



02

## Message from the **CEOs of the TRUST**

A time to reflect on the successes of the last few months ///

12

## **DUNSVILLE** Visit to Crucial Crew

On Thursday 6th February, Year 6 took part in a visit to the Lifewise Centre in Rotherham. ///

15

## **HUNGERHILL** Atomic Dance Troop and Dance Leaders

Our Dance Leaders and Dance Troop, Atomic, have been working hard this term on a variety of exciting events. ///





Message from the  
CEOs of  
The Brighter  
Futures Learning  
Partnership Trust,  
**Mrs Helen  
Redford-  
Hernandez  
and  
Mr Garath  
Rawson**



**As the spring term draws to a close, we extend our heartfelt thanks to all the pupils, staff, and parents across The Brighter Futures Learning Partnership Trust. This term has moved at a rapid pace, and we feel incredibly proud of the collective achievements across our Trust.**

This term, we held a Trust visioning session that focused on the incredible progress made over the past five years. Trustees and members of the Local Governing Boards have played a crucial role in this success, and we deeply appreciate their hard work and commitment. We are excited about the next five years and the opportunity to drive even greater excellence.

We are delighted to share that two of our schools recently received positive Ofsted outcomes. Hungerhill secured an 'Outstanding' judgement, and West Road Primary Academy achieved a 'Good'

rating in all categories. These results reflect the dedication and hard work of our staff and students and highlight the Trust's relentless pursuit of excellence.

Schools across the Trust are now working hard to prepare students for the summer exams. Despite the pressures of exam season, the CEOs have been truly impressed by the creativity, passion, and enthusiasm for learning demonstrated by students during recent school visits. It is inspiring to see such a positive learning culture flourishing across our schools.

Personal development remains a key priority for the Trust. We remain committed to supporting the holistic development of our students, ensuring they have access to enriching opportunities that broaden their experiences and build essential skills. Exciting plans are already in place for the next term, building on the fantastic work already showcased in this newsletter.

**Finally, we send our very best wishes to all students sitting exams this summer across our primary and secondary schools. Your hard work and dedication are truly commendable — we have every confidence that you will make us proud.**

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# Overall Trust News



*After working in Rotherham for many years, I was eager to take the next step in my career and explore a wonderful school in Doncaster, wondering what crossing the border would bring.*



## **My First Term as Head of School at Kirk Sandall Infant School** **Holly Anderson**

Nearly a year ago, I nervously approached Kirk Sandall Infant School, ready to interview for the Head of School position. After working in Rotherham for many years, I was eager to take the next step in my career and explore a wonderful school in Doncaster, wondering what crossing the border would bring. I instantly felt KSIS was where I would love to develop further in my career! Once offered the post, I could not wait to get started!

Nearly a year later, I am incredibly happy that I was successful at the interview. From day one, I felt right at home, thanks to the warm welcome from the entire KSIS team. Their support and dedication have fostered a fantastic team spirit, and together, we have already achieved so much—something for which I am truly grateful.

I thoroughly enjoyed my first term and have loved getting to know the Kirk Sandall Infant School community. I am passionate about building strong community links and providing our pupils with wider opportunities to experience the world. As a team, we have already arranged a variety of exciting visits and experiences, including a whole-school cinema trip at Christmas, with many more opportunities in the pipeline.

Although most days my feet don't touch the ground, I wouldn't change it for the world. I feel privileged to lead such a wonderful school, one that continues to go from strength to strength.

## **My Role as a Trustee** **Heather Wain**

My background is in education and educational leadership. I spent 18 years as a secondary school physics teacher before moving into higher education, where I worked in Initial Teacher Training (ITT) and led professional development courses for science teachers. I later became Deputy Head of the Ofsted rated 'outstanding' ITT department at Sheffield Hallam University. Through this role, I became involved with the Brighter Futures Learning Partnership Trust and have been on the board since its inception.

Two years ago, I made the bold decision to pursue a long-held dream of studying archaeology, and I am now a full-time student once again!

It is a privilege to chair the Trust's Standards and Outcomes Committee, which consists of passionate and knowledgeable educational professionals. We meet four times a year and visit schools to gain a clear understanding of curriculum quality, student attainment, and achievements across all our schools. We are also kept informed of any challenges and the steps being taken to address them.

At each meeting, we hear directly from central Trust Leaders, Headteachers, and other senior colleagues. This allows us to ask questions that both support and challenge, ensuring we can evaluate and be assured of the Trust's impact on the quality of education for all our pupils.

Being part of the Trust, especially as Chair of the Standards and Outcomes Committee, allows me to



remain engaged in education. Even if I am now a few steps removed from direct teaching, this role enables me to continue contributing to improving educational outcomes, life chances, and opportunities for success for all the children and young people in our schools and colleges.

**Continued >>**



# Overall Trust News



problem-solving, and real-world applications of science and engineering.

In my role, I work closely with the leadership team to shape policies that enhance student experiences and career prospects. With my background in research and higher education, I provide insight into how we can better integrate emerging technologies, industry partnerships, and hands-on learning opportunities into the curriculum. Seeing students engage in cutting-edge science, from bioelectronics to quantum therapeutics, has been incredibly rewarding, as it aligns with my own commitment to pushing the boundaries of knowledge and discovery.

