



Elevare[®]
CIVIC EDUCATION
GROUP

ANNUAL REVIEW 2024-25

LONDON
SOUTH EAST
ACADEMIES
TRUST

LONDON
SOUTH EAST
COLLEGES

LASER
EDUCATION
FOUNDATION

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CHAIRS' WELCOME

We are delighted to introduce our Education Group's Annual Review for 2024-2025 – a year which has been both exceptionally busy and exceptionally significant for our organisation.

Across our schools, college and education foundation, leaders and staff have continued to deliver outstanding support for our learners and communities. As you will see in the report, our impact has been tangible: more people of all ages are progressing, more opportunities are being created and the positive multiplier effect of education is being felt and seen across our communities.

This year also marks a special milestone in our journey – with our evolution into **Elevare Civic Education Group**. This reflects who we are now and where we are heading: a civic anchor, supporting social mobility, generating social value and helping shape effective policy and practice.

We recognise that the national economic and social context remains difficult. The cost-of-living challenge has not eased for many families and public funding continues to be tight. At the same time, the policy environment is shifting rapidly as we await the publication of several key documents including the Schools' White Paper and the SEND Review.

We believe these challenges create an important opening – and responsibility – for civic education groups like ours to collaborate and innovate. Over the past year we have worked with our local partners, using evidence-based insight to identify where need most lies. This is enabling us to improve outcomes for children, young people and adults who face the greatest barriers. This continues to be our mission as we move forward.

None of our progress or success over the past year would be possible without the determination of Elevare's leadership team and staff across each of the Group's entities, who demonstrate such commitment and care every single day.

Thank you so much to them all – and to all our partners who support our work in so many ways.

We look forward to the year ahead, as Elevare Civic Education Group.



David Eastgate
 Chair, London South East Colleges



Rama Venchard
 Chair, London South East Academies Trust



Helen McIntosh
 Chair, LASER Education Foundation

INTRODUCTION FROM THE GROUP PRINCIPAL AND CEO

I am delighted to introduce our Annual Review for 2024-25 – a year that marks another major step forward for our organisation.

We have now evolved to become the **Elevare Civic Education Group**. This reflects not only our continued growth, but the core purpose that has shaped our work for many years: to transform lives through the power of learning, acting as a civic anchor deep-rooted in our communities.

Each entity within our Group has continued to thrive this year. Our Trust has expanded to a 16-school network; our Further and Higher Education College received a positive Ofsted inspection and our new charitable foundation has undertaken a major research project to identify its funding priorities.

We have continued to pursue our civic mission. The principles and values we set out last year in our Group Strategy are being lived in practice, as we work closely with local partners to achieve our shared aims. Through this collaboration, we are connecting our day-to-day delivery with our longer-term objectives – putting people first, improving our performance and practice and connecting prosperity and place.

I am extremely proud of the progress we have made this year, as highlighted in this Annual Review. For me, it represents the positive impact that dedication, collaboration, ambition and shared values can really have.

This work is being driven by our committed leaders, staff and governors, and by the trust and support of our partners, communities, families and learners. Each one of you plays a hugely important role in our journey, for which we are very grateful.

I look forward to working with you in the coming year, as we continue our exciting mission as Elevare Civic Education Group.



Dr Sam Parrett CBE
Group Principal and
CEO, Elevare Civic
Education Group



SECTION 1

ELEVARE CIVIC EDUCATION GROUP



In 2024-25, work began on developing a new name for our Education Group - which has seen it become Elevare Civic Education Group.

This new name is more than a refreshed identity; it signals the next stage of our journey.

Elevare - meaning to elevate or uplift - captures our commitment to raising aspirations and creating opportunities for learners in our schools and college, and in our communities.

The addition of Civic emphasises our role as an anchor institution, working hand in hand with our partners to create long-term impact for people and places.

Why the change?

Over the past decade, our group has grown significantly. **Last year, we supported over 16,000 learners across our multi-campus college and multi-academy trust.** Our network of schools has expanded to 16 across Bromley, Bexley, Lambeth, Surrey and East Sussex, with more to follow in the year ahead. We have also launched a charitable foundation to increase the impact we are able to have.

Our Group's new name enables us to:

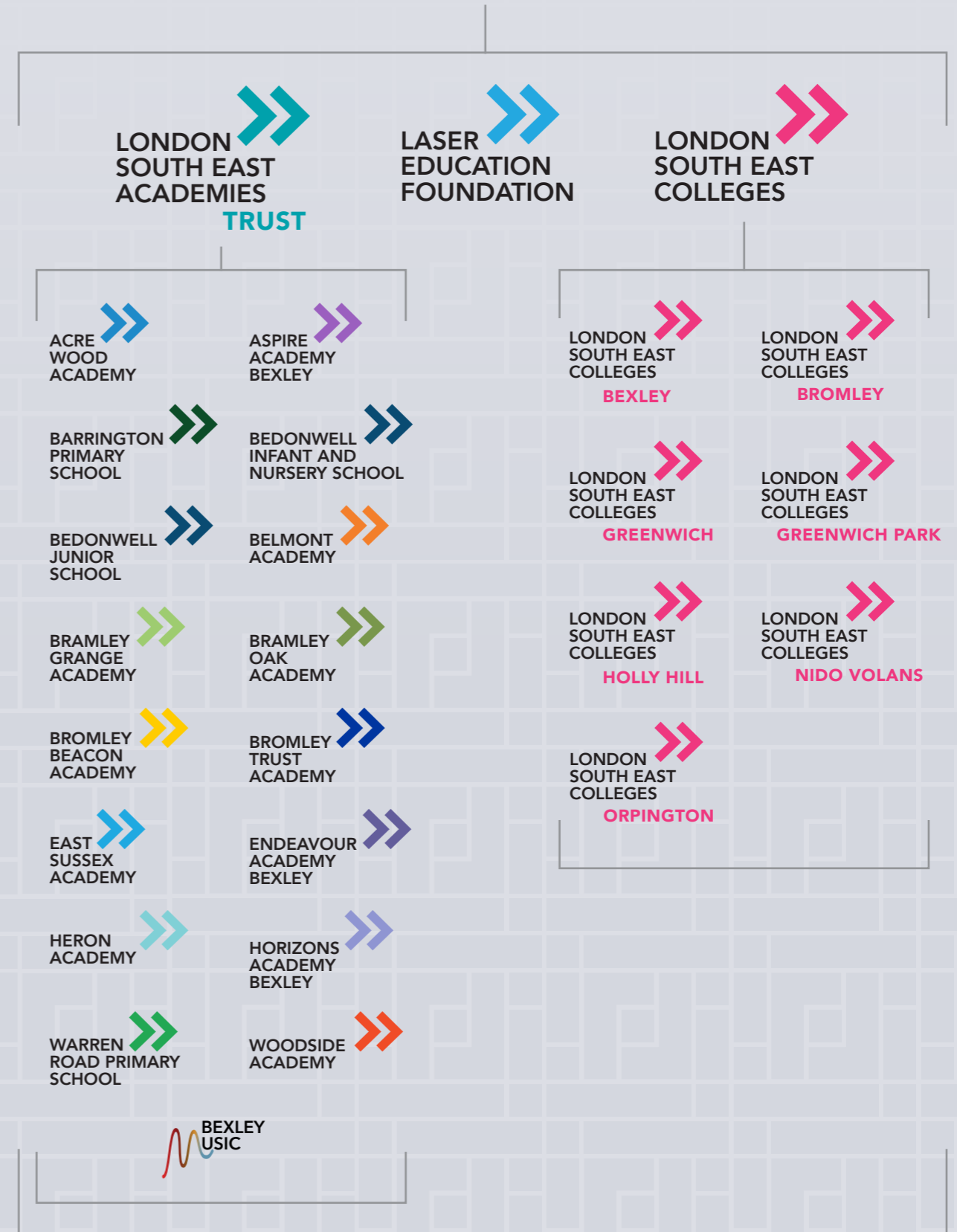
- Reflect our broader and inclusive reach
- Look to the future while building on our proud track record of success
- Highlight our civic role at the heart of the communities we serve.

Our group entities

While our overarching group identity has changed, our well-established entities remain the same - continuing to deliver education and opportunities in the communities they serve:

- **London South East Colleges** - providing high-quality further and higher education, apprenticeships, and skills training across the region
- **London South East Academies Trust** - a network of 16 mainstream, special and alternative provision schools, enabling all children and young people to thrive
- **LASER Education Foundation** - our new charity, which is funding and supporting projects that enrich education and expand opportunities for people across our communities.

Our name is changing, our mission remains the same: to provide high-quality education that transforms lives. We will continue to serve learners of all ages and backgrounds with the same dedication and ambition - while opening new doors to opportunity.



GOVERNANCE

Our Group Executive

Dr Sam Parrett CBE
Group Principal & CEO

John Hunt
Group Deputy CEO & Group Chief Finance Officer

Asfa Sohail
Deputy CEO & Executive Principal (LSEC)

Neil Miller
Deputy CEO (LSEAT)

Jenny Pharo
Group Chief of Staff & Governance Director

Janet Curtis-Broni
Group Chief People Officer

Louise Wolsey
Group Chief Strategy Officer

Edward Avenell
Group Chief Information and Estates Officer

LSEC Corporation Governors

David Eastgate
Chair

Louise Nadal
Vice Chair

Mark Burnett
Vice Chair

Dr Sam Parrett CBE
Group CEO

Mark Trinick

Angela Hands

Elizabeth Funge

Vince Fihosy

Kate Shiner

Sarah Lewis

Darren Kirwin

George Ryan

Philip Le Feuvre

Julie Asher-Smith

Paul Thorogood

Teresa Langford
Staff Governor

Nicole Mundondo
Student Governor

LSEAT Trustees

Rama Venchard MBE
Chair

Dr Sam Parrett CBE
Trustee and Group CEO

Beverley Eaglesfield
Vice Chair

Denise James Mason

Charles Yates

Dr Christopher Philpott

Prof Lynne Revell (Sadly passed away in April 2025)

Marek Michalski

Sarah Servantes

Milena Cooper

George Ryan

Daniel Kwalombota
Co-opted Trustee (LSEC)

Suba Dickerson
Co-opted Trustee (LSEC)

LASER Charity Trustees

Helen McIntosh
Chair & Trustee

David Eastgate
Trustee & Chair LSEC Corporation

Rama Venchard MBE
Trustee & Chair LSEAT

Dr Sam Parrett CBE
Trustee & Group CEO

Jacky Tiotto

Roger Dawe CB OBE

Christine Whatford CBE

Julie Asher Smith

Mark Burnett

LSEC Fellows

Mark Hammond
Bromley Football Club

Alex Dimsdale
Marriot International Hotels

Fiona Cummins Cory Riverside Energy

Helen McIntosh SE London Chamber

Barrie Kelly Visit Greenwich

Ian Kirk
National Federation for Demolition

Howard Button
National Federation for Demolition

Lesley Randsome
National Federation for Demolition

Chinyama Okunuga
NHS - Whittington Trust

Joshua Holland
Solve Distribution

Joanne Bell
Bells Accountants

Naomi Spencer Public speaker

Matt Jones PWC

Matt Evans ECS Systems

Chandra Sharma
Elmcroft Business Services & FSB Bromley

Graham Flynn Box Clever

Adam Marley Ensigna Construction

Group Fellows

Denise Hyland
RBG Councillor and Former Mayor

Anthony Okereke
Royal Borough of Greenwich Leader of Council

Julie Asher-Smith
LSEC Governor & LASER Trustee

Angela Hands
LSEC Governor - Members Trust and LASER

Mark Burnett
LSEC Governor & LASER Trustee

Rod Baker Barclays Bank

Steve Besley Ed Central

Our Group Leadership Team

This year we established a new Group Leadership Team (GLT) within our organisation. This was set up to support senior leaders from across our College, Trust and Charitable Foundation to work together in a more collaborative and formalised way.

GLT is ensuring we maximise our shared skills and experience, as we focus on our Group Mission to transform lives through the power of learning.

