

ETHOS Academy Trust

# Impact Report

2023-24



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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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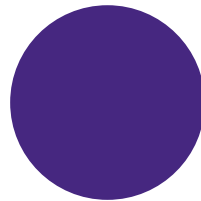
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**01924 478 482**



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Ethos Academy Trust

# Core Values



## Leading with integrity

- Championing honesty and transparency
- Building trusting relationships



## Thinking innovatively

- Finding creative solutions
- Meeting individual needs

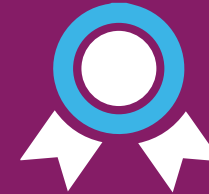


## Encouraging freedom and responsibility

- Working collaboratively
- Investing in effective partnerships

## Celebrating achievement

- Improving academic progress
- Enriching personal development



## Improving continuously

- Raising standards
- Developing strong and effective leaders



# Carly's Story\*

Carly joined Elements Academy mid-way through Year 10, having been out of formal education for the previous 14 months. Her view of education was extremely negative as she did not believe that the system was able to support her to be successful in her studies.

Carly was a quiet student and appeared to lack confidence in her abilities, although it was clear to all staff that she was a very talented learner.

As Year 10 progressed and positive relationships with staff and peers were nurtured, Carly began to engage with all lessons, taking opportunities to access GCSE and BTEC qualifications in a range of subjects.

As she settled into her group and the school, she started to take full advantage of what Elements had to offer. She grew in confidence in her learning and really started to shine.

Carly experienced physical and mental health challenges during her time with us. Investigations into issues with her physical health resulted in missed learning due to appointments and extended periods of absence for recovery. This resulted in periods of poor mental health, further exacerbating struggles. The relationship built between school and home was crucial to supporting Carly's progress and sustaining her engagement.



*Click me to  
hear what  
Elements  
Academy pupils  
say about us*

Carly has such a love of Formula 1 racing that she is determined to make a career out of it. Despite her setbacks, she worked doggedly to ensure that she would achieve the required grades to study engineering at UTC in Sheffield, with the ambition of a career in the design and production of F1 cars.

**Her attendance rate improved from 31% to 65.5% and she achieved Grades 5 and 6 in her GCSEs. Carly is loving her engineering course at Sheffield UTC.**

\*Names have been changed to protect anonymity.

# Our Context

Number of Academies:

06



Number of Staff

257



55

Number of New Staff  
Appointments made

Number of  
Pupils (PAN)

466

Number of  
Pupils on  
Roll Across  
the Year

625

Number of  
Staff Internally  
Promoted

15



# The Trust's strategic objectives for 2021-24 were:



## 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



Click me to 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.



- Wide ranging professional networks drove strategic and operational developments across the Trust.
- Evolve Academy (sponsored school) secured a good grading in its first Ofsted inspection since joining the Trust.
- The refined school improvement model became fully embedded in effectively supporting leaders to drive targeted strategic and operational improvements aligned to Trust and academy priorities.
- Therapeutic team and provision established at Elements Academy.
- Robust capital planning secured significant grant funding to further develop our inclusive internal and external learning spaces.
- Effective deployment of leadership capacity and expertise continued to support the development and embedding of inclusive practices within and beyond the Trust.



## 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.



- Contribution to wider sector improvement activity was further built upon through investment in new and existing key strategic partnerships and forums with a shared sense of purpose.
- Increased pupil numbers to meet local need.
- DfE awarded the Trust with two new special free schools in new local authorities.
- Wide-ranging opportunities were secured to raise the profile of the Trust and its successes at a local, regional and national level across a range of media and in-person events.
- The Trust increased its system leadership through the delivery of local and regional SEMH training and wide-ranging school improvement activities to enhance the development of improved models of supporting learners with SEMH needs.



*Click me to hear what  
our staff have to say  
about us*

## 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.



#### 2023/24 Progress

- The new Career Development Framework was developed in readiness for launch in Autumn 2024.
- Strong staff retention rates have been sustained (significantly higher than national average).
- Effective internal professional development opportunities and effective succession planning enabled the internal appointment of four new Heads of School and an Executive Head.
- Sustained investment in coaching offer for all leaders, developing a coaching culture in all academies.
- Professional networks became further embedded, providing effective support and exciting development opportunities for middle and senior leaders.



