DIOCESE OF LINCOLN

The Diocesan Board of Education

Celebrating the **Achievements** of Church **Multi-Academy Trusts** in the Diocese of Lincoln (2025-2026)

Welcome to this special bulletin celebrating the remarkable achievements of the four Church Multi-Academy Trusts (MATs) and their academies during the 2025-2026 academic year.

Throughout the year, the Church MATs and academies have demonstrated an unwavering commitment to providing exceptional education, nurturing strong Christian values and creating communities where both pupils and staff can flourish. The success stories highlighted in this bulletin are a testament to the dedication, passion and hard work of Trust leaders, academy leaders, Board Directors, local governors, staff and pupils.

At the heart of these achievements is the Diocesan vision for education. Together, the Church MATs are **Called, Aspirational, Rooted and Empowering (C.A.R.E.)**, ensuring that every child and every member of staff is supported to grow, succeed and fulfil their God-given potential. Through innovative practice, strong collaboration and a shared commitment to excellence, Church MATs continue to make a positive difference in the lives of thousands of young people across the Diocese of Lincoln.

As we celebrate these achievements, we are reminded that flourishing is about much more than success alone. In Scripture, flourishing is rooted in God's desire that all people grow in wisdom, character, faith and service. Like seeds tended with care, encouragement and hope, the children and adults within our schools have been nurtured to thrive and bear fruit. Their achievements reflect not only individual effort, but the strength of communities working together in the service of a common vision.

The words of the Psalmist capture this vision beautifully:

"They are like trees planted by streams of water, which yield their fruit in season and whose leaf does not wither."
Psalm 1:3

In all of the church MATs, we have seen staff and pupils flourish through learning, leadership, creativity, service and perseverance. We give thanks for the dedication of all those who have contributed to this success and for the many ways in which God's love is reflected through our schools



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We are delighted to celebrate the achievements of:

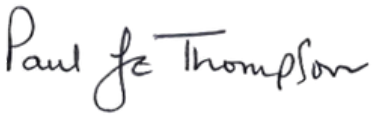
- Lincoln Anglican Academies Trust
- St Lawrence Academies Trust
- Infinity Academies Trust
- Keystone Academy Trust

Looking Ahead

The Lincoln Diocesan Board of Education (LDBE) is also keen to celebrate the achievements of Local Authority Church Schools and Single Academy Trusts in future editions of this bulletin.

If you would like the DBE to feature and celebrate your school's achievements in a future bulletin, please send your text and images to Ellen Cross at ellen.cross@lincoln.anglican.org.

Together, we give thanks for all that has been achieved and look forward with hope and confidence to the opportunities ahead, continuing to build communities that are Called, Aspirational, Rooted and Empowering, where all can flourish.



Canon Paul Thompson
Diocesan Director of Education

A year of going Above and Beyond

At the start of the 2025/26 academic year, LAAT set an ambitious goal: to make every school in our Trust an irresistible place of learning.

Over the past year, we have turned that ambition into action – investing in teaching and learning, digital innovation, professional support, and the wellbeing of our children and families.

We launched The Art of Teaching and Learning, giving colleagues across LAAT a shared framework for curriculum, teaching, learning and assessment.

We took a major step forward with our digital strategy, providing pupils in Key Stage 2 and above at two schools with their own iPads – the first stage of our ambition to give every child 1:1 digital access.

Through our charitable fund, Love As Action – Together, the LAAT community has raised more than £29,600, with around £19,300 already spent supporting pupils who lack the basic resources needed to participate fully and confidently in school life.

We opened SEND hubs at Friskney All Saints CE Primary, The Gainsborough Parish Church CE Primary, and Coningsby St Michael's CE Primary to support children with complex communication and interaction needs.

We launched LAAT Professional Services, opening up our expertise and capacity to schools and governing bodies that need targeted support now – whether or not they are ready to join a MAT.

