

Keystone Academy Trust Annual Report 2024-2025

A multi-academy trust serving both
community and church schools



Stronger Futures for All

'Life in all its fullness' John 10:10

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Chair's Introduction

I am pleased to present the annual report for Keystone Academy Trust and to reflect on a year of meaningful progress, strengthened partnerships, and continued commitment to providing the highest quality education for the communities we serve.

This year marked a significant milestone in the trust's development as we took the important step of becoming a Majority Church Multi-Academy Trust, working in close partnership with the Diocese of Lincoln. This evolution supports our shared vision and opens new opportunities to enrich the educational and spiritual experiences of our pupils and allows the trust to grow to include Church of England schools.

In light of this, we were also delighted to receive approval for Cowbit St Mary's Endowed Church of England Primary School to join the trust. We are extremely pleased to formally welcome the school and supporting its continued growth within our collaborative family of academies.

Our Board of Trustees has been strengthened further with the appointment of two new trustees, Tarina Chow and Sonia Turner-Harris. Both have already made a significant and positive impact on the governance and strategic oversight of the trust, and we are grateful for the expertise and perspective they bring.

We are pleased to have appointed James McCullough as Deputy CEO for four days a week from Easter 2025. James will continue in his role as Executive Head of Boston Tower Road Academy, and we know his leadership, vision, and energy will be invaluable as we continue to grow and develop.

Academic excellence remains at the heart of everything we do, and this year we were extremely proud of the outcomes of three Ofsted inspections. Long Sutton Primary School, Bourne Westfield Primary Academy and Luton St Nicholas Primary School all achieved successful results, reflecting the dedication of staff, the hard work of pupils, and the strong leadership within each school, supported by the trust's Central Team.

Our commitment to improving the learning environment across our schools was further demonstrated through successful CIF bids. These secured the replacement of an ageing mobile classroom at Surfleet Primary School with a high-quality new facility, as well as the installation of new fire doors throughout Bourne Westfield Primary Academy. These improvements represent important steps in ensuring that all pupils learn in safe, modern, and inspiring spaces.

I would like to extend my sincere thanks to our staff, leaders, members, trustees, governors, and partners for their continued dedication and unwavering belief in the power of education to transform lives.

As we look ahead to the coming year, Keystone Academy Trust remains firmly committed to delivering excellence, nurturing ambition, and supporting every child to flourish.

Joe Pignatiello
Chair of Trustees



CEO's Introduction

At Keystone Academy Trust, flourishing is more than an aspiration - it is our promise. As Chief Executive Officer, I am proud to lead a community committed to nurturing potential, celebrating individuality and forging stronger futures. This year marks a significant step towards realising our vision of "Life in all its fullness" for every child.

Our headteachers are the cornerstone of Keystone Academy Trust's success. They lead with vision and integrity, ensuring that each school delivers high-quality teaching and learning while fostering environments where pupils thrive. Beyond managing day-to-day operations, headteachers champion our trust values, drive school improvement and nurture staff development. Their ability to balance strategic priorities with the unique character of each academy ensures individuality is celebrated while maintaining consistency across the trust. Through their leadership, our schools remain vibrant, inclusive communities committed to excellence and opportunity for every child.

The strength of our Central Team has been pivotal in driving the trust forward. Their expertise in finance, HR, estates, governance and school improvement ensures that our academies are supported with robust systems and strategic guidance. This year, the team has demonstrated exceptional resilience and adaptability - delivering operational excellence, securing vital funding and embedding compliance measures that safeguard our pupils and staff. Their collaborative approach enables headteachers to focus on what matters most: teaching and learning, while the Central Team provides the stability and innovation needed for sustainable growth.

Partnerships have been central to our success this year. Keystone Academy Trust has continued to collaborate with a range of external organisations that share our commitment to excellence and inclusion. Our work with the Diocese of Lincoln has strengthened our identity as a Majority Church Multi-Academy Trust, ensuring our vision and values remain at the heart of all we do. Through Lincolnshire ITT, we have supported teacher training and recruitment, hosting trainees and providing high-quality mentoring. Engagement with the L.E.A.D. Teaching School Hub has enabled access to professional development programmes for staff across our academies. In addition, our partnership with Lincolnshire County Council has ensured that Keystone plays a pivotal role in Lincolnshire by leading the moderation contract, guaranteeing consistent standards, robust quality assurance and equitable teacher assessments across schools county-wide. These collaborations reflect our belief that success is achieved through shared expertise and collective ambition.

