

Annual Report

2021



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Welcome

Richard Fletcher Chief Executive Officer

Welcome to the first edition of our new annual report.

The last twelve months have seen some of the most remarkable moments of our lives, with challenges and obstacles we could not have anticipated a couple of years ago. Few areas of society have been as demanding as education, where our drive to look after the wellbeing of our young people and secure for them the best educational outcomes continues to be the core motivation for all our work.

This report will share with you some of the amazing achievements of our staff and students over the past year, in the face of these exceptional circumstances. I have worked in education for 25 years, but the last academic year was without doubt the hardest.



It was made easier by working in a MAT where regular meetings took place with key leaders across the Trust, making collective decisions in a constantly changing landscape, where over-night U-turns from the government became the norm. Trust meetings had to focus on health and safety, saving lives and fighting the pandemic, agenda items that were very different to the usual issues tackled by senior leaders in education.

In the face of all of these challenges, it is a source of immense pride that our teachers and support staff worked so exceptionally hard, epitomising resilience to ensure our students received the best education possible. From the very first day of lockdown, students across NCLT received online live lessons utilising a range of new teaching and learning technologies from Microsoft and Google, helping our students to remain at the leading edge of education.

This immense achievement, providing high-quality remote education alongside first-class pastoral care in the midst of a pandemic, would not have been possible without a dedicated and hard-working staff, supported by a strong partnership between our students, parents, the wider community, and Trust Directors and Advisors. Seeing everyone pulling together in the face of exceptional obstacles made me feel proud and honoured to lead our Trust.

Despite this exceptional year, as a Trust we have remained loyal and committed to our vision and have continued to make a positive difference to the lives of young people and their families, thereby making a positive contribution to social mobility.

Best wishes,
Richard

Diane Heritage

Chair of the Board of Directors

Welcome to our annual report.

This will be my fortieth year working in education, eleventh year as a governor, and sixth year as chair of the Trust. Any voluntary role must have a compelling moral purpose and personally, playing a key role in the establishment and development of the Trust continues to be a privilege.

Over the last eighteen months, our teams have been magnificent, dealing with unprecedented events, emotions and consequences in ways that minimise the spread of COVID-19 whilst ensuring students keep learning and progressing. All our staff have demonstrated great tenacity, adaptability, and compassion, and for that I would like to offer my words of thanks.

Reflecting on our collective work and thinking about the future must always be a priority. As a Trust, we have learned a great deal through collaboration. Our focus has been to sustain outstanding outcomes through great teaching and emotional support for every student. We have learned a great deal about harnessing the power of technology, and we can now share what has been learned, look at the evidence and consider collectively how to capitalise on this. We want our teachers and students to be 'masters of technology', not servants of it.

The pandemic has underlined the importance of teaching as a skill and profession. Most parents have found it much harder than they initially thought to support their children at home and anecdotes suggest that their respect for teachers has grown. Teachers who participate in impactful professional development tend to display higher levels of self-efficacy and job satisfaction. So, for us as a Trust, enabling teachers to keep getting better, to learn from the evidence of what makes great teaching, is within our gift.

I am extremely proud of how Trust leaders and teachers have connected with each other. Collaboration is central to our approach and building relationships and partnership working puts us in a positive position. Louise Stoll (2020) is right when she argues persuasively that "This isn't a time for cruise control. Creating capacity for learning individually and collectively is critical right now."

Thank you to everyone who contributes to the development of our young people; trust leaders, governors, parents, and staff. I look forward to seeing students flourish and succeed in the year ahead.

With best wishes,
Diane



100% 99.8%

A LEVEL
PASS RATE

APPLIED GENERAL
PASS RATE

58.2% 89.1%

A LEVEL
HIGH GRADES

APPLIED GENERAL
HIGH GRADES

Total students: 1160

GCSE

English progress score: 1.04

Maths progress score: 0.78

Achievements

- New College Bradford saw its first year of results this year. The results represented a massive success for the college, with a 100% pass rate with both A-Level and Applied General courses. In a year when results were decided by teacher assessed grades [TAGs], these outcomes suggest very strong value-added and would put NCB in the top 10% nationally for A-Level and the top 25% for Applied General courses in a normal exam year.
- These figures translate into arguably the most important success of all: 83% of Year 13 students progressed directly to university. This outstanding figure establishes NCB in its first year as the best sixth form college for HE progression in the north of England and the highest in the country for colleges with similar levels of disadvantage.
- As three quarters of NCB students are the first in their family to progress to university, and over three quarters live in postcodes with low levels of HE progression, this is not only a massive success for NCB, it is also a significant step towards improving social mobility across the Bradford region.
- Overall, 98% of last academic year's Year 13 students were in education, employment or training by the start of October 2021.





