

Mini multi-academy **trust digest**

The challenges and opportunities for multi-academy trusts

What's it like to be an educator in a multi-academy trust today?

In summer 2023, the Pearson School Report showed insights from over 6,000 educators and 1,000 students in a variety of schools across England.

Educators in small and large trusts told us the challenges and opportunities as they saw them, helping improve our shared understanding of the current landscape across trusts today. As we head into a new summer term, and look forward to the latest responses from schools across the country for the 2024 Pearson School Report, here's a chance to reflect on what trusts told us last year.

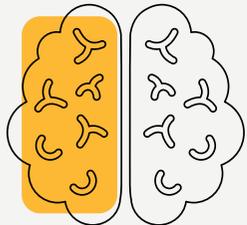


Barriers to learning

“For teachers, just standing in front of a class of children is a full time job. When you add in the hours of planning, CPD, marking and building relationships with the school community – this goes way beyond a standard 9-5 working week”

Executive Headteacher

Mental health was expected to be the **biggest barrier to pupil learning**.

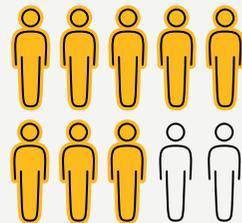


86% of trust educators

thought mental health would be the biggest barrier to learning in the next 6 months.

Pupil attendance (79%)

was expected to be the next biggest barrier, followed by **SEND provision** (62%).



While **4 in 10**

trust educators said they had seen an increase in pupil anxiety over the cost of living in the past year.

The findings were **broadly in line with responses from teachers in all schools** – as were the top challenges educators expected their trust to experience within the next 12 months.

Almost **6 in 10** educators

in trusts said budget pressures would be the top challenge facing them.

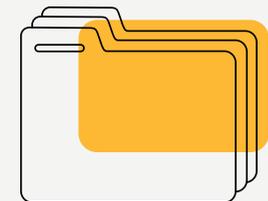


The same proportion (57%)

expected **teacher recruitment and retention** to be a top challenge.

54% of trust educators

said teacher and school workload would be a top challenge.



Spotlight on pastoral support

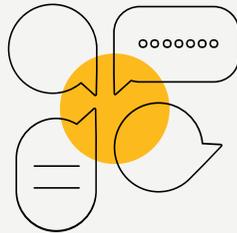
“What steps are we taking to address these challenges? Clear support and networks to support. Strategic direction with focused goals and milestones. Trust support”

Primary Headteacher

7 in 10 educators within trusts feel confident in their ability to support learners with the pastoral issues facing them today.

7 in 10 educators

within trusts feel confident speaking to students about mental health.



Small trusts (i.e. trusts of 3 schools or less) are more likely to offer counselling, with **53%** reporting the use of counselling in their school, compared to **44%** of educators in schools generally.

More than a third

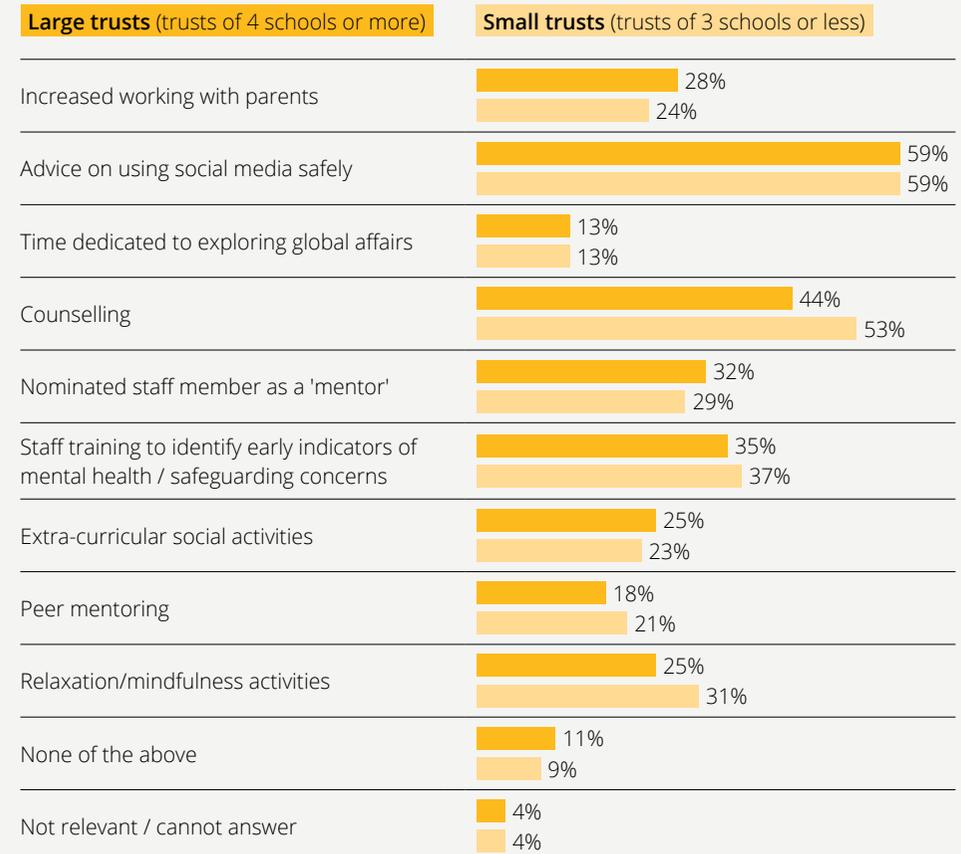
of trusts are training staff to identify early indicators of mental health and/or safeguarding concerns.

In the run-up to 2025,

4 in 10 trusts

plan to embed mental health and wellbeing across the curriculum.

Has your school put in place any of these interventions to **support your pupils** with issues facing them today?



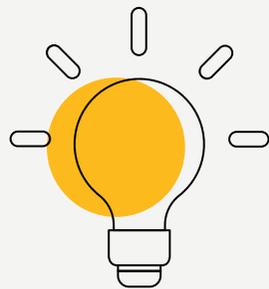
Plans ahead

"It is clear – what children needed from schools 20 to 30 years ago, let alone 100 years ago, has radically changed. We now need a radical rethink, to ensure we are enabling learners to meet tomorrow's challenges and opportunities."

Ben Levinson, Director for School and Trust Development, The Tapscott Learning Trust

A third of trusts

are embedding life skills and **one in five aim** to enact positive change in their communities.



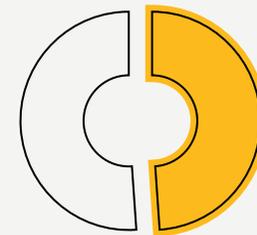
As many as 47%

of small trusts are planning to diversify their curriculum to cover topics like race, gender, disability and LGBT+ while **39% of large trusts** plan to do the same.



48% of small trusts

have noticed an increase in student interest as a result of their diversity and inclusion interventions. **38% of teachers** in all school types say the same.



The next **Pearson School Report** will be released in summer 2024. We look forward to ensuring the voices of even more trust educators and students are heard throughout the sector and beyond.

By listening to each other, inspiring new conversations and sharing our experiences, we can better meet the needs of everyone in education. Together, we can work to drive positive change for our brilliant teachers, students and communities.

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