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Who supports the schools/ UTC in **Central Trust**?

An introduction to our colleagues. ///

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WINNER of Doncaster Chamber Business Award

Central Trust has developed and written
in consultation with each school more
than 40 policies. ///

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BARNBY DUN PRIMARY Reading Buddy Scheme

At Barnby Dun Primary we have
reintroduced our 'Buddy Reading'
across school. ///



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THE BRIGHTER FUTURES' Knowledge Curriculum

All senior leaders across the Trust are
working on developing their curriculum
with subject leaders. ///



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

**Mrs Helen
Redford-
Hernandez**



We can hardly believe that it is a little more than two years since the legal formation of the Brighter Futures Learning Partnership Trust, although it was at least 4 years in the making! It has been an incredible learning journey for all the people involved in its development.

When looking back, I can remember so clearly the daunting task of leading the process, working with so many stakeholders and leaders who all had their own visions and expectations of the process. Working with such diversity brings enormous challenge but also a wealth of opportunities; the key driver for us all was to improve educational provision for all our children and young people as well as providing increased development opportunities for staff. We acknowledged that, to do so, was to support the recruitment and development of the very best educational practitioners, making sure that the future structure of the MAT would support strong CPD and learning opportunities for staff to flourish in the context of the current, significant changes to the education system and curriculum which are underpinned in the new Ofsted Framework. Fortunately, we are lucky to have such great Trustees and Governors by our side to help steer the way.

The governance of the Trust and its Headteachers recognise that we are most definitely stronger together, not least in our endeavours to share policy, best practice and ensure that our collaborations secure the knowledge and expertise to provide the best possible learning experiences for our young people and staff. We had our first weekend Trust leadership conference in October with all schools in the Trust working together to identify the characteristics, skills and knowledge we want our school leaders to possess and more importantly we

spent time exploring how to develop this. The session was led by Chelle Verite, a well-known leadership coach, who focussed on helping us to identify the essential principles which will need to be developed if we are to achieve our aims and objectives. As a group we identified the following areas that all our leaders will need to focus on over the next few years; Responsibility for our actions and not blame, Collaboration and not competition, Accountability in a Framework (making sure we can all articulate the impact of our work). We agreed that our success will be dependent of the quality of our interactions and support as well as the quality of the challenge that we give to each other. We have certainly seen a lot of this support happening across the Trust over the last two years and it is really starting to have impact.

When reflecting on the journey we have all been on, which has not always been visible to everyone on the ground we certainly have a lot to celebrate. The Pandemic has definitely meant the focus of schools has had to be on health and safety, the development of remote learning and getting the basics right. This said, so much has been going on 'in the background' to make sure that our young people have access to the best education. Hopefully this newsletter will help staff and our community to have a better understanding of what has been happening across the Trust, including all the exciting initiatives around curriculum development, assessment and the work of our networks. What strikes me, in particular, as I look at all the photos and articles sent in, is how far we have come in the last 12 months and how everyone has pulled together to be the very best. We are lucky to be part of the Brighter Futures Family!

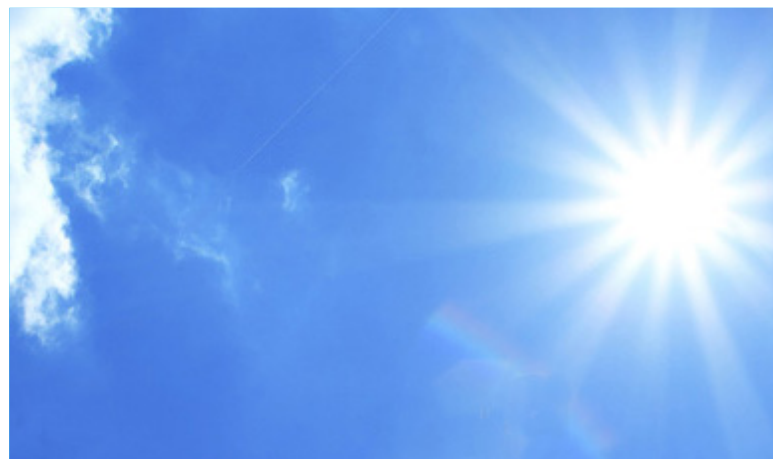
Brighter Futures Weekend Leadership Conference in October at Mount Pleasant in Doncaster





Message from the Chair of the Trust

Mr Marcus Isman-Egal



The Headteacher/Head of School Board (see opposite), the Central Trust Team and our Trustees and Governors have been instrumental in determining this vision and for implementing the essentials to get us to this point – which is no mean feat during a pandemic.

