EDUCATION SOUTH WEST

Annual Report

2025-26













Highlights of 2025/26

Outcomes across Education South West(ESW) continued their **positive upward trend**. Attainment for pupils across all key stages were **above the national average** reflecting the ambition of pupils and staff and the trust's sustained focus on high-quality teaching.





Our second year of Student Leadership Conferences brought together primary and secondary pupils from across the trust, strengthening leadership skills, sharing ideas and ensuring that student voice continues to shape positive change in our schools.

SWIFT Teacher Training

SWIFT Teacher Training was judged 'Strong' by Ofsted in its first inspection, showing the strength of its locally delivered programme and its contribution to developing the next generation of teachers across the region.

ESW won the **Staff Development Category at the MAT Excellence Awards**, which recognised the trust's commitment to high-quality professional development and investment in its staff.

MAT EXCELLENCE AWARDS WINNER 2026



The **Leading Great Lives Foundation** formally launched, supporting the growth of **Community Hubs** and strengthening partnerships that connect children and families with practical help, enrichment opportunities and vital local services.



Our partnership with schools in **Ukraine**, supported through the OECD, continued to deepen, strengthening international relationships and supporting Ukrainian curriculum reform.

Through SWIFT **378 teachers and leaders accessed National Professional Qualifications and professional development**, building leadership capacity, strengthening classroom practice and supporting sustained improvement across schools and trusts.







ESW's **11 by 11 enrichment programme** provided **a vast range of opportunities** for children and young people, with its inclusive approach to personal development and experiences beyond the classroom recognised positively by Ofsted.

A Year of Partnership, Progress and Purpose

Welcome to Education South West's annual report for 2026.

The 2025-26 academic year has been defined by partnership: the strength of our relationships with our schools, our colleagues, our communities and the wider education system. Across Devon, Plymouth and beyond, our shared commitment has been to provide children and young people with the opportunities, support and experiences they need to thrive.

As we reflect on the year, we are proud of the achievements captured throughout this report. From improving outcomes for students and investing in professional development for colleagues, to strengthening support for families and building closer links with our communities, every success has been driven by the dedication and expertise of the people who make up Education South West.



We know that the best outcomes for children are achieved when schools work together, share knowledge and learn from one another. Through our family of schools, our partnerships across the region and our role within the wider education sector, we continue to demonstrate the impact of working collectively.

This year has also marked an important moment in the continued development of our organisation, as we have moved to a Co-Chief Executive Officer model. You can read more about this transition and our leadership structure on page 14.

While leadership structures evolve, our purpose remains constant. We are here to support schools, champion colleagues and create the conditions in which every child and young person can achieve their potential. That means responding to the challenges facing education, embracing opportunities for improvement and ensuring that the voices of our students, families and communities remain at the heart of our work.



Throughout the year, we have seen many examples of this in action: schools supporting one another through collaboration and expertise; colleagues developing their practice through high-quality professional learning; students benefiting from opportunities beyond the classroom; and communities coming together to help young people succeed.

This report celebrates those stories and the people behind them, brought together through three themes that reflect the breadth of our work and our shared ambitions: Local and Global Community; Health, Rights and Wellbeing; and Inclusive and Ambitious Education. Together, these themes capture the many ways in which our schools support children and young people.

We would like to thank every colleague, governor, trustee, partner and member of our communities for your continued support. Your contribution makes our work possible and ensures that, together, we can continue to make a positive difference for children and young people across the South West.

We hope you feel the sense of pride, purpose and partnership that defines ESW.

Matthew Shanks and Robert Coles
Co-CEOs of Education South West

Chair's Introduction
Graham Austin





It has been another year of strong progress for Education South West (ESW). Across our 14 schools, we have continued to strengthen the quality of education we provide and, importantly, the outcomes and experiences of the more than 6,477 children and young people we serve.

Our recent Ofsted inspections are a clear demonstration of that progress. Schools across the trust are demonstrating sustained improvement and strong practice, driven by high expectations, effective leadership and a shared commitment to ensuring every child has the opportunity to succeed. While inspection outcomes are only one measure of the work taking place in our schools, they provide valuable external recognition of the progress our colleagues are making every day.

That progress is made possible by our people. This year, the trust's commitment to developing and supporting colleagues was recognised nationally when Education South West received the Staff Development Award at the 2026 MAT Excellence Awards. With 11 of our 14 headteachers having progressed into their roles from within ESW, we are seeing the benefits of investing in our people and building leadership capacity across the trust. The recognition of colleagues through the Pearson National Teaching Awards further demonstrates the depth of expertise and leadership across our schools(read more on page 13).

We have also begun an important new chapter with the launch of the Leading Great Lives Foundation (read more on page 16-17). It is still early in its journey, but the potential is significant. We know that children's ability to thrive is shaped by their personal circumstances and opportunities surrounding them. Schools are often at the heart of their communities and are uniquely placed to bring families, services and local organisations together.

The Foundation builds on that strength by developing community hubs around our schools, making it easier for families to access practical support and creating stronger connections between the organisations working in our communities. The first hub in Kingsbridge is already demonstrating what this approach can achieve, with further developments planned in Dartmouth and across the Teign area.



These achievements reflect an organisation that is ambitious for its pupils, its people and its communities. But we know there is always more to do. Our focus remains firmly on improving outcomes, developing our colleagues and ensuring that every school within the trust continues to make a positive difference to the lives of children and young people.



I would like to thank our pupils, families, staff, governors, trustees and partners for their contribution to another year of progress. Together, we are building strong schools and stronger communities and creating the conditions for every child to lead a great life.

Graham Austin
Chair Trustee of Education South West

Year at a Glance

A snapshot of the year at Education South West, told through the numbers that matter. From academic achievement and pupil participation to fundraising and community impact, these figures capture the breadth of what our schools have achieved together.

