



Learning Partners
academy trust



2023 - 2024

IMPACT REPORT

www.learningpartners.org



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Welcome from our CEO

As we reflect on the past year at Learning Partners Academy Trust, it is with immense pride that we celebrate the tangible impact we have made across our schools. From successful Ofsted visits to significant improvements in our systems, professional development opportunities, and strong pupil outcomes, this has been a year of real progress.

Our growth has been both exciting and purposeful. The introduction of Learning Partners Church Academy Trust marks a significant step forward, enabling church and non-secular schools to work together seamlessly.

By working together, both trusts are smoothing transitions between primary and secondary schools within our trust, and we are ensuring that all pupils, regardless of their beliefs, receive the support and opportunities they need to thrive.

We are delighted to have welcomed four new schools Tillingbourne, Burpham, Glebelands, and Surrey Maths School into our trust, strengthening our collaborative approach to education.

To support this expansion, we have introduced a structured due diligence process and robust onboarding procedures, ensuring that new schools integrate smoothly and effectively.

Additionally, our new tiered associate membership offer allows schools planning to join to access selected services and benefit from being part of our trust while formal processes are completed.

Beyond our schools, we continue to invest in the sustainability and longevity of our sites, ensuring they are maintained with expertise and a strategic master plan in mind. We are not just thinking about the present but laying the groundwork for the future.

While we celebrate our achievements, we remain committed to continuous improvement. Over the next few years, key areas of focus will include Inclusion and Equity, staying ahead of the curve with AI, and strengthening Alternative Provision.

These priorities will ensure that we continue to lead schools where children thrive, equipping them with the skills and opportunities to succeed in an ever-evolving world.

Thank you to everyone in our community, our staff, pupils, families, and partners who make this progress possible. Together, we are making a real difference, and I look forward to another year of ambition, collaboration, and excellence.

Jack Mayhew, CEO
Learning Partners



Who we are

At Learning Partners Academy Trust, we believe that education has the power to transform lives. As a strong and collaborative trust, we bring together a diverse family of schools across Surrey, working in partnership to ensure that every child receives an inspiring education.

With a shared commitment to excellence, we support five secondary schools, a specialist maths school, six all-through primary schools, two junior schools, and two infant and nursery schools. Each of our schools has its own unique character, but all are united by our core values:

- **Ambition for All** – We set high expectations for students and staff, believing that everyone deserves the opportunity to succeed.
- **Better Together** – Collaboration is at the heart of our approach. By working in partnership, we strengthen our schools and the communities they serve.
- **Learning That Inspires** – We foster a culture of curiosity and creativity, ensuring that learning is engaging and meaningful.
- **Brave Innovators** – We embrace new ideas, continuously improving and adapting to deliver the best outcomes for our students.
- **Guided by Integrity** – We act with honesty, transparency, and a strong moral purpose in everything we do.

As a growing trust, we are expecting significant further expansion over the next two to three years. This growth will allow us to extend our impact, bringing more schools into our collaborative network and ensuring that even more children benefit from high-quality teaching and learning.

Our trust is more than just a collection of schools, we are a learning community that values and supports our colleagues, leaders, and students.

Through collaboration, shared expertise, and a focus on continuous improvement, we empower our schools to deliver the very best education for every child.

Being part of a Multi Academy Trust means achieving more together, providing broader opportunities for pupils, stronger support for colleagues, and a greater impact for all.

Kathryn Krynicki
Director of Education



Strategic aims



Our staff, governors and trustees must be invested in and supported in their roles. This is vital to create more effective school communities for our children.

Alongside this we have to be resilient across our organisation. We recognise the demands placed on organisations of our size, in terms of sustainability - both environmental and economic. To prepare our young people for a future world we must cater for the needs of today and not undermine their tomorrow.

These strategic aims will ensure that we fulfil our vision of being leading schools where children thrive.

At Learning Partners Academy Trust our strategic aims are clear. As a multi-academy trust our aims reflect the needs of our individual schools and communities alongside the wider demands of the trust as a whole.

Our three-year strategic aims are simple - we want to:

- drive improvement
- develop talent, and
- remain a resilient organisation in a world of changing demands and pressures

Our core business is to drive school improvement. Our schools all have one key focus - our children. We strive to provide the very best education, ensuring excellent outcomes for our young people and providing the very best start in life for those we serve.