*Click me to  
hear what our  
staff have to  
say about us*

# Jack's Story\*

When Jack joined Enrich Academy in September 2022, he struggled to trust staff and refused to conform to school or class expectations, following a very turbulent period in mainstream schools characterised by frequent suspensions.

Over time, Jack gradually began to open up to staff and recognise that they genuinely cared for, and would not give up on, him.

Initially, a personalised timetable and support with transport to and from school provided daily opportunities for Jack to discuss any worries or issues with key staff. Time was also spent off site to support him to develop his personal and social skills. Slowly the barriers to learning were overcome, his hood came down and the way he approached people became much more positive and open.

Since April 2023, Jack has not had any suspensions, demonstrating exemplary behaviour both in school and off site.

Throughout Year 10, he was insistent that he would not be taking any exams, frequently asking, 'Why do you have to teach me anything?'. He had no interest in learning and refused to do any written work. During summer 2024, he gained Entry Level 3 qualifications in English and Maths and is now enjoying his post-16 college course.

\*Names have been changed to protect anonymity.



*Click me to  
hear what Enrich  
Academy pupils  
say about us*





# Our Impact

Number of alternatives to permanent exclusion from mainstream schools secured:

12

Average improvement in pupil attendance:

14.59%

Percentage of positive parental engagement surveys via Edurio:

93%

Number of pupils reintegrated to mainstream schools:

73

12% increase from previous year's survey and 11% above national benchmark

Number of new External Awards and Charter Marks:

11

## Elements Academy

Gold Standard Anti-bullying Award - Autumn 2023

Gold Standard – Extensive Safeguarding Audit by Anchored Schools

Primary Engineer for Yorkshire & Humber County Winner

## Evolve Academy

National College Award for Mental Health & Wellbeing - Spring 2024

National Online Safety Safe Remote Education Accreditation – March 2024

National Online Safety Certified School

## Ethos College

Anchored Schools Bronze Award

Carnegie School Mental Health Gold Award

## Enrich Academy

Eco-schools Green Award – April 2024

[eco-schools.org.uk/seven-steps/](https://eco-schools.org.uk/seven-steps/)

## Reach Academy

IQM Inclusive School Award status March 2024

Carnegie School Mental Health Gold Award Summer 2024



## Enrich Academy



“Your incredible efforts this year have created significant and lasting impacts, and they deserve recognition – thank you!”

Eco-Schools Award

## Evolve Academy



‘Staff are skilled and caring. They take time to get to know pupils well. They work patiently to build secure relationships with pupils. This helps pupils feel safe in school.’

‘Pupils learn how to manage their emotions and strengthen their social skills through the school’s nurture-based approach. This prepares pupils well for next steps in their education.’

‘Pupils experience a well-thought-out personal development curriculum. Pupils’ talents and interests are nurtured.’

Ofsted inspection - Graded Good

## Elements Academy

‘The safeguarding framework at Elements Academy is robust; policies, procedures and practice are securely embedded and applied. Safeguarding is evidently threaded through everything leaders and staff do on a day-to-day basis at Elements Academy; it is visible, audible, palpable.’

‘We are confident to state that the children and young people at the academy are well cared for, their needs are carefully considered and that the DSL and members of her team work hard to secure positive outcomes through early intervention strategies.’

‘It is clearly important to staff at the academy that developing strong, open and trusting relationships with pupils, parents and colleagues is paramount to their work being effective.’

Anchored Schools Safeguarding Gold Award

## Ethos College

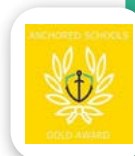


‘Ethos College has presented a detailed profile of evidence that demonstrates they are excelling across all eight competencies of the School Mental Health Award.’

‘The work undertaken is child focused and the school have demonstrated the understanding and compassion that is extended to families who are involved with the school.’

Carnegie Mental Health Gold Award

## Reach Academy



“All students were in school uniform and wore it proudly. They love being Reach Academy students and it shows.”

“Reach Academy is a highly inclusive school with dedicated staff who truly care for the students.”

