



EDUCATION
LEARNING
TRUST

COLLABORATE - EMPOWER - ACHIEVE

Annual Report 2021-22

Welcome

Our vision for the Education Learning Trust is focused on the principles of **collaboration, empowerment and achievement**. The Trust continues to develop in accordance with this vision and during the last year has continued to grow successfully, offering quality educational provision for all our pupils and a range of professional development opportunities for all our staff.



In terms of **collaboration**, our school leaders and staff continue to work together across both the primary and secondary phase. This has ensured the Trust's unique Curriculum Charter is creating a range of exciting learning opportunities, which places the learner at the heart of its development. Pupils are actively involved in the planning of their own learning and play a significant role in curriculum design. As the curriculum continues to develop to meet the needs of all our pupils, a smoother transition across the primary and secondary phase, is beginning to be achieved. The benefits of collaborative working also include the adoption of Trust wide policies, which have ensured that the safety and wellbeing of all our pupils is paramount. The schools that have been inspected this year have received very positive feedback in the areas of safeguarding and pupil wellbeing.

The Trust's focus on **empowerment** continues to be evidenced by the new Education Learning Trust Professional Pathway, supported by a rigorous Trust wide appraisal system and the development of our own Empower Institute. This has resulted in an increased range of professional development opportunities both national and within the Trust for our CEO, Head Teachers, school staff, Governors and Trustees. In addition, secondment opportunities have been created as well as new roles. Trust leaders have contributed to national conferences and debates.

In the area of school improvement, we now have a Director of Learning and Innovation, who is supported by cross phase leaders for curriculum development and assessment. Cross phase working groups have been established, which have enabled joint planning and provided opportunities for professional expertise to be shared across phases. The central team is currently being strengthened and this year we have recruited new staff in the area of Finance, IT, HR and Estates Management. External partnerships, including research, continue to provide further opportunities for school leaders and staff.

Achievement is key to the successful development of our Trust. In this area, pupil data for the last academic year, across all the schools, has shown considerable improvement. This is remarkable considering that all our pupils and staff faced considerable disruption throughout the recent pandemic.

The development of our focus groups for Trustees and Academy Governing Bodies continues to provide opportunities for discussion and clarification for our roles in governance. Last year we embarked on a new clerking contract with Governor Services. I would like to thank Julie Lawson and her team for the support for Trustee and Academy Governing Body meetings, as well as the training opportunities offered. Our Operational

“ The development of our focus groups for Trustees and Academy Governing Bodies continues to provide opportunities for discussion and clarification for our roles in governance. ”

Lead has also given substantial support to the training of Governors and Trustees.

During the past year we have welcomed two new Trustees, John Mackenzie and Dr Jane Milward-Sadler. This has followed the resignation of Amanda Webb, Mike Chow and Kate Gillan. Amanda Webb is now a Member of the Trust. I would like to thank them all for their substantial contribution to the development of the Education Learning Trust.

The Education Learning Trust is well placed to meet the demands of the future changing educational landscape. The future growth of Multi Academy Trusts, as school improvement drivers, will mean that we will need to respond to the challenge of taking on more schools and increasing the central team to offer services to all our schools. I have every confidence that the quality of the Trust's leadership and governance at all levels, will form a strong base from which we will continue to grow successfully. My thanks to all the pupils, school leaders and staff, the CEO and central team, Governors, Trustees and stakeholders who have made an enormous contribution to the Education Learning Trust this year.

Helen White, Chair of Trustees
Education Learning Trust



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Our Trust Board

The Trust Board meet six times per academic year and also has committees which meet termly.

The Trust Board receives regular updates from each academy in the Education Learning Trust. Under charity law ELT trustees have the ultimate responsibility for directing the affairs of the ELT, and ensuring that it is solvent, well run and delivering the charitable outcomes for which it has been set up. In law trustees of the ELT have several legal duties, which are often described as those of compliance, care and prudence.

