

“ The iPads really help  
our learning and we  
all enjoy using them  
Year 4 pupil

# ANNUAL REPORT

## 2021–22



“ Our school is very secure  
and the adults and children  
are really kind. They make  
our school special

Year 2 pupil





# Welcome

Welcome to our first annual report for parents of our schools and our wider community.

As the provider of education for more than 7,000 pupils in 15 academies, across three counties and spending more than £45 million of revenue expenditure, we believe it is important to share directly with you the value that an academy trust such as Anglian Learning brings to the education of children in our schools and beyond.

Over the next few pages, we set out what our vision and values are, and give examples of work undertaken by the Trust to support our schools. We explain how we look to respond to the Government's aim of all schools becoming academies and how we work in partnership across the education system to improve the life chances of all young people. We also highlight the achievements and development of our most valued resource, the 900 members of staff who work for Anglian Learning.

## What is an academy trust?

Put simply, Anglian Learning is a charitable trust established by the Government to operate schools – responsible for educational outcomes, employment of staff, value for public money and maintenance of its buildings and land.

We are not profit making and all money received from the Department for Education must be spent on education. The only exceptions to this are our Anglian Leisure sports centres. They receive money from paying customers and aim to make a profit, which is reinvested into facilities that benefit the community and pupils.

Anglian Learning is governed by a board of Trustees, drawn from education, the community and business. Unlike some academy trusts, we have chosen to retain Local Governing Bodies which include elected staff and parent governors, and who have significant delegated responsibilities to support and challenge the school's leadership.

A final layer of governance are the Members, who sit above the Trust Board and who have a role to act as 'guardians' of the Trust and to make sure we adhere to our articles of association, which set out what we can and cannot do.

Academy Trusts are very strictly regulated, more so than schools run by the Local Authority. We must abide by charity and



Jonathan Culpin, Chief Executive Officer

company law, the requirements of the Education and Skills Funding Agency of the DfE and Ofsted – and we must work in partnership with local authorities.

## Anglian Learning in numbers

We are responsible for 15 schools (six secondary, nine primary) in three counties (Cambridgeshire, Essex and Suffolk), covering the age range from nursery to Year 13. We educate 7,742 pupils and young people; employ 900 staff and have over 12,000 parents within our Anglian Learning Community; receive £38.5m in core funding for education and £1.4m to spend on capital projects (improving buildings).

There are 8 Trustees and 127 Governor volunteers supporting our schools. We host over 120 terabytes of organisational

data, and have over 400 wireless access points for our 4,000 devices.

Our Anglian Leisure operation has 6 Sports Centres which employ 70 staff and have 508 active monthly members, with customers ranging in age from 2 years old to 92 years old. Our two large swimming pools offer weekly swimming lessons for which 660 children are enrolled. Two of the Trust's schools also provide an extensive adult learning programme to many local people.

## What is our vision and purpose?

Our mission is simple – to support and challenge our schools to constantly improve and to innovate, working closely together in collaboration and underpinned by our core values of aspiration, community, inclusion and empowerment.

Our vision for excellence is that all our schools will, through the Trust, enable dynamic learners who will thrive and lead in their communities – at a local, national and global level.

Given the challenges both now and in the future, our young people must have the knowledge, understanding and skills to seize new opportunities in employment and training, while also responding to and acting upon the biggest problems we face – such as climate change – to make a positive difference to our world. This is our vision.

## Contents

Finance report .....	4
The growth of Anglian Learning.....	5
Trust supports digital learning for pupils.....	6
Trust invests in academy decarbonisation .....	7
DfE Regional Director's visit to Anglian Learning .....	8
Life chances enhanced by I3ntegrate .....	8
Fen Ditton Community Primary School proud to be 'good' again .....	9
Trust promotes sustainability with new catering partner .....	10
Strengths recognised and learning shared at JFAN.....	11
Arts development – achievements and impact.....	12
Anglian Learning selected for creativity national project .....	13
Good governance is a must .....	14
Working with the wider education system .....	14
Professional learning.....	15
Inclusion – a core value.....	16
Looking after our people.....	16
Howard Community Academy – a journey .....	17
Covid and support to schools .....	18
Anglian Learning – supporting our academies .....	18
Fitter, healthier and happier.....	19

# Finance report



During the 2021/22 academic year Anglian Learning has continued to manage its finances effectively.

