

HASTINGS

ACADEMIES TRUST

Paul Griffiths
Chief Executive



University of Brighton

Our aims

We aim to:

- Provide high quality education for children and young people in the local area;
- Address educational underperformance;
- Maximise attainment, education progression and aspirations;
- Achieve top quartile performance;
- Become the academies of first choice amongst parents;
- Recruit and retain high calibre staff;
- Maximise cross-phase opportunities for pupils/students and staff;
- Enable a significant degree of individual academy autonomy, but with support and challenge to direction and achievement.



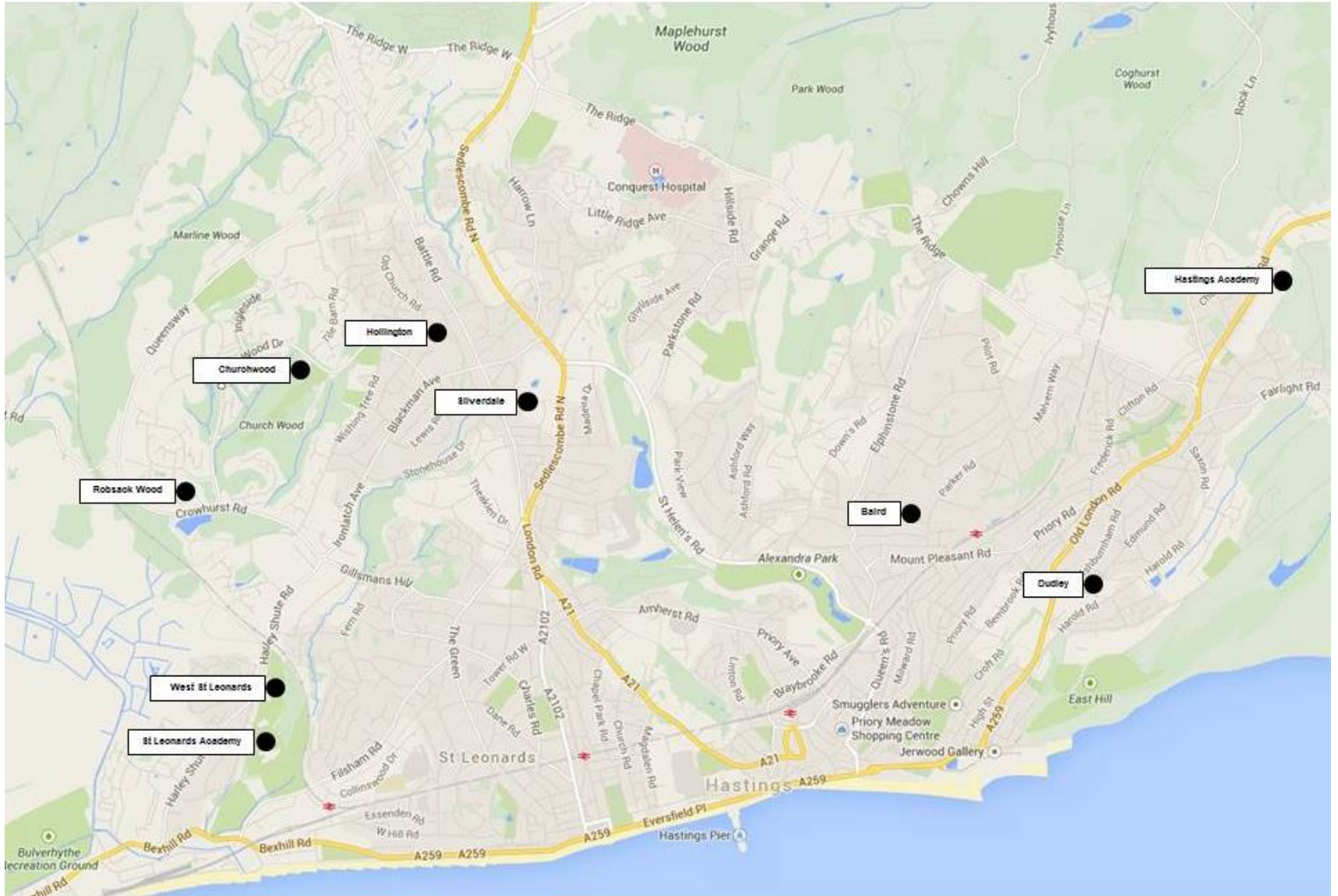
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Academy	Size	Joined	Principal
The Hastings Academy	900 students	Sept 2011	Jenny Jones Michael Brett
The St Leonards Academy	1500 students	Sept 2011	Jenny Jones Jon Francies
Dudley Infant Academy	180 pupils	Nov 2013	Jane Ireland Dannielle Crossinggum
West St Leonards Primary Academy	420 pupils	Nov 2013	Frances Robinson
The Baird Primary Academy	420 pupils	Jan 2014	Tsai Tenn
Churchwood Primary Academy	210 pupils	Sept 2014	Tracy Curl
Hollington Primary Academy	420 pupils	Sept 2014	John Smith
Robsack Wood Primary Academy	420 pupils	Sept 2014	Caroline Thayre
Silverdale Primary Academy	630 pupils	Feb 2015	Liz Miles

