

[OAT]

Ormiston Academies Trust

ACHIEVING MORE TOGETHER

A group of five young children in school uniforms (blue jackets and white collared shirts) are smiling and holding books. The child in the center foreground is holding a book titled "Harry Potter and the Chamber of Secrets" by J.K. Rowling. The background is slightly blurred, showing more children in a school setting.

Ormiston's year in review 2025

2025 was a year of growth and progress for Ormiston

At Ormiston, we are united by our vision that every child can thrive regardless of their background. Our vision, values and beliefs underpin our strategy, which is organised around four shared education priorities: improving behaviour and culture; developing great teaching; raising attainment, particularly for disadvantaged pupils; and strengthening our approaches to reading. All of this is underpinned by a commitment to inclusion and enrichment.

We believe that all children can succeed and are committed to breaking down barriers to learning and participation, wherever they exist.

As we reflect on 2025, this report is an opportunity to share the progress we are making across our schools.

In 2025, our outcomes improved, school behaviour and culture was strengthened, and pupil absence and suspensions decreased significantly. Encouragingly, these positive trends have continued into the autumn term of 2025–26.

These improvements represent real change for the children in our schools: they are attending more, experiencing school more positively, and learning more as a result.

But we are not complacent. We know there is much more to do. Ormiston has always believed in doing hard things and in all of our schools, we embrace the challenge of improvement that lies ahead of us.

I am deeply grateful to all our staff, volunteers, and partners for the work they do in service of children and families every day. I am also grateful to so many colleagues across the school system, who have collaborated with us in this last year – and have shared their time, expertise and wisdom so freely.

Much achieved; much more still to do. Thank you to all of you who are part of this journey with us.

Tom Rees
Chief Executive Officer



We work where the challenge is greatest

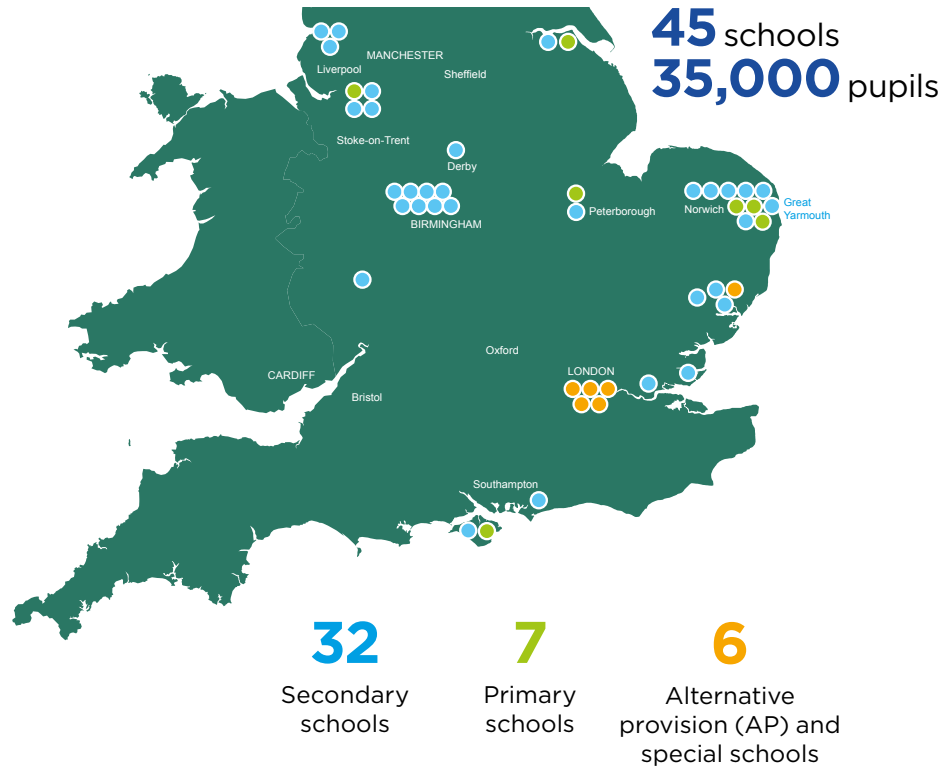
Founded in 2009, Ormiston Academies Trust is one of the oldest and largest school trusts in the country.

We are one of the few national trusts in the school system with our schools spread across England in diverse locations such as Lowestoft, the Isle of Wight, Grimsby, Runcorn and in the West Midlands.

