INVESTORS IN PEOPLE®
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Feedback

LETTA Trust

Project number: IIP-25-00950
Practitioner: Matthew Filbee
Date: 6th February 2026

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You did it!

INVESTORS IN PEOPLE®
We invest in people Platinum

Let your people know how you did. Recognise them for their hard work and include them in the journey you're on. We'll send you through some great resources for you to use to celebrate and publicise your success, including logos and PR ideas.

Detailed feedback and recommendations inside…

- At a glance
- What to be proud of
- Our recommendations
- Your feedback
- What's next

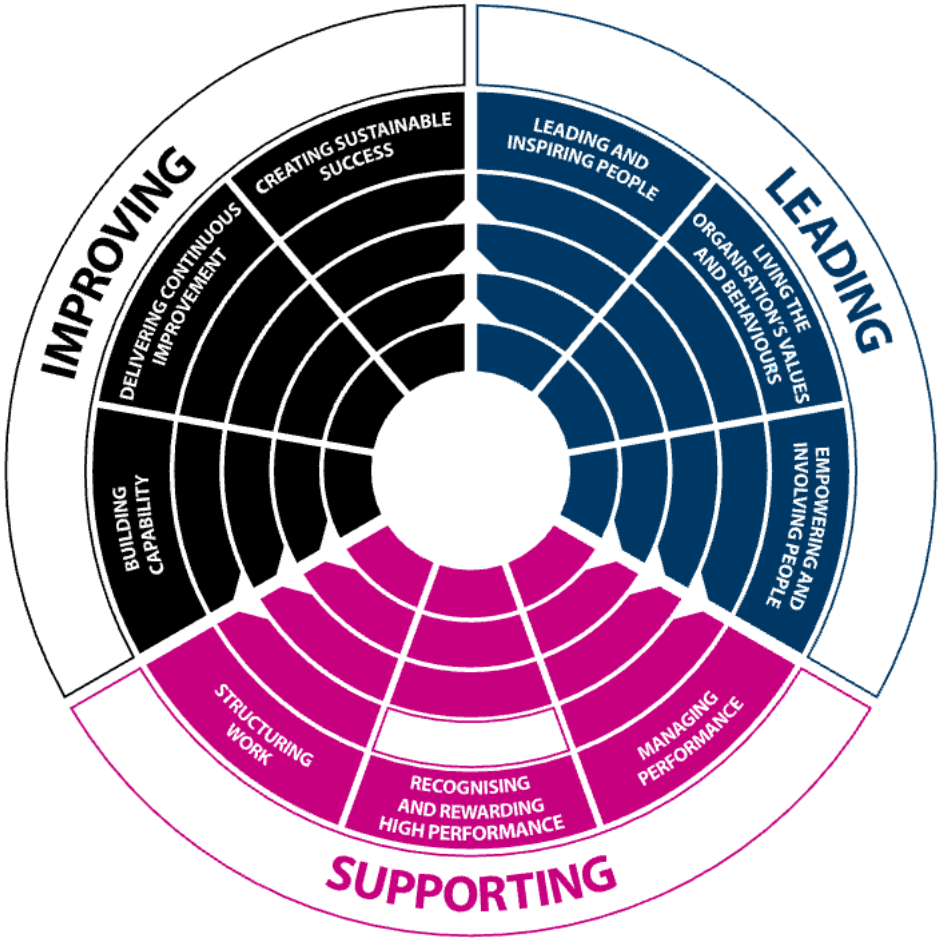
Key dates

Accreditation date	12-month meeting	24-month meeting	Accreditation expiry
22/01/26	**07/06/26**	**07/06/27**	**07/06/28**

LETTA Trust were granted a six-month extension due to organisational growth. The accreditation reverts back to the original anniversary date. The next interaction will be a catch-up meeting in the summer term to check progress. The accreditation runs until June 2028.

At a glance

The heat map below summarises the overall assessment outcome. It shows that the LETTA Trust has attained High Performing (Platinum) level in 8 of the 9 indicators. This therefore results in Platinum accreditation being awarded.



This assessment has found LETTA Trust has continued to be an outstanding and leading Investors in People organisation, maintaining Platinum accreditation at this assessment. This is the second time the organisation has achieved Platinum, one of the first wave of organisations to achieve 'double' Platinum.

Platinum accreditation can only be awarded to those organisations that have achieved and sustained a high-performance culture – *the right processes, behaviours, and values that help people thrive and bring their best to work every day*. This is undoubtedly the case at LETTA Trust. There is a strong focus on innovative practices and processes, a forward-thinking culture underpinned by the Ubuntu principles of the Trust that drive everything. This is all helping LETTA to stay at the forefront in education, to reach more people and take a lead on national priorities such as SEND capacity. You have evolved a systemic cross-school improvement framework suited to a larger organisation and your apprenticeship program provides employment opportunities for the local community and delivers impactful staff development in areas such as coaching.

Since the last assessment in 2022, the LETTA Trust has expanded with three new schools (Columbia, Hermitage and Virgina) joining the Trust. It was striking how quickly the Trust values and ethos have taken in the schools, in part due to the good fit, but also the collaborative

approach of the senior leaders. The continuous investment in the long-term professionalisation of the workforce and striving for high performance has led to many successes in the last three years including growth from 170 people to 350, high engagement scores, high number of internal promotions with people from the local community training as Teaching Assistants and going on to train as Teachers and high retention of staff.

The Trust continues to move forward with a strategy for the future and significant upgrades to operating systems through digitalisation. People are very passionate about working at LETTA Trust and proud of the work they do. LETTA Trust continues to be highly regarded in the sector, achieving exceptional results (significantly above national and local authority averages) and developing other educational establishments through the School Improvement Team and beyond through its' work with Connecting Communities such as delivering leadership development to a local housing association.

The values are a golden thread throughout the schools, and this came through in the interviews and survey. It is evident people are very aligned to the social purpose of LETTA Trust and there has been a continued focus on ensuring people are at the heart of the organisation. The success over the past few years is driven by the senior leaders who are seen as inspirational, driven, open, transparent and trustworthy. There is an impressive range of channels for people to feed their ideas and suggestions for improvement including the annual staff survey and most people feel they are listened to, their ideas sought and action taken.

As a Platinum organisation there are very high expectations that you continue to demonstrate progressive leading-edge policies and practice. Compared to the We invest in people average your results are above on all the indicators. You have achieved a consistency in the survey scores with the overall benchmark score remaining at 766 or 767 for the last three assessments. While this does not fully demonstrate the 'always improving' requirement demanded of Platinum organisations, to achieve the same score with three new schools in the Trust is an achievement.

The recommendations for improvements outlined in this report will help to maintain your excellent performance and your platinum status. This includes continuing to review how people are rewarded and recognised to ensure it is consistently motivating, the continued focus on leadership development and building on the developments to support people's career progression. In particular -

- Complete the work underway on better defining great leadership through the leadership framework and use this to continue to train and develop leaders but also as a tool to review leaders and refine your use of 360-degree feedback.

- Develop further the concept of a management community to help build line management confidence, competence and network. Use these to acknowledge the great work managers do at the Trust and focus on their wellbeing.

- Continue to work on recognition (non-financial) for all staff. Unpick what might be leaving some support staff feeling less valued than others.

There are many areas of outstanding practice including your work with apprentices, developing and promoting people from the local community to become teaching assistants, teachers and leaders. The new systems will make work simpler for people, there has been leadership development with a focus on coaching, and the career pathways will continue to help people feel they are invested in. Most people also really value the flexibility they have in their role, and managers work hard to support this. All of these have led to people agreeing LETTA Trust really is a great place to work.

LETTA Trust is to be congratulated on continuing to meet the requirements of the We invest in people Platinum accreditation at this assessment. This really is a fantastic achievement and this report, and the feedback meeting will explore how the organisation can continue to progress in the future.

Assessment Methodology

In partnership with Investors in People, LETTA Trust ran a survey that meant everyone could participate in the assessment. The survey achieved a 65% response rate. To capture a breadth of employee experience we ran a series of interviews with 49 people (14% of the organisation – a higher sample size to take account of the growth) from around the Trust. The 49 people were from a cross-section of the five schools and the Central Operations team and took part in confidential discussions (semi-structured interviews) with the external Practitioner. Time spent looking at the Trust's website, reviewing documentation, having tours of the schools, observing staff in action and informal conversations all provided additional evidence gathering opportunities.

What to be proud of

- Your vision and direction are well understood, and people have a strong sense of purpose in the Trust. People are passionate and proud about the leading work LETTA Trust delivers and the high-performing community schools that make up the Trust.

- New staff joining LETTA since the last assessment reported an excellent transition and induction. They describe the Trust as professional, supportive, consultative, approachable, trustworthy and with a strong focus on high quality development and leadership.

- Your people say that LETTA Trust is a great place to work helped by the huge amount of engagement actions at the Trust. Your survey scores are very high and 85% of your people in your survey and 100% of people at interview recognise that LETTA Trust is a great place to work. Schools are aligned to the Educational Development Priority (EDP – Oracy) and Trust values, and everyone feels part of LETTA Trust, meaning that wherever someone is working they are having a positive employee experience.

- Communication is described as excellent and the wide variety of channels used to ensure people are clear about what is happening in the Trust. People have a voice at LETTA Trust and the range of joint planning meetings, Inset and network groups are valued by participants.

- You have achieved exceptional success as a Trust over the years, and you have ensured your people are central to this success. You continue to make work simpler by investing in technology and systems.

- Leadership and Management is outstanding. The development of leaders has continued to improve through apprenticeships in leadership and coaching to drive classroom quality and exceptional people management. People trust the leaders, are optimistic about the future and feel empowered in their role.

