

ANNUAL REPORT 2025

TO PARENTS & CARERS



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About us

The Elliot Foundation Academies Trust (TEFAT) is a charitable trust committed to equipping children with the knowledge, skills, and behaviours necessary to succeed in learning and life. We aim to nurture all our children to become active and responsible citizens in their respective communities. Research shows that maintaining high expectations helps children succeed, and this conviction is reflected in our motto:

“Where children believe they can,
because teachers know they can”

We create the environment that helps schools succeed. We ensure schools thrive by keeping them: safe; organisationally sound; financially secure; legally compliant; and educationally improving. Within these constraints, we encourage schools to develop an educational vision that meets the needs of their children and their respective communities. Curricula across our schools differ and we resist a one-size-fits-all approach.

Each of our schools is run according to our shared values:



**Put children
first**



Be safe



**Be kind &
respect all**



Be open



Forgive



**Make a
difference**



Letter from our pupils

This letter was compiled collaboratively by the following year 6 Elliot pupils



Cippenham Primary School (left): Arsal, Chloe T, Aarya, Aysha, Olivia, Daniel
Nene and Ramnoth School (right): Daria, Jan, Nifemi, Elizabeth and Mila

Dear parents and carers,

We are proud to be a part of the Elliot Foundation. Our school is a safe and happy place to learn, make friends and to build confidence. Everyone is so friendly and supportive. It doesn't matter what background you come from, whether it is from a different religion or a different culture, you will have a warm greeting when you enter our Elliot Foundation school.

The teachers are all absolutely amazing. Staff are caring, kind, helpful and understanding. They show they care about our education, our health and us as individuals! They teach us to be the best you can be and we're challenged to reach our full potential. School prepares us to achieve our future dreams and goals. We have adults that respect our feelings and help us to become better people when we get older. This has helped us to be great role models and to be more responsible.

Attending an Elliot school is really fun and the lessons are interactive. Elliot schools are adventurous places to learn. In the past year, we have enjoyed going on trips to places like Black Park, the British Museum, and the theatre. We learnt about the life cycle and we had chicks in the classroom. We watched the eggs crack and the chicks emerge. We went to the Space Centre in Leicester and we actually saw a piece of the moon! To help us with our rainforest theme, we visited Banham Zoo and saw many animals that naturally live in the rainforest. Next term, we are finding out about World War 2 and the Battle of Britain and we will be visiting Duxford War Museum to see real life artefacts. We have learned about the heart and circulatory system and to help us understand this, we had a real pig's heart to look at and dissect. At Elliot Schools, you are provided with the most amazing of experiences.

There are a variety of excellent, outstanding clubs and extracurricular activities to attend.

Letter from our pupils

The wide range of after school clubs includes football, netball, multisport, cooking, Lego, diamond painting, choir, and even philosophy. We have a number of leadership opportunities, some of which include making speeches to your class or year group. Children can have different roles in school and this helps to develop different ideas. Exciting opportunities such as the junior leadership team, house captains, eco councils, and digital leaders are just a few roles.

Year 6 is helping us to get ready for secondary school next September and we are thinking harder about the example we set for younger children. We feel well prepared.

It has been an absolute pleasure - choosing an Elliot school has been the best decision.

Kind regards,

Elliot pupils.



New life:
Students at Nene & Ramnoth welcome a newly-hatched chick into the world



Extracurricular activities:
Nene & Ramnoth students enjoy fencing whilst on a trip



Great Fire of London:
Cippenham's interactive lesson showed how fast a controlled demonstration fire can spread.



Book day:
Cippenham celebrate International Book Day.

“

Our school is motivational, teachers will push you in order to succeed.

Olivia Leen, Cippenham

”

“

I thank the Elliot Foundation for having me attend this wonderful school.

Nene & Ramnoth student

”

Our schools

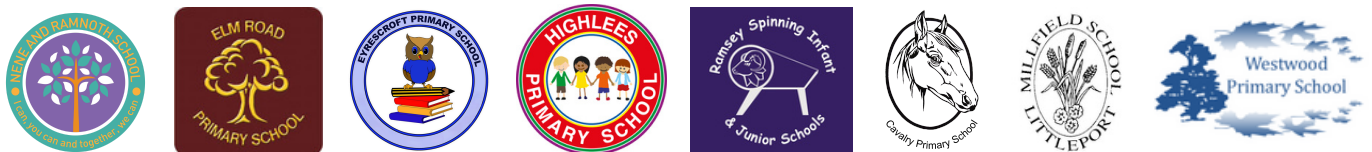
Since the beginning of 2025, our family has grown to 36 thriving primary schools in the West Midlands, East Anglia and London. Valley Primary (Solihull), Peterbrook Primary (Solihull) and Rowley Hall (Sandwell) have joined us, taking the number of pupils in the Trust to over 15,500 and the number of staff to over 2,000. Our continued growth has enabled us to continue to invest in expertise to support all of our schools.

We asked all of our schools to choose one image from the last year to represent their school. The following pages should give you an excellent feel for what we value.

