Ashmole Trust

Ashmole Trust 2026 Annual Report

Osidge School

Ashmole Primary School

Ashmole Academy

Ashmole Sixth Form

Ashmole Traded Services

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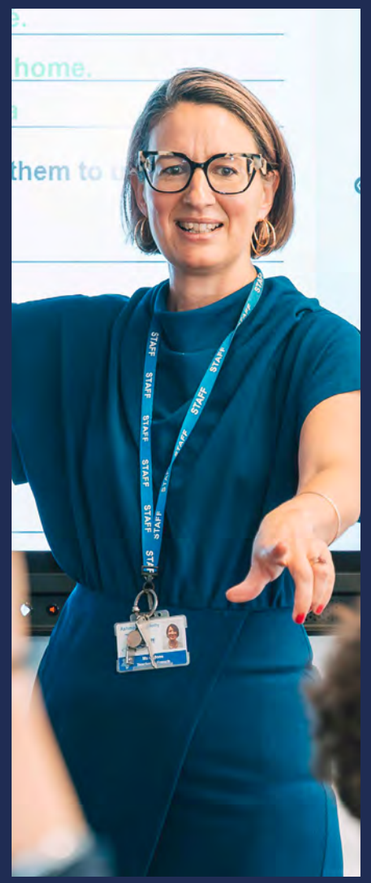
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The Trust has a tradition of excellence, in partnership with its pupils, teachers, schools and communities, encapsulated in its motto:

“Excellence, Aspiration & Care in Partnership”

Our vision is to be a **centre for excellence**, creating a **lifelong love of learning** among all children and helping them **discover** and **develop their own strengths and potential.**





Welcome Messages

Note from Chair of the Trust

I am incredibly proud to introduce the Ashmole Trust Annual Report. This report provides an opportunity to reflect on some of the highlights of the past year and, more importantly, on the difference our schools continue to make to the lives of the children and young people in our care and the communities we serve.

Our commitment to Excellence, Aspiration and Care, working in partnership with our outstanding school leaders, teachers, staff, governors and parents, remains at the heart of everything we do. This year we have seen that commitment reflected in exceptional outcomes across the Trust, from our primary schools through to GCSE and Sixth Form.

We are particularly proud of the impact of our educational initiatives in supporting every pupil to fulfil their potential. This includes a significant narrowing of the attainment gap for disadvantaged students at Ashmole Academy, alongside outstanding results across all three of our schools. These achievements reflect not only the hard work and ambition of our students, but also the dedication of the staff and governors who support them every day, together with the vital support and partnership of our parents and families.

As Chair of Trustees, I would like to thank everyone across the Trust who has contributed to another successful year, including our students, staff, governors, trustees and parents. I hope this report gives a real sense of both what has been achieved and our continuing ambition for the future.



Mr R Ramdarshan
Chair of Ashmole Trust







Note from CEO

It is a genuine privilege to lead Ashmole Trust at a moment when we are not simply growing in size, but changing in shape – adding new schools, new services and new ways of working, while holding on to the values that brought us together in the first place. This year alone has seen record-breaking academic outcomes, the launch of our first Trust-wide People Strategy and Inclusion and Belonging Vision, and the birth of an entirely new subsidiary in Ashmole Traded Services. To lead an institution through this kind of transformation, and to do so alongside colleagues of such skill and commitment, is a responsibility I do not take lightly.

If there is one thread that runs through everything you will read in this report, it is collaboration. Our schools do not simply sit alongside one another; they teach each other, learn from each other and lean on each other. You will see it in the joint professional development between Ashmole Primary and Osidge School, in the Academy's debaters mentoring our youngest speakers, in Inclusion Teams from all three schools building a single Trust-wide vision together, and in staff across every site shaping our People Strategy from the ground up. This culture of collaboration is not an accident. It is a deliberate choice about the kind of Trust we want to be – one where good practice travels quickly, where no school improves alone, and where every child benefits from the collective expertise of the whole organisation, not just their own classroom.

That same spirit of collaboration is now extending beyond our own gates. In February 2026 we incorporated Ashmole Traded Services (ATS), a not-for-profit subsidiary set up to share the expertise we have built in catering and lettings with other schools, colleges and educational organisations. In its first months, ATS has secured a place on the ESPO Outsourced Catering Services and Procurement Support Framework and signed five new catering contracts, while establishing a growing lettings offer. This is collaboration in its most practical form: taking what we do well and putting it to work for the wider education community, while generating income that flows straight back into supporting our pupils.

None of this happens without the extraordinary efforts of our staff, the trust our families place in us, and the guidance of our Governors and Trustees. Thank you to everyone across Ashmole Trust for another year of remarkable progress. I look forward to what we will achieve together next.



Mr T Sullivan
Chief Executive Officer – Ashmole Trust



Ashmole Academy

1,769 students

205 staff

Strong Standard Ofsted Results for all areas

As the largest school within the Ashmole Trust, with 1,769 students, Ashmole Academy is a vibrant and ambitious community where every student is encouraged to achieve their very best and prepare confidently for the future. The Academy has 205 staff, supported by 40 examination invigilators.

We are proud to continue building on our exceptional academic success. Our 2026 Key Stage 5 results were record-breaking across A'Level and BTEC, reflecting the commitment, ambition and hard work of our students and staff. A total of 234 students studied A'Levels, including 14 students who undertook four A'Level subjects.

Our A'Level cohort achieved a record-breaking set of results, making 2026 our highest-achieving Year 13 cohort to date. Eight students achieved all A* grades, while 48 students achieved all A* or A grades.

Overall, 38% of grades were A*–A, 73% were A*–B and 90% were A*–C.

Collectively, they achieved our highest-ever Average Point Score (APS) of 41.1, equivalent to a B grade. This represents an impressive 2.3-point increase on last year. Our BTEC Business Studies Extended Diploma students have also achieved outstanding outcomes. The 14 students on the programme achieved an Average Point Score of 42 points, equivalent to the top Distinction* grade. This represents a significant six-point increase on last year.

