



TEAL Annual Report 2020-21

Introduction

The 2020-21 academic year was one of the most challenging years we have ever faced and we couldn't be prouder of what team TEAL has achieved.

This annual report captures some of our successes and outcomes and we could not have managed this without our students, staff, members, trustees, governors and parents/carers who have supported us through this very challenging 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 and only Free School. In February 2016, Malet Lambert School, an 11-16 school in Hull, joined the trust and the following year, Driffield School and Sixth Form joined as a sponsored academy. The Snaith School, an 11-16 school, joined us in April 2019 and the latest school to join the trust was North Cave CE Primary School in November 2019. In addition to the six schools, South Hunsley School is also an Associate Research School.

100%
of students
attend a school
judged to be
Good or better

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:

We are here to make great schools and happier, stronger communities so that people have better lives.

The way we do this is by:

- Always doing what is right
- Trusting in each other and standing shoulder to shoulder
- Doing what we know makes the difference

Doing what is right means always acting with integrity, in the interests of others, and being honest, open and transparent.

Our trust improvement strategy is simple and clear:

*The success of our schools going forward depends on our ability to ensure we have **a good teacher in every classroom**, delivering an excellent curriculum, supported by effective systems for behaviour. The huge benefits of working as part of **our** trust are the capacity we can bring collectively for high quality teacher development and curriculum development within our healthy, thriving culture, underpinned by ethical leadership.*

Trust Growth

The pandemic slowed academy conversions nationwide and no new schools joined the trust in 2020-21. We expect another school to join us during 2021-22.

Malet Lambert have had an application for expansion to increase the number on roll from September 2021 to 1750. The expansion will include a new large indoor multi-use area, to assist with capacity during lunchtimes and exam periods, along with an increase to indoor sporting facilities, allowing students access to more sports. There will also be five new classrooms to assist in accommodating the extra lessons.

Yorkshire Wolds Teacher Training expanded with the addition of two new School Direct providers, Riding Forward Education Alliance and Tidal Education Alliance. Through collaborative recruitment, trainee numbers grew by over 60%.

Governance

64 Trust members,
governors and trustees

37
58% Female

27
42% Male

Successes

We have continued with our desire to promote collaboration across the trust and to support schools by undertaking the "heavy lifting" allowing schools to focus on improving outcomes for young people. To enable this to happen, we have further strengthened the Central Team following posts being created in Finance, HR, Estates and Compliance.

The response to the Covid-19 pandemic remained the main focus of the Central Team, providing support and guidance for all schools ensuring that any risks were sufficiently

mitigated and that these risks were shared with all stakeholders. We provided over 550 devices for learners across the trust to enable them to access remote education alongside the 230 provided by the Department for Education. We also provided over 50 dongles to students who had unreliable or no broadband at home. The Central Team set up and ensured that remote platforms were populated with suitable content for all key stages to ensure that disruption to learning was kept to a minimum. Asymptomatic testing sites were set up in all secondary schools and over 19,000 lateral flow tests were processed to support with the safe re-opening of schools.

The National Tutoring Programme launched in November 2020 with students starting tuition in December. A total of 411 disadvantaged students from our schools each benefitted from 15 hours of small group tuition. In total over 6,000 hours of tuition was delivered at a total cost of over £31,000.

6000+ Hours of tuition delivered

Feedback from students was overwhelmingly positive with 70% of students reporting they would be interested in taking part in tuition if it was available again. When asked to score (from 1 to 10) how useful they felt tuition had been, 77% of students chose a score of 7 or higher.

70% Students interested in future tuition

Our secondary schools had 39 school days to set up and oversee the Teacher Assessed Grades process, ensuring that pupils/students were not disadvantaged and were able to achieve the successes they deserve with 9,281 grades being submitted, with each checked at least three times in line with the rigorous processes and procedures put in place. We received minimal appeals from students following this process.

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.

Yorkshire Wolds Teacher Training began working in partnership with two local School Direct providers, Tidal TSA and Riding Forward Education Alliance and concluded its most successful recruitment campaign yet with over 60 trainees offered places for the next academic year.

We have developed a number of TEAL charters and frameworks collaboratively which have been adopted by all schools across the trust.

