

# Our Community Matters

October 2021  
Issue Four



The latest news, views, and announcements for the  
Community Academies Trust



#catschools

Editor: Michelle Borders  
communications@catschools.uk

## INSIDE

Message from  
Philip Hamilton OBE, CEO

—

## Head Space

Chadsmead Primary  
Academy basks in the  
spotlight

—

## Ensuring Excellence

CAT News! Celebrating  
Staff and Student  
Achievement across our  
trust

—

## Education Matters

Meet our expert group  
leads and find out about  
the projects you can join

—

## Our Community Matters Journal

Highlights the most recent  
blog articles.

—

## CAT Institute of Education Matters

Centre for professional  
development and school  
improvement

## What a brilliant start to the new year! The house blog "Our Community Matters Journal" (OCMJ), has certainly got you talking!

If you haven't signed up to any  
of the expert groups in the  
OCMJ yet, you'll find a  
description of what each one  
has in store for you later in  
Education Matters as described  
by the group leads.



Joining an expert group may not be for everyone! There are still projects you can get involved in and the leads for each of the projects will tell you how you can do that in this issue.

The children on our cover today are from Chadsmead Primary Academy, whose Headteacher, Gemma Grainger, features in this issue's "Headspace". As well as hearing how Chadsmead has been implementing a whole school approach to children's wellbeing following their return to school, you will also get to meet Lisa, one of Chadsmead's Teaching Assistants in our "Introducing" feature - it's always really good to see our community from a different perspective.

And finally, there are some exciting developments ahead with the launch of the Institute of Education, our trust's centre for professional development and school improvement. Part of its work is the development of a professional curriculum, and the production of Developing People is the way to access the tools you can use for your own professional development. You should have received your own, personal copy of this brochure, and some of the upcoming courses are highlighted towards the end of this issue, so why not give yourself the gift of knowledge this year - join an expert group, a project, a network, take part in a discussion in the Blog Forum or immerse yourself in a course, there really is something for everyone.

Until next time!

Michelle Borders  
Editor



## Message from Philip Hamilton OBE, CEO



I have enjoyed being back in schools this term after the enforced time on Zoom over the past 18 months. What a pleasure it has been to spend time with colleagues and discuss school provision in face-to-face staff meetings. Crucial professional characteristics have been on show as we have taken stock about our schools' journeys to excellence, including reasoned and insightful reflection and constructive suggestions about new ways forward. I am amassing a significant data base of new ideas, innovations and analyses from our staff, and I look forward to completing these visits this half term.

Our trust wide initiatives continue to develop and the opportunities for colleagues across our schools continue to establish themselves. I know many of you have shown an interest in joining one of the networks or groups, or signed up to our OCM Journal - I would encourage you to keep an eye out for these opportunities and find something for you.

Our focus on ensuring your professional growth is well supported in our trust and has led to further innovation. Many of you will know Polesworth School and Birchwood Primary school were national Teaching schools and linked to that were leading significant system wide work in the areas of teacher training, professional development and school improvement. Most of our work (for example) on leading the implementation of our Growing Great People systems originated from the Teaching Schools. With the national system of teaching schools now at an end, we have decided to innovate further in this area and bring together all of our professional development and school improvement activity under one "roof". Our new **CAT Institute of Education** is starting work over the next 6 months to bring coherence and coordination to all our work in this area. You will start to see references to it in this newsletter and much work will be done behind the scenes ahead of a significant launch later in the year.

My thanks to you all for your continued professional commitment to our communities, particularly at a time when meeting the everyday demands of working in a school continue to be affected by the national pandemic. Your positivity, creativity and professional resilience are incredible.

All good wishes

A handwritten signature in black ink that reads "Philip".

Philip Hamilton OBE, CEO

# Head Space

**Schools in the Spotlight:**

## Introducing Chadsmead Primary Academy

by Headteacher, Gemma Grainger



I'm incredibly proud to have the opportunity to introduce Chadsmead Primary Academy to you.

We are situated in the city of Lichfield in Staffordshire, famous for its three spire cathedral and the birthplace of Samuel Johnson. Whilst Lichfield may be considered an affluent area, the ward Chadsmead serves is in the most deprived decile and we have above average proportion of children from deprived backgrounds.

Chadsmead became part of the trust in September 2016 as a sponsored academy, after a turbulent time and entering special measures. I joined in September 2017, as my first headship.

When I joined, the main goal was gaining the trust of all stakeholders, but mainly parents, who had a lot to say about the school and the recent years. Fortunately, it was clear from the first day that all the staff were proud of the school and eager to drive forward to a better place.

The key to moving the school forward was to make some fundamental changes fast, whilst being sensitive to the journey the school had been on prior to my arrival. We began by revolutionising reading; changing to a more thorough recognised phonics scheme, matching books to phonics ability, investing in Accelerated Reader to ensure home reading complements our reading in school and moving to whole class reading. We also revitalised the teaching of our foundation subjects, which would set us up well for the future OFSTED change in direction. I also set off on a personal pursuit to tidy up, hiring countless skips and starting a redecoration mission. This is still ongoing!



