Brighter Futures Learning Partnership Trust

Newsletter

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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

Brighter Futures
Learning Partnership Trust

What an amazingly successful year; we have so much to celebrate, and I cannot thank you all enough for your exceptional commitment and hard work. I know you will all be looking forward to the summer holidays and I wish you all the very best. I know I will be spending precious time with my son before he embarks on his university journey.

This year has been ever more challenging with extremely tight budgets, falling roll in some schools and the constant pressure to be the very best we can, often without the resource or time to invest in our key priorities. This said your determination, positivity and investment in young people continues to be the hallmark of our Trust. Our outcomes across our primary phase are impressive and our predicted outcomes across both secondary schools look very promising despite some very challenging exam papers. Two more good Ofsted judgements were secured this year, which are certainly recognition of our shared commitment to raising standards and providing young people with the best learning opportunities. We have so much to be proud of!

Next year will see some important changes to our staffing, particularly in the leadership of the Trust. We will say farewell to two Headteachers, Mrs Nina Brannon and Mrs Lucie Pond. It cannot be underestimated how important their leadership has been to driving up standards in their schools. Kirk Sandall Infant School secured a 'Requires Improvement' Ofsted judgement as it came into the Trust and I am proud to say that we have just received a strong 'Good' across all domains in its recent Ofsted report; this is testament to the strong leadership in the school and Trust support. Although retiring from headship, Mrs Brannon will continue to support the Trust early years curriculum on a part-time basis; one of the many strengths identified in the Ofsted report. Mrs Pond is also leaving the Trust for a new challenge after joining Hungerhill School more than 20 years ago. She has been instrumental in the improvement journey of the school, first supporting me as an Assistant Headteacher and then as the Headteacher since 2020. She is leaving to join one of the most prestigious schools in York and I know she will bring much needed direction to the role evidencing her professional learning over the last few years. We will be sorry to see them leave, and they will be missed by many.

We also welcome our new Headteachers and Heads of School. Mrs Kate Crawford will be joining the Trust as Headteacher of Hungerhill School, leaving her current headship post at St Bernard's Catholic High School in Rotherham. Ms Holly Anderson will take over the leadership of Kirk Sandall Infant School supported by the Executive Headteacher, Mrs Carolyn Buckley. Ms Anderson has previously served as a senior leader at Rawmarsh Ryecroft Infant School. Both colleagues are strong appointments, and we are excited to be working with them to take the schools into the next phase of their development. As part of our succession planning model, there will also be some significant changes to other key leadership posts. We welcome Mr Jim Semmelroth who will be the new Principal of the UTC from September. He has extensive experience of senior leadership in a range of schools, and he stepped up to take on the role of Head of School this year whilst Mr Garath Rawson took on a system leadership role as Deputy CEO across our two secondary schools. Next year, Mr Garath Rawson will become the Co-CEO as I start to consider my journey to retirement after more than 30 years in education. I will be leading on the the development of the new UTC which is due to open in 2026-7 and will continue to share the accountability for the performance of the whole Trust. I am delighted to working alongside such a talented colleague who has a deep understanding of school improvement and who understands the importance of our progression and continuity model. I am also pleased to announce that Mrs Maria Rock who currently serves as the Trust School Improvement Director will be stepping up to the role of Deputy CEO overseeing the performance of all our primary schools.

When I look back on our journey since the inception of the Trust in 2019, I am amazed at our progress despite all the challenges we face in education. It is sometimes easy to focus on the challenges when we are feeling tired or having to battle so many external negatives that take us away from the essence of the job, we came to do. My Board recently asked me to produce a paper which highlighted some of the essential developments which have led to such rapid school improvement. Indeed, we have streamlined and implemented so many new systems and processes which have allowed schools to focus on the essentials of school improvement but none of this would have been possible without the strong connections we have built across schools or the development of a Trust wide approach to CPD and personalised coaching. Trust led school improvement is without doubt the best – together we have developed a model where experts pilot and test out a hypothesis which is reviewed and evaluated by many and then rolled out across the Trust. For me, although we have implemented greater consistency of teaching and curriculum planning across the Trust, we have equally challenged all teachers and leaders to constantly review and innovate. This Trust wide alignment infused with innovation from the very best practitioners has undoubtedly helped improve standards for all. Long may it continue!

Wishing you all a fantastic summer with your families and friends,

Helen

Overal Trust News:

Garath Rawson

New role as Co-CEO

Since 2019, I have had the privilege of serving as the Designate Principal and then Principal of Doncaster UTC, a role that has allowed me to work closely with the dedicated team within the Brighter Futures Learning Partnership Trust. Our collective focus is on providing an exceptional educational experience, offering students at the UTC the opportunity to achieve a combined academic and vocational excellence.

During this academic year, I have taken on the role of Deputy CEO of the Trust, working closely with the CEO. This position has allowed me to develop a good understanding of the secondary schools within our Trust. Collaborating with the Head of School and Headteacher, we have made significant strides in aligning assessment strategies and refining our curriculum to better serve our students' diverse needs and reduce teacher workload. Our aim has always been to create a cohesive and supportive learning environment where every student can thrive.

Looking ahead to the next academic year, I am excited to step into the role of Co-CEO. This new position brings with it the opportunity to broaden my focus of school improvement and embed the journey schools are already on. I am particularly looking forward to working more closely with the primary schools in our Trust. I am eager to collaborate with the primary Headteachers, learn about their unique school cultures, and contribute to their ongoing successes. Understanding the foundation stages of our students' educational journeys is crucial, and I look forward to supporting our primary schools in nurturing and developing young minds.

Our shared vision within the Brighter Futures Learning Partnership Trust is to ensure that every student, regardless of their stage in education, receives the highest quality of learning and personal development opportunities. As we move forward, I am committed to continuing our efforts to innovate, support, and provide quality educational experiences across all our schools and of course, Doncaster UTC.

Farewell from Lucie Pond Headteacher at Hungerhill School

I have been at Hungerhill School since 2001, where I joined as a Curriculum Leader and then achieved the AST accreditation in 2003. Since then, I have held a range of senior leadership posts; as Assistant Headteacher leading on Teaching and Learning and then as Deputy Headteacher, with responsibility for the development of the Teaching School. I then became Headteacher in September 2019, as Mrs Redford- Hernandez's successor, when she became the CEO of the BFLPT.

Having taught at the school for what will be 23 years, I have literally taught across generations, with many of the students that I used to teach at the beginning of my career, are now parents themselves with children that attend the school.

I have an immense sense of pride, when I look back at the school's journey and think about the impact that staff have had on so many young adults' lives. I still get letters and emails from former students, either thanking me or sharing with me their own successes, where they attribute parts of this to their fantastic experience at Hungerhill School.

