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DesignEd

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TABLE OF CONTENTS

A Note From Guy Shears	Pg. 4	CENTRAL - Social Media Activity	Pg. 30
Meet The Team	Pg. 6	ECT Places Project	Pg. 32
Regional Director's Visit to Redditch Schools	Pg. 8	Sutton Park Primary School - Ofsted Inspection	Pg. 34
Our Distinctive Culture Peer Review	Pg. 10	Funding Boost in the Trust	Pg. 36
SEND Across the Trust	Pg. 12	Arrow Valley School - But in the Forest	Pg. 40
Reading Strategy	Pg. 22	Holyhead School - Morgan Stanley Y7 Sustainable Enterprise Challenge	Pg. 41
Disadvantaged and Vulnerable Students Strategy	Pg. 25	Holyhead School - Duke of Edinburgh Award	Pg. 43
Governance Across the Trust	Pg. 28	Lickhill Primary School - Thrive at Lickhill	Pg. 45
Meet the IT Team	Pg. 29	Waseley Hills High School - School Rebuilding Programme	Pg. 45

A note from Guy Shears

It is with great pleasure that we welcome you to the final issue of our Trust's magazine for this academic year. This issue is a celebration of the remarkable achievements and the unwavering dedication of our staff in supporting and nurturing our young people.

First and foremost, we would like to express our heartfelt gratitude to all the staff who have poured their hearts and souls into their work throughout the year. The commitment, passion, and tireless efforts that our staff and volunteers are truly humbling to witness - they have made a profound impact on the lives of our young people on a daily basis.

Some great news is shared in this edition, celebrating the extraordinary school that is Sutton Park Primary

School. This is a school that truly delivers our mission, supporting social justice and a genuinely exceptional school. We are delighted to share the wonderful news of the recent Ofsted inspection at Sutton Park Primary School, which was graded "Outstanding" in all areas. We all know this is an extraordinarily high bar under the current framework. Well done to all who work at and support the school.

Also included is the visit by Andrew Warren, DfE Regional Director, to three of our Redditch schools, Arrow Vale High School, Ipsley CE Middle School and Arrow Valley First School. All three of these schools were originally 'sponsored' schools (by definition, therefore in great difficulty at the time of academizing). The positive feedback and recognition

we received from Andrew affirm the outstanding work being done within our Trust. It is a testament to the dedication and collective effort of our staff in creating an environment that nurtures and empowers our students to reach their full potential. Again, well done to all at these great schools.

As the academic year draws to a close, I would like to applaud the remarkable resilience and hard work demonstrated by our young people during their exams and SATs. We know they have dedicated countless hours to their studies, and we are confident that their efforts will be rewarded when the results are announced. Their commitment and determination are truly inspiring, and we are immensely proud of each and every one of them.

To finish, a note of sincere thanks to everyone within the Trust for the efforts. There are many challenges, but we continue to face them up, and overcome them with powerful thought into practical action. Our value of community is lived by us all each day, and it is that that enables us to continue to thrive. May I wish all our trustees, governors, staff, families and children all the very best for a peaceful and restful summer.



Guy Shears
Executive Principal (CEO)



Meet The Team

The Central Team

Guy Shears

Executive Principal (CEO)

Penny Harrison

Trust Finance Director (CFO)

Stephen Brownlow

Chief Operating Officer (COO)

Sarah Bates

Trust Executive Principal – Primary

Samantha McMonagle

Executive School Improvement Leader

Harinder Sidhu

Business Improvement Partner

Amandeep Singh

Head of Estates

Jennie Homer

Head of Governance & Corporate Services

Kerry Hector

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Edward Cooper

Head of IT

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Samantha McMonagle

Executive School Improvement Leader

Ian Mellor

Executive Principal

Angela Crawley

Executive Principal

Ross Trafford

Executive Principal

Principals

Rachel Whiting

Principal of Abbeywood First School and Church Hill Middle School

Ian Mellor

Executive Principal of Arrow Vale High School and Waseley Hills High School

Sarah Allen

Principal of Arrow Valley First School

Ross Trafford

Executive Principal of Holyhead School and Gospel Oak School

Angela Saul

Principal of Ipsley CE Middle School

Jane Lloyd

Principal of Lick Hill Primary School

Lee Card

Principal of Oldbury Park Primary School

Sarah Callanan

Principal of St Stephen's CE First School

Angela Crawley

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Trust Lead for Geography

Matthew Purslow & Jenna Brown

Trust Leads for Modern Foreign Languages

Ed Lee

Trust Lead for Drama

Lauren Clarke

Trust Leads for Religious Education

Matthew Purslow & Josh Prentice

Trust Lead for Physical Education

Angela Saul & Francesca McCullough

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Sheetal Sommel & Peter Garnett

Trust Lead for ICT/Computing

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Trust Lead for ITT & Early Careers

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Arrow Vale High School

Nicola Robinson

Arrow Valley First School

Joanne Goodman

Gospel Oak School

Janette Beckett

Holyhead School

Matthew Setchell

Ipsley CE Middle School

Vicki Campbell

Lickhill Primary School

Kirstin Bluck

Oldbury Park Primary School

Vicky Jackman

St Stephen's CE First School

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Sutton Park Primary School

Tom Forty

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Sarah Bates

Trust Lead for Reading

Scott Crane

Trust Lead for Safeguarding

Niall Brennan

Trust Lead for Remote/Digital

Matt Rash & Charlotte Hughes

Trust Lead for Behaviour and Attendance

Samantha McMonagle

Trust Lead for Curriculum and Pedagogy

Samantha McMonagle and Matthew Purslow

Trust Leads for Co-Design

Director's visit to the Redditch schools

CENTRAL was delighted to welcome Andrew Warren, the Department for Education's Regional Director for the West Midlands, Aran Dhillon, Team Leader for Herefordshire and Worcestershire and Joe Atkins, Senior Delivery Officer for Hereford and Worcestershire on Friday 16th June. Andrew and his team came to look at the quality of education being delivered from early years provision through to Sixth Form in the Arrow Vale pyramid. The team were particularly interested in talking to students across the age ranges of 3-18 to explore the rapid improvements made at each school since their respective conversion as sponsored academies.

The tour of our pyramid began with a visit to Arrow Vale where Senior Ambassadors Tashante Thomas and Ash Palethorpe talked through student agency and the impact this has had on the experience of our students both inside and outside of the classroom. Andrew was very impressed with our young people who articulated the curriculum journey through the pyramid absolutely brilliantly. The tour then moved into Ipsley, firstly visiting Year 6 pupils and seeing some English lessons taking place on the Civil Rights Movement and the Windrush Generation. During

the tour Year 6 and 8 students were asked about the languages they were taught in school, what school life was like and about their ambitions for the future. Before the visit came to an end, Andrew and the team were enthralled to hear about Ipsley's work on behaviour and resilience. The tour then moved to Arrow Valley First School where Andrew and the team were greeted by lots of enthusiastic and excited children. Following conversations with staff and students, Andrew commented on how impressed he was with the significant improvements in phonics and the focus on early reading. A particular highlight was when the team read the children's work and were highly impressed by their word choices.

It was an extremely proud day for all of us associated with the Redditch pyramid and the CENTRAL. It was fantastic to be able to showcase our schools, our incredible students and their work both in and out of the classroom.

Anyone interested in finding out more about the work of Andrew and his team can find it here www.gov.uk/government/people/andrew-warren

A few photos to capture the day...



Bringing culture to life through people, places and processes

In the document, "Our CRST Distinctive Culture" Executive Principal CEO Guy Shears defined the culture under three headings: **People; Processes; Places.**

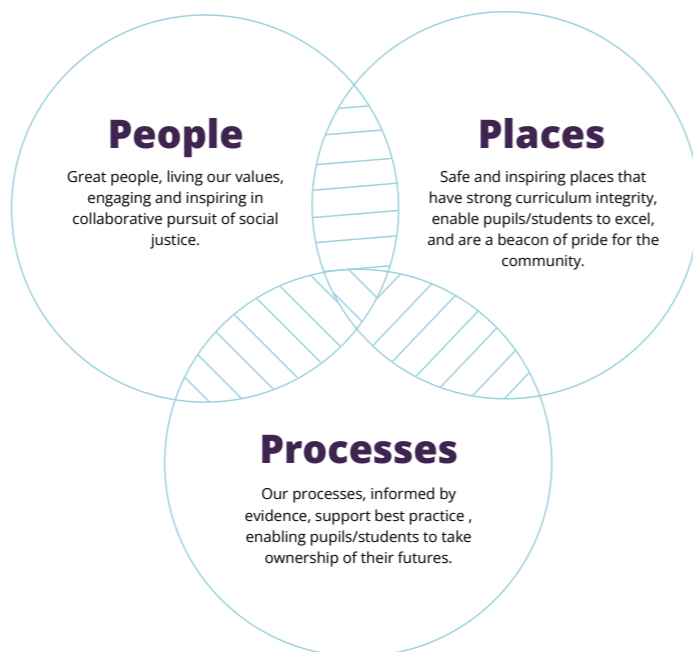
A year ago we embarked on the process of looking at how to develop reviews in schools which would enable us to look at creating a great culture within our schools. The CENTRAL school-to-school peer review of the culture which would focus upon the Trust's mission statement – "to promote opportunity and social justice through exceptional schools".

