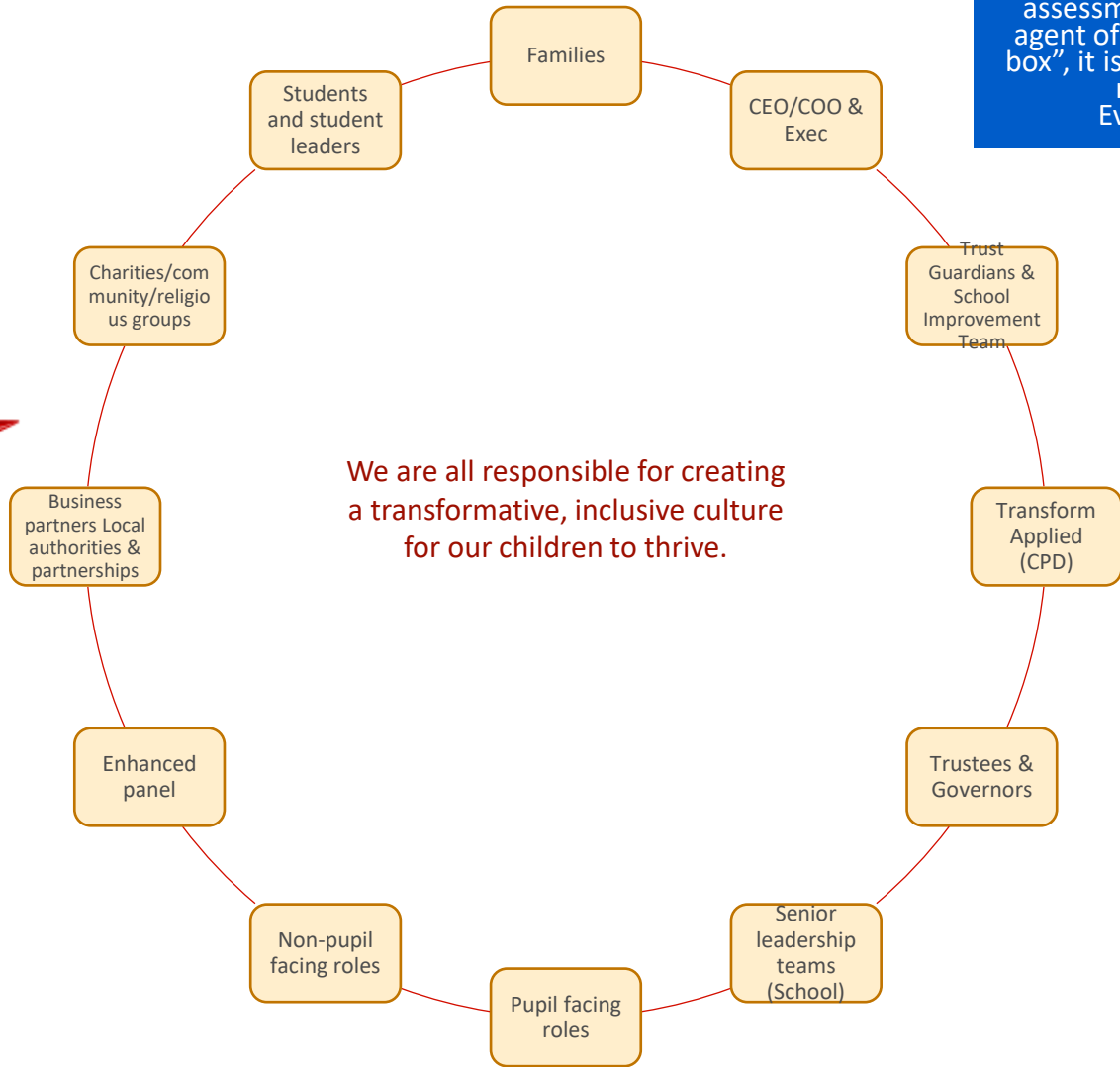


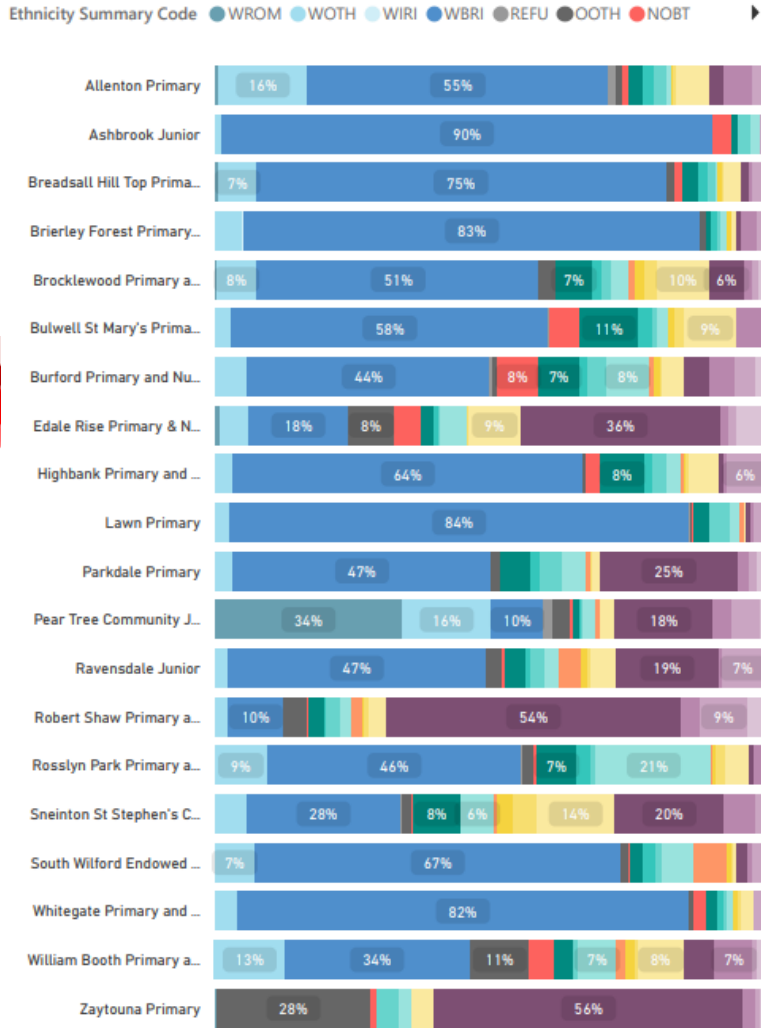
# Agents of change: A continuous cycle of inclusion

Diversity, equity, inclusion and belonging, to us, is a cycle of assessment and reflexive practice. Everyone in Transform Trust is an agent of change and able to make a difference. Wellbeing isn't a "tick box", it is a continuous process of enabling adults to do their job in the most effective way possible for the families we serve. Every voice matters and inclusivity is never "done". It is cyclical.



# Context: Our children in Derby, Derbyshire and Nottingham, Nottinghamshire

## Ethnicity Summary



We are operating in a region in need of transformation and educational change

Educational provision in the East Midlands is plagued by mediocrity. The overall effectiveness of schools in the East Midlands is below the national level in both the primary and secondary phases, with almost 158,000 pupils attending schools that are not yet good.

[https://assets.publishing.service.gov.uk/uploads/attachment\\_data/file/1000000/east-midlands-regional-report-2022.pdf](https://assets.publishing.service.gov.uk/uploads/attachment_data/file/1000000/east-midlands-regional-report-2022.pdf)

East Midlands regional report - GOV.UK

6600 children. 20 schools. 4 Faith Schools (1 Islamic 3 Church of England).  
 Nearly 100 different first languages spoken.  
 939 with Special Educational Needs (SEN) including  
 79 Education Health Care Plans  
 and 155 children with an Autism diagnosis.  
 Understanding neurodiversity, complexity and intersectionality is critical in ensuring we are a positively enhancing the lives of every child in our care.

**EVIDENCE:** we have seen a significant drop in severely persistent absent children (below 50%) since the start of this 2022 academic year.

In July 2022, we carried out Year 6 exit surveys with the children and parents. Results at Ravensdale Juniors showed 94% of Year 6 parents felt their child has been taught to treat others fairly and equally.

# Staffing structures and functions



*“The Trust is deeply committed to raising standards and achievement for all children regardless of ethnicity, race or gender.”  
(Guardian groups terms of reference)*

These five strands of strategic thinking are key to ensuring positive outcomes for our children. From speaking to local authorities to ensure a child gets a place at alternative provision, to supporting in whole-school training and upskilling – our Trust Guardians are constantly monitoring progress in these five areas of success. Below are further staff roles and examples of how inclusion weaves through us all.