Finance staff in each school, assisted by a small central team, ensure that staff and suppliers are paid each month as well as supporting parents with online payments. Staff also collect income from our community focussed activities, including lettings and sports centres which we can reinvest in services and facilities.

We are externally audited each year in addition to the regular budget and actual returns that we submit to central government, which allows us to benchmark our academies against others. We increasingly work to procure single contracts across the Trust to ensure the best value for money and have secured new catering (see the [catering procurement](#) update article within this Annual Report) and waste collection contracts this year.



**7,742** pupils

**900**  
employees



**£34.8**  
million  
annual cost of  
payroll



**£38.5** million

of **core funding** received  
from government to support  
education of reception to year 13

**£17m**

of **supplier**  
**payments**  
made annually

**We are externally audited each year in addition to the regular budget and actual returns that we submit to central government**





# The growth of Anglian Learning

Anglian Learning has continued to increase the number of academies that are part of our Trust.

We do not seek to grow for the sake of expansion but rather where we believe that it improves transition between primary and secondary schools or where we can make a genuine improvement to schools that wish to join Anglian Learning (and which in turn support the capacity of the whole Trust). We also contribute to establishing new communities through the provision of excellent local schools. We also note the ambition of the Government for all schools to be academies by 2030.

This coming September we are opening our new school, Marleigh Primary Academy, in north Cambridge under the leadership of Mr Mike Fish. The academy will be working closely in partnership with another Anglian Learning school, Fen Ditton Community Primary.

Our work is also continuing in partnership with Cambridgeshire County Council and developers Urban & Civic to open an exciting, net carbon zero new primary school serving the huge Waterbeach barracks development to the north of Cambridge.



Headteacher  
Mike Fish at the new  
Marleigh Primary Academy





# Trust supports digital learning for pupils



A key part of our vision is to ensure that our pupils have the skills and knowledge to thrive and succeed nationally and globally – and that means being able to use and exploit digital technology.

Following the successful Apple iPad projects during the previous academic year across a range of schools in the Trust, we are now upscaling the project with the aim of targeting more pupils in their schools to support overall pupil outcomes.

The aims of these projects are to research if there is a positive impact on pupil learning using digital methods, improving their communication, developing creativity and enhancing collaboration – both in and out of school. We are also testing whether these devices can have a positive impact on teacher workload and identifying training of best practice for this method of learning.

Three of our primary schools have received 30 iPads (Bottisham Community Primary School, Fen Ditton Community Primary School and Linton Heights Junior School) with Stapleford Community Primary School receiving their iPads later this year.

The Pines Primary School and The Meadow Primary School already have significant numbers of iPads but they, as well as the other schools in the Trust, will be able to add to their stock. Bottisham Village College is also planning for a significant increase of iPad use in the school.

Previous projects were designed to support specific pupils and groups of children. These involved increasing engagement of vulnerable groups including SEND and Pupil Premium pupils. Another school used iPads to improve the quality of writing outcomes and in other schools they ensured that more of their staff were upskilled in the use of iPads as they used devices for multiple purposes.

The next phase is for these schools to continue researching iPad effectiveness on teaching and learning, with every pupil in a class having access to a device.



**A key part of our vision is being able to use and exploit digital technology.**





**Our building works will continue to focus on decarbonisation schemes this summer**

# Trust invests in academy decarbonisation

Anglian Learning receives School Condition Allocation (SCA) capital funding annually from the Department for Education to support essential upgrades and maintenance of schools.

Based on priorities identified in the Trust's Asset Management Plan, the £1.4m received in 2021/22 supported projects across our schools including heating and boiler works, window replacement and fire upgrades. Some of the larger works included an outdoor weatherproof canopy at Joyce Frankland Academy, Newport to provide additional social and dining space as the school grows, further internal remodelling at Stapleford Community Primary School, new boilers at Linton Village College, and work to improve the fencing at Howard Community Academy. Pictured

is one of the science laboratories refurbished at Bottisham Village College.

In line with the Trust's vision for all our learners to thrive – locally, nationally and globally – our SCA projects will continue to focus on decarbonisation with schemes this summer including further window replacement and the installation of energy efficient LED lighting at a number of sites.