What makes this role truly fulfilling is witnessing the transformation of students as they develop confidence, skills, and aspirations for the future. The UTC's emphasis on applied learning ensures that students are not just prepared academically but are also equipped to innovate and lead in their chosen fields. I am proud to play a part in this journey, helping to guide and inspire the next generation of scientists, engineers, and healthcare pioneers.

### **My Role as a Governor** **Dr Frankie Rawson**

As a researcher and academic in bioelectronics and regenerative medicine, I have always been passionate about bridging the gap between education, research, and industry. Becoming a governor at Doncaster UTC has given me the opportunity to contribute to the development of young minds, ensuring that students gain the technical skills and critical thinking necessary for the future of healthcare and technology. My decision to take on this role was driven by a desire to support an education system that fosters innovation,

### **My Role as the Chair of the Trust Members Group** **Bob Young**

The role of the Trust Members is distinct from that of the Board of Trustees. As a group of five, we do not take part in the day-to-day running of the Trust but instead hold an oversight responsibility to ensure the organisation operates as it should. In business terms, we are best compared to shareholders, to whom the Board must report at least annually on the Trust's overall performance. If concerns were to arise, we hold the ultimate power to disband the organisation—making our responsibilities ones we take very seriously. However, in the six years since

the Trust's inception, no such concerns have arisen. I am confident in saying, on behalf of my four colleagues, that we have total faith in the ability and experience of the Board of Trustees and the Executive Officers to provide the leadership and management necessary for the Trust's continued success. They are a dedicated team who have guided and developed the organisation to its current level of excellence.

On a personal note, I am both delighted and proud to be involved with such a successful Trust. Having worked at Hungerhill School for 25 years and, following my retirement in 2010, joining its governing body, I have been on a long journey and witnessed many changes—most notably, the creation of Brighter Futures MAT. I look forward to continuing my involvement, at least in the near future.

While the structures governing education have evolved over my 50 years of involvement in Doncaster, one thing has remained constant—the talent, enthusiasm, and professionalism of the teachers and administrators who have dedicated themselves to improving the life chances of children, not only within our Trust but across the city as a whole.

### **My work with BFLPT and as Governor of Kirk Sandall Infant and Kirk Sandall Junior Schools** **Chris Hill**

I am a newly appointed governor at both Kirk Sandall Infant and Kirk Sandall Junior Schools. Prior to this, I served as a Community Governor at a local primary school in Chesterfield for over three years. I am a retired secondary school leader, with Spanish as my main teaching subject. When I took early retirement, my vision was to give back to communities—hence my work as a governor and my involvement in the project detailed below.

For the past four years, I have led the development of a programme called The Real Food Rebellion, which operates under the umbrella of the charity The Public Health Collaboration. In partnership with Doncaster UTC, we have been working on creating a lifestyle and nutrition programme aimed at educating children, both in primary

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# Overall Trust News

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and secondary schools, on the benefits of real food while encouraging a reduction in sugar and ultra-processed food consumption. The programme also incorporates strategies for improving mental health and overall lifestyle habits.

Last year, we ran pre-pilot programmes with the staff and students of both Doncaster UTC and Dunsville Primary School, ensuring that our content was accessible, engaging, and educational, while also having the potential to improve children's health and life chances. With childhood obesity and type 2 diabetes on the rise, and limited government action in this area, we recognise the need to work from the ground up. The programme content has been developed by NHS doctors, nutritionists, scientific experts, and teachers, ensuring that all materials are grounded in scientific research. Feedback from students and staff in our pre-pilot schools allowed us to refine the lessons and materials, preparing them for the main pilot programme, which will run nationwide this summer term. We are delighted that Hungerhill School and both Kirk Sandall Infant and Junior

schools will be participating, alongside thousands of students from schools across the country.

Doncaster UTC has played a key role in refining the programme and is currently trialling the updated secondary phase with Year 9 students before it undergoes final graphic design and printing. Alfie Poynter has been delivering the lessons to his Year 9 group, while Natasha Naylor has served as our SLT school link for the past two years. Natasha has helped shape the programme to align with the Brighter Futures Learning Partnership Trust curriculum, ensuring that students at Doncaster UTC see how these lessons integrate with their broader learning.

Bedford University will evaluate the programme and its associated data on behalf of the PHC charity. Once results are published and any necessary refinements made, The Real Food Rebellion will be available to schools nationwide for a small fee to cover material costs. It has been truly heartening to see so many schools eager to take part in the pilot this summer term.

I am incredibly passionate about this programme and deeply grateful for the full collaboration of BFLPT in its development. As a teacher, I have seen firsthand the effects of poor diet on children including sugar highs and crashes, increased anxiety and depression, and declining mental health. Stress levels are at record highs, while childhood obesity, type 2 diabetes, and urinary tract infections continue to soar. It is deeply concerning that, during the crucial years when children are building the bodies that will carry them into adulthood, 70-90% of their diet in some cases consists of nutrient-deficient, poor-quality food. Combined with other lifestyle factors, this is creating a future of ill health, mental distress, and metabolic diseases that could place an unbearable

strain on the NHS. Our children—our future—deserve the best foundation we can provide. The Real Food Rebellion is about educating children and planting the seeds of change that we hope will grow with them into adulthood.