Rebecca Williamson	Azuraye Williams	Emma Hampton	Jill Wilkinson	Rachel Hannon	Steve Cox	Rebecca Meredith	Dennis Jones	Claire Smith
<ul style="list-style-type: none"> <li>• Lead Associate Headteacher at Transform Trust</li> <li>• EYFS Lead</li> <li>• DEIB Lead – facilitating agents of change at an adult level. CPD, supporting schools and upskilling.</li> </ul>	<ul style="list-style-type: none"> <li>• Assistant Headteacher</li> <li>• Y2 teacher at Breadsall Hill Top Primary</li> <li>• DEIB Lead – catalysed the changes to policy and supports schools in diversifying their curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Director of inclusion</li> <li>• DEIB: Advocate for children at both school level and individual child level through the enhanced panel and neurodiversity training for all staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Operating Officer</li> <li>• Oversees the Trust Guardians</li> <li>• DEIB: Their focus on the five strands for success ensures that every child feels safe, advocated for and able to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Director of HR</li> <li>• Ensures that HR policy is continually reviewed and revised in light of DEIB insights</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Finance Officer</li> <li>• Ensures schools have the funding and resources to be able to review and meet emerging needs</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Executive Officers</li> <li>• Sets the tone and role models inclusive practice</li> <li>• Enables and empowers staff to lead on key initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Trustee for Transform Trust</li> <li>• Lead Trustee for DEIB at board level</li> </ul>	<ul style="list-style-type: none"> <li>• Trust Operational Safeguarding lead</li> <li>• Monitors DEIB and systemic incidents, spotting trends and allocating support</li> </ul>



# Empowering schools to self-assess so we can tailor support

Emerging	Engaging	Embedding
Some awareness of issues regarding under-represented groups is evident in school.	Children and staff are engaging with issues regarding under-represented groups which might include assemblies, work within books or/and discussions within school.	Children and staff are openly researching and developing their own knowledge around issues regarding under-represented groups. Key stakeholders (including governors) are involved in the discussions and developments within school.
Some commitment to diversifying the curriculum. Some commitment towards making trips, speakers and visits more diverse.	The curriculum has a range of themes regarding diversity and these allow the children to explore diverse subject matters within different areas of the curriculum. Trips, speakers and visits have a more diverse outcome.	The curriculum challenges and explores the protected characteristics across all areas of the curriculum. Diverse themes are developing and embedding across subjects, topics and year groups. Trips, speakers and visits are carefully planned to continue to embed diverse cultures and opportunities.
The curriculum allows some focus for the protected characteristics, alongside under-represented groups, to feel seen and represented.	The curriculum has a wide range of core themes regarding the protected characteristics that are evolving across all subjects. The school has started to look at ways for children and staff to share their own cultural identities and intersectionality.	The curriculum allows children to explore, discuss and celebrate difference. All children feel that they can see and be seen within the school curriculum and general ethos. Children feel that they are able to learn from others who are different from themselves. The school welcomes children and staff to share their own cultural identities and intersectionality.
Commitments to discussions (open and honest conversations) around protected characteristics and their effects on individuals. Discussions regarding under-represented groups. The discussions involve some members of school. These discussions are few and infrequent.	Discussions around protected characteristics and their effects on individuals, alongside discussions around under-represented groups, are supported within the curriculum and across school. Opportunities are provided for staff and children to engage in these discussions. These discussions happen on set occasions throughout the year (for example, race and identity during BHM).	These discussions are ongoing and developmental with next steps accounted for. These discussions happen frequently throughout the year.
A CPD and training session is available for staff around Equity, Diversity and Inclusion during the year.	A few CPD and training sessions are available for most staff members during the year. The training allows for discussion and next steps that support the ongoing work in school. School is supporting CPD through at least one more avenue such as EDI bulletins or an EDI book library for staff.	All staff have consistent CPD and training around a range of areas in reference to EDI. The training is ongoing and progressive to tackle inequality and systemic biases. All staff have access to continued learning through more than one avenue such as EDI bulletins.
Children have some awareness of racial literacy and are able to voice their opinions about racist and prejudice views. There is some awareness of stereotypes and ways to challenge these within school.	School is engaging with 'safe-spaces' and provides staff and children with opportunities to talk about racist and prejudice views. School is engaging in tackling stereotypes and stereotypical views.	
Some commitment to addressing trauma-based incidents.	Schools processes, procedures and the behaviour policy are starting to create a structure for dealing with trauma-based incidents. Most staff feel comfortable with this strategy. Leaders within school are developing structures to support behaviour and records of behaviour through the lens of inclusivity and cultural understanding.	behaviour through the lens of cultural understanding.
School is starting to make some links with the local community to reflect diversity within school.	School has links with the local community. Children have an understanding about different cultures within their community and have opportunities to learn about them and engage with them throughout the year.	School looks for opportunities to welcome local and wider communities to allow children and staff to explore their local cultures, but to also ensure there is exposure to a wider diverse global community throughout the year.

- Our DEIB Framework is used to support all schools in their inclusion, wellbeing, HR and safeguarding practice. Challenging and changing behaviour for the benefit of all children. There are three levels: Emerging, Engaging and Embedding, with clear outcomes as they progress through the framework.

