

A REFLECTION OF YEAR THREE

WHEN VISION
BECOMES REALITY

“WE SAID WE DID”



WHITE ROSE
ACADEMIES



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LUMINATE EDUCATION GROUP: RADIATING POSITIVITY, TRANSFORMING LIVES



Colin Booth

Chief Executive
Luminate Education Group



A year has passed and The White Rose Academies Trust has again taken a huge leap forward. Within five hectic weeks the three schools were all graded 'Good' with each of the reports clearly describing schools that are well on the way to becoming 'Outstanding'. So, firstly and most importantly, a huge thank you to all staff for the immense amount of time and effort and for the professionalism you have demonstrated over the last few years.

For last year's reflection, I wrote this piece from the view of Leeds City College as sponsor of The White Rose Academies Trust. Earlier this year the Leeds City College Group was rebranded as Luminate Education Group. The change in group name reflects the fact that we are moving away from a structure with Leeds City College at the centre – Luminate Education Group is a family of organisations that support each other. Along with many staff who deliver services to all group members, I am now having to get used to the fact that I work for the Luminate Education Group and not for the Leeds City College Group.

On the cover of the first Luminate Education Group Strategy are the words "Radiating Positivity. Transforming Lives". For a long time, I have held the view that education is about helping people to transform their lives – and I often feel both privileged and humbled to see how much passion, commitment and energy our staff and our students put into their work, their studies and into the life and culture of our schools and colleges. Passing exams and getting a job are important – but education is about much more than these things. Education starts with how we help all of our students to 'dare to dream'. I also believe that enjoying school or college is at least as important as what our students learn.

Andrew said that I have 400 words for this piece and that I should sum up what the Luminate Education Group is about - so, in one sentence. The members of Luminate Education Group believe that we will be 'always stronger together' and – that we are all obsessively focused on 'transforming lives by providing outstanding education'.

luminate

EDUCATION GROUP

LEEDS CITY COLLEGE: OUR LOCAL SPONSOR, PART OF THE LUMINATE EDUCATION GROUP



Bill Jones

Deputy CEO
Luminate Education Group

Last year I wrote about the Leeds City College inspection, how we hoped to build on this and inspire the rest of the Group on our journey to outstanding.

Since then so much has happened and it might be easy to say that we have surpassed expectations. That wouldn't be true however, as I never had any doubt that each of the three White Rose academies would be judged as at least Good if they were inspected during this academic year.

Leeds City College along with The White Rose Academies Trust, Keighley College, Harrogate College and Leeds College of Music have now become the Luminate Education Group and, whilst only a name, it sends an important signal that we are all equal partners in the Group.

Although good Ofsted grades keep inspectors off our backs for a while, they are actually crucial for our students, their families and the communities we serve. An excellent education shouldn't be the preserve of those that live in certain areas or can afford private schools.

Our economy will also fare far better if it fully harnesses the skills and talents of all our people, not just the privileged few.



The Ofsted judgements, therefore, recognise the tremendous work that The White Rose Academies Trust does. They also express confidence in its ambitious plans to raise aspirations and ensure that each child achieves in line with his or her ability and effort rather than their social class or postcode.

I am excited to work alongside Andrew, the Principals and all school staff in realising this vision, which I am sure will transform the communities that deserve so much more in Leeds and beyond.

There are, of course, exciting projects we can now fully focus on, such as extending the school day and creating school based teacher education courses. These are only the start of the amazing potential of the Luminate Education Group.

It's time to grow!

LEADING ON A JOURNEY TO OUTSTANDING: WHEN VISION BECOMES REALITY



Andrew Whitaker

Executive Principal
The White Rose Academies
Trust

Member of the six person
Executive Leadership Team,
Luminate Education Group

The power of a vision is best measured by the number of detractors who claim it cannot be achieved. The greater the number of detractors, the greater the vision.

The White Rose Academies Trust first published its powerful vision in the Reflection of Year One annual report. This vision was focused on all our academies being world-class providers of education and personal development. At this point, all the published metrics for school performance showed that each academy in the Trust was operating at a special measures level.

Over the last three academic years, the Trust has worked relentlessly in implementing our vision, which is to ensure that our academies provide:-

- First class teaching to our students. We deliver broad, challenging and innovative curriculums.



- Aspirational and bespoke pastoral care and nurture to our students. We focus on every child being safe and happy.
- Environments where our students can make mistakes, meet and over-come their personal fears and develop into their best selves.
- Amazing student leadership opportunities; including the Trust's prestigious Trust Student Leadership Group. We believe that leaders are made, not born.
- Industry leading continuous professional development to all staff. Investing in our staff is always the right thing to do.
- Centres of community transformation. Our metric of success is far wider than student outcomes or regulatory quality judgements. We strive for our academies to be key catalysts for real and sustained change in the communities we are proud to serve.

During the Summer 2019 term the Trust reached its first important milestone with OFSTED grading our academies as follows:-

- Leeds City Academy. Rated Good, with Outstanding for Leadership and Management. This milestone is particularly sweet, as prior to the Trust's involvement with the academy, it had been earmarked for closure on a number of occasions over the last twenty years and for decades was viewed as the poorest performing secondary school in Leeds.
- Leeds East Academy. Rated Good in all areas. The site that the academy occupies, has been the location of a secondary school for over 50 years; this is the first time that a school on this site has been judged Good or better.
- Leeds West Academy. Rated Good in all areas. Leeds West Academy is amongst the largest schools in Leeds and this judgement represents a significant milestone for the community it serves.
- These milestones are pleasing, but it is wonderful to note that our unique professional body,



incredible governors and our amazing student body are relentless in their shared aim to create truly world-class schools. Since the inspections, our academy communities have already further re-fined our plans to ensure that we deliver world-class schools by the time that our Reflection of Year Six report is published.

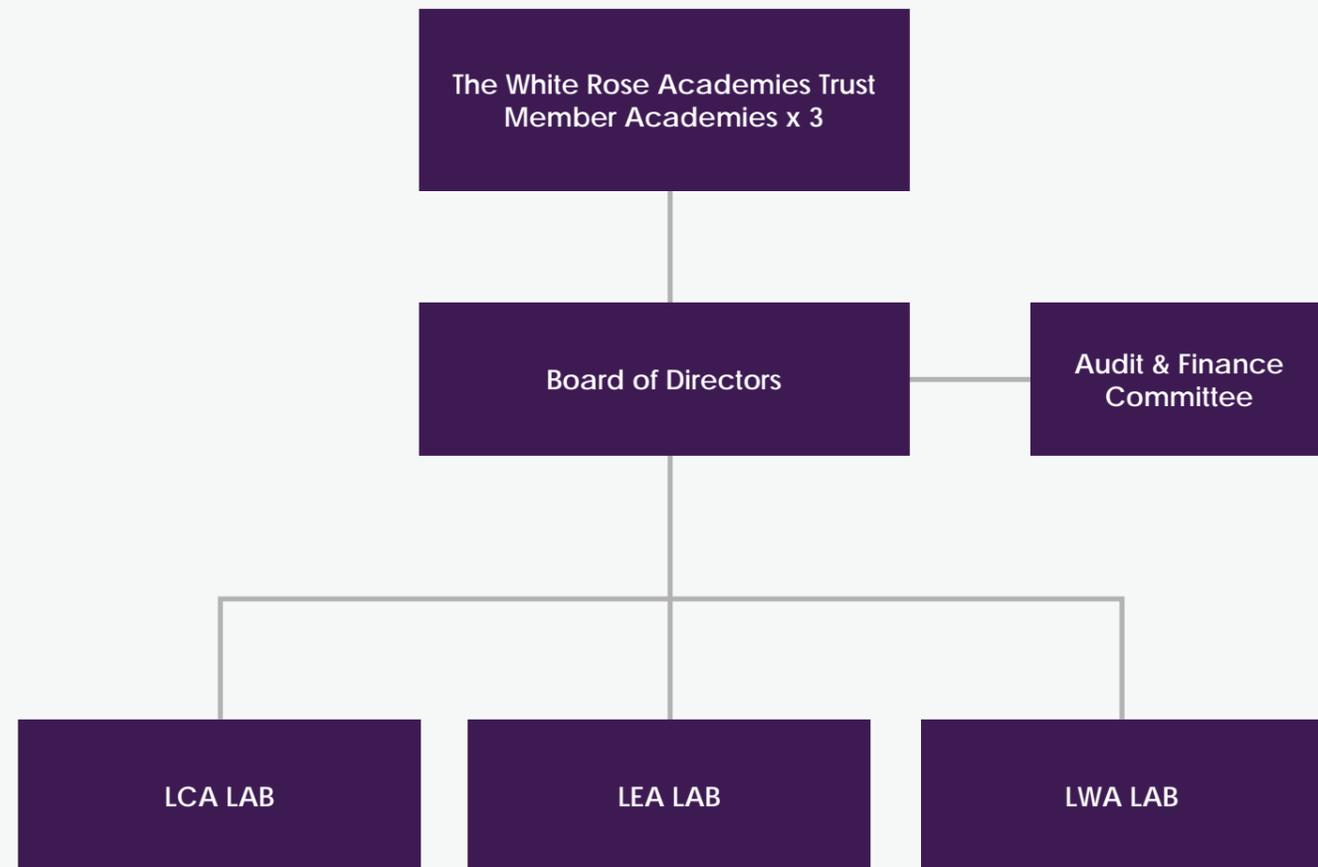
- The Trust strives daily to empower its Academy Principals to create academies that truly represent the communities they serve. We don't insist in a one size fits all approach to school improvement. We do insist that our academies and the wider trust are externally focused, obsessive in their quest to learn from the best in a

shared and self-improving educational model. The success of our vision and the pace of transformation has been achieved by seeking and embracing new partnerships, including colleagues who regularly quality assure everything from strategy, to classroom practice to pastoral development.

The White Rose Academies Trust "We Said We Did".

GOVERNANCE: STRATEGIC LEADERSHIP AT ITS BEST

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



The Trust has two levels of governance with a Board of Directors having responsibility for the strategic direction of the Trust and Local Accountability Boards (LABs) for each academy which have more responsibility for what happens in individual academies. The Trust Board has ultimate legal responsibility for all aspects of the work across the academies but will delegate much of the responsibility for education performance, student well-

being and staff matters to the LAB. The LAB will always be chaired by a Director of the Trust and there will usually be at least one other Director. As sponsor of The White Rose Academies Trust, Leeds City College will also nominate one senior member of staff to sit on the LAB to provide a direct link with the College.

The Board of Directors will have responsibility for matters relating to the finance and

strategic direction of the Trust. They are supported by Senior Post Holders – Executive Principal and Chief Financial Officer and (part time) Clerk to the Board, who together with the Principals of each of the academies form the Executive Leadership Team of the Trust.

BOARD OF DIRECTORS: MESSAGE FROM THE CHAIR

I am delighted to begin with the news that all three academies in The White Rose Academies Trust have reached a milestone of being judged as 'Good' by Ofsted, with Leeds City Academy also being judged as 'Outstanding' for Leadership and Management. I am extremely proud of all the staff, students and the communities which we serve, for their hard work and achievements during the academic year; three 'Good' Ofsted inspections within five weeks is quite an achievement.

This year our focus has once again been on Educational Improvement. Everyone involved – young people, parents and carers, staff, the leadership teams, Local Accountability Board members and the Trust Board itself – are confident that this is our purpose. We want to improve the educational opportunities for the young people in all three academies. We want our young people to have the best educational outcomes possible so that they can thrive in the complex world that awaits at the end of their school journey.

