

TRUST PROSPECTUS



ADVANTAGE  
SCHOOLS

**CEO ANNUAL  
REPORT • 2021**

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ASPIRATION · RESPECT · HONESTY

# CHAIR'S FOREWORD

I joined Advantage Schools in March 2020, attracted by the trust's ambition to illustrate the difference that great schools make widely in society and to pupils and families. We aspire to break through any perceived limitations to our pupils' potential by serving them and their families well and showing what schools can achieve.

OUR YOUNG PEOPLE  
DESERVE THE BEST.  
WE DO THIS MOST  
EFFECTIVELY BY  
WORKING TOGETHER.

This has never been more evident than during the pandemic. In my role as Executive Chair, Innovate UK, I have seen first-hand the innovation, collaboration, creativity, resilience and attention to detail that experts have brought to solving the problems of Covid-19 in 2020 and now into 2021. This is replicated in the school sector – our teachers and support staff have embraced the maxim to go the extra mile like never before, in such unprecedented times.

Advantage Schools is a small school trust, with excellent outcomes and provision, which is ambitious to grow, with a likely expansion of our network in the coming months. On behalf of the board of directors, I welcome proposals to increase the size of our trust whilst continually improving the quality of our delivery. We want to ensure that many more thousands of pupils and their families benefit from the collective expertise in the school system – expertise that is best harnessed by working together.

