



# DesignedED

A Central Region Schools Trust publication



Central Region  
Schools Trust  
Founded by the DfE



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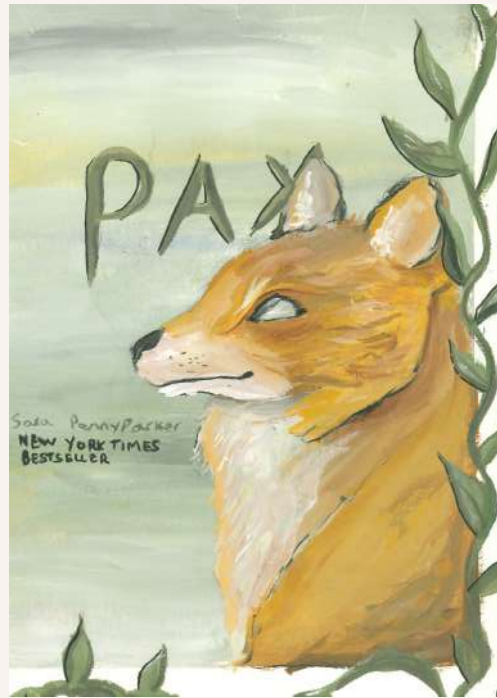
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# Executive Principal (CEO)

## Foreword

**A**s the academic year comes to a close, we will find time to reflect on the extraordinary achievements of our 6384 young people through this year, and equally the near 1000 colleagues who have battled through many challenges with resilience and optimism, as we continue to drive to support social justice through exceptional schools.

This bumper edition of our trust magazine, DesignEd, features a small number of the many extraordinary things that our schools have been up to in 2022. In aiming to develop exceptional learners, we strive to ensure subject knowledge, understanding and skills through our curriculum. We also, of course put high energy into developing the attributes of character and ensuring strong personal development, which are also key in our mission to support social justice. The articles within, such as “Heart & Minds” and “Personal Development, Events and Enrichment” demonstrate snapshots of achieving these.

Rarely will I write about the numbers, but behind each of the numbers that follows here lies a child’s ability to read, write and do maths - their passport to success in secondary education. We cannot, and should not try to, however, get away from the outcomes in terms of tests and exams that are also part of achieving social justice. We have been tested beyond what were already challenging circumstances over the last two years of disruption. Recently published results for our 11-year-olds in their SATs show just how well our organisation has stood up to these challenges. When considering the national figure for pupils achieving age-related expectations in all three of reading, writing and mathematics is 59% (down 5% from 2019), it is a notable achievement that for the 342 who have benefited from the excellent primary/middle school education 69% achieved the expected level (down just one percent from the level we achieved in 2019). The fact that 67% of our disadvantaged pupils achieved this level (last published national data in 2019 was 51%) shows the strength of the shared endeavour towards social justice in our trust. Most immediately of course, all those working directly with the 342 young people are to be congratulated. We should, however, note the contribution of all colleagues to collective success, and if we reflect back on the provision during lockdown and subsequently, the efforts of the ICT team, the estates team, the co-design teams, the reading leads, the data team and so on. We all have a part to play in successes like these. Needless to say, do we think these numbers are good enough – of course not, when 3 in 10 are still not achieving expected levels - BUT if there is a time to reflect on successes it is now! Fingers crossed that our 16- and 18-year-olds will experience similar success in the summer. I certainly know our colleagues in secondary could not have tried any harder.

Thank you to all in the community for all that you do for the young people. There is much to be proud of as our trust celebrates its tenth birthday on the 1st September. In the Autumn Term edition of DesignEd you will be able to see and read about our trust-wide conference to celebrate what we have achieved, and position ourselves for the next 10, as we strive for further success. In the mean-time, I hope that all in our community have a wonderful summer, and get the well-earned rest that is due.

**Guy Shears**

Executive Principal (CEO)









# Pro-Printers!



Finally, they had a go at making 'Raised Printing Blocks' and created repeating patterns. They were even able to do this using different colours on the same printing block. Krystian, from Maple Class explained that "this was great because it meant that we could create the exact same patterns again and again and again." When reflecting on her learning, Megan from Maple Class said

*"it was great fun but difficult, especially with the string design because it required really accurate measuring."*

The finished products were of superb quality and the children were able to talk like artistic experts about the learning process and techniques they had learnt along the way to becoming Abbeywood PRO PRINTERS!

**Deena Frost**  
**Abbeywood First School**

**F**or their Art this term, Abbeywood's Year 3 were learning how to print. This was a technique that was entirely new to them so there were lots of processes to learn, rehearse and perfect!

They started off by preparing ink blocks and exploring the monochrome marks they could make with an ink roller. They then tried printing around the school environment - finding interesting surfaces to create amazing printing effects. The radiator, a leaf and the grate on the playground all worked really well.

Next they created 'Indent Printing Blocks' by designing an image and pressing it into a piece of foam or clay. Messy but fun! They soon discovered that when printing in this way, it came out as intended.



# Budding Scientists

**B**ritish Science Week is a programme of events and activities running across the UK with the aim of celebrating science, engineering, technology and maths. With no restrictions on who can organise events, the topics on which they are focused, the audience or the venue, the resulting programme is a hugely varied and eclectic mix suitable for people of all ages and abilities.

On the third week of March, everyone at Abbeywood enjoyed a range of science-themed activities to take part in this nationwide celebration. These events included



virtual talks with scientists, visitors, competitions across the school and class investigations.

Within our community, some local companies visited our school during this week to provide our pupils with a closer look into real-world applications. We celebrated people from diverse backgrounds and careers in science with the visit of a vet nurse and personal trainers, who were very impressed with the children's engagement and participation. Throughout these first-

hand experiences, our children enjoyed learning about animals and their needs, and about the human body functions.

Virtually, a wide range of STEM workshops was selected for each key stage. Some classes took part in a virtual talk with a geologist from London, who explained their role, how different rocks are formed and the importance of rocks in our everyday life.



Other year groups were mesmerized to discover stages of the life cycle such as live eggs hatching or lambing.

Investigations and other experiments have been held across the school, attending to their interests and curiosity. For example, our Year 4 students have started a fair test where they are exploring how different liquids affects a raw egg.

Using their engineering skills, children had the opportunity to take part in a 'Marble Run' competition where they had to design and build a course for a marble to travel as slowly as possible. Not only were there rules to meet, but also they had to be creative and consider gravity and friction. It has been particularly pleasing to see children working cooperatively, developing a sense of excitement, and engaging in sophisticated discussions about their findings.

This opportunity has engaged our children of all abilities and interests and demonstrated how science links with other school subjects and has fascinating applications in our lives!

Abbeywood First School





**T**he effects of the Coronavirus pandemic have been wide reaching, particularly for our young people who have missed out on social and educational experiences that may have previously been taken for granted. In looking for strategies to help our students grow beyond the pandemic, relaunching the Duke of Edinburgh Award (DofE) after nearly ten years was a clear winner.

The DofE Award programme consist of three levels: Bronze, Silver and Gold, which students achieve by taking part in a personalised suite of activities. With

benefit them in their education and beyond into adulthood.

Launched in September, the DofE programme at Arrow Vale Academy is now supporting over 100 students towards their Bronze Award in Years 9, 10 and 12. Participants have already achieved certificates in expedition first-aid and completed training in navigation and campcraft as well as getting stuck into a variety of other projects from helping to clean up the school site to leading sports clubs.

The Bronze DofE Award is only the beginning of Arrow Vale's journey with the Silver Award due to be launched in June, followed shortly by projects in student leadership and adventurous education. These initiatives will bring further opportunities for students to widen their horizons and develop valuable skills that will serve them right through their lives.

