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Messages from  
the Chair and  
CEO of Brighter  
Futures Learning  
Partnership Trust,  
**Mrs Helen  
Redford-  
Hernandez**



**The power of education is indisputable, and Brighter Futures continues to prioritise the development of strong and rich learning experiences to secure the best outcomes for all our young people and children. This would not be possible without our amazing Central Trust Team who oversee everything from finance, IT to HR and site management and, of course, the additional mentoring and support given to school leaders through the Trust school improvement arm. The recent Trust review undertaken by a highly experienced CEO from the GLF Schools Trust identified the strength of our Trust's vision and culture of learning which is underpinned by focussed approaches to professional development. The report identified how this helps create a strong collaborative workforce with a shared understanding of quality school improvement. This is borne out by the strong and improving outcomes across all our schools and our most recent Ofsted reports.**

Our Trust improvement strategy continues to have a strong focus on core skills as we recognise that fluency in numeracy and literacy underpin children's future life chances. It has been wonderful to see colleagues embrace the MAT CPD events which have shared the best strategies for developing reading across the curriculum and this will remain a key priority for the next 2 to 3 years. Equally our schools value the development of the whole child, and this newsletter highlights some of the fantastic opportunities provided for pupils to develop their wider learning experiences both in and out of the classroom. Character First has been working with the Trust to support this development as all schools invest significant resources in providing students with transformative experiences by promoting self-discovery and social mobility.

I am extremely proud of all our staff and governors who are embracing this narrative of an ambitious

future, and this edition of our newsletter highlights some of the fantastic commitment and time given to our schools by trustees, governors and staff. I particularly thank those of you who gave up precious time during the Easter holidays and after school to support our children and students with revision and exam techniques which will be essential to their success this summer.

Finally, I would like to thank all colleagues across our Trust for striving, in the most challenging of circumstances, to improve attendance, especially for our disadvantaged children as we know that improved attendance will secure not only future economic success for these young people but is a contributing factor to living long and healthy lives. Congratulations to all our attendance leads, senior leaders and tutors for driving this initiative. Trust attendance figures in all our schools have improved rapidly since September and persistent absenteeism is on a sharp declining trend. As the Secretary of State for Education Gillian Keegan stated recently in her newsletter: 'The link between attendance and attainment, wider development and wellbeing is clear. The government's analysis highlights that a 10 percentage point reduction in attendance is associated with a halving of the number of pupils who get a grade 4, 5 or above at GCSE English and Maths.'

I hope you find lots to celebrate in this newsletter. I haven't written much about the opening of our new UTC but we are very much on track to open in 2 to 3 years' time. We are in the process of working with the DfE, local employers and Local Authority in terms of designing the new build and curriculum. The DfE are extremely supportive of our mission, and I have every confidence that we will be opening on time providing many fantastic opportunities for our young people and staff. Watch this space!

**Helen**



*Trust attendance figures in all our schools have improved rapidly since September and persistent absenteeism is on a sharp declining trend.*







# Overall Trust News:



## My Role as The Chair of the Trust Board

**Having taken over as Chair of Trustees in January, I would like firstly to thank my predecessor Peter Duffield whose deep understanding of Multi Academy Trusts was invaluable to us all. I hope I will do justice to his hard work, as we proceed with our aspirations to provide the highest quality support for the pupils and staff of the Brighter Futures Learning Partnership Trust.**

My background is in teaching and, as a Head in Doncaster for more than a decade, I have a deep knowledge of the landscape and a profound respect for everyone working in education, in whatever capacity. Our Trustees are drawn from a wide variety of professions, each providing valuable expertise, to ensure that the offer to our learners is well resourced and underpinned by secure management. While

much of this is unseen, I can assure you that the Trustees pay close attention to the impact of our guardianship on the day-to-day experiences of all those working and learning in the Brighter Futures family of schools. We believe that our hard-working staff should be able to get on with the important job of looking after the educational and personal development needs of the pupils, confident in the infrastructure the Trust has built, and continues to build, to support them.

I know of the challenges facing schools and believe these are better met working together, sharing solutions and mutual support. We have some incredible teachers, support staff and leaders working hard to create an environment in which all can thrive and be the best versions of themselves. I am pleased to be associated with the Trust and pledge to do my best to ensure that the next chapter offers all that our children and young people deserve.

**Pippa Dodgshon**

## My role as Chair of Governors at Doncaster UTC

**I came to my role as Chair through a combination of my professional experience and an awakening desire to give back to my hometown. I work for an employer (IBM) who have a very strong “giveback” ethos, but places like Doncaster didn’t (in 2018 at least) tend to get much help. So, as a proud Doncastrian, I decided to try and help.**

A chance conversation with Dan Fell from the Chamber led to a meeting with Helen and I was offered the opportunity to get involved with Doncaster UTC during the “build” phase, through the Project Steering Group.

