



MAIDEN ERLEGH  
TRUST

# Annual Impact Report

2024-2025

# Contents

Message from the CEO and Chair of Trustees	3
Vision	4
Values	5
Strategic Plan 2023-2028	6
Our Community of Schools	8
Trust Overview	11
Governance Structure	12
Facts and Figures	14
Meet our Central Team	15
Ofsted Outcomes	16
School Performance Outcomes	17
School Attendance Outcomes	22
School Improvement Impact	24
Professional Development Impact	28
Finance, Business and Operations Impact	31

# Welcome

## MESSAGE FROM THE CEO



I am delighted to present our inaugural Impact Report for the academic year 2024-25, which captures the progress, development, and growth of Maiden Erlegh Trust as we relentlessly pursue our vision to create a diverse, inclusive, and collaborative community of highly effective schools.

Each of our schools contributes its unique strengths and character to our organisation and, through harnessing our collective expertise, we enhance our impact on children and young people. Working Together, we are better equipped to meet the needs of every child and provide them with a high-quality and enriching school experience.

In parallel with the progress of our schools, we have also seen further developments in our Shared Services support offer, continuing our focus on aligning core functions to extract efficiency and effectiveness.

We are motivated by providing excellent core school improvement, financial, and operational support to our schools which ensures that school leaders, teachers, and support staff can focus on what matters most – delivering an exceptional education, to every child, in every school.

As you read through this report, you will see how our values of Aiming High, Being Inclusive, and Working Together are central tenets of the work we do and the impact we as a Trust have in the local area.

I am incredibly proud of what we collectively achieve together, and I am excited about the future as we continue to focus on providing an attractive place to work for our staff, and an excellent education to our children and young people.

**Jonathon Peck**  
Chief Executive Officer

## MESSAGE FROM THE CHAIR OF TRUSTEES



On behalf of the Board of Trustees, I am incredibly proud to introduce our Annual Impact Report for 2025-2026. This document serves as a testament to the dedication of our staff, the resilience of our pupils, students, and learners, and the strength of the Maiden Erlegh Trust community.

Our work is anchored by our Strategic Plan 2023-2028, which provides a clear roadmap for our moral purpose: delivering excellent educational opportunities to the communities we serve. We remain a values-led organisation, and those core tenets—Aim High, Be Inclusive, and Work Together—underpin every decision we make.

As we continue to grow toward our goal of educating 10,000 children in the local area by 2028, we remain focused on maintaining high educational standards and ensuring our schools are safe, respectful, and aspirational environments. By harnessing our collective expertise across our diverse community of schools, we are better equipped to meet the needs of every child and ensure they are prepared for the demands of an ever-changing world.

**Nick Jones**  
Chair of Trustees

# Our Vision

---

Our vision is to develop a **diverse,** **inclusive,** and **collaborative** community of highly effective schools that deliver **excellent** educational opportunities for the children and young people of the communities we serve.

Through our work we will ensure that they are equipped with the **knowledge,** **skills** and **behaviours** to deal with the demands of an ever-changing world.

# Our Values

AIM HIGH

BE INCLUSIVE

WORK TOGETHER



# 2023-2028 Strategic Plan

Maiden Erlegh Trust is a growing education community, and the development of this plan has enabled us to reflect on where we are, where we want to be and what the future will look like in the context of our moral purpose. We are very proudly a values-led organisation, and the culture we develop across our organisation is held in high regard and underpins our success. We are committed to continuing in this way.



## EDUCATIONAL STANDARDS

OUTCOMES AND DESTINATIONS	QUALITY OF EDUCATION PROVISION	MARKER OF EXCELLENCE
Outcomes in mainstream to be in the top 10% nationally and 100% of children with EHCPs to meet their learning goals. 100% of children will have a meaningful destination.	All schools judged to be Grade 2 or higher as measured through formal accountability processes.	Strategies to narrow gaps are shown to continually eliminate inequality across groups.



## CULTURE AND INCLUSION

SAFEGUARDING	ATTENDANCE	BEHAVIOUR AND INCLUSION
A culture of safeguarding is embedded in all schools as measured through external validation.	Attendance for all groups is above the local and national average.	Permanent Exclusion and Suspension rates to be below the national average in all schools.



## LEADING AND DEVELOPING PEOPLE

### ETHICAL LEADERSHIP

Staff will feel part of the Trust community as measured through survey against the national benchmark.

### PROFESSIONAL DEVELOPMENT

The Trust will deliver, or provide access to, high quality CPD and career opportunities for all staff, measured through engagement.

### EMPLOYER OF CHOICE

The Trust will be recognised as employer of choice through external accreditation and benchmarking.



## GROWING AND DEVELOPING OUR COMMUNITY

### TRUST GROWTH

The Trust will continue to grow in a measured and sustainable way, educating 10,000 children and young people by 2028.

### COMMUNITY CONFIDENCE

The Trust will maintain community confidence as we continue to grow as measured through stakeholder survey against the national benchmark.

### SYSTEM LEADERSHIP

The Trust will contribute to wider system leadership with MEI growing year-on-year.