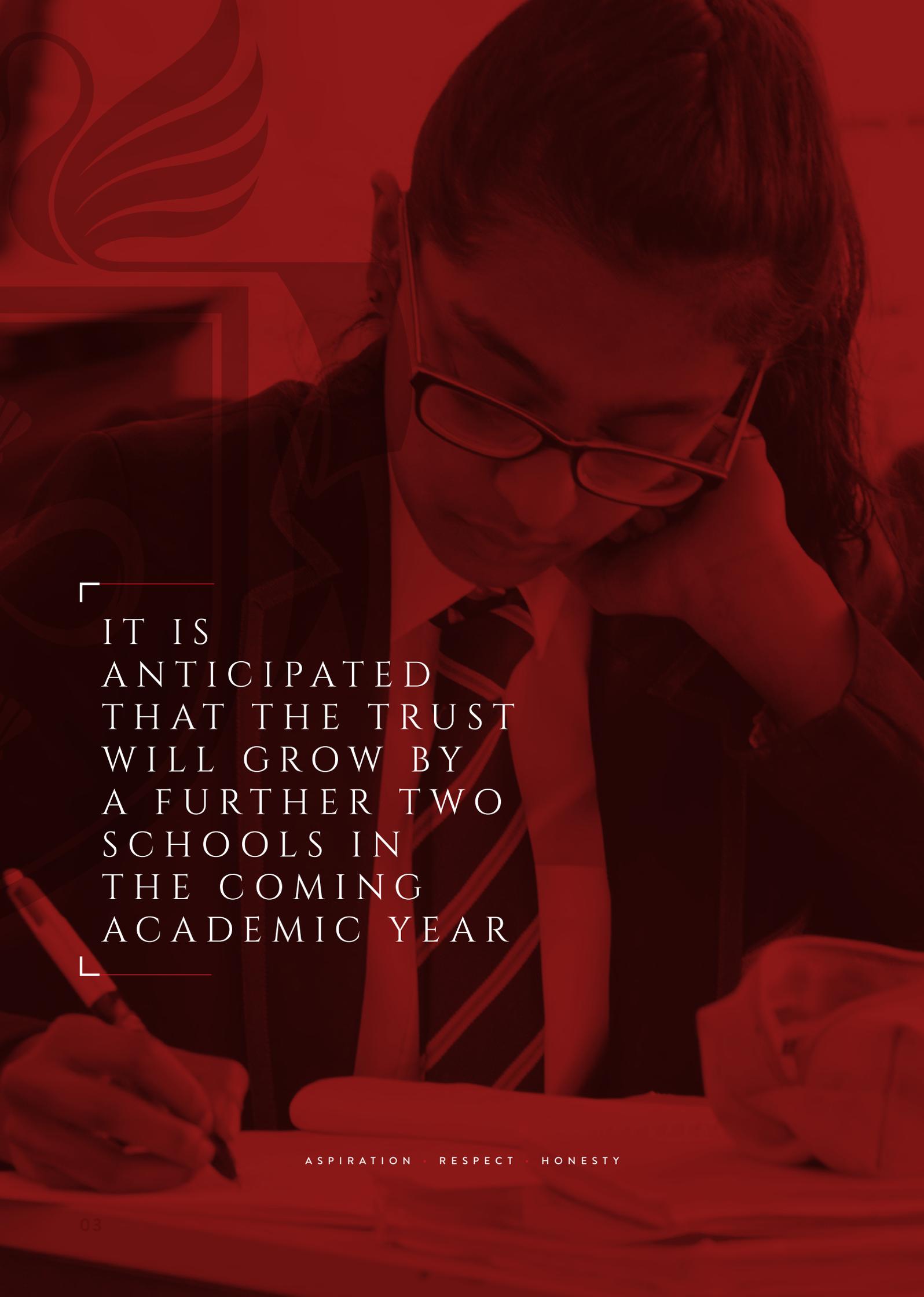


In the meantime, even in the context of the global pandemic, it gives me immense pleasure to commend to you this report on the performance of Advantage Schools over the last year.

We are extremely proud of what our staff and pupils have achieved, with the support of our families and extended community, and are confident of further successes as we play an integral part in building up our education system to be better than before Covid-19 hit the United Kingdom.

**Dr Ian Campbell**

Chair, Advantage Schools



IT IS  
ANTICIPATED  
THAT THE TRUST  
WILL GROW BY  
A FURTHER TWO  
SCHOOLS IN  
THE COMING  
ACADEMIC YEAR

ASPIRATION · RESPECT · HONESTY

# INTRODUCTION

## ADVANTAGE SCHOOLS

### **Advantage Schools is a primary and secondary school trust, currently running two schools in Bedford.**

It is anticipated that the trust will grow by a further two schools in the coming academic year.

Too many young people leave school unable to read and write effectively, are innumerate, and have not received the academic education that allows them to participate in our democracy, enjoy life as educated citizens and thrive as valued members of society.

Overwhelmingly, the most advantaged families will not allow this to happen and will use their financial and cultural capital to ensure their children continue to be advantaged. For many others, this is at the mercy of the quality of school that their children go to.

At Advantage Schools, we are determined to break the link between demography and destiny, and that in and around Bedfordshire we develop a network of schools committed to delivering on what we identify as the entitlement of young people. That entitlement includes to be educated to a high level in academic subjects with experiences that rival the best schools in the world. In Britain in 2021 that should not be too much to ask, and we believe that the financial investment in education made by the taxpayer is significant enough that this outcome is what should be expected and is achievable.

Advantage Schools works with partner organisations both inside of education and outside to maximise the quality of education, ensuring all pupils have access to the high-quality academic education that many advantaged families access as standard. As a prerequisite we include the expectation of excellent outcomes for our pupils.

The trust is led by an excellent trust board, supported by strong local governing bodies.

In the past year, we have had a number of successes and risen to the challenges presented by the Covid-19 pandemic.

In this report, we outline the progress of the trust to date, and signpost the next steps.



# EXECUTIVE SUMMARY

## ACHIEVEMENTS

- 'Outstanding' OFSTED grading at Bedford Free School
- Renewed 'Good' OFSTED grading at Elstow School
- New trust growth strategy devised by the Executive Team
- One SAT (a primary school) has chosen to join AS
- Successful free school bid for a 6FE (rising to 10FE) secondary school and sixth form
- Successful financial and operational management
- Significantly enhanced curriculum, materials and implementation