The Board takes improvement very seriously. We appoint an Academy Improvement partner, which allows us to have an independent view of the Trust's performance, alongside the assurances of our very professional Leadership team. We seek guidance and support from Leeds City College, our sponsor, as well as from nationally 'outstanding' academy trusts. We have recognised that we need to learn from external partners, as well as to develop our internal resources, therefore we expect the very best from our Leadership team.

Our Leadership team have made major contributions to our progress this year. I would like to thank those who have joined us recently, as well as those who have moved to pastures new. I'd also like to recognise the efforts of our outgoing LEA LAB Chair, Darren Shickle, whose term comes to an end on 31 August 2019. The Board and Local Accountability Board members give their time both voluntarily and generously to support the Trust and its academies and I know that I, as the Chair, can always count on their support.

I would once again like to express the Board's gratitude to our staff, who work tirelessly to carry out our improvement plans and to meet the challenging targets that are set. Not only do they meet internal challenges but respond well to the demanding external environment. Education in 2019 is not a simple matter and I applaud the professionalism and dedication from our staff that, sometimes against the odds, change the lives of young people.

Increasingly, we are attracting more young people into our academies. It is our aim that they will find a spark that ignites their interest, helping them to fulfil their potential and look forward to the future. It is our aim that they will recognise the diverse environment of our Trust, which values everyone equally, regardless of background, origin, gender or ability. It is our aim that these young people will become key members of their communities, in Leeds and beyond, becoming ambassadors for The White Rose Academies Trust.

Our vision is that the educational opportunities we provide will enable the transformation of young people's lives and of those communities in which they live and work, wherever those are. Our challenge to our Leadership team and staff is to put this vision into practice.

Our new journey to becoming 'World Class' by 2025 has already begun and I am excited to see the further improvements along with the future growth of the Trust.



Jane Pither
Chair of the Board of Directors
The White Rose Academies Trust

The White Rose Academies Board of Directors can be contacted via our Clerk, Sam Corbett:

E: corbett.s@whiteroseacademies.org
P: The White Rose Academies Trust BoD, Bedford Field, Woodhouse Cliff, LS6 2LG.

THE WHITE ROSE ACADEMIES TRUST BOARD OF DIRECTORS



Jane Pither - Chair Jane has devoted time and energy to her work with the Board. Jane has chaired the Audit Committee and developed the strategic work of that committee. As Chair of the Board of Directors Jane will work to further develop the Board as the Trust enters its next steps towards 'outstanding'.



Erica Hiorns - Vice Chair As a current Ofsted inspector, Erica has provided extensive challenge and support for Trust leaders around outcomes, curriculum and has helped to focus the work of the Board. Erica works closely with the Academy Improvement Partner to ensure reports are produced and actions are completed. Her vast experience in Education has benefited the Board and the LCA LAB where Erica serves as Vice Chair.



Colin Booth OBE. As CEO of the Luminate Education Group, Colin has worked closely with the Executive Principal to facilitate ongoing improvements in the reporting to and development of the Board. He has helped to promote clarity of vision, focused meetings and high quality support and challenge.



Andrew Whitaker. Andrew Whitaker enjoyed a ten-year career in the University sector, before moving into the 3-18 education sector as a Senior Leader. As Senior Vice Principal of the UK's largest all-aged special school based in Barnsley, South Yorkshire, Andrew led all operational areas of the school including Post 16 provision. Andrew secured the role of Executive Principal at The White Rose Academies Trust in September 2016, following a highly successful Headship at Todmorden High School.



Kate Pearlman-Shaw Kate is Leeds born and bred. She is a Clinical Psychologist who spent the first 18 years of her career working locally, with 5 years spent leading Psychology and Counselling services for adults in West Leeds, including Bramley and Rodley. For the last 16 years Kate has worked as a Leadership Development Consultant specialising in behaviour change, supporting leaders across a wide range of organisations, both in the public and private sectors, in the UK and abroad.



Lydia Devenny. Lydia is an experienced and commercially focused senior financial professional with a track record of strategic and operational financial management in a variety of sectors. Lydia has held senior roles across the education and skills sector and is currently Deputy Chief Executive for Luminate Education Group, with responsibility for corporate services.



Darren Shickle. Darren is a Professor of Public Health at The University of Leeds. He has devoted much time to the Trust as a member of the Remuneration Committee as well as having an active role on discipline panels. Darren is Chair of the LEA LAB.



Cllr Caroline Gruen. Caroline, despite being active in her role as a Councillor in Leeds, has given much time and energy to the Trust in a variety of positions including an active role on discipline panels and as Vice Chair of the LWA LAB. Caroline advocates for Vulnerable and Looked After Children at LWA and throughout the city.



Claire Rix. With over twenty five years Human Resources experience, predominately in the public sector, Claire now focuses on working on workforce turnaround and financial improvement within the NHS. She is a firm believer in the improved life choices education can deliver and that every child should have access to high quality educational provision that enables them to be the best that they can be.



Paul Morrisey. Paul joined the Trust in 2018 as the Chair of the LCA LAB and soon after was appointed as a Director. Paul's wealth of experience as a successful, retired Headteacher provides educational insight and challenge at both the Board and LAB. His knowledge of data and leadership and management is well utilised at both Board and LAB levels.



Craig Williams. Craig joined the Board in February 2018. His experience within FE and Governance has strengthened the Board in terms of skills whilst also providing valuable insight and support. Craig's passion to support young people to fulfil their potential will provide further support to the Trust as it continues to develop in the coming year.



David Strachan. David is a partner at Schofield Sweeney LLP. David has been a corporate lawyer in Leeds throughout his career, advising businesses on transactions and governance issues. David attended Pocklington School and is a graduate of St Catharine's College, Cambridge University. David's children have all passed through school and university, and he has acted for long periods as a governor of well known independent schools. He is passionately interested in education, and is delighted to be able to contribute his skills and experience to the WRAT Board.

GOVERNANCE: OUR LOCAL ACCOUNTABILITY BOARDS

The Trust has worked hard to further develop and strengthen its governance structure this year. Both at Board of Director and Local Accountability Board level, there have been opportunities provided for training and development, collaborative working, self-evaluation and forward planning.

This year has afforded each of the Boards an opportunity to develop and embed their strategic oversight. There has been a focus on recruitment of Board and LAB members to further develop and enhance the skills on each Board. As a result each board has recruited highly skilled individuals who will provide further insight and challenge to leaders within the Trust.



The Local Accountability Board at Leeds City Academy is well led by a Chair and Vice Chair with exceptional educational experience. The LAB is fully supportive of the unique circumstances of the Academy and all LAB members use their individual skills to focus the challenge and support for senior leaders. The LAB supports the Trust's ethos and vision and LAB members work in conjunction with the Principal and Senior Leaders to ensure the best outcomes for students. They often challenge issues around data, Pupil Premium, English as an additional language and SEND. LAB members are keen to further develop their strategic role and have received Safeguarding and Competency Framework training.



The Local Accountability Board at Leeds East Academy is also well led by a Chair and Vice Chair with exceptional educational

experience. The Chair at LEA has led the LAB to work strategically, but promotes a supportive approach to governance. The LAB has been strengthened this year with new LAB members bringing additional skills. The LAB promotes member visits to the Academy, attendance at training and development opportunities offered. LAB members have attended Safeguarding and Competency Framework training to further develop their understanding of strategic work. The LAB regularly provides challenge and promotes engagement around Student Voice, Children Looked After, Pupil Premium and SEND.



The LAB at LWA focus their work around the views and stakeholder voice of children and young people in the academy. The LAB often challenges and champions academy work around vulnerable cohorts and student voice. The LAB takes seriously its responsibilities around Safeguarding and Student Welfare and have engaged with training to support them in these roles. The LAB have also received training around the Competency Framework and have used this to develop strategies for measuring impact in the coming year. LAB members are in the Academy regularly and work well as 'critical friends' to academy leaders as they work to move the Academy to 'outstanding'.

For more information please visit: www.whiteroseacademies.org/board-members

TRUST LEADERSHIP GROUP: STRATEGIC PLANNING FOR EXCELLENCE



Toby Cale

Trust Vice Principal

The Trust Leadership Group (TLG) meet bi-weekly to discuss, debate, challenge, scrutinise, share and train. The Group is made up of the Academy Principals, Vice Principals and a range of key leaders in Finance, HR, Communications and Projects, all chaired by the Trust's Executive Principal.

The concepts and values that bind this forum are rooted in delivering excellence in every area and improving life chances across the organisation, with children at its centre.

This year the group have embarked on a range of training opportunities which have been delivered by leading figures. These have included representatives from Ofsted, employment law, leadership, national leaders in teaching and learning, school improvement, educational technologists and a range of policy makers.

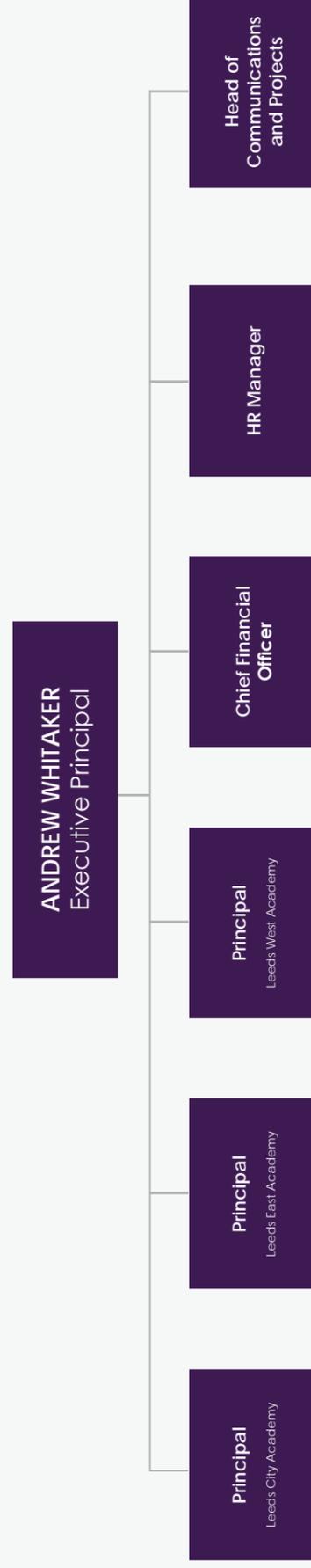
The TLG forum offers a wealth of ideas and knowledge. As such it has the ability to offer an abundance of solutions and innovations. The meetings are an opportunity for staff from across the Luminate Education Group, at a variety of leadership Levels, to deliver presentations, lectures, discussion points, training and present papers, directly to Senior Leadership from across the Trust.

Leaders are encouraged to table 'Strategy' and 'Future Planning' at these meetings. As the assembly of leaders is diverse, it enables decision making and planning to be more considered as to its effects across the Trust. In addition, TLG has raised the bar for its members as they are continuously challenged professionally to increase and improve capacity.

This rich diet of training and experience has contributed to the rapid improvement across the organisation and was a key component in our Ofsted preparation for each academy.

From September 2019, the Wider Trust Leadership Group has been created to facilitate key training for all senior teams across the Trust.