- Many of your leaders and managers are inspirational, open and approachable and you work hard to value everyone's contribution equally. People see the senior leaders as role models for the values and set a high standard for all managers.

- You continue to invest in the capability of leaders and managers and see leadership as a discipline in itself. This is evolving further with the leadership framework.

- The line management meetings (one-to-one meetings throughout the organisation) remain relatively rare in the education sector but are highly valued by all levels of staff and leaders. These are used to support wellbeing, two-way communication, workload and for development purposes with managers trained as coaches. Coaching is part of the culture and instructional coaching qualifications are supported to improve teaching and people management.

- There is a good sense of psychological safety across LETTA Trust with everyone able to contribute and have a voice in the organisation. Everyone confirmed being consulted on the Educational Development Priority (EDP).

- Training and development is outstanding and carefully considered in line with Trust, school and national priorities. There is a huge variety of options for all staff. You provide your people with a vast array of development opportunities including the range of fully funded apprenticeships. These are excellent grounding for those starting out as well as upskilling those more experienced members of the team enabling them to grow their skills and careers.

- The opportunities provided to all for personal development and qualifications is impressive and leads to a high number of internal promotions. Schools have high expectations of staff and pupils and are busy environments, yet you prioritise development and never cancel training, creating opportunities for staff to develop together such as weekly joint planning meetings. These are a real time commitment demonstrating the value you place on learning and collaboration. Teaching Assistants start earlier (8.30am) to build in time for weekly training.

- Good levels of retention and completion of apprenticeships using a mature and structured programme of support. Since the last assessment you have professionalised the role of the Specialist Teaching Assistant through the special needs diploma to help them in their work with children with complex needs.

- There has been an ongoing focus on wellbeing, inclusion, neurodiversity and good mental health that is leaving staff feeling well-cared for and well-informed about the Trust and the support available to them.

- In response to a growing need you have invested in building SEND capability (e.g. Specialist TAs and a Head of Special Provision) and opened specialist units (e.g. Athena and Opal) in some of the schools. This is not funded externally but typifies LETTA's social purpose and innovation.

- One of the survey questions that improved at this assessment (75% strongly agree and agree – up 10%) is 'I am responsible for improving the way we do things' suggesting people taking more ownership of innovation and continuous improvement locally. A very high 89% of people in the survey feel trusted to try new approaches.

What to work on...

Culture and Communication

- The digitisation and use of systems should help with standardisation and consistency. Look at an internal social media service, like Viva Engage, to share stories and celebrate success across the Trust.

Talent Development and Career Progression

- Pull the learning and development offer into one place, like a 'LETTA Trust Learning Brochure', so that everyone can better understand the learn and grow offer.

- Keep raising awareness and inspiring people with examples of how people have progressed their career through the use of videos and case studies.

Leadership and Management

- You are building on the use of leadership contracts with a Trust Leadership Framework. This will enable you to even better define great leadership and train to that. It will also provide the ability to allow managers and leaders to be reviewed against the framework to identify development areas and understand next steps.

- The survey scores suggest that there are a minority of people (around 15%, higher in some settings) who do not experience great people management – don't feel they have voice, don't feel recognised. There may be a variety of factors involved here but it suggests that there is no room for complacency.

Reward and Recognition

- The differences between managerial levels on recognition are quite stark with senior leaders on 6.8/7, managers on 6 and staff on 5.2. Also, there is a range of scores across the schools. So, while senior managers and managers are good at valuing each other, this is not consistently translating into staff feeling valued in all places.

- Keep reviewing people-related policies and benefits at the Trust and consider creating more of an employee value proposition. As you grow in size consider a more flexible benefits approach with people given more choice and optionality of benefits.

- Continue to work on recognition (non-financial) for all staff. Compared to other high-performing organisations, there are a lack of recognition schemes to celebrate those who have gone above and beyond such as employee of the quarter or annual staff awards linked to the values. These happen to varying degrees across the Trust.

- Stebon's recognition scores were explored at interview. Reasons for the lower scores included a tough Autumn term with high sickness levels, the announcement of the retirement of the much-loved Head, support staff having rolling fixed-term contracts rather than permanent, not feeling as heard or involved as teaching staff (e.g. on where they will work next year) and it being more difficult for leaders to be visible in a large school and notice all the good work that is occurring all the time.

Congratulations on achieving Platinum award level!

You care about your people, and we know you're ambitious to do even more for them.

Our feedback focuses on what you need to do to keep improving.

Our recommendations

We've considered **who you are** and **where you're at** as an organisation. Our recommendations are designed to get you **where you want to be**.

1. Complete the work underway on improving how LETTA Trust defines great leadership, train to that and review all managers against the leadership framework. Use this as a self-evaluation tool and press ahead with plans to redesign 360-degree feedback to incorporate the framework and continually improve the quality of leadership.

2. Making leaders and managers accountable for their staff survey results can also have a dramatic effect on scores, especially when tied to performance evaluations and reward. Gallup research has found that 70% of variance in engagement is solely determined by the line manager.

3. Introducing an internal social media service, such as Viva Engage, might be worth considering and can help improve the connectedness of schools and central team and provide another channel to keep people informed as well as celebrating successes.

4. Continue to work on recognition (non-financial) for all staff and address the root causes that might be leaving some support staff feeling less valued. Consider Leadership Research Groups (LRGs) focused on Trust-wide topics such as recognition and wellbeing. The planned work based on 'The Power of Mattering' (Zach Mercurio) at Bygrove would seem a great starting point.

5. Clarify to teaching assistants the difference in role criteria between teaching assistants and specialist teaching assistants and why some have a permanent contract, some are on rolling contracts and some hourly. Some on a temporary contract appear to have been at the schools for a long period of time (e.g. more than 4 years). Support staff believe these distinctions have become blurred resulting in staff carrying out a wide range of duties and is the source of some quiet resentment leading to a feeling of not being valued. While these arrangements are not uncommon in schools and Trusts and are a valid HR strategy, leaders need to be aware there is a downside in the form of employee engagement and feeling valued.

6. Team action planning after the annual staff survey aimed at improving the employee experience would help ownership and awareness of actions. Research has shown the act of team action planning itself has been seen to improve engagement scores as the reality is often that different groups of employees (e.g. teaching assistants) face different engagement barriers. Ensure that managers and teams co-create localised plans based on survey findings. Include employee representatives in the design of engagement strategies

to ensure diverse voices shape solutions to help recognise the engagement challenges faced by different groups of staff.

7. Keep asking your people 'what will make work better for you?' and co-create wellbeing goals, especially with staff groups to best meet everybody's needs. Consider more strategic cross-Trust wellbeing campaigns and themed weeks on topics such as mental health, neurodiversity and menopause awareness.

8. Don't neglect manager wellbeing, you need your managers to be feeling good themselves before they can support others. Design wellbeing communications and strategies to focus on the management population. The recent management get-together and training was well-received and is worth continuing as a peer community for managers to support their wellbeing, development and resilience.

Further discussion on the above recommendations will take place in the feedback meeting.

What's next?

When you've had a chance to read this report, we'll explain your results in our **feedback meeting**.

WHO?
The meeting will include: Matthew Filbee and members of the LETTA Trust leadership team.

WHEN?
The feedback meeting is due in the next few month (date tbc).

WHERE?
We can meet in person or online.

WHAT?
Together, we'll…

- **discuss your result** and our recommendations in detail.
- brainstorm how to turn our recommendations into **tangible activities**.
- develop an **action plan,** which we'll be able to review one and two years on.

To keep your accreditation, you need to:

- keep meeting (or exceed!) the **requirements** of your award.
- meet us **12 and 24 months** down the line. We won't be assessing you again, but it'll give us the chance to **chat through your progress** against your action plan.
- be **reassessed** no more than three years on from this assessment.

Don't forget to celebrate!

Let your people know how you did. **Reward them** for their hard work and **include them** in the journey you're on.

Assessment results

Thematic results by indicator

All indicators are met at High Performing (Platinum) level, except recognition at Gold.

INDICATOR	THEME	DEVELOPED	ESTABLISHED	ADVANCED	HIGH PERFORMING
LEADING AND INSPIRING PEOPLE	Creating transparency and trust	✓	✓	✓	✓
	Motivating people to deliver the organisations objectives	✓	✓	✓	✓
	Developing leadership capability	✓	✓	✓	✓
LIVING THE ORGANISATION'S VALUES AND BEHAVIOURS	Operating in line with the values	✓	✓	✓	✓
	Adopting the values	✓	✓	✓	✓
	Living the values	✓	✓	✓	✓
EMPOWERING AND INVOLVING PEOPLE	Empowering people	✓	✓	✓	✓
	Participating and collaborating	✓	✓	✓	✓
	Making decisions	✓	✓	✓	✓
MANAGING PERFORMANCE	Setting objectives	✓	✓	✓	✓
	Encouraging high performance	✓	✓	✓	✓
	Measuring and assessing performance	✓	✓	✓	✓
RECOGNISING AND REWARDING HIGH PERFORMANCE	Designing an approach to recognition and reward	✓	✓	✓	
	Adopting a culture of recognition	✓	✓	✓	
	Recognising and rewarding people	✓	✓	✓	
STRUCTURING WORK	Designing roles	✓	✓	✓	✓
	Creating autonomy in roles	✓	✓	✓	✓
	Enabling collaborative working	✓	✓	✓	✓
BUILDING CAPABILITY	Understanding people's potential	✓	✓	✓	✓
	Supporting learning and development	✓	✓	✓	✓
	Deploying the right people at the right time	✓	✓	✓	✓
DELIVERING CONTINUOUS IMPROVEMENT	Improving through internal and external sources	✓	✓	✓	✓
	Creating a culture of continuous improvement	✓	✓	✓	✓
	Encouraging innovation	✓	✓	✓	✓
CREATING SUSTAINABLE SUCCESS	Focusing on the future	✓	✓	✓	✓
	Embracing change	✓	✓	✓	✓
	Understanding the external context	✓	✓	✓	✓

Survey highlights

You have a range of high scores and where people do not strongly agree or agree most are in the somewhat agree category. The lowest scores, while still good by most standards, reveal the need to continue to focus on recognition, employee voice and investing in leadership development.

