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The 'Primary Engineer' competition is designed to help entice and enthuse students into the world of Engineering ///

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An in depth look at the schools and their achievements within the Brighter Futures Group. ///

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SHOUTS OUTS from Schools in and around the Group

People worthy of mention and the difference they're making to the children and the school working environment. ///





Messages from
the Chair and
CEO of Brighter
Futures Learning
Partnership Trust,

Mrs Helen Redford- Hernandez



Well, we are nearly there; another very busy term including a heatwave, but we all have summer to look forward to and a well-earned rest! Our Trust Board met for their last session this week and took time to reflect on the amazing achievements since we created the Trust in 2019.

I have been so impressed with everyone's resilience in the aftermath of the pandemic, especially the strong leadership I witness across our schools which is focussed on developing the quality of curriculum and its implementation.

Our leadership conference at Mount Pleasant this year focussed on next year's priorities, ensuring that the consistency and quality of curriculum implementation are strong and meet the needs of our most able and SEND pupils. We took time to review our marking and assessment policies and the development of peer and self-assessment will be a key focus if we are to achieve our ambition of developing further, assessment with impact without increasing teacher workload. This work will be shared with you in September.

This week, we also had another Ofsted visit at Barnby Dun, (the last one was a section 8 inspection last July), but this time, it was a full section 5 inspection. Although we cannot share the judgment until the report has been fully quality assured, I can say that the inspectors felt the school had made rapid progress since the last inspection and that our primary colleagues can be proud of their endeavours whatever the outcome.

I am also pleased to inform you that, Mrs Maria Rock, former Headteacher of Hayfield School and current Deputy Headteacher at South Axholme School,



will be joining our Trust in the role of Trust School Improvement Director from September. Her remit is to support the work of the Headteacher Board, Trust Directors and our Middle leaders to ensure we continue to pursue our ambition of providing an outstanding quality of education. We are already on that journey and the Trust Board cannot thank each and everyone of you for your continued resilience, hard work and effort.

Finally, we really hope you all have a great summer; we shall look forward to seeing you again in September and hopefully, a little cooler!

Helen and Trustees from the Brighter Futures Learning Partnership Trust



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Although we cannot share the judgment until the report has been fully quality assured, I can say that the inspectors felt the school had made rapid progress since the last inspection and that our primary colleagues can be proud of their endeavours whatever the outcome.
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Trust Primary Engineering Project with **Mr Francis** Trust Director of Engineering



The 'Primary Engineer' competition is designed to help entice and enthuse students into the world of Engineering. Students will gain a good understanding of design and manufacture through cross-curricular tasks and be involved in lots of practical activities.

Good governance is essential in providing effective strategic leadership; it supports the drive for high quality teaching and learning and assessment, it provides oversight in efficiently managing the trust finances as well as providing the necessary support and challenge to the executive leaders of the Trust. At BFLPT we have an effective, engaged and diverse group The



competition has been held at individual schools, allowing students to compete against their peers.

The project, aimed at Primary School's involves a design and make activity. Students have been placed into teams of 4, taught about the principles of electronics and construction methods.

Students will design and manufacture their own electronic car. The idea is to get the car to move up a ramp in the quickest time. The incline of the ramp will get gradually more severe in order to test the cars power/resolve.

I was overwhelmed with the level of excitement and enthusiasm from all the students involved. Their behaviour and conduct were nothing short of superb and I was enormously proud of how positively the students had been discussing the project. The staff have also been very much involved and positive about the practical activities and the project.



Thank you so much. The children and adults had a great time and the children have been talking about it today too. Thank you so much for all your hard work with this we are really enjoying it.





Our Brighter Future's Curriculum



Our team have been busy, over the past few weeks, building their 'hotel' for bugs and small creatures, litter picking, collecting all the plastic, planting young trees and feeding the birds.



Barnby Dun

BDPA after-school Science club - Crest Awards:

Here at BDPA, we recently began KS1 Science Club. Each week we take on a new challenge to work towards achieving a Crest Award. The sessions provide children with lots of opportunities to gain scientific knowledge and work scientifically to solve an enquiry. An example of this is below.

Bubbles

At the start of the session, children are supported to generate their own questions.

Why do bubbles pop? Does the bubble wand have to be a round shape to create a bubble?

Why can we see colours in the bubbles? Why are bubbles delicate? How can we make big bubbles? How far do bubbles travel?

