



CEO CANDIDATE RECRUITMENT PACK

excelsiormat.org



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Thank you for your interest in becoming the new Chief Executive Officer at Excelsior Multi Academy Trust. The post will become vacant from 1st September 2026 following the resignation of our current CEO, Hazel Pulley.

We are now seeking an outstanding and dynamic leader to take Excelsior to the next stage of growth and development.

Excelsior MAT was formed in 2017 and since then, due to Hazel's vision, drive and inspirational leadership, it has developed into a forward thinking, thriving trust supporting eight schools in the West Midlands. Hazel's unwavering pursuit of excellence and commitment to equality is ensuring that high quality and inclusive education is being provided for all. In 2025 the disadvantage gap within the combined scores for Year 6 pupils had diminished to 7%, less than half the national average of 17%.

The new CEO will have the privilege to work alongside a group of dedicated professionals in the executive team. We have strong strategic financial management led by our CFO, Chris; a COO, Lisa who is resolutely dedicated to ensuring the highest standards of services and support for our schools; and two Directors of Education, Jonathan and Darren with a breadth of experience in education, who ensure Head teachers and staff are supported to deliver high quality education for all our children.

The successful candidate will be someone with integrity, ambition and drive. They will have a deep belief that every child will succeed. They will be relentless in their pursuit of organisational and operational excellence and will be innovative and courageous. They will be able to work alongside and further develop a team of professionals ensuring the importance of maintaining staff well-being. By 2028 Excelsior Multi Academy Trust will have become at least 12 schools and will be widely recognised as a rising national leader in equity and innovation.

If you think you could be the person to lead us, I look forward to receiving your application.

A handwritten signature in black ink, reading 'Pam Garrington'. The signature is fluid and cursive, with a long horizontal flourish extending from the end of the name.

Pam Garrington

Chair of Trustees, Excelsior MAT

01

CEO JOB DESCRIPTION

04

My favourite moments

- Visited Manor Park
- Going to the Bla Country Museum.
- Maths and Phon lessons.

Ansi and

Chief Executive Office & Accounting Officer

Reporting to the Chair of the Board of Trustees of Excelsior Multi Academy Trust

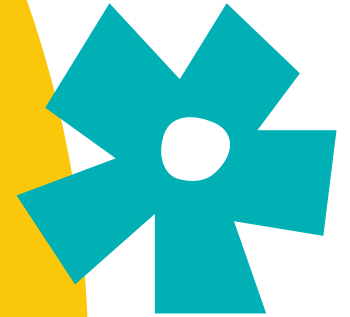
Job purpose

The CEO is responsible for the education of all the young people in the Excelsior academies. They lead the Executive Team of the Trust, ensuring the Trust and all its schools are successful over time in a sustainable way. They provide high level strategic leadership and management across all aspects of the Excelsior's activities. They ensure that Excelsior provides high quality education for all its pupils through the effective and efficient use of resources and people. As a system leader, the CEO represents the Trust with a wide range of stakeholders and partners and enables Excelsior to fulfil its civic responsibilities. They are the Accounting Officer for the Trust, responsible for ensuring the Trust meets its statutory and legal requirements.

Ethics and Professional Conduct

As a leader of an educational charity the CEO of Excelsior is expected to demonstrate consistently high standards of principled and professional conduct. The CEO should always uphold and demonstrate The Principles of Public Life (The Nolan Principles).

The Excelsior CEO is responsible for upholding public trust in Trust, civic and system leadership, and should maintain high standards of ethics and behaviour. As a leader of schools, the Trust, their academy communities and the profession, the CEO should serve in the best interests of the Trust's pupils, conducting themselves in a manner compatible with their influential position in society.



CEO Core Responsibilities

The CEO has specific responsibilities as executive leader of the Trust. There are six interlinked areas of Excelsior Trust CEO's core responsibilities.