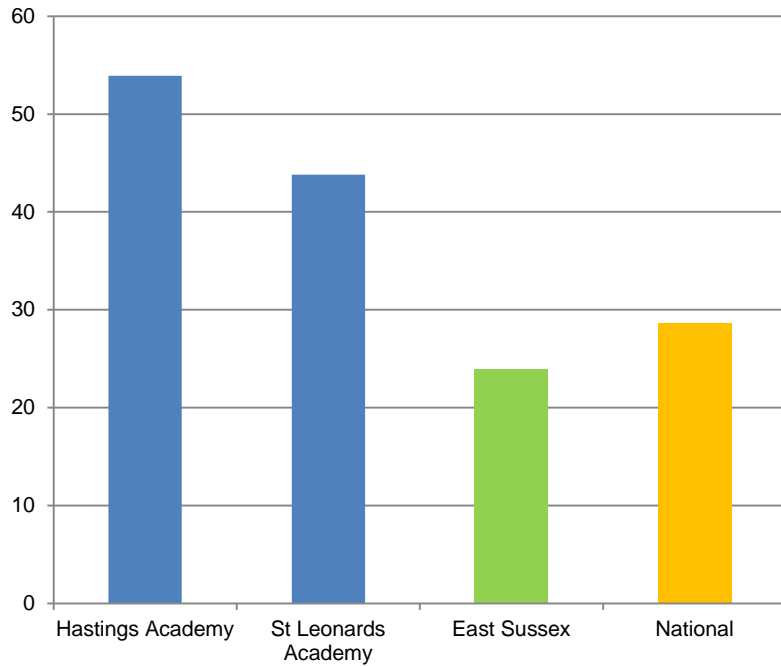
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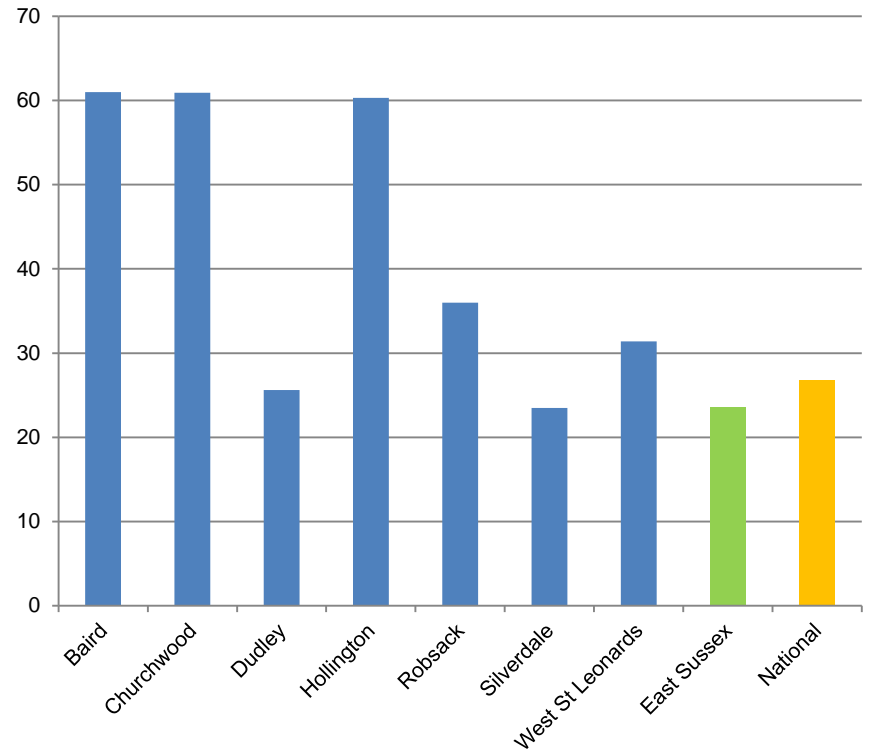


