



Outcomes  
First Group

# Impact Report

2024/5



**Our commitment to excellence is reflected in the fact that 99% of our schools are rated 'Good' or 'Outstanding'**

# Welcome to Outcomes First Group

Leading the charge on exceptional education.

Outcomes First Group (OFG) is a leading provider of education services with over 20 years' experience in delivering high-quality, tailored education to children and young people. With a strong commitment to ensuring that every pupil has access to the right education environment, regardless of ability, we operate a diverse portfolio of settings, including specialist schools to support pupils with Special Educational Needs and Disabilities (SEND), and inclusive independent schools both in the UK and internationally. In response to rising absence rates and growing barriers to engagement, we have also introduced digital education and a range of support services designed to help more children re-engage with education.

Operating under four distinct divisions – Blenheim Schools, Digital Education, Momenta Connect and Specialist Schools – we support over 11,500 children and young people aged 4-25 and operate more than 85 schools. As a Group, we share one

clear and unified vision; to build incredible futures for children and young people through education that empowers them to thrive and make their way in the world. Each brand reflects our unwavering commitment to individualised support, inclusive practice, and excellence in educational outcomes.

With a strong focus on quality and measurable impact, 99% of our schools are rated 'Good' or 'Outstanding' by regulators, and 99% of learners move on to a positive destination in education, training or employment. This success reflects our commitment to delivering positive outcomes and equipping every learner with the tools they need to succeed.







 Education that  
empowers children  
to thrive and make  
their way in the world

## CONTENTS

Welcome & Impact Highlights	6 →
Expanding Our Impact in the UK & Internationally	8 →
Specialist Schools: Options Autism Acorn Education	10 →
Digital Education	36 →
Momenta Connect	42 →
Blenheim Schools	48 →
Sustainability	54 →
Our People	62 →



# Welcome & Impact Highlights

It is with great pride and excitement that I introduce our Annual Impact Report – a reflection of a truly milestone year for our organisation.

Over the past 12 months, we have broadened our reach and expanded our commitment to finding innovative education solutions that ensure every child can access the setting that is right for them. It's a privilege to share the data and stories that speak to both the breadth and depth of our impact. Despite our continued growth, our commitment to quality, innovation, and pupil outcomes has only strengthened, and you'll see that reflected throughout this year's report.

We've also expanded our services to better meet the evolving needs of learners. A key highlight has been the launch of our Blenheim Schools division, which is already leading the way in defining what truly inclusive education can and should look like. We've also introduced Tute, extending our ability to meet learners in flexible, accessible ways, while continuing to strengthen our Momenta Connect offering to help even more pupils re-engage with their education and thrive.

Internationally, this has been a pivotal year for expanding our global reach. By sharing our expertise across borders we are supporting pupils worldwide to fulfil their potential and equipping partners with the tools and insight that helps to create lasting, sustainable change.

At the heart of everything we do is a relentless focus on delivering the highest quality of service, investing in innovation, and working collaboratively

with our pupils and their families to support the best possible outcomes. Our aim is to provide access to education that is not only future-focussed but truly responsive to the needs and aspirations of every child.

Thank you for taking the time to engage with our impact. We look forward to continuing this journey with purpose, partnership, and a shared belief in what's possible for every pupil.

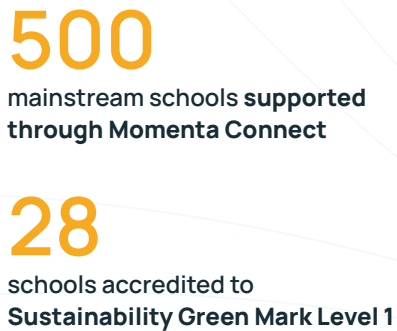
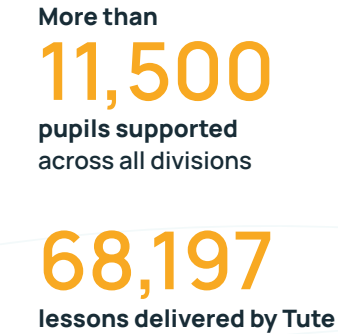
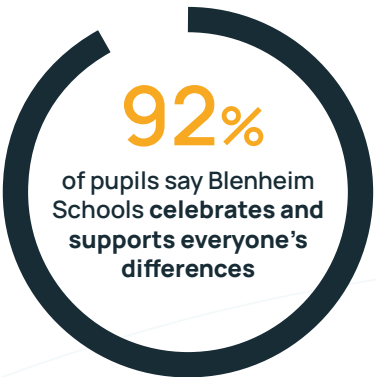
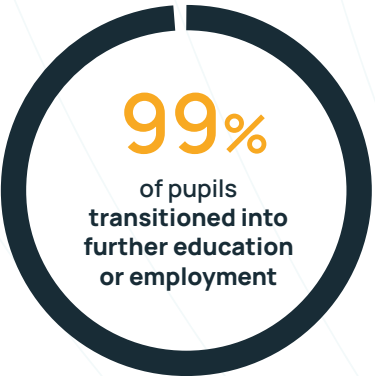
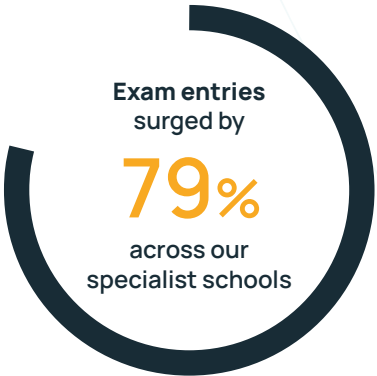


David Leatherbarrow  
Group Chief Executive Officer

*D. Leatherbarrow*

## 2024-25 Impact Highlights

A year of growth, achievement, and lasting impact.





# Expanding Our Impact in the UK & Internationally

Earlier this year, we shared our evolving operational structure and the start of our global journey as we expand our mission to reach more pupils with the education they need to thrive.

## Blenheim Schools

We are incredibly proud to welcome **four truly inclusive, independent schools** into Blenheim Schools. Through Beech Hall School, Oxford Montessori School, Pattison and Hall School Wimbledon, we now support **652 pupils** with non-selective education that nurtures their academic success and supports their personal growth as they prepare for adulthood.

## Specialist Schools

In the UK, we've opened **12 new specialist schools** through our **Options Autism** and **Acorn Education** divisions as we strengthen our support for complex learners and ensure pupils with specialist educational needs and disabilities (SEND) have access to the setting that's right for them.

**Acorn Education**  
**Options Autism**



Supporting **652 pupils** with non-selective education

## Digital Education

Through Tute, we've expanded our digital reach to fill critical gaps in the education system, **supporting 5,012 pupils to learn flexibly**. Through Tute's purpose-built online platform, we're providing alternative provision and interventions for pupils from Key Stage 1 to Key Stage 5 – meeting learners where they are and ensuring that no child's education is left behind.



