

**CEO UPDATE**  
from Jo Robinson

If you need to contact me, please do not hesitate to do so by email:  
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Dear Colleagues

We had a very good start to this term with the publication of Askwith and Leyburn schools impressive OFSTED reports. Well done to all children, staff and governors at both schools – everyone at YCAT is very proud of you all.

This term has been even busier than usual as you will see from the photographs shared in this newsletter by our schools of a sample of some of the visits, visitors and personal development opportunities for children this term.

I am very pleased to inform you that Bradleys' Both School's academy conversion is nearing completion and the school will be joining YCAT'S family of schools from the start of the summer term. We are looking forward to working together with the children, staff and governors very soon.

We are also very pleased to announce that Darley and Summerbridge Federation of schools' request to join YCAT has been approved by the RSC Advisory Board and the academy conversion process is starting next term.

Finally, at the end of January we heard that our bid to the DFE Trust Capacity Fund had been successful and further details are included in the newsletter.

As we approach the end of term, I would like to thank staff, governors, trustees and members for their continued commitment, hard work and support of our family of schools and I hope everyone has a much needed and enjoyable Easter holiday.

With very best wishes

Jo Robinson



## STAFFING UPDATE



Congratulations to Sian James who was appointed permanent Headteacher of Bilton Grange Primary School, Harrogate on Monday 13 March following a rigorous recruitment process. Sian has been acting as the interim headteacher for the last two terms and will officially start her new role at the start of the summer term.

## TRUST CAPACITY FUND (TCaF)

We are incredibly pleased to announce that our £167,000 TCaF bid to the Department for education was successful and will provide invaluable support for YCAT'S growth.

The bespoke support provided will be wide ranging including the following key areas:

- Review of central processes for finance and HR supported by specialist advisers and training.
- Review of governance systems and trust compliance supported by specialist advisers and training.

• Review of estates by specialist advisor and training. Including the introduction of a new online platform to support the management of estates, operations and compliance all in once central place; allowing the Trust to operate in a better, more efficient and sustainable way. This will also host all the Trust policies and be accessible for all.



- Review Trust's ICT provision and systems, ensure effectiveness and security with support from expert advisor. This will include the development of a new Trust Sharepoint to replace the Microsoft TEAMS platform which we know staff and Governors find difficult to navigate.

- Provide new Trust and school websites that are aligned and share policies and procedures.
- CPD Programme for all school staff supporting pupils/staff health and well being.
- Further develop Trust leadership capacity by creating more school improvement leaders and specialist leaders across the Trust with staff development and support provided.
- Planned further support from external school improvement advisers.
- Additional school improvement support will be provided to all schools during the summer term.

The funding provided to support all these activities is from the 2022/2023 financial year and as a result most activities have already started. School leaders and staff will be provided with further updates early in the summer term. Thank you to the Trust Central team for all the additional work they have been doing behind the scenes to move forward with the commissioned projects.

## GOVERNANCE

We have continued with our online governors training for our family of schools and the most recent session was on safeguarding. As a trust we will be further expanding the range of governors CPD next school year which will respond to skills audits in the summer term. However as a result of the TcaF funding we have been able to access additional external training for Trustees, Chairs of Governors and Clerk to Governors which will be completed in the summer term.

It has been pleasing to see other Local Authority schools from our HART Alliance and beyond increasingly signing up to join the governors sessions we are providing.



Recently our focus has been highlighting **the importance of schools' safeguarding culture.**

*"Safeguarding is much more than reading policies and regulations"*

7 years ago OFSTED judged two schools in Cumbria inadequate because there were gaps in the schools' perimeter fencing. There had also been incidents in the national news of young children leaving school and going home on their own. As a result OFSTED focused inspections on checking schools' fencing, but also there was a greater focus on ensuring schools had a strong safeguarding culture.

***That means safeguarding is more than policies, it is creating an effective culture that keeps children safe.***

Schools' health and safety monitoring will include buildings and perimeter fences/walls. There will be records of the monitoring activities undertaken and actions taken to improve safety.

However, an established, strong and effective safeguarding culture only exists when **all staff in a school are always thinking about children's safety and respond appropriately when something occurs.**

This means don't think **that's someone else's job** or think **that sounds plausible**. Everyone in the staff team should check and report further when needed.

For example any damage spotted to school fencing etc. should immediately be reported by staff - the staff on playground duty, the member of staff teaching PE etc.