In 2025, we welcomed our 45th school to the Trust, Hunnyhill Ormiston Academy on the Isle of Wight.

Nearly three-quarters of our schools have a higher proportion of disadvantaged pupils than the national average.

Since 2021, the proportion of our schools judged good or outstanding by Ofsted has increased from 69% to 91%.



Our story guides our mission to ensure every child has an excellent education



Fiona Ormiston Murray loved children and was excited about starting her own family. Her tragic death on her honeymoon in 1969 spurred her family on to establish the Ormiston Trust, dedicated to helping children and families in need.

For over 50 years, the Ormiston Trust has supported families. In 2009, Fiona's brother, Peter Murray, founded Ormiston Academies Trust on the principle that every child deserves to thrive.

Our founding story and history provide us with three beliefs which guide our work:

1. Every child deserves the opportunity to thrive, regardless of their background.
2. We work where the challenge is greatest, and we embrace this challenge.
3. We have a broad and rich vision of education and are committed to providing the best learning experiences for every child both inside and outside the classroom.

Brownhills Ormiston Academy, Walsall

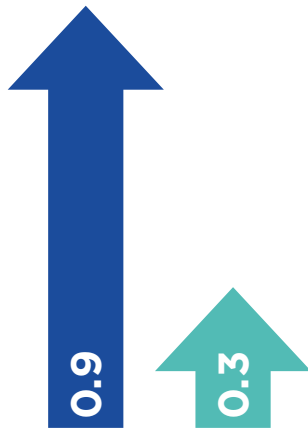


Our mission is to ensure every child has excellent learning opportunities, inside and outside of the classroom, which enrich their lives and afford them choice and opportunity in the future.



*Ormiston Victory Academy,
Norwich*

Pupil attendance improved at three times the national improvement rate



	2023-24	2024-25
Trust	88.3%	89.2%
Primary	93.6%	94.3%
Secondary	88.2%	89.0%
AP and special schools	77.4%	79.1%

Ormiston improvement National improvement

Attendance across the Trust **improved** by **0.9** percentage points, exceeding the national improvement rate of **0.3** percentage points.



We have improved behaviour and culture and reduced suspensions



Suspensions fell by **21%** across our Trust



Exclusions fell by **7%** across our Trust



8 in 10 school staff agree that school culture is aspirational for all pupils.

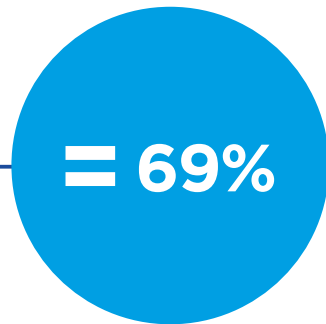


7 in 10 school staff agree that behaviour is good at their school.

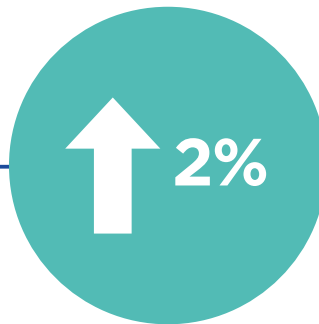


85% of school staff would recommend their school as a good place for pupils to learn.

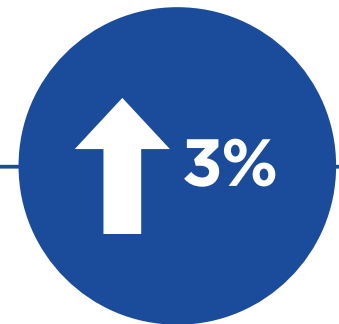
Outcomes improved across the Trust, and especially for disadvantaged pupils



We maintained the percentage of pupils meeting the expected standard in reading, writing and maths at the end of primary school, which remains **above the national average** (62%)



Students achieving 9-4 in English and maths at the end of secondary school **increased** by 2 percentage points, from 55% to 57%



Disadvantaged students achieving 9-4 in English and maths at the end of secondary school **increased** by 3 percentage points, from 39% to 42%



*Cowes Enterprise College,
An Ormiston Academy,
Isle of Wight*

Our new 2025–30 strategy sets our vision for 2030

By 2030, we aim to have

Thriving pupils

- Outcomes are high and pupils enjoy school.
- Teaching is expert and the curriculum and enrichment are of consistent high-quality.
- Every pupil belongs and is cared for, behaviour is excellent.

Thriving staff

- We attract, develop and retain great people in our Trust.
- All staff are engaged in high-quality professional development and enjoy working as part of a 'values-led, performance-driven' culture.