## OPERATIONAL EFFECTIVENESS

### FINANCIAL STABILITY

ICFP is embedded practice and supports the delivery of balanced budgets, with reserves in line with policy.

### OPERATIONAL SUSTAINABILITY

The Trust will invest resources to ensure all schools operate effectively, efficiently, and sustainably as measured against its sustainability strategy.

### STATUTORY COMPLIANCE

The Trust will operate a 'best-practice' approach to ensure statutory compliance is maintained across all operations as validated through audit.

# Our Community of Schools

Maiden Erlegh Trust is a community of highly effective schools, rooted in their local communities, committed to delivering high-quality, inclusive, education

Our schools serve diverse communities united by a common ambition: to provide excellent education in a safe, respectful, and aspirational environment. We bring communities together through shared values, purposeful collaboration, and a belief that education works best when families, schools, and local partners work in genuine partnership.

## Locations

-  **Birch Hill Primary School and Nursery**  
Leppington, Bracknell, RG12 7WW
-  **Cranbury College**  
Cranbury Road, Reading, RG30 2TS
-  **Great Hollands Primary School**  
Wordsworth, Bracknell RG12 8YR
-  **Hamilton School**  
Bulmershe Road, Reading, RG1 5SG
-  **John Rankin Schools**  
Newbury, Berkshire RG14 6ES
-  **Maiden Erlegh Chiltern Edge**  
Reade's Ln, Reading RG4 9LN
-  **Maiden Erlegh School**  
Silverdale Road, Earley, RG6 7HS
-  **Maiden Erlegh School in Reading**  
Crescent Road, Reading, RG1 5SL
-  **Oak Tree School**  
Woodward Close, Winnersh, RG41 5UU
-  **River Academy**  
Richfield Avenue, Reading, RG1 8EQ



# Our Community of Schools



**BIRCH HILL  
PRIMARY SCHOOL**

*“Learn, Believe, Achieve Together”*

**Headteacher: Mr M Dillon**

We are proud of the values we hold most dear and the exemplary students that pass through our doors. Our emphasis upon learning, teaching and outstanding behaviour is reflected in each and every Ofsted report.

---



**CRANBURY  
COLLEGE**

*“Your future starts here”*

**Headteacher: Mrs C Willmott**

We constantly strive to create an environment that enables outstanding personal development through a purposeful curriculum; a programme of study designed to meet the needs of our learners coupled with a diverse enrichment offer.

---



**GREAT HOLLANDS  
PRIMARY SCHOOL**

*“Thinking and Learning Together;  
Achieving Forever”*

**Headteacher: Mr R Ferris**

We are a vibrant school full of enthusiastic learners. Our children are at the heart of every decision we make; they motivate and inspire us each day to achieve endless possibilities.

---



**HAMILTON  
SCHOOL**

*“A place of education, growth and opportunity”*

**Headteacher: Miss S Concannon**

We recognise each and every one of our students as individuals, and nurture their potential, developing the whole child by challenging and supporting them, intellectually, emotionally, socially, and physically.

---



**JOHN RANKIN  
SCHOOLS**

*“Igniting Passion; Empowering  
Learners; Transforming the Future”*

**Headteacher: Ms F Cooper**

We firmly believe passionate staff create children passionate about learning; in order to achieve this, wellbeing for both staff and children must be at the core of all policy and practice.



**MAIDEN ERLEGH  
CHILTERN EDGE**

*“Opportunity, diversity and success  
for all”*

**Headteacher: Miss E Bliss**

Expectations of ourselves, our students and the wider community of the school are high. Our students are confident, talented, inspirational and have a hunger to learn. The greater the challenge, the more they achieve.



**MAIDEN ERLEGH  
SCHOOL**

*Integrity, tolerance, aspiration,  
respect, kindness, and perseverance*

**Headteacher: Mr S Jump**

Students are keen to learn, curious, respectful, polite and fun. They rise to challenges enthusiastically, and have high expectations of themselves. Together they form a community of ambitious learners.

---



**MAIDEN ERLEGH  
SCHOOL IN READING**

*“Opportunity, diversity and success  
for all”*

**Headteacher: Mrs S Gibbs**

We see our school as a place where energy and commitment to excellence go hand in hand — where the corridors are busy, ideas are shared, and young people develop the character and skills they need to flourish.

---



**OAK TREE  
SHCOOL**

*“Nurturing potential, encouraging  
independence”*

**Headteacher: Mrs A Davis**

We recognise each and every one of our students as individuals, and to nurture their potential, developing the whole child by challenging and supporting them, intellectually, emotionally, socially, and physically.

---



**RIVER  
ACADEMY**

*“Excellence, Determination, Empathy,  
Respect and Community”*

**Headteacher: Mr A Hartley**

We strive to support every student to believe in the value of community and respect, to develop the desire to excel, to foster the ability for empathy and always be determined to improve and progress.

