



WEST LAKES  
MULTI ACADEMY  
TRUST



AUTUMN 2021  
**NEWSLETTER**



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# HARVEST TIME AT FLIMBY

This autumn poem is written by Year 5...

On Tuesday 19th October, Flimby Primary School had a visit from Stuart from North Lakes Foodbank and Timmy the Tin of Tuna! Timmy had lots of questions for Stuart! Stuart explained why people might need to use the Foodbank and told us what types of food the Foodbank would like us to donate. This included cereal, orange juice, tinned meat and fish, rice, pasta, curry sauce, pasta sauce, teabags, coffee, biscuits, tinned fruit and vegetables, tinned soup, sponge puddings, custard and jam. We learnt that emergency food parcels contain enough food to feed a family for three days. Thank you for our Harvest Festival donations! Remember there are special bins where you can donate at supermarkets.



## Autumn



Autumn's here the trees are bare,  
Golden leaves scattered everywhere.  
The days are damp, the nights turn cold,  
Fires are burning, flames dance gold.  
Hats and scarves are seen all around,  
Conkers and acorns roll on the ground.  
Squirrels and hedgehogs scurry for food,  
As the moon and stars create the dark mood.  
Animals hibernate as it turns more chilly,  
Halloween comes, we're allowed to be silly.  
We get dressed up and play trick or treat,  
Toffee apples we love to eat!  
Bonfire night will soon be here,  
Children's laughter and lots of cheer.  
Fireworks blast up in the night,  
Giving the scarecrow a very big fright.  
We give our thanks for harvest time,  
Veg on display in a perfect line.  
Pretty pumpkins light up the church,  
As robins tweet upon their perch.



*"I spend a lot of time visiting schools and speaking to practising teachers in all stages of their careers which is lovely. What we are doing is aimed at making a significant difference to teachers, and to students, across the county around the quality of teaching and learning."*

## What did you do before joining The Trust?

I secretly always knew I wanted to be a teacher; but mum and dad were both Headteachers, and when I graduated they said 'don't teach, go and do something more interesting instead.' So I became a journalist and worked in London for eight years. During that time I had some fab experiences – interviewing some really interesting people; the most interesting was the (then) Foreign Secretary Robin Cook, and a fascinating and slightly spooky conversation with a Local Authority employed exorcist (no really), before discovering I had been right all along, and what I really wanted to do was teach. So in 1993 I retrained, and since then I've taught in London, Kent, Uganda (that was interesting – 60 children in a class!) and Scotland, before coming back to Cumbria. I started here - I went to Jericho Primary in Whitehaven – so perhaps it was inevitable I would end up here, as Cumbria has a habit of drawing people back. So, I became Executive Headteacher of two secondary schools in the north west of the county which I loved, before joining The Trust. Mum and Dad have since admitted their career advice was dodgy... and I can confirm, being a teacher is the most interesting job I can imagine. My son Finn is now part of the pastoral team at a school in Allerdale - education must be part of the family DNA.



a difference to the quality of education in Cumbria which is both a responsibility and a privilege. I spend a lot of time visiting schools and speaking to practising teachers in all stages of their careers which is lovely. What we are doing is aimed at making a significant difference to teachers, and to students, across the county around the quality of teaching and learning.

## What is your favourite thing about working at The Trust?

I love being part of a professional team who have teaching and learning, and the outcomes for young people, at the centre of everything they do. It is so clear that the moral purpose of The Trust is set fair that it is easy for me to align with that; our values match and I am confident and assured that I am in the right place to be able to make a difference to young people across Cumbria.

## What is your job title at The Trust and when did you join?

I've got two job titles – Deputy CEO, and Director of One Cumbria Teaching School Hub. I started on 1st September – it was a big decision to leave my job as Headteacher, but after half a term with The Trust, I know it was definitely the right move.

## What does your job entail?

The DCEO part is supporting Mr Johnson and The Trust Executive Team to run the MAT. The One Cumbria part is really interesting (not that the DCEO part isn't). Teaching School Hubs are new organisations that replaced Teaching Schools in September 2021. There are 87 of them across the country, and we are charged with providing Initial Teacher Training, supporting new teachers through the Early Career Framework, and experienced teachers with National Professional Qualifications, and (in case that wasn't enough) wider CPD across the whole county, so that teachers are recognised as the professionals they are and supported with a 'Golden Thread' of support and development throughout their careers. It's a massive remit but a hugely exciting one; it's an opportunity to really make

## What would you choose to do if you were not doing this?

Well... if I hadn't studied English at University I would have done Music, and that is such an important part of my life outside school I probably would have found a career in this area. I love playing noisy piano duets with my daughter Mary when she is home (she's a GeoTech Engineer, she works in Cambridge building flood defences) which involve lots of 'that's my note!' and, 'you forgot the repeat!', and 'F sharp mum!!!' which I love. In previous schools I have written pantomimes and played the piano for them which is such good fun (oh no it isn't).



## What do you do when you are not working?

I play the piano (see above!) to de-stress; I love walking and am currently walking the Ayrshire Coast end to end in stages at weekends; nearly at Largs as I write – then I will need to find another long distance trail. I read a lot, everything from Jane Austen to Markus Zusak. I am an enthusiastic but ignorant gardener, and when I'm not doing all that I make cross stitch tapestries – although these take an inordinately long time and will be an heirloom rather than anything else!

