



FIVE RIVERS

Multi Academy Trust



ENDEAVOUR | EMPOWER | EXCEL





FIVE RIVERS

Multi Academy Trust

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LOCAL SOLUTIONS FOR LOCAL SCHOOLS

OUR MISSION

We believe that all communities are different and this makes local knowledge as imperative to our success as quality teaching, high expectations and strong governance and accountability. With this in mind, we do not create 'franchise' schools. We know that every school has unique qualities which require local leadership and local solutions that complement the local community it serves.

We believe every leader, every teacher and every member of school staff, whether teaching or non-teaching, whether from outstanding or vulnerable schools, have strengths and skills that are essential to supporting the creation, maintenance and development of a successful and sustainable Multi Academy Trust (MAT). Five Rivers is passionate about uncovering, nurturing and galvanising the skills and strengths of our workforce, and we believe individual knowledge and ideas bring power and insight from which the Trust can better fulfil its moral and educational purpose.

Our core aims and values are simple and are embedded in our motto:

Endeavour. Empower. Excel.

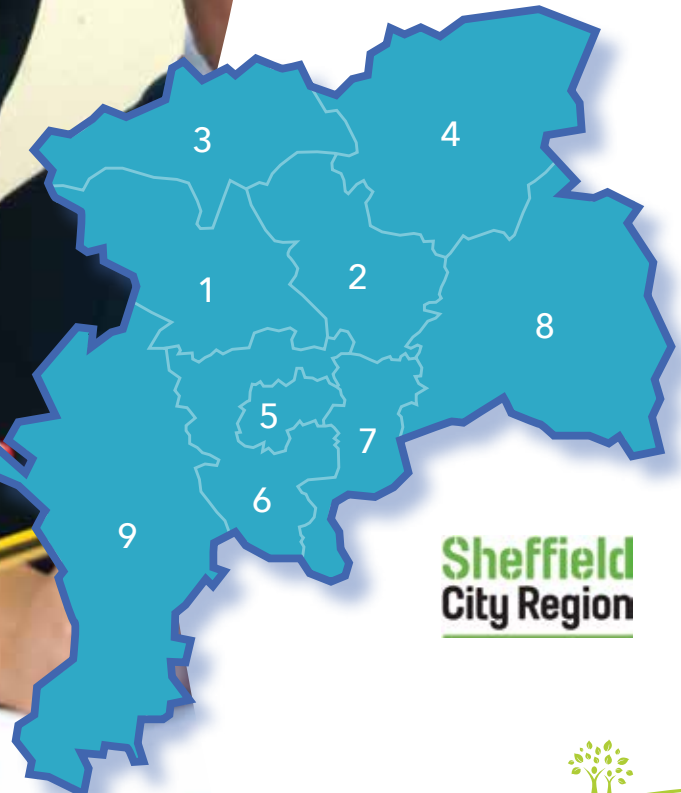
*“Education is not
preparation for life;
education is life itself”*

- John Dewey



The Five Rivers Trust is a Local Trust offering a local solution within the Sheffield City Region.

- 1 Sheffield
- 2 Rotherham
- 3 Barnsley
- 4 Doncaster
- 5 Chesterfield
- 6 North East Derbyshire
- 7 Bolsover
- 8 Bassetlaw
- 9 Derbyshire Dales



**Sheffield
City Region**





ENDEAVOUR

A Centre of Distinction in Teaching and Leadership

In which

- we have high expectations of ourselves and others and hold every individual to account for their contribution to children's outcomes
- our Trustees provide the right level of challenge and support and foster a culture of accountability across the whole Trust ensuring that our schools are governed effectively to secure the very best outcomes and continued improvement
- we are committed to lifelong learning and professional development, to succession and sustainability and the development of leaders of the future
- we recognise, nurture and preserve talent through bespoke support for new and experienced teachers, thus ensuring that all teaching teams are good and outstanding in their practice
- evidence-based research, intelligent use of data, collaborative learning and system leadership underpin our strategies for success
- our governors are actively involved in school life
- children's aspirations and outcomes are raised because of the opportunities that are generated through our partnerships with businesses, universities and independent schools
- our strategies for teaching new arrivals and children who are new to English will become world-class as we develop our experience and expertise.

