



**Enhance Academy Trust** | Encourage | Help | Achieve | Nurture

# Joining Enhance

**Encourage | Help | Achieve | Nurture | Church of England**





# Introduction

## Welcome

*How can my school best collaborate with others in a strong and resilient structure to ensure that each child is a powerful learner and that adults have the opportunities to learn and develop as teachers and leaders?*



We have a core purpose and vision which is to deliver exceptional educational outcomes and learning skills to enable our young people to live well in the world around them.

We also allow our school leaders and staff to develop the individual character of our academies so they can best serve their local communities.

We are a community of academy partners that support each other and benefit from a number of advantages that this partnership can bring.

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# Our Vision

Our vision will be developed and delivered through the following four themes:

- **Our Church:** recognising through faith, and the Church of England, how we can give a better start to our pupils through the development of academic rigour and through the development of well-rounded children.
- **Our pupils:** recognising them as individuals and preparing them to enjoy learning; to enjoy achieving; and to live life well.
- **Our staff:** recognising their importance and value and to support their development allowing them to flourish.
- **Our communities:** recognising and respecting the individuality of the communities we serve and encouraging our academies to work with their community.





# Our Vision

The partnership with the Trust is strong and advantageous to both. Its structure offers highly effective support while maintaining the school's unique Christian character and vision. Governors and trust members ensure ongoing school improvement through robust self-evaluation systems. Leaders also facilitate training for governors and staff through the local diocese, ensuring a deep understanding of Church school education.

**(All Saints SIAMS)**

The Trust works closely with the local governing body to hold the school to account for the quality of education that pupils receive. Trustees and governors are mindful of the importance of staff well-being when making changes and they ensure that staff workload is reduced wherever possible. Staff appreciate the support offered by the Trust and they enjoy working at the school. **(St Botolph's Ofsted)**

Leaders at all levels are proud of the school. They continuously drive high standards. The support from the Trust has had a significant positive impact on the development of the school. Regular professional development opportunities and a collaborative culture promote continuous improvement. **(St Giles Ofsted)**

The Trust has robust systems that give those responsible for governance a clear picture of what the school could do to improve. Leaders at all levels have an accurate view of the school. Leaders speak with one voice about their ambitions for pupils. Staff feel involved and valued. Their workload and well-being are considered by leaders. **(Diamond Wood Ofsted)**



# Our Vision

The Christian vision is deeply embedded and lived out across all aspects of school life. This results in an exceptionally compassionate, supportive and professional community defined by its Christian distinctiveness. Senior leaders and governors, with the unwavering support of the Academy Trust (MAT), are totally committed to making the Christian vision a lived reality. **(St Helens SIAMS)**

Governors and the trust have a thorough understanding of the strengths and areas that require further development at the school. Governors and trustees hold the school's leaders to account well. The school works closely with the local Diocese and trust. This collaborative work has helped to shape the vision for the school. **(St Michael's Ofsted)**

Through RE pupils are growing in their understanding of a range of world faiths. As part of the curriculum pupils learn about religious and non-religious worldviews, as well as Christianity. RE has a high profile and priority in the school curriculum. Pupils spoke enthusiastically about studying different faiths during world religion week. Leaders recognise the role of RE in supporting pupils' knowledge of the diverse world in which they live. The RE curriculum is based on a recently developed effective trust curriculum, which is further enhanced by further good quality resources. **(Highburton SIAMS)**







# Our Schools



**WAKEFIELD**



**KIRKLEES**



# Our Schools



Enhance Academy Trust is proud to include CAPA College. CAPA College provides full time Arts training and education for students aged 16-19 and aims to inspire, train and educate the next generation of performers, creatives, designers and technicians.

**Three schools in Barnsley will join us in September 2025:**

- ***St. Mary's Barnsley***
- ***Dodworth St John's***
- ***Royston St John the Baptist***



**St Mary's C.E.  
Primary School**

Every Child Flourishing...