Supporting **5,012 pupils** to learn flexibly

## Support Services

We now partner with **over 500 mainstream schools** through **Momenta Connect**, offering support for school attendance and safeguarding, as well as diagnostic and therapeutic interventions, all aimed at rebuilding and maintaining a young person's connection to learning.

**Momenta Connect**

## International



At the beginning of this year, we introduced you to the start of our global journey and our **first international school in Saudi Arabia**. Our presence in the Middle East is rooted in so much more than growth; it's about expanding our impact to support more pupils and helping drive cultural change that contributes to a more accepting society.

With a strong drive towards more inclusive practices across the region, partners are turning to us to replicate our model of excellence from the UK, and we look forward to supporting many more pupils and families with the exceptional education they deserve.





# Specialist Schools

**Acorn Education**  
**Options Autism**



Visit us online



# Celebrating Exceptional Exam & Qualification Performance

This year saw a remarkable uplift in exam outcomes across our specialist schools, reflecting the commitment of pupils and staff, and the effectiveness of our tailored support:

**Exam entries surged by 79%**

Rising from 4,229 to **7,581** assessments.

**GCSE entries more than doubled**

from 943 to **2,131**.

**GCSE pass rates rose significantly**

with **40%** of students passing up from 24% last year.

**English results showed the greatest improvement**

jumping from a 22% to a **47%** pass rate.

**Maths and Science pass rates**

for each subject **rose by over 10 percentage points**.

**We supported**

**566 more pupils** through exams, up from 1,028 to **1,594** pupils.

**Our Portfolio and Functional Skills qualifications**

**maintained strong performance.**

**Portfolio pass rates**

remained high at **92.4%**.

**Functional Skills**

sustained a **72.7%** pass rate.





# School Success Stories

Driving remarkable gains in pass rates and pupil achievement

## Acorn Education

### The Holden School

Increased its pass rate from **38% to 100%** with entries rising from 13 to 44.

### Heath Farm School

Increased its pass rate from **33% to 75%**, with entries rising from 143 to 233.

### Parkside School

**Three** Year 10 pupils sat GCSE exams a year early, and **76%** of pupils gained expected or above grades.

## Options Autism

### Maple Grove

Achieved a **100%** pass rate, up from **85%**.

### The Tower School

Pass rate went from **67%** to **79%**.

## Outstanding Year 10 Progress at Parkside School

Alex, a Year 10 student, showed exceptional dedication and maturity in English last year. Despite his natural talent, he worked consistently to complete the full GCSE curriculum for both English Language and Literature a year early. His efforts paid off with a grade 6 in Language and a grade 5 in Literature.

Alongside his academic success, Alex is passionate about Art and is currently pursuing a GCSE in the subject. His standout project - a 1940s Film Noir-style comic book - demonstrates impressive creativity and technical skill. Alex aims to combine his strengths in English and Art to pursue a creative career in journalism.



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# Expanding Vocational Opportunities at Bramfield House School

By creating opportunities beyond standard academic routes, we make sure every pupil can find their path to success, gaining real-world skills and qualifications that help them thrive in adulthood and beyond.

A brilliant example of this is Bramfield House School, which has successfully implemented the WJEC Hospitality and Catering Technical Award. Now in its fourth year, the second cohort of pupils achieved inspiring results:

One pupil earned a **Level 2 Merit**  
(GCSE equivalent 5.5)

Three pupils achieved **Level 2 Passes**  
(GCSE equivalent 4)

Three pupils received **Level 1 Distinction Stars**  
(GCSE equivalent 3)

When pupils get the support and course options that suit them, they can achieve recognised qualifications in practical subjects that support their transition into adulthood and set them up for their future career.





**With Progress X, we're  
already tracking over  
21,000 personalised  
targets for 2,100 pupils –  
turning individual goals  
into measurable growth.**

## Rethinking Progress: Introducing Progress X

In 2023, we launched a six-month review of pupil and family outcomes across all schools, working with international advisors and visiting schools in the US.

The findings were clear: traditional academic measures like SATs and Progress 8 don't reflect the progress of many of our pupils with complex needs. These tools often overlook vital areas of development such as independence, creativity, and sporting achievement. Many of our children simply cannot access formal testing, and these metrics risk demotivating pupils, families, and staff.

Determined to set high aspirations while recognising the unpredictable nature of progress, we developed Progress X - a new, personalised approach to tracking pupil development. Based on the work happening across many of our schools, like Underley Garden, Progress X uses Education, Health and Care plan (EHCP) targets to create tailored learning goals, reviewed every half term by multidisciplinary teams. Progress is assessed using a developmental scale - emerging, developing, secure, mastery - allowing for flexible, responsive support.

Alongside Progress X, we continue to track traditional indicators - attendance, exclusions, behaviour, qualifications, and post-transition outcomes - and are rolling out standardised maths and reading assessments across all schools.

For this academic year alone, Progress X has already enabled us to:

Monitor progress  
for 2,100 pupils



Track over  
21,000 personalised  
targets aligned with  
EHCP goals



Progress X is already helping us build a rich picture of pupil progress with the first full Group-wide dataset expected in summer 2026.

Going forward, we believe Progress X has the potential to shape sector-wide standards and are sharing our learning with policymakers to ensure every pupil's progress is recognised and celebrated.



**Rethinking progress,  
because every step  
forward deserves to  
be seen.**

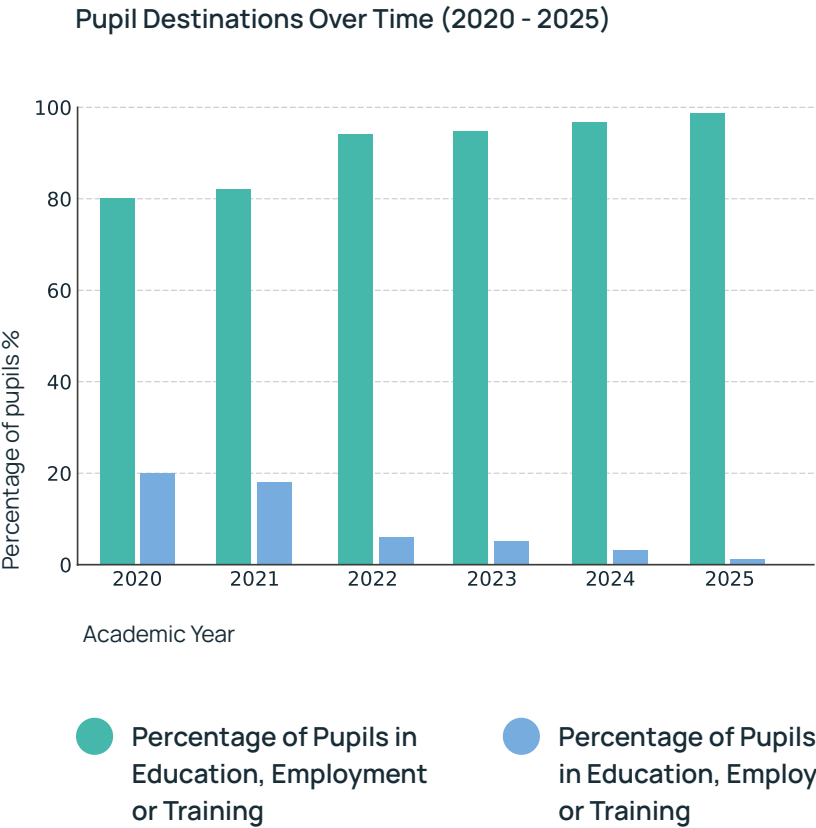


# Future Destinations

Helping every pupil find their pathway beyond school is a key priority.

