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Welcome from Roger Pope CBE

Associate & Strategic Leader of Teaching & Research Schools | Education South West

A school-led success story.

SWIFT has been given another four years of Government funding following the re-designation of Colyton and Kingsbridge Teaching School Hubs.

It is great news that the Government has renewed its commitment to the Golden Thread of Initial Teacher Training (ITT), Early Career Framework (ECF) and National Professional Qualifications (NPQs), backed up with the task of overseeing the induction and accreditation of new teachers through the Appropriate Body Service (AB).

This is also a massive endorsement of school-led improvement.

Look at the statistics for what SWIFT has achieved in its first three years of working in partnership with schools:

1,104 Early Career Teachers (ECTs) have engaged with the ECF through SWIFT

911 School Mentors have led this work

1,280 school leaders and teachers have taken NPQs through SWIFT's delivery partner, Leading Schools South West (LSSW)

1,105 ECTs have been supported and accredited through SWIFT's AB

That's a staggering **4,400 teachers and leaders**, who have engaged in over **80,000 hours of training**

It has led to great success, with an average **NPQ pass rate of 97.6%**, several points ahead of the national average.

SWIFT ITT is pledged to train 430 teachers over the next four years, including 54 Science teachers.

So far SWIFT Teacher Training has recruited 55 trainees for its first year of operation this October.

£422,000 of funding has been passed directly to the schools and Trusts who deliver SWIFT programmes. This rises to over half a million pounds with additional money paid to Mentors and Facilitators.

There are two huge benefits of the school-led approach to improving recruitment, retention and quality of our teachers. Firstly, it is *practising experts* who are providing their wisdom and expertise to build the skills of our future teachers and leaders. Secondly, *the funding goes to our schools* and stays within the school system.

Join SWIFT in the next four years of working together to support our teachers and leaders to transform the lives of the young people of the South West.

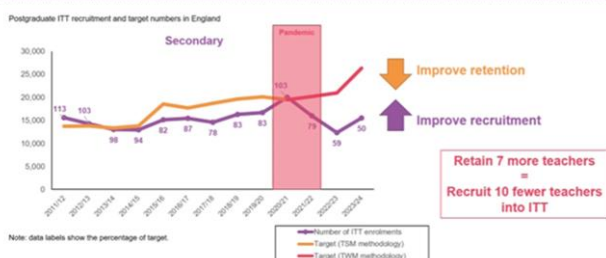
News Items

Spring Term Leadership Forum Success

“Create a sense of curiosity and fill children with that need to know more than potentially those stories have served their purpose.”

Last term’s Leadership Forum was a cornucopia of school improvement. At primary, CEO, Aaron Meredith and Head of School, Olivia Bartlett from The Inspire Multi Academy Trust (South West) in Plymouth shared their insights into their successful journey from Inadequate to Outstanding with the foundation of their five Cs: Culture, Curriculum, Consistency, Coaching and Competitive. At secondary, Headteacher, James Lamb from The Castle School in Taunton shared some key reflections on their journey to Outstanding with praise for their pupils’ exemplary behaviour and providing them with a rich set of experiences.

The teacher supply challenge in England has intensified after the pandemic



This success was all the more pertinent within the context of an up-to-date assessment of the teacher labour market by Jack Worth of the NFER with an eye on trends in the South West and a call to action to policymakers and school leaders to improve teacher recruitment and retention by considering pay and financial incentives, teacher workload and flexible working. Meanwhile, Director of Performance, Jon Lunn from the Ted Wragg Multi Academy Trust identified trends and patterns from the 2023 Key Stage 4 school performance data analysis.

First keynote Bennie Kara discussed Diversity, Equity and Inclusion (DEI) in education. A Deputy Headteacher in Derby, Bennie specialises in curriculum, and teaching and learning and is co-founder of #DiverseEd.

Bennie reminded us how stories are important and can provide a narrative for the world and schools through physical books, interactions with each other, displays, and in the patterns we create.

Storytelling serves many purposes and can play a role in encouraging empathy and Bennie cited Clare Patey from The Empathy Museum:

“Stories have a transformative power to allow us to see the world in a different way than we do if we just encounter it on our own. Stories are an entry point to understanding a different experience of the world.”