There is a huge part of me which is sad to leave a great group of staff and students and it feels like this is the end of an era. It is a period of change for the school but an exciting period. I would like to thank all staff that I have worked with over the years, for impacting so positively on my teaching journey.

Maria Rock

School Improvement – How we share best practice at BFLPT

It has been another busy Summer Term of sharing and embedding school improvement strategies across all schools to support pupils in securing positive outcomes in statutory assessments. The raising standards practice ranging from Phonics Bootcamp in Year 1, Year 2 Marvellous Mathematicians, MTC Rockstars, Year 6 Reading Cubes, Year 11 and Year 13 Masterclasses clearly reflects the commitment and dedication of the teachers and other adults working across the Trust. As schools now await statutory outcomes, the developments for 2024/2025 have already commenced.

The Trust Summer Leadership Conference 2024 focused on Personal Development as a key area to further develop next academic year in recognition that every school has a responsibility to ensure that they provide a rich and varied personal development experience which will help their pupils to flourish in their community and in the wider world. During the conference leaders actively audited current provision for Personal Development whilst embracing the opportunity to learn more about the best practices and developments across the Trust Schools. The Trust is excited to launch its own Brighter Future Pledges in 2024/2025 as an opportunity for all pupils attending Trust Schools to broaden their life experiences.

Kate French

My role as a Trustee

As a former primary teacher, headteacher and local authority adviser, I was delighted when I was approached to become a Trustee of the BFLPT board at its inception. I have lived and worked in Doncaster almost my whole career and, having (finally!) retired, felt I would be able to offer skills and experience supporting the work of the Trust, and thus the children and young people here. I have found being a Trustee sometimes surprising, often challenging and always very interesting. As time has moved on, I have found myself becoming ever more committed to the BFLPT vision and its ambition for pupils.

Trustees receive a lot of details about the organisation as a whole and the schools within it. We receive

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Overal Trust News:

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reports from headteachers as well as a wealth of information from the CEO: I don't think it's an overstatement to say we are very well-informed! We know about the triumphs and the things which we need to improve. We know how each school is dealing with, its particular challenges and any problems which may be looming; and what support the Trust will be able to provide. We look very carefully at what it all costs - and ensure value for money and good outcomes for our pupils.

Our role is strategic, but one of the great pleasures of being a Trustee is having the opportunity to test whether and how all the theory works in practice. Trustees visit schools and meet heads, teachers and pupils, so we can put faces to names and places to statistics. Since we come from so many different backgrounds, we see things from different perspectives and ask different questions. Subsequent discussions are always very interesting and inform our meetings. We have the chance to air our points of view, helping to frame the Trust's planning and check its progress. We take our role very seriously. We feel we have a joint purpose in what is proving to be rather a grand enterprise for the good of our community and its young people.

Andrew Buxton

My role as Governor at West Road Primary Academy

Around four years ago at the height of the Pandemic I was contacted by West Road Primary School asking if I would be interested in becoming a Governor at the school. At the time I was a Headteacher at a local school, having been there for nearly 18 years. I knew from our many discussions and opportunities to work together that we shared common values with the school and Trust, especially around social justice and the imperative to improve outcomes for disadvantaged children.

This has been an interesting and different experience, being an experienced school leader but now having to see things, and develop skills, from the other side of the fence. It is a role I take very seriously, am incredibly committed to, and I see a key part of my role as being there as a sounding board for the current Headteacher, being aware of their well-being (many heads are not good at this, as they always put others first), as well as the well-being of the staff and children at the school. As a former Head, I am very much aware of the pressures of the job and can be there to support in a unique way.

As I have now retired from education, I have more time to carry out my role and have become more involved in the school. Currently I carry out the Governor Responsibility for SEND, Safeguarding, Attendance, Pupil Premium and Maths, as well as being Co-Vice Chair of the Local Board. I think the most important thing is to stay abreast of developments in these areas, so that you are more able to fully support, challenge and help develop the thinking of leaders and staff through governors' meetings and monitoring visits. The most rewarding aspect recently has been involvement in improving attendance at the school, including policy discussions and support to develop essential strategies. The school's attendance this year has moved from being well below national average to above national average, and persistent absences have been reduced significantly, with all groups now being below national average.

Having grown up as a free school meals child myself, I am passionate about closing the gap for Pupil Premium children and being the voice for the many vulnerable children within the school and system. This is something the Governing Body drives through meetings, and in discussions. I feel very privileged to be able to do this, and to be part of a school and Trust which prioritises these ambitions.

It was an honour to be able to represent the school at its recent OFSTED Inspection earlier this year, as it is to be a governor of the school. If you get the opportunity to be a governor at a school, I encourage you to take it up as it is so rewarding and fulfilling. For me, after a career in education, it is good to be able to give back to the system and to support all staff and children at the school.

Janet Catt

My role as Chair of the Board of Governors and Kirk Sandall Infants and Junior Schools

I have worked in education for the majority of my career and I firmly believe that no other job provides better satisfaction than seeing a student reach their full potential. Having started my career as a Chartered Accountant, I moved into teaching and eventually completed a Masters in Education. I spent time as an OFSTED inspector and retired as a Head of Student Services in tertiary education, managing a team of 150 dedicated colleagues. However, it is personal relationship with KSIS and KSJS that provided a genuine and humble motivation to join the Board. Both schools were attended by my husband, children and until recently, my two grandchildren.

After serving as Vice Chair for 3 years, I took over the role as Chair at the beginning of this academic year. I have committed my time to the Trust and to supporting both schools and it has been a privilege to be part of this journey. This commitment is mirrored across the Local Board and is also reflected in the teaching staff, who have worked tirelessly to promote a growth mindset. Through link visits we have evidenced the schools' dedication to continuous learning with clear and transparent goals.

I am grateful for the opportunity to give back to my community and look forward to continuing my partnership with the Trust. As Chair, I am committed to leading with transparency, humility, and the highest standards, aiming to inspire the next generation through the power of education and principled governance.

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Overal Trust News:

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Sarah Brewster- Phonics Lead

Phonics Across the Trust

As Phonics Leader across the Trust, I'm privileged to work with such committed, dedicated staff in all our schools, who care about all children being able to read to the best of their ability, ensuring the reading journey for all our children is a positive experience.

Ongoing staff CPD and coaching is an essential element of our phonics teaching. In all our schools, what really stands out is the commitment support staff and teachers show in listening to and acting upon feedback.

It's fantastic to be able to go into schools and support the Phonics Leaders to improve the quality of phonics in their school by training their staff to become experts. All children and staff across the Trust have been working hard to improve their ability to segment and blend words to help them read them.

