



Unity Schools Partnership Mission

- To enable students to achieve to their potential, through efficient and sustainable schools that facilitate teachers to inspire and educate, drawing on the collective wisdom and leverage of the trust.
- To raise standards and transform lives by smashing through the barriers that have restricted schools' and pupils' progress.

Introduction

Unity Schools Partnership serves 11611 children in 25 primary, special and secondary schools.

Unity Schools Partnership works with schools and organisations both inside and outside the trust. Its aims are that children and young people achieve the very best results possible through a fully rounded education that equips them for life and gives them all many opportunities to find areas in which they can each excel. We use the term, 'Results Plus' to make clear that we want high results and everything else that makes for a great education.

The trust is led by a very able trust board and assisted by highly committed and expert local governing bodies.

During the past year, we have refreshed our vision and outlined this on an updated website. Our aim is Making Remarkable Change Happen.

The past year saw many plans achieved but also the rapid response required to the entirely unexpected school closure period from March to July 2020.

The purpose of this annual report is to share the journey of the trust to date, and to outline the steps that are to follow next.

We suffered the tragedy of losing one of our headteachers, Jim Cleaver, who died suddenly in May 2020. We pay tribute to his work in education – Wells Hall Primary was the second school where he served as headteacher. Significant building work will take place at the school over the coming year and we expect to have a lasting memorial through the naming of the library.



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'Excellence: for each, for all'

- TGS motto -

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The Role of a Multi-Academy Trust

A multi-academy trust (MAT) is a group of schools established to work strategically, in collaboration as one entity, to improve and maintain high educational standards across the trust. This formal structure allows for partner schools to support each other and benefit from shared skills, and experience. Feeder primary schools and secondary schools can work even more closely together; the shared accountability and reduction in bureaucratic barriers, along with a shared ethos and understanding of each other's expertise and culture, can aid transition and ensure a consistent educational experience.

MATs also develop economies of scale in the form of share services such as Finance, HR, Operations, IT, Administration and Marketing and can negotiate preferable contract and services - improving value for money.

Our MAT

Our academy trust currently consists of 25 schools (16 primary, 2 special schools and 7 secondary schools). The trust educates circa 11600 pupils and employs around 1680 staff members (76 central team staff, 729 teachers and 1045 support staff).

Our Trust Objectives

By 2023, our partnership aims to ensure:

- All schools currently in the trust are judged at least good on inspection and 50% are judged outstanding;
- The trust is amongst the highest performing trusts nationally for attainment of disadvantaged pupils;
- Children and young people are equipped for life;
- The trust has enabled teachers to be free to attend to what matters for children and young people, as well as achieving great results
- Staff are delighted to work in the trust;
- The trust has a leading voice in the development of education policy, nationally;
- Income streams have been developed beyond Government funding.



*“Making remarkable
change happen”*

Unity Schools Partnership transforms lives. Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.

Our Vision

The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools. It is our intention that all trust schools, and the trust as a whole, is recognised locally and nationally for the exceptional quality of its educational provision. We are a family of interdependent schools with a shared ambition to transform lives. We are committed to the development of a very high quality and evidence-informed model of how excellence is achieved.

Our Values

The trust expects its work to be characterised by:

- Ethical leadership
- Inclusion
- Excellent communication
- Endless ambition
- Strong relationships
- Belief in success for all



'Results Plus' is allowing more pupils to learn about the rich culture of the arts and history in the UK

- Headteacher: Coupals Primary Academy -





Primary School Results Key:

The percentages reflect what proportion of children reached 'Expected Standard' in reading, writing and maths. Schools also report these figures as a combined, scaled score for these subjects.

Secondary School Results Key:

Progress 8: A school's Progress 8 score is calculated as the average of its pupils' Progress 8 scores. It gives an indication of whether, as a group, pupils in the school made above or below average progress compared to similar pupils in other schools:

- A score of zero means pupils in this school on average do as well at key stage 4 as other pupils across England who got similar results at the end of Key Stage 2.
- A score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of Key Stage 2.

Attainment 8: Attainment 8 measures a student's average grade across eight subjects - the same subjects that count towards Progress 8.

The eight subjects fit into three groups:

- English and maths: These are double-weighted, which means they count twice. There are rules around how English and maths qualifications are added to this group and how to count them (see the DfE Progress 8 page).
- English Baccalaureate (Ebacc): These are the highest scores from the sciences, computer science, geography, history and languages.
- Open group: Any remaining GCSEs and other approved academic arts or vocational qualifications.

A student's Attainment 8 score is calculated by adding up their points for their eight subjects and dividing by 10. Students don't have to take eight subjects, but they score zero for any unfilled slots. This measure is designed to encourage schools to offer a broad, well-balanced curriculum.

The schools' results in this annual report are for the summer of 2019; national tests and exams are not taking place in the summer of 2020

Primary Schools



% READING: 80 WRITING: 83 MATHS: 83 ATTENDANCE: 96.3

This year, after relaunching our vision and ethos, we're beginning to see the impact of our commitment to every child reaching their potential. With 80% of children reaching expected standards for reading, writing and maths (combined) by the end of Key Stage 2, we're thrilled with the impact that excellent teaching, in partnership with pupil and parent engagement, has had. As a growing staff team, we're united in our approach to our rainbow values. With our excellent nurture provision at the heart of all we do, we believe we have a good balance of developing the whole child academically, emotionally and socially. The most memorable moment of our school year was our visit from Boris Johnson – what an opportunity of a lifetime, for our staff and pupils, to share what we do each day!



