Ethos College

Providing education for pupils in Key Stage 4 with SEMH needs

ETHOS
ACADEMY TRUST

ETHOS
COLLEGE

Nurturing inclusive learning communities

CAREER MARK
CM

Stonewall
SCHOOL
CHAMPION

Ofsted
Outstanding
Provider

GOLD
SCHOOL
MENTAL
HEALTH
AWARD

The National
SMSC
Gold

360
degree safe

THE NATIONAL
NURTURING SCHOOLS
AWARD

EPDA
promoting
positive
behaviour
and attitudes

LPPA
improving
parental
engagement

Ethos Academy Trust

Ethos Academy Trust formed in 2018, with a mission to create nurturing, inclusive learning communities. Founded by three highly successful alternative provisions in Kirklees, Ethos Academy Trust has since expanded to other local authorities, with a sustained focus on our specialism of pupils with wide-ranging social, emotional and mental health (SEMH) needs and other SEND.

To enable us to achieve our vision, 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. Underpinning our mission and vision are our core values:

Leading
with integrity
· Championing honesty and transparency
· Building trusting relationships

Encouraging
freedom and responsibility
· Working collaboratively
· Investing in effective partnerships

Thinking
innovatively
· Finding creative solutions
· Meeting individual needs

Improving
continuously
· Raising standards
· Developing strong and effective leaders

Celebrating
achievement
· Improving academic progress
· Enriching personal development

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Ethos College

As a member of Ethos Academy Trust, Ethos College is committed to building upon our track record of excellence through the development of high performing academies that deliver the very best educational experiences for pupils. We have a clear focus on raising standards, encouraging innovation and further strengthening the ethos, vision and values of the Trust to ensure that we have a positive impact on all our children and young people, as recognised by Ofsted (Jan 2023) when our Outstanding Judgement was reaffirmed:

'Ethos College is a place where pupils flourish. Leaders are highly aspirational for all pupils. They have created a curriculum that is ambitious. It is well designed to meet pupils' individual special educational needs and/or disabilities (SEND) as well as their personal and social needs. Leaders' expectations are high. They are determined that pupils will succeed. As a result, pupils achieve well due to the school's strong practice.'

'The school is warm and welcoming. Leaders ensure that the school is fully inclusive. The learning environment is very well resourced. It is well designed to meet all pupils' needs. Staff are highly supportive of pupils' individual needs. Staff know pupils really well and care about them. They share leaders' high expectations for pupils. Pupils enjoy lessons and school life. Pupils value the support they receive. They recognise the positive difference the school has made to their education.'

Ethos College is a well-established Key Stage 4 Alternative Provision (AP) Academy with a long-standing track record of achieving outstanding outcomes with vulnerable pupils. Our nurture-based philosophy underpins our practice. All leaders and staff have a shared vision and an unwavering commitment to meeting the academic and SEMH needs of all our pupils, providing the highest educational standards and pastoral support.

At Ethos College we provide a caring, stimulating, safe and welcoming environment where learning is enjoyable, and teaching is personalised to the needs and interests of individuals. Pupils are supported to fulfil their academic potential whilst developing the confidence and skills required to succeed in post-16 education, employment or training.

We recognise that children and young people may experience a wide range of Social, Emotional and Mental Health (SEMH) needs and may present themselves in a variety of ways. These may include becoming withdrawn or isolated from their friends and studies through to displaying challenging, disruptive or disturbing behaviours. For many young people, these behaviours may reflect underlying mental health needs.

Our outstanding staff team are skilled at working with young people with needs across the SEMH range. In partnership with parents, carers and other professionals, we take a holistic approach to ensuring a pupil's needs are identified and met throughout their journey at Ethos College by providing a curriculum which addresses academic and SEMH needs through quality first teaching and targeted interventions, preparing pupils for the next stage of their lives.

