

# Leading impact through trusts

High quality primary to secondary  
school transitions

March 2026



# What is 'Leading impact through trusts'?

'Leading impact through trusts' is a project in partnership between the Confederation of School Trusts (CST) and ImpactEd Group. As CST highlight, 'where a trust runs a group of schools, it has the power to create a collaborative framework' focused on a single purpose – to make its schools the best they can be<sup>1</sup>.

This project therefore aims to showcase good practice in school trusts and highlight how they are demonstrating real impact within the some of the most challenging areas in education.

Rather than making a case for one type of trust approach over another, this work seeks to identify and amplify practice that demonstrates how trusts as a whole can effectively tackle the following key themes:

- Driving up educational outcomes for disadvantaged White children
- High quality primary to secondary school transitions
- Effective approaches to reading to unlock educational outcomes

Each of these three themes is explored in a concise paper, drawing on data-driven, real-life examples from a range of trusts across the country, accompanied by actionable insights and question prompts, to support trusts in their own work towards improving pupil outcomes.

A synthesis report will also be published in Spring 2026 to identify insights and learnings across the project, recognising that the themes are interrelated.

This report focuses on the theme of **high quality primary to secondary school transitions**. Future papers will be published on the CST and ImpactEd websites.

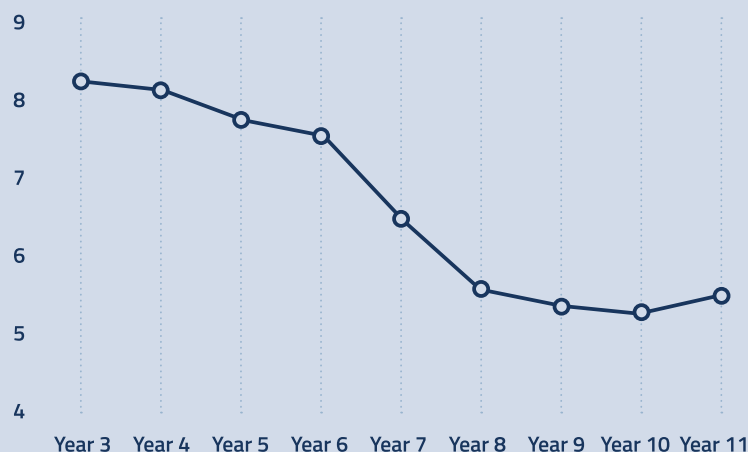


# High quality primary to secondary school transitions

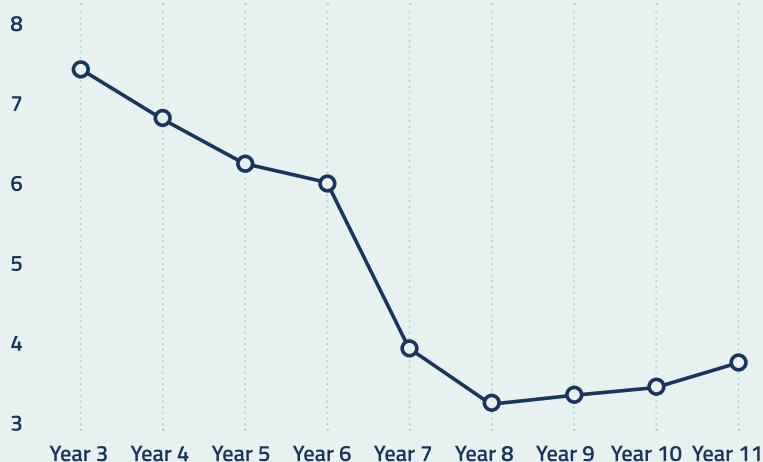
## Context

The Research Commission on Engagement and Lead Indicators (RCELI)'s recent report shines a concerning light on the reality of pupil experience as they transition from Year 6 to Year 7, with data showing that **whilst pupils in primary school report consistently high engagement, this collapses during the first year of secondary school.**<sup>1</sup>

