



Enlighten Learning Trust

Our Year

Annual Report 21 - 22



Contents

Introduction	4
Excellent education	6
Employer of Choice	11
Ethical governance	14
Robust infrastructure	16
Sustainable growth	18



Introduction

The last year was a huge challenge for all schools and we had many aspects to address from the national agenda down to local issues and those within each school. Our Trust has grown in depth and quality throughout the turbulent times.

‘Our Year’ will give you a flavour of what we have achieved and our way of going about our work. It is designed to be read by all – members of our teams, those involved in governance, people beyond our Trust either looking for ideas or to get a flavour of how we work, or parents of our pupils. Please delve into this and get back in touch if you wish.

We have changed the layout of ‘Our Year’ to reflect the structure of our strategic plan. We have five key areas of focus illustrated below, so the report is based on these. This is intended to make it read in a way that is replicable elsewhere and informative. Throughout we will be referring to specifics, but there is much that sits behind the numbers, so if you ever have any further questions, please get in touch.

Strategic plan

Over the course of 2021-22 we changed the way we structured our strategic plan. The trustees and the leadership of the Trust decided on a 5-strand approach that drew together our ‘infinite goals’ as Simon Sinek might describe them. For each strategic goal we articulated a brief statement that described what we were working towards. These helped us to focus our thinking on what we would do over the course of a year, and these were then broken down into termly milestones that we are now accountable for achieving.



Our Strategic goals:

Goal 1: Deliver excellent education for every child; This is the foremost ambition of the Trust, so that every child in our care receives a transformational learning experience that enables them to flourish and succeed both now and in the future.



Goal 2: Be an employer of choice; For children to flourish we need a great team of adults to teach them, challenge and support each one and create great schools that work with each other successfully.

Goal 3: Ensure strategic and ethical governance and leadership at all levels; Governance becomes much more important in a Trust and we are developing this level of accountability through both strategic planning and ethical guidance.

Goal 4: Build a robust and effective infrastructure; In times like these with such strains on finances and ever-increasing expectations of Trusts, the infrastructure we have to support our schools is crucial.

Goal 5: Drive sustainable growth; All trusts need to grow to a sustainable size, and we will do this so that we can manage new schools to join while our current schools continue to thrive.

Government legislation

In March the government published its first White Paper for several years, with a key theme being about the development of academy trusts to deliver the improvements needed in the sector. One of the key headlines was directing schools to collaborate and a deadline of 2030 for all schools to be either in a trust or on the path to joining one. ELT is therefore responding to the government's direction as well as addressing other aspects regarding the quality of outcomes for pupils and training for staff. Reassuringly the White Paper included features of strong trusts which closely aligned with the strategic goals we had set out before its publication!

I hope that you find this summary helpful and informative. As described earlier, if you would like any further information about any aspect, please do look at our website or get in touch so we can tell you more about the amazing work that we are doing at the Enlighten Learning Trust.

Mike Boddington

Chief Executive Officer



Excellent education for every child

Our Pupils – Demographics

2067

Total number of pupils

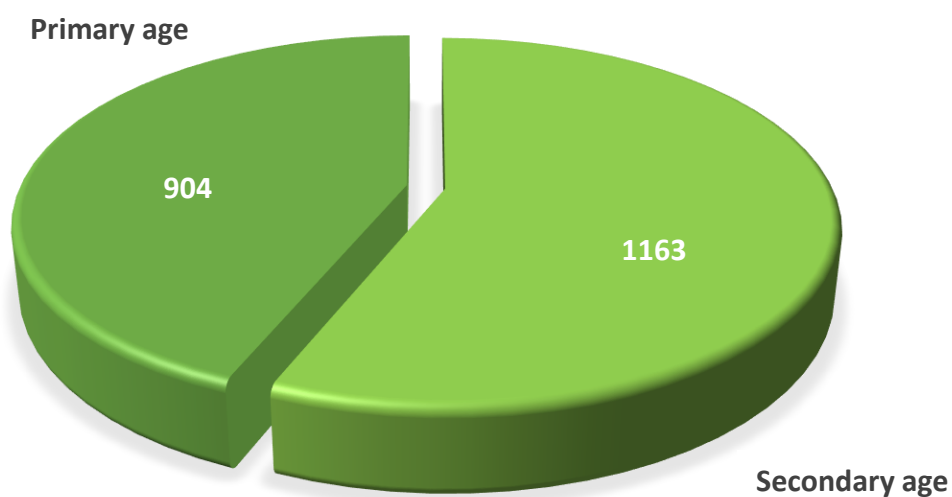
1163

Secondary age

904

Primary age

STUDENT NUMBERS ON ROLL



Outcomes at Key Stages

GCSE & equivalent (1 school)