2025 – 2026 Good Level of Development (GLD) data
We have already met the DfE's 2028 ambition of 75% for GLD

Y1 Phonics
Consistently above national for the last 3 yrs

KS2 data
8 schools significantly above (+70%) the national expectation

Education Welfare Officers
Appointment of 4 hub based EWOs to significantly reduce headteacher workload

FIND OUT MORE
www.thelaat.co.uk



SPOTLIGHT ON OUR SCHOOLS

Branston Church of England Infant Academy was officially recognised as a leader in early reading literacy. The school has achieved the Lincolnshire Reading Pledge Gold Standard, meaning they actively help other primary schools transform their own reading cultures.

St Gilbert's CofE Primary School was recognised by the Department for Education in its latest Attendance Baseline Improvement Expectation (ABIE) report.

The Department for Education commended **The Canon Peter Hall CofE Primary School** and **Morton CofE Primary School**, for delivering strong attainment outcomes for disadvantaged pupils.

The Canon Peter Hall CofE Primary School was selected by the Humber Music Hub to become a Lead School for Music.

Lincoln Anglican Academy Trust
Ruskington Chestnut Street CofE Academy | Chestnut Street
Ruskington | Lincolnshire | NG34 9DL | enquiries@laat.co.uk

LAAT

St Lawrence Academies Trust 2025-2026

🌟 Successful Ofsted Reports -



Recognition for Personal Development, Inclusion, Vision and Ethos
Signhills Infants Academy (SIA): **STRONG STANDARD** in all areas.
T**he St Lawrence Academy** (TSLA): **STRONG STANDARD** in Inclusion and Personal Development **EXPECTED STANDARD** in all other areas

Growth and Support - Westwoodside C of E Primary joined in Sept 2026. Trust-wide governor training. Established partnerships to support other Multi Academy Trusts, LA schools and Single Academy Trusts.

🎓 Record-Breaking GCSE Results at TSLA -



The Class of 2026 at The St Lawrence Academy achieved extraordinary Key Stage 4 outcomes - the **best overall results the academy has achieved** since the 9–1 GCSE grading system was introduced in 2017.

English & Maths Basics (4+): 69% (up from 52.5% in 2025).
English & Maths Basics (5+): 44% (up from 29% in 2025).
Attainment 8 Score: 44.02 (up from 41.08 in 2025).
Top Grades (7-9): 20.4%, outperforming regional and local averages.

🛡️ Expansion of the Combined Cadet Force (CCF) to include Army and Navy sections.

Strengthens the Trust vision for outdoor learning, personal development, resilience, and leadership.

- One of the largest school based CCF units in the UK.
- Provides life-changing opportunities, building self-discipline, confidence, and teamwork.
- Promotes broader enrichment and leadership pathways across our secondary provision. Strengthens personal development, resilience, and leadership through the ongoing expansion of the CCF.

🤝 The SLA Trust Transformational Network

Our collaborative ecosystem continues to grow, driving peer support, and leadership across partner schools:

- Builds improvement in classroom practice through incremental coaching and Rosenshine's Principles.
- Includes a Trust Leadership Development Group for aspiring school leaders.
- Bespoke collaboration, peer reviews, subject networks, and executive leadership coaching.
- Supports rapid transformation in partner settings, expanding the central team capacity.
- Establishing SLA Trust as a trusted partner with the DfE and local authorities.

💙 Trust-wide SEND Conference bringing together practitioners, specialists, and leaders from across the region to share best practice and elevate inclusive provision.



Sharing Best Practice: Trust-wide strategic SEND frameworks focused on high-quality first teaching, adaptive learning, and early identification.

Infinity Academies Trust

While all our data and reports from the 2025/26 academic year show real and sustained progress has been made – what matters most is we have children who are

Ready to learn; Prepared to flourish

Key outcome highlights

EARLY YEARS

At Early Years, Good Levels of Development are **up nine percentage points** over the last four years.

PHONICS

Phonics outcomes at the end of Key Stage 2 are on a **four-year positive trajectory**, with 91% now passing.