---

“ Collaborating to  
build a community  
where everyone  
thrives. ”



# Our Trust Overview



11  
SCHOOLS



917  
MEMBERS  
OF STAFF



4937  
CHILDREN  
EDUCATED

PRIMARY | 1188  
SECONDARY | 3485  
SPECIAL/AP | 264

“

I feel like I'm supported  
and the teachers want  
what is best for me. ”

Year 12 Student  
Maiden Erlegh School

# Governance Structure

Our governance puts the interests of our children and young people at the forefront of all it does and upholds and models our values. In so doing, it also considers the impact of decisions on staff workload and wellbeing and how it can support and develop colleagues across the organisation.

The governance of the Trust is overseen by the Members, who have oversight of the work of the Trust Board. The Trust Board, amongst other things, is responsible for setting the strategic direction of the Trust, and holds the Chief Executive Officer to account for the educational and financial performance of the Trust. In this way, the Board ensures the highest educational standards and can clearly demonstrate financial probity and the management of risk.



**5**  
MEMBERS



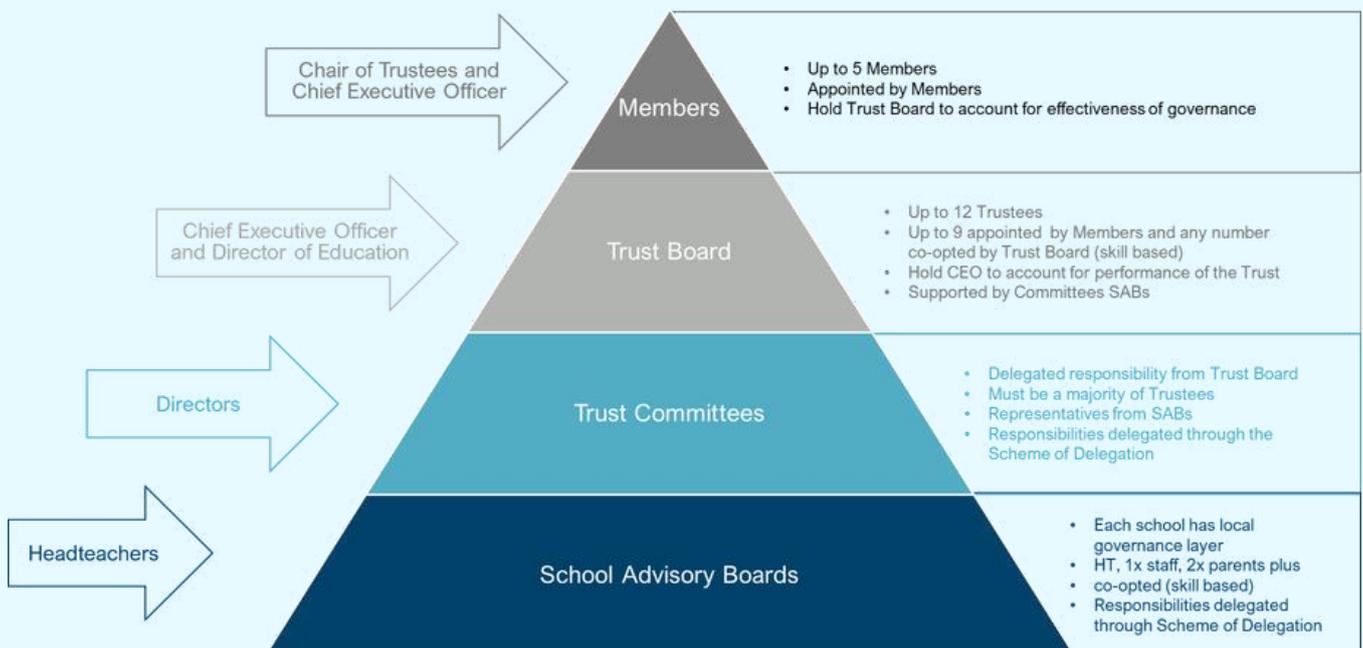
**12**  
TRUSTEES



**79**  
SAB  
MEMBERS



**1,000+**  
VOLUNTEER  
HOURS



“ The Maiden Erlegh Trust is a very well run, managed and governed organisation. It has a clear vision of where it wants to be in 3-5 years' time and well-constructed, and detailed, plans of how it means to get there. ”

