



2024 Annual Report

Introduction

Message from the Chair of Trustees

I am proud to introduce myself as the Chair of the Board of Trustees for Thrive Education Partnership. My role as chair is to ensure the Board sets a clear vision, ethos and strategic direction for the Trust and to work closely with the CEO to ensure that the vision guides the operation of the Trust. I am responsible for leading the other Trustees and also accountable for the decisions we collectively make as a Board.

Our governance structures are set up like many other Trusts we have Members and Trustees. We are organised into a main Trust Board and a number of sub-committees such as Finance, Audit and Risk, Personnel and Pay etc. All our schools have Local Governing Bodies (LGBs).

Governance functions are delegated to members, Trustees, local governing bodies, CEO and CFO according to the Trust's Governance Scheme of Delegation.



Julia Davey
Chair of Trustees

Image: Kingsbury Academy pupils visiting Charterhouse Heritage Park in Coventry.



CEO's Introduction and Year in Review

It gives me great pleasure to open our Annual Report for the Academic Year 2023/4, the first time we have produced such a document, in an accessible format for all our stakeholders.

Our first set of statutory accounts, from when our Multi-Academy Trust was founded, date back to 2020, when Kingsbury Academy joined Calthorpe Academy, forming Thrive Education Partnership as a result. Little did we think that, just four years later, we would be a vibrant and diverse community of six specialist provisions across four local authorities! This growth has happened organically and not by design, and I am immensely proud that, throughout this growth, we have been able to retain our values and remain pupil-focused in all our endeavours.

The pride I believe we all share, stems from the achievements of our wonderful children, the successes of our individual schools and the collective accomplishments of our Trust. This certainly hasn't happened by accident, but through the unwavering dedication and exceptional contributions of our staff and governance community; this is something that is recognised by a whole range of stakeholders from the students themselves, to their families and other professionals we work closely with.

In short, we are empowering our heads to lead their schools with the right mix of support, challenge, and autonomy behind them; this in turn leads to innovation and a culture of continuous improvement that benefits learners in all our settings.

While there will always be challenges to overcome, and issues to resolve, we look towards 2025 and beyond with a huge amount of optimism and anticipation; we know the future is bright for all the students and staff at Thrive.

Finally, as we reflect on our achievements, we invite all stakeholders to join us in celebrating the success of Thrive Education Partnership and the lasting impact it continues to make in helping our children to fulfil their true potential.

Thank you for taking the time to read this year's Annual Report. I look forward to meeting many of you during 2024/25, and of course to welcoming you to our annual Trust Conference on Friday 2nd May 2025.



Richard Chapman
CEO, Thrive Education Partnership

“The pride I believe we all share, stems from the achievements of our wonderful children, the successes of our individual schools and the collective accomplishments of our Trust.”

Key Statistics



6

Number of Academies



697

Total Number of Staff



41.60%

Live in Most Deprived Area (IMD Decile 1)



3.16%

Looked After (In Care)

Image: One-to-one teaching at Mary Elliot Academy.





1,007

Total Number of Students on Roll



45.50%

Pupil Premium (PP)



56.50%

Free School Meals (FSM)



28.40%

English as an Additional Language (EAL)



73.90%

Male students



26.10%

Female students



12

Total Number of Trustees



5

Total Number of Members



43

Total Number of Governors

Vision, Mission and Values

Our Vision

A community built on improving life chances for its young people within a culture of challenge, high expectations and values-based decision making.

Our Mission

The mission of Thrive Education Partnership (TEP) is to continue to teach our learners 'the skills and knowledge they need for the lives they want'. We ensure that the curricular programmes are diverse, personalised and enriched to meet the very individual needs of our learners. TEP is currently comprised of six Academies, and two satellite provisions, working across four local authorities – Birmingham, Walsall, Coventry and Warwickshire.

We continue to develop and adapt our curriculum as the needs and aspirations of our children and young people change; whilst, actively seeking new and exciting innovations within the educational landscape. We seek to ensure that we accommodate our learners in a safe, highly enriched, and vibrant learning environment where everybody's voice is heard, and the pupil is at the centre of everything we do. Our activities are predicated upon the following aims, values, and development priorities.

Aims:

- To challenge and inspire pupils to gain the highest standards in a vibrant, well-resourced and personalised learning environment.
- To encourage and inspire pupils to develop lively enquiring minds, enjoy learning and develop independent creative ideas to achieve their highest aspirations.

- To provide an educational environment that uses new technology as a mechanism to support learning, aid communication and raise standards.
- To ensure that self-evaluation is an ingrained aspect of practice for all staff and pupils.
- To encourage and prepare pupils and staff to become active & healthy citizens of the Academy Trust and the wider community.
- To work in a collaborative partnership with local, national and international organisations (such as business, industry and educational institutions), to share resources and expertise and to learn from them.
- Ensuring the SEND legislation is truly in action: placing parents, families, children and young people at the heart of its decision-making.

Values:

- TEP believes that all members of the Trust have a responsibility to act in a moral and respectful manner towards themselves, others and their environment, showing care, consideration, cooperation and respect for all.
- The Trust believe that all members have the right to be safe, supported, valued, and cared for at all times.

- TEP believes that all members of the Trust should be encouraged to develop their skills, expand their knowledge, embrace challenge, and reach their full potential; encouraging pupils and staff to take pride in their achievements and to celebrate their success.
- TEP support partnerships between pupils, parents and Academies' to achieve high quality behaviour and learning.
- TEP value all our staff and pupils, recognising that they deserve the highest respect and quality of resources in promoting achievement of aspirational targets.
- The Trust believe in being fair, honest and compassionate in all our work as a school.

The vision for TEP is for all its children and young people to develop the skills for the life they want; to achieve their ultimate aspirations and to feel an integral part of their own communities. This is achieved through the researched/designed strategic implementation of innovative, evidence-based educational and pastoral strategies. We work closely with several Academics and SEND Professionals across various sectors including Universities, The British Institute for Learning Difficulties and Restraint Reduction Network.

The Trust continues to work to its strategic approach of cross-sector collaboration, a model of specialist support (including therapies), inclusivity and integration. TEP believes all children and young people should be provided with the very best opportunity to play an independent role within

their own communities, develop the skills they require and attain the qualifications they need to live the life they want, recognising the very specific and individual needs of its children and young people.

TEP and its associated Academies' and wider provision provide equal opportunities to enable curriculum inclusion, which is broad, balanced, relevant, and reflects cultural diversity. The curriculum and creative means of delivery reflects the Trusts' commitment to access and inclusion for all its pupils.

It is an approach based on the pupil or student further improving their communicative and reasoning ability, as well as continuing to acquire early learning skills. The curriculum promotes the development of thinking skills, creative & expressive learning and is designed to be developmentally appropriate. It enables all pupils to take part in activities that are engaging, meaningful to them and provide relevant and challenging goals that ultimately benefit their lives.

TEP believes in a model of early intervention including supporting families in the home. TEP believes in developing a multi-agency, collaborative culture to supporting families and their children. TEP ensures that the skills and knowledge that our pupils learn in the classroom, are able to be generalised outside of the classroom and within the pupil's community so that they can live as independently as possible.

Image: Mary Elliot Academy's sensory-regulating playground refurbished to inspire creativity and physical activity.



Therapeutic Services

At Thrive, we recognise the vital link between mental health and educational outcomes. For students to thrive academically, they need to feel safe, valued, and emotionally well. Equally, staff must feel safe, valued, and emotionally well to provide the best possible educational experience. With referrals to mental health services surging post-pandemic, and children with additional needs at a higher risk of mental and emotional distress, we recognise the need for schools to proactively nurture emotional wellness across their communities.

We are moving from a piecemeal approach to a cohesive, trust-wide strategy that ensures consistency, aligns with evidence-based practices, and embeds mental health and wellbeing into everything we do. By addressing mental health as a shared priority, we aim to foster a culture of compassion and resilience across our schools.

Recognising the scale and complexity of this work, we have appointed a Head of Therapeutic Services to lead our strategic vision of “mentally and emotionally healthy school communities.” This strategic appointment reflects our commitment to embedding mental health and wellbeing into our infrastructure, ensuring it is not an add-on but a core part of our identity.

For the 2024/2025 school year, her focus includes:

- Promoting our strategic vision and values: compassion-led, trauma-informed, relationship-centred, and fostering belonging.
- Reviewing current mental health and wellbeing practices to identify strengths and areas for development.
- Implementing the trust-wide Strategic Mental Health and Wellbeing Plan.
- Enhancing mental health awareness across the trust.
- Enhancing compassionate and relational practice across the trust.
- Expanding our knowledge of evidence-based practice for provision and therapeutic support for our learners.
- Building internal and external partnerships to drive positive change.

Highlights of Our Work in 2024/2025

Professor Kathryn Riley – Belonging in Schools

Kathryn, a global expert on Belonging in Schools, is working with us to create schools where staff, students, and families feel valued for their authentic selves. Research shows that a strong sense of belonging leads to better academic outcomes, attendance, and emotional wellbeing. Through research enquiry and practical strategies, we are fostering belonging at both school and trust-wide levels.