Since 2020, we have built a strong approach to careers provision by embedding our own qualified Education Advisors across every one of our Options and Acorn schools. This means our pupils receive unlimited support whenever they need it, guiding them with confidence through their career choices.

Backed by the dedication of our school teams and the ambition of our pupils, our Careers Team have helped deliver remarkable outcomes, and we're proud to report a 99% success rate in pupils transitioning into further education or employment. Many of these young people may have previously struggled with attendance, been disengaged with their education, or been uncertain about their future - making these outcomes a powerful testament to the difference the right support can make.



## Josh's Journey: From School Discovery to Skating Stardom


When Josh joined Crookhey Hall School in Year 7, he was a curious and enthusiastic learner with a love for the outdoors. It was during an outdoor education lesson that he first stepped onto the ice and discovered a remarkable talent for figure skating.

What began as a school activity quickly became a passion. With encouragement from staff and support from his family, Josh pursued private lessons and honed his skills, all while thriving academically. He earned BTEC qualifications in Catering, Music, and Law, and showcased his musical talents as a guitarist in the school band.

A pivotal moment came in Year 11 when Josh met professional skaters from Disney on Ice. This inspiring encounter, facilitated by the school, deepened his ambition to perform professionally.

After leaving Crookhey Hall, Josh enrolled in Performing Arts at Blackpool College and continued skating at every opportunity. His dedication led to performances in public shows, including the opening of Lancaster's Ice Rink, and auditions for international roles where he even came close to securing a job in Brazil.

Josh's story is a powerful example of how education and career guidance can unlock hidden talents and shape extraordinary futures. Crookhey Hall School is proud to have played a part in helping Josh discover his passion, build his confidence, and pursue a career that began with a single step onto the ice.

 **With the right guidance and belief, what once felt impossible becomes a future defined by purpose and confidence.**





A powerful example of how meaningful guidance and belief in a young person's potential can open doors to futures they may not have imagined.



## GP's Journey: Turning Inspiration into a Career Path

Across our schools, we believe the right moment of inspiration can shape a young person's future. For GP, that moment came during a careers talk at Trent Acres School with a Detective Constable from the Metropolitan Police - a meeting that transformed her aspirations into a clear and determined goal.

GP had always thrived in outdoor and community activities, from the Duke of Edinburgh Award to volunteering with Cubs and Explorers. But it was her conversation with the officer that truly ignited her ambition to join the police force. Concerned that her

autism diagnosis might be a barrier, GP found reassurance and encouragement. **The officer not only affirmed her potential but also took the extraordinary step of personally contacting her local Police Cadet group, describing her as "polite, curious, and intelligent" and a future asset to the force.**

With this support - and her own determination - GP joined the Police Cadets, gaining hands-on experience and growing in confidence. The officer has continued to mentor her, staying in touch with her and her family.

This September, GP began her next chapter studying Public Services at Stafford College, with her sights firmly set on a career in policing. GP's story is a powerful example of how meaningful guidance and belief in a young person's potential can open doors to futures they may not have imagined.



# Inquiry Projects: Driving Evidence-Informed Practice

Last year, we launched a number of Inquiry Projects, led by Professor Barry Carpenter, to place practitioners at the heart of research and continuous improvement.

The initiative empowers teams to explore barriers to learning or celebrate areas of strong practice, and they are aligned closely with our strategic frameworks:

**Trauma-Informed Practice (TIP) and Ask, Accept, Develop (AAD).**

Each of the Inquiry Projects were designed with three core objectives:

- ✓ Identify and reduce barriers to learning
- ✓ Implement school-specific targeted interventions
- ✓ Evaluate outcomes and adapt as needed

Education and clinical teams across our schools collaborated to generate insights and share learnings, and the depth of innovation and alignment with our strategic values was exceptional.



## Bramfield House School: Showcasing the Power of Trauma Informed Language

The team at Bramfield House School explored the question:

**Does trauma-informed language improve student-staff relationships?**

To better support pupils with complex trauma histories, the school explored how changing communication styles could reduce incidents and build trust. A specialist Speech and Language Therapist trained staff in trauma-informed (TIP) language, tone, and strategies to avoid shame-based communication. Six education team members took part in practical and reflective training. The impact was measured through surveys, interviews, and before-and-after data. Results showed immediate and powerful improvements.

The school reported a marked reduction in negative incidents and restrictive physical interventions (RPIs), particularly among pupils identified as the most complex and high level of need. Staff feedback revealed a deeper



understanding of trauma-informed principles, alongside a noticeable improvement in personal wellbeing. Many described feeling more confident in their interactions with pupils and better equipped to de-escalate challenging situations using empathetic, supportive language.

This inquiry not only demonstrated the power of trauma-informed language in transforming relationships but also the value of practitioner-led research in driving meaningful change.





# The Grange School: A Story of Safety, Trust and Transformation

To better support students experiencing emotionally based school avoidance (EBSA), The Grange School asked:

What kind of teaching helps students feel safe enough to learn - not just follow rules?

This led to the development of the Engage model, combining clinical and educational strategies with a focus on emotional safety, giving young people a pathway back into education.

The goal: Help students feel safe enough to engage and participate.

Two students were central to this work. One described their past experience as "isolation, every day." Staff worked closely with families and students, using the Ways to Wellbeing framework to rebuild trust gradually.

The impact was clear:

Student A's attendance rose from 69.6% to 98.6%

Student B's attendance rose from 78.3% to 93.1%



Beyond the numbers, one student shared:

"I've passed maths and English. I joined in with some lessons, and I never thought I'd be allowed back on site."

Teachers also began linking emotional wellbeing to EHCP targets, highlighting the need for safe spaces and deeper engagement. The approach was so powerful that it's now shaping our Emotion Based School Avoidance strategy across the wider group.

Pupil A's parent summed up the impact perfectly:

"He's a completely different person from what he was a few years ago. He believes in himself."

## Assessing the impact of our Behaviour Policy

We introduced an evidence-informed Behaviour Policy across all schools in 2023, focusing on a person-centred approach and promoting a culture of compassion. After a successful rollout, staff joined a focus group to share feedback and highlight what was working best.

The changes made a big impact - like replacing blanket rewards with personalised ones related to school values, to the use of natural and logical consequences (e.g. repairing something broken) instead of unrelated sanctions to prepare children for safe and happy futures.