## What is the most unusual thing you have ever eaten?

That's a difficult one. When I lived in Africa I ate a number of unusual things... crocodile, giraffe, gazelle (they all taste like chicken). I also spent a year in Australia, where bush tucker rules say you have to try roasted wickety grubs.

They're rich in calcium, protein, support your immune system and taste a bit like nuts. Never say no to something you haven't tried.

## What is the one thing you could not live without?

Actually that's not a hard one. I would find it hard to live without my piano which lives in my kitchen. Although having said that, there's mayonnaise, essential for almost every dish. Hmm.. No, got to be the piano.



# TAKING THE CURRICULUM OUTDOORS AT ARLECDON

Here at Arlecdon Primary School, we have been working hard on developing our curriculum to embed links pulled from all of our subjects. Each of these links contains golden nuggets of information that we consider imperative for children to establish. These include both knowledge and skills, and what better place to practise our skills, than in the outdoors? Working together with Julian and Claire from Stock's Wood in Rosley, the children have been embedding these nuggets, using the outdoors and their Forest School techniques to learn all about science and nature (skeletons, digestive systems and habitats), DT (structures), music (sounds of nature), geography (navigation and compass points), and some English and mathematics. Building on from this, we are excited to return next term to explore even more...can you smell the scent of baking bread in the air?



# DIRECTORS OF MATHS & ENGLISH ACROSS THE TRUST



Since starting my teaching career in 2012, I have been encouraged to push and progress myself within the English team. From taking that first step to becoming a middle leader as KS4 coordinator, I have also held the roles of Second in Department and Head of English. My new role as Director of English is my first step into senior leadership. As well as the responsibilities of a Head of English, in this role I have been challenged with creating an 'all-through curriculum', working with the primary schools in our Trust to establish an English curriculum that builds in skills and knowledge from EYFS to KS5. It is a big job, but I am excited to see how much we will achieve.

So far, since September, I have visited all primaries within the MAT to discuss and learn about their English curriculum they have in place and their delivery of phonics. Moving forward, I am looking forward to observing English teaching at each of the primaries and sharing best practice across The Trust. From my experience here at West Lakes Academy, with the support of hardworking and conscientious peers and the guidance and mentoring from my line manager, I am sure it will be a challenging and successful first year in the job!

Nichola Capstick



During the first half term, I have been fortunate to visit Flimby and Dearham Primary schools to meet with the mathematics subject leaders and see mathematics in action at primary key stages. At Flimby, students were using cups to develop their mathematical thinking. Students were clearly explaining the mathematical stories (calculations) and calculating effectively with cups and half/quarter cups to learn about equivalences. At Dearham, we discussed effective planning, teaching, learning, assessment and pedagogy; and unpicking the commonalities between our Key Stage 2 and Key Stage 3 curriculum. I look forward to visiting Arlecdon and Thornhill schools in the near future and working on The Trust's vision of a whole through curriculum. I am excited to bring together all of the different strengths and experiences each school has.

Kerri Basso



**I became a Governor at Dearham Primary School in September 2020. My eldest child had just finished year 6 and my youngest was just beginning in Nursery, so many more years of having a vested interest in the school, as well as having a soft spot for the school since I was a pupil there made me feel this role was worthwhile.**



I was co-opted onto the LGB as Finance Link Governor, and I am delighted to be able to use my finance background to strengthen the schools' financial governance during a challenging time. I qualified as a Chartered Accountant in 2008 and have worked mainly in manufacturing since then, and more recently as a Finance Manager in the nuclear industry. On a monthly basis I review the schools' management accounts with The Trust Finance director, Laura, and the Headteacher, Jacqui. We also closely monitor the budget for the year and the forecast outturn.

It has been a pleasure to work with Jacqui Wilson the new Headteacher and The Trust staff over the last year. It is a steep learning curve, however very rewarding to be supporting the school and training is provided by The Trust. I sit on various school subcommittees and have visited the school several times, particularly to focus on mathematics with the subject lead. I am also delighted to have been invited to join the children for Christmas lunch this year.

Recently I attended the first full face to face governance session as a Multi-Academy Trust, with attendees from all five schools across Trust and the Trust Board. It is an interesting time as the LGBs develop towards a more collaborative style of governance with increased trust-wide activity.



**Mick Waters, one of our Trustees, was interviewed about the role and his impression of our Trust.**

### What does the Board of Trustees do?

We are the guardians of The Trust. It is our job to ensure that every child in every academy receives the high-quality education experience set out in the vision. The Members oversee our work to check we are doing things ethically and legally.

### When did you join West Lakes Academy Trust?

I was invited to be a Trustee in 2017.

### What's your background in education?

I've been around the education block a few times. I was a teacher, then a Headteacher a couple of times, spent some time involved in teacher training and then worked on school leadership and school improvement programmes across the UK and abroad. I worked as what was then Chief Adviser for schools in Birmingham and then became Chief Education Officer for the City of Manchester. I then worked as Director of Curriculum for England at QCA before moving to the midlands again in 2010 as Professor of Education at Wolverhampton University and worked in schools across the country and at a policy level with national governments.

Over the last ten years I have been invited to work with several Academy Trusts as a Trustee, usually serving for three or four years. It is just one way to pay back some of the joy I have had from my involvement in schooling.