External Review of  
Governance 2024



# Facts and Figures



**£41.4M**  
TOTAL REVENUE  
INCOME



**76.4%**  
STAFFING COSTS  
TO INCOME



**2.35**  
CURRENT  
ASSET RATIO



**£117M**  
FIXED ASSETS  
MANAGED



**£2M OVER 52**  
CAPITAL PROJECTS  
AND INVESTMENT **PROJECTS**

# Meet our Central Team



**Jonathon Peck**  
Chief Executive Officer



**Andy Johnson**  
Director of Education



**Sylvie De Groote**  
Chief Financial Officer



**Julie Foster**  
Chief Operations Officer



**Neil Strain**  
Director of Special Hub



**Richard Ferris**  
Director of Primary Hub



**Alison Walker**  
School Improvement  
Director: Culture and  
Safeguarding



**Rob Buck**  
School Improvement  
Director: People  
Development



**Sara Elliss**  
School Improvement  
Director: Quality of  
Education



**Kelly Nash**  
School Improvement  
Director: Special  
Educational Needs



**Neenisha Noushad**  
Head of Data and  
Insights



**Carli Jordan**  
Head of Marketing and  
Communications



**Nikki Measures**  
Head of People  
and Culture



**Jo Ricketts**  
Head of Trust  
Operations



**Rick Austin**  
Trust Estates and  
Sustainability Manager

# Ofsted Outcomes

## Academies Ofsted Rating

- 1** Rated 'Outstanding'
- 5** Rated 'Good'
- 1** New Framework '4x Strong | 3x Expected'
- 2** New Schools 'Not Inspected'

### New Framework

-  Exceptional
-  Strong Standard
-  Expected Standard
-  Needs Attention
-  Urgent Improvement

SCHOOL	OFSTED RATING
Birch Hill Primary School and Nursery	'Good' (2019)
Cranbury College	'Good' (2025)
Great Hollands Primary School	'4 x Strong, 3 x Expected' (2026)
Hamilton School	'Good' (2024)
John Rankin Infants and Juniors	Joined January 2026
Maiden Erlegh Chiltern Edge	'Good' (2022)
Maiden Erlegh School	'Outstanding' (2025)
Maiden Erlegh School in Reading	'Good' (2023)
Oak Tree School	Not Inspected - New School (Opened 2023)
River Academy	Not Inspected - New School (Opened 2024)



MAIDEN ERLEGH  
TRUST

# School Performance Outcomes



# Performance Outcomes Overall Trust

## MAT Performance

For Attainment 8 APS, MET is 33rd out of 244 MATs with 3+ secondary schools.

**33<sup>RD</sup>**  
OUT OF  
**244**  
MULTI-  
ACADEMY  
TRUSTS

“ The Curriculum matches, and often exceeds, what is expected nationally. ”

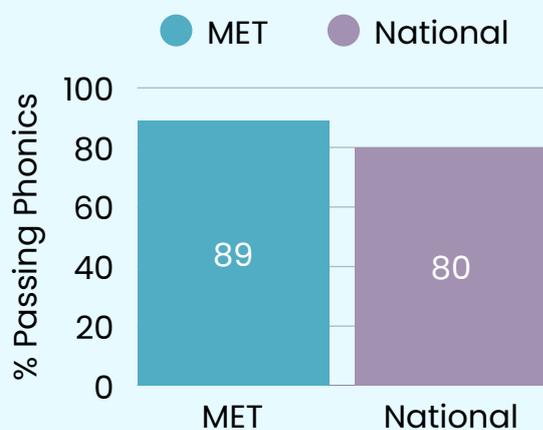
Maiden Erlegh School  
Ofsted 2025



# Performance Outcomes Primary Hub

## Key Stage 1

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

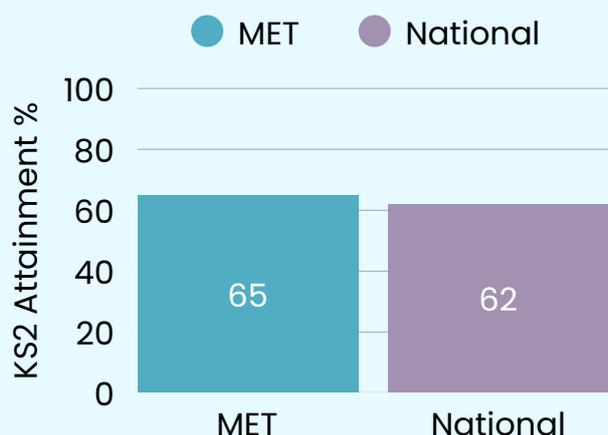


89% of Year 1 pupils across the Trusts primary schools passed the Phonics Screening Check in 2024-25. This compares favourably to the national pass rate of 80%. Furthermore, outcomes showed a positive disadvantaged gap, a negligible gender gap, and a small negative SEND gap demonstrating the benefits of our commitment to inclusive approaches.

## Key Stage 2

Reading, Writing, and Maths combined (% of pupils meeting the expected standard at the end of Key Stage 2)

65% of pupils across the Trusts primary schools met the expected standard in Reading, Writing, and Maths combined at the end of Key Stage 2. This compares favourably to national outcomes of 62%. At Great Hollands Primary School, 81% of pupils met the expected standard which is significantly higher than national.



