

Overview and Contextual Information

Schools Context (up to and including 17 May 2024)							
	NOR	% PP	% SEND	% EHCP	% Stability	% EAL	Ofsted rating
Carlton	316*	26.8%	16%	3.1%	83%	4%	Good
Parkside	248**	28.1%	22%	2.4%	83%	2%	Good
Summerfields	212	18.9%	13.2%	3.8%	91%	3%	Good
National Average	235 pupils	33%	20%	4.6%	78%	22%	

*Carlton has been assisting the LA's admissions team by agreeing to take additional pupils to assist with 'bulge' years

**Parkside has created an additional class to support its integrated resource

Context of Peer Review

This review and report were commissioned by the CEO Harry Wood and the PACT Board of Trustees following conversations with the Regional Director for Yorkshire and the Humber regarding growth of the Trust. The review considered many aspects of the Trusts work including their plans for growth, Trust and school improvement information, data related to pupil outcomes and progress, evaluations of the Trust and schools work including Ofsted reports and discussions with the CEO, DCEO, school leaders, subject and network leaders, Trust specialist leaders, supported school leaders and Trustees.

The Trust has reviewed its vision to include ambitions for current and future pupils, setting an ethos of high expectations of everyone in the trust community. This includes high expectations for the behaviour, progress, and attainment of all pupils and for the conduct and professionalism of both staff and the board themselves. The vision also includes ambitions for PACT's relationship with other trusts and schools.

The Trust's mission, vision statements and values reflect the schools and the communities the schools serve and support.

PACT mission is:

'Every child will have every opportunity to grow and achieve, every day'

PACT vision is:

'That PACT work as a united network of partners and pioneers, who are ambitious and challenge boundaries in order to provide every opportunity for children'

PACT values are:

Passion - everyone is unwaveringly passionate about our shared mission and, through a great love for what we do, we are motivated and committed to continually pushing the boundaries and believing anything is possible.

Achievement - everyone supports each other to pursue what matters to them and makes them proud. We embrace every opportunity and challenge; determined to achieve excellence and celebrate everyone's success.

Connection - everyone contributes and connects with a united, supportive community which builds upon empathy, compassion and understanding to have a positive impact beyond any one individual.

Trust - all decisions and actions are taken with authenticity, integrity and transparency; building trusting, respectful relationships where everyone feels safe, valued and important.

In undertaking this review, the mission, vision and values were considered in every aspect of the review work to see how well embedded they are in all that PACT aspire to achieve. The review took the form of a series of meetings with key leaders, trustees, specialist leaders and supported school leaders, a review of documents and consideration of the schools and trust website. Further analysis of data and information and external reports and reviews of the schools and Trust also took place.

Pioneer Academies Community Trust (PACT) is a Multi Academy Trust that was incorporated in December 2012. PACT is a Charitable Trust and a Company Limited by Guarantee. All schools within the Trust are convertor academies and all joined on December 1st 2012.

The Trust currently consist of three primary academies in Barnsley:

- Carlton Primary Academy
- Parkside Primary Academy

- Summerfields Primary Academy

The Trust are also working closely with Greenfields Primary in Barnsley on various school improvement initiatives. This follows an LA deployment of the CEO to the school over year ago. It is anticipated the school will be presented to the RD and Advisory Board before September 2024. As a consequence of the positive work with Greenfields, other school improvement work with a further 2 schools is also underway but this is at an early stage.

The report has been compiled using the Quality Trust Descriptions (5 pillars) and aims to provide an external evaluation into the impact of PACT and their ability and capacity as a Multi Academy Trust for growth.

Trust Quality Descriptions Evidence aligned with PACT Priorities

Pillar 1 - High Quality and Inclusive Education (to include school improvement and data overview)

Outcomes

The 2023 outcomes reflect the hard work of everyone across PACT and the relentless drive on school improvement. This is particularly evident in the end of KS2 outcomes where all three schools have reversed the downward trend of 2019 to bring combined expected standards to well above national floor standards. A review of the trust's performance is presented below. Many of the end of KS2 outcomes are well above national averages with 15 measures in the top 20% of schools nationally.

