

## Message from the CEO

We worked together last year to agree our mission as a Trust, "Nurturing ambition, delivering excellence and enriching children's lives". The stories in this newsletter demonstrate brilliantly how colleagues across our Trust are delivering on that mission. Each story exemplifies our values put into action and will, I hope, provide inspiration and encouragement to all. The fact that all this has been achieved in a period when the impact of COVID is still being felt is even more remarkable. In a world full of bad news stories, it is worth taking the time to read, learn, enjoy and be inspired.

I appreciate that for many the last few months have been incredibly hard, COVID has continued to put a strain on many teams and there has been the expectation from parents and others that things are just, 'back to normal!'. Thankfully we are gradually moving back towards normal and the spring sunshine has certainly helped lift all our spirits. A huge thank you to everyone

across our Trust as you have not just struggled through but excelled during these challenging times.

I am delighted that we can now resume face to face meetings and start to re-connect properly with each other. On the 13th and 14th May over 80 leaders from across our Trust will get together for a conference that will give colleagues the opportunity to meet, reflect, learn and plan together. Such events are vital in building the sense of community and partnership that is central to our culture as a Trust. Knowing each other better allows us to collaborate more effectively and find ways that we can go further and faster together in the interest of the children we serve.

We are emerging from the pandemic not weakened but strengthened by the experience of working through the challenges together. This is so evident in all our schools where there is a constant drive for further improvements that will lead to enhanced life chances for our children. For some, Ofsted's

judgement is the only thing that matters but for us, everyday in our schools, it is the children who are the motivation for our efforts. Many of our schools are in the 'Ofsted window' and there will be nervousness and concerns to make sure the inspectors get their judgements right. The good news is that the feedback from schools regarding recent inspections has been positive and the sharp focus on the curriculum is welcome. Harrogate Grammar School were visited recently and managed to retain their 'Outstanding' judgement despite the very high bar set by the new framework. A huge well done to all the team. By doing what we know are the right things for children we can all face Ofsted with confidence.

There is a bright future ahead and I know that in our Trust we will create many more success stories to pack future newsletters with. Thank you for all your support, hard work and resilience.

Very best wishes  
Richard

## Quality in Careers Standard achieved by Crawshaw

Crawshaw Academy holds 'Work Ready' to be a fundamental tenet of their vision and values. We were delighted to be awarded the Quality in Careers Standard in 2021 and are always looking to innovate and alter our CAIEG programme. Ensuring that all students have the skills and knowledge to make informed choices about their next steps is central to our extensive Careers programme. Alongside a range of advice and experiences for all students, we have created an exciting new Key Stage 3

programme of study. Pursuance of the Gatsby benchmarks is embedded through the Enterprise curriculum. This innovative key Stage 3 programme consists of Business and IT education with Careers and employability education running through the curriculum. Alumni projects are an important facet of this programme and the Quality in Careers assessors were impressed by 'Excellent contributions from ... alumni business owners...which provide access to relatable and positive role models'.

Further innovation can be seen in our SEND Careers work, where an alliance with the DWP is providing a six week unit of work around employability and applications.

Jane Wearing - Assistant Principal



## Inspired by Art at TLA

Over the last half term, Temple Learning Academy have welcomed two artists into the Primary Phase. In



the first week back, Peter Baldry spent a week in school and worked with every child to begin creating these amazing pieces of 3D cardboard art. They reflect the seasons but also the cultural



heritage of our students and we can't wait to see them all in place after Easter. We also welcomed Dave Gee, better known as Dave Draws, who came to produce an incredible doodle map of Halton Moor and Leeds. Not only is it an amazing piece of art, it is also helping with our Geography skills,

giving us an idea of the city around us! We loved watching how Dave created the doodle map and have had even more fun spotting our favourite places!