In our Trust, we use the Read Write Inc and ELS schemes to support the delivery of this. As well as daily phonics sessions, the children who may be struggling to retain certain sounds attend a 1:1 tutoring session, to help them keep up. Staff deliver additional sessions in the afternoon to help consolidate the daily learning too.

We are immensely proud of our children and how they have progressed this year: results across the Trust are improving, and staff are becoming masters in delivering phonics precisely.

We love phonics and helping children to develop a love of reading as they begin their reading journey.

Hannah D'Rozario

Trust Lead Practitioner of Reading

It has been a real privilege to see the use of text grow in schools this academic year. Whilst I have worked with colleagues from across the trust on the planning and delivery of CPD linked to the introduction of the Trust Reading Model, a large proportion of my time has been spent in classrooms, developing strategies and working with our young people. Teaching reading from Year 1 all the way up to Year 13 has certainly been an experience!

This year, I have been fortunate to work closely with teachers and leaders in two of our primary schools, Dunsville and Kirk Sandall. At Dunsville, the team worked tirelessly to embed effective reading methodologies as pupils prepared for their end of KS2 SATS. Similarly, at Kirk Sandall, we focused on reading speed, skimming and scanning in order to increase engagement with a range of challenging texts. At both schools, a timely and robust approach to question level analysis enabled the closing of gaps. As I'm sure those involved with agree, both our staff and our pupils deserve real credit for their continued hard work. As we move towards the start of a new academic year, we are looking to embed reading strategies across the trust through the continued sharing of good practice and collaboration at all levels.

Holly Anderson

Head of School- Kirk Sandall Infants School

After only three weeks I already feel very much part of Kirk Sandall Infants School and the Brighter Futures Learning Partnership Trust. I look forward to taking over the Head of School role in September and am grateful to the KSIS team for my ongoing induction.

This exciting new role comes after a very enjoyable 16 years in education. I completed a BA Honours in Early Childhood studies, followed by a PGCE in Early Years knowing that I always wanted to pursue a career in teaching. I commenced my leadership journey by leading literacy, before developing further into an EYFS phase leader which then prepared me to become a full-time teaching Deputy Head for over 8 years.

I am incredibly passionate about children receiving the best education and ensuring each child has access to high quality early years education, including early identification of needs, to allow them to flourish in their journey through education, and become a confident, valued citizen as they move into adulthood. I have been fortunate to broaden my experience through roles such as an SLE and EYFS moderator across the LEA and the trust, I worked for. Recently I continued my development by completing my Post Graduate certificate in Special Education Needs to become a successful SENDCo and Postgraduate Certificate in SEMH to become a Mental Health Lead. The majority of my experience is working within schools of high deprivation, supporting pupils entering school with significant barriers, including challenging behaviour.

I love including the outdoors in learning and feel these experiences benefit all pupils especially as we see a rise in SEMH needs. My favourite part of the job is working with parents and families, building strong communities, with school at the heart of it! I look forward to working in the Trust and developing my knowledge and skills further.

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Overal Trust News:

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Kate Crawford

Head of School- Hungerhill School

I'm thrilled to be joining Hungerhill as the Headteacher in September 2024; it's an honour and a privilege to be entrusted with one of the most important and rewarding jobs in the world. I have had the pleasure of working in a number of high performing secondary schools and have spent 13 years in a variety of different senior leadership roles, including a successful Headship. I have strong strategic experience and am passionate about the development of all members of my school community. I'm now excited for the opportunity and challenges that my new position will bring.

Hungerhill is undoubtedly a special place to study and learn, with a strong tradition of excellence both inside and outside the classroom. I'm passionate that we have a curriculum that challenges and inspires our students so that they develop a lifelong love of learning and achieve outcomes which open doors to exciting futures.

But it's not just about academics. My vision is that we work hard to balance an ambitious and powerful curriculum and excellent teaching and learning with outstanding pastoral care. Ultimately, my goal is to ensure that we help students become the very best versions of themselves in all that they do, so they can have rewarding, successful, and happy lives ahead of them.

Juliet Mancey

Head of School- Kirk Sandal Junior School

I have been the Head of School at Kirk Sandall Junior School since January 2024. I am very fortunate to have secured a position at a wonderful school within such a supportive Trust.

As with any school, we are continuing on our journey to provide the best education and life experiences for our young people, and every day I see evidence of this. Watching our children play in the schoo orchestra, read with their reading buddy, explore in our Forest School or converse in French with a partner makes me so proud to be part of their Kirk Sandall experience and I know that we are preparing our pupils for the next stages in their life journey.

Lara Allison

Education Welfare Officer

For the last 7 years, I have worked as an Attendance Officer in a primary school and have supported other schools in improving attendance. In 2023, I was given the opportunity in my last Trust to share my good practice and began speaking at national conferences for England and Wales delivering presentations on building relationships and improving school attendance.

I joined the Trust recently as an Education Welfare Officer and will be working collaboratively with all schools within the Trust to help them continue their attendance improvement journey, ensuring that all children have access to a full-time education. I have already had the opportunity to put my experience into practice and have enjoyed working with so many committed professionals.

Moving forward, I will be supporting school attendance leads to meet the DfE's new expectations and regulations regarding statutory attendance. This will hopefully ensure that all our families understand the positive impact good attendance has on their child. I will prioritise meetings with families, providing support to ensure that their child attends school regularly and on time. I will support each school develop attendance systems, processes and documentation which have been designed by the Trust.

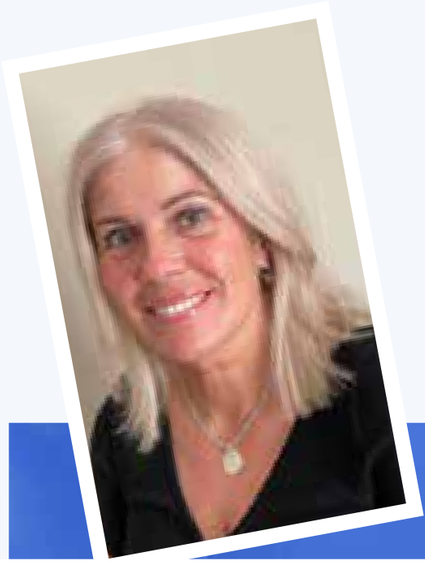
I look forward to building relationships with pupils, families and staff to improve attendance, develop systems and ensure attendance remains a high priority across all schools within the Trust.

Jacqui Steel

Executive PA to the CEO

I joined the Trust in May 2024 as the Executive Personal Assistant to the CEO which Carole Keogan previously led on before her semi-retirement and who continues to support me in my new role.