The second year we continued to embed the previous year's changes and invested in Maths Mastery. All the staff were committed to the changes being made and the new governing body was especially supportive. We involved the parents as much as possible by holding workshops and inviting them into school to be part of their child's learning.

It was in the second year that we welcomed a visit from OFSTED. This was such a positive experience. We had many parents asking to speak to OFSTED or writing them letters, giving positive accounts on behalf of the school. All staff were keen to talk to them to share the developments made. We were elated with the result and the report reads delightfully.

Like all, we have survived the pressures that Covid have thrust upon us over the past 2 years, and we look forward to what's next for us here at Chadsmead. We are embarking on a two-year professional development programme for staff, that centres on evidence-informed teaching strategies. We are continuing to interrogate our curriculum, ensuring we privilege thinking over task completion, offer our children high challenge with low threat and spotlight retrieval. I am also conscious that while this year focuses on filling the gaps created by Covid, I do not want this to be at the expense of the artistic subjects, and so this year all our theme weeks will centre around art, design, music, drama, and dance experiences - so hopefully you will see our accomplishments in future newsletters.

We'd like to extend an invitation for everyone to come and visit us; we are really proud of our work here at Chadsmead and love the opportunity to work alongside other schools in our trust.



# Introducing....

## Lisa Baines, Teaching Assistant

### Chadsmead Primary Academy



**My name is Lisa Baines and I have been working at Chadsmead Primary Academy, in various roles across the school, for 13 years.** However, my association with the school goes back a lot further. I was a pupil myself at Chadsmead in the 1980s and I also chose to send my daughter there when it was time for her to start school.

I currently have two roles within Chadsmead Primary Academy, both of which I find tremendously rewarding. These roles have seen me working across the whole school, in every phase, at some point throughout my career. This year, I am centred mainly in key stage two.

My first role is as a teaching assistant. I support teaching and learning in the classroom - helping pupils to channel their ideas or understand the meaning of a word or phrase when writing, decipher

equations in Maths or segment and blend words whilst reading. I teach the chosen school phonics programme to small groups of pupils and run additional small group activities for pupils who need a little extra help with reading or handwriting. I also work with individual pupils to achieve specific targets. This is something I enjoy doing as it is so rewarding when you see the realisation dawning on a child's face that they actually can do it, whatever *it* may be! I love gathering or even making resources for my groups and individuals, finding new ways to engage and, hopefully, excite the pupils into learning. I firmly believe that if learning is fun, a child will be more likely to retain the information.

In my second role, as a higher level teaching assistant, I can be found delivering music or French lessons. Music is fun to teach as pupils seem to love exploring different instruments and learning all about beats and rhythms. However, I prefer to teach French. It is this preference which led to my being appointed subject lead for modern foreign languages at Chadsmead three years ago. I find it a very interesting subject and try to provoke similar interest for the subject from the pupils.

I encourage lots of speaking in French during lessons, via role play activities and songs, as well

as reading and translating French. My hope is that, as the pupils leave Chadsmead in Year 6, they will be equipped with a good, basic knowledge of the French language to set them off to a great start in high school lessons.

As much as I relish the opportunities my combined roles afford me in teaching and supporting learning, there is another side to the life of a teaching assistant that I enjoy equally. Times when a grazed knee needs dressing, a lost water bottle or item of clothing needs finding, a busy teacher desperately needs a cup of tea - those are the jobs that seem to go un-noticed but mean so much to the person who receives my assistance. To see a smile breaking through the tears when I've put a plaster on the grazed knee or returned the lost item, when I have handed over that well deserved cup of tea (usually with a cheeky biscuit) to a grateful colleague - it's definitely a very satisfying feeling, knowing I have brightened someone's day a little.

Every day brings new set of challenges but, whether it's modelling a strategy in Maths, encourage a child to sound out a difficult word or helping look for a lost jumper, there's never a dull moment in the life of this Chadsmead teaching assistant!

# Ensuring Excellence

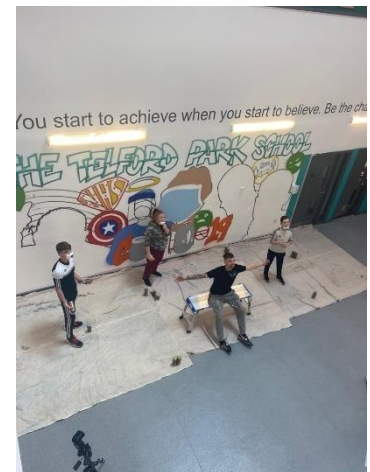
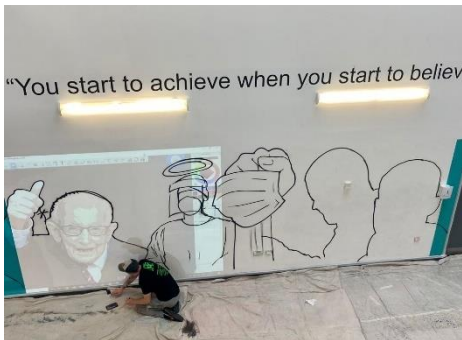
## The Telford Park School COVID Memorial Wall

by Holly Rigby, The Telford Park School

**During the spring term of 2021 we began to reflect on a way that we as a school could commemorate the challenges of the pandemic whilst also celebrating the true heroes of this challenging time.**