- **STRATEGIC LEADERSHIP – TRUST VALUES, CULTURE AND STRATEGY**
- **QUALITY OF EDUCATION**
- **FINANCE, SUSTAINABILITY AND COMPLIANCE**
- **PEOPLE STRATEGY**
- **GOVERNANCE AND ACCOUNTABILITY**
- **EQUALITY (NO OUTSIDERS)**

STRATEGIC LEADERSHIP – TRUST VALUES, CULTURE, AND STRATEGY

- Establish and sustain the Trust's values, culture, and strategic direction in partnership with the Trust Board.
- Provide leadership that enables the Trust to achieve its strategic objectives and secure its future sustainability.
- Create a safe, inclusive and positive culture across the Trust and its schools.
- Develop operational objectives that are appropriate, deliverable and aligned to securing a sustainable future through the Trust's strategic direction.
- Enable the Trust's organisational design and operational systems to meet its current and future requirements and manage change effectively.



QUALITY OF EDUCATION

- Tackle educational inequality, upholding and securing ambitious educational and behavioural standards for all pupils.
- Promote further support for the most disadvantaged and those with additional and special educational needs and disabilities within a safe and secure environment.
- Enable the Trust to establish and sustain a broad, rich and coherent curriculum entitlement for all pupils, supported by effective curricular leadership and delivered through high quality teaching in all its schools.
- Ensure the Trust has high quality, expert teaching in all the Trust's schools, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensure that priority areas for improvement are identified.
- Enable the Trust and its schools to engage with appropriate evidence-based strategies for improvement and ensure their effective implementation.

FINANCE, SUSTAINABILITY AND COMPLIANCE

- Ensure that sound financial management systems are in place.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Ensure the long-term sustainability of the Trust and its schools through effective financial and estates management.
- Direct the Trust's activities to achieve the most efficient, effective and sustainable provision of education to the highest quality, prioritising and making the most effective use of the resources available.
- Ensure the organisation complies with all statutory and legal requirements including safeguarding and health and safety.

PEOPLE STRATEGY

- Lead and effectively manage the activities and performance of the Trust's executive team.
- Enable a people strategy that identifies talent, supports and develops all staff and sustains a culture of staff well-being and high staff professionalism.
- Ensure the Trust has high quality employment practices that promote equality, diversity and inclusion, including ethical practices of recruitment and retention of staff.
- Ensure staff have access to high quality professional development, aligned to balance organisational and individual needs.
- Ensure the Trust has a strong talent management and succession planning programme across all areas of the organisation's work.

ACCOUNTABILITY AND GOVERNANCE

- Promote a culture of accountability that is recognised and accepted as an essential element of improvement at all levels and across all aspects of the Trust's work.
- Understand the role of relevant regulatory bodies and ensure the Trust and its schools respond to their requirements.
- Understand and welcome the role of effective Trust governance, upholding the obligation to give account and recognising that Trust Boards are ultimately responsible and accountable for the Trust's work.
- Develop and maintain effective relationships with the Trust Board recognising their key role in holding the CEO and executive team to account.
- Ensure the Trust Board receives quality information in the level of detail needed to make informed decisions and fulfil its functions and legal obligations.
- Ensure positive communications that promote the Trust and its work, and present the Trust effectively when dealing with the media.



SYSTEM LEADERSHIP AND CIVIC RESPONSIBILITY

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- Promote and enable ways in which the Trust's schools and their local boards engage meaningfully with their communities and are responsive and accountable to them.
- In line with the Trust's civic role, work with civic partners and stakeholders in the local area, region and/or nationally to contribute to the Public Good, ensuring the value of the child and coherent public service for children and families.
- Foster and engage in the collective leadership of the sector building strong local systems to address disadvantage and improve the quality of education for all pupils.
- Exert external influence on behalf of the Trust by active engagement with sector organisations, regulators, policy makers, local and national government, industry and other partners.
- Give public assurance of high standards of probity.



Accounting Officer Responsibilities

The Accounting Officer responsibilities are in the Academies Trust Handbook, sections 1.28 – 1.38. The designated responsibilities are:

