

EMPOWERING EDUCATION

TRUST NEWSLETTER
AUTUMN 1 2024



Wilfred Owen
Primary School



Market Drayton
Junior School



Greenacres
Primary School



St Mary's
CE Primary & Nursery School



Woodfield
Infant School



St George's
Junior School



Shropshire
Primary Partnership



Market Drayton
Infant & Nursery School

Collaboration • Aspiration • Respect • Possibility



St Peter's
CE Primary & Nursery School



Our Mission

Providing for all

- Every classroom, every day is inspirational and excellent
- Every action is about enabling success, giving resilience for failure, and every day learning to be a better version of ourselves.
- Enabling everyone in Empower to flourish through enhanced experiences
- Ensuring a strong sense of identity and ability to thrive for all, knowing we all belong



St Mary's
CE Primary & Nursery School



Here at St. Mary's, we think that being bold means being brave and courageous like our year 6 children were when they went to Arthog!!

We ventured into the beautiful hills of the Barmouth area, capturing amazing sights, challenging ourselves with a long and tiring walk, and testing our bravery as we had a go at rock climbing!!.

We had tremendous fun in the water. Miss Bingham's and Mr Matthew's groups were very lucky, and got to use the (nearly) brand new giant paddleboards that managed to fit the instructor, teacher and ten children on at once. We played team games. This involved challenges such as making a bridge sliding metal rods in wooden poles and helping each other cross as we go. We then tried steadying one another to re-arrange ourselves into height order on a narrow plank without falling off. Last of all, some real resilience was shown while helping one another climb up onto a high platform.

At least three children who insisted they could not manage it overcame their fears and succeeded!! We are so proud of all our year 6 children and believe they have all been bold this term!!

BEING BOLD

HOW ARE OUR SCHOOLS BEING BOLD?

Loving the mission

What is being bold?

Why do we need to be bold and courageous?

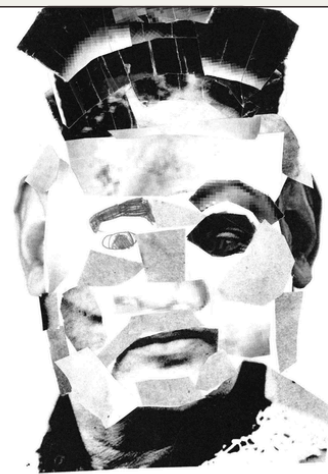
How are you inspiring?





St Mary's
CE Primary & Nursery School

In lower key stage 2 we have been learning about influential people who were involved in the civil rights movement in America. We have been learning this as part of black history month. We looked at the artwork of Romare Bearden and created mixed media collages using the faces of influential people we have studied. We believe all these people are bold figures in history.



Market Drayton
Infant & Nursery School



How are our schools being bold?

Be bold in our school drives us to take risks and innovate, continuously seek new and better ways to enhance education and make impactful decisions with confidence. Striving for children to have the best education and experiences we can give them is important for our school.

Why do we need to be courageous and bold?

Being courageous and bold is a skill that we can all possess to be able to take risks, face challenges and push past our fears. Life can take us in many different directions, but having the courage to have a go at something new can open up so many doors and avenues for us.

How are we inspiring?

Our curriculum at Market Drayton Infant and Nursery School main driver is 'Reach for the Stars'. We can be whoever we want to be or do whatever we want to do. People around us can inspire us to try new things, learn new things and explore new things.



St Peter's
CE Primary & Nursery School



Reception

'I have been bold, I have been making new friends'.

'I have been trying new activities, like Forest School and Baking'.

'I love learning new things'.

Year 2

Year 2 have been being bold by reading and sharing their work with the whole class.

"In Year 1 I found reading hard but I am getting better."