AVERAGE HEADLINE ENGAGEMENT SCORES BY YEAR GROUP



CHANGE IN ENJOYMENT OF SCHOOL BY YEAR GROUP



Year 7 pupils' levels of enjoyment, trust, agency and safety drop dramatically and appear to never fully recover, even as pupils progress through the rest of secondary school.<sup>2</sup>

Research commissioned in Scotland paints a similar picture, with **children at secondary school who were surveyed in the study being less likely to look forward to going to school.**<sup>3</sup>

The government's Curriculum and Assessment Review has also found that transitions between KS2 and KS3 are often not well-aligned, with challenges like curriculum repetition appearing to impact pupil engagement, progress and sense of purpose.<sup>4</sup> And the February 2026 White Paper, 'Every child achieving and thriving', sets out the ambition for every school to measure pupil engagement by 2029 as part of a national focus designed to enable all children, but particularly those who are disadvantaged, to learn and achieve their potential. Whilst it could be argued that the transition from primary to secondary may always feature a degree of challenge - with pupils in most cases needing to adapt to larger school sites, different behaviour policies and a new cohort of subject specific teachers - a breakdown of the data

1. Jerrim, 2025: [Report | Mind the Engagement Gap](#)

2. Jerrim, 2025: [Report | Mind the Engagement Gap](#)

3. Gilbert et al, 2021: [Transition from Primary to Secondary School: findings from the Growing Up in Scotland study](#)

4. 2025: [Curriculum and Assessment Review: interim report](#)

around transitions for different groups paints an even more concerning picture: pupils eligible for Free School Meals (FSM) report even lower levels of trust, enjoyment and belonging than their peers, and girls are more likely than boys to report feeling unsafe and worried, especially in Years 7-9.<sup>5</sup>

These statistics therefore raise serious questions about what both primary and secondary schools can and should be doing to support this critical transition point, to ensure that pupil engagement, and inevitably attendance and sense of belonging, remain high.

Addressing this challenge at scale requires more than individual school-level effort, and there is growing evidence that school trusts can offer a meaningful lever for school improvement. Where trusts span both primary and secondary phases, they have a structural opportunity to

develop shared transition frameworks, align curriculum coherently across key stages, and build sustained relationships between feeder and receiving schools that standalone institutions cannot easily replicate. However, this paper offers useful insights for all trusts, regardless of phase coverage.

Drawing on trust outcomes data and case studies, this report aims to provide trust leaders with actionable insights to support their own trust's work, breaking this theme down into three key areas:

- Supporting pupils and parents with the primary to secondary transition
- Learning from and working with primary schools to support all pupils
- Embedding high-quality transitions within whole trust culture.

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5. Jerrim, 2025: [Report | Mind the Engagement Gap](#)

## Who we spoke to

Trusts' Year 7 pupil engagement data collected through The Engagement Platform (TEP) was the primary source for identifying trusts to speak to about their current approach to high quality primary to secondary school transitions.

We triangulated this with attainment and attendance data and discussed in interviews how practice in relation to primary to secondary transitions is supporting other outcomes. Although the TEP data does not establish a direct causal link between transition practice and KS3 engagement outcomes, there is a strong hypothesis that the approaches to primary to secondary transition are likely to be a contributing factor. It is the practice underpinning those outcomes that this paper seeks to document and share.

We feature the practice of two trusts in depth in this paper:

- The Education Alliance have 12 primary schools, 7 secondary schools and 1 special school in the Yorkshire region, reaching 7,250 pupils in total
- Wade Deacon Trust is made up of 5 primary schools and 4 secondary schools in Merseyside, reaching 5,804 pupils.

It's important to acknowledge that there are many trusts across the country, not featured here, who are also doing good work to support high quality transitions. Similarly, the trusts featured in this paper do not claim to be doing everything perfectly. In fact, all of them were quick to highlight their continued priority areas and emphasise that none of their solutions represented a 'magic bullet.' Instead, the following case studies aim to spotlight tangible examples of trusts utilising their structures, capacity and experience to support pupils and teachers to succeed. You can view a full list of the trusts we spoke to, along with contextual information for each, at the end of the paper.



