



Karen Dovaston
Chair of Trust Board

Message from the Chair of the Trust Board

I cannot quite believe we are at the end of another school year but what a year! I see all that your children have achieved, despite the difficulties of Covid and the profound after-effects.

I am in awe of your children and grateful to you, as parents and carers, for your support to our schools. I met the pupils and students of the Well Being Advocates Group. All years and schools are represented. They are insightful, caring and it really uplifted my day meeting them. I also had the job of handing out the badges designed by the advocates, which was fabulous.

Music is back 'on' and my goodness, 'The Summer Hootenanny' at Shoeburyness High School did it in style. Such talent from musicians and singers.

There has been sadness this year but this has shown how united we can be in our successes and in grief supporting each other within our community. We are truly stronger together and now we move forward, harnessing our unity, improving and enhancing life chances for our pupils and students.

I wish you all a restful summer.

Kind Regards

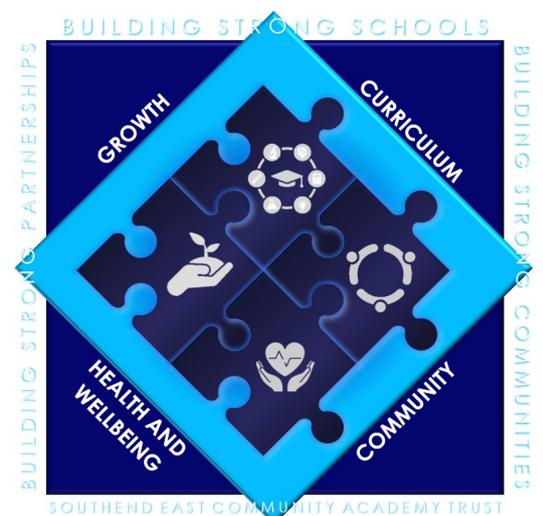
Karen Dovaston

SECAT STRATEGIC PLAN-GROWTH

Growth is one of SECAT's strategic aim 'pillars'. It has been a focus for all of the Trust this term in many ways. Growth can mean many different things. Our children and young people grow into their new classes, phases and indeed for some, careers. Likewise our teachers and support staff grow both in terms of their expertise, and, for some, into new roles within the Trust.

As part of our aims,

- we commit to identifying talent, capacity and growth
- we support development of leaders at all levels



Message from the CEO



Ruth Brock
Chief Executive Officer

As we come to the end of yet another school year, it falls to me to say a final farewell to one of our long-standing Shoeburyness High School colleagues, Ms Costello as she moves onto her next challenge in another school.

I know you will all want to wish her well. We will miss her both in the school and in SECAT as part of the Executive Team.

The only positive part about saying goodbye to a respected colleague is to welcome another! Ms Jones is joining us in September as the new Headteacher of Shoeburyness High School, as you will already know.



I know Ms Jones will be in contact with many of the new Year 7 students and some of you may well have met her at the school.

We pride ourselves on the succession planning that we do in the Trust. There are some great examples, not least of which the promotion of Mr Banks and Mrs LaRoche from within Shoeburyness High School to Deputy Head and Assistant Head respectively; Ms White moving from Bournes Green to Richmond Avenue as their new SENCO; Mrs Anderson moving from the office at Shoeburyness High School to become the new School Office Team Leader at Hinguar Primary; Mrs Jackson-Mayo promoted to Assistant Head from within Thorpedene Primary; Miss Cook becoming our Communications Lead across the Trust from Assistant Head at Shoeburyness High School. These are just the latest successes. Well done to you all!

I am extremely proud of all that our children, staff, parents and carers do for our community. It only remains to say I hope you all have a good summer break, enjoy the good weather and above all, stay safe!

Kind Regards



CENTRAL SERVICES GROWTH



Ben Stickley
Chief Operating Officer

Central services provided across the Trust have been a key focus since I joined the Trust almost two years ago. One of my primary targets on joining was to increase the centralisation and offer of what we as a Trust provide to our schools.

The reason behind this is simple. If we have experts in their fields providing service and support to our schools then the Headteachers and school staff can focus better on their areas of expertise—providing a first class education to the children in our schools and giving them the education they deserve.

Everything we do as a Trust has to flow to improving educational outcomes and the experience of the children going through our schools, that is our core mantra, and one we are proud of, in support services.

The form this has taken is both in growing the existing expertise of staff already employed by the Trust; through continual professional development and investment in both internal and external training to accredit our staff to recognised professional standards, and through the recruitment of external specialists to bring new skills in to our teams to enable us to enhance the offer we provide.

In real terms this has taken the form of, for example,;

- Appointing two fully qualified electricians to our Estates Team to allow works to be carried out in house rather than by expensive outsourcing.
- Sponsoring degree level training courses for staff in HR, Estates and Finance to develop professional expertise
- Sponsoring professional trade qualifications for staff
- Accrediting our Estates and IT teams to industry standard
- Appointing apprentices in IT and Estates
- Ensuring all staff have a CPD discussion as part of their appraisal and a CPD objective set and monitored

We are further developing our support over the next year in many ways, one key element of which will be bringing payroll in house from later this year to improve the support given to all staff members and reduce the workload of school staff.



PEOPLE GROWTH



Dani Wade
Director of Education

One of my key priorities since joining SECAT in February 2022 as the Director of Education has been to address the Growth pillar set out in the SECAT five-year strategic plan.

Growth focuses very much on a commitment to quality first teaching – ensuring that teachers have the requisite skills and expertise to deliver high quality personalised teaching that is accessible and engaging to all the children and young people in their class. Central to this is ensuring that our teachers, leaders and support staff have access to continuous professional development and opportunities to share effective pedagogy and practice with colleagues across the Trust.