Our trust priorities remain clear and ambitious. As we look ahead, our focus is to meet national expectations and narrow gaps for the most vulnerable. We will empower Raising Standards Leaders to drive improvements in reading, writing and maths, while prioritising progress for pupils with SEND across key milestones including GLD, phonics and multiplication checks. Strengthening writing outcomes in Year 1 will remain a key priority, preparing pupils for the demands of later stages. These goals reflect our unwavering commitment to excellence and equity, positioning Keystone to deliver outstanding outcomes for all.

Finally, I extend my heartfelt thanks to our dedicated staff, committed leaders and supportive parents, whose partnership and belief in our vision, make it possible for every child to succeed across Keystone Academy Trust.

Helen Wyn Joyce
Chief Executive Officer

Our Vision



Our Mission:

Stronger Futures for All

Our Vision:

A flourishing, open-minded and resilient family of schools, inspired by others to live **life in all its fullness**.

Through our shared vision, valued ...

... children thrive

Academic progress and personal and spiritual development are prioritised through inspirational teaching and access to a sequential, inclusive and ambitious curriculum. As inquisitive, resilient learners, our children are well placed for their next phase of education and prepared to be global citizens and custodians.

... staff appreciate the benefits of and celebrate belonging to the Keystone family

The right for professional career development meets the individual requirements of all staff.
The wellbeing of our staff is paramount.

... leadership is transparent and drives inclusion and equity for all

Championing and challenging in equal measure is valued at all levels, with the belief that all can contribute. Our leaders are stewards, privileged to lead and strengthen opportunities for future generations.

... communities champion and support one another

Our schools are at the heart of their locality, providing an open door for families, community groups and local faith groups. Schools facilitate effective collaboration, developing a strong sense of civic and moral duty within their local communities.

... partnerships develop and strengthen trust

In an ever-changing educational landscape, practice is strengthened for all stakeholders when we work collaboratively with others.

Our Values

We are a family of schools with shared values that guide everything we do. We believe that education is more than just academic success - it is about developing character and building a strong, connected community.

Integrity	Service	Resilience	Compassion
<p><i>...whatever is true, whatever is honourable, what is just, whatever is pure ... think about these things.</i></p> <p>Philippians 4:8</p>	<p><i>... two are better than one... for if they fall, one will pick up the other.</i></p> <p>Ecclesiastes 4:9-10.</p>	<p><i>For God gave us a spirit not of fear but of power and love and self-control.</i></p> <p>2 Timothy 1:7</p>	<p><i>Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you.</i></p> <p>Ephesians 4:32</p>
<p>We distinguish right from wrong, being honest and transparent in our interactions with all.</p>	<p>We make decisions that benefit others, utilising wisdom and openness to reflect on how we can support our school communities to flourish.</p>	<p>We face challenging times together, nurturing positive relationships to achieve the best outcomes for all.</p>	<p>We champion the vulnerable, showing kindness and respect, leading to personal growth for all.</p>



Our Trust Wide Strategies



Provide
Excellence in
Education for All



Ensure Strong
and Effective
Governance and
Leadership



Provide Effective
Pupil, Family and
Community
Support



Provide a Strong
and Sustainable
Infrastructure
and Level of
Service

Strategy 1: Provide Excellence in Education for All

Continue to embed a trust where learning thrives; every pupil and staff member have the support and resources they need to flourish. By working together and embracing innovation, we create a dynamic, inclusive and equitable learning experience for all.

Strategy 2: Ensure Strong and Effective Governance and Leadership

Ethical leadership and governance continue to build trust with stakeholders and enhance the trust's reputation and long-term sustainability, building links with schools, faith communities, the diocese and other multi academy trusts. All who are involved in leadership and governance, at trust and school level, have the responsibility to uphold our vision, ensuring it is reflected in its policies, curriculum and activities.