The wider BTEC cohort also achieved excellent results, with a 100% pass rate and a cohort average grade of Distinction*. Half of students achieved triple Distinction* grades or better, equivalent to A*A*A at A'Level.

Our Year 11 students also achieved a strong set of GCSE outcomes, with 76% achieving at least a Grade 5 in both English and Mathematics. The cohort achieved an Attainment 8 score of 60.3 points, while 40% of grades awarded were at Grades 9–7.

Work experience also helped students explore future pathways and gain insight into the world of work. In 2025–26, Year 10 students completed 278 placements and Year 12 students completed 204 placements, spanning sectors including education, healthcare, finance, engineering, technology, law, the arts and media, and the service industry.

Placement highlights included BT Group, Medtronic Limited and Digital Surgery, Canada Life, Marks and Spencer Southgate, Royal Free Hospital, Deutsche Bank, Polka Theatre, the Civil Service and the UK Parliament.

The performance of our Year 11 disadvantaged students has been exceptional, producing the strongest set of results we have seen for disadvantaged students across all of the main headline measures. Perhaps most significantly, for the first time in the history of the school, our disadvantaged students have outperformed non-disadvantaged students nationally on the Grade 5+ English and Mathematics measure. 65% of our disadvantaged students achieved this standard, compared with 53% nationally.

Alongside our strong academic pathways, we are delighted to expand our post-16 offer with the launch of the Level 3 Cambridge Technical Diploma in Sport and Physical Activity Development, equivalent to three A'Levels. This dynamic course is designed for students with a real passion for physical activity and performance, providing an excellent pathway to careers including Sports Psychology, Coaching, Sports Therapy, Sports Management, Physical Education and Sport Science.

Our commitment to excellence was recognised in March when Ashmole Academy was inspected by Ofsted under the new inspection framework, achieving a Strong Standard across all seven areas. We are incredibly proud of this achievement and are determined to build on our success as we continue our journey towards meeting the criteria for Exceptional.

At Ashmole Academy, education is about much more than examination results. This year, we are launching an exciting enrichment programme for every student, giving all young people the opportunity to broaden their horizons, discover new passions and develop the knowledge, confidence and skills they need to thrive in life beyond school. Students will have opportunities to engage with civic and community activities, arts and culture, nature, outdoor learning and adventure, sport and physical activity, as well as wider life skills.

We are also continuing to invest in our school environment and facilities, creating inspiring spaces in which our students can learn, grow and flourish. This year, we have made exciting improvements to our Technology Block and outdoor woodchip area, further enhancing the opportunities and experiences available to our students.

At Ashmole Academy, we are proud of what we have achieved, excited by the opportunities ahead and ambitious for the future. With high aspirations, enriching experiences and a relentless commitment to student success, Ashmole Academy is a place where young people can thrive and realise their full potential.



Mr B Dhinsa
Head Teacher
Ashmole Academy







Ashmole Primary School

422 students

62 staff

Outstanding Ofsted Result

Tremendous SAT Results

Ashmole Primary School is an Ofsted-rated 'Outstanding' primary school within the Trust, with 422 pupils on roll. It is a place where every pupil is given the opportunity to flourish and thrive in a safe, warm and welcoming school community. Deeply embedded in every aspect of school life is our school motto, 'Excellence, Aspiration and Care'. Our promise is to nurture confident, compassionate and capable young people who are ready to thrive in an ever-changing world. The school has 62 staff.

A carefully designed, ambitious curriculum ensures that pupils acquire essential knowledge, vocabulary and skills. Pupils develop exceptionally detailed knowledge across subjects from the Early Years onwards, enabling them to build their learning progressively. This is evident in our incredible academic results, where we are consistently ranked amongst the top schools in the region and in the top 1% in the country, a statistic we are immensely proud of.

Our 2026 academic performance reflects strong attainment across all key stages, with outcomes above national averages in the Early Years Foundation Stage, Year 1 Phonics and Year 6.

In the Early Years Foundation Stage, 80% of pupils achieved a Good Level of Development, while 95% passed the Year 1 Phonics Screening Check. Year 6 pupils also achieved strong outcomes across reading, writing, GPS, Mathematics and Science, with 87% achieving the expected standard across Reading, Writing and Mathematics combined.

Similar successes were evident in the Year 4 Multiplication check results, showing how our inclusive practices and targeted support have been greatly beneficial to our pupils. Our Year 6 cohort achieved tremendous results in the 2026 SATs, with over 90% of pupils meeting the expected standard across Reading, SPAG, Writing and Maths.







This exceptional performance was further strengthened by a high proportion of pupils attaining Greater Depth, reflecting not only strong core skills but also advanced understanding and application. These results are a testament to the dedication of our pupils, the expertise of our teaching team and the supportive partnership with families throughout the year. We continue to ensure that we promote a thriving academic culture where children are well prepared for the next stage of their education.

At Ashmole Primary we provide a broad, balanced and creative curriculum, compliant with the National Curriculum. This year we have continued to provide specialist subject teaching, particularly in those areas which may be less well taught by non-specialists, for example, PE, Music and Spanish. We continue to develop Spanish across the school, with pupils being exposed to the teaching of Spanish from the Early Years through weekly short lessons, with more extended lessons as they move through the school in preparation for secondary education.

Our annual 'International Week' in June encourages cultural awareness, language learning, community engagement and personal growth. We have also continued to encourage pupils to develop their skills in music through whole-class instrumental lessons taught by a music specialist, culminating in a performance to a large audience, and individual peripatetic music lessons. In addition to this, our school choir has performed brilliantly throughout the year in Borough music festivals, Young Voices at Wembley Arena and a variety of school events.