All SECAT teaching and support staff have access to the National College online training modules and can access as many training courses as they wish. As well as offering subject specific training courses and webinars, the National College offers training on leadership, safeguarding and other school centric topics such as mental health and wellbeing. Our staff can log in and access any training they wish to support their professional development needs.

A comprehensive programme of continuous professional development for teachers, leaders and support staff will continue to grow and develop over the next academic year through our Curriculum Steering Groups. The 2022/23 academic year starts with a SECAT inset day on 1st September with interactive subject specific workshops providing staff with opportunities to extend their knowledge and expertise and fulfil our commitment to give our children and young people the high-quality education they deserve. The subject-specific training for teaching and support staff will continue over the course of the year so that our staff are highly skilled and confident at delivering a curriculum that is coherently planned and sequenced enabling all children to know more and remember more.

SECAT works closely with external partners and organisations and has recently been successful in its application to join the Enthuse Partnership network of schools. The Enthuse Partnership provides £20,000 of support to strategically shape the improvement of Science, Technology, Engineering and Mathematics (STEM) achievement and STEM attainment across all SECAT schools. Trust schools will engage in collaborative training and enrichment as well as employer activities over the next two years to increase children's and young people's achievements, aspirations and understanding of STEM careers.

SECAT's commitment and investment in Growth shows the value the Trust puts on the people that make our schools great. Growth will continue to be a high priority in the next academic year with investment in training and development enabling SECAT to grow and keep its people through succession planning and wider education career pathways.



HUMAN RESOURCES GROWTH



Jan d'Eca
Human Resources
Manager

The Human Resources function for the Trust was centralised in September 2019 to support all schools with recruitment, employee relations, development and performance management, releasing school staff to focus on delivery to children.

Within the last year the Central HR Team has grown to four team members and between them they have a wealth of experience within both private and education sectors, membership of the Chartered Institute of Personnel and Development (CIPD) and a commitment to continuing professional development through training, workshops and seminars.

HR is an ever-evolving field and the team use all their skills to stay on top of new developments and legislation. During the first term of the new academic year, the payroll function will be brought in house and a new role of Payroll Manager is being recruited. Working closely with the Central HR and Finance Teams, they will have responsibility for the payroll and pension provision for approximately 500 employees across the Trust. A new HR system, Every, will shortly be implemented to manage all aspects of employee data, simplifying processes for line managers and administrative staff. This new structure has the capacity to sustain future growth within the team as the Trust grows.

INFORMATION TECHNOLOGY GROWTH



The IT team has been working on many projects and upgrades. All these works are carried out by our experienced and qualified IT Team in-house. Our biggest project started in April 2021 (the replacement of our Management Information Systems from SIMS to Bromcom.) Bromcom was successfully launched at Easter 2022 and replaced all parent/carer communication apps with My Child at School (MCAS). We are currently looking at more features that the app has and how we improve its use and the user experience for parents/carers.

We are also: replacing IT Suites as part of the hardware lifecycle ensuring equipment is fit for purpose; replacing projectors with 75" interactive screens allowing more interactivity and collaboration within the classroom; deploying iPads into our primary schools for students and staff to use; installing network cabling as part of the Shoeburyness High humanities refurbishment; migrating all schools over to our Trust-wide VoIP telephony system which will save schools a significant amount of money over the next five years; and working with the Estates Team installing Paxton door entry across the Trust ensuring security is consistent.

We are looking forward to the summer holidays when we will be starting another big project. We will be installing a new network at Shoeburyness High School and migrating some services to the cloud as part of our Cloud First strategy for IT Services.



ESTATES GROWTH



Alex Baldwin
Trust Estates Manager

We are continuing to invest across the Trust in various projects to improve the learning environment for our children and young people and ensure the longevity of the schools.

We are also growing our ability to accommodate more nursery spaces through the conversion of space in Thorpedene Primary School which has been extensively refurbished and involves the creation of a new pathway from Delaware Road to allow users access all day without affecting the school.

To go alongside the Thorpedene Primary School Nursery and improve Hinguar Primary School, we are installing colourful rubber flooring in the outdoor play areas.

We have all felt the heat recently, fortunately in some locations the rooms have air conditioning which makes for a more comfortable and productive environment. We will install more systems across the Trust to bring this advantage to others including Bournes Green Junior School (once the power upgrade is completed), Shoeburyness High School science block and in all Hinguar Primary School classrooms.

Other projects due to be carried out or completed include;

- Artificial grass for all year round use at Thorpedene Primary School , Bournes Green Infant School and Bournes Green Junior School
- Power upgrades at Bournes Green Junior School and Thorpedene Primary School
- Swimming pool enclosures at Hinguar Primary School and Bournes Green School
- 21 newly constructed classrooms at Shoeburyness High School
- New library at Shoeburyness High School
- Lighting control repairs and upgrade at Hinguar Primary School
- Large outdoor canopies at Shoeburyness High School
- New walk in fridge/freezer at Thorpedene Primary School to free up work space



EARLY YEARS FOUNDATION STAGE GROWTH



Mark Ammon

It's been a busy year in EYFS and the main focus of my work has been the creation of a brand new nursery provision at Thorpedene Primary School. This has consisted of designing two classrooms within the school to become the new nursery which will open in September 2022.



The nursery will provide sessional and full-day care 8:30 am to 3:30pm during term time. There will be two rooms, one for 2 year olds and the other for 3 and 4 year olds. We will be offering 2 year old funded places as well as the 3 & 4 year old universal entitlement of 15 hours and the 3 & 4 year old extended entitlement of 30 hours for eligible families. We are also offering privately funded places and additional sessions for £5 an hour.

