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



What a busy term this has been. We have had the launch meeting for the new UTC, an Ofsted visit for West Road Primary School, the MAT CPD day 'Every Teacher a Teacher of Reading', not to mention all the fantastic events across our schools. Our bid for the new UTC is so strong that we have been 'accelerated' to the top of the Free School queue by the DfE so I am confident that we shall have a new school open in the next 2 to 3 years or sooner if possible. Watch this space!

All our schools and UTC have been working hard to sustain the fantastic results our staff and pupils/students secured last year. The drive and determination I see every day is impressive and I cannot thank you enough for your commitment and hard work. We are keen to make sure our strong school improvement model continues to drive forward the highest standards and achievement for all groups of students. We know, from the Ofsted inspections, there is a strong commonality running across our schools with a rich curriculum, strong pedagogy, highly effective assessments strategies which address gaps in learning. There is also deep mentoring and support for colleagues, so that colleagues have the knowledge and skills to be the very best. Our Ofsted trained consultants in addition to senior leaders working across schools, evidence the progress we have made since we became a MAT in 2019. Our parent surveys tell us, that although we sometimes get things wrong, parents and carers know our schools are providing a good standard of education and very importantly, their children feel happy and safe in school.

As we hurtle towards the Christmas holidays, I just wanted to extend my deep appreciation for all that you do. I would also like to publicly acknowledge our Chair of the Trust, Peter Duffield who will be retiring in December at the grand old age of 70! He has

been a great ally and friend to the Trust and we wish him well for the future. The new Chair will be Pippa Dodgshon, formerly Headteacher of Hall Cross, who will be stepping into role from January. Pippa knows many of you well and I am sure you will see her out and about in our schools.

Finally, I am saddened to inform you about the recent passing of Les Keogan (husband to Carole Keogan – my PA) who died recently in our service. Les had worked both at Hungerhill and at the UTC and he will be very much missed by his colleagues and friends. Many of you knew him well and I am sure you will join me in forwarding your best wishes and good thoughts to Carole, his wife (my Super PA!)

As the term comes to an end, I really hope you find time to be with your family and friends this Christmas. You all deserve some time to recharge the batteries ready for a busy new year. Let's hope it is a happy and healthy one for all.

**Have a wonderful Christmas and new year.
With very best wishes,**

Helen



//
*We are keen to make sure
our strong school improvement
model continues to drive forward
the highest standards and
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of students.*
//



Our Brighter Future's Curriculum



They enjoyed finding about their painting style and that they often painted outdoors 'en plein air'...



Barnby Dun Primary Academy

Year 6 Art - Impressionism and Post - Impressionism

In the Summer term, year 6 pupils enjoyed learning about Impressionist artists such as Renoir, Monet and Degas.

They enjoyed finding about their painting style and that they often painted outdoors 'en plein air' depicting the visual impression of the moment—especially in terms of the shifting effect of light and colour. The children spent some time outside painting trees in the style of the Impressionist artists. Following on from the Impressionist artists, they looked at Post – Impressionist artists such as Van Gogh and Cézanne.

The children looked in depth at the artwork of Cézanne focusing on his use of paint and his parallel 'constructive brushstrokes'. They compared the two styles of art and found out that Post – Impressionism used parallel brushstrokes and geometric forms to create volume in their work. They looked at a series of paintings that Cézanne created of Le Mont Sainte-Victoire and selected one that they re-created using watercolours and constructive brush strokes.



EYFS

Foundation Stage recently welcomed a new group of children to our school. They have settled well into their new routines and are rising to the challenge of high learning expectations. Throughout the summer, the EYFS staff team reflected on the concept of schemas and how catering for children's schemas can have a positive effect on their behaviour for learning and development.

What is a schema?

Schematic play happens when young children are involved in repeated actions or certain behaviours as they explore the world around them and try to find out how things work. We call these specific actions or behaviours "schemas."

Staff have spent the first half-term getting to know the children well. This has allowed staff to interact with pupils and find out what prior knowledge they have arrived with and how they can be supported

with the next steps of their learning journey. Knowing children's personal schemas has enabled staff to plan appropriate learning experiences that cater for individual needs. There are many types of schemas. Examples include:

Trajectory: Creating lines in space by climbing up and jumping down and dropping items from height.