Strategy 3: Provide Effective Pupil, Family and Community Support

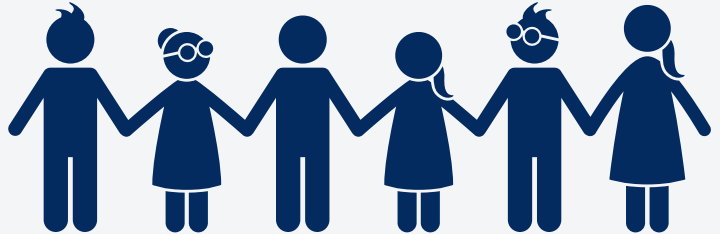
Develop a shared responsibility for our pupils, co-constructed with families and communities. We encourage an understanding of the meaning and significance of faith, promoting values through the experiences we offer to all our pupils.

Strategy 4: Provide a Strong and Sustainable Infrastructure and Level of Service

Creating efficient and sustainable systems which enables the delivery of equitable school experiences across all Keystone Academy Trust schools. Sustainable infrastructures create environmentally friendly and cost-effective educational environments.

Trust Profile

2,082
pupils



332
colleagues



6
Academies



3
Members



8
Trustees

Our Family of Schools



Bourne Westfield Primary Academy

Igniting a Passion for Learning



Long Sutton County Primary School

*Strength, Teamwork, Ambition,
Respect*



Lutton St Nicholas Primary Academy

*Forming Creative, Curious and
Caring Learners*



Surfleet Primary School

Work Hard, Be Kind, Achieve



Thurlby Community Primary Academy

*Every Child Counts, Every Moment
Matters*



Tower Road Academy

Learning for Life

Bourne Westfield Primary Academy

Ofsted May 2025

Westbourne Park
Bourne

www.bournewestfield.lincs.sch.uk

Academy Converter

Headteacher:
Miss Kate Atkinson

GLD

71%



National Average 68.3%

Phonics

78%

National Average 80%

KS2 R/W/M

68%

National Average 62%

Pupils on roll

700

% disadvantaged

15.1%

National Average 24.7%

Attendance

96.5%



National Average 94.8%

Bourne Westfield is a school where ambition and values go hand in hand. Ofsted praised the school in May 2025, noting that *'pupils at Bourne Westfield are expected to achieve highly and they do. They understand the school's 'CORE' values of community, opportunity, respect and excellence.'* Inspectors also highlight that *'provision for pupils' personal development is exemplary.'* This commitment is evident in the school's mentoring project with Bourne Grammar School, where Year 12 students provide weekly support to enhance the communication and mathematical skills of Year 5 pupils. Enriching experiences through the Cultural Promise, including theatre trips and music workshops, ensure every child has opportunities to thrive and broaden their horizons.

Long Sutton County Primary School

Ofsted November 2024

Dick Turpin Way
Long Sutton

www.longsutton.lincs.sch.uk

Academy Converter

Headteacher:
Miss Sarah Gray

GLD

71%



National Average 68.3%

Phonics

79%



National Average 80%

KS2 R/W/M

32%

National Average 62%

Pupils on roll

435

% disadvantaged

29.2%

National Average 24.7%

Attendance

95.4%



National Average 94.8%

'The school is a place of high expectations and strong values. Staff and pupils strive to improve themselves.' This commitment is recognised in the November 2024 Ofsted report, which noted that *'pupils feel safe and enjoy learning in a supportive environment'*. The school's culture fosters resilience, confidence and self-esteem, supported by the myHappymind programme that teaches pupils how to self-regulate — a practice that earned the school its Silver Accreditation meaning that as a school they consider the mental health and wellbeing of our children as one of their key priorities. Enhancements to the learning environment include a redeveloped EYFS outdoor area and a vibrant new library, providing an inspiring space for pupils to nurture a lifelong love of reading.

Lutton St Nicholas Primary Academy

Ofsted January 2025

Marriots Gate
Lutton

www.luttonstnicholasprimary.org

Academy Converter

Headteacher:
Mr Jacob Perrin

GLD

63%

National Average 68.3%



Phonics

100%

National Average 80%



KS2 R/W/M

60%

National Average 62%



Pupils on roll

104

% disadvantaged

28.8%

National Average 24.7%

Attendance

94.5%

National Average 94.8%

Lutton St Nicholas continues to thrive as a school where, as Ofsted noted in January 2025, *'Pupils learn to work and play together well. As a result, this is a safe, welcoming and inclusive school.'* and *'staff have high aspirations for pupils' achievement.'* This ambition is evident in the success of the Year 1 Phonics Check and throughout a year rich in experiences. Pupils enjoy the annual Harvest celebration at St Nicholas Church, a residential trip to Ilam Hall where they explore breath taking scenery and take part in hill walks, and a visit to London to celebrate British culture. These events reflect the school's vision of developing confident, caring learners who embrace challenge and community spirit.