I thank them and their colleagues for the enormous energy, commitment and drive – they are a fantastic group of leaders who are all working to realise the best education provision for our children and young people. They recognise that the people on the ground and our parents/carers, are the reason that we are making such phenomenal progress. Thank you for wanting to make that difference and for all the personal sacrifices you make every day to realise this vision. The Trustees and I are very much looking forward to visiting your schools in the Autumn/Spring terms and we hope to find out what is working well in our schools as well as the challenges you all face.



Who sits on the Headteacher/Head of School Board and drives forward the strategic direction of our Trust in terms of school improvement?



From left to right –

- **Miss Claire Robinson**, Headteacher at Barnby Dun Academy and Trust Primary Assessment Lead
- **Mr Garath Rawson**, Principal at Doncaster UTC
- **Mrs Vicky Wilson**, Headteacher at Dunville Primary School
- **Mrs Lucie Pond**, Headteacher at Hungerhill School
- **Mrs Nina Brannon**, Headteacher at Kirk Sandall Infant School
- **Mrs Kathy Thompson**, Executive Headteacher at West Road Primary and Kirk Sandall Junior Schools
- **Mr Richard Fairgrieve**, Head of School at Kirk Sandall Junior School
- **Mrs Julie Woodward**, Head of School at West Road Primary School



The Trustees and I are very much looking forward to visiting your schools in the Autumn/Spring terms and we hope to find out what is working well in our schools as well as the challenges you all face.





Who supports the schools/UTC in Central Trust? An introduction to our colleagues



- **Mrs T Ladley**, Chief Financial Officer and Company Secretary
- **Mr Simon Brigham**, Trust Accountant
- **Mrs Rachel Wilcox**, Trust Accountant
- **Mrs Tracy Duncan**, HR Manager
- **Mr Richard England**, IT Manager
- **Mr Luke Cropper**, Estates Manager



Time to celebrate... what we are most proud of:



How large is our Trust?

Name of School	Headteacher / Principal	Numbers on Roll Sept 2019	Numbers on Roll Sept 2020	Numbers on Roll May 2021	Numbers on Roll Sept 2021
Barnby Dun Primary Academy	Claire Robinson	301 (No nursery)	298 (No nursery)	298 (No nursery)	297 (No nursery)
West Road Primary School	Kathy Thompson	346 (Excluding nursery) 382 (Including nursery)	340 (Excluding nursery) 382 (Including nursery)	341 (Excluding nursery) 393 (Including nursery)	331 (Excluding nursery) 371 (Including nursery)
Kirk Sandall Infant School	Nina Brannon	264 (Excluding nursery) 325 (Including nursery)	251 (Excluding nursery) 308 (Including nursery)	256 (Excluding nursery) 317 (Including nursery)	249 (Excluding nursery) 299 (Including nursery)
Kirk Sandall Junior School	Kathy Thompson	338 (No nursery)	339 (No nursery)	345 (No nursery)	340 (No nursery)
Hungerhill School	Lucie Pond	1,226	1,195	1,197	1,200
Dunsville Primary School	Vicky Wilson	291 (Excluding nursery) 318 (Including nursery)	264 (Excluding nursery) 286 (Including nursery)	260 (Excluding nursery) 282 (Including nursery)	253 (Excluding nursery) 271 (Including nursery)
Doncaster UTC	Garath Rawson				541 including post 16 but no Year 11 as yet
Current Total in Trust without UTC					3319
Projected Numbers for UTC					800
Projected Numbers in Trust by September 2022					4419

- We have built a strong infrastructure of robust central services to enable Governors, Headteachers and Senior Leaders to focus on their core educational purpose – and not be distracted by setting up and monitoring business functions, focussing instead on **‘developing an exciting and innovative curriculum, underpinned by excellent teaching’**. **The development of central services has been instrumental to ensuring that Headteachers can focus on what is important – school improvement.**
- We have improved and aligned the management information and assessment systems and processes in our Trust – all schools are now using SIMs/SISRA/OTRACK, which means that we can moderate standards across the Trust and ensure the best practice drives forward innovation.
- We have established a clear methodology and infrastructure for school improvement so that all schools/UTC can deliver a high-quality education and strong academic success. We employ a range of school improvement consultants (all Ofsted registered) to support leaders meet the ambitions of the new Ofsted Framework. We have developed a programme of teaching and learning reviews led by senior leaders across the Trust so that colleagues have access to the best professional development and coaching programmes.
- We have created a leadership culture which focuses on collaboration and empowerment for **the benefit of everyone** in the Trust. Our first senior leadership conference in October

(delayed by 2 years due to Covid) focussed on the development of leadership across the Trust, leadership of curriculum development– looking at the best language strategies to develop pupils’ language and cognition as well as how we implement the new Children’s knowledge-based curriculum in our primary schools.