We engaged with a local artist, Dan Hardeman (DPH Wallart) based in Telford and explained our idea of the memorial wall. We decided to run a competition for pupils to design part of the wall. The top three entries would have the opportunity to create part of the wall with Dan in the summer holidays. Included in the wall are (Sir) Captain Tom Moore, Marcus Rashford and our wonderful NHS nurses.

Long after the pandemic has ceased, we wanted to create something special that represented this time in our lives so that other generations could understand and visualise some of the challenges faced. Our three winners were Liam, Jay and Kiki-Leigh and here they are working on the wall with Dan during the summer holidays.



**Dan Freedman** @DanFreedman99 · 3h  
Replying to @DanFreedman99  
While we were talking, the Headteacher @HollyRigby1 said: "Does Marcus fully appreciate how much of a difference he is making to the young people in this country?"  
So I thought I'd just pass along the message. Swift recovery and see you back on the pitch very soon

**Dan Freedman** @DanFreedman99 · 3h  
PS the mural was created by artist DPH Wall Art (who can be found on Facebook) who ran a competition with the school for students to enter their Covid related artwork. The top three entrants had their designs worked into the mural and joined the artist in spray painting the wall

**Marcus Rashford MBE** @MarcusRashford · 13m  
Replying to @DanFreedman99 and @telfordprksch  
Thanks for sharing with me buddy

**charlie** @char\_b\_s · 6m

**Laura Henry-Allain MBE** @LauraHAllain · 2h  
Replying to @DanFreedman99 @MarcusRashford and @telfordprksch  
Love this, Dan! 🍷🍷🍷

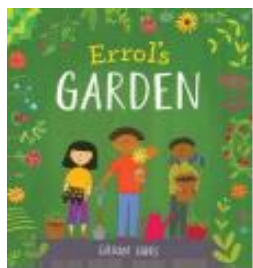
The final piece is stunning and looks even better in real life! During the summer holidays we held a summer school for year 7 pupils and were visited by author Dan Freedman. Dan 'tweeted' Marcus Rashford and he replied!



# Well-Being Focus - Growing Our Future

by Helen Cadman, Senior Leader, SENCO & Pupil Premium Champion, Chadsmead Primary Academy

**As part of Chadsmead's support for Wellbeing on return to school this September, the curriculum focused around the Growing our Future CLPE units of work for Errol's Garden (EYFS), The Secret Sky Garden (KS1) and The Promise (KS2).** Both units were devised for the whole school to work together and support a transition curriculum as pupils returned to school after the summer break, helping children to reconnect.



Errol's Garden by Gillian Hibbs shares the character's main desire to have a garden as he doesn't have one in the tower block where he lives, until he realises that he has a roof which might be the perfect place to begin a garden with his neighbours.



The Secret Sky Garden by Linda Sarah and Fiona Lumbers describes how the main character transforms an abandoned area into a beautiful garden and with it discovers a new friend, showing that small actions can make a large impact on a community and on ourselves.

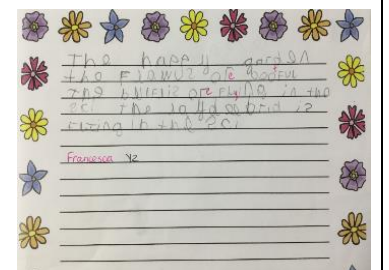
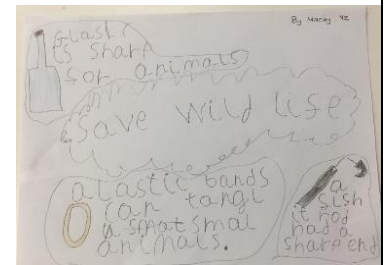


The Promise by Nicola Davies and Laura Carlin intricately describes how the main character's desire to impact upon the natural world can be multiplied, opening up people's hearts and minds to transformation through poetic prose. Children in Year 5 and Year 6 designed a new plan for

People town, wrote diary entries and were inspired at natural world sculpture by Goldsworthy.

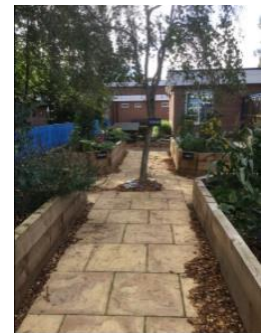
All three texts focus upon the natural world around us and how building a sense of community through shared space interaction can engage us in positive acts of change to support our surroundings.