Using the first-person narrative in stories is helpful to see people as individuals, rather than groups. For example, patients, refugees, the homeless; which is important to grow a respectful understanding of people and a values hierarchy.

We thank all our speakers for sharing their insights and for prompting us to think and reflect.

We invite you to join us for our 2024 Summer Conference on **Thursday 13 June 2024 at the Future Skills Centre, Exeter.**

By Jude Owens, SWIFT Executive Assistant

FIND OUT MORE AND HOW TO BOOK YOUR PLACE AT THE SUMMER CONFERENCE [HERE](#)

A Commitment to Oracy Education

I am pleased to be presenting at the “Once Upon a Time” Festival on **Saturday 15 June 2024 at Bristol Beacon**, which builds on our partnership work with organiser, Helen Prince.

Helen is the author of the most recent Oxford Language Report (2021 – 2022) that looks at the scale of the word gap and the impact of Covid on language developments as an ongoing issue.

After sifting through hundreds of school submissions regarding their focus on oracy to boost progress, standing out in their innovative and exemplary practice, Helen and the team included Tor Bridge Primary School as one of nine schools in the report.

In my role as Head of School at Tor Bridge Primary, Helen and I presented these findings at the 2022 ASCL conference and since then Helen has supported our school in our fluency training and oracy work. Helen’s passion, pedagogy and relentless focus on improvement has led to huge moves forward for our fabulous school.

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Effective Professional Development for ALL Educators Across ALL Phases. An Educational Festival celebrating Story Telling, The Arts & Creativity across the Curriculum.
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10 - 3.30
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FESTIVAL THEMES
Story as a Psychological Privilege
Learning via Fun, NOT Learning vs Fun
Embodied Oracy: Integrating Body & Voice
Canvas Chronicles: Igniting Artistry through Story
Delivering Knowledge & Pedagogical Discernment
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We were thrilled that Helen remarked how she has rarely encountered schools with such openness and commitment to improving practice at every level. We have overcome - and continue to overcome – the barriers that limited cultural capital and low expectation can present through their focus on an oracy education, cementing the widest, brightest horizons for their pupils; which we like to think is testament to the high aspirational help of myself and our Trust.

Helen’s expertise, combined with my leadership, has not only inspired the staff within The Inspire Multi-Academy Trust (South West), but has also had a profound impact on our children.

By Olivia Bartlett, Head of School, Tor Bridge Primary School

READ THE FULL ARTICLE [HERE](#)
READ THE “HOW SCHOOLS ARE CLOSING THE WORD GAP” REPORT [HERE](#)
BOOK YOUR PLACE AT THE ONCE UPON A TIME FESTIVAL [HERE](#)

Interview with Laura Clitheroe and David Hick, Joint CODE Maths Hub Leads



“It would be counterintuitive to have a static view of education and with us both working within the profession, we are very much in contact and working alongside local leaders and benefit from this close-up insight into the educational landscape at primary, secondary and post-16 and understand the challenges and how Maths Hubs can support better...”

As Mathematicians it adds up that Laura Clitheroe and David Hick provide double the benefits as joint CODE Maths Hub Leads. Both have been teaching for around 20 years and Laura recently took up the helm as the Hub Lead for three days last September, supported by David one day a week.

Laura has been teaching for most of her career at Montpelier Primary School in Plymouth and has been Trust-wide Maths Lead for the Greenshaw Learning Trust, as well as supporting as Maths SLE. David is currently in his third year as Headteacher of Chacewater School, part of Truro Penwith Academy Trust, having started his career teaching at St Ives Junior School, before moving to Threemilestone School, where he was Assessment Lead, Maths Lead and Deputy Head, plus a short spell as Acting Head. David leads Maths for the Trust and has been leading the CODE Maths Hubs for about five years.

Working together as CODE Maths Leads allows more capacity for Laura and David due to the evolving work.

1. What do you consider to be the main benefits for Maths CODE Hubs in working with SWIFT as your local Teaching School Hubs to date?

Firstly, collaboration in working with system leaders, and sharing their knowledge and expertise; as well as access to other educational establishments, different voices and different people; which in turn gives access to other colleagues that we might not otherwise have access to within the SWIFT network.