As the UTC was heading towards opening, my role in the PSG evolved into being the first ever Chair of Governors – a role I’d never considered possible but was very honoured to accept. Although I’d never been involved in educational governance before, many of the skills I had learned during my IBM career proved invaluable, and, with the help of the Trust, and an amazing set of co-governors, I’ve built my experience to the point where we were even complimented by Ofsted for our governance last year!



As Chair, I get to work with a wonderful group of governors, teachers and young people – whether that’s through our LGB meetings, my weekly visits to the UTC or the mentoring sessions I am privileged to hold with our students. The opportunity to positively impact the destinations and life ambitions of Doncaster’s next-generation workforce is something that never fails to motivate and inspire me – I may even have even shed a tear or two on our first ever GCSE results day last year...

To anyone reading this who is considering volunteering as a governor, I’d encourage you to go for it – BFLPT are a very supportive Trust who will give you all the backing you need to succeed, and you will learn so much along the way – all while helping to improve the future prospects of Doncaster’s young people.

**Chris Oldacre**

## My Role as Governor at Doncaster UTC

**After retiring from a career in education, I was invited to join the Governing Body at Doncaster UTC. I am now in my third year in the role and have contributed my knowledge, skills, understanding, and experience gained over the last 35 years, firstly as a classroom teacher and secondly as a teacher educator. Although I had worked for such a long time in education, I had never been a school governor, and so it was a role I welcomed, as a means of being able to give something back to the local community and to endeavour to make a difference to the lives of young people in the UTC.**

I am a member of a team of governors, and we all have different skills and experiences that we bring. My particular responsibility in the team is

for Safeguarding and SEND. It is a role I take very seriously, by keeping abreast of all developments pertaining to Safeguarding, for instance, currently the use of smartphones and online abuse. I scrutinize government legislation and guidance, to make sure that I can ask challenging questions during my termly meetings with the UTC Designated Safeguarding Lead (DSL). During these meetings we review any current Safeguarding issues, for example, anti-bullying, peer mentoring, non-attendance, child protection, behaviour etc. I also check that record keeping is up to date and that procedures are being followed by all staff. I then report back to my fellow governors and the Principal at our termly Local Governing Body meetings.

An aspect of my governor role that I particularly enjoy is having contact with students in the UTC, as pictured. Last year I carried out a focus group with a small group of girls, to explore their views on the effectiveness of Safeguarding arrangements in the UTC. It was refreshing to hear their views and to be able to provide feedback to the DSL.

In summary, I find my role as governor very rewarding. I have learnt a great deal and hope that, as part of the Governing Body, I have made a significant contribution in helping to improve the quality of education and outcomes for young people at Doncaster UTC.

**Anne Convery**







# Our Brighter Future's Curriculum



## Barnby Dun Primary Academy

### Sensory Processing Disorder Assembly

A group of our wonderful Pupil Parliament members planned and delivered a fantastic assembly for our Key Stage 2 children, all about sensory processing difficulties and how some people find sensory input (sounds, smells and the way things feel) harder to process and cope with than others. The children had given up a lot of their own time to research and prepare the presentation, and their audience gained a lot of new learning from the knowledge they all shared.

We also shared a lovely poem that we found, written by a mum whose child has sensory processing disorder:

### Fireworks in Your Mind

Imagine a day, Imagine a way,  
That you could see the world through my eyes,  
And I could see the world through yours.  
Imagine a day, Imagine a way,  
When you could feel what it's like to be me,

And I could feel, what it's like to be you.  
Life was meant to be perfect; life was meant to be fair.  
But life isn't like that; there's no fairness there.  
If I could swap with you, I would;  
Knowing that for once, you could hear silence.  
I try to imagine what I would feel,  
Inside your mind, if it was real;  
But I can't.  
The noise, the lights, the smells, the fear,  
Entwined together; and I try to hear What you hear.  
But I can't.  
I imagine a world, where lights flicker and blind,  
And noises combine as they merge in your mind,  
And colours burn so vivid and bright,  
That I wonder if it's possible that they might Explode.  
Yellow, blue, orange and red;  
Burning, fizzing,  
Inside your head,  
Like fireworks.  
Burning, fizzing,  
Inside your head.  
I know that empathy can never reveal,  
The extreme emotions that you try to conceal;  
But I know it's impossible to hide it away,  
When the fizzing and burning is there every day.  
And nobody seems to understand why  
You do what you do as your mind starts to fly.  
When other children manage to sit still in their seat,  
But for you, with the fireworks, it's a more challenging feat.  
When they only hear the words spoken aloud,  
But for you that one voice is lost in a crowd  
Of noises and lights and colours they can't feel,  
But for you, they are many, and varied, and real.  
You want to try to please all around you,  
But it's too hard – they simply don't feel what you do.  
In a society which claims to be considerate, should  
The quiet behaviour be deemed what is 'good'.  
Sit still. Be quiet. Try to conform.  
But to do that, you would have to transform.  
And it's hard to understand, when from the outside you seem,  
Just like the others, but that's just a dream.  
I can't climb inside your head,  
But I can walk beside you, and be there, instead.  
And side by side, as I hold your hand,  
I can promise to try to understand  
The noises, the lights, the chaos entwined,  
Which ignites the fireworks in your mind.

