



A Potential Partnership: Greystones and Peak Edge

Jim Dugmore, CEO





Why Peak Edge for Greystones? Why Greystones for Peak Edge?

All about us

www.peakedge.org.uk

Trust | Collaboration | Ambition | Responsibility | Innovation

About us

Peak Edge is based in West Sheffield and was established in 2019 as a partnership between like-minded partner schools with excellence at the heart of all that we do.

- The schools in the Family share the same intention of ensuring every pupil we serve reaches their full potential and have track records of not only working together but providing school to school support across the city and beyond.
- We believe every young person has the right to an excellent education, to feel safe and enjoy stimulating learning that inspires them. We aim to fully prepare them for the next stage of their life. We are committed to supporting the schools led system and are committed as a group to deeper collaboration. Peak Edge brings schools together and provide a foundation for further growth by sharing our strengths while maintaining our individual characteristics.
- Everyone involved with Peak Edge subscribes to the same core values and moral purpose so that we can best support each other and help our adults to develop alongside our young people. These are what make Peak Edge such an exciting organisation to be a part of.

Our values



Trust

We respect the individuality of schools and their communities and always act with integrity. By allowing high levels of autonomy wherever possible, we are able to nurture personalised approaches to learning and focus on developing holistic people.



Collaboration

Our Trust is based on positive relationships and close working across settings. Stakeholders treat each other with respect and work in productive partnerships that work for the greater good of the children.



Ambition

We aspire for all children and adults in our communities to be the best they can be. Inspiring curricula for our pupils, clear development pathways for our staff and sustainable Trust growth all combine to ensure we all reach our potential.



Responsibility

A school understands its context better than anybody and should be supported to utilise that knowledge in order to remain improvement focussed. We account for our actions and are outward facing.



Innovation

Enjoyment and excitement should be an entitlement for all children and adults working in our Trust. We develop cutting edge, research informed and highly engaging pedagogies that ensure high levels of progress for children and rapid development of staff.

Five principles for inclusion

1. **Children who learn at different rates are embraced** - their education should be characterised by dignity and learning with support for their needs.
2. **Understanding difference builds an inclusive society** - children with different learning, social and emotional needs should learn from each other and grow up together.
3. **Success does not look the same for all children** - we should value and celebrate a wide range of achievements and experiences, including different ways of participating in and contributing to society.
4. **Education is a right, not just an act of kindness** - all children deserve a high-quality education from expert professionals trained to meet their needs.
5. **Change isn't only the responsibility of government or system leaders** – everyone has the agency and a responsibility to act.

Based on [@TomRees 77 on Twitter](#)

Five principles for entitlement

1. **Every child should have access to the whole curriculum** – all children, regardless of their needs, should access the wonder and stimulus of the widest range of curricular and extracurricular experiences possible.
2. **Equality of ambition for every child, nurtures self-confidence and maximises potential** – children’s abilities are not fixed so we strive for the highest outcomes for all, irrespective of their background.
3. **Quality first teaching is a right for all** – children, regardless of their personal characteristics, should have equal opportunity to learn from the highest qualified professionals who adjust teaching to best meet children's needs.
4. **Opportunities for personal development and well-being are universal, plentiful and carefully chosen to meet children's needs** – all children, including those who are disadvantaged, should participate in exciting extra-curricular activities and roles that help them develop their own unique qualities, interests, and abilities, to enrich their lives.
5. **We work as partners with our wider community** – schools reach out to all parents and carers to engage and sustain active, on-going relationships for the benefit of children's education and well-being.

Why Peak Edge?



Inclusive practice

Our IRs and Hubs mean we have high levels of expertise.



A Collaborative Community

Our partnership approach leads to demonstrable school improvement and staff development in all settings.



Investment and development

Our schools have benefitted from over £10.5million in capital funding – one of the most successful Trusts for securing grant funding in England.



High performing schools

Our outcomes are strong, and include the top performing primary school in Sheffield.



Ofsted success

All our schools are rated good or better, and the only two schools in Sheffield to retain an outstanding judgement during Section 5 inspections carried out under the current framework are in Peak Edge.



Financial Security

Our schools now all have a surplus as a result of effective financial support.



A quick summary about life in Peak Edge

Are there changes?

What would remain the same?

Some things do not have to change due to Academisation and we are committed to protecting certain rights and responsibilities:

- Inclusion at the heart of what we do
- Staff terms and conditions – there are no plans to alter these.
- Independence of governance
- Educational priorities
- Non-selective admissions
- Community school
- Uniform (you can still use existing uniform)
- Name of school

What would be different?

