

Message from the CEO

I hope you will take the time to read through this newsletter, or just look at the photographs! What it reveals is that despite all the challenges of COVID our schools have been continuing to deliver fantastic experiences and learning opportunities for the children and young people we serve. Although the newspaper headlines have been bleak, in school there have still been smiles and fun. This a huge credit to staff across all 13 of our schools, where colleagues have again and again gone the extra mile to try to reduce the impact of the pandemic on children. Of course, there have been disappointments and frustrations, none of us want to see sport days cancelled or children sent home to self-isolate. We all hope that the new school year will see things return to as near normal as possible

but, being realistic, learning to live with COVID will require some ongoing adjustments for all of us.

For our older students, who sat 'exams' this summer, I know there will be a lot of nervousness over how the grades will look when revealed in early August. Having reviewed in detail how each school has gone about supporting this process, I am reassured that teaching colleagues and leaders have done all they can to make the process fair and robust. I know there will be anxieties but I would emphasise to all parents that the staff have done all they can to make sure their input into the grading system, leads to the appropriate grades being given by the examination board.

Thank you to every young person, parent and staff member who

responded to our consultation event earlier this term. We got a really good response with over 750 parents taking part. We have read the responses really carefully and in September, we will be communicating to you our renewed mission for the Trust and the ambitious goals that you want us to achieve together. We will also be making extra efforts to communicate to the whole community our work as a Trust, telling the story about how we support our schools to be truly brilliant places to work and learn. This year has certainly taught us that we are stronger together.

I hope you have a wonderful summer and I look forward to working with you, and for you, in the new school year.

Richard Sheriff

Explicit vocabulary teaching at Harrogate Grammar

Like many schools we have identified vocabulary building as a whole school priority for next year. Keen to lay the foundations ahead of September, we used a recent CPL session to communicate the substantial gains to be made in explicitly teaching vocabulary, particularly for our disadvantaged students. We also wanted to reassure staff that this could be made manageable as it would build on existing strategies employed to help students know and remember more.

Reflecting on the session, three things strike with me. Firstly, presenting the teaching of vocabulary as synonymous with teaching students background knowledge, seemed to really strike home. Staff are aware that students acquire new knowledge by connecting it to what they already know and what research

strongly suggests is that the more academic words a student knows the greater their academic knowledge. This means that by explicitly teaching Tiers 2 and 3 vocabulary we can boost the learning power of all our students.

Secondly, by presenting vocabulary as parcels of knowledge, staff could see that teaching vocabulary essentially requires the same approach as teaching any other item of subject knowledge. To make them manageable, meaningful, and memorable new words need to be focused on, broken down, and linked to other words, with planned opportunities for practice and retrieval.

Thirdly, and for me most importantly, the session sought to show that there is joy to be found in becoming

work experts and in being able to reveal and unwrap the wonder of words for our students. Although grappling with word roots, prefixes and suffixes can be daunting at first, online resources make looking up the etymology and morphology of vocabulary incredibly easy. Teaching my geography students that 'sub' means 'below or under' and 'marine' means 'relating to the sea' not only helps them understand what a submarine volcano is but will help unlock the meaning of other words such as 'substandard' or 'mariner'. Staff in the session certainly smiled when the word mortgage was broken down into 'mort' meaning 'death' and 'gage' meaning 'pledge'; not something I will now ever forget, which is of course the point.

Alison Smith

Local History week at Whitkirk Primary

Last half term, pupils at Whitkirk Primary School embarked on a challenge to become expert Historians in their local area. The local history of Leeds was used as a vehicle to support pupils to put history topics into a context, e.g. discovering the significance of Temple Newsam House during World War I. It helped



them to understand that people just like them have a link to national and global history.

Each class focused on a particular aspect of local history and used their enquiring minds and historical knowledge to investigate questions. For example, KS1 learnt

about the significance of Leeds West Indian carnival, whilst Year

4 discovered that the Ancient Romans stepped foot in Leeds many thousands of years ago! The week was a real success - pupils enjoyed delving deeper into their topics and reporting back their findings.