Members include the Group CEO, Deputy CEOs, Executive Leaders, Deputy Principals, Trust Directors and Group Services Directors. Meeting regularly throughout the year, GLT sessions have provided time and space for collaboration, discussion and joint planning around key priorities.

Leaders have had the opportunity to better understand each other's challenges, share learning, and find new ways to work across the Group.

Going forward, GLT is focusing on five key strategic projects, which are being developed as part of a Project Management Office (PMO).

Our Group's Mission, Vision and Values

OUR MISSION:

We provide leadership, knowledge and resources to unleash the power of learning as an agent for social change.

OUR VISION:

Transforming Lives through the Power of Learning: We believe that education changes lives and communities for the better.

SHARED VALUES:

Fearless Pioneers

People First

Lead Locally

Continuously Innovate

Act Responsibly

Our Group Strategy

Following the launch of our 2024–2030 Group Strategy, we have continued to focus on three key themes:

1. **People First: staff are our priority**
2. **Performance and Practice: getting better at what we do**
3. **Prosperity and Place: enabling our communities to thrive**

These themes are underpinning our strategic development, including the re-naming of our Group, with the addition of the word 'Civic'. This aligns with our mission to be a true anchor institution; working with partners across our communities to ensure people of all ages and from all backgrounds have the opportunity to achieve their full potential and their career goals.

As a Group, our aim is to have an even greater impact on our communities between now and 2030. We will achieve this through the development and pioneering of evidence-based solutions and research to address the many challenges being faced.

Group Project Management Office (PMO)

To support the implementation of our Group Strategy, we have set up the Group Project Management Office.

This framework sets out how we will deliver five key projects that span our College, Trust and Foundation. Each one focuses on a major strategic priority for the Group:

- **Project Aspen** – delivering our staff wellbeing, recruitment and retention strategies
- **Project Mayflower** – implementing our AI, digital and emerging technologies strategy
- **Project Vector** – embedding a research-led, evidence-based culture across the Group
- **Project Galaxy** – focusing on SEND transition and progression at all stages
- **Project LASER** – developing LASER's operations and fundraising strategy.

Each project is led by a senior leader from either the Trust or the College, supported by team members from across all parts of the organisation.

Together, they form a connected programme of work that will keep these priorities at the heart of what we do over the next five years – helping us provide the very best opportunities for our learners in terms of progression, teaching and learning and wider life experiences.

SOCIAL VALUE AND IMPACT

Via the Social Value Portal's TOM (Themes, Outcomes, Measures) System, we can effectively measure and report on the social impact our Group has across the region – aligned with national priorities for social and economic growth.

In 2024–25, our Trust and College collectively generated £69 million in Social Value (SV), reflecting a remarkable 54% increase compared to the previous year due to a combination of more accurate proxies for calculating social value along with an improved performance.

We generated most of this social value by acting as an anchor institution to our communities, supporting local communities through employment and procurement. Alongside this, we generated inclusive initiatives, such as employing people with disabilities and investing in mental health awareness campaigns for staff.

The College delivered £41 million in Social Value, including £17m generated through local procurement and £5000 in donations to local and national charities.

The Trust contributed £28 million in Social Value, notably providing 1000 hours of EDI training and investing £4200 in mental health awareness campaigns for staff.

These efforts have strengthened our role as an anchor institution – promoting skills, employment, and community wellbeing across our region.



Foodbank donations from LSEC staff.

SUSTAINABILITY

Our Group is committed to sustainability and achieving our net zero targets by 2050, in line with government ambitions.

This year has seen several initiatives being run across the Trust and the College, including the establishment of a Group Sustainability Board, Roadmaps for the Trust and College, and sustainability training for all staff.

Trust

This year saw the successful installation of LED lighting at Woodside Academy and solar panels at both Woodside and Endeavour Academy.

Using grant funding, we completed LED and solar feasibility studies across the rest of the Trust estate, which have informed our sustainability investment plan for 2025/26. This plan includes LED installation at four further schools and solar panel installation at five.

The Trust has also launched its “Invest to Save, Save to Invest” initiative, committing to reinvest 50% of savings generated from renewable energy into future sustainability projects.

Our Sustainability Working Group continues to meet regularly and is led by a member of the Trust's Senior Leadership Team. With representatives from every school, the group is driving improvements across a wide range of areas from embedding sustainability within the curriculum – to reducing electricity usage and reviewing waste management practices across all our schools.

College

This year, we advanced several initiatives to improve operational efficiency and strengthen our sustainability performance across the College.

This included the acquisition of a new electric vehicle to support low-carbon cross-campus deliveries. We also enhanced our procurement and tendering processes by integrating strengthened sustainability requirements into all third-party repair and maintenance contracts.

A new waste-management data baseline was established, enabling detailed, year-round monitoring of all waste streams across each campus and providing the foundation for future target-setting. In addition, all lighting failures have been replaced with LED alternatives, delivering around 80% electricity savings per unit.

Further progress was made on major capital projects. This included the installation of additional solar panels at Bromley and continued development of the Future Greenwich building, which is being delivered to BREEAM Outstanding standards – the leading green-building certification in the UK and Europe.

CAPITAL PROJECTS

Both the Trust and the College have progressed several major capital projects that will significantly expand and improve its provision.

College

Further Education Capital Transformation Fund (FECTF) is a £15m project which will see the second and third floors of Block A East Wing at our Bromley campus being completely refurbished, with an energy centre on the roof. With the project driving sustainability, we have secured £11.7m of funding from the DFE and are contributing almost £4m of college reserves. The project will be complete with teaching and learning taking place from March 2026.

Future Greenwich is a £45m project, creating a new, purpose-built college campus in Plumstead. With funding provided by the GLA (and significant investment from the college itself), we are working in partnership with the Royal Borough of Greenwich and Digital Greenwich. The development will take advantage of modern digital pedagogy such as virtual and augmented reality, creating an exciting learning environment. This will meet the future skills needs of employers and businesses across the region.

In addition, working alongside L&Q, the capital project will create almost 300 new homes, 52% of which will be affordable. The building will open in January 2026 – providing a high-quality community asset and new education opportunities for thousands of Londoners.

The project won Social Value Initiative of the Year at the 2024 National Project Excellence Awards and will be the first 'BREEAM outstanding' College in England – reflecting our commitment to sustainability.



Bromley campus refurbishments via the Further Education Capital Transformation Fund.



Future Greenwich project.

Trust

At Bramley Oak, capacity is being increased from 61 to 104 places through two new extensions, refurbished sports and dining facilities, and upgraded landscaping. The £6m Surrey County Council-led scheme appointed Neilcott Construction, with enabling works now completed. The main build is scheduled to begin in December 2025 for completion in September 2026.

At Heron Academy, the London Borough of Lambeth has committed £1.8m of funding for a full building re-clad and roof remedial works, delivered by Quinn London. Works are due to finish in April 2026.

The transfer of Acre Wood Academy into the Trust (previously Grove Park School) included a major £17m project to build a new two-storey secondary site, designed for 62 pupils with complex learning needs. Led by East Sussex County Council and constructed by Wilmott Dixon, completion is expected in December 2026.

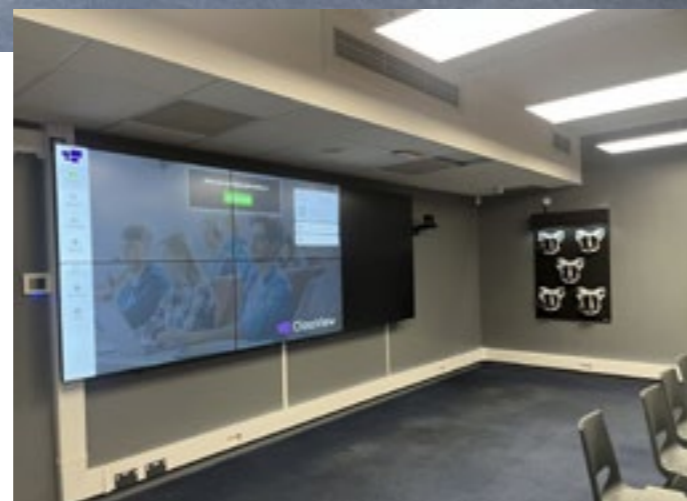
The Trust also secured an in-principle funding agreement for a new site in Hastings for East Sussex Academy (previously College Central). This is being supported by £10m from the DfE and £2m from East Sussex County Council, with an additional £500k under consideration. This scheme is currently in feasibility.



Immersive digital suite at Bromley.

DIGITAL INNOVATION

In 2024-25, the College led the Local London Skills Providers' Network in a pioneering initiative that connected 20 classrooms across colleges, adult education providers and sixth forms through new immersive learning environments.



This project has transformed digital teaching and learning across the region, enabling staff to collaborate in innovative ways and explore the potential of emerging technologies.

Creative use of these spaces has already delivered impressive results - including an Augmented Reality showcase where learners explored the mechanics of ground source heat-pump technology, demonstrating how immersive tools can enhance technical training. LSEC students also joined peers across the network in discovering career pathways in Engineering, with targeted initiatives designed to encourage more women into the sector.

Across the Trust, all schools have now migrated from LGfL email to Office 365, significantly improving the safety and efficiency of communication and collaboration. This move has enabled colleagues to make full use of Microsoft Teams, cloud-based services and AI tools such as Copilot.

The rollout also included a new intranet integrated with People Team systems through Single Sign-On, simplifying access to key resources. Additional improvements include continued development of the Trust Dashboard in Power BI, providing richer insights to support decision-making, and the automation of the STARS recognition programme, which now generates and sends high-quality staff certificates quickly and consistently.

WELLBEING

Staff health, mental wellbeing and workload reduction continue to be core priorities for our organisation.

We have introduced a Health & Wellbeing Strategy and action plan at the College, supported by our triage nurse who leads a range of initiatives including: staff drop-ins, self-care signposting and supporting our mental health first aiders (who have received refresher training and group supervision).

Other activity undertaken and established this year included: Youth Mental Health Day, menopause champions (training underway), wellbeing spaces (breathe rooms), wellbeing themed CPD, leadership coaching and workload-reduction through AI tools.

Financial wellbeing support via Group discounts, ODE cashback card, PureGym corporate membership and the staff hardship fund has also been provided. Colleagues and their families have continued to have access to 24/7 EAP services, plus Education Support (sector-wide specialist support).

We have continued to expand good practice through the AoC's Health & Wellbeing Communities of Practice, have signed up to the AoC Mental Health & Wellbeing Charter and will launch a self-funded private healthcare scheme with Benenden Health in 2025-26.

Mental health risk assessments are now used in appropriate cases for staff and students. We have also trained 40 health/mental health first aiders, who are deployed across campuses.

Within the Trust, wellbeing has remained a priority with benefits and discounts now centrally published in SharePoint and referenced in onboarding. Initiatives include leadership coaching, menopause training for managers, signposting to external providers, and (in exceptional cases) funded counselling via occupational health.

LSEAT's Staff Wellbeing Group produced a Wellbeing Charter covering 12 key wellbeing areas (eg: staff voice, workload, communication, progression). This has now been consulted on across schools and will be used to shape recruitment, induction, training, reporting and culture going forward.

Staff Wellbeing Charter
Promoting and supporting wellbeing, together

Staff voice Staff feel valued, supported and heard	Leave of absence Clear and consistent implementation of Trust policy
Training and career progression Staff knowledge and skills are valued to support effective roles and career growth	Challenging behaviour Clear policies, training, and support for maintaining pupil behaviour and engagement
Communication Information shared with staff is timely, effective and appropriate to roles	Staff cover Clear policies, communicated effectively, well-understood and consistently applied
Workload Smart, efficient management prioritising impact and work-life balance	Home - School communication Effective policy with clear expectations
Rewards and recognition Staff efforts and achievements are appreciated, celebrated and recognised	Flexible working Flexible working policies that balance staff wellbeing and operational needs
Mental Health Raising awareness and understanding, sharing information, strategies and resources	Positive working environment Responsibility is shared, with all staff actively contributing

STAFF CPD AND DEVELOPMENT

We know that investment in our people and development of talent is central to our Group's success and growth.