- We have successfully opened a new school (believe me, this is no mean feat!) – the UTC is the only UTC in the country to be oversubscribed and be on track to be at least good, in its first inspection. This is to the credit and strength of leadership of the Principal, his team and the Local Governing Body and of course, my Trustees who continue to oversee its performance
- We are developing an employer-led, curriculum at the UTC, where employability and key knowledge and skills are embedded and developed across the curriculum; we are currently developing a Trust wide career’s strategy so that Hungerhill students and our primary children can benefit from the projects. Watch this space!
- We have set up a number of Trust networks which are central to the Trust and each school’s/UTC’s improvement agenda. Our senior and subject leaders are driving this by ensuring that the best practice is rolled out across the Trust. The networks focus on the Teacher Early Career Framework, Safeguarding, SEND, literacy, numeracy, curriculum development including the new Early Years Framework and Assessment.
- We have strengthened local governance across the Trust, enhancing the Scheme of Delegation, providing quality Trust training which develops



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the skills and knowledge our Trustees and Governors need to fulfil their statutory roles. Local Boards are now able to focus on school improvement, safeguarding, behaviour and operational health and safety. Trustees focus on ensuring we adopt the best business models in finance, HR, GDPR, legal and compliance.

- We have recently appointed an Estates Manager, Mr Luke Cropper, who now oversees all building work across our Trust. In the last two years, Central Trust has secured more than 2 million pounds of capital funding for the schools to address some key maintenance issues which include replacement roofs, fire doors, windows.



Our Capital Project Bids 2020-21

School	Project	Full Project Cost	School Contribution
Hungerhill	Replacement Roofing	325,535	32,553
	Replacement Windows/Doors	490,893	49,089
Dunsville	Fire Doors/Fire remedial works	260,681	15,640
	Electrical Fire remedial (alarm)	92,960	5,577
TOTAL		1,170,069	102,859

Our Capital Project Bids 20 21-22

School	Project	Full Project Cost	School Contribution
Dunsville	Roof replacement	169,975	17,847
	External doors	133,396	14,006
West Road	Roof replacement	559,453	86,715
TOTAL		862,824	118,568

- We have developed a more streamlined and robust approach to finance that maximises value for money, minimises the risk of fraud or misappropriation and supports our schools/UTC to achieve their objectives. Schools which joined the Trust with deficit budgets are now carrying forward surpluses which means that, in the longer term, there will be more funding to spend on developing the curriculum. The Trust will continue to support those schools with predicted falling rolls.
- We have restructured the Leadership Teams at West Road and Kirk Sandall Junior Schools, to ensure there is increased capacity and Executive Leadership across both schools. This is having a significant impact on the quality of education and leadership. We expect Kirk Sandall Junior School to achieve a 'Good' judgement at its next inspection after more than 15 years of being judged as 'Requiring Improvement'. The schools are proving that by working together and holding each other to account, they are making a real difference.

- We have built and opened a new school; the UTC is the only UTC in the country to be over-subscribed. This has been a significant achievement and it is thanks to both the Trustees, Governors, leaders and staff that it opened on time during a Global Pandemic. The recent Ofsted monitoring visits show that the UTC is on track to achieve some fantastic post 16 outcomes in

the Summer of 2022. The post 16 offer provides real choice and diversity to all our students in the Trust and across Doncaster. We also extend our thanks to our employer partners who are helping to make the curriculum 'world-class'. Our thanks go to such a fantastic team who are definitely championing the cause of excellence.

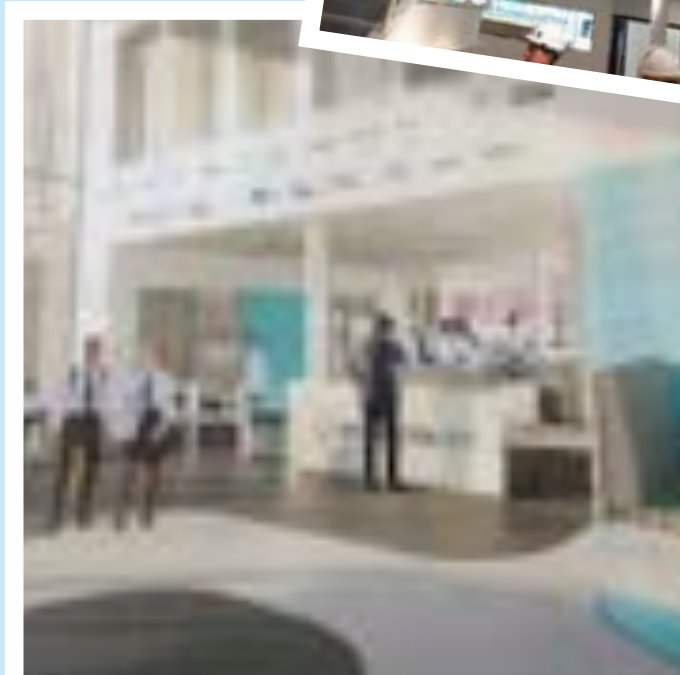


// *We have developed a more streamlined and robust approach to finance that maximises value for money, minimises the risk of fraud or misappropriation and supports our schools/UTC to achieve their objectives.* //



