



**Resilience
Multi Academy
Trust**

Prospectus



**A Future
Woven Together**



Annette Hall

Trust Chair

Annette became Chair of the Trust in January 2020. Annette brings extensive experience of senior leadership in education together with Board experience at Trustee and Chair level in Multi Academy Trusts, and director-level experience in the university sector.

Prior to retirement as a Multi Academy Trust Chief Executive, Annette established a new secondary Academy Trust of three schools in Leeds. Annette's leadership as Principal was recognised as turning around the standards of the first school she led in Leeds, moving the school from special measures to an Ofsted judgement of 'Good' with outstanding leadership. Following this, Annette then led a second highly challenging school as Executive Principal.

A long career as a highly effective English teacher, department leader, local authority adviser and Deputy Headteacher underpinned Annette's roles in Principal and executive leadership. Annette brings this core understanding and commitment to school improvement to her role at the Trust.

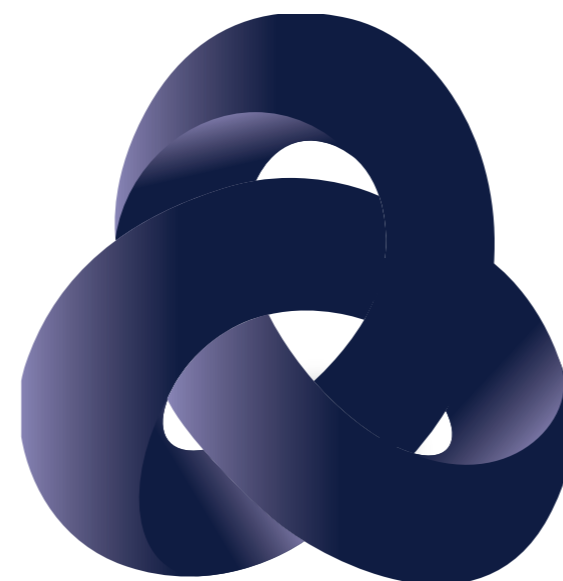
Annette is also a Trustee of a 10-school Multi Academy Trust in Cheshire where she chairs the Standards Committee and remains a member of a Tameside Trust that she previously chaired.



Welcome

To The Resilience Multi Academy Trust.

We have successfully transformed a number of Academies across Yorkshire, improving whole school performance for our students thanks to our unique, pioneering approach.



A Future Woven Together

Trust Board



Caroline Rogerson

Trustee

As Head of one of the fastest growing and most academically successful independent senior schools in Yorkshire, Caroline has a passionate interest in personalised learning, pupil achievement and school transformation.



David Hirst

Trustee

David is a professional engineer and advocate for promoting resilience within the Trust.



Halie Ann Headley

Trustee

Halie started her career in banking and has since held several roles across a range of industries including education, healthcare, finance, charities, engineering, manufacturing, and law enforcement.



Ian Smyth

Trustee

Ian is an independent economic consultant, specialising in issues facing island economies. He is currently advising the Government of St Helena, the British Overseas Territory in the South Atlantic, on their capital programme and project governance.



Jan Bennett

Trustee

Jan is a qualified teacher who taught mathematics in secondary schools and further education for over 25 years. She joined Ofsted as one of Her Majesty's Inspectors of schools in 2002 and was also a senior leader in a large general further education college.



Jason Field

Trustee

Jason is a Chartered Institute of Management Accountants (CIMA) qualified accountant with over 20 years' experience in finance and resources. Jason has 10 years' experience in the academy sector including as a Chief Finance Officer for three Multi Academy Trusts.



Sarah Cooper

Trustee

Sarah was born in Yorkshire and has worked in blue chip engineering and manufacturing organisations before transitioning to a career in Human Resources. Sarah is currently employed as Director of People Services at Bradford College, a large Further Education College offering a wide range of educational opportunities across a diverse student population in the heart of Bradford. She is also the Senior Post Holder responsible for Health and Safety and Safeguarding.



Tim Craven

Trustee

Tim is an experienced leader in both national and international regulated commercial organisations with in-depth technology knowledge, combined with extensive change management and customer relationship building skills. He has led multi-skilled teams through complex transformations including start-up, scale-up and restructuring programmes.



Emily Webb

Trustee

Emily is a lecturer at the University of Leeds specialising in academic literacies and transition to HE study. She has a PhD in History and is a Fellow of the Higher Education Academy. She joins the board after serving on Resilience's LRB for a number of years and contributing to the improvement and development of KS5 provision within the Trust.