There are changes following a conversion to academy status. Ultimately, these changes bring stability because leadership can focus on school improvement with increased resources:

- Even greater collaboration with partner schools leads to better (and faster) sharing of good practice.
- Additional funding - our share of LA top-slice combined with economies of scale over time help mediate the impact of low funding on our schools.
- National curriculum not mandatory – although we will keep it.
- The Governance structure changes e.g. to incorporate the Trustee Board.
- Trust personnel know the school better because they are locally based and in more frequent contact. This leads to more bespoke support when it is needed.
- We buy services we need, not those determined by LA.

What would our schools tell you changes?

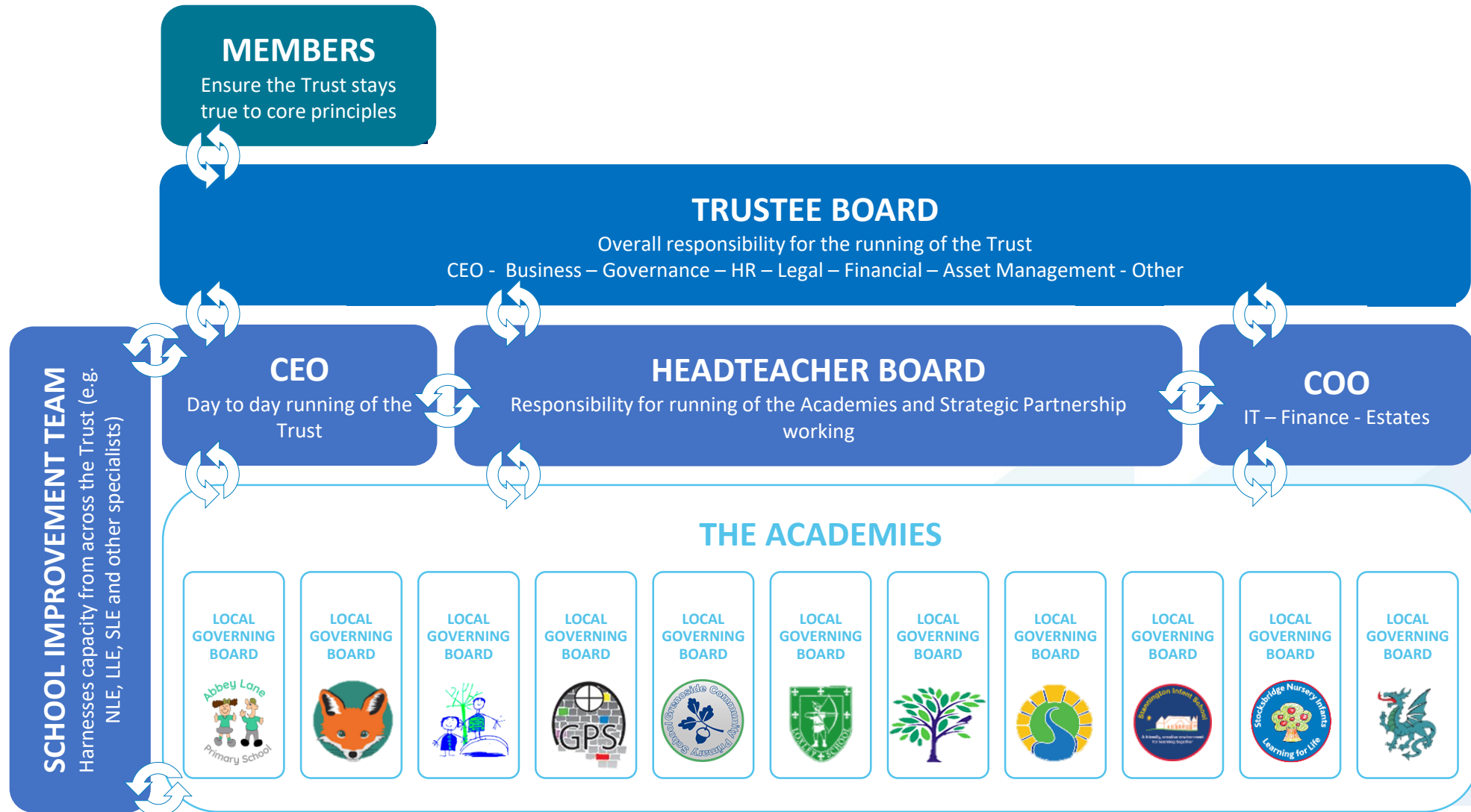
Our Leaders and Governors would more likely focus on these elements:

- You are no longer on your own. The partnership means support is there for stakeholders at all levels.
- School Improvement is enhanced through sharing ideas, resources and support.
- Shared policies help us because they save work.
- There is a real sense of being part of something bigger, where there is a genuine desire to see all schools flourish.
- Support for business efficiencies/premises management means Leaders can focus more on educational matters.



