

# **ANNUAL PERFORMANCE REVIEW 2021/22**

## Introduction from the chair

Education is part of the bedrock of our society which cannot flourish without schools which are world class.

The Three Rivers Learning Trust aspires to:

- provide engaging and enriching opportunities for all of our students to become **accomplished**
- empower all of our people to be **fulfilled** in their work
- deliver education services that **delight** our parents
- share excellence effectively and become more **operationally efficient**.

This vision for the Learning Trust is built upon clear and robust values, namely:

- **Integrity** - where we will always strive to do the right thing, at the right time and in the right way whilst being honest and transparent;
- **Inclusion** - we believe in comprehensive education for all our students and in equality of access for all students regardless; and
- **Innovation** - we can always improve on everything that we do by finding new ideas and ways, we relish the opportunity to learn from others.

The 3RLT is a collaborative and caring learning community where all partners are treated equally and with respect. We believe that by sharing and working together we enhance learning and other opportunities.

We want to prepare our children and young people for life, ensuring that they have the skills, abilities and motivation to succeed.

We believe that the climate crisis is the biggest threat facing our world and we will do all we can to reduce the impact we have, inform our students and others based on science and research, and we will work with others (taking the lead if necessary) to find ways of overcoming the challenges that we face.

The Three Rivers Learning Trust is a Multi Academy Trust or MAT. All our schools are academies - in fact more than half of all students in England are taught in academies. We are an education charity set up purely for the purpose of running and improving schools. As Trustees, we have strict duties under charity law and company law. We hold public office – we don't run the Trust for "private" interest but are required to advance education for public benefit and to uphold the principles of public life. Like any other state school, academies are free to attend, inspected in the same way, and children take the same tests and exams. We are held to account by the Education and Skills Funding Agency (ESFA), Ofsted and Regional Schools Commissioners. We also have an annual programme of multiple independent audits and publish our annual report and accounts for all to scrutinise.



Colin Pearson  
Chair of Board of Trustees

## Board of trustees

### The board has three core functions:

#### Ensuring clarity of vision, ethos and strategic direction; by:

- Setting the vision, values, and objectives for the Learning Trust
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

#### Holding the CEO and the Headteachers of the schools in the Learning Trust to account for the educational performance of the school and all their students, safeguarding, and the performance management of all staff; Ensuring accountability, by:

- Appointing the CEO, headteachers and any heads of school
- Monitoring progress towards targets
- Performance managing the CEO and headteachers
- Engaging with stakeholders
- Contributing to school self-evaluation

#### Overseeing the financial performance of the Learning Trust and making sure its money is well spent. Ensuring financial probity, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring value for money is obtained
- Ensuring risks to the organisation are managed

The Board is accountable for all of the schools within the Learning Trust but it has delegated some governance functions to the Academy Council of each school in the Learning Trust, as set out in the scheme of delegation. It has also delegated internal and external audit activities to the Audit Committee.

We would love to hear from you if you are interested in studying, working or volunteering at one of our schools; please contact us using the information available on our website; [www.the3rivers.net](http://www.the3rivers.net)



Students and parents attending KEVI Inspires, a careers event for Post-16 students

## Trust performance

### Finance

The year end accounts and audit process has confirmed that the Trust is in a strong financial position and that the Trust finances are robustly managed. With an annual turnover of £20.1M, unallocated reserves of £3.1M and total net assets on the balance sheet of £28.3M the Trust is able to plan for future growth with confidence.

### People

The high quality of our staff and governance volunteers is essential to delivering the kind of outcomes our students deserve and our parents expect. The Trust employs over 420 people and has more than 60 governance volunteers. A key focus of the Trust is supporting their professional development and wellbeing to enable them to enjoy their work whilst performing to their best.

### Estates

The Trust is responsible for 8 school estates with a total value of £27.6M. In addition to the revenue funding the DfE allocate around £800k per annum to maintain the condition and safety of the estates. This year this was spent on a new Performing Arts Centre at Stobhillgate First School, a hall refurbishment at Chantry Middle School, phase 3 of an electrical infrastructure upgrade at Dr Thomlinson Middle School, phase 4 of the window replacement programme at The King Edward VI School, and classroom refurbishments at Harbottle First School

### Governance

The Trust Board of 12 trustees is supported at a local level by an Academy Council for each school. Each Academy Council could have up to 12 volunteers and the Board will delegate many responsibilities down to a local level as it believes in the effectiveness of local school autonomy.