We would like to take this opportunity to thank all of the volunteer staff for giving up their valuable time and expertise for the benefit of our students.



support from volunteer staff, participants design their own Award around the Volunteering, Physical and Skills sections while at the same time completing training towards the final challenge: their expedition. Taking six months to achieve, the Bronze DofE Award gives students the opportunity to develop initiative, resilience and vital team working skills that will





# I can't draw



I was in a classroom the other day when I heard these words from a 5-year-old 'I can't draw'. This is not the first time I have heard this, and I often hear it from adults. Yet, when I am in Nursery, they can draw, in fact I'm told that Millie (from my previous article) baby sister can draw. So, when is it that we 'lose' the ability to just draw?

It starts around 15 to 18 months when babies begin to develop uncontrolled scribbles that don't represent anything. They begin by making random marks and soon begin to form scribbles, vertical and horizontal lines and multiple line drawings. For the very young drawing is about learning cause and effect and their ability to make things happen. It has little to do with creating and representing their world, and more to do with enjoying their movements and the effects of them. When a child is two, they enter the 'controlled scribble' where drawing tends to be spontaneous circular or to-and-fro scribbles and dots. At this age, toddlers begin to discover the connection between the movements they make and the marks that form on the paper. They will begin to repeat movements on purpose. By the age of three many children will begin to use basic shapes in their drawings as their fine motor control and hand-eye coordination improves. The first drawing of a person usually emerges around 3 or 4 years of age. These 'tadpole' people are drawn with just a head and usually legs directly attached to the head. At this age, children can tell you what their scribbles represent,



although you may not be able to see what they have described. They usually name their picture while drawing it or after it is complete, but they do not start a drawing with a clear plan for what they will draw.

A 4-year-old's drawing of a person will progress from a head with legs to include details such as eyes – since eye contact is important to them. They draw not what they see, but what they know, and will add details as they become important to them. Details such as arms, fingers and a trunk emerge.

By 4-and-a-half they begin to combine two or more shapes or forms together to form basic images, such as a rectangle and a circle to form a hat. They often learn this from adults. The first shapes children make consistently will usually form people, but later includes basic images such as a house or sun.

Drawing takes on more meaning and intention. Children usually decide what they are going to draw before they begin. They deliberately try to combine shapes and lines together and their pictures start to look like the images they describe.

5-year-olds begin to show much creativity in their drawings. A portrait of a person emerges, with many details such as hair, hands and fingers, feet and a body. They draw images such as animals, houses, vehicles, trees, plants, flowers and rainbows.

Children will now draw spontaneously and begin to show their own background, interests and experiences in their drawings. They draw what they know. Their representation of people, animals and houses changes constantly. They will also name their picture

before beginning. They can colour within the lines, but their use of colour may still be unrealistic. At this point, people and objects may still be floating in the air as children are still developing spatial perception. They usually place themselves in the middle of a drawing due to their egocentric nature (seeing themselves as the centre of the world). By 6 or 7 years, children have their own style of drawing, which can usually be recognized by adults. Back to our 5-year-old (who will

be 6 by the time you read this). I informed him that he could indeed draw as Picasso said, 'Every child is an artist'. He looked up at me with quizzical eyes and said 'I can draw... I just need to sharpen my pencil!'



# Kenilworth castle

On Tuesday 8th of March, we went on an amazing journey with the whole of year 7 to a fascinating Castle called Kenilworth.

When we arrived at the Castle the view was breathtaking - the castle was huge! This piece of history, built in the 14th century by John of Gaunt, son of King Edward III, sits timelessly for all to see. It was built to mitigate against the power of Warwick. But it was later, in 1563, that the castle was transformed into a magnificent palace when Elizabeth I gave the castle to Robert Dudley, Earl of Leicester, so that he could use it to entertain the queen.

On arrival, we had a brief lesson about the castle's owners and some of its great historical past. We had a look through the museum (in the Tudor stables), which explained how the castle had changed over its astounding 900 year history. As we walked around the museum, many displays were shown, giving us a greater understanding of what it was like to live here in the Medieval times as well as explaining who had owned the castle at different times. This gave us all an amazing knowledge of the castle's history and purpose; it was fun and an enjoyable experience.

The weather was on our side as we explored the gorgeous Elizabethan gardens and walking around we could see what it was like to try and impress. On one side of the garden sat a huge cage, holding a variety of birds - this was probably one of the ways to entertain others in Elizabethan society.

After this we took a brief lunch break before being taken around the castle by a friendly guide. We learnt through some fun activities such as predicting how far we thought an arrow could go; none of us were right ha-ha! It could go as far as where we stood right up to where one of our coaches stood. We took part in an activity based on attack and defense of the great castle, and we were also given a small piece of card with a question that we had to answer by the end of the trip!

Travelling through different sections of the castle, we learned how our ancestors defended their home via the 2 draw bridges which were used to trap the enemy, following which they would pour boiling liquid like water over their enemies. Sometimes they even used sand!

Overall, we learned about many fascinating things; too much to fit into this review!

I would 100% recommend this wonderful place! It was a once in a lifetime journey of fun and learning.

**By Vida Pearce Year 7**





# TOM FOOLERY

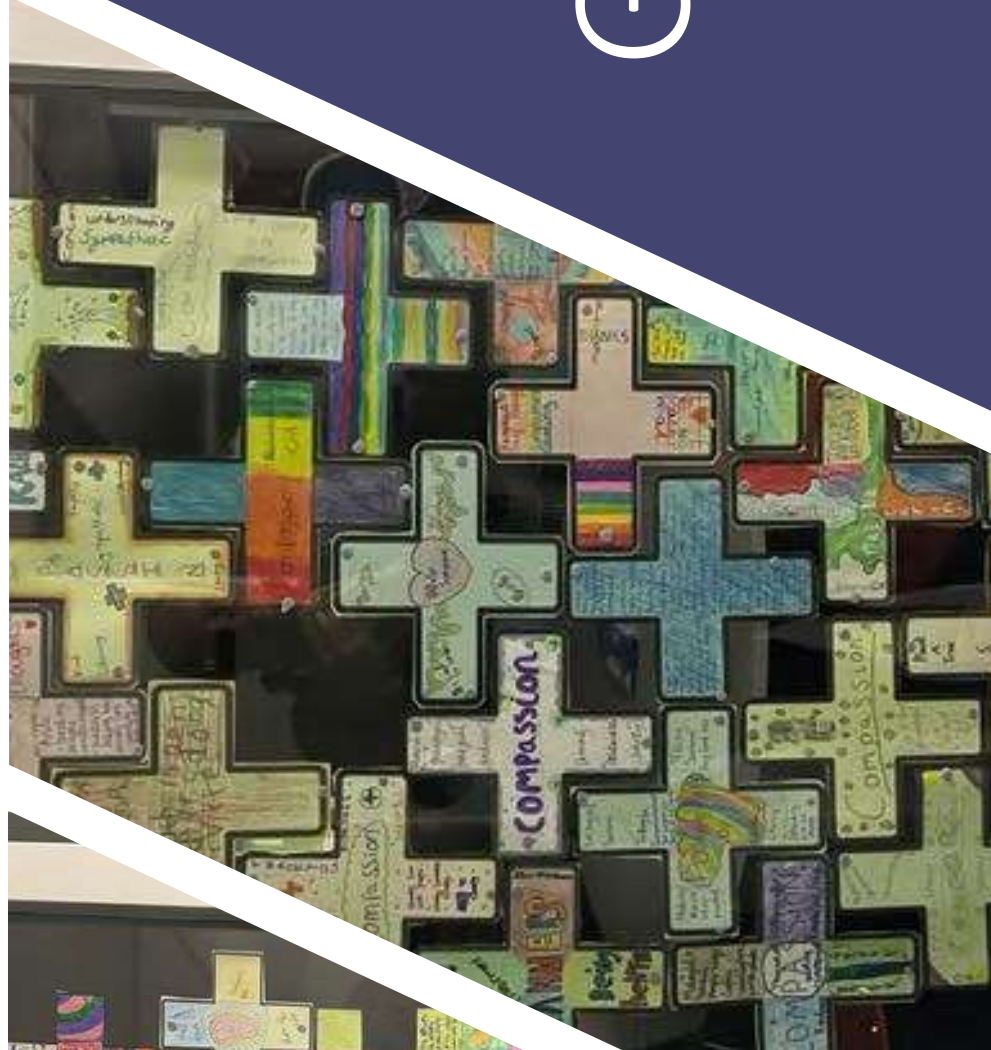
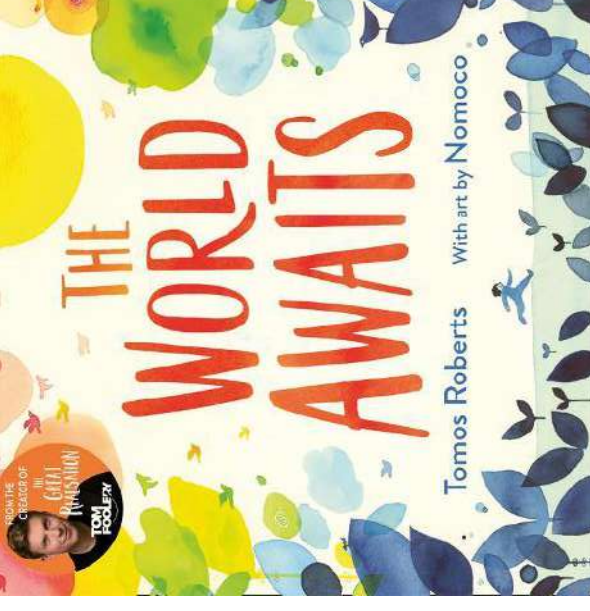
*"As part of our commitment to a value driven and inspired curriculum, the poet Tomos Roberts visited Church Hill School on Monday 7th February to address our YR7 pupils to talk about the importance of respect for the environment through the medium of his two poems 'The Pile' and 'The dancing dolphins'. This visit complemented previous work which Tom has completed with Church Hill to mark the opening of their new library, when he signed copies of his most recognisable work 'The Great Realization' for YR6 competition winners in November last year."*

