

ACCORD MULTI ACADEMY TRUST

ANNUAL REPORT 2023



WELCOME FROM...

Our Chair of Trustees

As Chair to the Board of Trustees I am delighted to introduce the Accord Multi Academy Trust (MAT) Annual Impact Report 2023. This is the third year we have produced this report and I hope you will find it engaging and informative, and that it provides evidence of the Trust's continued commitment to progression.

The role of the Trustees is to promote the vision, ethos and strategic direction of the Trust, to ensure financial resources are effectively used and to hold academy leaders to account for performance. We have a very strong set of Trustees from a range of backgrounds who place the best interests of pupils and staff at the forefront of everything we do.

Speaking on behalf of our Trustees and academy Governors, we have truly embraced the continued opportunity we have to visit our respective sites, talk to staff, interact with pupils and experience the thriving collective Accord learning environment.

As Chair, I will endeavour to ensure that the high standards that have already been established are maintained and further developed towards our goal of achieving excellence at all levels and in all aspects of our work.



John Leam
Chair of Trustees

A handwritten signature in black ink, which appears to read 'John Leam', written in a cursive style.



WELCOME FROM...

Our CEO

The 2022/2023 academic year has been full of highlights, successes and milestones that we as a Trust can reflect on with copious amounts of pride.

To succinctly round up all of our communities' achievements and progress indicators is a task which simply isn't possible – something which I feel speaks volumes about the high-attaining culture that exists across our Trust.

However, I do hope you enjoy a whistlestop tour of all things Accord, throughout our 2023 Annual Report.

I do want to start at the end, so to speak, and with our Results Days. As the dust settled, we were able to take stock of just how incredibly well our pupils and students performed as a collective. We are delighted with the outcomes that our young people achieved with the majority of consolidated headline outcomes across the Trust well above national averages, ensuring that our pupils and students were best placed to make the transition to secondary, further, and higher education, and into training and employment.

All staff have, of course, played their part in the Trust's successes. Our teaching staff have provided high-quality and extensive academic support. Our pastoral teams have ensured that young people attend regularly and that supporting their welfare and mental health is at the forefront of our work. Our site teams have ensured the best possible environment for learning whilst also supporting extensive refurbishment work to enhance the learning

environments of our academies. Our enrichment curriculum across each of our academies has gone from strength to strength and has further enhanced the all-round development of our young people which is evident through the features and photographs in this report.?

As we look ahead to 2024, we do so with both optimism and excitement as we have set out our ambition for the next two years as a Trust and our strategic priorities and spotlights to ensure our continued success. Whilst there are clearly tough times ahead with financial pressures impacting us all, we will be doing everything we can to support our young people, families, and communities through these challenging times.

Sustainability will be a key priority which will be driven by staff and supported by pupils. It goes without saying that we will continue to focus on excellent teaching and learning for all pupils within our care, and the launch of our curriculum virtues aligned with the enrichment programme on offer will support our young people to become the best they can be.

A fantastic year on which to look back as Chief Executive Officer, one in which I have been immensely proud of the young people and staff across the Trust, and I hope that this year's annual report gives you a flavour of our continued success that has been secured with the strong support of our parents and community.



Alan Warboys
Chief Executive Officer

A stylized, handwritten signature of Alan Warboys in black ink.

ABOUT

Accord Multi Academy Trust

We are extremely proud of our fantastic family of academies, all of which have huge capacity for greatness.

We have...



4

ACADEMIES



435

STAFF



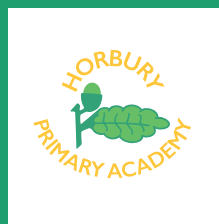
3483

YOUNG PEOPLE

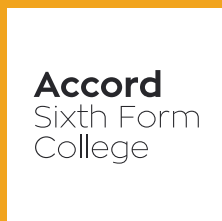
Primary | 619
Secondary | 2627
Post-16 | 237



Horbury Academy
Ofsted: Good



Horbury Primary Academy
Ofsted: Good



Accord Sixth Form College
Ofsted: Good



Ossett Academy
Ofsted: Good



Middlestown Primary Academy
Ofsted: Good



OUR *Vision and Values*

At Accord, we celebrate our differences through strong collaboration and inspire all members of our learning community to be the best they can be. We believe that working together makes us stronger and the support and challenge of each other enriches each of our academies and the Trust.

