes from recent visits to the Academy by two serving OFSTED inspectors; Sir John Townsley (April 17) and Mark Feldman (May 17) showed "remarkable improvements in attitudes to learning." The Regional Schools Inspector; Vicki Beer also commented on the impressive attitudes to learning during her December 2016 monitoring visit.

This view was also reflected in the OFSTED 2017 report which identified many strengths in the personal development, behaviour and safety section of the report, stating 'leaders have been successful in creating a positive working

atmosphere. Pupils show high levels of respect for each other and are increasingly aware of the desire of staff for them to succeed. Higher expectations of behaviour, attendance and the way in which pupils present their work are helping pupils to value their education. Behaviour is no longer a barrier to student progress. The report also highlights how "Pupils conduct themselves well around the school and in lessons and the Academy is a safe and caring environment in which pupils show respect for one another."

At the beginning of this year, our two key strategic priorities were to reduce fixed term exclusion and to improve the attendance of our pupils. This academic year saw the introduction of Key performance indicators for all colleagues within the behaviour and attendance teams. Colleagues within these teams understand that they are responsible for the delivery of these KPIs and that their performance is reviewed half-termly based upon their success in achieving them. A highly structured and bespoke

behaviour modification programme has also been successfully implemented for pupils with significant behaviour barriers to learning. Exclusions have reduced rapidly by 58% compared to the same period last academic year. Days lost have reduced by 65% and Disadvantaged FTEs saw a reduction of 46%.

To improve attendance, this academic year the Academy introduced a new strategy aimed at ensuring a clearer structure to tackling poor attendance. The Academy developed a 5-staged response procedure for non-attendance which includes a traffic light system to monitor attendance at a glance, triggering appropriate action/intervention. In order to facilitate this, two additional Year Managers were appointed in September to increase capacity within the inclusion team. The introduction of the position of the Community Attendance Liaison Officer has also led to an increase in the number of home visits per week by 82% and the success rate

Exclusions have reduced rapidly by 58% compared to the same period last academic year.

of this in relation to students coming into school the same day to 54%, thus highlighting the effectiveness of this position.

A strong whole school drive to further improve attendance via a targeted door knocking rota and pastoral and senior leadership 'attendance clinics' targeting students identified as PA or on the border of PA, showed a marked and sustained improvement on the attendance of pupils who have previously had exceptionally high rates of absence. Attendance for this academic year has improved by 3.5% on the same period last year to 94%. PA saw a reduction of 13%. The attendance of our Non-disadvantaged students stands

above the national average at 96.18% and disadvantaged student attendance now is in line with national figures.

In order to move Behaviour and Safety to be good, the Academy will now:

- Further improve attendance by creating a strong culture of enjoyment of coming to school. Ensure that attendance reaches and ultimately exceeds the national average.
- Further develop behaviour modification strategies and bespoke tailored made curriculum programmes to continue the rapid reduction in fixed term exclusions.



ELEVATING STANDARDS: EXCELLING IN ATTENDANCE AND BEHAVIOUR AT LWA



Ben Wheeler
Associate Principal



Although the national average for attendance is 95.0%, Leeds West Academy has made further improvements from last year's overall figure. This means that there has been an improvement in the overall attendance figure for the last two years. In addition, 44% of students are above the Academy target of 95% (593 students),

Persistent absenteeism (attendance below 90%) in 2016 was 16.3%. Our reported figure in 2017 is 15.7%, a pleasing reduction although the national figure for persistent absence is 12.4%. This is an area where Leeds West Academy will focus a lot of energy in 2017/2018. In order to improve progress made by students, attendance must increase further. Our punctuality figures have improved also. Last year, the punctuality figure was 98.0% with the figure this year being 98.1%.

At Leeds West Academy, we also ensure that we have

high expectations in terms of behaviour and conduct. The vast majority of students abide by these expectations on a daily basis and, at times, exceed these expectations. Unfortunately, some students find this more difficult. Despite a small number of students not being able to consistently meet these expectations, there have been pleasing decreases in the number of exclusions at Leeds West Academy.