GLD

- Trust GLD average 69% (NA 67%)

Phonics

- Trust Phonics average 83% (NA 79%)

KS1

- Trust KS1 Reading average 65% (NA 68%) Expected Standard and Greater Depth average 9% (NA 19%)
- Trust KS1 Writing average 61% (NA 60%) Expected Standard and Greater Depth average 8% (NA 7%)
- Trust KS1 Maths average 65% (NA 70%) Expected Standard and Greater Depth average 13% (NA 16%)

Multiplication Tables Check

- Trust average 20.6 (NA average 20.4)

KS2

- Trust KS2 Reading average 84% (NA 73%) Expected Standard and Greater Depth average 32% (NA 29%)
- Trust KS2 EGPS average 84% (NA 72%) Expected Standard and Greater Depth average 48% (NA 30%)
- Trust KS2 Writing average 86% (NA 71%) Expected Standard and Greater Depth average 15% (NA 13%)
- Trust KS2 Maths average 92% (NA 73%) Expected Standard and Greater Depth average 32% (NA 24%)
- Trust KS1 Combined average 77% (NA 59%) Expected Standard and Greater Depth average 9% (NA 8%)

Ofsted Inspections and Outcomes

- There have been 3 inspections undertaken across PACT within the last 10 months, the most recent in February 2024. As a result of these inspections, all under the current Education Inspection Framework (EIF) both previously RI schools are now deemed Ofsted Good, one with Outstanding for EYFS - Carlton. All PACT schools currently have an Overall Effectiveness Good Ofsted judgement. This includes the most recent ungraded inspection (previous s8) at Parkside (February 2024) when the school maintained its 'Good'.

SEND

- SEND provision is a strength across the three schools. PACT have invested in resources, staff CPD and employing a skilled workforce. Parkside academy has its own bespoke SEND resource and children work in this provision as well as with their peers in wider classroom provision. PACT have been fortunate to access DfE funding via the local authority to enhance this provision. The head teacher at Summerfields Primary is currently in consultation with the local authority to utilise a vacant building as an LA integrated resource. This will be funded by the LA and be part of the wider resource provision for Barnsley. Parkside have developed their own LINC provision to support the needs of a number of vulnerable pupils. This has proved very successful in maintaining these pupils within their local community school with their peers as well as provide the right curriculum to meet their needs. Outcomes for SEND pupils are very positive.

Attendance / PA

- Attendance in all three PACT settings is above the national average with PA being below primary national figures. PACT school attendance teams have worked collaboratively to draw up their policy and attendance procedures. They collaborate regularly and have consistency in approach across the schools. The EWO the school work with is using PACT practice and procedures to share with other schools and colleagues across the Barnsley area. PACT have also used the EWO with Greenfields Primary. The schools all upload their attendance and use the DfE Attendance Dashboard to support their work and focus on attendance.

Attendance 2022/2023

2022/23	Attendance	PA
Carlton	94.8%	13.4%
Parkside	94.6%	9.6%
Summerfields	94.9%	12.0%
Barnsley	94.4%	15.5%
National	94.0%	17.3%

Behaviour

- All sites follow a relational approach to behaviour using the work of Positive Regard (Wellspring Trust) as a guiding principle. Significant work on creating the right culture at each school and across the Trust based on high expectations of pupil's behaviour is evident. Pupils engagement with and attitudes to learning, reinforced by an engaging and exciting curriculum, minimises the incidents of poor behaviour. 2 schools within the Trust have benefitted from support from the DfE approved Behaviour Hubs. This work has proved successful and acted as a blue print for further work both across PACT but also at Greenfields.

Suspensions

- To date there have only been 3 suspensions across PACT this academic year.
- Historical data shows very few numbers of suspensions over the past 4 years.

Exclusions

- To date there has been no permanent exclusions across PACT this academic year.
- Historical data shows only 1 permanent exclusion over the past 4 years across PACT.

School Improvement

- PACT creates a culture of continuous improvement in its schools through self-evaluation, challenge, support and appropriate actions.
- There is a clear and shared articulation of how schools are supported to improve, and this is followed across PACT. Aspirations and expectations for all pupils are universally ambitious in all the schools and this is systematically reinforced by leaders and staff who have clear expectations for their learning environments.

