



Governor Information Pack



David Ross Education Trust
Broadening Horizons

Welcome

Welcome to The David Ross Education Trust. We are delighted that you are looking to join us.

Our vision is to broaden the horizons of young people through a world-class education, equipping our students with the skills and experiences to become their confident, academic best, no matter what. We are determined to become the Trust that makes the biggest difference and to be the most effective network of academies.

DRET academies serve over 14,000 students, and their families; providing world-class education will make a difference to them and to the communities in which they live.

Governors are one of the largest volunteer forces in the county and have an important part to play in raising academy standards by using their range of skills and experience to monitor and challenge performance of schools.

Governors are valued members of our organisation and have the opportunity to make a positive difference in the lives of young people through education by working as a team to support an academy. Should you join us, we hope you enjoy your time as a Governor and have the satisfaction of knowing that you are playing a part in transforming the life chances of all the children and young people in our academies.

Thank you once again for your commitment to our academies and the educational experience our children receive.

Stuart Burns
Chief Executive Officer



David Ross Education Trust

Our mission is to broaden the horizons of our pupils through the provision of a world-class education.

We achieve this through our Trust's unique culture, where delivering academic excellence and embracing the value of enrichment and citizenship are at the heart of who we are, and what we do as an organisation. Everybody contributes to achieving our mission, and as a Governor, you will have a valued part to play.

Such an ethos demands that at Trust and individual school level, we bring together best practice from across the independent and state sectors, to ensure high expectations and outcomes for pupils.

In practice, this ethos is driven through four core values, the rules by which our community thrives:

- ★ **Aspiration** - Always aiming high
- ★ **Ambition** - Being the best we can be
- ★ **Courage** - Nothing holds us back
- ★ **Respect** - Always leading by example

The Function of Governance

According to the Department for Education's Governance Handbook, effective Governing bodies (Trust Board in the case of a Multi-Academy Trust) should have three core functions:

- ★ Ensure clarity of vision, ethos and strategic direction;
- ★ Hold executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
- ★ Oversee the financial performance of the organisation, and making sure it money well spent.



Governance Structure at DRET

A Multi-Academy Trust governance model is different to the way a governing body in a non-Academy or traditional maintained school undertakes governance. Because of its Multi-Academy Trust structure, DRET uses two forms of governance: Executive and Non executive.

Executive Governance

Executive governance is delivered through line management of the Principal, via the Regional Director, Director of Primary or Secondary, and the CEO. Executive governance focuses on setting and delivering challenging but deliverable KPIs at each school, and ensures that the Principal is held to account for the achievement of these KPIs.

Non Executive Governance

There are three layers to non executive governance structure in the Trust:

1. Members
2. Trustees
3. Academy Scrutiny Committees (Governors).



Non Executive Governance Structure

Members

The Members of the Trust are at the top of the governance hierarchy, however they have limited strategic or operational responsibility. They are the guardians of the Trust's constitution, determining the principles of the Trust's governance structure and providing oversight and challenge of the Trustees to ensure the charitable objects of the Trust are being fulfilled.

Trustees

The Trustees are responsible for the same three core governance functions performed by the governing body in a maintained school: setting the direction, holding the Principal to account and ensuring financial probity.

Academy Scrutiny Committees

Individuals who sit on local Academy Scrutiny Committees (ASCs) are referred to as 'Governors'. This is because Trustees can delegate governance functions to the local level. Trustees have complete discretion over what is delegated to each Academy Scrutiny Committee.

Committees of the Trust Board

Formed of Trustees and other experts to undertake specific delegations: Education, Risk & Audit, Finance & Human Resources, Remuneration and Nominations Committee.