**We are always vigilant as a team.**

In all areas of safety and security it is nearly always the human factor when things go wrong and it is not the failure of the system and or technology.



Jenny Radcliffe a "people hacker" illustrates this in her work.

Watch - JENNY RADCLIFFE PEOPLE HACKER YOUTUBE VIDEO  
<https://www.youtube.com/watch?v=CRgCsQc63v8>  
(First 4 mins)

What does Jenny’s film clip tell us?

When things go wrong with safety and safeguarding it is because of the human factor. That is someone in your team does not do what they are supposed to do and/or believes something or someone is plausible.

If a school has a strong safeguarding culture the human errors are less likely to occur.

Key question for Governors and school staff:

**How strong is your safeguarding team culture and is more needed to strengthen your team culture?**

Please check the forthcoming events are in your diary:

Governor Training/Network Meeting	Who for?	Date / Time
Chair of Governors’ Group – meet with Tracey Curtis, Governance Specialist	Chair of Governors	Monday 24 April 6:00 to 6:45pm
Clerk to Governors Meeting – Tracey Curtis in attendance	Clerk to Governors	Thursday 27 April 9:00am to 10:00am

## MEETING THE NEEDS OF CHILDREN WITH SEND



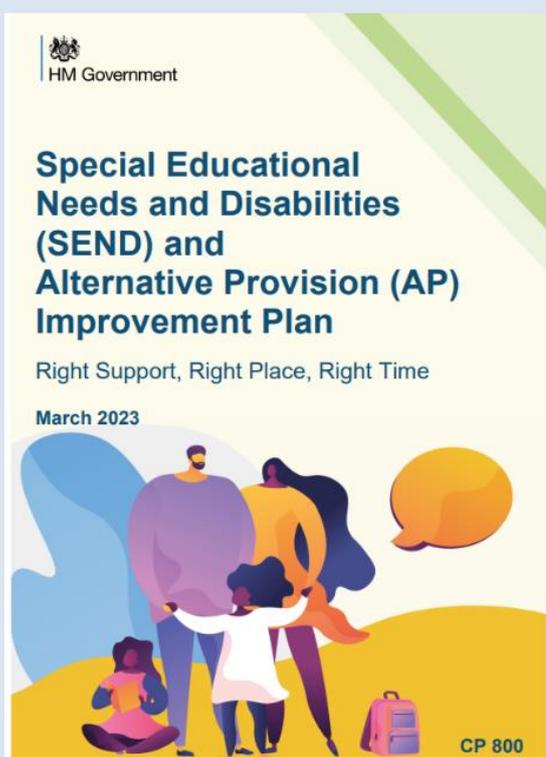
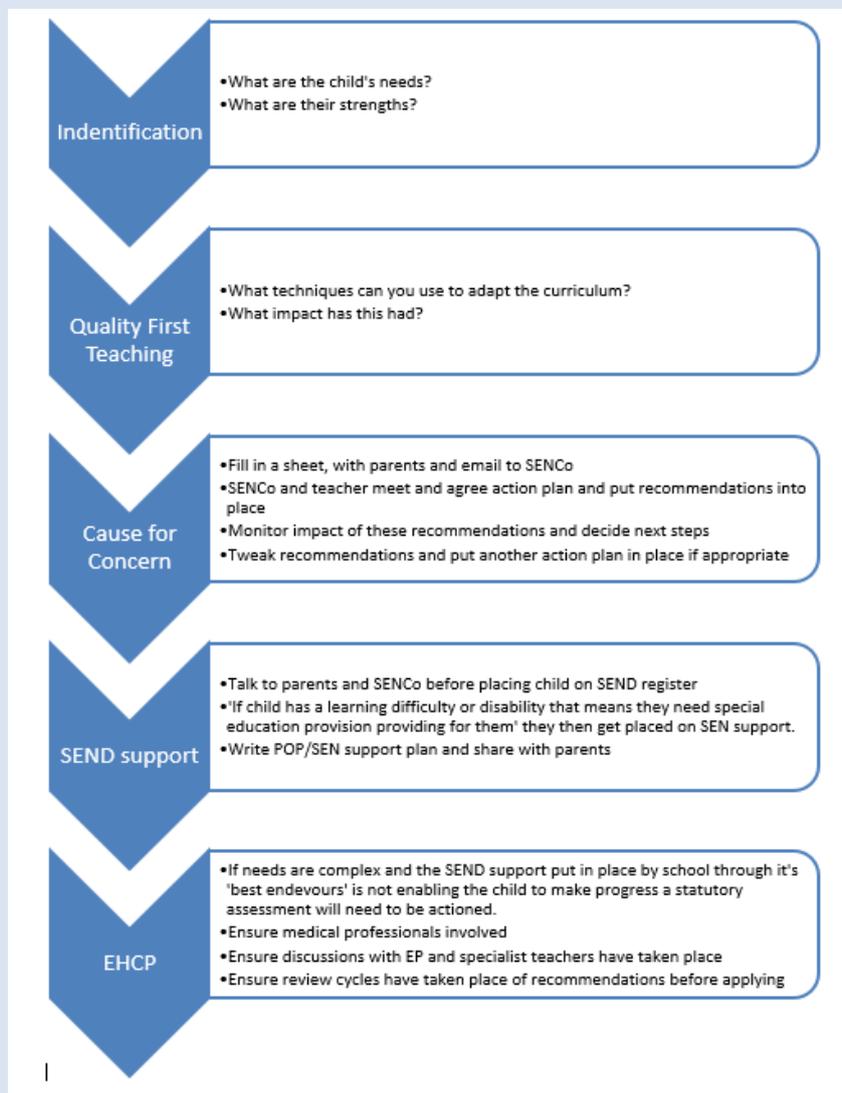
All SEND reviews by ADYS Specialists Ltd have now been completed to support the work of the SENCOs across the Trust in ensuring they are currently up to date with best practice and have identified areas for further development. This term ADYS have also provided staff training for all school staff across the Trust on ‘Meeting the needs of children with Dyslexia’ which was very well attended.