Trustees:

Helen White (Chair of Trust Board)
Ian Hutchings
John MacKenzie
Jane Milward-Sadler
Michelle Murray
John Novak

Members

As a charitable company limited by guarantee, the trust has Members who have a similar role to the shareholders in a company limited by shares.
Christopher O'Shaughnessy
Alice Spreckley
Amanda Webb

Overview

Welcome to our Annual Report 2021/22. Our growth as a cross-phase trust, serving just under 4,000 pupils in primary and secondary schools, has created new exciting opportunities for collaboration during 2021/22. Helen White, Chair of Trustees has already shared some of these developments. I will focus on how the Education Learning Trust (ELT) has further contributed to enhancement of the education for our pupils, in an everchanging policy context.

During 2022, the national policy direction has focused on 'building strong trusts' (DFE, 2022), with the Government indicating their intention for future growth of multi-academy trusts (MATs) in the sector. The Confederation of School Trusts (CST) has identified the key features of strong trusts, from the DFE White Paper (2022) using five domains which form the basis of this report.



(CST, 2022:5)

Quality of Education

Improving the quality of provision is at the centre of what we do at the Education Learning Trust (ELT). Our school improvement model builds on communities of practice, led by a newly appointed Director of Learning and Innovation and seconded leaders for curriculum and assessment. A working party developed a cross-phase model of curriculum and assessment, which is captured in the updated ELT Curriculum Charter. Our learners have a significant voice in curriculum design and are actively involved in its implementation. The ELT Charter is centred on driving the highest achievement for our pupils and provides a benchmarking tool for each school to support self-evaluation.

Cross-trust collaboration and the sharing of best practice is the core of ELT innovation, staff have made effective contributions through networks and working groups. At our Trust INSET Day, staff created a shared statement on the vision for an ELT curriculum, which captures key principles of practice, this will underpin our unique curriculum for every pupil.

During the academic year, two primary schools have been re-inspected. Bredbury Green Primary has made significant progress moving up an OFSTED category, with three good judgements in behaviour and attitudes, personal development and early years. These improvements were reaffirmed in 2022 pupil outcomes for KS2, which were above national in all areas. Similarly, Meadowbank Primary has been judged by OFSTED to be good, with a strong recognition of how leaders have 'designed a broad and ambitious curriculum' for all pupils, including those with SEND. Again, pupil outcomes for 2022 were above national.

This academic year, performance data shows a continual improvement in pupil outcomes for all primary and secondary schools. This year, primary schools' performance will be reported in MAT national data, the 2022 pupil outcomes for ELT schools are consistently above national in all core subjects.

Workforce and Wellbeing

Our workforce of nearly 500 staff, is our key resource to lead and support our pupils. The new ELT Trust Professional Pathway has enabled staff to access a range of opportunities, linked to the next stage on

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their career journey and this is supported by a trust-wide appraisal system, which includes coaching and mentoring.

The Empower Institute, has established ELT as a lead provider of National Professional Qualifications (NPQs) linked to Alliance of Leading Learning. Bespoke CPD opportunities have also supported our schools, relating these to priority areas for development. Our staff have contributed at regional and national events and conferences including a national Curriculum Leadership conference in partnership with ASPE (Association for the Study of Primary Education) and SSAT.

Wellbeing reviews in each school have captured the focus for development and support for pupils and staff. Gatley Primary have recently been accredited with a national award for wellbeing, within the SSAT Framework for Exceptional Performance.

Efficiency and Effectiveness

During 2021/22, ELT has built capacity in the central functions of Finance and Business, Operations and Learning and Innovation teams, which has included the recruitment of key appointments. These functions are essential to support the services for schools and provide strong platforms for future education delivery, as the trust grows.

Our 3-year Strategic Business Plan outlines how ELT will deliver on educational, financial and operational elements to improve overall outcomes. This includes the release of resources to re-invest in pursuit of educational quality which will include:

- Evidence-informed professional development, including use of HEI partners
- Curriculum design and implementation
- Capital investment in school estates using new School Condition Allocation (SCA)
- Use of technologies to support further improvement e.g., IT strategy, Integrated Curriculum Financial Planning (ICFP).

Expert Governance

Our governance structures encourage shared accountability through different layers, which are driven through collaboration. The development of stakeholder



voice at joint focus groups has enabled local governors to contribute to strategic direction of ELT, alongside our senior leaders and Trust Board. This is a unique feature of ELT which reflects the importance of our vision to encourage participation at all levels and shows leadership linked to civic duty in the local area.

