



## **Candidate Information Pack**



# Laurus Trust overview

## Context

In the 2018 Progress 8 Headline measure CHHS came in the top 2% of schools nationally with a figure of +0.81. CHHS also ranked as the 18th non-denominational comprehensive school nationwide in the annual Times Parent Power Survey 2017. This year CHHS is one of the top ten most sought after schools in Greater Manchester. 66% of students achieved the gold standard of 9-5 in English and mathematics. In 2018 the progress of our disadvantaged students was Progress 8 +0.5, the national for this cohort is -0.45 and for other students it is +0.16. Our disadvantaged students make more progress than their non-disadvantaged peers nationally. Furthermore, our disadvantaged students achieved 50% higher than their peers nationally in the gold standard of 9-5 in English and mathematics.

In 2018 the A-level results at CHHS were 50% A\*/A, 77% of grades A\*-B. Two thirds of our cohort went on to Russell Group universities, with three quarters going to the Sutton Top 30.

Gorsey Bank Primary School (GBPS) joined the Laurus Trust on October 1st 2016. GBPS is a high performing two form entry primary school. It is always oversubscribed with a reputation for hard work and success. Attainment at Gorsey is consistently strong: for the early years, phonics, Key Stage 1 and Key Stage 2. The headline attainment at GBPS are all significantly above national throughout the early years, key stage one and key stage two.

The Trust also has three new free schools which opened in 2018: Cheadle Hulme Primary School (CHPS - Stockport), Laurus Cheadle Hulme (LCH - Stockport), an 11-16 High School, and Laurus Ryecroft (LR - Tameside), an 11-18 High School. All of these schools were oversubscribed for their first cohort in 2018. In addition, we have an 11-18 High School in Didsbury, Manchester opening in September 2019. We have also been approved to open an 80 place Alternative Provision School in Stockport – the Laurus AP.

## Laurus Vision

*'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

### **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

### **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:

<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.

### **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.

## Leadership & 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.

## Competition & 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.

## 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.

## **Teaching School at Cheadle Hulme High School**

The vision for the school-centred initial teaching training (SCITT) is to be the engine room to provide teachers for the Laurus Schools and beyond. Our SCITT has been awarded Outstanding in all areas by OFSTED in November 2017.

Cheadle Hulme High School (CHHS) leads the Altius Alliance, which was designed as a SCITT for the age range 11-16 from September 2015.

Our intention is to further grow our provision over the next 5 years with the ultimate aim of recruiting and training the majority of the Laurus Trust's teachers within our own SCITT, thus ensuring the very highest calibre of teachers with the very best training.

In addition to our work with Initial Teacher Training we also provide high quality support for a number of schools in the North West. The Teaching School currently has 49 Specialist Leaders of Education who support colleagues in other schools and deliver Continuing Professional Development & Pedagogy to our Associate Teachers.

Our aim is to ensure that all of our teachers are research literate and as such we offer an in-house Masters degree in education which is subsidised through the Trust.

## **Pastoral System**

We believe the care and guidance of our students via our Pastoral System to be a real strength of the school.

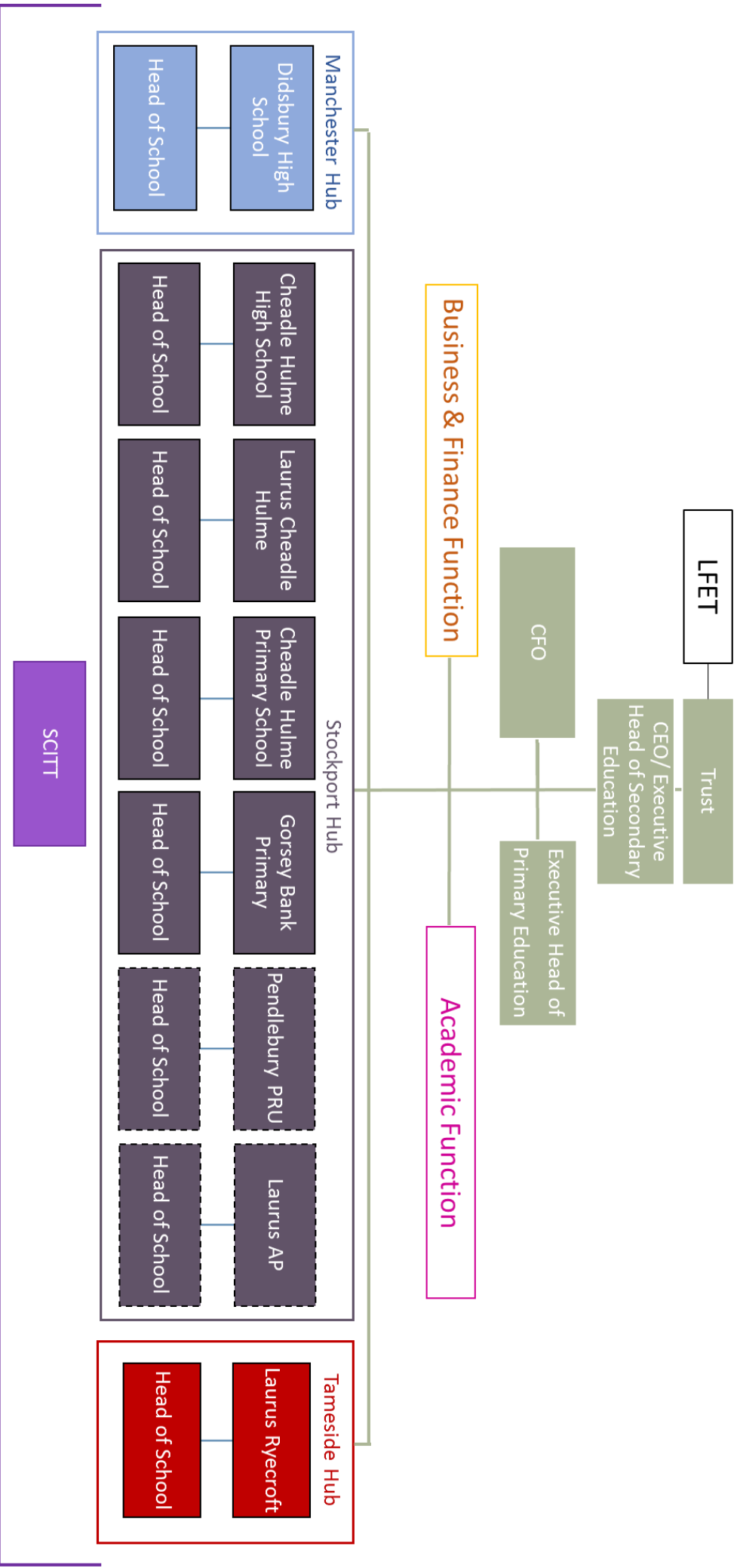
Students are placed in mixed ability forms and allocated a form tutor who usually stays with them for the full five years. Our students and form tutors are led by a non-teaching Head of Year who also moves up through the school with the year group developing outstanding relationships with both the students and their parents/carers. A member of the Senior Leadership Group is also attached to each year team to ensure academic progress, as well as a Head of House.