Sports also play a crucial role in the holistic development of our students, enhancing both physical and mental health. Competitive sports encourage our children to set personal bests, work as part of a team and learn the value of fair play, which is essential for future life and academic success. Our Athletics, Cross Country, Football, Netball and Rugby teams compete with schools in the local area and show great pride in representing our school community.

Our school provides pupils with a diverse range of opportunities to develop their talents and interests. Pupils have continued to learn the importance of helping others through activities such as fundraising and collecting for the school food bank. Pupils also take part in charity events such as mini marathons, themed dress-up days and danceathons, helping them to develop empathy and social awareness.

We have continued to provide pupils with a wide range of opportunities to develop their character, confidence and interests with a strong focus on pupil voice being embedded throughout school life. They are encouraged to take on roles such as School Councillors, Eco-Warriors, Junior Travel Ambassadors, Playground Buddies, Healthy Lifestyle Ambassadors and many more. These responsibilities help pupils to build leadership skills and a strong sense of community.

A key emphasis throughout the year has been on continuing to effectively develop and integrate our Enrichment offer to enhance learning and encourage sustained participation. In addition to our weekly Friday Enrichment afternoon where all children attend a club, a variety of after-school clubs are offered, including crochet, cooking, coding, chess and sports activities.

These clubs give pupils the chance to explore new skills and hobbies. The curriculum is enriched through regular trips, 'wow' days and themed weeks. These experiences help bring learning to life and deepen pupils' understanding of the world around them. Special projects within societies such as Eco Warriors encourage social responsibility and teamwork.

As well as always aiming to support improvement across all aspects of our own school, 2026 has been a year of extending and sharing good practice both within our Trust and with local schools in our community. Collaborative work has taken place through shared moderation, training and project work. Our children have taken part in inter-school debating, poetry competitions, joint Science Week workshops, SEN Sports Days and much more. Working together helps our schools to create an inclusive environment where every child and members of staff feel valued and supported.

At Ashmole Primary School, we are proud to be a school where high aspirations meet genuine care, and the children are at the centre of all that we do. Our pupils consistently show that they rise to challenges with determination, embrace learning with enthusiasm, and demonstrate values that make us proud every day.



Mrs E Costas
Head of School



Mr C Tofallis
Executive Head Teacher



July 2026 School Data Overview

Early Years Foundation Stage (EYFS) Results

National Average: Good Level of Development (GLD*) -last year comparison	72% 74% Barnet Local Authority
Ashmole Primary 2026 Good Level of Development (GLD*)	80% of the cohort achieved GLD – (60 pupils).

*GLD = At least the expected level in the prime areas of learning (Personal, social and emotional development, physical development & communication and language) & the specific areas of Mathematics and literacy.

Year 1 Phonics Screening Check Results

National Average: Year 1 Phonics Results	82% 84% Barnet Local Authority
Ashmole Primary: Year 1 Phonics Results 2026	95% of the cohort passed.

(Year 2 Recheck in 2026 – 2 pupils from 4 passed the recheck.)

All Year 4 pupils took part in the Y4 Multiplication Tables check – no official data comparisons for this. Average score of 22.5/25. The Barnet Local Authority average was 22.4, and the National Average was 21.7.

National Average: Year 6 KS2 Results (provisional 2026)	Expected +	GDS last year comparison
Reading Barnet LA	74% 80%	31% 40%
Writing Barnet LA	73% 76%	13% 18%
GPS Barnet LA	73% 81%	30% 41%
Mathematics Barnet LA	74% 82%	27% 38%
Science	82%	-
Reading, Writing, Mathematics Combined Barnet LA	63% 69%	9% 13%

Ashmole Primary: Year 6 KS2 Results 2026	2026 Expected +	2026 GDS
Reading	97%	57%
Writing	90%	38%
GPS	98%	68%
Mathematics	92%	58%
Science	95%	50%
Reading, Writing, Mathematics Combined	87%	32%



Osidge School

365 students

59 staff

Outstanding Ofsted Results for Early Years, and Behaviour and Management

Teaching and Learning

Improving outcomes in writing has been a major priority. We introduced Talk For Writing training, strengthened handwriting and spelling provision, increased opportunities for purposeful writing, and worked closely with colleagues across Ashmole Trust to share best practice. In Mathematics, staff worked with a specialist adviser to enhance reasoning, oracy and problem-solving skills.

Developing pupils' speaking and communication skills has also been a key focus, helping children explain their thinking confidently across the curriculum. Regular assessment, pupil progress meetings and targeted interventions have ensured teaching remains responsive to pupils' needs, with internal data showing continued progress across year groups and pupil groups.

Inclusion and Wellbeing

We continued to strengthen our inclusive approach through our Inclusion Team, staff training in adaptive teaching and SEND provision, and ongoing work towards the Gold Standard Equalities Award.

Strong partnerships with external agencies have supported pupils' emotional wellbeing and mental health. Staff wellbeing has also remained a priority, helping to sustain a positive school culture and a committed team of professionals.

Curriculum and Enrichment

We successfully embedded our new RE curriculum, strengthened music provision and enrichment opportunities, reviewed computing provision and continued to share strong Early Years practice within the Trust and beyond. Pupils benefited from a rich programme of debates, performances, sporting events, STEAM activities, residential visits, workshops, competitions and leadership opportunities.

Working Together Across Ashmole Trust

Partnership work with Ashmole

Primary School and Ashmole Academy has continued to grow. Staff have participated in joint professional development, moderation activities and curriculum projects, while pupils have benefited from opportunities in Mathematics, Science, reading, debating, PE and other enrichment activities.

School Environment and Facilities

Significant improvements have been made to the school environment. Major projects have enhanced fire safety and water quality across the site, helping to ensure a safe and modern learning environment.

We have also created a new library space and relocated the music room, funded through the support of the Osidge School Association and the Trust. These enhanced facilities will support reading, music and small group learning for years to come. A new digital sign-in system has also been introduced to improve efficiency and safeguarding procedures.