- PACT undertake their cyclical benchmarking five times a year. This detailed monitoring and evaluation system has been developed by the Trust and embraced by leaders and the staff as they welcome the opportunity to reflect on their practice. The system allows for schools to triangulate a range of information and activities using their own methodology. It also allows the Trust to evaluate the school's self-evaluation and address any aspects of improvement. This approach is a particular strength of the Trust and has been refined as schools have improved over time. Any school joining PACT would be subject to the tight process until improvements are seen. This is currently the case for Greenfields as part of their school improvement journey with PACT.
- PACT have developed through Carlton Primary their DNA for Teaching Excellence. This approach is now consistent across the PACT schools, meeting each school's individual needs. This comprehensive document details the approach each school takes and is the 'blueprint' and a common language in which senior leaders, teachers, support staff and children are fluent in to develop pedagogical practice. This approach has led to the rapid improvements seen at the school and to the Good (EYFS Outstanding) judgement earlier this year. This 'blueprint' can be taken and applied across other settings as required.
- PACT consider data at 3 points during the year. These coincide with some of the cyclical benchmarking timescales and activities. Data collected is not onerous, but provides school and trust leaders as well as subject leaders, governors and trustees with the information they need to undertake relevant and accurate assessments at key milestones. Data is reviewed for all pupils as well as key groups such as pupil premium, FSM, SEND
- PACT have appointed trust specialist leaders who support schools with their cyclical benchmarking. These are trust leaders who apply for and have been interviewed to undertake the role of specialist leaders. These leaders also lead and host PACT pioneer events to showcase their work and then challenge other leaders in the same role (i.e. maths leaders). These pioneer events also provide opportunities for leadership development and coaching as part of the process they go through.
- Teachers have exemplary practice across a number of areas. Those with exemplary practice support other colleagues across the schools with gathering evidence and deciding on next steps and actions to support the school improvement process.
- Pioneer events provide schools with the opportunity to showcase their work. They also provide the Trust with an opportunity to validate judgements and school evaluations on specific aspects of their work. At each Pioneer event there is an external consultant who is an expert in that particular subject and it is their role to provide the professional challenge and assist with next steps. These consultants include maths and English specialists, SEND advisers, LA leaders, MAT leaders, attendance hub leaders, behaviour hub leaders, Ofsted Inspectors and HMI. Fresh approaches to the pioneer events are introduced in a carefully managed way and are forensically evaluated before being rolled out across the MAT. Everyone has an equal say on the next steps and strategies. This ensures all leaders and specialist leaders feel valued and part of the developmental and school improvement process.

Trust Schools Effectiveness				
School	Ofsted grade *current EIF	Next Ofsted due	Last PACT review	Peer review evaluation
Carlton	Good (June 2023)	2027	Good +	Good +
Parkside	Good (October 2023)	2027	Good	Good +
Summerfields	Good (February 2024)	2028	Good +	Good +

	Academy Assessment Information (2023)
Top 5% Nationally (6 measures in the top 5%)	Carlton writing at expected standard Carlton writing progress Parkside maths at expected standard Parkside maths progress Parkside RWM combined at expected standard Summerfield maths at expected standard
Top 10% Nationally (10 measures in the top 10%)	Parkside reading progress Parkside writing at expected standard Parkside writing progress Summerfield maths progress
Top 20% Nationally (15 measures in the top 20%)	Carlton reading at expected standard Carlton maths at expected standard Carlton maths progress Carlton RWM combined at expected standard Parkside reading at expected standard
Above National (20 measures above national average)	Summerfield reading at expected standard Summerfield writing at expected standard Summerfield reading progress Summerfield RWM combined at expected standard Carlton reading progress

PACT Y6 Progress measures 2023 – all pupils

PACT	Reading	Writing	Maths
2023 Progress scores	+2.44	+2.65	+3.54

PACT Y6 Progress measures 2023 – SEND

SEND Progress July 2023	Reading	Writing	Maths
Carlton (SEN support)	+3.05	+3.72	+1.97
Parkside (SEN support)	+5.97	+5.12	+7.79
Parkside (EHCP)	+9.19	+9.70	+8.07
Summerfields (SEN support)	+5.69	+2.29	+3.16

PACT Y6 Progress measures 2023 – Pupil Premium

Pupil Premium Progress July 2023	Reading	Writing	Maths
Carlton	+3.46	+4.73	+1.46
Parkside	+2.21	+3.4	+4.3
Summerfields	+0.3	+0.5	+2.14

Pillar 3 - Workforce

PACT creates a high-performing working culture for all staff that promotes collaboration, aspiration and support. PACT uses the flexibilities of the Trust structure to create additional opportunities for staff. PACT also recognise the critical value of high-quality teaching and champions the profession. This ensures that recruitment to the trust is good, but also that retention is high. Consequently, PACT have been able to recruit and retain strong leaders, teachers and staff. Capacity from the workforce at PACT to drive school improvement is strong.

