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the pupils in our schools have  
**A Thirst for Learning** ///





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

**Mrs Helen  
Redford-  
Hernandez**



**The start of the Autumn term brings with it new challenges but also much to celebrate. It is certainly a time to reflect on the successes of the last few months and I could not be prouder that our mission of providing all our children and young people with an ambitious, rich and challenging curriculum, has been acknowledged by three incredibly positive Ofsted inspection reports. This is no mean feat given that the bar has been significantly raised by the latest framework.**

The UTC inspection highlighted how, in just over two years, the school has ‘made strong progress in the implementation of leaders’ vision to provide pupils with exceptional experiences in education.’ The three latest reports demonstrate that our schools are delivering better student/pupil outcomes by working together, sharing leadership and teacher knowledge and resources. Moreover, by working together rather than in isolation, I know we will continue to secure and sustain ongoing improvement by focusing on the best strategies which have real impact on the quality of education. Very importantly, this method of working will, in the longer term, help us to address the ambition of reducing teacher workload. Our MAT visioning session in November with Trustees, governors, and senior leaders will be sharing ideas and strategies on this important topic.

During the summer, the Trust Board commissioned a Trust Review led by Ambition Institute. The review also acknowledges the journey we have all been on and the CEO of GLF, Jon Chaloner, (CEO of a Trust of 42 schools in the south of England) who led the review, met with Trustees, governors, senior leaders and a range of staff across our schools. The team who undertook the review sent out questionnaires and engaged in several interviews. The feedback stated that, for a MAT in its infancy, created during a pandemic, we have managed to create the right

conditions and structures to develop meaningful collaborations essential to leader and teacher development. This gives me hope, that with time, we will see further impact of our Subject Directors' work and create the conditions for true excellence.

In addition to the Subject Directors and a number of new leadership posts, we have recently appointed Maria Rock, former Deputy Headteacher and Headteacher, as the Trust Director of School Improvement. Her work is already helping leaders and teachers to improve practice through robust self-reflection and coaching. Staff have proudly told me how her support is helping them to become better leaders and practitioners. I know this additional capacity and support is welcomed by all my school leaders.

Finally, I wanted to say thank you to you all for your hard work and commitment this term. Our Trustees and governors convey their sincere thanks and acknowledge just how lucky we are to have such fabulous, committed staff at every level of the organisation. Sometimes, like many of you, I feel the politics of education can get in the way; I have lost count of the number of Secretaries of State for Education in recent months and the negative words of those in power can make us sometimes forget our true impact. As we come to the end of this first half term and the fatigue starts to kick in ..... I ask you to remember a key constant we should all never forget and that is 'teaching (and all those who support us), is the greatest act of optimism and if you worry about being a good teacher it usually means that you are already one.' Hopefully food for thought as you head off toward the Autumn break!

**Thank you for your continued support and I look forward to seeing you later this term.**

**Helen**

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*The three latest reports demonstrate that our schools are delivering better student/pupil outcomes by working together, sharing leadership and teacher knowledge and resources.*

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# Our Brighter Future's Curriculum



*Pupils can apply their  
knowledge meaningfully across  
a broad range of subjects*



## Barnby Dun

### Ofsted Inspection

Our final few weeks of the long summer term in July were certainly a rollercoaster. We enjoyed some amazing family events – summer concerts, transition visits to new classes, sports days but also had a heatwave and an Ofsted Inspection to contend with! This was the third time Ofsted have visited us in the penultimate week of the school year. It was a shame that our eldest children were not actually in school as they were on their three-day transition visit to Hungerhill. However, the Year 5s stepped in and represented us in many of the discussions with Inspectors and all the children were brilliant during the two-day visit. The process was extremely rigorous and certainly left no stone unturned, but we were thrilled that all our hard work over the past year and during the height of the pandemic, to meet the higher expectations of the new Education Inspection Framework, have been recognised. The Ofsted judgements were: overall effectiveness – good, the quality of education – good, behaviour and attitudes – good, personal development – good, leadership and management – good, Early Years Provision – good.

The Inspection highlighted many strengths including our new, highly ambitious curriculum, highly positive learning attitudes and behaviours for the vast majority of children, children feeling safe and having trusting relationships with their peers and adults, particular strength in the teaching of phonics and early reading, strengths in maths and art particularly, positive partnerships with the vast majority of parents, strength in communication, incidents of bullying being rare and always dealt with effectively,



strength in leadership at all levels and positive impact of collaborative working within the Trust. The process has given us clarity in identifying specific areas to further improve and we have been able to start the new school year with determination, focus and real impetus in moving forward.

The final Inspection report states: 'most pupils are fascinated by the subjects they study. They especially enjoy gaining new knowledge about the past, great thinkers and creators and different places. Pupils are keen to succeed. They also know that 'they may make mistakes, which helps them to learn'... Over the past year, and following the previous Inspection, leaders and staff have successfully improved many aspects of the school... Senior leaders and subject leaders have developed a very ambitious curriculum. It enables pupils, and children in Early Years, to gain new knowledge and understand big concepts. Pupils can apply their knowledge meaningfully across a broad range of subjects... Behaviour in class is impressive. Pupils enjoy school and their attendance is high.' We are so proud of our children, staff, Governors and grateful for the support of the Trust, our parents and community.

