

The magazine of Creative Education Trust schools Issue no.25 October 2021

# Connected

## Songfest '21

An auspicious debut for our singers

Sixes and Sevens

Special relationships  
for transition

Who's Who?

The Head Office central  
team explained

Becoming Miss and Sir

New routes into teaching

Plus

The ten-year timeline; Alumni  
in the Spotlight; Staff and  
Student Commendations;  
Training for support staff  
and Best Companies 2021.



# Sixes and Sevens



Transition between three Creative Education Trust secondary schools and their primary feeders presents unique opportunities. *Connected* interviewed the stewards of this special relationship at **Woodlands, Wroughton, Lynn Grove, Thistley Hough, Harpfield, Abbeyfield** and **Queen Eleanor**.

## Lynn Grove, Woodlands and Wroughton, Great Yarmouth

Children at Woodlands and Wroughton witness the positive relationships in action, as **Megan Barnes** (Woodlands) and **Nicola Carney** (Wroughton) work in an explicitly cohesive way towards a shared goal with **Lorraine Hirst** of Lynn Grove, the secondary school they exclusively promote. Between May half-term and the summer holidays, year 6 pupils and their families have three transition days, meetings with the Family Support Officer, a visit from the secondary Progress Leader, a mini project linked to Lynn Grove and a summer camp. Everyone takes home the Go Big transition booklet, and classroom posters contribute to the focus on developing year 6 children's independence towards the end of their primary years. Each pupil's end-of-year report is shared with the secondary school, and SENDCOs share critical information in scheduled meetings. Much of this took place virtually during lockdown, on Zoom, and the questionnaires and reflective sessions deployed before the pandemic have been replaced with electronic surveys so that the experience for children can be continuously improved.



## Abbeyfield and Queen Eleanor, Northampton

**Hanna Begum**, year 6 teacher at Queen Eleanor, reflected: "Periods of change are among the most stressful times in anyone's life, and one of the differences between adults and children is that adults have the cognitive mechanisms to overcome these stresses." She described how the strong relationship with Abbeyfield is one way in which Queen Eleanor Primary eases year 6 children into secondary school. Throughout their PHSE lessons, year 6 are taught the importance of well-being and how to overcome anxiety when facing something new. Queen Eleanor maintains an open dialogue with Abbeyfield School, particularly regarding the most vulnerable children, who have extra sessions at Abbeyfield before they start year 7. Before the transition days in July, a representative from Abbeyfield comes into Queen Eleanor, to talk with the children and answer their questions, which "always goes down well!". Colleagues have found that children are less nervous when they are placed in a form room with at least one other child from their class in year 6.

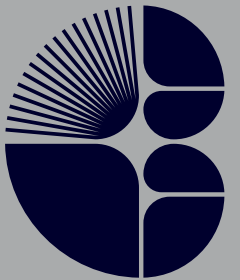


## Thistley Hough and Harpfield, Stoke-on-Trent

**Ian Brailsford**, Vice Principal of Thistley Hough, calls the relationship with Harpfield "totally invaluable" for "not only improving the transition experience for students but also the levels of CPD for our staff." During the uncertainty of the pandemic sharing good practice also helped both schools to support the local community in a visibly joint effort. The transition experience is not limited to year 6 pupils – teachers in both schools work closely to identify curriculum opportunities to get students into the Thistley Hough building as often as possible so that they feel at home as early as possible. Harpfield pupils are looking forward to a unique package of maths, cookery and trampolining lessons this year.

Student and parent voice is gathered to influence transition planning for the following year, and the close working relationship has meant that the number of students staying 'within' continues to grow year on year. The respective Principal and Headteacher sit on each other's governing body as critical friends and supporters, helping to ensure an educational journey that "feels like a through-school", and maintains the values of Creative Education Trust.





# WHO'S WHO?

Creative Education Trust's executive directors and their teams have distinct areas of strategic responsibility that contribute to the whole organisation's aims.

## HERE'S HOW IT WORKS



**Jason Howard**  
Director of Quality Assurance

Freshly arrived to help all the schools prepare to be inspected by Ofsted, the government's authority for the maintenance of standards in education; also responsible for ensuring our compliance with governance and safeguarding legislation.