- PACT's vision has been developed collaboratively, widely communicated and shared internally and externally with key stakeholders. Everybody in the Trust is aligned with the educational vision and can describe what it looks like in practice. Fidelity to the vision drives all key decisions made by Trust and school leaders. There are clear processes for realising the benefits of successful practice across the Trust.
- The distinctive roles of all those responsible for driving school improvement have been clearly defined, both in terms of what these individuals do, and how they relate to one another and are kept under review. These roles in school improvement are reflected in the scheme of delegation and are well understood by all leaders. Leaders in key roles – such as the CEO, DCEO, leaders and specialist leaders are highly effective.
- PACT fosters a supportive working environment by managing workload, prioritising wellbeing and acting to support all staff. They have used the DfE Wellbeing toolkit and charter as a starting point for their work on well-being. Staff value this.
- PACT has a clear approach to staff wellbeing and workload that identifies actions that the MAT and schools take to support staff at all stages of their career. PACT continues to support the wellbeing and mental health of all children and staff. PACT have invested in staff training to ensure they support the staff and consequently the pupils in their care to the best of their ability.
- The outcomes of an EDURIO staff survey have been used by the Trust to inform next steps and practise to support staff development and well-being.

Staff retention / recruitment

- PACT actively supports the recruitment and retention of excellent staff both within the MAT and across the school system. This is evidenced through their development of the PACT pioneers and specialist leaders that have led the school improvement across the MAT. These leaders are now instrumental in the capacity of the Trust for school improvement and for future growth.
- PACT has a clear approach to recruiting and developing the best staff in line with its vision. Application numbers for any positions within the schools are high and they attract strong fields. This is due to the positive view held of the Trust and of the schools within the Trust by applicants to jobs. Any staff appointed to jobs in the schools are appointed to the Trust.

- Leaders state that staff are attracted and apply to a PACT school because it is part of the MAT and they recognise the benefits being part of a wider and bigger organisation brings. Staff are excited about the possibilities of growth and the role they will play in supporting future schools and members of the central team in future school improvement.
- PACT also has developed an effective people strategy that identifies talent, supports, and develops all staff and sustains a culture of staff well-being and high staff professionalism. Recruiting, developing, and retaining talent is a key objective for the trust and to date they have been very successful with this approach.
- All schools have full staffing complements with established leadership roles and structures. Given the strengths that exist within PACT this strong staffing position provides the capacity require to drive and sustain the current approach to school improvement.
- The trust has appointed a DCEO and Trust Specialist Leaders to provide capacity for SI activities. Plans are in place to extend the numbers and areas of expertise of the specialist leaders. The CFO currently works 3 days a week and plans are in place to increase her number of working days as the MAT grows and the capacity is needed.

Developing New and Early Career Teachers

- PACT makes a positive contribution to the wider system by delivering high-quality training and/or placements for trainee teachers. PACT supports early career teachers through the Early Career Framework as well as through their own support network of lead mentors and tutors. PACT uses the Education Exchange and Tykes TSA for their ECT provision / accountable body.
- PACT provides consistent expectations for the standards teachers are required to meet from ECT onwards. Leadership of teaching and learning and coaching / constructive conversations for new teachers to the profession is prioritised as one of the most important improvement activities in PACT schools.
- Middle leaders have an explicit role as leaders of teaching and learning and are effectively empowered and supported. Middle leaders have the expertise and tools to lead constructive conversations on effectiveness of teaching and learning.
- PACTs leadership of teaching is informed by its core principles of learning, bringing coherence and depth to the design and development of programmes and support for teachers.

Staff engagement

- The Trust has engaged with staff over the past year informally and formally through meetings, reviews, pioneer networks and individual pieces of work. Through the 'pioneer events' already mentioned the Trust identify a strand or subject – such as reading, writing, mathematics, phonics, EYFS, behaviour and SEND. Whichever aspect chosen, this line of enquiry is then followed through the full day or event to share exemplary practice but also challenge a school to improve on its current best. This provides a strong base from which schools can improve their practice, as well as a network of leaders whom can support.