Surfleet Primary School

Ofsted June 2024

Station Road
Surfleet

www.surfleet.lincs.sch.uk

Sponsored Academy

Headteacher:
Mr Rick Chipperfield

GLD

50%

National Average 68.3%

Phonics

83%

National Average 80%



KS2 R/W/M

47%

National Average 62%



Pupils on roll

62

% disadvantaged

35.5%

National Average 24.7%

Attendance

97.2%

National Average 94.8%



Surfleet's motto, *'Work Hard. Be Kind. Achieve'*, continues to shine through as pupils thrive academically and personally. The school remains at the heart of its community, playing a central role in the Harvest Festival, Remembrance Service and Flower Festival. Pupils enjoy enriching experiences, including a whole-school trip to Peterborough to explore cultural and natural landmarks. Passionate about their local environment, the Wildlife Warriors continue to develop the school grounds, promoting sustainability and outdoor learning. To mark the end of their primary journey, Year 6 pupils prepare a sumptuous feast in partnership with Roots to Food, expressing gratitude to parents and staff for their support.

Thurlby Community Primary Academy

Ofsted June 2024

Lawrance Park
Thurlby

www.thurlby.lincs.sch.uk

Sponsored Academy

Headteacher:
Mrs Katherine Finch

GLD

75%

National Average 68.3%



Phonics

84%

National Average 80%

KS2 R/W/M

65%

National Average 62%

Pupils on roll

212

% disadvantaged

25.9%

National Average 24.7%

Attendance

96.4%

National Average 94.8%



'Every Child Counts, Every Moment Matters' is Thurlby's motto, and this remains evident throughout the year. Creativity flourishes during the annual Arts Week, which celebrates the legacy of Charles Worth, the father of haute couture born in Bourne. Pupils take to the stage at the Key Theatre with a modern production of *A Midsummer Night's Dream*. Alongside the arts, Thurlby pupils deepen their love of nature through Forest School and the Wildlife Club, caring for habitats and promoting biodiversity across the school grounds. The importance of protecting the planet is further explored during Eco Day, when every class takes meaningful action to improve the health of our environment.

Tower Road Academy

Ofsted February 2024

Ashlawn Drive
Boston

www.towerroadacademy.co.uk

Academy Converter

Headteacher:
Mrs Sarah Smith

GLD

67%

National Average 68.3%



Phonics

85%

National Average 80%

KS2 R/W/M

62%

National Average 62%

Pupils on roll

569

% disadvantaged

19.7%

National Average 24.7%

Attendance

95.2%

National Average 94.8%

Tower Road continues to thrive, offering rich developmental opportunities for both pupils and staff under the leadership of its new headteacher, Mrs Smith. The school has successfully embedded its vision and values, with children actively involved in a range of community projects. Each week, pupils visit the Boston Market Garden to grow their own vegetables, fruit and flowers, turning their harvest into a mini enterprise by selling produce to staff and families. They also develop their oracy and presentation skills by running Endeavour Radio for an entire week. In addition, Tower Road enjoys an outstanding year of sporting success, winning the Lincolnshire County Cup in Year 5/6 boys' football, Year 5/6 athletics and Year 5 cricket.

Working with Church Schools

Keystone Academy Trust is proud to work in partnership with the Diocese of Lincoln.

Our Articles of Association follow the Church of England model, resulting in our members being appointed with the approval of the Diocese. Additionally, we ensure that the Local Governing Board of each school plays an active role in promoting and evaluating the school's Christian ethos and vision.

The local governor responsible for upholding the distinctive Christian foundation of their school will work collaboratively with a dedicated committee to ensure that appropriate time is dedicated to considering values and their impact on daily life in the educational environment.



We are firmly committed to working in partnership with both Church of England and community schools, believing this collaboration strengthens our trust and enables us to better serve the diverse needs of all our communities.