EXCEL

Success for all

Where

- all pupils are challenged to reach their full potential regardless of their background, culture and life experiences
- each and every child receives individual, personalised support to become an autonomous, enthusiastic learner ready to achieve our unapologetically high expectations in relation to behaviour, attendance and attitudes to learning
- our mastery approach to learning enables our children to grow in confidence and independence.



EMPOWER

A 'whole child' focus

Where

- every child can feel safe and secure, able to overcome emotional barriers and express their worries and concerns
- parents, families and carers are central to our schools' developments

Through

- commitment to equality, dignity, and respect we develop confident, positive citizens of the wider world through adherence to the United Nations Convention on the Rights of the Child, and to British values
- pride in our local communities and the celebration of our differences in faith, culture, religion and identity, we develop an integrated society.



At Five Rivers Multi Academy Trust we are also committed to business development and growth. Our current commitment to 7 schools over the coming three years will extend to ten schools in the next ten years. In order to improve outcomes for more children within the Sheffield City Region, we are committed to achieving greater economies of scale in purchasing power, professional knowledge and expertise and system leadership.





A RECORD OF STRONG PERFORMANCE

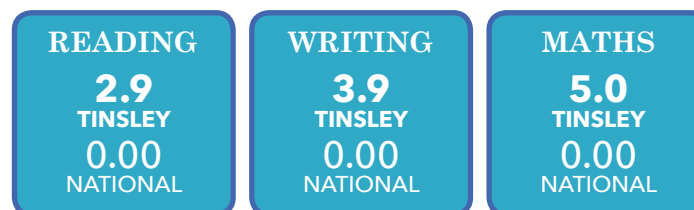
Five Rivers Multi Academy Trust, born from Tinsley Meadows Primary School, has an excellent track record of high performance. We are justifiably proud of this achievement.

Case Study

Patrick joined us early in Year Five from Slovakia with little English. He adapted very quickly to the English curriculum and made rapid progress moving quickly from our specialist provision to a Year Six class. He ended the year achieving a level five in reading, writing, SPAG and maths.

Tinsley Meadows Primary Academy KS2 Results 2016

National progress is 0.00 for reading, writing and maths. This indicates significantly above national average for progress (top 5% of schools nationally for mathematics and for reading and writing we are in the top 25% of schools).



2016 Attainment Data



Our performance is underpinned by a set of beliefs which are rooted in our outstanding classroom practice.

WE BELIEVE:

- every lesson is a language lesson - we take every opportunity to develop the vocabulary of our children - this is prioritised in reciprocal reading;
- our children will reach high standards in writing only if they practise - we write meaningfully across the curriculum whenever we can;
- all children have the right to be fluent mathematicians with no child left behind - we follow a mastery approach to teaching mathematics in all of our academies;
- children must first follow a structure - they should be taught how to do something - they can then innovate on this to be truly creative;
- if you can't say it, you can't write it - plentiful speaking and listening opportunities are vital and always come first;
- children achieve best, if limits aren't placed on them;
- first-hand experience is vital - we take every opportunity to enrich the lives of our children with a wide range of experiences;
- we are a learning community who value action research - we involve staff where possible to look at what works best for our children in our context whilst also basing our approaches on the best of international pedagogic research;
- in listening to feedback so that we can adapt approaches where necessary to suit the school's context - we acknowledge that all schools have strengths and we are very keen to learn from good and outstanding schools to enhance the MAT offer;
- we value all of our staff - we 'grow our own' where possible and prioritise a healthy work life balance;
- marking and planning should be meaningful and take place only if they enhance the child's learning;
- children have the right to be heard and have the skills to listen to the views of others. We encourage all of our academies to engage with UNICEF's 'Rights Respecting Schools' and the 'Philosophy for Children protocol to underpin high quality personal, social, spiritual education and to ensure all our children are confident, responsible citizens;
- in recognising the integrity of all subjects we aim to ensure that lessons truly build on what has gone before and develop the subject skills specific to discrete subject areas - we want our pupils to experience the best teaching which we will deliver by providing support and feedback to teachers on key lessons before they are taught in order to reach that aim.