I have worked in Education for over 20 years and most recently as a School Business Manager in Sheffield. I have settled well into my new role thanks to the support of everyone and have had to develop quickly a deep understanding of the complex systems and processes which underpin the effective working of central trust. No day is the same, and managing a CEO's diary is defintiely a challenge! This said, I am looking forward to the challenges to come.



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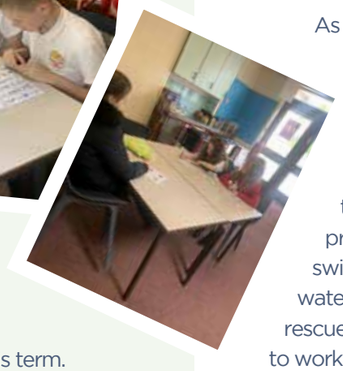
Our Brighter Future's Curriculum



Barnby Dun Primary Academy

Year 6 Visit to Crucial Crew

The Year 6 children enjoyed a day at the Lifewise Centre in Rotherham; where they learnt about how to keep safe in a variety of situations. The centre is set out like a film set with streets and buildings for children to take part in real-life scenarios that involve them making the right choices in keeping themselves safe now and in the future. These scenarios were delivered to the children by members of the police, fire and rescue and transport services along with a magistrate who took the children into a court room. They explained the roles of people in a youth court before involving them in role playing a mock trial. Throughout the day, Year 6 learnt about knife and hate crimes, child/criminal exploitation, arson, water safety, bus safety, road safety and what to do in the event of a house fire. The children were really engaged and enjoyed the practical scenarios, as well as taking on board the important key safety messages.

Notre de club Francais

Our new French club, led by our French Minister – Frankie, has been very popular this term. Frankie, along with Ben (another member of parliament), have organised this fun French club where children from across all key stages can go and play different French games. It has been wonderful to see our children supporting each other whilst exploring traditional French games.

"I manage the club with another pupil parliament member. We have used a lot of resources to make games such as four in a row, bingo, food shopping, guess who, Simon Says and many more. We give out dojos for good effort and get different age groups helping each other. I have also made a certificate (written in French) for our star of the week! Next term, we are going to watch French cartoons and learn French songs." Frankie, French Minister.

Brighter Futures Learning Partnership Trust

Year 5 Swimming

As part of the PE curriculum, Year 5 completed twelve swimming sessions this year. The sessions aim to build water confidence, develop stroke techniques, and improve stamina with this important life skill. The children thoroughly enjoyed attending these sessions each week and we saw great progress from everyone. Alongside developing swimming skills, the children also learnt about water safety, including how to perform a self-rescue. The final sessions allowed the children to work in small groups to create a synchronized swimming routine and there was even the odd game of water polo! The coaches at the pool regularly commented on how impressed they were with the children's positive attitudes and fantastic manners.

Barnby Dun's Pupil Parliament Trip to the Houses of Parliament!

On Wednesday 12th June, Our Pupil Parliament Ministers, along with some other selected children, participated in a visit to the Houses of Parliament in London. After a long journey, we finally arrived and had to experience airport style security checks, which was very exciting!

During the visit, we went on a tour of Parliament, which was phenomenal! We got to stand in the House of Commons and the House of Lords, although we were not allowed to sit on the seats, as we are not Members of Parliament. We learnt lots of information about how Parliament is run, who is allowed to become an MP and the most amazing fact we found out was that members of the public are allowed into the viewing gallery above the House of Commons to watch a live debate in action!

After the tour, we experienced a workshop where we learnt about how laws are passed. We each had our part to play in a role play to debate over whether homework should be banned – it was enlightening to learn that if the Prime Minister has an idea for a law, even if the members of his party disagree with him, they have to support him; otherwise, they will have less of a chance of being in the winning party at the next election. The opposition, however, must give the opposing argument to challenge the Prime Minister and make their task harder! When MPs agree with the point that is raised, they must shout, 'Here, here!' When they disagree, they shout, 'Rhubarb, Rhubarb!' We had a great time debating whether homework should be banned or not, and instead of debating about keeping it, most of us agreed it should be banned. Obviously, teachers and some students disagreed but, in the end, it was kept, because this is what the Prime Minister wanted – the Queen obviously passed this law!

The debate was really enjoyable and helped all the Ministers to understand how laws are passed, and the people involved in this, including the baronesses and the monarch.

Now we are back in school, our next task is to plan how we can impart our knowledge of parliamentary business on the rest of the school, in order to pass ideas for continuing to move our school learning experiences forward. Our Ministers are looking forward to this. From their evaluations, 80% of them have stated that they feel confident teaching others about Parliament and passing laws.

After analysing the children's evaluations of this amazing visit, the overall rating of the trip was a 9.3 out of 10, so it was clearly a success! They all said they had learnt a lot about how laws are made, how debates are organised in the two Houses, and generally enjoyed the tour of Parliament.

Our Brighter Future's Curriculum

Dunsville

Victorian Lives

In Year 5 and 6, we have been learning about the Industrial Revolution, and the changes that came with moving from cottage industry to factories, mines, and mills. We enjoyed learning about this topic immensely, and to start our topic of the Victorians, we visited Danum Gallery, Library and Museum.

As part of our visit, we explored the gallery, looking for clues as to what life was like in the past. We were especially interested in a painting of wild animals, that would usually be seen on an African savannah, which once lived on an estate just outside of Doncaster. In the museum, we looked for further information about the Industrial Revolution and the Victorian period.

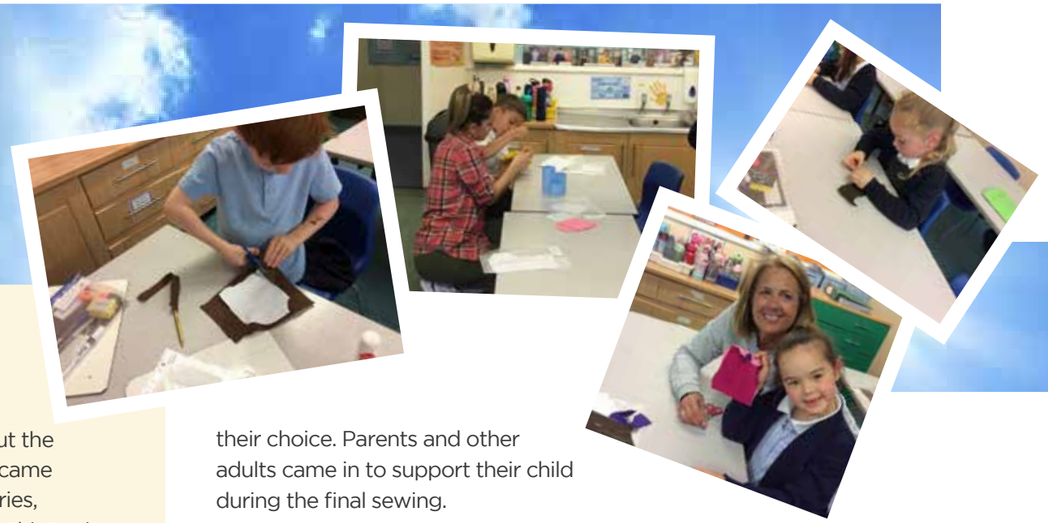
Throughout the day, we also took part in a workshop, linked to daily life in the Victorian times. We learnt about the Batty-Wright family, who once lived in Cusworth Hall, and we compared lives of wealthy Victorian children to what we already knew about the lives of poorer children. During the workshop, we examined objects and even experienced washing using carbolic soap and a dolly tub!

