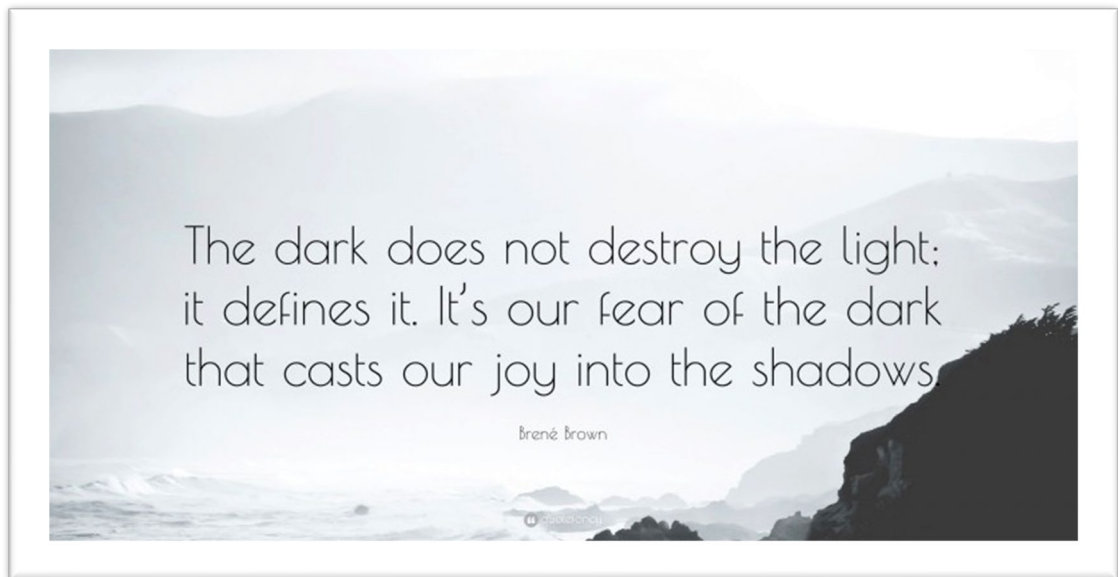




NEWSLETTER
MARCH 2026

LOVE, SOCIAL JUSTICE, COMMUNITY, FLOURISH

Spring - a joyful season of hope



At last we have some sunshine to guide us towards the spring and summer.

This term always feels like we are moving out of the dark nights into lighter days and that always brings with it hope.

As our Year 11s sit exams and look towards ending with us and new post 16 beginnings.

As our short stay pupils move back into their mainstream schools.

We are ending a long term and I hope that, as you look back, you will see all the amazing successes that we have achieved over this term. Some are small steps and some are big wins. We can only acknowledge them because we have had setbacks and difficult times too.

A season of dark and light and without the dark we would not be able to see the light.

At Easter the Christian faith acknowledges this is a time of new beginnings, of light coming out of the darkness.

Spring is the time for the Jewish festival of Passover recognising freedom from repression.

It is also the Eid celebration for the end of Ramadan fasting.

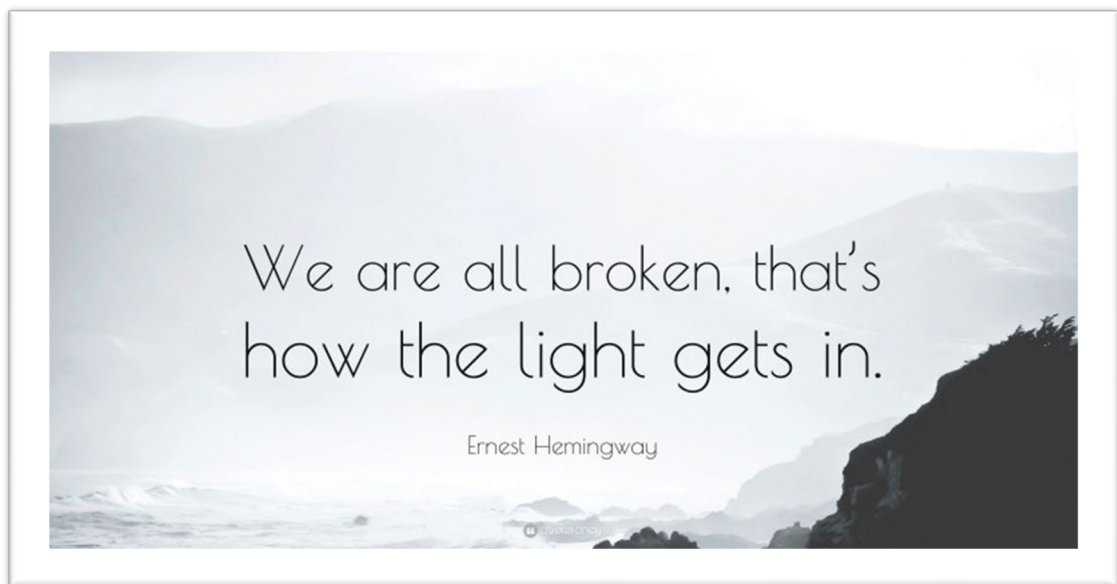
For Sikhs – Vaisakhi/Baisakhi celebrating the spring harvest.