Chris Frame

Trustee

Chris is a dual qualified senior insurance and litigation solicitor in England and Wales and New Zealand with experience acting for leading insurers, reinsurers, brokers and loss adjusters. He has experience of cases involving Directors and Officers Liability and other forms of insurance.



Rob Hicks

Trustee

Rob is the Company Secretary and Director of Operations and Legal with the Rugby Football League (RFL) and a Trustee with the RFL Facilities Trust. He is a Solicitor and brings experience of Safeguarding, Law and Governance to the Trust Board.

Our Journey So Far



RMAT has a strong track record of raising student outcomes both in Trust academies and those in which we have provided formal support. The Featherstone Academy and BBG Academy were both in special measures when they joined the Trust and went through rapid transformation to become Good with significantly improved examination performance. BBG Academy moved from a middle school to a secondary academy and secured a Progress 8 (P8) score of +0.24 in 2018/2019 and has maintained an above average P8 for the past 5 years.

The Featherstone Academy also demonstrated significant improvement in P8, achieving its highest ever results, and again maintaining a trajectory of improvement. Southway was in special measures prior to joining the Trust in 2013, it has been the highest performing Pupil Referral Unit ("PRU") nationally for the last 6 years and has had no Not in Education, Employment or Training ("NEETs") students in the same time frame. Since converting to Independent School status in 2019, Southway has successfully met the Independent School Standards and in March 2022 was rated Good in all areas by Ofsted.

Brayton Academy joined the Trust in 2016 when faced with closure by the Local Authority. The Trust worked with Governors and the local community to keep the school open, the academy examination performance has increased dramatically, recording +0.52 in 2018/2019 and was judged Outstanding in June 2019 maintaining its 'well above average' P8 since that date (P8 +0.69) 2023. UTC Leeds joined RMAT in September 2023 after a long period of support through an SLE, including providing a Principal and other key staff, this led to a Good Ofsted with Outstanding for Sixth form in January 2023.

The Trust has supported 8 other schools, including 2 UTC's, which have all shown improvement as a result.

The Featherstone Academy demonstrated significant improvement in P8, achieving its highest ever results.

BBG Academy

moved from a middle school to a secondary academy and secured a **Progress 8 (P8) score of +0.14 in 2018/2019** and has maintained an above average P8 for the past 5 years.

Brayton Academy

has increased dramatically, **recording +0.52 in 2018/2019** and was judged Outstanding in June 2019 maintaining its 'well above average' P8 since that date **(P8 +0.69) 2023**.

UTC Leeds

joined RMAT in September 2023 after a long period of support through an SLE, including providing a Principal and other key staff, this led to a **Good Ofsted with Outstanding for Sixth Form** in January 2023.

Southway

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Our Leadership

Executive Team



Saira Luffman
Chief Executive Officer



Lindsey Crawshaw
Executive Assistant to Chief Executive Officer



Adam Marham
Chief Operating Officer



Neville Lawson
Chief Financial Officer



Stuart Voyce
Executive Director of School Improvement



Mark Newman
Director of ICT and Data Intelligence



Michelle Ashby
Director of SEND and Safeguarding



Andrea Farmery
Director of Attendance



Rupa Barson
Primary Lead

Our Leadership

We are committed to doing things differently – creating schools that students want to attend, and where teachers want to work.



Principals




Joe Birkbeck
Interim Principal
Rodillian Academy




Carl Miller
Interim Principal
Southway




Paul Carney
Principal
Brayton Academy






Danielle Williams
Principal
BBG Academy




Diana Townshend
Principal
The Featherstone Academy




Hannah Wilson
Principal
UTC Leeds

Rupa Barson
Headteacher
Churwell Primary School

A Future Woven Together

Why Work For Us?



What Makes The Resilience Multi Academy Trust Different?

We pride ourselves on being the kind of place people want to work – our academies are the kind of schools that teachers want to teach in.

A place where they can develop their skills, find their own style and methods of teaching, learn and grow alongside their students, and feel that they are making a real difference to the lives of those they teach.

The Resilience Curriculum: Focusing On Freedom

Our curriculum provides an incredible amount of freedom, both for students and teachers. Students at Resilience Academies have access to a wide and diverse range of subjects, including skiing, water sports, gardening and architecture – wherever their passions and interests may lead them.

Teacher freedom is an essential part of the Resilience ethos – we believe that a great teacher is not simply one that checks every box, but one that gets the best possible results and outcomes for their students, however that may be achieved.