HEADTEACHER: Mrs Ang Morrison

OFSTED JUDGEMENT: Not yet inspected*

* Converted 01/04/2018



% READING: 71 WRITING: 65 MATHS: 75 ATTENDANCE: 95.9

The 2018-19 Key Stage 2 results evidenced the upward trajectory of the school, with positive progress being made in reading and maths. The Ofsted inspection at the start of 2020 found the school to be 'Good' in all areas, with staff wanting the children 'to do well academically and to be confident'. The momentum to further improve outcomes continues, with writing being a key priority for this academic cycle. Writing in the Success For All literacy programme, as well as extended writing opportunities through foundation subjects, will continue to provide learning opportunities that aim to instil a love of language and the written word. An emphasis on personal development and cultural capital continues to underpin the ethos of the school.



HEADTEACHER: Mrs Karen Sheargold

OFSTED JUDGEMENT: Good (14/01/2020)



% READING: 60 WRITING: 58 MATHS: 79 ATTENDANCE: 95.0

We are committed to ensuring that children's rights are respected, and this year we have achieved the Bronze Rights Respecting School Award. This award reinforces our school values of 'Ready, Respectful, Safe' and our inclusive practice that values all children.

We have been really fortunate, this year, to work with West Suffolk College who have organised a Saturday morning STEM club. Our children and their families have enjoyed six sessions including: rocket building, robots and chocolate bridge building.



HEADTEACHER: Mrs Vicky Hogg

OFSTED JUDGEMENT: Not yet inspected*

* Converted 01/05/2017



% READING: 70 WRITING: 79 MATHS: 79 ATTENDANCE: 95.4

2018-19 saw the school continue to demonstrate high standards and progress in mathematics. Achievement at KS2 was secure and our combined reading, writing and maths exceeded the national average. Performance in Early Years, and phonics at Year 1, continue to be a strength of the school with either high performance or an upward trajectory evident. The school's focus on 'Results Plus' is allowing more pupils to learn about the rich culture of the arts and history in the UK, and more and more children are enjoying the opportunity to learn an instrument to participate in the arts.



HEADTEACHER: Mr David Maguire

OFSTED JUDGEMENT: Good 21/09/2017



% READING: 90 WRITING: 93 MATHS: 90 ATTENDANCE: 97.3

During the academic year 2018-2019, our Year 6 children have continued to out-perform the national average for the combined reading, writing and maths measure, with 87% of children achieving Expected Standard and 23% reaching Greater Depth. Our Phonics Screening Check also maintained a very pleasing 93%.

Following our Platinum School Games Mark, we were delighted to be awarded School of the Year in Living Sport's Awards for 2019, in recognition of the work we have been doing to increase sport participation and inclusion.

Our vision is to continue to work together to ensure that all at Ditton Lodge have the knowledge they need to thrive and flourish in today's global community.



HEADTEACHER: Mrs Melanie Moore

OFSTED JUDGEMENT: Good (22/05/2015)



% READING: 81 WRITING: 81 MATHS: 93 ATTENDANCE: 95.4

2019 has been a cracking year for everyone at Glensford. Children continue to do well academically and our maths outcomes in 2019 were particularly pleasing.

We have worked incredibly hard this year to ensure children at Glensford receive a broad and balanced curriculum that inspires our children and teaches them knowledge and skills that they can use for the rest of their lives. It has been great listening to children discussing such a wide range of topics from rocks to famous artists. It has been lovely to see so many children taking part in extra curriculum activities. The highlight has to be our school choir performing at the O2.

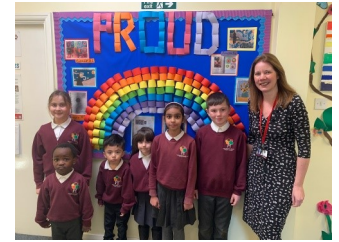


HEADTEACHER: Mr Ben Jeffery

OFSTED JUDGEMENT: Good (07/12/2017)

% **READING: 58** **WRITING: 71** **MATHS: 79** **ATTENDANCE: 96.7**

'Anything's possible' at Houldsworth Valley. We have the highest expectations about what pupils should be learning and achieving. Our recent Ofsted report in November 2019 stated 'children rise to leaders' expectations and get off to a 'running start' in early years' and 'pupils experience high-quality education as they move into key stages 1 and 2'. Staff being aspirational for all pupils was evident when the school achieved its highest results in 3 years across the whole school in July 2019.



We develop confident learners who will contribute positively to the school and wider community. In July 2019 our school became only the second school in Suffolk to achieve Silver UNICEF Rights Respecting accreditation. The school achieved a gold road safety award and came first place in the Newmarket carnival float parade in 2019.

We are currently raising the profile of oracy and one of our teachers is participating in the Voice 21 Oracy Pioneers programme, sharing her knowledge. The curriculum continues to be refined and new subject leaders are being given the opportunity to grow in their roles. Co-operative learning is embedded and the pupils confidently share their views and opinions.