**Dena Smart**  
Director of HR

Steward of the People strategy that guards our greatest resource. With her regional team, responsible for our terms and conditions of employment, policies, recruitment and contracts, development and wellbeing, payroll and the systems that keep track of 1700 employees.



**Gwayne Webb**  
Director of Learning and Development

Our wise counsel – on everyone's CPD; instigator – on our exciting new research initiative; progenitor of over 60 Academic Communities for collaboration and sharing good practice; and chair of the Primary Heads group.



**Jon Ward**  
Director of Estates and Facilities

Directs 16 site teams with the big picture and the detail in view: the physical condition of buildings new and old; the risks and hazards they present; the judicious dispensation of maintenance funding; and exciting capital projects; led by a vision that says not only "safe and functional", but "uplifting".



**Marc Jordan**  
Chief Executive Officer

Our founder and highest-ranking colleague; our chief administrator and front person in education policy circles; answerable to the Creative Education Trust Board, the National Schools Commissioner and, ultimately, the Secretary of State for Education.



**Nicole McCartney**  
Director of Education

Sets the agenda for all aspects of school improvement, delegating to her team of specialists in everything from academic performance to SEND and safeguarding, and line-managing several Headteachers and Principals.



**Emily Campbell**  
Director of Programmes

Recruited in our early days to put the 'c' in 'creative' and design projects in which all the schools could participate (Knowledge Connected); now keeping that flame alive with her team while also communicating the vision vividly to people outside.



**Luke Bowers**  
Director of Performance

In charge of the new, aligned curriculum across all our schools, the standardisation of assessment, and the processes by which we gather and use educational data.



**Ash Mudaliar**  
Head of IT

Pushing his team for swifter and sounder resolution of all the computer issues we raise; improving the electronic systems by which we communicate and collaborate; streamlining all our software; and building the infrastructure that will future-proof us for a world of wireless devices.



**Catherine Hughes**  
Interim Director of Finance

Leads our financial strategy, making it possible for Trust and 16 school leaders to achieve their goals, and manages the regional team working on all aspects of budget management, financial planning, and monthly reporting.

# 10

## 2011

**April 2011**  
Creative Education Charitable Trust receives its charity number

**September 2011**  
Hagley Park and Fair Oak join

**November 2011**  
First INSET with staff of Hagley Park and Fair Oak to develop the design programme which prefigured Knowledge Connected

## 2012

**January 2012**  
Ash Green joins

**October 2012**  
Abbeyfield joins

**November 2013**  
First Day of Performance, New Folk in Town, for the Britten centenary

**September 2013**  
First Key Concept Ambassador, Alexander Taylor, visits Abbeyfield school for their year 7 Day of Structure

**September 2013**  
Thistley Hough, Weavers and Queen Eleanor join

**July 2013**  
First secondary Day of Sports

**May 2013**  
Harpfield joins

## 2013

A look back at the key moments of growth, improvement and enrichment in our ten-year history.

