

Our Community Matters

June 2022
Issue Eight



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



#catschools/#schoolscat

Editor: **Michelle Borders**
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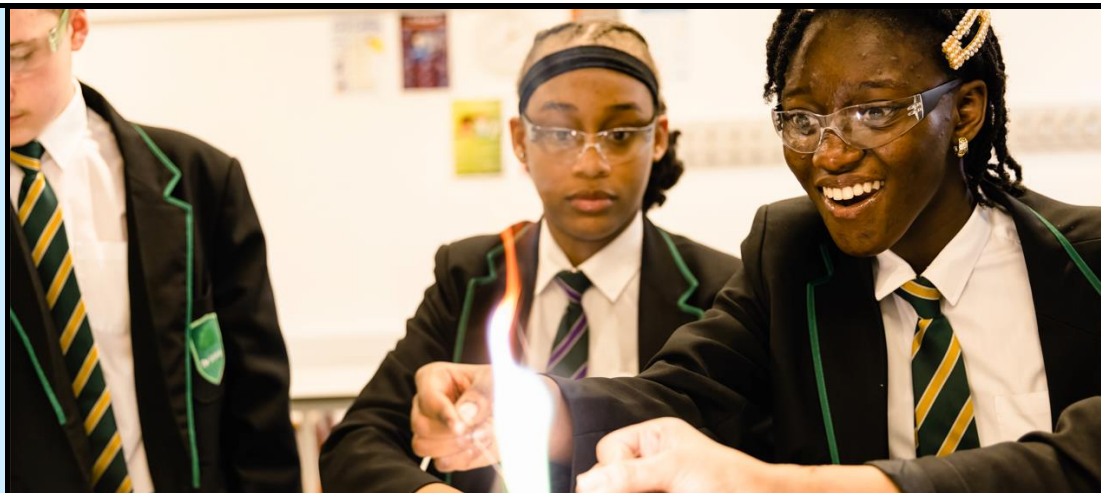
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CAT Institute of Education Matters

Centre for professional
development and school
improvement
Featuring:

Collaborate and Thrive Unconference 4 July 2022

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Exam season is here, be it SATs, GCSEs or A Levels, you can't escape it. Going back into an exam situation is the final farewell to Covid and all the hassle it's brought with it over the last couple of years! Hello Normality! Welcome Back!

This issue, though still packed with news, is shorter than usual. The main focus is on the Trust's very first Unconference. If you haven't booked yet, the link is in the side panel to the left of this page. You can sign up there, or via the OCM Journal page <https://www.theocmjournal.com/>. Three exciting speakers and an opportunity to join the conversation during the unconference itself. If you're on the blog, why not explore the forum or join one of the expert groups. You don't have to be an expert; It's a great way to contribute to your own personal development and you will make a real difference across our trust.

The students at the top of this page are from The Telford Langley School, who's Headteacher, Steve Carter, is the focus of this issue's Headspace. It's been great getting to know the schools around our trust and I look forward to hearing about other schools' journeys as the feature continues in future issues.

In the meantime, good luck to everyone sitting exams across the trust and thank you to all colleagues for the huge efforts they have put into getting our students ready - the rest is up to them, I'm sure they'll do us all proud as ever.

Michelle, Editor
Our Community Matters



Message from Philip Hamilton OBE, CEO



I offer my personal thanks to all those involved in supporting our young people through the formal examinations that started before half term and continue throughout June. There are over 1300 pupils across our trust sitting exams. Those pupils have not had a settled school year since 2018/19. You have overcome significant barriers and had to adapt to get them ready... once again going that extra mile.

I mentioned in my last message to you, that our new trust strategy will be in place from September - designed to evolve our trust further over the next 5 years.