Throughout the unit of work, children worked in outside learning spaces, allowing them to interact with the elements around them; they developed their thinking about green spaces and our basic human rights to have access to them and visited our school's sensory garden. They considered what it was like to share someone else's feelings and developed empathy with



characters; made sense of

the poetry and communicated their thoughts and feelings to others. Children discussed the ways in which we plant, care for and cultivate our open spaces as we try to combat climate change and talked together about the issues raised the books they



read, debating ideas and sharing viewpoints. Children asked questions and developed their own visions for the future world in which they will live, considering the action they could take to help shape their futures and the environments around them.

Altogether, the children showed their enthusiasm for their learning and a return to the 'normal' after the turbulence of the preceding year. We look forward to developing further our outside spaces at Chadsmead to continue our developing environmental change within our own "piece of earth."

Children thoroughly enjoyed their learning linked with these texts and our whole school curriculum wall has been brimming with work produced by the children

**EYFS - Nursery & Reception**



**Key Stage 1:**



**Lower Key Stage 2:**



**Upper Key Stage 2**



**Children in Year 5 and Year 6 designed a new plan for People town, wrote diary entries and were inspired at natural world sculpture by Goldsworthy**



## My Twist on a Tale: Our Tomorrow

### Enter our exciting annual writing competition!

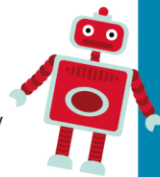


This year we are encouraging **children aged 4 to 19** to unleash their fortune-telling skills, cast their minds ahead to the future and produce their own reflections on what it might hold.

Storytellers can explore whatever themes are important to them, be that family, climate, inclusion, technology, space exploration or beyond...

Ideas could include:

- a personal letter to their 100-year-old self
- writing a rap about what their town might look like in twenty years' time
- re-imagining a classic tale with a sci-fi-style makeover
- any of the brilliant and creative ideas your children come up with!



New 2021 competition – open for entries!

**Pearson's annual writing competition is back for 2021!**

**My Twist on a Tale: Our Tomorrow is now open for entries.** Children aged 4 to 19 have until 5pm on Friday 26 November to get their creative thinking-caps on and compose a piece looking to the future.

**To enter and download a free entry pack, click here!**



## The Wilnecote School clamps down on Knife Crime

The Wilnecote School was absolutely privileged to welcome Dr Manny Barot and Jason Farmer into our school to speak with some of our students recently. Both Manny and Jason have had successful careers in the police force and have spent the last few years mentoring individuals who have demonstrated vulnerabilities towards different forms of violence and hatred.

**Both year 9 and year 10 listened to the presentations from Manny and Jason and heard about their own personal experiences and guidance around how to avoid a life of crime, violence and danger.** Both gentlemen were engaging, inspirational and held the attention of our students for a considerable length of time. They shared some very emotive and difficult stories which really helped to highlight the risks of making poor choices.

Year 10 student, Ruby said *"It was really good to hear from people who had the first-hand*

*experience of being in those situations, to hear them speak with passion and knowledge was good to hear".*



When asked what Ruby had taken away from the day, she replied *"prejudice and violence is stupid and we need to listen to each other and understand each other more to resolve conflict"*

*"The sessions were incredibly well received by both students and staff and hopefully, the information and stories heard will have left a lasting impression on all who were present."* said Mr Adams (Senior Deputy Headteacher). Continuing to express his enjoyment of the sessions he went on to say, *"If it makes one student reflect more deeply when faced with having to make a choice in the future around the issues covered, seeing them making a good decision rather than a bad one, it will have been time well spent."*

Educating students in areas outside of the traditional curriculum is vital in ensuring we guide our students to become responsible, kind and well-rounded members of society. We promote ways to do this through our school values and PSHE programme. The messages from Manny and Jason have supported and enhanced this strand of our students learning and have made lifelong impressions on many.

## Wilnecote World of Work Week



September 20th to 24th saw the inaugural World of Work week for our year 11 students, a highlight in our careers programme. Over the week our students were taken off timetable and instead took part in a range of different talks, workshops and activities, all with the aim of raising aspirations and providing them with the necessary information to make informed decisions for their next steps after high school.

The week concluded with a speed networking event. Twenty-seven different employers and employees from Tamworth and the surrounding area came to the school. All in all, World of Work week has been an early highlight of the school year. Our students have learnt a lot and are now equipped with knowledge, inspiration and enthusiasm to make decisions about their choices after high school.



# Education Matters



## Expert Groups

By Holly Rigby, Headteacher The Telford Park School  
Director of Expert Groups



<https://twitter.com/CATExpertGroups>

I hope everyone's return to school and in particular the classroom has been a good one.