Looking Ahead

As we prepare for the next academic year, we will continue to build on our successes in writing, Mathematics, oracy, inclusion and curriculum development. We remain committed to providing a high-quality education in which every child feels supported, challenged and inspired to achieve their very best.



Mrs C Dyer
Head Teacher



Mr C Tofallis
Executive Head Teacher







School Data Overview

Early Years Foundation Stage (EYFS) Results	
National Average: Good Level of Development (GLD*) -last year comparison	72% 74% Barnet Local Authority
Osidge 2026 Good Level of Development (GLD*)	83% of the cohort achieved GLD – (Total pupils in cohort: 36)

*GLD = At least the expected level in the prime areas of learning (Personal, social and emotional development, physical development & communication and language) & the specific areas of Mathematics and literacy.

Year 1 Phonics Screening Check Results	
National Average: Year 1 Phonics Results	81% 84% Barnet Local Authority
Osidge: Year 1 Phonics Results 2026	94% of the cohort passed.

(Year 2 Recheck in 2026 – 1 pupil rechecked and passed; 1 pupil dis-applied (non-verbal))

Year 4 pupils took part in the Y4 Multiplication Tables check – no official data comparisons for this. Average score of 24.35/25.

The Barnet Local Authority average was 22.4 and the National Average was 21.7.

National Average: Year 6 KS2 Results (provisional 2026)	**Expected +**	**GDS** last year comparison
Reading Barnet LA	74% 80%	31% 40%
Writing Barnet LA	73% 76%	13% 18%
GPS Barnet LA	73% 81%	30% 41%
Mathematics Barnet LA	74% 82%	27% 38%
Science	82%	-
Reading, Writing, Mathematics Combined Barnet LA	63% 69%	9% 13%

Osidge School: Year 6 KS2 Results 2026	**2026 Expected +**	**2026 GDS**
Reading	85%	35%
Writing	77%	29%
GPS	90%	44%
Mathematics	82%	45%
Science	82%	Not required
Reading, Writing, Mathematics Combined	74%	21%

Cross School Collaboration



Throughout the Primary Schools, the children have been amazing, and the staff have worked very hard to support the children with their overall attainment and progress in all subjects.

I wish everyone another successful academic school year full of fun, excitement, learning and continued collaboration.



Mr C Tofallis
Executive Head Teacher

Dedicated Staff

We continue to have a brilliant team in our primary schools with talented children, hardworking staff and supportive parents, Governors and Trustees. Thank you once again to everyone for helping us to support our children and offer them an excellent education which enables them to thrive academically, socially and to enjoy their time at school. Our successes continue in every year group from Reception all the way up to Year 6.

We have held joint staff meetings together for RE, Maths and English topics and we continue to work effectively together in the Trust.



Maths

Collaboration with our Maths work has continued with our Maths Leads and the key advisor, with a strong focus on using manipulatives and building on resources throughout the schools. Both schools are working on the Gold Equality Award and aim for this to be completed in 2027. The schools continue to work with the local cluster group, focusing on moderation, networking in key subjects, and sharing good practice across schools in our local area.

Excellent Pupil Results

Thank you to all the Leadership Teams for guiding the schools through some excellent results this year in Reception, the Year 1 Phonics check, the Year 4 Multiplication check, and of course the Year 6 SATs results. Everyone linked to Ashmole Primary School and Osidge School should be very proud of the children's achievements this year.

In Reception – there was a very high percentage of pupils who achieved a 'Good Level of Development' overall, which is a great achievement, well above the national average.

In Year One – a very high percentage of our pupils achieved the pass rate for the Phonics Check, which again is an excellent achievement, well above the national average and exceeded our targets set.

In Year Four, all the pupils took part in the Multiplication Check. There is no official data for this check, which is out of 25 questions. It is very important that all our KS2 pupils know their times tables up to 12 x 12 and to apply these to other areas of Mathematics. The children in the Trust did very well with an excellent overall average score.

Our Year Six results were amazing. This has been due to a fantastic effort by all the children in both cohorts at the primary schools in our Trust. All the Year 6 data is higher than the national average, and the children have continued to make great progress year on year.

These results are excellent and demonstrate the amazing focus and determination shown by the children throughout the year. I am extremely proud of all our children and the progress that they have all made.

Survey Results

I was very pleased with the recent positive surveys from our pupils and our parents/ carers.

83%

of primary pupils state they are happy at their school.

79%

of secondary pupils feel the expectations for behaviour in their school are clear.

90%

of parents and carers would recommend their child's school to others.



English

Ashmole Primary School and Osidge School have worked together on the Talk For Writing project over the year. Talk For Writing training has included work on S maps, modelling, vocabulary, structure, boxing up, hooks, poetry and imitation. This has resulted in brilliant modelling by teachers, promotion of reading materials and the libraries, enhancing the use of pupils' oracy skills and valuable interactive working walls. The schools have also worked closely to build on the children's debating and poetry skills. It was a very proud moment when one pupil from each primary school was shortlisted for the final round of the Young Poet Laureate competition in April 2026 – 2 out of only 20 children who were shortlisted for the whole London region.

After School Clubs

Both schools have popular Breakfast Clubs that serve at least 130 pupils each morning. We currently have approximately 90 pupils in our After School Clubs. We have Enrichment sessions each week for all our children. These are led by our staff who encourage our children to gain new skills. We have over 20 different clubs ranging from a variety of sports, sewing, BSL, debating, Science, Art, Lego, newspaper writing and more.



Trips & Events

Over the year, Ashmole Primary School and Osidge School have organised many special events, including trips, participating in debating competitions, collaborating on Science work at the Academy, tennis days, parent sharing events, special assemblies, Maths competitions, joint reading projects, the Big Walk and Wheel event, and the July Year 6 End of Year shows.

I also really enjoyed attending the Osidge School '90th Summer Fair' celebrations and the Ashmole Primary School Festival gearing up to the '10th birthday' of the school.