	2019	2020	2021	2022
Progress 8 score	0.18	-	-	0.0
Ave. grade (8 subjects)	5.1	-	-	5.1
% EBacc (4+)	32%	-	-	31%
E&M 4+	68%	83%	75%	71%
E&M 5+	49%	58%	54%	56%
English 4+	78%	92%	84%	77%
Maths 4+	77%	85%	78%	76%

Key Stage 1 & 2 (3 schools)

	2019	2020	2021	2022 (National)
EYFS (GLD)	73%	-	77%	81% (65%)
KS1 Reading ARE	73%	-	74%	83% (67%)
KS1 Writing ARE	55%	-	67%	72% (58%)
KS1 Maths ARE	77%	-	80%	81% (68%)
KS2 Reading ARE	69%	-	78%	88% (74%)
KS2 Writing ARE	78%	78%	70%	83% (69%)
KS2 Maths ARE	77%	79%	70%	84% (71%)
KS2 Combined	66%	65%	65%	69% (59%)



Successes

Our schools have refined and developed their curriculum design over the past year. At Esher High School there was a significant period of reflection at the start of the year to ensure that the curriculum that teachers planned to deliver was appropriate and ready for the demands of the year ahead as pupils returned from covid disruption. In our primary schools, this was also addressed and done in such a way that we aligned curricula to reduce workload and enhance the opportunities for shared practice.

We have continued to build on the primary school moderation that we have done in previous years and now have 12 schools involved in practical and detailed moderation of work at KS2, overseen by an external trained leader, and really informing staff about the accuracy of their judgments. More schools continue to ask to join this group.

Ofsted and SIAMS

Ofsted visited Esher High School in March and made positive comments about the hierarchical, well designed curriculum provision that was evident in the subjects in which they conducted deep dives. The way the School aligns different curriculum areas so pupils experience learning across subjects such as English and history was noted positively. The overall development of knowledge and skills was clear, and staff were able to explain their vision for their curriculum and the support they receive to the inspection team. Ofsted's feedback included excellent comments about the leadership, culture and opportunity for all students at the school. Overall, our team were pleased with the judgement of 'good' and it highlighted the improvements made over the period since the last inspection.

St Andrew's Primary, Esher High and St Martin's Infant Schools all had SIAMS inspections in March and April to evaluate the distinctive Christian character of the schools. Judgements of 'good' for St Andrew's and Esher High, and 'excellent' for St Martin's were given demonstrating a strong endorsement of the inclusive vision we have and that we are highly effective in bringing them to life in our schools.

We have started the programme of sharing expertise across the schools of the Trust and aligning the curriculum areas where possible which will be supported by excellent CPD.

Challenges

During the early part of the year there were considerable challenges as we balanced the covid shadow of staff and pupil absence with the aspiration to return to a more normal way of working. There was considerable disruption, but all the schools worked to find solutions to the problems they faced and keep the pupils insulated from as many of the effects of staff absence as possible.

There are also significant challenges of a falling primary demographic in the area which is particularly noticeable in St Andrew's Primary which now has a fully functioning free school in the same vicinity. Our team have helped structure the staff appropriately for the new



smaller size of the school which is always a painful and disruptive experience. However, we keep focussing on the aspects that we can control and making sure that the quality of the provision all the children receive is as high as possible. This was born out in the outcomes in the summer which saw significant improvement.

Priorities

Our Education Team has developed in size and experience, ready now to improve the quality of learning for the pupils in our schools through a programme of school support and challenge. We have an ongoing schedule which will balance peer review, school improvement planning and objective judgements to help each school capitalise on the opportunities it has and make sure the central team knows where and how it can best provide support.