Our academies work on the following key principles:



Ambitious

for our young people
and staff



Creating

a positive climate and an
ethos for learning and success



Collaborative

to secure the best possible learning
experiences for young people and staff



Dynamic

and reflective
learning communities



Opening doors

for parents, carers and the
community and being
fully inclusive



Resilient

in order to develop in young
people and staff a mindset
for success

Financial Headlines

The Trust has continued to demonstrate a strong financial performance, implementing a robust financial strategy to secure an underlying in-year surplus position for 2022-23. We have retained a strong level of financial reserves and this has allowed the Trust to make a significant investment to our buildings, infrastructure and to support a number of worthwhile projects to extend the quality of provision and support available to young people.

Income & Expenditure



£21.9 million
in income received



£21.2 million
in expenditure (excluding
capital investment)

Capital & ICT Investment



£1.6 million
in external funding secured for
capital enhancement of facilities



£567,000
spent on improving facilities



£664,000
committed for capital
enhancement of facilities
from reserves



£400,000
spent on ICT hardware (continuing
our robust lifecycle programme,
replacing PCs and installing smart
screen TV projectors in classrooms)

Supporting Recovery from the Pandemic



£112,000
spent on school-led tutoring,
supporting pupils to
secure stronger academic outcomes



£127,000
committed to targeted pastoral
support (specifically mental
health and wellbeing support
for young people)



£47,000
committed to ensuring access
to targeted welfare support

OUR *Central Trust* *Leadership Team*



Alan Warboys
National Leader of Education
Chief Executive Officer



Lisa Binks
Chief Operating Officer



Claire Brook
Chief Finance Officer



Jamie Lawler
National Leader of Education
Executive Leader (Secondary)



Geoff Howsam
Director of Estates



Kelly Barraclough-Dunn
Subject Director (English)



Steve Thompson
Director of ICT

OUR *Academy* *Senior Leaders*

Horbury Primary Academy



James Tucker
Headteacher



Jane Wynne
Deputy Headteacher



Julie Yarnold
Deputy Headteacher

Middlestown Primary Academy



Hannah Young
Headteacher



Jenny Sholi
Assistant Headteacher

Horbury Academy



Nicola Walker
Principal



Nick Ash
Vice Principal,
Trust Lead on Secondary Teaching,
Professional Learning & Development



Ben Gilder
Vice Principal,
Trust Lead on Secondary Assessment

Ossett Academy



Samantha Broome
Principal



Sam Gibbs
Vice Principal,
Trust Lead on Inclusion



Dan Silkstone
Vice Principal

Accord Sixth Form



Richard Spink
Director of Sixth Form

OUR Key Drivers For Success



LEADING
SUCCESS

A Robust Organisation: Outcomes from Our Internal Audit Programme

The Academy Handbook sets out a requirement that all Trusts should have in place a programme of internal scrutiny to provide independent assurance to the board that its financial and non-financial controls and risk management are operating effectively.

As a Trust, we engage TIAA to provide this level of robust external scrutiny and they routinely carry out a series of two-day audits of areas of Trust operations at regular intervals across the year. As an outcome of each internal audit, TIAA awards a rating based on their findings as follows:

Substantial
Assurance

There is a robust system of internal controls operating effectively to ensure that risks are managed and process objectives achieved.

Reasonable
Assurance

The system of internal controls is generally adequate and operating effectively but some improvements are required to ensure that risks are managed and process objectives achieved.

Limited
Assurance

The system of internal controls is generally inadequate or not operating effectively and significant improvements are required to ensure that risks are managed and process objectives achieved.

No
Assurance

There is a fundamental breakdown or absence of core internal controls requiring immediate action.

Over the course of the last year, the Trust has demonstrated **outstanding** performance across all areas of the internal audit programme that has been covered:

Audit Remit	Outcome
ICT High Level Controls	Substantial Assurance
HR Management	Substantial Assurance
Key Financial Controls	Substantial Assurance
GDPR	Substantial Assurance

This is the third consecutive year where the Trust has secured 'substantial assurance' across each internal audit.



**DEVELOPING
SUCCESS**

Our Professional Learning Development Approach: Secondary Teaching & Learning Development Groups

Teaching staff meet in their Teaching & Learning Development Groups (TLDGs) on a regular and scheduled basis to discuss, reflect and support each other and to plan the next steps in their development of an evidence-based technique of their choice, over a period of a year. The aim is to become an expert in that area and be able to become more consistent with regard to their classroom practice. The pedagogy of key teaching and learning principles, which also underpins the Accord Classroom, is developed and practised within the TLDGs over the course of a year. The work that has been completed is then celebrated at the end of the year in a Trust-wide event.