Trust People Strategy

Introduction

The Ashmole Trust People Strategy was officially launched to all staff during the INSET day on 2nd September 2026. Every staff member received a copy of the People Strategy booklet along with our new wellbeing leaflet.

Shaped by the Trust's overall improvement strategy, this document is essential for supporting our large workforce. It represents our commitment to 'how we do things here' and ensures we continue to be an employer of choice. The strategy is built upon five core elements:



Each section of the People Strategy outlines our core commitments, current achievements, upcoming initiatives, and how we will measure success. During the launch, we highlighted several key initiatives currently underway across the five elements.

Attracting and Retaining the Best People

- **New Employer Branding:** We have launched our new branding, "All together better," which will feature in all recruitment advertising across our website, the TES, and local job boards, etc.
- **Staff Benefits Review:** We are continuously reviewing our benefits package to attract new staff and reward current staff. The introduction of the Trust-wide, two-week October half-term is an example of our focus not only on staff wellbeing but ensuring we remain a competitive employer. The wellbeing leaflet includes a full list of current benefits, and we asked for staff to provide feedback on any additional benefits they would like us to explore.

Promoting a Culture of Diversity, Equality, and Inclusion

- **Policy & Vision:** We continue to embed our core values of Excellence, Aspiration, and Care in Partnership across everything we do. HR policies are regularly reviewed to ensure they remain compliant, fair, consistent, and free from discrimination.
- **Staff-Led Networks:** We are introducing staff-led networks. The first Trust-wide Wellbeing Group met on Monday 14th September, bringing together representatives from each school and the central team to discuss and review matters affecting staff.

Enabling Outstanding Levels of Achievement for Staff and Pupils

As a large and growing Trust, we need a greater use of HR data to identify trends and take proactive action. We are achieving this through two new initiatives:

- **Staff Surveys:** We have introduced an independent, anonymous staff survey conducted by Edurio to gather feedback.
- **Integrated HR & Payroll System:** We have invested in Access People, a new integrated HR and payroll system which we will roll out during the autumn term. This includes a digital application process to streamline the recruitment process to encourage candidates to apply to us, an integrated HR and payroll system, and a self-service app allowing staff to download payslips, P60s, salary assessment letters, view policies and procedures, etc and a self-service element to update personal information directly.

This People Strategy will be reviewed annually in line with Trust improvement strategies, employment legislation, best practices, and most importantly feedback from our staff.

Investing in a Healthy Culture of Flexible Working and Wellbeing

- **Flexible Working:** Working alongside flexible working ambassadors from the Department for Education (DfE), we have proactively encouraged a change of culture towards flexible working.
- **A Flexible Employer:** We are proud to state that we are a flexible working employer with 39% of our staff currently working part-time. Last year, we received 20 flexible working requests and successfully accommodated the vast majority. We have increased job shares and PPA arrangements, and we will continue to find innovative ways to support a healthy work-life balance.
- **Open Communication & Support:** To maintain a healthy culture, staff must have clear communication channels, feel empowered to speak up, and know where to turn for support. The attached wellbeing leaflet signposts staff to our Employee Assistance Programme (EAP). Additionally, managers will keep these leaflets accessible in offices to signpost support during meetings.

Promoting Professional Growth Through CPD Opportunities

- **The National College:** We have extended access to The National College to all schools within the Trust to encourage wider professional development.
- **Apprenticeship Levy:** We continue to utilise our apprenticeship levy—particularly for support staff—to recruit new apprentices and upskill our current workforce.
- **School Direct Programme:** We remain committed to promoting our highly successful School Direct teacher training programme.
- **Trust-Wide Collaboration:** The INSET day on 2nd September marked our first Trust-wide event, bringing all staff together to network, share the Trust's vision, and launch the People Strategy. We plan to hold at least one conference per year, featuring guest speakers where possible.



Ms K Foye
HR Director – Ashmole Trust

Literacy

The Oracy Project

Intending to set high expectations for the quality of all spoken interactions in schools, we launched the Oracy Project in 2025 alongside a Trust Oracy Framework. All of our schools have embedded this in their daily practice, and SLTs from across the Trust reviewed this collaboratively during the year.

The outcome so far has been greater inclusion as students become improved listeners and contributors to class discussions and conversations with peers and adults. The Academy delivered specific Oracy training in their Personal Development programme and has shared their resources with the primaries so that it can be adapted to continue honing these skills.

Poetry Festivals

Our annual Poetry Festival took place in June. At the Academy, 30 Year 7 students performed their own poems for an audience of peers and parents on one of the most impressive nights for some years. The Primary event was equally enjoyable with 40 students between Year 3 and Year 6 delivering their own poems to an audience.

Competition was strong, and the quality of the students' poems reflected the excellent work of the teachers across the Trust.

The events were a celebration of a love for words and poetry as well as being highly collaborative: students from the Academy supported their younger peers and our Young Poet Laureates performed for the Academy event. Recordings of the winners from the Primary Poetry Festival were played to the audience of the Academy Festival and met with tremendous applause both for their ideas and their confidence in delivery. Trust staff also got involved by submitting poems for a haiku challenge, with winners being presented in staff meetings in the week of the Festival.

Reading clubs

Reading clubs are a natural occurrence across the Trust, a key part of life for staff and students and supported by excellently resourced libraries. Supporting the National Year of Reading, the Academy set a challenge for the entire community to collectively read 25,000 books in the academic year. We exceeded our target and celebrated in the summer term.

Beyond this, we have also engaged with national reading initiatives, including the Carnegie Book Shadowing again this year. Meeting regularly to discuss the shortlisted books, the students from across the Trust chose their favourites to win and waited for the judges' votes in May. Primary students also came to the Academy to meet with the Year 8 Carnegie group, sharing their love of reading and their approaches to critically appreciating the books they had chosen as winners.