In 2024-25, we have:

- Supported leadership development: A targeted coaching and mentoring programme for new and developing leaders
- Enhanced use of the Apprenticeship Levy: Expanded opportunities, including helping staff gain teaching qualifications, bridging industry and education effectively
- Expanded Digital Skills with a focus on AI: CPD delivered across the Group to improve digital skills, including AI tools like TeacherMatic, supporting staff in lesson planning, assessment, and curriculum alignment
- Supported Teaching Excellence: Our TLA Intensive Support programme provided structured coaching to teachers, focusing on tailored classroom management and lesson planning strategies
- Industry-Specific CPD: Implemented targeted professional development in vocational areas, including construction, beauty therapy, and leadership, to align teaching practices with industry standards.

These initiatives have reflected our commitment to high-quality staff development, ensuring continuous improvement across all parts of our Group.

EDI AND BELONGING

In the past year, our Group has continued to make significant strides in advancing Equity, Diversity, and Inclusion (EDI) across our campuses and schools. Both our College and our Trust have prioritised creating inclusive environments that support staff and student growth, while addressing representation and achievement gaps.

Belonging is a priority for us, ensuring everyone feels welcome in every part of our organisation.

Our priorities for the next five years ahead are:

- Narrowing student achievement gaps and implementing appropriate interventions for the different groups of students who are under achieving
- Maintaining high disclosure rates on EDI for both Staff and Students
- Embedding EDI in all aspects of teaching, learning and assessment
- Engaging staff and students in multiple EDI initiatives/campaigns/events throughout the academic year.

We have continued to see an increase in staff and student disclosure rates on EDI information and shared our processes as good practice with other organisations. We continued to maintain high completion rates for EDI training and introduced new sessions, such as Epilepsy Awareness, Domestic Abuse Awareness, Mindfulness, Menopause Champion training and LGBTQ+ Awareness.



Staff and student engagement in EDI activities remained high, through a range of initiatives, workshops, tutorials. We used the EDI calendar to help us plan events and initiatives throughout the academic year, which for 2024-25 included: **Black History Month, LGBTQ+ History Month, Diwali, International Women's Day, Autism Awareness Week and Mental Health Awareness Month.**

We saw our largest attendance yet at **London LGBTQ+ Pride 2025** with nearly 40 members of staff, students and guests marching together, representing both the College and the Trust.

We continued to collaborate with external organisations such as the **Black Leadership Group, Equality Partnership Board and the Association of Colleges**, to exchange good practice.

We received significant national recognition, including the **Gold Award and Top 100 Employer ranking in the Stonewall Equality Index**. We were also named as an 'Exemplary Employer' by Investing in Ethnicity, and placed in their **Top 12 Outstanding Employer list for 2024**. This led to us being nominated for their Outstanding Employer Award.

The College signed up to the **AOC's Equity and Diversity Charter** and engaged in its Equity Exchange event held at City Lit in January 2025. We achieved Level 2 of Inclusive Excellence, which consisted of a staff survey, which was sent out alongside our all-staff Hive Survey in February.

We have continued to be committed to the **10-year EDI grants programme**, encouraging students and staff to apply for a grant under this initiative – with 18 projects funded to date.

RESEARCH AND POLICY

Our Group Strategy sets out our intention to become a research-led organisation:

“We will operate as a research-led learning organisation, maximising research and evidence to improve teaching and learning, drive innovation and share our expertise and research across and with our wider communities.”

In 2024–25 we have expanded our research function, supporting and delivering projects across the organisation. These included:

3000 Voices: Growing Up in South East London

Between January and April 2025, our research team undertook a significant project on behalf of the LASER Education Foundation. They spoke to over 3000 children and young people across our schools and college, asking them about their experiences of growing up and their wellbeing.

The aim of this project was to ensure the voices of our young people are shaping priorities for support and investment – both for the LASER Education Foundation’s own programmes and more widely across education, health and other youth community services.



Key findings include:

- **Loved and cared for** – 87% of young people said they live with people who make them feel loved, but this drops to 54% among looked after children and 55% among those who do not identify as male or female
- **Family support** – 82% said their families had what they need to support them, though this was far lower among young people entitled to free school meals (66%) and LGBTQ+ learners (52%)
- **Someone to talk to** – 78% reported having someone supportive to talk to, but learners with additional needs and looked after children were far less likely to agree
- **Education and aspirations** – three-quarters praised their teachers, yet many expressed anxiety about exams, careers and the future, with some feeling worried about making the right choices
- **Wellbeing gaps** – one in five young people fell into the lowest wellbeing groups, reporting that they feel unfairly treated, unsupported and unsafe.

We launched the research in **October 2025**, hosting a cross-sector roundtable to discuss the findings. This was chaired by JL Dutaut, Commissioning Editor of Schools Week. It was attended by leaders from education, health, local government and the charity sector.

Going forward, a collective commitment has been made to continue this conversation, identify measurable goals and reconvene in two years’ time to evaluate progress.

Establishing a research-led culture: Trust Research Programme

To support our commitment to being a research-led organisation – and to help drive evidence-based practice across our schools – we ran a training programme within the Trust. This consisted of four sessions, supporting a group of staff from across our schools to develop their research skills and, ultimately, to undertake research projects of their own.

We focused on building participants’ confidence to use existing evidence, providing advice and guidance around conducting research.

Following the success of this pilot, we have expanded the programme to both the Trust and College for 2025–26.

Policy analysis and influencing

The change of government administration with a new policy agenda for children, young people and education provided many opportunities to influence and inform our new MPs and government ministers.

As a Group we responded to a several government consultations in 2024–25, sharing insight from across our organisation and using our expertise and experience to help influence and shape government policy. These include consultations and calls for evidence on skills and training, curriculum and assessment, the SEND crisis, Ofsted inspections and school accountability.

We also supported visits from MPs and government officials to our schools and college campuses – which are highlighted in the events section of this review.

In 2025–26, we will continue our influencing work as the new government seeks to shape education policy. We will provide evidence and evaluation support for the planning and delivery of the Group key strategic projects.

MARKETING, PR AND EVENTS

Our marketing team leads multi-media advertising campaigns and creates engaging content across a wide range of digital and traditional platforms. We identify our target audiences, then tailor our marketing strategies and messaging to ensure maximum engagement.

The team manages and co-ordinates many events throughout the year, including open days, awards ceremonies, visits and online conferences. In 2024-25, we worked closely with stakeholders and partners to extend our reach and increase our impact, with many of these events providing us with opportunities to connect with stakeholders, influence policy and celebrate achievements.

This year saw a range of significant events across the Group:

The College hosted the **Committee of South London Principals' Learner and Teacher Awards** at the House of Lords, where Helen Hayes MP, Chair of the Education Select Committee, delivered the keynote speech.



Winners receiving their awards at the House of Lords.



At Bromley Campus, more than 40 partners joined us for the **LSIF Celebration**, marking the success of the **Local London LSIF Programme**, which LSEC leads.

The **London South East Academies Trust Student Awards** brought together all our schools and our music service at Fairfield Halls, celebrating the achievements of over 130 pupils.

We held a **Curriculum Strategy Consultation** at BR6 with 50 employers, Governors and strategic stakeholders.



Daniel Francis MP visits LSEC Bexley.



Clive Efford MP opening the new STEM block at Bromley Campus.

We also welcomed several local MPs to our campuses:

- Daniel Francis MP visited Bexley to see our SEND, HE, Art and Creative Media provision. He also visited Belmont Academy
- Clive Efford MP opened the Bromley STEM Block
- Abena Oppong-Asare MP visited our Greenwich campus
- Helen Hayes MP opened Nido Volans Lambeth and joined a roundtable discussion.

Community-focused events included:

- Green Skills Induction Workshops at Bromley and Holly Hill
- Royal Greenwich Futures Fair
- Bexley 2050 Vision event, hosted by Paul Thorogood
- Greenwich Topping Out Ceremony, marking the new building reaching its highest point.

Good For Me Good For FE Awards

Having launched the national Good for Me, Good for FE Awards in 2023, we held the second ceremony in December 2024 at the House of Lords, where winners were announced. (See p.35 for full details.)

PUBLIC RELATIONS AND AWARDS

Substantial media coverage has been secured across our Education Group in 2024-25.

418 articles (compared with 242 last year) featuring London South East Colleges and London South East Academies Trust have been published across a range of platforms and titles – locally, regionally and nationally.

Our thought leadership strategy has focused on eight key policy areas/topics this year, including Skills, Social Action and Teaching & Learning expertise. With **25 opinion pieces published**, we have been regular contributors to key sector titles including FE Week (seven pieces) and Schools Week (six pieces), positioning ourselves as thought leaders on a variety of topics and issues.

Crucially, these thought leadership articles have featured many different and diverse voices from across the Group – from our CEO, Chair and members of our Group Executive team, through to our headteachers, outreach lead, EDI officer and student experience team.

Group leaders also spoke at several high-profile events throughout the year. These included the **CYP Now Attendance Conference** in February 2025, at which Neil Miller presented alongside former Children’s Commission Anne Longfield; and Sam Parrett was part of a panel at the **Festival of Education**, discussing the civic contribution schools make to their communities.

Using the metrics of Total Articles Published, Advertising Value Equivalent and Opportunities to See (via the Onclusive platform), we have almost doubled our coverage, and our PR reach this year.



Awards and external recognition

Both the College and the Trust were presented with several national awards this year, further strengthening our positive reputation.

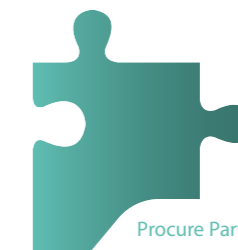
For the Trust, four accolades for school staff were secured in the **Pearson National Teaching Awards**, including a highly commended award and three special recognition awards.

For the College, LSEC won the **Social Impact Award** at the **Bromley Business Awards** (the ABBBAs) and **Social Value Initiative of the Year** at the **National Project Excellence Awards** for our Future Greenwich project in partnership with Kier.

In addition, one of our Adult Learners, Sue Sandy, was a finalist in both the AoC Student of the Year Awards and the Mayor of London Awards, receiving Highly Commended accolades in both for her outstanding learning achievements.



Sue Sandy receiving her award.



Procure Partnerships Framework
National Project Excellence Awards



THE LASER EDUCATION FOUNDATION

Our Group's new charity is dedicated to transforming lives through education, empowerment, and opportunity. Our mission is to remove barriers that limit access to high quality education and to inspire lifelong learning.

Crucially, we wanted to ensure that support from the Foundation is targeted where need is greatest – so our Group undertook a significant research project, 3000 Voices: Growing up in South East London (see p.20)

From the research, we identified the following priority areas for funding:

- Widening opportunity
- Addressing disadvantage
- Mentoring
- Promoting physical and mental health
- Reducing loneliness and isolation

In 2024-25, fundraising activity also began. Several successful events were held, including a charity golf day at Royal Blackheath Golf Club in May, which raised over £16,000. Proceeds have helped establish ten new scholarships in partnership with local employers, providing valuable work experience and career development opportunities for students.



We also launched our Leap into Action Campaign – a schools-based fundraising initiative that inspired creativity and community spirit across our network. Schools organised a range of activities – including sponsored bounces, non-uniform days, bake sales and obstacle courses – raising essential funds to support the Foundation's work. This will now become an annual event in our schools' calendars.

Moving forward:

In the year ahead, we will be building on our progress with new initiatives that support the LASER Education Foundation's long-term goals.

This includes expanding our offer through an ESOL Employability Programme and a dedicated Mental Health Programme, while bringing people together through events such as quizzes, an Easter Fun Day, our Charity Golf Day and an Outdoor Cinema.

We will be launching an Individual Giving Programme for staff, starting with a simple 'pennies round down' option to help people make a meaningful impact. We will also be strengthening partnerships with local businesses through scholarships, Charity of the Year collaborations and sponsorships, working together to create more opportunities and lasting change for those who need it most.