All of the nursery furniture for the setting is made by a specialist nursery company called Community Playthings and the resources have been sourced from Early Excellence.

The Estates team have done a wonderful job in renovating the space that will become the 3 and 4 year old room and the 2 year old room will be completed during August. In August we will also be creating a pathway for parents to access the nursery and developing the space outside the nursery.

The new nursery provision will be staffed by the existing team at Ready Teddy Go who will be joining the Trust through the TUPE process. We are also delighted to have recruited a specialist Early Years Teacher to lead the 3 and 4 year old provision.



JOURNEY OF THORPEDENE NURSERY

BEFORE



AFTER



SECAT

BUILDING STRONG SCHOOLS
 BUILDING STRONG PARTNERSHIPS
 BUILDING STRONG COMMUNITIES

CURRICULUM AND COMMUNITY

We will develop a creative, inclusive, broad and balanced curriculum

We want to be at the Heart of our Communities

Our curriculum will be produced to reflect the whole experience of a pupil joining in Nursery or Reception and remaining with us until Year 13

We will be Celebrating Success

We will engage with our community and past pupils to foster positive community relations and draw on the success of our alumni

The SECAT Community Art Exhibition was a resounding success. Opened by our local MP, James Duddridge, the diverse and extensive range of children's work was on show for the community to see.

From nursery to sixth form, the children from all SECAT schools presented creative, expressive and skilful artwork, demonstrating progression through the key stages.

Thank you to all who supported this event and please take a moment to see the photos taken from the day, on the gallery section of our website.



[SECAT Community Art Exhibition 2022](#)

James Duddridge MP @JamesDuddridge · Jul 15
 Pleasure to cut the ribbon and officially open the @S_E_C_A_T Community Art Exhibition this morning, showcasing the excellent artwork of local school children and young people. ✂️👍🙌

KursaalLabour&Cooperative @kursaal labour · Jul 15
 Brilliant thought provoking and emotive art by talented young people in #Shoeburyness thank you to @S_E_C_A_T for hosting this great event.

Shoeburyness Labour updated their status. 6m · 📍
 SECAT COMMUNITY ART EXHIBITION
 Kevin Ryan writes:
 Please come down to the Shoebury Leisure Centre to see some amazing art that will take your breath away. From nursery to A level it's outstanding. Come celebrate the skills of children and young people in Shoebury.

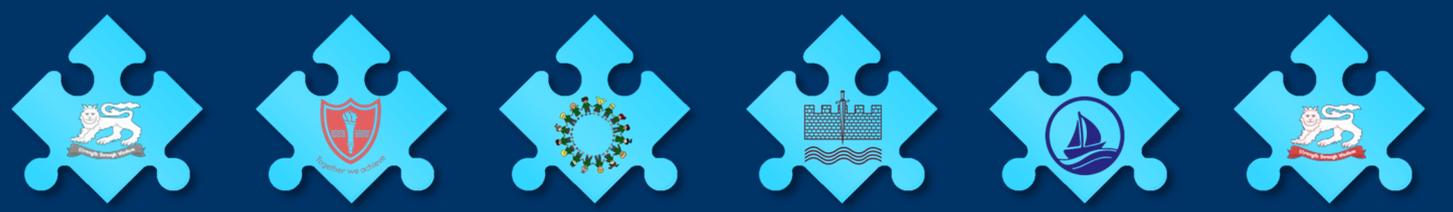


Welcome to the first edition of our SECAT Community Update! We have gathered together free or low cost family activities that are on offer over the Summer holidays so that you can make the most of your summer break. All details have been provided by the organisers or have been taken from public websites so they are responsible for the content.

Please go to our website for the Community Update newsletter.

Please note there has been an amendment to a Inflatable Fun Day date on the 29.08.22

[SECAT Summer Community Update](#)



BUILDING STRONG SCHOOLS
 BUILDING STRONG PARTNERSHIPS
 BUILDING STRONG COMMUNITIES

SECAT

COMMUNITY AND PARTNERSHIP



Ali Gellett
 Community and Partnerships Lead

My Future My Southend is an exciting new opportunity for Southend primary school children that started in September 2021.

Children from the SECAT primary schools have joined children from fifteen other primary schools in Southend to find out more about the opportunities that will be available for them when they leave school.

Every half term, children from Years 2 to Year 6 'meet' volunteers who work in a different industry via a live Zoom session. The children have to guess the volunteers' jobs and then learn about what each volunteer does. The excitement and learning has been fantastic – the feedback from children shows that the project is definitely meeting its aims of raising aspirations, challenging stereotypes and broadening horizons. Thanks to all the volunteers and teachers who have helped make the project such a success.

Follow your dreams and never give up.

Yr 5 class

I thought it was really cool!

Yr 4 pupil

We really liked learning about the three different jobs - it was very inspiring. We were inspired by the fact that dyslexia did not hold Mark back!

Yr 6 class

I enjoyed learning about how they overcome challenges in their job role and how many different roles there are in one field.

Yr 6 pupil

We found Ursula's story inspiring as she didn't give up and she broke down stereotypes.

Yr 5 class

Gender isn't important in finding your dream job.

Yr 6 class

I was inspired by the fact that there are jobs that I thought were just for boys but are actually for girls too.

