



**Melrose Learning Trust**  
Roger Ward – CEO



Melrose Learning Trust is a dynamic and rapidly expanding multi-academy trust serving the North East of England. Established to bring schools together in partnership, the Trust now comprises 13 primary schools, a mix of Church of England and non-Church of England settings, spread across County Durham, Darlington, Hartlepool and Stockton-on-Tees, serving almost 2,700 pupils. The Trust's vision, grounded in shared values and collaborative practice, is to support every child to "achieve highly, be confident and engage in a wide range of enrichment experiences," underpinned by a strong moral purpose and commitment to excellent teaching and learning. Schools within the Trust benefit from shared leadership support, professional development, and services including finance, HR, curriculum development, and wellbeing.

Since its early beginnings with just a couple of member schools, Melrose Learning Trust has grown substantially through strategic partnerships and academy conversions, bringing together schools that share a collective commitment to raising standards and improving outcomes for all pupils. The Trust operates from its central offices in Durham and maintains a focus on collaboration, continuous improvement, and empowering school leaders and staff. As part of this growth, the Trust offers a comprehensive programme of professional development opportunities and a central training hub to support capacity building across the organisation.

## A word from the CEO

Our Trust has been using SchooliP's across all academies for almost 9 years, and it has rapidly become an integral part of how we drive school improvement.

What sets the platform apart is the way it brings every element of the school development cycle into one coherent, connected space.

Appraisal, self-evaluation, and school development planning are no longer isolated processes; instead, they link seamlessly, giving leaders and staff a clear line of sight from individual objectives through to whole-school and Trust-wide priorities.

The system's ability to join up these components has significantly strengthened the consistency and quality of our improvement work. Schools benefit from a strong framework for monitoring impact and ensuring that priorities are understood and acted upon at every level. While Trust leaders gain a precise, real-time overview of progress across all settings.

This whole-Trust visibility has been particularly valuable for reporting to trustees, who now have access to clear, evidence-rich insights that support informed governance and strategic challenge.

We have also received positive feedback from Ofsted, who recognised the clarity and coherence of our development processes and the way the system supports ongoing evaluation and improvement.

The support from the SchooliP team has been excellent. They are responsive, knowledgeable, and proactive in helping us personalise the system so we can get exactly what we need from it.

Overall, SchooliP has provided a well-designed solution that enhances accountability, strengthens strategic alignment, and supports a culture of continuous improvement across the Trust. It has become a key driver in how we plan, evaluate, and deliver school improvement.



**ROGER WARD**  
CEO

## Wynyard CofE Primary School

Wynyard CofE Primary School is one of the Church of England schools within the Melrose Learning Trust. The school open in 2015 offering pupils an exceptional learning experience, and being graded outstanding in all areas during the most recent Ofsted and SIAMS inspections.

Their Deputy Head Teacher, Charlotte McCabe has also shared her experience using SchooliP.

“Staff have found the system easy to use, which has made a noticeable difference to engagement and the quality of the information we capture. Teachers appreciate being able to see how their appraisal objectives connect to wider school priorities, and leaders value the way CPD records and self evaluation evidence feed directly into our development planning. It has genuinely streamlined processes.

The support from the SchooliP team has been excellent. They are responsive, knowledgeable, and proactive in helping us get the most out of the system. Whether it's onboarding new staff, refining our setup, or exploring new features, the ongoing support has been a real strength.

Overall, the platform has helped us create a more joined up, transparent, and efficient approach to school development. It has strengthened our internal processes and ensured that our work aligns smoothly with Trust wide expectations, while still being tailored to the needs of our school.

As a school within a multi academy trust who utilises SchooliP, we have found the system to be an exceptionally effective tool within the school development cycle. What stands out most is how well it brings together every aspect of school improvement into one coherent, connected platform. Appraisal, CPD records, self evaluation, and school development planning all link seamlessly, giving us a clear and consistent structure that supports both strategic leadership and everyday practice.”





### Strategic Alignment Across Schools

A unified approach ensures all schools within a MAT work towards shared goals, improving efficiency and collaboration. “Consistency allows us to streamline operations and maintain high standards across all our schools.”



### Data-Driven Decision Making

Centralised data collection enables trusts to track progress and implement targeted improvements. “By using shared insights, we can make informed decisions that benefit every school in the trust.”



### Improved Staff Development and Retention

Standardised CPD and support structures help retain talent and enhance teaching quality. “When staff feel supported and have clear development pathways, they are more engaged and committed.”



### Stronger Student Outcomes

Consistency in teaching, assessments, and support leads to a smoother learning experience and better results. “A stable and unified approach ensures students receive the best possible education, no matter which school they attend.”