



The Gryphon Multi Academy Trust
Corporate Plan
2018 - 2021



Introduction

The Gryphon Trust was set up as an educational charity and company limited by guarantee on 1st April 2011 by the governing body of The Arnewood School. At this time it was felt appropriate to make the school a multi academy trust with a focus on the future.

The Trust was developed by converting The Arnewood School, which is a mixed secondary school and sixth form formally a Foundation School with Technology College status controlled by Hampshire County Council, into an 11 to 19 Academy.

On 21st December 2015 the name of the multi-academy trust was changed from The Arnewood School Multi-Academy Trust to The Gryphon Multi-Academy Trust. The change in name was to give the trust a clear separate identity to enable it to look for like-minded partners that will develop within the trust's ambitions. Following a two-year trial in-house we were successful in being able to open The Eaglewood Academy, an Alternative Provision school for 7 – 16 year olds and the permanent building will be ready for use by Easter 2019.

We hope that the corporate plan will set clear aims for the Trust and give it a sense of direction that will be shared by all the stakeholders that are under the Gryphon's wing.



Vision

Our vision is to establish a strong community of local schools who are like-minded and wish to establish the best environment for their staff and pupils. Where the head teachers and principals working together will have the ability to provide outstanding education and choice for all our children.

The Trust is fully inclusive in terms of ability, religion, ethnicity, gender, sexuality or social background. We aim to provide an environment where pupils will get the chance to reach their own highest level of achievement in an enjoyable, safe and challenging way.

To reach these levels we would envision the Trust being able to offer parents a family of schools for the whole of their child's education. To make the passage for pupils through school, from infants to sixth form, as smooth and stress free as possible. To offer our staff the ability for continual improvement and for on-going professional development at all levels of their career.

We aim to achieve our vision by continuing our liaison with other schools through collaboration, by sharing best practice and ideas to find more efficient ways of delivering our objectives. Eventually through the savings of shared resources we will be able to increase the availability of further funds for education.

To quote Sir David Carter, National Schools Commissioner;

“The strength of MATs in building teams that have finance, HR, IT and site management expertise means that more teachers and leaders can focus on what they do best; great teaching.”

Schools

The Arnewood School

The Arnewood School, judged '**outstanding**' in the Ofsted Inspection of January 2013, is a popular 11-19 mixed Academy of over 1100 students. It is situated in New Milton, an attractive town, south west of the picturesque New Forest and a few minutes' drive from the south coast.

We pride ourselves on our caring ethos and high level of academic achievement through which all students are encouraged to fulfil their individual potential. Our guiding principle at The Arnewood School is to work with parents and others in the community to provide the best for all children in their future. We do this by "**working together; shaping tomorrow**". It is a culture that leads teaching at all levels; for example, no fewer than 24 students, from our comprehensive intake, have gained places at Oxford or Cambridge in the last eight years.

The Arnewood School Sixth Form is at the leading edge of provision for post 16 learners in Hampshire and Dorset and that has placed the school in the top 10% of providers in the UK (AlpsVA). Our results are consistently high with one in five students getting an A*-A and over half the students getting A*-B. Such high results permit a high proportion of students to continue to university each year, with 80% of the students achieving the first choice university this year.

The school's continued programme of building renovation including the re-cladding of the Scola building has led to noticeable improvements in the school environment.



The Eaglewood School

Eaglewood School is a unique educational provision, providing a safe and supportive environment for young people aged between 7 and 16 years old. We are a school for young people who are finding mainstream education difficult. Young people develop at different times dependent on the environment and their experiences. Eaglewood school prides itself on recognising young people's emotions. Using detailed assessment packages and specific targeted work, we challenge and teach young people how to manage their emotions alongside, whilst maintaining academic progress. This can be their social skills, self-awareness, motivation, self-regulation and empathy or any combination of these. This work helps the young people develop socially and emotionally to unlock their personal barriers to learning as well as life itself.

We recognise that students who arrive at Eaglewood have often missed large parts of their education due to health and social circumstance. We assess our students in English and Maths. The assessment provides us with a comprehensive list of missing skills which our teachers use to design a personalised programme of study. This kind of intervention helps accelerate their learning and helps build their self-confidence. We retest every 6 weeks which shows progress but also another list of suggested skills to re build their own programmes of study. Class sizes of 6 also help to give the 1:1 help necessary for progress to be made, most classes have their own learning mentor.

The balanced student able to cope with school and with life comes from a combination of their emotional quotient (EQ) and intelligence quotient (IQ). Some students may need more EQ help than curriculum subjects. Our staff recognise the students stage rather than their age is what matters. We create opportunities for students to be challenged emotionally to understand and develop in a caring and professional environment. Eaglewood School can be a change catalyst for young people who struggle to manage day to day.

Working with a child's home school, Eaglewood School offers both full and part time education placements through which children are supported to develop self-awareness to help them feel balanced and for them to flourish when they ultimately return to their home school setting. We can also work in partnership with the home school to assist in ECHP applications if a more specialist setting is deemed to be more suitable for the student.

