

ETHOS Academy Trust

# Impact Report

2022-23



Nurturing inclusive learning communities



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## Your guide to using our interactive document



This document has been designed to be interactive, allowing you to directly open external pages and information.

You can click a section on the left to jump to that section. Then use the buttons on each page to navigate your way through the document.



# 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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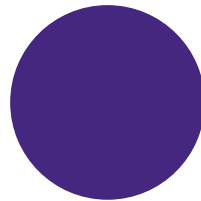
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# Core Values



## Leading with integrity

- Championing honesty and transparency
- Building trusting relationships



## Thinking innovatively

- Finding creative solutions
- Meeting individual needs

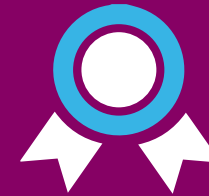


## Encouraging freedom and responsibility

- Working collaboratively
- Investing in effective partnerships

## Celebrating achievement

- Improving academic progress
- Enriching personal development



## Improving continuously

- Raising standards
- Developing strong and effective leaders



# Kai's Story\*

Kai joined Elements Academy at the start of Year 6 in September 2022. He lacked confidence personally and academically. He frequently got part way through a piece of work before destroying it. He struggled being in groups and would frequently leave the classroom if he felt it was overcrowded.

Throughout the year, Kai's provision consisted of a small group of 6 pupils with 2 staff members. He received personalised spelling, grammar, reading and numeracy interventions and completed home learning packs to help him to prepare for SATs. Alongside this, Kai received:

- pastoral interventions to help him develop confidence to complete and feel proud of his work;
- support related to building positive relationships with his peers.

Kai's confidence with learning improved dramatically as the year progressed to the point that he was comfortable to give all tasks a go, asking for help appropriately when he needed it. His increased independence enabled him to confidently complete his SATs at the end of Year 6. Furthermore, his ability to form and sustain positive relationships with peers transformed and he now has a strong group of friends at school.

Kai made progress in all areas of the Curriculum, especially within Numeracy and Literacy. By the end of Year 6, his reading age was 12.03 years and his spelling age had increased from 11 years to 12.06 years. He made 2 sub-levels of progress throughout the year within writing. He was also close to the expected standard in his SATs, achieving 95 in Numeracy and 96 in Reading.

**He has recently made a successful transition into Year 7 at Elements Academy as part of a structured transition programme.**

\*Names have been changed to protect anonymity.



# Our Context

Number of Academies:

06



Number of Staff

267

Number of  
Pupils (PAN)

429



85

Number of New Staff  
Appointments made

Number of  
Pupils on  
Roll Across  
the Year

600



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

## Priority 1:

Become leaders in inclusive practice:

## Priority 2:

Change the wider public narrative regarding SEMH pupils and provision:

## Priority 3:

Develop expert practitioners in inclusive, SEND practice



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hear what our  
staff have to  
say about us





## Priority 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.



#### 2022/23 Progress

- A termly assurance framework and processes, linked to the school improvement strategy, were developed to include HR, finance and estates, allowing targeted and meaningful support for all Academies to drive improvement and standards.
- Peer audits and deep dives were implemented across all academies linked to the Education Inspection Framework and supported meaningful self-evaluation and school improvement planning processes at Trust and academy level.
- Wide ranging professional networks drove strategic and operational developments across the Trust.
- The three founding Kirklees Academies all sustained their good and outstanding Ofsted judgements.
- Expansion of the School Improvement Team enabled enhanced support to all academies to target bespoke areas of priority need.
- Effective deployment of leadership capacity and expertise continued to support the development and embedding of inclusive practices within and beyond the Trust.
- A sustainability strategy was developed with ambitious targets to become a carbon-neutral Trust over the course of the next 5-7 years.





