

# ANNUAL REPORT

TO PARENTS & CARERS

# 2026



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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 to succeed in learning and life. We aim to nurture all our children to become active and responsible citizens in their respective communities. 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 in which 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 Elliot Foundation pupils:



## Shirestone Academy

Lola, Aqsa, Skyla, Zeyan, and Saba.

## Ramsey Junior School

Haddon, Grace, Edward, Isabelle, Jamie, Bethan

## Westwood Primary School

Westwood School Council

Dear parents and carers,

The Elliot foundation welcomes all children. It's a really safe and happy environment where teachers support you. You can speak to them all about anything that you need. We are supported if we are sad or angry, even with stuff that happens outside of school. They make sure that school is a place where you can be happy and where you can be yourself. We're proud to show visitors around our school. Our school is warm and welcoming and it's a nice place to be.

In school, we know we are valued. Everyone is respected. We celebrate everyone's certificates, badges and achievements to make sure they feel proud of what they have accomplished. We also celebrate our achievements in school with house points, stickers and certificates. Our diverse cultures and beliefs help us to become respectful members of our community. We help other

people in our community by giving food to our local food bank. We represent our school at local events, such as laying the wreath at the remembrance service.

At an Elliot Foundation school, you will learn a lot and won't be judged for who you are. There's lots of opportunities to be whoever we want to be. We learn all about our mental health and our brains and how they work. We've learnt about keeping healthy and how to calm our brains down if we need to. We are taught to be creative thinkers and problem solvers who embrace challenges.

We are always learning something new! Our lessons are so interesting - we even got the chance to tie dye t-shirts in DT! We have a forest school, instrument lessons and celebrate all religions. We had a dress up day when learning about WW2 where we pretended to be different characters, saw a real gas mask and had real WW2 jeeps come

# Letter from our pupils

to our school. For TEFAT in bloom, we all took part in activities outside, growing things. We also have visitors for assemblies and workshops - such as scientists to support our science learning, author visits to share their writing process and encourage us to read, and Paralympians to share their experiences in overcoming difficulties and reaching for their goals.

We are very lucky as we get to take part in lots of different opportunities, including lots of trips and clubs. We went to Flag Fen, Duxford, and the Fitzwilliam Museum. We visit sites like West Stow to link to our history learning and also learn about our local area through walks and visits. We went to London where we learnt so much and saw The Tower of London and Tower Bridge. In Year 6, we go on a residential trip - this allows us to become more confident. We get to say which clubs we want

and then teachers do them for us. We have a choir who go to lots of different events, including the O2 Young Voices. We get lots of opportunities like being councillors, and Head Boy and Head Girl. We make speeches and people have to vote. Doing this is really fun and we get to learn about democracy.

We have made really good friends and enjoy working together. We look forward to more experiences in school throughout the year.

We know we are part of a team as a school, but we also know we are all joined into a bigger community as part of The Elliot Foundation.

Thank you for your support and encouragement,

**Pupils of Elliot Foundation**



**Shirestone:** Raft-building



**Ramsey Junior:** O2 Young Voices



**Westwood:** A trip to Flag Fen

# Our schools

At the beginning of 2025, our family grew to 36 thriving primary schools in the West Midlands, East Anglia and London. Valley Primary (Solihull), Peterbrook Primary (Solihull) and Rowley Hall (Sandwell) joined us, taking the number of pupils in the Trust above 15,500 and the number of staff above 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 a sense for what we value.

## West Midlands schools



## East Anglia schools



## London schools







## Elm Road

“We have introduced playground leaders at Elm Road and they have had a significant impact by leading games, supporting pupils and promoting positive play at lunchtimes. Playground leaders now also present a Lunchtime Award during our Celebration Assembly”

## Shireland Hall

“The Think Green Council worked alongside Sandwell Litter Watch to litter pick around the school. This shows their growing commitment to protecting our school's environment and their contribution to the wider community”



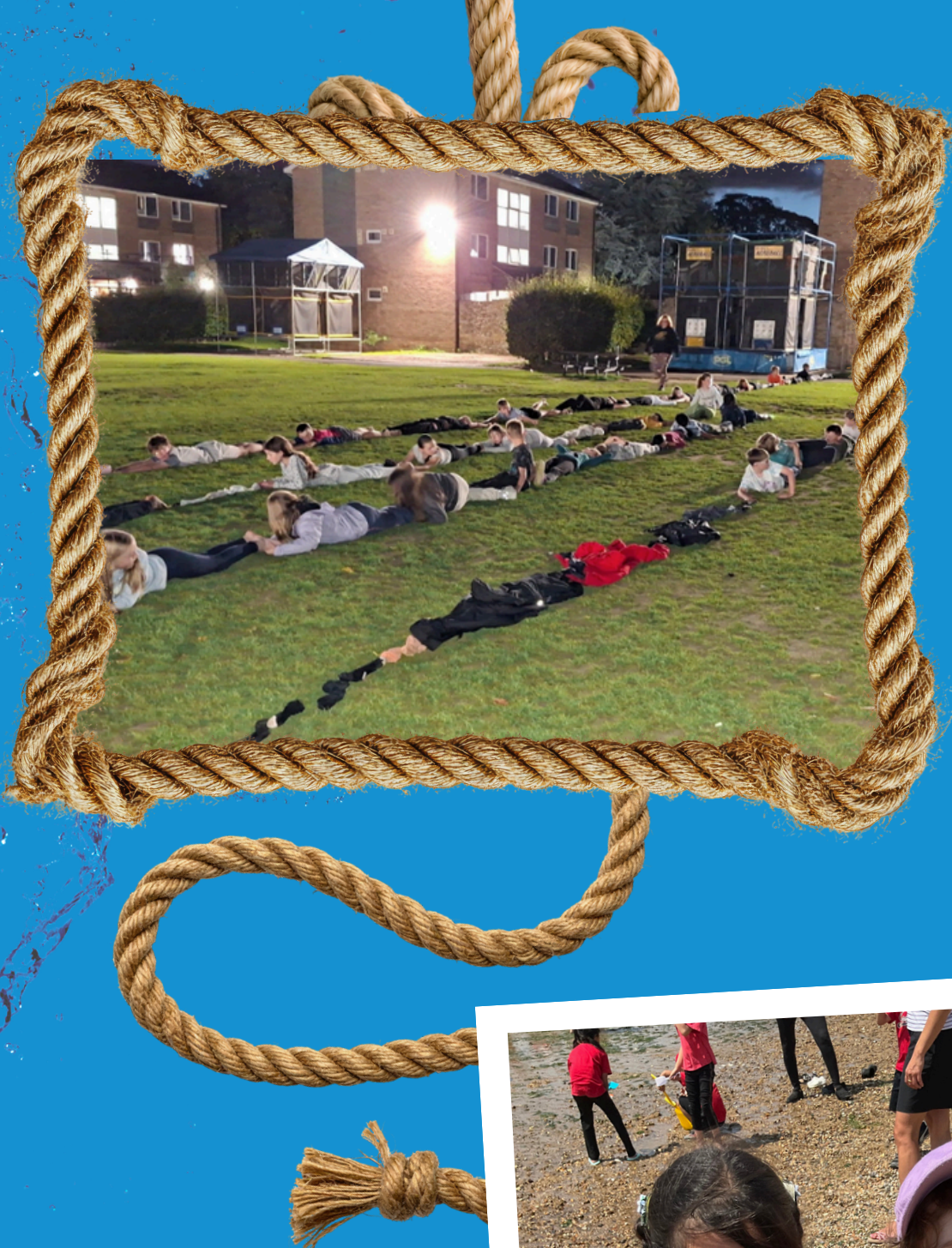
## Ramsey Junior

“Children launch their history topics by stepping into immersive experiences that bring the past to life”

