Brighter Futures Learning Partnership Trust

Newsletter

Second Edition /// **Spring 2022**

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Be Innovative • Be Inspired • Be Successful

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

Mrs Helen Redford-Hernandez

Another term flies by and I am so proud of all our staff and young people who have bravely navigated the legacy of Covid as they have tried to resume some normality. Leaders and staff at every level of our Trust have been working extremely hard to ensure that students and pupils are well-prepared for the SATs, GCSEs and A levels after many months of students/pupils being educated remotely.

My thanks extend to all of you who have given freely of your time to help children and young people catch up the many months of lost learning and address the visible gaps which have developed during the pandemic. The Trustees and governors cannot thank you enough for the additional support you have given to senior leaders over the last few months. The national lack of supply teachers to cover absences has put additional pressure on everyone and we continue to acknowledge your impressive dedication of the last months.

On a positive note, we had our first business leadership conference in May. It was wonderful to see the power and efficacy of our business and finance leaders working together to improve the systems and processes which underpin the workings of a highly effective Trust.

They are an impressive bunch of colleagues who have worked tirelessly to develop and align the best systems and procedures across our Trust. Every schools now has SIMs, SIMs finance and a strong focus on the development of IT. We are lucky to have them.

This term, the Headteacher Board has continued to embrace the need to develop the quality of education across the Trust; we have been focusing heavily

on the development of subject leadership, the new Ofsted Framework, curriculum and assessment; we know that this will ensure that our schools secure positive judgements in their next Ofsted inspections. We are also investing heavily in student/pupil personal development with colleagues leading on projects across the Trust including a fantastic primary/secondary engineering project led by Chris Francis and the partnership with the Royal Opera House which will see many of our young people performing extracts from the opera Hansel and Gretel. Our thanks go to Nikki Crowther and Jo Addy for their support with this.

We will keep you up-to date with all these developments in the summer newsletter but until then, we hope you take the time to read the latest Trust news. If you feel you would like to share something that you are proud of, we are always looking out for staff and students' contributions.

Wishing you all the very best for the next half term.

Helen

"This term, the Headteacher Board has continued to embrace the need to develop the quality of education across the Trust; we have been focusing heavily on the development of subject leadership, the new Ofsted Framework, curriculum and assessment"

Message from the Chair of the Trust

Mr Marcus Isman-Egal

I have really enjoyed working as part of the Trust Board; good governance is an imperative as we build further on the successes of the last three years. Effective governance both at Trust and school level is a vital if we are to achieve our objectives of improving the quality of education for all our children and young people and for closing the gaps between the disadvantaged and the non-disadvantaged.

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 of professionals from a range of industries and education; this diversity and expertise brings real value to our Trust – our varied experiences as board members have helped to develop an extensive network of employers to support careers education /career opportunities for our young people as well as supporting leaders in a range of business functions.

Having sufficiently robust arrangements in place to ensure appropriate strategic leadership is seen by the DfE as the first of its key features of effective governance.

As a Board we are committed to the following core functions;

- Development of strategic leadership that sets and champions vision, ethos and strategy
- Being accountable for driving up educational standards and for supporting the financial health of the Trust
- Ensuring effective governance teams by appointing people with the right skills, experience, qualities, and capacity
- Ensuring compliance with statutory and contractual requirements
- Carrying out regular evaluation to monitor and improve the quality and impact of governance

During my three years as a Board Member and Chair of the Trust, I feel I have been privileged to contribute to some key Trust developments, hopefully making a positive difference to the quality of education for young people. As Chair, I am aware of the dedication of so many staff members and of the executive team, especially Helen and Teresa and the wonderful Carole Keogan. I've learned so much and enhanced my understanding of school governance and would recommend the opportunity to be involved to my colleagues and peers. In summary Good Governance is one of the cornerstones of all well-run organisation, and Multi Academy Trust/ Schools are no exception.

Pippa Dodgson

BFLPT Trustee

My name is Pippa Dodgson and I have a long association with education in Doncaster as the Head of Hall Cross for 11 years. On my retirement in 2019, Helen (CEO) invited me to be on the Board of Trustees for Brighter Futures and I unhesitatingly agreed.

The challenges facing schools cannot be met alone, however good they are individually, and the demands of hardworking school leaders and staff call for teamwork and mutual support and challenge.

I believe that the leaders and Trustees are fully focussed on, and committed to, whatever it takes to be able to offer the very best for every child and young person in Brighter Futures schools. I think the Trust's values are rooted in respect for the craft of teaching as a unique vocation and in the right of every young person to have the best educational experiences.

I am pleased to be able to offer my professional experience in support of the vision driving the work of Brighter Futures.