HEADTEACHER: Mrs Lisa Tweed

OFSTED JUDGEMENT: Good (07/11/2019)

% **READING: 83** **WRITING: 80** **MATHS: 97** **ATTENDANCE: 96.6**

We were delighted with the results of our Ofsted inspection in March 2019. The school was judged 'good' overall and 'outstanding' for personal development, behaviour and welfare. There was a significant rise in our end of key stage 2 outcomes this year, and we were particularly proud of our maths results; 97% of children achieved at least the expected standard. With a new headteacher, we have refined and developed our school vision and are now developing our 'head, heart, hands' curriculum. Part of this is the 'Kedington 50,' which sets out the wider experiences we feel our children are entitled to as they move through the school.



HEADTEACHER: Mrs Vicky Doherty

OFSTED JUDGEMENT: Good (13/03/2019)

% **READING: 41*** **WRITING: 46*** **MATHS: 46*** **ATTENDANCE: 94.3**

At Langer, everyone can achieve. We trust, we care, we aspire.

Langer Primary Academy was re-brokered to Unity Schools Partnership in September 2019. Since then, massive improvements have taken place including a new leadership team, an entirely new curriculum in every subject and the revolutionising of lunchtime play through the launch of Langer's ScrapStore PlayPod.

Langer is Unity's beach school, a mere 350m from Felixstowe Beach. Every Unity school has an open invitation to use Langer as a base for days out for classes at the beach. Langer is a unique school, in a great location, serving delightful and deserving children.



HEADTEACHER: Mrs Martha Hughes

OFSTED JUDGEMENT: Not yet inspected*



% READING: 75 WRITING: 83 MATHS: 90 ATTENDANCE: 96.3

Our Year 6s achieved the school's most successful SATs results since the harder tests were introduced in 2016, with 73% achieving the Expected Standard or above in reading, writing and maths (combined), and the cohort as a whole achieving positive progress scores in all three subjects. We enjoyed another successful Ofsted inspection in March 2019, with Paul Wilson HMI noting that, 'All adults want pupils to achieve their best in the school's happy and caring environment.' Our participation in the EEF's 'Maximising the Impact of Teaching Assistants' trial received national and international recognition as we hosted research leads from the UK and Australia.



HEADTEACHER: Mr Dave Perkins

OFSTED JUDGEMENT: Good (14/03/2019)



% READING: 61 WRITING: 83 MATHS: 75 ATTENDANCE: 96.1

During 2018/19 we refurbished our Early Years classrooms, redesigned our English curriculum, made mathematics a key priority, developed our PROUD Curriculum, and trained subject leaders. The school achieved at, or close to, the national average in many areas for all pupils, including disadvantaged pupils: the percentage of children who reach a 'Good Level of Development' in Reception; the percentage of children who passed the Phonics Screening in Year One; and most outcomes in Key Stage One. Attendance was above the national average and persistent non-attendance well below that national average. Key Stage 2 outcomes in maths and writing also improved from 2018.



HEADTEACHER: Mrs Jane Sendall

OFSTED JUDGEMENT: Good (02/03/2017)



% READING: 79 WRITING: 82 MATHS: 93 ATTENDANCE: 96.5

We are very proud that yet again all our key indicators are above the national average at the end of KS1 and KS2. For three years running, we have had a progress measure above the national in reading and in maths, with our average scale score putting us in the top 21% of schools. We continue to succeed on the sports field being in the regional finals for both football and rugby. We also succeed in cross country and every year our school is represented in the County Final. A highlight for our school was our school choir performing at the O2.



Our school strongly encourages community links and the pupils lead charity projects to support others less fortunate than themselves. We are currently working on restructuring our curriculum to make sure that it is robust and prepares our pupils for their future.

HEADTEACHER: Mrs Mary Nicholls

OFSTED JUDGEMENT: Not yet inspected*



% READING: 57 WRITING: 68 MATHS: 73 ATTENDANCE: 95.3

In our school we work hard to encourage positive attitudes, independent learning, a sense of pride and high achievement. Wells Hall pupils are motivated learners who ask questions and listen to and respect others. They take pride in their work, demonstrate positive learning habits and strive to do their best. Our pupils have the confidence to try new things and the resilience to persevere even if things get challenging. They see a mistake as a learning opportunity not a failure and are keen to build on their mistakes to develop greater understanding. Our children are respectful to the people they meet, their own local environment and the wider world. The school strives to create polite, well-mannered caring members of our community who understand and respect everybody's differences and needs.



HEADTEACHER: Mr Jim Cleaver (until May20)

OFSTED JUDGEMENT: Not yet inspected*

* Converted 01/07/2017



% READING: 60 WRITING: 65 MATHS: 68 ATTENDANCE: 95.2

With the revised vision of a new headteacher and additional senior team members, Westfield has undergone a series of rapid improvements. We began by focussing on building a successful school culture through our Westfield Promise which our pupils have embraced and remain loyal to. Parental engagement has improved, and we have taken great strides in behaviour for learning across the school. We have introduced Success for All, a comprehensive, evidence-based approach to reading and writing and Power Maths, a maths mastery programme. Both schemes ensure cooperative learning approaches which enable all children to make rapid progress. Our revised, wider curriculum ensures pupils are offered broad, rich and deep learning opportunities which centre on vocabulary and knowledge foundations. We have enjoyed sharing our curriculum learning with the wider community at our termly showcase events, including our successful Westfield Museum and Science Laboratory. To support pupil's SEMH and wellbeing, we have introduced the Thrive Approach - a nurture-based, neuroscientific intervention supporting vulnerable pupils in bespoke classes, 1:1 and small group sessions.



