Ted Wragg TRUST

IMPACT REPORT

2025/26





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Welcome from Chair of Trustees, Andy Mulcock



As Chair of the Ted Wragg Trust, it is my privilege to introduce this year's Impact Report, which showcases what we have achieved together through our shared commitment and dedication.

We are privileged to be able to name our Trust after the great Ted Wragg. Ted passionately believed that education plays a crucial role in social justice and the power of local schools working together to be the very best they can be and our Trust is founded on these beliefs.

I'm so incredibly proud of everything we have achieved together this academic year and deeply grateful to all our incredible staff, our Governors and Trustees. Across every school, we continue to see care, determination and an extraordinary shared commitment to making a difference to the lives of children and young people. Whether teaching in our classrooms, supporting our schools through services such as catering, or providing opportunities beyond the school day, colleagues continue to make a positive and lasting impact in the lives of the wonderful young people we serve.

We're so proud of our staff culture and the investment we have made into staff personal development this year. From hosting our first ever festival of learning to launching our new degree programme and offering new apprenticeship opportunities. I'm delighted colleagues are telling us that this is having a positive impact on their experience, with 80% of our staff recommending our Trust as a great place to work, a 5% increase from last year.

Over the last decade our unrelenting focus on school improvement has been centred on our belief that all children should be able to go to their local school and receive an excellent education. While there is always more work to do, I'm thankful that this year we have continued to see strong academic results with 72% of Year 6 pupils in our primary schools reaching the expected standard in reading, writing, and maths, a huge 13% increase since 2025 and well above national averages. And our phonics results continue to go from strength to strength, performing significantly above the national average with 91% of children reaching the expected standard this year – the highest results on record for our Trust.

This year we also celebrated a strong set of KS4 (GCSE) results, with seven out of ten students across our family of schools achieving a standard pass (grade 4 or above) in both English and Maths, providing a strong foundation as they take their next steps. In line with our commitment to social justice, our schools also saw encouraging improvements for pass rates for our most disadvantaged students.

Across our post-16 provision, we celebrated some standout achievements. We've seen continued improvements at Marine Academy Plymouth Secondary where they've achieved the best results in the sixth form's history this year, with nearly 40% of students achieving A or A* grade. And at Sidmouth College there were some encouraging improvements, with a 9% increase in the proportion of students achieving grades A-C or equivalent* compared with last year.

> A huge thank you to all our incredible staff, Governors, Trustees and volunteers for their dedication, expertise and support. We are deeply grateful for all they do.

Looking ahead, I am confident that we have built strong foundations for the future. With the continued dedication of our staff, the support of our trustees and governors, and the enthusiasm of our students and families, we will build on this year's successes to strengthen communities and transform lives together.

Welcome from CEO, Moira Marder



I am delighted to introduce our Ted Wragg Trust Impact Report for 2025/26. I am incredibly proud of our schools for all their work this year to support children across the South West to live a life full of opportunity.

Our Trust is an ambitious and inclusive family of schools. Our mission is to transform lives and strengthen our communities to make the world a better place.

A charitable organisation, we are a community of 18 schools proud to serve 15,449 students across Exeter, Plymouth, Mid and East Devon. We place children at the heart of all we do and always seek to respond to feedback from our communities to ensure increasingly that our children love coming to school, our staff love coming to work and that our families love our schools, because we know these are important to our students' success.

We know we are stronger together and we're proud that through relentlessly positive collaboration our impact has extended far beyond the school gates. From supporting the auto-enrolment of Free School Meals across Devon; bringing partners together in Exmouth to develop a shared vision for improving opportunities for children, young people and families; and the Burrington Community Hub celebrating its first anniversary, opening a new community café and securing accelerator funding to further support the Honicknowle community.

The education landscape continues to evolve at pace and this year we've seen significant changes to national policy. We're proud to be working closely with our schools to navigate this period thoughtfully and calmly together, always keeping children and families at the heart of all we do.

We also experienced 6 Ofsted Inspections under the new framework during the year, and we're delighted our schools work to strengthen the educational experience of the children we serve has been recognised. In particular, Lipson Co-operative Academy achieved an amazing 'strong' judgement in three areas alongside 'expected' in the remaining four, with inspectors highlighting a welcoming environment where "happiness, warmth and kindness permeate the corridors and classrooms" and noting that pupils are "proud to belong to the 'Lipson Family'.

But we know that Ofsted reports are only one way to measure the strength of our schools and a child's education is about much more than only academic excellence. I continue to be inspired by the many ways our staff go above and beyond to enrich students' learning through opportunities that reach well beyond the classroom, from cultural visits to sporting competitions, author visits and trips to local employers, and the list goes on.

It's encouraging that this is having a positive impact, with our students reporting they are happier than the national average and even more so than last year, with 85% describing themselves as somewhat to very happy.

We are proud of how far we have come over the past year and excited to build on the collective achievements of our schools and services, guided by our values of selflessness, ambition and collaboration. In the year ahead, our focus will be on uniting excellence with inclusion, ensuring we fiercely educate and champion those who need us most. We will re-centre our focus on the children who are most vulnerable, keeping them at the heart of every decision we make, reflecting our determination to ensure that social justice is unapologetically at the core of everything we do.

We'll continue to strengthen our partnerships with families and local communities, while finding new ways to nurture joy, connection and a strong sense of belonging across our schools.

Thank you for being part of the Ted Wragg Trust family and the role you have played in our journey so far.

> "We've continued to make huge progress across our schools, thanks to the collective effort of students, staff, families and our wider communities."

Our Mission and Values

An **ambitious** and **inclusive** Trust of schools **strengthening** our **communities** through **excellent education.**



We put children at the heart of all we do, and live by our values of ambition, selflessness and collaboration.

These underpin our work as we strive to ensure our children love coming to school, our staff love coming to work and that our families love our schools.

Named after the educationalist Ted Wragg, our Trust is grounded in his belief that education is, above all, about people and this principle continues to shape who we are today. Ted passionately believed that education plays a key role in social mobility and the power of local schools working together to be the very best they can be. It is these beliefs, on which we are founded.

We demonstrate our love through our values



How we will succeed



Our Journey

Our journey is one of purposeful growth and collaboration. From our first school in 2013 to a thriving family of 18 schools today, we have continued to build a strong, supportive network focused on improving outcomes and enriching the lives of over 15,000 students.



Our Strategic Approach

At the heart of our strategy is a simple but ambitious guiding goal: children will love coming to school. This sits alongside an equally important commitment that our teams love coming to work and our communities love our schools. We believe love and belonging are not soft outcomes, but the foundations of sustained excellence.

Our Strategic Building Blocks

As a Trust, we have moved through a series of strategic eras, each building on the last to shape the culture, values and ways of working that define us today.

Our journey began with Relentlessly Positive Collaboration, focused on embedding strong networks, sharing best practice and creating ways of working that ensured we were stronger together. The legacy of this work lives on today and remains one of our three strategic anchors.

We then entered the era of Finding our Healthy Balance, clarifying how Trust-wide systems and enablement services support schools while empowering leaders to make decisions for their local communities. Through our Adopt and Adapt approach, we continue to balance consistency with autonomy to achieve the best outcomes for children and young people.