- PACT has developed the infrastructure and networks to support shared professional learning and development – e.g. through subject networks, pioneer events, peer to-peer coaching and observations and reflections on classroom practice linked to PACT priorities.
- Staff gain confidence and leadership experience through the pioneer events, purposeful models of observation, development of practice and exposure to outstanding practice, and can say how this has helped them improve. Staff are confident to impart this knowledge to provide further support and challenge to others.
- PACT ensure that staff have access to high quality professional development. This training is aligned so as to balance organisational and individual needs. This includes access to National Professional Qualifications and other recognised national and local programmes. PACT currently have over 20 staff undertaking or having completed training within the suite of NPQ's including NPQEL, NPQH, NPQSL, NPQLTD, NPQLBC, NPQLL and NPQLM.

Staff Information including career progression and equality and diversity

- PACT has built an innovative and vibrant community of professionals, collaborating across schools and other trusts to develop and share expertise and evidence-based practice.
- PACT has developed opportunities for school leaders and staff to engage with and participate in school improvement across a range of settings, both across PACT and beyond.
- PACT is a recognised hub of excellence around school improvement and plays an integral part in supporting school improvement across Barnsley. The LA regularly request support from the CEO and DCEO to support schools that require intervention. Work to date with those schools PACT is working with is positive and had good impact, Greenfields being a very good example of this.
- Middle leaders have the expertise and tools to lead constructive conversations on effectiveness of teaching and learning. They have an explicit role as leaders of teaching and learning and are effectively empowered and supported with high quality professional development both within and beyond the Trust.
- PACT ensures inclusive working environments, supports flexible working and takes all necessary action to promote equality and diversity within the workforce.
- PACT has high quality employment practices that promote equality, diversity, and inclusion, including ethical practices of recruitment and retention of staff. The Trust actively seeks out and then receives excellent support from a range of external partners that enhance the provision and support for staff further. This includes links with teaching school hubs, NLE and other system leaders as well as other local and regional MATs. This is important to PACT as they look to be a partner with others within the region and local area.

Pillar 4 - Finance and Operations

In receipt of a notice to improve (NtI): an NtI is issued where the ESFA has major concerns about the financial management or financial governance of a trust. PACT has never received an NtI.

- Despite being a small Trust, PACT is well managed financially. This aspect of PACTs work is well led by the CEO as Accounting Officer and the CFO.
- PACT demonstrates efficient and effective use of resources, for example through school and Trust resource management benchmarking tools and Integrated Curriculum and Financial Planning.
- PACT uses financial data and intelligence to set a stable, accurate and sustainable long-term financial strategy for the Trust.
- PACT has a clear approach to delivering value for money through effective budgeting and risk management.
- PACT ensures that sound financial management systems are in place with rigorous approaches to identifying, managing, and mitigating risk. The risk register is detailed and reviewed regularly. The Chair of the trustees committee that consider this has a background in finance and risk management so is well placed to evaluate this.
- Action plans and impact reviews are in place and support the effective use of additional funding streams.
- The board has complied with all ESFA requirements and all key calendar dates have been adhered to. Correspondence has been shared with trustees at board meetings. Annual accounts were posted before 31st January 2024.
- Management accounts are shared monthly with the chair of the board and the finance and audit committee meets regularly.
- PACT operates a well-planned reserves policy that provides sufficient contingency for cashflow and any unplanned, urgent expenditure and aligns resources to expenditure priorities across all its schools. PACT have projected reserves that whilst in 2025/26 diminish to 4%, with growth this would enable the reserves to improve without the requirement to grown significantly the school improvement or central team.
- The scheme of delegation and the risk register have been reviewed and shared with trustees and local governing bodies. An estate development plan has been generated using the DfE toolkit. Trustees have been instrumental in their design and sign off, given the expertise that exists on the board.
- PACT has previously successfully undertaken an ESFA audit. The SRMA review praised the financial management and highlighted the quality of getting 'value for money' whilst maintaining a sensible level of reserves. A second SRMA deployment is due to take place during summer term 2 2024 as part of the growth strategy for the trust. This work has just started.
- PACT annual audited accounts along with the internal audits have found no significant weaknesses.
- All external validation indicates that PACT have effective financial management. The three primary schools are full, have in-year surpluses and can support the strategic actions needed to improve provision and outcomes.
- PACT maintains and invests sustainably in the trust's capital infrastructure, including buildings, digital infrastructure and technology to meet the required standards.
- The Trust is fully aware of the financial implications for academy priorities and uses this information to make decisions about estate management. PACT ensure the long-term sustainability of the Trust and its schools through effective estates management. Successful CIF bids have improved school buildings as they are yet unable to apply for SCA.
- The Trust has an up to date estate's plan and undertakes regular health and safety audits, fire risk assessments and condition surveys. They use an external provider to ensure they remain up to date with legislation as well as benefit from the support the external provider gives them.

