

Impact Report

2022-2023



Learning Partners
academy trust

Table of Contents

Item	Title	Page
1	Welcome from our CEO	3
2	Who we are	4
3	Strategic aims	5
4	Key impacts of 2022-2023	6
	<ul style="list-style-type: none">• Innovative leadership• Ofsted successes• CPLD• Surrey Maths School• Learning Partners conference	<ul style="list-style-type: none">..... 6..... 7..... 8..... 9..... 10
5	Pupil outcomes	11
6	Operational benefits	12
7	Key statistics	13
8	School condition allocation (SCA) funding	14
9	Future plans	15



1 Welcome from our CEO



We are committed to ensuring that our vision of leading schools where children thrive succeeds. We recognise that we have and continue to build upon effective relationships in our region with a number of different partners. Our aim is always to provide the very best educational experience and outcomes for our learners and making education better for children. The future is exciting as we engage with a number of new partners who will work with us at Learning Partners to drive being 'better together'.

As an organisation we provide a home for all our staff and pupils within the trust and a sense of belonging where we fuel our core purpose together. Our central team colleagues continue to strive to make efficiencies and provide the best shared service to our family of schools.

Our academic year 2022-23 has been another great success with Learning Partners Academy Trust growing from strength to strength. Academic outcomes have been strong across the board, with us beating national outcomes across all areas, ages and stages. The trust has embedded itself and is on a strong growth trajectory.

We are thrilled to be providing strong educational outcomes, a rich and varied curriculum and a strong sense that all of our pupils are equipped to engage in the next stage of their educational journey. I encourage you to read about the successes that our schools have achieved over the last year.



Jack Mayhew, CEO
Learning Partners

I'm pleased to report that we have been made to feel very welcome by everyone at Learning Partners and are already seeing the benefits of working together as a group for the good of all the children we serve.

Jo White, Headteacher
Burpham Primary School

2 Who we are



Currently our schools serve just under 8,000 young people in Surrey ranging in age from 2 to 19 years old and together we share and instil the same values. We are proactive in working in partnership to ensure that all children enter into adult life well equipped, with a determined and enthusiastic resilience.



We are a multi-academy trust based across Surrey and currently consist of 15 schools; two infant and nursery schools, two junior schools, six all through primary schools, two 11-16 and three 11-18 secondary schools. We are preparing to welcome a further infant school into our team. Through our combined efforts we are proud to say that all of our schools have been judged as at least "good" by Ofsted. By the time September 2024 arrives we expect to serve 17 schools, including Surrey Maths School (SuMS) and close to 10,000 children.



Our schools live by the trust values and because of this, there have been many significant achievements throughout the year which have had a positive impact on pupils, staff and families within the trust community.

3 Strategic aims

At Learning Partners Academy Trust our strategic aims and objectives are clear. As an academy trust our aims reflect both 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 purpose is 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 holistic benefits to our students. To facilitate this, we develop talent across our communities. 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 a resilient 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 “leading schools where children thrive”.

4 Key impacts of 2022-2023



Across the following pages of this Impact Report we will provide a snap shot of how our schools are making a difference. We will focus on the key impacts that our trust is driving. Looking at five examples, each linked to one of our values, we are able to reflect on the importance of our ethos and how central a part this plays in our everyday practice.

Ambition for all

In expressing 'ambition for all' we at Learning Partners have adopted innovative leadership structures which develop talent and enable all to excel. Sarah and Alastair's stories illustrate our ambition for those who work for us.

Innovative Leadership

Ambition is the fuel that propels us towards achieving our vision, goals and aspirations. At Stoughton & Northmead we want all of our children to leave with the skills, tools and knowledge they need to thrive on the next step of their educational journey.

In the privileged position of headteacher of both schools, I see clearly how we are better together, uniting for the children of our community, providing an excellent educational environment and experience.

Staff have been working more closely together, developing our curriculum so that the sequencing and progression runs from our nursery age children right up to the end of Year 6. We share INSET days, staff CPD sessions and extra-curricular experiences for the children.

We hope to expand on our collaboration further with a single governing body serving both schools. We are looking at ways we can increase capacity within our staffing structure and leadership team by protecting time to plan the next academic year collaboratively and align even further.