## John Locke

“JLA children, celebrating the arts, enjoying Proms in the Playground on a beautiful sunny day in Uxbridge”





## Millfield

“At Millfield, we engage, enquire, and excel in all we choose to do”

## The Hyde

“It’s an urban adventure curriculum at The Hyde School! Year 1 brought their seaside rescue topic to life with a visit to Southend. Lots of opportunities for recapping key vocabulary, hands on learning and wonderful memories”





## Claremont

“Claremont is proud to be a focal point for our community, in terms of education, cohesion and aspirations for the future. As major regeneration of the area continues all around us, our school has been actively involved in everything from switching on the Christmas lights to opening the new Co-op superstore”



## Greenside

“At Greenside, food is central to school life, with weekly community bake sales bringing everyone together”



## Highlees

“This year at Highlees, we have introduced our school values—Courage, Health, Ownership, Inclusion, Collaboration, and Empathy. These values guide us to think carefully about how we support our community and the environment”



## Tiverton

“Tiverton Academy has planted the seeds of lifelong learning through an ambitious, well-sequenced curriculum and the 6Cs— Cooperation, Communication, Community, Citizenship, Creativity, and Challenge”



**Pictured:** Students across the Trust have been getting their hands dirty to grow plants and food



## George Betts

“At George Betts, learning is creative, engaging, and joyful, sparking curiosity and nurturing a lifelong love of discovery”



George Betts



Woods Bank

## Woods Bank

“The forest school at Woods Bank Academy is boosting children's confidence, independence, and resilience, all while making learning fun and relevant”



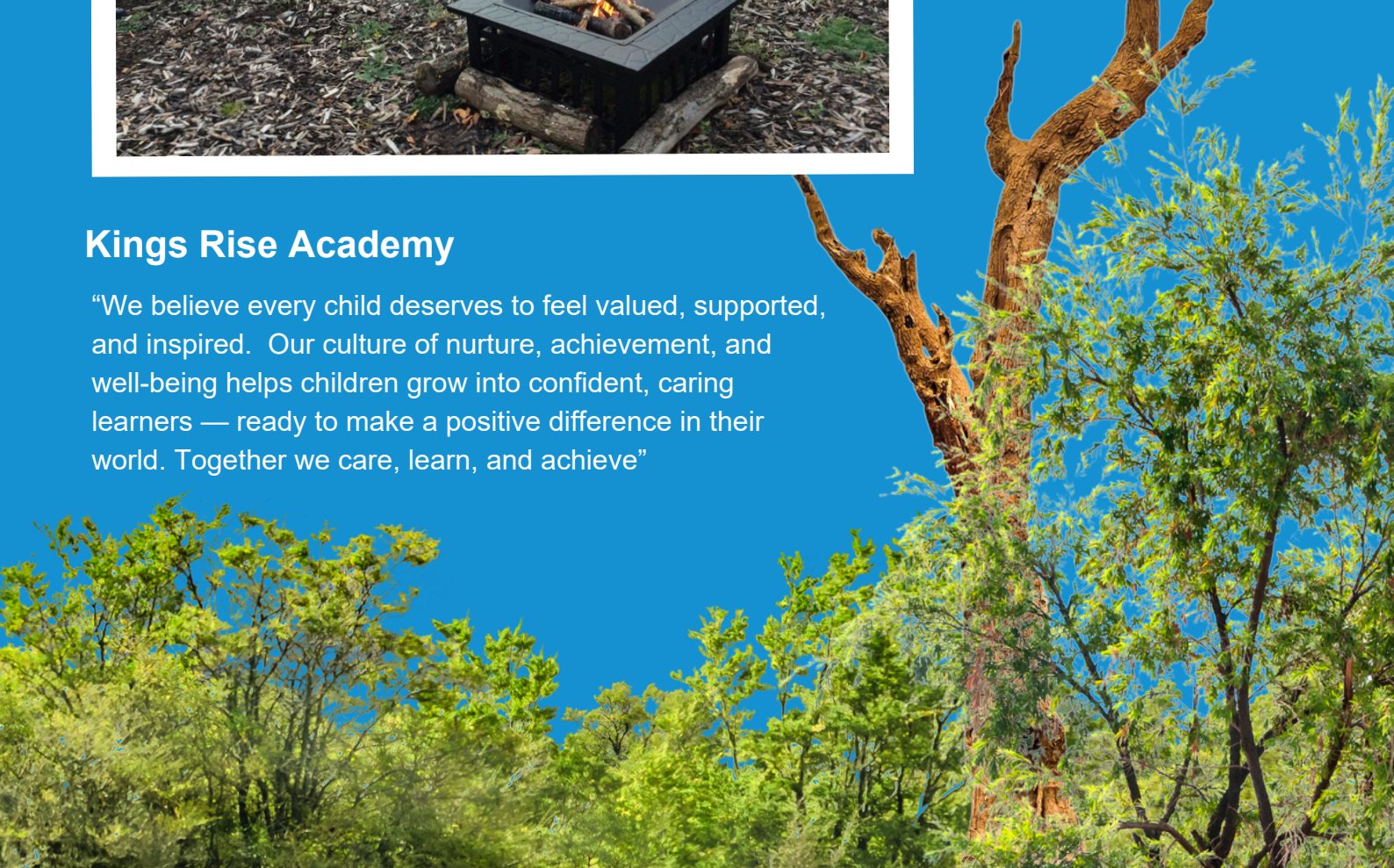
## Griffin

“We're incredibly proud to have been chosen as the school garden competition winners for the London Borough of Culture 2025. Thanks to the support from the volunteers at Hands On, our site and our green curriculum have been transformed”



## Kings Rise Academy

“We believe every child deserves to feel valued, supported, and inspired. Our culture of nurture, achievement, and well-being helps children grow into confident, caring learners — ready to make a positive difference in their world. Together we care, learn, and achieve”



“Our school is a safe, secure environment full of exciting learning experiences and opportunities”



**Cippenham**

## **Cavalry**

“Outdoor learning in action at Cavalry. Scarecrows galore in the outdoor area. Making our designs as unique as we are”



## Pinkwell

“Many children had never taken a nature walk, so on the 11th of the 11th at 11 am, we took a whole school remembrance walk led by our school dog, Teddy, to remember, contemplate and be calm”



Pinkwell



Croft

## Croft

“At Croft Academy, children are at the heart of everything we do. We are a welcoming, supportive community where learning is fun, exciting, and full of opportunities to explore and grow. Everyone is valued, achievements are celebrated, and we work together to create a confident, caring environment”

## Chandos

“Even on a celebration day,  
I just want to read”



Chandos



Parkfield

## Parkfield

“By participating in the Open University Reading for Pleasure project, Parkfield is successfully building a community of readers where staff and pupils share a genuine passion for books, fostering a culture that extends well beyond the school gates.”