*Education South West serves **6477** pupils across **14** schools*



*We employ **867** contracted people across the trust*

*The trust supports **1217** disadvantaged pupils, 1206 pupils with special educational needs and **229** pupils with English as an additional language*

*The trust has helped to train over **85** new teachers, recruited over **47** new teachers and welcomed **19** Early Career Teachers. Through our teaching school, SWIFT, we are training **89** new teachers in **2026-27***



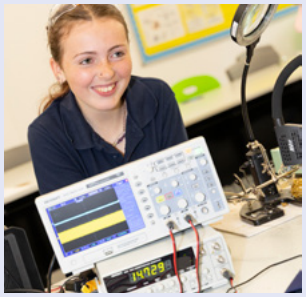


*Education South West primary schools achieved outstanding phonics outcomes this year with **91%** achieving the standard overall, with four schools recording a **100%** pass rate and another achieving **98%***



*Education South West achieved excellent GCSE outcomes with the Attainment **8** and English and maths **5+** were **above the National Average***

*Teachers across the trust have received nearly **5,000** shoutouts celebrating positive classroom practice on the Steplab instructional coaching platform*



*Outcomes and destinations at post-16 also increased, with **all student leavers** progressing to further education, employment or training*



More than **1,100 students** *took on leadership responsibilities across Education South West schools, from school councils and eco teams to ambassadors, captains and head pupils*





More than **1,500 students** *accessed extracurricular clubs across our schools, spanning sport, music, STEM, performing arts, gardening, debating, coding and much more*





Our schools worked alongside dozens of charities, businesses and community organisations, **raising thousands of pounds** *and supporting causes ranging from foodbanks and air ambulances to environmental projects and international partnerships*

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Meet Our Schools

Education South West is a community of primary and secondary schools including a university technical college. We are committed to providing opportunity without bias, developing character and resilience, celebrating achievement in all its forms, and building inclusive communities where every child and adult can thrive.







Blackawton Primary *Proud of...*
The school has continued to promote leadership and enrichment, with all pupils taking on leadership opportunities. Strong community partnerships have also enriched school life, with pupils supporting and working alongside organisations including the Local Cancer Research Charity, RSPCA, Devon Air Ambulance, Sustainable Blackawton Group and Plymouth Argyle.



Looking ahead... Next year, the school will strengthen its SEND provision through earlier identification and enhanced support, continue its ambitious journey towards becoming a zero-waste school, and embed its new Maths Fluency Curriculum to further develop pupils' confidence and success in mathematics.

Christow Primary *Proud of...* This year the school raised £1,000 for Little Valley Animal Shelter, while pupils also demonstrated compassion and social responsibility by supporting the Blythswood Christmas Appeal, helping volunteers process shoebox gifts for families in need. Alongside this, the school continued its commitment to sustainability through partnerships with Recycle Devon and the Devon Waste Education Project, helping pupils develop a greater understanding of environmental responsibility.



Looking ahead... Building on these successes, Christow School will continue to strengthen community partnerships and provide enriching opportunities that develop pupils as compassionate, responsible citizens while supporting their academic and personal growth.

East Allington Primary ***Proud of...*** East Allington Primary School has continued to build strong foundations for its youngest learners, achieving an impressive 80% Good Level of Development in the Early Years Foundation Stage. Partnerships with organisations including Wild Embers AP, Devon Wildlife and Plymouth Argyle have further enriched pupils' experiences and strengthened links with the wider community.



Looking ahead... The school is focused on improving attendance, and alongside this, it will continue to expand its enrichment offer and embed its new Maths Fluency Curriculum to further strengthen pupils' mathematical confidence and achievement.

Kingsbridge Primary ***Proud of...*** Beyond the classroom, pupils have embraced a wide range of opportunities, from a hugely popular choir and Friday evening circuits to working with Harbour House to create a community mural, while the Community Hub, The Nest SEND provision and partnerships with organisations including The Fidget Project and Motherborn have strengthened support for children and families.

Looking ahead... The school will continue to strengthen its Community Hub, building even closer partnerships with families and local organisations. Alongside maintaining its relentless focus on achieving the very best outcomes for every child, the school will build on the exceptional work already taking place in Early Years, ensuring pupils continue to receive the strongest possible start to their education.



Kingsteignton School ***Proud of...*** Kingsteignton School has enjoyed a year of significant progress, with a continued focus on high-quality teaching leading to marked improvements in pupils' outcomes across national assessments. Their culture of care, combined with high expectations and a relentless drive for improvement, has created a school community where every child is encouraged to flourish both academically and personally.



Looking ahead... The school is looking forward to showcasing the significant transformation it has achieved over the past two years during its next Ofsted inspection. Alongside continuing to raise teaching standards through the successful embedding of new approaches to mathematics, PSHE, spelling and handwriting, Kingsteignton will also work towards becoming an even more environmentally sustainable school by improving recycling and reducing energy use.

Rydon Primary School ***Proud of...*** Ofsted recognised strengths across achievement, inclusion and leadership, with personal development and wellbeing judged as a strong standard. A continued focus on supporting SEND and disadvantaged pupils has ensured more children have been able to thrive both academically and personally through targeted intervention, high expectations and excellent pastoral care.



Looking ahead... The school will continue to embed its Rydon 9 teaching principles through coaching, further develop its new mathematics curriculum and strengthen its reading culture, ensuring every child grows in confidence, achieves their full potential and develops a lifelong love of learning.

Stoke Fleming Primary School ***Proud of...*** The school is proud of the significant improvements made to its SEND provision, moving from a reactive to a proactive approach that places early support and strong partnerships with parents at its heart. This has strengthened relationships with families while helping more pupils make strong progress and thrive.

Looking ahead... Stoke Fleming will continue to invest in its Early Years provision. In addition, the school will further strengthen provision for disadvantaged and SEND pupils while continuing to develop high-quality teaching through coaching and professional development, helping every child reach their full potential.



Wynstream Primary School ***Proud of...*** The school is particularly proud that its recent Ofsted report truly reflected the caring, ambitious and inclusive community it has worked so hard to create. Throughout the year, pupils have continued to make strong progress, with improvements in teaching, attendance and outcomes helping more children achieve their potential.



Looking ahead... Wynstream will open its own teacher-led nursery, providing children with the strongest possible start to their education. The school will also build on the progress already made in reading, writing and mathematics, particularly for disadvantaged pupils.



Coombeshead Academy ***Proud of...*** A particular highlight was welcoming 32 Chinese students and their teachers as part of Project International, with the warmth and curiosity shown by students, staff and the wider community reflecting the academy at its very best. The school is also immensely proud of the partnership between year 11 students and staff throughout the examination year. Together, they approached every challenge with trust and determination.



Looking ahead... Next year, Coombeshead Academy will continue to strengthen students' foundations in reading, writing and numeracy, invest in high-quality professional learning for staff and broaden its enrichment programme so that every student, particularly the most vulnerable, can access opportunities that build confidence, life skills and aspirations for the future.

