



TEAL Annual Review

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for the academic year

2023-24

## Contents

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Introduction .....	3
Our Organisation.....	3
Trust Growth .....	4
Governance .....	5
Successes.....	6
Challenges .....	14
Pupils/Students.....	15
Team TEAL.....	16
TEAL Staff .....	16
New Teachers .....	17
Gender Pay Gap.....	17
Staff Feedback.....	18
Finances .....	18
Outcomes.....	19
Emerging Priorities for 2024-25.....	20



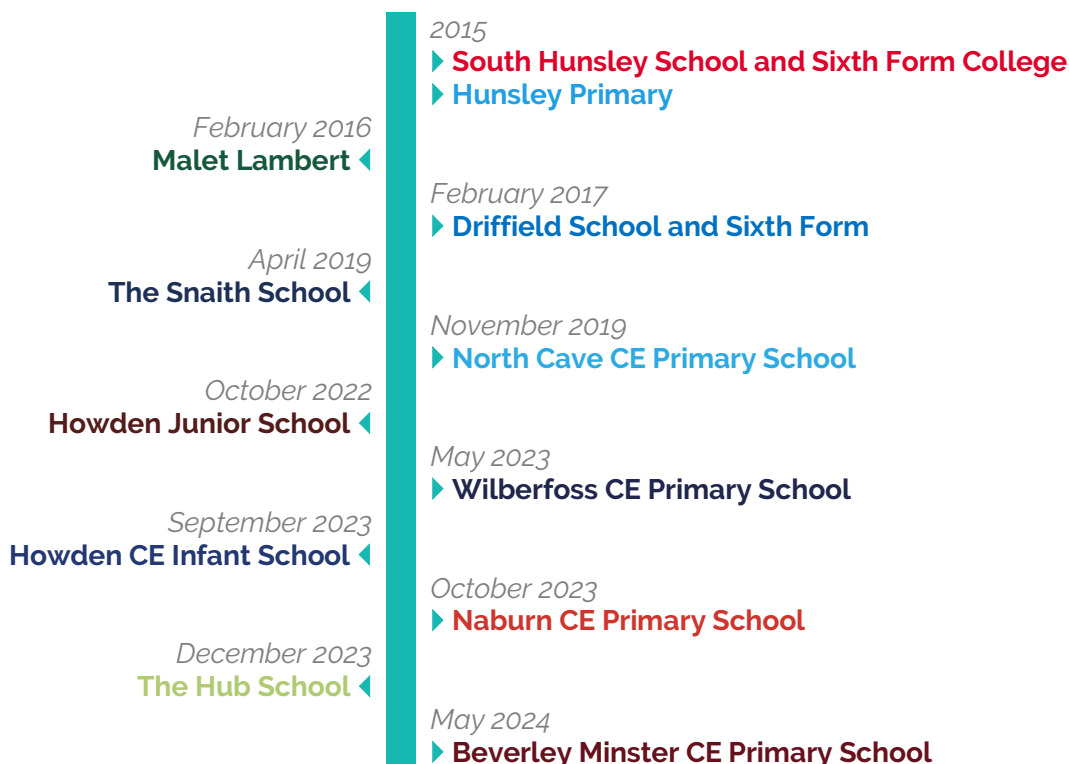
## Introduction

Looking back over the 2023-24 academic year, we are especially proud of all of our staff and young people and what they have achieved. Staff worked with all of our young people to ensure that they achieved their potential and felt supported throughout the academic year.

This annual report captures some of our successes and outcomes along with what we feel are some of priorities for the forthcoming academic year.

## Our Organisation

The Education Alliance Multi-Academy Trust was established in 2015 so that South Hunsley School and Sixth Form College could support the setting up of Hunsley Primary School, the East Riding's first Free School. Since then, a further ten schools in the region have joined:



In addition to the twelve schools, the trust also operates Yorkshire Wolds Teacher Training, the only Outstanding SCITT based in East Yorkshire, which is training a new generation of primary and secondary teachers in East Riding and Hull.

### Our purpose:

To make great schools and happier, stronger communities so that people have better lives.

We do this by advancing high-quality inclusive education that values all young people equally, through:

- Ensuring all schools in the TEAL family are successful and all our young people thrive.
- Developing the next generation of great teachers and leaders.
- Connecting with civic leaders and influencing the system so that it becomes fairer and more inclusive, sustainable and ethical.
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We will always

- Do what is right.
- Stand shoulder to shoulder.
- Focus on quality in everything we do.

## Trust Growth

We are delighted that four schools have joined TEAL following successful due diligence and conversion periods. Howden CE Infant School were first to become part of the TEAL family on 1 September 2023. Lee Hill was appointed as Executive Headteacher at both Howden Junior School and Howden Infant School soon after, and has helped to grow a dynamic team across both schools with Claire Issit and Jane Hunt being appointed as Head of School respectively.

Naburn CE Primary School joined us on the 1 October 2023 as a sponsored academy, with Headteacher Kate Durham joining the school in the September 2023. Naburn is our first school based in York and is our smallest school with only 43 children on roll.