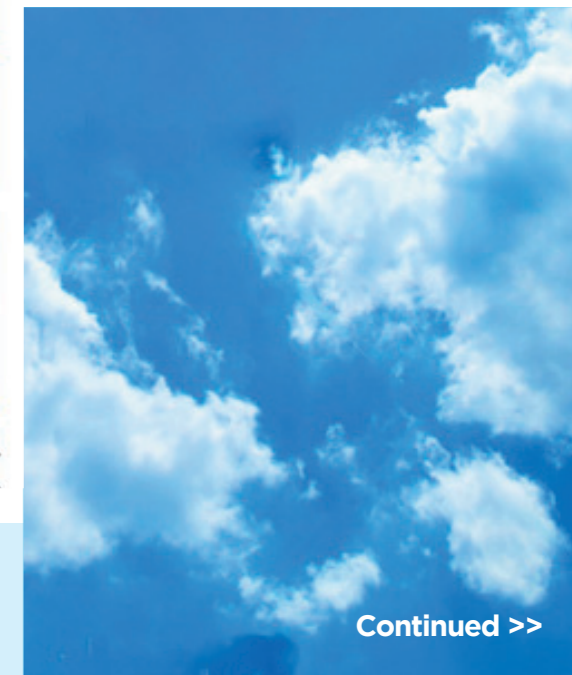
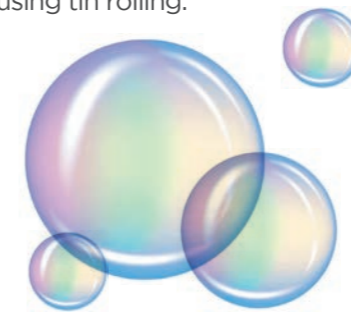
We always begin our session by collecting knowledge. We do this through researching - watching film clips, looking in books or at pictures. The children learnt that a bubble is a thin sheet of water that is sandwiched in between two layers of soap molecules. We found out that light is reflected from both the inner and outer part of the bubble, resulting in us being able to see a spectrum of colour in the bubble.

We then plan an investigation to try and find answers to some of our questions. The children wanted to test how far bubbles travel. They stood on a marker on the ground and gently blew a bubble. The children tracked as it travelled and drew a chalk line where

it popped. They then repeated this five times. The children then changed the size of the wand to see if larger bubbles travelled further.

The children made their own shaped bubble wands and found out that it did not matter what shape you made the wand. The bubbles always end up round!

We always have great fun! Other enquiries have incorporated bug hunting on the school grounds and learning about Forces using tin rolling.



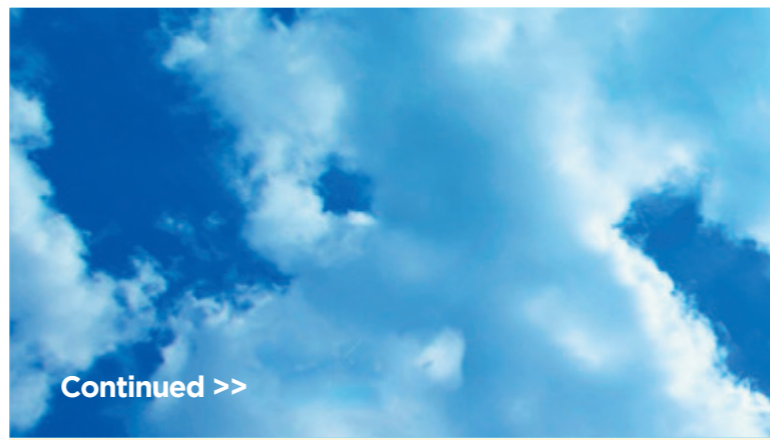
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Our Brighter Future's Curriculum



They have particularly enjoyed some recent components focusing on Chinese art and also printmaking. The children enjoy how varied and diverse the curriculum is and that they have the opportunity to find out about other cultures.



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Art Curriculum

This year, we have really enjoyed developing our knowledge of a range of artistic styles and movements through following the Primary Knowledge Curriculum components. Children in UKS2 have been given opportunities to practice a range of new skills whilst acquiring a wealth of knowledge about artists and the various periods and styles in art. They have particularly enjoyed some recent components focusing on Chinese art and also printmaking. The children enjoy how varied and diverse the curriculum is and that they have the opportunity to find out about other cultures.

Jess in Year 6 said that she likes how different the components are and that she has enjoyed learning about abstract art one term, the Rococo style another and then African art.

Ava said that she enjoyed the abstract art component as it involved painting on canvas with acrylic paint and she enjoyed finding out about the printing process and creating her own screen print. Both of these are aspects of art that she hasn't done before.

William said that he enjoyed learning about Chinese art as he found Chinese calligraphy really interesting and then enjoyed using his knowledge to create a painting in the style that he had learnt about.



