



Annual Report

Academic Year 2025/ 2026

Responsibility... Authority... Accountability



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Welcome



Intentionally inclusive

Welcome to the Annual Report outlining our achievements for the academic year 2025/26.

It has been another busy and successful year for the trust and it is with great pleasure I write to you as the Trust Leader for Four Rivers Family of Schools.

I hope that you find the report helpful and that you will join me in thanking the fantastic teams associated with each of our schools who have contributed to another very successful year.

Throughout the year, I have had the pleasure of spending time with learners, staff and governors in all of our schools and have seen and heard at first hand much of the great work going on to ensure the very best outcomes for our learners.

5 Primary Schools

3 Mainstream Schools

1 Resourced Provision

2 Special Schools

Stockport LA 1077 pupils
Partner 335 employees

6 local partner
schools

Established

September 2024

"As we conclude a second year as a growing multi academy trust we have enjoyed many successes. As a family of five schools we have joined together to create collaborative learning experiences as well as focusing on shared and relevant training for staff."

Our learners participated and performed for the Director of Education, Local MP Lisa Smart and Councillors Meikle and Oliver in our Signing Christmas Concert. Three of our schools formed a debating partnership with Trafford and Stockport College Group where learners presented motions considering the social media ban. Learners complemented their oracy development work in schools with a real life debate and presented their cases to the College CEO alongside the Leader of Stockport Council Mark Roberts.

More recently, all of our schools came together through a collaborative dance festival. Each school performed individual pieces alongside a shared choreographed piece supported by our three dance professionals; Carol, Laura and Sadie.

This collaboration is a reflection of the commitment to our partnership by every school within the family and is an illustration of the opportunity working together as a family brings."



Jacqui Ames
Trust Leader



Board Overview



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Our Trust is made up of;

Five Members

- Prof. Peter Brandon OBE
- Simon Elms
- Cllr Dean Fitzpatrick
- Keeley Marshall
- Martin McKay- Smith MBE

Trust Board Directors

- Carolyn Garner (Chair)

Achievement and Improvement Committee

- Anna Roche Chair
- Eloise Scroggie
- Craig Yates
- Helen Farrer
- Charlie Chilton

Finance Risk and Audit Committee

- Helen Platt Chair
- Cllr Will Dawson
- Annette Martinelli
- Dayan Atenyam

About Us

The Trust Board is responsible for the three core governance functions set out in the DfE's Governance Handbook:

- Ensuring clarity of vision, ethos and strategic direction
- Holding leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff
- Overseeing the financial performance of the organisation and making sure its money is well spent

Our Mission

We have enjoyed another successful year and warmly welcomed High Lane as our fifth school as part of the family. Our schools have had the opportunity to grow and develop together and the shared training. Our workstreams have been a particular success in ensuring our schools continue to champion inclusion.

As trustees, we maintain links to all of our schools with specific governance roles and we take the responsibility very seriously.

Carolyn Garner

Chair of the Board of Trustees



*"Our approach is guided by three key principles: **Responsibility, Accountability and Authority.***

Like the rivers that define our name, these principles guide our journey, ensuring that we remain committed to those we serve.

We take responsibility for our schools, our students and your local community. We hold ourselves accountable to deliver the best education and support possible.

We believe we have the authority to make the right decisions - because we are doing things for the right reasons."



Our Schools



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Meet Our Family of Schools

In September 2025 Dial Park Primary School expanded to offer the first cohort in a specially designed resourced provision for Reception and Year 1 learners with identified social communication needs.

The learning offer is set in a purpose built and remodelled space on the Dial Park campus and is a working blueprint for a successful mainstream inclusive offer as set out in the recent Government SEND reforms.

Dial Park Primary School

James Clark continues to lead as Headteacher as well as working across the trust as Director for Teaching and Curriculum. James has worked alongside Julie Rice, Four Rivers Inclusion Lead and Dan Hopwood, Lead Teacher for Resourced Provision to develop and realise the Dial Park vision of being host to a successful inclusion offer for learners who benefit from a specialist and mainstream combined offer for learning.

The school has opened its doors to a wide range of visitors to see what makes the learning so very special at Dial Park this year.

Local Councillors have visited and praised the vision for working alongside the Best Start Family Hub who will be sharing the site from August 2026, offering local families guidance, advice, support and a signpost to services to support early development for the children in our locality.

James has promoted links with Trafford and Stockport College Group and now chairs regular meetings for them. Our partnership with the college has allowed for further development in our oracy and debating curriculum and has become a gateway for all of our schools in understanding life beyond primary schools. The partnership has already given learners opportunity to see at first hand what college life can look like.