The 5 strategic priorities are:

- CAT Strategic Priority 1 - Expert Governance
- CAT Strategic Priority 2 - Quality of Education
- CAT Strategic Priority 3 - Workforce Resilience and Well Being
- CAT Strategic Priority 4 - Efficiency and Effectiveness of Operational Structures
- CAT Strategic Priority 5 - Public Benefit/Civic Duty

I also described our [High Ambitions](#) for staff and for the young people in our care that inform the aims of this strategy. We also want to achieve excellence and have determined a range of [Excellence Outcomes](#) for our schools. Schools that are anchor institutions for their local communities. Schools who know their communities well and have a local identity that excels at meeting local need.

These [Excellence Outcomes](#) are:

	Excellence Outcomes
We all work so that pupils understand and believe in The Power of Education - <i>instilling a 'crucial sense of possibility', making sure they value education and are motivated to achieve.</i>	<ul style="list-style-type: none"> • Pupils are engrossed in their learning because lessons are stimulating and challenging. • Pupils' efforts and personal achievements are deliberately and explicitly valued by staff • Pupils are highly motivated to learn and succeed • Pupils develop character virtues essential for success in life • Pupils are resilient and can overcome barriers • Pupils have fun as they learn and develop • Pupils aspire to a rewarding career and work towards it. • Pupils feel strong confidence and belief that they are valued by their school community. • Pupils support and attend extra-curricular activities in large numbers because they value the additional opportunities offered to them. • Parents believe in the potential of their children and value the opportunities that are offered to them in school
We all work so that we live and breathe Inclusivity - ensuring all pupils are valued as individuals	<ul style="list-style-type: none"> • Pupils have or are on the way to achieving high self-esteem. • Pupils learn from their experiences and overcome difficulties. • All pupils are placed in something purposeful at the end of their school careers • Pupils receive well-judged advice and guidance because all staff (support and teaching) have excellent relationships with them. • Pupils are only excluded when their needs are greater than we are professionally equipped to deal with. • Pupils feel supported in their choices and have access to a wide range of resources to inform their decisions • There is equality of opportunity for all pupil groups including the most vulnerable and those with SEND

<p>We all give Our Professional Best to ensure a consistent approach to leading and managing behaviour so that there are excellent relationships for learning</p>	<ul style="list-style-type: none"> • Culture is exemplary - pupils are self-disciplined and resolve differences by looking at alternatives and making choices. • Attendance is consistently well above the national figure, and unauthorised absences are rare • Pupils arrive in good time for the start of our school day and for lessons. • Pupils are self-aware, and they have well-developed values, principles and beliefs which inform their perspectives on life. • Pupils cooperate very well with staff and other pupils. • Pupils challenge prejudice • Pupils' conduct is exemplary; mutual respect prevails, and peer support is achieved. • Pupils play an active part in maintaining the exemplary culture. • Pupils are confident that incidents will be dealt with swiftly and fairly • Staff model an exemplary culture
<p>Education - Ensuring an excellent curriculum and progress lesson after lesson.</p>	<p>The curriculum is excellent and provides challenge, memorable opportunities, and a richness that goes beyond the minimum.</p> <p>SCOPE</p> <ul style="list-style-type: none"> • The curriculum has a coherent big picture plan <p>COMPONENTS</p> <ul style="list-style-type: none"> • Planned components are small enough so that all pupils can ultimately achieve ambitious end points • Pupils have secured the prior knowledge necessary to learn new curriculum topics <p>SEQUENCIING</p> <ul style="list-style-type: none"> • Curriculum components are positioned to make subsequent learning possible within lesson sequences, topics, years, phases <p>RIGOUR</p> <ul style="list-style-type: none"> • Pupils gain a deep knowledge of how a subject works and engage in and learn disciplinary practices <p>MEMORY</p> <ul style="list-style-type: none"> • Crucial components are emphasised and repeated to ensure they are remembered long term • When pupils struggle, teachers check which prior knowledge components are missing. <p>TEACHING DECISIONS</p> <ul style="list-style-type: none"> • Activities do not result in working memory overload • Challenge is determined by curricular goals • The right pedagogies are chosen for the component to be taught well <p>ASSESSMENT</p> <ul style="list-style-type: none"> • Pupils who fall behind are identified within the lessons sequence, as are pupils who require greater challenge • Assessment allows for the accurate identification of missing knowledge and informs planning <p>OUTCOMES</p> <ul style="list-style-type: none"> • Pupils make excellent progress through a challenging and well-planned curriculum • Pupils enjoy and appreciate their acquisition of new knowledge and skills.
<p>Leadership - Ensuring leadership so that our trust is a place where we all grow professionally and that this impacts on pupils' educational progress and experience "a well led school is well led by many"</p>	<ul style="list-style-type: none"> • Leadership at all levels is dynamic and often inspirational. • A clear and aspirational vision for the future directs and guides staff and pupils and is supported by the wider community. • Improvement planning and strategic thinking is ambitious with clarity about goals. • Staff across our school provides excellent teaching, learning and care for young people. • Professional growth is informed by school planning, valued by staff, and is impactful. • Leaders set and model high standards and settle for nothing less • Leaders at every level are credible, optimistic and open to challenge • Leaders lead with "power and love" in equal measure* • An emotionally intelligent culture prevails • Leaders are ambitious for their colleagues and understand and support their long-term career aspirations
<p>* Leadership Culture</p>	
<p>Power: The drive to achieve one's purpose, to get the job done, to push things to a conclusion</p>	<p>Love: The drive to connect things, to bring people together and to unify</p>
<ul style="list-style-type: none"> ○ Driven ○ Pacey ○ Relentless ○ Indomitable ○ Challenging ○ High Expectation ○ Holding to account ○ Assertiveness ○ Confidence ○ Determination 	<ul style="list-style-type: none"> ○ Kind ○ Inclusive Collaborative ○ Positive Relationships ○ Valuing individuals ○ Asking for help ○ Empowering ○ Compassion ○ Humility ○ Empathy

