



Integrity



Brave



Together

Inspiring



Ambition

Impact Report 2024- 2025

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Brave **Together**

Inspiring

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1. Message from the CEO

As we reflect on the 2024–25 academic year at Learning Partners Academy Trust (LPAT), it is with immense pride that we celebrate the measurable progress and strengthened performance across our family of schools. With 16 schools, this has been a year defined by collaboration, ambition, and a shared belief in our mission to make all our schools better for children.

Our schools have delivered excellent academic outcomes, including significant improvements in reading, writing and maths at KS2, strong phonics results, and exceptional A level performance across our sixth forms. We were pleased to see this success reflected in Ofsted inspections, where multiple schools demonstrated improved practice, maintained high standards, or achieved outstanding judgements.

This year also saw major developments in inclusion and wellbeing, with the opening of new nurture hubs and the launch of Guildford County School's dedicated SEN unit, The Loft—a powerful example of our commitment to ensuring every young person feels supported and able to thrive. Beyond the classroom, we continued to invest in the future of our schools. Through our School Condition Allocation, we delivered essential improvements across estates, enhanced safeguarding, expanded specialist provision, and accelerated our energy efficiency strategy. These enhancements ensure our environments remain safe, sustainable and fit for the future.

Our staff development offer has grown stronger than ever, with colleagues taking part in myriad CPD opportunities, leadership development and subject-specific networks, reinforcing our ambition to attract, develop and retain exceptional talent across the organisation.

As we celebrate our achievements, we remain firmly committed to continuous improvement. In the year ahead, we will focus on driving school improvement, strengthening organisational resilience, developing talent, and supporting responsible growth—ensuring our schools remain places where children thrive and staff flourish.

Thank you to our pupils, staff, families, governors, trustees and partners. Together, we are creating exceptional opportunities for young people across Surrey, and I look forward to another year of ambition, collaboration, and excellence.



Jack Mayhew - CEO

2. Strategy and Vision

Our Vision

To be leading schools where children thrive

Our Values



Brave Innovators



Guided by Integrity



Ambition For All



Learning that Inspires



Better Together

Objectives, strategies, and activities

The trust's strategic themes for 23-26 are:

Drive improvement

- Ensure all schools achieve above national progress goals and performance strengthens further against national benchmarks.
- Children feel better supported in learning about, and pursuing, future careers.
- Formulate, communicate and implement a trust school improvement framework.
- Incorporate annual external review into trust practice.

Organisational resilience

- Reduce ecological footprint and strengthen financial stability.
- Attract more children, income and community use.
- Implement, align and utilise systems which reduce workload, inform practice and target investment.
- Grow our trust responsibly to support schools and enabling communities to thrive.

Develop talent

- Attract and promote talent.
- Strengthen and facilitate collaborative tools, culture, and ethos.
- Provide valued networks and professional development to all colleagues across the organisation.
- Promote the diversity of ideas, seeking out alternate viewpoints and approaches.

3. About the Learning Partners Academy Trust 2024/25



Number of
pupils

9,470
aged 2-19
years old



Number of
Schools

10 primary
schools,
5 secondary
schools and
1 further
education



Number of
Staff

1,368
(July 2025)



Governance

16 Local
Governing
Bodies,
8 Trustees &
5 members



4. 2024/25 Highlights



**Strong Ofsted
Performance**



**High Academic
Achievement**



**Investment in
Estates &
Sustainability**



**Strengthened
School
Improvement**



5. Educational Impact

The 2024/25 academic year marked a significant milestone for LPAT, as it was the first year the trust met the sustainability benchmark required to be included in the MAT (Multi Academy Trust) league tables. The outcomes achieved not only justified this inclusion, but positioned LPAT as one of the strongest-performing trusts nationally.

The 2024/25 outcomes demonstrate a very strong year for LPAT. With strong KS4 and KS5 results and solid primary performance aligned with national averages, the trust is now firmly positioned as a high performing MAT nationally.