**The Pupil Parliament members had so much success that they delivered the presentation again, but this time for parents.**

### Lunchtime Club

We recognise that lunchtimes can present challenges to some children: the lack of structure, different adults, outdoor environment, weather, different routines. Not all children like running around, playing tig or football for a full hour! We have therefore set up an indoor lunchtime club where a group of children, with similar interests, can come together to enjoy art and craft activities and games in a quieter, comfortable and less busy environment. This has removed the anxiety that long lunchtimes outside can bring and has meant they look forward to this part of the day, rather than being worried about it.

For some children, this has transformed their attitude to attending school every day as they have made a wider circle of friends, from different classes, who all love the opportunity to exercise their creativity, whilst feeling safe, comfortable and secure. We have also used this opportunity to develop pupil leadership as some of our Pupil Parliament members have been responsible for planning and leading the sessions and acting as mentors to others.

### Music Curriculum

In the last two years, we have worked hard at Barnby Dun to develop our Music Curriculum. It started with the implementation of the Kapow Music Curriculum across all classes from EYFS to Year 6. As part of this, we invested in a new class set of glockenspiels to ensure all children were able to fully participate in lessons with a practical element to develop key musical skills –and listening to pupil feedback –these are certainly now a favourite in our music lessons!

In the Autumn Term this year, we received positive feedback on our musical journey so far during our Music Deep Dive and some clear steps on how we



can improve even further –which we are already addressing. We strive for our Music Curriculum to give all children the opportunities to listen to high quality music, perform and compose and hope to inspire the next generation of musicians. To promote this, we have introduced using music as the children arrive in their classrooms in the morning. So far, we have explored famous composers and musicians, instrument families and music from various parts of the world as part of our daily morning routine.

We have also taken groups to participate in the Young Voices Choir for the last two years –this is where we sing as part of the UK's largest children's choir at Sheffield Arena: performing with hundreds of other schools and professional artists/musicians. It is an amazing experience which gives the children the opportunity to develop singing and performance skills whilst having a great time.

We are also increasing the opportunities for children to take part in musical projects across the Trust. At Christmas, the Young Voices choir sang at Hungerhill School in a community performance and in the Summer term, some children in Lower Key Stage 2 will participate in a Royal Opera House inspired performance alongside children from other schools within our Trust.

We still have lots to come in the Summer Term –we will be increasing the number of singing opportunities in school and of course the Key Stage 2 Summer Musical Performance is always a calendar highlight.





# Our Brighter Future's Curriculum



## Dunsville

### Year 1 and 2 Design and Technology Day

The children in Years 1 and 2 completed a Design and Technology Day. They worked collaboratively with peers to design and create a chair that would hold a teddy.

Through the day they learned to distinguish between man-made and natural structures, looking in and outside of school. By the end of the day children were able to state whether a structure was stable or unstable. The children explored the concept and features of structures and the stability of different shapes, knowing which one would be best for their chair design and through this were able to identify what makes a chair stable; trial and error was used to understand that the shape of a structure affects its strength. Working with peers they designed and constructed a chair for a teddy to sit on. The final structure was evaluated for overall strength, stiffness and stability.

The day was a great success, and the teddies were impressed by their new chairs too!

### Musicians in the Making

Over the school year, some of our children have had the exciting opportunity to learn to play the guitar or flute. The children have been enjoying weekly lessons focused on reading staff notation, playing their instrument, and even performing to an audience. The children have enjoyed playing a variety of different tunes and growing their confidence throughout the year.

At the end of the Autumn term, parents and carers were invited into school to see, and hear, the progress that the guitar ensemble had made. It was unanimously agreed by all that the guitarists were impressive as they played a medley of tunes that



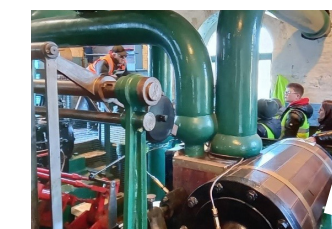
they had been practising throughout the year. We are excited to see what more they have in store for us this year!

