



learning
academy
partnership

ANNUAL REPORT TO FAMILIES, COLLEAGUES AND COMMUNITIES **2024-2025**

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WHO WE ARE



18 SCHOOLS



13 CHURCH SCHOOLS



11 NURSERIES



430 COLLEAGUES



1 NATIONAL ENGLISH HUB



2560+ PUPILS



WELCOME FROM CHAIR OF TRUSTEES, JOANNE TISDALL

2025 has been a year of both challenge and achievement. Many schools across the country have faced significant financial pressures; rising costs and tight public funding have required us to be creative and disciplined in how we use our resources.



“...our priority remains clear: to provide every child in our schools with an excellent education in a caring, inclusive environment.”

At the same time, children across the Trust have achieved among the best outcomes in the southwest, because school leaders and staff continue to put children first, ensuring every penny is directed where it is needed and makes the greatest difference.

Children's outcomes are also a testament to the dedication of our teachers, the strength of our curriculum, the support of families and the curiosity, effort and joy our pupils bring to learning every day.

This year we have also strengthened our Board of Trustees, further increasing the skills to support the Trust to face the challenges and opportunities ahead. We have welcomed new Trustees who bring fresh expertise in human resources, equality and diversity, sustainability and school buildings management, areas that are increasingly vital to the long-term success and resilience of our schools. Alongside them, we are fortunate to have Trustees with deep experience in school leadership and educational innovation, including the emerging opportunities and challenges of artificial intelligence in education alongside how we use technology to enhance learning.

Looking into 2026 and beyond, our priority remains clear: to provide every child in our schools with an excellent education in a caring, inclusive environment. We will continue to support our school leaders, invest in staff development, and plan carefully for a sustainable future.

On behalf of the Board, thank you for your ongoing trust and support. It is a privilege to serve communities where children are encouraged to thrive, to be curious, and to make a positive difference in the world.

Joanne Tisdall
Chair of Trust Board

WELCOME FROM TRUST LEAD, TRACEY CLEVERLY

Dear Parents and Families,

At the heart of our mission is a simple but powerful belief: when we come together as a community of schools, our children flourish.



“Our Headteachers are experts who lead with skill and care, deeply understanding the needs of their communities.”

To flourish in education means more than academic success. It's about nurturing happy, capable, and well-rounded individuals who are prepared to lead meaningful lives. We do this through a rich and ambitious curriculum, and by fostering an ethos where children develop not only knowledge but a broad set of life skills.

The past few years have brought challenges for schools across the country. Yet, by working together as a strong community, we've been able to lessen the impact of these pressures. Sharing resources, expertise, and ideas allows us to keep moving forward, embracing opportunities rather than being held back by external circumstances.

I'm delighted to share that our children achieved many successes last year. We saw some of the strongest academic outcomes since the COVID-19 pandemic. Most notably, the gap in achievement between vulnerable pupils and their peers continues to close. With targeted support and investment, these children performed above the national average, closer than ever to their peers without additional needs.

Our curriculum remained rich and engaging, offering children a wide range of experiences that supported their personal development. From exciting trips and inspiring guest speakers to memorable moments from our “70 Promises Before Year 7” charter, we are proud of the opportunities we provide to help children grow and thrive.

Ofsted carried out eight inspections across our Trust last year, and their findings confirmed the quality of education we offer. We were especially proud of Jacobstow Community Academy, which improved its rating from Inadequate to Good, a testament to the dedication and hard work of the entire school community. While we always strive to improve, this recognition should reassure families about the strength of our educational provision.

Our success is built on partnership. A Multi-Academy Trust is not a top-down organisation it's a network of schools working collaboratively. Our Headteachers are experts who lead with skill and care, deeply understanding the needs of their communities. Being part of a Trust enables us to remove barriers and share best practices, so our leaders can focus on what matters most: teaching, learning, and your child's journey.

We remain committed to helping our children, staff, families, and communities flourish. I am incredibly proud of the collective effort made by everyone who serves your children each day. There is much to celebrate and still much to do.

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.



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.