Positioning: Lining objects up and putting them into groups.

Transporting: Carrying objects from one place to another.

Enclosing: Adding borders to pictures, adding boundaries to play areas.

Providing many opportunities that cater for schematic play enables children to make developmental leaps and make connections.

Continued >>



Our Brighter Future's Curriculum



You can find poetry in your everyday life: your memory, in what people say, on the bus, in the news, or just what's in your heart.



Continued >>



Poetry Recital

Our ten classes, Reception to Year 6, all came together for a poetry recital in the school hall. Each class had selected a poem, based on the theme of celebrating friendship and kindness, to fit in with Anti-Bullying week. They learnt it off by heart and performed it to the large audience, thinking about voice projection, timing and actions to illustrate and emphasise vocabulary. The performances were all so different yet all so polished!

Lizzie, our Pupil Parliament Minister of English, commented:

The whole school organized a school poetry recital. Some of the poems were 'The Crayon Box That Talked', 'What I like the most' and 'The Golden Chain'.



I think it's a really good idea to introduce poetry to children as young as four and five. Here's a quote from former poet laureate, Carol Ann Duffy:

'You can find poetry in your everyday life: your memory, in what people say, on the bus, in the news, or just what's in your heart.'

Everybody performed their poems really well; even the children in Reception performed their poem confidently in front of the whole school. I think we should do more poetry recitals to help introduce and celebrate more poetry in our school.



Our Brighter Future's Curriculum



Dunsville

Key Stage 1 - Harvest

Key Stage 1 have been learning about Harvest Festivals. They used their knowledge to share information with parents and carers in their Harvest Assembly.

Pupils recited the poem 'Chocolate House' with their text map actions and some pupils shared their own poems based on the poem's theme and language patterns. Keziah read her 'Sweet House' poem, Chloe shared her 'Marshmallow House' poem and Myla shared her 'Sweetie House' poem. We learnt that chocolate comes from cacao beans that are farmed in places with hot climates and we enjoyed trying different types of chocolate. Is your favourite white, milk or dark chocolate?

KS1 have been making healthy wraps in their Design and Technology lessons about cooking and nutrition. We thought about the variety of fruit and vegetables that farmers grow and how they have enjoyed eating vegetables such as lettuce and onion in their healthy wraps.

We have learnt about food groups focusing on grains for energy. The pupils thought about and named foods that use the flour from the farmer's grains.

KS1 recognised how fortunate we are to have the many delicious foods that are in our shops because of the hard work of farmers, lorry drivers and shopkeepers.



Y3/4 Setting descriptions inspiration

This half term, Years 3 and 4 have been focusing on creating setting descriptions. The children have enjoyed reading 'The Lion the Witch and the Wardrobe' by C.S. Lewis as inspiration for their own setting descriptions. As part of this unit, the children have learnt a model setting description based upon Narnia from memory. This has helped them to learn lots of new, interesting vocabulary as well as different ways to structure descriptive sentences. Before writing their own setting descriptions about a woodland, the children enjoyed a sensory walk exploring the school's wildlife area. The children were able to generate fantastic vocabulary to describe the things around them and had their own real-life experiences about each of the senses to refer back to, in their writing.

Year 6's visit to Huddersfield University

On Tuesday 17th October, the Year 6 pupils at Dunsville Primary School visited the University of Huddersfield. When they arrived, they were greeted by student ambassadors, who told them about their studies and what life was like at university. The ambassadors studied a range of subjects, such as English literature, architecture, film music and science.

The pupils took part in a range of activities with the student ambassadors, including a game called 'Degree or no Degree', where different professions were given to the pupils, and they had to decide whether you would need a degree to do that profession. The pupils then worked in groups to design their own university.



For the remainder of the visit, the pupils split into groups and each of the student ambassadors took them on a treasure hunt around the campus. It was eye-opening for the pupils to see students working in different buildings, and the range of subjects available to study. The visit ended with a mini graduation, where the pupils had caps and gowns to wear, and were presented with a certificate.

The pupils had an extremely positive experience and learnt a lot about university during the visit.



Our Brighter Future's Curriculum



The Hub is a great way to meet new friends and to build confidence – it has certainly worked for me!”



