

The Landscape of Academies

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

The Trust's vision of providing the best possible education for children and young people is well aligned with this improvement focus as we strive to ensure that our pupils and students can '*be all that they can be*'.

The non- negotiables which we continue to secure are :-

- The **Safety and Wellbeing** of our children and young people
- Standards of **Educational Excellence** within all Trust Academies
- All our students are **Prepared for Adult Life**.

Looking to the Future

The appointment of an Executive Principal, and having two senior leaders within the Trust who are designated Ofsted Inspectors, has further enhanced the Trust's capacity to support improvement of quality and standards in all its academies. The offer of a coherent package for school improvement will :

- ensure Hollis Academy, our sponsor academy, is evaluated as a *Good* school.
- allow us the opportunity to increase the number of places within our academies.
- further establish the necessary credibility and confidence with Local Authorities, thus providing the opportunity to make an approach to open a Free School for students with Autistic Spectrum Conditions.
- provide the capacity for us to expand the number of schools within the Trust, including having these as part of a hub in other geographical areas.



Horizons Specialist Academy Trust (HSAT)

(company limited by guarantee)

Annual Report and Financial Statements for the year ended 31 August 2017

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

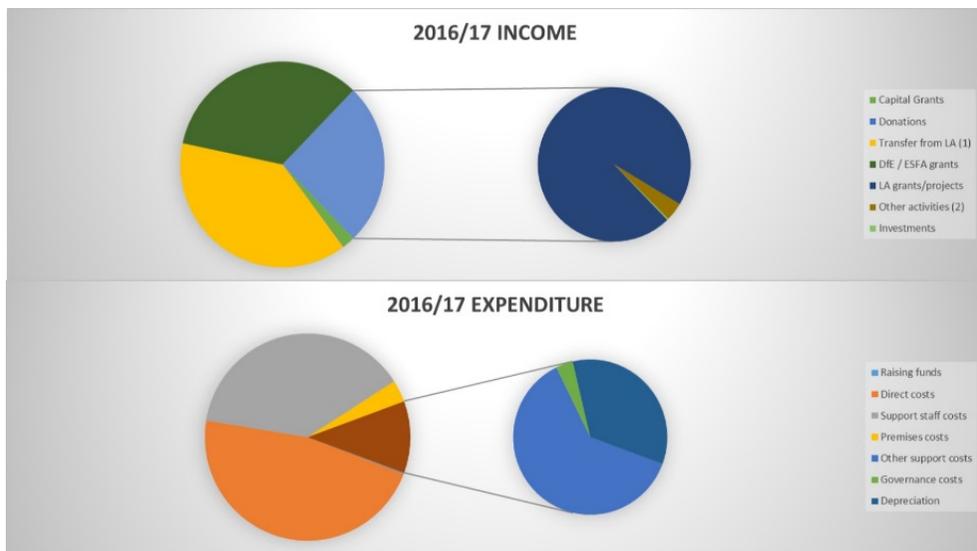


Financial Information

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.

Hollis Academy (formerly Prince Bishop School, Middlesbrough) joined the trust as a sponsored school 1 October 2016. The Trust received £90,000 pre-opening grant, which was used to support the academy in Leadership support and improved resources. The Trust continually seeks to enhance the quality of provision across each academy within the Trust and since 2013, over £2.1m has been received in capital grants, ultimately benefiting the students across the Trust. Cash flow patterns have been established and funds allocated into deposit accounts attracting higher interest rates maximising income for the Trust.

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



INCOME	2016/17	EXPENDITURE	2016/17
	(£000)		(£000)
Capital grants	328	Raising funds	19
Donations	17	Direct Costs	5,220
Transfer from LA (1)	6,545	Support staff costs	4,279
DfE/ESFA grants	5,757	Premises costs	4,279
LA grants/projects	4,162	Other support costs	45
Other activities (2)	168	Governance support costs	45
Investments	12	Depreciation	431
	16,989		11,155

(1) includes Hollis Academy assets on conversion

(2) hire of facilities, catering & school fund income

Just a few of the highlights from each 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.
- 95% 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.



- Graded as 'outstanding' overall.
- Internal lesson observations show 65% outstanding and 35% as good.
- External lesson observations judge teaching to be outstanding.
- Relationships between students and staff are outstanding.
- Students are very clear how to improve their work, including their portfolios for external assessment.
- Attendance is 91% for 2016-17 overall.
- Students' behaviour and attitudes to learning are excellent.
- Students are encouraged to work independently and can do so extremely successfully.



- Graded as 'good overall' in all areas (December 2016).
- 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 most students make good progress in terms of managing their own behaviour and demonstrate improved attitudes towards learning



- 100% of pupils in Key Stage Two achieved national expectations for their end of Key Stage results.
- The Academy met the national threshold for the progress measure for Maths/GPS and Reading.
- Exclusions continue to remain low.
- Attendance for 2016-17 was 94.2%
- Pupil surveys show that 100% of pupils enjoy school and feel safe in school.
- Staff surveys show that 100% of staff are proud to be a member of the Academy
- Parent surveys show that 100% of parents feel that Green Gates is a safe place to send their children and their child enjoys coming to school.
- Ofsted recent overall Judgement was Requires Improvement in June 2017



- Outdoor Education programme has begun and is proving popular and successful
- A 10 week work placement programme is on offer for Year 10
- 89% of Hollis leavers are in Education, Employment or Training
- Hollis students participate well in competitive sporting activities on a weekly basis
- Some students secure good grades at GCSE in English and Mathematics