“If we are serious about helping teachers improve their practice, we have to help teachers change their classroom habits. We also need to support teachers to make changes in their practice that last. What teachers need is help in creating new habits.” - Dylan William

Work on TLDGs continues to run in conjunction with whole-academy-level Professional Development (PD) and departmental PD as outlined in the PD calendar. Feedback from a small working party requested time for teachers to work on areas of their own personal choice in PD time and to be given time to work collaboratively with others.

Quality assurance of the TLDGs places an emphasis on five key areas, to ensure that the development opportunities that staff receive, continue to evolve with the priorities of the academies/Trust. They are:

- *Choice*
- *Small steps*
- *Support*
- *Flexibility*
- *Accountability*

Teacher feedback tells us that the aspect of choice is a positive factor in the development of new skills. Teachers can choose something that helps them become even more of an expert in their strengths. It doesn't have to be a perceived weakness.

Recognising Our Staff's Importance

We understand just how integral our Trust-wide staff body are when it comes to facilitating the success of pupils and students within the Accord learning community. Which is why, as a Trust, we are always exploring ways to ensure that our staff are both supported and recognised as much as possible.

First and foremost, Staff wellbeing is of huge importance to us and, through our recently launched Accord Rewards offer, in conjunction with Reward Gateway, colleagues have access to a 24/7 Employee Assistance Programme, completely free of charge. Our HR Team also are on hand to provide welfare support to colleagues and line managers in addition to facilitating access to specialist external support should a need arise.

Furthermore, we continue to publish a half-termly 'Wellbeing Wednesday' publication, which offers staff avenues of support, light-hearted anecdotes, and top tips for maintaining a mentally and physically healthy lifestyle.

In February, we came together as a Trust for our MAT Inset Day. Colleagues had a wonderful opportunity to work collaboratively, while further enhancing current practices. We were delighted to launch our brand-new Accord Rewards benefits package too!

Our employee benefits offer has gone from strength to strength, with Reward Gateway affording staff the opportunity to make savings on everyday items, holidays and more! Colleagues can also make use of our salary sacrifice schemes, and our cycle to work offer, with our recently published People Pledge documenting the plethora of benefits that come with being an Accord employee.

We marked National Thank A Teacher Day by giving staff the chance to enjoy a complimentary sweet treat, as a token of our continued gratitude for everything that they do for our pupils and students.

The Trust operates a number of cross working groups where colleagues come together to work collaboratively on key strategic themes and priorities. These groups provide opportunity for professional and personal development, workload sharing and efficiencies in productivity.



22

Early Career Teachers (ECTs)



24

internal promotions in the last academic year



26

members of staff engaged with professional qualifications – including NPQs, Apprenticeships and Chartered Membership of IOSH – during 2022/23





A Spotlight on the Accord Classroom: Connecting the Learning

One of the first principles of our Accord Classroom is about 'connecting the learning for young people' and this is something that teachers have worked hard on in recent times.

Teachers begin every lesson by setting a 'Learning Challenge' for all pupils. This challenge provides a holistic picture of what pupils are learning with an explanation of why it matters in relation to the bigger picture. The teacher will keep the Learning Challenge displayed throughout the lesson, referring back to it and checking progress.

Understanding 'the big picture' is an important aspect of learning. It allows pupils to make connections to prior learning and understand how a single lesson contributes to a larger topic or skill set.

Across all lessons in our secondary academies, we expect teachers to make these connections explicit for pupils and when we speak to pupils in lesson visits, they should be able to articulate their learning, making links to prior and future learning. Our internal quality assurance activity across the academies has shown that this is really becoming a strength of our Accord Classroom practice.

Developing Our Wider Primary Curriculum

Across both of our primary academies, we have invested our focus on developing a curriculum that we can be proud of and which is personal and tailored to both schools, their pupils and wider communities. Our curriculum celebrates the diverse opportunities that pupils are offered, both within the classroom and through additional learning experiences (such as: trips, workshops and extra curricula activities). Although we deliver a broad and balanced curriculum that is in line with the National Curriculum, we have aspired to go beyond this to provide the very best learning opportunities and a curriculum that really celebrates the locality of our respective academies.

In addition to this, we have also embedded opportunities for our pupils to learn more about the wider world within which they live; this has facilitated the opportunities for our pupils to learn about and celebrate the diverse cultures, religions and traditions of people and places around the world. As a result, the curriculum at both Horbury Primary Academy and Middlestown Primary Academy has enabled our children to both learn and remember more. Through creating an engaging curriculum, we have been able to harness a clear love of learning amongst our pupils whilst also providing opportunities for them to develop a love of individual subjects.