Mark Graves

Following a degree in Engineering and PhD in computer science, Mark spent the first 20 years of his career in engineering R&D managing companies and research projects in Europe, USA and India. His career then switched more towards the financing of high growth technology companies when he co-founded a specialist accounting advisory firm which was subsequently sold to one of the UK's largest private-equity backed accounting groups. He is now an Innovation Tax Partner at AAB Group, a Goldman Sachs backed accounting and financial services group, focussing on tax efficient R&D investment strategies for some of the UK's largest privately owned companies.

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.

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.

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.

Helen Burge

Helen brings over 25 years of expertise in operations and strategic management within the education sector. She is a Fellow and Trustee of the Institute of School Business Leadership (ISBL) and holds a Master's degree in Strategic Educational Leadership. A committed advocate for sustainability in education, Helen co-founded the UK Schools Sustainability Network (UKSSN) Operations Group, where she continues to lead initiatives that promote meaningful, long-term change across the sector. Her work reflects a deep commitment to embedding sustainable practices within school operations and leadership. Helen now serves as a Consultant School Business Leader, supporting schools and trusts in developing resilient, future-focused strategies.

MEMBERS

Exeter Diocesan Education Network,
Represented by Archdeacon Douglas Dettmer (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

94% OF CHILDREN
SAY THEIR TEACHER KNOWS AND UNDERSTANDS THEM

83% OF 5-YEAR-OLDS
REACHED THE EXPECTED LEVEL FOR THEIR AGE

ONLINE SAFETY
97% OF CHILDREN KNOW HOW TO KEEP THEMSELVES SAFE ONLINE

EARLY READING
90% MET THE EARLY READING STANDARD AGED 6, EXCEEDING NATIONAL BENCHMARKS

READING

81% OF CHILDREN (NATIONALS 75%) MET THE EXPECTED LEVEL AGED 11

WRITING

85% OF CHILDREN (NATIONALS 72%) MET THE EXPECTED LEVEL AGED 11

MATHS

78% OF CHILDREN (NATIONALS 74%) MET THE EXPECTED LEVEL AGED 11

95% OF PUPILS
ARE PROUD TO ATTEND THEIR SCHOOL

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 2024-25.



70 BEFORE 7
FUNDING CONTINUED £20K

EARLY YEARS
RESOURCES REFRESH £20K

NEW BUILD
NURSERY AT GULWORTHY ALSO SERVING THE LAMERTON COMMUNITY

7 ADDITIONAL SCHOOLS
OFFERING FREE BREAKFAST CLUBS TO SUPPORT FAMILIES

AFTERSCHOOL CLUB
PROVISIONS EXTENDED USING GRANTS SECURED

£1.6M
CAPITAL GRANTS OBTAINED TO IMPROVE LEARNING ENVIRONMENTS

£311K SPENT
ON PE PROVISION

EARLY READING
INVESTMENT £50K

INVESTING IN OUR COLLEAGUES

Our People Strategy underpins how we support colleagues to flourish.