Brighter Futures Learning Partnership Trust

> *The challenges facing schools cannot be met alone, however good they are individually, and the demands of hardworking school leaders and staff call for teamwork and mutual support and challenge.*

Chris Oldacre

Chair of Governors at Doncaster UTC

I work in an industry that affords me the chance to meet lots of people, from all walks of life. As my career developed, it became apparent that I didn't really meet many people "like me" – working class people from places like Doncaster...

Why am I involved in the trust?

Put simply, to try and provide the best learning environment, outcomes and pathways for the young people of Doncaster. I'm Doncaster born and bred (as well as being an ex-Hungerhill school pupil from many years ago!), and my role as Chair of Governors at Doncaster UTC gives me the opportunity to play an active role in ensuring our students get the best education possible. I really believe in the Trust model; it allows schools to pool resources where it is sensible but retain independence over the things that make them individual – BFLPT is a great example of how a Trust can really benefit individual schools when implemented well.

Why is governance important to me?

I work in an industry that affords me the chance to meet lots of people, from all walks of life. As my career developed, it became apparent that I didn't really meet many people "like me" – working class people from places like Doncaster are very under-represented – and so I resolved to do something about it. It dawned on me that whilst I wasn't an educator, I could bring the skills I have learned in the private sector (stakeholder management, business development, project discipline and execution and so on) into education through a governance role. When done well, governance helps both the students (by providing scrutiny, challenge and ensuring high standards) as well as the educators (by bringing a wide range of external specialisms, from HR to financial management and business development). It's also a great way to support my own professional development – understanding a whole new set of policies, frameworks, government departments (and acronyms!) bring challenge has enriched my "day job" skills, so everybody wins!

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Alan Pettigrew

Chair of Governors of West Road, Kirk Sandall Primary Schools and Kirk Sandall Infant School

The reason I became a school governor was to give me the chance to be involved in the education of local children. It also provided me with the opportunity to use the skills I had developed in my own working life to the benefit of the children and the schools I serve.

It offered me an interesting role, giving me the chance to be involved in the strategic decisions and future direction of the Trust.

Being a governor can be very rewarding and I thoroughly enjoy feeling part of a team, working to improve the life chances of children who sometimes come from very challenging backgrounds. I strongly believe that our children deserve the very best education we can provide for them and therefore we must all strive to be outstanding.

For me, one of the most satisfying aspects of the role I now have is helping to identify the needs of the schools I lead, making sure that the aims and objectives set help the schools meet their needs. Probably the most exciting venture I was a part of was the process of moving from an LA school to an Academy Trust. This was interesting especially the factors we had to consider before making the decision and working in partnership with the Headteacher to make sure our decision was the right one for our school.

Why I'm involved in the Trust?

West Road, Kirk Sandall Junior and Infant schools are really benefitting from being part of a Trust; they are using strengths and skills from across the multi-academy trust to improve the quality of education and give their pupils the best possible start in life. It allows leaders to take responsibility for supporting more schools, develops great leaders and teachers and allows schools to focus on what really matters - teaching, learning and a curriculum that is based on what works. As we recover from the pandemic, Brighter Futures Learning Partnership Trust has displayed it has the capacity to provide the best training and evidence-based curriculum support for our great teachers, freeing them to focus on what they do best – teaching

Alan Pettigrew
Chair Governors
West Road Primary Academy
Kirk Sandall Junior and Infant Schools

Val Stapleton

Chair of Governors Dunsville School

After forty-five years in education, seeing every child develop their potential in so many situations, I was delighted to be asked to join the governing board at Dunsville School. This gives me the opportunity to offer my support and expertise and give something back to the community.

We joined the BFLPT MAT in order to raise standards, access support and training for staff and governors, ease teacher workload and help to develop a more relevant knowledge-based curriculum. We value our relationship with our colleagues in the Trust. By working together and sharing good practice, we are helping to make sure that all of the children receive excellent teaching and quality in their education.

Trust Business and Administration Team:

We're very proud of our colleagues who work across our schools in the business and administration functions. These are the teams who ensure that our schools are appropriately resourced and staffed on a daily basis! Each of our schools has a range of personnel who support finance, HR, Estates Management, and IT. We meet on a regular basis to discuss current issues being faced in the schools and offer each other support and advice. Any new policy requirements or information requests are discussed and together we are helping shape the financial stability of our Trust.

When the Trust was formed, a new financial management system was introduced which helps us to report on an individual school and Trust wide basis. This was a challenging transition for everyone as we got to grips with the new system but it is now well embedded and enables effective reporting to Headteachers, Local Governing Boards, Trustees and the Education and Skills Finding Agency who provide our funding.

Job roles within the team vary – our colleagues deal with everything from managing school budgets, ordering and paying for goods, building maintenance requirements, recruitment of staff, organising school visits, parental enquires and lost PE kits! We have just completed a large-scale tender for our school lunches and uniform which will benefit all our schools. The company which is well-known locally, Mellors, will ensure that they work with all school leaders to make sure that our young people have access to the best quality food and that there are opportunities for students to be exposed to a range of different cultures through themed weeks.