Composition of the Academy Scrutiny Committee



Each Academy Scrutiny Committee comprises of the following members:

- ★ The Principal of the Academy.
- ★ The Executive Principal of the Academy.
- ★ Between four and eight appointed Governors (usually members of the local community, but we welcome 'remote' Governors also who can join meetings virtually if they do not live in the area).
- ★ Up to one additional link senior leader from within the Trust (either a Principal or Senior Leadership Team member).
- ★ Up to two Academy employees (one per Academy where the committee represents more than one Academy).
- ★ Up to two parents or guardians of pupils at the Academy (one per Academy where the committee represents more than one Academy)
- ★ For church schools, up to two foundation governors, as agreed with the relevant Diocese at the time.



In addition to the formal composition as outlined above, ASCs may nominate to the Director of Governance the appointment of up to two Associate ASC Members for a term of between 1 and 2 years. Associate members are persons invited to attend meetings of the ASC because of the expertise and/or specialist knowledge that they bring to the ASC meetings or to develop knowledge, experience and diversity and succession plan for future appointments. Associate Members are not Governors and therefore have no voting rights. Associate members can be members of staff, parents or other members of the community.



Types of Governor

No matter what type of Governor you are, the main roles and responsibilities of all Governors are the same and are charged with acting in the best interests of the academy and the Trust.

DRET Appointed Governors

Governors that are predominantly based in the local community (living or working) of the academy. A Community Governor represents the community interests on the Academy Scrutiny Committee (ASC) and may also bring a wide range of skills and experience from a business or professional background. In some instances, community Governors can be individuals who are committed to the good governance and success of the academy but do not work or live close to it.

DRET Appointed Governors are appointed following an application process.

Parent Governors

Governors who have registered students at the academy. The responsibilities of the Parent Governor are to help reflect the interests and opinions of the parent body of the academy to the ASC and to act in concert with the other Governors in the best interests of the academy and the Trust.

Parent Governors are well placed to understand parents' views and to remind the ASC how matters being discussed affect parents. Parent Governors are not expected to gather the views of other parents and take them to the ASC or to simply represent the interests of parents.

Parent Governors are elected by their peers to sit on the ASC.



Staff Governors

Members of the ASC who are employed by the academy under an employment contract. The responsibilities of the Staff Governors are to help reflect the interests and opinions of staff at the academy to the ASC and to act in concert with the other Governors in the best interests of the academy and the Trust.

Staff Governors are well placed to understand staff views and to remind the ASC how matters being discussed affect staff and pupils. Staff Governors are not expected to gather the views of staff and take them to the ASC or to simply represent the interests of staff.

Staff Governors are elected by their peers to sit on the ASC.

Trust Link Governors

A senior leader from within the Trust (e.g, Principal, Senior Leadership Team member). The responsibility of the Trust Link Governor is the same as other Governors, to act in concert with the others in the best interests of the academy and the Trust.

Trust Governors are appointed as someone who will preserve and develop the principles and values of the Trust. They will also provide peer challenge, share best practice and take responsibility for two-way communications, providing corporate information and feeding back issues directly to the Executive Team.

Trust link Governors are appointed by the Trust's Director of Governance.



What do Governors do?

Governors are expected to:

Contribute to the strategic direction of the academy and the Trust by contributing to discussions at Academy Scrutiny Committee meetings which consider:

- ★ How the academy will deliver the Trust's strategic priorities and targets via the Academy Improvement Plan.
- ★ Access of children, including those with special educational needs, to a broad, balanced and engaging curriculum.
- ★ The quality of teaching.
- ★ The implementation of the Trust's policies.
- ★ The development of links with the local community.
- ★ The establishment of mechanisms to champion the Trust and promote good community/ parent/ carer/ family relations.