West Midlands schools



East Anglia schools



London schools





Eyrescroft

“At Eyrescroft, we aim to make all learning as practical as possible, allowing children with a range of needs to access the learning, whilst also ensuring learning is fun”



Cavalry

“We inspire our children through creative, immersive experiences. We enrich our curriculum offer through pupil participation in activities both in and out of the classroom”



Cippenham

“Our curriculum is even more engaging, appropriate, and consolidated by visitors, visits and outdoor learning. 2023/24 also saw the launch of 60 free after school clubs enhancing our children's opportunities”



Cippenham



Claremont

Claremont

“This shot is from the Summer Festival we held in partnership with local businesses and community groups”



Greenside

“At Greenside, we’ve had an incredible year - planting wheat, growing vegetables and fruits, making jam, meeting a beekeeper, and selling at markets”



Highlees

“Exploring our own forest area and finding out about the habitats within it”





Hillington

Hillington

“At HPS, we value and promote extra-curricular activities as they can ignite passion, teamwork and resilience, helping students grow into well-rounded individuals ready to embrace the future with confidence”



Elm Road

Elm Road

“Elm Road children have enjoyed taking part in a variety of sports tournaments and after school clubs this year. We are proud to have achieved the Silver Games Mark Award, recognising our commitment to sports and physical activity”



Kings Norton

Kings Norton

"The girls' football team won the Pokémon West Midlands County cup finishing top out of over 790 schools. We will now represent West Midlands in the Midlands finals"



Croft

"At Croft, we are committed to equipping children with essential life skills. Croft's football team exemplifies teamwork, determination, and sportsmanship"

Tiverton

"Tiverton Academy brought the school community together for the Harvest Festival at the local church to raise donations for the Cotteridge Food Bank. This special event showcases our musical talents while celebrating the spirit of giving"



Tiverton



Griff

Griffin

"Our new music specialist has created an irresistible curriculum where children are immersed in musical experiences from across continents, ages and genres"



Peterbrook

"Artist educators worked with Y5 pupils to develop artwork exploring the theme of sustainability. This culminated in an exhibition which showcased and celebrated the fantastic artwork created throughout the project"



Rounds Green

"Rounds Green have enjoyed working in partnership with Open Theatre during 2023/24 to support the self-esteem, confidence and emotional well-being of groups of our pupils in non-verbal drama based sessions"

John Locke

"Our JLA nursery children enjoy exploring the world through art"



Dive in to a good book



Westwood

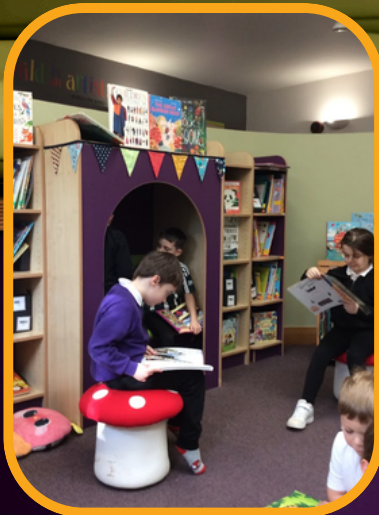


"We have been developing our school environment to support children to develop a love of reading.

We have created new reading spaces in our corridor and year group spaces with new furniture and bookshelves to entice children in and give them somewhere comfortable to read"

Ramsey Infants

"Reading sits at the heart of our school - we are so proud of our library and enjoy exploring the different books together"



Parkfield

"At Parkfield Primary, our new values of collaboration, ambition, and respect underpin everything we do. Together, we live our motto: "Achieving Together" to support and inspire everyone in our community"



Parkfield



Rowley Hall

Rowley Hall

"We focus on physical and mental well-being to enable all to achieve academic success and with behaviour and conduct reflecting our status as a Rights Respecting School, we support and nurture each child's personal journey until they take flight into the world beyond Year 6"





Billesley

“Harnessing our biophilic environment to encourage conversation everywhere, promoting mental health and well-being, and ensuring that both children and adults understand the importance of open dialogue”

Shirestone

“Shirestone Academy has embedded a culture of inclusivity, creating a place to learn where every child feels valued, respected, and supported. All children are enabled and nurtured to thrive academically, socially, and emotionally within a welcoming family”



The Hyde

The Hyde

“Inclusion goes through The Hyde like words go through a stick of rock. Our new Rockets Provision offers a tailored learning environment for children with complex needs - we are so proud of how well the children are progressing”



Hollywood

“At Hollywood Primary School, we’ve made every minute count, ensuring our staff provide the right support in the right places for maximum impact”



Pinkwell

“Children using our brand new playground scooters and bikes as part of the new Pinkwell approach to more engaging lunch and playtimes”



Ramsey Junior

“We enjoy working as a team, being curious in our learning to find things out”