So, who are we?

Rachel Bennett works at Kirk Sandall Infant School where she started as a Business Support Officer in 2018 before becoming Business Manager in January 2021. Prior to this Rachel was the Manager of a private day nursery in Doncaster.

Gill Ronan is the Business manager at Barnby Dun Primary School where she has worked for the last 5 years. Before this Gill worked for 18 years at a primary school outside of Doncaster.

Rae McGuire is the Business Manager at Kirk Sandall Junior School and has worked there for the last 8 years. Prior to this Rae worked at a local secondary school as a finance assistant where she also studied a level 2 AAT qualification. Before moving into the education sector Rae worked in banking and retail management. Rae is married with 2 children who are currently both at university.

Kristylee Denton joined us in September 2021 and is the Business Manager at Dunsville Primary School. Prior to this Kristylee worked at Greasbrough Primary School in Rotherham.

Zoe Bell is the finance lead at West Road Primary School. Having worked there for xx years Zoe took up this role in September 2021 when the business manager role was reorganized into finance and HR functions.

Ellie Convery joined our Trust on the opening of Doncaster UTC and is the lead administrator. A qualified teacher, Ellie has teaching commitments at the UTC but also manages the finance and administration functions.

Rachel Wilcox is the Trust Accountant who oversees Doncaster UTC. Previously the Finance Director at Hungerhill School, Rachel co-ordinates the budget setting and month end requirements of the college.

Simon Brigham joined the Trust in June 2020 and is the Trust Accountant based at Hungerhill School. Previously an Audit Manager, Simon manages the Hungerhill budget as well as supporting the Central Trust in the producing of statutory accounts.

Carole Keogan is the Executive PA to our CEO. Carole has the enormous task of co-ordinating the CEO diary and ensuring that our Trustees, Local Governors and Headteachers are all meeting at the appropriate time and that we are compliant in terms of statutory policies, meeting structures and dates. Carole supported the CEO from the outset when the Trust was being created and prior to this was the Headteacher PA at Hungerhill School where she has been for several years.

Tracy Duncan is the Trust HR Manager who works across all of our schools. Tracy has a key role in ensuring that our employees are treated fairly and equitably in all areas including remuneration, statutory entitlements and wellbeing support. The schools look to Tracy for advice and guidance on a number of issues.

Luke Cropper is the Trust Estates Manager. He previously worked at a large secondary school in Sheffield starting out as an IT Technician before taking on other roles including IT Manager, Examinations Manager and Core Services Manager where he led the management of the PFI contract, BSF and other key business areas for several years. Following this role Luke moved on to work on a 28-million-pound grade two listed refurbishment and new build all through school as Campus Manager before being promoted to school business manager. Luke has worked in education for the past thirteen years and has extensive experience in supporting the day-to-day functions of schools and senior leaders

Luke joined the trust in 2021 as Estates Manager and ensures that statutory compliance obligations are met across the trust and that each school is a safe and welcoming. Luke's aim is to provide support and knowledge to each of the schools and to help develop high standards of facilities for student use and public use.

Richard England is the IT Manager for the Trust. He has extensive experience of leading and managing IT systems and people. He worked with Helen, Garath and Teresa to set up the IT infrastructure at the UTC. He is well-known to staff at Hungerhill School where he has been the IT Manager for many years.

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.

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Barnby Dun

As an Eco-schools Green Flag school, many of our children enjoy gardening groups across the week and our after-school Eco Warriors club is always very popular – whatever the weather! 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. It is so nice to enjoy our wonderful outdoor environment with such conscientious and caring pupils.

Dunsville

Examples of pupils' English work

WARNING! DANGER! Turquoise Class - Susie Schofield

In English, we have been learning about warning stories. When we entered the classroom one day, we were shocked to find a lot of warning and danger signs, and photographs linking to our new book. Over the last few weeks, we have been reading 'Clockwork' by Philip Pullman, and have enjoyed reading the story during our Reciprocal Reading lessons. We have been learning about how to create a feeling of danger and excitement, and have written our own warning stories.

Giant Footprint Discovered!

by **Pearl Class**

Where had it come from? Nobody knows. Why was it here? Nobody knows. Where had it gone? Nobody knows.

After being told by Mr Dunphy (the school's caretaker) that he had found something strange during his morning checks of the school grounds, Pearl Class ventured out into the cold and frosty wildlife area. As we entered, we saw part of the area had been cordoned off with red and white tape and to our amazement, inside the cordon, was a huge footprint! The footprint was as big as a single bed, had four toes and contained a strange silver metal-like substance. After much discussion, we thought it must have been the **Iron Man!**

Once back in school, we debated how it had got there, why the Iron Man might have been there and where he had gone now. This worked as a stimulus to help us write a newsflash as part of our English work on adventure stories linked to the Iron Man book by Ted Hughes.