We work together with the Diocese of Lincoln in a regular and meaningful way to support our schools through:

- Relevant training and collaboration.
- Headteacher leadership support.
- Community engagement.
- Support from an adviser from the Diocese.

Our Stakeholders Say ...

100%

OF PARENTS WITH EYFS
PUPILS WOULD
RECOMMEND THEIR
SCHOOL TO OTHERS

99%

OF STAFF BELIEVE
SAFEGUARDING SYSTEMS KEEP
PUPILS SAFE AND SUPPORT
THOSE FAMILIES IN NEED

WHAT ARE THE STRENGTHS OF YOUR SETTING?

"Children at the heart of everything."

*"Clear values, good relationships with
children and families."*

*"Headteacher holding us together as a
team."*

*"Staff genuinely care about the
children."*

*"High expectations we hold of the
children."*

96%

OF YEAR 6 PUPILS
BELIEVE THEIR SCHOOL
ENCOURAGES THEM TO
HAVE GOOD ATTENDANCE

PUPILS ENJOY MOST ABOUT SCHOOL:

*School visits, their teachers,
representing their school at sporting
events, winning competitions, making
new friends*

Governance



Executive Summary

Throughout the academic year, the Governance Team has continued to strengthen operational processes to ensure statutory compliance and embed best practice across all boards. A key focus has been enhancing support for Local Governing Boards (LGBs), including the provision of standardised agendas, minute templates, and guidance materials to streamline procedures.

The Clerks' Network has been instrumental in fostering collaboration, with LGB clerks meeting termly to share best practice and offer peer support.

Governor training has been delivered consistently by the Central Team throughout the autumn, spring and summer terms. These sessions have supported governors in conducting effective monitoring visits across six core focus areas: Curriculum, Safeguarding, Achievement and Standards, SEND and Pupil Premium, Premises and IT, and Stakeholder Engagement. We have observed a marked improvement in the rigour and quality of challenge provided by local governors during these visits.

Since its implementation in January 2024, the GovernorHub system has become fully embedded across the trust. It has significantly improved access to documentation for both LGBs and the Trust Board. The central resource area now serves as a repository for policies, recruitment and induction materials, training resources, and more. The introduction of GovernorHub Knowledge has further enhanced this offer, providing stakeholders with training, guidance, and role-specific support.

Chairs' Meetings have recommenced and are now held three times annually. These meetings have strengthened communication between the Trust Board and LGBs, offering a valuable forum for updates, discussions and feedback.

Significant progress has been made in compliance, with a comprehensive review of trust policies ensuring alignment with statutory requirements and the availability of all relevant documentation on school websites.

Following our transition to Church MAT status in early 2025, we have worked with the Lincoln Diocese Board of Education to understand the associated expectations and responsibilities. We are now actively working to embed our Majority Church MAT identity across all aspects of governance and operational practice.

Trustee Membership 2024 - 2025

There have been two new trustee appointments in 2024 - 2025. Sonia Turner-Harris joined the board in March 2025 and Tarina Chow joined in May 2025. There have been no trustee resignations in the same period.

Attendance at Trustee Meetings 2024 - 2025

	Board	Remuneration Committee	Finance, Audit and Risk Committee	Standards Committee	Notes
Meetings held	6	1	6	5	
Joe Pignatiello	6/6	1/1	4/6	4/5	
Stewart Dorey	5/6	1/1	6/6	3/5	
Geoff Palmer	5/5	1/1		5/5	
Ian Crowson	3/6		4/6		
Alex Barrett	6/6		6/6		
Elaine Crane	3/6			5/5	
Sonia Turner-Harris	1/1			1/1	Joined Board March 2025
Tarina Chow	1/1		1/1		Joined Board May 2025

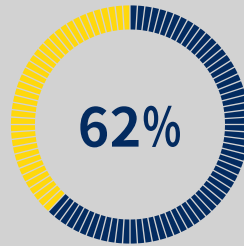
Note. There were 5 Board meetings plus the AGM scheduled in 2024/25.

The attendance of our local governors, is available to download from each academy's website.