The Hub School joined TEAL shortly after, and since joining TEAL on 1 December 2023, The Hub School is an alternative provision school, providing commissioned places at both Key Stage 3 and Key Stage 4 over a split site. Since The Hub School joined us, Executive Headteacher Paul Grimes has since been appointed as Director of Inclusion for TEAL with Genevra Austin and Jack Rollo both being appointed as the Head of School for each site

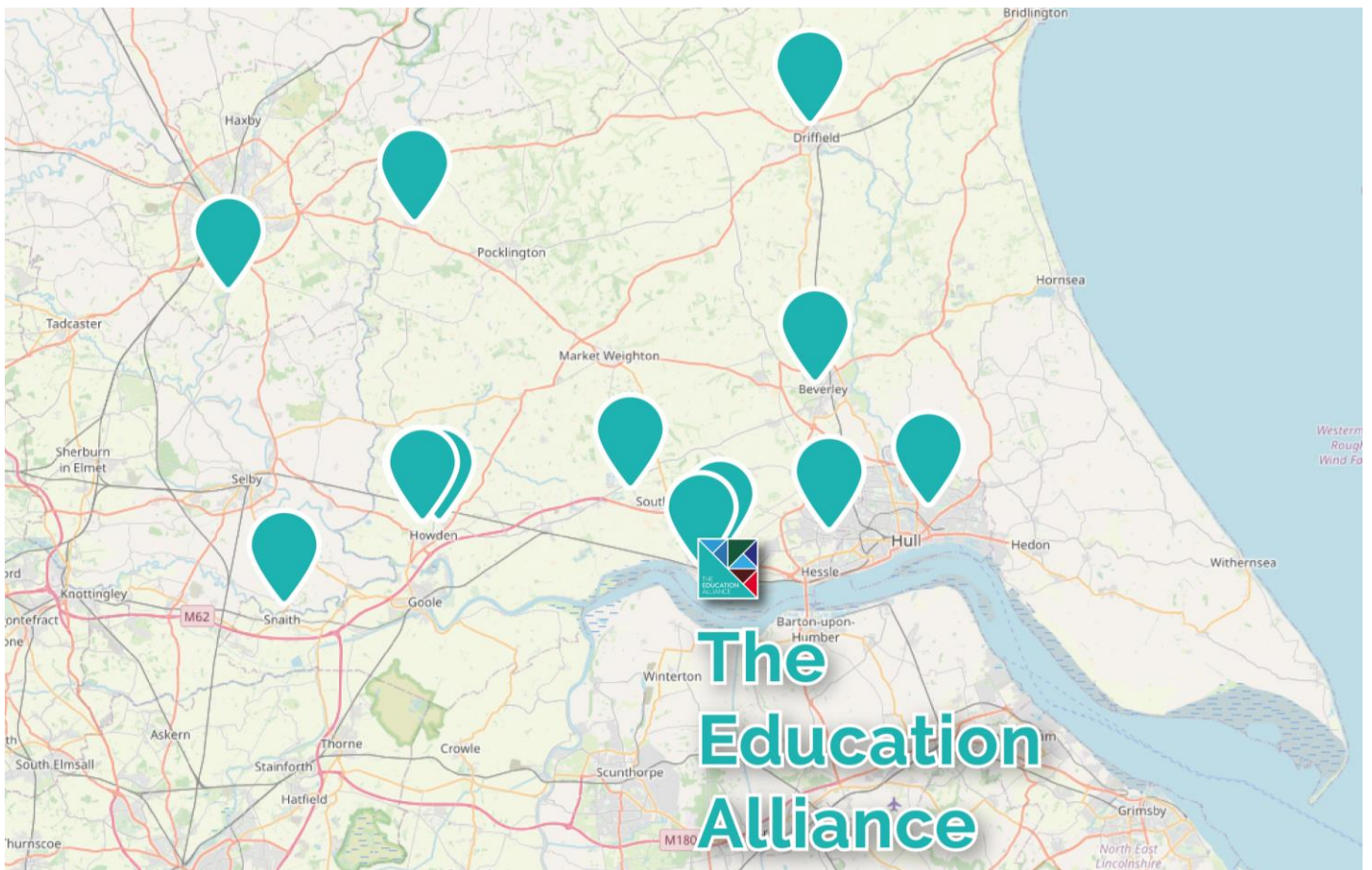
The most recent school to become part of the TEAL family was Beverley Minster CE Primary School, with Headteacher Luke Fletcher and his team joining in May 2024. The school joined TEAL as a sponsored academy and it is our first school in the Beverley area.

We are thrilled to have all four schools on board and value the hard work and support their staff have provided during the conversion periods.

As the trust expanded, the demand for the centralised school support functions grew. To enable us to fully on-board the new schools and to continue to provide the required support to our schools, we reviewed the structures in our central service team, resulting in Scott Ratheram being formally appointed as Deputy CEO (Schools). Alongside this, following on from the work already undertaken around Continuous Professional Development and teacher development across TEAL, Hayley Nickolay-Walker was appointed to the role of Vice Principal with the remit for teacher development across the trust.

Following 360 feedback gathered from stakeholders across all schools, the central services team was rebranded as the "School Support Team" as part of the feedback, it was recognised that to provide centralised HR and finance support to TEAL primary schools, two further Assistant Director roles in HR and a further Assistant Director role in the finance team were needed. We were able to appoint to all of these roles to provide much needed capacity to ensure that schools receive a gold standard service. Alongside this, a Data Analyst and a Compliance Officer have also been added to the structure to enhance the support provided for schools around data and information governance.