Alex Clark



## Improving the quality of cover lessons using technology at Crawshaw

In 2019 we established our 'Strive' IT rooms to improve the quality of cover provision, increase student engagement and reduce short-term cover costs. We employ a Cover Manager who is responsible for the running and staffing of the 'Strive' room for most of the day but, at present, we do not employ any internal cover supervisors (although we are looking to increase capacity to meet our requirements more effectively). The room is important to us as a 1 to 1 device scheme is currently an aspiration.

Since Covid, more members of staff have been absent, sometimes too unwell to set work from home. Ten-day isolation periods have also meant significant cover at short notice. With the difficulties in securing high-quality external cover, it can mean cover lessons don't lead to the same learning of a regular structured lesson with a subject specialist or experienced teacher.

The advantages of a dedicated cover provision are:

- One trained member of staff can supervise up to 64 students - for example it has also been effective for revision lessons with a single specialist teacher



- The investment in adaptive learning platforms e.g. Century Tech and Hegarty Maths enable students to learn independently at an appropriately pitched level
- Student engagement with the set tasks is easily monitored and regulated through Veyon software - off-task behaviour is reduced

- For planned absences, cover work is easily set on Teams or other online learning platforms, thereby reducing the workload for staff and enabling curriculum continuity for students.
- Additional tasks are quick and easy to assign, minimizing loss of learning time

The rooms were designed with a collapsible partition wall to provide the flexibility of utilising one large IT suite. This provision has enabled regular 'doubling up' of cover classes, often for every period of the school day, yielding significant cost savings for short-term cover.

In summary, the implementation of the 'Strive' cover provision has been successful in achieving the desired aims. The structure and consistency of cover lessons in Strive ensures that learning time is maximised, and students have a positive experience.

Pali Dhesi, Vice Principal

## Collaborative working to achieve Whole School SEND provision at HGS

In Autumn 2020 I received an email inviting Harrogate Grammar School to participate in the Whole School SEND (WSS) Review trial run by NASEN and Manchester Metropolitan University, funded by the Education Endowment Foundation. The trial is a two-year process involving multiple stakeholders intended to evaluate school-wide provision. A self-evaluation framework was completed, followed by peer review, targeted action planning and evaluation. Student surveys both at the beginning and end of the trial provide evidence of impact. I have attended several engagement days with experienced and knowledgeable project directors, one of whom is Margaret Mulholland, SEND & Inclusion policy specialist at the Association of School and College Leaders. Fundamental learning from the trial has come from discussions around the concept of SEND being a distributed and consistent whole school approach. This in turn ensures needs are met and students achieve the best outcomes.

In Autumn 2021, I assumed the role of SENDCo Lead for the Curriculum Learning Community. At our most recent meeting in February, I was

able to welcome Margaret to speak on the topic of 'Distributed Leadership' of SEND to inspire and empower colleagues. This is vital to ensuring we deliver the absolute best teaching and support for every single student, particularly those experiencing barriers to learning. The perception that colleagues in Learning Support departments have sole responsibility and accountability for students with SEND was well and truly debunked. The increased focus on SEND provision in the current Ofsted inspection framework necessitates that everyone in school is responsible and accountable in the same way that safeguarding is a collective duty. Once the concept is understood, the challenge lies in the implementation and development of systems, processes and roles which facilitate this. At Harrogate Grammar, one of the key initiatives we have developed

is the creation of 'disadvantage link' roles which serve to share SEND information within faculties, ensure SEND is a standing item on all agenda's and support the development of staff understanding, skills and confidence in supporting students with SEND. We have offered 'Time to think' sessions with an Educational Psychologist working within the Trust, supported key staff to attend 'Every teacher a teacher of SEND' CPL and implemented termly meetings with Faculty Leaders to ensure the curriculum is fully accessible.

The opportunity to be part of the WSS trial and work with Margaret Mulholland has been incredibly positive, empowering us to deliver the best possible SEND provision consistently across the whole school.

Liz Zoccolan  
SENDCO/Assistant Headteacher



For the latest TNCP newsletter please click on the link below:  
<http://mailchi.mp/5902a9a4eb60/tncp-cluster-team-newsletter-autumn-5178669>

## Catering at Crawshaw

Following a change in structure and personnel in September, both staff and students continue to praise our new Catering Team for both the variety and quality of food on offer.