## English as an Additional Language (EAL) – Self Evaluation Tool

	Emerging	Expected	Enhanced
<b>Leadership, culture and values</b>	<ul style="list-style-type: none"> <li>There is a named person in school who leads on EAL.</li> <li>The school has an EAL policy and action plan.</li> <li>The school environment recognises, through display, the fact that pupils, staff and parents come from a variety of language and cultural backgrounds.</li> <li>The school endeavours to recruit governors and school staff that are representative of wider community groups and cultures.</li> <li>The school has systems for collecting contextual data for EAL learners, such as: first language, other languages spoken, literacy, language proficiency, refugee status and previous schooling inside and outside the UK.</li> <li>Attendance and exclusions – the school monitors the attendance and exclusion data of EAL learners.</li> <li>School is aware of any cultural sensitivities such as refugee or asylum status.</li> <li>School tracks the wellbeing and engagement scores of pupils with EAL.</li> </ul>	<ul style="list-style-type: none"> <li>There is a named member of SLT with overall responsibility / accountability for EAL provision in school.</li> <li>The school has a coproduced EAL Strategy / action plan and policy in place.</li> <li>Attainment and other data for EAL is used to inform whole school action planning.</li> <li>Where appropriate, EAL Improvement planning is embedded within the school development plan.</li> <li>EAL leaders and the SENCO work collaboratively when identifying and supporting children with EAL and SEND and know the difference between the two.</li> <li>The senior leadership team are confident in making effective judgements about EAL provision in their school.</li> <li>The school's induction programme is effective in supporting EAL pupils to settle into the school and integrate quickly.</li> <li>The Governing body discusses outcomes for children with EAL and can articulate the schools provision for EAL.</li> <li>The school uses case studies to articulate impact of provision.</li> </ul>	<ul style="list-style-type: none"> <li>The school conducts a collaborative approach, including key stakeholders, to the overall responsibility and accountability of EAL provision.</li> <li>All strategic documentation is known, understood and lived out by all staff. Implementation of these are monitored by SLT.</li> <li>Key school policies are produced in an accessible format and translated where appropriate to meet the needs of EAL parents.</li> <li>SLT have received training or guidance on the leadership of effective whole school EAL provision.</li> <li>There is an appropriate number of designated staff supporting children with EAL in school, relative to the EAL population.</li> <li>EAL staff are effectively deployed to sustain the delivery, management and development of all aspects of EAL provision.</li> <li>There is a member of the Governing body that has oversight of the provision and progress of pupils with EAL.</li> <li>The school has identified and is working towards external accreditation.</li> </ul>
<b>High expectations</b>	<ul style="list-style-type: none"> <li>Pupils with EAL are a focus in pupil progress meetings.</li> <li>There is an understanding of the barriers to learning that pupils with EAL face. Teaching and learning strategies are used to try and remove these.</li> <li>All Pupils have readily available access to high quality books and resources that reflect the diversity of pupils within the schools.</li> </ul>	<ul style="list-style-type: none"> <li>The school is effective at maximising EAL pupils' chances of good academic achievement through an appropriately challenging but supportive culturally sensitive curriculum.</li> <li>Teachers have high expectations of EAL learners and ensure they are engaged in active learning, with enhanced opportunities for speaking and listening and with effective models and scaffolds of spoken and written language.</li> </ul>	<ul style="list-style-type: none"> <li>All EAL pupils at all stages of English proficiency make progress across curriculum subjects.</li> <li>Teaching and learning staff's knowledge of EAL enable them to create materials which are accessible to EAL pupils with their individual needs in mind.</li> </ul>
<b>High quality teaching and learning</b>	<ul style="list-style-type: none"> <li>Teachers' classroom management (e.g. instructions, groupings, seating arrangements, physical environment) is effective and supporting for all EAL pupils.</li> <li>There are adequate easily accessible resources for staff and children.</li> <li>Teachers use a range of strategies to engage, motivate and accelerate the progress of EAL learners.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and learning staff are appropriately trained to meet the specific requirements of EAL pupils.</li> <li>EAL pupils are given the opportunity to develop their English as an integral part of their day to day classroom experience.</li> <li>Teaching approaches, lesson activities and resources are differentiated to take into account the range of English levels of EAL pupils in the class.</li> <li>Targeted interventions improve outcomes for EAL pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Support is offered to EAL pupils when taking part in school excursions, extra-curricular activities and learning arranged outside of school. Facilitators of these are informed of the EAL needs of the pupils.</li> <li>Staff have an awareness and practical expertise in EAL difficulties, problems and barriers and are able to confidently help EAL pupils to overcome them.</li> </ul>
<b>Fostering of relationships</b>	<ul style="list-style-type: none"> <li>EAL pupils and their families know how to take part in school life.</li> <li>All staff and pupils in school behave in a welcoming, caring and inclusive manner towards pupils, staff and visitors who do not have English as a first or home language.</li> <li>The school endeavours to use translators in order to communicate with parents.</li> </ul>	<ul style="list-style-type: none"> <li>The school identifies staff, parents or Governors with EAL expertise, language proficiency and local EAL community links.</li> <li>The school engages with specialist services and/or specialist materials involved with EAL pupils.</li> <li>The admissions procedure for new EAL pupils is timely, informative and mindful of he needs of the new pupil and their family.</li> </ul>	<ul style="list-style-type: none"> <li>The school actively reinforces the assets of bilingualism amongst its pupils, families and staff.</li> <li>EAL pupils and their families play a full part in school life through attending events aimed at families and parents.</li> <li>The school uses visiting speakers, school links and special events to widen pupils knowledge and understanding of different languages, traditions and beliefs.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>The school has an established time line for the collection and analysis of progress and attainment data for EAL pupils.</li> <li>The school analyses attainment data by ethnicity, first language and language proficiency to ensure an accurate picture of progress and attainment across all years.</li> </ul>	<ul style="list-style-type: none"> <li>As part of the induction process, relevant assessments are carried out to identify EAL needs and support are set up in a timely fashion.</li> <li>EAL pupils' progress is assessed and monitored with regards to progress across the curriculum and with acquisition of English.</li> </ul>	<ul style="list-style-type: none"> <li>All forms of data, including exclusions, behaviour logs, attendance, extra-curricular attendance, pupil and parent voice etc. is forensically scrutinised and shared to review and inform the following year's objectives and barriers.</li> </ul>
<b>Reflection and</b>	<ul style="list-style-type: none"> <li>Whole school provision and intervention programmes are reviewed regularly for impact.</li> </ul>	<ul style="list-style-type: none"> <li>Support for individual EAL pupils is regularly and collaboratively reviewed by the teachers and senior leadership and amended in response to pupils changing needs and</li> </ul>	<ul style="list-style-type: none"> <li>The effectiveness of EAL provision is analysed and shared with all staff so that successes can be celebrated and barriers can be discussed as a staff with a view to setting all staff targets.</li> </ul>