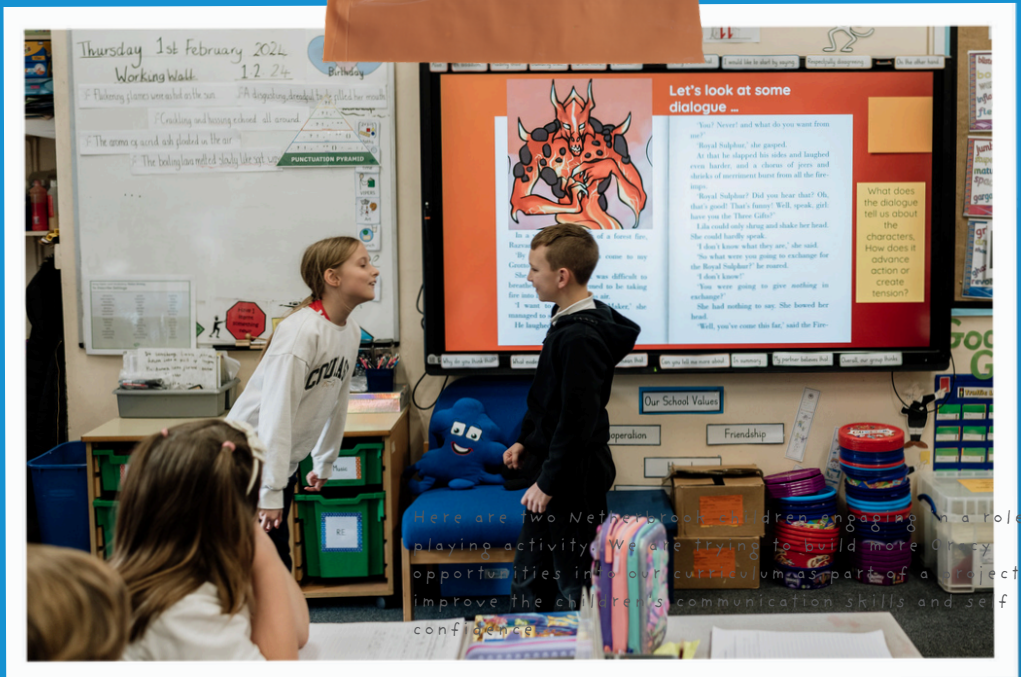


Childs Hill

“This is our team of Y5/6 librarians. They do an amazing job!”

Netherbrook

“Here are two Netherbrook children engaging in a role playing activity. We are trying to build more oracy opportunities into our curriculum as part of a project to improve communication skills and self confidence”



Here are two Netherbrook children engaging in a role playing activity. We are trying to build more oracy opportunities into our curriculum as part of a project to improve the children's communication skills and self confidence



Chandos

Chandos

“Year 6 worked with Spoz, an award-winning performance poet.

They took part in a ‘Sonet Slam’ in partnership with Birmingham's Shakespeare Memorial Library where the winning team performed their poetry about their dream of a perfect library”



Nene & Ramnoth

“At Nene and Ramnoth, children gain memorable, meaningful experiences to engage and broaden their knowledge. Being curious about the past helps us understand the present and future”

Kings Rise

“Kings Rise Academy’s pupils enjoy curriculum rich experiences. We take every opportunity to develop ourselves, make progress and enjoy learning”



Shireland Hall

“At Shireland Hall, we are committed to creating enriching learning experiences that inspire our children beyond the classroom”



Millfield

“Astronauts in space! Our nursery reflects the creativity in learning that we promote and encourage at Millfield Primary School.

From trips to the moon and back to Greek myths, from cross country running to lego therapy, we provide a range of opportunities to suit the needs and interests of all our children”

Woods Bank

“We are proud to have been awarded the 'Primary Science Quality Mark'.

We have developed our Science curriculum to provide our children with hands-on lessons and a variety of extra curricular experiences to develop a love for science across school”





George Betts

George Betts

“George Betts ensures all children have opportunities to learn beyond the curriculum. In 2024, children enjoyed experiences such as yoga, beach visits, pantomimes and first aid sessions, to name a few”



Valley Primary

“Our Topic Engage events each half term are great fun! We begin by being immersed in activities that make us excited to learn even more. We even dress up sometimes”

Inclusion

If inclusion means anything, it is that all children across the Trust matter. All of our pupils are different and progress and attainment will vary. It is our role as educators to recognise those small steps, to support pupils to be proud of their own achievements, and to adapt teaching to best support them. All of our schools continue to work hard to improve the achievement and wellbeing of pupils with additional needs and to do so in partnership with colleagues, families and professionals.

Many of our schools are setting up alternative provisions to meet the complex needs of our pupils. At Croft, they have set up a total communication environment, whereby children who have speech and communication needs are taught to communicate in new ways. Additionally, Croft has trained staff to have a better understanding of the pupils' needs and introduced more effective assessment systems. The model is an example of good practice for our most vulnerable learners and provides a holistic approach to education, addressing both academic and personal development needs.



Our goals

To build trust with our parents and staff, it is essential we are open about the things that we are trying to do better. In last year's report, we shared four key ambitions:



Improve attendance overall and increase our support to children missing out on their education

- Overall, attendance has improved slightly since last year and at 94.8% for the academic year to date (Sept-Feb) is almost in line with the national average for primary schools 94.9%
- Persistent absence has fallen for the second year in a row and stands at 14.3% and is significantly better than the national average of 18.6%
- Unfortunately, there has been an increase in severe absence (those children who miss more than half of their available education)



Decrease the number of children with repeat suspensions, whilst aiming not to permanently exclude any child

- The number of repeat suspensions has dropped significantly from 161 last year to 61 this year and almost half of these come from two schools with whom we are working hard to continue to improve
- Sadly, we had to permanently exclude one child in the last academic year, bringing the total of permanently excluded children to 14 since 2012



Increase the number of children attaining age-related expectations in reading, writing, and maths without narrowing the curriculum

- Last year, 62% of our children achieved Key Stage 2 targets, up three percentage points from the previous year and ahead of the national average
- 81% of our children passed the phonics screening tests in year one, up 2 points from last year