Academy students also took part in the Royal Society Children's Book Prize. Selected to take part in this year's judging panel, they reviewed a collection of non-fiction texts aimed at students between Year 5 and 8 and wrote reviews which were then submitted to the Royal Society to be included in the final decision. As part of the programme, we were given copies of all the texts to add to the library.

Student Newsletter

Each term, students submit articles to be included in the Trust's Student Newsletter. Whilst each school publishes its own half-termly roundup, the Student Newsletter offers students a chance to say, in their own words, what it is they have enjoyed about being a part of their school and wider Trust. Articles celebrate daily life, trips, visiting speakers, their love of learning and experiences with their local community. Contributors come from all year groups and their words are shared with students, parents and carers and staff across the Trust.



Young Poet Laureate

Two students (one from each of Ashmole Primary School and Osidge School) were selected by the National Literacy Trust to attend a 1-day workshop as a part of their Young Poet Laureate competition. A total of 20 students were chosen to attend the workshop, representing schools from across London, based on their submission of a piece of poetry and an introduction about themselves and their passion for poetry. They both enjoyed the day, commenting on how nice it was to work with other students and learn from practicing poets. However, it was a little daunting for our Year 4 student as he worked alongside students from Year 7 and Year 8!

Their poems have been published in a national anthology of children's poetry and copies of this sit proudly in our school libraries.

Oracy club

Our collaborative work in debating both within the Trust and with local schools grew this year. Across a range of events, over 500 young people came together to share their voices and ideas, learn new skills and compete.

Our primary workshops were a success, with students from Year 4 and Year 5 across the Trust attending the Academy to build their confidence speaking in front of others and discover ways to make their arguments stronger. They were supported by the Academy's Beginner and Intermediate debaters who shared their experiences of debating and their pleasure in constructing points.

We hosted Primary and Secondary debate competitions with 8 different schools attending. Using the 3v3 format from our workshop training, students planned speeches without any assistance in the 15 minutes prior to the debate, building skills in critical thinking, time management and teamwork.

Students from across the Trust also attended external competitions and whilst we achieved no wins this year, 30 students between Years 5 and 12 who had never debated competitively before had their first experience of debating with other young people from across north London.

Our mission for 2026-27 is to grow the opportunities for debating across the Trust and with partner schools in the local area, enabling more children to share their voices and engage in important conversations.



Mr M Littleford
Literacy Lead –
Ashmole Trust

Inclusion & Belonging Annual Update 2025–26

Summary

This year marked a major milestone for Ashmole Trust with the development and launch of our first Trust Inclusion and Belonging Vision Statement, establishing a shared, Trust-wide commitment to ensuring every child feels visible, heard and valued. This vision now underpins a consistent approach to inclusion across all three schools and has guided the creation of new systems, resources and practices that strengthen belonging and remove barriers to success.



1. Leadership Commitment

All Head Teachers now share a unified commitment to the Trust's inclusion vision.

- Each school has appointed an Inclusion Team, meeting regularly to drive strategic planning.
- Trust-wide resources such as the Understanding Special Educational Needs booklet and the Inclusive Classroom guidance have been adopted across all phases.
- Inclusion training will continue at September INSET and is now written into each school's School Improvement Plan.

Trust Inclusion and Belonging vision statement

At Ashmole Trust, we believe that inclusion and belonging are the bedrock of learning and growing. Our values of Excellence, Aspiration, Care, and Partnership guide our work in developing a community where every child, young person, and adult in our care feels visible, heard, and valued.

We hold high aspirations for all, nurturing aspirations and resilience, whilst removing barriers to success. With care and compassion, we support wellbeing and celebrate differences. Partnering with families, staff, and the wider community, we develop safe, equitable, and empowering learning spaces where everyone belongs, achieves and thrives.

This vision was shared with all staff across the Trust and now forms the foundation of our Five Commitments to Inclusion and Belonging:

1. Leadership commitment
2. Inclusive curriculum and representation
3. Student voice and belonging
4. Staff inclusion and belonging
5. Inclusive policies, practice and partnership

The January INSET Day focused entirely on embedding this vision, with Inclusion Teams in each school leading Trust-wide training.



2. Inclusive Curriculum & Representation

All schools continue to make strong progress toward the Gold Equality Award, demonstrating commitment to representation and equitable curriculum access. Ashmole Academy is preparing for renewal of its award in 2026.

An achievement this year was the creation of a Trust-wide Inclusive Classroom model, developed collaboratively by staff across all three schools.

This resource sets out shared expectations for inclusive practice in every classroom, ensuring consistency from Early Years through to Key Stage 5. It provides practical strategies for removing barriers, adapting teaching and supporting pupils with SEND or additional needs.

The Inclusive Classroom is now:

- embedded into INSET training
- used by teachers to plan and reflect on practice
- aligned with the Trust's barrier-led approach
- a core part of everyday teaching across the Trust

This work ensures that inclusion is not only strategic but lived daily in classrooms.

The Inclusive Classroom

The visible ingredients to inclusivity in every classroom

#1 Social Belonging

- Microaffirmations
- High expectations
- Positive relationships
- Consistent routines
- Values based rewards
- Motivational marking

#2 Know your learners

- Prior attainment
- Student profiles (SEND/ EAL/PP/HPA)
- Plan appropriate ways to adapt for your subject and learners
- Be aware of label backfire

#3 Participation

- No student sat alone
- No hands up questioning
- Think Pair Share
- Mini WB/Traffic Lights
- Echo reading/ Choral Response

#4 Memory

- Understand and activate existing Mental Models (prior knowledge)
- Consider WM and how you build LTM
- Spaced Learning, Interleaving, Retrieval Practice

#5 High Quality Teaching

- Scaffolding
- CFU - Mini WB/Traffic Lights
- Explanations/Chunking
- Modelling
- Visualisers
- Oracy strategies

#6 Accessible design

- Use accessible fonts/Avoid stylised fonts
- Avoid coloured font on coloured background
- Maintain slide consistency
- Avoid large blocks of text on slides
- Use of Dual Coding/Visuals

The Inclusive Classroom – Ashmole Primary School & Osidge School

Our Non-Negotiables in the classroom
- Well-organised space
- Modelling
- Child-Centred
- Dual coded
- Flexible groups
- Challenging specific targets
- Demonstrate in different ways
- Partnership

#1 Communication
- Use names as a cue
- Vocab in the environment
- Talk buddies (to embed oracy)
- Rules and routines

#2 Cognition and Learning
- Review learning
- Chunked instructions
- Key vocab for topics

#3 SEMH
- Raise self esteem
- Model expectation
- Emphasise positives
- Transition time

#4 Sensory/Physical
- Lighting
- Say name as cue
- Organisation
- Small chunks
- Different ways to capture work

Visuals | Multisensory | Wait time | Quiet space.