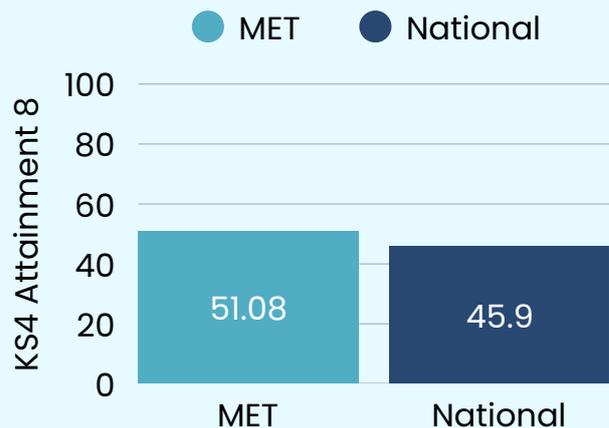
# Performance Outcomes

## Secondary Hub

### Key Stage 4

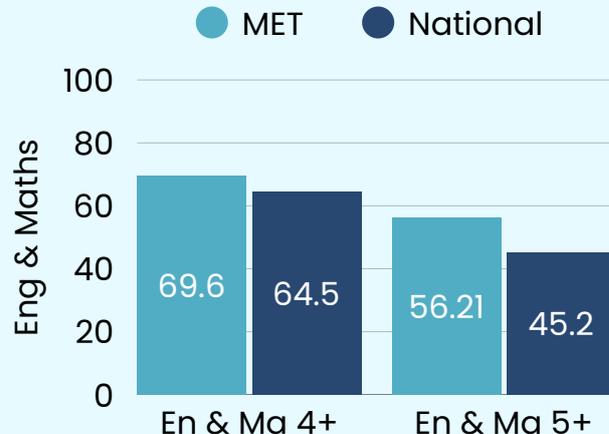
#### Attainment 8

The proportion of Year 11 students across the Trusts secondary schools achieving an Average Point Score (APS) in their 8 best subjects (including English and Maths) is 5.18 points higher than the National average. This places Maiden Erlegh Trust 33<sup>rd</sup> out of 244 Trusts nationally with 3 or more secondary schools.



#### English and Maths

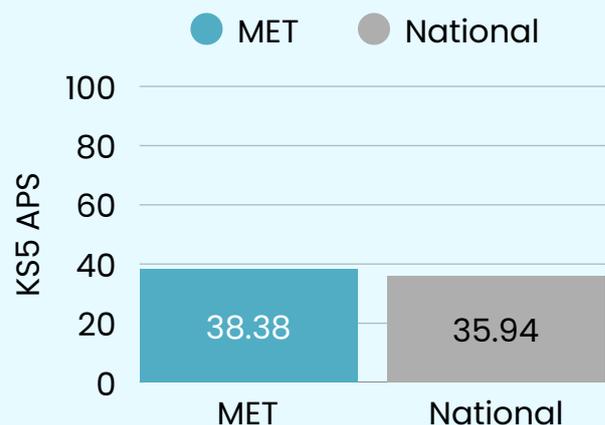
The Trusts secondary schools outperformed national comparators in the proportion of Year 11 students achieving both 4+ and 5+ in English and Maths



### Key Stage 5

#### Average Point Score

Post-16 outcomes also compared well against national with an Average Point Score of 38.38 (2.44 higher than national), and an average grade of 'B' (national B-).



# Performance Outcomes Special/AP Hub

## Specialist Provision

As a Trust we **Aim High** for all learners who attend one of our specialist provisions. It is therefore pleasing to see a growing number of our learners being entered for GCSE qualifications in one of 5 subjects, and achieving a grade.

**100%**  
OF LEARNERS  
**ACHIEVED  
A GCSE  
GRADE**

**79%**  
**ACHIEVED  
A GCSE  
GRADE  
ACROSS 3  
QUALIFICATIONS**

## Alternative Provision

94% of students who attend our alternative provision were entered for GCSE qualifications in 2024-25 (50% prior year), with over three quarters of students achieving a GCSE grade in at least three subjects.





MAIDEN ERLEGH  
TRUST

# School Attendance Outcomes



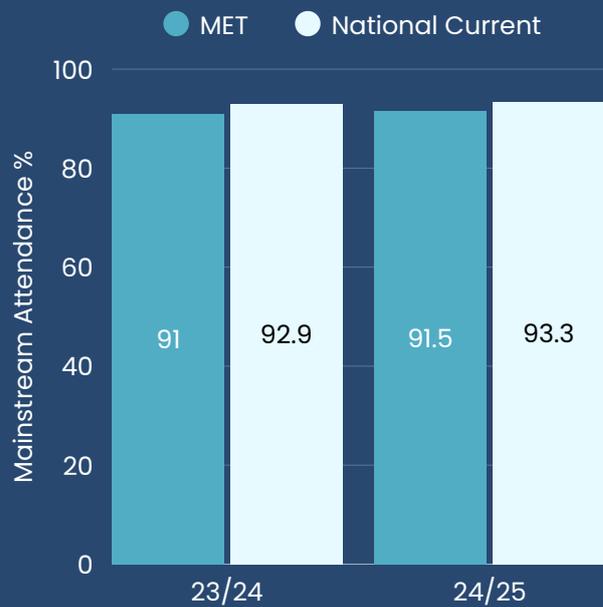
# Attendance Outcomes

MET launched its Attendance Strategy in Autumn 2024 with the ambitious aim of recovering attendance rates to pre-pandemic levels by 2028.