He wrote a poem specifically about our teachers on Monday 7th February on his Instagram & Twitter accounts as part of his 'Poem a day for 2022' and this has been viewed nearly 6,000 times with nearly 100 comments about his poem has allowed teachers to reconnect with their passion for the profession.

**By Matthew Purslow**







# Church Hill Global Goodness Display

*Inspired by Tomos Roberts' 'The World Awaits'*



# Creative Competition

The pupils at Gospel Oak have been given the opportunity to enter a Creative Competition under the title of HERO.

They were not limited by outcome. Anything could be submitted from Drawings, Poetry, dance performances, film, photography and music for example.

The wealth of work that was submitted was beyond our expectations. Students from all year groups and all abilities worked away behind the scenes in the evenings creating some of the most original responses we have seen.

On the final hand in day we were amazed to see the work submitted, pupils who had kept these talents a secret.

It was hard to select one winner so in the end it was decided that there would be three runners up, all receiving a large pack of Art supplies and the overall winner was a year ten boy who composed and

played a piece of music on the piano after never having had a lesson in life - Luke Merry.

A lot of the work can be seen on the Gospel oak school Instagram page.



We were delighted to welcome a range of local employers and people from the world of work to a day of networking with our Sixth Formers on Wednesday February 2nd 2022.

Students were able to spend time with a range of employers and have professional discussions about the labour market, qualifications, apprenticeship opportunities and much more. We welcomed over 20 local people who gave up their time to offer expertise and guidance to our young people.

On the day, students spent time with our Enterprise Advisor Richard Egan, who ran a workshop to teach the students the art of networking and how to approach such a situation. Emma Ramsey from Impact HR also ran a masterclass on how best to present your CV to employers.

According Education & Employers, encounters with people from the world of work have the following impact;

1. Broaden young peoples' horizons and raise their aspirations
2. Excite children about subjects, increasing motivation, confidence and attitude to learning
3. Challenge gender and social stereotypes
4. Improve academic attainment
5. Increase young people's earning potential
6. Reduce the likelihood of young people becoming NEET (not in employment, education or training)

As the labour market changes in the future, it's even more important that our students hear from local employers about the world of work and where the opportunities are. In the recent Future of Work report published for National Careers Week, the art of Networking was highlighted as we progress to a future where jobs may not be a long-term prospect, therefore having connections and a wide network will be seen to be of benefit to us as we transition from one job to another.

At Gospel Oak School we are delighted that we have such supportive local businesses who give up their time and energy to support our young people and would like to thank them all.

Mrs A Batra



# WORLD BOOK DAY

Yet again, Holyhead comes together in its normal spectacular way to celebrate the 25th celebration of World Book Day! This years theme choice was Heroes and Villains, with staff and students pulling out all the stops to win the prize for best dressed. From the likes of the battle of the Scrooges to a menagerie of Marvel characters. All students were given a book voucher to use to get £1 off a book of their choice from book shops and for the first time, students were given the chance to swap their voucher in the school shop for one of the World Book Day young adult books - all books had gone within a week!!!!

Reading is something that we, at Holyhead, believe is a vital life skill and something that is promoted throughout the school, through disciplinary literacy in the classroom but also promoted through tutor time and within our library. World Book Day provides a great opportunity to celebrate some of our favourite books and characters and have a good old chinwag about how much we love them and why.

Research shows that simply 20 minutes of reading a day has a significant impact on our reading skills - whatever our age! But research also tells us that for young adults, the development of reading is also necessary for future life chances and opportunities.

We want to support and encourage this as much as possible.

World Book Day fell right in the middle of our termly reading week. During lessons and tutor time reading is promoted through recommended reads, reading tasks and activities. Also lots of competitions and events, including best blurb and front cover in which all the amazing entries have been sent to Central Regions Trust to see if any of them are winners against the other schools! Thanks to all those that entered. In addition, the week after we welcomed, yet again, the Book Fair which has been incredibly successful.

The votes are also in for best dressed:

**3rd place - Mr Mohr - Spiderman**

**2nd place - Mrs Robinson - TRex**

**1st place - Mr Wright - The Joker**

*WELL DONE!*

**Mr Wright - great effort!**

A huge thank you to all that took part and for the efforts with their costumes for the day...get planning for next year!

**Ms L Clarke  
Holyhead School**







## WORLD BOOK DAY WINNERS!

We held our first cross-Trust competition to celebrate World Book Day this year. Pupils were invited to write a brilliant blurb or design a creative cover. There were so many amazing entries, it was hard for the judges to decide on the winners! First and second prize winners received book tokens to spend on something new and wonderful to read.

