



GMET

Greater Manchester
Education Trust

Annual Report

Together, we create
lives of opportunity







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Our Vision, Values and Aims

We are a Trust for children in the Greater Manchester context with a shared vision; to provide the very best academic and personal education for children of all backgrounds and abilities. We will provide the best learning, the best support and a sense of belonging in our community so that every child and adult can fulfil their ambition and have a great future.

Together, we create lives of opportunity

Our Mission

We work together to overcome barriers to achievement in our context and provide:

Great schools, where resilient, happy children and young people flourish

Great teaching, where creative colleagues inspire and excel

Great opportunities, where everyone in our community can grow and develop

Our Values

Excellence – We are passionate about maximising potential, raising aspirations and achieving greatness in everything we do

Care – We work collaboratively and treat everyone with thoughtfulness, empathy and compassion

Respect – We recognise our differences and treat people fairly in our thoughts, words and actions

We embrace the unique diversity of Greater Manchester, ensuring that every individual is valued.

We foster a culture of respect that strengthens our schools and communities alike.

Our strategic planning and activity reflects a collective organisational culture of collaborative improvement; Working ‘together, we create lives of opportunity’ and the Trust’s values of **Excellence, Care and Respect**.

Our Vision, Values and Aims

Our Aims

To provide evidence-informed frameworks for development and improvement: evaluation, challenge, support and action ensuring that interventions are timely and effective, tailored to the unique needs of our schools and students.

To promote a high-quality curriculum rooted in local context: We will provide a broad and ambitious curriculum tailored to meet the needs of Greater Manchester's children, ensuring academic excellence for ALL while celebrating the local culture and heritage.

To develop outstanding people: We are committed to world class continuous professional development and care for our colleagues, enabling them to deliver exceptional learning, to grow as practitioners and leaders in education and to flourish as human beings. This includes a focus on diversity and inclusivity in all training and leadership opportunities.

Resource efficiency for maximum impact: Our organisational support services provide efficiency and economies of scale and ensure that our resources have maximum impact on children's learning and wellbeing.

Strong Governance and leadership enable us to develop and drive a single, shared culture and identity in the organisation based on its core values and ethical leadership at all levels. This will provide an identity in our trust and academies as an anchor for our communities.





To promote the **mental and physical wellbeing** of everyone in our community so that they can feel secure, respected, and motivated to achieve their full potential, supported by a strong foundation of care.

To grow the Trust as a **thriving collaboration of schools** which offer great learning, support and opportunities for our pupils, our colleagues and our families.

Effective and efficient organisational support services will maximise communication, efficiency and consistency so that they have maximum impact on learning and wellbeing.



Chair of Members Foreword

It is a pleasure to see the continued success and progress of education within the Greater Manchester Education Trust.

The transformation of The East Manchester Academy, from being placed in “Special Measures” by Ofsted five years ago to achieving ratings of “Good” and, in two areas, “Outstanding” this year, is a remarkable accomplishment. Everyone who contributed to this (too many to name individually) deserves special recognition. Similarly, the sustained “Good” rating for Paras Wood Academy reflects the dedication and hard work of its staff, leaders, and governors. I am confident that Levenshulme High School and Whalley Range High School will achieve equally positive outcomes under the revised Education Inspection Framework.

This year, I have been particularly impressed by the emphasis on professional development across the Trust. The opportunities for staff to enhance their practice, combined with collaborative efforts between academies, have enabled schools to tailor their educational provision to the needs of their communities while benefiting from shared expertise.

We bid farewell to two highly valued senior leaders at Levenshulme High School: Donna Johnson and Neil Johnson. Both have made significant contributions to the school’s success, and I wish them every success in the future. At the same time, I warmly welcome their successors, Alex Fair and his new deputies, Michelle Dean and Joanne Gorman.

Looking ahead, the Trust faces exciting opportunities and challenges. The addition of an Education Endowment Fund Research School to the trust, with an expansion into the primary phase of schooling, will open new avenues for development and collaboration. Schools within the trust will also be addressing key issues such as curriculum development and anticipated changes in the SEND sector. At the leadership level, supporting schools to thrive amid these changes, while managing financial pressures and recruitment and retention challenges, will continue to require the innovative thinking and adaptability which has been a mark of the leadership of the Trust.

I want to express my heartfelt thanks to everyone who has contributed to improving education and life chances for students across Greater Manchester. I look forward to continuing to play my part in the ongoing success of the Trust.



Richard Pearce
Chair of Members



Introduction by Chair of Trustees

It is a privilege to serve as Chair of Trustees for the Greater Manchester Education Trust. At the heart of our work is a shared mission that guides every decision we make: Great Schools, Great Teaching, Great Opportunities. This belief shapes our commitment to ensuring that every child in our care has access to an exceptional education, delivered by highly skilled and passionate professionals, in schools that are ambitious for every learner. Our core values – Excellence, Care and Respect – continue to be evident in everything we do.

This year has been one of real strength and momentum across the Trust. This report really highlights the impact of our collective approach: the alignment of shared practices alongside the freedom for each academy to respond to the needs of its community; the investment in professional development that equips colleagues to excel; and the continued drive to remove barriers and raise aspirations for every young person. The achievements of the past year are a testament to the tremendous commitment, talent and ambition across our schools, and reflect a culture where working together makes us all stronger.

Our strategy remains firmly focused on improving life chances, not only through sustained academic excellence, but through a rich and inclusive experience that champions wellbeing, personal development, attendance, and a deep sense of belonging. We are proud that collaboration sits at the heart of this. Whether through Trust-wide learning communities, shared frameworks, subject networks, or strengthened approaches to inclusion, colleagues across every academy have demonstrated what can be achieved when we learn, innovate and improve together.

I would like to offer my heartfelt thanks to our staff, governors, trustees, young people and their families for their continued hard work, resilience and support. This collective commitment has enabled the Trust to enjoy one of its most successful years to date and ensures we are well positioned for the opportunities and challenges ahead. Together, we are creating schools where ambition thrives, expertise is valued and shared, and every learner can succeed.



A handwritten signature in black ink, which reads "Suzannah Reeves". The signature is written in a cursive, flowing style.

Suzannah Reeves
Chair of Trustees

Chief Executive Officer's Update

Our academies work together tirelessly together to break down barriers to success, ensuring all children have a sense of belonging and aspiration and are equipped to succeed.

In 2024/25 we enjoyed what may well have been our most successful year to date. This is in no small part due to our values-focused strategies as an organisation, developing colleagues who are equipped to get the best out of our pupils, but primarily it is a result of the tremendous commitment and considerable talent across our trust and academy leaders and governors and their drive to make everyone the best they can be on behalf of our pupils.