I was so nervous about my first day at Hungerhill but I did not need to worry – I saw Mr Hodson and Mr Cattell from my transition days and I felt really relaxed.



Hungerhill

The SEND Provision at Hungerhill goes from strength to strength – incorporating core values, attainment to learning and building on social and communication skills so that all students have equal access to the school curriculum and support during unstructured times of the day.

This term, in collaboration with the Careers Department, selected students attended a careers fair in Sheffield facilitated by Autism Plus. The event brought together employers and providers from across South Yorkshire to showcase employment and training opportunities for people with hidden disabilities.

Feedback from our students was a resounding success and they felt they had received relevant information for their chosen future careers.

Other aspects of our day consist of morning meet and greets, activities from 8am until form time – this is a chance for students to talk through their day with Lead TAs, Mrs. Needham, Mr. Hodson and Mr. Cattell, lunchtime support via chess, board games, social, communication and interaction activities and we support right the way through until 4pm! After-school enrichment activities are based around 1:1 adaptive learning for our EHCP students, homework club and support within the GCSE revision sessions.

We are also extremely lucky to have Mrs. Needham – our LAC Mentor (Looked After Children) who support our students through their journey through Hungerhill and prepare them for their next steps into adulthood.

Our wonderful cohort of students are true ambassadors for Hungerhill School – we see the potential in each and every one of them.



I always know that when I get to The Hub, I will see someone who can help and support me.



I love Ziggy – he is the main reason I come into The Hub...and to see my friends, of course!





Our Brighter Future's Curriculum



// We took 4 children to represent our school in a bowling competition at Doncaster Tenpin where we competed against Key Stage 2 children. //

Kirk Sandall Infant School

PE and Sports

At Kirk Sandall Infant School, we actively promote the development of healthy, active lifestyles. In the Autumn term we have taken teams from Kirk Sandall Infant School to two sports competitions, with the ambition that ALL children in KS1 will attend a sporting competition by the end of the year.

The first was the Panathlon bowling event. We took 4 children to represent our school in a bowling competition at Doncaster Tenpin where we competed against Key Stage 2 children. All children had a great time and received medals and certificates.

The second was the Leger Sport Key Stage 1 football competition. We scored over 20 goals in 8 matches, beating one school 8-0. We lost only 2 matches both 1-0 and this was to the 2 finalists. We won our last game 3-0 to ensure we finished 3rd in the tournament. A successful afternoon with our fantastic children making our school community very proud.



Nursery Outdoor Area

In Early Years, we are on an incredible journey as we develop our outdoor provision. Last year we developed our reception play area. This year we have developed our nursery outdoor learning area. The children are loving learning outside! They have learnt to be explorers, problem solvers and team players. They are beginning to use our Kirk Sandall 7 superpowers. In the recently developed outdoor area, the children have been making birthday cakes in the mud kitchen. The children used their imagination to turn the crates into snakes and trains. The children have enjoyed sweeping the Autumn leaves and looked at the shield bugs.



PSHE Curriculum

In our PSHE Curriculum, we have explored Anti Bullying week in detail. Anti Bullying week was launched by all children being invited to wear odd socks. It is a day in school where we join together to show that it's okay to be different and to stand up against bullying and discrimination. Throughout anti-bullying week, the children were encouraged to do random acts of kindness. Our child friendly behaviour policy was clearly evident - 'kind hands, kind feet and kind words'. We also celebrated Remembrance Day by making our own poppy wreaths.



Our Brighter Future's Curriculum



Kirk Sandall Junior School

Marrick Priory

The year 6 pupils at Kirk Sandall Junior School have been spending their week at Marrick Priory for their overnight residential. Pupils at the school have spent time abseiling, rock climbing, canoeing, night walks and other team building exercises. This residential is a huge part of life at Kirk Sandall and has been a regular venture for year 6 pupils for a great many years. Staff at the school stay overnight during the trip and their dedication to the pupils is fantastic – the school is extremely proud of their commitment. Throughout their trip, pupils are encouraged to develop their independence and a range of different skills including resilience, teamwork and reflection.