One of our most exciting projects that will feature major decarbonisation work is at Sawston Village College, where Anglian Learning and the Department for

Education are planning the refurbishment of existing buildings. Follow updates on our website to see how this project develops.

Finally, the Trust has been responsible for delivering on the large and complex land sale project at Joyce Frankland Academy, Newport. This work has led to new sports facilities for the school and community, repairs to school buildings, new ICT equipment to support teaching and learning in the classroom and improvements to safeguarding and security.





# DfE Regional Director's visit to Anglian Learning



We were delighted to invite the new DfE East of England Regional Director, Jonathan Duff, to Anglian Learning at the beginning of July. Jonathan wanted to know more about the work that the Trust was doing to transform schools

and how we deliver on our vision and values. We also discussed the DfE's ambition to expand the number of academies in the region and how we could work with partners to achieve that.

*L to R: Prue Rayner, Director of Primary Education, Anglian Learning; Jo Latchford and Jonathan Duff, DfE Regional Director, East of England; Jonathan Culpin, CEO and Charity Main, COO of Anglian Learning*

## Life chances enhanced by i<sup>3</sup>ntegrate



Launching in September, I3ntegrate is an exciting and innovative project aimed at increasing the life chances of young people in Cambridge and the surrounding areas.

**This is a very ambitious and exciting programme**

With funding for the next 5 years, I3ntegrate will work with a range of partners around a central venue with ample free parking, high quality facilities and easy access – The Netherhall School and Oakes College. Here, we will provide an array of services, holistically connecting with families.

I3ntegrate aims to provide support through three strands:

- **Educational** – including Literacy and Numeracy support for parents
- **Pastoral** – for example, courses on parenting, mental health, crime prevention and e-safety

- **Community services** – such as ante-natal classes, community dentistry and a food bank

We are delighted to have recently recruited Chika Akinwale as Communities Project Manager. Chika will lead on the development of the provision, finalising a commission for a bespoke website, as well as starting conversations with local schools and other organisations to shape the content of the programme.

This is a very ambitious and exciting programme, which will offer support to all Anglian Learning Schools and beyond.



# Fen Ditton Community Primary School proud to be 'good' again



The staff team engaged positively with the process



Mark Askew, the Headteacher at Fen Ditton, called our Director of Primary Education on the morning of 25 April to say they had received 'the call'. We have known that the original primary members of Anglian Learning were in the Ofsted window for some time, but it is always a surprise when it actually happens.

Mark and his leadership team were well prepared to manage the pre-inspection phone call and were straight into action once subjects for the 'deep dives' were agreed.

Arranging the required meetings and associated paperwork, briefing staff and setting out for provision to be seen at its best were all achieved.

As with all primary inspections, particular focus was given to inspecting reading – other subjects reviewed in

detail included mathematics and art with a brief look at history. Safeguarding and provision for pupils with SEND also featured strongly throughout the two days of inspection.

The staff team engaged positively with the process, supporting each other as lines of enquiry were identified and pursued. We wouldn't say it was not hard work or that there were not some challenging moments. However, the outcome of continuing to be a good school where pupils are taught well,

enjoy learning through the range of opportunities they are offered and feel safe and well cared for, epitomises all that Fen Ditton's and Anglian Learning's values seek to achieve.

Collegiate relationships between Governors and leaders are recognised and it is rewarding to see the work to develop the curriculum – particularly in reading and mathematics – positively recognised. Congratulations to all involved. The report is available on the Ofsted inspection report [website](#).



# Trust promotes sustainability with new catering partner



**An important focus in awarding the contract was sustainability**

Anglian Learning has been working since autumn 2021 on appointing a single catering partner to work with us across all schools.

Following a formal tendering process, Innovate have been selected from a strong field and will start delivering a high quality food offer in September 2022, supported by existing staff and a number of new appointments.

An important focus in awarding the contract was sustainability. Innovate will be working hard to reduce packaging and will work with parents and pupils to reduce food waste and with our site teams to ensure that any remaining waste is managed effectively to minimise our carbon emissions.

Alongside capital investment in a number of school kitchens and to reduce queueing times at our secondary sites, Innovate are also creating a social impact fund for each academy, empowering pupils to make a difference in their local communities.