Dr Kate Lucre – Compassionate Leadership and Cultivating Compassion

Kate and her team are enhancing our compassion-led approach with Executive and Senior Leaders. Studies consistently show that increased practices in compassion improves mental and physical health, builds resilience, and strengthens relationships. This work will also shape longer-term support structures for staff wellbeing and resilience.

Self Space – Everyday Mental Maintenance

Self Space are a contemporary mental health provider whose mission is to positively change the culture of mental health through destigmatisation. Self Space are working with our Mental Health Leads and Mental Health Champions throughout the year, offering training, support, resources, and clinical supervision to integrate “everyday mental maintenance” into our culture. We believe that looking after our mental health is not just about recognising signs of distress and symptom management, it’s also about knowing how to keep well so that our staff, children and young people can be the best versions of themselves.

Innovating Minds

Innovating Minds is a social enterprise company who specialise in supporting children and young people’s mental health needs in a trauma-responsive, proactive way. Innovating Minds are working with our Strategic and Mental Health Leads to capture, needs assess, evaluate, and action plan their whole school approach, to ensure effective, timely, and needs-led support across our school communities.

At Thrive, we focus on fostering school communities where mental health and wellbeing are integral, ensuring everyone has the foundation to reach their potential.

Image: Engaging students in hands-on activities to develop problem-solving skills.



Introduction to Academies



Academy:

Baginton Fields Academy

Ofsted Grade:

Good (pre-conversion)

Date of Inspection:

19th October, 2023



Headteacher:
Alison Francis

Baginton Fields Academy

Baginton Fields Academy in Coventry is dedicated to delivering inspirational learning experiences for all students. Catering to 126 secondary students with a broad range of special educational needs and disabilities, including autism, physical disabilities, and communication difficulties, the Academy provides a nurturing environment that supports students in reaching their full potential. With a curriculum designed to be creative, ambitious, and tailored to individual needs, Baginton Fields Academy prioritises the development of essential life skills and fosters positive relationships to enhance learning. The Academy's commitment to holistic education is evident in its collaborative work with external professionals and a variety of enriching experiences, ensuring a well-rounded approach to both academic and personal growth.

At Baginton Fields Academy, attainment is measured through a holistic approach that considers academic progress, personal development, and life skills acquisition. Progress is tracked against personalised targets that are set in consultation with students, parents, and staff, considering individual capabilities and future aspirations. Continuous assessments inform

planning and adjustments to ensure every student experiences success.

The most recent Ofsted inspection in October 2023, prior to joining Thrive Education Partnership, rated Baginton Fields Academy as 'Good' across all areas. The inspection recognised the school's ambitious curriculum, high expectations for students, and the nurturing environment that supports positive learning experiences. Inspectors highlighted the respect students show for one another and the emphasis on tolerance and kindness.

Baginton Fields Academy values strong community connections, working closely with various external professionals to provide a holistic and well-rounded education. Students actively participate in welcoming visitors to the school, which helps foster an inclusive atmosphere and encourages social interaction. The Academy's commitment to community engagement extends beyond the classroom, promoting a positive environment where students develop essential life skills and build confidence through meaningful experiences with the wider community.



Academy:
Kingsbury Academy

Ofsted Grade:
Outstanding

Date of Inspection:
18th December, 2024



Headteacher:
Amjid Zaman

Kingsbury Academy

Kingsbury Academy is a specialist primary school in Coventry, offering tailored education for children aged 5-11 with diverse needs, including autism, severe learning difficulties, and speech, language, and communication needs. With a commitment to continuous improvement, the academy has expanded to 102 students, providing a comprehensive curriculum that focuses on quality first teaching, sensory and emotional regulation, and the development of communication skills. The school's environment is designed to be calm and low-arousal, perfectly suited to support the needs of pupils with complex autism. Kingsbury's engagement with the local community and partnerships with organisations enhances the students' learning experiences, while ongoing improvements and staff training ensure high standards of education and care.

Kingsbury Academy measures attainment by tracking the progress of each student against personalised learning targets, which are aligned with individual Education, Health, and Care Plans (EHCPs).

Having received a 'Requires Improvement' judgement in 2022, the academy's most recent inspection in December 2024

gave it an 'Outstanding' rating for all of the inspected elements. A huge achievement in such a short timeframe, reflecting the quality of leadership and teaching. The academy's current priorities include developing pedagogy to enhance first-quality teaching, expanding outdoor learning opportunities, and acquiring external awards to reflect the school's achievements. Leadership development remains a focus, with efforts to build a more collaborative and strategic approach. Kingsbury also prioritises parental involvement, with workshops to support well-being, behaviour, and communication.

Community engagement is a central component of Kingsbury Academy's educational approach. The school fosters strong partnerships with local organisations, including Tesco, HS2, Willmott Dixon, and the National Trust, to provide enriching learning opportunities for students. The academy prioritises practical learning experiences through external visits, community projects, and on-site activities, such as visits to Parliament, which contribute to students' cultural capital and social skills. Kingsbury Academy also participates in the HAF programme, offering summer provision for its most disadvantaged pupils.



Academy:

Mary Elliot Academy

Ofsted Grade:

*Inadequate
(pre-conversion)*

Date of Inspection:

2nd March, 2022



Headteacher:
Rebecca Davies

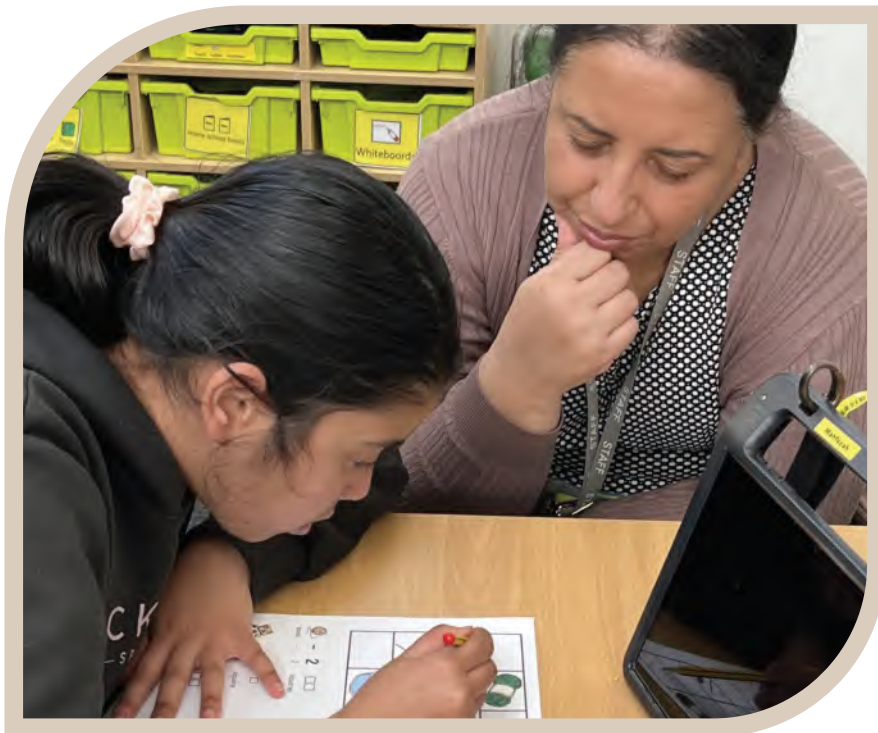
Mary Elliot Academy

Mary Elliot Academy in Walsall prepares young people with severe and profound learning difficulties for life beyond school. Focused on creating inspiring, learner-centred environments, the Academy equips students with the knowledge, skills, and resilience needed for independent living. Its personalised, aspirational curriculum empowers students to achieve their full potential both academically and personally.

Since joining Thrive Education Partnership in 2023, the Academy has prioritised leadership development and staff training to enhance education quality. Collaborating with parents and the community, it fosters a supportive environment and provides enriching experiences for all learners. Progress is tracked through personalised targets, continuous assessment, and a focus on life skills, aligned with each student's EHCP. Feedback from parents, therapists, and professionals complements these methods, ensuring consistent application across the school.

An Ofsted inspection in March 2022, prior to joining Thrive, highlighted strengths in safeguarding, pupil behaviour, and personal development. Since April 2023, the Academy has focused on enhancing the Quality of Education through leadership development, staff training, and curriculum improvements. Current priorities include refining educational frameworks, improving leadership, and aligning professional development with the school's vision for student outcomes.

Mary Elliot Academy values community as a core principle, working closely with the local authority, businesses, and organisations to support students' development. Collaborative projects with groups like the Welsh National Opera provide enriching cultural experiences, especially for students with profound learning difficulties and complex autism. Visiting speakers and activities broaden students' horizons, promoting respect, tolerance, and inclusivity. The Academy remains committed to creating opportunities for students to become active participants in their local area, cementing its role as a vital part of the Walsall community.