At Stonehenge, the spring solstice celebrates the equal day and night times leading us into summer and the longest day of light.

The Gypsy, Roma, and Traveller (GRT) communities in the UK and Ireland celebrate a range of cultural traditions, with springtime often marking the beginning of the travelling season, community gatherings, and engagement in traditional skills.

All these cultural festivals are taking place in and around our communities. If you are of faith or none we wish you a hopeful spring – as a trust we celebrate our **Communities** and **Love/relationship** with one another, our fight for **Social Justice** and equality, we anticipate a summer when our students, staff, parents and communities will **Flourish**, as we let the light in.

Emma and all the Trust Team



Below are updates from the
Executive Team and a selection of
the spring term's highlights from our
schools

David Ward
Deputy CEO and Director of School Improvement

The School Improvement Team is now up to full strength, with the addition this term of Matthew Westwood and Heather Smith.

The team has continued to work with staff in schools, supporting middle manager training, art support and further subject reviews as well as case sampling.

Centrally, we have been reviewing our documentation to bring it fully in line with the new Ofsted Framework as well as other more recent initiatives.

We look forward to working with you all in the summer term.

Christopher Cann
Chief Finance Officer

New finance system

The Trust is implementing a new financial system: Access Education Financials – Go Live 1 April 2026. Training on the new system is from 24 February 2026 to 11 May 2026. Central Finance Staff, School Business Managers and school finance staff are completing initial training on the key finance modules. This training is critical for moving the project from technical configuration to practical application. Staff have been able to log into a demonstration module and knowledge/learning centre to gain an understanding of the new system.

Introduction of single bank account

The Trust is moving to one single bank account from 1 April 2026. Moving to a single bank account in a MAT centralises financial management, enhances efficiency and reduces administrative burdens. It allows for better interest rates on pooled reserves, streamlined reporting, and greater financial oversight of individual academies. A single account also enables better cash flow management and strategic allocation of funds across the Trust.

Introduction of single payroll

The Trust is moving to one single payroll from 1 April 2026. Moving to a single payroll system in a MAT streamlines operations, reduces administrative costs, and ensures consistent regulatory compliance across schools. It provides a holistic view of staffing data and improves reporting accuracy, frees up resources and reduces fragmented administrative tasks.

Introduction of single supplier BACS payment

The Trust is moving to a single supplier BACS payment from 1 April 2026. Moving to a single supplier BACS payment system - or a centralised BACS payment structure – within a MAT is a strategic move to centralise administrative functions, improve efficiency, and enhance financial control. As MATs expand, managing disjointed payments from multiple schools creates significant administrative burdens and risks, which this approach seeks to mitigate.

Independent audit – visits

Interim audit 15-19 June 2026. Year-end audit 26-30 October 2026.

Astrid Searle
Chief Operating Officer

There has been a real focus on health and safety for all schools since before Christmas. We held a one-day IOSH training session for school leaders in December. In early February we followed this up with a full two-day IOSH training session for Business Managers and site staff (as well as one Headteacher). Feedback for both sessions has been very positive and all came away with a renewed understanding of the importance of health and safety practices in your schools. There has been a renewed focus in this area across the Trust as a result with some schools allocating time during INSET for this.

Pamela Edwards
Executive Governance and Compliance Lead

Alternative Learning Trust's governance continues to thrive with our strong and stable cohorts of Members, Trustees and Governors, all of whom are volunteers and serve as a cornerstone of the Trust's success by identifying areas of strategic priority, making informed decisions, and connecting with the communities we serve. We recognise the time commitment and dedication involved in all aspects of governance and would like to thank our Members, Trustees and Governors for taking on these significant strategic governance roles, and for their continued support.

Lisa Parry
HR Manager

It has been a real pleasure speaking with staff members across our schools over recent months. The one-to-one meetings have provided valuable insight into staff experiences across the Trust and I would like to thank everyone who has taken the time to share their views so openly and constructively. I will be visiting The Limes College after the Easter break and look forward to continuing these conversations.

Once the one-to-one meetings across all schools are complete, this will enable the Trust to finalise a clear People Strategy focused on supporting staff wellbeing, development, and retention, while ensuring consistency and stability for our students.

