

THE SEE VIEW

TRUST NEWSLETTER



To all our Staff, Volunteers and Governance Personnel

As we come to the close of the Spring term, I want to take a moment to reflect on what has been a purposeful and demanding second term in our Year of Ambition.

Across our Trust, I continue to be inspired by the professionalism, commitment and relentless care shown by colleagues every single day. Your hard work and dedication, often unseen and always generous, is what makes our schools the places they are.

This term has rightly sharpened our collective focus on driving up attainment, particularly as we look ahead to national assessments in the Summer term. The work happening now, in classrooms, in planning meetings, in intervention and through strong professional collaboration – really matters. High expectations, consistency and belief in what our children and young people can achieve remain at the heart of everything we do, and I am grateful for the way teams continue to lean into this challenge together.

I also want to offer a very special thank you and shout-out to our phenomenal SCITT team. The collaboration, professionalism and mutual support demonstrated during the recent Ofsted inspection was a powerful example of our values in action. You represented the Trust with integrity and confidence, and your work continues to play a vital role in shaping the next generation of teachers for our schools and beyond.

Alongside this, I am proud of the significant work taking place both internally and externally to promote truly inclusive schools. This is not an add-on to our improvement journey – it is fundamental to who we are. Whether through strengthening SEND provision, developing inclusive practice, or building partnerships beyond the Trust, we remain committed to ensuring every child is seen, supported and able to thrive. A big thank you to members of the Central Team, Louise, Fiona and James for making the Inclusion Exchange, our mainstream inclusion support tool, a reality. I also want to acknowledge all those in Trust schools who have so generously shared their best practice, it is really appreciated.

I am also pleased to confirm that the proposed free schools – hospital AP and SEMH provision – have now been formally agreed. While the Department for Education has yet to share confirmed timescales, this represents an important and positive step forward in meeting need and extending our inclusive offer.

As we now head into the break, I want to thank you once again for everything you have given this term. Please do take time to rest, reconnect and recharge. You have earned it. I look forward to all that we will continue to achieve together as we move into the Summer term.

Wishing you all a restful and well-deserved break,

Angela



APPLEBEE WOOD SCHOOL

STEEL SIGNING FEB 2026



Applebee Wood School, our newest member of the Trust, a specialist provision for students aged 4-16, celebrated another major milestone in the construction of its new school building this term. Students, staff, and representatives from The Sea View Trust, the Department for Education and contractor Tilbury Douglas gathered for a ceremonial "Steel Signing," leaving their permanent mark on the framework of the school's future.

The Sea View Trust's CEO Angela Holdsworth: "The opportunity to combine the Trust's specialist expertise with this incredible new infrastructure, will ensure Applebee Wood School becomes a true beacon for SEND provision both in South Ribble and across the wider Northwest region."

The new Applebee Wood School building isn't just a construction project; it's a thoughtful investment in the needs and aspirations of current and future learners. Every aspect of the design has been carefully considered to ensure the environment:

- Supports pupils with a wide range of SEND needs
- Meets the highest standards of accessibility and inclusive design
- Incorporates carbon-neutral processes and sustainable building practices

From sensory-friendly spaces to specialist learning areas, the building will enrich the educational experience while creating a calm, supportive atmosphere tailored to pupils' individual needs.

Looking forward to the opportunities the new school building will provide, Headteacher John Cockerill shared, "Today marks an exciting milestone in our school's journey as our children and staff took part in the steel signing for our new building. It was a wonderful moment of pride and anticipation, giving everyone the chance to leave their mark, quite literally, on the future of our school".

WORK BEGINS ON PCA'S 'THE STABLES' BUILDING



The 900 sq ft extension to The Stables building will be undertaken by Blackpool-based contractor Singleton and Smart and will create new classrooms and breakout spaces, an entrance area, ramp access as well as reconfiguring the existing playground to facilitate the improvements.

Dominic Read-Garrett, associate chartered architect, Cassidy + Ashton, said: "Cassidy + Ashton has led the design of dozens of educational projects across the UK over recent years for young people at all stages of their education.

"Developing schemes for pupils with additional needs brings unique challenges to ensure what we deliver is inclusive, accessible and ultimately enriches their learning environment. It also brings huge satisfaction to see pupils benefitting from surroundings which bring the best out of them".

"After seeing how the pupils at Park Community Academy are already benefitting from the new sports hall, it's exciting this further extension can now begin on-site. It will not only improve their learning experience but also mean that further local pupils, currently travelling to other areas of the North West, can now receive their education closer to home.

Gill Hughes, Headteacher, Park Community Academy said: "We are delighted to once again be working alongside Cassidy + Ashton and Blackpool Local Education Authority to redevelop areas of our school to ensure we can continue to effectively meet the needs of our pupils now and in the future.

"This building will enable us to continue to develop our curriculum and preparation for adulthood programme enabling our young people to become responsible citizens, successful learners and resilient individuals."

DFE INCLUSION EXCHANGE PROJECT INCLUSION FRAMEWORK AUDIT TOOL

25th March: Inclusion Framework Launch



The graphic features a central circular image of three young children smiling. To the right, it includes the logos for 'THE SEA VIEW TRUST' and 'Funded by UK Government'. Below these is the text 'DFE UNIVERSAL RISE SUPPORT: INCLUSION AUDIT FRAMEWORK'.