For this endeavour we met with John Tomsett: Headteacher for 17 years at Huntingdon Research school, author of many books including 'Creating a Culture of Love over Fear' and the Curriculum 'Huh' books with Mary Myatt. John is also a lead facilitator for the Walk Thru programme with Tom Sherrington. We developed criteria and trialled it in Sutton Park Primary School. After each review we reflected and refined the criteria and process and then stopped to take stock fully and reflect deeply after we have reviewed five schools

When it comes to promoting social justice, we use the government's definition: "Social Justice is about making society function better – providing the support and tools to help turn lives around". Consequently, our CENTRAL cultural norms focus upon how a CENTRAL school, in its day-to-day working, promotes equity and ensures that all pupils flourish. The school-to-school peer review team talk explicitly with leaders, adults and pupils, and, of course, observe the day-to-day life of the school within and without the classroom, through the lens of promoting social justice.

So what have we learned?

- There has been considerable work on community engagement and processes in schools. Where it is at its most successful. Communication is clear and is seen to be key. Staff feel like a 'family' and people do not work in silos. Processes for behaviour and attendance remain priorities. Relationships (Warmth, rapport, connectivity) are at the core of the work and decision-making.
- All schools are engaged in developing enrichment opportunities and tracking who accesses these; for true social justice there needs to be a disproportionate focus on those at a disadvantage.
- There is a focus on the enacted curriculum in many schools now. How do we teach in a way that is engaging and inclusive? Pedagogy and how the curriculum is delivered is as important as what is being taught. It isn't the curriculum intents but the delivery and teacher development within which is the key focus for many now. In a culture of high expectations pupils should have no choice but to engage with what the teacher is doing; by "inclusive" we mean that every single pupil in the room is included in the learning process and thinking as



hard as they can for as long as they can and are not passive.

Process musings

- All Principals have fed back they have found the process really useful – it is useful to have a team of peers and external expertise. However, Principals and leaders also asked the question- do all staff have a clear understanding of the word culture? Is the criteria enabling us to focus on what matters the most within the reviews? These were interesting questions for the executive team and the Principals looked again at the criteria at our annual conference together in June.

Taking stock and next steps:

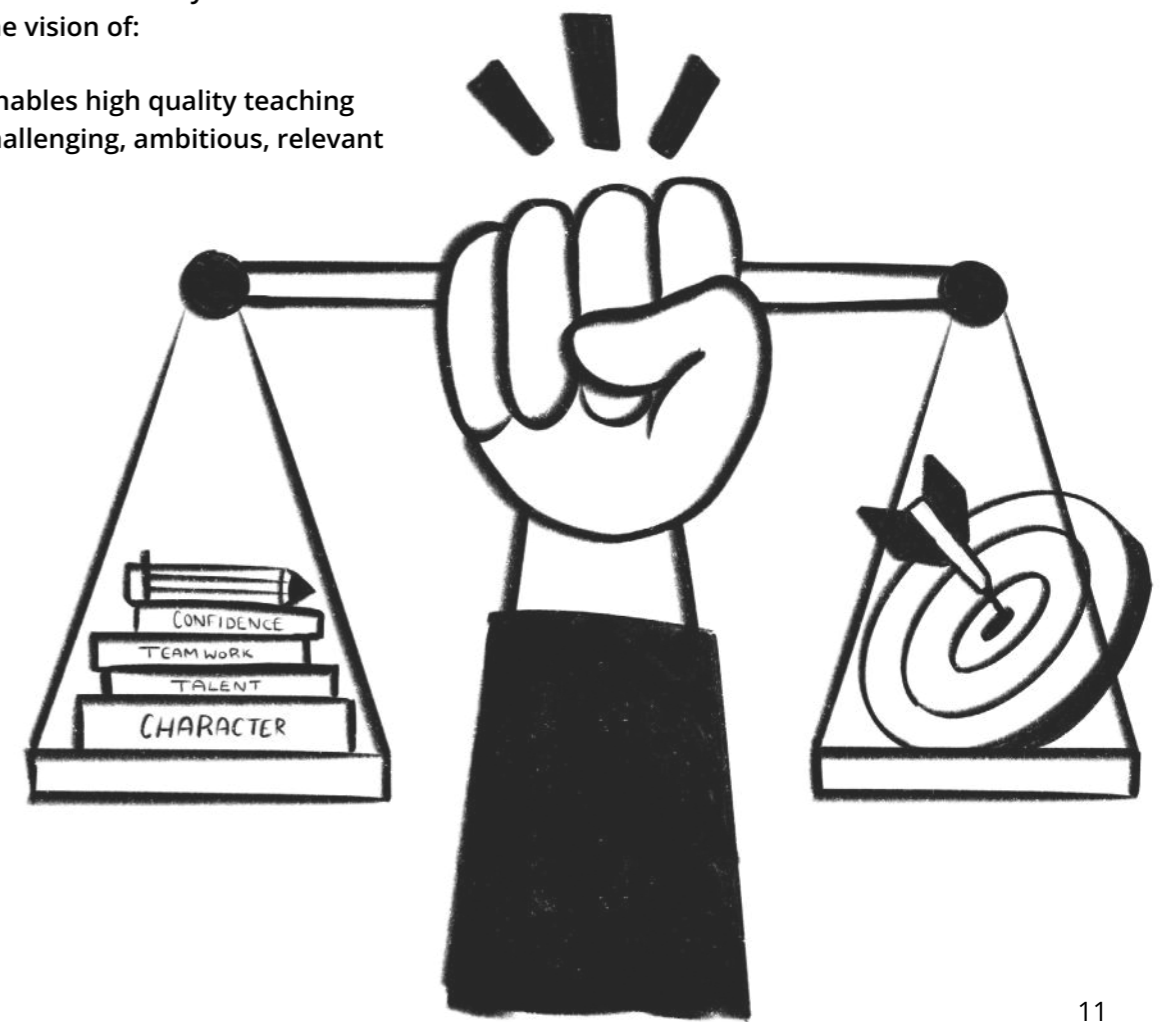
When it comes to thinking about how **People; Processes; Places** are manifested daily in schools. The key summary is the vision of:

A truly great culture enables high quality teaching which makes a rich, challenging, ambitious, relevant

curriculum irresistible to students, peppered with wonderful experiences beyond the school. This leads to pupils making great progress in their learning, all experienced in classrooms and buildings which are both calm and beautiful, and where every single colleague wants to come to work every day. Processes should support and enable this endeavour.

We know we want to create the conditions for staff and pupils to thrive. We intend to now adapt and refine the criteria further – not try to cover too much within the day- less but better! We will continue to work with John Tomsett next year in this peer review process. The opportunity to reflect with peers is challenging but also incredibly useful and rewarding.

Sam McMonagle - Executive School Improvement Leader



SEND ACROSS THE TRUST

I am proud and happy to be able to share a celebration of all our TRUST SEND support and a snapshot from our numerous activities that our Learning Support Departments across the TRUST provide. Our SENCO's and Achievement Assistants are relentless in their 'over and above' support for some of our most vulnerable students in the Trust. Can I take this opportunity to thank them for the magnificent selection of wide and varied support since September, and for their extensive support across the Trust.

Claire Round - Trust Director of SEND



In Willows we have been focusing on communication within the classroom. We have been using Widgit to create displays and visuals which help support the children with their learning. Many of our children in Willows struggle to understand verbal instructions and therefore they need to be prompted using a visual cue such as a now and next board and a visual timetable.

The children have had their own workstations set up to help them to focus during learning time, this displays their now and next boards and helps them to stay on task whilst also preparing them for what is coming next. The children have also really benefited from the use of a visual timetable, this has helped reduce anxieties as it is another way to prepare them for what is happening next in the school day.

A recent addition to our classroom has been the Zones of Regulation board. This is something that the children can use to communicate how they are feeling, and it helps them to understand their feelings and emotions and what to do if they are feeling a certain way. We have labelled the classroom into different areas such as a calm area and a movement area which the children can request to use when they are feeling deregulated.

Abbie Watson - SEND Teacher



Parental Engagement has featured heavily since September 2022 with two successful Community Café events embracing renewed collaboration. One for new Year 9 families and the other for Year 11 and 6th form. Over the year we have welcomed new and prospective students and parent/carers, and successfully worked with families to transfer high needs students to appropriate provision and enjoyed positive and proactive EHCP (Education and Health Care Plans) Annual reviews.

A Sheila Coates' bid for money was successful, so we are aiming to have a sensory room in place for September 2023. Jake Hawkings – our SENDIASS Post 16 advisor, HOW (Heart of Worcestershire) College, and SEND Supported: Autism, Cognition & Learning and Behaviour specialists continue to support our students.

The LRC (Learning Resource Centre) remains a vibrant and positive provision. It is available for all students at break and lunchtime, and for the daily supported Homework Club. Enrichment Clubs targeted for SEND run regularly: e.g., friendship, understanding autism,

social skills, and Lego based therapy.

All staff continue to celebrate differences and work hard to ensure that students are the best versions of themselves, and to gain the GCSE grades needed for higher education, employment or apprenticeships.