The pace at which we've managed to implement change is really encouraging, and exciting times are definitely ahead for the Stoughton & Northmead community. It is a joy to witness how the schools aligning has been embraced and encouraged by all stakeholders.

Sarah Carrington, Headteacher
Stoughton & Northmead Schools

As Principal at Kings and after a recruitment process, I was offered the position of Executive Principal across Fullbrook and Kings in September 2022. At this time I was completing my NPQEL which proved to be very helpful in supporting my transition into the new role.

It has been an excellent opportunity to grow as a leader in a different environment and has both challenged and inspired me. Splitting my time across two sites has taken a lot of organisation and has been successful due to the effectiveness of the teams built at both Kings and Fullbrook.

This move also opened up opportunities for others across the trust to take on wider leadership roles. The Vice-Principal of Kings moved over to Fullbrook to become Head of School - a role that she has thrived in. We've enjoyed working strategically in all aspects of the school; everything from lesson length to curriculum design and delivery models. Similarly, other colleagues have stepped up to deputise for me at Kings and have continued to ensure the school continues on its positive trajectory.

There are fantastic leaders within our schools, and opportunities like this one have allowed people to develop their skills and ambitions - without having to leave the trust.

Alastair MacKenzie, Executive Principal
Kings College, Guildford and Fullbrook School

4 Key impacts of 2022-2023



Governors and trust staff are knowledgeable and work effectively alongside leaders to develop clear strategic plans. They ask the right questions and always check for impact. This helps leaders to constantly refine the quality of education as well as provide high-quality professional development across the trust.

Ofsted 2022

Better together

Working together and sharing best practices enables staff to develop professionally either by imparting or receiving that expertise or knowledge, remaining inspired and ultimately benefiting our young people. This has led to Ofsted successes for our schools and a resilient professional community.

Ofsted Successes

Loseley Fields Primary school attained a fabulous Ofsted outcome in July 2022. Leaders and the staff team worked relentlessly to move the school from 'Requiring Improvement' at the previous inspection to a very strong 'Good' with many outstanding features. Ofsted were keen to share that Loseley Fields is an ambitious school where leaders set high expectations for pupils' learning. Inspectors found that work on personal development, pastoral care and citizenship was exceptional.

Guildford County School retained its 'Outstanding' badge after an inspection in February 2023. Inspectors also commented that staff have the highest expectations of pupils, where 'better never stops'. Again leaders and staff work tirelessly to provide our students with the very best educational experience.

Shalford Infant School and Pirbright Village School were also visited by Ofsted in early 2023. Both were 'Good' schools providing rich educational experiences for the communities they serve. Comments made by inspectors at both schools celebrated the resilience shown by children alongside a love of learning.



It was great to have trust leaders on site supporting us all the way through the inspection process, the whole team felt so supported and confident to embrace the inspection experience.

Learning Partners Headteacher

"The trust provides effective support to sustain ongoing improvements"
Ofsted 2023

4 Key impacts of 2022-2023



I recently attended a science network meeting with a focus on EYFS and Ofsted preparation. It was incredibly useful and the presentations were excellent and inspiring. The training our trust Primary Development Lead delivered around Ofsted was clear, informative and I left with a refined focus of my priorities for this year. The course also allowed me to make valuable links with other science leads and we are now sharing expertise and resources between us as a result.

Sarah Adams,
Primary Science Lead

CPLD: Primary subject leader development

We are committed to providing an extensive CPD programme for colleagues working across the trust. In 2022-23, 540 staff attended a range of professional development opportunities offered by the trust. Key focus was around curriculum development at Key Stages 1 and 2 alongside meeting the needs of SEND pupils.

In order to drive the curriculum at Key Stages 1 and 2, primary networks across all of our schools were established. During these subject networks colleagues focused on current research and development, enabling an effective subject curriculum. As a result of this regular training and research, the trust curriculum framework was developed as a benchmark for excellence in schools. This continues to be reviewed and refined in each school and provides a scaffold for best practice.

Whilst the focus was primarily on subject curriculum at Key Stages 1 and 2, this has been fully expanded to the Early Years Foundation Stage. Colleagues across our infant, primary and junior schools have now gained extensive knowledge and skills about how each curriculum area is progressive across the phases.