We recognise that we need to balance academic success, social engagement and personal development to deliver a holistic benefit to our students. To facilitate this, we need to develop talent across our communities.



KEY IMPACTS**Ambition For All**

*Impressive Trust-Wide Progress
Expanding support*

At Learning Partners Academy Trust, we are committed to ensuring every student has access to an education that enables them to thrive. Demonstrating our value of 'Ambition for All,' we proudly supported Guildford County School's bid to open a new specialist unit for students with Autism Spectrum Disorder (ASD).

This unit will support students who face challenges in a mainstream setting while enabling access to mainstream education where possible.

We are delighted that the bid was successful, securing £3.3 million in funding. Since then, we have collaborated closely to bring this vision to life, with construction beginning in June 2024. The unit, set to open in September 2025, will accommodate 25 students and provide tailored support to help them flourish.

To ensure the highest quality of provision, the school will work in partnership with Pond Meadow, a renowned local special school, soon to become a member of the trust, which will provide expert training and ongoing support.

This collaboration will help ensure that the new ASD unit meets the educational and developmental needs of all its students, creating an environment where they can succeed both academically and socially.

Alongside our commitment to inclusivity, we are also celebrating the academic success of our schools.

At the end of 2024, our overall Progress 8 score stood at an impressive +0.38, significantly above the national average of -0.03. This means that, on average, our pupils achieve up to half a grade higher per subject compared to similar pupils across the country, demonstrating our commitment to driving progress for all students, regardless of their starting points.

Two of our schools received national recognition for their exceptional progress. Kings College Guildford was the highest climber in the region in the Fairer Schools Index, making an incredible leap of 1,410 places. Meanwhile, Glebelands in Cranleigh ranked as the 15th most improved school in the country for Progress 8.

These achievements reflect our unwavering dedication to high-quality education, ensuring that every student is given the opportunity to excel.

By continuing to foster ambition, collaboration, and innovation, we are shaping a brighter future for all the young people in our trust.



KEY IMPACTS**Better Together**

*Consistent collaborative support
Ofsted success*

Ofsted visits are a significant moment in a school's journey, and at Learning Partners, we are committed to supporting our schools every step of the way. This commitment resulted in successful Ofsted visits and fabulous reports for all of our schools that were inspected throughout the academic year of 2023 - 2024.

Stoughton, Boxgrove, Kings College, Pyford (part of Learning Partners Academy Trust) and Guildford Grove all entertained Ofsted during 2023 - 2024 and they all benefitted from a structured programme of support to ensure they were well-prepared and confident when an inspection took place. This included being on hand to support the headteacher throughout the process, providing moral support, offering guidance from the initial notification call through to the final feedback and helping school leaders and business colleagues to collate and provide key information. The whole central team plays its part and ensures that no school feels isolated during an inspection.

Throughout the year, our school improvement team, alongside external school improvement partners and peer review teams, conduct regular visits to offer fresh perspectives and constructive feedback.

The CEO also meets with senior leaders, tours schools, and engages with staff and student voice to gain a well-rounded understanding of each school's progress and areas for development. Particular attention is given to schools identified as requiring additional support, ensuring that targeted interventions are in place to drive improvement. Leaders across our trust also benefit from professional development opportunities, such as participating in peer reviews to gain insight into effective school improvement strategies.

To further strengthen preparedness, we facilitate mock Ofsted phone calls, allowing headteachers and senior teams to practice articulating their school's journey and impact. This approach builds confidence and ensures that schools can effectively showcase their strengths while addressing areas for development.

By fostering a collaborative and supportive environment, Learning Partners ensures that all schools are equipped to navigate the Ofsted process successfully, with the ultimate goal of delivering the best possible education for every child.

The evidence gathered suggests that the inspection grade might be outstanding if a graded inspection were carried out now.

Ofsted report for Boxgrove following section 8 ungraded inspection



KEY IMPACTS**Learning that Inspires**

*Professional Development
Ensuring colleagues are inspired*



Our recent Trust-wide INSET day brought together over 1,400 colleagues from across our schools, spanning primary, secondary, and business and administration teams. Held across three different sites, the day was an invaluable opportunity to connect, collaborate, and strengthen our communities, all with the shared goal of making a greater difference to the children we serve.

