



Enlighten Learning Trust

# Our Year

Annual Report 2020 - 21



## Contents

Introduction	3
Our Organisation	4
Our Pupils	8
Our People	12
Our Business	13



## Introduction

We have much to be pleased about in the 2020 – 21 academic year. We had to overcome the Covid pandemic and still retain the excellent standard of learning and experience that our school pupils expect and are entitled to. We reviewed the structure of the central team and have worked closely with a wide range of other agencies to develop the Trust to be ready to grow both in size and the quality of outcomes. At all times we have sought to be accurate and honest in the outcomes our pupils were awarded; this has been the focus of considerable media interest and our approach was always to be fair to the pupils and their long-term aspirations.

Our structure and governance have developed this year as well – we have reviewed the core values that our Trust is founded on bringing them up to date, and from them set out our vision, behaviours and strategic plans for the future. That has built the foundations for us to review the team at the heart of the Trust which has been enhanced.

Throughout the year we have reviewed what works well, what can be learnt and what could be improved. We are determined to keep improving the learning experience of all the pupils in the Trust by developing the dedicated staff of our schools.

This document is a summary of what we have achieved and what the challenge in the future holds. Thanks go to all the pupils, staff, parents, Governors, Trustees, and Members for all their support over the past year.

Mike Boddington

Chief Executive Officer



## Our Organisation

### Who we are

The Enlighten Learning Trust currently comprises Esher Church of England High School (11-16) and St Andrew's Church of England Primary School, Cobham, with two further schools in the process of joining. Our school improvement service provides support on behalf of SAfE and the Diocese in areas such as school leadership, subject development and school self-evaluation. We work alongside a Teaching School Alliance as a lead partner to deliver Early Career Framework (ECF) for new teachers and our broader CPD offer extends to leading subject moderation across a range of primary schools. In addition, we provide operational and governance expertise to support school leadership and governing bodies on an ad hoc basis. We currently have a singular structure with no hubs based around an experienced central team.

We believe that we are stronger together so will grow our family of schools through deep and meaningful collaboration to improve and develop the pupils and the communities we serve.

### Vision, Values, Behaviours

#### Vision

Every school in the Trust will flourish whilst ensuring a strong ethos of support and collaboration. This is based on the unshakeable belief that pupils learn through all aspects of their daily lives and that their values and knowledge, experiences and habits are as important as their academic qualifications.

- We are growing a family of schools based in the Surrey area in which all pupils succeed and are championed by those who deliver a truly excellent education.
- Each of our schools represents a unique context that we support and celebrate, and we take joint responsibility for the success of all the pupils in our schools.
- Every school will offer something to others. All our staff will be highly trained and supported, work together to their pupils' benefit and develop high levels of expertise.
- Our culture will be rooted in a Christian ethos yet represent the broad spread of beliefs in schools of all settings. We are outward facing and forward thinking, rooted in the best educational research and working with outside partners to the benefit of the pupils.

#### Values

We value every child equally, and recognise that they have one, unique opportunity to learn, develop and mature in our care.

- Every child can succeed and contribute positively to their community, both now and in the future, regardless of their background.
- We work together with integrity and trust, sharing the experiences we have and learning from each other for the good of the pupils in our care.
- We will proactively develop staff potential across all schools in the Trust, investing in colleagues and supporting a common journey of improvement.
- In each school we will provide an aspirational environment that is vibrant and creative where we foster curiosity, guide excellence, grow pupils of good character and nurture a love of life.



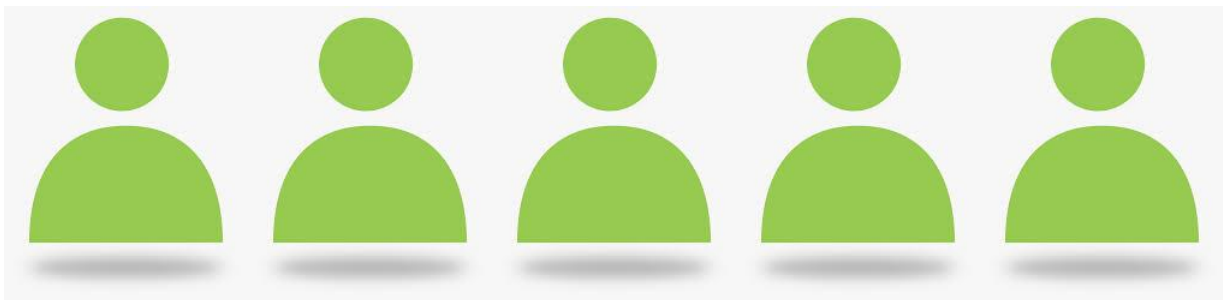
## Behaviours

- Championing young people rather than institutions.
- Collaborating rather than competing where it delivers positive impacts on learning.
- Acting with the highest levels of integrity and engendering trust.
- Encouraging professional freedoms within consistent boundaries.
- Continually developing the skills and capacities of our people and our organisation.