Academy:
Calthorpe Academy

Ofsted Grade:
Good

Date of Inspection:
4th October, 2023



Headteacher:
Mounir Meghalsi

Calthorpe Academy

Calthorpe Academy, the largest special school in Birmingham, caters to learners aged 2-19 with a diverse range of needs, including autism, severe learning difficulties, and profound and multiple learning disabilities. With 420 students currently enrolled, the Academy's curriculum is structured into three pathways to meet individual requirements and foster independence. The school's commitment to high-quality education is recognised by Ofsted, which rated Calthorpe as 'Good' in 2023, highlighting the ambitious curriculum and strong partnerships with families and health services. Community engagement is integral to the Academy's approach, with students participating in projects that enhance cultural awareness and communication skills.

At Calthorpe Academy, progress is assessed within the three distinct curriculum pathways (Engagement for Life, Foundation for Life, and Learning for Life), using personalised targets based on EHCPs. Staff employ various assessment tools to track both academic and life skills progress, while regular reviews ensure that the curriculum remains responsive to changing needs.

Calthorpe Academy was rated 'Good' by Ofsted in October 2023, with inspectors commending the school's commitment to meeting the needs of learners with complex needs. The inspection highlighted calm, purposeful lessons and the school's strong partnerships with families and health services. The school's focus on communication, independence, and preparation for life in modern Birmingham remains central to its strategic plans.

Accredited as a Gold Rights Respecting School, Calthorpe ensures all students' voices are heard and valued, actively involving them in decision-making through student surveys and the Student Council. Regular community-based learning, including trips to local places of worship and other cultural sites, extends education beyond the classroom, helping students develop independence and social skills.



Academy:

Corley Academy

Ofsted Grade:

Good (pre-conversion)

Date of Inspection:

4th November, 2017



Headteacher:
Mark White

Corley Academy

Corley Academy is committed to providing a safe and inclusive learning environment for students with special educational needs. With a focus on safeguarding and continuous improvement, the Academy has maintained high standards, as reflected in its 'Good' Ofsted rating in 2017. Corley Academy supports students in developing self-regulation and communication skills, ensuring equitable outcomes across all learner groups. The Academy offers a comprehensive enrichment programme, including work-related learning, charity initiatives, and community engagement projects, which contribute to students' personal development and prepare them for life beyond school. As part of its ongoing development, Corley prioritises high-quality teaching and strong partnerships with families.

Corley Academy measures attainment by monitoring individual progress against bespoke learning targets that consider each student's starting point and needs. Attainment is assessed through continuous quality assurance processes, including staff observations, student self-reflection, and feedback from parents and external professionals. Corley also emphasises the use of data to identify patterns in attendance and learning

outcomes, implementing targeted interventions where needed.

Corley Academy last received a 'Good' Ofsted rating in 2017, and as the Academy approaches its third year under Thrive Education Partnership, it anticipates an inspection within the next academic year. The school has made significant progress in addressing the recommendations from the 2017 inspection, particularly in attendance management and enhancing the level of challenge across subjects. Current priorities include developing ICT capabilities, advancing writing skills through the principles of Rosenshine, and expanding links with families and the local community to support students' development, health, and well-being.

Corley Academy fosters community involvement through a comprehensive enrichment programme. Students engage in community service projects, charity fundraising, and enterprise initiatives such as coffee mornings and raffles. The Academy's strong ties with the community are further strengthened by the development of a community café, which serves as a space for students to practise communication skills and interact with local residents.



Academy:

The Warwickshire Academy

Ofsted Grade:

Not Yet Inspected

Date of Inspection:

N/A



Headteacher:
Paul Hostead

The Warwickshire Academy

The Warwickshire Academy is dedicated to supporting young people with social, emotional, and mental health needs, offering life-changing opportunities in a nurturing environment. The Academy's holistic approach to education ensures that all students receive personalised support, enabling them to thrive academically and socially. With plans to expand significantly between 2022 and 2026, the school is growing sustainably to meet the needs of its students. The Warwickshire Academy prioritises the development of confident readers and integrates cultural experiences into the curriculum to broaden students' horizons. The school actively engages with the local community and external organisations to enhance learning and support for its students and families.

The Warwickshire Academy is awaiting its first Ofsted inspection. During the pre-opening inspection, Ofsted acknowledged the trust's vision to create a culture of high expectations and values-based decision-making. As the Academy continues its growth from 2022 to 2026, priorities include establishing the newly formed Key Stage 4 provision and ensuring all students develop strong reading skills. The Academy aims to expand educational

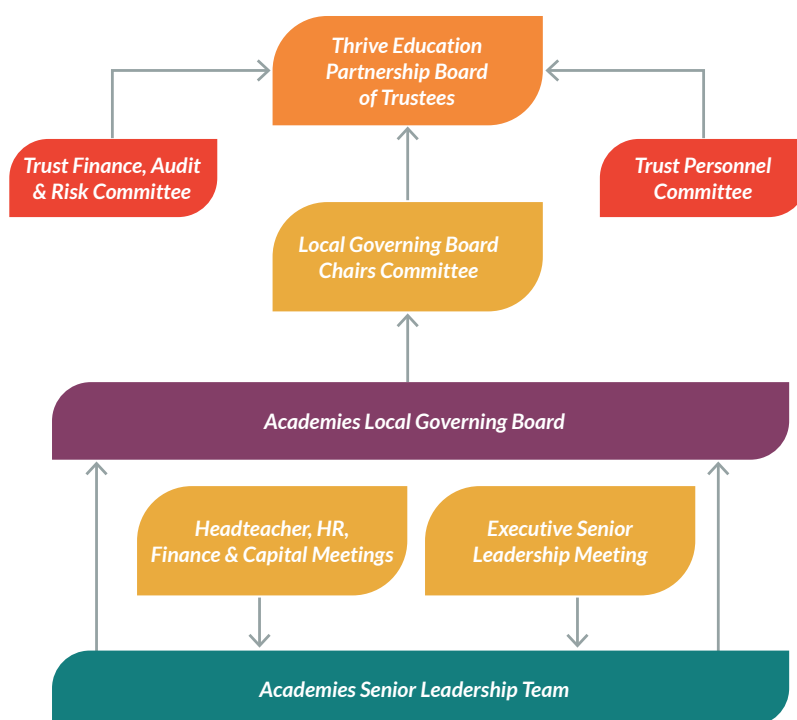
visits and cultural experiences to broaden students' perspectives and enhance their life skills. Community engagement remains a focal point, with the goal of strengthening ties with local families and organisations to support students' holistic development.

The Warwickshire Academy is deeply committed to building strong relationships within the local community to support its students' development. The school collaborates with families, local organisations, and external specialists to provide a supportive network for students. Community contributions, such as food parcels from a Sikh Gurdwara and donations of football kits, play a significant role in addressing the needs of the most vulnerable students. The Academy also organises workshops, theatre visits, and talks on important topics like knife crime, which help broaden students' perspectives. The Warwickshire Academy's engagement with local universities further enriches the curriculum, offering unique opportunities for creative learning and cultural development.

Governance and Leadership

Governance Structure

Members



Members

Members have a role similar to shareholders of a company limited by shares. They play a limited but crucial part in safeguarding Trust governance. While ensuring they do not take on the responsibilities of the Trustees, Members must assure themselves that the governance of the Trust is effective and that Trustees are acting in accordance with the Trust's charitable objects. If governance is failing, Members should use their powers to intervene.

Members' main responsibilities include:

- Furthering the Trust's charitable object.
- Appointing some Trustees.
- Holding Trustees accountable for the successful governance of the Trust.

Trustees

The Academy Trust is the legal entity, with the board holding collective accountability and responsibility for the Trust and ensuring compliance with regulatory, contractual, and statutory requirements.

Strategic Leadership: The board defines the Trust's vision for high-quality and inclusive education in line with its charitable objects. It establishes and fosters the Trust's culture and sets and champions the Trust's strategy, including determining any governance functions to be delegated to the local tier.

Accountability and Assurance: The board provides robust oversight of the Trust's operations and performance, including the provision of education, pupil welfare, appropriate use of funding, effective financial performance, and the maintenance of its estate.

Engagement: The board strategically oversees relationships with stakeholders, involving parents, schools, and communities to ensure decision making is supported by meaningful engagement.

Members and Trustees:



Gordon Tyler
Member



Dorota Pawlowski
Member



Julia Davey
Member



Lorne Pearcey
Member



Elizabeth Morgan
Member



Dorota Pawlowski
Trustee



Julia Davey
Trustee



Lucy Bennett
Trustee



Patricia Smart
Trustee



Paul Haggett
Trustee



Richard Chapman
Trustee / CEO



Adesina Shobanke
Trustee



Sid Hopper
Trustee



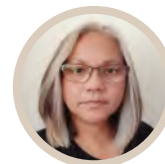
PJ Davies
Trustee



Sushma Maharaj
Trustee



Selina Stewart
Trustee



Janet Smith
Trustee

As outlined in the Governance Handbook, all Trust boards have three core functions:

- Ensuring clarity of the vision, ethos, and strategic direction.
- Holding Executive Leaders accountable for the educational performance of the school(s) and the effective management of staff.
- Overseeing the financial performance of the school(s) to ensure that funds are used effectively.
- The Local Governing Body (LGB).