The results speak for themselves:

- ✓ Staff wellbeing and whole school culture improvements 'Now everyone seems to be just one full team, all working together' - along with the children
- ✓ Use of physical intervention decreased
- ✓ Pupils are increasingly more engaged in learning 'he used to be 3:1; now he's thriving and moving to high school.'
- ✓ Children's views were positive, 'oh, they've listened to us'

What our pupils have to say:

"I feel like staff speak to us with respect and it makes me respect them back"

"The school feels safer now we use TIP"

"I like how staff talk to me... I also get rewarded for being myself"

98% rated their therapy experience 5 or above



95% of pupils made progress

## Clinical Excellence & Measurable Impact

We've made strong progress in embedding clinical excellence across our services, thanks to the launch of the **Clinical Excellence Framework** and co-developed **Ways of Working** standards in Occupational Therapy, Speech and Language Therapy, and Psychological Practice. Led by discipline-specific Heads, these standards have improved collaboration and ensured consistent, evidence-based practice across schools.

Psychological practice is showing strong impact and outcomes:

- ✓ **Goal-Based Outcome Measure (GBOM):** 95% of pupils made progress, with an average improvement of 3.09 points. 80% of goals were partially or fully met.
- ✓ **Outcome Rating Scale (ORS):** 79% of pupils reported better overall wellbeing; 80% improved in personal wellbeing and relationships; 78% in school and social functioning.
- ✓ **Session Rating Scale (SRS):** 98% rated their therapy experience 5 or above, and 85% rated it 7 or higher—showing strong therapeutic relationships.

These results show our psychotherapeutic interventions are helping pupils achieve meaningful goals, improve wellbeing, and build trusted relationships that support engagement and outcomes.



# Impact Beyond the Classroom

## Introducing Our New Parent Survey

The impact of tailored, specialist education extends far beyond academic outcomes, often influencing the wider lives of pupils and their families. To begin quantifying this broader impact, we piloted a new approach by surveying 362 families across our **Acorn and Options** schools' network, with the initial findings demonstrating a wider, positive effect outside the classroom. Many families have started noticing improvement in their child's wellbeing at home, alongside gradual shifts in home routines and dynamics.

These insights highlight the importance of measuring impact beyond the classroom as we prepare pupils for their lives outside. As we move forward, we will continue to collect and analyse parent feedback to establish a consistent benchmark, helping us to better understand and track the long-term, holistic value of our specialist education.

### Parent Insights Summary:

**4 out of 5 parents report significant improvements in their child's emotional wellbeing**, highlighting our schools as a safe haven for mental health support.

**Nearly 8 out of 10 parents observe remarkable growth in their child's social skills**, particularly in communication and building meaningful relationships.

**Parents are overwhelmingly likely to recommend our schools**, with an impressive **8.9/10** recommendation score that speaks volumes about our impact.

Families are experiencing **gradual but meaningful transformations in their home dynamics**.

**Parents consistently describe our impact as "life-changing"**. This is a testament to the profound difference we're making in children's and families' lives.

**An overwhelming 96% of parents trust us** completely with their child's safety. **This is our highest-rated commitment.**



Parents consistently describe our impact as "life-changing"







With the right environment, every child can rediscover their happiness, and every family can find hope again.



## From Heartbreak to Happiness

### Joshua's Story

"Before our son joined Willow Park, life was incredibly hard. His needs weren't being met, and he was being bullied quite badly. It was heartbreaking watching him suffer, and the impact was felt across our whole family, including his sister. It felt like we were losing our funny, smiley boy, and as parents, it was devastating not being able to do what was best for him.

Fast forward to now, and the difference is incredible. He looks forward to school, his attendance is excellent, and his anxiety and panic attacks have almost disappeared. At home, he's much happier, more confident, and has even started to enjoy going out again. The staff at Willow Park truly understand him and tailor everything to his needs, which means he can finally just be himself.

The difference for us as a family has been life-changing. Home life is calmer, I can go to work knowing he's safe, and we no longer have to live in constant worry. Willow Park has given us our son back, and for that, we are so grateful."

Parents of a pupil at Willow Park School



## A Transformation We Never Thought Possible

### Alex's Story

"Before joining Acorn Park School, our son had faced multiple exclusions in mainstream education, which led him to view himself negatively. School was a source of distress, which impacted both his wellbeing and family life at home.

Since starting at Acorn Park less than a year ago, his mental health has transformed. He now enjoys school, feels proud of his autism, and even expressed how he would rather be in school than on half-term. The positive change has had a ripple effect at home, with far fewer meltdowns and dysregulation.

For us as his family, the difference has been profound. The family home is now calmer, happier, and less stressed. Most importantly, we feel able to start living again as a family, no longer stuck in limbo but moving forward together with hope and confidence."

Parents of a pupil at Acorn Park School





# Empowering Pupils Through Adventure

## Ski Trip 2025

Following the success of the 2024 trip, the 2025 ski adventure expanded to include 16 pupils from Underley Garden, Lamledge, The Grange, and Longdon Park schools, encouraging inter-school collaboration and personal growth.

Supported by staff and Interski, students travelled to Pila in the Italian Alps, having prepared through dry slope and snowdome sessions. The journey itself was an adventure, featuring a ferry crossing and a scenic drive through France.

The week included ski lessons, pizza night, a tour of Aosta, ten-pin bowling, and tubing. Despite mixed weather, students embraced the challenge, progressing at their own pace and forming new friendships across schools. The trip ended with a presentation evening and ski proficiency awards.

“It is such a big achievement for her to go overseas and try new experiences. She looks like she had a fab time.”



“I can’t thank the staff enough for providing this opportunity. She’s grown in self-esteem and confidence whilst being away, which is amazing.”



53  
schools now signed up  
as Duke of Edinburgh  
centres



The Duke of Edinburgh’s Award is inspiring pupils to aim higher, push further, and believe in themselves, with achievements reaching all the way to Buckingham Palace.

## Duke of Edinburgh Achievements

Last year saw our first cohort of pupils achieve the coveted Duke of Edinburgh Gold Award, and for the first time in 2025, we had a student attend the DofE Gold Award celebration event at Buckingham Palace.

We now have 53 schools signed up as Duke of Edinburgh centres as part of our outdoor learning programme and commitment to helping pupils build confidence and resilience as they prepare for adulthood and future success.

Awards Started		
170	30	3
Awards Achieved		
92	18	5
Expeditions Delivered		
20	4	2

 Bronze  Silver  Gold



### Ethan’s Duke of Edinburgh Gold Award

Ethan Burgoyne-Daniels, a pupil at Wenlock School, became one of the first across OFG to complete the Duke of Edinburgh Gold Award, finishing in summer 2024. He recently attended the Buckingham Palace celebration event with his mum.

Ethan’s journey through the programme helped him develop key life skills - confidence, resilience, leadership, and independence. His mum shared heartfelt thanks to Wenlock School for their dedication and support, describing the experience as life-changing and deeply impactful.

“A life-changing and deeply impactful experience”

Ethan’s Mum



# Digital Education

Tute



Visit us online



# Expanding Our Impact

## Meeting Learners Where They Are with Tute



April marked a significant milestone as we welcomed Tute into the Group - an outstanding provider of online learning and alternative provision. With a mission to ensure no learner is left behind, Tute places pupils at the heart of everything they do.