Jess Lynch



Enterprise week at Oatlands Junior School

This year, our Enterprise Week has looked a little different. It has still been full of activity and an incredibly enjoyable week, learning more about our theme of 'Valuing Ourselves and Others'. Our key aim has been developing skills for learning, skills for life and skills for work. The children have

had the opportunity to consider the role money plays in all our lives, how to manage their money

effectively, and how to make money through organising a fundraising event. Key skills of teamwork, communication, resilience, flexibility, delegation, and patience have all been practiced during the week. To kick start the week, the children took part in a Hula Workshop lead by SYL Sports. The rest of the week was spent planning ideas for a fundraising event to raise money for Just B! Just 'B' offers expert emotional



wellbeing and bereavement support to children, young people, and adults across the communities of North Yorkshire, as well as national support for frontline staff in response to the Covid-19 pandemic. This service aims to provide children and young people with a space to share, explore and develop an understanding of their lives and emotional responses. Support is flexible, holistic, and integrated with other services, based on the needs of the child or young person.

The winning ideas were:

Year 3 - Skip Challenge. How many skips can you complete in one minute?

Year 4 - Danceathon

Year 5 - Space Hopper Challenge. Who can complete the fastest lap around the running track on a space hopper?

Year 6 - Guess the weight -

Among Us Challenge. Each class was visited by some very

special Among Us characters, taking with them a bag of amazing goodies.

The aim was to

guess the correct weight of the bag. Nearest to the correct weight will win a prize. A huge thank you to KAP@Toys for donating all the prizes.

In total, we raised an amazing £88 for the charity Just 'B'.

Rachel Coyne



Western Primary becomes an Apple Distinguished School

It is an exciting time at Western Primary School as we have been invited to become an Apple Distinguished School (ADS). Apple recognises an ADS as a centre of leadership and educational excellence that demonstrates Apple's vision for learning with technology – Apple believe they are some of the most innovative schools in the world.

At Western, we have used technology to complement and enhance the teaching and learning of our exciting and engaging curriculum. Children have harnessed the intuitive flexibility of iPad and, through the use of videos, photos, iMovie, Keynote, Sketches School, Pages, Numbers and Augmented Reality, they have redefined their skills to showcase their creative learning.

As part of our application we were required to create some short

videos to exemplify this learning. You can find the links to these videos by activating the text box at the bottom of this article. The children provided their thoughts on how the iPads have revolutionised their lessons by nurturing curiosity and encouraging creative and innovative learning. Teachers have also shared their top tips on how they have used the iPads to change their approach to teaching and learning.

Our 1:1 iPad programme has been well received by parents, staff and students and has made a notable difference to our remote learning provision over the past year. Parents have noticed an increased engagement with learning from their children and there has been unequivocal support for the scheme. Some quotes from parents:

"iPads have allowed our children, unparalleled access to their teaching resources and have ensured that

they have remained engaged and motivated."

"They have provided a much richer array of learning options. For boys especially this has been a significant help with motivation for reading, spelling and writing."

Pupils have voiced their enthusiasm and passion for the iPads through a student survey, where they commented on how they have increased their motivation to learn and how they have acted as an enabler for new learning opportunities and skills.

We will find out in September if we have been successful with our application when we look forward to celebrating our achievement and proudly joining the growing list of Apple Distinguished Schools.

Tim Broad

100%

REDUCED TEACHER WORKLOAD

In a staff survey, all staff agreed, or strongly agreed, that iPads had helped to reduce their workload.

The use of verbal/video feedback has had the greatest impact.

185
trees
saved

We have saved 185 trees through reduced printing since 2016.

97%

MOTIVATION TO LEARN

In a pupil survey, 97% of pupils stated that using the iPads has increased their motivation to engage positively with their learning.