INVESTING IN OUR COLLEAGUES

282 COLLEAGUES

ATTENDED A TRUST CONFERENCE ON INCLUSION

DIGITAL LEARNING

PLATFORM LAUNCHED TO ENABLE REMOTE LEARNING FOR COLLEAGUES

100 COLLEAGUES

TRAINED IN SUPPORTING CHILDREN WITH EMOTIONAL NEEDS

RETENTION

81% OF FLEXIBLE WORKING REQUESTS SUPPORTED

£40K INVESTED
IN SPECIALIST TRAINING TO SUPPORT PUPILS

100%

OF NEW COLLEAGUES SAID THEY FELT CONNECTED AND VALUED

100%

OF NEW COLLEAGUES SAID THEY FELT FULLY SUPPORTED BY THEIR LEADER

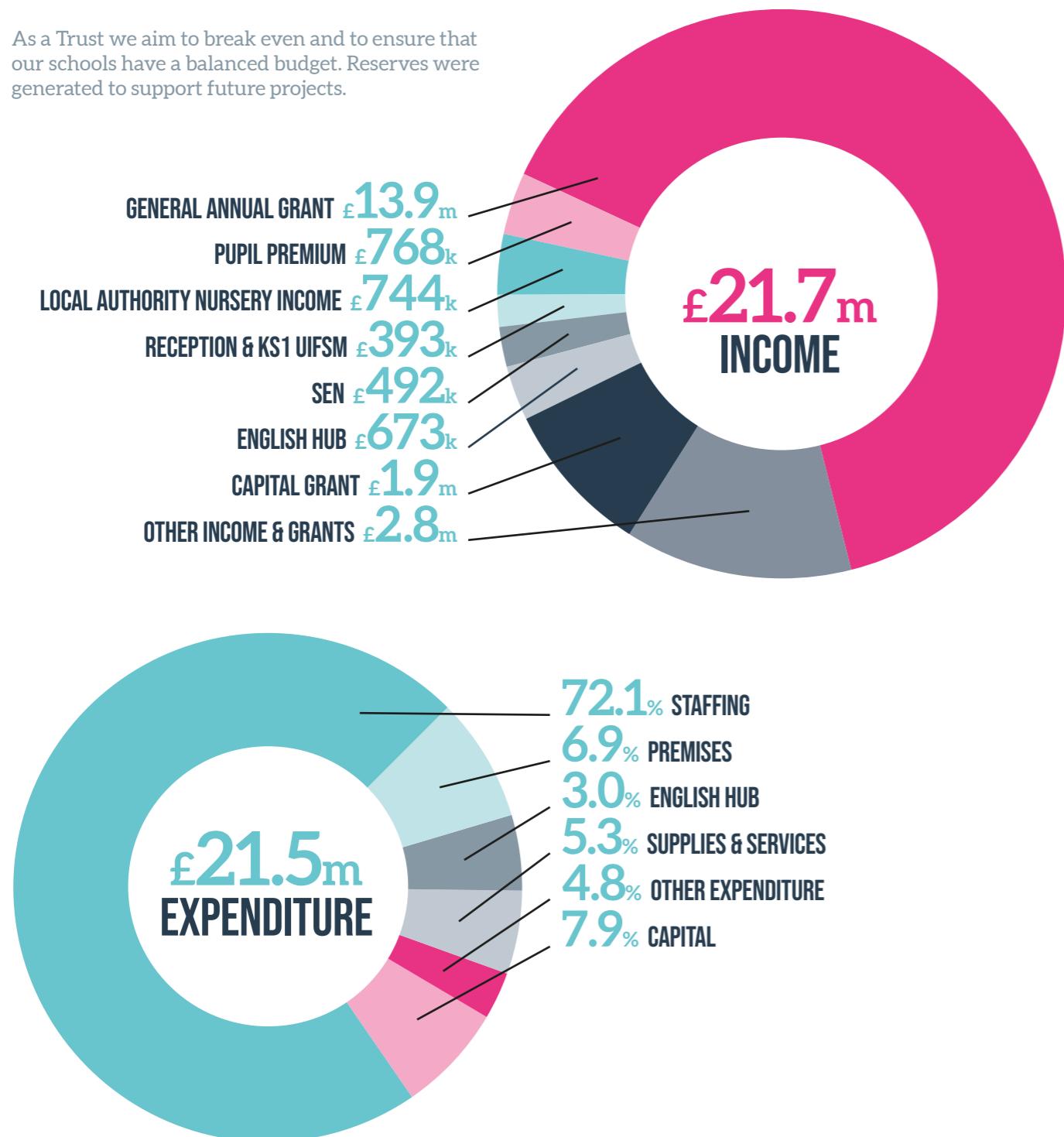
ALL COLLEAGUES

HAVE ACCESS TO APPRENTICESHIP QUALIFICATIONS

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. Reserves were generated to support future 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

APRIL 2012
Ilsham C of E Academy (founding school)
Ellacombe Academy

SEPTEMBER 2014
Designated a Teaching School

SEPTEMBER 2015
All Saint's Marsh C of E Academy
Warberry C of E Academy

SEPTEMBER 2016
Ellacombe C of E Academy conversion

APRIL 2017
West Alvington, All Saints' Thurlestone & Charlton C of E Academies

JANUARY 2018
Dunsford Community Academy

SEPTEMBER 2018
Ilsham English Hub

APRIL 2021
Dartington C of E Academy

SEPTEMBER 2021
St Michael's C of E Academy (free school)