In the autumn term of 2023, we submitted a Trust Capacity Fund application. This is a competitive grant fund which has been established to enable strong trusts to prepare for further expansion. We were awarded £110,000, which has been utilised to support with the expansion of our primary school improvement team, and further key posts based in the central services team (to support the on-boarding of the new schools).

## Governance

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At the start of the academic year, an external review of the trust's governance took place. This involved conversations with various TEAL staff, governors, trustees and members, as well as meeting observations and the assessment of all governance processes. Following the four-month review, we were delighted with the feedback received, and any recommendations shared within the report have since been considered and implemented to help further influence the education of our pupils. Thank you to all staff who were involved during the review.

The Autumn term of 2023 saw a change to our central governance structure. Due to the continuing growth of the trust, it was agreed outsourcing governance activities to York City Council would be more beneficial to our schools. Throughout the year, the York team worked well with our Headteachers and Chairs to build agendas, support with meetings and monitor the training of all members across the trust.

We were delighted to have 3 additional Local Governing Bodies join the TEAL family, following the successful conversions of Naburn CE Primary School, The Hub School and Beverley Minster CE Primary School. We hope each LGB has settled-in well and values playing a vital part in TEAL's vision. We look forward to welcoming all new governors to our future LGB Development Sessions, where they will have the opportunity to meet members from other schools and grow their expertise even further.

Throughout the year, we said goodbye to some of our long-standing members of the Trust Board and Sub-committees. Anne Barker, Paddy Hall and Andrew Steele played a huge role in TEAL's growth and decision making and we thank them for all their support over the years. Following these resignations, in April 2023 we were delighted to welcome Kyrstie Stubbs as a new trustee, who comes with a wealth of



educational and leadership experience. We are excited to have Kyrstie on board and look forward to her contributing to the continuing succession of TEAL.

YWTT also said farewell to Chris Abbott, Chair of the Strategic Board after completion of her term of office, Chris was the driving force behind the decision to launch YWTT and we wish to thank her for everything she has done. The Chair role has now been filled by Michael Lancaster who is a long term supporter of YWTT and we look forward to working with him.

116 Trust members, governors and trustees

79  
68% Female

37  
32% Male

## Successes

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During August 2023, we submitted a Free School Application to open "The North Star School" a 120 place SEMH Special Free School. Following an interview process in January 2024, we were delighted to be informed in March 2024 that we had been successful in our application to sponsor the new Free School. We are currently in the pre-opening phase and working closely with the DfE on the project which will be situated at the site of the former St Annes Special School in Welton with Paul Grimes, Director of Inclusion championing his vision for support for all children across the local area. We are currently hoping the school will open in 2027.

### The Hub – Outreach work

The Listen Loud program has been successfully launched across Malet Lambert, Drifffield School, South Hunsley and The Snaith School as part of the Be Well offer. This has been led by The Hub School and is a bespoke program currently supporting 78 students since commencing in November 2024. The program is in its infancy and we look forward to seeing the impact and outcomes it generates across the next academic year, as well as the relationships flourishing between staff and practitioner as the Listen Loud staff embed themselves in the school communities. Group intervention, 1:1's and drop in sessions are available to target the whole school, with the intended outcome to enhance a young person's educational journey, build confidence, develop their social skills and promote achievement. Practitioners have been excitedly embedding themselves in their schools, engaging in training, preparing resources, modelling talking tools and meeting regularly to ensure the groups are fun, purposeful and positive.

Through the external Outreach offer of support at The Hub, shoulder to shoulder intervention and staff CPD has impacted a total of 9 schools this academic year with expertise being shared and guidance given to impact both students and staff. This has been across both TEAL schools and other East Riding schools. A combination of one-off sessions and longer projects have been delivered, created in a bespoke way to the needs of the schools. To date, The Hub has worked with Wolfreton School, Wilberfoss C of E Primary School, Drifffield School, Beverley Minster C of E Primary School, Howden Junior School, Mount Pleasant C of E Junior School, Beverley Grammar School, The Snaith School and South Hunsley. Staff are excited to have future dates confirmed and continue to welcome further Outreach requests.

The Outreach offer continues to be embedded within The Hub School to support their own young people and staff internally. This is based around a 5-branch model which focuses on the young person's self-management, self-awareness, decision making, relationship skills and social awareness.

The Hub and Malet Lambert School have excitedly opened their provision of The ACE House (Alternative Curriculum Environment) to support 8 young people. The ACE House has been purposefully resourced and designed to meet the needs of those accessing the provision and opened its doors on November 4th. It allows access to a sensory room, garden, kitchen facilities and learning environments which, through a partnership of Hub staff and Malet Lambert teaching staff, supports a bespoke timetable of learning, wellbeing and individualised outcomes created for the young people. Staff and students have responded positively to its opening with a current attendance to lessons of 100%. We look forward to being a part of the journey ahead of these 8 young people. The honesty is in their feedback which one young person stated as 'I love it here, it is really helping me. *I'm not missing my days in school remove and I like getting to learn. The toast is good too!*'



### **Yorkshire Wolds Teacher Training (YWTT)**

Yorkshire Wolds Teacher Training is deeply committed to growing the next generation of great teachers and leaders for the children and young people in our region's schools and beyond and continues to go from strength to strength with the completion of the re-accreditation process and permission given by the DfE to continue to recruit for the next cohort. The summer of 2023 saw a record number of trainees gaining QTS and it was lovely to see them all at the Celebration Event alongside their host teachers, mentors and the YWTT team. After a successful recruitment period with a record number of applicants, we are delighted that over 80 trainees were offered places in the September 2024 cohort.