- The accounting officer role includes specific responsibilities for financial matters. It includes a personal responsibility to Parliament and to DfE's accounting officer for the trust's financial resources.
- Accounting officers must be able to assure DfE's accounting officer, Parliament and the public, of high standards of probity in the management of public funds, particularly regularity, propriety, feasibility and value for money, including economy, efficiency and effectiveness – the three elements of value for money.
- The accounting officer must have oversight of financial transactions, by:
 - o ensuring the academy trust's property and assets are under the trustees' control and measures exist to prevent losses or misuse
 - o ensuring bank accounts, financial systems and financial records are operated by more than one person
 - o keeping full and accurate accounting records to support their annual accounts
- Accounting officers must adhere to The Seven Principles of Public Life.
- The accounting officer must complete and sign a statement on regularity, propriety and compliance each year and submit this to DfE with the audited accounts. The accounting officer must also demonstrate how the trust has secured value for money in the governance statement in the audited accounts.
- The accounting officer must take personal responsibility (which must not be delegated) for assuring the board that the trust is complying with the funding agreement and handbook.
- The accounting officer must advise the board, in writing, if action it is considering is incompatible with the articles, funding agreement or handbook.
- The accounting officer must advise the board, in writing, if the board fails to act where required by the funding agreement or handbook.
- Notify the ESFA if they consider the Board is in breach of the Articles, funding agreement or handbook.



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PERSON SPECIFICATION

CEO

QUALIFICATION & EXPERIENCE

Education: Qualified Teacher Status (QTS) and evidence of continuous professional development relevant to senior leadership.

Experience: Proven experience as a successful Executive Head Teacher with a track record of strategic leadership over a range of more than one school.

Experience: Proven experience as a successful Head Teacher with a track record of strategic leadership over a range of schools in a primary setting.

Experience: Proven experience as a successful Head Teacher with a track record of strategic leadership within a secondary school setting.

Sector Knowledge: HMI Trained Ofsted Inspector, leader of and/or member of Inspection Team working in schools.

Sector Knowledge: Extensive understanding of the education sector, including governance, funding, and regulatory frameworks relevant to multi-academy trusts in primary settings.

Sector Knowledge: Extensive understanding of the education sector, including governance, funding, and regulatory frameworks relevant to multi-academy trusts in secondary settings.

MAT: Experience of senior leadership in a multi-academy trust.

Essential	Desirable
✓	
✓	
✓	
	✓
	✓
✓	
	✓
✓	

SKILLS & ABILITIES

Strategic Thinking: Ability to develop and implement a strategic vision, translating long-term goals into operational plans; inspire and motivate people to bring them with you to realise this vision.

Leadership and Inspiration: Proven capacity to inspire and motivate diverse teams, driving a culture of high performance and collaboration where you can take people with you on the journey.

Financial Acumen: Strong financial management skills, including experience in overseeing budgets, ensuring value for money, and adhering to financial regulations.

Data-Driven Decision Making: Ability to analyse data rigorously and use it to drive decision-making and school improvement strategies.

Communication: Exceptional communication and people skills, with the ability to engage effectively with a wide range of stakeholders, including staff, parents, communities, and external partners.

Problem Solving: Proven ability to address complex issues proactively and creatively, ensuring positive outcomes.

Essential	Desirable
✓	
✓	
✓	
✓	
✓	
✓	

PERSONAL QUALITIES & VALUES

Passionate Advocate: Deep commitment to educational excellence and the desire to showcase the Trust as a bastion of excellence for the safeguarding and welfare of all children with a focus on equity and inclusion.

Approachability: An emotionally intelligent, empathetic leader with a flexible approach who understands the needs of each school and can make each one feel valued and part of the 'whole'.

✓	
✓	

PERSONAL QUALITIES & VALUES (CONT.)

Integrity and Accountability: Operates with a high level of personal integrity, demonstrating transparency, resilience, and ethical leadership.

Collaborative Leader: Values teamwork and builds trusted relationships, fostering a culture of shared purpose and collective impact.

Innovative Thinker: Embraces change and innovation, always seeking to improve and evolve practices for the benefit of pupils and staff.

Community-Oriented: Understands the importance of community engagement and the role of schools as central hubs in local areas.

Essential	Desirable
✓	
✓	
✓	
✓	

ADDITIONAL REQUIREMENTS

Safeguarding: Must be willing to undergo a full Enhanced Disclosure and Barring Service (DBS) check as well as other safer recruitment checks including a social media check.

Flexibility: Willingness to travel across all Trust schools and work flexible hours as required for the role.

Compliance: Adherence to statutory and regulatory guidance, ensuring the Trust remains compliant with ESFA, DfE, and other relevant bodies.

Remote working: This role is **not suitable** for full-time remote working and will require the CEO to be based within a reasonable distance of our schools.