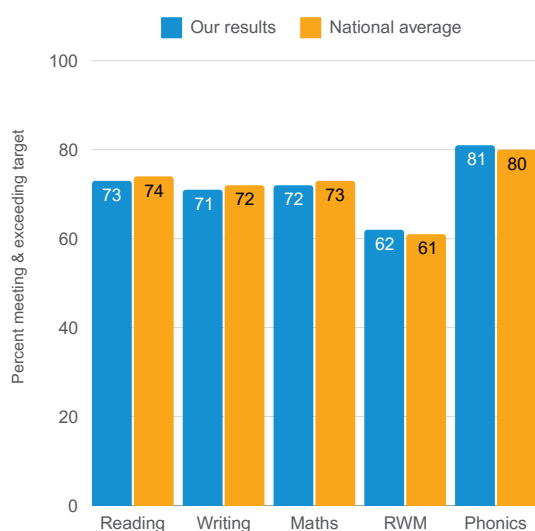


Improve the percentage of staff who feel valued and supported by making progress on our inclusivity and the development we offer

- 72% of our staff would recommend us as an employer, up two points on last year
- But we still have much work to do to improve our inclusivity and expand our staff development offering

Attainment

A solid primary education is one of the cornerstones of success in life. There is no single measure of success but the following pages provide information on some of the more important indicators of whether we are doing our best for your children.



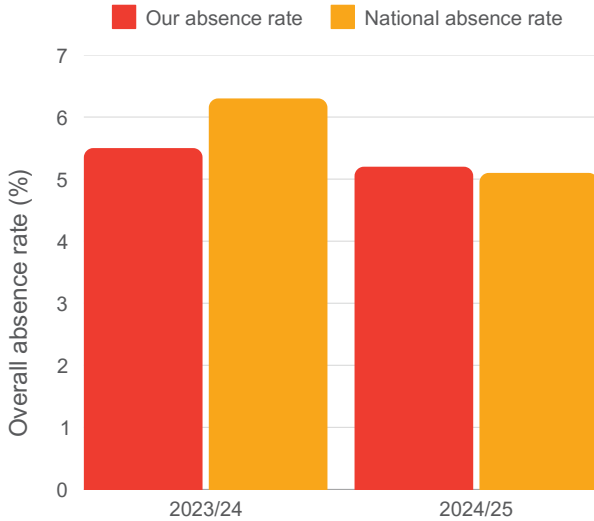
Primary school children are tested in Reading, Writing and Mathematics at the end of Year 2 (Key Stage 1) and at the end of Year 6 (Key Stage 2). These tests, which are collectively known as 'SATs', taken together with phonics screening and times tables tests, are used to infer the quality of teaching in schools.

Last year, 62% of Key Stage 2 children achieved the expected standard in Reading, Writing and Mathematics. Moreover, 81% of Year 1 children passed their phonics screening. Both of these were ahead of the national averages which stood at 61% and 80% respectively.

Compared to last year, these results represent a 3 percentage point improvement in those meeting targets for Reading, Writing, and Mathematics (RWM), and a 2 percentage point improvement in phonics scores.



Attendance



In order to benefit from education children must first be in school. Much has been written about the decline in school attendance. We believe that there is a lasting impact of the Covid pandemic on school attendance, but there are also broader societal changes which have undermined people's faith in institutions.

We believe it is our job to create school environments that children don't want to miss for a day and make their parents always feel welcome and listened to.

Attendance this year to date is up marginally on last year (94.8% vs 94.5%) and is almost in line with the national average (94.9%). Persistent absence has also fallen from 15% last year to 14.4% this year (compared to national averages of 20.6% and 18.6% for the same periods).



Ofsted

Ofsted is an independent government agency responsible for inspecting the quality of education in state-funded schools. In Autumn 2024, the new Labour government removed single word inspection judgements and is in the process of implementing a new inspection regime. For the ease of comparison, until the new approach is implemented, we will compare the sub judgement for 'Quality of Education' with the preceding overall judgement.

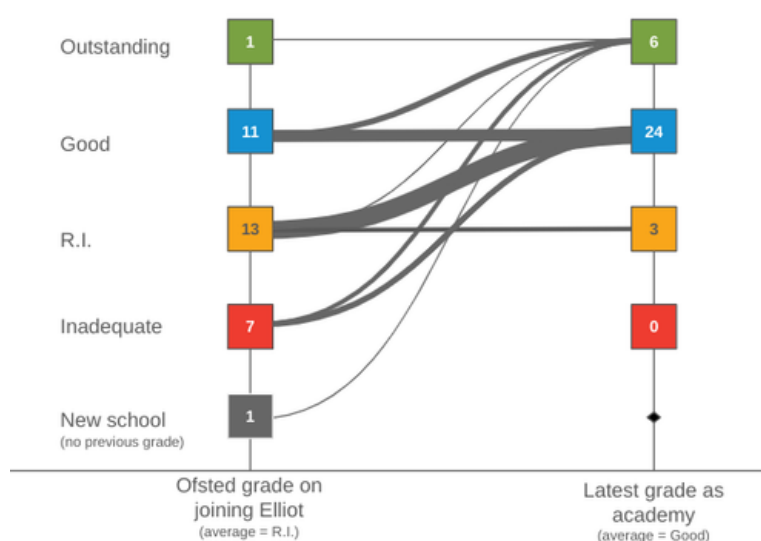
It is important to note that an Ofsted judgement is merely an opinion of a school on a given day. Inspections as indicators of quality have their strengths and their weaknesses. As the responsible body, we take Ofsted inspections seriously. But as an employer, we try to ensure that our school leaders and our staff do not feel an unreasonable burden from them.