Our curriculum has been carefully designed to ensure learning builds upon the prior knowledge and skills that have been previously taught, with well-planned and clearly sequenced lessons delivered to ensure all pupils are able to both access and enjoy learning as well as making progress.



Our Literacy Strategy Across the Secondary Phase

Last academic year saw the launch of the final stages of our Accord Trust-wide Literacy strategy. Pupils are challenged to think from different perspectives and take the time to consider how their answer can be articulated through our 'Think It' strategy and expectations are raised further with the increased formality of responses, where pupils are asked to 'say it like an expert' using our 'Say It' strategy.

Pupils are also supported with their reading and understanding of challenging texts across all disciplinary subjects through the use of a wide variety of strategies to break texts down and support meaning through our 'Read It' strategy. Pupils are also supported to produce creative writing and extended writing through appropriate structures. The depth of understanding from Think It, Say It and Read It all support pupils to reach an improved understanding and be able to produce high quality, independent written work.

We have seen a very successful year with our reading intervention strategy; Reading Buddies. The last academic year saw over 30 Year 10 and Year 12 Reading Mentors paired with a younger buddy from Years 7 and 8. Our reading mentors read twice a week with their buddy in the LRC and focused on supporting pupils with their reading confidence, fluency and enjoyment of reading. Pupils have spoken very highly about their Reading Mentors, many have also talked about how much more they enjoy reading and have started loaning books from the LRC to read for pleasure.

We have also seen a full year through with our Fresh Start reading intervention, where trained Learning Mentors work through a programme of phonics with identified pupils from Years 7 and 8. We have seen some excellent progress from this strategy and pupils have really engaged and improved.



THINK IT

is the provision of time for pupils to consider an answer before sharing, or opportunity to recall previous learning or predict outcomes.



READ IT

is split into two areas – reading for learning (R4L) and reading for pleasure (R4P).



SAY IT

is all about improving the formality of responses by maintaining high expectations regarding oral contributions in class.



WRITE IT

is the independent application of skills in the written form – evidencing the impact of the above three strategies as it showcases the improvement in understanding.



Tests & Examinations: An Extensive Support Network

An essential focus each year across the Trust is to ensure all of our young people feel supported to be successful in tests and examinations. In what has been a crucial year for pupils and students, all Year 6, Year 11 and Year 13 have received extensive support outside of the timetabled curriculum, alongside targeted support for identified young people experiencing significant barriers to success.

As well as support for young people, we have also been fortunate to count on the support of parents who have attended a range of events designed to ensure that our supporting success agenda has been a partnership to ensure the best possible outcomes for young people.

Whilst the support for pupils will have been different in each phase, throughout the year, young people have accessed some or all of the following as a small sample of our extensive offer:

- Additional time before, during and after the academy day, with secondary pupils accessing an additional three hours of teaching each week as part of our recovery curriculum and students in Post-16 in receipt of an additional lesson each week in many of their subjects.
- Targeted 'Drop Down' Days from the normal curriculum in which young people were able to secure an extended focus on a particular subject.
- Extensive opportunities to trial tests and examinations, with the appropriate level of coaching and support to ensure success.
- Access to a range of online resources to support home learning and revision, and access to subject-specific online tutoring for Post-16 students.



In addition, some pupils and students have accessed:

- An academic tutor for an extended period of time in a one-to-one or small group setting.
- A mentor, which in most cases has been a designated member of staff to provide targeted support and a confidence boost.

With additional support for parents in place via:

- Traditional Parents' Evening across the course of the academic year with wrap-around information to support transition and next steps.
- Hosting 'Supporting Success' and 'How To Help Your Child Succeed' events in the secondary phase, designed to support parents to have a better understanding of the challenges and support needed during examinations.
- Hosting a 'Preparing to Succeed' evening in March, designed to support parents and their children with revision strategy and organisation around the final exams.

All of the above contributed to ensure that all our young people achieved success and were well placed to take those next steps in education, employment and training in comparison to their peers both locally and nationally.





STANDARDS FOR SUCCESS

Our New Rewards & Consequences Policy

This year has seen further development of our Standards for Success, creating a new Rewards and Consequences Policy across the Trust to replace the previous Behaviour Policy.

Character Virtues are a golden thread that run through the fundamental structure of all rewards and consequences. We have adopted a trauma-informed and inclusive approach that mirrors our culture in consistently promoting high standards to ensure all pupils can achieve and thrive.