We have further invested in teacher development, particularly in our Early Career Development programme to support new teachers in their first two years after teacher training. There is some evidence that this is having a positive impact on our retention of staff. We have continued to develop new structures and capacity around trust-wide CPD

ETHICAL LEADERSHIP QUALITIES
COMPETENCIES AND BEHAVIOURS

The Framework for Ethical Leadership in Education provides the profession with the following principles to support leaders in their decision-making and in calling out unethical behaviour:

- TRUST**
Leaders are trustworthy and reliable. We do this by...
 - Being reliable, consistent, credible, honest, fair and open in all that we do
 - Being transparent and clear in our communication
 - Being consistent in our actions and decisions
 - Being open to feedback and criticism
 - Being honest in our communication
- OPTIMISM**
Leaders are positive and encouraging. We do this by...
 - Being positive, optimistic, and realistic
 - Being open to feedback and criticism
 - Being honest in our communication
 - Being consistent in our actions and decisions
 - Being open to feedback and criticism
- KINDNESS**
Leaders demonstrate respect, generosity of spirit, understanding and good temper. We do this by...
 - Being kind, generous, and understanding
 - Being open to feedback and criticism
 - Being honest in our communication
 - Being consistent in our actions and decisions
 - Being open to feedback and criticism
- COURAGE**
Leaders work courageously in the best interests of children and young people. We do this by...
 - Being brave, courageous, and resilient
 - Being open to feedback and criticism
 - Being honest in our communication
 - Being consistent in our actions and decisions
 - Being open to feedback and criticism
- SERVICE**
Leaders are conscientious and dutiful. We do this by...
 - Being diligent, hardworking, and committed
 - Being open to feedback and criticism
 - Being honest in our communication
 - Being consistent in our actions and decisions
 - Being open to feedback and criticism
- WISDOM**
Leaders use experience, knowledge and insight. We do this by...
 - Being wise, knowledgeable, and insightful
 - Being open to feedback and criticism
 - Being honest in our communication
 - Being consistent in our actions and decisions
 - Being open to feedback and criticism
- JUSTICE**
Leaders are fair and work for the good of all children. We do this by...
 - Being fair, just, and equitable
 - Being open to feedback and criticism
 - Being honest in our communication
 - Being consistent in our actions and decisions
 - Being open to feedback and criticism
- VISION**
Leaders have a clear vision and inspire others. We do this by...
 - Being visionary, inspiring, and motivating
 - Being open to feedback and criticism
 - Being honest in our communication
 - Being consistent in our actions and decisions
 - Being open to feedback and criticism

THE WORKLOAD CHARTER

OUR PROMISE
For too long in too many English schools, staff have been asked to choose between being seen as good at their job and being a good mum, dad, partner, son, daughter or friend. We say "no more".
While we can't be perfect, we will do everything we can to support our staff to balance the demands of their jobs and those at home, and we recognise that in everyone's life there are good times and bad. It is the job of all of us to support each other through both.

CULTURE
The culture of the trust and our schools is critical in ensuring we meet the demands of our profession and our communities. We will ensure that everyone has the opportunity to be heard and that everyone has the opportunity to be heard. We will ensure that everyone has the opportunity to be heard and that everyone has the opportunity to be heard.

WORKLOAD
The trust supports the principle of 'no homework for teaching staff' and where it is necessary, it will be limited to a maximum of 1 hour per week. We will ensure that everyone has the opportunity to be heard and that everyone has the opportunity to be heard.

LESSON PLANNING
Staff will not be expected to complete any lesson plans. Teachers will be encouraged to use their own professional judgement and to use the resources available to them to plan their lessons.

MARKING AND FEEDBACK
There is no centralised marking or moderation approach. We will ensure that everyone has the opportunity to be heard and that everyone has the opportunity to be heard.

DATA COLLECTION
The trust will use data to support the professional judgement of our staff. We will ensure that everyone has the opportunity to be heard and that everyone has the opportunity to be heard.

EMAILS
There is no expectation that staff respond to emails outside normal working hours. We will ensure that everyone has the opportunity to be heard and that everyone has the opportunity to be heard.

WORKING PRACTICES
We will ensure that everyone has the opportunity to be heard and that everyone has the opportunity to be heard.

INSPECTION
The trust does not conduct 'mock' inspections. We will ensure that everyone has the opportunity to be heard and that everyone has the opportunity to be heard.

and have begun to create a trust-wide framework for great teaching that will underpin a trust career support and development entitlement for all staff following the recruitment of 15 CPD leads.