In addition, Specialist teacher support for meeting the needs of children with PDA was provided at Bilton Grange Primary School in this last week of term, so if other schools are needing advice in this area, please contact Anna Baldini the SENCO there.

The Trust SENCOs are now focused on aligning the Early identification of SEND processes across all schools, which include ‘expression of concerns’ forms and ‘Pupil Overviews of Provision’ or ‘POPs’. Once there is greater alignment, SENCOs will be able to support each other and share successes with the aim of ensuring that all children with SEND across the Trust have the very best provision that schools can offer.

The early identification of SEND is crucial to ensure effective adaptations can be planned in classrooms to meet pupils’ needs and ensure they make small steps of progress. We see an increasing number of children in our schools with additional needs. It is important that all teachers understand their responsibility to meet their needs which is highlighted in the SEND Code of Practice Section 6: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Our flow chart for a school’s graduated response is shared below:



The SEND and Alternative Provision Green Paper, published in March 2022 by the Department for Education, alongside the Schools White Paper, set out bold proposals to deliver a generational change for a more inclusive system. With earlier identification and evidence-based provision, delivered through new National Standards, the aim is that more children and young people with SEND will fulfil their potential and be set up for long-term success.

The Government have now formalised their improvement plan titled 'Right Support, Right Place, Right Time' which sets out plans to ensure that support for children and young people is improved and consistent across the country, with national standards set to be introduced.

During the summer term, the Trust will work with ADYS to ensure that our schools fully understand the changes to SEND provision and services that are being implemented nationally over the next couple of years and the implications of these changes for our schools.

## PROFESSIONAL DEVELOPMENT UPDATE

### TRAINING DAY – MONDAY 17 APRIL 2023

There will be an online session at the start of the training day for all schools from 9.15 - 9.45am. The session will be an opportunity to welcome the Bradley School staff team into YCAT and then focus on Behaviour and Attitudes and ensuring our school behaviour policies meet DFE requirements. It would be useful if staff could read a copy of their school's behaviour policy before the session, but this is not essential.



### Dates for the diary:

Network/Group	Date (all meetings start at 3:45 and end at 4:30pm)
Expert Practitioner and Subject Leaders Group	Thursday 11 May 2023
Early Reading and Writing Network	Wednesday 24 May 2023
SENCO Network	Tuesday 23 May 2023
Deputy Headteacher and Senior Leader's Group	Thursday 8 June 2023
EYFS Network	Wednesday 3 May 2023
Safeguarding Network	Tuesday 9 May 2023

### HART CPD EVENTS – SUMMER TERM

The majority of the HART CPD events have now been completed for the academic year however there are still the following two dates in the diary:

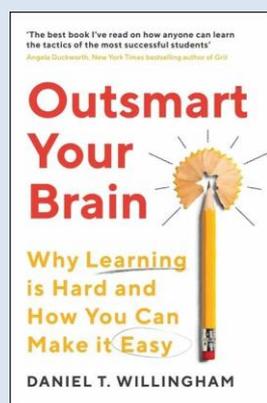
- **Leading Mathematics** - Tuesday 2nd May, 3.45 - 4.45pm
- **HART MEETING** - Tuesday 23 May - 9.30 -11.30am



During the summer term HART will be surveying members to identify key areas for CPD in the next academic year.