Highlights

- The Winter Showcase - Students performed a Winter Showcase Variety Event. This included students performing a range of acts including musical theatre, song, dance and drama pieces, and work based on A Christmas Carol.
- End of Year Performances - These included Medea, an hour-long performance of a Greek tragedy with a modern twist, and a separate event showcasing musical theatre numbers, dance numbers, monologues and acting pieces.
- World Hijab Day, 1 February 2021 - Students were involved in an international campaign raising awareness about the hijab, and challenging discrimination and prejudice against Muslim women.
- Ramadan, 12 April 2021 - The college community joined together in supporting those observing Ramadan, whilst also raising £158 for Gift of Water.
- The Cricket World Cup, October 2021 - In conjunction with the Yorkshire Cricket Foundation, the male and female Cricket World Cup trophies visited NCB. Students were able to take their photos with both international trophies, generating a wave of excitement across college.
- England Rugby League captain, November 2021 - We were delighted to welcome England and Wigan Rugby League captain John Bateman, a proud Bradfordian.



99.9% 100%

A LEVEL
PASS RATE

APPLIED GENERAL
PASS RATE

60.6% 97.6%

A LEVEL
HIGH GRADES

APPLIED GENERAL
HIGH GRADES

Total students: 1227

Attendance: over 95%

Over 100 subject enrichment events with 90% of students accessing at least one of these this year.

Over 40% of students took part in a regular extra-curricular activity.

Achievements

- As part of their Fine Art course, students were given the opportunity to submit their pieces to the Royal Academy's Young Artist Competition. From 33,000 entries, NCD's Summair Dickson's piece received a prestigious award and was selected to be displayed as part of their nationwide exhibit.
- Mary Manyika was successful at securing a prestigious residential placement with the British Film Institute. As part of the programme Mary beat thousands of students nationwide to take part in the week-long residential, culminating in the production of a film documentary that would be showcased at the BFI in London.
- Business and Law students saw success with two national competitions. In partnership with Sheffield Hallam University, students were asked to explore how to overcome the challenges faced by future transport needs. NCD's student team's solution was so successful that Sheffield Hallam University will now work alongside our students to develop the project further.
- Accounting students also had success within the ICAEW BASE Accounting Competition, beating over 5,000 participants to reach the national finals.





- There was also a record-breaking year from our football first team, who over the last year have had a run of amazing results, topping the South Yorkshire School and Colleges league.
- Throughout lockdown, student engagement was extremely strong with over 98% attendance. Additional support was also provided to students who would benefit from face-to-face teaching.
- COVID consolidation and support was at the forefront of NCD's provision once back in college, helping to overcome some of the gaps in learning that some students may have faced as a result of the national lockdowns.

Highlights

- Trips and visits - Within the first weeks out of lockdown, students had completed visits to Yorkshire Wildlife Park, Potteric Car Nature reserve and the Holderness coast.
- Fundraising - Throughout the challenges of the pandemic, staff and students were out in force helping to raise valuable funds for our selected charities. Events such as our Gameathon were a huge success, helping to raise over £850 for both the Anthony Nolan Trust and the Teenage Cancer Trust, in memory of our former student Joel Esan.
- Guest Speakers - The pandemic also brought opportunities for virtual visits from guest speakers. Talks have been given from speakers including Max Whitlock (Olympic Gold gymnastics champion) and Dr Nina Purvis, who is in the final stages of selection for a future European Space Agency mission.