With a national drive to improve outcomes for pupils in reading, all of our primary and secondary colleagues worked to foster a love of reading through the trust pedagogical model. Primary colleagues worked with the English Hub to establish a strong synthetic phonics programme across schools whilst secondary colleagues embraced the teaching of reading in our primary schools. Secondary English leads gained a clearer picture of how reading is taught, how they can support children across the curriculum and what can be done to improve reading for those in KS3 who aren't yet fluent.

During 2022/23 a number of networks covering safeguarding, inclusion and SEND were set up. Training focussed on all aspects of inclusion, both for support staff, classroom teachers and leaders. All national and local updates around Send and safeguarding are shared with an opportunity to improve practice and provision across our schools.

Learning that inspires

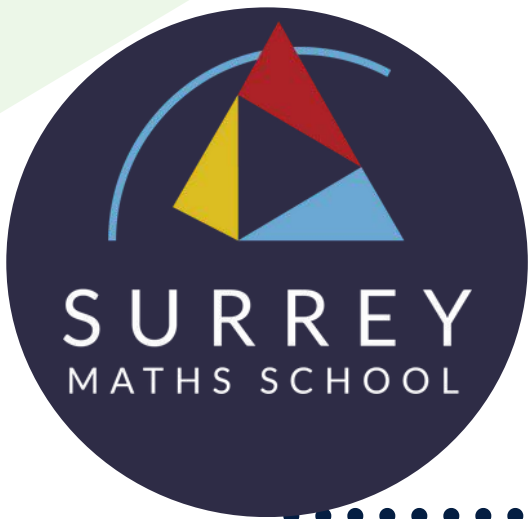
As a trust, all of our schools endeavour to embed a love of learning, making time spent during the school day and in our care, engaging and memorable. We believe in creating opportunities and environments to allow colleagues and pupils alike to be inspired by their peers.



I was sceptical before starting Echo and Choral reading that my year 9s would get on board, but it has been a total success and already I can see that it is improving their fluency and literacy. Both myself and my students are seeing real improvements.

Lucinda, English Teacher
Fullbrook School

4 Key impacts of 2022-2023



It was gratifying that the trust has already realised the amazing potential offered by a co-headteacher arrangement. As a team, both headteachers work very well together, on their own in their areas of specialism ... they have both been able to capitalise upon an enhanced forward movement towards establishing this complex school. They will make a very good and highly needed impact on both girls and boys and their attitudes to women in STEM!

The DfE Assessor for the headteacher benchmarking

Surrey Maths School

Surrey Maths School (SuMS), a new specialist 16-19 maths school for Surrey, is counting down to its opening in September 2024. A number of important milestones were achieved during the year 2022-23 with the relevant planning permissions for the Mary Road site being achieved and contractors appointed to realise the educational ambitions for the school.

Following a competitive selection process, we were delighted to appoint Ms Nora Kettleborough and Mrs Sahar Shillabeer as co-headteachers. Their academic credentials, ambitions for SuMS and their inspirational vision for the school make them terrific appointments for the school and as its founding headteachers. They bring significant experience from work in another maths school.

Our work with the University of Surrey to enhance curriculum provision and to deliver some of the unique and innovative elements of the school continues as we approach the opening of the school. This and wider partnerships with other local organisations were brought together at a launch event in July 2023. We were very grateful that Angela Richardson MP showed her support for the school by attending this event.

More recent work turns to the recruitment of both students and staff alike. To date we have had 262 applications drawn from 133 schools across the region for our first cohort.

This is a unique opportunity to diversify the teaching of the mathematical sciences in our fantastic purpose-built building, in partnership with the University of Surrey.

Nora Kettleborough
Co-headteacher at SuMS

Brave innovators

We encourage colleagues and pupils to be open to change and advancement and to unleash their creativity. A wonderful example of innovation in our trust is the Surrey Maths School.



4 Key impacts of 2022-2023



I really enjoyed the talk by Peps, the examples he used were so clear and clever and gave me a greater understanding of short term vs long term memory. I thought the food at lunch was excellent and found my afternoon workshop very informative.