## Governance



Current number of Members



Current number of Trustees

## Outreach and Growth

2

Schools in the Trust

2

Schools in process to join



We are working with a further 18 schools in formal and informal arrangements to support with governance, undertaking SEND reviews, providing interim school leadership and training ECF teachers new to the profession.

### Successes

Through what has been a turbulent year of the pandemic when expectations placed on all schools were changing in significant ways often with little warning, time and again we made good decisions that worked for the best interests of our pupils, our community and society at large. We used every opportunity to make the experience for our most vulnerable, who we knew were likely to struggle most with the demands of home learning, the best it could be for them. Our staff were creative and adaptable in their delivery of lessons, while focussing on supporting pupils with their wellbeing. Our schools communicated their decisions carefully and clearly to our parent and governor community enabling them to understand and be able to support the actions we took.

To prepare the Trust for growth and to improve the capacity to support our schools we have developed our central team to be a small, highly skilled and experienced group. This has involved Mike Boddington stepping back from leading Esher High School to focus solely on the Trust which has given him the capacity to dedicate time to developing the schools and preparing for the future. Our team continue to work closely with our schools on everything from evaluating the quality of education to supporting with operational and human resources advice.

Over the course of the year we revisited our vision, values and culture to give the secure foundations that we needed to grow and develop. We consulted school leaders in the Trust schools, as well as those in the team, to make sure that the words we committed to reflected what we do, and what we want to become. We now have a succinct and powerful framework to build our thinking and behaviours upon.

We have been delighted to work alongside Schools Alliance for Excellence (SAFE) in providing leadership support for several schools in the maintained sector to raise the experience of pupils beyond our Trust. This has included providing regular leadership support, putting in place an Acting Headteacher at short notice, undertaking evaluation and analysis alongside school leadership teams, and working with the Local Authority and Diocese of Guildford to monitor and intervene where possible. We work at a level beyond what a Trust of our size would often undertake which is testament to the knowledge and skill of the school improvement team.

### Challenges

Whilst we are keen to see the Trust grow, particularly in light of government encouragement to see all schools be part of strong families of schools, we must manage this carefully to keep the quality of what we do high and the schools already in the Trust thriving. We have a growth strategy, which is responsive to future needs, yet we know that each school is individual and will bring its own strengths and needs.

The school communities of those that are already in the Trust need to sense the power and value of being part of the bigger family of schools. We are planning this term both where there are projects that can be collaborated on as well as where we can share expertise and resources. Being in different phases, this is sometimes more difficult, but we anticipate that schools in both primary and secondary phases will join to bring deeper, more useful, work to bear.

Our Trust team understand there are schools that are not part of other trusts that need support. We are being asked to help these improve the quality of their provision and we do so using the resources at our disposal. Our challenge is to keep the standard of this support high and bring about improvement beyond the boundary of our Trust schools.



Behind all the challenges sits a financial backdrop of decreasing real funding per pupil which means we must be more creative and efficient in the ways in which we run our schools.

### Priorities

The ELT is seeking to grow and develop into a strong family of schools who can develop the experience of the pupils in the schools. This means developing the central team, effectively supporting the current schools, and reaching out to those schools not yet in a trust whilst having a strong and effective transition model should they wish to join.