### Brilliant Blurbs

1<sup>st</sup>

Adam - Year 3, Sutton Park  
Michael - Year 5, Church Hill  
Serenity - Year 9, Arrow Vale  
Abhijeet - Year 10, Holyhead

2<sup>nd</sup>

Ted - Year 5, Sutton Park  
Eleanor - Year 7, Waseley Hills  
Megan - Year 10, Holyhead

### Creative Covers

Jessica - Year 1, Arrow Valley  
Ronan - Year 5, Church Hill  
Phoebe - Year 9, Arrow Vale  
Ryan - Year 10, Arrow Vale

Ava - Year 2, Oldbury Park  
Hannah - Year 6, Oldbury Park  
Macey - Year 7, Ipsley  
Safah - Year 10, Holyhead



# Central Professional Learning, Research & Development

It is my pleasure to provide an overview of our Central Professional Learning, Research & Development provision at this stage of the academic year. There is so much happening across the trust, with colleagues, schools and pupils all adapting to the challenges which we have faced - one thing is certain and that is the commitment of our colleagues to the well-being and success of our young people across the family of schools and academies. It is difficult to capture all our activity in one article – the resilience and creativity of our career stage colleagues, and our experienced facilitators, emulates our continued vision of innovation in the realms of quality CPD opportunities to support pupils in ever more rapidly changing and socially evolving communities.

Within the sphere of CPLR&D, we are proud to champion shared values and enhanced collaboration and social justice through exceptional schools. Since January, we have been again busy working with colleagues from across the trust. Our ECT and RQT colleagues continue to reflect our values in their #contributions and collaboration during their 'bespoke' CPD which is facilitated by our very own 'home-grown' talent in the form of our wonderful system leaders from across the trust and across phases. In February, our dedicated RQTs came together with motivation, resilience, creativity, and enthusiasm to their second design thinking CPD session: the quality of the projects and interventions which this year's cohort is working on, again highlights the unquestionable importance of this genre of CPD and the impact which it has on our learners. In March, our second ECT conference was hosted, where we focused on the 'significance' in planning for effective outcomes in the classroom. Further, we discussed mastering classroom practice whilst fostering an adaptive approach to both planning and delivery for the best possible impact on learners at all stages.

Our relationship with our teaching school hub links (Haybridge, Arthur Terry, and Prince Henry's) continue to flourish with our system leaders and expert colleagues facilitating on subject networks in maths and in science across Sandwell, Dudley, and Worcestershire. Additionally, our colleagues remain an integral part of the NPQ facilitation for our partners, with colleagues delivering across the full suite of

NPQs. Additionally, we are excited to be involved in the development of two new NPQs in Literacy and in EYFS, which launch in September 2022. The CRST 'Subject Leadership' course 2022 launched in March with an inspired and engaging session delivered by a valued and well-respected colleague, Alistair Smith. Such CPD continues to empower the next generation of leaders to support our teachers and learners to be the very best version of themselves that they can be. After the Easter holiday, co-design leads will begin their planning for the summer conference season at the Assay Studios. We are excited to be delivering a comprehensive package of CPD which supports colleagues across all subject disciplines, and across strategic focus groups. We welcome new co-design leads from Holyhead School and thank all leads for their commitment and enthusiasm for curriculum design and for the experiences you provide in each of your respective areas. Our Primary subject leads continue to support the delivery of an engaging, broad, and invigorating curriculum, and have developed excellent relationships with CPD providers across primary subject network groups.

As Trust Lead for CPLR&D, I continue to be extremely proud of our achievements and of the hard work and commitment which is shown by colleagues from across the trust; I would like to again thank everyone involved in supporting our practice, not just this term, but throughout the academic year. We are currently in the process of producing our latest compilation through Quantic Filming of our amazing practitioners and colleagues in action, which will be used to showcase to colleagues within the trust and beyond why CRST is the place to develop your skills and make progress – a real commitment to our people, processes and places; we are very much hoping for this to be ready to share in September 2022. Please visit

<https://centralregionschoolstrust.co.uk/cplrd/>

for more information on our comprehensive CPLR&D provision which ranges from teaching and learning to governance and to operational support. For further information, please email:

[mpurslow@centralrsacademies.co.uk](mailto:mpurslow@centralrsacademies.co.uk)

**Matthew Purslow**

Trust Lead for CPLR&D



CRST Leadership Launch  
Alistair Smith, Guy Shears, Sam McMonagle  
23<sup>rd</sup> March 2022  
ASSAY Studios











## International Women's Day

On 8th March we celebrated International Women's Day. This is a global day which marks women's achievements. Holyhead staff got involved by wearing the colour purple, which represents justice and dignity. The wonderful catering staff created some purple themed cupcakes, which were delicious! Staff shared their opinions on which women had inspired them. There were famous authors, politicians and women closer to home: mothers and wives.

This year's theme was #breakthebias. It's important for our students to understand that gender should not be a form of bias and women, as well as men, are capable and allowed to pursue their dreams.

***"My mum inspired me to always work hard. And push down barriers."*** - Miss Gill

*"Women can be whatever they want, regardless of any barriers that are set for them."* - Miss Aziz

*"The mother of my children."* - Mr Knox

*"Inspirational women, like my Nan, is what this day is all about. Congratulations to you all."* - Mr Trafford



Thank you to all the Holyhead staff for their participation and enthusiasm.

Miss Aziz



# Morgan Stanley

Year 7s students were challenged to solve business issues and design innovative solutions to everyday problems affecting businesses today. The themes were centred around Environment, Social and Governance (ESG) a concept which was explained by the staff that joined us at school from Morgan Stanley on Thursday 17th March. The students worked in teams to come up with a business idea and have an opportunity to develop skills such as communication and teamwork and learn more about the world of work!

**Mr S Briah**



**Holyhead**  
Teach What Matters



**Careers**

*"The Morgan Stanley team thoroughly enjoyed working on a sustainability project with the Holyhead Year 7 students. We were really impressed by their attitude, enthusiasm and creativity! We are very grateful to each member of staff that gave their time and energy to make the project a success – we were made to feel really welcome and it is greatly appreciated. We are very much looking forward to the next sessions with the students."*

**Stephanie Mitchell, Vice President  
Morgan Stanley**











**Holyhead**

Teach What Matters

# HAPPY CHINESE & VIETNAMESE NEW YEAR 2022

**F**ebruary 1st marked the celebrations of Chinese and Vietnamese New Year. 2022 is the year of the Tiger. Those born in the Year of the Tiger are said to be brave, competitive, unpredictable and confident.

I arranged to have members of the Buddhist temple come in and perform a traditional lion dance. Romiqua and I, along with members of the community, took part in the dance. The performance was held at break time and both students and staff thoroughly enjoyed it.

The school was decorated with Chinese lanterns, the catering staff put on a Chinese themed menu and the Holyhead community celebrated this special occasion, as always showing respect and care for one another.

We look forward to creating an even bigger buzz next year!

**Thoai**  
Year 13







# Chinese & Vietnamese

## creations by Year 5





# Hearts & Minds @ Oldbury

We are all aware that our children are living within an increasingly challenging world, a minefield of social media, the fall out of the Pandemic and the sheer complexities of growing up in the 21st Century as it stands. With all this in mind, we felt it was time to prioritise our approach to Personal Development, including Mental Health education.

Since September 2021, Oldbury Park Primary has been developing its Personal Development Offer through 'Hearts & Minds @ Oldbury'.



This is a dynamic, whole school, developmental, and trauma-sensitive approach to meeting the emotional and social needs of children, encompassing the PSHE curriculum, Thrive, Trauma Informed Schools, Mental Health education, Enrichment and Career aspirations.

It is through this approach that we aim to achieve our vision of a world in which children's social and emotional needs are better understood and met, enabling them to successfully develop our KASE @ Oldbury attributes. Here are three initiatives we have recently put in place as part of our Personal Development Offer.

In a world that can feel pretty serious at times, Oldbury has bought 'Playfulness' to the forefront. As part of our whole class Thrive time, staff have introduced 'Being Playful' this term, with the sole objective being to enjoy time together and make each other laugh. As you can imagine, with bubbles being popped, feathers being blown and laughter being heard throughout the school, it has been a popular initiative with our children.