MULTIPLICATION CHECKS

The number of young people getting full marks in their multiplication checks has **more than doubled** since 2023.

KEY STAGE 2

Over four years, our Trust-wide average for combined RWM has **improved by 10 percentage point**.

Staff survey highlights

Our staff feel excited

Nearly three in four staff say that they are regularly excited by the work that they do, which is 10% higher than the national average.

Our staff feel connected

The percentage of staff who feel connected to the Trust is 10% higher than national averages.

Our staff feel respected

Infinity exceeds national averages for the percentage of staff who feel respected by the children and their colleagues.

Our staff fell supported

Nine out of ten staff feel able to ask for help is and when they need it.

Supporting leaders and communities

Over the last four years, we have **invested over £7m in our buildings**, **reduced our carbon emissions by over 15%** and **secured more support** to ensure that school leaders are able to focus on what matters most – their children and their communities.

"He makes the whole body fit together perfectly. As each part does its own special work, it helps the other parts grow, so the whole body is healthy and growing and full of love."

Ephesians 4:16



Getting it right, right from the start, together.

Strong foundations. Confident learners. Lasting success.



Here at Keystone Academy Trust, two of our most rewarding achievements have been our collaborative approach to ensuring our youngest learners have what they need to be successful. Our colleagues have implemented new approaches to securing foundational knowledge so that children get it right, right from the start. The result? **Strong foundations. Confident learners. Lasting success.**

EYFS | STRENGTH IN SHARING

By coming together six times a year, colleagues inspired each other to try new and different ways to approach transition into school, promote excellent attendance, and build relationships with the most hard-to-engage families. The greatest success, though, has been the significant increase (8%) in the proportion of children who achieved the Early Learning Goal for Writing, securing the foundational knowledge they need to be confident and independent writers in Y1 and beyond.

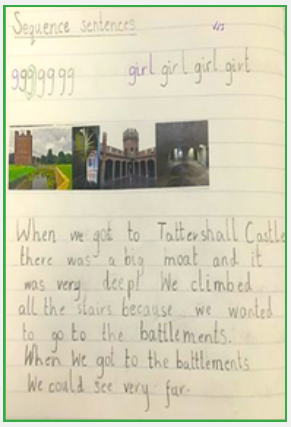
By constructing a sequence of check points that focus on the fundamental skills needed to become an early writer, our teachers and TAs created enabling environments in which children were taught explicitly the skills needed. Children enjoyed writing because they could do it with ease. Adults supported them in practising these skills in different ways. The adults knew what skills children needed to get right, right from the start – and insisted on it!

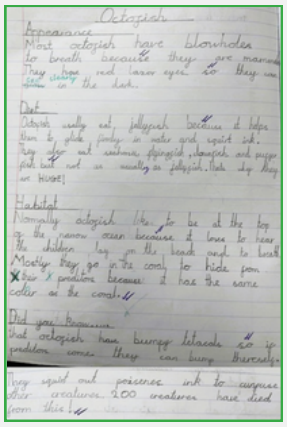
Comparing samples of children's writing was a highlight of each get-together. The rapid progress made by all groups of children was driven by practitioners' knowledge of - and complete focus on - what was needed next for each child. Sharing these next steps with parents boosted the amount of practice each child had of the core skills.

KS1 | SECURING SUCCESS

Securing the Foundations in Writing transformed writing provision across Key Stage 1 by providing a practical, evidence-informed approach that builds on the strong foundations established in Reception.

Focusing on rich oral composition, thoughtful sentence construction and fluent transcription, the programme reduced unnecessary cognitive load and enabled pupils to become confident, successful writers ready for the demands of Key Stage 2. Its success was underpinned by whole-school engagement, with leaders and teachers developing a shared understanding of the approach, alongside ongoing support and classroom visits from programme creator, Paul Singleton, to ensure high-quality implementation.





The impact of the programme inspired teachers to help shape a similar approach for Years 3 and 4, and a range of training opportunities, including open days, continues to support schools in embedding effective writing practice.