Sculpture of Hope at Oatlands Junior

An incredible team of pupils have been part of an ongoing nurture group at Oatlands Junior School this year, as part of the catch up fund and resourced by our PTA. Our brief was to create a new work of art for the school sculpture garden to represent hope, care and kindness after the difficulties faced during the Covid-19 pandemic.

The students quickly decided they would like their sculpture to have elements of a living sculpture that would continue to grow and attract wildlife showing care and kindness at the heart of this piece. Flowers

were planted around the sculpture which will bloom at different times throughout the year and change the sculpture's appearance and symbolism with each new season.

Argyranthemums, daisy-like flowers that change from white to pink to represent the changes we have endured, we discussed some of the changes that we were finding difficult and others that we were grateful for.

Bluebells, a symbol of humility, constancy, gratitude and everlasting love. We talked about our gratitude for those around us, the teachers, NHS workers, parents and carers and other personal friends who make a difference in our lives.

Snowdrops in abundance, as a symbol of hope.

The sculpture has been carefully constructed by weaving the form

of a trunk from the school's own willow and in contrast wire has been



twisted and manipulated to form leaves and insects which have been fixed in place. A clematis will grow around the sculpture changing the sculpture year after year.

Our very talented and enthusiastic nurture group spent time planning, designing, discussing and creating this beautiful garden of hope artwork, and did so with care, kindness and a little bit of hope!

Hannah Alderson



Leeds Lieder project at Crawshaw Academy

The music department were delighted to be able to welcome back the brilliant Leeds Lieder Project team into school. Singers from Year 7, 10 and 12 were chosen

to take part in two workshops to be coached in the performance of Art Song by the fantastic Neil, Jenny and Miles.

This time, instead of a concert at Leeds Town the project will be filmed, and a culmination video made to share on the Leeds Lieder website later in the summer (here's a link to the website, plus some footage of the last time we took part- see if you can spot any students from other Red Kite schools! <https://www.youtube.com/watch?v=S27AWVtqmrY>)

This will be Crawshaw's third time working on the project after last years had to be cancelled due to Covid. We're excited to be able to offer this opportunity to students who took part on the project two years ago and also our newest cohort of Year 7s who have had very little chance to sing during the past year and are now being introduced to art song and the work of Copland for the very first time. We look forward to seeing the outcome!

Cath Davidson



Climate Action Superhero Day at Whitkirk Primary

What can we do to help stop climate change? This was the focus of Whitkirk Primary School's recent Climate Action Superhero Day. Each year group became a particular Climate Action Superhero for the day and were challenged with a mission - a mission to fight against climate change and improve our world for the better. For example, the Fume Fighters were tasked with improving the quality of the air whereas the Water Wizards were responsible for reducing the amount of dangerous plastic that goes into the ocean. Wearing their superhero outfits, the children did an amazing job in achieving their missions!

The focus of lessons for the day was Human and Physical Geography and

PSHCE. The day empowered the children to become heroic leaders for climate change and helped them to understand the impact they can have on the planet.

Sophie Baker



Rossett Acre Primary becomes the first Centre of Excellence for Financial Education in North Yorkshire

We are thrilled that Rossett Acre Primary School is the first to become an accredited Centre of Excellence for Financial Education in North Yorkshire. Nationally, there are 113 Centre of Excellence schools. The Centre of Excellence programme is run by Young Money (who are part of Young Enterprise) who work with a range of businesses to support schools in becoming Centres of Excellence.

As a result of the programme, Rossett Acre have created a bespoke, engaging and inspiring Financial Education curriculum; delivering practical and sustainable Financial Education to pupils across all year groups in school. We feel it is so important that our pupils leave primary school as financially capable young people with the knowledge, skills and confidence to be able to make informed financial decisions.

We also designed and implemented our own school currency called 'The Acre' which is used as a class currency reward system. We are very much looking forward to continuing our Centre of Excellence journey and have lots of exciting projects planned to expand this area of their curriculum further!