I have thoroughly enjoyed working with schools across the Trust as part of The Real Food Rebellion programme. Continuing this work alongside my new role as a governor provides me with an exciting opportunity to make an even greater impact at both Kirk Sandall Infant and Kirk Sandall Junior Schools.



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# Our Brighter Future's Curriculum



## Barnby Dun Whole School Indian Arts Week

At the start of the Spring term, we dedicated a whole-school arts focus to India, immersing students in its rich culture, traditions, and religions. Throughout the school, children engaged in various creative activities, producing Indian-inspired artwork and taking part in a vibrant Indian dance session led by coach Shelley.

In the Early Years Foundation Stage, children explored the Indian Madhubani technique, crafting birds by developing different parts through a range of artistic skills. In Key Stage 1, students learned about the cultural significance of Indian elephants, sculpting their own clay models and creating colourful Rangoli patterns.

Lower Key Stage 2 students repurposed plastic milk bottles to craft elephant models and designed intricate Mandala patterns. Meanwhile, Upper Key Stage 2 had the unique opportunity to collaborate with artist Matt Brewster, creating a striking acrylic painting of an Indian-inspired elephant that also incorporated other key elements of Indian culture.

The children thoroughly enjoyed this creative journey, deepening their appreciation of Indian art and traditions through hands-on experiences.

## Democracy

At Barnby Dun Primary Academy, we have been working hard to embed British Values, with democracy being a key focus. We encourage every child to understand that their voice matters both in school and in society. By providing opportunities for children to express their opinions, make choices, and see their contributions valued, we empower them to become active participants in their community.

## Foundation Stage

Our youngest learners are given many opportunities to vote and make decisions. They choose books to

read, songs to sing, and even suggest changes to their learning environment. Children are encouraged to articulate their thoughts, which are actively listened to and used to shape their learning experiences.

## Key Stage One

Hedgehogs' Class recently earned a well-deserved treat day for being our Autumn Term Class Attendance Champions. The children took full responsibility for planning their special day, choosing activities such as baking and painting. Their excitement and sense of ownership have inspired other classes to strive for excellent attendance, which is now being celebrated across the school.

## Pupil Parliament Children's Mental Health Week

Our amazing Pupil Parliament members played a key role in planning activities for Children's Mental Health Week. They collaborated to create a mindfulness-themed week, ensuring all pupils had access to activities promoting well-being. A standout initiative was the 'Kindness Crew Classroom', where children were welcomed each lunchtime to share their feelings in a safe and supportive environment. Our Pupil Parliament members showed fantastic listening skills, providing reassurance and thoughtful advice to their peers.

## Pupil Parliament Update Written by BDPA Pupil Parliament Ministers

Our Pupil Parliament Ministers have been very busy recently! We have continued to run our daily healthy tuck shop, as well as supporting the lunchtime club. Another key responsibility we have recently taken on is developing systems for fully launching and tracking our Trust Pledges across the school. We have decided to create a passport for every child in school, where they will then build up stamps for the pledges they achieve over their years in school with us.

We have also decided to introduce a new Citizen of the Week award, where children who have been noticed for following British Values will be nominated by their peers to receive these certificates each week. We have created boxes for children to post their nominations in, and placed them in accessible places around school, along with some voting slips.

The above updates were shared in an assembly by a group of our amazing Pupil Parliament Ministers, which Kim (our Chair of Governors) also attended and was very impressed with. Children across school are already very keen to start gaining pledges and earning nominations for Citizen of the Week. We are hopefully going to work with a local printing business to get the passports printed so that every child in school has one of these by the summer term - watch this space!

## Future Projects

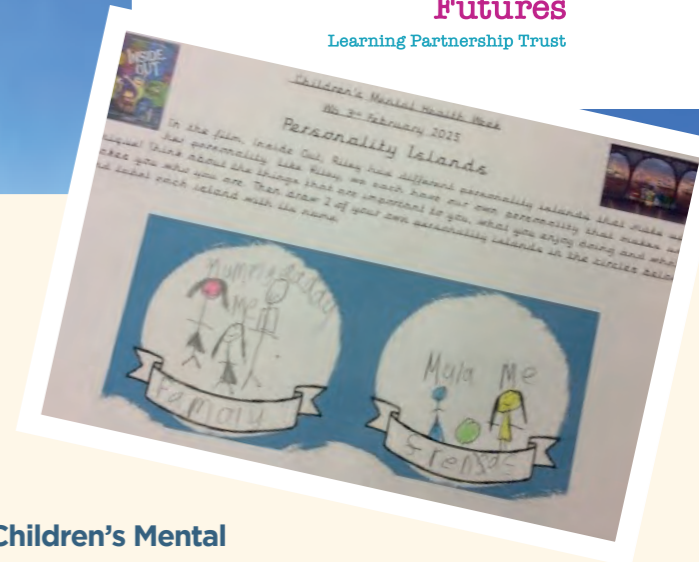
One of our next projects is to create and launch a code of conduct for how we conduct ourselves when we welcome and host visitors so that they experience the full extent of our pupil leadership and secure knowledge of the British Values. This is all very much linked to our 'Manners Matter' agenda, which has had a very positive impact in school.