Collaboration with agency has again been key to this impact. We continue to align our practices whilst enabling our academies, which operate in such diverse communities, to have the freedom to do what they do best for their particular cohorts. In each academy there is quality and breadth to the curriculum which reflects their community and enables the best outcomes, both academically and pastorally.

Collaboration has always been at the heart of our philosophy and the content of the recent review of the National Curriculum will enable us to discuss and develop together the best models of practice for our academies.

The quality of the curriculum has been coupled with a framework to provide high-quality development for all of our colleagues, so that they enjoy their work and are expert in the implementation and improvement of what they do. In this way we aim to provide the best leadership, teaching and support to enable all pupils to flourish. In her section on Professional Development, Sam Gibbs describes the wealth of opportunities our colleagues have enjoyed to access the best development opportunities and frameworks, amongst these tailored Early Career Teacher development, delivery of National Professional Qualification (NPQ) programmes and membership and fellowship of the Chartered College of Teaching. Staff feedback highlights just how much this development is valued amongst our colleagues.

Our work for every colleague to develop their expertise in role, for the benefit of their practice and pupil outcomes, has been underpinned by the replacement of traditional performance management/appraisal frameworks with the Professional Learning and Improvement (PLI) strategy. Previous systems did little to develop colleagues and induced additional workload and anxiety without directly improving the quality of practice.



Our PLI approach is developing well across the trust for all colleagues and receives significant interest amongst the national networks in which we operate. Our endeavours to develop best practice and best practitioners, have been reflected in the growth of Trust Professional Learning Communities across subject areas, where colleagues discuss and develop solutions to common problems in their subject areas.

Our work on professional improvement has been coupled with creating the conditions in which our colleagues can enjoy their work, feel valued and supported and develop a career in our trust. In the past year we have worked closely with groups of colleagues across our academies to develop shared and documented commitments to a number of key areas of practice: Trust Charters and Frameworks of Excellence. These include strategies to support Workload Reduction (Workload Reduction Charter) and values-centred interactions (Ethical Behaviours Framework). As this approach becomes more embedded we have begun to feel a tangible sense of belonging from our colleagues and we look forward to developing this further in the coming year. The vehicle for this work, our People Strategy, is a key strategic focus for our development moving forward.

As mentioned, 2025 brought some of the strongest outcomes our trust has had. All of our academies outperformed local and national benchmarks in external examinations, part of a continuing upward trajectory. As well as achieving academic excellence, each of our academies improved their attendance levels still further (building on the successes of 2023/24) and further reduced suspensions.

Our data now consistently better national and local standards. It also reflects that, as more pupils spend more time in our academies and benefit from the skills of the professionals working with them, standards will continue to rise.

In March 2025 two of our academies were inspected by Ofsted and judgements in these inspections reflected the high standards of education in those settings. At The East Manchester Academy (judged to require 'Special Measures' only five years previously) Leadership and Management and the Personal Development of pupils were judged to be 'Outstanding' and all other areas were graded 'Good'. This significant accolade is testament to the excellence and dedication of staff, leaders and governors at the school in not only bringing about that change but in ensuring that these standards are experienced by pupils and staff on a daily basis.

Parrs Wood was also inspected in March 2025 and was once again graded as ‘Good’ in all areas.

Our two other schools will be inspected under a revised Education Inspection Framework and we are very confident that they will continue to excel as suggested by their performance since their last inspection.

In 2025 our Trust Senior Leadership Networks continued to provide development, support, and challenge in key areas of strategy across the trust. They met every half term to consider evidence-informed practice in their area and contribute to the development of policy and implementation across the trust. In 2025 these groups successfully supported reviews of practice in Safeguarding, Attendance and in SEND provision. To support this work our central team have collaborated closely with colleagues in providing guidance and development.

In 2024 our central team expanded as Lauren Dooley became the Trust’s Lead for SEND and Inclusion, supporting progression, shared development and consistency of practice amongst colleagues at all levels of the organisation.

The strategic aim of Lauren’s role is to:

- **Improve the quality of education and outcomes for pupils with SEND.**
- **Embed a shared vision, while respecting the individuality of each of our academies.**
- **Champion collaboration and innovation, ensuring national developments are communicated and translated into effective practice.**
- **Enable recruitment, retention and build capacity in the area of learning support.**
- **Align frameworks, reduce duplication, and support capacity-building across the Trust.**

As a trust we are very fortunate to have the support and commitment of an expert group of trustees. Each assumed responsibility for communication and support in these key areas of delivery. Reviews of practice have closely involved trustee colleagues so that the Board can be informed and assured around standards and areas for development in all strategic areas. As opportunities for the development of the trust continue to emerge our trustees will offer expert connections and insight to ensure support and evaluation of our work. In the summer of 2025 an external Review of Governance was completed, which highlights the many strengths of governors across the trust and will give us direction in addressing those areas where we can get even better.

In September Donna Johnson, Co-Headteacher at Levenshulme High School, left the school through ill-health. Donna has been a tremendous servant to the school and its pupils, having been instrumental in the journey of the school from challenging times in its history, to its consecutive ‘Outstanding’ Ofsted judgements. She will be missed in equal measure by her colleagues at the school and in the trust and also for the personal warmth and humility which made it such a joy to work alongside her.





In December Neil Johnson, Headteacher at Levenshulme High School, will leave us to work as a full-time inspector with Ofsted. During his tenure Neil has embodied the ethos of excellence and care which is a feature of the day-to-day life of the school. He is hugely respected by his pupils and by all who have worked with him.

His successor, Alex Fair, will take over the mantle of headteacher in January, ably supported by two new, but very experienced, Deputy Headteachers in Michelle Dean, who will join us from Parrs Wood and Joanne Gorman who joins us from Oasis Multi Academy Trust, where she has equally held significant roles in school and trust leadership. I am confident that all three will be a great asset to us.

Looking forward there will be a number of priorities for leaders across the country, amongst these the development of new curricula relating to the National Curriculum, the implications of a revised inspection framework, the publication of the white paper on SEND, the Employment Rights Bill and the continuing challenges of finances and recruitment and retention in schools.

For GMET we also welcome the opportunity to develop or trust through a new, primary, phase of growth and collaboration and the opportunities which membership of an EEF Research School will bring.

For the coming year we will explore these developments and opportunities through the lens of our culture and values, building community and tackling together the issues facing our context so that every child and adult can succeed; working together, to create lives of opportunity.



Damian Owen
Chief Executive Officer

Academy Updates



Last academic year was an incredibly successful one for our community here at The East Manchester Academy with much to celebrate. Once again, the academy welcomed inspectors from Ofsted who completed a full section 5 inspection of the academy. Have previously been judged to require improvement (from a base position of inadequate) we were delighted to receive an excellent report. The Quality of Education was deemed to be good, Behaviour and Attitudes were also deemed to be good. Both Leadership and Management and Personal Development were deemed to be Outstanding. As headteacher, I have been incredibly proud to lead the academy over the last six years and we look forward to building on this considerable achievement further.