Thriving schools

- All schools are 'great Ormiston schools', with Ofsted's new 'expected standard' as the floor and not the ceiling of our ambition.
- Every school delivers excellence for pupils, is popular with parents and works well with its local communities as civic institutions.

A thriving trust

- We run great schools and are known nationally for our impact on disadvantaged pupils, professional development and inclusion.
- We are a learning organisation, passionate about how we can continually improve and achieve more together.



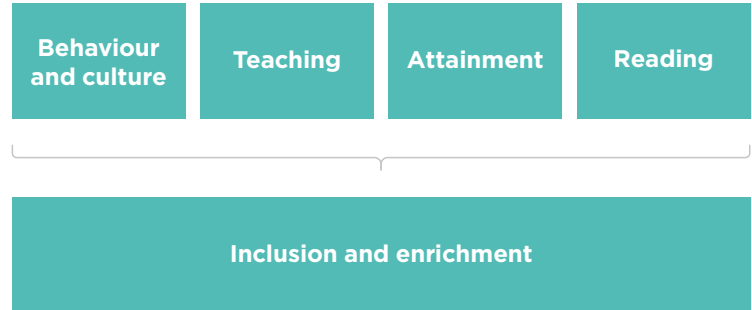
Our education priorities drive improvement across all our schools



Our schools have their own unique identities within their local communities.

Across our schools, we have several **shared education priorities** which we work on in collaboration, to enable each school to deliver for its children and families.

The priorities aim to deliver an excellent education with great outcomes for all pupils:



Our work on behaviour and culture is improving the conditions for learning

Our work to improve behaviour and culture across our schools in the past year focused on four core areas:

1. Strengthening the leadership of behaviour
2. Delivering a clear and purposeful behaviour curriculum
3. Refining out-of-class provision, and
4. Developing teachers' effectiveness in managing behaviour, explicitly teaching routines, and supporting pupils to develop positive habits

Together, these priorities foster a sense of belonging, promote calm learning environments, and support sustained improvements in attainment.



Edward Worlledge
Ormiston Academy,
Great Yarmouth

In 2024, we were one of the first trusts to introduce a smartphone-free policy across our schools, helping to ensure that our children and young people can learn free from the distractions and social pressures that smartphones can bring into the school environment.

Developing great teaching

The evidence is clear that the quality of teaching has the greatest impact on pupil outcomes. Our aim is for every pupil to receive high-quality teaching, every day, in every classroom.

In 2025, we delivered school-wide and subject-specific professional development to strengthen consistent, high-quality teaching.

For teachers, professional development was structured around evidence-based classroom practices, including approaches to improve pupil attention and participation.

For school leaders, development focused on empowering middle leaders to drive and support the improvement of teaching.

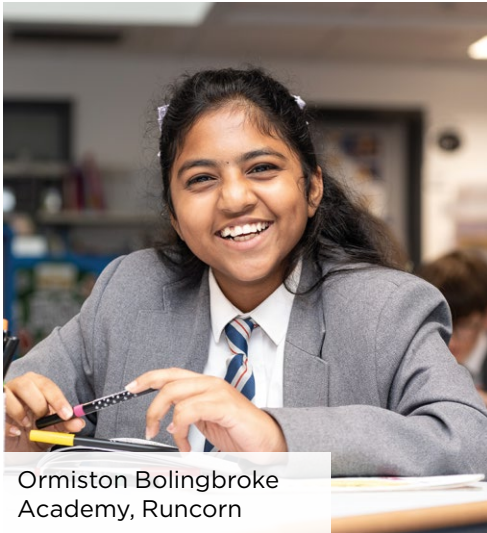
74% of school staff agree that the training they receive helps them in their work.

82% of school staff agree that the Trust has a strong commitment to supporting everyone to get better at what they do.



City of Norwich
School, An Ormiston
Academy, Norwich

Our Common Curriculum will develop a shared, high-quality curriculum across our schools



Ormiston Bolingbroke Academy, Runcorn

The curriculum is at the heart of a great education. We believe that every lesson should inspire curiosity, push boundaries, and be accessible to all.

In 2025, we launched a new Common Curriculum project across our secondary schools to develop a shared, high-quality curriculum model with consistent examination boards. The curriculum will support consistency, progression, and equity for every pupil. It will allow collaboration across our schools, creating powerful opportunities for staff to learn from one another and refine practice together.