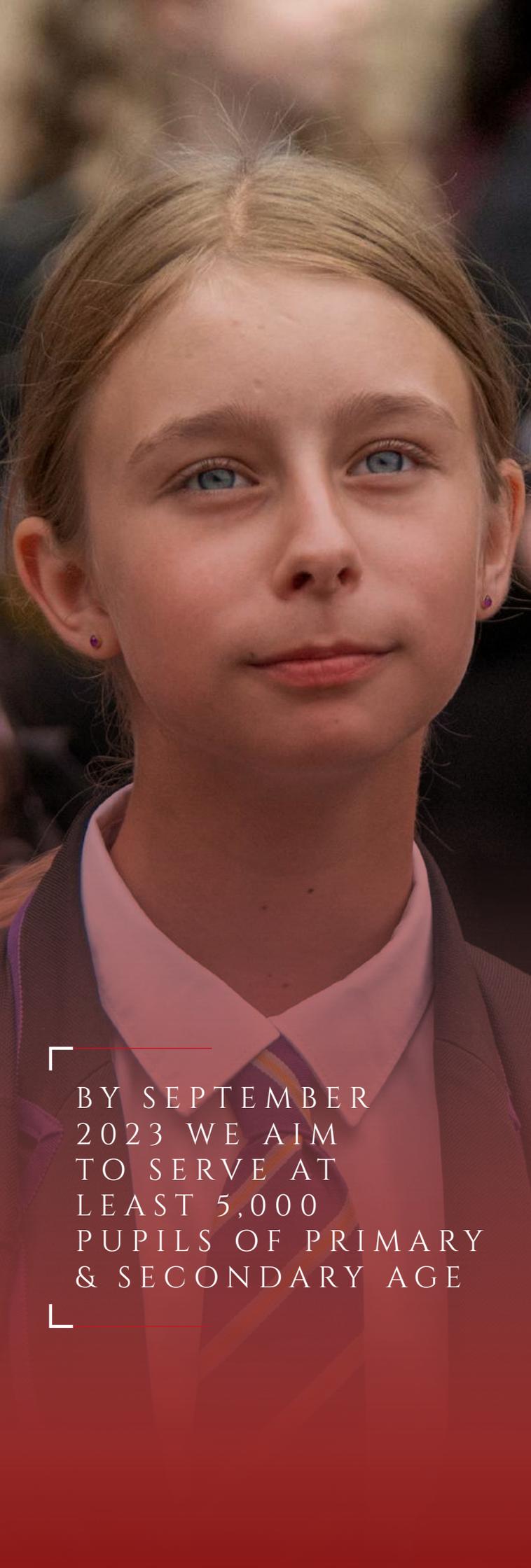


## CHALLENGES FACED

- Significant challenge of responding to Covid-19
- Challenges imposed by the lack of external performance data
- Limited growth opportunities, somewhat related to Covid-19

## FUTURE OPPORTUNITIES

- Significant growth of a new hub in Central Bedfordshire around Houstone School
- Local growth
- The establishment of St Neots Academy and further growth
- Involvement with local teaching school hubs using our ECF and NPQ expertise
- Behaviour hub lead school bid opportunity



BY SEPTEMBER  
2023 WE AIM  
TO SERVE AT  
LEAST 5,000  
PUPILS OF PRIMARY  
& SECONDARY AGE

## AIMS

By September 2023 we aim to serve at least 5,000 pupils of primary and secondary age, while maintaining our focus on exceptional standards for our existing pupils.

Outcomes in each school will be above average nationally, and will usually be significantly above average.

All schools will be judged as good or better (or when recently acquired, will be making accelerated progress to being good or better).

The trust will have a leading voice in the development of national policy.

The trust will be contributing substantially to the development of excellent curriculum, initial teacher training and professional learning of all staff in the local area.

## VISIONS & VALUES

Our vision is to run a family of excellent schools, setting an example to the system that illustrates that all children can become knowledgeable and join the community of educated citizens.

### **This is summarised as:**

We aim for our schools to be the highest quality, serving our families, achieving exceptional standards.

### **Our trust values are:**

Aspiration, respect and honesty  
These should be reflected in our practice, our documentation, and our expectations.

# OUR CORE PRINCIPLES

To ensure that we achieve our vision in the right way, and with integrity, the trustees established the following principles within which we operate:

## INCLUSIVITY

- ensuring our schools are open to, and supportive of, every child and their family
- supporting the social, emotional, and academic development of every child, so they are intrinsically motivated and free to learn

## SUPPORTING PARENTAL CHOICE

- ensuring families have the information needed to choose the right school for their child
- always acting to promote choice & competition within localities

## PROMOTING KNOWLEDGE-BASED CURRICULUMS

- development & implementation of knowledge-based curriculums across all our schools as the best way to raise academic achievement and aspirations for all our pupils

## PARTNERSHIP

- both within our family of schools and through working with community, regional and national partners, to access best practice and support for our staff, pupils and their families

## TRANSPARENCY

- recognising our responsibilities as a publicly-funded organisation, being open at all levels about how we work, and welcoming feedback as a way to continuously improve what we do



# OUR SHARED EXPECTATIONS

**We expect all our schools to do or have the following at a minimum:**

## COMMIT TO VERY HIGH EXPECTATIONS OF OUR PUPILS

We believe in a broad, balanced academic curriculum. A curriculum is only a curriculum if it is learnt, and while we will not be led by outcomes, we know that a great curriculum will mean that outcomes are high.