Practice Statements		
<p>1. Learners with SEND have personalised plans that are reviewed at least termly with parents and carers to evaluate progress and next steps.</p> <p>2. Interventions are well-matched to the individual requirements of learners and are planned and implemented through a rigorous assess, plan, do, review cycle. Baseline assessments are used to plan realistic, time-constrained, outcome-focused interventions. Interventions are adapted or discontinued based on clear evidence of impact.</p> <p>3. Progress monitoring prioritises learners' growing independence, i.e. what they can do without adult support.</p> <p>4. Leaders rigorously and systematically monitor the progress of learners with SEND across subjects through a triangulated evidence base, including work scrutiny, learner voice, and parent/carer voice (as appropriate). They evaluate the cumulative impact of provision on curriculum access and make necessary adjustments to improve outcomes for learners with SEND.</p> <p>5. Leaders use robust baseline data, select appropriate intervention success criteria and use observation to evaluate the impact of interventions and teaching assistant deployment, ensuring time spent on interventions (in or out of class) is justified by improved outcomes.</p>		
Establishing Foundations	Strengthening Practice	Sustaining Excellence
<p>Systems for monitoring, tracking and evaluation for pupils with SEND are in place but are not consistent or robust. Personalised plans exist but reviews are irregular or focus more on provision than on evaluating progress and agreeing clear next steps. Parental involvement in reviews is variable and not yet embedded in our provision.</p> <p>Interventions are identified for pupils with SEND, but matching to individual needs is inconsistent. Baseline assessments are sometimes used, though intervention planning is not always time-constrained or outcome-focused. The assess, plan, do, review cycle is applied unevenly and interventions are not routinely adapted or discontinued based on evidence of impact.</p> <p>Progress monitoring focuses primarily on task completion or short-term gains rather than long-term independence, leaders and staff do not yet consistently evaluate what pupils can do without adult support or how securely learning transfers to classroom practice.</p> <p>Leaders monitor progress for learners with SEND, but this is often within individual subjects or interventions rather than across the curriculum. Use of work scrutiny, learner voice and parent or carer voice is limited and not systematically integrated. Evaluation tends to focus on individual support rather than cumulative impact on curriculum access.</p> <p>Evaluation of interventions and teaching assistant deployment is underdeveloped. Decisions about time spent in or out of class are not consistently informed by baseline data or other success criteria, and the impact on outcomes is not routinely reviewed.</p>	<p>Systems for monitoring, tracking and evaluation are more coherent and increasingly embedded. Personalised plans are reviewed at least termly for most learners, with parents and carers increasingly involved in discussions about progress and next steps. Reviews are more evaluative, though consistency across the school is still developing.</p> <p>Assessments are more closely matched to learner individual needs. Baseline assessments are used more routinely to plan time limited and outcome focused support. The assess, plan, do, review cycle is applied more consistently, and interventions are increasingly adapted or discontinued in response to evidence, though practice is not yet fully secure.</p> <p>Progress monitoring increasingly prioritises learners' independence, leaders and staff monitor what learners can do without adult support and how learning is applied in class, though this focus is not yet embedded in all staff.</p> <p>Leaders monitor progress across subjects more systematically. Work scrutiny, learner voice and parent or carer voice are increasingly used together to build a fuller picture of impact. Evaluation is beginning to focus on curriculum access and participation over time, though this approach is not yet consistently applied.</p> <p>Leaders use baseline data, emerging success criteria and observation to evaluate the impact of interventions and teaching assistant deployment. Decisions about time spent in or out of class are more considered, though reviews continue to rely heavily on review access to high quality teaching is maintained and impact is consistently evidenced.</p>	<p>This demonstrates a highly effective, rigorous and embedded approach to monitoring, tracking and evaluation for learners with SEND. Personalised plans are high quality, outcome focused and reviewed at least termly with parents and carers. They are used as living documents to evaluate progress, agree clear next steps and inform provision in response to pupil changing needs. Co-production with families is integral to this process.</p> <p>Interventions are precisely matched to individual learner needs and are planned through a disciplined assess, plan, do, review cycle. Baseline assessments inform realistic, time constrained and outcome driven intervention plans, leaders ensure interventions are adapted, reviewed or discontinued promptly based on clear evidence of impact rather than duration or tradition.</p> <p>Progress monitoring is sharply focused on learner's growing independence, leaders and staff evaluate success by what pupils can do consistently without adult support and how securely learning transfers into everyday classroom practice. Monitoring rigorously and increasing independence over time is a clear and consistent priority.</p> <p>Leaders have a detailed and accurate understanding of how learners with SEND achieve across subjects, classes and phases. Monitoring takes on a triangulated evidence base, including work scrutiny, learner voice and parent and carer voice. Evaluation focuses on the cumulative impact of provision on curriculum access, participation and learning over time, rather than isolated intervention gains.</p> <p>Leaders use robust baseline data, clear success criteria and direct observation to evaluate the impact of interventions and teaching assistant deployment. Time spent in or out of class is routinely reviewed and justified by demonstrable improvements in outcomes. Teaching interventions are made to ensure access to high quality classroom teaching is maximised.</p>

Members of the Central Team (Angela, Louise, James and Fiona), have been leading a project to develop an enhanced Inclusion Framework Audit tool as part of The Inclusion Exchange - a DfE-funded, cross-regional initiative dedicated to strengthening inclusive practice across mainstream schools in the North West.

Drawing on the expertise of the Sector-Led Inclusion Expert Group (SIEG), made up of senior leaders in outstanding specialist provision (including, Gill Hughes and Sam Dillon), the team has carefully woven together guidance from the original Whole School SEND Review, the EEF SEND in Mainstream and Deployment of Teaching Assistants Guides, the nasen Reflection Framework, and the 2025 Ofsted School Inspection Toolkit to produce a robust, evidence-informed audit framework and supporting toolkit.

This new resource aims to build capacity in mainstream settings, improve outcomes for pupils with SEND, and foster sustainable partnerships between specialist and mainstream schools. The framework underwent pilot testing with schools from late February through March 2026, with insights and feedback given to create the final Framework that was launched at a webinar on 25th March 2026.