Hold the senior leaders to account by scrutinising the academy's achievement of targets, school improvement and pupil outcomes; this includes:

- ★ Monitoring and challenging implementation of statutory safeguarding obligations and priorities, including duties relating to looked after children.
- ★ Agreeing the outcomes from the academy's self-evaluation and ensuring they are used to inform the priorities in the academy's improvement plan.
- ★ Challenge the achievement of academic targets at each KPI point, ensuring all groups and individuals are making good or better progress with particular emphasis on target groups such as boys, disadvantaged pupils, higher achieving pupils, pupils with special educational needs.
- ★ Asking challenging questions of academy leaders.
- ★ Acting as a critical friend to academy leaders, being ready to challenge in relation to all aspects of the academy's performance including academic achievement, quality of teaching, attendance, exclusions, complaints and behavioural issues.
- ★ Acting as a link Governor on a specific issue, e.g. safeguarding, SEND or another aspect of the academy improvement plan, making relevant enquiries of the relevant staff, and reporting to the ASC on the progress on the relevant academy priority.
- ★ Listening to and reporting to the academy's stakeholders: pupils, parents, staff, and the wider community, including local employers.
- ★ Challenging the estates presentation of the Academy.

When required, serve on panels of the Trust to:

- ★ Hear disciplinary / grievance hearings.
- ★ Review exclusions.
- ★ Review complaint outcomes and appeals.

What Governors don't do

To maximise the ability of the local Governors to focus on outcomes for children, the Academy Scrutiny Committee is not required to set strategy or policy, manage financial resources, staff performance and pay, Health and Safety or many of the other areas traditionally associated with a maintained (by the Local Authority) school governing body as these issues are dealt with at Trust level. This means that governors are able to concentrate on the things that really matter - pupil progress, school outcomes and aspiration.

DRET School Governors don't:

- ★ Set or monitor the budget for the school or authorise expenditure.
- ★ Appoint or performance manage the Principal (although they are likely to be invited to participate in the appointment process).
- ★ Decide on the number of staff, the level of pay for teachers or performance manage staff.
- ★ Have accountability for ensuring health and safety issues are addressed or have responsibility for the repair and maintenance of school buildings.
- ★ Develop school policies and procedures.
- ★ Inspect the school or make judgement on the quality of teaching after visiting the school.
- ★ Spend a great deal of time with the pupils of the school - if you would like to work directly with pupils you should explore other voluntary roles with us.



This outline is intended to provide a brief overview of the Governor role. To discuss this role in further detail, contact Governorservices@Dret.co.uk.

The David Ross Education Trust is an equal opportunity employer. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our students, staff and volunteers. It is our objective to ensure that applicants and staff are treated solely on the basis of their merits, abilities and potential. We do not discriminate against any applicants on the basis of any protected characteristics.

Core Requirements

To be a Governor you do not need any specific skills, educational expertise or formal qualifications. However, you do need:

Area of focus	Essential
Core Requirements	<p>Governors must be over 18 at the time of election or appointment* (Associate Governors can be under 18).</p> <p>An active interest in education.</p> <p>Integrity, objectivity, honesty and willingness to act in the public interest.</p> <p>A commitment to improving quality.</p> <p>A commitment to the ethos of the school and a willingness to promote it within the community.</p> <p>A commitment to promoting equality and diversity.</p> <p>A commitment to developing personal knowledge and understanding of the role by attending local, regional and national training courses and briefings, including mandatory safeguarding training.</p> <p>A willingness to get the school, its needs, strengths and areas of development.</p> <p>A willingness to visit the school during teaching hours (with prior arrangement with the Principal) and to attend evening meetings and events to get to know the Academy and be visible to the Academy community.</p> <p>A willingness to regularly attend Governor meetings.</p> <p>A willingness to lead and contribute to courageous conversations that challenge the status quo.</p> <p>An ability work listen to and work collaboratively with others.</p> <p>A willingness to undergo pre appointment checks including Right to Work and DBS checks.</p>

Frequently Asked Questions

What's in it for me?

Becoming a Governor is an excellent form of volunteering and can be a really rewarding and stimulating experience. Imagine having a very real part to play in ensuring the children at your academy get the best possible education. Think of the satisfaction of raising standards and achieving improvements for the school.

There's plenty of opportunity to learn new skills, working with others to help benefit the education of children. The role may sound formal, but Governors play a vital role in the running of the school and people enjoy their time as a Governor, as well as appreciating the sense of duty and opportunity to show loyalty to their school. You may also progress to being a chair, which brings added responsibility. The experiences of school Governorship look great on any CV, and can even create career opportunities.