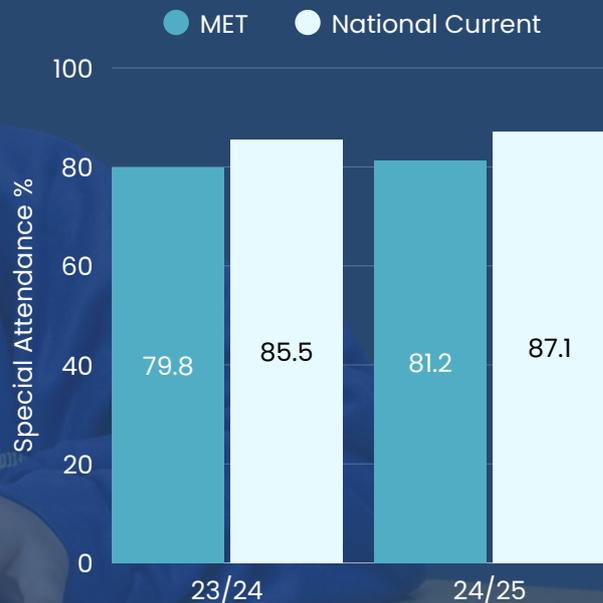
Through investment in dedicated Educational Welfare Officer support and services, the impact of the strategy in its first year has been positive, with improvement in attendance equating to 2,506 more days attended than the prior year.

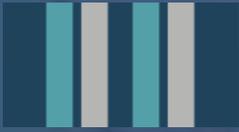
We know there is still work to do, however. One of our strategic KPIs is to ensure attendance for all is above national and local comparators and we will continue to strive to ensure that our schools are a place of belonging where our children and young people want to attend and thrive.

## Mainstream Provision



## Specialist Provision





MAIDEN ERLEGH  
TRUST

# School Improvement Impact



# School Improvement Impact

During the 2024/2025 academic year, the School Improvement Team played a vital role in advancing and delivering high-quality education throughout our schools. Their support included guiding schools through 2 successful Ofsted inspections, conducting 9 school reviews, leading termly safeguarding audits, and attendance review meetings in every school.

The team also held 27 school performance meetings, introduced a new SEND audit tool and process, facilitated 10 function-specific network groups and meetings, and provided substantial senior leadership support in four of our schools.

9

SCHOOL  
REVIEWS

2

SUCCESSFUL  
**OFSTED**  
INSPECTIONS

27

SCHOOL  
PERFORMANCE  
MEETINGS

10

FUNCTION  
NETWORK  
GROUPS

Through the Maiden Erlegh Institute, we delivered 27 CPD courses across a variety of pathways to foster staff development. We launched a new sequenced development pathway for support staff, implemented online learning labs, and rolled out the StepLab instructional coaching platform.

“Being part of the MET team has offered me excellent opportunities for career development.”

Becky Clarke, SENCo  
River Academy

# School Improvement Impact

Staying true to our collaborative ethos, the School Improvement Team contributed to system leadership by facilitating 4 National Professional Qualification cohorts, conducting external school improvement reviews, and delivering training courses for other schools and organisations.

Strategically, the team has supported the design of our curriculum alignment programme across each hub, launched a renewed attendance improvement strategy, developed a new approach to enhancing outcomes for disadvantaged children and young people, and established a more coordinated approach to CPD. The year also saw the design and introduction of updated school improvement framework to ensure that continuous improvement is a reality in our schools.