## Priority 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.



- The implementation of a Communications Strategy secured wide-ranging opportunities to raise the profile of the Trust and its successes at a local, regional and national level across a range of media.
- The Trust opened its first SEMH Special Free School (September 2022), with pupil numbers reaching capacity by the end of its first year.
- An additional AP academy was supported to join the Trust in May 2023, with a priority focus on improving the quality of provision and outcomes for pupils.
- The Trust delivered local and regional SEMH training and wide-ranging school improvement activities internally and externally to enhance the development of improved models of supporting learners with SEMH needs.
- Contribution to wider sector improvement activity was further built upon through investment in other key strategic partnerships and forums with a shared sense of purpose.



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## Priority 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 roles within School Improvement, HR and Finance significantly increased capacity, expertise and support for all our academies.
- Introduction of the Trust's People Strategy, building a clear plan relating to our people to support the Trust's strategic priorities.
- Development of a clear strategy and processes to embed new Academies into the culture and values of the Trust resulted in schools feeling well supported.
- A new partnership was established with South Yorkshire Teaching Hub, meaning that staff have access to quality and

consistent training programmes to support career development.

- Improved scores in key development areas in the annual Staff Engagement and Wellbeing Survey, including workload and communication. Staff recognise the impact of surveys and reported feeling listened to and valued.



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hear what our  
staff have to  
say about us*

# Bradley's Story\*

In June 2022 Bradley (Year 4) started at Engage Academy following the significant impact that the Covid lockdown had had on his social, emotional and mental health.

In the year prior to Bradley attending Engage, he had been unable to access any education without his parents being present, often only managing a few minutes in school before having to go home due to his high levels of anxiety. During his first four weeks of transition to Engage Academy, he visited for just 1 hour per day, spending most of his time sitting under a table with his clothing covering his face and not engaging with others. Staff worked hard to begin to build rapport with Bradley, starting with simple strategies such as card games, magic tricks and humorous conversation. Over the coming weeks, Bradley began to build relationships with adults and he started to communicate with eye contact and short conversations. He also began to complete some academic work with staff on a 1:1 basis in a quiet space. Despite the building of positive relationships with staff, Bradley's severe anxieties around entering the classroom and social areas remained. The focus of support and intervention therefore moved onto interaction with his peers, and staff slowly introduced other children into the small working environment that Bradley had become accustomed to and felt safe within. The interactions began with games but quickly extended to working closely with a partner to complete pieces of work.

\*Names have been changed to protect anonymity.

Bradley's part time timetable was reviewed regularly and time in school was gradually increased during the following two terms until he was accessing full time education by summer 2023. After years of not going to school without a parent present and a year on a reduced timetable at Engage, not only was Bradley accessing full time education, he was participating fully in all lessons with his peers in the main learning environment. Bradley was also able to join his peers for play time and other outdoor sessions such as PE and Forest School. He even developed the confidence to go and collect his dinner with the rest of his class, which had proved a difficult situation for him for an extended period.

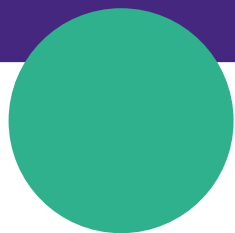
Since returning to school in September 2023, Bradley has continued to thrive. **He has secured 85% attendance in his first four weeks of Year 6.** He has begun to discuss his excitement about transitioning to mainstream high school at the end of the academic year. Bradley was also able to share with staff that during the holidays he visited a number of busy places successfully, including Blackpool Pleasure Beach on two occasions, something he had previously been unable to do with his family for three years.







*“We have an amazing team, with everyone pulling together to get the job done, focussed on securing the right outcomes for the pupils and staff”*



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# Callum's Story\*

Callum was permanently excluded from his mainstream school in Year 8 of July 2022, and was subsequently taken in to care. Upon arrival at Evolve Academy, he presented with social communication difficulties: he struggled to form friendships with other students and his interactions with adults were usually confrontational. Any changes to routine would lead him to become dysregulated.

Callum received targeted, bespoke interventions in relation to his identified areas of need. His key staff developed clear and consistent routines and communication systems to support Callum to express his feelings and thoughts appropriately and to adhere to expectations in relation to behaviour. He also received literacy and numeracy 1:1 sessions to support him to feel more confident and able to re-engage and succeed with learning.