Class Teacher
Boxgrove Primary School

Guided by integrity

It is essential that the right decisions are made to ensure that the young people within our care achieve their best. Learning Partners prides itself on acting with integrity at all times. Remaining open and transparent across the organisation.

Learning Partners Conference 2023

Working alongside some of our schools' senior leaders, our trust central team coordinated the first Learning Partners trust-wide inset day which was geared to offering continuous professional development to over 1,000 staff across the trust. The day was split into three events and took place across three of our school sites. George Abbot School hosted the secondary phase classroom based staff, Kings College hosted the primary phase classroom based staff and Guildford County hosted the business and administration staff from across both phases.

All classroom based staff were treated to a keynote speech on memory led by Peps McRea, award-winning teacher educator, author and Director of Education at Steplab. The remainder of the day focused on a teach-meet approach where staff were able to attend a variety of workshops covering all aspects of teaching and learning. These workshops were led by volunteer teachers wishing to share their own research and external speakers.

Administration and site staff gained knowledge on all operational aspects of trust working. They received a welcome speech by our CEO, in which he shared the trust's vision and strategy and encouraged staff to be brave as per our value "brave innovators" and bring forward their ideas. This was followed by a keynote speech on customer service and getting the best out of people, facilitated by an expert in that area within a commercial organisation. Central team staff shared their expertise in workshops and an opportunity for networking was provided during lunch.

Colleagues provided valuable feedback which led to the planning of all professional development in 2023/24. They spoke of how they value the time to spend as part of a larger organisation. This development of network time is a core focus for us in the year ahead.



It was lovely to have everyone together and take advantage of the skills of people all over the trust.

Trust Primary Headteacher

5 Pupil outcomes of 2022-2023



After a return to a full assessment process in the summer of 2023 following the Covid pandemic, Learning Partners performed exceptionally well across all areas. At Key Stage 4 there were significant gains in both attainment 8 and progress 8 across core subjects. Our schools performed significantly above national average providing students with a strong platform to continue onto the next stage of their educational journey.



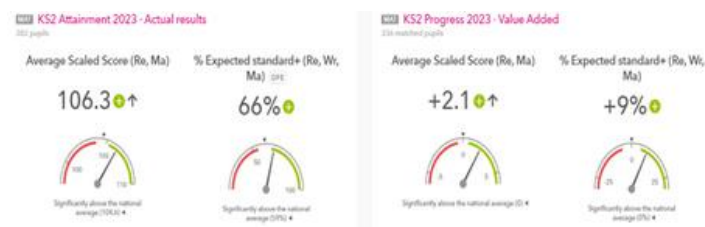
Particularly noteworthy is the success of our Key Stage 5 students who made excellent progress. This particular cohort hadn't had the opportunity until that point to sit formal exams since leaving primary school, having, in the end, received TAGs (Teacher Assessed Grades) in 2021.



attainment and progress was an area of real celebration for the Learning Partners schools. There had been a strong drive on curriculum development and pedagogy over the year which impacted positively on outcomes for pupils. Trust schools were significantly above the national averages in all areas.

Outcomes demonstrate that our Learning Partners pupils at the end of Key Stage 2 in 2023 have had a sound bedrock in the core areas of learning and are in strong positions, ready for the next stage of learning.

We are particularly proud to be sitting 9% above the national average for the added progress students achieved in reading, writing and maths.



Naturally, we know that if our pupils are in school learning then the likelihood of them succeeding is so much stronger. Attendance was above the national average at both primary and secondary level in 2022-23. Our secondary students achieved 92.7% attendance and our primaries 93.8%. We continue to be committed to our school communities ensuring that our young people attend school as much as possible where they can access high quality teaching and learning as well as adaptive curriculums and reasonable adjustments to meet every individual's needs.