The webinar was attended by approximately 129 colleagues from across the North West, and was well received. A recording of this webinar is available should you be interested in finding out more. The webinar and Inclusion Audit Framework will be officially launched and available to download freely from the Sea View Trust website from Friday 27th March, using the following link: <https://theseaviewtrust.co.uk/inclusion-exchange-sector-led-solutions-for-mainstream-inclusion-excellence>

SHORTLISTED FOR: ENVIRONMENTAL TRUST OF THE YEAR 2026



The Sea View Trust has placed sustainability at the heart of its mission, delivering a trust-wide decarbonisation programme, installing heat pumps, solar PV, and insulation upgrades across all five schools in one coordinated project. Saving 311.61 tCO₂ annually, the trust is driving measurable progress towards Net Zero while empowering pupils to become the sustainability leaders of tomorrow.



We are delighted to announce that The Sea View Trust has been nominated for “MAT Excellence’s Award of Environmental Trust of the Year 2026”!

The awards ceremony will be held on 11th June 2026. This is a great achievement for The Sea View Trust as it gives recognition to our Climate Action Plan and Net Zero efforts.

Every setting across the Trust contributes to our team sustainability approach, the amazing work carried out from each school and college has a meaningful impact on how we all support our Trust in being environmentally mindful. Thank you to all of our schools, college and Embrace Teams for your amazing teamwork efforts in your sustainable, ecological initiatives!

To keep updated with this, look out on our social media channels and website for developments

**Katrina Brockbank,
Trust Sustainability Lead**

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SUSTAINABILITY NETWORK



The Sea View Trust's Climate Action Plan has been submitted to Trustees and individual settings are now completing their individual plans to support this.

On March 4th, most settings in the Trust took part in 'The Big Switch Off' (Devonshire and Revoe completed this in the Autumn term!). Pupils enjoyed logging off, and whilst the eco teams loved checking that the staff were taking it seriously by switching off, others took part in a range of activities from assemblies to outside learning, building space ships, team building, sports and even meditation.

We're looking forward to finding out how much energy this saved across the Trust!

Next term, all settings will be taking part in the Eco Fortnight from the 4th to the 15th May.

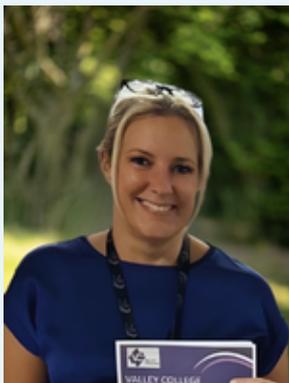
Katrina Brockbank, Trust Sustainability Lead

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CENTRAL TEAM UPDATES



**We welcome our newest members of The Central Team
Our new colleagues will help us deliver the ongoing improvement and
innovation to our settings across our Trust**



Louise Taylor
Trust Careers Advisor

Louise holds a Level 6 Diploma in Careers Advice and Guidance (CEIAG). Louise works for The Sea View Trust covering the secondary, FE and Adults provisions across the Trust. Her role as Careers Advisor is to unlock their hopes, dreams and support them onto their next steps. Louise holds careers guidance appointments (CEIAG) on a 1 to 1 with Secondary KS4, FE and our VC adult learners, she also supports in sourcing work experiences and placements to match the learners' aspirations where possible. Louise engages with a variety of employers for placements and other aspects such as talks and tours for our learners. She supports learner transitions, applications and liaises with all Training providers and Colleges across Lancashire, plus offers events such as Bright Futures and Future pathways throughout the academic year. Louise is always looking at adding extra aspects into the area of Careers, she is hoping to bring a "sensory world of work" to be inclusive to all learners.

Louise Taylor's role now sits within the Central Team and serves as the Trust-wide careers advisor, supporting schools in meeting Gatsby benchmarks. Each school has designated its own careers lead who will continue to be responsible for curriculum and local implementation. Plans are in place to ensure equitable support for primary, secondary, and special schools, and the college, based on their needs.



TeachMate AI is back this term and it is still delivering the goods. No bunny business. Just real time saved.

Leading the egg hunt this term:

1. Applebee Wood School, still clutching the golden egg for the second time running
2. Tor View School, hot on their cotton-tails
3. Devonshire Primary Academy, hopping onto the leaderboard for the first time

And our top 10 TeachMate chocolate champions:

1. Josh P, Devonshire Primary Academy
2. Danyelle H, Applebee Wood School
3. Chelsea C, Applebee Wood School
4. Rukhsana K, Tor View School
5. Emma Leeming, Tor View School
6. Michelle H, Tor View School
7. Adam C, Applebee Wood School
8. Emma B, Tor View School
9. Chloe M, Applebee Wood School
10. Gary H, Applebee Wood School

Our Trust-wide Teachers' Meeting was egg-cellent. Lynsey showed how TeachMate can take the load off your plate and stop tasks multiplying like rabbits. The session is recorded and ready on The National College, so you can dip in whenever suits you.

TeachMate AI is fully funded by the Trust to support your workload and wellbeing. If you are not using it yet, now is the time to hop to it. Speak to your school lead, get logged in, and start cracking through tasks with less stress and more time back in your day.





Sea View Trust Wellbeing Newsletter – Spring 2 24th March 2026



A huge thank you to all our wonderful Wellbeing Representatives across the Trust. Once again, you've been busy sprinkling positivity, creativity, and kindness throughout our schools—and I'm delighted to share just a flavour of the brilliant things you've been up to this half term!

Wellbeing Warriors: Leading the Way!

Our Wellbeing Warriors continue to go from strength to strength—what a fantastic team they are becoming!

- Trust-wide training for our wellbeing ambassadors and champions is well underway, including further Lancashire Mind sessions for children aged 10+. The Warriors are now a firmly established part of school culture, offering a safe space for learners to share strategies, support one another, and champion positive wellbeing.
- Schools have introduced a whole host of new clubs and activities; yoga, “fetch a friend,” litter picking, a Y6-only club, and even a foster a new friendship club. A wonderful mix of fun, mindfulness and community spirit!