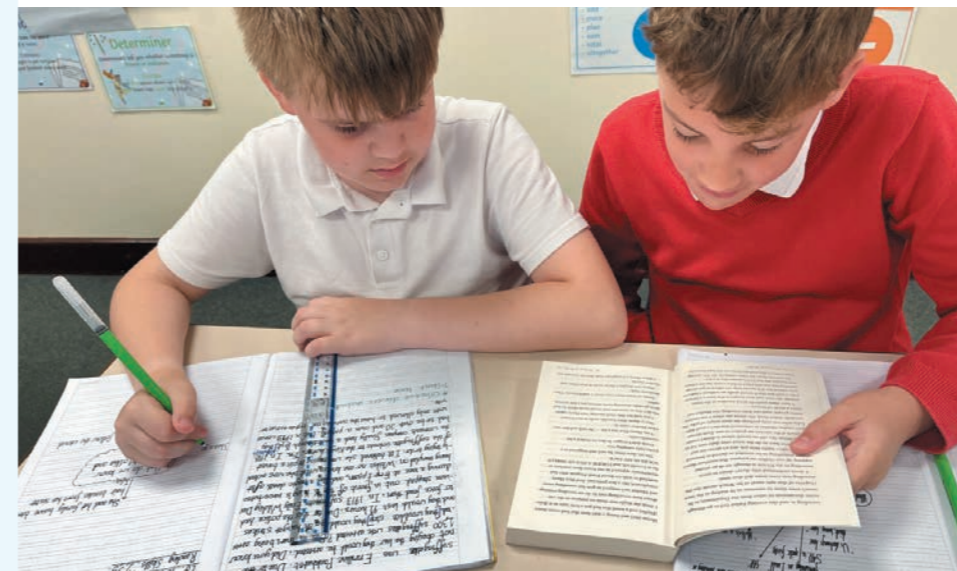
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Our Brighter Future's Curriculum



// This process was praised in our recent Local Authority Year 6 Writing Moderation in which all judgements were agreed and it was commented that children's books provided an excellent evidence base to support teachers' accurate assessments. //



Monday 22nd November 2021
To rewrite a story in first person

I opened my curtains and it felt like something was wrong so I opened my blinds and I knew the ogres had come. I felt worried but I knew I should do something to get the treasure back from the ogres. When I went downstairs, my parents had fear in their eyes. When I looked out of the window again, all the villagers looked really sad. I went outside... The villagers said that the ogres took their treasure.

When I finished my breakfast, I told my mum and dad that I would go on a quest to get the treasure back. I got my millet dumpling to eat then some rope so I could tie the ogres up. In the way, I met a dog, he very obviously asked if he could have a dumpling. I said, "Yes but you have to accompany me on my journey." A few moments later, I met a monkey. He asked if he could have a dumpling so I decided to give him one, he thanked it in one gulp. I had some more rope, so I turned around and I saw a peasant. He asked, "Please can I have a small piece of that dog dumpling?"

"Sure!" I spoke. I felt eager to begin my journey with my new friends.

When we got to the ogres lair, we shared a plan, the peasant went into the sky and did two quick laps on the sky to show the cast was clear. The monkey climbed over the ornate gate and unlocked the gate from the inside. The dog told us that he would keep guard. The animals all felt nervous and excited because they were doing something hard. Then we went inside and saw ogres sleeping (I hid them up, then they started to stir. The ogres waked from so I gave it to them but they had to promise they wouldn't hurt another human again and give the treasure back; they reluctantly conceded defeat.

When I got near the village, I saw my mum and dad they seemed I used back and showed I had the treasure. I did it! When I got to the village my neighbours were so happy that I had got their treasure back. We had a party and we had my friends' millet dumplings. I also introduced my new animal friends to my mum and dad. They liked them very much.

Monday 22nd November 2021
To rewrite a story in first person

The sun was shining bright beams through my window into the water, sipping from floor waking me up. The house was quiet. Looking out of my window, there was a huge crowd at the town square. Ma and Pa were sat down stairs with a dull look on their faces. "What's wrong?" I asked anxiously. "My ring! It's... it's gone!" replied ma whimpering. I ran out side to see what the crowd was for. Ogres had attacked the village. They had taken all of the expensive treasure. Children were crying. Parents were panicking. The village turned into chaos. I decided to hunt down the ogres and return our treasure.

Ma passed me a tub of my favourite millet dumplings; Pa gave me my satchel with lots of rope, a sword and a blanket. I gave them a kiss and said my good byes. The crowd cheer confidently waved and heading headed off. An hour, I was approached by a large dog. "Can I have one of those dumplings?" said the dog. I hid one of my dumplings. After that, he joined the journey. Half an hour past, and a jolly monkey blocked mine and the dogs passage way. "Hey! There dumplings look tasty - can I have one?" said the monkey. I stopped to think for a second and decided to give him one. While we were almost at the ogres lair, a peasant decided to give him one. The peasant flew down.