## Hollywood

“We have successfully delivered an improved writing curriculum inspired by texts which are nurturing authors of the future”

Valley



## Valley

“One of our favourite events is our annual 'Pyjama Tales'... we come back to school in the dark wearing our pyjamas and then enjoy listening to stories with our friends. It is truly wonderful”

## Ramsey Spinning Infants

“Creative exploration in EYFS (Early Years Foundation Stage) sparks curiosity, imagination, and a love of learning”



## Billesley

“Exploring the concept of power in relation to fashion and design, children designed their own school uniforms and presented them on the catwalk”



## Hillingdon

“For our school's 130th birthday, we enjoyed a host of activities which enabled children to learn about Hillingdon through the decades and culminated in a talent show. More recently, we held a special assembly to thank some of our staff members who have worked here for an impressive 25 years”

## Rounds Green

“In November, Jan Bailey and Julie Baker were presented with an award from the Mayor of Sandwell after being announced as regional winners of UNISON's 'Stars in Our School's Award'. They have both dedicated their entire working lives to Rounds Green, joining in 1987 and showing an outstanding contribution to our school”



## Rowley

“We supported our local care home by taking our choir to sing carols and Christmas songs”



## Kings Norton

“We took some of our wonderful school choir to sing at a local care home, our school councillors have been litter picking in the local area, we've shown support for our local library to stay open and we've been busily raising money for Birmingham's Children's Hospital. We want our children to know they can make a real difference in the world”



## Childs Hill

“Childs Hill provides creative and collaborative opportunities for all pupils. One of many recent highlights was a visit to Abbey Road Studios meeting musicians and filmmakers as part of a very special project”

## Shirestone

“We celebrate individuality and promote respect, collaboration, and integrity in all that we do. Through a rich and diverse curriculum, engaging experiences, and strong partnerships with families and the wider community, we strive to prepare our pupils not only for academic success but also to become confident, responsible, and compassionate citizens of the future”





**Nene & Ramnoth** “At Nene & Ramnoth, our children enjoy building their scientific knowledge in a real-life, practical way, through meaningful first-hand experiences.”



## Eyrescroft

“At Eyrescroft Primary School, our children flourish through accessing a range of exciting opportunities, such as being Genome Explorers”



## Peterbrook

“Students enjoyed an Ancient Egyptian workshop with stories about the pyramids and the River Nile”



## Netherbrook

“Through teamwork, Netherbrook have achieved confidence, creativity, resilience, shared success, memorable experiences and pride together”



# Inclusion

## What does inclusion mean to us?

Inclusion means that every child feels they belong. We believe that no matter where a child comes from, what their abilities are, or what their life is like, they deserve to feel safe and important. We treat children as individuals and do our best, within funding constraints, to give them what they need to thrive.

At the Elliot Foundation, "inclusion" is more than just a buzz-word. It is a promise we make to every child. It is at the heart of every lesson, every talk, and every choice we make. We want to share how we are making our schools a place where every child feels at home.

## What does inclusive practice look like?

There is wonderful work happening across the Trust. Below are some highlights:

- **Supporting different ways of thinking:** Several of our schools (Kings Rise, Netherbrook, Peterbrook, and Eyrescroft) are part of a project called PINS. This project brings together doctors, teachers, and parents to help children who think differently (neurodivergence) feel safe and understood.
- **A caring approach for everyone:** At Parkfield, every single staff member is being trained in "therapeutic practice."



# Inclusion

This means staff learn how to communicate kindly and help children stay calm and on task

- **Supporting languages:** Rounds Green School recently led the way in sharing the best ways to support children who speak English as an Additional Language (EAL), making sure every child can communicate and learn.
- **Specialist support:** Hollywood and Billesley Primary Schools run special classes for Birmingham City Council. Experts recently visited and praised these schools for being so thriving.

## What is the government doing?

The Department for Education has just published a white paper, [\*Every Child Achieving and Thriving\*](#), which sets out its ambition to reform school SEND provision (Special Educational Needs and Disabilities). Whilst we broadly welcome its ambition to make the system more inclusive as a whole, we await the release of important details. We suspect that reform may come at the cost of significantly fewer EHCPs (Education, Health and Care Plans) for primary-aged children and potentially even less SEND funding overall for primary schools.



# Our goals

We believe in openness. We share what we are trying to achieve, even when we don't succeed. It makes the successes all the more rewarding. Over the last two years, we have reported on the following four key aims.



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

- Overall attendance to the end of December stands at 94.43%, which is marginally up on the same period last year but still slightly behind the national average (94.56%)



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

- Regrettably, suspensions have climbed to 146 so far this academic year, compared with 184 for the whole of last academic year
- Two thirds of this total comes from four of our schools, with whom we continue to work closely



## Increase the percentage of children attaining age-related expectations at the end of Key Stage 2, without narrowing the curriculum

- In 2025, 63% of our children achieved KS2 targets (up one point on the previous year, and again ahead of the national average)

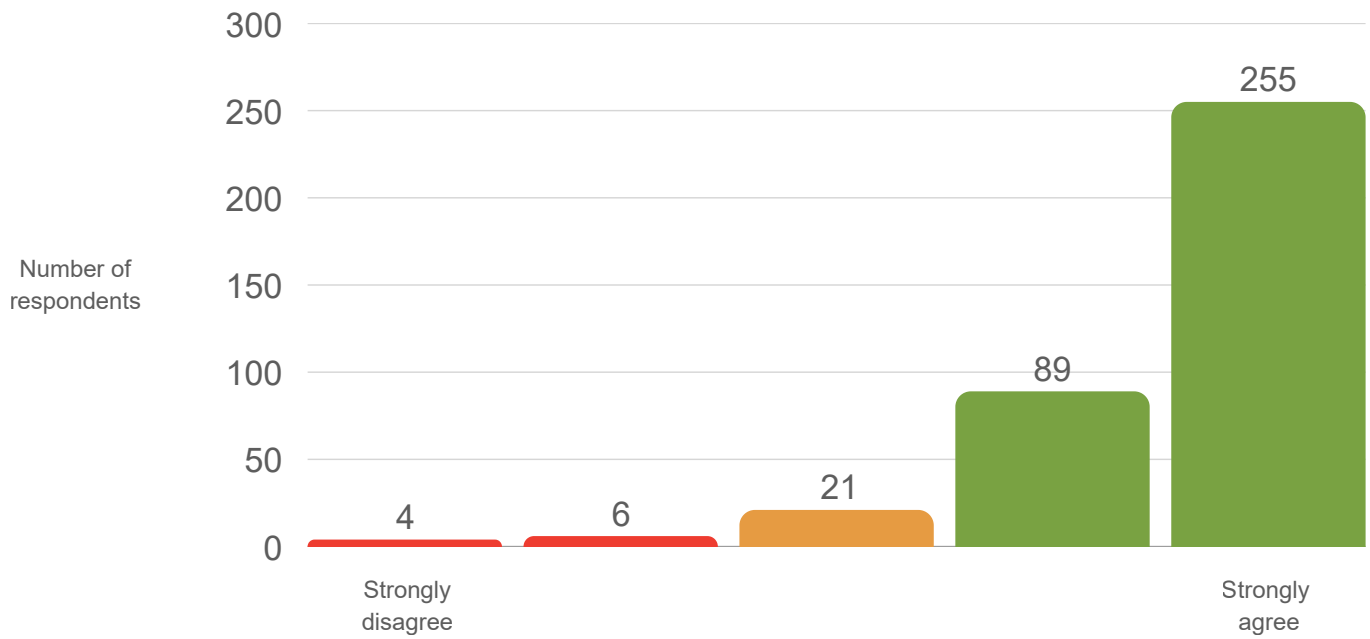


## Improve the percentage of staff who feel valued and supported by becoming more inclusive and improving our development offer