As someone who values professional learning, I am making another plea for you to become involved in our trust's expert groups.

At the time of writing all six expert groups have now held their first meeting. We welcomed over 40 colleagues to our new groups. A big thank you to all of you who took the brave first step and attended a meeting (or more than one).

It is not too late to join the groups. If you have not had the opportunity, I would encourage you to watch our [launch video](#) to see if any of the groups would be of interest to you.

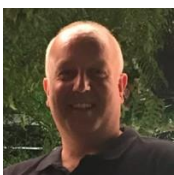
After half term we will share with you the joining instructions for the next meetings, it would be excellent if even more people were to become involved in this innovative and collaborative work.

Expert Groups information and updates can all be found in **one place**, on the 'Our Community Matters' [groups page](#). We have also created a [padlet](#) of the latest research and blogs, please feel free to add to this growing trust resource area. Instructions of how to add to a padlet can be found here: <https://padlet.help/l/en/get-started/how-to-add-a-post-to-a-padlet>.

## WHICH EXPERT GROUP SHOULD YOU JOIN?

Below we meet the leaders of each group who give a brief outline of their group focus

### School Culture



**Richard Thorpe**

I am really looking forward to working with the Expert Group focusing on **School Culture** this academic year. Having been appointed as the group lead at the end of last academic year, I have been looking into research around organisational culture. It's an area that has always fascinated me and one that can have a huge impact on schools, businesses, and organisations, both in a negative and positive way. We held our first meeting earlier this half term, however we're keen to encourage new members to join us for our next meeting in November. Our aim is to look at what the research says to ensure that we create positive work environments for colleagues and pupils across the trust. If we can achieve this, the benefits for all are massive. We will also be looking to conduct our own research, hopefully in partnership with Wolverhampton University.

**Leadership****Stacey Jordan**

I am truly humbled to have been given the fabulous opportunity to lead the Expert Group focusing on **Leadership**. Having met for the first time recently, it was wonderful to see so many enthusiastic and committed professionals coming together to improve their knowledge and skillset. We are working with experts at the Chartered College for Teaching and at Wolverhampton University as we start our leadership journey together.

Our group is keen to focus on well researched practice and apply it to our own settings. Please do get involved if you can; we are a group determined to learn and grow together.

**Assessment****Paul Hewitt**

The **Assessment** Expert Group met for the first time on 21<sup>st</sup> September with a number of colleagues from across the trust. The initial meetings focused on sharing expertise in relation to curriculum related expectations and how some schools within the trust had moved towards an assessment model focused on key threshold concepts. Additionally, we discussed the importance of decoupling formative and summative assessment to ensure any assessment approach is identifying gaps in learning throughout the delivery of the curriculum.

The next meeting will be looking at some of the work by David Didau on using the curriculum as the progression model.

- <https://learningspy.co.uk/assessment/why-using-the-curriculum-as-a-progression-model-is-harder-than-you-think/>
- <https://learningspy.co.uk/assessment/curriculum-related-expectations/>
- <https://learningspy.co.uk/assessment/replacing-grades-with-curriculum-related-expectations/>

The group hopes to continue to grow over the academic year and would really benefit from the involvement of a number of Primary staff in particular to further develop approaches across all phases.

The group aims to continue to share good practice from across the trust as well as looking at established research linked to assessment to help shape the approaches of all schools in the trust.

**Reading, Literacy & Numeracy - Early years & Primary****Mark Gibbons**

The '**Early reading, literacy and numeracy** group' for early years and primary aims to identify the most pertinent research and examples of best practice which we then test in our schools to see if we can make 'tried and tested' recommendations to all schools in our trust.

We are working with:

Dr Vivien Townsend, who is an experienced primary school teacher, a member of the Mathematical Association (MA), the Association of Teachers of Mathematics (ATM), and the National Association of Mathematics Advisers (NAMA)  
[www.vivientownsend.co.uk](http://www.vivientownsend.co.uk) @vivientownsend1

Ruth Baker-Leask, who is an author, a teacher, a director of Minerva Learning Limited and chair of the National Association of Advisers in English (NAAE)  
 @RuthBakerLeask

## The Quality of Education



**Rob Jenkins**

The Expert Group for **Quality of Education** met for the first time on Thursday 24<sup>th</sup> September with several colleagues from across the trust. The focus of the meeting centred on sharing expertise in relation to many aspects which relate to the quality of education in their specific setting. Relevant Ofsted criteria was also discussed to identify the importance of intent and implementation.

The next meeting will be looking at some of the work by Tom Sherrington on using the curriculum as a progression model.