### Key Partners

The Trust relies on many key partners to help ensure the schools receive the best support possible to release their education staff to focus on the great things that happen in the classrooms. Legal advice from Muckle LLP, accounting and auditing services from UNW LLP, communications services from JUMP, health and safety advice from Northumberland County Council and school improvement support from the Church of England education team are a selection of the many professional organisations that help the Trust.

### Climate

In 2021 the Trust recognised the global climate emergency and introduced a strategy to move the Trust to become a net zero carbon emitter by 2030. Since then we have introduced electric vehicle charging points on all school car parks, procured 100% renewable electricity, installed LED lighting at all schools, introduced a climate champion in each school and introduced climate friendly specifications for all our procurements. We are planning to add solar panels on all sites this year which will mean we produce over 30% of our own electricity and our biodiversity projects on each site will introduce and develop wildlife habitats to protect and encourage our local plant and animal species. So far we have reduced our carbon footprint by around 250 tonnes of CO2 per annum.



Pupils at Abbeyfields enjoy the new Outdoor Education Centre



# Strategic Report

## Education Performance

This summary data covers the academic year 2021-2022 for each of the schools of the Three Rivers Learning Trust. National tests were reintroduced for this academic year, following two years of disruption due to the Covid - 19 pandemic. However, comparisons across schools are difficult to make due to the ongoing impact of the pandemic on the attendance of staff and students over the course of the year, as well as the impact from previous years.

### First school summary

Abbeyfields First School is a large first school, with a current pupil roll of 332. Harbottle C of E First School is a very small rural school, with a current roll of 17. Thropton Village First School is also a very small rural school, with a current roll of 40. Stobhillgate First School has a student roll of 136. Of our First Schools, Abbeyfields and Thropton are virtually full, with spaces available at Harbottle and Stobhillgate.

Attainment and progress data for Abbeyfields is typically strong when compared with national outcomes, although outcomes for phonics testing last year were below the usual levels and remedial action is underway to support those students who

are not yet at the expected levels. Thropton and Harbottle cannot be compared to national averages as they don't have enough pupils to create a robust statistical analysis. However, the majority of students reached the expected levels, or a good level of development across both schools. Assessment at Stobhillgate demonstrates very strong outcomes for students.

The First Schools used catch up funding to provide additional support for all students who were below expectations. Typically this was undertaken by the staff of the school, or external staff who were well known to the schools and with qualified teacher status.



**Abbeyfields  
First School**  
current roll  
**332**



**Harbottle C of E  
First School**  
current roll  
**17**



**Thropton Village  
First School**  
current roll  
**40**



**Stobhillgate  
First School**  
current roll  
**136**

### Middle school summary

Two of our three middle schools are oversubscribed. Morpeth Chantry Middle School is a four-form entry school and has an additional class in year 6 and is over the stated Pupil Admit Number (PAN) of 128 in all year groups; the current roll is 554. Morpeth Newminster Middle School is also a four-form entry school, again an additional year 6 class for 2021/22; current roll is 542. Dr Thomlinson C of E Middle School is a two-form entry school, serving the town and surrounding areas of Rothbury; current roll is 220.

As expected following the last 2 disrupted years, all three Middle Schools are below their 2019 Key Stage 2 SATs scores. However, they are all above the 2022 national average (NA) for Reading, Writing and Maths (RWM). Unsurprisingly writing levels have been most affected by the time spent out of school.

- Chantry had a number of students who just failed to achieve the expected levels, which is disappointing and results were therefore lower than expected. Chantry was, however, in line with the National Average (NA), 2022, in reading and

maths, and in the combined RWM measure, but was below the NA in writing and above the NA for SPAG (spelling, punctuation and grammar).

- Dr Thomlinson achieved a good set of results, which were comfortably above the NA in all areas other than SPAG.
- Newminster achieved an excellent set of results, across all areas which were well above NA.

Teacher assessment for Year 8 (end of school) identifies good attainment and progress across all three middle schools, prior to transition into high school.

