



learning
academy
partnership



**ANNUAL REPORT TO FAMILIES,
COLLEAGUES AND COMMUNITIES**
2023-2024

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WHO WE ARE



18 SCHOOLS



13 CHURCH SCHOOLS



11 NURSERIES



444 COLLEAGUES



1 NATIONAL ENGLISH HUB



2650+ PUPILS



WELCOME FROM CHAIR OF TRUSTEES, JOANNE TISDALL

Everyone has been working their socks off in 2024 and by everyone, I mean children, staff and parents. That's true every year, I know, but this year all that work has been rewarded. Everyone deserves a huge thank you.



“Growing brings more opportunities to share new skills and experience by working closely together across the Trust.”

Many of our schools have had Ofsted inspections and they were good. Inspectors had some wonderful things to say. They ask tough questions and do a really deep dive into what's happening in school. Many of you will have experienced the inspections too, because they always ask parents and children for feedback about their school. Thank you to everyone who has responded. It is gruelling for the headteacher and other school leaders, but a great example of the whole team pulling together.

Outcomes for children this summer have also been good. We are very focused on providing excellent teaching so every child has everything they need to be ready for the next stage in their life and beyond. Parents have made a huge effort to get children into school every day and on time and this is also really making a difference.

But of course, it is not just about results. The primary school years have got to be fun and so there's been lots happening from residential and visits to London, to supporting communities, sports days and performing. As you know, we promised children they will experience 70 things they should definitely do before Y7 in our schools, and we are keeping that promise.

In 2024 we were honoured to welcome two new school communities into the Trust – Bovey Tracey Primary and St Andrew's Church of England School in Buckland Monachorum. It's great to have you with us. Growing brings more opportunities to share new skills and experience by working closely together across the Trust.

Last year, I said one of our other priorities is keeping school buildings and grounds in good condition so children are stimulated by their classroom and play time environments and feel proud of their school. This has proved eventful again this year with a new classroom lifted into Lifton and challenges at St Michael's as a second builder commissioned by the Department for Education to finish renovating St Michael's forever home has gone bust. But nothing stops the whole school community at St Michael's from flourishing. We will get into that building in 2025! It's going to be a great year.

Joanne Tisdall
Chair of Trust Board

WELCOME FROM TRUST LEAD, TRACEY CLEVERLY

Dear Families,

I hope that you find the Annual Report to Families informative and a useful overview of how we work together as a School Trust for the benefit of all pupils.



“The Headteachers, teachers and support staff work collectively to support each other and share best practice.”

2023-2024 has been a year of growth and development and your child is now part of a family of 18 primary schools, all working together under our shared mission: Flourishing Futures. Our mission, our why, guides us in what we do each day as we strive to ensure we do our best for the children. It has been a year of successes but there are areas we need to continue to improve and develop for the children.

Our vision is to ensure that every child is taught by an excellent teacher and by being a group of schools we can share and develop expertise under an umbrella of shared responsibility and accountability. The Headteachers, teachers and support staff work collectively to support each other and share best practice.

We have all seen the impact of the pandemic on our children. The Good Childhood Report from the Children's Society shows a decline, since the pandemic, in children's happiness. We take this very seriously and want to address this through our offer to your child. Alongside a planned, academic curriculum we hope that you have noticed an increase in the wider curriculum opportunities that we have been offering the children, including sport, music and outdoor learning opportunities. Our 70 Promises before Year 7 has been a wonderful way to expose children to new and exciting experiences in our effort to inspire children and create a sense of belonging within our school communities.

Additional challenges to school funding and in particular how funding and provision has been slashed for children with Special Educational Needs has led us to adapt to minimise this impact. We have invested in more SENDCos, purchased more assessments to help identify needs, engaged our own Education Psychologists due to shortage in the LA and invested in training for teachers. We are constantly working to find better ways to support children who may have previously been able to access specialists and specialist provision – no longer available from the Local Authority.

Despite these challenges, we have celebrated strong outcomes as a Trust in Phonics and the end of Key Stage 2 (outlined in the report). Our pupils continue to be happy and feel supported. We are so proud that in 2023-24 96% of pupils were proud to attend their school and they continued to be proud to be part of a wider Trust family and they told us that they would like further opportunities to get to know children in their sister schools.

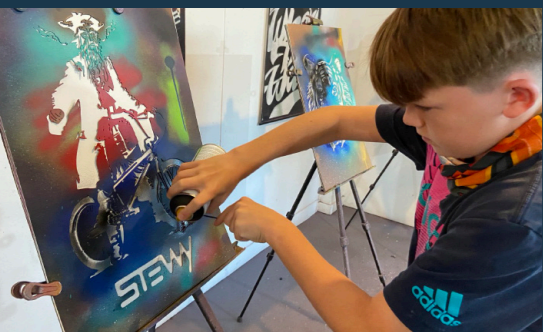
We continue to strive to do our very best for your children, sustaining what we do well and addressing the areas where we need to do better for the children, families and communities that we serve.