### **Pumpkin Picking**

Our three classes in Key Stage One have been learning about healthy eating as part of their science component and spatial sense as part of their geography component. We therefore thought it would be a great opportunity to combine both by taking the children to Barnby Dun Farm to take part in pumpkin picking. We also spoke with the children about the importance of supporting local businesses



**Continued >>**



# Our Brighter Future's Curriculum



Continued >>



and how hard the farmer and his team have worked planting and growing over 7000 pumpkins! We are so proud of our village and our local area.

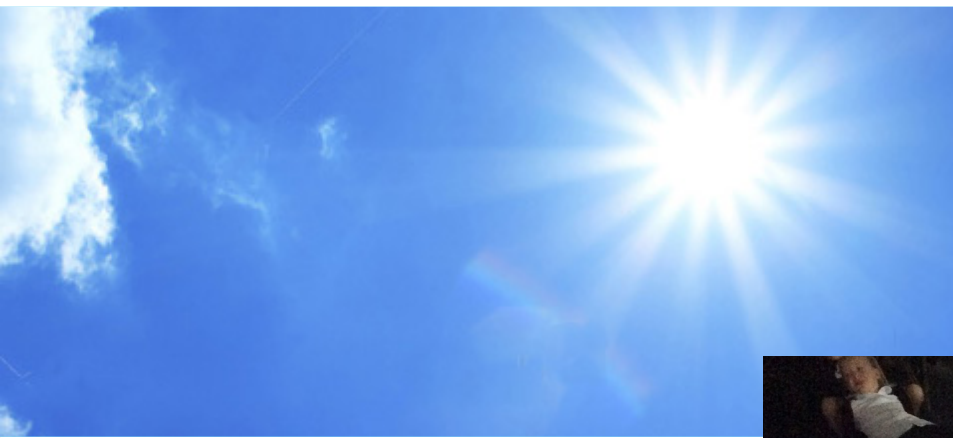
The farmer talked to the children about the growing process and let them look at and feel a variety of pumpkins before they went out into the field and chose their own. It was a very hard decision to make as there were so many to choose from. The farmer commented on how sensible and polite our children were during the visit.

The children had to show lots of resilience carrying their chosen pumpkin all the way back to school.

### Extra-curricular clubs

One of our school improvement priorities this year is to provide all pupils, including those disadvantaged, with access to a diverse, rich set of experiences to nurture, develop and stretch their talents, interests and character and for these to be coherently planned in the curriculum and through extra-curricular activities. During this first half term, children have enjoyed after school clubs in: basketball, gymnastics, football, art, maths, computing, film, Eco Warriors and Mindfulness.

Our new Mindfulness club has proved popular. The aim of these sessions is to provide children with the knowledge and understanding of how to support themselves to have a healthy mind. We recognise the need for children to be able to understand their



own emotions, talk to others about their feelings and regulate themselves in a positive way. In doing so, children can be self-aware, feel secure in their relationships and thrive in all areas of their lives.

During our sessions, the children have opportunities to relax and practise how to control their breathing. We know this can help us when we are feeling different emotions such as anger, frustration, sadness or worry. We have learned about the various parts of our brain and use the Meerkat, Owl, and Elephant to engage with our inner voice. We use positive affirmations to build confidence, encourage bravery and develop a sense of ambition and drive. The possibilities are endless when we believe in ourselves.

The children have really enjoyed reading stories such as, "Fill a Bucket." These link to kindness and promote how to care for one another. We have incorporated dancing, singing, crafts, yoga, and 'proud time' into our routine so that the children can enjoy being present in the moment. Becoming fully immersed in creative, physical activities supports us to feel calm and happy. We end our session with a visualisation reflection. These help us to make sense of our thoughts and feelings and share strategies of how we can overcome challenges.

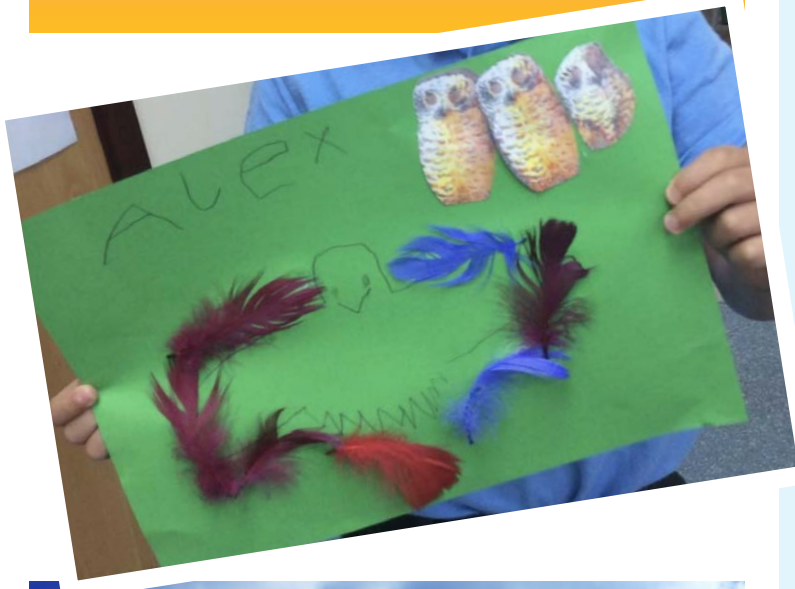
The children are enjoying using their happiness jars, breathing blowers, and calming techniques at home. Parents/carers have been so supportive and the feedback has been amazing!