- 77% of our staff would recommend us as an employer to friends and family, up 5 points on last year
- 80% of them feel supported by the people around them to do their job
- 92% of our staff believe that people of all cultures and backgrounds are respected at Elliot Foundation (see chart on next page)

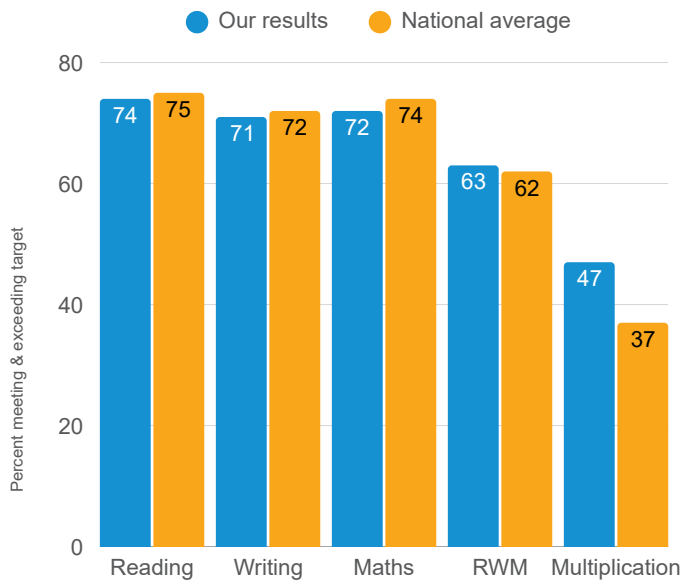
# Our goals

We asked our staff to rate from one to five whether “people of all cultures and backgrounds are respected here”:



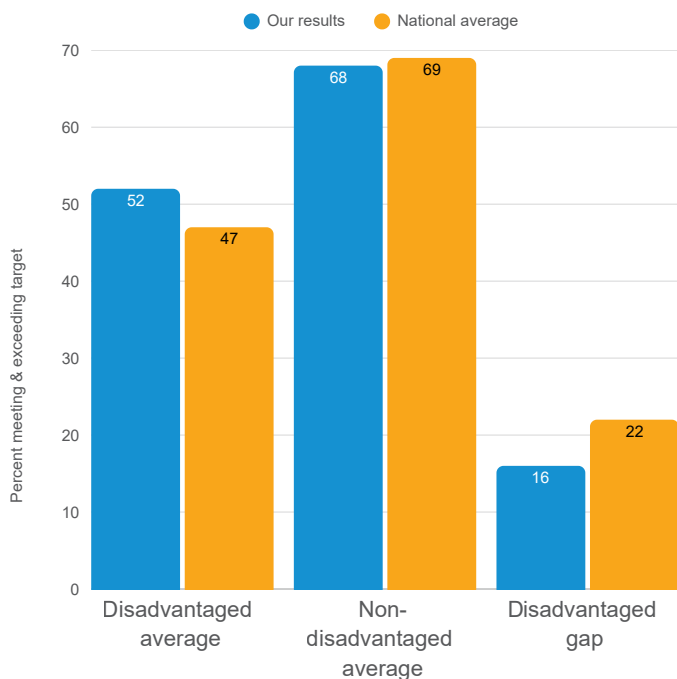
# Attainment

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



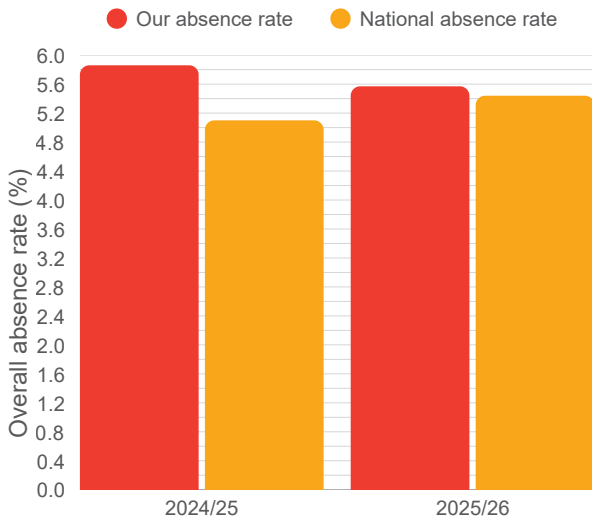
Primary school children are tested in core subjects at the end of their second year and at the end of their final year. These 'SATs' tests, are considered alongside phonics and times tables' tests to infer the quality of teaching in schools.

Last year in our schools, 78% of children passed their phonics screening check in year one, which is a couple of points behind the national average. At the end of year six, 63% achieved the expected standard in Reading, Writing and Mathematics combined, up one point on the prior year and the national average. Moreover, in times tables' tests 47% of our children received full marks, which is up three percentage points on last year.



As many of our schools have a high percentage of children from disadvantaged families, we keep an eye on the gap between their attainment and that of their peers. Nationally, only 47% of children from disadvantaged backgrounds achieve the expected standard at the end of Key Stage 2. In the Elliot Foundation this figure is five points higher at 52% but the gap between this and children from non disadvantaged families is too large (at 16 points) and we are taking steps to reduce it.

# Absence



In order to benefit from an education, children must first be in school.

We believe that it is our responsibility to create school environments that children don't want to miss out on for even one day whilst at the same time making their parents always feel welcome and listened to.

This year, overall attendance (on a like for like basis as three schools have joined the Trust) has risen very slightly from last year (94.43 vs 94.16%) but this remains behind the national primary average of 94.56%.

Persistent absence, which is defined as those children missing 10% or more of their schooling, is up 0.93% pts at 16.28%, although this is still better than the national average of 16.69%.



# Ofsted

Ofsted is an independent government agency responsible for inspecting the quality of education in state funded schools. Schools used to be assessed under a single summary judgement on a four point scale from 'outstanding' to 'inadequate'. In the autumn of 2024 the government removed single word judgements and asked Ofsted to overhaul its inspection framework. Inspections under the new framework began in November 2025, but, by the time of writing, none of our schools had had the Ofsted call.

As the new framework replaces the previous four point scale with a five point scale from 'exceptional' to 'urgent improvement', it is impossible to compare like with like. Our best assessment is that a 'good' judgement on the old framework will fall slightly below an 'expected standard' judgement on the new framework.