My best wishes for another great half term.



Philip Hamilton OBE, CEO

Head Space

Schools in the Spotlight:



The Telford Langley School

by Headteacher Steve Carter

The Telford Langley School-Its History in the CAT

In September 2015, The Telford Langley opened its doors in Dawley as a rebranded and remodelled school with collaboration and support from the CAT that would underpin the rapid school improvement that was to follow.

The legacy of the predecessor school, included an Ofsted judgment of special measures, falling roles and a declining trend for GCSE results. Two years on, the school was able to celebrate the removal of special measures, with a judgement of "Good" for leadership, transformed cultures and record results for year 11. By 2019 the school had been graded "Good" overall by Ofsted and as the new school year started in September the number on role was up to 1000 from the low point of less than 600 in 2015. The school has also benefitted from a recent new build and remodelling to provide state of the art accommodation for the increasing pupil numbers.

This transformation has been achieved because of an incredibly hard working and committed staff, the engagement of the school community and, of course the support provided by the trust.

The start of the partnership

Sometime before the relaunch of the school, the DfE's preferred new sponsor, the Community Academies Trust (CAT), was introduced to the existing leadership team. The CAT very quickly began to build a relationship with school leaders and offered professional support and advice prior to the school formally joining the trust. As this relationship grew, the schools began to benefit from the expertise within the trust to help ensure a smooth transition to the new sponsor.



Restructure for success

The outgoing Telford Cooperative Multi Academy Trust (TCMAT) had already begun a complete staff restructure across the trust. However, with the growing relationship with the new sponsor the CAT was able to take over the lead role in the restructure, coining the phrase “Restructure for Success”. For Langley, this facilitated a new leadership and staffing structure and a selection process that put the right people into the right roles.



Vision & Values

Prior to opening, the school established a commitment, to the vision and values, that you will all, of course, recognise:

The school’s approach is based on a fundamental belief that all young people have talent and the potential to achieve more than they ever thought possible.

Achievement in three main areas:

- Academic: Excellent standards and outstanding progress are a prerequisite for success in life equipping young people with the skills and knowledge they will need to be successful, happy and productive citizens.
- Social: Excellent relationships for learning are a prerequisite for all other achievements. Relationships that engender mutual respect between young people, and all other members of our academies’ communities will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.
- Personal: All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instill in them a sense of pride in who they are and what they achieve.