3. Student Voice & Belonging

This year marks the launch and early embedding of the Trust Inclusion & Belonging Framework, a significant cultural shift across all schools. The Inclusion & Belonging Framework defines the six core experiences every pupil is entitled to, which are known as the universal offer.

Excellence	**Academic** All students receive the teaching, resources, and interventions they need to achieve highly. Learning barriers are identified early and support is equitable, not identical.
	Personal Development Pupils develop confidence, character, and resilience. They understand values, respect difference, and contribute positively to their community.
Aspiration	**Enrichment** Every child experiences opportunities that broaden horizons and connect learning to the wider world. Financial disadvantage should never be a barrier.
	Aspiration, Careers and Pathways All students have high aspirations and know the routes open to them. Careers education builds ambition and purpose.
Care	**Wellbeing** Every student feels safe, supported, and able to seek help when they need it. Mental health and emotional regulation are valued as much as academic success.
	Family Community Engagement Families are valued as partners in learning. Schools work with parents and specialist services and are integrated to meet the emotional, social, and developmental needs of every child.

Key developments this year:
- All schools have begun screening pupils using 'belonging mentoring' or pupil-led surveys.
- Barriers identified through screening are triaged by Inclusion Teams.
- Targeted support is mapped into the new Inclusion & Belonging Tracker, which provides real-time data on need, provision and impact.
- Automated formulas summarise data for leaders, supporting swift intervention and early identification of barriers.

4. Staff Inclusion & Belonging

The Trust is strengthening staff wellbeing and EDI practice:
- EDI training is planned for January INSET 2027.
- Staff wellbeing principles are being developed in alignment with the Trust People Strategy.

5. Inclusive Policies, Practice & Partnership

A consistent, Trust-wide approach to SEND and inclusion is emerging:
- All schools are adopting a barrier-led approach, moving away from diagnosis-driven support.
- SENCOs have begun collaborative work on the implications of the new White Paper, agreeing on consistent approaches.
- A Trust-wide SEND review is planned for next academic year.

> **"Every pupil in the Trust, especially those who are disadvantaged, is entitled to consistent access to six core experiences which together create a strong sense of belonging and remove barriers to success."**



Additional Trust Initiatives

Dog Therapy

Dog Therapy continues to run successfully across all three schools and has become a valued and recognisable part of the Trust's wellbeing offer. Sessions support pupils with emotional regulation, anxiety, communication needs and confidence-building as well as reading. Staff report noticeable improvements in pupils' readiness to learn, calmness and engagement following sessions. The programme is now fully embedded and accessed by a wide range of pupils, including those with SEND, vulnerable pupils and those requiring short-term emotional support.



Peer Mentoring

The Year 12 Peer Mentoring programme has continued to strengthen relationships between the secondary and primary phases. Mentors have supported pupils with additional needs in both primary schools, offering academic guidance, emotional support and positive role modelling. Feedback from staff and pupils has been overwhelmingly positive, with primary pupils showing increased confidence, improved engagement in lessons and stronger social interaction. The programme also provides leadership and volunteering opportunities for older students, reinforcing the Trust's values of aspiration and care.

Flourish Programme

The Flourish Programme has been delivered to pupils in Years 4 and 5 across both primary schools, focusing on strengthening early literacy foundations such as phonological awareness, vocabulary development and reading fluency. The programme has had a highly positive impact, with pupils demonstrating increased confidence, improved decoding skills and greater engagement in reading activities. Parents from both schools have requested that the programme continues, reflecting strong community support.



Looking Ahead

The next phase of work will focus on:

- Deepening the barrier-led approach in everyday classroom practice
- Strengthening impact tracking through the Inclusion & Belonging Tracker
- Continuing Trust-wide INSET training on inclusion
- Conducting a full SEND review
- Expanding collaborative practice across schools

This year has established a strong, unified foundation for inclusion across Ashmole Trust. With the vision now embedded and systems in place, leaders are well-positioned to ensure every pupil experiences belonging, aspiration and success.



Trust-Wide Celebration Event

The Trust held its second annual Celebration of Sport and Play in July, an inclusive event celebrating movement, teamwork and achievement for pupils with SEND. This year's event expanded participation, strengthened collaboration across schools, and showcased the Trust's commitment to belonging through joyful, accessible experiences.



Mrs R McLaren
Head of Inclusion, Ashmole Trust

Estates Update

Sustainability

In June 2026, the Trust entered into a strategic partnership with SaveMoneyCutCarbon to support the delivery of sustainability initiatives, carbon reduction projects, and statutory environmental compliance across all Trust sites. This partnership is helping to drive our commitment to reducing environmental impact while improving operational efficiency and supporting sustainability education.

Progress to Date

Solar PV installations have been completed at both Ashmole Academy and Ashmole Primary School, currently generating approximately 35% of each site's electricity requirements.

Completion of the Trust's Streamlined Energy and Carbon Reporting (SECR) data collection, analysis, and reporting requirements.

A comprehensive water usage audit has been undertaken, with recommendations identified to reduce consumption and improve efficiency across Trust sites.