Curriculum

As ever, we are proud of the curriculum that we offer to all students both in terms of academic rigour but also breadth and depth. All students have access to the full curriculum but also an inspiring personal development curriculum which includes an extensive range of enriching activities beyond the classroom. This year we are particularly focused on ensuring that students make excellent progress in all disciplines and maths continues to be a key area of focus.

Teacher development is at the centre of our offer for staff and this year we have developed an innovative and strategic coaching programme to maximise feedback to staff and share expertise across the academy. This programme is bringing about even greater consistency and ensuring that staff feel empowered and supported to continually improve.

Outcomes

For the fifth consecutive year we have seen increases in the rates of progress that students have made across the academy. We are always proud of our students but we are equally proud of our staff team who supported students to achieve great outcomes both academically and socially.

Notable highlights include:

- Raising the attainment 8 score of pupils across the academy to 42
- Significant increases in progress for English, science, humanities and computer science
- Excellent vocational results for students



Notable highlights include:

We are also incredibly proud of our attendance and have been highlighted in recent DFE reports as a high performing school in this area. We know strong attendance is a foundation for great educational success and we are glad this area has been recognised, as currently our pupil premium students are outperforming national by 4%.



Community

The East Manchester Academy demonstrates a strong commitment to delivering an inclusive, knowledge-rich curriculum designed to raise aspirations and close educational gaps. Ofsted noted that pastoral care at TEMA was 'exceptional' and that both leadership and personal development are 'outstanding'. The cornerstone of our work is rooted in our community partnerships. Our REACH values permeate all aspects of academy life and provide a solid foundation for students to build their talents, skills and understanding of the complex world in which we live.

This year we are strengthening our community work further through our strategic partnership with APST. A specialist taskforce convened of multidisciplinary partners to provide strategic support for students most in need. We are also embedding our cradle to career model of community support offering a range of opportunities to work not only with students but also their families to enhance relationships and partnerships. This is leading to TEMA providing support for other institutions wanting to build their partnerships and in December we are delighted to be hosting Ormiston Academy Trust for a day of professional learning at TEMA.

Our community garden is also going from strength to strength receiving a national award for its work both within the school and supporting the wider community. Beswick Urban Growers have gone from strength to strength and we are now able to grow food for our local community which is then donated to Feed My City. Our children are then invited to cook meals for the homeless supporting vulnerable residents in our community through local action. The children are benefiting from extensive opportunities and we are proud of them.



Ms J Bowen
Headteacher

Academy Updates



Parrs Wood High School has enjoyed another highly successful year. This progress was acknowledged during our Ofsted inspection in the spring term, where we were awarded a Good judgement—a reflection of the commitment, expertise, and hard work of everyone in our school community.

We set out three key areas for improvement: reducing gaps in learning, applying a consistent approach to behaviour and attendance strategies, and enhancing our sixth form provision. I am delighted to report meaningful advances in each area.

Another aspect that continued to evolve was our involvement in the wider Trust groups and once again we have benefited from this sharing of expertise, whether that was in developing student leadership opportunities or Quality Assurance activity focusing on aspects of teaching and learning. Reading was another area that made progress this year and we established systems to regularly test and improve the reading ability of our students in collaboration with the Trust working group.

Curriculum

Our curriculum at Parrs Wood is designed to maximise each student's potential, offering both academic and vocational qualifications onsite, and where needed using external partners. It is ambitious and mirrors our diverse school community, helping all students engage fully and achieve their goals whether they want to stay

local and study Construction or go to Warwick to study Ancient History. There is a path for every student at Parrs Wood.

Last year, we concentrated on several aspects to further strengthen our curriculum. Our Teaching and Learning efforts centred around two main priorities: deepening Adaptive Teaching practices and embedding Formative Assessment methods. The SSAT recognised Parrs Wood as a model of good practice in this area. Additionally, we restructured Joint Planning and Preparation time from the outset, giving staff clear direction for improving outcomes, refining screening processes, and advancing classroom pedagogy.

There's no question that rigorous, evidence-based teacher development and robust internal assessment procedures, including effective feedback for students, contributed significantly to our outcomes in 2025.

We prioritised enhancing our support for SEND students having previously restructured the Inclusion Team and established regular reviews of their progress. We focused on our graduated response and vulnerability factors, ensuring staff were informed via a weekly cascade. This allowed us to maximise the effectiveness of our quality first teaching approach.

Outcomes

Our results in 2025 were excellent and reaffirmed our belief in maintaining a broad curriculum so that every student can succeed in school and leave Parrs Wood with opportunity to follow their dream.

Key Stage 4 achievements continued to rise. In English and Maths, 84% of students achieved a grade 4 or higher in English, and 72% did so in Maths—both well above national averages. Targeted pupil groups, such as disadvantaged students, narrowed the attainment gap compared to their peers. Vocational courses also yielded positive results, including IT, Construction, Engineering, and Business. Our overall Attainment 8 score increased to 48.0.



In Post-16 education, the Sixth Form Team launched an improvement plan leading to significantly better A-Level results than in 2024. This included sharing best practices and encouraging students to study independently outside of the classroom. Notably, traditional academic subjects like Biology, Chemistry, and Psychology saw Value-Added scores increase to nearly one grade above national figures. The number of U grades declined sharply. Most subjects showed improvement much to the staffs’ delight on results day. We celebrated all the student’s achievements, including seven students set to study Medicine in 2025.

Community

Our school community flourished last year, with overall attendance exceeding national averages—thanks to dedicated teams implementing effective strategies. We worked with parents and staff in a collaborative way, and this ensured that students attended more often with a decrease in truancy.

The Personal Development curriculum and extracurricular activities with almost 70 clubs received positive recognition from Ofsted. We fostered a strong ethos of engaging students beyond the classroom. Sixth Form Student Leaders in particular were commended for peer mentoring younger pupils and supporting their reading and maths. An amazing highlight of the year was the EPA show ‘Beauty and the Beast’ - it was incredible.

Our Behaviour curriculum based on our values had 2 key components in 2024/25: recognising and rewarding those students who day in day out embrace what the school offers and secondly, ensuring all staff were consistently applying the policy -this included a ‘repair’ opportunity with the students. By instilling these expected behaviours and maintaining consistency, we saw notable improvements in school conduct and as slight reduction in suspensions.



We also strengthened parental engagement through various means, including face-to-face events and online parental forums addressing topics like digital safety, our curriculum, and careers opportunities.

Finally, the school is well placed to meet the challenges and move forward. We have a strong established leadership team and community who are committed to Parris Wood.