“We See You” - Colleague Recognition Scheme

A huge well done to everyone who received a shout-out this half term—you truly deserve it.

And to all colleagues across the Sea View Trust: thank you for everything you do, every single day. Your dedication, compassion, and positivity continue to make our schools special places to learn, work, and thrive.



Wishing all colleagues, a wonderful Easter Break!

Dan Simm - Trust Personal Development Lead

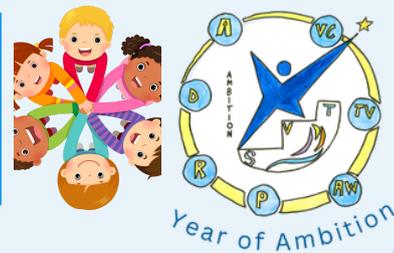


New Wellbeing Initiatives across the Trust

It's been a busy half term, with schools launching an impressive range of new initiatives designed to boost wellbeing for learners, staff, and families:

- Half-termly singing assemblies are now lifting spirits (and the roof!) while staff simultaneously get valuable time to reflect and plan.
- KS1 pupils have been getting stuck into the Bounce Forward initiative.
- Kindness Day for Children's Mental Health Week inspired random acts of kindness across our schools—small gestures with a big impact
- Year 6 parents and carers joined Blackpool Council for a one-day Fear-Less course, helping reduce anxiety and better support their children as they navigate key transitions.
- Staff wellbeing teams enjoyed a successful meeting complete with fruit platters, a raffle, and a hilarious game of Two Truths and a Lie featuring SLT—plenty of laughter guaranteed! The Traitors team activity brought more fun into the mix.
- Collaborations continue to grow, including partnerships with AWAKEN and Young Carers.
- Staff enjoyed a menu of wellbeing treats: wellbeing emails, “Wellbeing Wednesday” activities such as clay and coffee, walk-and-Starbucks sessions, baking, and even a pub quiz.
- Kooth parent sessions helped families better understand the mental health resources available for young people, while ELCAS provided practical guidance on supporting low mood, anxiety and sleep.
- A wonderfully successful staff clothes swap promoted community spirit and sustainability - fresh wardrobes all round!
- Experience days led by Dhrum offered unique opportunities for both staff and learners to explore wellbeing in creative, meaningful ways.
- And of course, a Trust favourite: sausage and bacon butties for staff. Some wellbeing traditions simply can't be beaten!

LEARNER VOICE GROUP



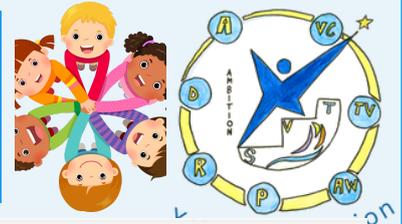
Learner Voice presents what learners from all settings would like to see covered in The Sea Views Trusts Personal Development Offer



During last week's Spring term Learner Voice session, learners engaged in a rich and thoughtful discussion about what they believe should be included in the Personal Development offer across all areas. Each learner came well prepared, having gathered views from their own settings, and they represented their peers with confidence and clarity.

The group demonstrated excellent communication skills, sharing insightful and creative ideas while listening respectfully to one another. Through collaborative discussion, they reached a clear consensus on what they felt was most important to include in the offer. Importantly, the final Personal Development offer has been written entirely in the words of the learners themselves, ensuring it genuinely reflects their voice, priorities and lived experience.

LEARNER VOICE GROUP



SVT Personal Development offer



Written by the Learner Voice team

March 2026

Learner representatives from all our SVT settings came together to share the views that they had gathered from their schools and colleges about what *they* would like to be included in the SVT Personal Development offer. The table below sets out the views of the young people, in their words.

Area of Personal Development	"I would like..."
SMSC	<ul style="list-style-type: none"> • To go on trips • To go to clubs • To go out in the local area • To have visitors in school • To have opportunities for music and art • To learn about different religions and cultures • To learn how to respect the opinions of others
Citizenship	<ul style="list-style-type: none"> • To know what is going on in world news • To help others in the community • To have work experiences • To have a role of responsibility • To know that my voice is being heard • To be part of celebrations • To understand British Values
Independence	<ul style="list-style-type: none"> • To be able to access my own resources • To learn how to speak in public • To have opportunities to make my own choices • To learn life skills • To have opportunities for challenge
Equality/Diversity	<ul style="list-style-type: none"> • To understand, respect and celebrate different religions and cultures • To be treated well and to know how to treat others well • To feel included and feel that I belong • To learn new languages • To feel represented for who I am
Identity/Self Awareness	<ul style="list-style-type: none"> • To understand who I am • To know how to make good choices • To know my "next step" • To learn from my mistakes • To know that it is okay to make mistakes • To be able to show my skills • To celebrate my achievements • To know how to manage my feelings • To accept responsibility for my actions

LEARNER VOICE GROUP



	<ul style="list-style-type: none"> To be the best version of myself
Mental Health and Wellbeing	<ul style="list-style-type: none"> To be able to share my worries and concerns To know someone will help me if I need it To have adults I can trust around me To have a calm and safe space To feel supported To feel happy and safe To be listened to To be able to manage my feelings and emotions To do fun things!
Staying Safe	<ul style="list-style-type: none"> To be safe in my school/college To be safe in my local area To know how to look after myself To learn basic first aid skills To know how to contact the emergency services and other support services To know how to socialise safely
Good Health	<ul style="list-style-type: none"> To have the opportunity to participate in sports competitions To understand the changes in my body To know how to manage my own personal hygiene To have opportunities to exercise To understand how to make healthy life choices To have visitors in school from the health care profession
Relationships	<ul style="list-style-type: none"> To know how to form healthy relationships To know how to recognise unhealthy relationships To have trusted adults to support me To understand the different types of relationships I have with different people To be able to manage conflicts and know how to resolve them To know how to make friends To learn how to share and take turns To know the importance of listening to others
Aspirations/Ambition	<ul style="list-style-type: none"> To know about different careers To have experience of work To have feedback and know my "next steps" To learn about inspirational people To have goals to aim for To learn new things and have new experiences

WE SEE YOU!