OUR MEMBERS, DIRECTORS AND EXECUTIVE TEAM

MEMBERS



Sue Hunter
Member (Founder)

Sue is the founder of Hunter Smith Associates Ltd. Hunter Smith Associates Ltd delivers tailored consultancy services and training and development programmes. Sue has over 20 years hands on and strategic organisational and people development experience in a range of different sectors and a strong emphasis on schools development and change management.



Darren Pearce
Member (Strategic Finance and Business)

Formerly Finance Director at Meadowhall, Sheffield, Darren is the Centre Director in the shopping mall. Darren has been incredibly influential in creating lasting and fruitful partnerships between Tinsley and Meadowhall and he brings with him a wealth of experience and expertise to help hold the academy trust to account.



Dr Paul Owen
Member (Secondary / Independent Provision)

Paul Owen worked in academia and industrial research and development before joining the teaching profession, initially teaching secondary science. After holding a number of academic and pastoral management positions he became Head Master of Birkdale School, Sheffield in 2010. Paul has significant experience of school leadership and huge enthusiasm for the contribution that high quality education can make to the life chances of children in whatever sector.

Our Trust Board is made up of three members and nine Directors (Trustees) who all bring a wealth of experience and skills to the Five Rivers Multi Academy Trust Board.

Marc Rowland
Chair of Trust Board

Marc joined the National Education Trust in March 2007, having previously spent 5 years at Ofsted in a number of project management roles. Marc has led a number of high profile commissions for the NET, including reviews of the impact of the Pupil Premium in Warwickshire LA and a cross phase action research project with Sheffield Schools, in which Tinsley participated. His book about Pupil Premium (John Catt Educational) was published in September 2014.



Di Chilvers
Non-Executive Director

Di Chilvers is an advisory consultant in early childhood education having worked in the early years sector for over 35 years. Di has had a diverse career in early childhood education having initially trained as a nursery nurse (NNEB), then a teacher working in schools for over 20 years. She was a Regional Adviser for The National Strategies and is now an independent consultant working nationally and internationally. Di brings a wealth of experience from which she can confidently and passionately challenge the academy trust in raising standards in the EYFS.



Sheila Sutherland
Non-Executive Director

Sheila is a long term local resident in Tinsley. She has made significant contributions as a governor of Tinsley Meadows over a number of years. Sheila is a key member of Tinsley Forum and is passionate about the development of the local area. Sheila is a strong advocate for high quality education and works hard to hold the academy to account in relation to the outcomes for its children.



DIRECTORS (TRUSTEES)





Rebecca Webb

CEO

Rebecca Webb is the CEO of Five Rivers Multi Academy Trust. Rebecca first joined Tinsley (the lead academy) in 2009 in her capacity as Lead Headteacher on behalf of the Local Authority. She has successfully led transformational school improvement programmes across the MAT and also provides consultancy support at NLE level to a number of schools in Sheffield and Rotherham.



Emma Farmer

Executive Director of Business Strategy

Prior to her employment at Tinsley, Emma worked as Head of Unplanned Care within Doncaster Primary Care Trust; overseeing the commissioning, procurement and performance management of key NHS services. Emma has brought valuable HR, leadership, strategic finance and business skills to the Trust. She is now an SLE (Specialist Leader in Education) and is providing system leadership and consultancy across a number of schools in the region.



Antony Hughes

Non-Executive Director

Antony is a former civil servant from the Department for Education and has spent over a decade working on various aspects of high profile education policy and delivery initiatives including various school reform programmes. Until recently, Antony was Sheffield's Commissioner for Children and Director of Inclusion & Learning Service. Antony is now CEO at The Harmony Multi Academy Trust in Oldham.

Muriel Eddowes
Non-Executive Director

Muriel Eddowes is a retired senior lecturer in Management Science at Sheffield Hallam University. Muriel held a variety of roles during her 30 year career in higher education but focused mainly on course and module development, course management and student support. Muriel has significant experience of school governance in inner city Sheffield, most recently at a large primary school with a similar profile to Tinsley Meadows.