TRUST LEADERSHIP GROUP STRUCTURE: 2019/2020

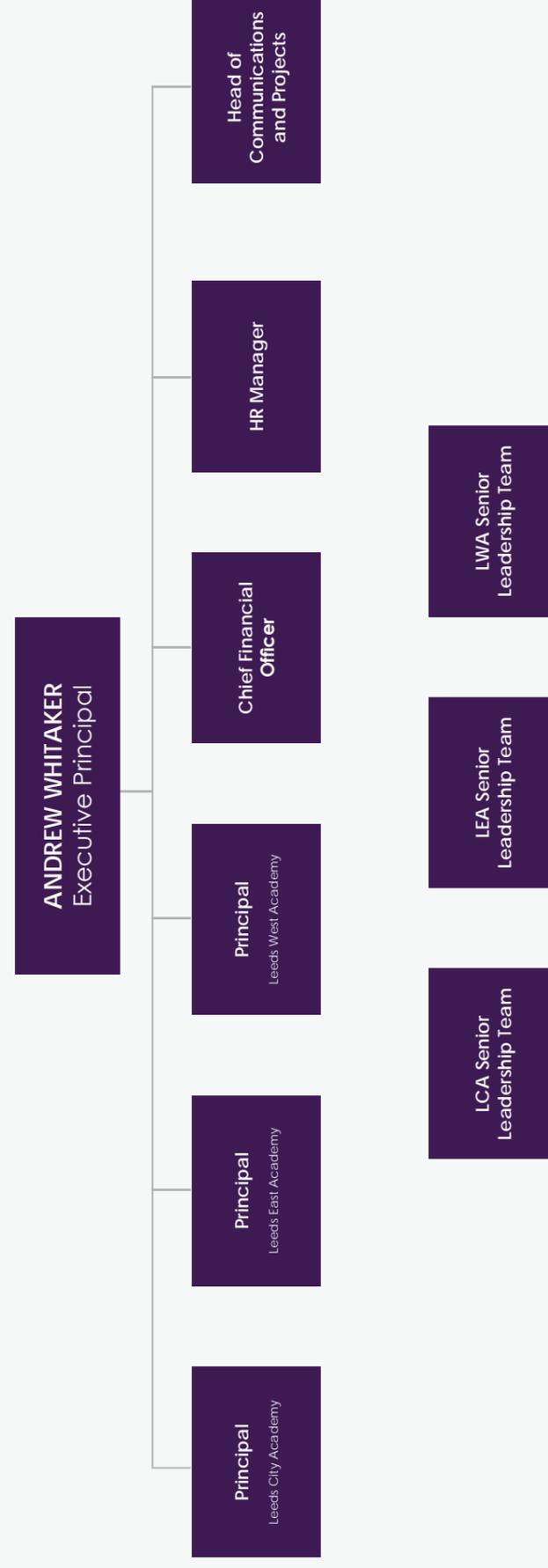


In attendance:

- Trust Vice Principals
- Industrial Placement Interns



WIDER TRUST LEADERSHIP GROUP STRUCTURE: 2019/2020



In attendance:

- Group Vice Principal for Quality, Teaching and Learning
- Trust Vice Principals
- Group Director of Development and Strategic Projects
- Head of IT/AV
- Industrial Placement Interns
- Other attendees as designated



CENTRAL TRUST: STRATEGIC AND OPERATIONAL FUNCTIONS



Stuart Jolley

Trust Chief Financial Officer

The White Rose Academies Trust provides a number of central services to allow the academies to focus on the direct delivery of education to the young people we serve. These services range from traditional support services to wider school improvement activity. The services provided include:

- School Improvement;
- Continuing Professional Development;
- Finance;
- Human Resources;
- Communications and Projects;
- Procurement;
- Information Technology Infrastructure and Support.

The central Trust team work with each of our academies to ensure that we share expertise and best practice across the Trust. By identifying where the academies can undertake activities together we are also able to secure the economies of scale that can be achieved either across the Trust or by working with other members of the Luminate Education Group. These functions allow each of our academies to benefit from being part of the Multi Academy Trust.

SCHOOL IMPROVEMENT

This central trust team works with each academy Principal to transform the education delivered across our academies. This includes the review of the current provision and development of plans, to ensure that our academies progress from their current 'Good' Ofsted ratings to delivering 'Outstanding' education in the coming years. An Academy Improvement Partner brings an objective, external view on the performance of our academies and supports the central team in its work. This team can also be deployed to provide targeted interventions where the rate of improvement falls below the level required.

CONTINUING PROFESSIONAL DEVELOPMENT

The Trust supports the delivery of a programme of professional development activities to ensure that staff have the opportunity to develop their skills to enhance the education of the young people in our academies. These activities provide an opportunity for staff from across the Trust to come together, share best practice

and engage in projects to advance a number of priorities including attendance and revision strategies.

FINANCE

The Trust Finance team is responsible for ensuring that the Trust complies with the requirements of the Academies Financial Handbook, including the preparation of the annual accounts and submission to the ESFA and Companies House within the required time frames. The team also lead on the development of the budget, the three-year financial plan and the overall financial strategy for the Trust. The central team are responsible for the preparation of the monthly financial performance reports, monitoring the implementation of the Trust financial controls and ensuring that the funds allocated to the Trust are spent in accordance with the funding agreements.

HUMAN RESOURCES

As a Multi Academy Trust, we are the legal employer of all the staff in our academies. The central Human Resources function provides a range of support to our academies in respect of our employees. This includes recruitment and selection, training & development, performance management, payroll, absence management, management of staff conduct & behaviour and compliance with HR policies & employment law.

COMMUNICATIONS AND PROJECTS

This central team provide a comprehensive service which includes the development and implementation of marketing strategies to drive both student and staff recruitment, raising awareness of the vast improvements taking place within our academies and the excellent education which is provided to the young people in our care, whilst also promoting the

Trust as a 'first choice' employer. In addition, the team lead on the design and production of a wide range of internal and external printed and electronic materials, videography, the updating and maintenance of all websites, control of all social media feeds, quality assurance of all large scale internal and external communications and delivery of all press releases. This central team also lead on numerous projects across the Trust such as Catering tenders, sponsorship/fundraising, events management, recruitment campaigns and various other tasks as they arise.

PROCUREMENT

The central Trust team work closely with the Luminate Education Group procurement team to ensure that we benefit from the advantage of our collective buying power on the purchase of key goods and services. During the past year, the cleaning and catering services have been competitively procured to ensure that the academies receive high quality services and that value for money is achieved. A plan is in place to ensure that further key areas of expenditure are market tested during the next year.

INFORMATION TECHNOLOGY SUPPORT SERVICES

The Luminate Education Group IT team provide a fully managed IT service to The White Rose Academies Trust. This service includes the maintenance of the physical IT infrastructure, the management of software applications and the provision of local support in each of the academies, alongside the central helpdesk and strategic support team. The provision of this service by the Group IT service allows the Trust to benefit from the expertise of the wider Group team.

THE ROLE OF A VICE PRINCIPAL IN THE TRUST: DRIVING STANDARDS



Chris Reynolds

Trust Vice Principal

The role of Vice Principal across The White Rose Academies Trust is challenging, but exceptionally rewarding. I feel very fortunate to work alongside the Executive Principal, three Academy Principals, Trust central team and a wide variety of brilliant professionals across the WRAT.

As a Trust Vice Principal, I am deployed in to an Academy for a period of time with a specific remit as identified by the Executive Principal and Academy Principal. This role requires a great deal of flexibility due to the variations in the work that is assigned. This work can include attendance strategies, building design and presentation, behaviour strategies and CPD. As a leader, this can mean that you are able to develop a holistic understanding of the Trust and each academy. Equally, this comes with the challenge of having impact in short periods but this is a challenge that I enjoy. I consider myself very privileged to experience this across all three academies. It is clear that the work we are doing is having the greatest possible impact on our young people.

As a Trust, we constantly strive to improve and develop further. Throughout the academic year, I am also required to lead on a number of areas for the Trust. This can include anything from website updates with the marketing team, work with external partners, work with our sponsor and ensuring that all academies and the Trust are Ofsted ready. The work I carry out for the Trust is completed alongside my deployment work within the academies and therefore prioritisation and time management is crucial to ensure that all work is covered to the highest standards.

As a Trust, we have now secured an Ofsted grading of 'Good' in all three of our academies, with one academy also having an 'Outstanding' feature for Leadership and Management, demonstrating a significant transformation. In addition to this, the Regional Schools Commissioner has recognised our work and progress, which has led to other organisations showing interest in collaborating with us. A large part of my role this year has included supporting schools and academies outside of our own Trust, such as conducting reviews and school improvement work. Moving forward, an area which I will be focussing on is the development of The WRAT offer to other schools and organisations.

I feel very proud to work for The White Rose Academies Trust; next year fills me with excitement as we build on our success.

TRUST CPD: FORWARD THINKING



Rachel Smith

Trust Vice Principal
(Executive Director
for Professional and
Organisational Development)



learning, leading, forward thinking

This academic year has been an exciting time for CPD across the Trust, with the launch of The White Rose CPD programme. Colleagues have been able to access twenty-four CPD sessions across the eight programmes: Vulnerable Groups, Aspiring Leaders, Leadership Development, Innovation, Teaching and Learning, English, Maths and Science. The following provides an overview of the CPD areas as well as a look ahead to our plans for 2019/20.

VULNERABLE GROUPS

This CPD programme has focused on restorative practice, using the 'Rethink' strategy and 'Leeds Practice Model', both designed and utilised by Leeds City Council. This training has allowed colleagues to reflect on the relationships between the school, students and the wider community and work together to restore relationships with some of our most vulnerable learners. The work conducted by Stef Precious in leading this group has been identified as an area of best practice by Leeds City Council and has been referred to by the DfE as a case study. Furthermore, this CPD programme is also now delivered to colleagues at Leeds City College, a feat that we hope to achieve with our other CPD programmes.

INNOVATION AND TEACHING & LEARNING

Colleagues enrolled in these CPD programmes have carried out an action research-based impact project on an area of their choice, relevant to their role or the students that they teach. Through using the EEF tool-kit as guidance, staff have designed, implemented and evaluated their impact projects, culminating in a written report to share with all colleagues. Projects include Harriet Neal's teaching numeracy through choreography, Peter Diamond's focus on mental health and well-being and Janine Guy's project on revision techniques to ensure exam success.

ASPIRING LEADERS

Katie Broadbent, the lead for this programme, has used the EEF 'Guide to Implementation' to support new and aspiring leaders to carry out an impact project on their area of responsibility. The first CPD session focused on the 'explore' and 'prepare' stages of an impact project, progressing to the 'deliver' strand in the second session. The final part of the programme focused on the 'sustain' stage as colleagues evaluate how their projects can be continued and further developed in the longer term. Over twenty colleagues have carried out impact projects,

including Heather Hale's focus on disadvantaged students, Ellie Russell's work on supporting SEND students and Louise Wisson's exploration of alternative CPD models.

ENGLISH, MATHS AND SCIENCE

Teachers of core subjects from across the Trust have collaborated this year to share knowledge and expertise, as well as using the latest research and developments to ensure that our students have a high-quality learning experience. As we move towards the new Ofsted framework, curriculum design has been an area of focus in the CPD sessions, especially in Science and English where expertise from across the Trust are being shared. Accuracy of assessment has been a focus in Science with examiners delivering CPD, as well as sharing examples of graded student work. Whilst in Maths, research into manipulatives has been used to help explore

alternative ways to teach topics. The next academic year will allow colleagues from across the core subjects to further collaborate, as we shape our curriculums to ensure that our students have an exceptional learning experience.