Colleague Recognition Scheme

We See You! Is our acknowledgement and celebration of fellow colleagues across the Trust.

Purpose

The purpose of the 'We See You' scheme is to allow the Central Team to recognise staff across the whole Trust who demonstrate exceptional commitment and alignment with the Sea View Trust (SVT) values. This includes staff shout outs and 100% attendance.

Eligibility

Staff who achieve 100% attendance during a term will qualify for recognition under the "We See You" scheme. All staff within the Trust are eligible to receive a shout-out as part of this scheme.

Shout outs are not limited so staff may have one or more shout outs for a term, due to being nominated by different leadership staff.

Submission Process

Staff who achieve 100% attendance during a term will automatically qualify for the scheme.

Shout-outs can be submitted by Central Team members and Headteachers by emailing Fiona Evans with the staff member's name and reason for recognition, clearly linked to one or more of the 7 Sea View Trust values.

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WE SEE YOU!



**"Commitment
means staying loyal
to what you said
you were going to
do, long after the
mood you said it in
has left you."**

— Orellana

☀️ A Huge Thank You to Our Incredible Colleagues! ☀️

We want to extend our heartfelt thanks to every one of you across The Sea View Trust for continually going above and beyond in your roles. Your hard work, compassion, and dedication make an extraordinary difference to our pupils, our schools, and each other every single day.

A special congratulations to all colleagues who have received a Shout Out! This recognition is so well deserved, and we are delighted to celebrate the positive impact you've made.

As a thank you, every shout-out recipient has now been entered into our termly prize draw for a £50 Amazon voucher, as well as our Annual Prize Draw, where one lucky winner will receive a £100 Amazon voucher.

Thank you once again for everything you do. Your commitment and contributions truly help our Trust thrive.

Well done, and keep shining! ✨

Early in the first week back of the Summer Term, we will release the We See You newsletter celebrating colleagues who have achieved 100% Attendance for this Spring Term, who will also be entered into the Spring Term Prize Draw



The Spring Term winner will be announced on :
FRIDAY 17TH APRIL 2026



Supportive Empowering Ambitious Visionary Inclusive Ethical Welcoming

ANCHORSHOLME ACADEMY



What an incredible afternoon!

Phil Earle had the children rolling with laughter while sharing his inspiring journey from a non-reader to an avid reader – and eventually a successful writer.

He reminded us that everyone can be a reader, whether we enjoy comics, magazines, audiobooks, or getting lost in a great chapter book. His energy, humour, and honesty made him a true entertainer, and he left a real mark on all of us.



This week, the Competition Choir took part in a regional heat of the Last Choir Singing competition.

They performed fabulously at Marine Hall in Fleetwood in front of a large audience, singing two contrasting songs. We are very pleased and proud to say that the judges awarded them first place!! This means they are now through to the Grand Final at Blackpool Opera House in June. Well done to all our super singers!



Chinese New Year

On Sunday 8th February, a group of our children travelled to Lancaster to take part in the Chinese New Year celebrations. The event was held in Market Square and hosted by the Lancaster University Confucius Institute for a colourful and cultural celebration.

Our children performed with confidence and enthusiasm, showcasing a lively lion dance that entertained the audience. Their performance also included a beautifully sung song in Mandarin, offered as a warm welcome to the New Year. Despite the chilly



Mad Science Club at Anchorsholme Academy!

We've had an incredible response to the Mad Science Club this year, with so many enthusiastic young scientists joining us from EYFS all the way to Year 6. It's been wonderful to see the children so engaged, curious, and excited about practical, hands-on science.

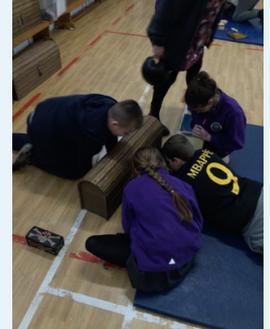


APPLEBEE WOOD SCHOOL



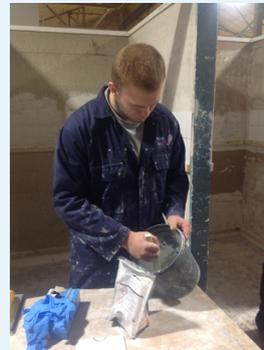
Dress Up for Digits!

A fantastic day was had by all at Applebee Wood as we dressed up for 'Dress Up for Digits'! Learners enjoyed a range of fun, number-themed activities, all while supporting the incredible work of the NSPCC. A huge well done to everyone who took part!



Distinction Achieved!

One of our learners has achieved an outstanding milestone, earning a distinction in his tiling exam during his offsite provision at PVC. This accomplishment reflects not only his growing technical skill but also his dedication, perseverance, and commitment to developing his vocational expertise.



KS3 & KS4 Residential Adventure

Our KS3 & KS4 learners had a fantastic time on their residential, taking part in archery, abseiling, and den-building plus much more. A brilliant mix of adventure, teamwork, and outdoor fun!



World Book Day!

From Platform 9¾ to the corridors of our school...Our Senior Leadership Team are kicked off World Book Day with a sprinkle of Hogwarts magic!



Easter Bingo

A huge thank you to all of our parents and carers for attending our Easter Bingo event. It was wonderful to see so many of you join us for a fun evening. We raised an amazing £290, which will go towards our KS4 Prom. We truly appreciate your continued support!