Trust Board Profile

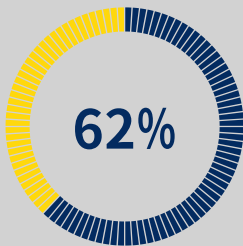


Board Tenure
As at 31.08.25



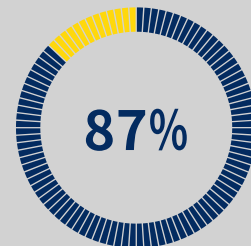
■ 0-3 years ■ 3-6 years

Board Gender Identity
As at 31.08.25



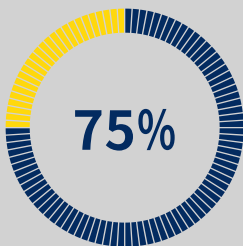
■ Male ■ Female

Board Ethnicity
As at 31.08.25



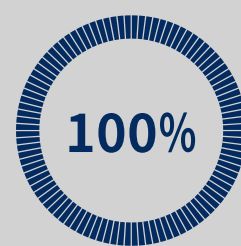
■ White British ■ Black British/Caribbean

SLT Gender Identity
As at 31.08.25



■ Female ■ Male

SLT Ethnicity
As at 31.08.25



■ White British



Estates and Finance

Our Estates Vision is:

"To create a safe, inclusive, efficient and sustainable estate which enables the delivery of equitable school experiences across all Keystone Academy Trust schools."

Bourne Westfield Primary Academy

Fire safety improvements have taken place which include the replacement of external doors and installation of exit ramps to aid access and egress. This was achieved through Capital Improvement Funding of £199,958.96.

Surfleet Primary School

Capital Improvement Funding of £409,110.01 has been secured for the replacement of a derelict temporary classroom with a new modular structure. This is estimated to be completed by May 2026.