99.8% 100%

A LEVEL
PASS RATE

APPLIED GENERAL
PASS RATE

68.5% 90.8%

A LEVEL
HIGH GRADES

APPLIED GENERAL
HIGH GRADES

Total students: 2639

700 students accessing virtual work experience

400 students involved in trips and visits

88 different enrichment activities



Achievements

- NCP's PE Department won the Gold Award for the Pearson National Teaching Award FE Team of the Year. This fantastic achievement reflects the huge amount of work the whole team engage in beyond the classroom. This year alone they have raised over £11,000 for charity, have over 80 students on sports leadership awards, as well as running twelve different competitive college teams, for both male and female students, involving 326 students in sports enrichment.
- A total of 88 different enrichment activities have run this year. These have included the STEM club, Amnesty International meetings (with guest speakers), the LGBT+ group, self-defence lessons, first aid training, the debating society, super-curricular sessions such as Forensic Psychology and History Book Club, and sessions to promote good mental health such as guided meditation.
- A virtual work experience programme, The Verve, was created to provide students with access to research and virtual employer engagement. Accessed by almost 700 students, students were able to complete a virtual work experience via Speakers for Schools in areas such as healthcare, environment and sustainability, music, media, finance, engineering, retail, marketing, law and fashion. Almost 50 students completed virtual work experience via Springpod in areas such as aerospace, teaching, journalism, law, finance, fashion, broadcasting & media, graphic design, engineering, politics, psychology, nursing and midwifery.
- Six students shared the Dr Nath Award for outstanding achievement in the face of adversity.



Highlights

- Trips and visits - Almost 400 students have been involved in trips this year, including Geography field trips to Scarborough and Whitby, Public Services trips to Cayton Bay Surf School and Bawtry Paintball, an HSC trip to Alton Towers, and the Duke of Edinburgh expedition. Forty sports students went to Malta for 2 weeks, to help coach local schoolchildren in a variety of sport disciplines.
- Guest speakers - Adam Corbally spoke to our Student Leadership Development Programme.
- Raising Aspirations - One-hundred-and-seventy-one students completed the first year of the Raising Aspirations programme which included talks delivered to the whole cohort by the coordinator and subject specific sub-groups, which met online and face-to-face later in the year.
- Performances this year included The Tempest, a mini-festival, gigs live-streamed on Instagram and YouTube and a Christmas Showcase that combined exceptional dance, dazzling music, moving drama and appalling puns from the compères!





73%

STUDENTS ACHIEVING
GRADE 4 + IN ENGLISH
AND MATHS

46%

STUDENTS ACHIEVING
GRADE 5 + IN ENGLISH
AND MATHS

Total Students: 946

Attainment 8: 49.2



Achievements

- Kacie won two awards at the Thorpe Hesley Village Show, 1st prize for tonal drawing and 2nd prize for painting. Emily won a design competition for Rotherham Hospice, and her sunflower design has been used on all merchandise for the charity's 25th anniversary. Wingfield students produced a collaborative art piece for Wentworth Woodhouse.
- All GCSE art and photography students produced a lockdown project inspired by Kate Middleton's 'Hold Still' photography exhibition at the National Portrait Gallery.
- Year 7 to Year 9 students developed drawing skills by practising a range of drawing styles and techniques in home learning booklets.
- Year 10 boys and U13 girls football teams have both reached the quarterfinals of the South Yorkshire and Rotherham Cup. The U13 girls also won the Rotherham Schools Utilita 6-a-side cup.
- U15 football girls are in the semifinals of the South Yorkshire cup.
- Year 7 and Year 8 won their first ever rugby match with a resounding victory against Oakwood.





Highlights

Trips and visits:

- Year 7 watched a Christmas Pantomime at Rotherham Civic Theatre, as well as visiting a falconry display, and expanding their knowledge on the Medieval period, at Conisbrough Castle.
- Year 8 visited Bletchley Park to crack an enigma and Yorkshire Sculpture Park to develop their creative abilities.
- Year 9 visited the Jorvick Viking Museum in York, photographed The Shambles and produced a piece of Gothic creative writing inspired by York Minster's architecture.
- Year 10 historians visited Leeds' Thackery museum to look at medicine over time. They were able to observe historical medical approaches and equipment. Year 10 attended the National Videogame Museum and indulged in a tapas meal at the Cubanas restaurant.
- Year 11 geographers enjoyed their visit to Sheffield's City Business District in order to see their learning in reality. They investigated a range of city centre locations and how they have changed over time, with students interacting with the general public well to collect primary data. The day concluded with a city tour to look at examples of land-use change. Year 11 also travelled to Coventry to watch a performance of Shakespeare's Macbeth.