## LEADERS WHO TAKE RESPONSIBILITY

Our leaders do not pass the buck but instead, they make sure that learning is desirable, demanded and achievable in our schools. Behaviour in our schools is managed by systems that everyone follows and leaders prioritise. Leaders are highly visible and know their staff and pupils. Our leaders look after their staff and prioritise their wellbeing.

## EMPLOY PEOPLE THAT DO THEIR JOB, AND DO IT WELL

We do not tolerate underperformance. We have professional candour, and we support our colleagues to get better. We value colleagues who can achieve a great deal in the time we work.

## PERSONNEL

### 2020 Central Executive Team

<b>Stuart Lock</b>	Chief Executive Officer
<b>Jennifer Hill</b>	Chief Financial Officer
<b>Simon Campbell</b>	Chief Operating Officer
<b>Sallie Stanton</b>	Director of Education

### Extended Central Team

<b>Jane Herron</b>	Executive Vice-Principal
<b>Naomi Bell</b>	Director of Maths
<b>Paul Smith</b>	Facilities Manager
<b>Michael Cox</b>	Director of Community and Partnerships

### Senior Leadership Team at Bedford Free School

<b>Tim Blake</b>	Principal
<b>Jane Herron</b>	Vice Principal
<b>Elizabeth Foley</b>	Assistant Principal (Pastoral)
<b>Tom Wood</b>	Assistant Principal (Teaching and Learning)

### Senior Leadership Team at Elstow School

<b>Samantha Baxter</b>	Principal
<b>Sarah Ciantar</b>	Deputy Principal Teaching and Learning
<b>Vicky Maples</b>	Deputy Principal Inclusion

# SYSTEM LEADERSHIP

**We provide thought leadership across the education sector, sharing expertise, resources and experience to improve standards for pupils and families.**

We do this best by setting an example to the system – by running truly exceptional schools that illustrate the provision that is the entitlement to all pupils regardless of background.

We have very significant expertise in financial and operational leadership. Our collective curricular thought is also of high quality and has a very positive reputation in the sector. We have hence had representatives on the advisory groups at the DFE on:

- the new headteacher standards
- the new standards for national leaders of education
- the early career framework
- exemplar DFE curricular materials during the national lockdown

The development of our systematic approach to estates has also been very positive and has meant that the management of the schools during the pandemic has been excellent. We need to ensure that we have significant impact in a minimal period of time – sometimes our approach, for ethical, logistical and/or sustainable reasons is for the longer term, and the impact is hard to ascertain immediately. This is particularly true of curricular development and, despite the challenges, the significant capacity we now have needs to demonstrate benefits through the artefacts of the curriculum, in the running of the schools, and in the development of leadership in our schools.

This will be particularly apt as we seek to ensure the rapid improvement of the schools that have chosen to join us.

WE NEED TO  
ENSURE THAT WE  
HAVE SIGNIFICANT  
IMPACT IN A  
MINIMAL PERIOD  
OF TIME



# BEHAVIOUR HUB LEAD SCHOOL AND TEACHING SCHOOL HUB

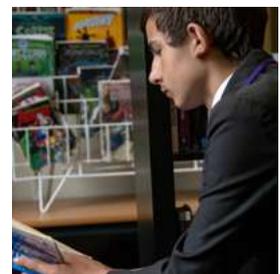
**Early in 2021, the Department for Education is due to announce the appointment of 87 teaching school hubs as centres of excellence for the delivery of:**

- the early career framework
- new national professional qualifications in leadership
- initial teacher training

## WE HAVE A SIGNIFICANT AMOUNT TO CONTRIBUTE

Advantage Schools hopes and expects to be involved with the successful teaching school hub bid for this area. Given our expertise in delivering the early career framework and our involvement in the development of the headteacher standards and the standards for national leaders in education, we have a significant amount to contribute and this is essential for the local economy of teacher development in and around Bedfordshire.

In addition, we have also bid to be a behaviour hub lead school. There are due to be approximately 20 of these appointed in January 2021. Given the expertise at Bedford Free School, we know that we have a lot to contribute.



A woman in a dark top and a necklace is standing at the front of a room, gesturing with her right hand raised. She is addressing a group of people whose backs are to the camera. In the background, a whiteboard is visible with some faint writing and a large decorative graphic on the right side. The entire image has a red color overlay.