It was a complement to our Learning Support Department and to all the school – that we achieved the IQM – Centre of Excellence Inclusion Quality Mark – just at the start of the summer term.

Pet Assisted Intervention

In the Spring term we introduced this special intervention. We are now welcoming Vicki & Gene from 'In Therapeutic Partnership' into school regularly to work with students to provide an additional element of support for their social, emotional and mental health.

Claire Round, Hannah Alabaster, Samantha Lune, and the Learning Support Team of Arrow Vale

A student said:
"It makes a huge difference as it has been a dream of mine to have a dog for comfort in school since primary, it also helps me combat extra stress and other external parts of my mental health".

A parent said:
"My child came back home with a different attitude. They were happy and excited They can't wait to do it again!"





This year, at Arrow Valley First School, we have had a major focus on SEMH. Looking at the impact that it has upon the regulation of emotions and behaviours ... and therefore learning.

The Nest was set up during autumn term to provide an additional regulation space for children who were not ready to learn. Activities within The Nest have been invaluable to support SEMH needs of our children and have encouraged the development of some wonderful learning behaviours.

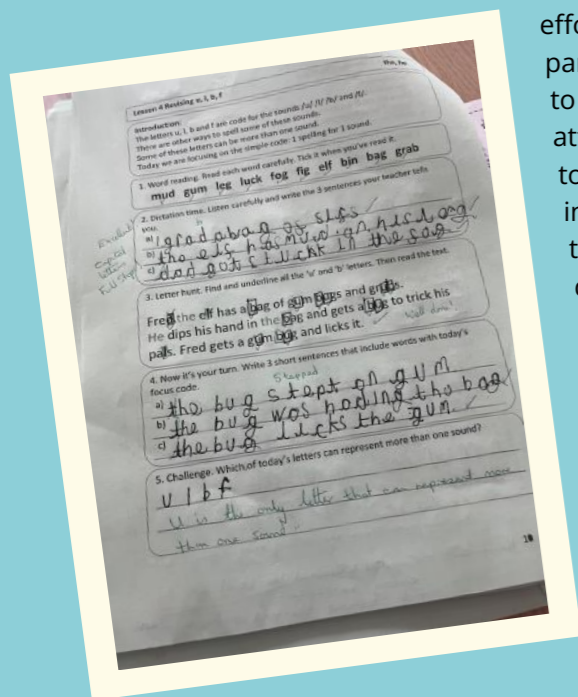


The neuroscientific basis for “flipping your lid” and losing control has enabled a greater understanding about



At Gospel Oak School we have been celebrating our students work through an initiative aptly named “Wow Work!”. Via this platform we have been recognising student’s excellence

and praising their efforts. SEND has been particularly proud to boast about the attendance of students to regular bespoke intervention sessions, their hard work and determination to be the very best version of themselves and through their outstanding efforts to build their confidence levels. All students have shown remarkable



self-regulation to be gained by pupils and staff. Self-regulation knowledge, additional advice from different sources and a range of practitioners have all been combined to support children with SEND to develop a range of strategies to manage SEMH needs. These skills have been embraced across Arrow Valley and are used to support all children within our school.

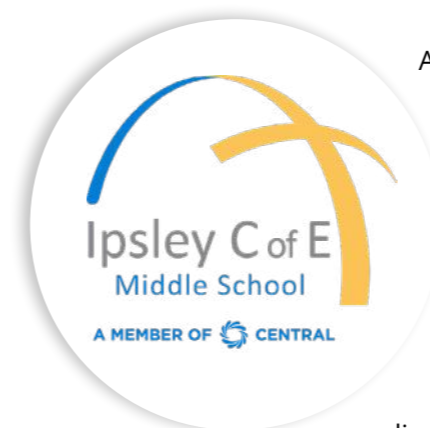
All staff continue to support all children with their specific needs however large or small. Our Valley Values enable all children to achieve and thrive.

Holly Adams - SENDCo

progress and their attitudes towards their own self development has truly touched our hearts. We’ve been able to showcase their work on our interactive screens, a specially designed notice board in school and via postcards home to congratulate their outstanding dedication. The WOW work has become a platform that students are buzzing to be recognised on with many asking: “Will this be on the wow work wall Miss?” Examples of work have ranged from English, Maths, Art, Science, Languages, Catering and so much more - the whole school has pulled together to support each other in recognising that hard work truly does reward!

Keep up the great work GOS we are all so very proud of you!

Sarah Nash - SENDCo



All children should be able to read: this unquestionable, indomitable mission has been at the heart of much impassioned work for the SEN team at Ipsley this year. To achieve this, one thing was abundantly clear: strong parental partnerships would be the linchpin.

In supporting our bottom 20% of readers, the team at Ipsley devised a programme of rigorous identification, followed by a robust intervention strategy using Lexia and precision teaching, and underpinned by the strong foundations of quality-first teaching. The challenge was clear – how could we ensure these parents and carers were engaged at all levels of our reading strategy?

Critical to our approach was ensuring we opened dialogue, creating collaborative channels with parents where we could discuss the progress pupils were making, share the curriculum which their children were studying in school, and offer suggestions for how home could support their reading development. Within days, the green shoots of encouragement were clear. Engagement with intervention programmes outside of

school hours increased, with pupils logging in and continuing their learning beyond the school day. Rates of books being borrowed from the library increased, including the number of parents and carers contacting the school to request their child come home with a particular book so that they could read it together. Redditch Library attended our Community Café and were overwhelmed by the number of families attending and excited to sign their children up to expand their reading horizons.

For our bottom 20% of readers, the impact was clear: this strong parental partnership was a critical component of making meaningful progress, working in close collaboration to support those who need it most to achieve our ambition of all pupils leaving our school as confident readers. Through rigorous analysis of the data, it has been a joy to share with so many families the excellent progress their children are making. As these skills develop, their eyes widen the rich language of the world around them, building ambitious, courageous and kind young readers ready for the world beyond school, so that all can go on to flourish.

Michael Williams - Vice Principal & SENDCo





Holyhead School's ethos of 'Teach What Matters' is at the core of everything we do and the SEND department is no different. Students are supported to achieve their full potential through the dedication of the Achievement Assistants, HLTAs, VP overseeing the reading strategy as well as the VP SENDCo. A core feature of the strategy is to ensure that SEND students are accessing enrichment in order to continually broaden their horizons.

In Year 8, SEND students have been involved in a coaching programme alongside the P.E department. These pupils struggled with their communication skills, and we wanted to boost their confidence to speak publicly. This was a great success for the pupils who have been able to build their leadership skills and teach whole classes of other pupils and build upon their interpersonal skills.

One of our main strengths is the diversity of our community. We have had many celebrations across the year including Ramadan, Diwali,

Christmas, and Chinese New Year. We are able to encompass the celebration of all of our cultures with 'Culture Day', a very successful event which many SEND students were involved in.

All members of our student body are supportive of SEND students. As a result, many Sixth form pupils support our younger pupils with additional learning needs. We have 37 student support assistants in our Sixth form who volunteer to help our students in class to engage in their learning, guiding them to demonstrate respect, responsibility, and excellence.

We have had many pupils involved with the Developmental Leadership Programme where pupils attend a hub for 6 weeks that continually focuses on their reading and writing skills. This makes a huge difference to many of our pupils, resulting in them returning to mainstream lessons with improved comprehension and phonemic awareness skills.

We are continually supporting, celebrating, and communicating with each other to ensure Holyhead is an inclusive school with the right support in place for all.

Kelli Robinson - Vice Principal

One of our main drives this year has been to support the social and emotional development of our pupils in EYFS and Year 1. In January, we identified a small group of children, who would benefit from additional support with their Personal, Social and Emotional Development (PSED). These children needed a high level of adult support in the classroom to be able to participate in continuous and enhanced provision. Many of these children identified, had little pre-school experience or had missed out during the pandemic; others needed help to develop skills needed to work and play with others.

The team plan a range of activities for the children to promote listening skills, turn taking and learning how to win and lose well. The team are building the children's emotional literacy and developing their emotional regulation using self and co-regulation strategies. Most importantly, they are taught how to be kind, respectful and safe – our three school values – in order to work happily and productively in the classroom.

The Nurture group runs in the morning, following a daily phonic session and the children return to their classroom in the afternoon. The progress of the

pupils selected for the Nurture provision are closely tracked through a profiling model, which is carried out by both the Nurture team and their class teachers, and feeds into the key priorities for the following two weeks. The impact of this has not only been evident in the children who attended the nurture sessions, but those who remained in the classroom. Investing in the social and emotional development of our youngest pupils is an investment in their mental health for the future. Pupils are beginning to engage with learning in the classroom positively and they are building trusting relationships which will support them in becoming strong, resilient, respectful, and kind individuals of our school.

Esther Miller -SENDCo





When talking to the staff about our children and the high-lights of the year so far with regards to our SEND provision, one member of staff said, 'I think it's the little things that make the most difference.' She went on to explain, "For me it has been the progress from those children who have been exposed to Fast Track Tutoring. Those children who have struggled through their phonics screening test and who have found it difficult to blend. This one to one intervention has made such a difference. It's been lovely to see the pride on these children's faces when they realise that, 'yes' they are reading!"