Wow...we did it
and won

a Doncaster Chamber's Award



// We have made some key appointments across the Trust which are really helping to improve the quality of data, assessment, teacher CPD, and subject leadership. //

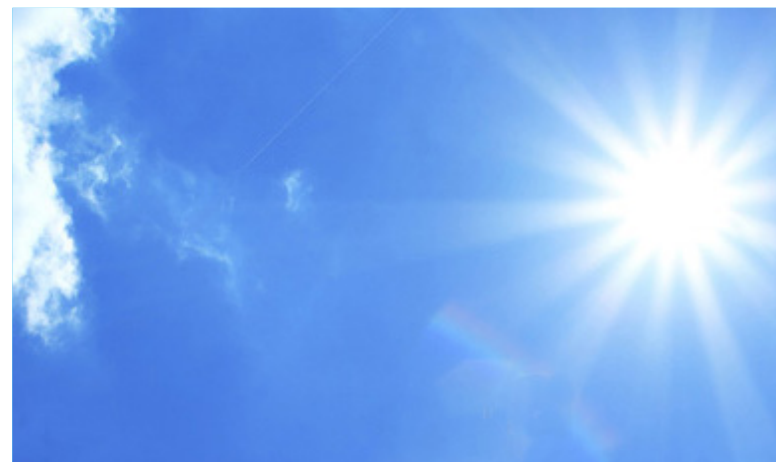
- This will support School/UTC leaders and local Boards to develop best practice and should help to reduce workload significantly since these policies would have been written historically by each school/UTC. All policies are available on the Brighter Futures Learning Partnership Trust website and there are links from each school/UTC to this website.
- We have developed a range of key services to support schools/UTC. We continue to develop the IT infrastructure across the Trust to ensure that staff have access to the best quality IT software to develop teaching and learning. Our Trust Central IT Manager, Mr Richard England, is ensuring that all schools/UTC in the Trust have access to our new Trust portal where schemes of learning, assessments and resources will be stored to ensure that teachers and teaching assistants can share the best resources and training. The portal went live last term for our business and HR functions and the curriculum areas will be populated by the end of this term. This should ensure that we are not

duplicating resource but ensuring that teachers can focus on planning and curriculum development.

- We have made some key appointments across the Trust which are really helping to improve the quality of data, assessment, teacher CPD, and subject leadership. These include a secondary Data and Assessment Manager, Ms Rosie Everley, Secondary Directors of Maths, Geography and Engineering, a CPD Lead for the Early Careers Framework and a Strategic Lead for safeguarding. We have also appointed one of our primary Headteachers, Mrs Claire Robinson to lead on primary assessment across the Trust. The appointment of a Central HR Manager has been essential in ensuring we have a strong recruitment and retention policy providing a key step in ensuring that our employment practice across the Trust is fair and transparent.



Special visit to **Doncaster UTC** by **Baroness Berridge**



Who sits on the Working with **Notre Dame School in Sheffield** and across our Trust schools to deliver the **Early Careers Framework**.