Yr 6 pupil



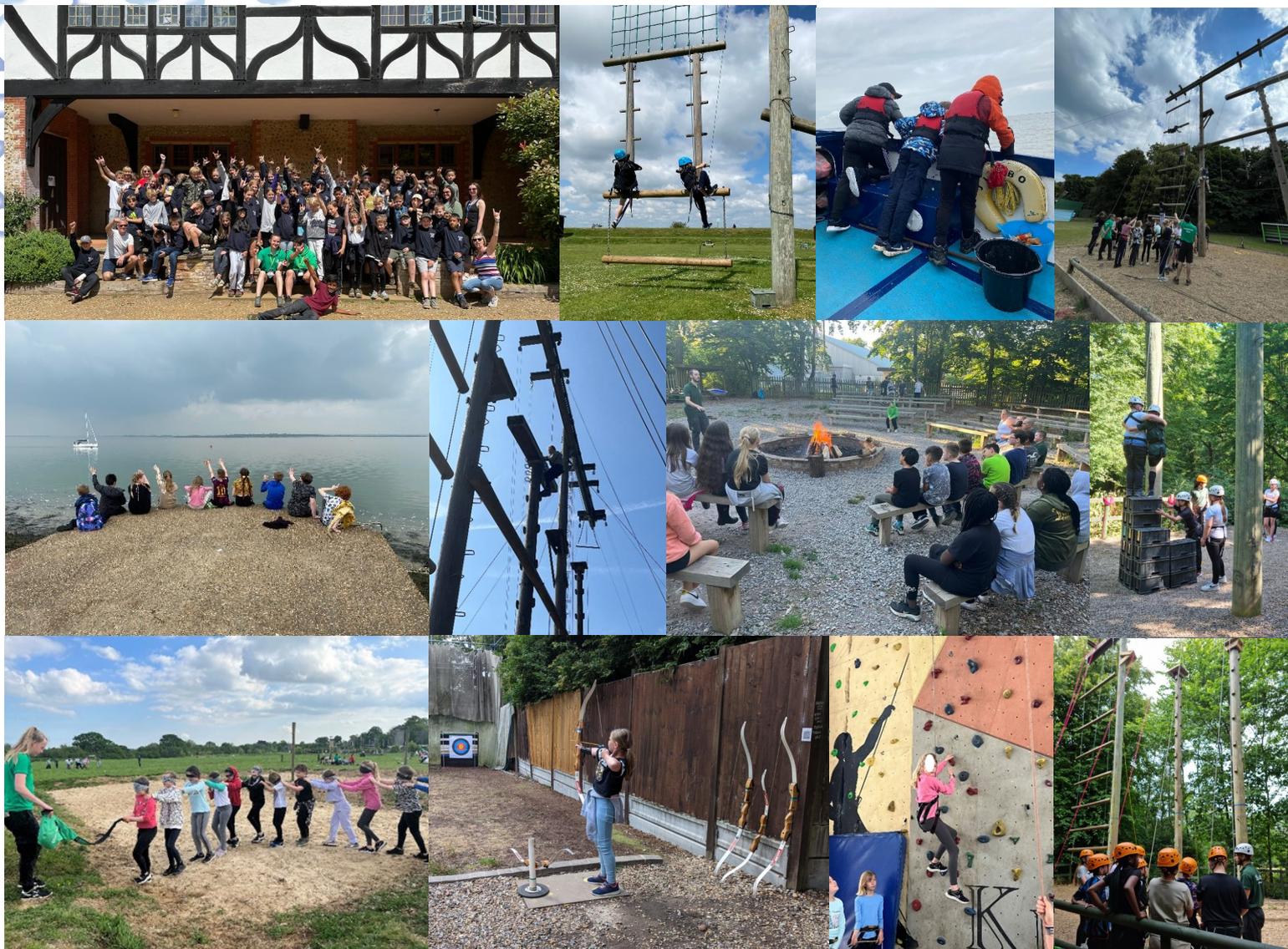
BUILDING STRONG SCHOOLS
BUILDING STRONG PARTNERSHIPS
BUILDING STRONG COMMUNITIES

SECAT

CURRICULUM GROWTH



Have opportunities for residential experiences here and abroad



RESIDENTIALS

We have been delighted to offer some fantastic residential trip experiences to our junior children this term. Residential trips provide a wonderful opportunity to boost children's resilience and independence, develop excellent communication skills, support their peers, while also making treasured new memories to take away with them. Pupils have had the chance to take part in a range of activities that encourage them to be brave, take on new challenges and step out of their comfort zone! For both Years 5 and 6, the majority of children had not stayed away from home on their own before and this was the first time they had taken part in such a wide range of outdoor pursuits.

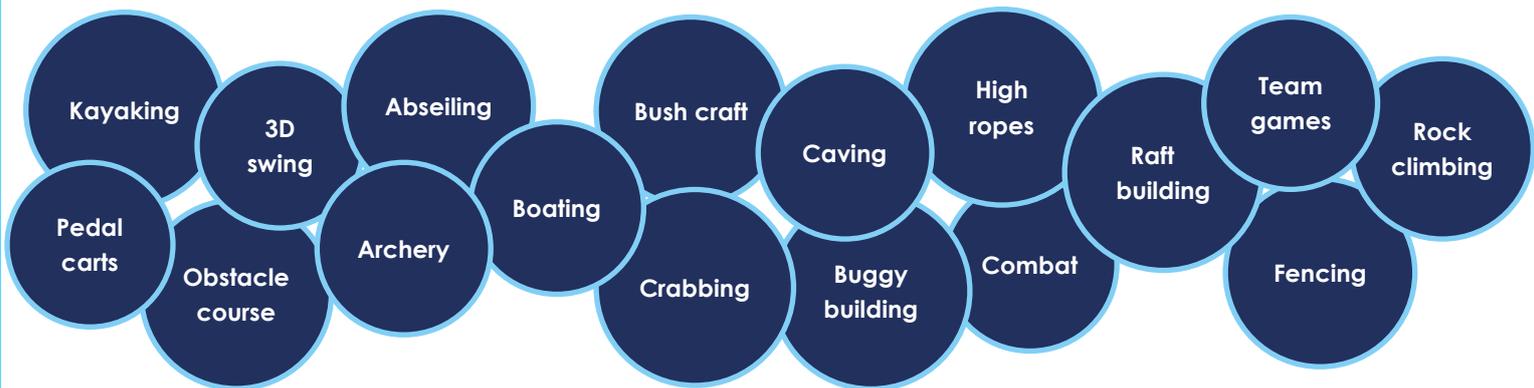
Bournes Green Year 5 visited Stubbers Adventure centre in Upminster and Year 6 went all the way up to the north Norfolk coast to visit the Overstrand Hall, Kingswood centre.