Fundraising:

- Year 7 students filled eighteen shoeboxes as part of Rotherham's Shoebox Appeal for local vulnerable members of the community. Year 9 and Year 10 students donated food, clothing and toiletries to Rotherham Food Bank to support local families in the run-up to Christmas. Three Year 10 students raised awareness of men's mental and physical health for Movember by undertaking a snowy sponsored walk, raising over £600.

Careers

Reconnecting Careers (Post-16)

In the face of recent challenges, our colleges have diversified their careers provision to continue enabling our young people to prepare for their next steps. Our renewed careers programme provides them with opportunities to explore a full range of pathways, to develop their skills, and to use their experiences and research to make informed choices.

Our careers provision at each sixth form college offers:

- Information, advice and guidance through an embedded careers programme, promoting all pathways, with a greater emphasis on personal development and preparation for the world of work.
- Opportunities to explore up-to-date labour market information, to help students make informed choices.
- Tailored support that targets and addresses the needs of all students.
- Curriculum-linked careers support within each subject and course.
- Opportunities for students to access physical work experience placements, that run neatly alongside a fast-growing virtual offer.
- Meaningful encounters with employers, both locally and nationally, and New College alumni, across a range of sectors.
- Opportunities to experience a variety of higher education options, working in partnership with our regional providers, plus the Office for Students' UniConnect programme.
- Personal guidance and support with qualified and experienced Careers Advisors, through a range of face-to-face and remote services.



Location Vocation

[11-16]

Despite unprecedented circumstances over the last year, we have provided through our 'Location Vocation' careers programme a range of face-to-face and virtual opportunities to prepare all our students to make informed decisions about their next steps.

Our careers provision has:

- Empowered learners to make informed decisions at key points in their school life, for example, with GCSE options in Year 9, supporting learners' subject choices based on their likes, strengths and assessment methods.
- Inspired and motivated learners to fulfil their potential through a range of further and higher education encounters.
- Explored different careers through the curriculum to raise learners' aspirations, broaden their horizons and accumulate cultural capital.
- Enriched learners' experience by providing multiple opportunities to learn from employers about employment and the skills that are valued in workplaces, for example, through mock interviews and work experience opportunities.
- Enabled learners' access to up-to-date labour market information to ensure learners are aware of which growth sectors have a gap in worker numbers.
- Helped learners overcome negative stereotypes, exploring all the career opportunities available to them.
- Developed learners' personal financial capability.
- Provided learners with high quality independent careers guidance with our qualified and experienced careers advisor.



Study Support

The Trust is committed to equal opportunities and providing an inclusive learning environment for all students, an approach which informs everything we do in study support across all our academies.

Developing independence skills is at the heart of our approach. We support our students to gain the transferable skills they need to be successful when they leave the Trust. Our aim is that students will be able to confidently solve problems and learn a range of strategies they can utilise to overcome their difficulties in different environments.

The Trust has an extensive personal development curriculum, and students with SEND are encouraged to participate fully. Study Support departments across the Trust run a variety of enrichment activities and these are often personalised to ensure students with SEND are not only developing key skills, but also receiving a fully integrated and inclusive experience.

Students receive a personalised package of support depending on their level of need. This can range from one-to-one support with accessing lessons, to weekly check-ins. Students are often allocated a key worker who oversees that student's progress and general well-being. They work collaboratively with their colleagues to help the student overcome any barriers they may encounter.

Students are able to access interventions for academic studies, including organisational and general study skills, either individually or as a group. A range of interventions are also available to support student well-being, including mindfulness sessions, social skills groups and sessions to work on self-esteem.



Initial Teacher Training



As a Trust, we are keen to support the continuing development and retention of new entrants into the profession to grow the next generation of teachers. Over the last five years, we have established successful partnerships with local providers of initial teaching education (ITE), including two School-Centred Initial Teacher Training (SCITT) programmes. Working closely with both the Three Counties SCITT and the Five Towns SCITT, alongside local universities, we have built the capacity to offer placements for up to 20 PGCE trainees per year in a range of subject areas across the Trust. Our trainees have benefited from working alongside highly experienced mentors who support their development as effective classroom practitioners. In addition, we have been able to offer sixth form experience days for those interested in a career in teaching. The Initial Teacher Training (ITT) offer has continued to expand with the appointment of Nicola O'Keeffe as a coordinator at NCD, building on the fantastic foundations established by Brian Coughlan at NCP. A collaborative approach is maximising the offer we can provide as a Trust.