During his time at Evolve, Callum increased his attendance from 70% to 97.1%. In the year leading up to his permanent exclusion, he had received 9

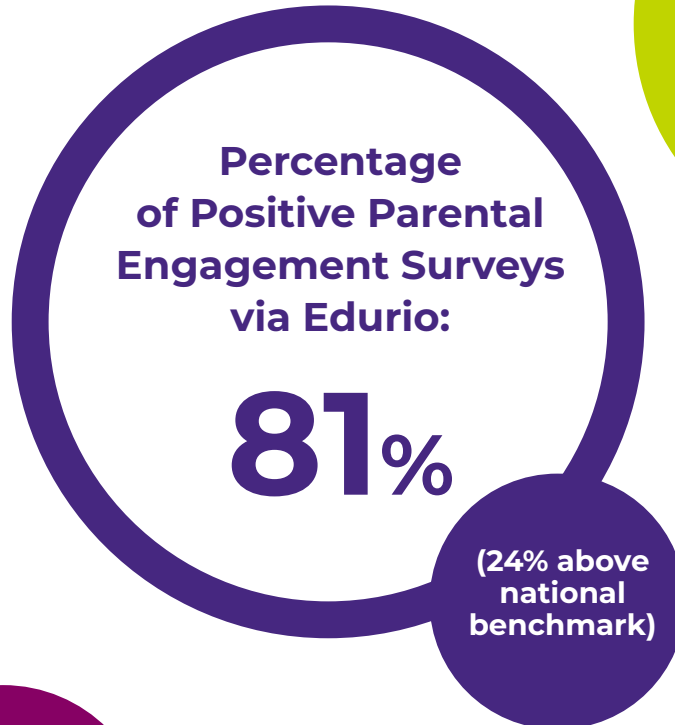
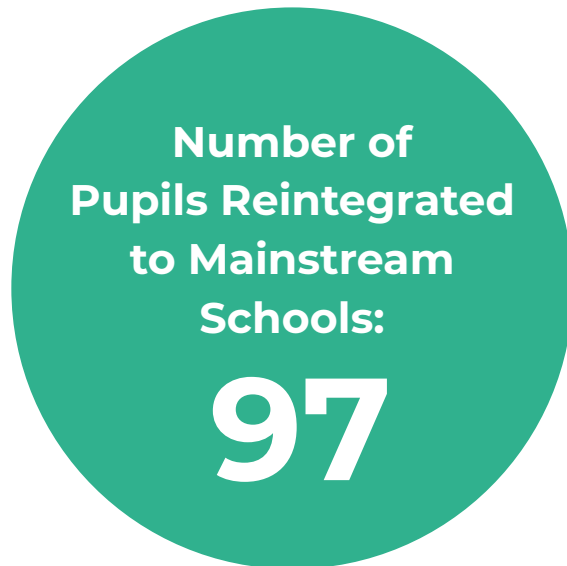
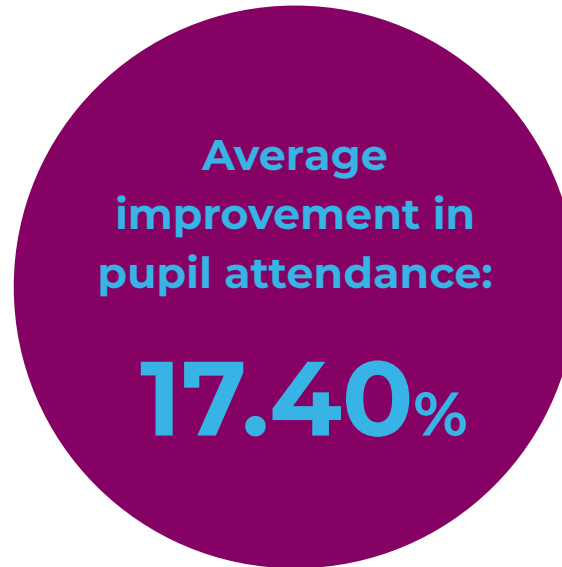
suspensions. At Evolve, he had no suspensions.