2024 - 2025 in numbers

Income

£14.8m

Staffing Costs

£10.9m

Assets

£22.5m

Investment in People

£31k

Capital Grants

£528k

CO₂ Emission Reduction

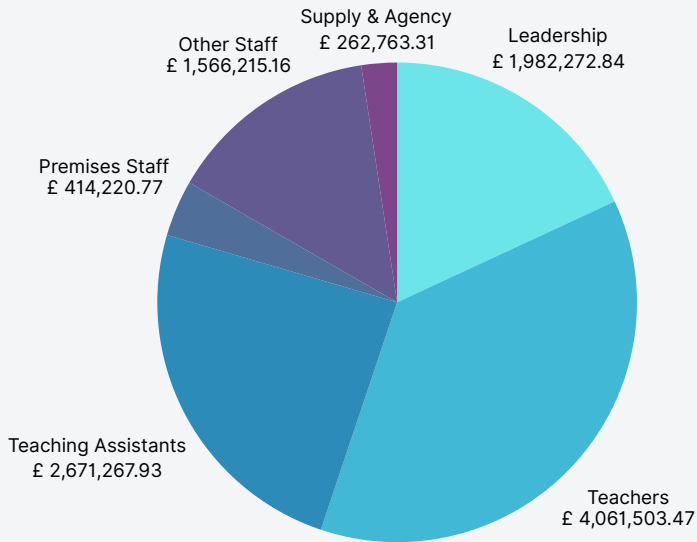
14.9%

School Improvement Income

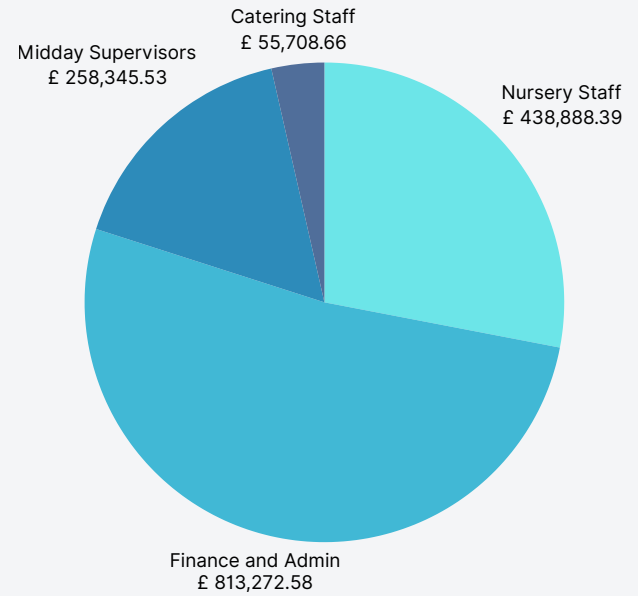
£215k

Finance

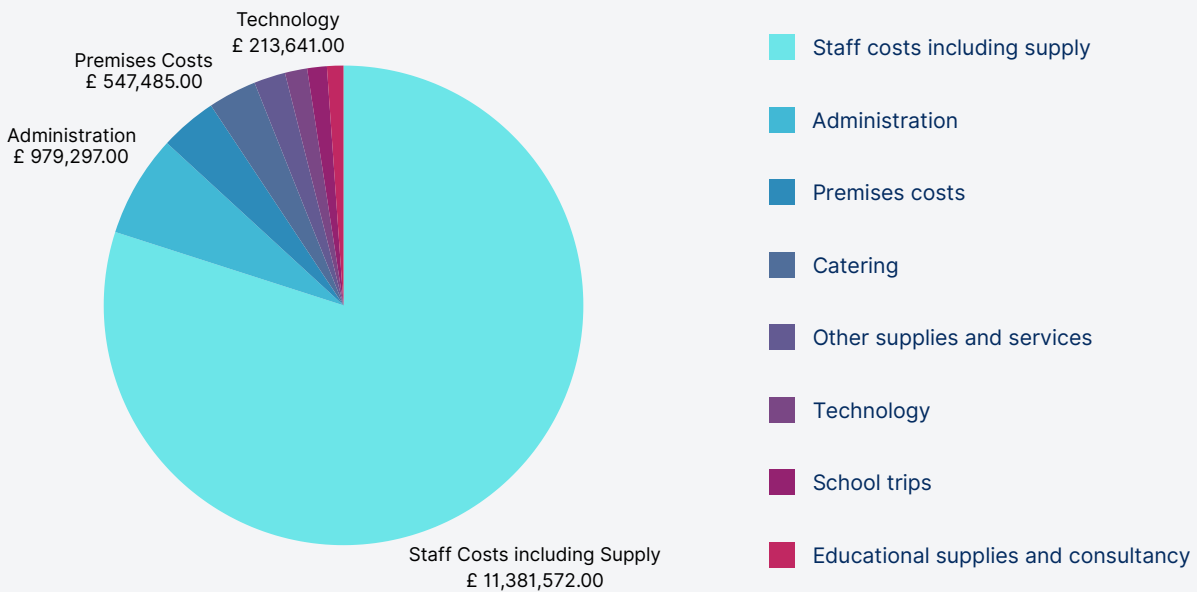
31/08/2025 Staff Costs by Job Category



31/08/2025 Other Staff Breakdown



31/08/2025 Actual Spend by Cost Category



Traded Services



Early Career Teacher Delivery Partner

Keystone Academy Trust was delighted to work as a Local Delivery Partner, with the Appropriate Body for Lincolnshire, L.E.A.D. Teaching School Hub, to support the statutory induction of local Early Career Teachers in 2024-25. Throughout last year, the trust took responsibility for quality assuring the statutory induction and progress of 107 ECTs across the primary and secondary sector of South Lincolnshire. In this role we offered support with registration, provided advice and guidance on induction, and quality assured 10% of schools directly working with us for induction support and monitoring arrangements.



Lincolnshire SCITT Primary Partner

Following the market review of initial teacher training, the Lincolnshire SCITT was accredited as an ITT provider for 2024 onwards. Keystone Academy Trust is a Primary Lead Partner with Lincolnshire ITT, hosting a primary hub in Bourne with the aim to deliver high quality school-based teacher training in our local area. Last year, 10 trainees were assigned to our hub. By working together, we ensure that trainee teachers are well-prepared, confident, and aligned with the values and standards that define our trust. It is a partnership built on shared commitment to high-quality education, professional growth, and the future of teaching.



Statutory Moderation and Monitoring

Keystone Academy Trust are the contracted providers for monitoring and moderation of statutory processes for primary assessment on behalf of Lincolnshire County Council. This year, the team worked hard to ensure schools were well prepared for statutory testing and assessment, as well as having access to training and resources that met the needs of schools to strengthen their practice. This has been achieved through securing strong links with leaders and teachers across the East Midlands, working collaboratively with other partners and maintaining good communication channels with schools. Feedback from our external partners continues to be outstanding.