APRIL 2022
Lifton Community Academy

NOVEMBER 2022
Marhamchurch C of E Academy

SEPTEMBER 2022
Jacobstow Community Academy

JANUARY 2023
St Mark's C of E Academy

SEPTEMBER 2023
Lamerton C of E Academy and Gulworthy Academy

SEPTEMBER 2025
Little Acorns Nursery

SEPTEMBER 2024
St Andrews C of E Academy

JUNE 2024
Bovey Tracey Academy

STRONGER TOGETHER

Growing Readers, Growing Futures: Our Impact Across the South West

As one of just 34 English Hubs appointed by the Department for Education, we are proud to be leading the way in early reading and phonics across the South West. But for us, reading is more than a skill it's the gateway to a lifelong love of learning. Our dedicated team, many of whom work in our Trust schools, bring passion and expertise to every classroom they support. Through high-quality training, coaching, and hands-on support, we're helping schools across the region build strong foundations in language and reading.



The results speak volumes. Across our 18 schools, 90% of children passed the phonics screening check, compared to 80% nationally. For children eligible for pupil premium, 86% met the standard, well above the national figure of 67%. At Ilsham C of E Academy, 96% of Reception children achieved a Good Level of Development, with every child meeting the early learning goals in reading and writing.

These outcomes reflect our belief that every child deserves the chance to flourish, regardless of their starting point. With high expectations and expert support, we're committed to ensuring that every child feels inspired, empowered, and ready to flourish.

"The support we have received has been transformational."

- Adam Buckeridge Headteacher East the Water Primary



From Numbers to Confidence: How We are Strengthening Maths Learning

This year, we've taken exciting steps to strengthen our maths curriculum, aligning it with our Optimal Learning Approach our shared vision for how we teach and how children learn best. Every teacher across the Trust has received professional development, and the power of collaboration means we're able to share planning, resources, and best practice. This not only brings consistency but also helps reduce workload, allowing teachers to focus more on what matters most: the children.



Our pupils continue to achieve outcomes in maths that are above national expectations. Lessons are structured so that all children can access learning from the very start, while still being challenged to think deeply and creatively.

"We are already seeing the impact of the approach we have developed. Children are revisiting key concepts more frequently and showing greater fluency and confidence to solve problems. The structure of the maths lesson is increasing the success rate for all. Children are feeling successful and confident along with our teachers who are modelling learning with increased structure and precision. It has been wonderful to see so many more children applying their learning independently."

- Steve Bone, Maths Development Lead and Head of Warberry C of E Academy



Celebrating the Strength of Our Ethos and Advisory Committees: Reflections from Ofsted Inspections

Over the past academic year, the Learning Academy Partnership has continued to demonstrate the strength of its governance and community engagement through the work of its Ethos and Advisory Committees (EACs). These committees, embedded within each hub of our Trust, play a vital role in shaping strategic direction, upholding our values, and ensuring that every child flourishes.

"Being part of the Ethos and Advisory Committee is genuinely rewarding. It's a privilege to help shape the direction of our school in a way that reflects the values and needs of our local community. I've seen firsthand how our input, whether it's supporting school events, listening to pupil voice, or working alongside leaders, helps create a nurturing environment where every child feels seen, supported, and inspired to succeed."

- Local EAC Member

The impact of this governance model has been clearly reflected in the outcomes of Ofsted inspections across our academies. Inspectors consistently recognised the strength of our governance model highlighting the effectiveness of governance and the unique contribution of the EACs. Here are just a few highlights:

- **All Saints Thurlestone CofE Academy**

"Governors also listen carefully to pupils and act on their views, for example by providing more music lessons and increasing the opportunities they get to spend time with pupils in other schools. This deepens pupils' engagement in the school and helps them to understand values such as democracy and mutual respect."

- **West Alvington CofE Academy**

"The local 'ethos and advisory committee', along with trustees have a strong understanding of the steps the school needs to take to continue to build on recent successes. They are supportive of school leaders and provide an effective balance of support and challenge."

These comments reflect a consistent theme: governance that is both strategic and compassionate, rooted in local context and responsive to the needs of pupils, staff, and families.

"I loved meeting new people and learning about where they live. I hope we can do it again soon!"