We encourage teachers to teach in the way that works for them, and their students. Our teachers are engaging, inspirational and motivated, and our innovative Resilience Curriculum challenges our students to be the most resilient learners that they can be.

Staff Survery Results - June 2022

Did You Know That?

95%

Of staff agree or strongly agree that they enjoy working at the Trust.

92%

Of staff would recommend working at the Trust to a friend.

The Resilience Multi Academy Trust: A Community Of Schools

At present, the Resilience Multi Academy Trust is made up of five schools across Yorkshire – with plans to grow! The Trust’s academies collaborate, share resources and make up a strong community of educators dedicated to doing things differently.

“The trust fully supports a work-life balance ethos. Management take time to ensure happiness in work.”

“Being given the right amount of ppa time to plan and mark to a high standard. The coaching model is very supportive and gives you the opportunity to develop. PD is an excellent behaviour system.”


“PD. I don’t think i could ever work in a school that didn’t run pd and centralised detentions etc. I also enjoy the ability to share experiences across trust without the expectation that we are all rigid copies of one another.”

“Professional development through the coaching model. Teacher freedom. Supportive colleagues. High standards for staff and students - helping teachers to be the best they possibly can be.”

“Every day is different in supporting young people to be better than the day before.”

“Freedom to teach as an individual. SLT that have experience appropriate for their roles. A concrete behavioural system that allows you to focus on teaching.”

“Good morale and focus on wellbeing of students and staff.”



Strategic Plan 2023-2026

Our Mission, Values, And Vision.

Mission

Our Mission is to generate social mobility and improve the life chances of our children and young people through providing excellent educational experiences.

Values

The RMAT core values underpin our mission and inform the key strategic goals that we are committed to achieving:

Aspiration

- For and in our students and young people for their future success.
- Inspiring our staff to be leading professionals and lifelong learners.
- For our organisation to build a reputation for achievement amongst the very best.

Resilience

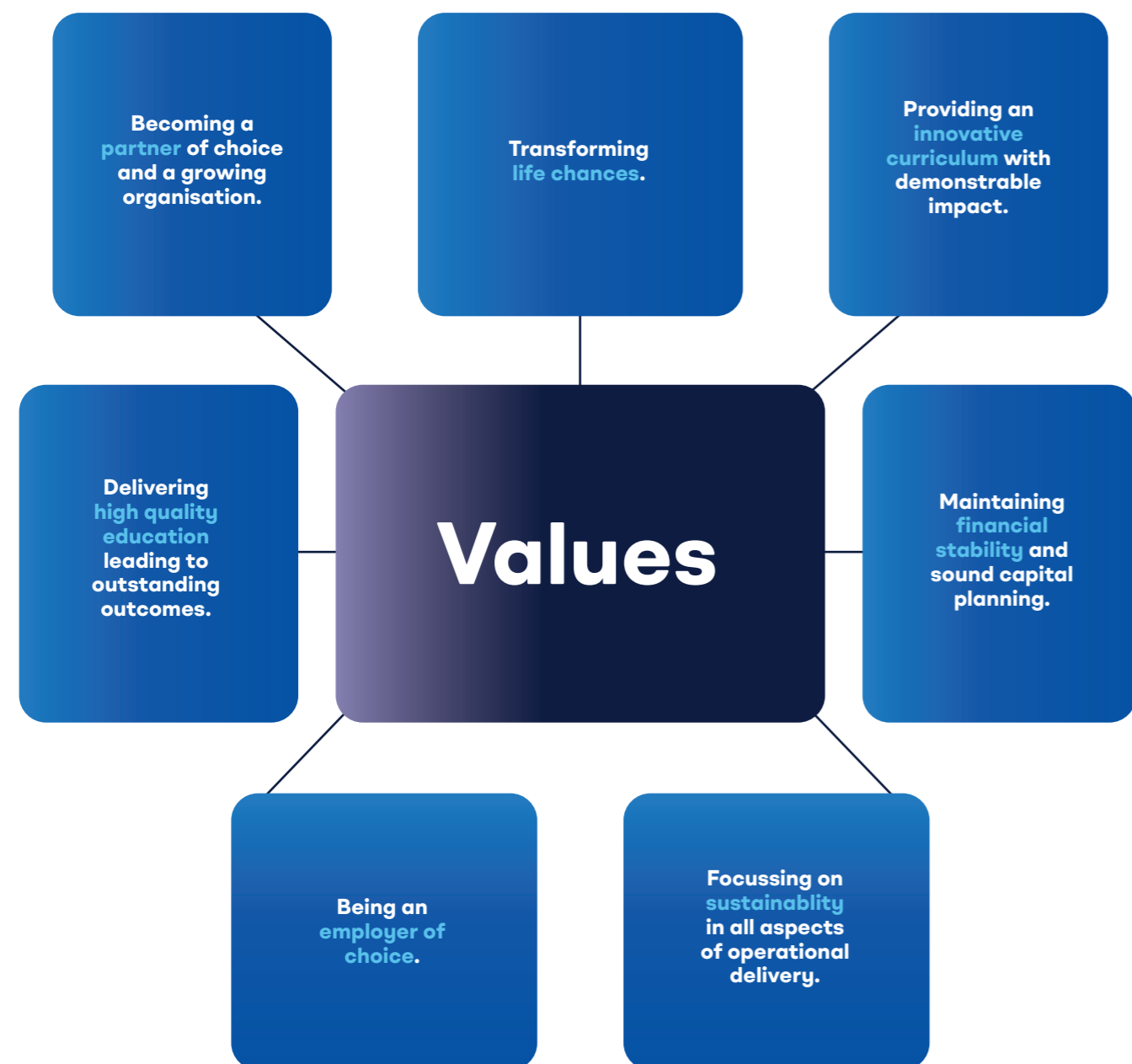
- To build confidence within our students and young people.
- To develop individuals that persist in the face of setbacks.
- To enable our students and staff to be able to demonstrate adaptability and positivity as core characteristics.