## Our pupils

### Demographics

1428

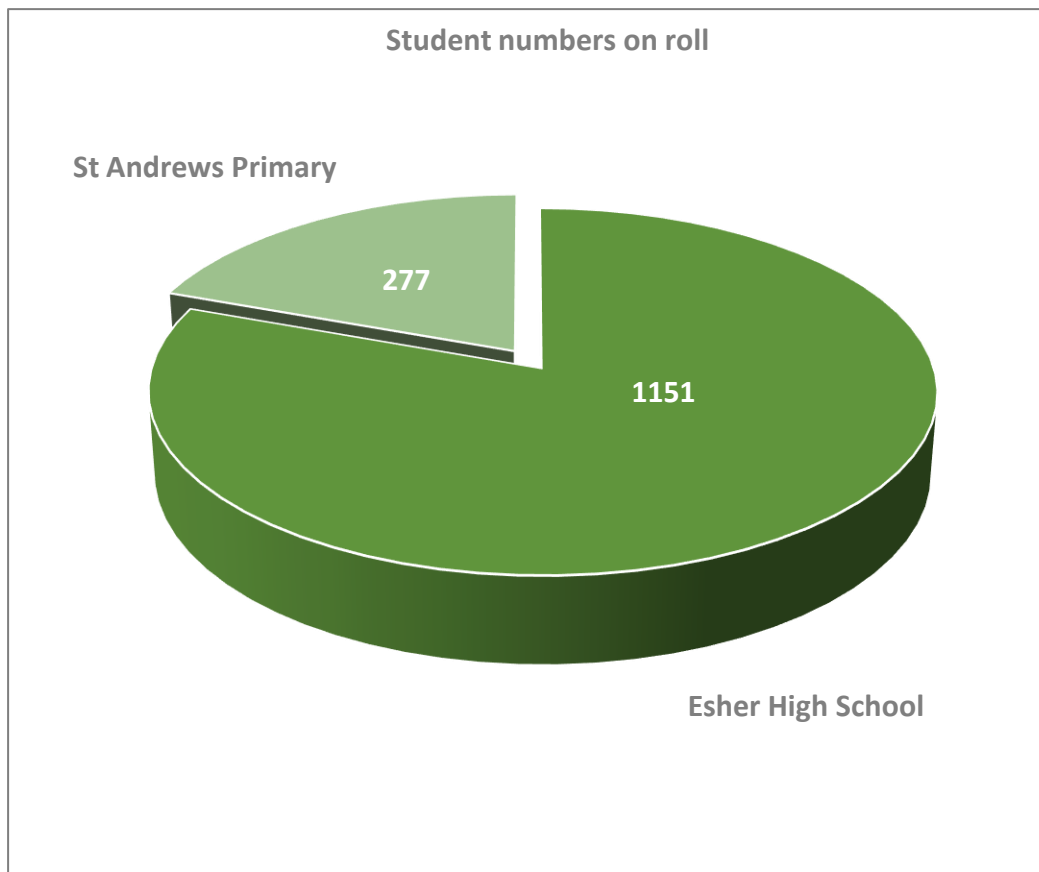
Total number of pupils

1151

Secondary age

277

Primary age





EAL Pupils	PP pupils	FSM Pupils	SEND
9%	18%	13%	17%

## Outcomes at Key Stages

### GCSE & equivalent

	2019	2020	2021
EM 4+	68%	83%	75%
EM 5+	49%	58%	54%
Eng 4+	78%	92%	84%
Eng 5+	67%	72%	72%
Maths 4+	77%	85%	78%
Maths 5+	52%	66%	58%

### 5.1 (Ave GCSE grade)

### Key Stage 2

	2019	2019 Nat	2021
EYFS (GLD)	73%	72%	77%
KS1 Reading ARE	73%	75%	74%
KS1 Writing ARE	55%	70%	67%
KS1 Maths ARE	77%	76%	80%
KS2 Reading ARE	69%	73%	78%
KS2 Writing ARE	78%	78%	70%
KS2 Maths ARE	77%	79%	70%
KS2 Combined	66%	65%	65%



## Behaviour and safety

We have 8 different student facing roles to support pupils with behaviour, well-being and attendance; Student Wellbeing coordinators, Student services staff, Focus Room coordinator, East to West counsellor, Valley Trust counsellor, inclusion support staff, a Chaplain and also Emotional Literacy Support Assistants (ELSA).

These compliment the wide range of learning support staff that the schools employ and reflect the creative and supportive approach to student flourishing and wellbeing.

## Successes

Over the course of the past year, we have undertaken significant reviews of the curriculum design and implementation at the schools. There is now greater clarity about what we are teaching, why topics have been selected, the sequence of the learning and what the expected outcome will be. These have been framed within long term curriculum plans that each year group and department have worked through in order to have the greatest effect with the pupils they teach. This reflects the need for clear curriculum intent, implementation and expected impact, although given the recent year this has been harder to measure.

We have continued to grow and refine our student pastoral care in Trust schools, and they enjoy a superb level of intervention from an experienced team to provide high quality, specialist support. This has been particularly relevant as pupils return to school based, face-to-face teaching after a long period of disruption as they seek to bounce back to pre-pandemic levels of knowledge, skills and understanding. Attendance has remained high with low levels of persistent absence.