In the last academic year, Tute delivered:

68,197 lessons to 5,012 pupils across 361 partner organisations

Impressively, 80% of pupils were successfully reintegrated into education, with nearly half returning to mainstream settings.

A remarkable 2,393 pupils took part in Tute's 2024-25 Student Voice survey.



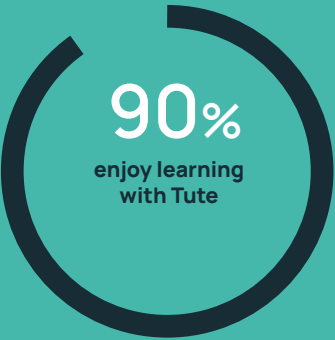
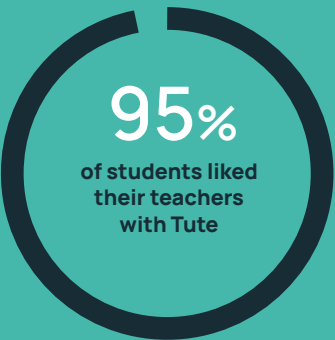
The impact is clear and best reflected in the voices of the pupils themselves.

“ I love the teacher! She's so nice and really helpful. I also love the sort of vibe, it's really sweet and it makes me feel really safe! ”

“ My favourite thing is being able to actually concentrate with the lesson, not having so many people in one classroom. The teacher is so kind and respects me, so I respect her, and she is just an amazing teacher, and I never want my lessons to end with her, she makes me feel safe with Tute. ”

“ Feeling more confident as I didn't worry as much about judgment from other kids. ”

“ As someone with anxiety, I enjoyed being able to share my answers and not feel like I was being judged constantly if I got something wrong. ”





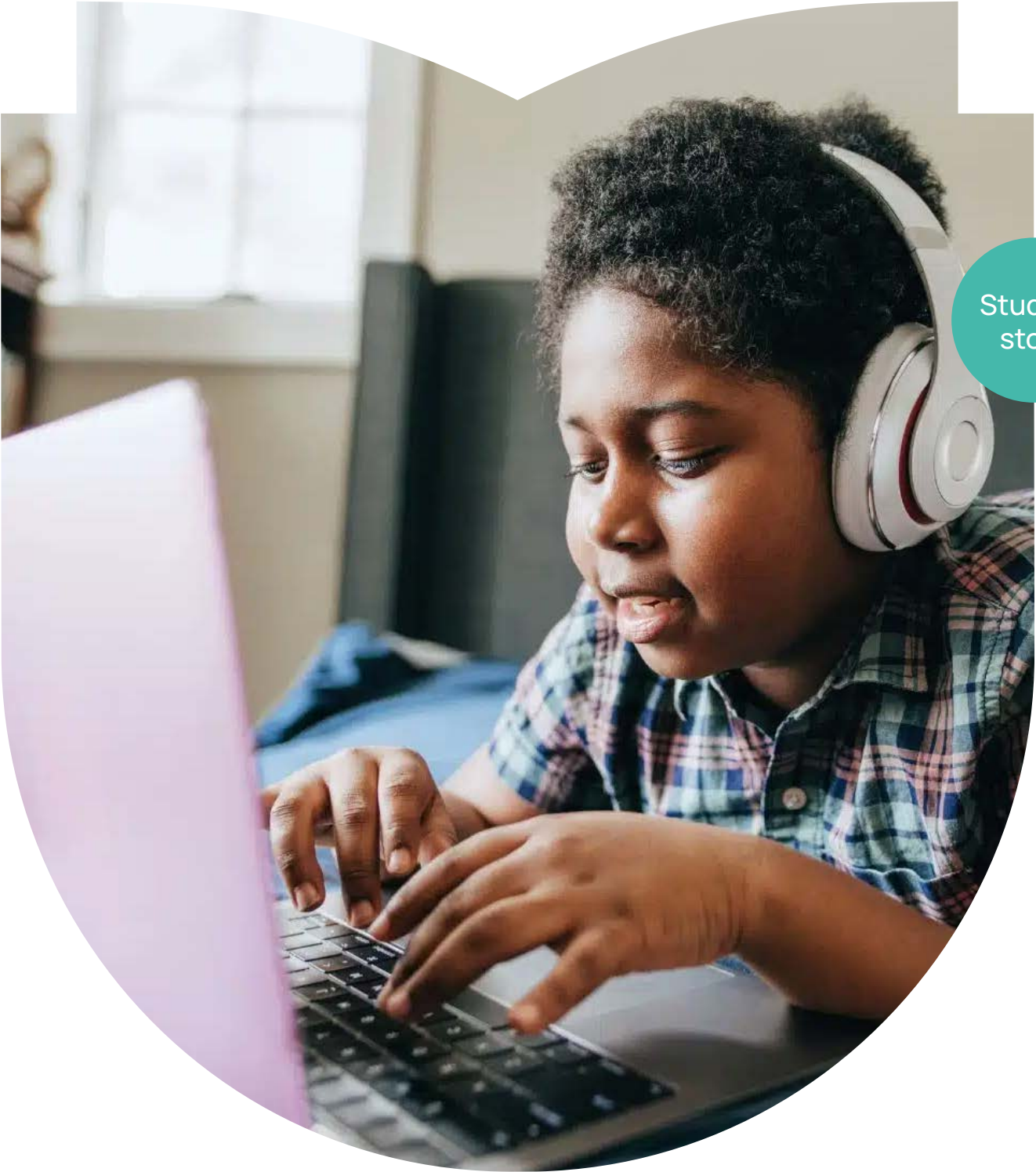
# Transforming Alternative Provision in Surrey

For over a decade, Tute has partnered with Surrey County Council to deliver inclusive, high-quality education to students unable to attend mainstream school due to SEND, medical, or behavioural challenges. In 2015, they launched **Surrey Online School (SOS)**—a flexible, student-centred solution offering rapid access to structured learning within 48 hours of referral.

**In 2024–25, SOS supported 883 students through 27,277 lessons,**

helping learners re-engage, build confidence, and achieve academic success. The partnership has improved outcomes, stability, and reintegration across Surrey schools.

Tute's success lies in its **student-first ethos**, qualified teachers, adaptable provision, and robust safeguarding, making SOS a scalable, sustainable model for alternative education.



Student story



## Primary KS2: Rebuilding trust and enabling re-engagement

Following Emotionally Based School Avoidance (EBSA) related to SEND described within her EHCP, Daisy's education had halted. Tute provided 1:1 online teaching, carefully paced around Daisy's emotional readiness.

Lessons were personalised using creative, interest-led content to rebuild engagement. Consistent support from a trusted teacher and close collaboration with family and external agencies enabled remarkable progress.

**Daisy developed emotional literacy, self-advocacy, and sustained attendance, transitioning from total disengagement to 96% lesson attendance.**

With phased reintegration supported by Tute, Daisy returned to full-time education in a mainstream school. Her journey shows how relational trust and tailored online provision can restore access to education and rebuild student confidence.