Dartmouth Academy ***Proud of...*** All pupils have taken part in enrichment activities ranging from sport, performing arts and music to STEM, the Duke of Edinburgh's Award, educational visits and leadership opportunities. The school is equally proud of the strong partnerships it has built across the local community. Working closely with Britannia Royal Naval College, Dartmouth Harbour Authority, local, businesses and community organisations, pupils benefit from real-world experiences that broaden their horizons.

Looking ahead... The school will continue to expand opportunities that enable every pupil to thrive, building on its strong community partnerships while ensuring enrichment, careers education and wider experiences remain accessible to all. Alongside this, Dartmouth Academy will continue to strengthen support for pupils' wellbeing and personal development through close collaboration with families, external agencies and local organisations.



King Edward VI Community College ***Proud of...*** This year, around 300 students took on leadership roles, while 862 students participated in an extraordinary 9,782 extracurricular activities. The Mary Lidstone Trust has helped another eight students progress to higher education through generous university grants, while partnerships with organisations including Totnes Caring, Totnes Community Hub, Caring Towns Totnes and Family Hubs continue to strengthen support for local families.





Looking ahead... KEVICC will continue to build on its strong culture of leadership, enrichment and community partnership, ensuring every student has access to opportunities that develop confidence, character and ambition. Alongside this, the college will remain committed to supporting students' wellbeing and widening access to experiences.

Kingsbridge Community College ***Proud of...*** This year, the college has celebrated a significant improvement in attendance, reflecting the positive impact of its work with students and families to promote consistent engagement with education. The successful introduction of a Smartphone Free Policy has also been a major milestone, helping to improve focus, strengthen relationships and create a calmer learning environment where students can fully engage in school life.

Looking ahead... KCC will build on this momentum by embedding its Culture Strategy, centred on disruption-free learning alongside a comprehensive wraparound inclusion strategy that ensures every young person receives the support they need to succeed. The college will also introduce a new uniform policy, further strengthening its shared sense of identity, pride and belonging.



South Devon UTC ***Proud of...*** This year, the UTC has further enhanced its specialist engineering and health sciences curriculum through employer engagement, industry-led projects and a wide range of enrichment opportunities, achievements recognised through a successful Ofsted inspection and its latest Gatsby Benchmark Audit. The UTC is equally proud of the commitment shown by its students and staff in creating a workplace culture where young people are supported to excel academically while developing the skills needed for careers in engineering, health sciences and beyond.



Looking ahead... The UTC will continue to strengthen academic and personal outcomes across all pathways, ensuring even more students progress successfully to apprenticeships, higher education and employment. Alongside this, it will deepen partnerships with local and regional employers, expanding industry-led projects, workplace experiences and mentoring opportunities so that every student benefits from meaningful engagement with the world of work and achieves recognition through the BDT Baker Award.

Teign School ***Proud of...*** Teign School has continued to strengthen its commitment to developing well-rounded young people through an exceptional personal development programme. Students have benefited from a wealth of opportunities, including involvement in the Afghan Girls Project, an Enrichment Week featuring almost 30 different activities and a thriving student leadership programme. The school is equally proud of the meaningful community partnerships it has established through its emerging Community Hub project.



Looking ahead... Teign School will continue to ensure that students' outcomes reflect the high aspirations, opportunities and support provided throughout their education. Alongside further embedding and evaluating its personal development programme, the school will expand its Community Hub project.



Celebrating a Culture of Excellence and Growth

The success of Education South West (ESW) is built on the people who make up its schools and communities. From teachers and support colleagues to school leaders and central teams, every member of the trust plays a role in creating the conditions where children and young people can thrive.

In the last academic year, that shared commitment was recognised through a number of national awards, celebrating the strength of ESW's approach to leadership, professional development and continuous improvement.

A particular highlight was the trust winning the **Staff Development Award** at the **2026 MAT Excellence Awards**. The award recognised the trust's commitment to helping colleagues build their expertise, progress in their careers and make a lasting impact in their schools.

Education South West has built a culture where professional growth is closely connected to improving outcomes for children. Through instructional coaching, professional networks and tailored development pathways, colleagues are supported to strengthen their practice, learn from each other and develop the leadership capacity needed across the trust.

> This approach reflects a belief that the strongest schools are built by people who are encouraged to keep learning. Whether through classroom-based development, collaboration between colleagues or leadership opportunities, staff across ESW are supported to develop their skills and share their expertise.

The trust's commitment to developing talent from within is reflected in its strong leadership pipeline, with 11 of its 14 headteachers having progressed into their roles from within ESW. This investment in people helps ensure schools benefit from experienced leaders who understand their communities and share the trust's values.

The strength of ESW's leadership and operational foundations was also recognised through a shortlisting at the **MAT Excellence Awards for CFO of the Year** for **Stuart White**. His leadership across finance and operations has helped ensure the trust has robust systems in place to support schools, including consistently strong audit outcomes, strengthened operational processes and improved data and HR infrastructure.

These achievements were complemented by success at the **Pearson National Teaching Awards**, where two ESW headteachers were recognised for their exceptional leadership.

Amy Yeo, headteacher of Christow Primary School, was named a Bronze winner in the Primary Headteacher of the Year category. The award reflected the school's outstanding outcomes, including all Year 6 pupils achieving the expected standard in reading, writing and mathematics in 2025, alongside a high proportion achieving "greater depth". Christow's success was also recognised externally, with the school ranked fourth nationally by The Telegraph, while Ofsted highlighted that pupils "achieve exceptionally well" because of the ambition of the curriculum.

Claire Plumb, headteacher of South Devon UTC, was recognised as a Bronze winner in the Secondary Headteacher of the Year category. Her leadership has supported the school through a significant period of improvement, with growing student numbers, strengthened literacy provision, wellbeing embedded throughout the curriculum and meaningful work experience opportunities for all students.

Together, these achievements reflect the breadth of expertise across the trust. They demonstrate the impact of a trust-wide approach that combines strong systems, professional learning and local leadership, supporting more than 6,500 pupils and around 900 colleagues across 14 schools.

Awards provide an opportunity to celebrate success, but the greatest achievement is the culture behind them: a community of professionals committed to learning, supporting one another and improving life chances for every child.

A New Leadership Structure for the Future



As a trust we are strengthening the way we lead and support our schools with a new leadership structure designed to build on the expertise already established, improve collaboration and ensure schools continue to receive the support they need as the organisation grows.

In September, **CEO Matthew Shanks** and **Deputy CEO Robert Coles** joined forces more closely to become **Co-CEOs for Education South West** (ESW). Together, they will lead the trust through its next phase of development, reflecting ESW's expanding role in supporting schools, working with partners across the education system and developing its wider community work through the Leading Great Lives Foundation.