Admission to Eaglewood School can only be made by referral from a child's mainstream school, their local authority or local authority SEN department. It is not possible for parents to apply for a place directly to the school.

The school mission statement of Raising Aspiration captures the school philosophy to help students find balance and a foundation to independence and success.

Governance

The Trust has a board of Directors who have overall responsibility for the governance of its academies. It has established strong local governing bodies at academy level, which hold the principal or head teacher to account for the educational performance of its pupils and oversee the trust's financial security.

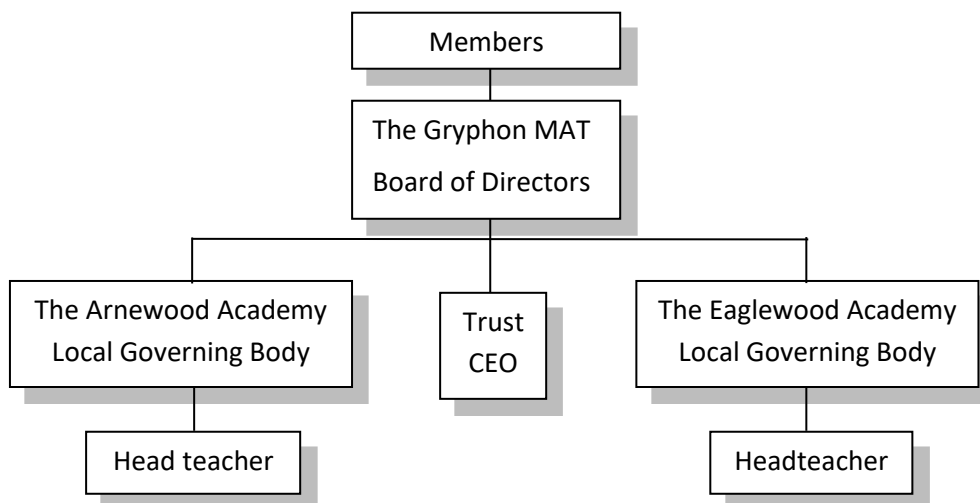
Members of The Gryphon Multi Academy Trust

- Mr Keith Craze, Member
- Mr John Evans, Member
- Mr Bryan Maugham, Director and Member *
- Mr Malcolm Walker, Member

Directors of The Gryphon Multi Academy Trust - appointed Sept 2015 by the Members

- Mrs Elizabeth Cook, Chairman and Director *
- Mr Mark Byrne, Director
- Mr Dominic Coburn, Director *
- Mr Bryan Maugham, Director and Member*
- Mr Alan O'Sullivan, Director and Chief Executive Officer*
- Mr Nigel Pressnell, Director and Headteacher of The Arnewood School *
- Prof David Richards, Director (parent) *
- Mr Roy Wilkins, Director *

* parents of past or present student



Objectives and Activities(Arnewood - the Lead School)

1. Leadership and Management

Ensure the school's financial stability within the Gryphon MAT and a context of tighter financial constraints nationally.

Improve the impact of continued professional learning on addressing improvement targets.

Embed new staff structures in pastoral leadership and support teams in which there has been more significant staff changes.

2. Teaching, Learning and Assessment

Improve differentiated teaching for all abilities, especially disadvantaged students, so they achieve better outcomes.

Continue to embed new GCSE specifications, linear A Level courses, and vocational qualifications.

Improve the application of assessment and improve the monitoring of assessment practice to ensure its fitness for purpose.

3. Personal Development, Behaviour & Wellbeing

Embed new behaviour policies and ensure students' attitude to learning remains productive.

Improve opportunities for work related learning so that students are well prepared for life beyond school.

Improve student attendance most notably for disadvantaged learners.

Review the effectiveness of the PHSE curriculum with particular reference to lifestyle choices, mental health, and financial management.

4. Learner Outcomes

Academic

Improve P8 outcomes for disadvantaged students of all abilities, across the school (open element), and most notably in English.

Improve student progress and raise attainment for all students especially boys.

Students in alternative provision make greater rates of progress than their peers in mainstream provision, in order to narrow the gap in their performance compared to children of similar abilities.

5. Governing Body

Continue to implement the strategic plan found within the site Condition Survey 2016 to improve the school campus.

Improve accountability for the progress and attainment of gifted and talented and pupil premium students.

Achievements and Performance

Key Performance Indicators for The Arnewood School as the sole provider in the trust in 2016/17.

In the two years prior to 2017, overall attainment has risen and was stable at about 62% 5ACEM. Maths and Science attainment was well above national rates and English attainment was broadly in line with national figures. However, the 2017 results were very disappointing because provisionally, 50% of students attained 5ACEM (equivalent standard grades). Boys' attainment (43%) was lower than girls' (56%) by the 5ACEM measure. The school's P8 score in 2017 was -0.49 which is below average. 54% of children achieved standard passes in English and maths. Boy's achievement is a concern over the last few years, and was particularly disappointing in 2017 in English, maths and some other foundation subjects. However, it was much stronger in vocational subjects including engineering, construction and ICT. Boys and girls attained equally well in science (two standard passes). Current KS4 data, based on robust assessments, indicated Year 11 are on-track to achieve an A8 score of 45.97 (40.2 in 2017), and P8 score of - 0.18 (-0.49 in 2017).