Corrine Penhale

Music at Colton Primary

We are really lucky to have wonderful staff at Colton and as part of our Curriculum for Life, we are hoping to offer every child the opportunity to learn to play a musical instrument. Mrs Orchard is currently teaching children in KS2 (year 3 to year 6) how to play the ukulele when she is in their class bubble. I have been privileged to be the audience for several performances now and not only can

the children follow simple music, they are moving between chords and singing at the same time which in just a few lessons is incredible. There is lots of research which shows how music supports brain development and learning across the curriculum improves as a result. Maybe we will see some of our pupils on Britain's Got Talent!

Caroline Johnson



Special visitor at Rossett Acre Primary

One of our ongoing projects at Rossett Acre is Connecting Classrooms. We are working closely with several Nidderdale Primary Schools and seven schools in Kenya.

Courtesy of the Woodland Trust, we planted 30 trees on the school site and used this opportunity to raise money to help protect Dakatcha forest in Kenya.

Parents were able to sponsor a tree, and for every £100 raised, an acre of the Dakatcha forest

could be purchased and saved. We were delighted to raise £500, saving 5 acres of forest in Kenya.



On Monday 7 June 2021, Ricky Wilson (lead singer of the Kaiser Chiefs) visited Rossett Acre to help us celebrate our Connecting Classroom's project. Ricky planted a special tree on the school grounds, with six excited Y4 children. We have recently been awarded our 'Green Flag' for our Eco work in school, so this activity also supported our aim to help to reduce carbon emissions and continue to tackle climate change.

Corrine Penhale

Creature workshop at Whitkirk Primary

As part of Y5's biomes topic (Where in Brazil are the best Biomes?) the children had a visit from Captivating Creatures on Monday 24th May 2021. The classrooms were transformed into savannahs and different layers of the Amazon Rainforest!

The workshop focused on rainforests and how the animals' bodies are adapted to a warm, humid climate. The importance of rainforests was discussed and how they are under threat too.

Through the handling of animals, children learnt, first-hand, about the concept of conservation and develop a need to protect their environment. The workshop also helped children to understand that it is important to take greater care for their local area, becoming responsible members of their community and learned to understand the impact that they have on the plants and animals that live amongst them.

Here are a just few creatures which the children had the opportunity to hold:

Snake, Tarantula, Bearded dragon, Veiled chameleon, Golden Tree



Frog, Various millipedes, Various stick insects, Giant African land snails and Chinchilla.

It's fair to say the children were so brave and took everything on, whether it was holding the different creatures in a tray, on their laps and

many began crawling onto their heads! The teachers had to get involved too, the children couldn't have all the fun! This was the first visitor Year 5 have had in a very long time and they were a 'a credit to the school.' We all know who to call when the creepy crawlies in the classroom appear!

After the workshop, Y5 wrote reviews to evaluate the workshop and how it useful it was. Captivating Creatures (the company who made this possible) really appreciated our feedback and the reviews are now LIVE on the website. A huge well done to all the children who's writing has helped support a local business. If you would like to read our reviews, please click on the link below:

<https://www.captivatingcreaturesltd.co.uk/whitkirkprimaryschool>

Mrs Iqbal

Harrogate District Walk to School Day

Rossett Acre took part in the first Harrogate District Walk to School Day on 18th June 21 created by the charity Zero Carbon Harrogate. We had some special visitors in school including Andrew Jones, MP for Harrogate and Knaresborough, as well as



Councillor Phil Ireland, Councillor Paul Haslam and Professor Neil Coles, Chair of the Harrogate District Climate Change Coalition. We were so pleased to be part of this fabulous campaign

to tackle climate change and improve the environment for future generations.

Community Support at Rossett Acre

Rossett Acre were delighted to work with Vida Care Homes again in May. Our Year 1 and Year 5 children took part in a lovely project: making forget-me-not pins for the residents and staff at both Vida Grange and Vida Hall Care Homes, Harrogate to wear, helping them to raise funds for Dementia Awareness Week. Our Year 5 children even learned to crochet especially for this project! Our Year 1 children used felt to create their badges/pins.