Mr M McElwee
Headteacher

Academy Updates



We are proud to report that Whalley Range continues to go from strength to strength, with sustained growth, exceptional student outcomes, and a thriving school community.

The school has grown from 1,669 students in 2023/24 to 1,716 in 2025/26, driven by a significant expansion of our Sixth Form, now at 352 students. Year 12 has increased from 182 to 215, and we are proud to have our largest ever Year 13 cohort at 137 students. This growth has been achieved despite increased competition from larger local colleges.

In September 2024, we launched a new behaviour curriculum, including specific CPD, which has been widely welcomed by staff and is already having a positive impact. As we enter the second year of implementation, our focus is on embedding consistency, particularly around our 'Ready to Learn' and 'Strong Start' strategies and 'exit' routines.

We also introduced a 'never seen, heard or used' rule banning mobiles in school and plan to run parental forums on digital safety for parents. A new reward system was introduced 'Whalley Range Acknowledgement Points (WRAPs)' for students demonstrating the school values.

Curriculum

Over the past three years, we have co-developed a knowledge-rich, concept-led curriculum rooted in the science of learning and subject-specific pedagogy. Our curriculum vision is to provide the best life chances for every student, regardless of background.

Assessment design is now guided by principles of validity, reliability, and equity, with a clear focus on curriculum intent and impact. Curriculum development remains iterative and collaborative, with positive outcomes validated through internal reviews and external scrutiny.

Teaching is underpinned by well-sequenced concepts, high-quality modelling and deliberate practice. Staff have engaged in targeted CPD to strengthen explanation, address misconceptions, and refine assessment practices. We are proud to have worked with Craig Barton to quality assure and enhance our maths curriculum. We have now adopted Craig's quality assurance model across the school which focuses on three hierarchical questions during lesson observations: Are they listening? Do they understand? Can they remember? These questions help us evaluate the effectiveness of teaching and learning in an objective and structured way.

Last year we created 'The Whalley Range Way'. This serves as a foundational guide for our staff, offering clarity on our pedagogical practices and underpinned by our teaching charter. It is designed to foster a shared understanding of our culture and to promote a high level of consistency across the school—ensuring that every student experiences the same high standards of teaching, support, and care, regardless of the classroom they are in.

As we move into this academic year the focus is on the English Language curriculum ensuring there is consistency in the pedagogical approaches and time given to its teaching compared to English Literature,



with students' achievement in English Language being as good as English Literature.

Looking ahead, we are preparing for the introduction of AAQs in 2027 and the removal of vocational Health and Social Care and Applied Science courses. We remain committed to offering a broad, responsive Sixth Form curriculum that meets the needs of our community.

Outcomes

2024/25 saw our strongest GCSE results to date, with an Attainment 8 score of 52.10. Notably, our disadvantaged students, who made up 60% of the cohort, achieved an Attainment 8 of 50.05, ensuring strong progression routes post-16.

In 2023/24, our Progress 8 score was an impressive +0.79 overall, and +0.65 for disadvantaged students. While no Progress 8 data is available for 2025, our rising attainment indicates continued excellent progress.

At Key Stage 4, we are prioritising further improvements in maths, particularly increasing the proportion of students achieving grade 5+ in English and maths to close the basics gap and enhance post-16 opportunities.

Our Sixth Form continues to improve. A Level value added has been maintained from +0.01 (2024) to a provisional +0.01 (2025), with further work underway to improve outcomes in science subjects. Vocational pathways remain a strength:

- **Diploma value added increased from +0.66 (2024) to +0.72 (2025), with 83% of students meeting targets.**
- **Disadvantaged students achieved a progress score of +0.56 (provisional 2025).**
- **Extended Certificate value added rose from +0.16 to +0.66.**

Our one-year Level 2 programme, including English and maths resits, has been highly successful, with most students progressing to Level 3 courses in 2025.

These achievements reflect the dedication and expertise of our staff and the resilience and ambition of our students.

Community

We continue to celebrate the rich diversity of the Whalley Range community. Our students lead a wide range of charitable events, from iftars to concerts, fostering a strong sense of belonging and social responsibility.

A focus of the form time Personal Development has been on student expectations with regards to respectful walking, manners and dining.

Parental engagement remains a key priority and part of our school development plan. We have delivered targeted parent forums for parents/carers of neurodiverse and SEND students and are now working with the Cradle to Career REACH programme to deepen our impact and ensure every interaction with families is meaningful and inclusive.



Mr M Lea
Headteacher

Academy Updates



This has been my last year at Levenshulme High School, having joined the school in 2013. During this time, I have been privileged to be part of an impressive school improvement journey. I am proud to say that last academic year continued that legacy of excellence with superb academic and personal outcomes for all.

Alongside the educational outcomes, we also saw our school grow; our Pupil Admission Number increasing by twenty pupils each academic year to take us to total of 1,100 pupils by 2028. With this increase in numbers so we have expanded our school facilities and now boast a brand new, state of the art building. This has enhanced our already beautiful setting and provided much needed space for our ever-growing school community.

Having completed a successful recruitment process, Levenshulme High School will be welcoming Mr Alex Fair as the new headteacher in January 2025. Alex has spent considerable time in school, meeting staff and pupils to ensure as smooth a hand over as possible. This is an exciting new chapter for our school which I am confident will continue to go from strength to strength.

Assisting Alex in his leadership of our school, will be two new Deputy Headteachers who were recruited last academic year: Mrs Joanne Gorman (Deputy Headteacher for the Quality of Education) and Mrs Michelle Dean (Deputy Headteacher for Behaviour, Safeguarding and Wellbeing).

The strength of our school community shone no brighter than when we came together following the sad and sudden death of our colleague, Claire Hinde. Her kindness and impact on our school community will be treasured and remembered.

Curriculum

At Levenshulme High School, we have developed a curriculum which is knowledge rich and concept-driven. We are fortunate to profit from many experienced subject specialists who are passionate in sharing their knowledge of their subject. Moreover, we use our curriculum as a vehicle through which we develop a strong sense of belonging, taking every opportunity to celebrate our identity. Our curriculum continued to instil great value in our differences as well as ensuring an even stronger understanding of that which makes us the same.

Our curriculum has ensured that all pupils have the knowledge, skills and experience to thrive as a 21st century citizen. We worked hard last year to live our school motto Dedicated to Achieving Dream, urging all to aspire nobly and work diligently.

We continued to refine our practices, within and beyond the classroom, to ensure that everyone belongs. Our continued professional development has focused on adaptive teaching practices. We know that if we get it right for our most vulnerable pupils, we will get it right for all. Our thriving teaching and learning team, used the most current research to develop sequences of learning for our colleagues to embed developments to their classroom practices.