This visit was a wonderful way to introduce our new topic, and we now have so much more knowledge about the Victorians to help us with our learning.

Design and Technology

The Design and Technology topic for Key Stage 1 this last term involved learning how to sew a running stitch and producing a pouch. Children cut out the template, then pinned this to their chosen colour of fabric. After cutting this out, they used running stitch to sew the two pieces together ensuring that there was a knot at the start and end of their sewing.

As a final decoration for their pouch, they embellished the front of their pouch with a decorative shape of their choice. Parents and other adults came in to support their child during the final sewing.



The children were extremely proud of their finished work. They then went on to assess their workmanship stating what they liked about their pouch and what they would alter if they were to do it again.

A Marvellous Magna Visit for Year 3 and 4!

In the Summer Term, we have had the exciting opportunity to visit the terrific science museum, Magna, in Rotherham. Our visit consisted of lots of interesting activities. We enjoyed visiting each of the four amazing interactive pavilions linked to the four elements - air, fire, water, and earth.

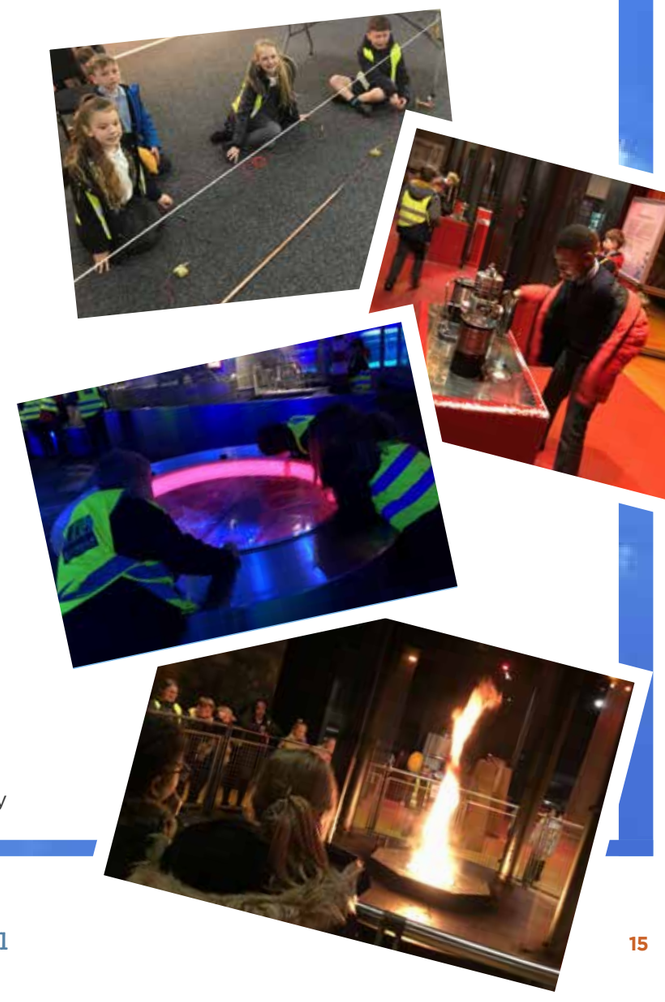
In the air pavilion, we learnt how sound travels, how clouds are formed and how to use air to make different sounds.

We explored the water pavilion and saw a wonderful 3D model of the water cycle, which helped to consolidate our learning on the states of matter that we were learning about in school. In this room, we learnt about how important it is to look after our seas and rivers and miraculously, we managed to stay (mostly) dry!

Later on, we headed downstairs to the earth pavilion and were able to explore the rocks and minerals that make up our earth. We enjoyed working together to transport rocks to different stations and control real JCB diggers. Whilst we enjoyed all of the rooms, a firm favourite was the fire pavilion, where we witnessed the fierce fire tornado!

As well as our exploration of the different pavilions, we also took part in an exciting 'Big Circuits' electricity workshop. During this, we learnt how to make circuits using a range of components, including a fan, that we had to use to dry some wet clothes! We also discussed the importance of staying safe around electricity.

What a super scientific day!



Our Brighter Future's Curriculum

Hungerhill School

Hansel and Gretel

On Tuesday 23rd April, 150 students from our Trust schools; Barnby Dun Primary Academy, Dunsville Primary School, Hungerhill School, Kirk Sandall Infants and Junior Schools and West Road Primary Academy, came together to put on a performance of Hansel and Gretel. Year 7 and Year 8 Hungerhill students acted the story out whilst the primary students provided songs in between.

Ski Trip 2024

Hungerhill School Pupils embarked on a Thrilling Ski Trip to Passo Tonale, Italy!

40 pupils embarked on a remarkable Ski Trip to Passo Tonale that combined the thrill of skiing with unforgettable cultural experiences. Nestled amidst the breathtaking Italian Alps, Passo Tonale provided the perfect backdrop for six days of snowy escapades and unforgettable memories.

From the moment the group arrived, excitement permeated the air as eager skiers geared up to hit the slopes. Under the guidance of experienced instructors, both beginners and some of our seasoned skiers honed their skills, mastering the art of gliding down the pristine snow-covered slopes.

Each day brought new challenges and triumphs as the students explored the vast terrain, soaking in the stunning vistas and adrenaline-fueled descents. Mrs Walker favourite blue run nicknamed 'the Huskie run' as we skied passed a pack of these who awaited a sled pulling experience.

From gentle slopes for beginners to challenging runs for the more advanced, Passo Tonale offered something for everyone, ensuring that each participant found their perfect balance of excitement and enjoyment.