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SCAN ME!
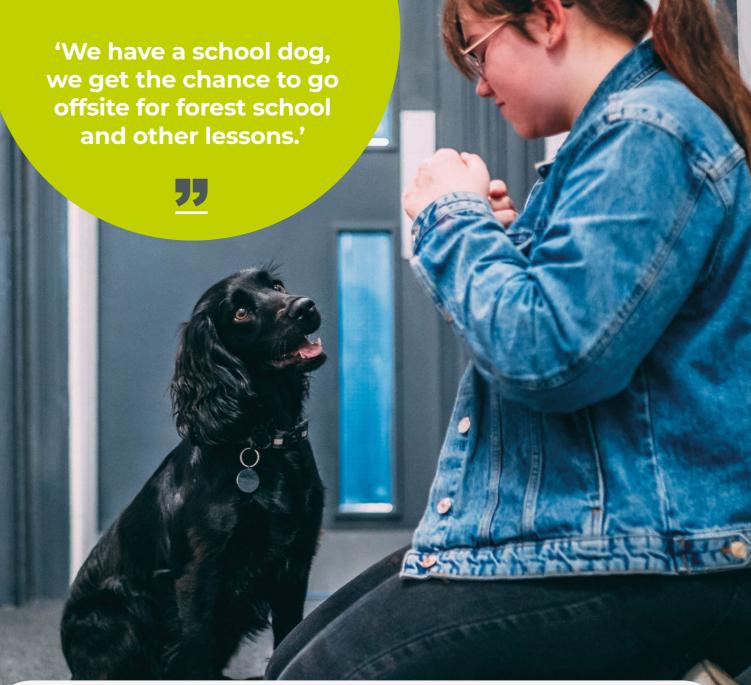Scan the QR Code to access a 3D tour of Ethos College.

Placements

Ethos College delivers full time education for Key Stage 4 pupils with social, emotional and mental health needs with Education, Health and Care Plans (EHCPs). The route of admission is consultation, in line with the Code of Practice.

Consultations can be received for Year 9 pupils, during the spring and summer term, with a view to transition taking place in the final weeks of the term in preparation for the beginning of Key Stage 4 the following September. Additionally, mid-year consultations for Year 10 and 11 pupils are accepted.

The cost of a standard full-time placement for a pupil with an EHCP is £45,000 plus the cost of transport, funded by the referring local authority. Where a pupil requires a more personalised package of support, the cost for this will be calculated on an individual, needs-led basis in discussion with key stakeholders.

> ❝
> 'We have a school dog, we get the chance to go offsite for forest school and other lessons.'

> ❝
> 'Teachers respect the students' challenges and are understanding.'

The Curriculum

The curriculum offer is broad, balanced and personalised to meet the needs of pupils with SEND and aligns with the national curriculum. It is flexible and regularly reviewed to ensure it meets the needs of all pupils to help them succeed in the next step of their education and beyond. It has been designed to address social disadvantage by addressing gaps in knowledge, skills and local needs by introducing pupils to the best that has been thought and said and helps to engender an appreciation of human creativity and achievement.

Consideration is given to the development of the whole child: their intellectual, spiritual, emotional, social and physical development. The curriculum is delivered through engaging and creative teaching to engender curiosity, active participation and the development of pupils' own unique, creative responses.

Pupils a study a core curriculum of English, maths and science, at an appropriate level, supported by up to nine Level 1/2 qualifications; alongside other personalised pathways that are designed to support foundation learners.

Curriculum Intent ⟶

Ethos College Curriculum Overview

Intent

Vision
Nurturing Inclusive Learning Communities

Aim
To shape well educated and rounded young adults who become successful lifelong learners and are ready to take their place in modern day Britain.