Another highlight so far since September has been the introduction of our Thrive lead and the development of the Thrive room. When speaking to Mrs Ralph our Thrive lead about what the highlights have been for her so far this year, she answered... "There have been so many things but ultimately I think it's seeing how the children have gained confidence, and have learnt to use their coping mechanisms; and it's just seeing the smile on their faces knowing that you are making a difference. It's the best job! I think our recent trip to the Alpaca farm was a favourite memory of mine as some children had never been that close to an animal before."

The children are a credit to our school they continue to surprise us, they always try to do their best, and have a positive and resilient attitude to their learning and to school life. All of the staff at school continue to work hard to ensure that every individual has the right start in life and that they are able to leave school equipped with all the skills that they need for their next school journey. Together every-one achieves more!

Sarah Barrett

The Thrive Approach has been a huge part of Sutton Park since 2016. Since then, Thrive has become embraced and embedded across the school and all staff have been trained, five of whom have been trained to lead practitioner level. It was an enormous achievement to be recognised as a Thrive Ambassador School with Excellence in Relationship. There are a further two self-assessments underway and we hope to achieve these and more in the future.

We are fortunate to have the Worcestershire Emotional Support Team (WEST) available to us every week. Clare Derby, an Education Mental Health Practitioner, has been based in our Thrive room each Thursday, delivering sessions to parents and children. These strategies and plans have made a fundamental difference to the lives of our children and families who have accessed to date.

In school, our Community Café is going from strength to strength and now provides the opportunity of supporting adult learning as well as family learning experiences. It is proving to be a huge success and we are looking forward to welcoming more parents each week. This term, the focus is on reading and promoting this at home, which is a fantastic resource to have access to. We have a wealth of external visitors who come to speak and offer advice during the Community Café, including termly visits from Barnardos. There has been a visit from the local fire station who speak to the parents about fire safety in and around the home and we are hoping to invite our local PCSO in also.

In order to support children who fall into our 'lowest 20%' readers, we have purchased 'Dyslexia Gold'. This is now set up and is being used daily to support with this. The 'Engaging Eyes' program is proving to be popular, especially as the children get to wear 3D glasses! The impact of this has been fantastic and we hope to continue to see great progress. The children have engaged fully with this and enjoy their time accessing the program.

School led tutoring is now well established and runs after school for three days a week, supporting children from Year 1 to Year 6 with Maths and English. Four members of the support staff team have been trained to plan and lead these sessions. In addition to this, we have been supported by a play therapist since September and aim to add another 5 children to this intervention over the next term. We are also looking forward to receiving further interventions in Lego based therapy and music-therapy to support children with Social, Emotional and Mental health Needs (SEMH) which should begin over the next term.

Our Nurture Group, 'The Den' have been enjoying weekly trips to the Wyre Forest as well as plenty of creative opportunities in school through art, cooking and gardening. The children have written to the PTA asking for a budget to fund their annual trip to Weston Super Mare where they will enjoy time on the beach with some fish and chips! They will also be fundraising for a trip to the Three Counties Show and are aiming to make and sell their own jam at the Summer Fayre.

Danielle Duignan - SENDCo



Reading Strategy

Imagine a day when social justice is a reality and the gap between our most disadvantaged pupils and the rest of our children is so diminished it barely exists. Imagine a trust where all children can access the rich and exciting curriculum on offer because every pupil can read effectively and age appropriately. It is our mission at CENTRAL that every pupil will have a reading age at least in line with their chronological age by the time they leave school.

Reading is a key priority for CENTRAL. We know that those children living in the poorest families and the most deprived communities have a far greater chance of leaving primary school unable to read effectively. Children living in poverty are less likely to be able to read well at school than their classmates – and this has the potential to be devastating for their future lives. We know being a fluent and proficient reader is key if pupils are to be successful in every aspect of their school life and beyond.

and support staff are skilled in delivering phonic lessons and pupils make rapid progress. We are really excited that our last First School is about to jump on board with RWI this term, meaning all of our first and primary schools are using the same approach. This consistency in our trust approach to early reading will undoubtedly support teachers and support staff in becoming real experts. Research shows that half of schoolchildren who do not pass their maths and English GCSE's were already judged to be behind on their education at the age of five. (The Independent Sept 2022). We

So what have we achieved so far?

Reading is a high priority in all of our schools – our youngest to our oldest pupils talk enthusiastically about the power of reading. The introduction of NGRT testing has supported schools in targeting those pupils who need extra support and has helped to keep reading at the forefront of everyone's mind. It has allowed us to track the progress of each and every pupil and target extra resources where they are needed.

We know that early intervention is key if we are to achieve our target of every child having a reading age equivalent to their chronological age. Half of schoolchildren who do not pass their maths and English GCSEs were already judged to be behind on their education at the age of five. (The Independent Sept 2022). We have invested heavily in the Read Write Inc. phonics scheme enabling pupils to make an excellent start in their reading journey. Our youngest pupils experience high quality reading provision every day, teachers

Establishing a cross phase reading co-design group has allowed schools to share best practice, learning together and from each other. These school-based reading leads are key in driving the strategy day in and day out.

When reflecting on the impact of the reading strategy over the last 18 months it is clear that all of our schools have a positive reading culture, there is a passionate desire to ensure every pupil is equipped with the reading skills to be successful in life. There is no doubt when visiting any of our trust schools that reading is everyone's priority, it's one of the key drivers for social justice.



Waseley Hills High School
Aspire, Invest, Respect
A MEMBER OF CENTRAL

The Waseley Hills SEND department has several accomplishments to celebrate for the academic year 2022-2023. The SEND team has grown over the current academic year allowing for a wide range of support to be put into place for the pupils at Waseley Hills. As well as staff recruitment, staff have taken the opportunity to develop their skills in a number of ways. The end of the year is the perfect time to reflect upon the personal and group achievements of the team.

Firstly, to congratulate Niti Joshi, Assistant SENCo for completing and passing her NASENCO award earlier in the year. An impressive achievement which will help Nitu develop in her Assistant SENCO role. The NASENCO is a Level 7 qualification which is compulsory for all SENCOs, well done Nitu!

Secondly, to celebrate Chrissy Court and Sarah McCallum in passing their ELSA (Emotional Literacy Support Assistant) training. The completion of this qualification will allow them to support pupils with

their emotional literacy and provide support during emotional times for our pupils (e.g., bereavement, transition) but also the challenges of schools such as making and maintaining friendships, anxiety and worry and promoting a growth mindset for pupils. Sarah and Chrissy have worked hard over several months to complete the associated reading and training to qualify. The addition of ELSA to our interventions will provide additional support to some of our most vulnerable learners.

Lastly, the SEND team have fully supported the WAAM project (Autism Mentors) and have all taken part in training to be able to deliver the WAAM project to ASC pupils at Waseley Hills. This training will allow all pupils with an ASC diagnosis to receive support understanding autism and themselves. The programme will involve 6 weeks of 1:1 work with a WAAM trained AA and then a 6-week social skills workshop completed in small groups. Congratulations to Chrissy Court, Gareth Ravenhill, Lin Zhou, Sue O'Rourke, Sharon Cave, Yvette Preston and Tanya James for completing the training.



What next?

As we move into the third year of the strategy there are many exciting developments ahead. The appointment of four trust reading leads will create the capacity to support schools through this next stage of the strategy. We will focus on the following seven pillars which will be the drivers of the strategy:

- Systematic phonics provision
- Fluency
- Comprehension
- Vocabulary & spelling
- Assessment & intervention
- Reading for pleasure
- Home reading

In England, struggling to read is more closely linked to low pay and the risk of being unemployed than in any other developed country, including the USA. As a trust founded on the ideal of social justice, we must continue to make reading our number one priority and be single minded in our mission of equipping every pupil with the knowledge and skills to become a confident and competent age appropriate reader at each stage of their education. We want to send our pupils out into the world with the reading ability that will enable them to be successful their life.

Sarah Bates - Executive Principal - Primary

CENTRAL: Social Justice: Making a difference for pupils at a disadvantage

Our strategy for pupils at a disadvantage- vulnerable/ and or in receipt of the Pupil Premium grant has developed since we set up a co-design group for leaders in this area in 2019/20. Clearly, that year was disrupted and dominated by the pandemic and schools closing. This work was the focus of 2020.

But since 2021 we have worked closely with the EEF and research schools to look at our tiered approach to disadvantage, vulnerable and pupil premium pupils. This year we have focused as a group of leaders on the importance of Tier 3 (those wider barriers), to enable greater success in tiers 1 and 2 (teaching and learning and academic interventions).

This year we have benefited from working with Marc Rowland, the architect of the DfE tiered strategy statement and author of several books on disadvantage and Pupil Premium including 'Addressing educational disadvantage in schools and colleges the Essex way'. Marc works with Unity Research schools Partnership and across opportunity areas- advising government and working with the EEF. He has visited over 900 schools looking at the key area of disadvantage and making a difference. In March, he conducted a review at Gospel Oak School and will continue working with us and supporting peer reviews into the area of making a difference for those at a disadvantage throughout next year.

