

### Multi Academy Trust Review Meetings 2018/19

<b>Multi Academy Trust name</b> The Athelstan Trust	<b>Date Jan 25<sup>th</sup> 2019</b>			
<b>Schools in MAT</b>  Malmesbury School The Dean Academy Bradon Forest School				
<b>Analysis of 2018 outcomes</b> (particularly for disadvantaged pupils)				
<b>Progress 8 Overall</b>				
School	2015 – pilot year	2016	2017	2018*
Malmesbury	0.27	0.42	0.15	0.31
Bradon Forest	x	0.01	-0.01	-0.10
The Dean Academy	x	-0.43	-0.21	-0.65
<b>P8 Most Able</b>				
School	<b>Malmesbury</b>	<b>Bradon Forest</b>	<b>The Dean Academy</b>	
Progress	0.32	-0.34	-0.57	
Attainment	65.03	58.47	52.86	
% high prior attainment	51.8	47	32	
Number high prior attainment	110	70	40	
<b>P8 Disadvantaged</b>				
School	<b>Malmesbury</b>	<b>Bradon Forest</b>	<b>The Dean Academy</b>	
Progress	-0.96	-0.2	-1.08	
Attainment	37.25	35.8	28.86	
% disadvantaged students	5.2	14	25	
Number of disadvantaged students	11	21	31	

<b>Progress 8 Element 2018</b>	<b>Malmesbury</b>	<b>Bradon Forest</b>	<b>The Dean Academy</b>
English	0.38	0.08	-0.52
Maths	0.16	-0.03	-0.44
EBACC	0.46	-0.26	-0.43
Open	0.22	-0.1	-1.09

### **Malmesbury A-Level**

This was another very strong year for Malmesbury post 16 following our exceptional year in 2017.

<b>A2 results</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
A*	10	10	12	9	12	11	6.1	17	6.8
A* - A	33	39	36	26	37	28	31	41	33
A - B%	56	59	66	52	65	61	64	71	67
A - C%	84	84	87	84	90	84	88	93	88
A - E%			98.8	98.9	100	99	99.7	99	99.6
AAB% (2			30	12	26	24	17	25	21
Average point	218.6	224.7	227.1	221.22	224.9	222.09	224.91	37.52	35.30

### GCSE detail The Dean Academy

	%A-C EN&MA	%EBACC	%A/A*	Prog 8	Att 8	% A-C EN	% A-C MA	% 2A-C SC
2014	47	6.4	5			69	54	
2015	45	8	6.7	-0.1	45.5	52.7	59	64
2016	39	15	10.6	-0.43	44.5	58	52	45
2017	50	13	6.3	-0.2	38.9	63	63	48
2018	53	15	9.5	-0.6	39	65	62	53

2018 GCSE exam results demonstrate year on year improvement in some attainment and progress measures. 53% of students gained a Grade 4 or above in both Maths and English. Attainment in English improved, with 65% of students gaining a Grade 4 or above, and 59% of students making at least expected progress. The number of students achieving a standard pass or above in 2 Sciences increased, with 53% of students achieving a Grade 4 or above. Maths results were disappointing with 43% of students making expected progress. We have appointed a new outstanding maths teacher as Head of Maths from Malmesbury School with one of our teachfirst staff as second in faculty.

The gap in attainment between disadvantaged students and others remains, with 30% of students achieving a Grade 4 or above in both English and Maths.

The achievement of students with special educational needs and/or disabilities is improving due to more effective provision in lessons. In the 2018 GCSEs, 20% of students achieved at least a standard pass in both English and Maths, compared to 11% in 2017. With the removal of 2 students who did not sit any GCSE exams, the provisional P8 score for SEND students is -0.1. Regular intervention takes place in Key Stage 3 to close the attainment gap between disadvantaged students and others. This year we have appointed a new SENDCo and second in faculty and we are working with the Trust ASC lead.

Students with low prior attainment performed more strongly than students with middle and high prior attainment. The number of Grades 7-9 increased but the % remains low.

The progress and achievement of current students continues to rise. The in-year data for the new Year 11 shows an improvement in the progress of students, with an improvement in progress of high ability students in English and Maths. Significant work has been undertaken to embed improvements in Years 7-9 with the introduction of a mastery assessment system to standardise assessment across subjects. Underachievement is identified early, and students are targeted through small group intervention programmes.

### GCSE detail Malmesbury School

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
%5A*-C E &M	62	63	75	64	76	71	74	77	70	82
% 5+ in Eng and Ma									55	58
%A*/A 7,8&9	29	29	31	29	26	27	31	31	28	33
% English Bac		26	24	30	33	45	45	45	37	50
% 2+ Science A*-C				73	72	72	85	79	71	85

Obviously our main concern this year was the progress of disadvantaged students, however, it was a very small cohort (11 students with a 12<sup>th</sup> who had no baseline data) four of those students made very positive progress and seven made substantial negative progress with one student alone contributing -0.2 to the overall total. Each of these students has had substantial support and each has very complex family history. Working on engaging and supporting this group remains our whole school PM objective. There was relative underperformance in Art, DT RM, and Spanish. Action plans are in place to address these issues.

