

Our Community Matters

March 2022
Issue Six



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



#catschools

Editor: Michelle Borders
communications@catschools.uk

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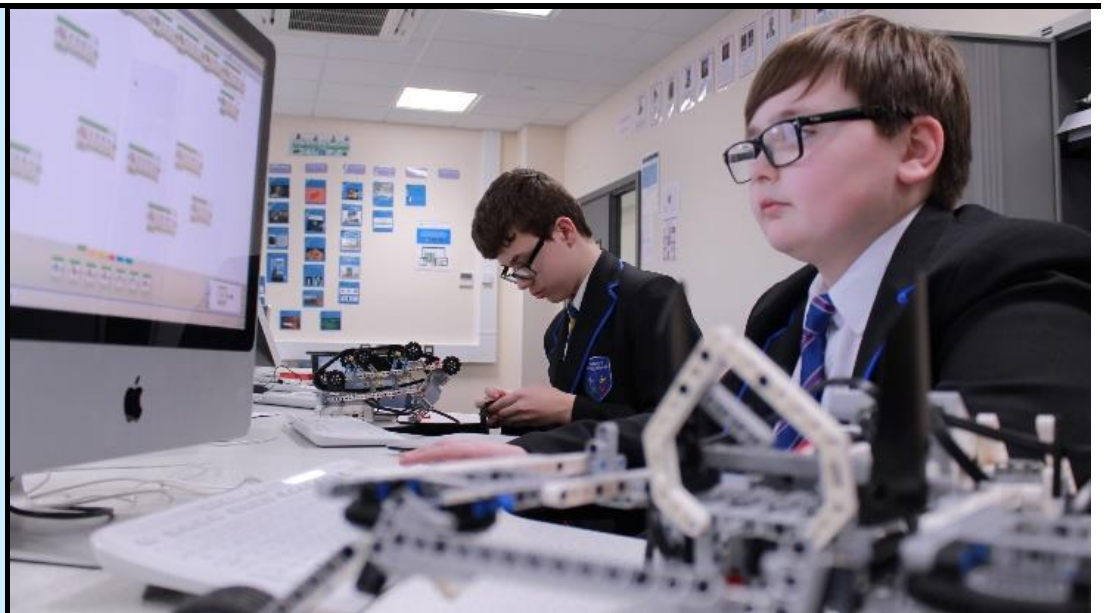
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CAT Institute of Education Matters

Centre for professional
development and school
improvement



The first half of the Spring Term always fills me with optimism, much more so than the start of the school year. I think it's because the days are getting longer, and the thought of warmer weather is just around the corner. Also, after two years of cancelled events, the enthusiasm for the return of the traditional rite of passage that marks the end of a school career for so many has returned and with it, the excitement of the build-up to prom. As an owner of a Year 11 young lady, I am happy to say the process has been pretty painless thus far, though there are still many more hoops to jump through between now and then, including a not insignificant matter of GCSEs.

This edition of the OCM reflects this positivity and celebrates the creativity encountered throughout this half term! It's been great to hear about the fantastic achievements taking place across our trust, and I've particularly enjoyed reading about The Telford Priory's journey and learning all about their newly appointed Deputy Head, who you can meet in our introducing section. It's also been encouraging to see how our young people came together across our trust to listen to the personal account of life through the Holocaust from one of the few remaining survivors. Such an important thing to be able to do whilst we still can. I certainly look forward to hearing about similar accounts as our schools start working closer together.

If you have any stories, or you have any suggestions of what you would like to see in this publication, then do please get in touch through the email at the top of this page. Enjoy the read and I'll see you after Easter.

Michelle, Editor
Our Community Matters



Message from Philip Hamilton OBE, CEO



These are troubling and challenging times for us all as we watch the news feeds and attempt to make sense of the huge volume of information (and in some cases mis-information) we see from Ukraine. It is difficult for us and potentially far more so for the children in our care. The importance of our role as excellent educators at times like these where we seek to play our part in preparing our young people to go out into the world with an acute sense of global citizenship and social responsibility cannot be overestimated. My personal thanks for the role you play in supporting our pupils to navigate and understand everything they are seeing and hearing about the conflict. Our thoughts also go out to members of our trust community who will be directly affected. We remain here for you.

In a recent meeting with a colleague, exploring how our different trust initiatives were progressing, a brief anecdote about a colleague engaged in one of our professional network groups emerged. The subject leader had been part of a challenging and inspiring conversation about what really worked in their curriculum area, had reviewed their own work, and implemented change impacting on the quality of provision for 100s of children. This exemplifies our collective vision for the work of our networks of talented staff who come together regularly to discuss how best to provide an excellent education for the children in our care. The potential for these professional networks and expert groups to genuinely impact on our professional experiences and change children's lives is significant and thank you to those staff who have given their time and intellectual energy to them - you are starting to make a genuine trust wide difference.

