



**LAURUS**

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TRUST

# Context

The Laurus Trust is a newly formed Trust with Cheadle Hulme High School (CHHS), the founder school, at its centre. CHHS is a hugely oversubscribed academy converter with a reputation locally, and further afield, for outstanding teaching and learning through the relentless pursuit of excellence and a determination to ensure that every child succeeds. CHHS is a Teaching School and has been judged Outstanding in every category by Ofsted in 2011 and 2015.

In the new 2016 Progress 8 Headline measure CHHS came in the top 5% of schools nationally and also ranked as the 25<sup>th</sup> highest attaining comprehensive school nationwide in the annual Sunday Times Parent Power Survey 2016. This year CHHS is ranked in the top ten most sought after schools in Greater Manchester.

Gorseley Bank, a high performing local Primary School joined Laurus on October 1<sup>st</sup> 2016. It is in the top 1% of primary schools in England according to the annual Sunday Times Parent Power Survey 2016, with attainment 20% above national in Reading, Writing and Mathematics.

The Trust currently has four Free Schools in the pre-opening phase - Cheadle Hulme Primary School (CHPS), Laurus Cheadle Hulme, an 11-16 High School and two further 11-18 High Schools in Manchester and Tameside LAs all due to open in September 2018. The Pendlebury Centre, an Outstanding PRU, is currently in the process of joining the Laurus Trust.

We have also submitted a bid for an 80 place AP School in Wave 12 of the Free Schools Programme.

# Laurus Vision

**The Laurus Vision is for everyone regardless of background or circumstance to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.**

The key belief of Laurus is that the all-round educational attainment of individual students is substantially promoted by their participation in a whole range of activities, not just classroom based academic ones. Inspiring students through these activities will enable them to become better motivated, as well as being more respected by their peers.

The access to funding from the Law Family Charitable Foundation will empower The Law Family Education Trust (LFET) to effectively enable all students within the Laurus Trust to have the same access to high quality enrichment as those students who attend private schools.

Training in the use of voice, and performing arts generally, will inspire confidence and enhance the presentation skills of the pupils. Other extra-curricular activities, together with regular sport and exercise, and a sense of competitive spirit, will increase personal well-being, health and concentration levels. The Trust will also promote team building skills, leadership, and a passion to perform to the best of one's ability in all disciplines. These higher levels of individual betterment will be achieved across all ability levels through a wide scope of activities. Leadership is a skill to be learned and cultivated. Students will learn about the importance of success, and how to cope with setbacks, not as failure but as a springboard to better achievement. There will be a focus on developing presentation skills and self-confidence in general. Inspiring students to broaden their horizons and believe that 'anything is possible', is absolutely key to post-education success.

Education starts no later than primary school entry. Delivering better developed cohorts of pupils into secondary schools will foster a much stronger springboard for further success, and help to ensure that no child gets left behind as a consequence of background or other difficulty.

From nursery through to sixth form we will strive to provide the best all-round educational experience.

# Culture

Achieving self-worth for every child by being unashamedly academic, unapologetically aspirational and by having uncompromising standards.

All strategy decisions in each Laurus school will be carefully considered with reference to a continued move towards agreed cultural norms. All Laurus schools will develop a culture of:

- Valuing hard work - we do whatever it takes for as long as it takes.
- Continuous improvement
- Respect & trust
- High expectations & ambition
- High autonomy, high accountability
- Praise and reward - celebrate success & learn from failure

As a Trust we recognise that academic success alone is not enough. It is therefore important that alongside a clear focus on academic achievement there is the development of the human capital needed to succeed via a clear rational pedagogy.

‘Rational pedagogy - the attempt to counteract inequalities in the cultural preparation of different classes, not by making concessions to subjugated cultures but by inculcating dominant culture into disadvantaged groups.’

(Burawoy and von Holdt, 2011)

# Drivers

These are the core principles that drive the culture in order for the vision to be fulfilled:

- Cornerstones
- Qualities, attitudes and habits
- Leadership guiding principles
- Professional learning

# Cornerstones

Our academic curriculum is knowledge led and ensures that the needs and talents of all students are recognised and developed.

We do not just wish for our students to be successful whilst they are with us. We wish to develop the Knowledge, Attitudes, Skills and Habits (KASH) that will allow them to continue to be successful in whatever route they choose.

Our ethos is built on four Cornerstones:

- Academic Aspiration
- Culture, Creativity & Rhetoric
- Competition and Physical Endeavour
- Leadership and Service

## Academic Aspiration

Our vision is for all of our students, regardless of background and circumstance, to make outstanding progress and achieve grades which will open the door to the future of their choice. We want our students to be curious and develop a thirst for knowledge; we want them to be resilient and to value effort; we want them to understand that sometimes failure is an essential part of the learning process and to recognise that developing a positive, 'can do' attitude will help them to set and achieve aspirational goals.

## Culture, Creativity & Rhetoric

Alongside our high aspirations for academic success, we passionately believe in the importance of education in its broadest sense and we will ensure the fullest possible participation in art, music and drama. We want our students to appreciate that great writing gives us access to ideas which challenge our thinking; that the power of language gives us the opportunity to make our voice heard and present our own ideas with courage, conviction and impact; that the Arts open up worlds which we might not otherwise inhabit. We will ensure that students from all backgrounds are able to discover new talents and interests and develop existing ones.

## Competition and Physical Endeavour

We believe that physical activity and competition, both inter and intra school, are vital to the holistic development of young people, fostering their physical, social and emotional health. We want our students to approach competition with optimism and vitality; to relish the opportunity to demonstrate determination, creativity and perseverance in order to overcome challenges; to understand that hard work and commitment lead to a greater chance of success and that obstacles are temporary but achievement lasts for a lifetime.