**Next half term, clubs on offer will be: dance, football, basketball, art, cooking, film, Mindfulness, sign language, Reception/KS1 Christmas choir, Eco Warriors and KS2 choir/ Young Voices.**





# Our Brighter Future's Curriculum



*We created freeze frames for the key parts of the book and created our own actions for the story using a story map. We then challenged ourselves to draw our own story maps.*



## Dunsville

### EYFS Owl Babies

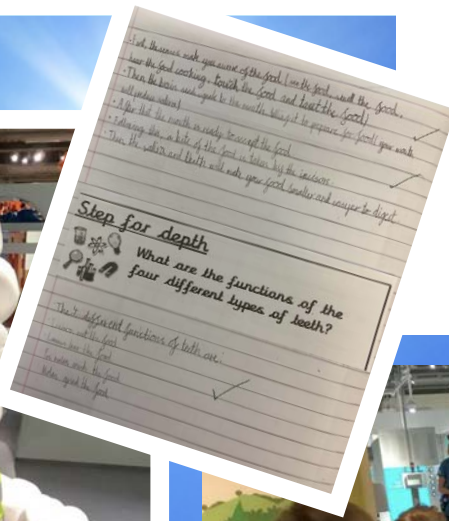
In Foundation this term, we have had so much fun reading the Owl Babies story by Martin Waddell. We began our literacy journey with a hook including clues about our new book. We made some predictions about the book before exploring the front cover and reading the story.

It was lots of fun acting out the story. We created freeze frames for the key parts of the book and created our own actions for the story using a story map. We then challenged ourselves to draw our own story maps. We have also enjoyed continuing this into our play by independently writing about the Owl Babies and creating our own Owl Babies artwork during our independent learning.

### LKS2 Visit to Eureka

This term, Year 3 and 4 had the opportunity to visit the wonderful science museum - Eureka! During the day, we visited the different areas of the exhibition, including 'All about me', 'Living and working together', 'Soundspace' and 'Spark gallery'. We were also treated to an amazing energy show hosted by a science expert. During our time in the 'All about me' section, we found out about the different parts of the human body and the systems that help our body to function (skeletal, nervous, muscular and digestive).





This really supported our learning in class as our topic in the first autumn half term was 'the human body', with a particular focus on how the different systems within our body work in order to keep us alive. After that, we had great fun in the 'Living and working together' section as we had the chance to dress up and role play in a range of real-life jobs, including a bank worker, supermarket worker and post office worker. During the afternoon, we were able to explore the 'Soundspace' area and learnt how sound is created and how it travels. Finally, we went to the theatre area to watch the energy show, which taught us the main rules of energy and how energy can be transferred. It was exciting because some of us even got to volunteer and take part in the fun experiments! What a super scientific day!

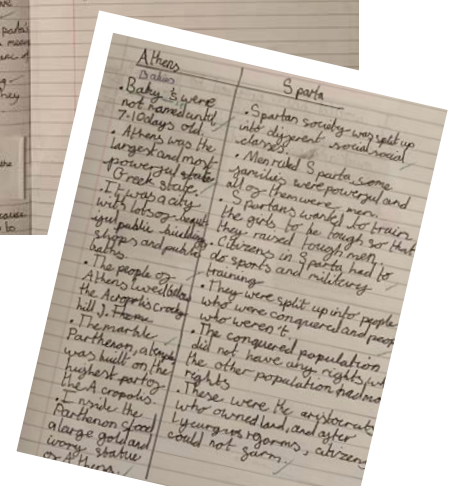
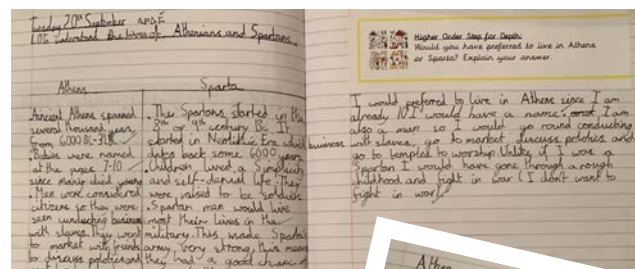
## UKS2 History Unit

In Year 5 and 6, in history, we have been learning all about the Ancient Greeks. Our topic began with identifying the city-states of Sparta, Athens, Macedonia and Olympus on a world map. Then we deepened our understanding of the city-states by researching what life was like for people who lived in Athens and Sparta. We found out that the Spartans were strong warriors, who led frugal lives, and the Athenians' chief interests were democracy, science and the arts. Once we had a clear understanding of Greece and its citizens, we explored the Persian wars.

During our Persian war lesson, we learnt about two famous battles: The Battle of Marathon and the Battle of Thermopylae. The children enjoyed a practical



and engaging retelling of the events using drama. The children were able to recall key historical figures, important dates and events. After this session, the children applied their understanding to create an extended piece of writing which was a newspaper report about the Persian War.