## INSIGHT 1

# Supporting pupils and parents with the primary to secondary transition

The Education Endowment Foundation (EEF) state that ‘a variety of opportunities for induction, taster days and visits between schools appear to improve’ pupil adjustment during transition.<sup>6</sup>

This was reflected in the attitudes of the trusts we spoke to, who all emphasised the importance of **investing a considerable amount of time and resources in engaging with primary school pupils** in the years leading up to their transition to secondary school.

These interactions, focused on both academic and extra-curricular, may help to gradually build up pupils’ trust and a degree of familiarity with secondary school in advance of the transition – a lack of which can disproportionately impact disadvantaged pupils’ experience of the move.<sup>7</sup>

6. EEF, 2021: [EEF-School-Transitions-Tool.pdf](#)

7. Jerrim, 2025: [Report | Mind the Engagement Gap](#)

## Starting pupil engagement early



### Case Study

Whilst many schools are likely to be taking this approach with Year 5 and 6 pupils, some trusts, like The Education Alliance, are beginning to build these relationships with pupils earlier, in Year 3 and 4.

This approach can have several key benefits. As Tom Fisher, Assistant Headteacher at TEAL's Driffield School and Sixth Form, highlights, 'Starting to engage pupils from Year 3 gives us more reassurance that the transition process is going to be smooth and positive.' Jim Barton, Deputy Headteacher at TEAL's The Snaith School, adds that 'Primary schools understandably have to be very mindful of how time is being used in Year 6, and so by engaging with pupils earlier, it also takes some of the pressure off trying to pack all of our engagement opportunities into one year, or even two.' Their transition programme includes workshops and masterclasses in a range of subjects, as well as sports events and site visits.

Fisher also emphasises the importance of considering school context when mapping out how to engage pupils. 'One of the biggest challenges for primary students within our school context for example, is that many are coming from small schools in very rural villages, with extremely small, mixed-age class sizes. So, a priority for us is helping to get them familiar with a huge secondary school site and larger classes.'

For TEAL, who serve 7,000 young people across East Riding, Hull and Yorkshire, enabling their schools to seek out support and advice with transition, whilst empowering school leaders to also take a contextual approach that best fits each individual school, has been a key part of their transition strategy.



Starting to engage pupils from Year 3 gives us more reassurance that the transition process is going to be smooth and positive.

Tom Fisher, Assistant Headteacher,  
Driffield School and Sixth Form

### *Considering this in your own trust?*

- What do primary transition programmes look like across your trust? To what extent is school context considered within each programme of engagement?
- How could an extended, multi-year approach to for transition programmes help to support a positive transition for pupils in your trust?



## Supporting parents with the transition

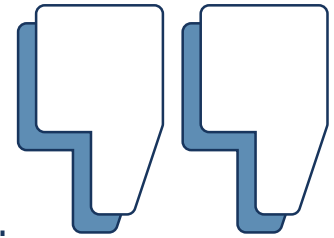
All of the trusts we spoke to emphasised the importance of including parents within the transition from KS2 to KS3 and the need to carefully consider what communication and tailored opportunities they would most benefit from, in order to best support their child.

Alongside transition days and open evenings for example, schools in The Education Alliance also invite parents in for tours of the school, offering them an opportunity to 'see the school in action during a regular school day, in its rawest form'. Jim Barton, Deputy Headteacher at TEAL's The Snaith School, believes that this approach 'allows for a much more personal approach than an open evening – if they're apprehensive about the transition, it helps because they can ask as many questions as they want, and they can truly see how the school operates day-to-day'.

As Simon Corner, Director of Secondary Education at Wade Deacon Trust highlights, 'we have to remember how big of a change the move from primary to secondary is for parents as well, and use that knowledge to think about how we can do better at secondary. In primary, parents can stand in the playground and speak to their child's teacher as standard, who is probably their same teacher for most of their lessons. And then that child comes into Year 7 and they might have between 11 and 15 teachers, and as a parent they don't see any of those teachers very much at all.' Corner emphasises that the combination of these factors puts vulnerable or disengaged pupils even more at risk of experiencing transition negatively.