As the responsible body for our schools, we take Ofsted reports seriously. But an Ofsted judgement is merely an opinion of a school

on a given day. Inspections of schools as indicators of quality have their strengths and weaknesses and should be considered alongside other indicators and stakeholder feedback. As an employer, we try hard to ensure that our school leaders and staff do not feel an unreasonable burden because of them.

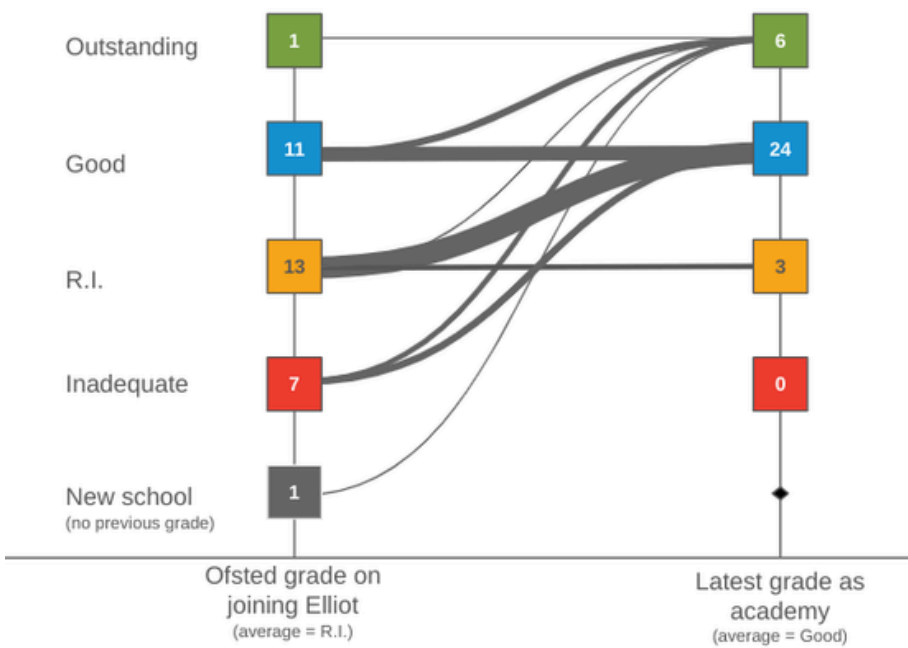
We are, nonetheless, proud of the progress which Ofsted recognised in our schools this year:

- The Hyde was found to remain 'Outstanding' in all categories
- Kings Norton was found to be 'Good with outstanding leadership' having been previously judged to be inadequate prior to joining the Trust
- Ramsey Spinning Infants and Ramsey Junior were judged to remain good
- Rounds Green and Westwood were both considered 'Good' across the board up from 'Requires Improvement' at their preceding inspections



# Ofsted

Overall, 94% of our schools were judged to be ‘Good’ or better at the end of 2025. This contrasts starkly with only 36% of our schools at the point they joined the Elliot Foundation, as shown in the diagram below.



Average improvement for all Elliot Foundation academies since they joined the Trust is 1 Ofsted grade (2.9 → 1.9)

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

- Peterbrook - RI
- Rowley Hall - RI

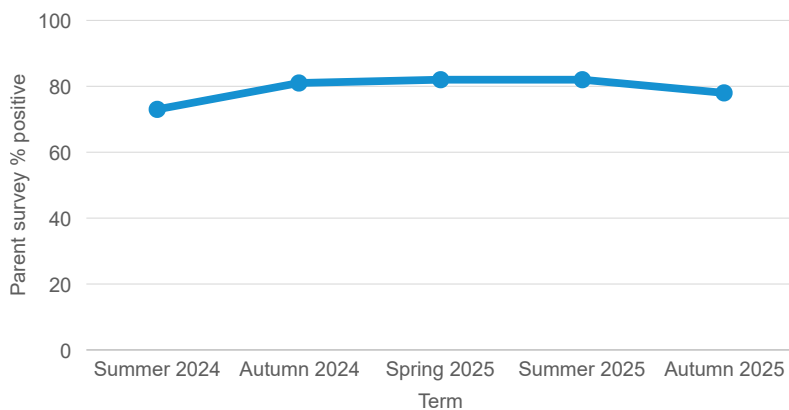


Westwood Primary: “Year 6 children, whilst on a residential trip to North Norfolk, celebrated our Ofsted judgement”

# All voices heard

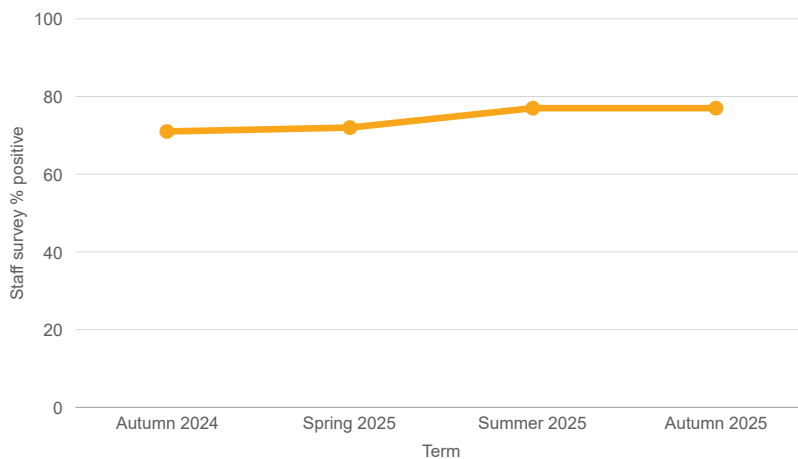
The Elliot Foundation is a charitable trust, which means it has no owners and exists solely to serve its charitable purposes. The volunteer Trustees who oversee the organisation depend upon stakeholder feedback to ensure we are meeting our goals.

## Parent & carer voice



We survey our parents and carers once each term. These surveys used to be sent out every half term but the response rate was starting to drop, so we now send out three surveys a year. The average positive response rate has remained broadly stable over the last few years.

## Staff voice



We also survey all our staff three times a year. We are pleased to note that there has been a gradual improvement in the percentage of positive responses from the low to the high seventies over the last year.

We are also delighted that 92% of our staff believe that we are an inclusive employer.