However, they are more than aware and can beautifully articulate the reasons behind this fun focus... "We are playful every day, we do this because it releases endorphins, a feel-good hormone, that lasts for up to 40 minutes. Also, laughing together is great because it makes you forget your troubles and get on with each other more" – KS2 pupil eligible for Pupil Premium.

Pupil voice is loud and proud at Oldbury; to be listened to is to feel valued – and what's better for our personal development than to feel valued and our opinions appreciated. Therefore, when the Pupil Leadership Team returned from a school visit to Sutton Park Community Primary School with feedback that Oldbury needed a school dog, we listened!





And here he is...

## Charlie, Oldbury's school dog.



What an impact he's having already. As well as being a local celebrity, with a slot on the local radio, Charlie supports transitions into school for those reluctant attenders. He also attends Thrive sessions with our most vulnerable pupils and supports brain breaks for those in need of short bursts out of the classroom. Our Pupil Leadership Team knew it would be good for our school and the impact of Charlie on the personal develop of our most vulnerable pupils, is tangible... pupils really do always know what's best for them, their community and their school.

Enrichment is a key part of Hearts & Minds @ Oldbury, and we believe that children need enrichment activities that build on their ability to present themselves within the community with a sense of pride. So, this year we celebrated World Book Day in style, by going on a whole school parade around the local area. From a Personal Development stance, we wanted the children to:

- Feel pride in themselves, their school and community
- Bring joy to the lives of the people within our community
- Celebrate our love of reading (in line with our Reading Strategy)

It was Aristotle that said 'Educating the mind without educating the heart is no education at all.' We believe that, through our Personal Development offer, we can offer our children and families the best of both at Oldbury Park.



**By Sarah Davies**

Vice Principal at Oldbury Park Primary School







# 'Out and about'

The last week of the February term at St Stephen's was the week that Year three and four had been waiting for! This was the week that some children would be going on their first residential trip away from home to Boreatton Park Shropshire for a PGL adventure. They had an incredible time despite battling against the winds of storm Eunis! The children took part in real life problem solving. They learnt how to abseil and ride zip wires. They developed new skills in archery and built rafts; whilst enjoying campfires to keep themselves warm. This PGL experience was an opportunity for the children to 'step out of their comfort zones' and to have a go at something new and build confidence in themselves.

Mr Wake the class teacher said, 'It was lovely to see the children embrace nature and take part in all activities, never mind the torrential downpours. We even had four children slip off a raft and climb back aboard again with the biggest smiles. Seeing the children's supportive nature and teamwork really made this a school trip to remember. A fantastic experience for all the children and the staff.'



**'We're all going to the Zoo tomorrow, Zoo Tomorrow, Zoo tomorrow....'**

Those children who did not to attend the PGL trip, went on a visit to Twycross Zoo as part of a three-day experience in school. To say the children were excited was an understatement. Over half of the group had never been to a Zoo before, and some of them could not remember the last time they had sat on a minibus! Expectations were high and Twycross did not disappoint!



From the moment the children clapped eyes on the Meercats it was all go! Zebra's, Cheetahs', Orangutangs, and even penguins. The children lapped it up and couldn't get enough of the animals, birds and wildlife they were able to see. Possibly the highlight of the day was the Snow Leopard that could be seen basking in the sun on top of some rocks...purr!

The following days the children were in role as Zoo experts. They received a letter from the WWF asking them to design a Zoo for endangered species. The big bits of paper were out and a fabulous design for a Zoo was produced, with each child choosing a particular animal that they wanted to explore and investigate. Animals were drawn, fact files written, and the adventure continued when the team were asked catch a tiger that had broken loose from its cage! Yikes! Luckily the team survived the tiger and were able to relax on Friday afternoon with a big cup of hot chocolate, some Cadbury's chocolate animals... 'The Giraffes were the best bit,' said Ryan.

**Sarah Barrett**





# ITT and Early Careers

Our trainees have made fantastic progress so far, they have settled back into their home schools, after a great complimentary placement and continued to prove resilient, proactive, and continued to adapt to new situations as they arise. This was evidenced in their recent review meetings - they have made excellent reading and demonstrates their dedication and commitment to their professional development.

I'm delighted to share our current trainees' accomplishments - trainees are doing well and have worked extremely hard. Trainees are developing a range of teaching and learning strategies, and these are now becoming embedded into their practice, including the new Core Content Themes. They are now linking the theory and subject knowledge to their practice to support the practical application into the classroom and beyond, incorporating this into their planning and teaching. They are taking ownership for their classes and are listening to advice and feedback, which is clear to see in their continuing professional development. Mentors have commented on how well trainees respond to feedback and act upon it. The level of engagement from trainees has also been fantastic - mentors, professional mentors and BCU tutors have all commented on how proactive trainees are, this is clear to see in their classroom practice and overall professionalism.

Quality Assurance visits went well, and trainees continue to feel well supported and our provision across our family of schools is consistent and robust. BCU tutor visits and observations are also going well. Feedback from trainees has been fantastic, trainees have commented on the high level of support and training they receive, this has clearly impacted positively on their progress and development.

Trainees are enjoying the Monday training sessions, finding them useful, up to date and informative - evaluations have been positive, trainees have commented on how knowledgeable the facilitators are and how pertinent the session content is.

Trainees have been able to use this practically in their teaching to support their progress, impact in the classroom and further develop their evidence-based

practice to support their practical application and implementation. It's been a real pleasure to see how well trainees have settled into their departments, schools, and training. They have made really good progress to date - **well done.**

Current recruitment for 2022/23: we have received applications across a range of subjects and interviews are going well; with a growing cohort for 2022/23 across Secondary and Primary phases. There are still vacancies across many subjects in our family of schools with very attractive bursaries of up to £24k available in some subject areas; we offer courses in both Primary and Secondary across the West Midlands.

If you would like further information on how to apply or information on our courses and provision, please contact myself directly; alternatively visit our Teach Central website; if you have friends or relatives who are interested in teaching, please do encourage them to come and talk to us or to contact me directly at [twilson@teachcentral.co.uk](mailto:twilson@teachcentral.co.uk).

We also offer a 3-week Internship opportunity for Maths/Physics and MFL, we have received some great enquiries and continue to interview interns for our summer internship. We have some great applicants, excited to experience teaching and school life, and hopefully support their teacher training applications.

**Teresa Wilson**

Trust Lead for ITT and Early Careers



# Teach Central

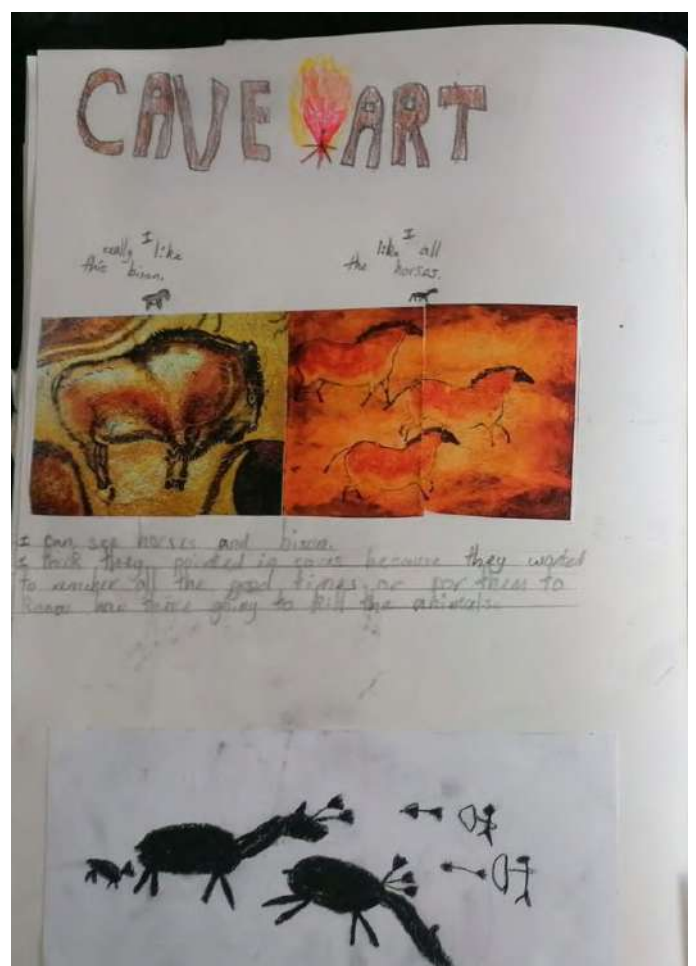
*Formerly RSAA Teaching School Alliance*