### Magnificent Miners

Years 5 and 6 had the opportunity of visiting the fascinating National Coal Mining Museum in Wakefield as part of our new 'Industrial Revolution' History topic. During the day, we visited different areas of the colliery to find out what life was like for the local miners and the community. Amazingly, we got to experience what it was like to work deep in the mines by stepping foot, as part of a tour, into a previously working mine!

First, we got kitted out with helmets and torches before making the long, nervy journey down into the depths of the mine. We were led by a former miner, who explained what different jobs people would have had and that children as young as five years old had worked in the mines.

Fascinatingly, we got to experience just how dark it was in the mines and were shocked to find out that we could not even see our own hands in front of our faces when all the lights were out. It was amazing to think that some people worked in such complete darkness down there!



Once we had completed the tour of the mines, we explored the technology centre and discovered how lamps and lights had changed over the years, which linked nicely to our upcoming science topic on 'light'. We also discovered how mining techniques and equipment had improved over time.

After lunch, we visited the former bath houses and were interested to discover that there were clean and dirty sides and that miners all showered together.

Next, we went to the Winding House and learnt how 'The Winder' had the very important job of controlling the lift. The Winder had to have excellent concentration because he could not see the lift yet had to control exactly when to start and stop the lift in order to keep the miners safe.

Finally, we were able to visit the museum shop and purchase a souvenir to remember the terrific day we had at the mining museum. We had an amazing day and truly appreciate just how hard the work was for a miner and how important their job was.





# Our Brighter Future's Curriculum



//  
*I have made so many friends  
and I am so glad I get to be part  
of their lives!*

Oliver

//  
*It's been such an amazing  
experience, and the memories  
will last forever!*

Fagin

//  
*I find this production fun because  
everyone is kind and I like playing  
the role of a villain!*

Bill Sikes

//  
*It has been an amazing  
experience that I will never forget. I  
have met some lovely people!*

Nancy

## Hungerhill

### Oliver! Jr

In February we held our school production of Oliver! Jr. The students gave their all to every single performance, which included a special performance to an awe-inspired audience of Year 5 and Year 6 students from Kirk Sandall Junior School and Edenthorpe Hall on Tuesday morning. Miss Holland and Miss Crowder are immensely proud of the students, in both performing and supporting roles, who have dedicated so much of their own time working on this since September, truly embodying the school core values of resilience and excellence.



//  
*I never guessed that I would get  
a main part, I feel everyone has  
done a great job!*

Dodger

//  
*A life of pick pocketing can be  
stressful but 'it is a fine life'*

Fagin's Gang

//  
*This has been an unforgettable  
and surreal experience, and we  
are now having 'a fine life' with all  
of our friends.*

Bet

//  
*It has been a great  
experience and fun to make  
new friends!*

Sowerberry's

//  
*This has been a great  
experience which has  
developed our musical talent!*