With an experienced staff team, we made the most of this wealth of knowledge by facilitating a series of collaborative working under the heading that the answer was in the room. This led to successful sharing and all levels of school level to distribute knowledge, skills and experience for positive impact on the lives of the Levy community.

Outcomes

It was thanks to consistently high-quality teaching and learning, positive relationships and high expectations that the class of 2025 went on to achieve another set



of excellent outcomes. Across a range of academic qualifications, pupils achieved an Attainment 8 score of 52.45.

The strength of our curriculum is captured in the breadth of excellent outcomes when compared to that of girls nationally. Across thirteen subjects our results exceeded girls nationally at the %9-7 boundary; this was sixteen subjects at the %9-5 boundary and an impressive eighteen subjects at the %9-4 boundary. We are delighted at the choices that these excellent qualifications give to our pupils.

The percentage of pupils who achieved five or more grades 9-7 was a very noteworthy 26%. We were particularly delighted with this increase in the top grades as this had been a piece of school improvement work.

We continue to strengthen our practices around ensuring that disadvantaged pupils and those who achieve standard and strong passes in English and maths are as closely aligned as possible.

Community

Nourishing a sense of community and belonging is at the heart of Levenshulme High School's work. The Levy family, as we call it, is rich in diversity, compassion, kindness and goodwill. Throughout the school year, we have celebrated a range of exciting cultural events. From our participation in the Muslim Arts and Culture Festival (MACFEST) to Levy Pride and Chinese New Year to our school's Iftar during Ramadan – each event has enriched our school and facilitated opportunities for pupil leadership. We are equally proud of the link we have formed with the British Red Cross. This is our school charity, and several events have supported our understanding of the important work they do as well as raise money for their causes at home and abroad.

We have hosted many parent engagement events to connect with parents, capitalising on their experiences and strengthening home-school relations.

These included Inclusion Meet and Greets; How to Revise workshops; Coping with Exam Stress and many more.

We are very proud of work to support pupils' personal development. The curriculum they follow is well-sequenced and responsive to need. Last year, we developed this further to include core knowledge content, adaptations for our pupils for whom English is an Additional Language and re-structured our Focus Days so there were more frequent re-visits of knowledge to support deeper learning and consolidation. In addition to these formal elements of the personal development programme, our pupils profited from a range of visits, leaderships opportunities and extra-curricular clubs and activities.

Looking ahead, and as I say farewell to Levenshulme, there will be a continual focus on ensuring everyone belongs, ensuring that all colleagues have the right amount of information to break down any barriers to learning and inclusion in school life. As new a new head teacher joins our school, I am confident in its enduring capacity for success and happiness.



Mr N Johnson
Headteacher

Professional Development Update

Professional development across GMET this year has centred on developing internal expertise and building the long-term capacity of our people.

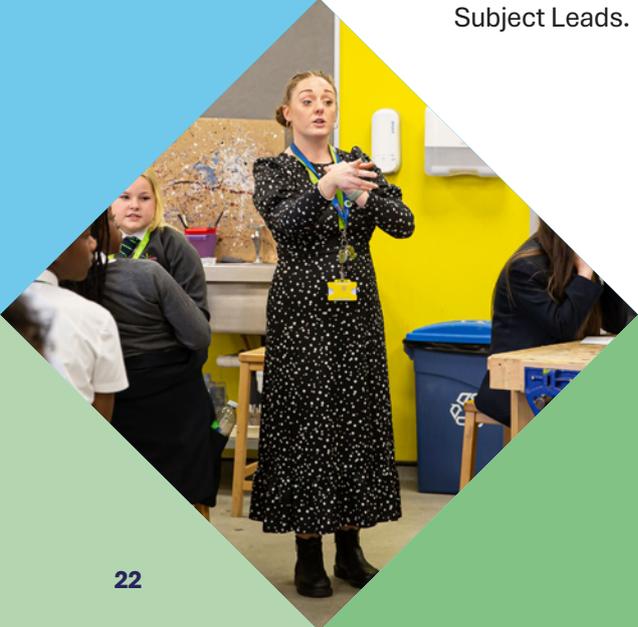
Following a successful trial with teachers, we formally launched the Professional Learning & Improvement (PLI) cycle as our trust-wide approach to staff development. The PLI cycle replaces traditional appraisal with a sustained, inquiry-led process that encourages colleagues to identify meaningful problems of practice linked to school priorities, engage with research, test approaches in their own contexts and reflect on impact. This shared method of professional thinking is strengthening coherence across the Trust and deepening the professional identity of our staff.

Our Subject Professional Learning Communities (PLCs) have continued to grow as a key mechanism for collaborative development. Teachers from across GMET meet four times per year to explore subject-specific priorities they identify together, with sessions facilitated by our Trust Subject Leads.

By bringing colleagues together to develop knowledge and examine shared challenges, the PLCs are helping to build sustainable subject expertise within GMET. This work is increasingly positioning our Subject Leads as internal teacher-educators and is building collective efficacy across the Trust.

We have also strengthened our early career offer, delivering the Early Career Framework fully in-house. Led by our Trust ECT Lead, Jen Beckensall, our bespoke programme blends national content with GMET-specific curriculum, pedagogy and school priorities, giving ECTs a coherent and contextually relevant induction into the profession. The annual GMET ECT Residential continues to be a standout feature, bringing together early career teachers and mentors for shared learning and trust-wide community building.

National recognition of our approach has continued to grow. Our contribution to the Teaching Commission's Shaping the Future of Teaching report was highlighted at its House of Lords launch, where Baroness Mary Boustead referenced GMET as an example of thoughtful, school-embedded professional learning. We presented our PLI journey at the Festival of Education, delivered a national webinar for the Chartered College of Teaching and shared our work at the Teacher Development Trust (TDT) annual conference. Taken together, these platforms have positioned GMET as a nationally recognised leading thinker in professional development, contributing meaningfully to the wider system's understanding of what effective, school-embedded learning can look like.





Partnerships with organisations such as the National Society of Education, the Reach Foundation, the Teacher Development Trust and Greater Manchester 100 have enriched our work this year. These collaborations have provided access to research, new thinking and models of practice that support both staff development and school improvement. Through our involvement on the Greater Manchester 100 partner board, we are helping to shape a programme designed to develop the next generation of headteachers across Greater Manchester, ensuring strong future leadership for the region's schools.

A further area of development has been the design of our in-house NPQ offer. Our focus has been on how we contextualise the NPQs to upskill staff in ways that directly support GMET priorities. This has included identifying internal facilitators, developing practice-based case studies from our own schools and shaping programme elements to ensure that participants can immediately apply learning in context. This work represents an investment in developing shared language, shared practice and shared expertise across the Trust.