In the last year, 13 of our schools were inspected:

- Hillingdon Primary remained 'Outstanding', having not been inspected since 2012
- Cavalry, Childs Hill, Claremont, Croft, Elm Road, Highlees, Millfield, Rounds Green, Tiverton and Woods Bank were all judged to be or to remain 'Good'
- John Locke had an ungraded inspection, which indicated it might not be 'Outstanding' at its next graded inspection
- Chandos was judged to 'Require Improvement'

Overall, 92% of Elliot Foundation schools are currently judged to be 'Good' or better. This contrasts remarkably with only 33% of schools at the point they joined the Trust.

The graph below shows the improvement in Ofsted Grades for all our schools since they joined us.



The average improvement for all Elliot Foundation academies since they joined the Trust is 1 Ofsted grade.

N.B. 3 sponsored academies are yet to be inspected:

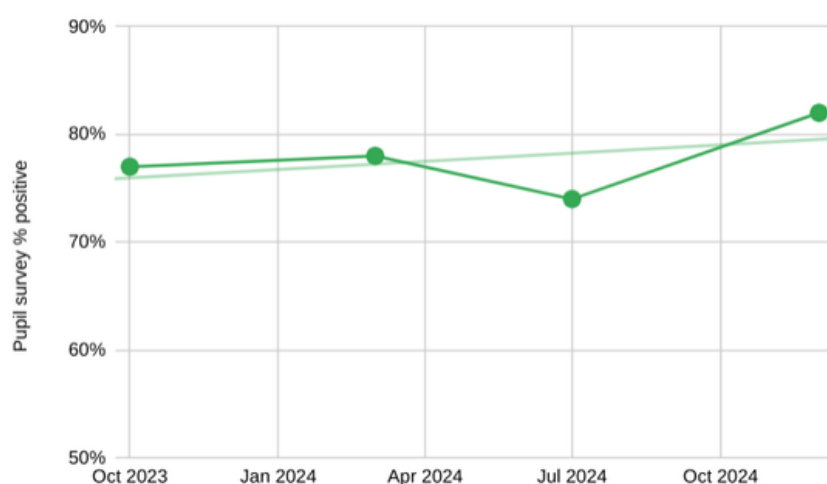
- Kings Norton - Inadequate
- Rowley Hall - RI
- Peterbrook - RI

All voices heard

The Elliot Foundation is a charitable trust. This means it has no owners and exists only to serve its charitable purpose. The volunteer Trustees, who oversee the organisation, depend upon stakeholder feedback to ensure that we are meeting our goals. To that end, we survey these stakeholders throughout the year and report their feedback to our Trustees, while using the feedback to better the service we provide.

Parents & carers

Parent/carer survey % positive

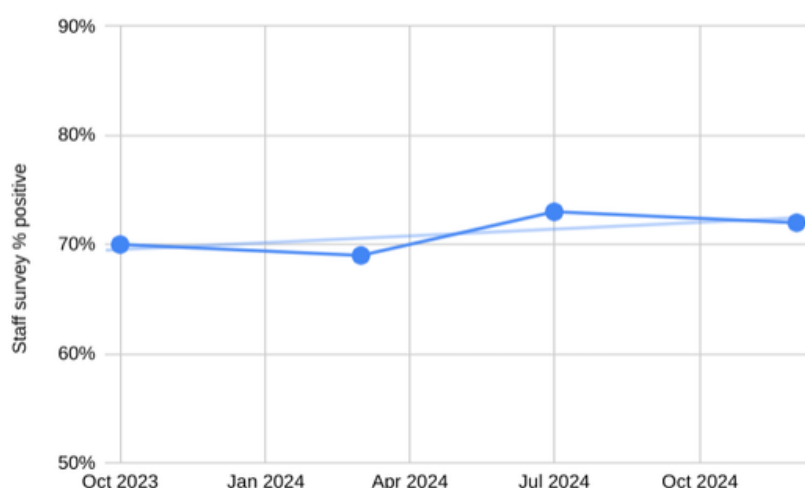


We survey all parents and carers once each term. We used to do this every half term, but this was probably too frequent, and the response rate dropped.

Over the last year the average response to the question, “How do you feel about the overall educational experience afforded to your child?” was 78% positive. The most recent survey in December was 82%.

Staff

Staff survey % positive



Likewise, we survey our staff every term. As with parents there was a slight improvement over the last year with the average response to the question, “Would you recommend the Elliot Foundation as an employer to your friends and family?”, being 71% positive and ending the year at 72%. It is also worth noting that 89% of staff feel that “People of all cultures and backgrounds are respected and valued”.