Our governance has been further strengthened through extended opportunities for training opportunities from regional (Trust GS) and national providers (NGA Learning Link Offer), alongside our own bespoke training led highly effectively by our Operational Lead. Our Trust Board and Academy Governing Bodies are involved in an external annual review process which provides challenge to further improve.

Public Benefit and Civic Duty

ELT is an established DFE primary/secondary sponsor and this forms part of our civic duty to advance education for all, through support for a range of schools in our multi-academy trust. Our commitment at ELT is to ensure we deliver on the highest quality of education for the local communities we serve.

The Education Learning Trust is an established primary-secondary MAT in the North West and is now strongly placed to grow and sustain improvements for all schools. However, the success of ELT is founded on the commitment of our team, which includes the pupils, staff, trustees, governors and wider stakeholders who collaborate, to empower others, to ensure all our learners achieve. Thank you for your support.

Michelle Murray, Chief Executive Officer
Education Learning Trust

Our Schools



Bredbury Green Primary School is a community based school and values being part of the Education Learning Trust. All stakeholders are fully committed to our journey of improvement and we all share the same core moral purpose which we have developed together: 'To inspire and empower children in a supportive and inclusive environment creating self-belief, independence and respect'.

At Bredbury Green we are committed to providing an education that properly prepares our children for life in the 21st Century. With this in mind, the curriculum reflects not only the National Curriculum but areas that we believe fit the school's context and ambition for the children.

We want our children to be ambitious and capable learners, ethically informed citizens and enterprising and creative contributors to the modern world. We have developed our curriculum intent to give our learners the tools they need to achieve each of these and to make sure they have the opportunity to enjoy life as a pupil here at Bredbury Green.



Gatley Primary School is proud to be part of the Education Learning Trust and actively promotes collaborative learning between schools in the Trust and also as part of our work as a National Support School.

At Gatley Primary School, children develop a positive attitude towards lifelong learning with staff through 'enjoying learning and achieving together'. Our curriculum is constructed as a partnership between children, staff and key curriculum documentation. It is designed so that children develop to be curious, collaborative, creative and compassionate learners with ambitious, comprehensive and connected knowledge across the curriculum.

Our highly committed staff team continually seek to improve their teaching approaches through evidence based research, developing their own professional practice and standards.



Meadowbank Primary School is delighted to be part of the Education Learning Trust working in collaboration with our partner schools to support each other's growth through innovation and collaboration, leading to exceptional provision for each child within the Trust.

We are determined that every child and adult in our school is provided with the very best opportunities to flourish and succeed. High expectations and a commitment to each child that all will grow into lifelong learners, drives the development of our curriculum, which is created in partnership with the children and enables them to acquire the knowledge and curiosity needed as they progress into their future. We do this by through our exceptional teachers, leaders and support staff; building strong relationships with parents and our local community.

“ The development of our focus groups for Trustees and Academy Governing Bodies continues to provide opportunities for discussion and clarification for our roles in governance. ”



THE
KINGSWAY
SCHOOL



WERNETH
SCHOOL

Our vision at The Kingsway School is that every individual works hard every day to be the best version of themselves. The decision to join The Education Learning Trust was a determined step forward to collaborate with inspiring and talented colleagues, to empower our staff and students to turn their own potential into a reality, to continue to achieve the highest standards of academic success and courteous behaviour, because your child deserves nothing less. At The Kingsway School, we are proud of who we are, what we stand for, the community we serve and the family of schools we belong to.

Werneth School is a community where we build positive relationships based on respect and valuing each other. We aspire to be independent, confident and resilient learners. As a member of the Education Learning Trust, Werneth School welcomes the opportunity to work in partnership with other schools to maximise and share expertise for the benefit of learners.

Every child at Werneth School deserves access to a curriculum that:

- challenges, interests and enriches their knowledge in every subject
- meets their individual needs
- maximises their learning potential
- is underpinned by rigorous expectations and appropriate support
- gives them a voice to contribute

Our school improvement priorities are based around these core curriculum entitlements.



Collaborate

Collaborate: cooperate, participate, co-act, co-function, come together, co-produce, team up

The Education Learning Trust works through partnerships in our broader community to support professional development and innovation in practice.