# Strengths recognised and learning shared at JFAN



On 9 and 10 February 2022, Joyce Frankland Academy, Newport welcomed a team from Ofsted to conduct a Section 8 Inspection of the academy.

We were pleased that the visit documented several qualities, including the strength and focus of our values of independence, insight, inquisitiveness and imagination and areas of effectiveness and rigour in our curriculum.

Throughout the inspection and in the run-up to the initial phone call, colleagues within the central team provided significant support to school leaders to ensure that we were as prepared as we could be for the experience. Deputy CEO, Duncan Cooper, was present throughout the two days and in 'keeping-in-touch' meetings, making much needed contributions to shape evaluations and judgements.

We have also welcomed the opportunity to share our learning with other secondary principals, who may be experiencing an inspection soon.

There were specific areas for improvement which, helpfully, were focus points that we had previously recognised. Since inspection, the academy has drawn up clear priorities, focused upon supporting colleagues to deliver excellent classroom practice.

We are working through a plan to improve site facilities and regenerate learning spaces. Additionally, the academy has appointed two Deputy Principals to support the acceleration of school improvement from September, with one colleague driving standards to provide 'excellence today', whilst the other supports our strategic direction to become 'even better tomorrow.'

We are excited about what the future holds for our community.

**We were pleased that the visit documented several of our qualities**







Through the leadership of our Trust Arts Development Manager, Lesley Morgan, the work of arts across Anglian Learning has excelled in recent years. Here we share with you a brief insight into some activities and achievements.

## Joint Anglian Learning / Arts Council England project

Following the signing of the partnership agreement with Arts Council England (ACE) in February 2020, a joint Anglian Learning / ACE project was set up to look at the impact of the arts on school improvement, with Howard Community Academy the focus of this project, and ACE committing £20,000 to support evaluation and arts activity.

### Embedding the arts at the heart of a school can lead to improved outcomes

The aim of the project is to develop a case study which, it is hoped, will show that embedding the arts at the heart of a school can lead to improved outcomes. Artsmark – the quality standard accredited by ACE – has provided the framework for the project and consultant David Parker has been commissioned to evaluate the project and produce the case study.

To date, Howard Community Academy has enjoyed a wide range of projects and activities, working with an array of external partners. The academy has also begun to deliver Arts Award, an accredited qualification, and has appointed pupils as Arts Leaders. Brass tuition is taking place, and great progress is being made in singing. At the same time, the school is also ensuring its arts provision links to the curriculum so that activities are purposeful.

# Arts development – achievements and impact

## Print project at Bassingbourn Village College

Bassingbourn Village College enjoyed welcoming a print artist to take up a short residency in the art department this term to work with groups across school. The focus of the project was portraiture, with pupils creating very detailed drawings of themselves, their peers, and staff,

including the dog mentor, which were then cut out intricately for screen printing on to banners and will be displayed prominently in school. This project was generously funded by the Arts Society South Cambs.





# Anglian Learning selected for creativity national project

Anglian Learning was delighted to be awarded funding by Arts Council England and the Freeland Foundation to become a Creativity Collaborative Hub in a three-year project aiming to test innovative practices in teaching for creativity. Anglian Learning was chosen to represent the South East and is one of only eight hubs awarded funding nationally.

The Creativity Collaboratives project arises from the recommendations of the Durham Commission, which looked into the role of creativity and creative thinking in the education of young people.

Ten schools in Anglian Learning will be involved in the project initially, with the project set to expand beyond these over the three-year cycle. Working alongside existing school structures, teachers will develop and test approaches to teaching for creativity, and evaluate their impact on pupils and schools. Professor Bill Lucas will be working with the school leads.

Bottisham Village College is the lead school for the hub and is preparing for a reflection event as the project approaches the end of its first stage.



*L to R: Phil Burgess of Bottisham Village College, Amanda Rigler of Arts Council England, Stefano Pozzi, DfE; Joanna Casson DCMS, Jenny Rankine of Bottisham Village College, Amy Vaughan of Arts Council England*

Jenny Rankine, Principal of Bottisham Village College (Strategic Lead) and Phil Burgess, Assistant Principal (Project Lead) welcomed from the Department of Education (DfE), Stefano Pozzi, Assistant Director and Joanna Casson, Senior Policy Advisor from the

Department of Digital Culture, Media and Sport (DCMS), along with Amanda Rigler, Amy Vaughan and Anne Appelbaum of Arts Council England to the school recently to share the successes, challenges and future plans for the Creativity Collaborative Hub.