We have listened to the views of pupils and their parents and carers and liaised with staff so that our Trust-wide approach places a strong emphasis on rewards, whilst teaching and modelling expected behaviours and positive relationships. The behaviour management system is designed to provide pupils with choices, to support learning and to give clear reasons as to why positive behaviours will be rewarded and negative conduct will be challenged.

A recent visitor to Ossett Academy said they: "Consistently witnessed staff and students showing mutual respect for each other which created a calm, purposeful and inclusive feel within the academy. The behaviour of pupils was exemplary during the visit. The dress code and pride with which students wear their uniform was also evident at all times."

An Update on IQM

Horbury Academy and Ossett Academy both hold the Inclusion Quality Mark (IQM) award, which provides schools with a nationally recognised framework to guide their inclusion journey. In 2022, Ossett Academy became a Centre of Excellence. Becoming a Centre of Excellence is an opportunity for schools to build on the success of being one of the very special schools which holds the Inclusion Quality Mark award. This award recognises those IQM Inclusive Schools which continue to demonstrate a commitment to outstanding levels of inclusive best practice. In October 2023, Ossett Academy was assessed for the first year of being a Centre of Excellence. The Assessor was impressed with the continued positive developments for inclusion at Ossett Academy.



Spotlight on California Drive



Our established Trust Provision at California Drive has a dedicated and supportive team of staff working with pupils who require an alternative to their mainstream academy provision.



Mrs Claire Spurr
Alternative Provision Manager



Miss Kelly Scaife
Personalised Learning Mentor



Miss Natasha Kirk
Provision Lead Teacher



Mrs Nicola Hudson
Personalised Learning Mentor

Pupils can study the full range of GCSE subjects, and participate in targeted work experience and interventions aimed to develop wellbeing, taking responsibility and making good choices. The goal is that pupils will be reintegrated partly or fully into our mainstream setting, or where this is not appropriate, that they will still go on to succeed in their exams and post-Year 11.

New referrals are closely monitored through a California Drive Panel system, ensuring that places are assigned to the pupils with the greatest need. Each pupil accessing California Drive has a bespoke package to meet their

individual needs. The team at California Drive liaise with outside agencies such as social services, education psychology team, police and youth justice services to ensure the right level of support is given to each pupil.

The Trust has employed a “Think for the Future” (TFTF) Mentor to support pupils, both within the academy and at California Drive to work on social skills support tailored to the cohort of pupils assigned to him. Pupils all speak eloquently about the changes that the support has made in their ability to access education in a more positive way.

Our Attendance Strategy

The link between attendance and attainment in school is clear. The more a pupil is in school the more they increase their opportunity to fulfil their potential.

As a Trust we launched updated primary and secondary attendance strategies at the start of the new year in September. These strategies offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families.

We expect good attendance and punctuality from all members of our Trust community and make sure that pupils understand its importance. We communicate openly and honestly with staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them. We monitor whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions.



Trust-Wide Academic Outcomes

Across the Trust, we were delighted to be able to look back on another fantastic pool of outcomes for the 2022-23 academic year.

We were extremely pleased that the hard work of both pupils and students, with the dedicated support of staff as part of our Supporting Success key driver, paid off.

The consolidated outcomes across the Trust were strong overall when compared to local, regional, and national outcomes, and ensured that young people across the Trust were well-placed to secure their next steps in education, employment, and training.

Year	Measure	Accord	National
1	Phonics Screening Test	80	80
2	Expected Standard Reading	78	68
	Expected Standard Writing	64	59
	Expected Standard Maths	72	70
	Expected Standard Reading, Writing and Maths	63	55
6	Expected Standard Reading	76	73
	Expected Standard Writing	79	71
	Expected Standard Maths	78	73
	Expected Standard Reading, Writing and Maths	68	59
11	Progress 8	+0.20	-0.03
	Level 4 English and Maths	77	67
	Level 5 English and Maths	55	45
	Ebacc Average Points Score	4.2	4.0
13	A* - A Grades	18	27
	A* - C Grades	77	76
	A* - E Grades	99	97
	A Level Provider Quality Indicator Score	3 (top 25% nationally)	NA

Julie Tomlinson: A Trust-Wide Celebration

Colleagues from across the Accord Multi Academy Trust celebrated the retirement of Horbury Primary Academy Headteacher, Julie Tomlinson, earlier this year.

Thank you for everything you have done to support our pupils, staff and wider community during your time at the Trust.

Julie added:

"I have really enjoyed my time at Horbury Primary Academy and have been proud to lead such a wonderful school with such amazing children! I would like to thank all parents, carers and colleagues for their support during my time here and for all the lovely things you have said.