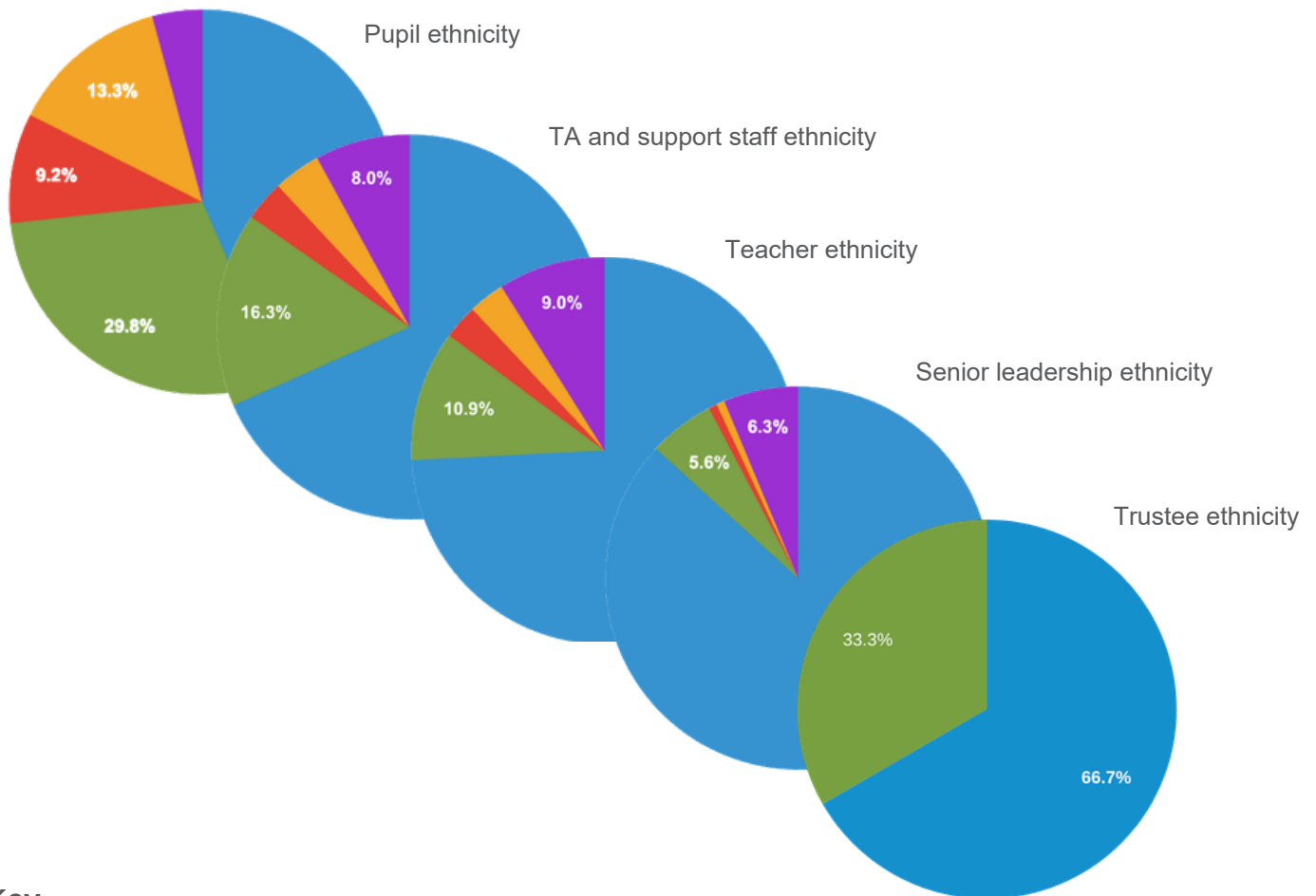
# All voices heard

## Pupil voice

Consistent with previous years, we are proud that 93% of our year six children, whom we survey after their SATs in May, remain positive about their teachers and their schools. This year, we did note an increase in pupil dissatisfaction with the quality of school meal provision and we will be looking into ways to improve the food.

## Inclusivity

As mentioned above it is important to us that our staff and volunteers see us as an inclusive organisation. To that end we have committed to publishing data about the ethnicity of our pupils, staff and leadership.



### Key

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

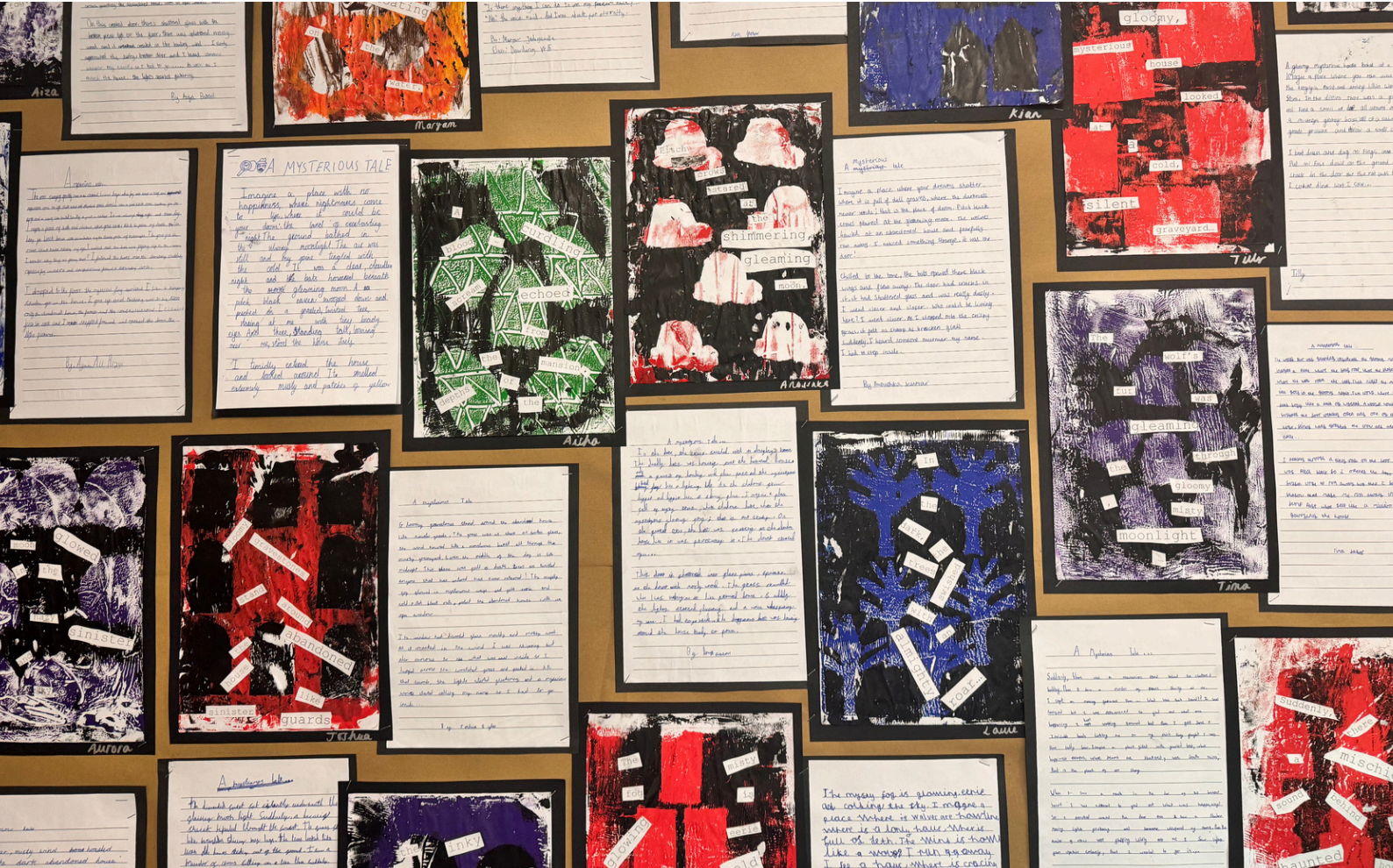
# The arts

We are proud of the arts-rich offer in our schools. It's part of our commitment to a broad curriculum. We encourage our children to thrive through developing confidence, curiosity and joy in their experiences of school. We celebrate our communities and aim to promote a curriculum that reflects the community that the school serves.

