



THE
EDUCATION
ALLIANCE



DIOCESE OF
YORK

TEAL Annual Review

for the academic year

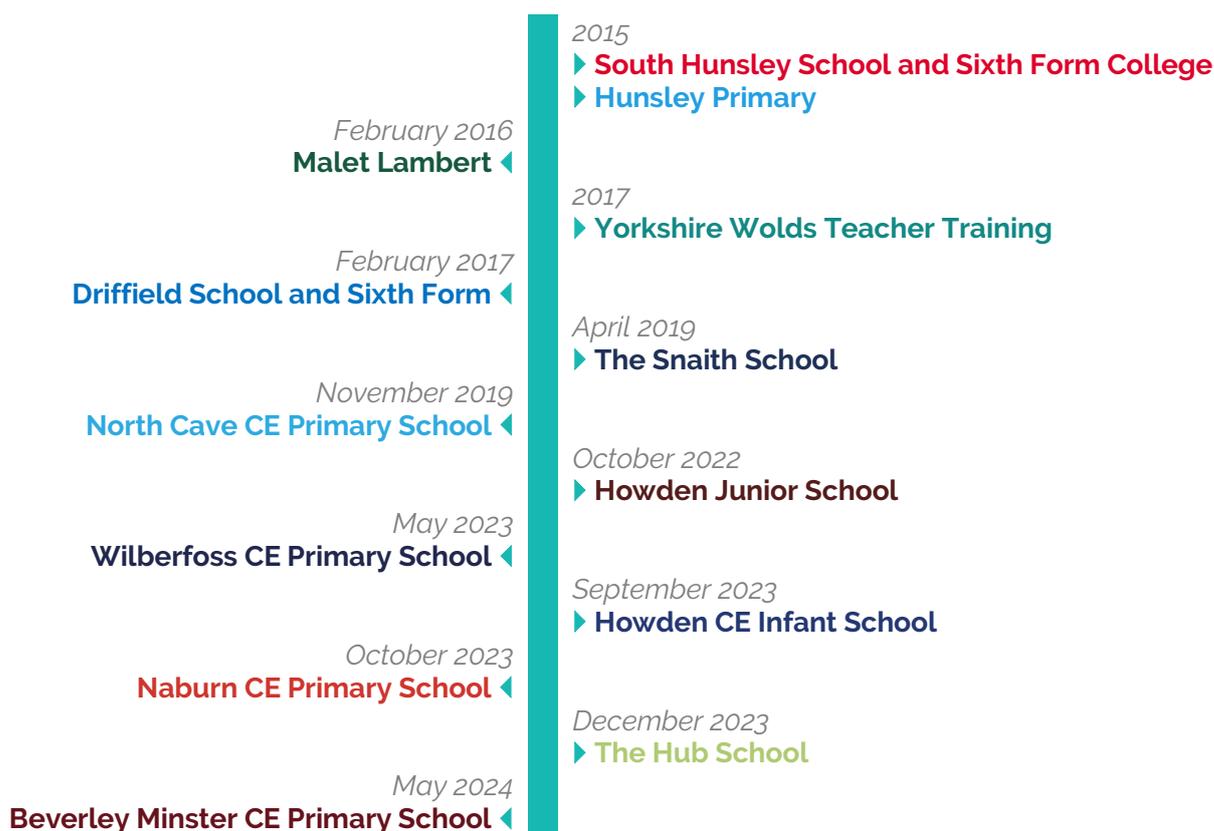
2024-25

Contents

Introduction	3
Our Organisation.....	3
Trust Growth	4
Governance	5
Successes.....	6
Pupil Demographics	15
Team TEAL.....	16
TEAL Staff	16
New Teachers	17
Gender Pay Gap.....	17
Staff Feedback.....	18
Finances	18
Outcomes.....	19
TEAL Community Update.....	20
Emerging Priorities.....	26

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 from across the region have joined.



Our purpose:

We are here to make great schools and happier, stronger communities so that people have better lives. The way we do this is 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 system so that it becomes fairer and more inclusive, sustainable and ethical.

We will always:



Do what is right



Stand shoulder to shoulder



Focus on quality
in everything we do

Introduction

Looking back over the 2024-25 academic year, we are once again especially proud of all of our staff and young people and what they have achieved. Staff worked with all our young people to help them achieve their potential and to make them felt supported throughout the academic year. We also celebrated 10 years of being "The Education Alliance".



As we have grown as a Multi-Academy Trust, we have welcomed more church schools into the TEAL family. Our values already align well with the Church England in their priorities; however, we have Richard Winks - our Church Lead - who works collaboratively with the Diocese of York. This close partnership with the diocese strengthens our work, enabling shared learning, guidance and support across all our schools. This ensures that we remain open and welcoming to schools of all faiths and none.

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

Trust Growth

The 2023-24 academic year saw four new schools join the TEAL family of schools, with Naburn CE Primary School and Beverley Minster CE Primary School joining as sponsored academies. Following this, we embarked on a period of consolidation. This included ensuring that our Primary School Improvement offer was fit for purpose, as this had been the main growth area for us. Kris Henderson, Director of Education (Primary), has worked closely with the heads of all schools and his Primary Subject Leads (PSLs) to continue to collaborate, reducing workload wherever possible.

As the trust expanded to twelve schools, the demand for the centralised school support functions also grew. To enable us to fully on-board the new schools and to continue to provide the required support to our existing schools, the School Support Team worked with stakeholders from across the trust as we reviewed the systems in place for HR and recruitment, payroll, budgeting and invoice processing. A significant investment both in time and money saw us procure a number of new systems which would enable processes to be streamlined and simplified for all users.