Empowerment

- Provide an excellent education for every student and young person in our care to succeed in life whatever their starting point.
- Trust our staff as self-determining professionals.
- Ensuring the fundamental conditions for success through well-ordered academies which are well resourced and professionally supported.

Vision

The RMAT core values underpin our mission and inform the key strategic goals that we commit to achieving are:



Student Progress



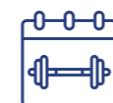
To be consistently in the top tier nationally for student progress across all school trusts, striving to be the top performing trust by 2026.

Innovative Curriculum



To provide an innovative curriculum underpinned by clear intent across all our settings which impacts positively on our children and young people.

Strong & Diverse



To become a strong and diverse trust which improves the life chances of more children and young people, which can further enhance system leadership.

Employer Of Choice



To develop the Trust as an employer of choice providing a high-quality IT infrastructure, coaching, and training programmes for professional development, opportunities for career progression, a clear framework for support staff development and a scalable staff structure.

Financial Strength



To ensure the Trust's financial strength is maintained through highly effective financial management which supports the implementation of our strategic plan and the efficient deployment of revenue together with prudent use of Trust reserves.

Environmentally Sustainable



To become environmentally sustainable by reducing the environmental impact of the operation of the Trust, increasing awareness of our collective responsibility and duty towards sustainability and educating our children and young people about the current and future global challenges including climate change.

Partner Of Choice



To develop the Trust as a partner of choice for other institutions through modelling clear systems improvement including an outstanding curriculum, a clear behaviour policy, teaching freedom and strong assurance frameworks.

Growth Plan

RMAT aims to achieve sustainable growth over the next five years, expanding both the Primary and Secondary sectors.

We have restructured our Central Services and School Improvement Teams to ensure we have the capacity to support schools well in advance of their joining RMAT. This proactive approach is made possible by our strong financial management and governance, including a healthy reserve.

We seek to grow through voluntary conversions, sponsored conversions, mergers, and the establishment of free schools where feasible. Our current location allows us to provide high-quality support, as all academies are within a 30 km radius. However, we are eager to further develop and refine our hub model to accommodate our anticipated growth.

Our goal is to enable similar minded, possibly smaller, or more diverse schools, where economies of scale are critical, to join RMAT and benefit from our professional and school improvement offer. Our Central Team specialisms, alongside the recently strengthened fully scalable School Improvement Team will strengthen joining schools.

RMAT is unique in that it works across four different local authorities Leeds, Wakefield, Kirklees, and North Yorkshire. Despite the variety of local authorities all academies can be reached within 30 minutes and therefore giving a strong Central Services Team offer which includes.

Legal

Project Management

Human Resources

Premises & Health & Safety

Finance

School Improvement

Data Intelligence

IT & Cyber Security

Procurement

Strong Governance

Our Principles

Throwing horizons wide open for students, academies and staff, the Resilience Multi Academy Trust's core values make us truly unique. With a strong focus on resilience, growth mindset and positive discipline, the Resilience Ethos has helped to transform schools – from their culture to their Ofsted ratings – as well as the lives of students and teachers.

