

ETHOS Academy Trust

# Impact Report

2021-22

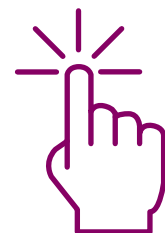
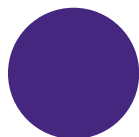


Nurturing inclusive learning communities



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**'I am in awe of you and your staff team and the outstanding work that you do with the children. The patience, compassion and perseverance of the staff team is commendable.'**

Trustee

# Our vision at Ethos Academy Trust is to create nurturing inclusive learning communities.

To enable us to achieve this, our **mission** is that Ethos Academy Trust will draw upon the expertise of our specialist staff and wider partners to provide timely, personalised support, intervention and provision in order to **maximise the life chances** of all children and young people, informed by a thorough understanding of their strengths and needs.



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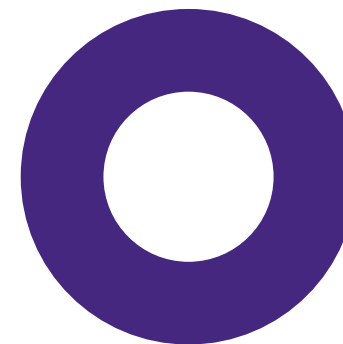


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## Leading

### with integrity

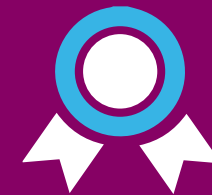
- Championing honesty and transparency
- Building trusting relationships



## Encouraging

### freedom and responsibility

- Working collaboratively
- Investing in effective partnerships



## Celebrating

### achievement

- Improving academic progress
- Enriching personal development

# Ethos Academy Trust

## Core Values

'As we look forward to the new academic year, I wanted to say thank you for all you, your staff and Trustees do to support Kirklees learners and their families. As we begin to implement the plan for Our Kirklees Futures, we will be looking forward to your participation and contributions to make our area even better together.'

Local Authority Senior Officer



## Thinking

### innovatively

- Finding creative solutions
- Meeting individual needs



## Improving

### continuously

- Raising standards
- Developing strong and effective leaders



# Amanda's Story\*

**Amanda attended Ethos College from September 2020 to July 2022 throughout Years 10 and 11, having been permanently excluded from her mainstream school in Key Stage 3. Her previous school attendance was 83% and by 2021/22, Amanda achieved a remarkable 100% attendance all year.**

Soon after joining Ethos, Amanda was placed in care. Ethos staff took her shopping for new bedroom accessories and helped her build her new bed. The stability and wrap around support provided by the Ethos team enabled Amanda to remain fully and positively engaged in her education, despite significant changes in her home circumstances.

Priority areas of focus for Amanda during Year 1 were to develop a strong sense of belonging and safety and to form positive relationships with staff and peers.

Amanda's SEMH progress was remarkable, with rapid and sustained improvements in her ability to self-regulate, as a result of weekly personalised intervention sessions. This prepared Amanda to access more formal learning in Year 11, during which she exceeded her expected levels, securing Maths GCSE Grade 3, English Entry Level 3 qualifications and BTEC Level 2 Home Cooking Skills.

In preparing for post-16 transition to college, Ethos staff worked in partnership with C & K Careers colleagues to facilitate a highly personalised programme of support which included regular keeping in touch sessions during the summer break at the end of Year 11. Amanda is now settled at Kirklees College and loving her Level 1 Work Skills course.

*\*Names have been changed to protect anonymity.*



**83%**

Amanda's previous school attendance



**100%**

Amanda's 2021/22 attendance

**The stability and wrap around support provided by the Ethos team enabled Amanda to remain fully and positively engaged in her education, despite significant changes in her home circumstances.**

# Our Context

Number of  
Academies/  
Colleges



4

Number of  
pupils on roll  
across the  
year

314

Number  
of staff

155

Number of  
pupils (PAN)

189

Number  
of new staff  
appointments  
made

36

Number of schools outside  
the trust supported

104

Number  
of schools due  
to join the trust  
during 2022/23

2



# The Trust's strategic objectives for 2021-26 are:

'Brilliant training, really clear, concise and informative. Staff were really personable and knowledgeable. It made the session feel genuine, you can see their desire to ensure students are supported in the correct way.'

Mainstream School Leader following whole school training session.

**Become leaders in inclusive practice.**

**Change the wider public narrative regarding SEMH pupils and provision.**

**Develop expert practitioners in inclusive, SEND practice.**

# 2021/22

## Progress

### Strategic Objective 1:

## Become leaders in inclusive practice.

Increase the quality and breadth of Ethos Academy Trust provision by further enhancing meaningful and personalised opportunities for all pupils to sustain positive engagement in lifelong learning.