At the heart of the day was one of our trust values, Learning that Inspires. Through thought-provoking keynote speeches, expert-led workshops, and cross-school collaboration, the event fostered a culture of curiosity, innovation, and professional growth. Staff explored key themes around embedding wellbeing in the workplace, building resilience, and moving from surviving to thriving.

The sessions encouraged reflection, discussion, and practical strategies to support both personal and professional development.

Attendees appreciated the opportunity to engage in meaningful professional learning, with an overall event rating of 4.39/5 and 4.22/5 for workshops.

Expert speakers throughout the day reinforced the focus on wellbeing and resilience, with contributions from Will Hussey and Martin Burder from The Art of Brilliance, Dr. Marcelle Crinean on reducing stress and building resilience, CoxonAI, and Kelly Hannaghan, a mental health and wellbeing consultant. Their insights and expertise provided valuable tools and strategies to help colleagues feel empowered in their roles.

This INSET day was not just about training, it was about sparking inspiration, fostering collaboration, and creating a culture where all staff feel supported to grow and thrive.

By investing in our own learning and wellbeing, we ensure that we continue to inspire our colleagues, our communities, and most importantly, our children.

**Excellent session
and very well
delivered.**

**Well organised
and thought-
provoking**

**Great learning
and positive
atmosphere**



KEY IMPACTS**Brave Innovators**

*Leading the way in sustainability
Solar Panel Installment*



Schools have a crucial role in shaping the future, not just through education but also in demonstrating sustainable practices. In June 2024, following a two-year planning and decision-making process, Learning Partners Academy Trust took a bold step in sustainability by implementing a large-scale solar panel project across its schools.

This trust-wide investment, managed by the central team, saw the installation of solar panels across 120 acres of land, ensuring that the schools collectively generate a third of their own energy needs. By reducing reliance on traditional energy sources, the project significantly lowers the trust's carbon footprint, aligning with a commitment to environmental responsibility while also creating long-term financial benefits.

With an initial investment of £750,000, the system is expected to pay for itself within six years and generate an estimated return of £2.9 million over the next 25 years.

Beyond financial and environmental impact, the initiative also serves as an educational tool, engaging students in real-world learning about renewable energy. Each school has access to an interactive portal displaying real-time data on energy generation, allowing students and staff to track their contribution to sustainability efforts.

The project does not stop here - the trust plans to extend solar installations to new schools joining the network, reinforcing its long-term vision for a greener future.

By integrating sustainability into school operations, Learning Partners Academy Trust is not only cutting costs and reducing emissions but also empowering the next generation with knowledge and awareness about renewable energy, ensuring they play an active role in the fight against climate change.



KEY IMPACTS**Guided by Integrity**

*Leading the way in
child protection*



2023-2024 saw the trust making a significant investment across all its schools in Child Protection Online Management System (CPOMS), a safeguarding and pastoral tracking software for educational institutions.

Additionally, we were delighted to introduce a new role into the central team, that of Trust Safeguarding and Mental Health Lead, a vital role ensuring that safeguarding remains our absolute priority across all schools. With a background as a frontline social worker, they bring invaluable expertise in safeguarding and child protection, supporting schools in their work with children's services and advocating for the best outcomes for pupils.

A key part of this role has been the oversight and development of CPOMS across the trust. While some schools had been using CPOMS independently, there was a need for greater consistency and a more strategic approach.

The system has undergone a significant overhaul, including streamlining categories to ensure consistency and enable effective trust-wide benchmarking. This allows for improved data analysis, helping to identify trends and intervene where necessary.

The safeguarding and mental health lead has full oversight of the system and can provide immediate support and guidance by reviewing case histories and advising schools on complex safeguarding concerns which is an invaluable resource that was not previously available.

Beyond system improvements, our Safeguarding and Mental Health Lead focused on professional development and collaboration. They hosted networks for both Home School Link Workers (HSLWs) and Designated Safeguarding Leads (DSLs), bringing in external experts to enhance professional knowledge and confidence. Additionally, they produced a termly safeguarding newsletter, ensuring key updates, best practices, and emerging safeguarding issues are shared across the trust.

A particular focus has been on strengthening pupil voice in safeguarding, wellbeing, and mental health. Schools can now work with the lead to formulate key questions that gather insights from students, helping shape support strategies based on their needs.

This investment in a dedicated trust-wide safeguarding and mental health lead marks a significant step forward in ensuring that every child in our care is safe, supported, and heard.