To address this, the trust has focused on ensuring good stability across middle and senior leaders, to coordinate additional meetings and follow up with parents and to maintain connectivity across the KS3 staff who oversee programmes of support.

We have to remember how big of a change the move from primary to secondary is for parents as well, and use that knowledge to think about how we can do better at secondary.



Simon Corner, Director of Secondary Education, Wade Deacon Trust



## INSIGHT 2

# Learning from and working with primary schools to support all pupils

**A focus on building strong links between primary and secondary schools and a comprehensive pupil-centred handover is a key element of trusts' transition work.**

As Simon Corner, Director of Secondary Education at Wade Deacon Trust observes, 'what's consistent across all our schools is the attention to detail in terms of the information we're collecting, the number of visits to primary schools and the connectivity from headteacher to headteacher.'

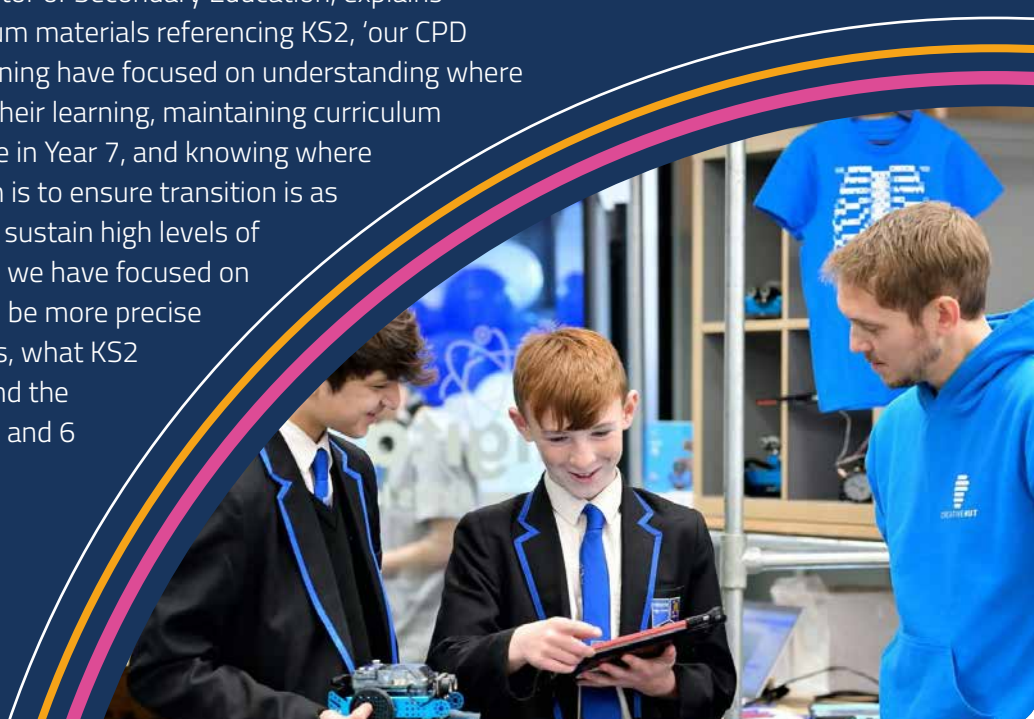
## Building strong knowledge of the primary curriculum



The EEF emphasises the importance of 'curriculum continuity' in successful school transitions<sup>8</sup> and at Wade Deacon Trust's secondary schools, developing a rich knowledge of primary-level curriculum and assessment has been a crucial part of their professional development offer for staff.

Simon Corner, WDT's Director of Secondary Education, explains that in addition to curriculum materials referencing KS2, 'our CPD programmes and staff training have focused on understanding where pupils have come from in their learning, maintaining curriculum continuity when they arrive in Year 7, and knowing where they're going next. Our aim is to ensure transition is as smooth as possible and to sustain high levels of engagement. For example, we have focused on supporting our teachers to be more precise with curriculum milestones, what KS2 scores mean in practice, and the level of rigour in the Year 5 and 6 curriculum.'