- <https://teacherhead.com/2020/04/16/curriculum-pedagogy-and-sandcastles/>

Mary Myatt and Jamie Pembroke discuss Curriculum Impact - *How do we know if our pupils have learnt what we have taught them?*

- <https://www.marymyatt.com/webinars/15-apr-21>

Yana Weinstein offers some thought-provoking insight in her research journal on *Teaching the science of learning*

<https://cognitiveresearchjournal.springeropen.com/articles/10.1186/s41235-017-0087-y>

The group for quality of education is a great vehicle to share expertise and showcase best practice. We are seeking representation in the group from all phases of education. Quality of education has many aspects associated to it, and we would love to hear from passionate practitioners to get your input on the above topic areas in our next meeting.

## Reading, Literacy & Numeracy - Secondary



**Sam Whitaker**

As we approach the end of our first half term, I feel honoured and thrilled to have joined colleagues from the trust for our first '**Secondary Reading, Literacy, and Numeracy**' expert group meeting and am excited and optimistic to hopefully see some new faces at our meeting next half term. I am a firm believer that literacy and numeracy underpin the delivery of every curriculum and that solid vocabulary comprehension is the key to unlock all new knowledge. During our first meeting, we discussed exciting trust wide competitions that would allow students to contextualise their numeracy and literacy skills outside of the classroom and apply these skills to real life scenarios.

Moving forwards, I will be sharing a wealth of forward-thinking research with the group that we will discuss and that will hopefully assist us with developing classroom resources that can be utilised to support the explicit teaching of reading, literacy, and numeracy across our schools and beyond. I will be uploading the articles that we will discuss in our next meeting to the OCM page soon and look forward to discussing these ideas with you all in our next meeting. Please don't worry if you didn't attend the first meeting, it's never too late to come along and join us!

## Community Academies Trust Development Projects

If joining an expert group is not for you, we are excited to be able to share with you further information about the CAT development projects on staff well-being, vulnerable pupils and pupil experiences. These projects will make a real difference to staff and pupils in our Trust and we would welcome your support and involvement in shaping and developing the projects. If you have any questions, please don't hesitate to contact us.

### How to get involved

Please identify a member of staff who could act as a link between your school and the project coordinator named below as the project leader. It would be really appreciated if the name and email address of your nominated link could be sent to [catts@thepolesworthschool.com](mailto:catts@thepolesworthschool.com)

**Staff Wellbeing**   **Matt Clark**   [clark.m@welearn365.com](mailto:clark.m@welearn365.com)

### Aim of the project

To promote staff wellbeing as an overarching priority for all CAT employees and to provide training and opportunities to develop and maintain a culture of wellbeing across the trust.

### Executive summary

This project aims to:

- Devise a trust wide understanding of staff wellbeing and mental health
- Create and promote a Wellbeing pledge that will promote an overarching culture of staff wellbeing
- Achieve high levels of staff development, aspirational goal setting and professional development
- Reduce absenteeism and presenteeism in the workplace ensuring staff are better placed to serve the pupils in their care
- Create a staff voice that is representative of the whole Trust
- Deliver high quality training that will support staff members' wellbeing / mental health
- Provide ongoing wellbeing and mental health support for all staff
- Explore opportunities to develop Trust-wide practice for wellbeing / mental health awareness
- Build upon existing excellent practice in our schools



100%

11/11  
7/10/2021

The 12th annual  
**FESTIVAL OF  
EDUCATION**  
at Wellington College | 7-8 July 2022

**TICKETS ON SALE NOW**

Launch offer - save 30% | plus 2,000 free tickets available

[EDUCATIONFEST.CO.UK](http://EDUCATIONFEST.CO.UK) | [#EDUCATIONFEST](https://twitter.com/EDUCATIONFEST)

See more, page xx

## Vulnerable Pupils Richard Grant [rgrant@wilnecotehighschool.org](mailto:rgrant@wilnecotehighschool.org)

### Aim of the project

To develop a trust wide universal offer that ensures a consistent approach to meeting the needs of vulnerable students; to strengthen the sense of collaborative working across the trust, enabling best practice and expertise to be shared effectively and to have a measurable positive impact upon the educational outcomes of vulnerable students.

### Executive summary

This project aims to:

- Strengthen the sense of collaborative working across the trust, enabling best practice and expertise to be shared effectively, through the creation of a working group focused upon meeting the needs of vulnerable students and an online resource sharing platform to enable staff to share examples of excellent practice
- Devise a trust wide set of inclusive principles; the trust's 'Pillars of Inclusivity' and a Universal Offer. These policies will be underpinned by the CAT ensuring excellence principles, ensuring a trust wide approach to meeting the needs of vulnerable students
- Involve vulnerable pupils in a meaningful way, ensuring that their views are listened to and the project is led by them. A termly student voice questionnaire to evaluate the impact of the project on students' experiences.
- Provide staff with an opportunity to broaden their knowledge and improve their practice through CPD sessions led by specialist support services and experts by experience.



## Experiences Chris Quinney [c.quinney@thepolesworthschool.com](mailto:c.quinney@thepolesworthschool.com)

### Aim of the project

To enhance the memorable and enriching experiences which students receive across our Trust schools supporting their development of skills to ensure excellence.