This success reflects:

- High quality teaching and curriculum delivery
- Effective leadership across all phases
- A strategic focus on sustainability and long term excellence

Learning Partners continues to build strong educational outcomes that support pupils through every stage of their educational journey.

In 2024-25 focus was spotlighted on inclusive classroom practice as well as driving strong curriculum leadership as well as fulfilling the basics with a relentless focus on teaching phonics. This resulted in all LPAT schools achieving above national benchmarks. The trust placed huge emphasis on expanding its training programme, the positive impact of which is tangible in the classrooms.

The trust has robust school improvement programmes supporting each school with a balance of challenge and support. Trust schools inspected in 2024-25 all had positive outcomes.

KS1 & KS 2 Impact

Primary outcomes remained in line with national performance, placing Learning Partners within the top 40th percentile of trusts nationally.

This reflects:

- Secure and stable primary performance
- Outcomes broadly matching national expectations
- A strong platform for sustained improvement and pupil progress

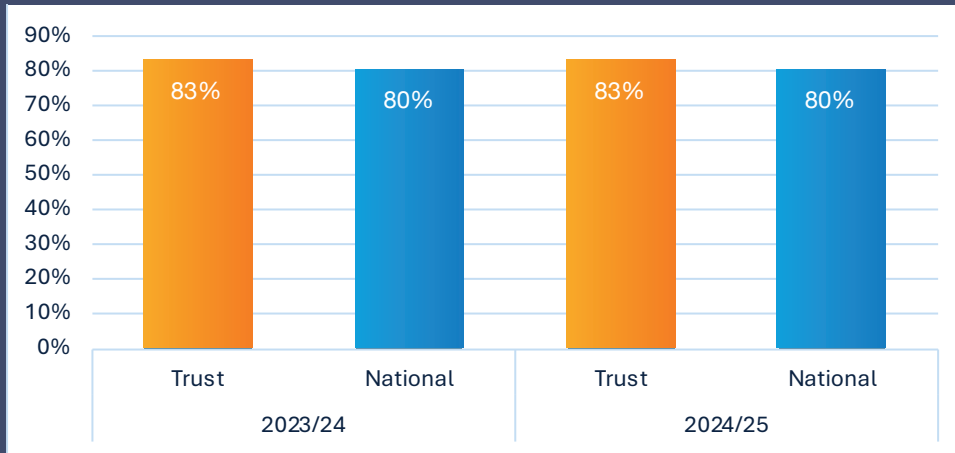
Overall impact: The primary phase continues to perform consistently, providing a solid foundation for pupils as they move into secondary education.