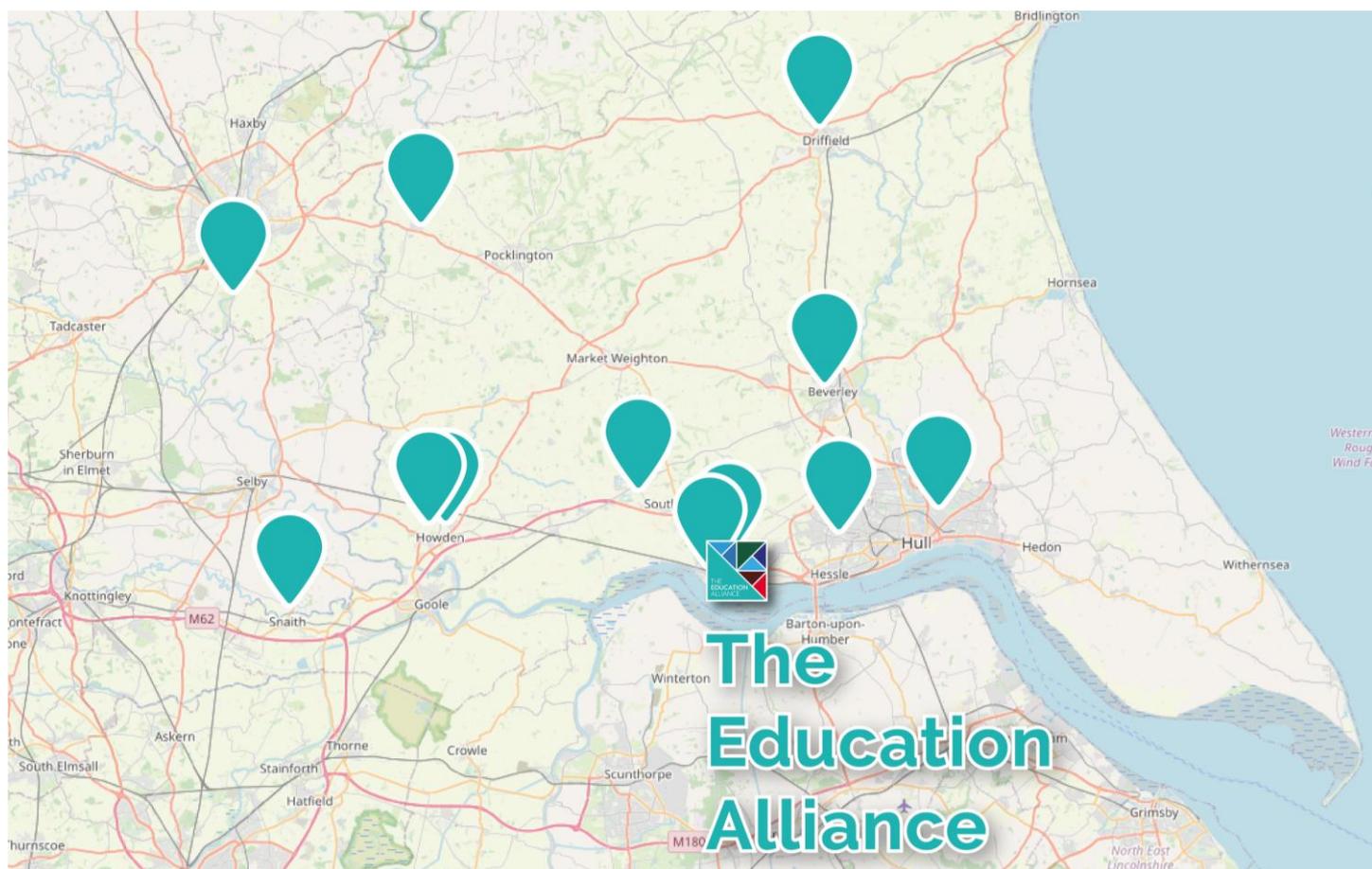
The Ace House at Malet Lambert - which runs as a small satellite of The Hub School - saw its first intake of eight students in the Autumn Term. Pupil attendance increased and there was also a considerable increase in their lesson engagement. The Ace House team have worked hard to ensure that pupils have a calm arrival (including breakfast) and are ready for learning. The pupils are benefiting from a slightly shortened day compared to that of Malet Lambert alongside shorter lessons with breaks, which is helping them to focus and engage on their learning. The pupils then transition back to school after completing a successful half term. The team at The Ace House work in close liaison with the leadership and pastoral team in the main school, allowing the pupils to feel connected to their mainstream placement. When asked what they like about The Ace House, the students said they liked the food, the staff support and the shorter days.



Debbie Dalton, TEAL Safeguarding Lead, increased her time working in the School Improvement Team to two days per week this year, supporting schools with their safeguarding arrangements and undertaking a review on the use of the Child Protection Online Management System (CPOMS) across the trust. This led to her developing guidelines on best practice and templates to ensure consistency for the recording of information across the twelve schools.

We have continued to work with the DfE and Local Authority on the pre-opening for The North Star School, our SEMH Free School. Following lengthy meetings with the project team, a design concept was agreed and a detailed School Specific Brief was completed. Due to the delay in the publication of the

SEND White Paper, the SEND wave of the Free School Programme is currently paused; however, the project has completed the feasibility stage and is ready to progress, depending on communications from the DfE.



Governance

Following an external review of the trust's governance arrangements, in 2024-25 we implemented the NGA's best practice advice regarding terms of office and we bade farewell to a number of long-serving governors and trustees; we were enormously grateful for the time and effort they gave so freely to support all of our schools. We embarked on a renewed recruitment process (alongside early succession planning with all Chairs) and we recruited a record number of new governors to support our schools. We were delighted that Helen Shepherdson, Bridget Wilkinson, Jaime Pearce, Amy Kelly, Claire Chappell, Nick Holmes, Claire Young and Ian Stewart all agreed to take roles as Chair of the Local Governing Bodies and we look forward to working with them closely.

We were delighted to welcome Emma Train-Sullivan and Carl Derving as new trustees. Emma is a dedicated leader within the NHS and is also the creator of the nationally recognised Social Mediation and Self-help programme (SMASH). Emma has previously worked collaboratively across Hull and East Riding schools as the Early intervention and Prevention lead at Humber Teaching Foundation Trust and is passionate about education and early intervention to support wellbeing and mental health. Carl is Chief Financial Officer at a local food processing business based in Hull. Carl is also an ex-pupil of South Hunsley High School, and was a student of the current chair, Karen Dow. Since leaving school, Carl has been working within accountancy and finance since 2002, starting out as an apprentice. We look forward to working with them both in their trustee roles and to the valuable contributions that they will make.

Following a national recruitment process in January, we received confirmation that Mari Palmer had been appointed as the new Diocese of York Educational Trust Member representative. We were delighted as Mari worked closely with TEAL and the Wolds Associate Research School for a number of years. Mari has

served as a headteacher for the last ten years and also has experience as a MAT trustee, already making a fantastic contribution to TEAL.

Following York City Council being awarded the contract for outsourced governance and clerking services previously, it was necessary to re-tender for this contract; following a detailed procurement exercise, we were delighted to re-engage the services of Helen Marshall-Groot and her team at York City Council for a further two years. The feedback from Local Governors regarding the service provided is overwhelmingly positive, with the team working well with our Headteachers and Chairs to build agendas, support with meetings and monitor the training across the trust.

This academic year saw a new look for our governor development sessions. Building on the comprehensive training suite offered by Helen and her team at York City Council, we surveyed members of all Local Governing Bodies to ascertain what they felt would be useful and to identify any gaps. The school support team then reviewed the responses and constructed bite-sized, tailored CPD carousels which governors could opt into attending.

109 Trust members, governors and trustees

75
69% Female

34
31% Male

Successes

TEAL were consulted by the Department for Education at the start of the academic year, following the decision taken by The Bishop Konstant Catholic Academy Trust to formally close Holy Family Catholic High School (due to a falling roll). The school was in close proximity to The Snaith School and - alongside other local schools - we embarked on a period of collaboration with the school to ensure that pupils had access to local schools. In doing so, we aimed to minimise the impact that this would have on the pupils and their families in what would be crucial exam years. Following the listening period, the Secretary of State agreed to the closure of the school at the end of the academic year. The Snaith School worked with both Local Authorities (as Holy Family is located in the North Yorkshire Local Authority) and a preferencing exercise was undertaken to allow parents the opportunity to apply to schools with available places. Following this, an additional 92 pupils were admitted by The Snaith School in Years 7-10, with the school providing additional classes to cater for the increased number of pupils.