With the transition to our new Group name – Elevare Civic Education Group – in September 2025, we will also be changing the name of the Foundation to the Elevare Education Foundation in the coming year.





SECTION 2

LONDON SOUTH EAST COLLEGES



INTRODUCTION

2024-25 has been another exciting year for London South East Colleges. I am delighted to reflect on our collective work in this Annual Review - marked by a positive Ofsted outcome, improved student achievement rates and a strengthening of our whole-college culture of inclusion and belonging.

Across our campuses, we have seen significant capital investment: the Future Greenwich development at Plumstead, our new STEM block in Bromley and wider capital refurbishments are transforming our sites into exceptional, industry-standard learning environments.

These developments are ensuring we can respond to the skills needs across our region, supporting people of all ages and from all backgrounds into great careers across a range of growing industries, including green and digital.

But we aren't doing this alone. Partnerships are crucial to the impact we are making.

We have continued to widen our collaborations with local authorities, employers, training providers, universities and community organisations - securing more industry visits and embedding more employer-led curriculum activity. This is directly strengthening progression and employability opportunities for our students.

Our commitment to student experience remains paramount: whether that is academic support, personal development or wellbeing. We remain committed to ensuring that every student feels safe at college and can achieve their ambitions with us.

I am very proud of what we have achieved together this year. Thank you to our governors, colleagues, students and partners for your continued support. I look forward to working with you all in the year ahead.

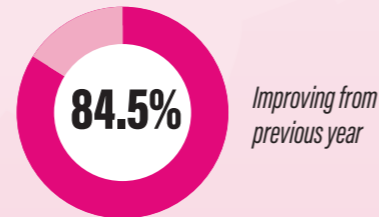


Asfa Sohall
Deputy CEO and
Executive Principal

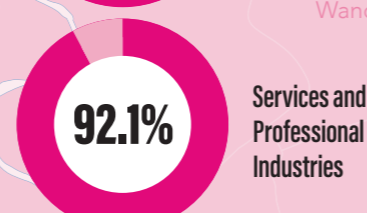
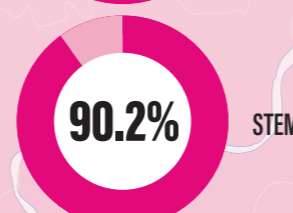
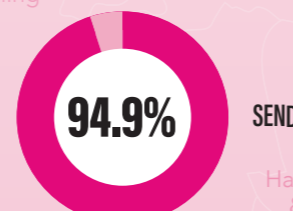
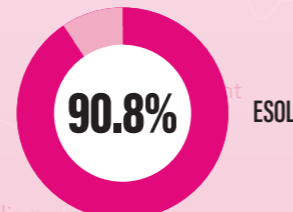
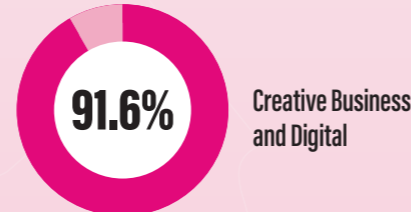
2024-25 THE YEAR IN NUMBERS

Achievements

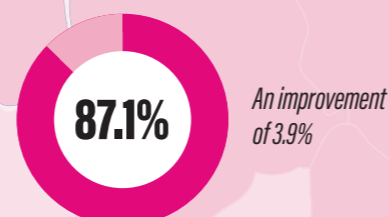
Overall College Performance



Young Learners' (16-18) High Achievements



Adult Achievement



Colleges' population

Approx. **11,000** learners supported across all our further and higher education provision.

4,263 young people enrolled on full-time courses. Our core provision continued to be 16-18-year-old learners on study programmes and apprenticeships.

Additionally **5,781** adult learners were enrolled on full, part time, distance learning, apprenticeships, Higher Education, adult community learning and subcontracted provision.

Supporting learners' needs

2,500 learners disclosed a learning difficulty, disability, or health need

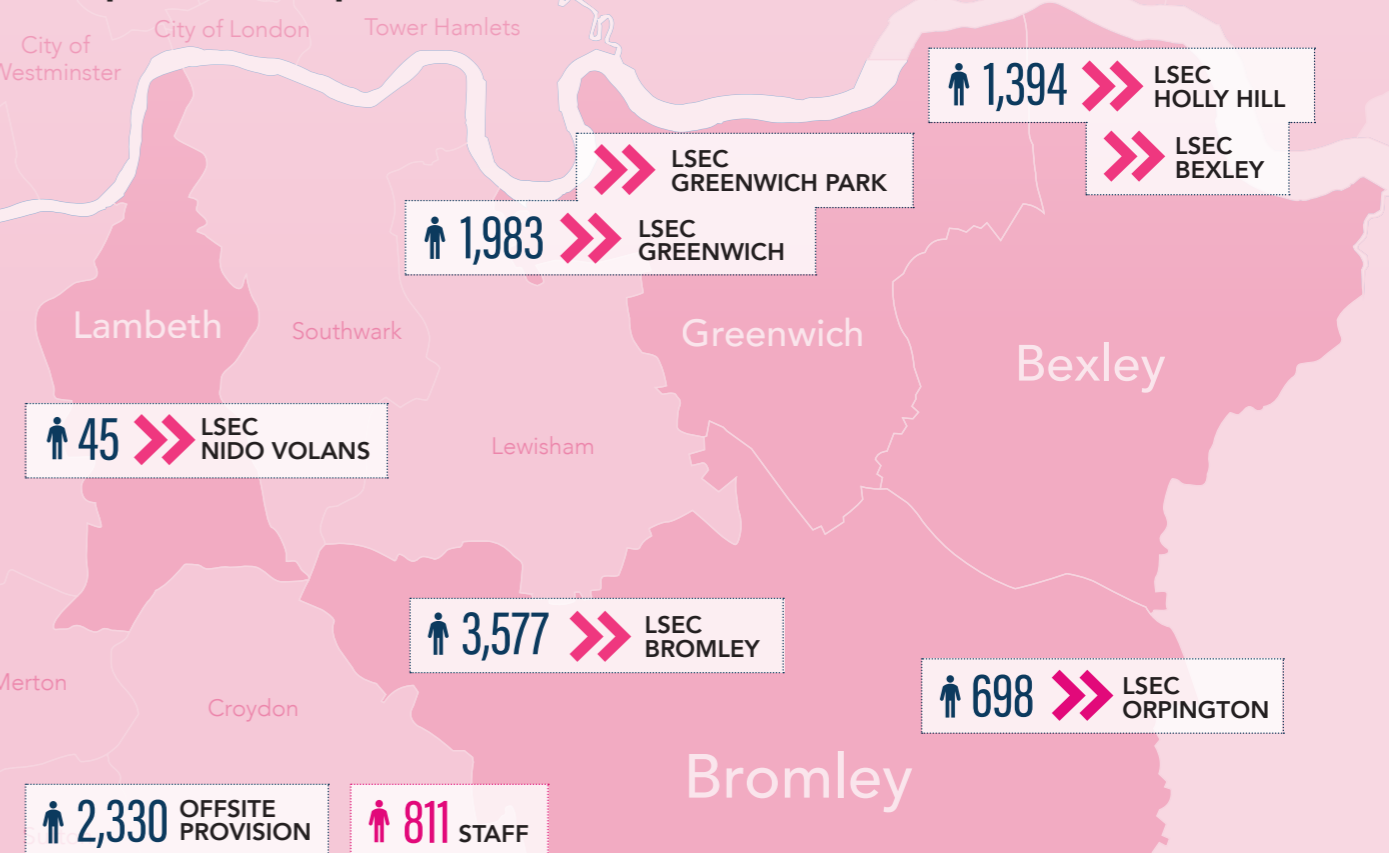
750 learners held an EHCP (18% of our DfE-funded 16-19 cohort)

English and maths continued to be essential components of study for many young learners (16-18 and 19-24 with an EHCP):

ENGLISH 2,000 **40%** needed to study both English and Maths alongside their vocational programme

MATHS 2,300

Campuses and capacities



STRATEGIC DEVELOPMENT AND PARTNERSHIPS

External Funding

In 2024-25, we secured over **£250,000** in external funding to enhance our provision, with support from partners including the Greater London Authority, Department for Education, NCFE, the Laurel Trust, and the London Borough of Bromley.

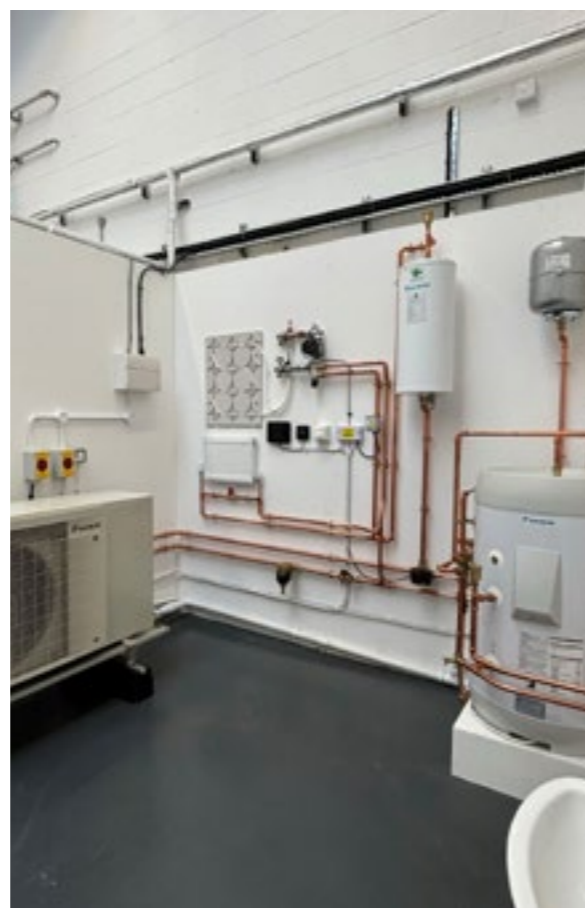
Project	Funder	Amount
Local London Green & Digital Mayoral Academy	GLA	£78,000
Good for Me Good for FE	NCFE	£9,000
Good Work Bromley Exchange	LB Bromley	£57,000
GLA Bootcamps	GLA	£86,000
Research & Development Fund	Laurel Trust	£23,000
Total		£253,000

Local London Local Skills Improvement Fund (LSIF)

This year marked the completion of the **£6.5m LSIF programme**, delivered on behalf of the Local London Consortium of 23 skills providers. As strategic lead, LSEC oversaw the creation of **21 immersive digital suites** and **11 green training suites** across the region, supporting alignment with the Local Skills Improvement Plan.

Revenue funding has supported the development of green and digital micro-credentials, skills audits, CPD opportunities and a programme of learner events.

The project involves collaboration with nine London boroughs, over 30 employers, and FE partners, helping increase green and digital job opportunities - particularly for underrepresented groups. We are delighted that partners have now committed financial support for a new director post to drive the programme's next phase.



Good Work Bromley Exchange

Delivered in partnership with the London Borough of Bromley and monitored by Local London, this project has established an Employment and Skills Hub at our Orpington Campus. It supports people on the margins of employment into sustainable work and has now been extended until March 2026.

The project also funds a Post-16-18 Transition role within Project Galaxy, improving transition options and outcomes for learners from Trust schools progressing into college, training, or employment.

AoC JP Morgan Green Pilot Project

This two-year project is focusing on driving awareness and an understanding of the Green Skills agenda. It is also helping to develop pathways to employment for Level 1&2 learners within LSEC - embedding Green Skills throughout college.

The Laurel Trust

In June 2025, we secured over £20,000 of funding from the Laurel Trust - a charity that supports research and innovation in education. This grant is funding an 18-month action research project, focused on strengthening the transition of learners from our Trust's SEND and alternative provision schools into our College.





Good for Me Good for FE

Launched in 2021 and built on the success of the pandemic initiative **FE Foodbank Friday**, **Good for Me Good for FE** was founded by our college, Loughborough College and East Coast College.