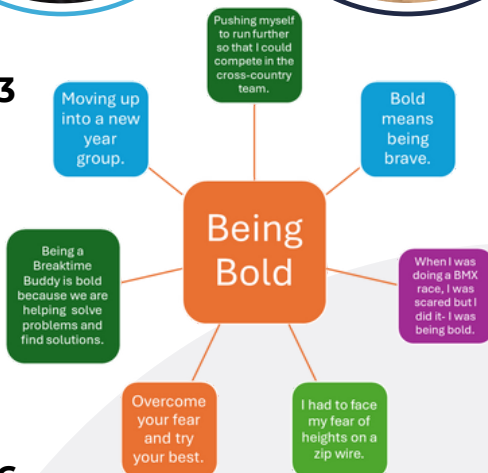
"I like telling people what I've done in my work."

"It's bold and brave to stand in front of the class."

"It's good to be bold as it helps you get better at things."



Year 3



Year 6

We feel we are being bold by going away on an overnight residential to Robinwood.

We will need to be bold tomorrow when the Animal Man comes to visit. We will be holding different animal, such as tarantulas, snakes and cockroaches.

We went to Thomas Adams to take part in a Business Enterprise Project, and we presented our unique designs to many different children and adults.

Nursery

We think we are 'being bold' when we share our ideas and intentions with new friends.

Some other examples of 'being bold' are:

Talking about own learning with others.

Having the confidence to make own choices.

Year 1

'Being bold means standing out.'

'We are bold when we wear bright colours.'

We were bold when we turned our classroom into a map of the world!

We are being bold by making our own paint pots to add to a class pallet to represent the creation story.



Ronnie - Putting myself forward for school council.

Penny - Taking part in cross-country.

Pasco - Leading a whole school assembly for the Children's Safeguarding Board.

Hollie - Being ambitious with work.

Agasyia - Pushing myself out of my comfort zone.

Ted- Being part of the Worship Team.

Year 4



Year 5

Year 5 had class discussions and here are a few of their highlights.

How is our school being bold?

- Sports - people represent the school and put themselves out there e.g. cross country
- Sharing our religion and celebrating with others
- Brave when showing work to others

What is being bold?

- Standing out
- Being brave
- Taking pride & celebrating differences
- This links to our English work on Annie Edson Taylor and Danny Macaskill

Why do we need to be courageous and bold?

- It's good to be different and we take pride in that, it makes us happy
- If we don't push ourselves and be bold (e.g. cross country) we will never know if we can succeed or not.



At Woodfield Infant School, metacognition and self-regulation are promoted and drawn upon throughout all areas of learning and during all times of the school day.

Metacognition and self-regulation are about children thinking about thinking, knowing what learning means and taking charge of their own learning. Even at this young age, with consistent modelling from all adults, the children are able to think about themselves as learners and about how they can become better learners. The Education Endowment Fund have found that getting children to focus upon themselves as learners improves their achievement.

In order to be metacognitive and to be able to self-regulate, children need to know, and be able to use, a set of learning dispositions. The learning dispositions are represented as 5 Learning Powers, through the use of The Learning Jungle.



I would like to share with you some BOLD and amazing work that has been published by Miss McMillan. Post-covid, Miss McMillan undertook a Masters degree in Psychology, Mental Health and Wellbeing. Her research and final dissertation was around exploring pupil resilience since Covid, with the end result to such a high standard, it has been published in numerous journals. We are extremely proud of her hard work and efforts and her dedication to her study whilst still working in education. Her findings are interesting and give educational professionals scope to continue to understand and develop in this area and support children.



Each learning power is represented by an animal from the learning jungle and each learning power has certain behaviours and attributes associated with it. The learning powers are: to concentrate, to be resilient, to be curious, to co-operate and to self improve.

The learning powers, the learning jungle and each of the animals are introduced to the children through a series of introductory lessons. The adults within each class make the vocabulary explicit to the children and model each power and its associated behaviours. In EYFS, each class has a set of soft toys as props and all staff have access to a set of animal costumes to really bring each character to life.

The learning powers are then reinforced through assemblies and everyday activities, with the language of metacognition being used by adults and children alike. When children are seen modelling the learning powers they are rewarded with verbal praise and may also receive a stamp or a certificate for their work.