Corrine Penhale



For the latest TNCP newsletter please click on the link below:
<https://mailchi.mp/f7d2cf2cb58f/most-recent-news-and-updates-from-the-tncp-cluster-team?e=30808da198>

Eco-Schools' Green Flag Award for Harrogate Grammar

Harrogate Grammar School students' work over the past 18 months to help protect our local and global environment has been recognised by the international Eco-Schools Green Flag Award. Green Flag status recognises outstanding effort for environmental awareness and action on climate change and requires proof that students have not only delivered high impact changes now but also inspired behaviour change throughout a lifetime.

Students decided to make environmental change a priority in early 2019 and the school's Eco-Schools Committee set out three action areas for change, sustainable energy, waste reduction

and healthy living. Students of all ages and abilities were involved in planning, delivering, monitoring, and evaluating the projects and participation in the Eco-Schools programme enabled them to develop leadership skills, generate a sense of community and has helped empower them with a belief

that they can positively impact our planet.

Involving all members of the school community, the students were able to persuade school managers and fellow students to make significant changes. Notable successes include securing PTA funding for more water refill points, leading to a drop of one third in the purchase of single-use plastic bottles; requesting more vegetarian and vegan options on the school menu, leading to a 20% uptake in vegan dishes; and persuading the Charities Committee to choose Waste Aid as the school charity, raising more than £1,000 to support waste reduction and recycling projects in Kenya, Uganda and Cameroon.

Alison Smith



News from Temple Learning Academy

Check out TLA's amazing Science after school club!

Can you believe we made water walk? We watched as water travelled from one cup to another. We also carried out a magic milk experiment, in which we watched the colours explode like fireworks! We even made a leakproof bag! We poked sharp pencils into a bag of water and it didn't leak. We couldn't believe it! Our favourite was making our own Lava Lamps. It was super exciting when we turned off the lights!



This half term we welcomed Mrs Clark to TLA. Mrs Clark has been spending some time with us this half term to prepare her to become Deputy Principal in September.



She has been welcomed with open arms from our students and families. Welcome to TLA Mrs Clarke!

Year 5 we have been running their own campaign to free Stanley Yelnats, the main character from the book Holes. They wrote to their local MP, created persuasive posters and then held a protest march and held a press conference to report their views to the local area.



Crawshaw represented at the Olympics!

We recently received some fantastic news about one of our old students..

"Katherine left Crawshaw Academy in 2017 (I think!), and she pursued her sporting career of springboard diving. We are delighted to let you know that Katherine will be representing Team GB at this summer's Olympic Games in Tokyo."

Myself and Katherine's Dad, would very much like to thank the staff team at Crawshaw who helped her on the journey, and made it possible for her to train, compete and complete her education, and ultimately achieve her aspiration of becoming an Olympian."

We celebrated Katherine's success in our student assemblies to try to inspire them, and will all now be following her progress with keen interest.

Adam Daly



Crawshaw PE team success at Sports Leeds Awards

In the last edition we celebrated our nomination for the Young Achievers award at the above event, and we are delighted to share that we won!

Congratulations to Ben and the team once again for both the implementation of such an innovative approach, and winning the award which is validation of their hard work.

We now look forward to continuing working with MiMove, helping to equip our students with tools to lead healthier lives.