# Our Brighter Future's Curriculum



*What an amazing day. Really enjoyed getting to know more people in my form group.*

**Alexander Leonard** //



## Hungerhill

### Year 7 Kingswood Visit

Our Year 7 students recently attended The Kingswood Activity centre to take part in a range of activities. By combining team building exercises with thrilling outdoor and indoor adventure activities, the aim was to provide students with a wealth of new experiences outside of the classroom, whilst also providing an opportunity to develop successful relationships with both their peers and new form tutors.

### Thriller!

On Thursday 29 and Friday 30 September, Hungerhill was buzzing with excitement as we welcomed West End star Florivaldo Mossi. Flori, who has played Michael Jackson in Thriller Live, led a series of workshops across the two days. On Thursday the Year 9 Performing Arts students were put through their paces in a 3-hour session that saw them learn the choreography to one of the Thriller numbers, working towards a performance of this where they also focused on spoken delivery and stage presence. The students thoroughly enjoyed this experience. The Year 10 Performing Arts students had a shorter workshop session in the afternoon and on Friday it was the turn of our KS3 students. Flori also did a meet and greet in our school library where students were able to ask him questions about his performances; there were many about the infamous "moon walk"; and get an autograph.

Speaking of our students Flori said he was "really pleased with the student's attitudes towards the workshops. They were engaged at all times, and so



**Brighter  
Futures**

Learning Partnership Trust



*The team building activities were my favourite as all our form got to work together to complete the*

**Elizabeth Adamson**



enthusiastic it was great to see. They did a brilliant job at picking up the material from the show and there was plenty of potential in the room."



# Our Brighter Future's Curriculum



At the end of each half term, the children have their Life-ology Passport stamped with the corresponding colour of that category.



## Kirk Sandall Infant School

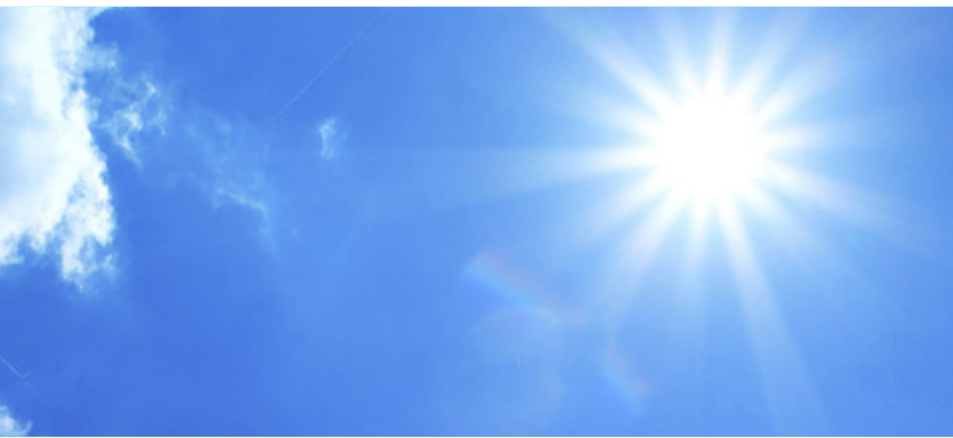
### Life-ology Classes

At Kirk Sandall Infant School, Life-ology classes have begun! These are sessions that focus on improving children's life skills and cultural capital. Every half term, the children choose a class within one of the six categories – Physical Health, Mental Health, Cognitive Health, Digital Health, Financial Health and Creative Health. The children then attend their chosen class for one hour every Friday afternoon where they learn alongside other children from across the school. At the end of each half term, the children have their Life-ology Passport stamped with the corresponding colour of that category. Every half term, the children choose a class from a different category ensuring access to every category by the end of the year. The children are really enjoying their chosen classes and working with children of different ages.

### Reception Unit

We thoroughly enjoyed exploring and learning in our newly designed Reception unit. The children can engage in their learning in a much larger area where they can choose from a range of engaging provision. The unit is spacious and effectively planned to allow children to develop important skills – fine motor in the playdough, problem solving skills within construction and creating their own pieces of art in the creative areas.





### Junior Leadership Team

At Kirk Sandall Infant School, the children have been learning about the British Value 'Democracy'. Each class voted for two children to be the Junior Leaders who will represent their class this year. The Junior Leaders first task was to judge which classroom has the best reading area. The Junior Leaders gave feedback, saying what they liked about each reading area and what could be improved.