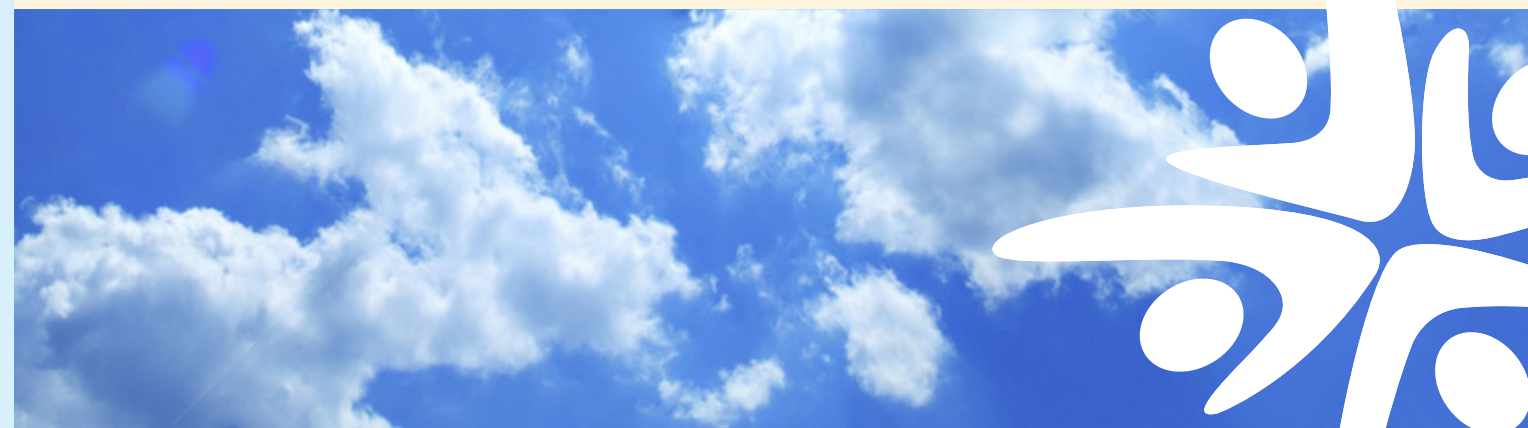
In May this year, we also received a visit to the UTC from Baroness Berridge, Parliamentary Under-Secretary of State for the school system and the Acting Regional School's Commissioner Carol Grey. The visit focussed on the curriculum and why Doncaster UTC has been so successful in such a short space of time.

The visit was supported by one of our Trustees, Jack Pendle and the Vice Chair of the UTC, Paul Stockhill who have worked on the project with the CEO since the project's inception. The visit was warmly received by staff and students and it was acknowledged that both the build and new curriculum were inspirational and a Flagship Model for others to aspire to. Our thanks are extended to the students and staff who were involved in the visit; it was wonderful to see their efforts being recognised.

We are really proud of our new teachers and hope that they feel supported to be the very best practitioners. John Ryan, Assistant Headteacher at Hungerhill School is the Lead Co-ordinator across our Trust. Thank you, John, for doing such a sterling job!

The first Early Career Teacher Conference took place in September in Sheffield. The day was co- delivered by colleagues from Notre Dame High school and our Trust as part of an ongoing commitment to deliver Ambition's Early Careers Framework programme. From September all teachers in the first 2 years of their career will be expected to engage in the

Government's new statutory training and support programmes and as a Trust we have chosen to work with a high performing Trust in Sheffield. This is a great opportunity for all of the 60 early career teachers who were involved in the day to learn from each other, starting to develop a network of quality collaboration during their first term. With a focus on the science of learning and effective habits of planning, the programme and materials were shared with lots of opportunities for discussion and reflection. The programme of support will extend across the next 2 years.





The Brighter Futures' Knowledge Curriculum



An essential element of our knowledge curriculum is the development of a broad and rich vocabulary and the explicit teaching of this.



All senior leaders across the Trust are working on developing their curriculum with subject leaders to ensure that our young people have the essential knowledge and skills to secure the best possible future.

We are working with the best Trusts both locally and nationally to develop a rich curriculum where knowledge content is carefully chosen and organised in a coherent way ensuring it builds across both primary and secondary education in our Trust. We are building the foundations to ensure that all children and young people can build conceptual understanding and skills over time. The work is based on E.D Hirsch, Dylan Wiliam and Daniel Willingham.

An essential element of our knowledge curriculum is the development of a broad and rich vocabulary and the explicit teaching of this. The design of the curriculum draws on research-based cognitive science with carefully planned opportunities for recall and revisiting essential knowledge. This is replicated in our secondary schools/UTC.

In just over half a term, we are already seeing the results! We believe that the alignment between primary and secondary education is the key to raising standards across our Trust. Our Primary Knowledge Curriculum has been developed across both high performing primary and secondary schools in London and Cambridge and weaves important concepts such as fairness, justice, liberty, identity and power through a diverse range of contexts. We are excited by the future and the very visible levels of engagement and learning from our pupils/students.



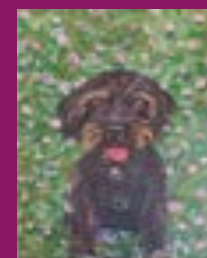
Our Curriculum in Action both in and out of School: Hungerhill Art Gallery



Amy Heath
11I



Grace Hall
11E



Amy Heath
11I



Brody Taylor
10E



Belle Norman
10H

Emily Staines
11L



Dannyl Ticala
11U



Lily Piggott 11L



Afia Evans 8E



Year 7 Art Club

Chloe Graviil 8S



Afia Evans 8E



Alleah Watson 8E





Post Covid we are re-establishing out Trust trips – and our young people are loving them!