- Pupil, Ellacombe C of E Academy

STRONGER TOGETHER

SENSE OF BELONGING

Belonging, Respect and Joy: A Relational Approach to Behaviour

Last year, we introduced a relational approach to behaviour across our community of schools. It is an approach rooted in connection, respect, and the belief that every child deserves to feel safe, valued, and that they belong. We were able to share expertise, training, and support to embed this approach consistently while still honouring the unique character of each school community.

The impact has been clear. Across our schools, children are happy, respectful, and eager to learn. Staff and pupils enjoy strong, trusting relationships, and children are supported to develop positive learning behaviours underpinned by respect, kindness, care and high expectations.

"I know how to be ready to learn in lessons because we have a class charter which we agreed together."

- Pupil

"The school is a nurturing, family-like environment."

- Parent

Ofsted inspectors have consistently recognised this:

"Pupils behave very well. In lessons, pupils listen attentively and work hard. Pupils treat staff, visitors and each other with care and respect."

- Ofsted, February 2025

"The school is a place of calm where learning is rarely disturbed."

- Ofsted, July 2025

It's a celebration of what's possible when we work together with shared values and a deep commitment to every child's wellbeing.

Belonging, Partnership and Progress: Celebrating Attendance Across Our Trust

We know that when children feel they belong and matter, they are more likely to thrive and that starts with being in school. Over the past year, we have placed a renewed focus on supporting attendance, reinforcing that every day in school matters for learning, friendships, wellbeing and flourishing but also recognising that coming to school for some children can be difficult and worrying.

We have worked together to understand what really helps children feel happy and confident about coming to school, listening carefully to pupils through focus groups, explored national research, and partnered closely with families to break down barriers.

Our half-termly Attendance Forums bring leaders together from across our schools to share ideas and strategies. From 'gate buddies' who welcome children each morning, to thoughtful messages sent during holidays to help children feel ready for the new term, schools are creating environments where children feel safe, supported, and excited to return.

"Pupils attend well. When necessary, the school works alongside families to help address any potential barriers that may reduce attendance. As a result, pupils' attendance has improved. Pupils want to come to school to spend time with their friends in the playground and in the classroom. Both places are fun and exciting, where pupils feel safe and comfortable to be themselves."

- Ofsted, July 2025



Staff across our Trust have also taken part in training to support children whose emotional needs may affect attendance. We have built strong partnerships with local charities and services to ensure families can access the help they need.

Attendance across our Trust improved three times faster than the national average in just one year. And through our annual pupil survey, children told us they feel proud to attend their school.

"Leaders and staff work closely with parents and carers to break down barriers. They offer well-thought-out support to help pupils attend school regularly and on time. Consequently, pupils happily come to school each day, ready to learn."

- Ofsted, June 2025

Empowering People, Enriching Learning: Our Commitment to Staff Wellbeing and Growth

Great schools are built on great people and if we want our children to flourish, our staff need to flourish as well. That is why our People Strategy is focused on creating a culture where every colleague feels valued, supported, and able to flourish.

We have further embedded our strategy meaning we can offer more coaching, mentoring, apprenticeships, and leadership development across all our schools. This investment in people helps us retain talented teachers, support their wellbeing, and create environments where children feel safe and can learn.

"Having flexibility with my PPA is a huge benefit to my mental health and wellbeing. I'm more productive, and the children get the best version of me because of it."

- Trust colleague

"Being part of a hub planning model and sharing key information during non-pupil days supports my workload and work-life balance."

- Trust colleague

We're proud of the impact this strategy is having:

- **86% of colleagues** say they understand their role in living our mission of Flourishing Futures
- **78% feel confident** talking to their line manager about work-related concerns
- **100% of new colleagues** said they feel connected, valued, and supported within our Trust

"Having a leader who truly understands the importance of wellbeing and work-life balance has a great impact on my wellbeing."

- Trust colleague



MOVING BARRIERS

Jacobstow Community Academy: A Story of Success

Over the past three years, Michelle Jones (Headteacher) and colleagues at Jacobstow have truly leaned into the values and benefits of being part of a partnership of schools as they journeyed from an Inadequate Ofsted rating to Good.

Teachers have embraced the opportunity to work collaboratively, learn from teachers in other schools, and to be supported by experts from across all schools to accelerate how quickly they improved.