Following the decision by Lee Quinn-Hill to relinquish his Executive Headship of Howden CE Infant School and Howden Junior School to take up a leadership position at The Hub School - our alternative provision school - a recruitment process was undertaken. We are delighted that Claire Isitt was appointed as the permanent Headteacher of Howden Junior School from an external field. Chan Amor was appointed as Acting Headteacher at Howden CE Infants School for the academic year, then a further recruitment process was scheduled to take place to secure a substantive headteacher.

North Cave were proud to be announced as an early adopter for the New Breakfast Club initiative. The scheme aims to ensure that every child starts the school day ready to learn, improving outcomes and life chances for children. North Cave have been working hard to provide pupils with a healthy breakfast

alongside providing activities to improve wellbeing as well as outcomes. We know this has been valued by parents/carers and pupils across the school.

Listen Loud is an outreach intervention programme delivered by The HUB School which offers a supportive space where students can connect, share, and learn valuable skills to enhance their educational journey, enabling them to build confidence, develop communication skills and promote their own achievement. This programme is designed to create a sense of belonging, encouraging students to engage with their peers and learn from each other in a safe environment. In doing so, it helps students develop and secure the tools they need to enhance their wellbeing, both now and in the future.

Since its launch in October 2024, 224 students have been supported through the 'Listen Loud' programme, with positive feedback received around how this new provision has landed in our schools.

'We are really grateful for pastoral support and having a service that kids can turn to. When working with a year team, the consistency of having the same practitioner that is established and recognised in the school relationships helps; we hope this can continue in September.'

Yorkshire Wolds Teacher Training (YWTT)

Yorkshire Wolds Teacher Training has continued to grow the next generation of great teachers and leaders for the children and young people for schools in our region and beyond. The summer of 2024 saw a record number of trainees gaining QTS and it was lovely to see them all at the Portfolio Event alongside their host teachers, mentors and the YWTT team. This summer also saw the inaugural graduation event, which was held at Lazaat Hotel, giving trainees the opportunity to celebrate their achievements with family and friends.



After a successful recruitment period with a record number of applicants, we are delighted that over 100 trainees were offered places in the September 2025 cohort, exceeding regional and national expectations (especially in key subjects, with ten trainees in mathematics, five in MFL and a further ten in the sciences). We were also delighted to welcome some YWTT alumni to our growing tutor team.

As part of our drive to remove the barriers to entry to the profession, three colleagues completed their part-time programmes for the first time this year, gaining QTS in December 2025.

The SEND enhancement programme has developed further following its successful pilot in 24/25. Collaboration with expert colleagues from our region and beyond gives some trainees the opportunity to train in special and alternative settings whilst deepening the expertise of the YWTT partnership. This also ensures that YWTT continues to adapt and serve the needs of the region and the pupils in it.

To ensure that YWTT successfully delivered the Quality Requirements in this academic year with subject and phase specific training, YWTT tutors were appointed to deliver four Intensive Training and Practice (ITP) weeks in their school settings and undertake the YWTT tutor role which encompasses the Lead Mentor role as defined by DfE. YWTT has appointed many more tutors to undertake their specific roles than the 1:25 ratio suggested by the DfE. Feedback shows that 100% of trainees found that the ITPs had effectively supported their development, with 71% strongly agreeing with this statement. 100% of mentors stated that the ITPs had accelerated trainee progress during the 2024/25 programmes, with 63% strongly agreeing with this statement.

Marketing and Communications

During this academic year, Karl Keeton - TEAL Digital Lead - has overhauled websites for TEAL, The Hub School and Howden Junior School, giving them all a fresh new look whilst ensuring that they remain in-keeping with the TEAL brand guidelines.

The signage project has continued, with a rolling programme of updates to school signage being completed inline with other building work and marketing opportunities at the same time.

Following the appointment of Claire Isitt as Headteacher, Howden Junior School worked with pupils from across the school on the school vision and ethos; consequently, they have redesigned their school logo which has now been updated on the new external signage.



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

In September 2024, The Research Commission on Engagement and Lead Indicators (RCELI) was convened to explore the concept of pupil engagement in education. TEAL was represented on The Commission, which was comprised of 22 experienced education leaders from across England. The research activity was conducted by ImpactEd and The Engagement Platform (TEP), which saw our pupils sharing their views on their school experience. Over 220 schools and 120,000 pupils nationwide have been involved in the project, which has given us great insight into what our pupils feel about school. The detail of this was shared at our TEAL Annual Conference.

In April 2025, 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 all twelve schools having representation and more attendees at our TEAL Expo than ever. This year, we heard from colleagues in our School Improvement Team sharing updates from across the trust, including fascinating insights from our involvement in the national TEP pupil voice census.



We are already really looking forward to hosting our 2026 conference, which will explore how we can strengthen the culture of belonging in our secondary schools, whilst colleagues in primary schools continue their development journey for 'Talk for Writing'. The conference will also continue to make the most of our scale, with Secondary Subject Leads (SSLs) leading sessions to develop subject-based curriculum and pedagogy.

In October 2024, our pupil leadership teams from across our schools came to the Trust Development Centre for our annual Pupil Leadership Summit, led by Richard McDonald (Assistant Principal). Over 100 pupils (ranging from Year 5 to Year 13) attended the day, where they focussed on 'building stronger communities'. After a keynote from Jonny Uttley, pupil leaders attended workshops on contributing to the community and leaving a legacy as a pupil leadership team. They then went back into school groups at the end of the day to begin school action plans, considering how they could strengthen their school communities as well as contributing to the local community.