# Impact

NAME	SIAMS JUDGEMENT	DATE	OFSTED JUDGEMENT	INSPECTION DATE
All Saints CE	JUDGEMENT 1	11/12/2024	GOOD	05/03/2025
Batley Parish CE				
CAPA College			OUTSTANDING	27/01/2022
Christ Church CE	GOOD	15/03/2022	GOOD	02/12/2021
Diamond Wood			GOOD	16/10/2024
Highburton CE	JUDGEMENT 1	14/11/2024		
Horbury Bridge CE	EXCELLENT	16/03/2020	GOOD	08/02/2022
Lepton CE	GOOD	09/02/2018	GOOD	26/09/2023
Overthorpe CE	EXCELLENT	09/11/2022	GOOD	22/05/2024
Sandal Magna			GOOD	02/11/2022
St Botolphs CE	GOOD	02/12/2021	GOOD (EY OUTSTANDING)	08/01/2025
St. Giles CE	JUDGEMENT 1	30/01/2024	GOOD (COULD BE OUTSTANDING)	09/01/2025
St. Helen's CE	JUDGEMENT 1	04/10/2023	GOOD	08/02/2022
St. Michael's CE	GOOD	03/10/2017	GOOD (EY OUTSTANDING)	21/02/2024



# Impact

ALL PUPILS	No of Pupils	FSM	EHCP	READING		WRITING		MATHS		COMBINED	
				EXP +	GDS	EXP +	GDS	EXP +	GDS	EXP +	GDS
Batley Parish	29	27%	5%	67%	40%	77%	7%	77%	17%	60%	7%
Christ Church	28	64%	7%	75%	18%	71%	7%	71%	18%	61%	0%
All Saints	29	17%	3%	76%	28%	79%	14%	83%	17%	69%	10%
Horbury Bridge	15	9%	3%	100%	60%	93%	27%	100%	27%	93%	13%
Lepton	33	20%	1%	82%	39%	82%	15%	82%	27%	73%	9%
Overthorpe	31	46%	3%	61%	26%	74%	3%	74%	19%	52%	3%
Sandal Magna	27	30%	2%	78%	15%	70%	26%	74%	19%	67%	3%
St Botolphs	44	27%	6%	84%	20%	84%	9%	86%	23%	75%	5%
St Giles	45	20%	4%	84%	27%	82%	11%	82%	33%	80%	7%
St Helen's	32	43%	6%	88%	34%	75%	9%	88%	13%	69%	3%
St Michael's	58	34%	3%	83%	24%	81%	10%	83%	31%	81%	5%
TRUST AVERAGE				80%	30%	79%	13%	82%	22%	71%	6%
NATIONAL AVERAGE				74%	28%	72%	13%	73%	24%	61%	8%





# Impact

## MAT progress scores in reading, writing and maths ?

The academic progress that pupils in this MAT make from the end of key stage 1 to the end of key stage 2.

### Reading

The banding for this MAT is 'above average' because the score is greater than 0 but lower than 3.1, and the entire confidence interval is above 0.

**Banding**

**ABOVE  
AVERAGE**

**Score**

0.8

**Confidence interval** 0.1 to 1.4



[Show score details](#)

### Writing

The banding for this MAT is 'above average' because the score is greater than 0 but lower than 2.9, and the entire confidence interval is above 0.

**Banding**

**ABOVE  
AVERAGE**

**Score**

1.1

**Confidence interval** 0.5 to 1.8



[Show score details](#)

### Maths

The banding for this MAT is 'above average' because the score is greater than 0 but lower than 3.2, and the entire confidence interval is above 0.