Our Curriculum is underpinned by the 6 nurture principles

The classroom offers a safe base	
Children's learning is understood developmentally	
Transitions are significant to the lives of children	
Nurture is important for the development of wellbeing	
Language is understood as a vital means of communication	
All behaviour is communication	

Core Values / Our Curriculum is designed to:

Leading with Integrity	Thinking Innovatively	Improving continuously	Encouraging Freedom and Responsibility	Celebrating Achievement
Help pupils to gain an appreciation of long-term commitments that frame a successful and fulfilled life – family, relationships, local community and faith	Be dynamic to meet the needs of individual pupils to support future career choices	Help pupils to have the ability to be motivated by long term goals	Breakdown barriers to participation by having a multi-agency approach and nurture effective partnerships with the wider family	Expand pupils' perspectives through a range of spiritual, moral, social and cultural opportunities to promote their sense of moral and social responsibility by introducing them to the best that has been thought and said
Give pupils opportunities to explore and express their character to learn positive moral attributes like courage, honesty, generosity, integrity and humility which helps to build the skills they need for resilience, empathy and employability	Enable pupils to work towards SEMH targets identified through Boxall and specific targets identified in EHCPs	Show pupils the possibilities in a world where it is not obvious by giving them access to high quality careers education and challenging poverty to aspiration	Ensure pupils feel safe and understand how to stay safe by having highly effective safeguarding procedures	Be rigorous and academically stretch all pupils to achieve academic success
Ensure pupils acquire social confidence – the ability to make points or arguments clearly and constructively, listen attentively to the views of others and behave with courtesy whist displaying good manners and respect	Promote a sense of pride, belonging and identity	Develop life skills and raise self-esteem through high quality personal development	Make links with external partners to prepare students for life in the world of work based on local and national employment and training needs	To provide a personalised knowledge base to allow all pupils to access further education and employment irrespective of their ability or background

Implementation

Teaching is based on the starting points of all pupils to ensure prior learning is built upon to ensure fluency	
Teachers have a deep understanding of content knowledge, pedagogical knowledge and pedagogical content knowledge. They have high expectations in pedagogy	
Teachers use formative assessment to be dynamic in lessons to aid progress and to plan lessons for the future to build fluency	
Staff foster strong, positive working partnerships with all stakeholders, especially parents, carers and the local and wider community	
Personalised pathways are developed and based on individual need. Pupils foster strong positive relationships with adults and their peers	

Core Curriculum	Options				
English (GCSE, Entry Level, Functional Skills)	OCR Enterprise and Marketing	BTEC Health and Social Care	GCSE Psychology	WJEC Hospitality and Catering	GCSE Art
Maths (GCSE, Entry Level, Functional Skills)	GCSE Statistics	GCSE English Literature	GCSE Film Studies	GCSE Geography	Forest School
Science (GCSE and Entry Level)	Hair and Beauty	BTEC Home Cooking Skills	OCR Child Development	OCR Creative iMedia	Motivate Award
Personal Development/ASDAN	GCSE PE	BTEC Public Services	Topic Based Learning	Outdoor Education	Votes for Schools

Impact

Attendance	National Examination Data	Destination Data	Exceptional Progress
Improvement in Attendance – Value Added	Boxall data to show non-academic progress	Progress towards EHCP targets	Marking and feedback used effectively to support learning
Celebrating achievements through rewards and awards	Reduction in behaviour incidents	Progress towards Gatsby Benchmarks	Proven success of Alumni

Personal Development and Preparation for Adulthood

Our commitment to life-long learning is ambitious for all pupils, supporting and securing aspirational pathways to post-16 learning, employment and training, including highly successful transition arrangements. We are dedicated to raising aspirations, challenging stereotypes and inspiring pupils to achieve their full potential.

We are committed to meeting our statutory duty to provide pupils with high quality, impartial and inspirational Careers Education, Information, Advice and Guidance (CEIAG) to help pupils make informed choices about options regarding post-16 pathways. We work in partnership with external careers providers to ensure that every pupil receives appropriate CEIAG support and is able to access an appropriate post-16 pathway when they leave Ethos College at the end of Year 11. In addition, our dedicated Careers leader provides opportunities for pupils to engage in a robust and engaging careers offer which encourages high aspirations.