Similarly, our EAL Self Evaluation Tool follows the Emerging, Expected and Enhanced structure so that schools can self-evaluate their provision and drive improvements in specific areas.

# Impact



As a MAT we track all equality incidents, report on them and support the schools in dealing with them. We work directly with schools and with individual children who are experiencing systemic issues to ensure they are not being marginalised further. For example we worked closely with a Local Authority to ensure a Gypsy Roma child was not permanently excluded.

## Suspensions



- Steep reduction in suspensions over 4 years
- 140 suspensions 2019/20,
- 116 suspensions 2020/21,
- 121 suspensions 2021/22 and so far this year the lowest number of suspensions in September and October (10) for 4 years.

Meaning more children are accessing the education they deserve.

Reduction in children on part-time timetables

No children currently accessing Alternative Provision as needs are being met in schools.

Children's Mental Health and Wellbeing whole Trust INSET 2018.

Inclusive Leadership: A focus on Belonging Whole trust INSET 2022

Managed move children are increasingly coming to us as Local Authorities see our inclusive practice working.

Child Watch meetings at MAT level – to ensure the trust knows its most vulnerable children and can tailor support to schools.

CPD for EAL, Behaviour, Personalised Curriculums and sensory friendly classrooms.

Collect wellbeing and involvement data via the Leuven Scale at regular points in the year to support schools and improve the wellbeing of our children.



### Richard Jones – Deputy Headteacher at Zaytouna Primary School

*“My ability to critically evaluate decisions, engage colleagues and implement change led to significant and impactful changes at a whole school level. By engaging with the opportunities presented by Transform Trust I am a better teacher, a better leader and a better person.”*

In 2013, Richard moved from a secondary comprehensive school in a relatively affluent area of South Wales to an inner-city primary school in a highly deprived area of Nottingham. Despite the major cultural shift and feeling like a newly qualified teacher again, he embarked upon a transformational learning journey resulting in a significant leadership position and demonstrable positive impact on pupils. In 2014, his first school (Brocklewood Primary School) was inspected by OFSTED and deemed to have serious weaknesses. This resulted in them joining Transform Trust, so in school mentoring, a dedicated team of school improvement associates and bespoke CPD tailored to the needs of the school commenced. This proactive and positive approach to school improvement meant Richard, as the Curriculum Lead, was enrolled on the Olevi Outstanding Teacher Programme to secure outstanding classroom practice. This led to him hosting Open Classrooms for colleagues at school and for the wider Trust. He spent a year on the Middle Leader Programme to develop leadership identity, behaviours and confidence.