## 2014



**April 2014**  
First Sixth-form Public Speaking final with guest panellist Miranda Sawyer at Coventry Cathedral

**June 2014**  
First cross-Trust staff away-day



**July 2014**  
First final of the Michael Dickson Photography Prize

**November 2014**  
First issue of Connected

**December 2014**  
Three Peaks joins

## 2015

**October 2015**  
Lynn Grove joins

**July 2015**  
First primary Day of Sports



**May 2015**  
Debut of Knowledge Connected at Principals and Headteachers away-day at the RSA

**March 2015**  
Woodlands and Caister join

## 2016

## 2016

**April 2016**  
Abbeyfield: Ofsted Good

**September 2016**  
Hagley Park and Fair Oak merge to become The Hart School

**December 2016**  
Wroughton Infant and Junior Academies join

**December 2016**  
Queen Eleanor: Ofsted Good

**July 2017**  
First Primary Day of Poetry

**June 2017**  
Weavers: Ofsted Good



**June 2017**  
First Day of Song: Lynn Grove and Caister

**June 2017**  
Lynn Grove: Ofsted Good

**May 2017**  
Ash Green: Ofsted Good

**April 2017**  
First Primary Day of Change

**April 2017**  
Thistley Hough: Ofsted Good

## 2017

**October 2017**  
Three Peaks: Ofsted Good

## 2018

**February 2020**  
Woodlands: Ofsted Good

## 2020

**December 2019**  
Wroughton Infants: Ofsted Good

**September 2020**  
Alignment of KS3 curriculum and assessments across Trust

**November 2020**  
The Hart School: Ofsted Good

**December 2020**  
Harpfield: Ofsted Good



**October 2019**  
Opening of the new link building between Wroughton Infant and Junior schools

## 2021

**May 2018**  
The Bulwell joins

## 2019

**September 2018**  
The Milton Keynes joins

**January 2021**  
Academic Communities established



**November 2018**  
Cross-Trust boys' choir performs at the centenary celebration for St Pancras Station

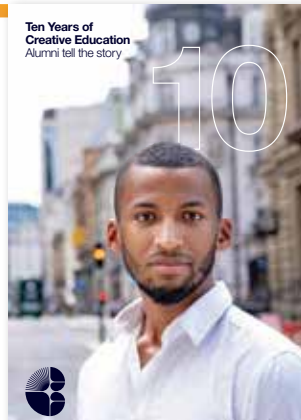
**July 2021**  
Inaugural Research Showcase event

**September 2021**  
All schools connected and on a single Microsoft 365 platform

**January 2022**  
Cross-Trust INSET for all staff on diversity and creativity

## 2022

Ten Years of Creative Education  
Alumni tell the story



**September 2021**  
Publication of Ten Years of Creative Education

**September 2021**  
First performance of Cross-Trust senior choir livestreamed on YouTube



**In September 2011, Creative Education Trust began operation as the sponsor of its first schools in Rugeley. To mark the tenth anniversary this year, *Connected* will interview an alumnus or alumna in every issue. In this issue, we hear from Ella Bishop, Caister alum, who talks about her time at school and as a student at the University of Cambridge.**

Ella remembers her time at Caister fondly: "It was such a small, close-knit school and community; so much like a family. The teachers were generous with their time, giving us extra lessons and revision sessions. I was so grateful they really cared". Making the most of the opportunities on offer and as well as being Deputy Head Girl, she was a music ambassador and an outstanding soloist in her classical debut at the 2016 Creative Education Trust Day of Song.

In addition to her passion for music, Ella developed an early interest in science. In a club she formed in year 10, to help make science fun and engaging for younger students, the group found out how to make ice cream out of ice and salt, and how to make slime! She acknowledges the barriers to STEM, which are "intimidating a lot of the time", and there were times when she herself didn't feel cut out for studying science. But she studied biology, chemistry, and maths at East Norfolk college, before going on to study Natural Sciences at the University of Cambridge.

Ella had known from a young age that she had wanted to go to university, but the portion of Caister pupils heading for university was small, and no one in her family had been. "I had no idea what university involved; I just knew I wanted to stay in education because I loved it so much". She had her first experience of Cambridge while at Caister, as a participant in a Sutton Trust sociology programme that

enabled her to stay at Jesus College for a few days. "I will always remember falling in love with the university during those days. That's when I knew I wanted to get in". Not expecting to get to the interview stage, Ella was elated to secure her "dream course at my dream university" in 2020. Very excited and nervous about going, she found herself afflicted with imposter syndrome. "I was from a small town and a small school, and now I was around these amazing, talented people. I had to remind myself that I'd got there for a reason."

Cambridge lived up to Ella's expectations "Most of all I've enjoyed the people – so many classmates with similar interests to me. It's a lovely place to live as well". Ella's degree is in biology and microbiology – she was photographed for *Connected* among the animal skeletons in the Cambridge University Museum of Zoology – and she hopes to specialise in pathology (the study of disease) in her third year. In the meantime she looks forward to getting involved in more societies, with fewer disruptions from coronavirus, and is excited that labs and practicals will now take place in person.

Ella advises current school students not to be afraid of having big ambitions. "I was very shy and doubtful of myself at school. If it wasn't for people telling me I could do it, I wouldn't be where I am now." She urges others to seize any opportunity to speak to former students or possible mentors, on the grounds of the "incredibly useful" experience of speaking to someone who'd been in a similar position. "You never know who you'll come across, or when you'll discover something you'd love to pursue".