We were left to wonder... Will the Iron Man visit us again?

Nobody knows.

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Kirk Sandall Infant School

Kirk Sandall Infant School took part in Ikea's Eco School funding project bid. Each class discussed the project and came up with ideas. The Junior Leadership Team brought back the ideas discussed in class and voted for their favourite. It was decided that the project would be 'Growing and Cooking Together'. The children decided to bid for raised beds, gardening equipment, sheds to store the equipment, seeds, growing resources, a water butt to harvest water for the plants and a compost bin to turn fruit snack waste into compost. The children would like to invite parents and carers into school to support the project once ripe, harvest, prepare and cook the produce. If successful, the project would help the children to be more sustainable and teach them the food to plate cycle. The Junior Leadership Team went to Ikea to present the project. They shared the ideas, speaking clearly and confidently and answered questions about the project.

Latest Update

Kirk Sandall Infant School was successful at its bid. Two Ikea representatives came to announce that we are one of the winners of their Eco School project! Three members of the Junior Leadership team accepted the cheque on behalf of the school. We are looking forward to starting our project in the Spring term.

Kirk Sandall Infant School took part in Ikea's Eco School funding project bid. Each class discussed the project and came up with ideas.

Kirk Sandall Junior School

secures a good Ofsted judgement after more than 16 years!

Our congratulations extend to all staff, pupils, parents/carers and governors of the school. They have worked tirelessly to meet the demands of the new Ofsted Framework and have focussed relentlessly on the quality of the curriculum, assessment, teaching and children's personal development. Such an achievement and during the pandemic! Ofsted, governors and staff agree that since joining the Trust in 2019, the school has seen radical improvement across a range of areas.

In their report, Ofsted highlight:

- Teachers have high expectations of pupils and pupils welcome this challenge; pupils believe it is important to treat everyone equally. They welcome difference.
- Pupils enjoy lessons about other faiths, such as celebrations from the main religions; Pupils have many roles in the school such as reading and anti-bullying ambassadors. Everyone learns to play an instrument; teachers read different types of books by different authors. This encourages pupils to read a variety of books.
- Leaders have a new and inspiring curriculum for subjects such as science and history. | Subject leaders are well trained and know their subjects well; teachers make school a happy place for pupils to attend.

Ofsted rated the school 'good' in all areas, including the quality of education, behaviour and attitudes, personal development and leadership and management.

British Author visits Kirk Sandall Junior School

Kirk Sandall Junior School had an extremely exciting guest visit the school at the beginning of this term. Abi Elphinstone is a British author who has published a plethora of children's literature. Abi Elphinstone's books are close to the children's hearts as two of her books are on their curriculum - 'Sky Song' and 'The Dreamsnatcher'. Years 5 and Year 6 pupils have thoroughly enjoyed studying Abi's books so were overjoyed to have the opportunity to meet her (albeit a virtual visit). More than 80 books have been purchased from Abi's publisher which will all be personally signed by the author herself. A great time was certainly had by all pupils in school including those pupils who have not studied one of her books yet.

First Access Music lessons

At Kirk Sandall Junior School, all of our year 4 children take part in First Access Music lessons. Children learn the skills of playing an instrument and learn traditional notation as well. The children are learning that at times it is not easy to play an instrument but are demonstrating the learning powers of reflection and resilience.

Our drummers are also progressing well and are able to play lots of different grooves. We are looking forward to our Summer Concert when we can highlight our skills to a wider audience.

Hungerhill

What it means to be a relatively new Headteacher in our Trust

I had no aspirations to be a Headteacher, but when I realised that I could work with like-minded people to make a genuine difference to young people, I knew this was the correct pathway for me. I have been fortunate enough to be part of a Trust, which has afforded me the support mechanisms to allow a 'novice' Headteacher to develop and flourish. I have learnt such a lot and continue to do so with the support of my fellow colleagues and the Trust.

Being part of the Trust has meant that as a Headteacher, I am fortunate enough to be able to collaborate and design strategies to improve and further shape the educational provision for students at Hungerhill School. These collaborative opportunities have been extended across specific curriculum areas, which have seen maths, engineering and geography create collaborative partnerships with the UTC with subject specialist expertise and good practice being commonly shared. The Trust has created a number of Secondary Subject Director posts which bring additional capacity and support to the development of an outstanding curriculum, and I am sure in the months to come, we will see even greater impact in the classroom and on student outcomes.

As a new Headteacher, sleepless nights come with the job!! Navigating and responding to the ever-changing Covid guidance during the pandemic, has certainly been challenging. Whilst having the constant pressures of a looming Ofsted, and the changes of the new more ambitious framework, I have worked with the Trust to ensure we continually focus on the quality of our curriculum and its implementation. The Trust support through external reviews has been instrumental in ensuring our middle and senior leaders have the knowledge and skills to meet the challenges of the new Ofsted Framework. Our job is not finished yet and we are looking forward to working with Doncaster UTC and our primaries to develop further the quality of our assessment and interventions which lead to strong pupil progress.