### So what's the connection with West Lakes?

I was invited to join The Trust and I liked its philosophy and the people involved. I know Cumbria very well having lived here previously for thirty years or so. One of my headships was in Barrow and I also worked at what was then Charlotte Mason College, running courses for Headteachers and teachers all over the county. I spent time in many schools in West Cumbria. I have an affinity for the county and its schools and am an Honorary Fellow of University of Cumbria.

### Do you enjoy being a Trustee?

Mostly. Meetings can be a bit long and the amount of reading beforehand is extensive, but like most things, the enjoyment comes from looking back at things achieved and accomplished and I think The Trust achieves a lot. Some of the work is highly complicated

and I have enormous respect for governors who volunteer to support their local academy and then find themselves with significant financial and legal responsibilities. The Trustees are great, really committed and with a good blend of expertise.

### What are meetings like?

Really well chaired and with good contributions from Trustees. Michelle Pearse, the chair, is excellent. I have been on several Boards and carried out reviews of many and I think this Trust Board is the most effective I have seen.

### What about Governing Boards?

Well, many Trusts have removed them but at West Lakes we have decided that we want our academy governors to be centrally involved with The Trust and so we are keeping them and asking each governor to contribute to the strategic thinking of The Trust.

### Do you think our West Lakes academies are good?

I think they are doing well and providing well for our children and young people. I don't get carried away with Ofsted gradings since I think they are inconsistent and it is important that the people connected with a school believe it is as good as it can be: the staff, parents and local community...and most of all the children themselves including the ones who do well in tests and exams and those who might struggle or have troubled histories. We have to look out for all our children.

### What do you think are the challenges facing The Trust?

I think we have to make sure we look outward, link with other schools, share good practice and be at the forefront of innovative practice. That means attracting the best staff and giving them opportunities to grow professionally and have influence. Of course, the staff includes all those people who are not teachers but are so vital to an academy's effectiveness.

### How do you think we have done in the last couple of years?

I think everyone deserves credit for the way they have managed the Covid challenge. Our challenge will be to keep children focused, keep driving standards forward and build their optimism and ambition rather than allow them to be consumed by natural anxieties and concerns. Let's look forward to 2022!

# CONGRATULATIONS!



## Smile4Life Award

Here at Thornhill Primary School the staff and children have been working towards our 'Smile4Life' award.

Mrs Hawley, Early Years' Lead and 'Smile 4 Life' Oral Champion said, "We have been working towards our award since before the pandemic and unfortunately had to pause our regular tooth brushing that was an important part of our daily routine in school. Luckily, we were able to continue and complete the National programme recently. It is a great honour to be awarded the following certificates and recognition by 'Smile 4 Life' for the work and contribution made by; building and instilling the foundations of good oral health in the children which will last a lifetime, helping to reduce tooth decay and other associated health problems. We are proud to have achieved our awards and will continue to ensure that the children understand from a

very young age the importance of tooth brushing and build this in as an integral part of their routine here in our Early Years."

The programme aims to reduce tooth decay in children, laying a solid foundation for their good oral health throughout life.

- Encouraging the Promotion of a Healthier Life Style
- Encouraging Regular Tooth Brushing
- Encouraging Healthier Eating and Drinking
- Encouraging Visits to the Dentist.



## Engineering Apprentice

Make UK is the representative voice of UK manufacturing, collectively representing 20,000 companies of all sizes, across engineering, manufacturing, technology and the wider industrial sector. The awards recognise excellence among manufacturing companies in six different categories.

The category of 'Engineering Apprentice: Final Year' has been developed for apprentices who have done the most to seize the training and development opportunities presented to them during the final year of their apprenticeship programme. The individual will also have used their time as an apprentice to develop and widen their capabilities beyond the scope of the apprenticeship, whilst making a significant contribution to the success of the company.

The apprenticeship that I'm enrolled on with TSP Engineering is Mechanical Design Engineering which I have just completed my End Point Assessments for, and I am currently carrying out a HNC in Mechanical Engineering which I'm due to complete in March. The number of opportunities that I receive with TSP Engineering is countless. I am supported every step of the way by the amazing people there, which has enabled me to be put forward for an award like this one. To have won, shows how much their hard work and dedication to not only developing people but also the business has contributed.

The awards were held at The Marriott in Preston, and presented at the North West Annual Dinner. Although I was unable to attend, a few colleagues from TSP Engineering went down and supported me on the

evening. The award I have won is for the Regional Awards, and I will now be entered into the National Awards, which is to be held in London in January where I will compete with the other regional winners for the Engineering Apprentice: Final Year National title.

Amee Flynn (Evening Receptionist, WLA)



Barbara Campbell has been a member of our community at Arlecdon Primary School for more than half a century. In her 55 years at this school, she has held a variety of jobs. From caterer to cleaner (as well as top-notch laminator!) Barbara has won the hearts of old and young alike. Always ready with a smile or a helping hand, she will leave some very big shoes to fill and a hole in our hearts that will never be the same again. Let's raise a 'tinny' to good ol' Barbs and wish her all the best in her retirement. Hugs and thanks from your family from home.



## Decolonising The Curriculum

**The project began in July 2021 when myself, Jacqui Wilson and Abby Deeks met to have our initial meeting in the hope we could create a trust action plan for how we were going to 'decolonise the curriculum'.**

It became apparent very quickly why we had been asked to embark upon this project. From the onset, the questions we were asking and the content we were discussing was extremely thought provoking, meaningful and powerful. We started with: What does decolonising the curriculum mean? What does it mean for us as a Trust? Why should we embark on such a project? How and where do we begin?