You can find out more of our alumni destinations in our publication '10 years of creative education' here: <https://knowledgeconnected.org.uk/TenYearsAlumni> Creative Education Trust will be launching alumni platforms for schools this term through Future First, providing a network and opportunities for alumni, including the chance to act as role models in their former schools.

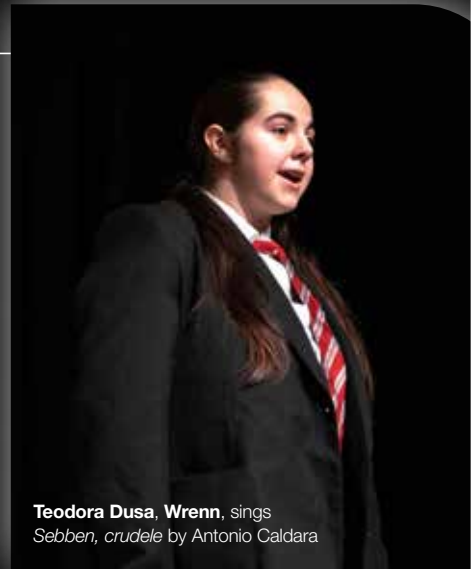
*"I will always remember falling in love with the university during those days. That's when I knew I wanted to get in."*

Ella Bishop

# ALUMNI IN THE SPOTLIGHT



**Carol Idrisha, Thistley Hough,** performs *Vieni, vieni o mio diletto* by Vivaldi. Accompanied by **Lee Dunleavy**



**Teodora Dusa, Wrenn,** sings *Sebben, crudele* by Antonio Caldara

## SINGING AMBASSADORS 2021

**Freya Browett,** Abbeyfield  
**Sophie Lambert,** Bulwell  
**Jasmine Dunn,** Caister  
**Emilia-Mae Owen,** Ellis Guilford  
**Elise Bolas,** Hart  
**Annette Muthoni,** Milton Keynes  
**Carol Idrisha,** Thistley Hough  
**Emma Fairbrass,** Weavers  
**Teodora Dusa,** Wrenn

# SONGFEST '21

An historic event marking 10 years of creative education, *Songfest* was also the long-awaited debut of the cross-Trust senior choir, originally scheduled for July 2020 in the depths of the Covid pandemic during which singing was forbidden.



Tutored online in advance by Dr Charles MacDougall, Choral Director of the Voices Foundation, the choir rehearsed together for the first time just one week before the performance. The pieces were chosen carefully to stretch our best singers and depart from the predictable school choir repertoire. Rising to the challenge, our choristers demonstrated their musicianship and rose to the challenge of performing in Lingala, 13th century English and Latin.

The choir is formed of 32 secondary students from across Creative Education Trust. Nine of these, appointed as Singing Ambassadors, were hand-picked to receive additional vocal training and represent singing as an aspirational activity in school. Coached as soloists by Voices Foundation tutor Camille Maalawy, the Ambassadors enriched the concert with works by Fauré, Britten, Handel and other composers.

Choral conducting is among the core components of the CPD for music teachers delivered by Voices Foundation since Chorus began in 2017. It was a natural progression of the project that these teachers should form their own choir. The inaugural Creative Education Trust Staff Choir performance featured a Hawaiian spiritual, urging us to 'do what we can to take care of the earth', and *Cross the Wide Missouri*, a traditional song with roots in both North American and Great Britain

Watch the concert online:

<https://knowledgeconnected.org.uk/SongFest21>



**Dr Charles MacDougall** conducts the choir

**Emilia-Mae Owen, Ellis Guilford,** sings *Where'er You Walk* by Handel



**Sophie Lambert, Bulwell,** sings *Caro Mio Ben* by Giuseppe Giordani



**Elise Bolas, Hart,** sings *O Cessate Di Piagarmi* by Alessandro Scarlatti



**Emma Fairbrass, Weavers,** sings *Pie Jesu* by Gabriel Fauré.



**Freya Browett** performs *Già il sole dal Gange* by Alessandro Scarlatti



**Annette Muthoni, Milton Keynes,** sings *L'ho Perduta, Me Meschina!* by Mozart



**Jasmine Dunn, Caister,** performs *O Waly Waly*, arr. Benjamin Britten



# Universified.

In the last issue of *Connected*, we heard from three Weavers students selected for the year-long Universify programme, which aims to raise aspirations and attainment by providing an authentic experience of highly selective universities for high school students.