The Local Governing Body (LGB) plays vital but clearly defined roles and updates the TEPB on curriculum standards, statutory requirements, and policy implementation.

Curriculum Intent: The curriculum is well-planned, sequenced, and aligned with the Trust's educational vision, incorporating enriching experiences to enhance student understanding.

Safeguarding: A best-practice safeguarding culture is maintained, with ongoing monitoring of safeguarding processes.

Admissions: Admission arrangements comply with TEPB policies and regulations.

Health and Safety: The Academy's Health and Safety policies are approved, ensuring effective quality assurance.

Attendance: Processes to improve student attendance are regularly monitored and reviewed.

Family/Community Engagement: The effectiveness of communication with parents, carers, and the community is actively monitored.

Trustees

Biographies



Julia Davey
Member & Chair of Trustees

Julia has over 20 years of experience in education and social care, specialising in safeguarding and SEND. Her career includes roles such as Head of Service for Education Safeguarding and National Education Lead for Tourette's syndrome. Julia now focuses on developing safeguarding supervision in schools through her consultancy.



Elizabeth Morgan
Member

Liz has over 24 years of teaching experience, including 20 years in special education for students with physical disabilities and complex needs. Her roles have ranged from developing careers programmes to leading the Sixth Form and Health and Safety initiatives. Liz is dedicated to creating innovative curriculum projects and supporting staff development.



PJ Davies
Deputy Chair of Trustees

PJ brings extensive experience in finance, strategic leadership, and education, with a career in fund management across Tokyo, Paris, London, and Dublin. He has a degree from Oxford University and an MBA, with a strong connection to the Midlands. His past roles include lecturing and serving as a director in education.



Patricia Smart
Trustee

Pat is an educational leader with experience across five local authorities and as an Ofsted inspector. A National Leader of Education since 2009, she has been involved in leading school improvement initiatives and served as a Trustee on several educational boards, focusing on transforming schools in special measures.



Richard Chapman
Trustee & CEO

Richard is an educational leader with a background in mainstream and special education. As founding CEO of Thrive Education Partnership, he oversees a Multi-Academy Trust serving specialist schools. His previous roles include leading successful school turnarounds and earning 'Outstanding' Ofsted ratings for his schools.



Paul Haggett
Trustee

Paul is a seasoned accountant specialising in insolvency and financial advisory. With a background in chartered accountancy, he has advised on financial restructuring and insolvency solutions for businesses. His experience includes securing significant contracts and guiding companies through financial difficulties.



Dorota Pawlowski
Member & Trustee

Dorota is a Partner at Trowers & Hamlins in Birmingham, specialising in housing management law for registered providers and private landlords. With over 20 years of experience, she advises on tenancy agreements, evictions, and court proceedings. A fluent Polish speaker, she is also active in the Social Housing Law Association.



Gordon Tyler
Member

Gordon has over 23 years of experience with Marriott, including roles in finance and general management. He has led financial operations for multiple hotels and managed large-scale projects across Europe. His expertise includes integration, programme management, and financial strategy.



Lorne Pearcey
Member

Lorne has been a school governor in Birmingham since 2008, including serving as Chair of Governors at Colmore Infant & Nursery School. An experienced National Leader of Governance, Lorne has supported numerous governing bodies and conducted external governance reviews, contributing to school improvement across the city.



Adesina Shobanke
Trustee

Adesina is a certified accountant with over 20 years of experience in both public and private sectors. His expertise includes financial management, auditing, and process improvement. He has held senior roles in Nigeria and the UK, and is passionate about environmental conservation.



Sid Hopper
Trustee

Sid is a business transformation specialist with over 30 years of experience in finance and strategic planning. He has led corporate finance initiatives for organisations like BDO and EY. Sid is also an entrepreneur and has guided social enterprises through significant transformations.



Sushma Maharaj
Trustee

Sushma is a commercial contracts lawyer with expertise in the energy sector, advising on regulatory and contractual matters. She has held senior roles at top law firms and is a qualified solicitor and company secretary. Sushma's experience includes regulatory secondments and legal consultancy.



Lucy Bennett
Trustee

Lucy has nearly 20 years of HR experience, including roles at the NHS, Accenture, and the General Dental Council. She is passionate about developing young people and supporting diversity in recruitment. Lucy's previous governance experience includes serving as EDI lead governor at Kidderminster College.



Janet Smith
Trustee

Janet has extensive experience in sustainable development and healthcare management. Her career includes managing UN-funded projects in the Philippines and implementing sustainability initiatives at the Royal Wolverhampton NHS Trust. She is known for her work in reducing carbon footprints and driving environmental strategies.



Selina Stewart
Trustee

Selina has held senior roles in education, including governance development and leadership programmes. Her teaching career spans secondary, further education and sixth-form colleges. She has led campaigns for community issues and has supported strategic leadership development through the Education and Training Foundation.

Thrive Central Team

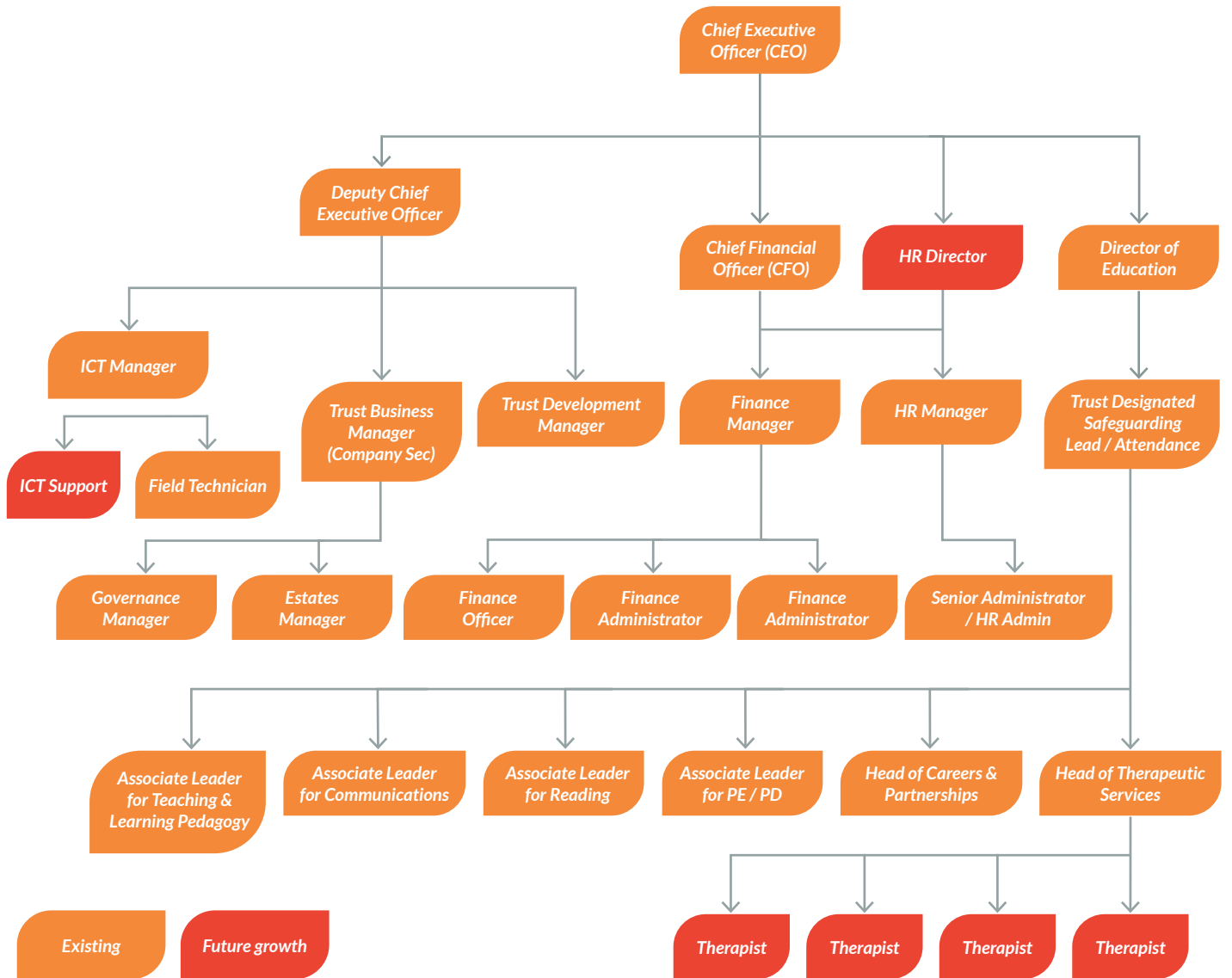


Image: Zara Sultana, Member of Parliament for Coventry South, visits Baginton Fields Academy. Pictured with Alison Francis (Headteacher, left) and Richard Chapman (CEO of Thrive, right).