Cheadle Lacrosse Club - Gatley Primary School

We have been building our partnership with Cheadle Lacrosse Club this academic year. The lacrosse club are a community link that have worked with us for a number of years and they have provided great benefits to the children at Gatley Primary School. This half term, pupils in Key Stage 2 have had successful lacrosse sessions delivered by the first overseas Australian international lacrosse development officer. He has enhanced our junior development programme and supported us in evolving our links within the local community. We look forward to spending some time over at the lacrosse club this term, participating in friendly tournaments with other local primary schools.

Elite Swimming 'Pools to Schools' Pop-up pool - Gatley Primary School



Last academic year was our first year with Elite Swimming Pop-up pool. This exciting opportunity enriched our delivery of swimming lessons, allowing top-up provision to every child working towards the end of Key Stage 2 standards for swimming. It enabled every pupil at Gatley the chance to develop their water confidence and to raise awareness of water safety while teaching engaging games such as water polo. We look forward to welcoming Elite Swimming back this academic year!



Research - raising aspirations for all

At Meadowbank, we thrive on opportunities to collaborate with other schools in the Trust. The development of our Flourish strategy has been written in response to the research paper by Stephen M Cullen into successful strategies to support disadvantaged children.

A working party, including representatives from all schools in the Trust have worked together to reflect on the research outcomes and consider the impact of the findings in each of our settings. When evaluating the personal development of pupils in school, the impact for all pupils was considered, with a vision of developing a strategic offer for pupils across the Trust from the age of 3 to 16. In providing a curriculum extending beyond the expectations of the National Curriculum through rich experiences, all children have engaged in opportunities to enrich their learning with visitors coming into school or experiences gained in educational visits off site.

In July, members of the Meadowbank school community were invited to join the children during Careers Week. We welcomed parents from a variety of career backgrounds; including bomb disposal, nursing, community planning, cyber security, the police and holistic therapists. We believe that a key component in raising children's aspirations for life beyond school is ensuring our children have the knowledge of the opportunities available to them and it is never too early to start this work as leaders of change.

“ all children have engaged in opportunities to enrich their learning with visitors coming into school or experiences gained in educational visits off site. ”

Transition Links at Werneth School

We have had a successful transition and start for our new Year 7 this year. We spent the summer term building relationships with 20 feeder primary schools including our link school Bredbury Green. The relationships we have built with the primary schools have been paramount in ensuring a smooth start to Werneth.

We were able to offer an induction day this year which allowed for relationships and support to start before September. This also allowed for our form tutors to build key relationships with their form group over the summer period and gave parents a point of contact before starting in September.

We hope to extend our relationships with the primary schools by coordinating visits prior to transition to build stronger relationships with the current Year 6.

Art Project

With the Trust, Visual Arts at Werneth are collaborating on an Art Project involving all the Primaries, Kingsway and Manchester United. Janine Appleton from Meadowbank has worked with a Poet and the children to create a poem about the trust and their aspirations. We have designed a large artwork based on the poem incorporating a Bee theme to illustrate teamwork. We aim to have art workshops with a primary class from each school to create a large piece of artwork to be displayed in each school.

To embed the message and ideas to all the students at both secondary and primary schools I have created lessons for all subjects relating to the life and work of bees so we can design a drop down day across the Trust.

Nic Massey, our mentor from Manchester United has kindly recorded a fantastic video to play at the start of the day which shows the Manchester United women's team reading the poem and giving students a message about working together and giving your best effort in all circumstances.

Curriculum Charter

Leaders at the Kingsway school have been working hard to further develop the implementation of our curriculum for this academic year. Much of the development work has been rooted in **collaboration** with ELT leaders from all schools to redevelop our trust Curriculum and Assessment Charter, which aims at capturing the vision for our curriculum and our ambitions for its future development. At Kingsway, all teaching staff have been working with the charter as a way of asking all teaching staff to **collaborate** in the self-evaluation process that underpins our school improvement planning for the 'Quality of Education' in our school.