Here we find out about their experience on the programme over the summer. Unfortunately, the in-person residential was cancelled, but they were able to access online lessons and activities that helped them to practise study skills, experience university life and venture beyond normal school learning.

**Sophie, Pippa,** and **Ben** share what they have learnt so far:

## What were your highlights of the summer programme?

**Pippa:** The escape room activity and the scavenger hunt, and there was a fun drama activity where we had to write a humorous script.

**Sophie:** There were some good group games and a useful Q&A about university life. I enjoyed the history of art lesson.

**Ben:** I enjoyed the law lessons, and the study skills were helpful.

## What are you enjoying most about the programme?

**Ben:** the lessons, especially new topics like medical science – there's so much more to it than just being a doctor.

**Sophie:** The coaching, because it's really helping me to put my goals in perspective

**Pippa:** The people – I liked the coaches, and the other students are super-smart and funny. I think I'd be great friends with some of them if we knew each other better.

## What did you learn over the summer?

**Ben:** More about the benefits of university life and the variety of options it can give me in the future. I knew it would give me more choice, I just didn't realise how much.

**Sophie:** Just that university really is for anyone now; there are so many different courses so that anyone could have that experience if they wanted it.

**Pippa:** I learnt that politics isn't just debating and is very exact. Also that buildings hold more history than I'd realised – I really want to check the place out as soon as I can get the chance.



Sophie



Pippa



Ben

## Did anything surprise you?

**Pippa:** I was expecting it to be like the movies – with fraternities, for example. Classes are much smaller than I thought, and I knew it would be independence-driven, but not quite as much as I'd expected. Everyone was really welcoming and relaxed, it was chilled but with friendly competition.

**Sophie:** It's not as structured or regimented as I thought it would be.

## Has the programme changed anything about what you'd like to do or study in future?

**Ben:** I now know for certain that I want to go to university, I also know that I want to study computer science or history – or both, if possible.

**Pippa:** I always wanted to go to university but now I know I don't want to study politics. My choices are changing – maybe architecture – who knows?

**Sophie:** It's making me consider wider options and different universities – I know I want to go to university but I'm thinking more broadly about my choices.

**Ben, Pippa and Sophie continue to have monthly coaching sessions as Universify participants. Coming up next they'll have a Spring revision weekend, which they hope is residential so they can meet everyone their classmates in person.**



# Becoming Miss and Sir

Welcome to **Claire Amed**, who joined Creative Education Trust in the summer as Teacher Training Co-Ordinator. She explains her new role here to *Connected* readers, and introduces three trainees under the new Schools Direct partnership with the University of Warwick.

In my previous role as Teaching School Manager in a Warwickshire school, working with seven alliance schools to coordinate teacher training programmes, I supported eight cohorts of new recruits through their initial teacher training. I was able to continue to support these newly qualified teachers through their early career programmes, and help them progress to middle leadership qualifications. I look forward to using my experience to develop Creative Education Trust's existing programmes further, encouraging both graduates and career-changers to consider a future in teaching.

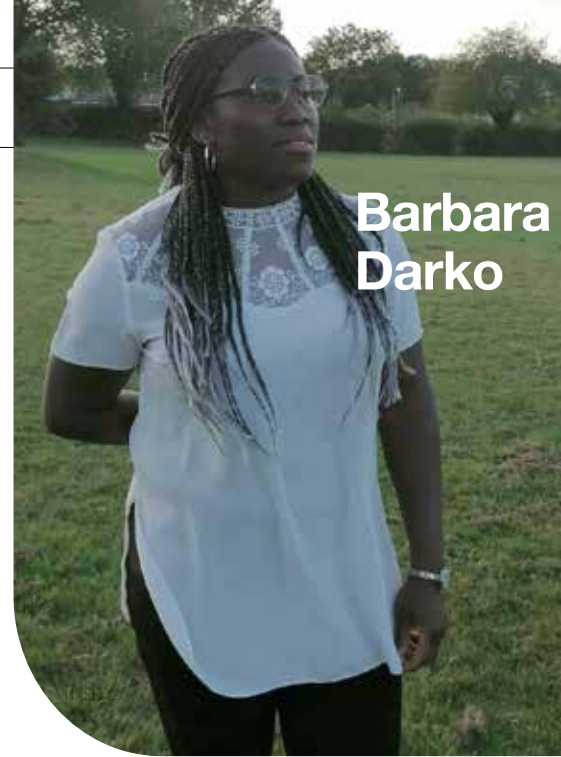
One of our training routes is through the School Direct programme, which invites potential teacher trainees to apply directly to one of our schools. Vacancies for this programme open on 12th October and are advertised on the DfE website here using Provider Code 5A1: <https://www.gov.uk/find-postgraduate-teacher-training-courses>. Successful applicants will have a valuable opportunity to get experience in their school in advance of the course start date.