"I have been completely overwhelmed by your generosity and thank you so much for all the good wishes and the lovely presents and flowers."

Developing Leadership Skills: Our Primary Head Boys & Head Girls

Each year, children in Year 6 elect two children at each of our primary academies to represent them and their academy as Head Boy and Head Girl.

They are fantastic ambassadors for promoting the positive ethos of each academy, by maintaining excellent behaviour and acting as role models for all the children.

Their involvement is wide-ranging, from showcasing our academies to external visitors, to having a key role in recruitment, as was the case with Chloe and Sam, who were integral in the interview process for Mr Tucker, Horbury Primary Academy's recently appointed Headteacher.

Developing their role and carrying out these responsibilities helps them to gain a better understanding of responsibility and leadership – attributes that will help them to navigate the changes from primary to secondary school, while also developing their independence.

Secondary & Post-16 Results Days

It is always wonderful to see our pupils and students celebrating their academic achievements upon collecting their results at respective Results Days.

As a Trust, we know how special these moments are for our young people, and to see so many joy-filled faces makes everything feel worthwhile.



ACHIEVING SUCCESS

MIDDLESTOWN PRIMARY ACADEMY



Eco-Warriors

Over the last year, the Eco-Warriors of Middlestown Primary Academy have been hard at work initiating and implementing changes to their school, seeking to maintain and improve eco-friendliness and raise awareness of the importance and responsibility weighing on all of us. After applying for the role and being selected by staff members, they began their new roles by collating their ideas to form an action plan which covered a range of areas, including growing vegetables, conducting litter picks and fundraising for charities supporting the wellbeing of animals. In addition, they completed surveys of the school to discover what was already in action and the areas requiring improvement. Three of the areas identified were global citizenship, litter prevention and healthy eating. Each week, the Eco-Warriors met with a member of teaching staff to discuss and implement changes with a focus on the three strands identified above.

In May 2023, the children hosted a 'grow your own sunflower' competition, whereby they encouraged each class to grow a sunflower with the tallest sunflower winning a class prize. They chose this as a way of bringing plants into their classrooms, and being challenged to look after them for two months encouraged a sense of responsibility in each of the classes. They created a video to introduce the competition, which they presented to the whole school.

In addition to this, the children felt it was important to raise awareness of methods in which individuals can reduce the waste they produce, in turn reducing the usage of natural resources. They did this by encouraging the use of paper recycling, taking responsibility for emptying the bags each week, and creating light switch posters for all of the lights in school, encouraging children and staff to switch lights off when not in use.

Outside on the school grounds, the children completed a series of litter picks, planted and cared for some new trees on the school field, and planted vegetables in the Foundation Stage play area. They included the whole school in this; Years 2 and 3 created 'litter art', Foundation learned about growing cress and Year 5 conducted a survey of the litter in the local area.

Earlier this year, the Eco-Warriors also took part in the Wakefield Climate Change Relay to raise awareness of the necessity of fighting climate change. Middlestown, along with other schools in the area, passed on a baton and banner, encouraging people to sign a petition for the government to commit all UK schools to being zero carbon by 2030.





Sport at Middlestown Primary Academy

During Sports Week, the children took part in a variety of different sports: Rollerbikes, Aerobics, Skateboarding, Hockey, Basketball, Football, Nerf Wars, Fencing, Boxing, Lacrosse, Ultimate Frisbee and Volleyball. The wide range of sports on offer allows the opportunity for children to try out a sport that they may not usually have the chance to play and enables many of our local clubs and teams to talent-spot pupils. Many of our children are asked to take up particular sports and join clubs and teams based on how they participated during the sessions in school. It is always a highly popular week that the children (and staff) look forward to each year.

All of our children in school participate in Sports Day from Nursery to Year 6. Families are invited to spend the morning or afternoon watching their child participate in several different races and then join the school community for a picnic on the field. We ensure that there are races that every child is able to participate in and the children wear their house colours for the event, winning house points for placements in the races. A house cup is awarded to the house who gains the most points across all the year group Sports Days.



ACHIEVING SUCCESS

HORBURY PRIMARY ACADEMY

PE, Sport & Physical Activity

PE, sport and physical activity is of significant importance to us at Horbury Primary Academy and we celebrate each equally throughout the year.

Each week, the most active class is recognised in the Class Champions Assembly and the achievements of individuals and teams both in and out of school are celebrated. Over the course of 2022-23, our children took part in a range of events where they were able to compete against other schools in the local area, against schools across Wakefield and even across other districts! In addition, a number of pupils took part in 'Come and Try' events with activities ranging from adventurous outdoor pursuits to Boccia.