Professional Development Statistics

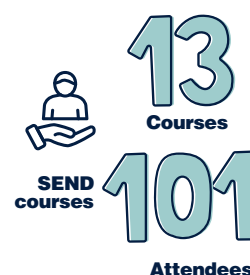
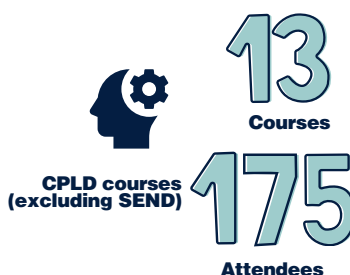
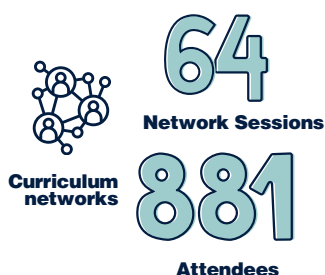
The trust seeks to develop and retain talent to ensure that we are carrying out our mission of working together to make schools better for children and achieve our vision of leading schools where children thrive.

During the academic year of 2023 - 2024, we delivered high-quality professional development, equipping staff, trustees, and governors with the skills to increase efficiency today and tomorrow while improving student outcomes.

We invested in leadership, providing opportunities to grow, train, retain, promote, exchange, and attract talent across our schools.

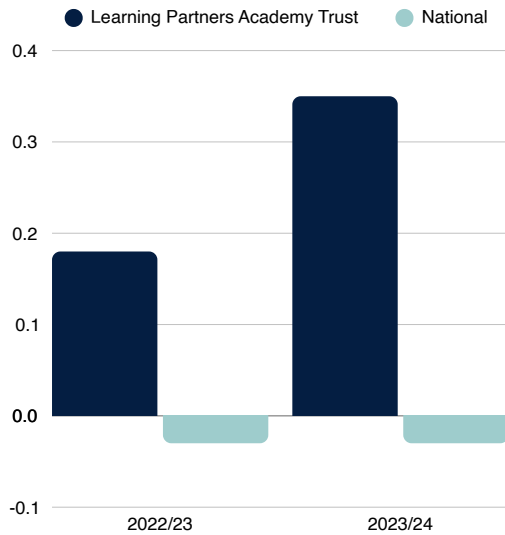
Our collaborative culture continues to thrive, creating conditions for staff to excel and ensuring we are fully staffed with happy, challenged, and content colleagues.

By delivering an excellent and relevant training programme that clarifies local expectations of outstanding performance, we facilitate collective excellence, advancing learning and promoting quality to give every student the best start in life.