Joel Hardwick
Non-Executive Director

Joel leads Sheffield's work on school organisation at the Local Authority, working with politicians, Headteachers, and Multi-Academy Trusts to shape the Sheffield school system and meet the needs of a growing population. Joel has led school improvement interventions as Chair of Governors and has recently become Chair of the Academy Intervention Board at Abbeyfield Primary School, within the Five Rivers Multi Academy Trust.



Raj Joshi
Non-Executive Director

Raj Joshi is a retired Consultant in Restorative Dentistry and was also an Honorary Senior Clinical Lecturer at the University of Sheffield. Raj chaired national committees developing specialist training programmes and related curricula. As Clinical Lead he managed services within financial constraints including recruitment of staff and their continuing professional development. He taught at all levels of tertiary education and specialist training.



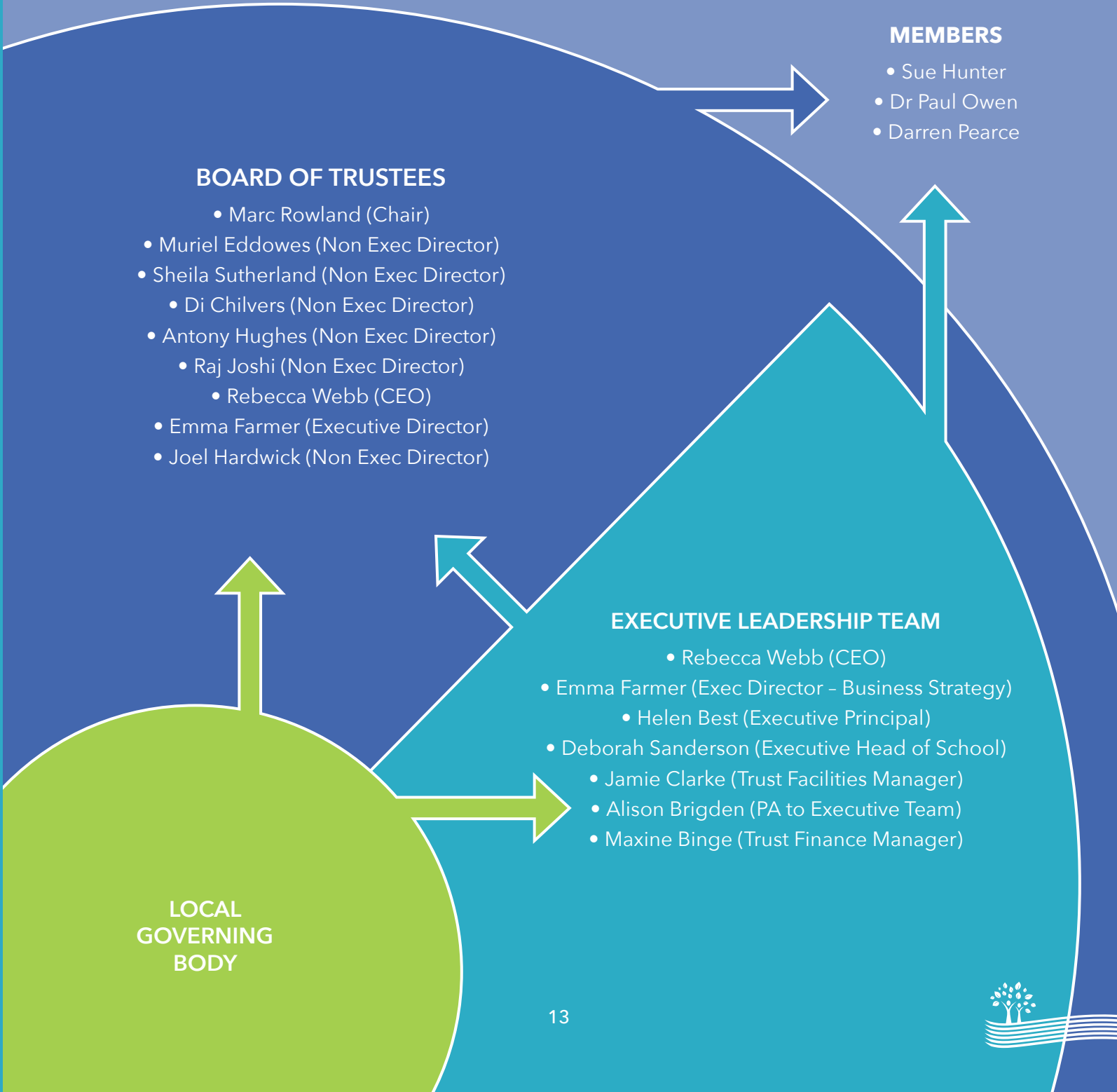


The Five Rivers Multi Academy Trust has deep rooted systems and cultures to support effective governance through its top-down and bottom-up accountability model.

Each academy within the Multi Academy Trust has a Local Governing Body which is accountable to the central Board of Trustees. The Trust has a clear and robust scheme of delegation setting out well defined parameters for all decision making and clear channels of communication to ensure transparency and strategic oversight.

Our members (akin to shareholders) have ultimate control over the academy trust and are active in their responsibilities to ensure the trust achieves its charitable objectives.

Our Local Governing Bodies, through earned autonomy, are influential and support the strategic direction of the Trust. This is further supported and facilitated by the Executive Leadership Team who work closely with governing bodies and senior leaders to maximise success.



MEMBERS

- Sue Hunter
- Dr Paul Owen
- Darren Pearce

BOARD OF TRUSTEES

- Marc Rowland (Chair)
- Muriel Eddowes (Non Exec Director)
- Sheila Sutherland (Non Exec Director)
 - Di Chilvers (Non Exec Director)
- Antony Hughes (Non Exec Director)
 - Raj Joshi (Non Exec Director)
 - Rebecca Webb (CEO)
- Emma Farmer (Executive Director)
- Joel Hardwick (Non Exec Director)

EXECUTIVE LEADERSHIP TEAM

- Rebecca Webb (CEO)
- Emma Farmer (Exec Director - Business Strategy)