Across all of this work, our aim has remained consistent to cultivate a self-improving culture where expertise is grown, shared and sustained within GMET. This commitment reflects our Trust values of excellence, care and respect, and supports our mission to ensure every colleague is equipped to deliver the highest-quality education for our pupils. As we look ahead, we are excited to further strengthen capacity with the addition of our primary schools and through the development of the EEF Research School.



These developments will enhance our ability to generate, share and mobilise evidence-informed practice across all phases, supporting our ambition to build a Trust characterised by deep professional expertise, collaboration and continual improvement.



Sam Gibbs
Trust Curriculum & Development Lead

People Update

Over the past year, Greater Manchester Education Trust has demonstrated a strong commitment to delivering on its People Strategy, centred on our three pillars: Greater Connection, Greater Opportunity and Greater Support. These priorities have guided our actions, shaped our culture and ensured that our people feel valued, empowered and supported across all schools within the Trust.

Greater Connection

This year we have focused on strengthening the sense of belonging and connection across our workforce. A key priority has been reducing staff turnover by improving employee experience and wellbeing. We expanded our welfare support offer, enhancing early-help mechanisms and ensuring staff in difficulty receive timely, compassionate assistance. Our Employee Assistance Programme has been actively promoted and utilised more widely, offering confidential support 24/7 to colleagues and helping to create a healthier and more resilient workforce.

We also introduced a new recruitment approach through the implementation of My New Term, applicant tracking system (ATS). This has transformed how colleagues experience recruitment, providing a smoother process, clearer communication and more consistent Trust-wide standards.

By improving candidate experience and manager workflow, the ATS supports better recruitment outcomes and contributes to reduced turnover. Together, these initiatives have strengthened connectivity, reinforced trust-wide consistency and supported a more engaged workforce.

Trust Culture and Belonging was the central theme of our Trust Conference on 6th December 2024, providing colleagues with the opportunity to reflect on how we work together across schools. Sessions explored how shared values and collaborative practices strengthen our professional community, ensuring that every member of staff feels connected and supported. The day was a chance to celebrate the dedication of our teams, exchange ideas, and reaffirm our commitment to building a culture where staff wellbeing, collaboration, and professional growth are at the heart of everything we do.

Greater Opportunity

Creating pathways for growth has been central to our strategy this year. We have prioritised internal progression, ensuring talented colleagues have opportunities to develop and step into new roles. Several employees have successfully progressed into higher-level or leadership positions, demonstrating the impact of targeted development and succession planning. We also appointed a Trust Lead for SEND & Inclusion; a role directly connected to strengthening the quality of education in SEND and Inclusion across all schools within the Trust.

We have also invested in expanding our Trust Networks, giving staff the space to collaborate, share best practice and build professional relationships beyond their immediate school environment. These networks have strengthened cross-Trust identity and enabled staff to shape Trust initiatives from the ground up.

Apprenticeship uptake has increased significantly in 2024–2025, providing entry routes and development pathways across operational, teaching, and support functions. This investment ensures we are growing our own talent and offering meaningful opportunities for skill development at all career stages. We currently have staff undertaking apprenticeships in Level 3 Teaching Assistant, Level 4 Network Engineer, Business Administration, and Property Maintenance, further strengthening our workforce and future capacity.

We are delighted to announce that Alexandra Park Primary School will officially join GMET in January 2025 and the onboarding of these colleagues is in progress.

Greater Support

Our commitment to supporting staff wellbeing and fairness has been demonstrated through a range of targeted initiatives. We have ensured structured approaches to absence management resulting in a continued reduction in overall staff absence rates. There has been a notable reduction in long-term absences helping to improve stability for students, teams and school leaders.

GMET has achieved a notable improvement in staff retention across its academies. Turnover has decreased from 13.7% in the 2023–2024 academic year to 7.25% in 2024–2025.

This positive shift reflects the Trust's strategic focus on staff wellbeing, professional development, and leadership support. Initiatives such as enhanced CPD pathways, improved workload management, and stronger collaboration between schools have contributed to a more stable and engaged workforce.

Sustaining this momentum will be key to driving long-term educational outcomes and maintaining consistency in teaching and leadership across the Trust.

This year also saw a meaningful improvement in our gender pay gap, reducing from 11.9% to 9.2%. This positive movement reflects our commitment to equity, fair pay structures and increased opportunities for career progression for women across the Trust.

We further strengthened our wellbeing offer by implementing the GMET Trust Workload Charter, setting clear expectations for healthier work practices, reduced administrative burden and a culture that protects staff time and wellbeing. This has helped embed a sustainable working environment and supported our aim of reducing pressure on colleagues across all roles.

Across each of these strategic pillars, the Trust has made measurable progress, reinforced by practical action and collaborative effort. We remain committed to building on this momentum deepening connection through the launch of employee voice initiatives, extending opportunity through the development of the Trusts Professional Learning and Improvement programme and strengthening support through enhancing our employee assistance and wellbeing offerings, as we continue to make the Trust a great place to work for every colleagues.

Digital Update

The IT technicians have now been resolved into a single centralised team, allowing for greater flexibility to respond to individual school need as well as allowing support with centralised services.

With the new Trust Infrastructure Engineer and IT Apprentice roles being filled, we now have a full complement of staff. The new team now offers a scalable solution to support Trust growth with clear career pathways for staff in the team as well as building a talent pool of junior staff to support succession planning. The team have successfully delivered several major projects over the last year including the IT new building work at Levenshulme and The East Manchester Academy. The final systems for Parrs Wood were integrated into the GMET infrastructure and planning has begun to accommodate primary schools into the same structures.

Behind the scenes, vulnerability management work has been taking place to keep the infrastructure secure, and the Trust was able to re-accredit Cyber Essentials Certification for the fourth-year running, evidencing that the work around cyber security is keeping pace with the fast-changing technology landscape.

The newly appointed Data Protection Lead continues the work to ensure compliance across our Trust. In addition to fulfilling numerous Subject Access Requests and Freedom of Information requests they have undertaken internal audits of each school, provided guidance and support at all academies and is working closely with the IT engineers to ensure that software remains compliant with the legislation and does not constitute a cyber security risk. As a mark of the quality of the work, we have had several approaches from external organisations to help them develop their data protection policies when working with schools.

In house training of staff continues. A key focus this year has been the use of Generative Artificial Intelligence (AI) in schools, working with staff to ensure that they understand how to use this technology effectively and safely. Additionally, there have been developments with PowerBi dashboards, apps to support key processes and most recently the development of subject based AI agents to support staff with their lesson planning. The final school SharePoint intranets were launched, replacing the previous outdated systems. These will afford easier access to key resources and will allow for even greater collaboration between academies.