Thorpedene Year 5 residential took place at Thriftwood Camp site in Brentwood and Year 6 visited Gilwell Scout Park, the largest scout park in Britain.

Hinguar Year 5 three-day residential to Kingswood, in Ashford, Kent and Year 6 pupils went on a five-day residential to Mersea.

Richmond Year 5 and Year 6 went on a three-day residential trip to an Essex outdoors Centre in Bradwell.

The residential trips were hugely successful and enjoyed by all; they provided our children with opportunities to get outdoors and experience things far beyond what can be found in the National Curriculum.



We are so proud of the children's positive attitudes, determination, behaviour and supportive nature throughout the trips; they were fantastic ambassadors for the schools.

We are hugely grateful to all our dedicated staff who have given up so much of their own time to give our children these valuable opportunities.



CURRICULUM GROWTH

We will develop a creative, inclusive, broad and balanced curriculum

Our schools are constantly growing and developing the curriculum to ensure our children receive a broad and balanced education that maximises every opportunity for learning.

At Richmond Avenue School, staff across the school have worked to implement a brand new curriculum. Teachers had worked over the prior academic year to plan, create and write a curriculum that is engaging, exciting, skills based and linked to real life as much as possible and this was the year we put it into action!

Every year group has had a focus theme for each term or half term based around a high-quality text that has enabled a wide range of cross curricular learning. Themes have included Minibeasts, Dinosaurs, Myths & Legends, Vajak Paw, Firemaker and Man Vs Nature.

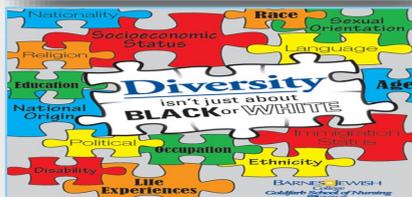
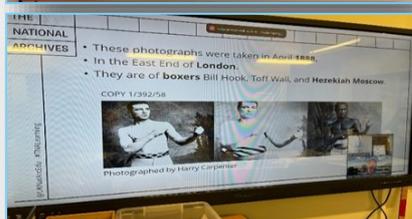
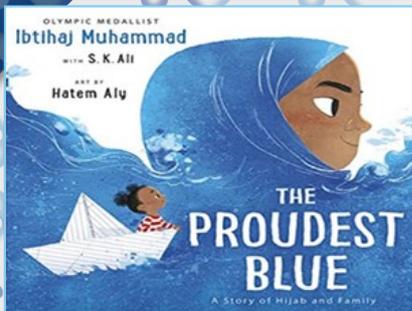
Wherever possible, reading, writing and maths activities are linked to other subjects within and across lessons so that children are confident in the links between all the subjects and this embeds their knowledge in a more meaningful way.

In addition, alternative enrichment experiences, such as cross-school events, trips and the use of Outdoor Learning, have provided the children with vast learning experiences outside the classroom environment which enhances their understanding, school experience and learning. Whether through Challenge days, theme weeks, individual lessons or additional learning at home, our children (and staff!) have been inspired to be creative and challenge their mindsets to ensure it is not that 'I can't do it', it is 'I can't do it...YET!'



CURRICULUM GROWTH

We will develop a creative, inclusive, broad and balanced curriculum



In the summer term 2021, staff at Hinguar reflected on and made changes to the curriculum to ensure that it accurately reflects the changing needs of the children. In order to encourage pupils and staff to talk about identity, race and racism, they firstly focused on Equality and Diversity – a hidden curriculum that adds value to what the pupils are being taught – and what these terms meant regarding the nine protected characteristics and recognising, respecting and valuing people's differences, promoting an inclusive culture for all.

Staff began by discussing what and who they are teaching their pupils about and why they are doing this. They focused on whether there are other figures they could/should be including in the curriculum and how they taught their pupils to be thinkers.

They considered questions such as 'where is the social justice in our curriculum?' and have interwoven into the curriculum a greater reflection of BAME/disabled/LGBTQ/refugees/young carers and social class.

They then looked at how they would do this by:

- engaging the children to be critical and reflective thinkers – to look at the society in which they live
- empowering them and thinking about their wellbeing
- encouraging them to have an understanding of self and of others
- affording them opportunities for collaboration
- opening up discussion so that their voice is heard
- reflecting the reality of our children and their families by embracing our living history.

At the end of the first year of the new diverse curriculum, Hinguar have begun to achieve what they initially set out to do through a process of continual change where they teach the value, the skills, the insight and the history of identity.



CURRICULUM GROWTH

We will develop a creative, inclusive, broad and balanced curriculum

Never a school to sit still, Shoeburyness High school is always on the lookout for new and innovative ways to educate and nurture the students. The curriculum is always growing and adapting to the needs of students and how to provide them with the very best life opportunities.