Tracey Cleverly
Trust Lead

OUR MISSION, VISION AND CORE VALUES AND BELIEFS

MISSION

Flourishing Futures
(John 10:10 He came so that they may have life and live it to the full).



OUR BELIEFS WE BELIEVE...

We are Stronger Together: we deliver and achieve more than we could ever do individually.



6

VISION

We will be an exceptional School Trust. We are committed to social mobility and a culture of belonging. We do this by investing in people enabling every child to be taught by the very best teachers so that we can achieve social change and all children flourish.

In a Sense of Belonging: every member of our School Trust matters and knows that they belong.



In Removing Barriers: ensuring that where you begin does not limit your horizons.



VALUES

Empower:
We invest in each other and our communities.

Excel:
We champion opportunity and equality for all and in all that we do.

Together:
We are one team and we agree to work as one family.



In Realising the Possible: you cannot be what you cannot see.



GOVERNANCE TRUSTEES

Joanne Tisdall

Chair of Trust Board

Joanne was Chair of Governors at Dartington C of E Primary School supporting the school community through the academisation process to join the Trust in April 2021. Joanne has spent her professional life working with small to medium-sized companies in the creative and software industries and currently works at the University of Exeter as the creative industries impact and partnership manager.

Tracey Cleverly

Trust Lead

Tracey was appointed to the role of CEO and Trustee in April 2021. Tracey has a 25-year educational career and her experience is deeply rooted in school improvement. Tracey began working with the Trust when she was Headteacher at Ellacombe Academy. Tracey went on to lead the Teaching School and was Director of Education before taking up the post of Trust Lead.

Dr Mark Graves

Mark's career has covered various roles and responsibilities including setting up his own Consultancy business, working as a Design Engineer, co-founding a company to develop x ray and image processing technology for the food sector and CEO of Spectral Fusion Technologies responsible for recruitment and management.

Phil Dean

Phil is an experienced Chief Finance Officer who matches excellent technical skills to incisive commercial awareness. He has 17 years of experience as a Financial Director within multiple sectors across multiple countries enabling him to provide clarity, design strategy and enabling actionable business development.

Gavin Booth

Gavin is the CEO of Infinity Academies Trust, a majority Church of England

Multi-Academy Trust based in Lincolnshire. Gavin has been involved in primary education for over 20 years as a teacher, Headteacher, Executive Headteacher and CEO. Gavin worked for the Lincolnshire County Council leading on Education Strategy and supporting schools experiencing difficulties. He has successfully led schools through Ofsted inspections and academy conversions and Gavin is currently the Chair of Lincolnshire's School Forum.

Maria Goodwin

Maria is the CEO of YMCA South Devon, who provides Alternative Education for children and young people that can't access full time mainstream education and a very busy nursery for babies to pre-school age children. Maria has worked in many different settings with children and young people for over 20 years and strongly believes everyone has a right to quality education and that it is our duty as professionals to make it accessible for them regardless of any disadvantages they might face.

Rebecca Wyld

Rebecca is a Director in an international law firm, having worked in the legal sphere for her entire career. Rebecca brings legal insight to the board as well as having a keen interest in all areas of strategic growth, risk and commercial focus. Rebecca is local to the South West, having grown up in North Devon and lives in Exeter.

Lucia Glynn

Lucia is an experienced Management Consultant, specialising in education and charity projects. She has worked for two leading Management Consultancies, two Multi-Academy Trusts, and now works as an independent consultant to the education, property and charitable sectors.

Ann Palmer

Ann Palmer has over 35 years of experience working in and with schools and established a background in leading and turning around schools in challenging circumstances. She has partnered with

schools across the UK and internationally. She has been a facilitator on a number of NPQs and other programmes and is a public speaker and currently is highly acclaimed in the area of DEI. She is a qualified Executive Coach, coaching MAT CEOs and other personnel.

Ann currently holds roles across a number of businesses, is a member of the Chartered College of Teaching's Ethics Committee, a Charity Trustee and School Governor. Ann was awarded the Freedom of the City of London in 2010.

Helen Pennack

Helen has spent the last 10 years working as an Executive Director and Director within organisations across multiple sectors including utilities, housing, and development. As a FCIPD Human Resources professional Helen has led organisations through many growth changes and regularity reforms. Helen is passionate about people and the positive impact engaging and motivating people can make to organisations. Helen has a keen interest in technology and data and is passionate about using technology to release business opportunity.

Olga Nasiridou

Olga is passionate about empowering children and young people through inclusive, high-quality education, which can help reduce societal inequalities and enable everyone to thrive. She is a strong advocate for diversity, equality, and inclusion and has extensive experience in education, safeguarding, and child protection.

Her work has spanned across England and internationally, where she has led educational programmes that promote inclusion and diversity. Additionally, she has provided training in safeguarding and DEI to children, young people, parents, educational staff, and senior school leaders, ensuring that schools are safer and more inclusive spaces.