Contextual information

Disadvantaged students (Secondary)

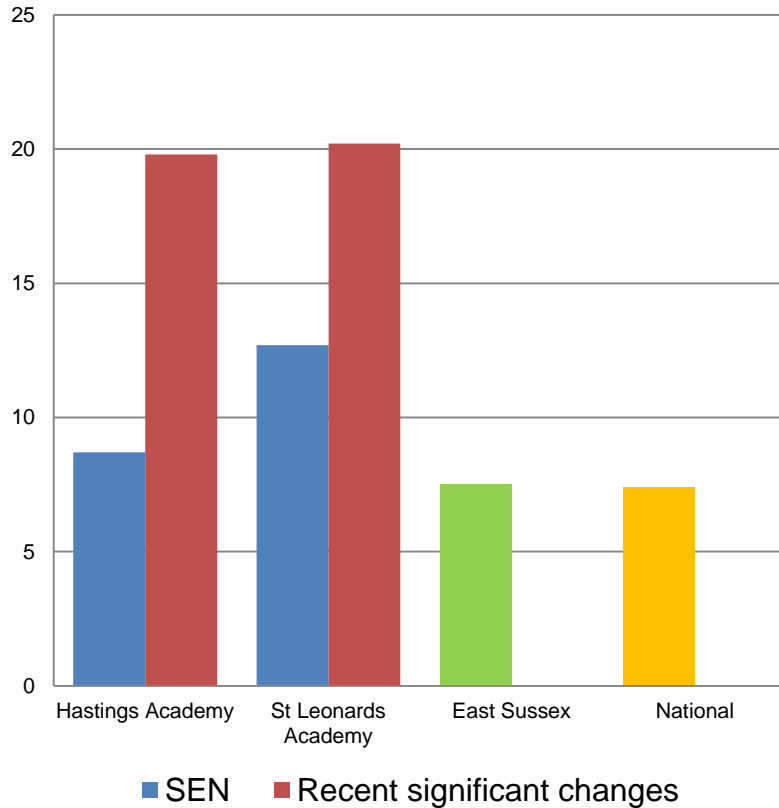


Disadvantaged pupils (Primary)