Your highest scores (agree or strongly agree)

- 88% agree or strongly agree their role enables them to work well with others
- 88% agree or strongly agree they look for improvement ideas
- 85% agree or strongly agree they have discussed their performance with their manager in the last 6 months
- 84% agree or strongly agree the organisation has clear values
- 82% agree or strongly agree they are encouraged to perform to the best of their ability
- 80% agree or strongly agree the Trust has a positive impact on the community
- 76% agree or strongly agree that it is a great place to work

…and your lowest

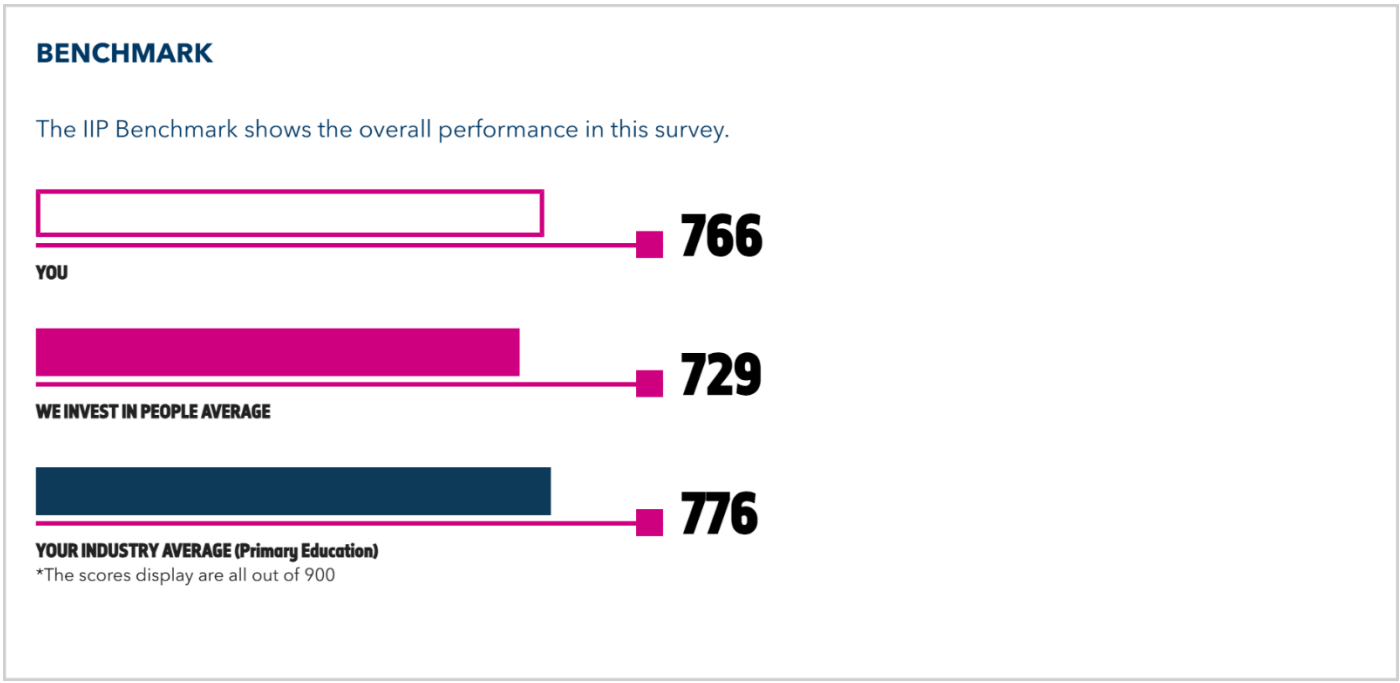
- 70% agree or strongly agree the organisation develops great leaders
- 61% agree or strongly agree they have a say in decisions that affect their role
- 65% feel appreciated for the work they do
- 60% get consistent recognition for the work they do
- 55% agree or strongly agree they are rewarded in ways that match their motivations

Your overall survey score

You overall benchmark score is well above the We invest in people average. At the last assessment LETTA Trust scored 766. In the UK, employee engagement scores have dropped 8% since 2020 so LETTA Trust are still outperforming most UK organisation in this area.

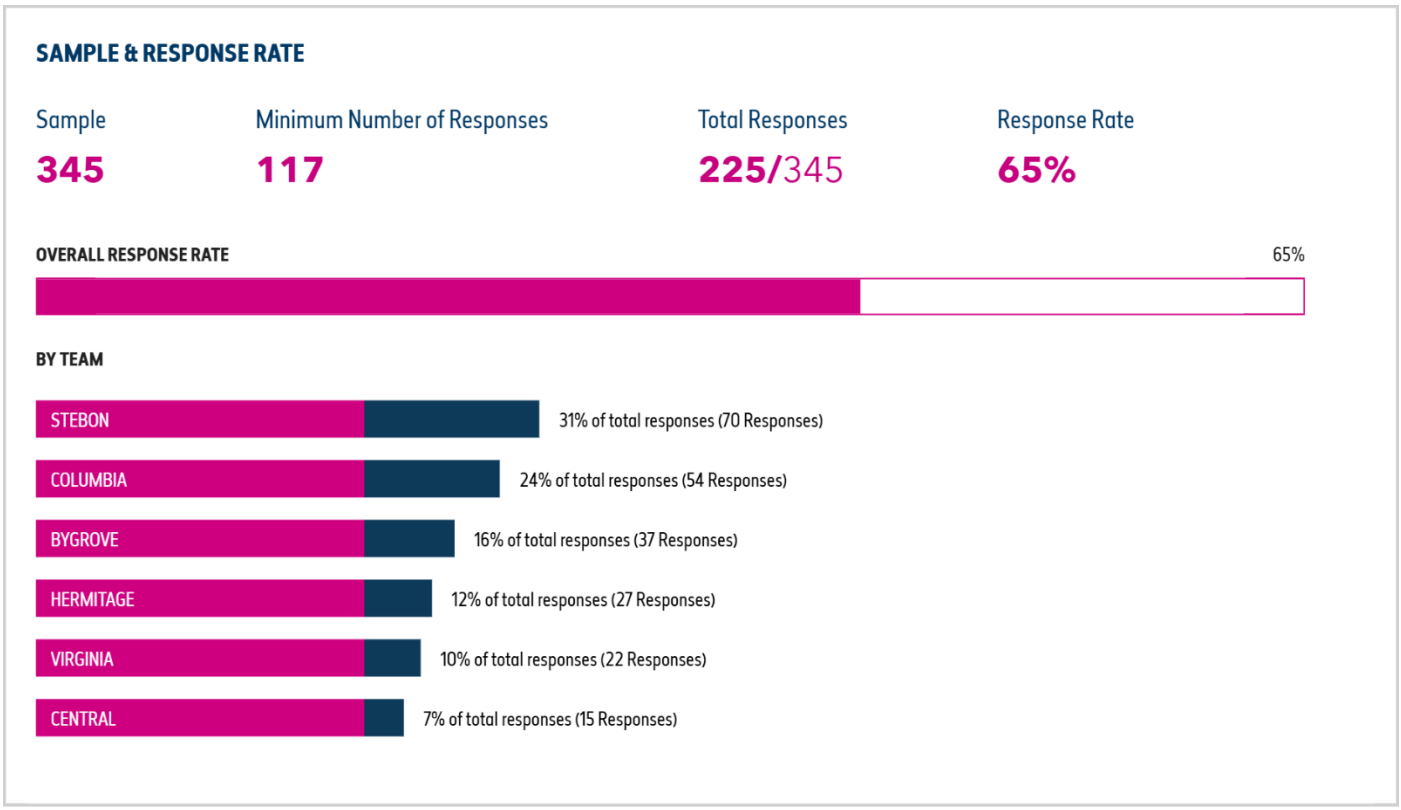
To have taken on three new schools and doubled in size and still achieved the same high level of engagement is positive and reflects how quickly the leadership culture of LETTA has been established across the schools and expanded Central team. It is also testament that some of the new schools were already operating a positive, people-focused culture.

The industry average for Primary Education at 776 is very high. This is in part due to the large number of primary schools with smaller staff sizes, some under 50, some between 5-250. It would be good for LETTA to try and reach a benchmark score of 800 at the next assessment.



Who took the survey?

You have achieved 65% response rate which is above the minimum requirements for your size. Your lowest scoring team – Stebon- has the highest number of responses (70 out of 225) so improve engagement at Stebon and you will have the biggest impact on Trust scores overall.



Your survey results by indicator

Compared to the We invest in people average your results are above on all the indicators. By your own high standards there has been a slight decrease on some indicators compared to your 2022 survey results – see final column. However, these are not statistically significant and are minor considering the growth at the Trust. It is pleasing that the biggest rise is in continuous improvement indicating that new and existing staff are seeing benefits from working at LETTA.