West Road Primary Academy Residential

Judith Dixon



Twenty of West Road's Year 6 had an amazing time on their long-awaited, twice-postponed residential trip to PGL Caythorpe Court Activity Centre. They took part in a variety of challenging activities such as: using a zip-wire, abseiling, team problem-solving games and Aeroball.....think basketball on trampolines!

For many of our pupils, this was the first trip away since Covid lockdown; most had never tried this type of activity before. However, they all achieved so much; developing in self-confidence and growing in independence. It was wonderful to hear them supporting and encouraging each other. The favourite activities for our group seem to have been the archery. This was a completely different type of skill building activity and the raft-building where teamwork was essential. Pupils loved getting the adults soaked. The progress that the children made, from nervously attempting the 'Vertical Challenge' climbing activity on Day 1, to pushing themselves to go that bit further on the final 'Trapeze Jump' activity on the last day, proved how valuable the trip was. When asked what they had learnt about themselves, these were some of the quotes:

“ I can trust myself to try new things. ”

“ You can grow in confidence and face your fears. ”

“ I can believe in myself and I won't give up. ”



Barnby Dun Primary Reading Buddy Scheme

At Barnby Dun Primary we have reintroduced our 'Buddy Reading' across school. Here are some photos of Reception Hedgehogs and Year 3/4 Kangaroos enjoying stories together.

The older children are modelling reading aloud and the younger children are joining in parts of the story they become familiar with. They are loving making a new friend in an older/younger class too!





Dunsville Primary School

visit to Kingswood

Vicky Wilson



It was fabulous to spend time out of school with our Year 5 and 6 children at Kingswood, challenging themselves to overcome fears and build new friendships and teams.

Many children took part in activities which they had never done before, requiring a real leap of faith! It was great to see so many happy, smiling faces. Thanks to all the staff who gave up their time to make such a memorable experience!



Doncaster UTC – Garath Rawson

Where employer and university projects make the difference to learning!

In year 9 we are working with Sheffield Hallam University to create a new App. The students will be producing a design concept and prototype of an App. The App's main purpose is to make the world a better place. Students will be using the client brief to form their initial ideas and create documents such as mind maps, mood-boards, visualisation diagrams, workplans, as well as developing ideas for logos. Once this is complete, the students will begin the production phase of the project where they will be learning to use Adobe XD to create wireframes and prototypes of the App before presenting the finished product to Anne Doncaster of Sheffield Hallam University.

Many children took part in activities which they had never done before, requiring a real leap of faith! It was great to see so many happy, smiling faces. Thanks to all the staff who gave up their time to make such a memorable experience!

In year 10 we are also creating an App but in partnership with Danielle Lee, the Cyber Protect Officer for South Yorkshire Police. In addition to the App, students will also produce a multimedia product that will help users to make informed choices about how to use their cyber skills in a legal context. The project is called 'Don't Break the Online Law'. South Yorkshire Police would like to use the winning product when they attend the project summary meeting.

Year 12 students have been working on developing Audio Visual Promotions as part of their media course in conjunction with a company called S.Media. Students have been set the task of creating an in-stream YouTube advert. The advert is for an original/new fashion brand or a technology product. Students will be using professional filming and sound equipment, such as Canon Legrias, Rode Microphones and Go-Pros to record the footage and audio, as well as editing the audio-visual advert in Adobe Premiere. Students will be learning how to use the software and create transitions and special effects. When students have completed their YouTube advert, they will be presenting their work to Sinead Buckley, Client Services Director at S.Media.



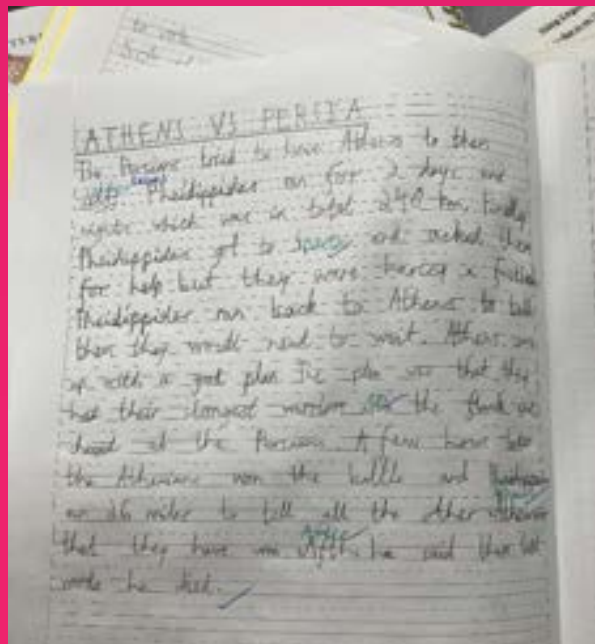
What does the **engineering curriculum** look like in our UTC?