As schools join the Trust we are evaluating where our teaching aligns between schools so we can plan together, help build mutual support networks and reduce the burden on teachers around curriculum design.





Be an employer of choice

We know that the success of our children in school is only possible with a highly skilled and well-motivated adult team. Our Trust places a huge emphasis on making sure that we have a great staff who are given appropriate and useful training and are thoroughly supported through every aspect of their professional lives.

Successes

There have been several areas of success over the past year, and we find ourselves fully staffed as we set out into this autumn which is a great position to be in. We put this down to several factors:

We have a small and dedicated central team in the Trust. This team has experience of leading and developing across numerous schools, the local authority and beyond and offers enormous support for the schools and staff within the Trust family. The range of experience is wide reaching, and it is these skills and the insights they bring that is building the confidence and quality of our Trust.

We have put in place a thorough programme of professional development and support. Our training programme is designed to enable all staff to access a range of expertise that complements the offer in their individual schools and supplement the experience available in their place of work. Although early days, it is a great asset to our staff who now have other colleagues in schools to work alongside, share resources and address both workload and the quality of our provision.

Another key development has been network meetings particularly for those who work on their own or in small teams in their schools. So far, we have had site manager, finance team and SENCO networks which have meant these colleagues can share their experience, support each other, and get high quality input from those in the central team. They have been enormously successful and will be extended to further roles over the course of the coming year.

Our staff continue to be supported by our Human Resources team who give dedicated support and intervention where needed, and provide an objective voice when colleagues need someone to talk to. The team conducted an Equalities Diversity and Inclusion survey in the summer and will be acting on the findings in the year ahead. This is part of our ambition to be curious about all aspects of our work, finding out our people's views and seeing where action is needed to improve. We have also signed up to the government Education Wellbeing Charter and this year will be addressing three of the key aspects contained within and will roll this forward by addressing a different group of aspects each year.

Across our Trust we have reviewed how we manage the performance of our teams. Historically our processes were very thorough and tied to data and metrics, although this only happened twice a year and we found that this was becoming at odds with our culture. We



have replaced this with a structure that encourages regular dialogue, simplifies the spread of objectives that each person focusses on and has an emphasis on getting provision right rather than being tied to outcome data.

Challenges

Our team of colleagues are such a vital asset, and we know that the recruitment of high-quality staff is a significant challenge for all employers in the current climate. This has focussed our minds on really looking after our team and this will continue in the year ahead. Striking the right balance between proper professional candour and looking after each colleague is part of the ongoing challenge of leading a Trust like ours. We believe that we will face these challenges confidently, knowing that our staff are well supported, suitably challenged to learn and develop their craft, and rewarded with working in an organisation that is dynamic and purposeful.

Staffing

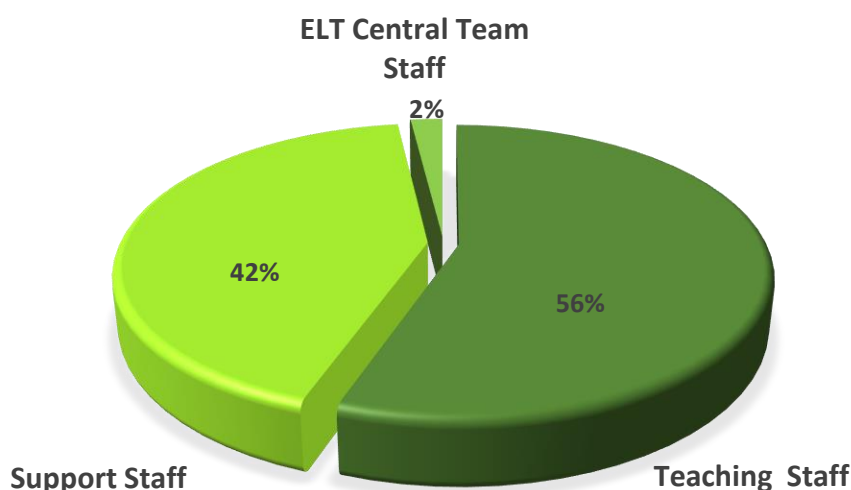
114

Teachers in our schools (FTE)

1:18

Teacher: student ratio

Staff Numbers by Role



Priorities

We continue to focus on the wellbeing of our staff team and ensuring that their skills are developed in the context of the recruitment challenges. Our pupils will only succeed if we can do this and we know that working in a school that has good connections to others is an attractive proposition for staff looking for employment. To this end we will prioritise opportunities for collaboration and sharing the expertise we have between the teams. Beyond this we continue to revise our approaches to professional development and appraisal to reflect the changing nature of employment and how we can best reflect that in our schools.