## We look forward to continuing sharing future updates!





# Our Brighter Future's Curriculum



## Dunsville

### Crucial Crew

On Thursday 6th February, Year 6 took part in a visit to the Lifewise Centre in Rotherham. The children were amazed when they entered the centre, as it looked like part of a real town. During the day, the children took part in a number of real-life scenarios, with the aim of keeping themselves safe in the home.

As part of the home fire safety workshop, some of the children had the opportunity to practise phoning for the emergency services, and they learnt about fire hazards in the home.

When learning about safety outside of the home, the children took part in activities based around bus safety, water safety and road safety. The children were astonished to learn how long it takes for a car to stop when travelling at 30 mph.

The children also learnt about how to protect themselves from crime and what to look out for with friends who may suddenly become involved in criminal activity. They took part in a role play at a magistrate's court where they sat in court and heard a pretend case but with a real-life magistrate who helped them understand the law.

The skills that the children have learnt will certainly help them when they move onto secondary school in September.

### Young Voices

This term, the children in the Dunsville Primary School Choir Club enjoyed a fantastic trip to Young Voices! After months of hard work and dedication, learning both the songs and choreography, they finally had the opportunity to showcase their skills at Sheffield Arena.

The children joined thousands of other young singers, performing in harmony alongside a live band of talented musicians. They were thrilled to experience incredible live performances from Strictly Come Dancing singer Tommy Blaize, Souparnika Nair, and MC Grammar. During the show, they also had the chance to dance alongside the dynamic group Urban Strides, celebrating their shared love of music. This unforgettable experience gave them a real taste of what it's like to be professional musicians and performers.

Adding to the excitement, the children got a sneak peek behind the scenes, as they were positioned right next to the stage—giving them a unique view of how a large-scale arena show is run! Staff and parents were incredibly proud of their superb efforts and enthusiasm.

In a pupil voice survey, every child said they enjoyed the trip and felt proud of their achievements. When asked what they were most proud of, responses included "getting to sing and harmonise with others, singing in different parts, and using sign language." Others were excited to "sing with the guest performers" and "perform in front of my friends and parents."

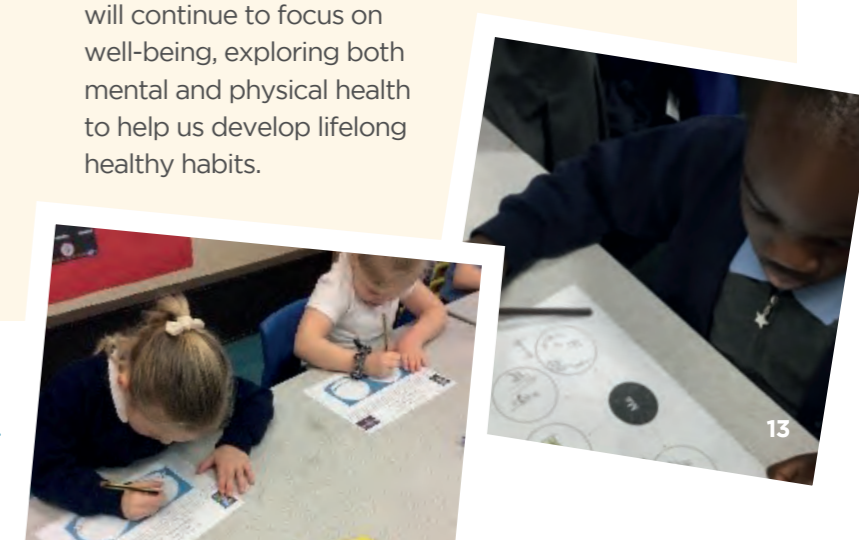
### Children's Mental Health Week

At Dunsville, we have been busy reflecting on our mental well-being during Children's Mental Health Week. Our focus was on the theme "Know Yourself, Grow Yourself." We explored what makes us who we are—our likes and dislikes, strengths, fears, hopes, and dreams.

Our emotions play a key role in shaping our identity, and understanding how to recognise and express them is an important part of building self-awareness. To support this, our class activities were inspired by the film 'Inside Out', where we created our own 'Personality Islands'. Through this, we reflected on what defines us, what is important to us, and how we express our emotions. This activity helped us deepen our self-awareness.

We also played games such as 'Personality Bingo' to find others with similar likes and interests. This not only highlighted our unique qualities but also helped us see that, despite our differences, we have more in common than we might think.

Looking ahead, our next PSHE unit, 'Healthy Me', will continue to focus on well-being, exploring both mental and physical health to help us develop lifelong healthy habits.





# Our Brighter Future's Curriculum



## Hungerhill School

### Operation Christmas Child 2024

Operation Christmas Child is an incredible project run by the Samaritans to spread Christmas cheer to children around the world who are less fortunate than us. Those who take part fill shoeboxes with toys and gifts for children aged between 2 and 14 years old and donate £5 per shoebox to ensure each parcel reaches where it's needed most.