Thank you to everyone who completed the recent staff wellbeing survey. These surveys are incredibly important in helping us to understand what is working well, as well as where the Trust and schools can continue to improve. The Trust will be discussing the outcomes with the leaders of each school.

Forest Schools

Over the last 18-month Limes have been planning, designing and implementing the build of the new forest school area at the primary site.

This new provision will be used by all key stages across Limes and across the borough to promote inclusion.

The use of this provision will support the needs of the children and allow them to learn in an outdoor environment through play. It will also support them in managing risk appropriately through the range of activities that can be offered.

This half term we have had a soft opening, whilst the ground settles. Our primary pupils have loved the mud and the zip wire and making smores.



Wales Residential 2026



Our recent school trip to Wales was an unforgettable adventure for our students! Over four days, we explored the breathtaking landscapes of Snowdonia, where the students took part in an exhilarating climbing experience. Here they tested their nerve and determination as they tackled some extremely high cliffs.

In the evening students got the chance to go to an indoor climbing centre, where students practised their skills even more. It was wonderful to see them grow in confidence as they honed their skills and encouraged one another. Everyone sat around the fire on our last night and talked about our trip and sang songs. The students worked hard and were great, making it one of the best trips to Wales that we have run.



Careers



03.12.25 – Visit to Capel Manor College KS4 & BOOST

Students visited the Crystal Palace campus of Capel Manor College to explore the possibilities of studying at an environmental college. Capel Manor offers practical, career-focused qualifications and will help students develop the skills employers value in an evolving green economy. From tackling climate change and sustainability challenges to exploring eco-conscious creativity, students will gain real-world experiences in a friendly and supportive learning environment. The students toured the facilities and were able to get up close with some of the animal residents of the College. They were also able to observe a practical lesson in real time, giving valuable insight into what studying there would look like.



08.01.26 - KS3 Discovery Day at London South Bank University (LSBU)

We are fortunate to have a strong relationship with London South Bank University and have taken part in their KS4 events for many years. This visit provided an early introduction to university life for some of our KS3 students, helping them understand what university is and the potential opportunities it can offer as a future pathway. The LSBU team delivered a classroom-based session outlining university life, campuses, qualifications, extra-curricular activities and routes into higher education after GCSEs and college. Students then designed their own universities, considering courses, learning spaces, facilities, social activities and support services. This sparked thoughtful discussion and proved to be an engaging, hands-on activity. Students also met fourth-year Chiropractic students, who shared their personal journeys into higher education and demonstrated chiropractic techniques. Overall, this was a really valuable and enjoyable experience for our students, and we look forward to going back soon.



03.02.26 – Year 10 Visit to Carshalton College

Students were given the opportunity to explore Carshalton College for a tour and discussion about pathways. The students explored the facilities which included a motorbike mechanics service station, the carpentry learning areas and a motor vehicle mechanics station. They also visited areas for pastoral support before wandering through communal areas. Pathways were discussed, and suitable courses were explored.

11.03.26 – KS4 Selsdon Construction Workplace Insight

Students were given the opportunity to visit a local building site in its third phase of construction. The Pastures in Banstead involves the design and construction of 23 amenity blocks, a community hall and associated landscaping, parking and more. These facilities are being built on behalf of Sutton Council as local authority amenities at a cost of £6.2 million. Students were greeted by the site manager who gave an in depth look at the realities of working withing commercial construction. Students viewed plans of the site, discussed various career pathways related to construction and took away some sound advice and information. They toured the site, and listened to how the construction had taken place so far, with hints and tips on how to improve their career prospects in the trades and construction industry. A highly informative afternoon was had by all.

Careers

27.02.26 Year 11 Careers & Mock Interview Morning at the Limes College

On Friday 27 February, our Year 11 students took part in the school's annual Careers & Mock Interview event, an important initiative designed to prepare our young people for their next steps beyond secondary education. Business professionals from the local community and professional network, volunteered their time to conduct mock interviews and provide career related workshops. This valuable experience enabled students to practise and refine their interview techniques in a supportive environment by engaging directly with experienced professionals. This provided them with an understanding of how to present themselves, express their strengths, goals and ambitions, reflect on feedback and highlight the importance of communication and listening skills.