Spelling Bee

Each year, pupils at Kirk Sandall Junior School take part in an annual spelling bee championship. Every pupil takes part in the event with a grand finale held each year in the school hall for pupils, parents and carers to attend. The event is a real showpiece of the school and celebrates pupil achievement alongside a promotion of spelling.



UTC

Most Visionary Careers Programme

Miss Keith and Miss Agate were invited to South Yorkshire Careers Hub's 'Leading the Way' celebration event in July where they won the award for 'Most Visionary Careers Programme'.

This is what the Careers and Enterprise Company said:

"Careers at the UTC underpin every aspect of the college and they pride themselves on ensuring that young people leave with not only sound qualifications but also the skills and attitudes to be successful in the world of work. The careers team work tirelessly with local and national employers to secure opportunities for students to engage in live projects; making learning engaging, motivational and routed in real life contexts. Students are encouraged to aim high and are supported by both the college and employer partners to make informed choices about their future destinations. Ofsted – Sep 22: - "In addition to first-class careers advice and guidance, pupils have extensive opportunities to interact with local employers. Partner organisations come into the UTC regularly to speak to pupils. Pupils regularly see their areas of specialism in the workplace, through visits, as part of the curriculum projects and on formal work experience placements."

North Star Event 2023

Mrs Wyld took a group of our talented students from Year's 10 to 13 to the North Star Event at Gulliver's Valley. Prior to the event the students have been working hard on a project brief given by 'Vulcan to the sky trust'. After the initial meeting with Ian Straw from Vulcan, students began working collaboratively to create a suitable STEAM workshop activity themed around aviation, that could be delivered to other students at the the North Star Event. Our students worked tirelessly, using both key engineering



Health and Social Care and Social Science

Year 12 welcomed Dr Paul Richardson, a Neuropsychologist from Sheffield Hallam University for a lecture on dementia at the beginning of December. Dr Paul Richardson's lecture included definitions of types of dementia, analysis of statistics and discussions about support and treatments available to individuals. After the session, students used their notes from the lecture to the question "How can psychologists understanding of memory help patients with dementia?" Dr Paul Richardson also delivered the session last year, which has inspired one of our Y13 students to pursue neuroscience at university.



principles and practical skills to develop this activity, which proved highly successful. During the event the group delivered 9 separate sessions to over 150 pupils, receiving all positive feedback on both the activity and the delivery. We will look forward to developing this activity again for next year, making it even bigger and better!



Our Brighter Future's Curriculum

Diwali Celebrations

The whole school have been learning about the Hindu festival, Diwali, celebrated as "The Festival of Light". We had two visitors into school who travelled from Leeds to share how they will be celebrating Diwali. Our visitors regularly visit the Leeds Mandir Temple and are both Hindu. Sangeeta and her friend shared posters of the different Gods that they worship, including the elephant God, Ganesh. They spoke about the similarities and differences between their community and our community.

We learnt that the festival gets its name from the row of clay lamps that Indians light outside their homes to symbolize the inner light that protects from spiritual darkness.

The children asked lots of brilliant questions and showed respect throughout the visit. We are so proud of how our children are developing an understanding of different faiths and beliefs. To help celebrate Diwali, Sangeeta brought lots of gifts for everyone to enjoy. The staff particularly enjoyed their cakes and pastries.

Following on from Sangeeta's visit, the whole school enjoyed a day of learning Diwali dances. We had another visitor in to share the traditional Diwali festival music and teach us how to dance. We were even dancing in breakfast club and on the playgrounds at breaktime!

Everyone has had a fantastic time and we now have a good understanding of an important festival in Hindu culture.

Roald Dahl Day

On September 13th, the whole school celebrated Roald Dahl Day by dressing up as their favourite book character. Everyone looked amazing in their costumes and it was great to see some of Roald Dahl's most famous characters come to life! Throughout the day, we enjoyed sharing some of Dahl's stories with each other, such as The Twits and Matilda. Each class spent time producing a piece of writing linked to a book character to display around school. We love celebrating different authors at West Road and Roald Dahl is a particular favourite of ours so sharing our Roald Dahl work on our English display makes us extremely proud!

West Road

KS1's Guide Dog Visit

This autumn term our year one children got to link their science human body learning to real life experiences when Mille the guide dog came to visit West Road, accompanied by her owner, Dawn. The children had been exploring the five senses and had deepened their learning by thinking about how people with sensory impairments may need to adapt to everyday tasks such as going to the shops or making food.