✓	
✓	
✓	
-	-



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**EXCEL WITH
EXCELSIOR**





04

**EXECUTIVE
TEAM**

CHRIS CHRISTOFOROU

Chief Financial Officer

Chris is a Fellow of the Association of Chartered Certified Accountants and has been qualified since December 2012. He joined Excelsior MAT in 2021 as their CFO and is responsible for all financial aspects of the Trust such as management reporting, budgeting/forecasting, cash management, audit management, financial compliance as well-being involved in all strategic matters. Before joining Excelsior MAT, Chris was CFO of a predominantly secondary schools' trust and as their first CFO, he was responsible for creating the finance setup, processes, and regulations from scratch as well as the creation of the management report.

Chris previously held roles within NHS finance where he had positions at three different Hospital Trusts across the Birmingham area including University Hospitals Birmingham and Birmingham Children's Hospital. This is where he undertook the training for his ACCA qualification, allowing him to gain invaluable experience from a variety of organisations and the different ways which they operate.

Chris is a Trustee for the Broadleaf Partnership Trust and has recently been appointed as the chair of their Finance and Infrastructure Committee. Chris is also a committee member of the Birmingham Association of School Business Managers where he shares his knowledge and experience of finance and multi academy trusts with its members.



LISA DAVIES

Chief Operating Officer

Lisa is a seasoned professional with over 20 years of dedicated experience in the primary education sector, where she has excelled in various support and management roles. Her extensive background is complemented by her prior experience in the private sector, which has equipped her with a unique perspective.

Throughout her career, Lisa has developed a comprehensive understanding of the intricacies of Governance & Compliance, particularly in the context of primary schools in Birmingham. Her extensive knowledge enables her to navigate the complex regulatory landscape that governs educational institutions, ensuring that they adhere to statutory guidance and best practices.

Lisa's skill set encompasses a wide array of competencies, including Project Management and Change Management. She has consistently demonstrated a commitment to delivering exceptional Customer Service, fostering strong relationships with stakeholders, and driving initiatives that enhance the educational experience for pupils and families alike.

In her pursuit of excellence, Lisa is dedicated to improving support services within the educational landscape. She believes passionately that all stakeholders – pupils, educators, and families – deserve high quality services and support that meet their diverse needs. Her proactive approach and unwavering commitment to high expectations have made a significant impact, contributing to a culture of continuous improvement and accountability.

As Lisa continues to evolve in her professional journey, she remains focused on fostering environments where educational success is not just an aspiration but a standard. Her unwavering dedication to enhancing educational support services showcases her belief that every child deserves the best possible start in their academic journey.

DARREN KING

Director of Education

Darren is a highly experienced school leader, having held multiple headships in both primary and secondary schools, prior to his role as Director of Education at Excelsior Multi Academy Trust. He is also a Lead Inspector for Ofsted and leads monitoring and evaluation across Excelsior.

Darren has led some of the highest performing, and most improved primary schools in the country, including leading schools out of 'Special Measures' to 'Good' or better. In his role as NPQ Course Director for a large professional development provider, Darren has supported a range of school leaders locally and nationally.

Previously, Darren has held executive leadership roles in one of the largest multi academy trusts in the UK, leading on curriculum development. He is also a Mathematics Advanced Skills Teacher and has worked for a local authority in their moderation and standards team.

JONATHAN SMART

Deputy CEO & Director of Education

Jonathan is a highly experienced leader having held multiple successful leadership positions. He is Deputy CEO and Director of Education for Excelsior and has been with the trust for six years. He has previously been an Ofsted inspector, professional partner and Local Leader of Education.

In his system leadership roles, Jonathan has supported many leaders and Head Teachers and cares deeply about leadership development.

He is passionate about leadership, particularly the influence and impact of organisational culture. He leads on culture development in the trust and has delivered numerous presentations on the subject. Jonathan is interested in leadership development at all levels and the impact strong leaders have on pupil outcomes in their broadest sense.



A photograph of several young children in school uniforms riding yellow tricycles on a paved area. A large teal graphic with the number '05' and a yellow swirl is overlaid on the left side of the image.

05

GOVERNANCE STRUCTURE

Trust Board

- **Trustees** hold overall accountability for the performance, compliance, and strategic direction of the Trust.
- Trustees receive regular updates via Governor Advocate reports.

Governor Advocates

- Each of the **eight schools** has (a minimum of) **two Governor Advocates**:
 - **One Parent Governor**
 - **One Co-opted (Community) Governor**
- These Governors act as the **local link** between the school and the Trust.