Ma passed me a tub of my favourite millet dumplings; Pa gave me my satchel with lots of rope, a sword and a blanket. I gave them a kiss

Wednesday 27th November 2021
To rewrite a story in first person

As I woke up the sun twinkled in my room. I had a feeling that something wasn't right. There seemed to be a dark, dark and dark outside. They seem very happy. I went to see what happened. Then I saw what happened. When was our treasure? It was missing it was because the ogres stole it. Ogres are ugly, horrible, hairy and stinky so I decided to go and look for the treasure.

I went on the journey. My mother had packed my favourite millet dumplings. My friendly villagers said goodbye and goodbye so I set off....

With sad eyes, the dog came along on course. The monkey demanded a piece of the dumpling. I was getting quiet, so I gave the monkey a bit of the dumpling. After that a peasant flew along and placed one for a dumpling. He was very kind so I gave him some of my dumplings.

The dog kept guard of the area around camping out for three years ago at the ogres. The monkey climbed up the tree and kept guard looking for the ogres. The peasant flew around above he was the eye of the sky. I kept guard from stuff coming my way and we were all doing fantastic. At night we trapped the ogres at the lair. We woke them up in the morning they were surprised we got them. After we asked some questions they said they would never see the treasure and he got it back. I know that rope would come in handy so we all set off home.

We arrived home much later that day. Mother and Father were shocked to see me. The whole village was very happy to see me to see a load of dumplings was ready to be eaten by me. Always remember on the inside and soft on the outside. I always remember that.

Writing

At Barnby Dun, our English curriculum centers around a text-led approach. This year, we have worked collaboratively with experienced colleagues from both within our own setting and across the Trust to revise and improve our Reading Spine to ensure that children are exposed to a range of engaging, challenging texts as they progress through school. The Reading Spine ensures coverage of a range of text types, authors and genres and includes fiction texts, non-fiction, poetry and play scripts, making cross-curricular links where appropriate to develop children's knowledge in other subjects.

Our English curriculum aims to immerse children in a focus text, with reading and writing opportunities making meaningful links to allow children to develop both their literacy skills and their knowledge of plot, character and context. Each writing opportunity, based on the class novel as identified in the Reading Spine, follows the seven stages of the writing

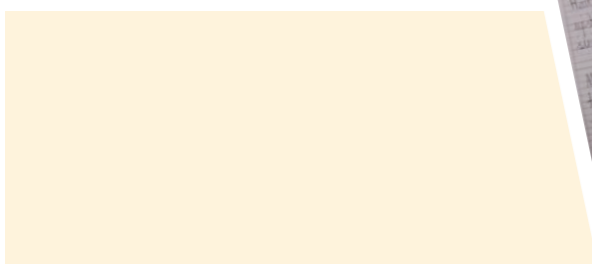
process: each unit of work begins with a focus on text type and features so that children begin to familiarize themselves with the required style. Time is then given for planning and drafting, with quality teacher and peer feedback given to support the child in developing a piece of writing. Regular opportunities for sharing are interwoven into the teaching sequence and we place a high emphasis on evaluating, editing and revising skills: children are given vast opportunities to develop their ability to correct and improve their work. Final pieces are published so that children may produce a final, independent draft that they can be proud of.

This process was praised in our recent Local Authority Year 6 Writing Moderation in which all judgements were agreed and it was commented that children's books provided an excellent evidence base to support teachers' accurate assessments.