Adam Daly



Feast on the Field at Rossett Acre Primary

On Friday 2 July, Rossett Acre held a 'Feast on the Field' day, which was thoroughly enjoyed by children and adults alike. Activities included: bubbles, music, skipping, hula hooping, parachute fun, a range of throwing, catching and fun games, marshmallow and spaghetti tower STEM challenge, ice-lollies, whole school picnic on the field and even a visit from Corn Close Farm! All children met and petted the animals; Dave the sheep was the star of the day, however, Blossom the horse, Gavin, Gina, Jack and Jill the goats, Ozzy the lamb, numerous chickens (including Jacinda, our CEO's favourite one), and even Speedy the tortoise all enjoyed the attention. A great day was had by all, and it really worked to bring the whole school community together after such a difficult year; a bit of fun and excitement! We

had a visit from Richard Sheriff, Catie Bradbury and Sam Taylor; we were so pleased that they could pop over and join us. We were exceptionally fortunate that the weather was kind to us - a bright, sunny day.



Yorkshire Ridings Maths Hub

Yorkshire Ridings Maths Hub is one of 40 Maths Hubs created across the country in 2014 with the core purpose of leading improvement in maths education.

The Maths Hubs are DfE funded and offer entrance to the National Teaching for Mastery Programme, a series of Work Groups to support schools to adopt a Teaching for Mastery approach. Excellent teachers are identified to become Mastery Specialists, trained to fully understand the principles behind this approach, then they work with a small group of local schools through the Teacher Research Group model. This involves the sharing of theory, seeing it in action through Open Classrooms and follow up discussions. Not only is this free, but

schools receive a grant to take part.

Now, nearly 7 years on, the Yorkshire Ridings Maths Hub are working with 256 Primary Schools and 31 Secondary schools across North Yorkshire, East Riding and York on Teaching for Mastery. Although this is the main offer, there are also an additional [30 free Work Groups](#) on offer for all phases and stages of a teacher's career.

Over this last year there has still a thirst for teachers to develop professionally despite the current climate. Yorkshire Ridings Maths Hub is made up of a great team of teachers who lead Work Groups alongside their roles in school. It has been testament to the hard work, dedication, and commitment of

them, to adapt and change content and delivery, which has meant all Work Group sessions have gone ahead online and participants have continued to engage.

The Maths Hub professional development offer for next year has grown to include additional Subject Knowledge programmes for Early Career Teachers in [Primary](#) and [Secondary](#) and [Secondary Non-Specialists](#), as well as an exciting new programme for Reception through Year 1 and 2 called [Mastering Number](#) to support schools with the implementation of the new Early Years' Framework, in particular to develop good number sense.

Nicola Fareham

STEM at Harrogate Grammar

Since the return to in school teaching post Easter, STEM's profile at HGS has been raised to a higher level. This term alone the school has seen the embedding of a new KS3 club known as Illumination; a club with a goal to design a light show which based around the new builds here at HGS. This half term should have seen the school using it's newly acquired TEDx license to host a day of super curricular lectures

delivered by experts from the local area, however, this has been put on pause for next year.

Next academic year sees the launch of an extensive STEM program across all Key Stages. Clubs are planned for KS3/4 including the continuation of Illumination and the introduction of Robotics. A virtual book club for staff and students with a STEM based agenda will

run all year round. A diverse public lecture program will launch from September, our first lecture being delivered by Professor Simon Goodwin on Extra Terrestrial Life. Finally, the STEM program will see it's first international trip depart as the KS5 STEM students take to the streets of Geneva to explore the Large Hadron Collider.

Matt Cannon

Oatfest at Oatlands Junior

Year 6 are incredibly excited to be taking part in a week-long festival, 'Oatfest', running from Monday 5th July to Friday 9th July. The festival is an opportunity for the children to develop outdoor skills, build confidence and have fun! We wanted to plan something extra-special, considering everything they have missed out on, both this academic year and last.

The children have kick-started the week with orienteering, making their own festival t-shirts, a slam poetry battle and making bug house hotels. We will soon be raising our ceremony flags, complete with our Oatfest logo, and getting the

campfires blazing ready for: making bread (bush-tucker-trial mealworm seasoning optional), popcorn and of course, toasted marshmallows. Other survival skills the children



will be developing include water purification (making the muddiest

water so pure that they can make hot chocolate from it) and whittling their own bow and arrow. On Friday evening, the children will be staying at school until 8pm and in true festival style they will be donning their festival crowns, neon paints and (temporary!) tattoos. We also plan to get them working as a team, as well as burning off some energy, with a game they've never played before - Kin-Ball. This is a team sport, originally played in Quebec with a huge ball (around 1.2 metres diameter) where cooperation and team-spirit will win your team most points.