- Development and implementation of a Trust-wide school improvement framework supported all our academies to further develop and deliver a broad, exciting and aspirational curriculum.
- The Trust further refined and developed accurate and meaningful self-assessment processes to measure its overall effectiveness at Trust and academy level.
- The Trust has further developed the capital plan to support the continued development and improvements of the Trust estate to support ongoing curriculum developments in all academies.
- The Trust has a clear business plan that will support the growth strategy.
- Strategically driven financial health has been secured and underpinned by key metrics, KPIs and reporting systems to enable Trustees to make informed decisions.
- Strong outcomes for pupils in their academic and SEMH development and progress.
- Development of SEMH strategy.
- Effective deployment of leadership capacity and expertise supported the development and embedding of inclusive practices within and beyond the Trust.



# 2021/22 Progress

- Development of a Communications Strategy at academy and Trust level to secure opportunities to raise the profile of the Trust and its successes at a local and regional level across a range of media.
- The Trust sponsored one AP Academy, with a priority focus on improving the quality of provision and outcomes for pupils.
- The Trust led the development of a new SEMH Special Free School (opened September 2022).
- The Trust has worked in partnership with other schools, Trusts, local authorities and organisations to establish new and improved models of supporting learners with SEMH needs.
- Contribution to wider sector improvement activity was built upon through investment in key strategic partnerships and forums with a shared sense of purpose in order to achieve the greatest impact.

## Strategic Objective 2:

## Change the wider public narrative regarding SEMH pupils and provision.

Develop Ethos Academy Trust's role as an expert and influencer on inclusion in relation to SEMH policy and practice at a local, regional and national level, contributing to wider sector improvement activity.



# 2021/22

## Progress

### Strategic Objective 3:

## Develop expert practitioners in inclusive, SEND practice.

Ethos Academy Trust will invest in the development of a strong, healthy, engaged and motivated workforce of inclusive leaders, teachers and support staff who excel at securing outstanding outcomes for pupils with SEMH needs within and beyond the Trust.

- New Central Team appointments secured in readiness for 2022/23, including new full time Director of Education, HR and Finance to increase capacity, expertise and support for all our academies.
- Development of systems for talent mapping and succession planning, supported by relevant training opportunities.
- Lead practitioner roles developed across the Trust for Mental Health and Wellbeing and Equality, Diversity and Inclusion.
- The Trust made strong and effective progress towards establishing itself as an employer of choice through the development of clear and effective policies in relation to:
  - **Flexible working**
  - **Health and wellbeing**
  - **Rewards**
  - **Career development and training opportunities**
- Development of opportunities for external colleagues (including mainstream staff) to access experience and professional development in alternative / specialist settings through:
  - **Student / staff work placements**
  - **Shadowing opportunities**
- A coaching culture was introduced and piloted with senior leaders across the Trust to support the personal and professional growth of staff.
- Strong externally facilitated stakeholder results, with significantly more positive pupil, staff and parent / carer survey responses than national benchmarks.

# Amelia's Story\*



**A referral was received for Amelia in November 2021, requesting Outreach support with a focus on attendance, re-engagement with learning, self-esteem and resilience. Amelia had a reading age 3 years below age-related expectations and masked her learning difficulties by displaying defiant behaviour. Attendance was 33.3%, with 1.5 days suspension.**

The Outreach team worked in partnership with Amelia and school to implement the following strategies: daily meet and greet, wellbeing check-ins, identified key worker, bespoke timetable, identified learning space, nurture provision, core interventions, de-escalation strategies, anger management, reflection, resilience & growth mindset, positive praise and communication with home on progress. The Outreach Worker also liaised with external agencies to secure support with emotion coaching, self-image and healthy relationships.

Amelia quickly became increasingly relaxed in school. She learned to interact positively with staff through the use of an

identified quiet learning area and engaged enthusiastically in targeted interventions. She became confident to ask questions and express her own ideas and opinions appropriately. With support, Amelia identified de-escalation strategies that worked for her. She began to socialise with a small group of peers during social times. Weekly phone calls improved the frequency and quality of communication between home and school and proved to be a strong incentive to Amelia to continue to improve her attendance and do well.

After two months of Outreach support, Amelia's attendance had increased by 23.6% and she received no further suspensions for the remainder of the year. School reported that engagement with learning dramatically increased and has since been sustained. In Autumn 2022, school reported that Amelia has continued to improve her attendance (now at 90%) and she is making outstanding progress personally, socially and academically.