I am really thankful to all staff who have worked exceptionally hard to ensure that pupils have had excellent learning experiences and life skills. Celebrating our boys football team, their efforts and team play are amazing. We are also extremely proud of their behaviour and conduct; it was noted by staff and other schools that this was excellent. Kindness week was wonderful and a reminder of how a simple act means so much and spreads positivity everywhere.



At Wilfred Owen Primary School we see being bold as embracing challenge, stretching our limits and celebrating our successes. It is important to recognise that being bold is not measured on the size of the challenge and can be anything from a child challenging themselves on their first day at school, trying a new food at lunch time or our year 6 children facing their fears on their residential visit to Bryntsilio.

Why do we need to be courageous and bold? We need to be courageous and bold so that we can continue to grow and develop by testing and pushing ourselves against limitations. As adults we need to model this so that the children develop this ability. We started our half term celebrating who we are with the culmination of a project that saw WW2 bomber planes drop poems written by our children across Wilfred Owens resting place in France. Our teachers have demonstrated being bold with their continued drive to apply their NPQ CPD to drive our learning forward.



Year 6 are heading off to Arthog where we shall be pushing ourselves to the limits overcoming fears and supporting each other through many personal challenges from being away from home for the first time to sliding down the gorge in a torrent of rushing water. The adults that accompany the children overcome their own fears alongside the children. We inspire each other to be courageous and bold and see a side to teachers and children that is often unseen in school. Children face their fears in order to wow us with their performances in our annual talent show and poetry recital. We have children that demonstrate tremendous courage and bravery when singing, dancing, speaking and acting. It shows the respectful and supportive culture that we have in school that enables children from all backgrounds to feel comfortable in their abilities.

We inspire pupils to follow to dreams and be aspirational in reaching their goals and have many children that choose to represent the school in a variety of sporting activities. It takes a lot of courage to step up and participate in competitive arenas where they may face both success and disappointment.

We see acts of courage daily where children with a range of additional needs face up to challenges both from a learning perspective and a physical one – our SEND pupils amaze us with their perseverance and good humour, they make us appreciate those small steps that lead to giant leaps. We see pupils who overcome less than ideal home lives to thrive in school, who come to school ill-prepared for the day ahead but participate fully anyway. We see families who overcome their own fears to work alongside us for the benefit of their children and see the value that we place on a high-quality learning experience for all. As a school we are open to change and see opportunities for improvement in our evolving curriculum offer. Teachers show great courage and faith in adaptations made to our practice and see our endeavours pay dividend when children respond enthusiastically.



Kelly Lee
Trust Strategic Lead -
Teaching and Learning



Sam Scott
Director of Education



Beck Preece
Trust Strategic Lead -
SEND

Supporting SEND Through Adaptive Teaching: A Commitment to Inclusive Learning

Our recent NPQLT face-to-face session highlighted the vital role of adaptive teaching, especially when supporting our pupils with Special Educational Needs and Disabilities (SEND).

In the ever-evolving landscape of education, understanding the differences between differentiation, which is pre-planned, and adaptive teaching, which occurs in real-time, is essential. This tailored approach helps foster independence and allows all children to engage with the curriculum, no matter their starting point.

At the same time, our Learning Support Assistants (LSAs) were engaged in professional development with the strategic lead for SEND and the Trust SENCO, enhancing their skills in SEND and inclusion. With an increased focus on training and resources, LSAs can now provide deeper support during interventions while teachers remain central to the learning process.

The role of our Special Educational Needs Coordinators (SENCOs) is crucial. They oversee the implementation of Education, Health, and Care Plans (EHCPs), ensuring what's outlined in Section F translates into actionable learning objectives. This collective effort allows us to build a culture where all children are active participants in their learning.

In addition, adjustments to our classrooms, including improved lighting and displays, promote accessibility, reducing cognitive load for our pupils. The ongoing collaboration with families and outside agencies further enhances our ability to mitigate barriers and secure meaningful progress for all learners.