Pillar 5 - Governance and Leadership

- The Governance and Leadership of PACT is exceptionally strong. This evaluation is based on the experience and expertise of the most senior leaders and Trustees, but also the impact these leaders, and in turn school-based leaders have had on the individual schools and the pupil's outcomes.
- The CEO has a wealth of school improvement experience having been an NLE, an Executive Head across primary and secondary schools and a school improvement consultant having worked across the country. His work in the vast array of schools, has driven school improvement from inner city London to work more locally in Barnsley, Sheffield and Leeds.
- The Chair of the Board has over 50 years-experience in school improvement, again having led large inner-city schools as a headteacher, as school improvement adviser and then school improvement lead for local authorities and most recently in his role as HMI.
- Other members of the Board of Trustees have been strategically recruited and appointed for their skills and experience. These include a CEO of a regional Multi Academy Trust of 9 primary schools so bring further educational experience to the board, a local authority safeguarding lead bringing safeguarding expertise, a senior finance manager bringing finance and risk management expertise, a previous SEAL / PSHE strategy leader bringing inclusion and SEND expertise and a senior director in a construction company who brings condition, estates, finance and health and safety expertise.
- PACT's leadership team, including Governors have established and sustained the Trust's values, culture, and strategic direction in partnership with the Trust Board. This includes a mission, vision and values for the MAT all of which have been reviewed and shared with all key stakeholders. The Trust's vision aligns with individual academy values.
- PACT is not in receipt of an open Notice to Improve in relation to Governance. No concerns have been raised regarding PACT governance compliance.
- The Trust has had a very recent Governance Review (May 2024). This is yet to be formally published but a very positive draft report has been received as part of this review. This will further highlight the strength of the Board and governance across PACT and the capacity of the Trust for future growth.
- PACT's board and executive leadership team root the Trust's strategy in the needs of its schools, the communities they serve and the wider educational system in line with its charitable objects. The accounting officer, board and leadership team create a culture of ethical leadership, including compliance and behaviours based on the Seven Principles of Public Life.

Governance data published on Get Information About Schools or on the trust's website

- All Governance data and information regarding PACT and each school is up to date on GIAS and on the Trust website which is compliant.

Scrutiny of board proceedings and key documents, e.g. scheme of delegation

- PACT Scheme of Delegation has been rewritten in line with the revised PACT Trustees committee structure and the Academies Trust Handbook.
- Minutes of all meetings are available for scrutiny by the board or external agencies such as DfE or ESFA as required.

- Following external monitoring, documents have been refined or enhanced to provide further clarity and information to the Board. These documents continue to be reviewed in light of improvements being made in the schools and within the Trust.

Evidence of self-assessment, e.g. the School Resource Management Self-Assessment Checklist, board skills audits

- Prior to the planned second SRMA Audit, as a trust PACT undertook the self-assessment checklist.
- As a Board, PACT undertake a regular audit of skills and have taken deliberate action to recruit board members with particular skills and experience particularly in fields of school improvement (ex HMI and CEO of another successful regional MAT), HR, Finance, Premises / Health and Safety and Compliance.

External assessments, e.g. External Reviews of Governance / SRMA visit

- PACT have requested, to support their growth plans a second SRMA audit. The initial scoping meeting took place with the ESFA the day prior to this review taking place. The review should be completed by the end of July 2024.
- An external review of Governance at PACT has also been undertaken and actions will be taken as a consequence of any findings. This report is yet to be published although as stated the very positive draft report has been received.