Alongside the mock interviews, we arranged career-focused workshops delivered by our colleagues from NESCOL and the Department for Work and Pensions. These sessions provided students with further guidance on:

- The range of post-16 pathways available to young people
- Employability skills, labour market opportunities & employer expectations
- Entry requirements into further/higher education and training
- Workplace employment rights
- Impact of becoming NEET (Not in Education, Employment or Training) and the support available
- Advice, guidance and shared experiences about next steps and career pathways

I would like to commend all the students that took part in this event on their mature attitude and active involvement. Both the students and volunteers provided feedback about their experience of the day; this is what the volunteers fed back about some of our students:

"Confident, enthusiastic and demonstrated leadership skills".
"Gave clear answers and examples".
"Talked confidently about work experience".
"Answered questions thoughtfully".
"Friendly and personable"
"Clear and confident, backed up answers with reasons".
"Passionate about achievements and hobbies".
"Great communication skills and eye contact".
"Clear goals for the future"
"Very articulate and inquisitive with multiple plans for success".

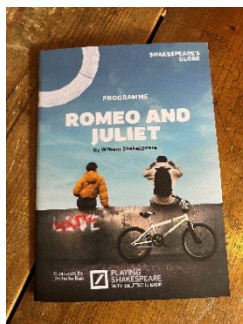


These are some of the comments that our students made about their interviews:

"I can actually achieve anything I want to".
"I am head strong and ambitious".
"I should ask questions at the end of an interview".
"I will try to be more confident and give further explanation".
"I can be confident even when I am feeling nervous".

The Globe Theatre Trip

Year 10 and 11 visited The Globe theatre on Bankside at the beginning of March to see Shakespeare's Romeo and Juliet, luckily the weather was good and plenty of sunshine! The play had been adapted and brought up to date meaning that it was relevant to today's society. The students were excellent and thoroughly enjoyed the play, including a very talented BMX rider who performed some amazing stunts! The cast were spectacular and we look forward to seeing next year's performance.



World Book Day

World Book Day arrived at The Limes College on Thursday 12th March. Staff and students throughout the school dressed up as their favourite book characters and did not disappoint with their creative and incentive ideas.

A range of lessons focusing on book related activities were delivered to the students, including making your own book covers in Art to comic strips in English. We had Batman, Robin and Wonder Woman making sure that Bane, Two face and Poison Ivy were behaving themselves. We also had our very own Bob the Builder working hard in the office and Wonder Woman supporting staff throughout the day!

This year saw the students participating in larger numbers than ever, Peter Pan and the Lost boys, Black Adam, Solomon Grundy, Alice in Wonderland to name but a few, and we even had our very own Kat Slater! Well done to all that participated.



SAFFRON VALLEY COLLEGIATE

BE READY, BE RESPECTFUL, BE SAFE

World Book Day



World Book Day was celebrated in full force this year at KS4 North. There was an ensemble of characters from 'Alice in Wonderland' including The Mad Hatter, The White Rabbit and The Cheshire Cat, Sherlock Holmes, Katniss from 'The Hunger Games' and even an appearance from the renowned Mathematician Alan Turing.

The students took part in a series of activities in their English lesson centred around famous works of Literature. The winner of our book quiz was Junior S, with an impressive 13/15 points. In our final lesson of the day, each class did an introductory lesson to 'Alice in Wonderland' with a special focus on the Tea Party scene which takes place during Alice's visit to the fantasy world of Wonderland.

BE READY, BE RESPECTFUL, BE SAFE

At the end of the day, students were then invited to a Tea Party of their own in the theme of 'Alice in Wonderland'! There were treats galore on offer, including scones with jam and cream.

Definitely a World Book Day to remember!

Tate Modern

On Monday the 23rd of Feb I took my GCSE Students from East to Tate Modern to see the Picasso Exhibition and the Tate's free galleries to look for pieces of work that fitted in to their ESA exam theses which for them are Time, Isolation and Magnificent. We went with the whole school but my GCSE students were on a mission to find work that tied in with their themes.

All of the students and most of the rest of the school, had a really lovely interesting day and all of the pupils found some work that they could use for their project or that could inspire them to do more. Taking pupils outside of their ordinary school day, walking alongside the Thames had a beneficial effect on all of us, pupils and staff.



KS4N Year 10 & 11 Visit the Museum of Brands

A group of 13 Year 10 and Year 11 students recently visited the Museum of Brands in Notting Hill for an engaging day of creativity and business learning.

The trip, led by Teachers Fianna, Malak, Germaine, Lewis and Jeremy, included two main activities: the Smoothie Lab Workshop, delivered in partnership with Innocent drinks, and a guided tour of the museum's famous Time Tunnel exhibition.

BE READY, BE RESPECTFUL, BE SAFE

During the interactive Smoothie Lab Workshop, students worked in teams to design and pitch their own smoothie brand. They explored key concepts such as ingredient selection, health claims, branding, logo design, target markets, pricing and unique selling points. The session concluded with each group presenting their smoothie concept to the class, developing valuable pitching and communication skills.