We are constantly looking at ways to keep our menus appealing, rotating on a 3 weekly cycle to keep things fresh. Based on student feedback, we recently introduced the concept of customers building

their own plate of food, with our new Chinese and Japanese buffet days proving extremely popular. We have also worked hard to make



our menus seasonal as much as possible, offering a homely cottage pie in the winter months, and look forward to offering ice creams as the weather improves.

Customer satisfaction has improved, along with that of our duty staff, who often comment there is no one to supervise at lunch as they are all in the canteen!

Paul O'Brien, Business & Ops Manager

## Pupils enjoy their new reading space at Western

The children at Western Primary School are thoroughly enjoying

their new reading areas that have been recently revamped. With reading and books at the centre of our curriculum,



staff have worked hard to create stimulating and inviting reading spaces after listening to our pupils' opinions, to ensure that all our children have access to a wide range of quality books. These areas are stocked with an impressive variety of books including our core texts. These are a combination of much-loved books, new upcoming authors and whole class novels that drive our broad and balanced curriculum. Pupils can also access our Recommended Reads, which have been selected by pupils and staff for each year group across school.

We have developed a fantastic relationship with the independent, local bookseller Imagined Things, who have helped us run events, introduced us to new authors and helped us source high-quality, engaging texts to drive pupils' thirst for books and inspire their



learning across the curriculum. We are very proud to support this local

business and have more collaborative projects in the pipeline.

One of the newest areas to be developed is the Key Stage One library, which

has been generously funded by our PTA. After contacting the talented, local artist Sam Porter at Mural Minded, who has created many fantastic murals across the country, he agreed to work with us to create a stunning fairytale woodland mural. His artwork has transformed the area into a bright and welcoming place. A few days later, shelves, soft furnishing and of course countless books were added to the area and an inviting, spacious library was created for some of

our youngest children to enjoy. Our Key Stage One children are able to access this area during their free reading time, in their allocated library slot, throughout the lunchtime Book Club or during our very popular, weekly Stay and Read sessions, during which parents are welcome to join us in the classroom to share a book and take part in a reading activity with their child.

Our ongoing commitment to continued development of reading provision at Western recognises



that this is one part of a much bigger picture to ensure all our children become confident, life-long,

capable readers. We also recognise, that by creating stimulating, accessible reading environments, we will continue to help develop positive attitudes towards reading, continue to raise attainment and showcase the fantastic reading provision we have here at our school.

Holly Taylor

## miMove app gets students moving at Crawshaw

Empowering edtech app miMove leads award-winning drive to get school children moving

PE staff at Crawshaw Academy in Leeds have been able to make significant progress in encouraging young people to be active through the implementation of miMove, which is used by children to log physical activity in and out of school.

The impact of miMove was recognised when Crawshaw won the School Sport award at the 2021 Leeds Sport Awards, alongside fellow winners Leeds United coach Marcelo Bielsa and England star midfielder Calvin Phillips.

Among the teaching professionals to benefit is Ben Langford, Head of PE at Crawshaw Academy, who says miMove has made a positive impact on activity levels at the 1200-pupil school.

Ben explained: "miMove has added a great deal of value to our PE offer with on average around 40% of pupils in Years 7 to 9 using it to track their physical activity levels and allow teachers to provide support on how they can remain as active as possible. We can see it becoming the norm as it becomes embedded into our school."

miMove avoids capturing scientific data like steps and heart rate because the founders say research shows high levels of monitoring are intimidating to all but the most active students. For teachers, miMove gives schools live data with a dashboard of headline data.

Ben said: "When the first Covid-19 lockdown was implemented I researched online platforms to shape what our PE offer could look like for students while they were at home. The aim was to find something interactive for students and interactive for teachers.

"We agreed to roll out miMove and saw such immediate value that it will be used long term as a mainstay of physical education throughout the school. The pandemic changed things so much but we wanted something which could be long term and not just a gimmick which young people used only during lockdown."