School Council

In September 2022, children from Year 2 to Year 6 were given the opportunity to put themselves forward to become a School Council member. These children made a short speech in class, sharing their vision for the future of Horbury Primary Academy and three children were selected from each class to go forward to the School Council Elections. All children were able to democratically cast their vote, choosing the person they felt would best represent them and their class, by placing their voting slips into the ballot box. The child with the most votes was assigned as the School Councillor for their class.



The elected Horbury Primary Academy School Councillors of 2022-23 attended regular meetings with Mrs Wynne. During the meetings, the council members shared ideas for fundraising and school improvements, making sure they represented the voice of all pupils. They helped promote and organise numerous charity events, such as Children in Need and raised money by carrying out fun and exciting activities. They participated in anti-bullying week and ensured that the HPA child-friendly anti-bullying policy was securely in place.

The councillors felt that their most important contribution to HPA was their involvement in the interview process for Headteacher, where they helped with the selection and appointment of Mr Tucker. They also played a role in the interviews of the School Office Manager and Year 1 Class Teacher. The councillors also expressed their delight at hosting a meeting for the Middlestown Primary Academy School Councillors. They very much enjoyed taking them on a tour of school, eating lunch together and then sharing ideas. We will definitely make sure these visits continue in 2023-24!

ACHIEVING SUCCESS

HORBURY

ACADEMY



Engaging Curriculum Enrichment Days

Held over two days at Horbury Academy, our Year 7 pupils got the opportunity to build upon their pre-existing knowledge of World War One throughout respective Curriculum Enrichment Days, which were coordinated by our fantastic English and History departments.

Within respective timetabled days, pupils learned about multiple facets of World War One, in a variety of workshops, which placed an emphasis on everything from War Poetry to Life in the War. Pupils even got to experience what it would have been like in an actual real-life trench, courtesy of an immersive virtual reality experience, delivered by Time Travel Education! Approaching each task with incredible focus and enthusiasm, our pupils truly embodied the Horbury Academy 'Courage' Character Virtue.

Reflecting on the two days and their subsequent impact on pupils, Mrs Walker, Principal, said:

"Our Year 7 pupils have thoroughly enjoyed their 'In the Trenches' curriculum enhancement experience this week and taken full advantage of this great opportunity with a focus on our Character Virtue 'Courage'. It was wonderful to see pupils engaged in the various activities and lessons throughout each day, including coded messages home and a time travel VR session."

Speaking about the immersive virtual reality experience, Year 7 Jacob explained, "It was amazing, and it actually felt like I was really there!"

"The VR experience was the best part of the whole day," Year 7 pupil, Brandon, added.

STEAM Scouts

All of our Horbury Academy STEAM Scouts showed fantastic leadership skills, as they planned and subsequently delivered events at both Horbury Primary Academy and Middlestown Primary Academy. They overcame their own nerves and presented to full classes of pupils, encouraged, supported and praised Year 5 pupils to such a point that the primary pupils were actually coming up with answers regarding role models!

Pupils who took part in the STEAM events were rewarded with a breakfast treat with Mrs Walker.



ACHIEVING SUCCESS

OSSETT ACADEMY

Simon Lightwood MP Visits Ossett Academy

Simon Lightwood, MP for Wakefield since 2022, paid a visit to Ossett Academy in September.

Pupils were able to meet with him and discuss his views and his path to becoming an MP. Mr Lightwood commented on how impressed he was with the depth of questioning from our young people and the confident way in which they spoke.

The discussion was recorded and the video took centre stage in the Duty session of our Character Virtues launch.



Languagenut Achievements

Pupils from all year groups at Ossett Academy are set weekly tasks on the foreign language learning platform, Languagenut.

Pupils earn points for the tasks that they complete and there are monthly competitions between classes, year groups and languages. Pupils are able to see where they sit in the world rankings, which includes thousands of pupils in hundreds of schools across fifty countries.

In May, Beth, one of our Year 9 pupils, was not only number one on the school leaderboard but also number one in the world! What an amazing achievement, Beth!



Extra-Curricular and Curriculum Enrichment

This year, we have hosted a high-quality extra-curricular programme with 1,395 attending a variety of clubs to meet a wide range of interests. The academy has run an average of 13 different clubs each term. Pupils have had the opportunity to step outside their comfort zone, refine skills and develop leadership. It was great to see our pupils' accomplishments being highlighted through events such as our Music Showcase and Shrek the Musical performance, not forgetting a whole host of sporting achievements. Pupils also acted as role models visiting local primary schools delivering Science, Music, and PE lessons throughout the year.