The qualification from our School Direct programme is the Post Graduate Certificate in Education (PGCE) conferred by the University of Warwick, also the same qualification gained by students on more traditional University-led teacher training programmes. Warwick is placed 6th in the UK by the Guardian University Guide for 2022 and is named University of the year for Teaching Quality in the Sunday Times Good University Guide for next academic year. We're proud to be able to offer such a prestigious and robust training programme in our schools.

Government bursary funding is available in some subjects. Further information regarding fees and funding can be found at: <https://bit.ly/2WZp2H0>

If you already have classroom experience (such as Teaching Assistants or Cover Supervisors) you may wish to consider a post graduate teaching apprenticeship. Teaching apprentices do not pay fees to study and earn a salary while developing their skills in the classroom. They split their time between school and University with at least 20% of their time being spent on study.

If you are interested in training to be a teacher and would like to learn more about our training routes, please contact me on [teachertraining@creativeeducationtrust.org.uk](mailto:teachertraining@creativeeducationtrust.org.uk).



**Barbara Darko**

**“Education is life’s greatest gift and it’s the key to unlocking potential. My passion for working with young people stems from the love and care I have for them. As a mother of three, working as a teaching assistant was convenient for my busy family life. However, I felt I had more to offer. After deliberation I chose the School Direct route, which drew me to Creative Education Trust because of their affiliation with Warwick University. I feel privileged to gain admission into a programme that will shape my scope in the field of education, set me on the right track and grant me confidence and relevant skills. Most of all, it will afford me the opportunity to bring a change in young people’s lives”.**



**Jack White**

**“I’ve always enjoyed learning about physics and the nature of the universe, but as I progressed through my studies from GCSEs all the way to degree level, I found that what I truly liked was discussing and explaining physics to my peers. Physics can appear, and often is, dry and boring, but it’s a subject that is deep, rich, and perhaps even romantic. I went into teaching to help students find the beauty in physics, by pointing them in the right directions. To look past the individual concepts and equations and see the universality of physics; the intrinsic value of studying the nature of the universe. I opted for the School Direct programme because I felt I could build better relationships with students and teachers on a longer placement, and further all my goals”.**



**Gratia Mutiswa**

**“Young people, teenagers especially, can be quite challenging, yet I found myself deciding to get into a profession where I interact with them a lot; furthermore, teaching a subject which is not a favourite of many! The combination of a widespread negative attitude towards mathematics, my love for it and appreciation of the doors it can open for many, and the shortage of maths teachers, led me to apply for teacher training. I’m a curious person who likes to know lots about a lot, of things and to pass it on, so teaching is an obvious platform for me. I chose the School Direct route having previously worked (unqualified) in various schools, I knew the well-organised maths department at Weavers would afford me great training. The affiliation with a highly reputable university is an added bonus. I aspire to pastoral roles as my career in schools progresses”.**

## To be eligible to train to teach...

prospective candidates need to be working towards a degree with GCSE grade C/4 in English and Maths – plus, for primary trainees, a science subject. It is preferable that the trainee’s degree directly relates to the subject in which they wish to teach. Should the degree provide lesser subject specialism, trainees with Grade B or above at A Level in their chosen subject, may be eligible to join the course.