We have brought together subject specialists from across our schools in the 13 national curriculum subjects to shape our Common Curriculum. They will curate and share resources that benefit all our staff and pupils.

A focus on the teaching of reading

Reading, writing, and oracy are vital for our pupils, both in school and beyond. Children's success depends on their reading ability, so our reading strategy is central to our improvement plan and works alongside our other priorities.

Our strategy focuses on three key approaches to improve reading:

1. Removing barriers for weaker readers
2. Ensuring quality reading, talking, and writing is taking place across all lessons
3. Creating a culture which instils a love of reading now, and builds habits for a lifetime

This year, we trained over 150 staff to deliver the Lexonik Leap programme, enabling us to support more than 2,500 students with their phonics gaps.



Ormiston Bushfield
Academy, Peterborough

Enrichment opportunities to develop wider interests and passions

We have long believed that education is about more than just exam results. It is about unlocking potential, nurturing character, and preparing young people for life in all its richness. Enrichment is not an optional extra, but a vital part of a broad and balanced education. At Ormiston, enrichment lies at the heart of who we are and what we stand for.

All our schools offer a unique enrichment programme that reflects the identities, strengths and values of the communities we serve, while also opening up new experiences and aspirations.

We have set an ambitious goal of at least 80 hours of enrichment for every child, every year. To deliver this ambition, each school is developing a bespoke Enrichment Charter rooted in its local community, with a common commitment to equity and excellence.



Sandymoor Ormiston
Academy, Runcorn

In 2025, we launched our **Six Pillars of Enrichment** which ensure breadth and depth of opportunities for all pupils. Examples of the pillars in action and their impact over the past year include:

1. **Experience:** Over 1,000 students took part in Duke of Edinburgh expeditions, collectively walking 40,500 km, roughly the full circumference of the Earth!
2. **Think:** Student Voice representatives from every school met half-termly to debate live issues and contribute directly to trust-wide decision-making, ensuring young people's perspectives shaped leadership and strategy.
3. **Practice:** 320 gold medals were awarded at the OAT Sports Cup to students competing against top athletes from across the Trust, celebrating dedication, skill, and perseverance.
4. **Contribute:** More than 4,000 pupils took part in environmental action, saving nearly 150,000 kWh of energy, creating 5,000 m² of new habitats, and redistributing 1,000 items of school uniform within their communities.
5. **Commit:** Over 350 careers-focused school trips have supported students to explore future pathways and make informed decisions about life beyond school.
6. **Celebrate:** Hundreds of students showcased their performing talents on stages, including at the Birmingham Rep Theatre for the finale of Ormiston's Got Talent 2025.



Thomas Wolsey
Ormiston Academy,
Ipswich

Our Blueprint for Inclusion is a commitment to excellence for all children

We are committed to delivering an equitable, high-quality education that recognises and nurtures the unique strengths and potential of every child.

We believe inclusion is about removing barriers wherever they exist, so that every child can be present, participate and learn.

In 2025, we launched our Blueprint for Inclusion to set out how we will embed inclusion at every level of our organisation. It is underpinned by five key principles:

1. Inclusive culture and leadership
2. Identifying needs and early support
3. High-quality teaching and expert support
4. Celebrating diverse success
5. Working with children, families and external agencies

Case study

Each of our primary schools has a Specialist Internal Provision, a dedicated space within their mainstream provision where children with more complex needs receive tailored support.

They focus on complementing high-quality teaching in mainstream classrooms. They are not a final destination for children, but a stepping stone, so children can return to and thrive in the mainstream environment when the time is right.

Read more: [Full case study published by the national Inclusion in Practice project](#)



Ormiston Kensington
Queensmill Academy,
London

We are developing the next generation of great teachers and leaders

We attract, develop and retain great people.



90% of school staff are proud to be a member of staff at their school.

In 2025, we:

- Embedded our new recruitment platform to attract the best people.
- Updated our family and flexible working policies to provide our staff better support.
- Launched a menopause policy to raise awareness and ensure more consistent support for colleagues experiencing the menopause.
- Provided a programme of professional development for all staff.



George Salter Academy,
West Bromwich

In 2024-25,

We delivered the early career teacher programme to over 200 early career teachers. 83% of early career teachers were retained in an Ormiston school after the programme, strengthening our capacity to grow and retain teaching talent across the Trust.

70 trainee teachers completed their initial teacher training with Ormiston Teacher Training. 120 began in September 2025.




97 teachers and leaders began specialist and leadership national professional qualifications.



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