Hannah McNamara

Catering tender for the primaries

12 pupils from Meadowfield Primary school kindly helped out with the procurement of a new catering service provider for our Primary schools, by tasting sample school dinners from two catering firms. The children completed questionnaires and were very thorough in their selection of foods, tasting everything on



offer and letting staff know their thoughts! Most pupils used the opportunity to try a new food and "watermelon without seeds" was very popular. They all said they'd like to eat this sort of food again and no one guessed there was beetroot inside the chocolate brownie as it was so delicious. Thank you to all at Meadowfield for hosting this event.



Three Peaks for play at Rossett Acre

Seven colleagues at Rossett Acre scaled the Three Peaks to raise money to provide more challenging and inspiring outdoor play provision and equipment for our Year 1 children. Play is so important, and it is an area that we are developing further next year to support an even smoother transition into Year 1. All seven colleagues completed the Three Peaks Challenge, despite the range of weather conditions they had! We are so proud of them. They have raised £2,605

SEND at Meadowfield

While this pandemic has certainly presented us with many challenges over the last 18 months, here at Meadowfield it has given the SEND team a chance to re-access how we work with our children - and look at some things we will be keeping even when we return back to normal!

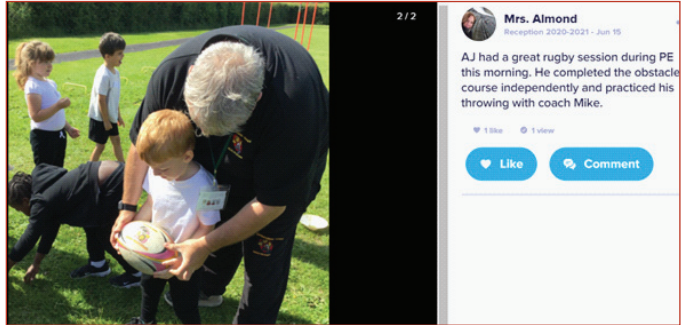
One of the key aspects that we feel has improved is our communication with parents. While we've not been able to have parents and carers physically in our building, the use of technology has really come in to its own. The use of Zoom, Class Dojo and Seesaw has now become second nature and as a

result the number of photos and videos of our children being shared with their parents has increased dramatically. It has helped to build communication with our parents as they can see what their children are doing which has helped to break down those barriers that sometimes we had.

Not only has it given us a tool to share children's achievements, but we've taken it one step further and used it to

share good practice with parents. For example, some of our reception team used videos to share activities they do during an Attention Autism sessions so parents could continue this at home.

Alex Clark



Celebrating being 'curious' at Meadowfield

Meadowfield Primary School is officially an accredited Curiosity Setting and has been recognised with the national award. Meadowfield is only the second school in England to receive the award and the only school in the north of England. We are extremely proud of the staff and children who

have worked hard to create a calm, curious space filled with awe and wonder. Children are encouraged to be independent, resilient and imaginative through the use of loose parts, authentic resources and an appreciation for the natural world. The learning and environment is responsive to the needs of the

children and is centred on child development and educational theories. Children are challenged to be the 'thinkers and doers' of the future and to realise that there is no limits on their learning. A great team effort.

Alex Clark



Diversity at Meadowfield

In the autumn term, as part of our curriculum development, we formed a diversity group. We want to make sure that our curriculum reflects the incredible diversity which exists in our local community and give everyone the opportunity to explore what it means to be a child in modern day Britain. Through honest, open and challenging conversations, the work has moved on to include the wider staff group. We are now looking at refining the curriculum by including topics which celebrate the amazing place that Leeds is,

for example, one topic in Y3 where children will explore the history and impact of the Leeds West Indian Carnival. We hope that this will lead to greater collaborations with parents, carers, grandparents and the wider community.