This year, we have continued to develop our Creativity Collaborative programme which is one of six collaboratives across England funded by Arts Council England. We are exploring how implementing creative pedagogies across the curriculum promotes children's well-being and

achievement. This includes introducing additional drama, art and self-expression.

At Croft, children across the school have been exploring the use of 'loose parts' and physical resources to promote collaboration and creative problem solving. In Ramsey, teachers have been trialling the use of drama and music to make lessons more interesting and engaging. At Millfield, teachers have been testing different approaches in Year 1 to encourage greater independence and using role play to learn about monarchs. The children made fantastic books to share their learning and to see themselves as authors.



# The arts

We have also been promoting the arts through our regional activities. In London, Cultural Champions worked with the Royal Ballet and Opera in every school through a dance CPD programme. This was then shared at a special celebration event with every school sharing their dances together. In East Anglia, schools worked with New International Theatre learning about the history of the Fens and writing their own stories. Westwood made their

own physical map of the area within the school grounds through which children learned about local geography and history. In the West Midlands, Shirestone worked with a South Asian Arts organisation, SAMPAD, and created a beautiful book. Shireland Hall explored the use of AI as a creative lesson planning tool and Billesley partnered with a local special school to further develop non-verbal communication and role play for children with additional needs.

**Below:** Our London schools came together at the theatre to dance as part of the partnership with Royal Ballet & Opera.



# Sport

Our schools always have sporting achievements to celebrate. Here's but a small selection to give you a flavour of what sport looks like in an Elliot Foundation school.

## Sport at Westwood & Cavalry

On the right, you can see Cavalry and Westwood's athletics team members who jointly won the March and Chatteris Cluster Athletics Tournament in July 2025. As a cluster of March-based schools, they worked together to revive sporting activities for children in their area so that competitive sport is happening in each term, holding tournaments for hockey, football, athletics, swimming & netball. Other localised sporting collaborations have emerged between Elliot schools across the country.



## School Games Award

The School Games Mark is a government-led award scheme that celebrates commitment to competitive school sport. It looks at PE provision in schools and how it promotes active physical activity (60 minutes per day), youth engagement and leadership, equal opportunities regardless of gender, and knowledge of physical health and healthy habits.

We're proud that many of our schools achieved Gold this year, denoting the highest standards. Some of our schools, such as Rounds Green Primary and Billesley Primary School, have a 'Platinum' designation that denotes consistently meeting the Gold standard across many years. Only three Birmingham schools have Platinum designation, with two being from the Elliot Foundation!



# Sport



**Above:** Fun at Childs Hill's sports day



**Above:** Claremont attends Sports Inspired Festival, which aims to boost confidence and connection through sport

## What our schools are proud about:

- **Right (top):** Hillingdon's successful team at the annual Uxbridge District mixed netball rally
- **Right (bottom):** Cippenham School participates in Slough School Sports, a town-wide competition across various sporting disciplines. The picture shows Year 3 & 4 winners who beat eight other schools to win gold
- Nene & Ramnoth receive 1st place in the School Games Panathlon with their KS2 team becoming medallists in the Cambridgeshire County Finals.
- Billesley attended 37 competitions last year, showing their commitment to competitive sport.
- Many schools have successfully increased swimming competence. Rounds Green increased the proportion able to swim 25m from 16% in Y5 to over 50% in Y6.



## Guinness World Record

In May 2022, our West Midlands family of schools met at Edgbaston Cricket Ground and broke the world record for the largest ever cricket lesson. This was surpassed in 2025 by 954 children at Lord's Cricket Ground, but we're pleased this included some of our children from Greenside Primary! Incidentally, it's not the only Guinness World Record our schools helped set last academic year, with several taking part in the world's biggest ever poetry lesson (43,516 pupils officially attended, with over 125,000 thought to have taken part).



# Supporting communities



We deliver 34,000 boxes of essential food, personal hygiene items, and cleaning products to our families most in need every year. This support is worth in excess of £1.2m per annum, and we couldn't do this without the generous support of our partners.



# Supporting communities



**Above:** A Wrap Up London coat delivery at a London school

## Winter coat support

Child poverty in the UK has increased in recent years. Barnardo's believes there could be 300,000 children in the UK facing the coldest months without a winter coat. A YouGov survey of over 1,000 parents found 1 in 6 parents worry that their child's coat or clothing may not keep them warm this winter. For the second year running, we've partnered with charities to provide free coats to those we know are struggling most. Thanks to Wrap Up London and Cosy Coats, we were able to provide 690 coats to our most vulnerable children.



**Above:** New coats at Rowley Hall courtesy of Cosy Coats

# Supporting communities



## Community Hubs

School outcomes are inextricably linked with their communities. Whether it's child hunger affecting attention in class, parental literacy levels affecting the level of home support, or family instability affecting attendance rates, we see how healthy communities are vital for creating the best chances for our children. We believe our schools are in a unique position to help families as our families are likely to spend more time with us than any other institution.

Our schools act as a bridge between our families and wider support services. Building on our Community Box programme, we're now creating community hubs in schools across the country. These are dedicated spaces in our schools that we let for free so that third sector organisations and other agencies can provide services for the local community, whether that's to tackle poverty, health issues, loneliness, or any other social ill.

In 2024, our pilot Community Partnership Hub opened at Highlees Primary School. This academic year, further hubs will open at Croft Academy, Billesley Primary, and Kings Rise Academy.

# Supporting communities

## Watch

Our legal partner, Browne Jacobson, created a video to show how our schools transform communities.

[View here](#)

**#Positive Purpose**

## Highlees Community Partnership Hub: A case study

Highlees Community Partnership Hub has only been open for a little over a year. Despite that, the team at Highlees have developed a comprehensive schedule of events, activities and programmes that includes a weekly baby & toddler group, a swap shop, household budgeting classes, IT literacy support, employment support, language classes, adult cookery classes, health professional visits, material support for struggling families (e.g. coats, shoes, mattresses), coffee mornings, first aid training, and much more.

Like many of our schools, Highlees Primary School is located in one of the top 10% most deprived areas in the UK. Each community has their unique set of strengths and problems. Our community partnership hubs are designed so that while there will be core programmes nationally, each hub will be able to adapt the services on offer to suit their community's needs.

“ The Hub is a warm and welcoming environment... the facilities are exceptional

Sam Green, Community Nursery Nurse

” “ It gives me routine and time to talk and get advice and make friends ”

Hub user

# Sustainability

Sustainability is a Trust-wide priority. We believe in reducing our impact on the environment and educating children so that they can be effective stewards of our planet.

## Green Curriculum

As a Trust, we have developed a Green Curriculum framework that has been implemented across all our schools. This framework is designed to support schools to put sustainability and food at the heart of their curriculum. It supports local environmental leadership while enabling a national Trust-wide impact.

Each of our schools now has a dedicated 'Green leader' who oversees the Green Curriculum in their school, integrating environmental stewardship into the curriculum and beyond. We also have a green working group that coordinates waste reduction and initiatives across the Trust, and school eco-councils, where students lead projects that help the environment.