# Momenta Connect

Momenta Connect



Visit us online



# Momenta Connect

## Supporting Pupils at Every Stage

Every pupil's education journey looks different. Some face anxiety, school avoidance or mental health challenges that make the classroom overwhelming. Others are waiting months - even years - for a diagnosis or access to therapeutic support. For schools and families, stretched resources can make it hard to know where to turn.

Momenta Connect provides tailored support at every stage - from early diagnostic and therapeutic intervention to school attendance support, to multi-disciplinary programmes that help children re-engage with learning.

### Reintegrating a Year 11 Pupil through EWO Support

Through Momenta and WPA's Education Welfare Services, we help schools meet the challenge of persistent absenteeism. In January 2025, a Year 11 pupil who had been out of education since 2021 was referred to one of our Emotional Welfare Officers (EWO) for welfare home visits. The pupil was gaming through the night, sleeping during the day, experiencing weight loss, and had no offline friendships. With GCSEs approaching, the carer was worried about their future.



The EWO took a proactive and holistic approach to support both the pupil and their carer:

#### Initial Engagement:

Through regular welfare visits, the EWO built trust with the pupil and carer, validating their concerns and identifying barriers to education and wellbeing.

#### Exploring Future Pathways:

The EWO researched post-16 options, contacting organisations such as the London Learning Consortium and Kings Trust. They compiled information on suitable foundation courses and local college open events tailored to pupils out of education.

#### Multi-Agency Collaboration:

The EWO liaised with CAMHS to secure a mentor who could accompany the pupil to interventions and college visits. They also raised concerns with the school SENDCo about the lack of an EHCP referral and facilitated the process for assessment.

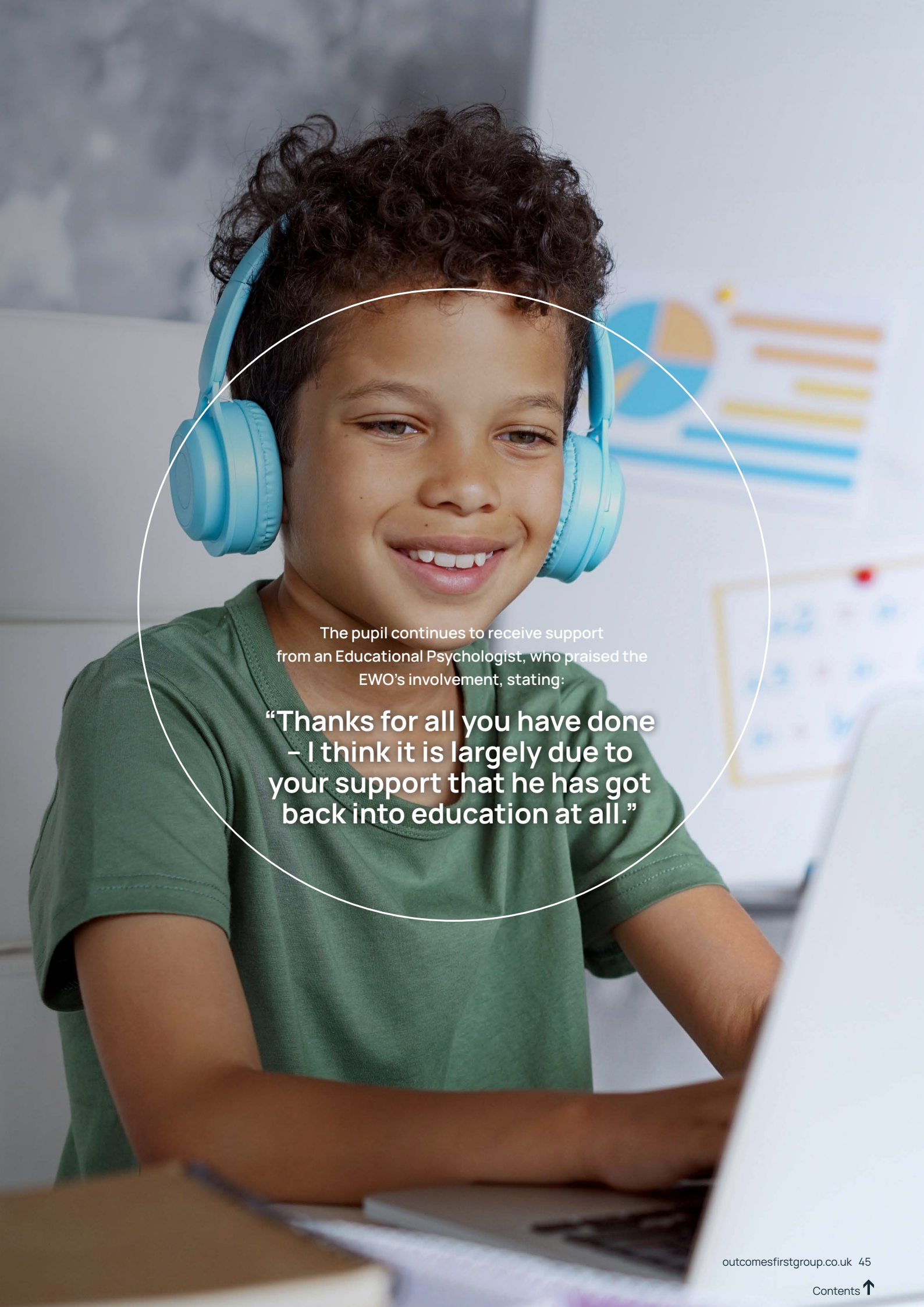
#### Creating Safe Access to School:

To ease the pupil back into the school environment, the EWO arranged a quiet visit during off-peak hours so the pupil could complete the EHCP assessment in a safe and low-pressure setting.

#### Academic Preparation:

Recognising the importance of rebuilding confidence, the EWO encouraged the pupil to sit functional skills exams. They provided tailored practice papers to determine the appropriate entry level and supported the pupil through the process.

The pupil successfully sat and passed Entry Level Maths at school - a significant personal achievement after years of absence. Motivated by this success, they enrolled in a foundation course at a local college, designed to support students re-entering education.



The pupil continues to receive support from an Educational Psychologist, who praised the EWO's involvement, stating:

“Thanks for all you have done – I think it is largely due to your support that he has got back into education at all.”



The feedback from the young people we support has been incredible:

**“I wish I could come to OT every week. I love the games like target practice and putty activities.”**

Primary pupil

**“I really love coming to OT because it’s so nice and calm, and I really like seeing you.”**

Secondary pupil

## Faster Access to Specialist Support

Families and schools often face long waits for vital services. To help children overcome everyday challenges and ensure families get timely support, our trusted team provides quicker access to the right specialists, reducing delays and offering clear next steps.