All voices heard

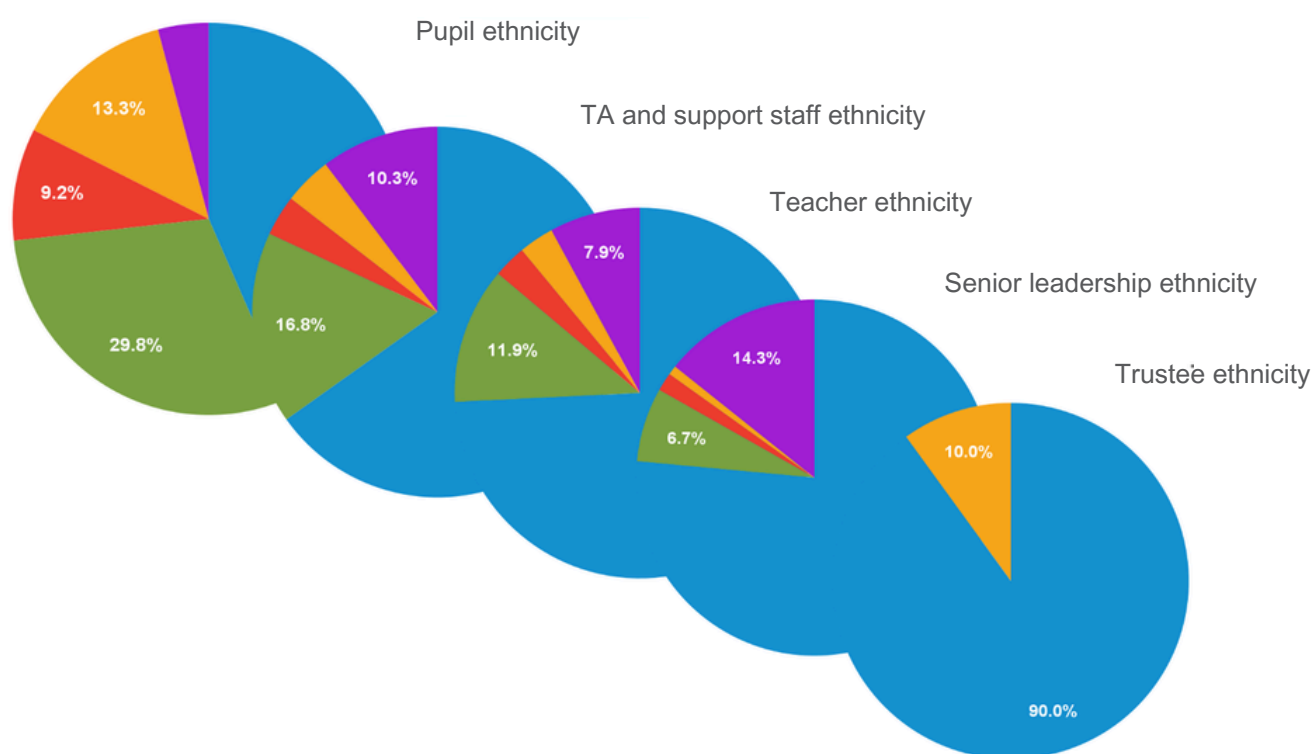
Pupils

We are delighted that our pupils, whom we survey after they have completed their SATs in May, remain 92% positive about their schools.

Inclusivity

We aim to be an inclusive employer as well as an inclusive educator. To support these conversations, we have committed to publishing data annually about the ethnicity of our pupils, staff and trustees.

As you will see in the pie charts below, although our staffing and senior leadership reflect the ethnicities of the communities we serve, we are a long way from being representative. We are currently working through plans to improve this over time at all levels of the organisation.




Key

● White ● Asian ● Black ● Mixed & other ● Prefer not to say/no response

The arts

We are proud of the arts-rich offer in our schools, which is promoted through our national Arts Ambassadors, who organise training and events across every region. The arts are an integral part of how we support children to develop self-confidence and critical thinking skills.

A photograph of three young boys dressed in formal attire for a school performance. They are wearing white long-sleeved shirts, white waistcoats, and black top hats. The boy in the background is standing and smiling, with his hand near his chin. The two boys in the foreground are sitting on a blue chair, looking towards the camera. The boy on the right is wearing glasses and has a serious expression, while the boy on the left is also wearing glasses and has a slight smile.

Pictured: Croft Academy perform
'The Coming of the Canals'

Creativity Collaboratives

Arts Council England has funded 8 national 'Creativity Collaboratives' and through our work as part of one of these groups, we've developed creativity in the curriculum even further this year.

Creativity Collaboratives is the pilot programme for the Arts Council to explore the Let's Create strategy in schools over the next ten years.

Our schools across the West Midlands and East Anglia have worked with creative practitioners to test out ways of promoting creativity in history, science and geography.

The activities have supported teachers in trying out new approaches to developing children's knowledge and skills across the curriculum as well as promoting their engagement and attendance at school. We're proud to announce that we have been selected to carry this work forward into a Legacy Phase for the next two years.

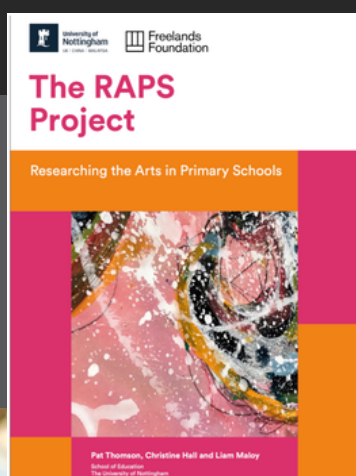
The arts

Open Theatre

A new area for our schools was learning about non-verbal practice, in partnership with Open Theatre, a non-verbal theatre company. This has helped our schools think about 'doing difference differently' by looking at classroom environments in new ways to support children with special needs and/or disabilities.



Pictured: Chandos Primary child working with Open Theatre.



Two of our schools, Billesley Primary and Greenside Primary, are featured as case studies in the new Researching the Arts in Primary School publication by the University of Nottingham. We are delighted at this national recognition of the strength of our work to promote the arts.

Sport

Here's just a small selection of the sporting opportunities and stories across the Trust.