Students then explored the Time Tunnel, which traces more than 200 years of British consumer culture. The exhibition showcases how packaging, advertising and branding have evolved alongside major historical events, helping students understand the history behind many everyday products.

The visit supported learning across several subjects, including GCSE Business, Art and Design, Food Preparation and Nutrition, and BTEC Business/Entrepreneurship.

Overall, the trip was a highly successful experience, giving students practical insight into product development, branding and marketing while bringing classroom learning to life. Staff reported excellent engagement and creativity throughout the day.



Cooking at the Church

Students at Saffron Valley North have had the opportunity to try out their cooking skills thanks to our neighbours St John the Evangelist Church who kindly allowed us the opportunity to use their kitchen space. We look forward to all of the other opportunities this community link will bring to our students.



The Outdoor Project

The Outdoor Project ran from December 2025 to March 2026 and engaged 28 Key Stage 4 students from three Pupil Referral Units in Croydon. The project was a collaboration between SVC, Tangled Feet, and Go Wild With Us CIC, and was specifically designed to support young people who are unable to access mainstream schools.

This project was rooted in direct recommendations from our youth advisory panel, made up entirely of former Pupils. They identified their biggest barriers to education and to staying away from risky street environments in Croydon as:

The school environment itself, which felt restrictive and alienating

Boredom and lack of purposeful activity

Peer pressure in areas such as Church Street, where there were “no safe alternatives” to spend time



These young advisors had all experienced the benefits of creative therapy and strongly recommended that it should be made accessible to all PRU students. They also emphasised that sessions should ideally take place outdoors, away from the confines of school buildings and youth centres, which they felt were “not fit for purpose.” Further recommendation was for dedicated spaces for discussion, debate, and togetherness—spaces without pressure or expectation—where young people could reflect on themselves, their relationships, and their place in the world.

The aims of the project are outline below:

What it is:

- Freedom
- Choice and Agency (moving choice into action)
- Self-led
- An act of belonging (to nature, to the group, to school)
- A pause
- Balance (holding two opposing things at the same time)



What it isn't:

- Competition (no outdoor competitive activities)
- Not adrenaline fuelled, but Oxytocin and Dopamine generating
- It's not school (we are not teaching)
- It's not Therapy (even though it might feel therapeutic)

What it might achieve:

- Insight into how you feel your emotions
- Self-discovered tools to regulate emotions
- A container in which to place those emotions (nature)
- Build connection between people
- Build connection with the natural world (as a resource)
- Build self-confidence and a stronger sense of self
- Promote metallization (ability to think and feel alongside another)
- Find a sense of my place in the natural world and how I can support

What We did:

Forest bathing
Forest sleeping
Painting
Sawing
Fire building
Open fire cooking
Wood chopping
Fire side sharing
Hiking
Singing
Image capturing (Taking the image and associated feeling into every day life)
Bird feeder making
Painting with natural materials
Meditating
Swinging on swings
Earth Cries
Jumping in muddy puddles
Story telling
Talking around the camp fire
Drinking a lot of hot chocolate
Toasting a lot of marshmallows

Facilitator observations and summary:

The most striking outcome was the increase in confidence among participants. One example stands out: a very quiet, reserved young person who, by week two, walked straight up the hill and independently built the campfire that became the heart of the group. It was a moment of genuine transformation — we met a new version of her that day. This confidence continued back in school, which staff also noticed.



One of our core aims was bringing people together to improve feelings of connection and belonging. The impact here was powerful and, at times, unexpected.

The shared ritual of gathering around the campfire at the start and end of each session created a strong sense of togetherness. The fire became a central holding point — offering warmth, light, food, and a shared focus. We hoped for connection, but what emerged was a genuinely felt sense of belonging that carried over into the young people's day-to-day lives.

What surprised us most was the depth of connection the young people formed with the natural world. We hoped that they would form bonds with each other; we didn't anticipate the delight and meaning they found in the robin, fox, and deer that visited regularly, or the way they attuned to the changing landscape as spring emerged. Lying on their backs, forest-bathing while buzzards circled overhead, became a moment of calm and shared wonder.

This eco-systemic connection strengthened their intra-group relationships. Feeling part of the wider environment seemed to make it easier for them to feel part of the group.

A phrase emerged that became a kind of mantra:

"The forest will still be here for you next week, no matter what happens in between."

This sense of continuity and safety was deeply regulating for many of the young people.

We are currently searching for funding to continue this project into the summer term and next academic year.

Spring has arrived at KS4 South

The DEAR Bowling Trip was a great success. It was lovely to see KS3 and KS4 bonding and changing the narrative on blended school trips for alternative provisions. There were some standout performances during the bowling, pool, punch bag and various other arcade games. The students were made explicitly aware of how their actions secured their places on the reward trip and seemed genuinely proud of their achievement. Pupils particularly enjoyed the food as it represented a positive change in terms of quality from their usual lunches.