Alongside these leadership changes, the trust is introducing a new approach to leading improvement across its primary schools by drawing directly on the experience of its own headteachers.

Rather than relying on a small central team, responsibility for key areas of school improvement will be shared across experienced school leaders, ensuring expertise remains closely connected to classrooms and the realities of everyday school life.

The new structure is designed to strengthen collaboration between schools, making it easier for leaders to share expertise and develop consistent approaches to teaching, learning and inclusion.

A particular focus will be placed on improving outcomes for disadvantaged pupils and children with special educational needs and disabilities (SEND), while continuing to raise standards in core subjects through coordinated work on curriculum delivery, mathematics, reading, writing, handwriting and spelling.

By investing in the leadership already present across our schools, we are creating a model that is both sustainable and collaborative, ensuring our schools are well placed to continue improving outcomes for children while strengthening the support they provide to families and communities.











Deepening Support for Ukrainian Schools



In last year's annual report, we shared how Education South West (ESW) was beginning to support Ukraine's upper secondary education reform through an international partnership facilitated by the OECD. A year on, that work has grown in reach, depth, and impact and is built on trust, mutual respect, and a shared belief in the power of education to shape a better future.

Four of our schools - Coombeshead Academy, Teign School, Kingsbridge Community College (KCC), and King Edward VI Community College (KEVICC) - are now actively partnered with Ukrainian 'Ambassador' schools. These 30 Ambassador schools, drawn from regions across Ukraine, from Lviv and Kyiv to Odesa, Dnipro and Kharkiv, are preparing to pilot the country's new upper secondary curriculum from September 2025. The reforms are bold: they aim to move away from a rigid, exam-heavy system to one that offers students more subject choice, improved careers guidance, and learning that develops key competencies.

The OECD are helping to facilitate partnerships between these Ukrainian schools and international schools from across the globe including: Sweden, Poland, Japan, Ireland, Portugal, Singapore, and England. ESW was the first trust in England to take part in the initiative, offering moral support and concrete insights into curriculum design, student options, and digital innovation.



Teign School in Kingsteignton, for example, has forged a close partnership with Zalishchyky State Gimnasia in western Ukraine. Despite the thousands of miles and vastly different day-to-day realities, the two schools have built a shared rhythm of learning. Students have marked key international dates together, such as World Holocaust Day and European Day of Languages. Teachers have exchanged ideas on digital platforms, curriculum structures, and life beyond school.



Lucie Wagner, head of school at Teign Academy says: "It's been an incredibly rewarding experience working alongside headteacher Oleksandra Voychyshyn and her team. Our students have gained so much insight and perspective from the exchange. We hope to one day host our Ukrainian colleagues here in Devon."

This year also saw ESW take part in a national forum in Kyiv, titled 'From the Curriculum to the Classroom'. Our CEO, Matthew Shanks, was invited as an international speaker alongside colleagues from the World Bank, Finnish Ministry of Education, and education ministries across Europe. His contribution focused on how UK schools have successfully created more flexible subject choices and tailored courses to meet student needs, which are key priorities for the Ukrainian reform model.

Matthew's visit built on his earlier trip to Lviv, where he addressed a major education conference opened by Ukraine's First Lady, Olena Zelenska. His reflections from that visit, delivered while air raid sirens forced sessions into bomb shelters, highlighted the extraordinary resilience of Ukrainian educators. "Despite everything," he noted, "there is a collective refusal to let education stop. That determination is both humbling and inspiring."

As a trust, ESW's involvement in this work reflects our values in action. All our schools hold UNICEF Rights Respecting Schools accreditation, and our commitment to global citizenship is not limited to a curriculum unit or assembly - it's something we live out in partnerships like this.

The collaboration continues to grow. We are calling on more UK schools to get involved and join this international effort. Supporting Ukraine's reforms is the right thing to do and it's a chance for our own students and staff to broaden their horizons, deepen their empathy, and contribute to a global education community rooted in solidarity and shared learning.

We thank all those across our trust who have supported this work and helped keep the spirit of internationalism alive in our classrooms.

Leading Great Lives Foundation

The future of a child is shaped long before they walk through the school gates each morning.

Their experiences are determined by the opportunities available to their family and the strength of the community wrapped around them.

That is why Education South West (ESW) launched the Leading Great Lives Foundation. Its purpose is simple: to support families and strengthen communities so that children can thrive.

We understand first hand that schools are often the most trusted places within a community and rightly so. For many, schools effectively represent the fourth emergency service. Our individual school communities know the families they serve, they see the challenges people face and they are uniquely placed to bring together organisations that can help.

The Foundation builds on that strength by developing community hubs around schools within the trust, creating places where families can access support and where local partners can work together around the needs of individual children.

Turning ambition into action

In Kingsbridge, this vision is already becoming reality.

Based in the former Sure-Start Children's Centre at Kingsbridge Primary School, the Kingsbridge Community Hub has become a place where local organisations can come together to support families and strengthen connections across the community.

Its development has been shaped by listening to the people who know the area best. At a recent community breakfast, school leaders were joined by charities, health professionals, businesses and community representatives to discuss local priorities and how they could work together more effectively.

The event highlighted the importance of communities having a voice in shaping the support available to them. By bringing different organisations around the same table, the Foundation can help identify where support is working well, where gaps exist and where collaboration can make the greatest difference.

The Kingsbridge hub is the first step in a wider ambition. Plans are progressing for a second hub in Dartmouth, while school leaders are developing an emerging Teign Community Hub network.

Why the Foundation Matters



More than one in four children in the South West lives in poverty



Rural isolation can make it difficult for families to access essential services



Community hubs bring education, family support and specialist services together in one trusted place



Earlier access to support helps improve attendance, wellbeing and educational outcomes

Each hub will reflect its own community, shaped by local needs and built through local partnerships, while connected by the same commitment to helping children and families.

> *"Our children only get one chance at education, and it is our collective responsibility to make sure that chance counts. Too many families in the South West face barriers caused by poverty, rural isolation and a lack of access to services."*
>
> **Robert Coles, Co-CEO, Education South West**

Making support easier to find

For families, the difference a community hub makes is often just knowing where to start, so they don't have to navigate a complex range of services alone. The Foundation works alongside partners including Citizens Advice, Motherborn Collective, The Fidget Project, Quay Dental and Peninsula Dental School, as well as Devon Family Hubs, foodbanks and health networks.