- We want our learners to access and study a curriculum that is broad, wide-ranging and that is taught from a non-colonial view. We want our learners and staff to view the curriculum through a critical lens. Essentially, we want both staff and learners to view teaching and learning from multiple perspectives, and to question what is being taught. For instance, by asking: **Where has this knowledge come from? Whose knowledge is this? Whose viewpoint does it represent?**

These questions and the answers we had caused us to realise that to take this further, we required some form of working group that represented a wide range of

opinions and experiences. We also made the decision at this point to focus on our individual academies rather than a single trust. Myself and Abby would focus initially on West Lakes Academy and Jacqui would initially carry the work at Dearham Primary School.

End of term came quickly and we decided to keep the ball rolling by presenting our early findings to The Trust as part of the trust INSET day on September 2nd. In the presentation I took the opportunity to introduce our answers to the above questions. It was now time to make progress. I therefore asked each department within West Lakes Academy to nominate a 'decolonising champion' to liaise with myself regarding all things relating to 'decolonising the curriculum'. The first two simple points of focus for each department were:

- What do your department currently do that supports our aims?
- What initial ideas do your department have to further support our aims?

Our next meeting will take place in December 2021 to share our current findings. Additionally, I am really looking forward to speaking to our 'decolonising champions' from all schools in The Trust after Christmas.

Jonathan Rush (*Head of History, WLA*)

## Enriching Vocabulary & Reading at West Lakes Academy

**At West Lakes Academy, we believe that improving pupils' literacy skills is vital if we are to raise their aspirations and achievements. Encouraging pupils to read for pleasure is just one of the strands of literacy that we have focused on over the past year to promote developments in this area.**

Reading is the first pillar of literacy so we encourage our students to immerse themselves in books both inside and outside of the academy. Over the last year, we have introduced the reading canon for years 7-10, which gives students the opportunity to practise reading different texts during tutor time. The books have been carefully selected to allow students to develop their cultural capital and discuss issues that could impact them. Students are also asked to read

for one hour each week at home and select a book of their choice to encourage reading for pleasure. More recently, we have introduced reciprocal reading intervention to support our weakest readers in year seven with their comprehension so that they can access texts as they move through school. As this was a huge success last year, we are now looking to roll this intervention out in to other year groups and have also introduced it to staff as an academy-wide approach for supporting students when they are reading in lessons. Moreover, we are looking to host literacy evenings and a 'reading with role models' evening where we are hoping to invite parents and students in to school to read together so that we can work together to further promote a love of reading at home, as well as within the academy. As well as reading, we recognise how all adults in The Trust play an essential role in helping students to improve their vocabulary. Over the last several years, we have worked hard as an academy to

use a variety of strategies to explicitly teach tier 2 and tier 3 vocabulary in lessons. However, recent research has shown that teaching vocabulary is more effective if all staff use the same approach, as students see more value in it. Therefore, this year, we have introduced the WLA vocabulary model to staff so that they all use this approach when teaching vocabulary in their lessons.

## Early Years Foundation Stage

**As for all of us I'm sure, the autumn term has been a very busy one in Nursery and Reception at Dearham Primary School.**

You may remember the information shared during our Trust INSET in September about the work undertaken on the beginnings of developing an Early Years model to be used in all of our Primaries in the Trust. This is based around "In the Moment" planning and "Focused Child" observations. At the beginning of September all of our EY practitioners in The Trust participated in a full day of training led by Anna Ephgrave, the EY practitioner who developed "In the Moment" planning, where our Focus Child approach is taken from. Following this we have continued to further embed Focus Child observations into our model and look at how we utilise these to improve our practice even further. Here at Dearham, for Focus Child observations to make the biggest impact on our children's development, we needed to take the next step and involve parents. We wanted to create an opportunity for our observations to spark a dialogue between parents and ourselves, with the intended outcome that we both shared the same understanding of their child's progress, their next steps and how to best support them.

With a clear directive from the updated EY Framework that assessment of children should "not entail prolonged breaks from interaction with children, nor require excessive paperwork," and a determination to keep the children at the centre of everything we do, we embarked on incorporating Observation of Play and Learning assessments into our approach too. Before OPAL, we may have compared a child who had only recently turned four with a child who was already five years old. Using OPAL has meant that children are assessed in a much fairer way according to their age related milestones, not a best fit judgement in a wide age-band and already we can see the difference this is making in our understanding of where, and for who we need to channel our support.

Using the information gathered through our knowledge of each child and the Focus Child observations, we record each individual child's interests, achievements and next steps in their 'Spotlight' record. This is discussed with parents during their child's Spotlight

The WLA model is a graphic organiser that the class and the teacher complete together, focusing on a word that is significant to their learning. This is something that is now embedded within lessons and that staff are using successfully.

Sam Davies (*Literacy Co-ordinator, WLA*)

consultation meeting. Here, parent views also become part of the assessment process and we make a plan together for how best to help their child progress.

We are really excited about how our practice is evolving. We believe we have created an assessment model that incorporates our already established Focus Child observations alongside a method that enables us to really "see" and celebrate each child's individual progress, interests and achievements and we know we are moving forward in the right way because the children, and what makes the biggest difference for them, is at the heart of it all.