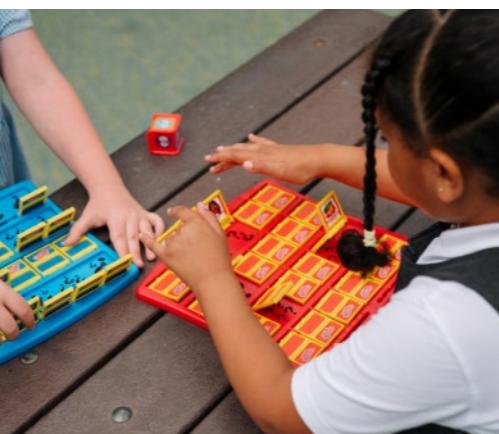
"Our school feels like a big family. Everyone helps each other and we learn so many exciting things. I love coming here every day because it makes me feel happy and proud."

- Pupil Jacobstow Community Academy

The efforts of the school and colleagues from schools across the Trust resulted in high praise from Ofsted, and parents were reassured that the school can now consistently offer a great level of education for all children.

"The school and the trust have successfully improved standards. Leaders, at all levels, are unwavering in their ambition for all pupils to 'grow, flourish and achieve the extraordinary'. The school has made intelligent changes to improve the quality of education. This has positively impacted its pupils."

- Ofsted, June 2025



Early Reading: Building Strong Foundations and a Love for Books

Over the past five years, we've made early reading a cornerstone of our work across the Trust. Through sustained investment in high-quality phonics resources, professional development for staff, and a consistent focus on early literacy, we've seen remarkable progress. Our commitment has helped ensure that children not only learn to read but also grow to love reading.

This year, outcomes in early reading were significantly above national averages, and most importantly, the gap between all pupils and those who are underserved has narrowed to just 4%. This is a testament to our belief that every child deserves the best start.

Our approach goes beyond phonics. We've nurtured a culture of reading for pleasure by investing in school libraries, introducing whole-class novels, and creating shared reading experiences like **LAP Story Time**. Every Friday, our youngest children come together virtually to enjoy stories led by different schools across the Trust. These moments of connection help children see reading as joyful, social, and meaningful.

"I love reading because the stories take me to magical places. My favourite book is the one with the dragon who learns to be kind."

- Pupil Aged 6

Teachers across our schools continue to receive expert training in phonics and early reading strategies, ensuring that every child is supported to decode words confidently and build comprehension skills. This consistent, Trust-wide focus means that children are not only meeting national benchmarks, they're developing a lifelong love of books.

Sharing Expertise and Skills: Inclusion

This year we have further improved our approach to inclusion by bringing SENDCos and leaders together to share expertise. This has spread expertise across schools so that more children, with additional needs, can be supported in the best way.

Most significantly schools have been able to benefit from our three SEND Experts who support schools and SENDCos with expertise, best practice and support to develop inclusive teaching. Schools and leaders have found this approach invaluable.

"The SEND Expert support is invaluable; he regularly shares resources and insights and is always available when I need advice or reassurance. He is not only a knowledgeable professional, but a genuinely supportive colleague who helps me feel connected, empowered, and proud of the work we're doing to champion SEND across the Trust."

- Headteacher

"...accurately identifies pupils' needs and typically makes suitable adaptations to the curriculum delivery. This builds pupils' independence and enables them to learn alongside their peers. As a result, pupils with SEND achieve well."

- Ofsted July 2025

"The school quickly and accurately identifies the needs of pupils with special educational needs and/or disabilities (SEND). It has strengthened the precision of personalised targets and goals to ensure that they accurately meet pupils' needs. Pupils with SEND achieve well and play an active part in wider school life. Parents of pupils with SEND wholeheartedly agree."

- Ofsted June 2025

To further support children, over 250 staff came together for our SEND Conference which focused on equipping all colleagues in schools with the knowledge and understanding of how to support ALL learners, including those with SEND.

The impact of this is that there has been a 20% increase in the proportion of parents of children with SEND, who told us that they feel their child 'is getting the right support' from the last parent survey.

MOVING BARRIERS

REALISING THE POSSIBLE

Incredible Spaces to Learn: Bovey Tracey Academy

The Business Team have been able to secure nearly £1m of capital funding to improve the estates at Bovey Tracey.