	2015	2016	2017
%5ACEM	62	62	50
CAP Best 8	318.2	-	-
%EBAC	28	31	17
Progress 8	-	-0.18	-0.49
Attainment 8	-	48.9	40.2
% 3+ levels of progress EN	68	68	57
% 3+ levels of progress MA	85	85	60

*Figures adjusted to take into account resits.

The sixth form's A Level VA score, from the 2016 performance data, is above the national Alps average placing us in approximately the top 12% of schools in England. • According to Alps (2017) the sixth form is high achieving. Data shows student performance to be Alps grade 2 with 79.2% of students on or above their Alps target for their A Level. The Alps A levels quality indicator scores the overall performance as a grade 2 places the sixth form in the top 10% nationally for progress an outstanding achievement. • The sixth form offers a broad and balanced curriculum that allows students of all abilities to thrive. All students have a study programme of 540 hours and above. If a student has not achieved a C grade at English or maths then there is provision in place for them to progress in this area. • There is a high level of pastoral care towards our

Achievements and Performance

students. The student exit survey is highlighting that 91% of them found the teachers to be approachable and supportive. This is combined with a rigorous and robust academic monitoring process. The academy has continued to develop strong IAG in the sixth form with the careers fair and bespoke life skills package embedded into the pastoral curriculum. • Internal QA shows 100% of lessons were judged as good or outstanding. There is a high proportion of well-planned and challenging lessons with a pleasing emphasis on independent learning. The observations also noted good marking and use of To Improve Performance (TIP) comments in most subjects. • Students benefit from an embedded and well-structured tutorial programme that increases awareness of a variety of issues that can affect sixth formers, including British Values, radicalisation, study skills, and health/stress awareness. • Current in year data, Feb 2018, is suggesting the 2017-18 A Level results are 51% A*-B. According to Alps connect the student value added is currently 75.7% of students meeting their target grade, a grade 3. Students that will make the biggest impact have been strategically targeted by departments.

	2014	2015	2016	2017
% achieving 3+ A levels	70	64	68	
% achieving >AAB (2 facilitating subjects)	18	12	11	
Students achieving A* - E	99	100	99.5	
Students achieving A* - B	55	47	52	
Progress Score		-	-	+0.32
Grade and Points for Students		-	-	B-

Our priorities for 2018-2021

Our key priorities for the next three years are:

- 1. Provide robust governance, leadership and accountability.**
- 2. Increased membership of the Trust.**
- 3. Improve the working environment.**
- 4. Deliver value for money support services.**
- 5. Support Eaglewood building project.**

Priority 1

Provide robust governance, leadership and accountability.

As a small multi-academy trust we have been able to offer robust governance with strong leadership which has led to a successful outcome reflected in our “outstanding” OFSTED. We wish to continue to give opportunities so our students can aim for standards that are the highest they can achieve. To give them confidence that being part of The Gryphon Multi Academy Trust group of schools, standards will be the same throughout their life at school.

Accountability and governance of the trust is the sole responsibility of the Board of Directors. The day to day running of the academies has been delegated to the local governing bodies who hold the head teacher or principal to account for the educational and financial performance of their academy.

Priority 2

Increased membership of the Trust.

The trust membership contains two academies, one 11- 19 mixed academy comprising of a successful secondary and a Sixth Form with excellent results, the other is an alternative provision school for 7 – 16 year olds which opened September 2016 after a successful two year trial. Our aim is to increase our family by working in collaboration with other local schools that

have a similar ethos. This will enable us to work collaboratively to improve performance by having a shared vision, using key educators and efficient resources.

Priority 3

Improve the working environment.

We believe that there is a correlation between the surroundings and the wellbeing of staff and students. The Arnewood School over the last couple of years has had new science laboratories fitted, a new reception area, new roofs and an Astroturf pitch laid which has improved their sporting facilities. We are now in the process of recladding our Scola building, which will improve the external appearance, and there will be internal improvements as well. Collective resourcing could enable a prioritised scheme of building and maintenance programmes.

Priority 4

Deliver value for money support services.

With sources of funding for education becoming more focused it is therefore support services that are the only other area for efficiency savings. By combining the resources of academies it would be possible to improve the supply of these services. There are many areas where this could be applied including joint payroll, human resources, IT support, general maintenance and transport. Our aim would be to give efficient support services to our trust enabling our educators to have the best resources available to them, and enabling them to spend more time focusing on teaching and learning.

Priority 5

Support Eaglewood building project.

The Trust's new school, The Eaglewood School, opened in September 2016 in temporary accommodation to offer alternative provision to a mixed cohort. This is already at capacity and we welcome the EFA's decision to build a permanent school next to the temporary site. The Trust supports this project and will help oversee the smooth transition to the new buildings.