“During my visit, I felt the passion that school leaders have for supporting and providing the best educational outcomes for pupils”

Inclusion Quality Mark

# Inspection & Award Reports

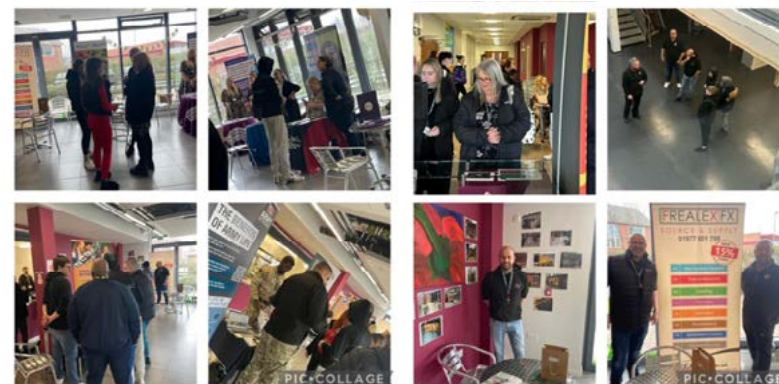


# Our Firsts:

The Trust's first ever **Festival of Learning** was held at Elements Academy in January 2024, providing an exciting opportunity for all staff from across the Trust to spend the day together, focussed on the important theme of belonging. 51 workshops were delivered by 29 of our very own expert practitioners, enabling all our staff to benefit from the collective expertise across the Trust.



*Click me to see and hear more about the Festival of Learning.*



Our first Trust-wide **Careers Fair** was hosted by Enrich Academy at the new Enterprise site in March 2024. Students from across the Trust engaged with a wide range of employers to learn about different workplace opportunities. The students fed back how excited and inspired they were by the potential career pathways that they had not previously been aware of. Plans are in place to make this an annual event to continue to raise the aspirations of students from across the Trust.

# Kai's Story\*

Kai joined Engage Academy in Spring 2023 following a permanent exclusion from his mainstream primary school. His attendance in the first term was 76.1%.

Initially upon arrival, he frequently became dysregulated, resulting in significant amounts of missed learning time. During reflections with trusted adults, Kai gradually began to share important information about the difficulties that his family were experiencing at home. He was exhausted, often needing to sleep during the school day, and was at risk of falling further behind his peers and age-related expectations.

A more flexible timetable to accommodate the needs of the family was facilitated, which enabled Kai to attend school regularly. Staff supported the family to develop effective bed time routines.

**By Spring 2024 Kai's attendance had reached 96.9%, an increase of over 20%. He now arrives ready to learn and is thriving: making excellent progress socially, emotionally and academically.**

\*Names have been changed to protect anonymity.



*Click me to  
hear what  
Engage  
Academy pupils  
say about us*







*‘Our staff are constantly looking for ways to improve themselves and do their best, which in turn has a positive impact on the children in our settings.’*



Click me to  
hear what our  
staff have to  
say about us

# Emma's Story\*

Emma accessed the medical provision at Ethos College during Year 9, having struggled with bullying in mainstream education which led her to develop a serious eating disorder for which she was hospitalised. Staff worked intensively with Emma to improve self-esteem, confidence and engagement until she was ready to access a full-time group place at Ethos College in July 2022.

Her family worked with us to ensure that she was effectively supported to eat whilst at school, which helped to repair the connections in the neurones within her brain. This allowed her to build strong trusting relationships with staff and peers and develop a sense of belonging. She reported feeling safe and secure in her small nurturing group, through which she could access an extensive GCSE curriculum. Staff used a relational approach to tackle body dysmorphia which improved self-image and self-esteem and she thrived at Ethos College. Her attendance improved from 0% to 99% and she secured 9 strong GCSE qualifications.

Emma became a role model for other pupils in the school and was welcoming and supportive to pupils joining Ethos College mid-year, understanding their individual needs and helping them to settle. This ignited a strong passion within her to work with young children and her ambition is to work in a childcare setting. Emma secured a place at Kirklees College for post-16 education where she is now studying A levels in Criminology, Sociology and Health and Social Care.

\*Names have been changed to protect anonymity.



*Click me to  
hear what Ethos  
College pupils  
say about us*



“The staff care about us and make sure to support us if we are struggling in the best way; we have really good relationships with staff.”

“The teaching style and the relaxed environment is what I like most about this school.”

“Our amazing teachers and staff are kind. They welcome me and make me happy. Whenever I’m a bit sad or upset they get me up and running and I love how they do that.”