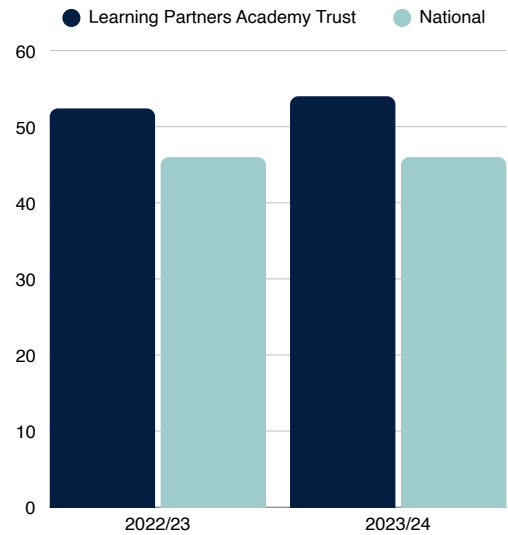


Pupil Outcomes - Key Stage 4 and 5 results**Progress 8**

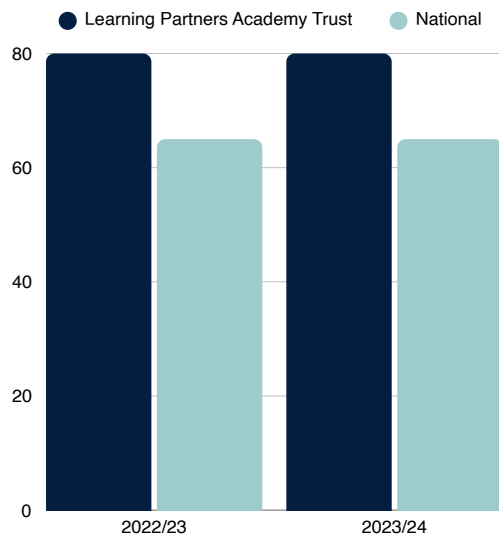
Progress 8 score

**Attainment 8**

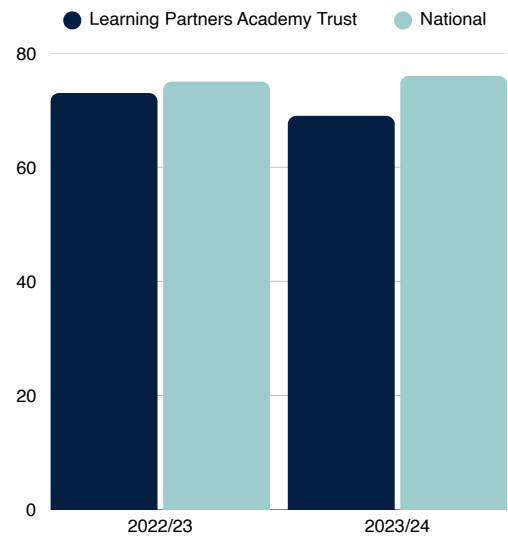
Attainment 8 score

**Grade 4 + English and Maths**

% of pupils achieving grade 4 + in English and Maths

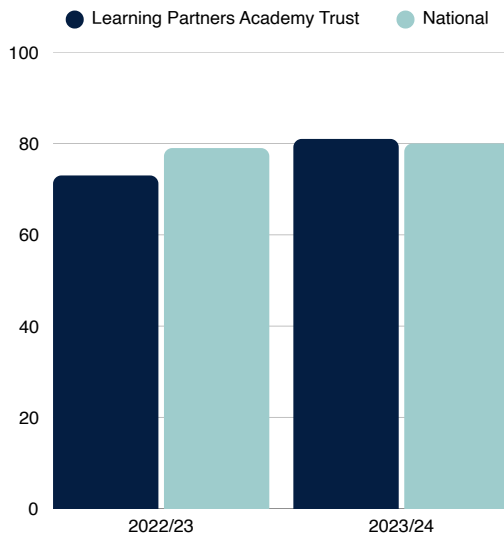
**A-Levels A* - C**

% of pupils achieving grade C+ in their chosen subjects

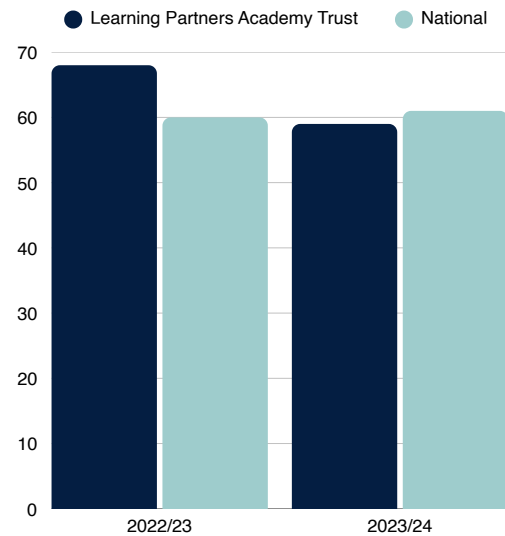


Pupil Outcomes - Key Stage 1 and 2 results**KS1 Phonics**

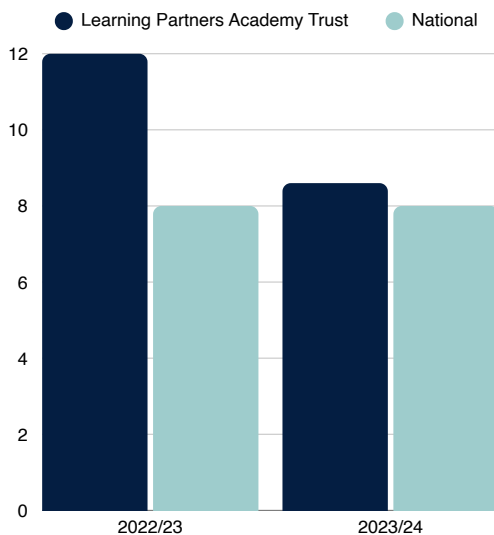
% of pupils meeting expected standard in phonics at the end of Year 1

**KS2 Reading, Writing, Maths**

% of pupils meeting expected standard at the end of Key Stage 2

**KS2 Reading, Writing, Maths**

% of pupils achieving the higher standard at the end of Key Stage 2



School Condition Allocation

School Condition Allocation (SCA) is an annual capital funding stream provided by the Department for Education (DfE) to larger Multi-Academy Trusts (MATs) rather than individual schools.