Since then, it has grown into a major national social action campaign for the Further Education sector. Staff and students from more than 150 colleges are involved, generating millions of pounds of social value, collecting hundreds of thousands of food items and supporting communities across the UK. The campaign is also supported by the AoC.

In 2024-25, **we worked with NCFE to develop a new volunteering accreditation programme**, designed to recognise the skills and impact learners gain through community engagement.

A successful pilot over the summer with partner colleges, including Nottingham, USP, MidKent, and The Isle of Wight. 88 learners achieved a bronze-level award, giving them formal recognition for their volunteering and the skills that it helps build.

The programme will have three levels, each of which will offer Bronze, Silver and Gold pathways, reflecting hours committed and impact delivered. This will support young people to develop crucial skills, and, importantly, to help them showcase these skills to employers.



Good For Me Good For FE Awards

We held the second annual **Good for Me, Good for FE Awards** ceremony at the House of Lords in December 2024, where winners were announced.

The awards celebrated the outstanding social impact work of staff and students across the FE sector. Sponsored once again by NCFE, FE Week, and FE Associates, winners and runners-up were chosen by an independent panel including FE Commissioner Shelagh Legrave CBE DL, David Hughes CBE and Dame Sally Dicketts.

Finalists had been revealed at the **AoC Conference** in November 2024, where we also showcased the campaign. They were all invited to the House of Lords ceremony, which was hosted by Patron **The Rt Hon Baroness Morgan of Cotes**, to have their remarkable achievements celebrated.



OUR CAMPUSES

Bexley Campuses – Erith and Holly Hill

LSEC Bexley – Walnut Tree Rd, Erith, DA8 1RA

Holly Hill – Upper Holly Hill Road, Belvedere, DA17 6JG

Around 1500 learners attended this campus in 2024-25, with a balanced mix of young people and adults. It also supported learners with disabilities and EHCPs, with specialist provision via the Nido Volans Centre.

Nearly half of learners (48%) were Bexley residents, 19% from Greenwich, with the rest from surrounding London and Kent areas. Approximately 14% of the College's Children Looked After/Young Care Leavers studied here.

The College's largest digital media and visual arts suite, #ThePlatform is located at Bexley, equipped with Apple iMacs and recording stations. Courses run here included Digital Media, Visual Arts, Business, Early Years, Health & Social Care, and Access to HE.

Holly Hill specialises in Construction, Electrical, and Plumbing courses for young people from entry-level to Level 2 and apprenticeships. Motor Vehicle was also moved to this campus, from Greenwich, in September 2024. It runs the Mayoral Academy of Digital and Green Skills, with a new Green Skills lab installed here in 2025.



Bromley

Rookery Lane, BR2 8HE

Bromley is the largest of our campuses. In 2024-25, nearly half of our FE provision was delivered here, to 3,400 learners across 16-19 study programmes, adult education, apprenticeships, SEND provision, English and maths, and ESOL.

The campus offers vocational courses across STEM, Digital, Art & Design, Sports & Public Services, Health & Social Care, Early Years, and Hair & Beauty, from entry level to Level 5.

Recent capital investments – including Further Education Capital Transformation Fund, LSIF, Post-16 Capacity, and T Level funds – have transformed learning spaces with state-of-the-art STEM, Digital, and service sector facilities, as well as upgraded workshops in Plumbing, Electrical Installation, Brickwork, and Carpentry.

The student population in 2024-25 was diverse: 51% White, 49% Black, Asian, and Mixed heritage; 63% male. Learners come mainly from Bromley (43%), Lewisham (22%), Greenwich and Bexley (14%), and Croydon (10%), with the rest from surrounding London and Kent areas.

Greenwich Campus - Plumstead

95 Plumstead Road, London, SE18 7DQ

This campus supported 1800 learners in 2024-25, including 16-18-year-olds and adults, from some of London's most deprived and diverse wards. The campus specialises in ESOL alongside vocational courses in Business, Health & Social Care, Hair & Beauty, Motor Vehicle, and Access to HE, supporting learners with strong employment progression pathways.

The campus population in 2024-25 was 72% female and 31% White, with around 61 Children Looked After/Young Care Leavers, reflecting the high proportion of young ESOL learners. Most learners (56%) were Greenwich residents, with 24% from Bexley, Lewisham and Bromley.

Since 2024, the campus has been undergoing a £45 million transformation, funded by the GLA, DfE and the College. Delivered by Kier Construction, the campus will open in January 2026, providing state-of-the-art digital and technical facilities while continuing to support ESOL and the local community, contributing to post-COVID economic recovery in the area.



Greenwich Park

King George Street, London, SE10 8QB

Located in central Greenwich, this small campus delivered Adult Community Learning programmes for around 800 adults in 2024-25, continuing the legacy of the former Greenwich Community College. Leisure, health & wellbeing and basic skills courses were run - in both the day and evening - seeing an impressive 99% pass rate.

A new Green Skills Lab, developed in partnership with the Local Authority, also opened in 2024, supporting the growing demand for skilled labour in the green sector.

Nido Volans – SEND provision

The College provides discrete SEND provision through its Nido Volans centres at the Bexley, Bromley, and Lambeth campuses.

A bespoke and personalised curriculum offers meaningful learning opportunities for learners – enabling them to develop their skills within our excellent vocational facilities and realistic working environments.

The curriculum is based on two clear pathways, one into independent life in the community and one into employment.

In 2024–25 we retained 97.1% of learners, and attendance was 90.4%.

The Nido Volan teams worked closely with Bromley, Bexley and Lambeth local authorities – and its programmes supported learners from other boroughs and areas including: Lewisham, Greenwich, Dartford, Kent, Southwark, Wandsworth and Croydon.

Achievements:

- Overall achievement for accredited courses: **96.2% (all ages)**
- **98%** of learners on the NHS Supported Internship Programme have been offered paid employment
- **One Nido Volans Bromley learner** was recruited to Vice President of the College Student Union
- In January 2025, we **officially opened our Nido Volans Lambeth provision**. Local MP (and Chair of the Education Select Committee) Helen Hayes attended the event, hosting a roundtable with representatives from the DfE, Lambeth LA, Natspec and College governors. The discussion focused on strengthening local collaboration to improve SEND provision, ensuring better transition pathways for learners and addressing systemic funding challenges. Participants highlighted the need for more inclusive planning, early intervention and fairer funding models to support SEND learners in their communities.



Orpington

The Walnuts, BR6 OTE

Over 700 FE and HE learners attended this campus in 2024–25.

It hosts both our University Centre and our successful Hospitality and Catering FE provision, which includes our BR6 Restaurant and Bakehouse.

London South East Colleges' University Centre

Our University Centre delivered several flexible Higher Education programmes – including Higher National Certificates/Diplomas, Foundation Degrees and Bachelor Degrees.

These qualifications were validated by our partners: University of Greenwich, Canterbury Christ Church University and Pearson. Our focus continued to be on providing accessible higher education pathways, enabling people to fit higher-level study into their lives, around existing commitments and closer to home.

In 2024–25, we had 263 Higher Education students. The University Centre collaborated closely with the College's Further Education apprenticeship team, offering two higher apprenticeships in Quantity Surveying and L5 Teaching Skills.

Achievement and pass rates continued to show high levels of student success:

- Pass rate: 97.5% (↑5.26% from the previous year)
- Completion: 84.9% (↑5.5%)
- Achievement rate: 91.8% (↑5.7%)
- Progression: 96.3% (↑6.48%)

BR6 Restaurant & Bakehouse

BR6 is a crucial training ground for the next generation of hospitality professionals, giving students hands-on experience that develops both technical expertise and essential soft skills for a fast-moving industry.

This year, students ran several events engaging the local community. Wellbeing Wednesday welcomed residents to enjoy complimentary freshly cooked lunches, prepared by catering students and served by King's Trust students, in partnership with the London Borough of Bromley's Tackling Loneliness initiative. Guests also received information on local health, wellbeing and financial services – an initiative recognised with the Project of the Year Award at the Good for Me Good for FE Awards 2024.



APPRENTICESHIPS

In 2024–25, we delivered a wide range of industry-focused apprenticeship programmes across over 30 standards in Construction & Engineering, Business & Management, Service Industries, Digital & IT, and Education & Training.

Our programmes were tailored to meet the needs of both employers and apprentices, ensuring high-quality training and relevant qualifications.

Apprentice outcomes improved significantly last year: 180 learners successfully completed their programmes, nine standards achieved a 100% first-time pass rate, and a quarter of apprentices earned distinctions in their End Point Assessments.

The Apprenticeship Team continued to enhance provision to meet employer skills needs and ensure that every apprentice received an outstanding learning experience, fully preparing them for the next stage of their careers.

CROSS-CAMPUS INITIATIVES

Safeguarding and wellbeing

The Safeguarding and Wellbeing team operates across all campuses to ensure students can access timely and appropriate support. Working in partnership with other student support services, the team contributes to a holistic approach that underpins London South East Colleges' commitment to delivering a positive and inclusive student experience.

Safeguarding and Wellbeing activity demonstrated strong engagement and proactive support throughout 2024–25. Referrals increased by 14% compared to the previous year, reflecting improved awareness and confidence in reporting processes. September saw a 40% rise in wellbeing referrals, likely influenced by the successful introduction of Breathe rooms, which provided students with dedicated spaces for mental health support.

Looking ahead to 2025–26, we will focus on strengthening early intervention and expanding mental health support through enhanced staff training. Building stronger partnerships with external agencies and improving digital accessibility will be our key priorities, alongside ongoing staff development to ensure compliance and best practice.

SKILLS AND CAREERS

Employer engagement

Our work with employers continues to be a major strength. Leaders and managers proactively engage with industry partners and wider stakeholders, ensuring that our curriculum remains closely aligned to evolving skills needs.

Strategic partnerships – including with specialist subcontractors – enable us to deliver high-impact training that supports learners' professional development and progression. This includes our SEND employability provision, which demonstrates our commitment to inclusion – and that of our partners.

We work with a diverse range of employers, who are hugely positive about our collaboration. This was demonstrated in 2024–25 through the success of our Power of Partnerships event.

To recognise the support of our employer partners, this year we have presented awards to 68 of the most engaged:

■ Platinum Award:

PWC, Cory Riverside Energy, APC Building Services, Kier Construction

■ Gold Award:

Included Games Ltd, Keller Williams UK, South Croydon Day Centre, Alzheimer's Society, Charlton Athletic Football Club, Digital Schoolhouse, Twin (International Placements), Monkey Puzzle Day Nursery, Keller Williams Estate Agents

■ Silver Award:

King's College Hospital NHS Foundation Trust, Maximus, Queen Mary Hospital, Lovell Partnership, Galliford Try, Uber Boats by Thames Clippers, Bromley FC, Halfords, TrustFord Mobile Services, Ensigna Construction, Balfour, Beatty, REDS10, Flahive Ltd, HSBC, Neilcott Construction, B. & M. McHugh Limited

■ Bronze Award:

39 employers have been awarded the Bronze Award, including: Burberry, The Army, Met Police, Parkway Primary School, Little Elms, A&E Elkins Limited and Bad Apple Films.



Power of Partnerships

LSEC hosted the Power of Partnership Employer Celebration in June 2025, bringing together employers, educators and civic leaders to strengthen collaboration around skills and workforce development. Highlights included a keynote on AI in recruitment, a GLA-led panel on inclusive hiring and insights from the Education and Training Foundation on dual professionals and the growing impact of T-Levels.

The GLA's Workforce Integration Network also emphasised equality, diversity and the importance of green skills, with support from the Mayor's Green Skills Academy for Local London. Guests were introduced to the LASER Education Foundation's new scholarship scheme, which helps young people access meaningful employer engagement.

The event closed with awards recognising employers who have shown outstanding commitment to partnership over the past year.

Career Advantage

Career Advantage is an online platform for all our study programme learners, which develops skill in critical thinking, social impact and enterprise, digital and employability. Bespoke versions of the programme have also been developed for HE, professional and apprentice learners.