# Stakeholder Voice

What our pupils say about us:



Ethos College



Engage Academy



Elements Academy



Evolve Academy



Reach Academy



Enrich Academy

[Click me to view our latest pupil voice films](#)







*'The staff understand my child's needs and how to respond to them with respect and excellent communication.'*



*'I cannot express fully the extent to which Ethos has impacted my daughter in a positive, life-changing way. I do not know what we would have done without each and every member of the team.'*

# Stakeholder Voice

What our parents / carers say about us:



Click me



*'My son has come on leaps and bounds since he started. I see a happier, more content boy who wants to attend school and learn. He finally loves school. I can't thank the staff enough for the difference they have made.'*



Click me

# Joe's Story\*

Joe joined Evolve Academy in September 2023 on a step-out placement, having been deemed to be at risk of permanent exclusion following seven fixed term exclusions in close succession. It quickly became apparent that contextual safeguarding concerns in the community required a multi-agency approach, which staff at Evolve Academy initiated and coordinated. This resulted in support for Joe's family from relevant local teams.

Joe responded well to the nurturing, inclusive learning environment at Evolve and particularly enjoyed his Theraplay sessions. His attendance increased from 50% in his mainstream school to 97.5% at Evolve, with no further suspensions. After one full term, plans to reintegrate Joe were developed in partnership with Joe and his family, his school and key external agencies. He is now fully engaged in mainstream school life and has built positive relationships with key staff and peers.

\*Names have been changed to protect anonymity.



*Click me to  
hear what Evolve  
Academy pupils  
say about us*



UUU

*'Our staff are constantly looking for ways to improve themselves and do their best, which in turn has a positive impact on the children in our settings.'*



Click me

UUU

*'We work together to achieve the same goal - better outcomes for children.'*



Click me

UUU

*'Ethical leadership is at the heart of this Trust.'*

UUU

*'The staff team have a strong bond. We all come to work to make a difference to students' learning (even if it's a small gain) every single day.'*



Click me

UUU

*'My classroom team are amazing, which provides me with a great deal of confidence, resilience and healthy well-being. I feel at ease approaching SLT, having struggled with this in previous employments.'*

# Stakeholder Voice

What our staff say about us:

# Key Stage 4 Outcomes

Ethos College

45%

of pupils gained **5 or more GCSEs 9-1** or equivalent including English and Maths in **2023/24, an increase of 7%.**

97%

of the cohort **achieved a qualification in English and Maths.**

Enrich Academy

92%

A significant increase in the number of pupils being **entered for a qualification in Maths, with 92% achieving a positive outcome.**

28%

of pupils **achieved 5 or more qualifications.**

Elements Academy

22%

of pupils **achieved 5 or more qualifications, an increase of 3%.**

60%

of pupils **achieved a qualification in English, an increase of 35%** from the previous year.



# Staff Qualifications

25 formal qualifications were achieved by staff across the Trust during 23/24:

## Central Team:

- Level 1 Group Theraplay
- Forum Strategy Trust Leader Special Recognition Award

## Reach Academy:

- National Professional Qualification for Middle Leadership
- Level 1 Group Theraplay
- National Award for Special Educational Needs Coordination
- Senior Mental Health Lead Award

## Enrich Academy

- National Professional Qualification in Leading Teaching
- CIPD Level 5 Associate Diploma in People Management
- National Professional Qualification in Leading Behaviour and Culture
- National Professional Qualification for Senior Leadership
- Thrive Mental Health Lead
- Level 1 Group Theraplay

## Ethos College:

- National Professional Qualification for Senior Leadership
- National Award for Special Educational Needs Coordination
- Level 1 Group Theraplay
- Senior Mental Health Lead Award
- Team Teach Trainer

## Engage Academy:

- Early Careers Teacher Year 1
- Coaching as a Leadership Style
- Level 1 Group Theraplay

## Evolve Academy:

- Post Graduate Certificate Special Educational Needs Coordination
- Level 1 Group Theraplay

## Elements Academy:

- Level 1 Group Theraplay
- 2 National Professional Qualifications in Senior Leadership
- 2:1 Degree Bachelor of Science (honours) in Psychology with Counselling



# Tom's Story\*

Tom arrived at Reach Academy following a permanent exclusion from his mainstream school in Year 7. It quickly became apparent that Tom had a range of special educational needs that had not previously been identified. Working in partnership with Tom, his family and external agencies, staff supported him to receive an Education, Health and Care Plan which reflected his needs fully and outlined the support he required.