As a Trust leader I am keen to explore the benefits of deeper collaboration within the Trust as I believe this will truly support our staff wellbeing through the sharing of knowledge and resource and, in the longer term, reduce teacher workload.

Being part of the Trust has allowed my governors, leadership team and I to focus on school improvement. The central Trust team continue to provide Hungerhill with the expertise and support across a range of business functions including HR, finance, legal, IT and Estates advice. The Team has ensured that we have strong, aligned systems for assessment, data and finance and that all schools in the MAT have been able to benefit from economies of scale by pooling resources as well as the significant additional funding from the CIF bids.

Lucie Pond

Hungerhill Trip to the Houses of Parliament

On Wednesday 23rd February Hungerhill School took 89 students to London to have a tour and workshop at the Houses of Parliament. This also included a sightseeing tour of Westminster including Downing Street, House Guards Parade, St James Park, Buckingham Palace and Parliament square before completing the day with a trip on the London Eye. Students were split into three tour groups and enjoyed tours around the House of Commons. As Parliament was sitting, students were able to watch a live debate within the Houses of Commons deliberating sanctions for Russia due to the ongoing conflict.

During the tours, two groups had an impromptu question and answer session from a Labour MP for Stevenage who was walking through Westminster Hall and offered his time. Students asked many questions and the feedback from the MP was amazing; highlighting how articulate and engaged the students were.

After the tour students completed a workshop on democracy and debating before being joined by Rosie Winterton MP and Deputy Speaker of the House for part of their debate. Our year 11 student leaders also saw Rishi Sunak and Priti Patel conducting government business before their tour.

Following our visits to Westminster and the Houses of Parliament our students were taken to the London eye to have a better view of the ever-changing London skyline. Hungerhill students represented the school impeccably throughout the day and as staff we received comments about how amazing our students had been. It was a real pleasure to take the students and provide them with this experience. In addition, a huge thankyou to the staff who supported on the day; Miss Lock, Mrs Mallinson, Mr Parks, Mrs Herd and Mrs Evans. Additionally, a huge thankyou to Kelly Booth and the admin team for their support with the planning with the trip.

Owen Davies –
Assistant Headteacher and Trip Leader

Introducing the Hungerhill Study Skills Programme!

Over the last year, Hungerhill School has undertaken a project to explore a number of highly effective strategies to enhance learning, embed knowledge and aid preparation for assessments. This has been developed into the Hungerhill Study Skills Programme. All students have a Study Skills booklet which includes information on how to support the development of knowledge retrieval, learning techniques, command words, key revision strategies, organisation, as well as how to support wellbeing.

This was launched in January through an introductory assembly on the Study Skills Programme, followed by weekly form-time activities to explore the booklet and each strategy in depth. In support of this, departments across the school will be introducing students to examples of how each strategy can be used in their subject area, as well as encouraging students to create their own versions.

The first strategy in focus is Mind Maps which will be set as part of lessons or home learning for all subjects and all year groups over this term.

Trust parents/carers and students can find more resources on the Hungerhill School website (Curriculum – Study Skills and Retrieval). These will be updated with videos and further information as our 5 key revision/retrieval strategies are rolled out over Spring Term.

UTC Awards Awards!!!

DUTC is awarded **New Educational Institute** of the **Year UK**

We are extremely proud to announce that Doncaster DUTC has been given the prestigious title of "New Educational Institute of the Year 2021" at the prestige gold awards 2021.

In his speech, Principal Garath Rawson said that this is a fantastic achievement and a superb way to recognise all the hard work that has gone into the UTC over the last few years. The judges acknowledged that "in a short space of time, Doncaster DUTC has already achieved a huge amount at the college whilst dealing with the various challenges COVID has presented. This is a tremendous achievement and a fantastic way to honour all the UTC's hard work.

The judges also acknowledged, " While dealing with the various problems COVID has created, Doncaster UTC has already accomplished a great deal at the college in a short period of time. We can see that you have expanded significantly and are now one of the country's largest DUTC's. You have definitely produced a terrific, cutting-edge learning environment centred on a strong and dedicated workforce. The initiatives to encourage young people, particularly the Vulcan XH558 project, thrilled our judges. We recognise how critical initiatives like Doncaster UTC are in assisting tomorrow's engineers to visualise where their education can lead them. It's fantastically fascinating to read more about the colleges' progress and we are delighted to recognise your efforts. "

Doncaster Chamber Success Through Partnerships Award

Doncaster DUTC successfully won the success through partnerships award in December 2021. This is a testament to the UTC's unwavering commitment to bringing the education sector and employment closer together, despite the challenges that COVID has brought since March 2020. Working successfully with local employees, DUTC is able to ensure that the students of today are the employees of the future. Employer partners have been working tirelessly in collaboration with curriculum directors to plan oura number of employee projects to ensure that all of the students studying at Doncaster UTC have the employability skills to make them competitive in today's job market. This is a fantastic award and testament to the hard work of Lindsey Glasby, our Senior Vice Principal, and her team.