Our Brighter Future's Curriculum

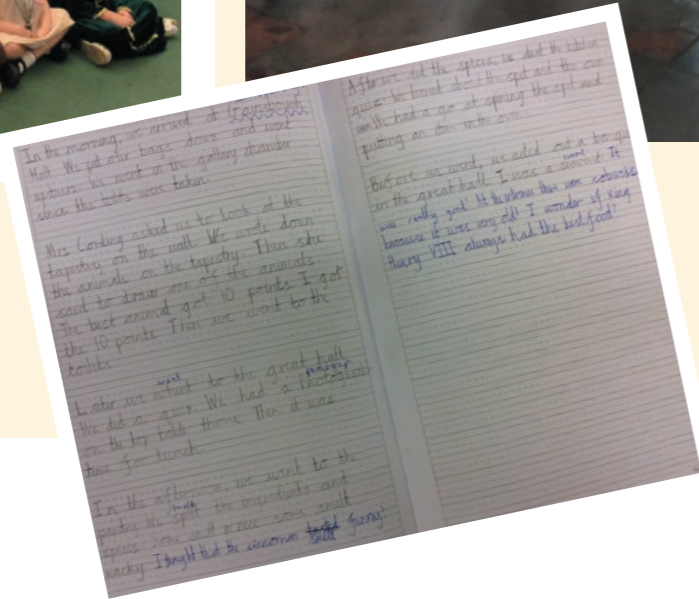
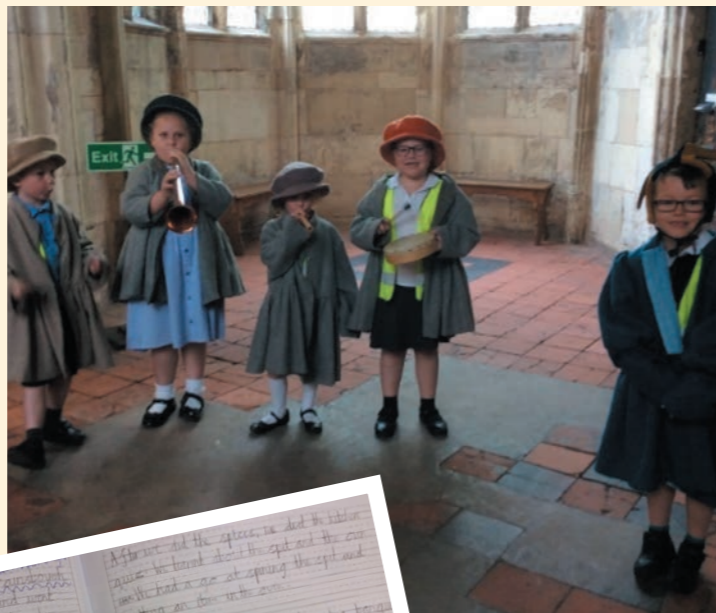


Dunsville

KS1 History Unit

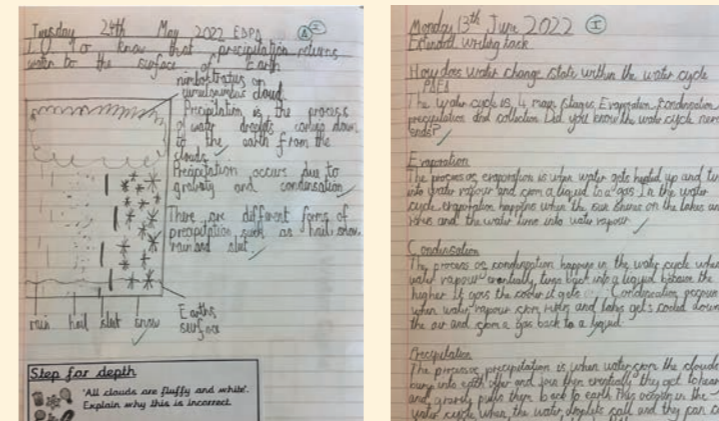
KS1 have been studying The Tudors this term. For our Sparkling Start, we went on an educational visit to Gainsborough Old Hall. During the visit, pupils took part in a traditional Tudor feast, explored the kitchen and completed some observational drawings of the building itself.

The following day, KS1 (children and staff) dressed as Tudors. We had many Kings, Lords and Ladies as well as plenty of peasants! As part of this work, pupils wrote a recount of their visit to Gainsborough Old Hall.



LKS2 Science Unit

Children in Year 3 and 4 have been looking at the water cycle in their science lessons. They also visited Magna science adventure centre in Rotherham and experienced the four pavilions: earth, water, fire and air. The challenge was to stay dry in the water pavilion. Back at school investigative work took place along with extended writing opportunities at the end of the unit of work to show the knowledge that the children had acquired.



UKS2 Science Unit

In Science, Year 5 and 6 have been learning all about light. This unit began by the children exploring how light travels in straight lines and understanding how we can see things. The children showed a great understanding of the part of the eye and were able to use key vocabulary such as 'pupil' 'lens' and 'retina' in their explanations. Later on in the unit, the children were able work scientifically to conduct an investigation into shadows. The children enjoyed going outside at different intervals throughout the day to measure their shadows in order to see how they changed as the sun got higher in the sky. After working hard to accurately gather their findings, the children then used their scientific understanding to draw conclusions. Towards the end of the unit, the children



explore how light can travel through different surfaces and had great fun experimenting with glass prisms! The children were amazed to see a colourful rainbow appear when light travelled through the prisms. To end the unit, the children worked hard to produce a fantastic report all about light, which demonstrated their excellent understanding of the topic.





Our Brighter Future's Curriculum



Kirk Sandall Infant School

Yorkshire Sculpture Park

Year 2 went on a visit to Yorkshire Sculpture Park recently to look at the works of locally, nationally and internationally recognised sculptors. They took their sketching paper and pencils to use some of their previously learnt skills to capture the image of some of the sculptures from different angles.