Through **London Children's Practice**, Momena Connect has delivered a wide range of assessments, diagnostics, and interventions for children needing any level of additional support. In the past year, we have:

- **Provided Speech and Language Therapy, Occupational Therapy, and Psychology Services to 60 schools and nurseries, supporting over 400 children and young people**
- **Completed 195 neurodevelopmental assessments in partnership with the NHS and school trusts**
- **Delivered 276 clinical assessments for children and young people**



## Working in Partnership

As a trusted partner of Merton Local Authority, we now oversee all Occupational Therapy (OT) provision for young people with Education, Health and Care Plans (EHCP) in the borough. Our impact for this year alone includes:

437 OT Education, Health and Care Needs and Tribunal Assessments

OT services delivered to 1,152 young people

28 SaLT Education, Health and Care Needs Assessments



# Blenheim Schools



Visit us online



# Blenheim Schools

A key milestone this year was launching Blenheim Schools, reinforcing our commitment to inclusive education.

Blenheim is built on the belief that every pupil should feel seen, supported, and valued. Each school focuses on recognising individual strengths and helping pupils thrive in a fast-changing world.

What makes Blenheim unique is its diverse and vibrant community - where aspiring entrepreneurs, tech developers, ecologists, artists, and more learn side by side. While academic excellence is at the centre of what we do, Blenheim's core mission is to prepare pupils for life beyond school.



“The school accepts people with all different personalities and backgrounds. They really focus on acceptance, and it is part of what makes the school so good.”

## Building Belonging: Early Evidence of Blenheim's Impact

To begin measuring the impact of Blenheim's truly inclusive approach and to help establish a baseline from which we can measure impact in future years – we implemented our first Blenheim pupil survey over the summer.

The survey, which combined qualitative and quantitative metrics, assessed pupil satisfaction and engagement across a range of areas, including wellbeing and safety, happiness in school, friendships and relationships, engagement and trust.

The results already evidence the impact of truly inclusive education in developing a sense of belonging.

**92%** of pupils agreed that their school supports and **celebrates the fact that all pupils are different.**

**92%** said there was **at least one adult whom they could trust** at school.

**74%** reported having **positive wellbeing** at school and feeling a sense of belonging.

A clear reflection of Blenheim's commitment to creating environments where pupils are valued, supported, and included.

## GCSE Success

The 2025 GCSE results highlight a year of exceptional achievement across all Blenheim Schools, with a collective standard pass rate of **89.5%** - well above the national average of **67.4%** and reflecting the strength of our educational approach.

## Blenheim Schools

**95%**  
Pass rate  
**Hall School Wimbledon** achieved a remarkable 95% pass rate, showcasing **consistent academic excellence.**

**92%**  
Pass rate  
**Oxford Montessori School** celebrated a strong 92% pass rate, reflecting the **exceptional work of pupils and staff.**

**88%**  
Pass rate  
**Beech Hall** reached a highly impressive 88%, a testament to its **supportive learning environment.**

**83%**  
Pass rate  
**Pattison** proudly achieved 83%, demonstrating an **ongoing commitment to academic success.**





In an extraordinary display of determination, Gio and his teammates completed a record-breaking English Channel relay in just 11 hours and 48 minutes, beating their own time the prior year by another 16 minutes.



## From Challenge to Channel Champion

### Gio's Story

Gio joined Beech Hall in Year 7, facing personal challenges and low self-confidence. His turning point came in Year 10 when he joined the school's Channel Swim Squad. Initially struggling with long training swims and cold-water conditions, Gio gradually built resilience, supported by dedicated coaches and encouraging peers.

As his swimming technique and physical fitness improved, so did his classroom engagement. The discipline and mental toughness developed in the water translated into academic progress, culminating in a successful year.

That summer, Gio and his teammates completed a record-breaking English Channel relay swim in 11 hours and 48 minutes. This achievement became a springboard for his renewed commitment in Year 11, where he balanced rigorous swim training with focused GCSE preparation.

Faced with a rare opportunity to swim the Channel again - this time under tougher conditions and just days before receiving his exam results - Gio made the bold decision to prioritise the challenge.

Battling darkness, wind, and waves, the team beat their previous record by 16 minutes. Gio was the final swimmer to land in France, greeted by the Mayor of Wissant and local cheers.

**Only after returning did Gio open his GCSE results envelope: he had passed everything. This milestone enabled him to pursue his passion for sport at Level 3, a testament to his hard work, determination, and the transformative power of hard work and resilience combined with support and opportunity.**



**Proof that persistence can turn even the toughest challenges into triumphs.**



# Sustainability





# Building a Greener Future for Every Learner

At Outcomes First Group, exceptional education goes beyond the classroom. Just as we tailor learning to every pupil's strengths, we also shape environments that prepare them for the future, including the future of our planet.

Sustainability is not a standalone initiative but a lens through which we make decisions about how we run our schools, care for our pupils, and invest in our sites. By reducing our environmental impact, embracing responsible sourcing, and creating nature-rich spaces, we give our pupils the chance to see sustainability in action every day and to play an active role in it.

## Aligned with the UN Sustainable Development Goals (UN SDGs)

Our sustainability programme is mapped to the UN SDGs, ensuring that our projects contribute to global priorities like Climate Action (SDG 13), Responsible Consumption (SDG 12), Clean Energy (SDG 7), and Life on Land (SDG 15). This gives pupils the opportunity to engage with real-world challenges and develop the confidence, resilience, and curiosity to create solutions.



Learning extends beyond the classroom, preparing pupils for the future and encouraging environmental responsibility.



## Year at a Glance





# Our Signature Environmental Initiatives



## Green Mark Accreditation

28 schools have earned Green Mark Level 1 Certification, independent recognition that each of these sites have a live, evidence-based plan for energy, waste and biodiversity. Green Mark gives schools a simple, repeatable framework to build an Environmental Management System, involve staff and learners, and turn everyday actions into measurable results, while creating real classroom links and community pride. We plan to expand the programme to more sites and support progression to higher levels, powered by our Green Champions network and our Green Initiatives Fund to help bring local projects to life.



## Solar Programme

Summer 2025 marked a big step forward in our de-carbonisation journey, we completed our first on-site solar programme at Acorn Park (Norfolk), Lamledge (Shropshire), Smallbrook (Shropshire) and Bankside (Worcestershire), with battery storage at two sites so more clean power is used on site. Together the systems provide ~298 kW of capacity and are expected to generate ~273,000 kWh a year, meeting 8–28% of each school's annual electricity needs, reducing Scope 2 emissions by an estimated ~61 tCO<sub>2</sub>e per year, and building long-term cost resilience. The pilot also creates powerful learning moments for pupils, linking real-time generation to lessons and to our Green Initiatives work. With performance monitoring in place, we're using the data to identify opportunities to scale the programme across our schools.



## EV Roll-Out

Since 2025, we've adopted an EV-first approach; every car we purchase and every replacement is fully electric. This year, we've switched 42 vehicles to EVs and launched a multi-year programme to install charge points across our schools. Beyond cleaner tailpipes, this shift reduces Scope 1 emissions and local air pollutants around our learners, cuts noise, stabilises operating costs over the vehicle life, and future-proofs us against fuel volatility and regulation. The roll-out is sequenced with normal renewal cycles to manage cost and service continuity, supported by driver guidance and data-led sitting to maximise uptime. As infrastructure scales, we'll continue transitioning the remaining fleet, turning the move to electric into a visible learning moment for our school communities.