The next steps for IT are: to finish moving all network storage areas to the cloud in order to move all devices to be managed by InTune and where document stores can be more easily accessed, managed and utilised, support the primary schools in meeting the DfE standards for technology and continue to remain vigilant in protecting the trust and its assets from cyber-attack.



Kate Wragg
Trust Digital Strategy Lead

Governance

In respect of Governance the Trust has undertaken a full review of governance commissioned and carried out through CST (Confederation of Schools Trust).

This was an extremely positive review with some key highlights being shown below.

Board Leadership & Governance Strengths

The chair of trustees and the trust board provide strong strategic leadership, offering effective support and challenge to the executive team. Professional and trusting relationships across governance tiers enable constructive dialogue, supported by trustees with considerable expertise and a strong commitment to serving Manchester's young people. Committees are well led, and the CEO and chair, backed by trustees, have fostered a culture that values both the sharing of best practices and local autonomy. Trustees' dedication to the trust's vision is evident in their active involvement and alignment with the trust's values and the Nolan principles. The positive impact of governance is reflected in favourable Ofsted reports.

Local Governance

Local governance is effective, with governors who are deeply committed to their schools and well-informed about their communities. Local Advisory Committees offer both support and constructive challenge to local executives, helping to strengthen engagement between the trust board, schools, parents, and communities. Their regular visits and open communication reinforce the trust's vision and values.

Culture and Values

GMET operates as a values-driven organisation where trustees and Local Academy Committees are deeply committed to delivering high-quality education for

children. Trust amongst leaders fosters an inclusive and respectful culture, emphasising unity and open communication, with a skilled chair promoting trust and transparency. Constructive challenge is encouraged. Unified in their goal to improve educational outcomes, the trustees and CEO have achieved notable progress in systems, processes, and standards.

People and Workforce

Trustees and chairs of governors actively support leadership recruitment and prioritise staff wellbeing and workload through comprehensive trust-wide policies and regular oversight alongside the executive team. The CEO is dedicated to creating an excellent work environment by offering ongoing professional development and promoting from within which contributes positively to the retention of senior staff.

Decision Making and Accountability

Trustees at GMET are highly skilled professionals who contribute significantly to collective decision-making, ensuring that executive workload remains manageable. They enhance strategic challenge and reporting, make thoughtful decisions regarding the trust's growth and alignment with its values, and welcomes schools that fit its culture. Meetings are efficiently organised with collaborative agenda-setting, and trustees receive clear, comprehensive reports from the CEO and CFOO. The governance process is transparent and focused on strategy, performance, and assurance.

Community Engagement and Civic Duty

GMET maintains strong community ties through its Local Academy Committee model, fostering robust engagement and collaboration. Trustees actively support innovative, research-driven educational and pastoral initiatives and partner with research institutions, participating in programs like the GM100 Leaders Programme to nurture future headteachers and community-oriented schools. Both trustees and the CEO continuously seek best practices, including learning from external and international providers.

Educational Quality and Improvement

There is a strong record in school improvement at Trust level, earning the respect of trustees and LAC chairs. Trustees are dedicated to raising outcomes for all students, offering significant governance support where needed. The performance committee rigorously evaluates standards using comprehensive performance data, while educational improvement is underpinned by distributed leadership and targeted expertise. Schools consistently implement trust policies, engaging in collaborative practices such as open learning walks, cross-academy moderation, and peer support.

Safeguarding, Welfare and Wellbeing

Safeguarding is a key focus at the local level, with regular and thorough reporting by Local Academy Committee's.

Trustees and governors actively participate in safeguarding training and approach their responsibilities with a high level of diligence.

The key immediate priorities from the review were identified as follows and this will be the focus of our plans over the next year.

Communication & Oversight

- Enhance the communication channels from Local Academy Committees to the Trust Board.
- Ensure stakeholder perspectives are incorporated into Trust Board decision-making processes.
- Oversee the effectiveness of the People Strategy through monitoring by Local Academy Committees and other relevant committees.

Governance Development

- Establish inflection points to review strategy and growth impact.
- Promote cross-school collaboration among governors across the trust.

Culture and Values

- Ensure policies are reviewed for impact, not just compliance.

Strategic Communication

- Embed culture and values into the growth strategy.
- Continue to use charters and ethical leadership frameworks to unify practice.

Leadership & Capacity

- Review central team capacity as part of growth planning.
- Implement a coherent People Strategy: Attract, Recruit, Develop, Retain.
- Build career pathways and talent tracking frameworks.
- Develop succession plans for Trustees and Local Academy chairs.
- Target recruitment to improve diversity.
- Appoint additional Trustees to support primary education growth.



Finance

Financial Position - as at 31 August 2025

The trust continues to maintain a strong financial position, and both the trust and its schools have effectively managed their finances despite challenging economic conditions. We have successfully achieved positive year-end outcomes for our schools, while simultaneously implementing significant improvements.

This year has presented considerable challenges due to inflationary pressures, further intensified by pay awards exceeding the rate of inflation that were not fully offset by additional funding. Nevertheless, we have maintained a robust financial position and have continued to provide the highest quality of support for our children and young people and staff without compromise.

During the year ended 31 August 2025, total expenditure of £51,957k (2024: £49,575k) was incurred, which was covered by the recurrent grant income from the DFE, together with other incoming resources which totalled £54,765k (2024: £48,850k). Total funds carried forward amount to £7,339k (2024: £7,209k). This is in line with the Trust's strategy to build and maintain adequate reserves to fund an ambitious plan of future improvements and development of the organisation and its infrastructure.

Unrestricted income and expenditure in the year ended 31 August 2025 amounted to £1,932k (2024: £1,902k), and £2,637k (2024: £2,394k) respectively.

At 31 August 2025 the net book value of fixed assets amounted to £109,025k (2024: £106,874k). The cost of fixed asset additions in the year ended 31 August 2025 amounted to £5,404k (2024: £4,024k).

The Trust maintains strong financial reserves that can be used to address unforeseen financial challenges in the short to medium term. In 2024-25, these reserves have only been accessed minimally, primarily due to persistent inflation, capital investments, and ongoing costs related to recruitment, which has required a significant reliance on agency staff throughout the Trust.

The financial results of each academy align with projections, indicating effective resource allocation within the schools alongside strategic investment by the Trust in priority areas identified in the development plan. This is evidenced by the final outturn position reported across all academies.

Financial Governance and Fiduciary Duty

The recent governance review highlights that the Finance and Resources Committee demonstrates strong operational effectiveness, with trustees contributing significant expertise in finance and risk management. The CFOO delivers comprehensive and timely financial reports, facilitating detailed reviews and ensuring adherence to legislative requirements and funding agreements. The committee conducts thorough evaluations of financial decisions to ensure probity and achieve value for money throughout the trust.