Strategic and ethical governance and leadership

Successes

Governance within a Trust is a key element of successful alignment between schools as they come together in a meaningful way. Our Trust board has increased this year to now have **7 trustees** and we are delighted with the spread and depth of the skills and experience we have in the team. They are supported by our **5 members** who oversee governance as a function: checking that the right structures are in place; that the way the governance functions supports our schools; that the Trust meets the statutory obligations within the legal boundaries.

Our headteacher community met regularly over the course of the year, addressing aspects that were mutually important and ensuring that the activity in our schools aligned with the vision and values of the Trust. Bringing the leaders of the individual schools together, along with key members of the ELT team, enabled clarity of message that all schools have aligned with and gave opportunity for leaders to share their ideas and form useful alliances.

Our Education Team has developed in size and depth to include four colleagues, most still embedded in their schools for some of their time, and has an impressive range of skills and experience:

- Headship of 7 different schools across primary, secondary and special phases in Surrey, London and abroad
- School improvement consultant for a London Challenge and SAfE teams
- Leading with Guildford Diocese and Teach First Early Career Framework training
- Numerous NPQ qualifications as well as delivering the programmes to others
- School SEND reviews for the local authority
- All have years of school leadership in senior teams in a variety of settings
- Qualified Ofsted inspector working in the South East region

Challenges

Ensuring effective school leadership is a key challenge for any organisation and the balance between affiliating our schools and giving the amount of agency that leaders need naturally brings some tension. We have worked together on shared initiatives that have been identified by school leaders and built collaborative solutions. As each school joins with governance and school leadership in place, often working very successfully, the re-alignment is both stimulating and thought provoking. This is an issue across the sector, and we use the best practice from other trusts and oversight organisations such as the Confederation of School Trusts to help steer our thinking and policy.

Priorities

We are developing our governance community and revisiting the framework of governance to fit the needs of the Trust through effective committee structure and accountability flows.



A key development is how we work together as trustees and governors to ensure that we are functioning as high performing teams of governors. We are basing our thinking on Cathy Trower's book 'Governance as Leadership' which is providing us with challenging insights into how trustees and governors can be more effectively involved and deployed.