Indicator summary

	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE	AVERAGE SCORE	SOU-22-00474 - 06/05/2022
Indicator 1 Leading and inspiring people	**47.4%**	27.9%	10.9%	4.9%	2.2%	3.6%	3.1%	**5.9**	**-0.1**
Indicator 2 Living the organisation's values and behaviours	**54.1%**	27.6%	9.2%	5.1%	1.5%	1.2%	1.3%	**6.2**	**+0.1**
Indicator 3 Empowering and involving people	**45.9%**	26.7%	13.3%	5.1%	2.9%	2.9%	3.2%	**5.9**	**-0.1**
Indicator 4 Managing performance	**55.7%**	24.8%	9.1%	5.4%	1.1%	2.6%	1.3%	**6.2**	**+0.1**
Indicator 5 Recognising and rewarding high performance	**33.6%**	27.3%	14.2%	9.1%	4.4%	5.7%	5.7%	**5.4**	**0.0**
Indicator 6 Structuring work	**50.3%**	31.3%	10%	3.9%	1.9%	2%	0.6%	**6.2**	**-0.1**
Indicator 7 Building capability	**45.2%**	28%	11.1%	8.7%	2.2%	2.3%	2.5%	**5.9**	**-0.1**
Indicator 8 Delivering continuous improvement	**48.1%**	30.4%	11.3%	6.9%	1.1%	1.1%	1%	**6.1**	**+0.2**
Indicator 9 Creating sustainable success	**47.6%**	28.9%	9.7%	8.3%	2.2%	1.8%	1.6%	**6**	**-0.1**

Your survey results by theme

LETTA Trust scores are high across the board and above IIP average scores on even your lowest themes. Your people see the Trust as a values-led organisation and you outperform other organisations on almost all scores. Maintain a focus on recognition and employee voice during times of change. The themes which saw the biggest increases were people receiving regular feedback suggesting the line management meetings are taking place effectively and the other theme is, people taking ownership for improving the way we do things here.

Themes (Highs and Lows)

	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE	AVERAGE SCORE ↓	DIFFERENCE FROM IIP AVERAGE
Your highest themes									
Enabling collaborative working INDICATOR 6: Structuring work	**56.4%**	32%	7.6%	2.7%	0%	0.9%	0.4%	**6.4**	**+0.3**
Improving through internal and external sources INDICATOR 8: Delivering continuous improvement	**52.9%**	34.7%	8.4%	3.1%	0%	0.4%	0.4%	**6.3**	**+0.4**
Adopting the values INDICATOR 2: Living the organisation's values and behaviours	**57.6%**	25.3%	10.2%	3.1%	1.3%	1.1%	1.3%	**6.3**	**+0.2**
Measuring and assessing performance INDICATOR 4: Managing performance	**57.3%**	27.6%	6.2%	3.1%	0%	4.4%	1.3%	**6.2**	**+0.5**
Living the values INDICATOR 2: Living the organisation's values and behaviours	**52.9%**	29.1%	8%	6.7%	1.1%	1.1%	1.1%	**6.2**	**+0.3**
Your lowest themes									
Deploying the right people at the right time INDICATOR 7: Building capability	**41.3%**	26.7%	12%	10.7%	2.7%	2.7%	4%	**5.7**	**+0.4**
Adopting a culture of recognition INDICATOR 5: Recognising and rewarding high performance	**39.6%**	25.8%	15.6%	5.3%	4.9%	3.6%	5.3%	**5.6**	**+0.2**
Participating and collaborating INDICATOR 3: Empowering and involving people	**37.3%**	23.6%	17.3%	6.2%	5.3%	4.9%	5.3%	**5.5**	**0.0**
Recognising and rewarding people INDICATOR 5: Recognising and rewarding high performance	**33.1%**	28.4%	13.6%	9.8%	4%	6.2%	4.9%	**5.4**	**+0.3**
Designing an approach to recognition and reward INDICATOR 5: Recognising and rewarding high performance	**28.4%**	26.7%	14.2%	11.6%	4.9%	6.7%	7.6%	**5.1**	**+0.2**

What your people told us

Leading

Leading and Inspiring People

The three themes in this indicator focus on transparency and trust, motivation to deliver, and leadership capability.

Indicator 1: Leading and inspiring people

BASE QUESTIONS	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE
Indicator Average	**47.4%**	27.9%	10.9%	4.9%	2.2%	3.6%	3.1%
I trust the leaders of my organisation	**44.9%**	30.7%	10.2%	4%	2.7%	4%	3.6%
Management communicates the organisation's ambition	**50.7%**	27.1%	11.6%	3.6%	0.9%	3.1%	3.1%
My manager motivates me to achieve my best	**52.4%**	25.3%	10.2%	4%	2.2%	3.6%	2.2%
My organisation develops great leaders	**41.8%**	28.4%	11.6%	8%	3.1%	3.6%	3.6%
OPTIONAL QUESTIONS							
I understand the vision and objectives at my organisation	**57.8%**	23.6%	9.3%	4%	2.2%	0.9%	2.2%

"Culturally there is a strong alignment between the five schools."
"What LETTA does particularly well is to teach you how to be a good leader."
"The profile and context of the school is changing, way more complex needs and LETTA has responded to that but we need to keep going."
"Leaders are really hot on working to a shared vision and do it well."
"With LETTA there is so much more focus on leadership as a discipline."
"Oracy as the EDP is the golden thread of everything."

- 86% of people responded positively to this indicator which is an excellent result. There is a good proportion (75%) of the results in the 'Strongly agree and Agree' columns.

- There is a five-year Trust strategy (2024-2029) which sets out four strategic goals to help

deliver social equality – one of which is people: ***People who are motivated, passionate about their work, cared for and given opportunities to learn and progress***. In addition, each school has their own School Improvement Plan, these are well-known locally.

- 90% of people agree (78% agree or strongly agree) management communicates the organisation's ambition. In September 2025, the Trust took all staff to an offsite in Canary Wharf and set out the strategy and focus for the next two years, the EDP which is Oracy. The meeting was well-received with people enjoying the chance to meet colleagues in the other schools and see how the Trust has evolved. A real strength of the Trust is the transparency of communication, regular updates and visible leadership. In addition to the updates led by the CEO and regular email updates, there are opportunities for people to meet together at the Leaders meetings, group meetings (such EY leads, office managers, joint planning meetings), phase leader meetings, school briefings and various emails and WhatsApp groups. The interview feedback gave a positive view with people describing plenty of information and engagement with the strategy and leaders being available and approachable for questions at any time.

- The survey result shows 86% of people trust the leaders and the interviews reflected this positive response. This is a great score considering the three new schools and shows how quickly people have built trust in senior leaders. People across the Trust spoke very highly of the leaders, in their approachable style and transparent communication. Leaders are visible and know their teams well.

- This positive view was also reflected in most of the feedback about managers. The survey result shows 90% of people agree (78% agree or strongly agree) their manager motivates them to achieve their best. People described in the interviews how they have regular (weekly or fortnightly) 1-1s catch ups (known as line management meetings), appraisals and ad-hoc discussions and they are available when they need them.

- Since the last assessment, LETTA Trust have continued their commitment to leadership development with apprenticeship streams for leadership and management, instructional coaching and executive coaching. Defining great leadership and competencies is an ongoing piece of work which is progressing. You already have Leadership Contracts in place and have been consulting on a Leadership Framework due to be finalised later this year to assist consistency and standards of leadership. There is more than one way to be a great people manager so while the framework does not force conformity it will help to define and codify a gold standard. A working group is in place to help develop the framework.

- The survey result shows 70% of people strongly agree or agree the organisation develops great leaders. Although this leaves a 30% 'on the fence' score of people, there was minimal negative sentiment in the interviews as people felt the leadership to be very effective. People know that developing great leaders is a genuine focus at the Trust. LETTA have a genuine 'grow our own' approach aided by the apprenticeship streams which see people from the local community becoming teaching assistants, teachers and leaders. The Trust also has developed community partnership links and is developing Housing and Early Years practitioner apprenticeships with local providers. This is including delivering leadership development to a local housing association.

- Managers are positive about the recent training session that the CEO ran giving people space to talk about people management. A follow-up has been arranged and the Trust might consider making this a semi-regular event to build a supportive management community.

Living the Organisation's Values and Behaviours

This indicator comprises three themes that centre on people operating, adopting and living the values.

Indicator 2: Living the organisation's values and behaviours

BASE QUESTIONS	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE
Indicator Average	**54.1%**	27.6%	9.2%	5.1%	1.5%	1.2%	1.3%
The values at my organisation guide the way we work	**49.8%**	28.9%	9.8%	5.8%	2.7%	1.3%	1.8%
I share my organisation's values	**56%**	27.6%	11.1%	3.1%	1.3%	0%	0.9%
My organisation has clear values	**59.1%**	23.1%	9.3%	3.1%	1.3%	2.2%	1.8%
My behaviour reflects the organisation's values	**65.3%**	26.7%	3.6%	2.7%	0.9%	0.4%	0.4%
I challenge behaviours which don't match the organisation's values	**40.4%**	31.6%	12.4%	10.7%	1.3%	1.8%	1.8%
OPTIONAL QUESTIONS							
I understand the values at my organisation	**57.8%**	30.2%	7.1%	1.3%	1.3%	0.9%	1.3%

"What sets LETTA apart is that they live and breathe those values. The leaders model the behaviours."
"The values are what attracted me to LETTA and why I wanted to work here. You really are contributing to the community."
"One thing that strikes me about LETTA is they really walk the talk."
"The Trust values are aligned with mine and provide a moral purpose."

- 82% of people responded positively to this indicator. Shared values that are lived and breathed across the organisation are pivotal to creating high performing teams. It is evident LETTA Trust is a values-led organisation and those values are communicated and understood by all. Everyone understood the Trust values – even those who have joined relatively recently. It helped people to think of the Trust values as relating to adults, and school values to children.

- The strategic direction of the Trust has been driven by the social equality and the Ubuntu (interconnectedness) philosophy. The values of aspiration, innovation, equality and generosity

inform how everyone should work together. These and the accompanying descriptions highlight to colleagues a series of behaviours. Belief in the authenticity of the ethos and values was high.