It has been a truly unprecedented year for sporting success across the academy, with eight pupils achieving a place at district level for Wakefield Netball, our Boys' Football Teams picking up wins and trophies along the way, a large pool of pupils participating in athletics and much, much more!

ACHIEVING SUCCESS

ACCORD SIXTH FORM COLLEGE

The Inspiring Excellence Programme

The Accord Sixth Form College Inspiring Excellence programme offered students an amazing range of opportunities throughout the 2022/23 academic year.

Students took part in a residential at Selwyn College, sampling lectures and tutorials and meeting current Cambridge University students. Students have also taken part in the HE+ programme led by Cambridge University, working with students from a range of local colleges to develop the skills and qualities needed to apply for the country's top universities.

We have also had the highest number of students in our history taking part in Linacre Summer School, leading to a record number of our students applying to Oxbridge universities.



Football Academy

The Accord Sixth Form Football Academy has gone from strength to strength in 2023. There are now over 40 students involved in the programme, leading to the need for two teams.

The teams have had another successful year, with the first team finishing second in their National College League.

Alongside the success on the pitch, students have again supported Trust primary schools by running sessions for pupils, while also having visits from Player Path Football and the Huddersfield Town Foundation, where they learned about opportunities beyond their Post-16 studies.







Estates



Trust-Wide Condition Improvement Funding (CIF)

As a Trust, we were delighted to be the beneficiary of £2.4 million worth of CIF Funding, which will have a truly transformative impact on each of our respective learning communities as a collective:

- Horbury Primary Academy: Pitched and flat roof replacements
- Middlestown Primary Academy: Heating systems and pitched roof replacement
- Horbury Academy: Sports Hall flat roof replacement
- Ossett Academy: New boiler and heating networks

Inclusive of this, Ossett Academy was also successful in being shortlisted to be a part of the DfE's School Rebuilding Programme. The programme, which is inclusive of 400 schools across England, facilitates major rebuilding and refurbishment projects at school and Sixth Form college buildings, with buildings prioritised according to their condition. It is expected that the work across the 400 schools will take place over the next four years.

Middlestown Primary Academy Opens Margaret Wright Reading Shed

Earlier this year, Middlestown Primary Academy launched their brand-new Margaret Wright Reading Shed, in memory of our incredible, former Chair of Governors.

With members of the local community, pupils and school colleagues in attendance, we proudly 'cut the ribbon' and opened its doors, as the children began new literary adventures.



Horbury Academy Roofing Project

Work is already well under way in support of Horbury Academy's roofing project, which will see a complete replacement of the structure that currently exists on top of the Sports Block.

As well as providing warm & safe educational spaces for our pupils, upon completion, the new roof structure will see a reduction in energy use and CO2 emissions; a cornerstone of our ambitions that align with the Trust's Sustainability Driver Group.



Horbury Academy Washroom Project

Summer 2023 saw the refurbishment of Horbury Academy's main toilet facilities for both boys and girls, with a £320,000 financial investment.

The project, which saw the introduction of LED lighting, improved ventilation and more, will have a hugely positive impact on hygiene facilities moving forward.



A TRUST WITH

Civic Responsibility

We are proud of our internal capacity which enables us to support not only our own academies, but our external partners too. We are a National Support School Trust, engaged by the Department for Education to provide external support as part of their ongoing Trust and School Improvement Offer. A number of colleagues within the Trust are recognised as National Leaders of Education (NLEs), and others have direct experience working with Ofsted. This expertise, combined with our strong central foundations, have meant that we have been able to support a number of external organisations this year, in areas such as:

SUBJECT/PHASE REVIEWS

GOVERNANCE

TEACHING AND LEARNING

INCLUSION

We are extremely proud of our capacity to support local organisations as well as our own family of academies, helping to improve education for all.

"We have been supported by the Accord Multi Academy Trust through a Trust Partnership Agreement. This support has been invaluable in helping us to maintain the high standards that we set for ourselves in our accounts and financial procedures. The governing body has given feedback at meetings on the clarity of information within the monthly management accounts and recognise the value of the CFO to the academy. The clerking provided through the agreement has also been very professional and has supported the governing to continue to fulfil its strategic role well. From a Headteacher perspective, having the additional support to reach out to if needed has been very reassuring and useful, as the head of a Standalone Academy Trust."

Standalone Academy Trust Headteacher





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