The Middle Schools also used catch up funding to provide additional support for all students who were below expectations. Typically this was undertaken by the staff of the school, or who were well known to the schools and with qualified teacher status.



**Chantry  
Middle School**  
current roll  
**554**



**Newminster  
Middle School**  
current roll  
**542**

Ofsted inspections have taken place in four trust schools since the last annual report. All four schools, Chantry, Newminster and Dr Thomlinson Middle Schools and Thropton Village First School received a positive report with a Good judgement.



**Dr Thomlinson  
C of E Middle School**  
current roll  
**220**

High school summary

The King Edward VI High School (KEVI) is a twelve form entry high school (roll 993) with a large sixth form (roll 434); the current roll is therefore 1,422. KEVI took an additional 25 students into Year 9 in September 2022.

**Key Stage 5 Outcomes:** The overall attainment achieved by the 2022 cohort is higher than in 2019, which is a great achievement considering the disruption of the last two years. The average A level grade was B. Within this cohort there were many outstanding individual results, with 26 students achieving straight A\*/A or BTEC Distinction/D\* grades. Over 50% of all students achieved at least 1 A/A\* grade.

Almost all students who applied were successful in achieving a place at university with the vast majority achieving their first choice place (118/149).

The table below shows the school data in black and national data in blue. When comparing against national data it is important to note that KEVI is a more inclusive sixth form than many, with lower entry requirements. This means data is often in line with national data for attainment, but above national data for progress levels.

	2022 exams	2021 teacher assessed	2019 exams
% A*	12 (14.5)	18 (19.1)	12 (7.7)
% A* - A	34 (35.9)	41 (44.3)	31 (25.2)
% A* - B	62 (60.2)	63 (69.8)	56 (51.1)
% A - C	84 (no data)	86 (no data)	81 (no data)

**Key Stage 4 Outcomes:** Overall GCSE attainment increased slightly from 2019, again an achievement given the disruption caused by the pandemic. These outcomes were also slightly higher, which demonstrates the rigour and accuracy of teacher assessment in preparing students for exams. Attainment in English was higher than 2019 and attainment in Maths was slightly lower than 2019. The attainment gap between boys and girls continues to be narrow. In some cases boys attainment was higher than girls.

80% of students achieved a grade 4 (standard pass) or above in both English and Maths. Whilst the majority of students joined the Sixth form in September, others moved on to follow a range of further education courses or apprenticeship opportunities, not offered by the school.


To date we have 223 students who have returned to Y12 joining 211 students in Y13.

	2022 exams	2021 teacher assessed	2019 exams
Grade 4+ in E&M	79% (71%)	80%	78%
Grade 5+ in E&M	60% (51%)	67%	60%
Attainment 8	54.9	56.7	54.5
5 or more 4+ grades	80%	84%	80%

Quantifying improvements

Effectiveness of the Trust’s strategies and the quality of provision and outcomes for students, along with current planning and priorities for 2021-22 can be found in the following documents, available from the Trust:-

- Three Rivers Learning Trust Strategic Plan
- Individual School Improvement Plans and Self Evaluation reports
- DfE Performance tables and the IDSR (Inspection Data Summary Report) for each school
- Ofsted reports for each school are available on each schools’ website as well as the Ofsted website.



The King Edward VI School

current roll

1,422



## Our purpose

The purpose of Learning Trusts like ours is very clear. We:

- work with other organisations to make sure that education is as good as it can be in our communities;
- protect and promote public values;
- are accountable through the local level knowledge of governors;
- provide leadership to support school improvement both within and beyond the trust, contributing to the wider school system;
- ensure deep collaboration between schools, between school leaders and between teachers to improve the quality of education.

It is clear that the schools in the Learning Trust have all benefited considerably in these areas as well as others as set out in this annual review.

We believe that the Learning Trust will benefit from growing so that there are about 5000 students in our schools and this may involve schools joining us from beyond the Morpeth partnership, especially as we would like another secondary school to act as a mirror to KEVI.

Please do not hesitate to contact us if you would like to find out more about what we stand for and what we do. Additionally, there are often opportunities to get involved with the governance of the Learning Trust and its schools - find out more on our website [www.the3rivers.net](http://www.the3rivers.net)