Governor Advocate Meetings

- Held **half-termly** at each school.
- Attended by:
 - The **Headteacher**
 - A member of the **Senior Leadership Team** (e.g., DSL)
 - The **two linked Governors**
- Meetings follow a **Trust-set agenda** focused on:
 - Safeguarding
 - Half termly focuses
 - Celebrations & community engagement
 - Any other strategic priorities
 - Report completion / What is going well? It could be better if?

Reporting & Feedback Loop

- After each meeting, the Governors complete a **standardised report**.
- This report is shared with a designated member of the **Core Trust Team** (referred to as their **QA** – Quality Assurer), and Trustees.
- The **QA** reviews the report and **feeds back any concerns** or observations to the Trust Board or relevant Trust leaders.

Benefits of the Model

- Ensures **local insight** is captured and escalated appropriately.
- Strengthens **accountability** and **community representation**.
- Promotes **consistent oversight** across all schools while maintaining individual school identity.

Schools with strong, well-established governance arrangements will have the option to continue to operate independently of the hub model, recognising and respecting their existing capacity for effective oversight.





06

GROWTH PLAN

VISION

All of our schools to be outstanding beacons of equality, where pupils succeed in a safe, innovative and vibrant learning community.

Big Hairy Audacious Goal (BHAG)

By 2035, Excelsior Multi Academy Trust will be nationally recognised as a top 1% performing trust in the UK for educational outcomes, equity, and innovation – growing to 20+ schools.

3 Year Hairy Audacious Goal (3HAG)

By 2028, Excelsior Multi Academy Trust will be recognised as a rising national leader in educational equity and innovation, achieving top 10% pupil attainment nationally-growing to 12+ schools.



Attainment – Yr 6

Year 6 Combined measure

School	2023/24	2024/25 national average	2024/25	2023/24 comparison with 2024/25 (+/- % points)
Green Meadow	63%	62%	68%	+5
Parkfield	55%	62%	72%	+17
Heath Mount	36%	62%	69%	+33
Colmers Farm	43%	62%	70%	+27
Highters Heath	35%	62%	65%	+30
Turves Green	53%	62%	58%	+5
Thorns	39%	62%	55%	+16
Trust Average	46%	-	65%	+19

Attainment – Phonics

	EYFS	Phonics Yr 1
Colmers Farm	68	83
Green Meadow	75	94
Highters Heath*	78	92
Heath Mount*	74	75
Parkfield	76	84
Thorns*	63	89
Turves Green	72	86
The Meadows	71	78
MAT Average all schools	72	85
MAT Average (schools 3+ years in trust)	72	87
MAT Average minus The Meadows	72	86
National 2024	68	80
MAT Average 2024	65	79

USPs – AI/PedTech, STEM Lab, 2 Art Studios, PATHWAYS-SEND, Oracy Centres of Excellence, two Art Studios, VR room, Sports coaches, OPAL Centre Of Excellence, Excelsior Entitlement, six minibuses, GAG pooling, Excelsior Entitlement for pupils.

Trustees – New Chair of trust, and eight strong and varied trustees (legal, finance, education, human resources, technology, marketing).

School support back office – CEO, two Directors of Education, COO, CFO and finance, HR Lead and payroll, Facilities Lead, Director of English, Director of Maths, Governance Lead, Director of Technology.

School based support (system leadership) – Executive Headteacher, EYFS Lead, Science Lead, SEND/PATHWAYS Lead, STEM Lead, Attendance Lead, Assessment Lead, Safeguarding Lead, Phonics Lead.

Professional Growth –

Excelsior programmes run by our in-house leaders:

- Impactful Middle Leaders
- Developing Leadership Expertise
- Aspiring HTs

External providers

- Gold Standard School office / caretakers / IT
- CEO Prep Coaching for two Directors of Education
- Accomplish More, Technology Across Businesses – COO
- NPQLs



Excelsior Growth – How and Where

Marketing

Published pieces in Teaching Times (AI) and Teaching Today (Excelsior Entitlement), videos and cartoons re 'Join Excelsior', LinkedIn updates and Social Media spreads.