Support staff from the Hart, accessorised for work: **Adam Newelly** (Janitor), **Marita Deeley** (Site Technician), **Les Butterworth** (D&T Technician), **Dave Rushton** (Site Manager), **Tina Garrington** (Site Technician) and **Dan Harley** (IT Technician).

# Learning Preferences



## 2021 Staff Survey

Best Companies is a well-established employee engagement organisation whom we engaged in 2020 to survey how staff feel about working for Creative Education Trust. We're repeating the survey to find out how we're doing against last year's results, and it will reach your email in-tray in the coming weeks. Your responses will be kept confidential, and the groups into which the responses will be sorted for analysis are large enough that we cannot know who has said what. The majority of the questions, built around Best Companies' theory of employee engagement, will be based around your experiences at school but there are a few additional questions about Creative Education Trust as a whole. Please complete the survey before the December deadline.

In the summer term Creative Education Trust undertook a training needs analysis for support staff. In the first stage, 238 colleagues identified their training needs in response to a questionnaire. Eight focus groups in Norfolk and the Midlands, and interviews with senior managers, followed up the survey to establish high level, strategic needs. The focus groups were asked about gaps that they could see in the way schools operated, anything that might indicate a learning need, how they preferred to learn, and what they would expect to see in a development package. The senior managers were asked to identify anything coming over the horizon that might make staff training necessary.

### What did you tell us?

Although 78% of support staff have had an appraisal in the previous 12 months, only 29% have a current development plan. The Trust is committed to ensuring that all members of staff have a development plan. This will be a focus in the new academic year.

The survey data indicated that the highest immediate needs were first aid, mental health first aid and a range of IT software, particularly Microsoft Excel. In the longer term (12-18 months) the highest need appeared under the heading of Personal Effectiveness, particularly resilience, stress management, conflict resolution and dealing with change. IT, and Excel in particular, came up again, along with managing difficult conversations under People Management.

The focus groups identified several areas of need which had not been set out as options in the questionnaire. First, behaviour management in school. Support staff expressed the view that not being trained in behaviour management, as teaching and pastoral staff are, left support staff feeling exposed among misbehaving students in the school corridors and circulation

spaces. Second, communication within the school was flagged as an area for improvement, for example, when events such as parents' evenings are not communicated to the support staff, although the smooth running of any such event requires their action.

The focus groups also helped to clarify some of the results of the questionnaire. It became very apparent, for example, that the definition of 'Intermediate' and 'Advanced' Excel skill varied greatly. It was a surprise that so many people wanted training on SharePoint. SharePoint had initially been classified as a specialist IT area of knowledge, but the focus groups explained that many users do not understand the basics of how to share links and save work onto SharePoint, which is used extensively throughout the network.

In answer to the question about the learning preferences, the focus groups were generally in favour of e-learning enables them to study when it was convenient alongside other work. It was recognised that face-to-face training was necessary to certain skill-based learning.

### What have we already done?

The list of needs was relayed to Headteachers and Principals in July so that the demand for behaviour management training could be answered in the September inset days. The feedback regarding communications within the school has also been reinforced.

The information from the needs analysis has been combined with another study of the learning needs of teaching staff. Several themes consistent across both will be developed into a programme and made available to staff either as direct delivery in schools, remote delivery or e-learning. This training will be in addition to the sponsored professional or management development programmes offered through apprenticeships.

Finally, we're building an area of the intranet accessible to staff looking for training and research material and career pathway information.



## The National College

Creative Education Trust has now signed a contract with the National College for two years, making their wide range of accredited CPD programmes and events available to all staff. Many of their specific teaching resources will also be useful in the development of the subject teaching workforce.

## Estates Update

After a busy summer for the site team, Ash Green students and teachers are enjoying two splendid new facilities. A dilapidated structure has been refurbished as a new hub to support the music curriculum, with spaces for teaching, practice and performance. The soul and history of the building are retained in an inspirational new facility which was managed in-house from design concept to completion. Likewise, the new Foodtech kitchen, a commercial-grade new space for teaching Food and Nutrition to all year groups, has state-of-the-art equipment such as Bosch induction hobs and commercial microwaves, refrigerators installed beneath expansive Trespa worktops, stainless steel industrial sinks and pantry storage. We await a new generation of t.v. chefs from Bedworth.