### Executive summary

This project aims to:

- The project will consist of ten experiences (five within primary and five within secondary)
- All of the experiences will be linked to five qualities such as Creative, Adventurous, Active, Aware, Respectful
- Build upon existing excellent practice in our schools
- The range of experiences will be designed to provide as wide a platform as possible for students to discover and develop their own talents
- The experiences may be across different areas ranging from appreciation of outdoors and nature to arts and performance
- A balance will be struck between memorable and meaningful experiences and inclusivity
- Wherever possible there will be a direct link between the experience and the curriculum
- The development of soft skills such as resilience, confidence, pride, caring, responsibility and independence will run through all of the experiences
- The ten experiences will support our Trust values of achievement in the three areas of academic, social and personal

# HEADS COACHING HEADS FOR SCHOOL IMPROVEMENT

REBECCA RAYBOULD, PHILIP HAMILTON OBE AND HOLLY RIGBY  
SEPTEMBER 2021, CHARTERED COLLEGE PUBLICATION, IMPACT

HOME ABOUT ISSUES OPEN ACCESS BROWSE THE PROFESSION

## HEADS COACHING HEADS FOR SCHOOL IMPROVEMENT

REBECCA RAYBOULD, PHILIP HAMILTON OBE AND HOLLY RIGBY × SEPTEMBER 2021

PROFESSIONAL DEVELOPMENT FOR LEADERSHIP 0 COMMENTS 10 MIN READ



CUREE; and the views of the heads about the emerging impacts on themselves, their schools and the MAT. There is consideration of the benefits, challenges and ways forward for this model of school improvement. Reflective questions are included for leaders interested in introducing or further developing peer coaching within their context. ***To read the rest of this article, please click [here](#) or why not join the conversation in the discussion forum about whether teacher coaching leads to school improvement which you can read [here](#).***

Interested in coaching? Developing People offers Power of Coaching, an OLEVI based programme covering the basics of how to implement coaching in a range of professional contexts from classroom to training room. The programme links coaching to outstanding practice and how to achieve outstanding learning. The course starts in January 22 and you can sign up for it [here](#). Alternatively, if you are leading the Growing Great People coaching programme in your school and would like to advance your coaching expertise, we offer Advanced Power of Coaching, more details of which can be found [here](#). Although the course has started, if there is sufficient interest, we can open a second cohort.

The trust headteachers have been involved with a peer coaching programme to support school improvement. In many ways, this has been a pre cursor to our Trust professional development programme, Growing Great People.

Trust CEO, Philip Hamilton OBE and Holly Rigby, Head Teacher at The Telford Park School, were interviewed as part of this case study report. Working with CUREE, (Centre for the Use of Research and Evidence in Education), this case study explores the way in which the coaching training was introduced and supported by Rebecca Raybould (the author of this article) and Sally Curson, both associates of the



For the latest blog articles, subscribe to [Our Community Matters Journal](#). The OCMJ Blog presents an opportunity for colleagues across our trust to share knowledge, expertise and experiences. A sample of the latest ones are below. Ctrl + Click to read more. You can also access our expert groups and take part in our discussion forums [here](#).

Thank you to all who have contributed so far.

**Ctrl + Click on the articles to read more.....**

Ed May ⚡  
4 minutes ago · 3 min

**Can coaching help children in the classroom?**

👁️ 0 💬 0 ❤️

Oliver Jones ⚡  
2 days ago · 3 min

**Cold Calling in the Classroom**

👁️ 38 💬 1 ❤️ 1

Sharon Leftwich Lloyd ⚡  
2 days ago · 4 min

**The strength of the wolf is in the pack**

👁️ 5 💬 0 ❤️

# CAT Institute of Education Matters

**A spotlight on the trust's new and growing centre for Teacher Training, Professional Development and school improvement**

Hopefully, by now you will have discovered the possibilities that exist across our trust to contribute to work being undertaken by membership of our expert groups, participation in our projects and taking advantage of our networking opportunities. You will already be familiar with the work we have been undertaking for the trust, through the professional development offers showcased in Developing People (places on upcoming courses can be found below), our new professional growth initiative, Growing Great People, Governor training provision, the recruitment and training of new teachers across our trust, and more recently the launch and facilitation of the Early Career Framework. This is just a drop in the ocean of what the centre does, and there are plans to develop it further, and more news on that will be forthcoming as it happens. It is an exciting time to be part of this trust as the number of innovations continue to grow.



Registrations for the spring cohorts for the NPQ suite of qualifications are now open. These are the new NPQs that were launched towards the end of the summer term. The DfE recently announced that the entire suite of NPQs is now free of charge to all state schools. So, if you are considering applying for an NPQ in the next cohort, please do not be put off by the cost detailed in Developing People, as these figures no longer apply.

## Developing People - Upcoming courses....[Book Here!](#)

Please click on the links for a full description of each course.