As a Trustee of the Learning Academy Partnership, Olga is dedicated to addressing inequalities in education.

MEMBERS

Exeter Diocesan Education Network,
Represented by Archdeacon
Douglas Dettmer (Foundation)

University of St Mark & St John,
Represented by Professor
Gary Kinchin (Foundation)

Askel Veur, Represented by
Lee Moscato (Foundation)
Mark Iddles (Non-Foundation)
Paul Cornish (Non-Foundation)

ETHOS AND ADVISORY COMMITTEES

Our local Ethos and Advisory Committees contribute to the strategic direction and vision realisation of our School Trust: Flourishing Futures.

Each Hub of schools is supported by the Ethos and Advisory Committee. This committee has representation from parents, the church and the community. Their role is to ensure that the children in that community receive an educational offer which represents the distinctive community the schools serve.

They replace the maintained school Governing Body when they join the Trust as statutory responsibility sits with the Trust Board. However, the local voice, support and challenge sits with the local committees to ensure the school meets the needs of local families.

FLOURISHING PUPILS

As a School Trust, we work collectively to ensure our pupils achieve well and flourish.

FLOURISHING PUPILS



SUCCESSFUL SIAMS INSPECTIONS
LAMERTON C OF E ACADEMY AND
ALL SAINTS' MARSH C OF E ACADEMY



READING

MORE CHILDREN IN OUR TRUST MET THE EXPECTED LEVEL FOR AN 11YEAR OLD THAN NATIONALLY



BOVEY TRACEY COMMUNITY ACADEMY
JOINED OUR FAMILY

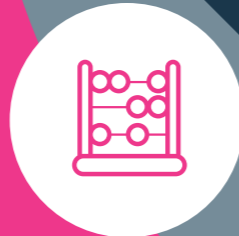


WRITING

82% OF CHILDREN MET THE EXPECTED LEVEL AGED 11



94.6%
INCREASED ATTENDANCE RESULTED
IN PUPILS LEARNING MORE



MATHS

79% OF CHILDREN MET THE EXPECTED LEVEL AGED 11



GOOD LEVEL OF DEVELOPMENT
76% OF 5-YEAR-OLDS REACHED
THE EXPECTED LEVEL FOR THEIR AGE



EARLY READING

89% OF OUR 6-YEAR-OLDS MET THE EARLY READING STANDARD, EXCEEDING NATIONAL BENCHMARKS

INVESTING IN OUR PUPILS

As a School Trust, a single organisation, we work efficiently to ensure that we can invest money and expertise into the education of the children.

These are some of the large investments and achievements from 2023-24.



70 PROMISES BEFORE 7
CONTINUE TO INVEST £20K FOR ACTIVITIES

£20,000

£20K INVESTED IN 4 EARLY YEARS SETTINGS TO REFRESH RESOURCES



£311K GRANTS

ADDITIONAL GRANTS OBTAINED TOTTALLING £311K FROM CONDITION IMPROVEMENT FUND (CIF), SCHOOL IMPROVEMENT FUNDING AND TRUST CAPACITY FUNDING