Secondly, access to other opportunities. For example, the facilitation of the National Professional Qualification in Leading Primary Maths (NPQLPM); which has been a very successful joint project with SWIFT. We have been able to signpost some of our Assistant Maths Leads to facilitate the NPQ through SWIFT, which is obviously great professional development for them and a great link with SWIFT.

So, we are enjoying our mutually beneficial working together. But we are also able to have some say in the development of future teachers through the Teaching School Hubs which is important to us.

2. How has this benefitted you and your teams professionally and personally?

Personally, for me (Laura), having recently started in the role, the support and contacts within SWIFT from expanded networks has been beneficial in enabling me to develop continually the reach and impact of the Maths Hubs across our region.

Professionally (for David as he has been in the role for longer), it comes back to that professional growth and access and intelligence gathering which again, allows the Hubs to expand their reach.

When you are working within the network of Teaching School Hubs, it is about feeding into that access, which in turn gives the people we are working with access to research-lead CPD, and we like to think this is what we are all about at CODE Maths Hubs. I think the way education is moving now we should be looking at education and research to support professional growth and start to implement this intent in order to see the impact.

3. What do you believe to be the most important role generally for Curriculum Hubs in supporting schools?

I think the most important role for Curriculum Hubs is about developing teachers and educators who can deliver the very best outcomes for the children and students they are teaching.

It is important to look at how we can take some of the educational research and distil it into best practice for teachers and in such a way that teachers, who might not have the time to benefit from the training opportunities as we might wish, can put it into practice; which again, is only going to be a good thing for children and students.

We like to think of it as equitable access to high-quality professional development backed by research, and as Maths Hubs, we can help to provide that level of development from a variety of programmes, such as our Subject Knowledge courses for Teaching Assistants covering Maths lessons at primary, and for non-specialists in secondary. These are two of our most popular courses because we all know that there is a huge demand, not least because of the recruitment crisis and so many non-specialists are covering Maths lessons. Because the Maths Hubs provide fully funded and research-backed professional development opportunities, it is a win-win situation for schools and colleagues and our role as Maths Hubs is about recognising and responding to the current challenges in education.

READ THE FULL INTERVIEW WITH LAURA CLITHEROE AND DAVID HICK, JOINT CODE MATHS HUB LEADS [HERE](#)
FIND MORE INFORMATION ABOUT CODE MATHS HUB [HERE](#)

The Teacher as Learner | how narrating our challenges can push forward students' metacognition

"It was challenging to be explicitly discussing all my metacognitive thinking as a stream of consciousness in timed conditions, but it was honest and got them to see my sense of self and the monitoring strategies I was using under time pressures to keep myself on track and motivated."



**Kingsbridge
Research
School**

Supported by the Education Endowment Foundation

The Importance of Modelling

Teachers have long understood the critical importance of modelling to help students understand a new aspect of learning, whether that is a tricky Maths problem in primary school or learning how to answer a question in geography.

When we model to students how to apply their knowledge to a particular task, we are giving them metacognitive strategies to be successful, such as checking that our memorisation technique was accurate or selecting the most appropriate cognitive strategy for the task we are undertaking. Teachers have many strategies to do this within the classroom, with a well-known example being 'I do, we do, you do.'

I do



We do



You do



However, there is a challenge in teachers modelling best practice in the room. The teacher is always the expert – they retain a certain 'mystique'; they are just good at it through some kind of mysterious learning power. But as we know, just like the students, we as teachers do face challenges regularly where we too have to approach a new task for the first time and act metacognitively in order to be successful.

Spawnpeer?

A recent event brought this to the forefront of my mind. During the first day of our current metacognition programme, we set the task of completing an anagram in under a minute. Afterwards we discussed how we approached it and there was a spectrum of answers. Some people couldn't think of any strategies, others had a multitude of ways that they tried in rapid succession. Others found anagrams so frustrating they didn't even attempt to engage with the task and waited quietly for the answer. The answers were enlightening; it was a microcosm of the classroom.

You have 1 minute to complete these two puzzles from a well known gameshow...

S	P	A	W	N	P	E	E	R
---	---	---	---	---	---	---	---	---

Work out the word that can be made from this anagram.