Our third era, Stable Core, Disruptive Edge, was inspired by Alex Hill's Centennials and focused on strengthening the foundations that enable excellence. Through our Building Brilliance and Enabling Brilliance Standards and robust continuous improvement cycles, we created the capacity to embrace innovation and pursue ambitious new ideas.

Most recently, we entered the era of Belonging and Brilliance, recognising that excellence and inclusion go hand in hand. By embracing both, we are creating the conditions for every child, colleague and community to feel valued, connected and supported to thrive, ensuring that high standards and a strong sense of belonging are at the heart of everything we do.



Our Approach

We are an ambitious and inclusive trust of schools. Our mission is to transform lives and strengthen communities to make the world a better place. We are proud to serve communities across Exeter, Plymouth, Mid and East Devon where our schools are based.

We believe in the power of local schools working together to be the best they can be and want everyone to have the opportunity to go to their local school and receive an excellent education.
As a Trust we know that what works for children in a nursery in Plymouth is going to be very different to what works for a sixth former in mid Devon and therefore we strongly believe in supporting our leaders (your headteachers) to lead in their local context – and this is what really enables excellence.

As a collective working with all our Headteachers and Trust Leaders, we have agreed some key principles that underpin everything we do.

Key Concept: Brilliant Leadership

We believe that brilliant leadership:



Fiercely educates | Thrives in a complex system | Is locally enabled

We are stronger together. This is what Ted Wragg believed; that education plays a key role in social mobility and the power of local schools working together to be the very best that they can be. Our collaboration helps to maintain a minimum whilst enabling excellence in all of our communities because it is the people in our communities every day which provide the beating heart. It needs loving leadership – where the love is intrinsically linked to the locality. It comes from, is based in and nourished by being a community and provided by leaders who love their school.

We also believe great leadership is locally enabled. Local leaders, especially the Headteacher, are empowered to lead and supported to make the best decisions for their unique communities. They are supported by our Trust and also passionate Local Governing Boards who support, challenge and champion their schools. Together we find a healthy balance which maintains a minimum whilst enabling excellence.



Our Approach

Key Concept: Fierce Education

Education is our core mission. We believe that great teaching is the most powerful lever we have to improve pupil attainment and to transform lives.

Ted Wragg believed deeply that education is a force for social mobility and that when local schools work in partnership, they can become the very best they can be. Collaboration helps us secure strong foundations but its true power lies in enabling excellence to flourish in every community we serve.

To lead education in the Ted Wragg Trust is to fiercely educate:

- To expect much.
- To remove barriers, not ambition.
- To guard the quality of teaching.
- To champion those who need us most.
- To build cultures where brilliance and belonging coexist.

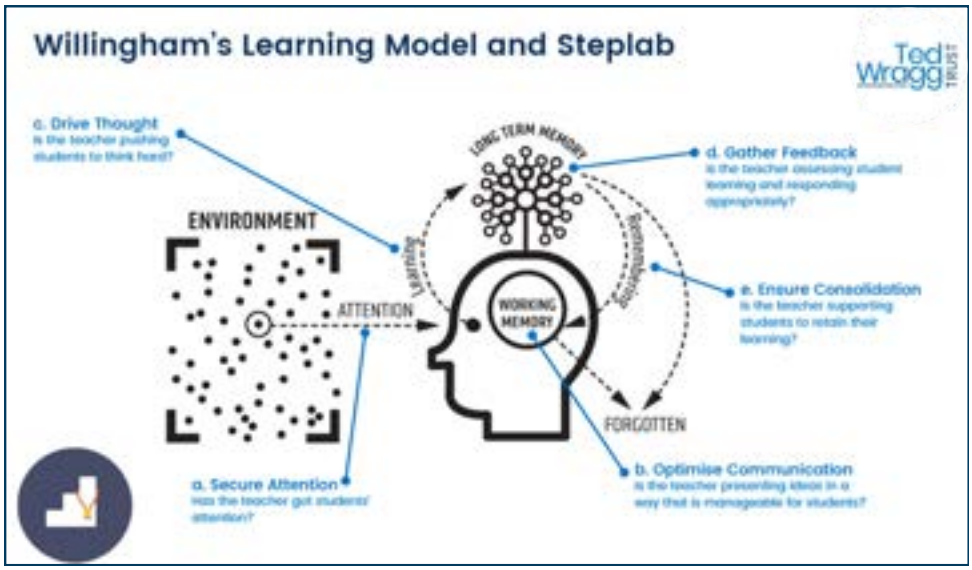
We are ambitious for every child and uncompromising for the most vulnerable.

This means you can expect to see safe and connected children learning successfully in a classroom environment. What does this look like in our schools? It could be calm and predictabel routines on entry and exit, teachers checking and responding to understanding in real time and strong warm relationships.

You might have noticed in your school that your child is able to access free breakfast every day; that your child completed a Language Link screening in Reception or Year 7 to identify any speech and language needs; or that there is a broad and accessible range of educational enrichment activities. Each of these decisions will have been made looking through the lens of safe, connected and successful.

Our key concept for Education is based on Daniel Willingham's learning model which uses the concept of working memory and long-term memory.

This is embedded and understood by all teaching staff across our family of schools – and will be used to underpin approaches to lessons and homework.



Our investment in coaching for all our teachers working with Steplab allows all of our teachers to use deliberate practice to hone their craft – we apply the work of Willingham when setting learning goals through fortnightly responsive coaching so we can continue to improve.

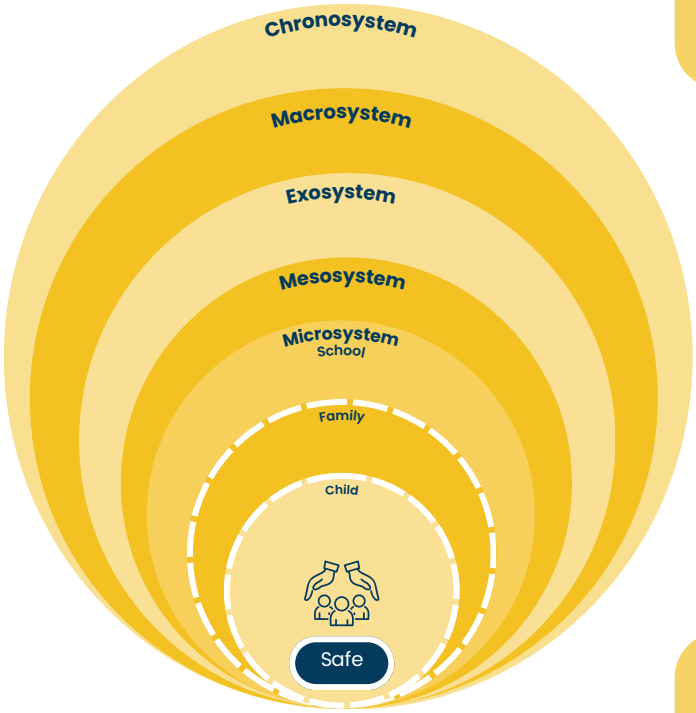
Our Approach

Key Concept: Every Child Succeeds

At the Ted Wragg Trust, we believe inclusion means creating safe, connected classrooms where all students can achieve successfully and flourish. Drawing on Maslow's Hierarchy of Needs, we recognise that students must feel physically safe, emotionally secure and valued before they can fully engage in learning.