With legal restrictions removed as part of our country's approach to living with COVID, there remains some advisory processes and procedures in place, and we will be working with schools over the coming weeks to finalise what I hope will be a set of long term school risk assessments defining how we live with COVID in our schools. Colleagues in your schools will be able to share our approaches when in place.

I do hope, once again you enjoy this 6th issue of Our Community Matters and wish you well for a productive and rewarding half term.

A handwritten signature in black ink, appearing to read 'Philip'.

Philip Hamilton OBE, CEO



HEADSPACE

By Stacey Jordan, Headteacher, The Telford Priory School



One of the things which sets our school apart from many others is our commitment to providing opportunities to our students and families. We strive for this in everything that we do, firmly believing that just because something is difficult to put in place, it should not be a barrier to the event/ activity/ opportunity. Every month, we run on average 10 trips to universities, colleges and employers, as well as a series of opportunities to visit places of absolute beauty, such as art galleries and theatres in London. We know that the best chances children have of overcoming any difficulties they may have in their lives is through providing them with opportunities which transcend and surpass their experiences to date. The starfish story, which is shared with all potential employees of our school at interview, really embodies what we stand for - every child is exposed to opportunity to help find their passion and then encouraged to pursue it wholeheartedly.

The curriculum at The Telford Priory School values 'Powerful Knowledge' which is part of our vision statement. We want all of our students to be able to participate in the 'big' conversations as they grow into adults and have the knowledge base to confidently do so. We also know that the second part of our vision - 'Global Citizenship' - is about helping the students know and want to do the right thing, including helping with charities and the local community. We focus a lot on the students who often go unnoticed, but always do the right thing when no one is looking - this is something we celebrate and students having their picture taken by the 'Hero wall' is a mainstay of our weekly routine.



We have a tradition of performance and the arts and when Sir Elton John recognised the immense talents of our students in one of our lockdown videos, we were blown away. Several of the students involved in this experience have now gone on to become shining stars at college. Being a secondary school is a real privilege as we get to hear about the continuing journeys which our students are embarking upon: students going to university to study Computer Science or Drama; students accessing apprenticeship opportunities with local businesses which we partner with or students starting their own film label after being given the red-carpet treatment by our school for an early attempt at film-making!



Being part of the Community Academies Trust is, for us, something special as we get to work with likeminded schools to build our provision and exposure to excellence in other trust schools. Our work within our hub involving applications for Arts Mark, debating clubs and fashion shows demonstrates this. If anyone would like to visit us or find out a bit more about what we do, please do email us at info@telfordprioryschool.co.uk and we will arrange a call or visit.

Ensuring Excellence

'Art is to console those broken by life.'

Vincent Van Gogh.

By Gill Humphriss Executive Headteacher, Stratford Upon Avon and Heathcote Primary Schools



Everyone at some point in their life is affected by bereavement. For the majority of children their first encounters with death are when a goldfish or a much-loved guinea-pig dies. The last two years though have impacted on children so much more than we could ever expect and they now have a greater understanding of life and death; so much so that we wanted to provide an area in our school of solitude and peace where people could go for reflection. We had been planning this for a while but when a member of our school family died we knew we needed to act.

During the summer holidays our school community came together to support two of our children whose mother died from cancer. Laura was a part of our Friends of the School and a wonderful artist herself and had instilled a love of art

in her eldest daughter Emilia. Art has been Emilia's consolation and whilst her mother was ill, raised funds for Shakespeare hospice who were caring for her by running a children's art competition. So, it seemed right that art was at the centre of our new garden area. We wanted also to involve the local community and have every child involved so they could take ownership of the creation of our bereavement garden. We want to take away the stigma of bereavement and help everyone understand it is fine to talk openly about death. Using art as a conversation starter has proven a lifeline for Emilia and her brother.

Escape Arts in Stratford is a community led group whose purpose is to celebrate powerful stories of people, place and time to strengthen communities and support well-being. When we approached them about our project and showed them our shabby area in school they immediately understood what we wanted to do.

The children knew that they wanted nature and their love for animals to be part of the garden and we knew we wanted a lasting legacy not only for Laura but for all children and families affected by bereavement. The result so far is stunning. Every child contributed to the paintings and these were then transferred to metal and installed on the walls in our new garden. A rainbow bench was provided by a member of the community and our next steps are to research healing plants to surround the seating and even install a water feature to soothe and create peace. This is an ongoing project but one that has been created to help two children and which ultimately will help everyone's mental health and well-being.



A huge congratulations to the students in Years 7, 8 and 9 at The Wilnecote School who have received certificates for their fantastic achievements with Accelerated Reader since September.

From their first Star Reading test, they have self-selected and read a variety of genres and authors to build their skills in reading and writing as well as developing and furthering an enjoyment of reading.

Accelerated Reader is a program that allows students to self-select a fiction or non-fiction book from a wide range of choices. The teacher guides students while engaging quizzes and activities to help hone students' reading skills with authentic practice - while encouraging growth. Students are encouraged to continue their reading practices from primary school and read for a minimum of 30 minutes, 3 times a week. Research has been carried out that this will help throughout their studies as comprehension skills will improve as well as building a wide and varied vocabulary.