250 CHROMEBOOKS

250 ADDITIONAL CHROMEBOOKS PROVIDED TO SCHOOLS



£284,000 SPENT

ON ENHANCING THE PE PROVISION INCLUDING EXTERNAL SPORTS COACHES, EXPERIENCES AND EQUIPMENT



£201,000

RESOURCES AND EXPERIENCES INTO CLASSROOMS



£25,000 SPENT

SEND-INVESTMENT IN DIAGNOSTICS AND SENDCOS



£807,000 SCHOOL BUILDINGS

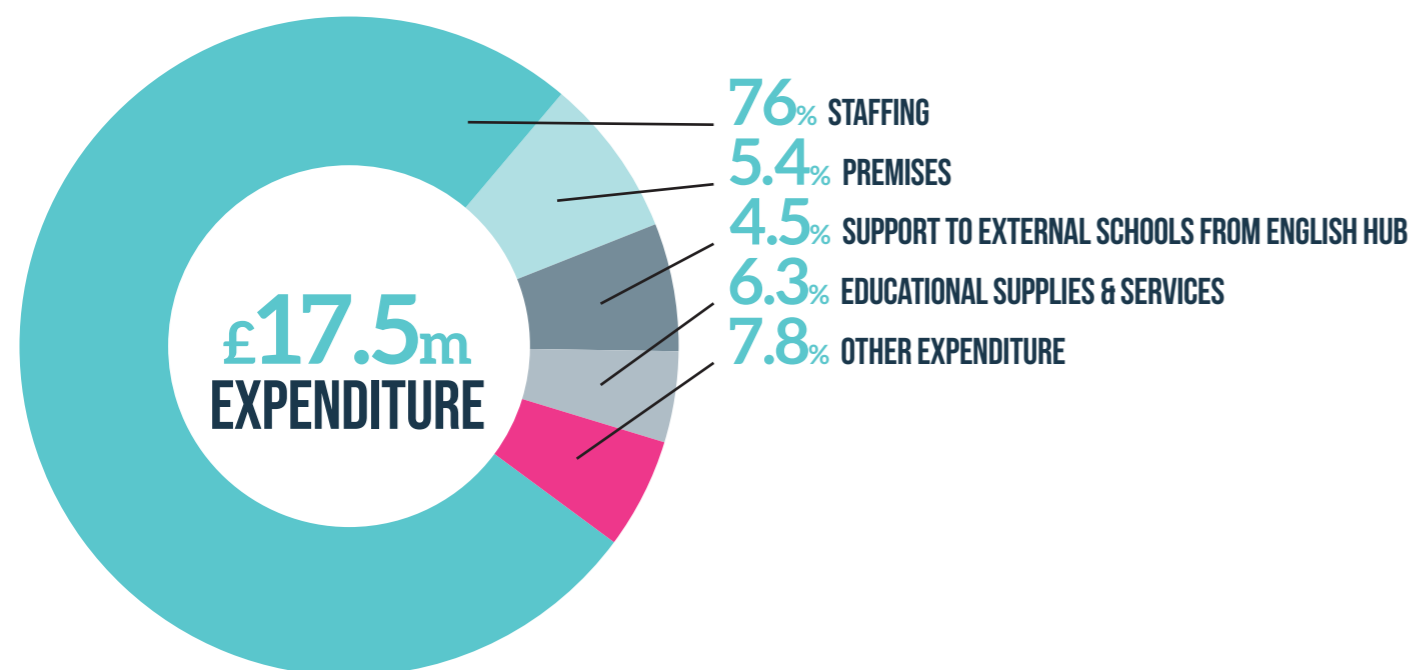
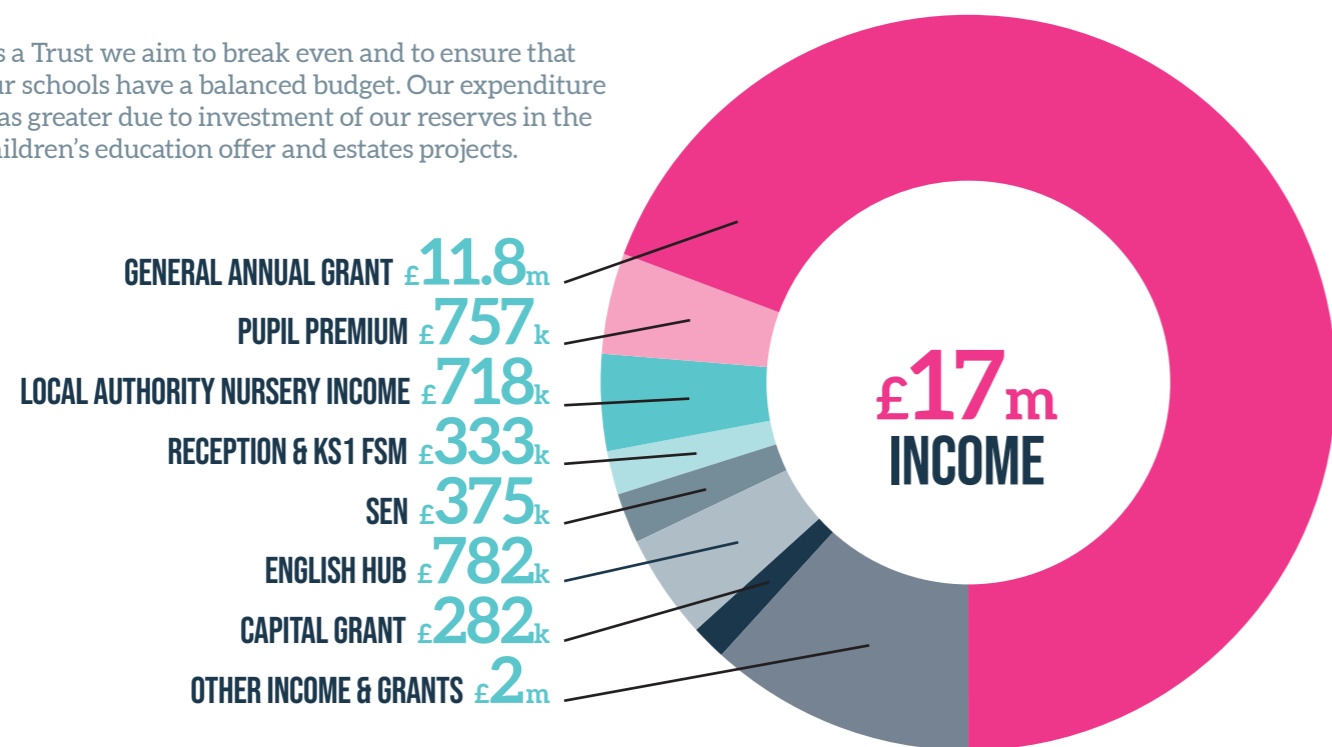
£807K SPENT TO IMPROVE THE ESTATE



FINANCIAL OVERVIEW

Provided below is an overview of how our Trust is funded and how we utilise this money in order to achieve our vision.