As the sun dipped below the horizon, the adventure did not end on the slopes. Evenings were filled with a delightful array of activities, providing opportunities for the pupils to unwind and bond after exhilarating days on the mountainside. From lively karaoke sessions where talents were showcased, to energetic disco nights that had everyone dancing under the lights, the evenings were as vibrant as the days were exhilarating.

One of the highlights of the trip was the eagerly anticipated slalom race, where students put their newfound skills to the test in a friendly yet competitive atmosphere. Cheers echoed through the mountainside as participants raced against the clock, showcasing their agility and speed in a thrilling display of athleticism.

And what better way to conclude the unforgettable journey than with a taste of authentic Italian culture? The group indulged in delectable Italian ice cream, savouring every spoonful as they reflected on the incredible experiences shared and friendships forged.

As the trip drew to a close, it was evident that the Ski Trip to Passo Tonale had left an indelible mark on the students of Hungerhill School. With hearts full of adventure and memories to last a lifetime!

Our Brighter Future's Curriculum

Kirk Sandall Infant School

Year 1 Art

In Art, the year 1 children have learnt about the artist Andy Goldsworthy. The children created their own pieces of art in the style of this artist. The engagement of the pupils were high. The children co-constructed their art work outside within the school's orchard. The children's vocabulary was strong. They used words such as 'permanent, temporary, and symmetrical'. The children were proud of their symmetrical patterns.

Lifeology

As part of the school's Lifeology lessons on Friday afternoons, the children are currently engaging in a project on careers. The children have discussed what is a career and their own aspirations. So far this term they have looked at doctors and pilots. Each lesson includes an element of reading. The children have talked what it would be like to a pilot? A doctor? Etc The children have discussed what they would like to be when they grow up and why they would choose that job?

Farewell to Mrs Brannon

Nina has been Headteacher at Kirk Sandall Infant school since 2017 and a teacher for over 30 years. As she steps down at the end of the year to enjoy a well-deserved retirement, we want to give her a massive shout out for all she has achieved. Nina has touched hearts and changed lives: we are all better learners and teachers because of what Nina has taught us.

Thank you, Mrs Brannon, for everything.

Our Brighter Future's Curriculum

Kirk Sandall Junior School

Year 6 Design and Technology

In Design and Technology this term, Year 6 have been involved in the launch of the annual Engineering Project (linked to the UTC, Doncaster). The year group have been designing and making a motorised car considering how well the vehicle will go up an incline.

The children had to consider both function and form, as well as how effective and ineffective the designs were. The children carefully measured, marked, and cut wood, used a junior hacksaw, and drew on prior knowledge of structures made in previous years. Working in small teams, they worked collaboratively to attach a small motor to a frame which had a switch. Alan, one of our Year 6 pupils, stated "It's harder than it looks! Although I've worked with motors before, it has never been as hard as this as we need to not only make the parts but work well in a team even with our plans. It's extremely hard."

The children really enjoyed this project, and it allowed them to display the learning powers of determination, resilience, and teamwork. The importance of accuracy within engineering was apparent, and not only allowed our Kirk Sandall Junior School to further our links with the UTC but enabled our budding engineers to shine!

Year 3 Rock!

Year 3 enjoyed an educational trip to the National Stone Centre in Matlock, as a hook for their new science topic - Rocks!

They were fortunate enough to have a range of exciting activities available. The first one was fossil panning, where they had the opportunity to sift through sand and gravel in water filled pans. They discovered various fossils, rocks, and minerals that they could keep! This hands-on activity not only thrilled the children but also taught them about the processes of mineral extraction and identification.

Next was the soil detective workshop, where they sieved a soil sample through two different sized sieves and then used magnifying glasses to identify components like sand, rock, and organic matter. This activity showed the budding scientists what makes up the soil and the importance of soil composition in supporting plant life and ecosystems.

After a well-deserved lunch, the children participated in the trail walk where they saw fossilised coral. They could see layers of rock in cliff faces and the Millennium Wall. This was a wall made by a range of expert drywall builders from across the country. Each builder constructed a few meters of drywall out of rock that is localised to their own area and in their specific style. The walk was incredibly interesting as the children could see fossils still inside huge rocks and cliff faces, with one pupil commenting that they had no idea how many fossils they walked past without realising it!

Finally, the children had a rock identification task, where they were given a range of rocks (including granite, marble, and limestone) and we were tasked with grouping these by their features. This sparked some excellent discussions amongst the children, as they worked in small groups to decide how they should be grouped, and there were some surprises when the answers were revealed!

The Stone Centre trip was a fantastic blend of fun and education, sparking a keen interest in geology among the children (and the adults too!). The whole trip could be summed up by the comments of one child, who exclaimed, "I didn't know that rocks could be so interesting!"

Brighter Futures Learning Partnership Trust

Sporting Superstars

The whole school has been immersed in sporting activities this term, but we have been challenging ourselves to try something a little different! Children from Year 6 have been so lucky to participate in the 'Stateside Super Sessions', which is a high energy program with various team sports and activities run by a team from the United States of America (Megan, Hayley and Jaylan). Each session comprised of a team chant, an opportunity to participate in various games, team talks and competitions. The sport sessions were engaging and dynamic and allowed Year 6 to work collaboratively and show sportsmanship.

The children also enjoyed an exciting opportunity to take part in a taster session for archery. The children were first shown how to hold the bow correctly and attach the arrow. They were shown a soldier's salute and the correct stance needed to fire accurately. Children had great fun trying to aim and achieve a bullseye. Afterwards, children worked together in small groups to play a game, collecting different coloured cones. The aim was to 'make a cake' through collecting each of the four colours relating to the target board. The winning team was the one who had collected the most cones to make the cake!

Our Brighter Future's Curriculum

Doncaster UTC

Girls into Engineering Project.

Our Year 9 and 10 Engineering students have been working with Volker Rail on a bespoke 'Girls into Engineering' project linked to The Baker Dearing Trust. Caroline Lee from Volker Rail supported the project, which was led by two of our Year 13 female Engineering Ambassadors. Students had to work together in order to recreate a scaled Australian Albert Park racetrack, before competing against each other by racing their remote-control cars. This STEM project was a unique opportunity for our students to work with one of our key employer partners and be involved with a cross-curricular project.

VolkerRail

Dr Pleming's Operation Vulcan Design Project'- Winners!

The Work-wise Foundation's Education partnership with Vulcan to the Sky Trust launched an engineering competition 'Dr Pleming's Operation Vulcan Design Project', named in honour of Dr Robert Pleming, the founding Chief Executive of the charity who was responsible for returning the iconic aircraft to flight. The challenge was to design and build a scale model of their own ejector seat and devise a mechanism that allows it to operate in a safe, environmentally friendly and secure manner.