- 91% of people agree the organisation has clear values (82% agree or strongly agree). A very high 91% of people understand the values of the LETTA Trust. At interview, many people expressed the values and ethos, of helping the local community, as a key reason for joining the organisation and staying. People throughout the interviews described the importance of the values in their day-to-day role and how they are lived and breathed by people throughout the Trust. Examples provided in the interviews included the kindness demonstrated by colleagues to support them.

- The values and accompanying behaviours are embedded into many of the processes including recruitment, induction and appraisal. You might consider a Trust-wide values-based recognition scheme to celebrate those who live the values through their work and contribution.

- Although people felt their colleague's behaviour did not require challenging, the feedback suggests many would raise concerns if they felt they displayed behaviours which don't match the Trust values. In our survey 72% strongly agree or agree. Examples were provided at interview of where individuals did not pass probation due to not living the values and behaviours. There is a good sense of psychological safety for the vast majority of people interviewed. People report no blame culture but one that supports learning from mistakes.

Empowering and Involving People

The three themes for this indicator include empowerment, participation and collaboration, and decision-making.

Indicator 3: Empowering and involving people

BASE QUESTIONS	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE
Indicator Average	**45.9%**	26.7%	13.3%	5.1%	2.9%	2.9%	3.2%
I am encouraged to use initiative in my role	**58.7%**	27.6%	6.7%	3.6%	1.3%	0.4%	1.8%
I have all the information I need to do my job well	**41.8%**	28%	16%	4.4%	4.4%	2.2%	3.1%
I have a say in decisions that affect my role	**37.3%**	23.6%	17.3%	6.2%	5.3%	4.9%	5.3%
I am trusted to make decisions in my role	**45.8%**	27.6%	13.3%	6.2%	0.4%	4%	2.7%
OPTIONAL QUESTIONS							
I understand how my role contributes to the organisation	**57.8%**	29.3%	7.6%	1.3%	1.8%	0.9%	1.3%
I feel supported by my manager	**57.8%**	19.6%	10.2%	5.3%	2.2%	2.2%	2.7%

"We distribute leadership and seek employee voice when working on the EDP - Oracy."

"The Oracy meetings with the other schools have been great – lots of learning and sharing, a valuable opportunity in how we work and learn together."
"The structure means that we all have a connection to the CEO and all have a leadership responsibility."

- There is a strong sense of empowerment and trust as a high percentage agree they are encouraged to use their initiative and trusted to make decisions. This is supported by a high level of trust in the organisation's leadership. This is one of the highest performing themes from the survey and came through very positively in the interviews.

- 93% of people are encouraged to use their initiative (86% agree or strongly agree) and 91% are trusted in their role (78% agree or strongly agree). This high result was reflected in the views of staff in the interviews. People could describe how they are trusted with additional responsibilities or lead a particular strand early in their career.

- To support the new technology that has been introduced in the organisation there is plenty of training and support. There are working groups and, although early days, most people feel this phase of digitalisation will be a very positive enhancement to the way the Trust works. There are plenty of team, individual and phase meetings that ensure there is constant communication.

- There are groups (e.g. leads, joint planning, working groups) for improving and working collaboratively that are working together to create positive outcomes for staff and children. The variety of meetings (e.g. phase and year group planning meetings) and annual staff survey are also used to provide feedback and gain feedback from staff and most people feel they can feed in their point of view.

- 78% of people agree to some extent they have a say in decisions that affect my role (61% agree or strongly agree). Although this was one of the lower performing questions in the survey, this was not consistently evident in the interviews as most people described very positively the opportunities to raise concerns, have a voice and be heard. The staff survey is well known across the Trust as an opportunity to speak out and raise issues or suggestions. Most people believe action will be taken as a result and examples were highlighted in the interviews. A minority of people (support staff) in the interviews suggested they do not always feel confident raising issues with senior leaders.

Supporting
Managing Performance

The three themes that make up this indicator include objective setting, encouraging high performance, measuring and assessing performance.

Indicator 4: Managing performance

BASE QUESTIONS	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE
Indicator Average	**55.7%**	24.8%	9.1%	5.4%	1.1%	2.6%	1.3%
I have agreed my objectives with my line manager within the last 12 months	**55.6%**	23.6%	7.6%	8%	1.3%	2.7%	1.3%
I feel encouraged to perform to the best of my abilities	**56.4%**	25.8%	10.2%	4.4%	0.9%	0.9%	1.3%
My manager helps me improve my performance	**53.3%**	22.2%	12.4%	6.2%	2.2%	2.2%	1.3%
I have discussed my performance with my manager in the last 6 months	**57.3%**	27.6%	6.2%	3.1%	0%	4.4%	1.3%
OPTIONAL QUESTIONS							
The success of my organisation is reliant on all of us achieving our individual objectives	**53.3%**	25.8%	10.7%	6.7%	1.3%	0.9%	1.3%

"The line management meetings are the cornerstone with the purpose of growing that relationship between line manager and staff member."
"There are regular mentoring sessions, the structure has changed and there is more of it, it has improved."
"My managers have been amazing."
"Manager is very supportive - as a Trust I'd appreciate a policy on how we best approach parents."

- In our survey, setting objectives saw strongly agree/agree favourable response of 79% indicating a strong commitment to performance reviews. There is a very clear structure to performance reviews with people expected to have at least an annual review and regular catch ups expected throughout the year.

- There was good consistency in the interviews about the setting of stretching objectives and the support and feedback from their manager to help them improve. The survey backs up

this with 88% of people agreeing to some extent their manager helps them improve their performance (76% agree or strongly agree). Training is rolled out to managers that cover performance conversations, learning and growth and objective-setting.

- There is a drive for high performance, and this is re-enforced in the line management 121 meetings, team meetings and the various training. Plenty of people in the interviews described creating their development plans and the support to achieve these. People are clear on the success factors at LETTA Trust especially around pupil outcomes.

- Talent review and succession planning is used across the Trust to identify future talent and support colleague development and high performance at the Trust. This came through from managers in the interviews as an effective approach to strategically review the team's potential.

- There has been progress since the last assessment in building a coaching culture with more people gaining coaching qualifications at either instructional level or executive coaching. All Heads are qualified coaches. This helps managers build coaching into their style and one-to-ones. Numerous interviewees gave examples of coaching (GROW model used and in action) and mentoring in action with their managers adopting a coaching style to help their people grow into new roles.

Recognising and Rewarding High Performance

The themes in this indicator test the approach to designing reward and recognition strategies, how these are adopted and implemented.

Indicator 5: Recognising and rewarding high performance

BASE QUESTIONS	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE
Indicator Average	**33.6%**	27.3%	14.2%	9.1%	4.4%	5.7%	5.7%
I am rewarded in ways that match my motivations	**28.4%**	26.7%	14.2%	11.6%	4.9%	6.7%	7.6%
I feel appreciated for the work I do	**39.6%**	25.8%	15.6%	5.3%	4.9%	3.6%	5.3%
I am consistently recognised when I exceed expectations	**31.6%**	29.8%	10.2%	12%	4%	7.6%	4.9%
I get appropriate recognition for the work I do	**34.7%**	27.1%	16.9%	7.6%	4%	4.9%	4.9%
OPTIONAL QUESTIONS							
I feel appreciated by my colleagues	**53.3%**	27.1%	11.1%	4.9%	2.7%	0%	0.9%

"The culture is we celebrate a lot and there is a naturally reflective practice."
"We meet every morning as a staff team and there are shout outs, there are Thanks

Boards in the corridor and a shout out box – keep that going."
"Being listened to and trusted makes me feel valued."
"There is a section in our [Hermitage] staff bulletin for thanks – such a good thing – the highlight of Friday afternoon."
"Thank yous on Fridays is new but very welcome."
"I'd say we need to keep a focus on recognition and wellbeing."
"As a TA the job has changed a lot – more interventions, more complex needs. The dynamics of teaching has changed and not sure recognition has kept pace."
"As a support staff I feel valued when a teacher asks for my opinions and listens."
"As support staff I do feel more valued when invited to join meetings, like phase."

- Although recognising and rewarding high performance is the lowest performing indicator, it is still above the IIP average, and the results fall into the strongly agree column. LETTA Trust use the self-determination theory in the workplace (autonomy, purpose and mastery) and this goes a long way to leaving people feeling valued. The vast majority of your managers understand the power of positive feedback and the impact good levels of recognition can have on job satisfaction and retention.

- LETTA Trust has worked hard to ensure the way people are rewarded and recognised is motivational. The surveys ensure that people have been involved in giving feedback on the approach to recognising and rewarding people. Leaders review reward and recognition regularly to ensure consistency and fairness. In our survey, 81% (65% strongly agree/agree) of people feel appreciated and 80% strongly agree/agree say they feel appreciated by their colleagues showing a good level of camaraderie.

- There are some recognition schemes in the Trust and some schools have local initiatives (school newsletter or Headteacher awards), but LETTA Trust might consider exploring recognition schemes and awards for people who have lived the values, for example.

- Many people spoke highly of the reward and recognition, benefits, as well as the thanks and praise from their manager and many also talked about the flexibility they have in the role. The feedback from some people was slightly less positive, there are some inconsistencies in how managers appreciate their people. Those with managers who 'notice' what they are doing are left feeling more valued. Some people felt that managers are more proactive on praise than they used to be. In some teams the balance between high demand and high support was not equalled with high levels of recognition. The survey highlights the variation in line management approach with the most positive scores in people stating they are appreciated and whether their manager thanks them for a job well done. Here, the highest-performing scores for Central and schools are 6.3 and 6.1 out of 7, while the lowest score is down at 4.7 out of 7.