TRUST SCHOOLS PROVIDED  
**PLACEMENTS FOR**

**10** **TEACHER  
TRAINEES**

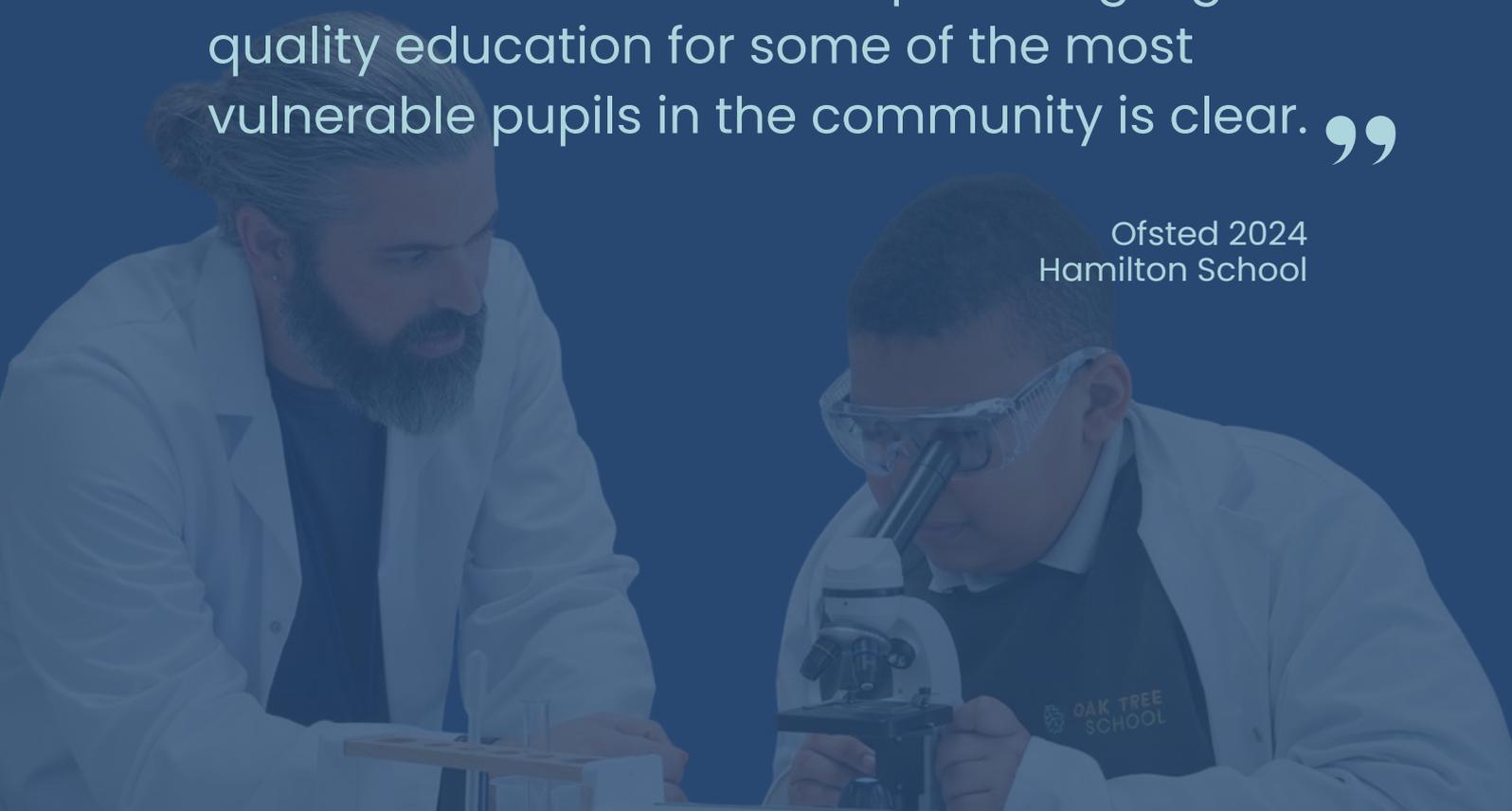
AND HAVE SUPPORTED

**19** **EARLY CAREERS  
TEACHERS**

**4** NATIONAL PROFESSIONAL  
**QUALIFICATION  
COHORTS**

“ The trust’s commitment to providing high-quality education for some of the most vulnerable pupils in the community is clear. ”

Ofsted 2024  
Hamilton School



# Wider School Improvement

## Teacher Training



MET delivers Early Career Teacher training programmes for Wokingham and Reading Secondary colleagues, which continues to receive excellent feedback in both Years 1 and 2.

## Teacher Trainees

8 PGCE trainees have been already recruited since October, and each current Initial Teacher Trainee has been interviewed to support the future Trust pipeline.

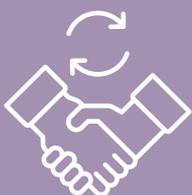
**EIGHT**  
**PGCE TRAINEES**  
HAVE BEEN RECRUITED  
**SINCE OCTOBER**

## Coaching and Mentoring



Our Hub Lead Practitioners for Research and Innovation continue to add capacity to schools by providing coaching and mentoring of teaching staff and strengthening partnerships with school-based CPD leads.

## Learning Lab



Our Trust Learning Lab workshops bring colleagues together to rehearse techniques live with expert guest facilitators and our newly formed 'Evidence Exchange' sessions support colleagues to engage in current research linked to our Learning Lab themes and supports knowledge sharing across the Hubs.



MAIDEN ERLEGH  
TRUST

Professional  
Development Impact



# Professional Development

## Professional Development Courses

Maiden Erlegh Institute launched our new professional development curriculum featuring 27 courses across three strands: 21<sup>st</sup> Century Leadership, Teaching and Learning, and Inclusion and Culture. Also launched was our Support and Administrative Professional Development Pathway, including strands on Digital Literacy Mastery, Personal and Workflow mastery, and Interpersonal Mastery. A key feature of these courses is that they caters for all staff in all roles, with 100% of delegates agreeing that the courses supported knowledge and skills development.



27  
Courses

## Trust Conference



Maiden Erlegh Institute curated the largest ever annual Trust conference, attended by over 700 colleagues, with over 60 workshops sessions all centred on the theme 'Belonging and Mattering'.

100%  
DELEGATES  
AGREED THAT  
**COURSES**  
SUPPORTED  
**SKILLS AND  
KNOWLEDGE**  
DEVELOPMENT

## MAT Excellence Award



As part the MAT Excellence Awards 2026, we are delighted to announce that Maiden Erlegh Trust has been shortlisted for the Staff Development Award (1-12 schools) in recognition of our whole-workforce culture of professional learning and development for all colleagues through the work of Maiden Erlegh Institute.