At the heart of our work is a concentration on delivering high academic standards that help young people become self-confident, develop a mastery of their chosen subjects, and discover and achieve their aspirations.

Our staff are our most important asset, as they look after our students. Because of this, we give them freedom in the classroom, support their development through our coaching model, and only assess them by their outcomes.

At its core, our ethos is as traditional as they come – excellent teaching, a focus on respect, good behaviour, fair discipline, and a strong curriculum – but it's the way we go about applying these building blocks of education that make us unique.

We are always willing to take the lead in tackling important issues and if something isn't working, then we're open to changing the way we do things. It's this approach that has helped us improve schools on Special Measures to the point that many have gone on to receive Good and Outstanding grades from Ofsted since joining the Resilience Multi Academy Trust.

But we don't just embrace every new trend on a whim, when the way we do things sees us step into new territories, we always commission research, plan carefully and ensure every change is the right decision for the Trust, our schools, staff and students.

We're never content to rest on our laurels – we always want to be improving and growing.

Resilience, Positive Discipline, Research-Led.

Aspiration, Equality of Opportunity, Collaboration.

Caring, Local Approach, Learning in Context.



Academic Performance

On 20 October 2023, The Department for Education (DfE) released performance results for the 2023 academic year on the achievements of young people in England at the end of key stage 4.

The information covers GCSE results and other qualifications that young people achieved during this time and reflects the change in the way GCSE results were awarded during the pandemic, as well as the changes to grade boundaries and methods of assessment.

The majority of our Academies achieved around or above the national average for Progress 8 scores within the performance tables. The Progress 8 scores show how much progress students have made across eight qualifications between the end of key stage 2 and key stage 4, compared to similar students nationally.

The 2022/2023 national data does not capture results from early GCSE entries during this time.

The Progress 8 scores how much progress students have made across eight qualifications between the end of Key Stage 2 and Key Stage 4, compared to similar students nationally.

The Trust has therefore calculated our performance results with our early entry GCSE results, which has seen our Academies achieve:



The overall Progress 8 score for the Trust, including Year 10 early entry GCSEs, is above national average at 0.13.

In addition to this, our Academies also saw the following percentage of students achieve Grade 4 and Grade 5 and above in English and Maths:

ACADEMY	GRADE 4+ EN/MA	GRADE 5 EN/MA
BBG Academy	74%	49%
Brayton Academy	73%	48%
Rodillian Academy	66%	40%
The Featherstone Academy	58%	43%
National	65%	45%

SCHOOL AND COLLEGE PERFORMANCE DATA FOR THE 2022/2023 ACADEMIC YEAR SHOULD BE USED WITH CAUTION:

• IN 2022/23, QUALIFICATIONS RETURNED TO PRE-PANDEMIC STANDARDS. PERFORMANCE MEASURES THAT ARE BASED ON QUALIFICATION RESULTS WILL REFLECT THIS, AND CANNOT BE DIRECTLY COMPARED TO MEASURES FROM 2021/2022.

• THERE ARE ONGOING IMPACTS OF THE COVID-19 PANDEMIC, WHICH AFFECTED INDIVIDUAL SCHOOLS, COLLEGES AND STUDENTS DIFFERENTLY.

School Improvement Model

Our Trust model enables us to provide expertise across the Trust with Lead Practitioners in several subjects, including Primary Education, SEND, English, Maths, Science, History, Modern Foreign Languages and Geography and are led by a newly appointed Director of School Improvement, a full time position base centrally who has significant leadership and HMI experience.

These colleagues work collaboratively across RMAT, leading curriculum design and development, pedagogical practice, and quality assurance processes. They nurture a “team across the Trust” approach, providing both formal and informal networks of support for teaching colleagues. These teams include lead and practising exam board examiners bringing first hand expertise to all our academies. They also coordinate cross Trust collaboration that includes shared planning, moderation and standardisation, student masterclasses and workshops; all of which contribute considerably to workload and welfare.

In addition to our subject leads across the Trust we have a Director of Attendance and a Director of SEND/Safeguarding who work alongside Attendance and Pastoral Teams in each academy to ensure that provision, attendance, and well-being of all students remains strong.

Our robust quality assurance processes allow for a forensic approach to each academy’s data to ensure the best possible outcomes. Externally set and marked assessments, centrally collated data, rigorous analysis, executive scrutiny, shared interventions, and measured impact all leads to a highly effective student progress pathway. As a Trust there is demonstrable culture of academic research informed practice and leadership. We strive to ensure that all our senior leaders are well researched and that this is integrated into our practice. Being at the forefront of national education thinking allows us to ensure that our student progress systems are constantly evolving to meet the needs of our young people.