 - Helen Best (Executive Principal)
- Deborah Sanderson (Executive Head of School)
 - Jamie Clarke (Trust Facilities Manager)
 - Alison Brigden (PA to Executive Team)
 - Maxine Binge (Trust Finance Manager)

LOCAL
GOVERNING
BODY





EDUCATIONAL EXCELLENCE

Curriculum
and Pedagogy

Extended
Learning Time

Inclusion

Early Years

Pupil Premium

Children's Safety
and Wellbeing





Curriculum and Pedagogy

The curriculum we provide is carefully tailored to meet the children's needs in line with the national curriculum. We are passionate about providing unique experiences that complement children's learning and believe that first hand experiences underpin learning across all subjects.

The Trust regularly keeps curriculum development under review with teachers and subject leaders piloting innovative approaches and feeding back into the curriculum development process. This rigorous approach to curriculum development keeps it relevant, challenging and inclusive.

The curriculum content is always pitched at an aspirant level for the age and stage of the learner.

In addition, the academic rigour provided by the curriculum is further enhanced by ensuring all children have the opportunity to access whole class music tuition in a range of instruments dependent on age group.

We believe in a healthy body and a healthy mind, hence sporting opportunities are of paramount importance to us. Our children participate in a range of competitive sports through strong partnerships and participation programmes. High quality PE education, provided by sports specialists and coaches, complements quality first provision provided by teachers. Consequently, children have the opportunity to excel in a wide range of physical activities, flourish academically and develop inner resilience and social confidence.

As technology becomes more and more embedded in our culture, we believe we must provide our learners with relevant and contemporary experiences that allow them to successfully engage with technology and prepare them for life after school.

Five Rivers Multi Academy Trust holds educational research at the heart of its success. Our academies have engaged with a number of action research projects such as Metacognition (National Education Trust), Contextualised Grammar (Exeter University) and online maths tutoring (Third Space Learning / York University).