Outcomes for the pupils in our secondary school reflected what the teachers genuinely thought the pupils should receive, with no inflation of grades allowed. There were rigorous processes in both schools to moderate and quality assure the outcomes awarded to enable the pupils to continue with their learning in the next stage of their education.

We have improved the use of information technology in the schools and moved significantly forward in making it applicable to pupils' experience and support improved learning and understanding. We have invested significantly in new hardware which is enabling teachers and support staff to communicate more easily both with each other and their pupils, particularly at secondary level.

## Challenges

We continue to focus on the performance of our vulnerable pupils as this past year has been more difficult for them than for other sectors of our cohort. Removing barriers to their learning, working closely with their families, checking on aspects where understanding is weakest and prioritising strategies for improvement are at the heart of the support for these pupils. This will be a long-term programme rather than a short-term catch-up solution and we are using our staffing and expertise creatively.

Having invested significantly so far in IT improvements we continue to seek ways to ensure this investment has the greatest effect on pupil learning and communication. We are ambitious about making the use of technology innovative and ensuring that our pupils are ready for a future where technological literacy will be an assumption.

## Priorities

We are prioritising the development of IT which has developed apace over the lockdowns and school closures of the year. We are now making sure that technological advances are embedded in effective



learning and where appropriate engage pupils in new ways of learning and get them used to this way of working, ready for the future.

Refining curriculum design across both phases is vital for the learning journey of each pupil. This helps both to avoid repetition and develop the expertise of staff where necessary.



## Our People

### Staffing

89

Teachers in our schools

1:18

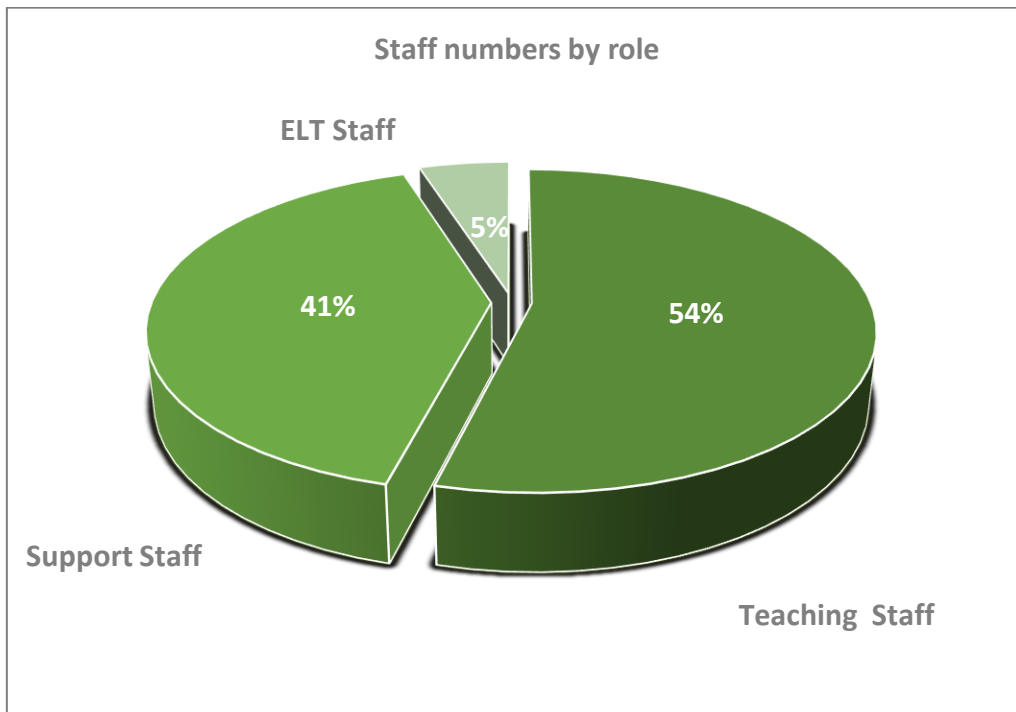
Teacher: student ratio

71.5%

Teacher contact time over Trust

17.9%

Staff Turnover



## Successes

Our leadership and support for colleagues has been very positive over the course of the year, especially in the face of a pandemic when schools closed for significant lengths of time. We accommodated their specific needs where necessary and considered their welfare at every turn. We sought creative ways to keep everyone feeling a part of our staff team with the express purpose of looking after them as much as we looked after the pupils. High quality Human Resources support for the schools in the Trust continues to form a central part of our offer and widely appreciated in our team.