# Good governance is a must



Governance is the system which provides the framework for managing an organisation such as Anglian Learning, setting our vision and values and ensuring we achieve our purpose.

Good governance informs and facilitates decision-making which, in turn, enables us to grow and prosper. Academy Trusts are organised into layers of governance which need to work together in a transparent and supportive way to best serve our schools.

The Trust Board is the legally accountable body responsible for all decisions. Some of these responsibilities are delegated to a local governance tier, or Local Governing Body (LGBs), which are committees of the Trust Board. Our local Governors play a vital role in setting local priorities and holding academy leaders to account. Our LGBs have elected parent and staff governors, to help ensure there is a local voice in the working of the Trust.

Our Trustees and Governors are volunteers who give their time to make a positive impact on the education and life chances of children and young people. Their efforts were recognised in September 2021 when Anglian Learning was proud to be the recipient of the National Governance Association 'Award for Outstanding Governance', reflecting the strength of our governance at all levels.



*Sue O'Farrell, Jonathan Culpin, Claire Lawton and Kerrie Jones collecting our NGA Award*

## Governors needed!

We are always seeking new governors to volunteer to support our wonderful schools, to help them develop and grow in their local community. If you would be interested in becoming a school governor, and want to make a positive difference to the lives of children, please email [kjones@anglianlearning.org](mailto:kjones@anglianlearning.org).

**Kerrie Jones,**  
*Head of Governance,  
Compliance and Risk*

## Working with the wider education system

Anglian Learning has always been committed to sharing and supporting the wider schools system, whether local authority maintained schools or academies.

Jonathan Culpin, CEO of the Trust, is a National Leader of Education and has supported schools in Norfolk to improve, as well as being Chair of Cambridgeshire Schools Forum which makes spending decisions on behalf of all schools.

Duncan Cooper, Deputy CEO and Director of Secondary Education, is a member of the DfE Reference Group which supports and challenges government in education policy, while Prue Rayner, Deputy CEO and Director of Primary Education works with Ofsted to carry out inspections.

Other members of the Central Leadership Team and our Headteachers have provided support and training via local authority and national groups, led on teacher training programmes and provided guidance to other trusts nationally.





**Building expertise and sharing excellence in SEND and safeguarding**



# Professional learning

This year has seen a significant investment in developing our strategy for professional learning of our staff, working creatively and collaboratively with school leaders across the Trust to design exciting pathways and opportunities that will impact upon the quality of what is taking place in the classroom and making sure all staff are skilled in delivering their role.

This year we have been building expertise and sharing excellence in SEND and safeguarding practice, responding to challenges to learning and curriculum design resulting from Covid-19, developing a coaching culture, starting to reform how we appraise staff, and exploring how our schools and curricula can be more representative and inclusive of our communities.

We have communities of practice at primary and secondary levels which are increasingly driving curriculum development and developing expertise in subject-specific pedagogy. We are also raising the profile and breadth of the training available to staff in operational and support roles, in recognition of their vital role in the success of our schools and to support all career progression for all of our employees.





# Inclusion – a core value

This year has demonstrated Anglian Learning's commitment to one of our core values – Inclusion – which is about how we support all children, regardless of background or need.

In collaboration with our academy leaders, we have co-produced our 'Inclusion Blueprint' which establishes our aspirational vision and high standards for inclusion across all our academies.

In order to support our academy leaders to further develop their leadership of special educational needs (SEND), as well as build on already existing high quality classroom provision, we have provided opportunities for them to work closely with national experts in SEND and Inclusion.

Over this year, colleagues have worked directly with Gary Aubin (SEND content

specialist for the Education Endowment Foundation), David Bartram, OBE (DfE advisor for SEND) and Sir John Dunford (National Pupil Premium Champion 2013 – 2015) to challenge their thinking and develop action plans.

Our leaders have already started to put this into practice through delivering training within their schools, based around High Quality Teaching in inclusive classrooms.