Initially, Tom found group-based learning extremely challenging. He was supported to access sensory settling-in activities which significantly impacted his ability to regulate and his readiness to learn positively. A personalised timetable provided opportunities for Tom to develop confidence both within and out of the classroom. He especially loved music intervention and boxing sessions.

Tom remained at Reach Academy until the end of Year 9, by which time his attendance had increased to 96.6%. He made strong progress in English and Maths and in his social and emotional development in preparation for Key Stage 4. A carefully planned transition was facilitated with Ethos College at the end of Year 9 and Tom is now settled and thriving in Year 10.

\*Names have been changed to protect anonymity.



*Click me to  
hear what Reach  
Academy pupils  
say about us*



*I love the  
way the staff  
encourage  
me and  
make me  
feel included.*



*Click me to  
hear what our  
staff have to  
say about us*

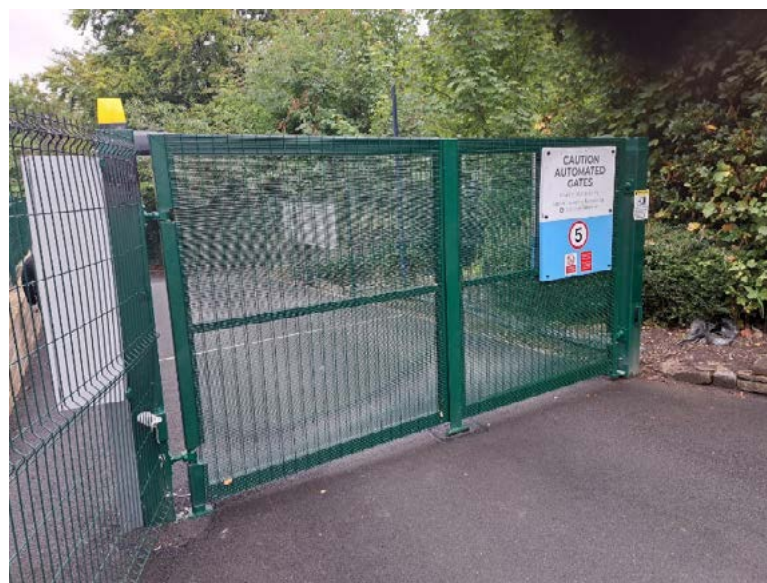
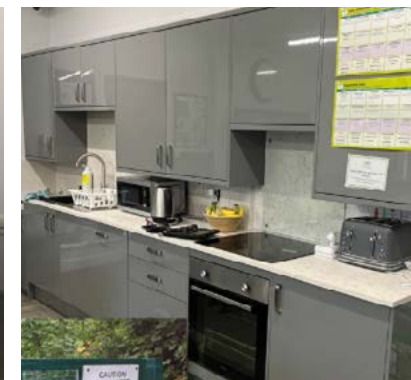
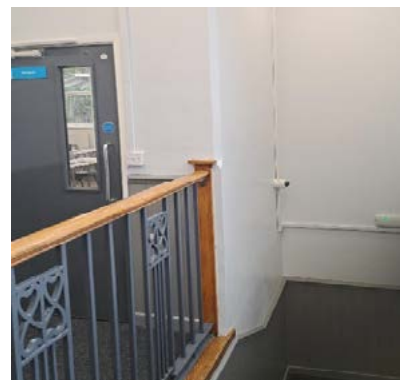
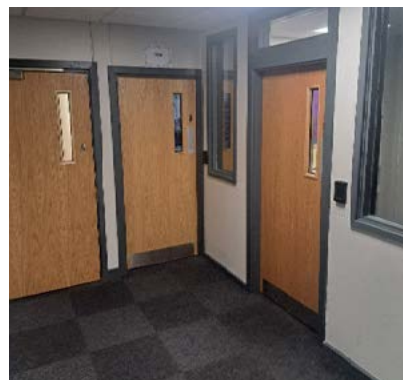


# £1.4m

## of capital works further developed our estates.

The majority of works (£800K) were funded by external sources, with the remainder being funded internally.

- Re-decoration and refurbishment
- New gates
- Partitioning of rooms to create new intervention spaces
- Additional maglocks
- New kitchen area
- New doors
- Electrical works









Nurturing inclusive learning communities

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