## RESEARCH UPDATE

### PROFESSOR DANIEL WILLINGHAM'S LATEST BOOK.



Daniel Willingham, international expert on reading and memory, recently published a new book "Outsmart your brain."

In the book he highlights how your brain will always take the easy option. It will prefer practicing simple things. For example, doing lots of practice of things you can already do rather than deliberate practice of things you are only just learning.

As a result, this type of practice has minimal impact on remembering more and becoming fluent.

His book is aimed at 11-year-olds and above including how to get the most from lectures.

However, he recently talked about reading when promoting the book. What did he tell us will help reading?

## Early readers

Research shows that overall parents are good at reading to their young children, but they often stop as soon as a child is able to read independently. If you stop reading to your child as soon as they become an independent reader, you are suggesting to your child that once you can read on your own you don't need to read together anymore. In addition, there is also a silent message to children that continuing with shared reading is unimportant and sharing ideas from reading is not valued.

It is important for teachers and parents to remember that listening comprehension is ahead of reading comprehension and as a result when you are sharing a book you are able to read at a higher level with more complex narrative and as a result provide extra support for children's language development.

### Two questions to consider:

- 1) Are schools encouraging parents to continue to read to their children when they have become independent readers?
- 2) Are children encouraged by their school to continue being read to by their parents when they have become independent readers?

## Older readers and foundation subjects

The reading of non-fiction texts and materials for the wider foundation subjects are more challenging for upper KS2 pupils to read. This is because children learn to read with fiction storybooks and the stories follow a universal structure that takes the reader on a journey e.g. A to B. Non-fiction textbooks are hierarchical and unlike fictional books the author is not able to help the reader as much as a fictional author.

This means teachers need to help upper KS2 pupils when reading nonfiction texts.

We need to provide context for the children, such as, what does it mean and what is the back story? For example, if we take history questions e.g. what happened in AD 43? This will not help with meaning and connections when reading a history textbook and this applies to all subjects.

We also need pupils to realise they are not reading for pleasure anymore. The textbooks are organised differently and packed with information and the new purpose of comprehension is more difficult.

As a consequence, we need to help pupils more by providing strategies. Prepare pupils thinking e.g. what am I going to get out of it? Look at headings and subheadings. When reading the reader needs to take a step back at times and pose themselves questions what is it, I am getting out of this? The focus for the reader is to think about meaning and make connections.

Some teachers in the USA use a strategy called "SQ3R" and this means survey the text, question the text, read, recite and review.

### Key question to consider:

Are we providing enough support for upper KS2 pupils reading textbooks?



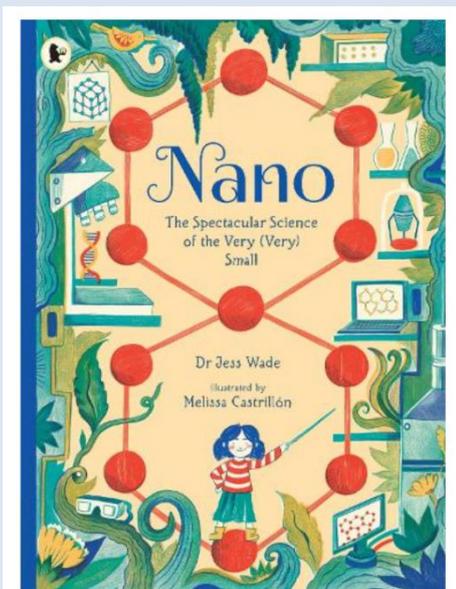
## RECOMMENDED CHILDREN'S BOOKS

We all know reading is the most important subject in the curriculum and we are very proud of all our schools' commitment to developing a love of reading in all children.

The series 'Little People, Dream Big' has proved to be very popular across our schools and children can be seen reading avidly about the inspiring achievements of others.