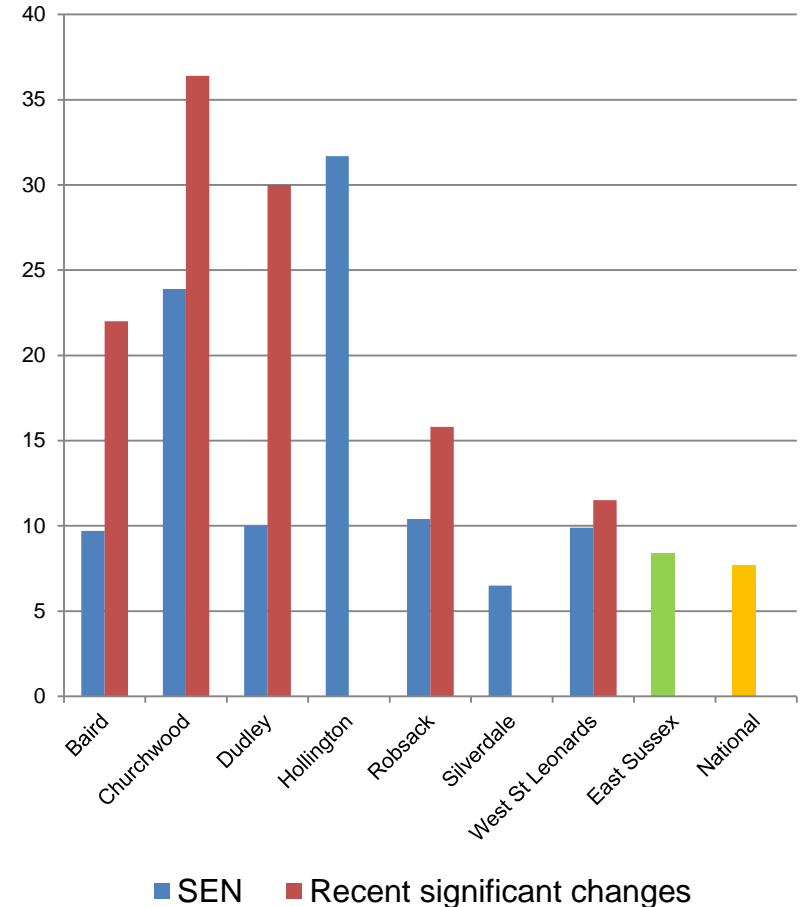


Contextual information

SEN (Secondary)



SEN (Primary)



KS4 results

Academy	2014 National	2014 Result	2015 FFTD	2015 Result	(2015 result if 2014 grade boundaries)
Hastings Academy	55%	43%	42%	35%	50%
St Leonards Academy	55%	53%	53%	58%	62%

Priorities for improvement:

- Provide high quality teaching and learning to all students from Year 7
- Close the attainment gap between advantaged and disadvantaged students
- Improve attainment in Maths

Strategies for improvement (Secondaries)



- Introduce 'Teacher Effectiveness Enhancement Programme'
- Structured support for new heads of English, Maths and Science at THA
- Transfer successful TSLA strategies to THA
- Leadership development, talent management and succession planning
- Roll out 'Maths Mastery'
- 'Challenge the Gap' national project
- Strengthen joint working within curriculum teams in introducing new GCSEs
- 1:1 support from University of Brighton undergraduates

KS1/KS2 results

- Overall trend of improvement
- In most cases outcomes are above or very close to national averages
- Pupils make good progress
- Notable achievements:
 - The Baird Primary Academy improved significantly and is now above the floor standards and much closer to national averages;
 - Hollington Primary Academy has seen consistent improvement in all subjects and key stages.
 - Robsack Wood Primary Academy has maintained above national average attainment in all areas



Priorities for improvement (Primaries)

- Raise attainment and progress in maths at Key Stage 2
- Raise attainment in writing at Key Stage 1
- Raise boys' attainment
- Raise attainment in English grammar, punctuation and spelling
- Continue to close the attainment gap between advantaged and disadvantaged pupils



Support for disadvantaged pupils and families

Secondary strategies include:

- 1:1 and small group tuition
- Intensive intervention programmes
- Engagement and enrichment activities
- Meta-cognitive and 'learn to learn' mentoring
- A counselling service
- Off-site provision and work experience
- Residential learning experiences

Practical support:

- Transport to and from revision and enrichment activities
- Assistance with school uniform, ICT and other equipment costs
- Provision of basics, such as food and toiletries

Primary strategies include:

- Reading recovery teachers, maths specialist teachers and trained support staff
- Daily 1:1 reading
- Behaviour for learning coach for nurture and support
- Forest Schools worker
- Reading as Therapy support
- Key worker support for families

Practical support:

- Packs of resources to support learning at home (e.g. a set of books and maths equipment)
- Funded trips
- Subsidised breakfast club
- Assistance with school uniform

Additional support



- Limited special educational needs provision
- Difficulty in recruiting specialist staff (e.g. Speech and Language)
- Limited alternative provision, including social care and mental health support
- Ongoing student/pupil attendance
- Inconsistent parental engagement

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www.hastingsacademiestrust.org.uk