Join the Debate!

What do you think?

Do you have a debating society? Are you for or Against children under a certain age having a smart phone? What are the pros and cons?

I never did find out whether this debate at The Telford Park School came to any conclusions but it would be interesting to hear your thoughts, and maybe get a cross trust debate going....

Telford Park English @park_english1 · Jan 19
 Mr Whitaker's Debating Society have been debating 'Should children under the age of 15 be allowed a smart phone?' They have used key vocabulary from the working word wall to develop their arguments for and against, and have delivered some impressive points 🤔





Children lead on Safeguarding

By Louise Withers, Head of School, Stratford Upon Avon Primary School

Team Safe, Stratford upon Avon's Safeguarding Committee, was originally thought up prior to lockdown. We had already consulted and involved the children in the development of our new behaviour policy, which had shown a really positive impact on overall behaviour in the school - the children were motivated because they had a buy in - so we knew that involving the children in the day-to-day safeguarding updates that staff were addressing in safeguarding briefings each week, could also be really effective.

To begin with, a whole school safeguarding assembly was delivered and the children were asked what safeguarding meant to them. They were able to talk knowledgeably about Protective Behaviours and having the right to feel safe and happy at school but little else. When it was explained that a pupil-led Safeguarding Committee would be launched there was great interest and immediately we had in-class hustings. The pupils were keen to be involved and many expressed an interest in having a chance to lead in the school. Democracy is very much at the centre of our school and the children are used to the election process for different roles. This election was no different; pupils stood up and explained to their peers why they should be chosen. As a staff, we had already decided that to start with, children from KS2 would be allowed to stand and then be the representatives of the younger year groups. It was a nail-biting time as the votes were counted but it wasn't long before the first Safeguarding Committee was ready to roll.

Throughout the process, it was important to spend time researching and finding out as much as possible about child-led safeguarding committees however, it was really surprising to find very little

information about schools who had a children's committee in place. Fortunately, the benefits of being part of a multi-academy trust meant that we were able to liaise with a colleague from another Trust school, who was successfully running a safeguarding committee and able to glean a wealth of ideas and advice from them and start the ball rolling. Thank you Windmill Primary. Once the team had been elected, and parents' consent had been granted, we began the process of explaining what the children's safeguarding committee would involve to the pupils and making them aware of some of the topics we would be discussing. Our first meeting established the ground rules for each meeting and key dates and events were planned as to what we wished to explore further within the school. This meeting was very successful in motivating the children and supporting them in knowing the expectations. Biscuits also helped in persuading them as to why 100% attendance at future meetings was key!!



The Team are becoming well established, with weekly meetings and quality discussions about how to make developments in and around the school.

Lunchtimes and playtimes have been a key focus, with the team monitoring and patrolling the corridors to ensure that all children are walking on the left and demonstrating our one school rule of respect and that they stay safe as they transition around the school. The children were very quick to tell senior

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leaders that playtimes needed to be better as this is where pupils are anxious or worried. So, the challenge was set and the problem put back to the children to solve. So far the playground has been zoned; with areas for football, creative play and a quiet area for children to play lego, colour or read.

They have also introduced music in the dinner hall at lunchtimes so the children are able to sit and talk quietly with their friends and have created posters around the school to show 'what our cloakrooms look like', 'what our dinner hall looks like' and 'what our playgrounds look like'. Their next steps are to create playground leaders to support those children who don't know how to play safely. The team prepared and delivered a whole school assembly to launch the start of Anti-Bullying week and are in the midst of preparations for Safer Internet Day in February and Road Safety

week. They want to make sure even the roads around our school are safe and recently have written to The Mayor of Stratford to ask him to support the school in a road safety project so that drop off and pick-ups are safer.

They will now write regular updates in the school newsletter for parents and carers.

This article gives you a small flavour of how our safeguarding team is transforming Stratford Primary but if you scan the QR code, then the Team can tell you more about themselves and you can see how enthusiastic and committed they are. Every school should have a Safeguarding Team.

We challenge you to create one in your school!

Gong xi fa cai! (Gong Hei Fat Choi) Welcome to the Year of the Tiger!

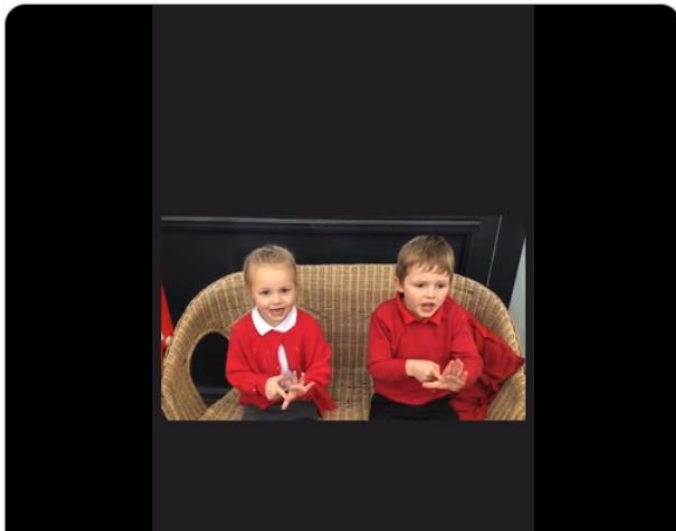
It is said that children born in the year ahead will be brave, competitive and strong.