The credentials of the miMove team were vital to Crawshaw Academy. Ben explains: "Greg Dryer's knowledge and standing in the PE field gives us confidence in miMove's ability to develop habits for lifelong participation in physical activity."

"We now have a deeper understanding of our students' activity levels in and out of school, we have built a stronger rapport with our young people plus the ability to track emotional responses opens up important wellbeing conversations. miMove gives us an idea of how they are feeling as well as what activity they have been doing.

"With it now being established in three year groups, we are seeing increasing levels of engagement and expect it to become the norm within Crawshaw's culture for PE, school sport and physical activity."

Winning the School Sport award at the Leeds Sport Awards was the icing on the cake for Ben. He explains: "This annual award is normally won by a year group or team which has excelled in their performance so to win it for the entire school and the benefits which the judges could see through miMove showed how we have taken PE performance to a different level."

Ben Langford, Programme Leader for P.E.

## Famous explorer visits Oatlands Junior School

On Tuesday 22nd March a famous explorer called James Ketchell came to OJS to tell us about his Everest expedition and lots more of his adventures. Following a serious motor cycle accident, James was told that he might not be able to walk again. During his 2 year recovery he set himself a goal - to row across the Atlantic Ocean. He completed this in 110 days, 4 hours and 4 minutes - amazing! Following on from this he has adventured more, including climbing Mount

Everest, cycling around the world, crossing the Indian Ocean and flying gyrocopter around the world. Our favourite part was trying on his boots and coat and experiencing James' treasured chocolate pudding.

A big thank you to James for coming into school, it is something we will remember for a long time! We are looking forward to keeping up to date with his

next adventures.

Written by two Year 4 Pupils



## Rossett Acre Eco update

At Rossett Acre, we have been working hard towards our Eco Schools' Green Flag Award renewal. After our Eco Committee completed our Environmental Review of the school, we chose 'Waste', 'Energy' and 'Litter' to be our new goals for this academic year. Using a whole school questionnaire and our Eco Committee's brilliant ideas, we created our action plan for each of our three goals.

### Waste

Our main project this academic year is our 'Waste' project. We applied for a grant from the council to support us with this project and we were successful. The money is being used to reduce the amount of waste taken to landfill by switching to Forge Recycling - a local waste



company which does not send any waste to landfill and offsets their carbon footprint by planting trees in the Lake District. We used some of the money to create a paper/card recycling station in every classroom to ensure 100% of our paper/card waste is recycled. We have also purchased food waste bins which will be introduced throughout school in the Summer term. All the food waste created will be taken by Forge Recycling to an anaerobic digestion plant where it will be used to create energy. Once a term, we will also be holding a whole school 'Waste Day' where each class will complete an activity during the day with a focus

on 'Waste'. During our first 'Waste Day', Year 2 read the book 'What a Waste' and learnt about the 5 Rs: refuse, reduce, reuse, repurpose and recycle. Year 3 took a virtual tour of Allerton Waste Recovery Park and Year 5 learnt about 'fast fashion' after seeing images of how the Atacama Desert in Chile has become a landfill site for discarded clothes.

### Energy

To help save energy and money as a school, our Eco Committee have introduced light/energy and water monitors in every classroom to ensure lights, whiteboards, computers, speakers and taps are switched or turned off when they are not in use.

Our Eco Committee also take monthly meter readings with our site manager, Mr Moore, to see if their efforts are making a difference to energy usage across school.

### Litter

We have introduced weekly litter-picks of our school grounds and Rossett Nature Reserve. As part of the Great Big School Clean, we have been recording what we collect on our litter-picks through a game of



litter bingo. We have currently picked up 214 sweet/chocolate wrappers, 111 carrier bags, 62 plastic bottles and 50 cans. It is shocking what we are finding every week in our school grounds and in the Rossett Nature Reserve.



