

Hasmonean Multi-Academy Trust



Review of Hasmonean MAT's Strategic Aims for 2020-2023, December 2022

Aim	Review
<p>1) The MAT's schools will be oversubscribed in years 7-11 and the percentage of families who send their child to the school who list our schools as their first choice will rise year on year.</p>	<ul style="list-style-type: none">• The boys' school Y7-11 roll has risen from 499 in Sept 2020 to 534 in Sept 2022• The girls' school Y7-11 roll has fallen from 447 in Sept 2020 to 429 in Sept 2022• The % of students listing Hasmonean Boys' school as the first choice was 69% (128 students) in Sept 2020 and 68% (116 students) in Sept 2022. For 2023, it is 74% (138 students)• The % of students listing Hasmonean Girls' school as the first choice was 60% (90 students) in Sept 2020 and 48% (67 students) in Sept 2022. For 2023, it is 65% (93 students).

2) The MAT schools will have cohorts in Year 12 equivalent to 90% of the cohort when they were in Year 11. This can be achieved via a mixture of recruitment and retention of students.

The boys' school Y11-12 % was 86% in 2020 in and 94% in Sept 2022

- Y11 July 2020 - 86
- Y12 Sept 2020 - 74
- Y11 July 2022 – 108
- Y12 Sept 2022 - 102

The girls' school Y11-12 % was 92% in 2020 in and 94% in Sept 2022

- Y11 July 2020 – 87
- Y12 Sept 2020 – 80
- Y11 July 2022 – 80
- Y12 Sept 2022 – 75

<p>3) In accordance with the MAT's ethos of Torah im Derech Eretz its schools will a) have pathways which meet the need of a broad spectrum of Orthodox Judaism and explore the centrality of Israel to Jewish identity + b) celebrate British Values</p>	<p>Since 2020, a middle pathway, Beis Chadash, has been introduced in the boys' sixth form Beis to create greater differentiation for students.</p> <p>Spiritual mentoring has been introduced at both the boys' and girls' schools.</p> <p>The HIPE teams at both schools continue to flourish as evidenced by the social media which they share with the community.</p> <p>Two girls' teachers have taken on responsibility for:</p> <ul style="list-style-type: none"> ● Core JS inspiration and connection to encourage students to live and breathe Judaism ● Extra-curricular education programming e.g. for Rosh Kodesh ● Improved preparation for girls to entry to seminaries via alumni and student pairings <p>A Director has been appointed to oversee the area of Personal Development which includes British Values Provision. This area has been audited and augmented and was praised by Barnet Network Inspector in 2020-2021.</p> <p>The centrality of Israel to Jewish identity has not yet been addressed and remains an area for development within the curriculum.</p>
<p>4) The MAT's students will be safe, secure, happy and able to learn in an environment in which they can thrive.</p>	<p>Two external safeguarding reviews were conducted by Barnet Local Authority during this period that praised the school's safeguarding provision.</p> <p>In July 2021 a wellbeing survey was conducted, which compared boys' and girls' well-being at the beginning of the summer term with it at the end. There was a 20% improvement in students' well-being over this period of time and 88.6 % of students knew how to seek support over the summer.</p> <p>In January 2022, a safeguarding survey was undertaken at both schools to check understanding of safeguarding and whether students knew where to get help.</p>

	<p>It revealed that 72.8% of students either strongly agreed or agreed that they were happy to come into school. 8.5% strongly disagreed with the statement that they were happy to come into school.</p> <p>When asked if students felt safe in school, 32.4% strongly agreed and 54.7% agreed, whilst 9.3% disagreed and 3.6% strongly disagreed.</p> <p>41% of students felt that they had experienced bullying of some kind, with 60% feeling that the school deals with incidents of bullying effectively.</p> <p>82.1% of students knew who to speak to if they had a problem.</p> <p>75% of students either agreed or strongly agreed that the school responds effectively if they have a safeguarding or pastoral concern.</p> <p>Actions have been taken since to address the issues which the surveys revealed and further surveys will be taken in 2022-23 to judge their effectiveness.</p>
<p>5) To promote mental health and well-being for all students.</p>	<p>The boys' school employs a school counsellor for 4 days a week, and a trainee counsellor for, one day a week. The main counsellor offers one-to-one sessions, group sessions and drop-ins.</p> <p>The girls school employs a school counsellor for 4 days a week, and two trainee counsellors (one day a week). It also has a wellbeing practitioner who works two days a week.</p> <p>All staff are trained at induction and then at Inset days about mental health and well-being for all students. Staff are told to log all concerns on CPOMS and are regularly updated about safeguarding and about student mental health.</p> <p>Regular reminders and emails are sent to staff about topics that might impact student's mental health and well-being. We share a monthly focus from the Safeguarding Network with a follow up quiz.</p>

Student assemblies and sessions take place to inform students of the support on offer to them. External agencies are also brought into offer support e.g. via Jteens, Noa, JWA and BICS.

Pastoral and mental health posters as well as PHSE lessons signpost students to support and google classroom is used to remind students of the external support available to them

Sixth form mentoring programmes offer support to younger students. All sixth form mentors are trained by the school counsellors by the DSLs/ Assistant Headteachers on mental health and safeguarding.

Student surveys are created to gauge how students are feeling and how well they feel supported.

Parents are regularly updated on key issues surrounding mental-health and well-being. For example, Anti-bullying Week and Stress Awareness Day. We also offer parental workshops and evening sessions.

Referrals are made to mental health services such as CAMHS and BICS, and some students are offered respite care in alternative provisions such as Northgate.

6) The MAT's students will continue to make 'significantly above average' progress from the time they join the school until they time they leave at Key Stage 4 and will maintain or exceed that progress at KS5 by achieving neutral or higher progress scores.

The progress scores for students were not published due to CAGs rather than external exams having to be used to assess students.

The progress scores for summer 2022 were as follows:

	ALL	PP	SEN	Low Ability	Middle Ability	High Ability
Boys	0.24	-0.14	0.31	-0.02	0.37	0.19
Girls	0.75 (1.08)	0.14 (0.79)	-1.7 (0.24)	0.61	0.64	1.02

	<p>Brackets indicate the score when students who were not taught in school (e.g. who are educated in alternative provision) are removed from the data.</p> <p>The Schools' and Departments' Development Plans, as well as the Pupil Premium Reports, focus on actions to improve attendance for the different groups.</p>
<p>7) The MAT will maintain reserves to safeguard its financial health</p>	<p>The MAT has maintained reserves despite the enormous financial challenges presented by Covid, rising utility costs and unfunded pay rises:</p> <p>Reserves</p> <ul style="list-style-type: none"> • Sept 2020 £1,537,814 • Sept 2021 £1,890,093 • Sept 2022 £1,636,000
<p>8) The MAT will have secured planning permission for a new site for its secondary schools and have raised the money to build new schools</p>	<p>The JSSM continue to explore options to build new schools.</p> <p>In the meantime, a planning application to extend the boys' school to accommodate extra pupils is being submitted.</p>

9) The MAT may expand to incorporate additional schools where there is an economy of scale to be gained and the ethos matches

- Initial investigations into MAT expansion have been made. Given that the DfE 'expect that most trusts will be on a trajectory to either serve a minimum of 7,500 pupils or run at least 10 schools' the upscaling, change management and ethos considerations would need to be very carefully considered.
- The pros and cons and process are being discussed with an SMRA.