

## The “landscape” of Academies continues to develop.

with the following being well worthy of comment:

Multi-Academy Trusts (MATs) remain firmly on the agenda as a means of system-led improvements.

- MATs with Teaching Schools:
  - ❖ are able to ensure high quality standards within the MATs and within other participating schools.
  - ❖ develop teacher training to ensure the recruitment of excellent teachers as well as recruitment within those subject areas traditionally hard to recruit into.
  - ❖ can ensure recruitment to special schools for SEMH students and other specialist provision where it is not always easy to attract teachers who have the essential and necessary skills in working with students with special educational needs.
- The CEO of the Trust has been co-opted onto the Head Teacher Board (HTB) working with the Regional Schools Commissioner for the North of England. This Board meets regularly to offer advice and contribute to decision-making regarding a range of issues around Academies and Multi-Academy Trusts. The CEO’s membership of the HTB for the Regional Schools Commissioner provides a unique opportunity for the Trust to contribute to strategic developments at a wider regional as well as a national level and enables us to better develop at a strategic and operational level in response to emerging trends and England-wide demands.



## Looking to the Future

- The Trust plans to use its approach to developing leaders in order to enable expansion. Our shared leadership model:
  - ❖ realised improvements within our own academies, e.g. Westlands
  - ❖ enabled us to sponsor Hollis Academy and potentially other schools in the future
  - ❖ provides the capacity for us to develop co-located provisions, e.g. for students with Moderate Learning Difficulties in mainstream schools – within an offer of real quality for students and parents
  - ❖ allows us, through our Trust and model of Governance Leadership, the opportunity to make an approach to open a Free School – should need and demand (for example, in relation to ASD) justify this
  - ❖ ensures the necessary credibility and confidence to expand the number of schools within the Trust, including having one or more hubs in other geographical areas.

## Horizons Specialist Academy Trust

(company limited by guarantee)

Annual Report and Financial Statements for the year ended 31 August 2016

## Parental Summary

The main objective of the Trust is the provision of outstanding educational and learning experiences to support children and young people with special educational needs. We strive to provide infinite opportunities to ensure this objective is realised.

The Trust is ambitious ‘**to do more and to do it better**’, building on previous achievement and making use of our strengths.

Our **Core Values** include:

- Considering and Valuing Individual Need – respecting Equality and Diversity
- Maintaining High Expectations and Aspirations
- Committing to Overcoming Barriers and Challenges for our Learning Communities and the Trust
- Being Positively Responsive to Change



**This has been a very successful year for the Trust.**

Highlights include:

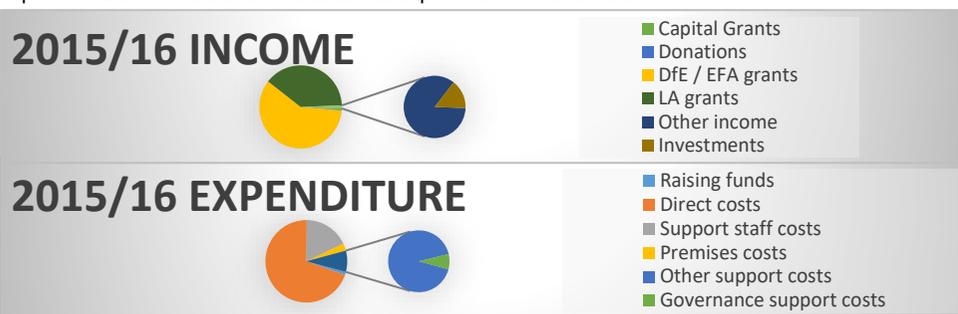
- Being approved as an academy sponsor and subsequently bringing Prince Bishop School (now Hollis Academy\*) into our Multi-Academy Trust.
- The Trust has gained the Investors in People Award, Leading Parent Partnership Award and the Inclusion Quality Mark (Silver level).
- Sound Financial Management

**Financial Information**

The Trust receives significant funds each year from the Government, the majority of which is spent on staffing costs. Directors agree a programme of audits which take place during the year for assurance that sound practices and procedures are in place and funds are allocated and spent appropriately. Each year, external auditors have deemed the annual accounts as 'unqualified' meaning they are fairly and appropriately presented and in accordance with generally accepted accounting principles.

The Trust continually seeks to enhance the quality of provision across the Trust and since 2013, has received £1,813,054 in capital grants resulting in significant improvements in all academies within the Trust. Cashflow patterns have been established and where possible, funds are allocated to higher interest rates maximising the income for the Trust.

The Trust continues to explore capital and other funding opportunities and is currently focussing on sports facilities to further the educational experience for our students.



INCOME	2015/16	EXPENDITURE	2015/16
Capital grants	50,052	Raising funds	103,044
Donations	18,103	Direct Costs	6,001,097
Dfe/EFA grants	4,972,595	Support staff costs	1,529,131
LA grants	3,269,789	Premises costs	246,072
Other income	85,240	Other support costs	661,197
Investments	15,047	Governance support costs	56,998
	<b>8,410,826</b>		<b>8,597,539**</b>

\*\* Includes expenditure from capital grants received 2014/15



**Just a few of the highlights from each Academy**



**ABBEY HILL ACADEMY**

- Lessons are consistently of good quality with a proportion of them being outstanding (46%).
- 90% of students agree that teachers expect them to work hard and do their best.
- 100% of staff feel proud to be a member of the Academy.
- 98% of parents/carers confirm that their child enjoys coming to school and their needs are met.
- Parents, staff and students are overwhelmingly positive about the good standard of behaviour they see in the Academy.



**ABBEY HILL ACADEMY SIXTH FORM**

- Graded as 'outstanding' overall.
- Internal lesson observations show 90% outstanding and 10% as good.
- External lesson observations judge teaching to be outstanding.
- Relationships between students and staff are outstanding.
- An excellent understanding of students' individual needs.
- Students are very clear how to improve their work, including their portfolios for external assessment.
- Attendance is 89% for 2015-16 overall.
- Students' behaviour and attitudes to learning are excellent.
- Students are encouraged to work independently and can do so extremely successfully.



**WESTLANDS ACADEMY**

- Graded as 'good overall'.
- Year 11 outcomes show improvement year on year.
- Lesson observations are good with many as outstanding.
- More qualifications are being gained and offered.
- Behaviour profiles demonstrate that students make good progress in terms of managing their own behaviour and demonstrate improved attitudes towards learning



**GREEN GATES ACADEMY**

- The quality of teaching is consistently good.
- Increasing numbers of lessons being rated as outstanding.
- The behaviour of pupils is good often outstanding.
- Parents are very positive about the school; the recent survey indicated a 100% satisfaction response to all questions.
- Children love attending – reflected in an attendance rate of just over 94%