245 colleagues have gained QTS through YWTT and 41% of these colleagues are now in leadership positions. YWTT focuses on recruiting and training teachers in difficult to recruit subjects such as Physics, Computing, Maths, Chemistry and MFL. The number of subjects offered has broadened to answer the recruitment challenges faced by our region's headteachers and those beyond our region. Our partnership has expanded to include more partner schools and we work with over 100 schools across the region, particularly supporting schools who find it difficult to recruit staff for example coastal schools in the East Riding and NE Lincolnshire. We have introduced an SEND enhancement pathway to support recruitment into alternative provision and special school settings, ensuring the next generation of teachers have the skill set to effectively support the broadening needs of children in mainstream education and beyond.

YWTT aims to identify and remove barriers for colleagues to enter the teaching profession and have done this by creating a part time training route which allows colleagues to work part time whilst they are training to teach, thus making it easier for career changes to enter the profession.

## Marketing and Communications

During this academic year, Karl Keeton, TEAL Digital Lead has overhauled websites for Beverley Minster CE Primary School and Yorkshire Wolds Teacher Training, giving both entities a fresh new look whilst ensuring that they remain in-keeping with the TEAL brand guidelines.

Howden CE Infant School also revamped their logo following workshops with children across Key Stage 1.

Throughout the academic year we continued to engage with stakeholders from across our school communities producing TEAL and YWTT newsletters centrally. We introduced a half termly offers communication which shares the best deals which can be found on Vivup and other local offer platforms and also shares information from the Local authorities such as low cost or free swimming sessions and any activities which have been organised by local museums.

As always, we sought formal feedback from staff via half termly surveys with Teacher Tapp. Themes covered include: wellbeing, communication, behaviour, assessment and CPD. In addition to this, we commissioned Edurio to co-ordinate a trust wide student safeguarding survey and report. Following this, we then launched a parent/carer survey on communication and general parent experience. We plan to continue our work on engaging stakeholders next year through an exciting national research project. We will be part of over 150 schools nationwide who are exploring the concept of engagement with school with pupils. The data we receive will help us to support pupils in our school more effectively and take any actions needed to support their engagement.

In March 2024, we held our annual TEAL Teaching and Learning Conference (with over 400 members of teaching and support staff coming together at South Hunsley School and Sixth Form College).

The event was a great success, with even more attendees at our Expo than we have ever had. We are really looking forward to hosting our 2025 conference with the addition of TEAL's newest schools!

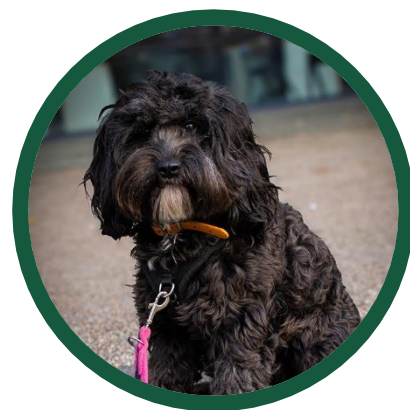
In October 2023, our pupil leadership teams from across our schools came to the Trust Development Centre for our first Pupil Leadership Summit lead by Richard McDonald, Assistant Principal. Over 100 pupils (ranging from Year 5 to Year 13) attended the day, where they learnt about what makes an effective leader and how to celebrate diversity in schools. We were honoured to welcome Jo Brassington as our keynote speaker. Jo is a primary teacher, as well as hosting the Pride & Progress podcast and writing two books (Pride & Progress, which brings together many of the themes from the podcast, and Bottled, a picture book that supports conversations with young people about their feelings). Many of you will also know Jo from their recent TEALtalk for LGBT+ History Month. At the summit, Jo worked with the pupil leaders to teach them about diversity and develop ways of celebrating our diverse society in our schools. The pupils involved are now planning and delivering projects back in schools, with many of them inspired by Jo to improve the celebration of diversity in their school. We're all looking forward to the summer term when these pupils will come together once more to share and recognise the impact of the work they've done to improve our schools and communities.





Malet Lambert have introduced their first School Dog, Olive. Olive is owned by the SENDCO Stacey Lalic and is based within the SEND department. Research has shown the many benefits of dogs being used in educational settings. Olive mainly works alongside the SEND staff, but is often borrowed by the Pastoral or Attendance teams to support pupils who are feeling overwhelmed, anxious or upset. Olive offers a more therapeutic approach and 'lifts the moods' of pupil and staff she encounters.

Having a dog in school is very beneficial in many ways for both the teachers and the students. For example dogs are scientifically proven to boost your mood and help with mental health issues. Therefore making them the perfect pal. I know that when I am around Olive she makes me feel really happy and other SEND children benefit from having her around too. That is why we should have more dogs in school. I know from first-hand experience even just seeing Olive makes mine and everyone else's day so much better.