Informed by Bronfenbrenner's Ecological Systems Theory, we understand that a child's development is influenced by relationships within school, family, peers and the wider community. By working collaboratively across these systems, we remove barriers to learning, nurture positive relationships and ensure every student feels a sense of belonging and wellbeing.

A student's success is shaped by the dynamic interaction between their family, relationships and environment. Bronfenbrenner's Bioecological Model helps us understand this complexity: students are influenced not only by what happens in the classroom but by their families, communities and the wider systems that surround them.



Chronosystem (Changes Over Time)

This involves life transitions and historical events (e.g., moving school, pandemics).

- Support all transition points
- Provide extra support during major life events
- Adapt to societal changes
- Prepare children for a successful transition to work and adult life

Macrosystem (Wider Cultural and Societal Values)

This includes laws, cultural norms, economic systems and societal attitudes.

- Promote equality, diversity and inclusion in curriculum and policy
- Challenge discrimination and bias
- Influence national education policies
- Reflect cultural diversity in teaching materials

Exosystem (Indirect Influence)

These are systems the child doesn't directly participate in but that still affect them like employment status and local services.

- Provide support for children and families affected by external stress
- Offer wrap around care and extra-curricular activities
- Collaborate with community organisations and local authorities
- Engage fully with sector wide networks and national best practice

Mesosystem (Connections Between Microsystems)

This is how different parts of a child's life connect like home and school.

- Maintain regular positive communication with parents/carers
- Connect families with learning
- Work in partnership with external services
- Align expectations between school and home where possible

Microsystem (Immediate Environment)

This is the child's direct daily experience.

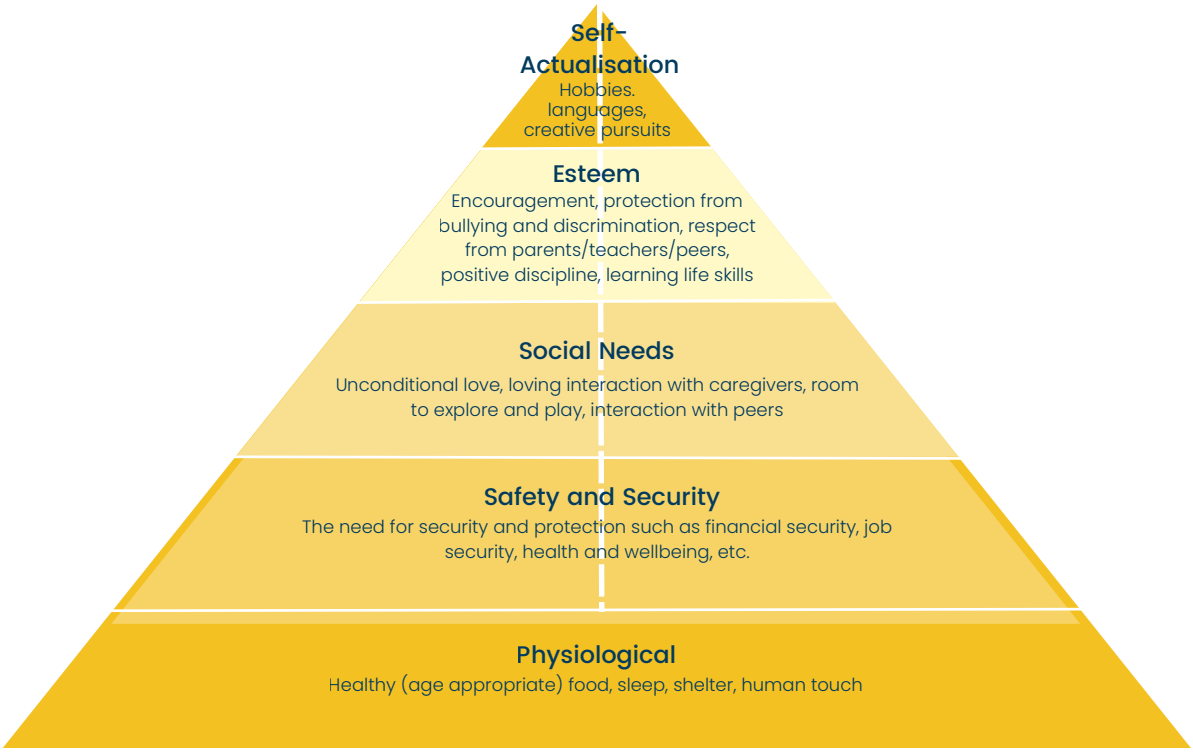
- Build positive, respectful teacher and student relationships
- Create safe, inclusive classrooms and schools
- Use engaging, adaptive teaching to meet diverse needs
- Encourage positive peer interaction

These systems interact to shape each student's experience, opportunity and sense of self. We build strong relationships. We create communication-rich classrooms. We work in partnership with families and communities. Because belonging and connection are not additional, they are foundational.

Our Approach

We also recognise that a student's ability to learn is influenced by whether their needs are met. Drawing on Maslow's work, we understand that students must feel:

- Safe — physically and emotionally
- Connected — to people, place and purpose
- Successful — thriving, achieving and mattering



These needs are not hierarchical checklists but interacting conditions that enable learning to happen. When children feel safe, connected and successful, they are able to attend, think and learn.



"Great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."

Education Endownment Foundation

Our Governance

A clear governance structure supports our success, built on shared purpose and accountability. Trustees set direction, oversee performance and ensure financial integrity, while Members ensure our Trust remains true to its vision and purpose. Delegated authority enables Local Governing Boards to support and challenge school leaders and drive improvement within their communities.

Together, this approach supports high standards and enables our Trust to grow with confidence, maintaining a clear focus on quality and outcomes.

Our Trustees



Andy Mulcock

Chair of the Trust

Andy is a self-employed consultant leader, supporting a network of linked churches across Devon and Somerset. He is also a director of South West Youth Ministries. Andy has been a school Governor for over 23 years in both primary and secondary education. He was also a secondary school teacher for eight years.



Philip Bostock

Vice Chair of the Trust

Philip was Chief Executive of Exeter City Council for 16 years until 2013. He is a Deputy Lieutenant of Devon and an Honorary Freeman of the City of Exeter. Philip has previously served as Chair of the Exeter College Board of Governors.



Moira Marder

Chief Executive Officer

Moira has worked in South West education since 2007, first as Deputy, then as Headteacher of St James School, before becoming the CEO of the Ted Wragg Trust. She is a member of the Devon Association of Secondary Heads and is a National Leader of Education.



Shraddha Chaudhary

Shraddha leads the University of Exeter's activity across Equality, Diversity & Inclusion (EDI) and Culture Change, supporting the delivery of the University's People Strategy. Shraddha works with the University's Executive Board to ensure that diversity, differential experiences and emerging EDI issues are considered in decision-making at the highest levels.



Lee Elliot-Major

Lee was Britain's first Professor of Social Mobility and is a global leader in the field. Lee is a former Chief Executive of the Sutton Trust, an education journalist and government advisor on social mobility. Lee's work is dedicated to improving the lives of children and young people from under resourced or poorer backgrounds.



James Frampton

James is a partner in the Private Wealth team at Michelmores LLP. James has wide experience of being a Trustee for several trusts and was previously been Chair of the Local Governing Board at St James School. James Chairs the Trust's Audit & Risk Committee.