Most recently, Anglian Learning has made use of some of the DfE Catch-Up Funding to train two members of each school to become trainers in the Cambridgeshire STEP's programme.

**Our aspirational vision and high standards for inclusion across all our academies**

This therapeutic approach to positive behaviour management has the principles of inclusion at its heart and it equips all staff with the tools to understand, plan and respond to difficult and sometimes dangerous behaviour.



## Looking after our people

Anglian Learning's People, Culture and Wellbeing Group developed and delivered a survey open to all staff in March 2022.



**It was fabulous to see such a strong sense of team spirit**

Two-thirds of all staff responded. It was fabulous to see such a strong sense of team spirit, people feeling part of a team and recognising that they can rely on their colleagues despite the challenges of the last two years.

The survey also identified areas to explore further, including the workload and wellbeing of our middle leaders and ensuring that our support staff feel more connected to their academy. The group and wider central team are creating a plan to follow up on these potential areas of development.

The Trust has also commissioned a strategic review from an independent people expert which has identified a number of key strands of work, including growing talent through high quality recruitment and development, reforming appraisal and professional development pathways and prioritising workload and holistic wellbeing.

During this last year Anglian Learning also launched a high quality, confidential employee assistance programme which all staff have access to. This is a service which provides a complete support network offering expert advice and compassionate guidance 24/7 and covers a wide range of issues.



# Howard Community Academy – a journey



**Staff are fully committed, hardworking and passionate about the work being undertaken**

Before joining Anglian Learning, Howard Community Primary School had experienced huge disruption and challenges including 16 Headteachers in five years.

Although its previous trust had started to make progress in turning the school around, our review in March 2020 identified significant priorities to address and improvement plans were established.

New approaches to literacy and assessment were put in place. Anglian Learning removed the governing body and implemented an interim board chaired by Duncan Cooper, with the former Chair of the Local Governing Body, Prue Rayner and the experienced Director of SEND from Meridian Trust as members.

New appointments included an Acting Headteacher (Alison Weir), an Early Years lead, an Assistant Headteacher, a team to lead additional provision and two newly qualified teachers.

From there, the journey of improvement started by reducing exclusions from 142 between September and March to 4 (3 from an alternative provider) in this academic year. An approved deficit budget enabled additional staff appointments to be made to support pupils with the most complex needs. An access to the arts project led by Sally

Attwood the Arts Lead, and supported by Jenny Rankine, Principal at Bottisham Village College, and Lesley Morgan, Trust Arts Development Manager, and overseen by Professor David Parker from Cambridge University, lifted morale and engaged pupils. We also consulted at length with the local community on refreshing the school's identity and branding – retaining the name to create Howard Community Academy (HCA).

All staff have worked incredibly hard to create what is now a positive learning community. Well-supported by Tom Oakley, starting as Deputy Headteacher in July, to improve provision in and leadership of mathematics, by Camilla Saunders to develop SEND provision and by the relentlessly determined leadership of the now permanent Headteacher Alison Weir, Howard is a joyful place to be.

This term, through the Trust, Richard Lloyd has provided effective extra support as Acting Deputy, continuing the development of pupils' behaviour and coaching the new staff. Richard Mayer, Trust Director of ICT has supported the improvement of the infrastructure and

the operations team led by Claudine Bateman have led projects to re-clad the school, replace windows, and address water damage to the Sports Barn (almost ready for use again).

Additionally, plans to redesign and develop the school building are underway through work with the Local Authority to secure funding from recent housing developments. Pupils have benefitted from participation in Boot Camp, Rock Choir, singing with the Choir Master from St Edmundsbury Cathedral, Cambridge Curiosity, visiting theatre companies, staff led events such as the football teams and visits to complement their learning.

Academic achievement is an important part of the vision for HCA as is preparing pupils to be successful in the next stages of their education with their own future aspirations. There is still more to be done to reach our goals, but the journey is secure, the staff are fully committed, hardworking and passionate about the work being undertaken and we look forward to being able to engage fully with the parent community as the restrictions of the pandemic fall behind us.



# Covid and support to schools



The past year has continued to provide many Covid-19 related challenges. School leaders continued to manage high levels of pupil and staff absence, including on average 10 to 15 staff absences and approximately 10% of pupil absences per day and the Trust continued to provide daily advice and practical support to help reduce risks of infection.