Each partner brings specialist knowledge and expertise, helping the hubs respond to different challenges families may face. This could include support with debt and housing, advice for new parents, support for children with sensory needs or improving access to healthcare.

The strength of the model comes from bringing this expertise closer to families through a place they already know and trust.

By working together, partners can identify needs earlier, share knowledge and ensure support is more joined up around children and families.

Practical support that makes a difference

The work of the Foundation is rooted in the everyday experiences of families. In some communities this means helping families access advice and guidance. In others, it means working with partners to improve food security or create opportunities for people to come together to overcome social isolation.

Breakfast programmes are already running in partnership with foodbanks in parts of the trust, with further plans for community larders, fridges and food box schemes, including through partnership working in Dartmouth.

These initiatives reflect the Foundation's wider approach: responding to local needs in practical ways and ensuring families feel supported by the communities around them. Often, it is these practical interventions that make the biggest difference by removing small barriers that can have a significant impact on children's ability to attend school and fully engage in their learning.

Building stronger communities for the future

The Leading Great Lives Foundation hopes to create a different way of working. By bringing schools, families and community partners closer together, it helps build stronger local networks where people can share ideas.

Community leader events will continue to play an important role in shaping the direction of each hub, ensuring local voices help determine what support is most valuable.

Looking ahead

The Foundation is at the beginning of a long-term journey. As the network of hubs grows, ESW will continue developing partnerships and creating opportunities for families to access support closer to home.

At its heart, the Foundation reflects a belief that education cannot be separated from the communities in which it sits. When schools work alongside families and partners, they help create the conditions for children to succeed throughout their lives.



Teign School Launches
Parent Workshop Programme

Teign School has expanded its wellbeing offer following the launch of The Nest, introducing a programme of workshops that gives parents and carers practical advice on supporting young people's mental wellbeing, learning and resilience.

The sessions build on the work already taking place through The Nest, the school's dedicated support hub for students experiencing emotionally based school avoidance (EBSA).

Created to help young people experiencing significant emotional distress about attending school, The Nest provides personalised support to help students rebuild confidence and reconnect with school life. Every student's needs are different, so support is tailored accordingly, with flexible timetables, phased returns, school-based wellbeing activities, parent meetings, home visits and liaison with Child and Adolescent Mental Health Services (CAMHS) and other support services.

As The Nest has become established, staff have worked closely with families to better understand the challenges they face. Those conversations have helped shape the new programme of parent and community workshops, with sessions focusing on the topics parents and carers identified as most valuable.

The workshops explore raising aspirations through school and community support, building resilience and managing anxiety, emotional regulation and the teenage brain, strategies for effective home learning, and helping young people develop friendships and social skills.

Alongside the workshops, Teign School also offers weekly SEND drop-in clinics, providing advice and guidance for families seeking support with special educational needs. Citizens Advice drop-in sessions are also available, extending support to both Teign families and the wider Kingsteignton community.

> *"The Nest is an inspiring example of how schools can innovate to meet the needs of students facing emotional challenges, giving them the tools to succeed. Supporting young people through EBSA is vital, and Teign School is leading the way with tailored, compassionate interventions that make a real difference."*
>
> **Matthew Shanks, Co-CEO, Education South West**

The expansion of The Nest reflects Teign School's commitment to strengthen the network around every young person by sharing practical advice and creating opportunities for families to access support.

The impact of The Nest continues to be measured through attendance and students' sense of belonging, helping the school understand how personalised wellbeing support can improve engagement with education over the long term.

Parent and Community Workshop Programme

The programme was designed following feedback from parents and carers and covers the topics families told the school they wanted to explore most.

Raising student aspiration through school and community support - exploring how schools and local organisations can work together to broaden opportunities and encourage young people to aim high.

Building resilience and managing anxiety - practical strategies to help young people understand and manage anxiety while developing emotional resilience.

Emotional regulation and the teenage brain - understanding how the teenage brain develops and how families can support young people through periods of change.

Strategies to support effective home learning - creating positive routines, effective study habits and a supportive learning environment at home.

Supporting friendships and developing social skills - helping young people build healthy relationships, strengthen social confidence and navigate peer challenges.

Bringing National Expertise and Local Knowledge Together to Strengthen Education

Improving outcomes for children depends on ensuring teachers and leaders have access to the right support at every stage of their careers. Through its partnership with the National Institute of Teaching (NIoT), Education South West (ESW) is helping to strengthen the professional development infrastructure across the South West, connecting national expertise with the needs of local schools.

ESW was one of NIoT's founding associate colleges, recognising the Trust's expertise in school improvement, professional development and system leadership. This partnership brings together NIoT's research-informed programmes and national perspective with ESW's deep understanding of schools and communities across the region.

A key part of this work is leadership development. Through the South West Institute for Teaching (SWIFT), ESW supports the delivery of National Professional Qualifications (NPQs) and leadership programmes for aspiring and serving leaders. These programmes provide educators with the knowledge, evidence and practical tools they need to lead effectively in their own schools and contribute to wider system improvement.

The partnership also supports teachers at every stage of their professional journey. Through Kingsbridge Teaching School Hub and SWIFT, ESW helps deliver high-quality development opportunities for Early Career Teachers, mentors, classroom teachers, middle leaders and senior leaders.





NIoT brings nationally developed expertise, curriculum resources and the latest educational research, while ESW provides the local delivery, relationships and school-based expertise that ensure this learning has a meaningful impact in classrooms.

Research and evidence-informed practice sit at the heart of this work. Through Devon Research School and SWIFT, ESW works with schools to translate educational research into practical approaches that can improve teaching and learning. By helping educators understand what works, why it works and how it can be applied in different contexts, the partnership supports schools to make informed decisions that benefit pupils.