In our 11-16 provision at Wingfield Academy, teachers are working in partnership with a number of ITT providers, including Learners First, Sheffield University, Sheffield Hallam University and Huddersfield University. In most years, 10 to 15 ITT students spend time in the school.

Early Career Framework

This year we started embedding the new Early Career Framework (ECF) into our provision. This is an exciting new entitlement for 2 years of professional development designed to help early career teachers develop their practice, knowledge and working habits. As part of our collaboration work with the local Teaching School Hub, our early career teachers (ECTs) are following a fully mentored CPD programme using high quality resources from University College London. Their programme includes weekly one-to-one support from an experienced mentor and half-termly hub meetings with Early Career Teachers (ECTs) across the district.

Additionally, we are also playing a role as an Early Career Framework facilitator, supporting local schools in the Bradford and Doncaster areas over 2021-23, as well as sitting on the Partnership Board for the Three Counties SCITT.



Teaching School Hubs

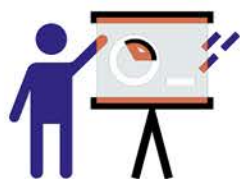
Our academies play a very active role in building relationships with key partners across the education community in our region. This is particularly true when it comes to Teaching School Hubs, a national network of 87 schools established by the DfE in February 2021 to replace the old Teaching Schools.



Specialist Leaders in Education (SLEs) - A number of staff have had the opportunity to become SLEs over the past year. SLEs with specific subject expertise were deployed to a number of schools across the Doncaster Area, working closely with teachers to plan a number of initiatives to develop more outstanding teaching and learning.



Doncaster Network Area - New College Doncaster has led the way in the development of subject network groups. These groups enable post-16 teachers to discuss the needs and challenges of their subject, with the view to sharing best practice across the subjects. The network area has continued to grow over the past year into more vocational routes, in partnership with Doncaster College.



Doncaster Continuing Professional Development (CPD) - As part of the Opportunity Area, teachers across Doncaster have been invited to attend Professional Development Opportunities here at New College Doncaster. This included sessions delivered by the bestselling author Caroline Bentley-Davies, author of 'How to be an amazing Teacher' and 'Sticky Teaching and Learning'. The sessions focussed on stretch and challenge and how to bridge the gap with post-16 students.





Selby and Wakefield - New College Pontefract's Principal, Vicky Marks, is a member of the Selby and Wakefield Teaching School Hub Strategic Group. The group meets half-termly to review provision. All Early Career Teachers are registered on the Early Career Programme provided by the Teaching School Hub. For the current academic year, eight members of staff have registered to undertake National Professional Qualifications with the Selby & Wakefield Hub.



Barnsley and Doncaster - Richard Fletcher, CEO of NCLT, is a member of the Barnsley and Doncaster Teaching School Hub Strategic Group.

Expert Delivery Group - Ceri Boyle, Assistant Principal at NCD, sits on the Early Career Framework Expert Delivery Group, which covers both the Barnsley and Doncaster, and the Selby and Wakefield Teaching School Hubs.



Early Careers - Brian Coughlan at NCP and Leana Taylor at NCD have been appointed Early Career Framework Facilitators. There are a team of induction tutors across the Trust who are supported by an excellent set of dedicated mentors. Ceri Boyle is an Early Career Champion and has helped write materials for the UCL DfE national programme. She has also been appointed an NPQ Facilitator for the National Professional Qualification for Leading Teaching (NPQLT).



As a Trust, we have fully adopted the principles of the ECF, ensuring all ECTs are enrolled on the full UCL 2-year programme, as well as extending this to ensure all year 3-5 teachers have bespoke support to help them progress and flourish at this crucial formative stage of their career.





Governance

The Board consists of eleven trustees, all of whom bring great expertise and skills from a wide range of sectors including industry, commerce and education. Trustees are responsible for the strategic leadership of the Trust, ensuring that we adhere to our vision and values, are well led, and are accountable for ensuring outstanding performance and good financial health.

Members

Members oversee the work of the Board of Directors to ensure we are delivering against our vision, values and aims.