**Banding**

**ABOVE  
AVERAGE**

**Score**

1

**Confidence interval** 0.4 to 1.6



[Show score details](#)





# Pupil Collaboration



- Handwriting Competition
- Poetry Competition
- Football Tournament
- Year 6 Assembly
- School Council Meetings
- CAPA College workshops
- Cross school collaboration





# Our Governance

## MEMBERS

Janet Milne (Chair)  
Rev Simone Bennett (Diocesan Director)  
Canon Philip Hobday  
John Donald

## TRUSTEES

Janet Milne (Chair)  
Helen Keeling  
Joe Kinsella  
Linda Maskill  
Jonathan Sharp  
Kathy Smith  
Claire Screeton  
Dave Selby

## LOCAL ACADEMY BOARDS



# Our Structure

## EDUCATION

Deputy CEO  
Director of School Improvement  
Executive Hub Headteachers (x 4)  
Teaching & Learning Consultant  
Maths Specialist (0.4)  
SEND & Inclusion Lead  
Educational Psychologist (0.4)  
Attendance Officer (0.5)

### EXTERNAL PARTNERS

Carl Sugden  
Liam Pettit (Maths)  
Diane Stinson (English)  
Sarah Quinn (Early Years)  
Rupert Madeley (Diocese)

## SUPPORT SERVICES

Chief Finance Officer  
Finance & Operations Manager  
Estates Manager  
*Estates Officer*  
Trust Business Managers (x 2)  
HR Advisor  
HR Officer  
Governance & Compliance Professional  
Governance & Compliance Officer  
Senior Finance & Admin Support Officer

### EXTERNAL PARTNERS

Schofield Sweeney – Legal  
AJG (Gallagher) – Health & Safety  
Schools People – HR







# School Improvement

Our Strategy is built around professional respect for colleagues and focuses on enabling capacity within organisations through proportionate support and challenge. Our schools benefit from shared good practice and support from other schools.

- CEO Engagement
- Deputy CEO/Director of School Improvement Support (*Ofsted experience*)
- Early Reading/Phonics Support (*English Hub expertise*)
- SIAMS Support (*Internal and Diocese*)
- Teaching & Learning Consultant / Maths Specialist (*bespoke and universal support*)
- Partnership and Moderation Meetings (*Subject Leaders and Teachers*)
- Annual Trust INSET & Leadership Conference
- Trust Education Welfare/Attendance Officer (*shared with IPMAT*)
- Trust SEND & Inclusion Lead & Educational Psychologist (*shared with IPMAT*)
- Peer Review processes
- Shared assessment practices, tracking systems and benchmarking





# School Improvement

We have established a range of Partnership Meetings which are facilitated by Trust colleagues or by external specialists. These meetings provide opportunities for professional development and shared learning. Most are held on a termly basis and include:

- Headteachers
- Deputy and Assistant Headteachers
- English
- Mathematics
- Science
- Early Reading & Phonics
- Pedagogy
- SIAMS and Distinctive Nature
- History & Geography
- SENCOs
- Early Years
- Art / Design Technology / Music
- Assessment & Moderation for all year groups





# Recruitment & Retention

We are committed to the professional development of all staff and have developed a bespoke programme for our staff to ensure we recruit, develop and retain the very best colleagues.

For our current staff we have a career pathways programme which starts with Early Career Teachers (facilitation of ECF) and progresses through to Aspiring Headteachers, Headteachers and Executive Headteachers.

In addition, we currently deliver NPQSL Flex in partnership with CEFEL and we launched our own SCITT in September 2024 in partnership with Teach First.





# Staff Wellbeing

We are committed to supporting the wellbeing and workload of all of our employees.

Schools Advisory Service – SAS – is a staff benefit comprising a fantastic range of medical and wellbeing support that is totally free to use. SAS offer physical and mental health support from their team of inhouse, experienced nurses, counsellors, therapists, physiotherapists, consultants plus NHS GPs and private medical services.

Through SAS all employees have free access to private doctor, nurse or physiotherapy appointments. SAS can support with maternity issues and with men's health and with menopause and mindfulness. There are exercise programmes and access to a personal trainer's advice, slimming and weight management help, fatigue recovery, and cancer and chronic illness support. We also offer free flu-jabs to all employees.

We offer a paid Wellbeing Day to all employees and all teachers can choose to take PPA at home.