Through our Green Mark programme, on-site solar and electric fleet, we're proving that sustainable progress isn't just possible, it's powerful, practical, and part of everyday learning



# Sustainability in Action: School Spotlights

The following pages highlight this year’s most outstanding projects and their alignment with the UN SDGs.



## Quality Education

Students from Options Barton were the only SEN team at Lincolnshire’s Eco-Preneurs Event, designing a UN-SDG-aligned business, pitching to judges, and earning an Honourable Mention. Pupils at Waterloo Lodge transformed an unused area of the school into a poly-tunnel project, cultivating fruits and vegetables while learning about horticulture, sustainability and wellbeing through outdoor learning.



## Good Health & Well being

Students at Ashley Park School with their Sensory Garden project, creating multi-sensory planting beds and pathways to support regulation, wellbeing and outdoor learning. Pupils co-designed the space and now lead its upkeep (planting and watering rotas).



## Climate Action

Pupils at Belmont School, through their Forest School programme, are building outdoor skills, environmental awareness and resilience. Sessions support wellbeing, regulation and teamwork, with pupils engaging in activities such as fire lighting, nature exploration and tree planting, developing confidence and a strong connection with the natural world.



## Life on Land

Students and staff at Chestnut Hill redesigned their outdoor learning space with recycled materials and local suppliers, creating a nature-rich area for sensory learning. Raised beds, pollinator plants, bug hotels, and a small pond boost biodiversity and hands-on environmental learning.



## Industry, Innovation and Infrastructure

Manor House pupils designed, built, and raced a Greenpower electric kit car, gaining hands-on experience in low-carbon engineering, energy efficiency, and sustainable mobility, while inspiring others to scale climate-positive STEM across our schools.



Number of initiatives up to August 2025 as per UN SDGs





# Our People



Visit us online



# Celebrating our People:

## How James’s Journey Inspires Pupils at Ashley Park School

At Ashley Park School, Teaching Assistant James shared his journey as an autistic individual to inspire pupils. Through his story, he showed that autism is not a barrier to success, but a strength that can build resilience and confidence.

His openness sparked conversations among pupils about careers and personal goals, with one student even sharing a dream of becoming an architect after hearing James’s experiences. Headteacher Monika Hosker said: “James has shown our students that they too can aspire to fulfil their dreams.”

**James’s story reflects the ethos of Outcomes First Group: creating safe, supportive environments where individuality is embraced, and everybody - staff and pupils alike - are empowered to thrive. Here’s what James had to say:**

**Can you tell us a bit about your journey into teaching?**

I got into teaching when I saw it advertised. I thought, “Give it a chance, maybe I could inspire the next generation to show that it’s okay to be autistic.”

**How has your autism diagnosis helped you connect with your pupils?**

I can empathise with a student who is dysregulated or unhappy with school because of being there and having the t-shirt.

**Can you share a moment when pupils have responded positively because of shared experiences?**

I have received positive feedback from students, with one student saying, “You’ve been here in education and now you’re in employment, it’s pretty awesome that your autism has never been a barrier in those jobs.”

**How do you think pupils benefit from having a teacher who has experienced some of the same challenges they face?**

One benefit is the fact that I have my own personal experience. Staff may have the qualifications on paper and on their CVs, but they don’t always have the same experience of autism.

**Have pupils ever told you that your story has helped them? If so, could you share an example?**

I shared a PowerPoint presentation that I created, all in relevance to the different jobs that I have done within my adulthood, with some work experience mentions that I did when I was at school myself. Some of the students have responded positively to it, and one told me that he has ambitions to achieve his childhood dream of becoming an architect, and I told him that I support him 100% and I look forward to seeing his creations.

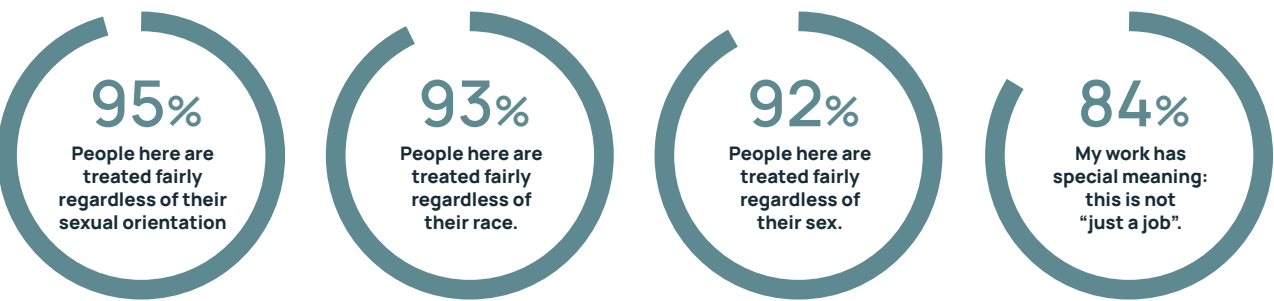
“James has shown our students that they too can aspire to fulfil their dreams.”

Monika Hosker  
Headteacher at Ashley Park School



# A Great Place to Work

We are proud to be a great place to work. Some of our highest-scoring statements in the recent survey are shown here:



As well as being certified, we have been recognised throughout the year in the following categories.

## UK's Best Workplaces™ 2025

Being named one of the UK's Best Workplaces™ 2025 recognises our commitment to creating a positive, inclusive culture where our people can thrive. This achievement reflects the trust, pride and sense of belonging our employees feel, and why they believe it's a great place to work.

## UK's Best Workplaces™ in Education & Training

This recognition reflects the culture we are building together, one where colleagues feel valued, supported, and empowered to thrive. It demonstrates that we are not only delivering excellence in education but also living our values every day.

## A Refreshed 4-Day Working Week (4DWW)

We've re-launched the 4DWW across the organisation, with all teams now live or on track for rollout, strengthening our flexible, people-first culture. Hear from some of the team on what it means to them:

**"Having a rest day each week makes me feel genuinely cared for. It gives me the space to decompress and recharge, which makes a real difference in how I approach my work."**

Central Services Team Member

**"The 4-day week has been brilliant for my wellbeing. I can schedule appointments like the dentist or doctor without using annual leave, which means I stay on top of my health and feel less stressed."**

Teacher at Papworth Hall School

**"The 4 Day Working Week has enabled me to drop my children off at school and pick them up."**

Headteacher at Manor House School

Underpinning all of our policies and procedures is Our Promise, our commitment to each other.

## Our Promise

- WE LISTEN.  
We never assume.
- WE WORK TOGETHER.  
To make the remarkable happen.
- WE ARE ACCOUNTABLE.  
To each other and for one another.





Outcomes  
First Group

[outcomesfirstgroup.co.uk](https://outcomesfirstgroup.co.uk)