A theme throughout his work with us has been the importance of the strategy reflecting the community each school serves; a sense of the strategy being rooted in a community. What is it that matters most? So the strategy can be responsive to what will make the greatest difference. We need our pupils to experience meaningful success through school and this can only occur if we enable meaningful participation for pupils within school life. Marc spoke to us about how we develop opportunities for genuine celebration, joy, warmth- how our school structures

best serve our young people to achieve educational success and feel valued.

Marc challenged us to always ask 'what's it like to grow up as a disadvantaged child here?' - not to force us to generalise but to look at school life through that lens.

Reading remains a key focus within tiers 1 and 2- do we all know and understand what it is like to be a struggling reader- a reader who isn't confident? The importance of teachers being able to anticipate and be responsive to this is key- otherwise inadvertently methods can sometimes be employed which are gap wideners. The link between the disadvantaged, vulnerable, pupil premium strategy and reading strategy is key. The message we have gained from working with research schools, EEF and Marc Rowland is to be careful what we put time into- wary of well-intentioned interventions and programmes and too many - look at the evidence on what works (and some well-intentioned interventions have little evidence to support impact) and do less better! It is hard to achieve but something we challenge each other on and strive to do.

This year has led us more and more to the importance of the disadvantaged vulnerable and pupil premium work linking into work of SEND leads, Reading leads, Attendance leads and of course Teaching and Learning leaders within school. Assessment not assumption is the mantra otherwise we may simply end up doing what we have always done or employing interventions/strategies we tried ten years ago in different settings which worked once and we continue using out of habit.

At our recent co-design conference day for all the leaders of the disadvantaged vulnerable and pupil premium strategy we had Fiona Fearon speak to us. Fiona is the Projects and Policy Manager from NGA (National Governance Association) and has written a paper 'Disadvantaged 360: Widening the lens on

disadvantage'. Fiona also works with Marc so there is a connectivity to who we work with and a synergy to this. Fiona looked at some of the multiple barriers and challenges pupils at a disadvantage face. Fiona left us with much to think about and access to some excellent toolkits and a challenge for us to look at whether there are aspects to our systems and processes and policies that inadvertently cause barriers and lead to disengagement for those coming from a position of disadvantage. This is timely work as we look to review the DfE strategy statement and work of 202/23 and determine school priorities for 2023/24.

What have we learned this year working together to take forward into 2023/24:

- The utmost importance of 'connectedness' for pupils within our schools and for us to understand the communities we serve and what it is to be a pupil and a pupil at a disadvantage within our schools.

- At the heart of the strategies should be how our pupils are experiencing meaningful participation in school-life and meaningful success
- Consistent approaches needs to be coupled with really strong understanding of the pupils in front of you. Rapport and relationships are key.
- Avoid trying to do too much- extra- all we used to do or used to think works and more. Well-focussed priorities and investment which may mean stopping some things is key.

The leaders within this co-design group are all senior within each school and remain utterly steadfast in their determination to make a difference. We will continue to draw on expertise (such as Marc Rowland and Fiona Fearon) whilst supporting each other through this network of co-design.

Sam McMonagle - Executive School Improvement Leader

A quick reminder of our CENTRAL values...

Vision:

As a trust founded by The Royal Society of Arts, our exceptional schools work together to create learning that is inspirational for all: igniting imagination and enabling creativity and curiosity which results in the highest achievement.

People are valued and happy, developing their knowledge, attributes, skills and networks for success and fulfilment.

In our empowered communities, everything is possible and aspirations are high.

Outcomes are highly impressive.

Integrity

Integrity in everything we do, in our leadership and practice, in our approach and in the ways we build the character of our children.



Community

Building empowered communities and networks where everything is possible and aspirations are high.



Excellence

Excellence in leadership, teaching and learning, resulting in excellent outcomes for every child.



Creativity

Creativity is fostered to encourage powerful thinking into practical action.



Respect

Respect for others is intrinsic in all our behaviours and ensures we embrace all strands of inclusion.



Governance Across the Trust

The Governance restructure has been an exciting time for the Governance Team. All schools are now locally supported by their new governance professionals Samantha Nolan and Laura Oldnall, SIPs Education Ltd, who have received a warm welcome from their schools. We are extremely lucky to have an experienced and highly skilled central team of staff, whose new roles have been confirmed as; Jess Mathews, Governance Manager and Kate Figgitt, Governance Professional/Co-ordinator (pictured with Jennie Homer, Head of Governance & Corporate Services). The team are working closely to establish robust working processes for both Trust Board, Committees and Local Academy Governing Boards and there are many improvements and implementations being made, including:

- Re-implementation of Chairs Forum events, supported by Eric Griffiths, Trust Board Chair.
- Trustee visits out to schools and Academy Ambassador link Trustees.
- School Bus policy compliance portal use for policy update and accurate review monitoring and website compliance.
- Formation of template documentation; Principal report, monitoring schedules, agenda planners and link role descriptors, amongst others, are currently in development and should guide robust governance across the Trust.
- Training Registers for all Local Academy Governing Boards to review compliance.

- Governor recruitment strategy and engagement; welcome to all new governors.

Thanks was given to all governors who attended the whole Trust Ofsted Training and Exclusions Training delivered by Guy Shears Executive Principal (CEO) and Philip Wood, Browne Jacobson, respectively. There has been a positive increase in the number of governors undertaking training modules and engaging with each other in a collaborative and supportive approach. Dominic Bradley, Trustee has also undertaken training through the Confederation of Schools Trust to retain strong oversight of his role as Safeguarding link Trustee. In addition, a Whole Trust Governor Conference was held on Wednesday 21st June 2023, 5.00 pm – 7.30 pm at Waseley Hills High School, Business and Enterprise Centre, with the Key-note speaker confirmed as Michael Barton, Regional Director of the National Governance Association.

Jennie Homer Head of Governance and Corporate Services



Meet the IT Team

As we near the start of a new academic year, I would like to take this opportunity to introduce you to our dedicated IT Services Team. Throughout the last year, our team has demonstrated unwavering commitment and expertise, successfully completing on many projects, and achieving significant milestones. Their efforts have propelled us forward, setting ambitious goals for the future.

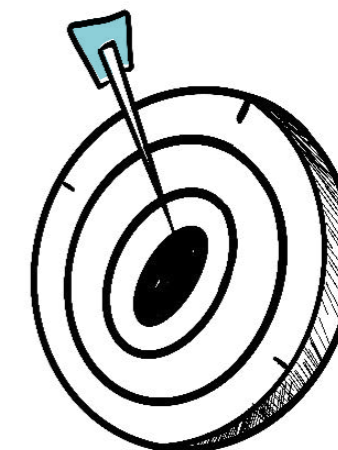
The team are made up of skilled professionals, including networking engineers, developers, administrators, managers, and support specialists. Together, they form a dynamic force that drives innovation and tackles complex challenges in the ever-evolving world of technology.

We also want to acknowledge the valuable contributions of our apprentices. They bring fresh perspectives, enthusiasm, and an eagerness to learn. Working alongside experienced professionals, they gain hands-on experience and develop essential skills. The presence of apprentices within our team fosters a culture of mentorship and knowledge sharing, where experienced team members guide and support them, promoting their personal and professional growth. Apprenticeships are not only beneficial for our team but also address the industry's need for skilled talent and bridge the skills gap to help establish a pipeline of talented individuals who will contribute to our long-term success.

Over the past year, the IT Services team has successfully completed projects aligning with DFE standards. These include migrating Lickhill, optimizing print deployment, establishing a centralised VOIP system, upgrading network infrastructure, enhancing broadband and web filtering, and refining alerting systems for proactive response. We also have a number of exciting projects in progress such as transitioning schools to Arbor and having a single trust wide MIS, and the completion of the website rebranding.

Our vision is to become a digitally mature trust, using technology to enhance pupil outcomes and empower staff. We prioritize safe, secure, and reliable technology, giving staff confidence in driving innovation. We aim to create a supportive and innovative environment, equipping staff with tools for excellence and enhancing student learning.

Ed Cooper Head of IT



Waseley Hills
@WaseleyHills

Mrs Hayhurst's A Level Biology class are busy dissecting and measuring hearts this morning! 🩸 #surgeonsintraining



10:08 am · 10 May 2023 · 774 Views

Holyhead Science Department
@ScienceHolyhead

Students in the early stages of developing their coding skills in preparation for building their robots! @holyhead_school



1:48 pm · 19 Apr 2023 · 863 Views

Wyre Forest SSP
@WyreForestSSP

A fab Trigolf festival. 176 Y3/4 pupils supported by @Bewdley_School leaders. @ChaddesleySch @BurlishPark @StourPrimary @JohnsSch @BCoppiceAcademy @FoleyPAcademy @SuttonParkSch @PrimaryArley @Wolverley_SAET @stbartssaet @PrimaryFranche. @YourSchoolGames @ActiveHW @golffoundation



10:27 am · 4 May 2023 · 598 Views

Arrow Valley First School
@ArrowValleyFS

The children are enjoying creating dinosaurs from the junk they brought in to school. #avfseyfe



8:59 am · 13 Jun 2023 · 60 Views

Arrow Vale Academy DoF
@AVDoF

And that's a wrap!

The final day of our expedition gave us just about every season!

The students took nature could throw at them though and found their way to the minibuses for a well earned sleep.

We'll done to everyone this weekend, you were ace!