- A challenge for LETTA Trust on recognition is support staff, many of whom are on fixed-term contracts, with funding for their role linked to specific children. This does not mean they stay with those children as many move around year groups or to different children. Teaching Assistants do not have a say in this (unlike teaching staff) which they viewed as a pity and left them feeling they don't have much of a voice or job security. Some expressed disappointment that they no longer worked with a child that they had made strides with only to see them regress with a different person. While this approach is typical in many trusts and local authorities it might be worth exploring some of these 'root cause' topics that

undermine efforts to recognise support staff. Not everyone believes this is equitable and that a more transparent system would be motivating for all with more teaching assistant posts made permanent – it is likely that the need for many posts will continue into the future given the SEND landscape. A final theme related to this is that some feel they took the role to be a teaching assistant but the needs of the school have changed and they are essentially a specialist teaching assistant working with children with complex needs (e.g. providing intimate care) but not recognised as such in terms of job title or pay.

- The working conditions and development opportunities at LETTA Trust are excellent. Staff rooms are good and well-equipped. People at LETTA Trust value their happiness and the flexibility, as far as is possible in a school environment. Some people felt that the Trust could review employee benefits and check that they are competitive and set them out more clearly in some form of employee value proposition. However, office staff are satisfied with the level of annual leave and vouchers they can receive for eye tests.

- People do know that they are benefitting from exceptional learning and development at the Trust through the School Improvement Team and colleagues. This all enables people to have a clear and structured plan of their progression opportunities. Those being developed and/or promoted felt especially valued.

- The interviews reflected mainly a positive view with most people feeling valued and describing a culture of positive praise. There were some excellent examples of leaders and managers going out of their way to thank and praise people for their work. Leaders are excellent at management by walkabout and delivering positive feedback direct. You celebrate 'peaks' and successes regularly including qualifications, Ofsted outcomes, new starters and personal life events. Not many people were sure if the Trust offers any form of long-service awards. The newsletter also celebrates achievements, and each school has some form of recognition wall either in the staff room or on a corridor.

- There are a good range of themed events and socials across the schools that include thanks. Some schools use appreciation circles or staff circle time to show thanks and appreciation. There is scope for being more considered and strategic in creating a programme of Trust events. Locally, staff arrange occasional social events that are led by colleagues, some felt it is nice when it comes from above. Good examples included a fortnightly sheet at Bygrove in the staff room with events such as jacket potato lunch together and bake-off which all helps morale. People enjoyed the recent Christmas meals that took place around the Trust.

Structuring Work

The three themes for this indicator are focused on role design, autonomy, and collaboration.

Indicator 6: Structuring work

BASE QUESTIONS	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE
Indicator Average	**50.3%**	31.3%	10%	3.9%	1.9%	2%	0.6%
My work is interesting	**53.3%**	31.1%	8.4%	4.4%	1.3%	0.9%	0.4%
I am able to develop the skills I need to progress	**44.9%**	30.7%	13.8%	4%	3.1%	3.1%	0.4%
I have the right level of responsibility to do my job effectively	**46.7%**	31.6%	10.2%	4.4%	3.1%	3.1%	0.9%
My role enables me to work well with others	**56.4%**	32%	7.6%	2.7%	0%	0.9%	0.4%

"There is a good focus on personal wellbeing."
"We look at the implementation of new systems so as not to overload colleagues."
"There have been restructuring and recruitment to support growth."
"Wellbeing is important here - at the check-ins managers ask how we are on a scale of 1-10 and we discuss from there."
"I don't feel I was fully aware of the TA role when I joined and that the level of SEND need would be quite so high."
"In the 121s they ask 'where would you like to be in the future?'"
"Early Years can feel separate I'd like to see it integrated into the school."
"Wellbeing can be a buzzword but here it is taken seriously."
"There could be more training on wellbeing (staff), mental health - maybe some sort of fun teambuilding element to Inset or team socials."
"There are many benefits to joining LETTA - the focus on leadership, management of SEND is better as is HR and Finance. It leaves you more confident you are getting the right support."
"It is great having more than one brain thinking about systems and ways of working."

- The Trust has doubled in size in two years taking on three more schools, and this rapid growth has meant it has had to consider its structures and ensure that they remain appropriate to deliver the strategy. There is an expanded Central Operations Team including a new COO to increase capacity. Staff numbers in existing schools (Bygrove and Stebon) have grown to meet the demands (e.g. higher number of SEND pupils), type and level of need. There is a good number of apprentices in place and this explains some of the growth. Despite this some people considered the staffing to be 'tight' and workload as high.

- There are more cross-school networks including the expanded Headteacher's Group who meet fortnightly and the Implementation team led by the Director of School Improvement. There are also cross-school network groups or Early Year Leads, Office Managers, SENDCO's, Parental Engagement Leads, Maths and English Subject Leads. People are finding these meetings very beneficial, collaborative and supportive.

- People say that reporting lines are clear and they know what is expected of them in their role. Unlike many educational establishments, there is a robust and effective line management structure with teacher's line managing teaching assistants. Overall, a strong performance on this indicator showing a consistent approach to structuring work.

- There is plenty of encouragement for people to develop their skills and this came through very clearly in the interviews and was backed up by the survey with 76% (90% positive overall) of people strongly agree or agreeing they can develop the skills they need to progress. This is being helped by the apprenticeship strategy and program which encouraging local people into employment with around 25 entry-level teaching assistant and office apprentices working across the Trust. This is great for local employment and swells the number of teaching assistants available to the schools to support children.

- 89% of people feel they have the right level of responsibility to do their job effectively. People spoke in the interviews about how they are given additional areas of responsibility to support their development, that help them develop and display competence. Involvement in initiatives such as Teacher Resource Groups and joint planning meetings are rich forms of development with the Trust making time available to people for this to happen because the belief in its importance and return on investment is high.

- Collaboration is important to LETTA with Ubuntu its underlying philosophy:

  Our guiding principle is the philosophy of Ubuntu; a southern African philosophy that speaks of our interconnectedness, of the importance of relationships, of openness and generosity to one another.

- People described excellent working relationships with their colleagues, 96% of people (with 88% agreeing or strongly agreeing) they work well with their colleagues. People appreciate the effort made to create an effective cross-school improvement framework to help people work across the Trust, get to know colleagues and share good practice. The Education Development Priority (Oracy this year) gives everyone a focus for planning, delivery and problem-solving. Joint planning supports workload as does action learning groups and staff circle time where used. Schools where TAs attend staff meetings and training were particularly positive. The leadership and management training (e.g. LEAD London and apprenticeship programmes) where people can share and learn from each other provide another important community.

- There is a strong focus on employee wellbeing in all settings, ranging from eye tests to workload and cycle schemes to an EAP, and mental health. Policies are regularly reviewed.

Improving

Building Capability

This indicator comprises three themes that focus on understanding peoples' potential, supporting learning and development, and effective deployment of staff.

Indicator 7: Building capability

BASE QUESTIONS	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE
Indicator Average	**45.2%**	28%	11.1%	8.7%	2.2%	2.3%	2.5%
I make use of my organisation's learning and development opportunities	**42.7%**	31.6%	10.7%	10.2%	0.9%	3.1%	0.9%
I have opportunities to learn at work	**48.9%**	28%	11.1%	6.7%	1.8%	1.8%	1.8%
I know how my organisation invests in learning and development	**43.6%**	26.7%	13.3%	8.4%	2.7%	1.3%	4%
My manager thinks it is important that I develop my skills	**49.3%**	27.1%	8.4%	7.6%	3.1%	2.7%	1.8%
People are selected for roles based on their skills and abilities	**41.3%**	26.7%	12%	10.7%	2.7%	2.7%	4%
OPTIONAL QUESTIONS							
My organisation is more successful because it invests in learning and development	**45.8%**	20.9%	11.6%	16%	2.7%	0.9%	2.2%

"We survey to the nth degree to evaluate and see what has shifted through training."
"There has been great uptake of the Specialist TA diploma and a second cohort is being invested in."
"There is a richness of learning here that has an incredible impact on learners."
"With the rise of SEMH needs we designed our own approach and delivered Positive Handling training to help keep children safe and give our people de-escalation tactics."
"Year-group planning is a big commitment but is the best learning and development for teaching staff, lots of reflections and rich CPD."
"Big strides on the career development pathway - Foundation degree with a BA top-up."
"I've been able to do it all – TA and teacher – because of LETTA."
"Training in use of bucket time and decodable daily reading has helped me with the children."

"Some of the training is on Zoom, not the best, better face-to-face."
"Need to keep the training on SEND, autism in particular going and on behaviour management."

- It is very clear LETTA Trust is very committed to supporting people's learning and development. 84% of people agree to some extent (71% agree or strongly agree) they know how the organisation invests in learning and development. Everyone has benefitted from the learning and growing they are receiving at LETTA Trust and people are well-aware of the investment the Trust is making in the long-term professionalisation of the workforce. Termly emails from the School Improvement Team let everyone know what is available. The EDP, Oracy, drives the training cycle in the schools with staff training plans for the year produced in each school.

- There has been ongoing systemic improvement since the last assessment in the way the Trust supports people's learning and development. Examples include the Talent Management strategy and career roadmap. The last three years has seen the expansion of the apprenticeship program to include high-level coaching and specialist diplomas. This has resulted in a true 'grow our own' talent pipeline from entry-level practitioners to divisional executives. The Trust's learning offer is providing a whole host of excellent options for people in both teaching, support, professional and office roles. These are offering a blended approach and people throughout the interviews spoke very highly of the opportunities available to them through qualifications, courses, training sessions and coaching. Everyone is able to discuss the next steps of their own development journey. You have a high number of people working towards qualifications (e.g. accountancy) or apprenticeships.