Each department uses the charter to evaluate where they are on their curriculum development journey and senior leaders then use these evaluations to evaluate the whole school curriculum and formulate our next steps. In addition to this, Kingsway has spent the last three years developing our 'Core Curriculum Principles', which have been developed in collaboration with leaders, teachers and pupils. These are rooted in the principle of 'codifying the curriculum' and are the everyday pedagogy our teachers use to help them to fully realise our school's ambitious curriculum intent.

These principles are intrinsically linked to the broader ambitions set out by the charter but allow teachers to have a deeper understanding of how our broader vision might manifest in their every day practice. This academic year, teachers have been reflecting against our school's core curriculum principles and making a commitment to developing their practice in key areas through **collaboration** with others and joining 'Action Research Groups' that are facilitated by system leaders or 'expert teachers' and supported by coaches. The aim of these research groups (which are linked to our appraisal process) is to encourage staff to engage with the 'deliberate practice' needed to develop their teaching and continue to realise our school's curriculum intent.

Collaborate

“ It was an amazing day; I really can't believe I got picked out of so many people. I felt like a star and I enjoyed not only modelling the new kit but also playing in it.”

United Foundation

The United Foundation uses football to engage and inspire young people to build a better life for themselves and unite the communities in which they live. With a vision that mirrors that of the Education Learning Trust, the core values of the United Foundation align well with our community focus.

With almost 560 hours of delivery, through 332 sessions, taught to 194 children – the United Foundation have reached and inspired the entire Bredbury Green community. From lessons about mental health and accessibility to tactical play in football, the children have been exposed to experiences that have introduced them to new sports – such as curling and handball – and supported the building of confidence for all children and not just those who are passionate about football. The United Foundation have also had a classroom focus, working with children to engage them practically within maths, using movement to build knowledge of multiplication facts.

Working alongside the United Foundation has given the children the opportunity to: compete in football tournaments at The Cliff, visit Winter Wonderland, attend a 'Girls on Track' STEAM event at Team Sport, visit Old Trafford as a part of the Leadership Academy (and gain the associated accreditations), develop an awareness

of CPR (and gain certification for this), attend football matches and act as mascots for the Europa League. During one match, the school were privileged enough to be able to give out 50 complimentary tickets to our families.

One lucky student, Katie, from Bredbury Green received the opportunity to be the face of Manchester United's new kit campaign. She was one of the first people in the world, not only to see the new kits, but also to wear them. "It was an amazing day; I really can't believe I got picked out of so many people. I felt like a star and I enjoyed not only modelling the new kit but also playing in it. I have seen my photos on the internet of me wearing the new kit and so have my friends. I can't believe I was picked to wear the new kit before it was released."

These opportunities have been extremely precious to our children, families and staff and experiences that they would not get without the input of the United Foundation. We would like to thank Andy Williams for his exceptional delivery of sessions in school and for encouraging the children to be the very best that they can be. Thanks also go to Nick Bradshaw and Jordanna Roberts for their investment in the enrichment opportunities offered at Bredbury Green.



Empower

Empower: entrust, grant, accredit, commission, delegate, invest, sanction

Wellbeing Champions

The school mission at Meadowbank is that all are Leaders of Change and our team of wellbeing champions are living this mission every day.



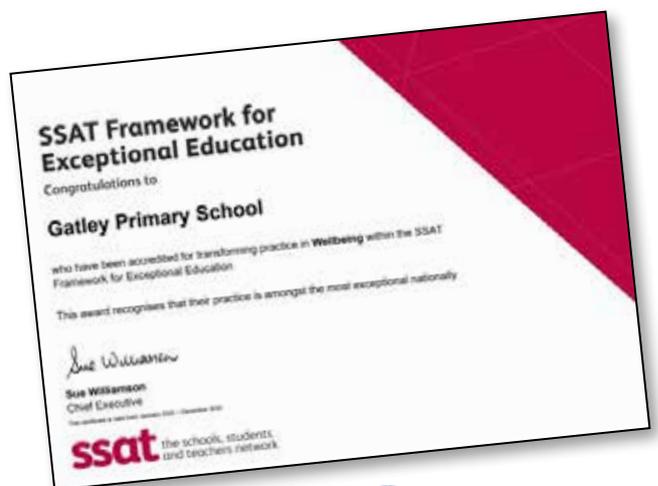
Some of our Year 6 learners recognised all that we do in school to support mental health and wellbeing but felt that there was more they could do to support their peers. This group became inspirational ambassadors and recruited a team from across Key Stage 2, showing true leadership skills through the launch assembly, application and recruitment processes.