Netball

John Locke's netball team is having a very successful year (right), while George Betts played their first ever netball match and won their first match 26-2 (far right picture).



Case study: Sport at Rounds Green Primary

Rounds Green achieved the School Games Platinum Award and created a report on how they achieved 60 active minutes per day. They also achieved the Youth Sport Trust Silver Quality Mark for their curriculum and the subject of PE.

The year 5 & 6 athletics team competed at the Oldbury Indoor Athletics Competition and finished 3rd place, guaranteeing qualification for the Black Country Games. Last year also saw Rounds Green's first ever competitive girls football match, ending in an astonishing 11-2 victory!



Left: Edward, a Rounds Green pupil, won golds, silvers, and bronzes at the Worcester County Swimming Championships

Right: Ansu, a Cippenham cross-country winner in the year 3/4 boys category



Sport



Case study: Sport at Greenside Primary

"We have partnered with specialist coaching teams, such as Middlesex Cricket Coaching, who provide expert instruction in specific sports. We actively participate in local sporting events, such as football experiences at Fulham Football Club and tennis tournaments at Queen's. Through Queen's, we have secured an all-paid weekly squash session led by top coaches for students who have special educational needs, a disability, or are from a disadvantaged background. A key focus has been increasing student participation in local and inter-school competitions. This has contributed to a growing enthusiasm for sports"



Left: Gymnasts from Cippenham School show off their medals from the Slough Gymnastics Competition.



Shireland Hall Primary has won an equal access award for their sports club provision in recognition of the their offer covering both key stages and as many girls attending as boys.

Supporting communities

Recent years have seen a series of events, from COVID to a cost of living crisis, add challenge to the lives of the communities we serve. It is now estimated that 11% of UK households face food insecurity, which rises to 17% for households with children. As educators, we have seen a rise in child hunger within our schools.

It was in 2020 that we started Community Box, a weekly parcel for vulnerable families made up of surplus food and other essentials. Our schools have additionally introduced breakfast clubs, second hand uniform provision, and sometimes warm clothing and free books too.

Our schools act as a bridge between our families and wider support services. Last year, we opened our pilot Community Partnership Hub in Highlees Primary School, Peterborough. This dedicated space is offered to community groups and non-governmental organisations free of charge and already hosts an array of health professionals, parent groups, and community groups. We seek to continue to support our communities and grow our community offer in the coming year.



Supporting communities



We've opened up some of our disused spaces, such as caretaker's houses, to the community. So far, we've hosted:

- household budgeting classes
- health professional visits
- adult cookery classes
- employment support
- IT literacy support
- language classes
- coffee mornings
- & much more.

Left: a baby and toddler group held at our community partnership hub in Highlees



Above: Last winter, we delivered hundreds of coats, jackets, and other warm clothing to schools thanks to Hands On London



Supporting communities



Every week last year, we delivered an average of 830 boxes of essential food, personal hygiene items, and cleaning products to our families most in need. That equates to over 30,000 boxes over the year, with a value in excess of £1m. We are extremely grateful to our partners in these ventures whose support is invaluable.

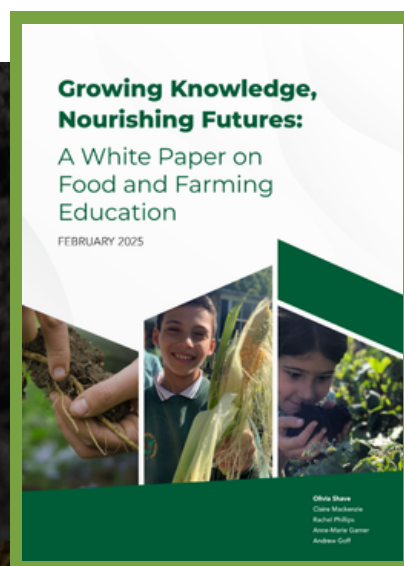


Sustainability

We equip our students with the associated skills and knowledge needed to be the future stewards of our planet. Each of our schools has a green leader who helps implement our Green Curriculum, which puts environmental and sustainability content at the heart of our students' learning.

We also have a green working group that coordinates waste reduction and initiatives across the Trust, and school eco-councils, where students can lead projects that help the environment. This year, in addition to individual school projects, eco-councils have one shared goal; food waste. Our eco-councils are working closely with leadership teams and school kitchens to find innovative ways of making a difference.

Our sustainability work has been shared both domestically and internationally. Last year, the sustainability story at Greenside Primary was shared by Apple at Bett UK, the world's biggest EdTech conference. This coincided with visits to Greenside from the Saudi and UAE education ministries, Apple, and EdTech leaders. In February 2025, the Green Curriculum work was used to help compile a white paper on food and farming in education.



Sustainability



Schools to Market, run in partnership with Whole Kids, is a food education programme that takes children and young people through every step of the food production journey - from farm to store. A film that follows some of our children and staff on their big 'Market Day', selling delicious school-made chutneys to the public, is a finalist in the Smiley Charity Film Awards.



Last year, Pinkwell Primary was declared a 'Beacon School' by The Tree Council for their sustainability work. Pinkwell is additionally proud that their student, Roua, was selected as a national winner after her speech was submitted for The Tree Council national conference.

This year, London's Deputy Mayor of Environment and Energy, Mete Coban, and Dr Debbie Weekes-Bernard, the Deputy Mayor for Communities and Social Justice, visited Pinkwell to celebrate the expansion of the national schools programme by The Tree Council and witness the long-term tree-planting projects at Pinkwell.