HEADTEACHER: Mrs Toni Kittle

OFSTED JUDGEMENT: Good (31/01/2019)



% READING: 74 WRITING: 87 MATHS: 100 ATTENDANCE: 96.6

At Wickhambrook School, we believe that 'Every child deserves Every Opportunity, Everyday'. This is why we have been striving to enhance our curriculum offer to ensure that all of our children have the education they need to be fully equipped for their future life experiences. We take care that all of our children can access learning fully and engage in opportunities to experience the wider world and life outside of Wickhambrook.



Academically, we are proud of our results, particularly maths and writing which are well above the national average, and our endeavour to ensure all children are confident readers, who have access to high quality texts and reading experiences is advancing at pace, and this continues to be a main focus for us as a school.

HEADTEACHER: Miss Ros Towns

OFSTED JUDGEMENT: Outstanding (29/02/2012)

% READING: 75 WRITING: 84 MATHS: 79 ATTENDANCE: 96.0

2019 is a year that will last long in the memory of all those associated with Woodhall Primary School. Having experienced a number of challenges in recent years, described by Ofsted as 'a turbulent period', the result of the school's first inspection since joining Unity Schools Partnership, was greeted with a mixture of relief and joy, as it received a 'Good' rating with 'Outstanding' for Personal Development and achieved the best end of KS2 results in the history of the school. Our endeavours to create a robust and impactful English curriculum and to further develop supportive and nurturing pastoral support are having a positive impact on learners and their ability to prepare themselves for learning.



HEADTEACHER: Mr Matthew Fuller

OFSTED JUDGEMENT: Good (03/12/2019)

Special Schools



CHURCHILL
SCHOOL

Accredited with the World Class Schools Quality Mark

We are a friendly, caring school where everyone is valued as an individual and where parents and the wider community are invited to share in school life. The school was accredited by the National Autistic Society during the Spring term 2019, which was quickly followed by a Well Being Award. In June we received our second outstanding Ofsted. The inspection report quotes one student who stated "this is a high-functioning autism paradise." During 2019 staff worked hard to embed a series of Life Skills accreditations including Bronze, Silver and Gold ASDAN. A Healthwatch survey proved to be a very powerful tool and we are in the process of re-writing our PSHE scheme to address some of the challenges our students face. We are currently researching the impact of pre and post teaching of vocabulary and findings will inform curriculum delivery.



HEADTEACHER: Mrs Georgina Ellis

OFSTED JUDGEMENT: Outstanding (12/06/2019)