We discussed what we liked and disliked about the artwork, linking it to artists we have studied like Sarah Young, Matisse and Leonardo Da Vinci in our Primary Knowledge Curriculum. We looked at what some of the art might represent as it was more abstract than other pieces, such as Barbara Hepworth's "Family of Man" series and Ai Weiwei's "Circle of Animals." We really enjoyed being able to see such vastly sized pieces up close to look at the materials they were made from, the details in them and how they might have been created.

Platinum Jubilee

We held a Garden Party for the Platinum Jubilee. We all dressed in red, white and blue to celebrate the Queen's seventy year reign on the throne.



Rocket Launch

The children have been developing their knowledge through our ambitious curriculum. In the EYFS, the staff have been personalising PKC and also following the children's interests, whilst ensuring the substantive knowledge, concepts and vocabulary is threaded throughout the sessions and sequences. In Nursery, the children have enjoyed the space key knowledge delivered during the heroes and adventurers component. The children learnt about the Russian cosmonaut Valentina Tereshkova, gravity, planets and the key parts of rockets. One of the highlights of the component was the scientific investigation. The children really enjoyed creating their own rockets. Once completed, we filled the rockets with fuel and launched them. The children understood that when the fuel mixed together it resulted in the rockets launching. The knowledge rich vocabulary and explanations evidenced how the children had retained the knowledge taught during the sessions.



"I was so impressed and loved everything KSI has to offer. The visit there was lovely but just cemented the fact that I would love my child to attend your setting above others"



Our Brighter Future's Curriculum



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Every child in the school has a piece of art work represented in this magnificent masterpiece. It now takes pride of place in our school library.



Kirk Sandall Junior School

The Queen's Platinum Jubilee Celebrations

In the week beginning 23rd May, school celebrated the Queen's Platinum Jubilee with a wide range of activities which all children took part in. These included: Queen Pop Art, Back to the 50s dancing & playground games and a fact finding orienteering quiz. All children also took part in a piece of art work which was then collated by our 'Royal Crafters'. Every child in the school has a piece of art work represented in this magnificent masterpiece. It now takes pride of place in our school library. We also had a Jubilee picnic and ate some delicious cakes with a red, white and blue theme! Our Parish councilors also visited the school to present each child with a commemorative medal.

Hornsea Music Festival

Mrs Addy has been busy preparing our school orchestra for Hornsea music festival! Pupils have shown their dedication to their orchestra by practising after school and even at weekends! We cannot wait to see it all come together. Within our school orchestra we have violins, guitars, double bass, flutes, drums, recorders and cellos.



Doncaster Music Service Jubilee

On Saturday 28th May, some of our school orchestra played in the Doncaster Music Service Jubilee event with Saltergate Junior School. Some of the children performed with their recorders whilst others performed with some of their woodwind instruments that they have been learning with as part of the Wider Opportunities scheme in school.





Our Brighter Future's Curriculum

Hungerhill

What Hungerhill Students say

Freya Rowland (Year 7) Here at Hungerhill School, we provide various extra-curricular activities where you can show excellence and resilience. There are clubs for everyone's enjoyment for example drama club, music club and several sports clubs like table tennis. There are also some clubs that focus on care and your mental health. Not only are there lots of amazing awards to gain from your attendance and Attitude to Learning. I recommend getting involved in as many of these activities as you can.



Darcey Green (Year 7) Here at Hungerhill School, our Sports Department provides a various range of physical activities. This doesn't just help you find different hobbies, but you could develop a passion for a type of sport. Also, you get rewarded for exceeding the teachers' expectations and this could be by getting our sports tie. Even if you do not get a tie, you can still earn bonus credits!



Frankie Blount (Year 7) Here at Hungerhill School, we provide a Student Support Department where you can be honest and let out your feelings to the teachers. You can say what you would like to say without being judged or discriminated against. This helps your mental health and wellbeing. The Student Support Department can make you feel safe and respected when you are talking. They treat you with care, honesty and trust. There are lots of teachers/safeguarding team members like Mrs Pond, Mrs Laidlaw, Mr Storey and Mrs Bagshaw who are part of this team.

Georgia Cook (Year 7) Here at Hungerhill School, the teachers provide care and respect towards their students, they also give us a wild variety of learning choices. This will help the students at Hungerhill to explore different curriculums. Students succeed excellence in their classes when they meet the teachers' expectations.

// There are clubs for everyone's enjoyment for example drama club, music club and several sports clubs like table tennis. There are also some clubs that focus on care and your mental health.

Freya Rowland, Year 7 //





Our Brighter Future's Curriculum



Doncaster UTC

Y13 Celebration and Awards Evening

Unfortunately, it was time to say goodbye to our very first Y13 students, but what an absolute credit they have been to DUTC as our first set of leavers. They celebrated in style with a party at the Crown Hotel in Bawtry and a host of awards were given out on the night.