Sustainability

The Wheat Project


In October 2024, six schools started growing their very own patches of wheat. Students learned about environmentally-friendly farming practices while using their very own 'field' to conduct science experiments.

The wheat should be ready to harvest by Summer 2025 with more schools joining the Wheat Project in due course.

**SOMERSET
HOUSE** step inside think outside

Our Wheat Project was showcased at Somerset House as part of the 'Soil: The World at our Feet' exhibition. Students from across the Trust sent photos, artworks, and poems to be featured at the famous venue.

Sustainability



A Ben Nevis sized problem

Taking print out of our footprint

Across the UK, teachers print worksheets, reference sheets, and tests. However, the sector is increasingly aware of the environmental impact of such practices. We worked out that if you stacked up all the photocopies from our schools in the 2022/23 academic year, the pile would be as high as Ben Nevis!

Two thirds of our schools have since reduced the amount of photocopying they do, with half of schools meeting our target of a 10% reduction, and four schools managing to cut their photocopying by 50% in one year! Shirestone Academy reduced photocopying the most (down 56%). Hillingdon Primary wasn't far behind (54%) and now consumes the least paper per pupil in the trust. By utilising technology more effectively, and being more selective over what we print, we can save trees while freeing up budget for other parts of our pupils' education.



Sustainability

A light bulb moment

We've been looking at how we can decrease our energy usage. One way we've managed to do this in recent years is by replacing incandescent and other older style lights with LED lights.

Since the LED programme finished, we've reduced our energy by 600,000 kWh, a reduction of 18%. Thanks to lower consumption and lower prices, we now spend 43% less on electricity compared to 2022/23. We've also reduced our gas consumption by 9% in two years.



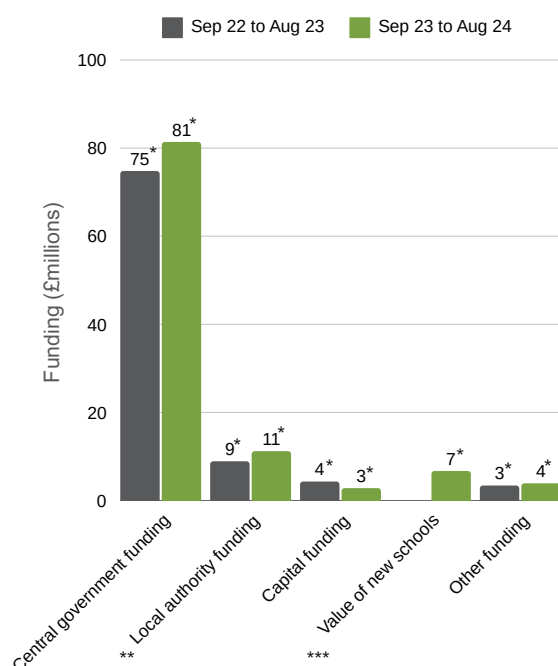
Our finances

The Elliot Foundation is almost entirely funded from public money.

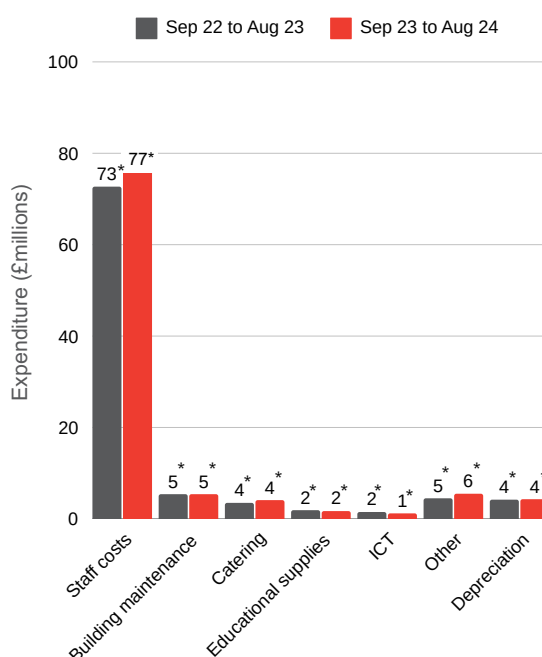
- Last academic year, our total income was £106m
 - This includes £6.7m of assets relating to one additional school joining the Trust
- 72% of income was spent on staff costs
- The Trust has £5.7m of free reserves, marginally up from £5.1m the previous year

We expect to use some of our reserves in the coming years due to government education funding not keeping pace with inflation and the increased costs of supporting children and families. If you want to know more about our finances, our Annual Trustees' Report and full accounts can be found on our website¹. You can also find comparative information on the government's Schools Financial Benchmarking site².

Income



Expenditure



* Data labels above are rounded to the nearest million pounds.

** Nursery and SEND provision are examples of activities funded by local authorities.

*** Value of new schools is the notional value of Hollywood Primary School, who joined in September 2023. There was no new school the prior year.

The position shown above is the accounting position including non-cash movements, such as pension deficits, the estimated value of buildings belonging to the school that joined in year and depreciation. The movement on free reserves, which is a better indication of financial health, showed an in year surplus of £0.6m.

Contact us

We'd like to build on our success. If you have any feedback for the Elliot Foundation, or would just like to contact us, please get in touch:



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