The school embraced the motto “Ensuring Excellence”, and this phrase was to underpin every aspect of the school’s work. A collaboratively produced “Ensuring Excellence” document described every detail of what the school would look like when excellence, in all areas of school life is achieved. Central to this ethos has been the development of positive and productive relationships at all levels, to secure a shared purpose across the school community. It is this “Ensuring Excellence” document that everyone at the school still aspires to.

In September 2015, underpinned by these values the school launched with a new:



- School day
- Reward system
- Behaviour management system
- Performance management system
- Curriculum model
- Teaching & Learning model
- House system

Extensive CPD ensured that leaders at all levels were fully equipped to deliver the agreed systems and strategies. The CPD provision was also designed to provide all staff with bespoke programmes to facilitate individual development that supported the organisational goals. A team of reflective practitioners has emerged who strive for professional development and improvement, who are now engaging proactively with the 'Growing Great People' programme.

World Class Basics

As the school has developed, "Ensuring Excellence" this has translated into a relentless commitment to achieve **world class basics**. Like all schools across the trust, there is a passion to ensure that every student has the best possible education day in day out, lesson in lesson out.

The "Ensuring Excellence" document details the highest possible expectations and most exacting standards for any school, and the staff at Telford Langley mirror those across the trust, as they continue to be relentless in their efforts to move the school ever closer to this measure and look forward to every student achieving more than they ever dreamed possible in terms of their academic, social and personal achievement.

Have you booked your place on the CAT's very first Unconference?

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!

Monday 4 July 2022

3.45pm to 6.00 pm

**Spread the
Word!**

Ensuring Excellence



Reading at Stoneydelph

By Headteacher, Esther Parsons

'I do believe something magical can happen when you read a good book.' JK Rowling'

Reading is a priority for all schools, but here at Stoneydelph it is especially important. With a high percentage of disadvantaged pupils (44%) many of whom who have never owned their own book, we understand that this is the key to opening up life opportunities for our pupils.

At the start of our reading improvement journey 18 months ago, we started by asking the pupils if they liked reading. The answer was mostly; 'No, it's boring'. We looked carefully at why the pupils thought this and realised that they were not inspired by the reading resources on offer and reading was often not held in high regard by adult role models.

We then got stuck into creating two libraries around the school, one for each key stage, and 'love to read' areas in every classroom. These libraries were filled with books donated by parents, local businesses and friends of the school through our Amazon wish list - it didn't cost us a penny! We appointed some Y6 librarians to maintain the library and our HLTA, Mrs Bakewell, works tirelessly to keep the stocks fresh and update our 'Author of the Month' board. Highlighting significant authors has really helped to raise awareness of authors that the pupils hadn't heard of before and they now readily choose books by Chris Riddell, Katherine Rundell and Tom Palmer for example. Our library team also researched other books that would inspire our readers and we invested in the Carnegie Medal winning books from fundraising activities in school.

To further encourage our pupils to love reading, we introduced some reading initiatives such as the 'Reading Fairy' who chooses a child from each class every week to win the reading fairy award if they have read at home 5 times and they choose a book of their own to take home.

The library lucky dip box contains hidden books with cryptic clues written on the front for the children to take home. It has been so popular; the box is refilled almost daily instead of once a week as we predicted!

We bought every child a book for Christmas and will continue to do this every year, so by the time they leave us in Year 6, they will have developed their own library at home.



A visiting author to our school further inspired the children to read books and they were keen to meet him and have signed copies of his book. Tim Jorden, a local author from Staffordshire, was so inspired by our children that he set a competition for pupils around the country to design characters for his new book. We were delighted to find out that some of our pupils were winners and runners up in this competition and he will be including these characters and even the names of some of our children in his next book.