Since starting our litter-picking project, 82 children from across school have had the opportunity to go litter-picking. Every child has shown enthusiasm and passion for making a difference to our environment. One group showed fantastic team work skills when they



found a large amount of smashed pottery in a tricky to reach place at the nature reserve. They decided to form a line and pass each bit along the line to the bin bag.

### Eco Code

To celebrate our Eco Work, our Eco Committee organised a whole school competition and chose our winning Eco Code. They felt it reflected the work we do at Rossett Acre perfectly. It is displayed in every classroom in school as our whole school promise to protect 'Our World'.



## Preparing year 13 for their first exams since the pandemic at HGS

As Year 13 students approach their summer exams, it is important to get the balance right between stressing the importance of focus on hard work, and creating a supportive and calm atmosphere within school. At HGS we prioritise effective study habits throughout the sixth form experience, providing students with suggested structured study tasks to undertake in their study period and at home. These tasks focus on four modes of study that help to commit learning to long term memory: securing, processing, exploring, and reviewing tasks. In addition, we hold assemblies and form tutor-led sessions on revision planning and timetabling, managing stress, and the mindset for high performance.

The ongoing support increases during the mock exam period in January and beyond. Close analysis of mock exam results is crucial in determining the measures which will have the greatest impact on promoting strong progress for Year 13 students. Our approach involves dividing students into categories based on both outcomes and

attitude to learning. This initiates a range of measures which are targeted at specific groups, with actions ranging from letters sent to students and parents to celebrate ongoing hard work and success, to individual student meetings about barriers to learning, to meetings in school with parents to establish an effective and achievable plan to help students most at risk of under-performing to reach their potential. Students of concern meet regularly with a member of the sixth form team, and work with a Study Supervisor to focus their revision techniques.

Another important aspect of supporting students is to ensure that we have the details of any extenuating circumstances that may have an impact on a students' ability to perform to their potential. With this information we write to universities, explaining the specific context of each of these students to support their application.

More broadly we offer a full range of revision sessions at lunch times and after school across all subject

areas. These are promoted weekly within form time and our Sixth Form Bulletin. At Easter we run a revision programme in which our teachers deliver 3 hour sessions to focus on the application of knowledge within specific subject areas. In addition, during the exam period we run PRET (pre-exam technique) sessions in the hour before each exam. The purpose of these sessions is to reassure students, and to provide a small number of key reminders to help to focus their minds before entering the exam hall.

Each of these elements forms part of the broad range of support for our students that continues throughout the exam period, and on to results day when we advise students on their next steps. The students in this Year 13 cohort have dealt with a series of challenges to get to this stage, and we are confident that with the right support behind them, they will step up once more and go on to achieve their potential.

Ben Twitchin

Director of Sixth Form

### A Red Kite in Red Kite



Alfie Lister, a Year 7 student in Crawshaw Academy, recently created this magnificent Red Kite, which now sits proudly on display in our reception area. Well done, Alfie!

### Knocking down walls at TLA

Over the Easter break, the two separate diners at TLA became one!!

We now have a great space for students to eat and socialise at break and lunch times, and we have also created an outdoor serving hatch for sandwiches and cold food for students to eat outside!

The work has made such a difference to the school and has been really well received by staff and students alike.

Laura Peycke



## Lets Get Cooking at Meadowfield Primary

Our cookery club were hard at work creating pizzas and chocolate mousse following a recipe from the Let's Get Cooking programme. Lots of weighing, mixing and sampling was going on. All of this took place in



our brand new cookery space The Hub. We have been lucky enough to get funding and training through the Let's Get Cooking programme and are even being filmed as part of their promotional work in late April too. The Let's Get Cooking programme has a great website

<https://letsgetcooking.org.uk>

Helen Stout



## Get Away N Get Safe (GANGS) at Meadowfird Primary

We have recently had a visit from James Riley, an ex-probation officer from Liverpool who has worked extensively with gangs and gang members in the past. James now supports Liverpool police by visiting schools to share his experiences about gangs and gang mentality. He has a profound effect on our young people and prevention of gang formation and membership.