What's the time commitment?

The average time commitment is 10-15 hours per term. This includes meetings, background reading and academy visits.

The normal term of appointment is four years and you would be eligible to be re-appointed for another term. As a volunteer you can resign at any time if your circumstances change.

Is there any kind of payment?

Governance is a voluntary role, so is not paid. However, you can claim for necessary out of pocket expenses (such as travel costs) incurred as a result of fulfilling your role as a member of the ASC. Expenses will be paid at the rates outlined in the Trust's Expenses Policy. Payments do not cover loss of earnings.

Are there any factors that prevent you becoming a Governor?

Yes, there are some factors such as medical incapacity to carry out the role, bankruptcy, and disqualification from working with children that prevent an individual becoming a Governor. If you have questions about your individual circumstances please email Governorservices@dret.co.uk and we will discuss these further with you.

How do I apply?

We ask all prospective Governors to complete a short application form via our vacancies portal. We will then arrange for you to meet with the Chair of Governors and the Principal to discuss the role and the school. We will give you a tour of the school. If you wish, you are welcome to observe a meeting of the Governors and you will be made very welcome. Once you are happy to proceed, we will take references and undertake a Right to Work and Disclosure and Barring Service (DBS) check.

If you would like to have an informal chat about the role, please contact us at Governorservices@dret.co.uk

Testimonials

We asked some of our current Governors to share their experiences with us.

Below are just a small snapshot of their experiences. Please review our website for more in depth profiles and videos.

"My first thoughts and impressions of becoming a Governor was that I may get a biscuit and cup of tea at a warm and cosy meeting with other Governors and staff, but getting a biscuit is just one positive on a long list of becoming part of the school's family, sharing their vision and goals as one community."

Ellis Jacklin
Chair of the Hogsthorpe Primary Academy Scrutiny Committee



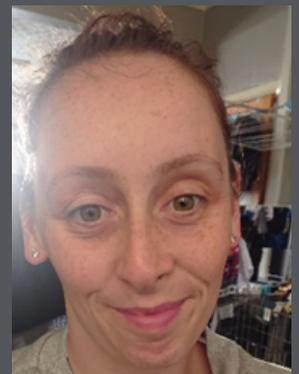
"This experience has helped me give back to my local community and contribute towards the growth and development of our young people. The last four years have been a steep learning curve in not just education but also the mammoth collaborative effort it takes to effectively run a school. I am grateful for the very talented and committed people I work with at Bobby Moore Academy and trust I have been able to bring a new perspective to the team given my background and industry."

Sanda De Silva
DRET Appointed Governor at Bobby Moore Academy

"I wanted to do this because at one point I had to home school my child and it proved a lot more challenging than I thought!

I now understand how much work the teachers do with the kids to help them become the best person possible."

Gemma McKiernan
Parent Governor at Edward Heneage Primary Academy



Our Schools

Abbey CE Academy, Daventry



Abbey CE Academy offers a high-quality primary education to children aged 7-11 years with two classes in each year group. As a church school, our Christian values are at the heart of everything we do. Our values of compassion, integrity, respect, courage, ambition and aspiration underpin our attitudes to each other and to our school community. We aim to develop well-rounded young people who contribute meaningfully to our wider community.

Ainthorpe Primary School, Hull

Ainthorpe Primary School offers an inclusive education for all of our children who are encouraged to be the best they can be whilst in a nurturing, caring and happy environment. Everybody has high aspirations, expecting 100% always from all members of the school community.



Barnes Wallis Academy, Tattershall

At Barnes Wallis Academy we aim to provide each and every one of our students with the guidance and support they need to excel. Barnes Wallis Academy is a place of learning and excellence where students come first and where everyone is cared for and valued. The Academy aims to excite learners' imaginations, extend horizons and meet intellectual needs. We produce resilient, confident, healthy young people with the ability and desire to make the world a better place.