DEVONSHIRE PRIMARY ACADEMY



Schools Alive 2026

Devonshire couldn't STOP THE BEAT at [#SchoolsAlive2026](#) and truly hit all the right notes with their HAIR-RAISING performance! The event was a wonderful celebration of music, drama and dance, giving children the chance to shine while building confidence, teamwork and a love for the arts.



World Book Day

Devonshire was TUCKed up for fun, celebrating [#WorldBookDay](#) with a cosy "Books at Bedtime" theme. Children (and staff!) arrived in their pyjamas, ready to DUVET into a good book and enjoy some DREAMy reading time.



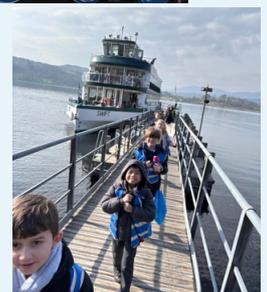
Beeston Castle Visit

4MT had a fantastic trip to Beeston Castle, exploring its TOWERing ruins and breath-taking views. They learned how the castle once defended against aristocratic rivals and later became a key stronghold during the English Civil War



Year 3s Windermere Trip

Year 3 had an amazing time on their trip to Lake Windermere! They hopped aboard a ferry to soak up the stunning scenery from the waters of England's largest lake.



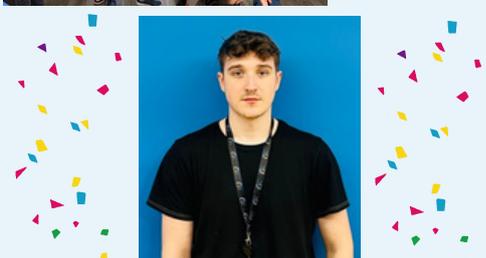
Red Nose Day at Devonshire

We've had a right LAUGH taking part in [#RedNoseDay2026](#), dressing in red and getting into the theme 'Take Yourself Funny for Money'! With your support, we raised £166.71 to help [Comic Relief](#) support vulnerable people and communities in the UK and around the world.



Congratulations Mr Griffiths!

Mr Griffiths has passed his Property Maintenance Operative apprenticeship! Congratulations, Mr Griffiths, we are all very proud of you! You're going to be a great addition to [#TeamDevonshire](#) and, alongside Mr Richmond, you're now officially the guardian of all doors, drains and mysterious rattling noises!



PARK COMMUNITY ACADEMY



How the school is delivering on the Trust's Vision and Values – Ambitious and supportive by Tom Brownrigg

In September 2019, I began my career at PCA as an Apprentice Teaching Assistant, gaining valuable experience across all five key stages over two and a half years, including during the challenges of the pandemic. This time strengthened my resilience and allowed me to learn from excellent practitioners who helped shape my developing approach. From my first day, leaders highlighted the progression of staff who had advanced from support roles into teaching and leadership, showing me that Park is a place where careers are genuinely nurtured.

After completing my apprenticeship, during which time the school also supported me to achieve my maths and science GCSE's, I secured a Level 3 position, which broadened my responsibilities and deepened my experience supporting children with Special Educational Needs.

As my confidence grew, Park and the Sea View Trust supported my move to part-time hours so I could study at university. In July 2025, I completed a BA (Hons) in Teaching and Learning Support with a 2:1. With the combined support of the school, trust, and university, I developed strong pedagogical understanding, confidence, and leadership skills across varied classroom environments. Now, after six and a half years, I have progressed to the role of HLTA, leading classes, covering all curriculum subjects, and taking responsibility for PE. In September 2026, I will begin a teacher training apprenticeship with Embrace SCITT, achieving my long-term goal of becoming a teacher an opportunity made possible by continual support from the school and trust.

Dough-On-The-Go caters for The Sea View Trusts Inclusion Symposium



Delegates at the SVT Inclusion Symposium were treated to a fabulous lunch prepared, cooked and served by our Sixth Form's very own "Dough on the Go" Enterprise Team. The food was absolutely delicious and the service was outstanding, showcasing our students' teamwork, confidence and enterprise skills. We are incredibly proud of them all!

Mini London Marathon



Our Sixth Formers have done it - they've completed their Mini London Marathon! After weeks of practice and determination, they crossed the finish line with smiles and a real sense of achievement. What a fantastic effort from everyone involved!

Easter Bonnet Parade



From bold and bright to wonderfully wacky, every single one brought something unique to the parade. A huge well done to everyone who took part - your creativity really shone through. What a blooming lovely collection!

A Musical Morning to Remember!



Our amazing Brass Band performed beautifully at the Grand Hotel for the opening of the Parent Carers Forum. The pupils represented the school with confidence, talent, and professionalism – we are incredibly proud of each and every one of them!

REVOE LEARNING ACADEMY



Royal Ballet

Over the past six weeks, pupils have demonstrated incredible commitment, enthusiasm and bravery as they threw themselves into something completely new. They worked tirelessly to learn new skills, develop their confidence and collaborate as a team, and we are so proud of their achievements. What an amazing end to our six-week block of sessions with the Royal Ballet. Today, our Year 3 superstars had the opportunity to show off everything they've been working so hard on by performing a short showcase for parents.



Showstopping Performance from Revoe at Schools Alive!

A HUGE well done to all of our Y5 and Y6 superstars who performed at Blackpool's Schools Alive last night at the Winter Gardens! The children were absolutely amazing and had the entire audience dancing and cheering! The whole RLA team is incredibly proud of every single one of them.



World Book Day with the Revoe Masked Reader Challenge!