### Bradon Forest GCSE details

	2012	2013	2014	2015	2016	2017	2018
%5A*-C inc E & M	53	59	60	63	70	63	74
%A*/A	18	18	22	22	21	19	14
% English Bac	25	25	23	31	23	23	28
% 2+ Science A*-C	63	62	80	70	67	59	68

At Bradon Forest our main concern is our most able students and improving the progress of this group is our whole school PM objective. Performance in separate sciences (mostly high achievers) was disappointing as was performance in MFL. We have seconded the Head of science from Malmesbury School as Assistant Headteacher to focus on most able and science results. We are also in the process of developing a post 16 offer with Malmesbury School that will motivate the most able and provide a focus of challenge. Music, PE and Product design also underperformed and there are action plans in place to address these concerns. RM, ICT and RS all did extremely well, English and art were also strong.

### How you are building school improvement capacity and expertise

- We are running a Trust wide Coaching Programme, which started last year with a well-known coaching consultant and is now well established with coaching triads in each school and cross Trust leadership.
- We have a range of secondments across the whole Trust. There is a seconded assistant head working at Bradon Forest and Malmesbury, staff in maths, English/humanities and dance working at both Malmesbury and The Dean Academy.
- We have a newly appointed Computing SLE who is working across all three schools.
- The Trust IT manager works in each school each week and is building a shared office 365 and file sharing system.
- We are a Lead school for an Institute of Physics programme that means we have a Physics lead teaching working with schools both within and beyond the Trust.
- We are working in an RSC Secondary partnership with Corsham School.
- All SLT members in the Trust have whole Trust PM objectives to work in joint teams on their leadership role – e.g. CPD, PP, CP.

- Our SENDCos and DSLs meet regularly for peer supervision and skill sharing.
- We have a centrally employed ASC specialist who works across all three Trust Schools supporting SENDCos.
- We have a Careers SLE who is leading the careers education around the Gatsby benchmarks across the Trust.
- We have established a strong alliance with a Primary based MAT that can provide specialist primary additional capacity if it is needed.
- The Teaching School Alliance is running TSST, CLEAPs OTP & ITP programmes for Trust Staff.
- We are delivering the new NPQEL with staff from within the TSA & Trust. We are now on the second cohort working with heads and executive leaders in the South West.
- We have launched a new Trust newsletter that is published 6 times per year to communicate the work that is going on within the Trust.
- Our Company Secretary works on each of the three sites and co-ordinates the work of the LGB Clerks.
- Two of our LGB chairs are undertaking the NGA new Chairs course. Our Chair of Trustees has been on the DfE New Chairs of Boards training. We regularly have shared Trustee and LGB training and events. One of our Trustees is an NLG.
- We have developed a strong central function that has produced significant savings to invest in staffing-
  - IT network management
  - HR (Strictly HR) Legal (VWV)
  - Insurance (Zurich)
  - Pay Roll (Prospects)
  - Audit (Bishop Fleming)
  - Printing (Midshires) – Malmesbury and TDA. BF are coming to the end of an existing contract
  - CPD through the ATSA

## **Trust wide priorities and improvement plan**

### **Strategic Aims**

1. Raising educational standards for all schools within the Trust.
2. Delivering an excellent comprehensive education for all the children served by the schools within the Trust
3. Developing and valuing all the staff within the Trust.
4. Ensuring the financial security of the Trust and all the schools within it.

### **Key challenges for the year ahead**

- Succession Planning – We are separating the CEO role from the Headteacher role at Malmesbury School. This is essential for the Trust to both grow and move into the next stage of its development when it is no longer too Malmesbury school dependent. We are also appointing a permanent Headteacher at Bradon Forest with interviews in mid-January.
- Communication - This is our major area of work internally. We are taking every opportunity to share the work we are doing with the staff in the Trust. We are also building our profile regionally.

- Expansion - We are in discussions with a number of possible school partners. Each has a distinct set of circumstances that pose challenges but each has something significant to offer the Trust.
- Securing the post 16 link with Bradon Forest School.
- Increasing our numbers in the sixthform at Malmesbury School.
- Coping with increasing numbers at Malmesbury and Bradon Forest and increasing the intake at The Dean Academy.
- Completing the extension at Malmesbury.

### Governance and Trust Board - structures and accountability framework

<https://theathelstantrust.org/information/scheme-of-delegation/>

<https://theathelstantrust.org/members-and-board-of-directors/>

**Trust Organogram** – please provide in the format most convenient for you.

<https://theathelstantrust.org/trust-leadership/>

### Finances

Top slice or charging policy:	2% Malmesbury 3% Bradon Forest 5% The Dean Academy. An increasing range of services are being procured centrally.
Sponsor Capacity Fund: School improvement funding	NSS fund. The CEO is undertaking the training to deliver the funded NLE support.

### Future plans

Growing the Trust to further develop our capacity to raise standards is our number one priority. We are in quite advanced discussions with Chipping Sodbury School and also in discussion with Corsham School and Abbeyfield School, however, these are less developed.

We are planning to start our shared post 16 provision between Malmesbury and Bradon Forest. A small number of students have expressed an interest and we anticipate that about 6-10 students will travel from BF to Malmesbury for their A-Levels and spend 1 day per week on their tutorial and core at Bradon Forest. Some of the A-level teaching at Malmesbury will be joint with BF teachers and eventually some lessons may be delivered at BF.

We are in the process of separating the CEO role from that of Headteacher at Malmesbury.

We are building a shared file sharing space and shared email groups.

We are changing to SAGE financial as the Trust accounting software and are aligning all Trust finance processes.

We are investing in improving the school environment at Bradon Forest.

We are developing a strong partnership with Gloucestershire County Council and CMAS to provide support and intervention for students exhibiting the most challenging behaviour at The Dean Academy.

We are awaiting the start of an extension at Malmesbury School to accommodate our rising numbers.

#### **Additional comments**

We have strong and effective governance at Trust level and in LGBs.