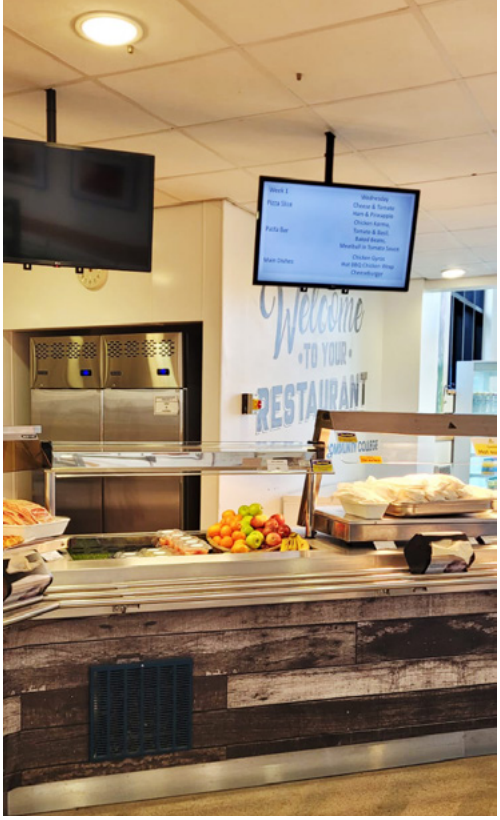


The role of 'associate college' also reflects ESW's commitment to sharing effective practice beyond its own schools. Working with NIoT, ESW contributes to a wider network of educators, helping to build capacity across the South West and support continuous improvement across the education system.

Together, ESW and NIoT are helping to create a stronger professional learning network for teachers and leaders. Through SWIFT, Kingsbridge Teaching School Hub and Devon Research School, this partnership reaches hundreds of schools, providing opportunities for educators to develop their skills, learn from evidence and collaborate with colleagues.

At its core, the partnership is about bringing together national expertise from NIoT with the local knowledge and experience of ESW and its partners. By investing in the people who deliver children's education every day, the partnership is helping schools across the South West create better opportunities and outcomes for every pupil.





School Catering... Mission Impossible?

The conversation around school food has become increasingly dominated by what cannot be done: rising costs, tighter budgets and proposed changes to School Food Standards are all being presented as reasons why providing healthy, affordable meals for children is becoming unachievable.

At Education South West (ESW), we take a different view.

School catering has always been challenging. The question is not whether those challenges exist, it's whether trusts and schools have the right model, expertise and determination to overcome them.

We believe high-quality, nutritious school food can be delivered at scale, within budget and in line with evolving standards. We know this because we have been doing it for years.

Since 2010, our catering operation has been managed entirely in-house. We have chosen to take responsibility for this vital service because direct control allows us to focus on what matters most: healthy, affordable and accessible food that children want to eat.

The pressures facing school catering are real. Ingredients, staffing, energy and equipment cost the same for schools as they do for any commercial food operation, yet schools must provide meals at a price families can afford.

A full primary school meal deal currently costs £3.10, while the average secondary hot meal is £2.45. For children eligible for free school meals (FSM), there is no cost at all.

Primary meal take-up is typically between 85% and 97%, demonstrating strong parental confidence and satisfaction.

The practical realities of the school day add further complexity. Kitchens may need to serve hundreds of pupils within a short window, with limited time for children to sit and eat. There is also no Government subsidy for school catering beyond the universal infant free school meal grant, meaning schools cannot simply absorb losses.

These challenges are often presented as reasons why delivering high-quality school catering is becoming impossible. However, we've shown that with the right approach, expertise and commitment, it can be done.



Running catering ourselves means removing external profit margins and applying sound business principles in a way that benefits our schools and communities.

Our model is built around consistency. Primary and secondary schools deliver standard menus, supported by recipe cards and approved product lists, ensuring quality and making monitoring and improvement easier.

We also use data from secondary tills and primary online ordering systems to track performance, costs and pupil preferences, allowing us to continually refine our offer.

The results demonstrate that this approach works.

Primary meal take-up is typically between 85% and 97%, demonstrating strong parental confidence and satisfaction. Secondary take-up remains high too, typically between 80% and 91%, despite pupils having greater choice.

The issue of children arriving at school hungry is one that society cannot ignore. At ESW, every child can access breakfast provision in our secondary schools, with the same approach being rolled out across primaries. Breakfast is free for children eligible for free school meals.

We also ensure disadvantaged pupils have access to a full diet throughout the school day. For 2026/27, the free school meal allowance is set internally at £3.65 per day in secondary schools, while all primary meal options are free. FSM engagement is commonly above 90% in secondary schools.

Schools have a responsibility to support healthy choices and create positive relationships with food.



Getting the menu right is central to success. The challenge is balancing fresh, high-quality meals with financial sustainability, efficient service and compliance with current and future School Food Standards, while offering food that pupils recognise and want to eat.

This requires expertise, planning and a willingness to keep improving. We do not believe the answer is to simply provide the foods children might choose without standards. Schools have a responsibility to support healthy choices and create positive relationships with food. That means encouraging children to try new things through initiatives such as free tasters in secondary schools, parent and child lunches in primaries, and the support of our primary meal time assistants.

Our menus continue to evolve, drawing on resources and ideas from organisations including Chefs In Schools and The School Food People, alongside our own experience.

Our offer provides choice while maintaining standards: primary meal deals include a main meal, side salad, petit pain, pudding and/or fruit, while secondary pupils can choose from hot meals, vegetarian options, deli choices, paninis, salads, puddings, snacks, fruit and drinks.

We also ensure children with allergies or specific dietary requirements are fully supported, with bespoke menus created where needed.

The proposed updates to the School Food Standards are another example of where some see a barrier, while others see an opportunity. At ESW, we have embraced the changes. While some adjustments will be needed, these are refinements rather than wholesale change. There are many meals that can be offered to children which are both appealing and compliant.

The key is imagination, presentation and engagement. By keeping catering in-house, maintaining strong operational systems and staying close to our pupils and communities, we can respond quickly and continue improving.

Providing children with healthy, accessible food supports wellbeing and learning. We have a moral imperative to support children who would otherwise be hungry, and guide all children to lead healthy lives.

Supporting Mental Health
Across our Schools and Communities

The wellbeing of a school community depends on the wellbeing of everyone within it. For children and young people, having the right support around them can make a significant difference to their experience of education. For staff, access to support, guidance and resources helps them manage the demands of their roles and continue to provide the best possible care for students.

That is why supporting mental health is a shared priority across Education South West (ESW) bringing together schools, families, specialist organisations and local services to create stronger networks of support.

Over the past year, ESW has continued to develop its approach to mental health and wellbeing, investing in support for students, creating new routes into community-based help and ensuring staff have access to the training, resources and support they need.

A major new partnership with mental health charity Place2Be is helping schools strengthen their support for children and young people over the next five years.

Place2Be has more than 30 years' experience working with schools, providing emotional and therapeutic support for children and young people. Through this match-funded partnership, ESW schools are beginning a detailed review of their current mental health provision, looking at how needs are identified, how support is accessed and how individual and group interventions are delivered.