The passionate Wellbeing Champion team of 35 children have attended training in active listening and identifying their hopes for the development of their role. They have carried out pupil voice activities with all of the children in school and as a result have set up lunch time mindfulness creative clubs, led peer massage, meditation and yoga sessions and shared empathetic stories to encourage reading for pleasure with our youngest children in school.

These children have not only been empowered, but through their actions continue to empower others in school to recognise the importance of promoting positive mental health and well-being and are certainly leaving a lasting legacy.

Wellbeing

In January 2022, we were delighted to be accredited with “Transforming” practice in Wellbeing from SSAT. During our moderation visit, we had the opportunity to share and celebrate our approach to supporting wellbeing with Laura Burton, Senior Education Lead. Laura observed that “Wellbeing is central to everything at Gatley and leaders at all levels share the same passion and drive which has resulted in their approach being coherent, consistent and embedded.” The review enabled us to recognise and celebrate some of the major developments towards supporting wellbeing at Gatley, including the implementation of our RSHE policy, the ongoing integration of our Reflective teams and the various, responsive curriculum initiatives, such as Wellbeing Wednesday and ‘Me time’. We were incredibly proud and grateful to receive the award and continue on our journey to supporting the wellbeing of all within our school community.



Empower



SSAT Framework

Over the past academic year at Gatley Primary School, we have utilised the Schools Students And Teachers (SSAT) Framework for Exceptional Education to shape and scaffold our internal school improvement processes. The framework has supported us in viewing all aspects of our practice creatively whilst inspiring innovative solutions and challenging our thinking.

Review processes celebrated the creation and implementation of a Standards of and Learning Behaviour Policy, collaborative opportunities within the learning environment and also the role of pupil agency in school practice. By promoting aspirational learning behaviours within our learning environment, exemplified and supported by scaffolds through our core school values of achieve, independence, social responsibility, choice and life skills, we enable children to reach their full potential in all curriculum areas.

These behaviours are rewarded and celebrated in a variety of ways throughout the school day and through pupils understanding

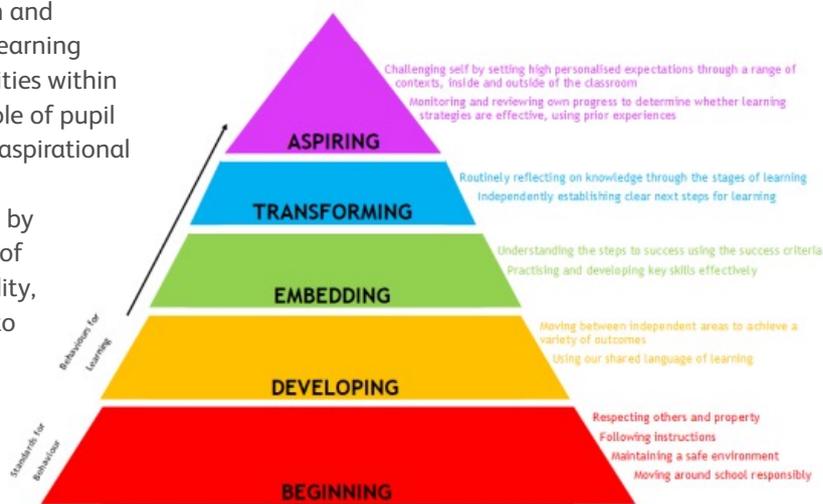
of the core learning behaviour principles which were identified and defined by our school council, following their own observations of behaviour across the school.

Through pupil and staff consultation, we shaped the following approach to exemplify how standards of behaviour move into effective learning behaviours:



Clear images set for pupils for their behaviours

We were delighted to be accredited with Transforming Practice in Effective Learning Behaviours in summer 2022, which recognised how ‘pupils are actively engaged in the learning process and use the learning environment and structures put in place by teachers to succeed in all areas of the curriculum. Staff value and listen to the views of pupils as learners, refining and adapting approaches accordingly. This has had a powerful impact on pupils at Gatley – they are encouraged to be reflective and to use their awareness of their own learning behaviours to co-construct with adults in every aspect of school life.’ (feedback from our SSAT accreditation into effective learning behaviours).