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

- ▶ Sustainability works (£6222)
- ▶ Fire condition works (£142,801)
- ▶ Minor updates at Malet Lambert School (£6934)
- ▶ Minor updates at The Hub School (£60,288) which includes suspended ceiling replacements
- ▶ Minor updates at Wilberfoss CE Primary (£26,011)
- ▶ Minor updates at Howden CE Infant School (£40,228) which includes heating works and toilet refurbishments
- ▶ Minor updates at Howden Junior School (£16,085)
- ▶ Minor updates at South Hunsley School (£4496)
- ▶ Minor updates at Driffield School (£20,868)
- ▶ Minor updates at The Snaith School (£60,194) which includes a modular building refurbishment
- ▶ Minor updates at North Cave CE Primary (£22,521)
- ▶ Minor updates at Naburn CE Primary (£14,468)
- ▶ Minor updates at Beverley Minster CE Primary (£126,829) which includes a new boiler, tarmac and fencing replacement

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

- ▶ £59,287 for the LED sustainability project across TEAL
- ▶ £12,100 for the installation of electric charging points
- ▶ £130,719 for MIND
- ▶ £80,000 for The Listen Loud Project
- ▶ £121,600 for ELSA support across our primary schools
- ▶ £39,307 for Social Prescribing
- ▶ £1,300 for bereavement training

We have also utilised some of our Trust Development Fund for works across the trust, including:

- ▶ £13,304 new outdoor playground equipment for Naburn CE Primary School
- ▶ £80,000 contribution to the new classroom extension at Hunsley Primary School
- ▶ £6,988 for classroom refurbishment at North Cave CE Primary School
- ▶ £37,313 for the Little Wandle Phonics scheme across all primary schools

Schools have also utilised some of their reserves on larger projects, such as:

- ▶ £229,968 by Hunsley Primary School for their classroom extension
- ▶ £1,369,703 by South Hunsley for their eight-classroom new build

We have continued to develop the IT provision across TEAL over the past academic year, continuing to align our telephony across the organisation, with six schools now using the same system. We continued to concentrate on minimising server infrastructure across our primaries. Howden Juniors are the latest school to use Office365 management for laptops; we also introduced fully cloud-based solutions for printing across Hunsley Primary, Howden Juniors, Howden CE Infants and Wilberfoss CE Primary. This year saw the end of Windows 10 and the introduction of the Windows 11 operating system, which we have rolled out across TEAL.

We deployed our most rigorous safeguarding software solution across the whole organisation, designed to keep everyone safe on our devices and alert the right leads at the right time with any concerns (going beyond just identified web searches). Donations from external companies allowed us to upgrade all Beverley Minster's teaching desktops for the classroom and numerous laptops at The Snaith School at no cost to either school, which means that funding that would have been used for these can be spent on further enhancing pupil experiences. We have also invested in our cyber threat and fraud tools by utilising Mimecast's impersonation detection software, stopping emails that appear to come from our senior staff; from June to December, we stopped 167 emails, which would have otherwise reached staff (the largest being a claim of an overdue invoice for over £10,000 to be paid).

This academic year saw the first face-to-face meeting of our AI working group. It was a fantastic opportunity for collaboration with Phoenix, an external software company who demonstrated a number of applications and their technical abilities which really gave the attendees some ideas for this this could be harnessed by schools. Following this, we have been able to develop a set of core principles and guidance for staff use of AI, underpinned by a range of training resources on our CPD Portal.

We have continued to work on being an employer of choice and introduced an enhanced Family Leave offer, which includes the most generous maternity and adoption pay across the education academy sector: eight weeks full pay, 18 weeks half pay plus statutory entitlements. The pay will be a day one right, applying to both teaching and support staff. The updated policy includes offering uncapped paid leave for women and partners who suffer miscarriage and early pregnancy loss. The policy was launched during World Prematurity Month, promoting understanding of the significant impact of premature birth and neonatal admission by extending leave and pay for parents in these circumstances. This commitment resulted in TEAL being awarded with an Employer with a Heart charter mark from The Smallest Things charity (a national charity supporting parents of premature infants).

Earlier this year, TEAL also achieved gold standard kinship-friendly employer status as part of our pledge to supporting staff balancing work and home commitments. This status was awarded by the Kinship charity in recognition of our Family Leave policy, which provides staff with equal leave and pay for adoption leave. This also extends to staff who take on a new kinship care responsibility (those who step up, often during an unexpected crisis, to care for a child when their parents aren't able to. Kinship carers are usually grandparents, aunts or uncles, brothers or sisters, a stepparent, stepbrother or stepsister, or someone who isn't related but knows the child well; we fully support any of our employees who have stepped up in difficult circumstances.

TEAL is proud to have signed the Dying to Work Charter on 30th January 2025, making a commitment to support staff facing a terminal illness and ensuring that they have adequate employment and death in service protections. Dying to Work is a national campaign led by the Trade Union Congress (TUC) which calls upon employers to act in the best interests of their staff in the devastating event of receiving a terminal diagnosis. In signing the charter, TEAL has committed to empowering individuals to make the most appropriate decisions about their employment to best suit their wishes and avoid facing undue financial loss. You can learn more about the charter and the Dying to Work campaign at dyingtowork.co.uk.



The 'Be Well' programme, now in its sixth year and funded through income from Education Alliance Social Value Limited, continues to provide additional mental health and wellbeing support across the trust. Comprising of MIND's Whole School Approach programme and supplemented with targeted ELSA provision in our primary schools and 'Listen Loud' outreach support in our secondaries, it continues to make

a significant contribution to the mental health and wellbeing support that TEAL offers pupils, staff and the communities we serve.

Operational in all our schools, MIND's Whole School Approach (WSA) underpins our 'Be Well' programme and the wellbeing support we offer. Built around a 'menu' of individual and school-wide interventions for students, parents/carers and staff, schools work with their allocated practitioner to identify and deliver a tailored package of mental-health and wellbeing support.



During the 2024/25 academic year, 97 school-wide sessions were delivered to 1,510 pupils with 1,659 individual support sessions accessed by 483 pupils in total. Over the same period, 18 parent/carer sessions and 36 staff sessions were also delivered.

"I like it because I get to show how I feel but it's private so that's good. It is fun to think about ways to make it [anxiety] stop." Pupil A-BC

Early intervention support in all our primary schools is supplemented through ELSA (Emotional Literacy Support Assistant) trained practitioners who offer both focussed support to individuals as well as wider pastoral care and early help across the school community.

We have continued to strengthen our relationships with external agencies through work for the wider education system with a number of colleagues working with and/or supporting external organisations.

Youth social prescribing is relatively new initiative offered by Yorkshire Health Partners aimed at secondary-age children. The aim is to support young people access a range of support and services to improve their wellbeing. This service targets support around low-level anxiety, including anxiety-based school avoidance. Since March 2025, the Be Well programme has funded the equivalent of two full time social prescribers across our secondary schools and we are hearing great feedback.

In July, TEAL was approached by the DfE to provide targeted support to two secondary schools - one in Hull and one in Bradford - through RISE, the DfE's new national school-improvement programme. RISE aims to reduce the link between pupils' backgrounds and their future outcomes by working with eligible schools and their responsible bodies to identify improvement priorities highlighted through Ofsted inspections, and by commissioning a high-quality organisation to deliver tailored support.

Following initial discussions, we agreed to support The Boulevard Academy in Hull but declined the potential commission in Bradford at this stage (in part due to the distance and lack of local knowledge).

The resulting two-year support programme, valued at approximately £240,000, has been developed collaboratively with The Boulevard Academy and will be delivered by leaders across TEAL.

Driffield School and Sixth Form, has partnered with Reds10, a pioneer of industrialised construction and The Talent Foundry (a UK charity dedicated to improving social mobility for young people) to support the introduction of the Construction T Level into the school's curriculum as an alternative to A Levels for young people in Driffield and the East Riding.