School leaders are continuing to see the impact of Covid-19 upon our communities, with increasing numbers of pupils having gaps in learning, social and emotional challenges, greater special educational needs (SEND) and more pupils experiencing a difficult homelife.

These areas have shaped the work of the Trust during 2021 – 22, leading to several projects being organised. This has been funded by an additional Covid Recovery Fund which was established by Anglian Learning.

These projects have focussed on how to best support pupils with the greatest needs, including behaviour training, SEND conferences and the sharing of

plans to implement additional catch-up sessions through our network of school leaders. Additionally, leaders have prepared for the first set of public exams for three years.

Our Curriculum Strategic Group discussed how to make plans to best support pupils and staff to prepare for an unpredictable exam season. This included suggested ways to support pupils who have missed out on opportunities to develop formal exam practice and to support teachers to navigate a variety of additional guidance from the examination boards.

The impact of the pandemic will continue to be felt in our schools for the foreseeable future. However,

collaboration, leadership, shared responsibility and support through our work as a Trust increasingly provides the solutions to a difficult and challenging time in education.

**The impact of the pandemic will continue to be felt in our schools for the foreseeable future**

## Anglian Learning – supporting our academies



Anglian Learning helps schools improve pupil outcomes.

An example of this is how the Trust has provided leadership support to Linton Village College, especially on the vision for the curriculum and inclusion, building on the positive Ofsted monitoring report from last summer.

Additionally, Anglian Learning provides a range of other services.

Our central team offers expertise and guidance within the following areas:

- Finance, including the auditing of accounts
- Human Resources, providing advice on recruitment, retention as well as staff absence matters
- ICT leadership and technician support
- Operations, who have oversight of works across our schools as well as maintenance within our primary schools
- Specialist media support, working hard to celebrate good news stories and handling the occasional less positive events such as school closures
- Governance and Compliance, GDPR, Risk and Complaints guidance and oversight at stages 3 and 4

As a School Trust we also swiftly respond to critical incidents (thankfully not a regular occurrence) and we can source discounted access to software including safeguarding, and other third party memberships and offerings.

## Our values



We are ambitious for ourselves and all those in our community to be the best we can be



We enable our academies, staff and learners to embrace new ideas and think creatively



We underpin our relationships with a culture of support, respect and trust, recognising we are stronger together



We believe in equality of opportunity, celebrating everyone's differences and supporting learners of all abilities from all backgrounds



# Fitter, healthier and happier



In March 2022 we celebrated the launch of Anglian Leisure, uniting all of the Anglian Learning leisure facilities under one new and exciting brand.



The rebranding came as a result of survey findings submitted by parents, members of staff, the local community, pupils and sports centre members who indicated that Anglian Learning's offer would be improved by creating a single brand for all of our leisure facilities.

The centres now have an enhanced online presence, more flexible class times and an online booking system to help improve user experience. Every membership fee is invested back into our schools, providing better opportunities for pupils and the community for the future.

Michelle Wilson (pictured left) has recently been appointed as our Anglian Leisure General Manager, responsible for the overarching Anglian Leisure strategic development and overseeing the effective, efficient and safe leadership and management of all of the Anglian Leisure facilities.

We hope our new facilities become a dedicated place for young people and the wider community to enjoy the wellbeing and mental health benefits physical activity has to offer and look forward to seeing the community become fitter, healthier and happier as a result.



## And finally – a farewell

As the academic year comes to a close, we bid farewell to Mrs Ishbel Coleman, the Headteacher at The Icknield Primary School. Mrs Coleman led the school effectively as it joined Anglian Learning in April 2021 and through the subsequent challenges of a national pandemic. We are sad to see her leave the school and our Headteachers' leadership groups; we will miss her pragmatism, professionalism and sense of humour. Plans are in place to continue Mrs Coleman's work as we move into a new era of leadership initially with Mr James Puxley working as Executive Headteacher across Linton Heights Junior School and The Icknield Primary School. We look forward to working closely with pupils, parents, staff and governors into the next academic year and beyond.





**“ Collaborative activities across our  
Trust provide fantastic opportunities  
and experiences for our pupils**

A member of staff

**anglianlearning.org**

enquiries@anglianlearning.org • 01223 340340



@AnglianLearning