## Leadership and Service

We value individuality, celebrate diversity and encourage our students to have the confidence to think for themselves, whilst emphasising the importance of tolerance, teamwork and collective responsibility. We place great importance on both leadership and participation and encourage students from all backgrounds to take on roles of responsibility and engage in School and House activities. By the time they leave us, we want each student to have that true sense of self worth which will enable them to make wise choices, stand up for what is right and what they believe in and, in doing so, be of value to society.

# Leadership Guiding Principles

The leadership guiding principles outline how we expect our schools to be led and managed.

Laurus leaders believe that every child, regardless of background or circumstance, will achieve self-worth and success through recognising what it takes to achieve and working hard to attain it. They set aspirational goals within a robust framework of academic excellence and uncompromising standards that inspire children to thrive in all environments.

Laurus recognises and rewards potential in the pursuit of excellence.

Laurus leads in education, building educational communities and securing successful futures for all.

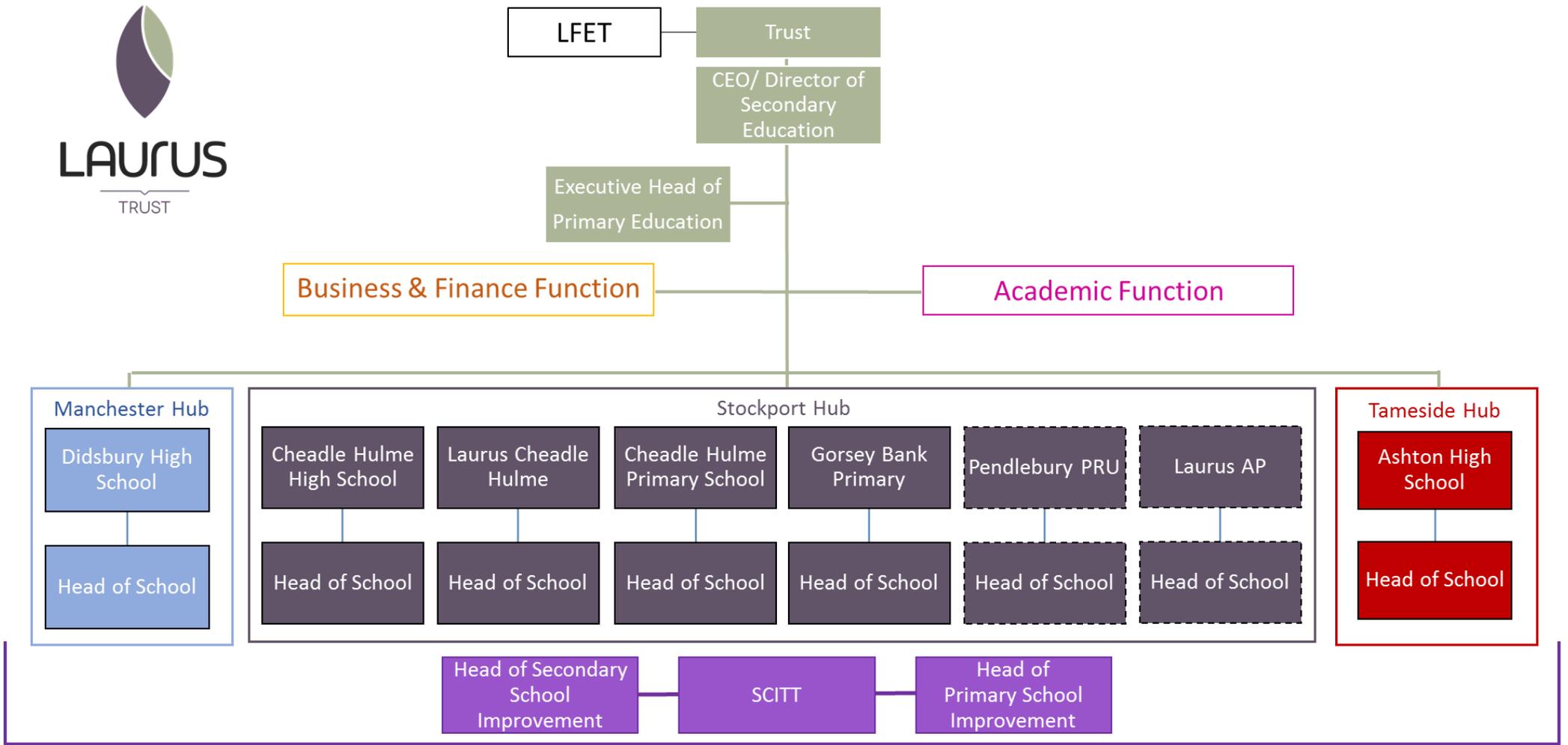
# Qualities, attitudes & habits

Laurus schools will develop the following qualities, attitudes and habits via a rational pedagogy.

<b>Courage</b>	Not running from or avoiding challenge; speaking up for what's right
<b>Vitality</b>	Approaching life with excitement and energy; feeling alive and activated
<b>Self-control</b>	Regulating what one feels and how one behaves; being self-disciplined
<b>Social intelligence</b>	Being aware of motives and feelings of other people and oneself
<b>Optimism</b>	Expecting the best in the future and working to achieve it
<b>Perseverance</b>	Finishing what one starts; completing something despite obstacles; a combination of persistence and resilience.
<b>Curiosity</b>	Taking an interest in experience for its own sake; finding things fascinating
<b>Integrity</b>	Speaking the truth and presenting oneself sincerely and genuinely
<b>Gratitude</b>	Being aware of and thankful for the good things that happen

(Peterson and Seligman, 2004)

These qualities, attitudes and habits will be embedded within systems and practice and combine with the cornerstones to ensure that students develop the human capital needed for success.



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