The two-year immersive programme launched this academic year, with the official T Level course set to begin in October 2027. It is designed to create sustainable pathways into construction careers for local young people, helping to tackle the UK's construction skills shortage. The programme will mainly be conducted at the school, with industry visits and work experience hosted at Reds10 giving students direct exposure to real-world industrialised construction environments.



Reds10's Driffield site spans five factory buildings, employs 269 staff members, and is one of the region's largest local employers (with approximately 82% of its workforce living within a 30-mile radius). The company places a strong emphasis on skills development and inclusive employment. Its factory currently supports 16 apprentices through a structured programme, led by a full-time mentor and delivered by a dedicated Apprentice Hub focused on joinery training.

This new initiative is designed to build aspiration and position the new T Level as an exciting and accessible post-16 pathway. It will support two parallel routes into the industry: a Professional Pathway through the T Level, and a Vocational Pathway through apprenticeships. A strong advocate for T Levels, Reds10 recognises the limited availability of such courses locally, so this programme has been designed in collaboration with The Talent Foundry and Driffield School and Sixth Form to directly address the gap, while also scaling up the company's capacity to offer local apprenticeships over the next two years.

School Improvement Activity

Our school improvement strategy continues to reflect our commitment to inclusive education and developing personal excellence.

*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.***

In order to support schools with achieving these goals, the School Improvement Team has focused on identifying the common priorities across TEAL in order to strengthen staff development and the offer for all of our pupils. In this sense, we ensure that we are using our capacity to collate and share the expertise that exists across our schools, reducing the duplication of effort.

Teacher Development and CPD

Building on the successful implementation of Personal Quality Improvement (PQI), 2025 shaped the development of our new TEAL Teacher Development Framework. This framework sets out our trust-wide, evidence-informed approach to professional development, underpinned by our commitment to deliver a high-quality and inclusive education.

The framework provides a clear and consistent model for developing classroom practice through four key stages: identifying the issue impacting learning; selecting evidence-informed solutions by drawing on the content of the most relevant TEAL Blueprint; building knowledge and practice through high-quality CPD; and supporting implementation through classroom visits and feedback. Central to this approach is high-quality, personalised feedback delivered within a culture of psychological safety, ensuring that professional development remains supportive, non-judgemental, and fully focused on supporting the learning of all pupils.

Prior to trust-wide implementation, we were grateful to Malet Lambert for piloting the framework. Their work enabled us to trial and refine the model in practice, and the feedback from staff was invaluable in shaping the final approach. Insights from the pilot and whole-staff feedback have strengthened the delivery of the framework, ensuring it is practical, impactful and aligned with the needs of our schools. One colleague shared, "I like that you select the class, and the process is done in a really supportive and constructive manner". Another reflected, "it's nice to have the reassurance that you are doing a good job and pupils are receiving high-quality learning". These reflections demonstrate the framework's success in fostering professional trust and a clear focus on school quality improvement.

Following this pilot, we look forward to implementing the Teacher Development Framework across all TEAL schools during 2025-2026, further strengthening our commitment to having a good teacher in every classroom.

The delivery of CPD in our schools continues to be underpinned by our Teaching Blueprint (which outlines the strategies for effective teaching) and the CPD Portal (which includes a range of resources to support both school CPD sessions and teachers' independent development). 2024-25 saw the addition of a Relational Practice strand to the Teaching Blueprint, outlining high-impact strategies to support this priority across our schools. The CPD Portal also continues to grow, with a range of bespoke video explainers, examples of strategies in action and recordings of teachers comparing their practice. With the resources being developed by a range of practitioners across our schools, it is a representation of how our collective expertise can be shared to help everyone develop their practice.

Using this collective expertise was also key to our annual TEAL T&L conference in 2025. Secondary pastoral staff benefitted from the knowledge of colleagues at The Hub School, developing their knowledge of Relational Practice and using this to plan next steps for their school. Meanwhile, teaching staff chose from a range of workshops based on our schools' shared priorities (developed and delivered by great practitioners from across our schools).

Over the past year, TEAL primaries have seen a number of significant milestones that strengthen both our shared practice and our strategic direction. This year marked the first full year of operating on an aligned primary calendar, alongside an established programme of shared training. This has improved coherence across schools, supported collaboration, and ensured that professional development opportunities are more closely aligned to the needs of our primary colleagues.

In addition, this year saw the completion of the first full PQI cycle in all primaries for teacher development, providing a consistent and reflective framework to support high-quality teaching and professional growth. Feedback indicates that this has been well received by staff and is already contributing to greater clarity around expectations and progression. We also took our first agreed steps towards alignment in phonics through the adoption of Little Wandle as a shared scheme. This foray into a common approach represents an important strategic commitment to consistency and evidence-informed practice, laying a strong foundation for further curriculum alignment in the years ahead.

Overall, primary outcomes across the Trust (TEAL) were broadly in line with, and in several areas above, national benchmarks. Early Years outcomes were a particular strength, with the proportion of pupils achieving a Good Level of Development, exceeding national figures. Phonics outcomes were also secure, with Year 1 and end-of-Year 2 results in line with national expectations, providing a strong platform for early reading. At Key Stage 2, attainment in reading, writing and mathematics was broadly in line with national performance, with notable strengths in reading and science. While outcomes at the higher standard, particularly at Key Stage 2, remain an area for further development, these results provide a solid baseline as we move forward with greater curriculum alignment and a shared focus on improving consistency and challenge across schools.

Finally, we were particularly pleased that Naburn achieved a successful SIAMS inspection, affirming the school's strong Christian vision and the impact this has on pupils, staff and the wider community.

Reading Blueprint

Over recent years, we have developed – using both external evidence and the expertise of literacy leaders across our schools – a Reading Blueprint to outline an ambitious vision for reading instruction across all of our schools (covering reading instruction, reading culture and supporting struggling readers). 2024-25 saw the launch of this tool in our schools. For our primaries, this has been underpinned by the beginnings of alignment on teaching phonics. In our secondaries, a toolkit has been developed to enable schools to evaluate their provision for these strands. Consequently, all of our secondaries have developed Literacy Improvement Plans to further reinforce the reading instruction, reading culture and support for struggling readers in their schools.

Leadership Development

We are pleased to continue our partnership as one of the leading school trusts involved in the Yorks100 School Leadership Programme. This programme aims to nurture 100 school leaders and create the conditions for them to initiate system-level change through local action across the county. Alongside this, we have further strengthened our leadership development offer through an expanded partnership with the Reach Foundation, engaging with both the Cradle to Career and Power Up Pastoral programmes. These programmes align closely with our commitment to inclusion and community, recognising the value of collaboration in developing leaders who are equipped to drive meaningful change both within TEAL schools and across the communities we serve.

During 2024-2025, leaders have also engaged with, and soon to complete, the new NPQ for SENCOs (NPQSENCO) qualification. This nationally recognised programme strengthens leaders' expertise in inclusive practice, provision design and strategic leadership of SEND. We look forward to capturing feedback from participants, sharing approaches, and seeing this developing practice in action.