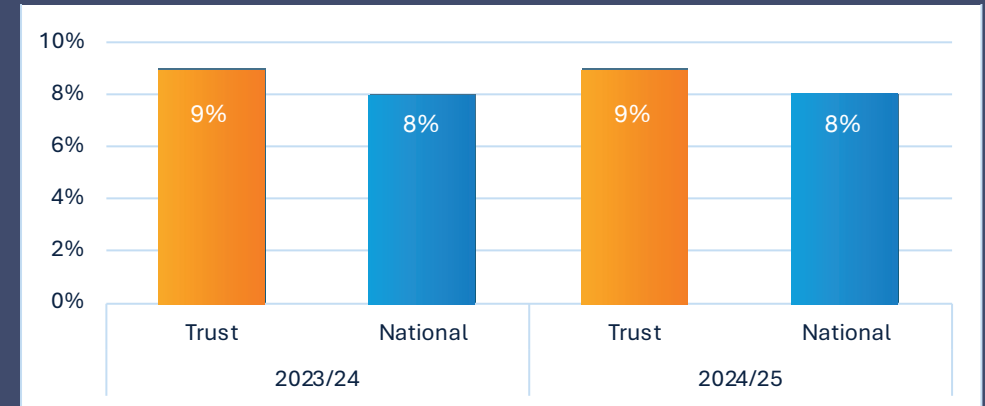
5. Educational Impact - Continued

Pupil Outcomes – Key Stage 1 and 2 results

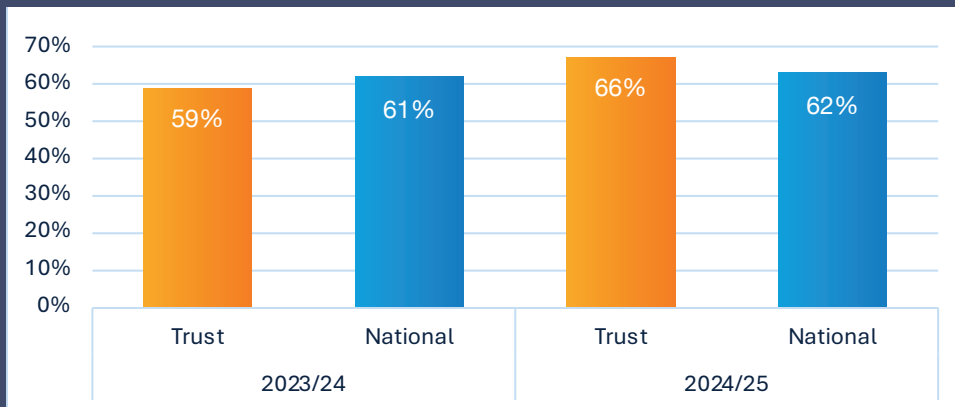
KS 1 Phonics - % of pupils meeting expected standard in phonics at the end of Year 1



% of pupils achieving greater depth in Reading, Writing and Maths at the end of KS2



% of pupils meeting expected standard in Reading, Writing and Maths at the end of KS2



5. Educational Impact - Continued

Key Stage 4 (KS4) Impact

Learning Partners delivered exceptional outcomes at Key Stage 4, performing strongly against national MAT comparators.

Attainment 8 Performance

- Ranked 8th nationally out of all MATs for Attainment 8 scores.
- This reflects consistently high academic achievement across a broad range of subjects.

English & Maths (Grade 5+)

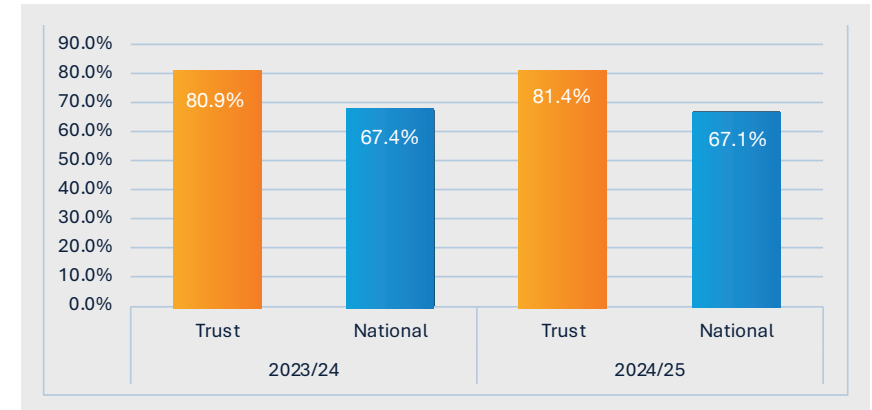
- Ranked 11th nationally out of all MATs for the percentage of students achieving Grade 5 or above in English and Maths.
- This benchmark is a major indicator of strong academic foundations and future progression pathways.

Overall impact: These results demonstrate a significant step forward in KS4 performance, confirming Learning Partners as a top tier MAT for secondary outcomes.



Pupil Outcomes - Key Stage 4 Results

% of pupils achieving grade 4+ in English and Maths at GCSE



5. Educational Impact - Continued

Key Stage 5 (16–18) Impact

The 16–18 outcomes represented one of the most significant successes for the trust in 2024/25.