# We Love Our Sketch Pads!

In a recent book sharing session it was so clear just how much our children at Sutton Park value their Art sketch pads. They are a place where they can learn, explore, express their ideas and much more. The quality within them goes from strength to strength. They have become a set of books to be proud of and the children exude pride when they discuss them with others. As an Artist at heart, the session filled me with joy.

A Crawley







# TEXTILES

Applique  
(Sewing two different pieces of fabric together)



\*The sculptures are made of rocks and look like humans upside down

Monday 28<sup>th</sup> February

KASE: Cosmopolitan

LO: To appreciate how sculptures can be made

STS: To use an armature to create a 3D artwork



↑ This one is called 'family of man' any ideas why? ↑





# Anti-Bullying Champions



March 2022

1

Having been through a rigorous recruitment process, on the 17th March the Upper Key Stage Two Anti Bullying Champions embarked on their training. Due to the ongoing challenges of the pandemic the training had to be held virtually but this did nothing to quell the enthusiasm of this group of individuals who are determined to help others and make their schools free from any kind of bullying. Advocates from Ipsley, Church Hill, Sutton Park, Oldbury Park and St Mary's all joined forces to learn about how their new roles in school can make a positive difference to their peers.

They were a pleasure to work with - the responses to difficult questions were well thought out and articulately delivered proving the recruitment process to have selected the caliber of pupils who really will stand up for others and make a difference in our schools.

We look forward to meeting as a group in person in the summer term to discuss the difference we have started to make. We will also design a series of events within the Trust and beyond to make sure everyone knows that we won't stand for bullying in any of our schools and that we celebrate, rather than ridicule, differences.



## Well done Anti Bullying Champions – what a team!

Angela Crawley

### Signs of bullying behaviour

Crying

Isolated

Absent

Lack of interest  
in lessons



Extreme  
reactions

No eye contact

Hunched shoulders

Unexplained  
marks

Stop joining in  
clubs/activities

### How do we support a peer?

1) Never tackle a problem alone -  
always follow up with a trusted adult.  
DSL?

2) Two wrongs do not make a right -  
do not act aggressively.

3) Never promise to keep secrets.  
Let them know who and why.

3  
Golden  
Rules



# Waseley Hills High School

Over the past half term at Waseley we have implemented 2 new strategies in order to ensure we make a positive impact upon the school and local community and work to enact the vision and ethos of the Trust by delivering Social Justice. Both initiatives may not seem linked, but they are closely related as they are about using media and messaging to generate a buzz around the school and to enable some real positivity at key transition points.

## Golden Ticket

As part of our drive to show that Waseley is a great choice for parents of children in year 6 we delivered a personalised Golden Ticket to all children who had been allocated a place with us. We hope that we will be able to ensure that as many of these allocated places are taken up as we believe that the changes we are making at Waseley will enable them to achieve amazing results.



The idea behind the Golden Ticket was also to link into World Book Day and generate that real sense of excitement that all year 6 students should feel about Secondary school. On the back of this we have also reached out to our local primaries and are putting on a host of transition events in order to ensure that children's entry to secondary school is as effective as possible.

# The Final 30🕒

We have also done some work with year 11 in order to ensure that we created a sense of team and improved work ethic during the last 30 school days before their GCSE exams.

## The Final 30🕒



The focus of this 30 days needs to be different to their previous experience of schooling as it needs to focus entirely upon getting them set for their exams. Our staff have been working day and night to mark papers, prepare question analyses and developing bespoke intervention groups.

For this to be most impactful, our staff have delivered their area of specialism, this may often result in small group sessions, or for different teachers to take groups at different times. Tutor time every day has also been switched to past paper question focussed revision and we have provided study materials to all children. The careful branding of this has given us a clear boost in the run up to exam season and ensured that year 11 feel really valued. To add to this we have sectioned off where their classrooms are located so as to ensure they feel special. We have also done several events with our post-16 students including Hustings for our head boy and girl and a pizza quiz night. Part of this has been to show positive role models to year 11 and also to ensure that their view of our sixth form is a positive one.



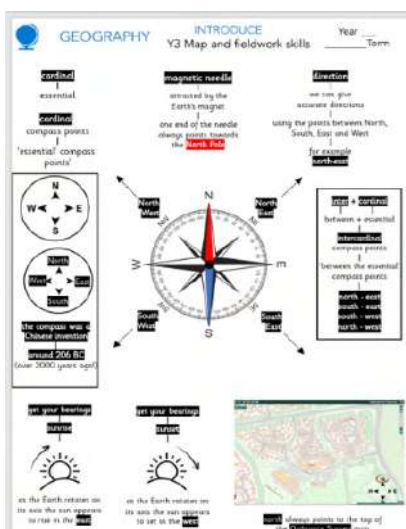


## Primary Curriculum Design

As a Trust we know that achieving our goal of being 'exceptional schools' relies heavily on delivering an excellent curriculum in an inspirational way. Our curriculum design has been a work in progress for the last two years and will continue to evolve and improve as we move forward - but a big part of this year's successes have been linked to our partnership with CUSP.

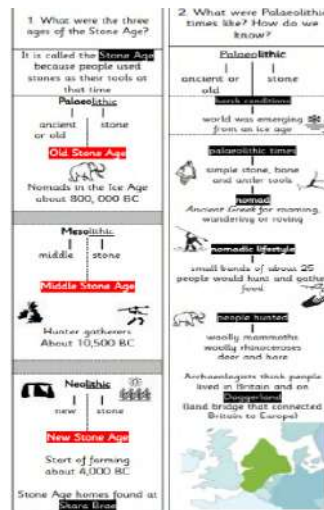
CUSP is Curriculum with Unity Schools Partnership and Unity is a Trust who, like us, put curriculum and the acquisition of knowledge at the heart of their school improvement. Having re-designed our curriculum alongside David Barclay we sought the high-quality resources to support the learning. After a wealth of research, we believed that CUSP would provide not only that but so much more. That and indeed the partnership would support our own learning and development.

We believe that social justice is clearly linked to both oracy and vocabulary. The CUSP team believe the same so have designed the learning with an emphasis on these elements- the important of knowledge and the role of vocabulary in supporting handing the content from the language. Every unit has a vocabulary module with the morphology and etymology mapped in, it also has clear definitions and progression built in to ensure the children's knowledge of vocabulary and its meaning builds and has clarity.



Learning is built around unit knowledge organisers and lesson by lesson knowledge notes to ensure the key learning is clear and revisited with each unit leading into the next ensuring the curriculum readies the children for the next big idea. This has been significant for all learners but particularly those

with special educational needs as they are designed specifically to be accessible to all without reducing ambition.