Alistair Goldman

John Gough

Linda Maxwell-Smart

Board of Directors

Trustees are responsible for strategic leadership, meeting six times a year. They provide support and challenge to the senior leadership teams and are responsible for ensuring that the Trust has effective financial management.

Diane Heritage (Chair)

Richard Fletcher (CEO Ex-officio)

Anthony Dee (Chair LAG NCP)

Carol Dewhurst OBE

Phillip Dixon

Deborah Green

Russell Heritage (Chair LAG Wingfield)

Neil Kaiper-Holmes (Chair Audit Committee)

Debbie Mactaggart

Alison Megahy (Chair LAG NCD)

Peter Thompson (Chair LAG NCB)

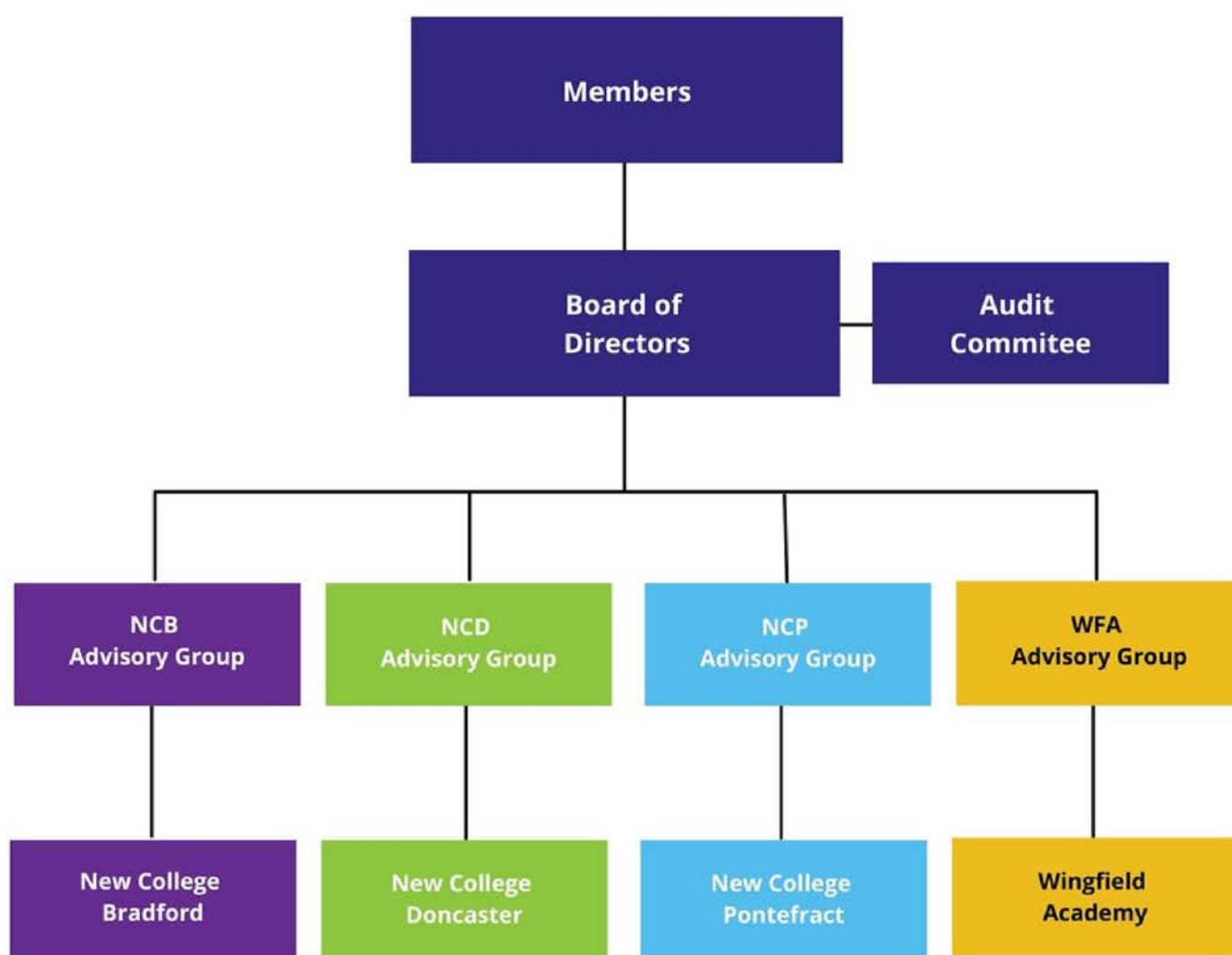
If you would like to get involved in governance at any level of the Trust, and feel that you have the relevant skills and experience in either education or the public and private sectors, please email clerk@nclt.ac.uk for more information.