Following the pandemic there was a marked rise in demand for wellbeing support from the school. After a considerable volume of student feedback indicated this, leaders at the school sought out a suitable Leadership Skills Programme which would help reboot skills and would also address the wellbeing needs of students. Each year group had its own unique skills programme dedicated to boosting the skills and confidence of students in an incremental way over the course of five years. The programme was delivered by form tutors as part of the period one curriculum. The course focussed on improving students' ability to communicate with others and confidence in their own ability; ability to work with others as part of a team; skills needed to manage their own work and personal development; and ability to identify problems and problem solve. All year groups engaged with the programme and are now ready to receive their certificates.

Each year, following a curriculum review, new subjects and courses are considered and reviewed to determine their value in adding to the wealth of experiences for our students. This year Shoeburyness high School have made several changes to the qualifications on offer in both key stage 4 and 5.

- Design and Technology have phased out the separate qualifications in Graphics, Resistant Materials, Textiles and Engineering and consolidated these in the new Design and Technology GCSE, which, as well as having a core curriculum for all, also allows for branching out into a multitude of specialist areas which complement the previous subjects offered.
- Sociology is now offering a GCSE qualification which will act as an introduction and springboard to the already well-established A level course.
- Humanities has introduced a new A level in Government and Politics to better equip the students with a wider understanding of the political landscape and their place within it.
- Science is looking to increase the number of students who will be able to access the Triple GCSE qualification, enhancing their opportunities in their post-16 ambitions.

It is not just within the academic curriculum where growth has been seen, but also in the provision of extra-curricular clubs and activities too. This year new lunch activities for students include; team sports, zen club and art and design activities, which have expanded the experiences of the students and given them the opportunity to try something new at Shoeburyness High School.



CURRICULUM GROWTH

We will develop a creative, inclusive, broad and balanced curriculum

At Bournes Green Infant School, they have been implementing a new and improved history curriculum. It is their vision that history will inspire curiosity and a love of learning. From Early Years through to Key Stage 1, they have developed an immersive teaching approach that engages children with their past and the lives of those came before them. Through meaningful experiences, discovering the stories of real people and interpreting historical sources, their children develop the skills of comparison and enquiry. Furthermore, they see how life has changed overtime and how events and individuals have the power to shape the world in which we live.

At Bournes Green Junior School, they have refined their science syllabus. Each lesson is driven by a focus question, the answer to which is uncovered through enquiry and investigation before being revisited at the end of the lesson. Opportunities to work scientifically mean that all children can take part in hands-on and practical investigations, ensuring that each child views themselves as a scientist. This means that all children have the opportunity to fulfil their true potential in science and have the knowledge to transition smoothly to secondary school.

Across both Bournes Green schools, they have launched a new PE curriculum. They were guided by a desire to provide their children with the skills and understanding they will need to live healthy, active lifestyles in their childhood and throughout their adult lives. They provide children with the opportunity to participate in a wide range of sports, which develop respect, co-operation and resilience in their children.

Children in Year 2 to 6 are also participating in a swimming session every week. This ensures a broader, well-rounded curriculum and equips our children with an essential personal skill for living in a coastal city.

Expanding our reading curriculum has also been a focus across both Bournes Green schools, developing a lifelong love of reading. Ring-fenced designated story time at Bournes Green is an essential part of te school day. The children are exposed to varied texts which have been carefully selected to encourage higher levels of understanding but most importantly texts which the children can get lost in, make connections and simply enjoy.



CURRICULUM GROWTH

We will develop a creative, inclusive, broad and balanced curriculum

One of Thorpedene's biggest assets, and one that has become most used, is its wonderful Creative Curriculum Room. All year groups have enjoyed using this room and have made a variety of foods including crepes (with recipes written in French to enhance MFL learning), Jamaican Stew (as part of the Windrush project), traditional Greek foods (as part of Greek Hook day), Tudor bread and seasonal soup to name but a few. This room is also used by the children in the Arc with activities planned to allow development of calm communication, introduction of maths and instructions.

The Creative Curriculum Room is not only used to cook and bake, but is also used for other creative projects; it has seen bird houses made, monster toys sewn and extensive clay modelling alongside METAL Arts projects. The room also hosts Able Maths and Writers days. It is vital that our children experience and enjoy all the creative curriculum the Creative Curriculum Room offers.

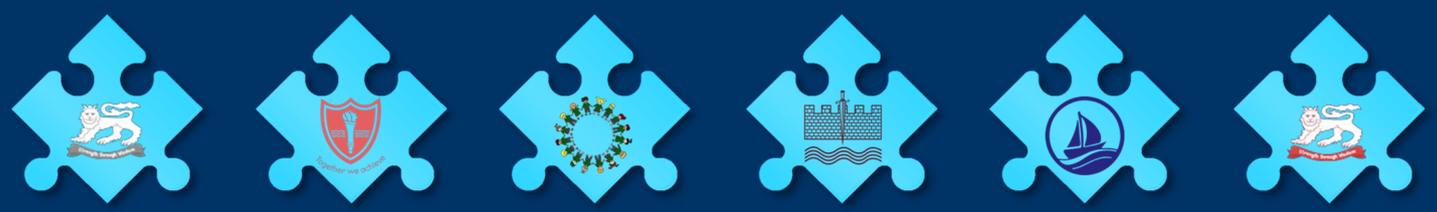


BUILDING STRONG SCHOOLS
BUILDING STRONG PARTNERSHIPS
BUILDING STRONG COMMUNITIES

SECAT

CURRICULUM GROWTH

Experience learning opportunities
outside of the classroom



Experience learning opportunities outside of the classroom



Experience learning opportunities outside of the classroom



Experience learning opportunities outside of the classroom

With restrictions eased and lifted, it has been exciting to plan trips and visits for the our children and young people. Staff have embraced this opportunity with plenty of activities planned to enhance the learning of the topics taught, and to provide the children with the wider experiences beyond the classroom.