Officers





# Our Brighter Future's Curriculum



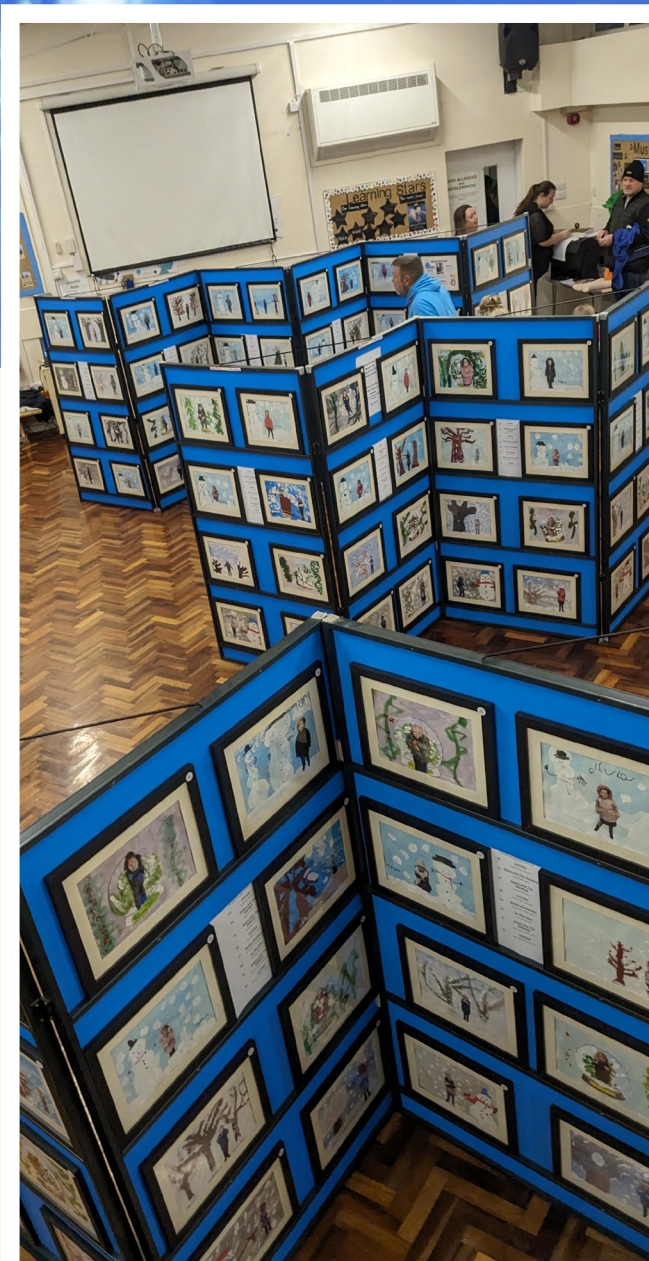
## Kirk Sandall Infant School

### Reading Buddies

We are delighted to announce the launch of Reading Buddies at Kirk Sandall Infant School. The Reading Buddy Scheme is designed to support our younger readers, with increased opportunities to share books with older peers to develop their reading fluency. The Year 5 Kirk Sandall Junior School Reading Buddies visit the Kirk Sandall Infant School pupils twice a week; Reading Buddies will spend time with their reading partners, listening to them read, supporting them when they find some words difficult, talking about the books that they have read and asking them questions.

The Reading Buddies programme can help to model good reading and promote an enjoyment of reading from an early age. As with any skill, reading needs to be practiced on a regular basis, with this additional practice as well as modelling, our pupils can improve their own skills

The Year 5 Kirk Sandall Junior School Reading Buddies have attended special training to prepare them for their role, including reading, coaching skills, and strategies.



### Art

At Kirk Sandall Infant School, we have been really developing our art skills. Under the careful leadership of our new subject leader, Mrs Simpson-Page, we have explored portraits, shade, and tone within paintings and careful colour mixing in Early Years Foundation Stage.

Children were delighted to be able to exhibit their artwork in a recent Art Exhibition held at the school, where framed prints were available to buy as beautiful keepsakes.

### Supporting our community

Kirk Sandall Infant School held a non-uniform day on 18th March. In return for wearing their own clothes, the children donated an Easter egg to the local foodbank. Along with other local schools, the Doncaster Foodbank was overwhelmed by the support. We are so proud of our young people and how they gave so generously to those in need in our community, meaning no one should go without an Easter egg this year.







## Our Brighter Future's Curriculum



### Kirk Sandall Junior School

#### Year 3 and 4 Sporting Superstars!

On Thursday 14th March, some of our Year 3 and Year 4 pupils had the opportunity to visit the English Institute for Sport in Sheffield for their annual Sports Showcase Event. During the day, our pupils were given the chance to try popular sports such as rugby league, table tennis and dance. We even had the opportunity to try more niche sports such as: speed stacking, archery, and hand ball. Each one of our pupils had a go at each activity and showed great determination and resilience throughout the day.

The Sports Showcase was a fantastic opportunity for the children to develop their teamwork skills, too, as they worked together. The children represented Kirk Sandall Junior School wonderfully; they were true ambassadors for our school. The teamwork and sportsmanship displayed throughout the day was wonderful and it was a pleasure to attend this trip with such enthusiastic, well-behaved children. I look forward to the next event. Well done, Year 3 and Year 4!

Year 4 also attended an excellent Basketball Tournament. They were coached how to dribble, score and the rules of basic basketball. At the end of the coaching session, each team got the chance to play one another. The children said they had an amazing time, and some have even commented that they would like to take it up as a hobby! In the competition, KSJS were the winners. Fabulous work, Year 4!



#### Year 5 and 6 Spelling Bee

Earlier in the term, the children in Years 5 and 6 were invited to a Spelling Bee at Hill House School. Of course, we accepted the challenge! After a nerve-wrecking knock-out stage at school, the final 5 Kirk Sandall representatives were selected. We all assembled in the hall of Hill House on a chilly Tuesday night prepared for a spelling battle! The first round comprised of a written spelling test, and the words were VERY hard.