Teresa Gardner

Teresa is a Master of Education (Leadership), she gained extensive senior management experience as a Director of Faculty in a large Further Education College. Teresa is a firm believer in social justice and lifelong education & learning.



Richard Jacobs

Richard is a founding Trustee. He is an Exeter businessman, was a Magistrate for 23 years and Chairman of the Youth Panel for nine. He was founder Chairman of the Marsh Barton Forum and the Exeter Business Forum and is a member of the Exmouth Regeneration Board.



Sarah O'Meara

Sarah is a primary school teacher. She was born in Exeter and educated in schools that are now part of the Ted Wragg Trust. Sarah believes strongly in optimising the educational experience of all young people.



Lisa Smith

Lisa has worked in the Further Education sector for over 20 years. She has a Master's degree in music and a Level 5 professional management qualification. She currently works on the Executive Leadership Team at Exeter & North Devon Colleges Group where she has responsibility for a number of faculties and the provision for SEND learners. Lisa has prior experience working as Director for a multi-academy trust and is also a current Ofsted Inspector. She works hard to champion Inclusion for any students who face barriers to learning.



Alex Walmsley

Alex is a chartered accountant and is an experienced non-executive director and business advisor. Alex represents academies as Vice-Chair at Devon Education Forum and sits on Devon Schools Finance Group. He is a member of the Exeter Diocesan Board of Education Committee and its Schools Organisation and Governance Group. Alex is also Chair of First Federation Trust.

Our Members

Our members ensure that our Trust remains true to its vision, values and charitable purpose. Members provide strategic oversight and hold our Trust Board to account for its performance and impact. Their focus is on safeguarding the long-term success and integrity of the organisation. Members are part of the wider TWT 'family' and play an important role in shaping our Trust's future direction.

Exeter College

Represented by John Laramy CBE, Principal and Chief Executive.

University of Exeter

Represented by Mike Shore-Nye, Senior Vice President, Registrar and Secretary.

Diocese of Exeter

Represented by Jonathan Greener, Dean of Exeter Cathedral.

Chair & Vice Chair of the Trust

Andy Mulcock and Philip Bostock

Local Governing Bodies

Local Governing Boards (LGBs) are at the heart of the Ted Wragg Trust's governance structure. Bringing together members of the local community, elected parent governors and staff governors, they ensure a broad range of perspectives help shape and support each school.

They contextualise our Trust's vision and values for their own school and community, while maintaining a strong focus on school improvement through both support and challenge of school leaders. LGBs monitor the experience, wellbeing and safety of pupils, staff and the environment in which they work.
As part of the wider Ted Wragg Trust family, they also contribute to the overall direction and success of our Trust.



Our Enablement Service

The backbone of our Trust is our Enablement Service, colleagues dedicated to supporting our family of schools to transform the lives of the children across Devon.

Our Enablement Service teams provide professional support across both business and education services, enabling headteachers and school leaders to focus on providing the highest standards of education while nurturing a warm, happy and successful school community.



Service Spotlight: Speech and Language Team

Our dedicated Speech and Language Team plays a vital role in supporting pupils across our Trust, helping children and young people develop the communication skills they need to thrive.

During 2025/26, the team completed 4,641 speech and language screenings across Reception and Year 7 cohorts, enabling early identification of pupils who would benefit from additional support. Through 295 weekly intervention groups, targeted support programmes and individual speech therapy, 789 pupils received specialist support tailored to their needs.

> *The Trust has transformed how my child communicates and engages with learning.*
> ~ Parent

The impact of this work continues to be significant. In secondary schools, 99% of pupils completing intervention either achieved their targets or demonstrated measurable improvement, while in primary schools more than 96% of pupils made measurable progress or successfully gained their targeted skill.

Alongside direct work with pupils, the team delivered training and practical support to staff, helping to create communication-friendly classrooms and strengthen inclusive practice across our schools. Their expertise is also supporting wider place-based initiatives beyond our Trust, helping schools across the region develop effective speech, language and communication provision.

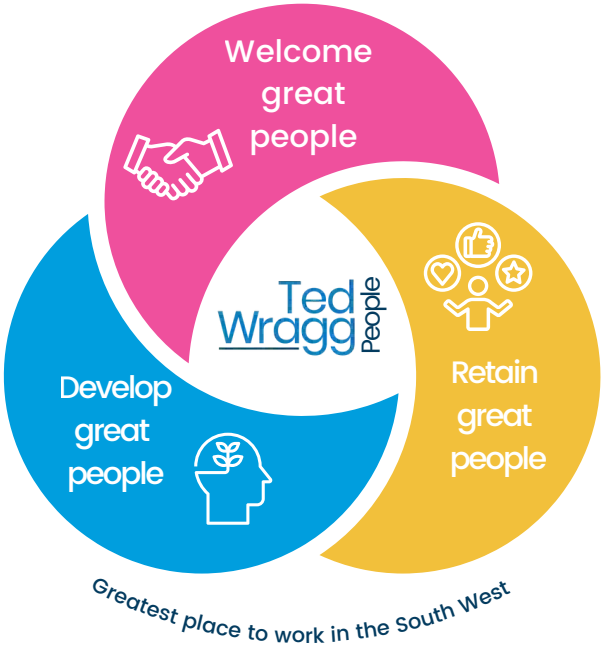
4,641
Pupils screened

789
Students received tailored support

99%
Secondary pupils made measurable progress

96%
Primary pupils made measurable progress

Growing Great People



Our aim is to be the greatest place to work in the South West.

We want to make sure our teams love coming to work, enjoy high quality development and have an opportunity every day to inspire their students and each other. We know having a happy workforce is key to building a happy school and ensuring ultimately that our students love coming to school every day too.

To achieve this, we are working hard to ensure that we are welcoming, retaining and developing great people.

Our Trust is dedicated to fostering an environment where employees can reach their full potential, with dignity, respect, and equal opportunities for all. We value the unique contributions of each individual, recognising that diversity strengthens our community and makes our Trust a positive place to work and grow. We are committed to excellent employment practices that attract and retain talent from a variety of backgrounds and communities.

Over the year we introduced new policies to support colleagues at all stages of life as we work towards becoming a life-friendly trust, hosted our first festival of learning, launched a new degree programme with the Centre for Children's Workforce and so much more!

The Ted Wragg Institute

This year we have continued to develop our CPD offer through the Ted Wragg Institute, bringing together our offer for all colleagues, from engaging professional development networks, to our leadership masterclasses and development cohorts like our future Headteachers programme. We formally launched our offer in September 2024 and our new learning management system, TedLearn, is now making it easier than ever to learn and track progress.

Alex Druce

Senior Assistant Headteacher, Marine Academy Primary



"The opportunities I've been given through the Trust have had a profound impact on my development as a leader. From visiting innovative schools in New York and learning from high-performing schools across the country through SW100, to leading professional development through tEdFest and the Institute focusing on adaptive teaching principles and developing an inclusive curriculum, each experience has strengthened my practice and broadened my perspective.

"Being Trust Curriculum Lead has enabled me to help shape our curriculum offer while supporting schools to meet the needs of their communities, and the Steplab CCL programme has further developed my understanding of instructional coaching. I'm incredibly grateful for the investment in my growth and the opportunity to contribute to the development of colleagues and young people across our Trust."