After an initial project launch at Magna our students formed a team during enrichment and worked on developing several concepts for an ejector seat design and mechanism. They developed their ideas through drawings, computer aided design and models. They also had a Q&A session with Steve Wainwright from DN4 Engineering to help with expert input. Students then attended the final judging day which was held at CBE+ Precision Engineering company in Chesterfield. The team had to present their design concept to six different judges. After a testing day of our student's employability skills, they were proudly announced as the overall winners of this competition against all five competing schools and will now attend and work with both CBE+ and DN4 Engineering over two visits to be able to allow them to work with their engineering team to manufacture a fully working product. Students will also be rewarded with a visit to see Vulcan XH558 in Doncaster and receive recognition for their achievements.

Quote from Mrs Wyld:

"Students have benefitted hugely from taking part in this competition, learning beyond the traditional classroom setting and applying STEM principles to a practical outcome. They have also developed employability skills through working as a team and physically presenting their ideas to specialist judges. The input they had from

industry experts regarding their ideas and project management was invaluable and something they can apply in the future. Students level of engagement was great, and they really are looking forward to seeing the final prototype being manufactured."

Student Quotes:

"This experience has taken learning beyond the classroom and given us opportunities to develop our employability skills."

"Feels great knowing industry experts value our ideas."

"This project has allowed us to apply our STEM knowledge to a practical application."

Our
Brighter Future's Curriculum

West Road

UKS2 Space Centre Trip

UKS2 spent the day at the National Space Centre in Leicester. They all had a brilliant day and learnt lots of additional information about space and space exploration. They were shown how rockets are powered and how they exit the Earth's atmosphere. This was exciting and very loud! The children got to climb to the top of a rocket and view the history of space travel as they went. There were lots of interactive activities and all the children were involved in new learning. They got to experience a show in the planetarium which felt like a real-life journey through space. We think their favourite part was the 'gross talk', where children found out about how astronauts dispose of all their bodily waste- it was so interesting!

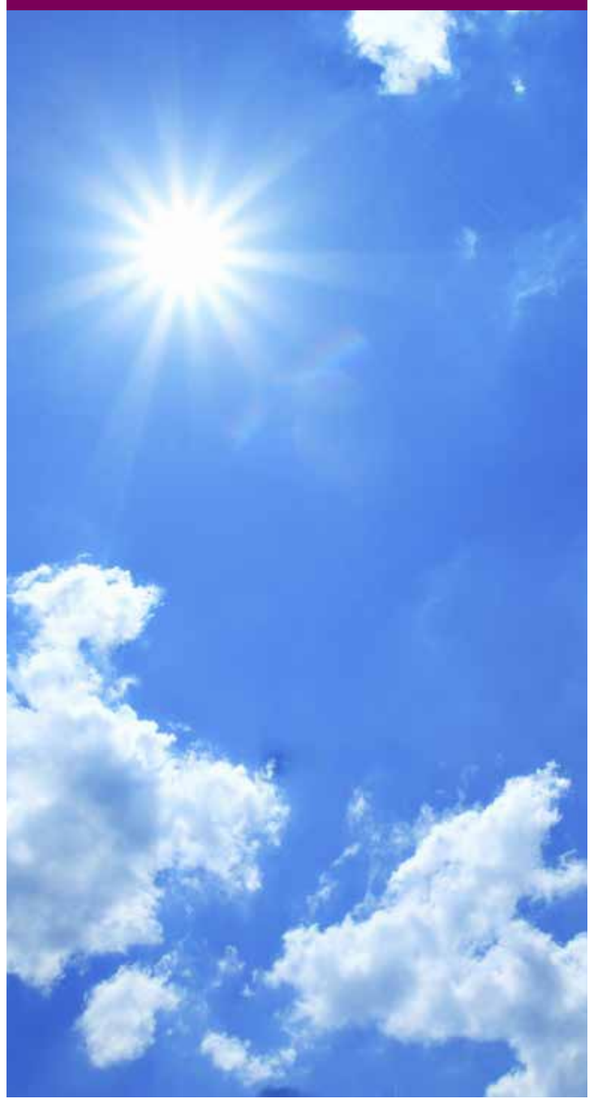
Live band and singer performance

During summer term, all West Road children were treated to a performance from a live band and singer! The children said it was the 'best assembly ever' and had a great time dancing and singing along to the well-known tracks that were played- Our staff members also got up to dance nd sing along too! This was part of the Doncaster Music Service, and our samba teacher was up there for us all to see, which also inspired our future musicians.

Competitions galore!

Children have been partaking in multiple subject competitions this term. The first one was a habitat diorama competition with Miss Bennett. The children designed and created some fantastic model habitats at home with parent and carer support and brought them into school to put on display. We were all so proud and impressed with the engagement and effort that children put into their creations. The second competition was during Shakespeare Week; the children produced some wonderful posters all about Shakespeare and his life and achievements. The children, again, worked incredibly hard on their pieces and some were even tea stained, taking us back to the Tudor period. We love to see our children getting involved in out-of-school extracurricular activities and we are so proud of their engagement.

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 'Subject'. This strand of the framework focusses on areas such as 'planning backwards', 'key knowledge goals', 'assessment' and 'promoting deep thinking'. Both Year 1 and Year 2 ECTs have attended clinics this term which focused on the big questions; 'What makes effective feedback?' and 'How can teachers make effective, long-lasting changes to their teaching practice?'

Our ECTs in Year 2 of their induction have continued to develop their understanding of effective classroom practice and will complete their induction at the end of the school year. A big well done to them all!

ECTs will also be taking part in the final ECT Teach Meet of the year with ECTs from across the Trust, the focus of this session will be on celebrating the fantastic work that the ECTs have done and getting them to share examples of what they have worked on over the past academic year.

Brighter Futures Learning Partnership Trust

"The Early Career Teachers (ECTs) across the Trust have continued to work alongside their mentors through the Ambition Institute Early Career Teacher Program."

Shout Outs

Barnby Dun Primary Academy Shout Outs:

Carly May

Lyndsay Gosden

Carly May

As Deputy Head and SENDCo, Carly's role is very demanding and no two days are the same! She shows great resilience, creativity and empathy in supporting our vulnerable children and helping them feel included, valued and celebrated. Carly always faces challenges with a 'solution-focused' attitude and provides excellent coaching for all staff in responding to challenging behaviour and building trusting relationships with children. Carly has also taken the lead in embedding our Pupil Parliament and enhancing pupil leadership across the school, with great success.