Richard Chapman
CEO

Richard is an educational leader with a background in mainstream and special education. As founding CEO of Thrive Education Partnership, he oversees a Multi-Academy Trust serving specialist schools. His previous roles include leading successful school turnarounds and earning 'Outstanding' Ofsted ratings for his schools.

Craig Bennett
Deputy CEO

Craig leads Teaching and Learning Improvement, Holistic Curriculum Development, Finance Management, and Leadership Support. He is also the Founder and former Chair of Heart of Birmingham Vocational College, an independent specialist post-19 provision.

Dominic Broad
Director of Education

Dominic is a former headteacher, government strategist, and national lead for curriculum reform. He is the Chair of the Digital and Innovation Advisory Group and executive board member of SWALLS.

William Jackson
CFO

With over 25 years in finance, William has worked in international accountancy and senior finance roles across various sectors, bringing expert financial management and leadership to the Trust.

Katie Greenwood
Head of Therapeutic Services

Katie collaborates with schools across the Trust to promote mental health and well-being. A registered Dramatherapist and Clinical Supervisor, she is completing a PhD in Trauma and Dissociation.

Adam Miles
Trust Development Manager

Adam brings over 30 years of finance experience, including 15 years in schools as a Business Manager and CFO. He specialises in budget management and supports the Trust's development plans.

Andrew Betts
Trust Strategic IT Manager

Starting as an IT Technician at Calthorpe Academy, Andrew advanced to IT Manager, overseeing the Trust's strategic IT needs after completing a degree in Theoretical Physics and Applied Maths.

Jo Jackson
HR Manager

Jo began her career at Calthorpe Academy in 1992 and has held roles from Office Manager to HR Manager, now contributing to the Thrive Central team's HR functions.

Zoe Allcott
Trust Business Manager
and Company Secretary

With 18 years in corporate financial services, Zoe transitioned to education 10 years ago, holding qualifications in School Business Management and Business Administration.

Paul Crooke
Estates Manager

Since 2018, Paul has managed compliance, H&S, and estates in educational settings, including SEMH schools. His prior experience includes managing large exhibitions at the NEC.

Bebe Woo
Head of Careers & Partnerships

Bebe has dedicated nearly 20 years to careers guidance, starting with Connexions. She is passionate about supporting young people with SEND in making informed future choices.

Mirela Olteanu
Finance Manager

With over six years in Multi-Academy Trusts finance and prior experience in charity finance, Mirela oversees the Trust's financial management.

Angela Creaton
Finance Officer

Angela, with a background in finance and a Business Studies degree, joined Thrive in 2020 after a career shift from hospitality.

Joao Gabriel
Finance Assistant

Joao joined Thrive in 2022, bringing advanced finance skills from his experience with companies like Mitie Plc and KBM Chartered Accountants.

Sofiane Abderrahmane
Finance Assistant

With seven years of finance experience, Sofiane supports the Trust's finance team, drawing on his background in customer service.

Mark Clark
ICT Field Technician

Mark has over 25 years of IT support experience in schools, adept at troubleshooting, maintaining systems, and enhancing IT to support teaching and learning.

Tanya Williams
Senior Administrator

Tanya began her career in administration at Kingsbury Academy, progressing to Office Manager before joining the Thrive Central Team as Senior Administrator.

School Improvement and Growth Strategy

Our School Improvement Strategy

At Thrive Education Partnership, our School Improvement Strategy is built around our commitment to consistent development through the Seven Pillars of Improvement¹. This is complemented by our **Academy Improvement Annual Planner**, which ensures that strategic,

evidence-based improvements are systematically implemented across all our Academies'. Through the Annual Planner, we organise essential activities such as quality assurance, targeted support, and CPD days, promoting excellence in teaching, learning, and leadership.



¹ Forum Education Limited, 2018

Seven Pillars of Improvement: Thrive's CORE Framework

Our **CORE** Framework incorporates these seven pillars into a flexible, functional approach:

Narrative for Improvement: We prioritise KPIs beyond pupil progress, focusing on mental health, relational practices, and values-based decisions.

Capacity for Improvement: By empowering SLT and middle leaders through CPD, resource-sharing, and succession planning, we ensure Academies' have robust support.

Collective Commitment: A shared vision, driven by a team ethos and trust-wide objectives, fosters resilience across our community.

Robust & Real-Time Intelligence: Aligned, validated systems provide accurate insights to guide interventions.

Robust Processes and Project Management: Purposeful action plans and peer reviews sustain our self-improving system.

Investment in Innovation: Funding CPD, technology, and research drives evidence-based innovation.

Quality Assurance: Trust accountability, collaboration, and sector expert validation, supports our improvement-focused culture.

Capacity-Based Support Structure

Our Capacity-Based Support Structure tailors interventions based on each Academies' needs:

Sustain: Outstanding Academies' support others by sharing expertise across the Trust.

Sustain/Improve: Stable Academies' receive quality assurance, maintaining continuous progress.

Improve: Academies' with specific growth areas are provided with targeted support.

Stabilise/Repair: Academies' needing significant support benefit from intensive resources and governance oversight.

Academy Improvement Annual Planner: Structure and Purpose.

The Academy Improvement Annual Planner is central to our strategy, enabling us to:

Coordinate Support: Schedule regular, tailored interventions that meet each Academies' improvement needs.

Track Progress: Align Academy development with trust-wide objectives, guided by data-driven KPIs.

Integrate External Expertise: We benefit from experts like Dr Alec Clark and Gill Robinson, who provide compassionate leadership training, quality assurance, and best-practice insights.

Together, our self-improving system, CORE Framework, and Annual Planner enable Thrive to support each Academies' growth, fostering a culture of continuous improvement and shared success.

Staff Development and Wellbeing

Thrive Annual Conference

The Thrive Annual Conference is a cornerstone of the Trust's commitment to professional development, bringing together educators, suppliers, and partners for a day of inspiration, learning, and collaboration. Delivered as a CPD event, the conference has grown alongside the Trust, evolving to meet the needs of its expanding network of schools and stakeholders.

In May 2024, Thrive hosted its latest conference, 'Thriving at Thrive,' at the Coventry Building Society Arena. This flagship event welcomed renowned expert speakers, with Professor Steve Peters, author of *The Chimp Paradox*, exploring the power of mindset, and Dr Nerina Ramlakhan sharing her expertise on achieving balance and vitality.

The day featured interactive workshops tailored to the professional needs of staff across the Trust. Topics included compassion in education, creating inspiring learning environments, and evidence-based teaching strategies such as Rosenshine's Principles. Teaching Assistants also participated in a session on improving collaboration and classroom effectiveness.

Suppliers and partners were central to the event's success, offering attendees opportunities to discover innovative resources and build meaningful connections. Exhibitors showcased tools and services that align with Thrive's mission to create impactful and inclusive educational experiences.

Watch the highlights from our 2024 conference using the QR code below:



Image: Dr Nerina Ramlakhan delivers a talk on sleep therapy at Thrive's Annual Conference.



Staff Wellbeing Initiatives

At Thrive, we deeply value and are fully committed to supporting the emotional and mental health, and wellbeing of everyone in our school communities. We recognise that children can only fully engage in learning when they feel psychologically and physically safe, happy, and present. Equally, our staff can only offer their best when they, too, feel safe, supported, and valued. To promote wellbeing across our schools, we offer a range of initiatives, including:

- A comprehensive Health and Wellbeing service with access to stress awareness sessions, physiotherapy, counselling, weight management advice, nurse support, menopause support, mindfulness, GP consultations, cancer and chronic illness support, and nurse drop-in clinics.
- A free discount saving scheme on food, entertainment, travel, and more.
- A cycle to work salary sacrifice scheme.
- A generous pension scheme.
- Opportunities for staff development and career progression.

We are continually evolving our mental health and wellbeing provision. We recently appointed a Head of Therapeutic Services to lead our strategic vision towards a trust wide approach to promoting mental health and wellbeing. Towards achieving this vision, we are implementing the following this year:

- Creating a networking group for Mental Health Leads (MHLs): This group will receive CPD, reflective supervision, and the opportunity to share best practices to support their role to develop a whole school approach to mental health and wellbeing. This includes a bespoke package of training with Self Space to promote a holistic view of mental health.
- Facilitating collaborative conversations with each school: These conversations are not just about what we offer but how we offer it. Our goal is to shift away from piecemeal approaches toward a truly integrated, relational, trauma-informed, and compassionate practice that permeates every aspect of our work.