Emma Taylor (*EYFS Lead, Dearham*)

**OPAL Spotlight**  
Edward, 48 months  
Start date: January 2020  
Key Person: Janine / Date: October 2020



**Current Interests**  
Edward is always busy, inside and out and is beginning to make new friends, seeking out others to join him in his play. He loves to play with water, transporting and transferring using a variety of equipment, adding different 'ingredients'. He often chooses to play with construction sets and has been building more complex structures using the magnetic shapes, using lots of mathematical language and with great focus. Edward enjoys story time and listens well and participates in group discussions. I love how he notices tiny details in illustrations that others do not see.

**What next?**  
To extend and develop construction skills.  
To use Edward's interests to support/develop mark making (develop muscle strength)

**Strategies – what will adults do to provide/support learning?**  
Provide lots of opportunity to extend water play – using different resources such as washing up liquid, mud, sand, glitter with a variety of different ways to transport water, including an element of construction – using pipes, guttering to create waterways, setting challenges, problem solving.  
Offer a wide variety of construction kits eg. Mablets, Lego and introduce Edward to woodwork – using a variety of different tools, to develop confidence and hand strength, modelling mathematical language. Plan collaborative projects to further develop Edward's friendships.

OPAL MILESTONES		Personal, Social & Emotional	Communication & Language	Physical Development	Literacy	Mathematics
2020	2021	2021	2021	2021	2021	2021

Is the child making progress in all areas of development? YES  
Comments: I am really proud with Edward's progress, particularly with the good friendships he is beginning to make.

**Typical Development at 42 Months**

**Personal and Social and Emotional Development**

- Shows awareness of the feelings of others.
- Knows what they want to play with and where to find it.
- Plays with others.

**Communication and Language**

- Sings songs and rhymes.
- Talks with other children.
- Listens and responds to things said by others.
- Able to follow an instruction with two parts e.g. Get your coat and open the door.

**Physical Development**

- Uses the toilet independently.
- Climbs, runs and jumps with confidence.
- Uses toys and tools safely.

**Literacy**

- Enjoys listening to stories and making up play scenarios.
- Makes many different marks, including closed shapes, e.g. circles.

**Maths**

- Knows how to solve everyday problems in their play e.g. how to get water from one place to another.
- Recognises some numbers and shows an interest in counting.

This document was created by Barnet Early Years Alliance (2016) and forms part of the 'Observation of Play and Learning' system.

Images taken from <https://beva.org.uk/professional-development/opal/about-opal/>

# REMEMBRANCE AT DEARHAM

Mrs Ivison's Year Five class were privileged to be invited to take part in the Joint Schools' Remembrance Service at St Mary's Church, Maryport, on Friday 12th November. Before the service, we researched the role of women in war. We found out about lots of different women and the huge contribution they made. The one we found most interesting was Edith Cavell who saved the lives of soldiers on both sides. During the service, Gemma, Lunar and Josh read the poem *In Flanders' Fields*, and Billy and Ellie laid a wreath from our school.



# FUNDRAISING IN THE EARLY YEARS

Thornhill Early Years asked the children what we could do to raise money for our classroom. The children love being outside so we agreed that we would complete a sponsored 'Welly Wander' and we asked our families to sponsor us on our walk.

So, on Friday 5th November, we completed our 'Welly Wander' with the support of our families and friends alongside the staff from other classes in school cheering us on! As we walked around the perimeter of the school fence and on the school playground we sang nursery rhymes, we jumped, we clapped and collected some beautiful autumnal leaves.

As we came to the end of our sponsored walk, we were cheered on at the finish line and we celebrated by running through some bubbles!

After our walk we celebrated our efforts with our families, sharing cakes made by the children. What a wonderful time we had, raising a whopping £620.54! We are totally blown away by everyone's generosity and we thank our families of Thornhill Early Years.

Mrs Hawley (EYFS Lead) said, "With the money raised, we are able to buy puddle suits for every child within our Early Years, we will be able to embrace lots more learning opportunities outdoors, in all weather. We also looking to purchase a wooden barn type structure to create a bespoke outdoor classroom that will house our mud kitchen and exciting outdoor learning."



# SPOTLIGHT ON NEW STAFF



## Tina Beddoe

Early Career Framework Lead, One Cumbria TSH

I am delighted to be working as part of One Cumbria's team to lead and coordinate the Early Career Framework. I have worked as a teacher and Headteacher in the west of the county, and I am now looking forward to working with schools throughout Cumbria in this new role.

## Alison Wilkinson

FCCT NPQ Lead, One Cumbria TSH

I was delighted to join the One Cumbria TSH team this summer to lead on the reformed NPQ programmes which are certainly proving popular. I retired as Principal of QE Studio School in the summer, having applied to set it up as a free school in 2017. Prior to that I was Head of School at QES in Kirkby Lonsdale, having joined the school as Deputy Head in 1999. Alongside my work with One Cumbria, I am also the strategic lead for the South Lakes Federation of Schools together with the South Lakes Rural Partnership, a role borne out of a career long belief in the value of collaboration and system leadership. As part of my work in the South Lakes I am lucky to be able to chair the Morecambe Bay Curriculum schools' working group in Cumbria, networking with amazing Cumbrian educators who are passionate about the environment and a nature-based education.

## Eilis Lightfoot

Head of Year 8, WLA

Hello, my name is Eilis Lightfoot, the new Head of Year 8. As an ex-student of West Lakes Academy it has been a pleasure to return, knowing that I am now in a position to give support to students the same way I was supported during my time as student.