@ArrowValeSchool



9:15 pm · 20 Mar 2023 · 515 Views

Church Hill Middle School
@ChurchHillMS

Mrs Clarke-Dyer will be running the Birmingham half marathon next month. She is running it in conjunction with the Church Hill Community Hub to raise money to build a food bank in the local community. Click the link, and please donate what you can 🙏



gofundme.com
To help Isaac to run a food bank in Church Hill, organized by Kelly Mcleod THIS IS A FUNDRAISER FOR ISAACS FOOD BANK SUPPORTED BY CHURCH HILL... Kelly Mcleod needs your support for To help Isaac to run a food bank in...

5:40 pm · 22 Apr 2023 · 230 Views

Worcester SNTs
@WorcesterCops

World book day at Oldbury Park school with Charlie the school dog. #WorldBookDay2023 #policingpromise



8:59 am · 2 Mar 2023 · 593 Views

Abbeywood First School
Abbeywood Update
Friday 15th July 2022

Attendance
Congratulations to Birch Class who won the attendance award last week with 95%. They were delighted with this news!

Hot Weather
With the continuing hot weather, please ensure your child comes to school wearing sunscreen and brings a sunhat and water bottle. We will ventilate school as best as possible, limit time outside and encourage regular drinks. Children will enjoy their lunchtime play indoors with calm activities.

Transition Days
It has been an exciting couple of days in school with children spending time in their new classes. It was wonderful to see so many smiley, happy faces as I waked around school and children engaging so positively with their new teachers. Well done everyone!

Year 4 Malvern Residential
We were so proud of the 28 year 4s who attended our Malvern Residential visit. They were an absolute credit to the school and their families and they all challenged themselves to try new experiences. We definitely created memories to treasure! Thank you very much to the staff who gave up their time to support our children in this adventure – Mr Prior, Mrs Garey, Mrs Poole and Mrs Mills. We hope you enjoyed the photos this morning if you managed to attend family Friday.

Gospel Oak School
@Gospel_Oak_

Some Y7 students participated in a workshop delivered by the Morgan Stanley team last week. Their ESG (Environmental/Social/Governance) business ideas were innovative, and they pitched with confidence!



3:45 pm · 14 Jun 2023 · 319 Views

Ipsley C of E Middle School
@IpsleySchool

What an exciting start to the Oakland Programme today for some very lucky members of Team Ipsley – a fantastic experience, learning about the world beyond school!



8:54 pm · 15 Jun 2023 · 565 Views

Y5 planetarium trip!

Wow, what a fabulous show and what fabulous children. We enjoyed a tour of the solar system, travelled to the edge of the universe and looked at what the planets might look like in the future if humans were to live there.

The show was awesome with lots of gasps and oohs and ahhs from the children! Super impressive questions from the children at the end.



St Stephens CofE First School
@crstsf

Our Thrive Group visited the Alpacas and went for a walk in the countryside! They had a fabulous time!



4:03 pm · 9 Jun 2023 · 40 Views

The CENTRAL Social Feed has been busy!

Follow us on Twitter: @CRSTrust

ECT Places Project

“A place belongs forever to whomever claims it hardest, remembers it most obsessively, shapes it, renders it, loves it so radically that he remakes it in his own image.” - Joan Didion

As outlined in the three Ps of the Trust culture document, we strive to ensure our campus environments reflect our values and support delivery for our pupils. Our commitment to this aspect of our culture, as a Trust, led to the launch of an initiative, in November 2022, by Guy, to support the enhancement of, and to create inspiring and engaging places within our schools, and classrooms. The focus for the project was our early career stage staff, with a modest budget made available to each ECT, across both YR1 and YR2 to think creatively about their teaching and learning spaces, and to then propose an idea to identify how this proposal would improve the daily experience for their young people.



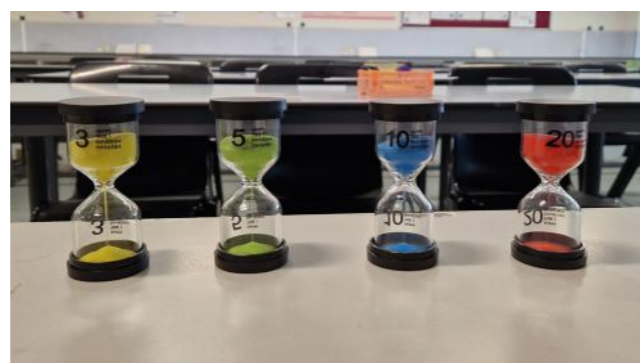
“The development of our dedicated, bespoke reading area through the ECT Places Project has supported focus on and interest in reading in our classroom, creating an area the children want to read in, and in which the children can explore books they may not otherwise take the time to look at.”

Ben, a year 5 classroom teacher at Oldbury Park Primary School



“The places project has helped me curate a classroom environment that is inviting and adds enjoyment to teaching and learning by reducing the feeling of unfamiliarity and difficulty, replacing it with things that spark conversation and maintain high standards.”

Faizah, a science teacher at Gospel Oak School



“The reading corner and teepee has given the children something exciting and fun in relation to their reading time in school. It is rewarded to children who pass independent reading quizzes. Additionally, it further enhances reading for pleasure, especially for PP children who can choose a buddy to sit with and read with.”

Meg, a classroom teacher from Church Hill Middle School



“I bought storybook and puppets to enhance children’s communication and language skills and deepen their understanding of Literacy. These puppets and stories have developed children’s knowledge of vocabulary. Subsequently, the children in my class have made great progress within the ELG’s of ‘communication and language’ and within ‘literacy: comprehension.’”

Stephanie, a teacher in Early Years from Abbeywood First School

Places are hugely important to humans, and the experiences we have within them make them important to human life; we have a deep human need for links with significant places in our lives. The creativity of colleagues was, as expected, both resourceful and thoughtful as to the impact that these ideas would have on the learning environment and that they also reflected a ‘legacy’ to the place, be it through inventive storage to make an area more inviting, to the use of resources which enhance pedagogy and outcomes. As an initiative, we are immensely proud of the achievements of our colleagues, and to how they have ‘crafted’ places which inspire and engage our young learners.

Matthew Purslow
Trust Lead (Central, Professional, Learning, Research & Development)

Teresa Wilson
Trust Lead for ITT and Early Careers (Teach Central)

Pupils 'get an excellent education' at 'superbly led' Sutton Park Primary School

Sutton Park Primary School, part of the Central Region Schools Trust, has been praised for its "exceptionally well organised" curriculum and the wealth of opportunities it provides to all its pupils, both inside and outside of the classroom.

In a recent Ofsted inspection, the school has been graded 'Outstanding' in all categories, with inspectors remarking that "pupils and parents are full of praise for the school".

The report highlights that the "excellent and inclusive curriculum" is "reflected in the rapid progress that children make in early years and key stage 1", as well as the "high standards" achieved by Year 6 pupils. Teachers are highly trained and benefit from comprehensive subject-specific training, which means that the curriculum is "very well organised with quality guidance and resources", and "nothing is left to chance".

Teachers and leadership staff have been praised for their "worthy values and high expectations", which "colour all aspects of school life". The report also points to a central feature of the school leadership's vision - "the ambition that, whatever their starting point or background, every pupil can achieve much and be proud of their contributions". A particularly evident example of this ambition is the success of the school's approach to teaching children with special educational needs or disabilities (SEND), who are given targeted support with "expert precision" from staff who "support and steer pupils to do their very best".

Pupils are encouraged to develop leadership skills and "responsible behaviours flavour school life": as a result, behaviour is described as "calm, orderly and respectful". At lunchtime, pupil anti-bullying champions on the playground "watch out for any upsets" and older children organise games for others to play.

Communication between home and the school is also described as "exceptionally strong", with a range of opportunities to ensure that parents and families are involved with life at Sutton Park Primary School. These include parent workshops and a community café, supporting all parents and carers and providing them with as much support as possible.

Leadership at the school has been strongly praised, with the inspector noting that "dedicated, informed leadership has lifted this school to many successes". Inspectors picked up on "a striking feature of leaders' vision", which is "the ambition that, whatever their starting point or background, every pupil can achieve much and be proud of their contributions". The Central Region Schools Trust provides a range of supports to the school and "governance steers the school with informed strategic oversight".

Sutton Park Primary School's teacher-led nursery, Little Sparks, has spaces for enrolment for both 15 and 30 hours for anyone who wishes to join this 'Outstanding' school community.

"It is wonderful to receive confirmation that children at Sutton Park Primary School are flourishing as a result of the expertise, care and attention of teachers and staff throughout the school. Providing all children, regardless of background, with the means to thrive is a core value of the Central Region Schools Trust, and I know that Sutton Park Primary School will continue to exemplify this."

*Guy Shears,
Executive Principal (CEO)
of the Central Region Schools Trust*



"We are very proud of the elements that have been highlighted in the inspector's report, which is a glowing commendation of the positive experience of both staff and pupils at Sutton Park Primary School. This report confirms that we are absolutely on the right path for excellence and we will continue to strive towards the best outcomes for everyone in our school community. It is a testament to our staff's hard work and dedication to delivering the best possible educational experience for our pupils."

"I would also like to express my thanks to every parent, carer and family member in the Sutton Park Primary School community for their unwavering support."