This is just a flavour of how reading is being developed at Stoneydelph but I was keen to understand if all of this hard work was making a difference to our pupils. Our reading progress data was increasing but did the children still think reading was boring? I asked the children if they enjoy reading and the overwhelming majority said yes! They loved the libraries and being able to choose books to take home and were able to talk about their favourite books and authors with great enthusiasm. It was Harry in Year 5 that convinced me that this was working. He said, 'I wanted a laptop for my birthday but I decided to ask for books instead - lots of books. I had 13 of them altogether and I have already read 12 of them. I am going to ask for more books for my birthday too and one day I am going to be an author so other children can enjoy reading the stories that I write.'

Knowing Harry, I am confident that this dream will come true.

Telford Priory students mock it up!

By Laura Burke, The Telford Priory School



On Tuesday 10th May, The Telford Priory School were delighted to host their first ever Mock Interview event for Y10 students.



We were so lucky to have the support of several local companies and Post-16 providers including: Fujitsu, ReAssure, AICO, Telford College, Shrewsbury Colleges Group, Harper Adams University, West Mercia Police, Arcadis, Collins Aerospace Wolverhampton and Aviramp. These employers gave up their time to put our students through an interview process designed to give them a taste of the 'real thing' and prepare them for their college or apprenticeship interviews next year.

#ArtForPeaceInUkraine

By Ian Gibson, Head of Art, The Polesworth School

Initiated by the Pechersk School International based in Kyiv, Ukraine, the goal of this project was to spread a message of peace via student voices and to engage the attention of the whole world to the situation in the Ukraine.

The idea was to create an art piece to reflect what peace means to you. The Polesworth School Art Department decided to get on board with this project and produced this fantastic piece of work using blue and yellow post-it notes, writing messages and drawings of hope for the people of the Ukraine.



Students across the world have taken part in this initiative to promote peace, and their artwork has been displayed on a padlet and promoted globally.

Introducing....

Nicky Brown, Grange Park Primary School, Telford

Nicky Brown may be a familiar face if you have trained to teach through the Telford Partnership.



Nicky is the Professional Mentor for one of the trust's three School Direct Hubs and is based in Telford.

I'm sure you'll join us in congratulating Nicky on her recent Wolverhampton University student nomination for Placement of the Year Award

Hi, I am Nicky Brown I have been a teacher since 1978, a long time! I wanted to be a teacher from the age of 6 because of one teacher I had at that age, and I wanted to be just like her! I have taught Nursery, Reception and Key stage 1 children, I have been Early Year's co-ordinator, SENCO, and Deputy Head at Grange Park I retired as Deputy Head in 2018 and now my role is the Lead for the Telford Partnership School direct ITT PGCE course.

The Telford Partnership has been running for 5 years and is a school direct course linked with Wolverhampton University who are the awarding body for the PGCE qualification. The CAT were instrumental in enabling the collaboration between myself and the university. As lead for the Partnership, I have managed to recruit 7 Primary schools to work together and offer places for Trainee placement and also the 3 CAT Secondary schools in Telford. The Telford Partnership prides itself on being small but very supportive of all the schools and all the trainees who choose to work with us. The relationship with Wolverhampton University is a very effective one and I have built up excellent working relationships with university staff particularly the primary link tutor. We have a network of lead teachers and mentors in all schools who liaise closely with me and support the trainees through both placements. I ensure trainees have opportunities to meet with each other every term by organising catch up meetings at Grange Park where tea and cake is a must! I also ensure the trainees meet with mentors prior to them starting placements this makes for easy transitions between placement schools. Mentors work closely together and again meet to discuss Trainees targets and undertake joint observations before trainees move onto their next placement school. I visit all trainees in their placement schools and undertake observations and offer support and advice to them and mentors when needed.

The motto of the Telford Partnership is 'Growing our own' by giving the trainees the best and most supportive experience they can have to become the teachers of the future. Trainees who have trained with me keep in touch and many of them have secured jobs in Telford or wider afield. At present I am interviewing for our next cohort of trainees and at present have filled 6 of our 8 places.