- Providing Compassionate Leadership training for Heads and Deputies: Partnering with the Compassionate Mind Foundation, this training will embed compassionate leadership principles and foster relational practices across the trust.
- Working with Professor Kathryn Riley: As a leading expert in cultivating belonging, Kathryn will work with individual schools, and trust wide, to educate, promote and facilitate a journey of belonging; a culture where everyone is accepted as their authentic selves. We know from research that a sense of belonging is a crucial factor in fostering positive mental health.
- Partnering with the Children's Outcomes Research Consortium (CORC): We are collaborating with CORC to ensure that the voices of our staff, students, and families are heard. This will help us assess the effectiveness of our wellbeing initiatives and ensure they adapt to meet the evolving needs of our community.
- Developing a trust-wide Mental Health and Wellbeing policy: We will work closely with each school to create policies that reflect the values of compassion, inclusion, and trauma-informed practice.

We're committed to walking the walk. Our aim is to build a trust-wide approach where it's not just what we do, but how we do it that matters. Our strategic vision is underpinned by our core values of compassionate, relational and trauma-informed practice, and cultivating a sense of belonging. We will strive to embed these values into every policy, process, and practice that we do to enable our staff to show up as the best version of themselves.

Safeguarding and Compliance

Safeguarding Overview and Initiatives

TEP believes that safeguarding and promoting the welfare of children is the responsibility of all members of the organisation, no matter their role or responsibility. This is demonstrated through the shared culture of safeguarding and is observable in all of TEP's Academies'. We strive to create this culture through the following shared principles:

Moral and ethical duty – responsibility for the safeguarding of children and young people lies with all members of the organisation. It is a legal and moral duty.

Diversity and inclusion - all children and adults have an equal right to protection regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation.

Doing nothing is never an option – there is an expectation that Trustees, and staff maintain an open mind and attitude of 'it could happen within TEP', where safeguarding is concerned. When concerned about the welfare of a child, staff members always act in the best interests of the child.

Clear procedure (internal) - all staff are aware that they can make a referral and reporting procedures are established in every Academy to ensure information is shared with key safeguarding and child protection staff as soon as possible after any concern arises. Over cautious reporting will never be viewed negatively. Staff are encouraged to challenge and escalate if they believe their concerns have not been actioned effectively.

Clear procedure (external) - expectation that every Academy will follow the guidance provided by the Trust's local safeguarding partners (local authority, police, and NSPCC).

Evolution - commitment to review and evolve safeguarding practices, procedures and infrastructure as the Trust grows.

Image: Kingsbury Academy pupils learn about sustainability by planting trees.





Image: Classroom teaching at Calthorpe Academy.

Compliance with Safeguarding Initiatives

At TEP, pupil safety is every member of staff's responsibility. We collectively promote a positive and proactive culture of safeguarding. The strategy applies to all employees/volunteers, local governors, and Trustees. All staff are fully trained in line with the most up-to-date version of 'Keeping Children Safe in Education' and the Trust operates safer recruitment practices in all cases.

We work across multiple local authorities and each Academy has their own, specific safeguarding policy. Each policy is specific to their local context including contact details for regional child protection bodies. Each policy is aligned with the agreed local authority model policy.

We endeavour to provide a safe and vibrant environment within all our Academies: all pupils have the same protection regardless of age, disability, gender reassignment, race, religion or belief, gender, or sexual orientation.

We have a strategic responsibility towards all of our pupils that attend each of the Academies; whilst there is a Designated Safeguarding Lead at each of the Academies' and these staff act as the first point of contact, the Trust endeavours to enrich the safeguarding culture amongst the organisation as a whole through CPD, regular safeguarding updates

and the implementation of internal & external scrutiny. Each Academy also has a designated Local Governor Safeguarding Link as well as support through a Trustee Safeguarding Lead.

We commission external safeguarding reviews for all of our Academies; these take place annually. These provide Local Governing Bodies (LGB's) and the Trust Board with external validation of the quality of safeguarding processes and procedures.

TEP is fully committed to safer recruitment; the Trust adopts highly effective procedures that help deter, reject, or identify people who might present a risk to children without prejudice or discrimination; including criminal record checks, enhanced DBS checks, barred list checks, S128, and online and prohibition checks, together with references and interview information.

The Trust meets all statutory requirements in relation to Disclosure and Barring Service checks and social media/online platforms and handle checks as outlined in Keeping Children Safe in Education.

All staff, members, Trustees, and volunteers are required to undergo an enhanced DBS and online check prior to employment or engagement. All checks are recorded appropriately on a Single Central Record (SCR).

Risk Management and Mitigation Strategies

Trustees take their responsibility for identifying and managing risks seriously. This is a key part of effective governance for Multi Academy Trusts of all sizes and complexity. Effective risk management is central to ensuring that our Trust operates smoothly and achieves its goals.

By identifying and mitigating risks early, our Trustees and committees ensure informed decision-making and proactive management of potential challenges.

We implement comprehensive mitigation strategies to manage both current and emerging risks. These include:

- **Continuous Monitoring:** Our Trustees and committees regularly review our risk register, identifying and addressing significant risks promptly. This ongoing process helps us stay ahead of potential issues, enabling swift and informed responses.
- **Financial Risk Management:** With uncertainty around future government funding and fluctuating pupil numbers, we adopt a conservative approach to budgeting and resource allocation, building financial reserves and planning for different funding scenarios.
- **Governance Oversight:** Our Trustees and committees provide ongoing scrutiny of financial, human resources, and operational risks. This ensures strong oversight and accountability at every level of the Trust.
- **Strategic Planning and Resilience:** To mitigate risks in forward planning, we adopt a flexible and adaptable strategy. This allows us to adjust to changes in government policy or external pressures while continuing to develop new opportunities for growth.
- **Procurement Practices:** When purchasing goods and services, we follow strict procurement procedures to ensure compliance with legislation and achieve the best value for money. Our processes ensure that contracts and spending align with our long-term sustainability goals.

By taking these steps, we protect the Trust's stability and ensure that the education and well-being of our students remain at the forefront of everything we do. Our annual reports provide transparency about our risk management efforts, demonstrating accountability to all stakeholders.



Community Engagement and Partnerships

Working with Local Communities

Thrive Education Partnership (TEP) is fully aware that there are systematic and long running labour market challenges for young people with additional needs. The data from the British Association for Supported Employment (BASE) 2022-2023 highlights that the employment rate for people with a learning disability is 4.8%.

The trust places a significant emphasis on the importance of generalising skills and knowledge in a functional manner by preparing our young people to navigate their next steps post education. This is achieved through collaborative partnerships with external stakeholders within the community that successfully engage those furthest from the labour market by providing encounters, work experience/ placements to raise aspirations and improve practice and adapted policies. The Careers and Enterprise Company (CEC) cited, 'a young person who has 4 or more high-quality encounters with an employer is 86% less likely to be unemployed or not in education or training'.

TEP understands that inspiring our young people to a wide range of destinations can not only address the observed inequalities in outcomes. It can also create a system of change not only on an individual level (health and well-being, confidence, resilience and human, social and cultural capital) as well as economic level, an increase in education, employment and training (EET) and reduced burden on statutory services and welfare.

Strengthening our relationships with employers and external stakeholders will further support our Academies to facilitate employer encounters so we can understand the needs of the employers to help them build long term sustainable mutually beneficial partnerships. 100% of our secondary schools in TEP are evaluating careers activity against 8 benchmarks of best practice – known as the Gatsby Benchmarks.

Through our partnerships with organisations such as Tesco, EVTEC, the NHS, HS2, and the National Trust, we are able to provide real, hands-on work experience for our learners. In addition, we have appointed Bebeanna Woo to the role of Head of Careers and Partnerships, further demonstrating our commitment to creating career pathways for students.

Learn more about these partnerships in the video below:



Charitable Partnerships and Outreach

TEP is extremely passionate about building our relationships with external stakeholders to strengthen collaboration as well as capitalising on our shared relationships. Our partnership combinations help reinforce our social capital and social cohesion. There are opportunities to co-produce bespoke projects so we can give back to the community. Social bridging capital is essential to TEP as it creates our networks that bring meaning and importance to social action and inevitably supporting our communities and resilience.



Image: Nicolas Hamilton inspires Corley Academy pupils during his visit, pictured with Will King (left) and Jane Billson (right) of EVTEC Automotive.

Racing Driver Nicolas Hamilton Inspires Pupils

Breaking Barriers

Corley Academy welcomed British racing driver and EVTEC ambassador, Nicolas Hamilton, as part of the Thrive Education Partnership's initiative to prepare students for the workforce. Hamilton delivered a powerful message about resilience and determination, sharing his journey of overcoming the challenges of cerebral palsy to achieve success in motorsport. His visit aimed to inspire students to embrace their potential and believe in the opportunities ahead.

Fueling Potential

Hamilton recounted his personal challenges, from navigating school life in a wheelchair to competing in the British Touring Car Championship (BTCC). His story demonstrated the value of perseverance and self-belief, resonating deeply with the students. Long-time Corley supporter, EVTEC, an automotive manufacturer with a workforce where 40% of employees have disabilities, showcased how inclusive hiring practices can unlock untapped talent. Each year pupils from Corley enjoy a programme of work experience with EVTEC and some go on to full time employment.