Angela Crawley, Executive Principal at Sutton Park Primary School



Significant Funding Boost

for Schools Across the Trust to Enhance Community Involvement and Encourage Active Lifestyles

We are thrilled to announce a substantial achievement that impacts 3 secondary schools within the Trust. Arrow Vale High School, Waseley Hills High School and Gospel Oak School have successfully secured funding with the support from P&E Sports from the 'Schools Opening Facilities Funding' program. This achievement shows our commitment to building active, inclusive communities and promoting increased participation in sports and healthy lifestyles.

Both Arrow Vale and Waseley Hills High Schools have been awarded £20,000 over a two-year term, while Gospel Oak has received £13,000 for the initial year, with a second year of funding currently under application. This funding is designed to enrich the lives and well-being of our students while broadening our community's engagement with our schools. It will not only enhance the infrastructure and resources within our schools but also create additional opportunities for the wider community to engage in sport and physical activity.

At Arrow Vale, significant funding has been directed towards upgrading their basketball hoops, benefiting their PE classes, extra-curricular clubs, and the Redditch basketball club, who uses the facilities weekly. Arrow Vale has also invested in a new storage container and a range of sports equipment. The funding also allows the school to launch a community program, offering FREE activities during extra-curricular clubs, evenings, weekends, and school holidays.

Waseley Hills has used their share of the funding to significantly improve their sports equipment, catering to a wide range of interests, from gymnastics to glow sports to boxing. This new equipment will be used for their community program, offering FREE activities and making sport more accessible for all during evenings, weekends, and school holidays.

Gospel Oak has allocated a significant proportion of their funding to refurbishing their sports hall flooring. This project, set to begin this summer, promises to vastly improve the sporting facilities for the students and the wider community. Additionally, Gospel Oak has purchased new sports equipment.

These funding allocations represent a significant opportunity for both our schools and our communities. By improving facilities and offering free community programs, we aim to dismantle barriers to sport participation, inspire more people to be active, and provide a sense of community engagement. We eagerly anticipate the lasting, positive impact these investments will have on our students and the wider community.

For their community sports, both Arrow Vale and Waseley have teamed up with P&E Sports to offer a FREE community program. This joint venture aims to contribute positively to our community. You can find more details about these clubs and the program they're offering on P&E Sports' website, www.pandesports.com. Don't miss this fantastic opportunity to be a part of this initiative!

In further exciting news, we've also been successful in applying for Youth funding to develop a new youth club at Waseley Hills High School. This promising initiative will bring our young people together in a safe, engaging environment, offering further avenues for personal development and community engagement. More details about this will be announced in September. Additionally, Arrow Vale will continue to offer its popular youth club, thanks to the same pot of funding from the district council's youth fund.

Arrow Vale Lands £20k Sports Funding!

We're excited to bring you some fantastic news! Our school is one of the lucky recipients of the Schools Opening Facilities funding provided by Active Hereford and Worcestershire. This significant grant, amounting to a generous £20,000.

Our key priority is to enhance the quality of sports provision and access at Arrow Vale. With this funding, we are thrilled to announce that we'll be installing new match play basketball hoops and purchasing a storage container, along with other sports equipment. These additions will greatly enrich our physical education curriculum, extra-curricular clubs, and provide ample opportunities for our students to excel in their chosen sports.

But it's not just our daytime activities that are getting a boost! We're also delighted to announce our collaboration with P&E Sports, who will be delivering a free weekly community program. Open to all pupils and the wider community for young people aged school Years 7 upwards, this program will provide a variety of sporting activities, offering participants

the chance to try something new, hone their skills, and have a great time participating in sport. Plus, to keep things fresh and exciting, the sports offered will change each term!

This community program, designed to offer more inclusive access to sports, will also extend into the school holidays.

The vision behind this initiative is to make sport and physical activity more accessible and appealing to all. We believe that every child deserves the chance to experience the many benefits of sports, from physical health to teamwork and self-confidence. This funding and partnership with P&E Sports make that belief a reality.

We are incredibly thankful to Active Hereford and Worcestershire for their generosity.



COMMUNITY NETBALL
JOIN IN FOR FREE

Day	School Years	Time	Venue
Tuesday	7 - 8	5pm - 6pm	Waseley Hills High School
Tuesday	9 - 11	6pm - 7pm	Waseley Hills High School
Thursday	7 - 8	6pm - 7pm	Pershore High School
Thursday	9 - 11	7pm - 8pm	Pershore High School
Friday	7 - 8	7pm - 8pm	Arrow Vale Academy
Friday	9 - 11	8pm - 9pm	Arrow Vale Academy

To book go to:
www.pandesports.com

P&E SPORTS
www.pandesports.com

P&E SPORTS
www.pandesports.com

FREE TO ATTEND

COMMUNITY GYMNASTICS
EVERY MONDAY

SCHOOL YEARS 1 & 2: 5.45PM - 6.45PM
SCHOOL YEARS 3 & 4: 6.45PM - 7.45PM

Venue: Waseley Hills High School, Rubery, B45 9EL
To book go to: www.pandesports.com

COMMUNITY SPORTS
Waseley Hills High School, B45 9EL

Waseley Hills High School
Aspire, Invest, Respect

GYMNASTICS	YEARS 1 - 2	MONDAY	5.45PM - 6.45PM
GYMNASTICS	YEARS 3 - 4	MONDAY	6.45PM - 7.45PM
NETBALL	YEARS 7 - 8	TUESDAY	5PM - 6PM
NETBALL	YEARS 9 - 11	TUESDAY	6PM - 7PM
DODGEBALL	YEARS 7 - 8	WEDNESDAY	6PM - 7PM
DODGEBALL	YEARS 9 - 11	WEDNESDAY	7PM - 8PM

Starts: W/b - 12/06
Free to Attend

P&E SPORTS
www.pandesports.com

TO BOOK GO TO: WWW.PANDESSPORTS.COM

SUPPORTED BY: **Active**
Herefordshire Worcestershire

COMMUNITY badminton
JOIN IN FOR FREE

EVERY WEDNESDAY
SCHOOL YEARS 7 - 11
5PM - 6PM

P&E SPORTS
www.pandesports.com

Arrow Vale Academy,
Matchborough Way, Redditch
B98 0GF

To book to go:
www.pandesports.com

P&E SPORTS
www.pandesports.com

COMMUNITY DODGEBALL
JOIN IN FOR FREE!

Day	Times	School Years	Venue
Wednesday	5pm - 6pm	7-8	Pershore High School
Wednesday	6pm - 7pm	9 - 11	Pershore High School
Wednesday	6pm - 7pm	7 - 8	Waseley Hills High School
Wednesday	7pm - 8pm	9 - 11	Waseley Hills High School
Sunday	9am - 10am	7 - 8	Arrow Vale Academy
Sunday	10am - 11am	9 - 11	Arrow Vale Academy

To book go to: www.pandesports.com

COMMUNITY SPORTS
Arrow Vale Academy, B98 0GF

ARROW VALE

BADMINTON	YEARS 7 - 11	WEDNESDAY	5PM - 6PM
NETBALL	YEARS 7 - 8	FRIDAY	7PM - 8PM
NETBALL	YEARS 9 - 11	FRIDAY	8PM - 9PM
DODGEBALL	YEARS 7 - 8	SUNDAY	9AM - 10AM
DODGEBALL	YEARS 9 - 11	SUNDAY	10AM - 11AM

Starts: W/b - 12/06
Free to Attend

P&E SPORTS
www.pandesports.com

TO BOOK GO TO: WWW.PANDESSPORTS.COM

SUPPORTED BY: **Active**
Herefordshire Worcestershire

TAKE PART & HAVE FUN!

For more information on upcoming activities and to get involved, please visit www.pandesports.com. We can't wait to see our students and wider community engage in sports at Arrow Vale.

Arrow Valley First School but in the Forest

There is much evidence about how learning outside the classroom can significantly raise curriculum outcomes along with improving the pupils' personal, social, and emotional development. Therefore, when Arrow Valley was approached offering us the opportunity to spend a day, three times a year, at the beautiful Gorcott Hill how could we turn down an experience like this?

The Heart of England Forest at Gorcott Hill is a stunning 62 acre site near Redditch, containing semi-natural woodland, hedgerows, grassland and ponds, as well as a vast array of wildlife. Every term, each class has had the opportunity to strengthening core knowledge, relationships, skills for learning and skills for life in this new environment.

The children have experienced activities, such as bushcraft along with opportunities to see animals and plants in their natural setting. This has given our children the confidence to experience the freedom, space and time to learn.

More recently, we have tailored our visits to a curriculum area. Year 3 and 4 were able to remember their prior learning about rivers when they took part in a river study at a wonderful location near Coughton Court. The children

experimented measuring the longest part of the river and the fastest part of the river, whilst at the same time trying not to get water into their wellies when nearby traffic drove through the ford... a few wet socks and feet were encountered!

Year 2 had their first hands on experience of map skills at Gorcott. The children orienteered their way to the middle of the forest by following a trail using pictures. They were introduced to map skills and began to draw their own sketched map of the forest. Using compasses was the highlight of the day! The children learnt the four cardinal points and played a game to reinforce this understanding. This day was a great starting point for our topic and the children had practical experiences to take back to the classroom. They still remember to this day the sayings 'Red in the shed' and 'Never Eat Shredded Wheat' and this has supported their learning back at school.