We have a well-established behaviour policy and our rewards system is fully embedded in the school.

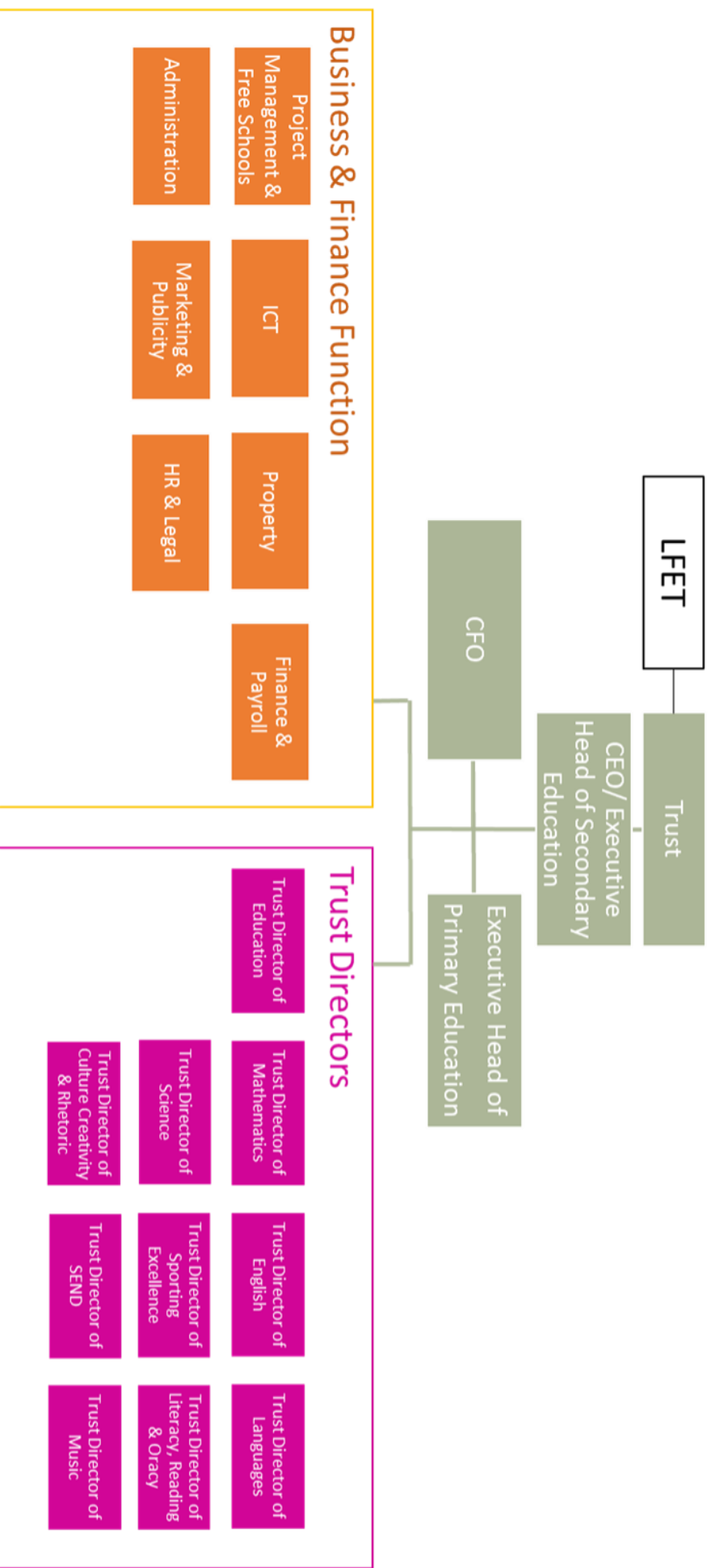
## **Timetable**

CHHS operates a twenty-five period week of one hour units operates. The formal start of the day for staff begins at 8.20am with briefings held three days a week. We have unit 6 lessons from 3 - 4pm in our Sixth Form. Lessons in years 7-11 end at 3pm.

In the new Laurus Schools a 28 period week of one hour units operates. We have 6 units each day apart from Wednesdays when electives take place in units 4 and 5. Electives will also be operating at 3:45 – 4:45pm Mondays, Tuesday and Thursdays.



The Altius Teaching School Alliance







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