Local Advisory Groups (LAGs)

LAGs oversee the running of the individual institutions ensuring that they are well led, and the leadership team is held to account for the academic performance and high-quality education provided.

Vision and Values Afternoon

In September 2021, we held a very successful vision and values afternoon where all members, directors, advisors and senior leadership teams from the Trust met to reinforce our commitment to a clear and compelling vision, and set out our strategic priorities for the next two years. We explored how our vision, values and strategic priorities drive our governance structure, agenda setting and scrutiny, as well as informing our plans for future growth and sustainability.



For more information on our Board of Members, Board of Directors and Local Advisory Groups, please visit www.nclt.ac.uk

Financial Overview

2020/21

The Trust ended the academic year 1st September 2020 to 31st August 2021 with cumulative free reserves. During the year, the Trust completed the renovation of the roof of the main central block at New College Pontefract along with the replacement of the site's coal boiler, both projects being funded from Condition Improvement Fund (CIF) bid monies. Additional expenditure was also incurred on the college and school estates, and on ongoing operating costs, in order to improve student and staff safety during the pandemic.

College/Academy Funds

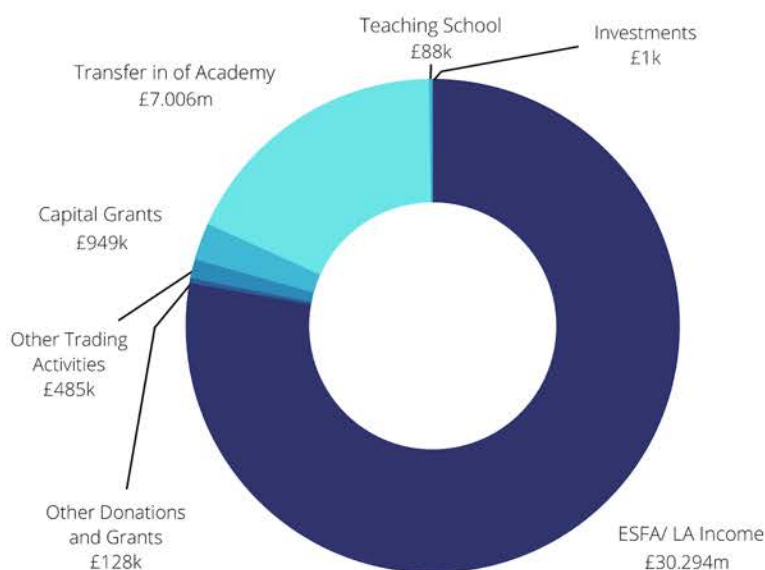
The chart shows the reserves available by college/academy, for general use, pre-loan repayments, as of 31st August 2021. These funds are being used to finance capital projects and to reinvest into the college/school estates.

At NCP, an extension to the LAW building is planned for 2021/22, which will largely be funded by a successful Post-16 Expansion Fund bid, whilst at Bradford we are planning to increase the dining room and kitchen to improve social space for students.