As a Trust we are very aware that colleagues are our greatest resource, and they are the key to high quality outcomes for our students. We invest heavily in continued professional development and a coaching model rather than a top-down performance management system.

We encourage teacher freedom in the classroom and risk-taking lesson planning, this leads to significantly better than national staff retention.

We also have an annual recruitment fair, early in January, which facilitates high quality staff recruitment.



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UTC LEEDS

Early Career Teachers (ECTs)

At the Trust all our academies offer supportive environments where teachers at the beginning of their career can thrive. All our ECTs benefit from the support of their own designated mentor who works alongside them through the critical first years of their career.

ECTs complete the Early Career Teacher Programme, a statutory two-year induction. We follow the UCL Institute of Education programme working closely with their delivery partner the Barnsley and Doncaster Teaching School Hub.

In addition to the national programme, we also run our own internal ECT programme which is designed to support and develop our new teachers on their journey with the Trust.

Our programme complements the national programme and allows ECTs from all our academies to come together and develop stronger links with colleagues at the same career stage.

Initial Teacher Training

At RMAT we believe in developing our own teachers of the future offering graduates the opportunity to train with us through the School Direct initiative.

We work in partnership with Leeds Trinity and Leeds Beckett Universities and have developed an exciting one-year programme which gives the trainees the opportunity to experience schools in a range of contexts, gaining their PGCE (Post Graduate Certificate of Education) at the end of the year.

Teacher Apprenticeships

In addition, we recognise the other routes for potential teachers, and we are currently piloting a teacher apprenticeship programme.



BBG Academy

We are extremely proud of our students and their work ethos, which has led to their consistent success.

BBG Academy joined the Trust in July 2015 after a period of school-to-school support following an 'inadequate' Ofsted rating in October 2014.

After only three monitoring visits the Academy was removed from special measures in March 2016 and rated 'Good' in all Ofsted categories.

BBG has enjoyed successful academic outcomes since and regularly appears in the top 20% of schools nationally, and within the top three schools in Kirklees based on both progress and attainment.

We are extremely proud of our students and their work ethos, which has led to their consistent success. We have continued to champion the importance of individual effort and commitment, and have enjoyed being a part of our students' outcomes and their next steps.

Whether it's sixth form, apprenticeships, sporting excellence or the world of work, we are proud that BBG prepares students well for the wide world beyond our walls. Ofsted's 2021 inspection saw BBG Academy rated 'Good' in all areas – a fantastic achievement for all involved with the BBG community. The report indicates that "staff and pupils are proud to be part of the school.

One pupil described the school as a big family."

BBG is an inclusive 11-16 school in the heart of Birkenshaw. As part of the RMAAT, we hold the highest standards for behaviour and discipline; for aspirations within and beyond the classroom; for support within and around the school.

We believe that every single child can achieve their personal best with resilience and grit - and this tenet is at the heart of everything we do.

“**Staff and pupils are proud to be part of the school**”

From Year 7, our students are taught to be resilient in a dynamic, innovative curriculum that responds to educational research and the needs of our students. Students have opportunities to learn how to be resilient in the face of difficulties and failure - in chess, British Sign Language, and in debate (amongst other things) at school - and in physical pursuits and independence found at our Resilience Camps.

We teach them that with determination, improvement is not only likely - it is inevitable.

We are rightly proud of our students' achievements - but it is our colleagues and the support from the wider Resilience Multi Academy Trust that makes us truly unique.

We ensure that our colleagues have the opportunity to teach without disruption, to continue their own professional development in a bespoke programme, and to ensure they have every tool they need to be successful in their career.

In short, BBG Academy is an amazing place to learn, to teach and to thrive.



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Brayton Academy

Brayton Academy opened in september 2016 and serves the communities of Brayton, Selby Town and the surrounding villages.

The Academy is continuing to grow and become the school of choice in the area.

The school has grown from 360 students in 2016 to over 900 from September 2024.

Rated as 'Outstanding' by Ofsted in 2019, the Academy's 2022/23 Progress 8 figure is far above national average at 0.69 (including Year 10 early entry GCSE's), with 72.5% of students achieving a Grade 4 in English and maths and 48% of students achieving Grade 5.

Investment in the fabric of the building is continuing to take place. In the summer of 2021, over £200,000 was invested in new ICT facilities.