Shoeburyness High School's Geography Department took a group of Year 10 and 12 students to Walton on the Naze in Essex, to undertake coastal geographical fieldwork. This is the first time the trip has been able to run since 2019, and for all of the students this was their first-hand introduction to geographical fieldwork outside of the school gates. The weather and tide times proved perfect for performing the different field techniques that students will be assessed on at the end of the next academic year, which included measuring the gradients of different locations along the beach and throwing apples into the sea to investigate the rate and direction of longshore drift. These techniques were performed at two contrasting locations, one with sea defences and one without, and enabled students to have a first-hand account of what they have been learning about in the classroom since the beginning of their GCSE year.

The students worked hard to ensure that they practised their skills and completed all tasks so that there was plenty of time for an ice cream before heading back to Shoeburyness on the coach.

Many schools have also taken advantage of our local environment and visited the seafront. This included Year 7 students at Shoeburyness High School taking a field trip to look at sampling habitats, counting organisms and estimating populations, applying their science and maths skills.

For Hinguar's Summer trip, Seahorse Class travelled to Barleylands. At the farm, the children heard the story 'The Very Hungry Caterpillar' which led onto a discussion about healthy and non-healthy foods. The children were tasked to make a healthy rainbow salad using a variety of fruits and vegetables. Before cooking, the children washed their hands and spoke about how to use their knife safely. Afterwards, the children visited the birds of prey enclosure and reptile house. Later, after a picnic lunch, the children explored the farm and saw lots of animals. They fed the goats and sheep before stroking some rabbits. Finally, the children went on a BUMPY tractor ride around the whole farm.

Lily: "I liked feeding the goats; their tongues were warm and sticky."

Ava "I enjoyed stroking the bunny rabbits, they were fluffy."

Hunter: "I liked travelling in the tractor."

George: "I loved the Golden Eagle, it was awesome!"



Experience learning opportunities outside of the classroom

At Thorpedene, pupils have been very fortunate to be selected to take part in "The Art Makes Children Powerful" project that has been organised and funded by the arts group, Metal. The children in Year 4 worked with a local artist, ceramicist Emma Edmondson, in this project for 5 days, fully immersing themselves in a variety of artistic techniques.

To date they have visited a fellow artist at their studio in Leigh, to learn about the history of ceramics; they explored the studio and made their own porcelain pots that will be fired and returned to them. Pupils also learnt about the importance of clay and porcelain products in the history of Leigh and scoured the beach looking for shells and stones that will be processed to make a slip to decorate their final ceramic pieces.

The children have also learnt about the history of how clay was used in the school's immediate vicinity and about the brickfields that were in existence. They have walked around the surrounding area where the brickfields once were, and have sketched, photographed and taken rubbings in the area and within the school grounds. Pupils recorded their ideas in their research books, (small sketchbooks they made themselves) and these will be incorporated into their pieces of artwork.

The children have also learnt the steps needed for processing clay, learning how to change it from the clay that is dug from the soil into the clay that can be used in the creation of ceramic artefacts. They have also used their sketches and photographs as an inspiration for printing. The children have transferred their ideas onto lino blocks and have learnt how to print onto paper and fabric using a printing press and using a dry roller technique.

Finally, the children will be creating clay tiles from their processed clay and using their lino blocks to imprint into the tiles. These will be decorated and fired (hopefully in the school's kiln).

The work will culminate into a wall hanging with the pupils' final products of prints, on paper and fabric incorporated. The tiles will be used to create a permanent display of the pupils' experience and there will be a whole school CPD on using the kiln.

Finally, a quote from our resident artist:

"Thank you for welcoming me into such an amazing school! The children have been inquisitive and receptive to new creative ideas, practising great research skills which they have used as a stimuli for their final collaborative project. It has been so special to work with such a great teaching team to create this project together. I felt welcomed as soon as I stepped through the door."



Experience learning opportunities outside of the classroom

Hinguar Year 4 had a fabulous day at Lullingstone Roman Villa in Kent to help consolidate their summer term topic of Emperors and Empires.

After a successful visit to the school by 'Portals to the Past' early in the term to kick start the topic, Year 4 had a second chance to wear their Roman costumes on this excursion. This helped to fully immerse the children in the way of Roman life and they were surprised to be told they were the first school to ever dress up to go to the villa!

On arrival, the children were met by a lovely lady who spoke to them about the villa and its history. Once inside they watched a video which showed how the villa had changed and grown over time. The children then went round two of the three main areas armed with clipboards and found the answers to questions or matched pictures to find specific information.

After lunch, each group visited the final part of the villa and completed their worksheets, did a little dressing up and then had the opportunity to buy souvenirs from the gift shop.



CURRICULUM GROWTH



Provide opportunities to perform live and watch live performances



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It is wonderful to see live performances again taking place. Our schools have been performing at a variety of different venues, performing to live audiences and the reception that they have received has been amazing.

At Shoeburyness High School, the Theatre Arts dance troupe performed at the Southend East School Sports Partnership Dance Festival. This was a showcase of different dances from schools within the local area. The troupe performed a mix of 90s music; they were so sharp and professional and were role models to all of the young people there.

At the Palace Theatre, the Glee troupe performed as part of the Jack Petchey celebrations. The troupe were a fantastic opening to this event which is a real celebration of the young people we have in our local area.