Masterclasses

- **Bromsgrove** – 16th September (Beyond the Buzzword – A Leader's Guide to AI for School Excellence), 21st October (Ofsted Decoded: The Inspection Preparation Masterclass), 27th November (The SEND Solution – A Proven Way Forward)
- **North Solihull** – 4th November (Beyond the Buzzword – A Leader's Guide to AI for School Excellence)
- **Redditch** – 26th November (Beyond the Buzzword – A Leader's Guide to AI for School Excellence)
- **Walsall** – 2nd December – (Beyond the Buzzword – A Leader's Guide to AI for School Excellence)

Schools in pipeline

Two schools in the pipeline.

Networking

- DfE leads in Dudley and Bromsgrove/Worcester
- Chamber of Commerce
- BEP partnership RISE support
- Local LA consortiums
- Universities – Worcester, Newman, Birmingham
- Global Educational Platforms – Teaching Times, Education Today, Twinkle
- Voice 21
- No Outsiders – National Leaders/trainers

A woman wearing a black hijab and a red lanyard with 'Parkfield' written on it is smiling and looking at a young boy in a red shirt. They are in a classroom setting with a bulletin board and other students in the background. The woman's lanyard also has a small tag that says 'Parkfield'.

07

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THE ESSENCE OF EXCELSIOR

EXCERPTS FROM THE DECEMBER 2025 CEO REPORT TO TRUSTEES

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Promoting Excelsior

- Promotion of a short cartoon illustrating the gains by joining Excelsior ([view cartoon here](#)).
- Presentation of our first Excelsior Inset day for all staff – 6.1.26 (detailed at the end of this report).
- Delivery of a new Super Masterclass in February 2026 – ‘Ofsted’s Deep Dive into Inclusion.’
- Refreshment of the Excelsior website.
- Publication of our Excelsior Playbook.
- Innovative involvement Nationally i.e., ‘Teaching Times’ (Talking Classrooms) Gaining membership on local IEBs – HP to Chair a local IEB of a Federation in the city.
- Design of a national Excelsior Conference... stay tuned!
- Five-minute presentation of all things Excelsior at a Chambers of Commerce Breakfast.

Within our determination to be seen at the cutting edge of learning and education, a ‘**national recognised MAT of outstanding innovation and practice**’, (3HAG), we have coveted and gained a place within key areas of leading AI practice and research, Helena Brzeski (Technology Lead) has been invited to join two groups:



1 AI Steering Group with Birmingham City Council

The purpose of the Steering Group is to help coordinate a school led, safe, inclusive and evidence-based approach to AI across Birmingham. One of the first priorities will be to avoid duplication by mapping existing work and aligning activity across:

- Operations and school administration (policies, safe use, procurement and QA, workforce productivity, safeguarding and data protection).
- Teaching and learning (classroom practice, AI / media / digital literacy, CPD and family / community learning and awareness).
- Early collective actions, including a landscape scan of current initiatives and groups, identifying quick wins, reviewing survey findings and introducing AI Ambassadors across geographical clusters to gather feedback.

2 Expert Working Group for the Centre for Digital Literacy in Schools with National Institute of Teachers

This group has been created to explore and shape practical solutions to:

- Equip teachers, leaders, and governors with the knowledge, confidence, and tools to address misinformation and conspiracy beliefs in the classroom.
- Embed critical thinking, psychological insight, and media literacy into everyday teaching and school leadership.
- Build a generation of educators ready to lead with clarity and resilience in the digital age.

Helena's leadership in Pedagogical Technology (Ped Tec) has now involved her in advising and supporting two schools following her well received Masterclasses '**Beyond the Buzzword – A leader's guide to AI for school excellence.**' These Masterclasses were held in Redditch and Bromsgrove after Chris Christoforou's forensic skills to find the white space in which we can play.



STRATEGY FOR SCHOOL IMPROVEMENT

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A. Driving Aspiration

To enhance our year 6 outcomes even further, we have embedded the Year 6 Reactive Playbook from 24/25 ensuring that high aspiration and systematic teaching and learning becomes endemic across all our schools for all these pupils. Building on this we have now introduced four clear stages within our Excelsior Primary schools where clear focus on outcomes are overt and driven.

1. **Firm Foundations (EYFS)** – Providing children with the essential building blocks for long term access.
2. **Getting the Job Done (year 1 and 2)** – Ensuring young learners develop strong early skills with confidence and flexibility.
3. **The Engine Room (year 4 and 5)** – Strengthening core abilities and reasoning as a foundation for the next stage of learning.
4. **Beyond Limits (year 5 and 6)** – Empowering pupils to approach challenges with independence, mastery and confidence.