Learners progress through each module independently, supported by tutorials and Student Achievement Tutors. They earn points as they complete tasks, leading to Bronze, Silver, Gold and Platinum awards. In 2024–25, 90% of students engaged with Career Advantage, with more than 1,500 achieving an award.

Work Experience

In 2024–25, almost nine out of ten learners completed at least one substantial work experience placement or social-action project.

Turing Project - International Work Experience

We once again delivered the Turing Scheme in 2024–25 – **sending 80 students on international mobility experiences to Lisbon, Valencia, Malaga and Malta to carry out a two-week internship.** Students worked in different sectors, including business, engineering, hair & beauty and public service.

These exciting placements gave students the opportunity to improve their employability skills and cultural agility – and for many it was their first experience of a workplace setting.

Case study – Daniel Klimo (Motor Vehicle Level 2)

“The two weeks of work experience in Portugal was amazing and truly memorable. Meeting new people from different areas and getting along so well was a highlight.

“The work experience itself was a once-in-a-lifetime opportunity to do something internationally and understand what it feels like to work, as I had never had work experience before. It was fascinating to see how the lifestyle of working differs from here to there.

“The work fitted well with what I was doing at college, giving me more experience and knowledge, especially since I knew more about cars than bikes.

Overall, the trip was marvellous. I got the chance to work, meet new people, and see Portugal, which made me consider planning another visit. The best part of the trip was the tour with Pedro, which gave me more insight into the history of Portugal and what the country has been through in the past.”

Enrichment

We offered a wide range of enrichment activities across all our campuses throughout 2024–25 – delivered by a central engagement team, together with curriculum-specific activities.

Throughout the year we ran diversity and safeguarding awareness events including: Black History Month; sexual health awareness; mental health, wellbeing and stress awareness; and religious festivals including Ramadan, Diwali and Chinese New Year.

We delivered several trips as part of the ‘LSEC 7 Wonders’ project. This offered students the chance to experience things they may have missed in their childhood, including trips to the seaside, farms, the theatre, theme parks and even Comic-Con.

Almost 90% of learners throughout 2024–25 agreed that there was a good programme of enrichment across campuses.

Student Voice

Student feedback remained central to shaping our provision, helping improve quality, relevance, and the overall learner experience.

In 2024–25, engagement with employability-focused activities increased, with over half of students selecting the Employability & Work Placements strand as their top choice.

New digital tools including CV360 and IV360 supported this shift, providing AI-driven CV feedback and simulated interviews that boosted confidence and participation.

Overall Student Satisfaction improved across FE, HE, and entry-level courses, with higher satisfaction reported by female learners and those with EHCPs.

Apprenticeships were rated Good for learners and Excellent for employers, **while NSS (HE) response rates exceeded national benchmarks at 80%,** with particularly strong results in teaching, work placements, and behaviour and attitudes.

Feedback also informed targeted ‘Meet the Principal’ sessions and ongoing action plans to ensure all campuses continued to respond effectively to student needs.





SECTION 3

LONDON SOUTH EAST ACADEMIES TRUST



LONDON SOUTH EAST ACADEMIES TRUST

INTRODUCTION

When I reflect on the past year, I feel both proud and extremely humbled by the considerable amount of work that has been undertaken – and the exceptional commitment shown by leaders and staff across our Trust.

We have welcomed six new schools into our network in the past 12 months, including mainstream, special and alternative provision settings. This diversity is a real strength, providing our organisation with a huge breadth of expertise and experience.

We continue to drive successful school improvement for provisions that have transferred via Academy Orders, supported by exceptional systems leaders across our Trust, at all levels. Equally, we are benefiting from outstanding and good schools choosing to join us, due to our strong values and shared moral purpose.

With 16 schools and a music service, we plan to expand further over the next few years. Our positive working relationships with local authorities and the DfE continue to strengthen as they recognise and value the work we are doing.

Most importantly, our pupils and our schools have continued to thrive. With personal development being the golden thread that runs through our Trust, our relentless focus on progression has ensured that we have had 0% NEETs this year. This means every single yr 11 and yr13 leaver has moved into either further education, an apprenticeship or employment – equipped with the skills and confidence they need in their lives ahead.

I am extremely proud of what our organisation has achieved this year, but there is always more work to do to ensure that every single child and young person gets the education they need and deserve.

Thank you to our Trustees, governors, Local Authorities, staff, families and pupils for your trust and commitment. I look forward to the next phase of our journey as we continue to transform lives through the power of learning.



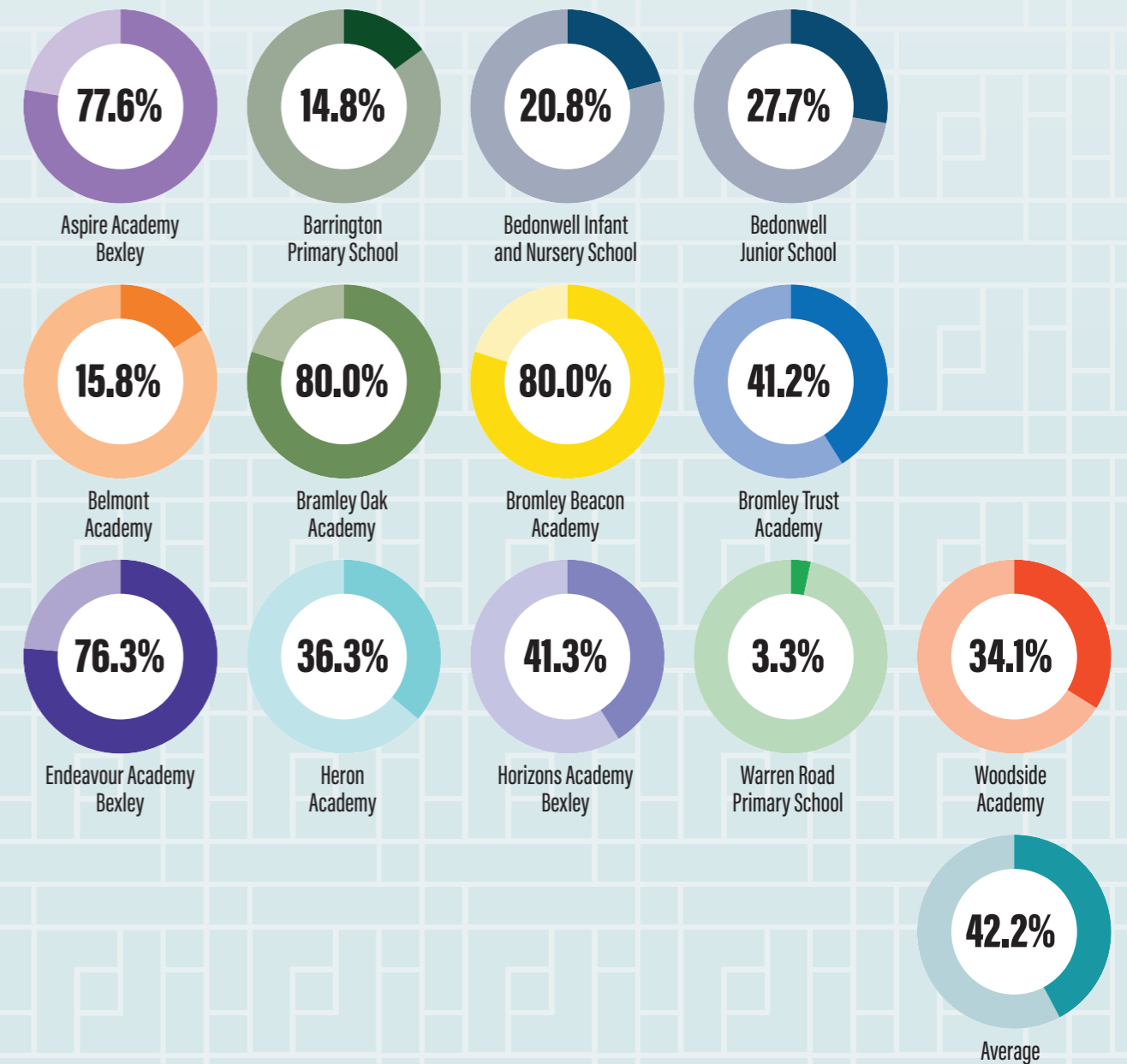
Neil Miller
Deputy CEO

KEY STATISTICS

Our Trust community



Pupil Premium



TRUST DEVELOPMENT : EXPANDING OUR NETWORK

Ofsted visits

In July 2025, **Barrington Primary School** welcomed Ofsted and had an extremely positive visit, maintaining its Good judgement.

Inspectors were highly positive, highlighting that pupils 'flourish' at the school, are happy, have a deep sense of belonging and feel safe. Staff were praised for knowing the children well and described the school as 'highly inclusive' with 'dedicated and committed staff'.

The school's curriculum was as being engaging, broad and ambitious, with SEND support being highlighted as very strong.

The school was featured in the local newspaper, celebrating this excellent report.



New schools

This has been an exciting year of growth for our Trust. Six schools have joined us between September 2024 and September 2025 – bringing us to 16 in total.

These new schools have included mainstream primary, special and alternative provision settings – adding to our unique and diverse network. They are located in East Sussex, Surrey and Bexley:

- **Bedonwell Nursery and Infant School and Bedonwell Junior School** – Mainstream primary schools, offering seamless transition for children from age 3-11. Located in Belvedere, Bexley, **led by headteacher Debbie Fisher.**
- **Barrington Primary School** – One-form mainstream primary school located in Bexleyheath, **led by headteacher Claire Clark.**
- **Acre Wood Academy (July 2025)** – A special school for 4-19-year-olds with a wide range of special education needs, including Profound and Multiple learning Difficulties (PMLD), Severe Learning Difficulties (SLD) and Autistic Spectrum Disorder (ASD). Set across three sites in Crowborough, East Sussex, **led by headteacher, Ali Causton.**
- **Bramley Grange Academy (September 2025)** – A special school for 11-16-year-olds with Social, Emotional and Mental Health Needs. Located in Bramley, Surrey, **led by headteacher Louise Needham.**
- **East Sussex Academy (September 2025)** – An Alternative Provision for 5-16-year-olds across East Sussex who have been excluded from school (or at risk of exclusion). Located at sites in Hastings, Newhaven and Hailsham, **led by headteacher, Guy Walsh.**

Three of the schools (Acre Wood, Bramley Grange and East Sussex Academy) transferred via an Academy Order and are now on rapid journeys of improvement. Each was renamed, reflecting their fresh start with our Trust.

Associate Members

This year four special schools in Surrey have joined the Trust as Associate Members:

Manor Mead and Walton Leigh – a federation of two outstanding special schools for 2-19-year-olds with SLD, PMLD and ASD

Portesbery School – a special school for 3-19-year-olds with SLD, many having additional sensory impairments, physical difficulties or challenging behaviour

Carwarden School – a special school for 11-19-year-olds with MLD, including autism, ADHD, Down syndrome and those with speech, language and communication needs

Becoming an Associate Member provides schools with the opportunity to experience life in LSEAT and benefit from many of the services we offer – including school improvement, leadership and corporate services – before committing to joining fully.

Estates

2024-25 saw the launch of the Trust's five-year Estates strategy, with a focus on four key areas:

- School Investment Programme
- Sustainability and IT investment
- Safe and Secure Buildings
- Strategic Procurement.

We have already made strong progress across all areas. Notably, we successfully introduced a Trust-wide CAFM (Computer Aided Facilities Management) system, which plays a vital role in maintaining safe and well-managed buildings.

We also began rolling out our strategic procurement workstream. This started with a Trust-wide cleaning contract and will expand next year to include catering and energy contracts. These coordinated approaches ensure our schools benefit from improved service quality and better value.

Future development

As we move forward into the 2025-26 academic year, we are continuing to grow and develop our Trust.

Following their partnership with us as Associate Members, the governing board of Manor Mead and Walton Leigh made the decision to join LSEAT, with the transfer planned for **January 2026**.