Dial Park learners continue to access a broad and rich curriculum offer that embraces the arts, physical development and recognises the importance of essential knowledge and key skills across all subjects. Learners are offered a values rich curriculum experience enhanced this year with a personalised PSHCE offer that links life skills and philosophy to ensure every child can become a confident and resilient learner at every stage of school life.

The introduction of Wildtots - a pre nursery offer for local families to access the outdoor learning and Forest School philosophy has proven to be a great success and the early years offer continues to be a strength of the school.

I was extremely fortunate to watch an incredible Leavers' Show performed by some extremely talented young people this week. I am certain I have been in the presence of future celebrity. The acting, singing and dancing was so very professional. This was indeed an illustration of the hard work of the children and the team combined.

Congratulations to Vikki Beecham, she leaves her role as Deputy Headteacher with us to take on the responsibility of Headship in another Local Authority. I am sure you will join me in thanking Vikki for the commitment and hard work she has contributed to the learning journey for all at Dial Park. She will be missed by the community but her appointment is testament to the leadership opportunities the school has provided and the level of investment the Local Governing Board have given to Vikki in her personal professional development.

Results at a Glance- Meeting the Expected Standard

After a very focused and hard working year I am delighted to report that Dial Park learners (with a little help from the dedicated teaching and learning teams) presented results that showed improvement in all areas assessed against national expectations.

Reception Good Level of Development 63%

Year 1 Phonic Screen 67%

End of Key Stage 2 Read, Write, Maths Combined 62%

For a more detailed breakdown of results across the school please refer to the school's data information via the school website.

Our Schools



Intentionally inclusive

Meet Our Family of Schools

From September 2025, Lisburne School continued to be host to a wide range of visitors. From local councillors, MPs and previously the Regional Director for DfE. The school received a prestigious award for School of the Year by Design for SEND and as a consequence of countless conversations directly with the DfE is featured as an exemplar for design, environment and classroom setup in the recent Education Estates guidance for schools.

Lisburne School



Sam Benson, as Headteacher coordinated a visit and tour with the then Mayor of Manchester, Andy Burnham. The visit allowed Sam; who is also Director for SEND/ Complex Needs, alongside our Executive Team for School Improvement to show Andy what makes Lisburne such a success and how the new building complements the learning offer that combines sensory, practical and creative experiences for all.

Andy was quickly impressed by the dedication of the team at Lisburne and the level of ambition and aspiration that the curriculum offer affords. He connected with a group of learners on his tour and gifted every child a special BEE badge.

Lisburne school has continued to grow in the number of pupils and indeed the teaching team to provide the very best educational offer for our young learners.

The annual Leavers' Assembly illustrated at first hand how much the school provides learning opportunities that are rich and varied. The children performed with confidence and their singing, dancing and comic timing was incredible. Children, parents and staff were jointly and rightfully proud of every performance.

As well as a wealth of educational visits, visitors, residential opportunities and the continued bespoke curriculum offer Lisburne learners had an opportunity to travel to Disneyland Paris this year as another first. This is reflective of the school and how experiential learning is at the core of the curriculum design.

Results at a Glance- Meeting the Expected Standard

As a special school setting the children have a range of complex needs that usually impacts on the ability to take the formal statutory assessments applied to mainstream settings.

The number of children taking the assessments this year fall below that to present a useful statistic.

Lisburne learners consistently achieve well and a significant number of learners meet or exceed their personal progress targets. This year, learners who participated in national tests achieved well and a small number of learners achieved in line and exceeded outcomes in line with age related expectations.

For a more detailed breakdown of results across the school please refer to the school's data information via the school website.



Meet Our Family of Schools

From September 2025 Norbury Hall continued a partnership with an external provider to engage in the OPAL project. The programme engages learners and their approach to recreational play, reciprocal partnerships and the development of resilience at times of the day that had previously been less structured. As a consequence the school is celebrating the successes of a fully implemented approach to outdoor play and learners, parents and staff are jointly delighted in the impact.

Norbury Hall Primary School

Becky Wood has continued to lead Norbury Hall to succeed in learning objectives that have not only developed resilience in the playground but also in classroom performance.

The school has had a clear focus on developing oracy skills across all ages and through combining vocabulary, opportunities for talk and a bespoke curriculum design called Quest continues to offer a learning experience that promotes skills as well as a breadth of knowledge in all subjects.

The participation from learners in Year 5 in the debating opportunity at Stockport College was a brilliant illustration of this. Team Norbury were the debating team winners after the audience vote.

The learning experience at Norbury Hall continues to offer opportunities that are rich and varied.

This year's Y6 Production illustrated how singing, dancing and performing are equally valued alongside the academic outcomes for learners. The children combined acting skills, incredible timing and flawless dancing interspersed by beautiful and confident singing. It was an absolute pleasure to watch and a thoroughly enjoyable experience. The performance was symbolic of the growth and personal journey that the children at Norbury Hall make -they really do learn and grow together.