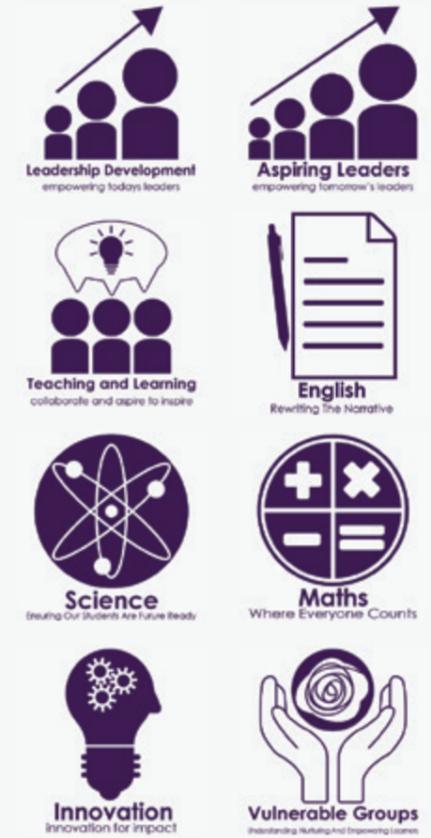
TEACHING AND LEARNING CONFERENCE 2019

The Trust-wide CPD programme for the 2018/2019 academic year culminated on Monday 1st July 2019 with our first Teaching and Learning Conference, held at the University of Leeds, for over 1000 colleagues from across the Luminare Education Group. Guest speakers, Tom Sherrington (author of Learning Rainforest) and Richard McCann (motivational speaker) launched the day, along with our very own Bill Jones, Andrew Whitaker and Jeanne Rogers. Lunchtime provided an opportunity for those who had carried out an

impact project as part of The White Rose CPD programme, to share their projects and findings in a marketplace-style presentation. The afternoon workshops saw 15 staff from across The WRAT deliver presentations including James Hayward's 'Reinvigorating Your Values and Visions' and Emma Lennon and Nicola Widhall's session on 'Challenge for Exam Success'.

LOOKING AHEAD TO 2019/20

We are excited for the year ahead as our CPD programme evolves further. All of the current CPD programmes will continue with existing attendees able to access Year 2 of the programme, whilst new attendees join the eight courses. We will also be extending the programme to the wider Luminare Education Group, in addition to other providers.



Issue 2 2019



WHITE
ROSE
CPD

learning, leading, forward thinking



A PRINCIPAL'S PERSPECTIVE: FORGING AHEAD



Richard Chattoe

Principal
Leeds City Academy



As Principal of Leeds City Academy, I am filled with an enormous sense of pride, privilege and excitement when reflecting on what has been achieved over the last twelve months and indeed recent years. In May 2019, the school secured an overall 'Good' Ofsted rating with an 'Outstanding' rating for the quality of Leadership and Management. This is a truly remarkable transformation and a monumental achievement for our dedicated staff, inspirational students and wonderful community.

This achievement represents and reflects the simply outstanding work completed and is testament to the inspirational professionals, students and community who are all determined to transform our school into a world class centre of educational excellence; a school which only a small number of years ago was viewed as amongst the poorest performing schools in the City and wider region.

Growth led by success and reputation: At Leeds City Academy student numbers continue to rapidly increase. We have already secured our PAN of 150 for Year 7, and a growing number of students are on the waiting list. With the publication and promotion of our recent inspection report, this heightened reputation will continue to soar, building on the enormous and excellent work of our transition team.

'Exceptional leadership from a highly skilled Senior Leadership Team': The inspection team noted the transformational impact made by our team of highly effective senior and middle leaders since the last inspection. The year saw leaders and staff working together to relentlessly improve student behaviour, conduct and personal development, both within and beyond the classroom. This has led to an increased consistency in the application of the academy's Positive Behaviour Policy and the

embedding of key classroom **S.L.A.N.T** and **S.H.A.P.E** teaching and learning strategies.

'The quality of teaching continues to improve and has dramatically improved since the last inspection': We have worked tirelessly to establish a consistent quality of teaching across the academy, with a clear determination to stretch and challenge students, in order to secure the knowledge and understanding required to make rapid progress and secure the highest grades. The continued evolution of the Red Zone and questioning strategies has seen the quality and standard of student work improve and will remain a clear focus as we seek to secure outstanding teaching across the academy by the end of the 2019-2020 academic year.

'Pupils conduct themselves very well, both in lessons and at social times': Our growing sense of partnership with students continues to help shape a culture of mutual respect, tolerance and team work. The amazing work of the student parliament has been a tremendous success, with many students contributing to the on-going school improvements. This is an exciting time for Student Leadership at Leeds City Academy as our inspirational students relish increasing opportunities to shape and improve aspects of school and community life.

'Student attendance has significantly improved since

the last inspection': This has remained an obsession for all staff across this year, with a wide range of engaging strategies including the very popular Rewards Shop and regular incentives. Of particular note has been the tremendous improved attendance of our GRT cohort whose attendance sits 10% above the National figure. This is an amazing achievement for this key group of students and a testament to the outstanding work of our Behaviour Support Team, who continue to develop a dynamic partnership with our local Romanian community.

'There has been strong year-on-year improvement in student progress since the last inspection', a direct result of the significant and sustained improvement observed in student behaviour and the quality of teaching across the school. This impressive improvement has also been supported by the implementation of excellent assessment, monitoring and intervention processes across the school, in turn leading to forensic analysis and effective action planning that leads to swift intervention and improvement.

We approach the 2019-2020 academic year with renewed energy, ambition and an increasing commitment to working 'In Partnership' to create a truly world class and transformational experience for each and every one of our students.



A PRINCIPAL'S PERSPECTIVE: A HISTORICAL ACHIEVEMENT



Sarah Carrie

Principal
Leeds East Academy



Having worked in the community of Seacroft for 18 years, I was absolutely delighted and slightly daunted to be given the opportunity to take up the post as Principal of Leeds East Academy in April 2018. Leeds East Academy is an incredible and diverse community, which has been on a remarkable journey of improvement over the last three years and it was with great excitement and a staggering sense of responsibility that I commenced my first role as a Principal.

The rapid progress the academy has made in recent years is absolute testament to the dedication and commitment of the staffing body who have worked tirelessly to transform the quality of education on offer. The school is unrecognisable in relation to where it was five years ago. The transformation of the provision on offer has been achieved by establishing a highly ambitious culture with both staff and students, which is underpinned by the academy's core values of; Confidence,

Excellence, Respect, Resilience, Punctuality and Ambition.

In addition to embedding the core values, there has been a relentless focus on improving the quality of Teaching & Learning, behaviour and attendance, the driving force of which has been the Academy Development & Improvement Plan. Looking back, it is hard to believe that a year has already passed and that the end of my first year in post was most definitely made a memorable one for many reasons, in particular our visit from Ofsted.

Leeds East Academy was last inspected by Ofsted in May 2017 following the academy achieving a progress 8 score of -0.74 and being in the bottom 10% of schools nationally for achievement. The school secured a Requires Improvement judgement and it was clear that all aspects of the quality of education on offer must improve. Following this inspection, everyone's efforts were focused on moving

the academy forward to ensure that our young people received an exceptional quality of education, which is exactly what they deserved. We knew that Ofsted would be returning 18 months later and we wanted to ensure that by our next inspection, we could clearly demonstrate the steps we had taken to transform our academy and that our highly ambitious culture permeated through every aspect of our work.

Ofsted were welcomed into the academy on the 24th and 25th April 2019. The three hard years of work that proceeded our inspection, most definitely paid dividends. At the end of day two, we were overjoyed to hear that the academy had secured good judgements in all areas of the Ofsted framework and the inspection team completely aligned with our own academy self-evaluation. **This was a monumental achievement for the academy as never in the history of a school standing on the Leeds East site (circa 50 years) has a good Ofsted judgement ever been achieved.**

In terms of Leadership and Management, the impact of recent actions in relation to establishing a highly ambitious school culture was evident throughout the report, with inspectors noting, **"Leaders' aspirations for the school are high. They are determined that all of their pupils, regardless of background, will achieve as highly as possible. Leaders have created an ambitious and optimistic culture across the school."**

Again, the culture of high expectations is reinforced through our Teaching and Learning strategy,

where the progress made from the previous inspection was clearly seen in the lessons visited as **"consistently, teachers have high expectations of what pupils should achieve. Typically, teachers make effective use of questions to push pupils further. Often teachers' questions include the use of demanding subject specific terminology."**

Although we are absolutely thrilled with this judgement and recognise that this is a key milestone, we also acknowledge that we will not be fully satisfied until we have secured not only an outstanding but world class school for the community we serve.

The year has been an incredibly steep learning curve and as I reflect on the challenges faced during my first year in post, I truly begin to understand what a privilege and benefit it is to work as part of a Trust. Despite the challenges faced, it has been reassuring to know that within and across the Trust team, there has been a wealth of knowledge and expertise available to support and guide me through the first year. For this, I will always be incredibly grateful due to the reassurance this gave me over the course of what has been an incredibly testing year.

As we look forward to 2019/20, I do so with a real sense of confidence and purpose. Confidence in terms of our strategy and vision and purpose in the sense that we know we are only part of the way through our journey. We have absolute clarity and drive for what we now need to deliver and the determination to ensure we achieve the next stage of our journey to secure an outstanding school for our community.



A PRINCIPAL'S PERSPECTIVE: MONUMENTAL STEPS



Christian Wilcocks

Principal
Leeds West Academy



It was Monday 13th May 2019 and I was approaching the anniversary of my second year as Principal at Leeds West Academy. I knew our Ofsted Inspection window was open. Leeds East had been inspected just two weeks ago. They were inspected more recently than us. Could today be the day? I looked at my watch as the mid-morning watershed approached. I knew we were ready. I knew that we would be able to demonstrate the immense work that had taken place and the impact this was having on our students. Then, when the call came at 11.15am, we were notified that inspectors would arrive at our Academy at 8am the next day, the adrenaline-fuelled final preparations began. This was it. It was our time to shine...

I have reflected on the optimism and enthusiasm with which I

joined Leeds West Academy in an earlier edition of this publication. Whilst the passage of 24 months since joining the Trust in June 2017 have presented many challenges, the optimistic and relentless drive to provide better standards of education for our students has been ever-present. The commitment to deliver the best possible outcomes for every student from staff from all corners of the academy, has been inspiring. But even more inspirational, is the resilience and engagement of our students. As the biggest stakeholders in our improvement, their role in the success of the last few years has been remarkable.

The results published in the summer of 2018 vindicated the work that had been done during that first critical year. We had secured massive improvements in the progress made by students in the key subjects of

English and mathematics. There was significant improvement in eighteen subjects, both in terms of progress and attainment; a clear sign that the work we were doing was having an impact. On the back of these results we entered our second cycle of strategic planning with the creation of our Strategy for Sustained Improvement, which saw the launch of our 'Big Six'; our six strategic priorities for the 2018-19 academic year. This provided another ambitious roadmap for the challenges that faced us. It represented no change of direction and no compromises; just a principled commitment to doing the things that would give our students and our staff the best deal. Every element of our work was underpinned by four critical missions:

HIGH EXPECTATIONS; EVERY LEADER AT EVERY LEVEL

Raising expectations has been the root of all we have achieved at Leeds West. From the outset, we shared the ideal that every adult needed to have high expectations of the students, high expectations of themselves and of each other. This was the first step to raising standards and this has been evident in all that we have done this year.