100	25	1
10	5	5

Use these numbers to reach the answer 181. You cannot use each number more than once. You do not need to use every number.



More specifically, it felt like a microcosm of my A level History classroom only a week previously where students worried about the challenge of weighing up the interpretations of different historians in limited time. Some felt confident, whilst others fretted that it wasn't achievable to plan an answer, monitor and reflect on it within the timed conditions that had been set.

By Helen Thorneycroft, Kingsbridge Research School

READ THE FULL ARTICLE [HERE](#) AND FIND MORE ABOUT KINGSBRIDGE RESEARCH SCHOOL [HERE](#)

Clarity from SchoolPro TLC about Sending Home Flyers for Third-Party Organisations



As part of their experience within the education sector, our sponsor SchoolPro TLC provides the role of Data Protection Officer (DPO) as a service for schools.

The SchoolPro Team have been receiving a number of queries from schools about the issue of sending home flyers for third-party organisations by email or post. If you have been wondering about the correct practice, see below here their updated guidance on sending out communications from third-party organisations to parents. The team draw on their knowledge as former school leaders, as well as their DPO expertise.

Your school, for example, might be thinking about sending home a communication about local community events or third-party activity providers. Email is often used by schools for this, although SchoolPro TLC have reservations due to email being subject to Privacy and Electronic Communications Regulations (PECR) and additional consent requirements.

Here are the various implications of each option for sending communication home and what requirement you should meet:

Postal Leaflets in School Bags

The process for sending postal leaflets via school bags is not subject to the privacy and electronic communications regulations (PECR), which means consent is not required.

The school can rely on a Legitimate Interests lawful basis and perform a Legitimate Interests Assessment (LIA) for the overall practice of sending out these mailings. It is crucial that parents are informed about this process and have the clear option to opt-out. The school needs to ensure that parents are aware of their rights and the school's processing activities through clear communication, such as a statement in a parent newsletter. This approach negates the need for separate LIAs for each third-party organisation's materials being sent out.

In order to notify parents about this processing, the school could add the following into a parent newsletter (or similar) – words to the effect of:

"We will occasionally send home flyers from trusted third parties such as the local authority in pupil bags. This is to make you aware of events, activities, services and products that we think may be of interest to you or your family. Please let us know if you object to this and we will ensure that you don't receive this information."

Electronic Communication (including Email)

There are two distinct categories regarding electronic communication:

1. Direct Marketing Messages

These include communications where a paid service is being offered, or there is fundraising or similar activities involved. Examples include services like school photography or extracurricular activities run by external companies that require payment. These types of messages require prior opt-in consent from the recipients, and it must be straightforward for them to withdraw consent at any time.

It is important to ensure that this consent is specific, informed, and unambiguous.

The school should not use opt-out forms for these types of communications; instead, an explicit opt-in mechanism should be in place.

2. Promotional Messages Not Classified as Direct Marketing

This category includes communications that can be considered part of the school's or trust's legal function as a public body and do not have a paid-for element.

Examples might include free educational opportunities from the local library or informational leaflets from the NHS. These messages do not require prior consent but fall under the 'public task' legal basis. While upfront consent is not needed, parents should still be informed about these communications and have the ability to object to receiving them, akin to the opt-out process in legitimate interests. Similar notification to that quoted above for the school bag method could be used to ensure transparency.

Summary

For non-commercial promotional messages sent by electronic media, and leaflets (commercial or otherwise) in school bags, **consent is not required upfront**, but there should be an option for parents to opt-out or object. Schools must inform individuals about this processing beforehand, maintaining transparency and adhering to data protection principles.



READ THE FULL ARTICLE [HERE](#) AND FIND OUT MORE ABOUT SCHOOLPRO TLC [HERE](#)

About Us

SWIFT is built on a partnership model of Colyton and Kingsbridge Teaching School Hubs; ten Teaching Alliances; local ITT providers; Multi Academy Trusts; Kingsbridge Research School, Curriculum Hubs; Devon Schools Leadership Service; Teach First and the Chartered College of Teaching.