In 2023, our school donated 92 shoeboxes, which was a fantastic achievement. In Christmas 2024, we surpassed this by donating an unbelievable 222 shoeboxes! The cost of each shoebox, along with the £5 donation to cover transport costs, amounted to an incredible £1,110. This monumental effort demonstrates our school's commitment to spreading happiness and showing care and consideration for others.

As we opened presents on Christmas Day, it was heartwarming to know that at the same time, the children we donated to were opening theirs too. They, too, will have felt the joy and love associated with Christmas, all thanks to the generosity of our wonderful community. This special feeling reminded the students who participated of the true meaning of Christmas!

### Atomic Dance Troop and Dance Leaders

Our Dance Leaders and Dance Troop, Atomic, have been working hard this term on a variety of exciting events.

The Dance Leaders organised and delivered a fantastic Halloween-themed dance workshop for our Year 7 and Year 8 students before the October half term. They also created Christmas-themed dances for our Christmas Fair, doing a brilliant job teaching their choreography to the Dance Troop. The Troop performed these dances at the Fair, with some of the Dance Leaders also showcasing their own choreography. The festive performances were a hit with students and visitors alike.

Atomic members have been working hard since the start of term, learning a range of dances for our school production of Grease. They even gave a sneak preview of their dances at the Christmas concert!

A huge well done to all Dance Leaders and Atomic Dance performers for their outstanding hard work and commitment this term!





# Our Brighter Future's Curriculum

// *The Hungerhill students did a brilliant job teaching children new dance routines, leading both from the front and engaging side by side with our children.* //



## Kirk Sandall Infant School

### Dancing with the Stars at Hungerhill School

In February, our Year 1 and Year 2 children had the fantastic opportunity to visit Hungerhill School to take part in a Disney Dance Festival. The event was led by the wonderful Mrs Wood and the amazing Sports Leaders, who made the afternoon fun, energetic, and engaging for all.

The children danced to popular Disney songs, including 'You've Got a Friend in Me' from Toy Story and 'Under the Sea' from The Little Mermaid. It was fantastic to see so many children fully immersed in the experience, learning new routines and enjoying the joy of dance. The Hungerhill students did a brilliant job teaching children new dance routines, leading both from the front and engaging side by side with our children.

We are already looking forward to our next visit to Hungerhill School, where we'll have the chance to explore even more exciting sporting activities!



### Lights, Camera, Action – a whole school visit to watch Elf at the cinema

During our final week before the Christmas holidays, we enjoyed a whole school trip to the cinema to watch 'Elf'. Four large coaches pulled up outside school to a long line of very excited children, staff, and parents. Once we arrived at the cinema, the children sat in their seats, unpacked the snacks and enjoyed the Christmas film! All the children, staff and parents enjoyed the show. It was a great success for one of Kirk Sandall's largest trips to date! All the children behaved well, and we look forward to a whole school trip somewhere sunny in the summer!

### Stop, Look and Listen

Key Stage One pupils enjoyed a Road Safety Roadshow, learning all about the green cross code. Children watched a very entertaining and animated show all about how to be safe near the roads, including riding scooters and bikes and being aware of the dangers around us.



### Celebration Weeks

Alongside welcoming many visitors to our school, we have also held celebration weeks focusing on wellbeing and internet safety.

### Wellbeing Week

In school, we have introduced 'Zones of Regulation', a framework that helps young children identify and name their emotions. It also teaches them to recognise how these emotions affect them and develop strategies for self-regulation. Throughout Wellbeing Week, we revisited these concepts and engaged in various activities to support mental health and overall wellbeing.

### Internet Safety Week

During Internet Safety Week, children learned about staying safe online. They explored how to use different devices responsibly and, most importantly, how to identify a trusted adult to turn to for help.





# Our Brighter Future's Curriculum



## Kirk Sandall Junior School

### Ready, Steady, Cook! - The Healthy Way

In January, we held a fabulous cookery showdown inspired by the popular UK TV show Ready, Steady, Cook! The Food Showdown was colourful, exhilarating, educational, and highly interactive! Ben, the chef, introduced the children to the importance of breakfast and eating a balanced diet.

Then the competition began! Our teams, named The Red Chillis and The Green Peas, were given a range of fresh ingredients, including peppers, mushrooms, onions, carrots, chicken, lentils, herbs, spices, and more, to create the best balanced, healthy meal in just 15 minutes. Teachers were supported by some brilliant child volunteers, and tasters were selected from the audience to sample the finished dishes. This was the climax of the show and really showcased how delicious healthy food can be.

The Food Showdown was brilliant, and the children left the hall with a positive, educational experience about healthy eating, which will help them make nutritious choices as they grow into adulthood.

### Young Voices

We ended the term with our annual participation in Young Voices at Sheffield Arena. Over 60 children excitedly made their way to Sheffield to sing alongside 9,000 other children in what can only be described as the experience of a lifetime! Their hard work, which began in September, truly paid off as



they sang their hearts out and raised the roof of the arena! The next day, we saw some tired—but very happy—faces. Well done, children! What a fabulous way to end the term.

### Celebration Weeks

This term, we have celebrated a variety of special weeks and welcomed wonderful visitors into our school.

During Wellbeing Week, the children focused on their mental and physical well-being through structured activities such as meditation, yoga, and outdoor learning. As part of the week, we also highlighted the importance of giving, which can positively impact well-being. To support this, we held a 'Break the Rules' Day, raising an incredible £638 for charity!