Vicki Cross

Learning Support Assistant, West Exe School



"I joined the Trust in 2018, beginning my journey at Exwick Heights School before moving to West Exe School. I feel immensely proud to be part of our Trust, supporting our communities and families and helping students to achieve their potential.

"More recently, I started a Specialist Level 5 Teaching Assistant Apprenticeship designed specifically for colleagues working with SEND and delivered by the Trust in partnership with Exeter College. It's fantastic that we receive so much support to grow and develop and I'm excited by this opportunity to deepen my knowledge and understanding of how to support learners effectively, building on my existing skills and enabling me to make an even greater difference to the lives of the students I work with. What's so fantastic is through the course I can collaborate with colleagues from across our family of schools, explore best practice, and bring that learning back to benefit the students and staff in my own setting."

Our Annual Staff Survey Shows:

Each year we undertake a nationally benchmarked survey of our staff to understand what's working well and what we could do even better. This year a fantastic 89% of colleagues took part in our Staff Survey, well above the national average of 65%.

9 in 10 of our team say they feel respected by their colleagues.

85% 85% of staff feel positive about the support received from colleagues and team belonging - 10% above national average.

10% above national

Our teaching teams are significantly above benchmark in their responses to questions around time spent on marking and assessment and lesson preparation.

80% 80% of staff would recommend our Trust as a great place to work, a 5% increase from April 2025 and significantly above national benchmarks.

+5%

Staff told us:

"This is the most welcoming and supportive environment I have ever worked in."

""I have so far loved every minute of working in my school."

#tEdFest

This year we launched tEdFest, our new annual festival of professional learning, bringing colleagues together from across our family of schools for a day of collaboration, development and inspiration.

Colleagues from across our Trust came together to take part in a diverse programme of keynote sessions, workshops and practitioner-led learning. From classroom practice and leadership development to inclusion, wellbeing and operational excellence, tEdFest offers something for every role and stage of career.

Highlights:

1,300+

members of staff attended

5,000+

hours of CPD delivered

6,000

courses and workshops attended

The impact of tEdFest continues long after the festival itself.

Staff feedback shows a significant increase in colleagues reporting that professional development opportunities meet their needs, while satisfaction with career progression opportunities continues to rise across our Trust.

Our commitment to staff development was also recognised nationally when the Ted Wragg Trust was shortlisted for the Staff Development Award (for trusts with 13+ schools) at the 2026 MAT Excellence Awards.

At the heart of tEdFest is a belief that great schools are built by great people. Through the Ted Wragg Institute, we are committed to providing meaningful professional development opportunities that enable colleagues to grow, flourish and achieve their ambitions. By investing in our people and creating opportunities to learn from one another, tEdFest helps strengthen our collective expertise and ensure every child receives the very best educational experience.







Watch our tEdFest highlights below:







FESTIVAL OF LEARNING

#tEdFest









Teacher Training Partnership

The Ted Wragg Teacher Training Partnership sits within a Trust whose core beliefs include the need to Grow Great People, Have the Highest Standards and Engage in Relentlessly Positive Collaboration to get the best for young people in our schools. Our School Centred Initial Teacher Training Partnership brings together a group of Trusts and an Alliance across the country that share common values.

We work together to ensure our trainees experience consistent, equitable training delivery in these diverse settings, focused on our common values of building resilient professionals who will be ready to join our school communities to make the world a better place.

Ted Wragg Teacher Training Partnership

Our Partners

Brigshaw Learning Partnership

Exeter Consortium Primary ITT

Reach Teacher Training

South West Teacher Training (SWTT)

Ted Wragg Teacher Training Partnership (TWTTP) is the accredited provider, working in partnership with highly regarded regional training organisations. All trainees follow the TWTTP curriculum, assessment framework and quality assurance processes. TWTTP is Ofsted's accredited provider for all partner hubs.

Why Train With Us?



Scott Simpson-Horne
Headteacher, All Saints Academy



"SWTT applicants are consistently some of the strongest candidates we see across all subjects: their subject knowledge, characters and competency are a credit to the training provider. They are changing the lives of some of the most disadvantaged students in the South West."

Our Impact in 2025/26:

117
trainee teachers supported

22
trainees secured employment within our Trust

100%
successful PGCE onboarding

Trainees Supported Through our Partner Hubs

46
ECSA trainees

43
SWTT trainees

16
Reach trainees

12
Brigshaw trainees

Building the Workforce of Tomorrow

The Ted Wragg Teacher Training Partnership is helping to address one of the sector's greatest challenges: attracting and developing outstanding teachers. This year, 117 trainee teachers were supported across our partnership, benefiting from high-quality, school-led training and the expertise of experienced colleagues across our network.

Working collaboratively with Brigshaw Learning Partnership, Exeter Consortium, Reach Schools and South West Teacher Training enables us to broaden opportunities for aspiring teachers while maintaining consistently high standards of training and support. The partnership not only prepares trainees for successful careers in education but also contributes directly to workforce sustainability, with 22 trainees securing employment within Ted Wragg Trust schools this year alone.



Working with our Communities

At the heart of our Trust is a commitment to working in partnership with our children, families, colleagues and wider communities. Each year we gather feedback through our nationally benchmarked parent, student and staff surveys, ensuring that every voice is heard; helping us to understand what we do well and where we can continue to improve.

These findings play an important role in in shaping our priorities, celebrate what is working well and identifying where we can improve. Following each survey, Headteachers work alongside their Director of Education and the Chair of their Local Governing Board to review the findings and develop targeted action plans. As a Trust, our Executive Team analyse themes across all schools to identify opportunities for wider improvement and shared learning. This approach has led to a number of Trust-wide developments, including our strengthening communities work, which was introduced directly in response to feedback from our families.

As part of this year's Trust impact report, we're excited to share the results, which highlight our collective achievements and guide our ongoing efforts to enhance the learning environment and experience for all within our community. Some of our results are not where we would want them to be, but we are working hard to make improvements based on your feedback. Together, we continue to build vibrant and inclusive school environments where all our children can thrive.

Parent Survey Highlights 2025-26

8/10 8 in 10 of parents say their child is happy at school, with particularly strong results at Lipson Academy, Marine Academy Primary, Exwick Heights and Whipton Barton Federation.

More than two-thirds of parents said the transition process helped their child feel confident about starting a new school or phase.

7 in 10 parents would recommend their child's school, maintaining last years strong result.

89% of parents are positive about their child being able to take part in clubs and activities at their school. **89%**

+2% Across our trust their was an increase in the satisfaction with school communication, up 2% compared to last year.

Parent Voice

My daughter has blossomed in confidence and self belief, and her teachers are brilliant and very supportive.
~ Parent Survey 2026

I like the approach that they put the children first. Their wellbeing is always considered and they are not just a number.
~ Parent Survey 2026

Student Survey Highlights 2025-26

It was wonderful that more students than ever - 11,677 - shared their thoughts.

Our students are happier than the national average and even more so than last year, with 85% describing themselves as somewhat to very happy.

90% 90% of children in our primary schools would recommend their school to another pupil.

Based on survey data, 3 of our schools scored in the top 10 in the country for listening and acting on pupil feedback.

Students told us:

"We get lots of support from the teachers and there is someone to talk to if we need it."

"It is very inclusive. We celebrate everyone and make sure everyone feels welcome."

"You have lots of opportunities to take part in things such as trips and clubs after school."