6 Operational benefits of 2022-2023

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 2022-2023, 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
- Initial legal advice
- SEND advice

FINANCE

- Finance system
 - Access for Education
- Budget planning software
- Benchmarking and ICFP review
- Termly Financial Review meetings with governors, headteachers & school business managers
- Support with major procurement
- 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

7 Operational benefits of 2022-2023

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 2022-2023, the MAT received £1,679,411.00 of Service Charge Income. Our schools' 4% contributions came from sources such as:

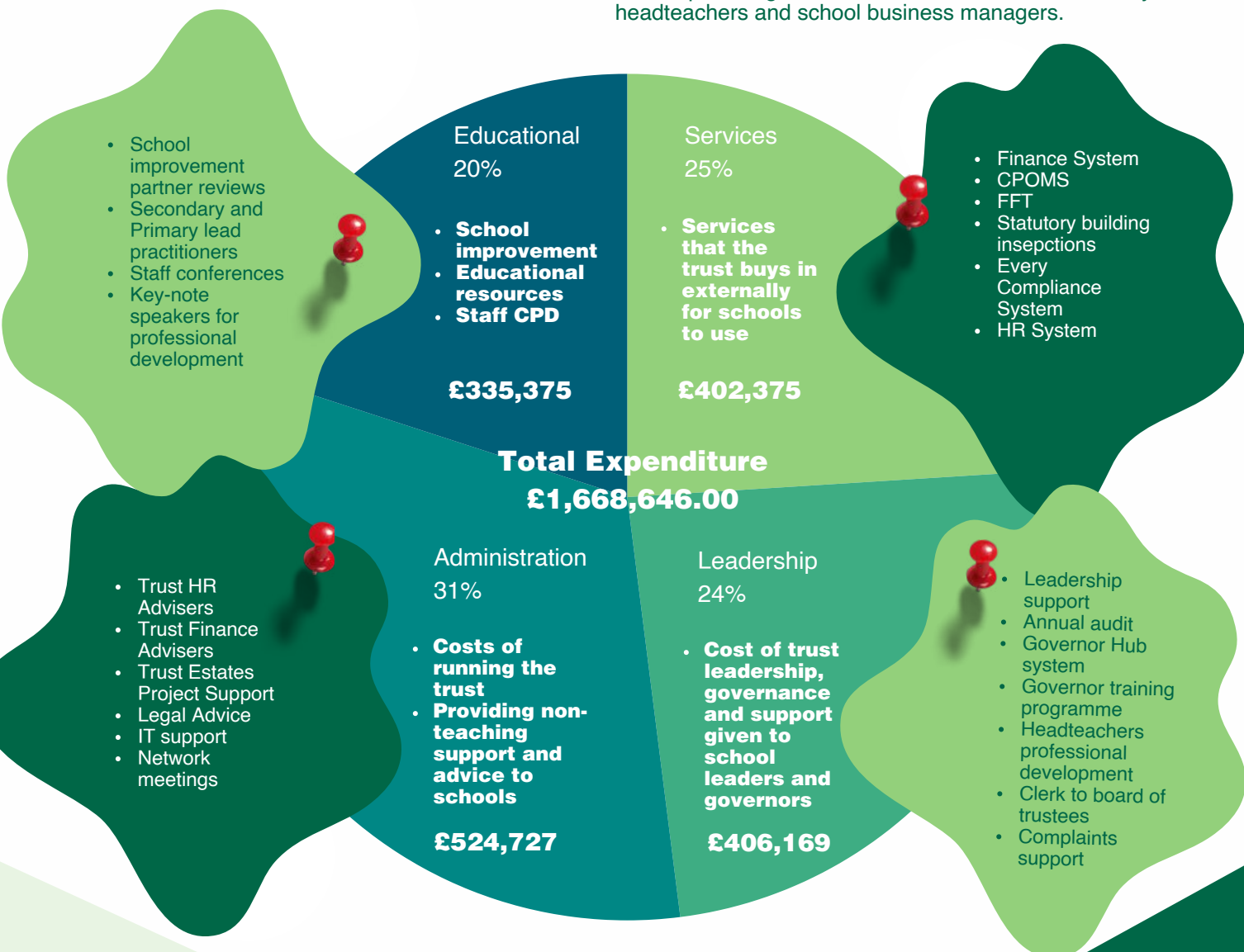
- General Annual Grant (GAG)
- 16-19 Funding

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 Stated 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.