### **-AV. Year 8**

Our SCA funding allowed us to undertake the following works across the trust to update the quality of the school estates:

- ▶ Refurbishment of the science classrooms at Driffield School (£526,337)
- ▶ Heating repairs at a number of TEAL schools (£104,935)
- ▶ Fire risk assessment work across TEAL schools including grades to fire protection including doors, emergency lights and sounders across the trust (£104,773)
- ▶ Replacement of windows at Driffield School (£394,262)
- ▶ Minor updates at Wilberfoss CE Primary (£17,602)
- ▶ Minor updates at Howden Infant and Junior Schools (£31,447)
- ▶ Minor updates at North Cave CE Primary (£16,792)
- ▶ Minor updates at Naburn CE Primary (£9,228)
- ▶ Minor updates at Beverley Minster CE Primary (£2,781)

We have also utilised some of our Pagabo funding for works across the trust and this year this has included:

- ▶ £292,305 for the LED sustainability project across TEAL
- ▶ £12,551 for the installation of electric charging points
- ▶ £267,185 for the TEAL Be Well Strategy for the MIND, ELSA and SMASH programmes.
- ▶ A further £14,481 has been utilised to support staff and pupils which had faced hardship.

We have continued to develop the IT provision across TEAL over the past academic year, aligning some of our telephony in South Hunsley, Howden Juniors and Wilberfoss. We now have 2 of our primaries (Hunsley Primary and Naburn) paving the way for our blueprint design of a serverless site, allowing them to work autonomously anywhere without requiring VPN's, Remote desktop connections or staying on site to complete a task, reducing their network risk, and saving on electricity and server renewals. Last academic year we saw the end of "SIMS" a management information system that has been in some of our schools for more than a decade, replaced by a cloud hosted solution "Arbor".

We have added The HUB school to our family of domains within our shared Office365, with external donations to TEAL we were able to replace a whole IT suite in Beverley Minster at no cost to them, replaced the Wi-Fi at The Snaith School, began our deployment of SharePoint storage to replace traditional servers, renewed various equipment such as laptops, desktops and interactive screens across the organisation. We also developed a working group to test the possibilities of AI within education, which will continue to grow this academic year.

We have continued to work on being an employer of choice, embedding our ethical leadership qualities in all of key documentation and ensuring that all leaders act with honesty, integrity and shared moral purpose.

We have continued to strengthen our relationships with external agencies through work for the wider education system:

**Jonny Uttley, CEO** continues to sit on the DfE Regional Advisory Board, Yorkshire & Humber as an elected member. In June 2024, Jonny became a visiting fellow at the Centre for Young Lives, leading the development of their education policy. This remit of work involves developing a vision for inclusive schools and trusts, building a network of school and trust leaders to champion this vision, and developing further partnerships with wider educational organisations. Alongside this, Jonny is also a Trustee for Our Community Multi Academy Trust and SHINE UK.

**Scott Ratheram**, Deputy CEO (Schools) has been involved in 8 days of professional support and challenge for the central teams and four secondary schools in a MAT based in the Northwest, as they evolve their School Improvement at Scale model and look to establish an effective peer review process. As with everything at TEAL this has focussed heavily on establishing a culture of collaboration that is workforce friendly and saleable to reduce the duplication of effort.

This has involved a two-day review of each school leaders evaluate the capacity of the workforce to deliver sustained school improvement.

1. To help leaders develop an effective, sustainable (routine and regular) model of internal peer review.
2. To help leaders develop an effective, sustainable school improvement model.
3. To ensure that all recommendations are framed in a planned growth context (and thus, can flex as the trust evolves).
4. To help leaders consider the implications of all the above for trust's people development strategy.

**Jennifer Jewitt**, Director of Finance and Capital is Vice Chair of Working Group 2 for the ESFA. This working group considers the financial online forms development and collections (Accounts Return, Budget Forecast Returns, Land and Buildings Collection Tool), plus associated digital infrastructure and financial reporting as required. This will particularly focus on any new or prospective requirements and changes to process.

Jennifer is also a member of the ESFA Steering Group. The Academies Finance and Assurance Steering Group (Steering Group) has been created to enable the Education and Skills Funding Agency (ESFA) and academy trusts to work collaboratively to develop a number of finance and assurance products and to provide a forum for ESFA to consult on its wider strategic aims. The Steering Group will drive improvements to meet the needs of the academy sector in ensuring high standards of accountability and transparency in the use of public funds.

The YWTT team are deeply committed to teacher education in its broadest form, we undertake a significant amount of teacher CPD, not only for our mentors but for the wider staff base in across our partnership.

We do this by facilitating;

- Bespoke Subject enhancement which includes supporting non specialists to teach hard to recruit subjects like physics and maths
- CPD on specific aspects of teaching – supporting Headteachers across the region with their specific CPD requirements

**Angie Harrison:**

- Leads the Research School Network (RSN) SEND Community of Practice with Gary Auben
- co-leads the RSN Group researching Self -regulation.
- Is an EEF Content Lead
- Delivers training as part of the EEF National Conference
- Undertakes trust and school support as part of the North Yorkshire Coast Research School
- Delivered training at The Consortium Academy Trust Conference
- Delivers subject enhancement programmes for regional colleagues
- Delivers YWTT training sessions for mentors which contribute to the CPD of mentors across more than 100 schools in the YWTT partnership
- Delivers training sessions for trainees which are occasionally attended by external colleagues for the benefit of their CPD

#### **Tom Lumley:**

- Is a Maths Hub Lead, in this role he conducts a significant amount of teacher CPD within maths departments across the region
- Delivers subject enhancement programmes for regional colleagues
- Delivers YWTT training sessions for mentors which contribute to the CPD of mentors across more than 100 schools in the YWTT partnership
- Delivers training sessions for trainees which are occasionally attended by external colleagues for the benefit of their CPD