Funding/Income

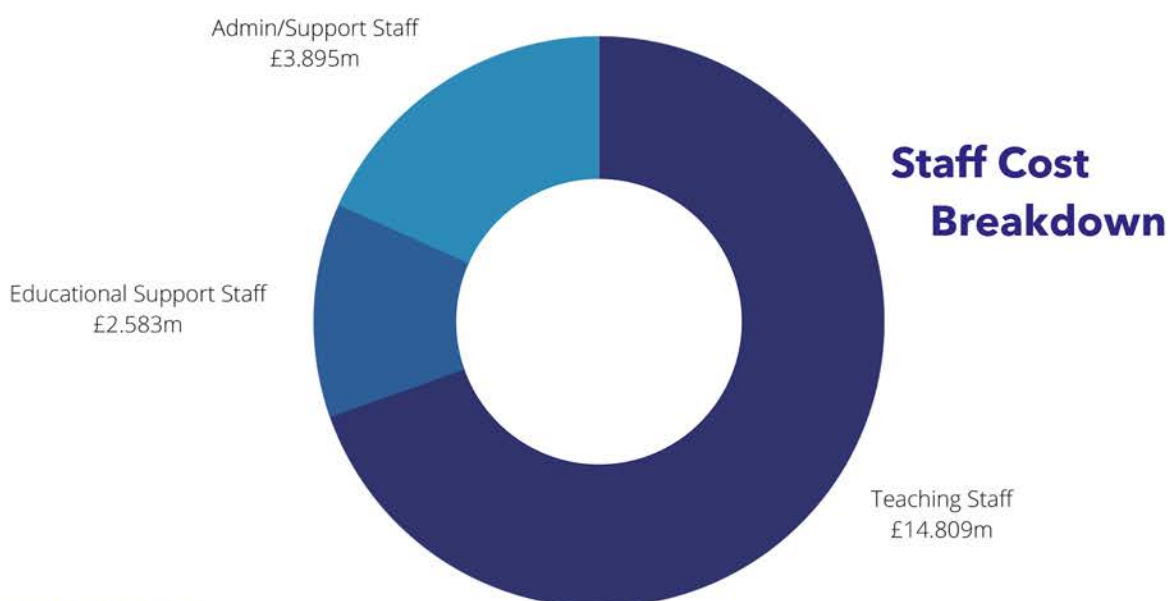
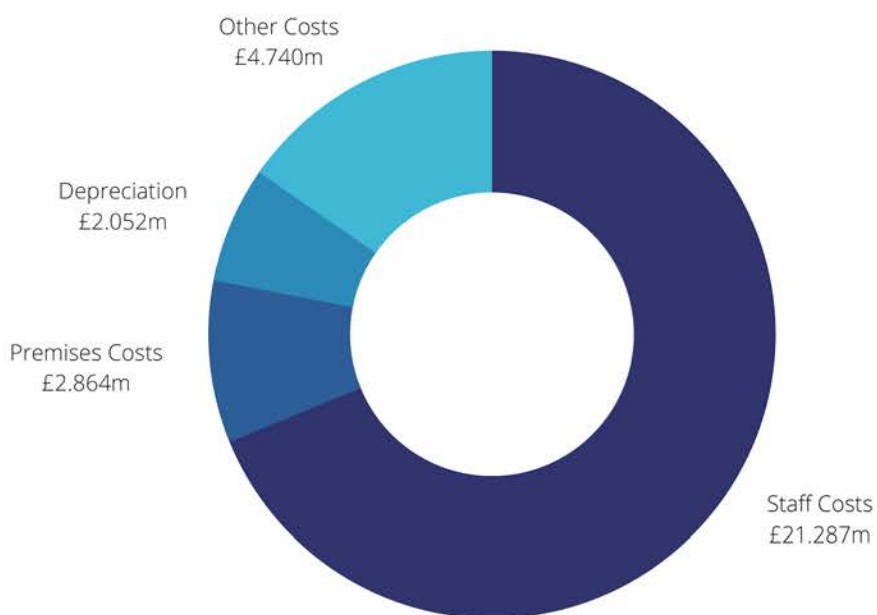
Funding for the Trust is sourced predominantly from the DfE/ESFA and is classed as restricted income. The remainder of the income comes from smaller grants and donations, and the Trust's trading activities. The chart for the year ended 31st August 2021 shows total received income in 20/21 was £38.95m, of which £7.006m related to the transfer in of Wingfield Academy in December 2020, and £29.25m was ESFA income. The income breakdown is shown in the chart.





Expenditure

The main activities of the school and colleges is the provision of education. The major element of Trust cost is staffing, including teaching, educational support and admin staff. Total costs for 20/21 were £30.94m (2019/20, £21.49m). Other costs include governance, IT and transport provision. Expenditure on premises included expenditure on the NCP roof and boiler, funded by the mentioned CIF grant.



COVID-19

The trust received £158,00 COVID catch-up premium funding. Costs incurred in respect of this funding totalled £112,000, with the remaining £46,000 to be spent in 2021/22.



Park Lane, Pontefract
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www.nclt.ac.uk

 @nclearningtrust