World Book Day 2026 was filled with laughter and joy as members of staff and students took the opportunity to dress up. Characters ranged from Ninjas to popular cartoon characters such as Arthur the Aardvark, Daisy Duck and infamous figures like Miss Trunchbull from Matilda. The latter character bodes well for the near future with students eager to attend the Cambridge Theatre to see Matilda, to solidify their understanding of the impact of well-crafted protagonists and antagonists in imaginative and narrative writing.

There was a tangible buzz in our hallways this term, and it's all thanks to the **Jack Petchey Achievement Award**. The students knew that they too could be nominated for this term's candidate and there's been remarkable shift in student energy. The Jack Petchey Foundation's philosophy of "If you think you can, you can" has truly hit home.



On 25th March, KS4 South attended a bowling competition hosted by the Pentathlons Trust, and what a fantastic day it turned out to be! From the moment the first ball rolled down the lane, the atmosphere was full of excitement, cheers, and plenty of friendly competition. Our students showed brilliant teamwork, determination, and sportsmanship throughout the day. There were some impressive strikes, a few creative “unique” bowling techniques, and lots of laughter along the way. Most importantly, every student represented Saffron Valley with pride. Their effort, encouragement for one another, and positive attitudes were outstanding. By the end of the event, there were smiles all around (some very proud ones!) and to top it off, our students left with medals all round — a well-deserved reward for their fantastic performance. Well done to everyone involved for making it such a memorable and successful day.

On 5th March the Yr11 GCSE art class visited the Tate Modern to view the Picasso Exhibition and the Tate's free galleries. This has helped them look for ideas which will help them in their ESA exam, themed around Time and Nature.

It was a really lovely and interesting day and all the pupils found inspiring works. There was also unexpectedly lovely spring weather and the opportunity to walk alongside the Thames, beneficial for us all.

**tangled
feet**



The Outdoor Project Quotes



*“making
friends”*



*“feeling free even if
it’s just for an hour”*



*“I had something
to look forward to”*





“I enjoyed being in the woods very much, the people were kind and it was a comfortable environment, the activities made my week.”

“Alex and Susie were so understanding, they let us be us, they gave us trust and freedom.”





“I learnt to make a fire, to paint with natural resources and to appreciate nature more.”



“It made me feel free and I found peace from this”

“I’ve been able to keep calm and feel free when connecting with nature.”





“Seeing birds and animals I’ve never seen before.”



“Sitting around and talking to the people I go school with. Never been able to hear their stories and connect on a deep level like we have done in the forest.”



“I’ve learnt more about my emotions, understanding of how I feel and how to deal with it in the correct way.”



“It's helped me feel VERY free when most precent of the time I’m not really. I loved how I was able to do whatever knowing they could trust me.”

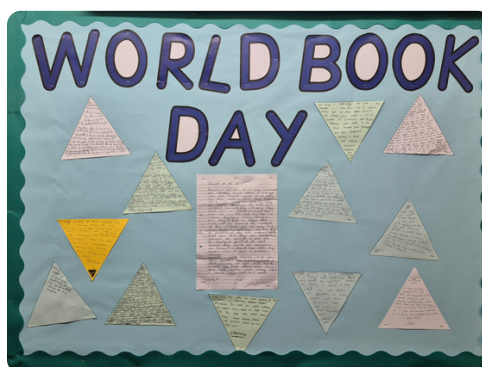


Since January 2026, we have started to take Year 9 students for respite placements. They have made an excellent addition to the school, bringing new energy everyday. The Year 9s have really thrived in their intervention trips and look forward to these each week, and it has been great fun getting to know and teach them!

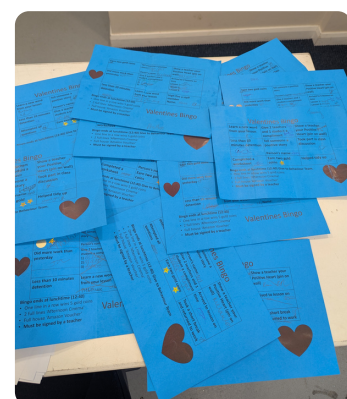
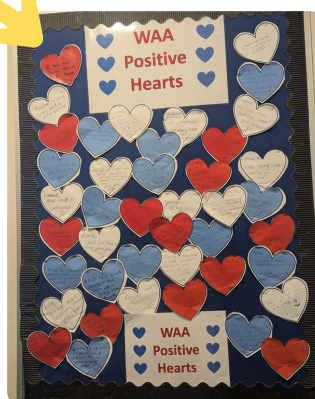


**WILL ADAMS
ACADEMY**
DREAM, BELIEVE, ACHIEVE

Students were given the opportunity to write book reviews, to be able to wear their own clothes on World Book Day. We had some fantastic outcomes that are now proudly displayed.