Let's continue to champion an inclusive educational environment that recognises the diverse needs of our pupils, ensuring that every child can shine.



Carla Whelan
CEO

There are many times in leadership where you need to think boldly. To try and think ahead of education and plan for the future. It feels sometimes a tunnel with no torch approach! Having courageous support and leaders helps.

The last time I felt bold, was applying for the role as CEO. Stepping out of my comfort zone and being 10% braver to try.



Laura Callingham
Director of Operations

I feel that I have been bold by promoting the Trust at the recent Education Estates Conference and making new connections with other estates colleagues.



Lucy Copson
Trust Administrator

After stepping into a new role in Engagement and Communication, and with limited foundational knowledge, I've decided to enrol in an apprenticeship. I will undoubtedly be the oldest 'Apprentice' on the course, but I'm excited about the opportunity!



Michelle Harrington
Director of People and Culture

We have been working with Krissi Carter from Thinking Spot Coaching on our mental fitness and the Positive Intelligence programme this half term. The Shared Services team has demonstrated being bold by embracing the challenge and facing our saboteurs and our Judge head on throughout our journey. Saboteurs are those negative, nagging voices in our heads that we all have, and some are stronger and louder than the others! The Judge is the master saboteur and judges self, others and situations. Being bold as we shared our saboteurs within our team has taken courage and vulnerability as we explored some of our most personal thoughts, feelings and behaviours in both our personal and professional lives.



Sam Scott
Director of Education

For me, 'being bold' this term has meant embracing the challenges and uncertainties that come with starting a new role. Stepping out of my comfort zone has been both daunting and rewarding. This term, I've focused on building on existing relationships and establishing new ones across the trust. By engaging with colleagues and valuing their insights, I've gained a deeper understanding of our shared goals and the diverse needs of our pupils. 'Being bold' has allowed me to find my footing while fostering a supportive atmosphere for everyone. Ultimately, embracing this new journey reinforces the idea that growth often lies just outside our comfort zones.



Do you know someone that would make an amazing teacher?

Shropshire and Telford Education Partnership are holding a 'Get into Teaching' recruitment event covering early years, primary and secondary phases. Please encourage them to come along to our recruitment event, for the opportunity to apply for an accredited full or part time initial teacher training course starting in September 2025.

Train to Teach with



Shropshire
Primary Partnership

Aspiration • Collaboration • Knowledge

www.shropshireprimarypartnership.co.uk

2025 - 2026 INITIAL TEACHER TRAINING APPLICATIONS

NOW OPEN!



Information Sessions

Every Wednesday 5:00 - 6:00pm
Next Session: 16th October
Online - Email to book your place:
admin@spp.empowermat.co.uk

WOULD YOU LIKE TO FIND OUT MORE ABOUT A CAREER IN TEACHING WITH **STEP**?

Shropshire and Telford Education Partnership are holding a 'Get Into Teaching' Recruitment Event covering Early Years, Primary and Secondary phases

The event will provide you with all the information you need to help you decide if teaching is the career for you. The Initial Teacher Training leads for the four **STEP** providers will be available to answer any questions you may have.

4th November: 5pm - 7pm

The West Stand at AFC Telford, Watling Street, Wellington, Telford, TF1 2NW

5th November: 5pm - 7pm

Shrewsbury Town FC, Montgomery Waters Meadow, Oteley Road, Shrewsbury, SY2 6ST

THE EVENT WILL HAVE EXPERTS FROM:



Severn Training and Schools Alliance:
Primary and Early Years - Telford & Wrekin



Shropshire Primary Partnership:
Primary and Early Years - Shropshire



Salop Teaching Partnership:
Secondary - Shropshire and Telford & Wrekin



Alliance of Leading Learning:
Early Years, Primary and Secondary - Shropshire and Mid Wales



NO NEED TO BOOK - JUST COME ALONG!

IF YOU CAN'T MAKE IT - PLEASE CONTACT INFO@STEPWM2.CO.UK



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Multi-Academy Trust

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