#### **Sandy Loynd and & Steve Teasdale :**

- Delivers subject enhancement programmes for regional colleagues
- Delivers YWTT training sessions for mentors which contribute to the CPD of mentors across more than 100 schools in the YWTT partnership
- Delivers training sessions for trainees which are occasionally attended by external colleagues for the benefit of their CPD

#### **Jonathon Williams:**

- Is an English Hub lead and in the same way as Tom he works with a huge number of primary schools across the region,

#### **Alison Fletcher:**

Alison is an external moderator for ITE and regularly supports other SCITTs to develop their provision. She has worked with NASBTT contributing to the development of the ITE sector nationally and continues to work with CEOs and headteachers to identify and overcome barriers to recruitment. Current work is taking place on creative routes into education which will support head teachers to recruit to other difficult recruit positions in school such as cover supervisor and TA.

#### **School Improvement Activity**

This year has been another really exciting period for the School Improvement Team as growth has helped bring additional capacity and expertise in fresh areas.

A fundamental benefit of working as part of our trust is the capacity **we can bring collectively** to share the best of our thinking, whilst reducing the duplication of effort. The Hub School joined us in December 2023 and has very quickly proved invaluable in the guidance and training they've been able to provide (through the specific knowledge and skill of their staff) as we look to have the most inclusive practices operating in all schools. Paul Grimes (The Hub School's Headteacher and TEAL's Director of inclusion) has been a great addition to our School Improvement Team and brings another valuable perspective to challenge our thinking and help develop relational practices across TEAL.



Our school improvement strategy has been refined to emphasise our commitment to both inclusive education and developing personal excellence. It now reads:

*The success of our schools going forward depends on our ability to: ensure we have **a good teacher in every classroom; deliver an ambitious, inclusive curriculum; and create a culture of wider personal excellence.** We build these upon **effective systems for behaviour, safeguarding and care.***

All our schools utilise these broad headings in their own improvement planning, drawing on the collaboratively written frameworks for specific elements that are right for their own contexts and improvement priorities (for example, by identifying the strategies within our Teaching Charter that are going to help address learning deficits in their school).

This July, we saw Paul Fortune leave the central School Improvement Team as he took up the post of Deputy Headteacher at Malet Lambert School. We will certainly miss him but are delighted that we get to keep working with him in one of our schools. Congratulations, Paul.

## Teacher Development and CPD

All schools re-visited our Teaching Charter this year, adjusting it to better reflect the make-up of all schools in the trust. This has helped provide a clear articulation of what great teaching looks like in TEAL, whilst ensuring that teachers are allowed to employ their professional judgement when deciding which strategies to use when within their own classroom. Initial work on these defined strategies also supported the first full cycle of the Professional Quality Improvement framework, which enables teachers in fulfilling their professional commitment to becoming the best teachers they can be. This was underpinned by sessions at our annual 'Teaching and Learning Conference', where the main workshops (facilitated by internal experts in each area) enabled teachers to learn more about their chosen strategy and work with colleagues across other TEAL schools to plan for its implementation.

Such collaboration is a key pillar of the PQI framework. In addition to the conference workshops, this was supported by Teacher Development Meetings and working with peers (a PQI Partner). Consequently, teachers collaboratively engaged with each stage of the framework and established an on-going professional dialogue, refining teaching practice in line with research and our shared vision of great teaching.

The introduction of PQI lesson visits – conducted by PQI partners - have provided a means to support development and implementation by helping teachers to sight evidence live within the classroom and skilfully draw out the impact of chosen strategies.

Feedback following the first cycle of PQI has been positive, with teachers sharing that:

- "The process has giving us time to discuss a specific part of a lesson which we perhaps would not have discussed. This has allowed us to improve our resources and adjust our practice."
- "It has enabled us to sit with another member of staff who we usually wouldn't talk about teaching and learning."
- "It has been great to visit a colleague's lesson - I have taken new ideas from that."
- "I have been teaching for 25 years but this process has enabled me to consider new ways to enhance my practice."
- "I have enjoyed trialling and focusing on new strategies - I am seeing how this will continue my CPD from ECT to a fully qualified teacher."

In 2024-25, the PQI framework will be underpinned by our renewed CPD Portal, which was developed towards the end of 2023-24 for launch in September 2024. The portal is now organised around the revised Teaching Charter to enable staff to easily access CPD resources to support their focus for PQI or

for any additional professional development. As well as hosting links to verified external content, the CPD Portal now also contains resources bespoke to TEAL (including video explainers, videos of teachers discussing key strategies and slide decks with presenter notes) in order to underpin the delivery of high-quality CPD in our schools.

## **MIS Migration**

2024 saw all TEAL schools migrate their MIS to Arbor. This has made it easy for schools to easily share things like report templates and assessment marksheets. Some schools and teams have also taken advantage of its automated features to reduce workload. As Arbor is stored in the cloud, this switch has also made us more cyber-secure, enabling staff to access Arbor from anywhere. This makes it easier for staff to access information securely out of school, also allowing schools and the central team to give prompt support from off-site.

## **Primary Improvement**

The academic year 2023/24 was the first with a primary improvement arm in place. The initial work of creating a partnership network across schools created an environment to start a clear programme of collaboration, including aligning assessment calendars and supporting specific remits within schools.