## Kerri Basso

Director of Mathematics, WLA

I am the new Director of Maths here. My background includes working in a variety of local and international schools, most recently Grand Cayman, so I'm finding the weather cold, but enjoying not having to deal with earthquakes and hurricanes! I'm enjoying being back in Cumbria and spending time in The Lakes.

## Michelle Rowley

Cleaning Operative, Flimby

I'm Michelle, I've been the cook at Flimby for 7 years but have cooked in schools for more than 15+ years. I enjoyed cooking for the children because I understand what they enjoy and take pride in providing a proper cooked meal for them. Outside of work I enjoy walking my dog and spending time with my grandson, as I have missed a lot of his early years because of lockdowns.

## Emily Shepherd

Teacher of English, WLA

My name is Emily Shepherd and I am new to the English Department this year. I previously was an UKS2 Primary School Teacher with a huge passion for English. I wanted to follow my passion and teach English as a single subject. I was thrilled to be given the position of English Teacher here at West Lakes Academy and I have been made to feel thoroughly welcome. West Lakes is a wonderful nurturing environment to start my new career.

## Carl McCallig

IT Technician, WLA

I'm Carl, I am 24 from Maryport and I work in Network Support. I am a big fan of Liverpool FC and Workington Town RLFC. Alongside this I am a massive fan of multiple genres of Electronic Dance Music. I also have an 18 month old daughter.

## Claire Congdon

Science Technician, WLA

I'm Claire the new science technician. I have a degree in Biology and a Master's in Microbiology and enjoy studying bacteria. I have always lived in Whitehaven apart from studying at Lincoln University. I like the quietness of Cumbria and The Lake District and the fact that going to cities involves planning exciting trips. This is my first job in a school setting and so far I am really enjoying it!

## Kara Davidson

Learning Support Assistant, WLA

Hi, my name is Kara and I have worked in the education sector since leaving Sixth Form in 2017. I have always had a passion for working with children and young people. My goal is to be able to provide children with the best knowledge and understanding of life through learning so that when they leave school they have more opportunities open to them.



# AUTUMN COMPETITION

The theme of the competition this term was 'Things that make me smile.'

With one of our schools gaining a Smile4Life award it was very fitting to ask the pupils to think about what makes them happy and smile. A big thank-you to our Chair of Trustees, Michelle Pearse, who agreed to take on the very difficult job of judging. There were so many fabulous entries! A winner and runner up was chosen from EYFS, KS1, lower KS2 and upper KS2 across The Trust primary schools and the same from KS3, KS4 and KS5 at WLA. Well done to our worthy winners!



**WINNER  
EYFS**

**Alfie, Flimby**  
A well thought out and exciting park to play in!



**Ruby P, Dearham**  
A well-drawn picture that reminds us all how important our friends are.

**WINNER  
LOWER  
KS2**



**WINNER  
KS1**

**Heidi, Thornhill**  
A lovely busy picture with so many wonderful things to make you smile every day.



**WINNER  
UPPER  
KS2**

**Alexia, Flimby**  
So eye-catching and lovely descriptions that really bring your events to life.



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**WINNER KS3**  
**Evie, Year 9**  
*A motivating speech that really makes an audience consider how to keep themselves happy and keep smiling.*

Wednesday 24th November.  
 Big write

Write a motivation speech to inform your classmates as to the importance of happiness.

Clear opening paragraph

I am standing before you here today to inform you of the importance of happiness. I believe that doing the things you love with the people you love around you gives you never-ending joy. When this happens your loved ones will also be filled with happiness which lifts everyone's mood and you'll give off countless positive vibes.

As I see it, if you surround yourself with uplifting, delightful people, it will have a big impact on your mental health and make you feel more grateful for the little things. There is no doubt that a positive mindset leads to a positive life, heart, diet and social time. An example of this is when I go to a football match with my dad, brother and sisters. This makes me feel fortunate and content (especially when we win).

Furthermore, I know it is impossible to be happy all the time but the



memories you've made when you were happy make it easier to feel appreciative. An example of this would be if I was upset that I had to go school, I would remember the good times I had had with my friends the night before and look forward to more time spent with them. This would make me look on the good side of a situation rather than the bad.