Lyndsay Gosden

Lyndsay has been a wonderful addition to our staff team this year. She brings so much experience and so many skills to her TA role. Lyndsay is super organised, perceptive and dedicated; she is a pleasure to work with.

Ailsa Otley

Dunsville Shout Outs:

The staff have voted for their shout outs. Congratulations to:

Ann Gale

Who works in the school office. She is always helpful with the children, is positive and provides support for the team in school.

Claire O'Sullivan

who works in the school office. She is calm, caring and is always helpful to everyone.

Ann Gale

Claire O'Sullivan

Hungerhill Shout Outs:

Shirley Oxley

For always supporting my events and being your amazing, incredible self. You are a star!

Nicci West

For always supporting my events and being your amazing, incredible self. You are a star!

Shirley Oxley

Nicci West

Ailsa Otley

After many years working in secondary settings, Ailsa has made the leap into Primary, as our office manager. She has found it presents many similar challenges and also, many new and interesting ones! Ailsa always maintains a positive, reflective and resilient attitude and works extremely hard to fulfil all aspects of her role to a high standard.

Kirk Sandall Infants Shout Outs:

Whitney Flounders

Jess Keeble

Brad Maltby

Whitney Flounders

It has been great to see you develop Whitney this year. You have definitely modelled our Kirk Sandall powers. You are a hard-working member of a staff that faces every challenge with a smile. You are well valued on our KSIS team.

Jess Keeble

Jess, you have embraced your new role so well. You are a valued member of our admin team. Thank

Brad Maltby

Thank you, Brad, for the difference you have made to the quality of our PE offer to pupils. You certainly are making a difference.

Helen Turner

For always supporting staff and stepping in when needed, she generally cares about staff wellbeing.

Helen Turner

Annette Bowditch

Annette Bowditch

Thank you for all your support this term, navigating EXCEL with us, reducing our workload at data captures and for always listening.... the English department.

Elizabeth Rabjohn

Elizabeth Rabjohn

Liz always has a smile on her face and her sleeves metaphorically rolled up for any task that she is given. She supports her 1 to 1 with care, attention and dedication, and the progress that he has made has been phenomenal!

Simon Green

Simon Green

Where would we be without Simon? He tackles every job – no matter how hard to awful – with a nod and a smile. His hard work and commitment have not gone unnoticed, and we all appreciate how much work goes on 'behind the scenes' to make our school a safe, nurturing and welcoming environment.

Rachel Wilson

Kirk Sandall Junior Shout Outs:

Rachel Wilson

Rachel has been an integral part of the Year 6 team this year and has worked tirelessly to support some of our vulnerable children to be successful. Her patience and commitment are endless, and she has proved to be a valuable member of the teaching team.

Shout Outs

UTC Shout Outs:

Amy Turner

Amy Turner Lead Practitioner

A huge thank you to Amy Turner for working tirelessly with Curriculum Directors to create and implement a consistent (yet somehow bespoke to departments) marking policy. Your organisation, clarity and kindness are a tribute to the school. We are so very thankful to have you.

Joe Hayes

Joe Hayes Exams Officer and Year 10 Learning Manager

A big shout out to Joe Hayes for all of his hard work (and time) in organising the external exams this summer. Everything was flawless, even with the last-minute adjustments that needed to be made. You ensure this was a smooth process for all our students, taking some of the worry out of this stressful time for them.

John Wardell

John Wardell Director of Post-16

John works extremely hard in both his teaching role across Creative and Digital Media and leading the Sixth Form to ensure students have the best opportunities to succeed. John is always willing to go that extra mile to support students and colleagues and is always positive in everything he does.

West Road Shout Outs:

Kelly Gaston SEN Support Staff

Kelly deserves absolute recognition. She supports her 1:1 child all day, every day, talking to him so kindly and always having the most positive attitude. He has made a vast amount of progress and that is down to her dedication and hard work. She never complains and is a delight to work with for all staff. Thank you, Kelly.

Kelly Gaston

Jade Jones Attendance Officer

We would like to shout out Jade for the improved attendance across West Road this year. She goes above and beyond to support our parents and carers and encourages them to bring children to school. We are all very proud of how much she has grown in this role and how confident she has become. Thank you, Jade, for all your hard work, for 'stepping up' and making the children and parents/carers here accountable for being in school, every day.

Jade Jones

Trust Shout Outs:

Paul Silvester

Paul Silvester Deputy Headteacher

A shoutout for Paul Silvester is much deserved for his continued contributions to West Road Primary. He is a cool, calm, collected member of the Senior Leadership Team and he plays such a vital role in everything that we do. He is truly a professional when acting as Deputy Headteacher and is always there with a supporting hand to anyone who needs it. He always triumphs in year 6 mathematics and is dedicated to improvement across school, all the way down to Nursery. He is one that SLT could not be without!

Teresa Ladley

Teresa Ladley Operations Director

Teresa is an amazing colleague! She stepped up this year to become the Trust Operations Director on a part-time basis and spends many hours supporting schools with complaints and GDPR requests. Her calm, methodical approach are essential to this role and her unstinting 'behind the scenes' support of me and other headteachers ensures the Trust is always compliant. She is a brilliant gardener too!

Lucie Pond

Lucie Pond Headteacher Hungerhill School

Lucie once declared in a meeting with governors, many years ago as a young leader, that 'the job's a good'un!' Although this still makes me chuckle, it is indeed true. I am so grateful that she is leaving Hungerhill School and the staff in such a strong position to be successful in their next Ofsted inspection and that she has moved the school into an even stronger place than when I joined a Headteacher in 2013. I have very much enjoyed working with her over many years and am especially proud that she has continued to support colleagues and children to be the very best. Wishing her lots of luck and happiness for the future – we will all miss her.

Nina Brannon

Nina Brannon – Headteacher and Head of School Kirk Sandall Infant School

Nina is just one of those people whose love and care for children transcends every interaction I have had with her over the last 5 years. She inherited a very tricky situation as her school joined the Trust – with some inherent challenges that even the strongest-minded leaders would have found difficult. She has always shown courage and tenacity in the face of adversity, and I am so pleased she will continue to work with us in some small way as she moves into her retirement. Wishing her lots of luck and happiness in her retirement.

Simon Brigham

Simon Brigham – Trust CFO

Simon joined the Trust as an accountant and since his appointment of CFO I have seen him deploy his skills to a new level. His calm, reflective approach means that he is solution focussed and he has worked with me and the Operations Director to centralise further the finances of the Trust. This has led to significant efficiencies and cost savings helping to keep essential funding on the front-line services in schools. He is passionate, (albeit quietly), about ensuing that all children have the very best education, and he is always keen to support colleagues.

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).

Brighter Futures
Learning Partnership Trust