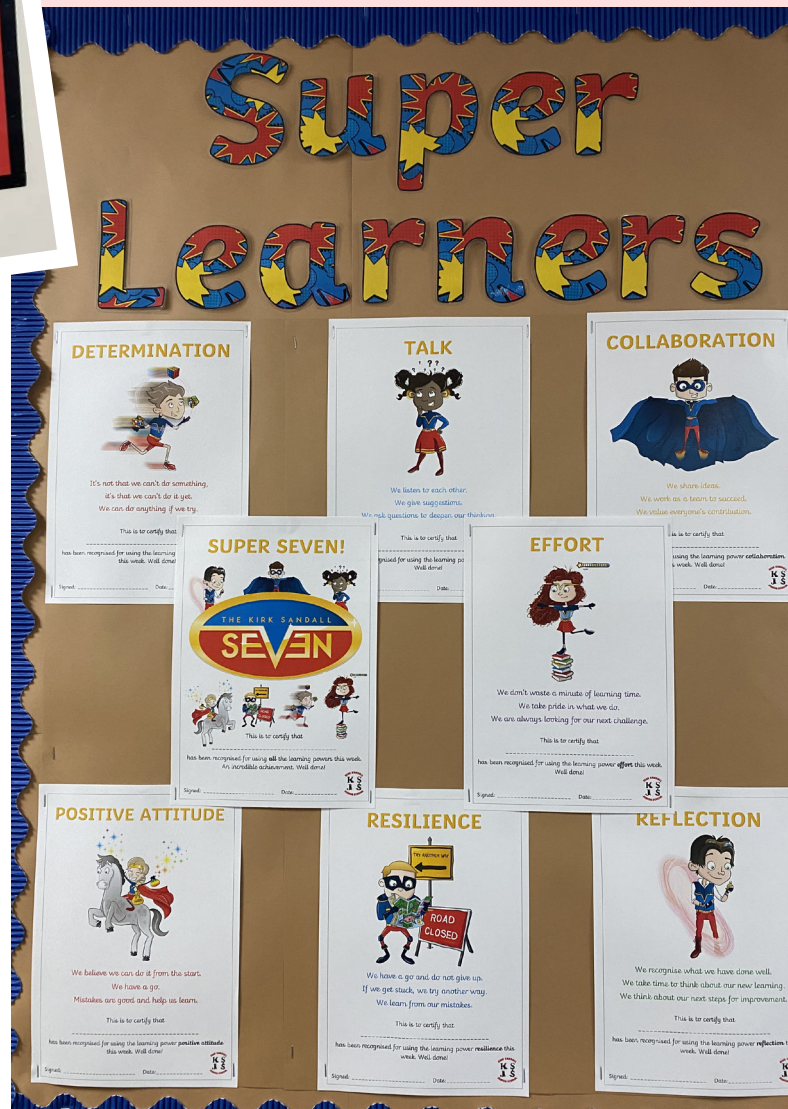
# Our Brighter Future's Curriculum



## Kirk Sandall Junior School

KSJS have enjoyed a celebration of attendance with our winning class getting VIP treatment and priviledges. We also now have a raffle for all of our 100% attendance children who can be drawn out to wear non-uniform on a Friday.

KSJS have enjoyed celebrating habits for learning and identified some great character in the classrooms this week. We even have our first Super 7, which is a demonstration of all desired learning powers!





## UTC

### Geography Field Trip

Y13 Geographers went to West Somerset in September to practice their fieldwork techniques to help them collect data for their NEA's. Field sketches in a blustery Minehead. Stunning Porlock Bay collecting data on beach profiles - pictures before and after the rain!



### Medical Science students experience

What an amazing experience this term for our Post 16 Medical Science Students and staff. All the students visited the Pathology laboratories and had a tour around Doncaster and Bassetlaw Teaching Hospital. They visited the Automation lab, Immunology & Virology, Histopathology and Microbiology labs.

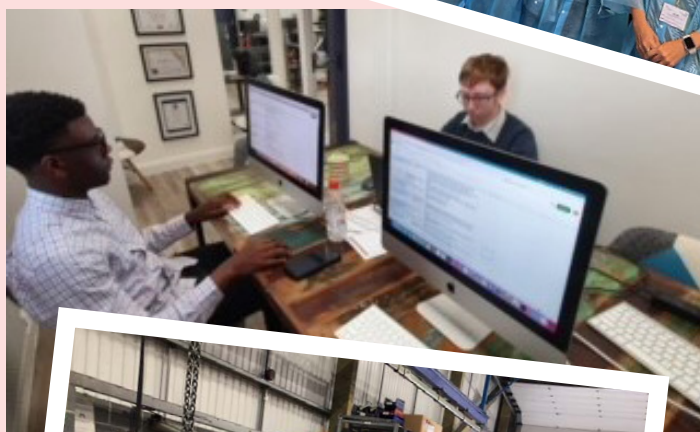
We are very pleased to share that two of our Medical Science students have successfully passed their University Clinical Aptitude Test (UCAT) exams this week which will enable them to apply for Medical School this year!!

Well Done!!



### Work Experience for Y13 and Y11

We would like to congratulate all our Y13 and Y11 students on a successful Work Experience week. We would also like to thank the 116 employers who have supported us with ensuring our students have a great insight into industry and the world of work. A great example of collaboration and successful partnerships.