Traded Services Feedback



“Exceptional team. Very positive, professional conversations around our writing and celebration of children’s work.”
KS2 Writing Moderation Visit

“So engaging, so informative, so clear, so relatable. Thank you! It has been amazing CPD.”

Moderation Training Feedback



“Excellent training! Well-presented and useful links to external resources. Padlet is helpful as ever.”
Moderation Training Feedback





Projects

Implementation of a new Management Information System:

As a trust, we made the strategic decision to transition our MIS system from Integris to Bromcom, ensuring all schools were up and running by the end of March 2025, in line with our contract ending with Integris. This was a significant project, encompassing all schools within the trust, including Cowbit St Mary's CE Primary School in preparation for them joining the trust. The project was heavily supported by our Central Team, who played a crucial role in this transition. The benefits we have already seen are improvement in process times, reduced workload and greater compliance.

The project involved not only training our staff on the new system but also introducing a new online app, My Child at School, which allows parents to access everything they need in one convenient location. This new system has shown positive results, particularly in areas such as attendance. It has made it easier for us to communicate with parents, whether it's to praise those with excellent attendance, book a parent's evening appointment or enrol on a club of their choice.

Collaboration across the schools has helped with sharing best practice and developed stronger links between staff across sites. The Central Team will continue to work with our schools to ensure that we are utilising the system to its full potential and getting value for money from the systems that we have in place.

DfE Priority Literacy Project:

Keystone Academy Trust has continued to undertake assessment and moderation work for the Priority Literacy Project co-ordinated through the Flying High Teaching School Hub and L.E.A.D. Teaching School Hub. This project, funded through the DfE, was a programme of literacy support aimed to improve English results at KS2 across Nottingham and Derby City. Over the last two years, the Lincolnshire Moderation Team has led a series of primary writing moderation events and created assessment resources across different year groups that have been made available for teachers in both of these Local Authorities. This has also included workshops for children working at the Pre-Key Stage Standards. Feedback from those attending the training has been exceptionally positive with 100% of all training events judged to be good or better. Delegate quotes include:

"So engaging, so informative, so clear, so relatable. Thank you! It has been amazing CPD."

"This was the most useful moderation I have been to, with the background info first, then a sample, then chance to chat and look at books."

This year, Paul Singleton (LA Strategic Assessment Lead) was invited to speak alongside Amanda Griffiths (L.E.A.D. Teaching School Hub Director) in the Priority Literacy Podcast Series. Speaking about the moderation of writing, this podcast series was dedicated to capturing key learning, memorable experiences and messages to support schools' literacy provision. The Podcast, dedicated to highlighting the successes of the Priority Literacy initiative, can be viewed, by clicking [here](#).

Targeted Priorities for 2025-26

Our vision is 'Stronger Futures For All', where children flourish and belong. To raise ambition and outcomes for all pupils, the trust will focus on the following areas:



Getting off to a great start - Lead James McCullough

GLD outcomes across the trust are stuck. By re-thinking the way we work, all children will be school ready. Removing barriers and raising the attainment of disadvantaged pupils will be a key focus for early years practitioners, attendance champions and all leaders.



PiXL Refresh - Lead Paul Singleton

Due to the current challenges faced by schools, it is time to relaunch PiXL to provide a fresh approach to improving outcomes. This will be achieved through a tighter focus on DTTR, making better use of PiXL resources and empowering RSLs to raise standards within their schools.



Ambitious outcomes for SEND - Lead Denise Parker

Outcomes for pupils with SEND are below national across the trust. Collaborative monitoring between trust and school leaders will ensure clear accountability and continuous improvement through high quality teaching leading to improved outcomes.



Year 1 Writing Project - Lead Paul Singleton

Our Y1 writing curriculum is too complex. By devising a bespoke curriculum and teaching approach, the needs of early writers transitioning from EYFS into KS1 will be met. There will be a clearer focus on oral composition, sentence construction and early transcription skills.



KEYSTONE

ACADEMY TRUST



📍 Keystone Academy Trust
Westbourne Park
Bourne
PE10 9QS

🌐 www.keystoneacademytrust.org.uk
✉ enquiries@keystonemat.org
✂ @KeystoneMAT
☎ 01778 610324