By creating a strong, mature partnership, SWIFT acts as a multiplier within the education system, meaning we are much more than the sum of our parts. By working together in the spirit of mutual support and towards common goals we can make this a reality. The more than principle is enshrined in our logo, which is a stylised more than sign. >

We have a clear vision: to be a trusted partner for schools. We are guided by a set of values that ensure we support teachers and leaders to improve the educational outcomes for all children and young people, especially disadvantaged groups. To achieve this vision in accordance with our values, we have developed clear aims that guide our activities, and a coherent theory of change to show how the issues facing schools, our activity and our aims all line up.

Keeping in Contact

You have received this newsletter because you are currently one of our Colyton and Kingsbridge Teaching School Hubs' Schools and Partners.

If we have not got your preferred email address correct, or if you wish to unsubscribe, then please email SWIFT Executive Assistant, Jude Owens | Jude.Owens@sw-ift.org.uk

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Angelica Anderzon shares her journey as an Exeter Supply Partnership Teacher

Background

Angelica moved to England from Sweden after finishing her A Levels and worked for several years in various roles in hospitality before completing a counselling qualification at Exeter College.

Angelica has always loved working with people and going to work in education seemed a natural progression following her counselling course when she realised that people need support from a very early stage and wanted to work with children to help them to have the best start in life as possible. She completed a Teaching Assistant Diploma Level 3 at Exeter College and gained a Teaching Assistant role at a local primary school in Exeter.

Whilst working as a TA, Angelica completed a BA Hons in Teaching & Learning Professional Practice with Worcester University and then trained as a primary teacher with Exeter Consortium Schools' Alliance, achieving QTS in June 2023.

Why did you choose to become a supply teacher?

I applied for Early Career Teacher (ECT) roles; however, I was not initially successful and therefore decided to sign up for supply teaching as soon as I received my QTS certificate in June. This provided me with great experience working in a range of schools covering different age groups.

Why did you choose Exeter Supply Partnership (ESP)?

ESP was recommended to me by my teacher training programme leader. I found supply teaching quite daunting initially, however I soon enjoyed going to different schools and teaching different groups of children. I then secured a permanent role working two days per week in one of my placement schools and I now do supply teaching in addition to those two days.

What do you wish you knew before beginning supply teaching?

Nothing really stands out because after finishing my training I felt I was very well equipped to go into schools and do a good job. Initially I did feel quite alone as a supply teacher. but then I signed up for one of the ESP networking sessions where I met other supply teachers who were going through the same experience, which was extremely beneficial for me.

What is your favourite thing about being a supply teacher?

The best thing is gaining experience of working in a wide variety of schools where you learn lots of approaches and this really opened my eyes to how things can be done differently. For example, it has been so useful to look at various approaches to inclusion and provision for pupils with SEND and this has helped me to further develop my passion for this area of work.



READ THE FULL ARTICLE WITH ANGELICA ANDERZON [HERE](#)
CONTACT EXETER SUPPLY PARTNERSHIP [HERE](#) | FIND MORE INFORMATION [HERE](#) | PHONE 01392 927171 OPTION 1

Celebrating Outstanding Women Entrepreneurs

Volt Entrepreneurs is thrilled to announce that their Director, Dr Sawsan Khuri, has won the Girls to Women Award at the Diversity Business Incubator BAME Gala 2024, having been nominated by the Devon and Plymouth Chamber of Commerce.

This award is given to celebrate outstanding women entrepreneurs in the region, and is supported by Girls to Women, a platform that empowers and develops young women to embrace their full potential.

Sawsan is the Director of Volt Entrepreneurs that powers entrepreneurship in young people winning an award for being an outstanding entrepreneur who powers these skills in others.

Sawsan has recently given career talks at several local schools, including Wynstream Primary School in Exeter, Sidmouth College, and Mount Kelly in Tavistock.

You are warmly invited to get in contact with Sawsan and get your school on her calendar.



FIND OUT MORE ABOUT VOLT ENTREPRENEURS [HERE](#) | CONTACT SAWSAN KHURI [HERE](#)
FIND OUT MORE ABOUT GIRLS TO WOMEN [HERE](#)

Rethinking Lesson Observations | A Call for Change by ONVU Learning

Lesson observations have long been a cornerstone for teacher development and student achievement. However, the traditional approach to observations has often been met with apprehension and can sometimes be viewed as a critique rather than a constructive process.