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8. EEF, 2021: [EEF-School-Transitions-Tool.pdf](#)

When students start secondary school, that level of curiosity and love of learning can sometimes fall off a cliff.



Simon Corner, Director of Secondary Education, WDT

Corner goes on to explain that this approach, combined with teachers building strong relationships and knowing their pupils well is essential, because 'when students start secondary school, that level of curiosity and love of learning can sometimes fall off a cliff. It's vital that teachers know what their students are capable of achieving and continue to set, and remind students of, those high expectations as they progress through KS3.

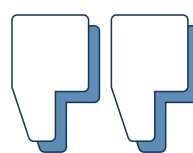
The trust believes this approach, as part of WDT's wider transition strategy, is linked to their positive pupil engagement data. When surveyed in the Autumn Term of 2025 through [The Engagement Platform](#), for example, pupils across the trust scored higher than the national average across engagement drivers, including school confidence, inclusion, drive, sense of agency, safety, and peer and teacher relationships.

### ***Considering this in your own trust?***

- How do teachers use their knowledge of the KS2 curriculum in your schools?

EEF guidance also highlights that 'pupils and parents are often concerned with changes in relationships during transitions' and highlight the role that both **peer collaboration** and **facilitating conversations around emotions linked to transition** can help pupils to adjust and adapt.<sup>9</sup> At The Education Alliance, for example, prefects lead on the majority of transition days, to help build positive networks and demonstrate the friendliness of older pupils.

**Developing social and emotional skills** is also a large part of the trust's transition work. As part of their transition programmes, schools within the trust, in collaboration with Coventry University and local primary schools, run character development days with Year 5 pupils in which they explore characteristics like resilience and perseverance, which some research suggests can help to enable a more positive attitude to school.<sup>10</sup> The aim of these is to 'help set pupils up with the sort of mindset that will help them during that transition from primary to secondary'. As Tom Fisher, Assistant Headteacher at one of the trust's schools explains, 'our focus now is getting primaries more aware of that language and the sort of challenges that come through the transition phase.'



Our focus now is getting primaries more aware of that language and the sort of challenges that come through the transition phase.

Tom Fisher,  
Assistant Headteacher,  
The Education Alliance

9. EEF, 2021: [EEF-School-Transitions-Tool.pdf](#)

10. Chartered College of Teaching, 2025: [The transition from primary to secondary school: Recommendations from research : My College](#)

## Involving pupils in the handover process



Like lots of education settings, TEAL schools request and create one-page profiles for each new student with special educational needs (SEND) who will be entering one of their new Year 7 cohorts – and these profiles will often have been built up over several years, in collaboration with each primary school’s SENCO.

However, they have expanded this approach and now involve all pupils more directly in handovers through the use of ‘character CVs’.

Tom Fisher, Assistant Headteacher at TEAL’s Driffield School and Sixth Form, explains, ‘These character CVs are an opportunity for each student to share with their form tutor before they’ve even arrived – their strengths, their areas for development. What do they do extracurricular enrichment-wise, what are their career aspirations? Do they have any contacts with anyone in school already who would be their go to person? Really building that understanding and relationship between the form tutor and the student from the start.’

These CVs and profiles also act as a useful tool for facilitating collaboration at a staff leadership level. ‘Prior to our new Year 7s starting, we all sit around the table – our SEND team, our safeguarding officers, our attendance officers, SLT and behavioural coordinators – and discuss what pupils might need in terms of supports and enablers, to try and ensure we can get strong starts in place’, explains Fisher.

TEAL’s approach demonstrates how trusts can take an initiative that they’ve had success with and use learnings to expand it out, and in turn benefit more pupils. As Fisher observes, ‘this approach worked so well with our SEND pupils, why wouldn’t we do a similar process for everyone, providing it’s well organised and we have capacity?’