# Our Brighter Future's Curriculum



*We have hit the ground running with learning our times tables. Our weekly times table competition on Times Table Rockstars and MathShed have meant that we have even been trying to log on while at home and improve the whole class score.*



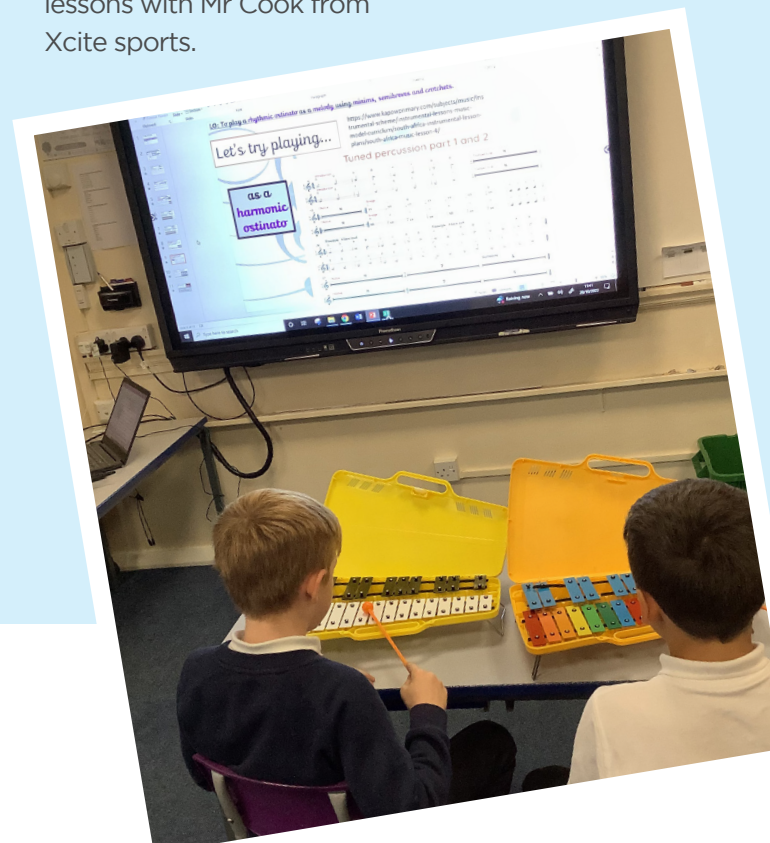
## West Road

### Year 1: Science!

Year 1 have been learning about senses in their science lessons at West Road. At the end of the topic, we were lucky enough to have a visit from the guide dogs, who explained how dogs can help people who can't see! We loved learning about how Guide Dogs are trained and what they can help people with - and we even got to stroke a real-life Guide dog! This links to our science component in PKC as we are learning all about Helen Keller and the work she did for the disabled community.

### LKS2: Autumn term!

Lower Key Stage 2 have had a great start to the new year. We have hit the ground running with learning our times tables. Our weekly times table competition on Times Table Rockstars and MathShed have meant that we have even been trying to log on while at home and improve the whole class score. This term, we have been learning to play the xylophone in our music lessons and we have been enjoying our PE lessons with Mr Cook from Xcite sports.







*We have also been getting to know each other in our groups and developing our own personal floor books, filled with our activities, feelings and comments which we love to share with our parents and carers.*



### Life skills with Ms Feetham

In Life Skills this half term, we have had a wonderful time exploring Autumn and everything Autumnal. We have looked at changes in the season making Andy Goldsworthy Land art, lots of food cooking such as toffee apples and smoothie making and then exploring the environment through investigation techniques and den construction.

We have also been getting to know each other in our groups and developing our own personal floor books, filled with our activities, feelings and comments which we love to share with our parents and carers.

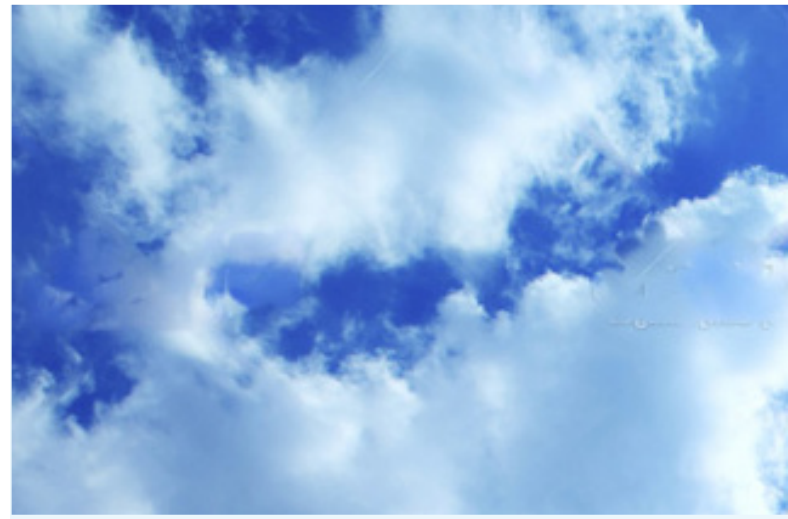




# Teaching and Learning



*Many of us use questioning in the classroom that is solely rooted in a correct or incorrect answer structure. Questions are often merely checks for understanding, instead of an opening of minds and engagement of brains...*



## A Thirst for Learning

**How as a Trust can we ensure that the pupils in our schools have “A Thirst for Learning”?**

Recent research has shown that on average teachers ask an average 43.6 questions per hour, therefore in an average career they are likely to ask approximately 2 million questions. However, despite this huge number of questions apparently the questions posed are consistently of the same kind. (Kerry 2022) If that is the case, how many of our questions are “Big Questions”? Questions which are thought-provoking, mindset shifting and debatable? They help to grow a culture in which there is a thirst for learning by guiding pupils to want to think and learn by sparking curiosity and an inquiry process.