Working with Vulcan to find out how the curriculum links to the latest technology...



What the new Primary Knowledge Curriculum is starting to look like at West Road Primary School



What our staff think about the new primary curriculum!

A message from Heather Lawrance at Kirk Sandall Junior School to the Headteacher

Today's year 4 lesson in my class was all about the Persian Wars with Ancient Greece. A weighty topic and when I planned it; I was dreading it as I didn't think they'd get into it, but they LOVED it. I think I really underestimated what they could do. They're now turning the Persian wars into comic strips and are doing a great job!

We took the story and spoke about it so we could understand it (we did the battles of Marathon and Thermopylae). My class said that when Pheidippides went to speak to Sparta to ask for help for the Athenians, the Spartans said, "Well, we will in a bit but for now we're partying", which is a great paraphrasing of what happened.

They acted it out, came up with alternative wording and thought about how the Athenians, Spartans and Persians felt in that story. They've taken a tricky piece of history and understood it enough to present it in a different way. I'm so proud of them!

I just wanted to share this with you.



And at West Road Primary

Hannah Purdy



The knowledge that children have acquired from the PKC this half term is outstanding. There is clear progression within each of the foundation subjects and the knowledge is well sequenced. The children enjoy sharing that knowledge with their peers across year groups.

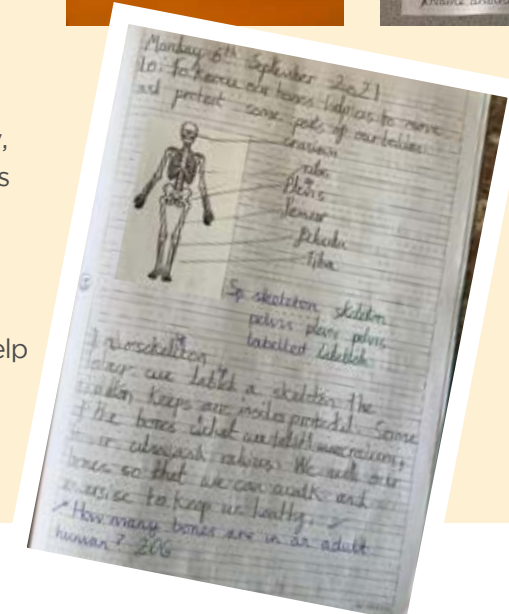
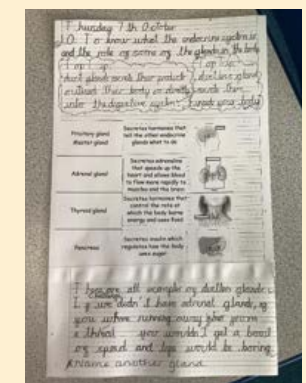
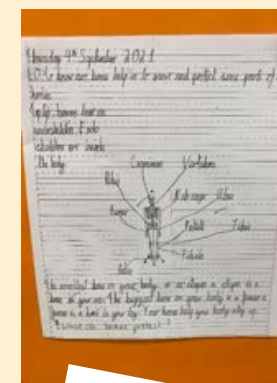
The heavy emphasis on vocabulary is ideal for our children as they have such low levels of literacy, and they are working hard on developing their tier three vocabulary. Already, we have noticed Year 6 children having greater access to and understanding of texts they are reading, coming across certain key vocabulary in history, geography and science. The PKC is having huge benefits in providing the children with powerful knowledge

which they can then apply to a wide range of contexts. We are excited for our children and know that the curriculum with its ambitious vocabulary will certainly help to close the gaps between many of our disadvantaged and non-disadvantaged children.

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Already, we have noticed Year 6 children having greater access to and understanding of texts they are reading, coming across certain key vocabulary in history, geography and science.

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The new children's curriculum at Kirk Sandall Infant School

Year 2 have been making their sculptures using organic shapes. They were inspired by the work of Calder. We've loved our unit on Colours, Lines and Shapes!



Brighter Futures Roll of Honour

And finally, we want to use this section of the newsletter to celebrate the achievements of some of our staff. We asked our Headteachers and leaders to nominate some staff for special mentions this term.

Congratulations to:

Lucy Wicks for being amazing this year and leading in Foundation Stage when staff have been absent.

Sue Cording

for giving up her lunchtimes and staying after school to help with marking and preparation for the next day and going the extra mile with a smile on her face.