# Key Benefits

- Sharing of expertise and joint staff development. Shared professional development can more easily be arranged, whether led by staff from one of our partner schools or an outside body.
- Greater capacity to grow and develop our own leaders.
- Improved career progression for talented staff, allowing us to recruit and retain high quality people.
- Strong collaboration, with shared accountability, can lead to better progress and attainment for pupils, and help schools meet rising expectations.
- Regular assessment and moderation activities provide opportunities for professionals to come together to standardise judgements as well as share ideas and expertise.





# Central Services

- HR Support: *Internal & Schools People*
- Payroll & Pensions
- Health & Safety: *Internal & AJ Gallaghers*
- Legal & Insurance: *Schofield Sweeney & AJ Gallaghers*
- Facilities Development & Property Management: *Internal & External*
- Governance & Compliance (including policy development & GDPR)
- Financial Management
- Procurement & Service Level Agreement Reviews
- External & Internal Compliance Audits





# Key Benefits

- Generating efficiencies by collaborative purchasing and contract management
- Securing higher quality, proven providers
- Professional, up-to-date advice and support
- More responsive service
- Bespoke and tailored packages to suit our schools
- Results are better if staff can focus on the quality of education and not administration
- Money saved can be re-invested into teaching and learning





# Views of Headteachers

*Having been a Headteacher of a Local Authority school before joining Enhance, I can fully appreciate what the Trust offers to its schools. The support, whether it be school improvement, financial, HR or estates, is second to none and helps to drive schools forward to ensure that the children get the very best. The Central Team know each school very well and understand the different contexts that our schools serve.*

**Lee Swift: Headteacher – St Helen's CE Academy**





# Views of Headteachers

*When I interviewed for the Headteacher role at Horbury Bridge Academy, two key questions were posed: how could we join an Academy Trust while preserving our unique identity and ethos, and how could we retain and develop great teachers? Joining Enhance Academy Trust has been the answer to both. The Trust's collegiate working and collaboration have led to rapid improvements while ensuring the unique character and values that define Horbury Bridge remain at the heart of everything we do. As a result, our outcomes for pupils are exceptionally strong—academically, spiritually, and holistically—ensuring every child is fully prepared to embrace the next stage of their education with confidence and ambition.*

**Richard Tuddenham: Headteacher – Horbury Bridge CE Academy**





# Views of Headteachers

*The support and challenge provided through external and school improvement visits from Enhance Academy Trust have been instrumental in driving meaningful change. These visits offer clarity on our goals and ensure that our leadership remains proactive and aligned with current national initiatives. The tailored advice and guidance, alongside partnership working, empower our school to not only meet expectations but to thrive. This invaluable partnership truly enables schools to flourish.*

**Richard Grace: Headteacher – St Giles CE Primary Academy**





# Views of Headteachers

*Over the past academic year, the Trust have supported our academy to continue to move forward at all levels. Up to date, relevant and well considered advice and guidance is always available and appreciated. Trust leaders ensure that views of school leaders are always valued and opportunities for personal and professional growth are actively encouraged. Children at Sandal Magna are consistently achieving better at all phases than at any other time in the academy's history; the Trust is a key part of that success and should take an enormous amount of credit for their impact.*

**Craig Elliott: Headteacher – Sandal Magna Community Academy**





# Views of Headteachers

*This year, the Trust are offering coaching sessions to all Heads of School. As a current Head of School, I have completed two coaching sessions this academic year, facilitated by an existing Headteacher - these sessions have been extremely beneficial. The sessions are allowing me time to reflect on my practice, discuss key barriers or difficulties and, unlike mentoring, not being told how to deal with them but being challenged and guided with how to come up with a clear strategy to move forward. Having these sessions shows me that the Trust value their leaders and they want to continually offer development and support, which both means a lot to me on my personal journey and the impact I can have within my school but also aligns with allowing all members of the Trust to flourish.*

**Rachel Brook: Head of School – Lepton CE Primary Academy**