We also marked Internet Safety Week, where children learned about the importance of staying safe online. We were fortunate to welcome our local PCSO, who spoke to Years 5 and 6 about online safety, particularly how to navigate challenges they may face on social media.



# Our Brighter Future's Curriculum



## Doncaster UTC

### Letters to Lord Baker

In December, some of our students wrote to Lord Baker, the co-founder of the Baker Dearing Educational Trust, which supports UTCs across England. The students wrote to him as he stepped down as Chair of the Baker Dearing Educational Trust to become its Life President. They shared their experiences at Doncaster UTC, their favourite lessons, and their involvement in Employer Projects. Lord Baker was touched by the time and effort our students put into their letters and responded to each student individually. Below are some of the letters sent by the students, along with photos of them gratefully receiving their replies from Lord Baker.



### Mock Interviews

In January, Doncaster UTC held a successful Mock Interview Day for our Year 10 and Year 13 students. Throughout the day, students took part in realistic interview scenarios, allowing them to develop their communication skills, build confidence, and gain a better understanding of employer expectations. They also received valuable feedback to help them improve for future interviews and career opportunities.

This experience was an essential part of preparing our students for the world of work, giving them the chance to practice in a professional setting and refine their approach to interviews. The day was highly beneficial, with many students expressing how much they learned and how it boosted their confidence.

We appreciate the involvement of the numerous employers who helped to make this event possible, including representatives from the University of Cambridge, Volker Rail, CPH2, English Heritage, Thales Group, Hitachi Rail, Treo Recruitment, Heb Group, Juratek, CAST, RDASH, Business Doncaster, QPD, AgemaSpark, GI Group, and Bergen Ltd. Their support and expertise were instrumental in providing our students with a meaningful and insightful experience.



### Project Light Ville

Our Product Design students have embarked on an exciting live brief set by the Institution of Lighting Professionals (ILP). 'Project Light Ville' offers a unique opportunity for students to tackle real engineering challenges related to street lighting, EV charging, and alternative energy solutions.

The project launched with a dynamic event at the UTC, where industry experts from supporting companies shared their insights and guided students through a series of hands-on challenges. This invaluable experience has given students a strong start as they navigate real-world constraints and problem-solving—offering a true taste of working in the industry.

We are eager to see how the project unfolds and look forward to continuing this brief with the support of ILP, CU Phosco, Char.gy, ASD Lighting and Kight.





# Our Brighter Future's Curriculum



## West Road

### Lower Key Stage 2 British Values Artist Day

On Monday, 20th January, Years 3 and 4 welcomed Mr Brewster, a well-established local artist, to West Road. He set an inspiring challenge for our Lower Key Stage 2 students: to create a piece of artwork that captured the essence of British Values. This exciting initiative allowed the children to express their creativity while deepening their understanding of these fundamental principles.

Throughout the day, the classroom buzzed with energy and imagination as students brought their ideas to life using vibrant colours and thoughtful interpretations. The atmosphere was one of high engagement, with children collaborating enthusiastically, sharing their perspectives on democracy, the rule of law, individual liberty, and mutual respect.

Not only was the day thoroughly enjoyable, but it also provided an invaluable learning experience, fostering a strong sense of community and awareness of the values that shape modern British society. This experience ultimately enriched the students' appreciation of art as a powerful medium for expression and reflection.



### World Religion Day

To celebrate World Religion Day, each phase spent a day learning about one of the major world religions and their festivals. Key Stage 1 explored Judaism, Years 3 and 4 focused on Islam, and Years 5 and 6 learned about Hinduism.

The children began their day by examining Jewish artefacts, including the Torah scroll and a menorah, learning about their significance and use in Jewish traditions. They also discovered the importance of the Star of David and had the opportunity to create their own version out of clay. In the afternoon, the children experienced their own Hanukkah celebration, where they tasted sweet treats and explored why this festival is so meaningful to Jewish people.

Students in Years 3 and 4 learned about the importance of mosques in Islam and constructed their own mosque models out of clay, showcasing their creativity. They also explored Islamic practices and artefacts, including a prayer mat, discovering that Muslims pray five times a day, facing Mecca. Finally, they learned about the festival of Eid, understanding how Muslims around the world celebrate with special prayers, food, and gatherings.

The children started their day by exploring the origins of Hinduism, before delving into Hindu beliefs and practices, such as their many gods and the concept of reincarnation. They then participated in a Diwali celebration, where they sampled traditional food and danced. After learning about the significance of diya lamps during Diwali, they created their own beautiful clay lamps. In the afternoon, the children studied the Holi Festival, known as the Festival of Colours, and expressed their creativity through vibrant artwork.

### Kingswood Residential

Our Year 5 children recently enjoyed a fantastic three-day residential trip to Kingswood, filled with adventure, challenges, and unforgettable experiences!

Throughout the trip, the children faced obstacles and fears head-on. They conquered heights, scaling the high ropes and soaring across the zip wire. They also worked together to develop their teamwork skills, tackling bushcraft activities and the climbing wall. The evenings were just as exciting, with campfire songs and a thrilling Mini Olympics.