Oracy at DUTC

Across the Trust we are working on the development of language and presentation skills. We know that employers and universities of today expect that our young people have the knowledge, language and skills to present to a range of audiences. Lizzie Skeldon at Doncaster UTC has started to work with Trust schools to share an oracy model which can be adapted across all our schools which will ensure our young people are developed to perform at the highest level.

Her work is linked to the work of David Didau (a leading language researcher) who has argued that unless prevented, education allows the 'word rich' to get richer and the 'word poor' to simply become poorer. It is acknowledged that the vocabulary gap widens as students progress throughout school and that educators and parents need to do more to support young people with language development.

By working with Voice 21, we hope to equip all staff with the skills to support academic and strong oracy in the classroom. This requires all teachers to plan for this in their lessons. We will be launching our Debate model to staff this term and using this in form time to develop deep discussion surrounding a range of contemporary issues. From this, we hope to see students developing their vocabulary, acquiring new knowledge and debating ideas in a succinct and professional way. This will be rolled out across the Trust in the next few months.

Children in Need – food bank collection

Students and staff contributed to the Children in Need food bank collection along with a non-uniform day.

The results were amazing!!

West Road

This term, KS1 are lucky enough to have teachers from DARTS theatre come into school every week to host drama workshops. This is a brilliant way to encourage children to be creative and develop their communication skills. It has been great to see the children growing in confidence every week and develop their ability to work as part of a team.

During the Autumn term, children in Year 3/4 participated in a Young Writers' Adventure Hunters writing competition. We found out recently that some of our children's work is going to be published in a book! We feel that having the work published is a fantastic way to get children enjoying reading and writing. It has boosted their confidence and showcases their writing skills.

Anti-Bullying Silver Charter Mark

We are delighted to announce that Hungerhill School has been awarded the Anti-Bullying Charter Mark Silver Award by the Local Authority. A Student Leader Mental Health and Well Being Group have been working hard on this project throughout the term and presented all of their evidence to their peers at the UTC. The evidence has been agreed and verified and we have been successful in our pursuit of this prestigious award. We see this as furthering our commitment to tackle head on any bullying that may occur in an attempt to eradicate it from our community. Congratulations to our Student Leaders who can be proud of the legacy they will leave at the school.

Silver Level Standards include:

- Ensuring that securing the QM is an on-going whole school leadership priority;
- The Anti-Bullying policy providing specific information about support for vulnerable children;
- Pupil/student involvement in the development of anti-bullying/online safety lessons, assembles and CPD
- Parent involvement in anti-bullying related activities in the school
- Whole school learning aimed at improving the environment for vulnerable groups
- Peer support to strengthen online safety and counter cyber-bullying

Early career framework

Our Early career teachers (ECTs) are doing a fantastic job. Alongside their mentors they are continuing to develop professionally with the support of the Trust Early career framework programme. The focus last term was on 'Instruction'. It is separated into 12 strands, and centred on how teachers deliver their subject; with a focus on responsive teaching, quality of exposition, modelling and challenge.

All ECTs attended a one-day conference on the 1st February, delivered by our Trust alongside our lead partner, Notre Dame School in Sheffield. Due to the pandemic, the training was conducted remotely via Zoom, however engagement of colleagues has been great and the contributions of the staff who attended were of real quality. The conference was focused on responsive teaching and how that can be achieved in the curriculum. We look forward to them growing into experienced teachers and choosing a career pathway in our Trust.

Shout Outs

Brighter Futures Learning Partnership Trust

Barnby Dun Primary Academy – Staff Shout Outs

Hannah Miller – Year 3/4 teacher and geography leader:

Hannah's love for teaching shines through everything she does. The children and parents think she is amazing – and we do too. Hannah is driven, reflective, loyal and also the first to offer help to others. As an RQT, she has fully embraced the challenge of becoming geography leader and is making huge strides in moving her subject forward.

Jess Knights – Year 5/6 teacher and English leader:

Jess is an excellent teacher; she has a warm, nurturing manner with the children and it is easy to see why they love being in her class. Jess is a great mentor and role model for other staff. She is doing a super job, as English leader, and has implemented some big changes to how we plan and deliver the quality of education in this subject. She is also leading the MAT English network very effectively.

Lesley Ann Thomas – breakfast club assistant/learning support assistant/senior midday supervisor:

Lesley Ann always puts the children first and wants them to be the best they can be. She is exceptionally hard working and fulfils all her roles to a high standard. Lesley Ann has really embraced our journey implementing the Read, Write Inc. phonics programme and spent so much time, out of school, upskilling herself. We are so proud of her.