Two new books have been brought to our attention and we wanted to share these with you:

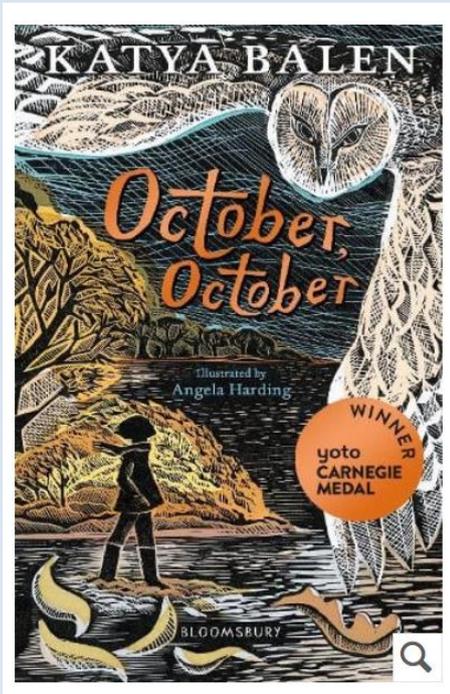


**“Nano The Spectacular Science of the Very (Very) Small.”** By Dr Jess Wade and Melissa Castrillon is a science picture book for children 6 years and above.

Everything is made from *something* - but the way we make things, from the materials we use to the science and technology involved, is changing fast. *Nano* offers a fascinating narrative introduction to this cutting-edge area of STEM, better known by the name "nanotechnology".

With words by Dr Jess Wade - a highly skilled physicist and trailblazing campaigner for diversity in STEM fields - and beautiful, dynamic pictures by award-winning artist Melissa Castrillon, this is the perfect book for budding young scientists and engineers.

***“A truly rare science book that neither talks down to children nor goes over the heads. Dr Jess Wade makes one of the most complex areas of science instantly accessible, drawing out the wonder and beauty of materials at the nanoscale, while inspiring young readers to want to know more”- Angela Saini, science journalist, broadcaster and author.***



**October October** by **Katya Balen** is a story book for 10 years and above.

**Winner of the Carnegie Medal 2022**

**Shortlisted for the James Cropper Wainwright Prize for Children's Writing on Nature & Conservation 2022.**

October and her dad live in the woods. They know the trees and the rocks and the lake and stars like best friends. They live in the woods, and they are wild. And that's the way it is.

Until the year October turns eleven.

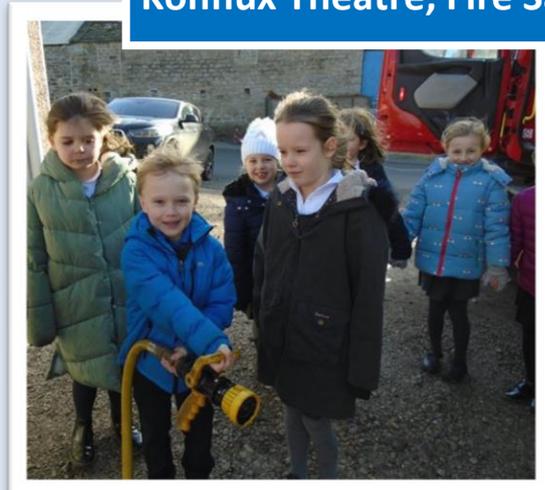
That's the year October rescues a baby owl. It's the year Dad falls out of the biggest tree in their woods. The year the woman who calls herself October's mother comes back. The year everything changes.

Written in Katya Balen's heart-stoppingly beautiful style, this book is a feast for the senses, filled with the woodsmoke smell of crisp autumn mornings and the sound of wellies squelching in river mud. And, as October fights to find the space to be wild in the whirling chaos of the world beyond the woods, it is also a feast for the soul.

## OUT AND ABOUT IN YCAT SCHOOLS



## Konflux Theatre, Fire Safety Visit and Residential at Askwith.





**Art, PE and Fire Safety Visit at Hawes.**



**A new willow igloo and tunnel on the school field and home science during British Science week.**



**Re-enacting the Last Supper during the Easter Tingle at the Methodist Church in Leyburn and Leyburn School wins The Wensleydale Tournament of Song.**





**Fun on the snow day! Inter-school debating at County Hall and a live audience with Michael Morpurgo at Osmotherley School.**



**Competing in KS2 Cross Country and World Book Day fun!**





**Busy Bees at Bilton!**



# COOKING



# SCIENCE



HAPPY  
EASTER