Alongside external provision, the internal offer for leadership development has been strengthened through cross-trust sessions on our key charters, blueprints and frameworks and inductions for those new to a leadership post in TEAL. Alongside this, all middle and senior leaders attended a session at the 2025 T&L conference focused on ensuring a high-quality of professional development, further strengthening the CPD provided across our schools.



7271
Children on roll

1183
Primary



5495
Secondary



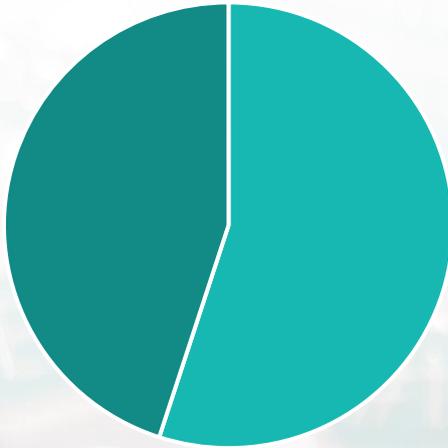
593
Post-16



1349
19%
Disadvantaged

1222
17%
SEND

348
5%
EAL



TEAL Staff

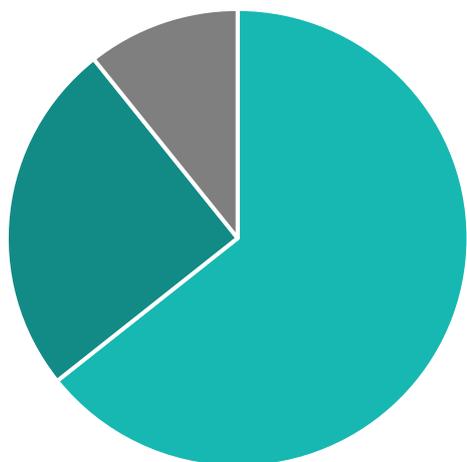
- 1100 Total staff
- 621 (56%) Associate staff
- 479 (44%) Teaching staff

839 259 2
76.3% Female 23.5% Male 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).

28 New Teachers



- 18 (64.3%) ECTs from Yorkshire Wolds Teacher Training (YWTT)
- 7 (25%) ECTs from other training providers
- 3 (10.7%) Teachers from outside TEAL

Gender Pay Gap

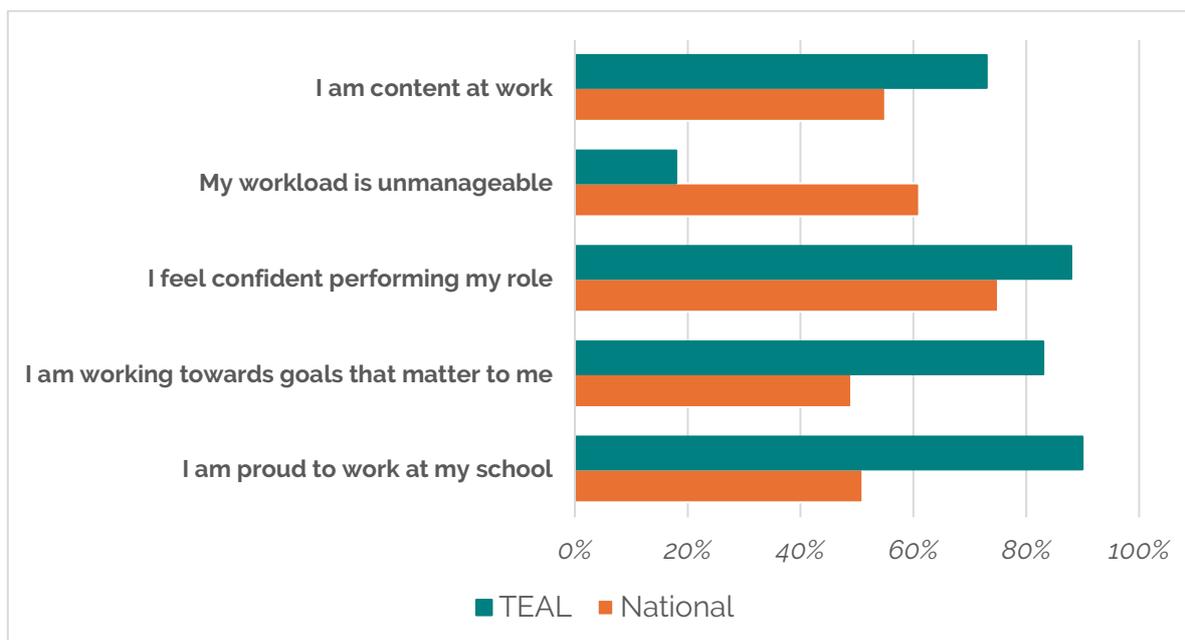
Proportion of male and female employees, according to quartile pay bands

	Quartile 1 <i>Lower</i>	Quartile 2 <i>Lower Middle</i>	Quartile 3 <i>Upper Middle</i>	Quartile 4 <i>Upper</i>
Female (% females to all employees in each quartile)	81	86	74	66
Male (% males to all employees in each quartile)	19	14	26	34

Full gender pay gap data can be found on our website: theeducationalliance.org.uk/gender-pay-gap

Staff Feedback

At the 2025 TEAL Annual Conference, we asked staff for feedback. It was 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: £62,475,000

Operating income: £60,573,000

Operating costs: £60,011,000

Reserves: £6,851,000

Total expenditure on staffing costs: 76.6%

School condition funding received: £1,469,000



Outcomes

As ever, we should congratulate all of our students for performing strongly across all our schools. 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 TEAL Phonics pass rate = 80% / National = 80%/East Riding =80%

Year 6 achieving expected standards in RWM TEAL= 66% / National = 62%/East Riding 57%

Year 11 achieving English and maths at 4 or above TEAL = 65.1% / National = 64.5%/East Riding = 63.5%/Hull = 55%

Year 11 disadvantaged pupils Attainment 8 TEAL = 35.9 / National = 34.9/East Riding = 33.8/Hull = 33.2

Year 11 grades at 9-5 TEAL = 43.4% / East Riding = 42.4% / Hull = 36.2%

Sixth Form Average Points Score per A level TEAL = 34.1 / East Riding = 32.6

TEAL Community Update

We are proud to share some highlights of the fantastic work by pupils and staff which has been happening across the TEAL family of schools over the last academic year:

September – December

Pupils from across the trust celebrated Harvest Festival. At Howden CE Infant School, they welcomed Mandy from the Yorkshire Food Bank. The children truly showcased the value of curiosity, posing some excellent questions such as, "Where does the food go?" "Where is it stored?" and "Who needs the help of the charity?" Acting Headteacher Chan Amor said: **"It was awe-inspiring to see their engagement and interest in such a vital community service."**

Later that week, pupils were joined by their peers from Howden Junior School and came together as two schools to celebrate and give thanks for the food they have at The Minster. The children sang beautifully, filling the church with their voices and joy.