## 23.6% ↑

**Amelia's attendance increase**

**Amelia stated**

**"The Outreach Worker knew so much about me and what I needed in such little time."**

**"Amelia is really happy. The difference is amazing. Thank you for all your help".**

**Parent feedback**

*\*Names have been changed to protect anonymity.*

# Our Impact

**Highest ever  
Key Stage 4  
outcomes in  
21/22 including:**

## 26%

of pupils gaining 5 or more GCSEs 9-4 or their equivalent including English and Maths

## 31.6%

of pupils gaining 9-4 in English and Maths GCSE

## 57.9%

of pupils gaining 5 or more GCSEs 9-1 or their equivalent

**Average  
improvement  
in pupil  
attendance**

## 24.93%

**Percentage of  
positive parental  
engagement  
surveys via  
Eduro:**

## 91%

31% above national benchmark



**Number of external awards  
gained by our Academies**



## 8

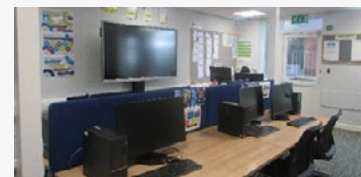


THE NATIONAL  
NURTURING SCHOOLS  
AWARD



## £1.6m

investment in capital works to improve the quality of our academies' indoor and outdoor environments for all staff and pupils.





# Joel's Story\*

**Joel arrived at Reach Academy in February 2021 with a history of school avoidance and a previous school attendance of 13.04%.**

His placement started with a phased integration beginning with 30 minutes in school per day supported by Mum, with gradual increments in timetable, in recognition of the severity of his school-linked anxiety upon arrival. Joel received highly personalised support from key staff focussed initially on developing his willingness to engage in learning and assessments, with a view to increasing his resilience and confidence to take risks over time: a concept that would have previously acted as a trigger to his anxiety.

During academic year 2021/22, Joel's annual attendance was 93.55%. His full-time timetable remained bespoke, with a blended offer of class-based learning and social activities to promote his SEMH progress through a breadth of alternative learning opportunities.

Reach Academy supported the referring mainstream school to apply for an Education Health Care Plan, which has enabled Joel's needs to be fully identified and addressed, supporting him to remain in a small-scale nurturing provision for the remainder of his education. Joel made a successful transition to Ethos College in July 2022.

*\*Names have been changed to protect anonymity.*



**13.04%**

Joel's previous  
school attendance

**93.55%**

Joel's 2021/22  
attendance

**Joel received highly personalised support from key staff focussed initially on developing his willingness to engage in learning and assessments, with a view to increasing his resilience and confidence to take risks over time: a concept that would have previously acted as a trigger to his anxiety.**

**'He is much more sociable at home, spending time with the family rather than staying hidden in his room.'**

**Mum reporting the difference  
in Joel outside of school.**

# Stakeholder Voice

"Every staff member increases your skill and independence."

"The lessons here are stimulating and Interesting - I genuinely love learning here."

"I can't wait for what the future holds for me and I wouldn't have got here without my time at Ethos."

"Ethos changed the way I look at my life massively. They turned my life around, helping me through my daily struggles and made me the man I am now."

"Staff help you in every way, mentally and physically, and they are sooo supportive!"

What our pupils say about us:

What our parents/carers say about us:

"It is so open, there are many lines of communication. Staff really do go above and beyond to help the whole of the family."

"Thank you for your patience and kindness with my son. He is a different boy coming out of your school. I will be forever grateful."

"The staff genuinely care about the pupils. And take the time to listen to me as a parent and we work out solutions to problems together. But most importantly, they follow through and do what they say they will do."

"I love the support I receive from my colleagues and senior leaders to ensure that young people are always at the centre of everything we do."

What our staff say about us:

"Openness in approach to everything means that all staff and pupils feel highly valued."

# Sam's Story\*

**Sam arrived at Engage Academy in Year 5 in January 2021, having been placed in care in 2020 within another local authority.**

Having arrived in Kirklees with a previous school attendance of 24.63%, Sam started a full time placement straight away, requiring a high level of support initially in transitioning from part time provision.

The enhanced provision at Engage Academy, including the high ratio of skilled and experienced staff to pupils, initially focussed on supporting Sam to make significant progress in relation to his SEMH needs. Over time, Sam's confidence grew as he began to build positive relationships with adults and peers. He enjoyed coming to school and loved having responsibility.

Gradually, Sam re-engaged in learning and is now on course to make accelerated progress in his learning. His 2021/22 attendance was 94.67%.

In September 2022, Sam was supported by the Outreach Team to make a successful transition to a local mainstream high school. He is attending small nurture classes for English and Maths and is flourishing, having proudly received a 'Star in Maths' award for his positive attitude towards learning early in the autumn term.

Sam is making new friends and is regularly attending extra-curricular activities. He is hopeful that he will be able to achieve one of his school pledges and represent his new school in the rugby team over the months ahead.

*\*Names have been changed to protect anonymity.*



**The enhanced provision at Engage Academy, including the high ratio of skilled and experienced staff to pupils, initially focussed on supporting Sam to make significant progress in relation to his SEMH needs.**



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