## Successes and special commendations

# Students

To **Caroline** (left) and **Laura** (right), who completed their apprenticeships at **Harpfield**. (See [Connected no.19](#)).



To **Morgan Masters** and **Darcy Bunce**, **Ash Green** year 10, selected for Wasps Under 16 rugby team from over 200 nominations, after meeting the key values of 'warrior', application, skills and physical potential in 2 weeks of trials.

**Erin Alexander**, **Wrenn** year 9, selected from over 20,000 applicants to join the Simpson Army Cadet Force in Northampton.



To **Jai Glass** and **Sam Newport**, **Ash Green** year 11, recognised for their honour, bravery, and courage in a critical incident during the summer.



To **Mia Squires**, **Lynn Grove** year 8, who broke the Norfolk long jump u13 record that has stood since 1999 by jumping 5.11m, and is now ranked 1st in the UK.



To **Finley, Desire, Ashton, Evan** and **Lilly-Renee** (Lilly-Renee, Ashton and Evan pictured) for their argument for eliminating plastic pollution in their coastal community.

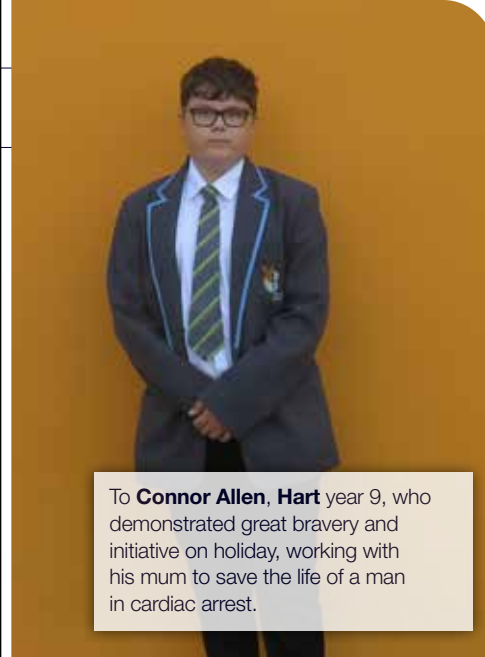
# and staff

To all of the Advocacy Challenge finalists at **Weavers**, **Lynn Grove** and **Hart**, who developed and pitched a response to 'What does this community need?' Each winning team will be supported to take forward their recommendations and meet their local MPs to share their ideas.

Special congratulations to our winners: **Amber, Katie, Brooke, Megan** and **Caitlin** (Brook and Megan pictured below) at the Hart for a well-researched case for a homeless shelter in their local community.



To **Diya** and **Jiya** at **Weavers** (pictured below) advocating for community spaces to support the mental health, wellbeing, and safety of young people in Wellingborough.



To **Connor Allen**, **Hart** year 9, who demonstrated great bravery and initiative on holiday, working with his mum to save the life of a man in cardiac arrest.



To **John Conway**, teacher at **Ash Green**, who completed over 220 miles by bike – with amazing views – to raise money for Motor Neurone Disease Association.



To **Emily Campbell**, who received her degree from Dr Boris Blumberg, Captain of the Maastricht University MBA programme.



HISTORIC ROYAL PALACES

**Creative Education Trust**

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**Creative Education Trust needs a festive card to send to friends and supporters in the coming holiday season, and is inviting pupils to submit their artwork.**

The brief is to design a card conveying seasonal good wishes to people of any faith, or none, either in the phrase 'Joy to the world', or 'Peace on Earth'. Illustration, collage, typography, or any other media can be deployed to express this message of hope. The brief is among several contained in Creative Education Trust's bespoke portfolio for The Big Draw 2021.

For the full brief and further details, please contact [kate.ward@creativeeducationtrust.org.uk](mailto:kate.ward@creativeeducationtrust.org.uk).

Front cover image:

**Jessica Farrant (Hart), Annette Muthoni (Milton Keynes), Meghan Lattimore (Abbeyfield), Madison Holder (Milton Keynes) and Emilia-Mae Owen (Ellis Guilford)** perform in the cross-Trust choir at Songfest '21. Songfest photography by **Becky Mursell**.

*Connected* is designed by  
**@VincentDesignUK**