Many of us use questioning in the classroom that is solely rooted in a correct or incorrect answer structure. Questions are often merely checks for understanding, instead of an opening of minds and engagement of brains, as the teacher asking a question has a specific answer in mind. And of course, that’s appropriate sometimes especially when we are testing knowledge gains. However, Wilhelm (2014) states that as teachers we need to use questions that “Frame a unit of study as a problem to be solved”. It should connect pupils’ previous knowledge, lived experiences and interests (their only resources for learning something new). And it should connect what they learn back to the real world, where they can put their new understandings to work. Big questions are open questions, with no exact right answer. Wilhelm noted the key to crafting successful Big Questions is in creating compelling questions that lead to ongoing discussion and authentic (real-world connected) learning.

## Big Questions Work Everywhere

Big questions are not just for an English lesson or for a specific age group. They can work across subject areas and are particularly effective at generating lively participation in the classroom. When they become embedded as part of a teacher's normal lesson planning pupils often enter a classroom excited for the day's Big Question. Big Questions build a pathway toward deeper learning. Academic subjects aren't just theories in textbooks to be memorised and recalled. Asking Big Questions builds a bridge between the learner and the content — one they may just take to the dinner table and beyond.

## How to Craft Big Questions that make pupils think!

**Think BIG:** Look for the overarching themes, moral issues, and big concepts of the intended topic

(subject content to be taught) and use an image to magnify the impact.

**Make Connections:** Create questions that form a link between those big ideas and real life.

**Keep it Open:** Your essential question should be open-ended with no exact correct answer.

**Explore Human Experience:** Explore how learning the subject content relates to the human experience, human emotion, or morality.

**Keep It Debatable:** Let your question intentionally leave room for argument, and let your pupils run with it.

**Know Your Audience:** The more you know your pupils, the more likely your questions will land.

## Some of my recent favourites:

The **BIG** Question:

How will Brexit affect strawberries in the UK?



The **BIG** Question:

What is this scientist doing? What type of scientist is he? Why is his work so important to the future of this planet?



The **BIG** Question:

Who are these children? Where in the world are they? How do their lives compare to yours?



The **BIG** Question:

What happened to the Gummy Bear?





# Early career framework



*Having the dedicated support of my mentor has been invaluable and has allowed me to progress further than I thought I would in my first year*



## Early career framework

The Autumn term has been an exciting one so far for the ECTs with our first cohort from last year progressing into their second year with the trust and a new intake of ECTs across all of our schools. Each ECT has a dedicated mentor and support from the moment they enter the trust. This allows for a point of contact for support in terms of planning, behaviour or just to talk. Our 2nd year ECTs all attended their 3rd conference linked to the programme, this was held at Notre Dame High School in Sheffield and the focus was on the importance of professional development. All ECTs engaged exceptionally well with the day and took home the key messages to use in their own schools/UTC. At the end of the summer term,



we held our first ECT celebration event that we held at Doncaster UTC in which we celebrated the year and the contributions and development they had all made. It involved speeches from Helen Redford-Hernandez and John Ryan who spoke about what it means to be part of the Trust and what their second year on the programme would entail. It also allowed ECTs who work across the trust to talk and share ideas about their first year. This model of bringing our ECTs together will be continuing for all our ECTs in the second Autumn term. We also took the opportunity to take feedback from our ECTs on what it is like to be part of the trust.



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*Visting other settings in the trust has been an excellent experience and allowed me to see further examples of high-quality teaching and then use these ideas within my own class*

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*Being able to meet with other ECTs in the trust has been great as we can talk and discuss, we are all able to share examples and ideas that we can use*

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# Shout Outs

## Dunsville – Shout Outs:

**Kristylee Denton, School Business Manager** for going above and beyond and helping everyone out at lunchtime.



**Kerry Waggott**

**Kerry Waggott – Teaching Assistant** for midday supervisor and breakfast club assistant who does so much for the 1:1 pupils she supports. She does anything you ask her quietly and promptly.



**Kristylee Denton**

**Laura Atterbury – Teaching Assistant** teaching assistant and midday supervisor, for being a star in Early Years and taking in her stride all the challenges that her new role has brought.



**Laura Atterbury**

## Barnby Dun Primary Academy

### – Shout Outs:

**Claire Gamble – Year 1 teacher**, science and PSHE leader – Claire has had a hugely positive impact in the two terms she has been with us. She is truly one of the most hard-working, caring and conscientious teachers I've ever employed. Claire is the ultimate problem-solver and works tirelessly to overcome challenges. It is a pleasure to work with her every day.



**Claire Gamble**

### **Michelle Cooper – Teaching Assistant**

Michelle is a highly effective, motivated and loyal teaching assistant. I could put her with any class in any year group and know she would do a super job. Michelle is superbly professional, uses her initiative and is such a great team player.



**Michelle Cooper**

### **Gemma Beck – Teaching Assistant**

Gemma is an amazing TA. She has great initiative, is helpful, loyal and very hard working. Gemma never shies away from a challenge and always has a smile on her face. We are very lucky to have her here.