Bobby Moore Academy, East London

We are a thriving and welcoming school community that delivers a world class education in East London. Our modern and spacious Primary and Secondary sites are next to the London Stadium in the beautiful Queen Elizabeth Olympic Park, hence our school being named after local and national hero Bobby Moore. Following the example he set as World Cup-winning captain in 1966, we value hard work and dedication, ambition and leadership, alongside respect and integrity, in every aspect of our educational offer. In every aspect, we have the highest expectations of our pupils.



Briar Hill Primary School, Northampton



Briar Hill
Primary School
Broadening Horizons



Briar Hill is a high performing, successful school. We want every single child at our school to have a world-class education; the kind of education that instils exemplary behaviour, inspires academic curiosity and a life-long interest in the wider world. We expect our teachers to lead by example; inspiring our young people to learn through a knowledge-rich curriculum and the experiences we create for them inside and outside the classroom.

Bringhurst Primary School, Market Harborough

Bringhurst Primary School is a small rural school that is fortunate to benefit from amazing pupils, highly skilled and dedicated staff and a beautiful setting on the Leicestershire and Northamptonshire borders.

We provide a learning journey for children aged from 4 - 11 through 7 single year group classes. High expectations and a belief that everyone can achieve ensures children leave our community as established learners, knowing how to be the best they can be.



Bringhurst
Primary School
Broadening Horizons



Cedar Road Primary School, Northampton



Cedar Road
Primary School
Broadening Horizons



Cedar Road is a successful school situated near Abington Park in Northampton. There are two classes of 30 children in each year group and the year group teams work very closely together to deliver a high standard of education, experience and enjoyment for every pupil. Everything that we do is based around our values of Aspiration, Ambition, Courage and Respect throughout our school community.

Charles Read Academy, Corby Glen

The Charles Read Academy is a small 11-16 school in Corby Glen, Lincolnshire and it serves the villages between Stamford, Bourne and Grantham. In 2016, we were ranked one of the most improved secondary schools in the country in the performance tables and were proud to be judged 'good' by Ofsted in all areas in January 2017. Our mission is to broaden the students' horizons, increase their aspirations and life chances by providing a world-class education that renders academic excellence and embraces the value of enrichment and co-curricular activities.



CHARLES READ
ACADEMY
Broadening Horizons



Charnwood College, Loughborough



Charnwood College is a popular 11 - 19 academy based in the west of Loughborough. Our ethos is very much about unlocking the talents of our students and driving them to achieve their personal best, while providing a caring, inclusive and nurturing environment for them to learn and grow.

Eastfield Academy, Northampton

At Eastfield Academy we are committed to creating an inclusive culture where all children will be challenged in their thinking to achieve the best of their abilities and are enthusiastic to become lifelong learners.



Edward Heneage Primary Academy, Grimsby

At Edward Heneage our aim is to provide a world class education to ensure that all pupils leave us in Year 6 with the skills, confidence and self-belief to propel them into the next stage of their lives. Our staff work tirelessly to provide a curriculum that is not only engaging and challenging, but offers a diverse range of learning opportunities and experiences. This is underpinned by a strong emphasis on the development of our pupils' social, emotional, spiritual and moral values, which is intertwined throughout everyday learning.



Endike Primary Academy, Hull

Endike is a warm and welcoming primary school in Hull, offering a world-class education for children aged 3-11, with a dedicated early years provision.

At Endike, we are continually striving to excite and motivate our pupils through a rich and inspiring curriculum. We are committed to supporting each child to reach their full academic potential, but more than that, we want to enable our pupils to experience memorable and enchanting moments that will enrich their learning.



Eresby Special School, Spilsby

Eresby School is based in the market town of Spilsby, Lincolnshire. We cater for pupils aged between 2 and 19 years old, with a wide range of special educational needs and have been rated as 'Outstanding' by Ofsted three times.



Our curriculum, teaching and ethos is designed to meet the needs of children and students who have severe to moderate learning difficulties and complex needs. Our pupils needs are wide ranging including those with Autistic Spectrum Disorders, varying degrees of developmental delay, profound and multiple difficulties and sensory difficulties.