The principal, senior and middle leaders have tackled the weaknesses identified at the school's last inspection in a

highly principled and purposeful way. As a result, the quality of education has improved and is now good

EVERY STUDENT CHALLENGED

Ensuring every student is appropriately challenged in every lesson has been a relentless focus of this academic year. Challenge Charts became the expectation of all staff to ensure each student benefitted from a personalised approach that encouraged students to stretch their learning, alongside strong scaffolding to assist them in accessing this more difficult work. Alongside the continued Purple Zone elements of lessons at Leeds West, this has ensured teaching is well-planned to deepen student learning and understanding, from the least to the most able.

High expectations and strong routines contribute well to pupils' development...pupils are set challenging work that develops and deepens their ideas and understanding

EVERY STUDENT KNOWN, VALUED AND SUPPORTED

It was no secret that, back in 2016, Leeds West Academy had the highest rate of exclusion in the city of Leeds; a mantle that runs against the inclusive values we were working so hard to instil at all levels. There have been several key initiatives that have contributed to our achievement





of a far more inclusive culture. Fundamentally, investment in our Nurture Group has provided much needed support for so many of our students. Information sharing was critical, with the ANT system sharing timely and pertinent information about individuals, enabling colleagues in best supporting and nurturing progress, be this academically or pastorally. The work of our Teaching Assistants and the ANT Team has developed strongly, deployed in specialisms across the academy in order to provide specialist support where it is needed most.

☞ **Pupils work hard and conduct themselves well. Typically, they behave in a polite and respectful way** ☞

EVERY STUDENT ACHIEVES

Our Raising Standards programme, with its relentless focus on the progress of all students in all year groups, has been pivotal in securing rapid improvement in progress and attainment. Stemming from accurate and reliable assessment that is carefully collated and analysed at every level, the progress of every student is tracked and driven towards highly ambitious targets. Achievement begins with the quality of classroom teaching, so our primary aim

was to ensure our Raising Standards programme was rooted in the delivery of high-quality teaching practice. This year, we are anticipating our best ever results.

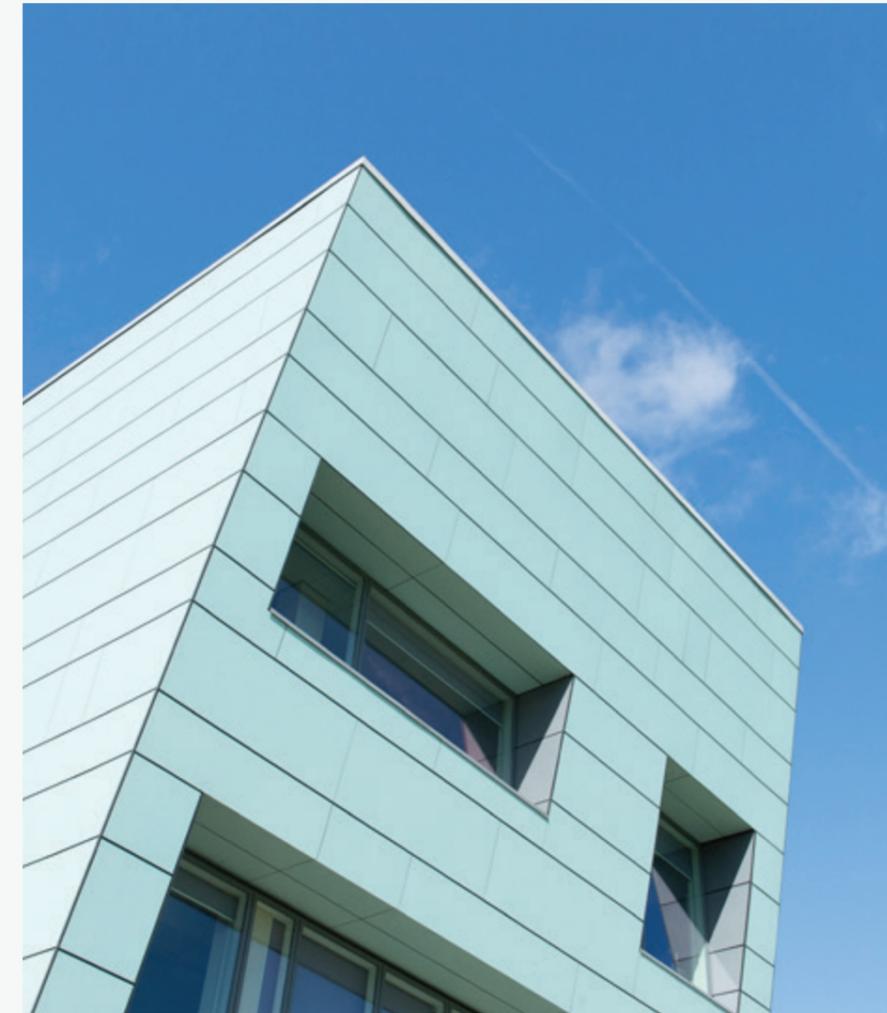
☞ **There has been a substantial improvement in the progress pupils are making and their attainment in a wide range of subjects in Years 7 to 11. Pupils are making strong progress in English and mathematics** ☞

...and so, as I sat in the final team meeting at the end of the inspection, the Lead Inspector delivered his final verdict...

☞ **Leeds West Academy is a good school** ☞

The judgement bestowed upon us on 15th May 2019 was a strong validation of the hard-work, dedication and unrelenting effort of an incredible team of students and staff. The performance over the two days of inspection was incredible, but in the words of Muhammad Ali, "The fight is won or lost far away from witnesses - behind the lines, in the gym, and out there on the road, long before I dance under those lights." This inspection judgement is a result of raised standards and raised expectations over a sustained period. This judgement is the

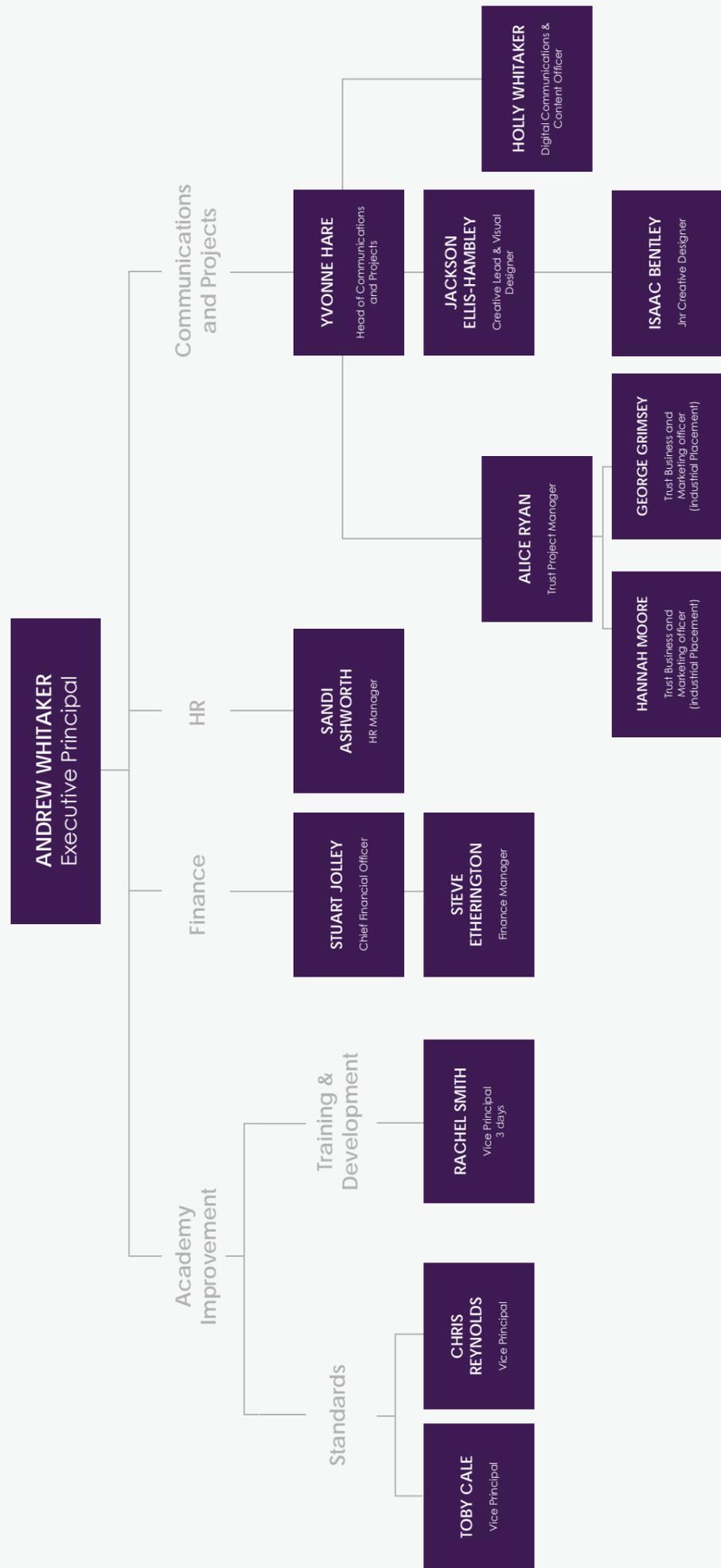
result of everyone's hard work, not just those who were observed or met with inspectors during the inspection. This is everyone's judgement. I am extremely proud of what we have achieved and humbled by the investment that has been given by so many.



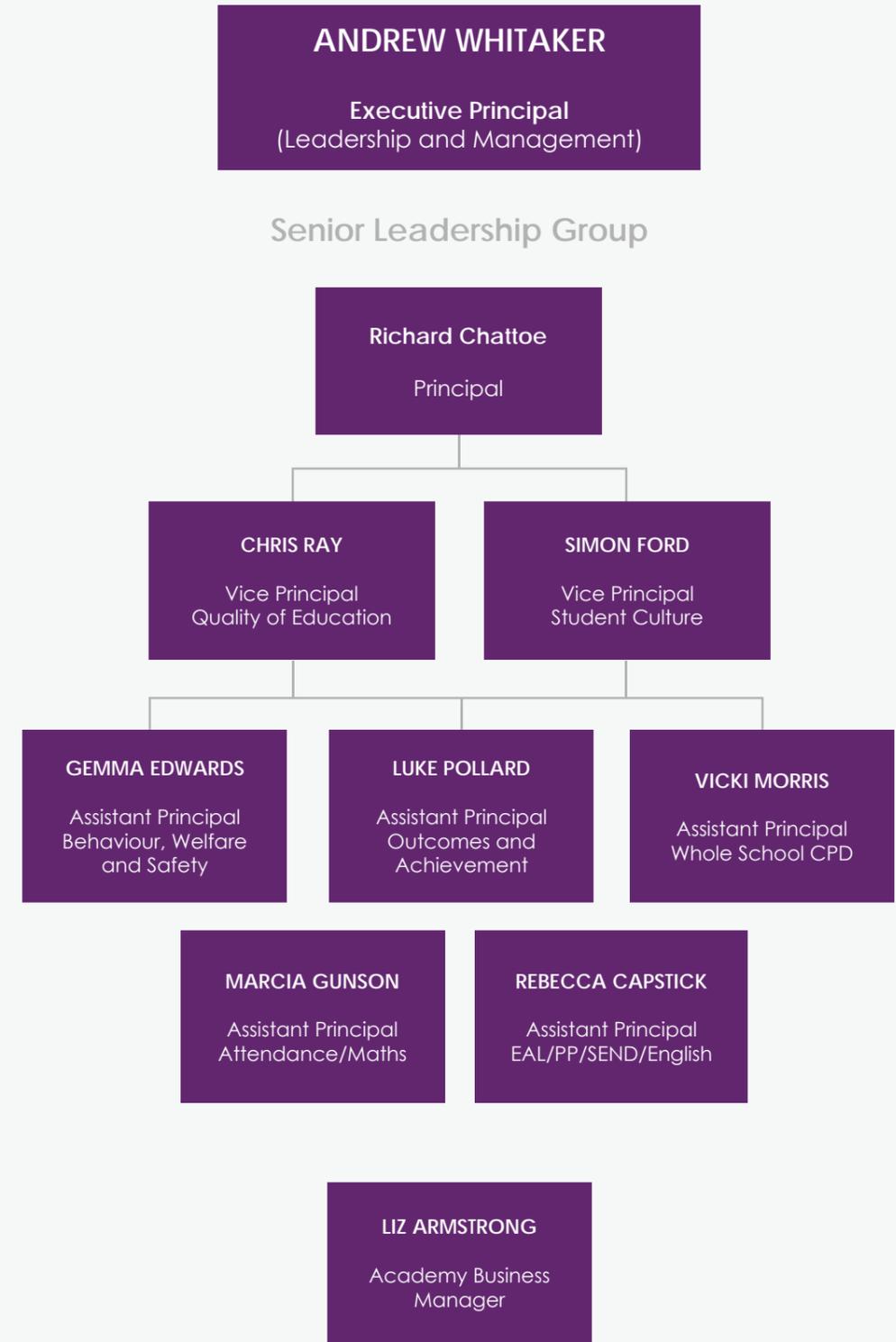
YET OUR AMBITION FOR OUR STUDENTS IS RELENTLESS AND WE WILL NOT REST UNTIL EVERY STUDENT ACHIEVES THE BEST POSSIBLE OUTCOMES; OUR STRATEGY FOR SECURING EXCELLENCE IS ABOUT TO BE LAUNCHED.