Social Impact Initiatives

Driving Social Change Through Education

At the core of TEP is a steadfast commitment to driving social change. We prioritise independence and employability as essential outcomes for our young people, while also championing family well-being and resilience. Our ambition is to provide significant opportunities for Academies' to design and deliver aspirational activities, guided by labour market information (LMI) data and tailored to the specific needs of their school communities.

Collaboration between Academies' is encouraged to maximise engagement opportunities and foster partnerships with the business community. Research consistently demonstrates that exposure to employer encounters and real-world career insights enhances young people's aspirations and employability skills, preparing them for successful futures.

Our work with external stakeholders enables us to drive systemic change, improving individual, economic, and service-level outcomes. These efforts deliver measurable impact, as evidenced by destination data and tracking, which illustrate improvements in young people's and families' social and economic prospects.

A community-based approach is central to our mission, supporting the government's levelling-up agenda and breaking cycles of poverty. By focusing on sustainable, evidence-driven strategies, we create lasting, meaningful change for the communities we serve.

Image: Pupils at The Warwickshire Academy in a design and technology lesson.





Image: Kingsbury Academy pupils graduate from work experience with Tesco.

“

Tesco have signed up the Valuable 500 commitment, a global movement helping to put disability inclusion onto the business leadership agenda. It is imperative that everyone feels welcome at Tesco, whether they are shopping or working with us. As part of the valuable 500, we will be sharing our commitment to continue making Tesco a more accessible place for everyone.

Our partnership with Thrive has helped fulfil this commitment. It contributes tremendously to making positive changes to approaches we have had throughout the life cycle of employees. TEP has shared practice and assisted in adapting recruitment techniques, interview process, training and making reasonable adjustments to our practices in stores that can potentially be made for people of disability.

We have had successful candidates that started with work experience and have now gone to working for the company. We have also collectively worked closely with the pupil's parents to help them understand and build their confidence in our organisation. This has been a significant need as most parents could not see beyond their child's disability. Bridging the gap between education and employment, by raising aspirations, has illustrated to the parents another pathway post school.

Ifat Hussain
Manager at Tesco

”

Future Plans and Strategic Direction

Goals for the Upcoming Year

The Trust's priority plans for future periods are:

- Ensure that all mandatory safeguarding policies and procedures are continuously met, including safer recruitment, and embedding safeguarding into the curriculum.
- Ensure that the Academies' curriculum offer is diverse, personalised, enriched and regularly reviewed to meet the needs and aspirations of our learners, particularly those learners with the most complex needs.
- To continue to develop the Academies' learning environment, in order to support and enhance the curriculum offer.
- To further develop curriculum leadership, ensuring effective monitoring of their subjects with a specific focus on intervention planning, accessibility of curriculum and accountability.
- To continue to develop and expand the Board of Trustees/Members through ongoing skills analysis, informed CPD and targeted recruitment.
- Further improve the quality of teaching and ensuring it is consistent and pedagogical approaches are evidence based and innovative.
- To develop our mental health strategy, assessment, and staffing capacity in order to support learner/ staff mental health and resilience.
- Develop our learning community by, growing our Multi Academy Trust, through our various memberships via and through our National Support School designation.
- Utilise MAT wide self-reflection and review to further inform the 5-10 Year Trust Strategic Development Plan. This process informs decisions on future growth, prioritise resource allocation and ensure values driven decision making.

Expansion Plans and New Opportunities

TEP continues to grow in a managed and strategic way; building long term sustainable foundations to the educational establishments that it serves. TEP has established a highly effective central team that allows its settings to focus on their main purpose, educating children and young people.

The MAT has a strong commitment to raising standards, achievements, and attainment for all its children and young people. It is committed to improving standards of teaching and learning through supporting a self-sustaining culture of aspiration for educational excellence and the sharing of expertise, talent, innovative practice, and resources across all our educational settings.

The Trust currently includes six specialist schools and a satellite linked to Calthorpe Academy. Another school, Lea Hall, a SEMH provision in Birmingham, is set to join in June 2025. Additionally, a second satellite is under construction, with an opening planned for January 2025. The Trust has also submitted bids to establish two Free Schools, one in Solihull and another in Walsall, with outcomes expected in Spring 2025.



Image: Alison Francis (Headteacher, left) and Richard Chapman (CEO of Thrive, right) join pupils as Baginton Fields Academy becomes part of the trust.

“*Joining Thrive Education Partnership has been a transformative milestone for our school. Since becoming part of the Trust, we’ve broadened our impact and enhanced educational opportunities for our pupils, benefiting from the collaboration and support Thrive provides. This partnership continues to strengthen our school community, opening new doors for growth and success.*”

*Alison Francis
Headteacher at Baginton Fields Academy*



Long-Term Strategic Objectives

TEP is fully committed to becoming an increasingly environmentally friendly organisation. There are a number of benefits not only for the environment but also for TEP as a public service organisation. These benefits include:

- Developing a positive reputation that will assist the recruitment and retention of those people who are committed to similar principles.
- Being more attractive to staff and business partners who value environmentally sustainable practices.
- Creating educationally innovative practices that positively affect the environment and lead to others following suit.
- The reduction of vehicle operating costs by using renewable energy sources.
- Savings from becoming more energy efficient (e.g., less water and electricity usage).
- The money saved on waste removal through recycling and reducing waste.
- Reducing expenditure on energy consumption through increased insulation and other thermal loss reduction processes.
- The ability to attract more grants through planning for changes to the climate, and reducing reliance on older, more expensive types of energy.

TEP pupils will achieve outstanding outcomes in independence and employability

TEP is fully aware that the work and life-chances of children and young people with additional needs is severely impacted; the statistics demonstrate:

- 5.1% of adults with a learning disability known to their local authority in England are in paid work (NHS Digital, 2021).
- The proportion of adults with a learning disability in paid work varies greatly from region to region.
- London (7%) and the Southeast (6.9%) have the highest proportion of adults with a learning disability known to their local authority in paid employment, followed by Yorkshire and the Humber (6.3%; NHS Digital, 2020).
- In England, a higher proportion of men with a learning disability known to their local authority (6.2%) are in paid employment than women with a learning disability known to their local authority (4.8%; NHS Digital, 2020).

Independence and the opportunity to make choices is a fundamental human right; TEP understands that

many of its children and young people may not be able to live completely independently however, the Trust recognises the importance of ensuring that all its pupils are able to live as independently as possible. This can only be achieved through providing real-life experiences alongside classroom-based learning experiences. The Trust places a significant emphasis on the importance of generalising skills and knowledge in a functional manner.

TEP will be recognised as a SEND sector lead in staff & pupils wellbeing, including therapeutic provision

Good staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment.

Wellbeing is all about our holistic health, including the physical and emotional. When we have good levels of wellbeing, we feel that life is in balance and that we can generally cope well. We feel motivated and engaged, we're resilient and able to deal effectively with daily troubles, as well as 'bounce back' from life's challenges.

As education staff deal with a multitude of different tasks and demands, it is important that everyone is given the right emotional and practical support so they can, in turn support their pupils.

In addition to having a positive impact on colleagues and pupils, staff wellbeing can improve performance and job satisfaction, which can lead to reduced turnover. It can also help reduce absence, increase productivity, and promote staff engagement.

TEP is a specialist MAT and many of its Children and young people have complex needs; these can include sensory processing impairments, social and emotional mental health difficulties, and physical disabilities. Many Children and young people will have general therapeutic needs, and a significant cohort will have specific therapeutic provision stipulated in Section F of their Education, Health & Care Plans.

Local Authority SEND budgets are under increasing strain and the therapeutic provision is limited at best; TEP recognises that it must do all it can do to fulfil those needs.

Inclusion is at the heart of SEND provision and - Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities- Department for Education.



TEP has a legal and moral duty to ensure equity across its Academies' and strive for a fully inclusive environment and conditions for all.

TEP will be a national beacon for Research & Development

There are a wide range of benefits to research and developing practice in educational settings. This could include improvement through action research or, more broadly, gaining understanding and knowledge on themes of interest and relevance. TEP is committed to implementing evidence-based practice and pedagogy across its Academies'. As research becomes embedded into practice the following benefits can be observed:

- Help find solutions to particular issues.
- Theoretical underpinning of knowledge, skills and understanding.
- Connect with sources of information and network of professional support.
- Clarify purposes, processes and priorities when introducing change – for example, to curriculum, pedagogy pre assessment.
- Improve understanding of your professional and policy context, organisational, local, and nationally.
- Develop agency, influence, self-efficacy, and voice within TEP Academies'.

Estates and Investment

In May 2024, we welcomed an experienced estates professional to lead our service. His priorities for the rest of the academic year included:

- Implementing and streamlining our compliance tracking and monitoring software, **Every**.
- Developing a RAG-rated model for project priorities using the Good Estates Management for Schools (GEMS) framework, funded by our School Condition Allowance (SCA).
- Ensuring full compliance with relevant legislation.
- Providing support, guidance, and advice to Head Teachers and Premises Staff.
- Reviewing Asbestos Management.
- Ensuring all schools are Warm, Dry, Safe, and Sustainable.