World Book Day – The Masked Reader

To celebrate World Book Day, some of our wonderful teachers have taken part in The Masked Reader! They've chosen one of their favourite stories to read... but there's a twist - they're all disguised behind a mask! Thank you to our amazing teachers for dedicating their time to this fun filled World Book Day event



- Panda - Miss Smith
- Sweet Potato - Mrs Ward
- Owl - Mrs McGarry
- Warthog - Mrs Worthington
- Mouse - Miss Patel
- Monkey - Mrs Wright
- Giraffe - Miss Kelly
- Bear - Mrs Whitehead
- Tomato - Mrs Geeson
- Koala - Mrs Heaton
- Dragon - Mr Osborne
- Octopus - Miss McAllin
- Robot - Mr Chadwick

Revoes: The Traitors

Our staff have had great fun playing The Traitors over the past two weeks. We even had our very own Mrs Buckley as Claudia! Congratulations to Miss Patel, Miss Plant, and Mrs Dobson / Miss Worthington for winning as the Traitors!



Egg-cellent Easter Generosity!

Our Headteacher and Pupil Leaders were thrilled to welcome Nakita from Premier Taxis, who kindly donated a wonderful collection of Easter eggs for our pupils. We are so grateful for this generosity and community support. These Easter eggs will be put to great use in our upcoming Easter competitions, prizes, and other exciting activities we have planned in school!



TOR VIEW SCHOOL



Further Education Spring Fair

This month we held our Spring Fair. It is a great opportunity for our learners to design and create products in their enterprise and option groups before then selling them at the fair. Learners organised a wide range of stalls selling items such as cakes, sweets, amazing artisanal Easter wreaths, bunnies and other beautiful spring decorations. The learners work hard making these throughout the year and develop a wide range of skills doing so. In total, they raised £559 which will go into their enterprise fund. Learners then decide how this can be used on range of different items and activities throughout the department.



Snow Tubing Trip!

Elm Tree had a fantastic time Snow Tubing at The Hill, Rossendale last week. They independently stepped on and off the escalator and enjoyed racing down the hill in their tubes. All the staff team were very proud of each of the students, and it was wonderful to see each of their smiles during the activity.



NSPCC Number day

Last week, all of our learners and staff took part in Number day to raise money for the NSPCC. Thank you for your kind donations - we managed to raise £180 in total!

Our staff 'number themed costume' winners were 4KH for their interactive money problems t-shirts and the Beech tree team for their 'Numberblocks' costumes!



World Water Day

As part of our continued work on sustainability, we have collaborated with Costco Oldham. Costco have run a competition for secondary learners for World Water Day. They have displayed all our wonderful posters in their store! Costco have very kindly donated Easter Eggs for all the winners. These will be presented on Monday at a special assembly about World Water Day.



Manchester City Academy

We have attended Manchester City nine times this year and it has been a fantastic link that we plan to carry on with next year. All pupils who attended received a Manchester City match day programme and a certificate, which was signed by Pep Guardiola the Manchester City manager. KS2 had a brilliant day playing some fantastic football and scoring some incredible goals. Well done to all involved.

The Big Switch Off!

Valley College took part in 'The Big Switch Off!' All PACE groups joined in different activities that involved no electronics. During the morning they learnt about how to save energy to support sustainability.

PACE 1 took part in sensory activities and mindfulness - we enjoyed exploring bubbles and experiencing firework jars.

PACE 2 took part in the 'We Buy Bricks' scheme- we enjoyed separating all of the different Lego bricks into categories. We found it enjoyable and satisfying.

PACE 3 took part in a tower building competition involving marshmallows and spaghetti. We really enjoyed the thrill of competing to make the sturdiest tower.

PACE 4 followed directions on a walk to get to a destination. We enjoyed getting out in the sunshine and following written directions.



Work Placement at the Whitaker Museum

During work placement at the Whitaker Museum and Art Gallery, learners have the opportunity to take part in various tasks to support the museum whilst learning key employability skills. These include horticulture tasks, cleaning and grounds maintenance.

The Whitaker serves as a vibrant cultural and community hub. The Whitaker is more than a museum and art gallery – it's a dynamic cultural space that blends history, art, education, and community in a fresh, accessible way.



Raising money for Red Nose Day

Valley College have been prep-hair-ing for Comic Relief and took part in crazy hair day. Learners understand the reasons for Comic Relief and have been doing various fun activities throughout the day. As you can see, Valley College have once again proven to be a “cut above the rest”





Congratulations

Congratulation to colleagues who have successfully completed programmes this year:

NPQLTD with the National Society for Education

Johnathan Findlay- Pidcock - Embrace Education

NPQLTD with the National Society for Education

Stacey Davidson - Tor View School

NPQSL with the National Institute of Teaching

Amy Hylton - Anchorsholme Primary Academy

National Professional Qualifications (NPQs)

We are pleased to celebrate colleagues from across the Trust who have recently completed and passed a National Professional Qualification. This is a real achievement and reflects a strong commitment to professional learning and improving outcomes for pupils.

Our NPQ programmes, through our three strong partnerships with national Lead Providers, are evidence-based and grounded in research. They support colleagues to apply learning directly in their roles, leading to improvements in classroom practice, leadership, and wider school improvement across our Trust schools.