The Glee troupe performed at Bournes Green School fete and it was a lovely day for an outside performance and the students' performances went down a treat. The following day, the West End troupe performed in London at the O2. It was the most wonderful experience for the troupe to perform in such a professional live performance venue. The parents who came to watch said that they 'rocked the stage' and that they were all extremely proud of the performances that were presented.



Shoebury Dynamix and the Dance Troupe continued their outdoor performances at Greenways Fete and the Commonwealth Torch relay in Southend. This was a joyful celebration and attended by all pupils from the primary schools who were able to meet the local Olympian, Dean Macey,



Throughout all of these opportunities the Theatre Art students at Shoeburyness High School have been a true representation of what amazing talent we have in the Trust. The students were all able to lead by example and show what respectful and polite young people they are.



Provide opportunities to perform live and watch live performances

The Hinguar key stage 2 choir took part in the 25th Anniversary Concert of Young Voices at the O2 Arena and became part of a choir of 8,200 children. What an amazing experience for all the children and something we are sure they will never forget.

The choir had been practising the songs all year and with two separate postponements due to Covid, there were times we all thought it would never happen. All of the children behaved beautifully throughout the afternoon of rehearsals and sang wonderfully on what turned out to be a magical evening. One of our Year 3 parents said:

"We were so proud of our Hinguar choir who sang and danced their heart out with us adults also getting the chance to join in for a little 90's remix. A huge thanks to Hinguar for taking part in Young Voices and giving the children an incredible musical opportunity introducing them to such a wide spectrum of music.

We can't wait until next year!"

In June, our key stage 2 choirs were at it again, but this time a little closer to home. On Friday 17th June they took part in SEESMA's Junior Music Festival held at the Cliff Pavilions. This event has not happened for three years, and it was so wonderful to see all the children back on stage. The theme this year was 'Songs from the Musicals' and the children outdid themselves with their energy and enthusiasm. Another fantastic experience and a lifelong memory for the children and obviously a wonderful opportunity to practise those jazz hands.

Bournes Green Year 6 children spent weeks preparing for a fantastic performance of Darwin Rocks. The musical show tells the life of Charles Darwin and his development of the theory of evolution through natural selection. The children's hard work paid off and the performances were very well received. There were laughs. There were tears. There was some wonderful feedback from all who came.

Performing like this was a huge achievement which took some of the children far outside of their comfort zone.



OUR CHILDREN AND YOUNG PEOPLE

At the start of July, Bournes Green boys' football team went to Solihull Moors FC, near Birmingham, to represent Southend United at the U11's National League Cup finals.

There were 640 primary schools involved in the competition run by 40 National League clubs. The winners of the six regional tournaments competed to find the overall champions. The teams came from AFC Flyde (Newcastle), Darlington FC, Dartford FC, Eastleigh FC, Kettering Town and Southend United. The boys played superbly in the group stage beating Eastleigh 4-0, Kettering 2-0 and Flyde 1-0. They narrowly lost to Dartford 1-0 and drew against Darlington 0-0. This meant they qualified for the final and had to play Dartford.

The boys were determined to beat Dartford and were ready to play their hearts out. As soon as the boys kicked-off they shot at Dartford's goal and within a few minutes the boys were 3-0 up. Dartford made a brief comeback but the match ended 3-1 and our boys were crowned National Champions 2022 and presented with the silver cup and medals.

Congratulations



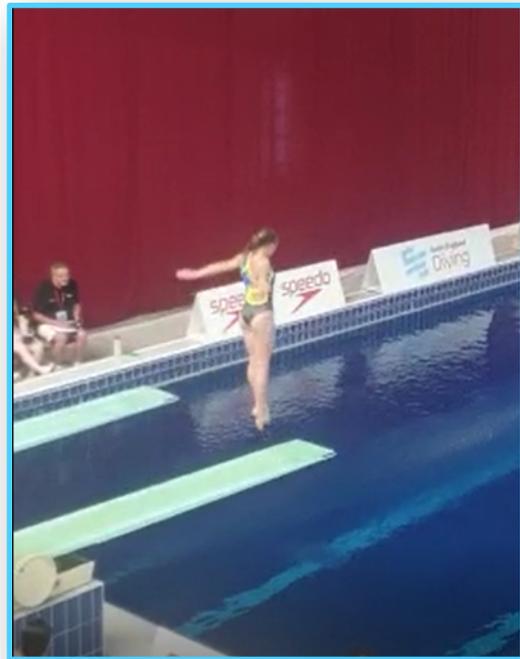
OUR CHILDREN AND YOUNG PEOPLE

We wanted to share the remarkable achievements of Tommy and Skye in their chosen sport of Diving.

Tommy competed in the Swim England East Region Age Group Diving Competition. He competed in 1 meter, 3 meter and platform board dives and came 1st in all three. Tommy then competed in the South East Region Age Group Diving in Southampton and finished 3rd in the overall competition.

Skye was selected to compete in the National Diving Competition. She competed in the 1 meter springboard, 3 meter springboard and platform, achieving 10th, 23rd and 19th respectively in the country!

Congratulations



OUR CHILDREN AND YOUNG PEOPLE

It was so wonderful to be able to celebrate the Jack Petchey Achievement Award winners at the regional awards evening.

The event highlights the amazing young people in the Southend area, and Shoeburyness High School award winners really deserved to be on the stage, meeting the Mayor and picking up their medals. Some of our winners find being on stage difficult yet you would not have guessed this was the case when they stood up there and proudly accepted their award.

Congratulations to Georgina, Harry, Lola, Alfie, Bailey, Calleigh, Isabelle, Emily and Eboni.

Congratulations



SECAT



We

wish

you

all

Happiness

Peace

Joy

Prosperity