For the 2024/2025 school year, his focus will be on:

- Initiating full compliance reporting using **Every**.
- Continuing to revise and review the SCA tracker to prioritise improvement works effectively and fairly.
- Renewing school condition surveys to monitor progress.
- Reviewing Legionella Management in schools.
- Implementing the trust's Strategic Estates Management plan.
- Reviewing Health & Safety Provision.
- Reviewing Asset Management Plans.
- Continuing support for Head Teachers and premises staff.
- Exploring decarbonisation opportunities.

Statutory Compliance using Every

All our schools have systems and processes in place to monitor statutory compliance. The **Every** system allows users to review and update compliance in their school, while the central team has trust-wide visibility of overall compliance. Once compliance tracking using **Every** is embedded among our premises teams, we will roll out a feature for staff to raise and log estates issues more widely.

School Condition Allocation / Condition Surveys

We recognise the need for continued investment in our schools to prevent deterioration, make improvements, and ensure they remain warm, dry, and safe. Using frameworks devised by the DfE, we can identify the best places to allocate funds. Our SCA Tracker helps determine the best allocation of funding based on condition surveys, school knowledge, and feedback from senior leaders and premises staff. We will renew our condition surveys every 24-36 months for existing schools, with comprehensive condition/M&E surveys for any new schools joining us.

Legionella Management

Given the presence of hydrotherapy facilities and significantly altered plumbing systems legionella is a focus. Our schools manage Legionella compliance locally but by consolidating our Legionella Management, we can ensure higher levels of testing, standardise monitoring, and provide the highest levels of protection to our students and staff.

Strategic Estates Management Plan / Asset Management Plan

Following the guidance from the DfE, our SEMP aims to ensure that all our schools are safe and sustainable, providing a warm and dry environment for staff and pupils. Effective estate management minimises risks associated with a diverse estate and reduces the need for significant capital expenditure and maintenance-related disruptions. The SEMP will clearly define roles and responsibilities, outline risks, and specify organisational requirements in a clear and concise manner. Our Asset Management Plan (AMP) will support the SEMP by prioritising building and maintenance needs, identifying related policies and procedures, and ensuring effective coordination and management of all estate activities.



Image: Corley Academy's new life skills classroom, complete with a sensory room and breakout area, supports pupils' development.

H&S Provision Review

We will conduct a review of our Health & Safety provision, assessing providers and the levels of support required across the trust.

Head Teacher/SLT & Site Support

The Estates team will continue to offer guidance and support across the trust. Regular meetings with site teams will address issues and opportunities. Meetings with Head Teachers are held on a termly or half-termly basis.

Trust Decarbonisation

The UK Government and DfE provide grants to help schools reduce their annual carbon emissions. To qualify, we need to conduct comprehensive M&E surveys across the estate, which will be completed during this academic year. We are also collaborating with technical experts to support our funding bid. Successful bids typically enable schools to reduce their carbon footprint by upgrading lighting, glazing, and insulation, often supported by solar panels and ground/air source heat pumps.

“

My focus is on enhancing the quality and coherence of our school sites through a robust estate strategy. By working closely with headteachers, we aim to deliver continuous improvements, manage complex projects effectively, and ensure our schools operate seamlessly while meeting all compliance requirements.

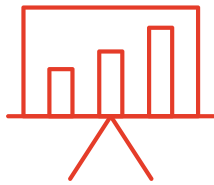
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Paul Crooke
Estates Manager

Key income and expenditure

Year up to 31st August 2024



£27.4m

Income



£23.8m

Total staff costs



£279,000

*New Furniture
and Equipment*



£39.8m

Total value of estate

Image: Pupil at Mary Elliot Academy.



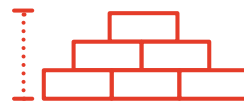


Image: 3D printing equipment at The Warwickshire Academy.



£1.2m

Premises costs



£428,000

*Assets under
construction
from a committed*

£2.5m



£2.4m

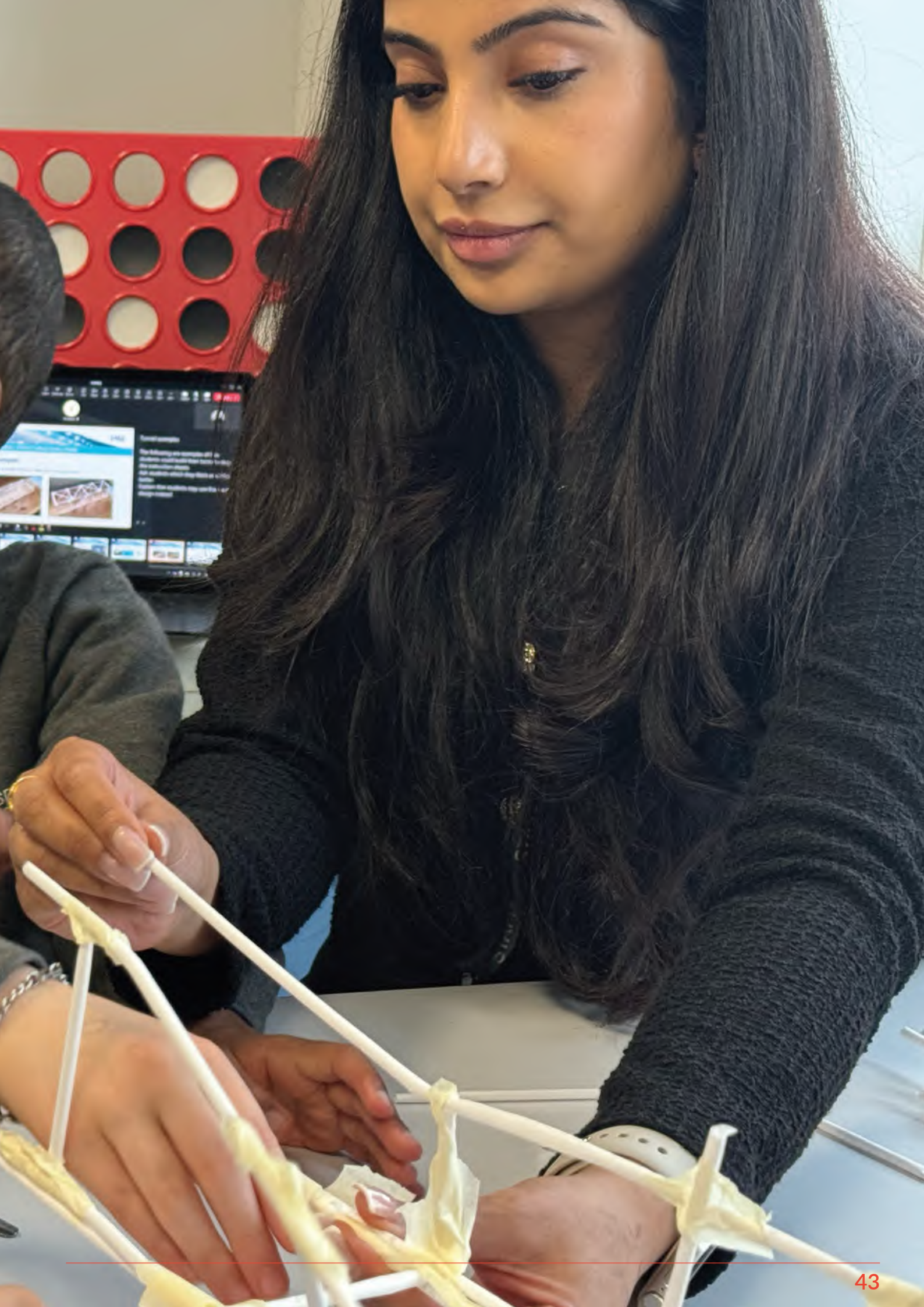
*School and
Trust reserves*



£50,000

*Charitable donations
to schools and
the Trust*









Acknowledgements and Thanks

The success of Thrive Education Partnership stems from the collective effort of numerous individuals and organisations who contribute their expertise, time, and resources to support our educational mission. Our Trustees and governors provide strategic oversight and guidance that shapes the Trust's direction, while our dedicated staff teams work tirelessly to create engaging learning environments across all our Academies'.

We extend our appreciation to the local businesses and organisations that have opened their doors to our students, providing valuable work experience opportunities and insights into the world of work. Partners including Tesco, EVTEC, the NHS, HS2, and the National Trust have helped create tangible pathways to employment for our learners. Our suppliers and service providers have shown remarkable flexibility in adapting their offerings to meet the specific needs of our specialist settings.

The Trust's development has been strengthened by the expertise of educational consultants, therapeutic practitioners, and industry specialists who share their knowledge and contribute to our evidence-based approach. We acknowledge the vital role played by our facilities teams, administrative staff, and support workers who maintain the infrastructure that enables our Academies' to function effectively.

Most importantly, we recognise the trust placed in us by our students' families and the wider community. Their engagement, feedback, and support have been instrumental in creating educational environments that truly serve the needs of our learners and help them develop the skills for the lives they want to lead.



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