The top speller from each school was selected to represent their school in the second round. However, out of the 17 schools that entered, only 10 were selected to progress to round 2. We sat with bated breath, awaiting our fate – had we scored highly enough? The 7 'runners-up' were announced, and to our relief, we hadn't been named; we had made the final 10!

Our Kirk Sandall representative, Nithara, made her way on stage and battled for several long rounds against the other 9 competitors. Eventually, Kirk Sandall were victorious as Nithara secured second place and walked away with a certificate and a shield. Well done to all of the Kirk Sandall Spelling Bee team, who showed excellence in resilience and sportsmanship.



“After a nerve-wrecking knock-out stage at school, the final 5 Kirk Sandall representatives were selected. We all assembled in the hall of Hill House on a chilly Tuesday night prepared for a spelling battle!





# Our Brighter Future's Curriculum



## Doncaster UTC Career Mark

In January 2024 Doncaster UTC were proud to achieve the Career Mark, which is a standard of excellence for careers education, advice and guidance in schools and colleges. A report and portfolio of evidence was sent to the assessor before a series of meetings took place over teams with groups of students from all year groups to gain their feedback and comments. Miss Agate would like to thank all the students that took part on the assessment day and all their valuable feedback was much appreciated. We retain the mark of quality for a total of two years before reassessment.

### Career Mark uses five components to assess the Quality in Careers Standard:

- **Management**  
Measures the effectiveness of our systems for planning, managing and integrating CEIAG
- **Careers Learning**  
Measures how effectively our curriculum supports the development of learners' knowledge, skills, understanding and attitudes.
- **Information**  
Measures the accessibility, relevance, importance and effectiveness of information, the acquisition of skills to research and evaluate to be able to make well informed and realistic career decisions
- **Advice, Guidance and Support**  
Measures the effectiveness of an integrated programme of advice, guidance and support
- **Learner Outcomes**  
This is where an assessor on the Assessment Day evaluates learners' knowledge, competence and attitudes towards career planning.



## AgemaSpark Royal Visit - Princess Anne

Paul Stockhill the founder and Managing Director of the local precision engineering firm AgemaSpark showcased its innovative excellence to The Princess Royal during a visit in February. HRH The Princess Royal was joined by Professor Dame Hilary Chapman DBE, His Majesty's Lord-Lieutenant of South Yorkshire and were guided around the facility by Paul and his wife Nicola. Paul was recently awarded a Lifetime Achievement Award from Doncaster Chamber of Commerce for his role in the business community, the education support he provides and his dedication in helping to bring Doncaster UTC to life and his continue support of the college.

Showing his true support of Doncaster UTC, Paul kindly invited Employer Lead Mrs Wyld as representation, along with Year 13 Photography and Digital Media student Cody Watkinson who was given the role of official photographer during the visit. Cody did an amazing job capturing and editing photos for the official press release, working professionally under the pressure, "I had an incredible opportunity thanks to the UTC and AgemaSpark, in which I could not only improve my own photography skills, but also create something very impressive to add to my portfolio.

## OD Live

Organised by the local Chamber of Commerce, Opportunities Doncaster Live (OD Live) is an annual event that's all about introducing students — from both primary and secondary schools — to the job prospects that are available right on their doorstep. OD Live is one of the largest Careers Fairs in the entire South Yorkshire region. With over 75 businesses exhibiting and upwards of 3,500 young people in attendance. The event was held at Doncaster Racecourse in hope that this will inspire them to have grander aspirations for the future and that they will potentially get to kick-start their dream careers. This took place on the 7th March and we took our Year 10 students; here are some of them enjoying their time at the Racecourse!







# Our Brighter Future's Curriculum



*They then learned all about the toys and games that Victorian children would have played with.*



## West Road

**'To Learn, To Grow, Together'**

### The Industrial Revolution and The Victorian Times

To support learning in our Spring History components - The Industrial Revolution and The Victorian Times - the children had the opportunity to experience a day in the life of a Victorian person. They spent a lesson in a Victorian classroom practising their handwriting and times tables.

They then learned all about the toys and games that Victorian children would have played with. They even had the opportunity to study some actual Victorian artefacts. In the afternoon, the children were put to work in similar jobs that Victorian children might have done - shoe shining, weaving, and washing laundry.

We learnt all about how some children were used to commit crimes and how the police dealt with them at that time. It was a day full of learning and fun and the children all enjoyed it.



## Kingswood Residential

Thirty of our Year 5 pupils attended a 3-day overnight residential visit to Kingswood. Upon arrival we met our course leader, had an amazing dinner, and headed to our dorms. The children had a shock when they realised they had to make their own beds and carry their own bags all the way to their rooms. As soon as we had unpacked, it was time for our first activity. The first day consisted of 'buggy building' where the children had to work in teams to create a moving vehicle out of logs and barrels. After tea, we sang songs, drank hot chocolate, and told jokes around the campfire. With lots to fit in, it was lights off at 10pm for thirty very excitable children!