TO RECRUIT,  
TRAIN AND  
RETAIN THE  
HIGHEST  
CALIBRE OF  
STAFF

ASPIRATION • RESPECT • HONESTY

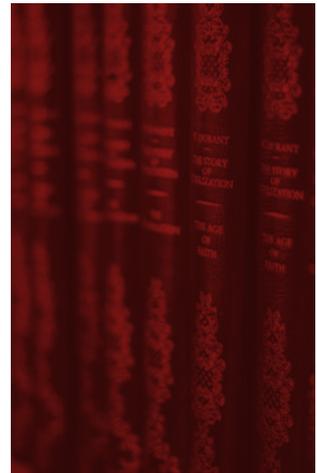
# AIMS

2020

**We run our schools in a way that illustrates that provision can be much better than is currently commonly accepted, particularly for children born into families without privilege.**

The trust's aims during the period ending December 2020 were summarised below:

- 1.** To significantly improve outcomes in both schools.
- 2.** To establish a documented, distinctive, knowledge-based Advantage Schools curriculum supported by a rich framework of professional learning.
- 3.** To achieve cost/time efficiencies, economies of scale and comprehensive compliance of all statutory duties while facilitating the development of an effective Advantage Schools central structure.
- 4.** To refine and embed an efficient school trust governance structure to ensure clear lines of responsibility and accountability, risk management, statutory compliance and accurate reporting by local governing bodies to the board of directors.
- 5.** To develop a growth strategy that maintains the Advantage Schools brand and ensures we have at least two new schools confirmed in the next two years.
- 6.** To recruit, train and retain the highest calibre of staff to Advantage Schools keeping turnover healthy, staff absence low and morale high.
- 7.** To ensure that all schools in the trust continue to be judged by Ofsted and the trust to be at least good.



# ACHIEVEMENTS & PERFORMANCE

2020

## Explanatory Note:

The year 2020 was significantly interrupted in March. The government closed schools, except to those children of workers critical to the fight against Covid-19 and vulnerable pupils, and schools transferred much of their work online. There were no formal examinations at the end of key stage 2, key stage 4 or key stage 5.

In June 2020 schools opened more widely to a number of further pupils. In September 2020, schools fully reopened but were required to have plans for virtual learning available for all pupils in the case of potential local or national lockdowns or positive cases of Covid-19 in school.

**This was an excellent year for Advantage Schools. Both of the trust's schools were inspected under the new Ofsted framework in January 2020, with Bedford Free School being graded outstanding, and Elstow School maintaining its good rating.**

**78% ACHIEVING THE EXPECTED STANDARD IN READING, 75% IN WRITING AND 73% IN MATHS**





## OUTCOMES

### **Elstow School built on the best-ever set of outcomes at Key Stage 2.**

We are ambitious that Elstow continues to improve from this good base. Assessments for future years suggest that this will continue to rise:

- Outcomes at key stage 1 continue to be excellent
- Based on teacher assessment, we believe that at KS2 63% of pupils had already achieving the expected standard in March
- 78% achieving the expected standard in reading, 75% in writing and 73% in maths
- The national mean in July 2019 was 65% reaching expected in reading, writing and maths combined

The impact of this meant that in writing assessments using comparative judgement in May, the outgoing year 6 cohort achieved an average standardised score of 549, against an average of 528 across all participating schools. This benchmarking exercise indicated 91% of the pupils were working at or above the expected standard.

Bedford Free School built on an exceptional set of outcomes at key stage 4, headlined by a progress 8 figure of +0.8 in 2019. The centre assessed grades that were submitted by BFS staff were given by the examination boards to our pupils. Our mock examination results suggest our progress 8 figure would have been around +0.9. BFS has a history of very accurate predictions around this figure, but again we must be appropriately cautious.

The last set of external results placed BFS firmly in the top 150 secondary schools in the country for progress. The target for 2021 is a progress 8 score of +1, with disadvantaged pupils achieving +0.5 or better.

91% OF THE PUPILS  
WERE WORKING  
AT OR ABOVE  
THE EXPECTED  
STANDARD

# CURRICULUM

**Excellent outcomes, including for those pupils who are disadvantaged, must be achieved through pupils gaining the knowledge shared by those who are educated to a high level, rather than through excessive test preparation. This means we prioritise curriculum development.**

During this period, we have strengthened subject curriculum development through collaboration across the trust. Our trust-wide training day, facilitated by curriculum expert Christine Counsell, focused on curriculum development and enabled groups of subject leaders to work together. During the period of partial school closures, subject leaders across both schools took the opportunity to meet remotely, developing their understanding of their subject specialisms and reviewing the planning and resourcing with guidance from the director of education and senior leaders in the schools.