On demand	<a href="#">Growing Great People Coaching Workshop</a> , available to schools across our trust by arrangement either by Teams or Face to Face.
9 November 2021	<a href="#">Restorative Behaviour Training Event</a>
18 November 2021	<a href="#">Active Learning Strategies for the Primary Classroom</a> , practical activities to develop thinking skills
22 November 2021	<a href="#">Developing Use of Resources and Reasoning in KS2 Maths</a> , Stratford-on-Avon Primary
30 November 2021	<a href="#">Adaptive Teaching</a> , a range of strategies you can implement immediately
17 January 2022	<a href="#">Supporting Social, Emotional and Mental Health in the Primary School</a>
13 January 2022	<a href="#">Supporting the Implementation of the Knowledge Curriculum by WalkThru series</a>
27 January 2022	<a href="#">The Power of Coaching</a> , OLEVI programme to develop coaching skills. Comprises three twilight sessions - all sessions to be attended to pass.
8 February 2022	<a href="#">Understanding Mental Health and Young Minds</a>
Ongoing	<a href="#">A selection of apprenticeship qualifications designed specifically with school support staff in mind.</a>





# And finally.....

Because the news is so fleeting, here is a taste of what our trust schools have been up to over the last few weeks. #catschools



Stoneydelph Primary School @StoneydelphPS - 16h  
It's been a pleasure spending the day with our amazing Year 6 pupils at Laches Wood Outdoor Education Centre today. Great examples of resilience, courage, teamwork and kindness. Big thank you to the staff for giving their classes this opportunity. #catschools



TheCATSchools @SchoolsCat · Sep 29  
Our ITT trainees are amazing! #catschools - as endorsed by @UoD\_SecPGCE - they said it like it is! #getintoteaching

Derby University Secondary PGCE with QTS @UoD\_Se... · Sep 29  
@UoD\_SecPGCE trainees really were amazing. Excellent discussions around Curriculum and developing subject knowledge and pedagogy @DerbyUni A credit to their Alliances @DTSADerby @GoldenThreadTSH @LLAAshmount @AifNurseryTS @ForestWayTSA @CATTSAlliance @PolesworthSchl @DrAHC8 twitter.com/DrM\_SciCore/st...



The Telford Priory School @telfordpriory · Sep 20  
Well done Ollie #TSPNews

Olliefulness CIC @olliefulness · Sep 17  
11-year-old Ollie V. T student @telfordpriory over the last few months has donated 210 mental health jars 80 bags and hidden 2500 of his #BleWorryPets across Telford for people to find to bring awareness to #mentalhealth. His worry pets help start conversations @TelfordWekin  
Show this thread

BBC.CO.UK  
Telford boy's 'worry pets' for mental health



MrsGilly5 @skennedy19 · Sep 24  
@Bib\_alison thank you so much for your donation to @StoneydelphPS. Our children are loving it already! @SchoolsCat



Grange Park PE @Grange\_Park\_PE · Sep 30  
Lots of you guessed it, but we can now officially reveal that we had a special visit from the 'Premier League Trophy' this morning at GP.  
It was amazing to see this priceless trophy up close at Grange Park for this once in a lifetime experience for our children.  
#TeamGP  
Show this thread



Grange Park Gardening @GardeningPark · Sep 23  
Getting stuck in on this sunny autumn afternoon @Grange\_Park @SchoolsCat @RHSSchools @RHS\_Allotment



Stratford-Upon-Avon Primary School @StratfordPrim · Oct 4  
The Stratford Literary Festival is here! We are really excited to be working with different authors throughout the week. KS2 are enjoying a workshop with Kate Parkhurst today, learning about 'Fantastically Great Women Who Made History' #catschools @KatesDrawing



The Wilcote School @wilcoteschool · Sep 21  
Another enjoyable day in our World of Work Week. Thank you, Matt from Matt Bartram PT, Kathryn from Careers Owl, Matt & Louise from the RAF, Andy from the Royal Marines & Jared and Henry from Loughborough University and De Montfort University #waraminecote #catschools #JNCW



Holly Rigby @HollyRigby1 · Oct 6  
Congratulations to Millie. A thoroughly well deserved Headteacher Award winner. She has made a fantastic start @telfordpksch embracing all aspects of school life. Well done Millie!

## Hot off the press....

The Telford Park School have just put a fantastic promotional video together. Because there was no open evening this year, Telford Park's friends, Tablet Academy UK, produced this for them instead. A fantastic video that captures the school brilliantly - see what you think. It's a good watch even if you just fancy a mooch around another school in our trust. [https://youtu.be/PtjGPOH\\_hcg](https://youtu.be/PtjGPOH_hcg).

Thank you to everyone who has contributed to this issue and made this edition possible. This publication will drop into your inbox at the start of each half term. Don't forget to subscribe to the OCM Journal  
Please email any articles, news to [communications@catschools.uk](mailto:communications@catschools.uk).

# Our Community Matters