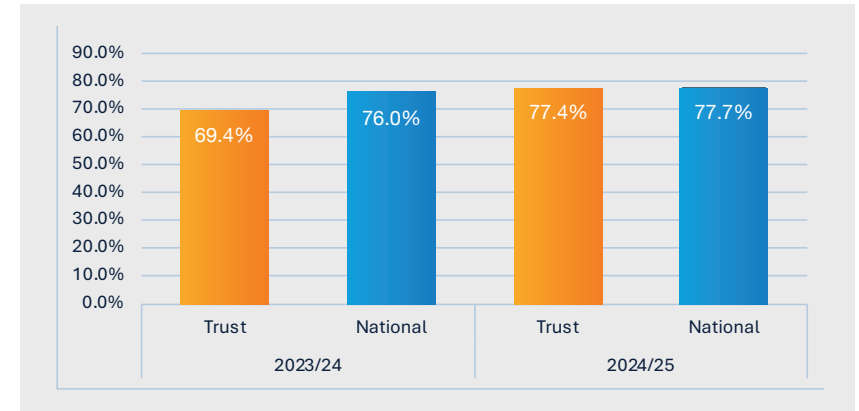
Progress Measures

- Ranked 4th nationally out of all MATs for student progress between ages 16–18.
- This indicates exceptional value added performance, showing that students made considerably more progress than their peers nationally.
- Ranked 13th nationally for Average Point Score (APS).
- The average grade achieved by students was B , reflecting high quality teaching, strong curriculum pathways, and sustained student support.

Overall impact: These outcomes highlight the trust’s ability to support high levels of academic development, ensuring students achieve strong post 16 destinations.

Pupil Outcomes – Key Stage 5 Results

% of pupils achieving grade C+ in their chosen subjects at A-level



5. Educational Impact - Continued

What Ofsted says about our schools

During the academic year, four trust schools had an Ofsted inspection under the current inspection framework. Two primary schools, 1 secondary school and 1 FE school received Ofsted visits during this academic year:

- **George Abbot school inspected under section 8.** Ungraded inspection, but the outcome states that “the school’s work may have improved significantly across all areas since the previous inspection”. The school’s next inspection will be a graded inspection. (Ofsted: February 2025 report)
- **Boxgrove Primary School reinspected under section 5.** Graded inspection indicating that 4 out of 5 areas are outstanding (Ofsted: June 2025 report)
- **Burpham Primary School inspected under section 8.** Ungraded inspection, indicating that the school has maintained the standards identified as outstanding at its previous inspection (Ofsted: June 2025 report)
- **Surrey Maths School first monitoring visit.** 2 out of 3 areas demonstrating significant progress (Ofsted: May 2025 report)

Surrey Maths School (SuMS) opened as a new trust school in September 2024. It is a specialist 16-19 maths school, one of just eight in the country. A permanent site has been secured for the school in central Guildford and within walking distance of Guildford Station. Delays to the building works required to adapt the permanent site meant that the school opened in temporary refurbished accommodation at Kings College, Guildford. It is anticipated that the school will move to its permanent site in spring/summer 2026.

Within LPAT, schools continue to work in collaboration with each other. There are regular meetings of Headteachers across all phases where information is shared and gathered. There is a school improvement partner allocated to each school who both supports and challenges all aspects of school life and all Headteachers are line managed by Directors of Education. All school performance is reviewed and challenged with the Education committee.



6. Inclusion & Wellbeing Impact

Inclusion

Throughout 2024–25, a key area of focus was inclusive practice across schools, and the trust secured funding to establish four nurture hubs within our settings.

Guildford County Case Study

In June 2025, Guildford County School officially opened its new 25-place SEN unit for autistic students aged 11–16. Located in The Loft, the newly fitted classrooms offer a dedicated, supportive and calming environment designed to meet the needs of students who benefit from additional support and a quieter learning space. The Loft also provides a tailored curriculum offer, further enhancing the individual learning experience.

This development marks a significant milestone in the school's ongoing commitment to creating a more inclusive and nurturing learning environment—one where inclusion is not only a principle but a day to day practice, and where every young person feels safe, valued and able to thrive.

The Loft also represents a shift in thinking: recognising that learning, success and belonging must be supported for every student, not only to improve individual outcomes but also to enrich the wider school experience. It is an exciting opportunity to broaden what County can offer and to extend that support to even more young people.