Matt Tiplin, VP Commercial of SWIFT sponsor, ONVU Learning, has extensive experience as a senior leader in a Multi Academy Trust (MAT) School and Ofsted inspector, and proposes here a re-evaluation of these practices to foster an environment of support rather than scrutiny.

The Issues of Traditional Observation Methods

Lesson observations, in their current form, tend to focus more on the teacher's delivery method rather than the impact of these methods on student learning. Matt, reflecting on his own experiences both as an observer and as a teacher, acknowledges the limitations of this approach. He argues that a shift towards a more supportive and low-stakes observation process could significantly benefit teachers and, by extension, their students.

Limitations of One-Off Observations

The traditional model of one-off termly observations has been criticised for leaving teachers feeling unsupported and overly scrutinised; as this method, which often emphasises the observer's preconceptions of what constitutes 'good' teaching, can overlook the effectiveness of the teacher's approach and its impact on student learning. Matt recalls an instance where his feedback focused on a teacher's style rather than the content delivery's effectiveness, highlighting the need for observers to consider the diversity of teaching methods and their respective outcomes.

Understanding the Context of Learning

Furthermore, Matt discusses the importance of understanding the context in which a lesson takes place. He emphasises that learning is not a one-off event but a series of interconnected experiences. Consequently, observations should not be isolated snapshots but part of a broader assessment of teaching and learning processes. This perspective challenges the conventional wisdom that a single observation can accurately reflect a teacher's impact on their students' learning journey. The presence of an observer can also influence the classroom dynamics, a phenomenon known as the Hawthorne Effect.



ONVU
LEARNING

READ THE FULL ARTICLE [HERE](#) | FIND OUT MORE ABOUT ONVU LEARNING [HERE](#) | CONTACT [HERE](#)

'Water for Peace' **FREE** Live Lessons for World Water Day Wednesday 20 and Thursday 21 March 2024 at 1100 and 1400 (live online)



Lyfta is offering more **FREE** live lessons to bring the world into your classroom with a focus on 'Water for Peace', as the theme of this year's World Water Day.

Students will experience the story of Jordanian farmer Hassan as he battles the decline of the Dead Sea and take a wider look at the issues of water security in a region affected by historical and ongoing conflict.

The 45-minute session will include exploration of the sights and sounds of the Dead Sea and River Jordan through 360° scenes and a short, powerful documentary film about Hassan and the region.



LYFTA

READ MORE ABOUT THE VANISHING SEA – JORDAN STORYWORLD [HERE](#)
FIND OUT MORE AND BOOK YOUR PLACE [HERE](#)
FIND OUT MORE ABOUT LYFTA [HERE](#) | CONTACT [HERE](#)

Educating Community Parents Cook Club

Educating have hosted the first of many Parents Cook Clubs to teach parents the four different styles of cooking they can do from home that is simple and easy to do, cost effective and cooking up healthier meals for their children.



The four main cooking styles include:

Stealth cooking | Adding Nutrition in the form of hiding fruit and veggies in meals.

Takeaway Fakes | How to create favourite takeaway meals at home at a cost-effective price point.

Best of Leftovers | Knowledge of how best to use leftovers from the cupboards and fridges to create nutritious meals.

Getting the best out of your ingredients | Using restaurant quality techniques to get the best out of every ingredient in a dish and how to cost-effectively feed a family in doing so.

The first session involved the wonderful Rob showing a form of stealth cooking with a step-by-step guide in how to hide cauliflower in macaroni cheese. *In case you're wondering* - simply cooking the cheese sauce and macaroni pasta separately, and then grating the cauliflower into the cheese before combining all together and baking in the oven for 20 minutes.

Reviews from the parents were outstanding. Many were shocked knowing that the cauliflower was in the dish, yet they could not see or tell when trying it for themselves!

Half Term Recipe Reviews

Each half term our team reviews all the recipes and selects a few to review and make even tastier; which requires expert tasters, including school staff. Here is a preview of a few dishes that have been given a refresh.



New Dishes

The wonderful team of Educating Area Managers have been working hard to come up with new recipes and dishes for all the sites, trialling different options in schools to find the best dishes that children enjoy (see here a few creations).



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