Development of standards of behaviour to behaviours for learning model devised by staff and leaders.

“ Wellbeing is central to everything at Gatley and leaders at all levels share the same passion and drive which has resulted in their approach being coherent, consistent and embedded.”

Learning Ambassadors

Children have the opportunity to complete a job application to become Learning Ambassadors. This is a prestigious role within the school and applications become very competitive!

Learning Ambassadors play a key function in School Self Evaluation processes. They support curriculum teams in collating pupil voice, they attend lesson observations, they reward positive learning behaviours with their own yellow tokens and they contribute to the final written report. They are incredibly proud of their part in the process and continue to collaborate to further develop the role within school.

Learning Ambassadors have been pivotal in the roll out of the new school uniform. As well as designing the logo and formulating the rationale behind it. They presented their decisions at a Parent Voice meeting to gain some further input into the design choices they had made. They were confident, eloquent and articulate speakers during the meeting and, as such, the introduction of the new uniform has been a great success.

Our Learning Ambassadors have also written their own vision for this academic year, drawing on the success of previous children. They felt empowered to do this with no additional adult support. Here is that vision for you to read!

“To inspire and empower all children at Bredbury Green, supporting them in their learning to achieve their full potential. Learning Ambassadors will show all pupils how to conduct themselves to represent the school and its future. We are role models with additional responsibilities who deeply care about aiding the school in developing outstanding learning behaviours. We want to see the school grow and be a significant part in that journey.”



Sports Leaders

During the academic year we identify students who would be suitable and would benefit from being Sports Leaders. As part of this we allow these leaders to be a part of extra curricular activities and also assist on holiday courses. Last academic year we had a focus on female leaders and we took a group of students to The Cliff Training Ground where they undertook a training day then assisted at the MU Foundation Primary Red Days at local feeder primaries. These experiences have allowed young people from the Academy to build confidence and also given them tools for their futures beyond school life.

Young Carers

The Children's Society have congratulated Werneth School on the case study that they submitted about the offer that the YCs get at Werneth School. They mentioned it was the best in the country. HART were also asked to contribute to an educational video for Signpost Young Carers to support other schools in the borough achieving the Young Carers Award.

Achieve

Achieve: accomplish, do, gain, solve, acquire, fulfil, perfect, carry through, get done

All ELT Primaries	Reading	Writing	Maths	RWM
EXS	86%	84%	86%	79%
National	75%	70%	72%	59%
GDS	44%	38%	36%	24%
National	28%	13%	23%	7%

improved since 2019



Bredbury	Reading	Writing	Maths	RWM
EXS	79%	77%	83%	71%
National	75%	70%	72%	59%
GDS	31%	42%	21%	14%
National	28%	13%	23%	7%



Gatley	Reading	Writing	Maths	RWM
EXS	95%	95%	95%	95%
National	75%	70%	72%	59%
GDS	58%	40%	53%	38%
National	28%	13%	23%	7%



Meadowbank	Reading	Writing	Maths	RWM
EXS	82%	79%	80%	69%
National	75%	70%	72%	59%
GDS	39%	34%	30%	18%
National	28%	13%	23%	7%

“ Pupil data for the last academic year, across all the schools, has shown considerable improvement. ”



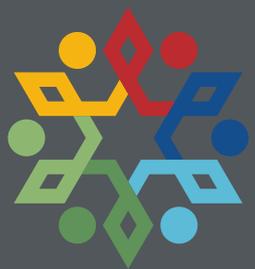
Kingsway	Attainment 8 APS	Progress 8	EBAC APS
Kingsway	5.29	+0.08	4.75
National	4.9	0	4.42



Werneth	Attainment 8 APS	Progress 8	EBAC APS
Werneth	4.11	-0.45	3.23
National	4.9	0	4.42

Report on Financial Performance of the Trust

See www.educationlearningtrust.com for a copy of our financial statements 2021-2022



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