Areas for Development

- It is encouraging that parent satisfaction with communication has improved. We will continue to build on this progress by making communication clearer, more consistent and more responsive, ensuring families feel informed, listened to and actively involved in their child's education.
- We will continue to build on the work to strengthen sense of belonging for our children to ensure our children love coming to school. There's lots of great practice in our primaries and secondaries to learn from.
- We recognise we need to do more to explain to our families the role of our Trust and the support our Trust provides to our schools.

Spotlight: Place-based Work

Working with a Place-Based approach in Plymouth



At the Ted Wragg Trust, we believe the best solutions are often found when people who know a place well come together and work on the things that matter most to local children and families. Our place-based approach starts with listening, taking time to understand a community and bringing together schools, local authorities, community organisations and other partners so they can look at the bigger picture and decide what they can do better together.

In Plymouth this has grown into a citywide approach focused on identifying vulnerability earlier and strengthening attendance, inclusion and achievement. At its heart is a simple ambition: Plymouth leaders working together, to tackle Plymouth challenges, to improve the lives of Plymouth children.

We are part of a team of over 50 representatives focused on six connected priorities looking at: identifying vulnerability earlier; strengthening belonging; improving transition; creating communication friendly environments; expanding alternative support; and reducing the impact of vaping.

Delivering better outcomes for students across the city

During the 2025-26 year we saw green shoots of the work that has already taken place across the city, including a reduction in suspensions, improved attendance and transition from primary to secondary. Alongside this, student achievement has continued to improve, opening doors to exciting new opportunities.

> What makes this work special is the collective commitment across Plymouth. More than 50 leaders from schools, the local authority and partner organisations have come together around a shared ambition to improve the lives of Plymouth children. We are beginning to understand vulnerability earlier, work across traditional boundaries and respond collectively to the challenges children face. There is still much more to do, but we are building an approach where Plymouth leaders solve Plymouth challenges together
>
> ~ Rob Williams, Director of Education

This year we also helped to:

- Secure over £5 million in funding for 28 schools to establish their own internal Alternative Provision to support pupils at high-risk.
- Introduce a new belonging Framework and secure The Engagement Platform (TEP) for all 106 schools in Plymouth. This will be provided free of charge, thanks to the funding secured and will enable schools to track and measure engagement and belonging of all pupils and staff.
- Design and roll out training and resources around vaping.



We are now using what we have learned from Plymouth to help shape place-based work in Exmouth and in other parts of the country. The priorities will be different in every place, but the idea is simple: local leaders working together to improve the lives of local children.

Transforming Lives

Creating opportunities, raising aspirations and helping every child succeed.



BEHAVIOUR HUB

Cranbrook Education Campus was selected as a Department for Education Behaviour and Attendance Hub, recognising its expertise in creating a culture of belonging and supporting schools nationally to improve attendance, behaviour and outcomes for young people.



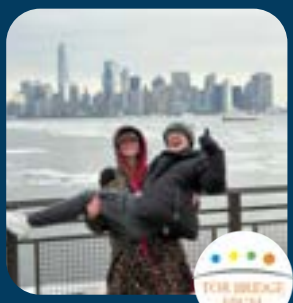
OUSTANDING MUSIC

Honiton Community College continued to strengthen its outstanding music provision, with ensembles, choirs, bands and performance opportunities helping students develop confidence, creativity and a lifelong love of music.



RAISING OUTCOMES

Marine Academy Primary delivered exceptional outcomes, with 83% of pupils achieving the expected standard in reading, writing and maths, including strong outcomes for disadvantaged pupils and those with SEND.



TRIP TO NEW YORK

Sixth form students visited New York, exploring world-famous cultural and historical landmarks, attending a Broadway performance and gaining experiences that broadened horizons and built confidence for the future.



STEM FUTURES

Students took part in a science and research internship with B-HUGS and the Eden Project, gaining hands-on experience of fieldwork, research and laboratory analysis while building confidence and ambition in STEM.



ARTISTIC ENRICHMENT

More than 80 students took part in The Blend, the College's annual dance production, alongside a wide range of performances, clubs and enrichment opportunities that help young people build confidence, creativity and lasting memories.



ITALIAN ADVENTURE

In July, over 40 Isca Geography students enjoyed a truly transformative adventure to Italy, climbing Mount Vesuvius, exploring Pompeii and experiencing the spectacular Amalfi Coast, bringing classroom learning to life while building confidence, independence, curiosity and memories to last a lifetime.

> *The school have shown us so much love, kindness and support and we really couldn't be happier with how amazing everyone at the school treats us.*
>
> ~ Parent survey, 2026



MUSIC MATTERS

Lipson Co-operative Academy continued to provide students with exceptional opportunities to develop their talents, including representing the academy at the Department for Education's RISE Conference.



CREATIVE CONFIDENCE

Through the West Exe Fringe, Science Festival and school production, students explored new interests, developed their talents and built confidence through experiences beyond the classroom.



CHEER SUCCESS

Sidmouth College's cheerleading team were crowned South West Champions, showcasing the talent, commitment and teamwork of students while helping young people build confidence and resilience.



STEM IN ACTION

Students designed, built and raced electric cars through the GreenPower programme, qualifying for the International Finals at Goodwood and developing valuable engineering, teamwork and problem-solving skills.



LEARNING REIMAGINED

Marine Academy Plymouth continued to innovate the learning experiences available to students, including the introduction of a new immersive classroom designed to inspire curiosity and engagement.



FOREST SCHOOL

Whipton Barton Federation opened its new Forest School provision, creating exciting opportunities for children to learn, explore and develop confidence through outdoor experiences.



TRIPS ABROAD

Students benefited from an expanding enrichment programme, including sporting, cultural and artistic opportunities alongside visits to Naples and Brussels that broadened horizons and created lasting memories.



FUTURE INNOVATORS

Students took part in an entrepreneur workshop with Evo Academy, gaining hands-on experience of digital enterprise, innovation and problem-solving while exploring future careers in the technology sector.



WINNING INNOVATION

Exwick Heights secured a remarkable fifth victory in our Trust's Innovation Competition primary category, while last year's winning team presented their project at The Future Conference, showcasing their creativity and achievements to a wider audience.



WE WRITE OUR STORY

Ofsted recognised the strong foundations established at MBA, noting that pupils "feel a sense of belonging to the school" and "feel known as individuals". Through its "we write our story" ethos, the academy continues to create meaningful opportunities for pupils to shape school life.

Strengthening Our Communities

Our schools are at the heart of their communities. Through strong partnerships and practical support, children, families and communities thrive.

> *I value how enthusiastic teachers and staff are when sharing news of my child's work and achievements. I also value how quickly teachers respond to concerns and seem to care about my child.*
>
> ~ Parent survey, 2026



Ofsted recognised the culture of happiness, warmth and kindness across the academy, noting that pupils are proud to belong to the "Lipson Family" and that many staff describe Lipson as their "forever school".

POSITIVE OFSTED REPORT



All Saints Academy continued its transformational work through the Burrington Community Hub, celebrating its first anniversary, opening a new community café and securing accelerator funding to further support the Honicknowle community.

BURRINGTON COMMUNITY HUB



Exmouth Community College hosted its first community Iftar, bringing together students, families, staff and local residents to celebrate Ramadan, foster cultural understanding and strengthen community connections.