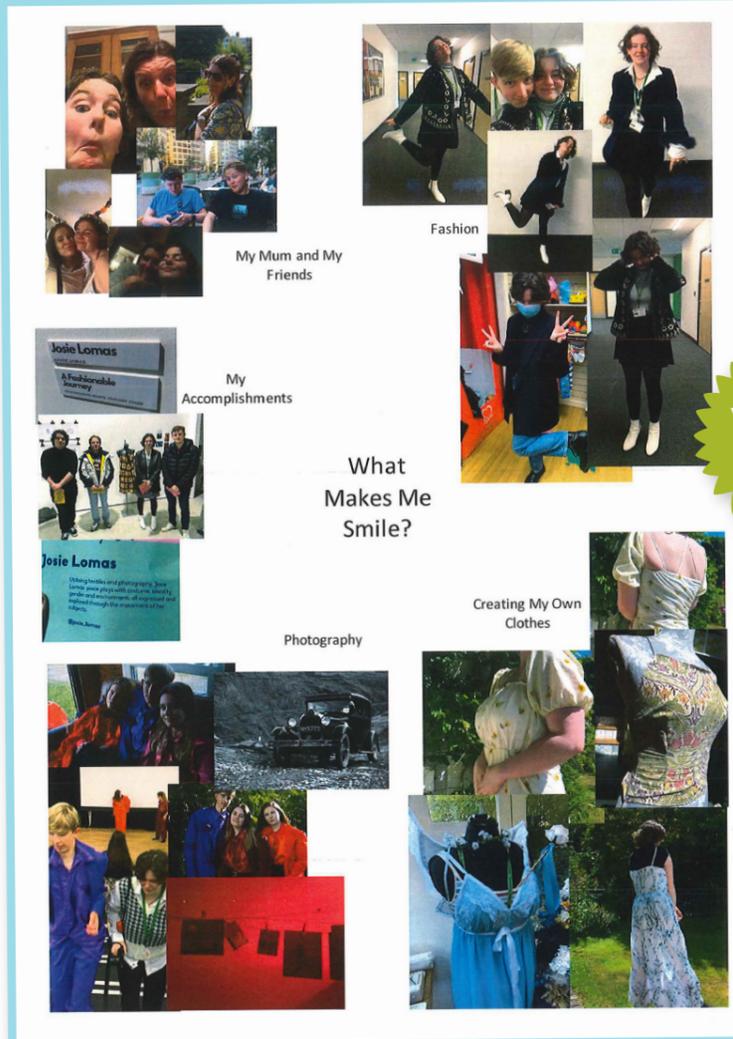
Moreover, in addition to my point, studies have shown that happiness boosts our sense of purpose and belonging. A similar example of this would be the freedom I feel when riding my horse, if you ever are sad ride a horse, you won't feel upset for much longer. Again, I was filled with thankfulness

Clearly, the evidence presented supports my view that happiness comes from the things and the people around you. Obviously, if you don't surround yourself with happy people the negativity can rub off on you. But to conclude, do the things you LOVE with the people you LOVE around you.

Well done emphasis

"Money doesn't buy happiness." I have always agreed with this statement as my happiness is in the form of memories. Such as those old scratchy seats in the Fiat looking over the cold icy water, singing our hearts out to Queen, seeing whose breath fogs up the windows first..... my happiness comes from those early Sunday mornings where we would compete to see who could pile the toast higher then we would sit and laugh as we had two mounds of toast to eat. My happiness was you and will always be you. You were the only man whose opinions mattered to me. You took away the pain of the scraped knees and the bruised arms when that was the only pain I felt before the complications of friends, family and relationships. We would sit in the garage on icy mornings after the toast battles ended and the small electric heater would surround us as you fixed those small useless items that you said "will come in use for something someday" at the time I laughed and just thought you were silly but I now find myself doing the same things. You always had a roll of tape with you in the car no matter where we went; I now always have a roll of tape in my bag not that I have ever used it but I will for something someday. All these small things that you might not have thought made a big impact on my life. They changed my childhood. All those hours spent looking over the harbour from the attic at the boats and birds was my childhood. My granda was and will always be my happy place. Even to this day he doesn't want to be forgotten and nor will he for those childhood memories will stay with me forever.

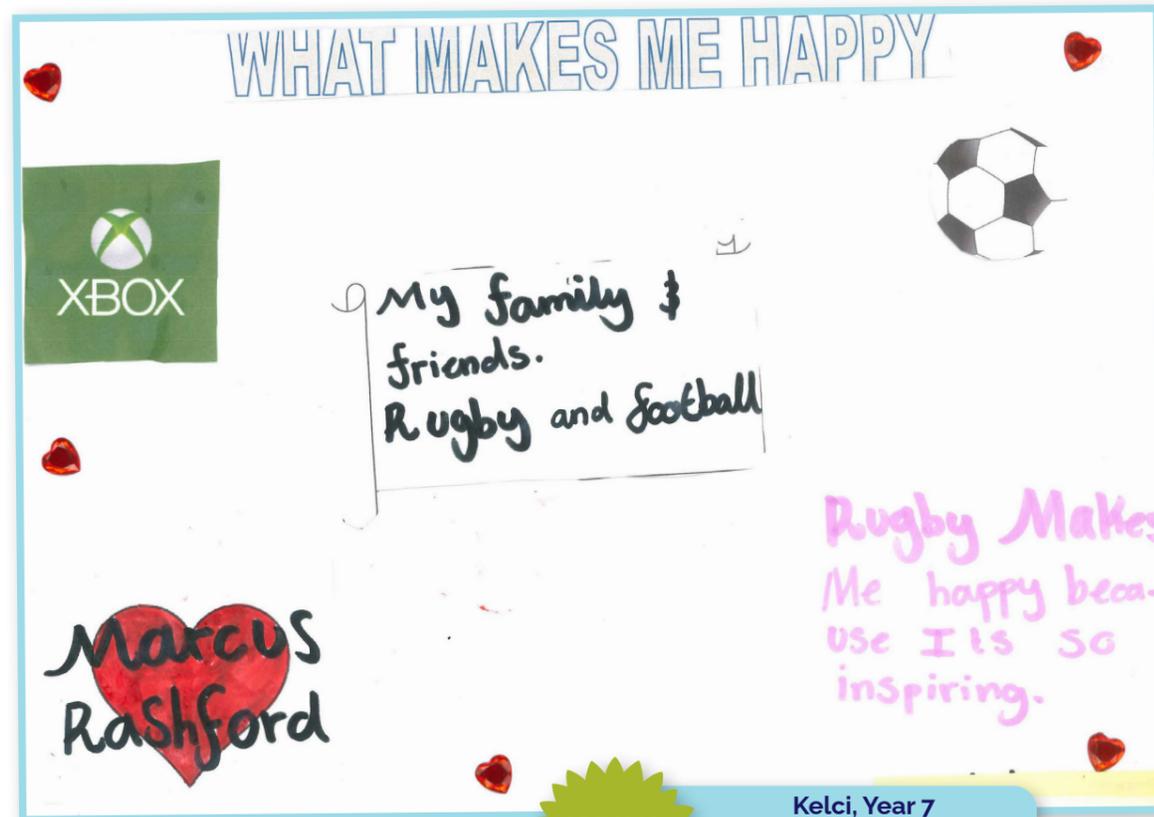
**WINNER KS4**  
**Annie, Year 10**  
*Reading this makes you smile, beautifully written.*