A £360,000 refurbishment of our Science Labs was completed in the summer of 2023.

Extensive refurbishment of student toilet facilities is currently ongoing. As with the other Academies we hold the traditional values of good discipline and respect. With this in mind we expect our students to excel in their day-to-day studies as well as their exams.

These expectations are robustly and rigorously upheld through our Positive Discipline system, which creates a calm, purposeful and harmonious environment where staff and students have positive relationships.

Moreover, students have a safe learning environment where they can thrive, and staff can focus on the craft of teaching and their own professional development.

“ **Students have a safe learning environment** ”

We uphold the principles of teacher freedom, and we want to promote innovative practice within the classroom.

We have exceptionally high expectations of all our students and staff but with that comes a high level of support and encouragement.

If you are interested in pursuing your career and making a difference to young people's lives in an excellent, innovative and contemporary school please don't hesitate to contact us for further information.



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Rodillian Academy

The Rodillian Academy is where the Trust's journey began.

Rodillian Academy serves the communities of Rothwell, Woodlesford, Oulton, and other areas of South Leeds including, Middleton, Belle Isle and Hunslet. It is an 11-18 school with an expanding post 16 provision which includes A-Levels and Level 3 vocational qualifications.

We pride ourselves on a professional development programme that revolves around coaching and supports our principles of teacher freedom.

At Rodillian Academy we believe that traditional values of discipline and respect are sacrosanct. We do not tolerate bullying, defiance or rudeness, and this has made for a harmonious and safe learning environment for our young people.

We are proud of the supportive environment we provide for colleagues, where they can concentrate their efforts on teaching, and their own continuing professional development.

Our Academy is also committed to safeguarding and promoting the welfare of children.

As Principal my expectations of student progress are high and we look forward to an improvement in student outcomes that matches those that were achieved pre-pandemic.

Students are exceptionally well behaved.

“ Our Academy is also committed to safeguarding ”

The team of staff are creative and resourceful, and are committed to returning Resilience Academy to being a preeminent academy that enables students to leave us as self-confident well qualified individuals.



**Resilience
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The Featherstone Academy

After a leadership restructure, curriculum review and the implementation of the Trust's ethos such as positive discipline, the Resilience Curriculum and the coaching model, outcomes for the students started to rise.

The impact of the Trust's ethos led to an Ofsted inspection in 2017, concluding that the Academy was no longer in special measures and graded leadership as 'Outstanding' and behaviour as 'Good'.

It is a privilege to serve the community of Featherstone, and to assist our young people as they make their journey towards becoming successful adults.

At The Featherstone Academy we teach the core personal values of responsibility, aspiration, and pride. We are inclusive secondary school, and we also have a Wakefield Education Authority Specialist Provision on site for a number of autistic children who join some of our curriculum with peers of their own age.

With a strong focus on resilience, growth mindset and Positive Discipline, the Resilience ethos has helped to transform the Academy, as well as the lives of students and teachers. These values have created a learning environment in which all students can succeed, and the Academy thrives on the positive relationships with parents and carers which help support our students' learning.

We have big ambitions to be a beacon of learning, aspiration and success for our local community. Our Academy colleagues are committed to ensuring students are able to achieve their goals, through hard work, recognition of their individual success and a relentless drive to ensure student achievement.

“ We have big ambitions to be a beacon of learning ”

Our Academy colleagues are committed to ensuring students are able to achieve their goals, through hard work, recognition of their individual success and a relentless drive to ensure student achievement.



Resilience Multi Academy Trust



Southway

Southway is an independent school, which provides alternative provision and education for students at KS3 and KS4.

The Resilience Multi Academy Trust is the sole shareholder in the company called Southway.

Students who struggle with conventional education or, due to particular challenging and often traumatic events in their lives, sometimes need a period of time in an alternate setting. Many of the students who join Southway have been excluded from mainstream school and perceive that they have failed. Our colleagues at Southway are committed to building positive relationships and promoting resilience in all students so that they have the opportunity to re-engage with education, take ownership of their lives and the choices that they make and ultimately succeed.

Southway is testament to the fact that even the most challenging and complex students can reach their full potential and achieve academic success.

A significant majority of our KS3 students successfully re-engage with mainstream schools which is a credit to the way our staff work with students and their families. We have extremely high aspirations for our young people, and we strive to give them the education and life skills that they will need to move on to the next stage of their life.