Shout Outs
...contined

Hungerhill Shout Outs:

Heads of Year - Sue Archibold, Gill Galloway, Denise Herd, Tony King, Clive Tomlinson and Samuel Race.
These are the unsung heroes of the Student Support area at Hungerhill, who always go that 'extra mile' to ensure our students receive the nurture, care and support that they need to succeed both in school and the wider community.

Sue Archibold

Gill Galloway

Denise Herd

Tony King

Dunsville Shout Outs:

Leighanne Mawson
for being a super team player and so positive each day.

Susie Schofield
who has been a great support to colleagues. She is always willing to share and help others.

Leighanne Mawson

Susie Schofield

Clive Tomlinson

Samuel Race

Attendance Team – Kat Meanwell andMichalla Jinks,
for their relentless push on implementing the schools' attendance strategy.

Kat Meanwell

Michalla Jinks

Kirk Sandall Infants Shout Outs:

Carlie Swain is a great Early Years Teaching Assistant who gives everything to her job. Each day, she gives our youngest children in school the best possible start to their education as they start in the nursery. She is a credit to the school.

Lisa Brownbridge is a teacher that puts others before herself. Her colleagues find her support invaluable. She also gives above and beyond dedication to pupils in her class and to pupils beyond her own class if needed. She makes time for everyone. She is making a difference to the quality of education in the school.

Claire Robertson is a senior leader who works meticulously without complaint. She is leading on a key school improvement area and is making a difference. She has a wealth of skills that she uses to improve the quality of teaching and learning within the school. We are privileged to have her on our staff.

Carlie Swain

Lisa Brownbridge

Claire Robertson

Kirk Sandall Junior Shout Outs:

Claire Papazoglou – Specialist Teaching Assistant
Nothing is ever too much trouble and her commitment to her job is second to none

Leuan Fletcher – Pastoral Support Worker
He's here every day and he is always rolling up his sleeves and supporting our pupils

Joanna Francis – Teacher
She goes above and beyond every day. The attention to detail Joanna has for everything just makes her colleagues work that much easier.

Rae McGuire – Business Manager
She's the Business Manager at Kirk Sandall Junior School and has worked there for the last 8 years. Prior to this Rae worked at a local secondary school as a finance assistant where she also studied a level 2 AAT qualification. Before moving into the education sector Rae worked in banking and retail management. Rae is married with 2 children who are currently both at university.

Claire Papazoglou

Leuan Fletcher

Joanna Francis

Rae McGuire

Shout Outs
...contined

UTC Shout Outs:

Lindsey Glasby for her persistent determination and perseverance to succeed in supporting the UTC in achieving the Global award and Doncaster Business Chamber award.

Caroline Hayes for her high-quality work around inclusion, which not only supports students' well-being but facilitates high levels of attainment for those in need. She works closely with the CEO of the Trust to ensure that we are all compliant and following the Trust Safeguarding Policy. A real asset to the UTC and the Trust.

Chris Keogan and Jack Turner for going above and beyond in their posts as learning managers. Their drive to support students has never wavered, and this hasn't gone unrecognised by all. We are looking forward to them qualifying as teachers; they are already so competent in their roles.

West Road Shout Outs:

Steph Richardson - As EVC lead

Miss Richardson ensures every child has the chance to enjoy educational trips and residentials, and all staff adhere to MAT policies and guidance to keep every child safe. She often gives up her own time to support other members of staff to fill in Risk Assessments and meet deadlines. We are very grateful for all the extra time and effort she puts into her role and think she is an aspiring role model for less experienced subject leads.

TA: Lucinda Appleby

Lucinda is able to support across all year groups whenever called upon. She is a dedicated member of staff who often gives up her own time to support school events, extra clubs and other school activities. Lucinda understands the importance of progress and conducts excellent interventions in reading, phonics and maths, to support the lower prior attainers in catch up and fill gaps. She is kind to everyone and valued by both staff and children.

Lindsey Glasby

Caroline Hayes

Chris Keogan

Jack Turner

Steph Richardson

Lucinda Appleby

Hannah Purdy

Leadership: Hannah Purdy

Miss Purdy is a great asset to our middle leadership team and she has shown great determination and commitment to work alongside the SLT team, to drive improvements and raise attainment across school. Every day is a positive day for Miss Purdy and that is an inspiration to us all.