- Inset delivered by colleagues (people have attended train the trainer training) and guest speakers were mentioned by people and are used to build on the existing development options available for people and provided a further blended approach. Everyone valued the Canary Wharf September inset day with the inspirational speakers. Apprentices speak highly of the structure around them, such as having a mentor and coaching around work and experiences.

- The Trust has achieved a number of successes including taking on three new schools and introducing better systems. There are many entry-level and work-based apprenticeships available to new and existing staff, with skills in certain areas targeted. The Trust is very aware of future skill needs linked to changing demographics, future leader capabilities and the national picture. One of the Trust-wide Development Priorities since the last assessment was to build SEND capacity and staff confidence. A trust-wide improvement priority focused on Autism, Social, Emotional and Mental Health (SEMH) difficulties and the philosophy of 'belonging as a root to inclusion'. Teaching assistants are encouraged to undertake a Level 5 Diploma for Specialist Tas enabling them to be internal experts who lead on complex SEND needs. LETTA are also investing in SENDCO training to grow their own using the NPQ route. For all of the Trust, and each of the schools' priorities, learning and development has been central to successful delivery, results and feedback.

- Those people working in schools who have recently joined the Trust spoke of an excellent transition and induction. People described the Trust as collaborative and open with everyone able to ask questions. This all helped to establish trust quickly. Those new to the organisation report they are asked for their suggestions and ideas regularly. The various

cross-school meetings and initiatives such as this year's Teacher Research Groups focused on Oracy are all excellent opportunities for people understand and contribute to the Trust.

- Succession planning is a strength and a high proportion of teachers, managers and leaders have progressed within the organisation and this helps to inspire people. A recent example was the appointment of the new Head at Hermitage, an individual promoted from Assistant Head at Stebon. Internal mobility is good with many people promoted in the last three years which demonstrates a good level of progression. 80% of people agreed people are selected for roles based on their skills and abilities. There is a huge amount of on-the-job learning, mentoring, coaching and support taking place across the schools and offices.

Delivering Continuous Improvement

This indicator has three themes that centre on improving through internal and external sources, a culture of continuous improvement and innovation.

Indicator 8: Delivering continuous improvement

BASE QUESTIONS	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE
Indicator Average	**48.1%**	30.4%	11.3%	6.9%	1.1%	1.1%	1%
I look for improvement ideas from my colleagues	**52.9%**	34.7%	8.4%	3.1%	0%	0.4%	0.4%
I am encouraged to improve the way I do things	**47.1%**	28.9%	13.8%	7.6%	1.3%	0.4%	0.9%
I am responsible for improving the way we do things	**44.4%**	29.3%	11.6%	10.2%	1.8%	1.8%	0.9%
I am trusted to try new approaches in the way I work	**48%**	28.9%	11.6%	6.7%	1.3%	1.8%	1.8%

"All TAs now start at 8.30am to create time for weekly training and 121s."
"We have completely changed lunchtimes so that midday meal supervisors have a better experience and work as a team of play leaders."
"We review the annual staff survey and drill down to resolve issues."
"We are able to deliver school improvement across a greater number of schools."
"People are clear on direction with space to innovate."
"LETTA is outward looking the work we do in the community makes me proud and we reach beyond our payroll."
"Line management meetings are great for bouncing ideas around."

- LETTA Trust has continued to improve since the last assessment and this was evident throughout the interviews. There is a Director of School Improvement who is part of the Senior Leadership Team and attends the Headteachers' Group meeting fortnightly. The Trust has consciously worked on a systemic cross-school improvement framework to further strengthen the school improvement model now that new schools have joined the Trust. There is now an Implementation Team responsible for planning, delivery and oversight of the EDP and cross-school network groups ensuring improvement permeates all levels. The Trust continues to strive for leading edge work and sector-leading performance using external partners and internal Research Groups.

- This assessment has found there has been continued investment throughout the Trust including investment to support greater engagement of staff and technology, all of which has demonstrated a positive impact on the Trust as a whole. Innovations include the work associated with digital transformation with automation of DBS (Swift), Premises, introduction of SIMS significantly changing and improving ways of working.

- 96% of people look for improvement ideas from their colleagues (88% agree or strongly agree). A high level of collaboration and striving for high performance came through in the interviews. The Teacher Research Groups are running again this year to explore ideas and issues relating to the EDP of Oracy. Schools are having joint meetings which is helping them to get to know each other and encourage collaboration.

- There is a drive to inspire and motivate the growing talent from within, and the Trust continues to strive for leading edge work and examples include the use of new systems and software as well as innovation such as the SEND classrooms. A very high 89% of people in the survey feel trusted to try new approaches.

- Evaluation of the investment in people from a strategic perspective takes place in leadership meetings and at a school and team level. The annual appraisals ensure there is a follow through of the impact of the investment to the individuals and the team. A structured programme of succession planning has been taking place in recent years, and this is ongoing. The apprenticeship program has expanded since the last assessment to create a better talent pipeline from entry-level to senior leadership.

- Most people feel their suggestions and ideas are listened to and it is evident the organisation has created innovations following ideas from the team. There is a sense of psychological safety where people feel they can learn from mistakes and of not being blamed if they make an honest mistake. One of the survey questions that improved at this assessment (75% strongly agree and agree – up 10%) is 'I am responsible for improving the way we do things' suggesting people taking more ownership of innovation and continuous improvement locally.

- There is no complacency and there are a range of initiatives that the senior leaders will continue to work on in 2026 including the leadership framework and developing the LETTA Trust's own BA Hons degree. The five schools and SCITT are subject to Ofsted inspections, and the Trust runs an annual staff survey.

Creating Sustainable Success

The three themes for this indicator include a focus on the future, embracing change and understanding the external context.

Indicator 9: Creating sustainable success

BASE QUESTIONS	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE
Indicator Average	**47.6%**	28.9%	9.7%	8.3%	2.2%	1.8%	1.6%
My organisation has a plan for the future	**49.3%**	27.6%	8.9%	9.8%	2.7%	0.4%	1.3%
My organisation is a great place to work	**48.4%**	27.6%	9.3%	7.6%	1.8%	4%	1.3%
My organisation embraces change	**41.3%**	32.4%	11.6%	8.4%	2.7%	1.3%	2.2%
My organisation has a positive impact on society	**51.1%**	28%	8.9%	7.6%	1.8%	1.3%	1.3%
OPTIONAL QUESTIONS							
I feel positive about the future of my organisation	**43.6%**	28.9%	12%	9.3%	3.1%	0.4%	2.7%
My organisation has a positive impact on the community	**53.8%**	26.7%	9.8%	6.2%	1.8%	0.4%	1.3%
Leaders at my organisation champion diversity	**47.1%**	26.2%	9.3%	9.3%	2.2%	2.2%	3.6%

"In terms of our social value impact and how we strengthen our communities, we are training local Housing Association managers to a level 4 qualification."
"They don't put a ceiling on anyone."
"A USP is the eclectic mix of staff and children in our schools."
"Teacher Research Groups leave you feeling you able to contribute to the Trust."

- This is one of the higher scoring indicators with some excellent results. It is clear people are engaged with the Trust and about the future. The creation of the new EDP allowed for numerous interactions to give people the opportunity to get involved. Everyone spoke highly of the consultative approach taken by leaders to involve people in short and long-term planning through surveys, network groups, Inset days and the implementation team.

- 86% of people agree the organisation has a plan for the future (79% agree or strongly agree) and this was backed up by the interviews with people describing confidence in leaders to deliver the future vision. In schools new to the Trust or where there have been internal

changes, people are positive about joining the Trust or, for example, the appointment of the new Head at Hermitage.

- Everyone described an open, friendly and honest culture. Those interviewed would (and do) recommend LETTA Trust as a place to work. When asked in the survey if LETTA Trust is a great place to work, 76% strongly agreed or agreed. This is likely to continue to increase as people see the benefits of working at LETTA and further digitalisation to make work easier and reduce the admin burden.

- Most feedback suggests the approach taken to change is well communicated and consultative. The survey shows 86% of people agree the organisation embraces change (74% agree or strongly agree). The COO is a 'change agent' and LETTA have invested in new technology to make work simpler. Digitisation represents a significant change management process for LETTA Trust to make the step change to a medium-sized business with appropriate systems and processes. Examples include a new DBS system, occupational health system, new management information system, SIMS, new Premises system. Benefits will include taking away routine tasks from people, self-serve communities and better-quality data 'single point of truth') with more quality, oversight and consistency.