Global Prestige Awards 2022 - University Technical College of the Year - UK

It's a privilege to be recognised as the University Technical College of the Year UK, as part of the Global Prestige Awards 2022.

I am extremely proud of what the UTC team has achieved over the last two years. Students at the UTC demonstrate day in and day out why they will be competitive employees of the future. This is just a small part of our journey to achieving academic excellence, and the team are looking forward to what we can achieve in the coming years.

Continued >>

Feedback from the Prestige Award judges:

"Our judges can see the organisation is still only a few years old however in a short period of time has established a huge number of relationships with organisations and employers in the region to help create opportunities for young people. As you are employer-led, we can see this gives students so many more beneficial experiences than other colleges. We appreciate you focus on developing the employability skills of students and giving them the skills and knowledge to tackle real world roles.

Our team went through your social media accounts to review the various employer engagement activities you have created which is clearly a huge motivator for students. The judges commented it is nice to see an institution making learning exciting for young people and enabling them to see the real benefits and enjoyable they can obtain from an industry. You have clearly been thinking outside of the box to provide a vast number of opportunities that we couldn't see from other entries in this category.

Robots!!

Y9 have worked as part of an employer project with Boxes and Packaging. Their brief is to create packaging for the future, considering the environment, waste, functions and impact on recycling. Our project launch included a lot of extra bright orange robots, which were not only a packaging challenge but a fantastic way to see firsthand how packaging can be assembled using different types of joints and fixings. This in itself has become a great competition and the windows are lined with orange robots! They have been getting up to all sorts of mischief in the UTC. We're seeing robots everywhere!

Students have been creating different nets and designs to best hot and transport hot and cold foods. They are working on key skills for confidence, innovation and creativity. Our young engineers are also working on their presentations as they will be presenting their ideas as a group in the Fab Lab to Stacey Austin the Regional Manager of Boxes and Packaging at the end of term!



Digital presentations to employers

We are so proud of our Y9 students for presenting to DED.studios. They had to design a logo, poster, merchandise, mood boards and promotional videos for the South Yorkshire Sounds festival. Students upskilled from Photoshop to Adobe Illustrator for an industry standard pitch. Well done all!!





Our Brighter Future's Curriculum



West Road Sing out 22

Over the last half term, the West Road choir have been working very hard to learn 9 different songs and dance routines to perform at Doncaster Dome in a local music concert. The annual event consists of local schools getting together and performing in a mass large choir event over two nights. Children learnt songs such as Symphony and Wonderful World, in which there were sections which were silent and dark to represent the deaf and blind community. Children also performed songs written by Doncaster schools, including Hansel and Gretel and learning Makaton for 'We Speak Music.' The event was a huge success, and the choir did West Road Primary Academy proud.



Race for Life

On Friday 24th June 2022 West Road Primary Academy held their 'Race at Our Place' Event to raise funds for Cancer Research. Children, families and staff ran and walked 15 laps of the school field to complete their 5k. Children and adults were able to talk about the reason they were taking part, and displayed messages on their backs in support of their loved ones who had battled against cancer. We were overwhelmed with the turn-out of participants who joined us in the race and we thank all who got involved!

It was great to see this event running again after being unable to take place for 2 years due to COVID.



Sports Day

All of the phases at West Road had a wonderful Sports Day! They got to showcase their PE talents through a range of sporting races such as a classic running race, egg and spoon race, skipping race and a bean bag shuttle. It was fantastic to see healthy competition and encouragement from the parents and the pupils, especially during the teacher races. The children were so excited to resume the usual pre-covid Sports Day where their parents could attend. Well done, West Road children!



Early career framework

The Early career teachers (ECTs) across the trust have continued to work alongside their mentors through the Ambition institute early career teacher program. They have focused this final term on 'Subject'. This strand of the framework focusses on areas such as 'key knowledge', 'planning backwards', 'promoting deep thinking' and also 'developing students' literacy'. As our ECTs move into year 2 of their induction they will continue to access high quality mentoring and support through the program with the second-year building on developing further expertise across the strands of the Early career framework.

Mentors across the trust also took part in mentor conferences in the summer term alongside our colleagues from the Diocese of Hallam. The conferences were focused on further developing their skills as mentors with further training on effective instructional coaching and the importance of a strong culture of professional development.

The first year of implementing the new Early career framework has had its challenges but the support received by our ECTs has been greatly appreciated and we will continue to provide support and guidance as they continue into year two of the program.