8 School Condition Allocation funding (SCA)

A strong benefit to being part of a medium to large multi academy trust is the access to extra funding from the Department for Education to help maintain and improve the condition of school buildings and grounds in order for our children to learn in a safe and effective environment. The funding should focus on:

- poor building condition
- building compliance
- energy efficiency
- health and safety issues

An annual school condition survey is conducted across all of the schools to identify issues and priorities which require attention. These priorities are considered alongside the schools' estate master plans which are realised with the support of the central team, thus ensuring that the funding is being well spent and its purpose is well thought through.



The most significant SCA project in the trust this academic year has been the replacement of old and inadequate roofing. Across the trust we have invested around £800,000 in improving our roofing and "top seals" to our schools.

This work has been successfully completed at Guildford County School, Northmead Junior School and Pirbright Village Primary School and is well underway at Kings College Guildford. Our SCA funding has also seen the replacement of the heating and distribution pipework at George Abbot School.

Alongside this, new, fully compliant and addressable fire alarm systems were fitted at Boxgrove, Guildford Grove and Shalford schools.

In our drive towards sustainability, we have completed the replacement of all the old inefficient light fittings with new modern LED types at Guildford County, Northmead, Stoughton and Shalford.

These improvements are made with the safety of our current young people and future generations at the forefront of our decision making and although do not appear to be tangible benefits, they are a crucial aspect to school operations.



In our schools, we need to make sure that all our young people feel welcome, feel that they belong and are important and valued. We need our students to know we are here to support them and that learning is not always an easy journey. There will be successes and challenges along the way, but as staff we are their supporters, as we help them fulfil their goals and encourage them to dream big.

Kate Collins, Headteacher
Sandfield Primary School

9 Future plans



Pupil Premium and SEND

This is a nationwide problem and an issue that we are considering a priority for our trust. We are very aware that Pupil Premium and SEND pupils do not progress as well as those who are not in this category across the trust and therefore will be a main focus for our school improvement team going forward. Work has already started, Pupil Premium (PP) networks have been established over the last two years and PP coordinators have been collaborating and sharing best practice. The trust central team, in collaboration with staff at the schools, are developing inclusion strategies and have reinforced our School Improvement Team to support the more vulnerable pupils across the trust and to focus on safeguarding returns.

Attendance

Although our attendance is above the national average and our schools set and communicate high expectations, we will endeavour to further encourage our young people to be present and engaged at their school consistently. All staff will focus on connecting and building relationships ensuring that our young people feel that essential sense of belonging, which will ultimately bring them into their school setting.



English

Our third main focus for the next academic year will be to improve the provision of English teaching and learning throughout the schools. This will concentrate on the subject across all phases of the trust.

Work has already commenced in this area and we have seen our Secondary English leads network regularly, exchanging ideas and building on a shared pedagogical method. Our KS3 English teachers have worked alongside our Primary English leads to ensure that there is a smooth transition from Primary to Secondary and to further support those pupils whose English has not yet reached the average standard required at the start of KS3.

Growth of the trust

2022-23 saw our trust of twelve schools build partnerships with other local schools. During this year, having received agreement from the DfE to join the trust, four further schools took part in our operational and school improvement meetings and benefitted from our comprehensive continuous professional development programme. Three out of four of these schools have officially joined the trust at the time of publishing this report.

In conclusion, our second year operating as a trust has seen much growth and future plans include further expansion, reaching out to other institutions and groups, working with the local authorities to maximise our resources and realise better outcomes for our young people, especially in the areas of attendance, Pupil Premium, SEND and English teaching and learning. We are brave innovators firm in the belief that further work is always required and we will always strive to provide learning that inspires. We continue to aspire to become a mixed MAT of schools within our locality to better serve our communities and children and would like to consist of 30 schools by 2030.



OUR



Ambition For All

We are proud of our staff who strive for excellence and instil ambition



Better Together

We work in partnership with others, so that outcomes are improved for all - pupils and staff



Learning That Inspires

We provide learning that inspires and develops a lifelong love of learning



Brave Innovators

Young people deserve an enriched education, one that is born from creativity and innovation



Guided By Integrity

We know that we must act with integrity, because as a body of staff we are role models





Learning Partners

academy trust

Leading schools where children thrive