Conversations with CEO/chair/trustees/members

- The CEO and Chair of the Board hold regular meetings at least once if not twice a week – either face to face or virtually, to meet regarding Trust business. This ensures the work of the Trust remains high priority
- The Chair of the Board is experienced and knowledgeable with regards school improvement, core to the business at PACT and the growth strategy.
- Ongoing conversations take place through regular Trustees meetings – these include safeguarding, SEND and inclusion and school improvement as well as compliance risk, finance and estates.

Safeguarding

Safeguarding Policy and Practice

- There is a strong culture of safeguarding across PACT stemming from the CEO and Board of Trustees to leaders and staff at all sites.
- There is a named Trustee for safeguarding whose background is in a Local Authority within the 0-19 safeguarding board. This expertise brings a rigour to the challenge made to leaders about ensuring safeguarding is high priority.

- The trust vision and values feed into the safeguarding adapted by all sites. The safeguarding policy is reviewed and updated annually in line with all DfE, KCSIE and any other national or statutory changes
- The trust subscribes to a range of external professionals to support their work in safeguarding including Andrew Hall, NSPCC, Governor Hub and National College. This knowledge is shared across PACT for the benefit of all leaders and staff.
- Through the curriculum offer, pupils in all sites learn about the contextual safeguarding risks as well as wider risks such as staying safe online, unhealthy relationships, water and road safety. All schools have consulted upon and teacher the SRE requirements.
- The trust uses an online reporting system, CPOMS to record and analyse all incidents. This enables consist reporting for leaders at school level and for the CEO to present at board level.
- To provide an external perspective, the trust employs the services of an external consultant as their DPO. This decision was made to ensure a separation of duty and an independent perspective on the actions of the schools and trust. They also use the services of another external partner – Secure Schools for their cyber security. Both of these not only provide an external view point, but also ensure the trust does not have potential points of failure with an internal member of staff leading this who is not trained to the current level or for any reason was absent from work.

Growth

Growth including partnership working

- The strong partnership with external agencies such as the DfE, Regional Director, Barnsley Local Authority and other regional MATS ensures that PACT are increasingly being recognised as a respected Trust with capacity to grow.
- The improvement journey of PACT, evident not only in Ofsted judgements but also in the data over time, indicates that the school improvement model the Trust has is effective and impactful.
- The Trust is working with Greenfield Primary providing school to school support to aid improvement. This partnership has been in place for over 18 months and the school is looking to join PACT imminently. PACT have also been approached by a number of other local schools who are keen to work in partnership with them with a view to academisation and joining PACT. These approaches have been made as a consequence of schools seeing the impact of PACT as well as them aligning with the PACT mission, vision and values.
- The Trust is outward facing as an organisation and recognises that both internal capacity as well as capacity from other system leaders or organisations supports them with the capacity and ability to offer school improvement and other functions at scale and with growth

Other Information pertinent to the review

- A website search of the Trust showed that all statutory requirements with regard publishing of information including annual reports, supplementary funding agreements, gender pay gap and governance information is available. There is currently no equalities information available about the make-up of the board. This is information PACT have decided not to publish at this time as it is not a statutory requirement. PACT are mindful of the make-up of the board and will continue, as required, to recruit carefully people with the necessary skills and expertise to compliment the current board.
- The Trust Improvement Plan is constructed around the DfE Quality Trust Descriptions and the 5 pillars as well as considering the CST Quality Trust Domains of School Improvement and Public Benefit and Civic Duty. The plan provides clarity to the board for the actions the Trust is going to undertake and by whom to address the key priorities.
- Feedback from one of the current supported schools Greenfields demonstrated the impact PACT is having to deliver rapid school improvement. Whilst deemed a school of concern for the LA, the LA brokered the support of the CEO, who in turn agreed the school to school support package. This support came from a number of leaders at Trust and school level such as the CEO, DCEO, headteacher at Summerfields, Reading and phonics specialist leader, SEND specialist leaders and maths specialist leader. This support has not only addressed the Ofsted areas for improvement, but through deeper and more forensic analysis of the school's work identified further priorities that have been actioned. The support for the school has enabled leaders and staff to build the confidence and skills necessary, thus improving outcomes for pupils.
- The impact of the work with PACT has been seen not only in pupil data, but also staff expertise and confidence, financial stability for Greenfields addressing previously unidentified SEND and ensured practices are compliant and up to date. This work has been recognised by other school leaders who are also now wanting their schools to work more closely with PACT, such is the power and influence of the approach they take. Greenfields is anticipated to be at Advisory Board before September 2024, depending on the news of a general election.