At Elstow School the whole school approach to reading has been reviewed and revamped: the teaching of phonics has been improved across all phases through Sounds-Write training for staff at all levels and phases, and there is an ambitious whole-school reading curriculum and teaching approach, supported with planning and teacher training materials.

A professional learning programme in mathematics has been led by the director of maths, and a new, fully resourced curriculum is now in place for history and geography. All subject leads are able to and have narrated their curriculum vision to the rest of the school, enabling all teachers to understand their role in the learning journey of children in each discipline.

At Bedford Free School, all departments have reviewed their curriculum sequencing and resourcing, with the aim of improving quality and ensuring coherence of approach across year groups and classrooms. The English department embedded their intervention for Year 7 pupils arriving at school without the literacy levels necessary to be successful at secondary school, and the maths department have introduced a programme to support those whose numeracy levels fall short.

Some aspects of the curriculum have faced challenges through the Covid-19 lockdown and the return to school. In particular, the more practical subjects such as PE, music and drama, where teaching has been significantly reviewed in order to deliver these curriculum areas as safely as possible. Heads of department have worked very effectively with senior leaders and the director of education to ensure they are able to moderate their curriculum and deliver their subjects well within the confines of government guidelines.



WE PRIORITISE  
CURRICULUM  
DEVELOPMENT

# IMPROVED OPERATIONAL PERFORMANCE OR ENHANCED OPERATIONAL EFFICIENCY

**We redirect our resources to where they have most impact on our pupils: curriculum development and delivery. This means that continued operational efficiency as we grow is vital.**

This period led to an increase in the sharing of resources between schools, for example ensuring specialist high-quality art and PE teaching at Elstow.

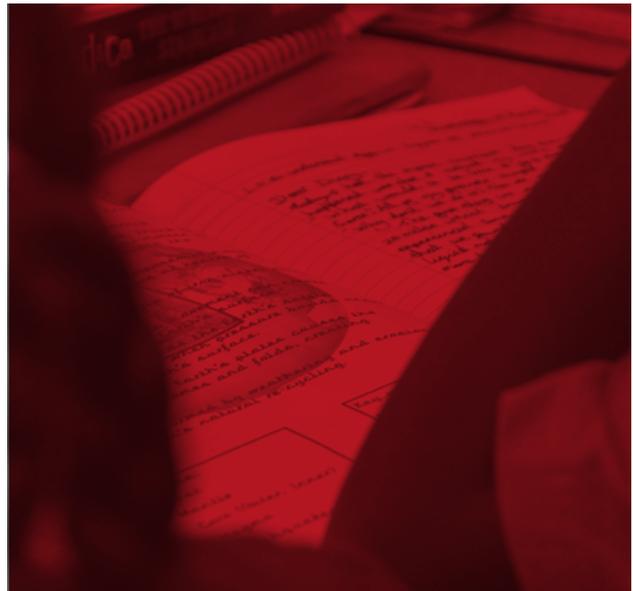
We added to the quality and organisation of the buildings and maintenance team, ensuring that the support to principals enabled their focus to be on teaching, learning and the curriculum.

The director of maths worked across both schools, ensuring high-quality maths leadership and significant development of the curriculum and professional learning.

The director of education now meets with principals every week, providing pragmatic and strategic support. This has enabled us to focus on growth, leading and developing the executive team, marketing and relationships, and an external focus.

The recruitment of a full-time CFO, together with finance staff changes at BFS and Elstow, has meant we have streamlined finance procedures and reporting. Improvements during the year have included:

- Change of monthly accounts reporting format so that financial information for trustees is now more transparent and focussed, as confirmed in finance committee meetings.
- Improved communication on financial management between trust and school principals, with Principals reporting that they now feel more involved and knowledgeable in relation to their school's finances.
- Introduction of monthly trust-wide finance team meetings and training courses to support and develop finance staff.
- The CFO and another senior colleague stepping in to help a local primary school as the school negotiated a challenging financial situation without a manager in place.



# CONTINUED OPERATIONAL EFFICIENCY AS WE GROW IS VITAL

# SCHOOL TRUST GOVERNANCE STRUCTURE

**Our trustees and governors are a part of something exceptional: a trust that is aiming to ‘break the mould’ in not accepting that some of its pupils will not be educated citizens. Trustees work with the executive team to set the strategic direction and local governors ensure that accountability stays as local as possible, while placing the school at the heart of the community.**

Further developing the already strong governance function is an essential aspect in the development of the trust. The appointment of Dr Ian Campbell after an extensive search, and the stability offered by trustees and governance has established a robust structure, with routine assurance streamlined through the committees of the trust.