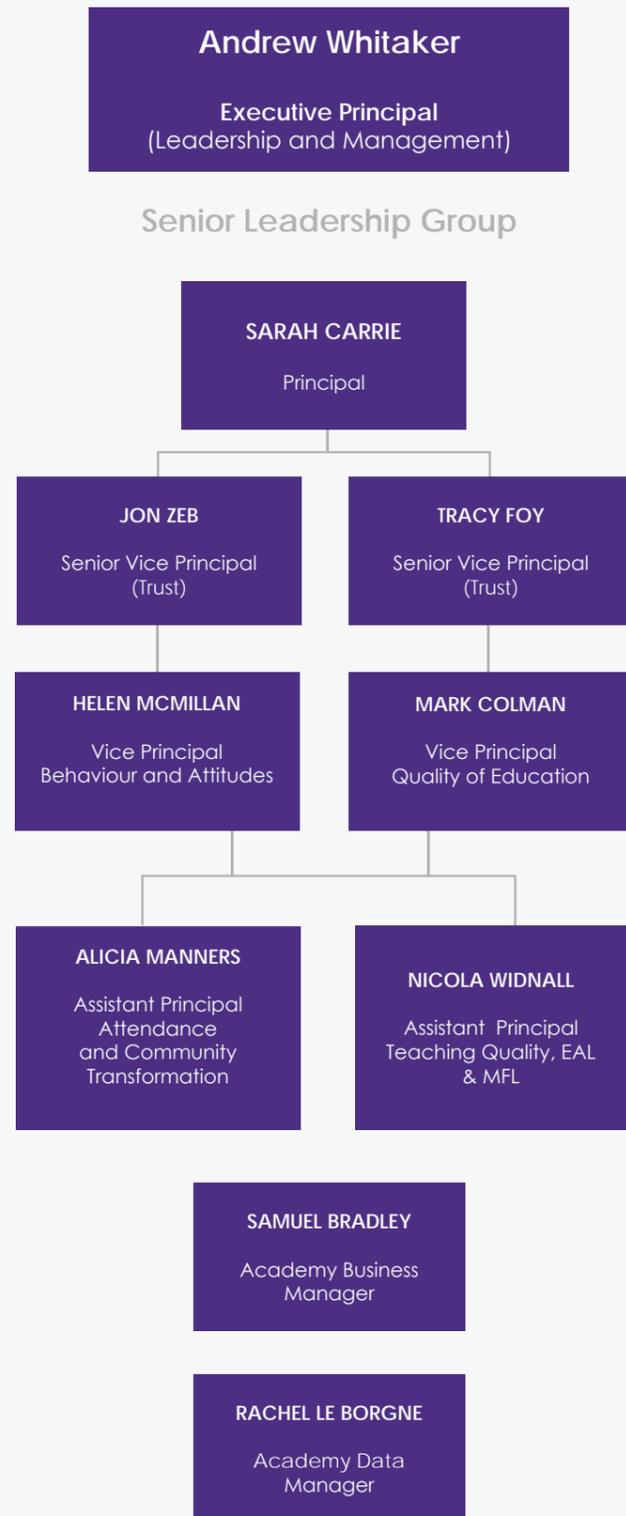
WRAT CENTRAL TEAM STRUCTURE: 2019/2020



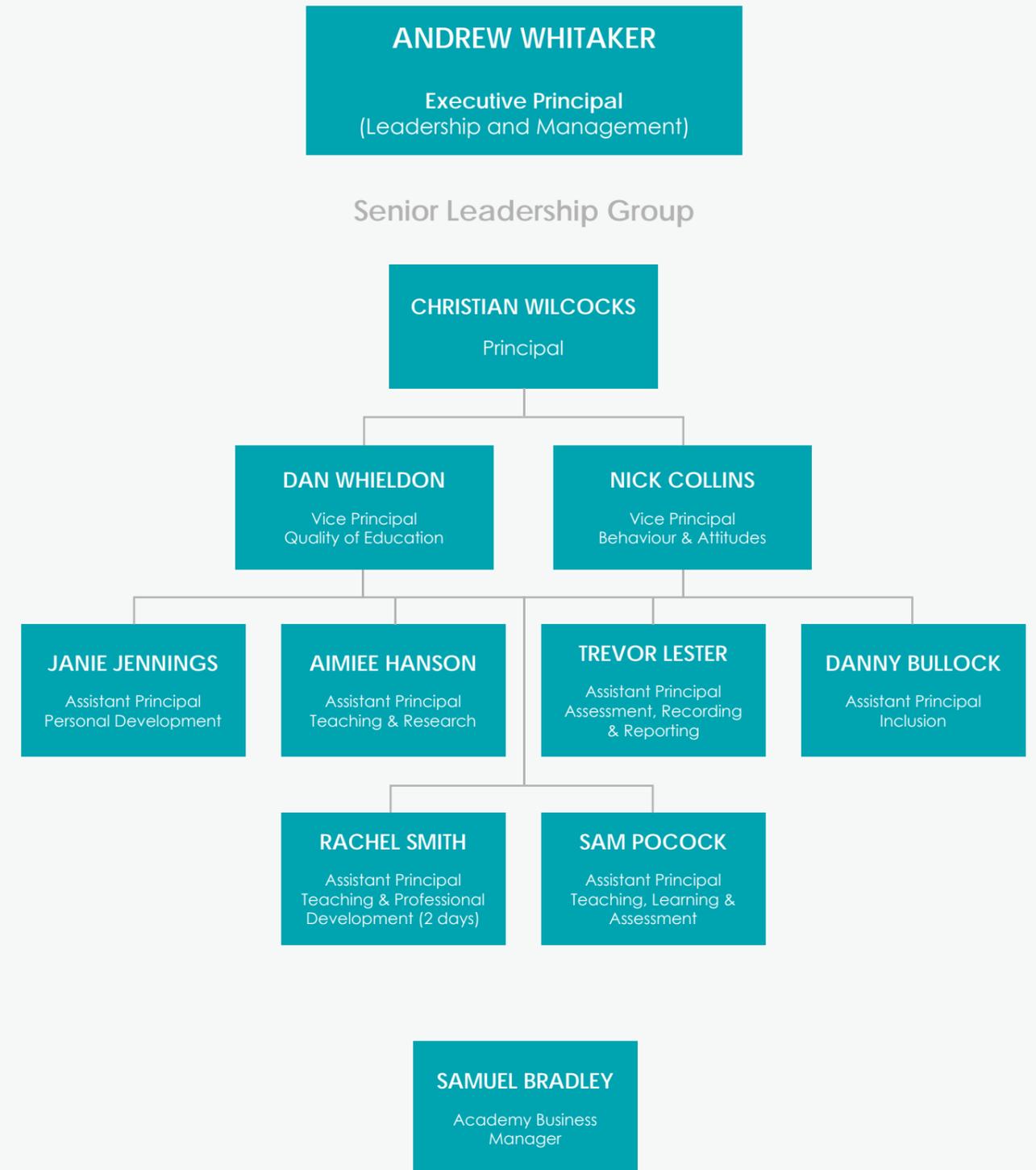
LEEDS CITY ACADEMY STRUCTURE: 2019/2020



LEEDS EAST ACADEMY STRUCTURE: 2019/2020



LEEDS WEST ACADEMY STRUCTURE: 2019/2020



THE WHITE ROSE ACADEMIES TRUST

CASE STUDY: COMMUNICATIONS AND PROJECTS

All academies within The White Rose Academies Trust benefit greatly from the support and direction of our central Communications and Projects team, who are responsible for internal and external promotions, Trust and Academy websites, press relations, corporate branding, digital communications, videography and extensive marketing campaigns.

VISION

Three core elements of our Trust-wide vision drive forward all aspects of our strategy:

- Our academies will be rated 'World Class' by Ofsted in 2025
- The continuous professional development of all Trust colleagues and the recruitment of outstanding and good teaching professionals
- Our students are always at the heart of everything we do

WEB PRESENCE

All three academy websites are updated constantly to ensure parents, staff and stakeholders are kept up to date at all times. During the 2018/19 academic year, we also introduced our 'Ofsted Inspector Resources' pages. These pages aim to assist Ofsted inspectors when they are planning to visit one of our academies and ensure

that they have access to the most up to date data and the information prior to their arrival in the academy.

Our innovative and vibrant websites also include the following:

- Regular news updates
- Video clips
- Digital copies of letters home
- Easy-to-access curriculum content
- A comprehensive communications directory
- Search capability
- A mobile-view for phones and tablets
- Accessible navigation
- Rapid-access Ofsted Inspector resources
- Twitter feed widgets
- Teacher and Support Staff directories

EXTERNAL COMMUNICATIONS

All content released by the academies and Trust is quality assured by the Communications team prior to approval by the Principals/Executive Principal for release.

We ensure that tone, voice and style is consistent and clear across all of our material — ensuring our stakeholders trust and understand our wider principles and personality.

RECRUITMENT

Our careers content on the Trust website has been redeveloped for accessibility and consistency. Roles are clearly divided between three headings: Leadership, Teaching Roles and Associate Staff.

We also work with online recruitment websites including TES (Times Educational Supplement), Eteach, Leeds City Council, Jobsite, Linked In, NASBM, NHS Jobs, Guardian, Schools Week, and FE Week.

All recruitment advertising is controlled and quality assured by the Marketing and Communications Team who are currently working on the production of a new, easy access, fully branded recruitment pack.

MEDIA LIAISONS

We ensure that relationships with the local and national media are processed efficiently and professionally. Press Releases are provided for newsworthy events or wider promotion, whilst all historical content is archived on the Trust website.