Dawn spoke in-depth about the difficulties she faces and how she has specialist equipment to help her, including Millie. The children learnt all about how her phone and laptop can speak, allowing her to still use technology like we do. They also learned about how board games and books can be adapted by brail. One of the standout moments was when Dawn demonstrated how she has a special pen which can read labels to her. Dawn also took Millie to meet the rest of the school in a whole school assembly on the disability protected characteristic. In this assembly, our children got the chance to ask many questions about Millie and the training she received to become a guide dog and how she helps support Dawn with her disability

//
The children learnt all about how her phone and laptop can speak, allowing her to still use technology like we do.
//



Overall Trust News:



I have had the privilege to have met so many inspirational businessmen and women that have given their time to our students' curriculum to enrich their education and learning experiences.



Farewell – Tracy Keith Employer Engagement Manager at DUTC

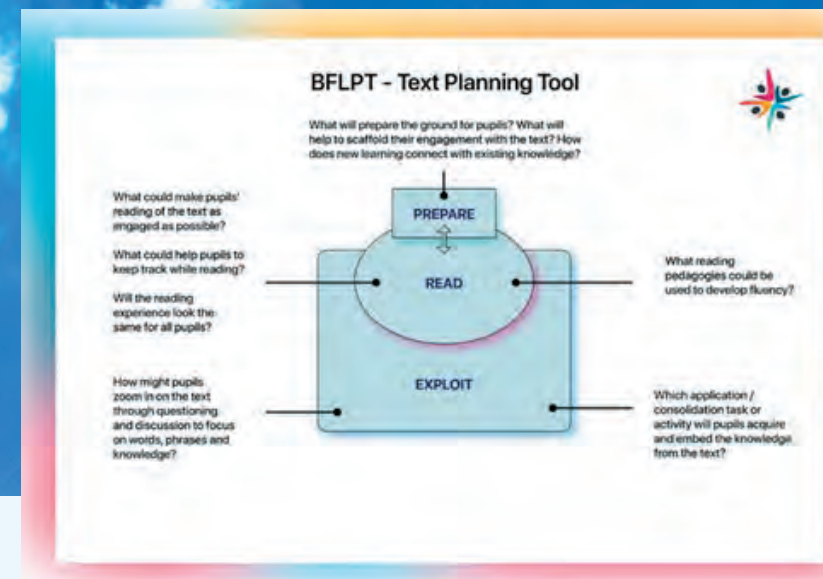
Doncaster UTC has been a huge part of my life for the past four and a half years. I remember walking into the Doncaster Chamber of Commerce in June 2019 as the first ever member of staff and having to go to the shops to purchase a laptop and mobile phone to set up the marketing and recruitment of DUTC, the rest as they say is history.

There have been so many firsts on this journey which I have been proud to be a member of. We built and opened an oversubscribed school during a pandemic which was no easy task and we have gone from strength to strength with the prospect of a second UTC being built in the near future. I have had the privilege to have met so many inspirational businessmen and women that have given their time to our students' curriculum to enrich their education and learning experiences. With collaboration and partnership, we have had a great impact on so many students in Doncaster.

I will be sad to leave the UTC, but I feel this is the right time for both me and the UTC, although I am hoping to still have a great link with the students as they progress from Y13.

Thank you so much for your support and I wish you all the very best for the future.

Tracy Keith



BFLPT- text planning tool

Every Teacher is a Teacher of Reading

The BFLPT Trust Annual Conference 2023 for both Teaching and Associate staff focused on reading as a means of acquiring knowledge: "Every Teacher is a Teacher of Reading".

The key goal of the conference was to increase reading across the curriculum by developing teacher expertise in the use of text to support the acquisition of knowledge. It is the Trust's vision that teachers will use the Planning Backwards model to identify the knowledge goals and then consider how they could use the Prepare, Read and Exploit Reading model to engage their students in critical and analytical reading in an active way to engage with the content.

