

Wednesday 11th February 2026

Dear parents/carers

Re: Trust update

I am writing to share some Trust-wide developments and information this half term.

- **Oak Farm Primary School**

The onboarding process for Oak Farm Primary School to join Vanguard Learning Trust on 1st April 2026 is on track and has overall been a smooth transition to date. There is currently discussion amongst school and Trust leaders regarding how to mark Vanguard Learning Trust expanding from five to six schools; information will be shared with the Trust-wide community next half term.

- **School improvement work impact report, September 2022-2025**

I am delighted to share with parents/carers our Trust's school improvement work impact report for September 2022 - July 2025 ([click here](#)). This document reflects our commitment to Trust-wide school improvement work and provides strong evidence of working collectively on specific projects as well as through our Trust fora.

- **Stakeholder feedback**

We are pleased to share the results of last term's Trust-wide stakeholder feedback survey ([click here](#)). The survey provides insight into the experiences of students and parents/carers across our schools. The executive summary of the findings highlights key strengths, including effective communication, strong pastoral support, as well as a shared commitment to inclusion and learning. All feedback, both positive and constructive, is critical in shaping the ongoing development of the Trust, helping us to celebrate what is working well as well as to focus on areas for improvement. This term's survey on safeguarding closed on Friday 6th February 2026 and findings will be shared with parents next half term.

- **Complaints guide for parents**

A new guide, which aims to help parents work with schools to address complaints in a positive and respectful way, has been published by the Department for Education (DfE), in collaboration with Ofsted and other education bodies ([click here](#)). The guidance sets out a five-step process to help parents raise concerns respectfully and at the appropriate level, from classroom issues to whole-school matters. It encourages families to reflect on whether an issue is feedback, a concern or a formal complaint. It also discourages the use of AI to generate complaints. In light of this, an update has been made to the Trust's complaints policy, in particular the use of AI ([click here](#)) as well as linking the aforementioned DfE's parent guide. Whilst it recognises that parents/carers may use AI to draft communications, it is important that it remains authentic and focused on the specific issues.

- **Martyn's Law**

Recent developments in national safety legislation, specifically the introduction of Martyn's Law (the Terrorism (Protection of Premises) Act 2025), outline the robust measures that schools must have in place to keep communities safe. An addendum to this letter provides specific information about Martyn's Law. As part of the Trust's compliance with the statutory expectations, the following have been put in place:

- School leaders have taken part in critical incident training with a focus on planning and actions needed to be taken if a bomb threat is received;
- The Trust's critical incident policy has been updated to reflect the legal changes, including naming the responsible officer; and
- Evacuation and shelter-in practices have been considered as part of the Trust's ongoing work to ensure students, staff and visitors know how to respond safely in the case of a critical incident.

- **New Ofsted framework**

As many parents/carers will be aware, the new Ofsted framework was launched last term with the first school inspections being conducted in November 2025. One of the main changes is the move away from a single overall judgement to a report card approach with five grades (exceptional, strong standard, expected standard, needs attention and urgent improvement) for different evaluation areas. A comprehensive guide has been written by Ofsted for parents/carers ([click here](#)) and it is worth emphasising schools are likely to receive different grades for the evaluation areas and the previous single judgements, eg. outstanding, do not equate to the new grades, eg. exceptional. Trust and school leaders are working together as part of the process of school readiness for Ofsted inspections, with a particular focus on assurance work and the evidence required for specific evaluation areas.

- **Staff conference**

The Trust's staff biennial conference was held at Ruislip High School on Thursday 27th November 2025 for circa 450 staff on the theme of 'inclusion through the lens of belonging.' A specific edition newsletter has been produced to showcase the day and is available on the Trust's website ([click here](#)). This is another example of our Trust dividend, in particular the opportunity for Trust-wide professional development, sharing of best practice as well as school-to-school collaboration.

- **Top performing school**

The Trust recently received a communication from the Secretary of State for Education, Rt Hon Bridget Philipson, regarding Ruislip High School's attainment for students identified as disadvantaged, noting '*Your school's performance places it among the very best nationally, and this is a significant achievement.*' I am sharing this information across our Trust-wide community as it reflects our ongoing commitment to outstanding, inclusive education and that all students can succeed in our schools.

I would like to take this opportunity to thank parents/carers for their continued partnership with our Trust schools and I would particularly like to thank the parents/carers who completed the recent parental survey as your feedback is a valuable source of information as part of our annual cycle of stakeholder engagement.

Yours sincerely



Dr Martina Lecky
Chief Executive Officer

Addendum: Martyn's Law and the Vanguard Learning Trust's continued commitment to safety

What is Martyn's Law?

Named in memory of Martyn Hett, this law aims to enhance public safety in publicly accessible places, including schools, by ensuring preparedness for potential incidents, not just terrorism, but any serious threat.

What does it mean for our schools?

All educational settings, including all schools within the Trust, fall into the 'standard tier', requiring clear, practiced emergency procedures for lockdowns, evacuations and invacuations (bringing people inside).

What existing procedures are in place?

All schools within the Trust already have well-established emergency plans. They are being reviewed and enhanced to fully align with the new guidance, ensuring they are practical and effective for each specific environment. The goal is to be prepared for any situation, fostering a strong culture of vigilance and safety without creating fear, equipping staff and students to respond confidently.

What actions will we take?

The Trust is working with guidance from the Home Office and local partners to implement these enhanced procedures, which involve regular training, updated risk assessments and clear communication protocols for all staff and students. Whilst the chances of such an incident are extremely low, we want to ensure that everyone in each school knows exactly what to do in the unlikely event of an emergency. Students will be informed in an age-appropriate and calm manner, with the emphasis placed on safety and preparedness, similar to evacuations and shelter-ins they already experience. If schools identify any children who might struggle with the process, they will support them on a case-by-case basis.

Where can I find more information?

More information is available on the official GOV.UK website ([click here](#)) and the ProtectUK portal ([click here](#)). Alternatively, please contact the reception of your child's school.