**WINNER KS5**  
**Josie**  
*An interesting collage of all the different things that clearly make you happy.*



# AUTUMN COMPETITION



**SPECIAL PRIZE**

**Kelci, Year 7**  
Lots of different tools used to show what makes you happy, the love hearts show big smiles!

## The Runner Up prizes go to...

- |                                 |   |
|---------------------------------|---|
| <b>EYFS</b> - Cleo, Thornhill   | <b>Upper KS2</b> - Eleanor-Mae, Thornhill |
| <b>KS1</b> - Mitchell, Dearham  | <b>KS3</b> - Lily, Year 7                 |
| <b>Lower KS2</b> - Evie, Flimby | <b>KS4</b> - Bethany, Year 10             |

# NNL SCIENTISTS INSPIRE NEXT GENERATION ACROSS CUMBRIA

**Representatives from the UK's National Laboratory for Nuclear Fission share importance of the sector's work to combat climate change, following the Glasgow climate conference COP26, hosted by the city of Glasgow.**

On Friday 19th November, two senior scientists from the National Nuclear Laboratory (NNL) visited Dearham Primary School to talk to over 100 pupils from across The Trust about the vital role of nuclear in combatting climate change and realising net zero.

Timed to follow the UN Climate Change Conference COP26 in Glasgow, the event was delivered by NNL's Chief Science and Technology Officer Dr Fiona Rayment OBE and Director for International Engagement, Security and Non-Proliferation Dr Rob Whittleston. Together, the pair engaged pupils in Years 5 and 6 from across Arlecdon, Dearham, Flimby and Thornhill primary schools, all of which are part of West Lakes Multi Academy Trust, in an interactive session about how nuclear science is helping to solve some of the world's biggest challenges – from achieving deep decarbonisation to delivering lifesaving healthcare.

As the home of the UK's first ever nuclear power station, Cumbria has a long, proud nuclear heritage. NNL itself has 600 employees in the region who work across three world-leading laboratories to drive innovations in clean energy and help ensure the UK can reach its net zero goals on time and affordably. This event was part of a broader commitment of NNLs to nurture the next generation of scientists and innovators.

During the afternoon session, the pupils enjoyed an interactive multiple-choice nuclear quiz and learnt about nuclear fission through a lively chain reaction race. They also heard from both Fiona and Rob about what inspired them to become nuclear scientists. Fiona rooted her interest in energy to her experience of the

nationwide UK power cuts of the 1970s, whilst Rob was drawn to nuclear through his study of climate science and how the environment we live in is created.

At the end of the event, Fiona and Rob took a number of insightful questions from the pupils related to climate change and what the nuclear sector is doing to leave the planet stronger and more sustainable. As a follow-up to the event, pupils across all four schools will continue to learn about the benefits of nuclear as part of the future energy mix, as well as Cumbria's own contribution to scientific innovation, including by taking part in a nuclear science poster competition.



# PUPIL PARLIAMENT - READ THE SPEECHES!

At Dearham, the children interested in the role of Head Boy or Girl had to give a presentation about why they should be given the job for this year and what they would do for the school. The class teacher, the Headteacher and the Higher Level Teaching Assistant in the class then got together to talk through the presentations. Dylan and Keira came through as very strong candidates and excellent role models for the school.

The children who were unsuccessful have then put themselves forward and formed a pupil leadership team.

You might be wondering why I thought I would be the best person for the job of Head Boy. Well, I thought that I would be perfect for this role because, most of all, I love Dearham School! I want it to be the best it can be for everyone who is lucky enough to come here.

I work hard and I'm a really good listener, so if anyone has any ideas or things they would like me to do, they can tell me and I'll always do my best to fix any problems.

I have a good sense of humour and I'm a good and loyal friend. I enjoy helping people and I know that being Head Boy will be a great way for me to help others.

I look forward to my duties to help the school during my final year at Dearham School.

- Dylan Jack

Here are some of my reasons why I think I will make a really good Head Girl:

- I support other children's hopes and dreams.
- I will try my best to represent our school as well as I can.
- I am kind to all the pupils around me.
- I am always there to listen if you are having a bad day or if you're upset.

It will be a big step for me to represent our lovely school and I look forward to helping the pupils of Dearham Primary School. I am honoured to support our school as it is the best school that you could go to!

- Keira Holmes



WEST LAKES  
MULTI ACADEMY  
TRUST



WEST LAKES  
MULTI ACADEMY  
T R U S T