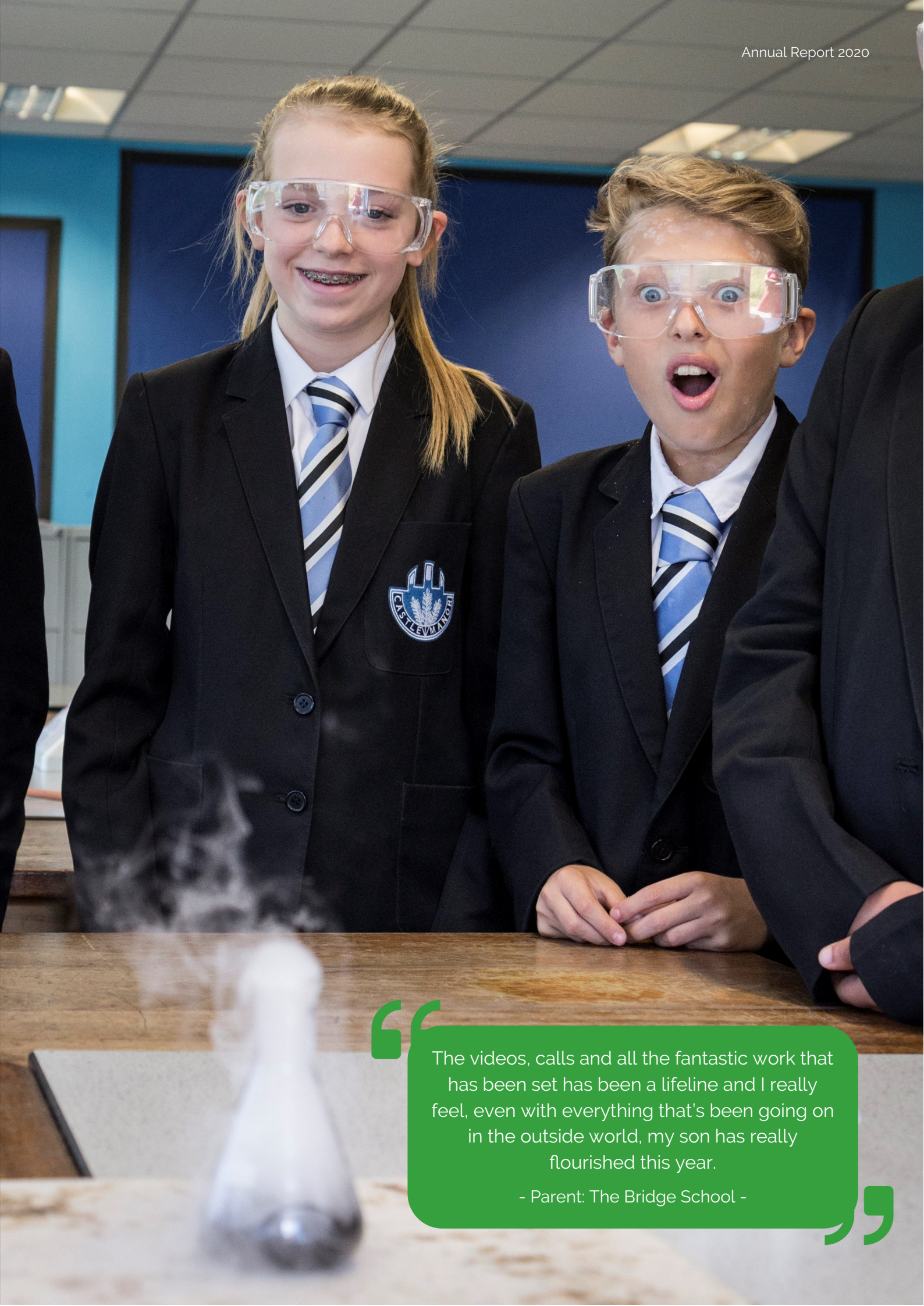


The Bridge School joined the trust in June 2019. It had had a few difficult years following a critical inspection and a number of interim school leaders. The school leadership and staff have stabilised the school and brought it back to respectability. The local authority has asked that it increase its numbers further from 138 to 160, a tribute to the school recovering its reputation as a school where children with complex needs can flourish. The secondary department has a new building that will be ready for September 2020 and the old building will then be demolished. The school maintained strong communication with families during the national lockdown period and was pleased to welcome children back, initially on a phased basis.



HEADTEACHER: Mrs Hazel Simmons

OFSTED JUDGEMENT: Not yet inspected*



“ The videos, calls and all the fantastic work that has been set has been a lifeline and I really feel, even with everything that’s been going on in the outside world, my son has really flourished this year.

- Parent: The Bridge School - ”



PROGRESS 8: +0.01

ATTAINMENT 8: +40.5

ATTENDANCE: 94.3%

Our Year has been a busy and very successful one. Our vision of 'We work hard, we are kind, we are PROUD' has been fully lived by our entire school community in the past year. We have been developing our 'Results Plus' curriculum so that all our students have access to a broad range of activities, particularly in sports, performing arts and music, beyond the curriculum, with a spotlight on strengthening school-community links to foster caring and empathetic attitudes in our students. Our teaching and learning curriculum has a strong metacognition and self-regulation focus and puts knowledge, sequencing and literacy skills at its heart.



We have, indeed, felt very PROUD to move from 'requires improvement' to 'good' in our recent Ofsted inspection in May.

HEADTEACHER: Mrs Vanessa Whitcombe

OFSTED JUDGEMENT: Good (17/05/2019)



PROGRESS 8: -0.63*

ATTAINMENT 8: +40.9*

ATTENDANCE: 92.2%

Summer 2019 saw some excellent exam results for high achieving students at Felixstowe Academy. The Autumn Term 2019 has been a time of change and with that change, a sense of excitement and anticipation. We became part of Unity, and under an enhanced leadership team, have begun to bring about some really meaningful changes that will impact the children here. We are particularly excited about our Felixstowe Way work, and the leadership opportunities that this will give to the students at the school. In the near future, we will also have developed a new area for Student Services, where students can access help and support, as a real hub within the heart of the school. This year, we will continue to have a focus on improving the behaviour, attendance and expectations of our school community, whilst also improving the standards of curriculum and teaching in order to improve the progress of our students as they move through the school.



HEADTEACHER: Mrs Emma Wilson-Downes EXEC.HT: Mr Wayne Lloyd

OFSTED JUDGEMENT: Not yet inspected*

* Converted 01/09/2019 Results 2018 - before joining Unity SP



PROGRESS 8: +0.05

ATTAINMENT 8: +42.3

ATTENDANCE: 96.3%

In 2018-2019 Newmarket Academy has drawn on one of its core values, 'Resilience'. We have continued to progress throughout a challenging year. We have remained focused on providing a broad, balanced and high-quality curriculum so that all our pupils achieve to the best of their ability. Our interventions continue to have a positive impact on reducing the attainment gap, with high levels of support made possible due to the size of our small school. We are making excellent strides to develop our curriculum alongside our sister school, Sybil Andrews, which we anticipate will strengthen teaching and learning and provide us with results as excellent as previous years. We continue to offer a broad range of extra-curricular activities and to foster excellent community links so that our pupils gain the skills that enable them to make positive contributions to society now and in the future. Furthermore, we actively promote parent engagement in order to enrich learning.