Leaders across the TEAL trust believe that approaches such as this have helped to boost their transitions. This is also reflected in their pupil engagement surveys, where Year 7 pupils scored an average of 7.21 compared to the national benchmark of 6.07 in Summer 2025.

### *Considering this in your own trust?*

- How do you collaborate with feeder and local primary schools to understand incoming students’ strengths and needs?
- In what ways are students supported to develop, reflect and draw on relevant social and emotional skills throughout transition processes at schools within your trust?
- What approaches do you use to enable teachers to get know new students quickly?





## INSIGHT 3

# Embedding high-quality transitions within whole trust culture

In our paper on ‘driving up educational outcomes for disadvantaged White children’ (available through CST and ImpactEd websites), we emphasised the work that many trusts are doing at a leadership level to foster a strong culture centred around consistent high expectations, driving continuous improvement and staff development.

It could be argued that enabling high-quality transition – and defying ‘the dip’<sup>11</sup> – sits across all of these areas – whether it’s through pupil handovers that focus on maximising student potential; **supporting staff to understand the connections between the KS2 and KS3 curriculum**; or **using trust-level data to identify continued priority areas around pupil engagement**, as KS3 progresses.

11. Coker, 2024: [EEF blog: Defying the dip: one school's approach to supporting... | EEF](#)



## Prioritising relational practice

As well as prioritising robust pupil handovers and engaging pupils early within KS2 in primary school, to further maximise the quality of their transitions, The Educational Alliance also has a trust-wide focus on building a culture based around 'relational practice'.

Embedding this approach right from the transition point is key for TEAL. Jim Barton, a Deputy Headteacher within the trust, explains: 'Starting with transition days, being deliberate with this relational approach helps us to quickly get to know pupils and pull out some information that we might not have otherwise got.'

Barton explains why this is such a key priority for them: 'Student engagement can't *just* be about what's happening in the classroom. Sometimes, it's about getting them *to* the classroom in the first place. It's about fostering an environment in which all staff are being as relational as possible in every interaction they have with students – whether that's chatting to Year 7s whilst on duty at lunchtime, asking a student how their day's been, or dropping into form rooms in the morning to greet pupils.'

Barton sees this as being about 'building a culture of kindness', which can help students to feel more comfortable in school. 'What we've found with this approach is that over time, when you engage pupils in these small, positive, everyday interactions, they'll start to do the same in return – maybe asking a teacher how their holiday was, or how their day has been. This then helps to create a safe atmosphere around the school, building a sense of belonging for students who might otherwise have felt more distant within that environment.'

The trust believe that this culture of 'relational practice' is helping to build and maintain engagement as pupils make the transition from primary to secondary and begin to settle into KS3. They continue to build on this work and monitor through regular pupil surveys: in Autumn 2025, Year 7 pupils were +0.4 compared to the national benchmark, Year 8s were +0.6 and Year 9s were +0.4 (on a 1-10 scale for headline engagement).



Student engagement can't just be about what's happening in the classroom. Sometimes, it's about getting them to the classroom in the first place.

Jim Barton, Deputy Headteacher, TEAL

### Considering this in your own trust?

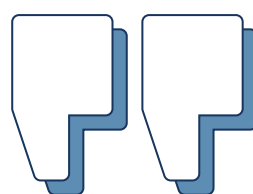
- How do staff across your trust interact with pupils on a day-to-day basis? Is there a shared understanding of what this should look like?



In her speech at the Confederation of School Trusts' 2025 annual conference, Bridget Phillipson talked about the 'drift' that can set in after the staging post of Year 6, and before the key marker of GCSE preparation and exams.<sup>12</sup> And whilst many schools will prioritise the Year 6 to Year 7 transition, there is perhaps less discourse around the continued drop-off in engagement which can occur as pupils move from Year 7 into Year 8.