Grange Park Primary @Grange_Park · Feb 1

Happy Lunar New Year! We wish everyone health, happiness and all the best in 2022!

#ChineseNewYear 🧧 @SchoolsCat @MakatonCharity



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The children at Grange Park Primary School in Telford, wish you all a Happy Lunar New Year in their own inimitable style. Click on the picture to be taken to their twitterfeed.

In Cantonese, the common way to say 'Happy Lunar New Year' is "Gong hei fat choy" (恭喜发财), which means 'Wishing you happiness and prosperity.'

Introducing..... A new year often brings with it a new face, and this year the new face is Sarah Robinson, Deputy Headteacher at The Telford Priory School. Sarah tells us a little bit about her new role and how she is looking forward to the challenges ahead.



My name is Sarah Robinson and I am the new Deputy Headteacher (Pastoral) at Telford Priory School.

I began teaching Geography back in 2005 and have been working in education for nearly 17 years now. I have previously taught in Telford, Birmingham and most

recently Sandwell and had a variety of posts from being Head of Department to Head of House, to Assistant Headteacher for Behaviour and Standards. Prior to that I worked in business for IBM for 4 years.

I am passionate about working with young people and helping them become the global citizens of the future. The Telford Priory School values of perseverance, respect, innovation, opportunity, reflection and believing that every child can be a hero, very much resonates with me and in what I believe is key to a students' success. To have these values at the core of everything we do I believe is invaluable and will prepare our young people to be global citizens, who are happy, safe and successful in whatever they do.

My role is pastoral focused and I lead and manage many aspects such as behaviour, attendance, safeguarding, student leadership, student rewards, global citizenship curriculum etc. We have an amazing team within pastoral whose enthusiastic approach is phenomenal; no task is too great if it means a better outcome for the students. I am currently focusing on how we achieve excellent behaviour across the school. The building of positive relationships between staff and students I see as the key element in achieving this. This then gives staff a solid foundation to allow the

Being part of the Community Academies Trust means that we are part of a family of schools all committed to excellence in education.

teaching of powerful knowledge for global citizens preparing our students for life beyond school. There are many challenges for young people in Telford and the support needed far outweighs the support on offer in the area. This makes what we do as a school so important and key in ensuring our students access the right intervention and support, and I see it as my mission to improve the offer and ensure better outcomes for all.

Within my role I get the opportunity to work closely not just with staff and students, but the parents, governors and the wider educational community. All of these interactions with key stakeholders are key in moving the school forward to be successful and a place where we are all incredibly proud of our young people.

Since starting in January, I have seen how dedicated our staff are in helping and supporting our young people. Their commitment to go above and beyond is evident every day. I have also been blown away at just how fantastic our students are during what has been such a difficult 18 months.

Some of the individual circumstances and journeys are so challenging and difficult, yet I've come across such maturity, resilience, positivity and friendliness.

Being part of the Community Academies Trust means that we are part of a family of schools all committed to excellence in education. This privilege means we have the sharing of expertise and support in so many areas and as a school this is very important in our continued development. I am incredibly grateful of the support network in place and am very much looking forward to working alongside likeminded professionals.

I am very much excited to see and to now be part of the Telford Priory School's journey and am delighted to be part of such a forward-thinking trust that has young people at the heart of everything it does.

Education Matters

Community Academies Trust Development Projects Vulnerable Pupils

Richard Grant, SENDCo from The Wilnecote School, who is leading the Vulnerable Pupils Development Project you may remember from the last issue invited you along to hear from some of the organisations that work with our most vulnerable pupils.

Thank you all for your support and engagement in the Vulnerable Pupils Project.

It is great to see such a wide variety of the trust's schools represented in each of the training sessions so far.

EBE (Experts By Experience) Solihull have delivered two sessions of the three sessions this half term, which you can watch here by clicking on the relevant links below. The first was an impactful, intensely personal account of their own educational journeys through school from their individual points of view which gave an invaluable insight into why some young people with additional needs do the things they do and how they overcame them.

The second session on homelessness and insecure housing focused on the kinds of environments some young people have to face and the difficulties they encounter in finding somewhere quiet where they can work, or sleep and why these too can lead to behaviour issues and suggested strategies that colleagues might use to help identify and overcome these barriers.