HEADTEACHER: Mr Nick Froy

OFSTED JUDGEMENT: Good (19/05/2017)

PROGRESS 8: -0.31

ATTAINMENT 8: +43.7

ATTENDANCE: 95.0%

Samuel Ward Academy is continuing to make significant strategic changes to improve outcomes for all our students. The most recent Ofsted report highlighted, that although our new leadership team had only been in place for a few months, we had acted with urgency to improve the curriculum. They recognised the determination and enthusiasm with which the school was implementing extensive plans focusing on teaching and learning, teacher development and retention, Pupil Premium support and behaviour for learning. In September 2019, we started the school year with a new building, a new school day and a new curriculum. We are seeing the benefits of all three of those changes every day.



With a stable staff of highly skilled teachers, Samuel Ward Academy has a calm, purposeful environment; a creative, challenging, nurturing ethos and a desire to be the most effective learning community it can be. We continue to provide excellent opportunities for our students outside the curriculum, particularly in sports, performing arts and music. Our students make us proud every day.

HEADTEACHER: Mr Andy Hunter

OFSTED JUDGEMENT: Requires Improvement (09/03/2019)

PROGRESS 8: +0.04

ATTAINMENT 8: +50.0

ATTENDANCE: 94.8%

Our ethos 'Life in all its fullness' underpins all we do at St Edward's Academy. We have embedded our ethos and values so that, in 2020, all members of our community are able to articulate our joint vision. Students are encouraged to develop and exhibit pride in being part of our community.



At St Edward's Academy, we believe that an excellent education will enable our students to lead a fuller life. We will achieve this through our pillars of HOPE: Humanity, Optimism, Perseverance and Excellence.

It is through our shared life as a community that we experience and advance our humanity. We will face all challenges wisely with optimism and perseverance; supporting all members of our community to achieve to their full potential. Above all, we will pursue excellence in all we do, so that we are all the best that we can be.

HEADTEACHER: Mrs Jodie Hassan

OFSTED JUDGEMENT: Not yet inspected

* Converted 01/04/2018

PROGRESS 8: +0.07

ATTAINMENT 8: +40.9

ATTENDANCE: 94.8%

We were delighted with our first ever set of GCSE results which placed us in the top 20% of all schools in the country for our 4+ English and maths. Our 5+ English and maths results placed us in the top 5% and we were also pleased that 10% of our students achieved a grade 9. This is testament to the hard work of students and staff in the school.

We continue to see the school expand both in student numbers and in the completion at the beginning of September 2019 of our new teaching block. 2020 will see the completion of the final stage of our school building project and we are excited to see the final landscaping and social spaces close to being completed. We had our first Ofsted inspection, which noted many positives in the school, but also a number of areas to work on. We are determined as a school to make rapid progress towards these targets.



HEADTEACHER: Mrs Trenica King EXEC.HT: Mr N Froy

OFSTED JUDGEMENT: Requires Improvement (15/05/2019)



I know how much time and effort, thought and care that has had to go into all your plans ...our son is looking forward to returning in September and our daughter can't wait to start in year 7

- Parent: Samuel Ward -

Unity Research School

impact 2018-2019



Unity Research School is part of the 40-strong network which exists to support the use of evidence to improve teaching practice and ultimately, outcomes for pupils, specifically socio-economically disadvantaged pupils.

This year, Unity Research School has extended its reach, providing support and advice to hundreds of teachers and many schools and MATs across the East of England.

We promote the use of evidence-based strategies via our website, our monthly digital newsletter and our social media campaigns, continually signposting new resources and evidence. Our main activity is to provide high-quality, evidence-informed CPD in the form of briefings, twilights, one to three day courses, extended programmes and bespoke in-school CPD.

We have a number of expert advisors that work with schools in our trust and schools outside our trust to improve Pupil Premium, primary maths, literacy, curriculum implementation and making best use of Teaching Assistants, in particular. Schools that belong to the Unity Schools Partnership family benefit from low-cost or free CPD to improve pedagogy and practice.

We have continued to deepen our relationships with significant partners including the Chartered College of Teaching, Department for Education, Teaching School Council, UCL, Whole School SEND, the Teacher Development Trust and Cambridge Teaching School Network (CTSN).

In November 2019, we held a successful

researchED conference for over 300 teachers, leaders and teaching assistants, which not only enhanced our reputation as a quality CPD provider, but enabled us to reach many schools and influencers across our region. The conference gave some of our own teachers and leaders an opportunity to present their knowledge and experience to others, using research evidence as a base..

We have continued to provide support since the outset of the pandemic in England. In line with government restrictions, scheduled face-to-face training was translated to online activity via Zoom (including webinars on NQT CPD, Making Best Use of TAs, Maximising Outcomes for Disadvantaged and Vulnerable Pupils), as well as maintaining and developing communication activity through [bespoke online events](#), our [monthly newsletter](#), a [dedicated section on our website](#) and via [Twitter](#). The latter two have seen notable

increases in engagement through the challenging and unsettling weeks since lockdown.

We were driven to respond to the arising needs, but our measured and carefully-balanced communication ensured we didn't 'add to the noise' of

the early stages of educational and social disruption. Instead, we took time to support schools via signposting to trusted evidence-based guidance and resources.