B. Disadvantage

The new Excelsior Disadvantage Review has now been published in our trust and is leading an enhanced focus on outcomes for this vulnerable group of pupils. In 2025, the disadvantage gap within the combined scores for year 6 pupils had diminished significantly to just 7%, approximately half the national average of 17%.

This year we are aiming to diminish this further and increase the number of disadvantaged pupils attaining at the higher level above expected. As detailed in the following table, we have more work to do particularly with writing. Presently we are working around raising expectation for all pupils whilst being clearly aware of the potentially high attainers per subject.

Disadvantaged High Achiever Data Key Stage 2 2025

		Reading	Writing	Maths	Combined
Colmers Farm	All	26	0	21	0
	Disadvantaged	18	0	13	0
Highters Heath	All	31	0	8	0
	Disadvantaged	30	0	4	0
Green Meadow	All	42	5	25	5
	Disadvantaged	35	3	32	3
Parkfield	All	22	9	21	7
	Disadvantaged	23	9	21	7
The Meadows	All	22	3	20	0
	Disadvantaged	15	4	15	0
Turves Green	All	23	0	23	0
	Disadvantaged	13	0	13	0
Heath Mount	All	19	12	22	10
	Disadvantaged	15	10	22	7
Thorns	All	13	6	13	6
	Disadvantaged	0	7	13	0

C. Attendance

In line with the government's push to raise the attendance rate of pupils across the country, we have launched an attendance drive. This was prior to DfE creating individual school targets which we received in November and has incurred Darren King (Director of Education) and Lisa Davies (COO) leading audits in all our schools, writing reviews and leaving next steps for all.

The table below shows the impact of our attendance drive!

Current Trust Attendance Picture, Autumn 2025

School	Autumn attendance figure 2024 %	Autumn attendance figure 2025 %	DfE attendance target 2026 %
Parkfield	93.4	94.6	93.3
Green Meadow	89.3	94.6	93.8
Heath Mount	93.0	94.6	93.3
Thorns*	93.7	93.5	TBC
Turves Green	92.9	93.2	92.3
Highters Heath**	92.0	93.0	93.6
The Meadows	93.9	95.8	93.8
Colmers Farm	92.1	93.5	93.0
Trust average	92.5	94.1	93.3

*Thorns are on a rapid attendance improvement journey – many children didn't return after the summer holiday and at October half term had an attendance figure of 92.8%.

**Ofsted celebrated attendance at Highters Heath and judged it to be highly effective, grading the school as 'Expected' in this area (November 2025).

D. Pathways

Reviews of all our Pathway Provisions (7) have been undertaken by Amanda Samuel (Headteacher of Heath Mount) and myself. Most pleasing is the having the right provision in place for these pupils with high complex needs, yet the financial position is equally rewarding. The design we have in place is having incredibly positive impact on both pupil outcomes and our trust budget.



STRATEGY FOR FISCAL PROCEDURE

The Trust has made an excellent start to the 2025/26 academic year. This healthy financial performance now enables us to invest strategically to maximise bank interest, generating additional income to further support our schools.

During the transition of The Meadows Primary School into Excelsior DfE offered the services of their School Resource Management Advisers (SRMAs). These are experienced school leaders and business managers who provide **free, peer-to-peer guidance to other schools and trusts** on managing money, staff, and resources more efficiently to improve education for pupils, focusing on areas like procurement, finance, estates, HR, and using tools like Integrated Curriculum and Financial Planning (ICFP). They identify savings, boost income, strengthen financial governance, and help schools reinvest funds into teaching and learning, all through tailored, evidence-based advice.

It has been an incredibly busy autumn term full of innovation and impact. I do have the pleasure of leading an amazingly talented and skilled team, to whom I am exceedingly grateful.

Hazel Pulley, *CEO Excelsior MAT*

STRATEGY FOR IMPROVED FACILITIES

As our pupil numbers have grown, we have become eligible for School Condition Allocation (SCA) releasing the need for our annual bids to the Condition Improvement Fund (CIF).

Presently, we are assessing the building audits to prioritise need and risk before we allocate funds to new projects.