“ While many schools approach eco initiatives through activities such as litter picks or recycling projects, our Trust has gone far beyond this. We have worked to embed sustainability meaningfully across the curriculum, ensuring it is not a tokenistic add-on, but a core part of our children’s learning. Our aim is for pupils to understand their place in a sustainable world and to recognise that their actions have both positive and negative impacts. ”

Alex Cooper, staff member at Highlees Primary School

## TEFAT in Bloom

TEFAT in Bloom was a Trust-wide project that celebrated our Green Curriculum. From polytunnels and greenhouses to new gardens and wheat fields, from urban forests to community planting days, our students were able to showcase what they achieved and share it with their communities over the festival week.





# Sustainability

## Food education

We equip children with the knowledge and skills to understand how food is produced, as well as developing a love of eating healthy, sustainable food.

Last academic year, six pilot schools grew and harvested wheat on site! Students learned about environmentally-friendly farming practices while using their very own 'field' to conduct science experiments. This wheat was then sent to all our schools to coincide with Science Week. Our Wheat Project was subsequently 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.

This academic year, we're further developing our food education through the Green Curriculum. We will celebrate with a national food festival that will invite families and communities into our schools.

## Food waste

It is only by getting all stakeholders involved that we can effectively tackle challenges such as food waste. We advocate for a whole school approach that includes finance teams, business managers, teachers, senior leadership teams, chefs, and the children. Student voice is not an afterthought. In fact, the project emerged when food and food waste was frequently raised amongst pupil-led eco-councils.

Every single Elliot Foundation school has conducted a food waste initiative in the last year. One example was asking children to put their lunch food waste in food bins assigned to their year group. The year group with the least waste gained a reward and the students were taught how to analyse the data. Through surveying children and staff, we were able to identify different root causes of food waste and begin the conversation with our kitchens about what we can do differently.



# Sustainability

## Local Leadership

Thanks to our culture of celebrating sustainability efforts, our individual schools are now sustainability leaders in their own right.

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. Greenside also featured in Schools to Market, a food education programme that takes children and young people through every step of the food production journey - from farm to store.

Meanwhile, Pinkwell Primary (a declared

'Beacon School' by The Tree Council for their sustainability work) was chosen to host London's Deputy Mayor of Environment and Energy, Mete Coban, and Dr Debbie Weekes-Bernard, the Deputy Mayor for Communities and Social Justice, to witness the long-term tree-planting projects at Pinkwell and celebrate the expansion of the Tree Council's national schools programme. Sixty percent of our schools have now planted trees in their schools over the past three years.

Our staff regularly meet at regional sustainability meetings to share good practice so we can disseminate our findings across the Trust and beyond.



# Sustainability

## Extending impact

Our sustainability work has been shared both domestically and internationally. Upon presenting our Green Curriculum at a round table meeting in the House of Commons, one MP described it as the “gold standard for a sustainable education”. In February 2025, our Green Curriculum work was used to help compile a white paper on food and farming in education, [Growing Knowledge, Nourishing Futures: A White Paper on Food and Farming Education](#). Our work was also featured last year on [BBC Radio 4's Food Programme](#). Our sustainability lead, George Webber, is part of the [Food Education Network](#) and uses evidence from the Trust to advocate for policy change.

After sharing our teaching practice, we have seen our initiatives adopted by other organisations. For example, here's Chefs in School's Rebecca McGawley talking about how our Food Waste Project has inspired other schools:

“ Bishop Gilpin, has recently started gamifying food waste — using giant scales and year-group competitions to encourage pupils to reduce leftovers. It's a really visual, joyful way to get children thinking about sustainability, and it's inspired by ideas you've championed in your webinars and at our school food conference earlier this year. ”



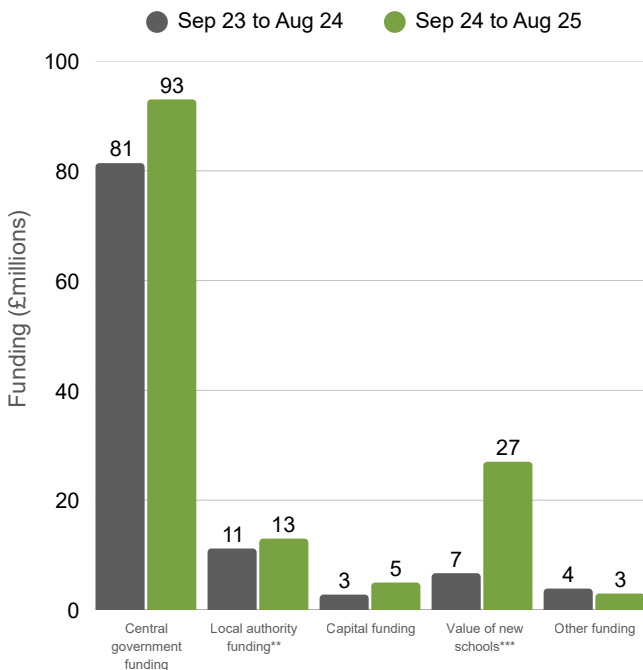
# Our finances

The Elliot Foundation is almost entirely funded from public money.

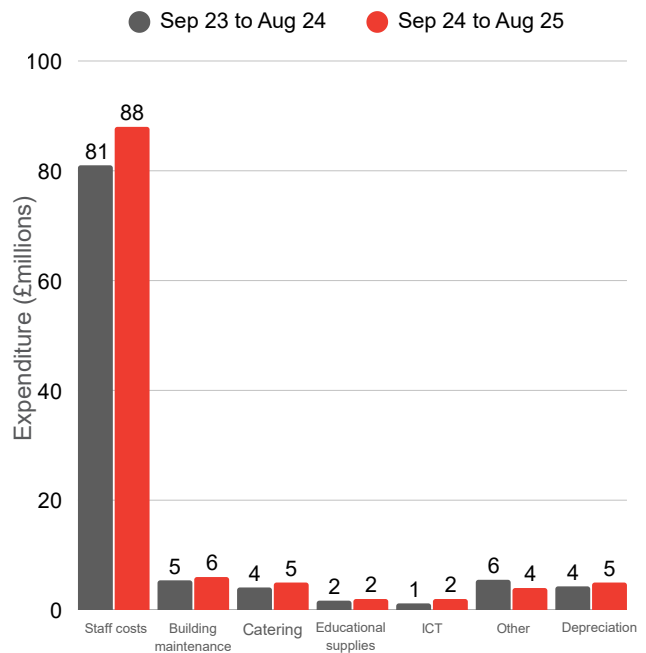
- Last academic year, our total income was £141m, including £27m of assets relating to three additional schools joining the Trust
- 77% of income (before new school asset valuations) was spent on staff costs
- The Trust has £7.6m of free reserves, up from £5.7m the previous year

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 [website](#). You can also find comparative information on the government's [Schools Financial Benchmarking](#) site.

## 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 Valley Primary, who joined in December 2024, Peterbrook Primary School, who joined in January 2025 and Rowley Hall Primary School, who joined in February 2025. There was one 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 three schools 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 £1.9m.

# 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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Where children believe they can,  
because teachers know they can