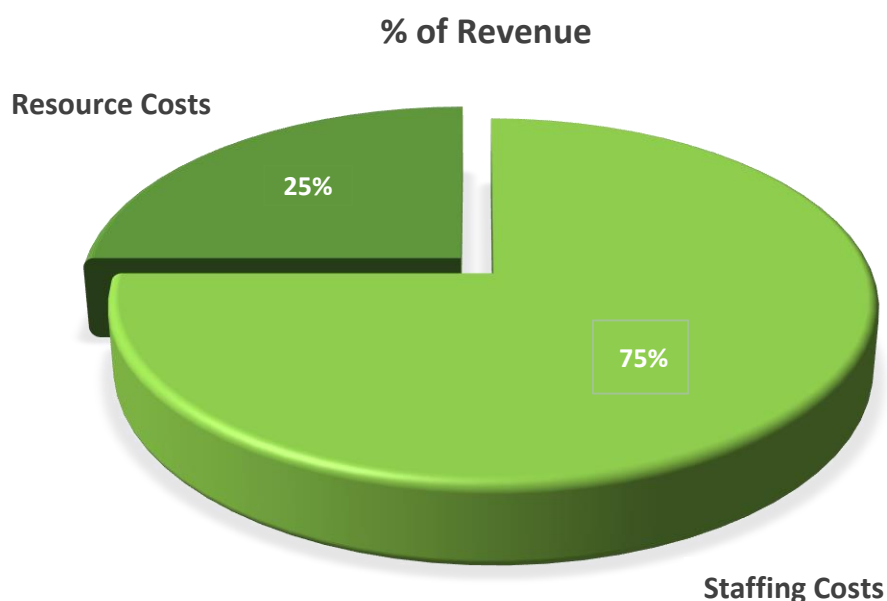


Build a robust and effective infrastructure

Finance, Estates & IT

£11.8 m Total Revenue

£11.5 k CIF Funding



Successes

We have continued to manage our resources effectively in extremely difficult financial circumstances. The joining of St Martin's Junior and Infant Schools at Easter 2022 proved to be challenging to bring in on time and we managed to do so successfully including overcoming numerous hurdles regarding land and buildings – as is often the case. They joined the Trust successfully over the summer term and are now functioning well with the rest of the schools.



We have also developed the Operations Team to effectively support the schools in the myriad aspects of operations that are expected within the Academy Trust Handbook. Similar to the depth of knowledge in the Education Team, their experience includes:

- School Business Leadership of 8 different schools across primary, secondary and special phases in Surrey and London
- Chief Finance Officer experience across 4 Trusts
- Chief Operations Officer experience across 3 Trusts
- Numerous Accounting and Professional qualifications as well as experience delivering programmes and operational reviews to others at LA level
- Experience in financial consultancy, induction and training working alongside the LA
- Years of school leadership in their areas of expertise in a variety of settings
- Proactively engaged with DfE pilots e.g. Cyber Security, ensuring that all schools within the Trust have adopted appropriate practice and obtained the Cyber essentials accreditation

Schools rely on this expertise to help them focus on the really important work of education, so it has been encouraging to develop this arm of the central organisation.

We also undertook detailed site surveys of all our schools during the year which have given us clear priorities for maintenance in the future. This is enabling a strategic approach to the work needed across the schools to support our leaders and trustees to prioritise areas for action and improvement.

Challenges

The current financial situation is incredibly volatile particularly around energy supplies for the year ahead. This has made planning for operational strategy difficult and one where we need to be flexible and responsive.

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.



Drive sustainable growth

Current schools

4

Schools in the Trust

4

Schools in process of joining

We are working with a number of schools outside the Trust, 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

We have three schools who have voted to join the Trust and who are now in the formal process of becoming part of our family of schools. This takes quite a long time and has given us opportunities to collaborate on aspects such as staffing, curriculum planning and resources so that when the schools join, they will be in a much better place to succeed. It also provides opportunities to work together and through doing this, we find out much more about our culture and ethos in a meaningful way. There is an expectation from the Regional Director that this starts happening before formally academising and this has so far been an opportunity that we have relished.

We have worked closely with the Regional Director over the course of the year, informing them of our growth strategy and liaising around aspects of mutual interest so both parties are well informed and able to make sound decisions.

Enlighten has also worked closely with the Diocese of Guildford to help them manage the academisation of the schools under their oversight. The Diocese has been proactive in their message to schools that joining an academy trust is the future direction that all will need to take, and we have aligned our strategy with theirs.

Challenges

As with all organisation growth we have sought to carefully balance the needs of the schools already in the Trust with those who are seeking to join. The quality of experience needs to be maintained for the good of all the pupils in our care already and this is something we pay close attention to.

We are also in a period of flux as a sector, as leaders of schools still in local authority control consider their options and whether they are ready to join an academy. This is an ongoing



discussion for school leaders, and we are ready and proactive in supporting their decision making.

Growth also needs to be in sensible geographical areas and with schools (and leaders) where there is a reasonable amount of cultural alignment already. Our hope and ambition is they will see this as an opportunity for maintaining what is great about their school, find ways to improve aspects that need addressing and collaborate meaningfully with those in other schools.

Priorities

We have a growth strategy that we are working to deliver, and we are constantly seeking ways to engage with schools to help frame their conceptual understanding of Multi Academy Trusts and Enlighten in particular.

We look forward to growing and maturing as a Trust over the coming years to bring about sustained improvement in our schools and the sector. We are well placed to do this successfully given our positive track record and the skills and capacity in our team.

If you want further details about anything in this report, please get in touch. We hope you have found it a useful summary of 'Our Year'.



Enlighten Learning Trust
Lockhart Road
Cobham, KT11 2AX
www.enlightenlt.education
01372468068