Statement of financial activities Including income and expenditure account For the year ended 31 August 2025

	Notes	Unrestricted funds	Restricted funds		Total	Total
		£000	General £000	Fixed asset £000	2025 £000	2024 £000
Income and endowments from:						
Donations and capital grants	3	-	8	5,119	5,127	1,753
Charitable activities:						
- Funding for educational operations	4	-	47,560	-	47,560	45,097
Other trading activities	5	1,709	146	-	1,855	1,763
Investments	6	223	-	-	223	237
Total		<u>1,932</u>	<u>47,714</u>	<u>5,119</u>	<u>54,765</u>	<u>48,850</u>
Expenditure on:						
Raising funds	7	35	-	-	35	47
Charitable activities:						
- Educational operations	9	<u>2,602</u>	<u>46,067</u>	<u>3,253</u>	<u>51,922</u>	<u>49,528</u>
Total	7	<u>2,637</u>	<u>46,067</u>	<u>3,253</u>	<u>51,957</u>	<u>49,575</u>
Net income/(expenditure)		(705)	1,647	1,866	2,808	(725)
Transfers between funds	18	-	(472)	472	-	-
Other recognised gains/(losses)						
Actuarial losses on defined benefit pension schemes	20	-	(340)	-	(340)	(784)
Net movement in funds		(705)	835	2,338	2,468	(1,509)
Reconciliation of funds						
Total funds brought forward		<u>6,401</u>	<u>808</u>	<u>106,916</u>	<u>114,125</u>	<u>115,634</u>
Total funds carried forward		5,696	1,643	109,254	116,593	114,125

Balance Sheet

As at 31 August 2025

	Notes	2025		2024	
		£000	£000	£000	£000
Fixed assets					
Tangible assets	13		109,025		106,874
Current assets					
Debtors	14	3,092		2,847	
Cash at bank and in hand		<u>7,015</u>		<u>7,237</u>	
		10,107		10,084	
Current liabilities					
Creditors: amounts falling due within one year	15	(2,496)		(2,769)	
Net current assets			<u>7,611</u>		<u>7,315</u>
Total assets less current liabilities			116,636		114,189
Creditors: amounts falling due after more than one year	16		<u>(43)</u>		<u>(64)</u>
Net assets excluding pension asset			116,593		114,125
Defined benefit pension scheme asset	20		-		-
Total net assets			<u>116,593</u>		<u>114,125</u>
Funds of the academy trust:					
Restricted funds	18				
- Fixed asset funds			109,254		106,916
- Restricted income funds			<u>1,643</u>		<u>808</u>
Total restricted funds			110,897		107,724
Unrestricted income funds	18		<u>5,696</u>		<u>6,401</u>
Total funds			116,593		114,125

Estates and Operations

The Trust remains committed to maintaining a safe, sustainable, and efficient estate.

Our Estates and Business Management Teams have delivered several capital projects over the course of the year across our schools. We remain committed to effective estate management in delivering high-quality education and safeguarding the wellbeing of pupils and staff. Our capital projects over the course of the year have not only improved our estates but have delivered tangible benefits to our students and wider communities.

We have delivered additional school places in two of our schools as part of major expansion programmes to increase student number in conjunction with Manchester City Council and have accessed several capital funding streams to benefit our estate, pupils and workforce.

We have invested heavily in our Estate with total capital expenditure totalling £5.4M, this was mainly invested in either new buildings or land and building improvements, totalling £5,045k, with a further £250k invested in IT assets and infrastructure, £88k on fixtures and fittings and £26k on fleet purchases.

Our expansion projects were mainly funded by Manchester City Council, alongside other capital funding streams such as devolved capital allocations and condition improvement funds, the schools have also contributed a significant level of reserves to deliver their ambitious capital plans.

Our Focus in 2024/2025.

- **Safety & Compliance:** Ensuring all buildings met statutory health and safety obligations, including fire safety, asbestos management, and accessibility standards.
- **Condition & Investment:** Delivered planned maintenance and capital improvement projects, prioritising areas identified through condition surveys.
- **Sustainability:** Focused on energy efficiency and carbon reduction measures with schools being part of the Great British Solar Partnership. Streamlined Energy and Carbon Reporting (SECR) disclosures are included in the financial statements.
- **IT Infrastructure Alignment:** We continue to focus on our IT Infrastructure and investment in this area across the Trust.
- **Future Strategy:** Developing a long-term estates strategy aligned with educational priorities, sustainability goals, and value for money principles.

Finally, we will continue to develop our Estates and Health and Safety Framework to deliver a robust operating model for our schools.

Risk Management

From a governance perspective it has been noted that the audit and risk committee ensure strong internal audit procedures that comply with statutory requirements, while external audit responses are handled promptly and appropriately. Trustees thoroughly scrutinise risk management, recognising its critical role in strategic decision-making.

Our risk management framework has been further embedded across the trust, for the third year and has delivered good progress in improving and streamlining our operations and process/s across the Trust. More recently we have aligned our strategic priorities and our operational priorities in respect of risk management and aligned this to our Scheme of Delegation to compliment effective risk management both at Trust level and locally.

We continue to embed risk management into our strategic planning, financial oversight, and operational decision-making to protect educational delivery, ensure financial sustainability, and compliance while enabling opportunities for our students and staff. In respect of risk management our core aims across the Trust are:

- **Proactive Management:** We recognise that progress and innovation carry inherent risks. Our stance is to anticipate and manage these rather than avoid them.
- **Integration into Culture:** Risk management is embedded across all levels of the Trust, ensuring it aligns with strategic goals and operational practices in our schools.
- **Compliance and Best Practice:** We adhere to legal requirements and sector best practices, aiming for continuous improvement and responsiveness to external changes.

Both our external and internal auditors continue to report favourably on the high quality of our approach to risk culture and risk management, and our risk management framework overall. Our auditor reports received during the year gave us strong assurances of our wider systems of internal control.

External Audit

Our recent external audit opinion identified no significant weakness and similarly there were no regularity, propriety and compliance matters raised. This is to the credit of the wider Finance and Operations teams who work tirelessly all year to ensure this is achievable, ensuring compliance with the Academies Accounts Direction and Academy Handbook throughout the financial year. Our governance practices equally are reported positively in our recent external review of governance.

Internal Audit

We continue to set a challenging cycle of internal audit each year and welcome the scrutiny and added value this brings, with three internal audits delivered from January to August each year. The focus of which this year will be developing our over Estates Strategy and Framework as the trust grows.

Our core focus for 25-26 will be on building our Estates Framework to support our next phase of growth and internal audits will take place in the following operational areas.

- **Good Estate Management for Schools**
- **Accounts Payable**
- **Key Health and Safety Processes**



Louise Staunton
Chief Finance and Operations Officer





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