Part of our system support involved us in the development process of a brand new selection of EEF Covid-19 resources for [parents](#) and schools. This second set was



developed in response to the EEF's [rapid evidence assessment](#) of the existing research on approaches that schools could use (or were already using) to support the learning of pupils while schools are closed due to Covid-19. These evidence-based resources drew on recommendations of existing Guidance Reports and were designed to be used by schools to [support the home learning of pupils during restricted school opening](#). One notable collaboration was with two other Research Schools, like Unity, designated as DfE EdTech Demonstrator Schools. They produced a series of linked video presentations, unpacking the recommendations of the guidance report, '[Using Digital Technology to Improve Learning](#)', launched at researchED Norwich in mid-June.

Our, continued partnership development activity has extended existing collaborations, such as within the Ipswich Opportunity Area. We have established new opportunities for network development and school improvement activity around evidence-informed communication events and training programmes to be held in the coming months.

Unity Professional Development impact 2018-2019

During 2018-2019, Suffolk Borders Teaching Alliance rebranded to Unity Professional Development (UPD). We continue to work closely with teacher training partners such as Suffolk & Norfolk SCITT and CTSN to find and support ITT placements in our schools. In collaboration with the research school, we offer an extensive programme of high-quality CPD for NQTs and Early Career Teachers that complement the frameworks. Our extensive network and experience means we are well-placed to offer the right support at the right time to help early career teachers flourish. We aim to train and retain the best teachers for our pupils by providing a wide range of CPD for teachers and leaders, so they can improve their practice and develop their skills to progress their careers (should they wish to).

Each year, Unity Professional Development and Unity Research School organise a whole-trust professional development day. Everyone in the trust is invited to take part in a vast array of activities from Yoga and archery to curriculum, pedagogy and leadership panels. Amongst other things, workshops address wellbeing, pedagogy and practice, operational topics (such as Health & Safety) and finance surgeries, as well as providing excellent opportunities to meet people from other schools in the trust and build meaningful relationships that will facilitate collaboration and sharing of knowledge and expertise.



Annual Impact Report - Successes & Tangible Outcomes 2018-2019

Listed below are activities, events and projects that have had a positive impact on Unity Schools Partnership Trust, its schools and/or the wider community. This is not a complete list, but is intended to give an overview of some of the tangible outcomes the trust has created over the academic year 2018-2019.

SUCCESS	REASON FOR IMPLEMENTING	TANGIBLE OUTCOMES
<p>Marc Rowland - PP Advisor</p> <p>SSIF Maths Project</p>	<p>To improve teaching practices and outcomes for our most disadvantaged pupils. Narrow the attainment gap.</p> <p>Maths outcomes and teaching in KS2 is not as strong as it needs to be</p>	<ul style="list-style-type: none"> informs the trust's PP strategy Improves the expertise and practices of teachers and teaching assistants evidence and experience-informed CPD for school leaders to audit their provision and implement changes with each trust school RAG assessment of schools' effective practice for Pupil Premium. Contributes to the national conversation around PP. Income-stream for consultation time outside the trust. <ul style="list-style-type: none"> 10 trust schools, 5 non-trust schools and over 60 teachers and leaders working together to improve their teaching, and the outcomes for their pupils, especially those from disadvantaged backgrounds. Maths outcomes in 2019 at KS2 were our strongest yet, and above the national average. Current Y6 (19-20) are on track to exceed 2019 outcomes, and present Y5 look equally as strong.
<p>PiXL in Primary</p> <p>New Trust Networks</p>	<p>To improve outcomes at the end of KS2</p> <p>To bring more trust colleagues together with their area of expertise.</p>	<ul style="list-style-type: none"> Trust primary schools are using PiXL approaches and resources, and collaborating on best practice to underpin continually improving KS2 outcomes, working towards our trust aspiration of 90% RWM combined in 2023. PiXL resources and assessments are now used as our core assessment from Y1 to Y6. Combined outcomes at the end of Y6 in 2019 were improved by 4%, and we are on track for a further 6% uplift in 2020. Schools are rolling out the PiXL approach to lower KS2, ensuring any gaps in learning are tackled earlier. <ul style="list-style-type: none"> Exam officers and Family Support Workers now meet to discuss their roles, strategies and how to support each other to better support our pupils. Attendance officers and leads will also be brought together to support improved attendance and consistent approaches. A common attendance policy is at its final stages of agreement - Spring 2020.
<p>Primary Apple Project</p> <p>Primary Toolkit</p>	<p>To deliver improved teaching, learning and outcomes through the strategic use of 1:1 iPads in classrooms</p> <p>Variable routines across the schools create a variance in the quality and success of those routine processes.</p>	<ul style="list-style-type: none"> Four Primary schools supported to deploy 1:1 devices in Y3 or Y4 from January 2019 - fully supported with training and the establishment of a network to facilitate best practice. <ul style="list-style-type: none"> Establish best practice procedures for a core provision including attendance, SLT responsibilities and Pupil Premium funding which schools can select from. Toolkit shared to all staff in primary schools on ATLAS September 2020

SUCCESS

Primary Curriculum Support

Common Assessment in Primary

Wellbeing Strategy for Pupils and Staff

More Partner Special Schools

CPOMS

Bring Payroll In-house

REASON FOR IMPLEMENTING

The wider curriculum offered across our trust beyond English and Maths is variable

Consistent approach to assessment enabling the trust to have a broader view of standards and to enable further challenge to be presented

Need to recognise our responsibilities and opportunities to promote and support staff wellbeing.