Extended Learning Time

Learning time is precious and we are committed to ensuring every second is optimised and dedicated to improving educational outcomes for all our children. We maximise learning opportunities throughout the school day and offer our children additional learning time before school, during lunchtime and after school.

Inclusion

All schools within the Five Rivers MAT are inclusive schools. We prioritise training and support for all professionals within our schools with the knowledge and skills required to allow all children full access to the curriculum and the life of the school, regardless of their needs.

Our strong SEND teams are highly experienced in developing strategy and provision to best support children with special educational needs and disabilities and because of this, the Trust has an excellent track record in ensuring such children achieve high standards and outcomes. This is evidenced in national data.

All learners deserve an excellent curriculum that supports the in-depth mastery of English. Our founding academy has invested heavily in the development of a range of effective strategies based on academic research, collaborative learning, piloted projects and an analytical knowledge of our children's language needs.

This has enabled us to become nationally recognised for best practice, particularly for children with EAL or those who are new to English. However, we are now being approached for advice, by schools that are predominantly first language English speakers. Quality language strategies support all learners and are highly transferable to a range of different contexts.





Early Years

We believe that the foundations of learning begin in the early years with the fundamentals of language and communication, well-being, personal social and emotional development and physical development. Through strong relationships with families, early home learning and informed co-constructive teaching we can support children's thinking, learning and progress.

We are experienced in providing creative, experiential, immersive learning for children from as young as 2 years old. Experiences which shape the child and families' first impressions of the academy impact on their onward education.

We invest in strategies to develop teacher and practitioner knowledge, skills and understanding using a learning-community philosophy and grounded action research often in partnership with other clusters and led by external experts in the field.

We are passionate about early years education - so much so that we have an expert Early Years specialist on our Board of Trustees.



Pupil Premium

Raising the attainment of children in deprived circumstances is an absolute priority for Five Rivers Multi Academy Trust. We believe no child should be left behind in their learning and we will always do whatever it takes to ensure all children achieve to the very best of their ability.

Five Rivers Multi Academy Trust has received national recognition for its use of the pupil premium to diminish the differences between the attainment of disadvantaged and non-disadvantaged children. As regional winner in 2016 and regional runner-up in 2015, we are leading the way locally and nationally in relation to developing, implementing and sustaining strategies for success.





Everything we do at Five Rivers MAT is centred on the needs of the child and we are proud of our approach to ensuring every child within the Trust is safe, happy and well. We are committed to making our children's lives better today, tomorrow and in the future.

We believe that early intervention can break intergenerational cycles of deprivation and disadvantage and every adult working in our academies adopts the same approach to safeguarding children: we act now not later.

We are proud of the excellent relationships we have established with Health and Social Care services to ensure that families get tailored, wrap-around packages of support to enable the child to thrive.

Our children are the spirit of Five Rivers Multi Academy Trust and we go over and above, every day, to ensure they are protected, supported and listened to. This is a non-negotiable for any academy joining our Trust.



CHILDREN'S SAFETY AND WELLBEING



WORKFORCE DEVELOPMENT

Our workforce makes all the difference.

We invest heavily in continuing professional development, talent management and retention of our excellent staff.

*“The mediocre teacher tells.
The good teacher explains. The superior teacher demonstrates.
The great teacher inspires.”*
- William Arthur Ward

“The leadership, experience, skills and expertise available to support the whole school community within the MAT are what make me feel confident that we will succeed to help every child achieve their potential, and make Abbeyfield an outstanding school.”

- Mrs Helen Croud
(Deputy Headteacher, Abbeyfield Primary Academy)

We are experienced providers of initial teacher training and we have a strong portfolio of developing leaders of the future. We have three Specialist Leaders in Education who provide training and consultancy in other schools across the region and a Chief Executive Officer working at National Leader in Education level.

Our NQT programme is second to none and we provide intensive development and support to student teachers through the Teach First and School Direct programmes. We intend to extend the team of nationally accredited system leaders as we spot and develop talent.