7. Engagement Impact

The trust central team issues a regular newsletter for all colleagues across the trust, including senior leaders, governing bodies and trustees. In addition to this, within each school there are staff newsletters or bulletins and weekly staff briefings.

Alongside the trust fortnightly bulletin there are also half termly or termly trust-wide meetings involving headteachers, school business managers, HR and estates and premises colleagues which provide information to be disseminated to staff. Other smaller networks take place between deputy heads, assistant heads, SENDCos, Home School Link Workers, Data teams and Designated Safeguarding Officers to further encourage engagement and collaboration.

Additionally the CEO records a video message towards the end of each term, which is circulated to all staff across the trust. The message includes an update on the trust vision, celebrates events and activities that have taken place throughout the term and thanks colleagues for their input.



8. Staff Development & Workforce Impact

The school improvement team delivered an extensive range of continuous professional and leadership development activities, focussing particularly on curriculum development and subject specialism.

There was also a strong focus on leadership for senior leaders and teaching and learning leads. Curriculum networks were fully embedded across the primary contingent and core curriculum networks established across the secondary sector.

2024-25 saw the further development of trust lead practitioners across the primary sector alongside the development of extensive networks both at curriculum subject level as well as teaching and learning leads, SEND, DSL, HSL and leadership groups.



29

Network sessions offered on leadership development
295 attendees



83

Staff members enrolled in a NPQ course



106

Subject network sessions and course offered
2286 attendees



1174

Staff attended trust wide inset for teaching staff held in Jan 2025



9. Community & Partnership Impact

Collaboration with local organisations

The trust and the schools within it enjoy a productive relationship with local schools outside of the trust as well as a large variety of other organisations and supportive charities which ensure school communities are well-served, and that we are meeting all of our learners' needs.

Our schools work with Guildford Shakespeare Company, Eikon, Matrix Trust, Oakleaf, Surrey Rams, Surrey County Cricket, GASP, SATRO, West Surrey Partnership, Planet Soccer, and Boogie Pumps amongst many others.

Working in collaboration with the University of Surrey, the trust has successfully developed and opened a specialist maths school. Throughout the academic year 2024 – 2025, colleagues from Surrey Maths School delivered an outreach programme to primary and secondary schools across the county, further cementing our relationships with external organisations.

The trust has been working closely with the Guildford Diocese and its Board of Education to establish the Learning Partners Church Academy Trust (LPCAT) with our CEO appointed as interim CEO of LPCAT. This development also strengthens the collaboration amongst church schools and non-faith schools, many of which are feeder schools to LPAT secondary schools.



Our schools regularly support numerous charities, a few examples are shown below



10. Governance Impact

Our annual plan included trust-delivered governor training, carefully tailored to reflect the skilled roles outlined in the new Scheme of Delegation which was launched during the 2024/25 academic year. This initiative demonstrates our commitment to equipping Governors with the knowledge and confidence they need to fulfil their responsibilities effectively. By investing in professional development, we are building capacity and expertise across our governance community.

In 2024/25, we organised a programme of training for governors and trustees, including a range of bespoke sessions on the following topics:

- Safeguarding
- Educational Standards
- Complaints
- Finance
- SEND and Vulnerable Groups
- Health & Safety

This programme culminated in a successful Governance Conference in June 2025 which attracted circa 50 governors and trustees from across the trust. Our main speakers from within the trust community delivered thought-provoking presentations that explained how they are harnessing the power of partnership between schools and their local governing bodies to improve school governance.

Breakout sessions focused on the Skilled Governor areas based on the trust's new Terms of Reference, whilst the informal networking offered valuable perspectives and viewpoints from fellow governors, trustees and headteachers.



11. Operational Impact

The trust delivers a diverse range of operational services to schools, including support with financial management, HR, premises, and compliance management. The trust monitors the value for money offered by these services closely and seeks to ensure that schools achieve financial efficiencies through trust membership that outweigh the annual service charge.

The rollout of a 12-month process for finance software started in 2025 with comprehensive training for finance staff which will continue into the 2025/26 and 2026/27 academic years.