[A personal account of the educational journey and experiences of a parent of children with additional needs and two young people with neurodivergent needs.](#)

[Another focusing on the impact that homelessness and insecure housing can have upon a young person's education.](#)

[The final training session this half term, delivered by Staffordshire's Carer Association, Together for Carers, focuses upon Young Carers and how their circumstances can present barriers to learning within school.](#)

After half term we will be focusing on Autism and other neurodivergent needs, with sessions led by Experts by Experience and Autism Outreach Staffordshire. Book through Michelle at joe@catschools.com.

2 March 2022: Autism in a Secondary context and Post 16 delivered by EBE (Solihull)

31 March 2022: Delivered by Alice Tucker, Autism Outreach, (secondary focus)

7 April 2022: Delivered by Stephanie Walker Frost, Autism Outreach (primary focus)

If you have any questions about the training or any specific requests for additional training, please contact: rgrant@wilnecotehighschool.org.

autism education trust schools programme

Department for Education

making sense of autism
raising awareness

1 hour

Gain a better understanding and awareness of autism and the way it affects pupils in school.

Who is this training for?

The training is for staff working in mainstream and special schools. This includes:

- teachers
- teaching assistants
- support staff
- lunchtime staff
- senior management
- governors
- service staff such as administrators.

What will you learn?

- The importance of understanding the individual pupil and their profile of strengths and areas for development
- The key steps to help pupils on the autism spectrum build positive relationships with staff, peers, families and people in their community
- An awareness of the sensory and communication differences that pupils may experience.

Developed by leading autism specialists

Up to date with the latest research

Enhances your CPD

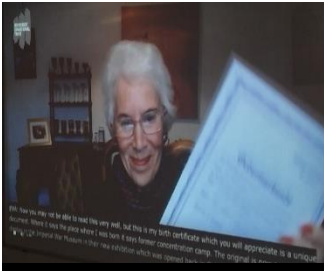
Free resources and worksheets

Attendance certificate

Cost

BOOK YOUR TRAINING NOW!
Email us at info@autismeducationtrust.org
Call us on 01789 305550

For more information and free resources visit:
www.autismeducationtrust.org.uk

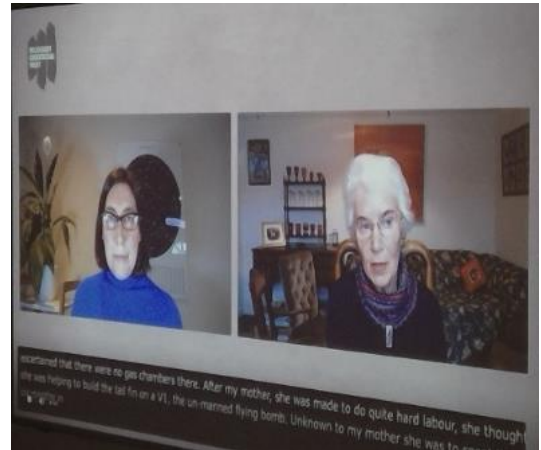


Pupil Experiences Project

By Deputy Head, The Polesworth School, and Leader of Pupil Experiences Project, Chris Quinney

To mark Holocaust Memorial Day, nearly 300 secondary students across our Trust listened to a live talk by Eva Clarke BEM. Eva was born in Mauthausen concentration camp, Austria, on 29th April 1945. She and her mother are the only survivors of their family, 15 members of whom were killed in Auschwitz-Birkenau.

Many thanks to the staff who facilitated this event in their schools as this was a valuable opportunity to hear from a Holocaust survivor and the students across all schools engaged very well. The students (and staff) took a lot from it with some expressing their surprise at some of the facts, "I can't believe that mothers and babies were sent to the gas chambers as soon as they arrived." "Her Mother actually volunteered for the camp so that she could find her Dad".



The next opportunity from the Pupil Experiences Project is Artist in School days for each of our primary schools. This will be a series of exciting events where over a thousand CAT students will have an additional opportunity to develop their creativity through projects ranging from Mayan themed sculpture to glassmaking and felt banners.

The Pupil Experiences Project aims to enhance the memorable and enriching experiences which students receive across our Trust schools, supporting their development of skills to ensure excellence. We will build upon the existing excellent practice in our schools to further develop qualities of being creative, adventurous, active, aware and respectful.

If you have an idea that would develop these qualities and enhance pupil experiences in your school, please let me know by emailing c.quinney@thepolesworthschool.com.



Spotlight on Expert Groups

Quality of Education Expert Group led by Rob Jenkins

It is my great pleasure to be fronting the Expert Group for Quality of Education and provide a professionally enriching and rewarding experience for the staff who take part. The group is a fantastic platform to raise the profile of professional innovation, thought and creativity.

One of the main aims of the group is to ensure new knowledge is constantly flowing through the trust, encouraging reflection and the refreshing of approaches. Topics of the meetings to date have been related to reflecting on the indicators of great teaching and reviewing topical research around curriculum implementation and impact.

One piece of research reviewed in November's meeting was from Tom Sherrington's *'Curriculum, Pedagogy and Sandcastles'*. It presents an opportunity to reflect on what drives effective teaching and learning: pedagogy or curriculum?