When Callum realised in December 2022 that there was an opportunity for him to return to mainstream school, this became his goal. He stated that he enjoyed his time at Evolve and had felt supported, which had resulted in him feeling more confident in self-regulation when things become challenging.

Callum was supported to reintegrate successfully to mainstream school during the summer term 2023. The school worked in close partnership with Evolve colleagues and implemented the recommended strategies to support an effective transition. At the end of the reintegration period, Callum voiced that he was extremely happy in his new school and he requested a visit to Evolve as a reward.

\*Names have been changed to protect anonymity.

# Our Impact





# Engage Academy Ofsted Inspection

Good – February 2023

*Engage Academy is a place where pupils learn the academic and social skills for their next steps in education.*

“”

*Leaders have developed a curriculum that meets the needs of pupils well.*

“”

*Pupils' personal development is noteworthy.*

“”

*Pupils feel safe in school. They know staff will support them effectively if needed.*





# Reach Academy Ofsted Inspection

Good – February 2023

*Safeguarding practice within the school is exceptional.*

“”

*Pupils quickly learn that staff are ‘on their team’ and trusting relationships between staff and pupils flourish.*

“”

*Leaders and staff are ambitious that pupils will be successful learners.*

“”

*The curriculum is enhanced by a wide range of different activities designed to broaden pupils’ vision and understanding of the world.*



# Ethos College Ofsted Inspection

Outstanding – January 2023

*Ethos College is a place where pupils flourish. Leaders are highly aspirational for all pupils.*

“”

*Teachers successfully adapt the curriculum to meet the needs of pupils with SEND. This ensures that pupils with SEND achieve exceptionally well.*

“”

*Pupils’ personal development is a significant strength of the school.*

“”

*The school is very well led and managed. Leaders receive strong support from trustees and representatives from the multi-academy trust.*









# Other Charter Marks:

## South Yorkshire Careers Hub Leading the Way for Continuous Improvement Award: Elements Academy

*'We are impressed by the commitment, dedication and drive shown by your Careers Leader.'*

## Healthy Schools Gold Award Elements Academy

*'The good practice that you shared demonstrates how you prioritise the emotional health and wellbeing of all in your school community to an outstanding level.'*

## Healthy Wakefield Charter Mark Enrich Academy

*The school has... 'developed a long-term approach to improved health and wellbeing outcomes' for its stakeholders.*

## Inclusion Quality Mark: Flagship Status Reach Academy

*'It is clear that inclusivity is at the heart of the school vision and ethos.'*

*'Staff wellbeing is strong and the Senior Leadership Team (SLT) operate an open-door policy.'*

*'It continues to be a highly inclusive school with dedicated staff who truly care for the students.'*

*'It is clear from the review process that the leaders continue to prioritise inclusion. Their work towards the IQM Flagship targets over the past 12 months has had significant, positive impact.'*





# Our Impact beyond the Trust



## 70 delegates

from schools and partner agencies attended the Trust's first regional SEMH Conference, this included senior leaders and other SEND professionals.

## Over 30

training and support requests were received in the last year from schools in the region. Training and support delivered included:

- SENDCO mentoring
- restorative conferencing
- SEND audits
- hierarchy of support workshops
- alternative provision audits
- exclusions training

# Key Stage 4 Outcomes

Ethos College

**38.7%**

of pupils gained **5 or more GCSEs 9-1** or equivalent including English and maths in **2022/23, an increase of 9.7%**

**16.1%**

of the cohort **achieved English and Maths (9-4).**

Whilst there is a clear (and narrowing) gap between Ethos College and mainstream data, **Ethos College continues to significantly outperform national alternative provision outcomes benchmark data.**

Enrich Academy

**28%**

of students achieved **4 or more GCSEs (Grades 9-1) or equivalent** – an **increase of 5% from the previous year.**

**40%**

of students **achieved 5 or more qualifications** – an **increase of 23%** over the last two years.