The first phase of the project will help schools understand their existing strengths and identify opportunities for further development, including how mental health education can be integrated more fully into the curriculum. As the partnership progresses, Place2Be will work alongside leaders, staff and students to develop support that reflects the needs and circumstances of each school community.

This work complements wider initiatives across ESW that bring mental health support closer to families and communities.

At the Kingsbridge Community Hub, Mental Health Support Workers have been available each week, providing advice and support to families. So far, 31 families have accessed the service, with the offer expanding further from September 2026.

A new pilot project at Teign School, delivered in partnership with NHS Devon and the Mental Health Support Team, will provide targeted support for some of the school's most vulnerable students. The project aims to improve access to specialist help and reduce waiting times for young people who need additional support.

Families across Teignbridge and the South Hams have also benefited from ESW's Citizens Advice schools project, which provides practical guidance on a range of challenges affecting family life.



Supporting staff wellbeing remains a central part of ESW's approach. The latest Staff Wellbeing Survey, completed in May 2026, showed positive improvements for the third consecutive year. Findings have been shared with senior leaders and Governors, helping inform ongoing work to support colleagues across the trust.

Every ESW school now has at least one member of staff qualified in Mental Health First Aid, while 11 ESW colleagues have completed Senior Mental Health Lead training. This growing expertise helps ensure staff have the confidence and knowledge to support themselves, their colleagues and their students.

The ESW Wellbeing SharePoint has continued to grow throughout the year, with new resources added regularly. The online resources library has seen a 400% increase in traffic, showing the value staff place on having accessible wellbeing information and guidance.

Together, these initiatives are helping to create a culture across ESW where mental health is understood and prioritised.

> *"Through partnerships and training, ESW is supporting the mental health of the people who learn, work and grow within its schools."*
>
> **Robert Coles, Co-CEO at Education South West**

Working Together to Remove Barriers to Learning



What if the key to helping young people return to education was taking the time to understand what had made learning difficult in the first place?

That question shaped the creation of The Bothy at King Edward VI Community College (KEVICC) in Totnes, a specialist communication and interaction provision and Inclusive Communities SEND Hub supporting young people with autism and related needs.

The 20-place provision was created in response to a challenge faced by some young people and families: pupils who wanted to learn but had been unable to access education because the right support and environment were not available.

The starting point was listening. Rather than designing a service and asking families to adapt to it, young people, parents and professionals worked together from the beginning to shape what The Bothy should look like. This approach, known as co-production, means that the experiences of those using a service help influence the decisions that affect them.

Families shared what had made previous education experiences difficult and what would help their children reconnect with learning. They highlighted the importance of a calm, welcoming environment, access to outdoor space and a flexible transition back into education.



Those conversations became the foundations of The Bothy as a place where pupils can take the time they need to feel safe, rebuild confidence and develop a positive connection with education.

The Bothy takes a neuro-affirming approach, recognising and valuing the different ways young people experience the world. Communication and interaction sit at the centre of the curriculum, helping pupils understand their strengths and develop strategies that work for them.

The aim is to create the conditions where young people can succeed. For some, this includes a carefully supported transition back into mainstream education.

The early impact has been significant. Since opening, pupils attending The Bothy have maintained 100% attendance. One Year 10 pupil who had not accessed education for four years returned to full-time provision within days. Another pupil who had previously been missing education after moving into the area is now attending daily, while a Year 7 pupil is successfully transitioning from specialist provision into mainstream education.

The difference is best captured by those experiencing The Bothy every day.

One parent said: "He has been speaking very highly of his time at school, which is a first for him… I am confident that in the right environment like this, he can achieve great results."

One pupil explained: "It's small and quiet – it's much better."

The Bothy also demonstrates the power of partnership. Education South West, Devon County Council, Special Partnership Trust and colleagues across health, social care and the wider community have worked together to develop a model designed around the needs of young people and families.

Through shared governance and outreach support, the approach is helping strengthen inclusive practice beyond The Bothy itself. By placing young people and families at the heart of decisions, the centre is helping shape a more inclusive approach to education, one where every learner has the opportunity to belong.

Showing what System Leadership Looks Like

Collaboration has become one of the defining features of Education South West (ESW). While the trust continues to improve outcomes within its own schools, its influence now extends much further, helping strengthen education across the South West through leadership development, school improvement, teacher training and partnerships that reach well beyond the trust itself.

That work feels particularly relevant as education enters a new phase of reform. Earlier this year, national debate focused on how the system can maintain high standards while responding to rising levels of need. More recently, Education Secretary Lucy Powell announced a review of the curriculum, arguing that a "one-size-fits-all" approach has left too many young people behind. It is a conversation that resonates strongly with ESW, where the belief that high standards and inclusion belong together has shaped our work for many years.

Across the trust, there is a recognition that schools cannot solve today's challenges alone. Rising levels of SEND, growing concerns around attendance, increasing pressures on children's mental health and the changing needs of families all demand a more connected approach. Sharing expertise, developing leaders and working across organisational boundaries have become essential parts of building a stronger education system.

ESW believes this also requires a broader understanding of what success looks like.

> *"High standards must mean inclusion, and inclusion must mean high standards."*
>
> **Matthew Shanks, Co-CEO at Education South West**

It is a philosophy that runs through ESW's work, challenging the idea that academic excellence and inclusion are separate ambitions. The strongest schools create high expectations for every child and put the right support in place to help them succeed.

As Matthew explains:

"The very best schools have always understood this. They do not run two systems. They build one culture, one curriculum, one set of routines, one set of expectations. Then they design the support so that every child can meet them."

That thinking has enabled the trust's contribution far beyond its own schools.

ESW has become an important part of the wider education infrastructure across Devon, Plymouth, Torbay and Cornwall. Through its Teaching School Hub provision, delivered through the distinctive partnership between Colyton and Kingsbridge Teaching School Hubs and strengthened by close collaboration with One Cornwall, thousands of teachers and leaders have accessed high-quality professional development, training and support.





The impact reaches every stage of a teacher's career, from those entering the profession to experienced leaders developing the next generation of school improvement. Rather than keeping expertise within individual organisations, the model encourages schools to learn from one another and build collective capacity across the region (more about this on page 26).

That same commitment can be seen in the trust's role as a founding Associate College of the National Institute of Teaching. Working alongside national partners, the trust is helping ensure teachers and leaders across the South West have access to evidence-informed professional learning, strengthening classroom practice and leadership in schools well beyond the trust itself (more about this on page 19).