According to Sherrington, the question isn't what trumps what; it's how we divide our time and energy thinking and talking about specifics of a subject curriculum and thinking about applying instructional techniques - or the wider idea of pedagogy - to maximise the quality of each student's experienced, learned curriculum.

The Sandcastle Analogy.



Sherrington's *'Sandcastle Analogy'* gets us to consider several key concepts when planning and delivering our curriculum. The need to devote time to consider the nature of the castles we want to build and how we promote a shared understanding of 'castle' and the sequence of steps needed to construct and build the castle. Ensuring essential practice time is built into the curriculum to allow our pupils to gain confidence and competence needed to build our castle. Sherrington also explores the need for effective assessment within the curriculum. He poses the 'Target Castles' concept; to consider the way teachers construct practice and feedback regularly to improve pupils' building skills.

Curriculum planning Vs Pedagogical challenge

Curriculum Planning is the main issue	Pedagogical challenge is the main issue
Where students are not learning as much as they could.	Anything described as 'pedagogy' has curriculum roots. Pedagogy is really 'applied curriculum'.
Class work standard and expectations are too low.	Curriculum plan is sound – it's just that not every student is experiencing it, even if some are.

Overall conclusion, Sherrington states that the most common weakness found is where a teacher finds it hard to engage every student in learning the curriculum they've designed. This is true even when the blueprint curriculum seems excellent.

The points raised by Tom Sherrington resonate with all teachers and highlight the challenges faced when planning and delivering a well-structured, well taught curriculum.

The dates of the next Quality of Education meetings are listed below.

Spring 2: w/b 14th March

Summer 1: w/b 9th May

Summer 2: w/b 20th June

We are always looking to recruit new members to add their insights, questions, and experiences to enrich the group. As a group we will look at a range of different areas and research to share and discuss ideas. It is important to build a network that is accessible across the Trust. To do this can I please ask all members of the Quality of Education Expert Group to join the OCM Journal here: <https://www.theocmjournal.com/>

Mary Myatt's Three Things for Thursday – Mary is an education adviser, writer and speaker and is one of our expert keynote speakers for our virtual unconference in July. For more like this, you can subscribe to her mailing list [here](#).



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[Read this article](#)



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.

Please Ctrl + Select on the article to read more.

What is Tiered vocabulary?

Tier One Vocabulary:	Tier Two Vocabulary:	Tier Three Vocabulary:
<ul style="list-style-type: none"> Tier One Vocabulary are words that appear in everyday conversation and students are familiar with. E.G. Said, dog, cup, pen. 	<ul style="list-style-type: none"> Tier Two Vocabulary are words that students are not necessarily familiar with. These words are used in written texts more often than everyday conversation. E.G. impoverished, contradict, benevolent, migration, perimeter 	<ul style="list-style-type: none"> Tier Three Vocabulary are words that are low frequency and subject specific. E.G. Metaphor, photosynthesis, multiplication, quadrilateral,

Sam Whitaker 13 minutes ago · 3 min

Expert Group Update on Literacy, Reading and Numeracy

Sharon Leftwich Lloyd 19 minutes ago · 0 min

Retrieval Practice - The Science of Learning

CHARTERED COLLEGE OF TEACHING

Sharon Leftwich Lloyd 33 minutes ago · 1 min

Ever thought about joining the Chartered College of Teaching?

CAT Institute of Education Matters



COMMUNITY ACADEMIES TRUST
Institute of Education

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



Internships with the CAT Institute of Education

You will be paid £300 per week during your internship and have the opportunity to work alongside teaching staff and pupils in one of our amazing schools. There is no commitment to train to teach following the internship, this is merely an opportunity to try it out for yourself.

- You will be provided with a subject mentor and a professional mentor during your time with us. Together you will build a relationship that will help and support you.
- You will have the opportunity to start building experience in a school environment which will hugely benefit you as you explore your teaching career.
- You will be offered an induction into school life and be invited to work with your own tutor group, alongside the existing Tutors.

If you do decide that teaching is for you, then we will help and support you every step of the way.

STEP INTO TEACHING PAID INTERNSHIP

Maths, Science, Computing

20th JUNE - 8th JULY 2022

Applications are now open to join our try out teaching paid internship.

Eligibility requires a GCSE C4 in Maths and English and for you to be an under graduate in a relevant or related degree (e.g. engineering, technology or Biomedical). You should have the potential to teach any of these STEM subjects or have a 10+ at A level in them.

Not 100% about teaching as a career? No problem, this is your chance to find out for yourself!

Our Partners

You will be working alongside colleagues in the following schools:

Tamworth

The Polesworth School, B78 1DT
The Wellesbourne School, B77 5L7
The Raveston School, B79 5AA
Sugabury School, B76 2L7

Nuneaton

Higham Lane School, CV10 0BJ
St Thomas More Catholic School, CV10 7EX

Telford and Birmingham

The Telford Primary School, TF3 7JH
The Telford Park School, TF3 1FA
Holly Lodge School, B67 2JG

Our University Partners

The University of Derby
The University of Warwick
The University of Wolverhampton



APPLY NOW

Apply now by completing the [internship application form](#) or contact ioe@catschools.ac; we will be delighted to hear from you.