The specific support from the team led to some great external inspection results, including:

- Section 8 Ofsted inspection at Hunsley Primary in November 2023, successfully retaining the school's status
- SIAMS inspections at both North Cave Primary and Howden Infant School in January 2024, where the schools and Trust leadership were praised for being deeply invested in the culture of Church schools and carefully checking the impact of the Christian vision

In academic outcomes, TEAL primary schools combined were at or above national levels in each of the statutory national measures: EYFS GLD; Y1 Phonics Screening Check; and KS2 RWM combined.

## **Assessment**

During last year, our secondary schools worked on a new Key Stage 3 Assessment Framework. This involved all departments working together, led by TEAL Subject Leads, to create subject-specific assessment criteria for each year group, based on curriculum end points. This will allow teachers to more effectively assess the attainment of pupils, and more easily identify those that would benefit from some extra support.

This was combined with a detailed review of the guidance for Teacher Feedback in our secondary schools. Following consultation with all teaching staff - and in conjunction with the work on the revised Teaching Charter - the new overview document now details a shared set of high impact feedback strategies. These are referred to in the subject-specific guidance documents (written by subject leaders and checked by school curriculum leaders) and underpinned by high-quality CPD resources on our revised CPD Portal.

## **Leadership Development**

TEAL continues to be one of eight leading school trusts involved in the recently developed Yorks100 School Leadership Programme. Yorks100 is an internationally-informed, regionally-led and community-focused school leadership development programme in its first year; supporting high-impact school leaders into - and during - their first headship. The programme aims to nurture 100 school leaders and create the conditions for them to initiate systems-level change through local action across the county.

Here at TEAL, we have had employees complete the programme and were very pleased to host the further selection days here at the TEAL Development Centre with CEO Jonny Uttley providing further enhancements with the delivery of the programme.

## Challenges

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The 2023-24 academic year brought significant budgetary challenges. The pay increases meant that the budgets for each school had to be re-worked to find enough savings to cover the shortfall. This was an incredibly difficult task for our finance teams and we thank them all for their diligence in this area.

Staffing across the trust has also been a challenge as nationally, research has shown that job seekers are looking for flexible working opportunities following the pandemic, which include elements of remote working (something that cannot be facilitated in most roles in our schools). Vacancies across our schools in support roles have been harder to fill and recruitment strategies remain a focus for the school support team.

Attendance in schools has been a focus for staff across all our schools with the introduction of the new attendance measures by the DfE. Absence remains much higher nationally and the reasons are increasingly complex. Although attendance across all of our schools remains above the national average, it remains much lower than pre-pandemic norms and will remain a focus for the trust in the coming academic year as we support schools with our attendance strategy.

The number of complaints by parents/carers have continued to increase along with the number of information requests made by data subjects has increased. A request is often received following an incident in school and before a complaint is submitted (a trend across the education sector, with our legal advisors explaining that the requests are being "weaponised" in order to strengthen any cases against a school setting).

Pupils continue to have an increasing need for holistic support around their mental health and wellbeing, we will continue to provide as much support as we can through our in-house Be Well programme and look forward to sharing more successes from our Listen Loud project.



7170  
Children on roll

1165  
Primary



5464  
Secondary



541  
Post-16



1203

17%

Disadvantaged

1138

16%

SEND

309

4%

EAL



**TEAL Staff**

- 1056 Total staff
- 578 (55%) Associate staff
- 478 (45%) Teaching staff

801  
75.8% Female

253  
24% Male

2  
0.2% Non-binary



## New Teachers

Staffing remained stable throughout the academic year and retention rates have continued to be high. Teaching vacancies have continued to be advertised to Yorkshire Wolds Teacher Training colleagues where possible (in line with our trust policy).

### 27 New Teachers



- 9 (33.3%) ECTs from Yorkshire Wolds Teacher Training (YWTT)
- 8 (29.6%) ECTs from other training providers
- 10 (37.1%) Teachers from outside TEAL

## Gender Pay Gap

Proportion of male and female employees, according to quartile pay bands

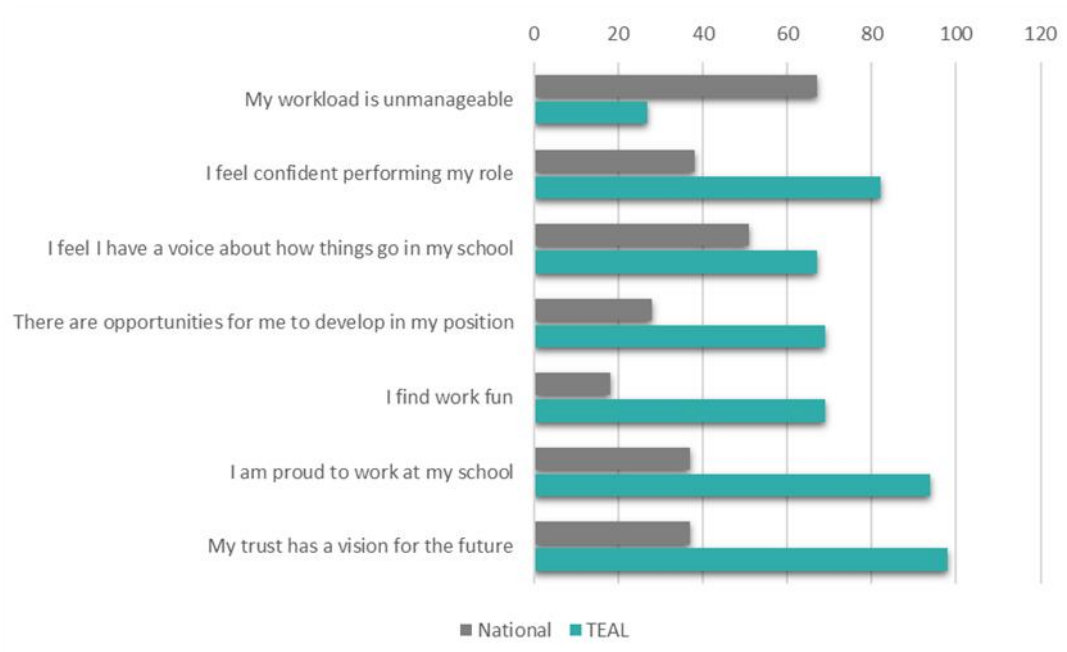
	Quartile 1 <i>Lower</i>	Quartile 2 <i>Lower Middle</i>	Quartile 3 <i>Upper Middle</i>	Quartile 4 <i>Upper</i>
<b>Female</b> (% females to all employees in each quartile)	86	81	70	61
<b>Male</b> (% males to all employees in each quartile)	14	19	30	39