**Gemma Beck**

## Hungerhill Shout Outs:

Welcoming our Year 1 and Year 2 ECTs into the profession and the Trust (Paige Irving, Megan Griffiths, Chloe Hutton, Katie Fardell, Katie Holland, Sam Grierson, Jasmin Bulcroft, Lauren Walker, Jess Mee, Nish Singh, Rachael Dawson).



**Paige Irving**



**Megan Griffiths**



**Chloe Hutton**



**Katie Fardell**



**Katie Holland**



**Sam Grierson**



**Jasmin Bulcroft**



**Lauren Walker**



**Jess Mee**



**Nish Singh**



**Rachael Dawson**



# Shout Outs

## Kirk Sandall Infants Shout Outs:

**Rebecca Simpson-Page** Rebecca is a new member to our teaching team. Rebecca has built up strong relationships with children, parents and staff. She is quickly becoming an asset to the Kirk Sandall family.



**Rebecca Simpson-Page**

**Jayne Mills** Jayne is a teaching assistant who has supported children in both year 1 and year 2. She has supported the transition into Year 1. She has supported some targeted children with pastoral support.



**Jayne Mills**

**Kerry Savage** Kerry is a senior leader who has full commitment to her role. She leads on Maths, metacognition and is also designated teacher for our looked after children. She is having a positive impact on school improvement within the school.



**Kerry Savage**

## Kirk Sandall Junior – Shout Outs:

**Connie Redshaw** Connie is our year 4 second year ECT at KSJS. Connie has embraced the challenge of a new year group after teaching year 5 last year and has embedded strong routines. Connie has great relationships with her class and holds high expectations for all of them. In addition to this, Connie has demonstrated great leadership with supporting the English Lead with how vocabulary is taught and caught through our English curriculum.



**Connie Redshaw**

**Cory Deere** Cory has excelled in his new role as HLTA at KSJS. Cory has demonstrated great flexibility with teaching in a range of classes. Cory is committed to learning, always taking extra reading away and engaging in collaboration around the high quality practice of teaching and learning. Cory has great strength in building relationships with pupils and staff and this has shone through in his restorative practice where he has gone above and beyond to support inclusion and the education of some children that struggle with regulation in the classroom.



**Leuan Fletcher**

**Leuan Fletcher** Leuan is part of our Pastoral Team and has demonstrated great resilience and leadership with supporting staff and pupils and is our go to person for advice and support with a wide range of children with emotional and social difficulties. Leuan has used his skills and experience to build some great character in our children with Commando Jo's, Life skills and other restorative sessions. Leuan has had fantastic feedback this half term on his ability and success in building relationships with vital parties as well as networking efficiently to achieve the best outcome for our pupils.



**Cory Deere**



## UTC – Shout Outs:

**Caroline Hayes** - the work centred around safeguarding is a real credit. Caroline and her team provide a constant support for students and create a student-centred culture approach. She has also been instrumental in supporting colleagues across the Trust. She is professionally generous and is always keen to share and help others. Brilliant colleague!



**Caroline Hayes**

**Michelle Agate** - the work carried out to ensure Year 13 and Year 11 can all go on work experience has been phenomenal. This wouldn't be possible without your hard work and determination. The positive destinations secured for our students is very much linked to her work.



**Michelle Agate**

## West Road – Shout Outs:

### **Wendy Hales (inclusion staff)**

- for her dedication and commitment to West Road to improve our children's lives and social aspirations by running not only a girl's football team but also (very shortly) a boys'. Thanks Wendy, we are sorry we have not had the time to tell you this but ..... we are so pleased you are part of our team at West Road and thanks for all you are doing for our children... Your kindness, dedication to sport and time is very appreciated and our new football kit is ACE!

**Karen H (Admin Assistant)** - Karen is at the forefront of West Road, supporting all of our parents throughout the day, in school and on the phone and ensuring all issues are raised and passed on to the relevant staff member. She also does a superb job at looking after all our daily administration and communication- ensuring children are in early to breakfast club and collected by appropriate adults at the end of the day. We almost certainly cannot forget that Karen oversees our personal West Road newsletter ensuring parents have the most up to date news and information every Friday. We are very lucky to have you Karen, and you are truly appreciated by everyone in school.

**Joanne Keeton (Relief caretaker and SEN Teaching Assistant)** - We are sure every teacher and SLT member will agree at West Road that Joanne has been a 'blessing' opening up early and closing VERY, VERY late over the past few months! Not only that, but she also always has a smile on her face and no job is ever too much trouble- she is a helping hand to everyone, right from the kitchen staff to the year 6 team. She touches the heart of every child she works with and forms excellent bonds to help her understand the children's needs. She wants all children to make excellent progress when in her care and gives up much of her own time and efforts to ensure the resources and curriculum are tailored to her individual children. For that, Julie Woodward is very grateful that Joanne is one of the year 1 team. Thanks Jo.



**Wendy Hales**



**Karen H**



**Joanne Keeton**

**Central Team – Just to say and enormous thank you and well done to the finance teams across our Trust – the unsung heroes of the day who make sure that not only are budgets well-managed and efficient but that there are robust accounting and financial management strategies to deliver best value and make our money go that little bit further. Whatever would we do without you!**



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).