The second day started early, and we woke to a layering of snow outside. We enjoyed our full English breakfast and returned to our dorms to put on more layers so that we kept warm throughout the day. Our first activity involved facing the 'quick zip' in the snow, followed by nightline- which consisted of everyone wearing a blindfold and following a rope by climbing and crawling through an obstacle trail. Despite being very wet, muddy, and cold, there were lots of laughs as we slid down the mud slide at the end. After a quick return to the dorms to warm ourselves up, it was back out and up Jacob's ladder. This was made even more difficult as it was covered in snow! We finished the day with low ropes and a large, warm tea to warm our bellies after being outside all day.

Our final day involved a 'crate stack', where the children had to work together to build a tower which they then had to climb up before battling it out to kick down the tower. It's a good job we had harnesses and helmets on! Our last activity involved lots of team problem solving before our final dinner and the return to the coach.

We had a fantastic time. Throughout their trip, the children really developed their independence and a range of different skills including resilience, teamwork, and reflection.

**Be Innovative • Be Inspired • Be Successful**



## First Aid Training

This Spring Term, our Year 3 and 4 children were trained in first aid procedures. St John Ambulance visited our pupils and delivered some superb training in case first aid is ever needed. Within the session, children learned what to do if they come across anyone who may be unconscious. They learned what DR ABC stood for (danger, response, airway, breathing and circulation) and when we need to consider this. Teachers were so impressed with the children when learning how to deliver CPR to someone who may need it. The children practiced giving CPR to dummies and did so in such a mature manner. Our Year 3 and 4 children now understand the importance of first aid and what to do when it is needed.

## Bench ball Competiton Winners!

Our Year 6 Bench Ball WINNERS! Fifteen Year 6 pupils participated in a local Bench Ball competition with schools in the local area, held at the local secondary school, Trinity Academy. They played impeccably and won EVERY SINGLE game they played. They were a strong, united team with admirable skill and communication which led us to success!







# Early career framework

## 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 term on 'Instruction.' This strand of the framework focusses on areas such as 'scaffolding,' 'questioning,' 'feedback' and 'adaptive teaching.' Both Year 1 and Year 2 ECTs have attended clinics this term which focused on the big questions; 'How can teachers meaningfully support all pupils to develop high levels of literacy?' and 'How can teachers support all pupils to think hard during whole class, group and paired discussions?'

Our ECTs in Year 2 of their induction have continued 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.

ECTs have also taken part in the second ECT teach meet of the year with ECTs from across the trust meeting to have CPD on 'Supporting students to retain and retrieve key knowledge' and the 'Effective deployment of Teaching Assistants in the classroom to support progress'.

**Ongoing feedback from ECTs has been positive with such comments on the right:**

// *My mentor is extremely helpful in supporting me with ideas for my classroom practise.* //

// *My mentor and induction tutor has modelled and shared effective ways to develop my ability to teach in both theoretical and practical settings.* //







# Shout Outs

## Barnby Dun Primary Academy Shout Outs:



**Lucy Moore**

### Lucy Moore – Teaching Assistant

Lucy is a very committed Teaching Assistant who always takes feedback on board and tries hard to fulfil tasks to a high standard. As she has grown in confidence, Lucy has accepted responsibility for running interventions and evaluating the impact of these. She is always sensitive to the needs of the children and recognises and celebrates their progress and successes.



**Sarah Lee**

### Sarah Lee – Teaching Assistant and Breakfast Club Assistant

Sarah takes great pride in her roles and has significantly grown in confidence as her knowledge of the curriculum has developed. She is very giving of her time and invests in her own professional development to do her job well. It is lovely to see how her confidence and self-belief have grown.



**Lauren Shotton**

## Dunsville Shout Outs:

### Lauren Shotton- Lunchtime Supervisor

For being a superstar at lunchtime with the children.



**Megan Thomas**

### Megan Thoma – Class Teacher and SENDCO

For being supportive to colleagues over phonics, teaching and assessments.



**Sarah Lee**

### Sheila Howard – Midday Supervisor

Sheila shows great patience and kindness every day, looking after our youngest children at lunchtime. She is always positive, happy and goes that extra mile which we really appreciate.



**Sue Cording**

### Sue Cording – HLTA

For going the extra mile to help others.



**Laura Atterbury**

### Laura Atterbury – Teaching Assistant

For always being so helpful and positive.