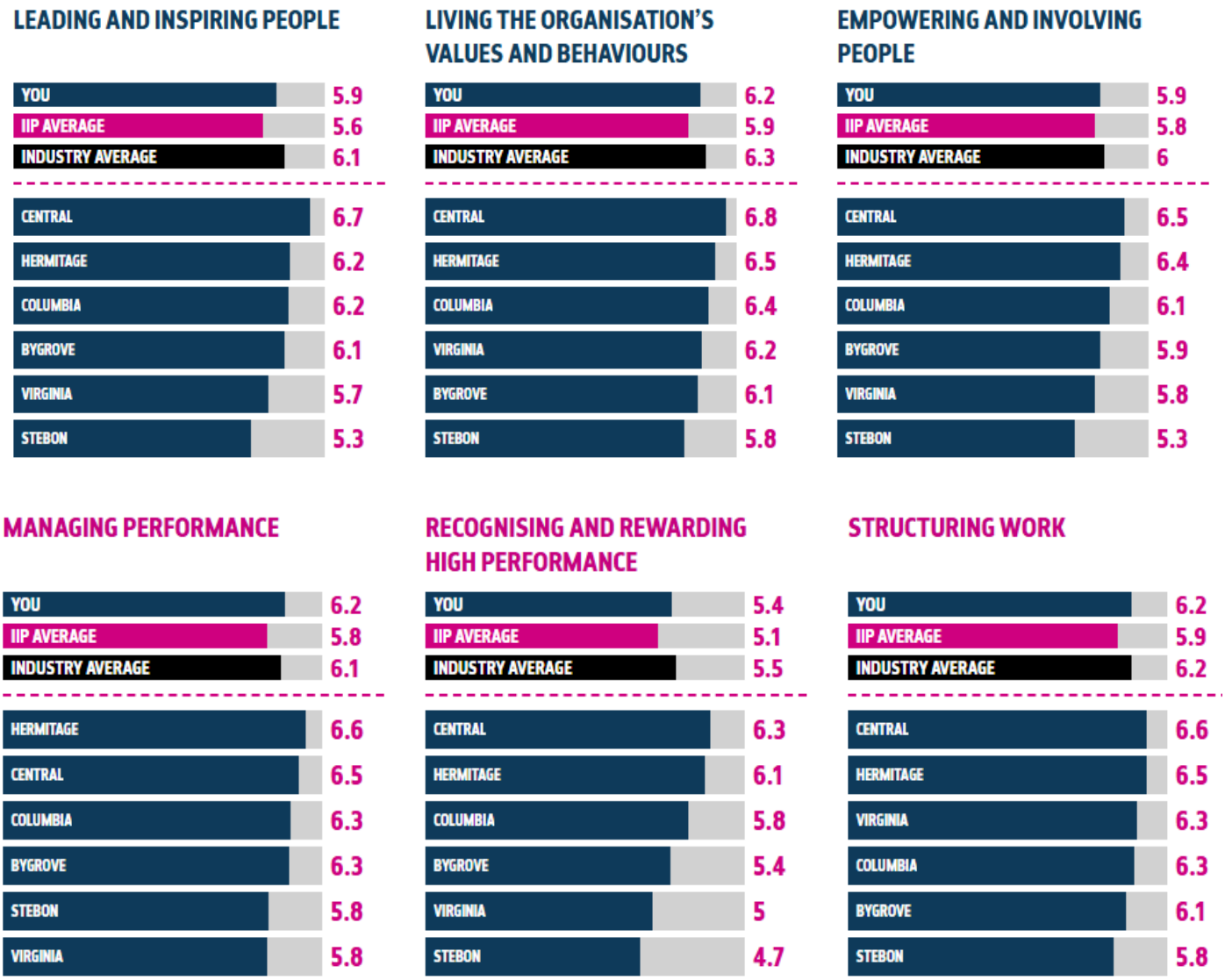
- People described the various charity events, work experience schemes, community visits and 89% of people agree the organisation has a positive impact on society, 92% when thinking about the local community. One of the strategic pillars is - fulfilling our civic duty. We look for opportunities to serve, to work alongside community organisations, local authorities and other school trusts on local priorities. Examples include work with the local Housing Association and Connecting Communities.

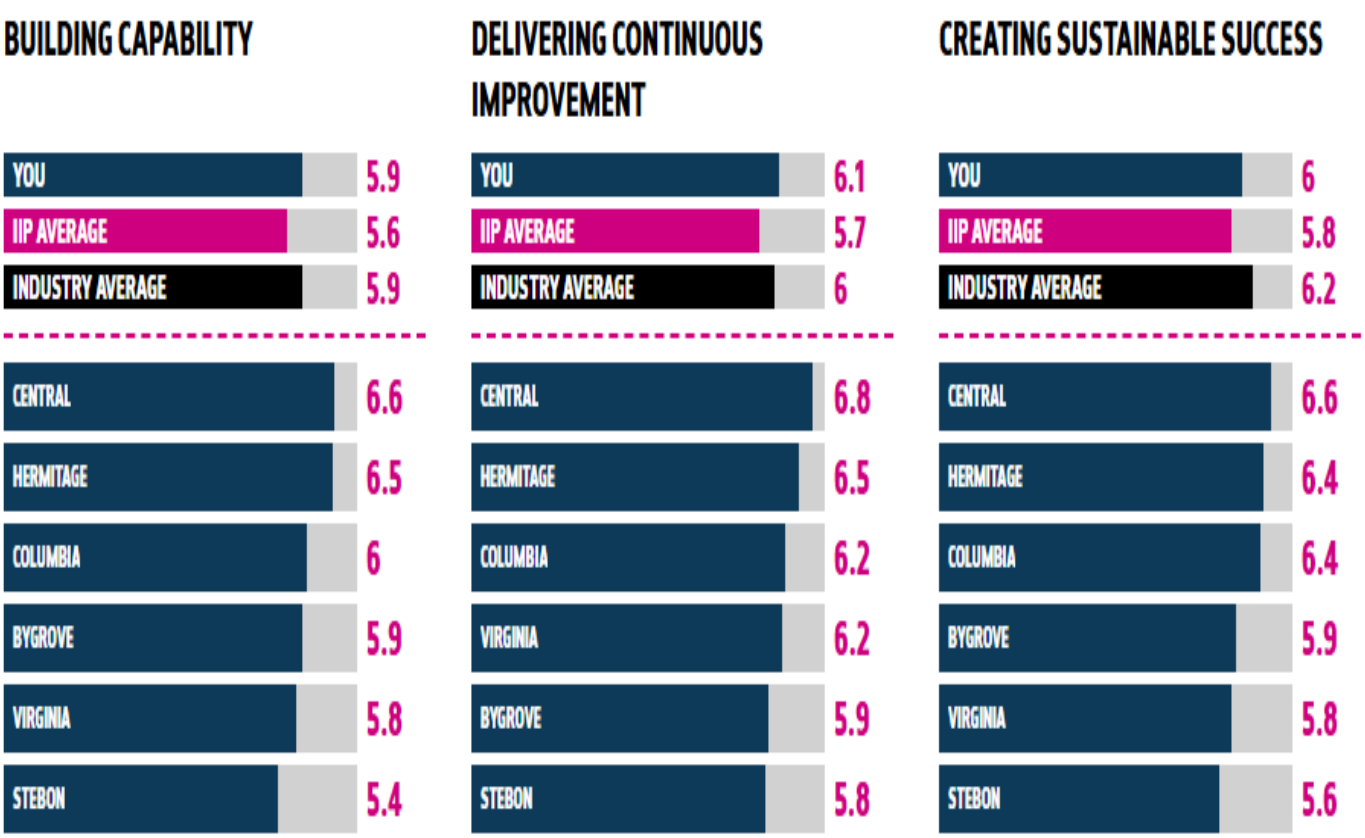
- The Trust has continued to work on being an inclusive place to work and there are ongoing strategies to increase representation. People from different faiths and backgrounds feel respected working at LETTA. Survey scores on diversity are high. At interview, some comments were made that senior leaders in schools are not so diverse and don't necessarily reflect the local community at that level. Diversity features in the strategy as an objective: *To successfully recruit a diverse and versatile workforce who are well cared-for and well-informed from their first point of contact with LETTA.*

Your teams

How each team scored each indicator

This data can be used to further explore areas of people management in terms of continuous improvement and sharing good practice. While all scores are good, there are gaps between schools, most notably on leadership, employee voice and recognition, with Stebon showing the biggest discrepancy. Stebon is a larger school and this brings with it complexity. In addition, the survey took place at the end of a tough term with higher than normal staff sickness.




BUILDING CAPABILITY
YOU 5.9
IIP AVERAGE 5.6
INDUSTRY AVERAGE 5.9
CENTRAL 6.6
HERMITAGE 6.5
COLUMBIA 6
BYGROVE 5.9
VIRGINIA 5.8
STEBON 5.4
DELIVERING CONTINUOUS IMPROVEMENT
YOU 6.1
IIP AVERAGE 5.7
INDUSTRY AVERAGE 6
CENTRAL 6.8
HERMITAGE 6.5
COLUMBIA 6.2
VIRGINIA 6.2
BYGROVE 5.9
STEBON 5.8
CREATING SUSTAINABLE SUCCESS
YOU 6
IIP AVERAGE 5.8
INDUSTRY AVERAGE 6.2
CENTRAL 6.6
HERMITAGE 6.4
COLUMBIA 6.4
BYGROVE 5.9
VIRGINIA 5.8
STEBON 5.6

Your demographics

Length of Service

Staff with less than six months' service and those with more than five years are the most positive about leadership and recognition. Those between six months and five years scored on average 0.5 points less positively.

Age

The broad findings are that scores in the 25 – 34, 35 - 54 age range (largest population) and those in the 55-64 years old are the most positive about leadership and recognition. The differences are not huge e.g. recognition 5.2/7 rather than 5.7/7. The least positive are people in the 16-24 bracket.

Managerial Level

This demographic followed the standard track of senior leaders being the most positive, then managers, then staff. The differences on recognition (see table below – indicator 5) are quite stark with senior leaders on 6.8/7, managers on 6 and staff on 5.2. So while senior managers and managers are good at valuing each other, this is not consistently translating into staff feeling valued.

Managerial level

	ORGANISATION AVERAGE	Senior manager (19)	Manager (24)	I am not a manager (141)	Prefer not to answer (41)
Indicator 1 Leading and inspiring people	**5.9**	**6.8**	6.5	5.8	5.5
Indicator 2 Living the organisation's values and behaviours	**6.2**	**6.9**	6.6	6.1	6.1
Indicator 3 Empowering and involving people	**5.9**	**6.9**	6.4	5.7	5.5
Indicator 4 Managing performance	**6.2**	**7**	6.6	6	6
Indicator 5 Recognising and rewarding high performance	**5.4**	**6.8**	6	5.2	4.8

Gender

The males who completed the survey (21) were more positive than females (178) by 0.5 points on a 7-point scale on every indicator.



Want to get in touch?

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