Acorn Key Stage 1 class from Naburn CE Primary School spent time thinking how Harvest is a special time for Christians to say thank you to God. They talked about how this might be said to God through daily prayer and by saying grace before or after meals. The children then tried their hand at writing their own grace prayers.



Pupils from across the trust participated in acts of remembrance. The Snaith School held a remembrance event where pupils listened in silence to the guest of honour and veteran Katie Gott. Katie is part of the Snaith family and talked to pupils about her service in the armed forces. Pupils were touched by her personal story. As is tradition at the event, Mr Nichols played the "Last Post". It was fantastic to have two Year 7 pupils also represent the school at the service at RAF Snaith and leave a wreath on behalf of the school.



At The Hub School, pupils and staff spent time talking about remembrance and making poppies for their fabulous Armistice Day display. Miss Sykes then worked very hard turning them all into this fantastic tribute for all pupils to see.



Also at The Hub School, The Young Maritime Creatives officially displayed their work from October at the Ferens Art Gallery. The Waves of Wonder was a project for schools across the region as part of the Hull Maritime's secondary school outreach programme (which aims to engage young people aged 11-16 with their maritime past, present and future). The pupils worked to create their designs into logos. Their work entitled "Sailing With an Original Crew" presents a range of merchandise taking inspiration from The Hull Mermaid, Seven Seas and a range of maritime motifs. The pupils' contributions were on public display until January 2025.



January – April

Howden CE Infant School have been continuing to develop their RE curriculum. This work has included ensuring pupils have the opportunity to visit different places of worship during their time at school and to meet members of the different faiths and worldviews they explore.

In February, Year 2 children visited the Hindu Mandir in Bradford to support their learning into the Hindu Dharma faith. They had a fantastic day observing how Hindus worship and finding out more about deities, symbols and ceremonies. The visit provided a meaningful experience for pupils who were a credit to the school throughout.



In March, pupils from South Hunsley School set off early at 7.30am to visit political sites in London. After arriving they saw some well-known landmarks, including Downing Street. The main visit was to the Houses of Parliament, where they took part in a guided tour. They explored key areas of the building, learned about its history, and gained insight into how Parliament operates. Following this, they participated in a workshop where they debated different issues, getting a sense of what it's like to be part of a political discussion. A highlight of the day was an unexpected meeting with Lord Popat, who spoke briefly with the students as they made their way through the building. Overall, the students found the trip enjoyable and engaging, with many saying they learned a lot from the experience.

April saw North Cave CE Primary School celebrate the 50th anniversary of opening with a tea party for the children and trust staff in the afternoon and a celebration for former staff and governors in the evening. The evening event attracted over 40 people to the school who enjoyed the buffet before touring the school and sharing some very special memories. Alongside our current headteacher (Richard Winks), two former headteachers (Jan Woodford and Bob Long) also attended; combined, their time at the school spans 44 of the 50 years the building has been open.



During the Easter holidays, 27 pupils from Driffield School and Sixth Form departed on the school's eighth music tour to Edinburgh. The pupils performed a concert at Saughton Park Bandstand and two concerts at the largest outdoor stage, The Ross Bandstand. This performance venue sits beneath the beautiful setting of Edinburgh Castle. The pupils performed a wide range of pieces, including solos and small group performances. This year has had some great music experiences alongside the tour, including a collaboration concert of Remembrance with Driffield Male Voice Choir, a lunchtime recital at Beverley Minster and their Christmas and summer concerts.

May – August

In May, approximately 40 members of staff from across the trust took part in the Beverley 10k to raise money for Hull and East Yorkshire Mind. There was a real mixture of experience in those running, from colleagues who regularly run marathons to those who only started running a few short months ago. It was a hot day for May, but everyone survived the heat and managed to complete the run among the cheers of the large crowds that gathered along the route. In total, just over £3000 was raised to support Hull and East Yorkshire Mind, who work to support people and their families with mental health problems in our local area. They have worked closely with a number of pupils, friends and families across our schools.



Driffield School and Sixth Form completed a three week long expedition to Botswana, where members of Years 11-13 went on jeep and river safaris in Chobe National Park, ticking off three of the big five plus many more animals besides. They completed a project at the Khama Rhino reserve, seeing rhino in the wild, as well as completing tasks such as litter-picking and site maintenance. They trekked and camped on the Makgadikgadi Salt pans, an otherworldly experience, exploring this area by day and stargazing by night. They canoed down the Okavango Delta, seeing hippos swimming beside them and then camped the night in the wilderness. This was topped off with a visit to one of the 7 wonders of the natural world - Victoria Falls in Zambia. Not only was this a chance to immerse themselves in the culture, landscape and nature of these African countries, it was also a chance for personal development and confidence building, through the experience of world travel, team working and leadership skills. There will soon be a launch for the next Expedition in 2026.



Each year, our primary schools create Christmas cards to send to their peers across our other TEAL primary schools to spread festive cheer and celebrate the season of giving. This year Beverley CE Primary School created a collage version using recycled materials.



Year 7 pupils from South Hunsley School visited Hull Reform Synagogue based in Willerby. Just over 100 pupils visited and consolidated their learning following completion of their topic on Judaism in Religious Studies. The visit included a one-hour tour where they were shown Jewish artefacts, and they learnt about the traditions and rituals concerning the Jewish faith in an effort to educate the wider local community.

Mr Beadle and Mrs Burr from Malet Lambert have both won awards recently. Mrs Burr was awarded the Bronze award in the Pearson National Teaching Award's 'Teaching Assistant of the Year' Category whilst Mr Beadle won Teacher of the Year at the Hudgell Solicitors Rugby League Community Awards. Mr Beadle received his award alongside the other winners at halftime during Hull KR's match against Catalan Dragons in June.



The end of the summer term saw Beverley Minster CE Primary School hold their Year 6 leavers ceremony at Beverley Minster. The entire school and Year 6 parents were present. Led by Mr Fletcher and Reverend Eileen, pupils sang hymns and listened to readings. Following this, each of the 51 Year 6 pupil stepped onto the stage and bravely told everyone what they most enjoyed about their time at primary school and what they wanted to do when they're older.

The event concluded with all pupils singing their goodbye song and the Year 6 leavers once again coming onto the stage to receive a handshake from Mr Fletcher, a bible and a 'Minster Mouse' (a beautifully handmade soft toy made from recycled school uniforms).



We're really excited to share that Malet Lambert are one of six Hull City Council climate-conscious schools to have been awarded vital funding to accelerate their drive to net zero. The funding was awarded through Oh Yes! Net Zero's Climate Changemakers programme, which was launched to inspire the next generation of climate champions. This funding will play a significant role in decarbonising the school estate and involving students in the net zero transition.