In line with the Baker clause, pupils receive input from local providers of education, employment and training, bringing careers opportunities to life for young people, in order to empower them to make informed decisions about next steps and long-term aspirations. This approach includes visits to and from universities, colleges and other training providers, work placements, links with apprenticeship opportunities and mentoring for students from local business leaders. Pupils also take part in CV writing and mock interview workshops. Furthermore, we offer an enhanced transition package for all Year 11 pupils, with dedicated staff working during the holidays and into the autumn term to provide guidance, support and necessary equipment to enable all pupils to make a successful transition into their post 16 destination.

Ethos College secured the Quality in Careers Standard in July 2022 in recognition for its tireless endeavours to secure the best possible pathways for its pupils.

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To find out more about Ethos College.

SMSC Development

Pupils' spiritual, moral, social and cultural development is actively promoted which equips them with the necessary skills and understanding to become thoughtful, considerate and active citizens in the academy and modern-day Britain. Pupils contribute to regular planned and delivered lessons focusing on key themes on the SMSC and Citizenship calendar. An independent audit and verification of the academy's SMSC provision resulted in the prestigious National SMSC Quality Mark at Gold level in 2021.

Developing character comes from our curriculum offer and all aspects of school life including educational visits, extra-curricular offerings, external speakers, school council, careers education and Duke of Edinburgh. Through these opportunities, pupils become more confident, resilient and independent both in the academy and modern Britain.

The personal development curriculum and the academy's wider work support pupils to develop holistically and to lead healthy and active lifestyles, helping them to know how to keep physically and mentally well. We see British Values as underpinning what it is to be a citizen in a modern and diverse Britain. They allow us to create environments free from discrimination, intolerance and hate. They help us to challenge prejudice and stereotyping, whilst strengthening relationships within the community.

As well as actively promoting these values to our pupils, we embed them into lessons across all curriculum areas. This ensures that pupils understand the importance of British Values, so they can leave the school fully prepared to live, work and thrive in modern Britain as responsible citizens.

The personal development curriculum and our wider work promote the equality of opportunity and diversity. Drop down days provide broader and more in-depth opportunities for pupils to engage and learn about cultural, religious, ethnic and socio-economic communities and contextual safeguarding issues.

The curriculum gives pupils the chance to experience and engage with views, beliefs and opinions that are different from their own. The personal development curriculum explicitly teaches about protected characteristics and that no forms are discrimination are tolerated. We fundamentally believe that all pupils should be given opportunities which extend beyond their academic offer to enable them to become confident, resilient members of their community who engage positively with wider society.

Ethos College prides itself on providing all pupils with a range of experiences that allow them to become rounded, well-informed and motivated individuals; the academy was successful in achieving the Excellence in Pupils Development Award in 2021 in recognition for its achievements in this area.

Extending the Curriculum

The curriculum extends beyond the classroom. In addition to extracurricular activities, we offer a wide range of other rich experiences. These experiences not only help to make memories, they allow pupils to increase their knowledge of the world, increasing their self-belief and aspirations; enabling them to suitably develop their character so they can flourish in the academy and life beyond. Pupils have the opportunity to take part in educational visits, music therapy, drop down days, sport days, and residentials.

Social, Emotional and Mental Health

At Ethos College, we recognise that all children and young people need a solid foundation of positive social, emotional and mental health to benefit fully from all of the opportunities that are available to them. We provide opportunities for our pupils to be resilient and mentally healthy so that they can succeed in all aspects of their life.

As a staff team, we track and monitor each pupil's SEMH needs and progress and provide a curriculum that is bespoke to them. We believe that teaching SEMH skills improves academic outcomes, keeps children safe and improves the mental wellbeing of pupils.