“I am privileged to work within a team that provides opportunities for career progression and skill development. I started at Tinsley as a teaching assistant before taking on the role as class teacher and then going on to becoming the SENCO and Assistant Head. Throughout my time here, I have been supported and feel that being a part of the MAT will provide even more opportunities to try new roles and refine my teaching and leadership skills.”

- Mrs Claire Peats
(Assistant Headteacher, Tinsley Meadows Academy)





OUR PARTNERSHIPS

We are proud to work closely with and be affiliated to a number of high calibre partner organisations and individuals as follows:

Birkdale Independent School

Meadowhall Centre

SSELP (Sheffield South East Learning Partnership)

Learners First (Rotherham Learning Partnership)

National Education Trust

Teaching School Alliances

The Harmony Trust, Oldham

Teach First

Sheffield Hallam University

School Direct

Watch Me Grow

Through our partners we are able to access a wealth of unique opportunities, experience and skills from which Five Rivers MAT, our staff and our children greatly benefit.





OUR OFFER

Why Join Five Rivers Multi Academy Trust?

Information for Schools
and Academies

*“Coming together is
a beginning; keeping
together is progress;
working together is
success”*

- Henry Ford

Five Rivers Multi Academy Trust is committed to working collaboratively to provide the very best educational standards for children within the Sheffield City Region.

School improvement is a key driver for the Trust and we are committed to working with schools to bring about rapid transformation and positive change. We are also keen to secure good and outstanding schools within the Five Rivers family from which we can enjoy shared learning and success.

Ten reasons why you should join the Five Rivers MAT





- 1 We have tried and tested strategies already embedded into our existing academies which ensure sustained performance year on year. We are outward looking and keen to engage with new and effective strategies in place within academies that are joining the Trust.
- 2 We have a solid portfolio in delivering excellence in challenging and unique contexts (e.g. English as an additional language, new arrivals, areas of deprivation), however the Executive Team have supported schools with varying contexts from small semi-rural schools through to urban schools facing a range of different challenges.
- 3 Five Rivers MAT prioritises staff development and progression and we are firmly committed to creating leaders of the future. We are a strong provider of initial teacher training and we have a strong track record of developing trainee teachers into good and outstanding practitioners.
- 4 In a climate where head teacher recruitment is a challenge, our system leadership model enables new and aspiring heads to begin their journey in to leadership in a supportive and empowering family of schools. To support Head teachers, the Trust offers an initial whole school review for all schools joining the Trust to determine a bespoke package of support and challenge. Even an outstanding school needs regular external feedback to remain outstanding and our highly experienced Executive Leadership Team can provide this.
- 5 Our leaders are free to focus on teaching and learning whilst back office functions such as finance, HR and payroll matters are taken care of by the Trust, who will liaise directly with school teams. Our back office offer includes:
 - Fully facilitated budget planning in liaison with Principals and Finance Officers;
 - Financial procedures including month end, production of annual reports and VAT returns;

- Development of corporate policies and procedures;
 - Asset management support;
 - Website compliance checks;
 - Facilities and premises leadership support;
 - Project management of the entire academy conversion process;
 - HR leadership in direct liaison with school level staff.
- 6 We have a strong facilities team with experience in auditing, mentoring, income generation and project management to bring about capital solutions across the Trust.
 - 7 Our Trust board is made up of dynamic leaders, all of whom are committed to developing, sustaining and growing our successful academy Trust through clear channels of accountability and governance.
 - 8 Our growth strategy enables us to offer schools joining the Trust efficiency savings through improved purchasing power and economies of scale.
 - 9 The Trust Board is committed to creating opportunities for good and outstanding leaders of schools joining the MAT to influence the onward growth and development of the Trust at Executive Leadership and Trust Board levels.
 - 10 Our strong network of excellent partnerships means that all of our schools benefit from unique opportunities, shared knowledge and expertise.



For more information on how to join
Five Rivers Multi Academy Trust, either as a school seeking
a sponsor or as a good or outstanding school wishing
to join a dynamic and forward thinking Trust,
please contact:

Alison Brigden, PA to Executive Team

0114 2441842

enquiries@fiveriversmat.uk