In-house professional photography is also provided for all press content.

DESIGN AND VISUAL IDENTITY

All creative content is overseen and produced by the Trust's in-house design team, providing digital and print content across all our academies.

Consistency of branding across all channels is assured through our identity management framework with our in-house designers, ensuring that the Trust and each academy's image is consistently and professionally presented.

Examples of recent creative work produced to share the news of our Leeds East Academy being rated as 'Good' by Ofsted, are available later in this publication.

SOCIAL MEDIA ENGAGEMENT

Social media is at the heart of our digital communications strategy, which covers the breadth of Twitter, Facebook and LinkedIn.

Parents, students and wider stakeholders now actively engage with our upcoming events, news and inspirational content. Our community also refer to our channels for critical notices, such as weather warnings affecting school closures.

Interactions and queries are also addressed with professional responses using our institutional tone of voice and style, providing confidence and assurance for our wider community.

ADDITIONAL ADVANCEMENTS THIS YEAR

- A professional Videographer/ Photographer has joined our in house team
- New supplier framework with media buying agencies, printing suppliers and contractors
- New design of academies prospectuses
- Expansion of social media channels and audience
- START Community Hub promotions, branding and re-launch
- Internship opportunities for University Industrial Placement students
- The provision of marketing support for other schools outside the Trust

PROJECT MANAGEMENT

Our Head of Projects and Communications along with our Project Officers, strive to ensure that all Trust projects run smoothly and are effective.

Some of the projects which the team have worked on during the last year include:

- New catering provision
- Supporting the new Trust CPD Programme
- 2% Attendance Club
- Event Planning
- Recruitment campaigns/ days – staff and governance
- Trust Student Leadership Group
- External Visits and Conferences



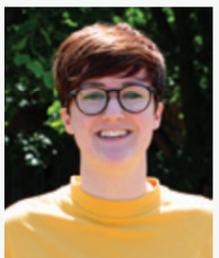
Yvonne Hare

Head of Communications and Projects



Jackson Ellis-Hambley

Creative Lead & Visual Designer



Holly Whitaker

Digital Communications Officer

SHOWCASE: OUR AMAZING STUDENTS



KHADIMOU

Our Executive Principal, Mr Andrew Whitaker, has recognised Khadimou, Year 9 student at Leeds City Academy, as humble, impressive and generous of spirit.

Khadimou is very passionate about his studies and especially enjoys History, Science, Maths and English. He has very high aspirations and wants to achieve Grade 9's in all subjects. His commitment to The White Rose Academies Trust and Leeds City Academy is evident as he currently has 100% attendance and is passionately involved in all leadership and mentoring opportunities.

Khadimou has worked very hard outside of school in the hope to be successful in his footballing career. As Captain of The White Rose Academies Trust football team, he demonstrates how he has not only developed as a footballer but also as a leader. With his determination and professionalism, Khadimou is a role model for students both within and outside the Trust.

Khadimou is now in the middle of a new challenge; playing for Manchester City shadow squad with the aim of achieving a full-time place in the academy. His future ambition is to play professionally and cement his place in the starting 11 for Manchester City.

If the effort Khadimou makes to being a caring and determined student is any indication of the effort he will put into life, we know that he will go far.

Khadimou is a member of the prestigious Trust Student Leadership Group for the academic year 2019/2020.



SOPHIE

Sophie, Year 10 student at Leeds East Academy, has been recognised by Mr Whitaker as a very dedicated and talented student.

She has had consistently high attendance throughout her school career and is currently on 100% attendance this academic year. Sophie is working hard in all her subjects, either hitting or exceeding her predicted targets.

Outside of school, Sophie attends the Leeds Gymnastics Club and has been part of this team for over six years. She trains three times a week for two hours per session, pushing herself and her team to be the best.

The Leeds Gymnastic club, which has twenty-eight team members, travels around the country performing routines which include acrobatics, tumbling and dance.

Sophie and her team represented Great Britain last year in the Gym for Life challenge. They competed against other teams across the UK and after months of hard work and training, took home the gold.

Sophie is looking into the possibility of translating some of her gymnastic skills into Olympic events to represent Team GB.

Sophie is a hard-working student who represents all of Leeds East Academy's core values. The Trust is proud to have her as a member of our student body and we are confident that she will continue to be a successful young lady.

In July 2019, as part of the Leeds Display Team, Sophie represented Great Britain at the World Gymnaestrada in Austria.

NEW PRINCIPAL LCA: SHARING THE NEWS



APPOINTMENT OF NEW PRINCIPAL AT LEEDS CITY ACADEMY

Excellent leader with background of working in outstanding and world-class schools to join Leeds City Academy as Principal

Following a national recruitment campaign and a subsequent two day interview process, The White Rose Academies Trust is delighted to announce the appointment of Mr Richard Chattoe as Principal of Leeds City Academy.

Mr Chattoe, who is already currently employed by The White Rose Academies Trust, will begin his new role as Principal on Monday 25th March 2019.

Richard joined the Trust in June 2017 as Vice Principal at Leeds West Academy, following a very successful period of five years working within the nationally acclaimed GORSE Academies Trust at The Farnley Academy and Ruth Gorse Academy, schools rated Outstanding by OFSTED. During his time working in these GORSE academies, Richard enjoyed the roles of Director of Sport, Assistant Principal and then Vice Principal, contributing to the establishment of Teaching and Learning, Continuous Professional Development, Professional Standards and the creation of a Leadership Development programme for both middle and senior leaders. Richard's main responsibility whilst working as Vice Principal at Leeds West Academy was the quality of Teaching, Learning and Assessment within the school which has resulted in improved student engagement, progress and achievement.

Mr Paul Morrissey, Chair of Governors at Leeds City Academy said "I am delighted to welcome Richard Chattoe as the new Principal here at Leeds City Academy, joining us from Leeds

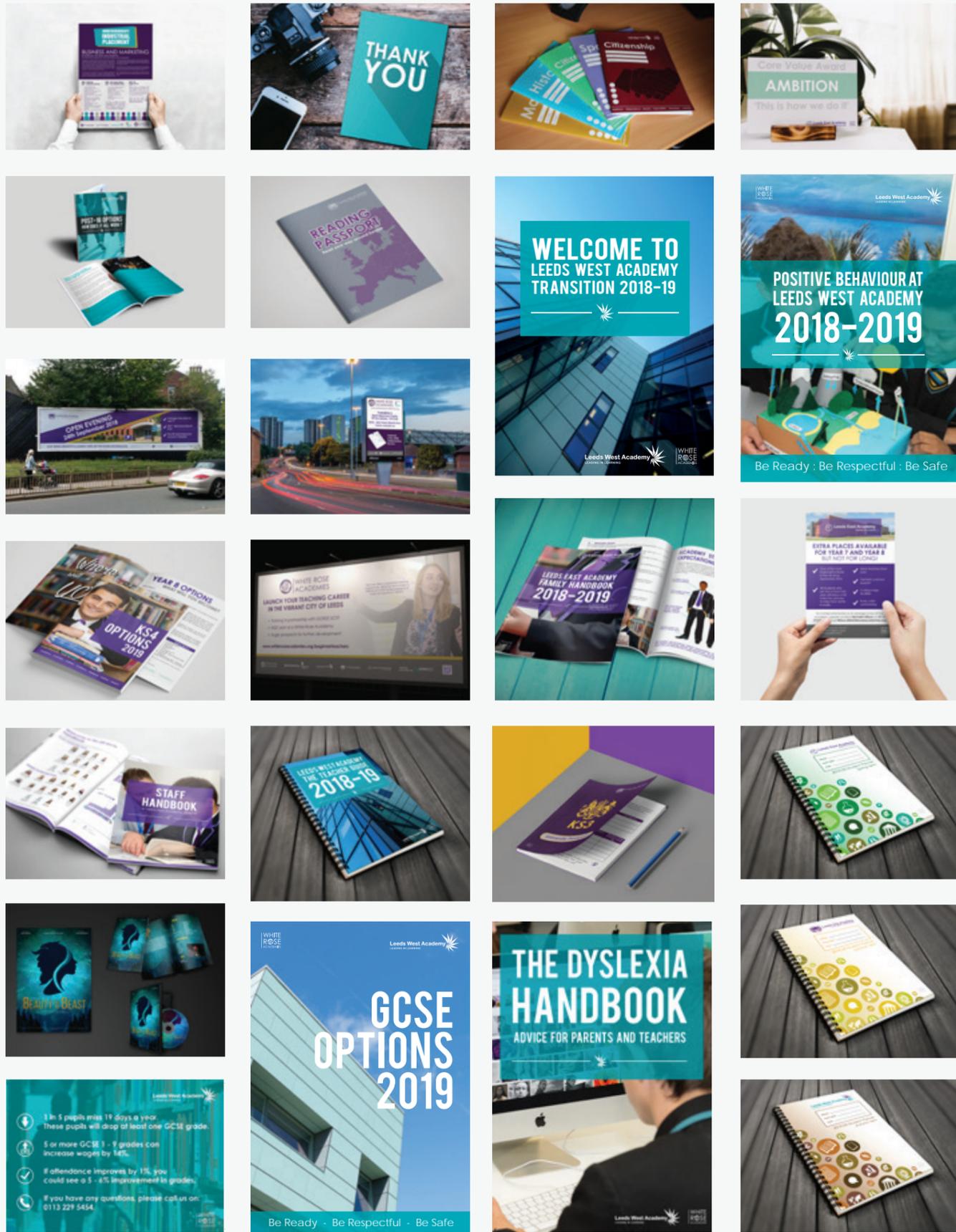
West Academy. Richard has worked in some of the most successful schools and academies in the Leeds area and has an excellent record of school improvement. He has particular expertise and success in the leadership of teams of staff and the development of high quality teaching and learning, leading to excellent outcomes for students. I am sure we all wish Richard every success as the new Principal in our rapidly improving academy.'

Andrew Whitaker, Executive Principal of The White Rose Academies Trust, added "I am very much looking forward to working more closely with Richard in his new role as Principal of Leeds City Academy. Throughout the selection process for this important role, Richard outlined a transformative and powerful vision for the academy. Richard is an excellent senior leader, with a strong background working in outstanding and world-class schools. I am confident that under his leadership, the academy will become a world-class provider of education for the students and families we are proud to serve."