The professional development opportunities continued as he presented at Network meetings, and developed as an impactful coach by attending the Transform Applied Coaching Fundamentals Programme. Working alongside an Associate Headteacher, he became an accredited Facilitator with Olevi following a residential at a Teaching School in Birmingham and facilitated the Outstanding Teacher Programme.

He applied this learning within and outside of Transform Trust: as a Challenge Partners Quality Assurance Reviewer, visiting schools up and down the country to review their provision. He gained useful insights and the space to reflect on his practice, context and setting. As a member of the Network of Excellence, he trained as a Pupil Premium Reviewer and attended Leadership Development Days in settings that excelled in this area.

By 2017, he successfully interviewed for the position of Assistant Headteacher at Brocklewood, taking strategic lead from Behaviour, Attitudes and Personal Development. Brocklewood was re-inspected by OFSTED that year and went from Inadequate in all areas to Good in all areas. Inspectors said “leaders have worked with the Transform Trust to strengthen teaching and learning so that teachers and leaders receive bespoke professional development. As a result, standards are rapidly improving across the school.”

So, Transform approached Richard to lead trust-wide on Behaviour Provision and Exclusions, working with pastoral staff and senior leaders in the growing number of Trust schools. The Network evolved into a steering group making key decisions about policy and practice; provision across Trust schools improved and the number of exclusions went down. Relationships with key members of the Central Team meant a more connected approach to Behaviour and Exclusions and saw the implementation of the Enhanced Provision Panel: a joined up committee overseeing behaviour, exclusion, SEND and safeguarding.

In 2019, he applied for the post of Deputy Headteacher at Zaytouna Primary School in Derby – a school that was at the start of a very similar journey to Brocklewood. Just 22 days into his new post, OFSTED called for a full Section 5 Inspection. In the three OFSTED visits Zaytouna received in an academic year, it culminated in Her Majesty’s Inspectorate noting “**Leaders and those responsible for governance are taking effective action in order for the school to become a good school.**”

The opportunities to develop professionally in this role continued by working with Ambition Institute as a Visiting Fellow, facilitating on the new National Professional Qualification for Leading Teaching, mentoring the Mentors of Early Career Teachers and presenting Key Note talks to Multi Academy Trusts and Educational Charities in the South East of England.

### Valeria Oliver – Assistant Head of Junior Years at Rosslyn Park Primary School

*When it comes to the Trust and my successful journey, I feel that it's because I have been very well accepted for who I am, with my cultural capital and my knowledge.’*

Val started at Rosslyn Park Primary in 2015 as a Year 1 maternity cover with no previous experience of working in a mainstream setting. She participated in a school-wide coaching programme to support improvements in teaching and learning and rapidly progressed through coaching to become an outstanding teacher, being successfully interviewed for a permanent position in the summer of 2015. Val undertook the following development through Transform:

<b>September 2015</b>	OTP facilitated by leaders from other Transform schools (Brocklewood and Sneinton) and Transform Associates
<b>2015/16</b>	Middle Leader Programme with Liz Barratt (Transform Lead Associate) and Fiona Moore
<b>2016/17</b>	Maths Specialist Programme with Marc North (Transform Associate)

In September 2018, Val became LKS2 Phase Lead; during that year she developed her leadership using the *Future Engage Deliver* (FED) approach, both in school with her headteacher and through the Transform workshops. As a Phase lead, she worked with a Transform Associate (Claire Stafford) to monitor teaching and learning in the phase and to support two teachers to improve.

In September 2019, Val became the Head of Junior Years with responsibility for teaching and learning, assessment, Curriculum and SEND champion (supporting the two SENDCos). She continued to develop her leadership practice through working with Transform Associates on both school-based projects and as part of Diversity in the Curriculum workshops, winning the prestigious Silver Quality Mark for History in recognition of Rosslyn Park’s innovative curriculum and relevance to our ever-changing world.

Val has also completed the NPQSL and is in the process of completing the SENDCo National award. This year she is part of the SCITT facilitation team and will be delivering the Teaching and Learning modules.

*‘I have never thought I would be where I am at the moment. I don't consider myself ambitious...I also have some limiting beliefs because I am a foreigner and English is not my first language. I am not trained in England...What helped me the most was the solid pedagogical knowledge I came with...I also love research and learning something new.*

**OFSTED: We drive improvement through inclusive practice**

Transform Trust CEO Rebecca Meredith added: "Claire and her team are committed to the children and their community; I am sure they will continue to strive for excellence in all that they do."