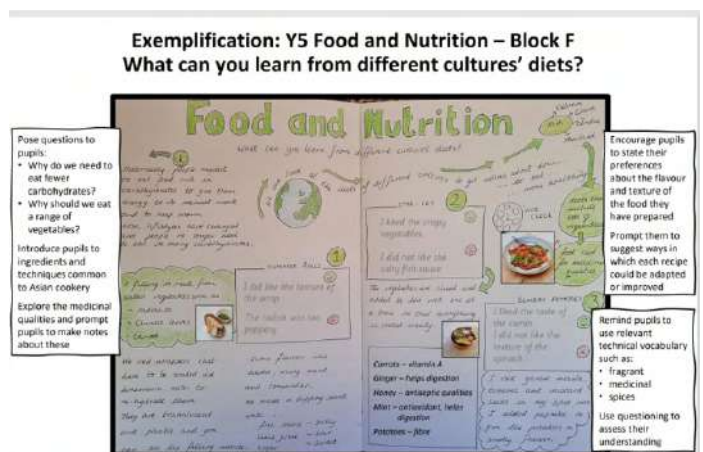
The substantive concepts and disciplinary knowledge map together to build a web of understanding over time. At Sutton Park we have been testing out whether the knowledge has been retained. We have done this through working on Pupil Book Study alongside Unity partnership and CUSP.

'It was a wonder- a really powerful moment- to listen to Year 3 recalling their knowledge of the Neolithic period. I was blown away by how much they could recall without any prompting – they were happily talking about how neo meant new and lithic meant stone – I learned a lot from them and it was nearly a term after they had studied it in class.'

(Danielle Duignan, History Lead – Sutton Park.)

Moving forward, we are looking to continue our work with Unity Partnership Research School and CUSP in order to have subject specific professional development to support our teachers with their subject knowledge. As it stands, we are using resources for History, Geography, Science, Art and Design Technology and we eagerly await the next two subjects coming online – Music and Modern Foreign Languages next academic year.

The expectation of knowledge acquisition in primary is higher than it has ever been but it is clear that our pupils are up for the challenge. As professionals we need to be leading the way, with our own expertise reaching new heights, and CUSP is a fantastic resource to give all teachers everything they need to feel like experts.



Angela Crawley  
Sutton Park



# Personal Development, Events and Enrichment

**A**s we approach the Commonwealth Creative Festival on the 14th of July, we are all excited about the prospect of a large Trust wide event showcasing the amazing talent that exists across the 11 schools. Students have been working hard preparing Art, Music, Dance, Drama and Poetry and it will all come together as one video which will be released this summer. The next Academic Year will build upon and extend the events already in place such as RSA4, RSA 8 and the photography competition. We are also looking forward to awarding Trust prizes across a range of Sports Day events.

If you want to get involved in baking, student leadership, singing, design, spelling, reading, competing or any other activity that brings our students together, then please speak to the coordinators at your respective schools or follow @CRSTEvents on Twitter.

Next Year will also see the launch of the CRST Experience, a promise by the Trust to support a distinctive and ambitious approach to every child's personal development.

## ***Our promise - our distinctive and ambitious aim for Personal Development***

Being part of Central Region Schools Trust means that you will have access to a wealth of enrichment opportunities and a genuine focus on your personal development. Our distinctive approach to education means that we are committed to making sure our KASE curriculum develops character attributes and provides experiences that enhance learning and create memories that will last a lifetime. Combined with the knowledge and skills you will gain, this promise means you have everything you need to make the most of your time in all our schools and go on to be the leaders, innovators, creators, thinkers, community champions and change makers of the future. We will also work hard to make sure you get a high quality PSHCE curriculum, great Careers Education and an inclusive school experience. We will teach you about British values and equip you with the tools of active citizenship. For more about how

your learning experience can enhance your social, moral, social and cultural education or how you can work alongside thousands of your peers, please visit <https://centralregionschoolstrust.co.uk/> or follow @CRSTEvents on Twitter.

## ***Our offer - opportunities that should be accessible at some point within your school experience as part of CRST***

- The opportunity to perform a piece of music, dance, poetry or drama
- The opportunity to develop your character and/or demonstrate the school/trust values
- The opportunity to take part in or play another role within a sport or physical activity
- The opportunity to create a piece of art
- The opportunity to take part in a debate, a discussion or speaking in front of others
- The opportunity to serve your local community by volunteering, researching or celebrating its heritage and culture
- The opportunity to visit a museum, art gallery, exhibit, or theatre
- The opportunity to visit somewhere or hear from someone who can inspire you to dream big
- The opportunity to read stories
- The opportunity to attend a residential (KS3)
- The opportunity to spend time in an environment where you can appreciate nature

There are lots of exciting things happening that will harness the collective power of all students working together and to ensure that being with CRST creates memories that will last a lifetime.

Look out for pictures, events and notices of all our recent events coming soon.

Ross Trafford  
Executive Principal

On behalf of Ellie Meredith - CRST Events and Enrichment

Francesca McCullough - CRST Personal Development  
Dan Wright - CRST Personal Development





# Moving IT Forward

Education is the foundation on which our world is built. It is through education that we help children to reach their full potential, and in today's classroom, laptops, tablets, and other devices are as common as textbooks, and accessing resources from home is now considered standard practice.

The job of the IT Team is constantly evolving as we continue to move our schools away from legacy systems to new safe, secure, and compliant cloud-based solutions.

At Central Region Schools Trust, we have our own in-house IT Services Team who are dedicated in providing a high level of support to schools within our multi-Academy. Our team is made up of first, second and third-line level IT professionals, who have a vast array of experience within the EdTech sector allowing us to be self-sufficient with a variety of project and installation works.

This is a busy, yet exciting time for the IT Services Team. We are currently preparing for around 100 summer holiday projects across the Trust this year, our busiest to date. These projects include items such as network upgrades, new VOIP migrations, upgraded managed print solutions, CCTV installations, hundreds of new desktops and laptops, domain migrations, advanced email filtering, Classroom AV installations, to name just a few.

When it comes to Education, it is important we continue to move forward with IT in this rapidly evolving world. As the Head of IT, it is vital technology is seen as an enabler for schools across our Trust and not a barrier.

**Ed Cooper**  
**Head of IT**

## SPORTS DAY!

This year, Holyhead's annual Sports day was held on Friday the 24th June. With the sun shining brightly, spirits were high and there was lots of excitement in the air!

Year 7 kicked off the first of the year group sports days, and as this was their first ever sports day at secondary school, students were nervous yet excited for the upcoming events. Having competed in the field events the week before, there were great results. Meriden College were victorious in the Year 7 sports day competition with 99 points, narrowly beating Corwen on 96 points. Oswestry finished third on 96 points with Edgware 4th on 68 points.

The year 9 competition was next, and the competition between students was fierce. Meriden College was successful in the boys relay and in the Tug of War. Oswestry secured the win overall though with 124 points, closely followed by Corwen on 120 points, Meriden scored 83 points, and Edgware scored 69 points.

Year 10 students were next. With this being their final sports day, they were keen to take part. Edgware College were victorious in both relay races and finished third in the Tug of War. Corwen College were victorious over the other colleges on 90 points, Edgware were second on 76 points, Meriden were third with 66 points, and Oswestry finished fourth on 64.

The day ended with the Year 8 competition, Students were so excited and this made for an exciting afternoon. Overall there were excellent performances, Khiyana and Syed both won and broke the year 8 school record for the 800m. Ishaq also won and broke the year 8 school record in the Shot and the 200m. Overall, Corwen College were victorious with 145 points, Edgware were second with 118 points, Oswestry were third with 111 points, and Meriden College finished in fourth place with 52 points.

There were many great performances from students throughout the day who broke Holyhead School records this year. Very well done to those students.