Overall Evaluation

Overall evaluation from the review including any further actions

It is evident that despite only currently being a small trust of 3 schools, PACT is functioning at a highly effective and strategic level. The impact of the work of the Trust on leaders, staff, pupils and the communities they serve is excellent. A wealth of evidence was provided as part of the review that showcased the many strengths of the Trust. This includes a very detailed and comprehensive approach to school improvement which has proved effective in their current schools as well as the supported school – Greenfields Primary.

PACT is led by a CEO who is experienced, passionate, rooted in school improvement yet driven to make a difference to the children and young people they serve. With over 40 years' experience in education, much of it in turning around weak and underperforming schools as well as being asked to lead school improvement. Supported by a very experienced Chair of Trustees, deliberately recruited to the Board for his experience in school improvement, ensures that the core business of PACT is first and foremost centred around improving schools. Evidence of the strategic approach that PACT have taken to do this is clear in the improvements seen across all PACT schools and at Greenfields – the school they are currently supporting.

When undertaking this review and evaluating the impact of PACT on its current schools, the school its supporting, Greenfields, it's evident from the impact of the work they do, the wealth of documentation seen at both Trust and school level, the feedback from leaders at all levels and the impact on pupil outcomes over time that PACT is highly effective with regard school improvement. The Trust is very well placed to grow to support other schools with a strong school improvement model and the necessary capacity to do so.

When considering capacity from within to support growth, all head teachers have key responsibilities across the trust. Their work is coordinated by the CEO/DCEO. Staff expertise which goes beyond the Trust specialist leaders and covers wider subject areas, are deployed to advise and support colleagues across PACT and in their wider network of schools, including those being supported. As more schools work with PACT they add capacity as their leaders and staff develop and offer further expertise. The CEO and board are clear that the central school improvement team will grow organically but will not become too large or too soon where its cost burdens the Trust with excessive salary costs. This is a sensible approach given the current financial situation in the education sector. PACT have strong external partners, well respected in their field of expertise who do and will continue to add capacity to the work PACT undertakes. PACT is not afraid to reach out to these partners for support as well as challenge to their practice. PACT are always looking to improve on their previous best.

In conclusion, and when considering the ability of PACT to grow and continue to drive positive and sustainable school improvement I revisit the mission, vision and values of PACT.

PACT mission is:

'Every child will have every opportunity to grow and achieve, every day'

PACT vision is:

'That PACT work as a united network of partners and pioneers, who are ambitious and challenge boundaries in order to provide every opportunity for children'

PACT values are:

Passion - everyone is unwaveringly passionate about our shared mission and, through a great love for what we do, we are motivated and committed to continually pushing the boundaries and believing anything is possible.

Achievement - everyone supports each other to pursue what matters to them and makes them proud. We embrace every opportunity and challenge; determined to achieve excellence and celebrate everyone's success.

Connection - everyone contributes and connects with a united, supportive community which builds upon empathy, compassion and understanding to have a positive impact beyond any one individual.

Trust - all decisions and actions are taken with authenticity, integrity and transparency; building trusting, respectful relationships where everyone feels safe, valued and important.

When evaluating overall the capacity of PACT to grow as a Multi – Academy Trust in the region, in summary, the work of PACT, from the CEO and board of trustees to the teachers and staff at each site and the drive to make a difference is clear. Every child is having every opportunity to grow and achieve, every day. 'The vision that PACT work as a united network of partners and pioneers, who are ambitious and challenge boundaries in order to provide every opportunity for children, is evident in practise and in outcomes and how PACT achieve this is through their values of passion, achievement, connection and trust.

I believe PACT is in a very strong position. This is from a school improvement perspective, a financial perspective and a compliance perspective. PACT is very well placed to build upon the successes of the work of the past 5 years and to continue to support schools they are currently working with on their journey of school improvement. PACT certainly have the capacity, knowledge, skills and drive to grow and thrive as a Multi Academy Trust in the region that makes a difference to children and young people.



Nicola Shipman