This year's Valentines Day saw an influx of positivity and kindness in Will Adams. Students were challenged to complete a 3x3 Bingo square, with prompts including 'compliment 2 people', 'tell someone a positive story', 'high five a staff member' and many more. We also all completed compliment hearts for each other, creating our Positive Hearts Display.

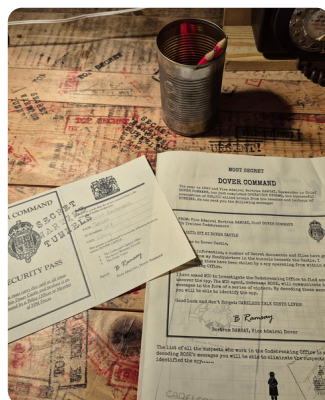


Year 11 students enjoyed a memorable and enriching maths trip to Dover Castle, combining history, problem-solving and teamwork in a unique setting.

Students behaved impeccably throughout the day. One of the activities was the immersive tour of the Dynamo Tunnels, where students braved the darkness while learning about the vital role the tunnels played during wartime. Along the way, they heard fascinating stories, including the remarkable tale of General Ramsey, who signed up to the army at just 15 years old.

The visit continued in the Dover Command Centre, where students took part in a "top secret" coding and cipher workshop. They worked enthusiastically to crack codes and solve problems, applying logical thinking and mathematical skills in a real-world historical context.

Dover staff commented on how well our students carried themselves and how much they enjoyed having them in the workshop. Overall, it was an excellent trip that showcased not only our students' maths skills, but also their maturity, curiosity, and positive attitude.



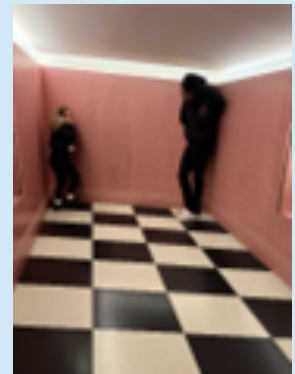
ESTUARY ACADEMY NORTH NEWSLETTER



WHAT WE HAVE BEEN UP TO!

Enrichment Activities

Alongside their academic work, students have enjoyed a wide range of enrichment activities this term. These opportunities help build confidence, develop new interests, and create memorable experiences. Highlights have included air rifle shooting sessions, museum visits, skiing experiences, and trips to wildlife parks. Each activity has allowed students to explore new environments and learn beyond the classroom.



LEARNING

Our Year 11 students have been working particularly hard in their Occupational Studies sessions. Recently, they have been busy gardening and planting seeds as part of their practical learning. The group has shown great enthusiasm and commitment while learning about planting and caring for plants. Although there was a little frustration when the cucumbers didn't grow overnight, the students are learning that patience is all part of the process! We're looking forward to seeing their hard work flourish over the coming weeks.



Breathing Space

It has been a positive and productive term at Estuary Academy North, with students embracing new opportunities, developing skills, and enjoying a wide range of experiences both in and outside the classroom.

One of the most exciting developments this term has been the introduction of our Breathing Space Room. This calming and supportive environment has already made a noticeable difference across the school.

Students have benefited from having a dedicated place to pause, reflect, and regulate when they need a moment away from the busy school day. It has been wonderful to see how positively the students have responded to this new space.

There is also plenty of excitement building among our KS4 boys, who are preparing for an upcoming football match against Estuary Academy Island. Talks have been full of energy, with students already discussing tactics and planning their strategy for the game. It's fantastic to see their teamwork, determination, and school spirit as they get ready for the match.



Nore Academy Celebrates Level I Royal Horticulture Society School Gardening Award! 🌱



'We have been awarded the RHS Level I Gardening Award in recognition of the school's commitment to promoting gardening as an education activity.'

Schools achieve this award by demonstrating their understanding of the benefits of gardening in education, ensuring accessibility to all members of the school community and making a start on their gardening journey.'



Yew Tree Farm provision

'Yew Tree Farm provides a nurturing, structured environment where young people can learn, develop confidence and build positive relationships through a balance of education, therapeutic support and outdoor learning. Our students have learnt the basics in livestock care along with developing their confidence in a farm setting.'





 **Get
Ready...**



Competition Day Is Coming!

We're gearing up for an exciting event on **9th June**, and we want everyone to be part of the action! Whether you love to compete, cheer from the sidelines, or just enjoy a fun day out, this is your moment to shine. Our students have been engaging so well with cheerleading and working very hard on their routines.