Fairfield Academy, Scartho

At Fairfield Academy, our aim is to provide a world class education for children aged 3-11, ensuring that all pupils leave us in Year 6 with the skills, confidence and self-belief to propel them into the next stage of their lives.



Falconer's Hill Academy, Daventry

Falconer's Hill Academy is a co-educational school catering for children between ages 7 & 11. We aim to develop the whole child by considering their intellectual, moral, spiritual, social, emotional, creative and physical well-being. This is all within a purposeful, happy and secure school environment for everyone.



Greenfields Primary School and Nursery, Kettering

Greenfields Primary School stands proud as the oasis in the community where every child has the right to succeed and feel proud of their individual achievements. We are a vibrant, happy and caring school where the pupils achieve the highest possible standards. Staff, pupils and parents work together within a creative, active and positive learning environment to ensure security, stability and success for every child.



Havelock Academy, Grimsby

Havelock has a distinguished history, serving generations of students as a grammar school, a comprehensive and now as an academy.

At Havelock we want all of our students to achieve well academically and we take great pains to ensure that we have an appropriately broad and balanced curriculum and pastoral structures. The links between the pastoral care, academic achievement and outstanding enrichment opportunities are designed to enable every student to reach his or her potential. Our teachers plan their curriculum collaboratively, developing a vibrant learning community in state-of-the-art buildings.



Hogsthorpe Primary Academy, Hogsthorpe

Hogsthorpe Primary Academy was built in 1857 to serve the local community of Hogsthorpe. We cater for children from the ages of 4 - 11 and, at present, have around 70 children on roll.

We seek not only to provide an environment which promotes achievement in learning but also one of warmth, security and care, valuing each member of the school community and working to encourage the realisation of each individual's potential. We celebrate all achievement whether big or small and challenge our children (and ourselves) to improve even more. We encourage a 'can do' culture, a thirst for life-long learning and a pride in each others' skills and attributes.



Humberston Academy, Humberston

At Humberston Academy we continue to demonstrate an outstanding approach to education with exceptionally high standards and traditional ethos. However, it is not all about academic achievement; we are also passionate about enrichment in order to develop skills outside of the classroom. Our recent Eco Schools Status accreditation is an example of this. We are a growing, oversubscribed, hard-working academy, with a positive, business-like and purposeful atmosphere where students can develop and broaden their horizons.



Ingoldsby Academy, Ingoldsby

Founded in 1877, Ingoldsby is a mixed Primary School, for children from 4 -11 years old with a nursery facility on site at the school, taking children from their third birthday. We are exceptionally proud to be a small school that is small enough to nurture, yet big enough to inspire our pupils to aim high and grasp every opportunity with both hands.



King Edward VI Academy, Spilsby

At King Edward VI Academy we are committed to giving every student attending our school a world-class education. We welcome students into Team KEVI from Years 7 - 13 from Spilsby and the surrounding areas. We are proud to have oversubscribed once again in all year groups and our reputation remains strong in our community and we are very much the school of choice in the local area.



Kings Heath Primary Academy, Kings Heath

At Kings Heath Primary Academy we embrace and celebrate individuality, we value a different viewpoint, we are determined to get it right 'for everyone' and we have a 'no limits' aspiration for all, which includes staff, parents and most importantly our pupils.

We ensure every child's true potential is unlocked and achieved through a unique, and personalised, educational experience. This includes an exciting knowledge-rich curriculum, which centres on rich cultural experiences throughout the year to scaffold learning upon.



Lodge Park Academy, Corby

At Lodge Park Academy we believe that young people flourish in an unbeatable learning climate, where lessons are disruption-free and expectations are sky-high. We know that all young people can achieve their potential if they have access to expert teachers, an ambitious knowledge-rich curriculum and excellent pastoral care.