The work of the Telford Partnership has been recognised by the trainees and Wolverhampton university and has been nominated for the Placement of Year award at the up-and-coming celebration evening on May 26th. I feel so lucky and privileged to be leading the Telford Partnership and working with some very talented trainees. I love teaching and always have, and I hope to continue in this role for as long as I can.

Away from school, I have just celebrated my 40th wedding anniversary and have 2 wonderful sons who live close by. I am a member of the Telford Rock choir and love singing we do a lot of local charity events. I go to the gym and I love walking and sometimes running! I am a member of the National Trust and enjoy visiting properties and grounds in different parts of the country. My new venture is golf I have just taken up the sport however I am not very good yet and need a lot more lessons!!

Education Matters



The Community Academies Trust Unconference Collaborate and Thrive: Have you booked your place?

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

The theme of this very first “Unconference” is ‘Collaborate and Thrive’.

You will of course be familiar with “Ensuring Excellence”, our trust’s vision for ensuring excellence in all that we do.

“All members of the CAT staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the CAT strengthen their positions among the best schools in the country. “

This is the basis upon which our Institute of Education has been built. Within our IoE, the expert groups have been working together over the past year to develop knowledge, skills and research and this event will showcase some of their work.

We are thrilled that the Unconference will be featuring three brilliant keynote speakers, all of whom are inspirational leaders in their own rights.



Sir John Timpson, 4.00 - 4.30pm

Building Culture within an Organisation:

The chairman and owner of Timpson, a UK shoe repair chain with over 2000 shops. Sir John has a weekly management column in The Daily Telegraph and has written several books about his management style. Sir John is renowned for his “Upside-down” Management style, running a business based on trust, kindness and recruiting amazing people.



Dr Jill Berry, 4.40 - 5.00pm

The Power of Collaborative Leadership:

Following a thirty-year career as a teacher and a leader at different levels, Dr Jill Berry has written a book about her own research and experience: 'Making the Leap - Moving from Deputy to Head' (Crown House 2016) and is a strong advocate for the power of networking and professional development in education.



Mary Myatt, 5.00 - 5.20pm

Curriculum Conversations and Curriculum Thinking:

Mary Myatt is an education adviser, writer and speaker. She trained as an RE teacher and is former local authority adviser and inspector. She engages with pupils, teachers and leaders about learning, leadership and the curriculum. Mary is at the forefront of curriculum thinking and school improvement.

Following the **opening address at 3.50pm by Trust CEO, Philip Hamilton OBE**, these keynotes will be interspersed with sessions from the expert groups with themes inspired by the keynote speakers.

An “Unconference” differs from the traditional idea of a conference as there is no set agenda. Rather than attend sessions about which you are notified months in advance, it develops naturally around themes that may arise on the day, inspired from the formal parts of the event, and everyone who attends has the opportunity to suggest their own sessions, so there is a mix of formal and informal sessions within the event. You should expect sessions to be interactive and turn up prepared to get involved in the discussions.

It's all about collaborating and thriving.

Click here: [Collaborate and Thrive - a virtual unconference Tickets, Mon 4 Jul 2022 at 15:45 | Eventbrite](#) to book your free place on this unique event. Give yourself and your colleagues, the gift of networking this summer!



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. To find out more about the programme for the CAT Unconference, Collaborate and Thrive, click on the picture to check out the website below.

Please Ctrl + Select on the picture to read more.

This is a screenshot of a website banner. At the top left is the logo for 'COMMUNITY ACADEMIES TRUST Institute of Education'. To the right of the logo is a navigation menu with four items: 'HOME', 'ABOUT', 'PROGRAMME', and 'SPEAKERS'. The main part of the banner is a photograph of a man and a woman in a professional setting, looking at a laptop. Overlaid on the photograph is the text '46 DAYS TO THE EVENT' in a small font, and below that, the main title 'COLLABORATE AND THRIVE UNCONFERENCE' in large, bold, white, all-caps letters. On the right side of the banner, there are four small, vertically aligned circular icons.