As a Trust we aim to break even and to ensure that our schools have a balanced budget. Our expenditure was greater due to investment of our reserves in the children's education offer and estates projects.



OUR JOURNEY

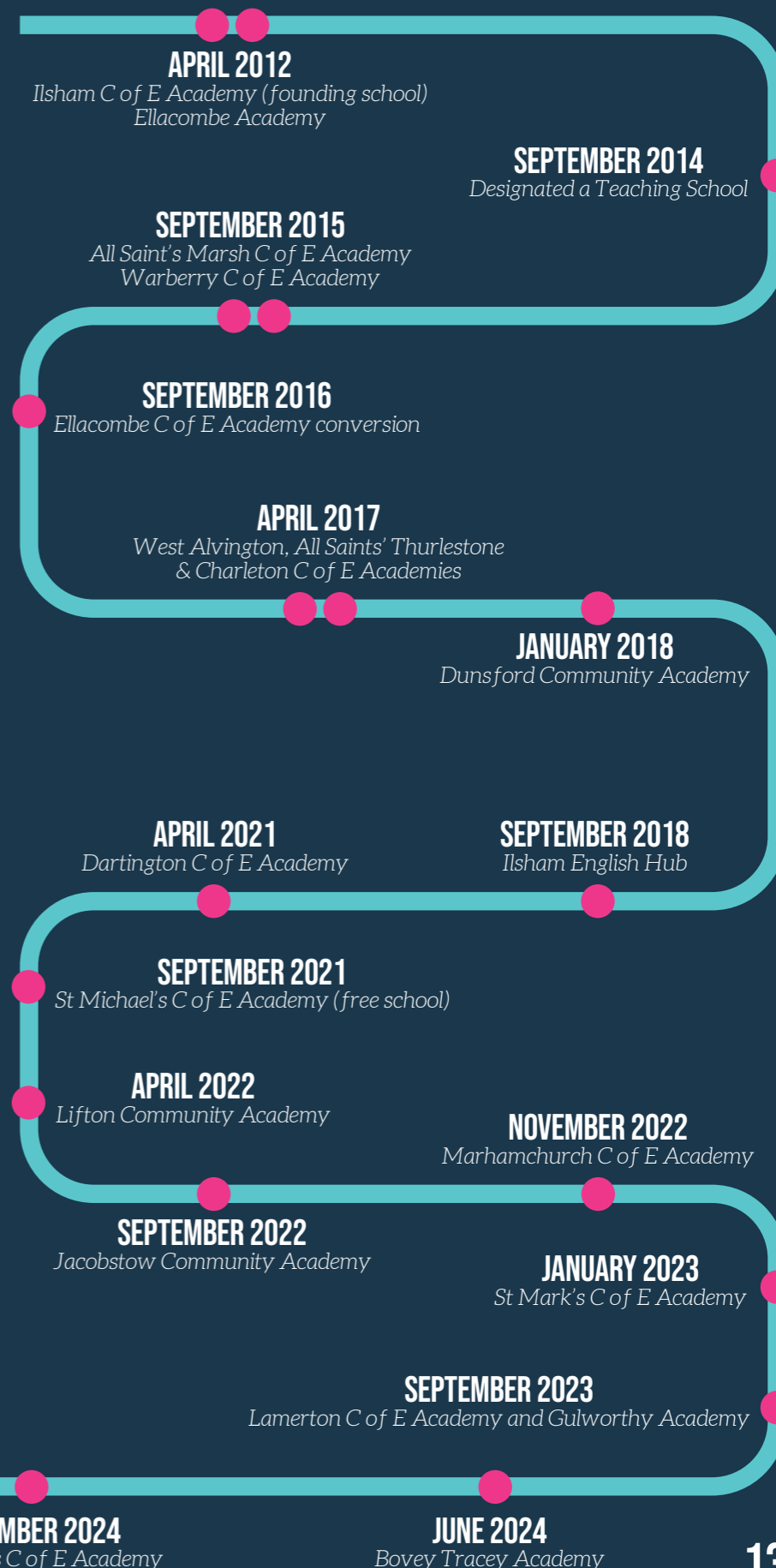
Timeline of schools joining the Trust over the last ten years.

444
Number of staff

2650+
Number of pupils

18
Number of schools

11
Number of nurseries



STRONGER TOGETHER



Impact of new I.T. infrastructure on pupils and staff: Headteacher

Lamerton C of E Academy and Gulworthy Primary Academy joined the Trust in September 2023. We have seen a huge investment in new super fast broadband at both schools. For Gulworthy in particular, this has been life changing! Our wifi had been almost non-existent for many, many years. As the demands and need for high speed internet access grew, our old wifi couldn't cope. We also knew that it would cost a lot of money which as stand-alone schools we did not have. The Trust put into place very detailed plans for installing super fast broadband. It took a lot of hard work and even involved digging up roads! But it happened.