We want diversity at Meadowfield to be woven through the curriculum, have meaning and be relevant to our cohort. It should challenge beliefs, conversations and incidents that occur and tackle them as a community not as individuals - together we are stronger, and our

children are the future voice of our community.

To be able to address ever changing topics in the news and be reactive to this as well as proactive. All children in school are given a platform to voice their feelings and opinions about current news headlines around diversity. We are a safe space for people to make mistakes and have honest conversations.

Diversity Team

HR update

Did you know that we have our own dedicated HR team in Red Kite? (HR@rklt.co.uk) We aim to support our schools/teams and colleagues and play our part in school improvement. We are looking forward to establishing some direct communication and sharing of information with you, through our new internal "HR Portal", thanks to the IT infrastructure work being completed soon.

A chance to provide up to date news, events, training and lots more is coming!

We all wish you wonderful summer break and look forward to connecting with you in the next academic year.

HR Team

Pay & Reward

Sharing some news on our new partnership with EdenRed in the autumn term; with more and better benefits & rewards coming for all colleagues. We'll start with an enhanced Cycle to Work Scheme plus Employee Discounts and new options around Saving, Gyms and Health. More detail to follow and how to access in the new term. For a few staff under existing arrangements, we'll be in touch directly and ensure you have options to continue or transfer.



Core HR (access People XD)

With all HR records now being managed through our new system, introduced this time last year, it's important to remind you that you can update your own personal details (including bank details for pay) through the self-serve areas. If you have any problems accessing your HR & Pay record through CoreHR (soon to be known as access People XD), please do contact the Red Kite HR team and we'll be happy to help: corehr@rklt.co.uk or HR@rklt.co.uk

Employee Assistance Programme

Colleagues are using the support of this programme for all sorts of reasons;

remember this is more than a counselling service and is open to close family members for "life"

related support. Please do consider if you'd value some advice around;

Money, Laws & Rights, Supporting Older People, Relationships and lots more.



How can we help you?

- ✓ Confidential support
- ✓ Counselling and advice
- ✓ 24/7 freephone contact

24/7 freephone:
0800 328 1437

From outside the UK: +44 (0) 1482 661 814

Online:
employeeassistance.org.uk

Your login access code is: **redkite**



This employee assistance helpline is provided by Wellbeing Solutions Management (WSM), a leading supplier of psychological, counselling and advice resources to employers across the UK. www.wellbeing.co.uk

Legal
Housing Consi
Wills Immigration
Legal Aid Employme
Crime **Emotions** Panic
Depression Anxiety Resilien
Worries Suicide Bereavement
Work Disciplinary Absence
Dismissal Terms and Conditions
Stress Bullying Hours **Health**
Wellbeing Disease Injury Diet
Mental Health Pregnancy Infirmary
Absence **Family** Parents Disability
Education Custody Separation Teen
Older People Nursing Pensions
Wills Dependants Benefits Housin
Death **Money** Debt Tax Benefit
Loans Allowances Pay Budgeting
Insolvency **Relationships** Partners
Counselling Divorce Mediation Family
Separation **Addictions** Rehabilitation
Dependence Alcohol Gambling Drugs Support
Legal Housing Consumer Legal Aid Immigra
Wills Employment Crime **Emotions** Depress
Anxiety Resilience Bereavement Worr
Panic Suicide **Work** Disciplinary Str
Dismissal Terms and Conditions Bullyin
Hours Absence **Health** Wellbeing
Disease Injury Pregnancy Mental H
Diet Absence Infirmary **Family** P
Teenagers Separation Custody Di
Education **Older People** Nursin
Pensions Wills Dependants Benefits
Housing Death **Money** Benefits
Allowances Budgeting Debt
Tax Loans Insolvency
Pay