There has been relatively low turnover of staff this year, and where staff have moved it has been for positive career progression and they have been replaced with a healthy mix of fresh members to the profession and those with greater experience. We have sought to use our skilled teachers to the full while balancing their workload and demands of the role.

## Challenges

Staff recruitment to all roles remains a challenge and our location on the border of London needs considerable creativity to attract and retain great staff members. We have a strong focus on retaining our best staff, training our teams to develop their professional capability and through this increase satisfaction, reward, and therefore tenure in the Trust. Recruitment is an ongoing challenge that will continue to face the profession in the future.

## Priorities

We are improving our staff CPD offer this year with a focus on coaching both for honing specific teaching skills, and for developing greater leadership and alignment of actions. This is a key way of maximising the effectiveness of our team of dedicated staff and capitalising on their potential to the benefit of our pupils.

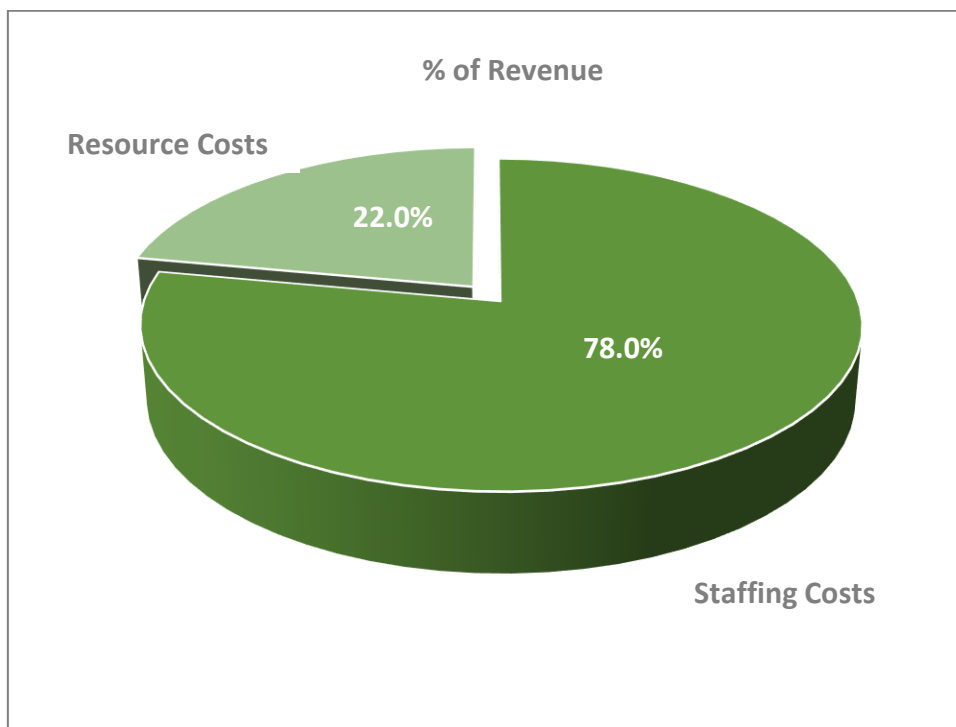


## Our Business

Finance, Estates & IT

£9.5 m Total Revenue

£477 k CIF Funding



### Successes

We managed our resources carefully and with a proactive approach throughout the year, remodelling where appropriate and structuring our staff team. We moved our resource operation into the cloud using MS Teams which enabled us to deliver online teaching to the pupils during lockdown and we now use that technology going forward. It also makes the Trust more robust in relation to cyber security and the threats that exist to organisations from outside.

Our bids for outside funding, especially Conditions Improvement Fund (CIF), have been successful including installing new boilers and plant room, a new roof, and windows for an entire wing of the secondary school. Both have significantly improved the provision for our pupils.



We were able to support pupils accessing school for the maximum amount of time during the pandemic through careful management of risks and control of infections. This had a tangible benefit on the wellbeing and educational progress of the pupils and the staff team.

### Challenges

The ongoing financial situation remains intensely challenging and the demographic of school age pupils in the area brings further problems. We are planning proactively to address these issues as are many other schools in the local authority.

### Priorities

As ever we are planning to make sure we have a sustainable, fit for purpose and well-resourced financial model that balances the opportunities for growth with good value for money for those schools within the Trust.