A really inspiring visit which we have booked for the next few years for our Y6 pupils.

<http://getaway-n-getsafe.co.uk/>

Helen Stout



## Developing the 7 Principles for Teaching and Learning at HGS

Developing the 7 Principles for Teaching and Learning

I believe it's never been a more exciting time to be a teacher. The gap between educational research and classroom practice has narrowed significantly in recent years, with evidence being made more accessible to the profession through books, podcasts and on social media. As a result of this, there is a much stronger sense of agreement on what effective classroom practice is, giving us confidence in the strategies we employ in the classroom to support learning.

We have drawn on this research to create 'The 7 Principles of Teaching and Learning at HGS'. This one-page document defines effective classroom practice at our school and has established a

shared language around the delivery of our curriculum.

The development of the Principles has been particularly influenced by research into how we learn and how our memory works. Books such as

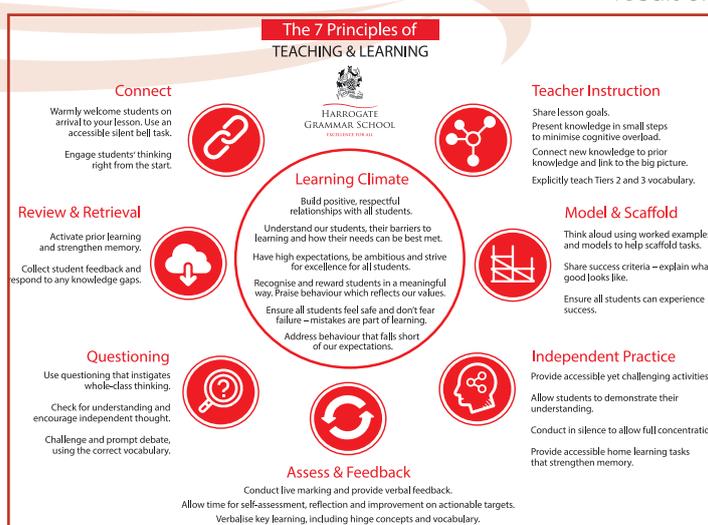
of Instruction' and Dunlosky 'Strengthening the Student toolbox' have been instrumental in this. Reading on cognitive load theory further contributed to establishing the Principles. As a result of a consultation process

involving teachers on our Learning Team, middle and senior leaders and then the expert input from our in-house graphic designer, The 7 Principles of Teaching and Learning at HGS was launched this year.

The document is now used by subject areas and individual staff to identify areas of practice they wish to develop. It is used as a basis for our coaching conversations following

lesson visits and has underpinned our work on improving attainment for our disadvantaged students.

David Robson - Assistant Headteacher



'Making it Stick' by Brown, Roediger III and McDaniel, 'Why Don't Students Like School?' by Willingham and articles by Rosenshine 'Principles

## Whitkirk Primary pupils experience a magical day

In March, the Reception children at Whitkirk Primary School had a magical day at 'The Green Moon in Swillington'. The children foraged to find sticks for the campfire; discovered fairy-tale creatures living in the forest being careful not to wake the troll living under the bridge! They went onto creating woodland creatures out of clay and listened to the natural sounds before creating friendship bracelets using the materials that they found! To round off a truly wonderful day, the children roasted marshmallows by the fire. We would very much recommend 'The Green Moon' to other schools.

Miss Emery



## Reading Meadowfield Primary

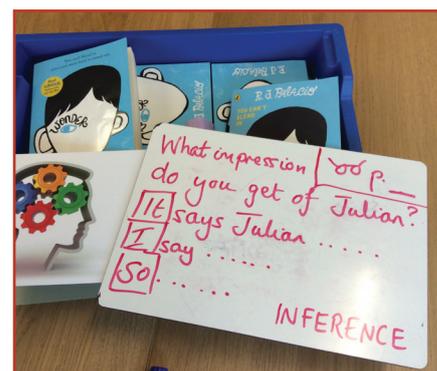
Like many schools we are having a huge focus on reading - early reading but also enjoying reading throughout school. Here we are enjoying books on World Book Day in our DEAR (Drop Everything and

comprehension and vocabulary development!