The "Prepare" strategies encourage teachers to think about how they can prepare students to access the knowledge in the text. The "Read" component of the reading model explores a range of different reading pedagogies which teachers will consider and select according to the reading needs of their students in an underlying literacy objective to develop fluency which underpins comprehension. These include reciprocal reading, echo, choral and paired reading that are already used by schools. Finally, the "Exploit" stage enables teachers to engage students in the text in such a way that they ask questions, highlight key points, take notes, underline important ideas, think deeper about the content in the text and then to extract and apply that knowledge within their learning.

In the weeks following the conference best practice has been seen where carefully selected reading pedagogies and high quality texts have been selected as part of the planning backwards process after the knowledge goals have been identified.

There is no doubt all children within the Trust have increased opportunities to read across the curriculum to support the acquisition of their knowledge and to support the development of fluency. Echo, choral and paired reading have secured high levels of engagement as well as more opportunities within lesson times for independent reading of knowledge based texts. It is evident that teachers have engaged with the Exploit learning tasks at the planning stage and learning tasks such as Anticipation have proved effective at classroom level to hook students into a text as well as other DARTs to consolidate newly acquired knowledge and assess understanding.

Leaders within schools are now driving reading to support the acquisition of knowledge across the curriculum within their individual schools and will be supported to secure best practice by Hannah D'Rozario (Trust lead for Reading) and Maria Rock (Director of School Improvement).



Early career framework



...all new ECTs to the trust had a half day CPD session delivered by Jason Bangbala on looking at how to build positive relationships with students whilst having high expectations; he focused on routines, relationships, and positive student interactions.



Early career framework

Our new Early Career Teachers (ECTs), alongside their mentors, are starting their journey with the Early Career Framework and those who are in their second year are continuing to fully engage with the Early Career Framework program. The first year ECTs have had a focus this term on 'Behaviour'. It is separated into 12 strands on how to ensure a positive purposeful learning environment with a focus on routines, clarity of instruction, consistency and maintaining high expectations.

Further to this all new ECTs to the trust had a half day CPD session delivered by Jason Bangbala on looking at how to build positive relationships with

students whilst having high expectations; he focused on routines, relationships, and positive student interactions.

All ECTs have attended a one-day conference; first year ECTs looked at the 'Science of Learning' and second year ECTs focused on 'Sustaining Wellbeing and Implementing Change'. Following feedback from ECTs, they also attended the ECT teach meet hosted at the UTC focused on how to best support SEND students with effective planning. The engagement and contributions from each of the ECTs was excellent and showcased their ideas and expertise.





Shout Outs

Barnby Dun Primary Academy Shout Outs:



Georgia Cotton

Georgia Cotton – Year 1 Class Teacher

Georgia is a really hard working, caring and reflective class teacher. She has made an excellent start to the new school year. Georgia is a team player and has very quickly become a valued, positive and proactive member of the KS1 team. It is a pleasure to work with her.



Jackie Winslow

Jackie Winslow – Breakfast Club assistant and Midday Supervisor

Jackie is a very hard working, proactive and reliable staff member. Jackie has a very level-headed and positive approach to her roles and always suggests solutions when there are problems. She embraces new challenges with energy and good humour. She is a highly valued member of the staff team.



Christina Spencer

Christina Spencer – Breakfast Club assistant, Midday Supervisor and LSA

Christina makes a super contribution to the success of our school and goes that extra mile. She has generously given many hours of voluntary time in addition to her roles. Christina is such a genuinely kind-hearted, patient and caring person. We are lucky to have her here.

Hungerhill Shout Outs:

Erica Wood

Dedication and commitment to extra-curricular activities in PE, including the Sport Ambassadors programmes.



Erica Wood

Jessie Adams

For the creation of many PE resources so far this year, especially the non-active role lanyards!



Brenda Shaw

Brenda Shaw – Teacher

For being very supportive to colleagues and having a positive outlook all of the time.



Brenda Shaw

Megan Bulmer – Teacher

For her enthusiasm and commitment to the children. She has settled in really well at Dunsville.



Amy Locker

Beth McGarry

Supporting the running of KS4 netball club.



Ryan Lovatt

Amy Locker and Ryan Lovatt

Running the badminton club in PE.



Jessie Adams



Beth McGarry

Emma Knowles

For going above and beyond for our students.



Emma Knowles

Paul Allman

For being 'Simply the Best'.