Several trusts, however, are looking to change this, through their **increased focus on the whole of KS3** and by **spending time understanding the potential causes of disengagement**, to support with the development of wider solutions. At Lift Schools, for example, a Culture & Climate survey found a significant drop in positive responses from Key Stage 3 pupils for relationships with teachers, staff and peers, their feeling of support in learning and their sense of belonging. This has led them launch a programme to conduct further research to understand findings in the context of child development and explore the causal links between school environment, belonging, attendance and attainment, and pilot practical solutions to improve the experience, engagement and outcomes of pupils across Key Stage 3.<sup>13</sup>

Johanna Klinsky, Director of Strategic Improvement at Lift Schools, explained, 'Truly listening to our stakeholders, including students, staff and parents, allows us to collect powerful data and respond in a meaningful way. We will be trialling projects to do things differently – not just what adults think will make schools more engaging for Key Stage 3 pupils, but what specifically do early adolescent pupils need and how do they experience education.' Lift Schools' approach is underpinned by a commitment to being guided by robust evidence and research, genuine commitment to listening to pupils, staff and parents, and responding as a trust in a way that allows for tailoring to meet the contextual needs of individual schools and classrooms.



**We will be trialling projects to do things differently – not just what adults think will make schools more engaging for Key Stage 3 pupils, but what specifically do early adolescent pupils need and how do they experience education.**

**Johanna Klinsky, Director of Strategic Improvement, Lift Schools**

12. Schools Week, 2025: [Schools white paper will 'set expectations on behaviour'](#)

13. [Lessons from our Culture & Climate survey](#)



## Using data to improve KS3 engagement as part of a wider transition strategy

At Wade Deacon Trust, where Year 6 to Year 7 transition has been a key area of strategic focus, leaders feel like they have seen some progress and success.

'We've got lots of good things going on in terms of KS2 to KS3', explains Simon Corner, Director of Secondary Education at WDT, 'including having strong systems in place to bring primary school attendance and contextual data over to secondary, and use it to compare and intervene quickly when needed.'

But in Corner's view, whilst the Year 6 to 7 transition is 'really hard for parents and families and children', in many cases, 'it's stronger than the transition from Year 7 to Year 8, where the national picture shows us that engagement continues to slip throughout Year 7.'

Wade Deacon High School, within the Wade Deacon Trust, however, was one of very few schools – in The Engagement Platform's survey data – to buck this trend in 2024, with an average pupil engagement score in the Autumn Term of 2025 of 6.7, notably higher than the national benchmark of 6.0 – and a score of 7.8 for Year 7 pupils, compared to 7.4 nationally (with above average scores for Year 8 and 9 pupils also). Corner believes that their focus on maintaining a strong culture built around connectivity and belonging played a big part in maintaining high levels of pupil engagement. 'Rather than viewing it just as a start of year priority, we maintained that feeling for longer in Year 7. It was about the pastoral team and year group leader maintaining the positive culture and belonging as the year progressed,

and knowing the impact of the small things – like what's said to a pupil in morning line-up, or the quick call home to share a student's success.'

The trust also looked at data from previous years to map out the peaks and troughs of Year 7 attendance and engagement throughout the year and used this to anticipate and plan specific interventions and initiatives to prevent drop-off.

Corner acknowledges that their approach requires everyone to recognise that every interaction is an opportunity. He also notes that improving engagement "is not a quick fix", but says he is increasingly optimistic because "people are understanding engagement much more. Rather than talking only about attendance, they are connecting everyday activities and being much more deliberate in considering how they can influence some of the many variables that shape a student's attitude towards school.

**Knowing the impact of the small things – like what's said to a pupil in morning line-up, or the quick call home to share a student's success.**

Simon Corner, Director of Secondary Education, WDT

### *Considering this in your own trust?*

- How is KS2 to KS3 transition defined within your trust? To what extent is the journey through Year 7 and into Year 8 included within that definition?
- What does pupil engagement look like across your Year 7 and 8 cohorts, as the academic year progresses?

# Conclusion

As opposed to the primary to secondary transition being focused solely on the move from Year 6 to Year 7, our conversations with trusts highlighted the need for a much wider view of what this transition entails.