All of our primary schools enjoyed celebrating the 80th anniversary of VE Day. Pupils at Wilberfoss CE Primary School all looked fantastic in their blue, white and red clothing, or their amazing wartime outfits. As well as a range of activities in classes (such as learning wartime songs, cracking codes and making and decorating bunting) they held a 2-minute silence on the field followed by a picnic lunch for all classes.

It was a fantastic way to commemorate this special time, and many children have shared with staff things that they learnt as well.

For staff, this year we launched an informal staff network of LGBT+ colleagues (and allies). Inspired by the stories shared on the Pride and Progress podcast, staff meet regularly to discuss approaches to LGBT+ inclusion for staff and pupils across our schools. In the initial meetings, the group focused on plans for LGBT+ Pride Month, as well as inviting external speaker George White (who discussed his experiences as a trans RE teacher in catholic schools). More recently, Richard McDonald (Assistant Principal) has presented his MBA research on the experiences of LGBT+ leaders in UK schools. Going forwards, the group are planning more events to include the wider staff body, including a lunch event at the next T&L conference.



In the summer term, the Year 5 and 6 children at Hunsley Primary School welcomed the Anne Frank Trust again for what has become their annual visit to the school. Every year, the children learn something new about standing up to prejudice and discrimination, with a focus on gender stereotyping in this visit.

Beverley Minster CE Primary school, they love outdoor learning have a Forest School, gardening club and regularly take learning outside. Each term, all of the children go on a 'Walk on the Westwood'. The conversations and shared experiences that happen along the way help to unite and develop supportive relationships. Whilst academic data is not the goal on the walk, we know how much the walks benefit the children and our community.



This academic year saw all primary schools signing up for the Boromi scheme. The borrowable 'Boromi' bags were popular with EYFS and Years 1 and 2, with families borrowing them for a weekend or a couple of days. In families where there were older children who wanted to play with their younger brothers and sisters, not yet at school, the packs led to all sorts of sibling games.

The play packs come in a range of themes, with simple, tactile, developmental games, and a booklet of easy ideas to extend play or make their own versions of the resources: shakers, instruments, construction straws, den-building kits (all designed to inspire pupils to problem-solve and create, along with their family).

The Boromi bags were used by families for a short period and then returned to school and swapped for a new one. Stay and Play sessions were also utilised to share the fun resources and loan them out. After an initial launch - where families were able to have a go with all of the packs - they could then take home a preferred pack. Parents/carers fed back that the games were enjoyed by their children and generated lots of fun competitions and chat which was great to hear.

A group of Year 9 pupils from Malet Lambert visited the Centrica site at Easington (a gas terminal for national grid energy storage) to take part in the final session of the Raising Aspirations programme. Pupils took a site tour after donning full PPE and safety equipment, discussing various job roles and apprenticeship options available at Centrica and Wood Plc. In the afternoon, pupils worked in small groups with site staff and took part in practice interviews which gave them some great experience.



South Hunsley School were involved with the Active Travel Ambassadors programme run by ModeShift. Through this, pupils came up with ideas to provide parents and students with ways to be as sustainable as possible while travelling to and from the school. They later pitched their ideas to the council at County Hall in Beverley and were awarded funding, which allowed them to run an Active Travel Summer for the final term, where pupils submitted online their active travel journey to school. Funding also allowed celebration of "bike to school week" in October, where those that biked to school were entered in a raffle to win vouchers and biking accessories.

Year 6 Pupils from Howden Junior School were invited to take part in the 'Mini Police' programme. This is a nine-week programme during which pupils covered topics such as: safe strangers; crime prevention; challenging diversity and investigating crimes. This was a fantastic opportunity to build further links with the local police force. Alongside this, their peers in Howden CE Infant School EYFS classes had a visit from the local Police Officer who talked about her role as part of them learning about what they might want to be when they grow up.



This academic year saw the planning of the TEAL SPARK award (standing for Service, Perseverance, Action, Respect and Kindness). The award has been created by a group of staff from our church schools working together to celebrate pupils who light the way through their service, show perseverance in challenges, take action to help others, treat everyone with respect, and lead with kindness. The TEAL SPARK Award is intended to empower pupils to be agents of change. The award encourages children to recognise the shared values of our trust's family of schools and, as part of this, explores both our individual school Christian visions and also the shared vision of the trust.

Emerging Priorities

We continue to work to our dedicated TEAL Strategy 2024-28 and to focus our work in the 5 key areas of our strategy. This strategy is intentionally highly ambitious. We may not achieve them all, but for the next four years we will focus all our work on delivering them; 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.

TEAL Strategy <i>How we make great schools and happier, stronger communities so that people have better lives</i>			
Initial Teacher Training	Our Schools	Civic and System Leadership	Organisational Quality
<p>The YWTT Programme supports new teachers to develop the skills and knowledge required to become highly effective, evidence informed teachers, able to make the lives of the children they teach better. It contains three overlapping components delivered through integrated strands:</p> <ul style="list-style-type: none"> • Learning to teach • Learning to teach a subject • Learning to be teacher 	<p>The success of our schools going forward depends on our ability to:</p> <ul style="list-style-type: none"> • ensure we have a good teacher in every classroom; • deliver an ambitious, inclusive curriculum; • create a culture of wider personal excellence <p>We build these upon effective systems for:</p> <ul style="list-style-type: none"> • behaviour • safeguarding • care 	<p>Our moral commitment to improving the lives of others extends beyond our schools and trust. As public servants and civic leaders, we will work to bring about change to build a school system and society that delivers success, equity and a good life for all young people, by:</p> <ul style="list-style-type: none"> • Supporting other trusts to grow, develop & improve • Partnering with trust sector groups & think tanks • Working with the DfE and policy makers • Speaking publicly with courage & conviction to advocate for positive change 	<p>Everything we do is underpinned by the highest quality operational and organisational work that is driven by our core purpose and the principles of quality improvement.</p> <ul style="list-style-type: none"> • Our staff feel valued, cared for and want to do their lives best work with TEAL • Our services are responsive and efficient • We listen to people & think creatively to solve problems • We make the lives of school leaders and staff easier
<p>TEAL Community</p> <p>We provide additional services, support and opportunities for our young people, staff and communities by:</p> <ul style="list-style-type: none"> • Developing local & regional networks of partner organisations • Identifying gaps in support and services & finding creative solutions • Implementing solutions through fundraising & income generation 			
TEAL Ethical Leadership Framework			

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 ensure every young person enjoys at least one enrichment experience every year.
12. Ensure all young people who attend TEAL schools gain good qualifications, thrive educationally, and are on a pathway to higher education, an apprenticeship or a fulfilling job by the age of 19.
13. Give all young people access to mental health support in our schools.
14. Give all young people access to speech and language support.
15. 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.
16. Have contributed significantly to positive reform of the school system to make schools more inclusive
17. 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.



The Education Alliance
East Dale Road
Melton
East Riding of Yorkshire
HU14 3HS



01482 636720



theeducationalliance.org.uk

A digital copy of this report can be found at
theeducationalliance.org.uk/annual-report