Famous last words! Readers may recall that in the last edition of Our Community Matters, we talked about how great it was to get back to face to face teacher training recruitment events, only to have our February event cancelled. It has been replaced by a virtual event, but these are never as effective. However, on the optimistic side, recruitment for trainee teachers, though slow nationally, is about where we would normally be at this time of year, so encouraging news nevertheless!

In much better news, we were successful in our bid to recruit up to 30 STEM undergraduates to place in schools across our trust and throughout our regions. So, if you know anyone who is currently studying for their degree (in any year), if they are eligible, please direct them to this fantastic opportunity. To take part, you need to be an undergraduate student, ideally studying Science, Maths or a Computing related degree (but associated subjects such as engineering, medicine, veterinary sciences, psychology, forensics and digital media are also eligible), or have a good A Level result (C or above) in these subjects.

The internship is for three weeks and the successful applicant will be paid £900. The application and job specification can be downloaded

here: <https://catteachingschool.org/paid-internship-programme/>. Any queries, please contact Michelle ioe@catschools.com

All of the reformed NPQs are being delivered across our trust and we are pleased to report a robust Spring cohort, with the first face to face sessions due to take place in March. We look forward to welcoming delegates into our trust schools. In addition to the "vulnerable pupils" project training you have read about earlier in this edition, there have been some really powerful School Standard Committee (SSC) training opportunities. Our School Governors have taken the opportunity to learn more about asking those challenging questions on issues such as pupil premium, Safeguarding, and evaluating the curriculum with contributions from across both phases. Thank you to colleagues for delivering those sessions. For anyone needing to refresh, or needing to book onto Safer Recruitment Training, the next sessions are being delivered virtually on 3 and 10 March. As well as these sessions, the Expert Groups are working with the University of Wolverhampton to offer a 20 Masters credit module towards an MA in Education. More information on that can be found further on in this publication.

And finally, arrangements are well underway for our virtual unconference, delivered by our expert groups. An unconference is basically a conference without predefined topics as they will be generated by the participants organically. Dynamic breakout groups are formed based on interest and relevance arising from themes and discussions. It's incredibly flexible and totally participant driven. The conference is free and is open to colleagues in other schools so do please feel free to spread the word. **Book your place via Eventbrite [here](#).**



Ensuring Excellence

MONDAY 4TH JULY

3.45PM - 6.00PM

[BOOK YOUR TICKET HERE](#)



Keynote from Mary Myatt.
Mary is an education adviser, writer, and speaker who is at the forefront of curriculum thinking and school improvement.



Keynote from Dr Jill Berry.
Jill has 30 years of school leadership experience at different levels and is a strong advocate for networking as part of professional development.



Keynote from Sir John Timpson.
John is renowned for his 'upside-down' management style'. Running a business with a culture based on trust, kindness and recruiting amazing people.

The Community Academies Trust Expert Groups invite you to attend a virtual unconference. This is a free informal event where staff of varying experience can share ideas, passions and insights on our theme of 'Collaborate and thrive'.

It is an invaluable CPD and networking opportunity for all staff within our Trust and neighbouring schools to come together with the aim of building relationships across schools, and strengthening our own individual practices.

We very much look forward to welcoming you to this exciting event!

COMMUNITY ACADEMIES TRUST VIRTUAL 'UNCONFERENCE'



COURSE DETAILS

Who is this for?

This course is designed for leaders and aspiring leaders interested in developing their knowledge and implementation of research informed practice, leading to successful pupil outcomes.

What is involved?

- Course runs from April 2022 – September 2022.
- Weekly (term time) twilight virtual sessions
- Short reflective tasks between sessions
- A 3000-word Master's Level Assignment (tutorials and support provided)

Outcomes?

- 20 Masters Credits towards an MA in Education
- Certificate of Attendance



Leading educational research informed practice **Level 7 accredited CPD**

This 20-credit master's qualification (L7) supports the development of professional practice and will provide you with the opportunity to explore what it means to use research to inform practice. Through debate, and analysis you will be supported to develop a deeper understanding of research, leadership, and informed practice. We also equip you to explore opportunities to research at a personal level within your chosen area. The course can support you in furthering your service career, progression towards leadership, research and project management as well as progression towards a full MA Education.

The course will enable you to

- Draw on robust evidence from a range of sources
- Combine this evidence with own professional knowledge and understanding of context.
- Enable you to articulate how and why research informs practice

You will be supported to develop your understanding of evidence informed practice, through online taught sessions, and by critically evaluating research articles and reports as part of the assessed piece of work.

The course is led by University of Wolverhampton and you will have access to a University Tutor and library facilities.