DfE gave approval for the transfer of The Workplace into our Trust, following an Academy Order. This is an alternative provision setting in East Sussex, which we are expecting to formally join us in **April 2026**.

As of September 2025, Character Education Trust's two schools - **Wrotham and Aylesford** - joined us as associate members. These are the first mainstream secondary schools to join our network, bringing with them valuable insight and sector experience.

Trust Awards Evening 2025

Our annual awards evening is a highlight of our year - bringing together all our schools and our music service, celebrating the achievements of over 130 pupils with over 600 guests attending.

The event took place at Fairfield Halls for the third-year running, with students from Bexley Music opening and closing the special evening. A special performance was also provided by the Twin MCs, featuring Dwayne and Noel Thomas, who were members of 90s band, So Solid Crew. Dwayne is now a TA at Heron Academy in Lambeth.

This year's celebration marked the first awards evening for pupils from Bedonwell Nursery and Infant School, Bedonwell Junior School and Barrington Primary School (all in Bexley) who joined the Trust in September 2024.

Quincy from Bromley Beacon Academy (Orpington) received the School Choice Award for always being willing to help his classmates. He said:

"I'm really happy and excited to get this award. I like this school much more than my old one and the best thing about it is my teachers. I want to be a footballer when I'm older."

Quincy's mum added:

"I am so chuffed and so proud of Quincy. This school has been amazing for him and staff are so attentive and caring. I'm over the moon!"

Zara from Belmont Academy won the Community Award for her compassion and for the time she spends fundraising for charity. She said:

"It was a bit scary to go up on stage to get my award, but really exciting! I love art and want to be an architect when I grow up, so am planning to go to university to achieve this."

Teigan-Rae from Bromley Trust Academy (Hayes) received a Numeracy Award, recognising her resilience and growing confidence in maths. She said:

"I'm really grateful to my teachers for this award, I love them all. I am interested in a career in either construction or real estate in the future."

Teigan-Rae's mum added:

"It's so amazing to see how she's grown in confidence, just look at her smile tonight!"



Outreach

Our team continued to deliver Outreach services across Bromley, Bexley and East Sussex.

In East Sussex, we established a strong multi-disciplinary team – including a Speech and Language Therapist (SaLT), experienced SENCOs and seconded senior leaders from across the country – bringing high-quality expertise into the area.

We have been involved in the setting up of the Alternative Provision Taskforce in the county (APST) and the Outreach team has been working closely with it to ensure our approaches are aligned. Funded by the DfE through East Sussex County Council, this initiative is taking a multi-agency approach – with social workers, therapists and youth justice co-located to support disengaged and vulnerable children and young people in the area. Funding for this Taskforce is in place for 2025–26. We hope to continue this way of working with our partners and the APST will be evidencing its impact throughout the year to help support this.

Having a speech and language therapist as part of the team has been transformative. We are working with schools to help them understand the impact of speech, language and communication needs (SLCN) and the effect of these on behaviour and learning. Feedback from schools across East Sussex has been extremely positive, with most secondary schools and increasing numbers of primaries now working with us.

Alongside this, our Outreach teams made strong progress in **Bromley and Bexley**, delivering targeted interventions to prevent exclusions and support reintegration.

Our evidence-based model continued to strengthen. Our three Educational Psychologists, located across the region, collaborated to deliver consistent, high-quality support.

In Bexley, our Parenting workshops, including the New Forest Parenting Programme (focusing on ADHD) are very successful and demonstrating positive impact. In addition, funding from the GLA's Violence Reduction Unit (VRU) enabled us to introduce a Transition Mentor, who is offering tailored support during key transition periods. This was warmly welcomed by schools.

And in Bromley, the Sports Coach Mentoring Project continued to flourish.

Despite increasing demand across our regions, the Outreach teams maintained a high-quality, impactful service. Feedback from schools and parents is extremely positive – with the following highlights:

- **36 schools out of 39 (92%)** agreed that **BTA Outreach has prevented students** in their school from being permanently excluded
- **97%** agreed that **BTA Outreach provides a consistently high-quality service**, with **100%** saying that staff value the support they get from the team
- **99%** of parents agreed that **Horizons Outreach has provided a flexible and responsive service**, with **100%** agreeing that the service is consistently high quality

OUR SCHOOLS



**BEDONWELL
INFANT AND
NURSERY SCHOOL**



Bedonwell Infant and Nursery School

Bedonwell Road, Belvedere, Kent, DA17 5PF

Headteacher: Debbie Fisher

Bedonwell Infant and Nursery School is a mainstream nursery and infant setting in Belvedere. The school works closely with Bedonwell Junior School to ensure a seamless transition and a high-quality, continuous education for children aged 3-11.

Highlights from this year:

- Statutory outcomes were above national averages for 2024-25
- 82% of pupils in Year 1 passed the Phonics Screening Check
- EYFS outcomes placed 73% of pupils at a Good Level of Development (GLD)
- KS1 outcomes in Reading, Writing and Maths remained above the 2023 national averages
- Attendance continued to improve, with whole school attendance at 94.2% for 2024-25 and persistent absence below national levels at 10%
- The school earned several awards this year: the Rights Respecting Bronze Award, the David Attenborough School Nature Bronze Award for environmental commitment, and the Bronze Healthy Schools London Award recognising its focus on pupil health and wellbeing

**BEDONWELL
JUNIOR
SCHOOL**



Bedonwell Junior School

Bedonwell Road, Belvedere, Kent, DA17 5PF

Headteacher: Debbie Fisher

Bedonwell Junior School is a mainstream primary school in Belvedere, working in partnership with Bedonwell Infant and Nursery School to provide a consistent and high-quality educational journey for pupils from age 3 to 11.

Highlights from this year:

- Statutory outcomes continued to be above or significantly above national averages, reflecting a three-year upward trend
- Attainment at the end of KS2 was above national figures, with 77% meeting the expected standard in Reading and 80% in Writing
- Combined Reading, Writing and Maths at KS2 was above national average, with 64% meeting the expected standard.
- KS2 average scaled scores continued to rise, with Reading 105, Maths 105 and SPAG 107
- The school achieved the Rights Respecting Bronze Award and the School Games Silver Award in PE
- Attendance remained a strength, with overall attendance at 95.8% and persistent absence significantly below national averages at 11%



**BARRINGTON
PRIMARY
SCHOOL**



Barrington Primary School

Barrington Road, Bexleyheath, Kent, DA7 4UN

Headteacher: Claire Clark

Barrington Primary School is an inclusive mainstream primary school located in Bexleyheath. It is committed to providing a nurturing and ambitious learning environment, ensuring every pupil is supported to achieve their best.

Highlights from this year:

- End of KS2 attainment in Reading, Writing and Maths was in line with the national average
- KS2 combined Reading, Writing and Maths outcomes matched the national average at 62%
- The percentage of pupils passing the Year 1 Phonics Screening Check was broadly in line with the national average
- EYFS outcomes placed 60% of pupils at a Good Level of Development (GLD)
- Pupils achieving full marks (100%) in the multiplication tables check increased to 47%, (up from 31% the previous year)
- Attendance remained strong, with whole school attendance at 94.5% for 2024/25, above the national average
- Safeguarding remained effective, as confirmed by most recent Ofsted inspection (July 2025)
- The school achieved the OPAL Gold Award for active play and outdoor learning



**BELMONT
ACADEMY**



Belmont Academy

Belmont Road, Erith, Kent DA8 1LE

Headteacher: Lucy Childs

This inclusive, mainstream primary school is situated in Bexley. It provides pupils with the opportunity to take part in a wide range of activities, ensuring that they thrive socially, physically, emotionally, and academically.

Highlights from this year:

- Statutory outcomes remained at least in line with national performance in 2024-25
- End of KS2 attainment was in line with or above national averages: Reading 77% (75% national), Writing 80% (72% national), Maths 72% (74% national)
- 62% of pupils met the expected standard in the combined KS2 Reading, Writing and Maths measure, matching the national average
- 80.4% of Year 1 pupils passed the Phonics Screening Check, broadly in line with the national average (81%)
- Year 4 Multiplication Check outcomes improved significantly, with 46.6% scoring full marks (up from 32.2% in 2023-24) and 79.3% scoring 20 or above (69.5% in 2023-24)
- 70% of EYFS pupils achieved a Good Level of Development (GLD)
- Attendance remained strong at 94.7%, above the national average of 93.1%
- The school achieved a National School Games Award, is an Eco-School and gained its silver Rights Respecting Schools Award this year



Warren Road Primary School

Warren Road, Orpington, Kent BR6 6JF

Headteacher: James Ellis

Located in Orpington, Warren Road Primary School offers a broad curriculum that enables pupils to thrive and progress confidently into secondary education. KS2 outcomes place the school in the top 10% nationally.

Highlights from this year:

- Statutory outcomes were consistently above or significantly above national averages
- KS2 attainment was significantly above national in all subjects: Reading 93%, Writing 79%, Maths 90% at the expected standard
- KS1 outcomes in Reading, Writing and Maths remained above previous national averages
- 92% of Year 1 pupils passed the Phonics Screening Check.
- 84% of EYFS pupils achieved a Good Level of Development.
- The school received a National Teaching Award Certificate of Excellence in the Making a Difference – Primary School of the Year category and retained its Ambassador Eco School status
- Attendance remained a significant strength at 96.4%, with persistent absence at 3.8%, well below national levels



Aspire Academy, Bexley

South Gipsy Road, Welling, Kent DA16 1JB

Headteachers: Heather Hopkins and Julie Arkwright

This is a small special school in Bexley, offering a supportive and encouraging environment for 5-11-year-olds with social, emotional and mental health (SEMH) needs.

Highlights from this year:

- All teachers were trained in the new Write Stuff writing scheme. A further bespoke development package has been secured for next year, delivered directly by the scheme's author
- Pupil progress remained strong, with the majority achieving expected or above: Reading 81%, Maths 72%, Writing 87%
- Personal development was a key strength, supported by a wide range of extracurricular opportunities including after-school clubs, curriculum workshops, educational trips, Young Voices, the Bexley Music Festival, and a Year 5 & 6 PGL residential
- Outdoor learning continued to grow, with all pupils completing a term of Forest School. Two staff members will train as Forest School leaders next year to expand this provision
- Attendance reached 86%, reflecting our strong engagement and expectations



BRAMLEY OAK ACADEMY



Bramley Oak Academy

Horsham Road, Bramley, Guildford, Surrey GU5 0BJ

Headteacher: Peter Forrest

This is a special primary school in Guildford, supporting boys aged 5-11 with SEMH needs. Every pupil has an EHCP.

Highlights from this year:

- Attendance remained strong, with new pupils showing an average 18% increase compared with their previous setting
- Staff retention was excellent across teaching and non-classroom roles, ensuring a stable, fully staffed workforce all year
- Behaviour and engagement continued to improve following the introduction of new pathways for pupils with more complex needs, expanding the range of support the school can offer
- 69% of eligible pupils sat some or all of their Year 6 SATs
- Among those who took the tests, 100% achieved a scaled score in Maths, 75% in Reading, and 100% who completed GPS received a scaled score

BROMLEY BEACON ACADEMY



Bromley Beacon Academy

Old Homesdale Road, Bromley, Kent BR2 9LJ

Avalon Road, Orpington, Kent BR6 9BD

Midfield Way, Orpington, Kent BR5 2QL (Key Stage 1 provision)

Headteacher: Philip Tagoe

This Special Academy operates across three sites – Midfield, Bromley, and Orpington. It offers mixed provision for 5-18-year-olds with Social, Emotional & Mental Health (SEMH) needs.