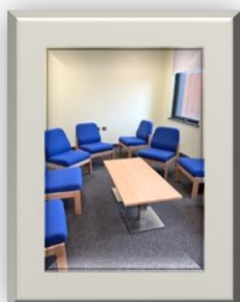
It's going to be a fantastic day full of energy, teamwork, and friendly competition. Spread the word, bring your friends, and let's make this the biggest and brightest event yet! 



The Lighthouse Family Hub

The school is developing a dedicated Community Support Hub, named **The Lighthouse**, to strengthen support for pupils and families. The hub will provide a welcoming and confidential space where families can access key services including the pastoral and safeguarding support, and a range of information resources. We are working on engaging with Swale Borough Council

This initiative aims to strengthen relationships between the school and the wider community, reduce barriers to accessing support, and promote wellbeing through early intervention. By providing a safe and inclusive space, The Lighthouse will further develop the school's role as a central hub of care and support for families.

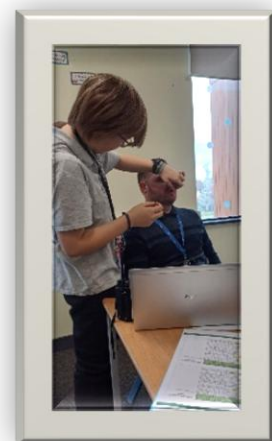
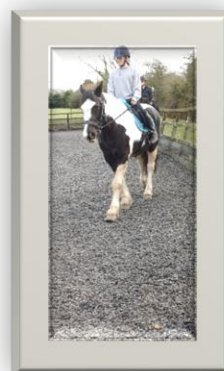
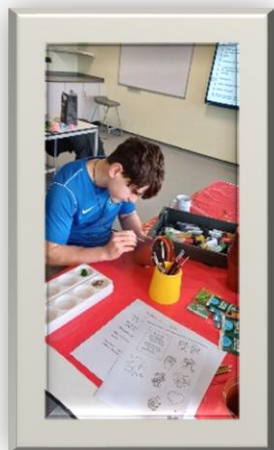


Interventions/Enrichment

The photos capture joyful moments from our enrichment program, where students enthusiastically engaged in a hands-on craft activity. These sessions not only provide a fun and relaxing break from the classroom but also help develop fine motor skills, imagination, and teamwork. It was wonderful to see such focus, collaboration, and pride in their work, highlighting the value of enrichment opportunities in nurturing well-rounded learners.

These light-hearted photos show students taking part in an intervention session, where they had the opportunity to practise teamwork and communication skills in a fun and engaging way—by giving John from our pastoral team a colourful makeover! Activities like this help to build confidence, strengthen relationships with staff, and provide a safe space for students to express themselves. It was fantastic to see so much laughter, cooperation, and positive interaction, highlighting how meaningful interventions can be both supportive and enjoyable.

This photo captures our students enjoying their horse riding intervention at Elm Lane, where they took part in a structured lesson to develop both their riding skills and confidence. Working closely with the instructors, the girls showed great focus, resilience, and care while learning how to handle and ride the horses. Experiences like this provide valuable opportunities to build trust, responsibility, and self-esteem in a calm outdoor setting. It was wonderful to see their enthusiasm and progress, as well as the positive impact this unique intervention is having on their wellbeing and personal development. We also celebrated Red Nose Day to instil our sense of giving back to communities.



Easter Egg box design competition

Students have been taking part in some great competitions over the last two terms. In term 3, students entered a Valentines Poetry competition where they were able to explore different types of poetry and write a piece about something or someone they love. We had some lovely entries with students writing to parents and even pets. Winners were awarded a family swimming pass, a love2shop voucher and a sweet hamper. Term 4's competition is an Easter Egg box design. Students have used their artistic skills to create some great models and boxes designing innovative ways to present easter eggs.



Community and Careers



Year 11 students have been taking part in a programme of preparations for transition to post 16 destinations.

CXXK have been in to speak to our students on an individual and group basis to give advice and guidance to the students in their career choices. Each year 11 student has had an appointment where students have an impartial discussion to create a bespoke plan signposting student to their next steps.

This has also been supported by a specialist careers teaching programme in both Citizenship and SMSC, delivered by tutors, to support students in preparing to take their next steps.



Last term during Children's Mental Health Week, our students were visited by Kooth. Kooth offers mental health support for young people aged 13+ to support them to manage their mental health. A Kooth counsellor came in over two days and engaged our students in a series of workshops. The students engaged well and took part in mini-activities, discussions and fact finding around mental health. Most importantly students were given access to an interactive app that they can use to help support themselves and each other. Kooth were very complimentary of our students and said they cannot wait to come in and meet them again soon.