// *The support I have received from my mentor has allowed me to take the self-study modules and apply them in context in my classroom. It has helped me accelerate my understanding of effective teaching*





Shout Outs

Barnby Dun Primary Academy – Shout Outs:

Rebecca Pearson – Acting Deputy Head: Becky has done a great job stepping up to the Deputy role – it has certainly been a very busy and varied role for her this year! Becky has really enhanced her leadership skills and coped with many new challenges and a very heavy workload. She continues to be a really fabulous teacher too and great role model for all staff. I am really grateful for her energy, resilience and positivity.



Rebecca Pearson



Sarah Brewster



Nicola Ellis

Sarah Brewster – KS1, Phonics and PE leader:

Sarah is one of the most driven and passionate teachers and leaders that I've had the pleasure of working with. Her classroom practice is exemplary and children really mature and make excellent progress when in her class. Sarah has led the implementation of our new Phonics scheme and should take every credit for its success.

Nicola Ellis-Teaching Assistant:

Nicola has worked in various classes this year and built great relationships with all of the children and class teachers. She has implemented Read, Write Inc. interventions with our struggling KS2 readers and responded well to training and coaching support. Nicola gives her time over and above to do a job well and support her class teacher. She is really effective at delivering same day interventions with the children. We are really grateful for the contribution she has made.

Dunsville - Shout Outs:

Thanks to all staff this year for their efforts in keeping school running. Staff have voted for the following colleagues for special mention:

Megan Thomas (FS2 teacher and SENDCo) for going above and beyond and for doing a tremendous job as SENDCo

Berni Wynne (Inclusion Leader) for always being willing to help others.



Megan Thomas



Berni Wynne

Kirk Sandall Infants Shout Outs:

Thank you to each one of the staff. Everyone is valued and plays a significant part in the running of the school. Together we achieve more! We are proud to have you on our KSIS team!

Jennifer Scholes – Music Lead

Jenny has supported the children prepare for the upcoming performance of Hansel and Gretel. She has worked in partnership with ROH and other Trust schools. Jenny has gone above and beyond to support the children and their families. She has dedicated much of her own time to ensure that this project is a success. We appreciate all that you have done behind the scenes.

Kirk Sandall Junior Shout Outs:

Connie Redshaw – Connie Redshaw has successfully completed her ECT year at Kirk Sandall Junior School and has shown dedication and commitment to the school and her pupils. She has received many positive comments from parents about how her caring nature has meant they have made great progress. She is a fantastic addition to the KSJS team.

Joanne Addy – Joanne has put in an extraordinary amount of time coordinating the school orchestra. The school orchestra have been practising late after school and even at weekends. We feel immensely proud that our school offers such an experience for its pupils.

Julie Sykes (Teaching Assistant) – Using her phenomenal art skills, Julie lead a team of other teaching assistants in redecorating out sensory room during the half term break. The transformation is astounding! It is now a great place for students who are in crisis or need some time to regulate their behaviour. Julie is also fully committed to working with Mrs Addy as part of the school orchestra and is giving up her evenings and weekend to support. Thank you!

West Road - Shout outs:

Sarah Powell for her outstanding musical contributions over this academic year. She has led our school choir in many events: Young Voices, Sing Out, Christmas Light Switch on and Royal Opera House performance. The choir and teachers of West Road would like to say a huge thank you- you have given West Road children experiences that they will never forget!

Joanne Keeton for all her hard work and dedication to our SEN/D children at West Road. She puts a lot of thought into planning activities and interventions and often creates her own resources. She is a team player

who has supported the whole school, including taking on extra roles such as breakfast club and caretaking duties.

Lynne Holloway for being such a dedicated, hardworking Family Support Worker. She has supported generations of children and families, as well as guiding staff in how best to support our children. An amazing lady!

Karen Higham as she gets on with her job without fuss or palaver and remains a consummate professional. She ensures all tasks are done on time and to a high standard to ensure our children, parents and teachers at West Road are supported by the administrating team.

Lucinda Appleby, for coming in to work full time, teaching and going above and beyond whilst going through the most unfortunate life-changing circumstances at home. Throughout all of her stress and heartache she has come to work through it all to ensure our children still receive the best education as well as supporting the teachers in the LKS2 phase. She is an amazing lady whom we all admire tremendously. Thank you for all of your dedication to West Road!



Joanne Keeton



Karen Ingham



Lynn Holloway



Lucinda Appleby



The Brighter Futures Learning Partnership Trust in Doncaster has been formed to focus on more meaningful collaboration between schools for the benefit of all the children and young people in our local communities. The aims and objectives of the Trust set out very clearly our determination to support and challenge our schools to provide the best possible educational experience by having a creative and aspirational curriculum and the highest quality of leadership, learning and teaching. The formation of this Trust cements the strong relationships we have already forged through the established affiliations with the Teaching School Alliance, Partners in Learning, the Doncaster Research School and the Doncaster University Technical College (DUTC).