## Hungerhill Shout Outs:



**Julie Thornton**

### Julie Thornton

Going above and beyond to help a student with their home learning at break and lunch. Superstar!



**Nikki Crowder**

### Nikki Crowder

Always ready to support and help, even when it's not her remit. She is simply a genuinely nice person!



**Kelly Booth**

### Kelly Booth

For being such an amazing lady to work with and for doing an outstanding job managing the admin department, as well as taking on additional HR responsibilities. We are very lucky to have you!



**Phil Clayton**

### Phil Clayton

Phil has started post in January and had an immediate impact thanks to his commitment to the PE Department and whole school enrichment programme.

## Kirk Sandall Infants Shout Outs:



### Maria Kaya – Midday Supervisor and Playworker

Maria works as a midday supervisor and as a playworker. Maria is a great asset to our team.

**Maria Kaya**



**Pennie Pemberton**

### Pennie Pemberton – Specialist Teaching Assistant

Pennie is one of the most hard working staff members. She approaches every task with focus and enthusiasm. She is a fantastic advocate for our most vulnerable children. Pennie, we have all noticed the massive difference you are making.



**Jo Galbraith**

### Jo Galbraith – Teaching Assistant

Jo is a team player and works across Foundation Stage. She ensures that from entry into school the children get the best start to their school career. Thank you Jo for all you do.



## Kirk Sandall Junior Shout Outs:

**Joanne Addy**

### Joanne Addy – Deputy Headteacher

Joanne works tirelessly to provide our children with valuable experiences of music and the arts. She not only provides musical after school clubs, but she has also taken the children to Young Voices, arranged the trip to Hungerhill to see their fabulous production of 'Oliver!' and is now recruiting budding young Year 3s for 'Hansel and Gretel'. A massive thank you for the way that every child has the opportunity to succeed and thrive.





# Shout Outs

## Kirk Sandall Junior Shout Outs: (continued)



**Joanna Francis**

### Joanna Francis – Teacher

Joanna shows incredible commitment and resilience in her role. She is super organised and a massive credit to the KSKJ team. Jo is one of those people who has completed a job before it's even been asked of her, and gives valuable support to her Year 6 team. Thank you, Jo. Your hard work is very much appreciated.



**Jemma Blackham**

### Jemma Blackham – Teaching Assistant

Jemma's role has been invaluable in working with one of our most vulnerable children. Her unwavering support and dedication has enabled him to access - and remain in- mainstream education. It's not always easy, but Jemma welcomes the children each day with a big smile on her face and genuine care and warmth. Her hard work, use of initiative and commitment has not gone unnoticed. Thank you, Jemma.

## UTC Shout Outs:

### Jack Turner – Year 11 Learning Manager

A huge thank you to Jack Turner, he works tirelessly every day with his year group as a Learning Manager, with all year groups as a Geography, Sport, and Citizenship teacher. While doing all this he still manages to support staff with any behaviour issues. We are a very lucky school to have such an amazing member of staff, Thank you for all you do Mr Turner, we would be lost without you!



**Jack Turner**

### Lisa Wyld – Teacher of Engineering and Employer Led Learning Lead for Engineering

Lisa has stepped in to help us by working an additional day this term to ensure students get the best deal possible in Engineering. Lisa has also been having an impact with our employer engagement, arranging visitors into school and multiple trips out to see engineering in action.

### Rachel Ryan

Rachel has been with us at the UTC since January and has made a huge impact in a very short space of time. Her support for the English department has helped increase progress and she has made great contributions to our CPD offer for staff as part of the teaching and learning team. We wish Rachel also the best for the future, she will be missed.



**Rachel Ryan**



**Lisa Wyld**

## West Road Shout Outs:



**Sarah Latham**

### Sarah Latham – Key Stage 1 Teaching Assistant

Sarah is a fantastic, new asset to our KS1 team, who consistently drives interventions, phonics and reading across Year 2. She always has a smile on her face, beams positivity and the children really enjoy working alongside her.



**Nichola Anderson**

### Nichola Anderson – Inclusion Support Staff

She has worked vigorously over the years with her 1:1 child and goes above and beyond for him and all members of staff. She devotes time and resources into everything she does and ensures her children are always making accelerated progress in all areas of the curriculum.



**Emma Hartshorne**

### Emma Hartshorne – Year 1 Classroom Teacher

She is a dedicated and committed teacher who gives 100% every single day. She has grown in confidence since starting her ECT last year at West Road. She listens intently to advice, promotes and drives phonics throughout Year 1 and is a great asset to the KS1 team. Her musical skills are admirable, and she has begun to lead music with passion and dedication.





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).