Results at a Glance- Meeting the Expected Standard

The learners across the school have once again delivered excellent results in line with the national picture. Teaching teams have continued to secure attainment across the school that sits above national trends in all areas and is a testament to the design of the very unique curriculum offer that Norbury Hall teachers write and review year on year.

Reception Good Level of Development 90%

Year 1 Phonic Screen 97%

End of Key Stage 2 Read, Write, Maths Combined 75%

For a more detailed breakdown of results across the school please refer to the school's data information via the school website.



Meet Our Family of Schools

In September 2025, Oakgrove reopened to an additional classroom and finished the year with 45 learners on roll and a very well established sixth class called Elms. The school has continued to develop curriculum opportunities in all subjects and following a values based curriculum offer combines knowledge rich learning with a development of skills in each 'tree stage'.

Oakgrove School

Rob Metcalfe continued to lead the school in developing a broader and more varied curriculum offer and supported by a newly expanded teaching and leadership team began a curriculum journey that has focused on developing inter school collaborations, refining basic skills and an understanding of how to become even more resilient as a learner in all aspects of school life.

The learners within Oakgrove have benefited from visits and visitors and engaged in educational trips and a residential experience for most in the older aged classes.

Learners have contributed and participated in team events, represented their school and competed with confidence in a range of local sporting events.

More recently the whole school devised and executed a sporting day at a local sports facility where every child was able to take part. Learners were excited to share their experiences in recent visits with visitors to schools and could talk confidently about their successes at focused sessions.

Rob continues to work as Director for SEND/SEMH across the trust and with partner schools to further promote excellence in behaviour and attendance for all our children.

The children have strengthened partnerships with Lisburne School staff this year, making use of the dance studio and the expertise of the team to prepare and participate in this year's collaborative dance performance.

I have delayed the report to wait to see this year's Leavers' Assembly and it was worth the wait. The children performed with confidence and smiles. The audience beamed as they enjoyed children enjoying being at school. It was a privilege and a pleasure to share and hear the Y6 learners review their successes at school and share their aspirations to be future police officers, chefs, mechanics and influencers to name a few.

Results at a Glance- Meeting the Expected Standard

As a special school setting the children have a range of complex needs that usually impacts on the ability to take the formal statutory assessments applied to mainstream settings.

The number of children taking the assessments this year fall below that to present a useful statistic.

Oakgrove learners consistently achieve well and a significant number of learners meet or exceed their personal progress targets. Of those learners who sat end of year tests at KS2 a small number of learners met the standard in reading and grammar, punctuation and spelling and maths. Learners achieved well in multiplication checks and those taking the phonic screen check passed the test.

For a more detailed breakdown of results across the school please refer to the school's data information via the school website.



Meet Our Family of Schools

In September 2025 we welcomed High Lane as our fifth school and have been delighted to share the journey with them over the academic year. The school has continued to develop a values based curriculum with a clear focus on promoting oracy in all classes. Visits to school have illustrated how an inclusive philosophy permeates every aspect of the learning experience.

High Lane Primary School

The school successfully converted to join the trust and Alison Humphries continued to lead the priorities for development with positive outcomes.

Internal tracking shows that the school has continued to deliver strong outcomes for all and when assessed against national outcomes exceeds the national picture in many areas.

Learners have benefitted from the introduction of Forest School, an outdoor provision and philosophy that fosters enquiry and challenge in a collaborative, problem solving approach.

The curriculum offer is rich and varied and the school day provides opportunities for enrichment through visits, visitors, extra curricular activities and competitive sporting events.

Learners are keen to share and talk about their learning and enjoy a curriculum that is tailored to meet need in all classes.

High Lane Primary is a small school with a great big heart, this year the school cemented a very firm and positive relationship with the community by fund raising in memory of a previous learner.

More recently a community music evening provided parents, carers, past pupils alongside current ones to share their talents with a local community choir. It was a fantastic illustration of the incredible talent grown and encouraged by the school and the commitment of the team to the arts.

There wasn't a dry eye in the house for some of the singing and the musical timing and performances were incredible. Not least a very intimidating Elliott who combined musical talent with great acting ability - he certainly made an impact on a certain CEO on the front row!

Results at a Glance- Meeting the Expected Standard

The learners across the school have once again delivered good results in line with the national picture. Teaching teams have continued to secure attainment across the school that sits in line or above national trends in all areas and is reflective of the offer from High Lane.

Reception Good Level of Development 70%

Year 1 Phonic Screen 90%

End of Key Stage 2 Read, Write, Maths Combined 63%

For a more detailed breakdown of results across the school please refer to the school's data information via the school website.