Opportunities like these can only be enhanced with the experience of being outdoors. Gorcott has opened our pupils' eyes and hearts to nature's beauty and everything it has to offer. Pupils leave each forest adventure knowing the importance of the forest, maintaining it and leaving it a legacy for the future.



Holyhead School - Morgan Stanley Y7 Sustainable Enterprise Challenge

On Wednesday 22nd March we held the first of three Morgan Stanley workshops which have continued into the summer term, culminating in final presentations in July. Thirty of our aspirational Year 7 students were selected to take part in an enterprise project led by Stephanie Mitchell, Vice President, and the team of volunteers from Morgan Stanley.

The team from Morgan Stanley shared an insight into the US based investment bank, their career journey and supported our students in planning a social enterprise. Morgan Stanley employees ran a workshop in which students had to come up with a business idea that was environmentally friendly, helped local people in need but also returned a profit. In the first two sessions the students needed to create a marketing campaign and presentation in order to get funding from Morgan Stanley. Students were keen to share their achievements and the skills they have developed and were highly confident in putting their ideas forward. They made Holyhead proud!

The final session in July will see the students presenting to Morgan Stanley employees who will then decide which group had the best idea. All students who took part have really embraced the challenge and created some excellent campaigns. They experienced what is it like in the real world, working on high-level campaigns. They have also felt the pressure of having to work in groups and prepare for these presentations. We are all looking forward to the presentations.

Thank you to everyone who helped make this event a success!



“The Morgan Stanley team was delighted to return to Holyhead School for our second year of the sustainability project. We really enjoyed hearing all the fantastic ideas from Year 7 to create businesses which contribute positively to society and the world around us. We would like to extend a huge thank you to all the students and teachers who made us feel so welcome at Holyhead, and we look forward to seeing you all again in July for the students’ presentations.”

Stephanie Mitchell, Morgan Stanley



“I am so proud that I was chosen for a very exhilarating event in which I would meet individuals who worked for Morgan Stanley Investment Banking Services. I got to know them and then proceed to work with them. The day before the initial event I was jumping out of my shoes nearly every second thinking of the opportunity which would come the day right after. As soon as I got in the library the next day, I had this feeling this was going to be good and not going to lie it was pretty much amazing.

Later, about 30 minutes in, they described themselves and told us something about their personality such as hobbies and their ethnic countries. We each got put with one of the Morgan Stanley members and then proceeded to talk about teamwork and what the values of it are. We are looking into two projects: the first is making stationery from bamboo and then the second is making housing with sustainable materials.”

Harjinder, 7A



“The excitement I felt when I found out I had been chosen to work with a worldwide famous company Morgan Stanley who help investment banking was unbelievable. I was one out of 30 people to be selected for this once in a lifetime opportunity. We were put in groups of 6 to make a company/business that would help sustain the world. My group decided to start a business that would help support world hunger. My first session taught me to communicate and socialise with new people and I can’t wait for what more is going to come in the next session.”

Mangat, 7B

Duke of Edinburgh at Holyhead School - Bronze to Gold Awards

Holyhead School's Duke of Edinburgh has again had a very successful few years, allowing 68 students from Year 9-13 to meet the challenges set out by the Duke of Edinburgh Bronze and Silver Awards Scheme. Most excitingly of all though, for the first time this summer we will hopefully see a cohort of Duke of Edinburgh Gold Award students complete the scheme successfully!

A total of 37 Bronze Award winners and 11 Silver Award winners from the current Y10-13 cohort attended our first DofE Presentation Evening that took place on Thursday 16th February 2023. The Bronze and Silver Award comprises 4 sections that are undertaken by students over a 12-month period. The 4 sections of the award include the uptake of a new skill, a voluntary practice, an experience performing a new physical activity and an outdoor expedition.



Our newest cohort of 20 Bronze Award students in Y9 have been fantastic, taking on the variety of challenges with great enthusiasm. Some of them took up a new sport such as basketball, whereas others volunteered to help teachers within the school. Supporting the local Gurdwara was also a popular choice with our students as part of their voluntary service, with students volunteering their help within the langar preparing and serving food to everyone that came for a meal. This is always fantastic to see as it gives something back to the local community. Other students manufactured jewellery as part of their skill development, a skill that improved every week with some outstanding results.

One of the highlights of the year has been the participation in the practice expedition which would subsequently lead to the final assessed outdoor expedition. Through a period of training, students were taught navigation skills, including map reading and compass work, through which competency in outdoor navigation was developed. Students camped in some of the coldest, wettest conditions, however this did not deter their enthusiasm. This practice expedition was centred around Sutton Park, near Shrewsbury where all Bronze award students successfully completed the challenge.

Our formally assessed expedition was then conducted over the Long Mynd in Shropshire in May. The navigation skills of the participants were thoroughly tested as well as their teamwork. The weather the students experienced on the top of Long Mynd challenged their resilience, as the hot and sunny conditions drained the energy levels of even the fittest student. All students admirably met the challenge head on and were smiling upon completion of their trek. The 'The Long Mynd Adventure Camp' again provided us with accommodation. Our thanks therefore go to the team of wardens for the use of their luxurious facilities!!!

We would like to send our best wishes to the 5 Year 13 students who are about to complete their Gold Award at the end of June noting that this cohort will be the first recipients of the coveted Award at Holyhead School. The years of commitment and camaraderie from this wonderful group has seen them not only persevere through years of expeditions in a wide

variety of conditions, but also the disruption that COVID presented them with. It would have been all too easy to have accepted their Bronze Award or Silver Award and then moved on to other challenges, namely their A Level studies, but the resilience and sheer joy of supporting each other that the group has shown means that we have great confidence in their ability to navigate this final hurdle with the expedition to Rhinogs in Snowdonia. Go get it 'Shropshire Gals' as they call themselves!

Looking ahead to the future, we will be launching the Bronze Award scheme with current Year 8 students before the summer holidays, ready to welcome another cohort to the journey of personal development that the Duke of Edinburgh Award scheme at Holyhead provides.

Finally, as a school we would also like to take this opportunity to remember Harjot Mall, one of our DofE Bronze Award Winners who courageously lost his battle with cancer in 2021 aged only 19. It is absolutely fitting that his younger sister Riah will be one of our inaugural Gold Award students as part of that successful team of 'Shropshire Gals'. He will always be remembered.



Thrive at Lickhill

One of our main highlights this year has been introducing Ron, our new Thrive dog to the children of Lickhill. Ron has settled beautifully and is supporting key children in dealing with emotional aspects such as separation anxiety and bereavement. Ron particularly loves playing in Forest School, giving us much needed cuddles and being read to by the children.

Mr Leavesley-Matthews, our trained mental health lead, continues to develop our Thrive Ambassador status throughout school. We have now been awarded Excellence in Environment, Relationship and Reparative and are awaiting the outcomes for Right-Time and Leadership. We have now had two rounds of "Family Thrive" with the support of Mrs Roberts, our key 1:1 Thrive Practitioner. Parents have expressed their enjoyment of the six weekly sessions to understand their child's behaviours and ways to support them using the

same language used in school. Brain science has fascinated many parents who now advocate these sessions to others at the school gate and promote it well. Throughout the year, Thrive has upskilled staff in topping up their professional development as well as training staff who are new to school. This has enabled them to get up to speed with the principles of Thrive and how to put these strategies into practice. All classes now explore their class's half-termly targets through Mindful Monday 10 minute starters to the day and week. We keep class sketchbooks to capture these Monday class sessions and the children express their enjoyment of calm, focused activities at the start of the week.

Our whole school approach remains as consistent as ever with quality first teaching, checking in with children, and as always being sensitive and mindful of all our children's individual needs.

School Rebuilding Programme

At Waseley Hills, Year 7 and 8 students have been taking part in an exciting project as part of their science lessons. Students have been informed they have a new employer (Tilbury Douglas – our new build contractor) and will be working with their supervisor (teacher) to complete an environmental assessment of the school site. Some lessons are office (classroom) based, and some are spent outside gathering data and making observations.

Our students have thrown themselves straight into this with enthusiasm and are now expert lichen spotters, water life identifiers and tree classifiers! Students have even taken part in some classroom-based pond dipping. Students have undertaken an assessment of the air quality on the school site, using lichen as an indicator species and found a variety of lichen on our school site. Which is not surprising given our leafy location!

One year 7 student, Emily said "We are taking part in an exciting new topic! I'm looking forward to looking for any protected species that we need to look out for as the new building progresses".

Students are being guided to link all of their findings to the environmental impact of building work, weighing up advantages and disadvantages and then making sensible recommendations.

At the conclusion of the project, students will present their findings back to their supervisor and their peers. A select few will even present their recommendations to Mr Mellor, so that he can ensure the natural habitats on our wonderful school site are protected.



Lisa Eades, our Head of Science said "It's been wonderful to see students so enthusiastic. They have risen to the challenge of completing field work and have been a real credit to us. I'm so pleased that the new build has given us the opportunity to enrich our curriculum with real life experiences for our students."

So, Tilbury Douglas, if you do need any help with your environmental field work – you know where we are!



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