The risk register is reviewed at each meeting, and a communication policy means that there is a regular flow of information between the executive team, the committees of the trust, and the trust board. This sets up the trust well for further development of governance as we grow.

# GROWTH STRATEGY

**As Advantage Schools delivers a high-quality option for increasing numbers of pupils in Bedfordshire, our provision and influence will increase still further by creating an even more substantial organisation of partner schools. It also means that the trust is able to maintain its grasp on its strategic direction, and is hence our main strategic priority.**

Following a strategy conference, the executive team has focused on ‘turning outwards’ to schools in the Bedford area. This included hosting a large number of colleagues at CPD events such as:

- Ofsted debrief
- Christine Counsell curriculum training
- History training for primary school specialists
- Online training on curriculum
- Webinar on curriculum and assessment hosted by Chiltern Learning Trust
- Online training on how to deliver remote learning during lockdown with the director of education

We had several headteachers visit for informal conversations and have been welcomed to a number more. We are now explicit in communicating to local schools and the local authority that as a trust we have significantly more to offer schools, and that our curriculum, approach, leadership training and the quality of our schools means that we are ready, willing and able to run an enlarged trust.

We have also successfully applied for a secondary free school in Houghton Regis, to open in September 2022. There were nine trusts that applied to open this school and this project will be a strategic priority of the forthcoming year.

We are also engaged in discussions about ‘porting’ an existing free school bid to another location that will stimulate further growth.

A single academy trust in Bedford has elected to join Advantage Schools and we are in the due diligence phase of that process but anticipate them joining successfully in 2021.

## RECRUITMENT

**The quality of many teachers in England can be better. A large part of this is that the quality of much initial teacher training and professional learning can be significantly better. Because our pupils are entitled to an academic curriculum with very high expectations, recruitment of excellent individuals, and influencing training of teachers is essential.**

Recruitment to the executive team and within the schools has been excellent. We were instrumental in getting Teach First to operate in Bedford and have excellent emerging relationships. We have also partnered with Ambition Institute to deliver the early career framework.

Both initiatives are a drive to increase the quality of teachers in Bedford – in our schools and also in the surrounding area. Local teacher training providers are of mixed quality, and applications from quality candidates are scarce. Teach First have higher standards for entry, and the move into Bedford has allowed us to attract and recruit well-qualified candidates (for example, two physics graduates with first class degrees from Oxford University).

This does challenge us to keep those colleagues in the profession and in our trust over time and is a further driver for excellent professional learning opportunities and development.

The early career framework is the entitlement to professional learning for early career teachers. Our CEO Stuart Lock was pleased to be on the advisory group that developed this framework over two years, and our partnership with Ambition Institute is intended to ensure that we are at the forefront of implementing this to the highest standards. It is not statutory until 2021, but we are participating in the early rollout and our early career teachers are benefitting from this.

Professional learning has been an overwhelming focus and the school surveys indicate that this emphasis has been reflected in the perception of teaching and support staff. Staff turnover has declined year-on-year for the last three years. Most of the few colleagues who leave the trust do so for promoted posts – itself a reason that the trust needs to continue to prioritise growth.

## OFSTED JUDGEMENTS

**Bedford Free School is one of the first schools in the country to be judged outstanding in all areas under the new inspection framework (January 2020). Elstow continues to be good (inspection January 2020).**

Due to the excellent reputation locally both schools are significantly oversubscribed. At Bedford Free School, there were nearly 400 applications for the 100 Year 7 places available for September 2020.



# COVID-19 OPERATIONAL IMPACT

**Both of the trust's schools closed to pupils in March 2020 and re-opened to provide childcare for children of key workers, whilst at the same time providing virtual learning to all pupils. Pupils in reception, year 1 and year 6 returned to Elstow School in June, and at Bedford Free School year 10 were able to return to school for lessons in all their core and options subjects.**

There was significant engagement in online work during the period of closure, and while the figures are hard to compare, we believe engagement was stronger and better than most schools. Our schools' contribution to ensuring that all pupils were safe and well during the significant period of extended lockdown meant that we were secure about all of our pupils, including those deemed 'vulnerable'.