Development of the Trust's Climate Action Plan, providing a clear roadmap towards achieving long-term sustainability objectives.

Delivery of sustainability awareness and education initiatives, helping to embed environmental responsibility amongst both students and staff.





Osidge School

Key projects completed or currently underway include:

- Relocation and refurbishment of the Library and Music facilities, creating enhanced learning environments for pupils.

Estates Improvement Programme

Significant progress continues to be made across the Trust estate, improving the safety, sustainability, condition and functionality of our buildings. These investments support the Trust's strategic objective of providing safe, sustainable and high-quality learning environments for pupils, staff and the wider community.

Condition Improvement Fund (CIF)

The Trust has continued to be highly successful in securing external funding to improve the safety, compliance and condition of its estate.

2025/26 CIF Programme
The Trust secured:

- £475,000 to replace the fire alarm system at Ashmole Academy.
- £1.2 million to deliver significant fire safety and water quality improvement works at Osidge School.

2026/27 CIF Programme
The Trust successfully secured:

- £221,138 for water infrastructure improvements within the Drama Block at Ashmole Academy.
- £780,000 for electrical compliance and infrastructure improvement works at Osidge School.

2027/28 CIF Programme
Preparatory work has commenced for the next CIF bidding round, with proposed applications focused on:

- Fire compartmentation improvements.
- Temperature control and energy efficiency measures.

Ashmole Primary School

Key projects completed or currently underway include:

- Installation of a new Building Management System (BMS) control panel, improving heating control and energy efficiency.
- Replacement of corridor and reception area carpeting.
- Installation of a new roof access ladder to improve maintenance access and safety.
- Completion of internal and external emergency lighting repairs and upgrades.
- Continued professional development of the Site Caretaker through a Facilities Management Apprenticeship Programme.



Ms E Arvstrand
Head of Facilities & Estates – Ashmole Trust

Ashmole Academy

Key projects completed or currently underway include:

- Successful completion of Phase 1 of the fire damper replacement programme.
- Upgrade of the Sixth Form Centre air conditioning system.
- Completion of Phase 1 of the Technology Block refurbishment, funded through a Wolfson Foundation Grant.
- Completion of extensive tree management works across the site.
- Repair of the external wall adjacent to the Sixth Form Centre.
- Installation of a new downpipe serving the Assembly Hall gutter system, reducing the risk of water ingress.

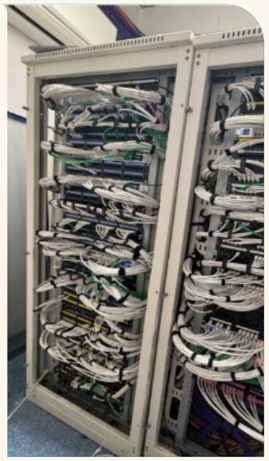


IT Update

Ashmole Trust IT Updates

It has been a particularly busy summer for the Trust's IT Team. While many of these improvements may not be immediately visible, they are essential in maintaining a secure, reliable, and efficient enterprise-grade IT environment that supports our day-to-day operations.





Trust Wide - Telephony

All Trust schools were required to replace their existing telephone systems ahead of Openreach's planned withdrawal of copper-based telephone services in January 2027.

I am pleased to confirm that all schools are now operating on a modern Trust-wide cloud telephony solution, supported by new handsets across each site. This provides greater reliability, flexibility and future-proofing that can be centrally managed.



Mr K Bassett
IT Director –
Ashmole Trust

Ashmole Academy – Networking

Phase 1 of our network infrastructure upgrade has now been completed at the Academy. This involved replacing all 32 network switches and 52 wireless access points, along with the installation of a further 22 new access points.

These additional access points have been located in areas identified by our wireless survey as having weak or limited coverage, ensuring improved connectivity throughout the building.

The previous equipment had reached end of life and was no longer compliant with current DfE digital and technology standards.

Phase 2 of the project will extend this technology to the Primary Schools, providing Trust-wide management and standardisation.

Ashmole Academy - Staff Laptops

All teaching staff in the Academy received a new laptop as part of our device refresh programme. The new devices are supplied through a three-year leasing agreement, ensuring staff have access to reliable and up-to-date technology.





Ashmole Traded Services (ATS)

Ashmole Traded Services (ATS) Update

Ashmole Traded Services (ATS) was incorporated on 27 February 2026 and has enjoyed an exceptionally positive and productive start to its journey. In a relatively short period, the company has achieved several significant milestones and established a strong foundation for future growth.

ATS is a not-for-profit subsidiary company of Ashmole Trust, established to provide high-quality, cost-effective support services to schools, colleges, and other educational organisations. Our initial service offering is focused on catering and lettings, helping educational institutions enhance service delivery, maximise income opportunities, and achieve value for money while maintaining excellent standards and customer service.

One of our most notable early successes has been securing a place on the ESPO 704_26 Outsourced Catering Services and Procurement Support Framework. This achievement reflects the quality, expertise, and dedication of the ATS team and further strengthens our ability to support schools with high-quality catering solutions.

At ATS, we are committed to delivering outstanding school catering services that prioritise nutritious meals, innovation, sustainability, value for money, and excellent customer service. Being awarded a position on this prestigious framework demonstrates our commitment to these principles and provides schools with a trusted route to access our services.

We are also pleased to report continued growth across our catering portfolio, having successfully secured five new educational contracts. One contract will commence in November 2026, with a further four contracts scheduled to begin in April 2027.

In addition to our catering services expansion, ATS is developing its lettings provision. We are currently delivering a lettings service for a local school and are in the process of establishing a similar offer with a local college, creating further opportunities to support educational institutions and generate additional income streams.

As we continue to grow, ATS remains focused on building strong partnerships, delivering exceptional services, and creating sustainable value for the schools and communities we support.



Ms E Arvstrand
Managing Director –
Ashmole Traded Services





Ashmole Trust

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