Pupils at William Booth School in Nottingham celebrating the latest Ofsted report

**Nottingham school praised for having 'pupils at its heart' following Ofsted inspection**

The headteacher said she was 'delighted'

**Derby Telegraph**

**Praise for school's transformation to good Ofsted rating**

AS MANY AS 37 DIFFERENT LANGUAGES SPOKEN THERE

"It is wonderful that Ofsted has recognised the immense efforts involved and improvement to date and the school's inclusive culture."

“

We are one big family here and are committed to making sure our children thrive

Karen Coker, headteacher

Children and staff at Robert Shaw Primary School (inset below)



**Pupils' pride as their school is transformed to rate as 'good'**

IT WAS PUT IN SPECIAL MEASURES FOUR YEARS AGO

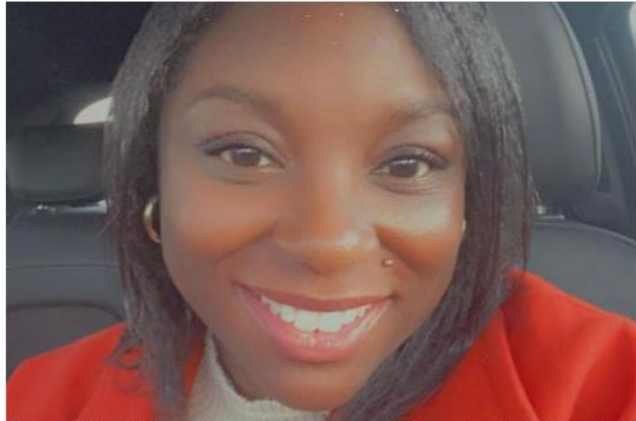
Some of the pupils celebrate their 'good' Ofsted inspection

*Schools that may have been rated as "Inadequate" in the past are now praised for their inclusive culture and sharp rise in standards, across all areas inspected. Good schools are maintaining and strengthening their practice through DEIB.*





**Nottingham teacher wants children to 'feel seen' at school**



**Azuraye Williams, 36, has made it her mission to keep on pushing for more diversity in primary schools. She has been shortlisted for the Rising Stars Award 2022.** (Image: Azuraye Williams)

A **Nottingham** woman has spoken out about the importance of making sure that schools reflect the children that attend them, especially through books and the curriculum. Azuraye Williams made it her mission to encourage diversity after the death of George Floyd in Minneapolis in 2020. Azuraye, 36, went to Djanogly Academy and is now diversity lead for multiple academy trusts as well as an assistant head teacher at Breadsall Hill Top Primary School in Derbyshire. She has been shortlisted for a Rising Stars 2022 award for her work in campaigning for diversity in education.

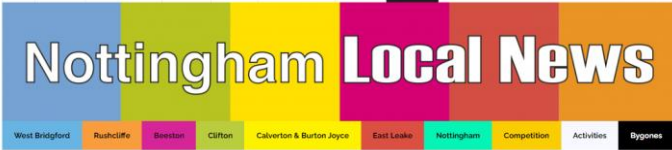
**Adopting a community-centred teaching approach**

**Comment by REBECCA MEREDITH, CEO Transform Trust & Teaching School**



The past 12 months has brought about many changes across all sectors, but for children, parents and teachers everywhere, it's perhaps been one of the biggest shifts in change we have seen. Whilst there were initial feelings of concern, remarkably, our staff and pupils adapted to periods of isolated learning from the start and, thanks to the support of our parents throughout, a true community-centred approach to teaching has been adopted. As schools have now resumed, our teachers have become much more rounded individuals who, since March 2020, have had to create, navigate, and deliver a curriculum through a blend of remote and classroom-based lessons. Rewind the clock to Feb 2020 and video calls were predominantly reserved for corporate UK, but today they are as much a part of school life as they are in business. However, it's important to remember not every pupil has access, or the ability, or desire to study on a tablet, so physical worksheets have been an ongoing resource. The skills that teachers need today, and that have been harnessed due to Covid-19, include being extremely mindful of cognitive overload. We have all seen many online 'curriculum' activity sheets packed with information and colour, that are far more complicated than they need to