We have invested heavily in our ICT provision both financially and timewise and we have moved all trust sites within a single 365 tenancy, we prepared for the termination of the RM contract at Malet Lambert by looking at the switching and undertaking a WLAN refresh. Centralisation of various applications and processes – Anti Virus, Cloud backups, email gateway and threat prevention and a now have a uniformed approach for server hardware roll out

We have replaced over 350 desktops and portable devices at Snaith with new and refurbished devices putting them on the latest operating system alongside Edge Switching replacement at Snaith and the provision of a new Fibre backbone across Snaith Site, had old om2 fibre links previously.

We have continued with our programme of capital works with projects such as replacing fire doors in schools across the trust, the replacement of the roof of the East Building at Driffield and the creation of East Hall following the re-purposing of East canteen. Plans were approved for the expansion of the TEAL Development Centre in preparation for growth of Yorkshire Wolds Teacher Training.

We restructured the Central Services Team, with the introduction of new roles, Trust Administrator, Director of Estates, Director of Trust Development and Compliance, Head of Finance and Head of HR and we also appointed a permanent Assistant Principal for Early Career Development.

We have continued to strengthen our relationships with external agencies such as The Department for Education, ESFA, Sheffield Hallam University, NGA and other leading Multi Academy Trusts, influencing the direction of travel across the educational landscape.

We successfully held a Summer School in each secondary school, offering both academic activities and confidence building events such as It's a knockout. Each event was highly successful with students opting to attend more days than originally planned. The events were staffed with school staff who had agreed to give up their time over summer in order to ensure our incoming cohort had access to valuable transition activities.

Challenges

The Covid-19 pandemic posed many challenges and often meant that our teams were more operationally focussed rather than working on our strategic priorities.

Guidance for schools was continuously being updated and regular last minute U-turns by the Government often caused a large volume of work for our teams, often out of hours and we could not have been prouder of how our teams have stepped up to the challenges they faced.

New ways of working during periods of extended lockdown were quickly established and communicated with all stakeholders and we could not have been more supported by our Local Governing Bodies, Board of Trustees and Members with all of them embracing the new style of meetings and recognising that that trust priorities had changed.

6195
Children on roll

273
Primary



5349
Secondary



573
Post-16



1025
16.5%
Disadvantaged

776
12.5%
SEND

248
4.0%
EAL

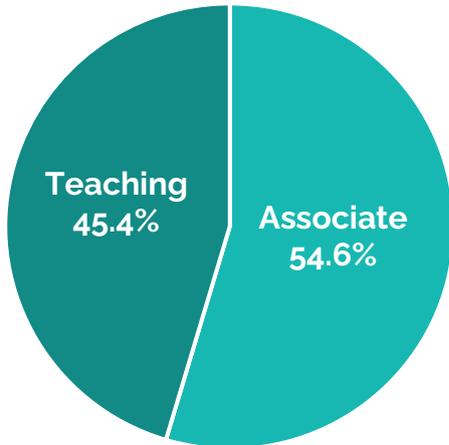
Attendance: 93%

Exclusions: 269

Fixed Term: 268

Permanent: 1

Team TEAL



TEAL Staff

850 Total staff

■ 464 (54.6%) Associate staff

■ 386 (45.4%) Teaching staff

635

74.7% Female

214

25.2% Male

1

0.1% Non-binary

Leadership

63

Associate Leaders
(13.6% of associate staff)

156

Teaching Leaders
(40.4% of teaching staff)

136

62.1%

Female Leaders

83

37.9%

Male Leaders

Gender Pay Gap

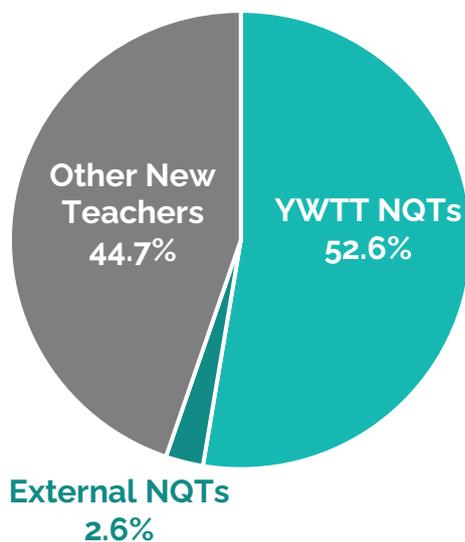
Proportion of male and female employees according to quartile pay bands

	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)	87%	81%	71%	61%
Male (% males to all employees in each quartile)	13%	19%	29%	39%

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

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.