Leaders and staff work tirelessly to create a safe, calm and positive nurturing environment so that pupils can learn and thrive. Classrooms are carefully designed to meet the needs of pupils with SEMH needs and to follow the principles of nurture in creating a 'safe base'. Pupils take care of, and are proud of the school environment, with pupils taking real ownership of, and being involved in, developing the school. Ethos College has high expectations in relation to behaviour; these expectations are applied consistently and fairly by the staff team to provide strong working relationships, built upon shared values, mutual respect and trust. This leads to pupils feeling safe, well supported and valued as individuals, allowing them to flourish both academically and socially.

Ethos College staff recognise that 'all behaviour is communication' and live by this fundamental principle of nurture. Behaviours are recognised and understood as a social, emotional or mental health need and; therefore, through the highly effective assessment of individual need, pupils are supported to understand their behaviours and develop strategies to overcome them.

SEMH Progress is tracked, monitored and analysed using the Boxall Profile to assess, identify and address children and young people's social, emotional and behavioural development across the whole setting. We use the two-part checklist, which is completed by staff (and, where appropriate, wider stakeholders) who know the young person best, to identify the levels of skills they possess to access learning. This enables us to ensure that every child and young person gets the support they need to fully engage with their education and thrive.

All pupils have access to an Intervention Instructor who provides an enhanced delivery model of in-house targeted interventions. The Intervention Instructor works closely with the SENDCo to understand areas of need with a focus on the greatest areas of SEMH deficit. The Instructor plans and delivers a comprehensive and detailed programme of sessions that focus on identified areas of need. Pupils are aware of their targets and are able to contribute to the planning of the sessions so that they are 'done with and not to them'.

'All of my teachers make me feel comfortable and have helped me feel confident with my learning.'
Pupil

'Keep doing what you are doing because without your help and support my child wouldn't be where they are today. Thank you'
Parent

'There really are no words to sum up what a difference you have made to my child's life. Your skills, support and understanding have enabled her to re-engage with learning and recover from her mental health difficulties. Her time at Ethos has been life changing for her and I'll be eternally grateful for that!'
Parent

'Thank you, thank you, thank you. All of you. You have completely transformed my child's educational life and that has such an impact on the rest of her life too. I cannot stress enough how much the fact you care and value her as well as teach her has on her and our family. You are Education Angels.'
Parent

"Thank you for providing a positive and nurturing environment."
Parent

Pupil Progress

Individual EHCPs are studied in detail to identify targets and outcomes to be met by the end of Key Stage 4. The targets are then be broken down into SMART (specific, measurable, achievable, relevant and time bound) targets to achieve at the end of each half term, to ensure a carefully planned and graduated approach.

SMART targets are added to 'Supporting Me to Learn Plans' along with any adaptations needed and strategies to be used to support pupils to meet these targets. The Supporting Me to Learn Plans are shared with the staff team and wider stakeholders. Teachers use the strategies and recommended adaptations to meticulously plan highly effective lessons that promote rapid academic and SEMH progress and allow pupils to embed learning into the long-term memory, improving attainment. Support staff are also aware of the targets and use strategies to support individuals to make the progress necessary to meet their targets and improve attainment in lessons. Staff use verbal and written feedback to share successes and immediate targets for improvement, alongside summative and formative assessments to track progress and attainment.

Academic progress data is formally collected three times per year. This data helps to inform any modifications needed in the curriculum and allows staff to put timely and effective intervention in place to ensure both academic and SEMH progress is made at pace.

Half termly staff meetings are held to discuss progress towards targets. New SMART targets are set for the next half term, along with different strategies and adaptations needed to meet these targets.

Progress towards EHCP targets is recorded on an EHCP target tracker and leaders use this information, in conjunction with academic data and Boxall Profile data, to ensure the curriculum is accessible and promotes academic and SEMH progress and attainment for all. Annual EHCP reviews are held to monitor and track progress towards targets and amend provision, support and targets where necessary.

Quality assurance processes in relation to the curriculum allows leaders to ensure that adaptations and strategies are being implemented to allow all pupils to make maximum progress to meet their EHCP targets and outcomes.