Our Partnerships



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Collaboration across the Trust

- Shared CPD
 - Networking Opportunities
 - Shared staff expertise across schools
 - Central staff deployed to support learners
 - Learners working in partnership across school settings
-

Collaboration with Stockport Local Authority

- Support in growth of SEND places in special settings
 - Working with Family Hub to promote a new offer on the Dial Park Campus
 - Opening of new resourced provision at DP
 - Staff deployed to support AP work in schools
 - Staff deployed for external moderation in schools
-

Outreach to Stockport Schools

- Additional support for 5 local maintained schools
 - CPD for Leaders
 - Outreach and advice around SEND support
 - Leadership Conferences for local HTs
-

Partnerships beyond Stockport

- New partnership with London schools
- New partnership with Salford KS4 provision
- Considering how European partners may lead the way in inclusive practice
- New partnership with Trafford and Stockport College
- New partnership with Square Peg

Our Strategic Plan



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Our Five Priorities 2024-2028

Priority 1

Maintain standards and raise achievement for all learners across the trust

Priority 2

To offer a professional development policy and plan that is high quality and impacts directly on the quality of education across the trust

Priority 3

To extend the offer of SEND places to learners in Stockport

Priority 4

To build a central team that enables the trust to work self sufficiently

Priority 5

To extend the trust to a model of aged 2 to 18 upholding the principles of inclusion in every setting

Plans for Partnerships and Growth

- Outreach and school improvement support for schools beyond the trust
- Extending the offer of Nursery provision
- Partnership work with the LA re The Family Hub and SEND support services
- Holiday provision for working parents across the Trust



Year 1 September 2024 - 2025	Four Schools within the Trust	Additional Places for SEND agreed at the new Lisburne Site from January 2025
Year 2 September 2025 - September 2026	High Lane to join from Sept 1 st Five Schools in the Trust Work with Partner Schools	Expansion plans agreed for an extra class at Oakgrove Extra places at Lisburne Resource Provision at Dial Park Outreach and SEND offer introduced at The Quay
Year 3 September 2026 - September 2027	Consolidation of Trust Schools Prepare to expand to welcome new school(s) with inclusive practice to the Trust	Embed additional places and extend through satellite provision.
Year 4 September 2027 - September 2028	Grow to between six and 8 schools within the Trust	



Looking Forward

We feel that we have achieved lots in our second year and have been fortunate to grow in a variety of ways.

We continue to value our partnership with the Local Authority and have enjoyed navigating the pathway between being a partner school for schools in other trusts as well as working with many colleagues in maintained schools.

We believe that there is room for all trusts, all partnerships and all contexts of schools and in the changing climate of education policy we are excited to understand more about the reforms coming into our settings.

We have a growing Central Team in line with our strategic plan and will be welcoming new staff to the team as well as the additional teachers and support staff appointed across our academies from September 2026.

Central Appointments

Finance Officer (Secondment for one year)
Director for Health, Safety and Sustainability
Site Supervisor - Multi Site
Lunch Administrator and Catering Assistant
Outreach - Specialist Teacher
Outreach - Specialist Support/ Mentor

We welcome new staff to support the expanding classes at The Quay and those who are joining our established teams due to vacancies through retirement, parental leave and promotion.

For those leaving us for pastures new we thank you for your contribution to the lives of learners across our schools and wish you all the very best for a restful summer break and hope you enjoy the next adventure.

On behalf of the Four Rivers Family of Schools, I wish everyone a lovely summer break, I look forward to seeing everyone return in September, welcome new families joining our schools and pass on big wishes of good luck to our children who will be moving to a new school for a new chapter in their learning journey.

Thank you for being with us this year.



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Looking Forward

We have prioritised some specific programmes to enhance our teaching and learning, further enrich our curriculum offer and refine our inclusive practice.

Our primary workstreams will be centred around:

- Our Inclusive Framework for Teaching - providing all schools with a Champion who can cascade information to staff teams around a quality first teaching offer for speech and language, motor development, sensory awareness, social, emotional and mental health awareness and executive function.

Each course will be facilitated by a Four Rivers Leader and will be three hours training with in school tasks alongside case studies and exemplars from all schools.

"This year's support has been great - again. I have had more insight from you and gained advice in the last year than I can recall in multiple years."

Partner School

"I have really enjoyed the workstream offer - I have taken some practice back to school and it worked."

Trust School Teacher

"I think the Learning Focus Days have helped sharpen my perspective. Some of the points shared were both interesting and helpful"

Trust School Middle Leader

We continue to partner 6 schools in the next academic year, retaining five who have previously worked with us and adding a new partnership for September.