COMMUNITY IFTAR



FUTURE TALENT

The Federation was shortlisted for Employer of the Year at the Exeter College Apprentice & Employer Awards, recognising its commitment to developing future talent through apprenticeships and supporting the next generation of education professionals.



DIABETES AWARENESS

Year 7 pupils led a whole-school diabetes awareness campaign, delivering a special assembly to hundreds of students and staff and helping to build understanding, empathy and awareness across the academy community.



COLLEGE HOUSE

Queen Elizabeth's School continued to strengthen its place at the heart of the community through the development of College House, including the launch of a Community Panel bringing together families, organisations and local partners.



NEW NURSERY

Exwick Heights opened its new nursery, expanding opportunities for local children and families and supporting learners from the very start of their educational journey.



LISTENING WEEK

Marine Academy Plymouth hosted Listening Week, bringing together residents, families and local organisations, helping to strengthen community connections and shape support for local children and families.



CENTRE STAGE

Students and staff delivered a fantastic production of Matilda the Musical, creating memorable experiences and showcasing the talent, creativity and teamwork that underpin school life.



10 YEARS ON

Cranbrook Education Campus celebrated its 10-year anniversary, bringing together pupils, staff, families and the wider community to mark a decade of achievement and growth at the heart of the town.



THE BRIDGE CAFE

Tor Bridge launched The Bridge, a student-run café, providing opportunities for students to develop practical skills, confidence and independence while contributing positively to the wider school community.



CULTURE DAY

St James hosted a vibrant Culture Day, celebrating the diverse cultures and backgrounds represented across the school community and helping students deepen understanding, share experiences and strengthen belonging.



VALUED VOICES

Significant improvements in staff, student and parent survey outcomes reflect the strong relationships, positive culture and shared commitment to ensuring every member of the college community feels valued, supported and able to thrive.



CENTRE OF EXCELLENCE

Marine Academy Primary was recognised as an IQM Centre of Excellence for Inclusive Education, celebrating commitment to inclusion, support for pupils with additional needs and community engagement.



MATHS APPLIED

Through an innovative partnership with Core Highways, Year 7 students applied their maths learning to a real-world traffic management project while exploring future career pathways.



CLIMATE CONNECTIONS

Students worked with peers from other schools and climate experts at the Met Office to explore environmental challenges and develop ideas for creating more sustainable communities.



STUDENT LEADERSHIP

With a record 110+ students, Isca's Student Leadership Team is making a difference across #TeamIsca and the local community, including working with Devon County Council to help shape opportunities for young people across Exeter and Devon.

Making the World a Better Place

We believe Trusts are civic anchors, with a responsibility to help improve the education system for all children. Through collaboration with schools, trusts and organisations, we work to strengthen education across the South West and beyond.



INFLUENCING CHANGE

West Exe's Senior Anti-Bullying Ambassadors attended a national Anti-Bullying Alliance conference in London, contributing to discussions on wellbeing and social media and helping shape a new national Pupil Engagement Framework.



TRANSFORMATIVE EDUCATION

Isca Academy received national recognition through the prestigious Pearson Awards, celebrating the outstanding contribution of staff and the transformative impact of the education and opportunities provided to students.



LEADING BY LISTENING

Exwick Heights received both regional and national recognition through the Edurio Awards, including national recognition for listening and responding to pupil feedback and ensuring every child's voice is heard and valued.

> *Thank you for all your hard work, in class and in all the extra curricular activities - they add a lot of joy and depth to my child's experience at school. We are delighted with the school experience so far.*
>
> ~ Parent survey, 2026



BODY HAPPY

Students were invited to Parliament to share their experiences of the Body Happy Schools programme, helping shape national conversations around wellbeing and body image.



YOUNG WRITERS

Student poets had their work published in the national Young Writers I Have A Dream anthology, celebrating their creativity and giving them the opportunity to share their voices with a wider audience.



TALKING NEWSPAPER

Students worked with East Devon Talking Newspaper to create content for visually impaired listeners, gaining valuable media experience while supporting an important local community service.



CLIMATE ACTION

Students are helping lead the academy's sustainability work through the Eco Committee, supported by a new Climate Action Plan, solar panel installation and local partnerships to help create a more sustainable future.



NATIONAL FINALISTS

St James' U15 Flag Football team were crowned Devon and Regional Champions before finishing sixth in the National Finals, demonstrating the power of teamwork, resilience and ambition while inspiring younger students to get involved in sport.



GARDEN PROJECT

Cranbrook Education Campus empowered pupils to care for the environment through its pre-school garden project, helping children develop a lifelong appreciation for nature and sustainability.



ACTIVE FUTURES

Marine Academy Plymouth received national recognition through the Youth Sport Trust Awards for its transformational approach to physical education, improving participation, wellbeing and engagement in sport.



CLOSING GAPS

Whipton Barton Federation received national recognition from the Secretary of State for its work to close the disadvantage gap, reflecting its commitment to ensuring every child has the opportunity to thrive.



GLOBAL CITIZENS

Marine Academy Primary achieved the British Council International School Award, recognising its commitment to broadening horizons and helping pupils develop an understanding of the wider world.



FUTURE CAREERS

Through its partnership with Babcock, Tor Bridge High provided students with industry-style mock interviews, helping them build confidence, develop employability skills and prepare for future careers and apprenticeship opportunities.



EXMOUTH TOGETHER

ECC led our Trust's place-based work in Exmouth, bringing together schools, charities, community organisations and local partners to develop a shared vision for improving opportunities for children, young people and families.



PROUD TO BELONG

Ofsted recognised that pupils feel a strong sense of belonging in a school at the heart of its community, where they feel valued, nurtured and supported and where leaders are ambitious for every pupil's success.



SPORT FOR ALL

Honiton Community College achieved the School Games Silver Mark Award, recognising its commitment to participation, leadership and inclusion, and ensuring sport plays a central role in college life.



WASTE AUDIT

Working with Recycle Devon, students carried out a waste audit, analysing real data, exploring practical solutions and helping to reduce the school's environmental impact.

Trust-wide Celebrations

Across our family of schools and communities, we have achieved so much together this year. Here are just some of the highlights we're incredibly proud to celebrate.

Reinvested an extra £700k into our schools

Beyond school funding, we generated and reinvested £700k into our schools in 2025-26 through income from Fusion School Services, investment returns and external school improvement activity.

Large Employer of the Year

Named 'Large Employer of the Year' at the Exeter College Apprentice & Employer Awards 2026, recognising outstanding commitment to developing people through apprenticeships as part of our growing great people strategy.

Speech and Language Support

Our in-house Speech and Language team completed 4,641 speech and language screenings across Reception and Year 7,, enabling early identification, and delivered specialist tailored support to 789 pupils.

Auto-Enrolment of Free School Meals in Devon

Advocating for system wide improvements such as the auto-enrolment of Free School Meals, now rolled out across Devon. Thanks to this initiative more than 1,000 extra children are receiving a nutririous meal each day and our schools received over £280k funding to support their most vulnerable learners.

System-wide leadership

CEO Moira Marder serves as Regional Co-Chair for the South West Key Stage 3 RISE Alliance, helping to raise standards and improve outcomes in Key Stage 3. Siobhan Meredith, Executive Director of Education, serves as a DfE RISE Adviser, helping schools across the country to grow and share best practice.