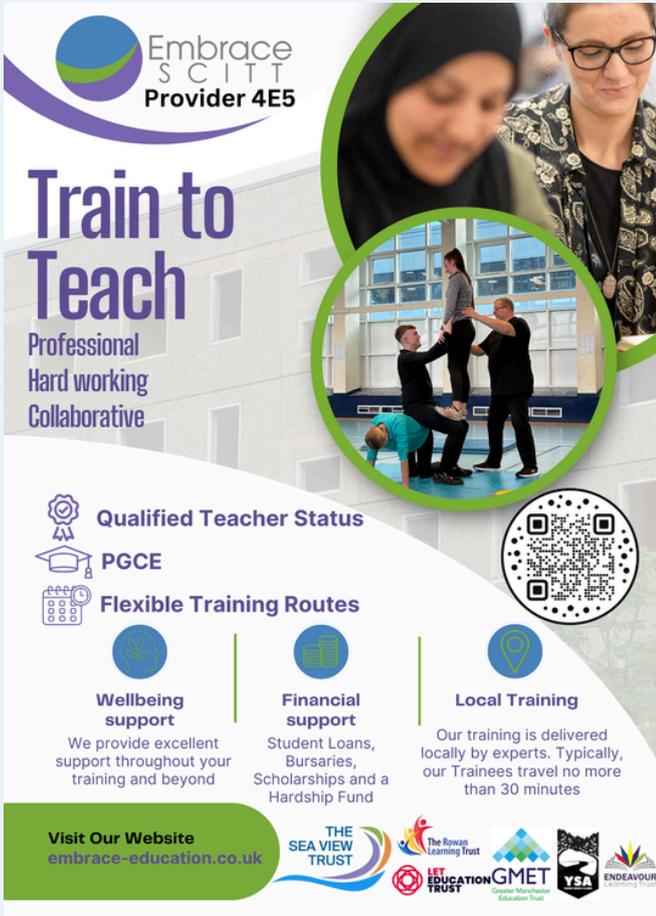
Finally, thank you to the Trust Leaders who continue to support our NPQ delivery. Your commitment, time and expertise are hugely appreciated, with some of you now supporting a third or fourth cohort with us. Thank you!

Ofsted Inspection

This term marked a significant moment for Embrace SCITT as we underwent our very first Ofsted inspection. We were the first Initial Teacher Training provider in the North West – and one of the first nationally – to be inspected under the new framework.

The process spanned an intense 11 days, (5 working days notice and 4 days on site inspection) reflecting the depth and rigour of the new approach. Needless to say, the team were tired by the end.

We are incredibly proud of the outcome and look forward to sharing the full details with colleagues and partners as soon as the final report is officially released. This milestone stands as a testament to the quality, commitment, and professionalism of everyone who contributes to our SCITT. Our Trust and SCITT values permeate our strengths; ensuring we include everyone to make sure they can achieve, belong and thrive.



Embrace SCITT
Provider 4E5

Train to Teach

Professional
Hard working
Collaborative

Qualified Teacher Status

PGCE

Flexible Training Routes

Wellbeing support
We provide excellent support throughout your training and beyond

Financial support
Student Loans, Bursaries, Scholarships and a Hardship Fund

Local Training
Our training is delivered locally by experts. Typically, our Trainees travel no more than 30 minutes

Visit Our Website
embrace-education.co.uk

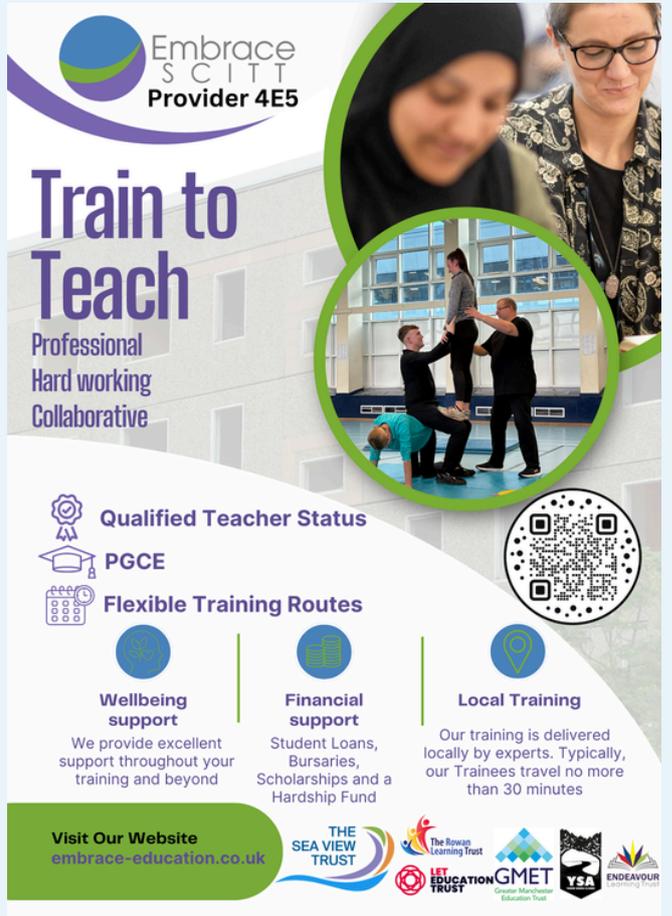
THE SEA VIEW TRUST

The Rowan Learning Trust

LET EDUCATION TRUST

GMET Greater Manchester Education Trust

YSA ENDEAVOUR Learning Trust



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Teach Together in Europe -The Brussels Adventure

We are thrilled to announce that three of our Embrace SCITT trainees were successfully selected for the prestigious Teach Together in Europe (TTE) partnership.

Embrace SCITT is one of only two ITT providers in the entire country to offer trainees the chance to undertake an international placement of up to six weeks.

Our three trainees spent their time at The British School of Brussels, where they gained rich insights into international education and enhanced their professional practice.

You can read more about their experiences, reflections and adventures on our website: embrace-education.co.uk.



The international theme continued as James Findlay-Pidcock, Head of SCITT, visited the trainees in Brussels.

While there, James also engaged with leaders across The British School of Brussels and beyond, exploring key aspects of:

- Special Educational Needs in an international context
- Curriculum design and implementation
- Safeguarding approaches across countries
- International models of professional development
- The best Belgian waffle toppings...

This visit reinforced that the Teach Together in Europe partnership is not only about training teachers - it opens doors to wider collaboration, shared expertise and a global perspective that enriches our whole Trust.

Wishing everyone a restful Spring Term break!



A great big 'Thank You' once again to all of our colleagues.

Your commitment and contributions truly help our Trust thrive.