There were plenty of competitive moments between the staff and students—especially when it came to the high ropes challenge! Once standing on the seesaw at the top, it quickly became clear that only the staff had shaky knees, while the children bravely raised their hands in triumph!

Over the three days, we witnessed incredible growth in resilience and maturity. The children embraced new experiences, faced their fears, and made us all immensely proud.





# Early Career Framework



*Meanwhile, Year 2 ECTs are engaging in stretch modules, revisiting and deepening their understanding of pedagogical areas explored during their first year of induction.*



## Early Career Framework

Our cohort of Early Career Teachers (ECTs) continues to grow in expertise as they work closely with their mentors through the Ambition Institute Early Career Teacher Program.

This term, Year 1 ECTs have begun focusing on 'Instruction', a key strand of the framework that covers identifying key knowledge, planning for prior knowledge, and teacher exposition. Meanwhile, Year 2 ECTs are engaging in stretch modules, revisiting and deepening their understanding of pedagogical areas explored during their first year of induction.

In January, Year 1 ECTs attended their second conference, which focused on adaptive teaching. The session explored the principles and features

of adaptive teaching, providing practical tools to support student learning and lesson adaptation.

In December, ECTs from across the Trust attended the first ECT 'Teach Meet' of the year at Doncaster UTC. The session centred on the principles of instruction, with a detailed focus on assessing understanding and how this varies across classrooms. The engagement and insights shared by ECTs led to high-quality discussions, encouraging deeper reflection on how these strategies can be further embedded into their teaching.

Our ECTs continue to make excellent progress, and we look forward to seeing their development throughout the year!



*The engagement and insights shared by ECTs led to high-quality discussions, encouraging deeper reflection on how these strategies can be further embedded into their teaching.*





# Shout Outs

## Barnby Dun Primary Academy Shout Outs:



**Michelle Cooper**

### **Michelle Cooper Teaching Assistant**

Michelle is an extremely dedicated, caring, and conscientious staff member who gives her all to everything she does. She has high expectations of herself and the children and always goes that extra mile to fulfil tasks to a high standard. Her expertise in Phonics is fantastic, and the support she gives to children who struggle, particularly, is amazing. Thanks, Michelle, for all you do.



**Jackie Winslow**

### **Jackie Winslow Breakfast Club Assistant/Learning Support Assistant/ Midday Supervisor**

Jackie is a very busy staff member who takes great pride in all she does. She is incredibly hard working, helpful, perceptive and always finds solutions to problems. We would be lost without her!



**Becky Pearson**

### **Becky Pearson Year 5 and 6 Leader/ Leader of Maths and Music**

Becky is a highly valued, incredibly hard-working member of our teaching staff and Senior Leadership Team. She has great expertise and inspires others with her passion and drive to provide the absolute best for our pupils. She is a wonderful role model and a joy to work with.



**Kerry Waggott**

### **Kerry Waggott Teaching Assistant**

For being so kind and caring towards staff and pupils. Kerry gives 100% every day and supports everyone.



**Joanne Credland**

### **Joanne Credland Teaching Assistant**

For going above and beyond every day to help anyone who needs it. She does a great job in her different roles.

## Dunville Shout Outs:

The staff at Dunville have chosen these staff for shout outs:

## Hungerhill Shout Outs:

The staff at Hungerhill have chosen these staff for shout outs:



**Erica Wood**

### **Erica Wood Teacher of PE**

Erica gives so many hours to extracurricular activities, working tirelessly with her Dance Leaders to create choreography for the upcoming production of Grease! She also works hard with her sport leaders, getting prepared for their first primary school festival. She truly goes above and beyond for the students and staff. She is the department mum, who can solve any problem!



**Leigh Nicklin**

### **Leigh Nicklin Lead Teaching Assistant**

Thank you for being so supportive in and out of lessons and always giving your all!



**Annette Bowditch**

### **Annette Bowditch Data Manager**

While Annette clearly has so much to do, she is always helpful and patient when others need something. Thank You!

## Kirk Sandall Infants Shout Outs:



**Claire Griffiths**

### **Claire Griffiths Nursery Nurse**

Miss Griffiths is such a valued member of our team. She's been part of Team Kirk Sandall for a long time (we won't say how long!) and she always gives her very best. She is passionate about taking learning outside, and our nursery children are absolutely loving their forest school sessions.



**Whitney Flounders**

### **Whitney Flounders Teacher and Personal Development Lead**

Miss Flounders is leading on Personal Development in school this year, which is a school and Trust focus. She is busy organising visits and visitors alongside her main teaching role, demonstrating an excellent commitment. Thank you, Whitney, for all that you do for our children!



# Shout Outs

## Kirk Sandall Junior Shout Outs:



**Claire Papazoglou**  
Pastoral Lead

We would be lost without Claire! She is always there to lend a caring ear – to children and staff – and helps to nurture some of our more vulnerable children and families. Nothing is too much trouble, and she takes everything in her stride with a smile on her face. Thank you, Claire. You are very much appreciated.

Claire Papazoglou



**Lynsey Pether**  
Executive Assistant  
Head and Inclusion  
Lead

She has worked tirelessly alongside our SENDCo to ensure that provision is in place for those children most in need and has been instrumental in securing funding for them. She has brought with her a wealth of knowledge and experience and has been supportive of all the staff as we have worked hard to continue raising the standard of SEND provision.