From engaging with pupils early within their primary school journey – to help prepare them for the geographical, social and academic change that comes with the move to secondary school –through to continuing to monitor and assess pupil engagement months and years after the September transition takes place, ensuring a high-quality transition for all students requires a coordinated and committed effort at both a school and a trust level.

Where trusts are seeing evidence of increased engagement in KS3, they believe that the key to this is a combination of **getting to know pupils well**, ensuring that secondary teachers better understand the path that students have come on and **the curriculum that they've covered**; being cognisant of how the change affects parents and engaging them proactively to address this; and ensuring that **high-quality transition is a whole-trust responsibility**.

We hope that this paper supports further trusts to consider their own approaches to ensuring high quality primary to secondary school transitions, utilising their trust's collaborative structures, high-quality professional development and leadership to support their communities to thrive.



# With thanks to the trusts who contributed to this series...



**Advanced Learning Partnership:** *"Dedicated to creating inclusive educational communities where families have confidence in the journey their child take."*

**Established:** 2017

**Number & Type of schools:** 13 primary schools, 9 secondary schools

**Number of pupils:** 8,831

**Location:** County Durham & Darlington

**Website:** [alplearning.org.uk](http://alplearning.org.uk)

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**The Bath and Wells Diocesan Academies Trust:** *"An excellent education for every child, enhanced by a distinctively Christian ethos"*

**Established:** 2012

**Number & Type of schools:** 46 primary schools

**Location:** Across the South West

**Website:** [bwmat.org](http://bwmat.org)

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**Delta Academies Trust:** *"Changing Lives"*

**Established:** 2010

**Number & Type of schools:** 38 primary schools, 23 secondary schools, 1 all-through schools and 2 alternative provisions

**Location:** North of England

**Website:** [deltatrust.org.uk](http://deltatrust.org.uk)

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**The Education Alliance:** *"We are here to make great schools and happier, stronger communities so that people have better lives."*

**Established:** 2011

**Number & Type of schools:** 7 primary schools, 4 secondary schools and 1 alternative provision

**Number of pupils:** 7,250

**Location:** Yorkshire

**Website:** [theeducationalliance.org.uk](http://theeducationalliance.org.uk)



**The Elliot Foundation Academies Trust:** *"Where children believe they can because teachers know they can"*

**Established:** 2012

**Number & Type of schools:** 36 primary schools

**Number of pupils:** 14,876

**Location:** West Midlands, London & East Anglia

**Website:** [elliotfoundation.co.uk](http://elliotfoundation.co.uk)

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**Humber Education Trust:** *"Disadvantage is not a barrier to achievement, success or happiness. We target resources to close gaps and ensure equality of opportunity for all"*

**Established:** 2017

**Number & Type of schools:** 13 primary schools, 4 special schools

**Number of pupils:** 5,512

**Location:** Hull and North East Lincolnshire

**Website:** [humbereducationtrust.co.uk](http://humbereducationtrust.co.uk)

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**Lift Schools:** *"We will provide an excellent education to every child, in every classroom, every day."*

**Established:** 2008

**Number & Type of schools:** 32 primary schools, 22 secondary schools and 5 special schools

**Number of pupils:** 33,943

**Location:** Across England

**Website:** [liftschools.org](http://liftschools.org)

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**Northern Education Trust:** *"All young people, irrespective of background or ability will be successful in our Trust"*

**Established:** 2011

**Number & Type of schools:** 13 primary schools and 17 secondary schools

**Number of pupils:** 20,205

**Location:** North of England

**Website:** [northerneducationtrust.org](http://northerneducationtrust.org)

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**Wade Deacon Trust:** *"The vision is for every school in the Trust to be an outstanding school where every child receives an exceptional education."*

**Established:** 2012

**Number & Type of schools:** 5 primary schools and 4 secondary schools

**Number of pupils:** 5,804

**Location:** Merseyside

**Website:** [wadedeacontrust.com](http://wadedeacontrust.com)