A more detailed breakdown: Key bits to know

Setting strategy and aims and how this benefits children



Governance in Peak Edge

Excellent Governance is absolutely key in providing the best service we can to our communities. Peak Edge has a governance structure that gives us the ability to continue to pioneer improvement whilst at the same time ensuring accountability, responsibility and stability.

- Our structure allows individual schools to maintain operational autonomy and unique identities whilst also taking advantage of shared resources, economies of scale and strategic oversight by dedicated leadership.
- Local Governing Boards operate in each academy and oversee the day to day running of the academies and fulfil many different functions in line with the Scheme of Delegation, including:
 - Ensuring clarity of vision, ethos and strategic direction of the school.
 - Holding leadership to account for the educational performance of the school and their pupils, and the performance management of staff.
 - Overseeing the financial performance of the school and making sure its money is well spent.

Finance in Peak Edge

Our COO provides direct support to schools. Some of our recent successes include:

- **Securing CIF funding of over £10.5million, supporting estates projects across the Trust and ensuring health and safety and compliance standards are met and enhanced.**
- Securing a new contract with a meals supplier, saving roughly £100,000 across the Trust.
- Securing a new IT support contract, leading to all schools making a saving on the previous year.
- Securing a new agreement with a local supply agency, leading to preferential rates for cover.
- Securing additional funding for a new Eco-classroom at Bradfield Dungworth Primary to accommodate increased pupil numbers in the Foundation Stage class, which allowed siblings to attend the same school.
- Securing an enhanced HR and Payroll contract, leading to savings in all schools.

Buildings improvements



Bradfield Dungworth full window replacement



Loxley full roof replacement



Nook Lane full window replacement

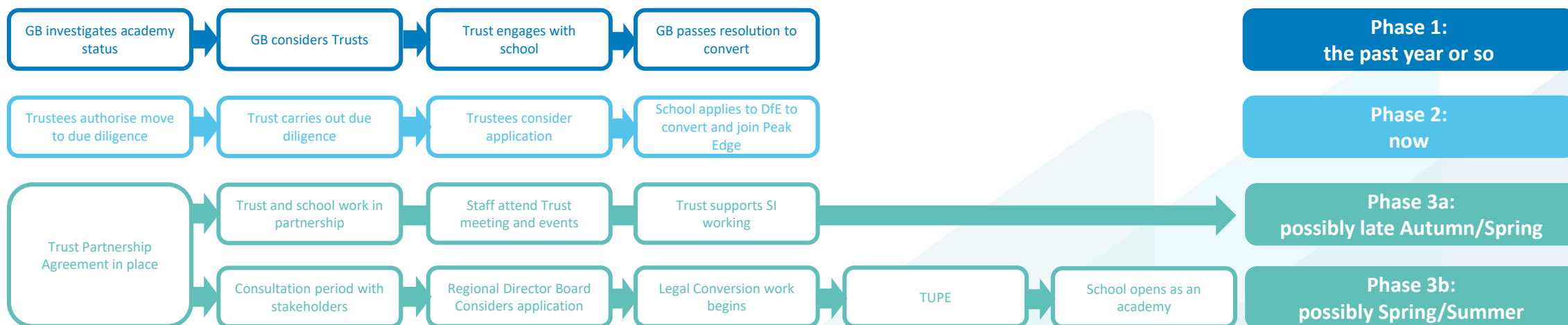




Joining Peak Edge: Processes and procedures

Timelines

The Academy Conversion Process



NB: all timelines are illustrative only – they are co-dependent and so all timescales are estimated and highly subject to change

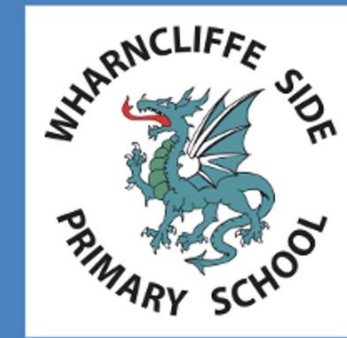
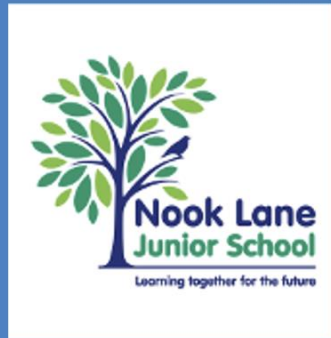


Feel free to ask about
anything else...

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'Excellence at the heart of all that we do'



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Peak Edge is an exempt charity and a company limited by guarantee, registered in England with company number 11650747.

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