Highlights from this year:

- All pupils achieved at least a Level 1 pass in both English and Maths
- Teaching quality remained strong across the school, with 100% rated good or better
- The curriculum is now fully embedded at KS5 with clear sequencing from KS1. Health and Social Care was also introduced in response to pupil demand
- The school continued to sustain its strategy for love of reading – with plans for the KS4 and KS5 library to undergo development this year
- The school puts a strong emphasis on therapeutic support for all. Enhanced provision is now in place to support the mental health and wellbeing of all staff, as well as pupils
- Every pupil leaving BBA this year progressed into further education, an apprenticeship or employment – no NEETS



ENDEAVOUR ACADEMY BEXLEY



Endeavour Academy

Woodside Road, Bexleyheath, Kent DA7 6LB

Headteacher: Margaret Rozario

Located in Bexley, Endeavour Academy provides specialist mixed provision for 11–16-year-olds with Social, Emotional and Mental Health (SEMH) needs and Autistic Spectrum Disorder (ASD).

Highlights from this year:

- Pupils achieved an average of 11 qualifications each.
- The proportion of pupils achieving five GCSEs (grades 1–9) remained at 100%.
- 64% of pupils achieved grade 4/Level 2 in English
- 100% of pupils achieved a grade 1–9/Level 1 in Maths
- 100% gained Level 2 qualifications in both the King's Trust Personal Development and Employability Award and the BTEC Level 2 in Personal Growth and Wellbeing.
- All Year 11 pupils progressed into post-16 education, training, or employment (No NEETS)
- Analysis of vulnerable groups showed no attainment gaps, with 100% of pupil premium pupils achieving five GCSEs (grades 1–9), including English and Maths

HERON ACADEMY



Heron Academy

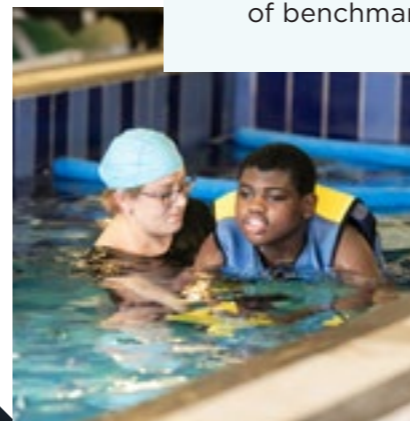
Heron Road, Lambeth, SE24 0HZ

Headteacher: Melanie Hall-Judd

Heron Academy supports pupils aged 11–19 with a wide range of complex needs, including severe and profound learning difficulties, ASD, medical needs and challenging behaviour.

Highlights from this year:

- 100% of pupils achieved Unit Awards
- All Year 11 pupils moved seamlessly into the school's post-16 provision
- A strong Arts offer continued, with pupils taught by specialist charities Blink and Slide, both of which provide supported employment for adults with additional needs. These partnerships enrich pupils' communication, physical skills, and understanding of future work opportunities
- All Year 14 pupils progressed to further education – with NO NEETS
- Ten pupils achieved the Bronze Duke of Edinburgh Award, and for the first time, five pupils achieved Silver
- Lunchtime provision expanded to include dance, music, sensory play and building clubs, supporting social development and wellbeing
- Significant progress was made against the Gatsby Careers Benchmarks, with the majority of benchmarks being fully met



WOODSIDE
ACADEMY

Woodside Academy

Colyers Lane, Erith, Kent DA8 3PB

Headteacher: Kathryn Freame

Woodside Academy educates pupils aged 4–18 who are autistic and have a range of moderate to complex learning needs. All pupils have an Education, Health and Care Plan.

Highlights from this year:

- A strong culture of ambition continued to thrive, supported by a stable, committed workforce focused on pupil success and professional growth
- The DfE approved a change in the school's SEND designation to Autism, ensuring it more accurately reflected the increasing complexity of the pupil cohort
- Installation of LED lighting and solar panels—delivered through the LSEAT/SE24 partnership – will reduce costs and support Trust sustainability goals
- A range of primary statutory assessments (RBA, PSC, MTC, KS2 teacher assessments) were completed where appropriate
- At Key Stage 4 and 5, almost 100% of pupils achieved qualifications in English, Maths, Science and Digital Skills, with 88% also gaining accreditation in their vocational pathway
- All leavers progressed into post-16 or post-18 education – with none classified as NEET. Most Year 11 and Year 13 pupils chose LSEC Bexley
- Attendance remained consistently strong at 91.4% (May 2025) – above the national special school average of 87.9%
- Woodside shared SEN expertise across LSEAT and local schools, offering tailored CPD for both Early Career Teachers and experienced SEN staff. Following a successful pilot, this work will continue, positively impacting on children in both mainstream and special settings

HORIZONS
ACADEMY
BEXLEY

Horizons Academy, Bexley

Lensbury Way, Abbey Wood, London SE2 9TA

Headteacher: Rebecca Williams

Horizons Academy, located in Bexley, provides education and support for pupils in Key Stages 1–4 who have been permanently excluded or are at risk of exclusion from mainstream school.

Highlights from this year:

- Outcomes for disadvantaged (Pupil Premium) students improved, with more achieving five qualifications including English and Maths
- Vocational achievement remained a strength, particularly in Hair and Beauty, where more students attained Level 2 qualifications
- 100% of students secured a post-16 destination, supported by strong careers and transition guidance
- High attainment included three students achieving 12 qualifications, two achieving 10, and an average of eight qualifications per student overall
- Outreach engagement increased, with the number of secondary students supported rising from 92 to 115
- The outreach service expanded to five additional primary schools and two additional secondary schools
- Parent engagement grew significantly, with participation in Outreach-led training sessions increasing from 30 to 123



BROMLEY TRUST ACADEMY



Bromley Trust Academy

Midfield Campus – Midfield Way, Orpington, Kent BR5 2QL

Hayes Campus (incorporating Blenheim) – Hayes Lane, Bromley, Kent BR2 9EA

Headteacher: Rob Freeman

Heads of School: Emily Richards and Gina Queeley

Bromley Trust Academy operates across two campuses in Bromley and Orpington, providing mixed alternative provision for pupils aged 5–16.

Highlights from this year:

BTA Midfield

- 82% of pupils who left BTA Midfield in 2024–25 received an EHCP, with 60.61% moving on to specialist provision
- Over 87% of pupils made at least expected progress in Reading, over 85% in writing and 79% in maths
- For the first time, several pupils accessed the Y4 Multiplication Tables Check. The average score was 16 and one pupil scored 25/25
- In surveys, 100% of parents said that their child feels happy and safe at school and 100% feel that the school supports their child's wider development

BTA Hayes

- Key Stage 4 pupils achieved 153 qualifications in total
- 100% of pupils achieved both an English and a Maths qualification.
- Progress continued to rise, with 76% making expected or better progress in English and 72% in Maths
- 100% of entrants achieved a Level 2 pass in BTEC Home Cooking.
- Notable individual achievements included one pupil gaining a grade 8 in GCSE Art and Textiles, and another securing 12 qualifications overall
- The academy supported three late-arriving pupils to achieve additional qualifications beyond the standard timetable, including Double Science GCSE, GCSE Psychology, GCSE RS, and GCSE English Literature





Bexley Music

Head of Service: Julie Stanning

Bexley Music, the Trust's dedicated Music Service and a Principal Partner within the South East London Music Hub, continued to achieve significant growth and impact throughout the year.

Thousands of children, young people, and adults across the community engaged with our music programmes each week - whether as pupils in borough schools, within our Trust schools, or at our Belmont Academy headquarters. Our teaching team delivered individual, small-group, and whole-class instrumental lessons and ensembles to over 5,000 learners weekly, fostering a vibrant culture of music-making and participation. In addition, hundreds of people across the community have attended our regular performances across the borough and beyond.

We operated a wide range of ensembles and choirs, in and out of school, catering to all ages and abilities. We also supported schools by providing specialist teachers to deliver the Music National Curriculum, alongside high-quality Continuing Professional Development for school teachers and the Bexley Music workforce.

In September 2024, Bexley Music strengthened its strategic position by joining six London borough music services as a Principal Partner in the South East London Music Hub - ensuring the continued delivery of high-quality music education across the region. This partnership is part of a national initiative funded by the Department for Education and managed by Arts Council England, aimed at making music education accessible to all.

Highlights from this year:

- Launch of the 'Endangered Instrument' Programme, funded by LSEAT and Sidcup Symphony Orchestra. This encouraged many new students to take up rarer instruments and strengthening ensemble balance
- Bexley Music Festival at Fairfield Halls, Croydon, which featured hundreds of children and young people from Bexley schools performing to a packed concert hall, including the Mayor of Bexley
- Percussion Supersonic - our inclusive ensemble featuring young people from Bexley SEND and mainstream schools, delivered in partnership with the London Symphony Orchestra
- Numerous concerts took place across the borough, featuring musicians aged 8 to 85 as soloists and ensemble members, from beginner to advanced
- Demonstration days were held in over 30 schools across Bexley, offering enrichment experiences and opportunities to try instruments
- Half-term, Easter and Summer workshops included singing, guitars, ukuleles, steel pans and beginner orchestra
- Instrument Try Out Day welcomed over a hundred children and families to explore instruments, resulting in increased lesson applications
- Bexley Music Summer Garden Party was held to celebrate all our ensembles
- Music tours took place to Suffolk, France and Spain for the Intermediate Band and Orchestra, the Adult Band and Choir, and the Youth Orchestra, Youth Band and Jazz Band



FINANCIAL INFORMATION

London South East Colleges

The College delivered a strong financial result in 2024-25, with an improved operating position compared to the previous year. This was driven by higher income, primarily from Young People's funding body grants, together with lower operating costs - particularly in subcontracting and project-related expenditure.

These gains were partially offset by increased staffing costs, reflecting the strong pay award for staff, alongside inflationary increases in other expenditure categories.

Before FRS102 pension adjustments, the College achieved a surplus of £4.2m, representing an excellent outcome. Overall, the College's financial health score remains Outstanding, underlining its robust financial position.

The College continues to focus on cost control and curriculum efficiency metrics, together with rigorous expenditure monitoring, and delivering value for money across all activities.

	2024/25 £'000	2023/24 £'000
INCOME		
Funding body grants	45,868	41,508
Tuition fees and education contracts	3,768	4,543
Other grants and contracts	8,904	8,426
Other income	1,370	2,057
Endowment and investment income	1,156	1,550
Total Income	61,067	58,084
EXPENDITURE		
Staff costs	36,151	34,810
Other operating expenses	17,345	18,545
Depreciation	4,295	4,127
Interest and other finance costs	(922)	(800)
Total expenditure	56,869	56,682
SURPLUS BEFORE FRS102 PENSION COSTS	4,198	1,402
FRS 102 costs	(148)	82
SURPLUS/(DEFICIT) FOR THE YEAR	4,050	1,484

FINANCIAL INFORMATION

London South East Academies Trust

Despite the challenging economic conditions, the Multi Academy Trust continued to achieve good annual financial results. The analysis below shows the performance of the Trust for 2024-25 and previous year, with the Trust once again achieving an overall surplus this year prior to FRS102 pension adjustments.

The majority of the £22m increased turnover related to additional revenue income from an increased number of schools, together with inherited assets from Barrington Primary School, Bedonwell Infant and Nursery School, and Bedonwell Junior School. These schools joined the Trust on 1 September 2024 (previously part of Ignis Multi Academy Trust). Acre Wood Academy (previously called Grove Park School) joined the Trust on 1 July 2025 from East Sussex County Council.

The Trust remains in an exciting period of growth, with several schools expected to join during 2025-26. It is anticipated that this will further improve the Trust's financial resilience.

The Trust continues to make a concerted effort to maximise its income, and ensure operating costs are as efficient as possible, in order to provide the best value and experience for all pupils.

	2024/25 £'000	2023/24 £'000
INCOME		
Donations and capital grants	2,038	1,793
Transferred from Local Authority on conversion	4,736	—
Transferred on academies joining the Trust	19,444	19,145
Funding for the Academy Trust's educational operations	55,866	39,292
Investments	437	374
Total income	82,521	60,603
EXPENDITURE		
Academy Trust Educational operations	56,787	42,161
Total expenditure	56,787	42,161
SURPLUS BEFORE FRS102 PENSION COSTS	25,734	18,442
FRS 102 Pension Adjustments	767	465
SURPLUS FOR THE YEAR	26,501	18,907



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