Lynsey Pether



Alannah Herrington

**Alannah Herrington**  
Year 4 Teacher

Alannah also joined us in September and has proved herself to be a valuable member of the team. She has been working very hard in Year 4 on multiplication skills and strives to do her best in everything that she puts her mind to. She has been a great asset to the school, as well as a valued member of the Year 4 team. Thank you, Alannah!



Louise Bisatt

**Louise Bisatt**  
Lead Practitioner of Psychology

Louise is an exceptional teacher who works tirelessly to support both students and staff. She has played a key role in leading the introduction of our 'Prep' lessons, which equip students with essential learning and revision strategies. In addition, she collates termly 'Knowledge Organisers' for every year group, providing a valuable resource to enhance student learning. Her dedication and hard work do not go unnoticed, and we truly appreciate everything she does to support Doncaster UTC.

## UTC Shout Outs:



Morgan McNulty

**Morgan McNulty**  
Head of Year 9 and  
Teacher of Maths

Morgan is an outstanding teacher who puts her all into everything she does. In September, she took on the role of Head of Year 9, and as expected, she has done a fantastic job. Her dedication to both teaching and pastoral care ensures that students feel supported, motivated, and inspired. She has already made a significant impact, fostering a positive and inclusive environment for her year group.



Diane Gaunt

**Diane Gaunt**  
Data Manager

Diane is a fountain of knowledge at the UTC, always ready with answers to everyone's data and sims-related queries. She works tirelessly to coordinate our internal assessments and provides essential support to the Exams Officer during external examinations. Her dedication and expertise make her a truly irreplaceable member of the team.

## West Road Shout Outs:



Kevin Watkins



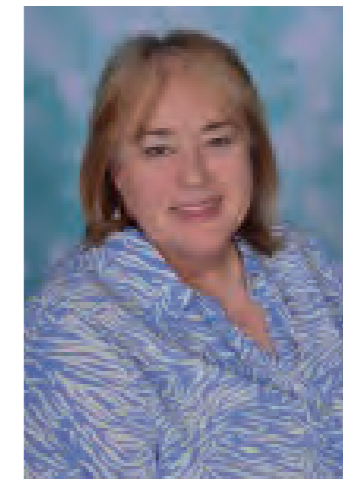
Judith Dixon

**Judith Dixon**  
Phonics Lead

Judith has been a member of West Road for many years and has taught in all year groups. This year, her role as Phonics Lead has led to strong progress in all year groups, meeting national expectations in the Spring Term, which shows huge progress against previous years. Judith works hard for all the staff and is always learning and listening to next steps, ensuring they are embedded in her own practice and those working with her. Judith has the children's education at the forefront of her mind and strives to achieve the best for them all. Thank you, Judith.

**Kevin Watkins**  
Assistant Estates Manager

Kevin is a breath of fresh air! His positive and kind disposition rubs off on all staff, parents and pupils. His continual dedication and support to keep our site safe, well-presented and efficiently running, is second to none. He works alongside the Administration Team and the Headteacher, to ensure everything is compliant - which allows the children to value and be proud of the school. We would like to take this opportunity to thank Kev for the super job he does at West Road Primary Academy.



Jeanette Seagrave

**Jeanette Seagrave**  
Office Manager

Jeanette is an incredibly hard-working office manager who ensures that the team in the front office is efficient and effective at being the face of West Road Primary. Jeanette offers our parents an excellent service and ensures that communication is at the forefront of her practice. She also works alongside the Headteacher to support her with HR and ensuring everything is up to date and is dedicated to staff attendance and accurate documentation, which the Headteacher values immensely. We could not do without Jeanette Seagrave at West Road Primary, and we thank her for everything she does for us all, including the day-to-day support she gives our teachers, SLT and children. Thank you!



# Shout Outs

## Trust Shout Outs:



**Simon Brigham**

### **Simon Brigham CFO**

Simon is an amazing CFO. He spends many hours ensuring that the Trust is financially compliant and carries great responsibility in ensuring our financial reporting is both robust and accurate. Very recently he spent the whole day in the Trust Bungalow with Headteachers and CEOs setting budgets for next year. This will be the first of many meetings and is no mean feat given the challenges some schools have with falling roll and escalating costs. He is fastidious in his approach, extremely dedicated and a great colleague who always brings calm to a storm. Usually, the one the CEOs create!



**Katie Bentley-Brown**

### **Katie Bentley-Brown Assistant Accountant**

Katie is an extremely talented and committed colleague. She always wants to get things right and recently; she has stepped up to take on even more responsibility. She has a great eye for detail and is one of the fastest workers I know, producing everything to our exacting standards. She is professional, calm and considered with a great sense of humour. Thank you, Katie!



**Helen Bradbury**

### **Helen Bradbury Primary Finance Lead**

Helen joined the finance team recently. She is a qualified accountant, and we are so pleased to have her on board. She is a great team player and is making a real impact in supporting schools and the team to improve efficiency across the Trust. She is always cheerful and seems to take everything in her stride. Welcome Helen and thank you!





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).