Further partner special schools to create a collaborative and supportive network.

To enable safe-guarding records to be kept efficiently and consistently

To provide a more robust, accurate and timely payroll solution to the trust.

To reduce the increasing overhead of external payroll.

TANGIBLE OUTCOMES

- Well-thought through, sequenced curriculum for all subjects and year groups. Delivered by staff with sufficient subject knowledge to ensure all pupils benefit.
- There has been a significant shift in the quality of resource now provided for Geography, History and Science for Y1 -Y6 that will be completed by October 2020. Our approach is to provide the sequence of learning and content for each module, and to support teachers to adapt and deliver lessons tailored to the children in their context.
- Additional trust-wide CPD for all primary teachers has focused on the theory which underpins the teaching of reading.

- Beyond PUMA,, PIRA and No More Marking Assessments, we are increasing the number of common assessments in reading and maths, for phonics, spelling and arithmetic - leading to shared assessments for knowledge in foundation subjects.

- A wellbeing group has been established and is working towards strategies to ensure healthier staff - leading to better provision and outcomes. Improved staff retention and recruitment

- The Bridge joined the trust in 2019 and Sir Bobby Robson school is opening in September 2020. We will also have 5 specialist SEND units in mainstream primary and secondary schools.
- Gives us capacity to work together to share good practice, ideas and collaborate in projects and events.
- Improvement of special school provision

- Pre-implementation training provided in July 2019
- Secure, efficient and consistent safeguarding records - saving time and paper, and helping to keep children safe.

- Payroll software has been implemented and data migrated for a successful transition on 1st April 2019
- We successfully brought in The Bridge staff members, as well as Felixstowe's and Langer's.

SUCCESS

Clevertouch
Interactive Panels

Server
Replacement

PC & Laptop
replacement

IT and Facilities
Helpdesks

Microsoft Teams
Training

ATLAS Intranet

REASON FOR IMPLEMENTING

To provide a consistent experience for Primary teaching staff at the front of the class

To refresh critical infrastructure

To refresh devices that are at or beyond their replacement cycle

Standardised platforms for incident call logging

Ability to take part in meetings and conferences to negate the disadvantages of schools that are geographically further out.

Facilitate collaboration and reduce travel

Better links and communications between all trust staff.

Intranet for sharing resources, workspace, information and advice

Need to improve communications between the trust Central Team and schools

Need to facilitate communications and collaborative working amongst schools.

TANGIBLE OUTCOMES

- Improved, more reliable technology for front-of-class teaching and learning
- Consistent technology for approach to lesson delivery
- Resilient, reliable and effective teaching tools

- Improved and more reliable access to IT resources

- Improved access to effective technology for teaching and learning.

- Single effective interface
- Access to trust-wide reporting and data
- Improved fault logging and resolution

- All trust staff have been offered training - 2 training sessions have been delivered so far.
- Teams is now being used creating better communication, easier collaborative working, reducing travel, enabling attendance at meetings located far away.
- We are experiencing better collaborative working between central team departments, Heads, Deputy Heads and subject leaders.
- Teams has been essential during the COVID-19 lockdown and has ensured we can continue to support schools effectively from remote locations, whilst adhering to the government guidelines.

- ATLAS intranet system is up and running for primary schools. Curriculum collaboration, resource sharing and library is active and in use.
- Training videos are also shared on here
- Secondary school curriculum resource site is under-development
- Department sites with policies FAQs and advice from the central team is under development
- School 'Good News' stories and success stories are shared regularly
- Staff benefits and COVID-19 advice has been shared widely via ATLAS.



“

I love working at Unity. I feel appreciated and I work with the most amazing team. I can honestly say I have never been happier.

- Anon: Central Team -

”

“

Being part of Unity Schools Partnership has given Langer a new beginning and the school is started to flourish

- Headteacher, Langer Primary Academy -

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“

I feel proud to work in a school with such a dedicated and outstanding leadership team.

- Staff member: Samuel Ward -

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Financial Summary

2018-2019

As at 31st August 2019	Total 2019	Total 2018	Total 2017
	£'000	£'000	£'000
Operational Income			
Donations & capital grants	28,233	28,240	60,003
Educational funding	55,739	46,413	35,241
Other trading activities	1,386	1,229	1,016
Investments & other income	3	235	2
	85,361	76,117	96,262
Operational Expenditure			
Raising Funds	232	201	1,453
Educational operations (Incl. Teaching School)	65,450	52,304	39,130
Charitable expenditure (TrF)	0	148	0
	65,682	52,653	40,583
Net Income/Expenditure	19,679	23,464	55,679
Revaluation of pension liabilities	(6,141)	2,797	4,199
Net Surplus	13,538	26,261	59,878
Assets & funds brought forward	154,408	128,147	68,269
	167,946	154,408	128,147

Operating income of the Trust in the year was £74,467k (2018: £76,117k), which includes balances of Academies transferred into the Trust within the year. On 1 June 2019, The Bridge Special School in Ipswich joined the Trust.

Overall the Trust generated a net operating surplus of £1,135,388k (2018: £26,261k).



UNITY

SCHOOLS PARTNERSHIP

The registered office is at Unity SP Offices, Park Road, Haverhill, Suffolk, CB9 7YD