School	Ofsted Judgement
Parkfield	Outstanding
Turves Green	Good
Green Meadow	Good, with Outstanding
Colmers Farm	Good, with Outstanding
Heath Mount	(RI)
Highters Heath	Expected, with strong
Thorns	(Good)
The Meadows	(RI)

08

OUR SCHOOLS

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EXCELLENT TEACHERS CHANGE LIVES

Excelsior Multi Academy Trust consists of eight schools; seven schools in the Birmingham area (five in the south of the city and two in the central area) and one school in Dudley. We are proud of all of our family of schools and are working hard to ensure our schools are beacons of the communities they serve.





Parkfield Community School

parkfield.excelsiormat.org

Parkfield Community School was the first school to join our trust and is based in Saltley, Birmingham. It is a large three-form entry primary school (with Nursery) and converted to an academy on the 1st January 2013. The school prides itself on its inclusivity and innovation: on site, they are fortunate to have their very own Maths and English Academies, a very well-resourced library, a computer suite, two large halls, a CPD centre, a large outdoor playground, an allotment, their own AstroTurf sports arena and they are one of the first primary schools in the country to have a dedicated STEM Lab with an adjoining TV and Podcasting Studio.

Parkfield Community School has been awarded an Outstanding judgement three times since 2016.

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Turves Green Primary School

turvesgreen.excelsiormat.org

Turves Green Primary School was the first school to join Parkfield Community School on 1st April 2017 to form Excelsior Multi Academy Trust. It is a two-form entry primary school based in Northfield, Birmingham and has embraced the Excelsior MAT's ethos of equality, innovation and aspiration since joining the MAT.

The school is aiming to become an Outstanding school and looks to achieve this through their values – 'be respectful, be ready, be safe'.

The school joined us in 2017 as an inadequate school but in its recent inspection achieved Good in all areas.

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Green Meadow Primary School

greenmeadow.excelsiormat.org

Green Meadow Primary School is part of the Excelsior MAT and has the cornerstones of 'Succeeding Together', 'Ensuring Equality for All', 'Engaging Learning' and 'Aspiring from the Start' at the heart of all that they do.

Based in Selly Oak in Birmingham, they have a vibrant and popular two form entry school at the heart of the community.

Green Meadow was inspected in September 2023 and we are delighted that the school achieved a Good grade overall but in every other aspect was judged to be outstanding.

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Colmers Farm Primary School

colmersfarm.excelsiormat.org

Colmers Farm was the fourth school to join the Excelsior family, doing so on 1st April 2019, and is a two-form school in Rubery.

Colmers Farm has undergone significant changes since joining the MAT and pupils now attain well within the school. It has an engaging curriculum, their very own specialist art studio and specialist art teacher, a forest school, a strong pastoral care team and their staff foster a nurturing ethos.

Colmers Farm is an inclusive school. Pupils have opportunities to take on extra responsibilities and in KS2 pupils partake in the SAGE award, which celebrates their pupils' achievements both inside and outside of school.

During their most recent OFSTED visit in June 2023, they were graded good in all aspects other than Personal Development which was graded as being outstanding.

[View Ofsted Report](#)



Highters Heath Community School

hightersheath.excelsiormat.org

Highters Heath Community School converted to an academy within Excelsior Multi Academy Trust in November 2022.

It is a one form entry primary school based in Warstock, Birmingham and since joining Excelsior has had rapid school improvement through the implementation of the trust values, processes and tools.

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Heath Mount Primary School

heathmount.excelsiormat.org

Heath Mount is a vibrant and multicultural 2-form entry school nestled in the heart of Birmingham. They joined Excelsior in October 2022 and are in a period of rapid improvement using the trust processes, values and systems.

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Thorns Primary School

thorns.excelsiormat.org

Thorns Primary School joined Excelsior in January 2024. The first Dudley school to join us, it is situated in the south west corner of the West Midlands area that is traditionally known as The Black Country.

Thorns is a smaller-than-average single-form entry school with (currently) 200 pupils on roll across the 4-11 age range.

[View Ofsted Report](#)



The Meadows Primary School

meadowsprimary.org

The Meadows Primary School joined Excelsior in May 2025. Located in Birmingham,

The Meadows Primary is passionately determined to ensure each and every child feels valued, happy and supported, thereby able to reach their true potential.

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