New Teachers

38 New Teachers

■ 20 (52.6%) NQTs from YWTT

■ 1 (2.6%) NQT from external

Work has continued on the CIPHR HR system and the end of 2020-21 saw testing completed with a roll out planned for early 2021-22 across the trust.

Staff Survey 2020 Results

The trust conducts an annual staff survey, giving all employees the chance to have their say against a number of questions that give us an insight into engagement levels across our

different sites and the trust as a whole. We added specific Covid-related questions last year to enable us to check if we were meeting staff needs during the pandemic.

Across the Trust, we received a survey response rate of 64%, which is extremely high in comparison to an industry average of 30%-40%. Last year's response rate was also 64%, and as staff were even busier than usual due to the pandemic, we are very pleased with the response rate this year.

An engaged workforce can reduce turnover, absenteeism, increase productivity and overall performance and results. Our overall engagement index score was 81%, which represents a strongly engaged workforce. This is also a slight increase on last year's engagement index score, which was 78%.

The highest scoring areas were:

- 98% of respondents said they often look for ways to do their job better
- 96% said they often 'go the extra mile' to help this organisation succeed
- 96% said their work is meaningful to them
- 96% said this organisation is taking Covid-19 seriously
- 95% said they are clear about what is expected of them in their job

64%
Response rate,
compared to 30%-40%
industry average

96%
Go the extra mile to
help this organisation
succeed

The areas that saw the largest increase were:

- 70% of respondents said the benefits offered here compare well with those in other similar organisations (12% increase)
- 82% said the way this organisation is managed means that people give their best (11% increase)
- 83% said people feel positive about working here (11% increase)
- 80% said they have seen or experienced positive changes in the way the organisation treats staff (11% increase)
- 71% said they regularly receive recognition for doing good work (10% increase)

↑ 83%
Feel positive about
working here

As the pandemic continued, it was important for us to understand whether we were meeting the needs of our staff, and the Covid-19 results were positive. For example, 96% of respondents said that the organisation was taking the situation seriously, and 92% said the leadership team were sufficiently visible and accessible. 90% had confidence in the leadership team's decisions and responses and 90% said the communications had been helpful and reassuring.

In summary, the trust's response rate was the same as last year, and the engagement score was slightly higher, which is a real positive when we consider the impact the pandemic has had on schools. The results relating to Covid-19 were reassuring, as they illustrated that the frequent communications made, risk assessments and support provided made a difference for staff.

Finances

Annual income for all trust entities: £37,619,601

Operating costs: £40,252,128

Reserves: £12,116,304

Total expenditure on staffing costs: 72.9%

CIF funding received: £1,083,477

The Trust Board approved a School Improvement Levy plan designed to pool and distribute excess reserves in a fair and transparent way to ensure that schools are not accumulating excessive reserves and also that schools were accumulating a sensible safety buffer for any unforeseen work which may be required to be undertaken.

Pagabo funding, over £400,000 has been spent on funding the Be Well programme across the trust schools and also the LED light project which will reduce our carbon footprint by 10%.

Emerging Priorities

We will continue our ongoing work on Quality Assurance across the trust, further developing the QA policy and embedding good practice across all schools.

We will continue to prepare for the likelihood of Teacher Assessed Grades, ensuring that assessments are timely and robust.

Following the release of the Academies Trust Handbook in the summer term, we will be reviewing our Governance arrangements to ensure they remain fit for purpose following a period of growth.

We will continue to plan for growth and to seek opportunities to add value to the trust where possible in collaboration with the Office of the Regional School's Commissioner.

Once the ITT Market Review has been published, we will look at options for retaining Yorkshire Wolds Teacher Training and how this could be expanded further to help supply the best teachers across Hull and the East Riding of Yorkshire.

Environmental sustainability will continue to be a focus and the working group will look at different projects as we look at ways to reduce our carbon footprint.