This funding is designated for capital expenditure to maintain and enhance the condition of school estates. As a trust we prioritise projects that improve building condition, ensure compliance, enhance energy efficiency, and address health and safety concerns, creating a safe and effective learning environment for students and staff.

SCA funds must be spent within two years of receipt and may be reclaimed if not used in accordance with DfE guidance, even if already spent by a school.

Fullbrook 6

As part of its SCA investment, Learning Partners Academy Trust allocated £1.4 million to develop Fullbrook 6, a dedicated sixth form centre designed to provide students with a more mature learning environment.

This new facility aims to create an inspirational and exciting space that mirrors further study or professional settings, helping to attract external students while retaining existing pupils.

LED lighting

Additionally, £40,000 has been spent on installing LED lighting across the new schools that have joined the trust.

This investment improves energy efficiency, reduces long-term operational costs, and enhances the learning environment by providing better-quality lighting for students and staff.

Central heating and cold water systems

A significant portion of the trust's capital funding has also been allocated to upgrading central heating and cold water systems.

A well-maintained heating system is essential for a safe and effective learning environment. Inadequate heating can lead to cold classrooms, reduced concentration, and even health risks such as respiratory issues from damp and mould. Additionally, poorly maintained systems can pose serious safety hazards, including carbon monoxide leaks and Legionella bacteria growth.

Neglecting maintenance also results in financial and operational challenges. Inefficient systems drive up energy costs, and unexpected breakdowns can lead to costly emergency repairs or school closures.

Ensuring regular servicing and modernising heating infrastructure not only protects health but also improves sustainability and reduces long-term costs.

By prioritising proactive maintenance, schools can create a warm, safe, and productive environment for students and staff, avoiding disruptions and ensuring compliance with safety regulations.



Operational Benefits

We work hard to maximise the value that we deliver to our schools, ensuring great value for money, so that every school can focus their resources on the children's experience of school and deliver the best possible outcomes for their pupils.

During 2023-2024, our schools had access to the following benefits:

EDUCATION

- School Improvement Programme
 - Headteacher conference
 - CPLD programme
 - School to school support team
 - School target setting
 - Annual SEF & SDP review
 - Pedagogy development support
 - Bespoke programmes of additional school improvement support
- Annual safeguarding audit
- Network and support groups
- Safeguarding reviews and training
- Data analysis tools for monitoring and tracking

HR

- Recruitment adverts
- SLT recruitment support
- Occupational health
- Employee Assistance Programme
- Single Central Record audit
- HR meetings / briefings
- Case management support
- HR system
 - SAM People
- HR template letters and documentation
- Support staff job grading
- Submission of statutory HR returns
- Union liaison

GOVERNANCE

- Governance Leaders' Group meetings
- Governor training programme
- Standard policies / policy templates
- Governance advice and resources
- Clerks briefings
- Exclusion / complaints support
- Admissions advice
- Key personnel recruitment support
- Governor conference
- Governor Hub, including access to The Key
- Setting term dates

FINANCE

- Finance system
 - Access for Education
- Budget planning software
- Benchmarking and ICFP review
- Termly Financial Review meetings with governors, headteachers & school business managers
- Internal and external audit
- Payroll
- Bank account management
- Capital project monitoring
- VAT & Gift Aid guidance & reclaims
- Support to manage and deploy reserve funds

IT

- Project work
- Onsite support
- Remote support
- Network team training day
- Trust backup solution
- Trust printing solution
- Trust wi-fi solution
- Cyber security training
- Penetration testing
- Cyber attack support
- Data breach support
- Data protection training
- Joint purchasing
- IT Live development plans
- Centralised IT helpdesk
- IT telephone support
- Helpdesk reports
- IT project management
- MIS support
- Review and trialling a standardised safeguarding system

PREMISES

- Project management support
- H&S guidance and audit
- Support with capital funding
- Cleaning & catering contracts
- Premises inspections

Operational Benefits

Our schools are funded directly from the DfE and we request a service charge of 4% for the delivery of our operational benefits. During the year 2023-2024, the MAT received £2,287,452 of service charge income. Our schools' 4% contributions came from sources such as:

- General Annual Grant (GAG)
- 16-19 Funding
- Ancillary grants to GAG (which will be rolled into GAG in the future, for example Teachers Pension Grant.)