This willingness to share expertise has become a defining characteristic of ESW. School leaders support colleagues across the region, contribute to national conversations about education and work alongside other trusts, local authorities and organisations to tackle challenges that affect all schools.



It reflects a belief that the success of one school should strengthen the success of many.

Matthew believes the way schools are judged should also continue to evolve. He says: "Exceptional is a school where disadvantaged pupils thrive, not just attend."

Those few words capture an important shift in thinking. Success cannot be measured solely through headline results. It is also measured by attendance and engagement rates, creating a sense of belonging, opening opportunities and the confidence that every child, regardless of background or need, can achieve ambitious outcomes.

That expectation has implications for the whole profession.

> *"If a school is outstanding only for the easiest to educate then it is not outstanding."*
>
> **Matthew Shanks, Co-CEO at Education South West**



It is a challenge that aligns closely with the direction of travel across education while reinforcing principles that have long underpinned ESW's approach. Great schools are places where expertise is shared, barriers to learning are addressed early and inclusion is woven into everyday teaching rather than treated as a separate agenda.

The trust's growing role across the South West demonstrates what this looks like in practice. Partnerships are built for the long term. Leadership is developed collectively. Good ideas travel between schools instead of remaining within them. Improvement becomes something that is created together, benefiting children and young people wherever they live.



System leadership is often spoken about as an aspiration. Across ESW, it has become part of the organisation's identity, demonstrating that the strongest education systems are built when schools work together, share responsibility and ensure every child has the opportunity to thrive.

Building a Connected Teaching Community Across the South West



Strong partnerships have always been central to Education South West's approach to improving education. During 2025–26, that commitment took an important step forward with the development of a new partnership between the South West Institute for Teaching (SWIFT) and OneCornwall, bringing together four Teaching School Hubs to create a more connected and sustainable model of professional development across the South West.

Building on a successful partnership between the Colyton and Kingsbridge Teaching School Hubs, with Kingsbridge part of ESW, the new collaboration will extend this shared approach across the wider peninsula for this new academic year 2026-27. By combining expertise, capacity and infrastructure, the partnership will ensure schools across Cornwall, Devon, Plymouth and Torbay can access high-quality professional learning that is both nationally informed and rooted in the needs of their local communities.

This shared model reflects a simple belief that when schools work together, everyone benefits. Teachers have access to stronger networks, leaders can share expertise and good practice, and pupils benefit from a confident, highly skilled workforce supported throughout every stage of their career.

That ambition is already being realised through SWIFT's extensive professional development programmes. During the year, more than 700 Early Career Teachers were supported across 285 schools, while over 600 teachers and more than 330 mentors took part in the Early Career Teacher Programme. Alongside this, more than 300 participants joined the latest National Professional Qualification cohort, with over 2,280 teachers and leaders having now completed or undertaken leadership development through SWIFT's programmes.

While the scale of this work is significant, its impact is measured by quality as much as reach. SWIFT's Appropriate Body service continues to receive strong external recognition, exceeding expectations across the majority of areas assessed through peer review while maintaining high standards of quality assurance. National Professional Qualification programmes also continue to achieve consistently strong outcomes, reflecting the quality of facilitation and support provided to participants.

ESW also continues to play a leading role in developing the teachers of tomorrow through SWIFT Teacher Training, acting as the accredited body responsible for the quality and governance of the programme.

The school-led model places trainees at the heart of classroom practice from the outset, combining practical experience with evidence-informed training and expert mentoring. Throughout the year, further investment in mentor development, curriculum design and quality assurance has strengthened the programme, while the introduction of a new Somerset campus has widened access for aspiring teachers across the region.

Taken together, these developments demonstrate ESW's commitment to supporting the entire teaching profession, from those preparing to enter the classroom to experienced leaders shaping the future of education.

As the OneCornwall partnership begins, Education South West is helping to create a more connected and resilient education system across the peninsula. Through sustained investment in teacher development, leadership and collaboration, the partnership is building the capacity and expertise that will strengthen schools and improve outcomes for children and young people for years to come.



Reflecting on a Year of Research-Informed Professional Learning

Over the past year, Education South West's Research Network has brought together colleagues from across the trust to explore one of the most important questions in education: how can we better understand and nurture student motivation? Across five sessions, participants engaged with research evidence, reflected on its implications for their own contexts, and considered practical approaches that could be tested and refined in classrooms and schools.

Rather than treating motivation as a single concept, the network examined it through five complementary lenses. We began by exploring autonomy, considering how teachers can give pupils meaningful ownership of their learning while maintaining the structure and guidance that support success. Discussions highlighted the importance of balancing perceived choice with carefully designed scaffolds, reminding us that autonomy is most effective when learners also feel competent and supported.

The second session focused on success and motivation. Participants considered how carefully sequencing learning, building confidence through achievable success, and helping pupils recognise the value of what they are learning can all contribute to greater engagement. The conversations reinforced the idea that motivation is not simply a personal characteristic, but is shaped by the experiences that schools create for learners every day.

The research team then examined feedback, exploring how high-quality feedback can strengthen motivation when it develops understanding, supports self-regulation and gives pupils a clear sense of how to improve. Rather than viewing feedback as an isolated event, the discussion emphasised its place within a wider system of effective teaching, formative assessment and adaptive classroom practice.

Building on this, the fourth session turned to praise. The evidence suggested that praise is most powerful when it is sincere, specific, earned, unexpected and focused on processes rather than fixed ability. This prompted thoughtful discussion about the language teachers use with pupils and how small changes in everyday interactions can influence motivation, confidence and self-belief.

The final session considered belonging, perhaps the broadest of the themes explored this year. The research team reflected on the importance of relationships, trust and the human connections that underpin learning. In an age of rapid technological change, the session served as a timely reminder that students are motivated not only by what they learn, but also by whether they feel noticed, valued and part of a community where they can succeed.

A defining feature of every Research Network session has been the commitment to connecting research with practice. Participants were encouraged to read and discuss research, identify practical implications, trial small changes in their own settings through informal action research, and return to share what they had learned. These conversations demonstrated that evidence has the greatest impact when it becomes a catalyst for professional reflection, collaboration and continual improvement.

Feedback more likely to move learning forward			Less likely
Task	**Subject**	**Self-regulation strategies**	**Personal**
			
Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.	*Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.*	*Feedback is focused on the learners own self-regulation. It is usually provided as prompts and cues – and aims to improve the learners own ability to plan, monitor, and evaluate their learning.*	*About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.*

EEF Teacher Feedback to Improve Pupil Learning guidance report



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