The overall results of Sports Day 2022 were

**1st Corwen**  
**Joint 2nd Oswestry & Meriden**  
**4th Edgware**

As always, the Tug of War competition was a huge hit with students. It was competitive, but also lots of fun, and it was really great to see lots of students enjoying themselves and joining in. A massive well done to everyone who took part in the events, and a big thank you to all the staff who came out to support sports day and supervise. Your continued support is greatly appreciated by the PE Department.

**Mrs C. Gill - Subject Lead PE**



**Holyhead**  
Teach What Matters









# Arrow Valley First School



**O**n the year of the Platinum Jubilee the school was honoured to have a visit from the Queens representative Deputy Lieutenant Mrs Georgina Britten-Long. She joined us on our first birthday as the school celebrated a year of being part of the Central Region School Trust.

To mark the occasion a cherry tree was planted. This tree will blossom each spring reminding us of our anniversary and a place to reflect on friends and family that we may have lost throughout a difficult couple of years.

Mrs Britten- Long was a great guest, sharing her vast knowledge of the royal family in a special birthday assembly and demonstrating her passion for the Queen's Green Canopy project by getting her gardening gloves on and showing the children the best way to plant a tree.

This year the school has planted 20 trees to develop an additional forest school and we are excited to be working with 'the heart of England Forest' at Gorcott Hill.

**Sarah Allen**  
**Principal - Arrow Valley First School**



# MAKING A DIFFERENCE FOR DISADVANTAGED PUPILS

This year the Disadvantaged/vulnerable and Pupil premium Leaders have worked together to devise a tiered approach and school based strategies to support our youngsters and close the achievement gap.

We have worked all year in partnership with Billesley Research School.

The programme we designed was to support school leaders to:

- Engage with the best available **research evidence** on teaching, learning, and school implementation to help support colleagues with the development of their **Pupil Premium Strategy** document
- Use a **tiered approach** to support pupils learning and **progress**
- Identify **key priorities** within **teaching and learning, targeted academic support** and **wider strategies**
- Apply the principles of **effective implementation** to embed and sustain the processes, practices and programmes in your strategy
- **Monitor** and **evaluate** the impact of your strategy

Working with experts on priorities has enabled our DVPP leaders to work together and discuss this thorny issue and discuss how we move forwards within our schools using evidence-based approaches.

We have chosen expert partners to work alongside judiciously. So as well as Billesley research school we also work with voice 21 and their work (borne from School 21) on oracy and social justice – the incredible importance of pupils being able to articulate themselves with confidence and accuracy. We also work Unity Partnership research school and Cusp (Curriculum with unity schools partnership) in primary school curriculum work. We researched Unity and CUSP through following the work of Marc Rowland and his incredibly powerful and pragmatic work on ‘Practical Guides to the Pupil Premium’. Marc Rowland is a champion of disadvantaged young people and his links to unity led us to look at their

incredible curriculum work for Primary and the high importance placed on delivering a rich ambitious knowledge based curriculum with a focus on deliberate vocabulary instruction and development.

Finally we work closely with the EEF, including several of our schools being involved with the Accelerator Fund for Early Years (on learning language and loving it).

We have invested this year in the leaders of Pupil Premium and the Disadvantaged/vulnerable strategy as leadership in this area has to be strong.

Using the tiered approach we have prioritised QFT and curriculum development (hence the development in subject knowledge CPD and work with CUSP and Unity research schools). Great teaching and learning has a disproportionately high impact on pupil premium/disadvantaged children and of course all pupils benefit. We remain entirely committed to defining our curriculums as ‘everything that happens in schools’ so as well as curriculum subject development work and investment we are developing PSHE and Personal Development programmes as well as our enrichment strategy and tracker to ensure equity of opportunity- some pupils need more in order to have equity.

We believe we have made gains this year with a more cohesive approach; a tiered model, investment in curriculum development and a team of pupil premium leaders who meet regularly with plug in from research schools and EEF. Yet yet we also know we have a long way to go and it will be never-ending work. Although work on oracy, reading and curriculum development work has progressed well we have so much more we can do. We also know nationally the gap has widened and has been worsened by the pandemic. We will continue to have a sharp focus on the extent to which disadvantaged youngsters take part in wider life, we will continue to focus academic support and mentoring to those most in need for additionality and we will always strive to deliver high quality Teaching and Learning and an ambitious curriculum for all. To this end we will continue to work with the great partners we have linked with- the research schools and EEF as well as Voice 21 to strive to make the biggest difference we can to the disadvantaged pupils we serve.

**Samantha McMonagle**  
**Executive School Improvement Leader**



# SHAPING FUTURES

Over eighty Year 7 pupils across the Trust had the opportunity to work on an exciting project delivered in partnership with Morgan Stanley, the leading global financial services firm. Teams of pupils from Church Hill, Gospel Oak, Holyhead and Ipsley were assigned their own personal Morgan Stanley team leader who worked with them throughout the programme to design a plan for a sustainable enterprise. The project was supported by eighteen volunteers from the Morgan Stanley's London office.

The project started with a connection made between Central Region Schools Trust and Morgan Stanley through one of our Trustees, Orla MacSherry. After an initial meeting, a project management group worked to design a programme that would provide pupils with opportunities

to work with members of the Morgan Stanley team on a real-world project and develop skills that would support future professional career pathways. The end results significantly exceeded our initial aims!

In the first session, members of the Morgan Stanley team came up from London to lead the sessions in each school. They shared information about their backgrounds, their education, their hobbies, and the nature of their work. After identifying their personal achievements and goals, pupils received a video call from the Morgan Stanley headquarters and were tasked to design an environmental or social enterprise that Morgan Stanley clients could invest in. The pupils worked closely with their Morgan Stanley team leaders to identify an issue they could positively impact and started to turn their ideas into a plan.

The second session started with personalised videos from their Morgan Stanley team leaders which gave pupils an insight into the scale and diversity of such a large company, before receiving advice on what to focus on in this session. Pupils worked hard to produce a business plan with the aim of being able to secure

investment in the final session. Once the financial details had been worked out, it was then time to think about how best to pitch the enterprise. The input from the Morgan Stanley team on how to create and deliver a presentation was invaluable and gave pupils much to think about as they prepared for their third and final session.

In each of the schools, there was a buzz in the air on the day of the final sessions. Senior staff from the

schools and Morgan Stanley were going to take the role of potential investors in a Dragons Den style pitch presentation. Pupils and their Morgan Stanley team leaders worked hard to practise and refine their presentations as all

“I learned that there is a lot more to banking than numbers and that banking and investment banking can be fun!” Y7 pupil

were determined to achieve a ‘promise of investment’. Even though there wasn’t really going to be any investment, teams and dragons treated the pitches as though there really were high sums of money at stake! Pitches were presented, tough questions were asked and counter-offers made in an exciting and often exhilarating session.

The programme ended with a networking and reflection session, as well as more Morgan Stanley goodies to take away. What was clear was that all involved, whether pupils or Morgan Stanley staff, had gained so much from working together. All had been challenged at times to work beyond their comfort zone and all enjoyed the different dynamic of the working relationships. Everyone was keen to be involved again. We aim to run the programme again next year and build on what has been such a successful start to the work between the Trust and Morgan Stanley. We appreciate the time and commitment given by so many of their team in helping the project have such a positive impact on so many pupils.







'I learned that working together is key.' Y7 pupil



'We were so impressed by how diligent, confident and passionate each group was.' Fionn, Morgan Stanley




'My communication skills have developed and it has helped me to feel more confident.' Y7 pupil








Scholastic Book Fair at Holyhead School

  
0121 270 3117

  
info@centralrsaacademies.co.uk

  
www.centralregionschoolstrust.co.uk

  
@CRSTrust