be. Having drawn research from all 19 of our schools, we know that drilling down on our understanding of exactly what our children need to know has enabled us to streamline our lesson designs, activities, worksheets and tests – whether that is taught in a classroom or online. As a National Teaching School (TSA), Transform is also responsible for offering high-quality support to 48 member schools. Our TSA facilitators deliver over 40 fit-for-purpose CPD teaching programmes all designed to improve quality-first teaching and it has been so important for us and our teachers to keep these sessions going during these precarious times. Likewise, our work as senior leaders with our partners (School Direct partnership with the University of Nottingham and Derby, the East Midlands West Maths Hub [www.emwest.co.uk](http://www.emwest.co.uk), the Derby City Research School. Inspiring Leaders, an organisation consisting of 5 outstanding Teaching schools and partners licensed to deliver NPQH, NPQSL, NPQML and NPQEL and nationally recognised peer review network, Challenge Partners), has been equally important for us to maintain for the sustainability of Trust and the sector as well as staying true to our vision and values. Covid-19 has caused much distress and heartache but within our Trust we try and look at the many opportunities it has also afforded. Our community outreach has improved beyond our dreams – with our parents and wider community taking an active role in our pupil's education and formative years. Our social media networks have grown throughout this year and this has continued since we've been all been back in the classroom. Twitter has become increasingly popular for our teachers wanting to share successful learning and pupil engagement, and it's also become a sound platform for us to share our school-to-school support as well as our education- and community-based partnerships. Our pupils – particularly in Key Stage Two – have given us invaluable feedback on what and how they wish to learn and that has spurred their curiosity and enthusiasm for learning. Together, we have all decided we will no longer refer to home-learning as homework! These are outcomes that we never expected to achieve in such a torrid twelve months – and we will use these experiences to enhance our quality first learning for every pupil.



**Whitegate Primary School goes beyond rainbows for Pride**

22/06/2022 BY DIGITAL MEDIA



Every year, since 1970, June is recognised by communities across the world as the month of Pride – a significant event that commemorates the LGBTQ+ community's history, visibility and honouring the 1969 Stonewall Uprising in Manhattan.

Whitegate Primary School in Clifton, Nottingham shares how they meaningfully embed diversity, inclusion, equity and belonging into the curriculum to prepare their children for the 21st Century.

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**Twelve primary schools celebrate children and their achievements**

**Teachers, governors, trustees, parents, carers and members of Transform Trust, gathered together in glorious July sunshine at Colwick Hall Hotel, the historic building dates back to Saxon times and was once the ancestral home of Lord Byron.** Transform Trust's 2022 Children's Celebration (Nottingham), was certainly a momentous occasion for all, but mostly the children. This was largely due to the devotion and sheer hard work of the trust team and the generosity of sponsor and friends of the trust, Aquinas, a personal education recruitment agency that supports many schools across the UK. The 'celebration categories' steered away from traditional attainment recognition awards. As an inclusive trust that measures more than national statistics permit, awards were given to children who are shining exemplars of Respect, Kindness, Equality and Creativity.

These are the four trust values that underpin every aspect of school life, inside and outside of the classroom. This included incredible children such as George from South Wilford, who completed all of his home learning despite battling leukaemia and faced everything with grace, humility and determination. CEO Rebecca Meredith and COO Jill Wilkinson welcomed over sixty prize-winning children, nominated by their teachers and peers, from the Trust's twelve Nottingham Primary schools (Brocklewood Primary, Bulwell St Mary's C of E Primary, Burford Primary, Edale Rise Primary, Highbank Primary, Parkdale Primary, Robert Shaw Primary, Rosslyn Park Primary, Sneinton St Stephens C of E Primary, South Wilford Primary, Whitegate Primary and William Booth Primary). This year a new award was launched in memory of the Trust's much beloved headteacher, Jon

Fortham, who sadly died just before Christmas last year and was headteacher of Allenton Primary School in Derby. As the creator of Allenton Primary School's very own superheroes, it seemed only fitting that this award would be simply entitled the Superhero award. The winners received their certificates and medals in Jon's honour. There was also one special award category devoted to grown-ups – and that was the Governors' award. Governors give their precious time and share their expertise willingly and selflessly. Transform Trust is enormously grateful of the generosity of their governors and trustees and wanted to publicly recognise their invaluable contribution they make to their schools. Rebecca Meredith, CEO of Transform Trust added: "Our annual Children's Celebrations in Derby and Nottingham are without question two of my favourite events of the year. This is because

we get to celebrate the many achievements of our astonishing children with so many of our trust and staff teams and our parents, carers and friends. I would like to thank Aquinas, for their generosity – not only in financially supporting this event, but for Craig (founder), James and Jacob giving their time to present our children with their awards and really entering into the spirit of this special occasion. I also recognise the tremendous efforts from the trust and school teams to make today such a success and all of our guests that came along - and thank them all sincerely for helping us make memories for the children, that will hopefully be cherished for a lifetime."