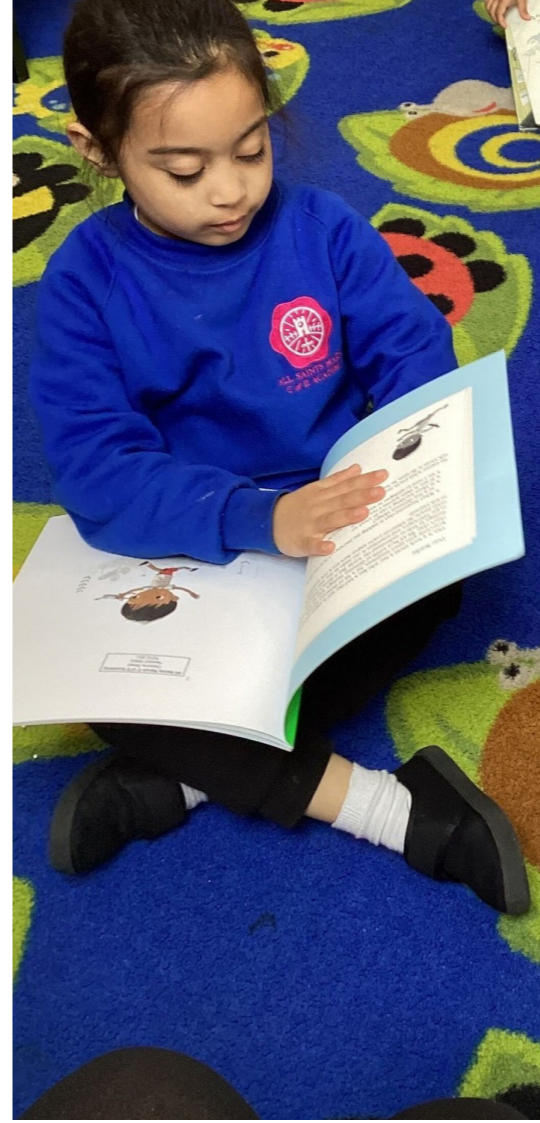
Now, our ability to be able to do the basics like email quickly and upload photos to our website and view images or films in lessons, or have a whole class able to have computing lessons, has changed beyond recognition. Simple tasks are now easy to perform, as they should be.

At Lamerton we found ourselves in crisis when a fire started in February 2023. With the Trust supporting us, we had wifi diverted from the school building to our temporary 'luxury marquees' and we were also supported in the purchasing of our new equipment. Computeam were fantastic and they made sure learning continued despite our circumstances.

Flourishing: Leaders: Headteacher

At Bovey Tracey Academy we have benefited through working alongside headteachers across the Trust and joining this professional network where knowledge and experience is shared, it is an exciting and empowering place to be. No more working alone! The 'heavy lifting' is done by an amazingly talented and supportive team who lead on Finance, Personnel, IT infrastructure and Premises. My focus is now on Teaching and Learning which is where my heart and passion firmly sits - we are stronger together.

We have implemented Read, Write Inc across the school - a powerful approach to phonics as well as streamlining our approach to teaching and learning, implementing whole class reading and adopting a new maths approach. This has provided clarity, confidence and empowerment for leaders. Our outcomes will reflect this as we continue removing barriers enabling all children to achieve well.



Early Reading for All: English Hub Lead

Having a National English Hub designated by the Department for Education (DfE) within our Multi Academy Trust brings numerous advantages to the children in our Trust schools. The English Hub's three main aims include getting all children reading, building a reading-for-pleasure culture, and helping to close the language gap. The Hub fosters a culture of collaboration and shared best practices. We support schools in the South West so that together we can find and remove barriers to children's learning, allowing every child to flourish

Our schools' benefit from access to nationally trained literacy specialists who work across our schools to provide equal opportunities for our children, regardless of their backgrounds Teachers in our schools receive specialised training, resources, and guidance to support them in ensuring all children have access to the curriculum because they can read. Our children love reading and we invest heavily in books and our children love coming together for our monthly trust-wide story time.

STRONGER TOGETHER

SENSE OF BELONGING



Flourishing People: Headteacher

Our Trust People Strategy is an investment in our colleagues, designed to foster a thriving team that ensures all children have access to the highest quality education. It is a commitment to equality, diversity, and inclusion, respecting diverse backgrounds, and promoting an inclusive culture, where everyone feels like they belong, united in our mission for everyone to live their lives to the fullest and flourish. It all starts with recruitment and retention and our commitment to attract and retain strong staff with the skills and relentless determination to ensure that barriers are removed for children. Through prioritising health and wellbeing, we grow a culture that ensures staff flourish to support the children they serve.