Elementts Academy

**18.75%**

of students **gained 5 or more GCSEs (Grades 9-1) or equivalent.**





# £700K of capital works further developed our estates.

The majority of works (£640K) were funded by external sources, with the remainder being funded by Trust reserves. Most of the work has been to secure the building structures and improve internal infrastructures. We have also developed new classroom spaces at Elements Academy and secured a new second site (WSETEC) as part of the conversion of Enrich Academy into the Trust.



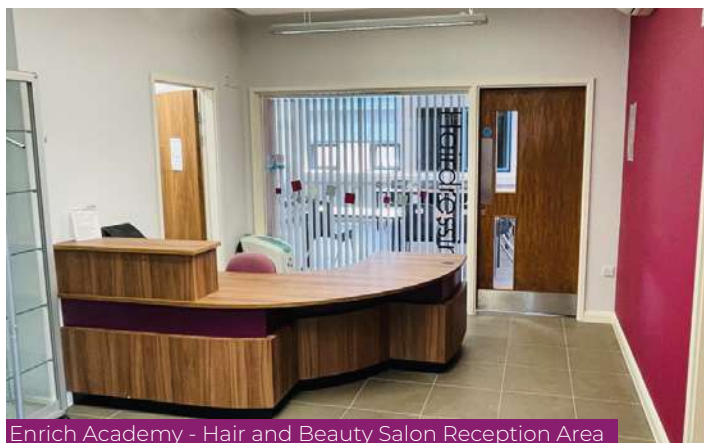
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Enrich Academy – WSETEC building



Enrich Academy - Construction Area



Enrich Academy - Hair and Beauty Salon Reception Area



Reach Academy new rooms



Elements Academy new Reception area



Elements Academy new staff room



**Other Grants:**  
**Additional grant  
funding secured  
totalled £23K.**

These grants have funded a range of provision for pupils including the provision of breakfasts at our academies, a school trip to France for Ethos College pupils, planting flower beds, music therapy, winter clothing and sporting and forest school equipment for outdoor education.

# Staff Qualifications



11 formal qualifications were achieved by staff across the Trust during 22/23, they are:

**Ethos Academy Trust  
Central Team**

Association of Accounting Technicians (AAT) Level 3.

**Engage Academy**

National Professional Qualification in Senior Leadership (NPQSL) x 2 staff

**Engage Academy**

Team Teach Trainer

**Ethos College**

Team Teach Trainer

**Reach Academy**

National Professional Qualification (NPQ) in Behaviour x 2 staff

**Reach Academy**

National Professional Qualification (NPQ) in Curriculum

**Evolve Academy**

National Professional Qualification in Senior Leadership (NPQSL)

**Elements Academy**

National Professional Qualification in Senior Leadership (NPQSL) x 2 staff



# Charlie's Story\*

Charlie initially accessed the medical provision at Ethos College between March 2021 and June 2022 (Years 9 and 10), having struggled in mainstream education due to significant trauma within the family which had affected her mental health. **Her previous school attendance was 36%** and by 2022/2023, Charlie's attendance had improved remarkably.

The medical team worked intensively with Charlie to improve engagement and well-being, supporting her to build positive relationships to ensure that she felt safe and secure in a learning environment. Due to the rapid and sustained improvement in

Charlie's mental health, medical professionals recommended that she was given the opportunity to access a full-time group placement in a small nurturing environment at Ethos College for Year 11.

Charlie built positive relationships with staff and peers, initially supported by her medical teachers to ensure a successful transition. This enabled Charlie to access a GCSE curriculum, in which she flourished, securing 6 GCSEs at grade 5 or above.

**Charlie had a real passion for art and wanted to pursue this in Post-16 Education. Due to her dedication and commitment to the subject and her strong relationship with her art teacher, Charlie achieved an outstanding Grade 9, securing a place at The Creative Media School, studying A-Levels in Fashion, Fine Art, Music Performance and Photography. To ensure her transition to post-16 was successful, she was**

**supported by Ethos staff who worked in partnership with C&K Careers colleagues. Charlie is now settled and thriving in her post-16 provision.**

\*Names have been changed to protect anonymity.