Every year we receive a Year 11 cohort consisting of approximately 40 students, many of these join Southway in the first few weeks of Year 11, and have a wide range of educational experiences and have often studied different exam boards/set texts. We are really proud that year on year students have successfully moved onto further education, employment or training and Southway have reported no NEETs for over eight years running.

“ We have extremely high aspirations for our young people ”

The relationships at Southway between colleagues and between staff and students, is extremely unique.

It is the strength of these relationships that make Southway the amazing provision that it is.

There is a very strong feeling of trust throughout; Everyone works together to raise aspirations and create positive futures.

Southway allows students to reset, rebuild and succeed.



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UTC Leeds

UTC Leeds is the most recent addition to the Trust. After a period of school to school support, we were proud to welcome them onboard in September 2023.

The core vision, to inspire the next generation of leading engineers, scientists and innovators, is one that is close to our heart.

Opened in September 2016, UTC Leeds offers high-tech, cutting-edge facilities and a first-class educational experience.

The UTC is the first school in the Leeds City Region to provide high-quality academic and technical training focused specifically on the engineering, manufacturing and advanced technology sectors.

The curriculum is developed with global and regional employers as well as the University of Leeds.

The learning experience includes a broad range of activities with industry professionals and academic experts.

UTC Leeds is fortunate to benefit from strong governance which has shaped this core vision through the eyes of business and industry experts. Who better to shape the education of our future STEM innovators than their future educators and employers?

With strong business links and working partnerships, we aim to meet local demand for highly skilled, employable young people and to improve the life chances of our students.

Working closely with employer partners in professional working environments where expectations are high ensures that students gain the work ethic and attitude that employers are looking for.

“ Strong business links and working partnerships ”

Baker Dearing Educational Trust, our committed governors and our business partners have ensured that UTC Leeds has the best equipment and technology at our disposal.

With a commitment to a stimulating and relevant curriculum, cutting-edge technologies and employer-led projects,

Students leaving utc Leeds are recognised as young people with a strong ambition to succeed and with advanced skills for the modern day workplace.



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“ Our vision at Churwell is: Learn, Aspire, Achieve ”

A clear focus on phonics, reading and maths skills support learning across the curriculum.

Children develop their love of reading from the time they start school, accessing nursery rhymes and stories.

As the children build their phonics skills in Reception and Year 1, we support them to become independent, fluent readers.

Key texts are chosen to support learning in English and across the curriculum, together with practical, first-hand experiences, through visits or visitors, to make learning engaging, fun and memorable.

We also provide our children with an enhanced curriculum where they can experience additional learning beyond the classroom;

This includes:

Food Technology sessions, a live theatre performance each year, Forest Schools in Year 2, ukulele instrument tuition in Year 3, Swimming in Year 4, together with residential in Year 5 and Year 6.

Each class also works on Cultural Capital learning, which again enhances their school experience, and gives them skills and knowledge for life.

A yearly whole school STEAM project develops an awareness for STEAM subjects and provides learning and experiences which engage our children and support them to think about the careers that they would like to pursue in the future.

Our STEAM projects involve us working with a local artist, our RMAT colleagues and our local community to engage our children and to develop a love of these subjects.

Joining RMAT in the near future and working with like minded colleagues, who want the best outcomes for their students, is an exciting opportunity for Churwell Primary School.

We have already made links with colleagues who are supporting us with Modern Languages, Art and Computing.

The future is exciting and we can't wait to be part of RMAT to develop our school further to be the best that we can be.

Churwell is an inclusive school, where we support all children, from whatever their starting point, to achieve in all areas of learning and personal development.

Our staff team are dedicated to supporting children throughout their time at Churwell and we build strong partnerships with our parents and carers. It is a privilege to see our children start in the Early Years and develop, learn and grow into confident children who are ready for high school.

Our vision at Churwell is: Learn, Aspire, Achieve. We want our school community to learn and keep learning, have dreams and aspirations and achieve for the future. We want our children to engage with fun and purposeful learning, know about their community and locality, build resilience to learning and development and support them to achieve for the next part of their learning journey.

Our curriculum is driven by a focus on growth mindset, mindfulness and skills to support resilience to learning and life.

Growth mindset learning muscles support children to understand that schoolwork and learning needs time, effort and practice before it becomes embedded.

Our children have regular opportunities to discuss and develop their approach to: having a go, concentrating, aiming high, keep improving, being determined and persevering. A programme of mindfulness supports children to keep their minds healthy.

Each class engages in a mindfulness session after lunch every day.



Resilience Multi Academy Trust

A Future Woven Together



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