For more information regarding the course contact:

Tracey.edwards2@wlv.ac.uk

To express an interest in this exciting opportunity please complete the following form:

[CAT Masters Unit Expression of Interest Form](#)



SAVE THE DATE

Developing People - Upcoming courses.....Book Here!

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

On demand	Growing Great People Coaching Workshop , available to schools across our trust by arrangement either by Teams or Face to Face.
2 March 2022	Autism in a Secondary context and post 16s delivered by EBE
3 and 10 March 2022	Safer Recruitment in Education Training - led by Jo Howell, this is a two half day session on Teams open to all staff and governors who play a role in recruitment and volunteers
8 March 2022	Restorative Behaviour (Primary School) delivered at Stoneydelph Primary School
10 March 2022	WalkThru Series: Practice & Retrieval - develops knowledge and techniques to ensure pupils are fluent in their retrieval practice
25 March 2022	Boost Your Science - aimed at primary colleagues, provides practical examples on how to use science and adapt it across the curriculum (delivered on Teams)
31 March 2022	Autism in secondary delivered by Alice Tucker Autism Outreach
7 April 2022	Autism in primary delivered by Stephanie Walker Frost, Autsim Outreach
26 April 2022	Aspiring Middle Leadership
Ongoing	A selection of apprenticeship qualifications designed specifically with school support staff in mind.

School Standards Committees - Upcoming courses.....Book Here!

Full descriptions of these training sessions can be found on the **Governance Hub**.

9 March 2022	An insight into early years, Joanne Smith, Associate Headteacher, Wood End Primary
27 April 2022	Monitoring and Evaluation of the provision and progress of pupils with special education needs or disabilities for Governors delivered by Jenny Wallbank
10 May 2022	Effective Clerking, Supporting the work of the Clerk, delivered by NLG Fee Stagg
6 July 2022	Considering best, high level professional practice when clerking for a CAT SSC delivered by Jenny Wallbank



And finally.....

If you're still not following us on Twitter, here's a flavour of what you've been missing. Priory Facilities team are sporting a new look, Grange Park are learning using augmented reality, Chadsmead has some budding Lowries and if you click on Polesworth Arts you can listen to Y9N playing Ed Sheeran <https://twitter.com/i/status/1484130875805782022>

Our Half Term in Pictures

Stratford-Upon-Avon Primary School @StratfordPrim

Year 1 have been making Chinese New Year lanterns and have been using Chinese numerals in maths. They have also retold the story of Chinese New Year. What a busy day! #ChineseNewYear



Kingsway Community Primary School @SchoolKingsway

What a fantastic start to National Storytelling Week at Kingsway! Today was Breakfast with Books for Reception, Year 1 and Year 2. The children enjoyed sharing a book with their parents. #nationalstorytellingweek #familypartnerships Part 1/3



Wow @Comerstonesedu school @Grange_Park in Telford are using augmented reality to learn about volcanoes. I Love supporting them to learn and explore. Via @quivervision



The Telford Priory School @telfordpriory - Jan 20

The fabulous Matt from the @telfordpriory site team in his new T-Shirt! So proud to be part of the team #tsproud #teamplyer



Birchwood Primary @BirchwoodPrim - Jan 28

What an animal fantastic day we have had today in year one!! As part of our science learning about animals we were able to observe and handle animals brought in by our visitor. The animals included a snake, a cockroach, an owl, a honey bear and a gecko! @SchoolsCat



Chadsmead Primary Academy @Chadsmeadschool - Jan 20

We showed the Nursery children a Lowry painting and then we made a joint picture where the children designed their own little figures and matchstick men. We are going to do more of these joint pictures based on different artists. The children loved it!



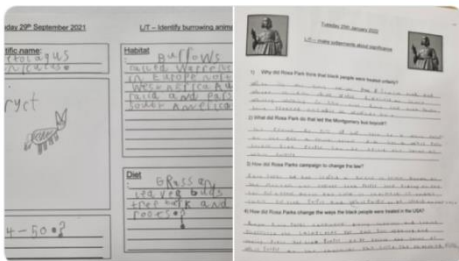
MrsGilly5 @sekennedy78 - Jan 10

We were very lucky to receive another donation of books from local author Tim Jordan. An amazing man doing a great job of inspiring our young readers and helping our schools. @Stoneysdelip3 @SchoolsCat @bakiet370



Wood End Primary @WoodEndPrim

Amazing seeing the progress being made in Year 2! So proud! 🥰🌱



Telford Langley School @TelfordLangley - Jan 26

Well done to our Year 7 football team! @SchoolsCat

Telford Langley PE @Langley_PE - Jan 25

Outstanding team effort from our Year 7 boys who beat Thomas Telford 3-2 in @WSSA1 District Cup tonight. Goals scored by Isaac (2) and Liam (1). Special mention to Riley who made some crucial saves.



Polesworth Arts @ArtsPolesworth - Jan 20

9N smashing Ed Sheeran's Shivers today @musicalfutures #nopeninlight #adaptiveteaching



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.

Our Community Matters