During 'lockdown', as well as providing childcare and remote learning, both schools engaged in significant curriculum planning that put us into a strong position to reopen, relative to our perception of school priorities across the country. We deliberately avoided labelling our preparations as a "recovery curriculum" but instead ensured our teachers had an enhanced understanding of their curricular priorities and a sound understanding of diagnostic assessment and responsive teaching. Alongside our focus on classroom teaching, this meant they were well prepared and well-resourced to respond in the best possible way to maximise the learning and progress of all our pupils on their return to school. Our approach has been held up as an example of good practice for other schools to emulate, and led our contribution to case studies and guidance published on the Department for Education website, and our contingency planning for remote teaching has been shared nationally, including by the Confederation of School Trusts.



OUR APPROACH  
HAS BEEN HELD UP  
AS AN EXAMPLE OF  
GOOD PRACTICE FOR  
OTHER SCHOOLS TO  
EMULATE

# FINANCIAL PERFORMANCE

The ongoing careful management of income and expenditure enabled both schools to both fund additional improvements to their sites and building facilities, and to further build its reserves with a view to growing the capacity of the trust and enabling acquisitions and to support school improvement. The trust ran at a surplus over the last year and is still in a very healthy financial position.

We expect the financial situation to tighten in the short - to medium-term. For 2020/21, the increase in national pay scales has outstripped the annual increase in ESFA grant funding.

THE TRUST  
RAN AT A  
SURPLUS OVER  
THE LAST YEAR

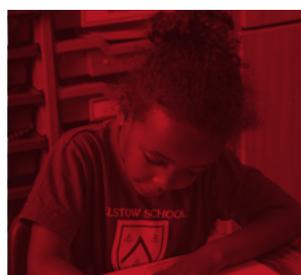


# S U M M A R Y

**Overall, the trust goes into the 2020/21 year in a very strong position financially, reputationally and academically. We have renewed confidence that the outcomes of pupils will further improve in the next few years, enhancing our status, and thus funding and quality of provision, against the backdrop of tougher financial settlements in the medium term. Our priority remains growth.**

## KEY PRIORITIES FOR THE NEXT 12 MONTHS

- The trust's offer to the system and to prospective schools is clear, documented and distributed to all organisations who are realistic partners, including but not limited to all schools in Bedfordshire and its environs.
- The executive team is notified of any Free School presumption competitions and takes part in any that fit with our geographic commitment.
- Maintain the status of Bedford Free School and Elstow School as oversubscribed schools.
- Continue our work to improve the outcomes for all pupils, with a particular focus on KS1, KS2 and GCSE outcomes, and also ensuring that as far as possible, every single pupil becomes confident and skilled in their reading, spelling and writing and both schools make further progress towards becoming 'outlier' schools.
- The successful addition of a single academy trust in Bedford.
- The successful implementation of plans, including but not limited to appointments of senior staff, for the establishment of Houstone School.
- The successful application to be a behaviour hub lead school.
- To be involved with a teaching school hub, and form a meaningful partnership with the successful trust.



## FUTURE PRIORITIES

In the next 36 months, Advantage Schools aims to be successfully serving at least 5,000 pupils and their families.

## OTHER KEY OBJECTIVES

- Take advantage of further growth opportunities while growing the central trust offer.
- Establish ourselves as a 'go-to' trust with the DFE, RSC and Local Authority.
- Continuing to improve the quality of the schools' sites to improve the pupil experience.



THERE IS A SUPPORTIVE CULTURE HERE  
UNLIKE ANYWHERE I HAVE WORKED BEFORE.  
TEACHERS ARE RESPECTED AS SUBJECT-  
SPECIALISTS AND THERE ARE CONSTANT  
OPPORTUNITIES FOR STAFF TO IMPROVE  
THEIR PROFESSIONAL PRACTICE.

Geography teacher – Bedford Free School



THERE IS A FOCUS  
ON PROFESSIONAL  
DEVELOPMENT.  
WE PRIORITISE  
UNDERSTANDING THE  
SCIENCE OF LEARNING  
AND UNDERSTANDING  
HOW CHILDREN  
DEVELOP.

Senior Teacher – Elstow School



AT ADVANTAGE  
SCHOOLS, TEACHERS  
ARE VALUED AS  
PROFESSIONALS.  
WE'RE THE EXPERT  
IN OUR SUBJECTS,  
AND ARE TRUSTED TO  
TEACH IT IN THE WAY  
THAT WE KNOW WORKS.

Professional Tutor - Advantage Schools



ADVANTAGE  
SCHOOLS

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ASPIRATION · RESPECT · HONESTY