## Apprenticeship Levy Supported Development



25 colleagues currently engaged in multi-year, apprenticeship levy funded, training courses ranging from Level 4 to Level 6 qualifications in Early Years, Specialist Teaching Assistants, Operations Management and much more.

# 25

**COLLEAGUES  
UNDERTAKING  
APPRENTICESHIPS  
THROUGH  
LEVY- FUNDED  
TRAINING  
PROVIDERS**

## CPD Programme Model



Development of Trust CPD programme model and Conference themes for the next 3 years to keep ahead of the changing educational landscape and support the development of the digital transformation project.

“Maiden Erlegh Trust values their staff very highly and focuses on staff development as a key link to student development and success.”

Abi McShee  
Head of Science at Cranbury College



MAIDEN ERLEGH  
TRUST

Finance, Business and  
Operations Impact



# Finance Impact

Over the past year, our focus has been on strengthening the Trust's financial position while ensuring that every pound we spend supports the environments and opportunities our pupils and staff deserve. It has been a challenging year at times—for example, rising electricity costs significantly impacted our schools—but we have responded proactively by investing in LED lighting and continue to explore longer-term sustainability options, including the viability of solar panels across our estate, to reduce both environmental impact and financial pressure.

**WE INVESTED  
£1.983M  
IN CAPITAL  
PROJECTS  
THIS YEAR**

## Capital Projects



We invested £1.983m in capital projects this year, directing funding to the areas that have the greatest impact on the day-to-day experience of pupils and staff. This included essential works such as boiler upgrades, toilet refurbishments and improvements to flooring and learning spaces. These investments create safer, more welcoming environments where pupils can learn comfortably and staff can work effectively.

## Funding



Securing appropriate SEN and EHCP funding continues to be one of our more complex challenges. With around 20% of our income received from local authorities, delays and variations in grants and high-needs funding require careful monitoring and close collaboration with the schools and Local Authority. Ensuring every child receives the support they are entitled to is a responsibility we take seriously, and it will remain a priority moving forward.

## Financial Management



Thanks to prudent financial management, the Trust's reserves increased from 3.6% to 4.5% in 2024/25, strengthening our resilience and creating more capacity for future investment. We will continue to manage cost pressures responsibly, protect the Trust's financial strength and invest thoughtfully in the spaces where our pupils learn and grow.

## Financial Systems



We continued to modernise our financial systems, with all schools now fully cashless and the early stages of automated invoice matching underway. The finance team processed just under 25,000 invoices this year, demonstrating both the scale of Trust activity and the importance of strong controls. I am incredibly proud of the team for their consistency, attention to detail and commitment to continuous improvement, which contributed to another positive audit outcome.

## Finance Team

Looking ahead, we are restructuring the finance team to work even more closely with schools, with dedicated Finance Business Partners providing tailored support and stronger day-to-day collaboration. Ensuring a sustainable and balanced catering service is also a major priority so that pupils continue to benefit from healthy, affordable meals in the face of rising costs.



**WE PROCESSED  
25,000  
INVOICES  
THIS YEAR**



# Operations Impact

The Operations Team has continued to play a pivotal role in strengthening the Trust's infrastructure, systems and service delivery across all schools. Covering systems, catering, estates, data, IT and compliance, the team has delivered improvements that support both day-to-day operations and long-term strategic growth.

**MIGRATING  
906  
STAFF  
RECORDS**

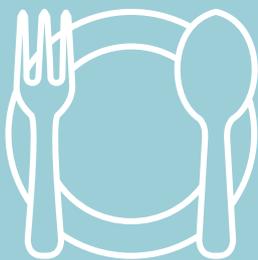
## Systems Implementation



A major focus this year was systems implementation. The rollout of the Every HR and operations platform — a joint effort with the People Team — involved migrating 906 staff records, significantly improving access to personal information, payslips, and workflow processes such as absence, performance management and expenses.

ClassCharts was also introduced and has been warmly received by teaching staff, providing a single, centralised platform for behaviour logging, attendance tracking and classroom support requests, resulting in more consistent practice across schools.

## Catering



Catering progress included the introduction of a Trust-wide aligned menu and a reduction in disposable products, supporting key sustainability objectives. More than 398,000 meals were served through in-house operations, and the team launched the Trust's Sustainability Strategy and Climate Action Plan, working with Let's Go Zero to produce school-level plans and monitor ongoing progress.

**MORE THAN  
398,000  
MEALS  
SERVED  
THROUGH  
IN-HOUSE  
OPERATIONS**

## Trust Growth



The team played a vital role in Trust growth, managing due diligence and conversion activity for John Rankin Schools. Procurement activity included a major cleaning tender, leading to a move to Everbrite with anticipated improvements in service quality.

## Data Reporting



Enhancements in data reporting and dashboards have strengthened schools' ability to make evidence-based decisions, while continued IT investment and a shift toward cloud-based services have improved resilience, flexibility and long-term infrastructure stability.





MAIDEN ERLEGH  
TRUST