Our schools do not pool GAG and do not contribute on the basis of their:

- Pupil Premium
- Sports Premium
- Nursery Funding
- Individually Statemented Pupil Support Budget (ISPSB)
- Self-generated income

We have offered our schools a lower contribution model than most academy trusts because we believe in enabling and empowering excellence from within schools, led by headteachers and school business managers.

- School improvement partner reviews
- Secondary and Primary lead practitioners
- Staff conferences
- Key-note speakers for professional development

Education 21%

- School improvement
- Educational resources
- Staff CPD

£487,289

Services 23%

- Systems and services provided by the trust

£531,793

- Access Finance System
- CPOMS
- FFT
- Statutory building inspections
- Every Compliance System
- SAMPeople HR System
- GovernorHub

Admin 36%

- Costs of running the trust
- Providing non-teaching support and advice to schools

£813,999

- Trust HR Advisers
- Trust Finance Advisers
- Trust Estates Project Support
- IT support
- Network meetings

Leadership 20%

- Cost of trust leadership, governance and support given to school leaders and governors

£454,371

- Leadership support
- Annual audit
- Governor training programme
- Headteachers professional development
- Clerk to board of trustees
- Complaints support

Future Plans

Future Growth

The educational landscape is undergoing stark changes with the recent change of government and the continued amalgamation of the sector. In response, we are positioning ourselves as a leading regional trust that delivers exceptional educational outcomes for children.

Our vision is to be the golden thread in a child's journey from age 3 to 19, ensuring a seamless and high-quality educational experience across all phases.

A key component of this vision is the integration of church and community schools, working collaboratively to provide the best possible opportunities for young people.

This approach will allow for smooth transitions from primary to secondary education and ensure a consistent, high-quality approach to teaching and learning across all our schools.

Geographic Hubs

To enable sustainable growth and scalability, we have been scoping a new operational model throughout 2024-2025. This model will establish several geographic hubs, each comprising cross-phase schools within a manageable geographical area.

By structuring the trust in this way, we will enhance operational efficiency while maintaining close working relationships within our growing network.

The hub model will also facilitate the sharing of professional expertise across all areas, ensuring that each school benefits from best practices, targeted support, and collective development.

School Improvement Focus

Our school improvement priorities will centre on three key areas: inclusion, AI, and reading.

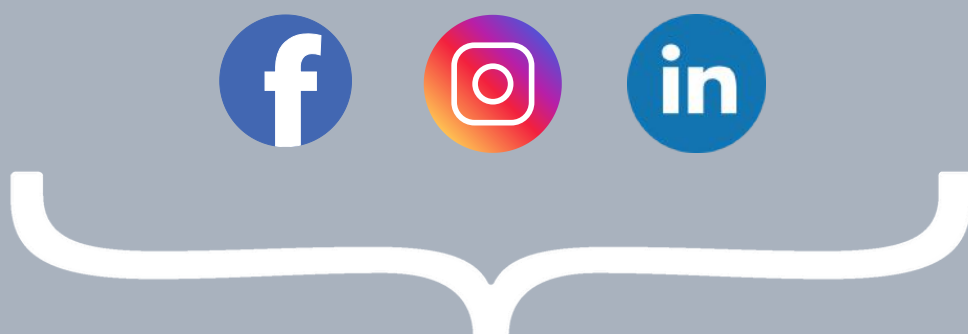
Under the inclusion umbrella, we will place significant emphasis on nurture hubs and alternative provision, ensuring that all learners receive the tailored support they need to thrive.

Reading will be a critical focus, particularly addressing the “first” 20% of pupils who are particularly struggling to get to grips with reading. This will help non-readers entering secondary education to catch up with their peers and build strong literacy foundations.

Additionally, we aim to be at the forefront of AI integration, equipping both students and colleagues with the tools to embrace artificial intelligence responsibly and effectively in the learning environment.

This forward-thinking approach will ensure our trust remains innovative and responsive to the evolving educational landscape.







Learning Partners

academy trust

Leading schools where children thrive