This year, we have taken an exciting step forward in our succession planning introducing our first co-headship at Dartington C of E Academy which is impacting by securing growth across the Trust. *“As a first step into headship, I feel so supported to be working alongside such a wonderful mentor. Taking on your first school as Headteacher can be an incredibly daunting prospect but learning the job alongside an experienced Headteacher means that anxiety is removed.”* Catherine Eversfield (Co-Headteacher)

Empowering Colleagues

Our most valuable resource to improve children’s education is our colleagues. Our annual People and Culture Survey gives all colleagues, regardless of role and time within our Trust, an opportunity to be heard and enable the Board and leaders to evaluate the impact of policy and practice.

We have focused on keeping great staff through agile working practice and addressing workload. The Trust is now recognised as a ‘Happy to Talk Flexible Working’ employer, supporting the Trust to recruit and retain the very best colleagues. 99% of colleagues who took part in the survey told us they plan to stay working with our Trust, an increase from 93% in 2023.

We are committed to investing in training and development for colleagues. We’ve expanded our CPD offer, with thought given to all roles within the Trust. Career pathways have been identified, offering experiences such as Cross-Hub/Trust working and qualifications, including access to apprenticeships whilst you work. *“The opportunities to develop ourselves as individuals has been amazing!”*

Colleagues are proud to work for the Trust because of the positive culture and alignment of values, as reflected in our People Strategy.



SENSE OF BELONGING

Flourishing Schools: Christian Distinctiveness and Ethos: School Leader

A recent SIAMs inspection of one of our Trust schools highlighted that the “Christian vision is at the heart of everything we do. Leaders articulate this vision with passion, and it truly drives the life of our entire school community.” Being part of the Trust has deepened this further, enriching school life for both staff and children. Access to experts across the Trust has helped live out this vision in both our learning approaches and pastoral care.

Children across the Trust speak openly about how their school’s values have an impact in each of their schools. SIAMs again highlighted that values are “lived out, within and beyond the school,” creating a welcoming, inclusive community. With children “enthusiastic about their school”, it’s clear that the supportive relationships underpinned by the Christian Distinctiveness in place, are key to success.

Building on the success of the Cornwall Hub’s initiative on renewed approaches to spirituality, the South Hams Hub is partnering with Dartington C of E Academy to introduce the ‘In, Out, Up’ model of spiritual development. This model encourages children to cultivate empathy, compassion, and a deeper level of reflection, using accessible language to inspire profound thinking and emotional growth.

The Trust also provides access to enriching opportunities, both in and outside the classroom. SIAMs celebrates “exemplary” partnership with the Trust, noting how it “balances autonomy and intervention in a Christian context,” giving all schools the capacity to offer a broader range of experiences to our children.

Greater than the Sum of Our Parts: Cornwall: Hub of Schools

Shared responsibility for inclusion in our Cornwall Hub brings staff together for professional development and to share good practice so that we can remove barriers for our children to live ‘Life in all its fullness’ (John 10:10) Our shared vision helps us to have a common language – from working restoratively with children, supporting families through family support and embedding a robust safeguarding culture. All of these elements work together through our principles of inclusion to make us a stronger hub of schools.

Enrichment opportunities shared will forge new friendships and strengthen transitions to next stages in development. This year, our first hub residential trips start – the children are set to have the most amazing collective experience. Through a culture of sharing and giving, we are now offering music lessons across the hub, organising trips and visitors and our personal development offer is set to soar. Some of the enrichment on offer really helps our disadvantaged children to flourish – sporting events, inclusive Music and Art workshops. Pupil voice groups have a strong representation of all our local children so that every voice is heard.

Working across our small Cornish communities creates powerful collaboration – our new leadership team sitting side by side at our Parent Forums sends a clear message that we are stronger together and listen to the needs of our families and our children. What a privilege to be able to show positive impact from this work as we watch the pupils continue to flourish under our hub model.

REMOVING BARRIERS



Empowering All Pupils: Headteacher

One of the core beliefs of our organisation is “Removing Barriers” and we firmly believe that all our pupils, in all of our academies, should be able to flourish and achieve their potential. We know that some children, and some families, might be finding life more of a challenge than others – especially during this cost-of-living crisis. However, we believe that all this means is that, as an organisation, we all need to do even more for those children to enable them to fly within our schools.

All the LAP Headteachers regularly share and develop ideas and strategies to enable all children to succeed in their schools; these are then taken back into our individual schools for all our colleagues to be working on. The Key Stage 2 LAP outcomes for our Pupil Premium children in July 2024 are a reflection that this relentless focus is absolutely working.



Pupils with Additional Needs: Core Offer to our SEND Pupils: Inclusion Lead

Every child in our Trust is unique, with their own strengths and challenges. We are committed to providing the best support for children with Special Educational Needs and Disabilities (SEND) to help them thrive. Over the past year, we’ve made significant progress in this area through a 3-year action plan developed by our SENDCos and Headteachers. This plan is supported by the Board of Trustees who ensure that we have been able to fund these developments and make a difference.