Jamie Schofield for putting in so much effort to ensure the children at Dunsville have access to quality PE equipment and for organising the Kingswood residential.



Special thanks also to:

Shannen Parkin for adapting so well to teaching Y6 and being a highly effective Art Lead.

Angie Rooth for helping to tidy school during the summer holidays and for being a fantastic teaching assistant.

Sara Satterley for maintaining excellent customer relations and producing our 'Friday Letter' so efficiently.

Leanne Matthewman for going over and above her role as the Admin Lead for premises by helping Luke Cropper to pump water out of West Road flooded cellar for more than 4 hours, getting very wet and muddy in the process. A real trooper!

Teresa McClenning for all she does in her role as SEN Support Officer, running our after-school care provision and for caring for a child until 8.20 pm when Mum was stuck in traffic following an accident on the M18. Thank you so much!

Carly McCarthy (Assistant Headteacher and KS1 Lead) for running her unit admirably with reduced staffing due to illness. What a star!

Sarah Harris is a fabulous teacher: super organised, meticulous and hard-working but very modest!

Joy Young is a Teaching Assistant who always thinks of others and gives massively over and above e.g. coming in on her days off when we've had absences or important events. Thank you so much!

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Claire Matthews is a great Teaching Assistant who presents herself in a really professional way and takes everything in her stride, despite being one of the busiest people in school! An absolute credit to the Trust and school.

Teresa Ladley is the CFO of our Trust. We would like to thank her the continued leadership of Trust finances, supporting colleagues across the Trust to ensure that budgets are managed effectively. Her kindness and support of others are legendary.

Carole Keogan for her unstinting support and care for others. She has been instrumental in making sure that everyone in the Trust follows key policies and she manages a diary which is worse than the Queen's! Don't know how she does it but thank you!

Shaun Copsey must be commended for his work as Site Supervisor. The cleanliness of the infant school inside and out is always to a high standard. He always goes the extra mile and puts others first. He always prioritises health and safety demonstrating how he thinks of others and takes pride in his job. He spent the summer painting curbs and other trip hazards, along with redecorating the soffits. He is a real asset to the Kirk Sandall Infant School family.

Pennie Pemberton has embraced her new role as Inclusion Lead with 100% dedication. She has developed herself in her own time researching and reading. She is making a difference to our most vulnerable pupils and families and is always so positive. Thank you.

Chloe Webster, in her role as Admin Assistant has worked late and come in early to ensure the school office functions efficiently. Despite the challenges and dilemmas that have been thrown at her at the start of a busy term, Chloe has always completed her tasks to a high standard and always with a smile.

Katie Homyard is a new member of the leadership team and has joined the school as KS1 Lead. She is also the SENCo Designate. In a short space of time, she has made

a transformational impact on the school's improvement journey. The list is endless but one key improvement, Katie has introduced is a new formative assessment system that matches the newly designed curriculum. Well done for a fantastic start and for all the support you have given to colleagues.

Ellie Convery - works tirelessly without complaint, above and beyond her remit to ensure the UTC runs smoothly. She is always keen to support colleagues improve the quality of teaching and has a wealth of skills which help make the UTC one of the most efficient school's in the Trust. What would we do without her!

Tracy Keith - Known for her outstanding ability to communicate with new potential parents. Her empathy demonstrates a level of care and understanding that is second to none. She is one of the reasons why parents have such faith in choosing the UTC as their preferred school.

Caroline Hayes - An absolute rock for the UTC, never waivers to do what is right for the students, day in and day out. Whilst taking a 'hard line' when required she is able to bring students and parents along with her every time.

Chris Keogan - a man of all tricks, whilst being a great Learning Manager, he has also started his journey into the classroom showing a great deal of enthusiasm and passion. He is providing opportunities for students during enrichment they wouldn't otherwise have.

Thank you to our fantastic Hungerhill 'Covid Team' **Clodagh Byrne, Kirsty Clark, Rhiannon Crompton, Louise Evans, Debbie Holgate, Paula Hope, Michalla Jinks, Maolgorzata Kwasniewska, Helen Liddle, Kat Meanwell, Jackie Mrkogaca, Gary Parks, Rebecca Scorer, Rebecca Smith and Jess Whalley** for stepping in to run our onsite mass testing for our students. You have been amazing!

A special thank you also to our site team for supporting this and for setting up our testing hall! It has been no mean feat but have provided a fantastic service. You are the dream team.

In our next newsletter we will be dedicating a section to the fantastic set of Trustees and Governors who dedicate so much of their time to our Trust. We are so lucky to have them. They are an amazing group of people who give freely of their time to ensure that leaders at every level of our Trust have the support and challenge they need to provide the highest levels of education for our young people and children. Watch this space!