Paul Allman

Kirk Sandall Infants Shout Outs:

Mollie Bruce – ECT Teacher, Reception

Mollie has made an excellent start to her career at KSIS. She has embraced the challenges of her new role, is reflective, thoughtful and always goes above and beyond to ensure that her children have the very best possible start to their formal education. Well done, Mollie.



Mollie Bruce

Rachel Bennett – School Business Manager

Rachel has been our school business manager for over 5 years and throughout this time has shown that she is professional, efficient, kind and thoughtful. We have loved having her support and wish her all the very best as she embarks on a new career.



Rachel Bennett





Shout Outs

Kirk Sandall Junior Shout Outs:



Richard Fairgrieve

Richard Fairgrieve – Deputy Headteacher

Richard Fairgrieve has been working closely with staff over this term to develop assessment for learning activities with staff in maths. Professional development sessions have been inspiring and motivating for staff with a wealth of different strategies covered.



Rachael Watts

Rachael Watts – Year 3 Teacher

Rachael Watts has joined our school this year as an early career teacher. She has really hit the ground running and has made great relationships with staff and pupils. Her positivity and enthusiasm for the job resonates throughout her practice.

UTC – Shout Outs:

Chris Keogan – Y9 Learning Manager

Chris joined us in 2021 and in the last two and a half years has progressed from working on as part of the site and reception teams, to picking up a full year group that he supported throughout Years 10 and 11. Before summer not only did Chris support his year group but began to support our new year 9's coming through. This is an amazing achievement, while doing all this Chris was working hard to achieve his Qualified Teacher status, which he has now completed. What can we say Chris - "not all superheroes wear capes!"



Chris Keogan

Steph Rockley – HR and Employer Engagement Lead

Steph joined the Trust as is HR and Employer Engagement Lead in July this year and has brought enthusiasm and vigour with her. Steph approaches all jobs with passion and commitment and has been a very welcome addition to the team. Thank you Steph!



Julie Sykes

Julie Sykes – Teaching Assistant

Julie Sykes has been working so far this year with some of the most vulnerable children at the school and has been making a huge impact in their studies. Julie is reflective and keen to develop her practice; she has been going above and beyond to support pupils throughout the school.



Julie Sykes

Sophie Downing – Assistant Principal

Sophie has worked incredibly hard supporting staff and students to ensure the smooth running of all aspects of KS4 at the UTC, solving everyone's problems on a daily basis - always with a smile! Sophie has also had the thankless task of organising daily cover during a very busy period, leading by example and covering many lessons herself. Sophie has ensured students have had the best possible replacements when their teachers have been absent.

West Road Shout Outs:

Abbie Clay – Year 3/4 Teaching Assistant

Abbie is a hard-working and positive member of our school. She often goes the extra mile for the children and staff at West Road and is dedicated to her role in class, ensuring all children make progress in their learning. She supports not only her class teacher immensely, but also all teachers and pupils across her phase. She is extremely adaptable and versatile for all members of staff at West Road and we applaud her for that.



Abbie Clay



Sophie Downing

Julie Woodward – Headteacher

Julie Woodward is doing a sterling job in her new role. All staff agree that her leadership skills are unique and we absolutely love working for her. Julie always takes the time to listen to all of her stakeholders and strives to drive the school forward. She is extremely passionate about making a positive impact in the local community and is a true advocate of cultural capital. What a leader!!



Julie Woodward

Abbie Lyne – Early Years Teaching Assistant

Abbie Lyne has been nominated by her EYFS team. She has been nominated for her fantastic work in nursery when supporting her key children with their learning and behaviours in school. She has always has a positive attitude and cares about making a difference everyday to the children at West Road.

Abbie Lyne – Early Years Teaching Assistant

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Abbie Lyne

Trust Shout outs:

Tracy Duncan for her unstinting support in helping school leaders to fulfil their statutory roles and for giving of her time so freely.

Katie Bentley-Brown for her super attention to detail, support for Headteachers and ensuring that schools have accurate accounts making my job very much easier!

Joel Ladley for his quiet diligence and his perfect manners. He just gets on with the job and never moans. His Mum must be so proud of him!



Tracy Duncan



Joel Ladley



Katie Bentley-Brown





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).