Key achievements so far include:

- Developing a ‘SEND Core Offer’ to guide teachers and schools in supporting students on the SEND register and identifying those with potential needs.
- Purchasing screening tools for Speech and Dyslexia assessments.
- Implementing ‘Provision Map’ to track individual support plans and monitor progress.
- Expanding our SENDCo team, with new members receiving the National Primary Qualification for SEND.
- Enhancing collaboration between SENDCos to share best practices.
- Introducing the ‘Optimal Learning Approach’ to promote inclusive teaching strategies like recapping lessons and using visual aids.
- Increasing investment in our Educational Psychologist package to support students with complex needs, including those with EHCPs.
- Revising our Positive Behaviour Policy to be more inclusive, backed by training.



REMOVING BARRIERS



Empowering Writers: Trust English Lead

As a Trust, we have adopted common principles for how we teach writing. All English lessons develop children’s vocabulary and understanding of grammar using high quality texts to underpin this. Teachers demonstrate to children their thought processes as a writer and children can then apply these skills to create their own pieces. This structure for writing lessons enables teachers to work collectively when planning for their classes whilst also facilitating the sharing of best practice across the Trust. English development days and continual professional development opportunities for all teachers ensures that the teaching of writing is consistently high in all classrooms. Our termly English Lead Network facilitates the development for school based subject leaders and is a forum for sharing practice, engaging with research and championing the future development of English across the Trust.

By working together, teachers can moderate writing pieces to support their assessment. The impact of this work has resulted in our Trust writing data in Key Stage Two being above national averages for all children and children eligible for pupil premium funding. In 2024, 82% of children across the Trust achieved the expected standard for writing which is 10% higher than the national average. The attainment gap has also closed to 2% with 80% of children eligible for pupil premium funding achieving the expected standard for writing or above in KS2 during the last academic year.

REALISING THE POSSIBLE



We Can Do More Together: The South Hams Schools Hub

Combined Careers Day in the Torquay Hub was an inspiring event for our children, offering them a glimpse into various future career paths. Through hands-on activities, interactive workshops, and talks from local professionals, the children explored industries they hadn't considered before, helping them realise the possible. The day was designed to spark curiosity and ambition, encouraging them to think about their future with confidence. By connecting with real-world professionals, our children learned about different career opportunities, which opened their minds to new possibilities, empowering them to dream big and plan for bright futures.

Shared Adventure Residential One of the highlights of our collaboration in the South Hams Hub was the shared adventure residential trips. Children from all three schools came together for exciting outdoor experiences, fostering teamwork, resilience, and lifelong friendships. These trips built confidence and provided opportunities to learn outside the classroom, helping children develop independence and a love for nature.

Shared Leadership and Colleague Collaboration Leadership is shared across the hub, ensuring consistent values, high standards, and a unified approach. Our Headteachers work together closely, bringing their collective experience and expertise to each school. This also extends to colleague collaboration, where teachers from different schools shared best practices, planned joint activities, and supported each other's professional development. This teamwork enhanced the quality of teaching across the hub and allowed us to offer a more varied and enriched curriculum.



70 Promises Before Year 7

As part of our commitment to personal development, the "70 before Y7" initiative has been instrumental in offering enriching opportunities to pupils across the Trust. By working collectively, we provided experiences that go beyond the classroom, many of which would not be possible without the financial support of the Trust - £20,000.

This past year, the impact of the initiative has been clear. For example, children from Ilsham C of E Academy had the chance to visit London, a memorable trip that opened their eyes to the culture and history of our capital city. For many, it was their first time visiting the city, a chance to see the wider world and experience new perspectives.

Another highlight was the Positive Futures Day, where pupils from All Saints Marsh, Ellacombe, Warberry, and Ilsham schools came together for a day of diverse, hands-on activities. Children took part in coding workshops, met with authors, learned about water safety, and even had the chance to engage with a journalist. The day also included sports sessions and focused on promoting health, wellbeing, and career aspirations, helping pupils to build essential life skills and work collaboratively with peers from different schools.

Being part of the Trust means our pupils benefit from a range of unique experiences, preparing them for life beyond school. The collective resources and support from the Trust ensured that every child, regardless of their background, took part in activities that enriched their learning and personal growth.

REALISING THE POSSIBLE



Collaborative Working and Trust Impact on a Small Rural School: Headteacher

Dunsford Community Academy, a small rural school located near Dartmoor, is part of the Learning Academy Partnership. We are lucky to have support through collaborative working which has a broader impact on the school. As part of collaborative working we are enabled in our hub, and wider trust, to share both expertise and resources. This is vital to support capacity in a smaller, more rural academy. We benefit from a wider range of professionals which helps us to pinpoint best practice and give staff access to training. This enables us to have all of the benefits of being a small school but with access to resources, expertise and support that we would not be able to access as a standalone school.

Thanks to the Trust, we are offered financial stability, and as a result of this support and collaboration, we can offer greater educational opportunities. We are able to collaborate with communities beyond our own, giving children access to wider experiences such as joining our hubs in trips and visits.



learning
academy
partnership

Learning Academy Partnership

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