Malcolm Arnold Academy, Northampton

Malcolm Arnold Academy was established in September 2010, to broaden the horizons of its students by offering a world-class education and outstanding academic and co-curricular opportunities. The academy provides an innovative curriculum which aims to develop a culture of achievement and Students are given everything they need to achieve success.

Our academy also has strong links with the Peterborough Diocese, and is a Church of England Academy.



Malcolm Arnold Preparatory School, Northampton

Malcolm Arnold Preparatory School is a warm and welcoming primary school in Northampton, offering a world-class education for children aged 4-11. We are unique as we seek to combine the best of the Independent sector, with the focused and modern approach taken by the state sector. We believe in supporting a holistic view of education - encompassing creativity, academia, sport and personal development.



Newnham Primary School, Newnham

At Newnham we give pupils the tools to be intellectually able and socially confident. Our very small size means that we all know every pupil very well. We know their areas of excellence and the areas they need support with. We work closely with the local community and really enjoy being a part of such a beautiful village. We are also part of something bigger and that enables us to deliver an amazing curriculum packed with enrichment opportunities.



Quay Academy, Bridlington

Quay is a values school and encourages children to think about the principles that guide our behaviour and thinking. Over time, we hope to see children putting all of these into practice to become well-rounded citizens and life-long learners.



Rockingham Primary School, Corby

At Rockingham we are committed to being an inclusive school, providing the best possible standard of education for every child. With us learning and teaching is challenging, exciting and creative within a safe, secure, nurturing environment. Our mission is to broaden the horizons of young people through a world-class education and to move towards being an outstanding school within 3 years. We will do this through commitment to high quality all round education for all.



Skegness Grammar School, Skegness

Skegness Grammar School is a traditional Grammar School with our students being the focus of school. Our students achieve high academic success and as a school we take great pride in producing well-rounded, cultured individuals with a high level of social skills. The ethos of our school is based on the celebration of excellence in a caring, supportive environment which encourages pupils to achieve beyond their expectations and places strong emphasis on self-discipline, good manners and courtesy.



The Arbours Primary Academy, Northampton

At the Arbours Primary Academy, we believe that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we support our children to learn the skills, knowledge and understanding necessary to be able to make safe and informed choices about the important things in their future lives. We believe that engaging teaching and learning experiences help our children to become life-long learners leading happy and rewarding lives beyond our school. We are a large school and are continually improving and developing what we offer our pupils in our drive to become one of the best primaries in the area providing the best education.



Thomas Hinderwell Primary Academy, Scarborough

Thomas Hinderwell is more than a school, it is a family. We have high expectations that require us to inspire our pupils to be aspirational by aiming higher, working harder and learning more than has ever been asked of them. We want every child who attends THPA to be successful by building a real community that share core values and supports each other by using the 'every lesson matters' mantra to help our pupils achieve both academically and personally.



Thomas Middlecott Academy, Kirton

Our academy is named after Sir Thomas Middlecott, who founded the first Free Grammar School in Kirton in 1624, and there has been a school serving our local community ever since.



Welton CE Academy, Welton

Welton is a beautiful village school and we aspire to offer the very best in all we do. Learning is at the heart of all that we do and we continually strive to excite and motivate our pupils through a rich and inspiring curriculum. We are able to offer a caring, happy and stimulating environment in which all of our pupils can learn, thrive and achieve their full potential.

As a Church of England Academy within the Diocese of Peterborough, we are proud to have a strong, productive and supportive relationship with St Martin's Church. Our strong Christian ethos and values promote our excellent spiritual, moral and cultural development of our pupils.



Wold Academy, Hull

At Wold Academy we pride ourselves on creating a safe and fun environment for our children to learn, grow and develop lasting friendships. Wold is acknowledged by Ofsted as a school which prides itself on the support and safety which its students are offered.





Our Mission, Vision and Values

David Ross Education Trust schools create a rich and exciting learning environment that inspires students to become their confident, academic best. Our Vision is to develop a school of choice within our communities and our Mission is to give every child attending one of our schools a world-class education.



David Ross Education Trust

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