These are our reading skills cards - these are the skills we need to be active readers so that we can be successful in all our lessons (not just about English). I am learning to:

1. spot when I've misread something
2. answer simple retrieval questions
3. find similarities and differences
4. predict
5. be a detective to find an answer
6. interpret and infer
7. talk about words I don't understand - clarify card 9
8. talk about words that paint a picture - vocab for effect card 10

Read) slots. We have also devised Meadowfield Book Talk which supports the discussion about books - encouraging enjoyment,



We also have Treasure Boxes in each classroom with a 'slow reveal' of new books (wrap it up and gradually, day by day, start to open the wrapping!) It gets the children really excited about the books but also promotes caring about them and valuing books as a resource!

Helen Stout

## Maths Hub Update

This has been an exciting year for the Yorkshire Ridings Maths Hub, as looking back over the last 7 years, we can celebrate the progress that has been made.

We have now worked with 74% of the Primary Schools and 60% of the Secondary schools in North Yorkshire, York and the East Riding on many different projects with development in maths knowledge and pedagogy at the heart.

We can really see the benefit of the work we are doing from the teachers we have been working with, one teacher stated; "I feel much more confident around the mastery approach but more importantly how I can improve my practise around students understanding of number especially".

This year there has been a change to our programme design to include a blended approach of online and face to face workshops. We have a growing group of Work Group Leads who have been extremely flexible through this time and adapted well to the use of online delivery methods and have taken their key learnings from delivering remote training into this year's sessions. This has allowed many more participants

to engage with our work.

One of the new projects we have worked on this year have been the 'Mastering Number', a Work Group for Reception, Year 1 and Year 2 teachers aiming to develop solid number sense including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. There has been a buzz around this workshop through the introduction



of the Rekenreks to over 80 schools across the region - teachers have commented on how much children are enjoying the programme and key changes, especially the speed to which they can subitise.

We have also started to work with other curriculum hubs more closely on to key projects - 'Making

Connections with Maths and Science' and 'Making Connections with Maths and Computing' these have looked at developing cross curricular links at Secondary when teaching maths whether in a maths lesson or in a Science or Computing lesson. This has been delivered in collaboration with the Science Learning Partnership and the Computing Hub. As a Research and Innovation Work Group, this has been eye opening for both facilitators and participants regarding how many topics are in both courses and the gains that can be made for students in our adaptation of delivery to bring these connections into our teaching.

We are looking forward to the first Yorkshire Ridings Primary and Secondary Conference taking place on Wednesday 6th July at the STEM centre in York. Gareth Metcalfe will be speaking about Reasoning and Problem Solving, Debbie Morgan will be speaking about the Mastering Number programme and Teaching for Mastery and Peter Mattock will be speaking about Representation, Structure and Teaching for Depth of Understanding.

Nicola Fareham - Ass. Headteacher

## Reading takes top priority at TLA

At TLA one of our main school priorities is to develop reading skills and promote a love of reading. As part of many exciting actions to promote reading, investment has been given to rejuvenate our library and rehome it to a bigger space.

The library offers a wide variety of fiction and non-fiction books for all age groups and will be used for a space for quiet reflection and a place to come and "get caught up" in a book. The library will also be open at lunchtimes for students to come and enjoy the reading materials and some games and writing competitions.

On 25th March 2022, we officially opened our Library with special guests from Leeds United Education Programme and a visit from KopCat (Leeds United mascot) who did some guided reading with our CEO! Mr Sheriff looked very at home with a comfy chair and a book. Mr Huddleston opened our library and said some

inspiring words about the importance of reading. We also welcomed the local artist Burley Banksy who worked with the students on an art project. Our wonderful catering team even made some fabulous Leeds United coloured buns which were enjoyed by all!

The day was a huge success and through a raffle we raised £230 to go towards new books for our library.

Marie Spurr