SCAN ME!
To listen to pupils talk about their experience at Ethos College.

Outcomes

2021/22 Year 11 Outcomes

Year 11 Headline Figures	2019/20	2020/21	2021/22
Number of Y11 pupils	44	37	38
Average Total Attainment 8	20.02	17.31	21.51
Attainment 8 average - boys	17.14	13.49	10.21
Attainment 8 average - girls	22.91	20.56	28.09
Progress 8 score	-2.13		
5 or more GCSEs 9-4 or their equivalent including English and Maths	9 / 20.5%	4 / 10.8%	10 / 26.3%
5 or more GCSEs 9-1 or their equivalent including English and Maths	16 / 36.4%	9 / 24.3%	11 / 29%
5 or more GCSEs 9-4 or their equivalent	11 / 25%	8 / 21.6%	12 / 31.6%
5 or more GCSEs 9-1 or their equivalent	22 / 50%	20 / 54.1%	22 / 57.9%
At least 1 GCSE 9-4 or equivalent	33 / 75%	25 / 67.6%	27 / 71.1%
At least 1 GCSE 9-1 or equivalent	41 / 93%	33 / 89.2%	38 / 100%
9-4 in English and Maths GCSE	15 / 34.1%	9 / 24.3%	12 / 31.6%

"

"The main thing for me is that I really wholeheartedly feel like the school values and cares for my daughter just as she is. They appreciate her and her needs and capitalise on that instead of trying to make her fit a mould that doesn't work for her. I know that is about her, not me as a parent but as a parent THAT is the one thing that is most important to me. I feel like everyone cares, I know if there's any slight problem that my child has that they can help with they will and they will contact me immediately if needed and respond immediately to any worries I have. To know when she is at school that she is happy and safe is so good and so different to her previous school."

Parent

2021/22 Year 11 Outcomes

Pupil Progress

GCSE Subject	Total No. of pupils entered	9-4	9-1
Art	11	54.5%	100%
English Language	18	72.2%	100%
English Literature	9	88.9%	100%
Film Studies	3	33.3%	100%
Geography	4	100%	100%
History	1	100%	100%
Mathematics	22	54.5%	100%
PE	6	33.3%	100%
Psychology	9	22.2%	100%
Science Biology	5	80%	100%
Science Chemistry	6	50%	100%
Science Trilogy	9	83.3%	100%
Statistics	1	100%	100%

BTEC / Cambridge Nationals

GCSE Subject	Total No. of pupils entered	Level 2	Level 1 / Level 2
Music	3	100%	100%
Child Development	6	83.3%	100%
Creative I Media	1	100%	100%
Enterprise	1	100%	100%
Health and Social Care	6	50%	100%
Performing Arts	3	100%	100%

Functional Skills

GCSE Subject	Total No. of pupils entered	Level 1 Pass	Level 2 Pass
English	6	50%	0%
Maths	2	50%	0%
Home Cooking Skills	15	100%	40%

Entry Level

GCSE Subject	Total No. of pupils entered	Entry Level 3	Entry Level 3 - Entry Level 1
English	8	75%	100%
Maths	8	62.5%	100%

Headline Destination Data

(Pupil numbers in brackets)	2022 Leavers (28)	2021 Leavers (26)	2021 National AP (Includes PRU, AP, Hospital Schools)
Education	82% (23)	73% (19)	58%
Employment & Training	7% (2)	8% (2)	9%
NEET	11% (3)	19% (5)	33%

89%

of pupils who left Ethos College in 2022 went onto a sustained destination compared with 67% of AP pupils nationally and 94% of mainstream pupils nationally (2021 data)

What is the best thing about Ethos College?

'Small class sizes and how teachers understand our emotions and reactions more.'

Pupil

SCAN ME!

To listen to parents talk about their experience of Ethos College.

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You can find more information on our websites:

eat.uk.com

ethoscollege.uk.com

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