During the 2024/25 academic year Bromcom was installed across the trust as the single Management Information System for all our schools. Bromcom was chosen as the best product after an extensive 6 month procurement process with a team made up of 21 staff from schools across the trust bringing their valuable knowledge and expertise to the process.

Due to its “One-Stop-Shop” capability and features, Bromcom reduces the amount of third party systems we use by providing student registers, timetabling, homework, behaviour and attendance management as well as facilitating detailed reporting into educational achievement across all areas of the curriculum from detailed dashboards. Bromcom also has strong communication features for notifications and messages with an effective staff/student & parent app allowing payments and school-led messaging for classes and activities.

School Condition Allocation

In April 2025, the trust was awarded a School Condition Allocation (SCA) of £1.88m. This funding has been strategically distributed to support a range of major capital projects across the trust, as well as smaller, school-led initiatives focused on inclusion, safeguarding, and enhancing the student experience.

Health and Safety Improvements

Key health & safety works have included the encapsulation or removal of asbestos at Stoughton, Pirbright, and Sandfield, with further SCA funding earmarked to address similar issues at additional school sites. The installation of a ‘man safe’ roof barrier at Tillingbourne and the replacement of fire doors at Fullbrook, Kings, and Glebelands has also been prioritised as part of this year’s allocation.

Energy Efficiency Initiatives

Several energy-saving measures were implemented during the year. Glebelands School benefitted from the installation of new energy-efficient lighting. At Guildford County School, a new boiler system was installed, while Loseley Fields replaced the heating pipework to resolve ongoing safety and energy efficiency concerns in the main building.



Roofing Projects

A substantial portion of the SCA has been allocated to roof repair and replacement projects. Major works are underway for Glebelands School and George Abbot School, with additional funding directed toward the completion of roofing repairs at Boxgrove Primary School and Shalford Infant School.

Inclusion-Focused Developments

To further the trust’s commitment to inclusion, Kings College and Fullbrook received SCA funding to complement Local Authority grants, enabling targeted improvements to support inclusive education environments.

Specialist Provision Expansion

A major milestone was achieved with the completion of Guildford County School’s ASD (Autism Spectrum Disorder) unit, funded by Surrey County Council. After many months of construction, the facility opened to students in September 2025, marking a significant enhancement in the trust’s capacity to support inclusive learning.

11. Operational Impact - Continued

Energy Efficiency Measures

To improve energy efficiency across the trust, we have implemented several key initiatives:

- **LED Lighting Upgrade:** A full programme of replacing traditional light fittings with energy-efficient LED lighting has been completed across all schools.
- **Smart Metering:** All utility meters have been upgraded to smart meters, enabling more accurate and efficient monitoring of energy consumption. Each school now has access to an energy portal that provides half-hourly usage data, supporting informed decision-making.
- **Solar Panel Installation:** Solar panels have been installed at ten schools, with the final installation at Guildford County School completed in September 2025.
- **Roofing and Insulation Improvements:** New roofing projects at Guildford County, Stoughton, Pirbright, and Kings have included enhanced insulation to meet current building regulation standards, contributing to improved energy performance and reduced carbon emissions.
- **Energy Efficient boiler systems:** Guildford County School replaced the school's main boiler with a modern energy efficient system.



12. Looking ahead: 2025-26 priorities

Conclusion

Overall, 2024/25 represents a defining year for Learning Partners Academy Trust. Strong academic outcomes, nationally recognised performance, improved inclusion, and strategic investment in systems, people and sustainability placed the trust in a confident position for the future.

Looking ahead to 2025/26, our trust priorities include:

Improve English outcomes at KS2 and KS4, Attendance and the Pupil Premium gap

Grow the trust

Reduce pupil exclusions and suspensions

Improve our working environments

Promote our brand internally and externally

Transition to new governance arrangements and equity articles

Move to a single central tenant for IT

School Improvement team focus on Reading, Inclusion and AI

Invest in support staff training






Learning Partners
academy trust

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