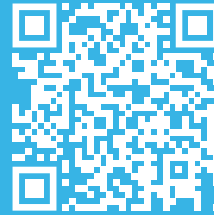


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staff have to  
say about us*





~~~~~  
*"All of my tutors make me feel comfortable and have helped me feel confident with my learning."*  
~~~~~



Scan me

~~~~~  
*"Staff members have a personal understanding of young people's needs."*  
~~~~~



Scan me

# Stakeholder Voice

What our pupils say about us:



Scan me

~~~~~  
*"It feels like I belong."*  
~~~~~

~~~~~  
*"Teachers respect the students' challenges and are understanding."*  
~~~~~

~~~~~  
*"I have learned more than what I did in the past. I like the library because it is peaceful. My tutor and key worker are the best teachers."*  
~~~~~



~~~~~

*"They know my child so well and they communicate any issues straight away. It means that I can support my child."*



Scan me

~~~~~

*"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."*

# Stakeholder Voice

**What our parents / carers say about us:**



Scan me

~~~~~

*"The communication is excellent. I'm always kept in the loop and feel that the school is always looking out for my child's best interests."*

~~~~~

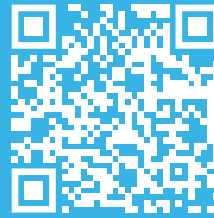
*"Thank you from all our family to all your staff. My son is now on the next phase of his education (which at one point we didn't think would be possible due to his needs). We now know that he will achieve everything he needs to and he will continue to be the fantastic young man you have helped to create."*

~~~~~

*"Your school saved my son from maybe taking the wrong path... The change in him from day one has been unbelievable."*



~~~~~  
*"Being able to work 1-1  
with students is very  
rewarding. I do not feel  
workload is overbearing."*  
~~~~~

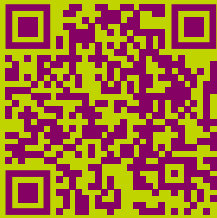


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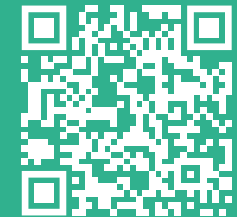
~~~~~  
*"Managers give me the  
ability to lead on an  
initiative and trust and  
support me to make an  
impact."*  
~~~~~

# Stakeholder Voice

What our staff say about us:



Scan me



Scan me

~~~~~  
*"Leaders allow (and  
embrace) me to be me."*  
~~~~~

~~~~~  
*"I appreciate my SLT  
colleagues who are  
supportive,  
hardworking and  
dedicated to all the  
staff and pupils in the  
school"*  
~~~~~

~~~~~  
*"I have a great work-life  
balance – including support  
from my line manager and  
immediate team. Everyone  
has made me feel very  
welcome and I feel like I  
settled in quickly as a result."*  
~~~~~





# Ryan's Story\*

Ryan was referred to Ethos College in July 2021 at the end of Year 9. His EHCP described a pupil with complex special educational needs, with SEMH as the primary need. Ryan had been in care for 6 years. For a significant period of time, he had previously attended another setting where he had been working 1 to 1 and accessing on-line learning with a tutor so was not attending a formal education setting.

Ryan initially struggled to form trusting relationships with staff and peers, particularly in social situations. Staff supported Ryan through a programme of personalised interventions to build trust, enabling him to develop a strong sense of safety and belonging through the development of positive relationships.

Ryan's successes were celebrated on numerous occasions, with him regularly being recognised for achieving 100% attendance, as well as making sustained SEMH progress. This culminated in Ryan receiving the Laura Griffiths Achievement Award for outstanding personal development.

\*Names have been changed to protect anonymity.



**Throughout Key Stage 4, Ryan made significant SEMH progress which enabled him to access a highly ambitious academic curriculum and he achieved 10 GCSEs (or equivalent) including Maths, English Language and combined science at GCSE grade 4. Ryan had a clear plan for his post-16 education to support his career aspirations. Staff worked in partnership with external agencies and carers to support Ryan to successfully transition to Calderdale College where he is successfully studying Electrical Engineering.**



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