One of the significant areas of investment was in the Early Years unit by providing a covered area and new flooring. This means that children can now learn both inside and outside without the impact of the weather. The estates team were able to deliver the project which meant the Headteacher could focus on the children and the education offer.

"We are extremely grateful to have seen the investment in our school since joining our Trust. We have new carpets throughout and new doors which have provided all of us with a much better learning environment. Our latest addition is the investment in Early Years. We now have a new outside area with soft flooring and some new resources but also a roof! This enables our provision to be left outside even when it rains! Children can access this continuously which encourages their exploration, interaction and provides an exciting environment to learn."

- Louise Prywata - Head Teacher

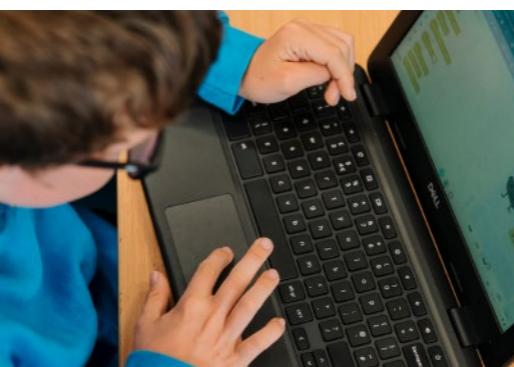
An Offer to Our Youngest Community Members: Gulworthy Academy

We are delighted to celebrate the successful completion of a brand-new nursery building at Gulworthy Primary Academy. Thanks to funding from the Department for Education's School-Based Nursery Capital Grant, the nursery was built from the ground up in just 13 weeks, a remarkable achievement. A Nursery has been a vision of the Executive Headteacher for many years and our business and estates team were thrilled to be able to use their expertise and make this dream a possibility for the community.

The nursery is already becoming a cherished part of the school, laying strong foundations and enabling all children to flourish.

"As a parent, seeing this nursery open within the school fills me with joy and confidence. It's comforting to know my child is starting their learning journey in a nurturing, familiar environment where they are genuinely cared for."

- Parent



Digital Transformation in Action

We believe that technology should make learning better for children as well as supporting teachers and support staff to reduce workload and have more time to focus on children.

We launched a **Digital Training & Transformation Group** bringing together experts from our schools to lead the way in using technology to improve learning and support staff.

The focus for the group has been:

1. Smoother Day-to-Day Operations

Improving how we run things behind the scenes: planning lessons and managing school activities so that teachers can spend more time focusing on your child's learning.

2. Better Training for All Staff

Creating a shared training programme across all our schools so that staff can learn from each other.

3. Using Technology to Help Every Learner

Using Microsoft's accessibility tools for inclusive learning.

4. Cutting Down on Printing

Reducing printing, saving money and helping the environment.

Flourishing Pupils: 70 Before Year 7

Children from Lamerton C of E Academy, Gulworthy Academy, Lifton Community Academy and St Andrews C of E Academy all enjoyed visits Plymouth University funded by our 70 Promises Before Year 7 charter. Each year, schools can apply for funding to support collaborative experiences to enable children to experience new adventures and be exposed to early career education.

"It was very informative, educational and exciting as we had different activities such as making a tiny robot with a circuit. There was also a guided tour around the University of Plymouth. It inspired me to want to go to University when I am older - it was a well-chosen trip!"

• Pupil St Andrews C of E Academy

The West Devon Hub children were treated to an inspiring day filled with hands-on workshops in criminology, medicine, and robotics, each designed to spark curiosity and broaden horizons. Travelling by train added to the excitement and gave many children a memorable experience before learning even began.

"My favourite part was the tour as we had to do a scavenger hunt to learn more about the university. I enjoyed sculpting a tooth in the dentistry workshop!"

• Pupil, St Andrews C of E Academy

"My favourite part was the medicine workshop, I would really like to go to university when I am older."

• Pupil St Andrews C of E Academy

"I enjoyed the trip and visiting the University of Plymouth, I learnt new things and thought that the criminology workshop was cool."

• Pupil St Andrews C of E Academy

REALISING THE POSSIBLE



learning
academy
partnership



Learning Academy Partnership

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