CAT Institute of Education Matters



A spotlight on the trust’s centre for Teacher Training, Professional Development and school improvement by Alexis Rickus, Director of Institute of Education

I’m happy to say I have succeeded in visiting every school in our trust last half term as planned and I’ve spoken to your headteachers about how they would like the Institute of Education to support them in terms of provision of bespoke courses, placing more trainee teachers in your schools allowing you to grow your own workforce as well as developing and improving subject knowledge through engagement with professional associations to name but a few. We didn’t just talk about how the IoE can support the schools in our trust however, we also talked about how your schools can support the IoE through sharing the expertise that currently exists in your own schools whether it is joining one of our networking or expert groups, working as a Facilitator for the NPQs or for the ECF perhaps, or through system leadership and supporting other trust schools with your own particular area of expertise.

For those of you looking to develop your leadership potential, applications for the Autumn cohort of the **NPQ suite** is due to open on **7 June**. They continue to be free and you can register your interest in , or book onto, any of the courses here <https://www.bestpracticenet.co.uk/npq>. Remember to select “CATTS” as your delivery partner. Coming this autumn are two new NPQs, Leading Literacy and Early Years. You should be able to register for these as well and we are hoping to be in a position to offer to deliver those through the IoE. More information will be shared as soon as we have it.

And also, the registration window is now open for Early Career Teachers - you need to register new ones with the DfE, informing them that you are with Best Practice Network as a provider as well as register your ECT with that chosen provider. Best Practice will then be in touch asking you to select your delivery partner - you’ve guessed it - “CATTS” is the option of choice.

And finally, there is still time to book your place on our very first CAT Unconference Collaborate and Thrive. **You can book your place via Eventbrite [here](#).**

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.
Ongoing	A selection of apprenticeship qualifications designed specifically with school support staff in mind.
	NPQs delivered through Best Practice Network, register for Autumn and Spring cohorts through the Best Practice website from 7 June 2022. Delivered by CAT Facilitators.
10 June 2022	OTAP - five half day sessions.
4 July 2022	Collaborate and Thrive CAT Unconference



And finally.....

Hopefully you have found us on Instagram <https://www.instagram.com/schoolscat/> (#schoolscat) as well as on Twitter @SchoolsCat (#catschools). Follow us on both and we'll follow you back 😊

Our Half Term in Pictures

Pinned Tweet
TheCATSchools @SchoolsCat · May 13
 Check out this event. Hope to see you there! #events



theocjournal.com
 Collaborate and Thrive Unconference | OurCommunityMatters
 We are thrilled that the Unconference will be featuring three brilliant keynote speakers, all of whom are inspirational leaders in their own ...

You Retweeted
TheCATSchools @SchoolsCat · 23h
 Great to see so many of our #catschools at our last NPQLT session today @PolesworthSchI @bestpracticenet @telfordpriory @TelfordLangley @Grange_Park @Chadmeadschool



3 retweets, 8 likes

TelfordParkCareers @park_careers · May 17
 Great workshop session today as part of our Week of Work at @Incomm_training and The Stem Workshop with year 10 students. Winning team featured below! @telfordpriorysch @stemcareers



Polesworth Arts @ArtsPolesworth · May 10
 Watch out for the post this week. Music awards on their way 🎵🎸🥁 Well done KS3. Fantastic @musicalfutures and @BandLab work this term #proudtteacher #thinklikeamusician



MrsGilly5 @sekennedy78 · May 16
 @StoneydelphPS @SchoolsCat @YVconcerts can you see us?



I love this picture from our culture week @telfordpriorysch we@united @oneschoolmanycultures



Culture week 2022

StratfordUponAvonSch @StratUponAvonSch · May 6
 The day has started with some group games. Looks like they have great weather for a day of Adventures!



Birchwood Primary @BirchwoodPrim · May 17
 Forest School firefighting 🔥 and camp fire songs🎵 What a wonderful way to end the day! #outdoorlearning #forestschool



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