Brighter Futures Roll of Honour

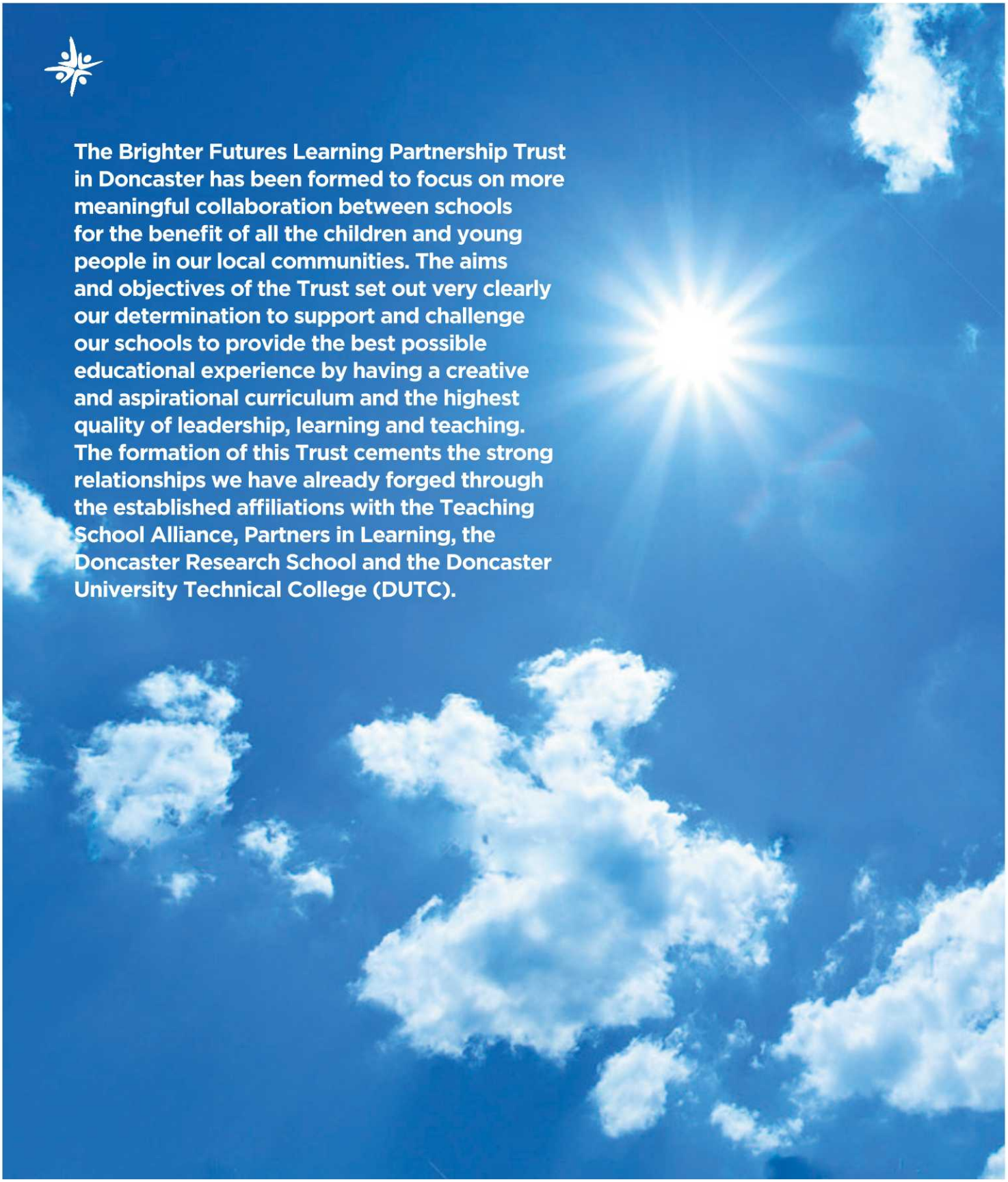
Brighter Futures
Learning Partnership Trust

Special thanks also to:

Sarah Ollier who is one of our Trustees. She brings great skills and knowledge to a range of challenges which are presented to our Trust every day. She is a fantastic role model for other Trustees and governors and we are lucky to have her.

Vice Chair of the Kirk Sandall Local Board – Janet Catt is a member of one of our local boards. In her role as governor she has given fantastic support and challenge to the leaders across both schools. She is very 'hands on', really understands the challenges of school improvement and has been a fantastic advocate of the Trust, having an in depth understanding of how the Trust works and the support and capacity it brings to allow leaders to focus on school improvement. Thank you Janet!

Peter Duffield is a Vice-Chair of the Trust Board. He is also the Chair of the Finance, Risk and Audit Committee. He brings with him extensive knowledge of finance and audit, and a great passion for ensuring that the Trust's finances are invested in developing the quality of education. He has experience of working and supporting a number of other educational charities and worked as a chartered accountant for more than 40 years. We are so lucky to have his knowledge and support. He has a long history of working with a number of schools in the MAT prior to the schools converting into a Multi Academy Trust. A fabulous, caring Trustee who serves our community with great pride. Thank you Peter.



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).

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Learning Partnership Trust