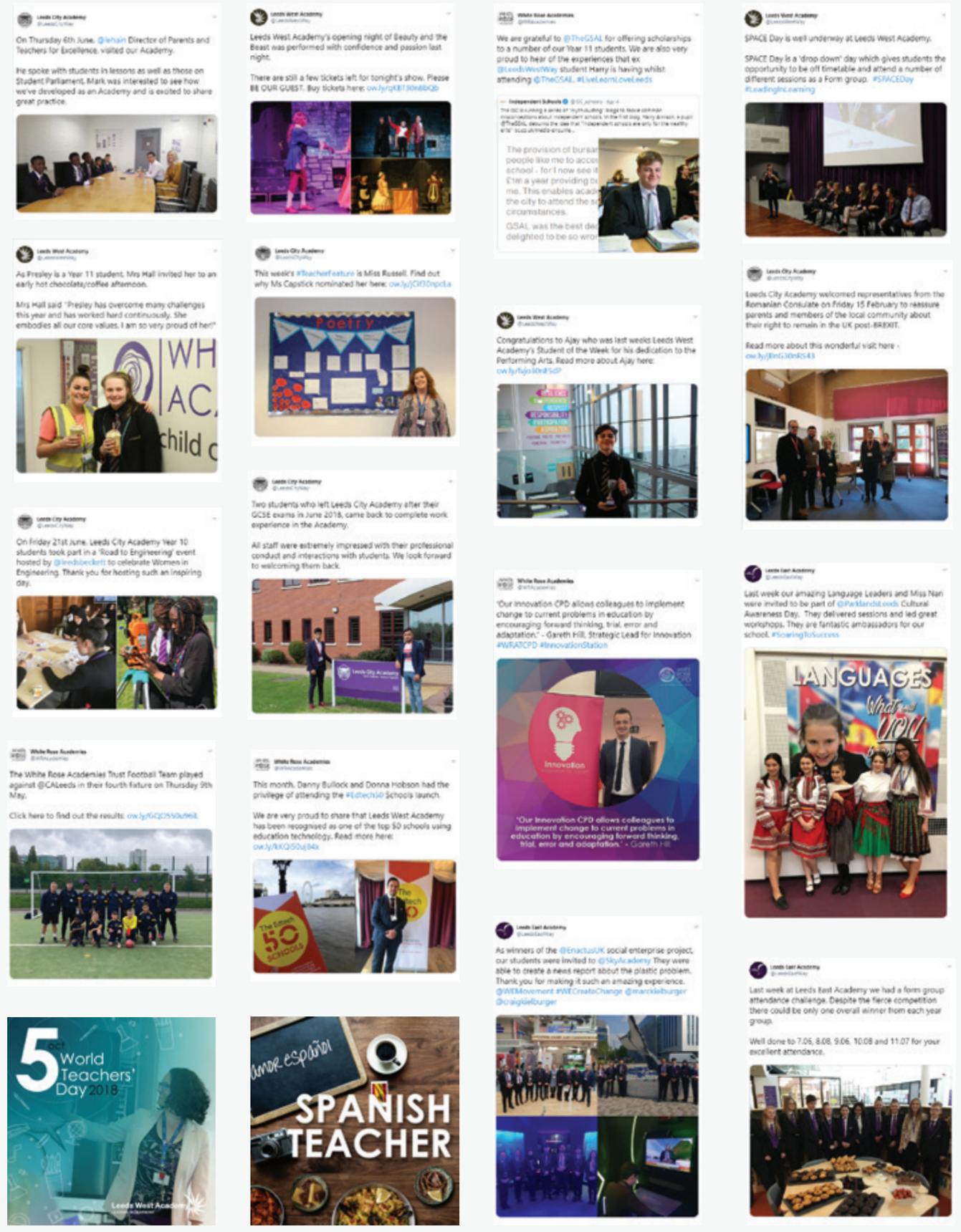
NB: Released March 2019



COMMUNICATIONS: CREATIVE



COMMUNICATIONS: SOCIAL MEDIA

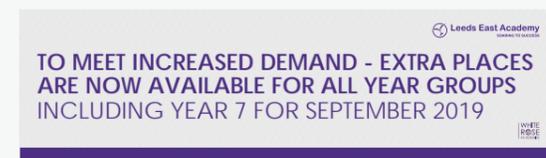


LEA OFSTED 'GOOD': SHARING THE NEWS



LEA GOOD MATERIALS

SIMPLE AND CONSISTENT APPROACH TO CONVEY A CLEAR MESSAGE OF THE RATING BUT ALSO THE BENEFITS AND REASONS TO JOIN US.



TRAINING FUTURE LEADERS: INTERNS AND APPRENTICES

During the last year The White Rose Academies Trust has been excited to develop a number of entry-level posts across our academies and within the central team. We believe that these roles offer a fantastic opportunity for recruiting staff into our organisation. These positions provide an excellent approach to shape the development of our new recruits to match the needs of our increasingly complex organisation.

In refining our staffing structures when vacancies have arisen, we have taken the opportunity to introduce a range of apprenticeship and internship roles. At this present time we have nine apprenticeship and internship roles across the Trust mainly based within our administration and support teams, with more roles planned for the forthcoming year. These individuals are following a range of externally provided training programmes and the Trust facilitates a forum for this group of staff to come together, share ideas and experiences. In addition we also run internally delivered training on topics associated with working across our Trust.

Our first graduate intern is coming to the end of her placement and we have benefited from the skills that an undergraduate is able to bring to us. We believe that interns are able to derive significant benefit from their time based with us through experiencing working in a friendly, yet stretching working environment. The skills they develop and the experience that they gain will stand them in a strong position to secure employment upon the completion of their studies. We are keen to continue with employing graduate interns and hope that these roles will inspire graduates to pursue careers within the education sector.

We will continue to develop the range of apprenticeship and internship roles that form part of the people structures at the Trust. As part of our next development, we are looking forward to welcoming a cohort of teacher apprentices into our academies during the forthcoming year.

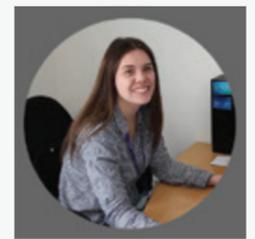
www.whiteroseacademies.org/blogs



Emily Hare



Ethan Harlow



Kara Sutton



Michael Greaves



Alice Ryan

INDUSTRIAL PLACEMENT WITH THE WHITE ROSE ACADEMIES TRUST: MY YEAR AS 'TRUST PROJECT MANAGER'



Emily Hare

Trust Project Manager

Industrial Undergraduate Placement

As Trust Project Manager, there is no such thing as a typical day. I began my placement with the Trust in May 2018 and cannot believe the incredible opportunities and experiences I have been given. For the last twelve months I have shared an office with the Executive Principal, which has been a huge learning experience, being involved in all aspects of the leadership and running of the Trust.

The Executive Principal has challenged me every day and often pushed me out of my comfort zone. This has included the project management of million pound projects, chairing meetings, line managing staff and more. At times I was very nervous however I am now very grateful to him for believing in my abilities and ensuring that I took advantage of all opportunities given to me. This has helped me to grow, not just as a Project Manager but also as a Leader.

My role has included various types of work in different areas of the Trust including; Project management, recruitment, event planning, personal assistance, human resources and finance. In August 2018, I completed my Agile Project Management Course (which the Executive Principal enrolled me for), since which I have been more involved in leading larger projects, such as the planning of the Reflection event (a whole staff event), new Catering Procurement, Capital Investment, CPD (Continuing Professional Development) and Recruitment. The new Catering Procurement was one of my first big projects and included going out to tender to find a new catering company for the Trust. I was the Project Manager on a panel which included the Chief Financial Officer, a Board Director, Academy Business Managers and an external Catering Consultant. In addition to the above, I have also been lucky enough to have worked closely with the Executive Principal, assisting in the preparation of reports, presentations and governance documents,



One part of my job which I particularly enjoyed, was working closely with the Trust Student Leadership Group; this is a group of students from across the Trust who are chosen (by application and interview) by the Executive Principal each year. The group includes six students from each academy. I have enjoyed watching these students come together at the start of the year, nervous to speak to their peers from different academies, becoming best friends. To also see them working and learning together, supporting charities and supporting each other, has been inspirational.

Sadly I am almost at the end of my placement with The White Rose Academies Trust, which finishes on 31st August 2019. I will then be returning to Northumbria University for the final year of my Business and Marketing degree. Following the success of my Industrial Placement, which was the first one for The White Rose Academies Trust, I am delighted that three new Undergraduate Placement students are now being given the same opportunity which I have been so lucky to have. We have George and Hannah who joined in June 2019 working in the Trust team and Laura who will be starting in September 2019 and who will be working closely with the Academy Business Manager for Leeds East and Leeds West academies. I am confident that they will enjoy every single minute, they will learn more than they could have ever imagined and they also need to be ready for the fastest year of their life! Times flies when you are having fun.



A PARTNERS PERSPECTIVE: CONSULTANCY



Helen Morgan

Educational Consultant

The transformation of The White Rose Academies Trust (WRAT) across the last three years has been incredible. The glass ceilings have been well and truly smashed and ambition, confidence and determination are high. This organisation has a belief that it can make a difference to the lives of the young people it serves.

I have had the privilege of working with The WRAT in a range of different contexts during the last few years. At the start, I worked closely with the Heads of English in all three academies in order to raise standards and create the conditions for success. There was no doubt that their strongest motivation was to secure the very best personal and academic outcomes for the young people in their care. As Heads of English- Rebecca Capstick, Louise Barton and Rachel Kilburn have led by example; they are a huge talent and have been nurtured well within the Trust. Their leadership is underpinned by the highest of expectations, excellent subject knowledge, a strong work ethic and an understanding of the need to build effective teams. The impact of their work has been tremendous; students are now enjoying English, making good progress and achieving the results they deserve.

This academic year, I have provided support for The WRAT CPD programme, working with Rachel Smith, to focus on leadership development with middle and senior leaders across the Trust. We began by delivering a successful 'Train the Trainer' day at Cookridge Hall with bursary holders to enable them to deliver successful training. In addition, I have led two positive training sessions for leaders focused on creating a culture of excellence and leading change effectively. Alongside this, I have coached four leaders within the Trust- Sam Pocock, Rachel Smith, Katie Broadbent and Gareth Hill. I am delighted that the time I spent with these brilliant colleagues has contributed to their individual and collective success in their respective roles this year.

Looking back, there has been a huge shift this year from three academies to one Trust with a shared vision and a strong commitment. Looking forward, I know that the work of the Trust is only in its emergent stages, there is much more to be done. From my perspective, the future is bright for everyone involved at The White Rose Academies Trust. This is only the beginning.



Transformation is a process, not an event

- John P. Kotter



WELLSPRING: CLERKING



Since September 2018, Wellspring Academy Trust has provided governance services to The White Rose Academies Trust, at both Trust Board and Local Accountability Board level.

Wellspring Trust currently has twenty three academies. It operates across Yorkshire and Lincolnshire, with a particularly strong presence in Barnsley, Leeds and North East Lincolnshire. The majority of Wellspring's academies are primary or special/alternative,

with the latter providing a caring and supportive service to children and young people who have a range of challenges.

A commonality of values and purpose makes the relationship with Wellspring a perfect fit for The White Rose Academies Trust.

Wellspring prides itself on its commitment to good governance and has brought its experience, rigour, and processes to The White Rose Academies Trust.

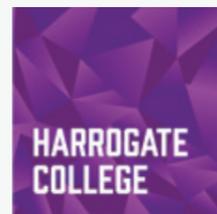
CHURCHILL: FELLOWSHIP



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PARTNERS: LEARNING AND WORKING WITH THE BEST



GSAL: WORKING IN PARTNERSHIP

We are delighted that The Grammar School at Leeds (GSAL) is working with The White Rose Academies Trust (WRAT), and whilst our partnership is at an early stage, the signs are very promising. GSAL staff are serving on the governing bodies of WRAT schools and several Year 11 students from WRAT schools have applied for bursaries to join GSAL in Sixth Form this September. Discussions are ongoing between staff across all schools so we can learn from one another, with the shared goal of supporting the young people of Leeds in fulfilling their true potential.

Our work with The White Rose Academies Trust builds on our existing partnerships with dozens of schools and other organisations across Leeds. Our bursary programme enables students such as Harry (pictured) to join our Sixth Form each year, and over 1,000 children and young people annually take part in one of our partnership projects. These include drama workshops for primary school children, sessions for talented young mathematicians, invitations to hear high profile speakers at GSAL, and much more. We look forward to offering even more exciting opportunities as we work in partnership with The White Rose Academies Trust.





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