Fundraising for our communities

Alongside fundraising across our schools, colleagues came together to take part in the Plymouth Half Marathon and Great West Run. They raised an incredible £664 for the South West Opportunities Fund. The money will help more students experiencing disadvantage access life-changing opportunities beyond the classroom.









Ted Wragg Awards

The Ted Wragg Awards continue to be a highlight of our Trust calendar, bringing together students, staff and communities to celebrate the people who make our schools truly exceptional.

Now in its fourth year, the awards recognise the dedication, talent and commitment seen across our family of schools, shining a light on those who go above and beyond to make a lasting difference.

This special event provides a unique opportunity to celebrate success in all its forms – from academic achievement and outstanding teaching to teamwork, leadership and community impact.

Celebrating Excellence Across Our Trust

The awards span a wide range of categories, ensuring that contributions at every level are recognised. These include:

- Student of the Year
- Teacher of the Year
- Co-professional of the Year
- Teamwork Awards (for both students and staff)
- Inspirational Leader
- Student Community Leadership
- Unsung Hero
- Strengthening Communities Award



Each category highlights the breadth of talent and dedication across our Trust, from inspiring classroom practice to the vital behind-the-scenes work that keeps schools running smoothly.

What makes the Ted Wragg Awards so powerful is the opportunity to celebrate individuals and teams whose contributions extend far beyond expectations. From students demonstrating resilience and leadership, to staff supporting communities with care and commitment, every nominee represents the very best of our Trust.

The awards also recognise the importance of collaboration and community, with categories that highlight teamwork and the impact schools have within their local areas. These stories showcase how our schools are not only places of learning, but hubs of support, connection and opportunity.







Ted Wragg Charter

Our Charter has been under development for the past three years because we know that to do things properly and sustainably takes time. Our Charter has become the lens through which all our decisions are made.

Our Four Lenses

Diversity, Equity & Inclusion

Belonging fuels brilliance.

We celebrate difference, remove barriers and ensure everyone can shine.

Sustainability

Sustain today. Empower tomorrow.

We protect our planet and communities, building a thriving future together.

Digital Responsibilty

Tech for good.

We use technology ethically to connect, protect and empower.

Wellbeing

People first. Always.

We prioritise health, balance, resilience so everyone can flourish.

Our Priorities

Priority 1 - COMMITMENT & CLARITY
Commitment and clarity at the most senior level of the organisation

Priority 2 - DATA
A clear set of measures for each element of the Charter and the skills, systems and expertise to put them in place.

Priority 3 - HEARTS & MINDS
Further development of each element of the Charter through networks and consultation to win hearts and minds.

Priority 4 - STRATEGY
A clear agreed strategy that combines 'hard initiatives' which can show impact with others parallel focusing on creating the right culture.

Priority 5 - TRAINING
A clear programme of year on year training, at all levels, through the Ted Wragg Institute



Charter Spotlight: Sustainability

Innovation Competition

Student teams from across our schools came together in July for the culmination of our Innovation Competition. Over several months, they developed either a low-carbon habitat for subsea or Martian exploration, or a school eco-event linked to their climate action plan. Run in partnership with Exeter College and the Green Skills Advisory Panel, the competition challenges young people to tackle real-world issues and develop innovative solutions for a more sustainable future.

Sustainability







This year, more than 90 students from across our family of schools came together for the Ted Wragg Innovation Competition, showcasing their creativity, innovation and commitment to building a more sustainable future.

Alongside presenting their projects to an expert judging panel, students took part in a series of interactive workshops designed to develop their creativity, teamwork and problem-solving skills. Activities included LEGO® Serious Play, where students explored visions for sustainable communities, and a Minecraft Education challenge that tasked teams with designing sustainable settlements on Mars.

Judges from across the sustainability, construction, energy and business sectors were impressed by the quality of ideas, depth of thinking and confidence shown by students throughout the presentations and Q&A sessions.

Exwick Heights were the proud winners in the Primary category for the fifth year running, and the well-deserved Secondary School Winner was Marine Academy Secondary. Highly Commended awards were also presented to recognise excellence in areas including teamwork and presentation skills.

This work forms part of the Sustainability strand of the Ted Wragg Charter, helping young people develop the knowledge, skills and confidence to create a more sustainable future. Further work will continue throughout 2026–27 to build on this success.

> “I felt really inspired by being part of the Innovation Competition. I really enjoyed working as a team and actually making something to go alongside our presentation. The whole day gave me a lot more confidence and helped me develop new skills, like speaking in front of a big audience and working as part of a team. I feel like taking part has opened up new opportunities for me and made me more confident about trying new things in the future.”
>
> **~ Innovation team member, Maisie**

Charter Spotlight: Sustainability

Sustainability Leads Network

Our Sustainability Leads Network has continued to drive meaningful climate action across our Trust, supporting schools to turn ambition into action and ensuring sustainability remains a key part of school improvement, student leadership and operational decision-making.

Over the past year, sustainability leads and their teams have worked collaboratively to develop and implement Climate Action Plans across our schools, aligning with Department for Education guidance. As one of only a small number of trusts nationally to achieve this, we are proud to be leading the way in embedding sustainability into education.

Through a programme of conferences, professional learning and student engagement opportunities, the network has brought together colleagues, pupils and external partners to share ideas and create lasting environmental impact.

A Year of Impact

Bringing leaders together

- Hosted two Sustainability Conferences to launch and celebrate the work of sustainability leads and their school teams.
- Delivered tEdFest sessions on Climate Action Planning, helping colleagues turn plans into practical action.

Supporting pupil-led environmental action

- Enabled schools to develop outdoor learning, including forest schools, bug gardens and biodiversity initiatives.
- Supported students to take part in Climate Action Camps at Met Office headquarters, developing their understanding of environmental leadership and climate science.

Building influential partnerships

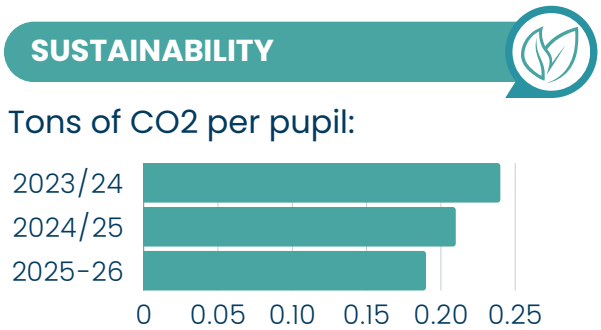
- Collaborated with the University of Bath and Shona McIntosh on a sustainability leadership in education project.
- Worked closely with local Climate Ambassador Nicki Schantz to strengthen sustainability practice across our schools.

Reducing our environmental footprint

- Lipson, a GB Energy Solar Partnership member, received 580 solar panels, cutting its National Grid electricity use by 50% and reducing CO_2 emissions.
- This investment includes Certified Carbon Literacy training for staff and pupils.

Reducing Carbon Emissions

Our carbon emissions per pupil have continued to fall year-on-year, reflecting the positive impact of our sustainability initiatives and ongoing commitment to reducing energy consumption across our Trust.



Looking Ahead

By empowering sustainability leaders, creating opportunities for student action and developing strong partnerships, we are building a culture where environmental responsibility is embedded in everyday school life. Together, we are helping young people develop the knowledge, skills and commitment needed to create a more sustainable future.



















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