Full gender pay gap data can be found on our website: [theeducationalliance.org.uk/gender-pay-gap](https://theeducationalliance.org.uk/gender-pay-gap)



## Staff Feedback

At the TEAL Annual Conference, we asked staff for feedback on questions which had previously been shared by TES. It was very reassuring to look at the feedback from TEAL staff compared to the national response and this is something which we want to focus on in the coming year.



## Finances

Annual income for all trust entities: £60,660,000

Operating income: £54,006,000

Operating costs: £53,938,000

Reserves: £8,496,000

Total expenditure on staffing costs: 77.3%

SCA funding received: £1,025,000



## Outcomes

As ever, we should congratulate all of our students for performing strongly across all our schools, having faced significant disruption before and during their GCSE years. This disruption included periods of lockdown, high levels of Covid-19 cases, regular isolation both individually and as cohorts. There can be little doubt that this has had a significant impact on student outcomes not just in our schools but across all schools nationally. This year saw more variability in outcomes across our schools, especially those where attendance has been more of a challenge; this pattern is repeated regionally and nationally.

Nationally, the pattern of results emerging shows that in schools and communities with higher levels of disadvantage and higher levels of absence, results have been lower. Conversely, where schools have a higher number of pupils who are not disadvantaged, had plenty of support outside school during the pandemic and have attended well, those pupils and schools have done well.

**Year 1 Phonics pass rate = 82%** / National = 80%

**Year 6 achieving expected standards in RWM = 66%** / National = 61%

**Year 11 achieving English and maths at 4 or above = 67%** / National = 65%

**Year 11 disadvantaged pupils Attainment 8 = 35.5** / National = 35.0

**Progress 8 = -0.05** / East Riding (-0.13) & Hull = (-0.52)

**Year 11 grades at 9-7 = 19%** / East Riding & Hull = 17%

**Year 11 grades at 9-5 = 53%** / East Riding & Hull = 50%

**Sixth Form Average Points Score per A level = 34.5** / East Riding = 32.2

## Emerging Priorities

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We have our dedicated TEAL Strategy 2024-28 and to focus our work in the 5 key areas of our strategy, we wish to make a series of promises about what young people and adults who are party of the TEAL family will experience and what we will deliver for our communities and for the school system. These promises are intentionally highly ambitious; we may not achieve them all but for the next four years we will focus all our work on delivering them and it will become the mission of leaders, trustees and governors and everyone who works for TEAL to deliver this strategy and truly fulfil our core purpose.

### By 2028 we will

1. Be a family of at least 15 schools across Yorkshire, delivering high-quality inclusive education to 8,000 young people and operating efficiently and effectively.
2. Train 100 highly effective new teachers each year who are equipped for long, successful careers in schools.
3. Train 10 future Headteachers for Yorkshire schools, who lead ethically and are deeply connected to their communities.
4. Lead the sector in staff satisfaction and engagement.
5. Deliver equally high-quality education and positive staff experience in each TEAL school.
6. Have a school place for every young person in our communities and ensure the needs of all young people are met.
7. Have a great teacher in every classroom, all of whom are committed to and capable of delivering high quality inclusive education.
8. Lead the sector in retention of new entrants to the profession.
9. Ensure every young person in a TEAL school feels seen, valued, heard and has a strong sense of belonging.
10. Ensure all our young people read fluently, can fully access their curriculums and are equipped with strong literacy skills.
11. Offer a high-quality programme of personal excellence and provide every young person enjoys at least one enrichment experience every year.
12. Ensure all young people who attend TEAL schools gain good qualifications and thrive educationally.
13. Ensure all young people who attend TEAL schools are on a pathway to higher education, an apprenticeship or a fulfilling job by the age of 19.
14. Give all young people access to mental health support in our schools.
15. Give all young people access to speech and language support.
16. Operate early help and support services that reduce the burden on NHS and other services and place our schools at the heart of the communities we serve.
17. Have contributed significantly to positive reform of the school system to make schools more inclusive
18. Be an exemplar for high-quality inclusive education and be at the forefront of a network of trusts and other partners developing, promoting and supporting high-quality inclusive education.





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