There have also been significant decreases in the number of exclusions at Leeds West Academy during the academic year 2016/2017. This is overall and for Pupil Premium students.

As well as the pleasing reductions in the number of exclusions during this academic year, Leeds West has also dramatically reduced the number of days of exclusion. There has been a reduction in the number of days of 62% from Year 1 of the Positive Discipline policy.



Pupils spoke highly of the school's culture of respect for diversity and opportunities.



During this academic year, waves of intervention have been developed and implemented in order to support the students of Leeds West Academy. Pastoral staff identify students' needs and use the various levels of support from within the waves of intervention, to ensure that barriers to learning are reduced and that students can make progress.

OFSTED visited Leeds West Academy during Half Term 4 and it is pleasing to report that the inspectors noted positive observations from the area of Personal Development, Behaviour and Welfare. A selection of these follow:

- "There is a positive safeguarding culture in the school because leaders make pupils' safety a high priority."
- "Pupils' work is well presented."

- "Many teachers know their pupils well and identify ways of supporting individuals to make better progress."
- "Pupils behave well around the school and show respect for each other."
- "Pupils spoke highly of the school's culture of respect for diversity and opportunities for them to develop their understanding of equality."
- "They (pupils) said that the school does not accept any bullying and that any incidents are dealt with well by staff."
- "Pupils attending off-site education are well looked after. Their teachers know them well and communicate any concerns to school leaders."
- "Pupils said that they appreciate the support that their teachers and other adults provide for them."
- "Relationships within the school are very positive."



A NEW BEGINNING: WHITE ROSE PEOPLE

This year, The White Rose Academies Trust has greatly expanded its family of education professionals. We've welcomed outstanding new teachers, in addition to subject specialists and experienced leaders with a record of transformation in education. We're also expanding and enhancing our support services to ensure our schools deliver an exceptional service to parents, carers and the wider community.

From teachers to technicians, from the classroom to the canteen; all of our staff share the outstanding ability to raise aspirations, unlock potential and secure the best possible future for the young people of Leeds.

To find out more about our new people, visit leedseastacademy.org.uk, leedswestacademy.org.uk, or leedscityacademy.org.uk
> The Academy > Our New Staff.

For our new career opportunities, development programmes and more, professionals can also follow The White Rose Academies Trust LinkedIn pages at linkedin.com/company/white-rose-academies-trust.



Our schools deliver an exceptional service to parents, carers and the wider community.



STUDENT VOICE: WHAT'S CHANGED THIS YEAR?

"I started at Leeds City Academy three years ago, and to me, it's not like other schools - there's something unique about it. It's more connected; it's more diverse and it's all round much better than any other school I've been to." – Year 11, Leeds City Academy

"Teachers in Maths don't just help people who are really good, but they help people who are struggling. They have set up an after school club for Maths to help students improve." – Year 9, Leeds City Academy

"One of the main things that's different and really helps is that the learning objectives are there and then the three arrows point down to boxes, and it gets harder each time, and that's really helpful as it can tell you how to improve in the lesson. I think it's been really useful at the start of the lesson." – Year 8, Leeds West Academy

"There's more support. We've been learning memory techniques, using a piece of paper, reading it, turning it over and trying to remember as much as you can which really helps with memorizing key dates." – Year 11, Leeds West Academy

"We definitely get a lot of work done in the lessons now; it's very different you can see the change in the atmosphere. We're learning in all of the lessons, not spending time at the beginning getting sorted out." – Year 9, Leeds East Academy

"I think it's a good school because no matter how old you are, or what problems you have, there are now teachers here who can help you. We all unite as one." – Year 10, Leeds East Academy



To hear more, visit Our Journey to Outstanding pages at:

leedseastacademy.org.uk
leedscityacademy.org.uk
leedswestacademy.org.uk



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